

**2019 SENATE APPROPRIATIONS**

**SB 2013**



# 2019 SENATE STANDING COMMITTEE MINUTES

**Appropriations Committee**  
Harvest Room, State Capitol

SB 2013  
1/15/2019  
JOB # 30788

- Subcommittee  
 Conference Committee

Committee Clerk: Liz Stenehjem / Alice Delzer / Florence Mayer
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## Explanation or reason for introduction of bill/resolution

A bill 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; and to provide exemptions.

## Minutes:

14 Attachments
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**Chairman Holmberg:** Called the Committee to order on SB 2013. Roll call was taken. All committee members were present. Sheila M. Sandness, Legislative Council and Becky Deichert, Office of Management and Budget were also present. The Department of Public Instruction has within it a number of items, including of course which we handled separately the North Dakota State Library, school for the deaf and vision services. We also have some folks from out of town who are here to speak on some aspects of the budget and we will do everything we can to make sure the folks from out of town can be heard before noon. There is a subcommittee that will be working on this budget, the members of the subcommittee are: **Chairman Holmberg, Senator Poolman and Senator Robinson.**

**(2:07) Kirsten Baesler, Superintendent, North Dakota Department of Public Instruction:** I am here to provide information and to testify in support of the Department's budget and optional requests. See **Attachment # 1** for testimony **Attachments #2 and #3** provided as supplemental information.

**(17:56) Chairman Holmberg:** So your position is that you want us to support the executive budget regarding FTEs?

**Superintendent Baesler:** Yes, that is correct. Continued with testimony on **page 10 of Attachment #1.**

**(20:08) Senator Mathern:** What happened to the piece that was in your budget before about the Governor's school?

**Superintendent Baesler:** A little bit of history on the Governor's school. The Governor's school had historically been in our budget as one of those pass through grants. At some point

in time, I believe in the 2017 session the request to have that pass through grant was not included again, the organization I think there was a change in leadership at that time, they did not know they needed to request from a Legislator or the Governor to have it included in the budget, so it was omitted from the budget. It was recognized during the 2017 session that there was an omission there and the 2017 legislative body put in one-time funding for the Governor's School. But again, it has not been placed in the budget by a request, there could be an amendment added to continue to support that if a legislator or the legislative body so chooses.

**(21:46) Senator Mathern:** What is your position on it, do you want it in there or not?

**Superintendent Baesler:** So certainly, as with any of the pass-through grants, those are legislative requests that are asked of the department to simply be the provider of the funding. So again, it's an independent operation of a public school system. It's an extra certainly of tremendous value. The Governor's School provides tremendous value to the students who attend each summer. So again, we support anything that gives our students an opportunity to advance their knowledge and be immersed in the University System and the campus of NDSU.

**(22:28) Chairman Holmberg:** I recall that it was an 11<sup>th</sup> hour addition last session when someone, embarrassingly asked where the Governor's School was. No one had ever asked for it, so it was added in. But the subcommittee will certainly take a look at that and the information we are receiving from some supporters.

**(23:25) Jamie Mertz, Fiscal Director, North Dakota Department of Public Instruction, Fiscal Management Office:** here to provide information regarding the 2019-21 appropriation request I refer you to **Attachment # 4** which contains the budget requests. The department's budget is comprehensive and includes 3 outlying agencies. The budget documents that you have received and will receive later you can separate them by the preprinted tabs that we have provided. The first tab includes information relative to the department's 2019-21 Budget Requests including a Funding Analysis Worksheet, Federal Funding and the Optional Budget Requests, many of which Superintendent Baesler has already spoken about. The second tab, labeled School Finance Statistics has information related to enrollments, Resident Births, Teacher Salary Information and the Integrated Funding Formula Narrative and Worksheets. Tab number three is labeled The Pass-Through State Grants, it contains information related to the state pass-through grants including the awards for the current biennium and the legislatively required performance reports. There are also tabs for the outlying agencies, th North Dakota School for the Deaf, the North Dakota State Library and North Dakota Vision Services. Each of these agencies will be providing their own information and testimony this afternoon. See **Attachment #4 pages 79-84** for additional testimony.

**(33:23) Chairman Holmberg:** A number of the optional adjustment requests were funded by the Governor, there were a few that were not. Could you give us a few words about the Family Engagement Initiative? I was always under the impression that was a pretty high priority for you all.

**Mr. Mertz:** Yes, as Superintendent Baesler said having the family engaged in education is vital to the success of the student. Why that was not included in the executive budget, I am not aware.

**(34:38) Adam Tescher, Director, School Finance and Organization, North Dakota Department of Public Instruction:** See **Attachment #4 pages 85-88** for testimony.

**(41:45) Senator Robinson:** So according your comment, with these projections you indicated we will pick another 1,500 without any new people coming in. Do we have any projections on the potential of new people coming in, based on historical activity?

**Mr. Tescher:** We do look at that through that survival percentage. Do we attribute it just to new comers? No, but that is built into our look-back, when we look back four years. We also look at those charts that are provided on **page 13 of Attachment #4.**

**Senator Robinson:** How many might be anticipated in addition to the 1500 that will fall under the category “newcomers”?

**Mr. Tescher:** The 2300 is the projection for new students, we’re estimating about 1500 of those will fall under (inaudible)

**Senator Robinson:** So roughly around 800?

**Mr. Tescher:** Yes, roughly around 800 and probably a little more going forward.

**Senator Robinson:** For this fall we all attended K-12 informational meetings throughout the interim. I believe the figure that we were shared is we anticipated about 3000 new students. Is that still accurate?

**Mr. Tescher:** We did scale those down just a touch. We did get our new enrollment counts for the fall of this year which we increased 1900 students. So we did scale down our projections after November, once we did finalize a count of how many kids we had in our schools this fall.

**Senator Robinson:** So this number is as of this fall, the 1897?

**Mr. Tescher:** That is correct.  
Continued testimony from **page 86 of Attachment #4**

**Senator Robinson:** That average salary is salary only, it does not include fringe benefits, is that correct?

**Mr. Tescher:** Correct, it only includes salary.

**Senator Robinson:** Do we also have an analysis of the big ten versus the small rural districts of the state? There must be significant discrepancy between the two.

**Mr. Tescher:** I believe I could pull that data.

**(47:18) Mr. Tescher:** You can see that North Dakota has increased their teacher pay by roughly 20% from the 1999-2000 year to the 2015-2016 year. Wyoming is the only state that has increased it more.

Continued testimony from **Attachment #4 page 87.**

**Chairman Holmberg:** One of the challenges the legislature has in talking about even though we mandate 60 mill deduct from local property tax payers because of other laws that we have, not all school districts are paying what we mandate. So at the end of the day the state tax payers over all are subsidizing those districts that are under 60 mills. It's a knot that has not been untied yet, I don't think. It is a problem when it comes to equity.

**Mr. Tescher:** That is correct, not all districts are able to get to the 60 mills because of the 12% increase. They can only levy 12% more in dollars than they did the previous year. As these districts are rapidly growing with new taxable valuation, we've had districts that have grown 20%-30% in one year, but their dollars can only increase by 12% so they're not able to levy the full 60 mills. The formula does recognize that and the state will supplement what they aren't able to get to for the 60 mills.

**(53:36) Chairman Holmberg:** They are not necessarily lobbying for us to change it so they get to pay the 60 mills either. Just saying.

**Senator Robinson:** Have we had some school districts that were dissolved in the last 2 years? How many small but necessary schools do we have operating today? What is the number of home schooled students? Is that on the grow?

**Mr. Tescher:** Home school is growing in the same rate. Not faster, definitely not slower. The small and necessary schools, I have to look what the definition is. I assume it has to do with square mileage of the district and how close they are. As far as school districts dissolving, I started with the department September 2015. We had Robinson school district dissolve right when I started, none since then. We do have one school district, Century Elementary School, that has gone non-operating, the anticipation that they will dissolve next year.

Continued in Attachment #4 page 87.

**Senator Poolman:** How many districts are still not on the formula.

**Mr. Tescher:** Of the 178 school districts, 175 operating, 98 are not on the formula. There are several more that wouldn't be in the formula because of the \$60M deduct. I don't have that count with me.

Continued in Attachment #4 page 88.

**(57:47) Vice Chairman Wanzek:** When you say the "taxable evaluations", I'm assuming as the evaluations go up, if the per pupil payment stays the same, it reduces the state percentage that goes to the school district, correct?

**Mr. Tescher:** Yes, but in our projection we are anticipating increases in taxable evaluation, based on historical trends.

Continued in Attachment #4 page 88.

Executive recommendation Attachment #4 page 29.

**(1:00:32) Chairman Holmberg:** Currently if every district was at the minimum of \$60M, what's the differential that the state is "covering" for those districts that aren't at \$60M? Is it \$30M? \$40M? I don't know.

**Mr. Tescher:** I would have to do some research. I would have to go back and look at that data.

**Chairman Holmberg:** The new committee members should be aware, the education committee has the policy issues, but we have the money issue here.

**Senator Poolman:** Increasing the per pupil payment will only happen for school districts on the formula? If they aren't on the formula, they won't see an increase in the per pupil payment?

**Mr. Tescher:** The increase will be for districts on the formula and some that are below the formula. There are several districts that can't get to the \$9,946, they would still get increases. Districts who are above the baseline funding, would not get increases.

**Senator Poolman:** I am also interested in the hybrid count, the 60% previous year and 40% fall. Would schools with declining enrollments have to refund money back, or are we going to let them keep anything that might be extra? Logistically how does that work?

**Mr. Tescher:** The logistics haven't been all ironed out. The fall enrollment count is verified in early November. We would know that number by the December 1<sup>st</sup> payment. We would have time to react, to change that appropriation so that we wouldn't be over spending. If a school district experienced really rapid decline, which we haven't been experiencing, there is potential we could ask for some money back. I wouldn't anticipate that we would be able to catch it early enough before we send out too much money.

**Senator Bekkedahl:** Being new to this, is there a simple explanation for on formula and off formula.

**(1:03:10) Mr. Tescher:** What we are referring to is the baseline funding of \$9,946.00. When the formula was established, there was a "hold harmless" for districts that were significantly above or below the original baseline funding rate. Which I believe is right around \$8,500.00. If they were getting \$12,000 a student, they didn't want to bring them down to \$8,500. They put in this "hold harmless", because some districts are still about that \$9,946.

**Senator Bekkedahl:** We are 12 years in this formula? Was it 2007?

**Mr. Tescher:** It was the 2012-2013 year that we did the re-calibration of the formula with the "hold harmless".

**Senator Bekkedahl:** Do you think we are still on adequacy and equity for every school districted based on some on/off formula? Or have we fallen off that track?

**Mr. Tescher:** It's really hard to say. We are still funding a lot of districts based of their funding from 2012-13. The goal is to get everyone on the formula. There could be some inequities if there are districts who are getting significantly more than other districts per students.

**Senator Bekkedahl:** Are you hearing from districts that are getting inadequate funding?

**Mr. Tescher:** I haven't heard a whole lot about it. The interim committee of education policy has asked on a lot of data regarding these "hold harmless" and baseline funding. They do have that data in front of them with how many districts and students are on it.

**Senator Bekkedahl:** What is the smallest property tax base, in terms of geography in the state right now? How many square miles? Can you name the smallest?

**Mr. Tescher:** I don't know it off the top of my head. Our reservation districts are going to have the smallest property tax rates.

**Senator Bekkedahl:** In terms of geography and physical size of the district? Can you get that for me?

That was confirmed.

**Senator Robinson:** How many schools will not be receiving the payment because they are in "no man's land"?

**Mr. Tescher:** Of the 98 school districts that are not on the formula, there is between 10-12 that are below it. It would be around 86 school districts that are on the formula above it. They would not be getting the increases.

**(1:06:36) Vice Chairman Wanzek:** The ultimate goal to get everybody on the formula. Are we slowly, since the formula went into effect, decreasing the number of schools that are off formula? Are some getting to the point where they are close and end up coming on?

**Mr. Tescher:** I have not seen a drastic increase in school districts coming of the formula. Most are still hanging on to those "hold harmless". Historical background, 2013-15 biennium through the next biennium, school districts on the formula were getting a 3% increase every year. Those who were above the formula were getting a 2% increase every year. They were getting less of an increase, but still getting increases. School districts below the formula were getting a 10% increase each year, for the first 4 years of this formula. The biennium we are in now, everything was "hold harmless" there were no raises across anyone. While the transitions are there to slowly get everyone onto the formula, giving 2-3% raises doesn't seem to be working as fast.

**Senator Mathern:** So there is no statute that defines the end of that transition period? Do we decide that every biennium?

**Mr. Tescher:** Correct, there is nothing that defines an end of transition. In the executive recommendation, there was a recommendation of reducing that baseline by 10%. Which would then decrease and hopefully get more districts onto that formula more quickly.

**Chairman Holmberg:** It also is a political question. If I have to pay “X” more, they may not want that and then contact their legislators. It is a struggle and I don’t know when it will be totally resolved.

**Senator Bekkedahl:** Looking at the data you provided, Williston increased by 112% in that 10-year period. Which is fairly good stress test for that formula. Even within that, we saw Williston levying over \$80M for its general fund. We have school districts within Williams County levying less than \$50M total, not just for the general fund. With that stress test happening out there with the oil boom, did the formula perform well for equity? If not, do we need to make some adjustments?

**Mr. Tescher:** I believe there have been some problems from the western part of the state, we hear from them quite often with “no funding”. As far as if it’s enough funding? You’d have to talk to the school district about the adequacy of the formula. Then the equity of the formula, looking at both state and local funding, we try to base it off that formula. We do prepare an equity report, which is not in this presentation, that shows all school districts, funding per student, and their taxable evaluation.

**Senator Bekkedahl:** Can you provide that to the committee?  
That was confirmed.

**Chairman Holmberg:** At the end of the day, the problem gets handed to you but the bucks stop at the legislature. We determine what the various rules are that you get to follow. We are not always consistent, except in our inconsistencies. Are there any more questions? We will have to think about what’s next. We need an orderly transition into other portions of this budget. We will start with a 5-minute break

**(1:12:03) Chairman Holmberg:** Called the meeting back to order on SB2013. Pass through will happen at 10:15am, no matter what is going on. Prior to that we will take care of others who want to give testimony to the committee about the general appropriation about the department of public instruction.

**(1:13:28) Jeremy Neuharth, President, TechND; and Owner, Sycorr, Fargo, North Dakota:** Testified in favor of SB 2013 and presented **Attachment # 5** speaking on behalf of TechND and as a founding member of the Digital Workforce Coalition.

**(1:17:43) Chairman Holmberg:** Committee members should be aware, when you look at page 11, the department had requested \$6M for this project and the executive recommendation includes \$3M. What your specific ask is, is to increase what the Governor recommended to the total of \$6M?

**Mr. Neuharth:** Yes, the \$6m million came off of the numbers the superintendent was talking about in her option. In order to get up to the stand and number of teacher, we are asking for the full \$6M.

**Taya Spelhaug, Manager, TechSpark program for Microsoft in North Dakota; From Fargo:** Testified in favor of SB 2013 and provided **Attachment # 6**.

**(1:23:34) Chairman Holmberg:** We in this committee have to struggle with a lot of information we receive. There are some folks in the education world that feel that everything should be focused the foundation aid payment. They have concerns if money goes to other portions of it. They say “put the money into the schools, and everything will be fine”. This committee has these questions from many people. We will end up making the recommendations to the Senate, as to should money be put in here or in the big pot. Anyone else on this particular portion of this field?

**(1:25:01) Rudie Martinson, North Dakota Hospitality Association:** Testified in favor of SB 2013 and provided **Attachment # 7**.

**(1:27:00) Chairman Holmberg:** Anyone else who’d like to talk on this environment?

**Dan Wogsland, Executive Director, North Dakota Grain Growers Association (NDGGA):** Testified in favor of SB 2013 and provided **Attachment # 8**.

**(1:28:38) ElRoy Burkle, Executive Director, North Dakota Small Organized Schools (NDSOS):** Testified in favor of SB 2013 and provided **Attachment # 9**. Emphasis on transportation.

**(1:34:00) Senator Gary Lee:** The mileage you included in the spreadsheet, are they just getting school to and from school? Or extracurricular too?

**Mr. Burkle:** Extracurricular is not included in the mileage, by law.

**Vice Chair Krebsbach:** One of the biggest challenges you have is getting bus drivers. Is there any solution to increasing this number.

**Mr. Burkle:** I wish I had a solution. In the old days, you had a lot of small farms and farmers who used bus driving as an extra income. Farm size is now so large and the bus driver’s income doesn’t outweigh that. I don’t have an answer to that, it’s a challenge. I don’t care if it’s rural schools or Bismarck. Harlows has big signs, “Wanted, School Bus Drivers”. Our rates have had to go up, because we need to be competitive. Maybe that means a full time position, maybe benefits. Some schools think they will contract services. All you have done is shifted the problem from your desk to someone else.

**Chairman Holmberg:** Now we will take a look at Pass-through. Let’s start with writing projects.

**Robert Kibler, Director, Northern Plains Writing Project (NPWP):** Testified in favor of SB 2013 and provided **Attachment # 10** asking for increase in biennial budget through DPI to NPWP. His testimony is also included on pages 59-61 under the pass-thru tab.



**(1:40:24) Chairman Holmberg:** I've been at the workshops, it's not just language arts teachers. There are social study teachers, people from across the curriculum that participate.

**Senator Poolman:** How many participants/students do you have in the summer?

**Mr. Kibler:** This past summer we had nine. We could have had more. We spent all our money to subsidize them to help with their professional development credits. We have transformed our model; it has typically been a 6-week commitment in the summer for teachers. We are now bringing students to the University of Minot for 5 days, then go back home and we meet with them online. They then come back at the end of that 6-week period to make presentations, get awards, and then to go back to their school districts.

**Senator Poolman:** You said you had \$85,000? Was that just in the last biennium? And now you're down to \$10,000 recommended for this budget.

**Mr. Kibler:** Yes, I don't know the whole story of that. I'd assume a lot of that has to do with the oil bust or a director who went astray. I am a director from long ago, from 2000, and I am back to try and rescue it and moving forward.

**(1:42:36) Chairman Holmberg:** It had to do with some reductions and some other things. These programs were cut across the board.

**Senator Poolman:** How many credits do your students earn and what do they pay?

**Mr. Kibler:** The summer institute gives 6 graduate credits to each participant. We fund that. They typically pay fees, and depending on the University we get others to pay for the books. We try to subsidize them to the furthest extent possible. We think they should pay some fees. We also pay for subsidized housing in the summer. They roughly pay \$200-300 for the course and they end up with the 6 credits. The next year they can come back for the advanced institute, which would earn them another 6 credits. These credits can also be applied to a master's program.

**Daniel Conn, Representing Northern Plains Writing Project (NPWP):** Testified in support of SB 2013 and provided **Attachment #11**. Need to invigorate teachers. This will localize curriculum. Asking for your support of our good work.

**(1:46:15) Chairman Holmberg:** They have changed their model, because the 6 weeks was tough to get people. Just like Governor's School. It's tough to get young people to move to a campus for just a number of weeks. The subcommittee will look at that and see if they changed their model.

**Tatiana Potts, 5<sup>th</sup> grade teacher, supporting Northern Plains Writing Project (NPWP):** I have seen writing through the years, that students have found their voice. Part of being a teacher is establishing a relationship with the students, and a lot of students will tell you things in writing that they would never say in person. Helping them find the tools to become better communicators is a joy. We learn so much through these summer institutes and the networking. Most of our day is spent in a room not interacting with colleagues, so chances

like this are so important. I am here to ask that you support us so we can continue to train teachers. And help us to have more effective teachers and transfer that to the students.

**(1:49:18) Kayla Tatr, 6<sup>th</sup> grade teacher in Glen Ullin:** Testified in favor of SB 2013 and the NPWP project. I went to the class in 2018 and am looking forward to this summer. When you ask what is the most difficult to teach, most is writing. Teachers aren't comfortable enough with their own writing skills to teach it. This program has had a profound impact on me and my students. I urge you to approve the funding for the NPWP.

**Chairman Holmberg:** The committee members should remember, there are two of these writing projects, one was in Grand Forks and one in Minot. When they talk about \$10,000, it was \$20,000 appropriated but each got half.

**(1.52.01) Stephanie Wilson, 11-12<sup>th</sup> grade teacher in West Fargo:** Testified in favor of SB 2013 and the NPWP project. I teach creative writing. There are technical benefits, professional benefits and emotional benefits. Allows kids to process and think a different way. I support the NPWP and ask for the committee to fund this project. From a teaching standpoint, this project is different. This gives teachers of all grades the opportunity to come together for the same goal, of improving writing skills. We can research based upon the needs of the students in our area. It is a community we are building here, not just professional development.

**Chairman Holmberg:** I'll ask a terrible question, do students write cursive or just print or type?

**Ms. Wilson:** Most of my students do not write cursive. Those who do, take pride in that. It's a lot of typing and printing.

**Chairman Holmberg:** Thank you for answering that question. Anyone else that wishes to testify?

**(1:56:34) Dr. Kelly Sassi, Director, Red River Valley Writing Project; Associate Professor of English and Education, NDSU; representing Red River Valley Writing Project (RRVWP):** Testified in favor of SB2013 and presented **Attachment #12**. A portion of her testimony is also found under the pass-through state grants tab (pages 75-77). Gave overview of the RRWP. Statistics show that American businesses loose up to \$3.5B every year in people who come to them with weak writing skills. Also important at a college level. C3WP is a new program that stand for College, Career and Community Writers Program. Focuses on teaching source based argument writing. Used some of the grant money for this. Looking to scale up the program in Native American populated schools. The summer institute has been proven to help students of teachers score higher than those who haven't taken the course. We also partner with the Plains Art Museum to serve as the state affiliate for the Scholastic Art and Writing Awards. We had an accessibility issue for creative students in the state. We have increased national creative submissions for 20 to over 400 the last couple years. Last year we had 6 national award winners from North Dakota. We need to get our students to the national level to provide millions of dollars for scholarships and awards. So when our funding was cut from \$100,000 in the last biennium to \$10,000 in the current, we struggled to keep creative programs afloat. Please consider restoring our funding. Not to

the previous level, but if you could raise it again we can continue our work of excellence for teachers and youth.

**(2:04:25) Senator Mathern:** What do you actually cut when we cut the budget? What does it look like in the program? Less instructors? Less students? Printing less things?

**Dr. Sassi:** I do have our data from the last 6 years. See Attachment #12 page #3 chart. Last biennium the total attendance was 1,004; contact hours 5,085. This last year we dropped the contact hours to 2,675. We are doing less PD in the schools. Less programs that inspire teachers to write such as writing workshops or retreats. Those have disappeared completely. Our effort has been mainly focused on C3WP, because of it's amazing result and the ability to leverage outside funding. We just can't cut something that benefits youth so well. We could be doing a lot more in our state with additional funding.

(Electronic form of testimony)

**Senator Oehlke:** You should check out the Fox Fire Books.

**Chairman Holmberg:** Is there anyone else on the writing project? We will move on to another issue.

**(2:07:43) Erin Jacobson, Coordinator of the North Dakota Teacher Support System (NDTSS):** Testified in favor of SB 2013 and provided **Attachment # 13**, requesting continued funding for our program through the grant within SB 2013. The Teacher Support System has two areas of responsibility, providing mentors for first year teachers and supporting instructional coaches. I am asking for full funding for the NDTSS. Part of her testimony is included on pages 31-50 under the pass-thru state grants tab.

**Chairman Holmberg:** Any questions on the teacher mentoring program?  
It was a reduction of 124,000 from last biennium? So that's the 6%?  
Anyone else?

**Senator Dever:** There was a gentleman that wanted to testify on the 'We the People Program', I suggested he could communicate with the subcommittee, with his information.

**Chairman Holmberg:** Submitted **Attachment #14, from Matthew Wallace, Deputy Director, North Dakota Museum of Art's Rural Schools Initiative.** This article was sent to him through email and will be filed with the pass-through state grants portion of this bill.

**Chairman Holmberg:** Asked if there was further testimony, there was none. The committee was recessed on SB 2013 until 2:00 pm. The Vice Chair will proceed over the committee.

# 2019 SENATE STANDING COMMITTEE MINUTES

## Appropriations Committee Harvest Room, State Capitol

SB 2013 (State Library)  
1/15/2019  
Job # 30823

- Subcommittee  
 Conference Committee

Committee Clerk: Rose Laning/Marne Johnson

### 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; and to provide exemptions.

### Minutes:

Testimony Attached # 1 - 2

Legislative Council: Sheila Sandness  
OMB: Becky Deichert

**Chairman Holmberg** called to order the hearing on SB 2013 concerning the State Library and was called to another hearing. The meeting was turned over to **Vice-Chairman Krebsbach**.

(2:27) **Mary J. Soucie, State Librarian, North Dakota State Library**  
Please see attachment #1 for testimony.

(8:55) **Vice-Chairman Krebsbach**: Congratulated Mary on using both the front and back page of her testimony.

**Senator Dever**: I'm curious about people who use wireless Wi-Fi sessions. How many people have no Wi-Fi at home and use the Library? Are there a lot of people?

**Mary Soucie**: I do not know the specifics. There is a digital divide. In rural areas, what we find is there are a lot of people who only have their cell phone to connect. Coverage can be spotty, that's why libraries get used. We've heard stories from librarians that at 2 o'clock in the morning there are people in the parking lot using the Wi-Fi. Some libraries turn their Wi-Fi off when they're not open, but we do encourage them to leave it on for that reason. We've found in some of our larger communities, there's less use of the library-provided computers and more use of Wi-Fi and wireless printers.

**Senator Grabinger**: By not fully funding state aid for public libraries to the \$220,000, what are we missing out on?

**Mary Soucie:** I've been with the state library for five years and we have been fully funded one time. We have a formula that we follow, it means we have a little less to give to the libraries which means they have less to work with for their programs and services.

**Cynthia Clairmont-Schmidt, Assistant State Librarian:** I have been with the library as long as state aid has been implemented. It's used for three categories: extra staffing, buying materials and to update technology. By not fully funding it, you'll have less of an opportunity to update technology and materials and a smaller staff.

**Vice-Chairman Krebsbach:** How many libraries are in the state that the state funds?

**Cynthia Clairmont-Schmidt:** We have about eighty-five public libraries that are eligible for state aid. To be eligible, they have to be a legally established public library and have a board that meets at least quarterly.

(13:00) **Misti Werle, Library Media Coordinator, Bismarck Public Library**

Introduced 2 other women: Amy Soma, Fargo Public Schools and Lesley Allan, Williston Public Schools. They are the three School Library Coordinators in the state.  
Reading from testimony, please see Attachment # 2.

(15:15) **Senator Poolman:** As a teacher, I have students in my Composition classes using our databases all the time. If the Bismarck Public Schools had to pay for access to everything, what would it cost?

**Misti Werle:** We purchase about three additional databases for the High Schools specifically, and that cost us about \$100,000. Databases are very expensive. Every time we add something on - and the State Library did make some cuts to some databases with some of the reallocations - we picked up that cost, that did hit us pretty hard.

**Vice-Chairman Krebsbach:** Let the record show, the other two nodded their heads.

**Mary Soucie:** We did figure that out last biennium. I can get you the exact figure, but we figured out that collectively it would be over \$1 million that we are saving in statewide purchases of databases. We will get the exact figure, but I know it was over \$1 million if all of them purchased separately.

**Vice-Chairman Krebsbach** closed the hearing on SB 2013 – State Library.

# 2019 SENATE STANDING COMMITTEE MINUTES

**Appropriations Committee**  
Harvest Room, State Capitol

SB 2013 DPI (School for Deaf)  
1/15/2019  
Job # 30833

- Subcommittee  
 Conference Committee

Committee Clerk: Rose Laning
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## **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; and to provide exemptions.

## **Minutes:**

Testimony Attached # 1
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Legislative Council: Sheila Sandness  
OMB: Becky Deichert

**Vice Chairman Krebsbach** called to order the hearing on SB 2013 concerning the School for the Deaf.

**Dr. Connie Hovendick, Superintendent, North Dakota School for the Deaf:**  
Testimony Attached # 1 – ND School for the Deaf

Testimonials are in Appendix E (page 46 of attached #1).

**(18:32) Senator Robinson:** I want to share with the committee, I serve on the advisory committee. This is a jewel with caring staff. I've been impressed with the staff, the one-on-one attention, and the care they provide students. We've got 20 students on campus, how can we afford this facility? This is the wrong way to look at it. This school serves state wide. They have parents from special education units and students get several hours of attention every day. The highlight of his visit was a Christmas program by the kids.

**(20:43) Senator Mathern:** What is the process for becoming a resident at the School for the Deaf? Say there are services at home, but the parent decides to send their child to the school. How is that decided?

**Connie Hovendick:** The Century Code does say all children are welcome. We do have a policy that they need to go through approval by the administration. It's generally the other way around. the school is trying to convince the parent to send the child.

**Senator Mathern:** Is there a waiting list – budget related?

**Connie Hovendick:** All of the above. Make your budget match where your clients are. If we had a group of 10 come, we'd have to make some changes. It would depend on needs and what they want. We had 3 referrals this year, if we had more we would have a wait list because we would need to hire.

**Senator Robinson:** Speak briefly about the relationship with the Devils Lake school system?

**Connie Hovendick:** Every student spends time at the public school. This year we have 2 students at the kindergarten. All the elementary kids are at public school 1-2 hours a day. One girl at the middle school for 5 hours/day. If they go to public school, we send a teacher and staff with them. We are accredited preschool-8<sup>th</sup> grade. All older students go to the high school; we even have one on basketball varsity team. They graduate from Devils Lake High school, but they live at our school, and we do the transportation.

**Senator Dever:** Your staff, compensation is determined differently than other state employees?

**Connie Hovendick:** In the executive budget, he put out a 4% increase for other state employees. The teachers are on a teacher's salary scale; just like teachers in schools. They were left out and not classified as state employee. The teachers from our school, vision services and YCC have a separate teacher's salary schedule. They went back and added in money for teachers, but they are a separate line because the salary is run differently. Also they get TFFR.

**Senator Dever:** That was an issue 10-15 years ago with YCC. Like no one thought about it.

**(26:27) Connie Hovendick:** They have their own policy manual for those 3 schools. We meet twice a year to go over those things, but the budget has been set through the DPI budget. It's always a line separate than the classified employees.

**Senator Dever:** At that time, we made an adjustment when it came to our attention.

**Senator Robinson:** The job they do caring for the facilities with a very lean budget is good. They rent out rooms that are not used by the school on a regular basis, such as Head Start. Regarding staff, they are underpaid and several are approaching retirement. That will be a challenge. We need to see what we can do to attract replacements.

**Connie Hovendick:** When the school started to shrink, the whole school was rented out to Head-Start now, so for lunch we serve over 200 students even though only 20 of them are ours. There is no space that isn't being used right now.

**Senator Poolman:** How often are the teacher's salaries increased? 2 year contracts, 1 year contracts? How are those negotiated, funded? How often does that happen? Does it match up with the biennium or are they left behind a couple times?

**Connie Hovendick:** There are continuing contracts, just like a teacher, so once they're hired, it's continuing. They have no negotiating power; that's determined every two years by this committee. But they are on a continuing contract.

**(30:00) Michael Loff, Business Manager, State School for the Deaf:**

Continuing on page 10-16 of attached testimony.  
Budget overview.

**(41:45) Senator Bekkedahl:** Does the school still get appropriations from the land board from mineral leases?

**Michael Loff:** Yes, appendix A, special fund graph.

**Senator Bekkedahl:** Most of that money used for capital repairs or operations?

**Michael Loff:** Most used for operations.

**Connie Hovendick:** When we had cuts a couple years ago, we did move a couple salaries from general funds to special funds. So we were doing all the operating costs plus some special funds.

On page 17-18 things we would like to change to the executive budget.

Conclusion-Reading on page 19.

**Vice-Chair Krebsbach:** Are there any questions?

**Senator Robinson:** When was last time we had a budget tour for the School of the Deaf? 7 or 8 years ago?

**Senator Krebsbach:** I'm sure there have been many changes since I was last there. Something we should consider doing. Any further testimony?

Closed the hearing on School for the Deaf.



# 2019 SENATE STANDING COMMITTEE MINUTES

**Appropriations Committee**  
Harvest Room, State Capitol

SB 2013  
(Vision Services/School for Blind)  
1/15/2019  
Job # 30844

- Subcommittee  
 Conference Committee

Committee Clerk: Rose Laning
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## **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; and to provide exemptions.

## **Minutes:**

Testimony Attached # 1 - 4
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Legislative Council: Sheila Sandness  
OMB: Becky Deichert

Chairman Holmberg called to order the hearing on SB 2013 concerning Vision Services and School for the Blind.

**Paul Olson, Superintendent, North Dakota Vision Services/School for the Blind (NDVS/SB):** Testified in favor of SB 2013.  
Testimony Attached # 1 – NDVS/SB Testimony to the Senate Appropriations Committee SB 2013.

**(12:14) Tammy Purcell, Business Manager, North Dakota Vision Services/School for the Blind:** Referring to pages 7-12 of attachment #1.

**(22:12) Paul Olson:**  
Explaining page 13.

Page 15 Attachment #1: Conclusion – Asked the committee to support the governor's recommendation.

Appendix J is a short snapshot of the school.

**(30:38) Chairman Holmberg:** Any questions?

**Allan Peterson, Legislative Liaison, North Dakota Association of the Blind (NDAB):**

Testified in favor of SB 2013.

Testimony Attached # 2 – Personal Testimony

Testimony Attached # 3 – NDAB Resolution 2018-01

Testimony Attached # 4 – North Dakota Association of the Blind

**(37:29) Senator Mathern:** I'm interested in this technology you use. Do you think you will be able to see or increase your skills with these glasses? What is the goal in the next few years?

**Allan Peterson:** Yes. I am one of a few people who have had this done so far. This technology is at the same point where cochlear implants were 30 years ago. I'm volunteering myself. The camera is in the glasses. He has battery pack. The signal is sent to his optic nerve. Will never see like he was sighted, but he believes it will improve.

**(39:54) Nancy Kopp, ND Optometric Association:**

In support of the School of the Blind and asked for the committee's support.

**Kyle Engelhard, Bismarck, ND:**

Testimony Attached in Appendix D (page 20 of attachment #1 testimony)

**Allan Peterson** has brochures and pens for the committee from North Dakota Association of the Blind which has 227 members statewide. They advocate for people who are visually impaired.

**Paul Olson:** Commented on the Engelhard family. Thank you for hearing our story.

**Chairman Holmberg:** Closed the hearing on SB 2013 NDVS/SB.

# 2019 SENATE STANDING COMMITTEE MINUTES

**Appropriations Committee**  
Harvest Room, State Capitol

SB 2013  
1/22/2019  
Job # 31232

- Subcommittee  
 Conference Committee

Committee Clerk: Rose Laning / Marne Johnson

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

A bill 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 amend and reenact section 15.1-02-02 of the North Dakota Century Code, relating to the salary of the superintendent of public instruction; to provide for a report to the legislative assembly; to provide for a legislative management study; to provide exemptions; and to declare an emergency.

## Minutes:

No Attachments

Legislative Council: Alex Cronquist  
OMB: Larry Martin

The Senate Appropriations Committee met to discuss the agency bills and others that have been presented thus far and wanted to get input from the whole committee on what should be the focus of each sub-committee.

Chairman Holmberg said that we're not going thru salaries at this time.

SB 2001 – Governor (sub-committee: Hogue, Lee, Mathern)

- The 10% movement of moving money between line items. Have a standard response for them.
- Discuss the governor's salary - this reduces salary just short of \$200,000 & what happens to the rest of it. They took their 5% cut. (Language needs to be revisited)
- Council said by putting it in a line item, then it couldn't get spent in other areas.
- Transfer language - limited it to 10% before going to emergency commission

SB 2002 – Secretary of State (sub-committee: Hogue, Oehlke, Grabinger)

- Voting equipment – replacing voting machines (matching requirement by state)
- Emergency clause should be there.
- 10% line item transfers

SB 2003 – Attorney General (sub-committee: Sorvaag, Bekkedahl, Mathern)

- Litigation authority
- Amount of money for Litigation
- Joining in with other states suing the federal government
- New line in OMB to tap into litigation pool
- Human trafficking grants added to AG bill

SB 2004 – State Auditor (sub-committee: Oehlke, Dever, Mathern)

- Looking at number of FTE requests
- FTEs between University system and Auditor's office
- ITD FTEs.

SB 2005 – State Treasurer (sub-committee: Bekkedahl, Dever, Robinson)

- Investments of the Veterans Post War Trust Fund (low interest)
- Treasurer's salary

SB 2006 – Tax Commissioner (sub-committee: Wanzek, Bekkedahl, Mathern)

- Discovery of compliance of businesses with no physical sales tax.
- Concern about staffing – many retirees and loss of senior staff.
- Authority for line item transfers between the Homestead Tax Credit and Disabled Veteran's Credit programs.
- Litigation funds – or funds in litigation pool.

SB 2007 – Labor & Human Rights (sub-committee: Poolman, Sorvaag, Robinson)

- Salary of Commissioner as she will be in charge of Dept of Labor and Human Rights as well as the Dept. of Commerce.

SB 2008 – Public Service Commissioner (sub-committee: Lee, Wanzek, Grabinger)

- Wanting additional staff for indemnity issues
- Additional staff
- \$100,000 increase in budget

### **JOB # 31232 -**

SB 2009 – Agriculture Commissioner (sub-committee: Wanzek, Erbele, Grabinger)

- Want to move APUC and Trade Office to his office.
- 2 less FTEs
- Ag bio-science program – an appropriation bill. Should it be added to the budget or let it a stand-alone bill.

SB 2010 – Insurance Commissioner (sub-committee: Oehlke, Erbele, Grabinger)

- Moving the Fire & Tornado fund over to the ND Insurance Reserve Fund

- Boiler inspection program
- Fire Departments & Sheriff's tax on insurance

SB 2011 – Securities Commission (sub-committee: Krebsbach)

- Money for a FINTECH position
- Section 3 appropriation of any income from federal funds (14:17)

**Larry Martin:** Like the transfer language, we added a lot of the language to spend additional federal or other funds to the cabinet agencies. Again, some of them receive money from outside sources, so we wanted them to have the ability to pay out. Job Service has similar language currently because they do get additional federal money so they have to be able to spend it out. We added that language to all the cabinet bills.

SB 2012 – Human Services (sub-committee: Dever, Erbele, Mathern)

- Provider rates. Governor 1-1. They want 3-3-3.
- Medicaid – reauthorization of the expansion. Do we reimburse?
- Behavioral Health
- State Hospital – support the move from New England for the women? Justification for the state hospital – a study?
- Policy and how its structured – for whole department. \$182M
- Nursing Homes
- Study the 36 Critical Access Hospitals - Commercial rates vs. traditional rates
- Study resolution of medical care in the future for the state
- 1915(i) needs support.
- Commercial vs. traditional rates

SB 2013 – Public Instruction; Library, Blind & Deaf (sub-committee: Holmberg, Poolman, Robinson)

- Will have some meetings but need to wait for Education Committee to complete policy. Governor's school information is confusing.
- 1 FTE reinstated.
- Adult education.
- FTEs at school at Devils' Lake
- Governor moved pre-school money from Commerce to DPI (where is the money?)
- Transportation grants

SB 2014 – Protection & Advocacy (sub-committee: Sorvaag, Krebsbach, Grabinger)

- Adding of one employee
- Additional operating expenses
- Transferring guardianship programs to P & A.

SB 2015 – Office of Management & Budget (sub-committee: Holmberg, Bekkedahl, Robinson)

- Transferring money – \$1B of oil revenue to general funds.  
If we put \$1B in and oil prices go down and we have less money in the general fund, we might have a risk with allotments.  
Do we want to expose ourselves more in the general fund by putting \$1B in the general fund from direct oil revenue?
- Fees or dues for several organizations. Last session we reduced dues by 10%.
- WICHE (Western Interstate Commission for Higher Ed) dues were in OMB and Commission was placed under Higher Ed. Did the \$15,000 get transferred?

SB 2016 – Office of Adjutant General (sub-committee: Hogue, Holmberg, Grabinger)

- Land Acquisition - Proposed 6,000 acres of land in south Camp Grafton. Want to ask the adjutant, you have \$15M set aside to acquire 6000 continuous acres and will not exercise the power of eminent domain. How much will they pay an acre?  
How did they come up with \$15M?
- \$15M set aside to gain land - long term leases. Be wary of setting precedent for cost/acre.
- Locals are not on board?

SB 2017 – Game & Fish (sub-committee: Oehlke, Wanzek, Grabinger)

- Section 5 on green sheet – additional amounts appropriated to Game & Fish Dept. There is appropriated additional income from the feds from other funds to that agency. Would the federal funds go to their agency first?
- If they're receiving monies from federal, they can spend them out.
- Section 6 - Require them to hang onto \$15M unless we have a budget section meeting and have an exception for some emergency. They have to invest it and its not making money where its being invested. They'd like it to be invested by the state investment board.
- Sportsman's clubs – raise the fishing licenses; boat tax/gas tax.

# 2019 SENATE STANDING COMMITTEE MINUTES

**Appropriations Committee**  
Harvest Room, State Capitol

SB 2013  
2/12/2019  
JOB # 32610

Subcommittee  
 Conference Committee

Committee Clerk: Alice Delzer/ Marne Johnson
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## Explanation or reason for introduction of bill/resolution:

A Subcommittee hearing for DPI

### Minutes:

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| <ol style="list-style-type: none"><li>1. Base Level Funding Changes</li><li>2. Testimony of Elroy Burkle</li></ol> |
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**Chairman Holmberg:** Called the Subcommittee to order on SB 2013. Let the record show that all subcommittee members were present: Chairman Holmberg, Senator Poolman and Senator Robinson. Sheila M. Sandness, Legislative Council, and Becky Deichert, OMB were also present.

**Chairman Holmberg:** Each member was asked to look at the stand-alone types. Senator Poolman was asked to take another look at the library, Chairman Holmberg will look at Vision Services, Senator Robinson was going to look at the School for the Deaf. I would suggest to the committee that the Vision Services is doing a fantastic job, they were comfortable with the Executive Budget and the numbers that were there. Let's leave that as presented.

**Senator Poolman:** I would agree with that and add that the State Library would be in the same boat. They were comfortable with the executive recommendations, there wasn't anything outside of those recommendations that they requested, the executive recommendations for the State Library would be my recommendation.

**Senator Robinson:** Regarding the School for the Deaf, there is a number of issues that have surfaced, one is their challenge trying to replace current staff, with training in that area. They did bring up the issue of teacher's salary. They had some concerns about operating, and there was a request to addback 1 FTE in general funds and 1 FTE in special funds. I haven't had a chance to talk Connie, but I would like to confirm that with her. If we reinstate some dollars, the question I would have for her, what is the highest priority, based on the list. Then we have that interpreter grant for state colleges general fund at \$144,000, how critical is that? In their testimony they said they would be in somewhat of a pickle without that. I will get back to you.

**Chairman Holmberg:** You should do that; we have to be concerned about the total amount of money we are doing. I would suggest you keep that 'up to \$200' and see how that would best work with those folks, their recommendation, and get that to Sheila.

The long sheet (**Attachment #1**), it is essentially the green sheet in a different form. One of the things we always want to make sure is that every one of the recommendations that was included in the Executive Budget is at least brought to the attention of the subcommittee. It might be changed or ignored, but we want to be sure we will have considered it. If we start at the top, I know the first 3 items are already done; the base payroll, salary increase and health insurance. The salary increase in this is the 2% and 3% and the health insurance continues the current program.

**Sheila M. Sandness, Legislative Council:** The retirement contribution increase does not move over either, that is also not part of the Senate's pay plan. That would just be 0's in the middle column. Then below that is the removal of the 4 FTE that the Department removed as part of the budget request. They removed one assistant superintendent, one computer network specialist, one education program administrator, and one administrative assistant 3 position. That was the total funding of \$686,000. Then the Governor's Budget added back one division manager position, for \$272,000.

**Chairman Holmberg:** For our purposes then, if we like the addition of the division manager position, what action do we as a subcommittee take to make sure that is in the bill?

**Sheila M. Sandness:** You can just tell me to move it over to the middle column, we'll include it in the final amendment, because the amendment will be to the base budget bill, we're sitting at last biennium's appropriation at the moment, whatever changes to last biennium's budget would all have to move over from the first column.

**Chairman Holmberg:** Will the same thing be true of the reduction of the 4 FTE positions?

**Sheila M. Sandness:** That's correct.

**Chairman Holmberg:** We will have you move them over for our discussion. Also the division manager position, move that over into the column.

**Sheila M. Sandness:** The next item is the transfer of the teacher shortage loan forgiveness program, that is being transferred from the NDUS, the governor added \$2.1 million General Fund. That's the same level of funding as the current biennium; if you agree with that change we would move that to the middle column.

**Chairman Holmberg:** As I understand it, the University System budget has been changed to reflect this movement.

**Sheila M. Sandness:** That's correct. They took the money, if you want to continue the program, you want to put it in here.

**Chairman Holmberg:** I don't think we should eliminate the program at this stage.

**Senator Poolman:** Do we need to do anything as far as language is concerned for the movement of that program, or movement of any funds?



**Sheila M. Sandness:** There is a bill coming over from the House, that does have some language changes, it also includes some carryover authority. We can add it into this bill, it would be duplicative, and then you could determine what you wanted to do with the House bill when it comes over. If you want me to add it to this bill, I can.

**Chairman Holmberg:** We won't see that bill?

**Sheila M. Sandness:** It has a fiscal impact, so you should. They did it in the Executive Budget, in section 16 of the Executive Budget bill, they did include the statutory changes needed, and we could just include them in your bill as well.

**Chairman Holmberg:** So move them over.

**Sheila M. Sandness:** The next item adds funding to transfer the state funded component of the federal quality rating and improvement system from the Department of Human Services. There was a bill in the House that failed yesterday, that I think might relate to this, but the Department might know more. I don't know if this funding is necessary anymore. All you would do is not move it, that would eliminate that \$158,000. That was confirmed.

**Chairman Holmberg:** I can do the next one, move over the Microsoft Office request.

**Sheila M. Sandness:** The item after that is the reduction in operating expenses, that was done by the Department as part of their 10%. If you want to move that over? That was confirmed.

The next is the cost to continue state school aid, \$52.3 million. That is just to pay for integrated formula payments with no changes in the formula.

**Senator Robinson:** That is with the 1900 new students?

**Sheila M. Sandness:** That is with the additional students, no change in funding formula payments, just to continue the program as it is.

**Chairman Holmberg:** That number has evolved, it was different? This is the best number we had?

**Sheila M. Sandness:** Yes. The next line adds the funding for a 2% increase in the per pupil payment each year of the biennium, that's \$61-\$62 million, that number will go up, because if you go to the tune of 3%, you'll have to get another number from Adam.

**Chairman Holmberg:** We would want to move that to the middle column with the adjustments you will have.

**Sheila M. Sandness:** The next 2 items relate to savings in the Executive Budget that came a transition away from minimum payments, and a transition removing the 12% limitation on property tax. Those items, although there is a transition away from minimum payments in the policy bill, it is not going to save that level of funding. The 12% limitation is not removed in the bill, I would not move those over, we'll have to adjust those based on the new SB 2265.

I'll adjust them appropriately. The \$24 million is the transition to a blended-on time. The way SB 2265 came out of Senate Education, there is on-time funding, but it's done differently, there is a little added cost there. I assume you would want us to move that over with the additional dollars required to fund SB 2265?

That was confirmed.

The last item is a \$185 million to replace the one-time funding that came from foundation aid stabilization fund during the current biennium. That is to fund out of the General Fund what we funded one time from special funds in the current biennium. You could move that over, but at the end of the day you'd have to determine how much money you want to take out of the foundation aid stabilization fund. The Executive Budget took \$232.8 million from foundation aid, with the changes in SB 2265 that number will change a little bit.

The \$185 million will be moved over.

The next item is where we adjust the funding from the foundation aid stabilization fund. So that \$122 million from the foundation aid stabilization fund would be higher or lower depending on your changes. The second item is the Common Schools trust fund contribution to State School aid, so that number is static, we would just move over, because that funding is set, it's a transfer. The special education contract was increased in the Executive Budget to \$25 million, that was done with General Fund dollars. The Department testified that that number is going up pretty significantly each year. If you want to move that over at that level or what the committee's preferences are.

It will be moved over

The Executive Budget also increased funding for adult education matching grants to provide \$4.1 million from the General Fund, increase came from the General Fund as well.

**Chairman Holmberg:** There is a great need and a lot of folks are utilizing the services. There is \$1 million more, I think we should add \$300,000.

**Sheila M. Sandness:** We'll move that \$1 million over and increase it \$300,000. The total will be \$4.4 million from the General Fund. The next item transfers pre-kindergarten grants from the Department of Commerce for \$3 million. I think that level of funding is an increase from what was in the Commerce budget in the current biennium, they had \$1.5 million, the payment amounts were increased as well. I am not sure where that bill is at. I think those payment amounts were adjusted down again, you may not need a full \$3 million there.

**Senator Poolman:** The individual payments were not increased.

**Sheila M. Sandness:** So the funding level would not need to be at \$3 million, it would only need to be the \$1.5 million that was in Commerce.

**Senator Poolman:** Did they want more to be able to serve more schools? They're running out.

**Kirsten Baesler, Superintendent of DPI: (18:00)** She did not approach the microphone, therefore, her conversation was not heard well enough to be recorded. However, she did talk about the \$3M, she referred to what the governor had requested in 2017. She stated that she did know that per testimony, the fact of what we have in our budget was sufficient to cover the policy bill that this committee passed out of Appropriations yesterday. She stated she will try to find out if it's a \$1.5 is sufficient, or the \$3.

**Chairman Holmberg:** What was the number of that one? SB 2250 is the bill. What does the fiscal note say?

**(Unknown speaker)(19.21)** The fiscal note say \$0 at the top, but at the bottom it says that money was appropriated in the Department of Commerce during the 2017-19 biennium for \$1.5 million, increased in 19-21 biennium to \$3 million in the executive budget, but the executive budget also had an increase in the payments. I don't know if the increase is related to the increase in the payments or number of children.

**Senator Poolman:** The bill doesn't pay for anything other than kids who qualify for free lunch or reduced lunch, it doesn't pay for just a standard 4-year-old.

**Chairman Holmberg:** We'll move that over at \$1.5.

**Sheila M. Sandness:** The next item is the program grants pool. In the green sheet it would be #22, actually #24, that is a pool of grants that the superintendent has to provide various things.

**Chairman Holmberg:** This is different than the pass through?

That was confirmed, it is the program grants.

Do you remember where that is in the testimony? That includes, I remember last session we moved things around and we said here is X number of dollars, and you decide move that around. They had reduced breakfast, matching funds, cyber security, professional development, and then the grant pool.

**Sheila M. Sandness:** In 2017 bill, there was a list of items, I will look it up.

**Chairman Holmberg:** It was a laundry list that you can spend this money, but you determine the priority.

**Sheila M. Sandness:** It was for various grants, up to \$75,000 for continuing education grants. In the current biennium they had a total of \$1.523 million from the General Fund for leveraging the senior year, a leadership program, continuing education grants, preschool continuing education grants, curriculum alignment grants and teacher and principle evaluation system grants. I am assuming the same items would be included in the grant pool this time around, unless you want to change that.

**Chairman Holmberg:** Family engagement initiatives was one of the items that was an OAR. Would that have gone into this area? Is there anything on that laundry list that you had the last time that is no longer needed?

**Kirsten Baesler:** No, all of those are programs that we stood up and are ongoing that we are working with our school districts to provide services for our students.

**Chairman Holmberg:** Let us add family engagement initiatives to that list. I'm going to suggest that we also add \$300,000. Added to the pool; if one of those items can be continued with less, at least you have the flexibility for the family engagement initiatives. \$300,000 in

addition to, and then move it over. The pass-through grants, there's a couple on the green sheet, there is a listing on page 3, of those items. I think we should look at them and do some enhancements. We'll start at the top, rural art outreach project, they had taken a reduction last biennium the 10%, and then an additional 6%. Let's just even that out, to \$360,000. Mentoring program – that was really something that was well-pitched during the last session.

**Senator Poolman:** I would like us to not be cutting the mentoring program, I think that is a critical program for our new teachers, not only in terms of maintaining them, but improving the quality of those first year teachers, along the way.

**Chairman Holmberg:** Agreed. The Executive Budget is \$1.9 million, add \$200,000 to that. Entrepreneur education, we did get a report from Barry, I don't have a great desire to add to it.

Agreed.

\$50,000 given to We the People. We're saving some for the writing project. They have evolved to meet the cultural realities of teachers going off to Minot etc. for all those weeks, we had compelling testimony on that.

**Senator Poolman:** I like what I've heard for the Fargo project, they have amped up their outreach. Should we add \$20,000 more?

**Chairman Holmberg:** So that would be \$40,000 for We the People. Two years ago the Executive Budget axed the budget on the Governor's School. Both governors did. We received a lot of phone calls about that, so we funded them. They hadn't asked until after the fact, this time the same thing happened, we didn't have any ask, and then we had calls from former students. It's up to you folks.

**Senator Poolman:** If no one comes to ask, it's tough to put it in there.

**Senator Robinson:** I agree, we struggle with this, and it's not in the Governor's Budget. The only support we heard on it is from former students who felt they had a positive experience. It was on life support last session, we put some money into the program. Do we add a nominal amount, so there is discussion in the House, or let them make the case in the House? I know there is some interest in our caucus to do something.

**Becky Deichert, OMB:** You funded it at \$220,000 last time.

**Senator Robinson:** Let's consider \$50,000. We'll end up in conference, and the message can get to those people who were asking, they better rally the troops.

**Senator Poolman:** I am not opposed to putting a placeholder, but I go back to We the People, with a statewide impact, that is so integrated into regular classrooms, we have them funded at \$50,000. Then you have this teeny tiny thing, that is not maybe impacting that many people.

**Senator Robinson:** I agree.

**Senator Poolman:** I am not opposed to putting some in there. \$20,000 in Governor's School.

**Senator Robinson:** After last session I was fully expecting them to come and ask and make the case, and that didn't happen, again. I agree with Senator Poolman.

**Chairman Holmberg:** It will be on the list for our meeting and we can look at it.

**Sheila M. Sandness:** After the pass through grants, the next item is the federal funds authority for grants, that's an increase of \$33 million, that's all federal funds.

**Chairman Holmberg:** We see sometimes as additional and there is a mechanism for the emergency commission.

**Sheila M. Sandness:** They can come to the emergency commission, this is bumping up that line, they had an issue of it not having enough money before. It was moved over.

**Sheila M. Sandness:** The next item is the transfer of the PowerSchool funding to ITD, \$5.5 million.

**Chairman Holmberg:** Has that been accomplished in the IT budget?

**Becky Deichert, OMB:** They took it out, if you put it in, it leaves us in conference. If you move it here, then we put it in conference, if you don't move it, it just stays with DPI.

**Chairman Holmberg:** What would we accomplish by moving it? All we do is eliminate it, and the House already has.

**Sheila M. Sandness:** If you take it out of their budget, then it's not in either budget. If you don't move it over, it will stay in DPI's budget.

**Chairman Holmberg:** Then there will be the discussion. Don't move it over, let's see what happens.

**Senator Robinson:** There is a lot of work in ITD, they are moving away from unification, in the House, and we're moving in the opposite direction, so that bill will take a lot of time.

**Sheila M. Sandness:** The last two items are additional line items that were reduced. The transportation efficiency was reduced to \$27,000; and the national boards certification was reduced to \$108,000. I am not sure what the purpose of the reduction, if that was based on needs or meeting the governor's guidelines.

**Becky Deichert, OMB:** It was part of the budget reductions.

**Senator Poolman:** What is transportation efficiency?

**Sheila M. Sandness:** It's a conference they send individuals to, it's always been a separate line item.

**Senator Poolman:** It's a conference on school busing and things like that.

**Chairman Holmberg:** What would the heartburn be, if we take the \$27 and transfer it, along with language about transportation efficiency, to the grant pool and the Department will prioritize, which allows you to determine, rather than make it a line item, where you have to do it, the folks would have to make their case.

**Becky Deichert, OMB:** Do you want it under program grant?  
That was confirmed.

**Chairman Holmberg:** We should move the reduced funding over to the national board. By the time we meet next, you will be able to see the new totals.  
That was confirmed by Sheila.

**Chairman Holmberg:** Is there anything that we have done, that we need to do to conform this bill to SB 2265?

**Sheila M. Sandness:** We will have to update the integrated formula payment numbers, and then determine how much of the integrated formula payment you want to take from foundation aid and how much from the General Fund. Then SB 2265 included an appropriation for rapid enrollment grants, if you are ok with leaving those there. I think it is just a matter of updating the dollar amounts.

The one-time funding items; the Executive Budget included \$3 million for cyber security education for teachers from the General Fund, one time funding to rewrite the state aid formula, for \$200,000; that is done internally by the Department to rewrite the formula. I believe there is also a bill that has a study for the formula. Then one time funding to review the state's foreign language standards, \$125,00 from the General Fund.

**Chairman Holmberg:** Do we do specific appropriations for reviewing standards?

**Sheila M. Sandness:** I don't remember adding funding for standards.

**Chairman Holmberg:** Is this something out of the ordinary?

**Kirsten Baesler:** The introduction of the foreign language standards rewrite/revision is a new request. Generally, we use all of our Title 1 that is used to write our standards, we've had a flurry of standards writing processes in the last 6 years. Our foreign language teachers have been waiting patiently to have their standards updated. What the costs cover is the travel costs for our teachers of foreign languages to come to the state, we pay their sub pay, their travel costs, and any per diem if it requires two-day meetings. We have them meet 3 times face to face. The title funds that were originally used for this is the federal funds provided for standards and assessment, in addition to the challenge that the Math and English standards faced in the state, there was also the challenge of the assessment that was required. We weren't able to be part of the consortium anymore, that caused us to see some cost savings as we removed ourselves from Smarter Balance, and then created a new assessment that was aligned to our new North Dakota Math and English standards, which drained our pool of funds for standards and assessments.

**Chairman Holmberg:** The state aid formula, any problem with moving that over?  
It was moved over.

The foreign language standards?

It was moved over.

I get mixed signals, I would like to think more on the cyber security education. On the next page, these are things we need to put into the budget, if we do nothing on this page, the salary would remain the same.

**Sheila M. Sandness:** These are sections that are added in the Executive Budget that the committee would need to determine are still appropriate. The first is the salary of the superintendent of public instruction, the dollars in there are based on the 4% and 2%. The Senate's position would be 2% and 3%. We would adjust those. The tuition apportionment is the dollars available from the common school trust fund, it says any money in excess of the \$379 million is appropriated to DPI for distribution to the school districts.

**Chairman Holmberg:** That is not new.

**Sheila M. Sandness:** We just update the dollars. That is going up by \$74 million. The next section would provide the DPI money appropriated for the integrated formula payments and special education contracts for 19-21 biennium, to pay claims due during the 17-19 biennium, but not filed with the Department until 19-21 biennium. This is allowing them to use any money left over in the integrated formula payments line, and the special education line in the current biennium for claims they get in the next biennium. It allows them to carry over that money to close out 17-19. We had similar language last time. I think they had a year to file. We did put a June 30, 2018 deadline to file all those claims for 15-17 biennium. This does not include that deadline.

**Chairman Holmberg:** Move it over.

**Senator Poolman:** The whole point is to move it over as it is.

**Sheila M. Sandness:** In the current biennium, we said the school district had to file their claim by June 30, 2018 to get reimbursed for the 15-17 biennium.

**Senator Poolman:** That is a reasonable deadline.

All agreed.

**Chairman Holmberg:** REA's, this is not new money, this is coming out of the integrated formula payments.

**Sheila M. Sandness:** This is no change from the current biennium, it allows them to pay the Medicaid match directly to DHS, it also provides \$800,000 to the gifted and talented program. Section 7 would provide for the distribution of up to \$500,000 from the integrated formula payments plan for the purpose of providing annual grants to regional education associations during the 19-21 biennium. That is not new. In the past it was a salary grant, this is a general grant.

**Chairman Holmberg:** That is why we ran into the issue of the salaries were different.

**Sheila M. Sandness:** Section 8 provides for the distribution of up to \$125,000 from the other grants line for continuing education grants. That is in that program pool, that is just laying out how those continuing education grants would be paid out. This is not new.

That was okayed.

Section 9, is not new either, it is their indirect cost recoveries going into their operating account. Section 12 – that could be replaced or removed, that points out the integrated per student payment, in SB 2265 you're actually amending century code to provide for those payments. This was in the Executive Budget as an intent statement by the Executive Branch. Move that over.

You're adjusting century code to provide for those rates. Section 13, would require that no more than one-half of the pass-through grants provided to the Department may be distributed during the first half of the biennium. This was included last time.

Move that over.

Section 14 would provide contingent appropriation regarding Special Education contracts and up to \$10 million of any remaining funds for the creation of a TILE program. This is a new program for teacher leadership, using carryover funding. The Department has indicated about \$14 million turn back, they are saying they would pay any outstanding special education contracts, and what is not used would be used for the TILE program. If this section wouldn't be here, the funding would be turned back. With the exception above that allows them to pay their special education contracts.

**Chairman Holmberg:** I have no problem with the special education contracts. If we didn't want to deal with TILE program, and just pay back the contracts, what would we move over.

**Senator Robinson:** Leave it for now.

**Sheila M. Sandness:** Section 15 Transfer of \$232.8 million from Foundation Aid Stabilization fund to the operating fund of DPI for the purpose of integrated formula payments. This would be adjusted based on the Senate's version of SB 2265.

**Chairman Holmberg:** We would move it over knowing there would be the adjustments.

**Sheila M. Sandness:** Section 16 is the teacher loan forgiveness program. That has statutory changes. You've decided to include the \$2.1 million, this would be the statutory changes you would need to go with that.

that was agreed upon.

Section 17 provides the statutory changes to the State school aid program included in the Executive Budget recommendations. This was an intent section by the Executive Budget to provide a 2 and 2 to reduce the minimum payments in the formula, and increase the maximum payments. This is provided for in SB 2265, so you would not need that section. Sections 18-20 would provide the statutory changes necessary to transfer the Early Childhood service provider grant program from the Department of Commerce to the superintendent of Public Instruction, we would need to include those because you're including the \$1.5 million and transferring that. Those will have to be reconciled at the end oked.

Section 21 would provide funds appropriated to the superintendent in the grants special education line item for special education contract grants in the 19-21 biennium are not



sufficient to meet special education contract obligations, the Superintendent must request supplemental funding from the 67<sup>th</sup> assembly, that directs the super to come to the next session and ask for deficiency appropriations.

Agreed upon.

**Chairman Holmberg:** Where are we at? We have two dollar questions, waiting to see where we stand. That would be the cyber and then the TILE. They would be easy to insert if we decide to add those. What else are we missing?

**Senator Robinson:** I'll have that information shortly. We did discuss a couple items where we needed you to some calculation, Sheila.

**Sheila M. Sandness:** When we discussing the formula changes on page 1, we need to know from Adam the impact of the 2% and 3% and the savings from the change in minimum payments.

**Senator Poolman:** On top of page 2, you will have to adjust those as well.

**Sheila M. Sandness:** Yes, all to do with the formula payments depending on the policy from SB 2265.

**Elroy Burkle, Executive Director of ND Small Organized Schools (NDSOS)** submitted Attachment # 2.

**Sheila M. Sandness:** We've addressed all of the sections. The question that remains is the total for integrated formula payments, and then the breakdown of the funding sources. How much from the General Fund, how much from the foundation aid stabilization fund? SB 2265 appropriates \$3 million from foundation aid for rapid enrollment grants. There are also bills out there for loan construction that need foundation aid stabilization funds. We'll put together what has foundation stabilization aid in them, and an updated long sheet.

**Chairman Holmberg:** Let's meet tomorrow at 10:30am, when can we have the amendment?

**Sheila M. Sandness:** I would say Friday morning, this is a substantial amendment with program changes and things moving from one agency to another.

**Chairman Holmberg:** Closed the hearing.

# 2019 SENATE STANDING COMMITTEE MINUTES

**Appropriations Committee**  
Harvest Room, State Capitol

SB 2013  
2/13/2019  
Job # 32674

Subcommittee  
 Conference Committee

Committee Clerk: Rose Laning / Marne Johnson
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## 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; and to provide exemptions.

## Minutes:

Testimony Attached # 1 – 5.
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Legislative Council: Sheila Sandness  
OMB: Becky Deichert

**Chairman Holmberg:** Called the sub-committee to order on SB 2013. **Senator Poolman** and **Senator Robinson** present.

**Sheila Sandness:** Handed out work sheets to the State Library – **attached # 1**. No changes to Governor's Recommendation, except for salary packages. If you look on the far right side is the difference in salary increase, health insurance, and omission of retirement contribution. The Senate will provide the \$1.7 million to state aid for libraries and that's the Governor's Recommendation.

**Chairman Holmberg:** That will be part of the amendment.

**Sheila Sandness:** – School of Deaf – **attached # 2**. The only change to this from the Executive Budget was to return or restore one FTE undesignated position and to add funding for salaries and wages of \$200,000. The right column is the changes from the Executive Budget, the salary increase is a little lower, the health insurance is higher and the retirement increase is not included.

**Chairman Holmberg:** One of the things they asked for was the FTE and also the fact that their teachers were hard to recruit. Does putting the money just here in a salary and wages allow them to utilize the money there too?

**Sheila Sandness:** It's an undesignated position, they asked for FTE for \$158,000 this would give them the \$158,000 plus the difference between the \$158 and \$200, that would go in their salaries line, it's not identified.

**Chairman Holmberg:** Let's add this to the amendment.

**Sheila Sandness:** Handed out Vision services – School for the Blind – **attached # 3**. There were no changes to the Executive Budget.

**Chairman Holmberg:** That goes to the amendment.

**Sheila Sandness:** Handed out sheets for the Department of Public Instruction - Attached # 4. The top four items are salary related, the base budget payroll, the salary increase, the health insurance and the retirement. The only differences on the right are regarding the salary plan. The middle column is the same as the Executive Budget for the next 3 items there is no change on the right. The \$150,000 to transfer that state funded component of the federal Quality Rating and Improvement System, that is removed, HB 1104 was defeated. The Microsoft Office and reduction of operating expenses is the same as the Executive Budget. The cost to continue the state school aid is slightly higher, Adam indicated that when he was going through his numbers, the cost to continue is slightly higher than what they predicted when the budget was crafted.

**Adam Tescher, Director, School Finance and Organization, Department of Public Instruction.** We had a slight tweak to the formula for the Pre-K Special Education average daily membership. It added about \$1.6 million.

**Sheila Sandness:** The next item is the cost of the 2% per pupil increase. The \$61 million is the cost of the 2 and 2 with the amendments, so there's some differences in the calculations. Even though it's 2 and 2 in the Senate, the 2 and 2 in the Executive Budget is a little bit less. There is a \$4.3 million difference just related to some of those changes in formula. The next item is the \$10.8 million, that is the addition of the extra 1% in the second year to make it a 2 and 3. The cost of the 2 and 3 is really the \$61 million and the \$10 million added together. The formula also provides an increase for those school districts on the maximum of a 5% per year. The cost of that is \$4.3 million. There is a slight difference between Executive and Senate, that has to do with tweaks in the formula. The next line is the savings related to transitioning school districts from the minimum payments, the savings in the Senate version are a little less, because of the way that the transition is being done in the Senate version compared to the Executive Budget version. The last item is the savings related to removing new property from the 12% limitation of property tax. That was not included in the Senate version of the policy bill.

On the next page is the transition to on-time funding, the Senate version is higher because the Executive Budget included a blended transition. The second item is adjustments to the state aid formula that reduced the local revenue deduction to 75% for all local revenue types. That cost \$5.7 million. The next item is the removal of the one-time funding that was included in the current biennium from the foundation aid stabilization fund. That was \$185 million. There was \$295 million provided in the current biennium from foundation aid stabilization fund. \$110 million still remains in their base budget that's coming from foundation aid. The Governor's recommendation increased funding from the foundation aid stabilization fund by \$123 million, I did not include that in the Senate version, I do not know how the Senate wants to fund foundation aid, if there was going to be some dollars included or not. That might be an item you need to address. The base budget includes the \$110 million, if you want to go higher, that would be where we put that.

**Becky Deichert:** That's not taking into account the \$185 million one-time funding?

**Sheila Sandness:** The one-time funding is pulled out. This version only has \$110 million from foundation aid. We adjusted the funding source for formula payments to include the additional funding available from the tuition fund and from common schools trust fund. That is \$74 million. Then there is the increase in Special Education to provide \$25 million, that's a \$5.7 million change, that's the same as the Executive Budget. Then we get to the funding for the Adult Education matching grants the Executive Budget increased it \$1 million, the Senate version increases it \$1.3 million.

**Senator Robinson:** Where were we for the current biennium before the changes?

**Sheila Sandness:** I believe \$3.1 million that's on the next sheet. It will be 4.4 in the Senate version. After adult education is the prekindergarten grants from the Department of Commerce. That was added at a \$3 million level, the Senate version includes \$1.5 million, there was a change in the bill that the rates were not increased as they were as it moved through. There is the increase in funding for the program grant pool. The Executive Budget increased it \$279,000; the Senate version increases it \$579,000. That's a \$300,000 increase. That was related to the family engagement. The Executive Budget reduced the General Fund pass-through grants by about \$360,000, the Senate reduction will be closer to \$49,000 that is because of some increases I'll show you later. The federal funds authority was increased by \$33 million in both versions. PowerSchool in the Executive Budget was transferred to ITD, the Senate did not include that transfer, that funding will remain in DPI at \$5.5 million. The next item is the transportation efficiency line item, the Executive Budget reduced it \$3,000, the Senate did too, but transferred the funding to the program grant pool.

**Chairman Holmberg:** Going back to the PowerSchool, the IT bill has been changed.

**Sheila Sandness:** Yes, it was changed in the House.

**Sheila Sandness:** The last item in the ongoing funding changes was the reduction of the national board certification to provide \$108,000, the Senate did not change the Executive Budget on that item.

Going into one-time funding; the Senate did not move over the one-time funding for cyber security education for teachers, that shows a \$3 million difference, the next item is the one-time funding to rewrite the state aid formula, both versions agree. The last one-time funding item was the review of the state's foreign language standards, that was not included in the Senate budget, for a difference of \$125,000.

**Chairman Holmberg:** Let's continue to work on the numbers.

**Sheila Sandness: Attached # 5 - State School Aid, other grants, and DPI Administration.** This is a more detailed line item of the total funding. It gives you an idea of the totals provided and the funding sources. The fifth column is the Senate version. Walked through that column.

**Chairman Holmberg:** Some of us think that is a little low. Is this where we ask for changes?

**Senator Robinson:** I would move that we add \$500,000 to the transportation line. Maybe we can revisit that in Conference as well, I know there is a need, they are very tight.

**Sheila Sandness:** From the General Fund?

**Senator Robinson:** Yes.

**Chairman Holmberg:** That would be \$55.9 million.

**Sheila Sandness:** Continued attachment #5.

**Sheila Sandness:** The total General Fund dollars is the Department's budget is \$1.727 billion and other funds is \$814,542,000. Total FTE are reduced by 3 for a total of 88.75 FTE in the Senate version, the same as the Executive Budget.

**Chairman Holmberg:** We want to determine the integrated payment formula from the foundation aid stabilization. Run through these (Attachment #4 – page 3) one more time. We're going to ask you to draft the amendment.

**Sheila Sandness:** On the additional sections, the salary of the superintendent of DPI is an increase of 2% and 3% in the first section, that's a different change than the Executive Budget. The tuition apportionment that is not changed from the Executive Budget. The foundation aid stabilization fund transfer is included in the Executive Budget, we provide for the quarterly transfers from the fund to the Department, which was in the Executive Budget. We'll also identify the total funding in there, it will be \$110 million unless you change it. There's an exemption, funding transfer authorization that allows the superintendent to transfer funding from the integrated formula payments line to the grants special education line to provide funding for the 17-19 biennium special education contract expenditures that are in excess of the special education contract appropriation what this allows is that the Department can transfer any money remaining in that integrated formula payments line as they near the end of the biennium to pay for special education is there's not enough money in that line.

**Chairman Holmberg:** In their ask, there was the TILE program. We did not move that over.

**Sheila Sandness:** That section had language that allowed the funding transfer for the special education and allowed them to use the carry over for TILE, they had both in that same section. I broke out the part about the special education contracts, set that up as its own section, and then you can address the TILE part of it later. The next section allows the Department to use 19-21 biennium appropriations to pay for 17-19 special education claims that are not filed by the end of the year.

The Gifted and Talented is no different than in the Executive Budget. This allows the Department to pay for Medicaid directly to the Department of Human Services.

The Executive Budget didn't include a transportation grants distribution section, but since the transportation of grants is in session law, it would expire, I have an inclusion of a transportation grants distribution at the same rates as provided for 17-19. I will need to get new rates from Adam, now that that \$500,000 is being added. We'll add a section that will include the rates for that new dollar amount.

The regional education association grants and the continuing education grants have not changed from the Executive Budget.

The state school aid fund included some intent with regard to per pupil payment levels in the Executive Budget. Those items are addressing in SB 2265; this section is not added by the Senate.

Pass-through grant distribution has the same language as the Executive Budget.

Contingent appropriation is where the teacher incentives and leadership programs is; this was not added by the Senate; a separate section is added allowing the superintended to use funding remaining from the 17-19 budget appropriation for integrated formula payments for special education. I did add the special education authority, I did not include the TILE authority, you were going to revisit that.

**Chairman Holmberg:** We just did, so we will include that.

**Sheila Sandness:** Foundation aid stabilization fund transfer was not included by the Senate, but I do have an authorization for transfer in a section above where I pointed out where I would put the dollar amount for the funding that will be provided from the foundation aid stabilization fund. This section does not need to be included.

Teacher loan forgiveness program transfer is added to provide for the statutory changes necessary to transfer the teacher loan forgiveness program; it is the same as the Executive Budget.

State school aid formula changes, intent included in the Executive Budget, that section is not needed due to SB 2265.

Early childhood education, sections related to that transfer from the Department of Commerce to the Department of Public Instruction, those sections are also added in the Senate version.

The special education grants deficiency authorization, this instructs the Department to come to the 67<sup>th</sup> Assembly and ask for deficiency appropriation if the contracts grant line item is not sufficient. It is the same as the Executive Budget.

We added an emergency clause, that would be necessary for them to transfer the funding from the integrated formula payments line to the special education line if there is not enough funding.

**Chairman Holmberg:** What are our options on page 2?

**Sheila Sandness:** The current funding source for integrated formula payments includes \$110 million from the foundation aid stabilization fund. The fund balance at the end of the biennium is about \$142 million. It was adjusted down somewhat in the legislative forecast. The new money is about \$160 million. Of \$142 million, the House included CTE appropriation for \$2.4 million, there's also \$25 million to public finance authority for debt service repayments. \$3 million in SB 2265 for rapid enrollment grants for the first year.

\$500,000 in SB 2266 that is appropriated for restraint and seclusion policy training. All told, there is about \$140.9 million spoken for, of the \$142M million of ending fund balance. Unless you want to use new money coming into foundation aid, there is really only \$1 million.

**Chairman Holmberg:** Leave it at \$110 million.

**Sheila Sandness:** The only change to the worksheet would be the inclusion of the transportation grants, no change to the funding source and no change to the sections.

Hearing adjourned.

# 2019 SENATE STANDING COMMITTEE MINUTES

**Appropriations Committee**  
Harvest Room, State Capitol

SB 2013  
2/15/2019  
Job # 32837

- Subcommittee  
 Conference Committee

Committee Clerk: Alice Delzer / Florence Mayer
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## Explanation or reason for introduction of bill/resolution:

A BILL for an Act to defray the expenses of DPI (Do Pass as Amended.)

## Minutes:

1. Amendment # 19.0226.01002
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**Chairman Holmberg:** Reopened the hearing on SB 2013. All committee members were present. Sheila M. Sandness, Legislative Council and Becky Deichert, OMB were also present.

**Chairman Holmberg:** Passed out Attachment #1, the proposed amendments to SB 2013. We made sure we are appropriately funding SB 2265, which is the policy bill. They made a few changes and there is an appropriation. It isn't perfect, but they recognize there needs to be change. As we had said earlier, we were going to push for a 2 and 3% increase, in the integrated payments. That added \$11M to the payments going out. We made no changes for school for the blind at vision services, and the state library. We accepted the executive recommendation. We made a slight change for the school for the deaf. The other items that we did or did not do, we added the governor's school \$20,000 to put them on life support, but I don't want to hear from them if they can't get through the House. There are a couple pass-through. A big question was the request of the superintendent for teacher training on cyber security. She asked for \$6M, the executive budget gave her \$3M. In discussions with the Education committee here and the house was, this has to come from the field up. Rather than putting a bunch of money at the top and sprinkling it down, that is why our education committee did not do anything in that area. We felt that the additional \$11M was better placed in integrated payments, so that all schools would benefit. We did add \$500,000 to transportation and \$300,000 to adult education.

**(6:41) Sheila M. Sandness, Legislative Council:** Explained the amendments, starting on page 8, then moving to the front.

**(11:02) Chairman Holmberg:** We have not exhausted the funds in the foundation and stabilization fund. Depending on who's numbers you're looking at, some say there is \$30M left, some of the stuff we've done is \$18M left. It varies.



**Sheila M. Sandness, Legislative Council:** There are bills out there that use some of the funding from the foundation. The estimated balance in the current biennium will be about \$142M. This is \$110M of it. There is a construction loan bill that used \$25M. The House appropriated a little over \$2M CPE. Then 2265 uses about \$3M for rapid enrollment grants. You're getting close to the \$142M that is available going forward, without using any new money from the next biennium.

**Senator Bekkedahl:** What is the 15% amount that was retained and won't be touched?

**Sheila M. Sandness, Legislative Council:** It's \$250M to \$260M.

**Chairman Holmberg:** The increased funding for adjustments to the state formula is reflected in the policy bill?

**(12:49) Sheila M. Sandness, Legislative Council:** Correct, those are the policy changes that were made in 2265.

**Chairman Holmberg:** On the floor the policy bill will go first to explain the policy things, then this. Because then they will have already told people what will happen.

**Sheila Sandness:** Continued explaining the amendment starting with special funding for education grants.

**Chairman Holmberg:** The governor added \$1M to the adult education program and then we added another \$300,000.

**Sheila M. Sandness:** Continued explaining the amendment.

**Chairman Holmberg:** This was a big topic last interim. Instead of trying to say you're going to get \$45,300 and your leadership you're going to get "X". We reduced the total amount of money for these areas that are related, so the department can have some flexibility. We've kept it contained, we're not just giving them a blank check. If they decide the family engagement, which was one of her top priorities, we put in \$300,000 that's their pool.

**Sheila M. Sandness:** Continued on page 11 of the amendment regarding grants.

**(17:05) Chairman Holmberg:** That number is always a guess. If during the interim additional money comes in, that goes through the emergency commission budget section and it's typically approved. This is their best estimate of what they think they're going to get.

**Sheila M. Sandness:** Continued with amendment, regarding the rewriting of the state aid formula. She continued on page 11-13.

**Chairman Holmberg:** The folks should be aware that the committee determined that the one undesignated position was the right way to go. The salary and wages is not \$200,000 for the one position. They have the flexibility, because one of their challenges is the requirements that the teachers at the school for the deaf have to have, that they find it difficult to come there with the salaries they were paying.

**(20:29) Sheila M. Sandness:** Continued with the Amendment. She went on to page 14, School for the Blind. Then started on page 2 with the changes to the bill section.

**(24:09) Senator Bekkedahl:** The rapid enrollment grants in 1719 of \$6M, are they rolled into the integrated formula in this bill? They didn't go away did they?

**Sheila M. Sandness:** They are in 2265, funded at \$3M and they are one payment. On-time payments will start in the 2<sup>nd</sup> year of the biennium. They provided \$3M for the first year of the biennium for rapid enrollment.

**Senator Bekkedahl:** Is it the philosophy of the committee and the Senate as a onetime funding description, the grants will go away and on-time funding will replace rapid enrollment grants going forward?

**Sheila M. Sandness:** That is correct. She continued on page 3 and section 3 of the bill reflected on the amendment.

**(26:30) Chairman Holmberg:** We had a request in the executive budget, that the additional money over and above what goes to the special education grants, could be used for their TILE program. We decided no, it would be better off instead of expanding this TILE program, the money can come back to the general fund.

**Senator Bekkedahl:** So does that Section 5 exemption, that reduces the anticipated turn back that would have happened anyway?

**Sheila M. Sandness:** That is correct, it will reduce the turn back by \$4M by allowing them to use it for special education.

**Chairman Holmberg:** If they hadn't been allowed to use it they would have been in for a deficiency appropriation. If \$4M not enough, they have to come back to the deficiency agency.

**Sheila M. Sandness:** Continue regarding Section 7 on the Amendment.

**(29:05) Chairman Holmberg:** When we did the addition of the \$500,00 we didn't know what the formula would spit out. So we ended with these numbers and know that the advocates for transportation will be over in the House as soon as we pass the bill.

**Senator Robinson:** I think in this area, if could use a lot of money, if we could identify another \$1M for transportation. We didn't have the figures at the time. This will end up in conference.

**Sheila M. Sandness:** Continued on the bottom of page 3-4.

**(31:32) Chairman Holmberg:** All they did is move it here, because it made more sense for both higher education and DPI that they be the ones who handle the loan program. It is a change in law, but not the practice. (That was confirmed.)

**Sheila M. Sandness:** Continued on page 5 Section 18-20 all relate to the transfer of the early childhood program from the department of commerce to DPI.

**Senator Bekkedahl:** The loan forgiveness program that comes from higher education to DPI, is there a funding source that comes with that? So then it doesn't impact what's already out there. Then the same thing with early childhood?

**Sheila M. Sandness:** That is correct. The \$2.1M is transferred, that is one of the changes on the DPI statement of purpose. Then the early childhood education was \$1.5M.

**Chairman Holmberg:** It didn't add anything to the budget, it just moved the dollars? (Correct.)

**Sheila M. Sandness:** Continued with the amendment overview.

**Senator Robinson: Moved to adopt the Amendment.**

**Senator Poolman: Seconded.**

**A Voice Vote Was Taken: All in favor.**

**Senator Poolman: Moved a Do Pass as Amended on SB 2013.**

**Senator Robinson: Seconded.**

**A Roll Call Vote Was Taken: 14 yeas, 0 nay, 0 absent.**

**Chairman Holmberg will carry the bill.**

The hearing was closed on SB 2013.

SK  
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PROPOSED AMENDMENTS TO SENATE BILL NO. 2013

Page 1, line 3, replace "and" with "to amend and reenact sections 15-10-38, 15.1-02-02, 15.1-37-05, 15.1-37-06, and 15.1-37-08 of the North Dakota Century Code, relating to a student loan forgiveness program for teachers, the salary of the superintendent of public instruction, early childhood education providers, the distribution of early childhood education provider grants, and early childhood education provider data collection; to provide for a report to the legislative assembly;"

Page 1, line 3, after "exemptions" insert "; and to declare an emergency"

Page 1, remove lines 14 through 24

Page 2, replace lines 1 through 6 with:

	<u>Base Level</u>	<u>Adjustments or Enhancements</u>	<u>Appropriation</u>
Salaries and wages	\$17,439,176	\$502,280	\$17,941,456
Operating expenses	30,165,005	2,004,942	32,169,947
Integrated formula payments	1,750,204,163	356,441,891	2,106,646,054
Grants - special education	19,300,000	5,700,000	25,000,000
Grants - transportation	55,400,000	500,000	55,900,000
Grants - other grants	254,062,705	33,000,000	287,062,705
Grants - program grants	6,210,000	3,406,711	9,616,711
Grants - passthrough grants	2,898,000	(48,660)	2,849,340
PowerSchool	5,500,000	0	5,500,000
Transportation efficiency	30,000	(30,000)	0
National board certification	<u>120,000</u>	<u>(12,000)</u>	<u>108,000</u>
Total all funds	\$2,141,329,049	\$401,465,164	\$2,542,794,213
Less estimated income	<u>705,727,065</u>	<u>108,815,319</u>	<u>814,542,384</u>
Total general fund	\$1,435,601,984	\$292,649,845	\$1,728,251,829
Full-time equivalent positions	91.75	(3.00)	88.75"

Page 2, replace lines 9 through 17 with:

	<u>Base Level</u>	<u>Adjustments or Enhancements</u>	<u>Appropriation</u>
Salaries and wages	\$4,152,758	\$115,434	\$4,268,192
Operating expenses	1,604,075	17,842	1,621,917
Grants	<u>2,109,028</u>	<u>124,500</u>	<u>2,233,528</u>
Total all funds	\$7,865,861	\$257,776	\$8,123,637
Less estimated income	<u>2,247,560</u>	<u>119,886</u>	<u>2,367,446</u>
Total general fund	\$5,618,301	\$137,890	\$5,756,191
Full-time equivalent positions	28.75	(1.00)	27.75"

Page 2, replace lines 20 through 29 with:

	<u>Base Level</u>	<u>Adjustments or Enhancements</u>	<u>Appropriation</u>
Salaries and wages	\$7,588,749	\$432,098	\$8,020,847
Operating expenses	2,026,543	(320,957)	1,705,586
Capital assets	158,678	270,000	428,678

2015

Grants	180,000	(140,000)	40,000
Total all funds	\$9,953,970	\$241,141	\$10,195,111
Less estimated income	<u>2,465,444</u>	<u>231,752</u>	<u>2,697,196</u>
Total general fund	\$7,488,526	\$9,389	\$7,497,915
Full-time equivalent positions	45.61	(1.00)	44.61"

Page 3, replace lines 1 through 9 with:

"		<u>Adjustments or</u>	
	<u>Base Level</u>	<u>Enhancements</u>	<u>Appropriation</u>
Salaries and wages	\$4,660,995	\$253,761	\$4,914,756
Operating expenses	773,206	42,615	815,821
Capital assets	<u>39,192</u>	<u>260,500</u>	<u>299,692</u>
Total all funds	\$5,473,393	\$556,876	\$6,030,269
Less estimated income	<u>1,079,247</u>	<u>251,746</u>	<u>1,330,993</u>
Total general fund	\$4,394,146	\$305,130	\$4,699,276
Full-time equivalent positions	28.50	(0.60)	27.90"

Page 3, replace lines 12 through 16 with:

"		<u>Adjustments or</u>	
	<u>Base Level</u>	<u>Enhancements</u>	<u>Appropriation</u>
Grand total general fund	\$1,453,102,957	\$293,102,254	\$1,746,205,211
Grand total special funds	<u>711,519,316</u>	<u>109,418,703</u>	<u>820,938,019</u>
Grand total all funds	\$2,164,622,273	\$402,520,957	\$2,567,143,230"

Page 3, line 17, after "FUNDING" insert "- EFFECT ON BASE BUDGET - REPORT TO SIXTY-SEVENTH LEGISLATIVE ASSEMBLY"

Page 3, line 18, after "biennium" insert "and the 2019-21 one-time funding items included in the appropriation in section 1 of this Act"

Page 3, remove lines 19 through 31

Page 4, replace lines 1 through 11 with:

"	<u>One-Time Funding Description</u>	<u>2017-19</u>	<u>2019-21</u>
	Department of public instruction		
	Regional education association merger grants	\$100,000	\$0
	North Dakota governor's school science, technology, engineering, and mathematics programs	220,000	0
	English language learner grants	500,000	0
	Rapid enrollment grants	6,000,000	0
	Integrated formula payments	185,000,000	0
	State school aid formula rewrite	<u>0</u>	<u>200,000</u>
	Total department of public instruction - all funds	\$191,820,000	\$200,000
	Total department of public instruction - estimated income	<u>191,820,000</u>	<u>0</u>
	Total department of public instruction - general fund	\$0	\$200,000
	School for the deaf		
	Extraordinary repairs	\$675,000	\$250,000
	Equipment	28,000	20,000
	Video equipment and software	<u>30,000</u>	<u>0</u>
	Total school for the deaf - estimated income	\$733,000	\$270,000

3815

North Dakota vision services - school for the blind		
Special assessments payoff	\$10,000	\$0
Heating and cooling upgrade	35,500	0
Replace water line	60,000	0
Carpet and reception upgrade	30,000	0
West wing roof repair	0	39,000
Other repairs	0	18,500
Daily living skills area remodel	0	25,000
South wing restroom remodel	0	120,000
Garage door replacement	0	16,000
Gymnasium floor replacement	0	42,000
Adaptive technology equipment	<u>0</u>	<u>20,000</u>
Total school for the blind - estimated income	\$135,500	\$280,500
Grand total - all funds	\$192,688,500	\$750,500
Grand total - estimated income	<u>192,688,500</u>	<u>550,500</u>
Grand total - general fund	\$0	\$200,000

The 2019-21 biennium one-time funding amounts are not a part of the entity's base budget for the 2021-23 biennium. The department of public instruction, school for the deaf, and North Dakota vision services - school for the blind shall report to the appropriations committees of the sixty-seventh legislative assembly on the use of this one-time funding for the biennium beginning July 1, 2019, and ending June 30, 2021."

Page 4, line 12, after the boldfaced hyphen insert "**ESTIMATED INCOME -**"

Page 4, line 12, replace "\$305,546,905" with "\$379,764,000"

Page 4, line 18, replace "**APPROPRIATION**" with "**ESTIMATED INCOME**"

Page 4, after line 21, insert:

**"SECTION 5. EXEMPTION - FUNDING TRANSFER - AUTHORIZATION.**

Notwithstanding section 54-16-04, the superintendent of public instruction may transfer up to \$4,000,000 from the integrated formula payments line item to the grants - special education line item, for the biennium beginning July 1, 2017, and ending June 30, 2019, for the purposes of providing special education grants. The superintendent of public instruction shall notify the office of management and budget of any transfer made pursuant to this section."

Page 4, after line 29, insert:

**"SECTION 7. GRANTS - SPECIAL EDUCATION DEFICIENCY**

**AUTHORIZATION.** If funds provided to the superintendent of public instruction in subdivision 1 of section 1 of this Act for grants - special education, for the biennium beginning July 1, 2019, and ending June 30, 2021, are not sufficient to meet special education contract obligations, the superintendent of public instruction shall request supplemental funding from the sixty-seventh legislative assembly."

Page 5, line 19, replace "eleven" with "nine"

Page 5, line 21, replace "Fifty-two" with "Fifty-one"

Page 6, line 10, replace "Thirty" with "Twenty-nine"

Page 6, line 17, replace "\$1,530,000" with "\$2,136,711"

Page 6, line 18, replace "\$75,000" with "\$125,000"

Page 7, line 7, replace "\$2,100,000" with "\$2,215,764"

Page 7, line 7, after the second comma insert "governor's school,"

Page 8, replace lines 20 through 24 with:

**"SECTION 16. AMENDMENT.** Section 15-10-38 of the North Dakota Century Code is amended and reenacted as follows:

**15-10-38. Loans - Teacher shortages - Loan forgiveness.**

1. The ~~state board of higher education~~ superintendent of public instruction shall administer a student loan forgiveness program for individuals teaching at grade levels, in content areas, and in geographical locations identified as having a teacher shortage or critical need. The ~~board~~ superintendent of public instruction may approve loan forgiveness for no more than two teachers per year in a school district. The ~~board~~ superintendent of public instruction shall adopt rules to implement the program.
2. The superintendent of public instruction annually shall identify grade levels, content areas, and geographical locations in which a teacher shortage or critical need exists.
3. To be eligible for loan forgiveness under this section, an individual:
  - a. Must have graduated from an accredited teacher preparation program and signed a contract to teach at a grade level or in a content area and in a geographical location identified by the superintendent of public instruction as having an existing teacher shortage or critical need; and
  - b. Must have an existing student loan.
4. For purposes of this section, the definitions of rural school district and remote town school district have the same meaning as the definitions under the national center for education statistics locale codes.
5. If an individual is receiving loan forgiveness under any other provision, the individual may not receive loan forgiveness under this section during the same application year.
6. An eligible individual may receive loan forgiveness under the program as follows:
  - a. If the individual accepts one of up to five positions of critical need in a nonrural school district or nonremote town school district, the individual may receive up to three thousand dollars per year for a maximum of four years.
  - b. If the individual accepts a position in a rural school district or remote town school district with an enrollment of fewer than one thousand students, the individual may receive up to four thousand five hundred dollars per year for a maximum of four years.
  - c. If the individual accepts one of up to five positions of critical need in a rural school district or remote town school district with an enrollment of



fewer than one thousand students, the individual may receive up to six thousand five hundred dollars per year for a maximum of four years.

- 7. The superintendent of public instruction shall consider all applications under this section based on the number of unfilled school vacancies, prioritized by critical need and geographic location.
- 8. Upon notification the individual has completed a full year of teaching in a school district, state-supported school, or nonpublic school in this state at a grade level or in a content area and in a geographical location identified by the superintendent of public instruction as one in which a teacher shortage or critical need exists, the ~~board~~ superintendent of public instruction shall distribute funds directly to the lending institution of the individual to repay outstanding loan principal balances on behalf of eligible applicants. The ~~board~~ superintendent of public instruction shall terminate loan forgiveness payments to eligible individuals when the loan principal balance of the eligible individual is paid in full.

**SECTION 17. AMENDMENT.** Section 15.1-02-02 of the North Dakota Century Code is amended and reenacted as follows:

**15.1-02-02. Salary.**

The annual salary of the superintendent of public instruction is ~~one hundred sixteen thousand nine hundred three dollars through June 30, 2016, and one hundred twenty thousand four hundred ten dollars thereafter~~ one hundred twenty-two thousand eight hundred eighteen dollars through June 30, 2020, and one hundred twenty-six thousand five hundred three dollars thereafter.

**SECTION 18. AMENDMENT.** Section 15.1-37-05 of the North Dakota Century Code is amended and reenacted as follows:

**15.1-37-05. Early childhood education providers - Coalition - Eligibility.**

- 1. The superintendent of a school district shall invite all public and private providers of early childhood education services within the district to meet, in order to:
  - a. Initiate the identification of all available options for cost-effectively maximizing the provision of early childhood education services within the district;
  - b. Address the coordinated utilization of facilities, personnel, and transportation, for the provision of early childhood education services within the district; and
  - c. (1) Form a coalition of early childhood education service providers; and
    - (2) Provide for the selection of a coalition governing board.
- 2. The board of the school district in which the coalition of service providers is located shall provide advice and guidance to the coalition in all matters pertaining to this section through section 15.1-37-08.



3. Any early childhood service provider who agrees to participate in the coalition or on its governing board may submit an application to the department of commerce superintendent of public instruction for a grant under this section, provided the governing board certifies to the department superintendent that the provider:
  - a. Is a participating member in the coalition or on the governing board.
  - b. Operates an early childhood education program that:
    - (1) Is approved in accordance with section 15.1-37-01; and
    - (2) Incorporates within its curriculum at least ten hours of research-based parental involvement.
  - c. Has documented the provider's willingness to admit children of all learning abilities into the early childhood education program.

**SECTION 19. AMENDMENT.** Section 15.1-37-06 of the North Dakota Century Code is amended and reenacted as follows:

**15.1-37-06. Receipt and distribution of grants - Notification.**

1. a. The department of commerce superintendent of public instruction shall receive applications for and distribute grants under this section to eligible members, including governing board members, of a consortium formed in accordance with section 15.1-37-05, in the amount of two thousand dollars for each child enrolled in a program of early childhood education, if the child is eligible for free lunches under the Richard B. Russell National School Lunch Act [42 U.S.C. 1751, et seq.], and one thousand dollars for each child enrolled in a program of early childhood education, if the child is eligible for reduced lunches under the Richard B. Russell National School Lunch Act [42 U.S.C. 1751, et seq.], provided:
  - (1) The child is a resident of this state;
  - (2) The child has reached four years of age before August first in the year of enrollment; and
  - (3) The program has a duration of at least four hundred hours over a period of at least thirty-two consecutive weeks.
- b. A child enrolled in a federally funded head start program may not be counted for the purpose of determining grant eligibility under this section.
2. a. Once each calendar quarter, at the time and in the manner required by the department of commerce superintendent of public instruction, any provider receiving a grant under this section shall forward to the parent of each child receiving services a notice indicating the total amount of the grant that was awarded to the provider for the quarter, the pro rata amount attributable to the parent's child, and the source of the grant. The department of commerce superintendent of public instruction shall standardize the notification required by this subdivision.

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- b. If a provider fails to meet the notification requirements of this subsection, the ~~department of commerce~~ superintendent of public instruction shall reduce the amount of the provider's next grant payment by fifty percent. If a provider fails to meet the notification requirements of this section a second time, the ~~department of commerce~~ superintendent of public instruction shall determine that the provider is ineligible to participate in the grant program for a period of one year.

**SECTION 20. AMENDMENT.** Section 15.1-37-08 of the North Dakota Century Code is amended and reenacted as follows:

**15.1-37-08. Data collection - Requirements.**

The superintendent of public instruction, ~~with the advice and consent of the department of commerce,~~ shall implement a uniform system for the accounting, budgeting, and reporting of data by any early childhood education provider to whom or to which grants are distributed in accordance with section 15.1-37-06. Grants may be withheld or forfeited, in whole or in part, if information required in accordance with this section is not submitted at the time or in the manner requested by the superintendent.

**SECTION 21. EMERGENCY.** Section 5 of this Act is declared to be an emergency measure."

Renumber accordingly

**STATEMENT OF PURPOSE OF AMENDMENT:**

**Senate Bill No. 2013 - Summary of Senate Action**

	Base Budget	Senate Changes	Senate Version
<b>Department of Public Instruction</b>			
Total all funds	\$2,141,329,049	\$401,465,164	\$2,542,794,213
Less estimated income	705,727,065	108,815,319	814,542,384
General fund	\$1,435,601,984	\$292,649,845	\$1,728,251,829
FTE	91.75	(3.00)	88.75
<b>State Library</b>			
Total all funds	\$7,865,861	\$257,776	\$8,123,637
Less estimated income	2,247,560	119,886	2,367,446
General fund	\$5,618,301	\$137,890	\$5,756,191
FTE	28.75	(1.00)	27.75
<b>School for the Deaf</b>			
Total all funds	\$9,953,970	\$241,141	\$10,195,111
Less estimated income	2,465,444	231,752	2,697,196
General fund	\$7,488,526	\$9,389	\$7,497,915
FTE	45.61	(1.00)	44.61
<b>Vision Services - School for the Blind</b>			
Total all funds	\$5,473,393	\$556,876	\$6,030,269
Less estimated income	1,079,247	251,746	1,330,993
General fund	\$4,394,146	\$305,130	\$4,699,276
FTE	28.50	(0.60)	27.90
<b>Bill total</b>			
Total all funds	\$2,164,622,273	\$402,520,957	\$2,567,143,230
Less estimated income	711,519,316	109,418,703	820,938,019

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General fund	\$1,453,102,957	\$293,102,254	\$1,746,205,211
FTE	194.61	(5.60)	189.01

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

	Base Budget	Senate Changes	Senate Version
Salaries and wages	\$17,439,176	\$502,280	\$17,941,456
Operating expenses	30,165,005	2,004,942	32,169,947
Integrated formula payments	1,750,204,163	356,441,891	2,106,646,054
Grants - Special education contracts	19,300,000	5,700,000	25,000,000
Grants - Transportation	55,400,000	500,000	55,900,000
Grants - Other grants	254,062,705	33,000,000	287,062,705
Grants - Program grants	6,210,000	3,406,711	9,616,711
Grants - Passthrough grants	2,898,000	(48,660)	2,849,340
PowerSchool	5,500,000		5,500,000
Transportation efficiency	30,000	(30,000)	
National board certification	120,000	(12,000)	108,000
Total all funds	\$2,141,329,049	\$401,465,164	\$2,542,794,213
Less estimated income	705,727,065	108,815,319	814,542,384
General fund	\$1,435,601,984	\$292,649,845	\$1,728,251,829
FTE	91.75	(3.00)	88.75

**Department 201 - Department of Public Instruction - Detail of Senate Changes**

	Adjusts Funding for Base Payroll Changes <sup>1</sup>	Adds Funding for Salary and Benefit Increases <sup>2</sup>	Removes 4 FTE Positions <sup>3</sup>	Adds 1 FTE Division Manager Position <sup>4</sup>	Transfers the Teacher Shortage Loan Forgiveness Program from the NDUS <sup>5</sup>	Adds Funding for Microsoft Office 365 Licensing <sup>6</sup>
Salaries and wages	(\$1,590)	\$918,154	(\$686,976)	\$272,692		
Operating expenses					\$2,103,393	\$63,488
Integrated formula payments						
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants						
Grants - Program grants						
Grants - Passthrough grants						
PowerSchool						
Transportation efficiency						
National board certification						
Total all funds	(\$1,590)	\$918,154	(\$686,976)	\$272,692	\$2,103,393	\$63,488
Less estimated income	1,116,589	621,727	(103,046)	0	0	47,145
General fund	(\$1,118,179)	\$296,427	(\$583,930)	\$272,692	\$2,103,393	\$16,343
FTE	0.00	0.00	(4.00)	1.00	0.00	0.00

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	Decreases Funding for Operating Expenses <sup>2</sup>	Adjusts Funding for Integrated Formula Payments <sup>3</sup>	Increases Funding for Special Education Grants <sup>2</sup>	Increases Funding for Transportation Grants <sup>12</sup>	Increases Funding for Adult Education Matching Grants <sup>11</sup>	Transfers Funding for Early Childhood Education Grants <sup>12</sup>
Salaries and wages						
Operating expenses	(\$361,939)					
Integrated formula payments		\$356,441,891				
Grants - Special education contracts			\$5,700,000			
Grants - Transportation				\$500,000		
Grants - Other grants						
Grants - Program grants					\$1,300,000	\$1,500,000
Grants - Passthrough grants						
PowerSchool						
Transportation efficiency						
National board certification						
<b>Total all funds</b>	<b>(\$361,939)</b>	<b>\$356,441,891</b>	<b>\$5,700,000</b>	<b>\$500,000</b>	<b>\$1,300,000</b>	<b>\$1,500,000</b>
Less estimated income	(84,191)	74,217,095	0	0	0	0
General fund	(\$277,748)	\$282,224,796	\$5,700,000	\$500,000	\$1,300,000	\$1,500,000
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Increases Funding for the Program Grant Pool <sup>13</sup>	Adjusts Funding for Passthrough Grants <sup>14</sup>	Increases Federal Funds Authority for Grants <sup>15</sup>	Decreases Funding for National Board Certification <sup>16</sup>	Adds One-Time Funding to Rewrite the State School Aid Formula <sup>17</sup>	Total Senate Changes
Salaries and wages						\$502,280
Operating expenses					\$200,000	2,004,942
Integrated formula payments						356,441,891
Grants - Special education contracts						5,700,000
Grants - Transportation						500,000
Grants - Other grants			\$33,000,000			33,000,000
Grants - Program grants	\$606,711					3,406,711
Grants - Passthrough grants		(\$48,660)				(48,660)
PowerSchool						
Transportation efficiency	(30,000)					(30,000)
National board certification				(\$12,000)		(12,000)
<b>Total all funds</b>	<b>\$576,711</b>	<b>(\$48,660)</b>	<b>\$33,000,000</b>	<b>(\$12,000)</b>	<b>\$200,000</b>	<b>\$401,465,164</b>
Less estimated income	0	0	33,000,000	0	0	108,815,319
General fund	\$576,711	(\$48,660)	\$0	(\$12,000)	\$200,000	\$292,649,845
FTE	0.00	0.00	0.00	0.00	0.00	(3.00)

<sup>1</sup> Funding is adjusted for base payroll changes.

<sup>2</sup> The following funding is added for 2019-21 biennium salary adjustments of 2 percent on July 1, 2019, and 3 percent on July 1, 2020, and increases in health insurance premiums from \$1,241 to \$1,427 per month:

	General Fund	Other Funds	Total
Salary increase	\$166,771	\$336,409	\$503,180
Health insurance increase	129,656	285,318	414,974
Total	\$296,427	\$621,727	\$918,154

<sup>3</sup> Four FTE positions, including 1 assistant superintendent position, 1 computer network specialist position, 1 education program administrator position, and 1 administrative assistant III position are removed.

<sup>4</sup> One FTE division manager position is added.

<sup>5</sup> The teacher shortage loan forgiveness program and related funding is transferred from the North Dakota University System to the Superintendent of Public Instruction.

<sup>6</sup> Funding is added for Microsoft Office 365 license expenses.

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<sup>7</sup> Funding for operating expenses is reduced.

<sup>8</sup> Funding for integrated formula payments is adjusted as follows:

	General Fund	Foundation Aid Stabilization Fund	State Tuition Fund	Total
Base budget - Integrated formula payments	\$1,334,657,258	\$110,000,000	\$305,546,905	\$1,750,204,163
Adds funding for integrated formula payments to replace one-time funding provided from the foundation aid stabilization fund during the 2017-19 biennium	185,000,000			185,000,000
Increases funds available from the state tuition fund	(74,217,095)		74,217,095	
Adds funding for cost-to-continue integrated formula payments	53,625,374			53,625,374
Adds funding to provide a 2 percent increase in the per pupil payment in the 1st year of the biennium and a 3 percent increase in the per pupil payment in the 2nd year of the biennium	72,760,971			72,760,971
Adds funding to increase formula maximum payments by 5 percent each year of the biennium	4,331,460			4,331,460
Reduces funding for savings related to transitioning school districts from minimum payments	(2,031,496)			(2,031,496)
Adds funding to transition the formula to on-time funding	36,999,559			36,999,559
Increases funding for adjustments to the state aid formula that reduce the local revenue deduction to 75 percent for all local revenue types	5,756,023			5,756,023
<b>Total - Integrated formula payments</b>	<b>\$1,616,882,054</b>	<b>\$110,000,000</b>	<b>\$379,764,000</b>	<b>\$2,106,646,054</b>

<sup>9</sup> Funding is increased for special education contract grants to provide a total of \$25 million from the general fund.

<sup>10</sup> Funding for transportation grants is increased to provide a total of \$55.9 million from the general fund.

<sup>11</sup> Funding is increased for adult education matching grants to provide a total of \$4.4 million from the general fund.

<sup>12</sup> The early childhood education provider grant program, including \$1.5 million of general fund authority, is transferred from the Department of Commerce to the Superintendent of Public Instruction.

<sup>13</sup> Funding in the transportation efficiency line item is reduced by \$3,000 and the remaining funding of \$27,000 is transferred from the transportation efficiency line item to the program grant pool. In addition, funding for the program grant pool is increased by \$579,711, to provide a total of \$2,136,711 from the general fund for the following programs:

- Leveraging the senior year;
- Leadership program;
- Continuing education grants;
- Preschool continuing education grants;
- Curriculum alignment grants;
- Teacher and principal evaluation system grants;
- Family engagement initiatives; and
- Transportation efficiency.

<sup>14</sup> Funding for passthrough grants is adjusted as follows:

11/20/15

	<b>General Fund Increase (Decrease)</b>	<b>Total General Fund</b>
Rural art outreach projects	\$10,000	\$360,000
North Central Council for Education Media Services	(14,424)	223,576
Mentoring program	75,764	2,125,764
Global Bridges (Atlantik-Brucke) exchange	(200,000)	0
North Dakota Young Entrepreneur education program	0	30,000
"We the People" program	40,000	50,000
National writing projects	20,000	40,000
Governor's School program	<u>20,000</u>	<u>20,000</u>
Total	(\$48,660)	\$2,849,340

<sup>15</sup> Federal funds authority for grants is increased.

<sup>16</sup> Funding for national board certification is reduced to provide a total of \$108,000 from the general fund.

<sup>17</sup> One-time funding is added to rewrite the state school aid formula.

This amendment also:

- Adds a section to allow the Superintendent of Public Instruction to transfer up to \$4 million from the integrated formula payments line item to the grants - special education line item to provide funding for 2017-19 biennium special education contract expenditures in excess of the 2017-19 biennium special education contract appropriation.
- Adds a section to provide if funds appropriated to the Superintendent of Public Instruction in the grants - special education line item for special education contract grants in the 2019-21 biennium are not sufficient to meet special education contract obligations, the Superintendent must request supplemental funding from the 67th Legislative Assembly.
- Adds a section to provide the statutory changes necessary to transfer the administration of the teacher loan forgiveness program from the State Board of Higher Education to the Superintendent of Public Instruction.
- Adds a section to provide the statutory changes to increase the Superintendent of Public Instruction's salary. The Superintendent's annual salary would increase from the current level of \$120,410 to \$122,818, effective July 1, 2019, and to \$126,503, effective July 1, 2020, to reflect the 2 and 3 percent salary increase.
- Adds sections to provide the statutory changes necessary to transfer the early childhood service provider grant program from the Department of Commerce to the Superintendent of Public Instruction.
- Adds a section to declare the authorization to transfer funding from the integrated formula payments line item to the grant - special education line item for the 2017-19 biennium an emergency.

**Senate Bill No. 2013 - State Library - Senate Action**

	<b>Base Budget</b>	<b>Senate Changes</b>	<b>Senate Version</b>
Salaries and wages	\$4,152,758	\$115,434	\$4,268,192
Operating expenses	1,604,075	17,842	1,621,917
Grants	<u>2,109,028</u>	<u>124,500</u>	<u>2,233,528</u>
Total all funds	\$7,865,861	\$257,776	\$8,123,637
Less estimated income	<u>2,247,560</u>	<u>119,886</u>	<u>2,367,446</u>
General fund	\$5,618,301	\$137,890	\$5,756,191
FTE	28.75	(1.00)	27.75



12/16

**Department 250 - State Library - Detail of Senate Changes**

	Adjusts Funding for Base Payroll Changes <sup>1</sup>	Adds Funding for Salary and Benefit Increases <sup>2</sup>	Removes 2 FTE Library Associate I Positions <sup>3</sup>	Adds 1 FTE Librarian III Position <sup>4</sup>	Decreases Funding for Operating Expenses <sup>5</sup>	Adds Funding for Microsoft Office 365 Licensing <sup>6</sup>
Salaries and wages	(\$28,695)	\$243,766	(\$280,915)	\$181,278		
Operating expenses					(\$4,773)	\$22,615
Grants						
<b>Total all funds</b>	<b>(\$28,695)</b>	<b>\$243,766</b>	<b>(\$280,915)</b>	<b>\$181,278</b>	<b>(\$4,773)</b>	<b>\$22,615</b>
Less estimated income	(58,654)	28,854	0	0	25,186	0
General fund	\$29,959	\$214,912	(\$280,915)	\$181,278	(\$29,959)	\$22,615
<b>FTE</b>	<b>0.00</b>	<b>0.00</b>	<b>(2.00)</b>	<b>1.00</b>	<b>0.00</b>	<b>0.00</b>

	Adds Funding for a Youth Coding Skills Grant <sup>7</sup>	Total Senate Changes
Salaries and wages		\$115,434
Operating expenses		17,842
Grants	\$124,500	124,500
<b>Total all funds</b>	<b>\$124,500</b>	<b>\$257,776</b>
Less estimated income	124,500	119,886
General fund	\$0	\$137,890
<b>FTE</b>	<b>0.00</b>	<b>(1.00)</b>

<sup>1</sup> Funding is adjusted for base payroll changes.

<sup>2</sup> The following funding is added for 2019-21 biennium salary adjustments of 2 percent on July 1, 2019, and 3 percent on July 1, 2020, and increases in health insurance premiums from \$1,241 to \$1,427 per month:

	General Fund	Other Funds	Total
Salary increase	\$98,898	\$11,006	\$109,904
Health insurance increase	116,014	17,848	133,862
<b>Total</b>	<b>\$214,912</b>	<b>\$28,854</b>	<b>\$243,766</b>

<sup>3</sup> Two FTE library associate I positions are removed.

<sup>4</sup> One FTE librarian III position is added.

<sup>5</sup> Funding for operating expenses is adjusted.

<sup>6</sup> Funding is added for Microsoft Office 365 license expenses.

<sup>7</sup> Federal funding authority is added for a youth coding skills grant.

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

	Base Budget	Senate Changes	Senate Version
Salaries and wages	\$7,588,749	\$432,098	\$8,020,847
Operating expenses	2,026,543	(320,957)	1,705,586
Capital assets	158,678	270,000	428,678
Grants	180,000	(140,000)	40,000
<b>Total all funds</b>	<b>\$9,953,970</b>	<b>\$241,141</b>	<b>\$10,195,111</b>
Less estimated income	2,465,444	231,752	2,697,196
General fund	\$7,488,526	\$9,389	\$7,497,915
<b>FTE</b>	<b>45.61</b>	<b>(1.00)</b>	<b>44.61</b>

130615

**Department 252 - School for the Deaf - Detail of Senate Changes**

	Adjusts Funding for Base Payroll Changes <sup>1</sup>	Adds Funding for Salary and Benefit Increases <sup>2</sup>	Removes Undesignated Positions <sup>3</sup>	Adds Adult Services Position <sup>4</sup>	Restores an Undesignated Position and Increases Funding for Salaries and Wages <sup>5</sup>	Increases Funding for Temporary Salaries <sup>6</sup>
Salaries and wages	(\$222,852)	\$440,955	(\$317,654)	\$159,996	\$200,000	\$27,500
Operating expenses						
Capital assets						
Grants						
<b>Total all funds</b>	<b>(\$222,852)</b>	<b>\$440,955</b>	<b>(\$317,654)</b>	<b>\$159,996</b>	<b>\$200,000</b>	<b>\$27,500</b>
Less estimated income	70,593	24,620	0	159,996	0	27,500
<b>General fund</b>	<b>(\$293,445)</b>	<b>\$416,335</b>	<b>(\$317,654)</b>	<b>\$0</b>	<b>\$200,000</b>	<b>\$0</b>
FTE	(1.00)	0.00	(2.00)	1.00	1.00	0.00

	Increases Funding for Teacher Salaries <sup>7</sup>	Adds Funding for Interactive Information Technology Equipment <sup>8</sup>	Increases Funding for Meals <sup>9</sup>	Increases Funding for Audiology and Speech Contract Costs <sup>10</sup>	Decreases Funding for Operating Expenses <sup>11</sup>	Decreases Funding for Interpreter Grants <sup>12</sup>
Salaries and wages	\$144,153					
Operating expenses		\$15,000	\$10,000	\$20,000	(\$365,957)	
Capital assets						
Grants						(\$140,000)
<b>Total all funds</b>	<b>\$144,153</b>	<b>\$15,000</b>	<b>\$10,000</b>	<b>\$20,000</b>	<b>(\$365,957)</b>	<b>(\$140,000)</b>
Less estimated income	0	15,000	10,000	20,000	(365,957)	0
<b>General fund</b>	<b>\$144,153</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>(\$140,000)</b>
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds One-Time Funding for a Dishwashing Unit <sup>13</sup>	Adds One-Time Funding for Extraordinary Repairs <sup>14</sup>	Total Senate Changes
Salaries and wages			\$432,098
Operating expenses			(320,957)
Capital assets	\$20,000	\$250,000	270,000
Grants			(140,000)
<b>Total all funds</b>	<b>\$20,000</b>	<b>\$250,000</b>	<b>\$241,141</b>
Less estimated income	20,000	250,000	231,752
<b>General fund</b>	<b>\$0</b>	<b>\$0</b>	<b>\$9,389</b>
FTE	0.00	0.00	(1.00)

<sup>1</sup> One FTE position is removed and funding is adjusted for base payroll changes.

<sup>2</sup> The following funding is added for 2019-21 biennium salary adjustments of 2 percent on July 1, 2019, and 3 percent on July 1, 2020, and increases in health insurance premiums from \$1,241 to \$1,427 per month:

	General Fund	Other Funds	Total
Salary increase	\$194,480	\$9,985	\$204,465
Health insurance increase	221,855	14,635	236,490
<b>Total</b>	<b>\$416,335</b>	<b>\$24,620</b>	<b>\$440,955</b>

<sup>3</sup> Two FTE undesignated positions are removed.

<sup>4</sup> One FTE adult services position is added.

<sup>5</sup> One FTE undesignated position is restored and funding is increased for salaries and wages.



<sup>6</sup> Funding for temporary salaries is increased.

<sup>7</sup> Funding for teacher salaries is increased.

<sup>8</sup> Funding is added for interactive information technology equipment.

<sup>9</sup> Funding for meals is increased.

<sup>10</sup> Funding for audiology and speech contract costs is increased.

<sup>11</sup> Funding for operating expenses is reduced.

<sup>12</sup> Funding for interpreter grants to state colleges and universities is reduced to provide a total of \$40,000 from the general fund. A section is added to provide that the \$40,000 from the general fund is for a 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 2019-21 biennium. This funding 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 1st year of the biennium. If any grant funding remains undistributed at the end of the biennium, the School for the Deaf may provide additional prorated grants to institutions that during the biennium incurred hourly expenses in excess of the formula reimbursement level. The Legislative Assembly has allowed the School for the Deaf to continue unused funding provided for interpreter grants in previous bienniums, resulting in \$209,115 of total carryover funding for a total of \$389,115 for interpreter grants during the 2017-19 biennium.

<sup>13</sup> One-time funding for a dishwashing unit is added.

<sup>14</sup> One-time funding is added for extraordinary repairs to the Smith Building related to the master facility plan.

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

	Base Budget	Senate Changes	Senate Version
Salaries and wages	\$4,660,995	\$253,761	\$4,914,756
Operating expenses	773,206	42,615	815,821
Capital assets	39,192	260,500	299,692
Total all funds	\$5,473,393	\$556,876	\$6,030,269
Less estimated income	1,079,247	251,746	1,330,993
General fund	\$4,394,146	\$305,130	\$4,699,276
FTE	28.50	(0.60)	27.90

**Department 253 - Vision Services - School for the Blind - Detail of Senate Changes**

	Adjusts Funding for Base Payroll Changes <sup>1</sup>	Adds Funding for Salary and Benefit Increases <sup>2</sup>	Removes a .6 FTE Position <sup>3</sup>	Increases Funding for Teacher Salaries <sup>4</sup>	Adjusts Funding for Operating Expenses <sup>5</sup>	Adds Funding for Microsoft Office 365 Licensing <sup>6</sup>
Salaries and wages	(\$22,329)	\$261,589	(\$104,702)	\$119,203		
Operating expenses						\$22,615
Capital assets						
Total all funds	(\$22,329)	\$261,589	(\$104,702)	\$119,203	\$0	\$22,615
Less estimated income	(21,389)	10,420	(31,633)	0	(939)	14,787
General fund	(\$940)	\$251,169	(\$73,069)	\$119,203	\$939	\$7,828
FTE	0.00	0.00	(0.60)	0.00	0.00	0.00

15015

	Adds One-Time Funding for Adaptive Technology Equipment <sup>7</sup>	One-Time Funding is Added for Capital Improvements <sup>8</sup>	Total Senate Changes
Salaries and wages			\$253,761
Operating expenses	\$20,000		42,615
Capital assets		\$260,500	260,500
<b>Total all funds</b>	<b>\$20,000</b>	<b>\$260,500</b>	<b>\$556,876</b>
Less estimated income	20,000	260,500	251,746
<b>General fund</b>	<b>\$0</b>	<b>\$0</b>	<b>\$305,130</b>
FTE	0.00	0.00	(0.60)

<sup>1</sup> Funding is adjusted for base payroll changes.

<sup>2</sup> The following funding is added for 2019-21 biennium salary adjustments of 2 percent on July 1, 2019, and 3 percent on July 1, 2020, and increases in health insurance premiums from \$1,241 to \$1,427 per month:

	General Fund	Other Funds	Total
Salary increase	\$124,044	\$3,683	\$127,727
Health insurance increase	127,125	6,737	133,862
<b>Total</b>	<b>\$251,169</b>	<b>\$10,420</b>	<b>\$261,589</b>

<sup>3</sup> A .6 FTE position is removed.

<sup>4</sup> Funding for teacher salaries is increased.

<sup>5</sup> The funding source for operating expenses is adjusted.

<sup>6</sup> Funding is added for Microsoft Office 365 license expenses.

<sup>7</sup> One-time funding is added for adaptive technology equipment.

<sup>8</sup> One-time funding is added for capital improvements, including roof repair, garage door replacement, gym floor replacement, daily living skills room and south wing restroom remodels, glycol installation, sprinkler heads, and carpeting.

Date: 2-15-19  
 Roll Call Vote #: 1

**2019 SENATE STANDING COMMITTEE  
 ROLL CALL VOTES  
 BILL/RESOLUTION NO. 2013**

Senate Appropriations Committee

Subcommittee

Amendment LC# or Description: 19. 0226. 01002

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 Robinson    Seconded By Poolman

Senators	Yes	No	Senators	Yes	No
Senator Holmberg			Senator Mathern		
Senator Krebsbach			Senator Grabinger		
Senator Wanzek			Senator Robinson		
Senator Erbele					
Senator Poolman					
Senator Bekkedahl					
Senator G. Lee					
Senator Dever					
Senator Sorvaag					
Senator Oehlke					
Senator Hogue					

Total (Yes) \_\_\_\_\_ No \_\_\_\_\_

Absent \_\_\_\_\_

Floor Assignment \_\_\_\_\_

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

*Voice Vote  
it carried*

Date: 2-15-19

Roll Call Vote #: 2

**2019 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 Poolman    Seconded By Robinson

Senators	Yes	No	Senators	Yes	No
Senator Holmberg	✓		Senator Mathern	✓	
Senator Krebsbach	✓		Senator Grabinger	✓	
Senator Wanzek	✓		Senator Robinson	✓	
Senator Erbele	✓				
Senator Poolman	✓				
Senator Bekkedahl	✓				
Senator G. Lee	✓				
Senator Dever	✓				
Senator Sorvaag	✓				
Senator Oehlke	✓				
Senator Hogue	✓				

Total (Yes) 14 No 0

Absent 0

Floor Assignment Chairman 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** (14 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). SB 2013 was placed on the Sixth order on the calendar.

Page 1, line 3, replace "and" with "to amend and reenact sections 15-10-38, 15.1-02-02, 15.1-37-05, 15.1-37-06, and 15.1-37-08 of the North Dakota Century Code, relating to a student loan forgiveness program for teachers, the salary of the superintendent of public instruction, early childhood education providers, the distribution of early childhood education provider grants, and early childhood education provider data collection; to provide for a report to the legislative assembly;"

Page 1, line 3, after "exemptions" insert "; and to declare an emergency"

Page 1, remove lines 14 through 24

Page 2, replace lines 1 through 6 with:

	<u>Base Level</u>	<u>Adjustments or Enhancements</u>	<u>Appropriation</u>
Salaries and wages	\$17,439,176	\$502,280	\$17,941,456
Operating expenses	30,165,005	2,004,942	32,169,947
Integrated formula payments	1,750,204,163	356,441,891	2,106,646,054
Grants - special education	19,300,000	5,700,000	25,000,000
Grants - transportation	55,400,000	500,000	55,900,000
Grants - other grants	254,062,705	33,000,000	287,062,705
Grants - program grants	6,210,000	3,406,711	9,616,711
Grants - passthrough grants	2,898,000	(48,660)	2,849,340
PowerSchool	5,500,000	0	5,500,000
Transportation efficiency	30,000	(30,000)	0
National board certification	120,000	(12,000)	108,000
Total all funds	\$2,141,329,049	\$401,465,164	\$2,542,794,213
Less estimated income	<u>705,727,065</u>	<u>108,815,319</u>	<u>814,542,384</u>
Total general fund	\$1,435,601,984	\$292,649,845	\$1,728,251,829
Full-time equivalent positions	91.75	(3.00)	88.75"

Page 2, replace lines 9 through 17 with:

	<u>Base Level</u>	<u>Adjustments or Enhancements</u>	<u>Appropriation</u>
Salaries and wages	\$4,152,758	\$115,434	\$4,268,192
Operating expenses	1,604,075	17,842	1,621,917
Grants	<u>2,109,028</u>	<u>124,500</u>	<u>2,233,528</u>
Total all funds	\$7,865,861	\$257,776	\$8,123,637
Less estimated income	<u>2,247,560</u>	<u>119,886</u>	<u>2,367,446</u>
Total general fund	\$5,618,301	\$137,890	\$5,756,191
Full-time equivalent positions	28.75	(1.00)	27.75"

Page 2, replace lines 20 through 29 with:

	<u>Base Level</u>	<u>Adjustments or Enhancements</u>	<u>Appropriation</u>
Salaries and wages	\$7,588,749	\$432,098	\$8,020,847
Operating expenses	2,026,543	(320,957)	1,705,586
Capital assets	158,678	270,000	428,678
Grants	<u>180,000</u>	<u>(140,000)</u>	<u>40,000</u>
Total all funds	\$9,953,970	\$241,141	\$10,195,111
Less estimated income	<u>2,465,444</u>	<u>231,752</u>	<u>2,697,196</u>
Total general fund	\$7,488,526	\$9,389	\$7,497,915
Full-time equivalent positions	45.61	(1.00)	44.61"

Page 3, replace lines 1 through 9 with:

	<u>Base Level</u>	<u>Adjustments or Enhancements</u>	<u>Appropriation</u>
Salaries and wages	\$4,660,995	\$253,761	\$4,914,756
Operating expenses	773,206	42,615	815,821
Capital assets	39,192	260,500	299,692
Total all funds	\$5,473,393	\$556,876	\$6,030,269
Less estimated income	1,079,247	251,746	1,330,993
Total general fund	\$4,394,146	\$305,130	\$4,699,276
Full-time equivalent positions	28.50	(0.60)	27.90"

Page 3, replace lines 12 through 16 with:

	<u>Base Level</u>	<u>Adjustments or Enhancements</u>	<u>Appropriation</u>
Grand total general fund	\$1,453,102,957	\$293,102,254	\$1,746,205,211
Grand total special funds	711,519,316	109,418,703	820,938,019
Grand total all funds	\$2,164,622,273	\$402,520,957	\$2,567,143,230"

Page 3, line 17, after "FUNDING" insert "- EFFECT ON BASE BUDGET - REPORT TO SIXTY-SEVENTH LEGISLATIVE ASSEMBLY"

Page 3, line 18, after "biennium" insert "and the 2019-21 one-time funding items included in the appropriation in section 1 of this Act"

Page 3, remove lines 19 through 31

Page 4, replace lines 1 through 11 with:

<u>One-Time Funding Description</u>	<u>2017-19</u>	<u>2019-21</u>
Department of public instruction		
Regional education association merger grants	\$100,000	\$0
North Dakota governor's school science, technology, engineering, and mathematics programs	220,000	0
English language learner grants	500,000	0
Rapid enrollment grants	6,000,000	0
Integrated formula payments	185,000,000	0
State school aid formula rewrite	0	200,000
Total department of public instruction - all funds	\$191,820,000	\$200,000
Total department of public instruction - estimated income	191,820,000	0
Total department of public instruction - general fund	\$0	\$200,000
School for the deaf		
Extraordinary repairs	\$675,000	\$250,000
Equipment	28,000	20,000
Video equipment and software	30,000	0
Total school for the deaf - estimated income	\$733,000	\$270,000
North Dakota vision services - school for the blind		
Special assessments payoff	\$10,000	\$0
Heating and cooling upgrade	35,500	0
Replace water line	60,000	0
Carpet and reception upgrade	30,000	0
West wing roof repair	0	39,000
Other repairs	0	18,500
Daily living skills area remodel	0	25,000
South wing restroom remodel	0	120,000
Garage door replacement	0	16,000
Gymnasium floor replacement	0	42,000



Adaptive technology equipment	0	20,000
Total school for the blind - estimated income	\$135,500	\$280,500
Grand total - all funds	\$192,688,500	\$750,500
Grand total - estimated income	<u>192,688,500</u>	<u>550,500</u>
Grand total - general fund	\$0	\$200,000

The 2019-21 biennium one-time funding amounts are not a part of the entity's base budget for the 2021-23 biennium. The department of public instruction, school for the deaf, and North Dakota vision services - school for the blind shall report to the appropriations committees of the sixty-seventh legislative assembly on the use of this one-time funding for the biennium beginning July 1, 2019, and ending June 30, 2021."

Page 4, line 12, after the boldfaced hyphen insert "**ESTIMATED INCOME -**"

Page 4, line 12, replace "\$305,546,905" with "\$379,764,000"

Page 4, line 18, replace "**APPROPRIATION**" with "**ESTIMATED INCOME**"

Page 4, after line 21, insert:

**"SECTION 5. EXEMPTION - FUNDING TRANSFER - AUTHORIZATION.**

Notwithstanding section 54-16-04, the superintendent of public instruction may transfer up to \$4,000,000 from the integrated formula payments line item to the grants - special education line item, for the biennium beginning July 1, 2017, and ending June 30, 2019, for the purposes of providing special education grants. The superintendent of public instruction shall notify the office of management and budget of any transfer made pursuant to this section."

Page 4, after line 29, insert:

**"SECTION 7. GRANTS - SPECIAL EDUCATION DEFICIENCY**

**AUTHORIZATION.** If funds provided to the superintendent of public instruction in subdivision 1 of section 1 of this Act for grants - special education, for the biennium beginning July 1, 2019, and ending June 30, 2021, are not sufficient to meet special education contract obligations, the superintendent of public instruction shall request supplemental funding from the sixty-seventh legislative assembly."

Page 5, line 19, replace "eleven" with "nine"

Page 5, line 21, replace "Fifty-two" with "Fifty-one"

Page 6, line 10, replace "Thirty" with "Twenty-nine"

Page 6, line 17, replace "\$1,530,000" with "\$2,136,711"

Page 6, line 18, replace "\$75,000" with "\$125,000"

Page 7, line 7, replace "\$2,100,000" with "\$2,215,764"

Page 7, line 7, after the second comma insert "governor's school,"

Page 8, replace lines 20 through 24 with:

**"SECTION 16. AMENDMENT.** Section 15-10-38 of the North Dakota Century Code is amended and reenacted as follows:

**15-10-38. Loans - Teacher shortages - Loan forgiveness.**

1. The ~~state board of higher education~~superintendent of public instruction shall administer a student loan forgiveness program for individuals

teaching at grade levels, in content areas, and in geographical locations identified as having a teacher shortage or critical need. The ~~board~~ superintendent of public instruction may approve loan forgiveness for no more than two teachers per year in a school district. The ~~board~~ superintendent of public instruction shall adopt rules to implement the program.

2. The superintendent of public instruction annually shall identify grade levels, content areas, and geographical locations in which a teacher shortage or critical need exists.
3. To be eligible for loan forgiveness under this section, an individual:
  - a. Must have graduated from an accredited teacher preparation program and signed a contract to teach at a grade level or in a content area and in a geographical location identified by the superintendent of public instruction as having an existing teacher shortage or critical need; and
  - b. Must have an existing student loan.
4. For purposes of this section, the definitions of rural school district and remote town school district have the same meaning as the definitions under the national center for education statistics locale codes.
5. If an individual is receiving loan forgiveness under any other provision, the individual may not receive loan forgiveness under this section during the same application year.
6. An eligible individual may receive loan forgiveness under the program as follows:
  - a. If the individual accepts one of up to five positions of critical need in a nonrural school district or nonremote town school district, the individual may receive up to three thousand dollars per year for a maximum of four years.
  - b. If the individual accepts a position in a rural school district or remote town school district with an enrollment of fewer than one thousand students, the individual may receive up to four thousand five hundred dollars per year for a maximum of four years.
  - c. If the individual accepts one of up to five positions of critical need in a rural school district or remote town school district with an enrollment of fewer than one thousand students, the individual may receive up to six thousand five hundred dollars per year for a maximum of four years.
7. The superintendent of public instruction shall consider all applications under this section based on the number of unfilled school vacancies, prioritized by critical need and geographic location.
8. Upon notification the individual has completed a full year of teaching in a school district, state-supported school, or nonpublic school in this state at a grade level or in a content area and in a geographical location identified by the superintendent of public instruction as one in which a teacher shortage or critical need exists, the ~~board~~ superintendent of public instruction shall distribute funds directly to the lending institution of the individual to repay outstanding loan principal balances on behalf of eligible applicants. The ~~board~~ superintendent of public instruction shall



terminate loan forgiveness payments to eligible individuals when the loan principal balance of the eligible individual is paid in full.

**SECTION 17. AMENDMENT.** Section 15.1-02-02 of the North Dakota Century Code is amended and reenacted as follows:

**15.1-02-02. Salary.**

The annual salary of the superintendent of public instruction is ~~one hundred sixteen thousand nine hundred three dollars through June 30, 2016, and one hundred twenty thousand four hundred ten dollars thereafter~~ one hundred twenty thousand eight hundred eighteen dollars through June 30, 2020, and one hundred twenty-six thousand five hundred three dollars thereafter.

**SECTION 18. AMENDMENT.** Section 15.1-37-05 of the North Dakota Century Code is amended and reenacted as follows:

**15.1-37-05. Early childhood education providers - Coalition - Eligibility.**

1. The superintendent of a school district shall invite all public and private providers of early childhood education services within the district to meet, in order to:
  - a. Initiate the identification of all available options for cost-effectively maximizing the provision of early childhood education services within the district;
  - b. Address the coordinated utilization of facilities, personnel, and transportation, for the provision of early childhood education services within the district; and
  - c. (1) Form a coalition of early childhood education service providers; and  
(2) Provide for the selection of a coalition governing board.
2. The board of the school district in which the coalition of service providers is located shall provide advice and guidance to the coalition in all matters pertaining to this section through section 15.1-37-08.
3. Any early childhood service provider who agrees to participate in the coalition or on its governing board may submit an application to the ~~department of commerce~~ superintendent of public instruction for a grant under this section, provided the governing board certifies to the ~~department~~ superintendent that the provider:
  - a. Is a participating member in the coalition or on the governing board.
  - b. Operates an early childhood education program that:
    - (1) Is approved in accordance with section 15.1-37-01; and
    - (2) Incorporates within its curriculum at least ten hours of research-based parental involvement.
  - c. Has documented the provider's willingness to admit children of all learning abilities into the early childhood education program.

**SECTION 19. AMENDMENT.** Section 15.1-37-06 of the North Dakota Century Code is amended and reenacted as follows:

**15.1-37-06. Receipt and distribution of grants - Notification.**

1. a. The ~~department of commerce~~superintendent of public instruction shall receive applications for and distribute grants under this section to eligible members, including governing board members, of a consortium formed in accordance with section 15.1-37-05, in the amount of two thousand dollars for each child enrolled in a program of early childhood education, if the child is eligible for free lunches under the Richard B. Russell National School Lunch Act [42 U.S.C. 1751, et seq.], and one thousand dollars for each child enrolled in a program of early childhood education, if the child is eligible for reduced lunches under the Richard B. Russell National School Lunch Act [42 U.S.C. 1751, et seq.], provided:
  - (1) The child is a resident of this state;
  - (2) The child has reached four years of age before August first in the year of enrollment; and
  - (3) The program has a duration of at least four hundred hours over a period of at least thirty-two consecutive weeks.
- b. A child enrolled in a federally funded head start program may not be counted for the purpose of determining grant eligibility under this section.
2. a. Once each calendar quarter, at the time and in the manner required by the ~~department of commerce~~superintendent of public instruction, any provider receiving a grant under this section shall forward to the parent of each child receiving services a notice indicating the total amount of the grant that was awarded to the provider for the quarter, the pro rata amount attributable to the parent's child, and the source of the grant. The ~~department of commerce~~superintendent of public instruction shall standardize the notification required by this subdivision.
- b. If a provider fails to meet the notification requirements of this subsection, the ~~department of commerce~~superintendent of public instruction shall reduce the amount of the provider's next grant payment by fifty percent. If a provider fails to meet the notification requirements of this section a second time, the ~~department of commerce~~superintendent of public instruction shall determine that the provider is ineligible to participate in the grant program for a period of one year.

**SECTION 20. AMENDMENT.** Section 15.1-37-08 of the North Dakota Century Code is amended and reenacted as follows:

**15.1-37-08. Data collection - Requirements.**

The superintendent of public instruction, ~~with the advice and consent of the department of commerce,~~ shall implement a uniform system for the accounting, budgeting, and reporting of data by any early childhood education provider to whom or to which grants are distributed in accordance with section 15.1-37-06. Grants may be withheld or forfeited, in whole or in part, if information required in accordance with this section is not submitted at the time or in the manner requested by the superintendent.

**SECTION 21. EMERGENCY.** Section 5 of this Act is declared to be an emergency measure."

Renumber accordingly

**STATEMENT OF PURPOSE OF AMENDMENT:**

**Senate Bill No. 2013 - Summary of Senate Action**

	Base Budget	Senate Changes	Senate Version
<b>Department of Public Instruction</b>			
Total all funds	\$2,141,329,049	\$401,465,164	\$2,542,794,213
Less estimated income	705,727,065	108,815,319	814,542,384
General fund	\$1,435,601,984	\$292,649,845	\$1,728,251,829
FTE	91.75	(3.00)	88.75
<b>State Library</b>			
Total all funds	\$7,865,861	\$257,776	\$8,123,637
Less estimated income	2,247,560	119,886	2,367,446
General fund	\$5,618,301	\$137,890	\$5,756,191
FTE	28.75	(1.00)	27.75
<b>School for the Deaf</b>			
Total all funds	\$9,953,970	\$241,141	\$10,195,111
Less estimated income	2,465,444	231,752	2,697,196
General fund	\$7,488,526	\$9,389	\$7,497,915
FTE	45.61	(1.00)	44.61
<b>Vision Services - School for the Blind</b>			
Total all funds	\$5,473,393	\$556,876	\$6,030,269
Less estimated income	1,079,247	251,746	1,330,993
General fund	\$4,394,146	\$305,130	\$4,699,276
FTE	28.50	(0.60)	27.90
<b>Bill total</b>			
Total all funds	\$2,164,622,273	\$402,520,957	\$2,567,143,230
Less estimated income	711,519,316	109,418,703	820,938,019
General fund	\$1,453,102,957	\$293,102,254	\$1,746,205,211
FTE	194.61	(5.60)	189.01

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

	Base Budget	Senate Changes	Senate Version
Salaries and wages	\$17,439,176	\$502,280	\$17,941,456
Operating expenses	30,165,005	2,004,942	32,169,947
Integrated formula payments	1,750,204,163	356,441,891	2,106,646,054
Grants - Special education contracts	19,300,000	5,700,000	25,000,000
Grants - Transportation	55,400,000	500,000	55,900,000
Grants - Other grants	254,062,705	33,000,000	287,062,705
Grants - Program grants	6,210,000	3,406,711	9,616,711
Grants - Passthrough grants	2,898,000	(48,660)	2,849,340
PowerSchool	5,500,000		5,500,000
Transportation efficiency	30,000	(30,000)	
National board certification	120,000	(12,000)	108,000
Total all funds	\$2,141,329,049	\$401,465,164	\$2,542,794,213
Less estimated income	705,727,065	108,815,319	814,542,384
General fund	\$1,435,601,984	\$292,649,845	\$1,728,251,829
FTE	91.75	(3.00)	88.75

Department 201 - Department of Public Instruction - Detail of Senate Changes

	Adjusts Funding for Base Payroll Changes <sup>1</sup>	Adds Funding for Salary and Benefit Increases <sup>2</sup>	Removes 4 FTE Positions <sup>3</sup>	Adds 1 FTE Division Manager Position <sup>4</sup>	Transfers the Teacher Shortage Loan Forgiveness Program from the NDUS <sup>5</sup>	Adds Funding for Microsoft Office 365 Licensing <sup>6</sup>
Salaries and wages	(\$1,590)	\$918,154	(\$686,976)	\$272,692		
Operating expenses					\$2,103,393	\$63,488
Integrated formula payments						
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants						
Grants - Program grants						
Grants - Passthrough grants						
PowerSchool						
Transportation efficiency						
National board certification						
Total all funds	(\$1,590)	\$918,154	(\$686,976)	\$272,692	\$2,103,393	\$63,488
Less estimated income	1,116,589	621,727	(103,046)	0	0	47,145
General fund	(\$1,118,179)	\$296,427	(\$583,930)	\$272,692	\$2,103,393	\$16,343
FTE	0.00	0.00	(4.00)	1.00	0.00	0.00

	Decreases Funding for Operating Expenses <sup>7</sup>	Adjusts Funding for Integrated Formula Payments <sup>8</sup>	Increases Funding for Special Education Grants <sup>2</sup>	Increases Funding for Transportati on Grants <sup>10</sup>	Increases Funding for Adult Education Matching Grants <sup>11</sup>	Transfers Funding for Early Childhood Education Grants <sup>12</sup>
Salaries and wages						
Operating expenses	(\$361,939)					
Integrated formula payments		\$356,441,891				
Grants - Special education contracts			\$5,700,000			
Grants - Transportation				\$500,000		
Grants - Other grants						
Grants - Program grants					\$1,300,000	\$1,500,000
Grants - Passthrough grants						
PowerSchool						
Transportation efficiency						
National board certification						
Total all funds	(\$361,939)	\$356,441,891	\$5,700,000	\$500,000	\$1,300,000	\$1,500,000
Less estimated income	(84,191)	74,217,095	0	0	0	0
General fund	(\$277,748)	\$282,224,796	\$5,700,000	\$500,000	\$1,300,000	\$1,500,000
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Increases Funding for the Program Grant Pool <sup>1,2</sup>	Adjusts Funding for Passthrough Grants <sup>3,4</sup>	Increases Federal Funds Authority for Grants <sup>5</sup>	Decreases Funding for National Board Certification <sup>6</sup>	Adds One- Time Funding to Rewrite the State School Aid Formula <sup>7</sup>	Total Senate Changes
Salaries and wages						\$502,280
Operating expenses					\$200,000	2,004,942
Integrated formula payments						356,441,891
Grants - Special education contracts						5,700,000
Grants - Transportation						500,000
Grants - Other grants			\$33,000,000			33,000,000
Grants - Program grants	\$606,711					3,406,711
Grants - Passthrough grants PowerSchool		(\$48,660)				(48,660)
Transportation efficiency National board certification	(30,000)			(\$12,000)		(30,000) (12,000)
<b>Total all funds</b>	<b>\$576,711</b>	<b>(\$48,660)</b>	<b>\$33,000,000</b>	<b>(\$12,000)</b>	<b>\$200,000</b>	<b>\$401,465,164</b>
Less estimated income	0	0	33,000,000	0	0	108,815,319
<b>General fund</b>	<b>\$576,711</b>	<b>(\$48,660)</b>	<b>\$0</b>	<b>(\$12,000)</b>	<b>\$200,000</b>	<b>\$292,649,845</b>
FTE	0.00	0.00	0.00	0.00	0.00	(3.00)

<sup>1</sup> Funding is adjusted for base payroll changes.

<sup>2</sup> The following funding is added for 2019-21 biennium salary adjustments of 2 percent on July 1, 2019, and 3 percent on July 1, 2020, and increases in health insurance premiums from \$1,241 to \$1,427 per month:

	General Fund	Other Funds	Total
Salary increase	\$166,771	\$336,409	\$503,180
Health insurance increase	129,656	285,318	414,974
Total	\$296,427	\$621,727	\$918,154

<sup>3</sup> Four FTE positions, including 1 assistant superintendent position, 1 computer network specialist position, 1 education program administrator position, and 1 administrative assistant III position are removed.

<sup>4</sup> One FTE division manager position is added.

<sup>5</sup> The teacher shortage loan forgiveness program and related funding is transferred from the North Dakota University System to the Superintendent of Public Instruction.

<sup>6</sup> Funding is added for Microsoft Office 365 license expenses.

<sup>7</sup> Funding for operating expenses is reduced.

<sup>8</sup> Funding for integrated formula payments is adjusted as follows:

	General Fund	Foundation Aid Stabilization Fund	State Tuition Fund	Total
Base budget - Integrated formula payments	\$1,334,657,258	\$110,000,000	\$305,546,905	\$1,750,204,163
Adds funding for integrated formula payments to replace one-time funding provided from the foundation aid stabilization fund during the 2017-19 biennium	185,000,000			185,000,000
Increases funds available from the state tuition fund	(74,217,095)		74,217,095	
Adds funding for cost-to-continue integrated formula payments	53,625,374			53,625,374
Adds funding to provide a 2 percent increase in the per pupil payment in the 1st year of the biennium and a 3 percent increase in the per pupil payment in the 2nd year of the biennium	72,760,971			72,760,971
Adds funding to increase formula maximum payments by 5 percent each year of the biennium	4,331,460			4,331,460
Reduces funding for savings related to transitioning school districts from minimum payments	(2,031,496)			(2,031,496)
Adds funding to transition the formula to on-time funding	36,999,559			36,999,559
Increases funding for adjustments to the state aid formula that reduce the local revenue deduction to 75 percent for all local revenue types	5,756,023			5,756,023
Total - Integrated formula payments	\$1,616,882,054	\$110,000,000	\$379,764,000	\$2,106,646,054

<sup>9</sup> Funding is increased for special education contract grants to provide a total of \$25 million from the general fund.

<sup>10</sup> Funding for transportation grants is increased to provide a total of \$55.9 million from the general fund.

<sup>11</sup> Funding is increased for adult education matching grants to provide a total of \$4.4 million from the general fund.

<sup>12</sup> The early childhood education provider grant program, including \$1.5 million of general fund authority, is transferred from the Department of Commerce to the Superintendent of Public Instruction.

<sup>13</sup> Funding in the transportation efficiency line item is reduced by \$3,000 and the remaining funding of \$27,000 is transferred from the transportation efficiency line item to the program grant pool. In addition, funding for the program grant pool is increased by \$579,711, to provide a total of \$2,136,711 from the general fund for the following programs:

- Leveraging the senior year;
- Leadership program;
- Continuing education grants;
- Preschool continuing education grants;
- Curriculum alignment grants;
- Teacher and principal evaluation system grants;
- Family engagement initiatives; and
- Transportation efficiency.

<sup>14</sup> Funding for passthrough grants is adjusted as follows:

	General Fund Increase (Decrease)	Total General Fund
Rural art outreach projects	\$10,000	\$360,000
North Central Council for Education Media Services	(14,424)	223,576
Mentoring program	75,764	2,125,764
Global Bridges (Atlantik-Brucke) exchange	(200,000)	0
North Dakota Young Entrepreneur education program	0	30,000
"We the People" program	40,000	50,000
National writing projects	20,000	40,000
Governor's School program	20,000	20,000
Total	(\$48,660)	\$2,849,340



<sup>15</sup> Federal funds authority for grants is increased.

<sup>16</sup> Funding for national board certification is reduced to provide a total of \$108,000 from the general fund.

<sup>17</sup> One-time funding is added to rewrite the state school aid formula.

This amendment also:

- Adds a section to allow the Superintendent of Public Instruction to transfer up to \$4 million from the integrated formula payments line item to the grants - special education line item to provide funding for 2017-19 biennium special education contract expenditures in excess of the 2017-19 biennium special education contract appropriation.
- Adds a section to provide if funds appropriated to the Superintendent of Public Instruction in the grants - special education line item for special education contract grants in the 2019-21 biennium are not sufficient to meet special education contract obligations, the Superintendent must request supplemental funding from the 67th Legislative Assembly.
- Adds a section to provide the statutory changes necessary to transfer the administration of the teacher loan forgiveness program from the State Board of Higher Education to the Superintendent of Public Instruction.
- Adds a section to provide the statutory changes to increase the Superintendent of Public Instruction's salary. The Superintendent's annual salary would increase from the current level of \$120,410 to \$122,818, effective July 1, 2019, and to \$126,503, effective July 1, 2020, to reflect the 2 and 3 percent salary increase.
- Adds sections to provide the statutory changes necessary to transfer the early childhood service provider grant program from the Department of Commerce to the Superintendent of Public Instruction.
- Adds a section to declare the authorization to transfer funding from the integrated formula payments line item to the grant - special education line item for the 2017-19 biennium an emergency.

**Senate Bill No. 2013 - State Library - Senate Action**

	Base Budget	Senate Changes	Senate Version
Salaries and wages	\$4,152,758	\$115,434	\$4,268,192
Operating expenses	1,604,075	17,842	1,621,917
Grants	2,109,028	124,500	2,233,528
Total all funds	\$7,865,861	\$257,776	\$8,123,637
Less estimated income	2,247,560	119,886	2,367,446
General fund	\$5,618,301	\$137,890	\$5,756,191
FTE	28.75	(1.00)	27.75

**Department 250 - State Library - Detail of Senate Changes**

	Adjusts Funding for Base Payroll Changes <sup>1</sup>	Adds Funding for Salary and Benefit Increases <sup>2</sup>	Removes 2 FTE Library Associate I Positions <sup>3</sup>	Adds 1 FTE Librarian III Position <sup>4</sup>	Decreases Funding for Operating Expenses <sup>5</sup>	Adds Funding for Microsoft Office 365 Licensing <sup>6</sup>
Salaries and wages	(\$28,695)	\$243,766	(\$280,915)	\$181,278		
Operating expenses					(\$4,773)	\$22,615
Grants						
Total all funds	(\$28,695)	\$243,766	(\$280,915)	\$181,278	(\$4,773)	\$22,615
Less estimated income	(58,654)	28,854	0	0	25,186	0
General fund	\$29,959	\$214,912	(\$280,915)	\$181,278	(\$29,959)	\$22,615
FTE	0.00	0.00	(2.00)	1.00	0.00	0.00

	Adds Funding for a Youth Coding Skills Grant <sup>7</sup>	Total Senate Changes
Salaries and wages		\$115,434
Operating expenses		17,842
Grants	\$124,500	124,500
<b>Total all funds</b>	<b>\$124,500</b>	<b>\$257,776</b>
Less estimated income	124,500	119,886
General fund	\$0	\$137,890
FTE	0.00	(1.00)

<sup>1</sup> Funding is adjusted for base payroll changes.

<sup>2</sup> The following funding is added for 2019-21 biennium salary adjustments of 2 percent on July 1, 2019, and 3 percent on July 1, 2020, and increases in health insurance premiums from \$1,241 to \$1,427 per month:

	General Fund	Other Funds	Total
Salary increase	\$98,898	\$11,006	\$109,904
Health insurance increase	116,014	17,848	133,862
Total	\$214,912	\$28,854	\$243,766

<sup>3</sup> Two FTE library associate I positions are removed.

<sup>4</sup> One FTE librarian III position is added.

<sup>5</sup> Funding for operating expenses is adjusted.

<sup>6</sup> Funding is added for Microsoft Office 365 license expenses.

<sup>7</sup> Federal funding authority is added for a youth coding skills grant.

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

	Base Budget	Senate Changes	Senate Version
Salaries and wages	\$7,588,749	\$432,098	\$8,020,847
Operating expenses	2,026,543	(320,957)	1,705,586
Capital assets	158,678	270,000	428,678
Grants	180,000	(140,000)	40,000
<b>Total all funds</b>	<b>\$9,953,970</b>	<b>\$241,141</b>	<b>\$10,195,111</b>
Less estimated income	2,465,444	231,752	2,697,196
General fund	\$7,488,526	\$9,389	\$7,497,915
FTE	45.61	(1.00)	44.61

**Department 252 - School for the Deaf - Detail of Senate Changes**

	Adjusts Funding for Base Payroll Changes <sup>1</sup>	Adds Funding for Salary and Benefit Increases <sup>2</sup>	Removes Undesignated Positions <sup>3</sup>	Adds Adult Services Position <sup>4</sup>	Restores an Undesignated Position and Increases Funding for Salaries and Wages <sup>5</sup>	Increases Funding for Temporary Salaries <sup>6</sup>
Salaries and wages	(\$222,852)	\$440,955	(\$317,654)	\$159,996	\$200,000	\$27,500
Operating expenses						
Capital assets						
Grants						
<b>Total all funds</b>	<b>(\$222,852)</b>	<b>\$440,955</b>	<b>(\$317,654)</b>	<b>\$159,996</b>	<b>\$200,000</b>	<b>\$27,500</b>
Less estimated income	70,593	24,620	0	159,996	0	27,500
General fund	(\$293,445)	\$416,335	(\$317,654)	\$0	\$200,000	\$0
FTE	(1.00)	0.00	(2.00)	1.00	1.00	0.00



	Increases Funding for Teacher Salaries <sup>7</sup>	Adds Funding for Interactive Information Technology Equipment <sup>8</sup>	Increases Funding for Meals <sup>9</sup>	Increases Funding for Audiology and Speech Contract Costs <sup>10</sup>	Decreases Funding for Operating Expenses <sup>11</sup>	Decreases Funding for Interpreter Grants <sup>12</sup>
Salaries and wages	\$144,153					
Operating expenses		\$15,000	\$10,000	\$20,000	(\$365,957)	
Capital assets						
Grants						(\$140,000)
<b>Total all funds</b>	<b>\$144,153</b>	<b>\$15,000</b>	<b>\$10,000</b>	<b>\$20,000</b>	<b>(\$365,957)</b>	<b>(\$140,000)</b>
Less estimated income	0	15,000	10,000	20,000	(365,957)	0
General fund	\$144,153	\$0	\$0	\$0	\$0	(\$140,000)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds One-Time Funding for a Dishwashing Unit <sup>13</sup>	Adds One-Time Funding for Extraordinary Repairs <sup>14</sup>	Total Senate Changes
Salaries and wages			\$432,098
Operating expenses			(320,957)
Capital assets		\$20,000	270,000
Grants			(140,000)
<b>Total all funds</b>	<b>\$20,000</b>	<b>\$250,000</b>	<b>\$241,141</b>
Less estimated income	20,000	250,000	231,752
General fund	\$0	\$0	\$9,389
FTE	0.00	0.00	(1.00)

<sup>1</sup> One FTE position is removed and funding is adjusted for base payroll changes.

<sup>2</sup> The following funding is added for 2019-21 biennium salary adjustments of 2 percent on July 1, 2019, and 3 percent on July 1, 2020, and increases in health insurance premiums from \$1,241 to \$1,427 per month:

	General Fund	Other Funds	Total
Salary increase	\$194,480	\$9,985	\$204,465
Health insurance increase	221,855	14,635	236,490
Total	\$416,335	\$24,620	\$440,955

<sup>3</sup> Two FTE undesignated positions are removed.

<sup>4</sup> One FTE adult services position is added.

<sup>5</sup> One FTE undesignated position is restored and funding is increased for salaries and wages.

<sup>6</sup> Funding for temporary salaries is increased.

<sup>7</sup> Funding for teacher salaries is increased.

<sup>8</sup> Funding is added for interactive information technology equipment.

<sup>9</sup> Funding for meals is increased.

<sup>10</sup> Funding for audiology and speech contract costs is increased.

<sup>11</sup> Funding for operating expenses is reduced.

<sup>12</sup> Funding for interpreter grants to state colleges and universities is reduced to provide a total of \$40,000 from the general fund. A section is added to provide that the \$40,000 from the general fund is for a 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 2019-21 biennium. This funding 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 1st year of the biennium. If any grant funding remains undistributed at the end of the biennium, the School for the Deaf may provide additional prorated grants to institutions that during the biennium incurred hourly expenses in excess of the formula reimbursement level. The Legislative Assembly has allowed the School for the Deaf to continue unused funding provided for interpreter grants in previous bienniums, resulting in \$209,115 of total carryover funding for a total of \$389,115 for interpreter grants during the 2017-19 biennium.

<sup>13</sup> One-time funding for a dishwashing unit is added.

<sup>14</sup> One-time funding is added for extraordinary repairs to the Smith Building related to the master facility plan.

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

	Base Budget	Senate Changes	Senate Version
Salaries and wages	\$4,660,995	\$253,761	\$4,914,756
Operating expenses	773,206	42,615	815,821
Capital assets	39,192	260,500	299,692
Total all funds	\$5,473,393	\$556,876	\$6,030,269
Less estimated income	1,079,247	251,746	1,330,993
General fund	\$4,394,146	\$305,130	\$4,699,276
FTE	28.50	(0.60)	27.90

**Department 253 - Vision Services - School for the Blind - Detail of Senate Changes**

	Adjusts Funding for Base Payroll Changes <sup>1</sup>	Adds Funding for Salary and Benefit Increases <sup>2</sup>	Removes a .6 FTE Position <sup>3</sup>	Increases Funding for Teacher Salaries <sup>4</sup>	Adjusts Funding for Operating Expenses <sup>5</sup>	Adds Funding for Microsoft Office 365 Licensing <sup>6</sup>
Salaries and wages	(\$22,329)	\$261,589	(\$104,702)	\$119,203		
Operating expenses						\$22,615
Capital assets						
Total all funds	(\$22,329)	\$261,589	(\$104,702)	\$119,203	\$0	\$22,615
Less estimated income	(21,389)	10,420	(31,633)	0	(939)	14,787
General fund	(\$940)	\$251,169	(\$73,069)	\$119,203	\$939	\$7,828
FTE	0.00	0.00	(0.60)	0.00	0.00	0.00

	Adds One-Time Funding for Adaptive Technology Equipment <sup>7</sup>	One-Time Funding is Added for Capital Improvements <sup>8</sup>	Total Senate Changes
Salaries and wages			\$253,761
Operating expenses	\$20,000		42,615
Capital assets		\$260,500	260,500
Total all funds	\$20,000	\$260,500	\$556,876
Less estimated income	20,000	260,500	251,746
General fund	\$0	\$0	\$305,130
FTE	0.00	0.00	(0.60)

<sup>1</sup> Funding is adjusted for base payroll changes.

<sup>2</sup> The following funding is added for 2019-21 biennium salary adjustments of 2 percent on July 1, 2019, and 3 percent on July 1, 2020, and increases in health insurance premiums from \$1,241 to \$1,427 per month:

	General Fund	Other Funds	Total
Salary increase	\$124,044	\$3,683	\$127,727
Health insurance increase	127,125	6,737	133,862
Total	\$251,169	\$10,420	\$261,589

<sup>3</sup> A .6 FTE position is removed.

<sup>4</sup> Funding for teacher salaries is increased.

<sup>5</sup> The funding source for operating expenses is adjusted.

<sup>6</sup> Funding is added for Microsoft Office 365 license expenses.

<sup>7</sup> One-time funding is added for adaptive technology equipment.

<sup>8</sup> One-time funding is added for capital improvements, including roof repair, garage door replacement, gym floor replacement, daily living skills room and south wing restroom remodels, glycol installation, sprinkler heads, and carpeting.

**2019 HOUSE APPROPRIATIONS**

**SB 2013**

# 2019 HOUSE STANDING COMMITTEE MINUTES

## Appropriations Committee – Education and Environment Division Roughrider Room, State Capitol

SB 2013  
3/4/2019  
33119

- Subcommittee  
 Conference Committee

Committee Clerk: Parker Oswald

### 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; and to provide exemptions.

### Minutes:

Attachments 1-12

**Chairman Representative David Monson:** Opens meeting on SB 2013 and the clerk takes attendance. Gives a brief overview of the daily schedule.

**(2:15) Kirsten Baesler:** State Superintendent of DPI (Department of Public Instruction). Introduces self to committee, passes out **attachment 1** and begins to present **attachment 1 on page 1**.

**(13:45: Chairman Representative David Monson:** You will do the training for these teachers and the credentials will be added by someone else?

**Ms. Baesler:** The credentials will be added by our office. The training could be provided by multiple sources that will be chosen by the school district or the teachers themselves. We will provide the credentials for this training. There will be multiple pathways through training that already exists.

**Chairman Representative David Monson:** This will all be explained in Senator Rust's bill?

**(15:10) Ms. Baesler:** That is correct.

**(16:00) Representative Mike Nathe:** In the Governor's recommendation, he proposed \$3M for cyber security. Why did the Senate not put it in and is there matching money that goes with that?

**Ms. Baesler:** I do not know why that did not get put in there. I think it got mixed up with a higher education program package. I think it was also confused on what the Governor was proposing it for and they chose to let the House decide.

**Representative Mike Nathe:** Is there any matching private dollars?

**Ms. Baesler:** Yes, STEM.org and a few others have interest and agreements to use these funds to leverage additional dollars. Continues presenting on **page 13 of attachment 1.**

**(23:50) Chairman Representative David Monson:** How much are you looking for?

**Ms. Baesler:** We would like \$300,000 to continue the project. Begins to present **attachment 2.**

**(28:25) Chairman Representative David Monson:** The Senate did not put that in?

**Ms. Baesler:** They did not. We did not explain the importance well enough. Returns to **attachment 2.**

**(29:55) Representative Mark Sanford:** It has been a struggle for cities with military bases to have access to some of these items and these programs have really helped.

**Ms. Baesler:** It is a growing dashboard and anything you see that may help can be added to the dashboard as well.

**(30:50) Jamie Mertz:** Introduces self to committee and begins to present **attachment 3.**

**(35:50) Chairman Representative David Monson:** Which two are requesting funds?

**Mr. Mertz:** Bismarck and Minot. Returns to **attachment 3.**

**(37:05) Chairman Representative David Monson:** Will ND teachers still be participating in Global Bridges?

**Mr. Mertz:** I do not know that.

**Chairman Representative David Monson:** Why are you reducing that?

**(37:35) Mr. Mertz:** We reduced all lines by the requested 10%. Continues presenting **attachment 3.**

**(39:35) Representative Mark Sanford:** On the grants for Professional development leadership; is that the program that Wayne Stenehjem used to lead?

**Ms. Baesler:** Yes, it would be a way for the state to offer grants to agencies or centers that would do some of this training.

**Representative Mark Sanford:** How about the mentoring programs?

**Ms. Baesler:** Those would go through the Standards and Practices Boards.

**(40:55) Representative Bob Martinson:** How much turn back did you have?

**Mr. Mertz:** We are expecting about \$12.3M. It was higher at the start of the session and the schools had to change their projection. We also projected we would need about \$5M, but that was revised down to \$3M.

**Representative Bob Martinson:** What did the Senate decide for that?

**Sheila Sandness, LC:** They allowed them to use \$4M of their turn back.

**Chairman Representative David Monson:** You were short by how much?

**(42:25) Mr. Mertz:** It was originally \$5.7M, but we revised that to \$3M.

**Chairman Representative David Monson:** Senate gave you \$4M and you need \$3M and you will end up being a little short?

**Mr. Mertz:** That is correct.

**Chairman Representative David Monson:** Any other questions?

**(44:10) Adam Tescher:** Director of School Finance. Hands out **attachment 4** and begins to present on **page 1 of attachment 4**.

**(46:20) Representative Mike Nathe:** What are the percentage increases in special education students?

**Mr. Tescher:** This also includes special education students placed outside of their districts. Our low-cost contracts have doubled. It is substantially easier for a school district to use an electronic form to file this for \$200-500, where before it was all paperwork and can be done and finalized much easier.

**(48:25) Representative Mark Sanford:** Is there any consolidation occurring?

**Mr. Tescher:** As far as consolidation, Robinson School district has dissolved into another county and we have had conversations with 2 other districts about dissolving and forming together.

**Chairman Representative David Monson:** How long can Amidon stay non-operating?

**Mr. Tescher:** It can be 1 year. They chose to dissolve and the school board will accept this as well. Begins to present testimony from **attachment 3**.

**(52:10) Chairman Representative David Monson:** You have no clue on the influx, how do you do that?

**Mr. Tescher:** We look at the survival rate back to about 3 years. We have looked back 5 years before, but our projections do not usually go back that far. Returns to **attachment 3**.

**(55:30) Representative Mike Nathe:** What is other; is that maintenance personnel under the salary?

**Mr. Tescher:** Those are other employees that are not under the teacher area, but they are licensed. Continues presenting on **page 22 of attachment 3**.

**(57:35) Chairman Representative David Monson:** You mentioned no need for rapid enrollment, or did I miss that?

**Mr. Tescher:** Rapid enrollment was decreased from \$6M to \$3M and that is because it is only used for the first year of each biennium.

**Sheila Sandness:** That is in SB 2265.

**(58:30) Representative Mike Nathe:** Is there a claw back then when they have students leave?

**Mr. Tescher:** If a district's fall enrollment is greater than the spring enrollment, they will be paid based on the fall enrollment. There will be an either positive or negative adjustment for the following school year.

**Representative Mike Nathe:** So depending on the growth or decline, they will be paid based on that then.

**(59:15) Representative Mark Sanford:** Another issue has been the basic formula involving the 60 mills and the in lieu of. Did the Senate try putting those together?

**Mr. Tescher:** In SB 2265, that was property tax deductions and they did not do anything with the 12%. Continues on **page 24 of attachment 3**.

**(1:01:25) Representative Mark Sanford:** What is the cost of the in lieu and the cost of the in-time and what is the balance of it when it is not on time?

**Mr. Tescher:** I do not have those with me right now, but I have them on my computer. Returns to **attachment 3**.

**Chairman Representative David Monson:** How are you going to fund PowerSchool if it is being cut \$550,000? Is that cost coming down some way?

**(1:03:10) Ms. Baesler:** The Governor transferred PowerSchool from DPI to ITD (Information Technology Department) and the schools would pay them. ITD holds the contract with PowerSchool.

**Chairman Representative David Monson:** That is a pretty sneaky way to do it. I believe Government Ops had that budget.

**Sheila Sandness:** That funding was not included in ITD's budget in the first half and that is why the Senate did not reduce that amount.



**Chairman Representative David Monson:** So the Senate is going to put that in ITD's budget?

**Sheila Sandness:** I am not sure what they will do, but the House did not put money in ITD's budget and it was left in DPI.

**Representative Bob Martinson:** Are you in favor of making the switch?

**(1:05:35) Ms. Baesler:** We would be agnostic to the switch since ITD is the actual negotiator and since they actually pay PowerSchool, it would make sense. There is a concern about the allotments that ITD might not have the understanding of a PowerSchool reduction and they may choose to reduce that in the future.

**Representative Bob Martinson:** You presented both sides, but do you want that or not?

**Ms. Baesler:** I think it is completely fine staying in DPI's budget.

**Chairman Representative David Monson:** I think it makes sense to stay here because you use it and they do not care about it.

**Ms. Baesler:** The data is actually owned and operated by ITD. We own and operate STARS, which is the governing body of it.

**(1:08:00) Chairman Representative David Monson:** STARS stays in DPI too then.

**Mr. Tescher:** Continues presenting in **attachment 3**.

**(1:10:00) Chairman Representative David Monson:** The House has passed out all of the budgets with a 2% and 2% raise, but the Senate passed out a 2% and 3% raise, so we will have a conference committee about this. We have met with you about the formulas.

**Representative Mike Nathe:** How many schools are the 5% and 5%? Do you know how much interest we are getting off of the Common Schools Trust Fund to use?

**Mr. Tescher:** That will be about 10 districts.

**Sheila Sandness:** I believe that is a little over \$379M. That includes about \$13M in fines and fees. That would be a \$74M increase as well.

**(1:12:20) Representative Mark Sanford:** I heard that the Senate used some of your requested money.

**Ms. Baesler:** The money we requested for the coding was from the turn back money. I have not heard that because we requested from the turn back.

**Representative Mark Sanford:** One of the things we will bring up is the source that was utilized.

**Chairman Representative David Monson:** We used to have a list of contingencies funded out of left over money, but we have not been doing that for some time now. Your last statement sounds like it would be a contingency thing.

**(1:14:00) Mr. Tescher:** Continues presenting from **attachment 3**.

**Chairman Representative David Monson:** How much does it cost to reduce the 100% ones to 75%?

**Mr. Tescher:** That would be a little over \$5M and the 5% and 5% raise would cost around \$11M. The change in turn back includes those fines and penalties and we are tracking about \$1M in those changes. We are getting closer with only 2 payments coming in and if they stay the same, we will be about \$1M short.

**(1:15:35) Chairman Representative David Monson:** My old running mate had a really heavy foot because it was going for the kids.

**Mr. Tescher:** That concludes the department's testimony and I would stand for any questions.

**Chairman Representative David Monson:** Anyone else?

**(1:16:55) Chairman Representative David Monson:** Calls a quick recess.

**Chairman Representative David Monson:** Calls the meeting on SB 2013 back to order and public testimony from out of town members will be heard. DPI's budget will be heard on Wednesday morning, 3/6/2019 for some of the further details.

**(1:18:10) Robert Kibler:** Director of the Northern Plains Writing Project. Introduces self to committee, hands out **attachment 5** and begins to present **attachment 5**.

**Chairman Representative David Monson:** So you take this on the road? My kids went to a few of these around 25 years ago.

**Mr. Kibler:** Yes, correct. There are different places that hold these like NDSU and Minot State.

**Chairman Representative David Monson:** So each of the places get some of this funding?

**Mr. Kibler:** The need has grown, but we have decreased from \$85,000 down to \$10,000.

**(1:22:20) Representative Bob Martinson:** You have to be some of the few who comes to us that I would like to give more than you are asking for. Have you read writing from kids who have serious talent?

**Mr. Kibler:** I have.

**(1:23:10) Kelly Sassi:** Director of the Red River Valley Writing Project. Introduces self to committee and begins to present from **attachment 6**.

**(1:26:50) Vice Chairman Representative Jim Schmidt:** What are your performance measures?

**Ms. Sassi:** The performance report is found in **attachment 6**. Our performance report was to have 80% of members rate a 4 or 5 and we exceeded that. Thank you for considering our request.

**(1:28:15) Dan Conn:** Introduces self to committee and proposes support for SB 2013. We have tried to do a big outreach to rural areas. We have currently brought in 10 instructors and are looking to bring in more.

**(1:29:10) Maggie Glennon:** Introduces self to committee as an employee for code.org and offers support in favor of SB 2013.

**(1:31:30) Jayden Vollmuth:** Introduces self to committee and offers support for the funding of STEM programs and offers support for SB 2013 and expresses strong support for the importance of the ND Governor's school.

**(1:32:30) Hunter Baer:** Introduces self and offers support for the Governor's school for IT proficiency. Offers support of SB 2013.

**(1:33:30) Darcee Wenning:** Offers support for SB 2013. Offers the perspective from a parent who had children attend the Governor's school program (**attachment 7**).

**(1:34:40) Jeff Boyer:** Introduces self to committee and begins to present from **attachment 8**. Proposes support in favor of SB 2013.

**(1:37:50) Connie Hovendick:** Superintendent of the School for the Deaf and Resource Center for Deaf and Hard of Hearing. Introduces self to committee and offers support for SB 2013.

**Chairman Representative David Monson:** How many residents do you have?

**Ms. Hovendick:** We have around 18. Begins to present testimony from **attachment 9**.

**(1:41:45) Chairman Representative David Monson:** What training do you do?

**Ms. Hovendick:** It is more awareness to help hard of hearing people communicate and help raise awareness. Returns to presenting **attachment 9**.

**(1:44:55) Chairman Representative David Monson:** Does South Dakota have a school for the deaf and are you working with them at all?

**Ms. Hovendick:** They are strictly outreach. They go to schools, write the programs and move to the next one. They do a lot of on the road work.

**Chairman Representative David Monson:** Is there money exchanging hands?

**Ms. Hovendick:** The only money exchanging hands is for the convention where we each pay for half of it. Returns to **attachment 9**.

**(1:49:45) Chairman Representative David Monson:** I know you have a lot of buildings on the campus that we have tried to rebuild or remodel and I know you rent some out. **Attachment 9** has your capital projects and maybe we should review where you are at right now.

**(1:50:45) Michael Loff:** Director of Business Administration. Introduces self to committee and begins to present budget information on **page 10 of attachment 9**.

**(1:54:50) Chairman Representative David Monson:** So this lift works for wheelchair access?

**Mr. Loff:** Yes, it works on a rail system and it is a commercial system.

**Chairman Representative David Monson:** I know what that is because my church has one.

**(1:55:35) Mr. Loff:** Continues presenting on **page 12 of attachment 9**.

**(1:56:20) Representative Mike Nathe:** How did you reduce operating costs?

**Mr. Loff:** We have gained efficiency in some areas like utility utilization.

**Representative Mike Nathe:** I see you also cut travel back by \$100,000.

**Mr. Loff:** Our transportation and travel has been growing because we have been growing. We asked for some of that back in the Executive budget.

**Chairman Representative David Monson:** Do you fly students home on weekends still?

**(1:57:40) Mr. Loff:** No, we drive students home. It is also based on where the students are from. There were problems with planes not being able to land in poor conditions, so we found that driving was a better mode of transportation. Returns to **attachment 9**.

**(1:59:35) Chairman Representative David Monson:** So they do not get the wage increase?

**Mr. Loff:** We use an IBARS (Internet Budget Analysis and Reporting System) scale as a separate line for their increases.

**Chairman Representative David Monson:** This sounds similar to the school for the kids in YCC (Youth Correctional Center).

**(2:00:40) Mr. Loff:** Returns to **attachment 9**.

**Chairman Representative David Monson:** These grants are to Lake Region?

**Mr. Loff:** They could be for any college or university.

**Chairman Representative David Monson:** You will have \$200,000 of carryover to use then?

**Mr. Loff:** Correct. Continues presenting on **page 16 of attachment 9**.

**(2:02:30) Chairman Representative David Monson:** Your one-time maintenance funding is found in **attachment 9**. Was this all funded for your current budget?

**Mr. Loff:** Yes, and it is also all Special funds.

**Chairman Representative David Monson:** How does the resource center funds fall under this?

**Mr. Loff:** It falls under extraordinary repairs and those special funds are leftover donations.

**Chairman Representative David Monson:** I find it hard to believe that a roof comes from special funds. The dishwasher I can see coming from meal plans or something revenue based.

**(2:04:30) Ms. Hovendick:** Our operating costs were changed to special funds because we had a decrease in general funds.

**Chairman Representative David Monson:** How long has that been going on?

**Ms. Hovendick:** Around 4 years ago. We have to use special funds for a lot of things now, which we did not have to before. We merit some of our own money with some of our rental properties that we have.

**Chairman Representative David Monson:** I forgot that you have rent money and we did approve that. Are you still renting the taekwondo and daycare?

**Ms. Hovendick:** There are around 130 kids there and they have taken over most of that area. They have an elevator, so it is mostly handicapped accessible.

**Chairman Representative David Monson:** Okay, otherwise liability could be an issue.

**(2:07:15) Ms. Hovendick:** Returns to presenting **attachment 9 on page 17**.

**Chairman Representative David Monson:** I have no problem taking caps off of special funds.

**Ms. Hovendick:** There is \$180,000 that we use to pay colleges who use the interpretive center and we had some start to build up. If we could restore some of that \$140,000 that was taken from the \$180,000 it would certainly help. The teachers do have the same salary schedule as YCC.

**Chairman Representative David Monson:** You did a bunch of remodeling in the dorms and that is looking good now?

**(2:09:30) Ms. Hovendick:** Yes.

**Chairman Representative David Monson:** The arts building?

**Ms. Hovendick:** It is not handicap accessible and is now used as a museum and haunted house on Halloween. Proposes support for SB 2013.

**Chairman Representative David Monson:** I do not think we will need to bring you back for any more questions either.

**Ms. Hovendick:** We have a few staff members in town as well.

**(2:11:25) Paul Olson:** Superintendent of Vision Services and School for the Blind. Introduces self to committee and begins to present from **attachment 10**.

**Chairman Representative David Monson:** How does Mayville State run your programs?

**Mr. Olson:** They start in sites where head start programs are needed.

**Chairman Representative David Monson:** So Grand Forks Public Schools?

**Mr. Olson:** They have head start programs as well and is the alternative high school in Grand Forks. Our outreach services are throughout the state with most of the staff being on the east side, but we do have staff spread out throughout the western part of the state as well. Continues presenting from **attachment 10**.

**Tami Purcell:** Business Manager. Introduces self to committee and begins to present from **attachment 10**.

**(2:22:30) Chairman Representative David Monson:** They have you \$20,000?

**Ms. Purcell:** Yes. Please stop by our building in Grand Forks. Our thoughts are that we would really like to maintain this building. Returns to written testimony in **attachment 10**.

**(2:25:50) Chairman Representative David Monson:** Would you tear the floor out for the gymnasium? What is beneath it?

**Ms. Purcell:** The plan would be to replace the flooring with a laminate flooring.

**Mr. Olson:** It is a cement floor underneath and not asbestos.

**(2:27:50) Ms. Purcell:** Returns to presenting testimony on **page 11 of attachment 10.**

**Chairman Representative David Monson:** How many restrooms are there?

**Ms. Purcell:** That \$120,000 is for 2 restrooms and there are possible asbestos products, which would make that amount larger than normal. Continues presenting **attachment 10.**

**(2:31:00) Chairman Representative David Monson:** Why do they have to separate out their teacher's salaries?

**Larry Martin:** I will find that out.

**Representative Bob Martinson:** Aren't they in the same situation with the teachers for the deaf?

**Chairman Representative David Monson:** Yes. We always did separate increases for YCC too.

**Ms. Purcell:** I believe the schools for Deaf and Blind received increases and YCC did not. I am not sure why that was requested like that. We do ask that you consider all of those requests and the Senate did approve an increase in salary for dedicated staff.

**(2:33:10) Representative Mark Sanford:** The \$1.6M of expenditure total, which is \$1.3M; is that emergency funding or are those details somewhere else?

**Ms. Purcell:** That is the revenue projections. We are allowed to carryover our School for the Blind fund and that is the \$1.3M in the special funds.

**(2:34:35) Mr. Olson:** Thanks the committee once again for all of the help. We are largely advocacy and outreach. We strive to be efficient and transparent and not to exaggerate. There are a lot of student and adult populations that need help and value these services. We are proud of our staff and North Dakota gets a great value from our staff and the work our schools do.

**(2:36:50) Allan Peterson:** Offers support in favor of SB 2013 and the School for the Blind. Begins to present testimony from **attachment 11 and 12.**

**(2:43:45) Chairman Representative David Monson:** You did have sight at one time, right? When you lost your sight, did it affect your nerves?

**Mr. Peterson:** I have a degenerative disease of the retina that degenerates the rods and cones and the process that sends the images to the optical nerve. The implant gives me some information and wakes up that visual cortex. The impulse is processed in the processing unit, travels to the coil, is sent to a Bluetooth connection and stimulates an impulse in the optic nerve and that triggers an impulse of light that helps me see some edges.

**Chairman Representative David Monson:** That is truly amazing. Do you credit the School of the Blind for this help?

**Mr. Peterson:** Yes, they helped me connect with this and also helped train me to use all of my tools and options.

**Chairman Representative David Monson:** Thank you for coming in.

**(2:46:50) Mr. Peterson:** My handouts have information and budget requests as well. I have a few business cards as well. I appreciate the opportunity to talk with you.

**(2:48:15) Chairman Representative David Monson:** Closes hearing on SB 2013.



# 2019 HOUSE STANDING COMMITTEE MINUTES

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

SB 2013  
3/6/2019  
33279

- Subcommittee  
 Conference Committee

Committee Clerk: Parker Oswald

## 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; and to provide exemptions.

## Minutes:

Attachments 1-8

**Chairman Representative David Monson:** Calls meeting on SB 2013 to order and clerk takes attendance.

**(1:40) ElRoy Burkle:** Introduces self to committee and begins to present written testimony from **attachment 1**.

**Chairman Representative David Monson:** How can it be that it goes down?

**Mr. Burkle:** With the increase in ridership and miles.

**Chairman Representative David Monson:** Because you are driving more miles, you get less per mile.

**Representative Mark Sanford:** Are districts going into other districts to pick up open enrollment students?

**(3:20) Mr. Burkle:** You can open enroll and claim the miles, but many of the buses stop on the lines. Some are growing as well.

**Representative Tracy Boe:** Instead of the bus driving by my place to cross into other districts, they drive a mile south.

**Chairman Representative David Monson:** They cross two school districts?

**Representative Tracy Boe:** Yes. Everybody is poaching the students.

**(5:00) Representative Bob Martinson:** A long time ago there were some calculations done that showed it would be cheaper to buy certain kids a car than to use a bus.

**Representative Tracy Boe:** We used to do something similar and we would pay the parents for transporting their kids because busing is expensive.

**Chairman Representative David Monson:** We do still pay families to do that.

**(6:35) Mr. Burkle:** Yes, the option of the parent driving kids to the bus is still available.

**Chairman Representative David Monson:** What do we pay for the family transport?

**Mr. Burkle:** I believe that is about \$0.50 per mile one way. Continues presenting on **attachment 1**.

**(10:20) Chairman Representative David Monson:** You said they are obligated to provide transportation?

**Mr. Burkle:** Harlow's has to fulfill the contract with BPS (Bismarck Public Schools).

**Chairman Representative David Monson:** The school district does not have to provide transportation.

**Mr. Burkle:** There is not a law that mandates transportation. Continues on **attachment 1**.

**(13:50) Chairman Representative David Monson:** When does this go into effect?

**Mr. Burkle:** February 7<sup>th</sup> of 2020. They are advised to look ahead and sign drivers.

**Chairman Representative David Monson:** Mini buses are what size? I was told they got rid of their vans.

**Mr. Burkle:** They are 15 person buses. Those are the larger sized vans.

**Chairman Representative David Monson:** How small do we let them go now?

**Mr. Burkle:** Cars and anything up to the 15 person buses.

**Chairman Representative David Monson:** Representative Nelson totaled out his van and ended up walking away from that pretty well.

**(15:40) Mr. Burkle:** Continues presenting from **attachment 1**.

**Representative Mike Nathe:** Why were the rates reduced?

**(17:10) Mr. Burkle:** When they added the \$500,000, DPI (Department of Public Instruction) recalculated and made an adjustment.

**Chairman Representative David Monson:** What do you think about jackpotting transportation? Put it all into foundation aid and make them responsible for getting kids to school.

**Mr. Burkle:** There is a study from 2013, would that be appropriate to study transportation?

**Chairman Representative David Monson:** I do not know if Legislative Council needs to, but it would work quite well.

**(19:15) Mr. Burkle:** Transportation is different all over the country. Dickinson only had 8 routes a few years ago and now they are up to 15.

**Chairman Representative David Monson:** If you jackpotted it and increased the per pupil payment, you would have more. The ones with more users would get more, so you would have to tweak it to where the ones who need it the most would benefit and have the means necessary. It would be good to have a study on this.

**(20:35) Mr. Burkle:** It does not always help rural kids. West Fargo will see the gain because they are growing and not rural communities.

**Chairman Representative David Monson:** Some rural towns were promised transportation and they cannot really get out of those agreements. It is probably time for a study.

**Mr. Burkle:** I agree.

**Chairman Representative David Monson:** We will be doing some tweaking of the formula I believe.

**(22:05) Representative Tracy Boe:** If we only pay for the subsidization in the district boundaries. We are paying the buses to run the same routes up to 5 times.

**Chairman Representative David Monson:** There has to be ways to make these more efficient. One way is to short them in the budget and tell them to run it where they have to. I hate to starve districts into becoming efficient. There are some that are so stretched out and some have to drive 10 miles to pick up 1 kid. We have a few minutes yet, anyone else?

**(25:20) Erin Jacobson:** Introduces self to committee and begins to present testimony from **attachment 2**.

**(29:00) Chairman Representative David Monson:** You are talking mentoring and not coaching?

**Ms. Jacobson:** We do both. **Page 2 of attachment 2** has the instructional coaching program by the numbers. We do online learning throughout the year.

**Vice Chairman Representative Jim Schmidt:** I am noticing on your list of schools that only participate one time since 2010; why would they only do it once?

**Ms. Jacobson:** There are a lot of districts that do not have first time teachers for quite a while. The substitute teacher reimbursement has been cut out, which is another reason. Most of the districts will participate when they have a first year teacher. We do not consider people who taught and then left and come back as first year teachers.

**Vice Chairman Representative Jim Schmidt:** You do things with sub teachers too?

**(31:30) Ms. Jacobson:** Yes, we have been paying the substitute teachers to come into the classrooms when the mentor is out with the first year teacher.

**Chairman Representative David Monson:** Do you mentor or coach substitute teachers?

**Ms. Jacobson:** We do not mentor or coach sub teachers at this point.

**(33:00) Representative Mike Schatz:** What is the difference between evidence based practices and structural support?

**Ms. Jacobson:** They are very similar. The instructional coach is full release and do not have their own classroom. They do work on moving things forward. The other could be a full time teacher and they both move forward with evidence based practices and they both improve their performance.

**(34:35) Chairman Representative David Monson:** A mentor could use evidence based or also some antidotal too.

**Ms. Jacobson:** That is what mentors do. They give feedback to another professional colleague. They work closely with that first year teacher.

**Chairman Representative David Monson:** What is the role of the principal anymore? I used to be a principal and we would observe for evaluation sake and offer improvements to some of the teachers. Now we have asked principals to do a lot of extra different things.

**(36:15) Ms. Jacobson:** One thing we work on is the mentor and coach relationship with the principal. The coach and the mentor can help move things forward because the principals cannot always get into every classroom as long as they like, so they work together. There are 2 teacher and principal meetings per year. We talk at length that the roles of the principals are valuable.

**Chairman Representative David Monson:** You usually only have one principal, but multiple coaches or mentors. If the principal goes into evaluate something like a music teacher that you do not understand, it is hard to determine what is good or bad. If you are a mentor for a first year music teacher or something, I would assume they are experienced in that area.

**Ms. Jacobson:** You are correct. The mentor is usually specialized in that area.

**Chairman Representative David Monson:** Any other questions?

**Ms. Jacobson:** I have one more handout. Passes out **attachment 3**.

**(39:45) Deana Weise:** Introduces self to committee and offers support for SB 2013. Tech ND is a member of the digital workforce commission that is focused on training the workforce and presents testimony from **attachment 4**. Any questions?

**(41:35) Adam Tescher:** I can answer any questions on transportation whenever.

**Chairman Representative David Monson:** You will be back.

**(44:00) Mary Soucie:** State Librarian of North Dakota. Introduces self to committee and begins to present written testimony from **attachment 5**.

**Chairman Representative David Monson:** What are the STEM (Science, Technology, Engineering and Mathematics) kits like?

**Ms. Soucie:** They range from many different things. There is a STEM version of the game Mouse Trap that creates mazes and sends marbles through. We have drones that are designed to break apart and then be put back together for training.

**Chairman Representative David Monson:** Do you do the ND study kits?

**Ms. Soucie:** That is the Heritage Society.

**Chairman Representative David Monson:** You have nothing to do with those history study kits?

**Ms. Soucie:** We promote them and then they make them and send it out. Returns to **attachment 5**.

**(55:15) Chairman Representative David Monson:** Your vision grants require a match in-kind, but do you require one dollar for dollar?

**Ms. Soucie:** That was federal. Out competitive grants require a match of 10% usually. If a library gets \$1000, the library has to match it with \$100.

**Chairman Representative David Monson:** I was trying to find audit findings, anything?

**Ms. Soucie:** There were no audit findings.

**(56:40) Chairman Representative David Monson:** Any questions? Online stuff is getting more and more popular including search engines. Do you have computers in most of the libraries?

**Ms. Soucie:** Yes, most of the public libraries have public access computers and all but one offers internet connection. Some of the larger libraries find that people bring their own devices and the rural ones usually use the library technology.

**Chairman Representative David Monson:** Are there any charges?

**Ms. Soucie:** They charge for printing, but nothing else. There was almost 1.5M uses of the Wi-Fi.

**Chairman Representative David Monson:** Do you use the book mobile?

**Ms. Soucie:** There are about 12 that offer book mobiles and Bismarck sends one to some rural communities. Fargo has a bike mobile that takes books out to community events. The state library does not have a bike mobile.

**(59:30) Chairman Representative David Monson:** I have an old bike you could have. My son bought that because he had a paper route back then. Anything else?

**(1:00:40) Christine Kujawa:** Introduces self and offers support for SB 2013. Begins to present written testimony from **attachment 6**.

**Chairman Representative David Monson:** You have a 3D printer, I have heard of them and seen results from them. How does it work?

**Ms. Kujawa:** There is a spool of plastic that is programmed to print what you want. Thin spools of the come out and print the item.

**Chairman Representative David Monson:** I have heard they can print guns and that scares a lot of people because they can supposedly shoot. Is this possible with a 3D printer?

**(1:04:35) Ms. Kujawa:** We work with what is being printed, so we have a say in what actually gets made.

**Chairman Representative David Monson:** How much do these cost?

**Ms. Kujawa:** Ours cost about \$500, but the plastic is expensive. There are some that are way more expensive than ours.

**Chairman Representative David Monson:** You might have to bring that over and show us how that works. Any other questions?

**(1:06:00) Representative Tracy Boe:** If someone found a document on a cassette tape, can you digitize that yourself?

**Ms. Kujawa:** Ours does not have that technology.

**Ms. Soucie:** We do have the capability, but it depends on the copyright.

**(1:06:45) Chairman Representative David Monson:** There are businesses that charge.

**Ms. Soucie:** We do not charge because we do it for our benefit. We have a series of interviews that are older and on cassette, but the Heritage Center sells them. We do not generally do it for the public.

**Chairman Representative David Monson:** My new car does not even have CD player. We are to a point with technology where is too advanced. Can you put them onto flash drives?

**(1:08:10) Ms. Soucie:** If it is commercially produced, we do not have the copyright privilege of that. There are some cases, but not often.

**Chairman Representative David Monson:** My grandpa told a lot of stories and they are old cassettes and it would be nice to digitize them.

**Ms. Soucie:** One of our libraries has a 3D printer and they printed a tool for a farmer to use and it actually worked out very well.

**Chairman Representative David Monson:** Is this plastic thick?

**Ms. Soucie:** Yes, it is very hard microfibers. If the schematics can be downloaded, it can usually be done.

**(1:10:55) Representative Mark Sanford:** You have just been the idea for Monson Manufacturing.

**Ms. Soucie:** We will not charge you too much for that.

**(1:12:30) Misti Werle:** Introduces self to committee and begins to present testimony from **attachment 7**.

**(1:14:20) Chairman Representative David Monson:** Any questions? Any opposition? We have some information coming in on pass-through grants, which are heavily involved in DPI.

**(1:15:45) Sharon Espeland:** Introduces self to committee and begins to present **attachment 8**.

**(1:20:55) Representative Mike Nathe:** How does this dove tail the Civics bill we passed?

**Ms. Espeland:** That works well with this because you have to pass the civics exam before you can graduate certain grades.

**Representative Mike Nathe:** The total general fund was \$10,000, was that enough?

**Ms. Espeland:** No, our budget was \$200,000 before 2011.

**Representative Mike Nathe:** Have we been at \$10,000 since?

**Ms. Espeland:** Yes, ever since I have been here it is \$10,000.

**Representative Mike Nathe:** What is the optimum amount within reason?

**Ms. Espeland:** I would be thrilled with \$50,000.

**Representative Mike Nathe:** Could you match \$50,000 privately?

**Ms. Espeland:** It would be doable and it would help us generate interest.

**(1:23:35) Chairman Representative David Monson:** Representative Mike Schatz has a question, but a group of students just joined us. Introduces the committee to the students.

**Representative Mike Schatz:** How many schools are involved?

**Ms. Espeland:** There are about 8 schools and 160 students who competed in the state competition.

**Representative Mike Schatz:** Is it the larger schools and where is it held?

**(1:25:20) Ms. Espeland:** We do it in Bismarck and there is one Class A school and the rest are Class B schools. Most of them are from the west, but I would like to pull in more from the eastern half. We have been partnering and trying to collaborate. This is wonderful for the rural schools because they now get a chance to network and obtain professional development and work with mentor teachers.

**Representative Mike Schatz:** I am sure this is a great program and this is a problem for the social studies people because we do not have a lot of organization for them. We used to schedule geography competitions and a few other things, but there is not a lot. This sounds really good, but what is the competition; is it all writing or like a jeopardy format?

**Ms. Espeland:** They provide 4 minutes of written testimony and answer 6 minutes of follow up questions. They are asked questions by judges, lawyers and prominent state officials. It is based on a mock congressional trial.

**(1:29:10) Chairman Representative David Monson:** This is an extracurricular thing?

**Ms. Espeland:** It really is curricular and works in with the main programs. There are a lot of other ways to tie this in.

**Representative Mike Nathe:** It is curricular, but not mandated right?

**Ms. Espeland:** It is a choice by school thing.

**Representative Mike Nathe:** How many more schools have committed if there was more money?

**Ms. Espeland:** It is a non-committal thing because we are short on funds, but I think we could see 15-20 more schools in the next 2 years.

**(1:30:45) Chairman Representative David Monson:** Introduces the committee to the new students who just arrived.



**Representative Mike Schatz:** I remember this when I was teaching, but I do not remember if we did it. How long has it been around?

**Ms. Espeland:** It started in 1987, but I am not sure when it came to ND. I was doing it in the early 2000's, but the 2011 federal cut diminished it in ND. Thank you for your time.

**(1:32:10) Chairman Representative David Monson:** Do you have copies from the curriculum and can you bring one in?

**Ms. Espeland:** Yeah, I can bring some in.

**Chairman Representative David Monson:** Any other pass-through grants in the DPI budget?

**(1:33:50) Chairman Representative David Monson:** Closes meeting on SB 2013.

# 2019 HOUSE STANDING COMMITTEE MINUTES

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

SB 2013  
3/11/2019  
33504

- Subcommittee  
 Conference Committee

Committee Clerk: Parker Oswald

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## 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; and to provide exemptions.

## Minutes:

Attachments 1-2

**Chairman Representative David Monson:** Opens meeting on SB 2013 and the clerk takes the attendance. Legislative council hands out **attachments 1 and 2**.

**(3:15) Chairman Representative David Monson:** Let's start on **page 2 of attachment 2** starting in the 5<sup>th</sup> column, which is the Senate version. What do we want to do on the \$40,000 of the National writing project? I thought they made a pretty good case. What did they get in the last few biennia?

**Sheila Sandness, LC:** Let me check.

**Chairman Representative David Monson:** I was pretty impressed with "We the People" as well.

**Representative Bob Martinson:** I do not have a problem with any of them that the Senate did.

**(6:25) Ms. Sandness:** In 2015 it was \$123,000 and in 2017 it was \$190,000.

**Vice Chairman Representative Jim Schmidt:** How did we go from \$190,000 to \$20,000?

**Chairman Representative David Monson:** The pass-through grants took a huge hit. North central council was a TV program and I used to be President. The Senate put in nothing extra, but took out \$14,000. What do we want to do with the writing project? I do not see us putting much more into it.

**(9:00) Vice Chairman Representative Jim Schmidt:** I am pretty much fine with them as they are as well.

**Representative Bob Martinson:** The media one was not discussed because they have a representative on the committee.

**Representative Mike Schatz:** The mentoring program of \$2.125M; I am not a huge fan of that and I would like to leave it where it was at \$2M.

**Chairman Representative David Monson:** We should have some changes to talk about with in the Senate.

**Ms. Sandness:** Do you want \$2M even?

**Representative Mike Schatz:** Yes.

**(10:40) Representative Mark Sanford:** The reality is that we will have more teachers going forward with the current growing enrollments.

**Chairman Representative David Monson:** There is the mentoring and then there is the coaching. Do you see coaching in here or is that combined?

**Ms. Sandness:** I believe that is the same program and the coaches are the ones who volunteer.

**(11:50) Representative Mike Schatz:** We talked about it before on what the job of the principal is. We have student teaching programs and these teachers have had to teach already. It is one thing to me that is unnecessary.

**Chairman Representative David Monson:** First year teachers and mentoring program is showing we have a lot of newer teachers and that they seem to be getting a better start and staying here. It makes sense to try and retain them. Representative Mike Schatz suggested \$2M and Representative Mark Sanford seemed to be making a case for a little bit more.

**(14:20) Representative Mike Nathe:** I know from talking to my daughter who will be graduating as a teacher soon, she has mentors. I think having a mentor helping them does retain them. I am just speaking as a father of a student, so I see the value of it and how these new teachers lean on them.

**Representative Mike Schatz:** We will disagree philosophically on this. I do not find us to be efficient in DPI (Department of Public Instruction) compared to our surrounding states. I get how these programs are good, but DPI did not get cut last time and I disagree with them.

**Chairman Representative David Monson:** What did mentoring get last time?

**Ms. Sandness:** Last session was \$2.7M and before that it was \$2.3M.

**Chairman Representative David Monson:** Did we cut Lead last time?

**Ms. Sandness:** That was put into the pool.

**(17:00) Representative Mike Schatz:** I will rescind my offer to decline it to \$2M.

**Representative Mark Sanford:** The transportation efficiency; how much more efficient are we?

**Ms. Sandness:** That has been a separate item in their budget for a really long time. It has something to do with a conference DPI attends on transportation and they offered it to be put in operating. That is why the Governor reduced it with a 10% cut. They moved the \$27,000 into the department's pool.

**Chairman Representative David Monson:** I think we can put it as \$0.

**(19:00) Ms. Sandness:** Senate has it as \$0.

**Chairman Representative David Monson:** Senate took National board certification down to \$108,000 and that was a 10% cut. Are there fewer teachers applying?

**Ms. Sandness:** I do not recall anything on that.

**(20:00) Chairman Representative David Monson:** Leave it?

**Representative Tracy Boe:** Who are we certifying?

**Chairman Representative David Monson:** I never had a teacher that elected to certify this way. It is a certification that they work on for 3-4 years and they try to get on that level. We fund them for the years it takes to finish and we kind of have a contract with them. I would need to know more about it.

**Representative Tracy Boe:** What is the benefit?

**(21:20) Chairman Representative David Monson:** The teachers are supposed to be better.

**Representative Mark Sanford:** I think in our district, most of our teachers were just going for the advanced degree due to the salary model. National certification is extremely challenging and self-nominated. I think I had a few teachers go through it and they said it was tough.

**Representative Mike Schatz:** I think it also has to deal with teachers moving states to teach. If you are national board certified, you are highly qualified usually.

**Chairman Representative David Monson:** It might be almost moving our best teachers out of ND.

**(23:30) Representative Tracy Boe:** We are subsidizing the certification for teachers to better themselves by entering a national job market?

**Chairman Representative David Monson:** Not quite that far, but it helps.

**Representative Mark Sanford:** It is a good thing to have on your resume. The issue I would have is that it is a self-selection process and it is not awarded for just showing up.

**Chairman Representative David Monson:** If we take it to \$0, someone will notice and we will get someone to come and testify.

**Representative Tracy Boe:** Do we have any idea how many candidates this covers?

**Ms. Sandness:** I do not know, but I will check.

**(25:55) Representative Tracy Boe:** I do not even know why asked all of these questions and say it all looks good to me.

**Representative Bob Martinson:** I remember that from last session and we really thought it was good then.

**Chairman Representative David Monson:** What I remember is that we had a certain number of teachers that started on it and that we cannot pull the rug out from underneath.

**(26:50) Representative Bob Martinson:** I would be that by the time we hear about it, it will be right where it is at.

**Chairman Representative David Monson:** If we \$0 it, we will find out. The Senate is at \$108,000.

**Representative Tracy Boe:** How do they know they have a target on their back with no one here?

**Chairman Representative David Monson:** We will have Sheila contact them.

**(27:50) Chairman Representative David Monson:** I would like to maybe go with \$50,000 on the writing projects.

**Representative Mike Schatz:** We go above double on something the Senate doubles?

**Chairman Representative David Monson:** Well, look at what they were at a few years back.

**Ms. Sandness:** I will have someone email us on the national board certification.

**Chairman Representative David Monson:** Do we want to trim rural arts outreach back to \$350,000 and take that \$10,000 and give it to the national writing?

**Representative Mike Nathe:** Do it.

**(30:00) Chairman Representative David Monson:** Can we take north central council for educational media services back to what is was before and remove the cut of \$14,424?

**Ms. Sandness:** The rural arts program back to \$350,000 and restore the north central council for educational media services back to \$238,000.

**(31:20) Chairman Representative David Monson:** Mentoring program? Representative Mike Schatz wants it at \$2M, but you did withdraw that. What should we do?

**Representative Mark Sanford:** I am not sure what to do about the mentoring. I would not reduce it.

**Chairman Representative David Monson:** Leave it as is. What about global bridges; do we leave that at \$0?

**Representative Bob Martinson:** Yes, that is fine.

**(32:40) Chairman Representative David Monson:** The young entrepreneur guy did not come and testify. We could \$0 that out. The Senate gave them \$30,000. “We the People” impressed me and I think Representative Mike Nathe promised them \$50,000.

**Representative Mike Nathe:** The Senate gave them \$50,000. They are teaching the constitution.

**Vice Chairman Representative Jim Schmidt:** I thought the schools are supposed to be teaching that anyway?

**Chairman Representative David Monson:** It is not exactly in the classroom.

**Representative Mike Nathe:** The ND Bar also kicks some money in for this as well.

**Chairman Representative David Monson:** He thought if they could get this \$50,000 that they could really grow the program.

**(35:10) Representative Mike Schatz:** There are programs outside of this that are funded by American Legion like know your state and a speech contest. I have a little trouble having these compete because some do not ask for money. If we start doing this, how do we level this off or choose one program over the other? I love this area, but if someone else asks, how do we pick and choose? I am not going to argue because I like the idea, that is just my concern.

**Chairman Representative David Monson:** What did they get a few years back?

**Ms. Sandness:** In 2013-2015 it was \$20,000 and the next biennium was \$25,000 and I do not think it was ever above \$25,000.

**Chairman Representative David Monson:** Do we want to take it down?

**Representative Mike Schatz:** No, leave it at \$50,000.

**(38:00) Chairman Representative David Monson:** We always hear about the Governor's School.

**Vice Chairman Representative Jim Schmidt:** We started by giving them nothing and then we got barraged.

**Representative Bob Martinson:** It says \$0.

**Ms. Sandness:** It was special funds as one-time funding and that is why it says \$0. It was \$225,000 out of the student loan trust fund.

**Chairman Representative David Monson:** So the Senate has it in at \$20,000?

**(39:00) Ms. Sandness:** Correct, the Senate had it in as a place holder. They put \$20,000 in to continue the discussion.

**Representative Mike Schatz:** Did the Governor get rid of it in his budget?

**Chairman Representative David Monson:** Yes, he did not have it in here. How is the Governor's school planning to support itself if we put \$0? I am okay with \$20,000 and that way we can just agree with the Senate.

**Representative Mike Nathe:** I agree with \$20,000 and we can hash it out in conference.

**(40:45) Representative Mike Schatz:** Let's cut it to \$10,000.

**Chairman Representative David Monson:** Who wants \$10,000 or \$20,000?

**Representative Tracy Boe:** I want \$30,000.

**Chairman Representative David Monson:** I think we should just leave it where it is as long as we cut something else.

**(41:45) Representative Mark Sanford:** I want badges for the House of Representatives.

**Chairman Representative David Monson:** Tell Sheila what you want.

**Representative Mike Nathe:** I say leave it at \$20,000.

**(42:35) Vice Chairman Representative Jim Schmidt:** I am keeping score here.

**Chairman Representative David Monson:** PowerSchool was left as it was in the last budget.

**Ms. Sandness:** The Governor cut the funding and recommended that it moves to ITD (Information Technology Department), but the Senate did not agree with that and did not include it.

**(44:15) Chairman Representative David Monson:** Superintendent Baesler emphasized the need for it and she said they used the data out of STARS and they did not really care either way. She indicated that she just assumed to keep it. Let's leave that one for now. The transportation efficiency at \$0 is fine. The national board certification at \$0 is also fine. That takes care of the pass through list on **attachment 2**. Where is DPI's pool?

**Ms. Sandness:** It is on **page 1 of attachment 2** in the program grant pool.

**Chairman Representative David Monson:** They increased it over and above last time.

**Ms. Sandness:** Family initiatives and transportation efficiency was moved over there. The Senate added \$300,000 for the family engagement initiative.

**(48:55) Chairman Representative David Monson:** Basically all Ms. Baesler talked about was a 4 step plan in coaching the engagement of families in school work. Sounds like a glorified parent-teachers meeting.

**Ms. Sandness:** The request was \$500,000 and the executive budget included nothing. The Senate added \$300,000 to the pool and gave authority to utilize this program.

**Chairman Representative David Monson:** What did the Senate put in for online teacher accreditation?

**(50:30) Ms. Sandness:** The Senate did not fund that at all.

**Chairman Representative David Monson:** What do we want to do there? It would be a whole new program and it seems like they could do that with no money for it. I think computer science at the elementary level is probably not a big deal.

**Ms. Sandness:** I believe it is the same thing. They said cyber security did not encompass the whole program.

**Chairman Representative David Monson:** This was the deal where they were going to do one shop and train all of the teachers to train them how to code, right? I was sort of impressed with that. Do we want anything in there?

**Representative Bob Martinson:** Can we put that aside for a while?

**(53:15) Chairman Representative David Monson:** The Senate put nothing in there and this is something new.

**Representative Mike Nathe:** How much were they asking for?

**Ms. Sandness:** The original request was \$6M and the Governor recommended \$3M and the Senate put nothing in.



**Chairman Representative David Monson:** I would be okay with \$3M, but let's wait. What was all in the program grant pool?

**(54:40) Ms. Sandness:** It includes leveraging senior year, the leadership program, continuing education grants, pre-school continuing education grants, curriculum alignment grants, teacher and principal evaluation system grants. Added this biennium are the family engagement initiative and transportation efficiency.

**Chairman Representative David Monson:** That \$1.53M funded all of those. The transportation efficiency had some federal funds?

**Ms. Sandness:** No, that was all general funds.

**Chairman Representative David Monson:** We could leave that one out. That would take them down to \$2.1M and the family engagement was \$300,000.

**Ms. Sandness:** The two changes total \$327,000 and \$300,000 is the family engagement and \$27,000 is the transportation efficiency and the Senate increased the pool by \$606,000 total.

**(57:00) Chairman Representative David Monson:** They have a lot of flexibility when it is in the grant pool, correct?

**Ms. Sandness:** Yes, Ms. Baesler can use whatever amount they see fit for any program.

**Representative Mike Nathe:** How much are we looking at?

**Ms. Sandness:** It is at \$2.1M and that is \$606,711 more than the current biennium.

**Representative Mike Nathe:** And those funds can be used by Ms. Baesler at her discretion?

**Ms. Sandness:** Correct. She can use the money in that pool in whatever portion seems fit.

**(58:35) Vice Chairman Representative Jim Schmidt:** According to the Senate they want to fund it at \$606,000 extra, but I do not see the performance measures that warrant it. I think we keep it at \$1.5M.

**Chairman Representative David Monson:** What was the preschool one about?

**Ms. Sandness:** It was the continuing education for preschool teachers.

**Chairman Representative David Monson:** How much was used for that last time?

**(1:00:00) Ms. Sandness:** They were at about \$150,000 last time. They originally \$50,000, but we pooled it and then they used more.

**Chairman Representative David Monson:** I am fine leaving the grant pool at what it was last time or cutting it back even more.

**Vice Chairman Representative Jim Schmidt:** I would be fine. When you give a slush fund like that, they will move the money around however they seem fit.

**(1:01:20) Chairman Representative David Monson:** Take that one down then. The free breakfast program is one we will get hammered on if we touch. We can leave that at \$200,000. Pre-kindergarten grants were given \$0 last time.

**Ms. Sandness:** These grants are coming from Commerce to DPI. It was \$1.5M in Commerce, but the executive budget increased it to \$3M. The separate bill changed that, but the Senate took it back to \$1.5M. This is for the free and reduced lunch children.

**Chairman Representative David Monson:** This is not head start is it?

**Ms. Sandness:** No.

**(1:04:15) Representative Mark Sanford:** The money would be available and if the daycare provider used a teacher in that operation, they would qualify to get the money for that instruction of the free and reduced lunch children. The school district would explain this to them and offer them this compensation. It did not receive very good utilization.

**Ms. Sandness:** It was SB 2250 and it changed who the responsible agency was and increased some of the funding. As it is now, it is \$2,000 per child enrolled if they are eligible for free lunch and \$1,000 for reduced lunch. There is a fiscal note that matches the \$1.5M.

**Chairman Representative David Monson:** If we take it out of here and the bill passes, will there be funding?

**Ms. Sandness:** There was no money in here, so it would not have funding.

**(1:07:20) Chairman Representative David Monson:** Let's leave that one out. Adult education has been on a shoestring budget. The Senate increased it to \$4.4M and we had it at \$3.1M last time. We could leave it at the \$3.1M and talk about the increased difference. School food services matching grants pretty much has to be left alone at \$1.38M.

**(1:09:30) Chairman Representative David Monson:** Closes meeting on SB 2013.

# 2019 HOUSE STANDING COMMITTEE MINUTES

## Appropriations Committee – Education and Environment Division Roughrider Room, State Capitol

SB 2013  
3/12/2019  
33603

- Subcommittee  
 Conference Committee

Committee Clerk: Parker Oswald

### 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; and to provide exemptions.

### Minutes:

Attachments 1-5

**Chairman Representative David Monson:** Opens meeting on SB 2013 and the clerk takes attendance.

**Chairman Representative David Monson:** We briefly talked about the pass through grants and made a few decisions on that as well. **Attachment 1** has the information on the national board enrollment numbers.

**(1:55) Aimee Copas:** Introduces self to the committee and begins to present written testimony about the ND LEAD Center (NDCEL, Leadership & Educational Administration Development) from **page 1 of attachment 2**.

**(9:15) Representative Bob Martinson:** I have been told that of the 3 education groups, that you are the only group not pursuing your leftover funds?

**Ms. Copas:** That is not true, but we expected the legislation to replenish this amount.

**Representative Bob Martinson:** Were you threatened if you disagreed? Have you been told that by any member of the legislation?

**Ms. Copas:** That has been stated, but they have lightened over the weeks.

**Representative Bob Martinson:** I know who it is and I can assure you that there are no changes to the negative on this. I am sorry that you were threatened and you should have told them to bug off. You know the people that do and do not want to give you the money back.

**(12:00) Ms. Copas:** Thank you for that. It is interesting to watch the balance of education down the road.

**Representative Mike Nathe:** I to have heard those same things and I find it unseemly. I just hope that when this goes forward that something happens that they are still at an impasse and that your organization stands up if you disagree. I think it is imperative that you stand up for yourself and your partners in education.

**Ms. Copas:** Thank you.

**Chairman Representative David Monson:** Did you charge anything from administrators?

**Ms. Copas:** We absolutely did. We found a balance of how much to charge the districts before they find it too expensive. DPI (Department of Public Instruction) helped us secure \$68,000 in federal funds to help buy down the cost and equal it out.

**(14:40) Chairman Representative David Monson:** Does this federal funding look like it will continue?

**Ms. Copas:** We are hopeful. We have spent our savings account down to a low amount and we try to keep it reasonable. The amount we asked for will help keep the costs down and provide our services to the districts for a lower fee. We are also going to record the trainings and enter them online. LMS (learning management system) is similar to higher education blackboard.

**Vice Chairman Representative Jim Schmidt:** On **page 2 of attachment 2**, your building base curriculum and I think it should already be built. Why is it not?

**(16:25) Ms. Copas:** That is used to assist new schools who are building a newer curriculum and we can help provide background and help to make it a better program.

**Vice Chairman Representative Jim Schmidt:** Can you explain crucial conversations?

**Ms. Copas:** Where it is most applicable and helping have hard conversations when they are needed in uncomfortable conversations so they are meaningful and constructive.

**(18:00) Chairman Representative David Monson:** We pooled money in DPI's discretionary fund, did you get any of that?

**Ms. Copas:** We did not in the last biennium. Out of fairness, we also did not ask and assumed those dollars were earmarked for their specific purpose.

**Chairman Representative David Monson:** Some are earmarked and some are a pool used at Ms. Baesler's discretion.

**Ms. Copas:** Our plan was to come in and give you something to invest in and put something forward that would make you want to keep the LEAD Center going. We have had a lot of talks about making our teachers better and we really need to talk about how to make our principals better too. Ms. Baesler is helping us find federal dollars and we are asking for \$300,000 to plant the seed and keep this program running. This money will also help us develop public and private partnerships, which generate more money.

**(20:40) Chairman Representative David Monson:** Did the Senate put money in for this?

**Ms. Copas:** They have not.

**Chairman Representative David Monson:** Did you ask during their testimony period?

**Ms. Copas:** I was advised not to, but I have been working on it since.

**Chairman Representative David Monson:** If you got less than you asked for, could you survive?

**Ms. Copas:** The \$68,000 federal is a flow through for the schools and we just conduct it. Without those dollars to pay for the mentors, we cannot get this off the ground. If we double again there will only be so much available to use this.

**(22:35) Chairman Representative David Monson:** How many people do you train in a biennium?

**Ms. Copas:** It depends on how many new administrators come in, but last year it was 80. We have only had a few people come back more than once, but if a new teacher moves up to a principal, then they may come back. There is a lot of virtual meetings to save travel costs and there is monthly reporting and a curriculum to follow.

**Chairman Representative David Monson:** You said 80 people and they are in there for 1 year, so around 150?

**Ms. Copas:** We do need to pay the mentors because it is all time above their work.

**(24:45) Chairman Representative David Monson:** So approximately \$2,000 per person?

**Ms. Copas:** They get \$1,500 per semester, \$3,000 per biennium and they fill out a 1099 to be reimbursed for travel.

**(25:40) Chairman Representative David Monson:** We had some questions on the Governor's School because the Governor did not ask for any money on that. How would they do this?

**Kirsten Baesler:** The 2013 biennium was the first time it was required to submit information and reports on what the pass through grants have done. We did not receive anything from the Governor's School and they are not alone.

**Chairman Representative David Monson:** We would like a list of which ones did not report.

**Vice Chairman Representative Jim Schmidt:** They did not bother to think about so what and we told them last biennium to give us their report.

**Chairman Representative David Monson:** I want to know about your pass through grants and who did not report.

**(28:35) Ms. Baesler:** Professional development leadership grants was requested for \$300,000 and that is where we asked for because the legislation does not generally give money to associations. There would be the accountability that they would use that to supplement this and reduce their fees. This would give accountability to them because we have to represent them. My purpose and goal is to increase the efficiency of the education leaders to advance the programs and education that teachers and students receive. The Senate also did not include any of these funds and this could put the original request into the budget.

**Chairman Representative David Monson:** By putting it into the request to OMB (Office of Management and Budget), did you feel like you should do that? Would you do the same thing for any unionized group?

**(32:00) Ms. Baesler:** It would open the opportunity to do that.

**Chairman Representative David Monson:** If we have heartburn like last time about how we should do things. If we fund this, we should fund it through you. If you want to hire these groups to do this so you can decide and hire who you would want.

**Ms. Baesler:** We also had that thought because then we would be responsible for the product quality and meeting the goals and desired outcomes. The school boards association saw a need to have better trained business managers under their umbrellas. They developed a certification program that would create better business managers and they asked for money to work in the districts that do not have the funds. They built the curriculum and the funding was provided through DPI and they developed the training program and it eventually became self-sufficient. This would be very similar.

**(35:15) Chairman Representative David Monson:** Where would we put this?

**Ms. Baesler:** That would be in program grants.

**Sheila Sandness, LC:** It would go into other program grants and go with adult education, free breakfast and a few of the other education lines.

**Chairman Representative David Monson:** We wouldn't put it as a pass through though? Would it be its own line and say it is mentoring and leadership and it would be up to DPI?

**Ms. Sandness:** You could put it in the program grant pool with the \$1.5M.

**(37:05) Chairman Representative David Monson:** In other program grants, how would we list it there? We could hide it in operating.

**Ms. Baesler:** You could carve it out separately.

**Ms. Sandness:** You could carve it out separately and make it its own line or add it to the pool and allow them to decide how much they should use.

**(38:00) Chairman Representative David Monson:** What do you think committee? Who do we want to use it and how much? I guess I just do not feel comfortable giving it to NDCEL. Giving it to you at least makes some sense because you are a state agency.

**(40:05) Ms. Baesler:** I do worry about the pass through grants because of the accountability factor.

**Chairman Representative David Monson:** Do we want to put money into DPI's budget with her totally in charge?

**Vice Chairman Representative Jim Schmidt:** Are you referring to the \$300,000 for NDCEL or all together?

**Chairman Representative David Monson:** I was meaning that now and I like the title of professional development for leadership.

**Ms. Baesler:** We partner so well that the beneficiaries would be the head educators.

**(41:45) Vice Chairman Representative Jim Schmidt:** What do they take out for administrative costs of the \$300,000? Would they not have to do that?

**Ms. Baesler:** The money goes primarily to them with very little administrative costs. We would just absorb that into the work that we do.

**Representative Mark Sanford:** When I look at the grants and the request for the new grants, I see some that are mandatory and I sift those out. You are an acting administrative body. The others are nice, but flexibility goes away for expenditures. There are a couple more that have significant amounts of money. Maybe if she had the choice she could use more money for coding as compared to something else. There seems to be a little reluctance on your part to do it that way and I see greater flexibility on your part rather than having to come back and explain everything. These are things you can make district responsibility and figure out how to make them stand on their own.

**(45:10) Ms. Baesler:** I think to that point of the pass through grants and how you struggle with them. Some of them are nice to have and some are need to have. There are models set up nationally that you can apply for those funds that do not involve Congress. There could be a new mechanism for the districts to apply for those federal funds to run a certain program.

**Representative Mark Sanford:** There are all of these entities that have their own responsibilities. When you talk about something like coding and there is efficiency to having you run that.

**Ms. Baesler:** In our pool we have opportunity for curriculum alignment and we do not actually do that training, but we provide the opportunity. There were so many similarities in applications that we kicked them back and had them do it collaboratively. They then made their English program applicable to all and to access funds from us, they had to be available and work for everyone. We do have the advantage of having the overview.

**(49:00) Representative Mark Sanford:** The term about crucial conversations made me think of when we would practice 6 scenarios when the principal visits the teacher. The scenarios depended on what the situation was and what the reaction of the teacher was. Those kind of conversations become pretty local in nature and can become difficult.

**Ms. Baesler:** Those skills are important to learn because situations differ so much. One thing to consider with the utilization of state dollars; whenever we put something on, we may charge a fee because it is above the amount we have. We charge the fee so that it balances out. If we have any left over, it goes back into general fund dollars. NDCEL can charge above and beyond and use it as their revenue funding.

**Chairman Representative David Monson:** We are kind of leaning that we should pool them together.

**Representative Bob Martinson:** One of the reasons we have the pass through is because we cannot give directly to those groups, but pooling is not a great idea because we still have to say where we want that money to go.

**(53:35) Chairman Representative David Monson:** I would say on NDCEL, we should not give it right to them because if we do it for them, then we will have to do it for the rest. In this case, we make that part of the pool and Ms. Baesler can do with that as they want and as they see fit. If we gave it to a state agency, you can probably even get more federal money. I think we could get by with maybe \$200,000 and give you authority to find federal funds.

**Ms. Baesler:** I would ask that they be allowed to work together then too. The family engagement, coding and adult education were my priorities.

**Chairman Representative David Monson:** Let's talk about adult education.

**(56:10) Ms. Baesler:** The recommendation was to restore it to \$4.1M. The senate gave us an additional \$300,000 for that because they believed it was a workforce issue and that there was a higher enrollment. The success rate is also phenomenal.

**Vice Chairman Representative Jim Schmidt:** What do you buy for the \$300,000?

**Ms. Baesler:** It would allow them entrance for those on the waiting list because there is a limit amount on those and we had to close an adult education center in West Fargo and more. The department had to close them because there were hardships.



**Chairman Representative David Monson:** The Spirit Lake may have been difficult because many do not have transportation, but the West Fargo one should not be a problem.

**Ms. Baesler:** It increased the waiting list.

**(58:55) Chairman Representative David Monson:** You hire more teachers. Is there room in the buildings? Do students have to pay for the materials? You think the \$4.4M is the right amount?

**Ms. Baesler:** Yes, to all of those.

**Chairman Representative David Monson:** Where do we want to go with this? To me it is a very important thing.

**Representative Bob Martinson:** I am going to follow your lead.

**(1:00:20) Chairman Representative David Monson:** Do we want to talk about it with the Senate at all? We will put it in at \$4.4M. What should we do with the new name of leadership professional development of \$300,000? Can you do it for \$200,000 with authority for federal?

**Ms. Baesler:** That would be more than we had.

**Chairman Representative David Monson:** Let's do \$200,000 and then authority for \$200,000 and it is not contingent on receiving federal funds.

**Representative Bob Martinson:** I think it is too bad when someone wanted it in LEAD and then we say we will give it to someone else.

**Chairman Representative David Monson:** I just do not think it is the right vehicle for this program. They had money in savings and could raise it from Superintendents.

**(1:03:15) Vice Chairman Representative Jim Schmidt:** Where should we add that?

**Chairman Representative David Monson:** I have not added that anywhere yet.

**Chairman Representative David Monson:** School food service matching grants is what?

**Ms. Baesler:** That is \$1.38M for USDA (US Department of Agriculture) school nutrition programs.

**(1:04:15) Chairman Representative David Monson:** This leverages federal funds and how much?

**Ms. Baesler:** For the \$1.38M we get \$28M for federal funds or other funds.

**Chairman Representative David Monson:** That is a good return. This seems to be our easy day today. The next one is the pre-kindergarten.

**(1:05:45) Ms. Baesler:** This is what most of you know as the community grant and the childcare providers with the head-start association. There was a public pre-K bill that was asking for dollars. Gearing up for Kindergarten was another one as well. I do remember asking for support and finding out how many there were out there. We needed to bring those all together so it was easy to understand. During the 2013-2015 biennium, there was a group that worked really hard on this and the idea was hatched for a community to apply for money to fix their own problems. Watford City has a program where they could not hire a teacher, but the kids needed to be transported. The grant allowed them to ask for money, so now the pre-school teacher comes over and gives the education. It was \$6M and provides funding for 4-year olds and was passed in 2015 with the number placed in Commerce. DHS (Department of Human Services) and DPI coordinated, sent the applications to Commerce and Commerce sent the money. They went from \$6M to \$3M and now they did not put it in their budget at all. The Governor did put that \$3M into DPI's budget to act as the fiscal bill. The language is troublesome and has passed the Senate.

**Chairman Representative David Monson:** How much money was in that bill?

**Ms. Sandness:** That is SB 2250.

**(1:11:00) Ms. Baesler:** If the authority language does not get passed in the House Chamber, I would ask for some help on that.

**Chairman Representative David Monson:** We will leave it off for now?

**Ms. Baesler:** I would leave it in for now.

**Chairman Representative David Monson:** I am not the biggest fan of pre-K. Some kids do really need it. Is it head-start too?

**Ms. Baesler:** It is not eligible for that. It has opened more slots in head-start.

**(1:12:45) Chairman Representative David Monson:** Has it increased quality daycare?

**Ms. Baesler:** It requires that the standards of pre-K are being taught and must be taught by a licensed teacher.

**Representative Mark Sanford:** Do we have the number of how many were serviced?

**Ms. Baesler:** I will get that to you.

**Chairman Representative David Monson:** There was \$3M in Commerce and \$0 now. We will put it as \$1.5M. The next one is the free breakfast program and the Senate had it as \$200,000. Do you get federal funds for that?

**Ms. Baesler:** It would allow children who are on reduced breakfast to get the free breakfast.

**(1:15:10) Chairman Representative David Monson:** It is for the smaller schools to serve free breakfast to the reduced breakfast kids for the \$200,000. We could take it out and argue with the Senate.

**Representative Tracy Boe:** My children used it as a social thing because everyone went for breakfast.

**Chairman Representative David Monson:** We can leave it.

**Ms. Baesler:** There are some groups out there with teams to look for communities to assist in the funding of this. It will help sure up on why they should invest in ND.

**Chairman Representative David Monson:** Tell me about the backpack program. Do you do anything at all with it?

**(1:17:35) Ms. Baesler:** No, we really do not, but we connect them with our shelters and food providers.

**Chairman Representative David Monson:** On page 1 of attachment 3, the program grant pool, we got through all of them. The program grant pool was \$1.53M and we dropped it to \$1.5M so we could argue. We did not like \$30,000 in there for the transportation efficiency. What are you doing with that?

**(1:19:35) Adam Tescher:** That grant is used to help with training and facilitate them back to the school districts. It is the transportation we bring back from national recommendations.

**Chairman Representative David Monson:** Is there many more efficiencies?

**Representative Tracy Boe:** I am not saying the buses should not cross the line, but the subsidization should stop.

**Mr. Tescher:** A lot of the training right now involves school bus accidents and transporting students with special needs. There are new requirements for CDL (Commercial license) drivers and they now have to take a behind the wheel and a classroom instruction course.

**Chairman Representative David Monson:** That probably did not belong where it was in the pass through grants because your people are using it.

**(1:22:10) Mr. Tescher:** This was a specific line item for \$30,000.

**Chairman Representative David Monson:** Why?

**Ms. Sandness:** It was a separate line and the Governor removed \$3,000. The Senate moved it to the program grants line for \$27,000.

**Chairman Representative David Monson:** We removed it.

**Ms. Sandness:** You decreased the amount in the pool.

**(1:23:40) Chairman Representative David Monson:** You can probably come up with \$30,000 if you need it. National writing project is in the pass through grant. You do nothing at all with them?

**Ms. Baesler:** Correct.

**(1:24:20) Jamie Mertz:** Pass through grant reporting was instituted in 2013 and it was changed last biennium. Before certain ones could get \$1 they had to submit a plan and they were the two writing projects, the mentorship and entrepreneurship camp. They all submitted their reports prior to the deadline and the other ones were not required to do those reports.

**Vice Chairman Representative Jim Schmidt:** If they did not do any reporting, how do you know you are getting your money's worth?

**Mr. Mertz:** The law only outlined 4 of them.

**Chairman Representative David Monson:** We should give you the authority and the requirement that they should have to tell you what they are going to do with the money. Maybe we get half the money the first time and then show you the request and you can okay or deny it. At least we would have someone watching over them and keeping them in line. I have to say the writing groups made a nice presentation and maybe it is because they did what they had to do. "We the People" also gave a nice presentation. Is there even a spelling bee in ND anymore?

**Ms. Baesler:** County Superintendents put that on.

**(1:28:45) Representative Mike Nathe:** This non-reporting issue was a big problem and some of these have gone years without reporting. I like these programs, but if they do not give a report, then they do not receive the funding.

**Chairman Representative David Monson:** We should be encouraging things like geography bees and giving guidance on these things.

**Representative Mike Nathe:** If they are going to take money, it is incumbent upon them making a report and should be standard operating procedure.

**Chairman Representative David Monson:** It would not be something they have to turn into us.

**(1:30:35) Vice Chairman Representative Jim Schmidt:** Having a little bit of experience on that, we would hold back 25% of the grant before we get the final product of that. I would never give them the whole money upfront.

**Mr. Mertz:** We get a request the day after the fiscal year starts and never hear from them again.

**Chairman Representative David Monson:** Can you put something together so we have a pathway to do something like this?

**Ms. Sandness:** There is a section that does something similar, but we can amend that and make it so it includes these other programs so that they must be reviewed by the Superintendent of DPI before funding can be secured. It could be tweaked so that all pass through grants are included.

**Chairman Representative David Monson:** I think we have them all in there.

**(1:32:55) Representative Bob Martinson:** What is the plan tomorrow?

**Chairman Representative David Monson:** A field trip over the Historical Society at 9:00 am.

**Representative Bob Martinson:** You all know that I have been involved in some of these sweet grants. Some department heads make it so difficult to receive such a small amount that they eventually just give up on the idea.

**Chairman Representative David Monson:** I am willing to put them all in.

**Representative Bob Martinson:** Talk to some of them who have to go through all of these steps to get a small amount.

**Chairman Representative David Monson:** I do not expect more than a page for some of these really small amounts. A lot of these can do this in half a page or a few paragraphs.

**(1:35:45) Vice Chairman Representative Jim Schmidt:** The writing projects each get \$10,000 and they gave us their reports. The larger ones that get hundreds of thousands cannot report?

**Chairman Representative David Monson:** We can let them come up with that.

**Ms. Baesler:** It is hard to buffer some of those things because they are often times state representative's projects.

**Chairman Representative David Monson:** Maybe you do it so that they do not get it until after the first year.

**(1:37:25) Ms. Baesler:** First year and second year language would be helpful.

**Becky Deichert:** We tried to put language in last time stating they get half one year and half the second year.

**Chairman Representative David Monson:** Maybe it will help sift out the programs that flop in one year and extra money can be saved.

**Ms. Baesler:** There have been other programs that have come for seed money and become self-sufficient and no longer need money.

**Chairman Representative David Monson:** Global bridges was one of them and there is more to that than meets the eye. They are scaling back or reorganizing.

**(1:39:45) Mr. Mertz:** I think we are pretty flexible with these programs. The writing programs struggled and really figured it out.

**Chairman Representative David Monson:** It is just a basic plan on what they will do and how they will spend the money.

**Mr. Mertz:** The 4 required did report.

**Chairman Representative David Monson:** Did the others at least thank you?

**Mr. Mertz:** I would not say that.

**Ms. Sandness:** If that is the language you wanted, then I think I have it. Did you want anything in there about the half each year?

**(1:41:35) Chairman Representative David Monson:** We could put it in there for intent for the Superintendent to decide. I trust that Ms. Baesler can do that.

**Ms. Baesler:** The list of pass through grants would be completely appropriate to do half one year and half the next year.

**Chairman Representative David Monson:** I do not know if we need to write it in there, but that is the intent.

**Representative Mike Nathe:** Would that give you guys a bigger hammer?

**Ms. Baesler:** Yes.

**(1:43:05) Chairman Representative David Monson:** I say half each year unless they can outline the plan?

**Vice Chairman Representative Jim Schmidt:** I say you have to withhold some until the report is given.

**Chairman Representative David Monson:** That hurts some of the small ones. How about we give them the first year and then they have to report and if they do not report they do not get the remaining.

**Vice Chairman Representative Jim Schmidt:** What about the second year?

**(1:44:30) Ms. Baesler:** They would not be back for the next biennium.

**Vice Chairman Representative Jim Schmidt:** We will not have some of those non-reporting programs back.

**Chairman Representative David Monson:** We did not ask them to.

**Ms. Baesler:** We upped the expectation for everyone and it dwindled to just those 4 programs.

**(1:45:25) Representative Tracy Boe:** How do we judge what is a decent report?

**Chairman Representative David Monson:** We trust DPI to make the call on that.

**Representative Tracy Boe:** We rate whether or not they get the money again?

**Chairman Representative David Monson:** I really do not need to rate how they spent the money.

**Representative Tracy Boe:** Our favorite thing to do is require a report and our least favorite thing is to receive the report.

**Representative Mike Nathe:** They would have to report after every year?

**(1:46:35) Chairman Representative David Monson:** Before they receive the money, they should have a plan. At the end of that year, you come back and tell us if it matched up in order to get those funds.

**Ms. Baesler:** The students are writing 2,000 word essays for \$300 scholarships and if you are asking for money, there is a direct connection between money and not getting it.

**Vice Chairman Representative Jim Schmidt:** My point is that we want performance measures similar to goals. You pay the money and withhold 10%. If they do not meet the measures we know they will not give the remaining back. If they do not meet their set measures, then they do not get the rest of the money.

**Ms. Baesler:** There are leading and lagging indicators in these fields. I think that as an agency that is responsible for this, we can determine that.

**(1:49:35) Chairman Representative David Monson:** I think we leave this up to you because you have enough experience with this.

**Ms. Sandness:** We want to leave the language that the Superintendent will determine with no more than half of the money will be given out each year.

**Chairman Representative David Monson:** Make it solid?

**Ms. Baesler:** Yes, correct.

**Chairman Representative David Monson:** I am fine with that. No one came in for the Governor's school?

**(1:51:00) Ms. Baesler:** I think this system would really help them. They were not contacted and caught off guard, but there were some who came in to testify.

**Chairman Representative David Monson:** The Senate put \$20,000 in, but the Governor did not put anything in. How did they run it last session?

**Mr. Mertz:** They received \$220,000 from the student loan trust funds.

**Ms. Sandness:** It is in other grants other funds on **page 1 of attachment 3**. It is not part of the base budget.

**Chairman Representative David Monson:** If they have to run it this time, it will be on \$20,000. We have the Governor's budget this time.

**(1:53:05) Ms. Baesler:** They receive foundation aid payment for summer school.

**Chairman Representative David Monson:** How many different places get this?

**Ms. Baesler:** It is NDSU's Governor School.

**Chairman Representative David Monson:** If they have applicants for this, they treat it like a class and get paid through foundation aid?

**Ms. Baesler:** Correct. It goes right to the school and the Governor's school sends them the bill.

**Chairman Representative David Monson:** I am okay with that.

**(1:54:30) Ms. Baesler:** I would imagine it covers their housing costs.

**Representative Tracy Boe:** What is the \$20,000 for, administration costs?

**Ms. Sandness:** We really do not know because they do not file a report.

**Chairman Representative David Monson:** I am not sure they need a report because this is foundation aid. They do not have to file a report because this money goes to the school and they decide if it is worthwhile.

**Ms. Baesler:** The \$220,000 is above and beyond. They have been receiving additional pass through dollars.

**(1:56:20) Representative Mark Sanford:** Each district that has a student there gets to keep it on their record?



**Mr. Tescher:** Each school that has one enrolled has them on their record. They have them on their summer school list and they are enrolled and counted. That bill is then paid to the Governor's school and they do get some credit for math and science.

**Representative Mark Sanford:** That then goes on their regular summer school credit record. Is that counted as a full-time student or what is the weighting?

**Mr. Tescher:** When we calculate courses, 120 hours is full time. Usually they are full course loads and the payment for summer school is 0.6 and the payment is \$1,400 for this student.

**(1:58:45) Chairman Representative David Monson:** Do they get a high school credit?

**Mr. Tescher:** I believe they do.

**Ms. Baesler:** It is a 6-week course and is dual credit that goes towards their high school degree. There is science, math, liberal arts and performing arts. It could count as elective or primary courses.

**Chairman Representative David Monson:** I do not see why we would need to fund this then.

**(2:00:05) Ms. Baesler:** I can reach out to the new directors and get a breakdown.

**Chairman Representative David Monson:** We have it as \$0 and the Senate had it as \$20,000. We have a lot of vehicles we can use to fund this program. As far as the rest of **attachment 3**, run through what I put.

**(2:01:30) Ms. Sandness:** Writing projects were \$50,000, rural arts were \$310,000, the media services were \$238,000, the mentoring program was \$2.125M.

**Chairman Representative David Monson:** Would the mentoring program be from who?

**Ms. Baesler:** It is from the Board of standards and practices. They are governed by a board of Governor appointees.

**Chairman Representative David Monson:** Are they required to have a report?

**Ms. Baesler:** Yes, and they are very good about it.

**(2:03:05) Ms. Sandness:** You had \$0 for young entrepreneur and global bridges.

**Chairman Representative David Monson:** They were required to file a report and they usually always come and testify. I can think of a lot of programs we could reach out to, but I guess it is up to the director.

**Ms. Sandness:** You had \$50,000 for "We the People" and you did discuss leaving the \$20,000 for the Governor's school.

**Chairman Representative David Monson:** Move the \$20,000 to \$0. What about PowerSchool?

**Ms. Baesler:** It was to be moved from DPI and I think it is best to stay with us because allotments create a mess when it is in other agencies.

**(2:05:40) Chairman Representative David Monson:** Will the cost go up when we add more students or schools?

**Ms. Baesler:** Yes, but cost is agreed upon in a contract so the amount is enough.

**Chairman Representative David Monson:** We zeroed out transportation efficiency. We also zeroed out the national teacher certification.

**Ms. Baesler:** We do not have a large number of teachers nationally board certified. West Fargo had the highest percentage out of any school in the nation to be nationally board certified. The teachers who have gone through it really do appreciate it and say it is the most meaningful training they have gone through. It is very difficult to complete and many school districts want them to get higher schooling certifications.

**Ms. Sandness:** Attachment 1 has the information on the national certification.

**(2:09:00) Chairman Representative David Monson:** The retired are included in the 30% that are not certified. What does it do for these teachers and students?

**Ms. Baesler:** You cannot be a new teacher and enroll. It creates a higher success rate and better scores with higher engagement for the students.

**Chairman Representative David Monson:** Do you think it is good for ND?

**Ms. Baesler:** Yes, it is.

**Chairman Representative David Monson:** Based on the numbers on attachment 1, we are going to have to increase it. Is it in code that each one receives \$1,500? The school districts will pick up the slack if it is not all covered?

**Ms. Baesler:** Yes.

**(2:11:50) Chairman Representative David Monson:** We had \$0 originally, but what do we want to do?

**Representative Mike Nathe:** Leave it and talk to them about it in conference.

**Chairman Representative David Monson:** I do not want to have to defend a \$0.

**(2:13:15) Representative Mark Sanford:** We could leave it what they have it and it would not be an issue then.

**Chairman Representative David Monson:** We could make the case for why it is valuable. If the students are scoring higher on their ACT's and other tests, it can be easy to defend.

**Representative Tracy Boe:** It all depends on who you want to defend it to.

**Chairman Representative David Monson:** It is a cut from 2 years ago. Let's leave it at the Senate's recommended level.

**Vice Chairman Representative Jim Schmidt:** When it says a student does better when a teacher has gone through this program; how does it make the uncertified teachers feel? Does it create problems?

**(2:15:20) Ms. Baesler:** I do not think they are saying the teachers are poor, but it pushes the other teachers to the next level. It is not about them not getting in, it is about putting in the extra work.

**Vice Chairman Representative Jim Schmidt:** I guess I would want my kid moved to a school with these teachers.

**Ms. Baesler:** Those are the numbers being called out for why the tenured teachers are in high quality schools than poor schools.

**Vice Chairman Representative Jim Schmidt:** Is it equitable to have them in urban vs. rural?

**Chairman Representative David Monson:** It is easier to find a mentor or cohort in a bigger area.

**Ms. Baesler:** You had 17 teachers do this together in West Fargo and that makes it way easier than an isolated teacher in Flasher.

**(2:17:45) Vice Chairman Representative Jim Schmidt:** That is a reason to go back to \$0.

**Chairman Representative David Monson:** Can you tell us on **page 1 of attachment 3**, the pool is what we put together last time and has nothing to do with **page 2**?

**Ms. Sandness:** They are different line items of the appropriation.

**Chairman Representative David Monson:** We have it at \$1.5M and we can leave it there.

**Ms. Sandness:** The Senate put in \$2.1M because they included the family engagement initiatives and transportation efficiency. Do we want that included?

**(2:19:40) Chairman Representative David Monson:** How many other things did you have cut?

**Ms. Baesler:** We have saved our students over \$6.1M in college costs and this is the pool that it comes from. The reduction in remediation has decreased. Leveraging the senior year costs gets students in and out more efficiently, saves money and increases retention.

**Chairman Representative David Monson:** How much do you need there?

**(2:21:15) Ms. Baesler:** I would like at least the \$2.1M and we can create some efficiencies. The piece is very critical. Passes out **attachments 4 and 5** to the committee.

**Chairman Representative David Monson:** You recommended and the Senate approved \$2.1M. If we leave out the \$30,000 for transportation efficiency and left \$2.1M even, that would be an increase of \$570,000. You have some turn back money too.

**Representative Mark Sanford:** When we start working on the formula, there is a lot of moving parts. There are significant dollars that will be moving around and if we want to get the formula squared away, we will have to figure this out.

**Chairman Representative David Monson:** We better meet on this tomorrow after floor session.

**(2:24:30) Representative Mark Sanford:** I think we could work on this Thursday too.

**Chairman Representative David Monson:** Could we get a briefing tomorrow after floor session because this is a huge thing? We will have to meet in the other room tomorrow.

**Ms. Baesler:** The two things I want to talk about are the ongoing strategic vision work that came out of the interim and finally the operational costs for advanced education.

**Chairman Representative David Monson:** How big will this number grow?

**Ms. Baesler:** The additional portion for advanced education is \$312,000.

**Chairman Representative David Monson:** So an additional \$600,000. In this grant pool, are there things we pooled in that do not need to be there?

**(2:27:00) Ms. Baesler:** That is what we included in our 10% cut.

# 2019 HOUSE STANDING COMMITTEE MINUTES

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

SB 2013  
3/13/2019  
33676

- Subcommittee  
 Conference Committee

Committee Clerk: Parker Oswald

## 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; and to provide exemptions.

## Minutes:

Attachments 1-4

**Chairman Representative David Monson:** Opens meeting on SB 2013 and the clerk takes attendance.

**Chairman Representative David Monson: Attachment 1** has an outline of the amount of students enrolled in some of the grant programs. How long does this list go back?

**(1:25) Sheila Sandness, LC:** The 2015-2016 school year was the first year of the program, but it includes the last 3 years.

**Chairman Representative David Monson: Attachment 1** is the information we asked about and this is near and dear to Superintendent Kirsten Baesler.

**(2:05) Kirsten Baesler: Attachment 1** is the data that may have to be returned to Commerce if the transfer bill fails.

**Chairman Representative David Monson:** Commerce's budget will eventually come back to us.

**(3:05) Representative Mark Sanford:** Without doing the math, is there a per pupil basis for attachment 1?

**Ms. Sandness:** SB 2250 is where the language is.

**Ms. Baesler:** It is \$1,000 for the reduced meal students and \$2,000 for the students who counts as free and there is no change on that.

**Chairman Representative David Monson:** There is also no funding unless they are low income. **Attachment 2** outlines some of the info on the National Board for certified teachers. **Attachment 3** outlines the figures behind the Governor's School.

**(5:20) Adam Tescher:** Passes out **attachment 4**. Begins to outline **attachment 4 on line 1**.

**(9:35) Representative Mark Sanford:** **Column 2 on attachment 4** is what you were talking about?

**Vice Chairman Representative Jim Schmidt:** The .03004 was an amendment and we should be looking at the last column?

**Mr. Tescher:** Correct. You should be using **column 3 of attachment 4**. Continues to present **attachment 4**.

**(11:55) Vice Chairman Representative Jim Schmidt:** Under that, the schools would get paid extra then right?

**Mr. Tescher:** They would be paid based on that.

**Vice Chairman Representative Jim Schmidt:** If they had 1000 students and lost 50, would they be paid for the 1000 students or the 950?

**Mr. Tescher:** We would pay for the 1000 and look back and pay for the 950 the next time around.

**Representative Mike Nathe:** They really do not have a fall off and they never do pay back those extra lost students?

**(13:45) Mr. Tescher:** If they get paid on the fall enrollment where they had the bump, we will look back and determine if the amount needs to be adjusted and we can take that extra money back.

**Representative Mike Nathe:** You would then pay them on the new amount of students?

**Mr. Tescher:** You almost have to look at this over a period of 3 years.

**Representative Mike Nathe:** If they lose students, do they have to payback for those lost students?

**Mr. Tescher:** There is a two scenarios where they lose students; they lost kids throughout the year in the fall enrollment and they have to pay that back. It could create some where the districts do not have to pay is when they do not level off and have fluctuations of high and low.

**(16:05) Representative Mark Sanford:** One of the reasons for doing that is because the fiscal year starts in July and you do not have fall enrollment data?

**Mr. Tescher:** Yes, that is correct. Our spring report is not done until June 30<sup>th</sup>.

**Representative Mark Sanford:** You first payment is made when?

**Mr. Tescher:** It is made on August 1<sup>st</sup>.

**Vice Chairman Representative Jim Schmidt:** It looks to me like we are making the payment one-time upfront, is it over three years or all at once?

**Mr. Tescher:** There is no adjustment budgeted for because that adjustment would not be ready until the next year and it is a one-time funding.

**(17:55) Vice Chairman Representative Jim Schmidt:** That may not be the actual dollar figure at all and it may actually increase then?

**Mr. Tescher:** Yes, it could go up or down.

**Representative Mike Nathe:** On the \$36.9M, how many students is that based on?

**Mr. Tescher:** Correct, and it is just over 3,000 students and that is just in the second year.

**Representative Mike Nathe:** With schools that are declining, that will operate how it is right now? How many are declining?

**Mr. Tescher:** Yes, they would not have to pay anything for an increase. Around 30-40 districts that lose around 11 students or so. Grand Forks lost 120 kids and that is an anomaly.

**(19:40) Chairman Representative David Monson:** What does next year look like?

**Mr. Tescher:** There is actually quite often that our individual school district projections are off.

**(20:40) Representative Mark Sanford:** When we talk about on-time funding, is that a bit inaccurate because if you are going up it is, but you have a one year of grace if you are decreasing?

**Mr. Tescher:** That is correct.

**Representative Mark Sanford:** If you are not getting a growth increase, you will be making money because they have the year to make the money.

**Chairman Representative David Monson:** It is \$10,000 a kid at 120 kids makes it a big deal. This is how we used to fund years ago. We came up with a term called phantom students and the declining schools got paid for last year's numbers.

**(22:50) Mr. Tescher:** That adjustment in the following year is supposed to decrease that phantom student. When we do our projections, we know how many kids we have in the seats and we can use that to project for number of enrollment.

**Chairman Representative David Monson:** The three columns on **attachment 4** include what?

**Mr. Tescher:** The bill that passed the Senate was **column 3 of attachment 4**.

**Chairman Representative David Monson:** That is fine. This would be taking it to 75% in lieu of all the way across?

**Mr. Tescher:** Yes, that is right. The \$5.7M in lieu of is also in 2 bills and they should be passed.

**Chairman Representative David Monson:** The sinking and interest reduction is down to \$0, right? The sinking and interest will not be considered in lieu of at all.

**(26:50) Mr. Tescher:** We were not going to contribute any from tax revenue to the in lieu of.

**Chairman Representative David Monson:** You have this set up for the second year of this biennium and 2 more, so 3 years?

**(28:05) Mr. Tescher:** I was referring to the on-time funding earlier when I was talking about the 3 years. In the Senate bill, they have this considered to be studied and would take about 7 years to get everyone on the formula.

**Representative Mark Sanford:** This does not include anything with the 60 mills.

**Mr. Tescher:** Correct. There was an amendment passed in HB 1365, we would increase the deduction based on what they are leveeing and cap it at 60 mills.

**(30:30) Representative Mark Sanford:** Is the number for the 60 mills still around 35% mark?

**Mr. Tescher:** It would be around the \$35M. Once we get to the 60 mills, we really do not have that problem.

**Representative Mark Sanford:** Have you looked at blending the 60 mill requirement based on all of the stuff here.

**(33:00) Mr. Tescher:** The districts can levee to get to the 60 mills.

**Representative Mark Sanford:** The goal is to get everyone leveed to the 60 mills and it can be impactful to have to make that adjustment because some are only leveeing 20 mills even though they should have been at 60 mills the whole time. Can you phase in these other pieces that have costs?

**Mr. Tescher:** The \$3M is for rapid enrollment and is meant to be spent in the first year. Phasing in some other pieces because on-time funding is difficult and it could force on-time funding.



**Representative Mark Sanford:** My idea there would be to treat it like rapid enrollment.

**Chairman Representative David Monson:** That would be for one year and that is \$6M a year and we would not have to do that every time if we went to on-time. We would save \$3M. Going forward we would be saving \$6M, correct?

**(36:00) Mr. Tescher:** We would not need the rapid enrollment anymore because they are getting paid for the students on time then. The rapid enrollment is over the first 2%. We ended up only paying roughly \$2,300 per student rather than the \$4,000. That could be a way to phase in the on-time funding, rather than the full \$37M in one year.

**Chairman Representative David Monson:** When the \$6M was gone, it was gone and you prorated it across the districts?

**Mr. Tescher:** Yes, it was prorated.

**Representative Mark Sanford:** It might continue to grow from \$3M per year. You could pick the number if you are going to phase it in over time.

**(38:20) Chairman Representative David Monson:** Your on-time funding number here, if it is in play, the rapid enrollment grants will disappear, but the \$6M would help to alleviate the on-time funding costs and would not erase it. On-time funding costs more because there is more need than the rapid enrollment.

**Mr. Tescher:** They are getting the full \$10,000 per kid and the rapid enrollment is the \$2,300. The districts do not get any funding for the first 2% increase, where they would generate \$10,000 each in on-time funding.

**Chairman Representative David Monson:** On-time is going to be about \$35M.

**(40:20) Mr. Tescher:** If you compared the \$34.9M to the \$37M, that includes the salary increase. That extra percent was roughly \$11M.

**Chairman Representative David Monson:** This is the big elephant in this budget.

**Representative Mike Nathe:** The per pupil increase is 2% and 2%?

**Mr. Tescher:** In the right column on **attachment 4** is 2% and 3% and the first two columns are 2% and 2%.

**Chairman Representative David Monson:** The middle column on **attachment 4** is what we would look at for the 2% and 2%?

**(42:20) Mr. Tescher:** Correct and what I added was from HB 1365.

**Vice Chairman Representative Jim Schmidt:** I still do not understand what the incentive for Watford City to get on the formula if they have to increase their mills?

**Chairman Representative David Monson:** If they do not get on the formula they will not get paid much going forward.

**Mr. Tescher:** The 12% increase is in the century code that is reduced by 12% and capped at 60 mills and is based on the tax payers. I will still have to go the full 12% on the formula side if the taxpayers do not. They would not pair up. There are around 12 districts that think the formula treats them well and they do not levy all 60 mills. I will continue deducting 60 mills even if they only levy 52 or whatever they choose.

**(44:45) Representative Mike Nathe:** How many schools are not on the formula?

**Mr. Tescher:** I hear that 2 different ways; transition payments have about 90 districts not on the formula, but if you look at the students, there is about 80% of the students on the formula. I believe a dozen of the districts are below the per pupil payment and 80 are above the per pupil payment.

**Chairman Representative David Monson:** We are meeting with the Senate to come up with an idea on how to make this less painful.

**Mr. Tescher:** I was requested to give these changes on **attachment 4** to see how it affects individual school districts.

**(47:25) Chairman Representative David Monson:** These numbers will change on the districts.

**Representative Mark Sanford:** Do you have a projection by school district that would include the change into the 60 mills?

**Mr. Tescher:** That is not in our particular documents, but that can be found on the DPI (Department of Public Instruction) website and was passed in SB 2265, HB 1365 and SB 2013 with the new transportation rates.

**(48:35) Chairman Representative David Monson:** We have not talked about any transportation, but you did not include anything at all on that right?

**Mr. Tescher:** That is a separate formula. We are projected just under \$1M in turn back on this biennium. I am projecting a short fall because the 2<sup>nd</sup> year rides and miles were much higher than the 1<sup>st</sup> year of the biennium.

**Chairman Representative David Monson:** How much would we save in transportation if we only paid the miles that you drove in your district to pick up kids?

**Mr. Tescher:** That is a very difficult question to answer because the routes do not show district lines, just the route.

**(50:25) Chairman Representative David Monson:** There is really no way to prove that without maps and sitting down and studying that.

**Representative Tracy Boe:** My question is how do we audit these numbers? Do they just fill out numbers on a sheet and how do we verify these numbers?

**(51:25) Mr. Tescher:** The audit process that DPI does is comparing year to year. We will research why there was a major increase or decrease and figure out why. Sometimes we try to condense routes or meet parents somewhere.

**Chairman Representative David Monson:** My old school district has kids from a few districts and one family moved halfway through the year and they wanted to continue going to my school. They were allowed to come if they got their kids to Milton to get on the bus; would the parents get reimbursed?

**Mr. Tescher:** Yes, correct. There is a rate set for family to bus or family to school. It is substantially less than the bus.

**(54:00) Representative Tracy Boe:** The parents would be getting subsidized to drive a route that already exists. When you travel beyond the border of your school district and if they leave those boundaries, they are duplicating a service route that has already been provided. In many cases it is duplicated and duplicated.

**Chairman Representative David Monson:** It is cheaper because family rides are cheaper than the bus.

**Mr. Tescher:** I believe that would still be the case. When we report miles and rides, we report how many miles and riders are on that route.

**Chairman Representative David Monson:** I would guess the Superintendents are getting paid for doing that. It would be no different than a shuttle. You do not go back and audit unless there is a big glaring item?

**(56:30) Mr. Tescher:** We usually only audit on a year to year basis and it is hard to mark everything that happens.

**Chairman Representative David Monson:** Would you recommend we do Representative Tracy Boe's idea?

**Mr. Tescher:** I believe it would be very difficult to implement by the next school year. The only way we could do anything would be to use the honor system.

**Representative Tracy Boe:** You are currently on an honor system. I have been talking about this for a minimum of 4 years.

**Mr. Tescher:** I have only been here for 3 years.

**(58:05) Representative Mark Sanford:** The statute of limitations has expired since I was in charge.

**Chairman Representative David Monson:** What would we save if we jack potted transportation? If we did not pay for busing and took the amount, we pay now and put into higher per pupil payments and I bet you would see a lot less of what Representative Tracy Boe would be seeing and they would get a lot more efficient.

**Representative Tracy Boe:** How about give them 20% subsidy and if you fill out the map you get the other 30%. I think that we have the system for mapping and that they have the program. There is a simple answer to this that would be implemented.

**(1:00:15) Representative Mike Schatz:** How much do we spend on transportation as a state?

**Mr. Tescher:** I believe that appropriation covers around 50% of the state and it would be around \$55M a year, so \$110M per biennium.

**Representative Mike Schatz:** The one thing that drove me crazy was the cost of a new bus versus an old bus.

**(1:01:35) Chairman Representative David Monson:** They were worthless by the time you were done with that. ElRoy Burkle was talking about it being \$58M last time for transportation and the cut brought them down to \$55M.

**Mr. Tescher:** Total spent on student transportation for the 2017-2018 school year was \$65M. Our reimbursement is about 50% of that. The appropriation covers about 50% of the total costs.

**Chairman Representative David Monson:** We were asked to reinstate back to what we budgeted last time.

**(1:03:15) Representative Tracy Boe:** The rate of reimbursement was asked to be static and we would have to add more for the extra bus mileage being added.

**Mr. Tescher:** I believe that is correct.

**Chairman Representative David Monson:** Your numbers of miles are growing and you are packing the riders in higher numbers?

**Mr. Tescher:** We did see a dip in the first year of this biennium.

**Chairman Representative David Monson:** If you are packing more kids into the same bus, it does not take any more fuel, but we are paying per bus and per mile. You also get paid by the number of kids?

**Mr. Tescher:** We pay off of miles and rides and it is in SB 2013, which is \$0.30 per ride on 175 contact days to and from school.

**(1:05:55) Chairman Representative David Monson:** One thing talked about was the bill that takes the day's amount to hours, which is supposedly saying that the number of hours was a significant difference compared to the days and was about 15 days of time less. We pay on numbers of days and if this hour's bill passes, we would be on 160 days of effect.

**Mr. Tescher:** If that bill does pass, we will have to tie in a cap to their calendar days. It does not necessarily mean they would have any changes. They may have longer days instead of more calendar days. It would cause some difficulties, but we could add a cap to create limitations and it will rely on the districts to keep that updated. We could find a way to tie it into their contact days.

**(1:09:20) Chairman Representative David Monson:** We did not decide anything on transportation. Anything else? We are not ready to make any changes on this one yet. We are fairly done on the pass through grants and you have the 2% and 2% increases already. You should talk about the 2 \$300,000 items; which I think we can put into the pool. There was a \$3M project?

**Ms. Baesler:** Yes, there was a bill passed for the computer training. We now have standards for pre-K through 12<sup>th</sup> grade. The next item was to make sure the teachers are trained and the third is to pay for the teachers to receive the credentials for training. We did not want to replicate some situations we have both encountered. The legislature passed a requirement that every school needed a library media specialist per certain amount of students and they needed that special credential and were paid for by themselves. Some teachers may be faced with that opportunity and some school districts may have money to pay for that training. The \$3M would provide for training for one teacher on average for every 150 students. The state would pay for them. It would be no factor and would be a flat out rate. It is much like a driver's education credential or something like special education. We are talking about our current cohort of teachers and that is why it is one-time.

**(1:15:40) Chairman Representative David Monson:** We had a teacher who wanted to teach computers and he had something put on his resume. This was an endorsement to teach every grade, but would that be what he needs?

**Ms. Baesler:** He would have what he needs. Only 13% of our schools have a qualified teacher. We are talking about the computer science and cyber security. Homeland security and a few others provide the training.

**Chairman Representative David Monson:** So they may not have much training on that then?

**Ms. Baesler:** This would be more coding and the science of that and it would be paid for out of the carryover.

**(1:17:45) Chairman Representative David Monson:** I told LC to put it on the list.

**Ms. Baesler:** The other amount was to be put on the list and quality was measured and it would be compared on the same level for advanced education. They had a contract increase when new schools were added and we did not ask for anything in 2017 because we did not get the numbers for them yet. The \$312,000 is for the contract increase for advanced education. It is a way to measure inputs from outputs and that every school is engaged in improvement contracts.

**Chairman Representative David Monson:** We do not do accreditation, but we have to have a contract with them, but did we even fund it at all last time?

**Ms. Baesler:** We did, but they carried us because we did not have that last time.

**Chairman Representative David Monson:** The purpose is to add more.

**(1:20:15) Ms. Baesler:** They inform me what they have received for the continuing improvement. I make sure advanced education is making strides forward.

**Chairman Representative David Monson:** I said to just put it into operating because we have to have that.

**Ms. Baesler:** The other item was for the strategic vision goals and that is ongoing and includes 6 improvement goals. We will be meeting again to see how the baseline metrics have continued to grow and work. We would like to continue that work and we would like to continue giving that information. I used our operating costs to do this, but DPI should not be the leading agency.

**Chairman Representative David Monson:** Did they kick any money into you?

**Ms. Baesler:** They did not, but we are talking about it. We do not think DPI should be the boss of everything and the committee policy interim felt someone should be in charge of this.

**(1:24:00) Chairman Representative David Monson:** I do not see any place else that has the stake in it that you do. They get the data and use it, so I do not necessarily see that your budget or the state of ND should fund it. I am thinking we should put in opportunities to pay it through special funds.

**Ms. Baesler:** ESPB (Education Standards and Practices Board), CTE (Career and Technical Education), REA (Research and Education Association) and EduTech were required to do these. We figured out how we as an agency should complete those goals. If you are seeing the thought process of the committee that something like CTE is off on their own and not contributing to graduating students, you can identify why they are not pushing. It is our effort as entities to push forward with that. They are all comfortable with everyone collecting data and wanted DPI to oversee.

**Chairman Representative David Monson:** I told LC to add it to operating. There should be around \$612,000 there and \$3M in the carryover that will be used for the computer science. Since that dealt with credentials, we were talking about reading credentials. We do not do reading credentials anymore?

**(1:28:05) Ms. Baesler:** They were required under No Child Left Behind. Under that, you needed additional training to leverage those dollars for title 1 reading teachers. We had schools who wanted schools to do their reading classes, but they did not want to send them back to school. We asked if they wanted to do away with those credentials. The teachers said yes and the Superintendents said no. There are situations that teachers have reading credentials and allowed them to keep it on their license and when their reading credential expires, they will be informed that they have a lifetime reading credential. We cannot confirm, but what we suspect is that they no longer need continuing education credit to renew that and can apply for a lifetime credential. When that teacher credential expires and the teacher finally does have to get their teaching license renewed, they will be informed then.

**Chairman Representative David Monson:** As long as they had it at any time?

**Ms. Baesler:** Correct. That is what we are suspecting.

**Chairman Representative David Monson:** That has nothing to do with budgeting though. Anything else? The only other issues are really the transportation issues. We should come up with something on that.

**(1:35:20) Chairman Representative David Monson:** Closes meeting on SB 2013.

# 2019 HOUSE STANDING COMMITTEE MINUTES

## Appropriations Committee – Education and Environment Division Roughrider Room, State Capitol

SB 2013  
3/20/2019  
34033

- Subcommittee  
 Conference Committee

Committee Clerk: Parker Oswald

### 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; and to provide exemptions.

### Minutes:

Attachment 1

**Chairman Representative David Monson:** Opens meeting on SB 2013.

**Representative Tracy Boe:** I have something for Representative Mark Sanford on DPI's (Department of Public Instruction) budget.

**Chairman Representative David Monson:** We are taking up the DPI budget including the schools for the deaf and blind and the state library as well. I do not even know where to begin on this. SB 2250 died on the floor yesterday and covered some of the bonding for childcare. The money is now in SB 2013 for that then. We had taken the language out of Commerce before we sent that over to the Senate. Any changes on **attachment 1**? I have some notes on adult education. We do not even have a House version for this.

**(4:30) Sheila Sandness, LC:** We have the pass through grants, but it is difficult to pick and choose certain things in this budget.

**Chairman Representative David Monson:** We have the pass through grants completed and the issue with SB 2250. Anything for the Schools of Deaf and Blind or State Library?

**Ms. Sandness:** The Senate went for the executive recommendation on those. They added some funding back in the form of an FTE (full time employee). Aside from the salary compensation, the only changes made were 1 added FTE and \$200,000 for one of the schools.

**Chairman Representative David Monson:** What was the 1 FTE for?

**Ms. Sandness:** They removed two undesignated positions and added back 1 with special funds and then gave them back the additional FTE and \$200,000 from general fund.



**Becky Deichert, OMB:** They removed 2 FTE and requested back 1 FTE.

**(7:15) Chairman Representative David Monson:** There were restored funding for operating and for an interpreter. Is there anything else?

**Ms. Deichert:** We switched funding sources for salaries, not removing positions.

**Chairman Representative David Monson:** Transportation is another issue. I am thinking we just leave it with the money out of there. Senate did not put as much in there as they had asked for.

**Representative Tracy Boe:** We talked about maybe doing a study, but I do not see value in the study. I guess by now they know what I want and I guess I could do something to get their attention.

**(9:40) Chairman Representative David Monson:** If we do not pay a district for picking up kids outside of their district, it would leave them the money they say they need per mile. That would be their decision to pick up outside students or make them meet at a certain area. I do not know who would watchdog that though.

**Representative Tracy Boe:** That is exactly right.

**Chairman Representative David Monson:** How big of a deal would that be?

**Ms. Sandness:** We could rework some of the reimbursement figures.

**(11:30) Representative Tracy Boe:** It could be as simple as making a map and have a claw back if you go outside of the district.

**(11:50) Adam Tescher:** I think adding the language would be fine. If you want us to audit and collect a map, this could create challenges. I do not know how we would determine the exact mileage.

**Representative Tracy Boe:** How do we count up the miles now?

**Mr. Tescher:** We had them reported to us. I am not sure how the district does it.

**Representative Tracy Boe:** As of now, we have no idea how they map out those miles?

**Mr. Tescher:** We would expect them to use an odometer for the route or maybe in Google Maps that can help.

**Chairman Representative David Monson:** Sometimes I just used my odometer to tell, sometimes I told the bus driver to drive the route and we outlined the route and timing of it. You would make a whole route.

**(16:10) Mr. Tescher:** We pay based off of miles driven and head count on the buses. Sometimes they will coordinate and even drop off students at other schools.

**Chairman Representative David Monson:** They get paid in two ways. Outside of your district, you would have to not pay for miles or students outside the district.

**Representative Tracy Boe:** My point is that we have paid for miles of students riding on a route that gets used by multiple buses. If you want to provide services outside of your district, that is your decision.

**Chairman Representative David Monson:** You have already paid for the students once; no you have not. You only get paid for the student one-time. The miles duplicated is a different story.

**Mr. Tescher:** Correct.

**Representative Tracy Boe:** I am convinced it is problematic and hard to come to a conclusion. I say cut the money down.

**Chairman Representative David Monson:** I would think we could add a provision that does not allow you to get paid for the miles, but the kids will be paid for.

**(20:30) Representative Tracy Boe:** I give up.

**Representative Bob Martinson:** I am with you on this. We used to argue about small bus versus big bus and that was different than what this is.

**Chairman Representative David Monson:** We still pay a different rate for different sized buses?

**Mr. Tescher:** Correct. A small bus is listed as anything under 10. The next size is anything above 18.

**Chairman Representative David Monson:** Didn't the Feds outlaw vans?

**Mr. Tescher:** I am not aware of any van usage. A suburban or Yukon would count as a small bus.

**(22:35) Representative Mike Schatz:** Why did they get rid of the 15 person vans?

**Mr. Tescher:** It had to deal with the ease of tipping over.

**Chairman Representative David Monson:** They outlawed them.

**Representative Tracy Boe:** You could operate one without a class 2 license.

**Mr. Tescher:** I want to confirm this first. I do not know if that means they cannot purchase new ones or if they can still use operating buses.

**(24:35) ElRoy Burkle:** I am unaware of any vans still operating. The back end had an additional 2-3 feet and they were not safe enough. You cannot buy a new van for the schools.

**Representative Tracy Boe:** We have talked about this earlier and we can do a study to try and get more information on this.

**Chairman Representative David Monson:** Put this in as a study. It is probably time for a study. How much were you asking for?

**Ms. Sandness:** Do not add the language then?

**Chairman Representative David Monson:** Correct.

**(27:00) Mr. Burkle:** It is time for a study again. One thing I thought was interesting is the Class A versus Class B. It was reduced by almost 2,000 runs in 2017-2018. We have been struggling to hire drivers. The in-town have increase by about 20,000 runs. Our current allocation is \$54M. We would need an additional \$600,000 to hold steady. If we keep up the increases in students, we would need a cushion.

**Chairman Representative David Monson:** You are looking for \$600,000 increase over the Senate. Your ridership is down in the smaller areas and we need more in the larger communities. You can look at how far Bismarck has expanded. Williston's new school is very far out of town and I am appalled that they are expecting students to get themselves there. They claim they are too broke for buses.

**(31:45) Mr. Burkle:** I am here for the rural districts, but the urban communities have seen a large increase.

**Chairman Representative David Monson:** What do we want to do with transportation. What do we want to do?

**Representative Bob Martinson:** No one has talked to me about transportation in years.

**Chairman Representative David Monson:** That is because we have kept them whole. Rural money is being used in urban environment because of the uptick. Some cities have buses that they can ride every day. Do kids go to school on a city bus?

**Representative Mark Sanford:** Yes. Grand Forks only transports Air base kids and special needs students. It is all contracted by individual groups of families. The ridership fee is collected from the state. If the ride each day is \$1, the ridership rates have \$0.50 to make up the rest of it.

**(35:10) Representative Mike Nathe:** I have also never been approached. I do not know what the needs and wished are because I have never been reached out to.

**Chairman Representative David Monson:** The case can easily be made to put \$600,000 in there due to growth.

**Representative Mark Sanford:** I wanted a refresher on the cost reimbursement.

**(37:00) Mr. Burke:** The cost of transportation was \$65M and the reimbursement from the state was \$28M. What I have noticed is that the cost of transportation in 2014 was \$59M. Is that the data you wanted?

**Representative Mark Sanford:** Yes.

**Chairman Representative David Monson:** To put it in a nutshell, the cost for all school's districts across the state keeps increasing because miles of suburban sprawl are increasing. The number of buses goes up and everything costs more besides maybe the fuel.

**Mr. Tescher:** There is an estimated \$1M turn back because there was consolidation from cuts.

**Chairman Representative David Monson:** What happens to that turn back?

**(40:45) Mr. Tescher:** The extra money was given as bonuses.

**Chairman Representative David Monson:** You are saying it was an anomaly for the first biennium?

**Mr. Tescher:** There are a lot of scenarios that work closely in transportation.

**Chairman Representative David Monson:** What do we have to lose then? We do get the unspent money back.

**Mr. Tescher:** We are going to set the appropriation for that.

**Representative Mark Sanford:** The national data shows ND has really advanced. These things change the story because we have more rural-ness. It also means smaller class sizes. I think the reality beyond that is more identified special need students that involve more costs.

**(44:55) Chairman Representative David Monson:** The school districts are pooling out a lot from the per pupil payment. I say we put in \$600,000 and leave it for the end. Did we decide the funding for the mentorship?

**Ms. Sandness:** There was \$200,000 added in for one of the programs. I do not have the one you are meaning other than the teacher mentorship. The committee decided money for the ND LEAD center.

**Chairman Representative David Monson:** What about the other big gorilla? The coding and computer literacy for teachers. One-time funding was \$3M and I think we left that in there.

**Ms. Sandness:** You added a section to use their carryover for that. The Senate did not fund that at all.

**Chairman Representative David Monson:** Are you still up for that?

**Ms. Sandness:** There are items that may need to be covered. There was the teacher shortage loan forgiveness that was added,

**Chairman Representative David Monson:** We took that out of HB 1003 and okayed that.

**Ms. Sandness:** You were okay with the FTE adjustments?

**Chairman Representative David Monson:** They took 4 out and put one back.

**(50:55) Representative Mike Nathe:** Are we done talking about code.org? I think it is vitally important and we know we could use students in this area. It is imperative that we do that program.

**Chairman Representative David Monson:** The \$3M is one-time. Do you want Gateway to Science? It is an older remodeled building.

**Representative Mike Nathe:** They go all over the state. They are catching the kids at an earlier age and getting them involved.

**Chairman Representative David Monson:** I was a former STEM teacher. I equate this closely with the career academies and the Bismarck one that opened its own. If we fund these, everyone is going to want one in their district.

**Representative Mike Nathe:** Is that a bad thing? We fund a lot of things that are not worth funding.

**Chairman Representative David Monson:** I would put this on a higher pedestal than a career academy.

**(54:05) Representative Tracy Boe:** I would say \$7.5M.

**Chairman Representative David Monson:** Everyone in the state will want something. Do we really want to fight with the bigger cities every time? You like the \$7.5M?

**Representative Tracy Boe:** Yes.

**Vice Chairman Representative Jim Schmidt:** Do what we wish.

**Representative Mike Schatz:** I am okay with whatever.

**Chairman Representative David Monson:** Put it on, but I cannot vote for that. I know you are all for the kids, but I hope you see my side. I have a feeling we will say a move.

**Ms. Sandness:** What is this for?

**Representative Bob Martinson:** Pass through grant for Gateway to Science at \$7.5M. The good thing about this is that you are the Chairman and we will be behind you.

**(56:35) Representative Tracy Boe:** I do not even get invited.

**Chairman Representative David Monson:** I will make sure they know who introduced that. Anything else on **attachment 1**? The program grant pool is \$1.5M and the discretionary pool. We approved the free breakfast. We will have to talk about SB 2250 and how that relates. If worse comes to worse, we can take it out of here and add it to Commerce. Adult education matching grants are slotted at \$3M.

**Ms. Sandness:** The Senate had that at \$4.4M and you moved it back to that \$4.4M.

**Chairman Representative David Monson:** That is okayed then. We left the Governor School out because they do run this through summer programs and they get foundation aid for that. I think we are done with **page 2 of attachment 1**. We added language that the pass through grants have to be reported on and to get the second year's money, they have to give a report on their plans.

**(1:00:15) Representative Mark Sanford:** In one of the bills, the phase in timeframe is what exactly?

**Mr. Tescher:** There is SB 2265 and HB 1365 and that adjusts the in lieu of property taxes. The phase in part is what?

**Representative Mark Sanford:** That all has to come together some time. There was a question of how to phase in the 60 mills and everything else.

**Mr. Tescher:** I think it is 6 years after this year, so around 7 years total.

**Chairman Representative David Monson:** Anything to update on those two bills or are they in committee?

**Mr. Tescher:** I believe they are still just in committee.

**Chairman Representative David Monson:** Are they leaving it as two separate bills?

**Mr. Tescher:** Yes, that was the plan.

**(1:03:05) Chairman Representative David Monson:** If they made those bills exactly the same, then we know what to work with in here. At that point, one or the other could pass and we could put it in here. I do not care how they decide to pass it, but it gives us a jump on it. Are you sensing which direction they will be going?

**Ms. Sandness:** They will be working on it Monday. They are concentrating their efforts on SB 2265.

**Chairman Representative David Monson:** I have a note talking about ITD (Information Technology Department) to get PowerSchool.

**Ms. Sandness:** That has been in DPI and the executive recommendation put it into ITD and the Senate put it back in here.

**Chairman Representative David Monson:** Okay. I have \$312,000 for advanced education.

**Ms. Sandness:** That would be to increase their operating expense. There was another \$300,000 that was added.

**Chairman Representative David Monson:** I think we agreed to put it in here. I have another note that says \$4.3M in turn back.

**Ms. Sandness:** I believe the turn back is higher and around \$16M and the Senate has given them authority to use \$4M for contracts and now another \$3M for one-time funding.

**(1:07:30) Chairman Representative David Monson:** There was \$7.5M for Gateway to Science too.

**Ms. Sandness:** There would be a remainder of \$1.5M remaining in the turn back then.

**Chairman Representative David Monson:** I still have \$4.3M is needed of the turn back. Was the \$300,000 in there?

**Jamie Mertz:** That was the amount we found in our testimony and that \$4.3M had to be counted twice and that is why it bumped to \$16M in turn back.

**Chairman Representative David Monson:** We might be back this afternoon on this. We can work on the Secretary of State. It might be a lot to ask to get a new long sheet by this afternoon.

**Ms. Sandness:** I can put that together.

**Chairman Representative David Monson:** We will pick up about 15 minutes after floor session and talk some more DPI. We can talk secretary of state this afternoon and finish that.

**(1:11:10) Chairman Representative David Monson:** Closes meeting on SB 2013.

# 2019 HOUSE STANDING COMMITTEE MINUTES

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

SB 2013  
3/20/2019  
34048

- Subcommittee  
 Conference Committee

Committee Clerk: Parker Oswald

## 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; and to provide exemptions.

## Minutes:

Attachment 1

**Chairman Representative David Monson:** Opens meeting on SB 2013. We have a new and updated figures chart here with **attachment 1**.

**Sheila Sandness, LC:** Begins to outline **page 2 of attachment 1**.

**Chairman Representative David Monson:** We need to get the formula squared away.

**Ms. Sandness:** I left that rapid enrollment at \$0 and that is included in SB 2265 and that is the formula bill as well. Continues on **page 2 of attachment 1** on the program grants section.

**(2:25) Chairman Representative David Monson:** The professional development is going through DPI (Department of Public Instruction)?

**Ms. Sandness:** Correct, that goes through Superintendent Baesler.

**Chairman Representative David Monson:** Program grant pool; so the \$200,000 is above and over the \$1.5M.

**Ms. Sandness:** The discussion was to have a separate line for that, but I could add it to the pool.

**Chairman Representative David Monson:** We can leave that there.

**Ms. Sandness:** The \$1.5M is in SB 2265 and it was not reconsidered.



**(3:45) Chairman Representative David Monson:** That money will have to be taken out and put into Commerce. Representative Mike Nathe, you will have to make sure that \$1.5M goes back in there.

**Representative Mike Nathe:** Should I talk to the Senate about that?

**Chairman Representative David Monson:** Yes, but I talked to some of them already and they will put that in on their end.

**Ms. Sandness:** It is the pre-kindergarten grants.

**(5:20) Chairman Representative David Monson:** We have reduced a small amount from what the Senate had and another \$1.5M will be coming out as well.

**Representative Bob Martinson:** The \$7.5M for Gateway to Science should really come out of this biennium. Should we add an emergency clause?

**Ms. Sandness:** It will not show up in the 2019-2021 biennium, but I can cover that. Continues outlining other grants on **page 2 of attachment 1**.

**Chairman Representative David Monson:** The \$300,000 and \$312,000 are in which?

**Ms. Sandness:** The \$300,000 is for the operating line and under agency administration and an increase of \$312,000 for advanced education contracts.

**(9:15) Chairman Representative David Monson:** How much did we put into advanced education last time?

**Jamie Mertz:** That is at \$800,000 per biennium.

**Chairman Representative David Monson:** The need for \$312,000 is what?

**Mr. Mertz:** If I recall, we issued a requirement to utilize advanced education and they were using other agencies and this will digitalize it and modernize the program.

**Chairman Representative David Monson:** It was \$800,000 before.

**Mr. Mertz:** Correct. They were going to increase the contract before the biennium.

**(10:55) Chairman Representative David Monson:** I got it now.

**Ms. Sandness:** Returns to **page 3 of attachment 1** to outline the agency administration pass through grants.

**Chairman Representative David Monson:** We did not have any FTE (full time employee) changes?

**Ms. Sandness:** I had nothing in my notes.

**Chairman Representative David Monson:** It looks like a reduction of 3 FTE in their line. The 0 in the House line means we did not change anything?

**Ms. Sandness:** Correct. I did not know if you wanted to make any changes to FTE.

**(13:00) Chairman Representative David Monson:** We did not talk a lot about it, but I think we are fine with that.

**Representative Mark Sanford:** Relative to the ESL (English and Second Language) grants; what are the methods of distribution?

**Ms. Sandness:** They are considered one-time funding and there is some that goes through the formula.

**Chairman Representative David Monson:** We did not even mention that. They are at \$0.

**Ms. Sandness:** They were all done as one-time funding last time.

**Representative Mike Schatz:** Is there money in the budget for REAs (Research and Education Association)?

**(14:55) Ms. Sandness:** Yes, there is an appropriation that provides \$500,000 from the integrated forms line item for these associations.

**Chairman Representative David Monson:** The extra \$100,000 was used for a merger?

**Ms. Sandness:** Correct, that is on top of that \$500,000.

**Chairman Representative David Monson:** The \$500,000 is for the 8 remaining REAs?

**Mr. Mertz:** There are 7 left because there were 8 and 2 merged.

**(16:50) Chairman Representative David Monson:** Is there still one in Mayville? That was not really an REA, but more of a teacher center and it was through Mayville State University. Maybe we did not fund them last time. Did they get money? We wanted them to merge with one of the other REA down there, but they were supported by the college.

**Mr. Mertz:** We had 8 true REA before.

**Chairman Representative David Monson:** We cut them back to \$500,000 from \$800,000.

**Representative Mark Sanford:** The total for REA in the budget is \$500,000?

**Ms. Sandness:** That is provided in the sections and there is a provision in the formula.

**Chairman Representative David Monson:** That formula will be in a different bill. We really should be increasing.

**Representative Mike Schatz:** They also get money from the districts.

**(19:20) Chairman Representative David Monson:** They would have to use their per pupil payment to be a part of this.

**Representative Mike Schatz:** One from districts, one from the formula and one for the \$500,000.

**Chairman Representative David Monson:** They can join if they want. I think they are doing great stuff. What is left?

**(20:15) Ms. Sandness:** Begins to outline **page 1 of attachment 1**.

**Chairman Representative David Monson:** In the case of the writing projects where there is more than one; would they have the authority to not fund one?

**Ms. Sandness:** It was discussed to amend section 11 related to pass through grants that each of these can only receive 50% of the appropriation until they report.

**Chairman Representative David Monson:** Most of these are a single entity, but the writing projects in Minot or Grand Forks did not have it specified by how much they should be getting. She does not have to give this money out now either.

**Ms. Sandness:** That is just the change and the total is on **page 3 of attachment 1**.

**Chairman Representative David Monson:** PowerSchool stays in there as well.

**(23:40) Ms. Sandness:** Continues on **page 1 of attachment 1** in other proposed changes.

**Chairman Representative David Monson:** You could say the update to transportation rates is a cost to continue.

**Ms. Sandness:** The Senate has put in \$500,000 so far and you are putting in another \$600,000.

**Chairman Representative David Monson:** And that just keeps the rates even?

**Ms. Sandness:** Correct, it keeps the rates the same as they are now.

**Chairman Representative David Monson:** We know the per pupil payments have not gone up for a while and is an easy sell as a cost to continue.

**(26:40) Representative Mark Sanford:** The grant for Gateway, does it have parameters around it on what it is used for?

**Representative Bob Martinson:** It is construction and equipment.

**Chairman Representative David Monson:** What are they going to do with the old equipment?

**Representative Bob Martinson:** It is in really poor shape.

**(28:25) Chairman Representative David Monson:** Closes meeting on SB 2013.

# 2019 HOUSE STANDING COMMITTEE MINUTES

## Appropriations Committee – Education and Environment Division Roughrider Room, State Capitol

SB 2013  
3/25/2019  
34187

- Subcommittee  
 Conference Committee

Committee Clerk: Parker Oswald

### 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; and to provide exemptions.

### Minutes:

Attachments 1-2

**Chairman Representative David Monson:** Opens meeting on SB 2013 and the clerk takes attendance.

**Chairman Representative David Monson:** We will talk about the Department of Public Instruction (DPI) budget and there was an issue of about \$2M that needs to be fixed. There are also a few cabinet guests as well.

**(2:35) Jamie Mertz:** On **attachment 1**, I found an error in the base budget and I apologize for not finding it sooner. What I discovered is that we tried making a payroll correction and it gave us an incorrect number. General operating is \$11.4M and the base payroll change is \$1.4M. You will see that based on our base, that is a 17% decrease and is much higher than the expected 10% decrease. The 10% decrease will be tough for us, but the 17% decrease will be detrimental. I am requesting that our operating line be requested by \$1M and the other funds be reduced by \$1M. We can reduce the special contracts line by \$1M as well. We had our halfway point at \$12M for our contracts and \$3M of that was old stuff and we should not have doubled that.

**Chairman Representative David Monson:** What does old stuff mean?

**Mr. Mertz:** It was money from a previous biennium. The shortfall funding from last biennium was not enough.

**Chairman Representative David Monson:** What if the money does not cover them?

**Mr. Mertz:** We will cover them in the next biennium.

**Chairman Representative David Monson:** Where is the decrease in \$1M other funds?

**Mr. Mertz:** There is leniency in the federal funds.

**(7:15) Chairman Representative David Monson:** I do not much care for other funds because you can always find them. I do not want to short you either.

**Sheila Sandness, LC:** You are looking for an addition of operating line and not the payroll?

**Mr. Mertz:** Correct.

**Chairman Representative David Monson:** Removing 4 FTE (full time employee)?

**Mr. Mertz:** As part of the Governor's request, we were to remove 4 and had 1 returned. I was just explaining the total cuts.

**Representative Mike Nathe:** Why the reduction of \$1M for special education contracts?

**Mr. Mertz:** That was to offset our costs.

**Representative Mike Nathe:** That will not affect those contracts?

**Mr. Mertz:** No, that is a 24% increase and it will cover that.

**(9:50) Chairman Representative David Monson:** The net effect is \$0, other funds will be reduced by \$1M, you mistake was what?

**Mr. Mertz:** It was \$1.11M.

**Chairman Representative David Monson:** Put it on the list to fix that.

**Representative Mike Schatz:** Did you say there was a 24% increase?

**Mr. Mertz:** Correct. Our total is \$19.4M and our request was for about \$5M.

**Representative Mike Schatz:** Why the increase?

**Mr. Mertz:** We usually have a shortfall in that line and we want to cover that. In the first year alone we had \$12M in requested funds for those.

**Representative Mike Schatz:** How short were you?

**Mr. Mertz:** We were \$2.7M short last biennium.

**(12:15) Representative Mark Sanford:** On those special education contracts, I am assuming many of them carryover, but it is also unpredictable to know how many new contracts you will get.

**Mr. Mertz:** The amount has increased exponentially. We have tried to anticipate it, but the variables are increasing.

**Chairman Representative David Monson:** The number of students and dollars needed are increasing. The \$19M was about \$2.5M short?

**Mr. Mertz:** Prior to that it was \$17M and the \$19.3M came after more money.

**Chairman Representative David Monson:** You should still have a little bit of a cushion.

**Mr. Mertz:** Correct.

**Chairman Representative David Monson:** Anything else? Sheila, do you have anything else to bring up?

**(14:40) Ms. Sandness:** I have not updated the long sheets because we have been waiting on the policy bills. I have **attachment 2**, which is HB 1429 and covers the teacher loan forgiveness. Begins to outline **attachment 2 on page 1**.

**(16:50) Chairman Representative David Monson:** This was in higher education and is being moved to DPI?

**Ms. Sandness:** Correct.

**Chairman Representative David Monson:** Was this in HB 1003?

**Ms. Sandness:** I believe it was taken out of that budget.

**Chairman Representative David Monson:** This has now passed both the House and the Senate and was it amended?

**Ms. Sandness:** Yes, it has passed and has returned to the Senate. They have amended to cover the costs of the move.

**Representative Bob Martinson:** There will not be a conference if we agree.

**(18:40) Ms. Sandness:** Correct. There was a question on what the \$2.1M added into DPI covers.

**Chairman Representative David Monson:** This will come to Representative Delzer?

**Ms. Sandness:** If there was a fiscal impact, it would have come through full appropriations the first half. There is a fiscal impact of the carryover.

**Vice Chairman Representative Jim Schmidt:** The fiscal note is attached in **attachment 2**.

**Chairman Representative David Monson:** What did the old fiscal note say?

**Ms. Sandness:** It was expanded to cover the \$748,000 of the \$2.1M.

**(20:40) Representative Mark Sanford:** That was one of the reductions noted in the higher education budget.

**Ms. Sandness:** There was a \$2.1M appropriation and it was not used fully because the program was only implemented in the second year of the biennium. In the coming biennium there will be 2 years of payments and that will cost approximately \$2.7M. It is a 4-year program as well.

**Chairman Representative David Monson:** Why are you having this if you have \$700,000 in carryover? It will all be spent this biennium?

**Ms. Sandness:** Correct, **page 6 of attachment 2** outlines the exact numbers on the fiscal note.

**Chairman Representative David Monson:** The true carryover is only \$141,000?

**Ms. Sandness:** At the end of the next biennium, they will have \$100,000.

**Chairman Representative David Monson:** What happens if we are short of funds overall and we have to sweep some of these back?

**(24:10) Ms. Sandness:** They are funding the current cohort, which is a known number. Assuming they make all of the payments to the enrolled teachers, there should be a handle on the numbers.

**Representative Mark Sanford:** We heard from school administrators and there was a cap on that, so they had to make choices. I am guessing that this is the amount and there are only so many grants that can go out and they are distributed by need.

**(25:35) Kirsten Baesler:** Introduces self to committee.

**Chairman Representative David Monson:** Are you planning to limit the number of teachers?

**Ms. Baesler:** There was a taskforce started to outline the teacher recruitment. There was a bill proposed that would be separate and it would have covered the needs for our critical needs and rural teachers. Financial stabilization funds were used quite heavily and the bill asking for \$6M was killed. The language for rural and critical shortage was rolled in and moved on. We had to come up with rules on each district only having 2 slots. That creates winners and losers. The legislators have put a sunset on this clause and there may not be existing opportunities in the future.

**Chairman Representative David Monson:** So this is it, there is no extra?

**Ms. Baesler:** They were offered contracts to come and teach in the rural areas and if they stayed, then they would have those loan forgiveness payments.



**Chairman Representative David Monson:** All of the language moved exactly over?

**(29:30) Ms. Sandness:** The language changes a little and we would have to address that. Section 16 maintains the old language and changes the name.

**Chairman Representative David Monson:** So we would have to remove section 16 of HB 1429.

**Ms. Baesler:** My State Superintendent cabinet is here and they have the opportunity to serve here for a little while and I would like to introduce them.

**Chairman Representative David Monson:** Before we do that, should we add it to the list to remove Section 16? Add it to the list.

**Ms. Baesler:** I would like to have the students introduce themselves.

**(31:30)** The students begin to introduce themselves.

**(34:10) Ms. Baesler:** We meet for a full day every quarter and they share with me the improvements we need to make and the things we are doing well. This committee has funded these students and I thank you for the help.

**Representative Mike Nathe:** Have you seen that there is \$270,000, do you foresee it going higher and with the requirement of staying in rural schools, are they staying or leaving?

**Ms. Baesler:** There is a cap, but if there was no cap, it would have been much higher. Some are leaving, but a majority of them are staying in these rural schools.

**Representative Mike Nathe:** What would it have been if we did not cap it?

**Ms. Baesler:** Another half would be in and it would be a whole new round. We ask the superintendents in the districts what was hardest to fill and they made the decision. We took the money and looked at the number of applicants.

**Representative Mike Nathe:** Was it a cap due to the money issue?

**Ms. Baesler:** That is correct.

**Chairman Representative David Monson:** Any other questions?

**(37:30) Ms. Baesler:** If you did not hear your district represented, there will be another round of applicants.

**Chairman Representative David Monson:** Anything else on the list?

**Ms. Sandness:** SB 2250 did fail and there was \$1.5M that will have to be included. That bill would have transferred that. The funding is in DPI's budget and in the bill there are sections that do what SB 2250 did and that language changed it from Commerce to DPI.

**Chairman Representative David Monson:** Is it in Commerce or DPI?

**Ms. Sandness:** It would be in Commerce and the sections in DPI would still have it moving and you would have to do nothing. If you want it changed, you would have to move it.

**Chairman Representative David Monson:** If we leave it in here, we are taking another run at what the House defeated. I think Representative Mike Schatz spoke against the move. We either have to remove this and it has to go back into Commerce or we have to keep it here against the House wishes. If something is defeated on the floor, which it was actually a tie at 46-46, but I hate to see it in the budget bill because we have to explain it then. I would assume to take it out of here and leave it in Commerce.

**(40:55) Representative Bob Martinson:** Not interested in putting it in here.

**Chairman Representative David Monson:** Alright, take it out. We have to make arrangements to put it back in Commerce. HB 1018 is in the Senate. Is there any language left?

**Ms. Sandness:** The statutory language was just in SB 2250 and SB 2013, so taking it out of SB 2013 it would put it in Commerce, but the funding would have to be addressed.

**Representative Mike Nathe:** So we would just have to add \$1.5M to Commerce.

**Ms. Sandness:** The policy will remain in Century Code.

**Representative Bob Martinson:** They probably already have the message that we are not going to do this.

**Chairman Representative David Monson:** Representative Mike Nathe, you are watching HB 1018. Anything else that we need to address?

**(43:10) Ms. Sandness:** Nothing to address, but the formula bill and the breakdown of the funding, the committee may want to visit the \$379M from the common schools trust funds and fines and fees and it was noted that there was \$13M estimated in fines and fees and they are coming in lower. The fines and fees come out of the pot and they are added. The \$379M includes the \$13M, but it is going to be a smaller number that comes in.

**Chairman Representative David Monson:** If we reduce the tuition reinforcement, it will put more stress on general funding. We will worry about that when we get the funding formula.

**(45:10) Chairman Representative David Monson:** Ends meeting on SB 2013.

# 2019 HOUSE STANDING COMMITTEE MINUTES

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

SB 2013  
3/28/2019  
34317

- Subcommittee  
 Conference Committee

Committee Clerk: Parker Oswald

## 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; and to provide exemptions.

## Minutes:

Attachment 1

**Chairman Representative David Monson:** Opens meeting on SB 2013 and the attendance is taken.

**Chairman Representative David Monson:** We cannot kick SB 2013 out yet because leadership is still working on the salary and wage increase. There is not a lot we can do on DPI (Department of Public Instruction) either because we are waiting for a few other bills to pass. We have been meeting with the Senate and I think we are coming close to an agreement. **Attachment 1** relates to the Kano Folk School.

**(3:05) Representative Tracy Boe:** Where is that at?

**Chairman Representative David Monson:** Pembina Gorge.

**Representative Bob Martinson:** How much do you need?

**Chairman Representative David Monson:** I was hoping about \$10,000 for pass through grants.

**Representative Bob Martinson:** Is that a traveling program?

**Chairman Representative David Monson:** It could be. It is a 2 or 3-day camp that teaches kids about history and heritage, they do arts and crafts and other learning items.

**Representative Bob Martinson:** Where do they come from?

**Chairman Representative David Monson:** They mostly come from the Grand Forks area. Most of them are staying with friends or relatives, but they bunk some of them.

**Representative Bob Martinson:** I was asked to go to something similar to this involving people from Ukraine and it was an incredible program.

**(5:30) Chairman Representative David Monson:** I went to one at Fort Totten like that where they come from other countries and share their heritage. This Kano school is looking for donations to upgrade the dormitory a little. This is kind of a pilot program and DPI did want to get involved.

**Representative Bob Martinson:** Maybe we could put \$10,000 in there for that and maybe \$25,000 in there for kaleidoscope programs. I will get us some information on that. These kids get to learn all sorts of culture and language.

**Chairman Representative David Monson:** This would be very similar. They get to bring in their families and do some stage arts events and shows.

**(8:00) Representative Bob Martinson:** If you can spark one little mind and it creates an ambassador, it would be worth it. I know you teachers have had people come back and tell you the impact you have had on them. Do you think we will get a yes vote on this?

**Representative Mike Schatz:** I look in the mirror and wonder how I've been corrupted by you guys.

**Vice Chairman Representative Jim Schmidt:** I do not know what the committee is talking about, but apparently it is not popular to the public.

**Chairman Representative David Monson:** Anything else to bring up? We have \$10,000 in here for the Kano Folk School and \$25,000 for Representative Bob Martinson's idea.

**(9:55) Chairman Representative David Monson:** Closes meeting on SB 2013.

# 2019 HOUSE STANDING COMMITTEE MINUTES

## Appropriations Committee – Education and Environment Division Roughrider Room, State Capitol

SB 2013  
4/1/2019  
34410

- Subcommittee  
 Conference Committee

Committee Clerk: Parker Oswald

### 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; and to provide exemptions.

### Minutes:

No Attachments

**Chairman Representative David Monson:** Opens meeting on SB 2013. I was asked to put money back into the State Library for a total of \$220,000 that would bring them to the full formula. The Governor and Senate did not include this. We have not added it yet, but we were asked to consider it. Any desire to put that in there? The other request was to put more money into the pass through grants for the North Central Media. They would like \$100,000 more and they are currently cut to what the Governor recommended. If we tweak this, it will raise red flags and I am okay with where it is now. What is the amount on that one?

**Representative Bob Martinson:** I think red is a pretty color, so I would be willing to add \$50,000.

**Chairman Representative David Monson:** I would not be opposed to doing that, but people will be looking at that one. You want to add \$50,000? I think \$100,000 is a little steep.

**(3:10) Vice Chairman Representative Jim Schmidt:** I am more than willing to increase, but how do we negotiate that with climate change and weather modification?

**Chairman Representative David Monson:** We do not. You are holding me hostage. I believe the number for this was \$238,000.

**Representative Bob Martinson:** You really fight for what you want.

**Chairman Representative David Monson:** North Central Council for Media Services is at \$238,000 and that was their appropriation last time. The executive recommendation was \$223,576 and that is what the Senate had.

**Representative Bob Martinson:** They have a \$12.5M carryover. I would like to add \$50,000 for the Kano school and \$50,000 for cultural folk heritage programs?

**Chris Kadrmas, LC:** I do not remember if the committee chose to restore it to full funding, but you can do what you desire.

**(7:20) Representative Mike Nathe:** We are looking at almost \$13M in turn back here, what is another \$14,000 to restore them?

**Chairman Representative David Monson:** Okay, let's restore that then. We have added a few to things like the writing programs and the rural outreach. We better not go off on a limb and change anything quite yet. We had talked about \$10,000 for Kano school.

**Representative Bob Martinson:** I say we put \$50,000 in for Kano and \$50,000 for heritage culture projects. I would say we tell where we want some of it together. I had talked about the kaleidoscope program for \$15,000.

**Chairman Representative David Monson:** I was thinking I was too cheap at \$10,000.

**Representative Bob Martinson:** We can put \$50,000 in there for Kano and then talk about any other projects we want. I would make a motion to make it at \$50,000, seconded by Representative Mike Nathe. It could also have an emergency clause added as well.

**Voice Vote to add \$50,000 to pass through grants, motion carries.**

**(12:40) Chairman Representative David Monson:** This is the only real change we have made. I do not remember where we were on transportation. Did we take care of all the issues we needed to on the bussing and other issues? I believe we had a study in there somewhere. We better wait for Sheila Sandness. I have \$600,000 for transportation. I think we have talked about SB 2013 enough for today and we still have to come back and finish this one.

**(14:30) Chairman Representative David Monson:** Closes meeting on SB 2013.

# 2019 HOUSE STANDING COMMITTEE MINUTES

## Appropriations Committee – Education and Environment Division Roughrider Room, State Capitol

SB 2013  
4/3/2019  
34489

- Subcommittee  
 Conference Committee

Committee Clerk: Parker Oswald

### 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; and to provide exemptions.

### Minutes:

Attachment 1

**Chairman Representative David Monson:** Opens meeting on SB 2013. The clerk takes attendance. We are sorry for the shift to DPI (Department of Public Instruction) instead of water. We have an outstanding bill yet, which is SB 2265 and we have to go ahead and discuss that in relations to SB 2013. I visited with Superintendent Kirsten Baesler about this. One of the things we need to talk about is the music appreciation idea. I have a hard time thinking this will work and the way it is set up there is money that goes into the formula and every school will get \$7 a student. What are the smaller schools going to do with \$7 per student for musical therapy? It will not do anything in a small school. I suggested that if they wanted to see something happen, that we would set up a pilot program. Even in Grand Forks and Fargo, it would maybe go somewhere, but we do not even really have qualified music therapy teachers. What do you think about setting up a pilot program in something like Grand Forks or Minot?

**(4:35) Representative Bob Martinson:** UND had a music therapy program and they cut it.

**Chairman Representative David Monson:** Does any college even offer music therapy?

**Representative Mark Sanford:** UND is in the second or third year of the no new enrollees program for that. They put a program on notice so they cannot take in new students. They are letting the students who started, complete it. Music therapy may be part of some K-12 programs, but it is probably found more often in community programs in senior citizen homes or places like that. I do not think that was the intent. I tried to differentiate music therapy and K-12 music, but his focus was K-5.

**(7:15) Chairman Representative David Monson:** Per pupil will get lost in the payment.

**Representative Tracy Boe:** How long was this therapy program at UND?

**Representative Mark Sanford:** It was around longer than 7 years ago. They asked Grand Forks if we would be partners with them and they needed partners that would accept internships similar to a student teacher.

**Chairman Representative David Monson:** Talking about senior citizens tells me that the music therapy program may not be a teaching degree.

**(9:05) Representative Mark Sanford:** That is correct.

**Chairman Representative David Monson:** Maybe one of them went into education, but that does not guarantee there are any out there. Minot is big into music education and Grand Forks has a history of this project.

**Representative Mark Sanford:** My recollection says that the bill is for equipment and other things. The definition for that is pretty wide open. Several school districts have programs where they buy instruments for students who cannot afford them.

**Chairman Representative David Monson:** This got thrown on me this morning when we were talking about education in general. How much is in SB 2265?

**Sheila Sandness, LC:** That is \$1.7M.

**Chairman Representative David Monson:** We could maybe cut it back to \$750,000 and give it to Superintendent Baesler and let them see where a teacher would qualify and set up the program there and get some ideas on if it is helpful or not. If it is a good thing, we could maybe expand next session.

**(13:00) Representative Mark Sanford:** I think we should visit with Representative Owens. If this is about equipment, then it would make sense to have a demonstration of need and applications to DPI for this equipment. This would benefit the smaller schools then.

**Chairman Representative David Monson:** Equipment is costly.

**Representative Mark Sanford:** It may be that they do not have the ability to fund these things.

**Chairman Representative David Monson:** Is there any real reason why we should limit it to K-5? I do not think it would be very effective in a Junior High, but I would say we do not limit it to any age bracket. Set a pool of \$750,000 and give this to DPI to develop a pilot program anywhere. I see no purpose in the current way it is written and I hate to total change it, but I think he would be happy to have something anyway. It will get lost in the per pupil payment. Am I off track?

**(16:55) ElRoy Burkle:** You are on track because some of the small schools do not have many kids and any amount of money in a tight budget helps and we would take advantage of anything available.



**Representative Mark Sanford:** The more I think about it, most of this could actually be equipment that teachers use at a lower level that enhances rhythm and basic instrumentation. Some of it is technology and a teacher using that can do a lot of things within the curriculum and it is more than doing vocal work.

**Chairman Representative David Monson:** When you brought up movement, that reminded me of one of my excellent music teachers to where they used to use broom sticks for dance movements and they loved it. That was a prime program really.

**(19:30) Representative Mark Sanford:** Shares a quick story about a music teacher.

**Chairman Representative David Monson:** If it for equipment, sticks like that are basically free. I do not know it will take a lot of money. It could be as simple as DVD players. Do we put it out as a per pupil or a total amount? Do we put it out as a maximum of any kind? If you have 100 schools who apply, will she need extra people to help?

**Representative Mark Sanford:** If you take a \$25,000 limit grant and it would depend on how they use it and access it then complete a report on it. I keep going back to technology and all of the things we are talking about.

**Chairman Representative David Monson:** Where do we want to go to amend SB 2265?

**Representative Tracy Boe:** Did the Superintendent give any indication on how much labor this will take?

**Chairman Representative David Monson:** Not at all. We talked about a pilot program, but this would go beyond that.

**Representative Tracy Boe:** My indication is that we are looking to get some data to determine a direction. If that is our intention, underfunding it would be a disservice.

**(23:30) Chairman Representative David Monson:** What if we gave some of this money to her with the flexibility to hire an FTE (full time employee) if needed? I would rather leave it wide open instead of picking winners and losers and tell them to apply for up to \$25,000. I do not think she would need a full time FTE. This would potentially give them \$25,000 to use. How many could we do with \$500,000? It would be about 20.

**Representative Mark Sanford:** I would suggest to the Superintendent that they have half of a day to come up with a plan for the framework.

**Chairman Representative David Monson:** I was hoping we could get SB 2265 out of here this afternoon in full committee. We have until next Monday to finish SB 2013. I would like that bill to be passed on the floor so we have something solid to work with. That would work better than me flopping around here. Section 6 has 2% and 3% per pupil increases and the House leadership indicated 2% and 2% here for that. Sheila, have you had any indication from legislative council on an agreement?

**Ms. Sandness:** The last thing I heard was 2% and 2%.

**Chairman Representative David Monson:** Let's go ahead with the 2% and 2%. What else is in here? Credentials for coordinators in section 1. That was all policy and we do not touch that in here. One thing I did not talk about was the passed school calendar length bill could decrease contact time. Some said it will not and there will still be 175 student contact days.

**(29:55) Becky Deichert:** I do not have direction on that.

**Chairman Representative David Monson:** We were under the impression that it was perfectly fine.

**Ms. Sandness:** I have not heard anything either.

**Chairman Representative David Monson:** I have been talking about you and about getting this bill out with plenty of time. SB 2265 is going to pass and the formula will be whole, but sometimes assumptions blow up. We spent time talking about the music therapy and possibly creating a pilot program. We talked about maybe saying \$750,000 put into a pilot program that would allow schools to apply for this with a maximum of maybe \$25,000. You would then have to decide if it is viable and we could also add a maximum per pupil payment. That brings up the topic of you needing extra staff.

**(33:35) Kirsten Baesler:** We would certainly be happy to administer that program and we can present the results of where your investment is. I do not have anyone in my office that specifically works in this because we do not have an arts education person and we really do not have anyone dedicated to the arts, which we should. The area of music therapy is a very specific area of skills and understanding, so I would certainly need someone delegated to appropriate music therapy.

**Chairman Representative David Monson:** What if we said this will not be ready until year 2 of the biennium?

**Ms. Baesler:** That would be helpful.

**Chairman Representative David Monson:** If we took this down to \$750,000 and gave \$100,000 to get ready and find staff, but at least you could do the research.

**Ms. Baesler:** The ND council of the arts are great partners. The \$100,000 would likely be the cost.

**Chairman Representative David Monson:** So we could say \$100,000 of the \$750,000 could be used to administer this.

**Ms. Baesler:** We have a couple of intern possibilities as well.

**Chairman Representative David Monson:** I would say not necessarily limit it to K-5 because high schools or small schools could use it all the way through.

**(37:20) Representative Mark Sanford:** I am not sure the bill talks much about music therapy. I think we digressed into that because the bill explanation was vague. The way I read the bill is about equipment and how it fits into the curriculum. You could try it on a couple of schools and that will be a narrow area that requires a specialist to utilize this. It seems to me that it would be more user friendly if it followed what the language of the bill says, which is equipment. The kinds of equipment available is a wide range that could really enhance the program and bring great help. You could expand the quantity and quality of music experience.

**Ms. Baesler:** I truly did go down the music therapy direction. To expand it to music equipment would be much broader and much less specific and we have recently approved our updated music standards, so they could give us guidance.

**(40:20) Chairman Representative David Monson:** I think you are right Representative Mark Sanford. This is basically music education grants for music equipment. What if we say something that we would like to see a music therapy pilot program offered the second year of the biennium, take a certain amount of that money and leave some for general music equipment around \$500,000. That would not take any administration and if the per pupil payment said it had to be used for music equipment, we could put the \$500,000 in and add a maximum of \$20,000. I am just thinking out loud. \$500,000 for per pupil payment and the second biennium we target applications to develop pilot programs for music therapy. That means you would not need a lot for administration.

**Ms. Baesler:** For \$100,000, I think it would be easily handled.

**Chairman Representative David Monson:** You could use some interns.

**Representative Tracy Boe:** Since Representative Mark Sanford indicated that we should read the bill, it seems to me that the music therapy program seemed ready for prime time. I do not think the due diligence has been put in to establish equipment and needed instructors. We need to research this before just jumping right into it. I do not know the availability of instructors.

**Chairman Representative David Monson:** They do not need a degree in music therapy. We have some pretty creative music teachers out there.

**Ms. Baesler:** I would caution that. Teachers have tried to move into behavioral health and that can be tricky. I need to rely much more on the experts. I think we need to do a better job leveraging our experts.

**(46:10) Representative Mark Sanford:** Ms. Baesler just approved the new arts standard and this could be attached. I am guessing they have extended importance in this area. They could use the applications on the basis of the new standards.

**Chairman Representative David Monson:** Are you saying we give the money out like it is and do not worry about setting up pilot programs or do we let them develop something?

**Representative Mark Sanford:** I think the only thing you would want to do is determine how the money goes out. Maybe you have to have some grants or minimums at least that could support it. That might be the way to do it; have a baseline of \$5,000 or so regardless of enrollment. I would suggest grants structured around the arts curriculum.

**Chairman Representative David Monson:** My goal here is to do as little fooling with SB 2265. By us changing their policy, we are opening that up to issues. Are we going to limit it? What would you do if we gave you \$750,000 to develop better music programs in our schools?

**Ms. Baesler:** I would maintain that group that created the art standards and have them help us implement them. I have not had the opportunity to develop a plan on this.

**(51:00) Chairman Representative David Monson:** Should this go out as a per pupil?

**Ms. Baesler:** I have to be able to justify an impact. There is no opportunity to provide a report if it is per pupil. I would be able to provide a report if it was grant money.

**Chairman Representative David Monson:** They would have to write something to you in order to get those grants.

**Ms. Baesler:** Correct.

**Chairman Representative David Monson:** You could suggest somewhere in there that they do something with music therapy.

**Representative Tracy Boe:** In our small schools, the so what would be one less bake sale that I have to go to.

**(52:35) Chairman Representative David Monson:** If this was a pool of grant money, which it is listed in the bill. If we do a minimum amount of fooling with this, it could go into grants and not go into per pupil and be a grant line item. You could limit it similar to per pupil, so every school would have an opportunity to apply.

**Ms. Baesler:** Correct. The limit should be set by the legislators. Our largest school district is 13,000.

**Chairman Representative David Monson:** Okay. We have roughly \$110,000 kids.

**Ms. Baesler:** This would be only for public school kids. There are approximately 120,000 school aged students.

**Chairman Representative David Monson:** How would they even find out about it?

**Ms. Baesler:** It would be on our website and email list.

**Chairman Representative David Monson:** How would home schooling work? I would say public or private would be easy.

**Ms. Baesler:** YCC (Youth Correction Center) and home on the range would also be included.

**(56:10) Chairman Representative David Monson:** Let's make the amount \$750,000.

**Representative Mark Sanford:** I do not think per pupil will make an impact. There are many districts that would not need access to these kinds of grants. I would say it should be qualified on a needs basis. I will go back to the technology and how it changes the game for the teachers. That is where you expand the quantity and quality of the program. That can be a big purchase to some districts. I think we may miss the target of those who would benefit the most if we do it on a per pupil basis.

**Ms. Baesler:** We could say grants up to \$10,000. Many of our music teachers are our biggest coding teacher, which involves mathematics heavily. They are using Garage Band to actually code and compose and create music. There is a much bigger world of music other than signing from a song book. This technology is what makes a difference in the programs.

**(1:00:25) Chairman Representative David Monson:** I would disagree on the needs based idea because it will create a lot of work for Ms. Baesler.

**Ms. Baesler:** We are very fortunate that we live in ND because our teachers are very passionate. We would coordinate.

**Representative Bob Martinson:** I do not know what the definition of musical therapy is, but it seems to help with behavioral problems. It does not seem to be related to music teachers.

**Chairman Representative David Monson:** This is not written saying therapy.

**Ms. Baesler:** I think we should set a limit on the maximum amount of grants. We could ask the 12 music standard writers to come in and review the grants and recommend rewards and provide a report.

**Chairman Representative David Monson:** Do we have a minimum too? I think we just give you the pool, put a maximum on and let you go with it.

**Ms. Baesler:** I can create an application and a scoring factor and return to you.

**Vice Chairman Representative Jim Schmidt:** What are we getting for our money? Are we getting kids who come in and leave knowing how to make music?

**Ms. Baesler:** I do not know the exact specifics. Our department could develop an application process that can create a so what process.

**(1:04:15) Vice Chairman Representative Jim Schmidt:** The applications are not our performance measures.

**Ms. Baesler:** Correct. The applications would outline what they are hoping for.

**Vice Chairman Representative Jim Schmidt:** What if they do not meet them?

**Ms. Baesler:** Then you can determine the future funding of this.

**Chairman Representative David Monson:** We would take out \$1M from this. If we want to start getting into policy and put a bit of parameters, it talks about the purpose of grants. It is a pool of money that Ms. Baesler has control.

**Ms. Baesler:** All of our applications require performance reviews.

**Chairman Representative David Monson:** I do not want to constrict this too much.

**Representative Tracy Boe:** When we talk about needs based grants, the only thing we do is reprioritize what they spend it on. Garage Band is a big program.

**(1:07:10) Chairman Representative David Monson:** What should we put into this for a maximum? Introduces the students to the committee.

**(1:08:35) Jenny McLean:** Introduces self to the committee and the students from Larimore.

**Chairman Representative David Monson:** Sheila, are you totally confused? We are going to make this \$750,000. We are making it grants up to \$20,000-25,000? That would go quite a way. Is that too much? We will leave it up to you to decide that. This is a pool of money for grants with exactly the same ideas this bill holds.

**Ms. Sandness:** The language that uses it for supplies and no wages can be left in. It is one-time funding. Do you want to maintain the appropriation in SB 2265 or put it in here?

**Chairman Representative David Monson:** I would put it in to fit SB 2265 and once it is drafted, we can lift it totally out and add it into SB 2013.

**(1:12:35) Ms. Sandness:** We would then add language for the Superintendent to use the music standards to develop a grant program. The Superintendent would develop a program and report on the results.

**Chairman Representative David Monson:** I do not think you would even need that. Do we have to say anything about her developing them?

**Ms. Sandness:** So a maximum of \$25,000? Do you want to include a report?

**Chairman Representative David Monson:** Yes. You will have to report back next session.

**Representative Tracy Boe:** I would add that our favorite thing is to require a report and our least favorite thing is to receive the report.

**Chairman Representative David Monson:** Vice Chairman Representative Jim Schmidt will read it and report back.

**Ms. Sandness:** Were there any changes discussed before I got here?

**Chairman Representative David Monson:** I think that is all we have accomplished in the last hour. I do not see anything else besides formula stuff. This one addresses the in lieu of, correct? This puts all of them at 75%, but removes sinking and interest.

**Ms. Sandness:** There is an allocation that the levee would go to sinking and interest.

**(1:16:50) Chairman Representative David Monson:** This will take care of all the in lieu of.

**Ms. Sandness:** That is correct.

**Chairman Representative David Monson:** The Superintendent shall also adjust state aid for 105% of districts baseline funding; what does this mean?

**Ms. Sandness:** Those are in the current bill and increase by 5% each year.

**Chairman Representative David Monson:** Okay, we will trust that they did what they wanted to there. This will make sure that everyone gets on the formula. It takes care of the across the borders stuff. Rapid enrollment one-time funding is \$3M. Representative Delzer says \$2M, but I say \$3M. He did suggest that if we do not lower it, maybe we would raise it that they have to have at least 20 kids instead of 10 kids.

**(1:20:10) Representative Mike Nathe:** What is the bar for that?

**Ms. Sandness:** The district is eligible to this if the number exceeds last year's biennium by 4% or 20 kids.

**Chairman Representative David Monson:** I think we keep it at \$3M. It is already at 20 students, so I do not think we need the change.

**Representative Mike Nathe:** I agree with the \$3M at 20 students. What happens if the enrollment goes up and we burn through the \$3M?

**Chairman Representative David Monson:** They get less. I support that \$3M. I think we would be trimming them quite a bit. DPI's stabilization fund automatic reporting system; this needs to be fixed. We were directed to put the \$1.2M into DPI's budget and leave the language in SB 2265. We can move the whole section to SB 2013. I think it makes it easier to explain if the money and language go together.

**(1:24:00) Representative Mark Sanford: Moves to lift section out of SB 2265 and move it to SB 2013, seconded by Representative Mike Nathe.**

**Representative Bob Martinson:** Where is SB 2265. We will just amend that out in full committee then.

**(1:25:10) Chairman Representative David Monson:** Voice vote, motion carries. This is section 15 of SB 2265 that is being moved into SB 2013 involving the STARS program. We will take a small tweak of \$1M out and move the language over too. What does this actually do?

**Ms. Sandness:** This section was part of the Senate and I am not sure if it would be put in by the education section and I do not have a lot of information on this program.

**Chairman Representative David Monson:** DPI would take \$200,000 and give it to Commerce to provide to AmeriCorps. What a convoluted way to spend money.

**(1:28:35) Adam Tescher:** I believe this regional education association out of Fargo has implemented this to help roll out the project more statewide to help students with reading deficiencies. They feel they have had a lot of success with this in our younger students. It is the southeast REA (Research and Education Association) based in Fargo.

**Chairman Representative David Monson:** How is it funded?

**Mr. Tescher:** I do not know if I have that answer, but it may be private with a bit of state funds. I think it had to deal with a matching grant, but I do not have specific details.

**(1:30:35) Representative Mark Sanford:** Revenue sources that we have include the foundation aid that also includes CTE (Career and Technical Education) in another bill, special needs, federal funds that target programs of support for struggling children and general use. One of the things that starts to rise to the red alert is that a few specific pieces' support things that are already supported. I am really struggling with that even though it is not big money.

**Chairman Representative David Monson:** Do we want to take the whole section out and have the school districts pay for this themselves. This is really special education because it is under 4. Special education can certainly use that money. It is a good program, but we could take out the money.

**Mr. Tescher:** It would be pre-K-3. It would match it to expand that program across the state.

**Chairman Representative David Monson:** It does say below grade 4. Will the \$200,000 be able to help? I think Ms. Baesler was okay with that. Representative Delzer had a problem with section 18 involving literacy intervention. Let's remove section 17 and address that in conference committees. He suggested 30 instead of 20 for rapid enrollment to leave the money at \$3M. That will limit it to those larger schools. Hopefully the smaller schools will have extra money. What do we want to do?

**Representative Mike Schatz:** Shouldn't that be done proportionally by school size?

**(1:36:55) Chairman Representative David Monson:** Good point.

**Mr. Tescher:** If that would raise to 30, it would eliminate 3 districts that gained 26, 27 and 28 for around \$350,000.



**Chairman Representative David Monson:** We could split the difference.

**Representative Mike Nathe:** That is such a small difference that I say we just leave it.

**Representative Mike Schatz:** I want the small districts to benefit.

**Mr. Tescher:** They would still have to reach the 4%.

**(1:38:25) Chairman Representative David Monson:** We take out section 17 and we can cave easily. The Senate will fight for this.

**Chairman Representative David Monson:** When I taught in Hankinson, ND, I was the president of a small program before REAs were funded. Section 18 discusses behavioral health needs and funding to be eligible to receive a grant and submit a collaborative grant with other schools in the district. This would be used for behavioral health.

**Representative Mark Sanford:** My understanding is that the Human Services budget will include this.

**Chairman Representative David Monson:** Okay, remove this then. Introduces the students to the committee. We removed sections 17 and 18, there is a study on section 19 and its minimum and maximum payments deal with the formula. That is a good study. Leave it in?

**Representative Mike Nathe:** Yes.

**(1:42:40) Chairman Representative David Monson:** I think we have done pretty much everything we need. How long will it take to draft the amendments?

**Ms. Sandness:** Tomorrow morning.

**Chairman Representative David Monson:** I would like to see SB 2265 moved out of full committee and passed on the floor so we can finish SB 2013. I am assuming Sections 17 will go back in through conference committees. I think we have this thing done. Before we leave this issue, the hours versus days' business, there was a worry that there would be less contact time, what do you think? I do not think a school superintendent would ever recommend going to 160 days of contact.

**Mr. Tescher:** I do not know if I should speak on this, but it allows schools to go extra-long on days to give them flexibility to make up storm days or anything like that.

**Chairman Representative David Monson:** Is that bad? I liked having a 2-hour block to finish lab instead of 50 minutes, so I do not think that is all bad. They can do that now and only do 4 day weeks.

**Mr. Tescher:** I do not know exactly what the issue with this is. I do not know the flexibility they need, but I do not know if they will use those extra hours to do no Fridays or shorter days.

**Representative Mike Nathe:** We can ask other DPI staff.

**Chairman Representative David Monson:** I will tell you that if there are complaints, there is nothing faster to take it away than to abuse it.

**(1:48:00) Aimee Copas:** I agree. We absolutely agree. We have studied this for 6 years. It will not change the contact time, but increases flexibility. It increases professional development opportunities and we do not have to use extra money. The other is to have weather flexibility. There are no worries.

**Representative Mike Schatz:** Can they have 4 day weeks? That would be 152 days.

**Chairman Representative David Monson:** They are longer days. The only thing I can see is that if there is a flood and they have to take time off, they may be way short and not make up those days, so they can extend it this way. Issue is done. We are done with SB 2065. SB 2013 is in our books. Representative Mark Sanford and I need to look at loan forgiveness amendments. There is \$600,000 of carryover that can be used for AP (Advanced Placement) courses that would save families \$6.5M because it would offer dual credit. It would train teachers to do AP courses and earn college credit. Teachers could then offer other courses and give them money to extend their days. They would get paid to teach remedial type courses. If the teachers can teach AP courses and some of those that are struggling and will end up in remedial courses, they could save an additional \$3.1M to avoid those costs. The \$600,000 could save \$9.2M in higher education costs.

**(1:54:15) Representative Bob Martinson:** Isn't a teacher's job to teach?

**Chairman Representative David Monson:** Yes, that is why this is controversial because it pays them to extend. It is pretty rare to have extended amounts of classes. This would be money that they would tell a district to extend teacher's contracts to teach an extra course and get them trained. That is how she explained it.

**Representative Bob Martinson:** Shouldn't we be talking about what the problem is with remedial? They get to high school and say they need more because they did not get it earlier. Why are we passing them on when the teachers know they are having problems?

**Chairman Representative David Monson:** I think they are being pushed forward so parents can get them into school and out of daycare. I fought hard that we are pushing the kids too hard and expecting too much at certain levels. Parents do not let kids be held back even if they need it because they expect them to catch up.

**Representative Bob Martinson:** The parents really have the final say?

**Chairman Representative David Monson:** I guess. The teacher made the decision back in the day, but somewhere along the line, that changed to the parent's decision.

**(1:59:25) Representative Bob Martinson:** Why is it our responsibility to give them extra schooling that the parents did not want.

**Representative Mark Sanford:** I have a different hat on now, but from an appropriations standpoint, my idea comes down to something else. AP courses have been doing this for years because it is part of the curriculum. The dual credit can be looked at differently because they are teaching to the levels of higher education. I think there may be money in the higher education bills that goes towards these non-credit programs. Maybe we should look at the funding level there.

**Chairman Representative David Monson:** If it is in higher education, we should take the money from there and add it to here. You have a cutoff of requirements and kids can graduate with a solid D average. They are not ready for college and teaching them one class will not make them college ready.

**Representative Mark Sanford:** It seems to me that this is very similar to dual credit and college coordination. I think we should clarify where the other money lies. I think the policy implication is where they want the dual credit.

**(2:03:40) Representative Mike Nathe:** I had a letter a parent gave me about DPI remediation and I think they have to pay for extra remediation courses at school. Is there any remediation in the K-12 formula?

**Chairman Representative David Monson:** I am not sure. They may have to go to summer school. They may not graduate with their class if they have to finish a course they failed in the summer. My school district paid the bill if they wanted a class we did not offer. There is special education and gifted and talented items.

**Representative Mark Sanford:** We have a foundation aid system and it is further enhanced by money for bussing, CTE and federal programming. Any time we add a small increment as a standalone, it invites the next one. Any issues should be addressed in the foundation aid. This set aside seems to be too many blocks.

**Chairman Representative David Monson:** I am looking at the notes I had for reading credential, advanced education for \$312,000 and it says contract increase, baseline metrics of \$300,000. There was about \$600,000 in carryover.

**Ms. Sandness:** Some of the items you mentioned are on the list. There is \$312,000 for advanced education contract.

**Chairman Representative David Monson:** I might be getting these numbers mixed up. The advanced education is something different and needs to be covered. We did not fund the increase in licensing fees. We need to leave that. Baseline metrics of \$300,000, there are three groups of money here; these 3 and \$600,000 for AP and contracts.

**(2:11:00) Ms. Sandness:** That is not on their optional requests. The coding is not on the list for \$3M. That was not included in the Senate version.

**Chairman Representative David Monson:** I thought we had included the coding money.

**Representative Bob Martinson:** I thought we had included that \$3M for coding.

**Representative Mike Nathe:** I had that on my list too.

**Chairman Representative David Monson:** We will go to the Senate with it as \$3M one-time. What do we think about the \$600,000? We are telling them to pick it up in their budgets. That is the last thing I had on my list. What did we have on our lists?

**(2:13:50) Ms. Sandness:** Begins to outline **attachment 1**.

**Chairman Representative David Monson:** We decided to add \$50,000 for a series of grants. I do not think we need to name them. Kano was \$10,000 and we expanded this to a pool of \$50,000 for her to give to Kano and cultural heritage programs.

**Representative Bob Martinson:** My idea was to include Kano, artists in residence and cultural heritage programs.

**Ms. Sandness:** So it would be \$50,000 total for a few pass through art grants.

**Chairman Representative David Monson:** DPI seems to think it is a good idea, but they would still have to apply and give intent to it. They can only give out half of it in a year.

**Representative Bob Martinson:** If we indeed want your group to get the money, then we need to have it outlined.

**Chairman Representative David Monson:** I am okay with that.

**Representative Bob Martinson:** If you think the program needs \$10,000 and the report, then we review and decide if they get it again. Then we need to do the so what on about a billion dollars' worth of water stuff. I will visit with LC.

**Ms. Sandness:** So then it will be an outlined \$50,000. Returns to **attachment 1**.

**(2:20:05) Representative Mike Nathe:** We will take the \$1.5M out of here and add the \$1.5M into Commerce. I will talk to them.

**Ms. Sandness:** Returns to **attachment 1**.

**Chairman Representative David Monson:** My notes say \$300,000 for pre-K and \$312,000 for advanced education in general funds administration. I have \$800,000 for digitalized license. That is in here and I do not know exactly what the pre-K is.

**Ms. Sandness:** That \$300,000 is added to operating for pre-K steering committee. It was in the optional items and I think it was in the committee to meet. It is on my list. SB 2025 adds that the department upgrades the strategic vision for pre-K.

**(2:23:35) Chairman Representative David Monson:** Did we tell you to add?

**Ms. Sandness:** That is already included and the \$612,000 is general funds. The committee did not address the \$1M error and I do not know if we have decided to address that.

**Chairman Representative David Monson:** Tell us those details on it. He thought \$1M would cover it.

**Becky Deichert:** They had a funding split that was underfunded by \$1M. It would be funding neutral to take \$1M from the special education line and correct that.

**Ms. Sandness:** We will include that in the amendment. That takes care of the dollar amounts. There would be some adjustments to the salary and wage increase. There was a policy talk to remove language for sections 18 through 21.

**Chairman Representative David Monson:** Let's look at those.

**(2:26:30) Ms. Sandness:** Returns to **page 2 on attachment 1.**

**Chairman Representative David Monson:** Section 16 is out and that is because it is in HB 1429. We need to look at loan forgiveness. So section 16-19 are out?

**Ms. Sandness:** I believe section 17 needs to stay and is related to salary. Section 18-20 are all being removed.

**Chairman Representative David Monson:** They just go away?

**Ms. Sandness:** They will be deleted from the bill and Commerce would administer that.

**Chairman Representative David Monson:** Ms. Baesler understands and says it is okay because that bill to change it died.

**Ms. Sandness:** I will update all of that information.

**Chairman Representative David Monson:** I think we have just about finished this bill. When could you have this ready for us to address?

**Mr. Sandness:** I can have the long sheets and proposed amendments update, but SB 2265 would take until Friday or Monday.

**Chairman Representative David Monson:** We should get this out by Monday. Is there anything else we need to address?

**(2:31:20) Chairman Representative David Monson:** Closes meeting on SB 2013.

# 2019 HOUSE STANDING COMMITTEE MINUTES

## Appropriations Committee – Education and Environment Division Roughrider Room, State Capitol

SB 2013  
4/4/2019  
34510

- Subcommittee  
 Conference Committee

Committee Clerk: Parker Oswald

### 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; and to provide exemptions.

### Minutes:

Attachments 1-2

**Chairman Representative David Monson:** Opens meeting on SB 2013 and the clerk takes attendance. Announces the schedule for the day. We are going to be going over the numbers quickly and we are pretty much done here.

**(1:10) Sheila Sandness, LC:** Begins to go over **attachment 1 on page 1**.

**Chairman Representative David Monson:** I may need some refreshing on a few things here and there because I will probably carry this bill.

**Ms. Sandness:** Returns to item 4 on **page 1 of attachment 1**.

**(3:50) Chairman Representative David Monson:** Is the reduction in \$30,000 because we did not fund that program?

**Ms. Sandness:** It is a different type of grant and included somewhere else, so this line was reduced. Returns to line item 10 of **attachment 1**.

**(7:00) Chairman Representative David Monson:** Is that something we have to address?

**Ms. Sandness:** Yes, we would have to address any shortage in the tuition fund. We are budgeted for \$13M and right now we are at \$11M.

**Chairman Representative David Monson:** Could we add a contingency for foundation aid if there is a shortfall?

**Ms. Sandness:** It might just be easier to switch to some general funds now.

**Chairman Representative David Monson:** We do not know, but Adam Tescher needs some cushion. Do we need a section in here then?

**Ms. Sandness:** It would show up as a line item for increase of general funds.

**Chairman Representative David Monson:** We will have to encourage people to speed more to increase the fine money.

**(9:20) Ms. Sandness:** Begins on item 1 on **page 2 of attachment 1.**

**Chairman Representative David Monson:** I do not recall all of the discussion on item 5.

**Ms. Sandness:** That is the discussion on the AP (Advanced Placement) and enrollment. Returns to **attachment 1 on page 2.**

**(12:10) Chairman Representative David Monson:** We do not have a report coming, but it looks to me like during the second year they just have to do the end of the year report, make their request and then get the money.

**Ms. Sandness:** The report must come each year of the biennium. Continues on item 9 on **page 2 of attachment 1.**

**Chairman Representative David Monson:** Should that say “up to \$3M”?

**Ms. Sandness:** It will say that in the final draft.

**Chairman Representative David Monson:** That may fill in the \$2M gap then.

**(14:35) Representative Mike Nathe:** I have \$16M of turn back in my notes.

**Ms. Sandness:** There is \$3M for coding and \$4M for special education and another \$600,000, so there is \$8.4M left over.

**Chairman Representative David Monson:** Unfortunately, it goes back to the general fund.

**Representative Mike Nathe:** That brings me back to the Science Center here in Bismarck. There is money there to do it.

**(15:45) Ms. Sandness:** Begins to present **attachment 2 on page 1.**

**Chairman Representative David Monson:** I do not know if we really need to even go through **attachment 2.**

**(17:15) Representative Mark Sanford:** What is the \$8M difference in integrated formula between the House and Senate?

**Ms. Sandness:** The changes made both increased and decreased. To reset the baseline there was a \$15.1M increase and they are not getting paid per pupil now, but they are getting the integrated payment for a saving of \$7.7M. The new increased enrollment was taken from 1 unit to half and saved \$19M. The sinking and interest compared to the property tax was about \$12M. The 2% and 2% saved about \$10M. The net effect of all changes was an \$8M decrease. This is affected by SB 2265.

**Representative Mark Sanford:** The basic difference is the 2% and 2%.

**Chairman Representative David Monson:** The Senate had the in lieu of stuff already done.

**Representative Mike Nathe:** The 2% and 2% versus 2% and 3%?

**Chairman Representative David Monson:** The reason is that all of these changes in the in lieu of, there will be some really big winners seeing extra money in their pocket.

**Ms. Sandness:** The difference in savings was about \$10M.

**Representative Mike Nathe:** I am serious about that turn back money.

**(21:00) Representative Mark Sanford:** When we add in all of the adjustments because of the on-time payments and other parts, is it closer to 4% and 4%?

**Ms. Sandness:** I do not know if I can answer that.

**Renae Bloms:** This is not my budget, so I would have to get you that.

**Chairman Representative David Monson:** Maybe Adam can tell you the effect.

**(22:10) Adam Tescher:** We could figure that out statewide and those will be significantly different between districts. Some have larger sinking and interest levees and some have larger enrollments.

**Chairman Representative David Monson:** That would take a lot more work. We have not seen a print out for about a week that shows district by district and how they are doing.

**Mr. Tescher:** I do have those. I have requests to compare them to every change that was made. The pretty simple print out of this session versus the last one is already prepared.

**Chairman Representative David Monson:** We are probably better off not even seeing that and it will cause controversy.

**Representative Mark Sanford:** I just wanted the composite.

**(24:40) Chairman Representative David Monson:** By the time this thing gets to the floor, they will all have it and vote if they lost or gained. It would be nice to have the overall percentage increase from year to year. If you can get us just a statewide, overall outline.



**Mr. Tescher:** The rough increase will be right around 8.5% for the biennium.

**Chairman Representative David Monson:** We are really looking at about a 4%.

**Mr. Tescher:** Correct.

**Representative Mike Nathe:** We are going to have a lot of explaining to do on the remaining turn back.

**(26:35) Chairman Representative David Monson:** We are \$8M shorter than the Senate on their side. The \$5M turn back might be a good hold to get out of the conference committee.

**Representative Mark Sanford:** We have to go a lot further to get back than he does.

**Chairman Representative David Monson:** I am relatively confident.

**Representative Tracy Boe:** I blame you guys.

**Chairman Representative David Monson:** I think it is decent and I have not had any Superintendents call me yet like usual. Anything else? Are we ready to vote on this?

**(28:10) Ms. Sandness:** I can prepare the amendments.

**Chairman Representative David Monson:** If we vote for this one, that gives you direction to go ahead and make those.

**Ms. Sandness:** I can prepare them based on this and you want to do the transfer between the general fund.

**Chairman Representative David Monson:** We won't kick it out of here then. We can take a voice vote to draft the amendment based on **attachment 1 and 2**.

**(29:25) Representative Mark Sanford: Moves to draft the amendment. Seconded by Representative Tracy Boe. Voice vote to add the additions to the final amendment carries.**

**(29:50) Chairman Representative David Monson:** Closes meeting on SB 2013.

# 2019 HOUSE STANDING COMMITTEE MINUTES

## Appropriations Committee – Education and Environment Division Roughrider Room, State Capitol

SB 2013  
4/5/2019  
34576

- Subcommittee  
 Conference Committee

Committee Clerk: Parker Oswald

### 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; and to provide exemptions.

### Minutes:

Attachments 1-2

**Chairman Representative David Monson:** Opens meeting on SB 2013. We have made the motion to add the amendments to the bill already. All we are doing is covering **attachments 1 and 2**.

**Sheila Sandness, LC:** Begins to outline **page 1 of attachment 1**.

**(5:40) Representative Mike Schatz:** On the \$31,000 for the regional education grants, what kind of number do they get out of the formula?

**Ms. Sandness:** I do not have recent information, but I can see if I can find the email that provided funding history.

**Chairman Representative David Monson:** This is in the bill.

**Ms. Sandness:** They received a total of \$4.9M with a weighting factor of \$3.9M and quarter funding of \$800,000, which was removed. They also received \$80,000 for the teacher center network and \$115,000 for another program. That is 2015-2017 information. As student numbers increase, that will be higher.

**(8:15) Chairman Representative David Monson:** That will be over \$4M that goes to the schools and they decide what they are doing with that and if they are going to join.

**Representative Mike Schatz:** They do not have to spend it if they do not want to?

**Chairman Representative David Monson:** That is how I understand it. They have the intentions to use it if they cannot provide the education locally and hire out.

**Representative Mike Schatz:** I do not think the big schools do it. That money just stays with them.

**Chairman Representative David Monson:** I suppose it is used for something else like providing their own special education services and teach services.

**Ms. Sandness:** The weighting factor outlines only the active members of the regional education. Begins to outline **attachment 2 on page 1**.

**(15:10) Chairman Representative David Monson:** That is an estimate?

**Ms. Sandness:** Correct, it is estimating the number of students and miles. Returns to **attachment 2**.

**Chairman Representative David Monson:** It stays in Commerce?

**(17:50) Ms. Sandness:** There is no money anywhere currently, but the money will be added to Commerce. Continues on **attachment 2**.

**Chairman Representative David Monson:** Anyone see anything in here that is different from what we approved? We have already amended it and now we have to kick it out. We need a motion.

**(19:50) Representative Mark Sanford:** Moves a do pass amended, seconded by Representative Tracy Boe. Roll call vote is taken, motion carries with 6 yeas, 1 nay and 0 absent. Chairman Representative David Monson will carry.

**(21:25) Chairman Representative David Monson:** Closes meeting on SB 2013.

# 2019 HOUSE STANDING COMMITTEE MINUTES

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

SB 2013  
4/8/2019  
34580

- Subcommittee  
 Conference Committee

Committee Clerk: Parker Oswald

## 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; and to provide exemptions.

## Minutes:

No Attachments

Chairman Representative David Monson: Opens meeting on SB 2013 and the clerk take attendance.

**Representative Bob Martinson: I would like to make a motion for DPI (Department of Public Instruction) to reconsider. Seconded by Representative Mike Nathe. Voice Vote is taken, motion carries.**

**Representative Bob Martinson: I want to talk about the cultural heritage grants and I think we give all schools a chance to reconsider that. My motion would be to delete the note from section 1 in reference to the 3 schools designated so that all schools have an opportunity to apply. Seconded by Vice Chairman Representative Jim Schmidt. Voice vote carries.**

Chairman Representative David Monson: Alright, I understand.

**(3:40) Representative Bob Martinson: I make a motion of do pass as amended, seconded by Vice Chairman Representative Jim Schmidt. Motion carries with 7 yeas, 0 nays and 0 absent. Chairman Representative David Monson carries.**

# 2019 HOUSE STANDING COMMITTEE MINUTES

Appropriations Committee  
Roughrider Room, State Capitol

SB 2013  
4/8/2019  
34607

- Subcommittee  
 Conference Committee

Committee Clerk: Risa Bergquist and Parker Oswald

## 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; and to provide exemptions.

## Minutes:

**Chairman Delzer:** Opens meeting on SB 2013 for the Department of Public Instruction (DPI).

**(1:45) Representative Monson:** I wanted Representative Schatz to carry because he did such a good job on his other bills that he only lost one vote. The Statement of Purpose of Amendment (SPA) outlines the funds allocated. The first one adjusts funding for employee salary increases. We are at 2% and 2.5% on that. Number two adds funding for a pre-k education vision steering committee to support the facilitation of stakeholder groups to continue developing education initiatives. This is one of Superintendent Baesler's hallmark initiatives that she has been touting and she asked for \$300,000 for that.

**Chairman Delzer:** Where is the language for that?

**Representative Monson:** The language is section 7 and is either carryover or general.

**Sheila Sandness, LC:** The pre-k is general funds.

**Representative Monson:** There is a group of kids that come in and there is a council and different ways to improve k-12 education.

**Chairman Delzer:** Why would she need \$300,000? How is it funded in the past?

**Ms. Sandness, LC:** The department initiated this outreach and had stakeholders come in and the overwhelming message was that they wanted to continue to meet and support the efforts to drive the working interests in all aspects of K-12 education.

**Chairman Delzer:** But how has this been funded?

**Ms. Sandness:** They found money in their budget.

**(5:35) Representative Monson:** Number 3 adds funding for continuous improvements for school's contract with advanced ed. This increases the licensing contract. They did this last time, but had to find money in their budget, but they cannot do that again. There is no cost to the state in number 4. Numbers 4 and 5 go together, there was an error in their budget, number 4 takes \$1M from special education contracts and uses it to fix the budgeting error. Number 6 adds funding for integrated formula payments, this was SB 2265. It has all of the funding formula changes and sinking in interest will no longer be a part of it.

**Chairman Delzer:** This is what the senate passed over to us.

**Representative Monson:** This is what the Senate passed over and has the tweaks from SB 2265. This is what we were waiting for to pass and come to us so we could work on it. It is all general fund. You could make the case that it is the stabilization fund but it is listed as general fund. Number 7 increases funding from the general fund to provide a total of \$377M for school aid. The lower than estimated fines were reduced.

**Chairman Delzer:** We had to use \$285M last time and had to make it up. This is the common school's trust fund.

**(10:05) Representative Monson:** Number 8 is for transportation grant increases to provide a total of \$56.5M. We added \$600,000 from what the Senate sent over because we have more kids using the transportation now.

**Chairman Delzer:** We have more kids riding the bus or more kids in general?

**Representative Monson:** I think we have more kids in general and riding. It's a complex thing, as there are more schools closing there are more kids on buses linger. Number 9 is reduced by \$636,711 you may recall that we had a pool of money that totals \$1.5M and is kind of used at her discretion. Number 10 funding is added to leadership professional development program.

**Chairman Delzer:** That is \$200,000.

**Representative Monson:** We are requiring them to have some training, but the state is not going to fund that union or association. The SB 2250 was killed so there won't be any language for that. The money was here and the language was in that other bill. The language is in Commerce, but there is no money in there for that. Number 12, the funding for pass through grants is changed. There are some that we didn't fund and some that we added in for a net increase of \$14,000.

**Chairman Delzer:** How does this work with the council of arts money?

**Representative Monson:** We are giving her direction on what we think the amount should be and we are requiring these organizations to apply for this money, the department will review the applications and decide if they are worthy. They will get 50% of the money and they will have to fully report before getting the remainder.

**(18:30) Ms. Sandness:** In the current biennium it is at \$2M.

**Chairman Delzer:** I don't think we had started mentoring until 2 or 3 sessions ago.

**Representative Monson:** It has not been very long. North Dakota young entrepreneur education program. This used to be a camp in the summer funded by \$30,000 and that went out of business, so it went to \$0. We redistributed that money. We The People program, we've seen a lot of increase in the schools and we were very impressed by this. We hadn't been funding them before this time we are giving \$50,000. They fund contests based on the Constitution and other government information.

**Chairman Delzer:** Is that the one where they have state competitions?

**Representative Monson:** Yes, they are getting a lot of responses from the schools around the state and have an opportunity to really grow. National writing projects, this has been higher than that. They came in and gave an excellent presentation as well. Minot and Grand Forks have writing competitions and they promote writing in the schools. They have expanded to other schools around the state and introduced competitions. The kids are winning at a national level too. We would like to keep funding and growing this program. The Governor's school, the governor had nothing, but the senate put in \$20,000 and we took it out. We are finding out that it's done in the summer and the schools are putting it in as a summer program and being reimbursed on a per student basis. Culture heritage is at \$50,000, it was not in there before.

**(23:05) Chairman Delzer:** We fund that in the council in the arts.

**Representative Monson:** This pool of \$50,000 gives any schools the chance to do this. They would just have to say what they plan to do with the money.

**Chairman Delzer:** Becky do you have the amount that is in the council of the arts?

**Becky, OMB:** I can get them.

**Representative Meier:** We will get that.

**Chairman Delzer:** They both have the rural art outreach and I do not know what the difference in those are. We should not be doubling up.

**Representative Monson:** The cultural heritage ones I referred to do a lot of projects and fun things for kids. We have been funding them. These are all pass through grants and we did put a lot of strings on them. One-time funding items have money added for STARS, which is the report every fall for the schools that outlines their amount in the funding formula. This would upgrade this system with \$1.2M of carryover.

**(26:40) Representative Schatz:** STARS replaces the MIS-03. Does the principle or teacher report that?

**Representative Monson:** In a small school, the teachers filled out the schedule and I would take all of that and put it into the system. It is usually done by the office.

**Representative Schatz:** That just reports if you are doing the 250 minutes of time per week for the class.

**Representative Monson:** Yes. This is just an update for STARS that they have been using.

**Chairman Delzer:** Is this also the one that tracks the student and then the parents can get online and look up grades and stuff?

**Representative Monson:** That would be power school. This is simply between the school and DPI. In 2009-2011, there was \$500,000 given for the STARS. The last rebuild was in 2007 and has remained relatively unchanged in 12 years with very little maintenance. This also amends the available tuition funds. Amends the section related to foundation stabilization fund. We added a section that allows the \$3M of funding in the integrated funding to remain for teacher training.

**Chairman Delzer:** Sheila is that going to lower our turn back?

**Ms. Sandness:** Yes, it will.

**Representative Monson:** This is to get the teachers up to speed on how to teach them to code. We have elementary teachers out there that have been out there a long time and some of them don't have enough knowledge on computers. This is for onetime thing for teachers. Section 7 adds a section to use \$600,000 for advanced placement exams and teacher training. This would save our parents and students a lot of money. Students can take college courses in high school. It can also help students save time and money on remedial courses.

**Chairman Delzer:** This is carry over money you are using?

**Representative Monson:** Yes. It is in the neighborhood of \$6M to \$8M that could be saved for the \$600,000.

**(37:00) Representative Beadle:** The section that deals with the advanced placement also had dual credit mentioned. To my knowledge of the topics, AP are administered by colleges and are offered at advanced rates. Does this section apply to both or just AP?

**Representative Monson:** You are right about the AP course and I may have co-mingled those. I never took AP courses or had never heard of them back in the day.

**Representative Beadle:** It certainly is a beneficial program.

**Representative Monson:** The next session updates transportation and the rates for \$600,000. Amends the section for pass through grants. The next section amends century code and transfers the teacher loan forgiveness program from the state board of higher education to the Superintendent of DPI. The money is in here and the language is in other bills. It removes a section.



**Chairman Delzer:** The money is still here.

**(40:05) Representative Monson:** The money and the language go together. Adds a section to move grants from Commerce to DPI. SB 2250 was going to move that, but it was killed by the House. It will stay with Commerce. We are duplicating buses and we decided it was time to do a study to understand the effect of this. Also in this bill is the state library, the only change we made was to go to the salary package. They asked us to take them up to where they were last time in funding for a gain \$220,000. We said no.

**Chairman Delzer:** The next three are all the Senate doing the salary package?

**Representative Monson:** Yes. School for the Deaf and Blind had a few small Senate tweaks, but we agreed with those and thought they were fine. There are reductions from the base budgets of those.

**Chairman Delzer:** Questions by the committee? Representative J. Nelson did you find that about the arts?

**Representative J. Nelson:** I could not find it. Who in legislative council worked that budget?

**(44:40) Brady Larson, LC:** That is \$76,500, where \$11,000 is general and the rest is federal funds.

**Chairman Delzer:** And you are adding another \$50,000 to that? That is another \$50,000 to the council of arts in a competitive situation.

**Representative Monson:** This would be a competitive situation. We will get a report back on this as well. They have to report how they have spent it and what the impact of it was.

**Representative Monson: I move to adopt amendment .02007 to SB 2013. Representative Schmidt seconds. Voice vote all in favor motion carries**

**(46:20) Chairman Delzer:** Anything else?

**Representative Kempenich:** The estimated income has half from the common school's trust fund I believe and the rest federal?

**Chairman Delzer:** You have the common school's trust fund at \$377M. You have foundation aid stabilization fund at \$111.2M and then the rest would be federal money.

**(47:15) Representative Monson: Moves a do pass as amended. Representative Sanford seconds.**

**Chairman Delzer:** Any further discussion?

**A Roll Call vote was taken. Yea: 17                      Nay: 3                      Absent: 1 motion carries**

# 2019 HOUSE STANDING COMMITTEE MINUTES

**Appropriations Committee**  
Roughrider Room, State Capitol

SB 2013  
4/8/2019  
34610

- Subcommittee  
 Conference Committee

Committee Clerk: Risa Bergquist and Parker Oswald

## **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; and to provide exemptions.

## **Minutes:**

**Chairman Delzer:** Called the meeting back to order for SB 2013. We did have an amendment that we should look at. I don't think we need to reconsider our action, but when it's in conference committee, it should be brought up. The constitution says we need to have 15% of last time's spending for DPI held in the foundation stabilization fund as a cushion. One thing we are worried about is using so much of the common school's trust fund money and stabilization money. We are concerned that the set aside could be questionable in its ability to cover the downturn we have once faced and could see again. The amendment would figure that 15% and consider that money the same as general fund money.

**Representative Nathe:** It will put away more money for DPI (Department of Public Instruction)?

**Chairman Delzer:** No, it would keep more money in the foundation aid because as long as the common school's trust fund is going up, the percentage that is considered general fund keeps going down. It should be 15% of the total funding.

**Representative Nathe:** Is that total general fund?

**Chairman Delzer:** That's the issue. It is general fund and as long as it keeps going down, a shortfall would be covered by this. If you are only covering a general fund shortfall, you would need to cover the rest as well.

**Sheila Sandness, LC:** The funding sources are \$377M of common school's trust fund, \$110M from foundation aid and \$1.69B of general fund.

**(3:55) Chairman Delzer:** It would keep another \$218M or so. It would keep another \$45M in foundation aid reserves.

**Representative Nathe:** So if we don't do this, where does that \$45M go then?

**Chairman Delzer:** It would sit in the foundation aid and would be available to use next time or set aside. We are not using it; it is just setting some aside. We also said in SB 2214 that we want to use \$110M for ongoing K-12 expenses and then \$75M for the school construction loan. I think there should be enough money to do that. This would not take effect until July 1<sup>st</sup>.

**(5:55) Representative Monson:** It's a bit of a complicated thing and we are not sure what the need is for this or the ramifications of doing it or not doing it.

**Representative Kempenich:** Common school's trust fund was changed to 10% of the last 5-year average and is tied to the market.

**Chairman Delzer:** The common schools trust fund should be fine and 10% of the oil money from the extraction side goes in there.

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PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

Page 1, line 3, replace "sections 15-10-38," with "section"

Page 1, line 3, remove the second comma

Page 1, line 4, remove "15.1-37-05, 15.1-37-06, and 15.1-37-08"

Page 1, line 4, remove "a student"

Page 1, line 5, remove "loan forgiveness program for teachers,"

Page 1, line 5, remove the second comma

Page 1, remove line 6

Page 1, line 7, remove "grants, and early childhood education provider data collection"

Page 1, line 8, after the first semicolon insert "to provide for a legislative management study;"

Page 1, remove lines 21 through 24

Page 2, replace lines 1 through 10 with:

"Salaries and wages	\$17,439,176	\$511,859	\$17,951,035
Operating expenses	30,165,005	3,616,942	33,781,947
Integrated formula payments	1,750,204,163	348,398,266	2,098,602,429
Grants - special education	19,300,000	4,700,000	24,000,000
Grants - transportation	55,400,000	1,100,000	56,500,000
Grants - other grants	254,062,705	33,000,000	287,062,705
Grants - program grants	6,210,000	1,470,000	7,680,000
Grants - passthrough grants	2,898,000	(34,236)	2,863,764
PowerSchool	5,500,000	0	5,500,000
Transportation efficiency	30,000	(30,000)	0
National board certification	120,000	(12,000)	108,000
State automated reporting system rewrite	<u>0</u>	<u>1,200,000</u>	<u>1,200,000</u>
Total all funds	\$2,141,329,049	\$393,920,831	\$2,535,249,880
Less estimated income	<u>705,727,065</u>	<u>108,026,678</u>	<u>813,753,743</u>
Total general fund	\$1,435,601,984	\$285,894,153	\$1,721,496,137"

Page 2, replace lines 16 through 21 with:

"Salaries and wages	\$4,152,758	\$147,577	\$4,300,335
Operating expenses	1,604,075	17,842	1,621,917
Grants	<u>2,109,028</u>	<u>124,500</u>	<u>2,233,528</u>
Total all funds	\$7,865,861	\$289,919	\$8,155,780
Less estimated income	<u>2,247,560</u>	<u>126,801</u>	<u>2,374,361</u>
Total general fund	\$5,618,301	\$163,118	\$5,781,419"

Page 2, remove lines 27 through 31

Page 3, replace lines 1 and 2 with:

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"Salaries and wages	\$7,588,749	\$466,195	\$8,054,944
Operating expenses	2,026,543	(320,957)	1,705,586
Capital assets	158,678	270,000	428,678
Grants	180,000	(140,000)	40,000
Total all funds	\$9,953,970	\$275,238	\$10,229,208
Less estimated income	<u>2,465,444</u>	<u>234,914</u>	<u>2,700,358</u>
Total general fund	\$7,488,526	\$40,324	\$7,528,850"

Page 3, replace lines 8 through 13 with:

"Salaries and wages	\$4,660,995	\$274,296	\$4,935,291
Operating expenses	773,206	42,615	815,821
Capital assets	39,192	260,500	299,692
Total all funds	\$5,473,393	\$577,411	\$6,050,804
Less estimated income	<u>1,079,247</u>	<u>253,568</u>	<u>1,332,815</u>
Total general fund	\$4,394,146	\$323,843	\$4,717,989"

Page 3, replace lines 19 through 21 with:

"Grand total general fund	\$1,453,102,957	\$286,421,438	\$1,739,524,395
Grand total special funds	711,519,316	108,641,961	820,161,277
Grand total all funds	\$2,164,622,273	\$395,063,399	\$2,559,685,672"

Page 4, after line 2, insert:

" State automated reporting system rewrite		0	1,200,000"
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Page 4, replace lines 4 through 8 with:

" Total department of public instruction - all funds	\$191,820,000		\$1,400,000
Total department of public instruction - estimated income		<u>191,820,000</u>	<u>1,200,000</u>
Total department of public instruction -		\$0	\$200,000"

Page 4, replace lines 28 through 30 with:

"Grand total - all funds	\$192,688,500		\$1,950,500
Grand total - estimated income		<u>192,688,500</u>	<u>1,750,500</u>
Grand total - general fund		\$0	\$200,000"

Page 5, line 7, replace "\$379,764,000" with "\$377,764,000"

Page 5, line 13, replace "\$110,000,000" with "\$111,200,000"

Page 5, line 14, after "treasury" insert ", of which \$110,000,000 is"

Page 5, line 14, after "payments" insert "and \$1,200,000 is for a rewrite of the state automated reporting system,"

Page 5, after line 21, insert:

**"SECTION 6. EXEMPTION - COMPUTER SCIENCE TRAINING FOR TEACHERS.** Up to \$3,000,000 of the unexpended amount remaining from the appropriation for integrated formula payments, as authorized in subdivision 1 of section 1 of chapter 12 of the 2017 Session Laws, is not subject to the provisions of

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section 54-44.1-11 at the end of the 2017-19 biennium, and may be continued into the 2019-21 biennium for the purpose of providing computer science training for teachers.

**SECTION 7. EXEMPTION - ADVANCED PLACEMENT PROGRAMS.** Up to \$600,000 of the unexpended amount remaining from the appropriation for integrated formula payments, as authorized in subdivision 1 of section 1 of chapter 12 of the 2017 Session Laws, is not subject to the provisions of section 54-44.1-11 at the end of the 2017-19 biennium, and may be continued into the 2019-21 biennium for the purpose of providing advanced placement examinations, advanced placement teacher training, and the college ready English and mathematics programs."

Page 6, line 24, replace "nine" with "eleven"

Page 6, line 26, replace "Fifty-one" with "Fifty-two"

Page 7, line 16, replace "Twenty-nine" with "Thirty"

Page 7, line 23, replace "\$2,136,711" with "\$1,500,000"

Page 8, line 13, replace "\$2,215,764" with "\$2,863,764"

Page 8, line 13, remove "for writing projects, an entrepreneur program,"

Page 8, line 14, remove "governor's school, and a mentoring program"

Page 8, line 15, after "distributed" insert "but no more than one-half of the funding may be provided each year of the biennium"

Page 8, line 15, replace "Grantees" with "Annually grantees"

Page 8, line 17, after "report" insert "annually"

Page 8, line 18, remove "before October 1, 2020"

Page 8, line 18, after the period insert "The superintendent may not distribute the grant payment for the second year of the biennium until the grantee submits the annual report for the first year of the biennium."

Page 9, remove lines 26 through 31

Page 10, remove lines 1 through 31

Page 11, remove lines 1 through 9

Page 11, line 15, replace "eighteen" with "ten"

Page 11, line 16, remove "one hundred twenty-six thousand five hundred three dollars"

Page 11, line 17, replace "thereafter" with "one hundred twenty-five thousand eight hundred eighty dollars thereafter"

Page 11, remove lines 18 through 31

Page 12, remove lines 1 through 30

Page 13, replace lines 1 through 23 with:

**"SECTION 19. LEGISLATIVE MANAGEMENT STUDY.** During the 2019-20 interim, the legislative management shall consider studying school transportation, including district routes, expenditures, reimbursement, and possible efficiencies. The legislative management shall report its findings and recommendations, together with

any legislation necessary to implement the recommendations, to the sixty-seventh legislative assembly."

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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	\$2,141,329,049	\$2,542,794,213	(\$7,544,333)	\$2,535,249,880
Less estimated income	705,727,065	814,542,384	(788,641)	813,753,743
General fund	\$1,435,601,984	\$1,728,251,829	(\$6,755,692)	\$1,721,496,137
FTE	91.75	88.75	0.00	88.75
State Library				
Total all funds	\$7,865,861	\$8,123,637	\$32,143	\$8,155,780
Less estimated income	2,247,560	2,367,446	6,915	2,374,361
General fund	\$5,618,301	\$5,756,191	\$25,228	\$5,781,419
FTE	28.75	27.75	0.00	27.75
School for the Deaf				
Total all funds	\$9,953,970	\$10,195,111	\$34,097	\$10,229,208
Less estimated income	2,465,444	2,697,196	3,162	2,700,358
General fund	\$7,488,526	\$7,497,915	\$30,935	\$7,528,850
FTE	45.61	44.61	0.00	44.61
Vision Services - School for the Blind				
Total all funds	\$5,473,393	\$6,030,269	\$20,535	\$6,050,804
Less estimated income	1,079,247	1,330,993	1,822	1,332,815
General fund	\$4,394,146	\$4,699,276	\$18,713	\$4,717,989
FTE	28.50	27.90	0.00	27.90
Bill total				
Total all funds	\$2,164,622,273	\$2,567,143,230	(\$7,457,558)	\$2,559,685,672
Less estimated income	711,519,316	820,938,019	(776,742)	820,161,277
General fund	\$1,453,102,957	\$1,746,205,211	(\$6,680,816)	\$1,739,524,395
FTE	194.61	189.01	0.00	189.01

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

	Base Budget	Senate Version	House Changes	House Version
Salaries and wages	\$17,439,176	\$17,941,456	\$9,579	\$17,951,035
Operating expenses	30,165,005	32,169,947	1,612,000	33,781,947
Integrated formula payments	1,750,204,163	2,106,646,054	(8,043,625)	2,098,602,429
Grants - Special education contracts	19,300,000	25,000,000	(1,000,000)	24,000,000
Grants - Transportation	55,400,000	55,900,000	600,000	56,500,000
Grants - Other grants	254,062,705	287,062,705		287,062,705
Grants - Program grants	6,210,000	9,616,711	(1,936,711)	7,680,000
Grants - Passthrough grants	2,898,000	2,849,340	14,424	2,863,764
PowerSchool	5,500,000	5,500,000		5,500,000
Transportation efficiency	30,000			
National board certification	120,000	108,000		108,000
State automated reporting system rewrite			1,200,000	1,200,000
<b>Total all funds</b>	<b>\$2,141,329,049</b>	<b>\$2,542,794,213</b>	<b>(\$7,544,333)</b>	<b>\$2,535,249,880</b>
Less estimated income	705,727,065	814,542,384	(788,641)	813,753,743
General fund	\$1,435,601,984	\$1,728,251,829	(\$6,755,692)	\$1,721,496,137
FTE	91.75	88.75	0.00	88.75

**Department 201 - Department of Public Instruction - Detail of House Changes**

	Adjusts Funding for Salary Increases <sup>1</sup>	Adds Funding for a Pre K-12 Education Vision Steering Committee <sup>2</sup>	Adds Funding for AdvancEd Contract <sup>3</sup>	Increases Funding for Operating Expenses <sup>4</sup>	Reduces Funding for Special Education Contracts <sup>5</sup>	Adjusts Funding for Integrated Formula Payments <sup>6</sup>
Salaries and wages	\$9,579					
Operating expenses		\$300,000	\$312,000	\$1,000,000		
Integrated formula payments						(\$8,043,625)
Grants - Special education contracts					(\$1,000,000)	
Grants - Transportation						
Grants - Other grants						
Grants - Program grants						
Grants - Passthrough grants						
PowerSchool						
Transportation efficiency						
National board certification						
State automated reporting system rewrite						
<b>Total all funds</b>	<b>\$9,579</b>	<b>\$300,000</b>	<b>\$312,000</b>	<b>\$1,000,000</b>	<b>(\$1,000,000)</b>	<b>(\$8,043,625)</b>
Less estimated income	11,359	0	0	0	0	0
General fund	(\$1,780)	\$300,000	\$312,000	\$1,000,000	(\$1,000,000)	(\$8,043,625)
FTE	0.00	0.00	0.00	0.00	0.00	0.00



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	Adjusts the Funding Source for Integrated Formula Payments <sup>7</sup>	Increases Funding for Transportation Grants <sup>8</sup>	Reduces Funding for the Superintendent's Program Grant Pool <sup>9</sup>	Adds Funding for a Leadership Professional Development Program <sup>10</sup>	Removes Funding for Early Childhood Education Grants <sup>11</sup>	Adjusts Funding for Passthrough Grants <sup>12</sup>
Salaries and wages						
Operating expenses						
Integrated formula payments						
Grants - Special education contracts						
Grants - Transportation		\$600,000				
Grants - Other grants						
Grants - Program grants			(\$636,711)	\$200,000	(\$1,500,000)	
Grants - Passthrough grants PowerSchool						\$14,424
Transportation efficiency						
National board certification						
State automated reporting system rewrite						
<b>Total all funds</b>	\$0	\$600,000	(\$636,711)	\$200,000	(\$1,500,000)	\$14,424
Less estimated income	(2,000,000)	0	0	0	0	0
<b>General fund</b>	<b>\$2,000,000</b>	<b>\$600,000</b>	<b>(\$636,711)</b>	<b>\$200,000</b>	<b>(\$1,500,000)</b>	<b>\$14,424</b>
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds One-time Funding for the State Automated Reporting System Rewrite <sup>13</sup>	Total House Changes
Salaries and wages		\$9,579
Operating expenses		1,612,000
Integrated formula payments		(8,043,625)
Grants - Special education contracts		(1,000,000)
Grants - Transportation		600,000
Grants - Other grants		
Grants - Program grants		(1,936,711)
Grants - Passthrough grants PowerSchool		14,424
Transportation efficiency		
National board certification		
State automated reporting system rewrite	\$1,200,000	1,200,000
<b>Total all funds</b>	<b>\$1,200,000</b>	<b>(\$7,544,333)</b>
Less estimated income	<b>1,200,000</b>	<b>(788,641)</b>
<b>General fund</b>	<b>\$0</b>	<b>(\$6,755,692)</b>
FTE	0.00	0.00

<sup>1</sup> Funding is adjusted to provide for employee salary increases of 2 percent on July 1, 2019, with a minimum monthly increase of \$120 and a maximum monthly increase of \$200, and an increase of 2.5 percent on July 1, 2020. The Senate provided funding for salary increases of 2 percent on July 1, 2019, and 3 percent on July 1, 2020.

<sup>2</sup> Funding is added for a Pre K-12 Education Vision Steering Committee to support the facilitation of stakeholder groups to continue developing education initiatives.

<sup>3</sup> Funding is added for an increase in the continuous improvement for schools contract with AdvancEd.

<sup>4</sup> Funding for operating expenses is increased to correct an error in the department's budget request relating to its base budget adjustments.

<sup>5</sup> Funding for special education contract grants is reduced to provide a total of \$24 million from the general fund, \$4.7 million more than the 2017-19 biennium. The Senate provided \$25 million from the general fund for special

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education contract grants.

<sup>6</sup> Funding for integrated formula payments is reduced for the following changes to the state school aid formula in Senate Bill No. 2265:

	<u>General Fund</u>
Reduces funding to provide a 2 percent increase in the <b>integrated formula payment rate</b> each year of the biennium. The Senate provided a 2 percent increase in the 1st year and 3 percent in the 2nd year.	(\$10,615,923)
Increases funding for a state school aid <b>formula baseline reset</b> .	15,106,628
Adds funding to reduce the deduction of in lieu of revenue relative to <b>sinking and interest mill levies</b> .	12,335,458
Reduces funding provided to transition to <b>on-time funding</b> . The House provided a .50 weighted student unit. The Senate provided 1.0 weighted student unit.	(19,289,658)
Reduces funding for changes to <b>funding for new students</b> in certain school districts.	(7,683,575)
Reduces funding due to an increase in the contribution from property tax related to the <b>phase in of a 60 mill contribution</b> for all schools districts.	(2,032,062)
Increases funding for other changes to the formula, including <b>tuition deductions and adjustment to formula minimums</b> .	4,135,507
Total integrated formula payment reduction	<u>(\$8,043,625)</u>

<sup>7</sup> Increases funding from the general fund and decreases funding from the state tuition fund to provide a total of \$377,764,000 from the state tuition fund for state school aid. Funding from the state tuition fund is reduced due to lower than estimated fines being deposited in the fund.

<sup>8</sup> Funding for transportation grants is increased to provide a total of \$56.5 million from the general fund. This increase of \$1.1 million from the prior biennium will allow reimbursement rates to remain the same as the 2017-19 biennium. The Senate provided \$55.9 million from the general fund for transportation grants.

<sup>9</sup> Funding for the program grant pool is reduced by \$636,711, to provide a total of \$1.5 million from the general fund for the following programs:

- \* Leveraging the senior year;
- \* Leadership program;
- \* Continuing education grants;
- \* Preschool continuing education grants;
- \* Curriculum alignment grants;
- \* Teacher and principal evaluation system grants;
- \* Family engagement initiatives; and
- \* Transportation efficiency.

<sup>10</sup> Funding is added to implement a leadership professional development program.

<sup>11</sup> Funding is removed for early childhood education grants transferred to the Superintendent of Public Instruction from the Department of Commerce. The House did not approve transferring the early childhood service provider grant program from the Department of Commerce to the Superintendent of Public Instruction in Senate Bill No. 2250.

<sup>12</sup> Funding for passthrough grants is adjusted as follows:

	<u>General Fund</u> <u>Increase</u> <u>(Decrease)</u>	<u>Total</u> <u>General</u> <u>Fund</u>
Rural art outreach projects	(\$10,000)	\$350,000
North Central Council for Education Media Services	14,424	238,000
Mentoring program	0	2,125,764
North Dakota Young Entrepreneur education program	(30,000)	0
"We the People" program	0	50,000
National writing projects	10,000	50,000
Governor's School program	(20,000)	0
Cultural heritage and artist in residence grants	50,000	50,000
Total	<u>\$14,424</u>	<u>\$2,863,764</u>

<sup>13</sup> One-time funding is added from the foundation aid stabilization fund to rewrite the state automated reporting system (STARS) application.

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This amendment also:

- Amends the section related to funding provided from the state tuition fund to reduce the funding made available from the fund to \$377,764,000;
- Amends the section related to funding provided from the foundation aid stabilization fund to increase the funding made available from the fund to \$111.2 million;
- Adds a section to allow the department to continue \$3 million of funding, remaining in the integrated formula payments line item at the end of the 2017-19 biennium, to the 2019-21 biennium for the purpose of one-time funding of computer science training for teachers;
- Adds a section to allow the department to continue \$600,000 of funding, remaining in the integrated formula payments line item at the end of the 2017-19 biennium, to the 2019-21 biennium for the purpose of advanced placement examinations, advanced placement teacher training, and the college ready English and mathematics program;
- Amends the section related to the distribution of transportation grants to update transportation rates to reflect additional funding;
- Amends the section related to the program grant pool to adjust the total provided;
- Amends the section related to passthrough grants to require grantees to receive one-half of the passthrough grant each year of the biennium and require grantees, as a condition of receiving the grant, to establish performance measures to be reviewed by the Superintendent of Public Instruction. Grantees must report to the Superintendent of Public Instruction regarding performance based on the measures each year of the biennium, with the report for the 1st year of the biennium required before receiving funding for the 2nd year of the biennium;
- Removes the section amending North Dakota Century Code Section 15-10-38 to transfer the teacher loan forgiveness program from the State Board of Higher Education to the Superintendent of Public Instruction. This transfer was included in House Bill No. 1429;
- Amends the section related to the salary of the Superintendent of Public Instruction to provide increases consistent with state employee salary increases;
- Removes the sections amending Sections 15.1-37-05, 15.1-37-06, and 15.1-37-08 to transfer the early childhood education grant program from the Department of Commerce to the Superintendent of Public Instruction due to the defeat of Senate Bill No. 2250 by the House; and
- Adds a section to provide for a study of school district transportation during the 2019-20 interim.

**Senate Bill No. 2013 - State Library - House Action**

	Base Budget	Senate Version	House Changes	House Version
Salaries and wages	\$4,152,758	\$4,268,192	\$32,143	\$4,300,335
Operating expenses	1,604,075	1,621,917		1,621,917
Grants	2,109,028	2,233,528		2,233,528
Total all funds	\$7,865,861	\$8,123,637	\$32,143	\$8,155,780
Less estimated income	2,247,560	2,367,446	6,915	2,374,361
General fund	\$5,618,301	\$5,756,191	\$25,228	\$5,781,419
FTE	28.75	27.75	0.00	27.75

**Department 250 - State Library - Detail of House Changes**

	Adjusts Funding for Salary Increases <sup>1</sup>	Total House Changes
Salaries and wages	\$32,143	\$32,143
Operating expenses		
Grants		
Total all funds	\$32,143	\$32,143
Less estimated income	6,915	6,915
General fund	\$25,228	\$25,228
FTE	0.00	0.00

<sup>1</sup> Funding is adjusted to provide for employee salary increases of 2 percent on July 1, 2019, with a minimum

monthly increase of \$120 and a maximum monthly increase of \$200, and an increase of 2.5 percent on July 1, 2020. The Senate provided funding for salary increases of 2 percent on July 1, 2019, and 3 percent on July 1, 2020.

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9 of 10*

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

	Base Budget	Senate Version	House Changes	House Version
Salaries and wages	\$7,588,749	\$8,020,847	\$34,097	\$8,054,944
Operating expenses	2,026,543	1,705,586		1,705,586
Capital assets	158,678	428,678		428,678
Grants	180,000	40,000		40,000
Total all funds	\$9,953,970	\$10,195,111	\$34,097	\$10,229,208
Less estimated income	2,465,444	2,697,196	3,162	2,700,358
General fund	\$7,488,526	\$7,497,915	\$30,935	\$7,528,850
FTE	45.61	44.61	0.00	44.61

**Department 252 - School for the Deaf - Detail of House Changes**

	Adjusts Funding for Salary Increases <sup>1</sup>	Total House Changes
Salaries and wages	\$34,097	\$34,097
Operating expenses		
Capital assets		
Grants		
Total all funds	\$34,097	\$34,097
Less estimated income	3,162	3,162
General fund	\$30,935	\$30,935
FTE	0.00	0.00

<sup>1</sup> Funding is adjusted to provide for employee salary increases of 2 percent on July 1, 2019, with a minimum monthly increase of \$120 and a maximum monthly increase of \$200, and an increase of 2.5 percent on July 1, 2020. The Senate provided funding for salary increases of 2 percent on July 1, 2019, and 3 percent on July 1, 2020.

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

	Base Budget	Senate Version	House Changes	House Version
Salaries and wages	\$4,660,995	\$4,914,756	\$20,535	\$4,935,291
Operating expenses	773,206	815,821		815,821
Capital assets	39,192	299,692		299,692
Total all funds	\$5,473,393	\$6,030,269	\$20,535	\$6,050,804
Less estimated income	1,079,247	1,330,993	1,822	1,332,815
General fund	\$4,394,146	\$4,699,276	\$18,713	\$4,717,989
FTE	28.50	27.90	0.00	27.90

**Department 253 - Vision Services - School for the Blind - Detail of House Changes**

	Adjusts Funding for Salary Increases <sup>1</sup>	Total House Changes
Salaries and wages	\$20,535	\$20,535
Operating expenses		
Capital assets		
Total all funds	\$20,535	\$20,535
Less estimated income	1,822	1,822
General fund	\$18,713	\$18,713
FTE	0.00	0.00

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10/10

<sup>1</sup> Funding is adjusted to provide for employee salary increases of 2 percent on July 1, 2019, with a minimum monthly increase of \$120 and a maximum monthly increase of \$200, and an increase of 2.5 percent on July 1, 2020. The Senate provided funding for salary increases of 2 percent on July 1, 2019, and 3 percent on July 1, 2020.

**2019 HOUSE STANDING COMMITTEE  
 ROLL CALL VOTES  
 BILL/RESOLUTION NO. SB 2013**

House Appropriations - Education and Environment Division Committee

Subcommittee

Amendment LC# or Description: Motion to move section 15 in SB 2265 to SB 2013

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 Representative Mark Sanford Seconded By Representative Mike Nathe

Representatives	Yes	No	Representatives	Yes	No
Chair David Monson			Representative Tracy Boe		
Vice Chair Jim Schmidt					
Representative Bob Martinson					
Representative Mike Nathe					
Representative Mark Sanford					
Representative Mike Schatz					

Total (Yes) Voice vote - carries No \_\_\_\_\_

Absent \_\_\_\_\_

Floor Assignment \_\_\_\_\_

If the vote is on an amendment, briefly indicate intent: Motion to move section 15 in SB 2265 into SB 2013 regarding the STARS online program and its appropriation.

**2019 HOUSE STANDING COMMITTEE  
ROLL CALL VOTES  
BILL/RESOLUTION NO. SB 2013**

House Appropriations - Education and Environment Division Committee

Subcommittee

Amendment LC# or Description: Motion to draft the final amendment with the proposed changes

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 Sanford Representative Mark Sanford    Seconded By Representative Tracy Boe

Representatives	Yes	No	Representatives	Yes	No
Chair David Monson			Representative Tracy Boe		
Vice Chair Jim Schmidt					
Representative Bob Martinson					
Representative Mike Nathe					
Representative Mark Sanford					
Representative Mike Schatz					

Total (Yes) Voice vote - carries No \_\_\_\_\_

Absent \_\_\_\_\_

Floor Assignment \_\_\_\_\_

If the vote is on an amendment, briefly indicate intent: Motion to draft the final amendment with salary and wage increases and all proposed changes.



**2019 HOUSE STANDING COMMITTEE  
 ROLL CALL VOTES  
 BILL/RESOLUTION NO. SB 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 Sanford Representative Mark    Seconded By Representative Tracy Boe

Representatives	Yes	No	Representatives	Yes	No
Chair David Monson	X		Representative Tracy Boe	X	
Vice Chair Jim Schmidt	X				
Representative Bob Martinson	X				
Representative Mike Nathe	X				
Representative Mark Sanford	X				
Representative Mike Schatz		X			

Total (Yes) 6 No 1

Absent 0

Floor Assignment Chairman Representative David Monson

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



**2019 HOUSE STANDING COMMITTEE  
 ROLL CALL VOTES  
 BILL/RESOLUTION NO. SB 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 Representative Bob Martinson    Seconded By Representative Mike Nathe

<b>Representatives</b>	<b>Yes</b>	<b>No</b>	<b>Representatives</b>	<b>Yes</b>	<b>No</b>
Chair David Monson			Representative Tracy Boe		
Vice Chair Jim Schmidt					
Representative Bob Martinson					
Representative Mike Nathe					
Representative Mark Sanford					
Representative Mike Schatz					

Total (Yes) Voice voter - carries No \_\_\_\_\_

Absent \_\_\_\_\_

Floor Assignment \_\_\_\_\_

If the vote is on an amendment, briefly indicate intent: Motion to reconsider section 1 of SB 2013.

**2019 HOUSE STANDING COMMITTEE  
ROLL CALL VOTES  
BILL/RESOLUTION NO. SB 2013**

House Appropriations - Education and Environment Division Committee

Subcommittee

Amendment LC# or Description: Adopt final amendment and amend section 1

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 Representative Bob Martinson    Vice Chairman  
 Seconded By Representative Jim Schmidt

Representatives	Yes	No	Representatives	Yes	No
Chair David Monson			Representative Tracy Boe		
Vice Chair Jim Schmidt					
Representative Bob Martinson					
Representative Mike Nathe					
Representative Mark Sanford					
Representative Mike Schatz					

Total (Yes) Voice vote - carries No \_\_\_\_\_

Absent \_\_\_\_\_

Floor Assignment \_\_\_\_\_

If the vote is on an amendment, briefly indicate intent: Motion to remove the wording from section 1 that only allows the 3 designated schools to apply for cultural heritage grants and allows for any school to apply. Motion to adopt final amendment.

**2019 HOUSE STANDING COMMITTEE  
 ROLL CALL VOTES  
 BILL/RESOLUTION NO. SB 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 Representative Bob Martinson                            Seconded By    Vice Chairman Representative Jim Schmidt

<b>Representatives</b>	<b>Yes</b>	<b>No</b>	<b>Representatives</b>	<b>Yes</b>	<b>No</b>
Chair David Monson	X		Representative Tracy Boe	X	
Vice Chair Jim Schmidt	X				
Representative Bob Martinson	X				
Representative Mike Nathe	X				
Representative Mark Sanford	X				
Representative Mike Schatz	X				

Total    (Yes) 7                            No 0

Absent 0

Floor Assignment Chairman Representative David Monson

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

Date: 4/8/2019  
 Roll Call Vote #: 1

**2019 HOUSE STANDING COMMITTEE  
 ROLL CALL VOTES  
 BILL/RESOLUTION NO. SB 2013**

House Appropriations Committee

Subcommittee

Amendment LC# or Description: 19.0226.02007

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 Representative Monson Seconded By Representative Schmidt

Representatives	Yes	No	Representatives	Yes	No
Chairman Delzer					
Representative Kempenich					
Representative Anderson			Representative Schobinger		
Representative Beadle			Representative Vigesaa		
Representative Bellew					
Representative Brandenburg					
Representative Howe			Representative Boe		
Representative Kreidt			Representative Holman		
Representative Martinson			Representative Mock		
Representative Meier					
Representative Monson					
Representative Nathe					
Representative J. Nelson					
Representative Sanford					
Representative Schatz					
Representative Schmidt					

Total (Yes) \_\_\_\_\_ No \_\_\_\_\_

Absent \_\_\_\_\_

Floor Assignment \_\_\_\_\_

**Voice Vote/Motion Carries**

Date: 4/8/2019  
 Roll Call Vote #: 2

**2019 HOUSE STANDING COMMITTEE  
 ROLL CALL VOTES  
 BILL/RESOLUTION NO. SB 2013**

House 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 Representative Monson    Seconded By Representative Sanford

Representatives	Yes	No	Representatives	Yes	No
Chairman Delzer		X			
Representative Kempenich	X				
Representative Anderson	X		Representative Schobinger	X	
Representative Beadle	X		Representative Vigesaa	X	
Representative Bellew		X			
Representative Brandenburg	X				
Representative Howe	X		Representative Boe	X	
Representative Kreidt	X		Representative Holman	X	
Representative Martinson	X		Representative Mock	A	
Representative Meier	X				
Representative Monson	X				
Representative Nathe	X				
Representative J. Nelson	X				
Representative Sanford	X				
Representative Schatz		X			
Representative Schmidt	X				

Total (Yes) 17    No 3

Absent 1

Floor Assignment Representative Monson

**Motion Carries**

**REPORT OF STANDING COMMITTEE**

**SB 2013, as engrossed: Appropriations Committee (Rep. Delzer, Chairman)** recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (17 YEAS, 3 NAYS, 1 ABSENT AND NOT VOTING). Engrossed SB 2013 was placed on the Sixth order on the calendar.

Page 1, line 3, replace "sections 15-10-38," with "section"

Page 1, line 3, remove the second comma

Page 1, line 4, remove "15.1-37-05, 15.1-37-06, and 15.1-37-08"

Page 1, line 4, remove "a student"

Page 1, line 5, remove "loan forgiveness program for teachers,"

Page 1, line 5, remove the second comma

Page 1, remove line 6

Page 1, line 7, remove "grants, and early childhood education provider data collection"

Page 1, line 8, after the first semicolon insert "to provide for a legislative management study;"

Page 1, remove lines 21 through 24

Page 2, replace lines 1 through 10 with:

"Salaries and wages	\$17,439,176	\$511,859	\$17,951,035
Operating expenses	30,165,005	3,616,942	33,781,947
Integrated formula payments	1,750,204,163	348,398,266	2,098,602,429
Grants - special education	19,300,000	4,700,000	24,000,000
Grants - transportation	55,400,000	1,100,000	56,500,000
Grants - other grants	254,062,705	33,000,000	287,062,705
Grants - program grants	6,210,000	1,470,000	7,680,000
Grants - passthrough grants	2,898,000	(34,236)	2,863,764
PowerSchool	5,500,000	0	5,500,000
Transportation efficiency	30,000	(30,000)	0
National board certification	120,000	(12,000)	108,000
State automated reporting system rewrite	<u>0</u>	<u>1,200,000</u>	<u>1,200,000</u>
Total all funds	\$2,141,329,049	\$393,920,831	\$2,535,249,880
Less estimated income	<u>705,727,065</u>	<u>108,026,678</u>	<u>813,753,743</u>
Total general fund	\$1,435,601,984	\$285,894,153	\$1,721,496,137"

Page 2, replace lines 16 through 21 with:

"Salaries and wages	\$4,152,758	\$147,577	\$4,300,335
Operating expenses	1,604,075	17,842	1,621,917
Grants	<u>2,109,028</u>	<u>124,500</u>	<u>2,233,528</u>
Total all funds	\$7,865,861	\$289,919	\$8,155,780
Less estimated income	<u>2,247,560</u>	<u>126,801</u>	<u>2,374,361</u>
Total general fund	\$5,618,301	\$163,118	\$5,781,419"

Page 2, remove lines 27 through 31

Page 3, replace lines 1 and 2 with:

"Salaries and wages	\$7,588,749	\$466,195	\$8,054,944
Operating expenses	2,026,543	(320,957)	1,705,586

Capital assets	158,678	270,000	428,678
Grants	<u>180,000</u>	<u>(140,000)</u>	<u>40,000</u>
Total all funds	\$9,953,970	\$275,238	\$10,229,208
Less estimated income	<u>2,465,444</u>	<u>234,914</u>	<u>2,700,358</u>
Total general fund	\$7,488,526	\$40,324	\$7,528,850"

Page 3, replace lines 8 through 13 with:

"Salaries and wages	\$4,660,995	\$274,296	\$4,935,291
Operating expenses	773,206	42,615	815,821
Capital assets	<u>39,192</u>	<u>260,500</u>	<u>299,692</u>
Total all funds	\$5,473,393	\$577,411	\$6,050,804
Less estimated income	<u>1,079,247</u>	<u>253,568</u>	<u>1,332,815</u>
Total general fund	\$4,394,146	\$323,843	\$4,717,989"

Page 3, replace lines 19 through 21 with:

"Grand total general fund	\$1,453,102,957	\$286,421,438	\$1,739,524,395
Grand total special funds	<u>711,519,316</u>	<u>108,641,961</u>	<u>820,161,277</u>
Grand total all funds	\$2,164,622,273	\$395,063,399	\$2,559,685,672"

Page 4, after line 2, insert:

" State automated reporting system rewrite 0 1,200,000"

Page 4, replace lines 4 through 8 with:

" Total department of public instruction - all funds	\$191,820,000	\$1,400,000
Total department of public instruction - estimated income	<u>191,820,000</u>	<u>1,200,000</u>
Total department of public instruction -	\$0	\$200,000"

Page 4, replace lines 28 through 30 with:

"Grand total - all funds	\$192,688,500	\$1,950,500
Grand total - estimated income	<u>192,688,500</u>	<u>1,750,500</u>
Grand total - general fund	\$0	\$200,000"

Page 5, line 7, replace "\$379,764,000" with "\$377,764,000"

Page 5, line 13, replace "\$110,000,000" with "\$111,200,000"

Page 5, line 14, after "treasury" insert ", of which \$110,000,000 is"

Page 5, line 14, after "payments" insert "and \$1,200,000 is for a rewrite of the state automated reporting system,"

Page 5, after line 21, insert:

**"SECTION 6. EXEMPTION - COMPUTER SCIENCE TRAINING FOR TEACHERS.** Up to \$3,000,000 of the unexpended amount remaining from the appropriation for integrated formula payments, as authorized in subdivision 1 of section 1 of chapter 12 of the 2017 Session Laws, is not subject to the provisions of section 54-44.1-11 at the end of the 2017-19 biennium, and may be continued into the 2019-21 biennium for the purpose of providing computer science training for teachers.

**SECTION 7. EXEMPTION - ADVANCED PLACEMENT PROGRAMS.** Up to \$600,000 of the unexpended amount remaining from the appropriation for integrated formula payments, as authorized in subdivision 1 of section 1 of chapter 12 of the



2017 Session Laws, is not subject to the provisions of section 54-44.1-11 at the end of the 2017-19 biennium, and may be continued into the 2019-21 biennium for the purpose of providing advanced placement examinations, advanced placement teacher training, and the college ready English and mathematics programs."

Page 6, line 24, replace "nine" with "eleven"

Page 6, line 26, replace "Fifty-one" with "Fifty-two"

Page 7, line 16, replace "Twenty-nine" with "Thirty"

Page 7, line 23, replace "\$2,136,711" with "\$1,500,000"

Page 8, line 13, replace "\$2,215,764" with "\$2,863,764"

Page 8, line 13, remove "for writing projects, an entrepreneur program,"

Page 8, line 14, remove "governor's school, and a mentoring program"

Page 8, line 15, after "distributed" insert "but no more than one-half of the funding may be provided each year of the biennium"

Page 8, line 15, replace "Grantees" with "Annually grantees"

Page 8, line 17, after "report" insert "annually"

Page 8, line 18, remove "before October 1, 2020"

Page 8, line 18, after the period insert "The superintendent may not distribute the grant payment for the second year of the biennium until the grantee submits the annual report for the first year of the biennium."

Page 9, remove lines 26 through 31

Page 10, remove lines 1 through 31

Page 11, remove lines 1 through 9

Page 11, line 15, replace "eighteen" with "ten"

Page 11, line 16, remove "one hundred twenty-six thousand five hundred three dollars"

Page 11, line 17, replace "thereafter" with "one hundred twenty-five thousand eight hundred eighty dollars thereafter"

Page 11, remove lines 18 through 31

Page 12, remove lines 1 through 30

Page 13, replace lines 1 through 23 with:

**"SECTION 19. LEGISLATIVE MANAGEMENT STUDY.** During the 2019-20 interim, the legislative management shall consider studying school transportation, including district routes, expenditures, reimbursement, and possible efficiencies. The legislative management shall report its findings and recommendations, together with any legislation necessary to implement the recommendations, to the sixty-seventh legislative assembly."

Re-number 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	\$2,141,329,049	\$2,542,794,213	(\$7,544,333)	\$2,535,249,880
Less estimated income	705,727,065	814,542,384	(788,641)	813,753,743
General fund	\$1,435,601,984	\$1,728,251,829	(\$6,755,692)	\$1,721,496,137
FTE	91.75	88.75	0.00	88.75
State Library				
Total all funds	\$7,865,861	\$8,123,637	\$32,143	\$8,155,780
Less estimated income	2,247,560	2,367,446	6,915	2,374,361
General fund	\$5,618,301	\$5,756,191	\$25,228	\$5,781,419
FTE	28.75	27.75	0.00	27.75
School for the Deaf				
Total all funds	\$9,953,970	\$10,195,111	\$34,097	\$10,229,208
Less estimated income	2,465,444	2,697,196	3,162	2,700,358
General fund	\$7,488,526	\$7,497,915	\$30,935	\$7,528,850
FTE	45.61	44.61	0.00	44.61
Vision Services - School for the Blind				
Total all funds	\$5,473,393	\$6,030,269	\$20,535	\$6,050,804
Less estimated income	1,079,247	1,330,993	1,822	1,332,815
General fund	\$4,394,146	\$4,699,276	\$18,713	\$4,717,989
FTE	28.50	27.90	0.00	27.90
Bill total				
Total all funds	\$2,164,622,273	\$2,567,143,230	(\$7,457,558)	\$2,559,685,672
Less estimated income	711,519,316	820,938,019	(776,742)	820,161,277
General fund	\$1,453,102,957	\$1,746,205,211	(\$6,680,816)	\$1,739,524,395
FTE	194.61	189.01	0.00	189.01

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

	Base Budget	Senate Version	House Changes	House Version
Salaries and wages	\$17,439,176	\$17,941,456	\$9,579	\$17,951,035
Operating expenses	30,165,005	32,169,947	1,612,000	33,781,947
Integrated formula payments	1,750,204,163	2,106,646,054	(8,043,625)	2,098,602,429
Grants - Special education contracts	19,300,000	25,000,000	(1,000,000)	24,000,000
Grants - Transportation	55,400,000	55,900,000	600,000	56,500,000
Grants - Other grants	254,062,705	287,062,705		287,062,705
Grants - Program grants	6,210,000	9,616,711	(1,936,711)	7,680,000
Grants - Passthrough grants	2,898,000	2,849,340	14,424	2,863,764
PowerSchool	5,500,000	5,500,000		5,500,000
Transportation efficiency	30,000			
National board certification	120,000	108,000		108,000
State automated reporting system rewrite			1,200,000	1,200,000
Total all funds	\$2,141,329,049	\$2,542,794,213	(\$7,544,333)	\$2,535,249,880
Less estimated income	705,727,065	814,542,384	(788,641)	813,753,743
General fund	\$1,435,601,984	\$1,728,251,829	(\$6,755,692)	\$1,721,496,137
FTE	91.75	88.75	0.00	88.75

Department 201 - Department of Public Instruction - Detail of House Changes

	Adjusts Funding for Salary Increases <sup>1</sup>	Adds Funding for a Pre K-12 Education Vision Steering Committee <sup>2</sup>	Adds Funding for AdvancEd Contract <sup>3</sup>	Increases Funding for Operating Expenses <sup>4</sup>	Reduces Funding for Special Education Contracts <sup>5</sup>	Adjusts Funding for Integrated Formula Payments <sup>6</sup>
Salaries and wages	\$9,579					
Operating expenses		\$300,000	\$312,000	\$1,000,000		
Integrated formula payments						(\$8,043,625)
Grants - Special education contracts					(\$1,000,000)	
Grants - Transportation						
Grants - Other grants						
Grants - Program grants						
Grants - Passthrough grants						
PowerSchool						
Transportation efficiency						
National board certification						
State automated reporting system rewrite						
<b>Total all funds</b>	<b>\$9,579</b>	<b>\$300,000</b>	<b>\$312,000</b>	<b>\$1,000,000</b>	<b>(\$1,000,000)</b>	<b>(\$8,043,625)</b>
Less estimated income	11,359	0	0	0	0	0
General fund	(\$1,780)	\$300,000	\$312,000	\$1,000,000	(\$1,000,000)	(\$8,043,625)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adjusts the Funding Source for Integrated Formula Payments <sup>7</sup>	Increases Funding for Transportation Grants <sup>8</sup>	Reduces Funding for the Superintendent's Program Grant Pool <sup>9</sup>	Adds Funding for a Leadership Professional Development Program <sup>10</sup>	Removes Funding for Early Childhood Education Grants <sup>11</sup>	Adjusts Funding for Passthrough Grants <sup>12</sup>
Salaries and wages						
Operating expenses						
Integrated formula payments						
Grants - Special education contracts						
Grants - Transportation		\$600,000				
Grants - Other grants						
Grants - Program grants			(\$636,711)	\$200,000	(\$1,500,000)	
Grants - Passthrough grants						\$14,424
PowerSchool						
Transportation efficiency						
National board certification						
State automated reporting system rewrite						
<b>Total all funds</b>	<b>\$0</b>	<b>\$600,000</b>	<b>(\$636,711)</b>	<b>\$200,000</b>	<b>(\$1,500,000)</b>	<b>\$14,424</b>
Less estimated income	(2,000,000)	0	0	0	0	0
General fund	\$2,000,000	\$600,000	(\$636,711)	\$200,000	(\$1,500,000)	\$14,424
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds One-time Funding for the State Automated Reporting System Rewrite <sup>13</sup>	Total House Changes
Salaries and wages		\$9,579
Operating expenses		1,612,000
Integrated formula payments		(8,043,625)
Grants - Special education contracts		(1,000,000)
Grants - Transportation		600,000
Grants - Other grants		
Grants - Program grants		(1,936,711)
Grants - Passthrough grants		14,424
PowerSchool		
Transportation efficiency		
National board certification		
State automated reporting system rewrite	\$1,200,000	1,200,000
<b>Total all funds</b>	<b>\$1,200,000</b>	<b>(\$7,544,333)</b>
Less estimated income	1,200,000	(788,641)
General fund	\$0	(\$6,755,692)
FTE	0.00	0.00

<sup>1</sup> Funding is adjusted to provide for employee salary increases of 2 percent on July 1, 2019, with a minimum monthly increase of \$120 and a maximum monthly increase of \$200, and an increase of 2.5 percent on July 1, 2020. The Senate provided funding for salary increases of 2 percent on July 1, 2019, and 3 percent on July 1, 2020.

<sup>2</sup> Funding is added for a Pre K-12 Education Vision Steering Committee to support the facilitation of stakeholder groups to continue developing education initiatives.

<sup>3</sup> Funding is added for an increase in the continuous improvement for schools contract with AdvancEd.

<sup>4</sup> Funding for operating expenses is increased to correct an error in the department's budget request relating to its base budget adjustments.

<sup>5</sup> Funding for special education contract grants is reduced to provide a total of \$24 million from the general fund, \$4.7 million more than the 2017-19 biennium. The Senate provided \$25 million from the general fund for special education contract grants.

<sup>6</sup> Funding for integrated formula payments is reduced for the following changes to the state school aid formula in Senate Bill No. 2265:

	<u>General Fund</u>
Reduces funding to provide a 2 percent increase in the <b>integrated formula payment rate</b> each year of the biennium. The Senate provided a 2 percent increase in the 1st year and 3 percent in the 2nd year.	(\$10,615,923)
Increases funding for a state school aid <b>formula baseline reset</b> .	15,106,628
Adds funding to reduce the deduction of in lieu of revenue relative to <b>sinking and interest mill levies</b> .	12,335,458
Reduces funding provided to transition to <b>on-time funding</b> . The House provided a .50 weighted student unit. The Senate provided 1.0 weighted student unit.	(19,289,658)
Reduces funding for changes to <b>funding for new students</b> in certain school districts.	(7,683,575)
Reduces funding due to an increase in the contribution from property tax related to the <b>phase in of a 60 mill contribution</b> for all schools districts.	(2,032,062)
Increases funding for other changes to the formula, including <b>tuition deductions</b> and <b>adjustment to formula minimums</b> .	4,135,507
Total integrated formula payment reduction	(\$8,043,625)

<sup>7</sup> Increases funding from the general fund and decreases funding from the state tuition fund to provide a total of \$377,764,000 from the state tuition fund for state school aid. Funding from the state tuition fund is reduced due to lower than estimated fines being deposited in the fund.

<sup>8</sup> Funding for transportation grants is increased to provide a total of \$56.5 million from the general fund. This increase of \$1.1 million from the prior biennium will allow reimbursement rates to remain the same as the 2017-19 biennium. The Senate provided \$55.9 million from the general fund for transportation grants.

<sup>9</sup> Funding for the program grant pool is reduced by \$636,711, to provide a total of \$1.5 million from the general fund for the following programs:

- Leveraging the senior year;
- Leadership program;
- Continuing education grants;
- Preschool continuing education grants;
- Curriculum alignment grants;
- Teacher and principal evaluation system grants;
- Family engagement initiatives; and
- Transportation efficiency.

<sup>10</sup> Funding is added to implement a leadership professional development program.

<sup>11</sup> Funding is removed for early childhood education grants transferred to the Superintendent of Public Instruction from the Department of Commerce. The House did not approve transferring the early childhood service provider grant program from the Department of Commerce to the Superintendent of Public Instruction in Senate Bill No. 2250.

<sup>12</sup> Funding for passthrough grants is adjusted as follows:

	General Fund Increase <u>(Decrease)</u>	Total General Fund
Rural art outreach projects	(\$10,000)	\$350,000
North Central Council for Education Media Services	14,424	238,000
Mentoring program	0	2,125,764
North Dakota Young Entrepreneur education program	(30,000)	0
"We the People" program	0	50,000
National writing projects	10,000	50,000
Governor's School program	(20,000)	0
Cultural heritage and artist in residence grants	50,000	50,000
Total	\$14,424	\$2,863,764

<sup>13</sup> One-time funding is added from the foundation aid stabilization fund to rewrite the state automated reporting system (STARS) application.

This amendment also:

- Amends the section related to funding provided from the state tuition fund to reduce the funding made available from the fund to \$377,764,000;
- Amends the section related to funding provided from the foundation aid stabilization fund to increase the funding made available from the fund to \$111.2 million;
- Adds a section to allow the department to continue \$3 million of funding, remaining in the integrated formula payments line item at the end of the 2017-19 biennium, to the 2019-21 biennium for the purpose of one-time funding of computer science training for teachers;
- Adds a section to allow the department to continue \$600,000 of funding, remaining in the integrated formula payments line item at the end of the 2017-19 biennium, to the 2019-21 biennium for the purpose of advanced placement examinations, advanced placement teacher training, and the college ready English and mathematics program;
- Amends the section related to the distribution of transportation grants to update transportation rates to reflect additional funding;
- Amends the section related to the program grant pool to adjust the total provided;
- Amends the section related to passthrough grants to require grantees to receive one-half of the passthrough grant each year of the biennium and require grantees, as a condition of receiving the grant, to establish performance measures to be reviewed by the Superintendent of Public Instruction. Grantees must report to the Superintendent of Public Instruction regarding performance based on the measures each year of the biennium, with the report for the 1st year of the biennium required before receiving funding for the 2nd year of the biennium;
- Removes the section amending North Dakota Century Code Section 15-10-38 to transfer the teacher loan forgiveness program from the State Board of Higher Education to the Superintendent of Public Instruction. This transfer was included in House Bill No. 1429;
- Amends the section related to the salary of the Superintendent of Public Instruction to provide increases consistent with state employee salary increases;
- Removes the sections amending Sections 15.1-37-05, 15.1-37-06, and 15.1-37-08 to transfer the early childhood education grant program from the Department of Commerce to the Superintendent of Public Instruction due to the defeat of Senate

- Bill No. 2250 by the House; and
- Adds a section to provide for a study of school district transportation during the 2019-20 interim.

**Senate Bill No. 2013 - State Library - House Action**

	Base Budget	Senate Version	House Changes	House Version
Salaries and wages	\$4,152,758	\$4,268,192	\$32,143	\$4,300,335
Operating expenses	1,604,075	1,621,917		1,621,917
Grants	2,109,028	2,233,528		2,233,528
Total all funds	\$7,865,861	\$8,123,637	\$32,143	\$8,155,780
Less estimated income	2,247,560	2,367,446	6,915	2,374,361
General fund	\$5,618,301	\$5,756,191	\$25,228	\$5,781,419
FTE	28.75	27.75	0.00	27.75

**Department 250 - State Library - Detail of House Changes**

	Adjusts Funding for Salary Increases <sup>1</sup>	Total House Changes
Salaries and wages	\$32,143	\$32,143
Operating expenses		
Grants		
Total all funds	\$32,143	\$32,143
Less estimated income	6,915	6,915
General fund	\$25,228	\$25,228
FTE	0.00	0.00

<sup>1</sup> Funding is adjusted to provide for employee salary increases of 2 percent on July 1, 2019, with a minimum monthly increase of \$120 and a maximum monthly increase of \$200, and an increase of 2.5 percent on July 1, 2020. The Senate provided funding for salary increases of 2 percent on July 1, 2019, and 3 percent on July 1, 2020.

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

	Base Budget	Senate Version	House Changes	House Version
Salaries and wages	\$7,588,749	\$8,020,847	\$34,097	\$8,054,944
Operating expenses	2,026,543	1,705,586		1,705,586
Capital assets	158,678	428,678		428,678
Grants	180,000	40,000		40,000
Total all funds	\$9,953,970	\$10,195,111	\$34,097	\$10,229,208
Less estimated income	2,465,444	2,697,196	3,162	2,700,358
General fund	\$7,488,526	\$7,497,915	\$30,935	\$7,528,850
FTE	45.61	44.61	0.00	44.61

**Department 252 - School for the Deaf - Detail of House Changes**

	Adjusts Funding for Salary Increases <sup>1</sup>	Total House Changes
Salaries and wages	\$34,097	\$34,097
Operating expenses		
Capital assets		
Grants		
Total all funds	\$34,097	\$34,097
Less estimated income	3,162	3,162
General fund	\$30,935	\$30,935
FTE	0.00	0.00

<sup>1</sup> Funding is adjusted to provide for employee salary increases of 2 percent on July 1, 2019, with a minimum monthly increase of \$120 and a maximum monthly increase of \$200, and an increase of 2.5 percent on July 1, 2020. The Senate provided funding for salary increases of

2 percent on July 1, 2019, and 3 percent on July 1, 2020.

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

	Base Budget	Senate Version	House Changes	House Version
Salaries and wages	\$4,660,995	\$4,914,756	\$20,535	\$4,935,291
Operating expenses	773,206	815,821		815,821
Capital assets	39,192	299,692		299,692
Total all funds	\$5,473,393	\$6,030,269	\$20,535	\$6,050,804
Less estimated income	1,079,247	1,330,993	1,822	1,332,815
General fund	\$4,394,146	\$4,699,276	\$18,713	\$4,717,989
FTE	28.50	27.90	0.00	27.90

**Department 253 - Vision Services - School for the Blind - Detail of House Changes**

	Adjusts Funding for Salary Increases <sup>1</sup>	Total House Changes
Salaries and wages	\$20,535	\$20,535
Operating expenses		
Capital assets		
Total all funds	\$20,535	\$20,535
Less estimated income	1,822	1,822
General fund	\$18,713	\$18,713
FTE	0.00	0.00

<sup>1</sup> Funding is adjusted to provide for employee salary increases of 2 percent on July 1, 2019, with a minimum monthly increase of \$120 and a maximum monthly increase of \$200, and an increase of 2.5 percent on July 1, 2020. The Senate provided funding for salary increases of 2 percent on July 1, 2019, and 3 percent on July 1, 2020.

**2019 CONFERENCE COMMITTEE**

**SB 2013**

# 2019 SENATE STANDING COMMITTEE MINUTES

**Appropriations Committee**  
Harvest Room, State Capitol

SB 2013  
4/23/2019  
Job # 34958

Subcommittee  
 Conference Committee

Committee Clerk: Rose Laning / Justin Velez
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## 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; and to provide exemptions.

## Minutes:

Attachments # 1-4
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**Legislative Council: Sheila Sandness**

**OMB: Becky Deichert**

**Senators: Senator Holmberg, Senator Poolman, Senator Robinson.**

**Representatives: Representative Monson, Representative Sanford, Representative Boe**

**Senator Holmberg** called the conference committee to order on SB 2013. All committee members were present.

**Sheila Sandness** handed out three attachments and explained the amendments.

DPI – budget #201 – attached # 1.

State School aid, other Grants, and DPI Admin. – attached # 2.

Statement of Purpose of Amendment – attached # 3.

SB 2317 marked up version – attached #4.

**Senator Holmberg:** What we would like to do is go through the changes and I think we should focus on changes in everything except those changes that impacted the integrated payments because that is kind of a moveable target for right now.

**Representative Monson:** I would think the best way to walk this through is to have Sheila walk us through. I didn't even bring my folder down here; I have been in conference committee with my head in other things so I apologies but I would think Sheila is probably the best one to explain this.

**(02:08-07:38) Sheila Sandness give the committee an overview of the DPI budget that include the House changes. (Attachment #1).**



**(05:25) Senator Holmberg:** We just took a stab at it. We didn't have a formula we just put in money and it ended up being two cents less on one of the busses and one cent less. That was awarded in the House.

**Sheila Sandness:** There was the transfer of the pre-kindergarten grants from the Department of Commerce, that bill was defeated so the \$1.5 million was taken out of this budget and I believe it has been put into the commerce budget.

**Senator Holmberg:** It is in the commerce budget.

**(05:56) Sheila Sandness continues the overview of the DPI budget.**

**(06:44) Senator Holmberg:** The last one, is that what was the lead center in the past?

**Sheila Sandness:** Yes.

**(06:54) Sheila Sandness continues the overview of the DPI budget.**

**(07:38) Sheila Sandness:** Would you like me to also get into the language of the bill or just cover the dollar amounts for now?

**Senator Holmberg:** Let's cover the dollar amounts and go to the other sheet and look at the past through's and the program grants.

**(07:52-15:50) Sheila Sandness provides the committee with an overview of the program grants and past throughs associated with SB 2013. (Attachment #2)**

**(09:36) Senator Holmberg:** If I recall correctly we got information that particular program (Young Entrepreneur education program) has kind of died and the funding was no longer necessary. He did not come and request it during the session.

**(09:50) Sheila Sandness continues the overview of Attachment #2.**

**(10:02) Senator Holmberg:** That was done as a kind of a bookmark because we hadn't heard anything from the agency. We heard from some former students but we thought we would put in \$20,000 to see what kind of response you all had when it came over to the House chamber. That was tough to get the committee to support the \$20,000 in the Senate by the way.

**Representative Monson:** It was tough to get the Senate to agree to put \$20,000 in or limit it to \$20,000?

**Senator Holmberg:** To put it in.

**Representative Monson:** We took it down to zero. We found out a lot of schools offer the Governor's school during the summer as summer school programs and then they turn it into

DPI and then they get per pupil payments. The pupil payment money then goes to the Governor's school. The Governor's school gets funded it is just a kind of a circular way.

**Senator Holmberg:** Thank you for uncovering that, we did not know that.

**Representative Monson:** They are getting money in a roundabout way but they are getting it payed from the schools that get the money in for pupil payments.

**Senator Robinson:** Did you have any figures on how many students participated?

**Representative Monson:** It's popular, but I don't have my packet.

**(12:19) Sheila Sandness continues the overview on Attachment #2.**

**(12:28) Senator Holmberg:** What is that?

**Representative Monson:** We had a hodge podge of a couple different things. One of the things is a camp. My granddaughter participated in one last summer at Frost Fire. They did acting, singing, painting, and all kinds of cultural heritage things then at the end of their week, they put on a little exhibition. It was fantastic. It's only thru grade 5 or 8, it is for younger kids not high school. When I started talking about that Representative Martinson said that there are a couple other ones that we know of that are good as well. This isn't a straight pass through anymore, we did put some strings on these so that they have to actually come in or send them into the department of public instruction. They have to send in a simple application, this is what we need, what we plan to do, and then they have to write a report and say this is what we did with the money and the results. It is not like we used to be where we just put it in and they just get it no questions asked, no accountability. These are some new ones. We had \$30,000 that we did not use for the Entrepreneurial Camp anymore we thought, maybe we can put some money into this cultural heritage grant.

**Senator Holmberg:** It sounds like the summer programs at the Peace Gardens.

**Representative Monson:** They could probably fit in this. We did not name individual ones or amounts really.

**Senator Holmberg:** Music camp is what I should have called it.

**Representative Monson:** It would be similar to that except I think at music camp it is for older kids.

**(15:20) Sheila Sandness continues the overview of Attachment #2.**

**(15:55) Senator Holmberg:** These were just general funds right?

**Sheila Sandness:** The pass through grants are general funded, yes.

**(17:59-21:39) Sheila Sandness provides the committee with an overview of the marked up version of SB 2013. (Attachment #4)**

**(18:16) Senator Holmberg:** That is one that the Senate considered and rejected. Continue.

**(18:25) Sheila Sandness continues the overview of the marked up version of SB 2013.**

**(18:45) Senator Holmberg:** Make sure to draw a line under something there. I will have to have a tutorial on the college ready English and math programs but we don't have time today.

**(18:58) Sheila Sandness continues the overview of the marked up version of SB 2013.**

**(20:05) Senator Holmberg:** Were any of these programs that needed the entire amount or, in your estimation, they could use the money throughout the biennium?

**Representative Monson:** We did have that discussion and there was some concern from couple of these that said; we really think we might need more upfront and not as much the second year. We might have to talk about that.

**Senator Holmberg:** Ok.

**(20:40) Sheila Sandness continues the overview of the marked up version of SB 2013**

**Senator Holmberg:** Does SB 2265 have a study on finances?

**Representative Monson:** Yes, there is a study and I can get that language for you. We have not finished SB 2265. We basically agreed, but there was one thing where we had to have some different language. If it isn't to your liking, we could maybe still fix that in SB 2265.

**Senator Holmberg:** Anything else that we should be concerned with.

**Representative Monson:** I would say this is one of the bills that we've had very few differences that we can't work out pretty quickly. It won't be the last bill out, I don't think.

**Senator Holmberg:** When you look at the School for the Blind, Deaf, State Library, etc. You did salaries and that was it.

**Senator Holmberg adjourns the conference committee on SB 2013.**

# 2019 SENATE STANDING COMMITTEE MINUTES

**Appropriations Committee**  
Harvest Room, State Capitol

SB 2013  
4/24/2019  
JOB #34978

Subcommittee  
 Conference Committee

Committee Clerk: Alice Delzer / Pam Dever
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## Explanation or reason for introduction of bill/resolution:

A Conference Committee for the department of public instruction (DPI)

## Minutes:

1. Section 20 of Amendment # 190226.02008 2. Amendment # 19.0226.02009 #b 3. Amendment #19.0226.02010 Page # 1 4. Stae School Aid, Other Grants Comparison
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**SENATORS:** Chairman Holmberg, Senator Poolman, Senator Robinson.

**REPRESENTATIVES:** David Monson, Mark Sanford, Tracy Boe

**Sheila M. Sandness, Legislative Council**  
**Becky Deichert, OMB**

**Chairman Holmberg:** called the Conference Committee to order on SB 2013 at 11:00 am in the Harvest Room. Let the record show that all conferees are present. I understand that 2065 is done and the changes made there will not impact line items that we have in this budget. If we can, we should try and do closure on this bill.

**Senator Poolman:** I have a few amendments. They don't cost any money and are not sneaky or anything. (**Attachment # 1**, on page 4) I have highlighted on each way and have been prepared in different ways because different people have requested them. So just look at the highlighted portion. Sen. Davison and Rep. Pyle did lots of homework on the language for the study and study dual credit in the next biennium and advanced placement. (2.06) That is the first amendment.

**Chairman Holmberg:** Are there any questions on the first amendment?

**Representative Sanford:** It could be useful for higher education because it is one of the issues on the work on the formula. We have a committee that is working on the high education formula during the interim. The information we get will help. Thank you. (2.53)

**Chairman Holmberg:** How many want to include this in the bill, say aye. Carries. We will include this in the bill.

**Senator Poolman: (Attachment # 2)** The next one I am passing out comes from the Senate side. (amendment on page 5, under # 7 b.) Currently, if a student is a senior in their last semester and only have to take 10 credits to graduate, they can't utilize their scholarship. They are technically not a full time student. This gives a waiver, but only once.

**Representative Monson:** Since this program got moved from Higher Ed to DPI, that is why it is relative to this bill? Are you are talking to people who are in college who are not full time.

**Senator Poolman:** Correct, but the students earn the scholarship while they are still in high school. We want them to be able to access it. (5.10)

**Chairman Holmberg:** All in favor in including this in the bill say aye. Carries.

**Senator Poolman:** The next amendment comes from Sen. Davison, who is very involved in the REA's. He has a little tweak. We use to have 8 REA's but now we have 7. (Attachment # 3, page 1, page 8, line 26, replace \$31.250 M with \$35.714 M). The number we allocate now needs to be divided by 7.

**Representative Monson:** REA's are a bit controversial in our caucus. I myself have no problem with them. Did you consider that you just reduce it and pay the amount, instead of going to \$35 million? This may trigger a few no votes.

**Senator Poolman:** Senator Davison had anticipated that question. The reason they need this money is because they are all pitching in for data collection. They have taken a total loss in the last biennium of \$550,000. \$300,000 came out of their line items and \$250,000 came out of the centers. So his response is that they have already taken a \$550,000 cut.

**Representative Monson:** That's a good point that is absolutely true. If you want it in here, we can run it up the flag pole. Worst case scenario is we get the votes or we don't. I'm not sure if there is an emergency clause on this one. I am ok.

**Chairman Holmberg:** How many in favor of adding to the bill, say aye. Carried.

**Senator Poolman:** That is all I have. (8.29)

**Chairman Holmberg:** Are there any other amendments? I have one and it's not written. Over onto the long sheet **Attachment #4**. Last time we eliminated money for the lead center, and that is back in the bill. After receiving communication from folks promoting it, I will not suggest we remove it. The big one is on the colored sheet. I note the slashing of the rural art outreach project by \$10,000. I hope that by Friday we restore that. The Senate had heartburn on the \$3 M that is carry over money for initiative on teaching training. I view it as a top down approach and I am not excited about that. the request was \$6 M and the governor gave \$3 M in his executive budget. We went zero and you went \$3 M. Any comment from House?

**Representative Monson:** When we looked at it, it was one-time funding out of moneys appropriate this time. We thought it was something that I realized that we have teachers out there that are teaching out there and never have had computer training. That is who this is

aimed at. The new teachers coming out of school are plenty computer wizards. Teachers need to be up to speed on computer skills. I understand there are 3 or 4 companies that would provide some of this. There is coding and cybersecurity, etc. We thought it was worth trying and see what we could do with it. (12.54)

**Chairman Holmberg:** The money, if it was not spent on this, would go into help us to fill the budget stabilization fund. Once that fund is full then all that excess money (\$740 M) stays in the SIIF fund. One of the goals is try to get budget stabilization back up to its 15/% level. (13.49)

**Senator Poolman:** I just have one more concept for discussion.

**Chairman Holmberg:** Let's resolve this one first and then go on.

**Senator Poolman:** I would move that we remove the \$3M from the cybersecurity.

**Chairman Holmberg:** Is there a second. The House is still looking. (15.26)

**Representative Boe:** I second.

**Chairman Holmberg:** We have a second.

**Representative Monson.** Where is this on the line? We found it in the narrative but it must be on a line somewhere. It's a carryover. For the reasons I stated I would hope we would keep it in there. You do it one time and get them trained. All the new teachers are covered already. If we don't do it now, will we do it two years from now.

**Chairman Holmberg:** Maybe the school district could do it themselves. (16.41) Call the roll on the motion.

**Representative Sanford:** The question I have is the presence of technology trainers in districts. I just don't know the presence in all districts. Is there any information on this? So in some districts it is their responsibility now?

**Chairman Holmberg:** I have no information on that now. The motion is to remove \$3 M from section 6.

**A Roll Call vote was taken. Yea: 4; Nay: 2; Absent: 0, Motion carried.**

**Yea Vote:**  
**Chairman Holmberg**  
**Senator Poolman**  
**Representative Sanford**  
**Representative Boe**

**Nay Vote:**  
**Representative Monson**  
**Senator Robinson**

**Senator Poolman:** The Educating Coordinating Council has been taken out of the CTE budget and needs to be transferred into the DPI budget. That was a .5 FTE. I don't recall the total funding for that. It's a point of discussion for an amendment.

**Representative Monson:** I left my packet upstairs, too. I thought it was done. I was a little confused about the intent of that council. In CTE it sounded at first it would be moved into DPI, and continue. As we talked and getting into CTE more, nothing more was said. I thought it would not continue on. It did indeed come out of ITD and went to CTE very briefly. Then it came out of CTE and now it's gone.

**Senator Poolman:** It did come from ITD to CTE, because it came with center of distance education. The center will have a leadership structure for career and technical education, and they won't need that council anymore. DPI was creating this council in a separate bill. It's in a separate bill so they agreed that they would just transfer the funding and the person to run the new coordinating council for PK-12 education. They will have a much bigger role in terms of looking at everything, not just technology. (21.19)

**Representative Monson:** I think in this 2013 we did have a new council of some kind. Are you saying we need to have more?

**Senator Poolman:** That is a different one. You are referring to the \$300,000 that you gave for the steering. That is for the 4.1 mission stuff. That is a different council. This council is completely different membership. They will look for gaps and resources and all sorts of things across the state. (22.18)

**Representative Monson:** You are proposing that we move everything from existing council that was in ITD into here with the .5 FTE plus the money? How much money was that?

**Becky Deichert, OMB:** So if there was \$265,172 and that makes up \$76,556 for salaries for the .5FTE. \$103,566 for operating expense and then \$85,000 for grant money. (23.15)

**Representative Monson:** \$85,000 for grants and who do they go to?

**Becky Deichert, OMB** I would have to double check. Not sure where all that went.

**Representative Monson:** That person would be located in DPI? No clue where the grants go?

**Senator Poolman:** Under the old system, if they were looking for gaps in technology resources, school districts, who were in the gaps, applied for that money. That is total speculation. I don't know why they would grant money for this one.

**Chairman Holmberg:** We will leave that with a question mark at the moment. Amy has an answer.

**Amy Copas, N.D. Council of Educational Leaders:** The conversation during the committee hearings was that the intention would be the likelihood that the FTE would be a contracted person rather than and FTE and would serve the council. It would be a two-year period. They would also manage operating expenses for the council. It would not necessarily live in DPI. The board of that council per committee's request, would hire an outside consultant so it would not be bound to the state until we learn more about how

operationally that council might work for the state. That was the committee's conversation. (25.40)

**Senator Poolman:** Just wondering if you would need the .5FTE is they contract this out.

**Amy Copas:** That is accurate. That .5FTE was used as a conversation point. It was talked about as being around \$300,000, but the conversation was that the board would likely contract this out.

**Senator Poolman:** It wouldn't necessarily be housed in DPI, you said, but wouldn't they be under the umbrella of DPI?

**Amy Copas:** It's actually reporting to the public board of education; this council would be. They are clearly identified in SB 2215, where that council is created. That council reports to the public board of education. DPI would be their fiscal agent. (27.12)

**Kirsten Beasler, Superintendent of DPI:** Yes. They would report to the state board of education. It is the responsibility of the DPI to coordinate all the efforts. It is a large council so DPI needs to coordinate travel reimbursements, the management of the minutes, organization with the governor's office to facilitate this. It would not be housed in my office but someone in my office would have to help. (28.28)

**Senator Robinson:** Did we get an answer on the grants? He was told that will be provided to the committee.

**Chairman Holmberg:** We will reschedule. Any other questions or items that we should think about now and until we meet again.

Adjourned (29.20)



# 2019 SENATE STANDING COMMITTEE MINUTES

**Appropriations Committee**  
Harvest Room, State Capitol

SB 2013  
4/25/2019  
JOB# 34999

Subcommittee  
 Conference Committee

Committee Clerk: Alice Delzer /Justin Velez
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## Explanation or reason for introduction of bill/resolution:

A Conference Committee hearing for the department of public instruction (DPI)

## Minutes:

1.SB 2265 Amendment # 15.1-18-10
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**SENATORS:** Chairman Holmberg, Senator Poolman, Senator Robinson.

**REPRESENTATIVES:** Representative Monson, Representative Sanford, Representative Boe.

**Brady Larson, Legislative Council**  
**Stephanie Gullickson, OMB**

**Chairman Holmberg:** The record will show that all conferees are in in attendance. We will get a report from Sheila about some money. This is good news from the standpoint of bottom line.

**Sheila M. Sandness, Legislative Council:** The Department of Public Instruction had submitted the fiscal note for SB 2265 with the conference committee changes and it is about \$400,000 less than it was. That has to do with those adjustments to the per student base for the cooperative agreements for those schools that are going from K-12 down to a grade school. That is about a \$400,000 savings.

**Chairman Holmberg:** General Fund?

**Sheila Sandness:** Yes.

**Chairman Holmberg:** We walked through most of the bill yesterday. We made a bunch of decisions and one of the things left was on the pass-through's. The question about the rural outreach art program and there were two areas that were questioned.

**Representative Monson:** If you have heartburn over the rural art outreach project we can move some from cultural heritage grants to cover what you feel you need in rural art outreach projects. These are pass-through grants and we don't want to cut too much out of

cultural heritage grants but you indicated \$10,000 and that would be fine with us. Take \$50,000 down to \$40,000 and put \$10,000 or more to this.

**Chairman Holmberg:** Is that agreeable by consensus? Everyone agreed. So we will do that to 40 and then do the 350 back up to 360. Was there anything else in that area of pass-through? You folks did quite good work on these items. Mentoring the writing project. Anything else on that area?

**Representative Monson:** No. I guess there was an issue with 15.1-18-10 in SB 2265 the way we passed it. Amy Copas caught me out there (in the hall) and I don't have a problem with what she showed me, did she show you all the amendment? **(provided Attachment #1, SB 2265 Amendment 15.1-18-10 Amendment)** regarding Section 15.1-21-03 of the NDCC.

**(0.05.24) Chairman Holmberg:** There was an expressed concern on SB 2265. Any further information, I remember the discussions that were going on.

**Representative Monson:** All it does is removes the ability for people that passed the practice test to be able to fit in. I guess they think it is too easy.

**Senator Poolman:** What the conference committee had agreed upon was not what we passed out this morning. They made some fixes here. The concern was that you could, in terms of what we passed with SB 2265 this morning, you could graduate from high school, pass the praxis and you would be in the classroom teaching. I don't think that was ever the intent of the folks who were writing that, I think it was just a mistake. We just wanted to make sure that you had either 4,000 hours, over five years of work experience, or you had a degree or certificate in that so that you had so expertise. And so just by making it an OAR between those two and crossing off the praxis, you are ensuring that yes they get the permit through ESPB but then in addition to that they have to have one or the other so that we know that they have some content knowledge.

**Representative Monson:** We could have an 18-year-old kid teaching a 19-year-old in high school if they were really super smart.

**Chairman Holmberg:** A question about, you start with Has a Permit issued by the board and has a high school diploma; and possesses certificate or is that something or was that something that had been agreed upon that that was an OAR?

**Senator Poolman:** I think they agreed that it was an OAR, that one of those insures some content knowledge but that they wouldn't necessarily need both. This is a last resort thing in small communities, I think if you are lucky you are going to see maybe five or ten people utilize this. I don't think this is going to be any big rush on the system.

**Chairman Holmberg:** The way it was it was wide open.

**Representative Monson:** I guess when I see this, they still have to have a degree in the area, I was thinking they either have to possess a certificate, a permit, or a degree in the

subject area so it isn't like, I am a biology teacher and I can teach, I don't know, could I teach for science then, because I don't have a certificate for science, is that too easy?

**Senator Poolman:** I think it is important to go back to the top there to remember that you are really talking about non-core subjects. Right? You are really talking about somebody who is maybe in fine arts or career and technical field.

**Representative Monson:** good point. I'll drop it.

**Chairman Holmberg:** By consensus should this be put in the bill? I see six nods for yes. What else? So, Sheila, one of the things we would have you do is put together the amendment.

**(0.09.49) Senator Poolman:** I just wanted to draw our attention back, we had conversation about that educational council moving that from CTE to DPI and so I guess I would ask the House what they think is a reasonable amount of money. Is a \$300,000 appropriation for that council, shifting that from CTE over to DPI, is that a reasonable amount to run that council?

**Representative Monson:** What did we have when we took it out of ITD, temporarily parked in CTE and now we are going to move it over to DPI? What was the amount of money taken out of ITD?

**Sheila Sandness:** It was a different committee at that point, it was the Technical Council so they are not the same but they had \$265,122 which included \$85,000 of grants and I guess I am not sure. There was discussion about the grants. That was \$265,000, I think OMB provided that information yesterday.

**Representative Monson:** I had written in my notes \$265,000 and then I had \$85,000 for grants and I don't know what those grants are for.

**Senator Poolman:** I don't anticipate that under the new format they would need those grants anymore.

**Representative Monson:** Should the \$265,000 be an ok number then, more than enough maybe? Do they meet as often as this other board, do they have as many members?

**Senator Poolman:** The list is extensive for the people who are serving on this new council. I am not familiar with the old one since I got here and we were crossing that out so, I am not quite sure how many were served on the old one, but the new council is large and anticipates meeting quarterly, at least quarterly.

**Chairman Holmberg:** So what are going to put in?

**Senator Poolman:** Should we just start with \$265,000 and see where it goes in the first year?

**Representative Monson:** \$265,00. OK.

**Chairman Holmberg:** Ok, do you know what language to use?

**Sheila M. Sandness:** I would just need to know whether it goes into salaries, or operating, or how much goes into salaries versus operating. I could check with the department.

**Representative Monson:** I would guess operating, maybe. It's stipends.

**Chairman Holmberg:** If you put it into operating that gives them flexibility. I got nods of consensus. OK. Anything else before we have Sheila walk through her understanding of what changes she will be putting into an amendment?

**Representative Monson:** There was a half FTE, that is going to stay out?

**Senator Poolman:** I do believe that even though it doesn't fall under DPI, it doesn't report to DPI, I feel like DPI is still going to be taking care of minutes, organization of the committee, getting everybody together, and planning the meeting. I think that there probably is an impact to DPI that maybe warrants consideration of transferring the .5 as well.

**Representative Monson:** I'm sure they would take a half of FTE.

**Chairman Holmberg:** Do flags go up when you bring up a half FTE?

**Representative Monson:** We can explain it as the fact that it transferred from ITD over to another one. No addition. I guess we can try and run that.

**Chairman Holmberg:** You can try to run it.

**Sheila M. Sandness:** If you add the FTE then we would have to allocate some of that \$265,000 to salaries, it can't all go to operating. They would have no money for salaries. If you add the FTE, we would have to add salaries and the \$265,000 that is being added, the consensus was to put it in operating so, did you want to break some of that out and put some of it in the salaries line?

**Representative Monson:** Yes, probably. Take your \$265,000 and put it into half an FTE in salary and then the rest in operating. My suggestion.

**Chairman Holmberg:** Would you use the same number?

**Sheila M. Sandness:** I think the salaries in the old council was \$76,000 so we could use that number if that is appropriate.

**Chairman Holmberg:** OK. Consensus. Sheila, will you walk through what you will be preparing.

**Sheila M. Sandness:** Yesterday, the amendments approved were to include three amendments to the bill in the language area. They were the dual credit study, the ND

scholarship, the changes to that were handed out yesterday it was amendment .02008 which was the dual credit study, the scholarship was an amendment to 15.1-21-02.6, that was amendment .02009. The other amendment was to section 14 of SB 2013 to change the payment per REA and that was amendment 02010 and those were approved yesterday. Also, yesterday approved the removal of section 6 which was the 3 million dollars of carryover for the computer science training for teachers. Today, there was the transfer made from cultural heritage grants to the rural art outreach of \$10,000. The amendment handed out to 15.1-21-03 and the additional funding added to operating and salaries, and .5 FTE for the education council. I believe those are the amendments. We would also adjust the integrated formula payments by the \$400,000.

**Chairman Holmberg:** Could we have a motion to have her draw up those amendments?

**Senator Robinson: Moves the HOUSE RECEDE AND FURTHER AMEND.  
Seconded by Senator Poolman.**

**Chairman Holmberg:** Would you call the roll on 2013?

**A Roll Call vote was taken. Yea: 6; Nay: 0; Absent: 0. Motion carried.**

**Senator Holmberg and Representative Monson will carry SB 2013 to the floor in their respective chambers.**

**Chairman Holmberg adjourns the conference committee on SB 2013.**

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PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

That the House recede from its amendments as printed on pages 1484-1492 of the Senate Journal and pages 1706-1714 of the House Journal and that Engrossed Senate Bill No. 2013 be amended as follows:

Page 1, line 3, remove "15-10-38,"

Page 1, line 4, replace "15.1-37-05, 15.1-37-06, and 15.1-37-08" with "15.1-18-10, and 15.1-21-02.6"

Page 1, line 4, remove "a student"

Page 1, line 5, remove "loan forgiveness program for teachers,"

Page 1, remove line 6

Page 1, line 7, replace "grants, and early childhood education provider data collection" with "teaching licenses, and the North Dakota scholarship"

Page 1, line 8, after the first semicolon insert "to provide for a legislative management study;"

Page 1, remove lines 21 through 24

Page 2, replace lines 1 through 11 with:

"Salaries and wages	\$17,439,176	\$587,859	\$18,027,035
Operating expenses	30,165,005	3,805,942	33,970,947
Integrated formula payments	1,750,204,163	347,998,266	2,098,202,429
Grants - special education	19,300,000	4,700,000	24,000,000
Grants - transportation	55,400,000	1,100,000	56,500,000
Grants - other grants	254,062,705	33,000,000	287,062,705
Grants - program grants	6,210,000	1,470,000	7,680,000
Grants - passthrough grants	2,898,000	(34,236)	2,863,764
PowerSchool	5,500,000	0	5,500,000
Transportation efficiency	30,000	(30,000)	0
National board certification	120,000	(12,000)	108,000
State automated reporting system rewrite	<u>0</u>	<u>1,200,000</u>	<u>1,200,000</u>
Total all funds	\$2,141,329,049	\$393,785,831	\$2,535,114,880
Less estimated income	<u>705,727,065</u>	<u>108,026,678</u>	<u>813,753,743</u>
Total general fund	\$1,435,601,984	\$285,759,153	\$1,721,361,137
Full-time equivalent positions	91.75	(2.50)	89.25"

Page 2, replace lines 16 through 21 with:

"Salaries and wages	\$4,152,758	\$147,577	\$4,300,335
Operating expenses	1,604,075	17,842	1,621,917
Grants	<u>2,109,028</u>	<u>124,500</u>	<u>2,233,528</u>
Total all funds	\$7,865,861	\$289,919	\$8,155,780
Less estimated income	<u>2,247,560</u>	<u>126,801</u>	<u>2,374,361</u>
Total general fund	\$5,618,301	\$163,118	\$5,781,419"

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Page 2, remove lines 27 through 31

Page 3, replace lines 1 and 2 with:

"Salaries and wages	\$7,588,749	\$466,195	\$8,054,944
Operating expenses	2,026,543	(320,957)	1,705,586
Capital assets	158,678	270,000	428,678
Grants	<u>180,000</u>	<u>(140,000)</u>	<u>40,000</u>
Total all funds	\$9,953,970	\$275,238	\$10,229,208
Less estimated income	<u>2,465,444</u>	<u>234,914</u>	<u>2,700,358</u>
Total general fund	\$7,488,526	\$40,324	\$7,528,850"

Page 3, replace lines 8 through 13 with:

"Salaries and wages	\$4,660,995	\$274,296	\$4,935,291
Operating expenses	773,206	42,615	815,821
Capital assets	<u>39,192</u>	<u>260,500</u>	<u>299,692</u>
Total all funds	\$5,473,393	\$577,411	\$6,050,804
Less estimated income	<u>1,079,247</u>	<u>253,568</u>	<u>1,332,815</u>
Total general fund	\$4,394,146	\$323,843	\$4,717,989"

Page 3, replace lines 19 through 21 with:

"Grand total general fund	\$1,453,102,957	\$286,286,438	\$1,739,389,395
Grand total special funds	<u>711,519,316</u>	<u>108,641,961</u>	<u>820,161,277</u>
Grand total all funds	\$2,164,622,273	\$394,928,399	\$2,559,550,672"

Page 4, after line 2, insert:

" State automated reporting system rewrite	0	1,200,000"
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Page 4, replace lines 4 through 8 with:

" Total department of public instruction - all funds	\$191,820,000	\$1,400,000
Total department of public instruction - estimated income	<u>191,820,000</u>	<u>1,200,000</u>
Total department of public instruction -	\$0	\$200,000"

Page 4, replace lines 28 through 30 with:

"Grand total - all funds	\$192,688,500	\$1,950,500
Grand total - estimated income	<u>192,688,500</u>	<u>1,750,500</u>
Grand total - general fund	\$0	\$200,000"

Page 5, line 7, replace "\$379,764,000" with "\$377,764,000"

Page 5, line 13, replace "\$110,000,000" with "\$111,200,000"

Page 5, line 14, after "treasury" insert ", of which \$110,000,000 is"

Page 5, line 14, after "payments" insert "and \$1,200,000 is for a rewrite of the state automated reporting system,"

Page 5, after line 21, insert:

**"SECTION 6. EXEMPTION - ADVANCED PLACEMENT PROGRAMS.** Up to \$600,000 of the unexpended amount remaining from the appropriation for integrated

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formula payments, as authorized in subdivision 1 of section 1 of chapter 12 of the 2017 Session Laws, is not subject to the provisions of section 54-44.1-11 at the end of the 2017-19 biennium, and may be continued into the 2019-21 biennium for the purpose of providing advanced placement examinations, advanced placement teacher training, and the college ready English and mathematics programs."

Page 6, line 24, replace "nine" with "eleven"

Page 6, line 26, replace "Fifty-one" with "Fifty-two"

Page 7, line 16, replace "Twenty-nine" with "Thirty"

Page 7, line 23, replace "\$2,136,711" with "\$1,500,000"

Page 8, line 13, replace "\$2,215,764" with "\$2,863,764"

Page 8, line 13, remove "for writing projects, an entrepreneur program,"

Page 8, line 14, remove "governor's school, and a mentoring program"

Page 8, line 15, after "distributed" insert "but no more than one-half of the funding may be provided each year of the biennium"

Page 8, line 15, replace "Grantees" with "Annually grantees"

Page 8, line 17, after "report" insert "annually"

Page 8, line 18, remove "before October 1, 2020"

Page 8, line 18, after the period insert "The superintendent may not distribute the grant payment for the second year of the biennium until the grantee submits the annual report for the first year of the biennium."

Page 8, line 26, replace "\$31,250" with "\$35,714"

Page 9, remove lines 26 through 31

Page 10, remove lines 1 through 31

Page 11, remove lines 1 through 9

Page 11, line 15, replace "eighteen" with "ten"

Page 11, line 16, remove "one hundred twenty-six thousand five hundred three dollars"

Page 11, line 17, replace "thereafter" with "one hundred twenty-five thousand eight hundred eighty dollars thereafter"

Page 11, after line 17, insert:

**"SECTION 18. AMENDMENT.** Section 15.1-18-10 of the North Dakota Century Code as amended in section 5 of Senate Bill No. 2265, as approved by the sixty-sixth legislative assembly, is amended and reenacted as follows:

**15.1-18-10. Specialty areas - Teacher qualification.**

Notwithstanding the requirements of this chapter:

1. An individual may teach art, business education, computer education, a foreign language, music, physical education, special education, and



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technology education at any grade level from kindergarten through grade eight, provided the individual:

- a. Is licensed to teach by the education standards and practices board;
  - b. Is approved to teach in that area by the education standards and practices board; and
  - c. Meets all requirements set forth in rule by the superintendent of public instruction.
2. An individual may teach Native American languages provided the individual is an eminence-credentialed teacher.
  3. An individual may teach in the areas of trade, industry, technical occupations, or health occupations, provided the individual has been issued a license to teach in such areas by the education standards and practices board.
  4. An individual may teach in any subject, except elementary education, special education, mathematics, science, language arts, and social studies, if the individual:
    - a. Has a permit issued by the board and has a high school diploma; and
    - b. (1) Possesses at least four thousand hours over five years of relevant work experience in the subject area to be taught; or
      - (2) Possesses a certificate, permit, or degree in the subject area to be taught; ~~or~~
      - (3) ~~Achieves a passing score on the Praxis content test.~~

**SECTION 19. AMENDMENT.** Section 15.1-21-02.6 of the North Dakota Century Code is amended and reenacted as follows:

**15.1-21-02.6. North Dakota scholarship - Amount - Applicability.**

1. a. The state board of higher education shall provide to any student certified as being eligible by the superintendent of public instruction either a North Dakota academic scholarship or a North Dakota career and technical education scholarship in the amount of seven hundred fifty dollars for each semester during which the student is enrolled full time at an accredited institution of higher education in this state, maintains a cumulative grade point average of 2.75, and maintains progress toward degree completion.
- b. The state board of higher education shall provide to any student certified as being eligible by the superintendent of public instruction either a North Dakota academic scholarship or a North Dakota career and technical education scholarship in the amount of five hundred dollars for each quarter during which the student is enrolled full time at an accredited institution of higher education in this state, maintains a cumulative grade point average of 2.75, and maintains progress toward degree completion.

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2. The state board shall monitor each scholarship recipient to ensure that the student meets the academic and other requirements of this section. Upon determining that a recipient student has failed to meet the requirements of this section, the board shall provide notification to the student within ten days.
3. A student is not entitled to receive more than six thousand dollars under this section.
4. The state board of higher education shall forward the scholarship directly to the institution in which the student is enrolled.
5.
  - a. (1) This section does not require a student to be enrolled in consecutive semesters.
  - (2) This section does not require a student to be enrolled in consecutive quarters.
  - b. A scholarship under this section is valid only for six academic years after the student's graduation from high school and may be applied to a graduate program.
6. A scholarship under this section is available to any eligible resident student who fulfills the requirements of section 15.1-21-02.4 or 15.1-21-02.5 and who:
  - a. Graduates from a high school in this state;
  - b. Graduates from a high school in a bordering state under chapter 15.1-29;
  - c. Graduates from a nonpublic high school in a bordering state while residing with a custodial parent in this state; or
  - d. Completes a program of home education supervised in accordance with chapter 15.1-23.
7.
  - a. For purposes of North Dakota scholarship eligibility under this section, "full-time" has the same meaning as the term is defined by the institution the student is attending.
  - b. A student who is enrolled less than full-time may retain scholarship eligibility if the student is in the final semester or quarter before graduation. The waiver of the full-time enrollment status requirement for scholarship eligibility may not apply to a student more than once.
  - c. For the purpose of North Dakota scholarship eligibility under this section, "progress toward degree completion" means earning the following minimum number of credits after each semester or quarter term disbursement to qualify for the subsequent disbursement:
    - (1) Twenty-four credits after disbursement two;
    - (2) Thirty-nine credits after disbursement three;
    - (3) Fifty-four credits after disbursement four;
    - (4) Sixty-nine credits after disbursement five;

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- (5) Eighty-four credits after disbursement six; and
- (6) Ninety-nine credits after disbursement seven."

Page 11, remove lines 18 through 31

Page 12, remove lines 1 through 30

Page 13, replace lines 1 through 23 with:

**"SECTION 20. LEGISLATIVE MANAGEMENT STUDY - TRANSPORTATION.**

During the 2019-20 interim, the legislative management shall consider studying school transportation, including district routes, expenditures, reimbursement, and possible efficiencies. The legislative management shall report its findings and recommendations, together with any legislation necessary to implement the recommendations, to the sixty-seventh legislative assembly.

**SECTION 21. LEGISLATIVE MANAGEMENT STUDY - DUAL-CREDIT - ADVANCED PLACEMENT - DISTANCE EDUCATION COURSES.**

During the 2019-20 interim, the legislative management shall consider studying dual-credit, advanced placement, and distance education courses. The study must include a review of early enrollment placement testing and the qualifications for dual-credit and advanced placement courses. The study also must include a review of the costs and amounts of funding necessary to provide all students access to dual-credit, advanced placement, and distance education courses, as well as the types of courses available and the delivery methods necessary to provide all students with access. The legislative management shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-seventh 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	\$2,141,329,049	\$2,542,794,213	(\$7,679,333)	\$2,535,114,880	\$2,535,249,880	(\$135,000)
Less estimated income	705,727,065	814,542,384	(788,641)	813,753,743	813,753,743	0
General fund	\$1,435,601,984	\$1,728,251,829	(\$6,890,692)	\$1,721,361,137	\$1,721,496,137	(\$135,000)
FTE	91.75	88.75	0.50	89.25	88.75	0.50
State Library						
Total all funds	\$7,865,861	\$8,123,637	\$32,143	\$8,155,780	\$8,155,780	\$0
Less estimated income	2,247,560	2,367,446	6,915	2,374,361	2,374,361	0
General fund	\$5,618,301	\$5,756,191	\$25,228	\$5,781,419	\$5,781,419	\$0
FTE	28.75	27.75	0.00	27.75	27.75	0.00
School for the Deaf						
Total all funds	\$9,953,970	\$10,195,111	\$34,097	\$10,229,208	\$10,229,208	\$0
Less estimated income	2,465,444	2,697,196	3,162	2,700,358	2,700,358	0
General fund	\$7,488,526	\$7,497,915	\$30,935	\$7,528,850	\$7,528,850	\$0
FTE	45.61	44.61	0.00	44.61	44.61	0.00
Vision Services - School for the Blind						
Total all funds	\$5,473,393	\$6,030,269	\$20,535	\$6,050,804	\$6,050,804	\$0

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Less estimated income	1,079,247	1,330,993	1,822	1,332,815	1,332,815	0
General fund	\$4,394,146	\$4,699,276	\$18,713	\$4,717,989	\$4,717,989	\$0
FTE	28.50	27.90	0.00	27.90	27.90	0.00
Bill total						
Total all funds	\$2,164,622,273	\$2,567,143,230	(\$7,592,558)	\$2,559,550,672	\$2,559,685,672	(\$135,000)
Less estimated income	711,519,316	820,938,019	(776,742)	820,161,277	820,161,277	0
General fund	\$1,453,102,957	\$1,746,205,211	(\$6,815,816)	\$1,739,389,395	\$1,739,524,395	(\$135,000)
FTE	194.61	189.01	0.50	189.51	189.01	0.50

**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	\$17,439,176	\$17,941,456	\$85,579	\$18,027,035	\$17,951,035	\$76,000
Operating expenses	30,165,005	32,169,947	1,801,000	33,970,947	33,781,947	189,000
Integrated formula payments	1,750,204,163	2,106,646,054	(8,443,625)	2,098,202,429	2,098,602,429	(400,000)
Grants - Special education contracts	19,300,000	25,000,000	(1,000,000)	24,000,000	24,000,000	
Grants - Transportation	55,400,000	55,900,000	600,000	56,500,000	56,500,000	
Grants - Other grants	254,062,705	287,062,705		287,062,705	287,062,705	
Grants - Program grants	6,210,000	9,616,711	(1,936,711)	7,680,000	7,680,000	
Grants - Passthrough grants	2,898,000	2,849,340	14,424	2,863,764	2,863,764	
PowerSchool	5,500,000	5,500,000		5,500,000	5,500,000	
Transportation efficiency	30,000					
National board certification	120,000	108,000		108,000	108,000	
State automated reporting system rewrite			1,200,000	1,200,000	1,200,000	
Total all funds	\$2,141,329,049	\$2,542,794,213	(\$7,679,333)	\$2,535,114,880	\$2,535,249,880	(\$135,000)
Less estimated income	705,727,065	814,542,384	(788,641)	813,753,743	813,753,743	0
General fund	\$1,435,601,984	\$1,728,251,829	(\$6,890,692)	\$1,721,361,137	\$1,721,496,137	(\$135,000)
FTE	91.75	88.75	0.50	89.25	88.75	0.50

**Department 201 - Department of Public Instruction - Detail of Conference Committee Changes**

	Adjusts Funding for Salary Increases <sup>1</sup>	Adds Funding for a Pre K-12 Education Vision Steering Committee <sup>2</sup>	Adds .50 FTE Position and Funding for the Education Coordination Council <sup>3</sup>	Adds Funding for AdvancEd Contract <sup>4</sup>	Increases Funding for Operating Expenses <sup>5</sup>	Reduces Funding for Special Education Contracts <sup>6</sup>
Salaries and wages	\$9,579		\$76,000			
Operating expenses		\$300,000	189,000	\$312,000	\$1,000,000	
Integrated formula payments						
Grants - Special education contracts						(\$1,000,000)
Grants - Transportation						
Grants - Other grants						
Grants - Program grants						
Grants - Passthrough grants						
PowerSchool						
Transportation efficiency						
National board certification						
State automated reporting system rewrite						
Total all funds	\$9,579	\$300,000	\$265,000	\$312,000	\$1,000,000	(\$1,000,000)
Less estimated income	11,359	0	0	0	0	0
General fund	(\$1,780)	\$300,000	\$265,000	\$312,000	\$1,000,000	(\$1,000,000)
FTE	0.00	0.00	0.50	0.00	0.00	0.00

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	Adjusts Funding for Integrated Formula Payments <sup>7</sup>	Adjusts the Funding Source for Integrated Formula Payments <sup>8</sup>	Increases Funding for Transportation Grants <sup>9</sup>	Reduces Funding for the Superintendent's Program Grant Pool <sup>10</sup>	Adds Funding for a Leadership Professional Development Program <sup>11</sup>	Removes Funding for Early Childhood Education Grants <sup>12</sup>
Salaries and wages						
Operating expenses						
Integrated formula payments	(\$8,443,625)					
Grants - Special education contracts						
Grants - Transportation			\$600,000			
Grants - Other grants						
Grants - Program grants				(\$636,711)	\$200,000	(\$1,500,000)
Grants - Passthrough grants						
PowerSchool						
Transportation efficiency						
National board certification						
State automated reporting system rewrite						
<b>Total all funds</b>	<b>(\$8,443,625)</b>	<b>\$0</b>	<b>\$600,000</b>	<b>(\$636,711)</b>	<b>\$200,000</b>	<b>(\$1,500,000)</b>
Less estimated income	0	(2,000,000)	0	0	0	0
<b>General fund</b>	<b>(\$8,443,625)</b>	<b>\$2,000,000</b>	<b>\$600,000</b>	<b>(\$636,711)</b>	<b>\$200,000</b>	<b>(\$1,500,000)</b>
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adjusts Funding for Passthrough Grants <sup>13</sup>	Adds One-time Funding for the State Automated Reporting System Rewrite <sup>14</sup>	Total Conference Committee Changes
Salaries and wages			\$85,579
Operating expenses			1,801,000
Integrated formula payments			(8,443,625)
Grants - Special education contracts			(1,000,000)
Grants - Transportation			600,000
Grants - Other grants			
Grants - Program grants			(1,936,711)
Grants - Passthrough grants	\$14,424		14,424
PowerSchool			
Transportation efficiency			
National board certification			
State automated reporting system rewrite		\$1,200,000	1,200,000
<b>Total all funds</b>	<b>\$14,424</b>	<b>\$1,200,000</b>	<b>(\$7,679,333)</b>
Less estimated income	0	1,200,000	(788,641)
<b>General fund</b>	<b>\$14,424</b>	<b>\$0</b>	<b>(\$6,890,692)</b>
FTE	0.00	0.00	0.50

<sup>1</sup> Funding is adjusted to provide for employee salary increases of 2 percent on July 1, 2019, with a minimum monthly increase of \$120 and a maximum monthly increase of \$200, and an increase of 2.5 percent on July 1, 2020, the same as the House version. The Senate provided funding for salary increases of 2 percent on July 1, 2019, and 3 percent on July 1, 2020.

<sup>2</sup> Funding is added for a Pre K-12 Education Vision Steering Committee to support the facilitation of stakeholder groups to continue developing education initiatives as provided in Senate Bill No. 2025, the same as the House version.

<sup>3</sup> A .50 FTE position and related funding for salaries and wages and operating expenses is added for the administration of the Education Coordination Council established in Senate Bill No. 2215. This FTE and funding were not included in the Senate or House versions.

<sup>4</sup> Funding is added for an increase in the continuous improvement for schools contract with AdvancEd, the same as



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the House version.

<sup>5</sup> Funding for operating expenses is increased to correct an error in the department's budget request relating to its base budget adjustments, the same as the House version.

<sup>6</sup> Funding for special education contract grants is reduced to provide a total of \$24 million from the general fund, \$4.7 million more than the 2017-19 biennium, the same as the House version. The Senate provided \$25 million from the general fund for special education contract grants.

<sup>7</sup> The Conference Committee adopted substantially all of the House changes to the state school aid formula in Senate Bill No. 2265. Changes made by the Conference Committee reduced the funding required for integrated formula payments in Senate Bill No. 2013 by \$400,000 compared to the House version. The House had reduced funding for integrated formula payments by \$8,043,625 compared to the Senate version. The following is a summary of the Conference Committee changes to the state school aid formula in Senate Bill No. 2265:

	<u>General Fund</u>
Reduces funding to provide a 2 percent increase in the <b>integrated formula payment</b> rate each year of the biennium. The Senate provided a 2 percent increase in the 1st year and 3 percent in the 2nd year.	(\$10,615,923)
Increases funding for a state school aid <b>formula baseline reset</b> .	15,106,628
Adds funding to reduce the deduction of in lieu of revenue relative to <b>sinking and interest mill levies</b> .	12,335,458
Reduces funding provided to transition to <b>on-time funding</b> . The House provided a .50 weighted student unit. The Senate provided 1.0 weighted student unit.	(19,289,658)
Reduces funding for changes to <b>funding for new students</b> in certain school districts.	(7,683,575)
Reduces funding due to an increase in the contribution from property tax related to the <b>phase in of a 60-mill contribution</b> for all schools districts.	(2,032,062)
Increases funding for other changes to the formula, including <b>tuition deductions and adjustment to formula minimums</b> .	<u>3,735,507</u>
Total integrated formula payment reduction	(\$8,443,625)

<sup>8</sup> Increases funding from the general fund and decreases funding from the state tuition fund to provide a total of \$377,764,000 from the state tuition fund for state school aid, the same as the House version. Funding from the state tuition fund is reduced due to lower than estimated fines being deposited in the fund.

<sup>9</sup> Funding for transportation grants is increased to provide a total of \$56.5 million from the general fund, the same as the House version. This increase of \$1.1 million from the prior biennium will allow reimbursement rates to remain the same as the 2017-19 biennium. The Senate provided \$55.9 million from the general fund for transportation grants.

<sup>10</sup> Funding for the program grant pool is reduced by \$636,711, to provide a total of \$1.5 million from the general fund, the same as the House version, for the following programs:

- Leveraging the senior year;
- Leadership program;
- Continuing education grants;
- Preschool continuing education grants;
- Curriculum alignment grants;
- Teacher and principal evaluation system grants;
- Family engagement initiatives; and
- Transportation efficiency.

The Senate provided \$2,136,711 for the program grant pool.

<sup>11</sup> Funding is added to implement a leadership professional development program, the same as the House version.

<sup>12</sup> Funding is removed for early childhood education grants transferred to the Superintendent of Public Instruction from the Department of Commerce, the same as the House version. The Senate approved transferring the early childhood service provider grant program from the Department of Commerce to the Superintendent of Public Instruction in Senate Bill No. 2250, but the House defeated the bill.

<sup>13</sup> Funding for passthrough grants is adjusted as follows:

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	General Fund Increase (Decrease)	Total General Fund
North Central Council for Education Media Services	\$14,424	\$238,000
Rural art outreach projects	0	\$360,000
Mentoring program	0	2,125,764
North Dakota young entrepreneur education program	(30,000)	0
"We the People" program	0	50,000
National writing projects	10,000	50,000
Governor's School program	(20,000)	0
Cultural heritage and artist in residence grants	<u>40,000</u>	<u>40,000</u>
Total	<u>\$14,424</u>	<u>\$2,863,764</u>

The Senate provided a total of \$2,849,340 for passthrough grants and the House provided a total of \$2,863,764 for passthrough grants. The House:

- Increased funding for North Central Council for Educational Media Services by \$14,424 and national writing projects by \$10,000;
- Added \$50,000 for cultural heritage grants; and
- Reduced funding for rural art outreach by \$10,000, the young entrepreneur education program by \$30,000, and the Governor's School by \$20,000.

The Conference Committee restored the \$10,000 reduction in funding for rural art outreach and reduced funding for the cultural heritage grants added by the House by \$10,000, to provide a total of \$2,863,764 for passthrough grants, the same total as the House version.

<sup>14</sup> One-time funding is added from the foundation aid stabilization fund to rewrite the state automated reporting system (STARS) application, the same as the House version.

This amendment also:

- Amends the section related to funding provided from the state tuition fund to reduce the funding made available from the fund to \$377,764,000, the same as the House version;
- Amends the section related to funding provided from the foundation aid stabilization fund to increase the funding made available from the fund to \$111.2 million, the same as the House version;
- Adds a section to allow the department to continue \$600,000 of funding, remaining in the integrated formula payments line item at the end of the 2017-19 biennium, to the 2019-21 biennium for the purpose of advanced placement examinations, advanced placement teacher training, and the college ready English and mathematics program, the same as the House version;
- Amends the section related to the distribution of transportation grants to update transportation rates to reflect additional funding, the same as the House version;
- Amends the section related to the program grant pool to adjust the total provided, the same as the House version;
- Amends the section related to passthrough grants to require grantees to receive one-half of the passthrough grant each year of the biennium and require grantees, as a condition of receiving the grant, to establish performance measures to be reviewed by the Superintendent of Public Instruction. Grantees must report to the Superintendent of Public Instruction regarding performance based on the measures each year of the biennium, with the report for the 1st year of the biennium required before receiving funding for the 2nd year of the biennium, the same as the House version;
- Amends the section related to the distribution of annual grants to regional education associations to increase, due to a reduction in the number of associations, the amount available to each association. This change was not included in the Senate or House versions of the bill;
- Removes the section amending North Dakota Century Code Section 15-10-38 to transfer the teacher loan forgiveness program from the State Board of Higher Education to the Superintendent of Public Instruction, the same as the House version. This transfer was included in House Bill No. 1429;
- Amends the section related to the salary of the Superintendent of Public Instruction to provide increases consistent with state employee salary increases, the same as the House version;
- Adds a section to amend Section 15.1-18-10 as amended in Senate Bill No. 2265 related to teacher qualifications to allow an individual with a permit and a high school diploma to teach certain areas if the individual has a minimum amount of relative work experience or possess a certificate, permit, or degree in the subject area to be taught. This section was not included in the Senate or House versions of the bill;
- Adds a section to amend Section 15.1-21-02.6 to allow a student enrolled less than full-time to retain North Dakota scholarship eligibility if the student is in the final semester or quarter before graduation. This section was not included in the Senate or the House versions of the bill;
- Removes the sections amending Sections 15.1-37-05, 15.1-37-06, and 15.1-37-08 to transfer the early childhood education grant program from the Department of Commerce to the Superintendent of Public

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- Instruction, the same as the House version, due to the defeat of Senate Bill No. 2250 by the House;
- Adds a section to provide for a study of school district transportation during the 2019-20 interim, the same as the House version; and
- Adds a section providing for a Legislative Management study relating to dual-credit, advanced placement, and distance education courses. This section was not included in the Senate or House versions of the bill.

The Conference Committee did not include a section, added by the House to allow the department to continue \$3 million of funding remaining in the integrated formula payments line item at the end of the 2017-19 biennium to the 2019-21 biennium for the purpose of one-time funding for computer science training for teachers. The Senate did not include this section.

**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	\$4,152,758	\$4,268,192	\$32,143	\$4,300,335	\$4,300,335	
Operating expenses	1,604,075	1,621,917		1,621,917	1,621,917	
Grants	2,109,028	2,233,528		2,233,528	2,233,528	
Total all funds	\$7,865,861	\$8,123,637	\$32,143	\$8,155,780	\$8,155,780	\$0
Less estimated income	2,247,560	2,367,446	6,915	2,374,361	2,374,361	0
General fund	\$5,618,301	\$5,756,191	\$25,228	\$5,781,419	\$5,781,419	\$0
FTE	28.75	27.75	0.00	27.75	27.75	0.00

**Department 250 - State Library - Detail of Conference Committee Changes**

	Adjusts Funding for Salary Increases <sup>1</sup>	Total Conference Committee Changes
Salaries and wages	\$32,143	\$32,143
Operating expenses		
Grants		
Total all funds	\$32,143	\$32,143
Less estimated income	6,915	6,915
General fund	\$25,228	\$25,228
FTE	0.00	0.00

<sup>1</sup> Funding is adjusted to provide for employee salary increases of 2 percent on July 1, 2019, with a minimum monthly increase of \$120 and a maximum monthly increase of \$200, and an increase of 2.5 percent on July 1, 2020, the same as the House version. The Senate provided funding for salary increases of 2 percent on July 1, 2019, and 3 percent on July 1, 2020.

**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	\$7,588,749	\$8,020,847	\$34,097	\$8,054,944	\$8,054,944	
Operating expenses	2,026,543	1,705,586		1,705,586	1,705,586	
Capital assets	158,678	428,678		428,678	428,678	
Grants	180,000	40,000		40,000	40,000	
Total all funds	\$9,953,970	\$10,195,111	\$34,097	\$10,229,208	\$10,229,208	\$0
Less estimated income	2,465,444	2,697,196	3,162	2,700,358	2,700,358	0
General fund	\$7,488,526	\$7,497,915	\$30,935	\$7,528,850	\$7,528,850	\$0
FTE	45.61	44.61	0.00	44.61	44.61	0.00



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**Department 252 - School for the Deaf - Detail of Conference Committee Changes**

	Adjusts Funding for Salary Increases <sup>1</sup>	Total Conference Committee Changes
Salaries and wages	\$34,097	\$34,097
Operating expenses		
Capital assets		
Grants		
<b>Total all funds</b>	<b>\$34,097</b>	<b>\$34,097</b>
Less estimated income	3,162	3,162
General fund	<u>\$30,935</u>	<u>\$30,935</u>
<b>FTE</b>	<b>0.00</b>	<b>0.00</b>

<sup>1</sup> Funding is adjusted to provide for employee salary increases of 2 percent on July 1, 2019, with a minimum monthly increase of \$120 and a maximum monthly increase of \$200, and an increase of 2.5 percent on July 1, 2020, the same as the House version. The Senate provided funding for salary increases of 2 percent on July 1, 2019, and 3 percent on July 1, 2020.

**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	\$4,660,995	\$4,914,756	\$20,535	\$4,935,291	\$4,935,291	
Operating expenses	773,206	815,821		815,821	815,821	
Capital assets	39,192	299,692		299,692	299,692	
<b>Total all funds</b>	<b>\$5,473,393</b>	<b>\$6,030,269</b>	<b>\$20,535</b>	<b>\$6,050,804</b>	<b>\$6,050,804</b>	<b>\$0</b>
Less estimated income	1,079,247	1,330,993	1,822	1,332,815	1,332,815	0
General fund	<u>\$4,394,146</u>	<u>\$4,699,276</u>	<u>\$18,713</u>	<u>\$4,717,989</u>	<u>\$4,717,989</u>	<u>\$0</u>
<b>FTE</b>	<b>28.50</b>	<b>27.90</b>	<b>0.00</b>	<b>27.90</b>	<b>27.90</b>	<b>0.00</b>

**Department 253 - Vision Services - School for the Blind - Detail of Conference Committee Changes**

	Adjusts Funding for Salary Increases <sup>1</sup>	Total Conference Committee Changes
Salaries and wages	\$20,535	\$20,535
Operating expenses		
Capital assets		
<b>Total all funds</b>	<b>\$20,535</b>	<b>\$20,535</b>
Less estimated income	1,822	1,822
General fund	<u>\$18,713</u>	<u>\$18,713</u>
<b>FTE</b>	<b>0.00</b>	<b>0.00</b>

<sup>1</sup> Funding is adjusted to provide for employee salary increases of 2 percent on July 1, 2019, with a minimum monthly increase of \$120 and a maximum monthly increase of \$200, and an increase of 2.5 percent on July 1, 2020, the same as the House version. The Senate provided funding for salary increases of 2 percent on July 1, 2019, and 3 percent on July 1, 2020.

Date: 4-24-19  
 Roll Call Vote #: "Enter Vote #" /

**2019 SENATE CONFERENCE COMMITTEE  
 ROLL CALL VOTES**

BILL/RESOLUTION NO. SB 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: Sen Poolman Seconded by: Rep Boe

Senators	<u>4/24</u>		Yes	No	Representatives	<u>4/24</u>		Yes	No
Senator Holmberg	✓		✓		Representative Monson	✓			✓
Senator Poolman	✓		✓		Representative Sanford	✓		✓	
Senator Robinson	✓			✓	Representative Boe	✓		✓	
Total Senate Vote			2	1	Total Rep. Vote			2	1

Vote Count Yes: 4 No: 2 Absent: 0

Senate Carrier \_\_\_\_\_ House Carrier \_\_\_\_\_

LC Number \_\_\_\_\_ of amendment

LC Number \_\_\_\_\_ of engrossment

Emergency clause added or deleted

Statement of purpose of amendment

*Motion to remove \$3M from section 6.*

*Motion carried*

**2019 SENATE CONFERENCE COMMITTEE  
ROLL CALL VOTES**

BILL/RESOLUTION NO. SB 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: Senator Robinson                      Seconded by: Senator Poolman

Senators				Yes	No	Representatives				Yes	No
Senator Holmberg				X		Representative Monson				X	
Senator Poolman				X		Representative Sanford				X	
Senator Robinson				X		Representative Boe				X	
Total Senate Vote				3	0	Total Rep. Vote				3	0

Vote Count                      Yes: 6                      No: 0                      Absent: 0

Senate Carrier Senator Holmberg                      House Carrier Representative Monson

LC Number 19.0226 . 02012 of amendment

LC Number 19.0226 . 04000 of engrossment

Emergency clause added or deleted

Statement of purpose of amendment

Insert LC: 19.0226.02012  
 Senate Carrier: Holmberg  
 House Carrier: Monson

**REPORT OF CONFERENCE COMMITTEE**

**SB 2013, as engrossed:** Your conference committee (Sens. Holmberg, Poolman, Robinson and Reps. Monson, Sanford, Boe) recommends that the **HOUSE RECEDE** from the House amendments as printed on SJ pages 1484-1492, adopt amendments as follows, and place SB 2013 on the Seventh order:

That the House recede from its amendments as printed on pages 1484-1492 of the Senate Journal and pages 1706-1714 of the House Journal and that Engrossed Senate Bill No. 2013 be amended as follows:

Page 1, line 3, remove "15-10-38,"

Page 1, line 4, replace "15.1-37-05, 15.1-37-06, and 15.1-37-08" with "15.1-18-10, and 15.1-21-02.6"

Page 1, line 4, remove "a student"

Page 1, line 5, remove "loan forgiveness program for teachers,"

Page 1, remove line 6

Page 1, line 7, replace "grants, and early childhood education provider data collection" with "teaching licenses, and the North Dakota scholarship"

Page 1, line 8, after the first semicolon insert "to provide for a legislative management study,"

Page 1, remove lines 21 through 24

Page 2, replace lines 1 through 11 with:

"Salaries and wages	\$17,439,176	\$587,859	\$18,027,035
Operating expenses	30,165,005	3,805,942	33,970,947
Integrated formula payments	1,750,204,163	347,998,266	2,098,202,429
Grants - special education	19,300,000	4,700,000	24,000,000
Grants - transportation	55,400,000	1,100,000	56,500,000
Grants - other grants	254,062,705	33,000,000	287,062,705
Grants - program grants	6,210,000	1,470,000	7,680,000
Grants - passthrough grants	2,898,000	(34,236)	2,863,764
PowerSchool	5,500,000	0	5,500,000
Transportation efficiency	30,000	(30,000)	0
National board certification	120,000	(12,000)	108,000
State automated reporting system rewrite	<u>0</u>	<u>1,200,000</u>	<u>1,200,000</u>
Total all funds	\$2,141,329,049	\$393,785,831	\$2,535,114,880
Less estimated income	<u>705,727,065</u>	<u>108,026,678</u>	<u>813,753,743</u>
Total general fund	\$1,435,601,984	\$285,759,153	\$1,721,361,137
Full-time equivalent positions	91.75	(2.50)	89.25"

Page 2, replace lines 16 through 21 with:

"Salaries and wages	\$4,152,758	\$147,577	\$4,300,335
Operating expenses	1,604,075	17,842	1,621,917
Grants	<u>2,109,028</u>	<u>124,500</u>	<u>2,233,528</u>
Total all funds	\$7,865,861	\$289,919	\$8,155,780
Less estimated income	<u>2,247,560</u>	<u>126,801</u>	<u>2,374,361</u>
Total general fund	\$5,618,301	\$163,118	\$5,781,419"

Page 2, remove lines 27 through 31

Insert LC: 19.0226.02012  
 Senate Carrier: Holmberg  
 House Carrier: Monson

Page 3, replace lines 1 and 2 with:

"Salaries and wages	\$7,588,749	\$466,195	\$8,054,944
Operating expenses	2,026,543	(320,957)	1,705,586
Capital assets	158,678	270,000	428,678
Grants	<u>180,000</u>	<u>(140,000)</u>	<u>40,000</u>
Total all funds	\$9,953,970	\$275,238	\$10,229,208
Less estimated income	<u>2,465,444</u>	<u>234,914</u>	<u>2,700,358</u>
Total general fund	\$7,488,526	\$40,324	\$7,528,850"

Page 3, replace lines 8 through 13 with:

"Salaries and wages	\$4,660,995	\$274,296	\$4,935,291
Operating expenses	773,206	42,615	815,821
Capital assets	<u>39,192</u>	<u>260,500</u>	<u>299,692</u>
Total all funds	\$5,473,393	\$577,411	\$6,050,804
Less estimated income	<u>1,079,247</u>	<u>253,568</u>	<u>1,332,815</u>
Total general fund	\$4,394,146	\$323,843	\$4,717,989"

Page 3, replace lines 19 through 21 with:

"Grand total general fund	\$1,453,102,957	\$286,286,438	\$1,739,389,395
Grand total special funds	<u>711,519,316</u>	<u>108,641,961</u>	<u>820,161,277</u>
Grand total all funds	\$2,164,622,273	\$394,928,399	\$2,559,550,672"

Page 4, after line 2, insert:

" State automated reporting system rewrite	0	1,200,000"
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Page 4, replace lines 4 through 8 with:

" Total department of public instruction - all funds	\$191,820,000	\$1,400,000
Total department of public instruction - estimated income	<u>191,820,000</u>	<u>1,200,000</u>
Total department of public instruction -	\$0	\$200,000"

Page 4, replace lines 28 through 30 with:

"Grand total - all funds	\$192,688,500	\$1,950,500
Grand total - estimated income	<u>192,688,500</u>	<u>1,750,500</u>
Grand total - general fund	\$0	\$200,000"

Page 5, line 7, replace "\$379,764,000" with "\$377,764,000"

Page 5, line 13, replace "\$110,000,000" with "\$111,200,000"

Page 5, line 14, after "treasury" insert ", of which \$110,000,000 is"

Page 5, line 14, after "payments" insert "and \$1,200,000 is for a rewrite of the state automated reporting system,"

Page 5, after line 21, insert:

**"SECTION 6. EXEMPTION - ADVANCED PLACEMENT PROGRAMS.** Up to \$600,000 of the unexpended amount remaining from the appropriation for integrated formula payments, as authorized in subdivision 1 of section 1 of chapter 12 of the 2017 Session Laws, is not subject to the provisions of section 54-44.1-11 at the end of the 2017-19 biennium, and may be continued into the 2019-21 biennium

for the purpose of providing advanced placement examinations, advanced placement teacher training, and the college ready English and mathematics programs."

Page 6, line 24, replace "nine" with "eleven"

Page 6, line 26, replace "Fifty-one" with "Fifty-two"

Page 7, line 16, replace "Twenty-nine" with "Thirty"

Page 7, line 23, replace "\$2,136,711" with "\$1,500,000"

Page 8, line 13, replace "\$2,215,764" with "\$2,863,764"

Page 8, line 13, remove "for writing projects, an entrepreneur program,"

Page 8, line 14, remove "governor's school, and a mentoring program"

Page 8, line 15, after "distributed" insert "but no more than one-half of the funding may be provided each year of the biennium"

Page 8, line 15, replace "Grantees" with "Annually grantees"

Page 8, line 17, after "report" insert "annually"

Page 8, line 18, remove "before October 1, 2020"

Page 8, line 18, after the period insert "The superintendent may not distribute the grant payment for the second year of the biennium until the grantee submits the annual report for the first year of the biennium."

Page 8, line 26, replace "\$31,250" with "\$35,714"

Page 9, remove lines 26 through 31

Page 10, remove lines 1 through 31

Page 11, remove lines 1 through 9

Page 11, line 15, replace "eighteen" with "ten"

Page 11, line 16, remove "one hundred twenty-six thousand five hundred three dollars"

Page 11, line 17, replace "thereafter" with "one hundred twenty-five thousand eight hundred eighty dollars thereafter"

Page 11, after line 17, insert:

**"SECTION 18. AMENDMENT.** Section 15.1-18-10 of the North Dakota Century Code as amended in section 5 of Senate Bill No. 2265, as approved by the sixty-sixth legislative assembly, is amended and reenacted as follows:

**15.1-18-10. Specialty areas - Teacher qualification.**

Notwithstanding the requirements of this chapter:

1. An individual may teach art, business education, computer education, a foreign language, music, physical education, special education, and



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technology education at any grade level from kindergarten through grade eight, provided the individual:

- a. Is licensed to teach by the education standards and practices board;
  - b. Is approved to teach in that area by the education standards and practices board; and
  - c. Meets all requirements set forth in rule by the superintendent of public instruction.
2. An individual may teach Native American languages provided the individual is an eminence-credentialed teacher.
  3. An individual may teach in the areas of trade, industry, technical occupations, or health occupations, provided the individual has been issued a license to teach in such areas by the education standards and practices board.
  4. An individual may teach in any subject, except elementary education, special education, mathematics, science, language arts, and social studies, if the individual:
    - a. Has a permit issued by the board and has a high school diploma; and
    - b. (1) Possesses at least four thousand hours over five years of relevant work experience in the subject area to be taught; or
      - (2) Possesses a certificate, permit, or degree in the subject area to be taught; ~~or~~
      - (3) Achieves a passing score on the Praxis content test.

**SECTION 19. AMENDMENT.** Section 15.1-21-02.6 of the North Dakota Century Code is amended and reenacted as follows:

**15.1-21-02.6. North Dakota scholarship - Amount - Applicability.**

1. a. The state board of higher education shall provide to any student certified as being eligible by the superintendent of public instruction either a North Dakota academic scholarship or a North Dakota career and technical education scholarship in the amount of seven hundred fifty dollars for each semester during which the student is enrolled full time at an accredited institution of higher education in this state, maintains a cumulative grade point average of 2.75, and maintains progress toward degree completion.
  - b. The state board of higher education shall provide to any student certified as being eligible by the superintendent of public instruction either a North Dakota academic scholarship or a North Dakota career and technical education scholarship in the amount of five hundred dollars for each quarter during which the student is enrolled full time at an accredited institution of higher education in this state, maintains a cumulative grade point average of 2.75, and maintains progress toward degree completion.
2. The state board shall monitor each scholarship recipient to ensure that the student meets the academic and other requirements of this section.

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Upon determining that a recipient student has failed to meet the requirements of this section, the board shall provide notification to the student within ten days.

3. A student is not entitled to receive more than six thousand dollars under this section.
4. The state board of higher education shall forward the scholarship directly to the institution in which the student is enrolled.
5.
  - a.
    - (1) This section does not require a student to be enrolled in consecutive semesters.
    - (2) This section does not require a student to be enrolled in consecutive quarters.
  - b. A scholarship under this section is valid only for six academic years after the student's graduation from high school and may be applied to a graduate program.
6. A scholarship under this section is available to any eligible resident student who fulfills the requirements of section 15.1-21-02.4 or 15.1-21-02.5 and who:
  - a. Graduates from a high school in this state;
  - b. Graduates from a high school in a bordering state under chapter 15.1-29;
  - c. Graduates from a nonpublic high school in a bordering state while residing with a custodial parent in this state; or
  - d. Completes a program of home education supervised in accordance with chapter 15.1-23.
7.
  - a. For purposes of North Dakota scholarship eligibility under this section, "full-time" has the same meaning as the term is defined by the institution the student is attending.
  - b. A student who is enrolled less than full-time may retain scholarship eligibility if the student is in the final semester or quarter before graduation. The waiver of the full-time enrollment status requirement for scholarship eligibility may not apply to a student more than once.
  - c. For the purpose of North Dakota scholarship eligibility under this section, "progress toward degree completion" means earning the following minimum number of credits after each semester or quarter term disbursement to qualify for the subsequent disbursement:
    - (1) Twenty-four credits after disbursement two;
    - (2) Thirty-nine credits after disbursement three;
    - (3) Fifty-four credits after disbursement four;
    - (4) Sixty-nine credits after disbursement five;
    - (5) Eighty-four credits after disbursement six; and



(6) Ninety-nine credits after disbursement seven."

Page 11, remove lines 18 through 31

Page 12, remove lines 1 through 30

Page 13, replace lines 1 through 23 with:

**"SECTION 20. LEGISLATIVE MANAGEMENT STUDY - TRANSPORTATION.** During the 2019-20 interim, the legislative management shall consider studying school transportation, including district routes, expenditures, reimbursement, and possible efficiencies. The legislative management shall report its findings and recommendations, together with any legislation necessary to implement the recommendations, to the sixty-seventh legislative assembly.

**SECTION 21. LEGISLATIVE MANAGEMENT STUDY - DUAL-CREDIT - ADVANCED PLACEMENT - DISTANCE EDUCATION COURSES.** During the 2019-20 interim, the legislative management shall consider studying dual-credit, advanced placement, and distance education courses. The study must include a review of early enrollment placement testing and the qualifications for dual-credit and advanced placement courses. The study also must include a review of the costs and amounts of funding necessary to provide all students access to dual-credit, advanced placement, and distance education courses, as well as the types of courses available and the delivery methods necessary to provide all students with access. The legislative management shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-seventh 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	\$2,141,329,049	\$2,542,794,213	(\$7,679,333)	\$2,535,114,880	\$2,535,249,880	(\$135,000)
Less estimated income	705,727,065	814,542,384	(788,641)	813,753,743	813,753,743	0
General fund	\$1,435,601,984	\$1,728,251,829	(\$6,890,692)	\$1,721,361,137	\$1,721,496,137	(\$135,000)
FTE	91.75	88.75	0.50	89.25	88.75	0.50
State Library						
Total all funds	\$7,865,861	\$8,123,637	\$32,143	\$8,155,780	\$8,155,780	\$0
Less estimated income	2,247,560	2,367,446	6,915	2,374,361	2,374,361	0
General fund	\$5,618,301	\$5,756,191	\$25,228	\$5,781,419	\$5,781,419	\$0
FTE	28.75	27.75	0.00	27.75	27.75	0.00
School for the Deaf						
Total all funds	\$9,953,970	\$10,195,111	\$34,097	\$10,229,208	\$10,229,208	\$0
Less estimated income	2,465,444	2,697,196	3,162	2,700,358	2,700,358	0
General fund	\$7,488,526	\$7,497,915	\$30,935	\$7,528,850	\$7,528,850	\$0
FTE	45.61	44.61	0.00	44.61	44.61	0.00
Vision Services - School for the Blind						
Total all funds	\$5,473,393	\$6,030,269	\$20,535	\$6,050,804	\$6,050,804	\$0
Less estimated income	1,079,247	1,330,993	1,822	1,332,815	1,332,815	0
General fund	\$4,394,146	\$4,699,276	\$18,713	\$4,717,989	\$4,717,989	\$0
FTE	28.50	27.90	0.00	27.90	27.90	0.00
Bill total						

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Total all funds	\$2,164,622,273	\$2,567,143,230	(\$7,592,558)	\$2,559,550,672	\$2,559,685,672	(\$135,000)
Less estimated income	711,519,316	820,938,019	(776,742)	820,161,277	820,161,277	0
General fund	\$1,453,102,957	\$1,746,205,211	(\$6,815,816)	\$1,739,389,395	\$1,739,524,395	(\$135,000)
FTE	194.61	189.01	0.50	189.51	189.01	0.50

**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	\$17,439,176	\$17,941,456	\$85,579	\$18,027,035	\$17,951,035	\$76,000
Operating expenses	30,165,005	32,169,947	1,801,000	33,970,947	33,781,947	189,000
Integrated formula payments	1,750,204,163	2,106,646,054	(8,443,625)	2,098,202,429	2,098,602,429	(400,000)
Grants - Special education contracts	19,300,000	25,000,000	(1,000,000)	24,000,000	24,000,000	
Grants - Transportation	55,400,000	55,900,000	600,000	56,500,000	56,500,000	
Grants - Other grants	254,062,705	287,062,705		287,062,705	287,062,705	
Grants - Program grants	6,210,000	9,616,711	(1,936,711)	7,680,000	7,680,000	
Grants - Passthrough grants	2,898,000	2,849,340	14,424	2,863,764	2,863,764	
PowerSchool	5,500,000	5,500,000		5,500,000	5,500,000	
Transportation efficiency	30,000					
National board certification	120,000	108,000		108,000	108,000	
State automated reporting system rewrite			1,200,000	1,200,000	1,200,000	
Total all funds	\$2,141,329,049	\$2,542,794,213	(\$7,679,333)	\$2,535,114,880	\$2,535,249,880	(\$135,000)
Less estimated income	705,727,065	814,542,384	(788,641)	813,753,743	813,753,743	0
General fund	\$1,435,601,984	\$1,728,251,829	(\$6,890,692)	\$1,721,361,137	\$1,721,496,137	(\$135,000)
FTE	91.75	88.75	0.50	89.25	88.75	0.50

**Department 201 - Department of Public Instruction - Detail of Conference Committee Changes**

	Adjusts Funding for Salary Increases <sup>1</sup>	Adds Funding for a Pre K-12 Education Vision Steering Committee <sup>2</sup>	Adds .50 FTE Position and Funding for the Education Coordination Council <sup>3</sup>	Adds Funding for AdvancEd Contract <sup>4</sup>	Increases Funding for Operating Expenses <sup>5</sup>	Reduces Funding for Special Education Contracts <sup>6</sup>
Salaries and wages	\$9,579		\$76,000			
Operating expenses		\$300,000	189,000	\$312,000	\$1,000,000	
Integrated formula payments						
Grants - Special education contracts						(\$1,000,000)
Grants - Transportation						
Grants - Other grants						
Grants - Program grants						
Grants - Passthrough grants						
PowerSchool						
Transportation efficiency						
National board certification						
State automated reporting system rewrite						
Total all funds	\$9,579	\$300,000	\$265,000	\$312,000	\$1,000,000	(\$1,000,000)
Less estimated income	11,359	0	0	0	0	0
General fund	(\$1,780)	\$300,000	\$265,000	\$312,000	\$1,000,000	(\$1,000,000)
FTE	0.00	0.00	0.50	0.00	0.00	0.00

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	Adjusts Funding for Integrated Formula Payments <sup>7</sup>	Adjusts the Funding Source for Integrated Formula Payments <sup>8</sup>	Increases Funding for Transportation Grants <sup>9</sup>	Reduces Funding for the Superintendent's Program Grant Pool <sup>10</sup>	Adds Funding for a Leadership Professional Development Program <sup>11</sup>	Removes Funding for Early Childhood Education Grants <sup>12</sup>
Salaries and wages						
Operating expenses						
Integrated formula payments	(\$8,443,625)					
Grants - Special education contracts						
Grants - Transportation			\$600,000			
Grants - Other grants						
Grants - Program grants				(\$636,711)	\$200,000	(\$1,500,000)
Grants - Passthrough grants						
PowerSchool						
Transportation efficiency						
National board certification						
State automated reporting system rewrite						
<b>Total all funds</b>	<b>(\$8,443,625)</b>	<b>\$0</b>	<b>\$600,000</b>	<b>(\$636,711)</b>	<b>\$200,000</b>	<b>(\$1,500,000)</b>
Less estimated income	0	(2,000,000)	0	0	0	0
<b>General fund</b>	<b>(\$8,443,625)</b>	<b>\$2,000,000</b>	<b>\$600,000</b>	<b>(\$636,711)</b>	<b>\$200,000</b>	<b>(\$1,500,000)</b>
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adjusts Funding for Passthrough Grants <sup>13</sup>	Adds One-time Funding for the State Automated Reporting System Rewrite <sup>14</sup>	Total Conference Committee Changes
Salaries and wages			\$85,579
Operating expenses			1,801,000
Integrated formula payments			(8,443,625)
Grants - Special education contracts			(1,000,000)
Grants - Transportation			600,000
Grants - Other grants			
Grants - Program grants			(1,936,711)
Grants - Passthrough grants	\$14,424		14,424
PowerSchool			
Transportation efficiency			
National board certification			
State automated reporting system rewrite		\$1,200,000	1,200,000
<b>Total all funds</b>	<b>\$14,424</b>	<b>\$1,200,000</b>	<b>(\$7,679,333)</b>
Less estimated income	0	1,200,000	(788,641)
<b>General fund</b>	<b>\$14,424</b>	<b>\$0</b>	<b>(\$6,890,692)</b>
FTE	0.00	0.00	0.50

<sup>1</sup> Funding is adjusted to provide for employee salary increases of 2 percent on July 1, 2019, with a minimum monthly increase of \$120 and a maximum monthly increase of \$200, and an increase of 2.5 percent on July 1, 2020, the same as the House version. The Senate provided funding for salary increases of 2 percent on July 1, 2019, and 3 percent on July 1, 2020.

<sup>2</sup> Funding is added for a Pre K-12 Education Vision Steering Committee to support the facilitation of stakeholder groups to continue developing education initiatives as provided in Senate Bill No. 2025, the same as the House version.

<sup>3</sup> A .50 FTE position and related funding for salaries and wages and operating expenses is added for the administration of the Education Coordination Council established in Senate Bill No. 2215. This FTE and funding were not included in the Senate or House versions.

<sup>4</sup> Funding is added for an increase in the continuous improvement for schools contract with AdvancEd, the same as the House version.

<sup>5</sup> Funding for operating expenses is increased to correct an error in the department's budget request relating to its base budget adjustments, the same as the House version.

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<sup>6</sup> Funding for special education contract grants is reduced to provide a total of \$24 million from the general fund, \$4.7 million more than the 2017-19 biennium, the same as the House version. The Senate provided \$25 million from the general fund for special education contract grants.

<sup>7</sup> The Conference Committee adopted substantially all of the House changes to the state school aid formula in Senate Bill No. 2265. Changes made by the Conference Committee reduced the funding required for integrated formula payments in Senate Bill No. 2013 by \$400,000 compared to the House version. The House had reduced funding for integrated formula payments by \$8,043,625 compared to the Senate version. The following is a summary of the Conference Committee changes to the state school aid formula in Senate Bill No. 2265:

	<u>General Fund</u>
Reduces funding to provide a 2 percent increase in the <b>integrated formula payment</b> rate each year of the biennium. The Senate provided a 2 percent increase in the 1st year and 3 percent in the 2nd year.	(\$10,615,923)
Increases funding for a state school aid <b>formula baseline reset</b> .	15,106,628
Adds funding to reduce the deduction of in lieu of revenue relative to <b>sinking and interest mill levies</b> .	12,335,458
Reduces funding provided to transition to <b>on-time funding</b> . The House provided a .50 weighted student unit. The Senate provided 1.0 weighted student unit.	(19,289,658)
Reduces funding for changes to <b>funding for new students</b> in certain school districts.	(7,683,575)
Reduces funding due to an increase in the contribution from property tax related to the <b>phase in of a 60-mill contribution</b> for all schools districts.	(2,032,062)
Increases funding for other changes to the formula, including <b>tuition deductions and adjustment to formula minimums</b> .	<u>3,735,507</u>
Total integrated formula payment reduction	(\$8,443,625)

<sup>8</sup> Increases funding from the general fund and decreases funding from the state tuition fund to provide a total of \$377,764,000 from the state tuition fund for state school aid, the same as the House version. Funding from the state tuition fund is reduced due to lower than estimated fines being deposited in the fund.

<sup>9</sup> Funding for transportation grants is increased to provide a total of \$56.5 million from the general fund, the same as the House version. This increase of \$1.1 million from the prior biennium will allow reimbursement rates to remain the same as the 2017-19 biennium. The Senate provided \$55.9 million from the general fund for transportation grants.

<sup>10</sup> Funding for the program grant pool is reduced by \$636,711, to provide a total of \$1.5 million from the general fund, the same as the House version, for the following programs:

- Leveraging the senior year;
- Leadership program;
- Continuing education grants;
- Preschool continuing education grants;
- Curriculum alignment grants;
- Teacher and principal evaluation system grants;
- Family engagement initiatives; and
- Transportation efficiency.

The Senate provided \$2,136,711 for the program grant pool.

<sup>11</sup> Funding is added to implement a leadership professional development program, the same as the House version.

<sup>12</sup> Funding is removed for early childhood education grants transferred to the Superintendent of Public Instruction from the Department of Commerce, the same as the House version. The Senate approved transferring the early childhood service provider grant program from

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the Department of Commerce to the Superintendent of Public Instruction in Senate Bill No. 2250, but the House defeated the bill.

<sup>13</sup> Funding for passthrough grants is adjusted as follows:

	General Fund Increase (Decrease)	Total General Fund
North Central Council for Education Media Services	\$14,424	\$238,000
Rural art outreach projects	0	\$360,000
Mentoring program	0	2,125,764
North Dakota young entrepreneur education program	(30,000)	0
"We the People" program	0	50,000
National writing projects	10,000	50,000
Governor's School program	(20,000)	0
Cultural heritage and artist in residence grants	<u>40,000</u>	<u>40,000</u>
Total	<u>\$14,424</u>	<u>\$2,863,764</u>

The Senate provided a total of \$2,849,340 for passthrough grants and the House provided a total of \$2,863,764 for passthrough grants. The House:

- Increased funding for North Central Council for Educational Media Services by \$14,424 and national writing projects by \$10,000;
- Added \$50,000 for cultural heritage grants; and
- Reduced funding for rural art outreach by \$10,000, the young entrepreneur education program by \$30,000, and the Governor's School by \$20,000.

The Conference Committee restored the \$10,000 reduction in funding for rural art outreach and reduced funding for the cultural heritage grants added by the House by \$10,000, to provide a total of \$2,863,764 for passthrough grants, the same total as the House version.

<sup>14</sup> One-time funding is added from the foundation aid stabilization fund to rewrite the state automated reporting system (STARS) application, the same as the House version.

This amendment also:

- Amends the section related to funding provided from the state tuition fund to reduce the funding made available from the fund to \$377,764,000, the same as the House version;
- Amends the section related to funding provided from the foundation aid stabilization fund to increase the funding made available from the fund to \$111.2 million, the same as the House version;
- Adds a section to allow the department to continue \$600,000 of funding, remaining in the integrated formula payments line item at the end of the 2017-19 biennium, to the 2019-21 biennium for the purpose of advanced placement examinations, advanced placement teacher training, and the college ready English and mathematics program, the same as the House version;
- Amends the section related to the distribution of transportation grants to update transportation rates to reflect additional funding, the same as the House version;
- Amends the section related to the program grant pool to adjust the total provided, the same as the House version;
- Amends the section related to passthrough grants to require grantees to receive one-half of the passthrough grant each year of the biennium and require grantees, as a condition of receiving the grant, to establish performance measures to be reviewed by the Superintendent of Public Instruction. Grantees must report to the Superintendent of Public Instruction regarding performance based on the measures each year of the biennium, with the report for the 1st year of the biennium required before receiving funding for the 2nd year of the biennium, the same as the House version;
- Amends the section related to the distribution of annual grants to regional education associations to increase, due to a reduction in the number of associations, the



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- amount available to each association. This change was not included in the Senate or House versions of the bill;
- Removes the section amending North Dakota Century Code Section 15-10-38 to transfer the teacher loan forgiveness program from the State Board of Higher Education to the Superintendent of Public Instruction, the same as the House version. This transfer was included in House Bill No. 1429;
  - Amends the section related to the salary of the Superintendent of Public Instruction to provide increases consistent with state employee salary increases, the same as the House version;
  - Adds a section to amend Section 15.1-18-10 as amended in Senate Bill No. 2265 related to teacher qualifications to allow an individual with a permit and a high school diploma to teach certain areas if the individual has a minimum amount of relative work experience or possess a certificate, permit, or degree in the subject area to be taught. This section was not included in the Senate or House versions of the bill;
  - Adds a section to amend Section 15.1-21-02.6 to allow a student enrolled less than full-time to retain North Dakota scholarship eligibility if the student is in the final semester or quarter before graduation. This section was not included in the Senate or the House versions of the bill;
  - Removes the sections amending Sections 15.1-37-05, 15.1-37-06, and 15.1-37-08 to transfer the early childhood education grant program from the Department of Commerce to the Superintendent of Public Instruction, the same as the House version, due to the defeat of Senate Bill No. 2250 by the House;
  - Adds a section to provide for a study of school district transportation during the 2019-20 interim, the same as the House version; and
  - Adds a section providing for a Legislative Management study relating to dual-credit, advanced placement, and distance education courses. This section was not included in the Senate or House versions of the bill.

The Conference Committee did not include a section, added by the House to allow the department to continue \$3 million of funding remaining in the integrated formula payments line item at the end of the 2017-19 biennium to the 2019-21 biennium for the purpose of one-time funding for computer science training for teachers. The Senate did not include this section.

**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	\$4,152,758	\$4,268,192	\$32,143	\$4,300,335	\$4,300,335	
Operating expenses	1,604,075	1,621,917		1,621,917	1,621,917	
Grants	2,109,028	2,233,528		2,233,528	2,233,528	
Total all funds	\$7,865,861	\$8,123,637	\$32,143	\$8,155,780	\$8,155,780	\$0
Less estimated income	2,247,560	2,367,446	6,915	2,374,361	2,374,361	0
General fund	\$5,618,301	\$5,756,191	\$25,228	\$5,781,419	\$5,781,419	\$0
FTE	28.75	27.75	0.00	27.75	27.75	0.00

**Department 250 - State Library - Detail of Conference Committee Changes**

	Adjusts Funding for Salary Increases <sup>1</sup>	Total Conference Committee Changes
Salaries and wages	\$32,143	\$32,143
Operating expenses		
Grants		
Total all funds	\$32,143	\$32,143
Less estimated income	6,915	6,915
General fund	\$25,228	\$25,228
FTE	0.00	0.00

Insert LC: 19.0226.02012  
 Senate Carrier: Holmberg  
 House Carrier: Monson

<sup>1</sup> Funding is adjusted to provide for employee salary increases of 2 percent on July 1, 2019, with a minimum monthly increase of \$120 and a maximum monthly increase of \$200, and an increase of 2.5 percent on July 1, 2020, the same as the House version. The Senate provided funding for salary increases of 2 percent on July 1, 2019, and 3 percent on July 1, 2020.

**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	\$7,588,749	\$8,020,847	\$34,097	\$8,054,944	\$8,054,944	
Operating expenses	2,026,543	1,705,586		1,705,586	1,705,586	
Capital assets	158,678	428,678		428,678	428,678	
Grants	180,000	40,000		40,000	40,000	
<b>Total all funds</b>	<b>\$9,953,970</b>	<b>\$10,195,111</b>	<b>\$34,097</b>	<b>\$10,229,208</b>	<b>\$10,229,208</b>	<b>\$0</b>
Less estimated income	2,465,444	2,697,196	3,162	2,700,358	2,700,358	0
<b>General fund</b>	<b>\$7,488,526</b>	<b>\$7,497,915</b>	<b>\$30,935</b>	<b>\$7,528,850</b>	<b>\$7,528,850</b>	<b>\$0</b>
FTE	45.61	44.61	0.00	44.61	44.61	0.00

**Department 252 - School for the Deaf - Detail of Conference Committee Changes**

	Adjusts Funding for Salary Increases <sup>1</sup>	Total Conference Committee Changes
Salaries and wages	\$34,097	\$34,097
Operating expenses		
Capital assets		
Grants		
<b>Total all funds</b>	<b>\$34,097</b>	<b>\$34,097</b>
Less estimated income	3,162	3,162
<b>General fund</b>	<b>\$30,935</b>	<b>\$30,935</b>
FTE	0.00	0.00

<sup>1</sup> Funding is adjusted to provide for employee salary increases of 2 percent on July 1, 2019, with a minimum monthly increase of \$120 and a maximum monthly increase of \$200, and an increase of 2.5 percent on July 1, 2020, the same as the House version. The Senate provided funding for salary increases of 2 percent on July 1, 2019, and 3 percent on July 1, 2020.

**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	\$4,660,995	\$4,914,756	\$20,535	\$4,935,291	\$4,935,291	
Operating expenses	773,206	815,821		815,821	815,821	
Capital assets	39,192	299,692		299,692	299,692	
<b>Total all funds</b>	<b>\$5,473,393</b>	<b>\$6,030,269</b>	<b>\$20,535</b>	<b>\$6,050,804</b>	<b>\$6,050,804</b>	<b>\$0</b>
Less estimated income	1,079,247	1,330,993	1,822	1,332,815	1,332,815	0
<b>General fund</b>	<b>\$4,394,146</b>	<b>\$4,699,276</b>	<b>\$18,713</b>	<b>\$4,717,989</b>	<b>\$4,717,989</b>	<b>\$0</b>
FTE	28.50	27.90	0.00	27.90	27.90	0.00

Insert LC: 19.0226.02012  
 Senate Carrier: Holmberg  
 House Carrier: Monson

**Department 253 - Vision Services - School for the Blind - Detail of Conference Committee Changes**

	Adjusts Funding for Salary Increases <sup>1</sup>	Total Conference Committee Changes
Salaries and wages	\$20,535	\$20,535
Operating expenses		
Capital assets		
<hr/>		
Total all funds	\$20,535	\$20,535
Less estimated income	1,822	1,822
General fund	\$18,713	\$18,713
<hr/>		
FTE	0.00	0.00

<sup>1</sup> Funding is adjusted to provide for employee salary increases of 2 percent on July 1, 2019, with a minimum monthly increase of \$120 and a maximum monthly increase of \$200, and an increase of 2.5 percent on July 1, 2020, the same as the House version. The Senate provided funding for salary increases of 2 percent on July 1, 2019, and 3 percent on July 1, 2020.

Engrossed SB 2013 was placed on the Seventh order of business on the calendar.



**2019 TESTIMONY**

**SB 2013**

**Department 201 - Department of Public Instruction**  
**Senate Bill No. 2013**

**Executive Budget Comparison to Prior Biennium Appropriations**

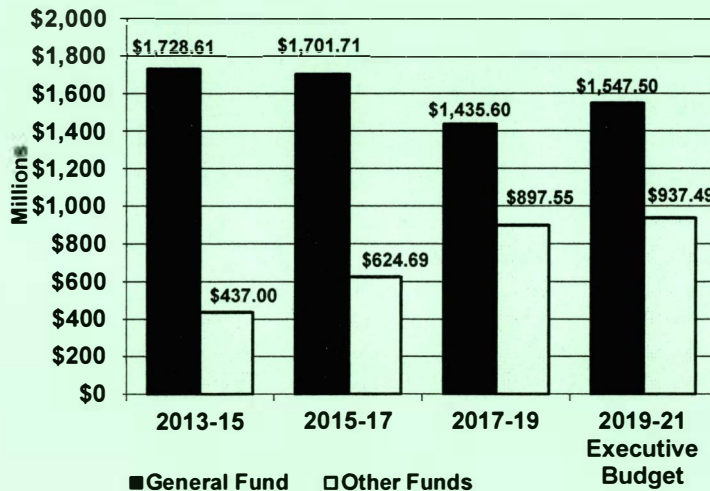
	FTE Positions	General Fund	Other Funds	Total
2019-21 Executive Budget	88.75	\$1,547,496,484	\$937,489,392	\$2,484,985,876
2017-19 Legislative Appropriations <sup>1</sup>	91.75	1,435,601,984	897,547,065	2,333,149,049
Increase (Decrease)	(3.00)	\$111,894,500	\$39,942,327	\$151,836,827

<sup>1</sup>The 2017-19 biennium agency appropriation amounts have not been adjusted for carryover authority made available to increase the program grant pool (\$700,711) or for additional special funds authority (\$18,000,000) resulting from Emergency Commission action during the 2017-19 biennium.

**Ongoing and One-Time General Fund Appropriations**

	Ongoing General Fund Appropriation	One-Time General Fund Appropriation	Total General Fund Appropriation
2019-21 Executive Budget	\$1,544,171,484	\$3,325,000	\$1,547,496,484
2017-19 Legislative Appropriations	1,435,601,984	0	1,435,601,984
Increase (Decrease)	\$108,569,500	\$3,325,000	\$111,894,500

**Agency Funding**



**FTE Positions**



**Executive Budget Comparison to Base Level**

	General Fund	Other Funds	Total
2019-21 Executive Budget	\$1,547,496,484	\$937,489,392	\$2,484,985,876
2019-21 Base Level	1,435,601,984	705,727,065	2,141,329,049
Increase (Decrease)	\$111,894,500	\$231,762,327	\$343,656,827

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
<b>Salaries and wages</b>			
1. Adds funding for state employee salary and benefit increases, of which \$746,887 is for salary increases, \$351,436 is for health insurance increases, and \$91,436 is for retirement contribution increases.	\$402,089	\$787,670	\$1,189,759
2. Adjusts base payroll.	(\$1,118,179)	\$1,116,589	(\$1,590)
3. Removes 4 FTE positions, including 1 assistant superintendent position, 1 computer network specialist position, 1 education program administrator position, and 1 administrative assistant III position from base budget.	(\$583,930)	(\$103,046)	(\$686,976)
4. Adds 1 FTE division manager position.	\$272,692	\$0	\$272,692

**Operating expenses**

5. Transfers the teacher shortage loan forgiveness program from the North Dakota University System.	\$2,103,393	\$0	\$2,103,393
6. Adds funding to transfer the state funded component of the federal Quality Rating and Improvement System from the Department of Human Services.	\$150,000	\$0	\$150,000
7. Adds funding for Microsoft Office 365 licensing expenses.	\$16,343	\$47,145	\$63,488
8. Reduces operating expenses.	(\$277,748)	(\$84,191)	(\$361,939)
9. Adds <b>one-time funding</b> for cybersecurity education for teachers.	\$3,000,000	\$0	\$3,000,000
10. Adds <b>one-time funding</b> to rewrite the state aid formula to provide on-time funding.	\$200,000	\$0	\$200,000
11. Adds <b>one-time funding</b> to review the state's foreign language standards.	\$125,000	\$0	\$125,000

**Integrated Formula Grants**

12. Increases funding for cost-to-continue state school aid.	\$52,295,837	\$0	\$52,295,837
13. Adds funding to provide a 2 percent increase in the per pupil payment each year of the biennium.	\$61,962,987	\$0	\$61,962,987
14. Reduces funding for savings related to transitioning school districts from minimum payments beginning in the 1 <sup>st</sup> year of the biennium.	(\$14,004,083)	\$0	(\$14,004,083)
15. Reduces funding for savings related to removing new property from the 12 percent limitation on property tax increases.	(\$8,892,316)	\$0	(\$8,892,316)
16. Adds funding for integrated formula payments to replace <b>one-time funding</b> provided from the foundation aid stabilization fund during the 2017-19 biennium.	\$185,000,000		\$185,000,000
17. Adjusts the funding source for integrated formula payments to increase funding from the foundation aid stabilization fund to provide a total of \$232.8 million.	(\$122,781,065)	\$122,781,065	\$0
18. Adjusts the funding source for integrated formula payments to increase funding from the state tuition fund/common schools trust fund to provide a total of \$379.7 million.	(\$74,217,095)	\$74,217,095	\$0
19. Adds <b>one-time funding</b> to transition to blended on-time funding.	\$24,135,735	\$0	\$24,135,735

**Special Education Grants**

20. Increases funding for special education contract grants to provide a total of \$25 million from the general fund.	\$5,700,000	\$0	\$5,700,000
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**Transportation Grants**

21. The base budget includes \$55.4 million from the general fund for transportation grants. The executive budget recommendation did not adjust the transportation grants line item.	\$0	\$0	\$0
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**Program Grants**

22. Increases funding for adult education matching grants to provide a total of \$4.1 million from the general fund.	\$1,000,000	\$0	\$1,000,000
23. Transfers \$1.5 million of general fund authority for early childhood education provider grants from Department of Commerce to the Department of Public Instruction (DPI) and increases funding to provide a total of \$3 million from the general fund.	\$3,000,000	\$0	\$3,000,000
24. Increases funding for a program grant pool to provide a total of \$1,809,711 from the general fund.	\$279,711	\$0	\$279,711

**Passthrough Grants**

25. Decreases funding for general fund passthrough grants as follows: (\$359,871) \$0 (\$359,871)

	<b>General Fund Increase (Decrease)</b>	<b>Total General Fund</b>
Rural art outreach projects	(\$21,211)	\$328,789
North Central Council for Education Media Services	(14,424)	223,576
Mentoring program	(124,236)	1,925,764
Global Bridges (Atlantik-Brucke) exchange	(200,000)	0
North Dakota Young Entrepreneur education program	0	30,000
"We the People" program	0	10,000
National writing projects	0	20,000
<b>Total general fund</b>	<b>(\$359,871)</b>	<b>\$2,538,129</b>

**Other Grants**

26. Increases federal funds authority for grants. \$0 \$33,000,000 \$33,000,000

**PowerSchool**

27. Reduces funding for PowerSchool and transfers administration of the program to the Information Technology Department. (\$5,500,000) \$0 (\$5,500,000)

**Transportation Efficiency**

28. Reduces funding for transportation efficiency to provide a total of \$27,000. (\$3,000) \$0 (\$3,000)

**National Board Certification**

29. Reduces funding for national board certification to provide a total of \$108,000. (\$12,000) \$0 (\$12,000)

**Other Sections Recommended to be Added in the Executive Budget (As Detailed in the Attached Appendix)**

**Salary of the Superintendent of Public Instruction** - Section 3 would provide the statutory changes to increase the Superintendent of Public Instruction's salary. The Superintendent's annual salary would increase from the current level of \$120,410 to \$125,226, effective July 1, 2019, and to \$127,731, effective July 1, 2020, to reflect the 4 and 2 percent recommended salary increase.

**Tuition apportionment** - Section 4 would provide that any money available in the state tuition fund in excess of the \$379,764,000 appropriated in Section 1 of the bill is appropriated to DPI for distribution to school districts.

**Payments for 2017-19 biennium educational services** - Section 5 would provide that DPI may use money appropriated for integrated formula payments and special education contracts for the 2019-21 biennium to pay claims due during the 2017-19 biennium, but not filed with the department until the 2019-21 biennium.

**Gifted and talented program funding and Medicaid matching grants** - Section 6 would provide that DPI use \$800,000 of the 2019-21 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. The section also provides 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 DPI to the Department of Human Services on behalf of the school district or unit.

**Regional education association grants** - Section 7 would provide for the distribution of up to \$500,000 from the integrated formula payments line item for the purpose of providing annual grants to regional education associations during the 2019-21 biennium.

**Continuing education grants** - Section 8 would provide for the distribution of up to \$125,000 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 9 would provide that, notwithstanding North Dakota Century Code Section 54-44.1-15, DPI 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.



**State school aid program** - Section 12 would provide for changes included in the executive recommendation for integrated formula payments, including a 2 percent increase in the per-student payment each year of the 2019-21 biennium. The current per-student payment rate of \$9,646 would increase to \$9,839 for the 2019-20 academic year and to \$10,036 for the 2020-21 academic year. Changes to the per student payment rate require a statutory change and this section may be eliminated when the recommendation for integrated formula payments is developed by the Legislative Assembly.

**Grants - Other grants distribution** - Section 13 would require no more than one-half of the passthrough grants provided to the department may be distributed during the 1<sup>st</sup> year of the biennium.

**Contingent appropriation - Special education contracts and Teacher Incentives for Leadership in Education (TILE) Program** - Section 14 would provide if any funding appropriated to the Superintendent of Public Instruction for integrated formula payments to school districts remains after the superintendent complies with all statutory payment obligations imposed for the biennium beginning July 1, 2017, and ending June 30, 2019, the Superintendent shall first use the remaining funds to pay any state obligations in excess of the amount appropriated for special education contracts for the 2017-19 biennium and second use up to \$10,000,000 of any remaining funds for the creation of a TILE program. Funding provided for the TILE program must be invested in professional development, project-based incentives for current teachers, or career track opportunities for teacher leaders.

**Foundation aid stabilization fund transfer** - Section 15 would provide for the transfer, on a quarterly basis, a total of \$232,781,065 from the foundation aid stabilization fund to the operating fund of DPI for the purpose of providing integrated formula payments during the 2019-21 biennium.

**Teacher loan forgiveness program transfer** - Section 16 would include the statutory changes necessary to transfer the administration of the teacher loan forgiveness program from the State Board of Higher Education to the Superintendent of Public Instruction.

**State school aid formula changes** - Section 17 would provide the statutory changes to the state school aid formula included in the executive budget recommendation. Statutory changes include:

- Recalculating the baseline funding of school districts in an approved cooperative agreement;
- Increasing the integrated formula per student payment rate 2 percent each year of the biennium;
- Reducing minimum payments in the formula to 90 percent of the baseline calculation in both years of the biennium; and
- Increasing maximum payments in the formula by 5 percent each year of the biennium.

**Early childhood education** - Sections 18, 19, and 20 would provide the statutory changes necessary to transfer the early childhood service provider grant program from the Department of Commerce to the Superintendent of Public Instruction.

**Special education grants - Deficiency authorization** - Section 21 would provide if funds appropriated to the Superintendent of Public Instruction in the grants - special education line item for special education contract grants in the 2019-21 biennium are not sufficient to meet special education contract obligations, the Superintendent of Public Instruction must request supplemental funding from the 67<sup>th</sup> Legislative Assembly.

### **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.

### **Deficiency Appropriation**

There is currently no deficiency appropriation for this agency. However, DPI anticipates special education claims will exceed funding appropriated in the grants - special education line item for the 2017-19 biennium by as much as \$5 million. The executive budget recommendation, in Section 14, would provide if any funding appropriated to the Superintendent of Public Instruction for integrated formula payments to school districts remains after payment of all statutory payment obligations imposed for the 2017-19 biennium, the Superintendent must first use the remaining funds to pay any state obligations in excess of the amount appropriated for special education contracts for the 2017-19 biennium. The Superintendent has estimated excess funding appropriated from the general fund for the 2017-19 biennium may total \$18 million for the 2017-19 biennium.

### **Significant Audit Findings**

The operational audit of DPI for the biennium ended June 30, 2017, identified one audit finding related overspending federal funds in the other grants line item. The department has increased its budget request related to federal funds.

The single audit of DPI recommended DPI:

- Comply with Federal requirements by keeping proper support documentation for the Report of Children and Youth with Disabilities Receiving Special Education Under Part B of the Individuals With Disabilities Education Act;
- Inform private schools of the ability to apply for Twenty-First Century Community Learning Centers funds and keep the documentation associated with that correspondence;
- Complete subrecipient risk assessments as required;
- Monitor subrecipients to ensure that private and public schools receive funds on an equitable basis;

- Ensure that subrecipients are made aware of all required grant award information; and
- Ensure that documentation kept for subrecipient monitoring is completed and that notations or approval be included on the subrecipient quarterly reports to demonstrate that they have been reviewed.

### **Major Related Legislation**

**House Bill No. 1088** - Repeals the requirement of DPI to purchase and distribute automated external defibrillators.

**House Bill No. 1104** - Provides the Superintendent of Public Instruction may conduct a quality improvement process for all early childhood programs and self-declarations licensed or approved under Chapter 50-11.1 and for programs approved by the superintendent.

**House Bill No. 1152** - Reduces the percentage of local revenue deducted in the state school aid formula from 75 and 100 percent of various local revenue types to 65 percent of all revenue types deducted.

**House Bill No. 1208** - Establishes a teacher reimbursement fund and requires the Superintendent of Public Instruction administer the fund. The bill transfers \$500,000 from the general fund to the teacher reimbursement fund and appropriates the funding from the teacher reimbursement fund to the Superintendent for the purpose of reimbursing teachers for up to \$200 of out-of-pocket expenses for school supplies, not including electronic devices.

**House Bill No. 1249** - Relates to the number of teacher professional development days and behavioral health training for teachers, administrators, and ancillary staff.

**House Bill No. 1350** - Establishes the common schools revolving loan fund as a special revolving loan fund within the investments of the common schools trust fund to invest in low-interest loans to school districts for new construction, expansion, or remodeling projects. The effective date of the bill is contingent on voter approval of House Concurrent Resolution No. 3008.

**House Bill No. 1353** - Establishes the common schools building and renovation grant fund and transfers \$800 million from the common schools trust fund to the common schools building and renovation grant fund for the purpose of providing building and renovation grants to school districts, including grants for bonded debt reduction related to school construction. The effective date of the bill is contingent on voter approval of a constitutional measure in House Concurrent Resolution No. 3017.

**House Bill No. 1365** - Reduces the percentage of local revenue deducted in the state school aid formula from 75 and 100 percent of various local revenue types to 75 percent of all revenue types deducted. In addition, prior to deducting 75 percent of the revenue from total state school aid, the bill excludes the amount of revenue proportionate to the number of mills levied in the previous calendar year by the school district for sinking and interest relative to the total mills levied in the previous calendar year by the school district.

**House Bill No. 1370** - Excludes tuition revenues received by a school district for the education of nonresident students from the deduction for local revenue in the state school aid formula.

**House Bill No. 1380** - Reduces the percentage increase allowed in the dollar amount limit applied to the 60 mills deducted in the state school aid formula from 12 to 3 percent or allows for a percentage increase approved by 60 percent of the qualified electors of the school district.

**House Concurrent Resolution No. 3008** - Relates to a constitutional amendment that would allow the use of common schools trust fund assets in excess of \$4 billion for low-interest school construction loans.

**House Concurrent Resolution No. 3017** - Relates to a constitutional amendment that would allow the Legislative Assembly to transfer a portion of the assets of the common schools trust fund balance into a common schools building and renovation grant fund each biennium and allows grants to be awarded to school districts to reduce existing bond issues.

**Senate Bill No. 2025** - Requires the Superintendent of Public Instruction to facilitate an annual meeting to review and update the statewide prekindergarten through grade twelve education strategic vision.

**Senate Bill No. 2160** - Changes the state school aid formula to deduct local revenue in the same proportion as the school district levies general fund mills compared to total mills levied.

**Senate Bill No. 2161** - Establishes a rapid enrollment school construction grant fund administered by the Bank of North Dakota and transfers \$75 million from the strategic investment and improvements fund to the rapid enrollment school construction grant fund. The bill appropriates \$75 million from the rapid enrollment school construction grant fund to the Bank for the purpose of providing grants to eligible school districts.

**Department of Public Instruction - Budget No. 201**  
**Senate Bill No. 2013**  
**Base Level Funding Changes**

	<u>Executive Budget Recommendation</u>			
	<u>FTE Position</u>	<u>General Fund</u>	<u>Other Funds</u>	<u>Total</u>
<b>2019-21 Biennium Base Level</b>	91.75	\$1,435,601,984	\$705,727,065	\$2,141,329,049
<b>2019-21 Ongoing Funding Changes</b>				
Base payroll changes		(\$1,118,179)	\$1,116,589	(\$1,590)
Salary increase		252,417	494,470	746,887
Health insurance increase		118,771	232,665	351,436
Retirement contribution increase		30,901	60,535	91,436
Removes 4 FTE positions	(4.00)	(583,930)	(103,046)	(686,976)
Adds 1 FTE division manager position	1.00	272,692		272,692
Transfers the teacher shortage loan forgiveness program from the North Dakota University System		2,103,393		2,103,393
Adds funding to transfer the state funded component of the federal Quality Rating and Improvement System from the Department of Human Services		150,000		150,000
Adds funding for Microsoft Office 365 licensing expenses		16,343	47,145	63,488
Reduces operating expenses		(277,748)	(84,191)	(361,939)
Increases funding for cost-to-continue state school aid		52,295,837		52,295,837
Adds funding to provide a 2 percent increase in the per pupil payment each year of the biennium		61,962,987		61,962,987
Reduces funding for savings related to transitioning school districts from minimum payments beginning in the 1st year of the biennium		(14,004,083)		(14,004,083)
Reduces funding for savings related to removing new property from the 12 percent limitation on property tax increases		(8,892,316)		(8,892,316)
Adds funding to transition to blended on-time funding		24,135,735		24,135,735
Adds funding for integrated formula payments to replace one-time funding provided from the foundation aid stabilization fund during the 2017-19 biennium		185,000,000		185,000,000
Adjusts the funding source for integrated formula payments to increase funding from the foundation aid stabilization fund		(122,781,065)	122,781,065	0



Adjusts the funding source for integrated formula payments to increase funding from the state tuition fund/common schools trust fund	(74,217,095)	74,217,095	0
Increases funding for special education contract grants to provide a total of \$25 million from the general fund	5,700,000		5,700,000
Increases funding for adult education matching grants to provide a total of \$4.1 million from the general fund	1,000,000		1,000,000
Transfers prekindergarten grants from Department of Commerce	3,000,000		3,000,000
Increases funding for a program grant pool to provide a total of \$1,809,711 from the general fund	279,711		279,711
Decreases funding for general fund passthrough grants	(359,871)		(359,871)
Increases federal funds authority for grants		33,000,000	33,000,000
Reduces and transfers PowerSchool to the Information Technology Department	(5,500,000)		(5,500,000)
Reduced funding for transportation efficiency to provide a total of \$27,000	(3,000)		(3,000)
Reduces funding for national board certification to provide a total of \$108,000	(12,000)		(12,000)
<b>Total ongoing funding changes</b>	<b>(3.00)</b>	<b>\$108,569,500</b>	<b>\$231,762,327</b>
<b>One-time funding items</b>			
Adds one-time funding for cybersecurity education for teachers	\$3,000,000		\$3,000,000
Adds one-time funding to rewrite the state aid formula	200,000		200,000
Adds one-time funding to review the state's foreign language standards	125,000		125,000
<b>Total one-time funding changes</b>	<b>0.00</b>	<b>\$3,325,000</b>	<b>\$0</b>
<b>Total Changes to Base Level Funding</b>	<b>(3.00)</b>	<b>\$111,894,500</b>	<b>\$231,762,327</b>
<b>2019-21 Total Funding</b>	<b>88.75</b>	<b>\$1,547,496,484</b>	<b>\$937,489,392</b>

#### Other Sections for Department of Public Instruction - Budget No. 201

##### Executive Budget Recommendation

Salary of the Superintendent of Public Instruction

Section 3 would provide the statutory changes to increase the Superintendent of Public Instruction's salary. The Superintendent's annual salary would increase from the current level of \$120,410 to \$125,226, effective July 1, 2019, and to \$127,731, effective July 1, 2020, to reflect the 4 and 2 percent recommended salary increase.



**Other Sections for Department of Public Instruction - Budget No. 201**

**Executive Budget Recommendation**

Tuition apportionment	Section 4 would provide that any money available in the state tuition fund in excess of the \$379,764,000 appropriated in Section 1 of the bill is appropriated to DPI for distribution to school districts.
Payments for 2017-19 biennium educational services	Section 5 would provide that DPI may use money appropriated for integrated formula payments and special education contracts for the 2019-21 biennium to pay claims due during the 2017-19 biennium, but not filed with the department until the 2019-21 biennium.
Gifted and talented program funding and Medicaid matching grants	Section 6 would provide that DPI use \$800,000 of the 2019-21 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. The section also provides 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 DPI to the Department of Human Services on behalf of the school district or unit.
Regional education association grants	Section 7 would provide for the distribution of up to \$500,000 from the integrated formula payments line item for the purpose of providing annual grants to regional education associations during the 2019-21 biennium.
Continuing education grants	Section 8 would provide for the distribution of up to \$125,000 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 9 would provide that, notwithstanding North Dakota Century Code Section 54-44.1-15, DPI 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.
State school aid program	Section 12 would provide for changes included in the executive recommendation for integrated formula payments, including a 2 percent increase in the per-student payment each year of the 2019-21 biennium. The current per-student payment rate of \$9,646 would increase to \$9,839 for the 2019-20 academic year and to \$10,036 for the 2020-21 academic year. Changes to the per student payment rate require a statutory change and this section may be eliminated when the recommendation for integrated formula payments is developed by the Legislative Assembly.

**Other Sections for Department of Public Instruction - Budget No. 201**

**Executive Budget Recommendation**

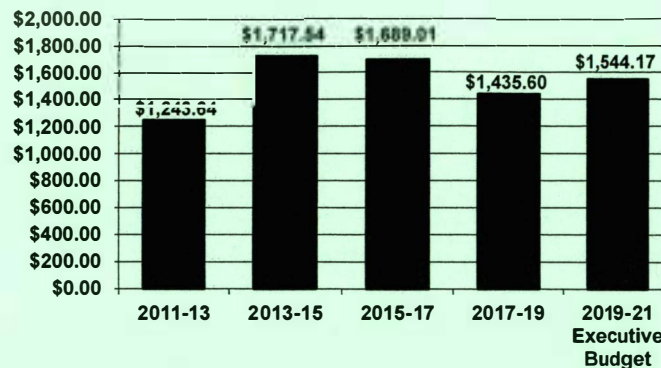
Grants - Other grants distribution	Section 13 would require no more than one-half of the passthrough grants provided to the department may be distributed during the 1st year of the biennium.
Contingent appropriation - Special education contracts and Teacher Incentives for Leadership in Education (TILE) Program	Section 14 would provide if any funding appropriated to the Superintendent of Public Instruction for integrated formula payments to school districts remains after the Superintendent complies with all statutory payment obligations imposed for the biennium beginning July 1, 2017, and ending June 30, 2019, the Superintendent shall first use the remaining funds to pay any state obligations in excess of the amount appropriated for special education contracts for the 2017-19 biennium and second use up to \$10,000,000 of any remaining funds for the creation of a TILE program. Funding provided for the TILE program must be invested in professional development, project-based incentives for current teachers, or career track opportunities for teacher leaders.
Foundation aid stabilization fund transfer	Section 15 would provide for the transfer, on a quarterly basis, a total of \$232,781,065 from the foundation aid stabilization fund to the operating fund of DPI for the purpose of providing integrated formula payments during the 2019-21 biennium.
Teacher loan forgiveness program transfer	Section 16 would include the statutory changes necessary to transfer the administration of the teacher loan forgiveness program from the State Board of Higher Education to the Superintendent of Public Instruction.
State school aid formula changes	Section 17 would provide the statutory changes to the state school aid formula included in the executive budget recommendation. Statutory changes include: <ul style="list-style-type: none"><li>• Recalculating the baseline funding of school districts in an approved cooperative agreement;</li><li>• Increasing the integrated formula per student payment rate 2 percent each year of the biennium;</li><li>• Reducing minimum payments in the formula to 90 percent of the baseline calculation in both years of the biennium; and</li><li>• Increasing maximum payments in the formula by 5 percent each year of the biennium.</li></ul>
Early childhood education	Sections 18, 19, and 20 would provide the statutory changes necessary to transfer the early childhood service provider grant program from the Department of Commerce to the Superintendent of Public Instruction.
Special education grants - Deficiency authorization	Section 21 would provide if funds appropriated to the Superintendent of Public Instruction in the grants - special education line item for special education contract grants in the 2019-21 biennium are not sufficient to meet special education contract obligations, the Superintendent must request supplemental funding from the 67th Legislative Assembly.

## Department 201 - Department of Public Instruction

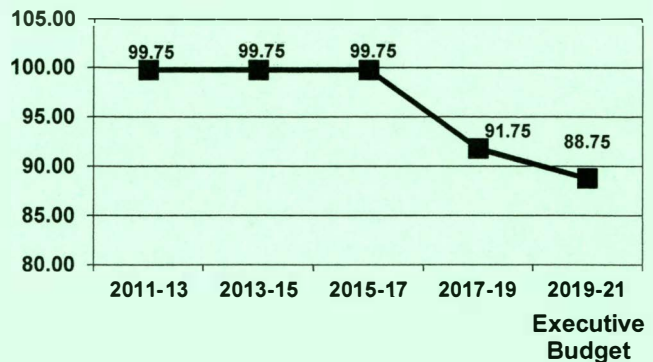
## Historical Appropriations Information

## Ongoing General Fund Appropriations Since 2011-13

Agency Funding (in Millions)



FTE Positions



Ongoing General Fund Appropriations					
	2011-13	2013-15	2015-17	2017-19	2019-21 Executive Budget
Ongoing general fund appropriations	\$1,243,641,651	\$1,717,543,325	\$1,689,008,539	1,435,601,984	\$1,544,171,484
Increase (decrease) from previous biennium	\$130,225,797	\$473,901,674	(\$28,534,786)	(\$253,406,555)	\$108,569,500
Percentage increase (decrease) from previous biennium	N/A	38.1%	(1.7%)	(15.0%)	7.6%
Cumulative percentage increase (decrease) from 2011-13 biennium	N/A	38.1%	35.8%	15.4%	24.2%

## Major Increases (Decreases) in Ongoing General Fund Appropriations

## 2013-15 Biennium

- Increased funding for ACT and WorkKeys testing to provide a total of \$867,300 from the general fund. \$188,900
- Removed funding for mill levy reduction grants. (\$341,790,000)
- Increased funding for state school aid to provide for a new per-student integrated formula payment that provides an adequate base level of support necessary to educate students and includes property tax relief. \$794,952,522
- Increased funding for transportation grants from \$48.5 million to \$53.5 million. \$5,000,000
- Increased funding for special education from \$16 million to \$16.5 million. \$500,000
- Increased funding for other passthrough grants. \$944,106

## 2015-17 Biennium (Original Amounts)

- Added funding for market equity related to attrition in the director of school finance position. \$100,000
- Increased funding for salaries and wages to support content positions in mathematics and science. The department planned to convert FTE positions. \$277,351
- Increased funding for the administration of the Safe and Healthy Schools Unit, including salaries and wages (\$500,034) and operating expenses (\$97,640). \$597,674
- Increased funding for information technology maintenance to update the state automated reporting system (\$112,000) and updates to the department's website (\$48,000). \$160,000
- Added funding for operating expenses to support the statewide accreditation system. \$799,750
- Added funding for operating expenses to support a college and career readiness program, including the cost of advanced placement teacher professional development and related expenses. \$250,000
- Added funding to support statewide training and implementation activities to advance the deployment of principal and teacher evaluation programs, including \$60,000 for operating costs and \$240,000 for grants. \$300,000



8. Increased funding for integrated formula payments. (Due to budget allotments declared by the Governor, the funding source for integrated formula payments was adjusted to provide additional funds from the foundation aid stabilization fund.)	\$85,732,000
9. Increased funding for transportation grants to provide a total of \$57 million from the general fund.	\$3,500,000
10. Increased funding for special education contract grants to provide a total of \$17.3 million from the general fund.	\$800,000
11. Increased funding for the mentorship grant program to provide \$2.7 million from the general fund for an expanded teacher, principal, and instructional coach mentoring program.	\$400,000
12. Increased funding for adult education grants to provide a total of \$4,110,411 from the general fund.	\$1,000,000
13. Increased funding for other passthrough grants.	\$121,394
14. Added funding for grants to provide free breakfast to students eligible for reduced meals to provide a total of \$205,000 from the general fund.	\$205,000
15. Added funding for English language learner grants to provide a total of \$1 million from the general fund.	\$1,000,000
16. Added funding for Medicaid matching requirements of school districts related to increased medical assistance payment rates for physical, occupational, and speech therapy services to provide a total of \$323,611 from the general fund. (This funding was reduced as part of the general fund budget reductions approved in August 2016.)	\$323,611
17. Added funding for PowerSchool to provide a total of \$6 million from the general fund in a separate line of the department's appropriation and removed the PowerSchool factor from the state school aid formula.	\$6,000,000

**2017-19 Biennium**

1. Removed 8 FTE positions from base budget. Funding for 3 FTE information technology programmer and research positions of \$449,187, of which \$157,215 is from the general fund and \$291,972 is from federal funds, was transferred from the salaries and wages line item to the operating expenses line item to contract for services.	(\$652,038)
2. Reduced funding for operating expenses.	(\$1,301,254)
3. Increased funding for cost-to-continue state school aid.	\$18,864,163
4. Adjusted the funding sources of integrated formula payments to provide for increased funding available from the state tuition fund.	(\$86,412,905)
5. Adjusted the funding sources of integrated formula payments to provide for a decrease in ongoing funding provided from the foundation aid stabilization fund to \$110 million.	\$6,053,293
6. Adjusted the funding sources of integrated formula payments to provide for one-time funding from the foundation aid stabilization fund.	(\$185,000,000)
7. Increased funding for special education contract grants to provide a total of \$19.3 million from the general fund.	\$2,000,000
8. Reduced funding for transportation grants to provide a total of \$55.4 million from the general fund.	(\$1,600,000)
9. Added funding for a flexible funding pool for certain programs administered by the Superintendent of Public Instruction.	\$1,530,000
10. Reduced funding for program grants.	(\$1,179,022)
11. Reduced funding for various passthrough grants.	(\$2,887,500)
12. Reduced funding for PowerSchool.	(\$500,000)

**2019-21 Biennium (Executive Budget Recommendation)**

1. Removes 4 FTE positions from base budget.	(\$583,930)
2. Restores 1 FTE division manager position.	\$272,692
3. Transfers the teacher shortage loan forgiveness program from the North Dakota University System.	\$2,103,393
4. Increases funding for cost-to-continue state school aid.	\$52,295,837
5. Adds funding to provide a 2 percent increase in the per pupil payment each year of the biennium.	\$61,962,987
6. Reduces funding for savings related to transitioning school districts from minimum payments beginning in the 1 <sup>st</sup> year of the biennium.	(\$14,004,083)
7. Reduces funding for savings related to removing new property from the 12 percent limitation on property tax increases.	(\$8,892,316)
8. Adds funding for integrated formula payments to replace one-time funding provided from the foundation aid stabilization fund during the 2017-19 biennium.	\$185,000,000

9. Adjusts the funding source for integrated formula payments to increase funding from the foundation aid stabilization fund.	(\$122,781,065)
10. Adjusts the funding source for integrated formula payments to increase funding from the state tuition fund/common schools trust fund.	(\$74,217,095)
11. Increases funding for special education grants.	\$5,700,000
12. Increases funding for adult education matching grants.	\$1,000,000
13. Transfers prekindergarten grants from Department of Commerce.	\$3,000,000
14. Transfers PowerSchool to the Information Technology Department.	(\$5,500,000)

**Department 250 - State Library  
Senate Bill No. 2013**

**Executive Budget Comparison to Prior Biennium Appropriations**

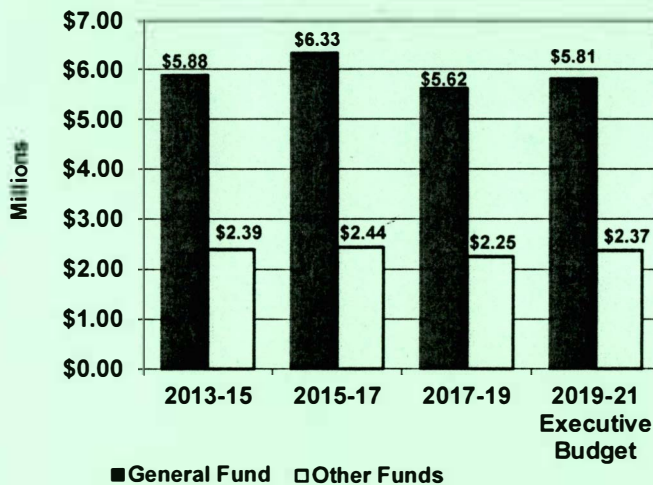
	FTE Positions	General Fund	Other Funds	Total
2019-21 Executive Budget	27.75	\$5,807,726	\$2,371,469	\$8,179,195
2017-19 Legislative Appropriations <sup>1</sup>	28.75	5,618,301	2,247,560	7,865,861
Increase (Decrease)	(1.00)	\$189,425	\$123,909	\$313,334

<sup>1</sup>The 2017-19 biennium agency appropriation amounts have not been adjusted for additional special funds authority of \$124,500 resulting from Emergency Commission action during the 2017-19 biennium.

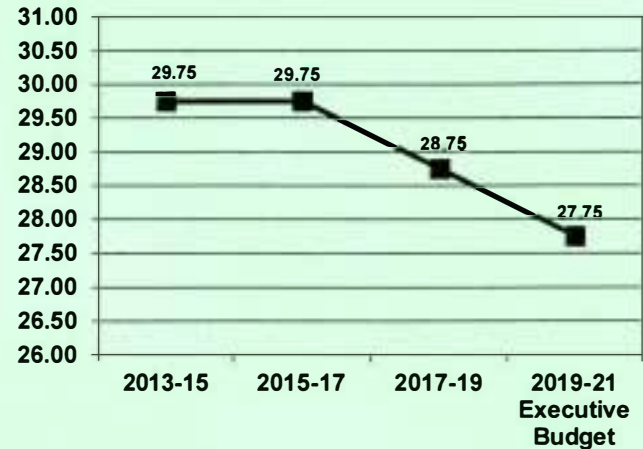
**Ongoing and One-Time General Fund Appropriations**

	Ongoing General Fund Appropriation	One-Time General Fund Appropriation	Total General Fund Appropriation
2019-21 Executive Budget	\$5,807,726	\$0	\$5,807,726
2017-19 Legislative Appropriations	5,618,301	0	5,618,301
Increase (Decrease)	\$189,425	\$0	\$189,425

**Agency Funding**



**FTE Positions**



**Executive Budget Comparison to Base Level**

	General Fund	Other Funds	Total
2019-21 Executive Budget	\$5,807,726	\$2,371,469	\$8,179,195
2019-21 Base Level	5,618,301	2,247,560	7,865,861
Increase (Decrease)	\$189,425	\$123,909	\$313,334

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. Adds funding for state employee salary and benefit increases, of which \$164,521 is for salary increases, \$113,371 is for health insurance increases, and \$21,432 is for retirement contribution increases	\$266,447	\$32,877	\$299,324
2. Adjusts base payroll	\$29,959	(\$58,654)	(\$28,695)
3. Removes 2 FTE library associate I positions	(\$280,915)	\$0	(\$280,915)
4. Adds 1 FTE librarian III position	\$181,278	\$0	\$181,278
5. Adjusts funding for operating expenses	(\$29,959)	\$25,186	(\$4,773)
6. Adds funding for Microsoft Office 365 licensing expenses	\$22,615	\$0	\$22,615
7. Adds federal funding authority for a youth coding skills grant	\$0	\$124,500	\$124,500

**Other Sections Recommended to be Added in the Executive Budget  
(As Detailed in Attached Appendix)**

**State aid to public libraries** - Section 10 would provide that of the \$1,737,582 provided for aid to public libraries, no more than one half may be spent during the 1<sup>st</sup> year of the biennium.

**Continuing Appropriations**

There are no continuing appropriations for this agency.

**Deficiency Appropriation**

There are no deficiency appropriations for this agency.

**Significant Audit Findings**

There were no significant audit findings for this agency.

**Major Related Legislation**

At this time, no major related legislation has been introduced affecting this agency.

**State Library - Budget No. 250**  
**Senate Bill No. 2013**  
**Base Level Funding Changes**

	<u>Executive Budget Recommendation</u>			
	<u>FTE</u> <u>Position</u>	<u>General</u> <u>Fund</u>	<u>Other</u> <u>Funds</u>	<u>Total</u>
<b>2019-21 Biennium Base Level</b>	28.75	\$5,618,301	\$2,247,560	\$7,865,861
<b>2019-21 Ongoing Funding Changes</b>				
Base payroll changes		\$29,959	(\$58,654)	(\$28,695)
Salary increase		146,450	18,071	164,521
Health insurance increase		100,919	12,452	113,371
Retirement contribution increase		19,078	2,354	21,432
Removes 2 FTE library associate I positions	(2.00)	(280,915)		(280,915)
Adds 1 FTE librarian III position	1.00	181,278		181,278
Adjust funding for operating expenses		(29,959)	25,186	(4,773)
Adds funding for Microsoft Office 365 licensing expenses		22,615		22,615
Adds federal funding authority for a youth coding skills grant			124,500	124,500
<b>Total ongoing funding changes</b>	<b>(1.00)</b>	<b>\$189,425</b>	<b>\$123,909</b>	<b>\$313,334</b>
<b>One-time funding items</b>				
No one-time funding items				\$0
<b>Total one-time funding changes</b>	<b>0.00</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Total Changes to Base Level Funding</b>	<b>(1.00)</b>	<b>\$189,425</b>	<b>\$123,909</b>	<b>\$313,334</b>
<b>2019-21 Total Funding</b>	<b>27.75</b>	<b>\$5,807,726</b>	<b>\$2,371,469</b>	<b>\$8,179,195</b>

**Other Sections for State Library - Budget No. 250**

State aid to public libraries

Executive Budget Recommendation  
 Section 10 would provide that of the \$1,737,582 provided for aid to public libraries, no more than one half may be spent during the 1st year of the biennium.

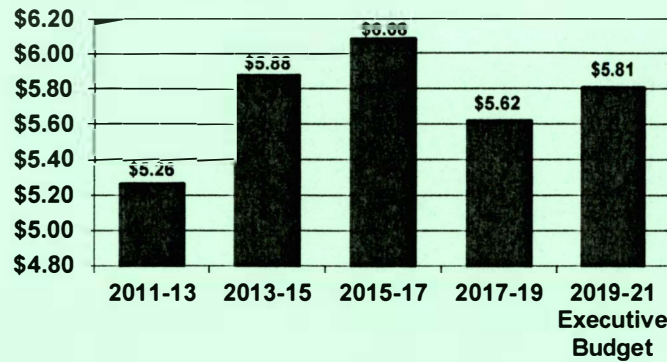


Department 250 - State Library

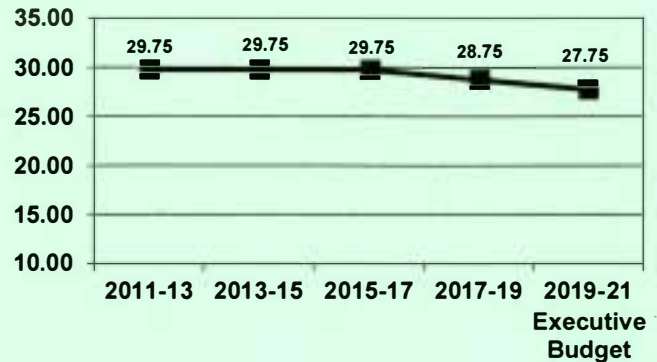
## Historical Appropriations Information

### Ongoing General Fund Appropriations Since 2011-13

Agency Funding (in Millions)



FTE Positions



Ongoing General Fund Appropriations					
	2011-13	2013-15	2015-17	2017-19	2019-21 Executive Budget
Ongoing general fund appropriations	\$5,263,975	\$5,875,988	\$6,079,981	\$5,618,301	\$5,807,726
Increase (decrease) from previous biennium	\$612,947	\$612,013	\$203,993	(\$461,680)	\$189,425
Percentage increase (decrease) from previous biennium	N/A	11.6%	3.5%	(7.6%)	3.4%
Cumulative percentage increase (decrease) from 2011-13 biennium	N/A	11.6%	15.5%	6.7%	10.3%

### Major Increases (Decreases) in Ongoing General Fund Appropriations

#### 2013-15 Biennium

1. Increased state aid to libraries to provide a total of \$1,766,500 \$266,500

#### 2015-17 Biennium (Original Amount)

1. Increased state aid to libraries to provide a total of \$2,133,000 from the general fund (This funding was reduced as part of the general fund budget reductions approved in August 2016.) \$366,500

#### 2017-19 Biennium

1. Restored salaries and wages funding reductions during the 2015-17 biennium \$61,341
2. Removed 1 FTE education program administrator II position (\$142,296)
3. Reduced funding for online library resources (\$182,239)
4. Reduced funding for state aid to libraries to provide a total of \$1,737,528 from the general fund (\$295,472)

#### 2019-21 Biennium (Executive Budget Recommendation)

1. Removes 2 FTE library associate I positions (\$280,915)
2. Adds 1 FTE librarian III position \$181,278
3. Adjusts funding for operating expenses (\$29,959)

**Department 252 - School for the Deaf  
Senate Bill No. 2013**

**Executive Budget Comparison to Prior Biennium Appropriations**

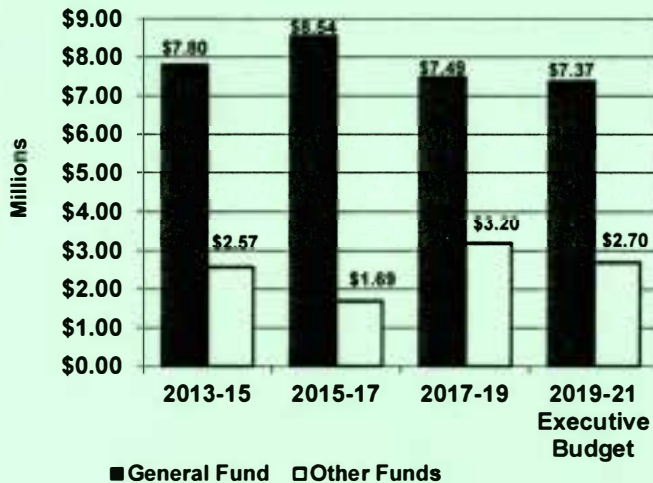
	FTE Positions	General Fund	Other Funds	Total
2019-21 Executive Budget	43.61	\$7,367,258	\$2,700,808	\$10,068,066
2017-19 Legislative Appropriations <sup>1</sup>	45.61	7,488,526	3,198,444	10,686,970
Increase (Decrease)	(2.00)	(\$121,268)	(\$497,636)	(\$618,904)

<sup>1</sup>The 2017-19 biennium agency appropriation amounts have not been adjusted for special fund carryover totaling \$23,495 related to capital projects and general fund carryover totaling \$209,115 related to the higher education interpreter grant program.

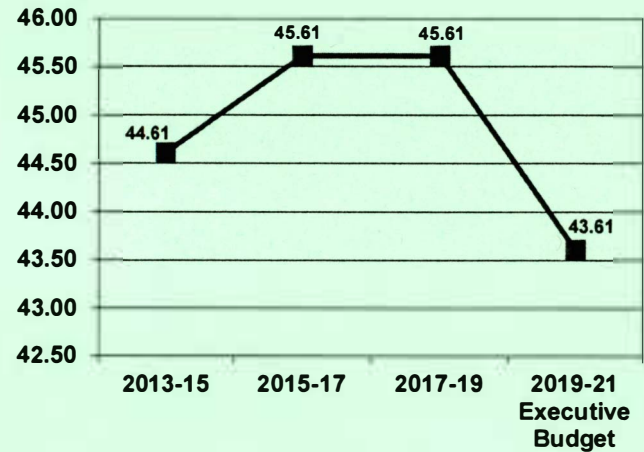
**Ongoing and One-Time General Fund Appropriations**

	Ongoing General Fund Appropriation	One-Time General Fund Appropriation	Total General Fund Appropriation
2019-21 Executive Budget	\$7,367,258	\$0	\$7,367,258
2017-19 Legislative Appropriations	7,488,526	0	7,488,526
Increase (Decrease)	(\$121,268)	\$0	(\$121,268)

**Agency Funding**



**FTE Positions**



**Executive Budget Comparison to Base Level**

	General Fund	Other Funds	Total
2019-21 Executive Budget	\$7,367,258	\$2,700,808	\$10,068,066
2019-21 Base Level	7,488,526	2,465,444	9,953,970
Increase (Decrease)	(\$121,268)	\$235,364	\$114,096

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. Adds funding for state employee salary and benefit increases, of which \$291,916 is for salary increases, \$200,288 is for health insurance increases, and \$21,706 is for retirement contribution increases	\$485,678	\$28,232	\$513,910
2. Removes 1 FTE position and adjusts base payroll	(\$293,445)	\$70,593	(\$222,852)
3. Removes 2 FTE undesignated positions	(\$317,654)	\$0	(\$317,654)
4. Adds 1 FTE adult services position	\$0	\$159,996	\$159,996
5. Increases funding for temporary salaries	\$0	\$27,500	\$27,500
6. Increases funding for teacher salaries	\$144,153	\$0	\$144,153

7. Adds funding for interactive information technology equipment	\$0	\$15,000	\$15,000
8. Increases funding for meals	\$0	\$10,000	\$10,000
9. Increases funding for audiology and speech contract costs	\$0	\$20,000	\$20,000
10. Decreases funding for operating expenses	\$0	(\$365,957)	(\$365,957)
11. Reduces funding for interpreter grants to state colleges and universities to provide a total of \$40,000 from the general fund	(\$140,000)	\$0	(\$140,000)
12. Adds one-time funding for a dishwashing unit	\$0	\$20,000	\$20,000
13. Adds one-time funding for extraordinary repairs related to master facility plan	\$0	\$250,000	\$250,000

**Other Sections Recommended to be Added in the Executive Budget  
(As Detailed in Attached Appendix)**

**Higher education interpreter grant program** - Section 11 would provide that \$40,000 from the general fund included in the grants line item of the School for the Deaf is for a 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 2019-21 biennium. Funding appropriated for this program is not subject to North Dakota Century Code Section 54-44.1-11. In addition, the section would require 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 1<sup>st</sup> year of the biennium. If any grant funding remains undistributed at the end of the biennium, the School for the Deaf would 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.

**Deficiency Appropriation**

There are no deficiency appropriations for this agency.

**Significant Audit Findings**

There are no significant audit findings for this agency.

**Major Related Legislation**

**House Bill No. 1084** - Allows the School for the Deaf and the School for the Blind to require criminal history record checks.

**House Concurrent Resolution No. 3016** - Relates to a constitutional amendment that would change the name of the school.

**School for the Deaf - Budget No. 252**  
**Senate Bill No. 2013**  
**Base Level Funding Changes**

	<u>Executive Budget Recommendation</u>			
	<u>FTE Position</u>	<u>General Fund</u>	<u>Other Funds</u>	<u>Total</u>
<b>2019-21 Biennium Base Level</b>	45.61	\$7,488,526	\$2,465,444	\$9,953,970
<b>2019-21 Ongoing Funding Changes</b>				
Base payroll changes	(1.00)	(\$293,445)	\$70,593	(\$222,852)
Salary increase		275,879	16,037	291,916
Health insurance increase		189,285	11,003	200,288
Retirement contribution increase		20,514	1,192	21,706
Removes 2 FTE undesignated positions	(2.00)	(317,654)		(317,654)
Adds 1 FTE adult services position	1.00		159,996	159,996
Increases funding for temporary salaries			27,500	27,500
Increases funding for teacher salaries		144,153		144,153
Adds funding for interactive information technology equipment			15,000	15,000
Increases funding for meals			10,000	10,000
Increases funding for audiology and speech contract costs			20,000	20,000
Decreases funding for operating expenses			(365,957)	(365,957)
Reduces funding for interpreter grants to state colleges and universities to provide a total of \$40,000 from the general fund		(140,000)		(140,000)
<b>Total ongoing funding changes</b>	<u>(2.00)</u>	<u>(\$121,268)</u>	<u>(\$34,636)</u>	<u>(\$155,904)</u>
<b>One-time funding items</b>				
Adds one-time funding for a dishwashing unit			\$20,000	\$20,000
Adds one-time funding for extraordinary repairs related to master facility plan			250,000	250,000
<b>Total one-time funding changes</b>	<u>0.00</u>	<u>\$0</u>	<u>\$270,000</u>	<u>\$270,000</u>
<b>Total Changes to Base Level Funding</b>	<u>(2.00)</u>	<u>(\$121,268)</u>	<u>\$235,364</u>	<u>\$114,096</u>
<b>2019-21 Total Funding</b>	<u>43.61</u>	<u>\$7,367,258</u>	<u>\$2,700,808</u>	<u>\$10,068,066</u>



**Other Sections for School for the Deaf - Budget No. 252**

**Executive Budget Recommendation**

Higher education interpreter grant program      Section 11 would provide that \$40,000 from the general fund included in the grants line item of the School for the Deaf is for a 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 2019-21 biennium. Funding appropriated for this program is not subject to North Dakota Century Code Section 54-44.1-11. In addition, the section would require 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 1st year of the biennium. If any grant funding remains undistributed at the end of the biennium, the School for the Deaf would provide additional prorated grants to institutions that during the biennium incurred hourly expenses in excess of the formula reimbursement level.

## Department 252 - School for the Deaf

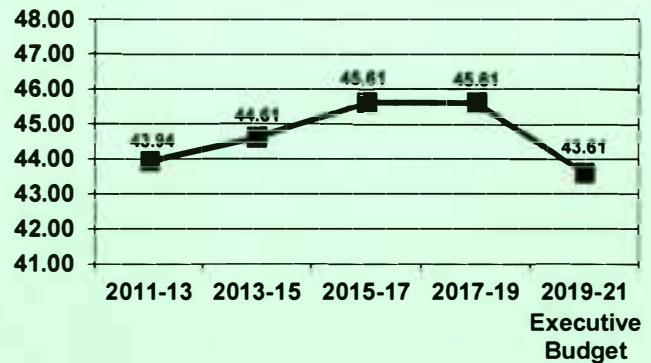
## Historical Appropriations Information

## Ongoing General Fund Appropriations Since 2011-13

Agency Funding (in Millions)



FTE Positions



Ongoing General Fund Appropriations					
	2011-13	2013-15	2015-17	2017-19	2019-21 Executive Budget
Ongoing general fund appropriations	\$6,614,972	\$7,799,379	\$8,541,881	\$7,488,526	\$7,367,258
Increase (decrease) from previous biennium	\$376,076	\$1,184,407	\$742,502	(\$1,053,355)	(\$121,268)
Percentage increase (decrease) from previous biennium	N/A	17.9%	9.5%	(12.3%)	(1.6%)
Cumulative percentage increase (decrease) from 2011-13 biennium	N/A	17.9%	29.1%	13.2%	11.4%

## Major Increases (Decreases) in Ongoing General Fund Appropriations

## 2013-15 Biennium

- Added funding for 1 superintendent FTE position contingent on the retirement of the current superintendent shared with the North Dakota Vision Services - School for the Blind \$142,242

## 2015-17 Biennium (Original Amounts)

- Added funding for 1 adult services FTE position for the western part of the state \$129,600
- Adjusted the funding source of operating expenses to increase funding from the general fund (This funding was reduced as part of the general fund budget reductions approved in August 2016.) \$500,000

## 2017-19 Biennium

- Removed funding for teacher composite pay increases (\$151,193)
- Adjusted the funding source for a portion of operating expenses to provide funding from special funds available from trust fund distributions, rents, and service revenue (\$784,381)
- Reduced funding for extraordinary repairs and adjusted the funding source to provide funding from special funds available from trust fund distributions, rents, and service revenue (\$152,174)

## 2019-21 Biennium (Executive Budget Recommendation)

- Removes 1 FTE position and adjusts base payroll (\$293,445)
- Removes 2 FTE undesignated positions and adds 1 FTE adult services position funded with special funds (\$317,654)
- Increases funding for teacher salaries \$144,153
- Reduces funding for interpreter grants to state colleges and universities to provide a total of \$40,000 from the general fund (\$140,000)

Department 253 - North Dakota Vision Services - School for the Blind  
Senate Bill No. 2013

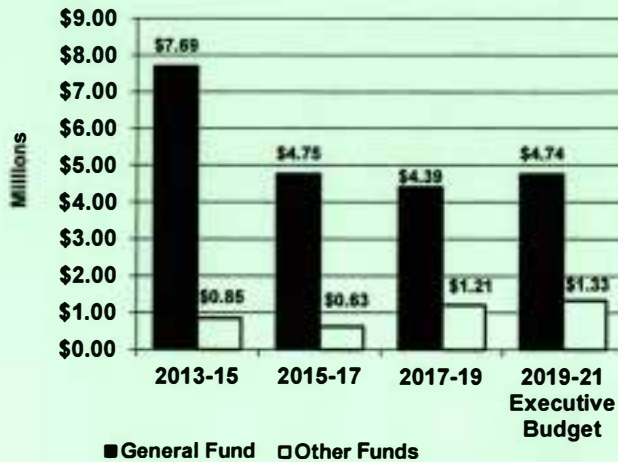
**Executive Budget Comparison to Prior Biennium Appropriations**

	FTE Positions	General Fund	Other Funds	Total
2019-21 Executive Budget	27.90	\$4,744,859	\$1,331,624	\$6,076,483
2017-19 Legislative Appropriations	28.50	4,394,146	1,214,747	5,608,893
Increase (Decrease)	(0.60)	\$350,713	\$116,877	\$467,590

**Ongoing and One-Time General Fund Appropriations**

	Ongoing General Fund Appropriation	One-Time General Fund Appropriation	Total General Fund Appropriation
2019-21 Executive Budget	\$4,744,859	\$0	\$4,744,859
2017-19 Legislative Appropriations	4,394,146	0	4,394,146
Increase (Decrease)	\$350,713	\$0	\$350,713

**Agency Funding**



**FTE Positions**



**Executive Budget Comparison to Base Level**

	General Fund	Other Funds	Total
2019-21 Executive Budget	\$4,744,859	\$1,331,624	\$6,076,483
2019-21 Base Level	4,394,146	1,079,247	5,473,393
Increase (Decrease)	\$350,713	\$252,377	\$603,090

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. Adds funding for state employee salary and benefit increases, of which \$182,357 is for salary increases, \$113,372 is for health insurance increases, and \$12,074 is for retirement contribution increases	\$296,752	\$11,051	\$307,803
2. Adjusts base payroll	(\$940)	(\$21,389)	(\$22,329)
3. Removes a .6 FTE position	(\$73,069)	(\$31,633)	(\$104,702)
4. Increases funding for teacher salaries	\$119,203	\$0	\$119,203
5. Adjusts funding for operating expenses	\$939	(\$939)	\$0
6. Adds funding for Microsoft Office 365 licensing expenses	\$7,828	\$14,787	\$22,615
7. Adds one-time funding for adaptive technology equipment	\$0	\$20,000	\$20,000
8. Adds one-time funding for capital improvements	\$0	\$260,500	\$260,500

**Other Sections Recommended to be Added in the Executive Budget  
(As Detailed in Attached Appendix)**

The executive budget did not include any other sections related to the North Dakota Vision Services - School for the Blind.

**Continuing Appropriations**

**Visual aid and appliance fund** - Section 25-06-10 - A revolving fund for adaptive aids for those who are blind and visually impaired.

**Deficiency Appropriation**

There are no deficiency appropriations for this agency.

**Significant Audit Findings**

There are no significant audit findings for this agency.

**Major Related Legislation**

**House Bill No. 1084** - Allows the North Dakota Vision Services - School for the Blind to require criminal history record checks.



**North Dakota Vision Services - School for the Blind - Budget No. 253**  
**Senate Bill No. 2013**  
**Base Level Funding Changes**

	<u>Executive Budget Recommendation</u>			
	<u>FTE</u> <u>Position</u>	<u>General</u> <u>Fund</u>	<u>Other</u> <u>Funds</u>	<u>Total</u>
<b>2019-21 Biennium Base Level</b>	28.50	\$4,394,146	\$1,079,247	\$5,473,393
<b>2019-21 Ongoing Funding Changes</b>				
Base payroll changes		(\$940)	(\$21,389)	(\$22,329)
Salary increase		175,810	6,547	182,357
Health insurance increase		109,302	4,070	113,372
Retirement contribution increase		11,640	434	12,074
Removes a .6 FTE position	(0.60)	(73,069)	(31,633)	(104,702)
Increases funding for teacher salaries		119,203		119,203
Adjusts funding for operating expenses		939	(939)	0
Adds funding for Microsoft Office 365 licensing expenses		7,828	14,787	22,615
<b>Total ongoing funding changes</b>	<b>(0.60)</b>	<b>\$350,713</b>	<b>(\$28,123)</b>	<b>\$322,590</b>
<b>One-time funding items</b>				
Adds one-time funding for adaptive technology equipment			\$20,000	\$20,000
Adds one-time funding for capital improvements			260,500	260,500
<b>Total one-time funding changes</b>	<b>0.00</b>	<b>\$0</b>	<b>\$280,500</b>	<b>\$280,500</b>
<b>Total Changes to Base Level Funding</b>	<b>(0.60)</b>	<b>\$350,713</b>	<b>\$252,377</b>	<b>\$603,090</b>
<b>2019-21 Total Funding</b>	<b>27.90</b>	<b>\$4,744,859</b>	<b>\$1,331,624</b>	<b>\$6,076,483</b>

**Other Sections for North Dakota Vision Services - School for the Blind - Budget No. 253**

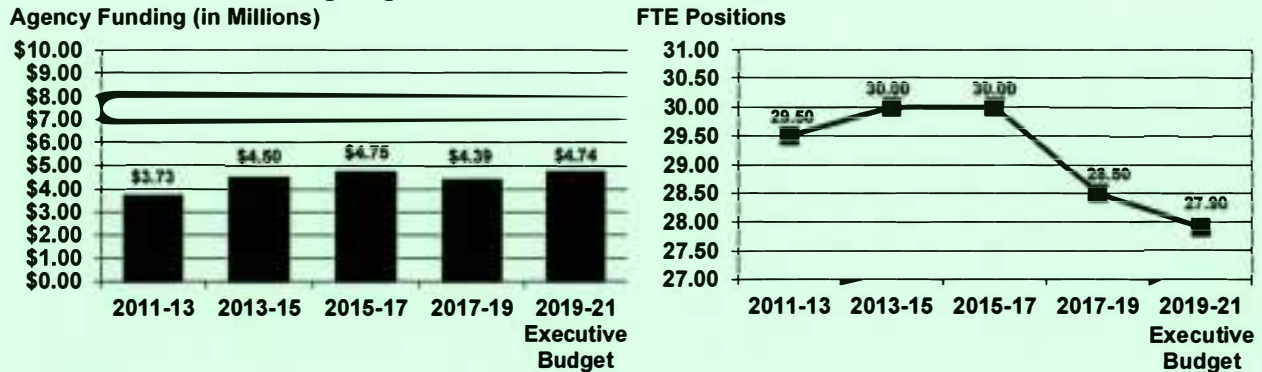
Executive Budget Recommendation

The executive budget did not include any other sections related to the North Dakota Vision Services - School for the Blind.

Department 253 - North Dakota Vision Services - School for the Blind

## Historical Appropriations Information

### Ongoing General Fund Appropriations Since 2011-13



Ongoing General Fund Appropriations					
	2011-13	2013-15	2015-17	2017-19	2019-21 Executive Budget
Ongoing general fund appropriations	\$3,727,240	\$4,501,586	\$4,748,647	\$4,394,146	\$4,744,859
Increase (decrease) from previous biennium	\$287,372	\$774,346	\$247,061	(\$354,501)	\$350,713
Percentage increase (decrease) from previous biennium	N/A	20.8%	5.5%	(7.5%)	8.0%
Cumulative percentage increase (decrease) from 2011-13 biennium	N/A	20.8%	27.4%	17.9%	27.3%

### Major Increases (Decreases) in Ongoing General Fund Appropriations

#### 2013-15 Biennium

- Added a .5 superintendent FTE position to provide for a full-time superintendent position and additional funding contingent on the retirement of the current superintendent shared with the School for the Deaf \$144,670
- Increased funding for extraordinary repairs, including a rooftop air conditioner and carpet replacement \$35,371

#### 2015-17 Biennium (Original Amounts)

- Added 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 and operating expenses \$49,960
- Increased funding for operating expenses (This funding was reduced as part of the general fund budget reductions approved in August 2016.) \$107,200

#### 2017-19 Biennium

- Removed a .5 FTE position and restored salaries and wages funding reductions made during the 2015-17 biennium \$105,800
- Removed 1 FTE teacher position (\$154,216)
- Restored funding for operating expenses, reduced as part of the August 2016 general fund budget reductions, and adjusted the funding source for a portion of operating expenses to provide funding from special funds available from trust fund distributions, rents, contributions, and service revenue (\$420,173)

#### 2019-21 Biennium (Executive Budget Recommendation)

- Removes a .6 FTE position (\$73,069)
- Increases funding for teacher salaries \$119,203

**GOVERNOR'S RECOMMENDATION FOR THE  
DEPARTMENT OF PUBLIC INSTRUCTION AS SUBMITTED  
BY THE OFFICE OF MANAGEMENT AND BUDGET**

**SECTION 1. APPROPRIATION.** The funds provided in this section, or so much of the funds as may be necessary, are appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, and from special funds derived from federal funds and other income, to the department of public instruction, the school for the deaf, North Dakota vision services - school for the blind, and the state library for the purpose of defraying the expenses of those agencies, for the biennium beginning July 1, 2019, and ending June 30, 2021, as follows:

Subdivision 1.

DEPARTMENT OF PUBLIC INSTRUCTION

	Base Level	Adjustments or Enhancements	Appropriation
Salaries and wages	\$17,439,176	\$773,885	\$18,213,061
Operating Expenses	30,165,005	5,279,942	35,444,947
Integrated Formula Payments	1,750,204,163	300,498,160	2,050,702,323
Grants-Special Education	19,300,000	5,700,000	25,000,000
Grants-Transportation	55,400,000	-	55,400,000
Grants-Other Grants	254,062,705	33,000,000	287,062,705
Grants-Program Grants	6,210,000	4,279,711	10,489,711
Grants-Passthrough Grants	2,898,000	(359,871)	2,538,129
PowerSchool	5,500,000	(5,500,000)	-
Transportation Efficiency	30,000	(3,000)	27,000
National Board Certification	120,000	(12,000)	108,000
Total all funds	<u>\$2,141,329,049</u>	<u>\$343,656,827</u>	<u>\$2,484,985,876</u>
Less estimated income	<u>891,047,065</u>	<u>46,442,327</u>	<u>937,489,392</u>
Total general fund	<u>\$1,250,281,984</u>	<u>\$297,214,500</u>	<u>\$1,547,496,484</u>
Full-time equivalent positions	91.75	(3.00)	88.75

Subdivision 2.

STATE LIBRARY

	<u>Base Level</u>	<u>Adjustments or Enhancements</u>	<u>Appropriation</u>
Salaries and wages	\$4,152,758	\$170,992	\$4,323,750
Operating Expenses	1,604,075	17,842	1,621,917
Grants	<u>2,109,028</u>	<u>124,500</u>	<u>2,233,528</u>
Total all funds	\$7,865,861	\$313,334	\$8,179,195
Less estimated income	<u>2,247,560</u>	<u>123,909</u>	<u>2,371,469</u>
Total general fund	\$5,618,301	\$189,425	\$5,807,726
Full-time equivalent positions	28.75	-1.00	27.75

Subdivision 3.

SCHOOL FOR THE DEAF

	<u>Base Level</u>	<u>Adjustments or Enhancements</u>	<u>Appropriation</u>
Salaries and wages	\$7,588,749	\$305,053	\$7,893,802
Operating Expenses	2,026,543	(320,957)	1,705,586
Capital Assets	158,678	270,000	428,678
Grants	<u>180,000</u>	<u>(140,000)</u>	<u>40,000</u>
Total all funds	\$9,953,970	\$114,096	\$10,068,066
Less estimated income	<u>3,198,444</u>	<u>(497,636)</u>	<u>2,700,808</u>
Total general fund	\$6,755,526	\$611,732	\$7,367,258
Full-time equivalent positions	45.61	-2.00	43.61

Subdivision 4.

NORTH DAKOTA VISION SERVICES – SCHOOL FOR THE BLIND

	<u>Base Level</u>	<u>Adjustments or Enhancements</u>	<u>Appropriation</u>
Salaries and wages	\$4,660,995	\$299,975	\$4,960,970
Operating Expenses	773,206	42,615	815,821
Capital Assets	<u>39,192</u>	<u>260,500</u>	<u>299,692</u>
Total all funds	\$5,473,393	\$603,090	\$6,076,483
Less estimated income	<u>1,214,747</u>	<u>116,877</u>	<u>1,331,624</u>
Total general fund	\$4,258,646	\$486,213	\$4,744,859
Full-time equivalent positions	28.50	(0.60)	27.90

Subdivision 5.

BILL TOTAL

	<u>Base Level</u>	<u>Adjustments or Enhancements</u>	<u>Appropriation</u>
Grand total general Fund	\$1,266,914,457	\$298,501,873	\$1,565,416,330
Grant total special funds	897,707,816	46,543,110	943,893,290
Grand total all funds	<u>\$2,164,622,273</u>	<u>\$345,044,983</u>	<u>\$2,509,309,620</u>

**SECTION 2. ONE-TIME FUNDING - EFFECT ON BASE BUDGET - REPORT TO SIXTY-SIXTH**

**LEGISLATIVE ASSEMBLY.** The following amounts reflect the one-time funding items approved by the sixty-fourth legislative assembly for the 2017-19 biennium and the 2019-21 one-time funding items included in the appropriation in section 1 of this Act:

<u>One-Time Funding Description</u>	<u>2017-19</u>	<u>2019-21</u>
<b>DEPARTMENT OF PUBLIC INSTRUCTION</b>		
Regional education association merger grants	\$100,000	\$0
ND governor's school science, technology, engineering and mathematics programs	220,000	0
Integrated formula payments	185,000,000	0
Cyber security science	-	3,000,000
Foreign language standards	-	125,000
On-time funding	-	24,135,735
Formula re-write	-	200,000
Total department of public instruction - all fund	<u>\$185,320,000</u>	<u>\$27,460,735</u>
Total department of public instruction - special funds	<u>185,320,000</u>	<u>24,135,735</u>
Total department of public instruction - general fund	-	3,325,000

**RESOURCE CENTER FOR THE DEAF AND HARD OF HEARING**

Extraordinary repairs	\$675,000	250,000
Equipment	28,000	-
Video equipment and software	30,000	-
Kitchen dishwashing unit	0	\$20,000
Total school for the deaf - special funds	<u>\$733,000</u>	<u>\$270,000</u>

**NORTH DAKOTA VISION SERVICES - SCHOOL FOR THE BLIND**

Special Assessments payoff	\$10,000	0
Heating and cooling upgrade	35,500	0
Water line replacement	60,000	0
Carpet and reception upgrade	30,000	0
Repair west wing roof	0	39,000
Miscellaneous repairs	0	18,500
Garage door replacement	0	16,000
Remodel daily living skills area	0	25,000
Adaptive technology equipment	0	20,000



Replace gymnasium floor	0	42,000
Remodel south wing restrooms	0	120,000
Total school for the blind special funds	\$135,500	\$280,500
Grand total - all funds	\$186,188,500	\$28,011,235
Grand total - estimated income	<u>\$186,188,500</u>	<u>24,686,235</u>
Grand total - general fund	\$0	\$3,325,000

The 2019-21 one-time funding amounts are not a part of the entity's base budget for the 2021-23 biennium. The Department of Public Instruction, Resource Center for the Deaf and Hard of Hearing, and North Dakota vision services - school for the blind shall report to the appropriations committees of the sixty-sixth legislative assembly on the use of this one-time funding for the biennium beginning July 1, 2019, and ending June 30, 2021.

**SECTION 3. AMENDMENT.** Section 15.1-02-02 of the North Dakota Century Code is amended and reenacted as follows:

**15.1-02-02. Salary.**

The annual salary of the superintendent of public instruction is ~~one hundred sixteen thousand nine hundred three dollars through June 30, 2016~~ one hundred twenty-five thousand two hundred twenty-six dollars through June 30, 2019 and one hundred twenty thousand four hundred ten dollars one hundred twenty-seven thousand seven hundred thirty-one dollars thereafter.

**SECTION 4. APPROPRIATION - TUITION APPORTIONMENT.** The sum of \$379,764,000, included in the integrated formula payments line item in subdivision 1 of section 1 of this Act, is from the state tuition fund in the state treasury. Any additional amount in the state tuition fund that becomes available for distribution to public schools is appropriated to the department of public instruction for that purpose for the biennium beginning July 1, 2019, and ending June 30, 2021.

**SECTION 5. INTEGRATED FORMULA PAYMENTS AND SPECIAL EDUCATION CONTRACTS EXPENDITURE AUTHORITY.** The superintendent of public instruction may expend funds included in the integrated formula payments and grants - special education contracts line items in subdivision 1 of section 1 of this Act in payment of grants for educational services that were due in the 2017-19 biennium but which were not filed, claimed, or properly supported by the education provider until after June 30, 2019.

**SECTION 6. GIFTED AND TALENTED PROGRAM - MEDICAID MATCHING FUNDING - DISTRIBUTION.**

1. The sum of \$800,000, included in the integrated formula payments line item in subdivision 1 of section 1 of this Act, must be distributed to reimburse school districts or special education units for gifted and talented programs upon the submission of an application that is approved in accordance with guidelines adopted by the superintendent of public instruction. The superintendent of public instruction shall encourage cooperative efforts for gifted and talented programs among

school districts and special education units.

2. 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 superintendent of public instruction to the department of human services on behalf of the school district or unit.

**SECTION 7. REGIONAL EDUCATION ASSOCIATIONS - GRANTS.** During the 2019-21 biennium, the superintendent of public instruction shall expend up to \$500,000 from the integrated formula payments line item in subdivision 1 of section 1 of this Act for the purpose of providing annual grants to regional education associations.

**SECTION 8. CONTINUING EDUCATION GRANTS - FUNDING - DISTRIBUTION.** The sum of \$125,000, or so much of the sum as may be necessary, included in the grants - other grants line item in subdivision 1 of section 1 of this Act is provided for continuing education grants, for the biennium beginning July 1, 2019, and ending June 30, 2021.

1. The superintendent of public instruction shall award grants in amounts up to \$1,200 to eligible recipients in chronological order, based on the date of an individual's application. An eligible recipient must:
  - a. (1) Be licensed to teach by the education standards and practices board;
  - (2) Have taught in this state during each of the last three school years; and
  - (3) Be enrolled at an institution of higher education in this state in either a master of education program in educational leadership or a program leading to a specialist diploma in educational leadership;
  - b. Be pursuing the requirements for a certificate in career development facilitation; or
  - c. Be pursuing a school counselor credential.
2. If any of the amount appropriated for this purpose remains after the superintendent of public instruction has awarded grants to all eligible recipients, the superintendent shall distribute that amount as an additional per student payment on a prorated basis, according to the latest available average daily membership of each school district.

**SECTION 9. INDIRECT COST ALLOCATION.** Notwithstanding section 54-44.1-15, the department of public instruction may deposit indirect cost recoveries in its operating account.

**SECTION 10. STATE AID TO PUBLIC LIBRARIES.** The line item entitled grants in subdivision 2 of section 1 of this Act includes \$1,737,582 for aid to public libraries, of which no more than one-half is to be expended during the fiscal year ending June 30, 2020.

**SECTION 11. SCHOOL FOR THE DEAF - HIGHER EDUCATION INTERPRETER GRANT**



**PROGRAM.** The grants line item contained in subdivision 3 of section 1 of this Act is for the purpose of providing grants 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 hard of hearing, for the biennium beginning July 1, 2019, and ending June 30, 2021. Moneys appropriated for this program are not subject to section 54-44.1-11. Funds shall be distributed pursuant to the provisions of this section:

1. The school for the deaf shall develop a formula to determine the grant amount for which an institution is eligible. The formula must be based on a uniform hourly reimbursement.
2. To obtain a grant under this section, an institution shall submit to the school for the deaf, at the time and in the manner directed by the school, invoices showing the amount expended for interpreters and real-time captioning for students who are deaf or hard of hearing.
3. The school for the deaf may not distribute more than fifty percent of the amount appropriated during the first year of the biennium.
4. If any grant moneys remain undistributed at the end of the biennium, the school for the deaf shall provide additional prorated grants to institutions that incurred, during the biennium, hourly expenses in excess of the formula reimbursement level.
5. At the request of an institution under the control of the state board of higher education, the school for the deaf shall consult with the institution and provide advice regarding the provision of services most appropriate to meet a student's needs.

**SECTION 12. STATE SCHOOL AID PROGRAM.** The sum of \$2,050,702,323 included in the integrated formula payments line item in subdivision 1 of section 1 of this Act was calculated with the following assumption: Per student payment rates are \$9,839 for the 2019-20 academic year and increase to \$10,036 for the 2020-21 academic year.

**SECTION 13. GRANTS – OTHER GRANTS.** The line item entitled grants-other grants in subdivision 1 of section 1 of this Act contains pass-through grants, of which no more than one-half of the funding is to be expended during the fiscal year ending June 30, 2018.

**SECTION 14. CONTINGENT APPROPRIATION – DEPARTMENT OF PUBLIC INSTRUCTION – STUDENT CONTRACTS AND TEACHER INCENTIVES FOR LEADERSHIP IN EDUCATION.** If any funding appropriated to the superintendent of public instruction for integrated formula payments to school districts remains after the superintendent complies with all statutory payment obligations imposed for the biennium beginning July 1, 2017, and ending June 30, 2019, the superintendent shall:

1. Use the funds to pay any state obligations in excess of the amount appropriated for grants-special education contracts for the biennium beginning July 1, 2017 and ending June 30, 2019.
2. Up to \$10,000,000 of any remaining funds is to be used for the creation of the Teacher Incentives for Leadership in Education (TILE) program. TILE dollars must be invested in professional development or used to provide project-based incentives for current teachers, providing career track opportunities for teacher leaders.

**SECTION 15. TRANSFER.** The office of management and budget shall transfer, on a quarterly basis, a total of \$232,781,065 from the foundation aid stabilization fund to the operating fund of the department of public instruction for the purpose of covering expenses in the integrated formula payment line in subdivision 1 of section 1 of this Act, for the period beginning with the effective date of this Act and ending June 30, 2021.

**SECTION 16. AMENDMENT.** Section 15-10-38 of the North Dakota Century Code is amended and reenacted as follows:

**15-10-38. Loans - Teacher shortages - Loan forgiveness.**

1. The ~~state board of higher education~~ superintendent of public instruction shall administer a student loan forgiveness program for individuals teaching at grade levels, in content areas, and in geographical locations identified as having a teacher shortage or critical need. The ~~board~~ superintendent of public instruction may approve loan forgiveness for no more than two teachers per year in a school district. The ~~board~~ superintendent of public instruction shall adopt rules to implement the program.
2. The superintendent of public instruction annually shall identify grade levels, content areas, and geographical locations in which a teacher shortage or critical need exists.
3. To be eligible for loan forgiveness under this section, an individual: a. Must have graduated from an accredited teacher preparation program and signed a contract to teach at a grade level or in a content area and in a geographical location identified by the superintendent of public instruction as having an existing teacher shortage or critical need; and b. Must have an existing student loan.
4. For purposes of this section, the definitions of rural school district and remote town school district have the same meaning as the definitions under the national center for education statistics locale codes.
5. If an individual is receiving loan forgiveness under any other provision, the individual may not receive loan forgiveness under this section during the same application year.
6. An eligible individual may receive loan forgiveness under the program as follows: a. If the individual accepts one of up to five positions of critical need in a nonrural school district or nonremote town school district, the individual may receive up to three thousand dollars per year for a maximum of four years. b. If the individual accepts a position in a rural school district or remote town school district with an enrollment of fewer than one thousand students, the individual Page No. 13 may receive up to four thousand five hundred dollars per year for a maximum of four years. c. If the individual accepts one of up to five positions of critical need in a rural school district or remote town school district with an enrollment of fewer than one thousand students, the individual may receive up to six thousand five hundred dollars per year for a maximum of four years.
7. The superintendent of public instruction shall consider all applications under this section based on the number of unfilled school vacancies, prioritized by critical need and geographic location.
8. Upon notification the individual has completed a full year of teaching in a school district, state-supported school, or nonpublic school in this state at a grade level or in a content area and in a geographical location identified by the superintendent of public instruction as one in which a teacher shortage or critical need exists, the ~~board~~ superintendent of public instruction shall distribute funds directly to the lending institution of the individual to repay outstanding loan principal balances on behalf of eligible applicants. The ~~board~~ superintendent of public instruction shall terminate loan forgiveness payments to eligible individuals when the loan principal balance of the eligible individual is paid in full.

**SECTION 17. AMENDMENT.** Section 15.1-27-04.1 of the North Dakota Century Code is amended and reenacted as follows:

**15.1-27-04.1. Baseline funding – Establishment – Determination of state aid.**

1. To determine the amount of state aid payable to each district, the superintendent of public instruction shall establish each district's baseline funding. A district's baseline funding consists of:
  - a. All state aid received by the district in accordance with chapter 15.1-27 during the 2012-13 school year;
  - b. The district's 2012-13 mill levy reduction grant, as determined in accordance with chapter 57-64, as it existed on June 30, 2013;



- c. An amount equal to that raised by the district's 2012 general fund levy or that raised by one hundred ten mills of the district's 2012 general fund levy, whichever is less;
- d. An amount equal to that raised by the district's 2012 long-distance learning and educational technology levy;
- e. An amount equal to that raised by the district's 2012 alternative education program levy; and
- f. An amount equal to:

- (1) Seventy-five percent of all revenue received by the school district and reported under code 2000 of the North Dakota school district financial accounting and reporting manual, as developed by the superintendent of public instruction in accordance with section 15.1-02-08;
- (2) Seventy-five percent of all mineral revenue received by the school district through direct allocation from the state treasurer and not reported under code 2000 of the North Dakota school district financial accounting and Page No. 4 reporting manual, as developed by the superintendent of public instruction in accordance with section 15.1-02-08;
- (3) Seventy-five percent of all tuition received by the school district and reported under code 1300 of the North Dakota school district financial accounting and reporting manual, as developed by the superintendent of public instruction in accordance with section 15.1-02-08, with the exception of revenue received specifically for the operation of an educational program provided at a residential treatment facility and tuition received for the provision of an adult farm management program;
- (4) Seventy-five percent of all revenue received by the school district from payments in lieu of taxes on the distribution and transmission of electric power;
- (5) Seventy-five percent of all revenue received by the school district from payments in lieu of taxes on electricity generated from sources other than coal;
- (6) All revenue received by the school district from mobile home taxes;
- (7) Seventy-five percent of all revenue received by the school district from the leasing of land acquired by the United States for which compensation is allocated to the state under 33 U.S.C. 701(c)(3);
- (8) All telecommunications tax revenue received by the school district; and
- (9) All revenue received by the school district from payments in lieu of taxes and state reimbursement of the homestead credit and disabled veterans credit.

2. The superintendent shall divide the district's total baseline funding by the district's 2012-13 weighted student units to determine the district's baseline funding per weighted student unit.

3. If a school district is in an approved cooperative agreement under chapter 15.1-27-16, their baseline funding shall be recalculated using their baseline funding per weighted student unit established in 15.1-27-04.1(2) multiplied by the weighted student units in 2012-13 school year for the grade levels the school district currently offers beginning in the 2020-21 school year.

~~34. a. In 2017-182019-20, the superintendent shall multiply the district's weighted student units by nine thousand six hundred forty six nine thousand eight hundred thirty-nine dollars.~~

(1) The superintendent shall adjust the product to ensure the product is at least equal to the greater of:

(a) One hundred eight percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's weighted student units from the previous school year multiplied by ninety percent; or

(b) ~~One hundred~~ Ninety percent of the district's baseline funding as established in subsection 1.

(2) The superintendent also shall adjust the product to ensure the product does not exceed one hundred ~~forty-five~~ percent of the district's baseline funding per weighted student unit multiplied by the district's weighted student units from the previous school year, as established in subsection 2.

b. In ~~2018-19~~2020-21, the superintendent shall multiply the district's weighted student units by ~~nine thousand six hundred forty six~~ sixteen thousand thirty-six dollars.

(1) The superintendent shall adjust the product to ensure the product is at least equal to the greater of:

(a) One hundred eight percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's weighted student units from the previous school year multiplied by ninety percent; or

(b) ~~One hundred~~ Ninety percent of the district's baseline funding as established in subsection 1.

(2) The superintendent also shall adjust the product to ensure the product does not exceed one hundred ~~forty~~ fifty percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's weighted student units from the previous school year.

—~~4~~5. After determining the product in accordance with subsection 3, the superintendent of public instruction shall:

a. Subtract an amount equal to sixty mills multiplied by the taxable valuation of the school district, except the amount in dollars subtracted for purposes of this Page No. 5 subdivision may not exceed the previous year's amount in dollars subtracted for purposes of this subdivision by more than twelve percent; and

b. Subtract an amount equal to seventy-five percent of all revenues listed in paragraphs 1 through 5, and 7 of subdivision f of subsection 1 and one hundred percent of all revenues listed in paragraphs 6, 8, and 9 of subdivision f of subsection 1.

~~5~~6. The amount remaining after the computation required under subsection 4 is the amount of state aid to which a school district is entitled, subject to any other statutory requirements or limitations.

**SECTION 18. AMENDMENT.** Section 15.1-37-05 of the North Dakota Century Code is amended and reenacted as follows:

**15.1-37-05. Early childhood education providers - Coalition - Eligibility.**

1. The superintendent of a school district shall invite all public and private providers of early childhood education services within the district to meet, in order to:

a. Initiate the identification of all available options for cost-effectively maximizing the provision of early childhood education services within the district;

b. Address the coordinated utilization of facilities, personnel, and transportation, for the provision of early childhood education services within the district; and

c. (1) Form a coalition of early childhood education service providers; and

(2) Provide for the selection of a coalition governing board.

2. The board of the school district in which the coalition of service providers is located shall provide advice and guidance to the coalition in all matters pertaining to this section through section 15.1-37-08.

3. Any early childhood service provider who agrees to participate in the coalition or on its governing board may submit an application to the ~~department of commerce~~ superintendent of public instruction for a grant under this section, provided the governing board certifies to the ~~department~~ superintendent that the provider:

Governor's recommendation as submitted by the Office of Management and Budget

- a. Is a participating member in the coalition or on the governing board.
- b. Operates an early childhood education program that:
  - (1) Is approved in accordance with section 15.1-37-01; and
  - (2) Incorporates within its curriculum at least ten hours of research-based parental involvement.
- c. Has documented the provider's willingness to admit children of all learning abilities into the early childhood education program.

**SECTION 19. AMENDMENT.** Section 15.1-37-06 of the North Dakota Century Code is amended and reenacted as follows:

**15.1-37-06. Receipt and distribution of grants – Notification.**

1. a. The ~~department of commerce~~ superintendent of public instruction shall receive applications for and distribute grants under this section to eligible members, including governing board members, of a consortium formed in accordance with section 15.1-37-05, in the amount of two thousand dollars for each child enrolled in a program of early childhood education, if the child is eligible for free lunches under the Richard B. Russell National School Lunch Act [42 U.S.C. 1751, et seq.], and one thousand dollars for each child enrolled in a program of early childhood education, if the child is eligible for reduced lunches under the Richard B. Russell National School Lunch Act [42 U.S.C. 1751, et seq.], provided: (1) The child is a resident of this state; (2) The child has reached four years of age before August first in the year of enrollment; and (3) The program has a duration of at least four hundred hours over a period of at least thirty-two consecutive weeks. b. A child enrolled in a federally funded head start program may not be counted for the purpose of determining grant eligibility under this section. 2. a. Once each calendar quarter, at the time and in the manner required by the ~~department of commerce~~ superintendent of public instruction, any provider receiving a grant under this section shall forward to the parent of each child receiving services a notice indicating the total amount of the grant that was awarded to the provider for the quarter, the pro rata amount attributable to the parent's child, and the source of the grant. The ~~department of commerce~~ superintendent of public instruction shall standardize the notification required by this subdivision. b. If a provider fails to meet the notification requirements of this subsection, the ~~department of commerce~~ superintendent of public instruction shall reduce the amount of the provider's next grant payment by fifty percent. If a provider fails to meet the notification requirements of this section a second time, the ~~department of commerce~~ superintendent of public instruction shall determine that the provider is ineligible to participate in the grant program for a period of one year.

**SECTION 20. AMENDMENT.** Section 15.1-37-08 of the North Dakota Century Code is amended and reenacted as follows:



**15.1-37-08. Data collection - Requirements.**

The superintendent of public instruction, ~~with the advice and consent of the department of commerce,~~ shall implement a uniform system for the accounting, budgeting, and reporting of data by any early childhood education provider to whom or to which grants are distributed in accordance with section 15.1-37-06. Grants may be withheld or forfeited, in whole or in part, if information required in accordance with this section is not submitted at the time or in the manner requested by the superintendent.

**SECTION 21. GRANTS - SPECIAL EDUCATION DEFICIENCY AUTHORIZATION.** If funds provided to the superintendent of public instruction in subdivision 1 of section 1 of this Act for grants - special education, for the biennium beginning July 1, 2019, and ending June 30, 2021, are not sufficient to meet special education contract obligations, the superintendent of public instruction shall request supplemental funding from the sixty-sixth legislative assembly.

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**TESTIMONY ON SB2013  
NORTH DAKOTA SENATE APPROPRIATIONS COMMITTEE**

**Jan. 15, 2019**

**By: Kirsten Baesler, Superintendent**

**701-328-4570**

**North Dakota Department of Public Instruction**

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Chairman Holmberg and Members of the Committee:

My name is Kirsten Baesler and I am the Superintendent of the North Dakota Department of Public Instruction. I am here to provide information and to testify in support of the Department's budget and optional requests.

The Superintendent of Public Instruction is required to enforce all state statutes and federal laws pertaining to the establishment and maintenance of public schools and related programs. The North Dakota Department of Public Instruction distributes state aid to local public school districts. In fact, almost all of our budget is allocated to local schools to fulfill North Dakota Constitution's mandate of providing for "a uniform system of free public schools throughout the state."

After my testimony you will hear from Mr. Jamie Mertz, Director of NDDPI's Fiscal Management Office and Mr. Adam Tescher, Director of NDDPI's School Finance & Organization Office.

The Superintendent of Public Instruction is also responsible for the supervision of the North Dakota School for the Blind and Vision Services in Grand Forks, the

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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 Paul Olson, Superintendent Connie Hovendick, and State Librarian Mary Soucie later in the hearing.

Above all else, we at NDDPI are focused on students and how we can assist in providing them with the best possible education to prepare them for their future. This past biennium educational stakeholders from across all PK12 sectors came together and created North Dakota's first ever Statewide Strategic Vision with six established goals.

The vision of North Dakota education is "that all students will graduate choice ready, with the knowledge, skills and disposition to be successful."

The strategic plan for the Department of Public Instruction outlines objectives and initiatives aligned to the state's six goals to:

- Increase the number of students who enter kindergarten prepared to learn;
- Increase the number of students who demonstrate reading proficiency in third grade;
- Increase the number of students who meet expected learning gains each year;
- Increase the number of students who authentically engage in learning;
- Increase the number of students who graduate Choice Ready; and



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- Reduce the disparity in achievement for students in poverty and for Native American students.

Five priorities have been established to provide a roadmap to success:

- Quality early childhood education.
- Support for safe and healthy behaviors.
- Career exploration.
- Quality education personnel in all roles at all levels and,
- Quality Instruction for personalized learning.

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:

- Created Insights, an online "dashboard" of public education information for the state and all school districts. Insights, was done in collaboration with the North Dakota University System and the Information Technology Department.
- We coordinated the facilitation of North Dakota's first-ever PK-12 strategic education vision.
- Implemented a statewide student eligibility system that allows families to apply online for free or reduced-price meals.

- Implemented a system for schools to begin tracking their expenses at the building level. This will provide more and better information to our taxpayers and parents about how their public school funding is being used.
- Provided guidance and assistance to schools and districts as they worked to implement SB 2186- the Innovative Education Bill. Five school districts were approved, and one district began implementation in 2017.
- Updated our state academic content learning standards for science, health education, and early childhood education. In the next several weeks we will also be finishing an update of our social studies learning standards, and we are creating a completely new set of academic content standards for computer & cybersecurity science. These standards will be the first of their kind in the nation.
- We also deployed the National Math and Science Initiative's Blended College Readiness Program statewide in North Dakota. This offers any high school student in any zip code of North Dakota the opportunity to take advanced classes in math, science, and English, and earn college credit in the process.
- We hosted the first Dropout Prevention and Re-Engagement Summit.

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- We developed and implemented a statewide Trauma Sensitive School Initiative, which currently has over 400 trainers who have trained over 9,000 educators.
- 1,350 students earned their General Equivalency diploma (GED) with a 91% pass rate compared to the national pass rate of 83%.
- We partnered with the Regional Education Laboratory Central and the Rural Education Research Alliance to develop plans for assisting in the recruitment and retention of teachers in rural areas, to close achievement gaps, and increase the use of distance technologies.
- We created an Office of Early Learning and transferred the Head Start/Early Head Start program to the Department of Public Instruction from the Department of Human Services.
- We completed the first two phases of our North Dakota Native American Essential Understandings project, which included creation of resource documents and professional development on the history, beliefs, and culture of North Dakota's Native American tribes.
- And, we raised the Native American graduation rate another 5%, creating a total increase of 15% over the past six years.

SB2013 includes our 2017-2019 Appropriation, which also becomes our base budget, the Executive Recommendations, and the Agency Requests.

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I would like to highlight some optional packages in the Agency Requested budget that are important to advance the work we do to improve students' achievement.

**Family Engagement** - The continued advancement of our state economy is rooted in the ability for schools to prepare students for life beyond high school. To do so, North Dakota public schools must better engage and involve the first and most influential teachers of children: their families.

Over fifty years of research empirically proves that when families are engaged in their children's learning and school experiences, student learning outcomes improve. Research shows improvements in academic areas, but family engagement also supports better attendance, less disciplinary troubles, and better attitudes.

This is especially true for those students whose families may be disengaged or worse yet, disenfranchised from their child's school. The North Dakota State Legislature has consistently emphasized the need to engage families in education. This is my 29<sup>th</sup> year in education and I have a deeper understanding now than ever before that if we are truly going to improve education we must include our families more authentically and more deeply.

NDDPI has developed a four-step process to increase the engagement of families in all North Dakota schools. This process includes a comprehensive plan to provide support to teachers and leaders in family engagement in the form of professional

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development, coaching, capacity-building and lastly, sustaining these efforts with the use of dedicated technology.

At the center of this process is the need for schools to ensure families are empowered with the knowledge, tools, and skills to be a true **partner** in the educational lives of their children.

**Computer and Cyber Security Training** – North Dakota has recognized the growing need to implement computer science and cybersecurity education within North Dakota schools. A 2016 Gallup poll showed that 91% of parents want their students to learn computer science and believe learning to code is as important as learning reading and math. To fully obtain 21<sup>st</sup> century skills and knowledge, today’s students should have a basic understanding of how to use and test an algorithm, how the internet works, how to create an app, and how to develop computational thinking. It is this computational thinking which allows students to look at problems differently, and to develop problem-solving skills that can be applied to any field, for any problem. Since December of 2017, NDDPI has been collaborating with numerous partners and agencies in developing a comprehensive plan to address computer science and cybersecurity education expansion across our state.

We have a three-pronged approach for computer and cybersecurity science training.

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The first prong is to write new classroom learning standards for computer and cybersecurity education. A team of North Dakota educators started this work last year. We expect to have these standards finished in February. We will be the first state in the nation to have a comprehensive set of PK-12 computer and cybersecurity standards for our classrooms.

The second prong is to have a professional teaching credential for computer and cyber science to add to their existing teaching license. It is important for our North Dakota students, parents and schools to have proper training for our educators to convey these new learning standards.

Senator Rust has introduced a bill to establish this credential. It will have its first hearing in Senate Education tomorrow.

The third prong which is included in this budget is to provide teacher training. Our goal is to train 700 teachers for the computer and cybersecurity credential. We want to train one teacher for every 160 students in North Dakota. This training will cost an average of \$8,000 dollars per teacher.

This funding would ensure at least 1 teacher will be trained/qualified in every school with under 300 students enrolled; at least 2 teachers trained/qualified in every school with enrollment between 300 and 700 and; at least 3 teachers trained/qualified in every school with enrollment over 700.

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**Strategic Vision** – I mentioned earlier that we coordinated the facilitation of North Dakota’s first-ever PK-12 strategic vision. Here is a copy of the results of that work and the aligned objectives and initiatives. We are asking for \$300,000 to continue this collaborative work on the Strategic Vision for education. On page 2 you will notice the members of the steering committee who represent the many diverse North Dakota education stakeholder groups. Our committee’s most recent meeting was yesterday.

All of our stakeholders are doing excellent work in education. But there is a need to make sure we’re using a common framework of goals to more efficiently drive better student performance. The steering committee asked me to provide you with this additional information to best explain our work thus far.

**Quality Rating & Improvement System** – The QRIS is intended to provide information to our parents, communities, and businesses about the availability and quality of early childhood education programs and child care centers in communities throughout the state. The governor included \$150,000 dollars to transfer the responsibility of conducting this “quality rating and improvement system” to us from the Department of Human Services. The House Human Services Committee is hearing HB1104 to do this.

**Restore 1 FTE** -- We have made significant organizational changes in the last biennium which we believe has made DPI a more efficient organization. The agency

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currently has 91.75 FTEs which is down from 99.75 which we had in the 2015-2017 biennium. During the oil boom, DPI did not expand the number FTEs we had at our agency. We have utilized technology to gain efficiencies and continue to do so.

During the last session we were asked to cut eight positions and we did. This meant laying off some employees. We had an enrollment of 93,406 public school students in 2009. It is now 110,842. In two years we expect that number to be 116,347. That is a 25% increase.

When the governor unveiled his budget guidelines for the 2019 session, he asked us to cut an additional four positions – reducing our number to 87.5 FTEs. Our budget plan accomplished this. However, we requested that 1 FTE be restored, and this request was included in the Executive Budget. We ask that this same request be taken into consideration by this committee. This would help us maintain the momentum for the education initiatives that have resulted in positive student outcomes this last biennium.

**Adult Education** – We also support the Governor’s recommended restoration of the Adult Education Funding to pre-2017 session levels to continue the support of our students earning their GED in our adult learning centers. The Pass Rate success I mentioned earlier can only continue with adequate financial support. Our state’s workforce needs to require these types of programs.



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Our budget bill also historically includes a number of grants that are called “pass-through grants.” At the request of the legislature, NDDPI distributes the grants appropriated by the legislature to various organizations and agencies for different initiatives. Many individuals representing those pass-through grants are also here today.

Chairman Holmberg and members of the committee, I want to conclude by thanking all of you for your service and your hard work. This is the beginning of our journey together on this budget. We know you have difficult budget choices to make in this session. I and everyone at the Department of Public Instruction look forward to working with you, answering your questions and providing you with information.

Mr. Chairman, I would now like to introduce Mr. Jamie Mertz, Director of NDDPI’s Fiscal Management Office, to provide testimony on the Department of Public Instruction’s administrative funding requests.

Mr. Mertz will be followed in testimony by Mr. Adam Tescher. There are also several staff members from the department here today.

We welcome any questions you may have.

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# STATE EDUCATION ORGANIZATION ALIGNMENT

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With the North Dakota PK-12 Education  
Strategic Vision Framework



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## PK-12 Education Strategic Vision Framework

**Our vision is that all students will graduate choice ready with the knowledge, skills and disposition to be successful**

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**We will make progress toward this vision by achieving these long-term outcomes for students**

- Increase students who enter kindergarten prepared to learn
- Increase students who demonstrate reading proficiency in 3<sup>rd</sup> grade
- Increase students who meet expected learning gains each year
- Increase students who engage in learning
- Increase students who graduate choice ready
- Reduce the disparity in achievement for students in poverty and for Native American students

**We will drive improvement on these outcomes through focused effort within these strategic themes**

**Quality early childhood education**

**Support for safe and healthy behaviors**

**Career exploration**

**Quality education personnel**

**Quality instruction for personalized learning**

**Strategic Theme: Quality Early Childhood Education**

Organization	Objectives	Initiatives
Department of Public Instruction	<ol style="list-style-type: none"> <li>1. Effectively implement a quality rating and improvement system (QRIS)</li> <li>2. Expand quality early childhood education opportunities</li> </ol>	<ol style="list-style-type: none"> <li>1a. Enhance the QRIS with key components for all early childhood education programs (ECEs)</li> <li>1b. Increase participation in the QRIS</li> <li>2a. Develop a start-up toolkit for new quality ECEs</li> <li>2b. Design and implement a state level advocacy plan for high quality early childhood education</li> </ol>
Center for Distance Education	<ol style="list-style-type: none"> <li>1. Increase the number of kindergarteners that can read in ND</li> <li>2. Expand opportunities for young learners to participate in activities that result in development of the executive function</li> </ol>	<ol style="list-style-type: none"> <li>1a. Increase access to reading programs by partnering with Waterford Institute to implement their UPSTART model in ND</li> <li>1b. Provide program support for parents and their learner</li> <li>2a. Procure SmartLab components that support PK-2 learning (Primary Layer)</li> <li>2b. Provide age appropriate training to PK-2 facilitators</li> </ol>
EDUTECH	<ol style="list-style-type: none"> <li>1. Provide educational technology infrastructure &amp; tools to support quality early childhood education</li> <li>2. Deliver educational technology professional development and resources to educators that elevate the impact of Pre-K2 education</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide collaboration/communication technology tools and services for early childhood educators in order to share best practices and curricula</li> <li>2a. Deliver workshops on 1:1 device applications that engage young learners</li> <li>2b. Promote and facilitate statewide initiatives, such as integrated Computer and Cyber Science foundations</li> </ol>
Career and Technical Education	<ol style="list-style-type: none"> <li>1. Expand and support quality early childhood education opportunities</li> </ol>	<ol style="list-style-type: none"> <li>1a. Promote early childhood career exploration through workplace learning opportunities</li> </ol>
Education Standards and Practices Board	<ol style="list-style-type: none"> <li>1. Provide quality pre-service experiences in birth-grade 3 settings</li> <li>2. Collaborate across agencies</li> </ol>	<ol style="list-style-type: none"> <li>1a. Change ESPB early childhood standard to reflect stakeholder definition of quality early childhood pre-service teaching experience (completed 5/2018)</li> </ol>
Governor's Office	<ol style="list-style-type: none"> <li>1. Work with appropriate stakeholders to discuss strategy for budget/legislative session for ECE</li> <li>2. Optimize distribution of ECE/child care related oversight/regulation between DHS and DPI</li> </ol>	<ol style="list-style-type: none"> <li>1a. Re-energize ECE council originally established by governor's office</li> <li>1b. Engage Ed legislative leadership to discuss strategy for ECE in '19 session</li> <li>2a. Explore and promote statutory changes that better support the missions of both organizations</li> </ol>
ND United		<ol style="list-style-type: none"> <li>1a. Continue to advocate for funding that assures all children have access to Pre-K if parents choose</li> <li>1b. Continue to lobby at the legislature and also engage members on importance of Pre-K</li> </ol>

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Organization	Objectives	Initiatives
NDSBA	1. Increase the number of children reading at grade level by the end of 3 <sup>rd</sup> grade	1a. Support legislative efforts that make PreK more available and affordable for more families in North Dakota without supplanting funds from K-12 education
NDACTE	1. Increase awareness of the collaborative partnerships teacher preparation programs have with state agencies and early childhood programs throughout North Dakota	1. Share NDACTE meeting information and initiatives with the ND ECE Higher Ed Consortium to support potential opportunities to further partnerships between Higher Ed Institutions and ECE agencies
NDCEL	1. Policy / legislative support	1. Represent school leaders by monitoring legislative/state agency initiatives, policy shifts, and funding shifts and advocate for or against such pieces on the basis of what is best for students

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**Strategic Theme: Support for Safe and Healthy Behaviors**

Organization	Objectives	Initiatives
Department of Public Instruction	1. Enhance collaboration and partnerships to support students and families	1a. Facilitate partner collaboration to initiate a cultural change within the student body and educational community 1b. Create a framework and provide resources for all students to succeed academically and behaviorally 1c. Collaborate with stakeholders to ensure full implementation of policies in the area of safe & healthy behavior
Center for Distance Education	1. Distribution and instruction of online curriculum in all instructional areas that focus on healthy behaviors 2. Reengineering of the classroom with SmartLab implementation allowing for a teacher facilitation model	1a. Continued development and engagement of courses for teachers and students in the area of mental health 2a. 30-hour training program for classroom teachers with a SmartLab to help them redesign traditional pedagogical models to facilitate learning environments that allow them to build healthy relationships with learners
EDUTECH	1. Provide guidance on technology tools, resources, and online best practices 2. Partner with state agencies by providing technology tools and learning opportunities to support statewide behavioral health programs	1a. Provide web filtering/guidance to schools to minimize access to objectionable material 1b. Provide resources to ensure safe and secure teacher/student online behaviors 2. Provide professional development and resources for educators, including Behavioral Health Service resources, GIS crowdsourcing tools, digital storytelling training, and community interactions
Career and Technical Education	1. Expand and support Career and Technical Education Student Organizations (CTSO)	1a. Increase awareness of leadership opportunities to support healthy behaviors
Education Standards and Practices Board	1. All teacher education colleges will provide mental health competency training (required 8/2016)	1a. Collaboration with DPI for resources for Higher Education (completed) 1b. Analyze data to determine where training is given and provide support as needed (ongoing)
Small Organized Schools		1a. NDSOS can assist by providing access to online bus driver training (INFINIT-I); promoting mental health/suicide training (i.e. Tom Nitschke's 'I Am Resilient' Program); and resources for drug (opioid) prevention.
Regional Education Agencies	1. Facilitate professional learning aligned with Promotion and Prevention for schools 2. Support DPI's initiatives 1a & 1b	1a. Continue to identify evidence-based opportunities that can be implemented in an educational community 1b. Assist schools in the implementation of selected practices/programs 1c. Promote appropriate data utilization to evidence progress towards strategic theme
Governor's Office	1. Increase focus on needs of students and schools facing behavioral health challenges 2. Better leverage state dollars in behavioral health to support schools	1a. Expand Recovery Reinvented initiative to include behavioral health 2a. Work with DHS to make public services related to behavioral health more school-facing 2b. Work to increase awareness among school leaders of behavioral health resources available locally, regionally

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Organization	Objectives	Initiatives
ND United		1a. Provide members and non-members with access to "Mindful Me, Mindful You" training 1b. Provide members and non-members access to book studies this fall for credit through UND 1c. Focus on understanding childhood trauma and teacher self-care at the annual summer "Professional Growth Institute"
NDSBA	1. Increase the amount of quality learning time for all students	1a. Provide "Best Practices" policies regarding student behavior, discipline, and school safety 1b. Support the Governor's office initiative to education school board members and district staff on behavior health resources that are available
NDACTE	1. Facilitate awareness of the effectiveness of teacher candidate training 2. Provide mental health training for teacher candidates	1. Provide data on first-year teacher skills related to supporting safe and healthy behaviors: Graduate data of first-year teachers' perception of readiness and the Supervisors' assessment of the teachers' readiness to support safe and healthy behaviors in Pre-K 12 schools will be analyzed for data-based decision making in educator preparation programs and shared with ND agencies and stakeholders 2. Each Teacher Preparation program developed plans to meet ESPB state standards for mental health training and increase teacher candidate preparation
NDCEL	1. Support Department of Human Service/Department of Public Instruction initiatives that support K12 schools 2. Provide opportunities for coordinated PD for school staff	1a. Pursue funding, policy alignment, and coordination of services that can better provide support to K12 schools in the area of safe and healthy behaviors 1b. Active supportive work representing school leaders with legislature and state agencies to help pursue positive strides toward support toward programs

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**Strategic Theme: Career Exploration**

Organization	Objectives	Initiatives
Department of Public Instruction	<ol style="list-style-type: none"> <li>1. Ensure K-12 students have access to quality career counseling and education</li> <li>2. Increase exposure and engagement in hands-on career exploration</li> </ol>	<ol style="list-style-type: none"> <li>1a. Facilitate creation of pillars of quality career counseling and education</li> <li>1b. Expand and enhance quality career counseling and education practices</li> <li>2a. Ensure career exploration opportunities are meaningful and tied to student four-year rolling plans</li> <li>2b. Work with partners to foster working relationships between business, community, schools across the state, and other state partners</li> </ol>
Center for Distance Education	<ol style="list-style-type: none"> <li>1. Increase the number of online and blended career exploration opportunities for learners</li> <li>2. Design certificate programs for learners that produce credits and prepare them for the work force</li> </ol>	<ol style="list-style-type: none"> <li>1a. Continue to seek partnerships with curriculum designers that produce relevant content for tomorrow's workforce</li> <li>2a. Implementation of collaborative, real world, development projects, conducted and supported by various learners in SmartLabs around ND</li> <li>2b. Provision for certifications in cyber security technician and UAS pilot's license</li> </ol>
EDUTECH	<ol style="list-style-type: none"> <li>1. Provide educational technology infrastructure, tools and programs that increase access to and information on careers, and help students compete and succeed</li> </ol>	<ol style="list-style-type: none"> <li>1a. Expand AskMe program throughout the state</li> <li>1b. Promote ND Insights portal for access to information on programs / pathways to high demand careers and Job Service's ND Workforce Intelligence</li> <li>1c. Coordinate the ND "K-20W" initiative, a collaborative effort aligning K-20 cyber education, workforce priorities, and operational security</li> </ol>
Career and Technical Education	<ol style="list-style-type: none"> <li>1. Increase exposure and engagement in hands-on career exploration through the expansion of industry partnerships</li> </ol>	<ol style="list-style-type: none"> <li>1a. Expand and support quality career and technical education programming</li> <li>2b. Maintain advisory committee communication to increase partnerships between business and community stakeholders</li> </ol>
Education Standards and Practices Board	<ol style="list-style-type: none"> <li>1. Support for an "education careers" pathway with CTE, higher ed, and Bismarck Public Schools</li> </ol>	<ol style="list-style-type: none"> <li>1a. Spoke before BPS school board</li> </ol>
Small Organized Schools		<ol style="list-style-type: none"> <li>1a. Promote Rural Schools Collaborative place-based education and continue to support state-wide career exploration such as NDCDE in addition to supporting regional (REAs) and state (NDCTE and NDDPI) efforts</li> </ol>
Regional Education Agencies	<ol style="list-style-type: none"> <li>1. Advocate for a progressive career exploration continuum for students K-12</li> <li>2. Support 2b</li> </ol>	<ol style="list-style-type: none"> <li>1a. Connect schools with appropriate industry and business representatives to align initiatives</li> <li>1b. Promote appropriate data utilization to evidence progress towards strategic theme</li> <li>2a. Collaborate with CTE Centers</li> </ol>
Governor's Office	<ol style="list-style-type: none"> <li>1. Better promote career ready practices</li> <li>2. Support expansion of Computer Science and Cyber Security Education</li> <li>3. Better integrate CTE into other state government K-12 departments</li> </ol>	<ol style="list-style-type: none"> <li>1a. Leverage communications team to explore opportunities to better raise CRP awareness</li> <li>2a. Consider recommendations of K-20W work group in budget and policy recommendations for 2019 legislative session</li> <li>3a. Holistic CTE as one focus of K-12 Governance Working Group</li> </ol>
ND United		<ol style="list-style-type: none"> <li>1a. Engage in partnership with the NEA Foundation to find a way to bring more CTE options to Native American students in the state</li> </ol>

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Organization	Objectives	Initiatives
NDSBA	1. Secure adequate funds for all districts to provide a rich curriculum that includes expanded CTE options	1a. Advocate for adequate and sustainable K-12 funding to allow for additional staff and curriculum to provide meaningful CTE courses, especially in smaller school districts
NDACTE	1. Increase apprenticeship opportunities that can be linked to high school coursework for credit	1a. Each Teacher Preparation program can explore collaborations with state agencies and schools to implement a strategic approach to increase apprenticeship opportunities with mutual benefit to businesses/organizations and students
NDCEL	1. Support of CTE Directors and Ed Leaders in policy / professional development	1a. Work with CTE Directors and all Educational Leaders to assist in filling professional development and coordination gaps that can enhance student career exploration

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SB 2013  
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PM #2

**Strategic Theme: Quality Education Personnel**

Organization	Objectives	Initiatives
Department of Public Instruction	<ol style="list-style-type: none"> <li>1. Increase rigor and relevance of educator enhancement and performance management systems</li> <li>2. Reduce vacancies in hard to staff areas with effective educators</li> </ol>	<ol style="list-style-type: none"> <li>1a. Partner in establishing new and supporting existing high quality coaching, mentoring and professional development for educators</li> <li>1b. Increase support for fidelity of educator evaluation and continuous improvement systems</li> <li>1c. Collaboration with educator preparation stakeholders to design quality coursework</li> <li>2a. Continue to secure and promote incentives</li> <li>2b. Continue collaborations and develop partnerships to expand pathways to licensing and credentialing</li> </ol>
Center for Distance Education	<ol style="list-style-type: none"> <li>1. Development of teachers that provides a process for student learning</li> <li>2. Training opportunities for educators that increase their proficiency in online and blended teaching along with the implementation of competency based learning</li> </ol>	<ol style="list-style-type: none"> <li>1a. Refinement of a "Teacher Process" which allows for a methodology that focuses on applying teaching and learning that data has proven works</li> <li>1b. Development and support of an LMS and SIS that allows for teachers to manage intervention strategies with relevant data</li> <li>2a. Provide blended learning, college credit bearing training opportunities in an "Online Teaching Certification" program and with a 30-hour SmartLab facilitator training program</li> </ol>
EDUTECH	<ol style="list-style-type: none"> <li>1. Provide professional learning opportunities and outreach to facilitate statewide computer and cyber science education</li> <li>2. Provide technology infrastructure, tools, and professional development opportunities to increase the impact of statewide initiatives</li> <li>3. Provide professional development opportunities on data-driven decision making</li> </ol>	<ol style="list-style-type: none"> <li>1a. Utilize NICERC, code.org, Microsoft certifications within EduTech staff to facilitate statewide cyber education initiatives for K-12 educators</li> <li>2a. Deliver an annual educational technology conference to allow educators to more effectively utilize state resources; present at other statewide conferences</li> <li>2b. Provide technology coaching in support of quality instruction</li> <li>3a. Introduce educators to student data in the SLDS to access/analyze continuous improvement of student learning; provide ongoing professional development for online curriculum "Develop Your Data Mindset"</li> <li>3b. Continually improve tools within PowerSchool, SLDS, eTranscript</li> </ol>
Career and Technical Education	<ol style="list-style-type: none"> <li>1. Improve Career and Technical Education programs through evaluation</li> </ol>	<ol style="list-style-type: none"> <li>1a. Expand strong support for CTE instructors through site-based comprehensive evaluations including curriculum, instructional strategies, data analysis and program specific professional development</li> <li>1b. Verify appropriate industry/teaching certifications</li> </ol>
Education Standards and Practices Board	<ol style="list-style-type: none"> <li>1. Maintain qualifications for alternate access licensure</li> </ol>	<ol style="list-style-type: none"> <li>1a. Provide opportunities for a "narrow" license as a component of alternate access licensure</li> <li>1b. Work with higher education to develop a "boot camp" for Alternate Access license individuals</li> <li>1c. HB 1098 enables individuals to teach with a minor and expanded the grade band for both elementary and secondary</li> </ol>
Regional Education Agencies	<ol style="list-style-type: none"> <li>1. Support school utilization of evaluation systems</li> </ol>	<ol style="list-style-type: none"> <li>1a. Identify education personnel needs on a regional basis</li> <li>1b. Provide growth opportunities aligned with evidence-based instructional framework</li> <li>1c. Promote appropriate data utilization to evidence progress towards strategic theme</li> </ol>

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 SB 2013

Organization	Objectives	Initiatives
Governor's Office	<ol style="list-style-type: none"> <li>1. Explore policy levers to financially and positionally recognize educators taking leadership roles to improve student learning</li> <li>2. Address workforce issue of teacher licensure</li> </ol>	<ol style="list-style-type: none"> <li>1a. Study similar initiatives, such as Iowa's TLC; work with legislative leadership and reflect priority in 2019 executive budget recommendation as part of broader education budget</li> <li>2a. Include teacher licensure as part of broader licensure study now underway as result of US Department of Labor grant</li> </ol>
ND United		<ol style="list-style-type: none"> <li>1a. Use videos, social media, our magazine and award-winning podcast to promote the incredible work teachers do every day</li> <li>1b. Bargain and lobby to make sure teachers are paid the salary and benefits they deserve while also assuring a safe work environment</li> <li>1c. Provide scholarships to college students and grants to current teachers</li> <li>1d. Increase the number of Nationally Board-Certified teachers in ND</li> <li>1e. Provide PD to help teachers achieve success in the classroom</li> </ol>
NDSBA	<ol style="list-style-type: none"> <li>1. Encourage more young people to consider a career in public education</li> </ol>	<ol style="list-style-type: none"> <li>1a. Explore methods to cost effectively promote the value of education careers to high school students throughout the state</li> </ol>
NDACTE	<ol style="list-style-type: none"> <li>1. Use quality data to continuously evaluate and improve online and on-campus teacher quality</li> <li>2. Collaborate with PK-12 schools to identify current initiatives and practices</li> <li>3. Work with the Education Standards and Practices Board (ESPB) to provide alternate access options that maintain teacher quality</li> <li>4. Collaborate with PK-12 to help meet their employment and professional development needs</li> </ol>	<ol style="list-style-type: none"> <li>1. Increased validity and reliability of student teacher, completer and employer assessment instruments that provide meaningful data to be combined with stakeholder feedback to inform data driven decisions for continuous improvement</li> <li>2. Continue to collaborate with PK-12 schools to ensure teacher preparation programs are including the practices and skills needed in today's schools</li> <li>3. Communication among institutions, ESPB, and PK-12 schools to improve plan of study options and meet the state's needs for educators</li> <li>4. Collaborate with REAs and districts to identify professional development needs and design continuing education and graduate coursework options to meet those needs; NDACTE schools will work with PK-12 school partners and other groups such as the Rural Teacher Corps to determine employment needs</li> </ol>
NDCEL	<ol style="list-style-type: none"> <li>1. Leadership Development of all school leaders</li> <li>2. Coordination of statewide PD with all stakeholders and PD providers</li> <li>3. Administrator Mentorship</li> </ol>	<ol style="list-style-type: none"> <li>1a. Support of NDLEAD Center and administrator professional development</li> <li>1b. Continue to be key provider of professional development for educational leaders while actively coordinating with other service providers such as REA's, Learning Forward, EduTech, NDDPI, NDCTE, and others to ensure delivery and coordination of appropriate statewide professional development in all areas of need</li> <li>1c. Continue to provide high level statewide professional development for all educational leader subgroups then subsequently assisting in coordinating supplemental deep dive PD</li> <li>1d. Work to coordinate with all PD providers in an attempt to consolidate all PD offerings into one statewide location while providing behind-the-scenes coordination, event planning, and hosting of online and archived work for all groups while providing potential graduate credit and possible micro credential opportunity through this consolidated effort</li> <li>1e. Coordination and pull through of Academic Leadership Academy with various strands and ability to achieve graduate certificate upon achievement and possible micro-badge work for partial attendance</li> </ol>

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**Strategic Theme: Quality Instruction for Personalized Learning**

Organization	Objectives	Initiatives
Department of Public Instruction	<ol style="list-style-type: none"> <li>1. Research and define personalized learning methods and tools</li> <li>2. Build capacity for districts and schools to implement personalized learning</li> </ol>	<ol style="list-style-type: none"> <li>1a. Understand current landscape of personalized learning in education and promising instructional models and tools</li> <li>1b. Collaborate with stakeholders to identify or create a framework to build a common understanding for personalized learning</li> </ol>
Center for Distance Education	<ol style="list-style-type: none"> <li>1. Increase use of personalized learning technologies.</li> <li>2. Provide schools with learning laboratories that focus on personalization</li> </ol>	<ol style="list-style-type: none"> <li>1a. Continue pilots and implementation programs with Knewton adaptive software and my foundations lab</li> <li>2a. Installation, training, and support of a SmartLab for every school district in the state of ND</li> </ol>
EDUTECH	<ol style="list-style-type: none"> <li>1. Deliver technology, tools, and professional development to build statewide capacity for educators</li> <li>2. Engage in and support DPI's Personalized Learning Action Team</li> </ol>	<ol style="list-style-type: none"> <li>1a. Assist schools in ensuring online content is inclusive and meets federal accessibility requirements (ADA)</li> <li>1b. Partner to build knowledge capacity for personalized learning</li> <li>2a. Provide infrastructure, expertise to the DPI Personalized Learning Action Team</li> </ol>
Career and Technical Education	<ol style="list-style-type: none"> <li>1. Support CTE instructors in providing personalized learning to all students</li> </ol>	<ol style="list-style-type: none"> <li>1a. Provide student access to appropriate industry certification through CTE</li> <li>1b. Support and expand CTSO leadership and competitive activities in school districts</li> </ol>
Regional Education Agencies	<ol style="list-style-type: none"> <li>1. Assist and support schools in utilizing appropriate personalized learning strategies/tools/methods</li> </ol>	<ol style="list-style-type: none"> <li>1a. Increase access to ongoing, job-embedded professional learning utilizing identified personalized learning strategies/tools/methods</li> <li>1b. Promote appropriate data utilization to evidence progress towards strategic theme</li> </ol>
Governor's Office	<ol style="list-style-type: none"> <li>1. Support the adoption of personalized learning in North Dakota schools</li> </ol>	<ol style="list-style-type: none"> <li>1a. Champion recommendations of Innovative Education Task Force, focused on competency based, personalized learning. Initiatives include both policy and budgeting considerations</li> </ol>
ND United		<ol style="list-style-type: none"> <li>1a. The Cutting Ed Podcast: focus on the innovation taking place in schools</li> <li>1b. Provide panels on "innovation" at all PD conferences</li> <li>1c. Secure funding to research what is holding back educators from fully embracing Personalized Learning</li> </ol>
NDACTE	<ol style="list-style-type: none"> <li>1. Integrate curriculum to support theories and practices supporting personalized learning in teacher preparation programs</li> </ol>	<ol style="list-style-type: none"> <li>1a. Visit and work with PK-12 personalized learning schools to increase faculty and teacher candidate involvement. Continue to incorporate research-based practices in teacher education curriculum</li> </ol>
NDCEL	<ol style="list-style-type: none"> <li>1. Leadership development and PD in the area of Innovative Instruction</li> </ol>	<ol style="list-style-type: none"> <li>1. ND Innovation Academy partnership with Ted Dintersmith (currently) with ongoing development of future cohorts led by ND professionals</li> </ol>

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# 3

## North Dakota PK-12 Education Strategic Vision Framework

This framework was developed by the Pk-12 Education Vision Steering Committee through several months of review of student achievement data, and stakeholder engagement including interviews, surveys and regional discussions. This strategic framework:

- a. Is student-focused, centered on what is best for the children of North Dakota
- b. Was created through a collaborative effort
- c. Is based on shared values
- d. Allows state organizations to have a greater impact as a whole than individually
- e. Establishes mutual accountability for student outcomes
- f. Represents a moral imperative
- g. Provides a clear direction to make decisions and choices
- h. Leads to organized support for schools
- i. Creates efficiencies
- j. Reinforces resources
- k. Guides ongoing work together.

This strategic framework is not designed to be:

- a. Regulatory
- b. A school district or school mandate
- c. A tracking or reporting system
- d. Just a piece of paper or a yearly report.

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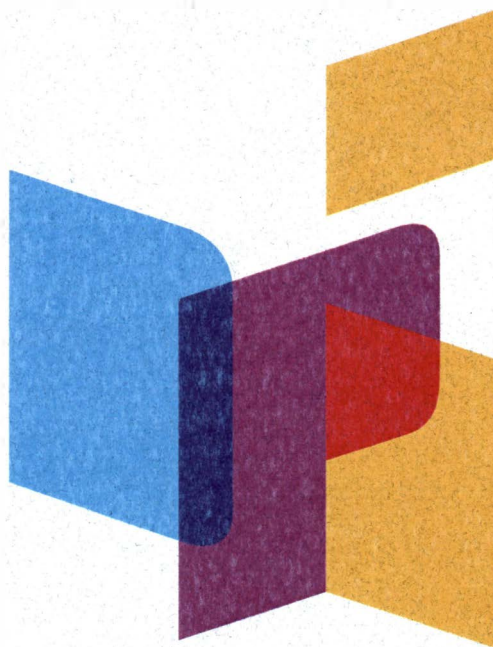
North Dakota Department  
of Public Instruction

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SB2013  
1-15-19  
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**Kirsten Baesler**  
**State Superintendent**

**Testimony to the Senate  
Appropriations Committee**



**January 2019**

600 E Boulevard Avenue, Dept. 201  
Bismarck, ND 58505-0440  
<http://www.nd.gov/dpi>

**Testimony on HB 2013 - Senate Appropriations**

**January 15, 2019**

**ND Department of Public Instruction**

**Kirsten Baesler, State Superintendent**

SB 2013

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P1B

Agenda

Opening Remarks – State Superintendent Kirsten Baesler

Administrative Funding – Jamie Mertz, Fiscal Director

School Finance – Adam Tescher, Director of School Finance

**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

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**Department of Public Instruction (201)**

**Kirsten Baesler, State Superintendent**

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Department of Public Instruction (201)  
2019-2021 Biennial Budget Request / Funding Analysis

	1 2017-2019 Appropriation	2 Base Level	3 Executive Budget	4 Agency Request
<b>1 Administration:</b>				
2 Salaries & Wages	\$ 17,439,176.00	\$ 17,439,176.00	\$ 18,213,061.00	\$ 18,213,061.00
3 Operating Expense	30,165,005.00	30,165,005.00	35,444,947.00	31,652,005.00
<b>4 Total</b>	<b>\$ 47,604,181.00</b>	<b>\$ 47,604,181.00</b>	<b>\$ 53,658,008.00</b>	<b>\$ 49,865,066.00</b>
<b>5 Integrated Formula Payment</b>				
6 Funding : General	\$ 1,334,657,258.00	\$ 1,334,657,258.00	\$ 1,436,604,517.00	\$ 1,436,604,517.00
7 Special	600,546,905.00	415,546,905.00	614,097,806.00	614,097,806.00
<b>8 Total</b>	<b>\$ 1,935,204,163.00</b>	<b>\$ 1,750,204,163.00</b>	<b>\$ 2,050,702,323.00</b>	<b>\$ 2,050,702,323.00</b>
<b>9 Grants - Special Education</b>	\$ 19,300,000.00	\$ 19,300,000.00	\$ 25,000,000.00	\$ 25,000,000.00
<b>10 Grants - Transportation</b>	\$ 55,400,000.00	\$ 55,400,000.00	\$ 55,400,000.00	\$ 55,400,000.00
<b>11 Rapid Enrollment Grants</b>	\$ 6,000,000.00	\$ -	\$ -	\$ -
<b>12 Power School</b>	\$ 5,500,000.00	\$ 5,500,000.00	\$ -	\$ -
<b>13 Grants - Program Grants</b>				
14 Adult Education Matching Funds	\$ 3,100,000.00	\$ 3,100,000.00	\$ 4,100,000.00	\$ 4,100,000.00
15 Reduced Breakfast Program Funds	200,000.00	200,000.00	200,000.00	200,000.00
16 School Lunch Matching Funds	1,380,000.00	1,380,000.00	1,380,000.00	1,380,000.00
17 Cyber Security Training Grants	-	-	3,000,000.00	6,000,000.00
18 Professional Development - Leadership	-	-	-	300,000.00
19 Grant Pool	2,230,711.00	1,530,000.00	1,809,711.00	1,809,711.00
<b>20 Total</b>	<b>\$ 6,910,711.00</b>	<b>\$ 6,210,000.00</b>	<b>\$ 10,489,711.00</b>	<b>\$ 13,789,711.00</b>

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**21 Grants - Pass Thru Grants**

22 Global Bridges	\$ 200,000.00	\$ 200,000.00	\$ -	\$ -
23 ND Museum of Art	350,000.00	350,000.00	328,789.00	328,789.00
24 North Central Council for School Television	238,000.00	238,000.00	223,576.00	223,576.00
25 Northern Plains Writing Project	10,000.00	10,000.00	10,000.00	10,000.00
26 Red River Writing Project	10,000.00	10,000.00	10,000.00	10,000.00
27 Teacher Support System (ESPB)	2,050,000.00	2,050,000.00	1,925,764.00	1,925,764.00
28 We the People	10,000.00	10,000.00	10,000.00	10,000.00
29 Young Entrepreneur Education Program	30,000.00	30,000.00	30,000.00	30,000.00
<b>30 Total</b>	<b>\$ 2,898,000.00</b>	<b>\$ 2,898,000.00</b>	<b>\$ 2,538,129.00</b>	<b>\$ 2,538,129.00</b>

**31 Grants - Other Grants**

32 Federal Program Grants	\$ 271,837,705.00	\$ 253,837,705.00	\$ 281,837,705.00	\$ 286,837,705.00
33 Displaced Homemaker	225,000.00	225,000.00	225,000.00	225,000.00
34 English Language Learner Grants	500,000.00	-	-	-
35 Governor's School	220,000.00	-	-	-
36 REA Merger Grants	100,000.00	-	-	-
37 PreK Program from Commerce	-	-	3,000,000.00	-
38 Teacher Loan Forgiveness from NDUS	-	-	2,000,000.00	-
<b>39 Total</b>	<b>\$ 272,882,705.00</b>	<b>\$ 254,062,705.00</b>	<b>\$ 287,062,705.00</b>	<b>\$ 287,062,705.00</b>

**40 Special Line Items**

41 Transportation Efficiency	\$ 30,000.00	\$ 30,000.00	\$ 27,000.00	\$ 27,000.00
42 National Board Certification	120,000.00	120,000.00	108,000.00	108,000.00

**43 Total Appropriation**

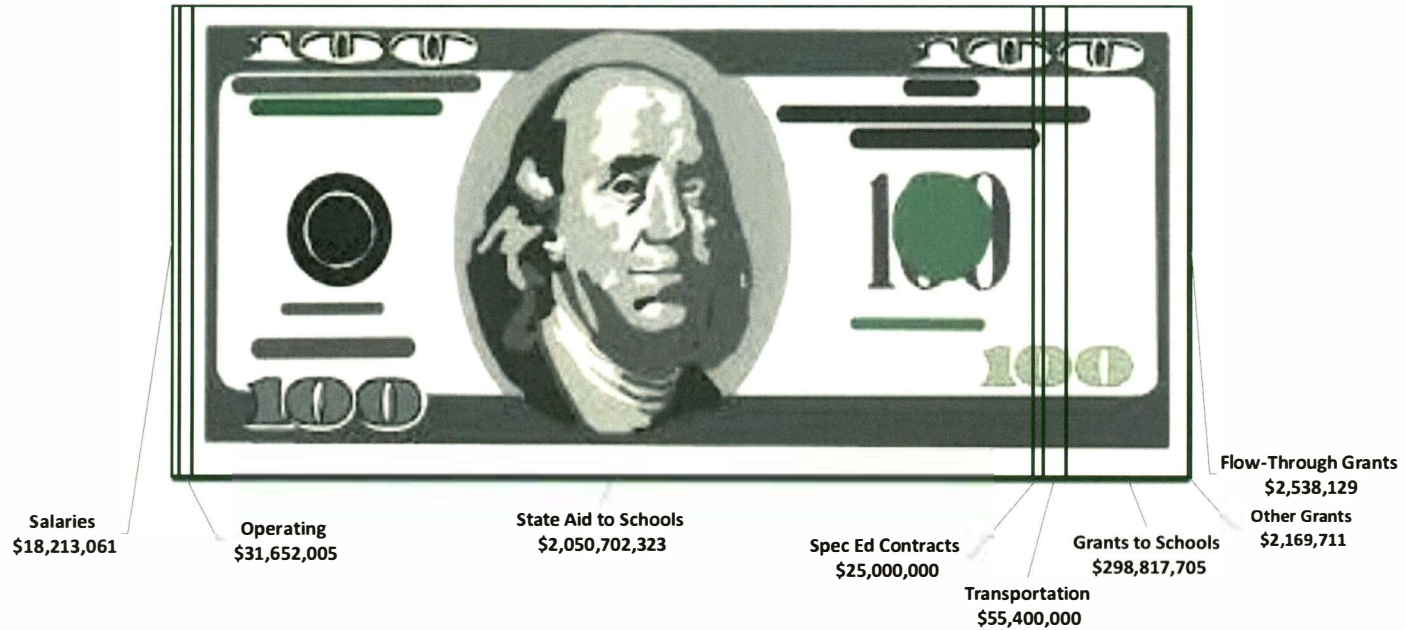
<b>43 Total Appropriation</b>	<b>\$ 2,351,849,760.00</b>	<b>\$ 2,141,329,049.00</b>	<b>\$ 2,484,985,876.00</b>	<b>\$ 2,484,492,934.00</b>
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**44 Department Wide Funding Sources:**

45 General Funds	\$ 1,436,302,695.00	\$ 1,250,281,984.00	\$ 1,547,496,484.00	\$ 1,542,003,542.00
46 Federal Funds	306,306,970.00	288,306,970.00	323,164,687.00	328,164,687.00
47 Special Funds	609,240,095.00	602,740,095.00	614,324,705.00	614,324,705.00
<b>48 Total</b>	<b>\$ 2,351,849,760.00</b>	<b>\$ 2,141,329,049.00</b>	<b>\$ 2,484,985,876.00</b>	<b>\$ 2,484,492,934.00</b>

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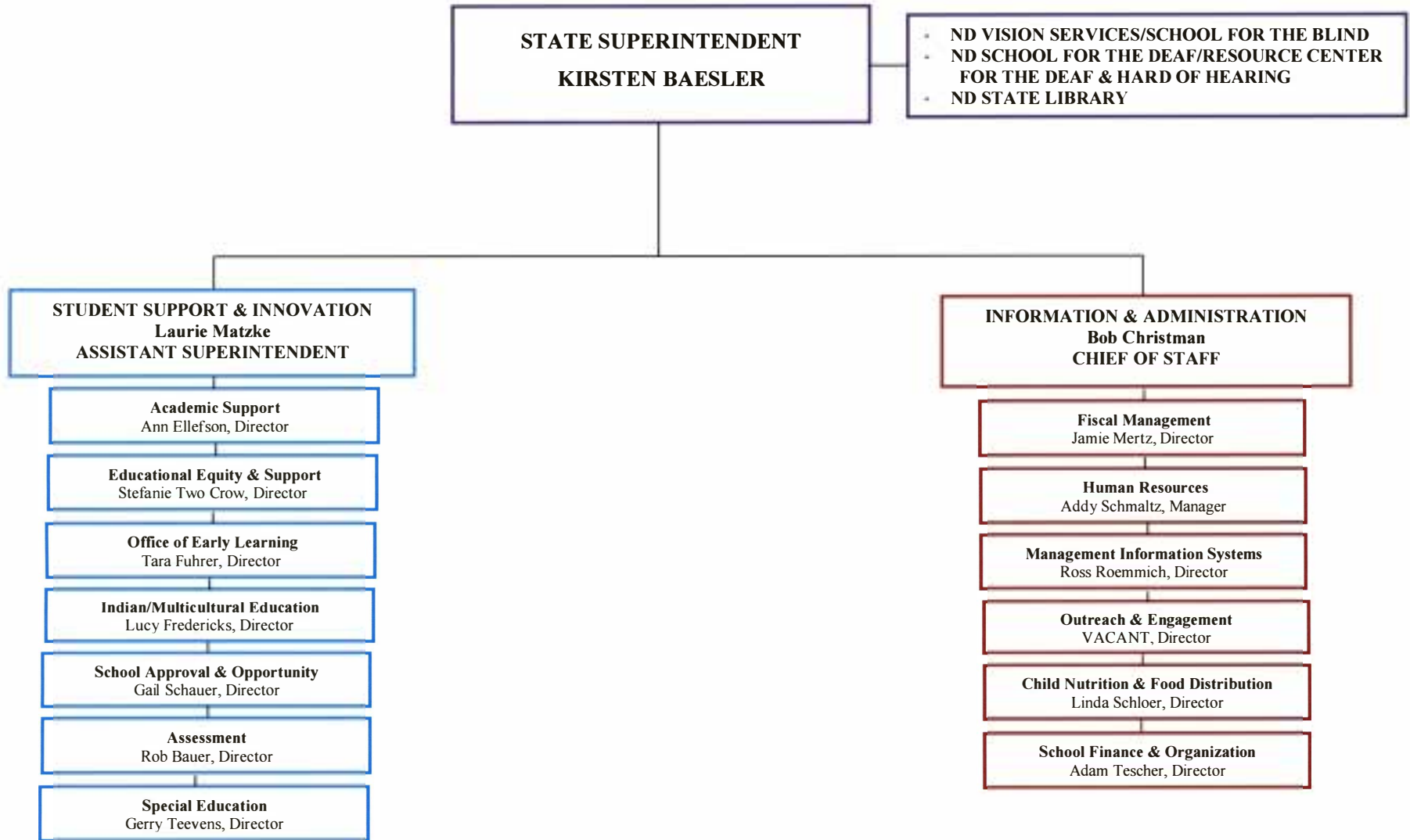
# NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION HOW IS THE MONEY SPENT?



**TOTAL BUDGET: \$2,484,492,934**

SB 2013  
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NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION  
ORGANIZATIONAL CHART – JANUARY 2019



SB 2013  
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**ND Department of Public Instruction (201)  
Federal Funds Summary  
Fiscal Year 2017-2018**

*SB 2013  
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Catalog #	Grant Name	Administrative Funds	Grant Funds to School Districts	Grant Funds to Others	Total Grant Award
Child Nutrition Programs Block Consolidated Programs (Includes School Lunch, School Breakfast, Afterschool Snacks, Child Care Center Food Reimbursement & Summer Food Service Program)					
10.555	Child and Adult Care Food Program	\$ 57,554.82	\$ 27,784,222.81	\$ 926,858.58	\$ 28,768,636.21
10.558	Child and Adult Care Food Program	191,721.76	775,045.95	9,305,632.02	10,272,399.73
10.560	State Administrative Expenses for Nutrition Programs	1,369,209.06	249,544.00		1,618,753.06
10.565	Commodity Supplemental Food Program	56,294.14		98,157.25	154,451.39
10.567	Food Distribution Program on Indian Reservations	469,599.66		998,255.48	1,467,855.14
10.568	The Emergency Food Assistance Program	61,246.18		52,821.05	114,067.23
10.574	Team Nutrition	29,982.12	37,323.08	47,312.17	114,617.37
10.575	Farm to School	33,079.33			33,079.33
10.579	Equipment Assistance		10,477.48	6,995.00	17,472.48
10.579	Method II Art	154,965.09			154,965.09
10.582	Fresh Fruits & Vegetables	47,337.02	1,853,784.53	12,477.81	1,913,599.36
17.267	Workforce Investment	13,420.48	16,994.32	119,281.93	149,696.73
84.002	Adult Education	220,913.55	669,059.97	231,000.00	1,120,973.52
Title I, Part A Improving Education for the Disadvantaged					
84.010	Disadvantaged	467,490.75	31,294,074.50	81,142.51	31,842,707.76
84.011	Migrant Programs	172,802.55	341,728.55	46,885.01	561,416.11
84.013	Neglected/Delinquent			149,171.71	149,171.71
84.027	IDEA-B (Special Education)	2,250,464.99		28,091,806.04	30,342,271.03
84.173	Preschool (IDEA)	45,961.55		825,806.93	871,768.48
84.196	Homeless Children	80,469.24	87,137.38	1,186.53	168,793.15
84.287	21st Century Community Learning Centers	214,790.22	6,023,897.42		6,238,687.64
84.323	State Personnel Development Grant	57,882.63		602,891.81	660,774.44
84.326	Deaf-Blind Grant			69,475.15	69,475.15
84.358	Rural, Low Income Schools	2,734.28	57,089.17		59,823.45
84.365	Title III, English Language Learners	146,606.23	315,500.63		462,106.86
84.366	Title IIB, Math & Science Partnerships	20,837.29	9,999.78	685,236.56	716,073.63
84.367	Title IIA, Teacher Quality	90,172.10	9,129,941.75	177,604.74	9,397,718.59
84.369	State Assessments	4,222,714.15	34,431.14	36,982.16	4,294,127.45
84.371	Striving Readers	75,367.17			75,367.17
84.377	School Improvement	34,605.27	464,413.03		499,018.30
84.424	Student Support & Academic Enrichment	19,153.10	924,174.08	9,142.87	952,470.05
93.079	School-Based Surveillance	65,390.77			65,390.77
93.600	Head Start	125,309.49			125,309.49
93.945	School Health	34,435.75			34,435.75
84.372	SLDS			1,340,234.79	1,340,234.79
	NCES/NAEP	134,029.36			134,029.36
<b>Total Federal</b>		<b>\$ 10,832,510.74</b>	<b>\$ 80,078,839.57</b>	<b>\$ 43,916,358.10</b>	<b>\$ 134,827,708.41</b>

**ND Department of Public Instruction (201)  
Federal Funds Summary  
Fiscal Year 2016-2017**

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Catalog #	Grant Name	Administrative Funds	Grant Funds to School Districts	Grant Funds to Others	Total Grant Award
	Child Nutrition Programs Block Consolidated Programs (Includes School Lunch, School Breakfast, Afterschool Snacks, Child Care Center Food Reimbursement & Summer Food Service Program)				
10.555	Child and Adult Care Food Program	\$ 42,994.54	\$ 26,377,176.11	\$ 851,051.17	\$ 27,271,221.82
10.558	Child and Adult Care Food Program	76,988.97	786,999.67	9,827,145.44	10,691,134.08
10.560	State Administrative Expenses for Nutrition Programs	1,560,034.23	-	-	1,560,034.23
10.565	Commodity Supplemental Food Program	43,976.44	-	58,595.30	102,571.74
10.567	Food Distribution Program on Indian Reservations	363,969.89	-	806,390.67	1,170,360.56
10.568	The Emergency Food Assistance Program	87,313.39	-	39,498.35	126,811.74
10.574	Team Nutrition	133,734.34	61,307.28	67,523.45	262,565.07
10.575	Farm to School	5,425.18	-	-	5,425.18
10.579	Equipment Assistance	1,328.20	44,614.66	-	45,942.86
10.579	Method II Art	96,982.97	-	-	96,982.97
10.582	Fresh Fruits & Vegetables	66,719.95	1,837,593.37	13,323.06	1,917,636.38
17.267	Workforce Investment	410,215.91	-	1,615,884.00	2,026,099.91
84.002	Adult Education	54,935.46	419,202.43	235,444.10	709,581.99
	Title I, Part A Improving Education for the Disadvantaged				
84.010	Disadvantaged	485,353.84	38,348,640.80	-	38,833,994.64
84.011	Migrant Programs	101,527.55	173,899.20	45,800.00	321,226.75
84.013	Neglected/Delinquent	-	-	84,651.07	84,651.07
84.027	IDEA-B (Special Education)	1,985,267.60	4,473.50	28,931,678.67	30,921,419.77
84.173	Preschool (IDEA)	13,464.42	-	744,154.38	757,618.80
84.196	Homeless Children	61,288.09	105,650.07	17,313.47	184,251.63
84.287	21st Century Community Learning Centers	256,554.78	440,486.62	6,494,554.43	7,191,595.83
84.323	State Personnel Development Grant	174,007.54	86,657.23	270,515.10	531,179.87
84.326	Deaf-Blind Grant	-	-	60,524.85	60,524.85
84.358	Rural, Low Income Schools	1,692.50	85,028.06	-	86,720.56
84.365	Title III, English Language Learners	172,127.58	394,250.94	-	566,378.52
84.366	Title IIB, Math & Science Partnerships	34,603.18	-	555,440.48	590,043.66
84.367	Title IIA, Teacher Quality	164,347.48	9,146,662.71	96,277.86	9,407,288.05
84.367	TIIA, Higher Education Partnerships	17,835.28	-	-	17,835.28
84.369	State Assessments	2,152,889.97	923,381.06	62,757.70	3,139,028.73
84.377	School Improvement	42,249.86	100,251.60	-	142,501.46
93.079	School-Based Surveillance	64,151.51	-	-	64,151.51
93.576	Refugee Children School Impact Grant	8,291.37	82,997.75	-	91,289.12
93.600	Head Start	56,664.01	-	-	56,664.01
93.945	School Health	60,480.37	-	-	60,480.37
84.372	SLDS	-	-	1,519,208.66	1,519,208.66
	NCES/NAEP	98,128.64	-	-	98,128.64
	<b>Total Federal</b>	<b>\$ 8,797,416.40</b>	<b>\$ 79,419,273.06</b>	<b>\$ 52,397,732.21</b>	<b>\$ 140,614,421.67</b>

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**Department of Public Instruction (201)**  
**2017-19 Appropriation vs Estimated Expenditures**

	<u>2017-19 Appropriation</u>	<u>2017-19 Estimated Expenditures</u>
<b>State school aid program</b>		
State school aid - Integrated formula payments	\$1,935,204,163	\$1,917,264,090
Transportation aid payments	55,400,000	54,407,480
Rapid enrollment grants	6,000,000	6,000,000
Special education - Contracts	19,300,000	19,300,000
Total - State school aid program	\$2,015,904,163	\$1,996,971,570
General fund	\$1,409,357,258	\$1,390,424,665
Foundation aid stabilization fund	301,000,000	301,000,000
State tuition fund	305,546,905	305,546,905
Total state school aid program	\$2,015,904,163	\$1,996,971,570
<b>Other program grants - General fund</b>		
Adult education matching grants	\$3,100,000	\$3,100,000
School food services matching grants	1,380,000	1,380,000
Free breakfast program	200,000	200,000
Program grant pool	1,530,000	1,855,711
Total - Other program grants - General fund	\$6,210,000	\$6,535,711
<b>Other grants - Other funds</b>		
Federal grants	\$253,837,705	\$253,837,705
Governor's School program - Student loan trust fund	\$220,000	\$220,000
Regional education association merger grants - Foundation aid stabilization fund	\$100,000	\$25,000
English language learner grants - Foundation aid stabilization fund	\$500,000	\$500,000
Displaced homemaker program	225,000	225,000
Total - Other grants - Other funds	\$254,882,705	\$254,807,705
<b>Total state school aid and other grants - All funds</b>	<b>\$2,276,996,868</b>	<b>\$2,258,314,986</b>



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**Agency administration and other passthrough grants**

Administration - General fund	\$11,486,726	\$11,486,726
Administration - Other funds	36,117,455	36,117,455
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Total - Agency administration	\$47,604,181	\$47,604,181
	<hr/>	<hr/>
Mentoring program -ESPB	\$2,050,000	\$2,050,000
National writing projects	20,000	20,000
Rural art outreach project	350,000	350,000
North Central Council for Educational Media Services	238,000	238,000
Global Bridges (Atlantik-Brucke) exchange	200,000	200,000
Young entrepreneur education program	30,000	30,000
"We the People" program	10,000	10,000
PowerSchool	5,500,000	5,500,000
Transportation efficiency	30,000	5,000
National board certification	120,000	50,000
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Total - Other passthrough grants - General fund	\$8,548,000	\$8,453,000
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**Total - Agency administration and other passthrough grants - All funds**

\$56,152,181	\$56,057,181
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**Total Department of Public Instruction - All funds**

\$2,333,149,049	\$2,314,372,167
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**Department of Public Instruction - Funding**

General fund	\$1,435,601,984	\$1,416,900,102
Other funds	\$897,547,065	\$897,472,065
	<hr/>	<hr/>

**Total Department of Public Instruction - All funds**

\$2,333,149,049	\$2,314,372,167
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Note: Appropriation does not include carryover or Emergency Commission appropriation adjustments.

Department of Public Instruction (201)  
 2017-2019 One-Time Funding Status

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	<u>2017-19 Appropriation</u>	<u>Expended as of 12/31/18</u>	<u>Expected future spending</u>	<u>Expected unspent appropriation</u>
Integrated Formula Payments	\$ 185,000,000	\$ 147,500,000	\$ 37,500,000	\$
Rapid Enrollment Grants	6,000,000	6,000,000		
English Language Learner Grants	500,000	240,650	259,350	
Governor's School	220,000	114,034	105,966	
REA Merger Grants	100,000		25,000	75,000

Department of Public Instruction (201)  
Proposed Budget Reductions for Executive Budget

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<b>Salaries &amp; Wages</b>	
4 FTE Reduction	\$686,831
<b>Operating Expenses</b>	
General Operating	361,939
<b>Grants - Program Grants</b>	
DPI Grant Pool	421,000
<b>Grants - Passthrough Grants</b>	
Teachers Support	124,236
ND Museum of Art	21,211
North Central Council for Educational Media Services	14,424
Global Bridges	200,000
<b>Power School</b>	550,000
<b>Transportation Efficiency</b>	3,000
<b>National Board Certification</b>	12,000

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Department of Public Instruction (201)  
 Optional Adjustment Requests

	<u>Amount Requested</u>	<u>Included in Executive Budget</u>
<b>Salaries and Wages</b>		
Restore 1 FTE	\$272,962	\$272,692
<b>Operating Expenses</b>		
Quality Rating and Improvement Work from DHS	150,000	150,000
Foreign Language Standards	125,000	125,000
PK-12 Education Vision Steering Committee	300,000	-
Family Engagement Initiatives	500,000	-
AdvancED Contract Increase	312,000	-
General Operating Expenses	200,000	-
<b>Grants - Special Education</b>		
Line Increase	5,700,000	5,700,000
<b>Grants - Other Grants</b>		
Federal Grants	15,000,000	15,000,000
<b>Grants - Program Grants</b>		
Computer/Cyber Security Science	6,000,000	3,000,000
Professional Development - Leadership	300,000	-
Adult Education	-	1,000,000

Note: All requests would utilize General Funds, excluding the \$15,000,000 Federal Grant item

School Finance  
Statistics

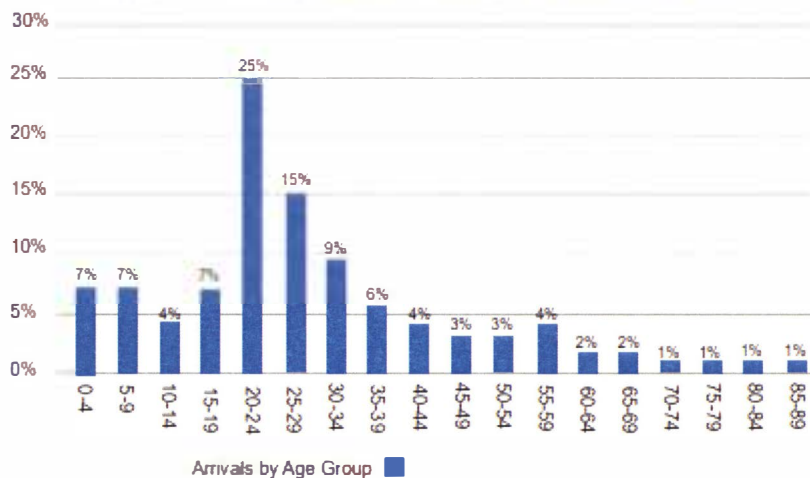


# ND K-12 2018-19 Statistics

	Public Districts	Non-Public	State Institutions	BIE	Sp Ed Units	Vo Ed Centers	Total
LEAs	178	45	4	5	32	12	276
Schools	372	56	4	6	-	-	438
K-12 Enrollment	110,842	6,722	43	1,683	-	-	119,290
Licensed Staff	10,752	741	74	209	404	111	12,291
Non-Licensed Staff	7,004	332	72	185	221	46	7,860
Graduates	6,601	329	19	32	-	-	6,981

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**Individuals in Their Late Teens through Mid-30s are the Largest Group of New Arrivals to North Dakota**



Approximately 51 percent of new arrivals to the state are from 18 to 34 years of age with 20-year-olds being the most common. This age range also matches the age at which many individuals move out of their parents' home. This age group also closely matches the primary child-bearing ages of individuals, as about 85 percent of children are born to women in this age range.

Sources: Census Bureau's 5-Year ACS 2012-2016 PUMS Data.

Geography	April 1, 2010		Population Estimate (as of July 1)							
	Census	Estimates Base	2010	2011	2012	2013	2014	2015	2016	2017
North Dakota	672 591	672 585	674 518	684 830	701 380	722 908	738 658	754 859	755 548	755 393

Source: North Dakota Census Office

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North Dakota Resident Births

County of Residence	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
ADAMS	15	18	18	25	17	22	17	29	19	20	30	27	19	23	27	20
BARNES	127	112	113	101	107	100	111	112	112	113	117	130	102	112	109	96
BENSON	134	145	147	153	168	149	147	122	131	143	162	137	160	153	183	139
BILLINGS	8	7	6	8	7	9	NR	7 NR	7	7	10	19	16	18	18	10
BOTTINEAU	62	62	62	64	63	65	64	64	62	75	60	73	83	67	63	68
BOWMAN	30	26	30	27	28	38	39	37	38	37	45	44	48	43	41	35
BURKE	19	17	15	18	24	15	20	20	21	25	36	32	42	44	40	36
BURLEIGH	858	918	948	956	1017	1055	1024	1069	1086	1134	1211	1224	1371	1367	1347	1220
CASS	1712	1843	1794	1934	2006	2055	2096	2170	2156	2239	2363	2463	2569	2561	2629	2525
CAVALIER	48	34	30	36	37	29	27	34	37	49	31	45	48	41	62	53
DICKEY	71	69	68	76	75	68	78	68	54	26	62	68	62	75	62	65
DIVIDE	15	13	18	13	20	18	9	19	18	26	23	33	32	32	22	19
DUNN	25	33	32	37	28	33	32	32	41	41	48	62	71	70	68	67
EDDY	18	28	21	22	27	27	21	23	24	19	27	28	26	31	35	35
EMMONS	34	38	27	34	29	34	24	22	33	20	25	29	29	28	35	32
FOSTER	33	41	34	50	46	39	27	32	28	25	38	39	39	31	42	38
GOLDEN VALLEY	13	13	17	8	16	11	22	17	19	19	23	20	23	27	22	32
GRAND FORKS	859	864	904	883	950	956	994	908	978	904	965	959	1062	1056	1009	992
GRANT	14	10	17	20	22	11	20	21	22	23	22	33	25	25	31	36
GRIGGS	19	19	17	20	23	26	15	25	23	19	17	23	16	23	17	23
HETTINGER	15	17	23	16	17	15	20	21	27	30	25	41	29	31	42	38
KIDDER	24	24	14	29	22	28	21	24	32	21	29	31	29	24	34	26
LAMOURE	49	42	49	47	41	53	35	28	38	23	48	46	50	46	43	53
LOGAN	15	18	14	15	17	17	18	17	18	16	22	18	24	20	23	21
McHENRY	48	57	57	50	49	57	55	55	63	58	83	63	76	65	72	71
McINTOSH	27	18	29	34	20	27	25	24	33	14	25	30	30	22	22	25
McKENZIE	59	54	69	60	64	60	80	91	53	109	114	176	228	245	253	
McLEAN	68	80	74	78	73	67	76	82	101	102	128	99	134	112	119	119
MERCER	71	67	67	69	93	66	74	107	99	92	99	102	116	89	111	83
MORTON	308	314	307	340	350	367	364	390	362	401	431	424	457	503	517	466
MOUNTRAIL	81	90	117	88	115	108	127	113	128	143	160	142	159	173	181	186
NELSON	28	20	31	17	29	19	22	28	32	33	29	33	32	29	28	26
OLIVER	16	16	16	19	7	24	18	18	16	20	18	26	21	27	21	21
PEMBINA	78	76	71	85	70	84	65	81	73	78	74	70	93	77	85	84
PIERCE	41	46	38	44	32	43	53	41	37	43	51	58	45	50	36	47
RAMSEY	150	135	136	138	154	139	162	141	167	172	141	143	180	152	150	176
RANSOM	63	70	62	69	60	70	70	54	61	61	73	53	69	66	55	57
RENVILLE	33	20	28	20	24	13	25	34	32	32	29	33	37	28	38	20
RICHLAND	227	187	207	213	190	206	203	184	191	95	183	190	189	186	207	191
ROLETTE	264	279	316	305	317	289	319	299	311	297	292	313	302	272	274	251
SARGENT	36	40	41	48	31	44	49	31	38	23	38	42	44	45	40	41
SHERIDAN	10	NR	NR	7	6	11	7	9	12	7	11	18	10	11	16	16
SIOUX	100	107	95	122	118	103	97	98	87	98	107	80	117	95	89	87
SLOPE	12	7	NR	6	0	9	6	16	11	7	8	12	6	8	9	10
STARK	242	269	302	256	265	290	289	306	301	339	398	484	543	546	549	493
STEELE	18	13	17	18	21	13	24	12	19	19	25	17	19	30	28	28
STUTSMAN	199	220	224	218	218	236	219	222	232	216	227	255	235	233	221	220
TOWNER	25	20	16	18	20	16	19	18	14	19	32	30	29	17	26	22
TRAILL	105	81	83	84	95	100	98	91	91	103	89	100	94	93	108	91
WALSH	125	126	109	144	138	139	146	132	122	114	144	149	149	150	152	130
WARD	855	903	985	968	968	1003	1039	1028	998	1070	1109	1210	1266	1270	1192	1152
WELLS	39	32	33	35	36	36	30	43	29	43	44	35	42	37	57	50
WILLIAMS	210	213	224	236	246	306	284	305	353	372	471	580	655	703	712	643
Total	7755	7976	8179	8381	8616	8818	8931	8974	9088	9234	10072	10591	11352	11265	11364	10738

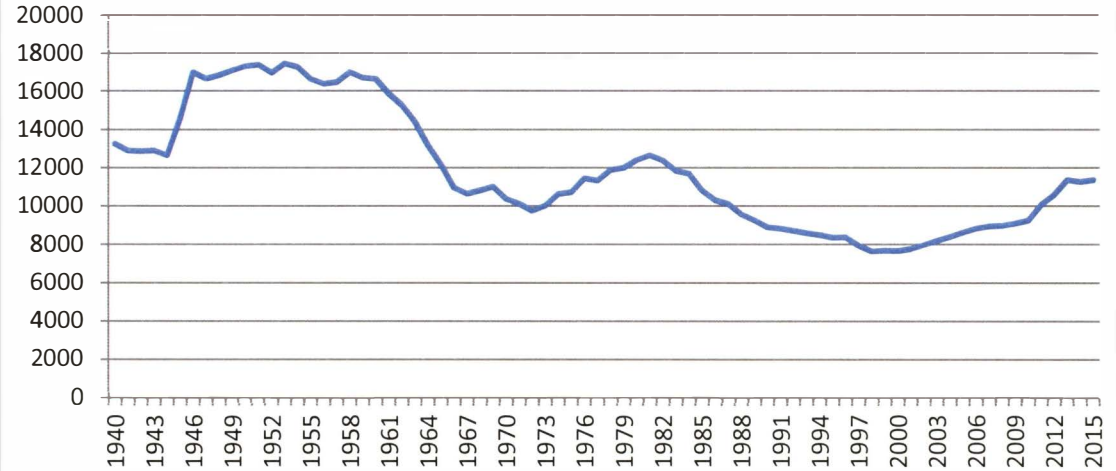
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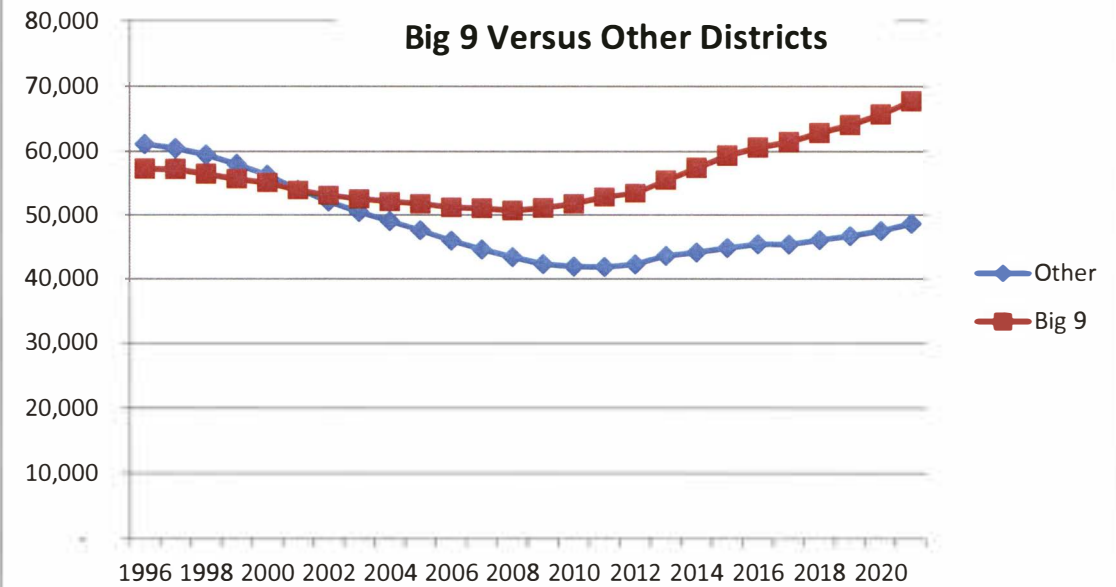
## North Dakota Public K-12 Enrollment

School Year	Other	Big 9	Grand Total
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	45,423	60,647	106,070
2017	45,373	61,490	106,863
2018	46,057	62,888	108,945
2019	46,721	64,121	110,842
2020	47,465	65,722	113,187
2021	48,604	67,743	116,347

## North Dakota Resident Births



## Big 9 Versus Other Districts



Big 9 - Fargo, Bismarck, Grand Forks, West Fargo, Minot, Mandan, Dickinson, Williston, Jamestown (enr. over 2,000).

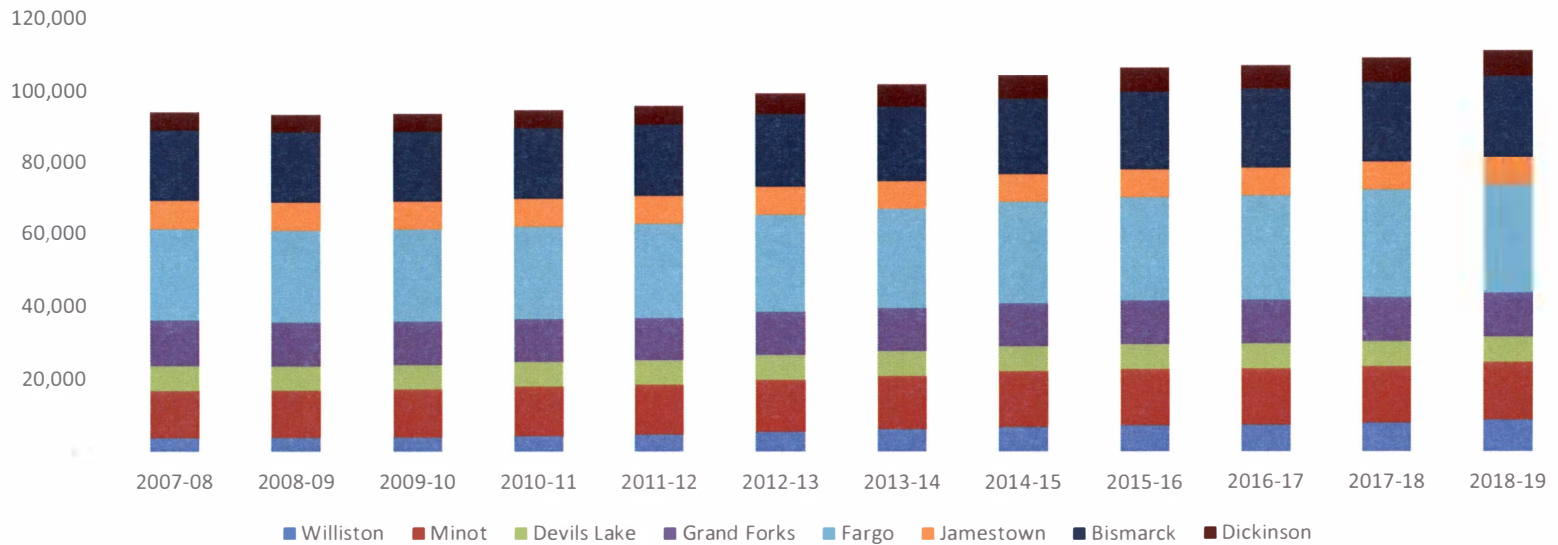
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# ND Public K-12 Enrollment by Region

State planning regions

Region Number	Region Name	Enrollment Totals by School Year (matches Educational Directory)												One Year Change		Change from 2009-10	
		2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Students	Percent	Students	Percent
1	Williston	4,061	4,123	4,236	4,583	5,013	5,721	6,457	7,052	7,502	7,668	8,229	8,979	750	8.4%	4,743	112.0%
2	Minot	12,944	12,959	13,177	13,640	13,650	14,246	14,578	15,294	15,406	15,373	15,456	15,714	258	1.6%	2,537	19.3%
3	Devils Lake	6,765	6,621	6,627	6,612	6,572	6,714	6,719	6,672	6,716	6,767	6,692	6,711	19	0.3%	84	1.3%
4	Grand Forks	12,420	11,963	11,849	11,691	11,579	11,755	11,781	11,864	11,940	12,020	12,173	12,101	(72)	-0.6%	252	2.1%
5	Fargo	24,964	25,126	25,257	25,400	25,837	26,673	27,262	27,889	28,348	28,732	29,621	30,121	500	1.7%	4,864	19.3%
6	Jamestown	7,963	7,812	7,732	7,760	7,702	7,719	7,648	7,678	7,656	7,656	7,645	7,647	2	0.0%	(85)	-1.1%
7	Bismarck	19,686	19,647	19,586	19,815	19,975	20,634	21,066	21,367	21,927	22,222	22,331	22,564	233	1.0%	2,978	15.2%
8	Dickinson	5,254	5,155	5,251	5,228	5,450	5,730	6,145	6,462	6,575	6,425	6,798	7,005	207	3.0%	1,754	33.4%
Total		94,057	93,406	93,715	94,729	95,778	99,192	101,656	104,278	106,070	106,863	108,945	110,842	1,897	1.7%	17,127	18.3%
Change		(1,543)	(651)	309	1,014	1,049	3,414	2,464	2,622	1,792	793	2,082	1,897				

## ND Public K-12 Enrollment by Region



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**Public School Districts Enrollment by County, Past 12 Years**

County Number	County Name	Enrollment Totals by School Year (matches Educational Directory)												One Year		Frontier	Oil Prod	Big 10
		2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Students	Percent			
53	Williams	3,015	3,081	3,165	3,430	3,695	4,106	4,627	4,913	5,287	5,447	5,792	6,267	475	7.6%		x	x
08	Burleigh	10,873	10,918	10,936	11,102	11,264	11,675	11,926	12,244	12,575	12,936	12,960	13,162	202	1.5%			x
09	Cass	19,066	19,403	19,751	19,974	20,434	21,295	21,912	22,562	23,090	23,542	24,402	24,924	522	2.1%			x
18	Grand Forks	8,797	8,500	8,458	8,415	8,342	8,506	8,587	8,720	8,818	8,908	9,068	9,004	(64)	-0.7%			x
30	Morton	3,987	3,989	4,028	4,134	4,102	4,223	4,391	4,398	4,522	4,530	4,593	4,791	198	4.1%			x
40	Rolette	2,727	2,715	2,775	2,802	2,780	2,904	2,877	2,881	2,923	2,928	2,938	2,933	(5)	-0.2%			x
51	Ward	8,398	8,435	8,673	9,090	8,992	9,428	9,708	10,119	10,155	10,110	10,092	10,320	228	2.2%		x	x
39	Richland	2,423	2,337	2,260	2,282	2,287	2,250	2,251	2,234	2,228	2,217	2,195	2,211	16	0.7%			x
47	Stutsman	2,645	2,617	2,607	2,555	2,575	2,558	2,548	2,591	2,613	2,592	2,581	2,552	(29)	-1.1%			x
45	Stark	3,199	3,160	3,228	3,272	3,404	3,562	3,897	4,209	4,265	4,208	4,498	4,679	181	3.9%		x	x
14	Eddy	385	353	322	341	320	340	319	312	296	315	293	298	5	1.7%	x		
52	Wells	589	566	546	568	542	548	544	543	531	560	563	552	(11)	-2.0%	x		
20	Griggs	407	392	377	375	365	370	368	376	385	413	410	423	13	3.1%	x		
48	Towner	297	301	281	271	265	261	272	269	273	286	271	271	-	0.0%	x		
22	Kidder	397	400	400	402	375	370	368	353	350	366	358	351	(7)	-2.0%	x		
31	Mountrail	1,380	1,370	1,433	1,491	1,564	1,616	1,591	1,787	1,817	1,873	1,965	2,005	40	2.0%	x	x	
43	Sioux	360	350	384	397	413	421	424	438	469	478	469	374	(95)	-25.4%	x		
02	Barnes	1,521	1,512	1,523	1,540	1,506	1,492	1,471	1,475	1,424	1,441	1,416	1,425	9	0.6%			
32	Nelson	494	462	468	443	449	443	455	439	414	419	429	420	(9)	-2.1%	x		
36	Ramsey	1,861	1,800	1,832	1,791	1,743	1,759	1,764	1,748	1,772	1,790	1,768	1,772	4	0.2%			
10	Cavalier	521	479	458	437	442	428	435	438	472	476	475	480	5	1.0%	x		
26	McIntosh	391	374	381	390	379	377	384	374	359	361	354	368	14	3.8%	x		
29	Mercer	1,342	1,333	1,251	1,254	1,241	1,276	1,312	1,282	1,289	1,294	1,278	1,267	(11)	-0.9%		x	
05	Bottineau	816	852	785	765	761	795	820	861	844	847	859	867	8	0.9%	x	x	
27	McKenzie	813	814	839	927	1,038	1,275	1,476	1,783	1,875	1,881	2,069	2,356	287	12.2%	x	x	
34	Pembina	1,328	1,247	1,224	1,309	1,260	1,231	1,195	1,147	1,130	1,132	1,140	1,109	(31)	-2.8%			
12	Divide	233	228	232	226	280	340	354	356	340	340	368	356	(12)	-3.4%	x	x	
44	Slope	16	15	21	19	15	16	23	22	21	21	17	13	(4)	-30.8%	x	x	
25	McHenry	904	875	862	853	857	909	954	953	969	969	978	963	(15)	-1.6%	x	x	
23	LaMoure	647	613	625	630	631	650	653	643	644	641	649	672	23	3.4%	x		
41	Sargent	759	740	708	671	664	649	638	615	608	605	606	584	(22)	-3.8%	x		
03	Benson	974	973	959	970	1,022	1,022	1,052	1,024	980	972	947	957	10	1.0%	x		
49	Traill	1,437	1,396	1,331	1,311	1,274	1,329	1,315	1,329	1,302	1,293	1,356	1,343	(13)	-1.0%			
50	Walsh	1,801	1,754	1,699	1,524	1,528	1,575	1,544	1,558	1,578	1,561	1,536	1,568	32	2.0%			
01	Adams	282	279	283	258	248	280	277	266	268	267	275	261	(14)	-5.4%	x	x	
24	Logan	327	328	331	340	343	355	345	342	341	337	345	336	(9)	-2.7%	x		
38	Renville	578	575	572	577	604	596	601	607	630	615	574	565	(9)	-1.6%	x	x	
28	McLean	1,454	1,436	1,433	1,410	1,484	1,582	1,546	1,600	1,623	1,569	1,613	1,576	(37)	-2.3%	x	x	
16	Foster	583	573	529	518	539	543	520	520	517	502	498	493	(5)	-1.0%	x		

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**Public School Districts Enrollment by County, Past 12 Years**

County Number	County Name	Enrollment Totals by School Year (matches Educational Directory)												One Year		Frontier	Oil Prod	Big 10
		2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Students	Percent			
35	Pierce	625	610	613	612	603	583	573	604	613	595	629	630	1	0.2%	x		
06	Bowman	587	559	551	525	548	595	612	593	604	585	596	599	3	0.5%	x	x	
37	Ransom	994	972	947	920	945	929	955	963	952	918	918	915	(3)	-0.3%			
11	Dickey	853	837	813	844	822	826	815	814	842	809	829	826	(3)	-0.4%	x		
07	Burke	243	242	239	252	269	319	331	363	378	364	359	364	5	1.4%	x	x	
21	Hettinger	386	360	373	379	409	421	424	451	468	451	473	470	(3)	-0.6%	x	x	
19	Grant	286	255	247	243	238	237	221	212	225	226	223	210	(13)	-6.2%	x		
15	Emmons	618	621	588	571	548	544	548	528	535	505	503	499	(4)	-0.8%	x		
13	Dunn	429	438	437	434	452	476	516	527	534	504	560	615	55	8.9%	x	x	
42	Sheridan	132	137	123	106	100	106	103	104	115	108	113	106	(7)	-6.6%	x		
04	Billings	46	42	44	38	55	67	76	73	80	75	68	74	6	8.1%	x	x	
33	Oliver	237	208	196	196	210	200	227	208	224	210	221	228	7	3.1%	x		
17	Golden Valley	309	302	314	303	319	313	320	321	335	314	311	294	(17)	-5.8%	x	x	
46	Steele	285	278	260	242	233	221	191	186	168	157	144	144	-	0.0%	x		
Total		94,057	93,406	93,715	94,729	95,778	99,192	101,656	104,278	106,070	106,863	108,945	110,842	1,897	1.8%	36	19	10

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	Enrollment Totals by School Year (matches Educational Directory)												One Year Change		Change from 2009-10	
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Students	Percent	Students	Percent
Non Frontier Counties	75,414	75,169	75,688	76,705	77,372	80,098	82,280	84,373	85,923	86,847	88,531	90,242	1,711	1.9%	14,554	19.2%
<sup>1</sup> Frontier Counties	18,643	18,237	18,027	18,024	18,406	19,094	19,376	19,905	20,147	20,016	20,414	20,600	186	0.9%	2,573	14.3%

<sup>1</sup>Counties with less than seven persons per square mile (U.S. Census Bureau 2010).

	Enrollment Totals by School Year (matches Educational Directory)												One Year Change		Change from 2009-10	
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Students	Percent	Students	Percent
<sup>2</sup> Oil Producing Counties	24,430	24,396	24,735	25,503	26,235	27,972	29,465	31,086	31,782	31,734	32,745	33,911	1,166	3.4%	9,176	37.1%
Non-Oil Producing Counties	69,627	69,010	68,980	69,226	69,543	71,220	72,191	73,192	74,288	75,129	76,200	76,931	731	1.0%	7,951	11.5%

<sup>2</sup>Members of ND Association of Oil & Gas Producing Counties.

	Enrollment Totals by School Year (matches Educational Directory)												One Year Change		Change from 2009-10	
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Students	Percent	Students	Percent
<sup>3</sup> Largest 10 Counties	65,130	65,155	65,881	67,056	67,875	70,507	72,724	74,871	76,476	77,418	79,119	80,843	1,724	2.1%	14,962	22.7%
All Other Counties	28,927	28,251	27,834	27,673	27,903	28,685	28,932	29,407	29,594	29,445	29,826	29,999	173	0.6%	2,165	7.8%

<sup>3</sup>Counties containing school districts with enrollment exceeding 2,000 students.

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ND Public K-12 Enrollment Cohorts  
Unduplicated Fall Enrollment Count

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	---> projected	
												2020	2021
Kindergarten	7,214	7,470	7,445	8,236	8,575	8,822	9,033	8,925	8,814	9,271	9,324	9,956	10,706
Grade 1	6,744	7,147	7,478	7,517	8,366	8,605	8,901	9,051	8,720	8,736	9,178	9,204	9838
Grade 2	6,748	6,725	7,195	7,487	7,707	8,401	8,642	8,871	8,840	8,709	8,745	9,120	9157
Grade 3	6,541	6,839	6,914	7,225	7,723	7,853	8,417	8,663	8,760	8,871	8,740	8,735	9119
Grade 4	6,812	6,547	6,972	7,025	7,379	7,817	7,989	8,433	8,666	8,774	8,884	8,753	8752
Grade 5	6,962	6,904	6,675	7,023	7,291	7,531	7,953	7,984	8,452	8,739	8,850	8,944	8814
Grade 6	7,074	7,089	7,140	6,884	7,338	7,462	7,809	8,096	8,121	8,563	8,846	8,987	9055
Grade 7	7,218	7,249	7,367	7,320	7,254	7,585	7,661	7,948	8,196	8,291	8,617	8,976	9123
Grade 8	7,360	7,301	7,297	7,421	7,496	7,335	7,638	7,694	7,924	8,220	8,228	8,605	8967
Grade 9	7,670	7,572	7,578	7,462	7,796	7,776	7,672	7,931	7,983	8,174	8,397	8,493	8890
Grade 10	7,855	7,683	7,682	7,517	7,515	7,707	7,678	7,607	7,769	7,728	7,985	8,198	8289
Grade 11	7,620	7,563	7,415	7,354	7,414	7,414	7,458	7,434	7,258	7,533	7,500	7,709	7923
Grade 12	7,588	7,626	7,563	7,308	7,338	7,348	7,427	7,433	7,339	7,336	7,548	7,507	7714
Total	93,406	93,715	94,721	95,779	99,192	101,656	104,278	106,070	106,842	108,945	110,842	113,187	116,347
Change	(646)	309	1,006	1,058	3,413	2,464	2,622	1,792	772	2,103	1,897	2,345	3,160
		0.33%	1.07%	1.12%	3.56%	2.48%	2.58%	1.72%	0.73%	1.97%	1.74%	2.12%	2.79%

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## 2018-19 Public School Enrollment Observations

Enrollment in public schools declined by 25,000 students over a 15-year period ending in 2010

- Since 2010 Enrollment has increased 17,127
- The fall public K-12 enrollment is 110,842
- The fall public K-12 enrollment increased 1,897 students from the previous year

More students are entering than exiting

- Births reached a record low in 2001 and have been rising until 2017
  - Births in 2001 were 7,664
  - Births in 2010 were 9,088
  - Births in 2014 were 11,352
  - Births in 2015 were 11,265
  - Births in 2016 were 11,364
  - Births in 2017 were 10,738
- Grades K-4 average 8,974
- Grades 5-8 average 8,635
- Grades 9-12 average 7,858
- Entering Kindergarten are 9,324, exiting seniors are 7,548

A majority of students are in the 15 largest districts

- 65% of ND students are enrolled in 15 school districts with enrollment over 1,000
- 58% of ND students are enrolled in 9 school districts with enrollment over 2,000

Our largest school districts continue to increase while small rural districts continue to experience declines

- 91 school districts gained an average of 30 students
- 75 school districts lost and average of 11 students

Impact from oil development is unpredictable

- The Minot, Williston, and Dickinson regions increased 3.8% (1,215 students) in 2018-19
- Fargo and Bismarck regions increased 1.4% over the previous year
- Jamestown, Devils Lake, and Grand Forks regions remained relatively constant
- Oil producing counties increased 3.4% in public school students
- Non-oil producing counties increased 1% in public school students

North Dakota will continue to experience growth through the next biennium

- Department of Public Instruction projections
  - 2019-20 enrollment projections are 113,187 an increase of 2,345 students
  - 2020-21 enrollment projections are 116,347 an increase of 3,160 students from the previous year

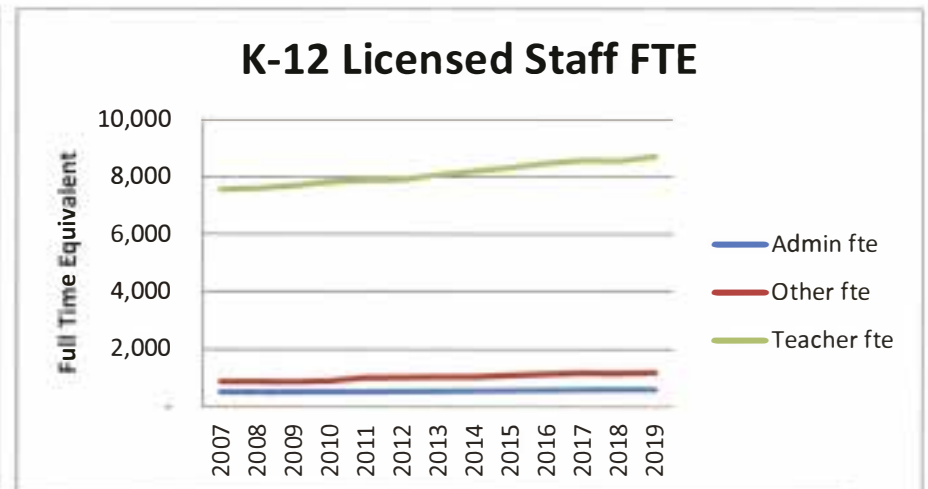
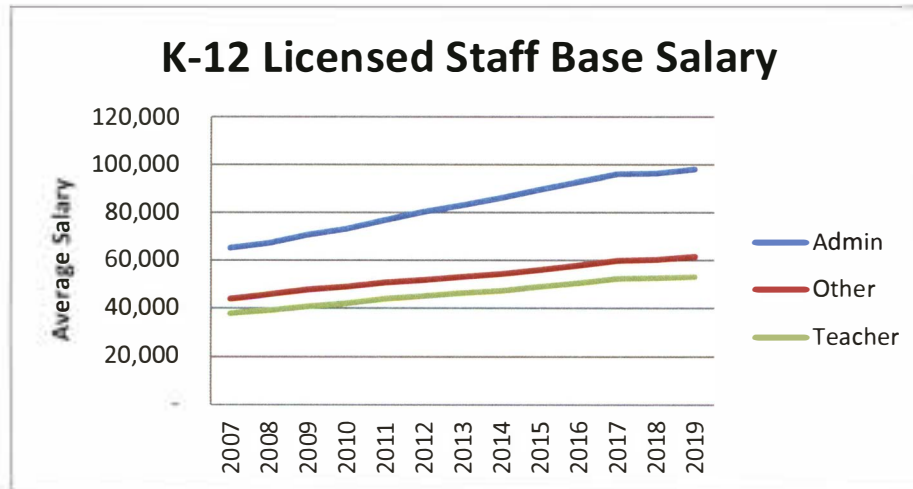
ND Teacher Base Salary and FTE History

School Year	Licensed FTE			Average Salary			Enr/FTE	
	Admin fte	Other fte	Teacher fte	Admin	Other	Teacher	K-12 Enr	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	565	1,100	8,330	89,534	56,004	48,893	104,278	10.4
2016	577	1,145	8,474	92,826	57,842	50,455	106,070	10.4
2017	587	1,176	8,580	96,008	59,898	52,235	106,863	10.3
2018	597	1,168	8,563	96,193	60,305	52,534	108,945	10.5
2019	602	1,192	8,713	97,975	61,555	53,008	110,842	10.5

Licensed personnel (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.

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# 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	Biennial Appropriation 2015-2017	Biennial Appropriation 2017-2019	Exec Rec 2019-2021
*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	1,915,332,000	1,935,204,163	2,050,702,323
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	57,108,000	55,400,000	55,400,000
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	18,500,000	19,300,000	25,000,000
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					
<b>K-12 State Aid Formula Payments</b>	<b>582,234,476</b>	<b>628,345,368</b>	<b>665,627,556</b>	<b>697,565,879</b>	<b>777,165,879</b>	<b>884,165,879</b>	<b>982,959,478</b>	<b>1,822,100,000</b>	<b>1,990,940,000</b>	<b>2,009,904,163</b>	<b>2,131,102,323</b>
<b>Other Appropriations</b>											
ITD Powerschool									6,000,000	5,500,000	
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	6,000,000	
Grants - Safety Grants								3,000,000			
Grants - ELL									1,000,000	500,000	
Grants - REA merger incentive	2,500,000									100,000	
Grants - Reorganization bonuses		1,665,000	500,000	759,000							
Grants - JPA incentives (SB 2200)				1,000,000							
<b>Supplemental Appropriations</b>											
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				
<b>Total Appropriated</b>	<b>584,734,476</b>	<b>630,010,368</b>	<b>666,127,556</b>	<b>695,724,879</b>	<b>785,765,879</b>	<b>1,265,576,840</b>	<b>1,362,481,617</b>	<b>1,847,700,000</b>	<b>2,012,740,000</b>	<b>2,022,004,163</b>	<b>2,131,102,323</b>

\*Grants - State school aid in 2009-2011 included \$85,644,337 in federal ARRA Education Stabilization funds.

\*The 2015-17 appropriation reflects transfers from Grants-State school aid to Grants-Transportation and Grants-Special education aid approved by the 2017 legislature.

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# 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.

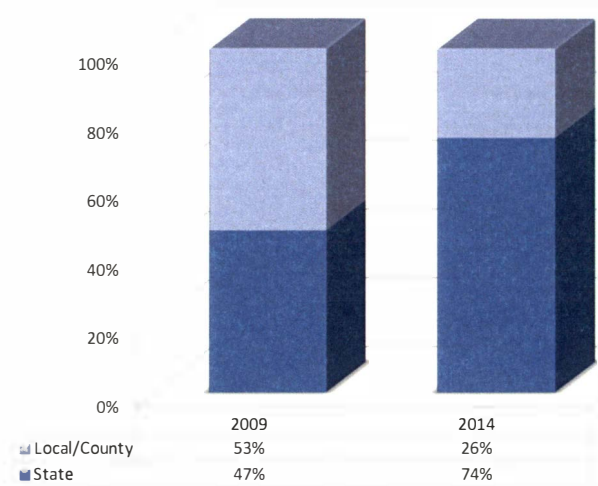
The formula is student driven and uses various weights to account for the increased costs associated with school district size and serving students with special needs. A base per student funding rate is set by the legislature designed to generate the resources necessary to educate students to state standards. In addition, there are transitional adjustments included to minimize budget impacts that inevitably occur when making major changes.

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>.

Shift in State and Local General Fund Sources



## 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



# STATE AID TO SCHOOLS PAYMENT WORKSHEET

North Dakota Department of Public Instruction  
Office of School Finance and Organization

SB 2013  
1-15-19 #21

025

District Name Bismarck 1	County District Number 08-001	Payment Month December	School Year 2018-2019
-----------------------------	----------------------------------	---------------------------	--------------------------

### 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

- 1 Pk Special Education
- 2 Kindergarten
- 3 Grade 1-6
- 4 Grade 7-8
- 5 Grade 9-12
- 6 Alternative High School
- 7 Total Average Daily Membership (ADM)

ADM	Weighting Factor	Weighted ADM
128.78	1.000	128.78
1,000.76	1.000	1,000.76
6,124.35	1.000	6,124.35
1,923.01	1.000	1,923.01
3,554.42	1.000	3,554.42
114.98	1.000	114.98
		12,846.30

#### Other Program Membership

- 8 Alt High School (from line 6)
- 9 Special Ed ADM (from line 7)
- 10 PK Special Ed ADM (from line 1)
- 11 Regional Education Association (if member from line 7)
- 12 ELL Level 1
- 13 ELL Level 2
- 14 ELL Level 3
- 15 At Risk
- 16 Home-Education (district supervised)
- 17 Alt Middle School  
Summer Programs
- 18 Summer School
- 19 Special Ed ESY  
Isolated School District
- 20 >275 sq miles and <100 ADM
- 21 >600 sq miles and <50 ADM

114.98	0.250	28.75
12,846.30	0.082	1,053.40
128.78	0.170	21.89
12,846.30	0.002	25.69
30.34	0.400	12.14
56.50	0.280	15.82
87.91	0.070	6.15
3,455.65	0.025	86.39
-	0.200	-
-	0.150	-
611.49	0.600	366.89
0.93	1.000	0.93
-	0.100	-
-	1.100	-

- 22 Total Weighted Average Daily Membership (add lines 7 through 21)
- 23 School District Size Weighting Factor
- 24 Total Weighted Student Units
- 25 Per Student Payment Rate
- 26 Total Formula Payment

14,464.35
1.0000
14,464.35
\$9,646.00
139,523,120.10

#### Formula Adjustments

- 27 Transition Maximum Adjustment (from line 65)
- 28 Transition Minimum Adjustment (from line 70)
- 29 Total Adjusted Formula Amount (total lines 26, 27 and 28)
- 30 Contribution from Property Tax (from line 45)
- 31 Contribution from Other Local Revenue (from line 39)
- 32 State Aid Payment (line 29 minus lines 30 and 31)

168,398,938.44	-
129,907,752.51	-
	139,523,120.10
	28,166,438.52
	2,430,993.19
	108,925,688.39

#### State School Aid Summary

- 1 State Aid Formula Payment (from line 32)
- 2 Transportation (from line 61)
- 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

Entitlement	EFB Offset	Net Entitlement
108,925,688.39	-	108,925,688.39
1,213,995.35	-	1,213,995.35
16,321.95	-	16,321.95
-	-	-
-	-	-
-	-	-
-	-	-
110,156,005.69	-	110,156,005.69

Total State Aid

Excess Fund Balance Offset (from line 49)

-
---

**B CONTRIBUTION FROM OTHER LOCAL REVENUE**

	Total Revenue	Percent	
33 1300 Tuition	1,115,072.20	75%	836,304.15
34 2999 County	-	75%	-
35 US Flood	-	75%	-
36 Electric Generation, Distribution and Transmission Tax	85,204.76	75%	63,903.57
37 Mobile Home and Other In-Lieu Taxes	1,147,814.10	100%	1,147,814.10
38 Telecommunications	382,971.37	100%	382,971.37
39 Contribution from Other Local Revenue			2,430,993.19

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**C CONTRIBUTION FROM PROPERTY TAX**

40 District Taxable Valuation		469,440,642
41 Contribution Mill Rate		60
42 Contribution from Property Tax (line 40 times line 41 divided by 1000)		28,166,438.52
43 Minimum Local Effort Adjustment (NDCC 15.1-27-04.2)	-	-
44 Maximum Contribution Increase Adjustment (NDCC 15.1-27-04.1.4.a.)	29,459,129.10	-
45 Adjusted Contribution from Property Tax (total lines 42, 43 and 44)		28,166,438.52

**D EXCESS FUND BALANCE OFFSET**

46 General Fund Ending Balance	18,739,287.42
47 General Fund Expenditures	157,260,058.26
48 35% of General Fund Expenditures + \$50,000	55,091,020.39
49 Excess Fund Balance Offset (line 46 minus line 48, if less than zero enter zero)	-

**E TRANSPORTATION WORKSHEET**

Transportation Statistics	Rate	Miles	Rides	Total
50 Small Bus Miles	0.520	6,374.2	xxxxx	3,314.59
51 Large Bus Miles	1.110	442,885.4	xxxxx	491,602.83
52 Rural Rides	0.300	xxxxx	554,570	166,371.00
53 Small In-City Miles	0.520	887.2	xxxxx	461.33
54 Large In-City Miles	1.110	339,571.0	xxxxx	376,923.82
55 In-City Rides	0.300	xxxxx	578,977	173,693.10
56 Family - To School	0.250	6,514.7	xxxxx	1,628.68
57 Family - To Bus	0.250	0.0	xxxxx	-
58 Not Reimbursable	-	0.0	0	
59 Total Transportation Reimbursement				1,213,995.35
60 Reimbursement Cap --- 90% of transportation expenditures				4,107,496.65
61 Transportation Grant Total (lesser of 90% cap or total)				1,213,995.35

**F BASELINE FUNDING - MINIMUM AND MAXIMUM PAYMENTS**

62 Baseline Funding (2012-13 State Aid Formula Payment, MLRG, GF levies and 75%-100% In-lieu)	103,120,773.57
63 Baseline Weighted Student Units (2012-13)	12,400.35
64 Baseline Funding Rate	\$8,315.96

Adjustment for Maximum	Baseline Funding Rate	Maximum Percent	Weighted Student Units	
65 Maximum Increase Amount	\$8,315.96	140%	14,464.35	168,398,938.44

Adjustment for Minimum	Baseline Funding Rate	Minimum Percent	Weighted Student Units	
66 Minimum Increase Per Student	\$8,315.96	108%	14,464.35	129,907,752.51
67 Baseline Funding (from line 62)				103,120,773.57
68 Minimum Funding Percentage				100%
69 Minimum Funding Amount				103,120,773.57
70 Minimum Increase Amount (greater of line 66 or line 69)				129,907,752.51

State School Aid Budget  
Version 0.0

Fnd Aid 2019-21 0 and 0 % increase

Appropriation	2017-2018	2018-2019	2017-2019 Biennium	2019-2020	2020-2021	2019-2021 Biennium	Biennium Change
State Aid Formula Payments	955,824,721	959,248,881	1,915,073,603	975,775,760	990,215,368	1,965,991,129	50,917,526
Available for Formula	955,824,721	959,248,881	1,915,073,603	<b>975,775,760</b>	<b>990,215,368</b>	1,965,991,129	50,917,526
<i>Budget Variance</i>	5,465,280	5,465,280	10,930,560	5,504,436	5,504,436	11,008,871	78,311
Alternative Ed 15 yr old	-	-	-	-	-	-	-
Isolated Hold Harmless	-	-	-	-	-	-	-
REA Grants	250,000	250,000	500,000	250,000	250,000	500,000	-
State Child Placement-Public	2,400,000	2,500,000	4,900,000	3,300,000	3,500,000	6,800,000	1,900,000
State Child Placement-Nonpublic	1,500,000	1,500,000	3,000,000	1,200,000	1,200,000	2,400,000	(600,000)
Gifted and Talented	400,000	400,000	800,000	400,000	400,000	800,000	-
Grants - Integrated formula payments	965,840,001	969,364,161	1,935,204,163	986,430,196	1,001,069,804	<b>1,987,500,000</b>	52,295,837
Grants - transportation	27,700,000	27,700,000	55,400,000	27,700,000	27,700,000	55,400,000	-
Grants - special education contracts	9,500,000	9,800,000	19,300,000	12,300,000	12,700,000	25,000,000	5,700,000
Rapid enrollment grants	3,000,000	3,000,000	6,000,000	-	-	-	(6,000,000)
PowerSchool	2,750,000	2,750,000	5,500,000	-	-	-	(5,500,000)

**Appropriation to Actual Expenditure Reconciliation**

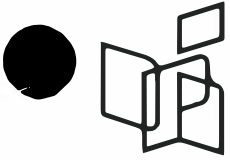
State Aid Formula	948,468,658	959,031,118	1,907,499,776	975,775,760	990,215,368	1,965,991,129	58,491,353
Budget Variance	12,499,225	5,460,924	17,960,149	5,504,436	5,504,436	11,008,871	(6,951,278)
SB 2015 Contingent Transp Distribution							
Isolated HH							
REA Grants	250,000	250,000	500,000	250,000	250,000	500,000	
State Child Placement - Public	3,172,006	3,172,006	6,344,012	3,300,000	3,500,000	6,800,000	455,988
State Child Placement - Private	1,050,113	1,050,113	2,100,225	1,200,000	1,200,000	2,400,000	299,775
Gifted and Talented	400,000	400,000	800,000	400,000	400,000	800,000	
Powerschool Refund							
Other							
Grants - Integrated formula payments	965,840,002	969,364,161	1,935,204,163	986,430,196	1,001,069,804	1,987,500,000	52,295,837
	(0)	0	0				(0)

Projection Notes

1. ADM is projected using a three year cohort survival routine with 2018-19 fall enrollment as the base year.
2. Taxable valuation for 2018-19 is based on taxable year 2017. Taxable valuations for 2019-20 and 2020-21 are projected based on the change from the 2016 to 2017 tax year limited to the state average.
3. Other statistical data was based on data supporting the 2018-19 payment year.

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**Statewide Statistical Summary**  
 North Dakota Department of Public Instruction  
 Office of School Finance  
 Fnd Aid 2019-21 0 and 0 % increase

For discussion purposes only

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	Actual		Status est. @ Nov 2018		Preliminary Budget Projections			
	Year 2017-18 Statewide		Year 2018-19 Statewide		Year 2019-20 Statewide		Year 2020-21 Statewide	
	Weighted ADM	Entitlement	Weighted ADM	Entitlement	Weighted ADM	Entitlement	Weighted ADM	Entitlement
<b>Student Membership</b>								
1 Pk Special Education	1,143.58	11,030,973	1,159.98	11,189,167	1,159.98	11,189,167	1,159.98	11,189,167
2 Kindergarten	8,937.05	86,206,784	9,364.62	90,331,125	9,360.62	90,292,541	9,995.35	96,415,146
3 Grade 1-6	51,796.19	499,626,049	52,531.42	506,718,077	53,625.56	517,272,152	54,115.61	521,999,174
4 Grade 7-8	16,044.53	154,765,536	16,605.89	160,180,415	16,946.27	163,463,720	17,683.23	170,572,437
5 Grade 9-12	29,301.02	282,637,639	29,773.30	287,193,252	30,683.50	295,973,041	31,162.63	300,594,729
6 Alternative High School	805.06	7,765,609	787.62	7,597,383	787.62	7,597,383	787.62	7,597,383
7 Total Average Daily Membership (ADM)	108,027.43	1,042,032,590	110,222.83	1,063,209,418	112,563.55	1,085,788,003	114,904.42	1,108,368,035
			2.0%		2.1%		2.1%	
<b>Other Program Membership</b>								
8 Alt High School	201.30	1,941,740	196.92	1,899,490	196.92	1,899,490	196.92	1,899,490
9 Special Ed ADM	8,858.22	85,446,390	9,038.25	87,182,960	9,230.20	89,034,509	9,422.23	90,886,831
10 PK Special Ed ADM	194.47	1,875,858	197.20	1,902,191	197.20	1,902,191	197.20	1,902,191
11 Regional Education Association	209.02	2,016,207	220.37	2,125,689	217.26	2,095,690	221.61	2,137,650
12 ELL Level 1	143.42	1,383,429	146.12	1,409,474	146.12	1,409,474	146.12	1,409,474
13 ELL Level 2	188.10	1,814,413	186.13	1,795,410	186.13	1,795,410	186.13	1,795,410
14 ELL Level 3	79.35	765,410	91.23	880,005	91.23	880,005	91.23	880,005
15 At Risk	1,009.17	9,734,454	1,033.59	9,970,009	1,052.96	10,156,852	1,073.39	10,353,920
16 Home-Education (district supervised)	11.09	106,974	14.16	136,587	14.16	136,587	14.16	136,587
17 Alternative Middle School	2.25	21,704	1.28	12,347	1.28	12,347	1.28	12,347
<b>Summer Programs</b>								
18 - Summer School	1,261.15	12,165,053	1,281.94	12,365,593	1,281.94	12,365,593	1,281.94	12,365,593
19 - Special Ed ESY	48.99	472,558	70.68	681,779	70.68	681,779	70.68	681,779
<b>Isolated Schools</b>								
20 >275 sq miles and < 100 ADM	115.55	1,114,595	113.89	1,098,583	109.66	1,057,780	101.03	974,535
21 > 600 sq miles and < 50 ADM								
22 Total Weighted Average Daily Membership	120,349.51	1,160,891,373	122,814.59	1,184,669,535	125,359.29	1,209,215,711	127,908.34	1,233,803,848
23 School Size Adjustment Factor	5,282.20	50,952,101	5,241.96	50,563,946	5,181.04	49,976,312	5,138.16	49,562,691
24 Total Weighted Student Units	125,631.71		128,056.55		130,540.33		133,046.50	
Per Student Payment Rate	\$9,646		\$9,646		\$9,646		\$9,646	
Rate Increase			0.0%		0.0%		0.0%	
<b>Total Formula Amount</b>		1,211,843,475		1,235,233,481		1,259,192,023		1,283,366,539
Transition Maximum Adjustment	1.40	(12,251,311)	1.40	(12,284,277)	1.40	(12,148,933)	1.40	(12,131,149)
Transition Minimum Adjustment	1.08	45,122,633	1.08	47,546,145	1.08	50,054,331	1.08	51,090,002
Adjusted Formula Amount		1,244,714,797		1,270,495,349		1,297,097,422		1,322,325,392
Contribution from Property Tax	60	(237,845,630)	60	(250,447,803)	60	(262,538,205)	60	(273,420,851)
Contribution from In-Lieu of Property Tax	75%-100%	(57,195,976)	75%-100%	(58,869,837)	75%-100%	(58,783,457)	75%-100%	(58,689,173)
Ending Fund Balance Offset	40%	(1,204,533)	40%	(2,146,591)	35%		35%	
State Aid Payment		948,468,658		959,031,118		975,775,760		990,215,368
								58,491,353

Projection Notes

1. ADM is projected using a three year cohort survival routine with 2018-19 fall enrollment as the base year.
2. Taxable valuation for 2018-19 is based on taxable year 2017. Taxable valuations for 2019-20 and 2020-21 are projected based on the change from the 2016 to 2017 tax year limited to the state average.
3. Other statistical data was based on data supporting the 2018-19 payment year.

Cost to Continue, Executive Recommendation

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	State	Local	Total
2017-19 Appropriation/ Funding	1,935,204,163	604,359,246	2,539,563,409
Add 2019-21 students and Taxable Valuation	52,295,837	49,072,440	101,368,277
Cost to Continue	1,987,500,000	653,431,686	2,640,931,686
Add Adjustments	63,202,323	9,000,000	72,202,323
Executive Recommendation	2,050,702,323	661,431,686	2,712,134,009

- Increase per student rate 2% each year for districts on the formula
- Reduce transition minimum to 90% of baseline
- Increase property tax contribution to 60 mills or 12% increase in dollars on existing property
- Use hybrid student count using 60% of previous year ADM and 40% of fall enrollment count

\*Based on 3 year cohort survival routine (2 changes) and a 2.6% increase in taxable valuation per year

Pass-Thru-State  
Grants





Department of Public Instruction (201)  
2017-19 Pass Thru Grants

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Global Bridges	\$200,000
ND Museum of Art	350,000
North Central Council for Educational Media Services	238,000
Northern Plains Writing Project	10,000
Red River Writing Project	10,000
Teacher Support System	2,050,000
We the People	10,000
Youth Entrepreneurship Education Program	30,000

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SECTION 21. PASSTHROUGH GRANTS - APPLICATION - DISTRIBUTION - REPORTING. The line item entitled grants - passthrough grants included in subdivision 1 of section 1 of this Act includes \$2,100,000 for passthrough grants for writing projects, an entrepreneur program, and a mentoring program. The superintendent of public instruction shall determine the manner in which each passthrough grant is distributed. Grantees, as a condition of receiving the grant, must establish performance measures to be reviewed by the superintendent of public instruction. Grantees shall report to the superintendent of public instruction regarding performance based on the measures before October 1, 2018. The superintendent of public instruction shall report to the appropriations committees of the sixty-sixth legislative assembly regarding funds granted, performance measures established for each grantee, and whether grantees met performance expectations.

**Intended learning outcome of the North Dakota Teacher Support System – Mentoring Program**

“We want to develop teachers who are thinkers and problem-solvers, who ask questions about their practice, and constantly seek solutions, who are committed and passionate advocates for learning for all children.” New Teacher Center

**The purpose is accomplished through:**

- Mentor trainings – two days per year for new mentors (August or September)
- Mentor Seminar trainings – one half day per year for all mentors (October)
- Online webinars and coursework – November, January and March
  - o Observation and Conferencing
  - o Using Data to Inform Instruction
  - o Designing Effective Instruction
- Instructional Coaching trainings –
  - o 6 days per year
- Beginning Teacher Network Grants
  - o Funding for REAs and districts to supplement Induction Programs

**Measurable outcomes of program goals:**

Why I use it and what is it used for? So that we have evidence that...

1. Retention study – completed yearly to track the teachers in our state who have received mentoring services through the NDTSS mentoring program. See Retention study attached table for details. We are working on ways to track the teachers who are no longer working in ND to find out if they left the profession or are working in a different state as a teacher. This data provides us with data to evaluate the effectiveness of mentoring in relation to teacher retention.

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2. Third party national evaluation through the form of a survey by The New Teacher Center. This survey is done on a biannual basis. This third-party data is reliable, transferrable and valid. The survey addresses program quality and satisfaction through a number of items on each of the teacher, mentor and administrator surveys. Outcomes that are measured include: job intentions, job satisfaction and commitment, beliefs about teacher and instructional leadership. Please see attached information describing this survey.
  
3. Training survey data is collected at the end of each training. This survey data acts as formative data for program improvement. We use the data from our participants to adjust the format and content of our trainings. The survey data is also used to inform our trainers on how the trainings are being received. Surveys are also used to ask non-participating administrators about perceived participation barriers. It is our goal to promote equity and to define possible barriers that may keep some districts from participating. We use the survey data to communicate how can we eliminate these barriers. Please see attached example of survey data.
  
4. Beginning Teacher Network Grants – these grants make funding available to REAs and districts associated with the NDTSS mentoring program. The grant is an opportunity for REAs and districts to provide a more complete Induction Program for new teachers. The measurable outcome for these grants is included in the final report that includes and evaluation of the work completed and the “lessons learned” during the year. Please see attached final report document.



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## Retention Study – First Year Teachers in Mentoring Program

(updated 2.4.18)

### First Year Teachers in Program Spring 2010 - now in their 9<sup>th</sup> year of teaching

In Program Spring 2010	Still teaching in ND in 2017-18	Not teaching in ND	Retention
123	91	32	74%

### First Year Teachers in Program 2010- 2011 - now in their 8<sup>th</sup> year of teaching

In Program 2010-2011	Still teaching in ND in 2017-18	Not teaching in ND	Retention
123	85	38	69%

### First Year Teachers in Program 2011- 2012 - now in their 7<sup>th</sup> year of teaching

In Program 2011-2012	Still teaching in ND in 2017-18	Not teaching in ND	Retention
175	123	52	70%

### First Year Teachers in Program 2012- 2013 - now in their 6<sup>th</sup> year of teaching

In Program 2012-2013	Still teaching in ND in 2017-18	Not teaching in ND	Retention
276	180	96	65%

### First Year Teachers in Program 2013-2014 - now in their 5<sup>th</sup> year of teaching

In Program 2013-2014	Still teaching in ND in 2017-18	Not teaching in ND	Retention
290	212	78	73%

### First Year Teachers in Program 2014-2015 - now in their 4<sup>th</sup> year of teaching

In Program 2014-15	Still teaching in ND in 2017-18	Not teaching in ND	Retention
352	277	75	79%

### First Year Teachers in Program 2015-2016 - now in their 3<sup>rd</sup> year of teaching

In Program 2015-16	Still teaching in ND in 2017-18	Not teaching in ND	Retention
336	281	55	84%

### First Year Teachers in Program 2016-2017 - now in their 2<sup>nd</sup> year of teaching

In Program 2016-17	Still teaching in ND in 2017-18	Not teaching in ND	Retention
339	313	26	92%

## All First Year Teachers in Mentoring Program through Spring 2017

Total	Still teaching in ND in 2017-18	Not teaching in ND	Retention
2014	1562	452	78%

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## SURVEY BACKGROUND INFORMATION

### THE INDUCTION SURVEY IS NOW THE PROGRAM QUALITY SURVEY

Historically, NTC has offered a customized induction survey as an optional service for clients who wished to learn about and monitor their programs.

As the work of NTC has shifted to include a focus on coaching and school leadership the PQS replaces the Induction Survey in name to allow us to better serve all of our clients. We will continue to administer and support clients with the PQS as we did the Induction Survey. Any client who included a comprehensive Induction Survey Package in their contract for coming years will receive the same services under the PQS name.

### WHAT DOES THE NTC PROGRAM QUALITY SURVEY (PQS) MEASURE?

The NTC Program Quality Survey captures data on the experiences, attitudes, and behaviors of teachers, mentors/coaches, site administrators, and program leaders. The survey is research-based and designed to measure important factors around program quality and practice, and includes items that have a demonstrated relationship with student achievement and teacher retention. See page three for additional information on specific measures and outcomes.

## WHAT ARE THE BENEFITS OF PARTICIPATING IN THE PQS?

### HOW DOES THE PQS BENEFIT CLIENTS?

Clients will have annual data on how mentors/coaches support teachers as well as on the outcomes that we are working to impact, such as teacher job satisfaction and intent to stay in their school. These data will support their conversations with stakeholders about their mentoring/coaching program.

### HOW DOES THE PQS BENEFIT NTC?

The NTC Program Quality Survey fills a valuable need for both NTC and our clients: to understand the impact the programs we touch are having and to have data on the supports teachers need to accomplish their jobs and remain in the profession. With the data collected we learn more about how our programs work, differences across programs, and how to better support all of our clients.

## DETAILS OF THE SURVEY ADMINISTRATION

### WHEN AND HOW WILL THE PQS BE ADMINISTERED?

The administration dates for the survey vary. However, most clients choose to launch the survey in the spring, after testing has occurred.

Participants will receive a personalized email from NTC with a link that will take them directly to their survey. Weekly reminders will be sent during the administration period to those who have yet to complete their surveys.

If participants do not receive an email, delete it by mistake, or otherwise need help, they will have access to our survey website.

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## HOW WILL RESULTS BE REPORTED?

If enough respondents from a given group of participants complete their surveys, programs will receive an aggregate report of their results. *The minimum requirement to receive a report is 50%*. Program results and the responses of individual teachers will be confidential. Reports will be posted to the program's dashboard.

## ADDITIONAL INFORMATION ON SPECIFIC MEASURES AND OUTCOMES

### PROGRAM QUALITY

The survey addresses program quality and satisfaction through a number of items on each the teacher, mentor/coach, site administrator, and program leader surveys.

### MENTOR/COACH SUPPORT

The survey measures several aspects of mentor/coach support, including:

**Trust and Respect** – Items measure factors like teachers' feelings of confidence in their mentor/coach and beliefs that their mentor/coach has the teacher's best interest in mind.

**Improving Instructional Practice** – These items measure teachers' perceptions of the extent to which the mentor/coach helped to improve their teaching practice in critical areas, such as planning lessons that are focused on grade-level standards and pre-assessing students to understand their learning needs.

**Value of Mentoring Support** – The survey also measures teachers' perceptions of how valuable the support of their coach/mentor is in key areas, including:

Classroom Environment – including employing routines, setting expectations for learning and behavior, and responding appropriately to student misbehavior.

Differentiation – including planning to meet diverse learning needs and working with English language learners.

Emotional Support – including managing job-related stress and providing emotional support.

Professional Support – including support for communicating with the principal, demonstrating professionalism, and developing positive and collaborative relationships with colleagues.

Social Emotional Learning – including student collaboration, perseverance, and respect for diverse perspectives.

### Outcomes

In addition to mentor/coach support, the NTC Program Quality Survey also measures important factors that can help us understand teachers' experiences, effectiveness, and retention. Factors chosen for the survey have a sound research base including a well-developed measurement scales, including:

**Job Intentions** – The survey asks teachers to share their immediate professional plans (e.g., continue working in his/her school, transfer, leave education).

**Job Satisfaction and Commitment** – Items measure teachers' connection to the teaching profession and to their school, including perceptions of the benefits of being a teacher and their satisfaction with their performance in their school.

**Beliefs about Teaching** – These items measure teacher beliefs about what is possible for teachers, such as their ability to get through to difficult students and whether factors beyond their control have a greater influence on their students' achievement than they do.

**School Environment and Instructional Leadership** – The survey includes a measure of school environment and leadership to provide important contextual information about the schools in which teachers are working, including whether there is an atmosphere of trust and mutual respect in their school and teachers have an appropriate level of influence on decision-making.



Timestamp	1. How many students attend your school? (if you teach in more than one school, mark all that apply)	2. Your gender	3. Year teaching	4. You currently teach in grades (Mark all that apply)	5. The information you received about the North Dakota Teacher Support System Mentoring Program was	6. Was your mentor a good match for you?	7. Was 9 hours of observation of other teachers this year	8. Overall, how valuable was your participation in the ND TSS Mentor Program?	9. Please rate the following parts of the program in terms of their value to you. [One-on-one conferences with my mentor]	9. Please rate the following parts of the program in terms of their value to you. [Observations by my mentor including post-observation follow-up with my mentor]	9. Please rate the following parts of the program in terms of their value to you. [Recording of my teaching including post-recording conversation with my mentor]	9. Please rate the following parts of the program in terms of their value to you. [Observation of other teachers]	9. Please rate the following parts of the program in terms of their value to you. [Online class for first-year teachers]	10. Working with my mentor has impacted the learning of the students in my classroom.	11. Which of the following aspects of teaching was most impacted by working with your mentor? (Classroom environment and management (establishing respect, rapport, and a culture for learning; managing classroom behavior and procedures))	12. What are your plans for next year?	13. What feedback would you like to give your mentor?	14. What feedback would you like to give the ND Teacher Support System?	If you would like us to contact you about the survey, please give us your name and email address below.
4/4/2017 14:23:06	Fewer than 50	Male	First	7-12	Sufficient	Yes	Sufficient	4	Extremely valuable	Extremely valuable	Valuable	Somewhat valuable	Valuable	Agree	I plan to teach in the same school next year.	Thanks for everything!	Thanks for everything!		
4/4/2017 14:23:55	More than 1000	Female	First	Middle/Junior High School	Sufficient	Yes	Too much	4	Valuable	Valuable	Valuable	Valuable	Valuable	Agree	I plan to teach in the same school next year.	N/A	9 hours of observation was a little too much.		
4/4/2017 14:27:03	101-200	Female	First	Middle/Junior High School	Sufficient	Yes	Sufficient	5 - Very valuable	Valuable	Valuable	Somewhat valuable	Extremely valuable	Valuable	Agree	I plan to teach in the same school next year.	My mentor was a great fit for me and helped me with some of the in class projects throughout the year.	I thought this was a great program that helped me get through my first year teaching.		
4/4/2017 14:27:59	401-600	Female	First	Grades K-6, Middle/Junior	Sufficient	Yes	Too little	5 - Very valuable	Extremely valuable	Valuable	Somewhat valuable	Extremely valuable	Extremely valuable	Strongly agree	I plan to teach in the same school next year.	I was very lucky to have such a positive mentor at the school. The year started out on a rough note, but was improved when I could talk one on one with a person who genuinely cared about making this place happier and more successful.	This program has been so beneficial to my teaching and helping me understand what I need to do as a teacher and as a professional in my district.	LS 4.5.17 nicole.egge@willistonchschools.org	
4/4/2017 14:28:16	201-400	Male	First	Grades K-6, Middle/Junior	Sufficient	Yes	Too much	4	Extremely valuable	Valuable	Valuable	Extremely valuable	Valuable	Strongly agree	I plan to teach in the same school next year.	That she did a great job and was the best mentor to have!	NA		
4/4/2017 14:28:19	201-400	Female	First	Grades K-6	Sufficient	Yes	Too much	5 - Very valuable	Extremely valuable	Extremely valuable	Extremely valuable	Extremely valuable	Extremely valuable	Strongly agree	I plan to teach in the same school next year.				
4/4/2017 14:28:20	More than 1000	Male	First	High School	Sufficient	Yes	Too much	4	Valuable	Somewhat valuable	Valuable	Somewhat valuable	Somewhat valuable	Agree	I plan to teach in the same school next year.	He was good. Gave good advice and was always available	Good program. I felt like the observations got to be a little much at the end		
4/4/2017 14:28:46	More than 1000	Female	First	Middle/Junior High School	Sufficient	Yes	Sufficient	4	Extremely valuable	Valuable	Valuable	Valuable	Somewhat valuable	Strongly agree	I plan to teach in the same school next year.	The best fit I could have asked for, personable, helpful, considerate, and knowledgeable, and realistic.	Partnering up with a mentor at my school is helpful, but much of the online course is busy work - the mentor paired with me was vague and certainly unhelpful. I believe the advice to me was that partner work can be beneficial.		
4/4/2017 14:29:14	More than 1000	Female	First	High School	Sufficient	Yes	Sufficient	2	Valuable	Not at all valuable	Somewhat valuable	Valuable	Somewhat valuable	Agree	I plan to teach in the same school next year.	You have been very helpful	Great program. I had currently gone through a mentoring program for my first year teaching in another district so I found this program a little redundant.		
4/4/2017 14:29:30	401-600	Female	Second or more	Grades K-6	Sufficient	Yes	Sufficient	3	Somewhat valuable	Somewhat valuable	Valuable	Valuable	Not at all valuable	Does not apply	I plan to teach in a different school within my district next year.	A good resource when I had questions about curriculum or district policies.			
4/4/2017 14:29:32	More than 1000	Male	First	High School	Sufficient	Yes	Sufficient	5 - Very valuable	Extremely valuable	Extremely valuable	Extremely valuable	Somewhat valuable	Somewhat valuable	Agree	I plan to teach in the same school next year.		Keep up the good work!		
4/4/2017 14:31:29	More than 1000	Male	First	High School	Sufficient	Yes	Too much	2	Somewhat valuable	Valuable	Not at all valuable	Valuable	Extremely valuable	Agree	I plan to teach in the same school next year.	Great Job!	N/A		
4/4/2017 14:32:05	401-600	Female	First	Grades K-6	Sufficient	Yes	Too much	4	Extremely valuable	Somewhat valuable	Somewhat valuable	Valuable	Valuable	Agree	I plan to teach in the same school next year.	She was very helpful to me as a first year teacher. She was always willing to answer my questions. If she wasn't able to help me with something, she would find someone who was.	The teachers of the online course were quick to give feedback on all assignments. They had good insight and were always willing to answer questions.		
4/4/2017 14:36:19	51-100	Male	First	Grades K-6	Sufficient	Yes	Too much	5 - Very valuable	Extremely valuable	Valuable	Valuable	Extremely valuable	Somewhat valuable	Agree	I plan to teach in the same school next year.	She did a wonderful job and was very helpful whenever I needed it.	I think ND Teacher Support System is a great way to help first year teachers feel a little more comfortable with what they are doing and it helps ease them into what they can expect for the upcoming years of their teaching career.		
4/4/2017 14:36:23	601-1000	Female	First	Grades K-6	Sufficient	Yes	Sufficient	4	Valuable	Valuable	Valuable	Valuable	Somewhat valuable	Agree	I plan to teach in the same school next year.	I loved how open she was to answer any questions I had.	The online class wasn't as valuable to me as the other aspects of the program.		



Timestamp	1. How many students attend your school? (if you teach in more than one school, mark all that apply)	2. Your gender	3. Year teaching	4. You currently teach in grades (Mark all that apply)	5. The information you received about the North Dakota Teacher Support System Mentoring Program was	6. Was your mentor a good match for you?	7. Was 9 hours of observation of other teachers this year	8. Overall, how valuable was your participation in the ND TSS Mentor Program?	9. Please rate the following parts of the program in terms of their value to you. [One-on-one conferences with my mentor]	9. Please rate the following parts of the program in terms of their value to you. [Observations by my mentor including post-observation follow-up with my mentor]	9. Please rate the following parts of the program in terms of their value to you. [Recording of my teaching including post-recording conversation with my mentor]	9. Please rate the following parts of the program in terms of their value to you. [Observation of other teachers]	9. Please rate the following parts of the program in terms of their value to you. [Online class for first-year teachers]	10. Working with my mentor has impacted the learning of the students in my classroom.	11. Which of the following aspects of teaching was most impacted by working with your mentor?	12. What are your plans for next year?	13. What feedback would you like to give your mentor?	14. What feedback would you like to give the ND Teacher Support System?	If you would like us to contact you about the survey, please give us your name and email address below.
4/4/2017 14:37:26 401-600		Female	First	Middle School	Sufficient	Yes	Sufficient	5 - Very valuable	Extremely valuable	Extremely valuable	Extremely valuable	Extremely valuable	Extremely valuable	Agree		I plan to teach in the same school next year.	My mentor was critical support in guiding me to enhance my planning, instruction, emotional support, and content knowledge. She pushed my thinking and helped me grow in new ways.	I feel I gained a great knowledge through ND support system. I appreciate all feedback! I did not like feeling pressured into participating in the program. I expressed several times that I am far from a 1st year teacher and not a good fit for the program. It was a waste of my time.	
4/4/2017 14:33:06 401-600		Female	Second or more	Middle/Junior High School	Too much	No	Too much	1 - Not at all valuable	Not at all valuable	Not at all valuable	Not at all valuable	Not at all valuable	Not at all valuable	Strongly disagree		I plan to teach in the same school next year.	I felt like my mentor took more ideas from me than I got from him/her.	Less required time of meeting with mentor. Being a first year teacher with six different courses per semester to teach with age groups varying from 7th-12th the last thing I feel like doing after school is going to another meeting. I felt I had enough on my plate the way it was, meetings were just an inconvenience for me. I learned exceptionally more talking to teachers in the hallway between/after classes than in mentor meetings. I felt like my time was better served simply talking to my mentor. Having the required documents to fill out seemed like waste of time. I often felt like we had our conference, and then had to go in and fill in the gaps. I felt like having to prepare a specific area that we talked about was also pointless; this did nothing to help concentrate our conversations. I feel like I was misdirected in signing up for the part 2 class. I assumed it would be the same workload as the first semester. However, I have spent so many more hours working on the second semester class. If I would have known it would be so much extra work on top of my already busy schedule, I probably wouldn't have signed up for it. More information needs to be provided about the amount of hours	
4/4/2017 14:39:04 Fewer than 50		Male	First	Middle/Junior High School	Sufficient	Yes	Sufficient	2	Somewhat valuable	Not at all valuable	Not at all valuable	Extremely valuable	Not at all valuable	Disagree	Professional responsibilities (reflecting on teaching, maintaining records, communicating with families, professional development)	I plan to teach in the same school next year.	Less meetings.		
4/4/2017 14:40:55 201-400		Female	First	Middle/Junior High School	Sufficient	Yes	Sufficient	5 - Very valuable	Extremely valuable	Extremely valuable	Valuable	Somewhat valuable	Not at all valuable	Agree	Classroom environment and management (establishing respect, rapport, and a culture for learning; managing classroom behavior and procedures)	I plan to teach in the same school next year.	Overall, my mentor was an incredible support system. We fit together very well, seem to have aligned teaching styles, and our personalities fit well together. She was always honest with me and always available at any part of the day. I knew I could pop in and talk to her at any time. I feel that wherever she helped me immensely. I always felt supported by her.		
4/4/2017 14:41:30 101-200		Female	First	Grades K-6, Middle/Junior	Sufficient	Yes	Too much	4	Extremely valuable	Valuable	Valuable	Valuable	Valuable	Agree	Classroom environment and management (establishing respect, rapport, and a culture for learning; managing classroom behavior and procedures)	I plan to teach in the same school next year.	My mentor gave amazing feedback. She was there when I was struggling and was there when I had good things happen. It was nice to have her around to bounce ideas off.		
4/4/2017 14:41:33 101-200		Male	First	High School	Too little	Yes	Too much	4	Extremely valuable	Extremely valuable	Not at all valuable	Somewhat valuable	Not at all valuable	Agree	Classroom environment and management (establishing respect, rapport, and a culture for learning; managing classroom behavior and procedures)	I plan to teach in the same school next year.	He did a wonderful job	Contact with mentor was the most valuable part of this experience. Observation of other teachers is over kill (you do over a 100 hours of that in college less than a year before). Replacing that observation time with increased contact with principal and mentor would be better.	
4/4/2017 14:41:58 601-1000		Female	First	High School	Sufficient	Yes	Sufficient	3	Extremely valuable	Somewhat valuable	Valuable	Somewhat valuable	Not at all valuable	Agree	Professional responsibilities (reflecting on teaching, maintaining records, communicating with families, professional development)	I plan to teach in the same school next year.	None at this time		
4/4/2017 14:46:41 More than 1000		Male	Second or more	High School	Sufficient	Yes	Too much	4	Extremely valuable	Valuable	Valuable	Somewhat valuable	Not at all valuable	Agree	Professional responsibilities (reflecting on teaching, maintaining records, communicating with families, professional development)	I plan to teach in the same school next year.	In my opinion, the one-on-one meetings were by far the most valuable part of this.	Note: The last part of #9 did not apply.	
4/4/2017 14:52:31 601-1000		Female	First	High School	Sufficient	Yes	Too much	3	Valuable	Somewhat valuable	Somewhat valuable	Somewhat valuable	Not at all valuable	Disagree	Classroom environment and management (establishing respect, rapport, and a culture for learning; managing classroom behavior and procedures)	I plan to teach in the same school next year.	I would just like to thank my mentor for his constant support throughout this school year!	Nine hours of observation s WAY too much! First-year teachers have more than enough to do without placing additional demands on our time.	



TEACHER SUPPORT

**BEGINNING TEACHER NETWORK FINAL REPORT**  
EDUCATION STANDARDS AND PRACTICES BOARD  
SFN 60433 (06-2017)

Send completed report to:  
Erin Jacobson  
2718 Gateway Ave., Suite 204  
Bismarck, ND 58503  
Email: [ecjacobson@nd.gov](mailto:ecjacobson@nd.gov)  
Fax: 701.328.9647

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**Final report is due at 4:00pm on May 31st**

Name of Beginning Teacher Network		
Name of Grant Coordinator		
Mailing Address for Payments		
City	State	ZIP Code

**Documentation needed for final payment:**

- A final list of all activities carried out under the grant. Please include artifacts such as meeting schedules, communications, etc.
- Documentation of Network evaluation results
- A brief Grant Coordinator's evaluation of Network activities and "lessons learned" this year.
- Any suggestions you have for the ND Teacher Support System as we plan for the future
- All *Meeting Sign-in Sheets*
- Completed and Signed *Final Reporting Form*

**Summary – Final Payment**

Total Facilitator and Presenter Expenses (from page 2)	\$
Total Meeting Expenses (from page 3)	\$
Subtotal of Expenses	\$
Plus 5% District/REA Administration Fee	\$
Total Expenses	\$
Total Amount of Approved Funds from the ND Teacher Support System (TSS)	\$
Minus Grant Funds Previously Received	\$
Amount of Final Payment Requested	\$

For Use by Teacher Support System
APPROVED FOR TEACHER SUPPORT PAYMENT
DATE:
CODE: 609

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### Numbers Served

Number of first-year teachers who attended only one session	
Number of first-year teachers who attended more than one session	
<b>Total number of first-year teachers who participated in program</b>	

### Submittal Information

Beginning Teacher Network Name		Date Submitted
Grant Coordinator Name	Signature	
Fiscal Agent/Business Manager Name	Signature	

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# Summary of Measurable Outcomes



North Dakota

# Teacher Support System

NDTSS Coordinator – Erin Jacobson

Assistant Coordinator - Marijke Leibel

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SECTION 21. PASSTHROUGH GRANTS - APPLICATION - DISTRIBUTION - REPORTING. The line item entitled grants - passthrough grants included in subdivision 1 of section 1 of this Act includes \$2,100,000 for passthrough grants for writing projects, an entrepreneur program, and a mentoring program. The superintendent of public instruction shall determine the manner in which each passthrough grant is distributed. Grantees, as a condition of receiving the grant, must establish performance measures to be reviewed by the superintendent of public instruction. Grantees shall report to the superintendent of public instruction regarding performance based on the measures before October 1, 2018. The superintendent of public instruction shall report to the appropriations committees of the sixty-sixth legislative assembly regarding funds granted, performance measures established for each grantee, and whether grantees met performance expectations.

**Intended learning outcome of the North Dakota Teacher Support System – Mentoring Program**

The North Dakota Teacher Support System believes, all students in North Dakota deserve an effective and passionate educator. Therefore, we work to develop the skills of mentor teachers who are committed advocates for the learning of all children. Through successful mentoring practices, beginning teachers are taught to engage in problem solving, reflect on their practice and constantly seek solutions. What we do for new teachers, we do for their students.

**What is a mentor?** A mentor is a teacher who is skilled at providing instructional support. Mentors effectively coach beginning teachers to improve their performance by making connections between theory and practice. A mentor supports the professional and personal growth of beginning teachers to meet the needs of students.

**The purpose is accomplished through:**

- **Mentor trainings – two days (16 hours) per year for new mentors (August and September)**
  - o **Mentor trainings are developed for new mentors to gain skills and strategies necessary to becoming an effective mentor. These skills include the ability to: use the Language of Support, move through the Reflect-Focus-Plan-Implement Cycle and record accurate evidence while observing a teacher.**
    - August 6 and 7, 2018 in Minot = 30 mentors
    - August 8 and 9, 2018 in Bismarck = 30 mentors
    - August 13 and 14, 2018 in Fargo = 24 mentors
    - September 10 and 11, 2018 in Bismarck = 32 mentors
    - September 17 and 18, 2018 in Fargo = 63 mentors
    - TOTAL = 179 new mentors trained
- **Mentor Seminar trainings – one half day (3 hours) per year for all mentors (October)**
  - o **Mentor seminars are utilized as an opportunity for mentors to meet with each other, discuss challenges, problem solve and engage in further learning. Mentors are given further training on giving specific feedback and encouraging reflection through one on one conferencing.**
    - October 3, 2018 in Minot = 30 mentors
    - October 4, 2018 in Williston = 17 mentors
    - October 9, 2018 in Bismarck = 26 mentors
    - October 10, 2018 in Bismarck = 30 mentors
    - October 23, 2018 in Fargo = 29 mentors
    - October 24, 2018 in Grand Forks= 63 mentors
    - October 27, 2018 in Bismarck = 18 mentors
    - October 29, 2018 in Fargo = 35 mentors
    - TOTAL = 248 mentors at seminar

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**Online webinars and coursework – (November, January and March) – these courses are in collaboration with The New Teacher Center. The courses take place on an online platform called, The Learning Zone.**

- Observation and Conferencing – In this course, mentors apply protocols and tools that support an effective observation cycle. Learning focuses on: Expanding on the use of mentoring language and practicing skills of collecting evidence and providing meaningful feedback
  - 130 mentors
    - January 8, 9, 10, 15, or 17, 2019
    - February 25, 26, 27, March 4 or 5, 2019
- Using Data to Inform Instruction - This course supports mentor's learning and practice of the protocols for analyzing student work to: Collaboratively plan differentiated instruction with beginning teachers. Mentors also learn how to provide meaningful feedback and incorporate relevant aspects of brain research that enhance teaching practice.
  - 40 mentors
    - November 6 or 13, 2018
    - January 8 or 10, 2019
    - February 28 or March 5, 2019
- Designing Effective Instruction - This course supports mentor exploration of the latest research in student motivation and new skills and tools to: Support the planning of effective instruction that aligns with 21<sup>st</sup> century standards.
  - 15 mentors
    - November 6 or 13, 2018
    - January 14 or 15, 2019
    - February 26 or March 4, 2019

**Online webinars and coursework for mentors of special education teachers – (October, November, January and March) – These courses are in collaboration with Iridium Learning. The courses take place on an NDTSS Canvas online learning page.**

- 40 mentors of beginning special education teachers engage in learning on the following topics:
  - Equity and Mindsets – October 2018 = 40 mentors
  - Goal Setting and Providing Feedback - November 26, 2018= 20 mentors
  - Childhood Trauma and Executive Functioning = November 28, 2018 = 20 mentors
  - Webinar topic TBD by mentors – January 7 and 16, March 12 and 14, 2019



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**What is an Instructional Coach?** An instructional coach is someone whose chief professional responsibility is to bring evidence-base practices into classrooms by working with teachers and other school leaders. Instructional coaches partner with teachers to set goals, identify teaching strategies to hit goals and provide support until goals are met.

- **Instructional Coaching trainings are offered to new coaches in North Dakota. The Coaches Academy is in collaboration with Learning Forward. Outcomes of the training include an understanding of: how change impacts adult learners, the multiple roles of coaches, using student data to facilitate decisions, building trusting work relationships and using professional learning designs to facilitate learning for teachers.**

- 6 days per year
  - 44 coaches were chosen through an application process
    - September 27 and 28, 2018
    - November 14 and 15, 2018
    - January 24 and 25, 2019

- **Advanced Coaches Trainings – offered to Coach Academy graduates. The topics were chosen in response to a survey of graduates.**

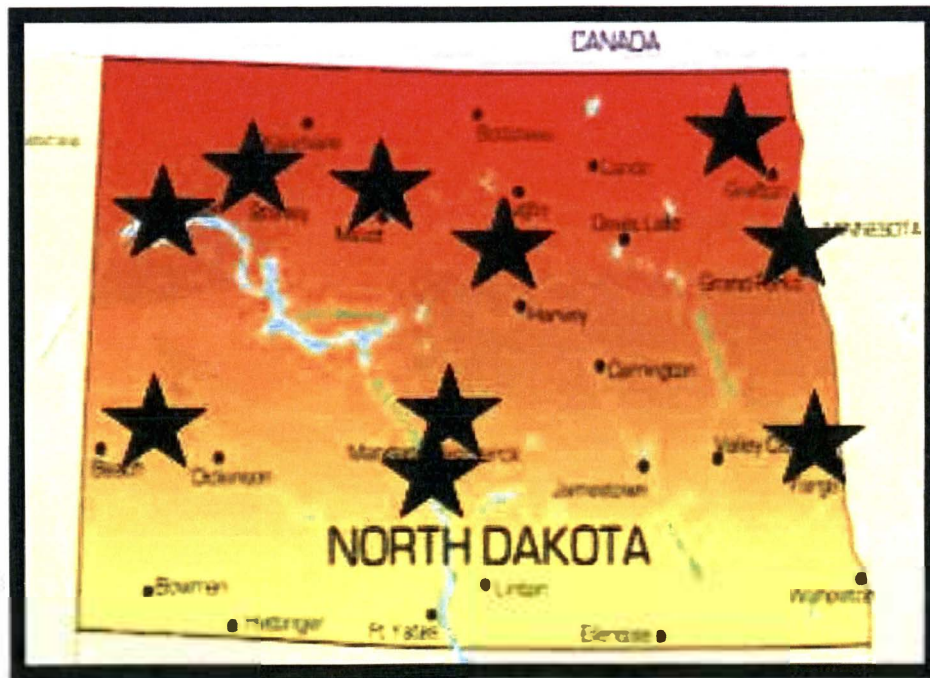
**The topics include:**

- **facilitating professional learning communities**
- **giving feedback to teachers,**
- **building a culture of collaboration and trust**
- **managing difficult situations and facilitating difficult conversations**
- 2 days per year
  - 70 coaches were chosen through an application process
    - September 25 and 26, 2018
      - OR
    - January 22 and 23, 2019

**Beginning Teacher Network Grants – 2018-19 school year** The North Dakota Teacher Support System will make funding available for REAs and districts associated with our Program to develop Networks for your first-year teachers. This is an opportunity for your district or REA to provide a more complete Induction Program for your new teachers. **A network with other first-year teachers is meant to supplement and not replace the more important support of a trained mentor for your new teachers, as already provided through the NDTSS Mentoring Program.**

- Funding for REAs and districts to **supplement** Induction Programs
  - 11 grants were approved for funding
    - Bismarck Public Schools = \$5,703.50
    - Edmore Public School = \$2,657.00
    - Great Northwest Education Cooperative = \$8,925.00
    - Mid-Dakota Education Cooperative = \$6,375.00
    - Missouri River Education Cooperative = \$4,142.00
    - North Central Education Cooperative = \$3,705.00
    - Northeast Education Services Cooperative = \$3,932.00
    - Roughrider Education Services Program = \$3,400.00
    - Red River Valley Education Cooperative = \$3,400.00
    - Southeast Education Cooperative = \$9,104.00
    - West Fargo Public Schools = \$8,925.00
    - TOTAL = \$60,268.5

Map of the areas in North Dakota that received a Beginning Teacher Network grant to **supplement** teacher induction programs:





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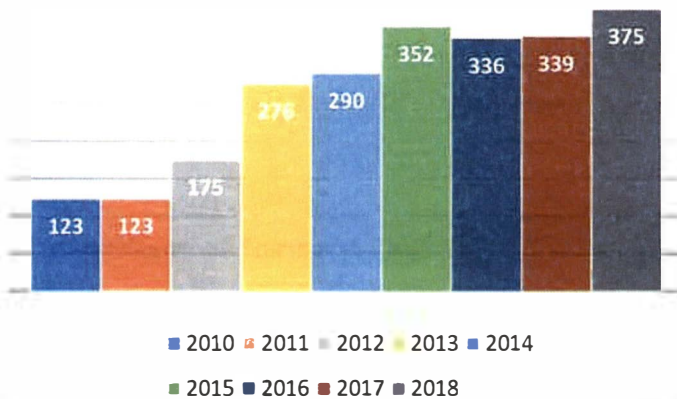
**Measurable outcomes of program goals:**

Why I use it and what is it used for? So that we have evidence that...

1. Retention study – completed yearly to track the teachers in our state who have received mentoring services through the NDTSS mentoring program. See Retention study attached table for details. We are working on ways to track the teachers who are no longer working in ND to find out if they left the profession or are working in a different state as a teacher. This data provides us with data to evaluate the effectiveness of mentoring in relation to teacher retention.

The NDTSS completes a yearly retention study to monitor teachers who have participated in the Mentoring Program and continue to teach in the North Dakota school system. The goal of this study is to compare data to assess the effectiveness of mentoring in relation to teacher retention.

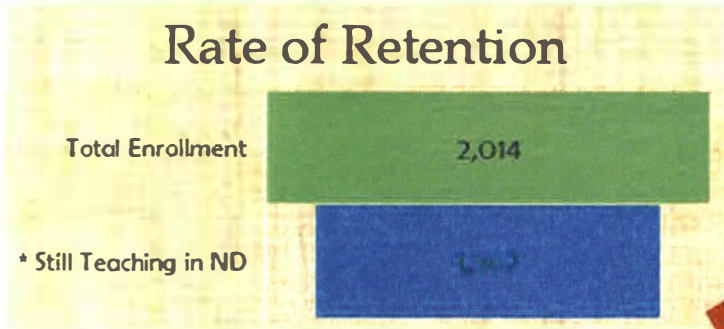
**2010-2018 Enrollment**



Since 2010, **155** of the 175 ND public school districts have participated in the NDTSS mentoring program.

First Year Teacher enrollment has more than **TRIPLED** since the beginning of

**Rate of Retention**



The ND Teacher Support System has supported 2,014 First Year Teachers since 2010. In 2017-2018 school-year, 1,562 continue to teach in the North Dakota school system.

\* This number does not include teachers who have remained in the teaching field but have relocated to another location.

2. Third party national evaluation through the form of a survey by The New Teacher Center. This survey is done on a biannual basis. This third-party data is reliable, transferrable and valid. The survey addresses program quality and satisfaction through a number of items on each of the teacher, mentor and administrator surveys. Outcomes that are measured include: job intentions, job satisfaction and commitment, beliefs about teacher and instructional leadership.

### NDTSS - New Teacher Center Program Quality Report - 2018



**First year teachers**

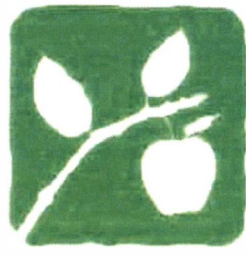
- 87% attribute their success to the help they received from their mentor
- 97% believe working with a mentor has positively influenced their teaching practice
- 92% agree working with a mentor has positively impacted their students' learning

*"It is so vital to have someone in the building that can be my 'go to' for the big and little things"*

- First Year Teacher

**Mentors**

- 98% believe their teaching practice improved as a result of working together
- 100% believe they have positively influenced the teaching practice of their mentee
- 98% believe their work as a mentor has positively impacted students' learning
- 98% believe they know the content necessary to mentor effectively

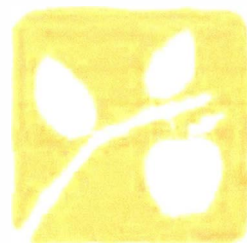


*"When I am mentoring a new teacher, I turn around and apply the techniques to my classroom too."*

-Mentor

**Administrators**

- 93% believe their teaching practices improved as a result of being mentored
- 86% believe the mentoring program has positively impacted students' learning "a great deal"
- 95% are "satisfied" with the program
- 93% believe the program supports implementation of policies and creates conditions that promote teacher success.



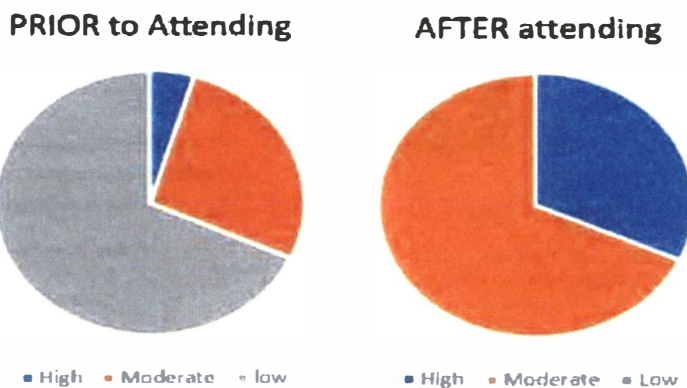
*"It's important for our new teachers to have a professional partner that they can connect with, collaborate and think deeply about instructional practices."*

-Administrator

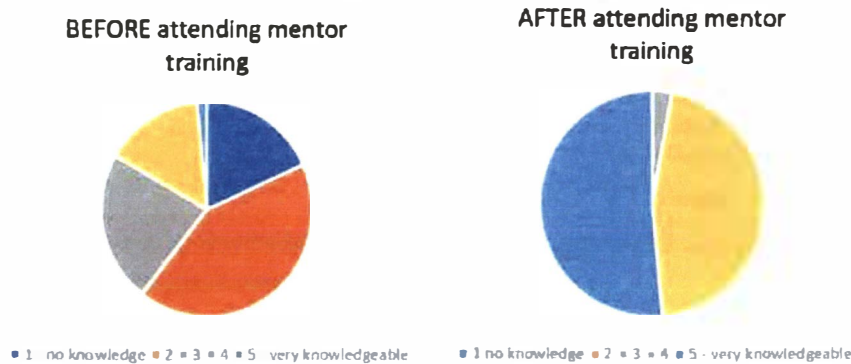
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3. Training survey data is collected at the end of each training. This survey data acts as formative data for program improvement. We use the data from our participants to adjust the format and content of our trainings. The survey data is also used to inform our trainers on how the trainings are being received. Surveys are also used to ask non-participating administrators about perceived participation barriers. It is our goal to promote equity and to define possible barriers that may keep some districts from participating. We use the survey data to communicate how can we eliminate these barriers. Please see attached example of survey data.

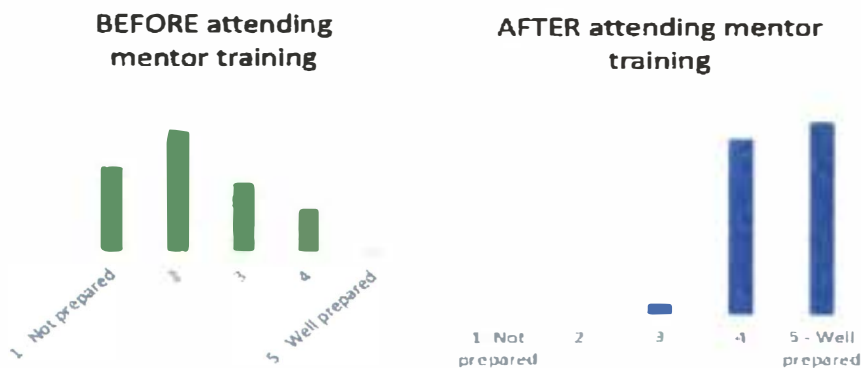
Survey data from Coaches Academy Days 1 and 2 – September 27 and 28, 2018  
Rate of knowledge prior to attending compared to after attending the Coaches Academy



Survey data from Mentor Training 2018 – Rate your level of mentoring knowledge 1- 5  
1= no knowledge 5= very knowledgeable



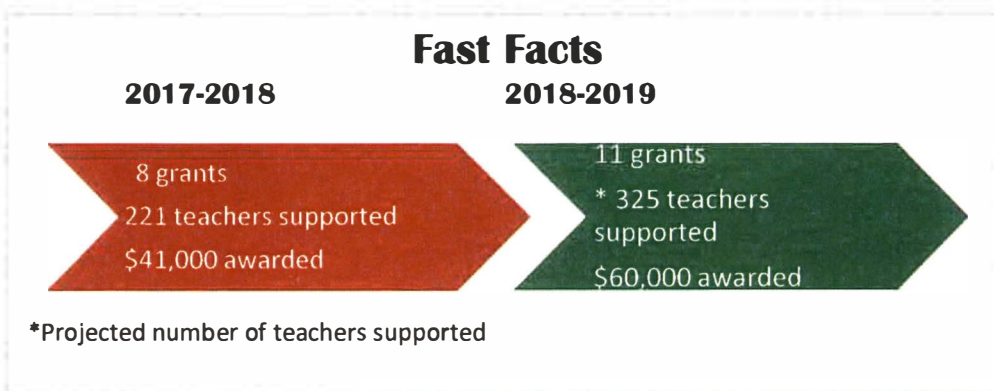
Survey data from Mentor Training 2018 – Rate how prepared you felt to be in the mentoring role 1 – 5.  
1 = Not prepared 5 = Well prepared





- 4. Beginning Teacher Network Grants – these grants make funding available to REAs and districts associated with the NDTSS mentoring program. The grant is an opportunity for REAs and districts to provide a more complete Induction Program for new teachers. The measurable outcome for these grants is included in the final report that includes and evaluation of the work completed and the “lessons learned” during the year. Please see attached final report document.

The purpose of the Beginning Teacher Network Grant is to provide additional support for first-year teachers to supplement the NDTSS mentoring program. For the 2018-2019 school year, 3 public school districts and 8 REAs received grant awards, totaling \$60,000.



"It was awesome to network with other first year teachers!"

"I benefited a lot from being able to immediately apply what I learned to what I am doing in the classroom".

- What the Grants have been used for:**
- Book studies to enrich new teacher practice
  - Professional development targeting teacher, school, and district needs
  - Collaboration with area educational professionals
  - Training in data-driven instruction, teacher evaluation models, and best practices
  - Comprehensive induction (coupled with NDTSS Mentoring Program)

- 2018-2019 Goals**
- NDTSS meet with each Grand Recipient at least once per year
  - Collaboration between REAs and districts
  - Provide additional support for a more complete Induction Program
  - Conduct and plan for needs assessment for 2019-2020 school year

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## Sitting Bull College Entrepreneurial Center and NDYEEP Youth Outreach Initiative

This proposal outlines an outreach program that leverages Sitting Bull College's community connections to help create a system to deliver entrepreneurship education activities to local youth in grades 4 - 12 and promote the entrepreneurial education opportunities available on campus.

An effective outreach program will excite youth about creating their own economic opportunities now and in the future, introduce them to the skills and attitudes associated with entrepreneurship through a variety of proven, hands-on learning programs and strengthen the Entrepreneurial Center by forging bonds with emerging entrepreneurs (grade school, middle school and high school students before they graduate from high school so they will naturally regard Sitting Bull College as their choice for higher education.

### COMPONENTS OF AN OUTREACH PROGRAM THAT PROMOTES FINANCIAL LITERACY AND ENTREPRENEURIAL ACTIVITY, IMPROVES ACADEMIC PERFORMANCE OF STUDENTS AND BENEFITS SITTING BULL COLLEGE

**Campus Activities:** Create a team of entrepreneurship ambassadors. Ambassadors will be the face and spirit of entrepreneurial life and financial wisdom at Sitting Bull College. They will be student, faculty and community volunteers drawn from the Education, Business Administration and Applied Sciences Programs who will partner to develop the outreach program. This team will also help design, evaluate and deliver short and long term educational activities, produce brief inspirational, educational and practical video clips of young adult entrepreneurs. These will be similar to the mentoring videos already available on the NDYEEP Facebook page. This team will make personal connections with aspiring entrepreneurs in local classrooms and host groups of middle and high school students visiting campus.

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**Community Activities:** Form parent, student and administrator/teacher teams to promote interest in youth entrepreneurship education, financial literacy and develop in-school and/or summer programming options suited to the community's outlook, desires and resources. This team will also facilitate lively interactions with students, parents and community leaders about local, regional and statewide economic opportunities.

**Classroom Activities:**

- Engage with existing school and community programs (Marketplace For Kids, high school leadership programs, 4-H, etc.) by offering resources and expertise to enhance their effectiveness at encouraging real entrepreneurship.
- Provide 4th to 12th grade classroom enrichment activities lead by the outreach coordinator and/or SBC Entrepreneurship Ambassadors based on the "Entrepreneur Interviews" located on the NDYEPP Facebook page.
- Train pre-teachers to implement a Mini-Society Young Entrepreneurs classroom program; train pre-teachers, teachers or community members how to organize YES-U! start-up competitions mentored and evaluated by SBC Entrepreneurship Ambassadors.
- Prepare kids to take advantage of economic opportunities at community events with the POP-UP! Table Top Young Entrepreneur Program.
- Organize campus field experiences hosted by SBC Entrepreneurship Ambassadors.

**Summer Activities:**

- Put classroom learning into action by providing technical assistance and mentoring to youth who want to create and develop their own, real summer businesses (farmers' markets, lawn care, local digital design opportunities, lemonade stands, child care, craft fairs, etc.).
- Train local teachers to facilitate youth entrepreneurship summer camps.
- Provide comprehensive feedback from the outreach coordinator and SBC Entrepreneurship Ambassadors to video taped reports of summer youth entrepreneurship activities.

**Benefits of the Outreach Initiative Partnership:**

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Sitting Bull College

- Enhance the Elementary Education Financial Literacy program that the college is starting to implement in the community by providing incentive for students to learn how to manage personal financial resources.
- Make more students in the community aware of Sitting Bull College and the educational opportunities that are available at the college.
- Provide Sitting Bull College education students the opportunity to experience implementing a collaborative and project-based effort that involves a number of campus and community partners.
- Gives Sitting Bull College an additional business incubator client.

North Dakota Youth Entrepreneurship Education Program (NDYEEP)

- Enhance the ability to successfully promote entrepreneurial education in grade school, middle school and high school.
- Provide NDYEEP a site to operate its program from.
- Help the Youth Outreach Initiative be recognized as a collaborative effort with credibility in the community

**Financing the Initiative**

The funding will come from the ND Youth Entrepreneurship Education Program grant through the Department of Public Instruction which was approved by the Legislature. There are no dollar match requirements from either Sitting Bull College or NDYEEP. The grant is for \$30,000 which is the total budget for the initiative. No other sources are needed. Sitting Bull College will establish the cuff account for the project and the TBIC Director will manage the said cuff account.



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**Program Budget**

The ND Youth Entrepreneurship Education Program is transitioning from directly providing entrepreneurship education programs and activities to teaching middle and high school teachers, college groups and/or community youth group leaders how to create community-based youth entrepreneurship education programs and activities of their own. The proposal outlined above also will be presented to other ND campuses and communities where NDYEEP has had popular and successful summer camps for the past 10 years. The budget reflects the change in program focus in that most of the grant is dedicated to the program Director's stipend and travel as teacher, facilitator and organizer to implement the transition.

<b>ITEM</b>	<b>COST</b>	<b>DURATION</b>	<b>TOTAL</b>
<b>DIRECTOR'S STIPEND</b>	<b>\$1,400/ month</b>	<b>15 months</b>	<b>\$21,000.00</b>
<b>TRAVEL, LODGING &amp; TRAINING SUPPLIES</b>	<b>\$500.00/month</b>	<b>15 months</b>	<b>\$7,500.00</b>
<b>OFFICE RENT &amp; BOOKKEEPING SERVICES</b>	<b>\$100.00/month</b>	<b>15 months</b>	<b>\$1,500.00</b>
<b>TOTAL</b>			<b>\$30,000</b>

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**NORTH DAKOTA YOUTH ENTREPRENEURSHIP EDUCATION PROGRAM**  
**Facebook/NDYEEP 701-741-6985 [barry@ndyeep.net](mailto:barry@ndyeep.net)**

The 2015 session of the ND Legislature awarded the North Dakota Youth Entrepreneurship Education Program an appropriation of \$30,000. We were grateful, proud and gratified to receive the funds, our sixth Legislative appropriation.

The funds were used to transition from a direct service model to an advisory program working with teachers, school districts & community groups to encourage youth entrepreneurship & train those individuals & entities to create their own youth entrepreneurship education opportunities. Since 2006, as a direct service provider, NDYEEP promoted, organized & produced 8 - 10 week-long summer camps around ND for 9 - 13 year-olds. We also provided 3-day training seminars for elementary & middle school teachers & youth group leaders committed to incorporating youth entrepreneurship education activities into their curriculum and meetings.

Attached is a budget summary for the funds awarded in 2015. Sitting Bull College in Ft. Yates served as the 501c3 umbrella to receive & administer the funds. The appropriation provided for a small monthly stipend for the Program founder & director who administers the web site, the Facebook pages & a monthly e-newsletter & who regularly provides original & customized entrepreneurship education lessons for interested teachers, funded travel to promote youth entrepreneurship at regional economic development conferences, at school board meetings, in campus economic & entrepreneurship departments & parent groups around ND & also funds to rent a small office at Sitting Bull College's Entrepreneurial Center. The remaining balance indicated on the attached spread sheet was used to

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purchase a new laptop computer for the program & its director to continue to provide youth entrepreneurship curriculum, activities & training for ND schools & communities.

Even though NDYEED has used all of the Legislative appropriation, the director will continue to partner with regional economic development organizations such as those active in Bowman, Grafton, Wahpeton, Williston & Grand Forks, provide assistance & training for parent groups in Minot, Grafton & Bismarck, cooperate with local Junior Achievement teams & maintain regular communication with State education & economic leaders to advance the idea that our state's emerging entrepreneurs will lead ND into a brighter & more prosperous 21<sup>st</sup> Century.

NDYEED & its director, kids, parents & communities who have benefitted from the Legislators' forward thinking & commitment to advancing youth opportunities over the past 12 years, offer deep appreciation to the Senators & Representatives who championed our cause. You & DPI have our undying gratitude & humble appreciation.

Barry Striegel, Founder & Director  
ND Youth Entrepreneurship Education Program

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## Youth Outreach

Account #	Description	Approved Budget	Total Expenditures	Encumbered Amount	Amount Remaining	Percent Remaining
00-529-0540.0-6201	Travel Costs & Instructional Supplies	6,000.00	6,290.25		(290.25)	-4.8%
00-529-0540.0-6501	Consultants	22,500.00	20,500.00		2,000.00	8.9%
00-529-0540.0-7001	Rent & Supplies	1,500.00	1,218.38		281.62	18.8%
<b>* TOTALS *</b>		<b>30,000.00</b>	<b>28,008.63</b>		<b>1,991.37</b>	<b>6.6%</b>

Project Dates: 11/1/2017 - 10/31/2018

Director: Barry Striegel

Project Code: YOUTHOUT

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**Northern  
Plains  
Writing  
Project**



**Minot State  
UNIVERSITY**

**500 University Avenue West  
Minot, North Dakota 58708**

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TO: Jamie Mertz, Director of Fiscal Management, North Dakota Department of Public Instruction  
FROM: Ash Bowen & Robert Kibler, Co-directors, Northern Plains Writing Project, Minot State University  
SUBJECT: Performance Measures 2017-2019  
DATE: March 9, 2018

Below is a list of Northern Plains Writing Project's anticipated projects for the AY 2017-2019.

- The Northern Plains Writing Project will integrate subject matter experts into the instruction of the NPWP, expanding the scope of the Northern Plains Writing Project to include wider areas of public school instruction
- Create a site design team
- Recruit teacher leaders and mentors from local school districts to attend and develop a site leadership team
- Conduct a needs assessment with local school teachers and administrators in the areas of professional development in writing-across-disciplines strategies
- Travel to and attend the National Writing Project's national conferences in order to work with national leaders in sustaining the NPWP site
- Develop and hold an Invitational Institute, Advanced Institute, and/or professional development opportunities as based on the site design team's needs assessment
- Seek out additional funding sources to continue the mission of the National Writing Project/Northern Plains Writing Project

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## Northern Plains Writing Project Biennial Report, July 2017-June 30, 2019

The Northern Plains Writing Project (NPWP) continues to be a venue for ongoing professional development of Educators statewide. Each summer NPWP offers public school teachers the opportunity to work with other area educators to share successful teaching strategies, research new strategies based on new research, conduct mini teacher In-services, and become part of a state and nationwide network of teachers dedicated to improving what happens for students in the classroom. NPWP fulfills its traditional role of helping Teachers Educate Teachers.

Since 2017 NPWP has hosted two Summer Institutes, one in 2017 and one in 2018. Each ran from June 4<sup>th</sup> to July 26<sup>th</sup>. The first was a continuous institute involving two Teacher-Consultants, Amanda Watts and Heather Waddy. Both teach in Minot. The second Summer Institute moved to the new nationally recommended hybrid model. We start with three days meeting in classrooms at Minot State University, then Teacher Consultants return home to work on their long research projects. These projects involve taking a lesson plan, or a classroom challenge, and revamping it given research and current pedagogy. The Institute ends with TCs returning to Minot State University, where in the classroom they make presentations to the other TCs, the Director and Co-Director, and share their lesson plans with others. They also had the option of travelling down to the North Dakota Teachers of English annual conference in Mandan, to present their new lesson plans to the whole. Beyond these activities, all TCs who have gone through the Institute have the obligation to provide In-Service mini-lessons to fellow teachers. NPWP also fits teachers to such opportunities as the MSU College for Kids Program, and around the state, Writers Workshops for K-12 Kids. In 2017 then, the following activities took place through NPWP:

1. Summer Institute, for teachers Amanda Watts and Heather Waddy. Follow on In-Services. Ash Bowen, Director of NPWP, facilitated.
2. Beulah Elementary School Writers Workshop for Kids, facilitated by former TC Ericka Dyke, and involving 10 elementary age writers.

In 2018, the following activities took place through NPWP:

1. Summer Institute (Hybrid), June 4-26 July, Minot State University. The following state teachers and those working to become teachers attended:
  - a. Holly Dewitz. 4<sup>th</sup> Grade Perkett Elementary, MPS
  - b. Iyare Ehiorobo School Counselor (moved)
  - c. Jill Hambek Para-Professional, Central Campus, MPS
  - d. Sarah Joy (Minot State University and two private High Schools—Bishop Ryan and Our Redeemers.)
  - e. Megdalyn Kuske, 1<sup>st</sup> and 3<sup>rd</sup> grade, Bell School, MPS
  - f. Tatiana Pots, 6<sup>th</sup> grade, North Plains Elementary, MPS



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- g. Kayla Tatro, 6<sup>th</sup> grade, Glenn Ullin Middle School, GU School District
- h. Stephanie Wilson, South High, Fargo, Fargo School District

2. In-Service Workshops at the NDCTE Annual Conference, Mandan ND: Kayla Tatro, Tatiana Potts.

We still intend to offer a few more in-services. But mostly, we seek to increase state funding because we now have the ability to exceed our allotment for the great good of ND.

Robert E. Kibler, Director, 701-720-2716, [Robert.kibler@ndus.edu](mailto:Robert.kibler@ndus.edu)

Minot State University Division of Humanities

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# NWP

## NATIONAL WRITING PROJECT

### 2018 Invitational Institute Participant Survey

#### Welcome

---

We would like to know about your experiences at the invitational institute, a core element of the National Writing Project model. To protect your confidentiality, your name will not remain attached to this survey, and results will be reported collectively.

If you have any questions about this survey, please send an email to [research@nwp.org](mailto:research@nwp.org). Thank you.

#### Your Writing Project Site

---

Welcome! You are a participant in the [question("value"), id="158"] Invitational Institute, [question("value"), id="361"].

If this is not your institute, please stop here and ask for assistance from your institute facilitator or contact [research@nwp.org](mailto:research@nwp.org).

#### Institute Role

---

**Page exit logic:** Skip / Disqualify Logic

**IF:** Question "Your role at this institute:" is one of the following answers ("I am a facilitator/institute leader") **THEN:** Jump to [page 25 - Thank You](#)

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Show/hide trigger exists.

Your role at this institute: \*

- I am a first-time fellow/participant
- I am a returning fellow/participant
- I am a facilitator/institute leader

Work Context

---

Page exit logic: Skip / Disqualify Logic

IF: Question "

Were you employed in education in 2017-18?

" is one of the following answers ("No") THEN: Jump to [page 13 - Experience](#)

Show/hide trigger exists.

Were you employed in education in 2017-18? \*

- Yes
- No

Hidden unless: Question "

Were you employed in education in 2017-18?

" is one of the following answers ("No")

Select your most recent position:

- K-12 Teacher
- Higher Education Teacher
- Administrator
- Other Educator (please specify):
- None of the above (please specify):

Work Context

---

Hidden unless: Question "

Were you employed in education in 2017-18?

" is one of the following answers ("Yes")

Select the type of institution that was your primary employer in 2017-18: \*

- Public School (including charter schools)
- Private School
- District/Local Education Agency (LEA)
- College/University
- Other (please specify):

Work Context

---

Your primary role in 2017-18:

- K-12 Teacher
- Higher Education Teacher
- Administrator
- Other Educator (please specify):

- None of the above (please specify):

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**Public School Employer**

**Page entry logic:**

This page will show when: Question "Select the type of institution that was your primary employer in 2017-18:" is one of the following answers ("Public School (including charter schools)")

Please select the public school that was your primary employer in 2017-18 (select state, then county, then district, then school):

---

**Private School Employer**

**Page entry logic:**

This page will show when: Question "Select the type of institution that was your primary employer in 2017-18:" is one of the following answers ("Private School")

Please select the private school that was your primary employer in 2017-18 (select state, then county, then school):

---

**District Employer**

**Page entry logic:**

This page will show when: Question "Select the type of institution that was your primary employer in 2017-18:" is one of the following answers ("District/Local Education Agency (LEA)")

Please select the district that was your primary employer in 2017-18 (select state, then county, then district):

---

**College/University Employer**

**Page entry logic:**

This page will show when: Question "Select the type of institution that was your primary employer in 2017-18:" is one of the following answers ("College/University")

Please select the college or university that was your primary employer in 2017-18 (select state, then college):

---

**Review Your Employer Info**

**Page entry logic:**

This page will show when: Question "Select the type of institution that was your primary employer in 2017-18:" is not one of the following answers ("Other (please specify):")

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**Page exit logic:** Skip / Disqualify Logic

**IF:** (#4 Question "You selected [question("option value"), id="390", option="11503"]. Is this correct? " is one of the following answers ("No") AND Question "Select the type of institution that was your primary employer in 2017-18:" is one of the following answers ("College/University")) **THEN:** Jump to [page 10 - College/University Employer](#)

**Page exit logic:** Skip / Disqualify Logic

**IF:** (#3 Question "You selected [question("option value"), id="411", option="11537"]. Is this correct? " is one of the following answers ("No") AND Question "Select the type of institution that was your primary employer in 2017-18:" is one of the following answers ("District/Local Education Agency (LEA)")) **THEN:** Jump to [page 9 - District Employer](#)

**Page exit logic:** Skip / Disqualify Logic

**IF:** (#2 Question "You selected [question("option value"), id="410", option="11534"]. Is this correct? " is one of the following answers ("No") AND Question "Select the type of institution that was your primary employer in 2017-18:" is one of the following answers ("Private School")) **THEN:** Jump to [page 8 - Private School Employer](#)

**Page exit logic:** Skip / Disqualify Logic

**IF:** (#1 Question "You selected [question("option value"), id="430", option="11561"]. Is this correct? " is one of the following answers ("No") AND Question "Select the type of institution that was your primary employer in 2017-18:" is one of the following answers ("Public School (including charter schools)")) **THEN:** Jump to [page 7 - Public School Employer](#)

~~IF:~~ Hidden unless: ( Question "Please select the public school that was your primary employer in 2017-18 (select state, then county, then district, then school):" AND Question "Select the type of institution that was your primary employer in 2017-18:" is one of the following answers ("Public School (including charter schools)"))

1. You selected [question("option value"), id="430", option="11561"]. Is this correct? \*

If not, click the Back button below and correct your selection.

- Yes
- No

~~IF:~~ Hidden unless: ( Question "Please select the private school that was your primary employer in 2017-18 (select state, then county, then school):" AND Question "Select the type of institution that was your primary employer in 2017-18:" is one of the following answers ("Private School"))

2. You selected [question("option value"), id="410", option="11534"]. Is this correct? \*

If not, click the Back button below and correct your selection.

- Yes
- No

~~IF:~~ Hidden unless: ( Question "Please select the district that was your primary employer in 2017-18 (select state, then county, then district):" AND Question "Select the type of institution that was your primary employer in 2017-18:" is one of the following answers ("District/Local Education Agency (LEA)"))

3. You selected [question("option value"), id="411", option="11537"]. Is this correct? \*

If not, click the Back button below and correct your selection.

- Yes
- No

~~IF:~~ Hidden unless: ( Question "Please select the college or university that was your primary employer in 2017-18 (select state, then college):" AND Question "Select the type of institution that was your primary employer in 2017-18:" is one of the following answers ("College/University"))

4. You selected [question("option value"), id="390", option="11503"]. Is this correct? \*

If not, click the Back button below and correct your selection.

- Yes
- No

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Hidden unless: ( Question "Please select the college or university that was your primary employer in 2017-18 (select state, then college):" AND Question "Select the type of institution that was your primary employer in 2017-18:" is one of the following answers ("College/University"))

5. You selected [question('value'), id='300']. Is this correct? \*

If not, click the Back button below and correct your selection.

- Yes
- No

#### Write-In Employer

---

**Page entry logic:**

This page will show when: (((((((Public Value is exactly equal to "Other" OR Private Value is exactly equal to "Other") OR District Value is exactly equal to "Other") OR College Value is exactly equal to "Other") OR Public District Value is exactly equal to "Other") OR ( Question "Select the type of institution that was your primary employer in 2017-18:" is one of the following answers ("Public School (including charter schools)") AND Public Value )) OR ( Question "Select the type of institution that was your primary employer in 2017-18:" is one of the following answers ("Public School (including charter schools)") AND Public District Value )) OR ( Question "Select the type of institution that was your primary employer in 2017-18:" is one of the following answers ("Private School") AND Private Value )) OR ( Question "Select the type of institution that was your primary employer in 2017-18:" is one of the following answers ("District/Local Education Agency (LEA)") AND District Value )) OR ( Question "Select the type of institution that was your primary employer in 2017-18:" is one of the following answers ("College/University") AND College Value ))

Hidden unless: (((Public Value is exactly equal to "Other" OR Public District Value is exactly equal to "Other") OR Private Value is exactly equal to "Other") OR District Value is exactly equal to "Other") OR College Value is exactly equal to "Other")

Please type in your employer name: \*

If you didn't mean to select "Other" from the dropdown list on the previous page, click the Back button below and select your employer from the dropdown list.

Hidden unless: ((( Question "Select the type of institution that was your primary employer in 2017-18:" is one of the following answers ("Public School (including charter schools)") AND Public Value ) OR ( Question "Select the type of institution that was your primary employer in 2017-18:" is one of the following answers ("Public School (including charter schools)") AND Public District Value )) OR ( Question "Select the type of institution that was your primary employer in 2017-18:" is one of the following answers ("Private School") AND Private Value )) OR ( Question "Select the type of institution that was your primary employer in 2017-18:" is one of the following answers ("District/Local Education Agency (LEA)") AND District Value )) OR ( Question "Select the type of institution that was your primary employer in 2017-18:" is one of the following answers ("College/University") AND College Value ))

You did not select your employer from the dropdown list. Click the Back button to try again or, if you didn't see it on the list, type in the name of your employer here: \*

#### Experience

---

What is the highest degree that you hold?

- Bachelor's (BA/BS)
- Master's (MA, MFA, MAT, MS)
- Certificate of Advanced Graduate Studies (CAGS)
- Doctorate (PhD/EdD)
- Other (please specify):

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Do you hold National Board Certification?

- No, I do not hold National Board Certification.
- I was certified for 10 years, but have not been recertified.
- I am a current candidate.
- Yes, I am in my first 10 years of certification.
- Yes, I have been recertified after 10 years.

Years of teaching experience:

- < 3 years
- 3-5 years
- 6-10 years
- 11-15 years
- > 15 years

**Institute Experiences**

---

I experienced the following activities at the institute (check all that apply):

- Composing, sharing, and revising my writing
- Writing in a variety of genres for multiple purposes
- Reading and discussing professional literature
- Using digital tools
- Examining my teaching practice with institute colleagues
- Making public my approach to teaching writing (e.g., teaching demonstration)
- Other (please specify):

**Institute Experiences**

---

How would you rate the overall quality of this institute?

- |                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Poor                  | 2                     | 3                     | 4                     | Excellent             |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

How would you compare the quality and value of this institute to other (non-NWP) professional development activities you have participated in recently?

- |                       |                       |                       |                       |                       |   |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| Much worse            | 2                     | 3                     | 4                     | Much better           | <i>I have not participated<br/>in any other<br/>professional<br/>development recently</i> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   |

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To what degree do you feel that you will be able to apply what you have learned in this institute to your own classroom and your own students?

Not very much	2	3	4	A great deal
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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To what degree do you believe that the experience you have had in this institute will translate into improved student writing?

Not very much	2	3	4	A great deal
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Institute Experiences**

---

To what degree did your institute experience prepare you to:

	Not very much	2	3	4	A great deal	Not applicable
Be a better teacher of writing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve the way you assess student writing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase the amount of time students spend on writing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrate more effectively the use of digital tools into your teaching practice?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Better differentiate your instruction to reach a wide range of students (e.g., students of different skill levels, language backgrounds, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Institute Experiences**

---

**Page exit logic:** Skip / Disqualify Logic

**IF:** Question "

Were you employed in education in 2017-18?

" is one of the following answers ("No") **THEN:** Jump to [page 22 - Demographics](#)

To what degree did your institute experience prepare you to:

	Not very much	2	3	4	A great deal	Not applicable
Contribute to your school's writing program?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contribute to your Writing Project's professional development programs in schools and districts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advocate for integrating more writing into content areas?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be open to taking on leadership roles at your Writing Project, school, district or other professional organization?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand how state-adopted college and career standards (e.g., Common Core) affect your discipline and your teaching?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Students**

---

**Page exit logic:** Skip / Disqualify Logic

**IF:** Question "Did you teach the same students regularly in 2017-18?" is one of the following answers ("No; I did not teach in 2017-18.") **THEN:** Jump to [page 22 - Demographics](#)



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Page exit logic: Page Logic

IF: Question "Did you teach the same students regularly in 2017-18?" is one of the following answers ("No; I taught, but did not teach the same students regularly (e.g., coach, demonstration teacher, substitute).") THEN: Jump to [page 20 - Classroom](#)

Show/hide trigger exists.

Did you teach the same students regularly in 2017-18?

- Yes
- No; I taught, but did not teach the same students regularly (e.g., coach, demonstration teacher, substitute).
- No; I did not teach in 2017-18.

Min = 1 Max = 2000

Hidden unless: Question "Did you teach the same students regularly in 2017-18?" is one of the following answers ("Yes")

What is the total number of students you taught regularly in 2017-18?

---

### ELL Students

Show/hide trigger exists.

Did you teach any ELL students (students whose primary language is not English) for all or part of your schedule?

- Yes
- No

Min = 1 Max = 2000

Hidden unless: Question "Did you teach any ELL students (students whose primary language is not English) for all or part of your schedule?" is one of the following answers ("Yes")

Please estimate the number of students you taught who were ELLs:

---

### Classroom

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Grades you taught in 2017-18 (check all that apply):

- Pre-K
- K
- 1st
- 2nd
- 3rd
- 4th
- 5th
- 6th
- 7th
- 8th
- 9th
- 10th
- 11th
- 12th
- 2-year Community College
- 4-year College/University
- Other (please specify):

**Classroom**

---

Teaching discipline that best reflects your teaching assignment in 2017-18 (select only one):

- Arts and/or music
- Career and technical education
- Elementary subjects/generalist
- English as a Second Language (ESL) / English as a Foreign Language (EFL) / English Language Development (ELD)
- English language arts / English / Composition
- Foreign language(s)
- History and/or social studies
- Math
- Science
- Special Education
- Other (please specify):

**Demographics**

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Your ethnicity, check all that apply (optional):

- American Indian or Alaska Native
- Asian or Asian-American
- Black or African-American
- Latino/a or Hispanic
- Pacific Islander or Filipino/a
- White or European-American
- Other

**Reflection**

---

What do you think is the most important thing you gained from the invitational institute and why?

**Contact Information**

---

NWP may send institute participants short follow-up surveys in the two years following the institute. **We will not use your contact information for any other purpose.** It will not remain connected to your survey responses, which will be summarized and reported in the aggregate.

Your First and Last Name:

~~\*\*\*\*\*~~ %s format expected

Your Email Address:

##### %s format expected

Please Re-enter Your Email Address:

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Thank You

---

**Page entry logic:**

This page will show when: Question "Your role at this institute:" is one of the following answers ("I am a facilitator/institute leader")

##### Hidden unless: Question "Your role at this Institute:" is one of the following answers ("I am a facilitator/institute leader")

We are not collecting feedback from institute leaders/facilitators in this survey. If you would like to preview/test the survey to see what participants will see, please use password **testpw**.

If you are NOT a facilitator, click the back button and change your response to the previous question.

**2018 Invitational Institute Survey**

---

**Page description:**

Thank You

Thank you for completing the NWP Invitational Institute Survey!

**Want to stay in touch with the National Writing Project?**

Here are a few ways to participate in the national community of NWP teacher leaders:

- [Subscribe to Write Now](#), NWP's quarterly email newsletter. *Write Now* publishes cogent articles for, by, and about educators who teach writing; news about the profession; and updates on NWP's activities and accomplishments.
- We also invite you to join our open online publishing community, [The Current at Educator Innovator](#), where you can blog about your teaching experience to continue sharing and getting feedback about your practice.
- For a collection of resources for NWP teachers and teacher leaders and blog posts about teaching writing and teacher leadership, check out [Write/Learn/Lead](#).
- For ongoing and varied conversations about a range of topics, connect with NWP colleagues from around the country through our [online communities and social networks](#).

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Writing Project Teacher Consultant/Bismarck teacher Melissa Cournia introduces strategies for handling source texts from Graff & Birkenstein's *They Say/I Say* at the 2018 Red River Valley Writing Project Summer Institute

**Grantee:** Red River Valley Writing Project  
**Amount:** \$10,000  
**Programming:** Summer Institute for K-12 teachers

### Description of Summer Institute for K-12 Teachers

The 2018 RRVWP Summer Institute took place at Legacy High School in Bismarck, July 23-27, with a focus on the National Writing Project's new [College, Career, and Community Writers Program](#) (C3WP), which supports teachers in teaching **argument writing**. RRVWP Co-Director Angela Hase co-facilitated the SI with Teacher Consultant (TC) Lisa Gusewelle. Northern Plains Writing Project TC Melissa Cournia assisted the facilitators as the returning fellow in a group of 12 teachers from diverse schools in North Dakota. The RRVWP Director, Kelly Sassi, helped facilitators plan and kick off the Institute. Teachers read into new materials on the teaching of argument writing, practiced their own writing, and were coached to design and lead teaching demonstrations for each other on mini units from C3WP.



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What sets [RRVWP](#) professional development apart from other PD is that we use **local leaders**, in whom we have invested, to lead the PD to address **local issues**. We do this with the support of a national network (the [NWP](#)) that is the **longest running** professional development organization in the country, and the **only** professional development organization that focuses on the teaching of **writing**.

### Budget

Due to 90% decrease in funding since the last biennium, we scaled down the number and length of our programs to attempt to maintain the high quality of Red River Valley Writing Project professional development in the most efficient manner possible. We reduced the summer institute from 3 weeks to 1 week, capped the number of participants at 12, and lowered the stipends.

2 facilitators @ \$1600 each	\$3200
12 participants @ \$300 each	\$1200
Guest Presenter	\$600
Director Planning and facilitation	\$421.64
Travel reimbursement	\$355
Visitor's Day Luncheon	\$146.04
Postage	\$10.50

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Total cost of summer institute: \$5,933.18 for 35 hours of PD for 12 teachers  
This comes to **\$14.12** per contact hour per teacher, an incredibly low cost for high-quality professional development for North Dakota teachers.

### Performance Measures

Our goal was for 90% of respondents to respond with a 4 or a 5 on the following three performance measures. **We exceeded our goal** in all three measures, with 100% on Measures 1 and 2 and 92% on Measure 3. Results are on the following page.

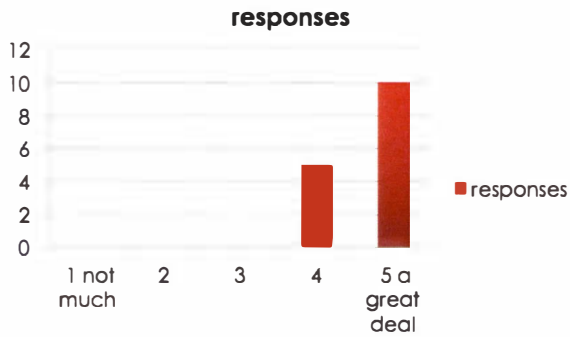




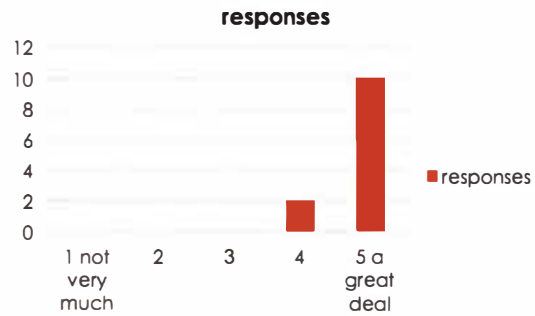
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## Performance Measures

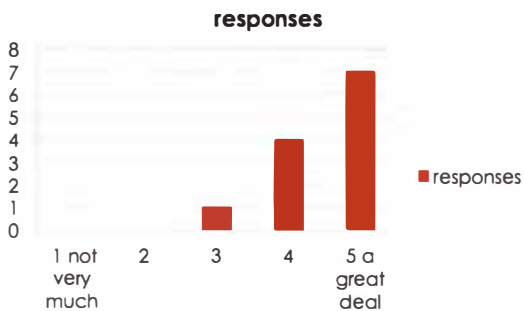
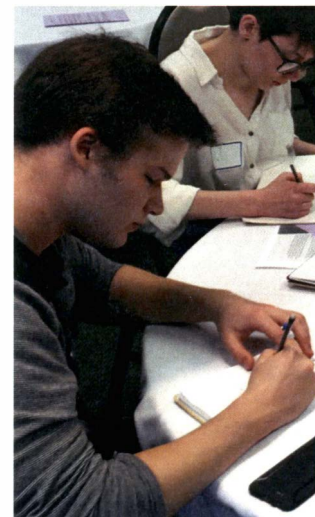
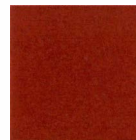
1. To what degree do you believe that the experience you have had in this institute will translate into improved student writing?



2. To what degree did your institute experience prepare you to be a better teacher of writing?



3. To what degree did your institute experience prepare you to increase the amount of time students spend on writing?







**TESTIMONY ON SB 2013**  
**SENATE APPROPRIATIONS COMMITTEE**  
**January 15, 2018**  
**By: Jamie Mertz, Director Fiscal Management**  
**701-328-2176**  
**Department of Public Instruction**

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Mr. Chairman and Members of the Committee:

Good morning, my name is Jamie Mertz, Director of Fiscal Management for the Department of Public Instruction. I am here to provide you information regarding the Department's 2019-2021 appropriation request. I refer you to the budget book that you have been given this morning.

The Department's budget is comprehensive and includes three outlying agencies, the budget documents are separated by pre-printed tabs. The first tab includes information relative to the Department's 2019-2021 budget request including a funding analysis worksheet, federal funding and optional budget requests.

The second tab labeled 'School Finance Statistics' has information related to enrollments, resident births, teacher salary information and the Integrated Funding Formula narrative and worksheets. Adam Tescher will be presenting this information after I have completed the administration portion. Tab number three is labeled 'Pass-Thru State Grants' has information related to the State pass-thru

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grants including the awards for the current biennium and legislatively required performance reports.

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 following DPI.

The first two pages of the budget book are the agenda listing the speakers for today's hearing and a table of contents. This is provided as a quick reference for you to go back and review the information provided.

Page 1 of the budget book is a spreadsheet giving the overview of the Department's 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, Grants, Special Line Items and finally totals the budget by funding source. Column 1 is the current 2017-2019 Legislative Appropriation. Our base level budget for the 2019-201 biennium are listed in column 2. Column 3 is the Executive Budget while the final column is the budget that DPI would like the committee to consider. This budget contains items that were a part of the Executive Budget as well as optional requests that were not included. You will notice that there is a large difference in the operating lines between the Executive Budget and the Agency Request. This is due to us

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incorrectly placing a request as an operating item rather than a grant item. This is corrected in the Agency Request column.

On Page 3 is a graphic that depicts how our agency requested budget would be 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 for school districts and students for programs such as Title Programs, Special Education or USDA Nutrition Programs. Administration expenses make up less than 2% of our budget request.

On page 4 is the department's organizational chart. We have made significant organizational changes in the last biennium which we believe has made us a more efficient organization. The agency currently has 91.75 FTEs which is down from 99.75 that we had in the 2015-2017 biennium. During the oil boom, DPI did not greatly expand the number FTEs we had at our agency. We have utilized technology to gain efficiencies and continue to do so. For our initial budget request to OMB, we were asked to decrease our FTE count by 4. We requested that 1 FTE be restored and this request was included in the Executive Budget. We ask that this same request be taken into consideration by this committee.

Pages 5 and 6 identify the Federal Funding the department has received in the last two fiscal years. Our Child Nutrition and Food Distribution office also

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distributes over \$11 million in commodities per year to school districts, food banks and Indian reservations which is not included in these two pages. We currently don't expect the Federal Funding we receive to change significantly under the Every Student Succeeds Act, also known as ESSA. A few of the grants that are on these two pages have been eliminated but they have been replaced by other grants which provide greater flexibility to our grantees.

Pages 7 and 8 shows the department's 2017-2019 appropriation and our projected expenditures for that time period. We are currently projecting \$18.7 million in General Funds to be turned back at the end of the biennium. However, the estimated expenditures for the Special Education contracts will actually be \$24 million. The may seem large but it is only a 28 percent difference. NDDPI commends Adam Tescher for the accurate projections he gave to the 65<sup>th</sup> legislative assembly. We will be requesting funding to make up this difference in the current biennium. Adam will be able to address any questions on this line item during his testimony.

Page 9 is an update on the one time funding items in our current biennium. All items, except the Governor's School, are funded from the Foundation Aid Stabilization Fund. The Governor's School is funded from the Student Loan Trust Fund. We expect all items to be expended completely except for the REA Merger

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grants. The funds are available for two REAs who vote to merge and I have not heard of any others doing the same.

On page 10 are the budget reductions we proposed to meet the Governor's 90 percent budget request. As I mentioned before, we were asked to reduce our FTE count by 4. This resulted in a reduction of almost \$687,000. We also reduced our operating expenses by just under \$362,000. The two largest components of our operating expenses are IT related items that we pay to ITD and for State Assessment testing. These two items are included in the base in which we calculate our reduction amount, however, since we cannot cut these two items it puts additional pressure on other areas. We also proposed reducing the \$1.53 million grant pool that was created in the 2017-2019 biennium. Other items in this line include reduced breakfast program, school lunch matching funds and adult education matching funds. We did not feel it was appropriate to reduce these programs.

In the pass through grant line, we reduced four grants for a total of \$359,871. We were told that Global Bridges would not be requesting funds this biennium so we removed it as well as reduced the three largest grants by six percent. We also proposed reducing Power School by \$550,000. The Executive Budget moves the Power School funding from our appropriation to ITD's. We are not opposed to that change.

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The last page in this section lists our optional adjustment requests some of which Superintendent Baesler addressed earlier. The first item I will mention is the Quality Rating and Improvement System work that was transferred from DHS. QRIS helps North Dakota families identify the quality of early care and early education in their community. The next item is \$125,000 to update the State Foreign Language Standards. These have not been updated since 2001. The funds are used for reviewer's time and travel expenses. We also requested in general operating funds to be restored from the amount we proposed to be cut for the Executive Budget. As I mentioned before, there are items that cannot be cut but are included in our base on which our ten percent cut is based. This request is to some of the funds that are used for training, outreach and customer support for our grantees.

We also requested that \$5.7 million be added to the Grants – Special Education line. For the at least the last two biennia, we have had to request deficiency funding for this line. We hope this increase would solve that issue. The last item I will discuss is the \$15 million increase to our Grants-Other Grants line for federal grants. We received an audit finding due to our appropriation being insufficient to cover all of the federal grant requests we received during the 2015-17 biennium. This request is to resolve this audit finding. One comment I will make on this is that the funding for all of these is from the General Fund except for

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the Federal Grants increase. Obviously, this would be funded by Federal appropriations.

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Mr. Chairman, this concludes my remarks and I thank you for the opportunity to discuss the budget priorities of the Department of Public Instruction. Adam Tescher will present information on the next section pertaining to School Finance but I would be happy to take any additional questions from the committee before he comes to the podium. Please feel free to contact me or other Department personnel to answer any questions or provide further information. Thank you.

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**TESTIMONY ON SB 2013  
SENATE APPROPRIATIONS COMMITTEE**

**January 15, 2018**

**By: Adam Tescher, Director School Finance and Organization  
701-328-3291  
Department of Public Instruction**

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Mr. Chairman and Members of the Committee:

Good morning, my name is Adam Tescher, Director of School Finance and Organization for the Department of Public Instruction. The school finance information begins on page 12 in the budget book.

Page 12 provides a statewide look of school districts, school buildings, K-12 enrollment, licensed staff, non-licensed staff, and graduates for public school districts, non-public schools, state institutions, BIE schools, special education units, and career and technical education centers.

Page 13 has two graphs; the first graph shows new arrivals to the state of North Dakota by age group. Approximately 51% of new arrivals are from ages 18-34 and almost half of those arrivals are between the age of 20-24. The second graph shows the North Dakota population estimates from 2010 – 2017.

Page 14 shows the North Dakota resident births by county from 2002 – 2017. This is the information that the department uses to project kindergarten students that will be entering the public-school system.

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On page 15 there are graphs that show the K-12 enrollment for public school districts from 1996 through the current 2019 school year, as well as projecting the enrollment for the next biennium. The 2019 K-12 public school enrollment is 110,842 students. These graphs also show the enrollment comparisons and trends of North Dakota's nine largest districts to all the other districts in the state.

Page 16 shows enrollment history by region and pages 17 and 18 have the enrollment history by county. These tables also compare changes from the 2009-10 school year to the current 2018-19 school year.

Page 19 reports the North Dakota public school enrollment cohorts. This is the tool that the department uses to project the number of students for next biennium. The 2019-21 biennium enrollments are projected advancing the students from one grade to the next. We then look at the survival rate over a period of years to determine the percentage of students that will enter the following grade level. The projected increases for the 2019-21 biennium are 2,345 students in 2020 and 3,160 more students for 2021. Page 20 lists enrollment observations for K-12 public school districts.

On page 21, there are charts and graphs that show a history of licensed staff's full-time equivalency and salary as well as student enrollment going back to 2009. Page 22 is a report from the Digest of Education Statistics published by the

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National Center for Education Statistics (NCES) that shows the annual average salary for teachers by state.

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Page 23 is a historical look at the state aid to schools and the and the different funding lines that have been used since the 1999-2001 biennium as well as the executive recommendation for the 2019-2021 biennium. The version of the integrated formula that is currently in place was established for the 2013-2015 biennium where there was a significant increase in the state's investment in K-12 education.

The K-12 funding formula is tied to the cost of providing an adequate education. In the 2013 session, local property tax levy authority was decreased significantly with the statewide taxes making up the difference. 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. The North Dakota K-12 funding formula provides a base of financial support per student regardless of where the student lives or what the taxable valuation is of the district.

Pages 25 and 26 is the calculation tool that the Department of Public Instruction uses to determine the total formula payment as well as the state share of the formula payment. An example of the Bismarck School District has been provided.

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Pages 27 and 28 show the cost to continue the current formula for the 2019-2021 biennium. The cost to continue accounts for projected student growth and estimated changes in taxable valuation, using the same base payment rate and weighting factors as the 2017-2019 biennium. The increase in appropriation for the cost to continue is \$52,295,837 more than the current biennium. There is also an increase in the Grants – Special Education Contract line of \$5.7 million to account for shortfalls in the current biennium and projected increases going forward.

Page 29 shows the cost to continue as well as the cost increase for the executive recommendation. The changes in the executive recommendation include increasing the per student payment rate 2% each year of the biennium, reducing the transition minimum payments by 10% in the second year of the biennium, changes the property tax contribution to 12% on existing property, and uses a hybrid weighted student unit calculated using 60% of the previous year's average daily membership and 40% of the current year enrollment.

This concludes the Department of Public Instruction testimony and I can take any questions that you have. Thank you

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# Testimony of Jeremy Neuharth

Owner of Sycorr & President of TechND

1420 4<sup>TH</sup> STREET NORTH • FARGO, ND 58102  
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In Support of SB 2013  
January 15, 2019

P 1

Chairman Holmberg and Members of the Senate Appropriations Committee,

My name is Jeremy Neuharth; I am a North Dakota native that grew up on one of our many family farms here in the state. Today I am blessed to be a veteran of the North Dakota Army National Guard, have a wonderful family including two children, and own a small business located in Fargo that writes software for banks. I am also the president of the Technology Council of North Dakota (TechND) whose mission is to promote the use, growth and development of technology in North Dakota. Developing workforce is the top priority for TechND's nearly 70 members representing business, education and government.

Today I am here on behalf of TechND and as a founding member of the Digital Workforce Coalition. The newly-formed Digital Workforce Coalition is made up of companies and organizations dedicated to developing North Dakota's future workforce. The Coalition strives to provide every student with computer science education, considered to be base skills needed for almost any job in the digital age. We strongly support **SB 2013, specifically the Department of Public Instruction's (DPI) work on the North Dakota Computer and Cyber Science standards**. By exposing our students to the fundamentals of how technology works, we will give them an advantage in the global workforce. This is not about filling the **6,500 new and replacement technology jobs** projected within North Dakota in the next decade; it is about giving a base understanding of technology tools used across all sectors. It doesn't matter if you want to be a nurse or run the family farm, **technology impacts everything!** We have the opportunity to develop the skills of our students to leverage technology and turn those skills into a true competitive advantage.

With cyber security incidents continuing to show up in our headlines, it is so important to incorporate cyber education into our classrooms. A first in the nation, DPI has successfully brought two elements together so our students will know how to use the technology in a **secure fashion**. It is no longer good enough to have the technology work; you need to know how to protect sensitive data and manage risk.

Much of the hard work has been done already. DPI has created a well-thought-out standard, but we need your help. We need you to support our educators so they can teach up to the standard. I fully support the **\$6 million within DPI's budget to train teachers on the computer and cyber science standard**. As a parent raising North Dakota educated children, a business owner looking for tech-savvy workforce, and president of the TechND, I believe this is a smart investment in North Dakota's future. Join me in supporting the needed resources to create a 21<sup>st</sup> century workforce that will be the envy of the nation.

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# Testimony of Taya Spelhaug

TechSpark Manager- North Dakota, Microsoft

Testimony in Support of SB 2013

January 15, 2019

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P1

Chairman Holmberg and Members of the Senate Appropriations Committee,

My name is Taya Spelhaug and I am the Manager of the TechSpark program for Microsoft in North Dakota. Microsoft has had a long-standing presence in North Dakota going back decades, with over 1,200 employees at our Fargo campus. The Microsoft TechSpark initiative is a civic program aimed at fostering greater economic opportunity and job creation. As a North Dakota native and a graduate of NDSU, I am proud that North Dakota was selected as one of six states for the TechSpark program.

**It is in that spirit that I join you today as a member of the Digital Workforce Coalition to testify in support of the Department of Public Instruction's (DPI) Computer and Cyber Science standards.** We strongly support these standards and the funding requested by the Department to support teacher training programs to ensure that every North Dakota student, in every school, is equipped with the base computer science skills to compete and thrive in today's digital economy.

In a world where virtually every industry is being impacted by technology, this knowledge is as foundational as reading, writing, and math. Ensuring that every child in North Dakota has access to quality computer science education is crucial to our workforce development efforts, helping grow our economy and set students up for success regardless of what career path they pursue. Computer science skills are applicable far beyond the technology industry –we aren't only thinking about hiring future Microsoft employees. Nearly every occupation in our modern economy utilizing fundamental computing skills. These are base skills required for countless jobs in the energy sector, health care, agriculture, and aviation to name a few.

Furthermore, parents throughout North Dakota are demanding access to quality courses and programs in this area. Nationally, 93% of parents want their child's school to teach computer science, but fewer than half of schools offer these courses. A lack of access hurts our economy and creates major inequities in education, particularly for rural communities and groups that have been traditionally underrepresented in computer science and other STEM fields.

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Because there is such a high demand for individuals with computer science skills, it is that much more important for this additional funding be made available to our teachers who are trying to do more but need support, resources, and training. With your help we can train hundreds of in-service teachers from diverse backgrounds statewide to provide quality computer science education in our schools.

We in the technology-sector stand strongly behind you as you work to tackle these challenges. Microsoft has been a strong advocate for expanding access to computer science education in North Dakota and across the nation. These efforts have included initiatives such as Technology Education and Literacy in Schools or TEALS. Because there is a critical shortage of computer science teachers, TEALS pairs trained computer science professionals with classroom teachers to team-teach computer science. Today TEALS operates in 29 states, 350 high schools, and reaches 11,000 students. In North Dakota we have 15 schools teaching computer science through the TEALS program.

To close, I want to thank Superintendent Baesler, her staff at the Department of Public Instruction, and all those who served on the committee to develop the new standards for their excellent work. As a member of the review committee, it was inspiring to see the passion these educators have for bringing equitable access to computer science to their students. These first-in-the-nation Computer and Cyber Science Standards will put North Dakota students on a path for success in the high-skilled, technology-dependent jobs of the future. To implement these standards however, we will need your help to prepare our teachers and school districts to implement them. I hope you will join me in supporting the Department's request.

Thank you.

P2

**Testimony of Rudie Martinson**  
Executive Director, North Dakota Hospitality Association

SB 2013  
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# 7  
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**Testimony in Support of SB 2013**  
January 15, 2019

Chairman Holmberg and Members of the Senate Appropriations Committee,

My name is Rudie Martinson and I am here today representing the North Dakota Hospitality Association to add our voice in support of the Department of Public Instruction's Computer and Cyber Science standards and their request for additional resources to support teacher training.

Now you might wonder why the hospitality industry would care about computer science education, but it should be obvious. Some of the most innovative and tech-savvy companies in the country are in the hospitality industry. The hotel and restaurant industry has been transformed by technology. Online reservations, online ordering, venue specific mobile apps, and even electronic charitable gaming have created a significant demand for computer-proficient workers in the hospitality sector.

This is why we were proud to join the Digital Workforce Coalition to support efforts by DPI and others to move the needle on this important workforce development priority for all sectors of North Dakota's economy.

The hospitality sector is a perfect example of why investing in these skills is so important. Every aspect of our industry has been impacted by technology. We would benefit greatly from a future workforce where skills like coding, website design, and application programming were as common as high-school level reading, writing, and math.

Furthermore, the hotel and restaurant industry has also been heavily targeted by hackers looking to steal personal and payment information from our customers. We need to ensure our future workforce is prepared to securely interact with the new systems and software that are constantly being developed, updated, and implemented industry-wide.

I hope the committee will support the Department in their efforts. By investing in teacher training these new standards will not only help North Dakota students build the valuable skills they need for a global, connected economy, but will also provide a talent pipeline for employers, both large and small, who are desperately seeking workers with these skills.





You Raise. We Represent. [www.ndgga.com](http://www.ndgga.com)

SB 2013

1-15-19

#8

P1

**North Dakota Grain Growers Association  
Testimony on SB 2013  
Senate Appropriations Committee  
January 15, 2019**

Chairman Holmberg, members of the Senate Appropriations Committee; for the record my name is Dan Wogslund. I'm the Executive Director of the North Dakota Grain Growers Association (NDGGA). Through our contracts with the North Dakota Wheat Commission and the North Dakota Barley Council NDGGA represents North Dakota wheat and barley farmers on domestic policy issues on the state and federal levels. I appear here today in support of the Digital Workforce Coalition's initiative for Computer Science and Cybersecurity Education in North Dakota schools.

Chairman Holmberg, members of the Senate Appropriations Committee, and you are all aware technology is today and it is here to stay. We all depend on technology in practically all aspects of our daily lives. The initiative contained in SB 2013 will provide computer science education and the base skills needed for our children to compete in the digital age for virtually any job available. This will help provide our students with the "leg up" necessary to compete in today's and tomorrow's job markets.

This is especially true in agriculture where precision agriculture is not a novelty but a necessity. Providing our next generation of farmers with the digital skills today will pay dividends not only for them but for society as well as they engage in farming or ranching in the future.

Chairman Holmberg, members of the Senate Appropriations Committee, before you we have the opportunity for the future today. Providing critical Computer Science and Cybersecurity Education is an investment in the future of North Dakota./

*NDGGA provides a voice for wheat and barley producers on domestic policy issues – such as crop insurance, disaster assistance and the Farm Bill – while serving as a source for agronomic and crop marketing education for its members.*

P1



# North Dakota Small Organized Schools

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1-15-19  
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P1

Mr. ElRoy Burkle  
Executive Director  
1419 9<sup>th</sup> Ave NE  
Jamestown, 58401  
Eburklendsos@gmail.com  
701-230-1973

Mr. Brandt Dick  
President  
PO Box 100 – 123 Summit Street  
Underwood, ND 5857  
Brandt.Dick@underwoodschool.org  
701-442-3274

Mrs. Janet Brown  
Business Manager  
925 Riverview Drive  
Valley City, ND 58072  
[janet.brown@k12.nd.us](mailto:janet.brown@k12.nd.us)  
701-845-2910

January 14, 2019

Senator Holmberg, Chairman, and Members of the ND Senate Appropriations Committee,

For the record, my name is ElRoy Burkle and I serve as Executive Director of North Dakota Small Organized Schools (NDSOS).

Prior to sharing school transportation data, I wish to express our appreciation on behalf of our 150 members for efforts to increase per pupil payments, providing additional resources to address mental health and school safety, continuing to ensure appropriate funding for Career and Technical Education, REAs, and Center for Distance Education, in addition to considering other initiatives that will better assist school leaders and teachers in addressing both the academic, social/emotional and personal needs of North Dakota students. Your efforts are appreciated.

Table A and Table B (graph form) illustrate school transportation financial trends using data provided by local school districts and compiled in the ND DPI's School Districts Finance Facts Publication. Preliminary 2017-18 data projects record highs in cost of transportation (\$65,718,263), average transportation cost per pupil (~~\$2.95/mile~~ <sup>\$1,506.90</sup>), and average cost of transportation per mile (\$2.95). Total annual mileage is projected to increase (22,292,544 miles) which correlates with fall enrollment increases. The net result is a projected reduction in the percentage of state support (40.84%), which would be the third lowest since the 1992/93 school year. (Please note that the 2017/18 data is preliminary data and is subject to change prior to the official release in February 2019.)

Table C provides a summary of total annual rides and runs from 2007 to 2018 time periods. The data clearly demonstrates the bulk of transportation rides and runs are: in-city, rural, career and technical education, and special education. The number of runs in rural districts has decreased over time as schools with declining enrollments have reduced/combined routes to become more effective and efficient. However, districts with increasing enrollments (rural and urban) are increasing runs and ridership.

### Board of Directors

#### Region 1

Mr. Tim Holte, Supt. Stanley  
Mr. John Gruenberg, Supt. Powers Lake

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#### Region 3

Mr. Frank Schill, Supt. Edmore  
Mr. Dean Ralston, Supt. Drayton

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Mr. Joel Lemer, Bd. Member Carrington  
Mr. Brandt Dick, Supt. Underwood

#### Region 6

Mr. Mitch Carlson, Supt. LaMoure  
Dr. Steven Johnson, Supt. Lisbon

The mission of NDSOS is to provide leadership for the small/rural schools in North Dakota and to support legislation favorable to their philosophy while opposing legislation that is harmful.

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On-going transportation costs continue to rise as with any business. Bus purchases are costly. However, according to information received from Harlow's, new bus and shop rate increases have been in the 1 to 2% in recent years (depending on the type/size of bus and required repair needs). Fuel prices have generally increased from the last session. The greatest challenge is finding and compensating bus drivers. Over the last ten years, the average wage has increased from \$17.33/per hour to \$25.49 (SY 18-19) or an increase of 47% for bus driving positions that are less than 9 months. Recent trends are 2 to 3% wage increases annually. Schools have also combined routes and positions (i.e. custodian and bus driver) which has resulted in increased overtime compensation. And – new Federal Motor Carriers Safety Administration's (FMCSA) regulations will be effective February 7, 2020.

All (new) drivers seeking a CDL, and all drivers seeking to upgrade their CDL endorsements to passenger (P) or school bus (S) will be required to enroll in both classroom and behind-the-wheel training. Current CDL with P and/or S are grandfathered. This additional requirement will result in added costs which are yet to be determined. Mr. David Steffen, Director, TrainND Northeast, is currently researching these new requirements to determine how TrainND can assist schools and bus contractors in meeting these new requirements. Also, Vertical Alliance (online bus driver professional development) has been asked to research if they can obtain the necessary approval from FMSCA to provide the classroom component requirement. Transporting students safely is always the number one goal. The reality of this FMSCA regulation will heighten the challenge of recruiting school bus drivers and the increased costs associated with this training.

The data clearly demonstrate the need to increase state support for transportation. Attached is a proposed amendment for consideration requesting that the various transportation rates be changed backed to the 2015-17 rates.

I wish to acknowledge and thank Mr. Adam Tescher, Mr. Don Williams and Ms. Sherry Saylor, ND Department of Public Instruction, for their assistance.

Thank you for your time and I shall stand for questions.

Respectfully,  
Mr. ElRoy Burkle, Executive Director  
ND Small Organized Schools  
1419 9<sup>th</sup> Ave NE  
Jamestown, ND 58401  
Cell: 701-230-1973 Email [eburklendsos@gmail.com](mailto:eburklendsos@gmail.com)

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Table A – ND Public School Transportation History (Source: ND School Finance Facts)

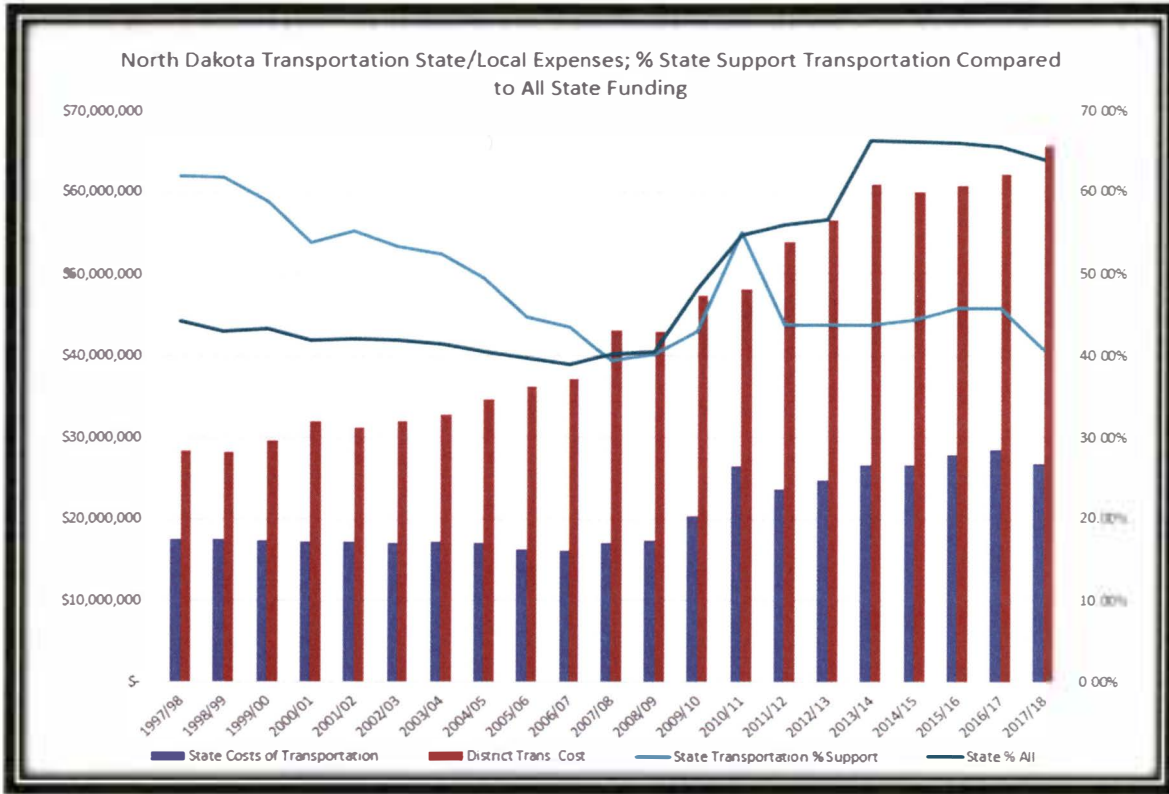
ND PUBLIC SCHOOL DISTRICT TRANSPORTATION DATA - SOURCE: SCHOOL FINANCE FACTS SECTION A											
School Fiscal Year	No. of Pupils Transported	Cost of Transportation	Change in Yearly Cost	Total State Payments to Schools	Percent of State Support	Average Trans. Cost Per Pupil	Average Cost of Trans. Per Mile	Total Annual Mileage	Fall Enrollment	Operating School Districts	Percent of State Support All
1992/93	44,116	\$ 24,830,520.97		\$ 17,167,452	69.14%	\$ 562.85	\$ 1.00	24,770,652.40		257	47.10%
1993/94	43,754	\$ 25,101,143.75	1.09%	\$ 16,766,456	66.80%	\$ 573.69	\$ 1.03	24,482,141.10	118,512	251	46.40%
1994/95	47,105	\$ 26,296,239.55	4.76%	\$ 17,196,155	65.39%	\$ 558.25	\$ 1.09	24,169,781.80	118,649	238	45.70%
1995/96	47,580	\$ 26,668,279.48	1.41%	\$ 17,498,529	65.62%	\$ 560.49	\$ 1.13	23,539,349.20	118,565	234	46.00%
1996/97	48,236	\$ 27,779,408.99	4.17%	\$ 17,810,492	64.11%	\$ 575.91	\$ 1.17	23,837,566.80	117,816	234	45.70%
1997/98	48,445	\$ 28,371,324.50	2.13%	\$ 17,583,138	61.98%	\$ 585.64	\$ 1.18	24,025,594.20	116,103	231	44.26%
1998/99	49,117	\$ 28,222,184.35	-0.53%	\$ 17,442,180	61.80%	\$ 574.59	\$ 1.18	23,864,619.50	113,929	229	43.03%
1999/00	46,114	\$ 29,515,603.00	4.58%	\$ 17,381,171	58.89%	\$ 640.06	\$ 1.26	23,349,766.00	111,705	229	43.36%
2000/01	44,922	\$ 31,984,641.00	8.37%	\$ 17,205,267	53.79%	\$ 712.00	\$ 1.40	22,923,404.00	108,094	227	41.92%
2001/02	43,470	\$ 31,160,965.00	-2.58%	\$ 17,198,168	55.19%	\$ 716.84	\$ 1.32	23,583,312.00	105,217	218	42.07%
2002/03	43,249	\$ 31,901,335.00	2.38%	\$ 16,994,871	53.27%	\$ 737.62	\$ 1.35	23,614,851.00	103,013	217	41.93%
2003/04	39,022	\$ 32,743,341.00	2.64%	\$ 17,152,363	52.38%	\$ 839.10	\$ 1.44	22,784,009.00	101,137	211	41.45%
2004/05	37,257	\$ 34,668,950.00	5.88%	\$ 17,118,918	49.38%	\$ 930.54	\$ 1.55	22,337,864.00	99,324	206	40.48%
2005/06	38,096	\$ 36,228,595.00	4.50%	\$ 16,213,012	44.75%	\$ 950.99	\$ 1.64	22,039,176.00	97,120	198	39.66%
2006/07	38,442	\$ 37,133,249.00	2.50%	\$ 16,147,647	43.49%	\$ 965.96	\$ 1.72	21,584,342.00	95,600	195	38.99%
2007/08	37,748	\$ 43,119,410.00	16.12%	\$ 17,011,141	39.45%	\$ 1,142.29	\$ 2.03	21,218,019.00	94,057	187	40.16%
2008/09	38,371	\$ 42,995,587.95	-0.29%	\$ 17,304,869	40.25%	\$ 1,120.52	\$ 2.06	20,891,084.14	93,406	184	40.46%
2009/10	38,065	\$ 47,316,652.56	10.05%	\$ 20,310,472	42.92%	\$ 1,243.06	\$ 2.23	21,264,227.71	93,715	181	48.15%
2010/11	38,396	\$ 48,074,295.00	1.60%	\$ 26,462,498	55.05%	\$ 1,252.07	\$ 2.27	21,144,812.00	94,729	179	54.79%
2011/12	38,723	\$ 53,965,769.59	12.25%	\$ 23,650,074	43.82%	\$ 1,393.63	\$ 2.59	20,856,898.34	95,778	179	56.07%
2012/13	39,095	\$ 56,510,606.00	4.72%	\$ 24,738,009	43.78%	\$ 1,445.47	\$ 2.70	20,899,150.00	99,192	179	56.69%
2013/14	42,043	\$ 60,907,853.00	7.78%	\$ 26,631,842	43.72%	\$ 1,448.71	\$ 2.85	21,405,557.00	101,656	179	66.30%
2014/15	43,804	\$ 59,984,125.00	-1.52%	\$ 26,639,140	44.41%	\$ 1,369.39	\$ 2.83	21,215,830.00	104,278	179	66.27%
2015/16	44,602	\$ 60,722,287.00	1.23%	\$ 27,803,637	45.79%	\$ 1,361.43	\$ 2.79	21,757,879.00	106,070	178	66.10%
2016/17	43,352	\$ 62,135,733.00	2.33%	\$ 28,447,575	45.78%	\$ 1,433.30	\$ 2.90	21,414,287.00	108,945	178	65.56%
2017/18	43,612	\$ 65,718,263.00	5.77%	\$ 26,837,564	40.84%	\$ 1,506.90	\$ 2.95	22,292,544.00	110,223	178	63.95%
1993-2018	-1%	165%				168%	195%	-10%	-7%	-31%	
Total Yearly Ave.			4.05%								
Date revised 11/20/018			ESTIMATE	2017/18 Information will be available from ND DPI End of February 2019				ESTIMATE			
Acknowledgement and Appreciation Noted: 2009 HB 1013 authorized a \$5M supplemental payment to schools SY 2010/11 - Emission Upgrades.											

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Table B – Transportation Graphics  
State and District Transportation Costs  
State Percentage Support Transportation Compared to All State Funding



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Table C – Summary of Annual Rides and Annual Runs  
Source: ND DPI

Summary of Total Annual Rides and Sum of Total Annual Runs 2007 to 2018 Time Periods													
Total Annual Rides by Route	Year - 2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	Difference 2007 to 2018
Extended Year	19,718	12,678	32,714	50,672	56,268	54,458	49,060	47,751	45,969	55,481	43,286	35,565	15,847
Family - to Bus	34,294	22,664	23,405	22,497	24,996	20,568	20,317	17,616	26,746	26,600	27,847	16,498	-17,796
Family - to School	78,196	64,225	51,004	35,906	47,192	40,691	46,140	52,679	46,833	37,228	30,522	34,786	-43,410
In City	2,583,590	2,602,927	2,724,470	3,067,899	3,172,910	3,278,330	3,386,730	3,776,503	4,021,605	4,252,087	4,218,011	4,235,314	1,651,724
Other Purposes	230,434	223,335	261,876	241,982	274,822	238,918	263,235	295,927	234,981	235,816	220,925	180,935	-49,499
Public Transit	95,126	97,403	91,418	78,607	80,590	71,775	101,101	138,898	146,785	69,388	53,483	48,426	-46,700
Rural	9,591,569	9,444,385	9,350,170	9,042,176	9,012,258	9,157,258	9,138,532	9,554,904	10,027,077	10,050,685	9,752,157	9,924,375	332,806
Special Ed	476,982	463,136	438,464	422,964	446,052	406,149	394,053	446,230	422,600	473,589	482,494	481,889	4,907
Vocational Ed	252,095	236,295	222,717	207,632	246,662	295,721	301,912	403,733	407,223	413,253	344,341	306,298	54,203
<b>Total</b>	<b>13,362,004</b>	<b>13,167,048</b>	<b>13,196,238</b>	<b>13,170,335</b>	<b>13,361,750</b>	<b>13,563,868</b>	<b>13,701,080</b>	<b>14,734,241</b>	<b>15,379,819</b>	<b>15,614,127</b>	<b>15,173,066</b>	<b>15,264,086</b>	<b>1,902,082</b>

Total Annual Runs by Route	Year	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	
Extended Year		2,453	2,264	3,460	3,910	3,212	3,242	2,991	3,176	2,803	3,160	3,325	3,030	577
Family - to Bus		22,671	22,891	19,928	20,192	20,353	17,025	18,630	15,965	17,317	17,013	14,554	12,110	-10,561
Family - to School		56,073	48,758	44,191	23,159	36,027	30,383	27,965	34,132	31,972	26,614	19,800	21,584	-34,489
In City		87,731	93,833	85,963	94,408	94,180	95,475	99,471	102,440	104,619	113,718	117,595	136,051	48,320
Other Purposes		13,311	12,694	11,374	20,912	13,733	15,651	16,020	14,974	15,376	13,844	13,285	10,035	-3,276
Public Transit		4,756	4,871	3,096	3,232	3,224	3,148	3,606	8,454	8,813	4,006	3,287	3,606	-1,150
Rural		351,393	342,841	335,267	334,619	343,059	341,060	338,097	336,059	337,373	344,348	339,603	337,843	-13,550
Special Ed		64,599	66,717	55,460	61,306	60,607	60,135	58,133	67,525	61,905	64,975	68,749	76,480	11,881
Vocational Ed		19,250	16,526	18,148	18,492	20,253	24,204	24,275	25,597	27,658	26,996	27,174	24,041	4,791
<b>Total</b>		<b>622,237</b>	<b>611,395</b>	<b>576,887</b>	<b>580,230</b>	<b>594,648</b>	<b>590,323</b>	<b>589,188</b>	<b>608,322</b>	<b>607,836</b>	<b>614,674</b>	<b>607,372</b>	<b>624,780</b>	<b>2,543</b>

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PROPOSED AMENDMENTS TO SENATE BILL NO. 2013

Page 1, line 20, replace "55,400,000" with "58,000,000"

SECTION 7. TRANSPORTATION GRANTS - DISTRIBUTION

Page 5, line 19, replace "eleven" with "eighteen"

Page 5, line 21, replace "fifty-two" with "fifty-five"

Page 5, line 23, replace "Fifty" with "Fifty-four"

Page 6, line 3, replace "Fifty" with "Fifty-four"

Page 6, line 10, replace "Thirty" with "Thirty-two"

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Northern Plains Writing Project (NPWP) request of Senate Appropriations (SB 2013) for a biennial budget increase through DPI to **\$45,000.**

\***NPWP** is one of 200 sites nationwide dedicated to strengthening education K-16 following the model of "Teachers Teaching Teachers." It serves teachers and students around the state, roughly dividing duty with the Red River Writing Project, out of NDSU.

\*Teachers meet in 6 week **Summer Institutes** and **Advanced Institutes** held in the summer, and through **In-Service activities** held throughout the year, and meant to spread the educational wealth. In Institutes, teachers research new teaching models in their fields, and incorporate new research with proven strategies to create new and academically current lesson plans.

\*The following are some of the activities beyond Institutes NPWP runs and/or supports:

1. **Celebration of Language Arts Festivals.** Students 8-12 grade come to the Minot State University campus for a day of creative writing, literary jeopardy, stagecraft, et cetera. At the same time, their teachers meet as a professional development group.
2. **College for Kids.** Teacher Consultants who have been through the Institutes bring their knowledge to kids on the Minot State Campus during the summer.
3. **Additional Institutes** held through Bismarck State College, for those teachers who find it more convenient.
4. **Young Writers Workshops** in Bismarck, Beulah, Berthold, Turtle Mountain, South Heart, Minot, Williston, Stanley, and more.
5. **Annual Workshops for Teachers** at annual North Dakota Conference of Teachers of English, Mandan.

**Revamped Institutes** for convenience: **Hybrid Model** draws a whole new group of teachers. The Institutes run for five days on campus, then **online coursework** through **Collaborate Ultra** software for three weeks or research and writing, then a return to campus for presentations.

*We are committed to strengthening education in North Dakota, have a strong track record, and make this request in order to rebuild, renew. Give us a chance to show you what we can do.*

**Robert Kibler, Director, NPWP, Robert.Kibler@ndus.edu ; 701-720-2716**

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## What teachers say about teachers teaching teachers...

*"I'd been hearing great things about the institute everywhere. It seemed like all the greatest teachers I knew had been there at one time or another. They were right; it was great...I don't really know that I can handle living and laughing that hard all the time! Moderation in all things - except the Summer Institute! Long live NPWP!"*

— Billy Luetzen, Ray HS



*"NPWP provided great practice for effective professional development in a way that a short workshop cannot. It modeled good writing and teaching, and exposed me to good writing and good teachers."*

— Jesse Radzwill, Mohall HS



*"This Institute is an experience that I would not trade for a trip to Hawaii. Why? Because academically, socially, and professionally, this Institute showed me a paradise much more beautiful than Hawaii."*

— Edwin Mwanza, Bishop Ryan & MSU dual credit instructor

*"NPWP is not just about teaching; it is equally about writing. In that regard, NPWP gave me breath again. Writers need readers."*



*Sharing my writings with the group, brainstorming ideas together, and running through revisions with partners woke me up and refocused me on my craft. Writers also need routine. The daily writing prompts ensured that I would always write something, day after day."*

— Melissa Lytton, freelance writer & MSU instructor

Application due:  
June 1, 2018

Apply at our website:  
[www.minotstateu.edu/npwp](http://www.minotstateu.edu/npwp)  
For information contact  
NPWP Director Robert Kibler  
Phone: 701-858-3876  
[robert.kibler@minotstateu.edu](mailto:robert.kibler@minotstateu.edu)



MINOT  
STATE  
UNIVERSITY

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## Northern Plains Writing Project



Sign up now for the  
2018 Summer Institute  
at Minot State University!

June 4 – July 23, 2018

Application due: June 1, 2018

MINOT  
STATE  
UNIVERSITY

Northern Plains Writing Project  
English Department  
500 University Ave W  
Minot, ND 58707  
[www.minotstateu.edu/npwp](http://www.minotstateu.edu/npwp)

## Who should attend?

Teachers from every discipline and grade level.

*"There were only two primary teachers in the room and the other was in her second summer. Would I be able to relate to these people who taught secondary grades? Would I even be able to do the assignments given? I looked forward to the daily writing prompts and hearing the heartfelt words that these incredibly talented teachers would put onto their paper and later out into the open when we read our work out loud. To anyone thinking that this sounds embarrassing or hard, it was at first, but...it becomes very easy to share what you have just written. The prompts were fun and engaging as were the book studies."*

— Jamie Kemper, Edison Elementary



## Why attend?

*"I've watched people from incredibly diverse backgrounds and interests come together to share, collaborate, and grow as writers and educators, and without a doubt it has been one of the most rewarding experiences of my life."*

— Jake Thomas, Magic City Campus

## What does it cost?

### Degree Credit Option

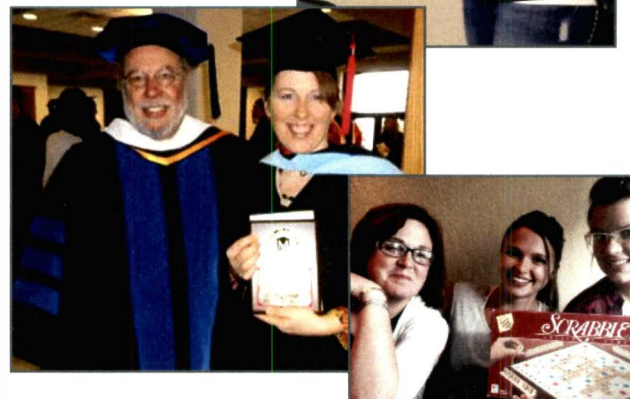
Teachers attending the Summer and Advanced Institutes receive a \$1,300 stipend for 6 graduate credits, Cost to Teacher: About \$500 out of pocket tuition & fees.

### Graduate Workshop Credit Option

Teachers can earn 6 credits of 500 level graduate workshop courses, which count towards re-certification, at no cost to the teacher.

### Professional Development Option

Teachers can attend for professional development without earning any credits at no cost to the teacher.



## Program Descriptions

### Summer Institute

Monday – Thursday, 9 a.m. – 4 p.m.

*"I've gained ideas for how to get students to write more, how to collaborate with my colleagues, how to build thematic units rather than units by genres. I've made some incredible memories with some of the most diverse and authentic people I've ever met!"*

— Amanda Forsberg, Garrison HS

### Advanced Institute

For teachers who return to the NPWP Institute.

*"This summer was the same, but different. I came in feeling like I knew a little bit of what I was getting into, except when I showed up, I was hit with this tidal wave of unfamiliar teachers and writers with more talent than I'll ever have. Even though I was terrified, now I'm glad for them because they really pushed me out of my comfort zone and made me realize that I wouldn't be allowed to 'just settle' this summer."*

— Courtney Mantz, Jim Hill MS

### NPWP Mini-Institutes

Teachers experience professional development and earn graduate workshop credit.

### Young Writers Institute

Children uncover their writing talents through fun activities and creative projects.



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RED RIVER VALLEY WRITING PROJECT

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## The Red River Valley Writing Project Budget and Core Data

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Total attendance	471	848	1438	1185	1004	551
program/activity hours	234	353	670	615	418	270.5
Number of contact hours	2274	3217	5963	5644	5085	2675.5
Total number of activities	63	89	156	174	125	34
DPI funding	37,500	45,000	45,000	50,000	50,000	5,000

The Red River Valley Writing Project (RRVWP) in Fargo is one of two National Writing Project (NWP) sites in North Dakota, the other being the Northern Plains Writing Project in Minot. Using local teachers to address local needs, with the support of NWP Network resources, is a successful model that is used across 185 sites around the United States.

Our mission is to improve the teaching of writing, K-16, **in all subject areas** through professional development for teachers, continuity support, and direct work with student writers through our writing camps. For the 2017-19 biennium, we requested \$100,000 (the same amount as the previous biennium) but received \$10,000—a **90% cut to our budget**.

In the previous biennium, we effectively leveraged our funding to obtain 10 additional grants, for a total of \$74,263—a notable accomplishment. With the reduced funding in the current biennium, we are not able to leverage as many outside grants. This has a negative overall economic impact on North Dakota.

One reason that our professional development is so cost effective is that we use a “teachers teaching teachers model,” in which K-college teachers first complete a writing intensive summer institute in which we introduce writing project principles and practice. We then draw from this pool of “Teacher Consultants” for our programming, from leading writing camps for high-needs students in the summer to the research-based College-Ready Writers Program for teachers of grades 7-12.

### Highlights of our work this year:

- **Summer Invitational Leadership Institute** in Bismarck
- **College, Career, and Community Writers Program** to improve the writing of source-based argument writing in grades 7-12 in Belcourt and Dunseith
- **Turtle Mountain Teen Art & Writing Workshop**, an Annual “Young Author Summer Workshop” aimed at at-risk youth
- **Scholastic Art & Writing Awards**. We had double the number of national award winners from North Dakota last season (six)

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Writing Project Teacher Consultant/Bismarck teacher Melissa Cournia introduces strategies for handling source texts from Graff & Birkenstein's *They Say/I Say* at the 2018 Red River Valley Writing Project Summer Institute

**Grantee:** Red River Valley Writing Project  
**Amount:** \$10,000  
**Programming:** Summer Institute for K-12 teachers

**Description of Summer Institute for K-12 Teachers**

The 2018 RRVWP Summer Institute took place at Legacy High School in Bismarck, July 23-27, with a focus on the National Writing Project's new College, Career, and Community Writers Program (C3WP), which supports teachers in teaching **argument writing**. RRVWP Co-Director Angela Hase co-facilitated the SI with Teacher Consultant (TC) Lisa Gusewelle. Northern Plains Writing Project TC Melissa Cournia assisted the facilitators as the returning fellow in a group of 12 teachers from diverse schools in North Dakota. The RRVWP Director, Kelly Sassi, helped facilitators plan and kick off the Institute. Teachers read into new materials on the teaching of argument writing, practiced their own writing, and were coached to design and lead teaching demonstrations for each other on mini units from C3WP.



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What sets RRVWP professional development apart from other PD is that we use **local leaders**, in whom we have invested, to lead the PD to address **local issues**. We do this with the support of a national network (the NWP) that is the **longest running** professional development organization in the country, and the **only** professional development organization that focuses on the teaching of **writing**.

**Budget**

Due to 90% decrease in funding since the last biennium, we scaled down the number and length of our programs to attempt to maintain the high quality of Red River Valley Writing Project professional development in the most efficient manner possible. We reduced the summer institute from 3 weeks to 1 week, capped the number of participants at 12, and lowered the stipends.

2 facilitators @ \$1600 each	\$3200
12 participants @ \$300 each	\$1200
Guest Presenter	\$600
Director Planning and facilitation	\$421.64
Travel reimbursement	\$355
Visitor's Day Luncheon	\$146.04
Postage	\$10.50

-----  
Total cost of summer institute: \$5,933.18 for 35 hours of PD for 12 teachers  
This comes to **\$14.12** per contact hour per teacher, an incredibly low cost for high-quality professional development for North Dakota teachers.

**Performance Measures**

Our goal was for 90% of respondents to respond with a 4 or a 5 on the following three performance measures. **We exceeded our goal** in all three measures, with 100% on Measures 1 and 2 and 92% on Measure 3. Results are on the following page.



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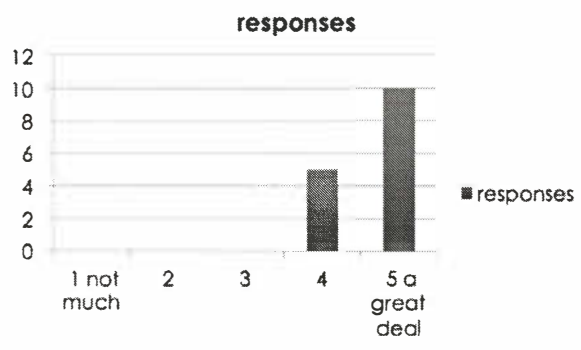
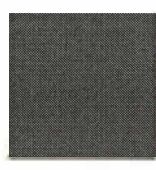
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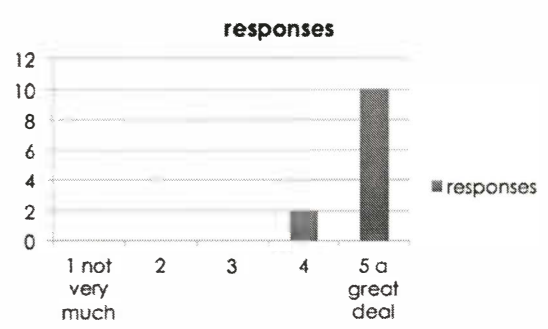
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### Performance Measures

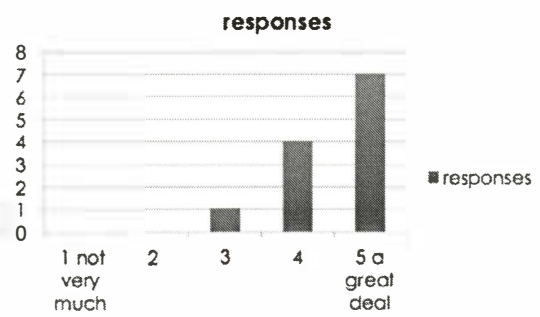
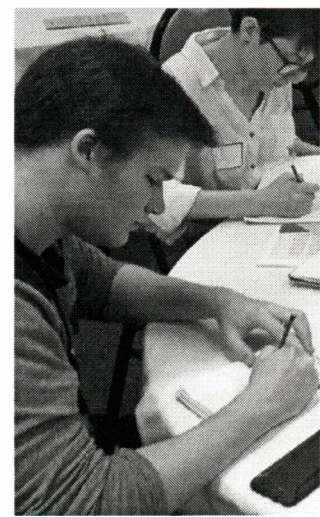
1. To what degree do you believe that the experience you have had in this institute will translate into improved student writing?



2. To what degree did your institute experience prepare you to be a better teacher of writing?



3. To what degree did your institute experience prepare you to increase the amount of time students spend on writing?



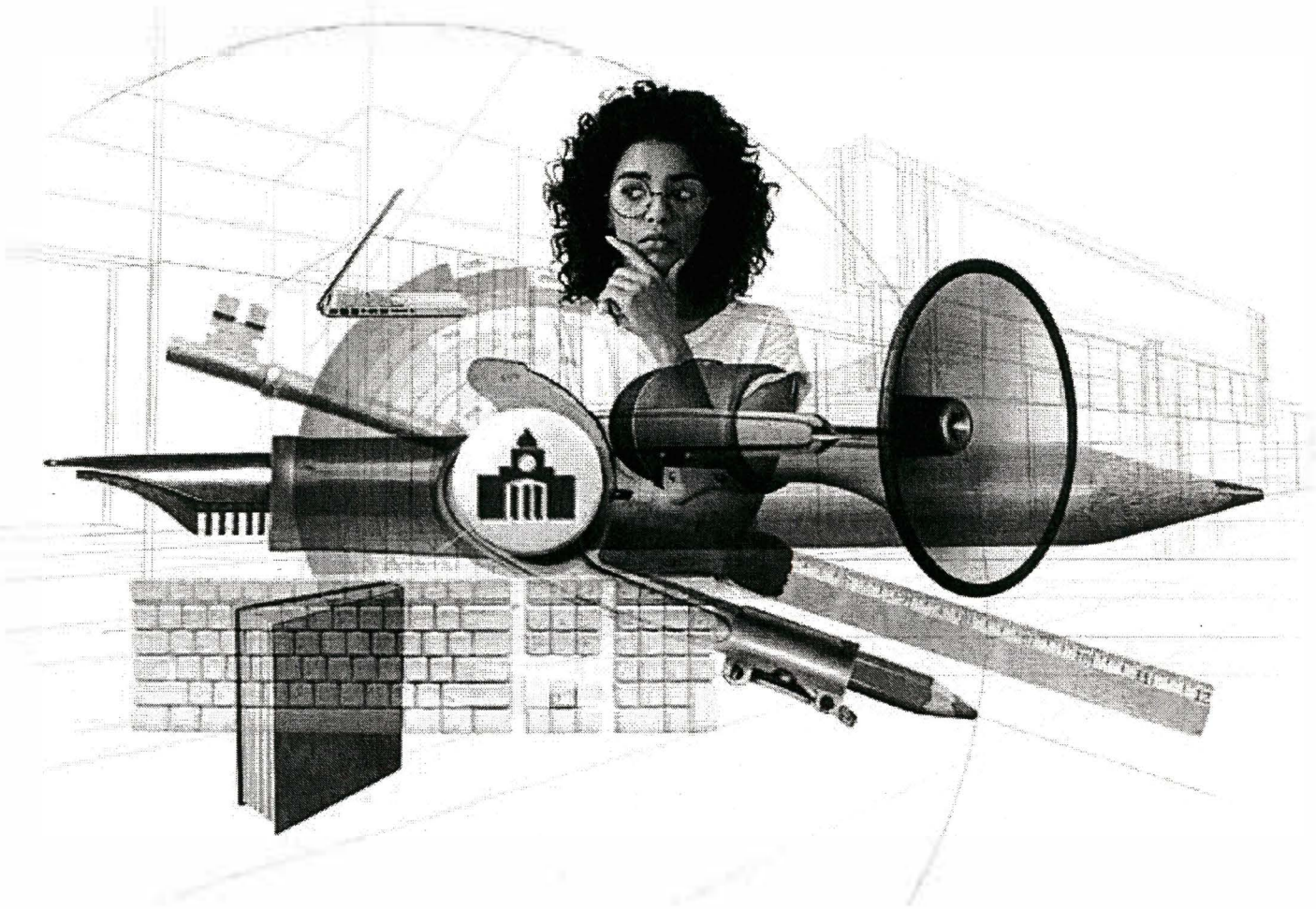
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# For the Sake of Argument

## An Approach to Teaching Evidence-Based Writing



BY LINDA FRIEDRICH, RACHEL BEAR, AND TOM FOX

In Spring 2017, the mayor of Purvis, Mississippi, sat down with the seventh-graders at Purvis Middle School to discuss the process of making positive changes in their community. This visit was the result of a class project in which students sought to answer the question, “How can we be humanitarians in our community?” Guided by their teacher, Brooke Ann McWilliams, the students conducted research to identify ways to improve their town and wrote proposals based on that research. One girl, as a result of the assignment, applied for a grant to set up and steward a Little Free Library,\* a neighborhood book exchange, and garnered city officials’ support for placing it on parkland if she receives funding.

*Linda Friedrich is the director of research and evaluation at the National Writing Project, where Rachel Bear is a senior program associate and Tom Fox is the site development director.*

In 2015, as part of a community research project in Columbus, Montana, two of teacher Casey Olsen’s 10th-graders wrote a letter to the editor of the *Stillwater County News* arguing for the use of Advanced Life Support, an ambulance service provider, to give small communities in their far-flung county access to ambulance services. The letter sparked community conversation and debate, leading to a ballot measure on the issue. On May 3, 2017, Stillwater County voters passed the measure, ensuring the continuation of these services.

Both projects grew out of two accomplished teachers’ participation in the National Writing Project’s (NWP) College, Career, and Community Writers Program (C3WP), which aims to improve young people’s ability to write thoughtful, evidence-based arguments. Formerly known as the College-Ready Writers Program, C3WP builds on the National Writing Project’s 43-year history of cultivating teacher learning and leadership for the purpose of improving the teaching of writing.

\*For more on Little Free Library, visit [www.littlefreelibrary.org](http://www.littlefreelibrary.org).

ILLUSTRATION BY VIKTOR KOTEN

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A national nonprofit, the NWP facilitates a network of local affiliates throughout the country that support educators in improving the teaching of writing. McWilliams recently completed her first year of C3WP professional development, and Olsen has been a member of C3WP's national leadership team since its inception in 2013. Their students' achievements show how engaging professional development prepares educators to lead lessons that teach youth how to not only write evidence-based arguments but also actively engage in civic life.

In an era where public discourse has become increasingly polarized, and "echo chambers" of narrow views populate people's social media feeds, teaching students to ground their arguments in evidence is more important than ever.<sup>†</sup> To the detriment of education, we live in what author Deborah Tannen calls the "argument culture," where "winning" is more valued than "understanding."<sup>1</sup>

## Teaching students to engage in public, civic, and civil arguments requires a focus on using legitimate nonfiction sources in their writing.

To equip students to thrive in this challenging environment, the NWP's approach to argument writing starts with having students understand multiple points of view that go beyond pros and cons and are based on multiple pieces of evidence, which ultimately enables students to take responsible civic action. At its core, C3WP supports students in navigating an increasingly dense informational world so they can become informed citizens who are prepared to participate in and ultimately strengthen a healthy and vibrant democracy.

### The NWP's Approach to Argument: Dialogue, Not Debate

Teaching students to engage in public, civic, and civil arguments requires a focus on using legitimate nonfiction sources in their writing. Readers recognize a thoughtful argument when it's clear that the writer deeply understands the conversation around the issue, carefully engages a range of viewpoints, and skillfully handles the evidence with commentary that advances the claim. In order to help students and their teachers define and teach the

<sup>†</sup>For more on how teachers can help students evaluate digital content so they can reach valid conclusions about social and political issues, see "The Challenge That's Bigger Than Fake News" in the Fall 2017 issue of *American Educator*, available at [www.aft.org/ae/fall2017/mcgrew\\_ortega\\_breakstone\\_wineburg](http://www.aft.org/ae/fall2017/mcgrew_ortega_breakstone_wineburg).

skills associated with using sources, we turn to Joseph Harris's *Rewriting: How to Do Things with Texts*. Harris understands academic writing as resembling a dialogue more than a debate.<sup>2</sup> Participating in a *conversation* is central to our understanding of argument. Before students develop a solid claim for an argument, they need to get a good sense of what the range of credible voices are saying and what a variety of positions are around the topic. Students have to first distinguish between credible and unreliable sources, and then identify the range of legitimate opinions on a single issue. This initial move counters the argument culture by seeking *understanding* before taking a stand.

Once students understand a range of perspectives around a topic and develop an initial claim, they begin to select evidence with which to build a case. A virtue of Harris's book is that he presents the use of evidence in academic writing as a set of possible actions. Writers don't just plop quotations into their arguments; as his title suggests, they do things. Harris categorizes the rewriting "moves" that writers make into two large categories: forwarding, which advances the argument by using sources to "think with," and countering, which uses sources "to develop a new line of thinking in response to the limits of other texts."<sup>3</sup> Through understanding and by applying the moves, students are able to "respond to the work of others in a way that is both generous and assertive."<sup>4</sup>

### How It Works

C3WP is a program for teaching students how to marshal evidence in writing argumentative essays. It includes three interrelated components: professional development, a set of 25 instructional resources for grades 4–12 (most resources describe four to six days of argument instruction), and formative assessment tools. The National Writing Project's networked structure plays an instrumental role in making C3WP come alive in schools and classrooms.

Many schools, especially in high-poverty areas, are accustomed to professional development providers that materialize for a short period of time, promise success, and then disappear. The NWP, however, relies on well-established local Writing Projects to provide professional development, believing that local teachers are the best teachers of other local teachers. This relationship helps break down resistance to change. As one teacher said, "rather than something that you need to teach, [argument] became something that we can study and talk about together."

Typically, C3WP provides 45 hours of professional development each year in which teachers undertake the kinds of reading and writing assignments they will later give their students. They also work alongside local Writing Project teacher leaders to develop plans for integrating new teaching and learning approaches into existing curricula. Specifically, during professional development, teachers engage with the C3WP resources as

C3WP answers the contemporary call for respectful, source-based argument. The program offers intensive professional development and instructional resources that support students in reading critically, exploring multiple points of view, and taking a stand on important issues.  
To learn more about how to get involved, send an e-mail to [c3wp@nwp.org](mailto:c3wp@nwp.org).

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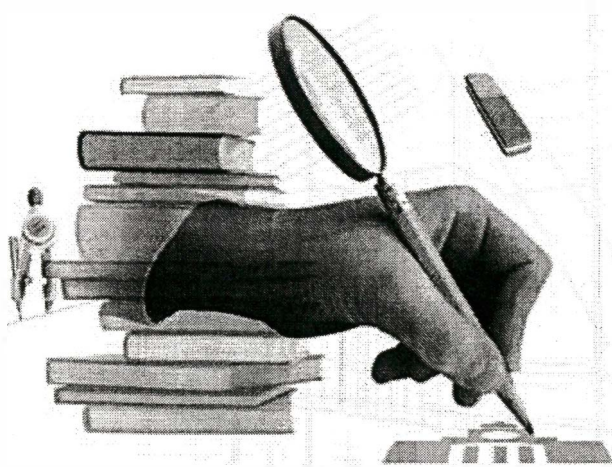


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learners and then plan how to use the resources in their own classrooms. This professional development is intensive, embedded, and teacher-to-teacher, with the goal of supporting teachers in learning the underlying principles of the program so they can adapt its instructional resources to their own teaching.

C3WP's professional development reflects the elements outlined in the Learning Policy Institute's report on effective professional development.<sup>5</sup> It is content-focused on the teaching of argument writing. Local sites create respectful relationships with teachers who then coach and model instructional resources and create occasions for collaborative feedback and reflection. And while professional development generally continues over the course of one school year, in many cases local Writing Project sites form multiyear relationships with partnering schools or districts.

At the latest count, C3WP has been implemented by middle and high school teachers in 41 states—including in rural and urban schools, in places such as Pontiac, Michigan; Groversville, New York; Los Angeles; and East Tallahatchie, Mississippi—who rely on C3WP's instructional resources in teaching students how to make evidence-based arguments.<sup>6</sup>



The C3WP framework rests on what are known as “cycles of instruction” that integrate the program’s three essential components: instructional resources for teaching argument writing, formative assessment tools, and intensive professional development—all developed by teachers for teachers. The NWP makes the interconnections among these components explicit to teachers in the program, and we briefly describe them here.

First, teachers gather as a staff and meet with facilitators from their local Writing Project. They discuss their students and decide on a C3WP instructional resource to introduce argument writing to their classes. Through coaching or model lessons, the Writing Project supports the teachers as they teach the resource and collect the student writing. Teachers then bring the student writing to the next staff gathering. Using one of C3WP's formative assessment tools, they collaboratively analyze their students' work and use this information to select the next instructional resource that matches the level of sophistication in their students' argument

writing. This cycle enables classroom instruction, professional development, and formative assessment to build on one another. To implement C3WP, teachers teach a minimum of four cycles, over the course of a year, until it becomes habitual for a school staff to gather and discuss student work and identify the next instructional steps. Students' capacity for sophisticated argument writing thus builds over the course of an entire year or semester.

### Instructional Resources Focused on Nonfiction

Each C3WP instructional resource describes a four- to six-day sequence of instructional activities that focuses on developing a small number of argument skills (e.g., developing a claim, ranking evidence, coming to terms with opposing viewpoints). Ideally, teachers will teach at least four of these resources each year to help students gradually improve their ability to write evidence-based arguments.\*

Every C3WP instructional resource, developed by experienced Writing Project teacher leaders, also reflects six principles (described below) that illustrate the argument for our approach to teaching. The set of instructional materials are based on these principles, which ultimately sustain teachers' practice.

As teachers engage with these resources in professional development and try them out in their classrooms, they enhance and deepen their understanding of how to teach complex knowledge and skills. We encourage teachers to explore and internalize these principles of effective argument-writing instruction, so they can adapt strategies, seek out texts responsive to student interests and curricular demands, and ultimately design their own instructional units. In this way, C3WP resources serve as generative structures rather than a curricular script to be followed lockstep. Below, we identify each instructional design principle and then illustrate it with an example from the set of instructional resources.

#### ***1. Focus on a specific set of skills or practices in argument writing that build over the course of an academic year.***

Each C3WP instructional resource focuses on two or three key argument skills, such as organizing evidence in an argument or responding to opposing viewpoints, rather than attempting to teach everything about argument in a single unit. For instance, one resource teachers can use at the beginning of the school year helps students write and revise claims by researching articles on the effects of video games. This resource introduces the practice of making tentative claims that are revisable as students understand and digest new information. After students become adept at developing claims from evidence, the resources support students' assessment and use of evidence in writing arguments. Each resource adds new argument-writing skills to the students' repertoire. By the end of the year, students are researching self-selected topics and writing arguments that make change in their communities, as in the vignettes mentioned at the beginning of this article.

#### ***2. Provide text sets that represent multiple perspectives on a topic, beyond pro and con.***

Most C3WP resources include multiple texts about a single topic,

\*For more on C3WP's instructional resources, visit [www.bit.ly/2F3vPRy](http://www.bit.ly/2F3vPRy).

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carefully curated by experienced teachers of argument, to support the development of the specific skills emphasized in that instructional resource. Texts are grouped in sets by topic, such as what to do about space junk or police use of excessive force, and present a range of positions, information, modes, genres, and perspectives with which a student can make and support a claim. A text set typically:

- Grows in complexity from easily accessible texts to more difficult;
- Takes into account various positions, perspectives, or angles on a topic;
- Provides a range of accessible reading levels;
- Includes multiple genres (e.g., video, image, written text, infographic, data, interview); and
- Consists of multiple text types, including both informational and argumentative.

**3. Describe iterative reading and writing practices that build knowledge about a topic.**

C3WP’s “Making Civic Arguments” resource, which guided Olsen’s students in developing op-eds, illustrates this principle with a project-based learning capstone experience. For this cycle, students identify their own topics based on issues that affect their local community and then find their own sources, including surveys of or interviews with local stakeholders, reflecting a range of perspectives on the issue.

After gathering information, students draft detailed research reports, explaining how they conducted their research. Students construct their understanding as they write each part of the report. When carefully analyzing and writing about the evidence they have collected, they sometimes discover that their original position is not as strong as they initially thought. This detailed research report allows them to reflect on their research process and focus on how they unpack the complexity of the issue.

Students return to their detailed research reports as they begin thinking about their op-eds. Students often find that their claims change again as they think through their argument. Through repeated and varied opportunities to investigate, read, and write about their topics, students take more informed positions in their writing.

**4. Support the recursive development of claims that emerge and evolve through reading and writing.**

To build the habit of mind of forming perspectives based on reasoning and evidence, this principle gets reinforced in every C3WP instructional resource. For example, “Writing and Revising Claims,” an early instructional resource, invites students to practice layering their thinking through reading, reflective writing, and critical thinking as they gather information from texts, consider multiple angles on a topic, develop and revise a claim, and write a full draft. Students write a first reaction to the topic and then experience three layering activities, adding to their initial thinking after each activity.

**5. Help intentionally organize and structure students’ writing to advance their arguments.**

Organizing vast amounts of information into a cogent, pithy piece of writing is complex for writers of any age—and not easily

accomplished by following a single formula. Thus, several C3WP resources present planning tools and strategies for studying high-quality exemplars to support students in mastering the ability to make wise organizational choices. For example, in the “Making the Case in an Op-Ed” resource, students engage in a genre analysis of *New York Times* “Room for Debate” op-eds. They read several examples, identifying, describing, and explaining the decisions the writers make. And they specifically examine how the writers organize sources in their op-eds.

The goal of this process is for students to see that there is no single “right” way to organize and use evidence in an op-ed. This point is reinforced when students are tasked with planning to write four to six paragraphs by creating a logical order with a purposeful argument, rather than by relying on a predetermined formula.

Organizing vast amounts of information into a cogent, pithy piece of writing is complex for writers of any age.

**6. Embed formative assessment opportunities in classroom practice to identify areas of strength and inform next steps for teaching and learning.**

Each instructional resource provides guidance about the formative assessment opportunities embedded in classroom instruction. For example, “Making Civic Arguments” highlights the importance of teachers holding writing conferences with students once they list possible topics. This allows teachers to determine whether students have chosen a topic that is researchable and of personal interest. If a majority of students appear to be struggling with this step, teachers can take time to provide additional support in helping students select a topic. If most students have identified productive topics, then the teacher can shift to providing guidance on research strategy for the whole class, while offering more individualized support to students.

As teachers internalize these design principles, adaptations to the resources, such as changes in the text sets to match students’ interests and abilities, become common. In this way, C3WP resources shift from a curriculum to be followed to a set of generative structures from which teachers and students can learn about writing instruction.

**The Benefits of Formative Assessment**

The primary purpose of C3WP’s formative assessment tools is to support teachers as they plan instruction. Therefore, in addition

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to formative assessment practices embedded in daily classroom interactions, C3WP engages teachers in collaboratively assessing students' written arguments to understand what students can already do and what they need to learn next.

For example, teachers use the C3WP Using Sources Tool during a cycle of instruction to provide a focused look at the quality of students' claims as well as the selection and use of evidence from sources. This digital tool combines a series of scaled questions related to use of source material and a short narrative question to outline next steps. Its accessible charts and graphs summarize whole-school data, sparking lively and productive conversations among teachers as they collectively identify next

as "claim," "evidence," "commentary," "signal phrase," and "countering." This language enhances and extends teachers' assessment of writing beyond a more typical focus on grammar, spelling, and punctuation errors. Just as important, the tool also allows students to assess their own writing.

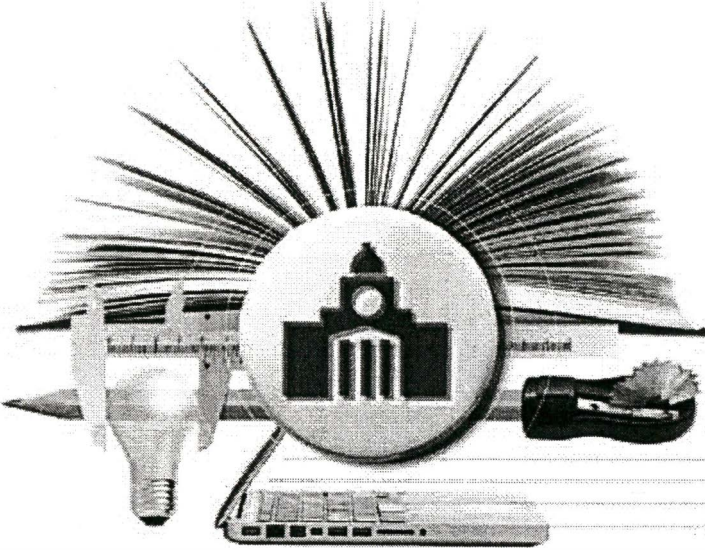
During the initial study of C3WP, teachers saw how beneficial the Using Sources Tool was for them and adapted it for direct use with their students. The Student Using Sources Tool enables student writers to learn from peers and allows teachers to learn from the way students respond to each other. The specificity of their responses, like the focus on formative assessment, is among the student tool's benefits. Like their teachers, students learn to use language about their texts that is specific to argument writing. As one student says, "I feel like it gave words to things I would have [had] ... a difficult time describing."

Aside from anecdotal evidence that C3WP works, an independent, random-assignment study<sup>7</sup> validates the program's positive impact on both student and teacher learning. Researchers from SRI International evaluated the program's first iteration in 22 high-poverty, rural districts in 10 states: Alabama, Arizona, Arkansas, Louisiana, Mississippi, Missouri, New York, Oklahoma, South Carolina, and Tennessee. They found that students in districts implementing C3WP demonstrated greater proficiency in reasoning and use of evidence in their writing than those in control group districts.

They also found that teachers in participating districts used instructional approaches that differed significantly from those in districts in which teachers did not participate in professional development for C3WP. For example, C3WP teachers were more likely to teach students to connect evidence to claims and to select evidence from source material—key elements of college and career expectations.

Most participating schools and districts, including those in the original evaluation, are underresourced, are under pressure to raise test scores, and often experience high teacher turnover. Despite these challenges, we see success: in the joy teachers get from learning new practices and thinking deeply about writing instruction, in the high-quality student writing that teachers share and celebrate, and in the actual changes in communities spurred by students' writing. □

(Endnotes on page 40)



teaching steps for their students. The Using Sources Tool focuses on students' handling of nonfiction sources, specifically on how students introduce and comment on them. This, in turn, helps teachers steer clear of general evaluation and, instead, provide specific information about how students are doing with argument writing. Two questions in the figure below offer a sense of the easy-to-use questions and the focus on sources.

In addition, the Using Sources Tool helps teachers within a school adopt common terminology about argument writing, such

Does the writing distinguish between the student's own ideas and the source material, including the use of clearly indicated paraphrasing, quotation marks, or signal phrases?

Not present	Developing	Competently	Effectively
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Does the writing select and use evidence from sources to support this claim?

Not present	Developing	Competently	Effectively
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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## Evidence-Based Writing

(Continued from page 22)

### Endnotes

1. Deborah Tannen, *The Argument Culture: Stopping America's War of Words* (New York: Ballantine Books, 1999).
2. Joseph Harris, *Rewriting: How to Do Things with Text*, 2nd ed. (Boulder, CO: Utah State University Press, 2017), 37.
3. Harris, *Rewriting*, 58.
4. Harris, *Rewriting*, 1.
5. Linda Darling-Hammond, Maria E. Hylar, and Madelyn Gardner, *Effective Teacher Professional Development* (Palo Alto, CA: Learning Policy Institute, 2017).
6. The National Writing Project has received funding for the College, Career, and Community Writers Program from the U.S. Department of Education's Investing in Innovation Fund (i3) and Supporting Effective Educator Development (SEED) programs, the Bill and Melinda Gates Foundation, the Rural School and Community Trust, and the William and Flora Hewlett Foundation.
7. H. Alix Gallagher, Nicole Arshan, and Katrina Woodworth, "Impact of the National Writing Project's College-Ready Writers Program in High-Need Rural Districts," *Journal of Research on Educational Effectiveness* 10 (2017): 570–595.

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# Best Teen Writing of North Dakota 2019



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## About the Scholastic Art & Writing Awards

Since 2014, The Red River Valley Writing Project and Plains Art Museum have partnered to serve as the North Dakota State Affiliate for the Scholastic Art and Writing Awards. The mission of the Awards is to identify teenagers (grades 7-12) with exceptional artistic and literary talent and bring their remarkable work to a national audience. A diverse panel of judges blind adjudicate the work each year. About 5-7% earn Gold Key Awards, 7-10% earn Silver Key Awards and 10-12% earn Honorable Mention. This year we had over 400 submissions from all over the state of North Dakota. All Gold Key Award winners are forwarded to the national level for adjudication. North Dakota had six national winners last year, the most since we began serving as state affiliates. The Awards started in 1923, and have an impressive roster of past winners, including Andy Warhol, Truman Capote, Sylvia Plath, Joyce Carol Oates, and Robert Redford. National Award winners have access to millions of dollars of scholarships and awards. Thanks to the flow-through funding of the DPI grant, support from additional funders, and the dedications of dozens of volunteers, this program has experienced exponential growth in the last few years and has had a tremendous positive impact on teens in North Dakota. This flyer showcases some of the work of the award winners, but please visit the Starion Gallery at Plains Art Museum between January 28<sup>th</sup> and March 9<sup>th</sup> to see the full exhibit of award winners this year. The state ceremony will be held on Saturday, March 9<sup>th</sup> from 5:30-8pm and you are encouraged to attend and celebrate the accomplishments of our young people.

Dr. Kelly Sassi, Director of the Red River Valley Writing Project, Associate Professor of English and Education at North Dakota State University

Dr. Andrew Stark, M.F.A., Assistant Professor of Practice, Department of Visual Arts at North Dakota State University

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## Snowflakes Made of Memories

*Parisien, Sunni*

*Grade: 10*

*Turtle Mountain Community High School*

*Educator: Patty Gourneau*

*Award: 2019 Gold Key in Poetry, Grades 9-12*

The first snowfall is always the most magical,  
My yard glitters with white snowflakes  
Like Christmas lights at nightfall.  
I take my warm index finger, create  
Masterpieces on this frosted window.  
Nostalgia digs into the attic  
Of my overflowing mind  
Seeking forgotten treasure.  
An abstract picture stares me in the eyes,  
Another snowflake kisses the ground  
And the picture sparks to life.

My brother and sister work with determination  
On the massive snow pile  
That will be home to our smooth sailing slide.  
The sun shine illuminates the sheen  
Of sweat beading their foreheads.

My body stretches  
Among the milky flurries blanketing  
The sleeping ground,  
Hibernating, hiding from  
The frostbitten world above,  
Snow angel wings flare to life under me  
A silent halo glowing atop my head --  
Cheeks red and rosy.

We slide and glide  
Until our socks are heavy with melted snow,  
The moon hangs in the sky,  
Our Christmas lights glitter  
Against the obsidian night.

My painting is melting, crawling  
To the bottom of this frosted  
Window frame.  
The salty tang, an escaped tear,  
Trails its way to my bittersweet smile.

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Winter can be viciously bitter,  
Merciless to human flesh.  
I gaze out this frosted window,  
Every snowflake hugging  
The ground emulates a hidden  
Memory that's only mine to know.  
As flakes dwindle towards safety  
They hold my truth inside,  
Rekindling an adrift kinship  
With Aki's greatest masterpiece.

*Aki= Ojibwe for Mother Earth*

## The Satellite

*Tschaekofske, Samuel*

*Grade: 8*

*Horizon Middle School*

*Educator: David St Peter*

*Award: 2019 Gold Key in Science Fiction/Fantasy, Grades 7-8*

Our tale begins with a rather odd group who happened to be in a rather odd place. An immense satellite orbits the ruins of their once glorious planet. This satellite, about half the size of the moon, looks down upon Earth. The planet is enveloped in noxious fumes and radiation, clouds of dust block out the light. The only survivors now live within the satellite in blissful tranquility, endless resources at their disposal. In earlier days there was trouble over supplies, but now new expeditions launch daily, delivering countless riches, the storerooms overflowed with commodities. Yet, there was still unrest. Without any problems, life simply became dull.

A group of younger satellite inhabitants converses in a side chamber. They appear to be preparing for an adventure of some sort. It's past curfew and tension is high.

"Radio?"

"Check."

"Water?"

"Check."

"Why do we need water? It's only going to be for a few minutes, Luke."

"Ant, c'mon man! Do you really have to question every item I put on there? I'd like to be prepared. I'm not sure you understand the consequences of failure here."

"Luke really, we gotta get going, you know I can't stand having to sit around like this."

Luke, the self-appointed leader of the group, fumed. He was always bitter when he didn't get his way. It certainly didn't help that he was a perfectionist.

"'right Dee, but you guys better not mess this up."

"I won't, and you better remember it's Dash. You call me Deedee and I'll smash your sorry face."

Deedee, also known as Dash, couldn't stand the name her parents had cruelly forced upon her. She took it upon herself to change it and demanded she be called Dash. Yet, after time, everyone seemed to have settled on Dee.

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The trio slipped out of the chamber and flew through dim, metal corridors, silver alloys lined the walls on every side. Each took to the shadows like they were trained. This was only their third expedition, but Luke had put them through countless, brutal training exercises, he needed everything perfect.

Soon they came upon the duct they had set out for, and Zach, the brains behind the operation, gave them the 'all clear' across the radio. Dee vaulted expertly to the ceiling with a powerful kick and snagged one of the silver rails that lined each wall. Luke let the screwdriver from his pack float up, and soon received the vent cover in return. It was Anthony's turn now, and he also took a leap.

"Do I really have to do it? Dee, normally you do things like this," he complained.

"Ant, you're the only one who'll fit, I couldn't if I wanted to," Dee responded.

Anthony, nicknamed Ant for his size, didn't have a special role in the group, but he worked hard, when it suited him.

"'right, Zach, you have visual?" Luke asked as he rolled his eyes in annoyance.

Zach's voice came through the radio, "Yep, I gotcha Ant, go ahead and climb through."

Ant pulled himself in and began to drift through.

Zach directed Ant as Dee and Luke waited anxiously outside. Five minutes later they received the signal.

"He's through. Watch your backs though, they always have people on patrol. I can't keep an eye on both of you."

"That's cool. We can handle ourselves. Thanks, man," Luke radioed back.

Ant squeezed through into the office, but realized too late he had pushed too hard. He hurtled through the air and braced himself to smash into the wall. Yet he didn't. Well, only partly. His head traveled right through, shredding a rule poster and he was only caught by his extended arms, which thumped painfully into the wall. He cursed loudly from the pain, but quickly realized the importance of his discovery. The office held more secrets than he had expected.

"Yo, Zach, I found something extra. There's a good-sized tunnel behind one of those rule posters they hang all over. I accidently broke through it and I'd like to see where it leads."

\*\*\*

Note: See *The Best Teen Writing of 2019* for the continuation of this story.

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## The L/nes That D/v/de Us Do Not Exist

Michelle Chadraa

Grade:12

School: Davies High School in Fargo

Educator: Heather Yarber

Please look pat the color of my skin  
It doesn't take a magnifying glass  
Or an artist's eye  
To see the light that hits  
On the half-moons of our fingernails,  
The cobalt rivers of our veins,  
And the baby pink bumps of our tongues  
Just the same.

Please listen past the sound of my voice.  
I know I can't say "Chihuahua"  
Without breathing out the Hs,  
Speak in the right tenses,  
Or eradicate my accent.  
But still our vocal chords are shaped  
Just the same.

Please see past the shape of my eyes.  
Indeed they are almond shaped  
And indeed they do not open  
Like your French sliding doors  
But the eyelashes aren't uniform,  
the tears are colorless,  
And the pupils are dark with thought  
Just the same as yours.

Please perceive past the folds of my clothing.  
Even if I wear a cloth that covers my hair  
And covers my legs, even if I wear a cap upon my head,  
And even if I wear a chain with a symbol different from yours  
Doesn't mean they don't exist and  
Doesn't mean we aren't  
Just the same inside.

Please think past the bruises of our history  
Because it has passed  
Because it was done  
Because it is time  
To cross over our self-made partitions,  
Erase the mental constructs our borders,

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Nod our myriad of heads  
In unison that we are all  
Just the same.



*Hand*, Pencil on Paper by Deanna Rose, Grade 11, Grand Forks  
Gold Key Winner

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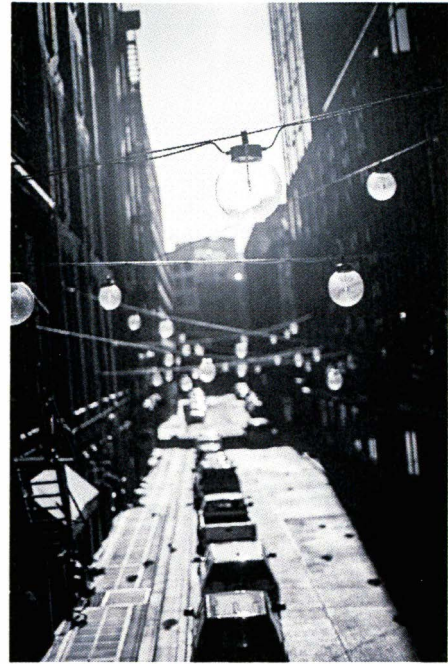
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Acherson, Fischer  
*Bracelets on the Bus*

Mohall ND  
Painting



Swenson, Karl  
*Seattle Alley*

Kindred, ND  
Photography



Rose, Deanna  
*Aristocrat*

Grand Forks  
Drawing



Propeck, Olivia  
*Jamaica*

Fargo  
Photography

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## LASTING IMPACT

For many students, the Awards are the first public acknowledgement of their originality and talent. The impact of this recognition lasts a lifetime.

“It’s still lasting—that rush that I got—when things started to come together.”

**Zac Posen**, Fashion Designer  
Alum, 1998, Textile Design

“I guess I was good, because my art teacher encouraged me to enter (the Scholastic Awards). I put in a photograph, and I won. That’s where it all began.”

**John Baldessari**, Conceptual Artist  
Alum, 1949, Photography

“It gave a meaning to my life that simply wasn’t there before. It really set a course I never deviated from.”

**Philip Pearlstein**, Painter  
Alum, 1941 and 1942, Painting

“The Awards give you entrance and exposure to a vast community of people who see the world through artists’ eyes, and that can be tremendously enriching and powerful.”

**Lucianne Walkowicz**, Blumberg Chair of Astrobiology at the Library of Congress  
Alum, 1996, Painting

Explore our historic timeline:  
[artandwriting.org/timeline](http://artandwriting.org/timeline)

Students may submit work in any of the following categories:

Architecture & Industrial Design	Humor
Art Portfolio	Jewelry
Ceramics & Glass	Journalism
Comic Art	Mixed Media
Critical Essay	Novel Writing
Design	Painting
Digital Art	Personal Essay & Memoir
Dramatic Script	Photography
Drawing & Illustration	Poetry
Editorial Cartoon	Printmaking
Fashion	Sculpture
Film & Animation	Science Fiction & Fantasy
Flash Fiction	Short Story
Future New	Video Game Design
	Writing Portfolio

Since 1923, the Scholastic Art & Writing Awards have identified teenagers with exceptional artistic and literary talent and brought their remarkable work to regional and national audiences, providing opportunities for recognition, exhibition, publication, and scholarships.

Presented by the Alliance for Young Artists & Writers  
[artandwriting.org](http://artandwriting.org)

Get involved and show your support:  
[artandwriting.org/donate](http://artandwriting.org/donate)



[artandwriting.org](http://artandwriting.org)





### THE SCHOLASTIC ART & WRITING AWARDS AND THE ALLIANCE FOR YOUNG ARTISTS & WRITERS

Scholastic Art & Writing Awards change lives. Started in 1923, the Awards have become the nation's highest honor and largest source of scholarships for creative teenagers. Students in grades 7–12 submit their works for review. All students in public, private, and home schools may apply.

Through a nationwide network of organizations, hundreds of thousands of works of art and writing are submitted to the Awards annually.

Students are guided by educators and follow in the footsteps of past Scholastic Award recipients including Andy Warhol, Richard Avedon, Truman Capote, Sylvia Plath, Zac Posen, John Baldessari, Ken Burns, and Kay WalkingStick.

The Alliance, a 501(c)(3) nonprofit organization, was created in 1994 to expand the reach of the Awards and to provide additional support for students. In addition to cash awards, the Alliance provides students access to scholarships from top colleges, universities, and art schools. The Alliance also offers free art and writing workshops to students across the nation.

### RECOGNITION, EXHIBITION, AND PUBLICATION

Earning a Scholastic Art & Writing Award broadens students' ideas about the future, bolsters confidence, and gives a sense of accomplishment. Students and their educators are recognized in their communities with regional awards, and students receiving National Medals are celebrated at the National Ceremony at Carnegie Hall in New York City.

The Alliance and its Affiliate Partners exhibit top works in museums, galleries, and arts institutions across the country, including the National Exhibition in New York City and our traveling exhibition, the Art.Write.Now.Tour. Other works spend a full year on exhibition at the U.S. Department of Education in Washington, D.C. as part of Art.Write.Now.DC.

National Medalists' works are published in our National Catalog and on our website. Select writing is published in *The Best Teen Writing* annual anthology. A chapbook is produced each year featuring poetry from the National Student Poets.

### GRANTS AND RESIDENCIES

Alums of the Awards are eligible for \$1,000 grants to help them in a creative endeavor and a Writer's Residency to dedicate time and space to writing. A two-week painting residency, in partnership with Golden Artist Colors, is offered to educators of Awards students.

### SCHOLARSHIPS

The Alliance annually distributes more than a quarter of a million dollars in direct scholarships and awards to National Medalists. Our Scholarship Partner network of more than 40 colleges and universities offers additional millions in scholarships to graduating seniors who receive National Medals. Students may apply for a full-tuition Scholastic Awards Summer Scholarship to attend summer art or writing programs.

### NATIONAL STUDENT POETS PROGRAM

The Institute of Museum and Library Services has partnered with the Alliance to create the National Student Poets Program (NSPP), the country's highest honor for youth poets presenting original work. Five outstanding young poets—whose work exhibits exceptional creativity, dedication to craft, and promise—are selected annually from among the National Medalists in Poetry in the Awards. National Student Poets receive academic awards and serve for a year as poetry ambassadors.

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Get involved and show your support:  
[artandwriting.org/donate](http://artandwriting.org/donate)



## About the NWP

The RRVWP is one of about 200 sites of the National Writing Project, the longest running professional development program in the country and the *only* one that focuses on writing instruction. The NWP has research-proven results—the students of writing project teachers consistently score higher on writing tests than other students in randomized control studies. NDSU is the host institution for the RRVWP, which started in 1999 at UND.



## To Schedule Professional Development

Our main focus for PD right now is on teaching argument writing with source texts through the College, Career, and Community Writers Program, though we can provide PD on a variety of writing and literacy topics. For more information, contact Kelly Sassi at [kelly.sassi@ndsu.edu](mailto:kelly.sassi@ndsu.edu) or call 701-231-7156.

Check out our blog → [rrwvp.blogspot.com](http://rrwvp.blogspot.com)

NDSU is an equal opportunity educator, employer and provider. Visit [ndsu.edu/equity](http://ndsu.edu/equity) or call 701-231-7708.

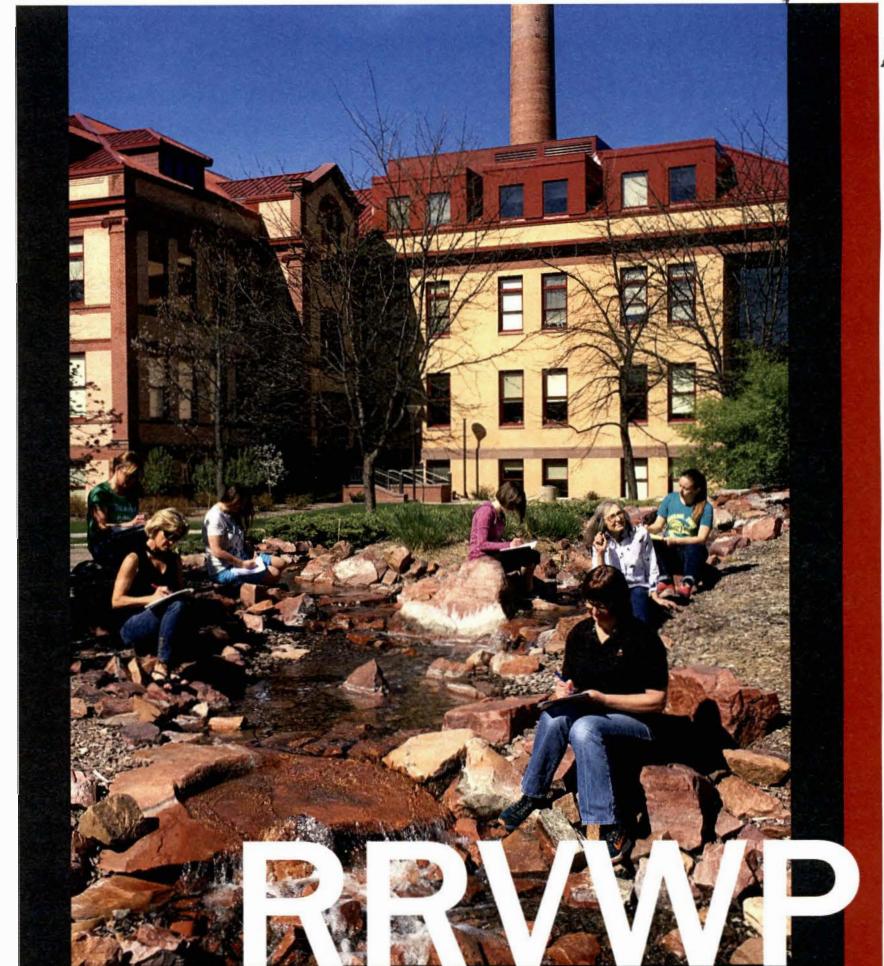
RRVWP

NDSU

RED RIVER VALLEY WRITING PROJECT  
Improving Literacy Instruction, K-16

North Dakota State University  
Dept 2320  
PO Box 6050  
Fargo, ND 58108-6050  
(701) 231-7156

[kelly.sassi@ndsu.edu](mailto:kelly.sassi@ndsu.edu)



Above photo: The 2017 cohort of teacher leaders in the College, Career, and Community Writers Program engage in writing on the NDSU campus.

## The Red River Valley Writing Project

Improving the teaching of writing from K-college in eastern North Dakota & northwestern Minnesota

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# Who We Are

## Kelly Sassi, Director

Kelly Sassi, an Associate Professor of English and education at NDSU, has served as Director of the Red River Valley Writing Project since 2014; prior to that, she served as co-director with Professor Kim Donehower at UND. Professor Sassi is also on the national leadership team for the C3WP.



## Angela Hase, Facilitator of the C3WP



Moorhead High School teacher Angela Hase has been a teacher-leader in the RRVWP since 2012, when she completed her first summer institute. She has co-led writing marathons and writing retreats and has taken the lead on scaling up the C3WP in North Dakota.

## A Community of Teacher-Leaders

We provide continuity for our teacher-leaders, who in turn give back to their schools and communities through workshops, in-service presentations, and facilitation of our programs. For example, Kim Rensch leads a year-long writing group for teachers.



*L to R: National teen poet West Clark, NDSU doctoral student Tony Albright, Turtle Mountain librarian Patricia Gourneau, NDSU professor Denise Lajimodiere, and Kelly Sassi, all of whom collaborated on the 2017 Teen Art & Writing Workshop.*

# What We Do

## Summer Institute for Teachers (ILI)

Our Summer Institute is an Invitational Leadership Institute, an intensive experience in literacy teaching with three components: teaching demonstrations, writing groups, and reading into the research on writing instruction. The ILI is where future leaders of writing project sites are found and nurtured.

## C3WP

C3WP stands for College, Career, and Community Writers Program. It is an Advanced Institute for teachers who have already participated in an ILI or who work with high-needs students. The C3WP focuses on teaching source-based argument writing to students in grades 7-12. The RRVWP has received 3 grants to scale up this research-based program in North Dakota.

## Programs for Young Writers

The RRVWP partners with Plains Art Museum to serve as the state affiliate for the Scholastic Art & Writing Awards. We publicize the awards, handle the submissions, adjudicate the works (with blind judging and a diverse panel of judges), and organize the state ceremony to recognize winners. We offer workshops, such as video game design and editorial cartooning, to support teen writers.

## Turtle Mountain Teen Art & Writing Workshop

*For the last three years, the RRVWP has facilitated an art and writing workshop for students on the Turtle Mountain reservation in Belcourt, connecting them with established and emerging Native American writers and artists, as they develop a personal voice and vision in their own creative work.*



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Chairman Holmberg and Members of the Committee,

My name is Erin Jacobson and I am the Coordinator of the North Dakota Teacher Support System. Thank you for your past support. I am here to request continued funding for our program as a pass-through grant within Senate Bill 2013.

According to Century Code, the Teacher Support System has two areas of responsibility, providing mentors for first-year teachers and supporting instructional coaches. Attachment A, describes the work done with these two groups and the cost associated.

The back side of Attachment A, provides a breakdown of the way the money is spent for each program. The New Teacher Center, a non-profit organization, suggests that the cost to mentor a new teacher in a comprehensive program would be about \$6000 per teacher. We provide a strong and successful program for a little over \$2000 for each new teacher.

Attachment B includes data about the retention rates of teachers who have been mentored in our program since we began in 2010. The number one reason teachers give for leaving their positions is a lack of support. Providing mentoring and instructional coaching support is the best way we can address the problem of teacher retention. Our statistics show that teachers in our program have a strong record of remaining in the teaching force in our state.

On Attachment C, we have listed the districts who have participated in our mentor program over the years. Districts of all sizes and locations across the state have made use of the Mentoring Program.

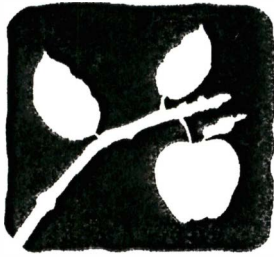
We rely on the feedback of our stakeholders to help us create a program that is adapted to the needs of the schools in North Dakota. The results of an independent survey of our program show strong support of our work and include several requests to continue the mentoring program into the 2<sup>nd</sup> and 3<sup>rd</sup> year of teaching.

We received \$2.3 million from 2009 to 2015, in 2015-17 we received \$2.7 million and in 2017-19 we received \$2,050,000. Currently, according the Department of Public Instruction budget \$1,925,764 has been requested for our program. It is important to note that first year teacher enrollment has more than tripled since the beginning of the program. This fall, we had to close our enrollment to the mentoring program due to the decrease in our funding. An additional decrease in funding would cause us to decrease the amount of first year teachers we are able to support. We are confident that we could continue our work and keep the mentoring program enrollment open if we were given a budget of \$2.3 million.

As a first-year teacher I struggled to know how to meet the needs of my students. Without the support of a formal mentor I often felt at a loss for what to do and how I should proceed. I craved feedback and a listening ear to offer guidance. Thankfully, I persevered and became a confident educator. However, during the first few years of teaching I often felt incapable of meeting the needs of my students and contemplated a different career path. I know that a mentor would have provided me with a much stronger foundation. What we do for teachers, we do for their students. Our children are the future of our state. I am asking you to consider full funding for the North Dakota Teacher Support System. We are eager to continue the important work of supporting the teachers our students need so they can be prepared to meet the challenges of the future.

Thank you. This concludes my testimony and I'm happy to answer any questions you have.

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NORTH DAKOTA  
TEACHER  
SUPPORT  
SYSTEM

## ND Teacher Support System Instructional Coaching Program by the numbers

**79** participants in the Coaches Academy this biennium (2017-19)

**\$1,859** total cost per participant in our coaching activities last year

**70** Coaches Academy graduates participated in Building on Our Coaching Skills this year (2018-19)

**430** Instructional Coaches have participated in our Academies since 2011

*\* An instructional coach is someone whose chief professional responsibility is to bring evidence-based practices into classrooms by working with teachers and other school leaders. Instructional coaches partner with teachers to set goals, identify teaching strategies to hit goals and provide support until goals are met.*

## ND Teacher Support System Mentoring Program by the Numbers

**375** New teachers enrolled in the program for this school year

**70** Districts participating in the program this year

**2,700** New teachers have been mentored since the program began in 2010

**1,583** Mentors have been trained since the program began

**\$2,214** Total cost to mentor a new teacher last year (this includes training of mentor, mentor stipend and 1<sup>st</sup> year teacher course)

**78%** of teachers mentored in the last 10 years are currently teaching in North Dakota

**94%** of teachers mentored in 2017-18 are currently teaching in North Dakota

**97%** of new teachers believe working with a mentor has positively influenced their teaching practice

**98%** of mentors believe their teaching practice improved as a result of working as a mentor

**95%** of administrators are satisfied with the North Dakota Teacher Support System

*\*A mentor is a teacher who is skilled at providing instructional support. Mentors effectively coach beginning teachers to improve their performance by making connections between theory and practice. A mentor supports the professional and personal growth of beginning teachers to meet the needs of students.*



## What does North Dakota get for \$2,214? Mentoring Program

- Two days of face-to-face initial training of mentors
- At least 30 hours of one-on-one conferencing with mentors and new teachers
- Mentors observe the new teacher at least six times per year
- Beginning teachers record themselves teaching and discuss with their mentors two times per year
- New teachers spend nine hours observing other teachers in action
- The new teacher, mentor and administrator meet at least two times per year
- Mentors attend a half day of seminar to continue their professional development as a mentor
- Beginning teachers can earn up to four credits of online course work
- Mentors participate in four courses over three years to reach Advanced Mentor Status
- All principals complete an online Administrator Mentor training
- An independent survey of all participants is done by a third party biannually
- Mentors are compensated; travel and all materials are provided
- Program coordinator and oversight

## What does North Dakota get for \$1,859? Instructional Coaching Program

- Instructional coaches participate in six days of the Coaches Academy from the Learning Forward Organization
- Coaches participate in a Learning Symposium to receive feedback on their goals
- Coaches form a network of Instructional Coaches to collaborate with towards common goals
- Coaches acquire and practice coaching behaviors to support their work with individuals and teams of teachers
- Coaches receive training on Professional Learning Standards to improve their ability to facilitate professional development.
- Coaches Academy graduates can participate in two days of Building on Our Coaching Skills

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## NDTSS Mentoring Program Retention Study

Updated December 2018

- Data was collected from the statewide MISO3 form.
- Data does not include teachers who are teaching outside of North Dakota, employed by another educational entity (non-public school), or teaching in higher education.
- NDTSS is working with the American Institute of Research to analyze and compare data to similar mentoring programs and national retention data.

Year	Number of Participants	Still teaching in ND	Not teaching in ND	Retention Rate as of 2018-19
2009-10	123	88	35	72%
2010-11	123	85	38	69%
2011-12	175	121	54	69%
2012-13	276	179	97	65%
2013-14	290	210	80	72%
2014-15	352	269	83	76%
2015-16	336	269	67	80%
2016-17	339	301	38	89%
2017-18	281	265	16	94%*
<b>Cumulative</b>	<b>2,295</b>	<b>1,787</b>	<b>508</b>	<b>78%</b>

*\* Denotes percentage after contacting individuals in the program regarding retention information.*

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## Districts Participating in the NDTSS Mentor Program Spring 2010-Spring 2019

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North Dakota has 178 public school districts (DPI, 2019). Since 2010, 158 districts have participated in the NDTSS Mentoring Program.

District	SPRING 2010	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	District	SPRING 2010	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Adams				X							Ft Yates/ Standing Rock	X		X	X		X				X
Alexander				X	X	X					Gackle-Streeter										X
Anamoose-Drake	X		X	X	X	X	X		X	X	Garrison					X	X				
Apple Creek						X					Glen Ullin			X	X	X	X				
Ashley		X	X	X	X		X			X	Glenburn	X	X			X					
Beach							X	X	X		Goodrich	X									
Belcourt								X	X		Grafton	X			X	X	X	X	X	X	X
Belfield			X	X	X	X	X	X	X	X	Grand Forks			X	X	X	X	X	X	X	X
Berthold	X										Grant County District #18										X
Beulah			X	X	X	X		X	X	X	Grant County-Elgin/New Leipzig						X	X	X		X
Billings/Medora						X					Grenora				X						
Bismarck	X	X	X	X	X	X	X	X	X	X	Griggs County Central					X	X	X	X	X	X
Bottineau	X										Halliday	X									
Bowbells				X	X	X	X		X	X	Hankinson			X	X						X
Burke Central		X	X	X	X	X			X		* Harvey										X
Cannonball/Solen	X	X	X		X						Hatton		X	X	X	X	X	X			X
Carrington		X	X	X	X	X	X	X	X		Hazleton-Moffitt-Braddock	X	X			X					
Carson					X	X					Hazen	X	X		X	X	X	X	X	X	X
Cavalier					X	X					Hebron		X	X		X	X				
Center-Stanton	X		X	X	X		X				Hettinger			X		X					
Central Cass							X		X	X	Hillsboro	X	X		X			X			
Central Valley	X	X									Hope				X			X	X	X	X
* Dakota Praire										X	Jamestown	X	X	X	X	X	X	X	X	X	X
Devils Lake				X	X	X	X	X	X	X	Kenmare	X									
Dickinson					X		X		X	X	Kensal								X		
Divide County		X	X		X		X	X	X	X	Kidder County							X		X	
* Drake										X	* Killdeer										X
Drayton			X					X	X	X	* Kulm										X
Dunseith	X	X	X	X	X	X	X			X	Lakota						X	X			
East Central Sp Ed			X		X			X			LaMoure			X		X	X				
Edmore								X	X	X	Langdon Area						X	X	X	X	X
Eight Mile			X								Larimore	X	X		X	X	X	X	X		
Emerado			X				X			X	Leeds					X					X
Enderlin Area					X	X	X	X	X	X	* Lidgerwood										X
Fargo			X	X	X	X	X	X	X	X	Linton		X						X	X	X
Fessendon-Bowdon				X	X			X	X		Lisbon			X	X	X	X	X	X	X	X
Finley-Sharon						X		X		X	Litchville-Marion								X	X	X
Flasher	X				X	X	X	X	X		Little Heart Dist 4	X						X	X		
Flavelle-Lankin			X	X	X	X		X			Lone Tree			X	X						
Ft Ransom								X		X	Mandan	X	X	X	X	X	X	X	X	X	X
Four Winds (Tate Topa)				X	X	X	X	X		X	Manvel	X					X				X

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District	SPRING 2010	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	District	SPRING 2010	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19		
Maple Valley/ Tower City					X	X		X			Pingree-Buchanan					X						X	
Mapleton				X		X	X	X		X	Powers Lake				X								
Maddock		X	X	X	X		X				Ray/ Nesson			X			X	X					
Marmat (Youth Correction)							X	X			Richardton-Taylor		X		X		X						
Max							X		X	X	Richland	X	X		X	X			X	X			
Mayville-Portland CG									X	X	Rolette						X	X	X			X	
McClusky		X	X	X	X	X	X	X			Rugby		X	X	X		X	X	X	X	X	X	X
McKenzie County				X						X	Sargent Central								X	X	X		
* McVile/ Dakota Prairie										X	Sawyer			X	X							X	
* Medina										X	Selfridge	X	X		X	X							
Menoken							X				South Heart		X					X			X		
Midkota			X	X	X	X				X	St. John Public	X	X		X		X	X	X				
Midway	X	X			X	X	X			X	* St. Thomas Public												X
Milnor	X			X	X			X	X	X	Stanley				X		X						
Minot	X	X	X	X	X	X	X	X	X	X	* Starkweather												X
Minto			X		X	X		X		X	Sterling	X				X			X				
Mohall Lansford Sherwood			X				X	X	X	X	Strasburg				X	X							
Montpelier			X		X	X	X	X			Surrey					X	X	X	X				
Mott/ Regent			X		X	X	X				Thompson						X	X	X				
Mt. Pleasant		X	X								Tioga	X	X	X	X		X	X	X				X
Munich					X	X					TGU	X		X		X	X	X	X	X	X	X	X
Napoleon					X		X	X		X	Turtle Lake-Mercer				X	X	X	X	X	X	X	X	X
Naughton						X					Twin Buttes							X					
Nesson Dist 2 Ray			X			X	X			X	Underwood	X			X		X						X
New Public Dist #8			X	X	X	X	X	X			Valley City	X			X			X	X	X	X	X	X
New Rockford- Sheyenne						X					Valley-Edinburg								X	X			
New Salem- Almont	X		X	X	X	X	X	X	X		Velva	X	X	X	X		X		X	X	X	X	X
New Town				X							Wahpeton				X	X	X	X	X	X	X	X	X
North Border	X	X		X		X					Warwick	X	X	X	X		X		X	X			
North Sargent		X				X		X	X		Washburn		X	X	X	X					X	X	
North Star					X	X	X	X	X		West Fargo		X	X	X	X	X	X	X	X	X	X	X
Northern Cass				X	X	X	X				White Shield			X		X	X	X					
Northwood	X			X		X		X		X	Williams Cty District 8												X
Oakes					X	X	X	X	X	X	Williston	X	X	X	X	X	X	X	X	X	X	X	X
* Ojibwa Indian School										X	Wllmac				X								
Page								X			Wilton			X	X		X	X			X	X	
Park River	X	X		X	X	X	X	X	X	X	Wing	X	X		X	X	X						
* Parshall										X	Yellowstone			X		X	X		X	X	X	X	X

\* Districts new to the program in 2018-19.

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Pass Through  
State grants

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North Dakota Museum of Art  
Rural Schools Initiative  
January 2019

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 I am the Deputy 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.

p1

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 three exhibitions: *In Our Own Words: Native Impressions*, a show of North Dakota Indian portraits and interviews; *Beyond Home*, art from the permanent collection documenting the human experience; and *Nancy Friese: Encircling Trees and Radiant Skies*, landscape paintings and prints.

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, McVile, Ellendale, Mayville, Stanley, Fargo, Steele, Bottineau, Linton, Hettinger, Ft. Yates, Cando, Pekin, Mohall, Langdon, Hankinson, Minot, Rolla, Westhope, Bismarck, New Rockford, Wahpeton, Devils Lake, Enderlin, Williston, Fessenden, and Zeeland.

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.
- Museum staff train community volunteers on exhibition content, conducting school tours, and



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#14

PB

- 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.

### **Fiscal Year 2017-2018 Attendance**

August 7 – September 18, 2017 Nancy Friese:

Encircling Trees & Radiant Skies Fargo **59**

September 6 – 15, 2017 Beyond Home Crosby **21**

September 18 – November 9, 2017 Beyond Home Fargo **838**

October 9 – 20, 2017 Nancy Friese Langdon **266**

November 1 – 30, 2017 Native Impressions Minot **42**

April 18 – 25, 2018 Native Impressions Pekin **59**

June 22 – 30, 2018 Visions of Home Washburn **689**

### **Fiscal Year 2018-2019 Attendance**

July 1 – 30, 2018 Visions of Home Washburn **2566**

August 23 – September 10, 2018 Visions of Home Crosby **101**

September 17 – 28, 2018 Visions of Home Hankinson **809**

October 3 – 6, 2018 Autobiography Minot **805**

October 9 – 19, 2018 Visions of Home Langdon **238**

October 22 – November 2, 2018 Visions of Home Zeeland **60**

December 15 – February 1, 2019 Bradford Hansen-Smith: Circles Jamestown

February 11 – March 12, 2019 Bradford Hansen-Smith: Circles Ellendale

### **Praise for the Rural Arts Initiative:**

The rural arts has allowed the students in the south central region of ND to view artworks that they would not otherwise have had the opportunity to see. We are

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PH

very remote: 100 miles from Bismarck and 120 miles from Jamestown. Many field trips take the whole day. The students have limited opportunity to view exhibits like what has come to our school. Also, community people have come to see the artworks and are appreciative of having the opportunity to do something like this locally. – Trudy Fraase Wolf, Zeeland Public School

Great idea! Fun to see. Thanks for taking exhibits like these to rural areas where many students and adults may not ever or rarely get to see artwork like this. - anonymous

The Hankinson Public School has hosted many rural art exhibits over the past 20 years. It is wonderful to bring art to rural communities for our students, community members and surrounding schools to enjoy the exhibits. It provides another opportunity to broaden the horizon of learning for our students. Typically this a unique opportunity that does not exist for people to view. – Annie Biewer, Hankinson Public School

PH

# | SB 2013 State  
Library  
1-15-2019  
pg A.

ND State Library



*North Dakota*  
**STATE LIBRARY**



#1 SB 2013 State Library  
1-15-2019  
pg 1

**TESTIMONY ON SB2013**  
**SENATE APPROPRIATIONS COMMITTEE**  
**Mary J. Soucie, State Librarian**  
**North Dakota State Library**  
**(701) 328-4652**

Dear Chairman Holmberg & Members of the Committee,

Libraries continue to play a vital role in today's world. Libraries support lifelong learning, workforce development, students educational and research needs and enrich the communities that they serve. In 2017, public libraries in North Dakota had more visits than attendance at all Vikings football games, Sturgis Motorcycle Rally, ND State Fair, UND Hockey home games, and NDSU football games in 2017.

Libraries remain one of the few institutions that serve everyone regardless of age, race, religion, economic status, or education level 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 works together with all types of libraries in the State to offer statewide services to North Dakota citizens and specifically to students.

Our budget request supports the services that the State Library offers to libraries and patrons throughout North Dakota. We provide continuing education and training to public and school librarians; technical support to

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public libraries; and coordination of statewide services such as InterLibrary Loan, Statewide Cataloging, and Talking Books Service for the visually impaired as well as the purchase of online resources. Online resources, or databases, provide credible information to students and citizens as well as enrichment opportunities for people of all ages. TutorND provides one-on-one online tutoring seven days per week; Universal Class includes over 500 courses on a variety of topics including business and personal interests; and RB Digital provides books in e-book, e-audio, and e-comic formats, as well as over 120 digital magazines.

The budget proposed by Governor Burgum includes State Aid for Public Libraries and Library Vision grants at the same level as the 2017-19 biennium. Both of these are very important to the North Dakota library community. State Aid funds are used to improve collections, provide innovative library programming, and support communities. Library Vision grants support our statewide resource sharing network, ODIN or Online Dakota Information Network, improved technology and collections, and increased bandwidth to support community needs. All Library Vision grants include a matching component, increasing the impact of the state's investment. In 2011 our advisory board, the North Dakota Library Coordinating Council (NDLCC), adopted standards for public libraries to be

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eligible to apply for Library Vision grants. Our Library Development Department worked with a committee of public library directors to update the standards. If adopted as proposed, which I expect that they will be, the new standard will have three levels: Developing, Excelling and Future-Focused. The committee has recommended that the NDLC consider offering grants to help libraries move between those categories. We would like the authority to add these grants to the technology, collection development, and resource sharing categories that have been offered in the past. The NDLC would also like to offer some capacity building grants such as a partnership grant that would require libraries to work with new partners in the community to explore new services and expand current services being offered.

The North Dakota State Library received a discretionary Library and Services Technology Grant from the Institute of Museum and Library Services (IMLS) that will be paid out over two years. The second year of funding, in the amount of \$124,500, has been included in the grants line of the budget. Our match for this grant is in-kind funds.

The State Library is on track to deliver services using all 2017-19 appropriated funding. There are no one time funding items currently and

# 1

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none budgeted for in 2019-21. There are no anticipated changes in federal funding that the agency receives.

We are very grateful for the legislative support for libraries in the past and look forward to continued support. The answers to the questions are attached. Thank you for your time and attention. I will be happy to answer any questions.

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## Proposed Budget Reductions

Our agency was directed to cut 5% by the Governor's guidelines as well as one position. We identified one Librarian III position. We identified an additional Librarian III and a Library Associate I position to meet the 5% cut plus the optional additional 3% cut. The Executive Recommendation includes the Library Associate I position be cut.

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## Optional Adjustment Requests

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We requested an increase to State Aid for Public Libraries in the amount of \$222,000 which would bring the funding to full formula. It was not included by the Governor in his Executive Budget Recommendations. We requested the elimination of only one Library Associate I position which was included in the Governor's Executive Budget Recommendations.

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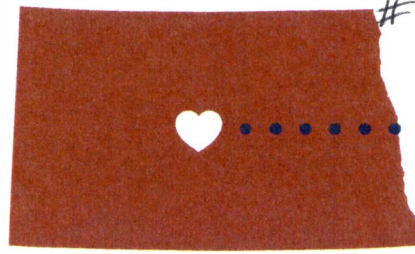
pg 7

## Changes to the Executive Recommendation

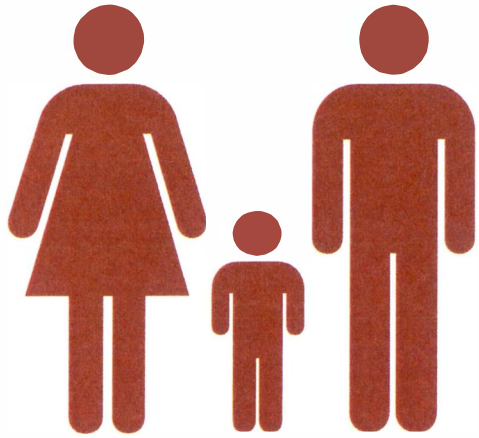
Our agency is not requesting any changes to the Executive Recommendation.



# NORTH DAKOTA PUBLIC LIBRARIES BY THE NUMBERS



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1-15-2019  
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**272,975**  
1 IN 3 ND CITIZENS  
HAS A LIBRARY CARD



**2,162,559**

VISITS TO ND LIBRARIES

Visits to North Dakota Libraries (2017)

**2,162,559**

Attendance At All Vikings Games (2017)

**1,099,905**

Attendance At The Sturgis Motorcycle Rally (2017)

**480,000**

Attendance At The ND State Fair (2017)

**299,077**

Attendance At All NDSU Football Games (2017)

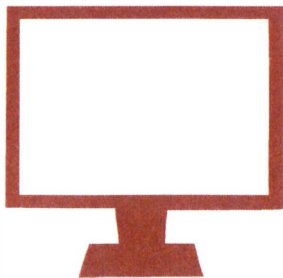
**241,262**

Attendance At UND Hockey Home Games (2017)

**239,563**

**491,272**

USES OF PUBLIC  
COMPUTERS



**1,547,099**

WIRELESS (WI-FI) SESSIONS

**\$17.22**

AVERAGE COST TO  
TAXPAYERS

**\$0.76**

MATERIALS  
EXPENDITURES PER  
CIRCULATION

**230,588**

LIBRARY PROGRAM  
ATTENDEES

**3,601,894**

TOTAL NUMBER OF  
CIRCULATIONS



THAT'S OVER 4  
CIRCULATIONS  
PER RESIDENT.

**480,421**

TOTAL NUMBER OF  
ELECTRONIC MATERIALS  
CIRCULATION



#2 SB 2013 (State Library)  
1-15-2019  
pg 1

January 13, 2019

The Honorable Ray Holmberg, Chairman of the House Appropriations Committee  
North Dakota State Capitol  
600 E. Boulevard Avenue  
Bismarck, ND 58505

Dear Chairman Holmberg and Members of the Senate Appropriations Committee:

I am writing to you today to show my support for the North Dakota State Library and their contributions to the education of North Dakota students. I oversee the library program and budget for Bismarck Public Schools, and we rely heavily on the resources and trainings provided through the State Library.

Digital resources our students need for research, critical thinking, and product creation are expensive. We would not be able to provide resources like Britannica School, Explora, Points of View, and Gale databases within our own budget. Our schools have been recipients of grants for special projects like makerspaces, allowing students to create and engage in inquiry projects, and growing our collections by providing additional graphic novels and local North Dakota resources to our students. We utilize the inner library loan options for resources and traveling kits to support instructional units.

In addition to digital and print resources, professional opportunities benefit Bismarck Schools staff and students through webinars and the Renewal and Development Conference hosted by the State Library. School librarians often operate in isolation, and acquiring new library specific knowledge can be difficult to find. During these professional development opportunities, we are able to learn, share, and grow our librarianship.

I ask you to support SB 2013, relating to funding for the North Dakota State Library, state aid for North Dakota's public libraries, and grant funding through the ND Library Coordinating Council.

Sincerely,

Misti Werle  
Library Media Coordinator  
Bismarck Public Library  
(701) 202-6626  
[misti\\_werle@bismarckschools.org](mailto:misti_werle@bismarckschools.org)

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North Dakota School for the Deaf  
Resource Center for Deaf & Hard of Hearing  
"Serving all North Dakotans with Hearing Loss"



# North Dakota School for the Deaf

RESOURCE CENTER FOR DEAF AND HARD OF HEARING



**EMPOWER PEOPLE**



**INSPIRE SUCCESS**

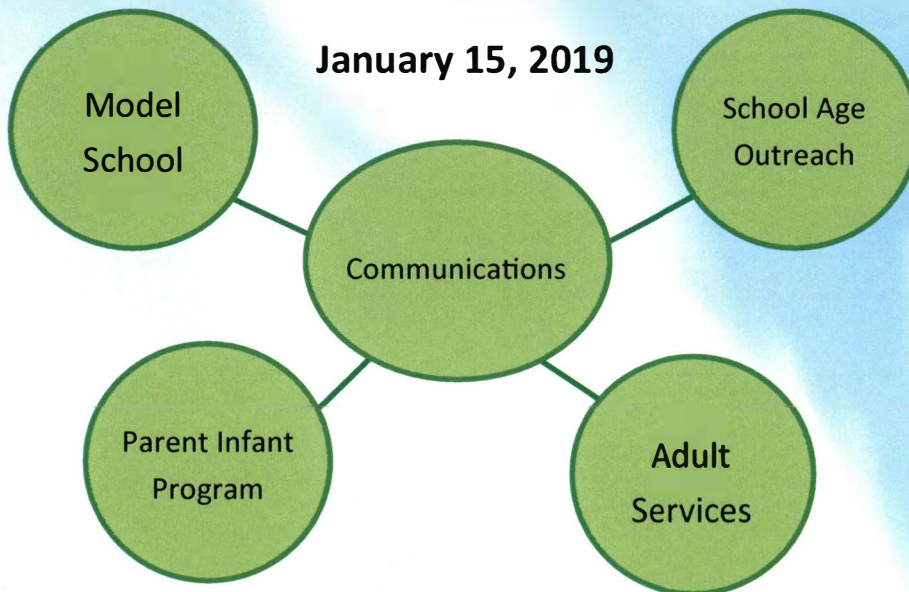


**IMPROVE LIVES**

Testimony to the Senate Appropriations

Committee Senate Bill #2013

January 15, 2019



The North Dakota School for the Deaf is a division of The North Dakota Department of Public Instruction, Kirsten Baesler, State Superintendent

# |

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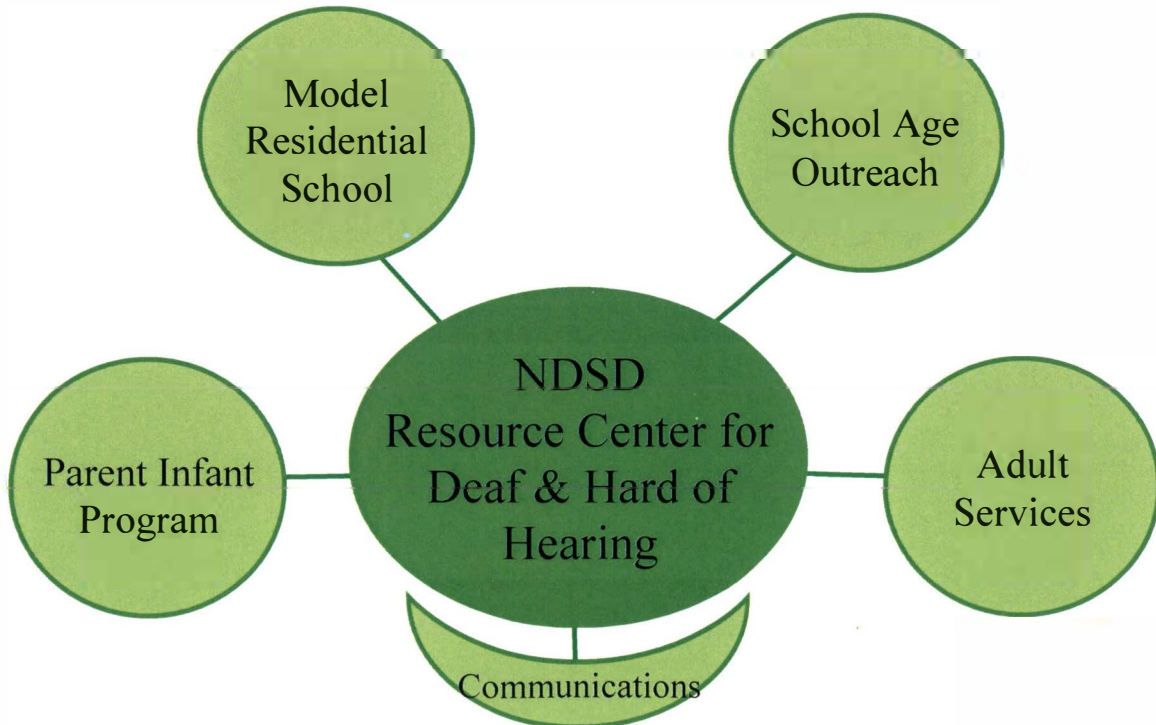
### Testimony

Chairman Ray Holmberg and Members of the Senate Appropriations Committee:

My name is Dr. Connie Hovendick. I am the superintendent of the North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing (NDSR/RCDHH). I have been a special education teacher, coordinator and director in the Lake Region area. In this capacity I have always been an advocate for NDSR/RCDHH. I am honored to have the opportunity to serve as superintendent. Michael Loff, Business Manager, and I will provide testimony relative to Senate Bill #2013.

#### Mission

**The Mission of NDSR/RCDHH is to "serve as a state resource center to provide advocacy, leadership and educational expertise for all individuals who are deaf or hard of hearing". As most of you know, we have expanded our service to include birth to death and to all deaf or hard of hearing individuals across the state.**



### **Values**

We have clarified our values this year to include:

“We express our values by treating everyone equally with respect, courtesy and dignity.

Lead-improve lives

Advocate-empower people

Collaborate-build partnerships

Educate- inspire success”

### **Guiding Principles**

Within the scope of the *Deaf Children’s Bill of Rights Law (effective July, 2015)*;

NDSB/RCDHH shall collaborate with school districts to ensure that children who are deaf or hearing impaired and families of children who are deaf or hearing impaired receive appropriate services and have access to appropriate resources including:

- Screening and assessment of hearing capabilities and communication and language needs at the earliest possible age, and continuation of screening services throughout the child’s educational experience;
- Early intervention to provide for acquisition of solid language bases at the earliest age possible;
- The opportunity to interact in person or through technological mediums with adult role models and peers who are deaf or hearing impaired;
- Qualified teachers, interpreters, and resource personnel, who communicate effectively with the child in the child’s mode of communication; and
- Placement best suited to the child’s needs such as social, communication, style of learning, motivational level, and family support.

The School for the Deaf shall:

Make information available to parents of children who are deaf or hearing impaired;

Provide awareness information to the public concerning medical, cultural, and linguistic issues of deafness and hearing loss.



Beyond the scope of the **Deaf Children's Bill of Rights**, NDSR/RCDHH promotes:

- Leadership in the recruitment and retention of trained professionals.
- Professional Development as a priority for all staff.
- Deaf Pride and an awareness of positive, productive role models who are deaf or hard of hearing.
- Development of the individual's ability to achieve self-sufficiency in society.
- Safe and healthy environments.
- Comprehensive services designed to meet the individual's unique educational, vocational and personal/social developmental needs.
- Early Intervention Services statewide through the Parent/Infant Program.

**Historical Information**

NDSR/RCDHH has a strong heritage having been at its original site since 1890. The School for the Deaf has served deaf and hard of hearing individuals for 128 years. Historical information is available throughout the school buildings. We invite you to come tour our facility. This biennium has seen the school become a model school with an increase in outreach services for school age students and adults.

**NDSR/RCDHH Programming and Services**

**NDSR/Resource Center for Deaf and Hard of Hearing**

Educate and advocate on behalf of individuals who are deaf or hard of hearing and their families to promote safety, opportunity and independence.

To assure that quality interpreting services are being provided to North Dakota individuals who are deaf and hard of hearing.

	7/15 - 6/16	7/16 - 6/17	7/17 - 6/18
American Sign/Basic Sign Language Class	284 individuals	295 individuals	337 individuals
Statewide Interpreter Services	2,607 individuals	2,268 individuals	2,403 individuals
Library Circulation	1,747 items	1,711 items	2,209 items
Website views	28,296	12,613	20,808
Facebook reached	71,060	69,344	115,250

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“Thank you for teaching this wonderful class; I really enjoyed it and it was so convenient to take it online. I requested the state to accept this class for my Speech Therapy hours and it was approved!”

**--Basic Sign Language Student**

“Thanks for your time and enthusiasm and for taking the time out of your day, your dedication to your profession and your commitment to our local youth! Your willingness to present at this event is truly appreciated. Over 550 students attended this year’s Devils Lake Occupational Fair. ”

**--Lake Region State College**

**Parent Infant Program**

Provide family support and education centered programming for young children who are deaf or hard of hearing.  
Provide assistance in developing Individual Family Service Plans and Individual Education Plans in collaboration with agencies and school personnel.

	7/15 – 6/16	7/16 – 6/17	7/17 – 6/18
Persons Served	34	31	33
Consultations	1000	783	682
Evaluations	58	59	46
Direct Service	650	457	415

“I cannot adequately express how much was gained by having a teacher of the deaf from NDSB visit our young child at home on a regular basis following his hearing loss diagnosis. As hearing parents of a hard of hearing child, we are inherently limited in our understanding of our son’s speech and language needs. Having a well-trained, experienced, and supportive professional meet us and our child where we are most comfortable (at home) was critical to our child’s success and our growth as parents.”

**--Stephanie Nishek Marrujo, parent**

**Model Residential School**

Provide early access to and the acquisition of language to ensure students’ progress at the highest level of which they are capable through intensive speech, language and auditory instruction.  
Provide a diverse bilingual community in a nurturing, engaging and challenging environment that is open to observations from teachers of the deaf, families and other interested professionals.

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	7/15 – 6/16	7/16 – 6/17	7/17 – 6/18
Students Served	16	20	18
Campus visitors			187

"Thank you for giving us a tour of the School for the Deaf. Thank you for talking to us. We enjoyed learning about the swimming pool, library, pictures, nurse's rooms, dorm, kitchen, and classrooms."

**--Devils Lake High School class**

"My nephew Jonathan has attended North Dakota School for the Deaf for the past 8 years. I'm very pleased with the educational services and programs provided. I would highly recommend NDSR for any potential students to attend."

**--Darwin Brown**

### School Age Outreach

Provide assistance with assessment in the areas of: auditory, language, speech, academics, sign language, developmental and transition. Provide consultations on programming and IEP, 504 planning, classroom strategies, modifications, accommodations, and transition.

	7/15 – 6/16	7/16 – 6/17	7/17 – 6/18
Persons Served	137	145	152
Consultations	1054	873	1000
Evaluations	44	35	35
Direct Service	250	214	301
Mailings & Emails	2,421	10,372	6,770

"We received such AMAZING feedback from the breakout session, "Hearing Loss in the Daycare Setting: What you should know" you did for the 2018 NDCCPI Spring Conference. ("Lots of info in a small amount of time, Very educational, Loved the sign packets to take home") We would like to invite you to do multiple breakout sessions in 2019! "

**--Jessica Haugen, North Dakota Child Care Providers, Inc.**

"Please consider this a request to receive services from Denise Marback for the 2018-19 school year. Her expertise in working with hearing impaired students is extremely informative for our staff and helpful for our students. We currently have one student who wears a hearing aid in both ears and have found another to have an extreme hearing loss in one ear. Denise consults with the SpEd teachers and regular education teachers in helping to provide a quality education for our students. "

**--Rebecca Ward, Elementary Principal, Dunseith Elementary School**

### Adult Services

Educate and support individuals and community agencies statewide regarding resources available to adults with hearing loss. Collaborate with statewide agencies to provide individuals who are deaf and hard of hearing with comprehensive, non-duplicative services.

	7/15 – 6/16	7/16 – 6/17	7/17 – 6/18
Persons Served	150	120	176
Consults/Evaluations/ Direct Service	863	604	580

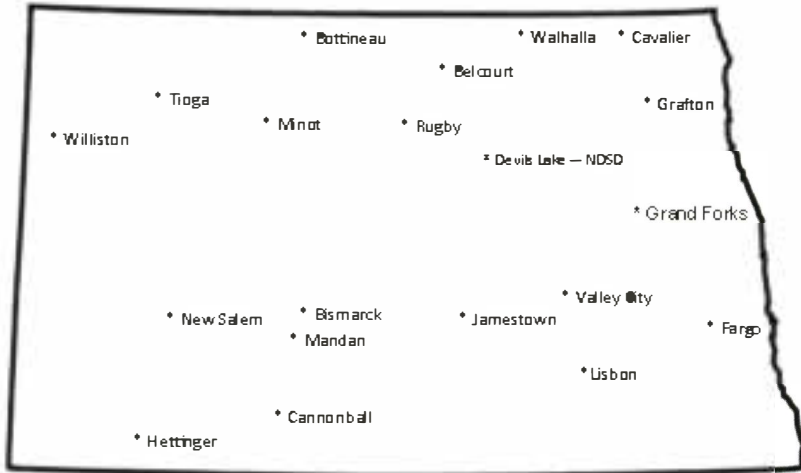
"I along with our Professional Development/SLA committee want to personally thank you for the most outstanding presentation. Judging from the comments of the attendees, this was the most successful presentation to date. Not only did the attendees walk away with a new understanding but also led to us obtaining two new interpreter iPads to use! The credit goes to you, Kristen and Kathy. You will always be welcome back. Any referrals we get will definitely be sent your way.

**--Jen Hoerner, Plant Operations/Maintenance Administrative Assistant, Sanford Bismarck**

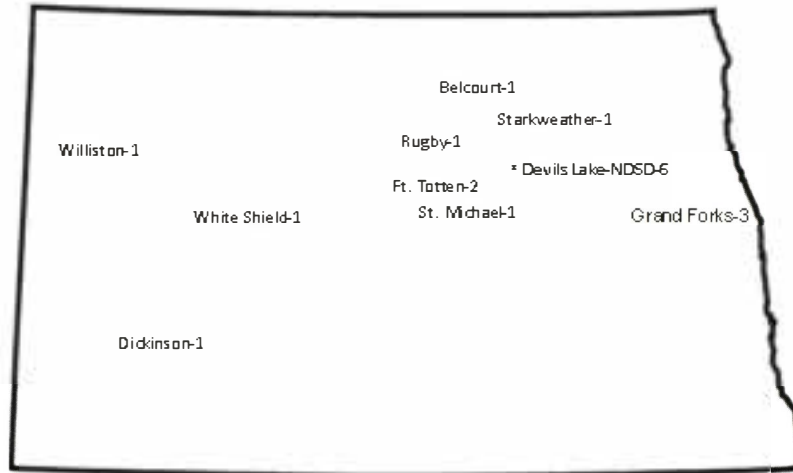
"Kathy, I cannot tell you how much I value you! Thank you so much. You are such a great resource. I have learned so much from you."

**--Beth Stenehjem, ND Assistive**

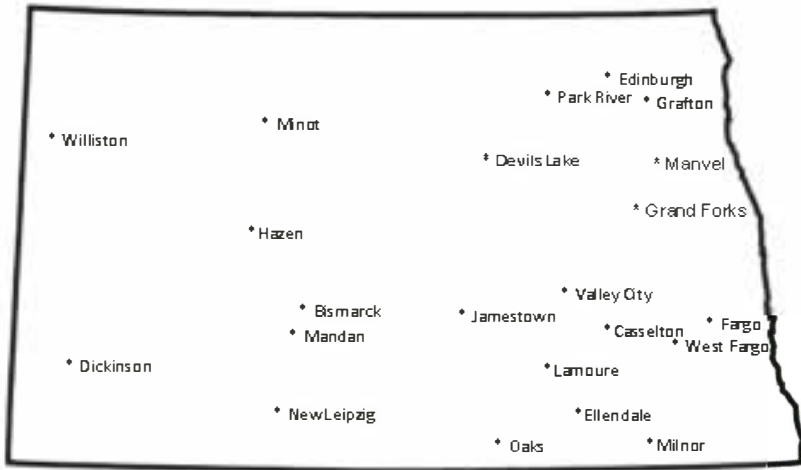
American Sign Language ITV sites 2016-2018



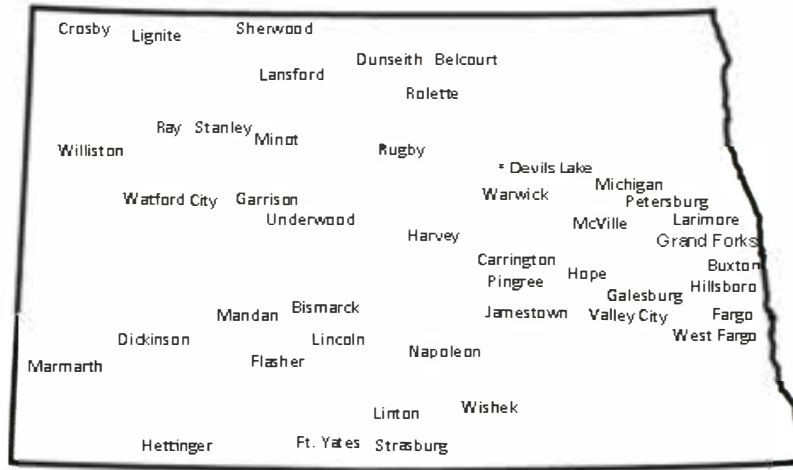
Model School student location 2017-2018



Adult Outreach Services Presentations 2016-2018



Parent Infant/School Age client location 2017-2018



#1  
 SB 2013  
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#1 SB 2013  
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A8

## Major Accomplishments

- NDSB Model School was awarded continuing accreditation with AdvancEd, which is valid through June 30, 2023. (see Appendix B)
- NDSB Resource Center has had over 160 visitors each year.
- Adult Services provided training for professionals working with adults who are deaf or hard of hearing for agencies and conferences. (see Appendix D)
- Parent Infant Program has facilitated group activities for families of a child who was hard of hearing.
- School Age Outreach provided training for staff and students in public and private schools. (see Appendix D)
- NDSB Communications department has provided sign language classes for 2017-2018 with 337 individuals attending.
- Facilities have been upgraded with a new roof on the Smith building, new lighting in the cafeteria and hallways, and new HVAC for the cafeteria. (see Appendix C)
- The North Dakota Dual Sensory Program has over 40 professionals complete the deaf blind modules preparing them to work with students with multiple handicaps.
- The residential program provided language and social skills lessons through many community events.
- The NDSB Resource Center has increased engagement of families and stakeholders through activities, surveys, and digitally through Facebook, messaging, and the NDSB web page.
- Summer Camp was a great success with 17 deaf or hard of hearing students participating.
- Provided deafness-related career workshops at career fairs across the state and for over 300 5<sup>th</sup> grades at a Scrubs Camp.
- Disseminated information regarding deafness and hard of hearing to stakeholders as requested; over 2000 a month.
- Superintendent's house has been repurposed as a Guest House with state of the art assistive technology for staff and stakeholders as needed.

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**NDSB/RCDHH Future Critical Issues**

1. Continue to have highly qualified staff providing services for the deaf and hard of hearing. (Critical shortage of teachers of the deaf and licensed interpreters).
2. Increase marketing of NDSB/Resource Center so citizens are aware of how to access current information resources, and services to assist deaf and hard of hearing.
3. Continue to collaborate with other agencies to insure early identification of hearing loss and provide interventions as needed.
4. Continue to advocate for resources state wide to provide access to communication for deaf and hard of hearing of all ages.
5. Continue to provide professional development for teachers on research based instruction and strategies so students receive specialized programming.
6. Collaborate with public school and work with families so all students receive an appropriate education as defined in the Bill of Rights.



#1 SB 2013  
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North Dakota School for the Deaf  
Status Report 2017-2019 Appropriation  
Senate Bill 2013 for 2019-2021 Budget

Estimated Spending

	2017-2019 Appropriation	Projected Expenditure Outcome
Salaries and wages	7,588,749	One federal position not fully expended
Operating Expenses	2,026,543	Special Funds May be Carried Over
Capital Assets	891,678	Multiple Special Fund Projects Completed
Grants	<u>180,000</u>	Expended
<b>Total Expenditures</b>	<u><b>10,686,970</b></u>	
General Funds	7,488,526	Expended
Federal Funds	351,993	Reduced Expenditure Dual Sensory Dropped
Special Funds	<u>2,846,451</u>	Special Funds May be Carried Over
<b>Total Funds</b>	<u><b>10,686,970</b></u>	
FTE	45.61	

Budget Explanation

NDSB as a resource center for all Deaf and Hard of Hearing persons in North Dakota provides education based upon specific needs of each individual served. Services to individuals from birth to age 21 are provided at home or in the resident district by Parent Infant Services, the accredited Model School provides individualized campus education for those from age 3 to 21, and adult outreach, ages 21 to death, provide education to meet Deaf and Hard of Hearing needs.

The communications department reaches out or provides services in support of all Deaf and Hard of Hearing in these programs and individually.

Salary and Wage positions with the exception of the federal dual sensory program position are all filled and funded by general funds.

All but \$ 30,000 of the operating expense line is funded by special funds, unused special funds would carry forward for use by NDSB.

All capital assets are special funds projects, see one-time funding schedule.

Interpreter grants to ND State Colleges are general fund.

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School for the Deaf-Budget 25200  
Senate Bill 2013 for 2019-2021 Budget  
2017-2019 One-time Funding Report

2017-2019 One-time Funding Report

	<u>Budget Amount</u>	<u>Status</u>	<u>Expended</u>
<b>One-time funding items (all special funds)</b>			
Kitchen Equipment	\$12,000	Complete	\$6,665
Lawn Tractor	\$16,000	Pending	\$0
IVN Room at Fargo Office	\$10,000	Complete	\$6,599
Data Base Software	\$20,000	Deferred	\$0
<b>Total Equipment and Software</b>	<b>\$58,000</b>		<b>\$13,264</b>
<b>Extraordinary Repairs Total Budget</b>	<b>\$833,678</b>		
Smith and Resource Building Fire Alarm Replacement*		Complete	\$102,427
Smith Building Roof*		Complete	\$82,596
Smith Kitchen, Dining, First Floor Hall Ceiling and Lighting*		Complete	\$78,177
Smith Kitchen HVAC System Replacement*		Complete	\$182,942
Superintendent House Cabinets and Improvements*		Complete	\$10,270
<b>Total Extraordinary Repairs</b>	<b>\$833,678</b>		<b>\$456,412</b>
<b>Total One-time</b>	<b>\$891,678</b>		<b>\$469,676</b>
<b>Special Funding One-time</b>	<b>\$891,678</b>		<b>\$469,676</b>
<b>Total 2017-2019 One-time</b>	<b>\$891,678</b>		<b>\$469,676</b>

Carry Over extraordinary projects will occur summer 2019.

\*MFP- NDSB Master Facility Plan and SBA-Carl F. Smith Building Analysis

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North Dakota School for the Deaf  
Senate Bill 2013  
**2019-2021 Budget Changes**  
Executive Budget Changes to 2017-2019 Appropriation

	2017-2019 Appropriation	2019-2021 Base Budget	2019-2021 Governor Changes	2019-2021 Governor Budget
Salaries and wages	7,588,749	7,588,749	305,053	7,893,802
Operating Expenses	2,026,543	2,026,543	(320,957)	1,705,586
Capital Assets	891,678	158,678	270,000	428,678
Grants	180,000	180,000	(140,000)	40,000
<b>Total All Funds</b>	<b>10,686,970</b>	<b>9,953,970</b>	<b>114,096</b>	<b>10,068,066</b>
<b>Less Estimated Income</b>	<b>3,198,444</b>	<b>2,465,444</b>	<b>235,364</b>	<b>2,700,808</b>
<b>General fund</b>	<b>7,488,526</b>	<b>7,488,526</b>	<b>(121,268)</b>	<b>7,367,258</b>
<b>FTE</b>	<b>45.61</b>	<b>45.61</b>	<b>(2.00)</b>	<b>43.61</b>

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School for the Deaf-Budget 25200  
Senate Bill 2013  
Base Level Funding Changes Analysis

Executive Recommendation Budget Changes

	FTE Positions	General Fund	Other Funds	Total
2019-2021 Base Level	45.61	\$7,488,526	\$2,465,444	\$9,953,970
2019-2021 Ongoing Funding Changes				
Proposed Base Level Payroll Changes		(\$28,026)	(\$1,522)	(\$29,548)
Proposal to Adjust base budget funding source for salary expense		(\$263,934)	\$263,934	\$0
Proposed Removal of 2 FTE's	(2.00)	(\$317,654)	\$0	(\$317,654)
Proposed Performance Increase 4% and 2% for classified Employees		\$227,557	\$11,810	\$239,367
Proposed Health Premium Increase		\$187,893	\$12,395	\$200,288
Proposed 1% Retirement Plan Contribution Increase January 2020		\$20,202	\$1,504	\$21,706
Proposed other benefit increases due to performance pay increases		\$48,541	\$4,008	\$52,549
Optional Package to Include Teacher Salary Composite Schedule		\$144,153	\$0	\$144,153
Optional Package to Increase Temporary Salary		\$0	\$27,500	\$27,500
Optional Package to Fund Vacant Position With Special Funds		\$0	\$160,000	\$160,000
Remove Federal Salary funding related to deaf blind program		\$0	(\$193,308)	(\$193,308)
Operating Expenditure Reduction primarily Special Fund		\$0	(\$365,957)	(\$365,957)
Optional Operating Expenditure Add Back for Food Expense		\$0	\$10,000	\$10,000
Optional Operating Expenditure Add Back for Information Technology		\$0	\$15,000	\$15,000
Optional Operating Expenditure Add Back for Professionals		\$0	\$20,000	\$20,000
Reduces Funding for Interpreter Grant		(\$140,000)	\$0	(\$140,000)
Total ongoing funding changes	(2.00)	(\$121,268)	(\$34,636)	(\$155,904)
One-time funding items				
Adds funding for extraordinary repairs to Smith Building			\$250,000	\$250,000
Adds funding to replace kitchen equipment			\$20,000	\$20,000
Special Fund Extraordinary Repair (for reference)			\$158,678	\$158,678
Special Fund Extraordinary Repair is part of base budget			(\$158,678)	(\$158,678)
Total one-time funding changes			\$270,000	\$270,000
Total Changes to Base Level Funding	(2.00)	(\$121,268)	\$235,364	\$114,096
Total Executive Budget Recommendation	\$43.61	\$7,367,258	\$2,700,808	\$10,068,066

School for the Deaf-Budget 25200  
Senate Bill 2013 for 2019-2021 Budget  
Executive Recommendation 2019-2021 One-Time Funding

2019-2021 One-time Funding

	<u>Fund Source</u>	<u>*Plan</u>	<u>Budget</u>
<b>Base Budget Extraordinary Repairs</b>			
Replacement Resource Center Roof	Special	MFP	\$95,000
Parking Lot Improvement/Replacement	Special	MFP	<u>\$63,678</u>
<b>Total Base Budget Capital Assets</b>			<b>\$158,678</b>
<b>Optional One-time Capital Assets</b>			
Replacement of Kitchen Commercial Dishwasher	Special		\$20,000
Smith Building Extraordinary Repairs (Various improvements outlined in Smith Plan may include basement mechanical improvements, entry and internal door replacement, 2nd floor air conditioning, 2nd floor ceiling and lighting, and abatement.)	Special	MFP & SBA	\$250,000
<b>Total Optional One-time Capital Assets</b>			<u><b>\$270,000</b></u>
<b>Total One-time</b>			<u><b>\$428,678</b></u>
<b>Special Funding One-time</b>			<u><b>\$428,678</b></u>
<b>Total 2019-2021 One-time</b>			<u><b>\$428,678</b></u>

\*MFP- NDSB Master Facility Plan  
\*SBA-Carl F. Smith Building Analysis

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School for the Deaf-Budget 25200  
Senate Bill 2013  
Executive Budget Reductions

Listing of Proposed Reductions

	FTE	General Fund	Special Funds	*Federal Funds	Total
2019-2021 Base Level	45.61	\$7,488,526	\$2,113,451	\$351,993	\$9,953,970
2019-2021 Executive Budget Thresholds					
Salaries and Wages	(2.00)	(\$608,852)	\$263,934	(\$193,308)	(\$538,226)
Operating Expenses		\$0	(\$369,607)	\$3,650	(\$365,957)
Grants (Interpreter)		(\$140,000)	\$0	\$0	(\$140,000)
<b>Total Proposed Reductions</b>	<b>(2.00)</b>	<b>(\$748,852)</b>	<b>(\$105,673)</b>	<b>(\$189,658)</b>	<b>(\$1,044,183)</b>
One-time funding items		\$0	\$0	\$0	\$0
Total one-time funding changes		\$0	\$0	\$0	\$0
<b>Total Changes to Base Level Funding</b>	<b>(2.00)</b>	<b>(\$748,852)</b>	<b>(\$105,673)</b>	<b>(\$189,658)</b>	<b>(\$1,044,183)</b>
Total Submitted	\$43.61	\$6,739,674	\$2,007,778	\$162,335	\$8,909,787
<i>Executive Budget Applied Reduction Target %</i>		<b>-10.00%</b>	<b>-5.00%</b>		

\*NDSB discontinued sponsorship of the Dual Sensory program assumed by Minot State University during the 2018-2019 fiscal year.

	General	Special Fund
1. Reduction of 2 FTE totaling \$ 317,654 in General Funds	-317,654	
2. Utilization of Special Funds for existing staff positions	-291,198	263,934
3. Reduction of Interpreter Grant	-140,000	
4. Reduction of Operating Expenses (See Appendix Detail)		-369,607
<b>Total</b>	<b>-748,852</b>	<b>-105,673</b>

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School for the Deaf-Budget 25200  
 Senate Bill 2013  
 Optional Changes 2019-2021 Budget

Executive Optional Request Comparison

Optional Request Description	NDSB Request	Executive Inclusion	Executive Exclusion	Total
General Fund Teacher Composite Schedule	\$112,678	\$144,153	\$0	\$144,153
Special Funds for Temporary Salary Increase	\$27,500	\$27,500	\$0	\$27,500
Special Funds for Vacant Position	\$160,000	\$160,000	\$0	\$160,000
Special Funds for Food	\$10,000	\$10,000	\$0	\$10,000
Special Funds for Information Technology	\$15,000	\$15,000	\$0	\$15,000
Special Funds for Professionals	\$20,000	\$20,000	\$0	\$20,000
Special Funds for Travel	\$45,000	\$0	\$45,000	\$0
Special Funds for Utilities	\$30,000	\$0	\$30,000	\$0
Total ongoing funding changes	\$420,178	\$376,653	\$75,000	\$376,653
One-time funding items				
Special Funds for extraordinary repairs to Smith Building	\$250,000	\$250,000	\$0	\$250,000
Adds funding to replace kitchen equipment	\$20,000	\$20,000	\$0	\$20,000
Special Fund Extraordinary Repair (for reference)	\$158,678	\$158,678	\$0	\$158,678
Special Fund Extraordinary Repair is part of base budget	(\$158,678)	(\$158,678)	\$0	(\$158,678)
Total one-time funding changes	\$270,000	\$270,000	\$0	\$270,000
<b>Total Optional</b>	<b>\$690,178</b>	<b>\$646,653</b>	<b>\$75,000</b>	<b>\$646,653</b>
General Fund Optional	\$112,678	\$144,153	\$0	\$144,153
Special Fund Optional	\$577,500	\$502,500	\$75,000	\$502,500
<b>Total Executive Budget Recommendation</b>	<b>\$690,178</b>	<b>\$646,653</b>	<b>\$75,000</b>	<b>\$646,653</b>



School for the Deaf-Budget 25200  
 Senate Bill 2013  
 Itemized Changes to Executive Recommendation

Executive Recommendation Budget Changes

Requested Changes to Executive Recommendation

	FTE Positions	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total
2019-2021 Base Level	45.61	\$7,488,526	\$2,465,444	\$9,953,970				
2019-2021 Ongoing Funding Changes								
Proposed Base Level Payroll Changes		(\$28,026)	(\$1,522)	(\$29,548)				
Proposal to Adjust base budget funding source for salary expense		(\$263,934)	\$263,934	\$0				
Proposed Removal of 2 FTE's	(2.00)	(\$317,654)	\$0	(\$317,654)				
<i>Please add back one FTE in General Funds OR Add back One FTE in Special Funds</i>					1.00	\$158,827		
					1.00		\$158,827	
Proposed Performance Increase 4% and 2% for classified Employees		\$227,557	\$11,810	\$239,367				
Proposed Health Premium Increase		\$187,893	\$12,395	\$200,288				
Proposed 1% Retirement Plan Contribution Increase January 2020		\$20,202	\$1,504	\$21,706				
Proposed other benefit increases due to performance pay increases		\$48,541	\$4,008	\$52,549				
Optional Package to Include Teacher Salary Composite Schedule		\$144,153	\$0	\$144,153				
<i>Add funding to match teacher pay to years of Service</i>						\$32,893		
Optional Package to Increase Temporary Salary		\$0	\$27,500	\$27,500				
Optional Package to Fund Vacant Position With Special Funds		\$0	\$160,000	\$160,000				
Remove Federal Salary funding related to deaf blind program		\$0	(\$193,308)	(\$193,308)				
Operating Expenditure Reduction primarily Special Fund		\$0	(\$365,957)	(\$365,957)				
<i>Add Back Special Fund Operating Funds</i>							\$227,558	
Optional Operating Expenditure Add Back for Food Expense		\$0	\$10,000	\$10,000				
Optional Operating Expenditure Add Back for Information Technology		\$0	\$15,000	\$15,000				
Optional Operating Expenditure Add Back for Professionals		\$0	\$20,000	\$20,000				
Reduces Funding for Interpreter Grant		(\$140,000)	\$0	(\$140,000)				
<i>Add back funding for Interpreter Grant</i>						\$140,000		
<b>Total ongoing funding changes</b>	<b>(2.00)</b>	<b>(\$121,268)</b>	<b>(\$34,636)</b>	<b>(\$155,904)</b>				
One-time funding items								
Adds funding for extraordinary repairs to Smith Building			\$250,000	\$250,000				
Adds funding to replace kitchen equipment			\$20,000	\$20,000				
Special Fund Extraordinary Repair (for reference)			\$158,678	\$158,678				
Special Fund Extraordinary Repair is part of base budget			(\$158,678)	(\$158,678)				
<b>Total one-time funding changes</b>			<b>\$270,000</b>	<b>\$270,000</b>				
<b>Total Changes to Base Level Funding</b>	<b>(2.00)</b>	<b>(\$121,268)</b>	<b>\$235,364</b>	<b>\$114,096</b>				
<b>Total Executive Budget Recommendation</b>	<b>\$43.61</b>	<b>\$7,367,258</b>	<b>\$2,700,808</b>	<b>\$10,068,066</b>				

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**NDSB/RCDHH 25200      Senate Bill 2013      2019-2021 Budget**

**Itemized listing of changes NDSB/RCDHH is requesting the Senate Appropriations make to the executive recommendation. NDSB currently has one vacant FTE.**

1. Please restore (add back) one FTE a \$158,827 increase in general funds.
2. If item number 1 is not feasible please restore (add back) one FTE with a \$158,827 increase in NDSB special funds.
3. Restore \$227,558 in special funds in the operating line to allow full access to NDSB operating funds.

**The following requests are based in order of NDSB program priority in the event that revenue forecasts allow full or partial restoration of funding.**

4. Increase general funding increase for teacher composite schedule by \$32,893 to allow for full step increase to match years of service. Increase from \$144,153 to \$176,992.
5. Restore funding for Interpreter grant to State of ND colleges. Add \$140,000 in general funds grant line with restored total balance set at \$180,000.

### Conclusion

I am honored to serve as the superintendent of NDSB Resource Center. I am proud of the expanded services that we offer individual who are deaf or hard of hearing across the state. We have truly become a resource center. I endorse the salary and benefit increases in the executive budget along with the optional and one-time packages. To meet the reduction of general funds requested in for executive budget we have looked to special funds to assist with salaries and cover all of our operating costs and one-time projects. I ask that you put back in one of the two FTEs that were removed in the proposed budget with funding from the general funds. I would also request full access of our special funds to meet our operating costs. This would allow us to provide services through our parent infant program, model school, school age outreach and adult outreach to meet the needs across the state.

Our mission is to serve as a state resource center to provide advocacy, leadership and educational expertise for all individuals in North Dakota who are deaf or hard of hearing. With your support, we can continue to make this happen.

Thank you, members of the North Dakota Legislature, for your ongoing support in serving individuals who are deaf or hard of hearing.

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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](http://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.

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1-15-2019 Ag21

# Appendix A

## Detailed Appropriations

# | SB 2013  
1-15-2019

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**NDSD/RCDHH 25200**      **Senate Bill 2013**      **2019-2021**  
**Proposed Executive Budget Operating Expense Reductions**

	2017-2019 Appropriation	Expenditure Reduction	2019-2021 Submitted Proposal	Optional Request	Executive Options Included
<b>Operating Expenses</b>					
Travel	449,053	(106,587)	342,466	45,000	0
Supplies - IT Software	21,750	(5,750)	16,000	0	0
Supply/Material - Professional	52,189	(13,189)	39,000	0	0
Food and Clothing	180,389	(19,539)	160,850	10,000	10,000
Bldg., Grounds, Vehicle Supply	111,500	(8,500)	103,000	0	0
Miscellaneous Supplies	99,925	(17,925)	82,000	0	0
Office Supplies	22,990	(7,990)	15,000	0	0
Postage	9,750	0	9,750	0	0
Printing	18,080	(6,330)	11,750	0	0
IT Equipment under \$5,000	86,100	(20,100)	66,000	15,000	15,000
Other Equip under \$ 5,000	44,754	(16,554)	28,200	0	0
Office Equip & Furniture	8,000	0	8,000	0	0
Utilities	302,112	(50,000)	252,112	30,000	0
Insurance	22,645	0	22,645	0	0
Rentals/Leases-Equipment & Other	9,815	4,000	13,815	0	0
Rentals/Leases - Bldg./Land	76,148	(15,125)	61,023	0	0
Repairs	60,020	(14,300)	45,720	0	0
IT - Data Processing	114,299	(5,000)	109,299	0	0
IT - Communications	68,500	0	68,500	0	0
IT Contractual Srvcs and Rprs	26,350	0	26,350	0	0
Professional Development	46,299	(18,799)	27,500	0	0
Operating Fees and Services	55,621	(12,221)	43,400	0	0
Professional Fees and Services	140,254	(32,048)	108,206	20,000	20,000
<b>Total Operating Expenses</b>	<b>2,026,543</b>	<b>(365,957)</b>	<b>1,660,586</b>	<b>120,000</b>	<b>45,000</b>

***Operating Expense Reductions***

Operating Expenses were adjusted to current biennium trends, as the actual history noted above demonstrates experience by category is variable.

***Optional Budget Requests***

Travel cost increase is reflects the DOT budget guideline for the state fleet vehicles.

The food cost increase reflects inflation and what may be increasing volume.

Technology facilitates an increasingly critical means to reach out to students and school districts.

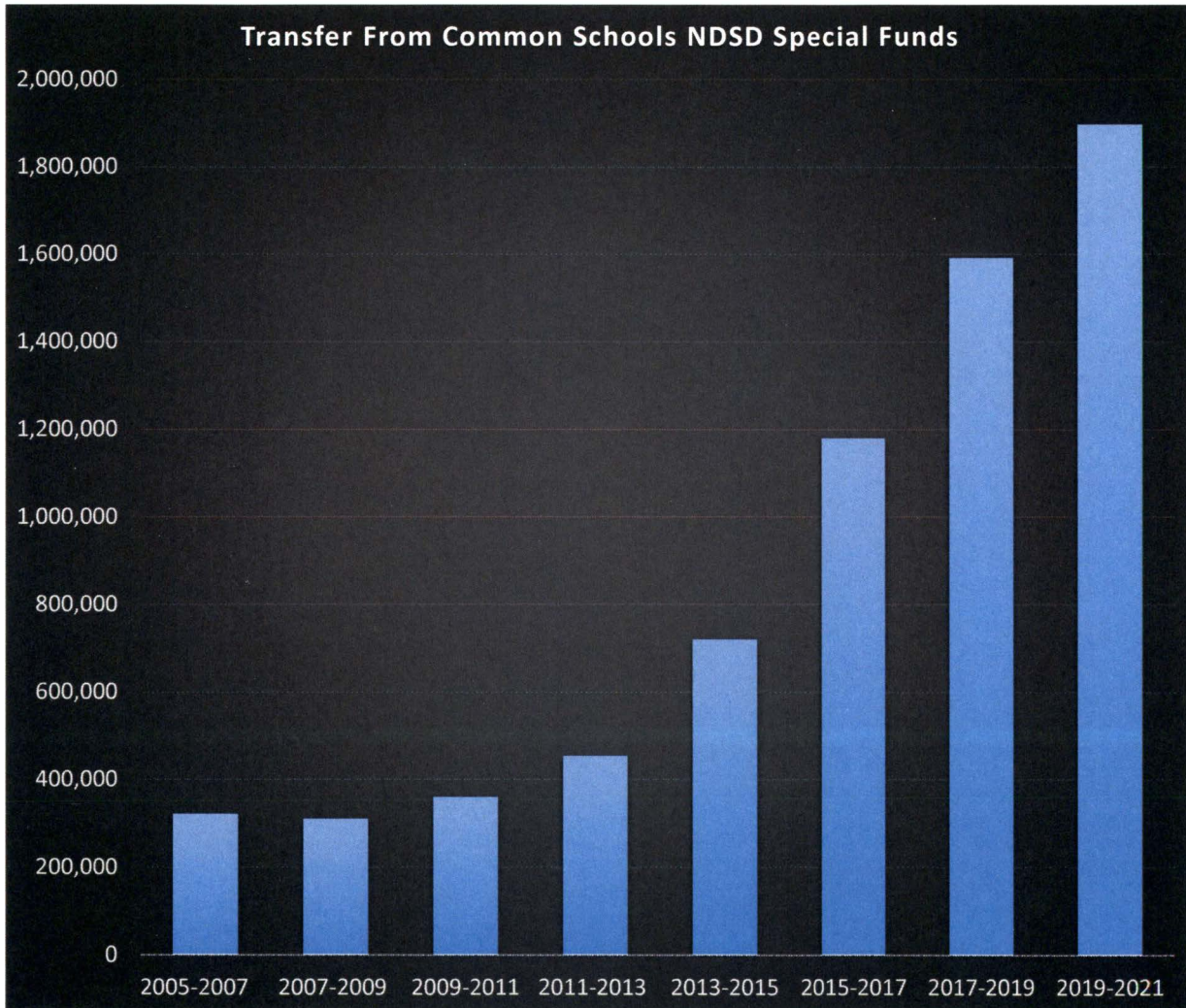
Need to allow for return of normal North Dakota winter heating costs.

To allow for audiology, speech therapy, and other professional fee increases.



### NDSD Special Fund 2019-2021 Biennium Forecast

NDSD's total special fund revenue forecast increased from \$1,940,774 in 2017-2019 to \$2,334,176 in 2019-2021. The North Dakota Department of Land Trust share of that total remained consistent at 81% of the total. Land Trust distribution is projected to increase by \$306,000 in 2019-2021. Head Start rental income and meal revenue represent the largest portion of the other \$393,000 special fund revenue.





# Appendix B

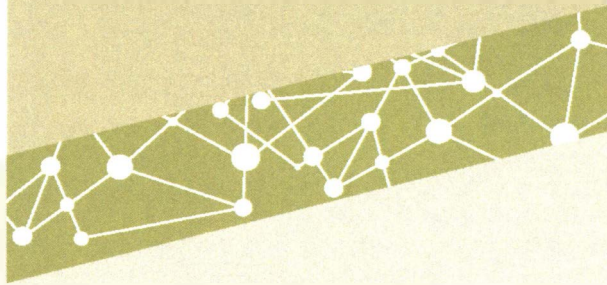
## Advanced Accreditation Report

April 25, 26, 2018

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AdvancED®  
Engagement  
Review Report



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## AdvancED® Performance Accreditation

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**Results for:**

North Dakota School for the Deaf  
1401 College Drive N.  
Devils Lake, ND 58301

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## Introduction

### AdvancED Performance Accreditation and the Engagement Review

Accreditation is pivotal to leveraging education quality and continuous improvement. Using a set of rigorous research based standards, the accreditation process examines the whole institution—the program, the cultural context and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. Through the AdvancED Accreditation Process, highly skilled and trained Engagement Review Teams gather first-hand evidence and information pertinent to evaluating an institution’s performance against the research-based AdvancED Performance Standards. Using these Standards, Engagement Review Teams assess the quality of learning environments to gain valuable insights and target improvements in teaching and learning. AdvancED provides Standards that are tailored for all education providers so that the benefits of accreditation are universal across the education community.

Through a comprehensive review of evidence and information, our experts gain a broad understanding of institution quality. Using the Standards, the review team provides valuable feedback to institutions that helps to focus and guide each institution’s improvement journey. Valuable evidence and information from other stakeholders, including students, also is obtained through interviews, surveys and additional activities.

As a part of the Engagement Review, stakeholders were interviewed by members of the Engagement Review Team to gain their perspectives on topics relevant to the institution's learning environment and organizational effectiveness. The feedback gained through the stakeholder interviews was considered with other evidences and data to support the findings of the Engagement Review. The following chart depicts the numbers of persons interviewed representative of various stakeholder groups.

Stakeholder Groups	Number
Board Members	3
Superintendent	1
Instructional Staff	8
Students	3
Parents/Community	5
<b>Total</b>	<b>20</b>

Once all of the information is compiled and reviewed, the team develops the Engagement Review Report and presents preliminary results to the institution. Results from the Engagement Review are reported in four ratings represented by colors. These ratings provide guidance and insight into an institution's continuous improvement efforts as described below:

Color	Rating	Description
Red	Needs Improvement	Identifies key areas that need more focused improvement efforts
Yellow	Emerging	Represents areas to enhance and extend current improvement efforts
Green	Meets Expectations	Pinpoints quality practices that meet the Standards

Color	Rating	Description
Blue	Exceeds Expectations	Demonstrates noteworthy practices producing clear results that exceed expectations

### AdvancED Continuous Improvement System

The AdvancED Continuous Improvement System (CIS) provides a systemic fully integrated solution to help institutions map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. AdvancED expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions. AdvancED identifies three important components of a continuous improvement process and provides feedback on the components of the journey using a rubric that identifies the three areas to guide the improvement journey. The areas are as follows:

Commitment to Continuous Improvement	Rating
The institution has collected sufficient and quality data to identify school improvement needs.	Meets Expectations
Implications from the analysis of data have been identified and used for the development of key strategic goals.	Exceeds Expectations
The institution demonstrates the capacity to implement their continuous improvement journey.	Meets Expectations

### Continuous Improvement Journey Narrative

The North Dakota School for the Deaf Engagement Team found a wide variety of evidence to indicate the school's commitment to continuous school improvement. Statements made during stakeholder interviews, the leadership presentation, a review of various artifacts and evidence, and formal and informal observations revealed that the school has established a systematic process for and commitment to continuous improvement. While presenting the leadership overview, the superintendent provided an extensive report of the history, development and implementation of a school-wide planning process and the history of this state institution. There was great optimism within the school's culture and the climate suggested that a variety of stakeholders assisted in the improvement planning, including the vision, mission and belief statements.

The school has a strategic plan which identifies a mission statement and multiple short term goals. The institution has also prioritized the use of multiple modes of communication for school stakeholders. Staff surveys were conducted which suggest a supportive work culture which embraced a child centered focus.

A review of numerous artifacts and evidences revealed that the school gathered and analyzed quality data to identify areas for improvement. Reliable data is collected in the areas of enrollment, student demographics, special programming and staff development needs. Data analysis is supported through the collection of student performance data through the IEP monitoring process. Information is used to track progress and has been inputted into a data profile which provides an additional measure of progress monitoring and transparency. Stakeholders are periodically involved in the review of this information.

## AdvancED Standards Diagnostic Results

The AdvancED Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution’s effectiveness based on AdvancED’s Performance Standards. The diagnostic consists of three components built around each of the three Domains: **Leadership Capacity**, **Learning Capacity** and **Resource Capacity**. Point values are established within the diagnostic and a percentage of the points earned by the institution for each Standard is calculated from the point values for each Standard. Results are reported within four ranges identified by the colors representing Needs Improvement (Red), Emerging (Yellow), Meets Expectations (Green), Exceeds Expectations (Blue). The results for the three Domains are presented in the tables that follow.

### Leadership Capacity Domain

The capacity of leadership to ensure an institution’s progress toward its stated objectives is an essential element of organizational effectiveness. An institution’s leadership capacity includes the fidelity and commitment to its purpose and direction; the effectiveness of governance and leadership to enable the institution to realize its stated objectives; the ability to engage and involve stakeholders in meaningful and productive ways; and the capacity to implement strategies that improve learner and educator performance.

Leadership Capacity Standards		Rating
1.1	The institution commits to a purpose statement that defines beliefs about teaching and learning including the expectations for learners.	Emerging
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learners.	Meets Expectations
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	Emerging
1.4	The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.	Meets Expectations
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.	Emerging
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	Meets Expectations
1.7	Leaders implement operational process and procedures to ensure organizational effectiveness in support of teaching and learning.	Meets Expectations
1.8	Leaders engage stakeholders to support the achievement of the institution’s purpose and direction.	Emerging
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.	Exceeds Expectations
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Emerging

### Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships; high expectations and standards; a challenging and engaging curriculum; quality instruction and comprehensive support that enable all learners to be successful; and assessment practices (formative and summative) that



monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.

Learning Capacity Standards		Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.	Exceeds Expectations
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Meets Expectations
2.3	The learning culture develops learners' attitudes, beliefs and skills needed for success.	Exceeds Expectations
2.4	The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.	Meets Expectations
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Exceeds Expectations
2.6	The institution implements a process to ensure the curriculum is aligned to standards and best practices.	Exceeds Expectations
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.	Meets Expectations
2.8	The institution provides programs and services for learners' educational futures and career planning.	Exceeds Expectations
2.9	The institution implements, evaluates, and monitors processes to identify and address the specialized social, emotional, developmental, and academic needs of students.	Meets Expectations
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Meets Expectations
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Meets Expectations
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.	Exceeds Expectations

### Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so that the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

Resource Capacity Standards		Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.	Meets Expectations
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Exceeds Expectations



Resource Capacity Standards		Rating
3.3	The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.	Exceeds Expectations
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction	Emerging
3.5	The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.	Exceeds Expectations
3.6	The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.	Meets Expectations
3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.	Exceeds Expectations
3.8	The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.	Exceeds Expectations

## Effective Learning Environments Observation Tool® (eleot®)

### Results

The eProve™ Effective Learning Environments Observation Tool® (eleot®) is a learner-centric classroom observation tool that comprises 28 items organized in seven environments aligned with the AdvancED Standards. The eleot provides useful, relevant, structured, and quantifiable data on the extent to which students are engaged in activities and/or demonstrate knowledge, attitudes, and/or dispositions that are conducive to effective learning. Classroom observations are conducted for a minimum of 20 minutes. Results from eleot are reported on a scale of one to four based on the degree and quality of the engagement.

eleot® Observations	
<b>Total Number of eleot® Observations</b>	<b>3</b>
<b>Environments</b>	<b>Rating</b>
<b>Equitable Learning Environment</b>	2.58
Learners engage in differentiated learning opportunities and/or activities that meet their needs	3.00
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.00
Learners are treated in a fair, clear and consistent manner	3.00
Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions	1.33
<b>High Expectations Environment</b>	2.67
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	3.00
Learners engage in activities and learning that are challenging but attainable	3.00
Learners demonstrate and/or are able to describe high quality work	1.33
Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	3.00

eleot® Observations	
<b>Total Number of eleot® Observations</b>	<b>3</b>
<b>Environments</b>	<b>Rating</b>
Learners take responsibility for and are self-directed in their learning	3.00
<b>Supportive Learning Environment</b>	3.33
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	3.00
Learners take risks in learning (without fear of negative feedback)	3.00
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.33
Learners demonstrate a congenial and supportive relationship with their teacher	3.67
<b>Active Learning Environment</b>	2.58
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	3.00
Learners make connections from content to real-life experiences	3.00
Learners are actively engaged in the learning activities	3.00
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	1.33
<b>Progress Monitoring and Feedback Environment</b>	2.25
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	2.00
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	2.67
Learners demonstrate and/or verbalize understanding of the lesson/content	2.67
Learners understand and/or are able to explain how their work is assessed	1.67
<b>Well-Managed Learning Environment</b>	2.92
Learners speak and interact respectfully with teacher(s) and each other	2.67
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.00
Learners transition smoothly and efficiently from one activity to another	3.00
Learners use class time purposefully with minimal wasted time or disruptions	3.00
<b>Digital Learning Environment</b>	2.44
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	2.67
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	2.33
Learners use digital tools/technology to communicate and/or work collaboratively for learning	2.33

### eleot® Narrative

The Engagement Review Team conducted three classroom observations using the eleot classroom observation tool. The school's overall average score was 2.63 on a four-point scale.

The Well Managed Learning Environment received the highest average rating of 2.92. In addition, Supportive Learning Environment received an average rating of 2.92. Ranking third was High Expectations, with a 2.67 average rating. Tied for fourth were the Equitable Learning and Active Learning Environments, with scores of 2.58 each. The next highest rated area was Digital Learning, receiving an average rating of 2.44. Finally, Progress Monitoring was ranked 2.25.

The highest rated item was C4, receiving a rating of 3.33. Because of the unique student population, eleot observations were limited to 1:1 classroom settings, thus many of the indicators scored 3.00. Several of the highest rated items were within Equitable Learning Environment, High Expectations, Active Learning and Well

Managed Learning Environments. Each of these categories evidenced multiple items receiving an average rating of 3.0.

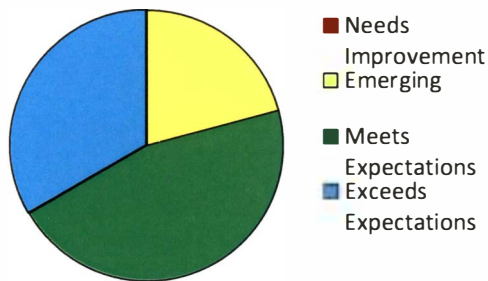
Two of the lowest rated items were A4 and D4, scoring an average rating of 1.33. Item A4 indicated “Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions.” Item D4 suggested “Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.” These ratings reflect the customized, individualized learning experiences directly tied to individualized education plans.

Each student was observed in an individualized setting, yet these observations revealed minimal opportunities for learners to engage in self-directed or collaborative coursework, discussions with peers, or tasks requiring higher order thinking skills. Although students in some classes were seated in cooperative learning groups, they were not engaged in collaborative discussions with their peers.

The elot data confirmed statement shared during interviews and interview polls with various stakeholder groups, validating the caring, family environment referenced during interview sessions. Students were provided positive learning experiences by teachers who demonstrated support, care and concern for their success and safety. Observations support student interview and survey information which revealed that teachers were supportive, caring, and passionate about student growth and success.

## Findings

The chart below provides an overview of the institution ratings across the three Domains.



Rating	Number of Standards
Needs Improvement	0
Emerging	5
Meets Expectations	11
Exceeds Expectations	8

## Powerful Practices

Powerful Practices reflect noteworthy observations and actions that have yielded clear results in student achievement or organizational effectiveness and are actions that exceed what is typically observed or expected in an institution.

**Powerful Practice #1**

**Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.**

**Primary Standard:** 2.1, 3.5, 3.1

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School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observations to ensure that they are aligned with the school's values and beliefs about teaching and learning. Teachers deliver an approved curriculum and are directly engaged with all students in the oversight of their learning, using content-specific standards for professional practice. Evidence of these practices is documented in lesson plans and grade books.

**Powerful Practice #2**

The learning culture promotes creativity, innovation and collaborative problem solving.

**Primary Standard: 2.2, 3.2, 3.3, 1.4**

**Evidence:**

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Learning from using and discussing the results of inquiry practices such as action research, the examination of student work, reflection of implementation of programs, mentoring and peer coaching are all part of a daily routine for school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance. The institution plans and delivers professional learning to improve the learning environment, learner achievement and the institution's effectiveness. In addition, digital resources are integrated into teaching, learning and operations to improve professional practice, student performance and organizational effectiveness.

## Improvement Priorities

Improvement priorities are developed to enhance the capacity of the institution to reach a higher level of performance and reflect the areas identified by the Engagement Review Team to have the greatest impact on improving student performance and organizational effectiveness.

**Improvement Priority #1**

**Engage stakeholders to support the achievement of the institutions purpose and direction.**

**Primary Standard: 1.8, 1.10, 1.3**

**Evidence:**

A review of the evidence and narratives from various stakeholder groups revealed a need to broaden and enhance the stakeholders understanding of the mission and function of the institution. The general public, local community, school districts, legislature and national community could benefit from a clear understanding of the organizations mission and function. A comprehensive public relations and communication plan detailing student learning conditions and the achievement of school improvement goals could enhance stakeholder understanding and participation in planning processes.

## Accreditation Recommendation and Index of Educational Quality™ (IEQ™)

The Engagement Review Team recommends to the AdvancED Accreditation Commission that the institution earns the distinction of accreditation for a five-year term. AdvancED will review the results of the Engagement Review to make a final determination, including the appropriate next steps for the institution in response to these findings.

AdvancED provides the Index of Education Quality™ (IEQ™) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus. The IEQ is comprised of the Standards Diagnostic ratings from the three Domains: 1) Leadership Capacity; 2) Learning Capacity; and 3) Resource Capacity and the results of elite classroom observations. The IEQ results are reported on a scale of 100 to 400 and provides information about how the institution is performing compared to expected criteria.

<b>Institution IEQ</b>	338.34
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### Conclusion Narrative

The North Dakota School for the Deaf has established a positive, caring culture while focusing on its essential belief: “NDSR/RCDHH shall serve as a state resource center to provide advocacy, leadership and educational expertise for all individuals in North Dakota who are deaf or hard of hearing.”

Parents and teachers reported an appreciation for the support from administration students and parents expressed pride in committed and passionate teachers, as evidence through survey data, staff retention and staffing throughout the facility. The instructional staff shared a sense of gratitude for the numerous leadership-building opportunities available to them as teacher leaders.

The school has expanded and redefined its scope of service to meet the changing needs of its students and community. Services consist of direct service to enrolled students, integration when programming with Devils Lake Public Schools and providing assistive and outreach services across the state of North Dakota. Statewide trainings offer an opportunity for deaf awareness and intervention services in remote areas to ensure that all community members have equitable access to assistive technologies. Care is designed to ensure that early identification and intervention, as well as aged care, is provided to clients across the state.

Collaboration is a strength of the school. All stakeholder groups expressed a deep appreciation for the instruction and service provided by the school and staff. Through various opportunities, staff members are encouraged to grow their expertise and to train at a national level.

While there were many positive activities taking place, the Team identified opportunities for growth. One such area was stakeholder engagement in purpose and direction. While the Team noted internal successes and mechanisms for engagement and communication, external stakeholders could be engaged at a higher level to help drive mission and purpose through the development of a communication plan. This plan will bring clarity, focus and intentionality to the mission statement, which would be powerful as the institution extends its umbrella of impact throughout the state.

The North Dakota School for the Deaf has established a sound structure for continuous improvement with a clear focus on goals, measured through abundant and robust data. School leaders, personnel and stakeholders are committed to excellence in education. Ongoing improvement is a target in all areas of academic, social and emotional growth. The school has established a shared vision for student success, empowerment and readiness



for the next level. The Team is confident that a continued focus on continuous improvement will lead the school to even greater levels of success.

## Next Steps

The results of the Engagement Review provide the next step to guide the improvement journey of the institution in their efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Accreditation Engagement Review Report will assist the institution in reflecting on their current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

Upon receiving the Accreditation Engagement Review Report the institution is encouraged to implement the following steps:

- Review and share the findings with stakeholders.
- Develop plans to address the Improvement Priorities identified by the Engagement Review Team.
- Use the findings and data from the report to guide and strengthen the institution’s continuous improvement efforts.
- Celebrate the successes noted in the report
- Continue your Improvement Journey

## Team Roster

The Engagement Review Teams are comprised of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Engagement Review Team members complete AdvancED training and eleot® certification to provide knowledge and understanding of the AdvancED tools and processes. The following professionals served on the Engagement Review Team:

Team Member Name	Brief Biography
<b>Jill Louters</b>	Mrs. Louters currently serves as superintendent at New Rockford-Sheyenne School District. Having completed her national superintendents license, she is finishing her doctoral degree through St. Mary’s University, Minneapolis, Minnesota, focusing her research on conflict management. She is passionate about continuous improvement processes and leads multiple review teams annually.
<b>Michele Well</b>	Ms. Well holds a bachelors degree in elementary education, and secured a Master of Education Degree from the University of North Dakota. And Master’s Degree in Educational Leadership, also from UND. In addition to working as the superintendent and principal at the Anne Carlsen Center in Jamestown, she acts as Adjunct Instructor in Education at the University of Jamestown.
<b>Paula Fitzgerald</b>	Ms. Fitzgerald holds a bachelor degree in Education of the Deaf and Elementary Education. She currently works as an itinerant teacher of the deaf and hard of hearing, and has performed in this capacity for 23 years, serving students from preschool to graduation. She has continued her education through coursework at Minot State University and the University of North Dakota.

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# Appendix C

## Building and Grounds Renovations



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## 2019-2021 NDSR/RCDHH PROPOSAL BUILDING RENOVATIONS

**Scope** – We request funding to continue renovations outlined in 2014 Smith Building Analysis.

### **Improvement to 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.

### **Smith Administration Building**

1. **Resource Center Roofing System** - roofing system is at 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.
2. **2<sup>nd</sup> Floor Ceiling and Lighting** – Update ceiling grid and update to energy efficient lighting.
3. **HVAC Updates** – Update air-handling units (AHU) in basement and 2<sup>nd</sup> floor, replace pneumatic controls with DDC, and various mechanical upgrades to improve efficiency and minimize maintenance costs.

### **Campus Updates**

1. **Painting** – Update finishes of campus building.
2. **Exterior Doors** – Replace entry/exit doors to various buildings across campus due to age, inefficiency, and security.
3. **Security Locks and Cameras** – Upgrade locks and addition of key fob access to common areas for monitoring and control. Cameras to be added to areas of campus with high activity.

### **Extraordinary Repairs**

1. **ADA Sidewalk/Parking Lot** - Repair and replacement of sidewalks and areas of parking lot to meet ADA requirements.
2. **Asbestos Abatement** – Asbestos abatement of areas affected by current and future renovations.
3. **Admin Carpeting and Entrance Door Replacement** – Carpet update/replacement to needed areas. Entry doors to kitchen areas need updating due to age and efficiency.

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## Buildings and Grounds Accomplishments

Chris Eckes, Physical Plant Director

### January-December 2016

- Aiphone Installed On Main Entry (Locked At All Times)
- New Hire (Jerry Allery To Fill Spot Vacated By Erik, Who Replaced Mark)
- Acquired Architect for Upcoming Boiler, ADA Restroom, Roof, and Kitchen Cooler Project
  - Bidding and Construction Included:
    - Asbestos Abatement of Boiler Stack and Vacated Staff Offices for ADA Bathroom
    - Cooler and Freezer Replacement
    - Administration Kitchen, Dining Room and Hallway Roof Replacement
    - ADA Men's, Women's, and Family Restrooms Construction Completed in Vacated Outreach Offices
    - Main Campus Boiler Replacement
- Aiphone Installed on Head Start Main Entry
- Door Fob Entry Installed on Dorm Main Entrance
- 12 Trees Removed and 24 Trees Supported/Planted Across Campus

### January-December 2017

- Isolated Water Main Break Across North Parking Lot
- Update of Energy Management System/Software
- Campus Security Camera Update
  - DVR and Software Replacement
  - Cameras Installed
- 9 Trees Removed, 4 Planted
- North Tree Shelter Belt Limbed and Cleaned Up

- Acquired New Bobcat on Trade
- Administration 1<sup>st</sup> and 2<sup>nd</sup> Floor Hallway Carpet Replacement
- DA Tank and Chemical Feeder Upgrade in Boiler Room
- 300 Sq. Yds. of ADA Sidewalk Improvements
- Administration 1<sup>st</sup> and 2<sup>nd</sup> Floor Hallway Carpet Replacement
- Fence Installed Around Propane "Farm"
- Ceramic Tile Installed Kitchen Cooler
- Painted
  - Tunnel System
  - Boiler Room Floors
  - Resource Restrooms
  - Superintendents House (12/2017)
- Pollinator Garden by Celeste Ertelt and Chris Blanchfield

### January-December 2018

- Superintendent's House
  - Painted Interior and Ceilings
  - Kitchen Re-wire
  - Kitchen Counter and Cabinets
  - Kitchen Appliances, AT, Furnished for Campus Use
- Isolate and Repair Water Leak in New ADA Bathrooms
- Door Fob Access to DOE Office
- Re-Key to New Master Administration 1<sup>st</sup> Floor
- Brick Garage Updates
  - New Roll-Up Doors (J)
  - Lighting
- Administration 1<sup>st</sup> Floor Hallways, Dining Room and Kitchen Ceiling Tile Replacement
- Administration 1<sup>st</sup> Floor Hallways, Dining Room and Kitchen LED Light Upgrade

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- Updated Lighting to LED in Nurses Office and Exam Room
- Fire Alarm Update to Fully Addressable
- Administration Roof Replacement (Ballasted)
- New Exterior Door to Laundry
- Power House Improvements (Boiler Room)
  - Boiler Condensate Pit Wall and Floor Patching and Painting
  - Boiler Room Wall Patching and Painting
  - Exterior Door Replacement
- Kitchen and Dining Room HVAC Update
  - Air Handler and Compressor Replacement
- Blinds
  - DOE
  - Superintendent
  - Kitchen Office
  - Dining Room
  - LK Room
  - Pre-School Room
- Spear Building Carpet and Paint 3 Classrooms

### January-December 2019

- Kitchen Updates
  - Flooring Tile Abatement and Replacement
  - Exterior Door Replacement
  - Paint
  - Office Carpet
- Spear Building Hallway Carpet Replacement
- Exterior Painting – Multiple Buildings
- HVAC Upgrade – Pneumatic to Direct Digital Control
- Asphalt/Parking Lot Improvements
- Pool Painting
- Administration Entry Door Replacement
- Activities Building/Pool Emergency Exit Door Replacement

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# Appendix D

## Outreach Presentations

# NDSR/RCDHH ADULT OUTREACH SERVICES PRESENTATIONS 2016-2018

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## Presentations at State and National Conferences

2/9/2016	Pepnet National Summit		285
	Presented at a Coffee Chat and a Poster Session		
6/9/2017	ND Association of the Blind state conference		50
10/11/2017	Northern Plains Conference on Aging and Disability		250
11/2/2017	ND Retired Teachers Association Annual Meeting		100
1/17/2018	ND Park and Recreation State Conference		45

## Presentations to Assisted Living Centers/Nursing Homes

1/19/2016	Good Samaritan Center	Bismarck	2
2/8/2016	Edgewood Vista	Mandan	14
3/30/2016	Heartland Care Center	Devils Lake	12
5/15/2016	Good Samaritan Center	Devils Lake	20
6/8/2016	Lake Country Manor	Devils Lake	16
7/25/2016	Sunrise Suites	Hazen	15
7/19/2017	Maralac Manor	Bismarck	50
7/17/2017	Rosewood Court	LaMoure	10
9/22/2016	Parkwood Senior Living	Grand Forks	7
12/9/2016	Grafton Senior Center	Grafton	20
12/13/2016	Park River Senior Center	Park River	30
12/20/2016	Tufts Manor	Grand Forks	30
3/2/2017	One Oak Place	Fargo	40
4/19/2017	West Fargo High Rise	West Fargo	18
11/27/2018	Parkwood Senior Living	Grand Forks	100
11/30/2017	Good Samaritan Center	Fargo	10
4/10/2018	Crossroads Senior Living	Fargo	6
4/16/2018	Sunrise Senior Living	Fargo	8
1/24/2018	Parkwood Place	Grand Forks	20
3/19/2018	One Oak Place	Fargo	20
3/27/2018	Lutheran Sunset Home	Grafton	20
11/30/2017	Good Samaritan Center	West Fargo	2

## Presentations at Senior Centers

7/12/2017	New Leipzig Community Center	New Leipzig	15
6/6/2016	Manvel Senior Center	Manvel	35
12/28/2016	Edinburgh Community Center	Edinburgh	15
6/1/2017	Grand Forks Senior Center - fair	Grand Forks	500
6/28/2018	Milnor Senior Center	Milnor	8
4/19/2018	Valley City Senior Center	Valley City	75
5/9/2017	Bismarck Senior Center - fair	Bismarck	500
11/7/2017	Ellendale Senior Center	Ellendale	14
12/8/2017	Oakes Senior Center	Oakes	19
10/3/2017	Peaceful Haven Senior Center	Dickinson	25

**Presentations to Medical/Mental Health facilities**

12/6/2016	Sanford Health Care	Bismarck	8
4/25/2017	Prairie St Johns	Fargo	80
5/10/2017	Mercy Hospital CHI	Williston	23
7/20/2017	Faith Community Nurses	Fargo	13
6/10/2016	Vibra Hospital (admin.)	Fargo	3
9/22/2016	Prairie Harvest mental health	Grand Forks	15
2/6/2017	Prairie Harvest mental health	Grand Fork	10
11/21/2016	LRSC Nursing Students	Devils Lake	18
11/23/2016	LRSC Nursing Students	Devils Lake	9
6/29/2017	Sanford Health Care	Bismarck	40
12/6/2017	Community of Care	Casselton	3

**Presentations to Law Enforcement**

4/6/2017	Jamestown Law Enforcement	Jamestown	27
8/31/2017	LRSC Peace Officer Training	Devils Lake	27
9/28/2017	Stutsman County Training	Jamestown	42
10/5/2017	Jamestown Law Enforcement	Jamestown	66
10/16/2017	Jamestown Law Enforcement	Jamestown	34
6/25/2018	Peace Officer training	Fargo	21
4/9/2018	Peace Officer training	Minot	11
6/27/2018	Peace Officer training	Grand Forks	14

**Presentations to Ed/Higher Ed**

2/24/2016	United Tribes Technical College	Bismarck	4
9/14/2017	UND Graduate class	Grand Forks	40
9/14/2016	Career and Job Fair	Devils Lake	400

**Misc. Presentations to Professionals**

1/13/2016	Options for Independent Living	E. Grand Forks	22
2/23/2016	Kiwanis Club	Devils Lake	25
5/2/2016	Aging Coalition Meeting	Williston	12
6/9/2017	ADA/Accessibility Workshop	Devils Lake	40
12/7/2017	Jamestown Optimist Club	Jamestown	13
4/14/2018	Quota Club	Fargo	40
10/11/2016	Vision Loss Support Group	Grand Forks	25
10/10/2016	Hunters Senior Club	Grand Forks	15
1/28/2018	Aging Coalition Meeting	Minot	28
1/21/2018	Olivet Lutheran Church	Fargo	80
11/2/2017	Coalition of Service Providers	Fargo	23

**Individuals Impacted = 3,637**



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## PIP/School-Age Presentations & In-Services 2016-2018

Topics included: Services we provide; Impact of Hearing Loss; Individual Planning & Strategies, Accommodations and Modifications for Children with Hearing Loss; Auditory Skills Development, Signing, Communication Options, Communication Opportunities, Individual Learner Differences, Assistive Technology, Setting and Developing Goals for an IFSP and/or IEP, and resources available.

- ND Childcare Providers State Conference Devils Lake
- Community Practice on Transition Bismarck
- National Outreach Conference St Augustine, FL
- ND Council of Exceptional Children Bismarck
- Region 3 Quota International Conference Sioux Falls, SD
- Jamestown University each semester Jamestown
- ND Vocational Rehabilitation Bismarck
- Crossroads Fargo
- YMCA Daycare Fargo
- Little Miracles Daycare Grand Forks
- First Choice Clinic Devils Lake
- Sertoma Minot
- Optimist Fargo
- Public Library Devils Lake
- Public Library Fargo
  
- **School Staff:**
  1. Our Redeemers - Minot
  2. McVille Elementary
  3. St. Josephs – Devils Lake
  4. Rugby High School
  5. Rolette PreK & K
  6. Dunseith Elementary
  7. Walhalla Elementary
  8. Langdon Elementary
  9. Flasher Elementary
  10. Bismarck St. Mary
  11. Anne Carlson Center Jamestown
  12. Napoleon Elementary
  
- **Early Intervention Centers**
  1. Fargo Anne Carlson
  2. GF Anne Carlson
  3. Fargo Pediatric Partners
  
- **Teen Day presentations**

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# Appendix E

## Letters of Support

# 1

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January 15, 2019

N.D. 66<sup>th</sup> Legislative Assembly

Hello, members of the Appropriations Committee,

Thank you for your time today. My name is Stephanie Nishek Marrufo and I'm here in support of the North Dakota School for the Deaf (NDSB) and their mission to continue to provide in-home visits conducted by qualified professionals to families with young children who are deaf or hard of hearing.

I cannot adequately express in the time allotted to me how much was gained by having a Teacher of the Deaf from the NDSB visit our young child at home on a regular basis following his hearing loss diagnosis. As hearing parents of a hard of hearing child, we are inherently limited in our understanding of our son's speech and language needs. Having a well-trained, experienced, supportive professional meet us and our child where we are most comfortable (at home) was critical to our child's success and to our growth as supportive, understanding parents.

The teacher who provided our home visits did much more than teach our son. She prepared him for audiology appointments by using play practice the skills needed to perform audiological testing. She tested the function of his hearing aids. She allowed us time to ask questions and provided feedback, relevant handouts and many other resources. She shared in our frustrations and milestones. She asked thoughtful questions about his development, abilities, preferences and habits. Her teaching was phenomenal, as well. The level of experience and outstanding quality of training that she had were apparent, even from the first visit.

There are families all over North Dakota who would be at a significant disadvantage if the NDSB lost its ability to provide in-home services or if the quality of the teachers employed by NDSB declined even slightly. I ask, on behalf of North Dakota families with deaf and hard of hearing children, like my own, that you grant the requested monetary amount for this amazing institution to continue their mission.

Thank you,



Stephanie Nishek Marrufo

701-818-9359

sjmarrufo@gmail.com

Bismarck, ND

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January 2019

Hi!

My name is Kathy Snobl; I live in Grand Forks, ND.

I became a foster parent to Keron Snobl when he was about a year old. He had many medical conditions at the time. Keron was born with hydrocephalus and a chromosome deletion. When he came into care, it was because of medical neglect.

When he was, about 16 months old he had a shunt put into place and I was told he would be a vegetable the rest of his life. The fluids that were left on his head also caused Keron not to be able to hear or speak.

He went to school in Grand Forks till the fall of 2018 and it was decided to send him to Devils Lake School for the Deaf.

I couldn't be happier with this choice. My son (whom I adopted) is like a different person! He has made so many great strides being at this school, he is able to communicate with his sign language and you can tell he is so much happier. (And he is far from being a vegetable.) I am so glad that he is at this school and wouldn't want him anywhere else!

Thank you,

Kathy Snobl

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Altru's Audiology and Hearing Center  
4350 South Washington Street Ste. 104  
Grand Forks, ND 58201

January 10<sup>th</sup>, 2019

Re: Parent Infant Program, North Dakota School for the Deaf

To Whom It May Concern:

I have had the pleasure of working with the parent infant program from the North Dakota School for the Deaf in my region. The support that I, along with the families of my patients, receive from this program is crucial to our success. As an audiologist, I diagnosis hearing loss and when appropriate, fit amplification on these children. Appointments in my office are no longer than an hour and occur in a controlled environment every few months. To provide the best care for my patients, I rely on the parent infant specialists to provide "real world" reports to ensure that my patients are progressing age appropriately, both developmentally and socially. The parent infant specialists provide valuable information that I use in my treatment regularly. I appreciate their input as at times, parents do not always provide the most accurate information. There are times that parents tell me what they think I want to hear and not what's actually happening. It's nice to compare the information so that I can provide the most appropriate intervention.

In addition, I have received assistance from the parent infant specialists during testing. As imagined, children can be difficult to test and having a play partner is valuable. As we do not have a play partner available in our office, I have received this support from the parent infant specialists and have obtained more information in a single appointment than I can on my own. Plus, it gives the parent infant specialists more knowledge about the child and helps in their care in the "real world" setting. They also complete validations measures in the home which are always necessary for my care.

Over the seven years that I have been at Altru, I have developed a much stronger relationship with this program and now, I consider it an integral part of my care. From completing assessments to helping in the office to providing guidance on a child's development in the "real world," myself, my colleagues and our children in North Dakota with hearing loss are lucky to have this program available to us. We are thankful for their help.

If you have any questions, please do not hesitate to contact me at 701-780-6958.

Sincerely,

A handwritten signature in cursive script that reads "Megan Thorson".

Megan Thorson, Au.D.  
Audiologist  
Altru Health System

# 1

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## ND School for the Deaf testimonial

I am the special education teacher in a small school in rural southern ND. We had a student move into our school last year that was 100% deaf and had no communication skills at all. I contacted the ND School for the Deaf, and they came and worked with us twice a week for four hours a day until Christmas break, and then once a week after that. We received much needed assistance in working with us to help the student learn to communicate with us and with his peers. The help we got from them was invaluable; I am sure that we would have never been able to make the great strides with this student without their help. This student would not have been able to remain in our school system or with the family without the wonderful services we received from the ND School for the Deaf. Lana; the person who came to work with us, taught the staff sign language that was needed, as well as working with the student to gain communication skills. My student gained almost two years growth in that one year with all the help we received. I cannot possibly express how important their outreach program is to us; as a small school we cannot afford to hire a full time signing person or to pay for a staff member to be fully trained, and in such a short period of time since we only learned of this student a couple days before arrival. We were all able to learn together and in a timely manner. The people that came to work with us were extremely courteous and helpful, giving us many, many suggestions to help work with this student. Several of our other students have also been able to benefit from this training, as they are learning some signs along with the staff so that everyone can communicate during play time and during class. The outreach program is a much needed service for our small rural communities to meet the needs of our students with hearing loss, regardless of the degree of loss.

Shelly Meyhoff  
Special Education teacher  
Flasher Public School  
Flasher, ND 58535  
701-597-3355

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**From:** Patricia Arnott <patricia.arnott@gmail.com>  
**Sent:** Monday, October 1, 2018 9:36 AM  
**To:** Pam Rae Smith  
**Subject:** Kristen Vetter

Dear Ms. Smith,

I am writing to make you aware of what a wonderful experience it's been to work with, and be assisted by, Kristen Vetter.

She received my e-mail inquiry back in July through a rather round about way, but immediately responded with helpful information regarding assistance for my mother, a North Dakota Senior resident, with profound hearing loss.

We talked via phone to exchange information initially, and then Kristen made herself available to drive to my mother's home in Underwood - on a specific date - when my brothers and I would all be available to be there. (My siblings and I were all traveling from various parts of the country, so this was a tremendous help to us.)

Kristen was professional, friendly, and exceptionally qualified - both on the technical side, but also in how she communicated with our 85-year-old Mom and stepDad.

Even with the long drive to and from Underwood, and the time needed to review product options and take care of CC phone set up, etc., we never felt rushed and most importantly - Kristen answered all of Mom's questions in a patient, professional manner and provided information that we hadn't even known to ask about.

While we expressed our appreciation at the time, Kristen was quick to say that she was just doing her job and was happy to help. While I'm sure that was true, we just wanted to be sure you were aware of what an exceptional job she did and continues to do.

This level of Customer Service has become more the exception than the rule in many cases, but we wanted to be sure you were aware of her outstanding performance.

Most sincerely,

Pat Arnott



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Hi, my name is Katherine Theisgen. The school of the deaf has helped me in so many ways and I'm so grateful for everything that Ashley and Linda have done for me. And to be honest, I would not have been that well educated on hearing loss and what I'm supposed to do if it has not been for them. I have learned so much when they came and visited me to educate and talk to me about my hearing loss. Because of them, I have met other individuals who are deaf and hard-of-hearing, and I am so thankful for meeting others. It never would have happened if it wasn't for Linda or Ashley. They have also helped me with talking about my accommodations for college and helping me receive the proper accommodations that I need. I appreciate everything that Linda and Ashley have taught me and I'm thankful for it all.

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# PEMBINA SPECIAL EDUCATION COOPERATIVE

106B DIVISION AVE. NORTH, P.O. BOX 238  
CAVALIER, N.D. 58220  
PHONE: (701)265-8080  
FAX: (701)265-8082  
LISA GOLDADE, DIRECTOR  
MINDY INDRIDSON, BUSINESS MANAGER

---

Denise Marback, NDSD Outreach

North Dakota School for the Deaf

1401 College Drive North

Devils Lake, ND 58301-1596

Dear Denise,

Thank you so much for all of your assistance and advisement to our staff in North Border-Walhalla. We truly appreciate how willing you are to support our special education and regular education staff and families to meet the needs of our students. You have been such a vital part of the effort to provide our staff with the expertise that they need and our students with these services that we may lack without your help, so thank you again for all you do! Have a great summer and we look forward to working with you again this August, when we begin another great school year.

Sincerely,



Lisa Goldade, director

Pembina Special Education Cooperative

# 1

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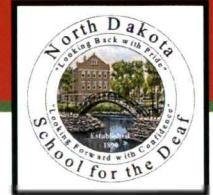
# Appendix F

## NDSD/RCDHH Monthly Newsletter

# North Dakota School for the Deaf Resource Center for Deaf & Hard of Hearing

## Mission Statement

NDSR/RCDHH shall serve as a State Resource Center to provide advocacy, leadership and educational expertise for all individuals in North Dakota who are deaf or hard of hearing.



## Connie's Celebrations

**Happy Holidays to all of you!** This is the season of Hope and Joy. A time to reflect on the past year and all the blessings we have received. It is also a time to be aware of those less fortunate than ourselves and offer them our help as we are able. This may be your time, your money or your thoughts and prayers.

The North Dakota Friends of Deaf Children Foundation was established in 1992. This non-profit Foundation was founded exclusively for charitable purposes to support and encourage educational, cultural, and research that contributes to the development and promotion of individuals who are deaf or hard of hearing. There have been some changes over the years including the name to "North Dakota Friends for Deaf and Hard of Hearing Foundation" but the mission has remained the same.

There are many deaf or hard of Hearing individuals living in North Dakota communities. This foundation is available to those individuals who may require assistance with specific medical, educational or other needs as approved by the Board of Directors. If you know of an individual who may require assistance, please call 701-665-4400.

The Board of Directors has established an endowment fund. This separate account will continue to contribute every year with only the interest income dispersed annually. The Foundation also accepts donations. Some of the projects they assisted with last year were the 1<sup>st</sup> Annual Ice-Fishing Tournament for families with children who are deaf or hard of hearing, visor cards for law enforcement officials and deaf or hard of hearing adults, and caps and mittens for students. If you are interested in making a donation, checks can be made out to the Devils Lake Area Foundation and on the memo line write Friends of Deaf Foundation. Donations may be mailed to NDSR/RCDHH, 1401 College Drive N, Devils Lake, ND 58301.

The foundation and I thank all of you for your support and donations.

*Dr. Connie Hovendick, Superintendent*

**Volume 5. Issue 5  
December 15, 2018  
Inside this Issue:**



- Connie's Celebrations
- National Day of Giving
- Wellness Team
- Education
- Dorm
- Tech Tidbits
- Outreach
- Adult Outreach

NDSR/RCDHH  
1401 College Dr. N  
Devils Lake, ND 58301

Phone/TTY: 701-665-4400  
Toll Free: 1-800-887-2980  
Fax: 1-701-665-4409

We are on the web:  
[www.nd.gov/ndsd](http://www.nd.gov/ndsd)  
Email: [ndsd.school@k12.nd.us](mailto:ndsd.school@k12.nd.us)

## NATIONAL DAY OF GIVING-#GIVINGTUESDAY

Lilia Bakken, Communications



**Giving Tuesday** (first Tuesday after Thanksgiving) is a national day dedicated to giving back to communities. People from around the world, including students of all ages, join together to volunteer time and energy and to celebrate generosity.

The *ND School for the Deaf* will extend the generosity of “Giving Tuesday” into the holiday season. During the weeks before our holiday break, students will be encouraged to participate in ‘giving projects’ to help instill in them awareness that:

- \* giving is just as important as receiving.
- \* working together to help those in need makes the world a better place.
- \* making a positive difference does not have to cost a lot of money.
- \* volunteering for a good cause makes you feel good about yourself.



Ways that students may choose to give back during this holiday season:

Participate in our school’s food drive. Students will help deliver non-perishable food items to the *Hope Center* (local food distribution center for those in need).

Ring the bell. Students may volunteer (after school) to ring the bell for donations to the *Salvation Army* kettle.

Donate gifts. Students (members of the ASL Club) will donate hats, mittens and socks to students in need.

**‘Tis the season to make someone else’s day a little bit brighter.**

**Happy Holidays!**



### Greetings from The NDSD/RCDHH Wellness Team,



This holiday season the NDSD/RCDHH Wellness Committee collaborated with Ms. Parker's social studies students and organized a holiday food drive. The students were focused on learning how families and communities cooperate and compromise. Ms. Parker's class and the Wellness Committee team members delivered the donations to a local food pantry. Students helped weigh the non-perishable items which came to a total of 109 pounds. It is a wonderful feeling to be able to give back to the community and those in need. Most often, we think of wellness as our physical health, but

research has shown that giving back is beneficial to all those involved, not just the recipients. The old saying "it's better to give than to receive" is true after all! This holiday season, and all year through, we hope everyone can find a meaningful way to explore all aspects of their health and to give to others.



## We Can Make a Difference!



### Thankful for learning new skills. We rolled, cut out, and frosted gingerbread cookies!



Time to share them with friends and family.



Dorm Students "Doing the Most Good" volunteered for the Salvation Army & made Christmas cards for residents at Lake Country Manor.



**Tis the season of sharing and giving ...**

No idea what to get for your deaf/hard of hearing child this holiday season?

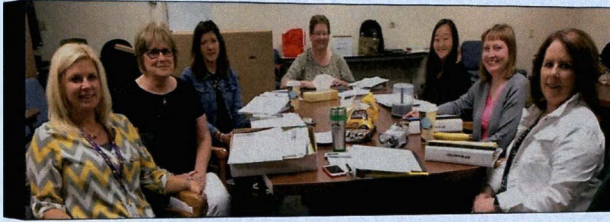
Check out these websites for some unique ideas.

- <https://tinyurl.com/ycgvx9r>
- <https://tinyurl.com/y7k8yzt8>
- <https://tinyurl.com/ybhakdso>
- <https://tinyurl.com/y8nltx46>
- [https://www.etsy.com/market/hearing\\_aids](https://www.etsy.com/market/hearing_aids)



**Happy Holidays!**

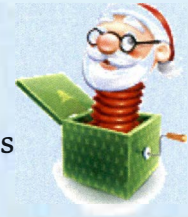




Parent-Infant Program/  
School Age Outreach Specialists  
(Statewide Services)

### Small Acts Do Pay Off! NDSB Parent-Infant Program

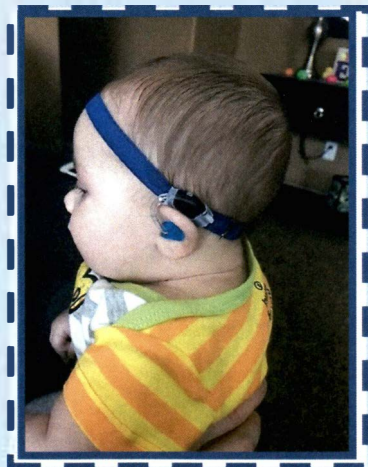
“If your baby wears hearing aids only four hours each day, it will take six years to give him as much listening experience as a normally hearing infant accumulates in one year.”  
(Stovall, D. [1982]. Teaching Speech to Hearing Impaired Infants and Children. Springfield, IL: Charles C. Thomas.)



Part of what we do as a Parent Infant Program (PIP) includes providing the families;

- Information and resources re: importance of keeping equipment on.
- A variety of items available to help keep them on.
- Resources/items for preventing moisture and other situations that may affect the proper working of the device.

At one of our PIP meetings we brainstormed how we could make some of these things more accessible when there was a need. We held a fundraiser at our school to order extra ear suspenders to be able to loan them to families as a trial to see if it could work for their child. We held a free-will luncheon. Staff at the North Dakota School for the Deaf rose to the occasion and the response was wonderful! Some people didn't even have time to sit down to eat, but because they recognized the overall importance of being able to keep equipment on to develop and support long-term goals of language and auditory development, they donated. We raised enough money to add several ear suspenders to our other loaner items. Parents have since stated, “The band works. It's amazing; I love it.” Ear suspenders in particular can hold hearing aids, two cochlear implants, one of each, or even unilateral devices, depending on the need. The opportunity to see and try items for increasing the ability to keep the aids on has been so helpful. Keeping the devices on is the first step. We have found it beneficial for families to be able to provide loaner items.



For more information, contact Carol Lybeck at (701) 665-4400 or [Carol.Lybeck@k12.nd.us](mailto:Carol.Lybeck@k12.nd.us)



## Hearing Through the Holidays!

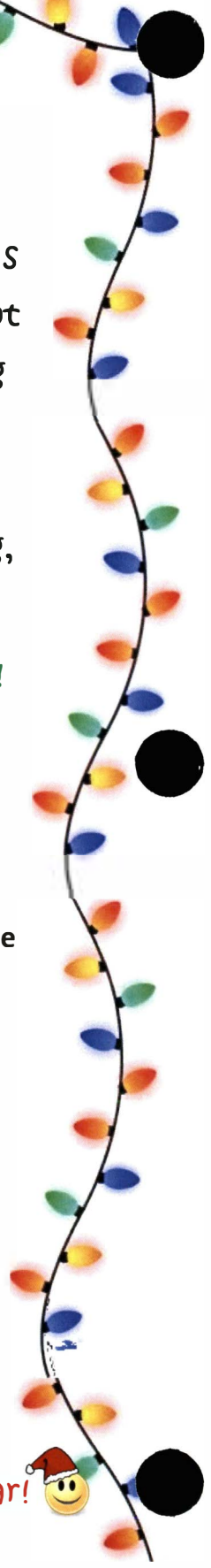
That glorious time of fun, sharing, family, and friends has arrived....but for those of us with hearing loss, it may not be so much fun....struggling to hear ...misunderstanding ....repeating over and over and over...frustration.... anger.....sadness...all may be experienced, especially during the holidays, when we should be enjoying, sharing, giving, laughing, interacting, and Celebrating.



### **YOU ARE NOT ALONE ! HERE ARE TIPS THAT CAN HELP!**

- **Seat yourself in well-lit areas. We can't see *or* hear in the dark.**  
Round tables are best to see the faces of others at the table.
- **If you must sit at a long table, the head or end of the table is best.**  
Focus on the speaker, not side conversations.
- **Turn the volume down, if possible, or seat yourself where you can hear the best...some of us hear better out of one ear over the other.**  
Choose quieter locations for conversation if possible.
- **Sit next to someone who will advocate for you if you are missing conversations, by rephrasing or repeating.**  
Don't hesitate to ask people to speak one at a time, and to look at you when you speak.
- **Wear your hearing aids!**  
Don't get frustrated or give up! You are UP for this challenge!

Adult Outreach Services – Pam, Kristen, Kathy & Dawn  
wish you the Merriest of Holidays and the Happiest New Year!



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# Appendix G

## NDSD/RCDHH Brochures



# North Dakota School for the Deaf

“Looking Back with Pride....

Looking Forward with Confidence.”

## Resource Center for Deaf and Hard of Hearing

As a state agency and as a center of expertise on the impact of hearing loss, the North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing (NDSD/RCDHH) has a responsibility to serve all citizens of the State of North Dakota. North Dakota School for the Deaf/Resource Center for the Deaf and Hard of Hearing provides a continuum of services and resources to individuals who are Deaf and Hard of Hearing and their family and the professionals who work with them.

### Parent-Infant Program (0-5 yrs.)

- Family Support and Education Centered
- Language and Auditory Fun
- Assistance in developing Individualized Family Service Plan



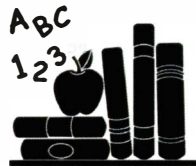
### Adult Outreach (after graduation)

- Consultations
- Collaboration with agencies and organizations
- Assistive Technology support
- Regional Support Groups
- Presentations/Workshops
- Referrals/Support to individuals and families



### School Age Outreach (3-21 yrs.)

- Assessments
  - ❖ Auditory
  - ❖ Language (Receptive/Expressive/Written)
  - ❖ Speech
  - ❖ Academic
  - ❖ Sign Language
  - ❖ Developmental
  - ❖ Transition
- Consultations
  - ❖ In-Services
  - ❖ Observations
  - ❖ Programming and IEP, 504 Planning
  - ❖ Classroom strategies, modifications, accommodations
  - ❖ Transition
- Youth Activities:
  - ❖ Summer Camp (7-21 yrs.)
  - ❖ Teen Day
  - ❖ Optimist Communications Competition
  - ❖ Academic Bowl



### Communications/Interpreter's Outreach

- Support for Interpreters
  - ❖ Workshops for interpreters
  - ❖ Interpreter referral
- Sign Language Classes (on-site/video conferencing)
- Deaf Culture



### Model School



- For organization and methods of teaching
- Curriculum
- Mainstreaming or reverse mainstreaming



“Serving North Dakota since 1890”



# 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 (NDSR/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.  
Connie Hovendick,  
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 NDSR/RCDHH representative.



A division of the ND Department of Public Instruction,  
Kristen Baesler, Superintendent

## Resource Center

- Lending Library
  - ❖ resource materials and curriculums
- Speaker's Bureau
- Tours of NDSR/RCDHH
- Audiology
- Assistive Technology
- Family Learning Vacation
- Deaf Awareness Program
- Regional Mom/Dad's Night
- Collaboration with variety of agencies and organizations
- Professional Development Activities

## 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@k12.nd.us](mailto:Carol.Lybeck@k12.nd.us)

### School Age Services:

*(Assessments & Consultations)*  
Carol Lybeck...701-665-4400  
[Carol.Lybeck@k12.nd.us](mailto:Carol.Lybeck@k12.nd.us)

### Adult Services:

Pam Smith.....701-665-4401  
[Pam.Smith@k12.nd.us](mailto:Pam.Smith@k12.nd.us)

### Interpreting/Communication

Lilia Bakken.....701-665-4423  
[Lilia.Bakken@k12.nd.us](mailto:Lilia.Bakken@k12.nd.us)

### Dual Sensory/Deafblind

Sherri Nelson.....701-239-7376  
[shnelson@nd.gov](mailto:shnelson@nd.gov)

### Summer Camps

Linda Ehlers.....701-239-7374  
[Linda.Ehlers@k12.nd.us](mailto:Linda.Ehlers@k12.nd.us)

NDSR/RCDHH does not discriminate on the basis of race, color, national origin, sex, age or disability in employment of services.

## ADULT OUTREACH SERVICES

### Central Office

1401 College Drive N  
Devils Lake, ND 58301

Program Coordinator, Pam Smith

701-665-4401

or toll free 1-800-887-2980

Email: [pam.smith@k12.nd.us](mailto:pam.smith@k12.nd.us)

Website: [www.nd.gov/ndsd/](http://www.nd.gov/ndsd/)



Tracy Vilandre, Pam Smith, Kathy Frelich  
Kristen Vetter & Dawn Sauvageau

We Provide  
Statewide  
Services



### Mission Statement:

Shall serve as a State Resource Center to provide advocacy, leadership, and educational expertise for all individuals in North Dakota who are deaf or hard of hearing.

### WE SERVE...

Adult North Dakotans who are:

- ❖ Deaf
- ❖ Hard of Hearing
- ❖ Late-deafened
- ❖ Older adults with hearing loss
- ❖ Family members of those with hearing loss
- ❖ Public and private agencies
- ❖ Employers and community groups



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ND Department of Public Instruction,  
Kirsten Baesler, Superintendent

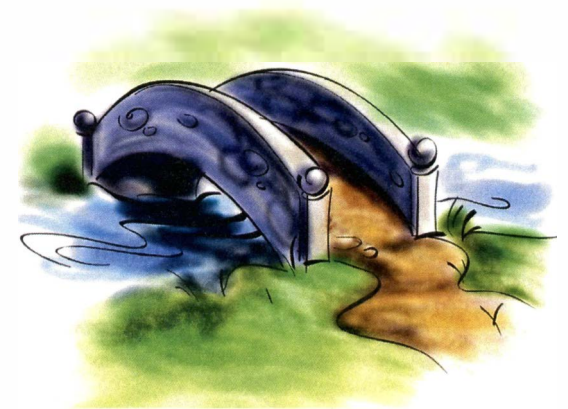
NDSD/RCDHH does not discriminate on the basis of race, color, national origin, sex, age or disability in employment or provision of services

9.12.17

NORTH DAKOTA  
SCHOOL FOR THE DEAF

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## RESOURCE CENTER FOR DEAF AND HARD OF HEARING



# Adult Outreach Services

Serving  
all of  
North  
Dakota



# ADULT OUTREACH SERVICES

The Adult Outreach Services Program at the North Dakota School for the Deaf/ Resource Center for Deaf and Hard of Hearing advocates on behalf of people who are Deaf or Hard of Hearing to promote opportunity and independence. Adult Outreach Services 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

Adult Outreach Services provides current information and resources on hearing loss that include:

- ❖ lists of community, state and national organizations that provide services to people with hearing loss such as: assistive technology providers, information regarding sign language interpreters and captioning providers
- ❖ information about hearing loss, 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 to ensure equal access



## Assistive Technology

Adult Outreach Services work in collaboration with various agencies and programs throughout the state to access devices such as; amplified and caption phones, alerting systems, fire and smoke alarms, personal listening devices, doorbell flashers, as well as other assistive devices for the home and/or work environment.

## Library Resources

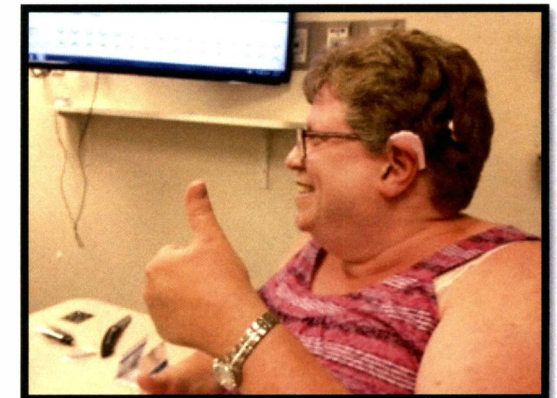
The library/media center at the NDS/ RCDHH offers a comprehensive collection of books, magazines and audio-visuals on an array of deafness-related topics. These resources are available for loan through the NDS/RCDHH library. The librarian may be contacted at: 701-665-4433.

## Educational Presentations

Adult Outreach Services provides training sessions to increase the public's awareness of hearing loss, the availability of assistive technology devices and the importance of access for people who are Deaf or Hard of Hearing.

Presentation topics may include:

- ❖ impact of hearing loss and communication tips
- ❖ Deaf Culture, American Sign Language, and how to obtain and work with an interpreter
- ❖ promoting safety through home modification for older adults with hearing loss
- ❖ working with assistive technology, including use of videophones and relay services
- ❖ overview of the Americans with Disabilities Act



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## MODEL SCHOOL PROVIDES FIELD EXPERIENCE FOR:

- INTERPRETERS
- TEACHERS OF THE DEAF
- PUBLIC SCHOOL TEACHERS
- PARENTS
- PARAEDUCATORS



## RESIDENTIAL PROGRAM

*The dorm environment provides opportunities for deaf and hard of hearing students to participate together in events that foster language, social skills, independent living, leisure activities and community involvement.*



For more information or to schedule a visit of the Model School please contact us at:

**NDSB/RCDHH**

**1401 College Drive N**

**Devils Lake, ND 58301**

**Phone: 701-665-4400**

**or 1-800-887-2980**

**Website: [www.nd.gov/ndsd/](http://www.nd.gov/ndsd/)**



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A Division of the

**NORTH DAKOTA DEPARTMENT OF  
PUBLIC INSTRUCTION**

*Kristin Baesler, State Superintendent*

## NORTH DAKOTA SCHOOL FOR THE DEAF / RESOURCE CENTER FOR DEAF AND HARD OF HEARING

## MODEL SCHOOL FOR CHILDREN WHO ARE DEAF OR HARD OF HEARING

**Provides students with an academically rigorous program to enable them to become self directed, independent, resourceful learners.**



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# Model School

NDSD/RCDHH includes a model school, preschool through 8th grade, that serves North Dakota students who are deaf or hard of hearing.

The school provides tuition-free, comprehensive day and residential programs that identify, implement and model best practices.

The school provides early access and acquisition of language, and auditory instruction.

Collaboration with students, families, communities and government agencies is a vital part of the program.



## MODEL SCHOOL:

- employs highly qualified staff and provides professional development trainings and workshops.
- ensures that education staff is current with research and programming for deaf and hard of hearing students.
- closely follows a deaf education curriculum that relates to state standards.
- maintains strong collaborative relationships with state universities.
- facilitates students mainstream opportunities with a teacher of the deaf/hard of hearing or an interpreter.
- provides additional resources that impact student learning outcomes.
- supports a diverse bilingual community in a nurturing, engaging and challenging environment.
- identifies cutting-edge indicators of student learning and growth that focus on overall development.
- offers on-site demonstration of expertise in deaf education methods and practices for parents/professionals.

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**Classroom instruction is designed to address each student's Individualized Education Program needs and goals.**

1. Students will acquire essential knowledge and skills, including those in the state standards (language arts, social studies, mathematics, science, the arts, health, physical education, technology and deaf studies).
2. Students will achieve to the best of their abilities, a full repertoire of linguistic and communication competencies to use at their disposal in interactions with both deaf and hearing people.
3. Students will be critical and creative problem solvers who effectively cooperate and collaborate to achieve common goals.
4. Students will display a positive attitude, respect and a healthy pattern of behavior toward themselves and others.





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.*

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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

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Communications Department

**NORTH DAKOTA SCHOOL  
FOR THE DEAF/  
RESOURCE CENTER  
FOR DEAF AND  
HARD OF HEARING**

**“Looking back with pride;  
Looking forward with  
confidence --**

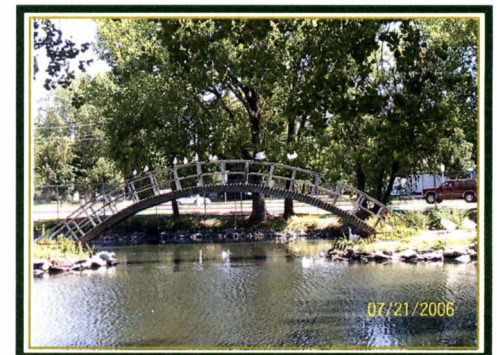
**A school without walls”**

Toll free: 1-800-887-2980

Fax: 701-665-4409

Email: [ndsd@sendit.nodak.edu](mailto: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 (NDSR/CDHH), in conjunction with the Sign Language Interpreting Program of Lake Region State College (LRSC) offer school districts the following assistance:

### Consultation/Evaluation/Referral

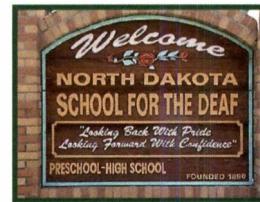
- The interview process for school districts who must review applicants for *educational interpreter* positions may be challenging. Staff members (nationally certified interpreters) are available to assist administrators during the interviewing and hiring of interpreters to help ensure that the most qualified and skilled person is selected.
- NDSR/CDHH 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 NDSR/CDHH 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 NDSR/CDHH website at: [www.nd.gov/ndsdr](http://www.nd.gov/ndsdr)

### Interpreter Skill Development and Certification Maintenance

- By utilizing ND's Interactive Video Network (IVN), educational interpreters may access sign language classes taught by NDSR/CDHH and/or LRSC instructors.
- NDSR/CDHH 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 NDSR/CDHH to make communication and education accessible to all students to ensure that no child is left behind. A staff member from NDSR/CDHH 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, NDSR/CDHH 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 NDSR/CDHH (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](mailto:renae.bitner@sendit.nodak.edu)). We will do our best to provide information regarding ethics, best practices and resources related to becoming nationally certified.

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## Model School

The North Dakota School for the Deaf Resource Center for Deaf and Hard of Hearing provides training for: Interpreters, teachers of the deaf, public school teachers, parents, and paraeducators

## Mission:

*Shall serve as a State Resource Center to provide advocacy, leadership, and educational expertise for all individuals in North Dakota who are deaf or hard of hearing.*

## Philosophy:

*Assist all individuals who are deaf and hard of hearing lead full and active lives. Emphasis is placed on meeting the unique needs of individuals by providing education, information, social opportunities, and community involvement.*

## 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



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Kirsten Baesler, Superintendent

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1/10/2017

## 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.

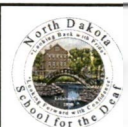


Sponsored by

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.



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.

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Parent-Infant Program  
Team Members

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: Northeast**

1401 College Drive N.  
Devils Lake, ND 58301  
Phone: 701-665-4420

**Minot: Northwest**

Memorial Hall  
500 University Avenue West  
Minot, ND 58707  
Phone: 701-858-3357

**Bismarck: Southwest**

418 East Broadway, Suite 228  
Bismarck, ND 58501  
Phone: 701-328-3987

**Fargo: Southeast**

1321 23rd Street South, Suite A  
Fargo, ND 58103  
Phone: 701-239-7374

**Speech-Language Pathologist  
(Statewide)**

C/O Mt. Pleasant School  
201 5th Street NE  
Rolla, ND 58367  
Phone: 701-477-5062

**Sign Language (Statewide)**

1321 23rd Street South, Suite A  
Fargo, ND 58103  
Phone: 701-239-7375



## 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.

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## 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 -

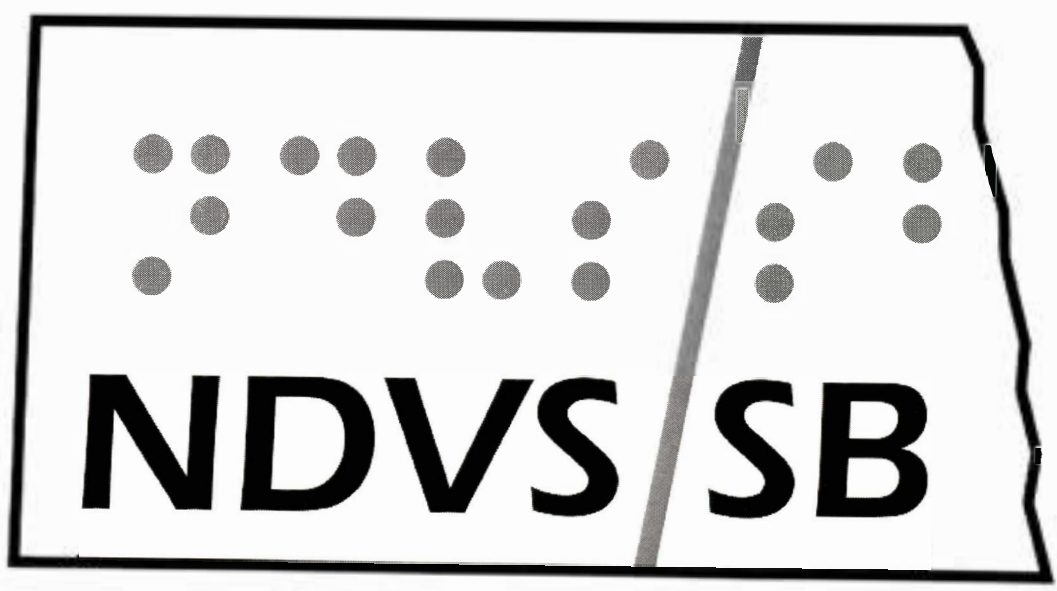


*"The Parent-Infant Program has been a very valuable program for our family. It has provided us with countless resources on hearing impairment, put us in contact with other parents of hearing impaired children, provided valuable one on one training, and given us hope, support and encouragement in our struggle to deal with raising children who are hearing impaired. Our boys have gotten a great start thanks to the Parent-Infant Program."*

- Milnor -

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Pg A

ND Vision Services

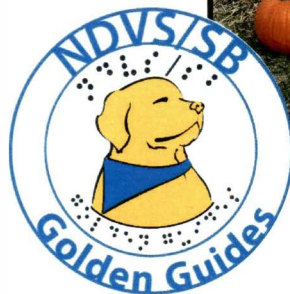




# / SB 2013 Vision Services  
1-15-2019  
A.G.B



# Testimony to the Senate Appropriations Committee Senate Bill #2013



**January 15, 2019**

**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](http://www.ndvisionservices.com)

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## Testimony – Paul Olson

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Chairman Ray Holmberg and Members of the Senate Appropriations Committee:

My name is Paul Olson. I am the 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 a little about the impact of NDVS/SB.

**Mission of NDVS/SB: NDVS/SB provides individualized services and resources to infants, children and adults with visual impairment to empower them in achieving their goals.**

### **Historical Perspective**

- Listed in Appendix A

### **Collaboration**

Meaningful collaboration is an increasingly important priority at NDVS/SB. As best practice and at the governor's direction for all state agencies, NDVS/SB has embraced a more focused approach to collaboration. NDVS/SB is coordinating with infant development programs, public schools, the American Printing House for the Blind, the ND State Library, the Department of Vocational Rehabilitation and ND Assistive. The goal of this collaboration is to provide better service across the board for all partners for the benefit of students and adult consumers.

### **Programming and Services**

NDVS/SB provides services through a model that is unique in the United States. No other school for the blind provides a combination of outreach and short-term programs for students. As both a school and a rehabilitation agency for adults, it is noteworthy that no other agency in the United States provides a full range of services to all age groups in the same way.

#### **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**

Two Rehabilitation Vision Specialists provide outreach services regionally throughout the state. These professionals 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.

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Five weeks of center-based training 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 distributes specialized materials and equipment to individuals and schools statewide. Some of the materials available include: books in braille, large print, audio books, descriptive videos, and educational kits.

The VRC works with the American Printing House for the Blind (APH). APH manufactures educational, workplace, and independent living products for people who are visually impaired. At the beginning of each year, every state conducts a census of visually impaired persons to determine the amount of APH's federal funds it will receive for the coming year. These quota funds are then used throughout the year to purchase textbooks and adaptive and educational aids such as braille paper, tactile rulers, stickers, signature guides, and student workbooks for eligible students and adult clients. These items ensure students with a visual impairment are able to access their school materials and put them at equal level with their peers.

NDVS/SB's **Braille Access Center** provides braille and large print materials to organizations, businesses, schools, and individuals who need information in an alternative format. Restaurant menus, church bulletins, newsletters, and personal correspondence are some examples of what the BAC produces in braille or large print formats.

### **Core Services:**

**We specialize in expert assessment and instruction in the Expanded Core Curriculum. The ECC includes:**

- Daily Living Skills (such as grooming, food preparation, social graces, housekeeping, and clothing care)
- Braille (instruction in reading and writing braille, and braille music)
- Orientation and Mobility (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 (interviewing skills, work attitudes, information about colleges, job shadowing, and job exploration)
- Recreation/Leisure (team games, athletics and other leisure activities that focus on the development of life-long skills)



- Social Interaction Skills (learning ways to relate to others and to examine their own personal development)
- Visual Efficiency Skills (learning techniques to use their existing vision with proper modification and aids)
- Self-Determination (learning to advocate for themselves)

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\*One unit of credit is earned by the high school student for 120 contact hours during short-term programs.

### **National Involvement**

NDVS/SB teachers work closely with the **American Printing House for the Blind** doing research on new products that will be made available to students nationwide. Superintendent Olson continues to serve on the Educational Products Advisory Committee and participates in efforts to educate the United States Congress on the impact of APH nationwide.

The Council of Schools and Services for the Blind (COSB) is a consortium of 45 specialized schools and agencies in Canada and the United States whose major goal is improving the quality of services to children who are blind and visually impaired. Superintendent Olson was elected in 2018 as President of the COSB for a 2-year term.

Superintendent Olson was appointed to a 3-year term on the AER Accreditation Council. AER is the Association for the Education and Rehabilitation of the Blind and Visually Impaired. The Accreditation Council has chief responsibility for setting and enforcing standards set forth in the Accreditation Program. The council acts as the overseeing body that ensures that the standards are current, relevant, and advance excellence in service delivery and that those entities seeking accreditation meet the standards.

### **Major Accomplishments**

- The development and early implementation of the **NDVS/SB 3 Year Strategic Plan** is a significant accomplishment and a testament to the employees of NDVS/SB. The entire staff had input; a wide range of stakeholders were surveyed; and a small, diverse team of staff crafted an ambitious yet manageable plan that is being executed with diligence. This plan addresses the current and near future needs of the people we serve and aims to deliver high quality results.
- Short-Term Programs (STP) for students are the heart and soul of our school services. In an effort to improve measurement of quantifiable outcomes for students participating in short-term programming, a new method and tool for recording growth was launched in the fall of 2015. The ECC Indicators Checklist measures growth in the special skills that our students need to become Choice Ready. In the Fall of 2018, the ECC Indicator Checklist was reinvented by our IT department to make it more sophisticated, easier to administer and objective. This high-fidelity tool is unique in the nation and designed specifically for our



service delivery model. The redesign of this tool is truly a major accomplishment that sets our program above and beyond our counterparts in other states.

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- The redesign of our summer camp for teens is also a major accomplishment. Recreation and social opportunities for students to gather and learn together continues to be a beneficial component to summer programming but a new focus on vocational preparedness adds great value to the experience. Eligible teens applied to the program just as they would for a real job and were interviewed. The chosen teens traveled with staff to Medora in both 2017 and 2018 where they worked jobs for the Medora Foundation. They learned all of the crucial steps in acquiring a job as well as gaining valuable, real-world, work experience. This new model for teen summer camp will continue as an effort to help our students be Choice Ready.
- NDVS/SB has been venturing into new methods of service delivery via video conferencing and other distance technology. The provision of training for blind adults in the use of smart phones is now a major life skill that is both highly technical and time-consuming to teach. Western North Dakota Vision Rehab Specialist, Amy Osvold, has provided distance iPhone training to 8 adults in 2018 via distance phone contact. This innovative method of service delivery saves time and the cost of transportation, besides being highly effective (see adult client testimonies in Appendix F).
- Outreach and center-based service delivery continue to be high quality, as several areas of service have risen in demand. The number of infants and school age children served in the current biennium is likely to exceed the 2015-2017 total of 339. The number of adults is also on track to exceed the 222 served in the previous biennium. The real impact is not so much in numbers, however. The quality of the service continues to be the highest priority. Accurate and comprehensive assessment of functional vision for young children is the hallmark of the NDVS/SB outreach program. These high-value reports along with expert consultation from staff are what guide parents and school teams in delivering appropriate intervention. High-quality direct assistance is our most significant accomplishment every day!
- In the current biennium the NDVS/SB Braille Access Center, which consists of one employee--Leslie Pederson--has provided crucial, time-sensitive materials to public school and college students. As an example, the provision of high quality STEM material, for a student at the University of North Dakota allowed a student to be successful in the early stages of her college career in the physical therapy program. The quality and level of overall production continue to rise which enhances our value with our education partners in public schools and higher education.

- Targeted public awareness activities are part of the strategic plan, but several examples of a very proactive plan to increase the number of North Dakotans that know and understand our service is worthy of acknowledgment. Under the leadership of Adult Program Coordinator, Ken Dockter, interviews have been conducted on KFGO radio in Fargo, Valley News Live television and KNOX radio in Grand Forks. Mr. Dockter will continue these efforts with scheduled appearances on Prairie Public Radio and additional media outlets in western North Dakota.
- A number of small to medium deferred maintenance projects were completed—most notably the replacement of a major water line that was aging. It is important to mention that our maintenance department is diligent in maintaining the buildings and grounds to ensure a safe and attractive campus.

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### **Agency Critical Issues (Current and Future)**

The NDVS/SB Strategic Plan identified areas of concern and unmet needs for the populations we serve. (See Appendix B) In addition to the items noted in the plan, several additional issues deserve attention. The critical issues being identified go beyond the immediate agency concerns and include trends that are anticipated.

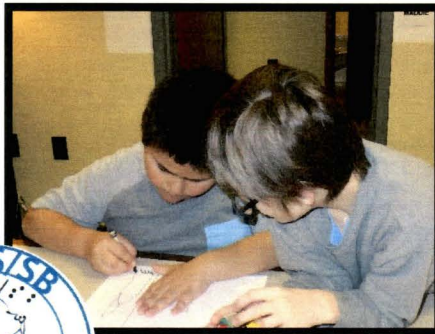
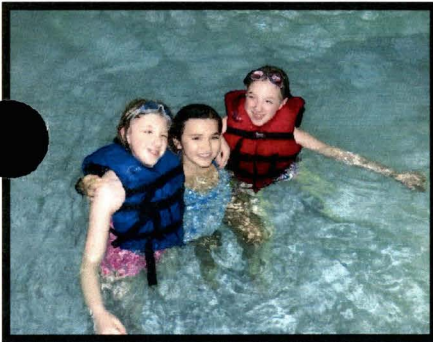
- It is imperative that investment in the NDVS/SB building & grounds continue to ensure the maintenance of a state-of-the-art facility that can serve the needs of both children and adults into the future. Several deferred maintenance projects and important facility improvements have been identified and are addressed in the optional budget request.
- Retention and 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 one of the major concerns for our agency due to retirements and limited number of university programs that train vision professionals. The ability to provide adequate orientation and mobility (travel instruction) to children and adults continues to be very challenging; direct services are rationed and travel requirements for staff are intensive.
- Cortical/Neurological Visual Impairment is the leading cause of vision deficit in children nationwide and in North Dakota. The needs of these children are complex and require increased time, expertise and resources to adequately meet their needs. Regional NDVS/SB teachers of the visually impaired require ongoing, intensive training in order to both assess and provide interventions. This rises to the level of being a critical issue because of the time and cost required to meet the demand. It has in effect expanded our traditional mission and will continue to be a challenge to meet the needs of this diverse school population.
- There is a lack of awareness or inability by medical providers to make referrals to NDVS/SB for adults with visual impairment. Based on census and an anticipated



incidence rate of severe visual impairment (.008%) there are likely 6,000 residents of ND that would benefit from some level of service. This constitutes a significant disparity between the number of people seeking services and those that qualify. Citizens may be reluctant to seek services for a variety of reasons but an ineffective referral process is a known barrier.

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- Unemployment rates for people with visual impairment continues to be unacceptably high. The role of NDVS/SB in improving work outcomes is primarily focused on teens and young adults. Efforts to support better career exploration and training to assist youth to be Choice Ready are increasing but outcomes continue to be mixed. Increased support for students in early stages of work and for those enrolled in post-secondary education is warranted.
- There continues to be a need for better low vision clinical evaluation for students in North Dakota given the rural nature of the state and the lack of eye care professionals specializing in low vision care. NDVS/SB will continue to search for solutions with the medical community to improve this disparity.



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## 2017-19 Appropriation Status as of November 30, 2018

Line item	Original/Current Appropriation	Appropriation Status Report Expenditures 11/30/2018
Salaries and wages	\$4,660,995	\$3,093,897
Operating expenses	773,206	462,241
Capital assets	174,692	139,008
<b>Total all funds</b>	<b>\$5,608,893</b>	<b>\$3,695,146</b>
Less estimated income	1,214,747	679,770
<b>Total general fund</b>	<b>\$4,394,146</b>	<b>\$3,015,376</b>

### Payroll:

NDVS has had 4 retirements during 2018. Therefore, we are projecting that we will be under budget by approximately 4% at biennium end. It is extremely difficult to recruit teachers with the visual impairment credential. Currently we have two teachers in training with the expectations that they will have their endorsement by spring of 2020. As of 12/31/18, we have a 1.1 vacant FTE. Our hope is to fill a portion of that soon.

### Operating:

NDVS maintains 50,000 feet of building space in Grand Forks and rents office space in Fargo, Bismarck, Jamestown and Minot. Currently NDVS, is 5% under budget. Expenses for utilities can vary greatly over the winter months so the margin may be closer by biennium end.

### Capital Assets:

NDVS has five one-time items:

- Additional special assessments – completed/paid in 2017
- HVAC upgrade – completed/paid in 2018
- Water line replacement – completed/paid in 2017
- Carpet Replacement/Receptionist area update – completed/paid in 2018
- Replace Roof-top air unit – to be completed in 2019

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## Base Budget and Request

	FTE Positions	Salaries	Operating	Capital Assets	Total	General Fund	Special Fund	Total
<b>2017-19 Agency Request</b>	27.50	\$4,374,705	\$793,206	\$299,692	\$5,467,603	\$4,161,818	\$1,305,785	\$5,467,603

Executive Budget Rec. via Base Budget	Executive Budget Recommendation					Funding Source		
	FTE Positions	Salaries	Operating	Capital Assets	Total	General Fund	Special Fund	Total
<b>2017-19 Biennium Base Level</b>	28.50	\$4,660,995	\$773,206	\$39,192	\$5,473,393	\$4,394,146	\$1,079,247	\$5,473,393
<b>Payroll Changes:</b>								
Cost to continue Teachers on Composite Salary Schedule		119,203			119,203	119,203		119,203
Base Payroll Change		(22,329)			(22,329)	(940)	(21,389)	(22,329)
Adjust for FTE change	-0.60	(104,702)			(104,702)	(73,069)	(31,633)	(104,702)
Executive Compensation Changes		307,803			307,803	296,752	11,051	307,803
<b>Operating Changes:</b>								
Adaptive Technology			20,000		20,000	-	20,000	20,000
ITD M365			22,615		22,615	7,828	14,787	22,615
Adjust Operating						939	(939)	-
<b>Capital Asset Changes:</b>								
Major Roof Repair				39,000	39,000		39,000	39,000
Glycol, Sprinkler Heads, Carpeting				18,500	18,500		18,500	18,500
Garage Doors Replacement				16,000	16,000		16,000	16,000
Remodel Daily Living Skills Room				25,000	25,000		25,000	25,000
Replace Gymnasium Floor				42,000	42,000		42,000	42,000
Remodel Southwing Restrooms				120,000	120,000		120,000	120,000
<b>Executive Recommendation</b>	<b>27.90</b>	<b>\$4,960,970</b>	<b>\$815,821</b>	<b>\$299,692</b>	<b>\$6,076,483</b>	<b>\$4,744,859</b>	<b>\$1,331,624</b>	<b>\$6,076,483</b>

	2019-21
<b>Special Fund Projections:</b>	
Land Department Trust Funds	\$1,119,429
Rental Income	361,904
Charge for services	47,000
Other	30,000
<b>Total Projected Revenue</b>	<b>\$ 1,558,333</b>



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## Proposed Budget Reductions

Proposed budget reductions identified to meet the Governor's request:

Per guidelines, NDVS's budget was prepared with a reduction of 1 FTE and \$251,340. We looked hard to find efficiencies and are committed to providing the best services with the least impact to our taxpayers. With the reductions to NDVS during 2015-17, it will be very difficult to sustain the services that we have been providing with the reduction of an additional FTE in 2019-21. (1.5 - \$233,416 since 2015 -17 original appropriation).

During summer 2018, the Talking Book program was transferred to the State Library. After discussions with OMB/Executive branch, our request was to give that position back, which was a .60 FTE and \$104,702. This was included in the Executive version. NDVS requests that the Senate Appropriations Committee support the reductions identified by OMB/Executive version.



## Optional Requests

#1 SB 2013  
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Item	Amount Requested	Included in Executive Recommendation	Funding Source	One Time/Ongoing
1 Repair Roof West Wing	\$39,000	\$39,000	Special	One Time
2 Small Repairs: Glycol, Sprinkler Heads, Carpeting	18,500	18,500	Special	One Time
3 Remodel Daily Living Skills Area	25,000	25,000	Special	One Time
4 Garage Door Replacement	16,000	16,000	Special	One Time
5 Adaptive Technology Equipment	20,000	20,000	Special	One Time
6 Replace Gymnasium Floor	42,000	42,000	Special	One Time
7 Remodel South Wing Restrooms-2nd Floor	120,000	120,000	Special	One Time
8 Teacher Salary Increases	119,203	119,203	General	Ongoing
Total One Time Optional	<u>\$280,500</u>	<u>\$280,500</u>		
Total Ongoing Optional	<u>\$119,203</u>	<u>\$119,203</u>		

### Description of Optional Budget Changes/Requests

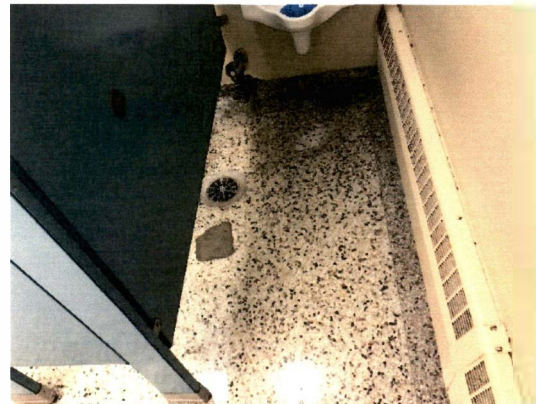
- 1. Repair Roof West Wing – \$39,000.** This roof was redone in the 90's. As it has settled there is a dip where water settles. This repair will correct that dip. This is the wing that was remodeled in 2014; therefore, we believe it is a necessary repair.
- 2. Small Repairs – Glycol – \$6,000, Sprinkler Heads – \$6,000, Carpeting - \$6,500.** This includes installing glycol into the pipes in the South Wing. If there would be a power or pump failure in winter, the glycol will prevent pipes from freezing. The sprinkler heads are 50+ years old and this is a recommendation from the Fire Marshal. We are almost finished updating carpeting. This should be it for a while.
- 3. Remodel Daily Living Skills - \$25,000.** This project will update this work center to make it more functional.

4. **Garage Door Replacement – \$16,000.** This will replace the original garage doors. There is a safety concern, as they do not retract if something would be in their path.
5. **Adaptive Technology Equipment - \$20,000.** This amount will provide for additional small adaptive equipment for instruction purposes.
6. **Replace Gymnasium Floor - \$42,000.** The gymnasium was built in 1978. Sections of it are separating. This could become a safety hazard, particularly with visually impaired individuals.

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7. **Remodel South Wing Restrooms – 2<sup>nd</sup> Floor - \$120,000.** This remodel will remove the asbestos and old plumbing and replace with new fixtures. The current fixtures are almost 60 years old and deteriorating. This estimate was provided the by architect that prepared the Building and Grounds Plan. These restrooms are heavily used by staff and tenants.



8. **Teacher Salary Increase - \$119,203.** The budget was prepared with teachers at 07/01/2018 salary. (No increases since 2016, unless a teacher made a lane change via credits). This request includes a teacher increase based on teachers advancing one step from 2015-17 salary schedule, based on the 2019-21 Composite Salary Schedule developed by HRMS. Our teachers are part of a group called Combined Schools Advisory Committee. (Includes School for the Deaf, Vision, and Youth Correctional Center teachers).

## Changes to Executive Recommendation

#1 SB 2013

Changes NDVS/SB is asking the committee to make to the Executive recommendation 1-15-2019

Please consider approving the Executive Budget:

1. Please accept the requested optional changes to maintain our building and for requested technology equipment
2. Please consider salary adjustment for state employees so that we can retain our current employees and recruit qualified applicants

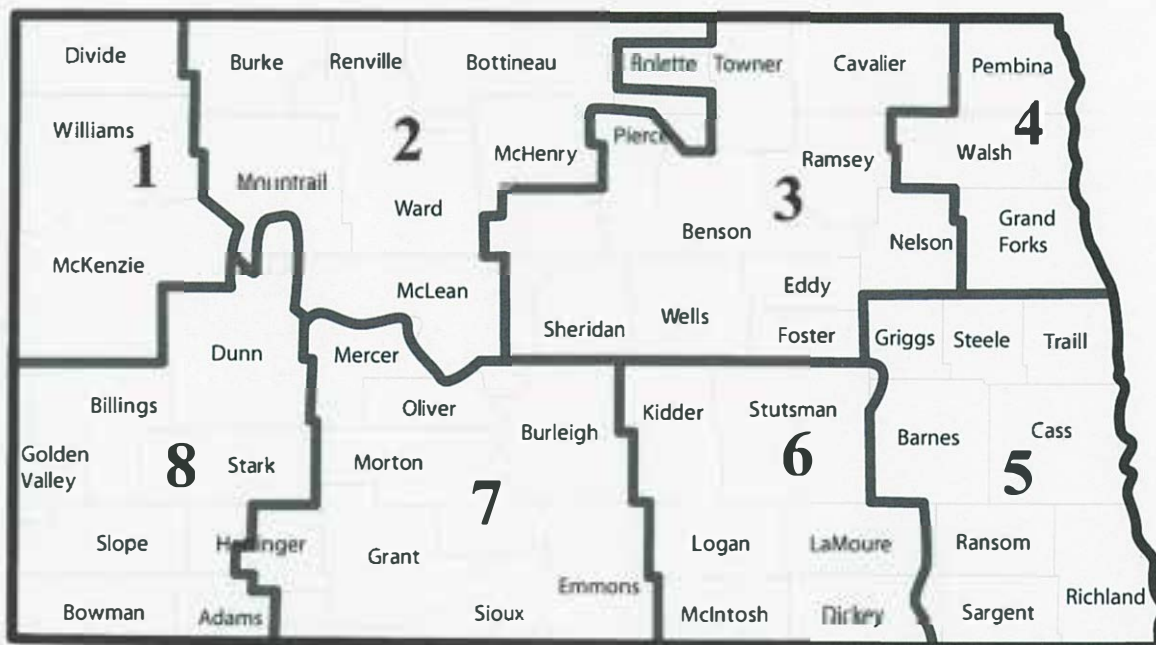
**Client Services Data**

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Services Provided	2015-2017 Biennium	7/1/17-6/30/18 Annual
<b>Clients Served (Unduplicated):</b>		
Infants/Students	339	234
Adults	<u>222</u>	<u>132</u>
Total	561	366
<b>Vision Resource Center:</b>		
New Loans	2,485	939
Talking Book Machines (quarterly)	1,059	1,125
"Reaching Out" Newsletter (circulated quarterly)	420	418
APH Federal Registry	320	276
Store Sales (Invoices)	500	226
Braille Access Center (pages)	18,790	9,868
<b>Short-term Programs (Persons Served):</b>		
Student Programming	160	71
Adult Weeks	61	20
Summer Camps	19	17
<b>Evaluations, Consultations and Instructions (Services Provided):</b>		
Consultations	1,767	781
Evaluations	351	180
Instruction	9,737	4,152
In-Service Training (Attendees)	1,492	636
	<b>2015-2017 Biennium</b>	<b>7/1/17-6/30/18 Annual</b>
<b>Adult Services</b>		
Total Adults Served	222	132
<b>Adult Evaluations, Consultations and Instructions (Services Provided):</b>		
Consultations	479	231
Evaluations	28	24
Instruction	1,627	554
Adults Served at Center Base	116	33

# Persons Served By Region July 1, 2017 to June 30, 2018

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### Region 1 - Williston

Infants/Students: 7  
Adults: 3  
Total: 10

### Region 2 - Minot

Infants/Students: 24  
Adults: 18  
Total: 42

### Region 3 - Devils Lake

Infants/Students: 25  
Adults: 7  
Total: 32

### Region 4 - Grand Forks

Infants/Students: 28  
Adults: 41  
Total: 69

### Relocated/Out of State

Infants/Students: 6  
Adults: 6  
Total: 12

### Region 5 - Fargo

Infants/Students: 66  
Adults: 25  
Total: 91

### Region 6 - Jamestown

Infants/Students: 38  
Adults: 4  
Total: 42

### Region 7 - Bismarck

Infants/Students: 20  
Adults: 22  
Total: 42

### Region 8 - Dickinson

Infants/Students: 21  
Adults: 6  
Total: 27

### Totals

Infants/Students: 234  
Adults: 132  
Persons: 366



## Conclusion

# 1

It is our request that the Senate Appropriations Committee support the Executive Proposed budget with optional requests and salary adjustments that were supported by the Governor's office. With the base budget and optional packages, NDVS/SB will be able to live up to our recently redefined mission: ***NDVS/SB provides individualized services and resources to infants, children and adults with visual impairment to empower them in achieving their goals.***

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NDVS/SB is all about **quality, innovation and efficiency.**

### Quality:

- The majority of our small staff have advanced degrees in education or rehabilitation, and several are nationally certified.
- Parents, public school partners and adult consumers consistently indicate high level of satisfaction with the quality of our services.
- The 3-year strategic plan that was implemented in 2018 places even greater emphasis on continually improving quality.

### Innovation:

- NDVS/SB was the first in the United States to specialize in Short-Term Programming beginning in the early 90's, and we continue to be a nationally recognized model.
- NDVS/SB Information Technology (IT) staff have implemented new internal and external practices in technology to increase productivity of staff and the ability to connect with our consumers and partners more effectively.
- NDVS/SB staff have invented products in the blindness field that are known world-wide. (See Appendix H)

### Efficiency:

- After sustaining 1.5 reduction in FTE's in the 2017-2019 Biennium, NDVS/SB made necessary changes while maintaining and improving quality of service. In our budget proposal for 2019-2021, we identified a .6 FTE and additional reductions in our operations budget. These proposed reductions were made with precision and constitute a reasonable and responsible approach in meeting the executive guidelines while ensuring an adequate level of service to the citizens of North Dakota.

Thank you, members of the North Dakota legislature, for your support of North Dakota citizens with visual impairment.



## Historical Perspective

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- 1908 The North Dakota Asylum for the Blind opened in Bathgate, ND.
- 1941 Significant improvements to the building were made by the Works Progress Administration during the war.
- 1961 The school moved to Grand Forks to enable better transportation, medical services and a more modern facility.
- 1975 Historic legislation *The Education for All Handicapped Act* passed which further strengthened special education in public schools and led to fewer students in residential settings.
- 1995 The residential program was discontinued and a new model of short-term programs and outreach for children was established.
- 2001 Name change to North Dakota Vision Services/School for the Blind coincided with clarification of the mission to serve all ages.
- 2008 Celebration of the 100 years included former students and staff, Lions Clubs, legislators and the publication of the book "Recollections of 100 Years of Excellence."

### The Early Years (1908-1960)

Most states had special schools for the blind well before 1900 but ND was a late-comer. Even South Dakota had a school, and this is where a number of children from North Dakota attended prior to 1908. When the North Dakota Asylum for the Blind was completed in early 1908, eleven children who had been in Gary, South Dakota were retrieved and finished the school year in Bathgate in Pembina County. The building was beautiful, but existence in a very small community was challenging. Although expectations were different in these early days, there was still much emphasis on preparing youth for careers and living independently. In the 30's, 40's and 50's many innovations were implemented in the little school on the prairie. The American Printing House for the Blind was providing specialized equipment and embossed materials. In 1941 the American Foundation for the Blind sent staff to work with teachers and students to provide instruction in theater. The war years were difficult but staff and students were accustomed to hard work and sacrifice. The building needed repairs and fortunately the Works Progress Administration (WPA) did much work on the interior, and the legislature saw fit to make a few needed improvements--like a new generator. Students who moved on to professional careers were held in high esteem. Many of the young men became piano tuners, and the majority of young women became homemakers. Of course, there were a number that became teachers. The early biennial reports interestingly emphasized the importance of physical exercise. Hiking and skating were activities that were mentioned often.

### The Big Move and Beyond (1961-1994)

Water supply and transportation were regular challenges during the early years. The 50's were relatively stable after the war, however. Attendance ranged from 40-50 students on a given year and students seemed to thrive together in an atmosphere of support. There were some who supported moving the school to Grand Forks, but early attempts failed. The community of Bathgate was proud of its school and held on tight. The benefits of moving to Grand Forks were so great that the 1959 legislature voted to relocate the school to 10 acres adjoining UND. The new, modern school opened in 1961 and ushered in an era of big change. Although most of the students were just blind or low vision, many students being placed at NDSB had additional handicaps. These students had significant needs. Staff were extremely dedicated to helping these young people learn important communication and self-care needs. Nevertheless, the writing seemed to be on the wall for yet another major change in service delivery. In the early 70's the Education for all Handicapped Children Act solidified the obligation of local schools in educating to the best of their ability all children with disability. NDSB continued to provide high quality instruction throughout the 80's but the expectation that all children would transition to their home schools was taking root. A new model of outreach across the state had already begun by 1991 alongside the residential program. In 1994 the legislature decided that it was too expensive to provide residential programming for such a small number of students and voted to close the dormitories.

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### The New Era (1995-Present)

By 1995 all of the children had either returned to their home communities or were placed around the state in residential facilities for children with developmental disability. This radical change in service had merit in many ways, but there continued to be a need for intensive assessment and training in specialized life skills. We call these special skills the "Expanded Core Curriculum." In order to provide very focused and intense training in areas like technology, braille, mobility and daily living skills a new model of **Short-Term Programs** was developed and was the first of its kind in the United States. At the same time the number of regional offices and teachers providing outreach expanded. Our goal was to reach every school district in every corner of the state. In 2001 the legislature changed our agency name to **North Dakota Vision Services/School for the Blind** and clarified in Century Code that our mission had expanded to serve all ages.

Several building improvements have been made since 1996 including the most recent which included a full remodel of the west wing that houses the Grand Forks Community High School.

**As we enter 2019 we have full intention of being an innovative leader, investing in new technologies to better serve our students and adult learners, and being the best possible stewards of the state's resources. We will not rest on past success; we will continue to improve!**

## Strategic Plan Summary 2018-2021

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### **Goal 1: NDVS/SB will provide increased options and individualization for services to people who are blind/low vision.**

- Will have an individualized protocol for all center-based services.
- Redesign on-campus week/weekend services for consumers.
- Reconfigure services to increase distance service and consults for school-age and adult consumers.
- Improve our decision-making through data analysis.

### **Goal 2: NDVS/SB will have an active and progressive staff recruitment and cross training program.**

- Will work with UND and/or other educational units to develop and plan interest in the field of vision education to aid in recruitment of qualified teachers.
- Develop and implement cross-training program for NDVS/SB instructional staff.
- Explore internships and temporary employment options for areas of specialized need (social work, marketing, etc.) based on available funding.

### **Goal 3: NDVS/SB will strive to reach out and connect with individuals and groups who may benefit from our services.**

- Reestablish public awareness team and increase public awareness to be more consistent and focused.
- Conduct ten regional presentations per year on services available to ND residents with low vision and blindness. The topic of this presentation will be services at ND Vision Services/School for the Blind, Vocational Rehabilitation, ND Assistive, ND State Library, North Dakota Association for the Blind, National Federation of the Blind. Whenever possible, NDVS/SB will include representatives from the afore mentioned agencies organizations.



# North Dakota Association of the Blind

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## 2018 Resolutions

### NDAB Resolution 2018-01:

Maintain and Strengthen the 2019-2021 Biennial Appropriation for North Dakota Vision Services / School for the Blind (NDVS/SB)  
Whereas, statistics from the U.S. Census Bureau indicate that presently there are approximately 757,000 residents in North Dakota. Demographic studies consistently demonstrate that, conservatively, 3.3% among the general population have conditions that mildly, moderately, or severely medically compromise their eyesight which means that approximately 24,000 individuals in North Dakota are affected by uncorrectable sight loss - 6,000 of whom have significant sight loss and/or 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 the components for a comprehensive center-based rehabilitation training program, is recognized regionally and nationally as a program that is of excellence and high quality, has the capability and capacity that allows it to serve people of all ages (i.e. 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; and,

Whereas, during this current 2017-2019 biennium, NDVS/SB has had to reduce its budget by 6% as requested by the Governor which was accomplished through temporarily not filling 1.5 positions and delaying many necessary expenditures, the primary impact of these reductions has been the inability to place a certified mobility specialist in western North Dakota as had been planned during this biennium; and,

Whereas, to request even more reductions of this critically important educational program for children and adults with blindness, will undoubtedly further erode the capacity and availability of existing services,

Now, therefore, be it resolved by the North Dakota Association of the Blind in convention assembled at the Quality Inn in Bismarck, ND on this date of Saturday, June 9, 2018 that we strongly urge the Governor, in his budget presented to the Legislature, and the 66th North Dakota Legislative Assembly that will convene in January of 2019, to maintain and increase the appropriation for North Dakota Vision Services / School for the Blind in the state budget which is adopted for the 2019 -2021 biennium so that the NDVS/SB appropriation will,

- Restore funding to place at least one more vision professional (preferably a mobility specialist) in western North Dakota to ensure all residents are served with enough frequency and intensity that they make steady progress toward mobility independence.
- Restore funding that would allow more emphasis in the area of transition services for youth given that employment for visually impaired adults should be given a very high priority.
- Maintain funding that will allow NDVS/SB to purchase and demonstrate rapidly evolving assistive technology at a high priority level to establish and maintain a state of the art technology demonstration and training center as falling behind on training programs will result in lower productivity and employability.
- Maintain and increase funding for outreach travel within the state and for professional development of staff at regional and national training conferences.



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Kyle Engelhardt - Parent

Let me start by saying what a privilege it is to be allowed to speak before this committee. On behalf of NDVS/SB, myself and my wife, and our 3 year old son, Skip, I want to thank you all for your time and consideration.

Ultimately I am here on behalf of our son. Skip has a number of developmental disabilities that stem from a currently unknown etiology, or root cause. He qualifies for services due to a combination of clinical diagnoses including failure to thrive, hypothyroidism, growth hormone deficiency, and ectodermal dysplasia. He is one of a growing number of complex kiddos who without the advancements of modern medicine likely would not have survived infancy. These are brave and resilient children with a number of interrelated disabilities that create unique challenges requiring collaborative efforts. I'm here today to speak with you about one of those unique challenges specifically, that not only affects our son, but according the National Health Institute, affects over 10% of all children with developmental disabilities and is the leading cause of visual impairment in children in the United States.

That challenge is called CVI, or Cortical Visual Impairment. Also referred to as Cerebral or Brain-based visual impairment. And although it affects a growing number of children and adults, it is little understood, largely unrecognized and misdiagnosed, and is surrounded by a number of myths. The most pernicious being that it is untreatable. CVI is not itself a disease. It is a condition or disability stemming from any number of central nervous system diseases or trauma that affect children prior to birth, at birth, or after birth. These include, but are not limited to, asphyxia, stroke, congenital brain abnormalities, hypoglycemia, seizure disorders, a genetic syndromes. It is best understood as 10 characteristics of visual behavior.

My wife and I are members of the Pediatric Cortical Visual Impairment Society, based in Omaha, NE, whose mission is to enhance the interdisciplinary understanding of CVI between the disciplines of vision education, occupational therapy, optometry and ophthalmology, ultimately leading to improved vision care for children with CVI. PCVI brings together a diverse group of physicians, research scientists, teachers, therapists, and parent advocates to discuss, plan, and implement strategies to advance awareness and interventions for CVI.

However, we would have never been connected with this organization and any number of other resources if it had not been for our Teacher of the Visually Impaired, or TVI, Mary Verlinde of NDVS/SB. She came to us by way of an Early Intervention referral and although cannot diagnose herself, she **saw** Skip for who he was and his potential. She was able to immediately connect us with tools, training, and education that had we not received we may have persisted under the false assumption that Skip was permanently and irreparably blind, missing significant windows of opportunity to provide intervention and help him make use of the vision he had, and to continue to develop it.

We were blessed to have been introduced to Mary when we were. It made an invaluable impact on our son, his quality of life and for our family. Unfortunately, as Paul Olson, Superintendent of NDVS/SB, can probably tell you better than I, almost 90% of NDVS/SB funding goes to providing resources to children and adolescents with ocular visual impairments. As of today they aren't sufficiently funded to provide for the needs of all city and rural populations with eye-based visual impairment. This leaves a small portion of funds available to provide resources for the leading cause of visual impairment in children in the U.S., namely CVI. To date there is not a single CVI-range endorsed teacher of the visually impaired, or TVI in the entire state of ND. It was only due to care and personal interest of Mary Verlinde that we were connected with the CVI community and were able to educate ourselves as parents.

We should feel blessed in this age and in this state, that so many of these brave and resilient kiddos now survive infancy when just a few decades prior it likely would not have been the case. However, their lives present a new set of challenges and expectations. The majority in this state pride themselves on standing for a culture of life. We need to ask ourselves what that looks like for the most vulnerable among us. What kind of society do we set ourselves up to be? What is the end of good governance? Do we strive for mere survival or for the best possible outcomes for all citizens? I have come to believe that NDVS/SB plays a vital role in North Dakota in caring for individuals with visual impairment. It is imperative that this committee and the broader ND Legislature not lose sight of their invaluable care or the population they represent in allocating budget resources. And I would hope that our son, Skip, would bring your awareness to a growing number in ND who need our attention and resources to give them their best outcomes while accessing their world with a brain-based visual impairment, or CVI.

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Ms. Lacey Long, M. Ed., TVI/COMS/CATIS  
Morton-Sioux Special Education Unit  
901 Division St. NW  
Mandan, ND 58554  
701-751-6500 Phone  
[Email: Lacey.Long@msdl.org](mailto:Lacey.Long@msdl.org)  
Friday, January 4, 2019

Members of the Senate Appropriations Committee:

I am writing this letter in support of the necessary funding for the programs, services, and equipment provided by North Dakota Vision Services/School for the Blind (NDVS/SB). As an itinerant, public school Teacher for Students with Visual Impairments (TVI), NDVS/SB has provided a collaborative relationship and partnership in supporting my preschool- and school-aged students with blindness/visual impairments. NDVS/SB has also supported me professionally by providing mentoring as a first-year teacher, as well as coverage and support in my absence during an upcoming maternity leave. NDVS/SB offers a variety of essential programs and services, including short-term programming, specialized equipment and transcription, and consultation to promote the education and rehabilitation of infants, students, and adults with visual impairments. Thank you for your consideration.

Sincerely,

  
Ms. Lacey Long, M. Ed., TVI/COMS/CATIS



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## Adult Client Testimonies

We believe that every type of instruction provided by NDVS/SB staff is valuable but it is hard to argue that anything would be more important than the ability to communicate. Imagine picking up your smartphone to make a call, send an email or research a topic on the internet. For people who lose vision later in life these tasks are only possible after significant training.

Here is what they are saying:

“The iPhone instruction that I’ve received from a vision rehabilitation instructor at North Dakota Vision Services – School for the Blind has been very helpful to me. I’ve received this instruction via telephone conference call over the past few months. I can say confidently from my contacts within the community of people with sight loss, that learning to use this technology without the advantage of eyesight, is a challenge for anyone, particularly for those of us who didn’t grow up using this mode of communication. I feel it’s extremely important that this instruction be made available to anyone who desires to learn how to use this technology because our society is becoming ever more reliant on this as a primary way of communicating with others. Receiving this instruction via telephone conference call has been extremely beneficial to me because it’s meant that I didn’t need to travel and make those arrangements when I cannot personally drive myself to a place where the instructor is located.”

“I have been able to learn the phone and be more independent. I need lots of repetition. I have to learn one app at a time. Amy is very kind and patient. We have met over the phone a couple times per week over the past year.” – Female, Williston

“It is really good for me. I have learned much. I can’t go without using my iPhone. So much more to learn. I am able to call people here and friends and family in my home country. I am able to make calls by myself. They ask me how I make the calls and I say I did it myself.” – Male, Fargo ND

## Our Daily Impact

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**The following stories shared by NDVS/SB staff represent just a few of the daily successes from the past few months.**

I worked with a man who needed mobility training ASAP so he could get a bionic eye implanted. I conducted three days of training starting on a Sunday evening (so his family could be there) and by Tuesday he was doing well enough with the cane that the doctors approved the implant.

I assisted a gentleman who recently moved into a new apartment by marking all his appliances and his mailbox. He was very appreciative and happy knowing he could use his appliances and get his mail on his own once they were marked.

I worked with a young man in Dickinson who gained additional independence because of the Be My Eyes smartphone app. He told me he is so happy to have learned about this app and how to use it because he no longer has to wait for a family member or support worker to check expiration dates, whether his clothes match, or to read his digital thermostat. He told me even if these things don't seem like a big deal they really are when you have to rely your family all the time.

I brailled song lyrics so a man could participate in his church's choir.

Kathy works with a student who is home schooled, ensuring he has access to educational materials and working with the skills he will need to continue learning. She is one of the few specialists that the family will allow in the home because she has built a relationship based on respect and understanding. The child would have fallen through the cracks long ago if it was not for her.

I was able to help provide winter coats to a family with six children who are currently homeless.

One family that Mary works with is amazed by the information and educational products she has provided for the student and his family. This student has a complicated condition called CVI. When she first met with this family they had little help or knowledge about CVI, and the prognosis for their son was unclear. After Mary worked with the family and their child, the child started demonstrating gains that no one expected. Because of Mary, the child, parents, and school system are now better equipped to provide educational services to the child.

A woman brought her 90+ year-old mother into the store after she heard of us of the radio. She hadn't realized what we did here or what we had even though she had worked at UND helping special needs students herself for years. I was able to sell them a magnifier that worked for her mom, and a "20/20" pen so she could see what she was writing easier. They were both very excited as they left. The next day the daughter returned to buy another pen from me and told me her mother was up almost all night reading everything around her house. She couldn't believe how much that little bit helped her.

Over 200 board books were created with braille by our Literacy Team to provide access to braille for 0-5-year-old children with visual impairments.

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I helped a family set up their basement into a visual learning environment for their 3-year-old son allowing him to continue to develop and learn at home so he is ready for school when he is older.

I helped a family and school district understand a kindergartener with very complex vision issues and set accommodations to help him succeed in his rural school.

An 81-year-old man with vision loss from glaucoma came in because he was an avid UND basketball and hockey fan. He and his wife have season tickets to both sports, and he indicated that he was having a lot of difficulty seeing the games and feared that he would have to give up his season tickets. We tried some low vision aids for distance, and he took them to try them out. He came back about a week later, very happy to report that he really enjoyed watching the games he had attended that past week because of the use of the distance aids he was able to try from NDVS/SB. He is keeping his season tickets because he can once again enjoy watching UND sports.

I worked with an adult client that had not been able to needle point for five years due to her vision loss. I got her a video magnifier (which she took home) so that she could once again needle point. She was very happy!

I have assisted numerous high school students in obtaining summer employment that would not likely have found work on their own.

I have provided many different opportunities of employment experience/volunteer work to our high school teens while attending our Short-Term Programing High School weeks in Grand Forks.

The family of a preschooler told me that they had never understood her vision diagnosis until I went through it with them.

I left several suggestions for Active Learning and the items necessary to carry it out for a foster family caring for twin two-year old boys. The foster mother commented that they were a saving grace during their busy travel times over the holidays.

I modified some photographs for a family whose two-year old son has CVI. He had never reacted to photographs before, but when presented with Dad's picture, he smiled (and Mom cried).

I was interviewed by Jim Dammarell with the Idaho School for the Deaf and the Blind about how we run our short term programs as they are interested in creating a similar model for their regional students.

I have worked with several people throughout this year doing lighting and UV Shield evaluations. With all of the technology use today, many people are struggling with blue light sensitivity. This leads to headaches, eye fatigue, and blurred vision. We are the only one in the state doing the evaluations with the LuXIQ 2 System. A Golden Guide Video was done assessing one of our adult clients. There was a marked improvement in her visual functioning and quality of life after the assessment. The video has been used for in services done by the Jasper Ridge Company and a Low Vision Clinic in New Zealand. I believe this demonstrates how our services are not only impacting lives on a local basis, but throughout the nation and world.

## North Dakota Innovation

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As an example of innovation coming out of North Dakota, a product (the Dakota Disk) was developed for people with blindness to travel safely in rural areas. This product is attached to a white cane and allows travelers to walk on gravel, grass and snow. pg 25



A blind traveler walks confidently across rough terrain like one would experience in rural North Dakota.





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# NDVS/SB Short Term Program Weeks 2018-2019

## Fall 2018

Aug. 27 School Begins  
Aug. 27 – 29 All Staff Meetings  
Sept. 9 - 14 Adult STP  
Sept. 23-27 Elementary (1-5<sup>th</sup>/6<sup>th</sup> grade) STP



Oct. 18 Visions Forum  
Oct. 21-25 Middle School (6-8<sup>th</sup>) STP  
Nov. 4-9 Teen STP/Careers (9-12<sup>th</sup>)  
Nov. 29 – Dec. 1 Middle School JAM (7-10<sup>th</sup> grade)  
December 7 Retirees Christmas Tea  
Dec. 9 - 14 Adult STP  
Dec. 18-19 All Staff Meetings

## 2019

January 13-17 Elementary Literacy STP (1-5<sup>th</sup>/6<sup>th</sup> grade)  
Feb. 3 – 8 Middle School/Teen STP (7-12<sup>th</sup> grade)  
Feb. 9 Goal Ball Event  
Feb. 18-22 Winter Break



Mar. 3 – 7 Middle School STP (6-8<sup>th</sup> grade)  
Mar. 13 - 14 All Staff Meetings  
Mar. 17 - 22 Adult STP  
Mar. 22 – 23 Family Weekend

Mar. 31 – April 5 Teen STP/Careers (9-12<sup>th</sup>)  
April 5 – 6 SD Goal Ball trip  
April 10 - 12 Dakotas Chapter AER in GF  
April 28 - May 2 Elementary STP (1-5<sup>th</sup>/6<sup>th</sup>)  
May 12 – 17 Adult STP  
May 22-23 All Staff Meetings  
May 31 End of Academic year



June 2 – 7 Adult STP  
June 9 - 13 Medora Teen Work Experience Camp (S-Th; 9 – 12<sup>th</sup> grade)  
Aug. 4-7 Kids Camp (Sun – Wed; 1 – 6<sup>th</sup> grade)

Note: Dates Subject to Change

# Quick Facts about NDVS/SB

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- Originally built in 1908 in Bathgate—Pembina County. The original appropriation to build was \$25,000. The building was beautiful, but the location proved to be poor for transportation of students.
- In the Fall of 1961 the new school for the blind was ready for students in Grand Forks. Based on records enrollment was often 50-60 students in the 1960s and 1970s but a shift toward inclusion was already underway for students with visual impairment.
- 1994 the model changed to **OUTREACH** and **SHORT-TERM PROGRAMS**. We continue to be the only program like this in the United States. There are about 45 special schools for the blind in the U.S. NDVS/SB is considered a leader among schools and agencies.
- In 2001 the legislature changed our name from ND School for the Blind to ND Vision Services/School for the Blind and clarified that our mission is to **serve all ages**.
- We have **regional offices in Fargo, Jamestown, Bismarck and Minot**. Instructors in these offices spend nearly every day in public schools and in homes assessing, consulting and providing instruction.
- **Currently we serve over 300 students in a 2-year period and over 200 adults.**
- Short-term Program weeks consist of 8 weeks for students plus 2 summer camps and 5 weeks for adult training.
- There are estimated to be **6,000 North Dakotans with severe visual impairment**. Many are our older citizens including nursing home residents. We are working hard to reach children and adults across the state.
- **We love what we do** and are dedicated to helping students of all ages become CHOICE READY.



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## 2019-2021 Budget Request

	1	2	3	4	5	6
<b>Line Item:</b>	<b>Original Appropriations 2017-2019</b>	<b>Requested Changes 2017-19</b>	<b>Requested Budget 2019-21</b>	<b>Optional Budget Request 2019-21</b>	<b>Executive Changes 2019-21</b>	<b>Executive Recommendation</b>
Salaries & Wages	\$4,660,995	(\$273,669)	\$4,387,326	(\$12,621)	\$299,975	\$4,960,970
Operating	773,206	0	773,206	20,000	42,615	815,821
Capital Assets	174,692	(135,500)	39,192	260,500	125,000	299,692
<b>Total</b>	<b>\$5,608,893</b>	<b>(\$409,169)</b>	<b>\$5,199,724</b>	<b>\$267,879</b>	<b>\$467,590</b>	<b>\$6,076,483</b>
<b>Funding Sources:</b>						
General	\$4,394,146	(\$219,707)	\$4,174,439	(\$12,621)	\$350,713	\$4,744,859
Special	1,214,747	(189,462)	1,025,285	280,500	116,877	1,331,624
<b>Total</b>	<b>\$5,608,893</b>	<b>(\$409,169)</b>	<b>\$5,199,724</b>	<b>\$267,879</b>	<b>\$467,590</b>	<b>\$6,076,483</b>
<b>FTE</b>	<b>28.50</b>	<b>(0.60)</b>	<b>27.90</b>	<b>(0.50)</b>	<b>(0.60)</b>	<b>27.90</b>

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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](http://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.

#2

SB 2013 (Blind)

1-15-2019

pg 1

## Testimony for SB2013

To: Senator Ray Holmberhg, Chair, & Members of the Senate Appropriations Committee, North Dakota 66<sup>th</sup> Legislative Assembly.

From: Allan Peterson, Legislative Liaison, North Dakota Association of the Blind (NDAB).  
Home address: 7009 Horseshoe Bend, Horace, ND 58047.  
H: (701) 282-4644; c: (701) 429-7209; Email:apeterson6@q.com

Re: Testimony offered for SB2013 specifically for the Appropriation provided to North Dakota Vision Services / School for the Blind for the biennium of 2019 – 2021.

Greetings Chairman Ray Holmberg and members of the North Dakota 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 2019 - 2021.

A resolution that supports the biennial appropriation request of the North Dakota Vision Services / School for the Blind was unanimously adopted at our most recent NDAB state Convention held June 8 -10, 2018 in Bismarck. This resolution is included in the packet of information that supports the appropriation for NDVS/SB.

To be clear, we are testifying not only to maintain but to strengthen the Appropriation for NDVS/SB. We do support the budget for NDVS/SB as was proposed in Governor Doug Burgum's budget as it was submitted to the 66th North Dakota Legislative session. We, however, are very well aware that there is significant unmet need and that more resources would go a long way toward helping more people with sight loss in North Dakota.

It cannot be over emphasized, just 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 to deal with this most serious life altering change. This training is really what makes all the difference in having a much better quality of life.

As someone who lost his eyesight as an adult, I can personally testify to the importance and efficacy of the training that can be 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 each and every day and is of immeasurable importance to my independence. The skill set of orientation and mobility is taught by a qualified mobility instructor who has been certified to provide this training. Clients learn and perfect the skills of mobility and orientation over a period of several weeks and even months 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 absolute vital need for the services of the skilled technology instructors employed by NDVS/SB. Because the digital revolution is so critically vital to independence in today's society, we desperately need the specific training and adaptations that will allow us to be proficient in utilizing this window into the sighted world.

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 the challenges that this disability imposes on a person. And, North Dakota Vision services / School for the Blind is the only teaching institution in North Dakota that offers a comprehensive program of instruction to deal with sight loss adjustment and It is imperative that this service be maintained and strengthened so that it is better able to continue to serve those of us who must deal with serious sight loss now and into the future.

You might ask, among us in ND, **how many today have a loss of eyesight?** The U.S. Census Bureau estimates that presently there are over 720,000 residents in North Dakota. Many credible studies have demonstrated that, conservatively, that **3.3%** among the general population, will have conditions that mildly, moderately, or severely medically compromise their eyesight – this means that approximately 24,000 individuals in North Dakota are affected by uncorrectable sight loss - a quarter of whom (6,000) have significant sight loss and/or are "legally blind".

**Briefly about North Dakota Association of the Blind (NDAB):** You could say that North Dakota Association of the Blind is an organization of and for people who are blind or sight impaired. We are a statewide membership organization that was founded in 1936, 80 plus years ago; a majority of our members are blind or sight impaired. We provide educational, mentorship, networking, social and recreational opportunities for members and nonmembers. As an organization, we strongly advocate for blindness specific rehabilitation skills training, employment opportunities, and adaptations that will enhance and improve the lives of people who are blind and visually impaired. We have no paid staff and our services are provided through the work of unpaid volunteers.

About me: I serve as one of the Legislative Liaisons for North Dakota Association of the Blind and am registered with the state to speak on behalf of the organization – I'm performing this service as an unpaid volunteer.



N:

D:

A:

B:

# 3

SB 2013 (Blind)  
1-15-2019

pg 1

# *North Dakota Association of the Blind*

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## **NDAB Resolution 2018-01:**

### **Maintain and Strengthen the 2019-2021 Biennial Appropriation for North Dakota Vision Services / School for the Blind (NDVS/SB)**

Whereas, statistics from the U.S. Census Bureau indicate that presently there are approximately 757,000 residents in North Dakota. Demographic studies consistently demonstrate that, conservatively, 3.3% among the general population have conditions that mildly, moderately, or severely medically compromise their eyesight which means that approximately 24,000 individuals in North Dakota are affected by uncorrectable sight loss - 6,000 of whom have significant sight loss and/or 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 the components for a comprehensive center-based rehabilitation training program, is recognized regionally and nationally as a program that is of excellence and high quality, has the capability and capacity that allows it to serve people of all ages (i.e. 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; and,

Whereas, during this current 2017-2019 biennium, NDVS/SB has had to reduce its budget by 6% as requested by the Governor which was accomplished through temporarily not filling 1.5 positions and delaying many necessary expenditures, the primary impact of these reductions has been the inability to place a certified mobility specialist in western North Dakota as had been planned during this biennium; and, (continued on back)

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*Not They Who Lack Sight, But They Who Lack Vision Are Blind*

[www.ndab.org](http://www.ndab.org)

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1-15-2019  
pg 2

NDAB Resolution 2018-01 (continued) page 2

Whereas, to request even more reductions of this critically important educational program for children and adults with blindness, will undoubtedly further erode the capacity and availability of existing services,

Now, therefore, be it resolved by the North Dakota Association of the Blind in convention assembled at the Quality Inn in Bismarck, ND on this date of Sunday, June 10th, 2018 that we strongly urge the Governor, in his budget presented to the Legislature, and the 66<sup>th</sup> North Dakota Legislative Assembly that will convene in January of 2019, to maintain and increase the appropriation for North Dakota Vision Services / School for the Blind in the state budget which is adopted for the 2019 -2021 biennium so that the NDVS/SB appropriation will,

- Restore funding to place at least one more vision professional (preferably a mobility specialist) in western North Dakota to ensure all residents are served with enough frequency and intensity that they make steady progress toward mobility independence.
- Restore funding that would allow more emphasis in the area of transition services for youth given that employment for visually impaired adults should be given a very high priority.
- Maintain funding that will allow NDVS/SB to purchase and demonstrate rapidly evolving assistive technology at a high priority level to establish and maintain a state of the art technology demonstration and training center as falling behind on training programs will result in lower productivity and employability.
- Maintain and increase funding for outreach travel within the state and for professional development of staff at regional and national training conferences.



## 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 21<sup>st</sup> 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 fund our programs and promote Sight4Kidz, Teen Career Exploration and Video Magnifier Program. Your tax deductible contributions are greatly appreciated.

## OUR MOTTO

**Not they who lack sight,  
but they who lack vision,  
are blind.**



**NDAB Summer Camp**

Visit us online at  
[www.ndab.org](http://www.ndab.org) to access  
membership and scholarship  
applications or make a  
contribution.

**For more information contact:**

**Helen Baumgartner  
701-663-8878**

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## North Dakota Association of the Blind



**Enhance, Encourage,  
Educate**

**Our Vision:** Persons with vision loss will live a successful, productive life.

**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



**Summer Camp** is a fun week of education and encouragement for adults with vision loss.



While **Dining in the Dark**, people with blindfolds experience a small glimpse of what it is like to live without sight. Open and honest communication is shared during the meal.



**Scholarship** awards are available annually to ND students who are blind or visually impaired.

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The **NDAB Convention** is held yearly in various locations across the state. The public is welcome.

**Statewide Support groups** provide education and fellowship to those who are visually impaired.

**The Promoter**, NDAB's newsletter, is published quarterly to keep members updated on the happenings of the organization.



**Regional Ski for Light** is held in Deadwood, SD. NDAB assists in arranging transportation to this event, which offers a week of snowshoeing, cross country and downhill skiing for people with disabilities.

SB 2013 2/12/19

Subcom  
#1  
P1

**Department of Public Instruction - Budget No. 201**  
**Senate Bill No. 2013**  
**Base Level Funding Changes**

	Executive Budget Recommendation				Senate Version				Senate Changes to Executive Budget Increase (Decrease) - Executive Budget			
	FTE Position	General Fund	Other Funds	Total	FTE Position	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total
<b>2019-21 Biennium Base Level</b>	91.75	\$1,435,601,984	\$705,727,065	\$2,141,329,049	91.75	\$1,435,601,984	\$705,727,065	\$2,141,329,049	0.00	\$0	\$0	\$0
<b>2019-21 Ongoing Funding Changes</b>												
Base payroll changes		(\$1,118,179)	\$1,116,589	(\$1,590)		(\$1,118,179)	\$1,116,589	(\$1,590)				\$0
Salary increase		252,417	494,470	746,887		166,771	336,409	503,180		(85,646)	(158,061)	(243,707)
Health insurance increase		118,771	232,665	351,436		129,656	285,318	414,974		10,885	52,653	63,538
Retirement contribution increase		30,901	60,535	91,436				0		(30,901)	(60,535)	(91,436)
Removes 4 FTE positions	(4.00)	(583,930)	(103,046)	(686,976)				0	4.00	583,930	103,046	686,976
Adds 1 FTE division manager position	1.00	272,692		272,692				0	(1.00)	(272,692)		(272,692)
Transfers the teacher shortage loan forgiveness program from the North Dakota University System		2,103,393		2,103,393				0		(2,103,393)		(2,103,393)
Adds funding to transfer the state funded component of the federal Quality Rating and Improvement System from the Department of Human Services		150,000		150,000				0		(150,000)		(150,000)
Adds funding for Microsoft Office 365 licensing expenses		16,343	47,145	63,488				0		(16,343)	(47,145)	(63,488)
Reduces operating expenses		(277,748)	(84,191)	(361,939)				0		277,748	84,191	361,939
Increases funding for cost-to-continue state school aid		52,295,837		52,295,837				0		(52,295,837)		(52,295,837)
Adds funding to provide a 2 percent increase in the per pupil payment each year of the biennium		61,962,987		61,962,987				0		(61,962,987)		(61,962,987)
Reduces funding for savings related to transitioning school districts from minimum payments beginning in the 1st year of the biennium		(14,004,083)		(14,004,083)				0		14,004,083		14,004,083
Reduces funding for savings related to removing new property from the 12 percent limitation on property tax increases		(8,892,316)		(8,892,316)				0		8,892,316		8,892,316
Adds funding to transition to blended on-time funding		24,135,735		24,135,735				0		(24,135,735)		(24,135,735)
Adds funding for integrated formula payments to replace one-time funding provided from the foundation aid stabilization fund during the 2017-19 biennium		185,000,000		185,000,000				0		(185,000,000)		(185,000,000)

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Adjusts the funding source for integrated formula payments to increase funding from the foundation aid stabilization fund	(122,781,065)	122,781,065	0	0	0	122,781,065	(122,781,065)	0				
Adjusts the funding source for integrated formula payments to increase funding from the state tuition fund/common schools trust fund	(74,217,095)	74,217,095	0	0	0	74,217,095	(74,217,095)	0				
Increases funding for special education contract grants to provide a total of \$25 million from the general fund	5,700,000		5,700,000	0	0	(5,700,000)		(5,700,000)				
Increases funding for adult education matching grants to provide a total of \$4.1 million from the general fund	1,000,000		1,000,000	0	0	(1,000,000)		(1,000,000)				
Transfers prekindergarten grants from Department of Commerce	3,000,000		3,000,000	0	0	(3,000,000)		(3,000,000)				
Increases funding for a program grant pool to provide a total of \$1,809,711 from the general fund	279,711		279,711	0	0	(279,711)		(279,711)				
Decreases funding for general fund passthrough grants	(359,871)		(359,871)	0	0	359,871		359,871				
Increases federal funds authority for grants		33,000,000	33,000,000	0	0		(33,000,000)	(33,000,000)				
Reduces and transfers PowerSchool to the Information Technology Department	(5,500,000)		(5,500,000)	0	0	5,500,000		5,500,000				
Reduced funding for transportation efficiency to provide a total of \$27,000	(3,000)		(3,000)	0	0	3,000		3,000				
Reduces funding for national board certification to provide a total of \$108,000	(12,000)		(12,000)	0	0	12,000		12,000				
<b>Total ongoing funding changes</b>	<b>(3.00)</b>	<b>\$108,569,500</b>	<b>\$231,762,327</b>	<b>\$340,331,827</b>	<b>0.00</b>	<b>(\$821,752)</b>	<b>\$1,738,316</b>	<b>\$916,564</b>	<b>3.00</b>	<b>(\$109,391,252)</b>	<b>(\$230,024,011)</b>	<b>(\$339,415,263)</b>
<b>One-time funding items</b>												
No one-time funding items				\$0				\$0				\$0
Adds one-time funding for cybersecurity education for teachers		\$3,000,000		\$3,000,000				0		(3,000,000)		(3,000,000)
Adds one-time funding to rewrite the state aid formula		200,000		200,000				0		(200,000)		(200,000)
Adds one-time funding to review the state's foreign language standards		125,000		125,000				0		(125,000)		(125,000)
<b>Total one-time funding changes</b>	<b>0.00</b>	<b>\$3,325,000</b>	<b>\$0</b>	<b>\$3,325,000</b>	<b>0.00</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>0.00</b>	<b>(\$3,325,000)</b>	<b>\$0</b>	<b>(\$3,325,000)</b>
<b>Total Changes to Base Level Funding</b>	<b>(3.00)</b>	<b>\$111,894,500</b>	<b>\$231,762,327</b>	<b>\$343,656,827</b>	<b>0.00</b>	<b>(\$821,752)</b>	<b>\$1,738,316</b>	<b>\$916,564</b>	<b>3.00</b>	<b>(\$112,716,252)</b>	<b>(\$230,024,011)</b>	<b>(\$342,740,263)</b>
<b>2019-21 Total Funding</b>	<b>88.75</b>	<b>\$1,547,496,484</b>	<b>\$937,489,392</b>	<b>\$2,484,985,876</b>	<b>91.75</b>	<b>\$1,434,780,232</b>	<b>\$707,465,381</b>	<b>\$2,142,245,613</b>	<b>3.00</b>	<b>(\$112,716,252)</b>	<b>(\$230,024,011)</b>	<b>(\$342,740,263)</b>

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Other Sections for Department of Public Instruction - Budget No. 201

Executive Budget Recommendation

Senate Version

Salary of the Superintendent of Public Instruction	Section 3 would provide the statutory changes to increase the Superintendent of Public Instruction's salary. The Superintendent's annual salary would increase from the current level of \$120,410 to \$125,226, effective July 1, 2019, and to \$127,731, effective July 1, 2020, to reflect the 4 and 2 percent recommended salary increase.
Tuition apportionment	Section 4 would provide that any money available in the state tuition fund in excess of the \$379,764,000 appropriated in Section 1 of the bill is appropriated to DPI for distribution to school districts.
Payments for 2017-19 biennium educational services	Section 5 would provide that DPI may use money appropriated for integrated formula payments and special education contracts for the 2019-21 biennium to pay claims due during the 2017-19 biennium, but not filed with the department until the 2019-21 biennium.
Gifted and talented program funding and Medicaid matching grants	Section 6 would provide that DPI use \$800,000 of the 2019-21 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. The section also provides 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 DPI to the Department of Human Services on behalf of the school district or unit.
Regional education association grants	Section 7 would provide for the distribution of up to \$500,000 from the integrated formula payments line item for the purpose of providing annual grants to regional education associations during the 2019-21 biennium.
Continuing education grants	Section 8 would provide for the distribution of up to \$125,000 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 9 would provide that, notwithstanding North Dakota Century Code Section 54-44.1-15, DPI 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.

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Other Sections for Department of Public Instruction - Budget No. 201

Executive Budget Recommendation

Senate Version

State school aid program	Section 12 would provide for changes included in the executive recommendation for integrated formula payments, including a 2 percent increase in the per-student payment each year of the 2019-21 biennium. The current per-student payment rate of \$9,646 would increase to \$9,839 for the 2019-20 academic year and to \$10,036 for the 2020-21 academic year. Changes to the per student payment rate require a statutory change and this section may be eliminated when the recommendation for integrated formula payments is developed by the Legislative Assembly.
Grants - Other grants distribution	Section 13 would require no more than one-half of the passthrough grants provided to the department may be distributed during the 1st year of the biennium.
Contingent appropriation - Special education contracts and Teacher Incentives for Leadership in Education (TILE) Program	Section 14 would provide if any funding appropriated to the Superintendent of Public Instruction for integrated formula payments to school districts remains after the Superintendent complies with all statutory payment obligations imposed for the biennium beginning July 1, 2017, and ending June 30, 2019, the Superintendent shall first use the remaining funds to pay any state obligations in excess of the amount appropriated for special education contracts for the 2017-19 biennium and second use up to \$10,000,000 of any remaining funds for the creation of a TILE program. Funding provided for the TILE program must be invested in professional development, project-based incentives for current teachers, or career track opportunities for teacher leaders.
Foundation aid stabilization fund transfer	Section 15 would provide for the transfer, on a quarterly basis, a total of \$232,781,065 from the foundation aid stabilization fund to the operating fund of DPI for the purpose of providing integrated formula payments during the 2019-21 biennium.
Teacher loan forgiveness program transfer	Section 16 would include the statutory changes necessary to transfer the administration of the teacher loan forgiveness program from the State Board of Higher Education to the Superintendent of Public Instruction.
State school aid formula changes	Section 17 would provide the statutory changes to the state school aid formula included in the executive budget recommendation. Statutory changes include: <ul style="list-style-type: none"><li>• Recalculating the baseline funding of school districts in an approved cooperative agreement;</li><li>• Increasing the integrated formula per student payment rate 2 percent each year of the biennium;</li><li>• Reducing minimum payments in the formula to 90 percent of the baseline calculation in both years of the biennium; and</li><li>• Increasing maximum payments in the formula by 5 percent each year of the biennium.</li></ul>

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Other Sections for Department of Public Instruction - Budget No. 201

Executive Budget Recommendation

Senate Version

Early childhood education

Sections 18, 19, and 20 would provide the statutory changes necessary to transfer the early childhood service provider grant program from the Department of Commerce to the Superintendent of Public Instruction.

Special education grants - Deficiency authorization

Section 21 would provide if funds appropriated to the Superintendent of Public Instruction in the grants - special education line item for special education contract grants in the 2019-21 biennium are not sufficient to meet special education contract obligations, the Superintendent must request supplemental funding from the 67th Legislative Assembly.

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# North Dakota Small Organized Schools

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January 14, 2019

Senator Holmberg, Chairman, and Members of the ND Senate Appropriations Committee,

For the record, my name is ElRoy Burkle and I serve as Executive Director of North Dakota Small Organized Schools (NDSOS).

Prior to sharing school transportation data, I wish to express our appreciation on behalf of our 150 members for efforts to increase per pupil payments, providing additional resources to address mental health and school safety, continuing to ensure appropriate funding for Career and Technical Education, REAs, and Center for Distance Education, in addition to considering other initiatives that will better assist school leaders and teachers in addressing both the academic, social/emotional and personal needs of North Dakota students. Your efforts are appreciated.

Table A and Table B (graph form) illustrate school transportation financial trends using data provided by local school districts and compiled in the ND DPI’s School Districts Finance Facts Publication. Preliminary 2017-18 data projects record highs in cost of transportation (\$65,718,263), average transportation cost per pupil (\$1,506.90), and average cost of transportation per mile (\$2.95). Total annual mileage is projected to increase (22,292,544 miles) which correlates with fall enrollment increases. The net result is a projected reduction in the percentage of state support (40.84%), which would be the third lowest since the 1992/93 school year. (Please note that the 2017/18 data is preliminary data and is subject to change prior to the official release in February 2019.)

Table C provides a summary of total annual rides and runs from 2007 to 2018 time periods. The data clearly demonstrates the bulk of transportation rides and runs are: in-city, rural, career and technical education, and special education. The number of runs in rural districts has decreased over time as schools with declining enrollments have reduced/combined routes to become more effective and efficient. However, districts with increasing enrollments (rural and urban) are increasing runs and ridership.

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<b>Board of Directors</b>		
<b>Region 1</b>	<b>Region 2</b>	<b>Region 3</b>
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The mission of NDSOS is to provide leadership for the small/rural schools in North Dakota and to support legislation favorable to their philosophy while opposing legislation that is harmful.

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On-going transportation costs continue to rise as with any business. Bus purchases are costly. However, according to information received from Harlow's, new bus and shop rate increases have been in the 1 to 2% in recent years (depending on the type/size of bus and required repair needs). Fuel prices have generally increased from the last session. The greatest challenge is finding and compensating bus drivers. Over the last ten years, the average wage has increased from \$17.33/per hour to \$25.49 (SY 18-19) or an increase of 47% for bus driving positions that are less than 9 months. Recent trends are 2 to 3% wage increases annually. Schools have also combined routes and positions (i.e. custodian and bus driver) which has resulted in increased overtime compensation. And – new Federal Motor Carriers Safety Administration's (FMCSA) regulations will be effective February 7, 2020.

All (new) drivers seeking a CDL, and all drivers seeking to upgrade their CDL endorsements to passenger (P) or school bus (S) will be required to enroll in both classroom and behind-the-wheel training. Current CDL with P and/or S are grandfathered. This additional requirement will result in added costs which are yet to be determined. Mr. David Steffen, Director, TrainND Northeast, is currently researching these new requirements to determine how TrainND can assist schools and bus contractors in meeting these new requirements. Also, Vertical Alliance (online bus driver professional development) has been asked to research if they can obtain the necessary approval from FMSCA to provide the classroom component requirement. Transporting students safely is always the number one goal. The reality of this FMSCA regulation will heighten the challenge of recruiting school bus drivers and the increased costs associated with this training.

The data clearly demonstrate the need to increase state support for transportation. Attached is a proposed amendment for consideration requesting that the various transportation rates be changed backed to the 2015-17 rates.

I wish to acknowledge and thank Mr. Adam Tescher, Mr. Don Williams and Ms. Sherry Saylor, ND Department of Public Instruction, for their assistance.

Thank you for your time and I shall stand for questions.

Respectfully,

Mr. ElRoy Burkle, Executive Director

ND Small Organized Schools

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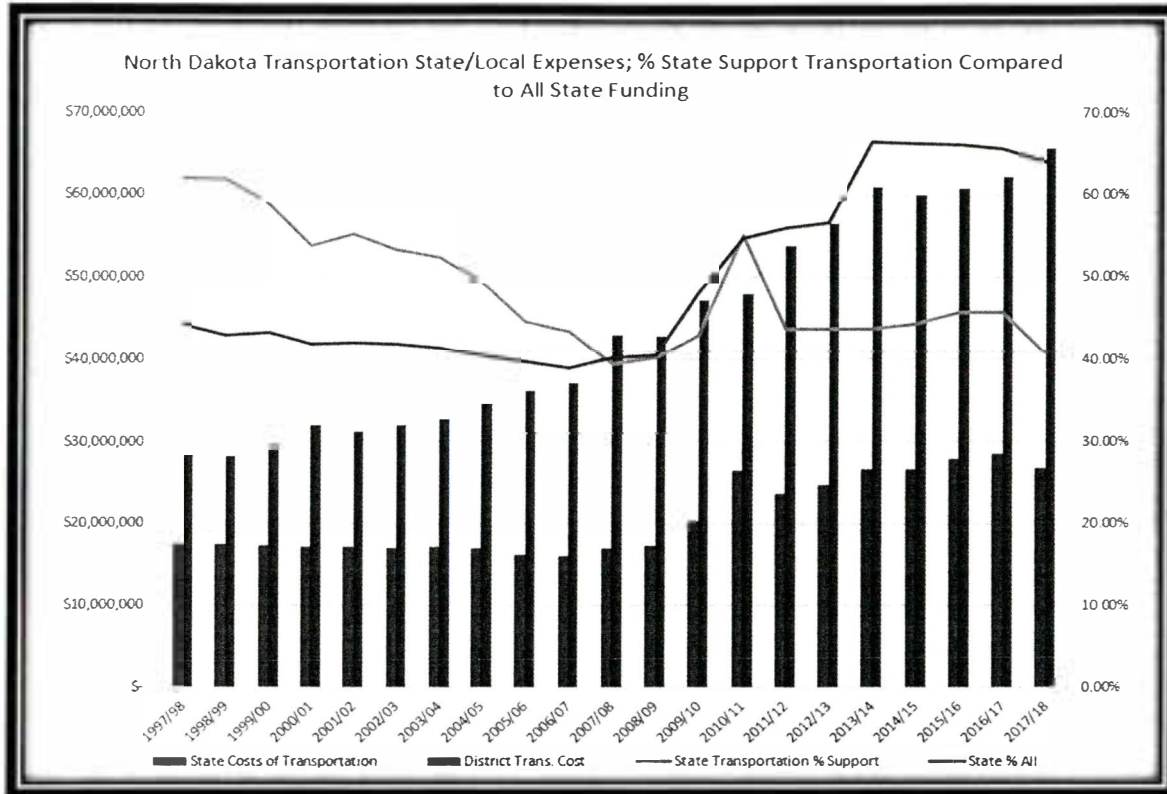
Table A - ND Public School Transportation History (Source: ND School Finance Facts)

ND PUBLIC SCHOOL DISTRICT TRANSPORTATION DATA - SOURCE: SCHOOL FINANCE FACTS SECTION A											
School Fiscal Year	No. of Pupils Transported	Cost of Transportation	Change in Yearly Cost	Total State Payments to Schools	Percent of State Support	Average Trans. Cost Per Pupil	Average Cost of Trans. Per Mile	Total Annual Mileage	Fall Enrollment	Operating School Districts	Percent of State Support All
1992/93	44,116	\$ 24,830,520.97		\$ 17,167,452	69.14%	\$ 562.85	\$ 1.00	24,770,652.40		257	47.10%
1993/94	43,754	\$ 25,101,143.75	1.09%	\$ 16,766,456	66.80%	\$ 573.69	\$ 1.03	24,482,141.10	118,512	251	46.40%
1994/95	47,105	\$ 26,296,239.55	4.76%	\$ 17,196,155	65.39%	\$ 558.25	\$ 1.09	24,169,781.80	118,649	238	45.70%
1995/96	47,580	\$ 26,668,279.48	1.41%	\$ 17,498,529	65.62%	\$ 560.49	\$ 1.13	23,539,349.20	118,565	234	46.00%
1996/97	48,236	\$ 27,779,408.99	4.17%	\$ 17,810,492	64.11%	\$ 575.91	\$ 1.17	23,837,566.80	117,816	234	45.70%
1997/98	48,445	\$ 28,371,324.50	2.13%	\$ 17,583,138	61.98%	\$ 585.64	\$ 1.18	24,025,594.20	116,103	231	44.26%
1998/99	49,117	\$ 28,222,184.35	-0.53%	\$ 17,442,180	61.80%	\$ 574.59	\$ 1.18	23,864,619.50	113,929	229	43.03%
1999/00	46,114	\$ 29,515,603.00	4.58%	\$ 17,381,171	58.89%	\$ 640.06	\$ 1.26	23,349,766.00	111,705	229	43.36%
2000/01	44,922	\$ 31,984,641.00	8.37%	\$ 17,205,267	53.79%	\$ 712.00	\$ 1.40	22,923,404.00	108,094	227	41.92%
2001/02	43,470	\$ 31,160,965.00	-2.58%	\$ 17,198,168	55.19%	\$ 716.84	\$ 1.32	23,583,312.00	105,217	218	42.07%
2002/03	43,249	\$ 31,901,335.00	2.38%	\$ 16,994,871	53.27%	\$ 737.62	\$ 1.35	23,614,851.00	103,013	217	41.93%
2003/04	39,022	\$ 32,743,341.00	2.64%	\$ 17,152,363	52.38%	\$ 839.10	\$ 1.44	22,784,009.00	101,137	211	41.45%
2004/05	37,257	\$ 34,668,950.00	5.88%	\$ 17,118,918	49.38%	\$ 930.54	\$ 1.55	22,337,864.00	99,324	206	40.48%
2005/06	38,096	\$ 36,228,595.00	4.50%	\$ 16,213,012	44.75%	\$ 950.99	\$ 1.64	22,039,176.00	97,120	198	39.66%
2006/07	38,442	\$ 37,133,249.00	2.50%	\$ 16,147,647	43.49%	\$ 965.96	\$ 1.72	21,584,342.00	95,600	195	38.99%
2007/08	37,748	\$ 43,119,410.00	16.12%	\$ 17,011,141	39.45%	\$1,142.29	\$ 2.03	21,218,019.00	94,057	187	40.16%
2008/09	38,371	\$ 42,995,587.95	-0.29%	\$ 17,304,869	40.25%	\$1,120.52	\$ 2.06	20,891,084.14	93,406	184	40.46%
2009/10	38,065	\$ 47,316,652.56	10.05%	\$ 20,310,472	42.92%	\$1,243.06	\$ 2.23	21,264,227.71	93,715	181	48.15%
2010/11	38,396	\$ 48,074,295.00	1.60%	\$ 26,462,498	55.05%	\$1,252.07	\$ 2.27	21,144,812.00	94,729	179	54.79%
2011/12	38,723	\$ 53,965,769.59	12.25%	\$ 23,650,074	43.82%	\$1,393.63	\$ 2.59	20,856,898.34	95,778	179	56.07%
2012/13	39,095	\$ 56,510,606.00	4.72%	\$ 24,738,009	43.78%	\$1,445.47	\$ 2.70	20,899,150.00	99,192	179	56.69%
2013/14	42,043	\$ 60,907,853.00	7.78%	\$ 26,631,842	43.72%	\$1,448.71	\$ 2.85	21,405,557.00	101,656	179	66.30%
2014/15	43,804	\$ 59,984,125.00	-1.52%	\$ 26,639,140	44.41%	\$1,369.39	\$ 2.83	21,215,830.00	104,278	179	66.27%
2015/16	44,602	\$ 60,722,287.00	1.23%	\$ 27,803,637	45.79%	\$1,361.43	\$ 2.79	21,757,879.00	106,070	178	66.10%
2016/17	43,352	\$ 62,135,733.00	2.33%	\$ 28,447,575	45.78%	\$1,433.30	\$ 2.90	21,414,287.00	108,945	178	65.56%
2017/18	43,612	\$ 65,718,263.00	5.77%	\$ 26,837,564	40.84%	\$1,506.90	\$ 2.95	22,292,544.00	110,223	178	63.95%
1993-2018	-1%	165%				168%	195%	-10%	-7%	-31%	
Total Yearly Ave.			4.05%								
Date revised 11/20/018			ESTIMATE	2017/18 Information will be available from ND DPI End of February 2019				ESTIMATE			
Acknowledgement and Appreciation Noted: 2009 HB 1013 authorized a \$5M supplemental payment to schools SY 2010/11 - Emission Upgrades.											

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Table B – Transportation Graphics  
 State and District Transportation Costs  
 State Percentage Support Transportation Compared to All State Funding



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Table C – Summary of Annual Rides and Annual Runs  
 Source: ND DPI

Summary of Total Annual Rides and Sum of Total Annual Runs 2007 to 2018 Time Periods													
Total Annual Rides by Route	Year - 2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	Difference 2007 to 2018
Extended Year	19,718	12,678	32,714	50,672	56,268	54,458	49,060	47,751	45,969	55,481	43,286	35,565	15,847
Family - to Bus	34,294	22,664	23,405	22,497	24,996	20,568	20,317	17,616	26,746	26,600	27,847	16,498	-17,796
Family - to School	78,196	64,225	51,004	35,906	47,192	40,691	46,140	52,679	46,833	37,228	30,522	34,786	-43,410
In City	2,583,590	2,602,927	2,724,470	3,067,899	3,172,910	3,278,330	3,386,730	3,776,503	4,021,605	4,252,087	4,218,011	4,235,314	1,651,724
Other Purposes	230,434	223,335	261,876	241,982	274,822	238,918	263,235	295,927	234,981	235,816	220,925	180,935	-49,499
Public Transit	95,126	97,403	91,418	78,607	80,590	71,775	101,101	138,898	146,785	69,388	53,483	48,426	-46,700
Rural	9,591,569	9,444,385	9,350,170	9,042,176	9,012,258	9,157,258	9,138,532	9,554,904	10,027,077	10,050,685	9,752,157	9,924,375	332,806
Special Ed	476,982	463,136	438,464	422,964	446,052	406,149	394,053	446,230	422,600	473,589	482,494	481,889	4,907
Vocational Ed	252,095	236,295	222,717	207,632	246,662	295,721	301,912	403,733	407,223	413,253	344,341	306,298	54,203
<b>Total</b>	<b>13,362,004</b>	<b>13,167,048</b>	<b>13,196,238</b>	<b>13,170,335</b>	<b>13,361,750</b>	<b>13,563,868</b>	<b>13,701,080</b>	<b>14,734,241</b>	<b>15,379,819</b>	<b>15,614,127</b>	<b>15,173,066</b>	<b>15,264,086</b>	<b>1,902,082</b>

Total Annual Runs by Route	Year	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	
Extended Year		2,453	2,264	3,460	3,910	3,212	3,242	2,991	3,176	2,803	3,160	3,325	3,030	577
Family - to Bus		22,671	22,891	19,928	20,192	20,353	17,025	18,630	15,965	17,317	17,013	14,554	12,110	-10,561
Family - to School		56,073	48,758	44,191	23,159	36,027	30,383	27,965	34,132	31,972	26,614	19,800	21,584	-34,489
In City		87,731	93,833	85,963	94,408	94,180	95,475	99,471	102,440	104,619	113,718	117,595	136,051	48,320
Other Purposes		13,311	12,694	11,374	20,912	13,733	15,651	16,020	14,974	15,376	13,844	13,285	10,035	-3,276
Public Transit		4,756	4,871	3,096	3,232	3,224	3,148	3,606	8,454	8,813	4,006	3,287	3,606	-1,150
Rural		351,393	342,841	335,267	334,619	343,059	341,060	338,097	336,059	337,373	344,348	339,603	337,843	-13,550
Special Ed		64,599	66,717	55,460	61,306	60,607	60,135	58,133	67,525	61,905	64,975	68,749	76,480	11,881
Vocational Ed		19,250	16,526	18,148	18,492	20,253	24,204	24,275	25,597	27,658	26,996	27,174	24,041	4,791
<b>Total</b>		<b>622,237</b>	<b>611,395</b>	<b>576,887</b>	<b>580,230</b>	<b>594,648</b>	<b>590,323</b>	<b>589,188</b>	<b>608,322</b>	<b>607,836</b>	<b>614,674</b>	<b>607,372</b>	<b>624,780</b>	<b>2,543</b>

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PROPOSED AMENDMENTS TO SENATE BILL NO. 2013

Page 1, line 20, replace "55,400,000" with "58,000,000"

SECTION 7. TRANSPORTATION GRANTS - DISTRIBUTION

Page 5, line 19, replace "eleven" with "eighteen"

Page 5, line 21, replace "fifty-two" with "fifty-five"

Page 5, line 23, replace "Fifty" with "Fifty-four"

Page 6, line 3, replace "Fifty" with "Fifty-four"

Page 6, line 10, replace "Thirty" with "Thirty-two"

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**State Library - Budget No. 250  
Senate Bill No. 2013  
Base Level Funding Changes**

	Executive Budget Recommendation				Senate Version				Senate Changes to Executive Budget Increase (Decrease) - Executive Budget			
	FTE Position	General Fund	Other Funds	Total	FTE Position	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total
<b>2019-21 Biennium Base Level</b>	28.75	\$5,618,301	\$2,247,560	\$7,865,861	28.75	\$5,618,301	\$2,247,560	\$7,865,861	0.00	\$0	\$0	\$0
<b>2019-21 Ongoing Funding Changes</b>												
Base payroll changes		\$29,959	(\$58,654)	(\$28,695)		\$29,959	(\$58,654)	(\$28,695)				\$0
Salary increase		146,450	18,071	164,521		98,898	11,006	109,904		(47,552)	(7,065)	(54,617)
Health insurance increase		100,919	12,452	113,371		116,014	17,848	133,862		15,095	5,396	20,491
Retirement contribution increase		19,078	2,354	21,432				0		(19,078)	(2,354)	(21,432)
Removes 2 FTE library associate I positions	(2.00)	(280,915)		(280,915)	(2.00)	(280,915)		(280,915)				0
Adds 1 FTE librarian III position	1.00	181,278		181,278	1.00	181,278		181,278				0
Adjusts funding for operating expenses		(29,959)	25,186	(4,773)		(29,959)	25,186	(4,773)				0
Adds funding for Microsoft Office 365 licensing expenses		22,615		22,615		22,615		22,615				0
Adds federal funding authority for a youth coding skills grant			124,500	124,500			124,500	124,500				0
<b>Total ongoing funding changes</b>	<b>(1.00)</b>	<b>\$189,425</b>	<b>\$123,909</b>	<b>\$313,334</b>	<b>(1.00)</b>	<b>\$137,890</b>	<b>\$119,886</b>	<b>\$257,776</b>	<b>0.00</b>	<b>(\$51,535)</b>	<b>(\$4,023)</b>	<b>(\$55,558)</b>
<b>One-time funding items</b>												
No one-time funding items				\$0				\$0				\$0
<b>Total one-time funding changes</b>	<b>0.00</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>0.00</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>0.00</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Total Changes to Base Level Funding</b>	<b>(1.00)</b>	<b>\$189,425</b>	<b>\$123,909</b>	<b>\$313,334</b>	<b>(1.00)</b>	<b>\$137,890</b>	<b>\$119,886</b>	<b>\$257,776</b>	<b>0.00</b>	<b>(\$51,535)</b>	<b>(\$4,023)</b>	<b>(\$55,558)</b>
<b>2019-21 Total Funding</b>	<b>27.75</b>	<b>\$5,807,726</b>	<b>\$2,371,469</b>	<b>\$8,179,195</b>	<b>27.75</b>	<b>\$5,756,191</b>	<b>\$2,367,446</b>	<b>\$8,123,637</b>	<b>0.00</b>	<b>(\$51,535)</b>	<b>(\$4,023)</b>	<b>(\$55,558)</b>

**Other Sections for State Library - Budget No. 250**

	Executive Budget Recommendation	Senate Version
State aid to public libraries	Section 10 would provide that of the \$1,737,582 provided for aid to public libraries, no more than one half may be spent during the 1st year of the biennium.	A section is added to provide that of the \$1,737,582 provided for aid to public libraries, no more than one half may be spent during the 1st year of the biennium.

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**School for the Deaf - Budget No. 252**  
**Senate Bill No. 2013**  
**Base Level Funding Changes**

	Executive Budget Recommendation				Senate Version				Senate Changes to Executive Budget Increase (Decrease) - Executive Budget			
	FTE Position	General Fund	Other Funds	Total	FTE Position	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total
<b>2019-21 Biennium Base Level</b>	45.61	\$7,488,526	\$2,465,444	\$9,953,970	45.61	\$7,488,526	\$2,465,444	\$9,953,970	0.00	\$0	\$0	\$0
<b>2019-21 Ongoing Funding Changes</b>												
Base payroll changes	(1.00)	(\$293,445)	\$70,593	(\$222,852)	(1.00)	(\$293,445)	\$70,593	(\$222,852)				\$0
Salary increase		275,879	16,037	291,916		194,480	9,985	204,465		(\$81,399)	(\$6,052)	(87,451)
Health insurance increase		189,285	11,003	200,288		221,855	14,635	236,490		32,570	3,632	36,202
Retirement contribution increase		20,514	1,192	21,706				0		(20,514)	(1,192)	(21,706)
Removes 2 FTE undesignated positions	(2.00)	(317,654)		(317,654)	(2.00)	(317,654)		(317,654)				0
Adds 1 FTE adult services position	1.00		159,996	159,996	1.00		159,996	159,996				0
Restores 1 FTE undesignated position and funding for salaries and wages				0	1.00	200,000		200,000	1.00	200,000		200,000
Increases funding for temporary salaries			27,500	27,500			27,500	27,500				0
Increases funding for teacher salaries		144,153		144,153		144,153		144,153				0
Adds funding for interactive information technology equipment			15,000	15,000			15,000	15,000				0
Increases funding for meals			10,000	10,000			10,000	10,000				0
Increases funding for audiology and speech contract costs			20,000	20,000			20,000	20,000				0
Decreases funding for operating expenses			(365,957)	(365,957)			(365,957)	(365,957)				0
Reduces funding for interpreter grants to state colleges and universities to provide a total of \$40,000 from the general fund		(140,000)		(140,000)		(140,000)		(140,000)				0
<b>Total ongoing funding changes</b>	<b>(2.00)</b>	<b>(\$121,268)</b>	<b>(\$34,636)</b>	<b>(\$155,904)</b>	<b>(1.00)</b>	<b>\$9,389</b>	<b>(\$38,248)</b>	<b>(\$28,859)</b>	<b>1.00</b>	<b>\$130,657</b>	<b>(\$3,612)</b>	<b>\$127,045</b>
<b>One-time funding items</b>												
Adds one-time funding for a dishwashing unit			\$20,000	\$20,000			\$20,000	\$20,000			\$0	\$0
Adds one-time funding for extraordinary repairs related to master facility plan			250,000	250,000			250,000	250,000			0	0
<b>Total one-time funding changes</b>	<b>0.00</b>	<b>\$0</b>	<b>\$270,000</b>	<b>\$270,000</b>	<b>0.00</b>	<b>\$0</b>	<b>\$270,000</b>	<b>\$270,000</b>	<b>0.00</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Total Changes to Base Level Funding</b>	<b>(2.00)</b>	<b>(\$121,268)</b>	<b>\$235,364</b>	<b>\$114,096</b>	<b>(1.00)</b>	<b>\$9,389</b>	<b>\$231,752</b>	<b>\$241,141</b>	<b>1.00</b>	<b>\$130,657</b>	<b>(\$3,612)</b>	<b>\$127,045</b>
<b>2019-21 Total Funding</b>	<b>43.61</b>	<b>\$7,367,258</b>	<b>\$2,700,808</b>	<b>\$10,068,066</b>	<b>44.61</b>	<b>\$7,497,915</b>	<b>\$2,697,196</b>	<b>\$10,195,111</b>	<b>1.00</b>	<b>\$130,657</b>	<b>(\$3,612)</b>	<b>\$127,045</b>

Other Sections for School for the Deaf - Budget No. 252

Executive Budget Recommendation

Higher education interpreter grant program Section 11 would provide that \$40,000 from the general fund included in the grants line item of the School for the Deaf is for a 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 2019-21 biennium. Funding appropriated for this program is not subject to North Dakota Century Code Section 54-44.1-11. In addition, the section would require 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 1st year of the biennium. If any grant funding remains undistributed at the end of the biennium, the School for the Deaf would provide additional prorated grants to institutions that during the biennium incurred hourly expenses in excess of the formula reimbursement level.

Senate Version

A section is added to provide that \$40,000 from the general fund included in the grants line item of the School for the Deaf is for a 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 2019-21 biennium. Funding appropriated for this program is not subject to North Dakota Century Code Section 54-44.1-11. In addition, the section would require 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 1st year of the biennium. If any grant funding remains undistributed at the end of the biennium, the School for the Deaf would provide additional prorated grants to institutions that during the biennium incurred hourly expenses in excess of the formula reimbursement level.

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**North Dakota Vision Services - School for the Blind - Budget No. 253**  
**Senate Bill No. 2013**  
**Base Level Funding Changes**

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	Executive Budget Recommendation				Senate Version				Senate Changes to Executive Budget Increase (Decrease) - Executive Budget			
	FTE Position	General Fund	Other Funds	Total	FTE Position	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total
<b>2019-21 Biennium Base Level</b>	28.50	\$4,394,146	\$1,079,247	\$5,473,393	28.50	\$4,394,146	\$1,079,247	\$5,473,393	0.00	\$0	\$0	\$0
<b>2019-21 Ongoing Funding Changes</b>												
Base payroll changes		(\$940)	(\$21,389)	(\$22,329)		(\$940)	(\$21,389)	(\$22,329)				\$0
Salary increase		175,810	6,547	182,357		124,044	3,683	127,727		(\$51,766)	(\$2,864)	(54,630)
Health insurance increase		109,302	4,070	113,372		127,125	6,737	133,862		17,823	2,667	20,490
Retirement contribution increase		11,640	434	12,074				0		(11,640)	(434)	(12,074)
Removes a .6 FTE position	(0.60)	(73,069)	(31,633)	(104,702)	(0.60)	(73,069)	(31,633)	(104,702)				0
Increases funding for teacher salaries		119,203		119,203		119,203		119,203				0
Adjusts funding for operating expenses		939	(939)	0		939	(939)	0				0
Adds funding for Microsoft Office 365 licensing expenses		7,828	14,787	22,615		7,828	14,787	22,615				0
<b>Total ongoing funding changes</b>	<b>(0.60)</b>	<b>\$350,713</b>	<b>(\$28,123)</b>	<b>\$322,590</b>	<b>(0.60)</b>	<b>\$305,130</b>	<b>(\$28,754)</b>	<b>\$276,376</b>	<b>0.00</b>	<b>(\$45,583)</b>	<b>(\$631)</b>	<b>(\$46,214)</b>
<b>One-time funding items</b>												
Adds one-time funding for adaptive technology equipment			\$20,000	\$20,000			\$20,000	\$20,000			\$0	\$0
Adds one-time funding for capital improvements			260,500	260,500			260,500	260,500			0	0
<b>Total one-time funding changes</b>	<b>0.00</b>	<b>\$0</b>	<b>\$280,500</b>	<b>\$280,500</b>	<b>0.00</b>	<b>\$0</b>	<b>\$280,500</b>	<b>\$280,500</b>	<b>0.00</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Total Changes to Base Level Funding</b>	<b>(0.60)</b>	<b>\$350,713</b>	<b>\$252,377</b>	<b>\$603,090</b>	<b>(0.60)</b>	<b>\$305,130</b>	<b>\$251,746</b>	<b>\$556,876</b>	<b>0.00</b>	<b>(\$45,583)</b>	<b>(\$631)</b>	<b>(\$46,214)</b>
<b>2019-21 Total Funding</b>	<b>27.90</b>	<b>\$4,744,859</b>	<b>\$1,331,624</b>	<b>\$6,076,483</b>	<b>27.90</b>	<b>\$4,699,276</b>	<b>\$1,330,993</b>	<b>\$6,030,269</b>	<b>0.00</b>	<b>(\$45,583)</b>	<b>(\$631)</b>	<b>(\$46,214)</b>

**Other Sections for North Dakota Vision Services - School for the Blind - Budget No. 253**

**Executive Budget Recommendation**  
 The executive budget did not include any other sections related to the North Dakota Vision Services - School for the Blind.

**Senate Version**  
 The Senate did not include any other sections related to the North Dakota Vision Services - School for the Blind.

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**Department of Public Instruction - Budget No. 201**  
**Senate Bill No. 2013**  
**Base Level Funding Changes**

	Executive Budget Recommendation				Senate Version				Senate Changes to Executive Budget Increase (Decrease) - Executive Budget			
	FTE Position	General Fund	Other Funds	Total	FTE Position	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total
<b>2019-21 Biennium Base Level</b>	91.75	\$1,435,601,984	\$705,727,065	\$2,141,329,049	91.75	\$1,435,601,984	\$705,727,065	\$2,141,329,049	0.00	\$0	\$0	\$0
<b>2019-21 Ongoing Funding Changes</b>												
Base payroll changes		(\$1,118,179)	\$1,116,589	(\$1,590)		(\$1,118,179)	\$1,116,589	(\$1,590)				\$0
Salary increase		252,417	494,470	746,887		166,771	336,409	503,180		(85,646)	(158,061)	(243,707)
Health insurance increase		118,771	232,665	351,436		129,656	285,318	414,974		10,885	52,653	63,538
Retirement contribution increase		30,901	60,535	91,436				0		(30,901)	(60,535)	(91,436)
Removes 4 FTE positions	(4.00)	(583,930)	(103,046)	(686,976)	(4.00)	(583,930)	(103,046)	(686,976)				0
Adds 1 FTE division manager position	1.00	272,692		272,692	1.00	272,692		272,692				0
Transfers the teacher shortage loan forgiveness program from the North Dakota University System		2,103,393		2,103,393		2,103,393		2,103,393				0
Adds funding to transfer the state funded component of the federal Quality Rating and Improvement System from the Department of Human Services		150,000		150,000				0		(150,000)		(150,000)
Adds funding for Microsoft Office 365 licensing expenses		16,343	47,145	63,488		16,343	47,145	63,488				0
Reduces operating expenses		(277,748)	(84,191)	(361,939)		(277,748)	(84,191)	(361,939)				0
Increases funding for cost-to-continue state school aid		52,295,837		52,295,837		53,625,374		53,625,374		1,329,537		1,329,537
Adds funding to provide a 2 percent increase in the per pupil payment each year of the biennium		57,638,829		57,638,829		61,962,987		61,962,987		4,324,158		4,324,158
Adds funding to provide an additional 1 percent increase in the integrated formula payment in the second year of the biennium				0		10,797,984		10,797,984		10,797,984		10,797,984
Adds funding to Increase formula maximum payments 5 percent each year of the biennium		4,324,158		4,324,158		4,331,460		4,331,460		7,302		7,302
Reduces funding for savings related to transitioning school districts from minimum payments		(14,004,083)		(14,004,083)		(2,031,496)		(2,031,496)		11,972,587		11,972,587
Reduces funding for savings related to removing new property from the 12 percent limitation on property tax increases		(8,892,316)		(8,892,316)				0		8,892,316		8,892,316



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Adds funding to transition to on-time funding	24,135,735		24,135,735		36,999,559		36,999,559		12,863,824		12,863,824	
Increases funding for adjustments to the state aid formula that reduce the local revenue deduction to 75 percent for all local revenue types			0		5,756,023		5,756,023		5,756,023		5,756,023	
Adds funding for integrated formula payments to replace one-time funding provided from the foundation aid stabilization fund during the 2017-19 biennium	185,000,000		185,000,000		185,000,000		185,000,000				0	
Adjusts the funding source for integrated formula payments to increase funding from the foundation aid stabilization fund	(122,781,065)	122,781,065	0				0		122,781,065	(122,781,065)	0	
Adjusts the funding source for integrated formula payments to increase funding from the state tuition fund/common schools trust fund	(74,217,095)	74,217,095	0		(74,217,095)	74,217,095	0				0	
Increases funding for special education contract grants to provide a total of \$25 million from the general fund	5,700,000		5,700,000		5,700,000		5,700,000				0	
Increases funding for adult education matching grants	1,000,000		1,000,000		1,300,000		1,300,000		300,000		300,000	
Transfers prekindergarten grants from Department of Commerce	3,000,000		3,000,000		1,500,000		1,500,000		(1,500,000)		(1,500,000)	
Increases funding for a program grant pool	279,711		279,711		579,711		579,711		300,000		300,000	
Decreases funding for general fund passthrough grants	(359,871)		(359,871)		(48,660)		(48,660)		311,211		311,211	
Increases federal funds authority for grants		33,000,000	33,000,000			33,000,000	33,000,000				0	
Reduces and transfers PowerSchool to the Information Technology Department	(5,500,000)		(5,500,000)				0		5,500,000		5,500,000	
Reduces funding for transportation efficiency and transfers the remaining funding of \$27,000 from the transportation efficiency line item to the program grant pool	(3,000)		(3,000)		(3,000)		(3,000)				0	
Reduces funding for national board certification to provide a total of \$108,000	(12,000)		(12,000)		(12,000)		(12,000)				0	
Total ongoing funding changes	(3.00)	\$108,569,500	\$231,762,327	\$340,331,827	(3.00)	\$291,949,845	\$108,815,319	\$400,765,164	0.00	\$183,380,345	(\$122,947,008)	\$60,433,337
<b>One-time funding items</b>												
Adds one-time funding for cybersecurity education for teachers	\$3,000,000		\$3,000,000				0		(3,000,000)		(3,000,000)	
Adds one-time funding to rewrite the state aid formula	200,000		200,000		200,000		200,000		0		0	

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Adds one-time funding to review the state's foreign language standards	125,000	125,000	0	(125,000)	(125,000)							
Total one-time funding changes	0.00	\$3,325,000	\$0	\$3,325,000	0.00	(\$3,125,000)	\$0	(\$3,125,000)				
<b>Total Changes to Base Level Funding</b>	(3.00)	\$111,894,500	\$231,762,327	\$343,656,827	(3.00)	\$292,149,845	\$108,815,319	\$400,965,164	0.00	\$180,255,345	(\$122,947,008)	\$57,308,337
<b>2019-21 Total Funding</b>	88.75	\$1,547,496,484	\$937,489,392	\$2,484,985,876	88.75	\$1,727,751,829	\$814,542,384	\$2,542,294,213	0.00	\$180,255,345	(\$122,947,008)	\$57,308,337

**Other Sections for Department of Public Instruction - Budget No. 201**

**Executive Budget Recommendation**

**Senate Version**

Salary of the Superintendent of Public Instruction  
Section 3 would provide the statutory changes to increase the Superintendent of Public Instruction's salary. The Superintendent's annual salary would increase from the current level of \$120,410 to \$125,226, effective July 1, 2019, and to \$127,731, effective July 1, 2020, to reflect the 4 and 2 percent recommended salary increase.

Tuition apportionment  
Section 4 would provide that any money available in the state tuition fund in excess of the \$379,764,000 appropriated in Section 1 of the bill is appropriated to DPI for distribution to school districts.

Foundation aid stabilization fund transfer

Exemption - Funding transfer authorization

Payments for 2017-19 biennium educational services  
Section 5 would provide that DPI may use money appropriated for integrated formula payments and special education contracts for the 2019-21 biennium to pay claims due during the 2017-19 biennium, but not filed with the department until the 2019-21 biennium.

Gifted and talented program funding and Medicaid matching grants  
Section 6 would provide that DPI use \$800,000 of the 2019-21 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. The section also provides 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 DPI to the Department of Human Services on behalf of the school district or unit.

A section is added to provide the statutory changes to increase the Superintendent of Public Instruction's salary. The Superintendent's annual salary would increase from the current level of \$120,410 to \$122,818, effective July 1, 2019, and to \$126,503, effective July 1, 2020, to reflect the 2 and 3 percent salary increase.

A section is added to provide that any money available in the state tuition fund in excess of the \$379,764,000 appropriated in Section 1 of the bill is appropriated to DPI for distribution to school districts.

A section is added to identify funding provided from the foundation aid stabilization fund and provide for quarterly transfers from the fund to the Department of Public Instruction.

A section is added to allow the Superintendent to transfer funding from the integrated formula payments line item to the grants - special education line item to provide funding for 2017-19 biennium special education contract expenditures in excess of the 2017-19 biennium special education contract appropriation.

A section is added to provide that DPI may use money appropriated for integrated formula payments and special education contracts for the 2019-21 biennium to pay claims due during the 2017-19 biennium, but not filed with the department until the 2019-21 biennium. Claims related to the 2017-19 biennium must be filed by June 30, 2020.

A section is added to provide that DPI use \$800,000 of the 2019-21 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. The section also provides 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 DPI to the Department of Human Services on behalf of the school district or unit.

Other Sections for Department of Public Instruction - Budget No. 201

	<u>Executive Budget Recommendation</u>	<u>Senate Version</u>
Transportation grants - Distribution		A section is added to provide for the distribution of transportation grants at the same reimbursement rates as provided in the 2017-19 biennium.
Regional education association grants	Section 7 would provide for the distribution of up to \$500,000 from the integrated formula payments line item for the purpose of providing annual grants to regional education associations during the 2019-21 biennium.	A section is added to provide for the distribution of up to \$500,000 from the integrated formula payments line item for the purpose of providing annual grants to regional education associations during the 2019-21 biennium.
Continuing education grants	Section 8 would provide for the distribution of up to \$125,000 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.	A section is added to provide for the distribution of up to \$125,000 from the grants - program 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 9 would provide that, notwithstanding North Dakota Century Code Section 54-44.1-15, DPI 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.	A section is added to provide that, notwithstanding North Dakota Century Code Section 54-44.1-15, DPI 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.
State school aid program	Section 12 would provide for changes included in the executive recommendation for integrated formula payments, including a 2 percent increase in the per-student payment each year of the 2019-21 biennium. The current per-student payment rate of \$9,646 would increase to \$9,839 for the 2019-20 academic year and to \$10,036 for the 2020-21 academic year. Changes to the per student payment rate require a statutory change and this section may be eliminated when the recommendation for integrated formula payments is developed by the Legislative Assembly.	This section was not added by the Senate. Senate amendments to the state school aid formula are provided in Senate Bill No. 2265.
Grants - Passthrough grants distribution	Section 13 would require no more than one-half of the passthrough grants provided to the department may be distributed during the 1st year of the biennium.	A section is added to require no more than one-half of the passthrough grants provided to the department may be distributed during the 1st year of the biennium and to provide for a report.
Contingent appropriation - Special education contracts and Teacher Incentives for Leadership in Education (TILE) Program	Section 14 would provide if any funding appropriated to the Superintendent of Public Instruction for integrated formula payments to school districts remains after the Superintendent complies with all statutory payment obligations imposed for the biennium beginning July 1, 2017, and ending June 30, 2019, the Superintendent shall first use the remaining funds to pay any state obligations in excess of the amount appropriated for special education contracts for the 2017-19 biennium and second use up to \$10,000,000 of any remaining funds for the creation of a TILE program. Funding provided for the TILE program must be invested in professional development, project-based incentives for current teachers, or career track opportunities for teacher leaders.	This section was not added by the Senate. However, a separate section is added allowing the Superintendent, after the complying with all statutory payment obligations, to use funding remaining from the 2017-19 biennium appropriation for integrated formula payments for special education grants.

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Other Sections for Department of Public Instruction - Budget No. 201

	<u>Executive Budget Recommendation</u>	<u>Senate Version</u>
Foundation aid stabilization fund transfer	Section 15 would provide for the transfer, on a quarterly basis, a total of \$232,781,065 from the foundation aid stabilization fund to the operating fund of DPI for the purpose of providing integrated formula payments during the 2019-21 biennium.	This section was not included by the Senate, but the transfer authorization is included in the section identifying funding from the foundation aid stabilization fund.
Teacher loan forgiveness program transfer	Section 16 would include the statutory changes necessary to transfer the administration of the teacher loan forgiveness program from the State Board of Higher Education to the Superintendent of Public Instruction.	A section is added to provide the statutory changes necessary to transfer the administration of the teacher loan forgiveness program from the State Board of Higher Education to the Superintendent of Public Instruction.
State school aid formula changes	Section 17 would provide the statutory changes to the state school aid formula included in the executive budget recommendation. Statutory changes include: <ul style="list-style-type: none"> <li>• Recalculating the baseline funding of school districts in an approved cooperative agreement;</li> <li>• Increasing the integrated formula per student payment rate 2 percent each year of the biennium;</li> <li>• Reducing minimum payments in the formula to 90 percent of the baseline calculation in both years of the biennium; and</li> <li>• Increasing maximum payments in the formula by 5 percent each year of the biennium.</li> </ul>	This section was not added by the Senate. Senate amendments to the state school aid formula are provided in Senate Bill No. 2265.
Early childhood education	Sections 18, 19, and 20 would provide the statutory changes necessary to transfer the early childhood service provider grant program from the Department of Commerce to the Superintendent of Public Instruction.	Sections are added to provide the statutory changes necessary to transfer the early childhood service provider grant program from the Department of Commerce to the Superintendent of Public Instruction.
Special education grants - Deficiency authorization	Section 21 would provide if funds appropriated to the Superintendent of Public Instruction in the grants - special education line item for special education contract grants in the 2019-21 biennium are not sufficient to meet special education contract obligations, the Superintendent must request supplemental funding from the 67th Legislative Assembly.	A section is added to provide if funds appropriated to the Superintendent of Public Instruction in the grants - special education line item for special education contract grants in the 2019-21 biennium are not sufficient to meet special education contract obligations, the Superintendent must request supplemental funding from the 67th Legislative Assembly.
Emergency		A section is added to declare the authorization to transfer funding from the integrated formula payments line item to the grant - special education line item for the 2017-19 biennium is declared an emergency.

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**STATE SCHOOL AID, OTHER GRANTS, AND DEPARTMENT OF PUBLIC INSTRUCTION ADMINISTRATION  
COMPARISON OF 2017-19 BIENNIUM APPROPRIATION, 2019-21 BIENNIUM BASE BUDGET,  
EXECUTIVE BUDGET AND SENATE APPROPRIATIONS COMMITTEE VERSIONS - SENATE BILL 2013 ONLY**

	2017-19 Appropriation	2019-21 Base Budget	2019-21 Executive Budget	2019-21 Executive Budget Increase (Decrease) Compared to 2017-19 Appropriation	2019-21 Senate Version	2019-21 Senate Version Increase (Decrease) Compared to Base Budget	2019-21 Senate Version Increase (Decrease) Compared to Executive Budget
<b>State school aid program</b>							
State school aid - Integrated formula payments	\$1,935,204,163 <sup>1</sup>	\$1,750,204,163	\$2,050,702,323 <sup>1</sup>	\$115,498,160	\$2,106,646,054	\$356,441,891	\$55,943,731
Transportation aid payments	55,400,000	55,400,000	55,400,000	0	55,400,000	0	0
Rapid enrollment grants	6,000,000 <sup>1</sup>			(6,000,000)		0	0
Special education - Contracts	19,300,000 <sup>2</sup>	19,300,000	25,000,000	5,700,000	25,000,000	5,700,000	0
<b>Total - State school aid program</b>	<b>\$2,015,904,163</b>	<b>\$1,824,904,163</b>	<b>\$2,131,102,323</b>	<b>\$115,198,160</b>	<b>\$2,187,046,054</b>	<b>\$362,141,891</b>	<b>\$55,943,731</b>
General fund	\$1,409,357,258	\$1,409,357,258	\$1,518,557,258	\$109,200,000	\$1,697,282,054	\$287,924,796	\$178,724,796
Foundation aid stabilization fund	301,000,000 <sup>1</sup>	110,000,000	232,781,065	(68,218,935)	110,000,000	0	(122,781,065)
State tuition fund	305,546,905	305,546,905	379,764,000	74,217,095	379,764,000	74,217,095	0
<b>Total state school aid program</b>	<b>\$2,015,904,163 <sup>2</sup></b>	<b>\$1,824,904,163</b>	<b>\$2,131,102,323</b>	<b>\$115,198,160</b>	<b>\$2,187,046,054</b>	<b>\$362,141,891</b>	<b>\$55,943,731</b>
<b>Other program grants - General fund</b>							
Adult education matching grants	\$3,100,000	\$3,100,000	\$4,100,000	\$1,000,000	\$4,400,000	\$1,300,000	\$300,000
School food services matching grants	1,380,000	1,380,000	1,380,000	0	1,380,000	0	0
Prekindergarten grants			3,000,000 <sup>3</sup>	3,000,000	1,500,000	1,500,000	(1,500,000)
Free breakfast program	200,000	200,000	200,000	0	200,000	0	0
Program grant pool	1,530,000 <sup>4</sup>	1,530,000	1,809,711	279,711	2,136,711	606,711	327,000
<b>Total - Other program grants - General fund</b>	<b>\$6,210,000</b>	<b>\$6,210,000</b>	<b>\$10,489,711</b>	<b>\$4,279,711</b>	<b>\$9,616,711</b>	<b>\$3,406,711</b>	<b>(\$873,000)</b>
<b>Other grants - Other funds</b>							
Federal grants	\$253,837,705	\$253,837,705	\$286,837,705	\$33,000,000	\$286,837,705	\$33,000,000	\$0
Governor's School program - Student loan trust fund	220,000 <sup>5</sup>			(220,000)		0	0
Regional education association merger grants	100,000 <sup>6</sup>			(100,000)		0	0
Foundation aid stabilization fund				0		0	0
English language learner grants - Foundation aid stabilization fund	500,000 <sup>7</sup>			(500,000)		0	0
Displaced homemaker program	225,000	225,000	225,000	0	225,000	0	0
<b>Total - Other grants - Other funds</b>	<b>\$254,882,705</b>	<b>\$254,062,705</b>	<b>\$287,062,705</b>	<b>\$32,180,000</b>	<b>\$287,062,705</b>	<b>\$33,000,000</b>	<b>\$0</b>
<b>Total state school aid and other grants - All funds</b>	<b>\$2,276,996,868</b>	<b>\$2,085,176,868</b>	<b>\$2,428,654,739</b>	<b>\$151,657,871</b>	<b>\$2,483,725,470</b>	<b>\$398,548,602</b>	<b>\$55,070,731</b>



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	2017-19 Appropriation	2019-21 Base Budget	2019-21 Executive Budget	2019-21 Executive Budget Increase (Decrease) Compared to 2017-19 Appropriation	2019-21 Senate Version	2019-21 Senate Version Increase (Decrease) Compared to Base Budget	2019-21 Senate Version Increase (Decrease) Compared to Executive Budget
<b>Agency administration and other passthrough grants</b>							
Administration - General fund	\$11,486,726	\$11,486,726	\$15,776,386	\$4,289,660	\$12,395,724	\$908,998	(\$3,380,662)
Administration - Other funds	36,117,455	36,117,455	37,881,622	1,764,167	37,715,679	1,598,224	(165,943)
<b>Total - Agency administration</b>	<b>\$47,604,181</b>	<b>\$47,604,181</b>	<b>\$53,658,008<sup>8</sup></b>	<b>\$6,053,827</b>	<b>\$50,111,403</b>	<b>\$2,507,222</b>	<b>(\$3,546,605)</b>
National writing projects	\$20,000	\$20,000	\$20,000	\$0	\$40,000	\$20,000	\$20,000
Rural art outreach project	350,000	350,000	328,789	(21,211)	360,000	10,000	31,211
North Central Council for Educational Media Services	238,000	238,000	223,576	(14,424)	223,576	(14,424)	0
Mentoring program	2,050,000	2,050,000	1,925,764	(124,236)	2,125,764	75,764	200,000
Global Bridges (Atlantik-Brucke) exchange	200,000	200,000	0	(200,000)	0	(200,000)	0
Young entrepreneur education program	30,000	30,000	30,000	0	30,000	0	0
"We the People" program	10,000	10,000	10,000	0	50,000	40,000	40,000
Governor's School program	0	0	0	0	20,000	20,000	20,000
PowerSchool	5,500,000	5,500,000	0 <sup>9</sup>	(5,500,000)	5,500,000	0	5,500,000
Transportation efficiency	30,000	30,000	27,000	(3,000)	0	(30,000)	(27,000)
National board certification	120,000	120,000	108,000	(12,000)	108,000	(12,000)	0
<b>Total - Other passthrough grants - General fund</b>	<b>\$8,548,000</b>	<b>\$8,548,000</b>	<b>\$2,673,129</b>	<b>(\$5,874,871)</b>	<b>\$8,457,340</b>	<b>(\$90,660)</b>	<b>\$5,784,211</b>
<b>Total - Agency administration and other passthrough grants - All funds</b>	<b>\$56,152,181</b>	<b>\$56,152,181</b>	<b>\$56,331,137</b>	<b>\$178,956</b>	<b>\$58,568,743</b>	<b>\$2,416,562</b>	<b>\$2,237,606</b>
<b>Total Department of Public Instruction - All funds</b>	<b>\$2,333,149,049</b>	<b>\$2,141,329,049</b>	<b>\$2,484,985,876</b>	<b>\$151,836,827</b>	<b>\$2,542,294,213</b>	<b>\$400,965,164</b>	<b>\$57,308,337</b>
<b>Department of Public Instruction - Funding</b>							
Total - General fund	\$1,435,601,984	\$1,435,601,984	\$1,547,496,484	\$111,894,500	\$1,727,751,829	\$292,149,845	\$180,255,345
Total - Other funds	897,547,065	705,727,065	937,489,392	39,942,327	814,542,384	108,815,319	(122,947,008)
<b>Total Department of Public Instruction - All funds</b>	<b>\$2,333,149,049</b>	<b>\$2,141,329,049</b>	<b>\$2,484,985,876</b>	<b>\$151,836,827</b>	<b>\$2,542,294,213</b>	<b>\$400,965,164</b>	<b>\$57,308,337</b>
FTE positions	91.75	91.75	88.75	(3.00)	88.75	(3.00)	0.00



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- <sup>1</sup> In 2017 the Legislative Assembly provided a total of \$295 million from the foundation aid stabilization fund for integrated formula payments during the 2017-19 biennium, of which \$185 million is considered one-time funding. In addition, the Legislative Assembly, in Senate Bill No. 2272, provided \$6 million of one-time funding from the foundation aid stabilization fund for rapid enrollment grants. The 2019-21 executive budget recommendation includes \$24.1 million to provide on-time funding in the state school aid formula and \$62 million to provide for a 2 percent increase in the integrated formula payment rate each year of the biennium. In addition, the executive budget recommendation recognizes savings of \$22.9 million, including \$14 million from transitioning districts from the dollar hold harmless and the per student hold harmless and \$8.9 million from excluding new property from the 12 percent limitation in property tax increases.
- <sup>2</sup> The Department of Public Instruction anticipates general fund tumback will total approximately \$18.7 million; however, the department anticipates requesting supplemental funding from the general fund for special education contract grants. The department estimates claims for special education contract grants may exceed funding in the grants - special education line item by up to \$4 million. If any funding provided to the department for integrated formula payments for the 2017-19 biennium remains after all statutory obligations have been met, the executive budget provides the department must use remaining funds to pay 2017-19 biennium state obligations for special education contract grants exceeding the 2017-19 biennium appropriation for grants - special education. The executive recommendation also allows the department to continue up to \$10 million of excess integrated formula payments funding into the 2019-21 biennium for a Teacher Incentives for Leadership in Education initiative.
- <sup>3</sup> The 2019-21 executive budget recommendation provides for a transfer of the prekindergarten program from the Department of Commerce to the Department of Public Instruction, including a transfer of \$1.5 million of general fund authority from the Department of Commerce budget to the Department of Public Instruction budget and an increase of \$1.5 million from the general fund to provide a total of \$3 million from the general fund for the prekindergarten program.
- <sup>4</sup> The 2017 Legislative Assembly provided funding from the general fund for a program grant pool, including leveraging the senior year, a leadership program, continuing education grants, preschool continuing education grants, curriculum alignment grants, and teacher and principal evaluation system grants. In addition, the Legislative Assembly provided, in Section 9 of House Bill 1013 (2017), the unexpended amount remaining from the transfer of \$1,252,627 from the 2013-15 biennium, as permitted in Section 32 of Chapter 137 of the 2015 Session Laws to enhance the delivery and the participation of students and teachers in advanced placement courses during the 2015-17 biennium, is not subject to the provisions of North Dakota Century Code Section 54-44.1-11 at the end of the 2015-17 biennium and may be continued into the 2017-19 biennium for the purpose of increasing the program grant pool. The Department of Public Instruction continued \$700,711 in the 2017-19 biennium to increase the program grant pool, which is not included in the department's 2017-19 appropriation above.
- <sup>5</sup> The Legislative Assembly provided \$220,000 of one-time funding from the student loan trust fund for the Governor's School program, \$240,000 less than the \$460,000 general fund appropriation provided during the 2015-17 biennium. Funding provided by the state for the Governor's School must be used for science, technology, engineering, and mathematics programs.
- <sup>6</sup> The Legislative Assembly provided one-time funding of \$100,000 from the foundation aid stabilization fund for regional education association merger grants.
- <sup>7</sup> The Legislative Assembly, in Senate Bill No. 2272, provided \$500,000 of one-time funding from the foundation aid stabilization fund for supplemental English language learner grants to school districts during the 2017-19 biennium.
- <sup>8</sup> The 2019-21 executive budget recommendation includes \$3 million from the general fund for cybersecurity education for teachers and \$2.1 million from the general fund to transfer the teacher shortage loan forgiveness program from the North Dakota University System to the Department of Public Instruction.
- <sup>9</sup> The 2019-21 executive budget recommendation provides for a transfer of PowerSchool technology from the Department of Public Instruction to the Information Technology Department (ITD), including an ITD funding source change to increase funding from the general fund and reduce funding from special funds by \$4.95 million.

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PROPOSED AMENDMENTS TO SENATE BILL NO. 2013

Page 1, line 3, replace "and" with "to amend and reenact sections 15-10-38, 15.1-02-02, 15.1-37-05, 15.1-37-06, and 15.1-37-08 of the North Dakota Century Code, relating to a student loan forgiveness program for teachers, the salary of the superintendent of public instruction, early childhood education providers, the distribution of early childhood education provider grants, and early childhood education provider data collection;"

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Page 1, line 3, after "exemptions" insert "; and to declare an emergency"

Page 1, remove lines 14 through 24

Page 2, replace lines 1 through 6 with:

	<u>Base Level</u>	<u>Adjustments or Enhancements</u>	<u>Appropriation</u>
Salaries and wages	\$17,439,176	\$502,280	\$17,941,456
Operating expenses	30,165,005	2,004,942	32,169,947
Integrated formula payments	1,750,204,163	356,441,891	2,106,646,054
Grants - special education	19,300,000	5,700,000	25,000,000
Grants - transportation	55,400,000	500,000	55,900,000
Grants - other grants	254,062,705	33,000,000	287,062,705
Grants - program grants	6,210,000	3,406,711	9,616,711
Grants - passthrough grants	2,898,000	(48,660)	2,849,340
PowerSchool	5,500,000	0	5,500,000
Transportation efficiency	30,000	(30,000)	0
National board certification	<u>120,000</u>	<u>(12,000)</u>	<u>108,000</u>
Total all funds	\$2,141,329,049	\$401,465,164	\$2,542,794,213
Less estimated income	<u>705,727,065</u>	<u>108,815,319</u>	<u>814,542,384</u>
Total general fund	\$1,435,601,984	\$292,649,845	\$1,728,251,829
Full-time equivalent positions	91.75	(3.00)	88.75"

Page 2, replace lines 9 through 17 with:

	<u>Base Level</u>	<u>Adjustments or Enhancements</u>	<u>Appropriation</u>
Salaries and wages	\$4,152,758	\$115,434	\$4,268,192
Operating expenses	1,604,075	17,842	1,621,917
Grants	<u>2,109,028</u>	<u>124,500</u>	<u>2,233,528</u>
Total all funds	\$7,865,861	\$257,776	\$8,123,637
Less estimated income	<u>2,247,560</u>	<u>119,886</u>	<u>2,367,446</u>
Total general fund	\$5,618,301	\$137,890	\$5,756,191
Full-time equivalent positions	28.75	(1.00)	27.75"

Page 2, replace lines 20 through 29 with:

	<u>Base Level</u>	<u>Adjustments or Enhancements</u>	<u>Appropriation</u>
Salaries and wages	\$7,588,749	\$432,098	\$8,020,847
Operating expenses	2,026,543	(320,957)	1,705,586
Capital assets	158,678	270,000	428,678

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Grants	<u>180,000</u>	<u>(140,000)</u>	<u>40,000</u>
Total all funds	\$9,953,970	\$241,141	\$10,195,111
Less estimated income	<u>2,465,444</u>	<u>231,752</u>	<u>2,697,196</u>
Total general fund	\$7,488,526	\$9,389	\$7,497,915
Full-time equivalent positions	45.61	(1.00)	44.61"

Page 3, replace lines 1 through 9 with:

	<u>Base Level</u>	<u>Adjustments or Enhancements</u>	<u>Appropriation</u>
Salaries and wages	\$4,660,995	\$253,761	\$4,914,756
Operating expenses	773,206	42,615	815,821
Capital assets	<u>39,192</u>	<u>260,500</u>	<u>299,692</u>
Total all funds	\$5,473,393	\$556,876	\$6,030,269
Less estimated income	<u>1,079,247</u>	<u>251,746</u>	<u>1,330,993</u>
Total general fund	\$4,394,146	\$305,130	\$4,699,276
Full-time equivalent positions	28.50	(0.60)	27.90"

Page 3, replace lines 12 through 16 with:

	<u>Base Level</u>	<u>Adjustments or Enhancements</u>	<u>Appropriation</u>
Grand total general fund	\$1,453,102,957	\$293,102,254	\$1,746,205,211
Grand total special funds	<u>711,519,316</u>	<u>109,418,703</u>	<u>820,938,019</u>
Grand total all funds	\$2,164,622,273	\$402,520,957	\$2,567,143,230"

Page 3, line 17, after "FUNDING" insert "- EFFECT ON BASE BUDGET - REPORT TO SIXTY-SEVENTH LEGISLATIVE ASSEMBLY"

Page 3, line 18, after "biennium" insert "and the 2019-21 one-time funding items included in the appropriation in section 1 of this Act"

Page 3, remove lines 19 through 31

Page 4, replace lines 1 through 11 with:

<u>One-Time Funding Description</u>	<u>2017-19</u>	<u>2019-21</u>
Department of public instruction		
Regional education association merger grants	\$100,000	\$0
North Dakota governor's school science, technology, engineering, and mathematics programs	220,000	0
English language learner grants	500,000	0
Rapid enrollment grants	6,000,000	0
Integrated formula payments	185,000,000	0
State school aid formula rewrite	<u>0</u>	<u>200,000</u>
Total department of public instruction - all funds	\$191,820,000	\$200,000
Total department of public instruction - estimated income	<u>191,820,000</u>	<u>0</u>
Total department of public instruction - general fund	\$0	\$200,000
School for the deaf		
Extraordinary repairs	\$675,000	\$250,000
Equipment	28,000	20,000
Video equipment and software	<u>30,000</u>	<u>0</u>
Total school for the deaf - estimated income	\$733,000	\$270,000

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North Dakota vision services - school for the blind		
Special assessments payoff	\$10,000	\$0
Heating and cooling upgrade	35,500	0
Replace water line	60,000	0
Carpet and reception upgrade	30,000	0
West wing roof repair	0	39,000
Other repairs	0	18,500
Daily living skills area remodel	0	25,000
South wing restroom remodel	0	120,000
Garage door replacement	0	16,000
Gymnasium floor replacement	0	42,000
Adaptive technology equipment	0	20,000
Total school for the blind - estimated income	\$135,500	\$280,500
Grand total - all funds	\$192,688,500	\$750,500
Grand total - estimated income	<u>192,688,500</u>	<u>550,500</u>
Grand total - general fund	\$0	\$200,000

The 2019-21 biennium one-time funding amounts are not a part of the entity's base budget for the 2021-23 biennium. The department of public instruction, school for the deaf, and North Dakota vision services - school for the blind shall report to the appropriations committees of the sixty-seventh legislative assembly on the use of this one-time funding for the biennium beginning July 1, 2019, and ending June 30, 2021."

Page 4, line 12, after the boldfaced hyphen insert "**ESTIMATED INCOME -**"

Page 4, line 12, replace "\$305,546,905" with "\$379,764,000"

Page 4, line 18, replace "**APPROPRIATION**" with "**ESTIMATED INCOME**"

Page 4, after line 21, insert:

**"SECTION 5. EXEMPTION - FUNDING TRANSFER - AUTHORIZATION.**

Notwithstanding section 54-16-04, the superintendent of public instruction may transfer up to \$4,000,000 from the integrated formula payments line item to the grants - special education line item, for the biennium beginning July 1, 2017, and ending June 30, 2019, for the purposes of providing special education grants. The superintendent of public instruction shall notify the office of management and budget of any transfer made pursuant to this section."

Page 4, after line 29, insert:

**"SECTION 7. GRANTS - SPECIAL EDUCATION DEFICIENCY AUTHORIZATION.** If funds provided to the superintendent of public instruction in subdivision 1 of section 1 of this Act for grants - special education, for the biennium beginning July 1, 2019, and ending June 30, 2021, are not sufficient to meet special education contract obligations, the superintendent of public instruction shall request supplemental funding from the sixty-seventh legislative assembly."

Page 5, line 19, replace "eleven" with "nine"

Page 5, line 21, replace "Fifty-two" with "Fifty-one"

Page 6, line 10, replace "Thirty" with "Twenty-nine"

Page 6, line 17, replace "\$1,530,000" with "\$2,136,711"

Page 6, line 18, replace "\$75,000" with "\$125,000"

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Page 7, line 7, replace "\$2,100,000" with "\$2,215,764"

Page 7, line 7, after the second comma insert "governor's school,"

Page 8, replace lines 20 through 24 with:

**"SECTION 16. AMENDMENT.** Section 15-10-38 of the North Dakota Century Code is amended and reenacted as follows:

**15-10-38. Loans - Teacher shortages - Loan forgiveness.**

1. The ~~state board of higher education~~ superintendent of public instruction shall administer a student loan forgiveness program for individuals teaching at grade levels, in content areas, and in geographical locations identified as having a teacher shortage or critical need. The ~~boards~~ superintendent of public instruction may approve loan forgiveness for no more than two teachers per year in a school district. The ~~boards~~ superintendent of public instruction shall adopt rules to implement the program.
2. The superintendent of public instruction annually shall identify grade levels, content areas, and geographical locations in which a teacher shortage or critical need exists.
3. To be eligible for loan forgiveness under this section, an individual:
  - a. Must have graduated from an accredited teacher preparation program and signed a contract to teach at a grade level or in a content area and in a geographical location identified by the superintendent of public instruction as having an existing teacher shortage or critical need; and
  - b. Must have an existing student loan.
4. For purposes of this section, the definitions of rural school district and remote town school district have the same meaning as the definitions under the national center for education statistics locale codes.
5. If an individual is receiving loan forgiveness under any other provision, the individual may not receive loan forgiveness under this section during the same application year.
6. An eligible individual may receive loan forgiveness under the program as follows:
  - a. If the individual accepts one of up to five positions of critical need in a nonrural school district or nonremote town school district, the individual may receive up to three thousand dollars per year for a maximum of four years.
  - b. If the individual accepts a position in a rural school district or remote town school district with an enrollment of fewer than one thousand students, the individual may receive up to four thousand five hundred dollars per year for a maximum of four years.
  - c. If the individual accepts one of up to five positions of critical need in a rural school district or remote town school district with an enrollment of



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fewer than one thousand students, the individual may receive up to six thousand five hundred dollars per year for a maximum of four years.

- 7. The superintendent of public instruction shall consider all applications under this section based on the number of unfilled school vacancies, prioritized by critical need and geographic location.
- 8. Upon notification the individual has completed a full year of teaching in a school district, state-supported school, or nonpublic school in this state at a grade level or in a content area and in a geographical location identified by the superintendent of public instruction as one in which a teacher shortage or critical need exists, the ~~boards~~superintendent of public instruction shall distribute funds directly to the lending institution of the individual to repay outstanding loan principal balances on behalf of eligible applicants. The ~~boards~~superintendent of public instruction shall terminate loan forgiveness payments to eligible individuals when the loan principal balance of the eligible individual is paid in full.

**SECTION 17. AMENDMENT.** Section 15.1-02-02 of the North Dakota Century Code is amended and reenacted as follows:

**15.1-02-02. Salary.**

The annual salary of the superintendent of public instruction is ~~one hundred sixteen thousand nine hundred three dollars through June 30, 2016, and one hundred twenty thousand four hundred ten dollars thereafter~~ one hundred twenty-two thousand eight hundred eighteen dollars through June 30, 2020, and one hundred twenty-six thousand five hundred three dollars thereafter.

**SECTION 18. AMENDMENT.** Section 15.1-37-05 of the North Dakota Century Code is amended and reenacted as follows:

**15.1-37-05. Early childhood education providers - Coalition - Eligibility.**

- 1. The superintendent of a school district shall invite all public and private providers of early childhood education services within the district to meet, in order to:
  - a. Initiate the identification of all available options for cost-effectively maximizing the provision of early childhood education services within the district;
  - b. Address the coordinated utilization of facilities, personnel, and transportation, for the provision of early childhood education services within the district; and
  - c. (1) Form a coalition of early childhood education service providers; and  
(2) Provide for the selection of a coalition governing board.
- 2. The board of the school district in which the coalition of service providers is located shall provide advice and guidance to the coalition in all matters pertaining to this section through section 15.1-37-08.



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3. Any early childhood service provider who agrees to participate in the coalition or on its governing board may submit an application to the department of commerce superintendent of public instruction for a grant under this section, provided the governing board certifies to the department superintendent that the provider:
  - a. Is a participating member in the coalition or on the governing board.
  - b. Operates an early childhood education program that:
    - (1) Is approved in accordance with section 15.1-37-01; and
    - (2) Incorporates within its curriculum at least ten hours of research-based parental involvement.
  - c. Has documented the provider's willingness to admit children of all learning abilities into the early childhood education program.

**SECTION 19. AMENDMENT.** Section 15.1-37-06 of the North Dakota Century Code is amended and reenacted as follows:

**15.1-37-06. Receipt and distribution of grants - Notification.**

1. a. The ~~department of commerce~~ superintendent of public instruction shall receive applications for and distribute grants under this section to eligible members, including governing board members, of a consortium formed in accordance with section 15.1-37-05, in the amount of two thousand dollars for each child enrolled in a program of early childhood education, if the child is eligible for free lunches under the Richard B. Russell National School Lunch Act [42 U.S.C. 1751, et seq.], and one thousand dollars for each child enrolled in a program of early childhood education, if the child is eligible for reduced lunches under the Richard B. Russell National School Lunch Act [42 U.S.C. 1751, et seq.], provided:
  - (1) The child is a resident of this state;
  - (2) The child has reached four years of age before August first in the year of enrollment; and
  - (3) The program has a duration of at least four hundred hours over a period of at least thirty-two consecutive weeks.
- b. A child enrolled in a federally funded head start program may not be counted for the purpose of determining grant eligibility under this section.
2. a. Once each calendar quarter, at the time and in the manner required by the ~~department of commerce~~ superintendent of public instruction, any provider receiving a grant under this section shall forward to the parent of each child receiving services a notice indicating the total amount of the grant that was awarded to the provider for the quarter, the pro rata amount attributable to the parent's child, and the source of the grant. The ~~department of commerce~~ superintendent of public instruction shall standardize the notification required by this subdivision.

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- b. If a provider fails to meet the notification requirements of this subsection, the ~~department of commerce~~ superintendent of public instruction shall reduce the amount of the provider's next grant payment by fifty percent. If a provider fails to meet the notification requirements of this section a second time, the ~~department of commerce~~ superintendent of public instruction shall determine that the provider is ineligible to participate in the grant program for a period of one year.

**SECTION 20. AMENDMENT.** Section 15.1-37-08 of the North Dakota Century Code is amended and reenacted as follows:

**15.1-37-08. Data collection - Requirements.**

The superintendent of public instruction, ~~with the advice and consent of the department of commerce,~~ shall implement a uniform system for the accounting, budgeting, and reporting of data by any early childhood education provider to whom or to which grants are distributed in accordance with section 15.1-37-06. Grants may be withheld or forfeited, in whole or in part, if information required in accordance with this section is not submitted at the time or in the manner requested by the superintendent.

**SECTION 21. EMERGENCY.** Section 5 of this Act is declared to be an emergency measure."

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	\$2,141,329,049	\$401,465,164	\$2,542,794,213
Less estimated income	705,727,065	108,815,319	814,542,384
General fund	\$1,435,601,984	\$292,649,845	\$1,728,251,829
FTE	91.75	(3.00)	88.75
State Library			
Total all funds	\$7,865,861	\$257,776	\$8,123,637
Less estimated income	2,247,560	119,886	2,367,446
General fund	\$5,618,301	\$137,890	\$5,756,191
FTE	28.75	(1.00)	27.75
School for the Deaf			
Total all funds	\$9,953,970	\$241,141	\$10,195,111
Less estimated income	2,465,444	231,752	2,697,196
General fund	\$7,488,526	\$9,389	\$7,497,915
FTE	45.61	(1.00)	44.61
Vision Services - School for the Blind			
Total all funds	\$5,473,393	\$556,876	\$6,030,269
Less estimated income	1,079,247	251,746	1,330,993
General fund	\$4,394,146	\$305,130	\$4,699,276
FTE	28.50	(0.60)	27.90
Bill total			
Total all funds	\$2,164,622,273	\$402,520,957	\$2,567,143,230
Less estimated income	711,519,316	109,418,703	820,938,019

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General fund	\$1,453,102,957	\$293,102,254	\$1,746,205,211
FTE	194.61	5.60	189.01

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

	Base Budget	Senate Changes	Senate Version
Salaries and wages	\$17,439,176	\$502,280	\$17,941,456
Operating expenses	30,165,005	2,004,942	32,169,947
Integrated formula payments	1,750,204,163	356,441,891	2,106,646,054
Grants - Special education contracts	19,300,000	5,700,000	25,000,000
Grants - Transportation	55,400,000	500,000	55,900,000
Grants - Other grants	254,062,705	33,000,000	287,062,705
Grants - Program grants	6,210,000	3,406,711	9,616,711
Grants - Passthrough grants	2,898,000	(48,660)	2,849,340
PowerSchool	5,500,000		5,500,000
Transportation efficiency	30,000	(30,000)	
National board certification	120,000	(12,000)	108,000
<b>Total all funds</b>	<b>\$2,141,329,049</b>	<b>\$401,465,164</b>	<b>\$2,542,794,213</b>
Less estimated income	705,727,065	108,815,319	814,542,384
<b>General fund</b>	<b>\$1,435,601,984</b>	<b>\$292,649,845</b>	<b>\$1,728,251,829</b>
FTE	91.75	(3.00)	88.75

**Department 201 - Department of Public Instruction - Detail of Senate Changes**

	Adjusts Funding for Base Payroll Changes <sup>1</sup>	Adds Funding for Salary and Benefit Increases <sup>2</sup>	Removes 4 FTE Positions <sup>3</sup>	Adds 1 FTE Division Manager Position <sup>4</sup>	Transfers the Teacher Shortage Loan Forgiveness Program from the NDUS <sup>5</sup>	Adds Funding for Microsoft Office 365 Licensing <sup>6</sup>
Salaries and wages	(\$1,590)	\$918,154	(\$686,976)	\$272,692		
Operating expenses					\$2,103,393	\$63,488
Integrated formula payments						
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants						
Grants - Program grants						
Grants - Passthrough grants						
PowerSchool						
Transportation efficiency						
National board certification						
<b>Total all funds</b>	<b>(\$1,590)</b>	<b>\$918,154</b>	<b>(\$686,976)</b>	<b>\$272,692</b>	<b>\$2,103,393</b>	<b>\$63,488</b>
Less estimated income	1,116,589	621,727	(103,046)	0	0	47,145
<b>General fund</b>	<b>(\$1,118,179)</b>	<b>\$296,427</b>	<b>(\$583,930)</b>	<b>\$272,692</b>	<b>\$2,103,393</b>	<b>\$16,343</b>
FTE	0.00	0.00	(4.00)	1.00	0.00	0.00

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	Decreases Funding for Operating Expenses <sup>7</sup>	Adjusts Funding for Integrated Formula Payments <sup>8</sup>	Increases Funding for Special Education Grants <sup>9</sup>	Increases Funding for Transportation Grants <sup>10</sup>	Increases Funding for Adult Education Matching Grants <sup>11</sup>	Transfers Funding for Early Childhood Education Grants <sup>12</sup>
Salaries and wages						
Operating expenses	(\$361,939)					
Integrated formula payments		\$356,441,891				
Grants - Special education contracts			\$5,700,000			
Grants - Transportation				\$500,000		
Grants - Other grants						
Grants - Program grants					\$1,300,000	\$1,500,000
Grants - Passthrough grants						
PowerSchool						
Transportation efficiency						
National board certification						
<b>Total all funds</b>	<b>(\$361,939)</b>	<b>\$356,441,891</b>	<b>\$5,700,000</b>	<b>\$500,000</b>	<b>\$1,300,000</b>	<b>\$1,500,000</b>
Less estimated income	(84,191)	74,217,095	0	0	0	0
General fund	(\$277,748)	\$282,224,796	\$5,700,000	\$500,000	\$1,300,000	\$1,500,000
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Increases Funding for the Program Grant Pool <sup>13</sup>	Adjusts Funding for Passthrough Grants <sup>14</sup>	Increases Federal Funds Authority for Grants <sup>15</sup>	Decreases Funding for National Board Certification <sup>16</sup>	Adds One-Time Funding to Rewrite the State School Aid Formula <sup>17</sup>	Total Senate Changes
Salaries and wages						\$502,280
Operating expenses					\$200,000	2,004,942
Integrated formula payments						356,441,891
Grants - Special education contracts						5,700,000
Grants - Transportation						500,000
Grants - Other grants			\$33,000,000			33,000,000
Grants - Program grants	\$606,711					3,406,711
Grants - Passthrough grants		(\$48,660)				(48,660)
PowerSchool						
Transportation efficiency	(30,000)					(30,000)
National board certification				(\$12,000)		(12,000)
<b>Total all funds</b>	<b>\$576,711</b>	<b>(\$48,660)</b>	<b>\$33,000,000</b>	<b>(\$12,000)</b>	<b>\$200,000</b>	<b>\$401,465,164</b>
Less estimated income	0	0	33,000,000	0	0	108,815,319
General fund	\$576,711	(\$48,660)	\$0	(\$12,000)	\$200,000	\$292,649,845
FTE	0.00	0.00	0.00	0.00	0.00	(3.00)

<sup>1</sup> Funding is adjusted for base payroll changes.

<sup>2</sup> The following funding is added for 2019-21 biennium salary adjustments of 2 percent on July 1, 2019, and 3 percent on July 1, 2020, and increases in health insurance premiums from \$1,241 to \$1,427 per month:

	General Fund	Other Funds	Total
Salary increase	\$166,771	\$336,409	\$503,180
Health insurance increase	129,656	285,318	414,974
Total	\$296,427	\$621,727	\$918,154

<sup>3</sup> Four FTE positions, including 1 assistant superintendent position, 1 computer network specialist position, 1 education program administrator position, and 1 administrative assistant III position are removed.

<sup>4</sup> One FTE division manager position is added.

<sup>5</sup> The teacher shortage loan forgiveness program and related funding is transferred from the North Dakota University System to the Superintendent of Public Instruction.

<sup>6</sup> Funding is added for Microsoft Office 365 license expenses.

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<sup>7</sup> Funding for operating expenses is reduced.

<sup>8</sup> Funding for integrated formula payments is adjusted as follows:

	General Fund	Foundation Aid Stabilization Fund	State Tuition Fund	Total
Base budget - Integrated formula payments	\$1,334,657,258	\$110,000,000	\$305,546,905	\$1,750,204,163
Adds funding for integrated formula payments to replace one-time funding provided from the foundation aid stabilization fund during the 2017-19 biennium	185,000,000			185,000,000
Increases funds available from the state tuition fund	(74,217,095)		74,217,095	
Adds funding for cost-to-continue integrated formula payments	53,625,374			53,625,374
Adds funding to provide a 2 percent increase in the per pupil payment in the 1st year of the biennium and a 3 percent increase in the per pupil payment in the 2nd year of the biennium	72,760,971			72,760,971
Adds funding to increase formula maximum payments by 5 percent each year of the biennium	4,331,460			4,331,460
Reduces funding for savings related to transitioning school districts from minimum payments	(2,031,496)			(2,031,496)
Adds funding to transition the formula to on-time funding	36,999,559			36,999,559
Increases funding for adjustments to the state aid formula that reduce the local revenue deduction to 75 percent for all local revenue types	5,756,023			5,756,023
<b>Total - Integrated formula payments</b>	<b>\$1,616,882,054</b>	<b>\$110,000,000</b>	<b>\$379,764,000</b>	<b>\$2,106,646,054</b>

<sup>9</sup> Funding is increased for special education contract grants to provide a total of \$25 million from the general fund.

<sup>10</sup> Funding for transportation grants is increased to provide a total of \$55.9 million from the general fund.

<sup>11</sup> Funding is increased for adult education matching grants to provide a total of \$4.4 million from the general fund.

<sup>12</sup> The early childhood education provider grant program, including \$1.5 million of general fund authority, is transferred from the Department of Commerce to the Superintendent of Public Instruction.

<sup>13</sup> Funding in the transportation efficiency line item is reduced by \$3,000 and the remaining funding of \$27,000 is transferred from the transportation efficiency line item to the program grant pool. In addition, funding for the program grant pool is increased by \$579,711, to provide a total of \$2,136,711 from the general fund for the following programs:

- Leveraging the senior year;
- Leadership program;
- Continuing education grants;
- Preschool continuing education grants;
- Curriculum alignment grants;
- Teacher and principal evaluation system grants;
- Family engagement initiatives; and
- Transportation efficiency.

<sup>14</sup> Funding for passthrough grants is adjusted as follows:

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	General Fund Increase (Decrease)	Total General Fund
Rural art outreach projects	\$10,000	\$360,000
North Central Council for Education Media Services	(14,424)	223,576
Mentoring program	75,764	2,125,764
Global Bridges (Atlantik-Brucke) exchange	(200,000)	0
North Dakota Young Entrepreneur education program	0	30,000
"We the People" program	40,000	50,000
National writing projects	20,000	40,000
Governor's School program	<u>20,000</u>	<u>20,000</u>
Total	(\$48,660)	\$2,849,340

<sup>15</sup> Federal funds authority for grants is increased.

<sup>16</sup> Funding for national board certification is reduced to provide a total of \$108,000 from the general fund.

<sup>17</sup> One-time funding is added to rewrite the state school aid formula.

This amendment also:

- Adds a section to allow the Superintendent of Public Instruction to transfer up to \$4 million from the integrated formula payments line item to the grants - special education line item to provide funding for 2017-19 biennium special education contract expenditures in excess of the 2017-19 biennium special education contract appropriation.
- Adds a section to provide if funds appropriated to the Superintendent of Public Instruction in the grants - special education line item for special education contract grants in the 2019-21 biennium are not sufficient to meet special education contract obligations, the Superintendent must request supplemental funding from the 67th Legislative Assembly.
- Adds a section to provide the statutory changes necessary to transfer the administration of the teacher loan forgiveness program from the State Board of Higher Education to the Superintendent of Public Instruction.
- Adds a section to provide the statutory changes to increase the Superintendent of Public Instruction's salary. The Superintendent's annual salary would increase from the current level of \$120,410 to \$122,818, effective July 1, 2019, and to \$126,503, effective July 1, 2020, to reflect the 2 and 3 percent salary increase.
- Adds sections to provide the statutory changes necessary to transfer the early childhood service provider grant program from the Department of Commerce to the Superintendent of Public Instruction.
- Adds a section to declare the authorization to transfer funding from the integrated formula payments line item to the grant - special education line item for the 2017-19 biennium an emergency.

**Senate Bill No. 2013 - State Library - Senate Action**

	Base Budget	Senate Changes	Senate Version
Salaries and wages	\$4,152,758	\$115,434	\$4,268,192
Operating expenses	1,604,075	17,842	1,621,917
Grants	<u>2,109,028</u>	124,500	<u>2,233,528</u>
Total all funds	\$7,865,861	\$257,776	\$8,123,637
Less estimated income	<u>2,247,560</u>	119,886	<u>2,367,446</u>
General fund	\$5,618,301	\$137,890	\$5,756,191
FTE	28.75	(1.00)	27.75



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**Department 250 - State Library - Detail of Senate Changes**

	<b>Adjusts Funding for Base Payroll Changes<sup>1</sup></b>	<b>Adds Funding for Salary and Benefit Increases<sup>2</sup></b>	<b>Removes 2 FTE Library Associate I Positions<sup>3</sup></b>	<b>Adds 1 FTE Librarian III Position<sup>4</sup></b>	<b>Decreases Funding for Operating Expenses<sup>5</sup></b>	<b>Adds Funding for Microsoft Office 365 Licensing<sup>6</sup></b>
Salaries and wages	(\$28,695)	\$243,766	(\$280,915)	\$181,278		
Operating expenses					(\$4,773)	\$22,615
Grants						
<b>Total all funds</b>	<b>(\$28,695)</b>	<b>\$243,766</b>	<b>(\$280,915)</b>	<b>\$181,278</b>	<b>(\$4,773)</b>	<b>\$22,615</b>
Less estimated income	(58,654)	28,854	0	0	25,186	0
General fund	\$29,959	\$214,912	(\$280,915)	\$181,278	(\$29,959)	\$22,615
FTE	0.00	0.00	(2.00)	1.00	0.00	0.00

	<b>Adds Funding for a Youth Coding Skills Grant<sup>7</sup></b>	<b>Total Senate Changes</b>
Salaries and wages		\$115,434
Operating expenses		17,842
Grants	\$124,500	124,500
<b>Total all funds</b>	<b>\$124,500</b>	<b>\$257,776</b>
Less estimated income	124,500	119,886
General fund	\$0	\$137,890
FTE	0.00	(1.00)

<sup>1</sup> Funding is adjusted for base payroll changes.

<sup>2</sup> The following funding is added for 2019-21 biennium salary adjustments of 2 percent on July 1, 2019, and 3 percent on July 1, 2020, and increases in health insurance premiums from \$1,241 to \$1,427 per month:

	<b>General Fund</b>	<b>Other Funds</b>	<b>Total</b>
Salary increase	\$98,898	\$11,006	\$109,904
Health insurance increase	<u>116,014</u>	<u>17,848</u>	<u>133,862</u>
<b>Total</b>	<b>\$214,912</b>	<b>\$28,854</b>	<b>\$243,766</b>

<sup>3</sup> Two FTE library associate I positions are removed.

<sup>4</sup> One FTE librarian III position is added.

<sup>5</sup> Funding for operating expenses is adjusted.

<sup>6</sup> Funding is added for Microsoft Office 365 license expenses.

<sup>7</sup> Federal funding authority is added for a youth coding skills grant.

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

	<b>Base Budget</b>	<b>Senate Changes</b>	<b>Senate Version</b>
Salaries and wages	\$7,588,749	\$432,098	\$8,020,847
Operating expenses	2,026,543	(320,957)	1,705,586
Capital assets	158,678	270,000	428,678
Grants	180,000	(140,000)	40,000
<b>Total all funds</b>	<b>\$9,953,970</b>	<b>\$241,141</b>	<b>\$10,195,111</b>
Less estimated income	<u>2,465,444</u>	<u>231,752</u>	<u>2,697,196</u>
General fund	\$7,488,526	\$9,389	\$7,497,915
FTE	45.61	(1.00)	44.61

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Department 252 - School for the Deaf - Detail of Senate Changes

	Adjusts Funding for Base Payroll Changes <sup>1</sup>	Adds Funding for Salary and Benefit Increases <sup>2</sup>	Removes Undesignated Positions <sup>3</sup>	Adds Adult Services Position <sup>4</sup>	Restores an Undesignated Position and Increases Funding for Salaries and Wages <sup>5</sup>	Increases Funding for Temporary Salaries <sup>6</sup>
Salaries and wages	(\$222,852)	\$440,955	(\$317,654)	\$159,996	\$200,000	\$27,500
Operating expenses						
Capital assets						
Grants						
<b>Total all funds</b>	<b>(\$222,852)</b>	<b>\$440,955</b>	<b>(\$317,654)</b>	<b>\$159,996</b>	<b>\$200,000</b>	<b>\$27,500</b>
Less estimated income	70,593	24,620	0	159,996	0	27,500
General fund	(\$293,445)	\$416,335	(\$317,654)	\$0	\$200,000	\$0
FTE	(1.00)	0.00	(2.00)	1.00	1.00	0.00

	Increases Funding for Teacher Salaries <sup>7</sup>	Adds Funding for Interactive Information Technology Equipment <sup>8</sup>	Increases Funding for Meals <sup>9</sup>	Increases Funding for Audiology and Speech Contract Costs <sup>10</sup>	Decreases Funding for Operating Expenses <sup>11</sup>	Decreases Funding for Interpreter Grants <sup>12</sup>
Salaries and wages	\$144,153					
Operating expenses		\$15,000	\$10,000	\$20,000	(\$365,957)	
Capital assets						
Grants						(\$140,000)
<b>Total all funds</b>	<b>\$144,153</b>	<b>\$15,000</b>	<b>\$10,000</b>	<b>\$20,000</b>	<b>(\$365,957)</b>	<b>(\$140,000)</b>
Less estimated income	0	15,000	10,000	20,000	(365,957)	0
General fund	\$144,153	\$0	\$0	\$0	\$0	(\$140,000)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds One-Time Funding for a Dishwashing Unit <sup>13</sup>	Adds One-Time Funding for Extraordinary Repairs <sup>14</sup>	Total Senate Changes
Salaries and wages			\$432,098
Operating expenses			(320,957)
Capital assets	\$20,000	\$250,000	270,000
Grants			(140,000)
<b>Total all funds</b>	<b>\$20,000</b>	<b>\$250,000</b>	<b>\$241,141</b>
Less estimated income	20,000	250,000	231,752
General fund	\$0	\$0	\$9,389
FTE	0.00	0.00	(1.00)

<sup>1</sup> One FTE position is removed and funding is adjusted for base payroll changes.

<sup>2</sup> The following funding is added for 2019-21 biennium salary adjustments of 2 percent on July 1, 2019, and 3 percent on July 1, 2020, and increases in health insurance premiums from \$1,241 to \$1,427 per month:

	General Fund	Other Funds	Total
Salary increase	\$194,480	\$9,985	\$204,465
Health insurance increase	221,855	14,635	236,490
Total	\$416,335	\$24,620	\$440,955

<sup>3</sup> Two FTE undesignated positions are removed.

<sup>4</sup> One FTE adult services position is added.

<sup>5</sup> One FTE undesignated position is restored and funding is increased for salaries and wages.

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<sup>6</sup> Funding for temporary salaries is increased.

<sup>7</sup> Funding for teacher salaries is increased.

<sup>8</sup> Funding is added for interactive information technology equipment.

<sup>9</sup> Funding for meals is increased.

<sup>10</sup> Funding for audiology and speech contract costs is increased.

<sup>11</sup> Funding for operating expenses is reduced.

<sup>12</sup> Funding for interpreter grants to state colleges and universities is reduced to provide a total of \$40,000 from the general fund. A section is added to provide that the \$40,000 from the general fund is for a 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 2019-21 biennium. This funding 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 1st year of the biennium. If any grant funding remains undistributed at the end of the biennium, the School for the Deaf may provide additional prorated grants to institutions that during the biennium incurred hourly expenses in excess of the formula reimbursement level. The Legislative Assembly has allowed the School for the Deaf to continue unused funding provided for interpreter grants in previous bienniums, resulting in \$209,115 of total carryover funding for a total of \$389,115 for interpreter grants during the 2017-19 biennium.

<sup>13</sup> One-time funding for a dishwashing unit is added.

<sup>14</sup> One-time funding is added for extraordinary repairs to the Smith Building related to the master facility plan.

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

	Base Budget	Senate Changes	Senate Version
Salaries and wages	\$4,660,995	\$253,761	\$4,914,756
Operating expenses	773,206	42,615	815,821
Capital assets	39,192	260,500	299,692
Total all funds	\$5,473,393	\$556,876	\$6,030,269
Less estimated income	1,079,247	251,746	1,330,993
General fund	\$4,394,146	\$305,130	\$4,699,276
FTE	28.50	(0.60)	27.90

**Department 253 - Vision Services - School for the Blind - Detail of Senate Changes**

	Adjusts Funding for Base Payroll Changes <sup>1</sup>	Adds Funding for Salary and Benefit Increases <sup>2</sup>	Removes a .6 FTE Position <sup>3</sup>	Increases Funding for Teacher Salaries <sup>4</sup>	Adjusts Funding for Operating Expenses <sup>5</sup>	Adds Funding for Microsoft Office 365 Licensing <sup>6</sup>
Salaries and wages	(\$22,329)	\$261,589	(\$104,702)	\$119,203		
Operating expenses						\$22,615
Capital assets						
Total all funds	(\$22,329)	\$261,589	(\$104,702)	\$119,203	\$0	\$22,615
Less estimated income	(21,389)	10,420	(31,633)	0	(939)	14,787
General fund	(\$940)	\$251,169	(\$73,069)	\$119,203	\$939	\$7,828
FTE	0.00	0.00	(0.60)	0.00	0.00	0.00

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	Adds One-Time Funding for Adaptive Technology Equipment <sup>7</sup>	One-Time Funding is Added for Capital Improvements <sup>8</sup>	Total Senate Changes
Salaries and wages			\$253,761
Operating expenses	\$20,000		42,615
Capital assets		\$260,500	260,500
			\$556,876
Total all funds	\$20,000	\$260,500	\$556,876
Less estimated income	20,000	260,500	251,746
General fund	\$0	\$0	\$305,130
FTE	0.00	0.00	(0.60)

<sup>1</sup> Funding is adjusted for base payroll changes.

<sup>2</sup> The following funding is added for 2019-21 biennium salary adjustments of 2 percent on July 1, 2019, and 3 percent on July 1, 2020, and increases in health insurance premiums from \$1,241 to \$1,427 per month:

	<u>General Fund</u>	<u>Other Funds</u>	<u>Total</u>
Salary increase	\$124,044	\$3,683	\$127,727
Health insurance increase	<u>127,125</u>	<u>6,737</u>	<u>133,862</u>
Total	\$251,169	\$10,420	\$261,589

<sup>3</sup> A .6 FTE position is removed.

<sup>4</sup> Funding for teacher salaries is increased.

<sup>5</sup> The funding source for operating expenses is adjusted.

<sup>6</sup> Funding is added for Microsoft Office 365 license expenses.

<sup>7</sup> One-time funding is added for adaptive technology equipment.

<sup>8</sup> One-time funding is added for capital improvements, including roof repair, garage door replacement, gym floor replacement, daily living skills room and south wing restroom remodels, glycol installation, sprinkler heads, and carpeting.

**Department 201 - Department of Public Instruction  
Senate Bill No. 2013**

**Executive Budget Comparison to Prior Biennium Appropriations**

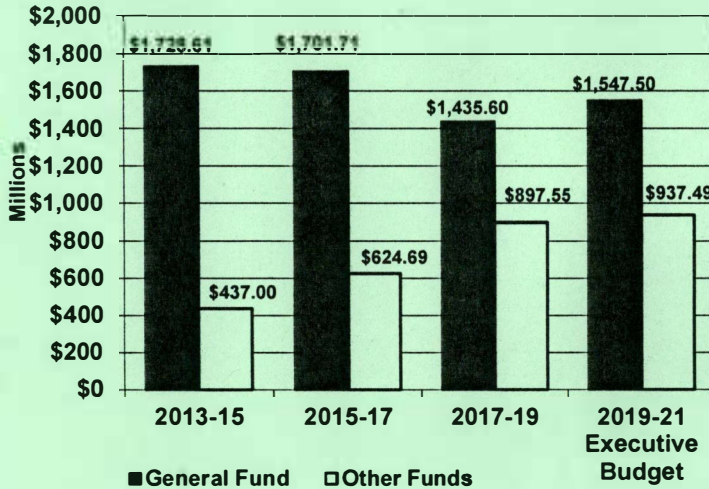
	FTE Positions	General Fund	Other Funds	Total
2019-21 Executive Budget	88.75	\$1,547,496,484	\$937,489,392	\$2,484,985,876
2017-19 Legislative Appropriations <sup>1</sup>	91.75	1,435,601,984	897,547,065	2,333,149,049
Increase (Decrease)	(3.00)	\$111,894,500	\$39,942,327	\$151,836,827

<sup>1</sup>The 2017-19 biennium agency appropriation amounts have not been adjusted for carryover authority made available to increase the program grant pool (\$700,711) or for additional special funds authority (\$18,000,000) resulting from Emergency Commission action during the 2017-19 biennium.

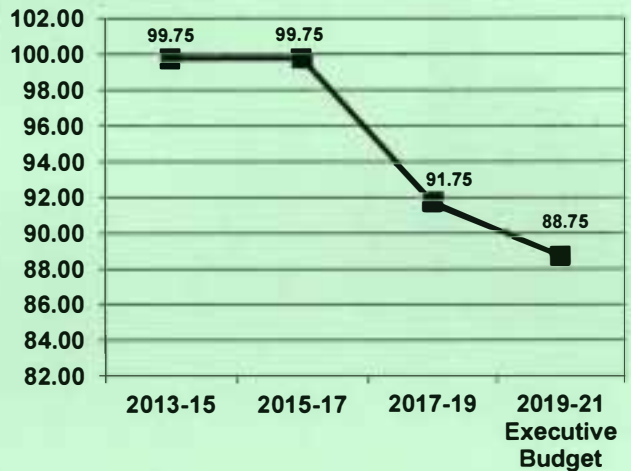
**Ongoing and One-Time General Fund Appropriations**

	Ongoing General Fund Appropriation	One-Time General Fund Appropriation	Total General Fund Appropriation
2019-21 Executive Budget	\$1,544,171,484	\$3,325,000	\$1,547,496,484
2017-19 Legislative Appropriations	1,435,601,984	0	1,435,601,984
Increase (Decrease)	\$108,569,500	\$3,325,000	\$111,894,500

**Agency Funding**



**FTE Positions**



**Executive Budget Comparison to Base Level**

	General Fund	Other Funds	Total
2019-21 Executive Budget	\$1,547,496,484	\$937,489,392	\$2,484,985,876
2019-21 Base Level	1,435,601,984	705,727,065	2,141,329,049
Increase (Decrease)	\$111,894,500	\$231,762,327	\$343,656,827

**First House Action**

Attached is a comparison worksheet detailing first house changes to base level funding and the executive budget.

**Executive Budget Highlights  
(With First House Changes in Bold)**

	General Fund	Other Funds	Total
<b>Salaries and wages</b>			
1. Adds funding for state employee salary and benefit increases, of which \$746,887 is for salary increases, \$351,436 is for health insurance increases, and \$91,436 is for retirement contribution increases. The Senate added funding for salary adjustments of 2 percent for the 1 <sup>st</sup> year and 3 percent in the 2 <sup>nd</sup> year and increases in health insurance premiums from \$1,241 to \$1,427 per month. The Senate did not add funding for retirement contribution increases.	\$402,089	\$787,670	\$1,189,759



2. Adjusts base payroll.	(\$1,118,179)	\$1,116,589	(\$1,590)
3. Removes 4 FTE positions, including 1 assistant superintendent position, 1 computer network specialist position, 1 education program administrator position, and 1 administrative assistant III position from base budget.	(\$583,930)	(\$103,046)	(\$686,976)
4. Adds 1 FTE division manager position.	\$272,692	\$0	\$272,692
<b>Operating expenses</b>			
5. Transfers the teacher shortage loan forgiveness program from the North Dakota University System.	\$2,103,393	\$0	\$2,103,393
6. Adds funding to transfer the state funded component of the federal Quality Rating and Improvement System from the Department of Human Services. <b>The Senate did not add funding to transfer the state funded component of the federal Quality Rating and Improvement System from the Department of Human Services.</b>	\$150,000	\$0	\$150,000
7. Adds funding for Microsoft Office 365 licensing expenses.	\$16,343	\$47,145	\$63,488
8. Reduces operating expenses.	(\$277,748)	(\$84,191)	(\$361,939)
9. Adds <b>one-time funding</b> for cybersecurity education for teachers. <b>The Senate did not add funding for cybersecurity education for teachers.</b>	\$3,000,000	\$0	\$3,000,000
10. Adds <b>one-time funding</b> to rewrite the state aid formula to provide on-time funding.	\$200,000	\$0	\$200,000
11. Adds <b>one-time funding</b> to review the state's foreign language standards. <b>The Senate did not add funding to review the state's foreign language standards.</b>	\$125,000	\$0	\$125,000
<b>Integrated Formula Grants</b>			
12. Increases funding for cost-to-continue state school aid. <b>The Senate added \$53,625,374 for the cost-to-continue state school aid due to a change in how the department calculates the average daily membership for special education prekindergarten students.</b>	\$52,295,837	\$0	\$52,295,837
13. Adds funding to provide a 2 percent increase in the per pupil payment each year of the biennium. <b>The Senate added \$82,848,454 to provide increases in the per pupil payment rate of 2 percent in the 1<sup>st</sup> year and 3 percent in the 2<sup>nd</sup> year of the biennium, increased the formula maximum payments 5 percent each year of the biennium, and reduced the local revenue deduction to 75 percent for all local revenue types.</b>	\$61,962,987	\$0	\$61,962,987
14. Reduces funding for savings related to transitioning school districts from minimum payments beginning in the 1 <sup>st</sup> year of the biennium. <b>The Senate provided for transitioning school districts from the minimum payments in the 2<sup>nd</sup> year of the biennium for a savings of \$2,031,496.</b>	(\$14,004,083)	\$0	(\$14,004,083)
15. Reduces funding for savings related to removing new property from the 12 percent limitation on property tax increases. <b>The Senate did not include this change to the state school aid formula.</b>	(\$8,892,316)	\$0	(\$8,892,316)
16. Adds funding for integrated formula payments to replace <b>one-time funding</b> provided from the foundation aid stabilization fund during the 2017-19 biennium.	\$185,000,000		\$185,000,000
17. Adjusts the funding source for integrated formula payments to increase funding from the foundation aid stabilization fund to provide a total of \$232.8 million. <b>The Senate did not include this increase in funding from the foundation aid stabilization fund.</b>	(\$122,781,065)	\$122,781,065	\$0
18. Adjusts the funding source for integrated formula payments to increase funding from the state tuition fund/common schools trust fund to provide a total of \$379.7 million.	(\$74,217,095)	\$74,217,095	\$0
19. Adds <b>one-time funding</b> to transition to blended on-time funding. <b>The Senate provided \$36,999,559 for full on-time funding in the 2<sup>nd</sup> year of the biennium.</b>	\$24,135,735	\$0	\$24,135,735



**Special Education Grants**

20. Increases funding for special education contract grants to provide a total of \$25 million from the general fund. \$5,700,000 \$0 \$5,700,000

**Transportation Grants**

21. The base budget includes \$55.4 million from the general fund for transportation grants. The executive budget recommendation did not adjust the transportation grants line item. **The Senate increased funding for transportation grants by \$500,000 to provide a total of \$55,900,000 from the general fund.** \$0 \$0 \$0

**Program Grants**

22. Increases funding for adult education matching grants to provide a total of \$4.1 million from the general fund. **The Senate increased funding for adult education matching grants by \$1.3 million to provide a total of \$4.4 million from the general fund.** \$1,000,000 \$0 \$1,000,000
23. Transfers \$1.5 million of general fund authority for early childhood education provider grants from Department of Commerce to the Department of Public Instruction (DPI) and increases funding to provide a total of \$3 million from the general fund. **The Senate transferred \$1.5 million of general fund authority for early childhood education provider grants from the Department of Commerce to DPI, but did not provide a funding increase.** \$3,000,000 \$0 \$3,000,000
24. Increases funding for a program grant pool to provide a total of \$1,809,711 from the general fund. **The Senate reduced funding for the transportation efficiency line item by \$3,000 and transferred the remaining funding of \$27,000 from the transportation efficiency line item to the program grant pool. In addition, the Senate increased funding for the program grant pool by \$579,711, to provide a total of \$2,136,711 from the general fund for various programs.** \$279,711 \$0 \$279,711

**Passthrough Grants**

25. Decreases funding for general fund passthrough grants as follows: (\$359,871) \$0 (\$359,871)

	<b>General Fund Increase (Decrease)</b>	<b>Total General Fund</b>
Rural art outreach projects	(\$21,211)	\$328,789
North Central Council for Education Media Services	(14,424)	223,576
Mentoring program	(124,236)	1,925,764
Global Bridges (Atlantik-Brucke) exchange	(200,000)	0
North Dakota Young Entrepreneur education program	0	30,000
"We the People" program	0	10,000
National writing projects	0	20,000
<b>Total general fund</b>	<b>(\$359,871)</b>	<b>\$2,538,129</b>

**The Senate reduced funding for various general fund passthrough grants by \$48,660.**

**Other Grants**

26. Increases federal funds authority for grants. \$0 \$33,000,000 \$33,000,000

**PowerSchool**

27. Reduces funding for PowerSchool and transfers administration of the program to the Information Technology Department. **The Senate did not reduce funding for PowerSchool or transfer administration of the program to the Information Technology Department.** (\$5,500,000) \$0 (\$5,500,000)

**Transportation Efficiency**

28. Reduces funding for transportation efficiency to provide a total of \$27,000. <b>The Senate reduced funding for the transportation efficiency line item by \$3,000 and transferred the remaining funding of \$27,000 from the transportation efficiency line item to the program grant pool.</b>	(\$3,000)	\$0	(\$3,000)
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**National Board Certification**

29. Reduces funding for national board certification to provide a total of \$108,000.	(\$12,000)	\$0	(\$12,000)
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**Other Sections in Senate Bill No. 2013**

**Tuition apportionment** - Section 3 provides that any money available in the state tuition fund in excess of the \$379,764,000 appropriated in Section 1 of the bill is appropriated to DPI for distribution to school districts.

**Foundation aid stabilization fund** - Section 4 identifies \$110 million of estimated income provided for integrated formula payments in Section 1 of the bill is provided from the foundation aid stabilization fund.

**Special education grants - Funding transfer exemption** - Section 5 allows the Superintendent of Public Instruction to transfer up to \$4 million from the integrated formula payments line item to the grants - special education line item during the 2017-19 biennium to provide funding for 2017-19 biennium special education contract expenditures in excess of the 2017-19 biennium special education contract appropriation.

**Payments for 2017-19 biennium special education contract services** - Section 6 provides that DPI may use money appropriated for integrated formula payments and special education contracts for the 2019-21 biennium to pay claims due during the 2017-19 biennium, but not filed with the department until the 2019-21 biennium. To be reimbursed under this section, claims must be properly supported and filed with the Superintendent of Public Instruction by June 30, 2020.

**Special education grants deficiency authorization** - Section 7 provides if funds appropriated to the Superintendent of Public Instruction in the grants - special education line item for special education contract grants in the 2019-21 biennium are not sufficient to meet special education contract obligations, the Superintendent must request supplemental funding from the 67<sup>th</sup> Legislative Assembly.

**Gifted and talented program funding and Medicaid matching grants** - Section 8 provides that DPI use \$800,000 of the 2019-21 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. The section also provides 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 DPI to the Department of Human Services on behalf of the school district or unit.

**Transportation grants** - Section 9 requires DPI to distribute transportation aid for the 2019-21 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:

- \$1.09 per mile for schoolbuses having a capacity of 10 or more passengers.
- \$0.51 per mile for vehicles having a capacity of nine or fewer passengers.
- \$0.50 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.
- \$0.50 per mile one way for family transportation if the student lives more than 2 miles from the public school the student attends.
- \$0.29 per student for each one-way trip.

**Continuing education grants** - Section 10 provides, of the \$9,616,711 appropriated in the grants - program grants line item, \$2,132,711 is made available for a program grant pool which includes funding for continuing education grants. The section provides for the distribution of up to \$125,000 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.

**Passthrough grants** - Section 11 requires the Superintendent of Public Instruction determine the manner in which funding is distributed for certain grants in the grants - passthrough grants line item. Grantees, as a condition of receiving the grant, are required to establish performance measures to be reviewed by the Superintendent and report to the Superintendent regarding performance based on the measures before October 1, 2020. The Superintendent must provide a report to the 67<sup>th</sup> Legislative Assembly regarding the performance measures established for each grantee and whether the grantee met performance expectations.

**Regional education association grants** - Section 12 provides for the distribution of up to \$500,000 from the integrated formula payments line item for the purpose of providing annual grants to regional education associations during the 2019-21 biennium.

**Indirect cost allocation** - Section 13 provides that, notwithstanding North Dakota Century Code Section 54-44.1-15, DPI 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.



**Teacher loan forgiveness program transfer** - Section 16 includes the statutory changes necessary to transfer the administration of the teacher loan forgiveness program from the State Board of Higher Education to the Superintendent of Public Instruction.

**Salary of the Superintendent of Public Instruction** - Section 17 provides the statutory changes to increase the Superintendent of Public Instruction's salary. The Superintendent's annual salary would increase from the current level of \$120,410 to \$122,818, effective July 1, 2019, and to \$126,503, effective July 1, 2020, to reflect salary adjustments of 2 percent for the 1<sup>st</sup> year and 3 percent in the 2<sup>nd</sup> year of the 2019-21 biennium.

**Early childhood education** - Sections 18, 19, and 20 provide the statutory changes necessary to transfer the early childhood service provider grant program from the Department of Commerce to the Superintendent of Public Instruction.

**Emergency** - Section 21 declares Section 5, relating to transfer authority between various line items during the 2017-19 biennium, an emergency measure.

### **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.

### **Deficiency Appropriation**

There is currently no deficiency appropriation for this agency. However, DPI anticipates special education claims will exceed funding appropriated in the grants - special education line item for the 2017-19 biennium by as much as \$5 million. The executive budget recommendation, in Section 14, would provide if any funding appropriated to the Superintendent of Public Instruction for integrated formula payments to school districts remains after payment of all statutory payment obligations imposed for the 2017-19 biennium, the Superintendent must first use the remaining funds to pay any state obligations in excess of the amount appropriated for special education contracts for the 2017-19 biennium. The Superintendent has estimated excess funding appropriated from the general fund for the 2017-19 biennium may total \$18 million for the 2017-19 biennium. **The Senate, in Section 5 of Senate Bill No. 2013, allows the Superintendent to transfer up to \$4 million from the integrated formula payments line item to the grants - special education line item during the 2017-19 biennium to provide funding for 2017-19 biennium special education contract expenditures in excess of the 2017-19 biennium special education contract appropriation.**

### **Significant Audit Findings**

The operational audit of DPI for the biennium ended June 30, 2017, identified one audit finding related overspending federal funds in the other grants line item. The department has increased its budget request related to federal funds.

The single audit of DPI recommended DPI:

- Comply with Federal requirements by keeping proper support documentation for the Report of Children and Youth with Disabilities Receiving Special Education Under Part B of the Individuals With Disabilities Education Act;
- Inform private schools of the ability to apply for Twenty-First Century Community Learning Centers funds and keep the documentation associated with that correspondence;
- Complete subrecipient risk assessments as required;
- Monitor subrecipients to ensure that private and public schools receive funds on an equitable basis;
- Ensure that subrecipients are made aware of all required grant award information; and
- Ensure that documentation kept for subrecipient monitoring is completed and that notations or approval be included on the subrecipient quarterly reports to demonstrate that they have been reviewed.

### **Major Related Legislation**

**House Bill No. 1088** - Repeals the requirement of DPI to purchase and distribute automated external defibrillators.

**House Bill No. 1365** - Reduces the percentage of local revenue deducted in the state school aid formula from 75 and 100 percent of various local revenue types to 75 percent of all revenue types deducted. In addition, prior to deducting 75 percent of the revenue from total state school aid, the bill excludes the amount of revenue proportionate to the number of mills levied in the previous calendar year by the school district for sinking and interest relative to the total mills levied in the previous calendar year by the school district. In addition, the bill changes the amount deducted for property taxes in the state school aid formula.

**House Bill No. 1429** - Transfers the teacher loan forgiveness program from the University System to DPI and allows any funding remaining for the program at the end of the 2017-19 biennium to be continued into the 2019-21 biennium.

**Senate Bill No. 2025** - Requires the Superintendent of Public Instruction to facilitate an annual meeting to review and update the statewide prekindergarten through grade twelve education strategic vision.

**Senate Bill No. 2214** - Authorizes the Public Finance Authority to issue up to \$250 million of bonds to support the school construction assistance revolving loan fund, increasing the amount available in the fund for low-interest rate loans to school districts for school construction projects and authorizes the Bank of North Dakota to use up to \$5 million from the school construction assistance revolving loan fund to continue interest rate buydowns on school construction loans held by the Bank.

**Senate Bill No. 2250** - Transfers the early childhood service provider grant program from the Department of Commerce to the Superintendent of Public Instruction.

**Senate Bill No. 2265** - Provides for K-12 funding formula policy changes including: on-time funding; increases in the per pupil rate of 2 percent in the 1<sup>st</sup> year of the biennium and 3 percent in the 2<sup>nd</sup> year of the biennium; reductions in the formula transition minimum; increases in the transition maximum; and changes to the deduction of all in lieu of revenue in the formula to 75 percent. The bill also provides appropriations of \$3 million from the foundation aid stabilization fund to DPI for rapid enrollment grants in the 1<sup>st</sup> year of the biennium and of \$200,000 from the general fund to the Department of Commerce for research-based literacy intervention.

**Senate Bill No. 2300** - Provides an appropriation of \$1.3 million from the general fund to the Department of Human Services for grants to school districts to address student behavioral health needs.

**Department of Public Instruction - Budget No. 201**  
**Senate Bill No. 2013**  
**Base Level Funding Changes**

	Executive Budget Recommendation				Senate Version			
	FTE Position	General Fund	Other Funds	Total	FTE Position	General Fund	Other Funds	Total
2019-21 Biennium Base Level	91.75	\$1,435,601,984	\$705,727,065	\$2,141,329,049	91.75	\$1,435,601,984	\$705,727,065	\$2,141,329,049
<b>2019-21 Ongoing Funding Changes</b>								
Base payroll changes		(\$1,118,179)	\$1,116,589	(\$1,590)		(\$1,118,179)	\$1,116,589	(\$1,590)
Salary increase		252,417	494,470	746,887		166,771	336,409	503,180
Health insurance increase		118,771	232,665	351,436		129,656	285,318	414,974
Retirement contribution increase		30,901	60,535	91,436				0
Removes 4 FTE positions	(4.00)	(583,930)	(103,046)	(686,976)	(4.00)	(583,930)	(103,046)	(686,976)
Adds 1 FTE division manager position	1.00	272,692		272,692	1.00	272,692		272,692
Transfers the teacher shortage loan forgiveness program from the North Dakota University System		2,103,393		2,103,393		2,103,393		2,103,393
Adds funding to transfer the state funded component of the federal Quality Rating and Improvement System from the Department of Human Services		150,000		150,000				0
Adds funding for Microsoft Office 365 licensing expenses		16,343	47,145	63,488		16,343	47,145	63,488
Reduces operating expenses		(277,748)	(84,191)	(361,939)		(277,748)	(84,191)	(361,939)
Increases funding for cost-to-continue state school aid		52,295,837		52,295,837		53,625,374		53,625,374
Adds funding to provide a 2 percent increase in the per pupil payment each year of the biennium		57,638,829		57,638,829		61,962,987		61,962,987
Adds funding to provide an additional 1 percent increase in the integrated formula payment in the second year of the biennium				0		10,797,984		10,797,984
Adds funding to Increase formula maximum payments 5 percent each year of the biennium		4,324,158		4,324,158		4,331,460		4,331,460
Reduces funding for savings related to transitioning school districts from minimum payments		(14,004,083)		(14,004,083)		(2,031,496)		(2,031,496)

Reduces funding for savings related to removing new property from the 12 percent limitation on property tax increases	(8,892,316)		(8,892,316)				0	
Adds funding to transition to on-time funding	24,135,735		24,135,735		36,999,559		36,999,559	
Increases funding for adjustments to the state aid formula that reduce the local revenue deduction to 75 percent for all local revenue types			0		5,756,023		5,756,023	
Adds funding for integrated formula payments to replace one-time funding provided from the foundation aid stabilization fund during the 2017-19 biennium	185,000,000		185,000,000		185,000,000		185,000,000	
Adjusts the funding source for integrated formula payments to increase funding from the foundation aid stabilization fund	(122,781,065)	122,781,065	0				0	
Adjusts the funding source for integrated formula payments to increase funding from the state tuition fund/common schools trust fund	(74,217,095)	74,217,095	0		(74,217,095)	74,217,095	0	
Increases funding for special education contract grants to provide a total of \$25 million from the general fund	5,700,000		5,700,000		5,700,000		5,700,000	
Increases funding for transportation grants			0		500,000		500,000	
Increases funding for adult education matching grants	1,000,000		1,000,000		1,300,000		1,300,000	
Transfers prekindergarten grants from Department of Commerce	3,000,000		3,000,000		1,500,000		1,500,000	
Increases funding for a program grant pool	279,711		279,711		579,711		579,711	
Decreases funding for general fund passthrough grants	(359,871)		(359,871)		(48,660)		(48,660)	
Increases federal funds authority for grants		33,000,000	33,000,000			33,000,000	33,000,000	
Reduces and transfers PowerSchool to the Information Technology Department	(5,500,000)		(5,500,000)				0	
Reduces funding for transportation efficiency and transfers the remaining funding of \$27,000 from the transportation efficiency line item to the program grant pool	(3,000)		(3,000)		(3,000)		(3,000)	
Reduces funding for national board certification to provide a total of \$108,000	(12,000)		(12,000)		(12,000)		(12,000)	
Total ongoing funding changes	(3.00)	\$108,569,500	\$231,762,327	\$340,331,827	(3.00)	\$292,449,845	\$108,815,319	\$401,265,164



**One-time funding items**

Adds one-time funding for cybersecurity education for teachers	\$3,000,000	\$3,000,000		0
Adds one-time funding to rewrite the state aid formula	200,000	200,000	\$200,000	\$200,000
Adds one-time funding to review the state's foreign language standards	125,000	125,000		0
<b>Total one-time funding changes</b>	<u>0.00</u>	<u>\$3,325,000</u>	<u>\$0</u>	<u>\$3,325,000</u>
<b>Total Changes to Base Level Funding</b>	<u>(3.00)</u>	<u>\$111,894,500</u>	<u>\$231,762,327</u>	<u>\$343,656,827</u>
<b>2019-21 Total Funding</b>	<u>88.75</u>	<u>\$1,547,496,484</u>	<u>\$937,489,392</u>	<u>\$2,484,985,876</u>


**Other Sections for Department of Public Instruction - Budget No. 201**

	<u>Executive Budget Recommendation</u>	<u>Senate Version</u>
Salary of the Superintendent of Public Instruction	Section 3 would provide the statutory changes to increase the Superintendent of Public Instruction's salary. The Superintendent's annual salary would increase from the current level of \$120,410 to \$125,226, effective July 1, 2019, and to \$127,731, effective July 1, 2020, to reflect the 4 and 2 percent recommended salary increase.	Section 17 provides the statutory changes to increase the Superintendent of Public Instruction's salary. The Superintendent's annual salary would increase from the current level of \$120,410 to \$122,818, effective July 1, 2019, and to \$126,503, effective July 1, 2020, to reflect the 2 and 3 percent salary increase.
Tuition apportionment	Section 4 would provide that any money available in the state tuition fund in excess of the \$379,764,000 appropriated in Section 1 of the bill is appropriated to DPI for distribution to school districts.	Section 3 provides that any money available in the state tuition fund in excess of the \$379,764,000 appropriated in Section 1 of the bill is appropriated to DPI for distribution to school districts.
Foundation aid stabilization fund transfer		Section 4 identifies \$110,000,000 included in the estimated income line of Section 1 is provided from the foundation aid stabilization fund.
Exemption - Funding transfer authorization		Section 5 allows the Superintendent to transfer \$4 million from the integrated formula payments line item to the grants - special education line item to provide funding for 2017-19 biennium special education contract expenditures in excess of the 2017-19 biennium special education contract appropriation.
Payments for 2017-19 biennium educational services	Section 5 would provide that DPI may use money appropriated for integrated formula payments and special education contracts for the 2019-21 biennium to pay claims due during the 2017-19 biennium, but not filed with the department until the 2019-21 biennium.	Section 6 provides that DPI may use money appropriated for integrated formula payments and special education contracts for the 2019-21 biennium to pay claims due during the 2017-19 biennium, but not filed with the department until the 2019-21 biennium. Claims related to the 2017-19 biennium must be filed by June 30, 2020.

Other Sections for Department of Public Instruction - Budget No. 201

Executive Budget Recommendation

Senate Version

Gifted and talented program funding and Medicaid matching grants

Section 6 would provide that DPI use \$800,000 of the 2019-21 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. The section also provides 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 DPI to the Department of Human Services on behalf of the school district or unit.

Section 8 provides that DPI use \$800,000 of the 2019-21 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. The section also provides 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 DPI to the Department of Human Services on behalf of the school district or unit.

Transportation grants - Distribution

Section 9 provides guidelines for the distribution of transportation grants.

Regional education association grants

Section 7 would provide for the distribution of up to \$500,000 from the integrated formula payments line item for the purpose of providing annual grants to regional education associations during the 2019-21 biennium.

Section 12 provides for the distribution of up to \$500,000 from the integrated formula payments line item for the purpose of providing annual grants to regional education associations during the 2019-21 biennium.

Continuing education grants

Section 8 would provide for the distribution of up to \$125,000 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 10 provides for the distribution of up to \$125,000 from the grants - program 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 9 would provide that, notwithstanding North Dakota Century Code Section 54-44.1-15, DPI 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 13 provides that, notwithstanding Section 54-44.1-15, DPI 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.

State school aid program

Section 12 would provide for changes included in the executive recommendation for integrated formula payments, including a 2 percent increase in the per-student payment each year of the 2019-21 biennium. The current per-student payment rate of \$9,646 would increase to \$9,839 for the 2019-20 academic year and to \$10,036 for the 2020-21 academic year. Changes to the per student payment rate require a statutory change and this section may be eliminated when the recommendation for integrated formula payments is developed by the Legislative Assembly.

This section was not added by the Senate. Senate amendments to the state school aid formula are provided in Senate Bill No. 2265.

Other Sections for Department of Public Instruction - Budget No. 201

	<u>Executive Budget Recommendation</u>	<u>Senate Version</u>
Grants - Passthrough grants distribution	Section 13 would require no more than one-half of the passthrough grants provided to the department may be distributed during the 1st year of the biennium.	Section 11 allows the Superintendent to determine the manner in which certain passthrough grants are distributed and to provide for a report.
Contingent appropriation - Special education contracts and Teacher Incentives for Leadership in Education (TILE) Program	Section 14 would provide if any funding appropriated to the Superintendent of Public Instruction for integrated formula payments to school districts remains after the Superintendent complies with all statutory payment obligations imposed for the biennium beginning July 1, 2017, and ending June 30, 2019, the Superintendent shall first use the remaining funds to pay any state obligations in excess of the amount appropriated for special education contracts for the 2017-19 biennium and second use up to \$10,000,000 of any remaining funds for the creation of a TILE program. Funding provided for the TILE program must be invested in professional development, project-based incentives for current teachers, or career track opportunities for teacher leaders.	This section was not added by the Senate. However, Section 5 allows the Superintendent, after complying with all statutory payment obligations, to use up to \$4 million remaining from the 2017-19 biennium appropriation for integrated formula payments for special education grants.
Foundation aid stabilization fund transfer	Section 15 would provide for the transfer, on a quarterly basis, a total of \$232,781,065 from the foundation aid stabilization fund to the operating fund of DPI for the purpose of providing integrated formula payments during the 2019-21 biennium.	This section was not included by the Senate, but the funding from the foundation aid stabilization fund is identified in another section.
Teacher loan forgiveness program transfer	Section 16 would include the statutory changes necessary to transfer the administration of the teacher loan forgiveness program from the State Board of Higher Education to the Superintendent of Public Instruction.	Section 16 provides the statutory changes necessary to transfer the administration of the teacher loan forgiveness program from the State Board of Higher Education to the Superintendent of Public Instruction.
State school aid formula changes	Section 17 would provide the statutory changes to the state school aid formula included in the executive budget recommendation. Statutory changes include: <ul style="list-style-type: none"><li>• Recalculating the baseline funding of school districts in an approved cooperative agreement;</li><li>• Increasing the integrated formula per student payment rate 2 percent each year of the biennium;</li><li>• Reducing minimum payments in the formula to 90 percent of the baseline calculation in both years of the biennium; and</li><li>• Increasing maximum payments in the formula by 5 percent each year of the biennium.</li></ul>	This section was not added by the Senate. Senate amendments to the state school aid formula are provided in Senate Bill No. 2265.
Early childhood education	Sections 18, 19, and 20 would provide the statutory changes necessary to transfer the early childhood service provider grant program from the Department of Commerce to the Superintendent of Public Instruction.	Sections 18, 19, and 20 provide the statutory changes necessary to transfer the early childhood service provider grant program from the Department of Commerce to the Superintendent of Public Instruction.

**Other Sections for Department of Public Instruction - Budget No. 201**

**Executive Budget Recommendation**

Special education grants - Deficiency authorization

Section 21 would provide if funds appropriated to the Superintendent of Public Instruction in the grants - special education line item for special education contract grants in the 2019-21 biennium are not sufficient to meet special education contract obligations, the Superintendent must request supplemental funding from the 67th Legislative Assembly.

**Senate Version**

Section 7 provides if funds appropriated to the Superintendent of Public Instruction in the grants - special education line item for special education contract grants in the 2019-21 biennium are not sufficient to meet special education contract obligations, the Superintendent must request supplemental funding from the 67th Legislative Assembly.

Emergency

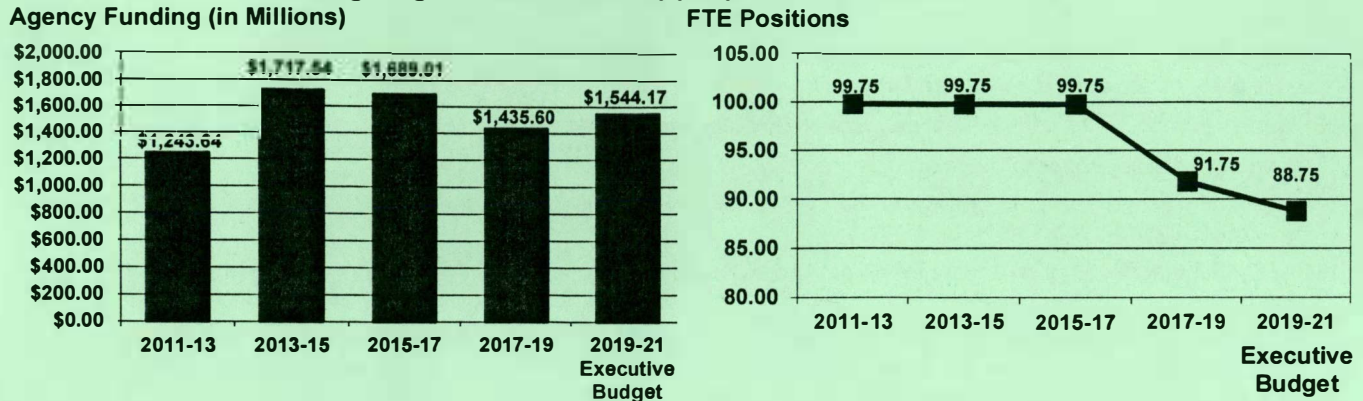
Section 21 declares the authorization to transfer funding from the integrated formula payments line item to the grant - special education line item for the 2017-19 biennium is an emergency measure.



Department 201 - Department of Public Instruction

## Historical Appropriations Information

### Ongoing General Fund Appropriations Since 2011-13



Ongoing General Fund Appropriations					
	2011-13	2013-15	2015-17	2017-19	2019-21 Executive Budget
Ongoing general fund appropriations	\$1,243,641,651	\$1,717,543,325	\$1,689,008,539	1,435,601,984	\$1,544,171,484
Increase (decrease) from previous biennium	\$130,225,797	\$473,901,674	(\$28,534,786)	(\$253,406,555)	\$108,569,500
Percentage increase (decrease) from previous biennium	N/A	38.1%	(1.7%)	(15.0%)	7.6%
Cumulative percentage increase (decrease) from 2011-13 biennium	N/A	38.1%	35.8%	15.4%	24.2%

### Major Increases (Decreases) in Ongoing General Fund Appropriations

#### 2013-15 Biennium

- Increased funding for ACT and WorkKeys testing to provide a total of \$867,300 from the general fund. \$188,900
- Removed funding for mill levy reduction grants. (\$341,790,000)
- Increased funding for state school aid to provide for a new per-student integrated formula payment that provides an adequate base level of support necessary to educate students and includes property tax relief. \$794,952,522
- Increased funding for transportation grants from \$48.5 million to \$53.5 million. \$5,000,000
- Increased funding for special education from \$16 million to \$16.5 million. \$500,000
- Increased funding for other passthrough grants. \$944,106

#### 2015-17 Biennium (Original Amounts)

- Added funding for market equity related to attrition in the director of school finance position. \$100,000
- Increased funding for salaries and wages to support content positions in mathematics and science. The department planned to convert FTE positions. \$277,351
- Increased funding for the administration of the Safe and Healthy Schools Unit, including salaries and wages (\$500,034) and operating expenses (\$97,640). \$597,674
- Increased funding for information technology maintenance to update the state automated reporting system (\$112,000) and updates to the department's website (\$48,000). \$160,000
- Added funding for operating expenses to support the statewide accreditation system. \$799,750
- Added funding for operating expenses to support a college and career readiness program, including the cost of advanced placement teacher professional development and related expenses. \$250,000
- Added funding to support statewide training and implementation activities to advance the deployment of principal and teacher evaluation programs, including \$60,000 for operating costs and \$240,000 for grants. \$300,000

8. Increased funding for integrated formula payments. (Due to budget allotments declared by the Governor, the funding source for integrated formula payments was adjusted to provide additional funds from the foundation aid stabilization fund.)	\$85,732,000
9. Increased funding for transportation grants to provide a total of \$57 million from the general fund.	\$3,500,000
10. Increased funding for special education contract grants to provide a total of \$17.3 million from the general fund.	\$800,000
11. Increased funding for the mentorship grant program to provide \$2.7 million from the general fund for an expanded teacher, principal, and instructional coach mentoring program.	\$400,000
12. Increased funding for adult education grants to provide a total of \$4,110,411 from the general fund.	\$1,000,000
13. Increased funding for other passthrough grants.	\$121,394
14. Added funding for grants to provide free breakfast to students eligible for reduced meals to provide a total of \$205,000 from the general fund.	\$205,000
15. Added funding for English language learner grants to provide a total of \$1 million from the general fund.	\$1,000,000
16. Added funding for Medicaid matching requirements of school districts related to increased medical assistance payment rates for physical, occupational, and speech therapy services to provide a total of \$323,611 from the general fund. (This funding was reduced as part of the general fund budget reductions approved in August 2016.)	\$323,611
17. Added funding for PowerSchool to provide a total of \$6 million from the general fund in a separate line of the department's appropriation and removed the PowerSchool factor from the state school aid formula.	\$6,000,000

**2017-19 Biennium**

1. Removed 8 FTE positions from base budget. Funding for 3 FTE information technology programmer and research positions of \$449,187, of which \$157,215 is from the general fund and \$291,972 is from federal funds, was transferred from the salaries and wages line item to the operating expenses line item to contract for services.	(\$652,038)
2. Reduced funding for operating expenses.	(\$1,301,254)
3. Increased funding for cost-to-continue state school aid.	\$18,864,163
4. Adjusted the funding sources of integrated formula payments to provide for increased funding available from the state tuition fund.	(\$86,412,905)
5. Adjusted the funding sources of integrated formula payments to provide for a decrease in ongoing funding provided from the foundation aid stabilization fund to \$110 million.	\$6,053,293
6. Adjusted the funding sources of integrated formula payments to provide for one-time funding from the foundation aid stabilization fund.	(\$185,000,000)
7. Increased funding for special education contract grants to provide a total of \$19.3 million from the general fund.	\$2,000,000
8. Reduced funding for transportation grants to provide a total of \$55.4 million from the general fund.	(\$1,600,000)
9. Added funding for a flexible funding pool for certain programs administered by the Superintendent of Public Instruction.	\$1,530,000
10. Reduced funding for program grants.	(\$1,179,022)
11. Reduced funding for various passthrough grants.	(\$2,887,500)
12. Reduced funding for PowerSchool.	(\$500,000)

**2019-21 Biennium (Executive Budget Recommendation)**

1. Removes 4 FTE positions from base budget.	(\$583,930)
2. Restores 1 FTE division manager position.	\$272,692
3. Transfers the teacher shortage loan forgiveness program from the North Dakota University System.	\$2,103,393
4. Increases funding for cost-to-continue state school aid. <b>The Senate added \$53,625,374 for the cost-to-continue state school aid due to a change in how the department calculates the average daily membership for special education prekindergarten students.</b>	\$52,295,837
5. Adds funding to provide a 2 percent increase in the per pupil payment each year of the biennium. <b>The Senate added \$82,848,454 to provide increases in the per pupil payment rate of 2 percent in the 1<sup>st</sup> year and 3 percent in the 2<sup>nd</sup> year of the biennium, increase the formula maximum payments 5 percent each year of the biennium, and reduce the local revenue deduction to 75 percent for all local revenue types.</b>	\$61,962,987



- |  |                 |
|--|-----------------|
| 6. Reduces funding for savings related to transitioning school districts from minimum payments beginning in the 1 <sup>st</sup> year of the biennium. <b>The Senate provided for transitioning school districts from the minimum payments in the 2<sup>nd</sup> year of the biennium for a savings of \$2,031,496.</b> | (\$14,004,083)  |
| 7. Reduces funding for savings related to removing new property from the 12 percent limitation on property tax increases. <b>The Senate did not include this change to the state school aid formula.</b>   | (\$8,892,316)   |
| 8. Adds funding for integrated formula payments to replace one-time funding provided from the foundation aid stabilization fund during the 2017-19 biennium.   | \$185,000,000   |
| 9. Adjusts the funding source for integrated formula payments to increase funding from the foundation aid stabilization fund. <b>The Senate did not include this increase in funding from the foundation aid stabilization fund.</b>   | (\$122,781,065) |
| 10. Adjusts the funding source for integrated formula payments to increase funding from the state tuition fund/common schools trust fund.  | (\$74,217,095)  |
| 11. Increases funding for special education grants.  | \$5,700,000     |
| 12. Increases funding for adult education matching grants. <b>The Senate increased funding for adult education matching grants by \$1.3 million to provide a total of \$4.4 million from the general fund.</b>   | \$1,000,000     |
| 13. Transfers prekindergarten grants from Department of Commerce. <b>The Senate transferred \$1.5 million of general fund authority for early childhood education provider grants from Department of Commerce to DPI, but did not provide a funding increase.</b>  | \$3,000,000     |
| 14. Transfers PowerSchool to the Information Technology Department. <b>The Senate did not reduce funding for PowerSchool or transfer administration of the program to the Information Technology Department.</b>   | (\$5,500,000)   |

**Department 250 - State Library  
Senate Bill No. 2013**

**Executive Budget Comparison to Prior Biennium Appropriations**

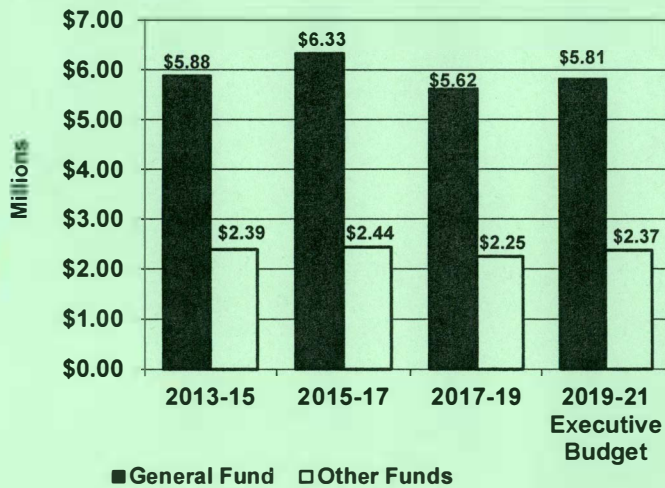
	FTE Positions	General Fund	Other Funds	Total
2019-21 Executive Budget	27.75	\$5,807,726	\$2,371,469	\$8,179,195
2017-19 Legislative Appropriations <sup>1</sup>	28.75	5,618,301	2,247,560	7,865,861
Increase (Decrease)	(1.00)	\$189,425	\$123,909	\$313,334

<sup>1</sup>The 2017-19 biennium agency appropriation amounts have not been adjusted for additional special funds authority of \$124,500 resulting from Emergency Commission action during the 2017-19 biennium.

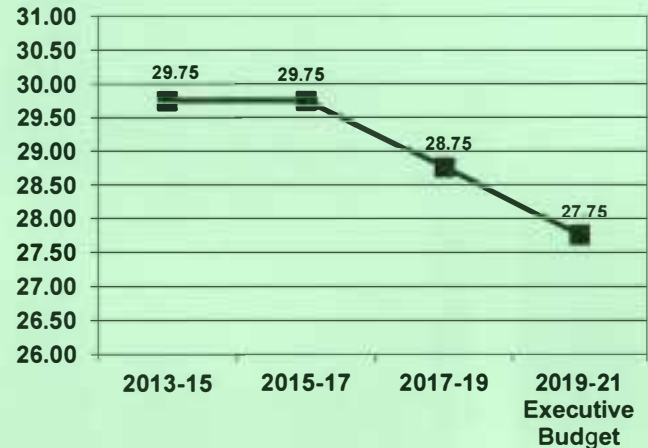
**Ongoing and One-Time General Fund Appropriations**

	Ongoing General Fund Appropriation	One-Time General Fund Appropriation	Total General Fund Appropriation
2019-21 Executive Budget	\$5,807,726	\$0	\$5,807,726
2017-19 Legislative Appropriations	5,618,301	0	5,618,301
Increase (Decrease)	\$189,425	\$0	\$189,425

**Agency Funding**



**FTE Positions**



**Executive Budget Comparison to Base Level**

	General Fund	Other Funds	Total
2019-21 Executive Budget	\$5,807,726	\$2,371,469	\$8,179,195
2019-21 Base Level	5,618,301	2,247,560	7,865,861
Increase (Decrease)	\$189,425	\$123,909	\$313,334

**First House Action**

Attached is a comparison worksheet detailing first house changes to base level funding and the executive budget.

**Executive Budget Highlights  
(With First House Changes in Bold)**

	General Fund	Other Funds	Total
1. Adds funding for state employee salary and benefit increases, of which \$164,521 is for salary increases, \$113,371 is for health insurance increases, and \$21,432 is for retirement contribution increases. <b>The Senate added funding for salary adjustments of 2 percent for the 1<sup>st</sup> year and 3 percent in the 2<sup>nd</sup> year and increases in health insurance premiums from \$1,241 to \$1,427 per month. The Senate did not add funding for retirement contribution increases.</b>	\$266,447	\$32,877	\$299,324
2. Adjusts base payroll.	\$29,959	(\$58,654)	(\$28,695)

3. Removes 2 FTE library associate I positions.	(\$280,915)	\$0	(\$280,915)
4. Adds 1 FTE librarian III position.	\$181,278	\$0	\$181,278
5. Adjusts funding for operating expenses.	(\$29,959)	\$25,186	(\$4,773)
6. Adds funding for Microsoft Office 365 licensing expenses.	\$22,615	\$0	\$22,615
7. Adds federal funding authority for a youth coding skills grant.	\$0	\$124,500	\$124,500

**Other Sections in Senate Bill No. 2013**

**State aid to public libraries** - Section 14 provides that of the \$1,737,528 provided for aid to public libraries, no more than one-half may be spent during the 1<sup>st</sup> year of the biennium.

**Continuing Appropriations**

There are no continuing appropriations for this agency.

**Deficiency Appropriation**

There are no deficiency appropriations for this agency.

**Significant Audit Findings**

There were no significant audit findings for this agency.

**Major Related Legislation**

At this time, no major related legislation is under consideration affecting this agency.

**State Library - Budget No. 250  
Senate Bill No. 2013  
Base Level Funding Changes**

	Executive Budget Recommendation				Senate Version			
	FTE Position	General Fund	Other Funds	Total	FTE Position	General Fund	Other Funds	Total
<b>2019-21 Biennium Base Level</b>	28.75	\$5,618,301	\$2,247,560	\$7,865,861	28.75	\$5,618,301	\$2,247,560	\$7,865,861
<b>2019-21 Ongoing Funding Changes</b>								
Base payroll changes		\$29,959	(\$58,654)	(\$28,695)		\$29,959	(\$58,654)	(\$28,695)
Salary increase		146,450	18,071	164,521		98,898	11,006	109,904
Health insurance increase		100,919	12,452	113,371		116,014	17,848	133,862
Retirement contribution increase		19,078	2,354	21,432				0
Removes 2 FTE library associate I positions	(2.00)	(280,915)		(280,915)	(2.00)	(280,915)		(280,915)
Adds 1 FTE librarian III position	1.00	181,278		181,278	1.00	181,278		181,278
Adjusts funding for operating expenses		(29,959)	25,186	(4,773)		(29,959)	25,186	(4,773)
Adds funding for Microsoft Office 365 licensing expenses		22,615		22,615		22,615		22,615
Adds federal funding authority for a youth coding skills grant			124,500	124,500			124,500	124,500
Total ongoing funding changes	(1.00)	\$189,425	\$123,909	\$313,334	(1.00)	\$137,890	\$119,886	\$257,776
<b>One-time funding items</b>								
No one-time funding items				\$0				\$0
Total one-time funding changes	0.00	\$0	\$0	\$0	0.00	\$0	\$0	\$0
<b>Total Changes to Base Level Funding</b>	(1.00)	\$189,425	\$123,909	\$313,334	(1.00)	\$137,890	\$119,886	\$257,776
<b>2019-21 Total Funding</b>	27.75	\$5,807,726	\$2,371,469	\$8,179,195	27.75	\$5,756,191	\$2,367,446	\$8,123,637

**Other Sections for State Library - Budget No. 250**

State aid to public libraries

	Executive Budget Recommendation	Senate Version
State aid to public libraries	Section 10 would provide that of the \$1,737,528 provided for aid to public libraries, no more than one-half may be spent during the 1st year of the	Section 14 provides that of the \$1,737,528 provided for aid to public libraries, no more than one-half may be spent during the 1st year of the biennium.

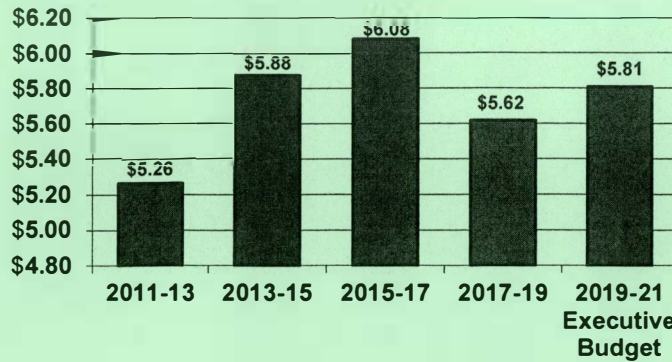


Department 250 - State Library

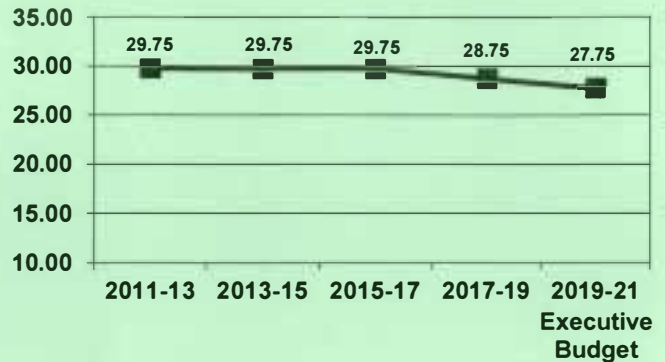
# Historical Appropriations Information

## Ongoing General Fund Appropriations Since 2011-13

Agency Funding (in Millions)



FTE Positions



Ongoing General Fund Appropriations					
	2011-13	2013-15	2015-17	2017-19	2019-21 Executive Budget
Ongoing general fund appropriations	\$5,263,975	\$5,875,988	\$6,079,981	\$5,618,301	\$5,807,726
Increase (decrease) from previous biennium	\$612,947	\$612,013	\$203,993	(\$461,680)	\$189,425
Percentage increase (decrease) from previous biennium	N/A	11.6%	3.5%	(7.6%)	3.4%
Cumulative percentage increase (decrease) from 2011-13 biennium	N/A	11.6%	15.5%	6.7%	10.3%

### Major Increases (Decreases) in Ongoing General Fund Appropriations

**2013-15 Biennium**

- 1. Increased state aid to libraries to provide a total of \$1,766,500 \$266,500

**2015-17 Biennium (Original Amount)**

- 1. Increased state aid to libraries to provide a total of \$2,133,000 from the general fund (This funding was reduced as part of the general fund budget reductions approved in August 2016.) \$366,500

**2017-19 Biennium**

- 1. Restored salaries and wages funding reductions during the 2015-17 biennium \$61,341
- 2. Removed 1 FTE education program administrator II position (\$142,296)
- 3. Reduced funding for online library resources (\$182,239)
- 4. Reduced funding for state aid to libraries to provide a total of \$1,737,528 from the general fund (\$295,472)

**2019-21 Biennium (Executive Budget Recommendation)**

- 1. Removes 2 FTE library associate I positions (\$280,915)
- 2. Adds 1 FTE librarian III position \$181,278
- 3. Adjusts funding for operating expenses (\$29,959)

**Department 252 - School for the Deaf  
Senate Bill No. 2013**

**Executive Budget Comparison to Prior Biennium Appropriations**

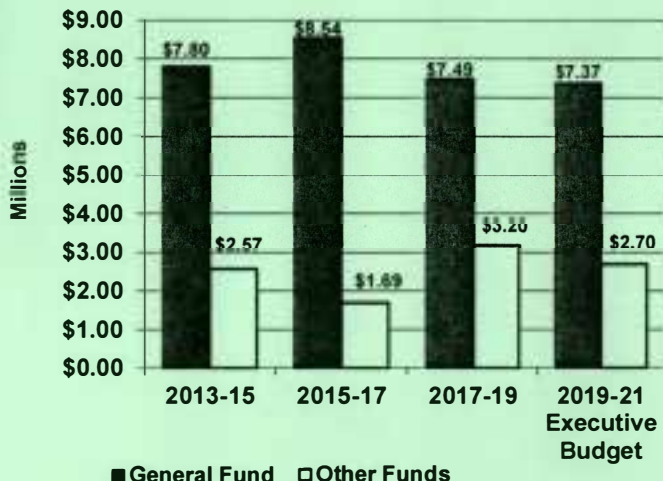
	FTE Positions	General Fund	Other Funds	Total
2019-21 Executive Budget	43.61	\$7,367,258	\$2,700,808	\$10,068,066
2017-19 Legislative Appropriations <sup>1</sup>	45.61	7,488,526	3,198,444	10,686,970
Increase (Decrease)	(2.00)	(\$121,268)	(\$497,636)	(\$618,904)

<sup>1</sup>The 2017-19 biennium agency appropriation amounts have not been adjusted for special fund carryover totaling \$23,495 related to capital projects and general fund carryover totaling \$209,115 related to the higher education interpreter grant program.

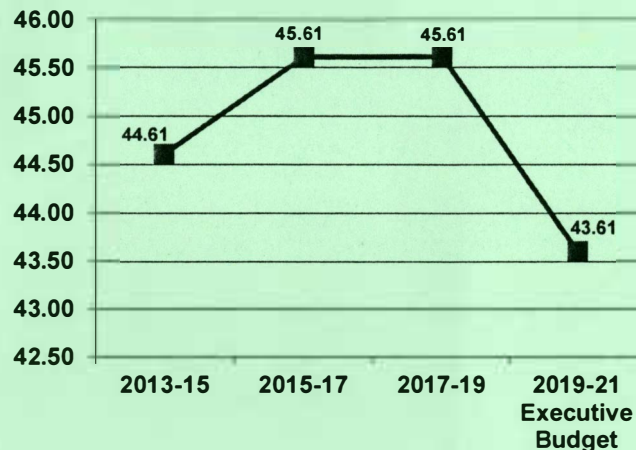
**Ongoing and One-Time General Fund Appropriations**

	Ongoing General Fund Appropriation	One-Time General Fund Appropriation	Total General Fund Appropriation
2019-21 Executive Budget	\$7,367,258	\$0	\$7,367,258
2017-19 Legislative Appropriations	7,488,526	0	7,488,526
Increase (Decrease)	(\$121,268)	\$0	(\$121,268)

**Agency Funding**



**FTE Positions**



**Executive Budget Comparison to Base Level**

	General Fund	Other Funds	Total
2019-21 Executive Budget	\$7,367,258	\$2,700,808	\$10,068,066
2019-21 Base Level	7,488,526	2,465,444	9,953,970
Increase (Decrease)	(\$121,268)	\$235,364	\$114,096

**First House Action**

Attached is a comparison worksheet detailing first house changes to base level funding and the executive budget.

**Executive Budget Highlights  
(With First House Changes in Bold)**

	General Fund	Other Funds	Total
1. Adds funding for state employee salary and benefit increases, of which \$291,916 is for salary increases, \$200,288 is for health insurance increases, and \$21,706 is for retirement contribution increases. <b>The Senate added funding for salary adjustments of 2 percent for the 1<sup>st</sup> year and 3 percent in the 2<sup>nd</sup> year and increases in health insurance premiums from \$1,241 to \$1,427 per month. The Senate did not add funding for retirement contribution increases.</b>	\$485,678	\$28,232	\$513,910
2. Removes 1 FTE position and adjusts base payroll.	(\$293,445)	\$70,593	(\$222,852)



3. Removes 2 FTE undesignated positions. <b>The Senate restored 1 FTE undesignated position and \$200,000 from the general fund for salaries and wages.</b>	(\$317,654)	\$0	(\$317,654)
4. Adds 1 FTE adult services position.	\$0	\$159,996	\$159,996
5. Increases funding for temporary salaries.	\$0	\$27,500	\$27,500
6. Increases funding for teacher salaries.	\$144,153	\$0	\$144,153
7. Adds funding for interactive information technology equipment.	\$0	\$15,000	\$15,000
8. Increases funding for meals.	\$0	\$10,000	\$10,000
9. Increases funding for audiology and speech contract costs.	\$0	\$20,000	\$20,000
10. Decreases funding for operating expenses.	\$0	(\$365,957)	(\$365,957)
11. Reduces funding for interpreter grants to state colleges and universities to provide a total of \$40,000 from the general fund.	(\$140,000)	\$0	(\$140,000)
12. Adds one-time funding for a dishwashing unit.	\$0	\$20,000	\$20,000
13. Adds one-time funding for extraordinary repairs related to master facility plan.	\$0	\$250,000	\$250,000

### Other Sections in Senate Bill No. 2013

**Higher education interpreter grant program** - Section 15 provides that \$40,000 from the general fund included in the grants line item of the School for the Deaf is for a 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 2019-21 biennium. Funding appropriated for this program is not subject to North Dakota Century Code Section 54-44.1-11. In addition, the section would require 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 1<sup>st</sup> year of the biennium. If any grant funding remains undistributed at the end of the biennium, the School for the Deaf would 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.

### Deficiency Appropriation

There are no deficiency appropriations for this agency.

### Significant Audit Findings

There are no significant audit findings for this agency.

### Major Related Legislation

**House Bill No. 1084** - Allows the School for the Deaf and the School for the Blind to require criminal history record checks.

**House Bill No. 1089** - Relates to personnel policies for teachers.

**House Concurrent Resolution No. 3016** - Relates to a constitutional amendment that would change the name of the school.

**School for the Deaf - Budget No. 252**  
**Senate Bill No. 2013**  
**Base Level Funding Changes**

	Executive Budget Recommendation				Senate Version			
	FTE Position	General Fund	Other Funds	Total	FTE Position	General Fund	Other Funds	Total
<b>2019-21 Biennium Base Level</b>	45.61	\$7,488,526	\$2,465,444	\$9,953,970	45.61	\$7,488,526	\$2,465,444	\$9,953,970
<b>2019-21 Ongoing Funding Changes</b>								
Base payroll changes	(1.00)	(\$293,445)	\$70,593	(\$222,852)	(1.00)	(\$293,445)	\$70,593	(\$222,852)
Salary increase		275,879	16,037	291,916		194,480	9,985	204,465
Health insurance increase		189,285	11,003	200,288		221,855	14,635	236,490
Retirement contribution increase		20,514	1,192	21,706				0
Removes 2 FTE undesignated positions	(2.00)	(317,654)		(317,654)	(2.00)	(317,654)		(317,654)
Adds 1 FTE adult services position	1.00		159,996	159,996	1.00		159,996	159,996
Restores 1 FTE undesignated position and funding for salaries and wages				0	1.00	200,000		200,000
Increases funding for temporary salaries			27,500	27,500			27,500	27,500
Increases funding for teacher salaries		144,153		144,153		144,153		144,153
Adds funding for interactive information technology equipment			15,000	15,000			15,000	15,000
Increases funding for meals			10,000	10,000			10,000	10,000
Increases funding for audiology and speech contract costs			20,000	20,000			20,000	20,000
Decreases funding for operating expenses			(365,957)	(365,957)			(365,957)	(365,957)
Reduces funding for interpreter grants to state colleges and universities to provide a total of \$40,000 from the general fund		(140,000)		(140,000)		(140,000)		(140,000)
<b>Total ongoing funding changes</b>	<b>(2.00)</b>	<b>(\$121,268)</b>	<b>(\$34,636)</b>	<b>(\$155,904)</b>	<b>(1.00)</b>	<b>\$9,389</b>	<b>(\$38,248)</b>	<b>(\$28,859)</b>

**One-time funding items**

Adds one-time funding for a dishwashing unit			\$20,000	\$20,000			\$20,000	\$20,000
Adds one-time funding for extraordinary repairs related to master facility plan			250,000	250,000			250,000	250,000
Total one-time funding changes	0.00	\$0	\$270,000	\$270,000	0.00	\$0	\$270,000	\$270,000
<b>Total Changes to Base Level Funding</b>	<b>(2.00)</b>	<b>(\$121,268)</b>	<b>\$235,364</b>	<b>\$114,096</b>	<b>(1.00)</b>	<b>\$9,389</b>	<b>\$231,752</b>	<b>\$241,141</b>
<b>2019-21 Total Funding</b>	<b>43.61</b>	<b>\$7,367,258</b>	<b>\$2,700,808</b>	<b>\$10,068,066</b>	<b>44.61</b>	<b>\$7,497,915</b>	<b>\$2,697,196</b>	<b>\$10,195,111</b>

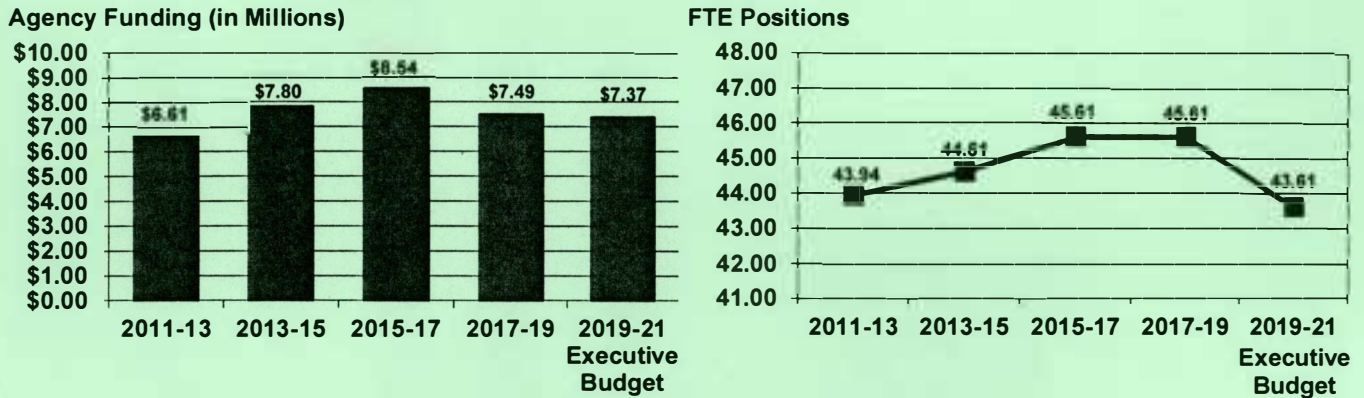
**Other Sections for School for the Deaf - Budget No. 252**

	<u>Executive Budget Recommendation</u>	<u>Senate Version</u>
Higher education interpreter grant program	Section 11 would provide that \$40,000 from the general fund included in the grants line item of the School for the Deaf is for a 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 2019-21 biennium. Funding appropriated for this program is not subject to North Dakota Century Code Section 54-44.1-11. In addition, the section would require 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 1st year of the biennium. If any grant funding remains undistributed at the end of the biennium, the School for the Deaf would provide additional prorated grants to institutions that during the biennium incurred hourly expenses in excess of the formula reimbursement level.	Section 15 provides that \$40,000 from the general fund included in the grants line item of the School for the Deaf is for a 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 2019-21 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 1st 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.

Department 252 - School for the Deaf

## Historical Appropriations Information

### Ongoing General Fund Appropriations Since 2011-13



Ongoing General Fund Appropriations					
	2011-13	2013-15	2015-17	2017-19	2019-21 Executive Budget
Ongoing general fund appropriations	\$6,614,972	\$7,799,379	\$8,541,881	\$7,488,526	\$7,367,258
Increase (decrease) from previous biennium	\$376,076	\$1,184,407	\$742,502	(\$1,053,355)	(\$121,268)
Percentage increase (decrease) from previous biennium	N/A	17.9%	9.5%	(12.3%)	(1.6%)
Cumulative percentage increase (decrease) from 2011-13 biennium	N/A	17.9%	29.1%	13.2%	11.4%

### Major Increases (Decreases) in Ongoing General Fund Appropriations

#### 2013-15 Biennium

- Added funding for 1 superintendent FTE position contingent on the retirement of the current superintendent shared with the North Dakota Vision Services - School for the Blind \$142,242

#### 2015-17 Biennium (Original Amounts)

- Added funding for 1 adult services FTE position for the western part of the state \$129,600
- Adjusted the funding source of operating expenses to increase funding from the general fund (This funding was reduced as part of the general fund budget reductions approved in August 2016.) \$500,000

#### 2017-19 Biennium

- Removed funding for teacher composite pay increases (\$151,193)
- Adjusted the funding source for a portion of operating expenses to provide funding from special funds available from trust fund distributions, rents, and service revenue (\$784,381)
- Reduced funding for extraordinary repairs and adjusted the funding source to provide funding from special funds available from trust fund distributions, rents, and service revenue (\$152,174)

#### 2019-21 Biennium (Executive Budget Recommendation)

- Removes 1 FTE position and adjusts base payroll. (\$293,445)
- Removes 2 FTE undesignated positions and adds 1 FTE adult services position funded with special funds. The Senate restored 1 additional FTE undesignated position and \$200,000 from the general fund for salaries and wages. (\$317,654)
- Increases funding for teacher salaries. \$144,153
- Reduces funding for interpreter grants to state colleges and universities to provide a total of \$40,000 from the general fund. (\$140,000)



**Department 253 - North Dakota Vision Services - School for the Blind  
Senate Bill No. 2013**

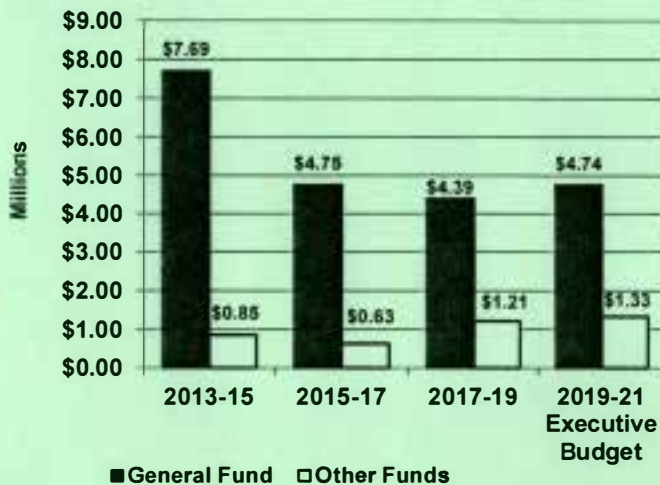
**Executive Budget Comparison to Prior Biennium Appropriations**

	FTE Positions	General Fund	Other Funds	Total
2019-21 Executive Budget	27.90	\$4,744,859	\$1,331,624	\$6,076,483
2017-19 Legislative Appropriations	28.50	4,394,146	1,214,747	5,608,893
Increase (Decrease)	(0.60)	\$350,713	\$116,877	\$467,590

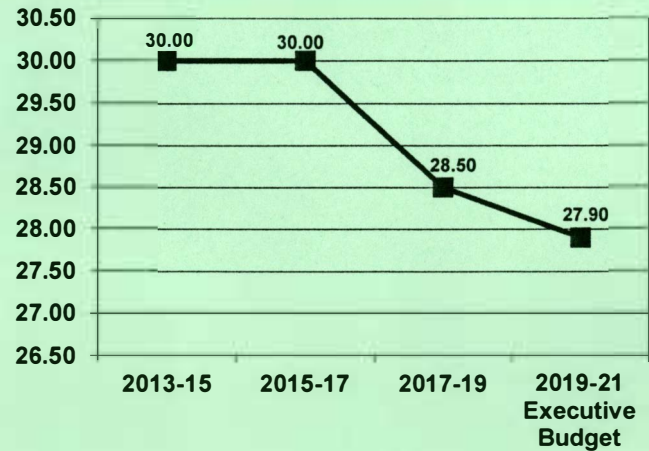
**Ongoing and One-Time General Fund Appropriations**

	Ongoing General Fund Appropriation	One-Time General Fund Appropriation	Total General Fund Appropriation
2019-21 Executive Budget	\$4,744,859	\$0	\$4,744,859
2017-19 Legislative Appropriations	4,394,146	0	4,394,146
Increase (Decrease)	\$350,713	\$0	\$350,713

**Agency Funding**



**FTE Positions**



**Executive Budget Comparison to Base Level**

	General Fund	Other Funds	Total
2019-21 Executive Budget	\$4,744,859	\$1,331,624	\$6,076,483
2019-21 Base Level	4,394,146	1,079,247	5,473,393
Increase (Decrease)	\$350,713	\$252,377	\$603,090

**First House Action**

Attached is a comparison worksheet detailing first house changes to base level funding and the executive budget.

**Executive Budget Highlights  
(With First House Changes in Bold)**

	General Fund	Other Funds	Total
1. Adds funding for state employee salary and benefit increases, of which \$182,357 is for salary increases, \$113,372 is for health insurance increases, and \$12,074 is for retirement contribution increases. <b>The Senate added funding for salary adjustments of 2 percent for the 1<sup>st</sup> year and 3 percent in the 2<sup>nd</sup> year and increases in health insurance premiums from \$1,241 to \$1,427 per month. The Senate did not add funding for retirement contribution increases.</b>	\$296,752	\$11,051	\$307,803
2. Adjusts base payroll.	(\$940)	(\$21,389)	(\$22,329)
3. Removes a .6 FTE position.	(\$73,069)	(\$31,633)	(\$104,702)
4. Increases funding for teacher salaries.	\$119,203	\$0	\$119,203

5. Adjusts funding for operating expenses.	\$939	(\$939)	\$0
6. Adds funding for Microsoft Office 365 licensing expenses.	\$7,828	\$14,787	\$22,615
7. Adds one-time funding for adaptive technology equipment.	\$0	\$20,000	\$20,000
8. Adds one-time funding for capital improvements.	\$0	\$260,500	\$260,500

**Other Sections in Senate Bill No. 2013**

The Senate did not include any other sections related to the North Dakota Vision Services - School for the Blind.

**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.

**Deficiency Appropriation**

There are no deficiency appropriations for this agency.

**Significant Audit Findings**

There are no significant audit findings for this agency.

**Major Related Legislation**

**House Bill No. 1084** - Allows the North Dakota Vision Services - School for the Blind to require criminal history record checks.

**House Bill No. 1089** - Relates to personnel policies for teachers.



**North Dakota Vision Services - School for the Blind - Budget No. 253**  
**Senate Bill No. 2013**  
**Base Level Funding Changes**

	Executive Budget Recommendation				Senate Version			
	FTE Position	General Fund	Other Funds	Total	FTE Position	General Fund	Other Funds	Total
<b>2019-21 Biennium Base Level</b>	28.50	\$4,394,146	\$1,079,247	\$5,473,393	28.50	\$4,394,146	\$1,079,247	\$5,473,393
<b>2019-21 Ongoing Funding Changes</b>								
Base payroll changes		(\$940)	(\$21,389)	(\$22,329)		(\$940)	(\$21,389)	(\$22,329)
Salary increase		175,810	6,547	182,357		124,044	3,683	127,727
Health insurance increase		109,302	4,070	113,372		127,125	6,737	133,862
Retirement contribution increase		11,640	434	12,074				0
Removes a .6 FTE position	(0.60)	(73,069)	(31,633)	(104,702)	(0.60)	(73,069)	(31,633)	(104,702)
Increases funding for teacher salaries		119,203		119,203		119,203		119,203
Adjusts funding for operating expenses		939	(939)	0		939	(939)	0
Adds funding for Microsoft Office 365 licensing expenses		7,828	14,787	22,615		7,828	14,787	22,615
<b>Total ongoing funding changes</b>	<b>(0.60)</b>	<b>\$350,713</b>	<b>(\$28,123)</b>	<b>\$322,590</b>	<b>(0.60)</b>	<b>\$305,130</b>	<b>(\$28,754)</b>	<b>\$276,376</b>
<b>One-time funding items</b>								
Adds one-time funding for adaptive technology equipment			\$20,000	\$20,000			\$20,000	\$20,000
Adds one-time funding for capital improvements			260,500	260,500			260,500	260,500
<b>Total one-time funding changes</b>	<b>0.00</b>	<b>\$0</b>	<b>\$280,500</b>	<b>\$280,500</b>	<b>0.00</b>	<b>\$0</b>	<b>\$280,500</b>	<b>\$280,500</b>
<b>Total Changes to Base Level Funding</b>	<b>(0.60)</b>	<b>\$350,713</b>	<b>\$252,377</b>	<b>\$603,090</b>	<b>(0.60)</b>	<b>\$305,130</b>	<b>\$251,746</b>	<b>\$556,876</b>
<b>2019-21 Total Funding</b>	<b>27.90</b>	<b>\$4,744,859</b>	<b>\$1,331,624</b>	<b>\$6,076,483</b>	<b>27.90</b>	<b>\$4,699,276</b>	<b>\$1,330,993</b>	<b>\$6,030,269</b>

**Other Sections for North Dakota Vision Services - School for the Blind - Budget No. 253**

**Executive Budget Recommendation**

The executive budget did not include any other sections related to the North Dakota Vision Services - School for the Blind.

**Senate Version**

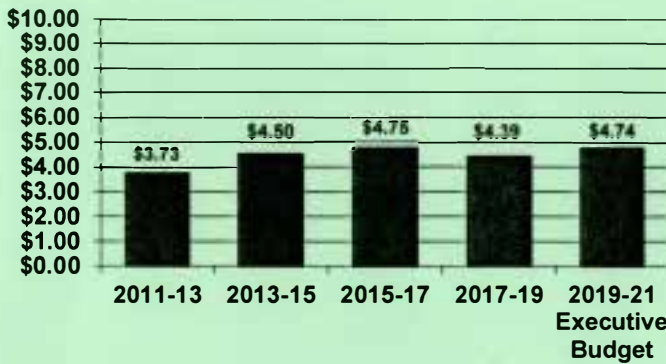
The Senate did not include any other sections related to the North Dakota Vision Services - School for the Blind.

Department 253 - North Dakota Vision Services - School for the Blind

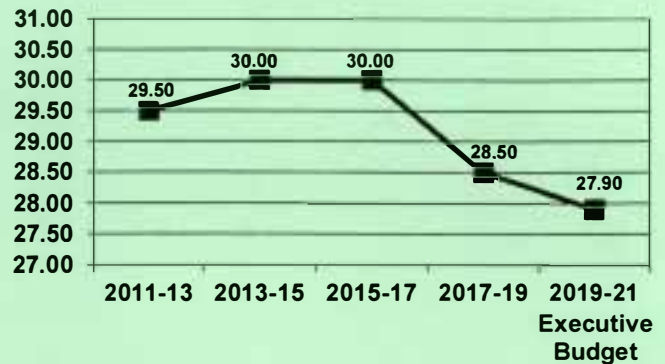
## Historical Appropriations Information

### Ongoing General Fund Appropriations Since 2011-13

Agency Funding (in Millions)



FTE Positions



Ongoing General Fund Appropriations					
	2011-13	2013-15	2015-17	2017-19	2019-21 Executive Budget
Ongoing general fund appropriations	\$3,727,240	\$4,501,586	\$4,748,647	\$4,394,146	\$4,744,859
Increase (decrease) from previous biennium	\$287,372	\$774,346	\$247,061	(\$354,501)	\$350,713
Percentage increase (decrease) from previous biennium	N/A	20.8%	5.5%	(7.5%)	8.0%
Cumulative percentage increase (decrease) from 2011-13 biennium	N/A	20.8%	27.4%	17.9%	27.3%

### Major Increases (Decreases) in Ongoing General Fund Appropriations

#### 2013-15 Biennium

- Added a .5 superintendent FTE position to provide for a full-time superintendent position and additional funding contingent on the retirement of the current superintendent shared with the School for the Deaf \$144,670
- Increased funding for extraordinary repairs, including a rooftop air conditioner and carpet replacement \$35,371

#### 2015-17 Biennium (Original Amounts)

- Added 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 and operating expenses \$49,960
- Increased funding for operating expenses (This funding was reduced as part of the general fund budget reductions approved in August 2016.) \$107,200

#### 2017-19 Biennium

- Removed a .5 FTE position and restored salaries and wages funding reductions made during the 2015-17 biennium \$105,800
- Removed 1 FTE teacher position (\$154,216)
- Restored funding for operating expenses, reduced as part of the August 2016 general fund budget reductions, and adjusted the funding source for a portion of operating expenses to provide funding from special funds available from trust fund distributions, rents, contributions, and service revenue (\$420,173)

#### 2019-21 Biennium (Executive Budget Recommendation)

- Removes a .6 FTE position (\$73,069)
- Increases funding for teacher salaries \$119,201

**GOVERNOR'S RECOMMENDATION FOR THE  
DEPARTMENT OF PUBLIC INSTRUCTION AS SUBMITTED  
BY THE OFFICE OF MANAGEMENT AND BUDGET**

**SECTION 1. APPROPRIATION.** The funds provided in this section, or so much of the funds as may be necessary, are appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, and from special funds derived from federal funds and other income, to the department of public instruction, the school for the deaf, North Dakota vision services - school for the blind, and the state library for the purpose of defraying the expenses of those agencies, for the biennium beginning July 1, 2019, and ending June 30, 2021, as follows:

Subdivision 1.

DEPARTMENT OF PUBLIC INSTRUCTION

	<u>Base Level</u>	<u>Adjustments or Enhancements</u>	<u>Appropriation</u>
Salaries and wages	\$17,439,176	\$773,885	\$18,213,061
Operating Expenses	30,165,005	5,279,942	35,444,947
Integrated Formula Payments	1,750,204,163	300,498,160	2,050,702,323
Grants-Special Education	19,300,000	5,700,000	25,000,000
Grants-Transportation	55,400,000	-	55,400,000
Grants-Other Grants	254,062,705	33,000,000	287,062,705
Grants-Program Grants	6,210,000	4,279,711	10,489,711
Grants-Passthrough Grants	2,898,000	(359,871)	2,538,129
PowerSchool	5,500,000	(5,500,000)	-
Transportation Efficiency	30,000	(3,000)	27,000
National Board Certification	120,000	(12,000)	108,000
Total all funds	<u>\$2,141,329,049</u>	<u>\$343,656,827</u>	<u>\$2,484,985,876</u>
Less estimated income	<u>891,047,065</u>	<u>46,442,327</u>	<u>937,489,392</u>
Total general fund	<u>\$1,250,281,984</u>	<u>\$297,214,500</u>	<u>\$1,547,496,484</u>
Full-time equivalent positions	91.75	(3.00)	88.75

Subdivision 2.

STATE LIBRARY

	<u>Base Level</u>	<u>Adjustments or Enhancements</u>	<u>Appropriation</u>
Salaries and wages	\$4,152,758	\$170,992	\$4,323,750
Operating Expenses	1,604,075	17,842	1,621,917
Grants	2,109,028	124,500	2,233,528
Total all funds	<u>\$7,865,861</u>	<u>\$313,334</u>	<u>\$8,179,195</u>
Less estimated income	<u>2,247,560</u>	<u>123,909</u>	<u>2,371,469</u>
Total general fund	\$5,618,301	\$189,425	\$5,807,726
Full-time equivalent positions	28.75	-1.00	27.75

Subdivision 3.

SCHOOL FOR THE DEAF

	<u>Base Level</u>	<u>Adjustments or Enhancements</u>	<u>Appropriation</u>
Salaries and wages	\$7,588,749	\$305,053	\$7,893,802
Operating Expenses	2,026,543	(320,957)	1,705,586
Capital Assets	158,678	270,000	428,678
Grants	180,000	(140,000)	40,000
Total all funds	<u>\$9,953,970</u>	<u>\$114,096</u>	<u>\$10,068,066</u>
Less estimated income	<u>3,198,444</u>	<u>(497,636)</u>	<u>2,700,808</u>
Total general fund	\$6,755,526	\$611,732	\$7,367,258
Full-time equivalent positions	45.61	-2.00	43.61

Subdivision 4.

NORTH DAKOTA VISION SERVICES – SCHOOL FOR THE BLIND

	<u>Base Level</u>	<u>Adjustments or Enhancements</u>	<u>Appropriation</u>
Salaries and wages	\$4,660,995	\$299,975	\$4,960,970
Operating Expenses	773,206	42,615	815,821
Capital Assets	39,192	260,500	299,692
Total all funds	<u>\$5,473,393</u>	<u>\$603,090</u>	<u>\$6,076,483</u>
Less estimated income	<u>1,214,747</u>	<u>116,877</u>	<u>1,331,624</u>
Total general fund	\$4,258,646	\$486,213	\$4,744,859
Full-time equivalent positions	28.50	(0.60)	27.90

Subdivision 5.

BILL TOTAL

	<u>Base Level</u>	<u>Adjustments or Enhancements</u>	<u>Appropriation</u>
Grand total general Fund	\$1,266,914,457	\$298,501,873	\$1,565,416,330
Grant total special funds	897,707,816	46,543,110	943,893,290
Grand total all funds	\$2,164,622,273	\$345,044,983	\$2,509,309,620



**SECTION 2. ONE-TIME FUNDING - EFFECT ON BASE BUDGET - REPORT TO SIXTY-SIXTH LEGISLATIVE ASSEMBLY.** The following amounts reflect the one-time funding items approved by the sixty-fourth legislative assembly for the 2017-19 biennium and the 2019-21 one-time funding items included in the appropriation in section 1 of this Act:

<u>One-Time Funding Description</u>	<u>2017-19</u>	<u>2019-21</u>
<b>DEPARTMENT OF PUBLIC INSTRUCTION</b>		
Regional education association merger grants	\$100,000	\$0
ND governor's school science, technology, engineering and mathematics programs	220,000	0
Integrated formula payments	185,000,000	0
Cyber security science	-	3,000,000
Foreign language standards	-	125,000
On-time funding	-	24,135,735
Formula re-write	-	200,000
Total department of public instruction - all fund	<u>\$185,320,000</u>	<u>\$27,460,735</u>
Total department of public instruction - special funds	<u>185,320,000</u>	<u>24,135,735</u>
Total department of public instruction - general fund	-	3,325,000

**RESOURCE CENTER FOR THE DEAF AND HARD OF HEARING**

Extraordinary repairs	\$675,000	250,000
Equipment	28,000	-
Video equipment and software	30,000	-
Kitchen dishwashing unit	0	\$20,000
Total school for the deaf - special funds	<u>\$733,000</u>	<u>\$270,000</u>

**NORTH DAKOTA VISION SERVICES - SCHOOL FOR THE BLIND**

Special Assessments payoff	\$10,000	0
Heating and cooling upgrade	35,500	0
Water line replacement	60,000	0
Carpet and reception upgrade	30,000	0
Repair west wing roof	0	39,000
Miscellaneous repairs	0	18,500
Garage door replacement	0	16,000
Remodel daily living skills area	0	25,000
Adaptive technology equipment	0	20,000



Replace gymnasium floor	0	42,000
Remodel south wing restrooms	0	120,000
Total school for the blind special funds	\$135,500	\$280,500
Grand total - all funds	\$186,188,500	\$28,011,235
Grand total - estimated income	\$186,188,500	24,686,235
Grand total - general fund	\$0	\$3,325,000

The 2019-21 one-time funding amounts are not a part of the entity's base budget for the 2021-23 biennium. The Department of Public Instruction, Resource Center for the Deaf and Hard of Hearing, and North Dakota vision services - school for the blind shall report to the appropriations committees of the sixty-sixth legislative assembly on the use of this one-time funding for the biennium beginning July 1, 2019, and ending June 30, 2021.

**SECTION 3. AMENDMENT.** Section 15.1-02-02 of the North Dakota Century Code is amended and reenacted as follows:

**15.1-02-02. Salary.**

The annual salary of the superintendent of public instruction is ~~one hundred sixteen thousand nine hundred three dollars through June 30, 2016~~ one hundred twenty-five thousand two hundred twenty-six dollars through June 30, 2019 and ~~one hundred twenty thousand four hundred ten dollars~~ one hundred twenty-seven thousand seven hundred thirty-one dollars thereafter.

**SECTION 4. APPROPRIATION - TUITION APPORTIONMENT.** The sum of \$379,764,000, included in the integrated formula payments line item in subdivision 1 of section 1 of this Act, is from the state tuition fund in the state treasury. Any additional amount in the state tuition fund that becomes available for distribution to public schools is appropriated to the department of public instruction for that purpose for the biennium beginning July 1, 2019, and ending June 30, 2021.

**SECTION 5. INTEGRATED FORMULA PAYMENTS AND SPECIAL EDUCATION CONTRACTS EXPENDITURE AUTHORITY.** The superintendent of public instruction may expend funds included in the integrated formula payments and grants - special education contracts line items in subdivision 1 of section 1 of this Act in payment of grants for educational services that were due in the 2017-19 biennium but which were not filed, claimed, or properly supported by the education provider until after June 30, 2019.

**SECTION 6. GIFTED AND TALENTED PROGRAM - MEDICAID MATCHING FUNDING - DISTRIBUTION.**

1. The sum of \$800,000, included in the integrated formula payments line item in subdivision 1 of section 1 of this Act, must be distributed to reimburse school districts or special education units for gifted and talented programs upon the submission of an application that is approved in accordance with guidelines adopted by the superintendent of public instruction. The superintendent of public instruction shall encourage cooperative efforts for gifted and talented programs among

school districts and special education units.

2. 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 superintendent of public instruction to the department of human services on behalf of the school district or unit.

**SECTION 7. REGIONAL EDUCATION ASSOCIATIONS - GRANTS.** During the 2019-21 biennium, the superintendent of public instruction shall expend up to \$500,000 from the integrated formula payments line item in subdivision 1 of section 1 of this Act for the purpose of providing annual grants to regional education associations.

**SECTION 8. CONTINUING EDUCATION GRANTS - FUNDING - DISTRIBUTION.** The sum of \$125,000, or so much of the sum as may be necessary, included in the grants - other grants line item in subdivision 1 of section 1 of this Act is provided for continuing education grants, for the biennium beginning July 1, 2019, and ending June 30, 2021.

1. The superintendent of public instruction shall award grants in amounts up to \$1,200 to eligible recipients in chronological order, based on the date of an individual's application. An eligible recipient must:
  - a. (1) Be licensed to teach by the education standards and practices board;
  - (2) Have taught in this state during each of the last three school years; and
  - (3) Be enrolled at an institution of higher education in this state in either a master of education program in educational leadership or a program leading to a specialist diploma in educational leadership;
  - b. Be pursuing the requirements for a certificate in career development facilitation; or
  - c. Be pursuing a school counselor credential.
2. If any of the amount appropriated for this purpose remains after the superintendent of public instruction has awarded grants to all eligible recipients, the superintendent shall distribute that amount as an additional per student payment on a prorated basis, according to the latest available average daily membership of each school district.

**SECTION 9. INDIRECT COST ALLOCATION.** Notwithstanding section 54-44.1-15, the department of public instruction may deposit indirect cost recoveries in its operating account.

**SECTION 10. STATE AID TO PUBLIC LIBRARIES.** The line item entitled grants in subdivision 2 of section 1 of this Act includes \$1,737,582 for aid to public libraries, of which no more than one-half is to be expended during the fiscal year ending June 30, 2020.

**SECTION 11. SCHOOL FOR THE DEAF - HIGHER EDUCATION INTERPRETER GRANT**

**PROGRAM.** The grants line item contained in subdivision 3 of section 1 of this Act is for the purpose of providing grants 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 hard of hearing, for the biennium beginning July 1, 2019, and ending June 30, 2021. Moneys appropriated for this program are not subject to section 54-44.1-11. Funds shall be distributed pursuant to the provisions of this section:

1. The school for the deaf shall develop a formula to determine the grant amount for which an institution is eligible. The formula must be based on a uniform hourly reimbursement.
2. To obtain a grant under this section, an institution shall submit to the school for the deaf, at the time and in the manner directed by the school, invoices showing the amount expended for interpreters and real-time captioning for students who are deaf or hard of hearing.
3. The school for the deaf may not distribute more than fifty percent of the amount appropriated during the first year of the biennium.
4. If any grant moneys remain undistributed at the end of the biennium, the school for the deaf shall provide additional prorated grants to institutions that incurred, during the biennium, hourly expenses in excess of the formula reimbursement level.
5. At the request of an institution under the control of the state board of higher education, the school for the deaf shall consult with the institution and provide advice regarding the provision of services most appropriate to meet a student's needs.

**SECTION 12. STATE SCHOOL AID PROGRAM.** The sum of \$2,050,702,323 included in the integrated formula payments line item in subdivision 1 of section 1 of this Act was calculated with the following assumption: Per student payment rates are \$9,839 for the 2019-20 academic year and increase to \$10,036 for the 2020-21 academic year.

**SECTION 13. GRANTS – OTHER GRANTS.** The line item entitled grants-other grants in subdivision 1 of section 1 of this Act contains pass-through grants, of which no more than one-half of the funding is to be expended during the fiscal year ending June 30, 2018.

**SECTION 14. CONTINGENT APPROPRIATION – DEPARTMENT OF PUBLIC INSTRUCTION – STUDENT CONTRACTS AND TEACHER INCENTIVES FOR LEADERSHIP IN EDUCATION.** If any funding appropriated to the superintendent of public instruction for integrated formula payments to school districts remains after the superintendent complies with all statutory payment obligations imposed for the biennium beginning July 1, 2017, and ending June 30, 2019, the superintendent shall:

1. Use the funds to pay any state obligations in excess of the amount appropriated for grants-special education contracts for the biennium beginning July 1, 2017 and ending June 30, 2019.
2. Up to \$10,000,000 of any remaining funds is to be used for the creation of the Teacher Incentives for Leadership in Education (TILE) program. TILE dollars must be invested in professional development or used to provide project-based incentives for current teachers, providing career track opportunities for teacher leaders.



**SECTION 15. TRANSFER.** The office of management and budget shall transfer, on a quarterly basis, a total of \$232,781,065 from the foundation aid stabilization fund to the operating fund of the department of public instruction for the purpose of covering expenses in the integrated formula payment line in subdivision 1 of section 1 of this Act, for the period beginning with the effective date of this Act and ending June 30, 2021.

**SECTION 16. AMENDMENT.** Section 15-10-38 of the North Dakota Century Code is amended and reenacted as follows:

**15-10-38. Loans - Teacher shortages - Loan forgiveness.**

1. The ~~state board of higher education~~ superintendent of public instruction shall administer a student loan forgiveness program for individuals teaching at grade levels, in content areas, and in geographical locations identified as having a teacher shortage or critical need. The ~~board~~ superintendent of public instruction may approve loan forgiveness for no more than two teachers per year in a school district. The ~~board~~ superintendent of public instruction shall adopt rules to implement the program.
2. The superintendent of public instruction annually shall identify grade levels, content areas, and geographical locations in which a teacher shortage or critical need exists.
3. To be eligible for loan forgiveness under this section, an individual: a. Must have graduated from an accredited teacher preparation program and signed a contract to teach at a grade level or in a content area and in a geographical location identified by the superintendent of public instruction as having an existing teacher shortage or critical need; and b. Must have an existing student loan.
4. For purposes of this section, the definitions of rural school district and remote town school district have the same meaning as the definitions under the national center for education statistics locale codes.
5. If an individual is receiving loan forgiveness under any other provision, the individual may not receive loan forgiveness under this section during the same application year.
6. An eligible individual may receive loan forgiveness under the program as follows: a. If the individual accepts one of up to five positions of critical need in a nonrural school district or nonremote town school district, the individual may receive up to three thousand dollars per year for a maximum of four years. b. If the individual accepts a position in a rural school district or remote town school district with an enrollment of fewer than one thousand students, the individual may receive up to four thousand five hundred dollars per year for a maximum of four years. c. If the individual accepts one of up to five positions of critical need in a rural school district or remote town school district with an enrollment of fewer than one thousand students, the individual may receive up to six thousand five hundred dollars per year for a maximum of four years.
7. The superintendent of public instruction shall consider all applications under this section based on the number of unfilled school vacancies, prioritized by critical need and geographic location.
8. Upon notification the individual has completed a full year of teaching in a school district, state-supported school, or nonpublic school in this state at a grade level or in a content area and in a geographical location identified by the superintendent of public instruction as one in which a teacher shortage or critical need exists, the ~~board~~ superintendent of public instruction shall distribute funds directly to the lending institution of the individual to repay outstanding loan principal balances on behalf of eligible applicants. The ~~board~~ superintendent of public instruction shall terminate loan forgiveness payments to eligible individuals when the loan principal balance of the eligible individual is paid in full.

**SECTION 17. AMENDMENT.** Section 15.1-27-04.1 of the North Dakota Century Code is amended and reenacted as follows:

**15.1-27-04.1. Baseline funding – Establishment – Determination of state aid.**

1. To determine the amount of state aid payable to each district, the superintendent of public instruction shall establish each district's baseline funding. A district's baseline funding consists of:
  - a. All state aid received by the district in accordance with chapter 15.1-27 during the 2012-13 school year;
  - b. The district's 2012-13 mill levy reduction grant, as determined in accordance with chapter 57-64, as it existed on June 30, 2013;

- c. An amount equal to that raised by the district's 2012 general fund levy or that raised by one hundred ten mills of the district's 2012 general fund levy, whichever is less;
- d. An amount equal to that raised by the district's 2012 long-distance learning and educational technology levy;
- e. An amount equal to that raised by the district's 2012 alternative education program levy; and

f. An amount equal to:

- (1) Seventy-five percent of all revenue received by the school district and reported under code 2000 of the North Dakota school district financial accounting and reporting manual, as developed by the superintendent of public instruction in accordance with section 15.1-02-08;
- (2) Seventy-five percent of all mineral revenue received by the school district through direct allocation from the state treasurer and not reported under code 2000 of the North Dakota school district financial accounting and Page No. 4 reporting manual, as developed by the superintendent of public instruction in accordance with section 15.1-02-08;
- (3) Seventy-five percent of all tuition received by the school district and reported under code 1300 of the North Dakota school district financial accounting and reporting manual, as developed by the superintendent of public instruction in accordance with section 15.1-02-08, with the exception of revenue received specifically for the operation of an educational program provided at a residential treatment facility and tuition received for the provision of an adult farm management program;
- (4) Seventy-five percent of all revenue received by the school district from payments in lieu of taxes on the distribution and transmission of electric power;
- (5) Seventy-five percent of all revenue received by the school district from payments in lieu of taxes on electricity generated from sources other than coal;
- (6) All revenue received by the school district from mobile home taxes;
- (7) Seventy-five percent of all revenue received by the school district from the leasing of land acquired by the United States for which compensation is allocated to the state under 33 U.S.C. 701(c)(3);
- (8) All telecommunications tax revenue received by the school district; and
- (9) All revenue received by the school district from payments in lieu of taxes and state reimbursement of the homestead credit and disabled veterans credit.

2. The superintendent shall divide the district's total baseline funding by the district's 2012-13 weighted student units to determine the district's baseline funding per weighted student unit.

3. If a school district is in an approved cooperative agreement under chapter 15.1-27-16, their baseline funding shall be recalculated using their baseline funding per weighted student unit established in 15.1-27-04.1(2) multiplied by the weighted student units in 2012-13 school year for the grade levels the school district currently offers beginning in the 2020-21 school year.

~~34.~~ a. In ~~2017-18~~2019-20, the superintendent shall multiply the district's weighted student units by ~~nine thousand six hundred forty six~~nine thousand eight hundred thirty-nine dollars.

(1) The superintendent shall adjust the product to ensure the product is at least equal to the greater of:

(a) One hundred eight percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's weighted student units from the previous school year multiplied by ninety percent; or

(b) ~~One hundred~~Ninety percent of the district's baseline funding as established in subsection 1.

(2) The superintendent also shall adjust the product to ensure the product does not exceed one hundred ~~forty-five~~ percent of the district's baseline funding per weighted student unit multiplied by the district's weighted student units from the previous school year, as established in subsection 2.



b. In ~~2018-19~~2020-21, the superintendent shall multiply the district's weighted student units by ~~nine thousand six hundred forty-six~~ sixteen thousand thirty-six dollars.

(1) The superintendent shall adjust the product to ensure the product is at least equal to the greater of:

(a) One hundred eight percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's weighted student units from the previous school year multiplied by ninety percent; or

(b) ~~One hundred~~ Ninety percent of the district's baseline funding as established in subsection 1.

(2) The superintendent also shall adjust the product to ensure the product does not exceed one hundred ~~forty~~ fifty percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's weighted student units from the previous school year.

—~~45~~ 46. After determining the product in accordance with subsection 3, the superintendent of public instruction shall:

a. Subtract an amount equal to sixty mills multiplied by the taxable valuation of the school district, except the amount in dollars subtracted for purposes of this Page No. 5 subdivision may not exceed the previous year's amount in dollars subtracted for purposes of this subdivision by more than twelve percent; and

b. Subtract an amount equal to seventy-five percent of all revenues listed in paragraphs 1 through 5, and 7 of subdivision f of subsection 1 and one hundred percent of all revenues listed in paragraphs 6, 8, and 9 of subdivision f of subsection 1.

~~56~~ 57. The amount remaining after the computation required under subsection 4 is the amount of state aid to which a school district is entitled, subject to any other statutory requirements or limitations.

**SECTION 18. AMENDMENT.** Section 15.1-37-05 of the North Dakota Century Code is amended and reenacted as follows:

**15.1-37-05. Early childhood education providers - Coalition - Eligibility.**

1. The superintendent of a school district shall invite all public and private providers of early childhood education services within the district to meet, in order to:

a. Initiate the identification of all available options for cost-effectively maximizing the provision of early childhood education services within the district;

b. Address the coordinated utilization of facilities, personnel, and transportation, for the provision of early childhood education services within the district; and

c. (1) Form a coalition of early childhood education service providers; and

(2) Provide for the selection of a coalition governing board.

2. The board of the school district in which the coalition of service providers is located shall provide advice and guidance to the coalition in all matters pertaining to this section through section 15.1-37-08.

3. Any early childhood service provider who agrees to participate in the coalition or on its governing board may submit an application to the ~~department of commerce~~ department of public instruction for a grant under this section, provided the governing board certifies to the ~~department~~ department superintendent that the provider:



- a. Is a participating member in the coalition or on the governing board.
- b. Operates an early childhood education program that:
  - (1) Is approved in accordance with section 15.1-37-01; and
  - (2) Incorporates within its curriculum at least ten hours of research-based parental involvement.
- c. Has documented the provider's willingness to admit children of all learning abilities into the early childhood education program.

**SECTION 19. AMENDMENT.** Section 15.1-37-06 of the North Dakota Century Code is amended and reenacted as follows:

**15.1-37-06. Receipt and distribution of grants – Notification.**

1. a. The ~~department of commerce~~ superintendent of public instruction shall receive applications for and distribute grants under this section to eligible members, including governing board members, of a consortium formed in accordance with section 15.1-37-05, in the amount of two thousand dollars for each child enrolled in a program of early childhood education, if the child is eligible for free lunches under the Richard B. Russell National School Lunch Act [42 U.S.C. 1751, et seq.], and one thousand dollars for each child enrolled in a program of early childhood education, if the child is eligible for reduced lunches under the Richard B. Russell National School Lunch Act [42 U.S.C. 1751, et seq.], provided: (1) The child is a resident of this state; (2) The child has reached four years of age before August first in the year of enrollment; and (3) The program has a duration of at least four hundred hours over a period of at least thirty-two consecutive weeks. b. A child enrolled in a federally funded head start program may not be counted for the purpose of determining grant eligibility under this section. 2. a. Once each calendar quarter, at the time and in the manner required by the ~~department of commerce~~ superintendent of public instruction, any provider receiving a grant under this section shall forward to the parent of each child receiving services a notice indicating the total amount of the grant that was awarded to the provider for the quarter, the pro rata amount attributable to the parent's child, and the source of the grant. The ~~department of commerce~~ superintendent of public instruction shall standardize the notification required by this subdivision. b. If a provider fails to meet the notification requirements of this subsection, the ~~department of commerce~~ superintendent of public instruction shall reduce the amount of the provider's next grant payment by fifty percent. If a provider fails to meet the notification requirements of this section a second time, the ~~department of commerce~~ superintendent of public instruction shall determine that the provider is ineligible to participate in the grant program for a period of one year.

**SECTION 20. AMENDMENT.** Section 15.1-37-08 of the North Dakota Century Code is amended and reenacted as follows:

**15.1-37-08. Data collection - Requirements.**

The superintendent of public instruction, ~~with the advice and consent of the department of commerce,~~ shall implement a uniform system for the accounting, budgeting, and reporting of data by any early childhood education provider to whom or to which grants are distributed in accordance with section 15.1-37-06. Grants may be withheld or forfeited, in whole or in part, if information required in accordance with this section is not submitted at the time or in the manner requested by the superintendent.

**SECTION 21. GRANTS - SPECIAL EDUCATION DEFICIENCY AUTHORIZATION.** If funds provided to the superintendent of public instruction in subdivision 1 of section 1 of this Act for grants - special education, for the biennium beginning July 1, 2019, and ending June 30, 2021, are not sufficient to meet special education contract obligations, the superintendent of public instruction shall request supplemental funding from the sixty-sixth legislative assembly.

ATT 1  
SB 2013 3/4/2019

**TESTIMONY ON SB2013  
NORTH DAKOTA HOUSE APPROPRIATIONS COMMITTEE**

**March 4, 2019**

**By: Kirsten Baesler, Superintendent**

**701-328-4570**

**North Dakota Department of Public Instruction**

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Chairman Monson and Members of the Committee:

My name is Kirsten Baesler, Superintendent of the North Dakota Department of Public Instruction. I am here to provide information and to testify in support of the Department's budget and optional requests.

The Superintendent of Public Instruction is required to enforce all state statutes and federal laws pertaining to the establishment and maintenance of public schools and related programs. The North Dakota Department of Public Instruction distributes state aid to local public-school districts. In fact, almost all our budget is allocated to local schools to fulfill North Dakota Constitution's mandate of providing for "a uniform system of free public schools throughout the state."

After my testimony you will hear from Mr. Jamie Mertz, Director of NDDPI's Fiscal Management Office and Mr. Adam Tescher, Director of NDDPI's School Finance & Organization Office.

The Superintendent of Public Instruction is also responsible for the supervision of the North Dakota School for the Blind and Vision Services in Grand Forks, the

You will hear from Superintendent Paul Olson, Superintendent Connie Hovendick, and State Librarian Mary Soucie later in the hearing.

Today I would like to highlight just some of the department's major accomplishments of the past biennium. They include:

- Created Insights, an online “dashboard” of public education information for the state and all school districts. Insights was done in collaboration with the North Dakota University System and the Information Technology Department. <https://insights.nd.gov/>
- We coordinated the facilitation of North Dakota's first-ever PK-12 Education Strategic Vision Framework, which I will discuss more in a bit.
- Implemented a statewide student eligibility system that allows families to apply online for free or reduced-price meals.
- Implemented a system for schools to begin tracking their expenses at the building level. This will provide more and better information to our taxpayers and parents how their public-school funding is being used in their communities.

- Provided guidance and assistance to schools and districts as they worked to implement SB 2186- the Innovative Education Bill. Five school districts were approved, and one district began implementation in 2017.
- Updated our state academic content learning standards for science, health education, and early childhood education. In the next several weeks we will also be finishing an update of our social studies learning standards, and we are creating a completely new set of academic content standards for computer science & cybersecurity PK-12. These standards will be the first of their kind in the nation.
- We also deployed the National Math and Science Initiative's Blended College Readiness Program statewide in North Dakota. This offers any high school student in any zip code of North Dakota the opportunity to take advanced classes in math, science, and English, and earn college credit in the process. With a generous donation from Exxon/XTO to our schools for teacher training and with support from the ND Legislature for Leveraging the Senior Year (LSY) beginning in 2015 to assist our students with Student Advanced Placement (AP) Exam fees North Dakota was able to pull itself out of last place in the nation in this area.
- I will let you read a few statistics here but to highlight just one –  
Approximately 17,628 college credits have been earned by ND high school

students in math, science, computer science and English saving our  
students and their parents approximately \$6.17M in just 3 years!

Att 1  
SB 2013  
3/4/2019

- Number of ND students taking AP exams:
  - Year 2018: 2,669
    - Increase of 19.5% from 2017
    - Increase of 70% pre-Leveraging the Senior Year (LSY) funding
- Number of exams taken by ND students:
  - Year 2018: 4,208
    - Increase of 24% from 2017
    - Increase of 92% pre-LSY funding
  - NOTE: percentage increase of sub-populations higher than the state rate:
    - American Indian: 32%
    - 2 or more races: 32%
    - Black: 69%
- Number of exams with qualifying scores (3, 4, or 5) by ND students:
  - Year 2018: 2,352
    - Increase of 17% from 2017
    - Increase of 59% pre-LSY funding
    - Accounts for potential 7,056 college credits earned
      - At \$350/credit = a potential of \$2.47M saved in college tuition costs this one year
  - NOTE: for three years of LSY funding (exams in spring of 2016, 2017, and 2018):
    - Total of 5,876 qualifying scores
    - Potential 17,628 college credits earned
    - Potential college tuition savings of \$6.17M
- We hosted the first Dropout Prevention and Re-Engagement Summit.



- We developed and implemented a statewide Trauma Sensitive School Initiative, which currently has over 400 trainers who have trained over 9,000 educators to serve our students in this very needed area. Att 1 SB 2013 3/4/2019
- 1,350 students earned their General Equivalency diploma (better known as the GED) with a 91% pass rate compared to the national pass rate of 83%.
- We partnered with the Regional Education Laboratory Central and the Rural Education Research Alliance to develop plans for assisting in the recruitment and retention of teachers in rural areas, to close achievement gaps, and increase the use of distance technologies.
- We created an Office of Early Learning and transferred the administration of the Head Start/Early Head Start program to the Department of Public Instruction from the Department of Human Services to provide more efficient service to children, their parents and educators.
- We completed the first two phases of our North Dakota Native American Essential Understandings project, which included creation of resource documents and professional development on the history, beliefs, and culture of North Dakota's Native American tribes.
- And, we raised the Native American graduation rate another 5% this past year, creating a total increase of 15% over the past six years – from a 57% graduation rate for Native Americans in 2012 to 72% in 2018.

The copy of SB2013 you have in front of you includes our 2017-2019  
Appropriation, which also becomes our base budget, our Agency Requests, the  
Executive Recommendations, and the Senate Approved requests.

Att 1  
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I would now like to highlight some optional packages in the Agency Requested budget that are important to advance the work we do to improve students' achievement.

**Family Engagement** - The continued advancement of our state economy is rooted in the ability for schools to prepare students for life beyond high school. To do so, North Dakota public schools must better engage and involve the first and most influential teachers of children: their families.

Over fifty years of research empirically proves that when families are engaged in their children's learning and school experiences, student learning outcomes improve. Research shows improvements in academic areas, but family engagement also supports better attendance, less disciplinary troubles, and better attitudes.

This is especially true for those students whose families may be disengaged or worse yet, disenfranchised from their child's school. The North Dakota State Legislature has consistently emphasized the need to engage families in education. This is my 29<sup>th</sup> year in education and I have a deeper understanding now than ever before that if we are truly going to improve education we must include our families more authentically and more deeply.

NDDPI has developed a four-step process to increase the engagement of families in all North Dakota schools. This process includes a comprehensive plan to provide support to teachers and leaders in family engagement in the form of professional development, coaching, capacity-building and lastly, sustaining these efforts with the use of dedicated technology.

At the center of this process is the need for schools to ensure families are empowered with the knowledge, tools, and skills to be a true **partner** in the educational lives of their children. A specific implementation plan has been developed for use with pilot schools districts with measurable accountability metrics to provide evidence of increased effective family engagement that leads directly to improved student achievement. An outline of that plan can be provided to you if requested.

**Computer Science Teacher Credential Training** – North Dakota has recognized the growing need to implement computer science and cybersecurity education within North Dakota schools. A 2016 Gallup poll showed that 93% of **North Dakota** parents want their students to learn computer science and believe learning to code is as important as learning reading and math. And it is extremely important we don't leave our local schools districts – or worse yet, our local school teachers personally holding the bag - for the responsibility of paying for the training they need to receive to earn a credential to add to their teaching license.

Since December of 2017, NDDPI has been collaborating with numerous partners Att 1  
and agencies in developing a comprehensive plan to address computer science SB 2013  
and cybersecurity education expansion across our state. 3/4/2019

We have a three-pronged approach for computer science and cybersecurity training.

The first prong is to write new classroom learning standards for computer and cybersecurity education. A team of North Dakota educators started this work last year. We expect to have these standards officially adopted by April 2019 with implementation this Fall. We will be the first state in the nation to have a comprehensive set of PK-12 computer science and cybersecurity standards for our classrooms.

The second prong is to have a professional teaching credential for computer science and cybersecurity to add to their existing teaching license. It is important for our North Dakota students, parents and schools to have proper training for our educators to convey these new learning standards. Senator Rust has introduced a bill to establish this credential. It passed the Senate and will have its first hearing in House Education tomorrow.

The third prong which is included in this budget is to provide teacher training. I will not go into further detail on this item but will provide you with this packet that provides more details of the plan and ND statistics that demonstrate the demand. The

source of this funding is carryover funds and the training costs for existing teachers Att 1  
would not be needed again. Future teachers will have the opportunity to graduate SB 2013  
with the necessary training from their teacher preparation programs. 4/2019

**Statewide PK-12 Strategic Vision** – I mentioned earlier that we coordinated the facilitation of North Dakota’s first-ever PK-12 strategic vision.

Two years ago, during the 2017 session, the Department of Public Instruction and other education stakeholders got a strong message from the Legislature.

The message was this – our legislators were looking for more efficiency in education, more collaboration, more communication.

After the 2017 session concluded, the Department of Public Instruction began working to update its agency strategic plan. We worked with a consultant to help us with this strategic plan development. This involved a number of interviews with education stakeholders, legislators, parents, students, and community members.

The overwhelming message received from all groups was the desire to have one set of goals and coordinating efforts to drive the work and the investment in all aspects of K-12 education in the state.

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There are several agencies in North Dakota that are focused on education. The Education Standards and Practices Board, licenses teachers; Regional Education Associations, provide support and professional development to our schools; CTE provides career and technical courses; and EduTech provides technology training and distance education.

There are unions that represent our school administrators, and our teachers, and we have our elected school board members. The list goes on.

All these stakeholders are doing excellent work in education. But there was a need to make sure we are using a common framework of goals to more efficiently drive better student performance with more efficient investment of dollars.

So, to develop this strategic vision, the Department of Public Instruction started inviting partners to create a common vision for K-12, with common goals that we all share.

This resulting strategic vision helps all of us channel our energy in the most productive fashion. It helps us pull and push in the same direction toward the goal of improving the education. We want to eliminate duplication of effort and identify ways to improve any deficiencies we have. We have a set of baseline metrics and determined measurements of progress to track.



Here is a copy of the results of that work and the aligned objectives and initiatives. We are asking for \$300,000 to continue this collaborative work on the Strategic Vision for education.

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On page 3 you will notice the members of the steering committee who represent the many diverse North Dakota education stakeholder groups. Our committee's most recent meeting was in January and our next meeting is scheduled for May 20.

You can see that this is an active group. As I stated, all our stakeholders are doing excellent work in education. But there is still a need to make sure we're using a common framework of goals to more efficiently drive better student performance with more efficient investment of dollars. Many of you were on the Interim Education Policy Committee and heard the discussion of who should continue to lead this work. Some of you felt strongly it should stay as it is – lead by an independent facilitator but with NDDPI responsible - since it is working so well and the product presented to you is what you were looking to receive. NDDPI can continue to coordinate this work but the operational funds to support the facilitation of these stakeholder groups are necessary.

**Restore 1 FTE** –We have made significant organizational changes in the last biennium which we believe has made DPI a more efficient organization. The agency currently has 91.75 FTEs which is down from 99.75 which we had in the 2015-2017

biennium. During the oil boom, and the explosion of student enrollment, school construction and expansion, we had an enrollment of 93,406 public school students in 2009. It is now 110,842. In two years, we expect that number to be 116,347 - a 25% increase.

NDDPI did not expand the number FTEs we had at our agency. In fact, we reduced our staff. We have utilized technology and better work flow processes to gain efficiencies and we continue to do so.

During the last session we were asked to cut eight positions and we did. This meant laying off some employees. When the governor unveiled his budget guidelines for the 2019 session, he asked us to cut an additional four positions – reducing our number to 87.5 FTEs. Our budget plan accomplished this. However, we requested that 1 FTE be restored. This request was included in the Executive Budget. The Senate also approved this request. We ask that this same request be taken into consideration by this committee. This would help us maintain the momentum that have resulted in positive student outcomes this last biennium.

**Adult Education** – We also support the Governor’s recommended restoration of the Adult Education Funding to pre-2017 session levels and Senate’s additional \$300,000 to continue the support of our students earning their GED in our adult education learning centers. The Pass Rate success I mentioned earlier can only

continue with adequate financial support. Our state's workforce needs require these Att 1  
types of programs. SB 2013  
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**Continuous Improvement for Schools Contract with AdvancED** – My last item to discuss is the increase necessary to renew our contract with AdvancED. The veterans on this committee may remember a time when ND had three different versions of measuring and comparing our schools' quality and services. The 2011 legislative session removed the "input bean counting" regulation of accrediting our ND schools and moved to an output quality metrics approval process for our schools. The 2013 legislative session further declared that one system would be used statewide to report continuous improvement efforts at each of our schools. The system selected was AdvancED. NDDPI received funding from the ND Legislature for AdvancED, which began in the 2013-2015 biennium. Prior to using AdvancED, most school districts used paper and pencil.

By using AdvancEd, all ND school districts receive high quality services with uniform comparison among school districts. In the past, the contract was for \$800,000 per biennium. Unfortunately, in 2016 as NDDPI was preparing the budget for the next biennium, AdvancED did not notify us of an increase in cost. When NDDPI was unable to increase the contract amount, AdvancED generously worked with us in continuing to provide the services within the budget we had. So we have not had an increase in the cost of the contract for about 4 years. It is imperative that

ADvancED services continue for consistency and uniformity. We request an additional \$312,000 be appropriated to operating expenses for this purpose.

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**And Finally** - Our budget bill historically includes a number of grants that are called “pass-through grants.” At the request of the legislature, NDDPI distributes the grants appropriated by the legislature to various organizations and agencies for different initiatives. Many individuals representing those pass-through grants are also here today.

Chairman Monson and members of the committee, I want to conclude by thanking all of you for your service and your hard work. This is the beginning of our journey together on this budget. We know you have difficult budget choices to make in this session. I and everyone at the Department of Public Instruction look forward to working with you, answering your questions and providing you with information.

As I mentioned Mr. Mertz will speak next and he will be followed in testimony by Mr. Adam Tescher. There are also several staff members from the department here today if you have any questions.

Mr. Chairman, if there aren't any questions and to keep things moving I would now like to introduce Mr. Jamie Mertz, Director of NDDPI's Fiscal Management Office, to provide testimony on the Department of Public Instruction's administrative funding requests.

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# STATE EDUCATION ORGANIZATION ALIGNMENT

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With the North Dakota PK-12 Education  
Strategic Vision Framework



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## **North Dakota PK-12 Education Strategic Vision Framework**

This framework was developed by the Pk-12 Education Vision Steering Committee through several months of review of student achievement data, and stakeholder engagement including interviews, surveys and regional discussions. This strategic framework:

- a. Is student-focused, centered on what is best for the children of North Dakota
- b. Was created through a collaborative effort
- c. Is based on shared values
- d. Allows state organizations to have a greater impact as a whole than individually
- e. Establishes mutual accountability for student outcomes
- f. Represents a moral imperative
- g. Provides a clear direction to make decisions and choices
- h. Leads to organized support for schools
- i. Creates efficiencies
- j. Reinforces resources
- k. Guides ongoing work together.

This strategic framework is not designed to be:

- a. Regulatory
- b. A school district or school mandate
- c. A tracking or reporting system
- d. Just a piece of paper or a yearly report.





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### Strategic Vision for PK-12 Education Steering Committee Members

As of 12-20-18

Tegan Amundson	State Superintendent Student Cabinet Member	Richland High School
Levi Bachmeier	Policy Advisor	Office of the Governor
Kirsten Baesler	ND State Superintendent of Schools	North Dakota Department of Public Instruction
Marc Bluestone	Superintendent	ND Indian Education Advisory Council
Elroy Burkle	Executive Officer	North Dakota Small Organized Schools
Aimee Copas	Executive Director	North Dakota Council of Educational Leaders
Lisa Feldner	Education Consultant	
Lynda Ferguson	Education Services Associate	Prairie Public Broadcasting
Jim Johnson	Past President	North Dakota School Boards Association
Rosi Klobberdanz	Executive Director	Education Technology Council Edutech
Chad Oban	Executive Director	North Dakota United
Erin Oban	Senator	North Dakota State Senate
Al Olson	President	North Dakota Association of College of Teacher Educators
Mark Owens	Representative	North Dakota House of Representatives
Rebecca Pitkin, PhD	Executive Director	Education Standards & Practices Board
Pam Sagness	Director	Behavioral Health Division Department of Human Services
Luke Schaefer	Director	REAs/Mid-Dakota Education Cooperative & Missouri River Education Cooperative
Donald Schaible	Chair, Senate Education Committee	North Dakota State Senate
Cynthia Schreiber-Beck	Representative	North Dakota House of Representatives
Mary Schultz	President	North Dakota Parents & Teachers Association
Wayde Sick	Director & Executive Officer	North Dakota Career & Technical Education
Tom Ternes	Education Market Manager	Bank of North Dakota
Phil Wisecup	Interim Vice Chancellor	North Dakota University System



## PK-12 Education Strategic Vision Framework

**Our vision is that all students will graduate choice ready with the knowledge, skills and disposition to be successful**

**We will make progress toward this vision by achieving these long-term outcomes for students**

- Increase students who enter kindergarten prepared to learn
- Increase students who demonstrate reading proficiency in 3<sup>rd</sup> grade
- Increase students who meet expected learning gains each year
- Increase students who engage in learning
- Increase students who graduate choice ready
- Reduce the disparity in achievement for students in poverty and for Native American students

**We will drive improvement on these outcomes through focused effort within these strategic themes**

Quality early childhood education

Support for safe and healthy behaviors

Career exploration

Quality education personnel

Quality instruction for personalized learning

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Our vision is that all students will graduate choice ready, with the knowledge, skills and disposition to be successful



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**Strategic Theme: Quality Early Childhood Education**

Organization	Objectives	Initiatives
Department of Public Instruction	<ol style="list-style-type: none"> <li>1. Effectively implement a quality rating and improvement system (QRIS)</li> <li>2. Expand quality early childhood education opportunities</li> </ol>	<ol style="list-style-type: none"> <li>1a. Enhance the QRIS with key components for all early childhood education programs (ECEs)</li> <li>1b. Increase participation in the QRIS</li> <li>2a. Develop a start-up toolkit for new quality ECEs</li> <li>2b. Design and implement a state level advocacy plan for high quality early childhood education</li> </ol>
Center for Distance Education	<ol style="list-style-type: none"> <li>1. Increase the number of kindergarteners that can read in ND</li> <li>2. Expand opportunities for young learners to participate in activities that result in development of the executive function</li> </ol>	<ol style="list-style-type: none"> <li>1a. Increase access to reading programs by partnering with Waterford Institute to implement their UPSTART model in ND</li> <li>1b. Provide program support for parents and their learner</li> <li>2a. Procure SmartLab components that support PK-2 learning (Primary Layer)</li> <li>2b. Provide age appropriate training to PK-2 facilitators</li> </ol>
EDUTECH	<ol style="list-style-type: none"> <li>1. Provide educational technology infrastructure &amp; tools to support quality early childhood education</li> <li>2. Deliver educational technology professional development and resources to educators that elevate the impact of Pre-K2 education</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide collaboration/communication technology tools and services for early childhood educators in order to share best practices and curricula</li> <li>2a. Deliver workshops on 1:1 device applications that engage young learners</li> <li>2b. Promote and facilitate statewide initiatives, such as integrated Computer and Cyber Science foundations</li> </ol>
Career and Technical Education	<ol style="list-style-type: none"> <li>1. Expand and support quality early childhood education opportunities</li> </ol>	<ol style="list-style-type: none"> <li>1a. Promote early childhood career exploration through workplace learning opportunities</li> </ol>
Education Standards and Practices Board	<ol style="list-style-type: none"> <li>1. Provide quality pre-service experiences in birth-grade 3 settings</li> <li>2. Collaborate across agencies</li> </ol>	<ol style="list-style-type: none"> <li>1a. Change ESPB early childhood standard to reflect stakeholder definition of quality early childhood pre-service teaching experience (completed 5/2018)</li> </ol>
Governor's Office	<ol style="list-style-type: none"> <li>1. Work with appropriate stakeholders to discuss strategy for budget/legislative session for ECE</li> <li>2. Optimize distribution of ECE/child care related oversight/regulation between DHS and DPI</li> </ol>	<ol style="list-style-type: none"> <li>1a. Re-energize ECE council originally established by governor's office</li> <li>1b. Engage Ed legislative leadership to discuss strategy for ECE in '19 session</li> <li>2a. Explore and promote statutory changes that better support the missions of both organizations</li> </ol>
ND United		<ol style="list-style-type: none"> <li>1a. Continue to advocate for funding that assures all children have access to Pre-K if parents choose</li> <li>1b. Continue to lobby at the legislature and also engage members on importance of Pre-K</li> </ol>

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Organization	Objectives	Initiatives
NDSBA	1. Increase the number of children reading at grade level by the end of 3 <sup>rd</sup> grade	1a. Support legislative efforts that make PreK more available and affordable for more families in North Dakota without supplanting funds from K-12 education
NDACTE	1. Increase awareness of the collaborative partnerships teacher preparation programs have with state agencies and early childhood programs throughout North Dakota	1. Share NDACTE meeting information and initiatives with the ND ECE Higher Ed Consortium to support potential opportunities to further partnerships between Higher Ed Institutions and ECE agencies
NDCEL	1. Policy / legislative support	1. Represent school leaders by monitoring legislative/state agency initiatives, policy shifts, and funding shifts and advocate for or against such pieces on the basis of what is best for students

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**Strategic Theme: Support for Safe and Healthy Behaviors**

Organization	Objectives	Initiatives
Department of Public Instruction	1. Enhance collaboration and partnerships to support students and families	1a. Facilitate partner collaboration to initiate a cultural change within the student body and educational community 1b. Create a framework and provide resources for all students to succeed academically and behaviorally 1c. Collaborate with stakeholders to ensure full implementation of policies in the area of safe & healthy behavior
Center for Distance Education	1. Distribution and instruction of online curriculum in all instructional areas that focus on healthy behaviors 2. Reengineering of the classroom with SmartLab implementation allowing for a teacher facilitation model	1a. Continued development and engagement of courses for teachers and students in the area of mental health 2a. 30-hour training program for classroom teachers with a SmartLab to help them redesign traditional pedagogical models to facilitate learning environments that allow them to build healthy relationships with learners
EDUTECH	1. Provide guidance on technology tools, resources, and online best practices 2. Partner with state agencies by providing technology tools and learning opportunities to support statewide behavioral health programs	1a. Provide web filtering/guidance to schools to minimize access to objectionable material 1b. Provide resources to ensure safe and secure teacher/student online behaviors 2. Provide professional development and resources for educators, including Behavioral Health Service resources, GIS crowdsourcing tools, digital storytelling training, and community interactions
Career and Technical Education	1. Expand and support Career and Technical Education Student Organizations (CTSO)	1a. Increase awareness of leadership opportunities to support healthy behaviors
Education Standards and Practices Board	1. All teacher education colleges will provide mental health competency training (required 8/2016)	1a. Collaboration with DPI for resources for Higher Education (completed) 1b. Analyze data to determine where training is given and provide support as needed (ongoing)
Small Organized Schools		1a. NDSOS can assist by providing access to online bus driver training (INFINIT-I); promoting mental health/suicide training (i.e. Tom Nitschke's 'I Am Resilient' Program); and resources for drug (opioid) prevention.
Regional Education Agencies	1. Facilitate professional learning aligned with Promotion and Prevention for schools 2. Support DPI's initiatives 1a & 1b	1a. Continue to identify evidence-based opportunities that can be implemented in an educational community 1b. Assist schools in the implementation of selected practices/programs 1c. Promote appropriate data utilization to evidence progress towards strategic theme
Governor's Office	1. Increase focus on needs of students and schools facing behavioral health challenges 2. Better leverage state dollars in behavioral health to support schools	1a. Expand Recovery Reinvented initiative to include behavioral health 2a. Work with DHS to make public services related to behavioral health more school-facing 2b. Work to increase awareness among school leaders of behavioral health resources available locally, regionally

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Organization	Objectives	Initiatives
ND United		1a. Provide members and non-members with access to "Mindful Me, Mindful You" training 1b. Provide members and non-members access to book studies this fall for credit through UND 1c. Focus on understanding childhood trauma and teacher self-care at the annual summer "Professional Growth Institute"
NDSBA	1. Increase the amount of quality learning time for all students	1a. Provide "Best Practices" policies regarding student behavior, discipline, and school safety 1b. Support the Governor's office initiative to education school board members and district staff on behavior health resources that are available
NDACTE	1. Facilitate awareness of the effectiveness of teacher candidate training 2. Provide mental health training for teacher candidates	1. Provide data on first-year teacher skills related to supporting safe and healthy behaviors: Graduate data of first-year teachers' perception of readiness and the Supervisors' assessment of the teachers' readiness to support safe and healthy behaviors in Pre-K 12 schools will be analyzed for data-based decision making in educator preparation programs and shared with ND agencies and stakeholders 2. Each Teacher Preparation program developed plans to meet ESPB state standards for mental health training and increase teacher candidate preparation
NDCEL	1. Support Department of Human Service/Department of Public Instruction initiatives that support K12 schools 2. Provide opportunities for coordinated PD for school staff	1a. Pursue funding, policy alignment, and coordination of services that can better provide support to K12 schools in the area of safe and healthy behaviors 1b. Active supportive work representing school leaders with legislature and state agencies to help pursue positive strides toward support toward programs

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**Strategic Theme: Career Exploration**

Organization	Objectives	Initiatives
Department of Public Instruction	1. Ensure K-12 students have access to quality career counseling and education 2. Increase exposure and engagement in hands-on career exploration	1a. Facilitate creation of pillars of quality career counseling and education 1b. Expand and enhance quality career counseling and education practices 2a. Ensure career exploration opportunities are meaningful and tied to student four-year rolling plans 2b. Work with partners to foster working relationships between business, community, schools across the state, and other state partners
Center for Distance Education	1. Increase the number of online and blended career exploration opportunities for learners 2. Design certificate programs for learners that produce credits and prepare them for the work force	1a. Continue to seek partnerships with curriculum designers that produce relevant content for tomorrow's workforce 2a. Implementation of collaborative, real world, development projects, conducted and supported by various learners in SmartLabs around ND 2b. Provision for certifications in cyber security technician and UAS pilot's license
EDUTECH	1. Provide educational technology infrastructure, tools and programs that increase access to and information on careers, and help students compete and succeed	1a. Expand AskMe program throughout the state 1b. Promote ND Insights portal for access to information on programs / pathways to high demand careers and Job Service's ND Workforce Intelligence 1c. Coordinate the ND "K-20W" initiative, a collaborative effort aligning K-20 cyber education, workforce priorities, and operational security
Career and Technical Education	1. Increase exposure and engagement in hands-on career exploration through the expansion of industry partnerships	1a. Expand and support quality career and technical education programming 2b. Maintain advisory committee communication to increase partnerships between business and community stakeholders
Education Standards and Practices Board	1. Support for an "education careers" pathway with CTE, higher ed, and Bismarck Public Schools	1a. Spoke before BPS school board
Small Organized Schools		1a. Promote Rural Schools Collaborative place-based education and continue to support state-wide career exploration such as NDCDE in addition to supporting regional (REAs) and state (NDCTE and NDDPI) efforts
Regional Education Agencies	1. Advocate for a progressive career exploration continuum for students K-12 2. Support 2b	1a. Connect schools with appropriate industry and business representatives to align initiatives 1b. Promote appropriate data utilization to evidence progress towards strategic theme 2a. Collaborate with CTE Centers
Governor's Office	1. Better promote career ready practices 2. Support expansion of Computer Science and Cyber Security Education 3. Better integrate CTE into other state government K-12 departments	1a. Leverage communications team to explore opportunities to better raise CRP awareness 2a. Consider recommendations of K-20W work group in budget and policy recommendations for 2019 legislative session 3a. Holistic CTE as one focus of K-12 Governance Working Group
ND United		1a. Engage in partnership with the NEA Foundation to find a way to bring more CTE options to Native American students in the state

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Organization	Objectives	Initiatives
NDSBA	1. Secure adequate funds for all districts to provide a rich curriculum that includes expanded CTE options	1a. Advocate for adequate and sustainable K-12 funding to allow for additional staff and curriculum to provide meaningful CTE courses, especially in smaller school districts
NDACTE	1. Increase apprenticeship opportunities that can be linked to high school coursework for credit	1a. Each Teacher Preparation program can explore collaborations with state agencies and schools to implement a strategic approach to increase apprenticeship opportunities with mutual benefit to businesses/organizations and students
NDCEL	1. Support of CTE Directors and Ed Leaders in policy / professional development	1a. Work with CTE Directors and all Educational Leaders to assist in filling professional development and coordination gaps that can enhance student career exploration

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**Strategic Theme: Quality Education Personnel**

Organization	Objectives	Initiatives
Department of Public Instruction	1. Increase rigor and relevance of educator enhancement and performance management systems 2. Reduce vacancies in hard to staff areas with effective educators	1a. Partner in establishing new and supporting existing high quality coaching, mentoring and professional development for educators 1b. Increase support for fidelity of educator evaluation and continuous improvement systems 1c. Collaboration with educator preparation stakeholders to design quality coursework 2a. Continue to secure and promote incentives 2b. Continue collaborations and develop partnerships to expand pathways to licensing and credentialing
Center for Distance Education	1. Development of teachers that provides a process for student learning 2. Training opportunities for educators that increase their proficiency in online and blended teaching along with the implementation of competency based learning	1a. Refinement of a "Teacher Process" which allows for a methodology that focuses on applying teaching and learning that data has proven works 1b. Development and support of an LMS and SIS that allows for teachers to manage intervention strategies with relevant data 2a. Provide blended learning, college credit bearing training opportunities in an "Online Teaching Certification" program and with a 30-hour SmartLab facilitator training program
EDUTECH	1. Provide professional learning opportunities and outreach to facilitate statewide computer and cyber science education 2. Provide technology infrastructure, tools, and professional development opportunities to increase the impact of statewide initiatives 3. Provide professional development opportunities on data-driven decision making	1a. Utilize NICERC, code.org, Microsoft certifications within EduTech staff to facilitate statewide cyber education initiatives for K-12 educators 2a. Deliver an annual educational technology conference to allow educators to more effectively utilize state resources; present at other statewide conferences 2b. Provide technology coaching in support of quality instruction 3a. Introduce educators to student data in the SLDS to access/analyze continuous improvement of student learning; provide ongoing professional development for online curriculum "Develop Your Data Mindset" 3b. Continually improve tools within PowerSchool, SLDS, eTranscript
Career and Technical Education	1. Improve Career and Technical Education programs through evaluation	1a. Expand strong support for CTE instructors through site-based comprehensive evaluations including curriculum, instructional strategies, data analysis and program specific professional development 1b. Verify appropriate industry/teaching certifications
Education Standards and Practices Board	1. Maintain qualifications for alternate access licensure	1a. Provide opportunities for a "narrow" license as a component of alternate access licensure 1b. Work with higher education to develop a "boot camp" for Alternate Access license individuals 1c. HB 1098 enables individuals to teach with a minor and expanded the grade band for both elementary and secondary
Regional Education Agencies	1. Support school utilization of evaluation systems	1a. Identify education personnel needs on a regional basis 1b. Provide growth opportunities aligned with evidence-based instructional framework 1c. Promote appropriate data utilization to evidence progress towards strategic theme

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Organization	Objectives	Initiatives
Governor's Office	1. Explore policy levers to financially and positionally recognize educators taking leadership roles to improve student learning 2. Address workforce issue of teacher licensure	1a. Study similar initiatives, such as Iowa's TLC; work with legislative leadership and reflect priority in 2019 executive budget recommendation as part of broader education budget 2a. Include teacher licensure as part of broader licensure study now underway as result of US Department of Labor grant
ND United		1a. Use videos, social media, our magazine and award-winning podcast to promote the incredible work teachers do every day 1b. Bargain and lobby to make sure teachers are paid the salary and benefits they deserve while also assuring a safe work environment 1c. Provide scholarships to college students and grants to current teachers 1d. Increase the number of Nationally Board-Certified teachers in ND 1e. Provide PD to help teachers achieve success in the classroom
NDSBA	1. Encourage more young people to consider a career in public education	1a. Explore methods to cost effectively promote the value of education careers to high school students throughout the state
NDACTE	1. Use quality data to continuously evaluate and improve online and on-campus teacher quality 2. Collaborate with PK-12 schools to identify current initiatives and practices 3. Work with the Education Standards and Practices Board (ESPB) to provide alternate access options that maintain teacher quality 4. Collaborate with PK-12 to help meet their employment and professional development needs	1. Increased validity and reliability of student teacher, completer and employer assessment instruments that provide meaningful data to be combined with stakeholder feedback to inform data driven decisions for continuous improvement 2. Continue to collaborate with PK-12 schools to ensure teacher preparation programs are including the practices and skills needed in today's schools 3. Communication among institutions, ESPB, and PK-12 schools to improve plan of study options and meet the state's needs for educators 4. Collaborate with REAs and districts to identify professional development needs and design continuing education and graduate coursework options to meet those needs; NDACTE schools will work with PK-12 school partners and other groups such as the Rural Teacher Corps to determine employment needs
NDCEL	1. Leadership Development of all school leaders 2. Coordination of statewide PD with all stakeholders and PD providers 3. Administrator Mentorship	1a. Support of NDLEAD Center and administrator professional development 1b. Continue to be key provider of professional development for educational leaders while actively coordinating with other service providers such as REA's, Learning Forward, EduTech, NDDPI, NDCTE, and others to ensure delivery and coordination of appropriate statewide professional development in all areas of need 1c. Continue to provide high level statewide professional development for all educational leader subgroups then subsequently assisting in coordinating supplemental deep dive PD 1d. Work to coordinate with all PD providers in an attempt to consolidate all PD offerings into one statewide location while providing behind-the-scenes coordination, event planning, and hosting of online and archived work for all groups while providing potential graduate credit and possible micro credential opportunity through this consolidated effort 1e. Coordination and pull through of Academic Leadership Academy with various strands and ability to achieve graduate certificate upon achievement and possible micro-badge work for partial attendance

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Strategic Theme: Quality Instruction for Personalized Learning		
Organization	Objectives	Initiatives
Department of Public Instruction	<ol style="list-style-type: none"> <li>1. Research and define personalized learning methods and tools</li> <li>2. Build capacity for districts and schools to implement personalized learning</li> </ol>	<ol style="list-style-type: none"> <li>1a. Understand current landscape of personalized learning in education and promising instructional models and tools</li> <li>1b. Collaborate with stakeholders to identify or create a framework to build a common understanding for personalized learning</li> </ol>
Center for Distance Education	<ol style="list-style-type: none"> <li>1. Increase use of personalized learning technologies.</li> <li>2. Provide schools with learning laboratories that focus on personalization</li> </ol>	<ol style="list-style-type: none"> <li>1a. Continue pilots and implementation programs with Knewton adaptive software and my foundations lab</li> <li>2a. Installation, training, and support of a SmartLab for every school district in the state of ND</li> </ol>
EDUTECH	<ol style="list-style-type: none"> <li>1. Deliver technology, tools, and professional development to build statewide capacity for educators</li> <li>2. Engage in and support DPI's Personalized Learning Action Team</li> </ol>	<ol style="list-style-type: none"> <li>1a. Assist schools in ensuring online content is inclusive and meets federal accessibility requirements (ADA)</li> <li>1b. Partner to build knowledge capacity for personalized learning</li> <li>2a. Provide infrastructure, expertise to the DPI Personalized Learning Action Team</li> </ol>
Career and Technical Education	<ol style="list-style-type: none"> <li>1. Support CTE instructors in providing personalized learning to all students</li> </ol>	<ol style="list-style-type: none"> <li>1a. Provide student access to appropriate industry certification through CTE</li> <li>1b. Support and expand CTSO leadership and competitive activities in school districts</li> </ol>
Regional Education Agencies	<ol style="list-style-type: none"> <li>1. Assist and support schools in utilizing appropriate personalized learning strategies/tools/methods</li> </ol>	<ol style="list-style-type: none"> <li>1a. Increase access to ongoing, job-embedded professional learning utilizing identified personalized learning strategies/tools/methods</li> <li>1b. Promote appropriate data utilization to evidence progress towards strategic theme</li> </ol>
Governor's Office	<ol style="list-style-type: none"> <li>1. Support the adoption of personalized learning in North Dakota schools</li> </ol>	<ol style="list-style-type: none"> <li>1a. Champion recommendations of Innovative Education Task Force, focused on competency based, personalized learning. Initiatives include both policy and budgeting considerations</li> </ol>
ND United		<ol style="list-style-type: none"> <li>1a. The Cutting Ed Podcast: focus on the innovation taking place in schools</li> <li>1b. Provide panels on "innovation" at all PD conferences</li> <li>1c. Secure funding to research what is holding back educators from fully embracing Personalized Learning</li> </ol>
NDACTE	<ol style="list-style-type: none"> <li>1. Integrate curriculum to support theories and practices supporting personalized learning in teacher preparation programs</li> </ol>	<ol style="list-style-type: none"> <li>1a. Visit and work with PK-12 personalized learning schools to increase faculty and teacher candidate involvement. Continue to incorporate research-based practices in teacher education curriculum</li> </ol>
NDCEL	<ol style="list-style-type: none"> <li>1. Leadership development and PD in the area of Innovative Instruction</li> </ol>	<ol style="list-style-type: none"> <li>1. ND Innovation Academy partnership with Ted Dintersmith (currently) with ongoing development of future cohorts led by ND professionals</li> </ol>

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# Parents say kids need to learn computer science, cybersecurity at a younger age

Written By  
Barry Amundson

North Dakota Superintendent of Public Instruction Kirsten Baesler, shown in this file photo, says bills have been approved in the state Senate that would aid the Department of Public Instruction in delivering a program to North Dakota school districts that would provide coding and cybersecurity instruction to students in elementary school. Forum file photo

**BISMARCK** — Parents have been asking schools to teach younger North Dakota students more computer and cyber science including coding and even cybersecurity.

After all, the jobs are certainly there with more than 350,000 openings nationwide in cybersecurity, for example, and only a handful going into the field, according to statistics provided to the state.

Superintendent of Public Instruction Kirsten Baesler said a majority of parents in North Dakota "believe that (computer) coding and understanding of all of the apps and devices we are using are as important to students as reading, writing and mathematics."

"It's truly about preparing students not for just jobs, but also preparing them for life," Baesler said about a new state effort to improve computer science instruction in all of

the state schools from elementary to high school in the ever-changing world of the Internet and living with apps.

Although computer science is offered in many high schools, Baesler said "parents of elementary-age students are telling us loud and clear that it's too late when they are freshmen. They need to have a basic understanding of computer science in our elementary schools."

She agreed it was a big step. "We are here to serve students, but also to serve the parents of our students," Baesler said.

Bills have been approved in the state Senate that would aid the Department of Public Instruction in delivering a blueprint for advancing the program, and those bills are now headed to the House.

Baesler said, in a way, the state would be the first in the nation in how it would deliver computer science instruction to all 101,000 students in the state's 244 districts.

The department has a three-prong approach to reach that goal, which sets it apart from other states. The plan is to create standards for each grade in computer science, train one teacher for every 160 students in school districts across the state and obtain state funding for training that will allow the teachers to gain credentials.

The bill that passed the Senate unanimously would allow the state to add a computer science credential to teachers' licenses so they can offer instruction in elementary and middle schools. Some certified computer science instructors currently teach in various districts at the high school level.

However, the department didn't want to leave local districts with the bill for training teachers, Baesler said. So the department has requested \$6 million in one-time funding for training, while Gov. Doug Burgum's budget called for \$3 million. The Senate, she said, didn't allocate the funding in its recommendation so she said the House will "hear our case and determine if they will include any dollars."

She said the funds are there as carryover money is available from the last two-year budget.

Baesler added that more money is not needed in future years because the amount would be enough to train all teachers necessary to cover students in all school buildings across the state.

"It is our hope that future teachers would receive the training in their teacher preparation programs at their colleges and universities," she said.

Under the proposed new training program, current teachers would have multiple pathways to gain credentials. Baesler said programs offered by Microsoft and Code.org train teachers how to help students learn coding, as well as other programs offered by the federal Homeland Security department and STEM.org.

Baesler said in developing the training program, she has also been working with Bismarck State College President Larry Skogen, who just recently signed an agreement to partner with Palo Alto Networks of San Jose, Calif., to begin a regional academy this fall at the college to train K-12 teachers, BSC students and the public in cybersecurity.

North Dakota's effort, in a move that sets it apart and is certainly a first in the nation, involves offering instruction to all students in cybersecurity and network security, along with other computer science knowledge, Baesler said. That means students would gain general knowledge about keeping technological networks safe.

Baesler also pointed out that it's not only parents and technology companies looking for improved computer science instruction, but other industries such as agriculture and hospitality. At a Senate bill hearing this winter, she said representatives were promoting the bills from the state soybean council and hospitality association.

In Fargo, Superintendent Rupak Gandhi said they are looking forward to the additional support from the state because they already started a program to teach coding as elementary library media specialists have been trained using the Code.org program.

He said by the end of next school year, coding will be taught to all students in kindergarten through eighth grade in Fargo.

As the K-12 program intensifies in Fargo and statewide, there will also be an opportunity for students to stay in North Dakota for an even more in-depth program as the Bismarck college, besides working on its new Palo Alto partnership, plans this fall to expand its cybersecurity program, according to Skogen.

He said the college has been training technicians in a two-year program in cybersecurity and networking for about three years and this fall will expand that effort by also offering a four-year bachelor's degree program in the field.

He said approximately 78 students are currently enrolled in the program, but he expects to have a national footprint in the coming years as applications are coming in from all over the nation. He said the effort started as an extension of its energy-related programs at the college.

Other North Dakota higher education facilities at Minot, Fargo and Grand Forks also offer course work in cybersecurity, however, those are of varying types.

He agreed with Baesler that the effort to offer students more instruction in a field that already has plentiful job opportunities and will have more in the future is the right move. In addition to the current 350,000 job openings in cybersecurity in the U.S, he has statistics that show there are more than 2 million job openings this year worldwide and that the shortage of workers in that field alone will reach 3.5 million by 2021, [according to Cybersecurity Ventures](#).

## **North Dakota participating in national cybersecurity competition**

BISMARCK — Gov. Doug Burgum has announced the state's participation in an online cybersecurity competition.

The 2019 Girls Go CyberStart program is a series of online challenges that allow students to act as cyber protection agents to solve cybersecurity-related puzzles and explore related topics such as cryptography and digital forensics.

No experience is required to enter the free program for girls in grades 9-12.

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Students will have chances to win cash prizes and scholarships for themselves and their schools.

Both men and women in college can also play CyberStart this year in a program called Cyber FastTrack to compete for \$2.5 million in scholarships for advance cybersecurity education as well as internships and jobs in the field.

Girls can register for the high school program until March 20 at [girlsgocyberstart.com](http://girlsgocyberstart.com), while college students can go to [cyber-fasttrack.org](http://cyber-fasttrack.org).



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# Roscoe Streyle: North Dakota Won't Be the Best Place for Education if We Don't Make the Investments

• [Featured](#)

• [This And That](#)

February 25, 2019 | by [Rob Port](#)



Mary Stark Elementary School second-grade student Chase Gumeringer uses an iPad with his classmates in teacher Tammy Bopp's room in Mandan in 2016. (MIKE MCCLEARY, BISMARCK TRIBUNE)

*This guest post was submitted by Minot resident Roscoe Streyle who served in the state House from 2011 to 2018.*



What are the Governor, Legislature, ND University System (NDUS) or the Department of Public Instruction (DPI) doing to improve the educational delivery system, content, educational opportunities and the learning experience for North Dakota students? What are they doing to transform their systems into a nimbler 21st century educational system? These questions aren't easy to answer, but I will try and explain a few key pieces of legislation that have been passed and some that must be passed this session.

In the 17-19 session a key piece of legislation SB2186, the "Innovation Education Bill", prime-sponsored by the highly respected Sen. Nicole Poolman was passed. This allows more flexibility for K-12 schools to adopt innovative learning techniques to educate their students in different ways that haven't been done in the past. The bill essentially allowed for the creation of dozens of innovation and alternative educational "think tanks". What a great concept! Allow our schools to do what works best for them to deliver a world-class education. Superintendent Baesler said, "it is one of the most important education bills to be introduced this session for our students' futures". I agree and the same quote could be applied to her Computer and Cyber Sciences (CCS) proposals I will try and explain next.

**I want North Dakota to be the best place in America to learn, both in K-12 and Higher Education, but we won't be the best if we don't make the investments.**

The Governor, DPI, NDUS and the Legislature now need to take it a step further. Governor Burgum and Superintendent Kirsten Baesler took the first step and included proposals in the budget request. The Governor, DPI and the Legislature now need to work together and implement the innovative proposals to make computer science and cybersecurity curriculum available in ALL North Dakota schools. The goal is for students to receive at least one CCS education course during elementary, middle and high school. The ultimate goal is to create a K-12 educational environment where CCS is considered foundational education for all students. Many parents, want our children to have a well-rounded education and CCS must be part of their educational experience. In fact, a recent Gallup poll indicates over 90% of parents want their child to learn more computer science. Further, 93% of parents see computer science education as a good use of resources at their child's school.

These goals are well researched, well thought out, and importantly have been developed as part of a collaborative effort between DPI, ESPB (Educational Standards and Practices Board), CTE (Career Tech Education), NDUS, Governor's Office, Parents, Private Industry, and Legislators. The plan includes: creating North Dakota's first set of CCS standards, developing teacher credentialing for licensure, providing instructional options for local schools to utilize, training at least one teacher for every 160 students at every school in the State, and providing the funding to cover the cost of training for school districts and

teachers. DPI has developed many partnerships to create a menu of options for schools and teachers to choose from that fits their individual school. The proposals put forward also do not mandate anything, nor do they mandate on how to implement the CCS standards. DPI will simply make the resources available to all schools and the training available.

The [CODE.org](http://CODE.org) training is a prime world-wide influencer in CCS education and, thanks to temporary grants, is currently largely free to participating schools. Available courses focus on computer programming (“coding”), computer sciences, cybersecurity education, and many other areas. The educational system must adjust to the marketplace and to where the jobs of in the 21st century exist. Our children won’t all go into these careers of course, but providing them the opportunity to learn and understand the basics will provide our youth with a better understanding of the digital world we all live in – whether they choose a career in CCS industries or not. Just like we aren’t doing enough in Higher Education to produce more technical and trade school training opportunities and graduates, we are not doing enough in K-12 for the CCS fields.

It does take money to train the teachers and implement the flexible curriculum, which could be funded with carryover dollars (no new funds). This investment is badly needed if we want our children to have the best educational opportunities in the country. I want North Dakota to be the best place in America to learn, both in K-12 and Higher Education, but we won’t be the best if we don’t make the investments. This is one of those investments that we can’t wait on, we are already behind the curve a bit, but could easily catch up by moving now on these proposals.

It’s my hope at the end of this Legislative session these proposals will be adopted, funded to the appropriate level and every school by 2022 will have CCS trained teachers and instructional choices available. Take the time to visit and learn about what [CODE.org](http://CODE.org), Microsoft TEALS, Cisco, NICERC, Project Lead the Way, or any of the other organizations are doing. All of these organizations badly want a more educated America, let’s take them up on their offers to help deliver more educational opportunities for our children.

Attached is a one-pager describing our goals with computer science and cybersecurity (CCS) as developed by a team involving:

- DPI
- ESPB
- CTE
- EduTech
- ND University System
- Governor's Office
- Legislators
- ND Chamber and Industry representation.

I will draw your attention to several key items you will see on the document:

- There is **nothing** mandated of schools; however, we note both the importance of CCS as well as the desire of parents to have CCS offered in schools K-12, and our hope is schools will understand the importance and will choose to implement accordingly.
- There is no prescribed method to implement the standards – we anticipate many will integrate it within existing classes. Side note, to help accommodate, we have been working with [NICERC](#) who plans to write integrated lessons and curriculum specific to ND's new standards, just for ND teachers. Again, this is not required, but made available as a resource.
- We will not require one prescribed or mandated program for training. School districts will choose the best method for their schools. The goal is to train existing teachers in every school, K-12 (about 1 teacher for every 160 students). ND has developed multiple partnerships to create a menu of options for schools and teachers to choose from.
- The intent is for the funding to cover all costs so there is little to no financial lift of the districts. We want to remove as many barriers as possible. These funds are made available from carryover dollars from the current biennium and would be one-time funding only with no additional impact on the foundation aid funding.
- I will stress the importance of these funds as without them, we can anticipate a much smaller percentage of schools and teachers who will actually implement CS in their classrooms.

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# NDDPI CCS GOALS AND FOCUS

## Goal:

- Every school offer CCS education (NOT MANDATED by state)
  - Desire every student receive CCS education at least once in every school (elementary, middle, and high school)
  - Ultimately, the goal is to create the K-12 educational setting in which CCS becomes foundational knowledge for all students.
  - NOTE: [parents desire CS](#) to be taught

## Three Prong Approach to Reach Goal:

### 1.) Standards

- Work to develop the CSTA during the 18-19 school year.
  - a. Began September 2018; expected completion by early (February) 2019
- Implement by the 2019-2020 school year.

### 2.) Teacher Pipeline Goals

- Secure CCS Credentialing Authority for ND State Superintendent during 2019 Legislative Assembly ([SB 2171](#))
  - Will allow unencumbered abilities for schools to offer and teach CCS courses in all grades and content disciplines and programs.
  - This expands existing (limited) credentialing currently available through CTE
  - Credentialing timeline will be available fall of 2020

### 3.) Appropriations and Funding Goals

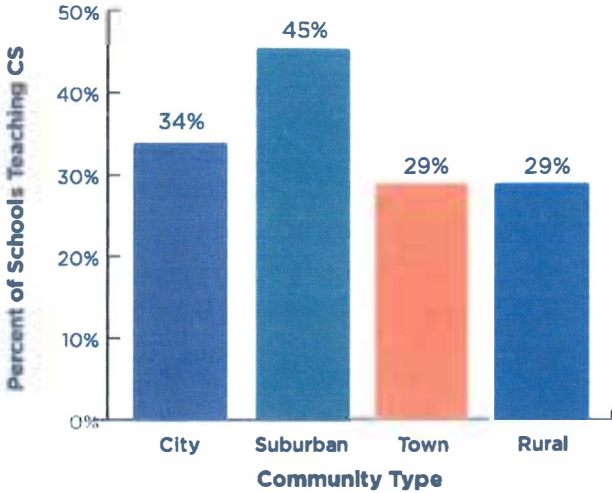
- Secure funding to provide teacher training focused on one teacher trained for (approximately) every 160 students statewide (ratio dependent upon school size) for a total of 700 in-service teachers statewide:
  - At least 1 teacher trained/qualified in every school under 300 students enrolled
  - At least 2 teachers trained/qualified in every school with enrollment of 300-500
  - At least 3 teachers trained/qualified in every school over 500 enrollment
- Training will lead to credentials
- Desire minimal financial responsibility of the districts (funding to also cover ancillary costs such as sub pay, travel, lodging, and supplies)
- One-time funding for biennium sourced from '17-'19 biennium carryover dollars (no new dollars from General Fund – no effect on foundation aid).
- Teacher prep programs will begin integrating CCS training for pre-service teachers

NOTE: Implementation of the standards, as well as the teacher training, are designed with a local control approach. Schools and districts are encouraged to determine the best fit possible – whether stand alone classes or integrated within existing courses. Teachers from any content area are eligible for training. This is designed to create an à la carte approach with supports for schools to implement accordingly.



### Percent of High Schools Teaching Computer Science by Community Type

Students in rural communities have less access to computer science.



Computer science is one of the few policy issues that can address both foundational education needs and workforce development demands for a state's future workforce. Numerous states have begun to pursue nine specific policy ideas to expand access to K-12 computer science for all students.



### Nine Policies to Make Computer Science Fundamental

1

**Create a state plan for K-12 computer science**

2

**Define computer science and establish rigorous K-12 computer science standards**

3

**Allocate funding for rigorous computer science teacher professional learning and course support**

4

**Implement clear certification pathways for computer science teachers**

5

**Create programs at institutions of higher education to offer computer science to preservice teachers**

6

**Establish dedicated computer science positions in State and Local Education Agencies**

7

**Require that all secondary schools offer computer science with appropriate implementation timelines**

8

**Allow computer science to satisfy a core graduation requirement**

9

**Allow computer science to satisfy an admission requirement at institutions of higher education**

**Policy Principles**

- Clarity
- Capacity
- Leadership
- Sustainability

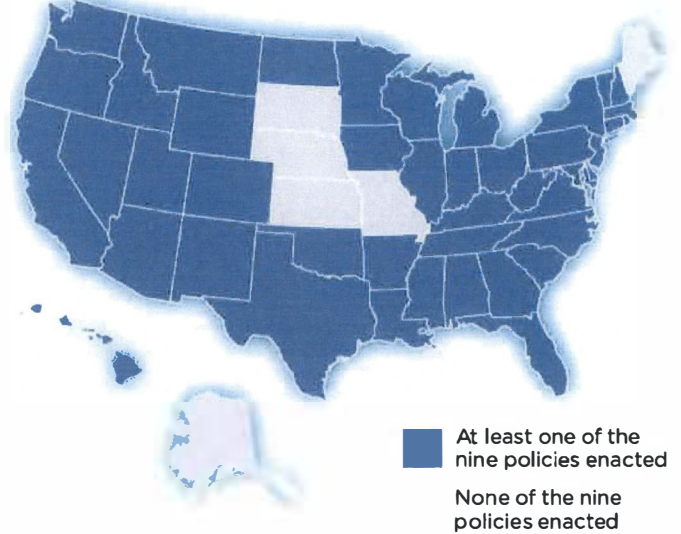
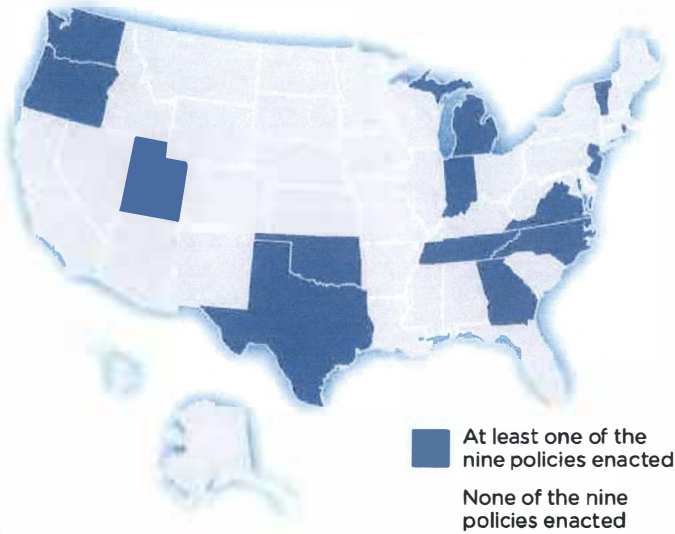
**The principle Equity and Diversity is Incorporated in each of the nine policies.**

When the Code.org Advocacy Coalition began its work in 2013, just 14 states plus Washington, D.C. had at least one of these nine policies in place. Because of bipartisan support from state and national leaders over the last five years, 44 states

have enacted one or more of these policies. The pace of reform is accelerating; since the last state of computer science report in 2017, 33 states have passed new laws and regulations promoting computer science.

### 2013: States with at least one policy

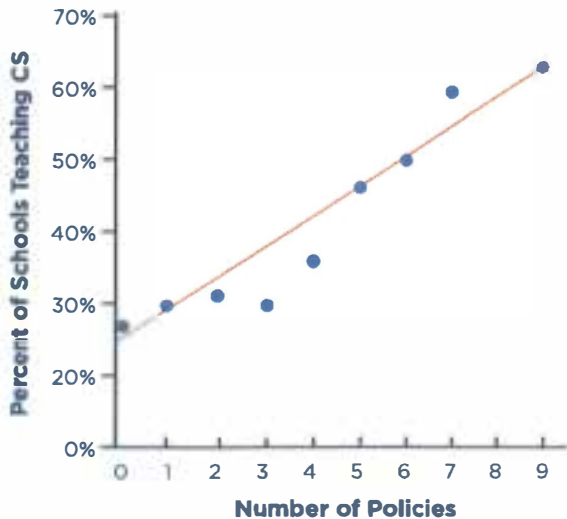
### 2018: States with at least one policy



### Trend in Policy Adoption and Access to Computer Science

States that have adopted more of the nine policies have a greater percentage of high schools teaching computer science.

But do these policies mean that more students have access to K-12 computer science? This report analyzes implementation rates in states that have pursued these policies. The graph to the left clearly shows that in states that enact more of these nine policies, a greater percentage of schools provide students access to K-12 computer science.

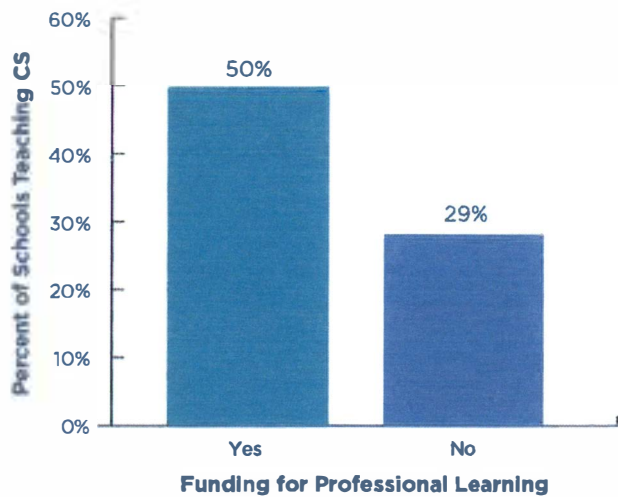




State funding for K-12 computer science professional learning is a key policy for expanding access. By focusing funding on high-quality professional learning to retrain part of the existing teaching workforce (rather than hiring new computer science teachers) states can keep costs low while quickly scaling. New data from this report shows that this approach is working. States that have funded K-12 computer science opportunities have 1.7 times the implementation rates of states that have not provided direct funding.

### Funding and Access to Computer Science

States that have provided funding for teacher professional learning in computer science have more high schools that teach computer science.



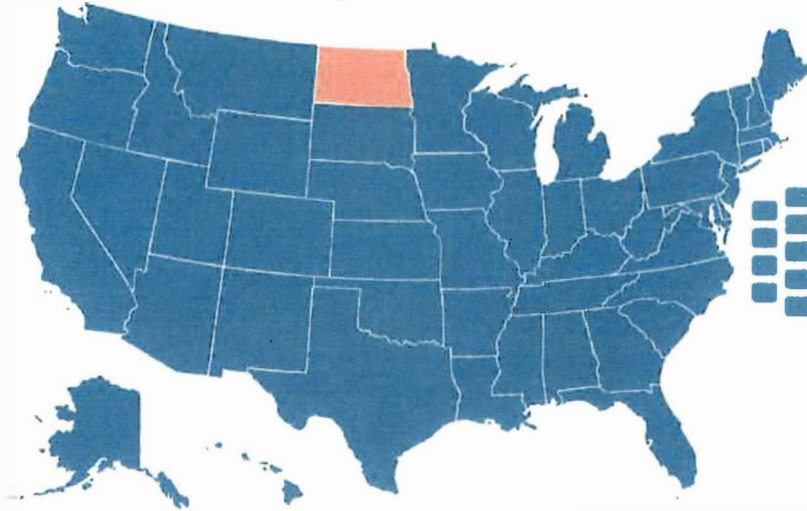
States should enact or expand on all nine of these education policies in order to provide opportunities for all students regardless of where they live, their race/ethnicity, gender, or socioeconomic status. States that have enacted some or many of these ideas should continue to focus on implementation. They should continue to fund opportunities to prepare inservice teachers so students can have access in the short term, while funding preservice teacher preparation to sustain the growth of the teaching workforce in the long term.

We cannot let generations of students—particularly those from underrepresented backgrounds—leave the K-12 system without some exposure to computer science. Pursuing an access agenda to K-12 computer science provides policymakers a rare opportunity to address equity, workforce, and education issues on a bipartisan basis. We must continue the bipartisan support and momentum we have seen for this critical subject.



# Choose a State

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## North Dakota 806

<https://code.org/promote/nd>

7/13

3/2/2019

Promote Computer Science | Code.org

**Open computing jobs**  
(2.8x the state average demand rate)

### 162

Computer science graduates

Policy Environment (rubric (<http://bit.ly/9policiesrubric>)):

- No dedicated state funding for CS PD
- Does not require all high schools to offer CS
- K-12 CS standards in progress

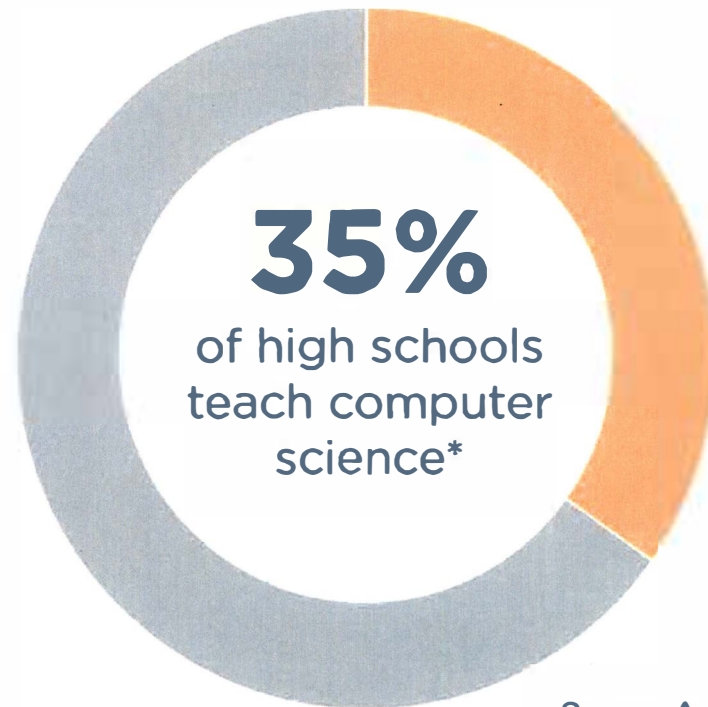
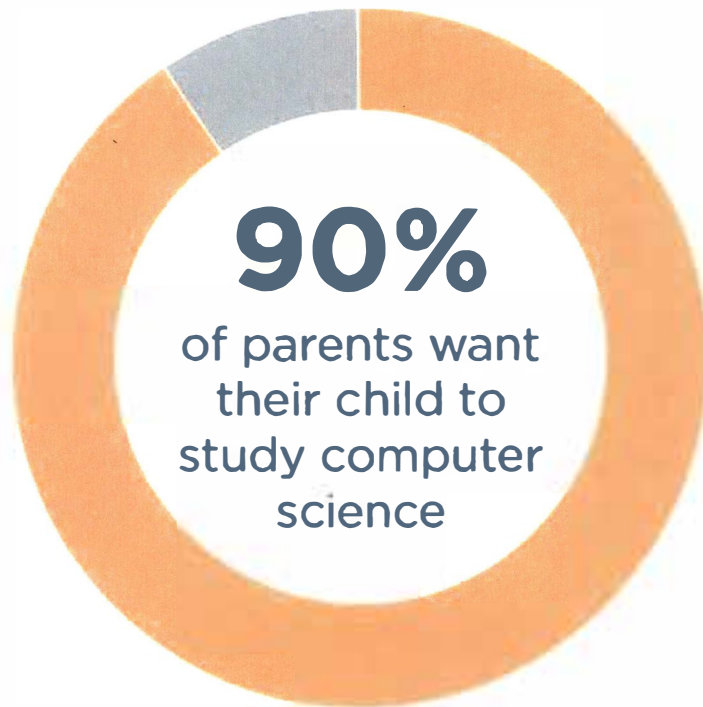
▶ AP Stats

View state fact-sheet  
(<https://code.org/advocacy/state-facts/ND.pdf>)

Take action in your state  
(<https://www.votervoice.net/Code/campaigns/58463/respond>)

Sources: The Conference Board (<http://www.conference-board.org/>) and National Center for Education Statistics (<http://nces.ed.gov/>). More Info ([https://docs.google.com/document/d/1gySkItxLjn\\_vwb8HlIKNXqen184mRtzDX12cux0ZgZk/pub](https://docs.google.com/document/d/1gySkItxLjn_vwb8HlIKNXqen184mRtzDX12cux0ZgZk/pub)).

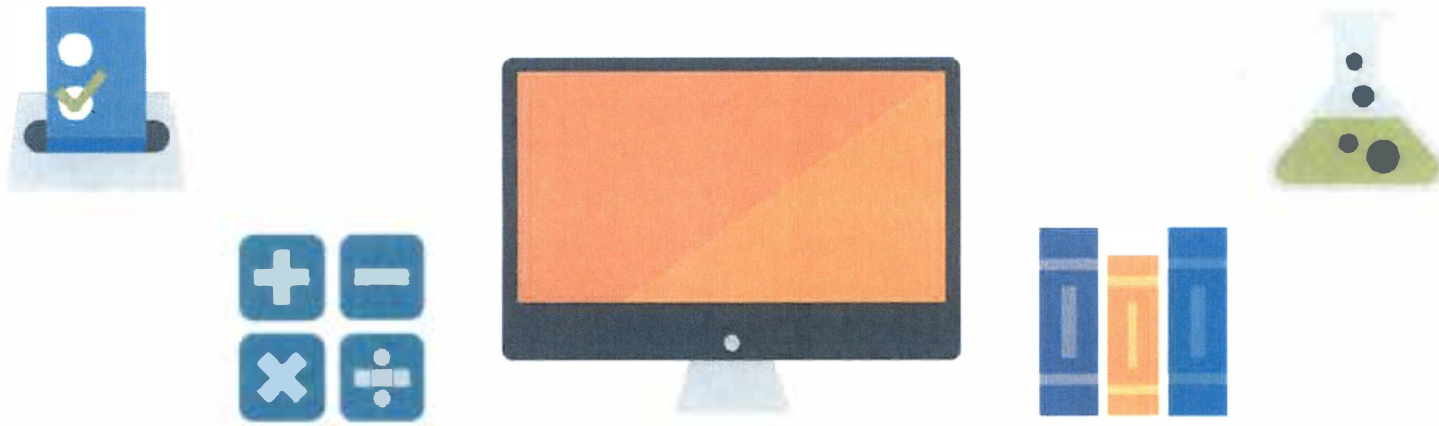
# But fundamentally, this is the picture we need to solve



Source: Access Report

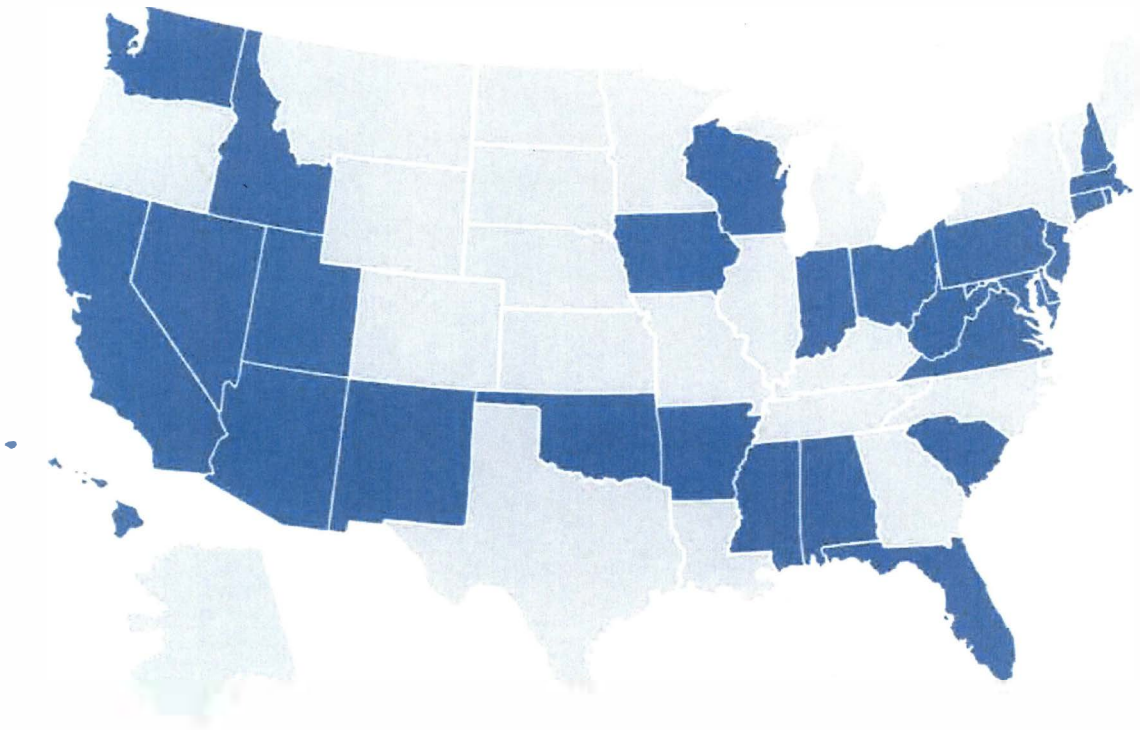
68

# 83% of parents and 64% of principals in rural and small towns



believe offering computer science is more or equally as important as any required course.

# The state of K-12 computer science standards



**Only 28 states** have created K-12 computer science standards.

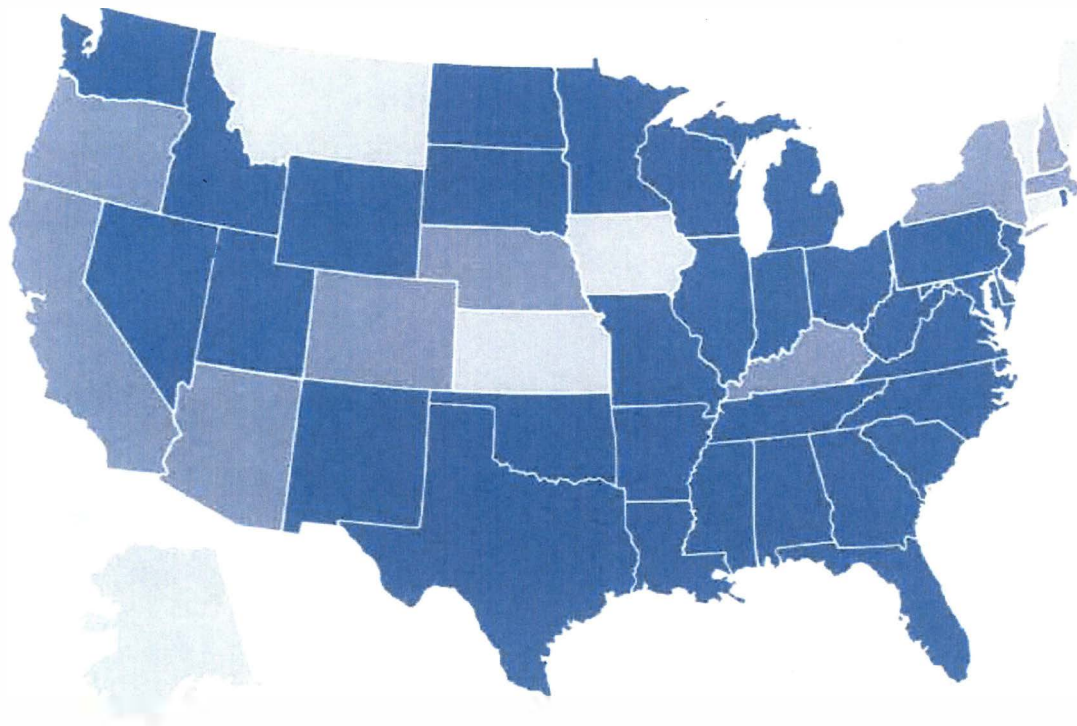
Momentum is building, but we still have a long way to go.

-  States with K-12 CS standards
-  States without K-12 CS standards

31



# CS can count for graduation in 42 states + DC



In 42 states plus DC, computer science can count towards high school graduation math or science requirements - up from 12 states in 2013.

- Computer science counts statewide
- Computer science can count (school decides)
- Computer science is an elective



**Our state policies can  
help fix this picture...**

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**Some may think:**

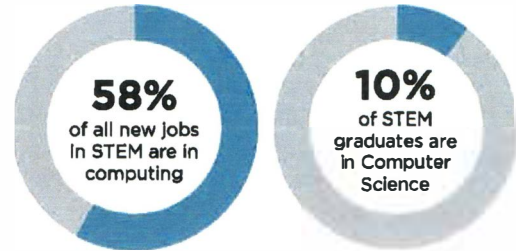
Computer science is just  
about learning technology

~~Computer science is just  
about learning technology~~

**Computer science is  
about logic, problem  
solving, and creativity**

# Support K-12 Computer Science Education in North Dakota

Computer science drives job growth and innovation throughout our economy and society. Computing occupations are the **number 1 source of all new wages in the U.S.** and make up over half of all projected new jobs in STEM fields, making Computer Science one of the most in-demand college degrees. And computing is used all around us and in virtually every field. It's foundational knowledge that all students need. But computer science is marginalized throughout education. Only 35% of U.S. high schools teach any computer science courses and only 10% of STEM graduates study it. We need to improve access for all students, including groups who have traditionally been underrepresented.



- 93% of parents want their child's school to teach computer science, but only 35% of high schools teach it.
- 75% of Americans believe computer science is cool in a way it wasn't 10 years ago.
- 67% of parents and 56% of teachers believe students should be required to learn computer science.
- 50% of Americans rank computer science as one of the two most important subjects of study after reading and writing.
- Students who learn computer science in high school are 6 times more likely to major in it, and women are 10 times more likely.

## Computer science in North Dakota

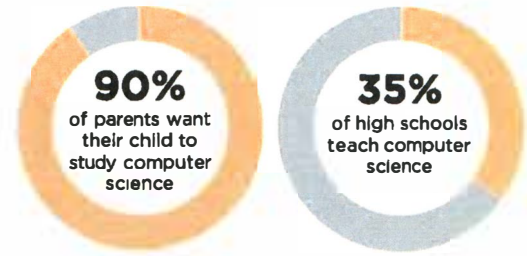
- North Dakota currently has **806 open computing jobs** (2.8 times the average demand rate in North Dakota).
- The average salary for a computing occupation in ND is **\$70,218**, which is significantly higher than the average salary in the state (\$48,130). The existing open jobs alone represent a **\$56,595,748 opportunity** in terms of annual salaries.
- North Dakota had only **162 computer science graduates** in 2017; only **10%** were female.
- In North Dakota, only **22% of all public high schools teach computer science.**
- Only **69 exams were taken in AP Computer Science by high school students** in North Dakota in 2018 (54 took AP CS A and 15 took AP CSP).
- Only 9% were female (9% for AP CS A and 7% for AP CSP); only 1 exam was taken by Hispanic or Latino students (1 took AP CS A and 0 took AP CSP); only 2 exams were taken by Black students (2 took AP CS A and 0 took AP CSP); only 1 exam was taken by American Indian or Alaska Native students (0 took AP CS A and 1 took AP CSP); no exams were taken by Native Hawaiian or Pacific Islander students.
- Only **12 schools** in ND (22% of ND schools with AP programs) offered an AP Computer Science course in 2017-2018 (13% offered AP CS A and 6% offered AP CSP), which is 2 more than the previous year.
- Universities in North Dakota did not graduate a single new teacher prepared to teach computer science in 2016.



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## What can you do to support K-12 CS education in North Dakota?



1. Nominate a teacher for a professional learning scholarship: [www.code.org/nominate](http://www.code.org/nominate)
2. Send a letter:
  - o To your school/district asking them to expand computer science offerings at every grade level: [www.code.org/promote/letter](http://www.code.org/promote/letter)
  - o To your elected officials asking them to support computer science education policy in North Dakota: [www.votervoicenet.org/Code/campaigns/58463/respond](http://www.votervoicenet.org/Code/campaigns/58463/respond)
3. Find out if your school teaches computer science or submit information about your school's offerings at [www.code.org/yourschool](http://www.code.org/yourschool).
4. Visit [www.code.org/educate/3rdparty](http://www.code.org/educate/3rdparty) to find out about courses and curriculum from a variety of providers, including Code.org.
5. Visit [www.code.org/promote/ND](http://www.code.org/promote/ND) to learn more about supporting computer science in your state.

## Code.org's impact in North Dakota

- In North Dakota, Code.org's curriculum is used in
  - o 22% of elementary schools
  - o 11% of middle schools
  - o 7% of high schools
- There are 1,525 teacher accounts and 45,156 student accounts on Code.org in North Dakota.
- Of students in North Dakota using Code.org curriculum last school year,
  - o 11% attend high needs schools
  - o 55% are in rural schools
  - o 45% are female students
  - o 26% are underrepresented minority students (Black/African American, Hispanic/Latino, American Indian, or Hawaiian)
- Code.org, its regional partner(s) Technology & Innovation in Education, and 2 facilitators have provided professional learning in North Dakota for
  - o 315 teachers in CS Fundamentals (K-5)
  - o 7 teachers in Exploring Computer Science or Computer Science Discoveries
  - o 3 teachers in Computer Science Principles

**“Computer Science is a liberal art: it’s something that everybody should be exposed to and everyone should have a mastery of to some extent.”**

— Steve Jobs

## What can your state do to improve computer science education?

States and local school districts need to adopt a broad policy framework to provide all students with access to computer science. The following nine recommendations are a menu of best practices that states can choose from to support and expand computer science. Not all states will be in a position to adopt all of the policies. Read more about these 9 policy ideas at [https://code.org/files/Making\\_CS\\_Fundamental.pdf](https://code.org/files/Making_CS_Fundamental.pdf) and see our rubric for describing state policies at <http://bit.ly/9policiesrubric>.

- North Dakota **has not** yet created a state plan for K-12 computer science. A plan that articulates the goals for computer science, strategies for accomplishing the goals, and timelines for carrying out the strategies is important for making computer science a fundamental part of a state's education system.
- North Dakota is in the process of developing K-12 computer science standards.
- North Dakota **does not yet** provide dedicated funding for rigorous computer science professional development and course support. Although funds may be available via broader programs, the state can strengthen its computer science programs by creating specific opportunities to bring computer science to school districts, such as matching fund programs.
- North Dakota has clear certification pathways for computer science teachers.
- North Dakota **has not yet** established programs at institutions of higher education to offer computer science to preservice teachers. The computer science teacher shortage can be addressed by exposing more preservice teachers to computer science during their required coursework or by creating specific pathways for computer science teachers.
- North Dakota **does not yet** have dedicated computer science positions in state or local education agencies. Creating a statewide computer science leadership position within the state education agency can help expand state-level implementation of computer science education initiatives. Similar positions at the local level could support districts' expansion of course offerings and professional development.
- North Dakota **does not yet** require that all secondary schools offer computer science. The state can support the expansion of computer science courses by adopting policies that require schools to offer a computer science course based on rigorous standards, with appropriate implementation timelines and allowing for remote and/or in-person courses.
- North Dakota allows computer science to count for a core graduation requirement. Find out how North Dakota allows computer science to count towards graduation at <http://bit.ly/9policies>.
- North Dakota **does not yet** allow computer science to count as a core admission requirement at institutions of higher education. Admission policies that do not include rigorous computer science courses as meeting a core entrance requirement, such as in mathematics or science, discourage students from taking such courses in secondary education. State leaders can work with institutions of higher education to ensure credit and articulation policies align with secondary school graduation requirements.

### Follow us!

Join our efforts to give every student in every school the opportunity to learn computer science. Learn more at [code.org](https://code.org), or follow us on [Facebook](#) and [Twitter](#).



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Launched in 2013, Code.org® is a nonprofit dedicated to expanding access to computer science, and increasing participation by women and underrepresented students of color. Our vision is that every student in every school should have the opportunity to learn computer science.

Data is from the Conference Board for job demand, the Bureau of Labor Statistics for state salary and national job projections data, the College Board for AP exam data, the National Center for Education Statistics for university graduate data, the Gallup and Google research study Education Trends in the State of Computer Science in U.S. K-12 Schools for parent demand, the 2018 Computer Science Access Report for schools that offer computer science, and Code.org for its own courses, professional learning programs, and participation data.

Department of Public Instruction (201)  
2019-2021 Biennial Budget Request / Funding Analysis

	1 2017-2019 Appropriation	2 Base Level	3 Agency Request	4 Executive Budget	5 SB 2013
<b>1 Administration:</b>					
2 Salaries & Wages	\$ 17,439,176.00	\$ 17,439,176.00	\$ 17,941,456.00	\$ 18,213,061.00	\$ 17,941,456.00
3 Operating Expense	30,165,005.00	30,165,005.00	32,981,947.00	32,444,947.00	32,169,947.00
<b>4 Total</b>	<b>\$ 47,604,181.00</b>	<b>\$ 47,604,181.00</b>	<b>\$ 50,923,403.00</b>	<b>\$ 50,658,008.00</b>	<b>\$ 50,111,403.00</b>
<b>5 Integrated Formula Payment</b>					
6 Funding : General	\$ 1,334,657,258.00	\$ 1,334,657,258.00	\$ 1,616,882,054.00	\$ 1,436,604,517.00	\$ 1,616,882,054.00
7 Special	600,546,905.00	415,546,905.00	489,764,000.00	614,097,806.00	489,764,000.00
<b>8 Total</b>	<b>\$ 1,935,204,163.00</b>	<b>\$ 1,750,204,163.00</b>	<b>\$ 2,106,646,054.00</b>	<b>\$ 2,050,702,323.00</b>	<b>\$ 2,106,646,054.00</b>
<b>9 Grants - Special Education</b>	\$ 19,300,000.00	\$ 19,300,000.00	\$ 25,000,000.00	\$ 25,000,000.00	\$ 25,000,000.00
<b>10 Grants - Transportation</b>	\$ 55,400,000.00	\$ 55,400,000.00	\$ 55,900,000.00	\$ 55,400,000.00	\$ 55,900,000.00
<b>11 Rapid Enrollment Grants</b>	\$ 6,000,000.00	\$ -	\$ -	\$ -	\$ -
<b>12 Power School</b>	\$ 5,500,000.00	\$ 5,500,000.00	\$ 5,500,000.00	\$ -	\$ 5,500,000.00
<b>13 Grants - Program Grants</b>					
14 Adult Education Matching Funds	\$ 3,100,000.00	\$ 3,100,000.00	\$ 4,400,000.00	\$ 4,100,000.00	\$ 4,400,000.00
15 Reduced Breakfast Program Funds	200,000.00	200,000.00	200,000.00	200,000.00	200,000.00
16 School Lunch Matching Funds	1,380,000.00	1,380,000.00	1,380,000.00	1,380,000.00	1,380,000.00
17 PreK Grants from Dept of Commerce	-	-	1,500,000.00	3,000,000.00	1,500,000.00
18 Computer Science & Coding	-	-	6,000,000.00	3,000,000.00	-
19 Professional Development - Leadership	-	-	300,000.00	-	-
20 Grant Pool	2,230,711.00	1,530,000.00	2,136,711.00	1,809,711.00	2,136,711.00
<b>21 Total</b>	<b>\$ 6,910,711.00</b>	<b>\$ 6,210,000.00</b>	<b>\$ 15,916,711.00</b>	<b>\$ 13,489,711.00</b>	<b>\$ 9,616,711.00</b>

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SB 2013  
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**21 Grants - Pass Thru Grants**

22 Global Bridges	\$ 200,000.00	\$ 200,000.00	\$ -	\$ -	\$ -
23 Governor's School	220,000.00	-	20,000.00	-	20,000.00
24 ND Museum of Art	350,000.00	350,000.00	360,000.00	328,789.00	360,000.00
25 North Central Council for School Television	238,000.00	238,000.00	223,576.00	223,576.00	223,576.00
26 Northern Plains Writing Project	10,000.00	10,000.00	20,000.00	10,000.00	20,000.00
27 Red River Writing Project	10,000.00	10,000.00	20,000.00	10,000.00	20,000.00
28 Teacher Support System (ESPB)	2,050,000.00	2,050,000.00	2,125,764.00	1,925,764.00	2,125,764.00
29 We the People	10,000.00	10,000.00	50,000.00	10,000.00	50,000.00
30 Young Entrepreneur Education Program	30,000.00	30,000.00	30,000.00	30,000.00	30,000.00
<b>31 Total</b>	<b>\$ 3,118,000.00</b>	<b>\$ 2,898,000.00</b>	<b>\$ 2,849,340.00</b>	<b>\$ 2,538,129.00</b>	<b>\$ 2,849,340.00</b>

**32 Grants - Other Grants**

33 Federal Program Grants	\$ 271,837,705.00	\$ 253,837,705.00	\$ 286,837,705.00	\$ 286,837,705.00	\$ 286,837,705.00
34 Displaced Homemaker	225,000.00	225,000.00	225,000.00	225,000.00	225,000.00
35 English Language Learner Grants	500,000.00	-	-	-	-
36 REA Merger Grants	100,000.00	-	-	-	-
<b>37 Total</b>	<b>\$ 272,662,705.00</b>	<b>\$ 254,062,705.00</b>	<b>\$ 287,062,705.00</b>	<b>\$ 287,062,705.00</b>	<b>\$ 287,062,705.00</b>

**38 Special Line Items**

39 Transporation Efficiency	\$ 30,000.00	\$ 30,000.00	\$ -	\$ 27,000.00	\$ -
40 National Board Certification	120,000.00	120,000.00	108,000.00	108,000.00	108,000.00
<b>41 Total Appropriation</b>	<b>\$ 2,351,849,760.00</b>	<b>\$ 2,141,329,049.00</b>	<b>\$ 2,549,906,213.00</b>	<b>\$ 2,484,985,876.00</b>	<b>\$ 2,542,794,213.00</b>

**42 Department Wide Funding Sources:**

43 General Funds	\$ 1,436,302,695.00	\$ 1,435,601,984.00	\$ 1,735,363,829.00	\$ 1,547,496,484.00	\$ 1,728,251,829.00
44 Federal Funds	306,306,970.00	288,306,970.00	322,989,385.00	323,164,687.00	322,989,385.00
45 Special Funds	609,240,095.00	417,420,095.00	491,552,999.00	614,324,705.00	491,552,999.00
<b>46 Total</b>	<b>\$ 2,351,849,760.00</b>	<b>\$ 2,141,329,049.00</b>	<b>\$ 2,549,906,213.00</b>	<b>\$ 2,484,985,876.00</b>	<b>\$ 2,542,794,213.00</b>

# NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION HOW IS THE MONEY SPENT?



**TOTAL BUDGET: \$2,549,906,213**

**STATE SUPERINTENDENT  
KIRSTEN BAESLER**

- ND VISION SERVICES/SCHOOL FOR THE BLIND
- ND SCHOOL FOR THE DEAF/RESOURCE CENTER FOR THE DEAF & HARD OF HEARING
- ND STATE LIBRARY

**STUDENT SUPPORT & INNOVATION  
Laurie Matzke  
ASSISTANT SUPERINTENDENT**

**Academic Support**  
Ann Ellefson, Director

**Educational Equity & Support**  
Stefanie Two Crow, Director

**Office of Early Learning**  
Tara Fuhrer, Director

**Indian/Multicultural Education**  
Lucy Fredericks, Director

**School Approval & Opportunity**  
Gail Schauer, Director

**Assessment**  
Rob Bauer, Director

**Safe & Healthy Schools/Adult Education**  
Valerie Fischer, Director

**Special Education**  
Gerry Teevens, Director

**INFORMATION & ADMINISTRATION  
Bob Christman  
CHIEF OF STAFF**

**Fiscal Management**  
Jamie Mertz, Director

**Human Resources**  
Addy Schmaltz, Manager

**Management Information Systems**  
Ross Roemmich, Director

**Outreach & Engagement**  
VACANT, Director

**Child Nutrition & Food Distribution**  
Linda Schloer, Director

**School Finance & Organization**  
Adam Tescher, Director

**ND Department of Public Instruction (201)  
Federal Funds Summary  
Fiscal Year 2017-2018**

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Catalog #	Grant Name	Administrative Funds	Grant Funds to School Districts	Grant Funds to Others	Total Grant Award
	Child Nutrition Programs Block Consolidated Programs (Includes School Lunch, School Breakfast, Afterschool Snacks, Child Care Center Food Reimbursement & 10.555 Summer Food Service Program)	\$ 57,554.82	\$ 27,784,222.81	\$ 926,858.58	\$ 28,768,636.21
10.558	Child and Adult Care Food Program	191,721.76	775,045.95	9,305,632.02	10,272,399.73
10.560	State Administrative Expenses for Nutrition Programs	1,369,209.06	249,544.00		1,618,753.06
10.565	Commodity Supplemental Food Program	56,294.14		98,157.25	154,451.39
10.567	Food Distribution Program on Indian Reservations	469,599.66		998,255.48	1,467,855.14
10.568	The Emergency Food Assistance Program	61,246.18		52,821.05	114,067.23
10.574	Team Nutrition	29,982.12	37,323.08	47,312.17	114,617.37
10.575	Farm to School	33,079.33			33,079.33
10.579	Equipment Assistance		10,477.48	6,995.00	17,472.48
10.579	Method II Art	154,965.09			154,965.09
10.582	Fresh Fruits & Vegetables	47,337.02	1,853,784.53	12,477.81	1,913,599.36
17.267	Workforce Investment	13,420.48	16,994.32	119,281.93	149,696.73
84.002	Adult Education Title I, Part A Improving Education for the	220,913.55	669,059.97	231,000.00	1,120,973.52
84.010	Disadvantaged	467,490.75	31,294,074.50	81,142.51	31,842,707.76
84.011	Migrant Programs	172,802.55	341,728.55	46,885.01	561,416.11
84.013	Neglected/Delinquent			149,171.71	149,171.71
84.027	IDEA-B (Special Education)	2,250,464.99		28,091,806.04	30,342,271.03
84.173	Preschool (IDEA)	45,961.55		825,806.93	871,768.48
84.196	Homeless Children	80,469.24	87,137.38	1,186.53	168,793.15
84.287	21st Century Community Learning Centers	214,790.22	6,023,897.42		6,238,687.64
84.323	State Personnel Development Grant	57,882.63		602,891.81	660,774.44
84.326	Deaf-Blind Grant			69,475.15	69,475.15
84.358	Rural, Low Income Schools	2,734.28	57,089.17		59,823.45
84.365	Title III, English Language Learners	146,606.23	315,500.63		462,106.86
84.366	Title IIB, Math & Science Partnerships	20,837.29	9,999.78	685,236.56	716,073.63
84.367	Title IIA, Teacher Quality	90,172.10	9,129,941.75	177,604.74	9,397,718.59
84.369	State Assessments	4,222,714.15	34,431.14	36,982.16	4,294,127.45
84.371	Striving Readers	75,367.17			75,367.17
84.377	School Improvement	34,605.27	464,413.03		499,018.30
84.424	Student Support & Academic Enrichment	19,153.10	924,174.08	9,142.87	952,470.05
93.079	School-Based Surveillance	65,390.77			65,390.77
93.600	Head Start	125,309.49			125,309.49
93.945	School Health	34,435.75			34,435.75
84.372	SLDS NCES/NAEP	134,029.36		1,340,234.79	1,340,234.79
	<b>Total Federal</b>	<b>\$ 10,832,510.74</b>	<b>\$ 80,078,839.57</b>	<b>\$ 43,916,358.10</b>	<b>\$ 134,827,708.41</b>



**ND Department of Public Instruction (201)  
Federal Funds Summary  
Fiscal Year 2016-2017**

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Catalog #	Grant Name	Administrative Funds	Grant Funds to School Districts	Grant Funds to Others	Total Grant Award
	Child Nutrition Programs Block Consolidated Programs (Includes School Lunch, School Breakfast, Afterschool Snacks, Child Care Center Food Reimbursement & 10.555 Summer Food Service Program)	\$ 42,994.54	\$ 26,377,176.11	\$ 851,051.17	\$ 27,271,221.82
10.558	Child and Adult Care Food Program	76,988.97	786,999.67	9,827,145.44	10,691,134.08
10.560	State Administrative Expenses for Nutrition Programs	1,560,034.23	-	-	1,560,034.23
10.565	Commodity Supplemental Food Program	43,976.44	-	58,595.30	102,571.74
10.567	Food Distribution Program on Indian Reservations	363,969.89	-	806,390.67	1,170,360.56
10.568	The Emergency Food Assistance Program	87,313.39	-	39,498.35	126,811.74
10.574	Team Nutrition	133,734.34	61,307.28	67,523.45	262,565.07
10.575	Farm to School	5,425.18	-	-	5,425.18
10.579	Equipment Assistance	1,328.20	44,614.66	-	45,942.86
10.579	Method II Art	96,982.97	-	-	96,982.97
10.582	Fresh Fruits & Vegetables	66,719.95	1,837,593.37	13,323.06	1,917,636.38
17.267	Workforce Investment	410,215.91	-	1,615,884.00	2,026,099.91
84.002	Adult Education Title I, Part A Improving Education for the	54,935.46	419,202.43	235,444.10	709,581.99
84.010	Disadvantaged	485,353.84	38,348,640.80	-	38,833,994.64
84.011	Migrant Programs	101,527.55	173,899.20	45,800.00	321,226.75
84.013	Neglected/Delinquent	-	-	84,651.07	84,651.07
84.027	IDEA-B (Special Education)	1,985,267.60	4,473.50	28,931,678.67	30,921,419.77
84.173	Preschool (IDEA)	13,464.42	-	744,154.38	757,618.80
84.196	Homeless Children	61,288.09	105,650.07	17,313.47	184,251.63
84.287	21st Century Community Learning Centers	256,554.78	440,486.62	6,494,554.43	7,191,595.83
84.323	State Personnel Development Grant	174,007.54	86,657.23	270,515.10	531,179.87
84.326	Deaf-Blind Grant	-	-	60,524.85	60,524.85
84.358	Rural, Low Income Schools	1,692.50	85,028.06	-	86,720.56
84.365	Title III, English Language Learners	172,127.58	394,250.94	-	566,378.52
84.366	Title IIB, Math & Science Partnerships	34,603.18	-	555,440.48	590,043.66
84.367	Title IIA, Teacher Quality	164,347.48	9,146,662.71	96,277.86	9,407,288.05
84.367	TIIA, Higher Education Partnerships	17,835.28	-	-	17,835.28
84.369	State Assessments	2,152,889.97	923,381.06	62,757.70	3,139,028.73
84.377	School Improvement	42,249.86	100,251.60	-	142,501.46
93.079	School-Based Surveillance	64,151.51	-	-	64,151.51
93.576	Refugee Children School Impact Grant	8,291.37	82,997.75	-	91,289.12
93.600	Head Start	56,664.01	-	-	56,664.01
93.945	School Health	60,480.37	-	-	60,480.37
84.372	SLDS	-	-	1,519,208.66	1,519,208.66
	NCES/NAEP	98,128.64	-	-	98,128.64
	<b>Total Federal</b>	<b>\$ 8,797,416.40</b>	<b>\$ 79,419,273.06</b>	<b>\$ 52,397,732.21</b>	<b>\$ 140,614,421.67</b>

**Department of Public Instruction (201)**  
**2017-19 Appropriation vs Estimated Expenditures**

Att 3  
 SB 2013

~~2017-19~~<sup>3/4/2019</sup>

	<u>2017-19 Appropriation</u>	<u>Estimated Expenditures</u>
<b>State school aid program</b>		
State school aid - Integrated formula payments	\$1,935,204,163	\$1,922,571,321
Transportation aid payments	55,400,000	54,410,707
Rapid enrollment grants	6,000,000	6,000,000
Special education - Contracts	19,300,000	19,300,000
Total - State school aid program	\$2,015,904,163	\$2,002,282,028
General fund	\$1,409,357,258	\$1,396,781,379
Foundation aid stabilization fund	301,000,000	301,000,000
State tuition fund	305,546,905	304,500,649
Total state school aid program	\$2,015,904,163	\$2,002,282,028
<b>Other program grants - General fund</b>		
Adult education matching grants	\$3,100,000	\$3,100,000
School food services matching grants	1,380,000	1,380,000
Free breakfast program	200,000	200,000
Program grant pool	1,530,000	1,855,711
Total - Other program grants - General fund	\$6,210,000	\$6,535,711
<b>Other grants - Other funds</b>		
Federal grants	\$253,837,705	\$253,837,705
Governor's School program - Student loan trust fund	\$220,000	\$220,000
Regional education association merger grants - Foundation aid stabilization fund	\$100,000	\$25,000
English language learner grants - Foundation aid stabilization fund	\$500,000	\$500,000
Displaced homemaker program	225,000	225,000
Total - Other grants - Other funds	\$254,882,705	\$254,807,705
<b>Total state school aid and other grants - All funds</b>	<b>\$2,276,996,868</b>	<b>\$2,263,625,444</b>

**Agency administration and other passthrough grants**

Administration - General fund	\$11,486,726	\$11,486,726
Administration - Other funds	36,117,455	36,117,455
		3/4/2019
Total - Agency administration	<u>\$47,604,181</u>	<u>\$47,604,181</u>
Mentoring program -ESPB	\$2,050,000	\$2,050,000
National writing projects	20,000	20,000
Rural art outreach project	350,000	350,000
North Central Council for Educational Media Services	238,000	238,000
Global Bridges (Atlantik-Brucke) exchange	200,000	200,000
Young entrepreneur education program	30,000	30,000
"We the People" program	10,000	10,000
PowerSchool	5,500,000	5,500,000
Transportation efficiency	30,000	5,000
National board certification	120,000	50,000
	<u>\$8,548,000</u>	<u>\$8,453,000</u>
Total - Other passthrough grants - General fund		

**Total - Agency administration and other passthrough grants - All funds**

	<u>\$56,152,181</u>	<u>\$56,057,181</u>
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**Total Department of Public Instruction - All funds**

	<u>\$2,333,149,049</u>	<u>\$2,319,682,625</u>
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**Department of Public Instruction - Funding**

General fund	\$1,435,601,984	\$1,423,256,816
Other funds	<u>\$897,547,065</u>	<u>\$896,425,809</u>

**Total Department of Public Instruction - All funds**

	<u>\$2,333,149,049</u>	<u>\$2,319,682,625</u>
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Note: Appropriation does not include carryover or Emergency Commission appropriation adjustments.

Department of Public Instruction (201)  
 2017-2019 One-Time Funding Status

Att 3  
 SB 2013  
 3/4/2019  
 Expected  
 unspent  
 appropriation

	<u>2017-19 Appropriation</u>	<u>Expended as of 1/31/19</u>	<u>Expected future spending</u>	<u>Expected unspent appropriation</u>
Integrated Formula Payments	\$ 185,000,000	\$ 185,000,000	\$ -	\$ -
Rapid Enrollment Grants	6,000,000	6,000,000	-	-
English Language Learner Grants	500,000	251,244	248,756	-
Governor's School	220,000	114,034	105,966	-
REA Merger Grants	100,000	-	25,000	75,000

Department of Public Instruction (201)  
Proposed Budget Reductions for Governor

Att 3  
SB 2013  
3/4/2019

<b>Salaries &amp; Wages</b>	
4 FTE Reduction	\$686,831
<b>Operating Expenses</b>	
General Operating	361,939
<b>Grants - Program Grants</b>	
DPI Grant Pool	421,000
<b>Grants - Passthrough Grants</b>	
Teachers Support	124,236
ND Museum of Art	21,211
North Central Council for Educational Media Services	14,424
Global Bridges	200,000
<b>Power School</b>	550,000
<b>Transportation Efficiency</b>	3,000
<b>National Board Certification</b>	12,000

Department of Public Instruction (201)  
Optional Adjustment Requests

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	<u>Amount Requested</u>	<u>Included in Executive Budget</u>	<u>Included in SB 2013</u>
<b>Salaries and Wages</b>			
Restore 1 FTE	\$272,962	\$272,692	\$272,692
<b>Operating Expenses</b>			
PK-12 Education Vision Steering Committee - SB2025	300,000	-	-
AdvancED Contract Increase	312,000	-	-
General Operating Expenses	200,000	-	-
<b>Grants - Special Education</b>			
Line Increase	5,700,000	5,700,000	5,700,000
<b>Grants - Other Grants</b>			
Federal Grants	15,000,000	15,000,000	15,000,000
<b>Grants - Program Grants</b>			
Computer Science & Coding	6,000,000	3,000,000	-
Family Engagement	500,000	-	300,000
Professional Development - Leadership	300,000	-	-
Adult Education	1,400,000	1,100,000	1,400,000

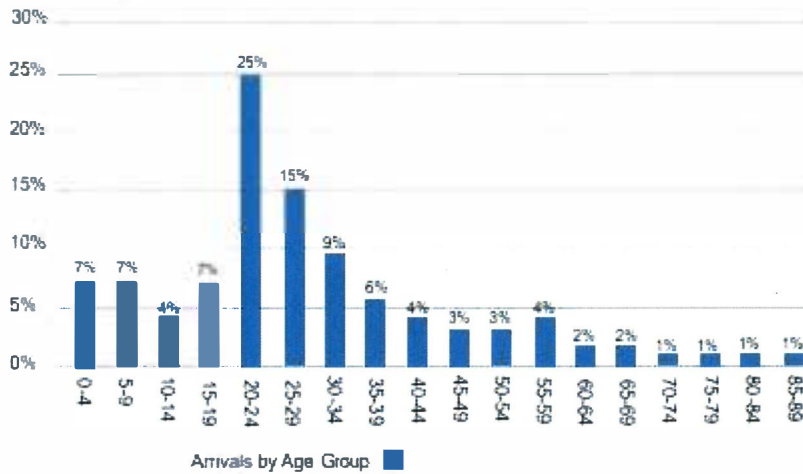
Note: All requests would utilize General Funds, excluding the \$15,000,000 Federal Grant item



# ND K-12 2018-19 Statistics

	Public Districts	Non-Public	State Institutions	BIE	Sp Ed Units	Vo Ed Centers	Total
LEAs	178	45	4	5	32	12	276
Schools	372	56	4	6	-	-	438
K-12 Enrollment	110,842	6,722	43	1,683	-	-	119,290
Licensed Staff	10,752	741	74	209	404	111	12,291
Non-Licensed Staff	7,004	332	72	185	221	46	7,860
Graduates	6,601	329	19	32	-	-	6,981

**Individuals in Their Late Teens through Mid-30s are the Largest Group of New Arrivals to North Dakota**



Approximately 51 percent of new arrivals to the state are from 18 to 34 years of age with 20-year-olds being the most common. This age range also matches the age at which many individuals move out of their parents' home. This age group also closely matches the primary child-bearing ages of individuals, as about 85 percent of children are born to women in this age range.

Sources: Census Bureau's 5 Year ACS 2012-2016 PUMS Data

Geography	April 1, 2010		Population Estimate (as of July 1)							
	Census	Estimate Base	2010	2011	2012	2013	2014	2015	2016	2017
North Dakota	672 591	672 585	674 518	684 830	701 380	722 908	738 658	754 859	755 548	755 393

Source: North Dakota Census Office

North Dakota Resident Births

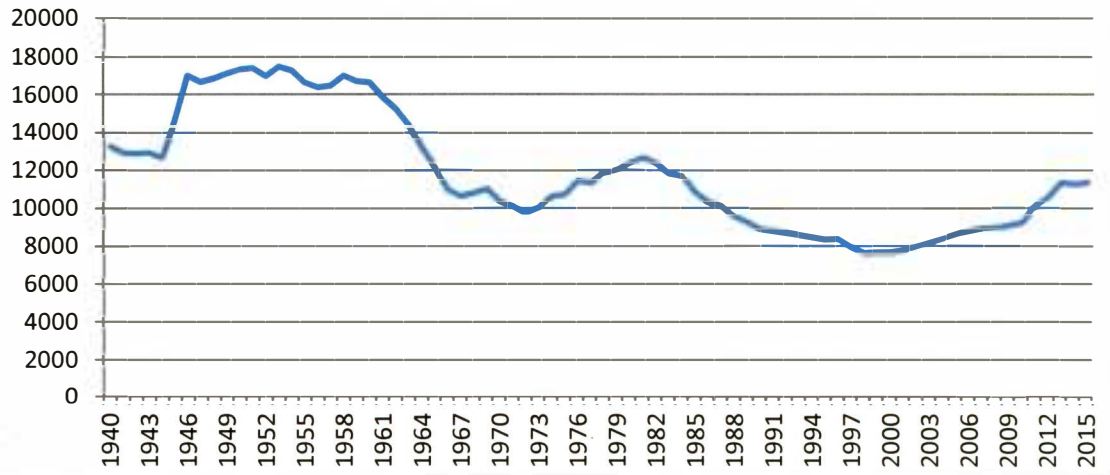
Residence	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	
ADAMS	15	18	18	25	17	22	17	29	19	20	30	27	19	23	27	20
BARNES	127	112	113	101	107	100	111	112	112	113	117	130	102	112	109	96
BENSON	134	145	147	153	168	149	147	122	131	143	162	137	160	153	183	139
BILLINGS	8	7	6	8	7	9	NR	7 NR		7	10	19	16	18	18	10
BOTTINEAU	62	62	62	64	63	65	64	64	62	75	60	73	83	67	63	68
BOWMAN	30	26	30	27	28	38	39	37	38	37	45	44	48	43	41	35
BURKE	19	17	15	18	24	15	20	20	21	25	36	32	42	44	40	36
BURLEIGH	858	918	948	956	1017	1055	1024	1069	1086	1134	1211	1224	1371	1367	1347	1220
CASS	1712	1843	1794	1934	2006	2055	2096	2170	2156	2239	2363	2463	2569	2561	2629	2525
CAVALIER	48	34	30	36	37	29	27	34	37	49	31	45	48	41	62	53
DICKEY	71	69	68	76	75	68	78	68	54	26	62	68	62	75	62	65
DIVIDE	15	13	18	13	20	18	9	19	18	26	23	33	32	32	22	19
DUNN	25	33	32	37	28	33	32	32	41	41	48	62	71	70	68	67
EDDY	18	28	21	22	27	27	21	23	24	19	27	28	26	31	35	35
EMMONS	34	38	27	34	29	34	24	22	33	20	25	29	29	28	35	32
FOSTER	33	41	34	50	46	39	27	32	28	25	38	39	39	31	42	38
GOLDEN VALLEY	13	13	17	8	16	11	22	17	19	19	23	20	23	27	22	32
GRAND FORKS	859	864	904	883	950	956	994	908	978	904	965	959	1062	1056	1009	992
GRANT	14	10	17	20	22	11	20	21	22	23	22	33	25	25	31	36
GRIGGS	19	19	17	20	23	26	15	25	23	19	17	23	16	23	17	23
HETTINGER	15	17	23	16	17	15	20	21	27	30	25	41	29	31	42	38
KIDDER	24	24	14	29	22	28	21	24	32	21	29	31	29	24	34	26
LAMOURE	49	42	49	47	41	53	35	28	38	23	48	46	50	46	43	53
LOGAN	15	18	14	15	17	17	18	17	18	16	22	18	24	20	23	21
McHENRY	48	57	57	50	49	57	55	55	63	58	83	63	76	65	72	71
McINTOSH	27	18	29	34	20	27	25	24	33	14	25	30	30	22	22	25
McKENZIE	59	54	69	60	64	60	80	91	53	109	114	176	228	228	245	253
McLEAN	68	80	74	78	73	67	76	82	101	102	128	99	134	112	119	119
MERCER	71	67	67	69	93	66	74	107	99	92	99	102	116	89	111	83
MORTON	308	314	307	340	350	367	364	390	362	401	431	424	457	503	517	466
MOUNTRAIL	81	90	117	88	115	108	127	113	128	143	160	142	159	173	181	186
NELSON	28	20	31	17	29	19	22	28	32	33	29	33	32	29	28	26
OLIVER	16	16	16	19	7	24	18	18	16	20	18	26	21	27	21	21
PEMBINA	78	76	71	85	70	84	65	81	73	78	74	70	93	77	85	84
PIERCE	41	46	38	44	32	43	53	41	37	43	51	58	45	50	36	47
RAMSEY	150	135	136	138	154	139	162	141	167	172	141	143	180	152	150	176
RANSOM	63	70	62	69	60	70	70	54	61	61	73	53	69	66	55	57
RENVILLE	33	20	28	20	24	13	25	34	32	32	29	33	37	28	38	20
RICHLAND	227	187	207	213	190	206	203	184	191	95	183	190	189	186	207	191
ROLETTE	264	279	316	305	317	289	319	299	311	297	292	313	302	272	274	251
SARGENT	36	40	41	48	31	44	49	31	38	23	38	42	44	45	40	41
SHERIDAN	10	NR	NR	7	6	11	7	9	12	7	11	18	10	11	16	16
SIOUX	100	107	95	122	118	103	97	98	87	98	107	80	117	95	89	87
SLOPE	12	7	NR	6	0	9	6	16	11	7	8	12	6	8	9	10
STARK	242	269	302	256	265	290	289	306	301	339	398	484	543	546	549	493
STEELE	18	13	17	18	21	13	24	12	19	19	25	17	19	30	28	28
STUTSMAN	199	220	224	218	218	236	219	222	232	216	227	255	235	233	221	220
TOWNER	25	20	16	18	20	16	19	18	14	19	32	30	29	17	26	22
TRAILL	105	81	83	84	95	100	98	91	91	103	89	100	94	93	108	91
WALSH	125	126	109	144	138	139	146	132	122	114	144	149	149	150	152	130
WARD	855	903	985	968	968	1003	1039	1028	998	1070	1109	1210	1266	1270	1192	1152
WELLS	39	32	33	35	36	36	30	43	29	43	44	35	42	37	57	50
WILLIAMS	210	213	224	236	246	306	284	305	353	372	471	580	655	703	712	643
Total	7755	7976	8179	8381	8616	8818	8931	8974	9088	9234	10072	10591	11352	11265	11364	10738

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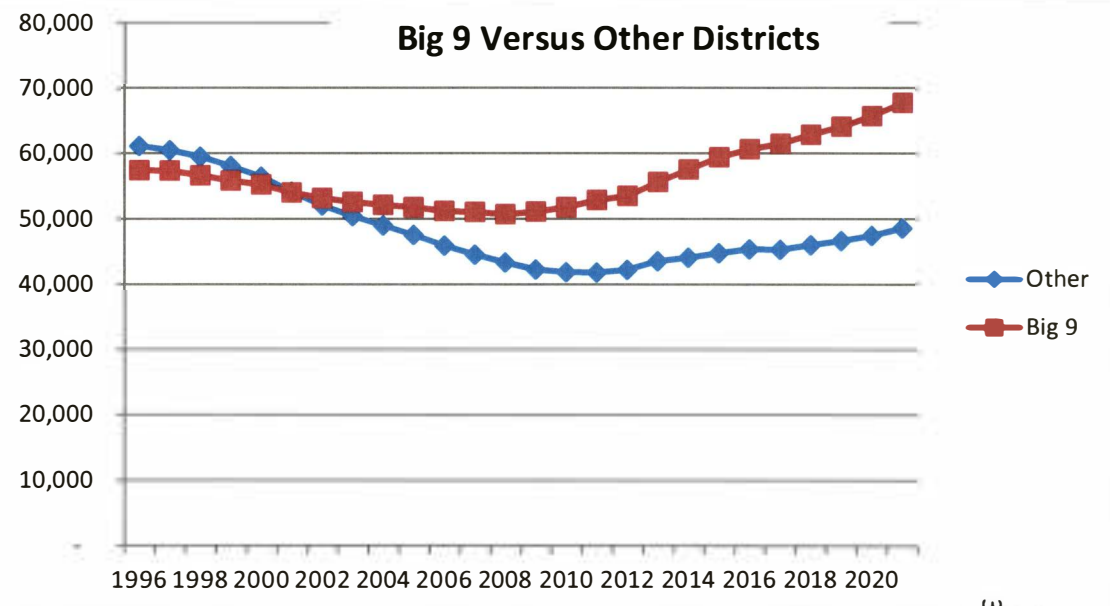
## North Dakota Public K-12 Enrollment

School Year	Other	Big 9	Grand Total
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	45,423	60,647	106,070
2017	45,373	61,490	106,863
2018	46,057	62,888	108,945
2019	46,721	64,121	110,842
2020	47,465	65,722	113,187
2021	48,604	67,743	116,347

## North Dakota Resident Births



## Big 9 Versus Other Districts



Big 9 - Fargo, Bismarck, Grand Forks, West Fargo, Minot, Mandan, Dickinson, Williston, Jamestown (enr. over 2,000).

Prepared by School Finance, 1/2018

2019 and 2020 projected using 3 year cohort survival routine

2018 finalized November 2017

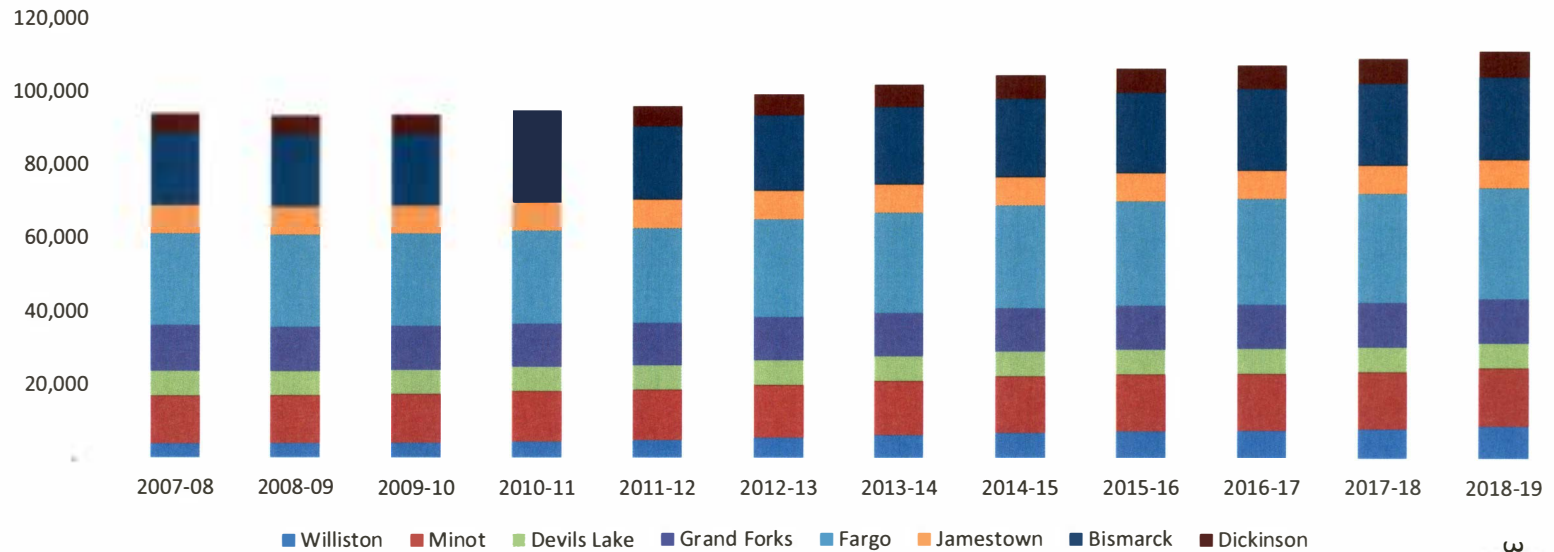
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# ND Public K-12 Enrollment by Region

State planning regions

Region Number	Region Name	Enrollment Totals by School Year (matches Educational Directory)												One Year Change		Change from 2009-10	
		2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Students	Percent	Students	Percent
1	Williston	4,061	4,123	4,236	4,583	5,013	5,721	6,457	7,052	7,502	7,668	8,229	8,979	750	8.4%	4,743	112.0%
2	Minot	12,944	12,959	13,177	13,640	13,650	14,246	14,578	15,294	15,406	15,373	15,456	15,714	258	1.6%	2,537	19.3%
3	Devils Lake	6,765	6,621	6,627	6,612	6,572	6,714	6,719	6,672	6,716	6,767	6,692	6,711	19	0.3%	84	1.3%
4	Grand Forks	12,420	11,963	11,849	11,691	11,579	11,755	11,781	11,864	11,940	12,020	12,173	12,101	(72)	-0.6%	252	2.1%
5	Fargo	24,964	25,126	25,257	25,400	25,837	26,673	27,262	27,889	28,348	28,732	29,621	30,121	500	1.7%	4,864	19.3%
6	Jamestown	7,963	7,812	7,732	7,760	7,702	7,719	7,648	7,678	7,656	7,656	7,645	7,647	2	0.0%	(85)	-1.1%
7	Bismarck	19,686	19,647	19,586	19,815	19,975	20,634	21,066	21,367	21,927	22,222	22,331	22,564	233	1.0%	2,978	15.2%
8	Dickinson	5,254	5,155	5,251	5,228	5,450	5,730	6,145	6,462	6,575	6,425	6,798	7,005	207	3.0%	1,754	33.4%
	Total	94,057	93,406	93,715	94,729	95,778	99,192	101,656	104,278	106,070	106,863	108,945	110,842	1,897	1.7%	17,127	18.3%
	Change	(1,543)	(651)	309	1,014	1,049	3,414	2,464	2,622	1,792	793	2,082	1,897				

## ND Public K-12 Enrollment by Region





**Public School Districts Enrollment by County, Past 12 Years**

County Number	County Name	Enrollment Totals by School Year (matches Educational Directory)												One Year		Frontier	Oil Prod	Big 10
		2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Students	Percent			
53	Williams	3,015	3,081	3,165	3,430	3,695	4,106	4,627	4,913	5,287	5,447	5,792	6,267	475	7.6%		x	x
08	Burleigh	10,873	10,918	10,936	11,102	11,264	11,675	11,926	12,244	12,575	12,936	12,960	13,162	202	1.5%			x
09	Cass	19,066	19,403	19,751	19,974	20,434	21,295	21,912	22,562	23,090	23,542	24,402	24,924	522	2.1%			x
18	Grand Forks	8,797	8,500	8,458	8,415	8,342	8,506	8,587	8,720	8,818	8,908	9,068	9,004	(64)	-0.7%			x
30	Morton	3,987	3,989	4,028	4,134	4,102	4,223	4,391	4,398	4,522	4,530	4,593	4,791	198	4.1%			x
40	Rolette	2,727	2,715	2,775	2,802	2,780	2,904	2,877	2,881	2,923	2,928	2,938	2,933	(5)	-0.2%			x
51	Ward	8,398	8,435	8,673	9,090	8,992	9,428	9,708	10,119	10,155	10,110	10,092	10,320	228	2.2%		x	x
39	Richland	2,423	2,337	2,260	2,282	2,287	2,250	2,251	2,234	2,228	2,217	2,195	2,211	16	0.7%			x
47	Stutsman	2,645	2,617	2,607	2,555	2,575	2,558	2,548	2,591	2,613	2,592	2,581	2,552	(29)	-1.1%			x
45	Stark	3,199	3,160	3,228	3,272	3,404	3,562	3,897	4,209	4,265	4,208	4,498	4,679	181	3.9%		x	x
14	Eddy	385	353	322	341	320	340	319	312	296	315	293	298	5	1.7%	x		
52	Wells	589	566	546	568	542	548	544	543	531	560	563	552	(11)	-2.0%	x		
20	Griggs	407	392	377	375	365	370	368	376	385	413	410	423	13	3.1%	x		
48	Towner	297	301	281	271	265	261	272	269	273	286	271	271	-	0.0%	x		
22	Kidder	397	400	400	402	375	370	368	353	350	366	358	351	(7)	-2.0%	x		
31	Mountrail	1,380	1,370	1,433	1,491	1,564	1,616	1,591	1,787	1,817	1,873	1,965	2,005	40	2.0%	x	x	
43	Sioux	360	350	384	397	413	421	424	438	469	478	469	374	(95)	-25.4%	x		
02	Barnes	1,521	1,512	1,523	1,540	1,506	1,492	1,471	1,475	1,424	1,441	1,416	1,425	9	0.6%			
32	Nelson	494	462	468	443	449	443	455	439	414	419	429	420	(9)	-2.1%	x		
36	Ramsey	1,861	1,800	1,832	1,791	1,743	1,759	1,764	1,748	1,772	1,790	1,768	1,772	4	0.2%			
10	Cavalier	521	479	458	437	442	428	435	438	472	476	475	480	5	1.0%	x		
26	McIntosh	391	374	381	390	379	377	384	374	359	361	354	368	14	3.8%	x		
29	Mercer	1,342	1,333	1,251	1,254	1,241	1,276	1,312	1,282	1,289	1,294	1,278	1,267	(11)	-0.9%		x	
05	Bottineau	816	852	785	765	761	795	820	861	844	847	859	867	8	0.9%	x	x	
27	McKenzie	813	814	839	927	1,038	1,275	1,476	1,783	1,875	1,881	2,069	2,356	287	12.2%	x	x	
34	Pembina	1,328	1,247	1,224	1,309	1,260	1,231	1,195	1,147	1,130	1,132	1,140	1,109	(31)	-2.8%			
12	Divide	233	228	232	226	280	340	354	356	340	340	368	356	(12)	-3.4%	x	x	
44	Slope	16	15	21	19	15	16	23	22	21	21	17	13	(4)	-30.8%	x	x	
25	McHenry	904	875	862	853	857	909	954	953	969	969	978	963	(15)	-1.6%	x	x	
23	LaMoure	647	613	625	630	631	650	653	643	644	641	649	672	23	3.4%	x		
41	Sargent	759	740	708	671	664	649	638	615	608	605	606	584	(22)	-3.8%	x		
03	Benson	974	973	959	970	1,022	1,022	1,052	1,024	980	972	947	957	10	1.0%	x		
49	Trail	1,437	1,396	1,331	1,311	1,274	1,329	1,315	1,329	1,302	1,293	1,356	1,343	(13)	-1.0%			
50	Walsh	1,801	1,754	1,699	1,524	1,528	1,575	1,544	1,558	1,578	1,561	1,536	1,568	32	2.0%			
01	Adams	282	279	283	258	248	280	277	266	268	267	275	261	(14)	-5.4%	x	x	
24	Logan	327	328	331	340	343	355	345	342	341	337	345	336	(9)	-2.7%	x		
38	Renville	578	575	572	577	604	596	601	607	630	615	574	565	(9)	-1.6%	x		
28	McLean	1,454	1,436	1,433	1,410	1,484	1,582	1,546	1,600	1,623	1,569	1,613	1,576	(37)	-2.3%	x		
16	Foster	583	573	529	518	539	543	520	520	517	502	498	493	(5)	-1.0%	x		

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**Public School Districts Enrollment by County, Past 12 Years**

County Number	County Name	Enrollment Totals by School Year (matches Educational Directory)												One Year		Frontier	Oil Prod	Big 10	
		2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Students	Percent				
35	Pierce	625	610	613	612	603	583	573	604	613	595	629	630	1	0.2%		x		
06	Bowman	587	559	551	525	548	595	612	593	604	585	596	599	3	0.5%		x	x	
37	Ransom	994	972	947	920	945	929	955	963	952	918	918	915	(3)	-0.3%				
11	Dickey	853	837	813	844	822	826	815	814	842	809	829	826	(3)	-0.4%		x		
07	Burke	243	242	239	252	269	319	331	363	378	364	359	364	5	1.4%		x	x	
21	Hettinger	386	360	373	379	409	421	424	451	468	451	473	470	(3)	-0.6%		x	x	
19	Grant	286	255	247	243	238	237	221	212	225	226	223	210	(13)	-6.2%		x		
15	Emmons	618	621	588	571	548	544	548	528	535	505	503	499	(4)	-0.8%		x		
13	Dunn	429	438	437	434	452	476	516	527	534	504	560	615	55	8.9%		x	x	
42	Sheridan	132	137	123	106	100	106	103	104	115	108	113	106	(7)	-6.6%		x		
04	Billings	46	42	44	38	55	67	76	73	80	75	68	74	6	8.1%		x	x	
33	Oliver	237	208	196	196	210	200	227	208	224	210	221	228	7	3.1%		x		
17	Golden Valley	309	302	314	303	319	313	320	321	335	314	311	294	(17)	-5.8%		x	x	
46	Steele	285	278	260	242	233	221	191	186	168	157	144	144	-	0.0%		x		
<b>Total</b>		<b>94,057</b>	<b>93,406</b>	<b>93,715</b>	<b>94,729</b>	<b>95,778</b>	<b>99,192</b>	<b>101,656</b>	<b>104,278</b>	<b>106,070</b>	<b>106,863</b>	<b>108,945</b>	<b>110,842</b>	<b>1,897</b>	<b>1.8%</b>		<b>36</b>	<b>19</b>	<b>10</b>

													One Year Change		Change from 2009-10	
													Students	Percent	Students	Percent
Non Frontier Counties	75,414	75,169	75,688	76,705	77,372	80,098	82,280	84,373	85,923	86,847	88,531	90,242	1,711	1.9%	14,554	19.2%
<sup>1</sup> Frontier Counties	18,643	18,237	18,027	18,024	18,406	19,094	19,376	19,905	20,147	20,016	20,414	20,600	186	0.9%	2,573	14.3%

<sup>1</sup>Counties with less than seven persons per square mile (U.S. Census Bureau 2010).

													One Year Change		Change from 2009-10	
													Students	Percent	Students	Percent
<sup>2</sup> Oil Producing Counties	24,430	24,396	24,735	25,503	26,235	27,972	29,465	31,086	31,782	31,734	32,745	33,911	1,166	3.4%	9,176	37.1%
Non-Oil Producing Counties	69,627	69,010	68,980	69,226	69,543	71,220	72,191	73,192	74,288	75,129	76,200	76,931	731	1.0%	7,951	11.5%

<sup>2</sup>Members of ND Association of Oil & Gas Producing Counties.

													One Year Change		Change from 2009-10	
													Students	Percent	Students	Percent
<sup>3</sup> Largest 10 Counties	65,130	65,155	65,881	67,056	67,875	70,507	72,724	74,871	76,476	77,418	79,119	80,843	1,724	2.1%	14,962	22.7%
All Other Counties	28,927	28,251	27,834	27,673	27,903	28,685	28,932	29,407	29,594	29,445	29,826	29,999	173	0.6%	2,165	7.8%

<sup>3</sup>Counties containing school districts with enrollment exceeding 2,000 students.

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ND Public K-12 Enrollment Cohorts  
Unduplicated Fall Enrollment Count

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	---> projected	
												2020	2021
Kindergarten	7,214	7,470	7,445	8,236	8,575	8,822	9,033	8,925	8,814	9,271	9,324	9,956	10,706
Grade 1	6,744	7,147	7,478	7,517	8,366	8,605	8,901	9,051	8,720	8,736	9,178	9,204	9838
Grade 2	6,748	6,725	7,195	7,487	7,707	8,401	8,642	8,871	8,840	8,709	8,745	9,120	9157
Grade 3	6,541	6,839	6,914	7,225	7,723	7,853	8,417	8,663	8,760	8,871	8,740	8,735	9119
Grade 4	6,812	6,547	6,972	7,025	7,379	7,817	7,989	8,433	8,666	8,774	8,884	8,753	8752
Grade 5	6,962	6,904	6,675	7,023	7,291	7,531	7,953	7,984	8,452	8,739	8,850	8,944	8814
Grade 6	7,074	7,089	7,140	6,884	7,338	7,462	7,809	8,096	8,121	8,563	8,846	8,987	9055
Grade 7	7,218	7,249	7,367	7,320	7,254	7,585	7,661	7,948	8,196	8,291	8,617	8,976	9123
Grade 8	7,360	7,301	7,297	7,421	7,496	7,335	7,638	7,694	7,924	8,220	8,228	8,605	8967
Grade 9	7,670	7,572	7,578	7,462	7,796	7,776	7,672	7,931	7,983	8,174	8,397	8,493	8890
Grade 10	7,855	7,683	7,682	7,517	7,515	7,707	7,678	7,607	7,769	7,728	7,985	8,198	8289
Grade 11	7,620	7,563	7,415	7,354	7,414	7,414	7,458	7,434	7,258	7,533	7,500	7,709	7923
Grade 12	7,588	7,626	7,563	7,308	7,338	7,348	7,427	7,433	7,339	7,336	7,548	7,507	7714
Total	93,406	93,715	94,721	95,779	99,192	101,656	104,278	106,070	106,842	108,945	110,842	113,187	116,347
Change	(646)	309	1,006	1,058	3,413	2,464	2,622	1,792	772	2,103	1,897	2,345	3,160
		0.33%	1.07%	1.12%	3.56%	2.48%	2.58%	1.72%	0.73%	1.97%	1.74%	2.12%	2.79%

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## 2018-19 Public School Enrollment Observations

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Enrollment in public schools declined by 25,000 students over a 15-year period ending in 2010

- Since 2010 Enrollment has increased 17,127
- The fall public K-12 enrollment is 110,842
- The fall public K-12 enrollment increased 1,897 students from the previous year

More students are entering than exiting

- Births reached a record low in 2001 and have been rising until 2017
  - Births in 2001 were 7,664
  - Births in 2010 were 9,088
  - Births in 2014 were 11,352
  - Births in 2015 were 11,265
  - Births in 2016 were 11,364
  - Births in 2017 were 10,738
- Grades K-4 average 8,974
- Grades 5-8 average 8,635
- Grades 9-12 average 7,858
- Entering Kindergarten are 9,324, exiting seniors are 7,548

A majority of students are in the 15 largest districts

- 65% of ND students are enrolled in 15 school districts with enrollment over 1,000
- 58% of ND students are enrolled in 9 school districts with enrollment over 2,000

Our largest school districts continue to increase while small rural districts continue to experience declines

- 91 school districts gained an average of 30 students
- 75 school districts lost an average of 11 students

Impact from oil development is unpredictable

- The Minot, Williston, and Dickinson regions increased 3.8% (1,215 students) in 2018-19
- Fargo and Bismarck regions increased 1.4% over the previous year
- Jamestown, Devils Lake, and Grand Forks regions remained relatively constant
- Oil producing counties increased 3.4% in public school students
- Non-oil producing counties increased 1% in public school students

North Dakota will continue to experience growth through the next biennium

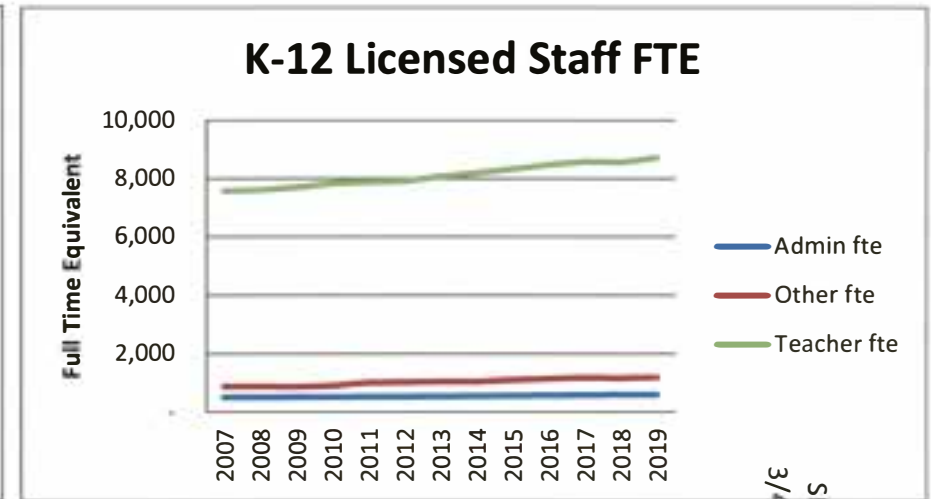
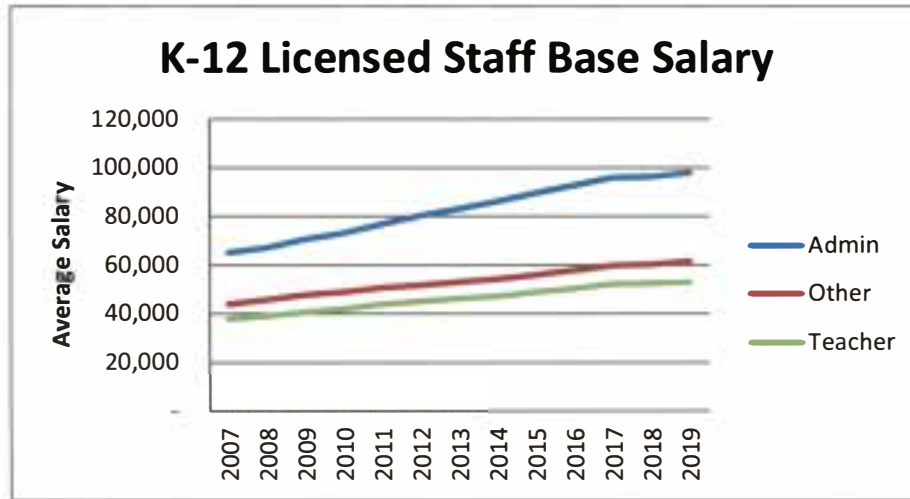
- Department of Public Instruction projections
  - 2019-20 enrollment projections are 113,187 an increase of 2,345 students
  - 2020-21 enrollment projections are 116,347 an increase of 3,160 students from the previous year

School Year	Licensed FTE			Average Salary			Enr/FTE	
	Admin fte	Other fte	Teacher fte	Admin	Other	Teacher	K-12 Enr	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	565	1,100	8,330	89,534	56,004	48,893	104,278	10.4
2016	577	1,145	8,474	92,826	57,842	50,455	106,070	10.4
2017	587	1,176	8,580	96,008	59,898	52,235	106,863	10.3
2018	597	1,168	8,563	96,193	60,305	52,534	108,945	10.5
2019	602	1,192	8,713	97,975	61,555	53,008	110,842	10.5

Licensed personnel (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.

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All Years of Tables and Figures

DIGEST of EDUCATION STATISTICS

Most Recent Full Issue of the Digest

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Table 211.60. Estimated average annual salary of teachers in public elementary and secondary schools, by state: Selected years, 1969-70 through 2015-16

State	Current dollars							Constant 2015-16 dollars <sup>1</sup>							Percent change, 1999-2000 to 2015-16
	1969-70	1979-80	1989-90	1999-2000	2009-10	2014-15	2015-16	1969-70	1979-80	1989-90	1999-2000	2009-10	2014-15	2015-16	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
<b>United States</b>	<b>\$8,626</b>	<b>\$15,970</b>	<b>\$31,367</b>	<b>\$41,807</b>	<b>\$55,202</b>	<b>\$57,420</b>	<b>\$58,064</b>	<b>\$54,411</b>	<b>\$49,016</b>	<b>\$58,862</b>	<b>\$58,843</b>	<b>\$60,688</b>	<b>\$57,808</b>	<b>\$58,064</b>	<b>-1.3</b>
Alabama	6,818	13,060	24,828	36,689	47,571	48,611	49,781	43,006	40,084	46,591	51,639	52,299	48,939	49,781	-3.6
Alaska	10,560	27,210	43,153	46,462	59,672	66,755	67,443	66,610	83,514	80,979	65,395	65,603	67,206	67,443	3.1
Arizona	8,711	15,054	29,402	36,902	46,952	45,406	45,477	54,947	46,204	55,174	51,939	51,618	45,713	45,477	-12.4
Arkansas	6,307	12,299	22,352	33,386	46,700	47,823	48,220	39,783	37,749	41,945	46,990	51,341	48,146	48,220	2.6
California	10,315	18,020	37,998	47,680	68,203	72,535	72,842	65,065	55,308	71,305	67,109	74,981	73,025	72,842	8.5
Colorado	7,761	16,205	30,758	38,163	49,202	49,828	50,039	48,955	49,737	57,719	53,714	54,092	50,165	50,039	-6.8
Connecticut	9,262	16,229	40,461	51,780	64,350	71,709	72,013	58,422	49,811	75,927	72,880	70,746	72,193	72,013	-1.2
Delaware	9,015	16,148	33,377	44,435	57,080	59,195	59,085	56,864	49,562	62,634	62,542	62,753	59,595	59,085	-5.5
District of Columbia	10,285	22,190	38,402	47,076	64,548	75,490	75,810	64,875	68,107	72,063	66,259	70,963	76,000	75,810	14.4
Florida	8,412	14,149	28,803	36,722	46,708	48,992	49,199	53,061	43,427	54,050	51,686	51,350	49,323	49,199	-4.8
Georgia	7,276	13,853	28,006	41,023	53,112	53,382	54,190	45,895	42,518	52,555	57,739	58,391	53,743	54,190	-6.1
Hawaii	9,453	19,920	32,047	40,578	55,063	57,189	57,431	59,627	61,139	60,138	57,113	60,536	57,575	57,431	0.6
Idaho	6,890	13,611	23,861	35,547	46,283	45,218	45,409	43,460	41,775	44,776	50,032	50,883	45,524	45,409	-9.2
Illinois	9,569	17,601	32,794	46,486	62,077	61,083	61,342	60,359	54,022	61,540	65,428	68,247	61,496	61,342	-6.2
Indiana	8,833	15,599	30,902	41,850	49,986	50,877	50,715	55,716	47,877	57,989	58,903	54,954	51,221	50,715	-13.9
Iowa	8,355	15,203	26,747	35,678	49,626	53,408	54,416	52,701	46,662	50,192	50,216	54,558	53,769	54,416	8.4
Kansas	7,612	13,690	28,744	34,981	46,657	48,990	49,197	48,015	42,018	53,940	49,235	51,294	49,321	49,197	-0.1
Kentucky	6,953	14,520	26,292	36,380	49,543	51,155	51,666	43,858	44,565	49,338	51,204	54,467	51,501	51,666	0.9
Louisiana	7,028	13,760	24,300	33,109	48,903	47,886	46,733	44,331	42,233	45,600	46,600	53,763	48,210	46,733	0.3
Maine	7,572	13,071	26,881	35,561	46,106	50,017	50,229	47,762	40,118	50,444	50,052	50,688	50,355	50,229	0.4
Maryland	9,383	17,558	36,319	44,048	63,971	65,477	66,482	59,186	53,890	68,155	61,997	70,329	65,919	66,482	7.2
Massachusetts	8,764	17,253	34,712	46,580	69,273	75,398	76,981	55,281	52,954	65,139	65,561	76,158	75,907	76,981	17.4
Michigan	9,826	19,663	37,072	49,044	57,958	63,856	63,878	61,980	60,351	69,568	69,029	63,718	64,287	63,878	-7.5
Minnesota	8,658	15,912	32,190	39,802	52,431	56,670	56,910	54,613	48,838	60,406	56,021	57,642	57,053	56,910	1.6
Mississippi	5,798	11,850	24,292	31,857	45,644	42,564	42,744	36,572	36,371	45,585	44,838	50,180	42,852	42,744	-4.7
Missouri	7,799	13,682	27,094	35,656	45,317	47,409	47,849	49,194	41,993	50,843	50,185	49,821	47,729	47,849	-4.7
Montana	7,606	14,537	25,081	32,121	45,759	50,670	51,215	47,977	44,618	47,066	45,210	50,307	51,012	51,215	13.3
Nebraska	7,375	13,516	25,522	33,237	46,227	50,525	51,364	46,520	41,484	47,893	46,781	50,821	50,866	51,364	9.8
Nevada	9,215	16,295	30,590	39,390	51,524	56,703	56,943	58,126	50,013	57,404	55,441	56,645	57,086	56,943	2.7
New Hampshire	7,771	13,017	28,986	37,734	51,443	58,554	58,802	49,018	39,952	54,394	53,110	56,556	58,950	58,802	10.7
New Jersey	9,130	17,161	35,676	52,015	65,130	69,038	69,330	57,590	52,671	66,948	73,210	71,603	69,504	69,330	-5.3
New Mexico	7,796	14,887	24,756	32,554	46,258	46,625	47,163	49,175	45,692	46,456	45,819	50,855	46,940	47,163	2.9
New York	10,336	19,812	38,925	51,020	71,633	77,628	77,957	65,197	60,808	73,045	71,810	78,752	78,152	77,957	8.6
North Carolina	7,494	14,117	27,883	39,404	46,850	47,819	47,985	47,270	43,329	52,324	55,461	51,506	48,142	47,985	-13.5
North Dakota	6,696	13,263	23,016	29,863	42,964	50,025	50,237	42,237	40,707	43,191	42,032	47,234	50,363	50,237	19.5
Ohio	8,300	15,269	31,218	41,436	55,958	56,172	56,410	52,354	46,864	58,582	58,321	61,519	56,552	56,410	-3.3
Oklahoma	6,882	13,107	23,070	31,298	47,691	45,317	44,921	43,410	40,229	43,292	44,051	52,431	45,623	44,921	2.0
Oregon	8,818	16,266	30,840	42,336	55,224	59,811	60,064	55,622	49,924	57,873	59,587	60,713	60,215	60,064	0.8
Pennsylvania	8,858	16,515	33,338	48,321	59,156	64,447	64,991	55,874	50,689	62,561	68,011	65,035	64,882	64,991	-4.4
Rhode Island	8,776	18,002	36,057	47,041	59,686	65,918	66,197	55,357	55,253	67,663	66,210	65,618	66,363	66,197	#
South Carolina	6,927	13,063	27,217	36,081	47,508	48,486	48,542	43,694	40,094	51,074	50,784	52,230	48,814	48,542	-4.4
South Dakota	6,403	12,348	21,300	29,071	38,837	40,934	42,025	40,389	37,899	39,971	40,917	42,697	41,211	42,025	2.7
Tennessee	7,050	13,972	27,052	36,328	46,290	47,979	48,708	44,470	42,883	50,765	51,131	50,891	48,303	48,708	-4.7
Texas	7,255	14,132	27,496	37,567	48,261	50,713	51,758	45,763	43,375	51,598	52,875	53,058	51,056	51,758	-2.1
Utah	7,644	14,909	23,686	34,946	45,885	45,848	46,042	48,217	45,759	44,448	49,186	50,445	46,158	46,042	-6.4
Vermont	7,968	12,484	29,012	37,758	49,084	57,642	58,901	50,260	38,316	54,443	53,144	53,962	58,031	58,901	10.8
Virginia	8,070	14,060	30,938	38,744	50,015	50,620	50,834	50,904	43,154	58,057	54,532	54,986	50,962	50,834	-6.8
Washington	9,225	18,820	30,457	41,043	53,003	52,502	52,539	58,189	57,763	57,154	57,767	58,271	52,857	52,539	-9.1
West Virginia	7,650	13,710	22,842	35,009	45,959	45,783	45,977	48,254	42,079	42,864	49,275	50,527	46,092	45,977	-6.7
Wisconsin	8,963	16,006	31,921	41,153	51,264	54,535	54,766	56,536	49,126	59,902	57,922	56,359	54,903	54,766	-5.4
Wyoming	8,232	16,012	28,141	34,127	55,861	57,414	57,761	51,925	49,145	52,808	48,033	61,413	57,802	57,761	20.3

#Rounds to zero.

<sup>1</sup> 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*, selected years, 1969-70 through 2015-16. (This table was prepared September 2016.)

# 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	Biennial Appropriation 2015-2017	Biennial Appropriation 2017-2019	Senate Appropriation 2019-2021
*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	1,915,332,000	1,935,204,163	2,106,646,054
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	57,108,000	55,400,000	55,900,000
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	18,500,000	19,300,000	25,000,000
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					
<b>K-12 State Aid Formula Payments</b>	<b>582,234,476</b>	<b>628,345,368</b>	<b>665,627,556</b>	<b>697,565,879</b>	<b>777,165,879</b>	<b>884,165,879</b>	<b>982,959,478</b>	<b>1,822,100,000</b>	<b>1,990,940,000</b>	<b>2,009,904,163</b>	<b>2,187,546,054</b>
<b>Other Appropriations</b>											
ITD Powerschool									6,000,000	5,500,000	5,500,000
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	6,000,000	3,000,000
Grants - Safety Grants								3,000,000			
Grants - ELL									1,000,000	500,000	
Grants - REA merger incentive	2,500,000									100,000	
Grants - Reorganization bonuses		1,665,000	500,000	759,000							
Grants - JPA incentives (SB 2200)				1,000,000							
<b>Supplemental Appropriations</b>											
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					
<b>Total Appropriated</b>	<b>584,734,476</b>	<b>630,010,368</b>	<b>666,127,556</b>	<b>695,724,879</b>	<b>785,765,879</b>	<b>1,265,576,840</b>	<b>1,362,481,617</b>	<b>1,847,700,000</b>	<b>2,012,740,000</b>	<b>2,022,004,163</b>	<b>2,196,046,054</b>

\*Grants - State school aid in 2009-2011 included \$85,644,337 in federal ARRA Education Stabilization funds.

\*The 2015-17 appropriation reflects transfers from Grants-State school aid to Grants-Transportation and Grants-Special education aid approved by the 2017 legislature.



# North Dakota K-12 School Funding Formula

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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.

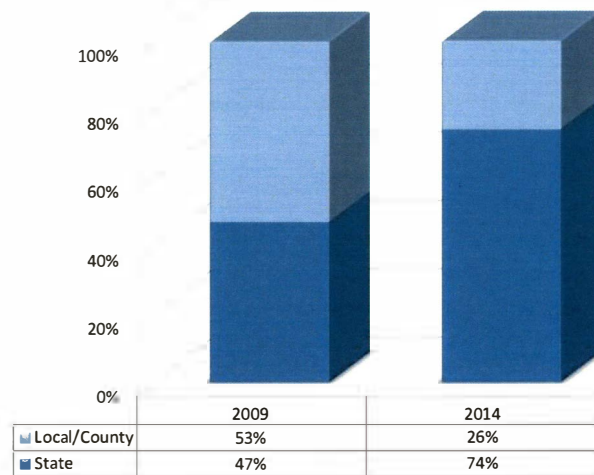
The formula is student driven and uses various weights to account for the increased costs associated with school district size and serving students with special needs. A base per student funding rate is set by the legislature designed to generate the resources necessary to educate students to state standards. In addition, there are transitional adjustments included to minimize budget impacts that inevitably occur when making major changes.

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>.

Shift in State and Local General Fund Sources



## 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



# STATE AID TO SCHOOLS PAYMENT WORKSHEET

North Dakota Department of Public Instruction  
Office of School Finance and Organization

District Name Bismarck 1	County District Number 08-001	Payment Month December	School Year 2018-2019 3/4/2019
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## 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	128.78	1.000	128.78
2 Kindergarten	1,000.76	1.000	1,000.76
3 Grade 1-6	6,124.35	1.000	6,124.35
4 Grade 7-8	1,923.01	1.000	1,923.01
5 Grade 9-12	3,554.42	1.000	3,554.42
6 Alternative High School	114.98	1.000	114.98
7 Total Average Daily Membership (ADM)			12,846.30

### Other Program Membership

8 Alt High School (from line 6)	114.98	0.250	28.75
9 Special Ed ADM (from line 7)	12,846.30	0.082	1,053.40
10 PK Special Ed ADM (from line 1)	128.78	0.170	21.89
11 Regional Education Association (if member from line 7)	12,846.30	0.002	25.69
12 ELL Level 1	30.34	0.400	12.14
13 ELL Level 2	56.50	0.280	15.82
14 ELL Level 3	87.91	0.070	6.15
15 At Risk	3,455.65	0.025	86.39
16 Home-Education (district supervised)	-	0.200	-
17 Alt Middle School	-	0.150	-
<b>Summer Programs</b>			
18 Summer School	611.49	0.600	366.89
19 Special Ed ESY	0.93	1.000	0.93
<b>Isolated School District</b>			
20 >275 sq miles and <100 ADM	-	0.100	-
21 >600 sq miles and <50 ADM	-	1.100	-

22 Total Weighted Average Daily Membership (add lines 7 through 21)			14,464.35
23 School District Size Weighting Factor			1.0000
24 Total Weighted Student Units			14,464.35
25 Per Student Payment Rate			\$9,646.00
26 Total Formula Payment			139,523,120.10

### Formula Adjustments

27 Transition Maximum Adjustment (from line 65)	168,398,938.44		-
28 Transition Minimum Adjustment (from line 70)	129,907,752.51		-
29 Total Adjusted Formula Amount (total lines 26, 27 and 28)			139,523,120.10
30 Contribution from Property Tax (from line 45)			28,166,438.52
31 Contribution from Other Local Revenue (from line 39)			2,430,993.19
32 State Aid Payment (line 29 minus lines 30 and 31)			108,925,688.39

### State School Aid Summary

	Entitlement	EFB Offset	Net Entitlement
1 State Aid Formula Payment (from line 32)	108,925,688.39	-	108,925,688.39
2 Transportation (from line 61)	1,213,995.35	-	1,213,995.35
3 State Child Placement	16,321.95	-	16,321.95
4 Special Education Contracts - Agency	-	-	-
5 Special Education Contracts - School Placed	-	-	-
6 Special Education Contracts - Boarding	-	-	-
7 Special Education - Gifted and Talented	-	-	-
<b>Total State Aid</b>	<b>110,156,005.69</b>	<b>-</b>	<b>110,156,005.69</b>

Excess Fund Balance Offset (from line 49) -

**B CONTRIBUTION FROM OTHER LOCAL REVENUE**

	Total Revenue	Percent	
33 1300 Tuition	1,115,072.20	75%	836,304.15
34 2999 County	-	75%	-
35 US Flood	-	75%	-
36 Electric Generation, Distribution and Transmission Tax	85,204.76	75%	63,903.57
37 Mobile Home and Other In-Lieu Taxes	1,147,814.10	100%	1,147,814.10
38 Telecommunications	382,971.37	100%	382,971.37
39 Contribution from Other Local Revenue			2,430,993.19

**C CONTRIBUTION FROM PROPERTY TAX**

40 District Taxable Valuation			469,440,642
41 Contribution Mill Rate			60
42 Contribution from Property Tax (line 40 times line 41 divided by 1000)			28,166,438.52
43 Minimum Local Effort Adjustment (NDCC 15.1-27-04.2)	-		-
44 Maximum Contribution Increase Adjustment (NDCC 15.1-27-04.1.4.a.)	29,459,129.10		-
45 Adjusted Contribution from Property Tax (total lines 42, 43 and 44)			28,166,438.52

**D EXCESS FUND BALANCE OFFSET**

46 General Fund Ending Balance		18,739,287.42
47 General Fund Expenditures		157,260,058.26
48 35% of General Fund Expenditures + \$50,000		55,091,020.39
49 Excess Fund Balance Offset (line 46 minus line 48, if less than zero enter zero)		-

**E TRANSPORTATION WORKSHEET**

Transportation Statistics	Rate	Miles	Rides	Total
50 Small Bus Miles	0.520	6,374.2	xxxxx	3,314.59
51 Large Bus Miles	1.110	442,885.4	xxxxx	491,602.83
52 Rural Rides	0.300	xxxxx	554,570	166,371.00
53 Small In-City Miles	0.520	887.2	xxxxx	461.33
54 Large In-City Miles	1.110	339,571.0	xxxxx	376,923.82
55 In-City Rides	0.300	xxxxx	578,977	173,693.10
56 Family - To School	0.250	6,514.7	xxxxx	1,628.68
57 Family - To Bus	0.250	0.0	xxxxx	-
58 Not Reimbursable	-	0.0	0	-
59 Total Transportation Reimbursement				1,213,995.35
60 Reimbursement Cap --- 90% of transportation expenditures				4,107,496.65
61 Transportation Grant Total (lesser of 90% cap or total)				1,213,995.35

**F BASELINE FUNDING - MINIMUM AND MAXIMUM PAYMENTS**

62 Baseline Funding (2012-13 State Aid Formula Payment, MLRG, GF levies and 75%-100% In-lieu)	103,120,773.57
63 Baseline Weighted Student Units (2012-13)	12,400.35
64 Baseline Funding Rate	\$8,315.96

Adjustment for Maximum	Baseline Funding Rate	Maximum Percent	Weighted Student Units	
65 Maximum Increase Amount	\$8,315.96	140%	14,464.35	168,398,938.44

Adjustment for Minimum	Baseline Funding Rate	Minimum Percent	Weighted Student Units	
66 Minimum Increase Per Student	\$8,315.96	108%	14,464.35	129,907,752.51
67 Baseline Funding (from line 62)				103,120,773.57
68 Minimum Funding Percentage				100%
69 Minimum Funding Amount				103,120,773.57
70 Minimum Increase Amount (greater of line 66 or line 69)				129,907,752.51

Appropriation	2017-2018	2018-2019	2017-2019 Biennium	2019-2020	2020-2021	2019-2021 Biennium	Biennium Change
State Aid Formula Payments	955,824,721	959,248,881	1,915,073,603	976,425,802	990,894,864	1,967,320,666	52,247,063
Available for Formula	955,824,721	959,248,881	1,915,073,603	<b>976,425,802</b>	<b>990,894,864</b>	1,967,320,666	52,247,063
<i>Budget Variance</i>	5,465,280	5,465,280	10,930,560	5,504,436	5,504,436	11,008,871	78,311
Alternative Ed 15 yr old	-	-	-	-	-	-	-
Isolated Hold Harmless	-	-	-	-	-	-	-
REA Grants	250,000	250,000	500,000	250,000	250,000	500,000	-
State Child Placement-Public	2,400,000	2,500,000	4,900,000	3,300,000	3,500,000	6,800,000	1,900,000
State Child Placement-Nonpublic	1,500,000	1,500,000	3,000,000	1,200,000	1,200,000	2,400,000	(600,000)
Gifted and Talented	400,000	400,000	800,000	400,000	400,000	800,000	-
Grants - Integrated formula payments	965,840,001	969,364,161	1,935,204,163	987,080,237	1,001,749,300	<b>1,988,829,537</b>	53,625,374
Grants - transportation	27,700,000	27,700,000	55,400,000	27,700,000	27,700,000	55,400,000	-
Grants - special education contracts	9,500,000	9,800,000	19,300,000	9,500,000	9,800,000	19,300,000	-
Rapid enrollment grants	3,000,000	3,000,000	6,000,000	3,000,000		3,000,000	(3,000,000)
PowerSchool	2,750,000	2,750,000	5,500,000	2,750,000	2,750,000	5,500,000	-

**Appropriation to Actual Expenditure Reconciliation**

State Aid Formula	948,468,658	959,031,118	1,907,499,776	976,425,802	990,894,864	1,967,320,666	59,820,890
Budget Variance	12,343,536	945,022	13,288,558	5,504,436	5,504,436	11,008,871	(2,279,687)
Transfer to State Tuition Fund	-	4,282,905	4,282,905				(4,282,905)
EFB \$50,000 election	146,901	224,210	371,111				(371,111)
REA Grants	250,000	250,000	500,000	250,000	250,000	500,000	-
State Child Placement - Public	3,172,006	3,172,006	6,344,012	3,300,000	3,500,000	6,800,000	455,988
State Child Placement - Private	1,058,900	1,058,900	2,117,800	1,200,000	1,200,000	2,400,000	282,200
Gifted and Talented	400,000	400,000	800,000	400,000	400,000	800,000	-
Powerschool Refund	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Grants - Integrated formula payments	965,840,001	969,364,161	1,935,204,162	987,080,237	1,001,749,300	1,988,829,537	53,625,374
	0	0	0				(0)

Projection Notes

1. ADM is projected using a three year cohort survival routine with 2018-19 fall enrollment as the base year.
2. Taxable valuation for 2018-19 is based on taxable year 2017. Taxable valuations for 2019-20 and 2020-21 are projected based on the change from the 2016 to 2017 tax year limited to the state average.
3. Other statistical data was based on data supporting the 2018-19 payment year.





Statewide Statistical Summary  
 North Dakota Department of Public Instruction  
 Office of School Finance  
 Fnd Aid 2019-21 0 and 0 % increase

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	Actual		Status est. @ Nov 2018		Preliminary Budget Projections			
	Year 2017-18 Statewide		Year 2018-19 Statewide		Year 2019-20 Statewide		Year 2020-21 Statewide	
	Weighted ADM	Entitlement	Weighted ADM	Entitlement	Weighted ADM	Entitlement	Weighted ADM	Entitlement
Student Membership								
1 Pk Special Education	1,143.58	11,030,973	1,159.98	11,189,167	1,218.06	11,749,407	1,218.06	11,749,407
2 Kindergarten	8,937.05	86,206,784	9,364.62	90,331,125	9,360.62	90,292,541	9,995.35	96,415,146
3 Grade 1-6	51,796.19	499,626,049	52,531.42	506,718,077	53,625.56	517,272,152	54,115.61	521,999,174
4 Grade 7-8	16,044.53	154,765,536	16,605.89	160,180,415	16,946.27	163,463,720	17,683.23	170,572,437
5 Grade 9-12	29,301.02	282,637,639	29,773.30	287,193,252	30,683.50	295,973,041	31,162.63	300,594,729
6 Alternative High School	805.06	7,765,609	787.62	7,597,383	787.62	7,597,383	787.62	7,597,383
7 Total Average Daily Membership (ADM)	108,027.43	1,042,032,590	110,222.83	1,063,209,418	112,621.63	1,086,348,243	114,962.50	1,108,928,275
			2.0%		2.2%		2.1%	
Other Program Membership								
8 Alt High School	201.30	1,941,740	196.92	1,899,490	196.92	1,899,490	196.92	1,899,490
9 Special Ed ADM	8,858.22	85,446,390	9,038.25	87,182,960	9,234.98	89,080,617	9,426.99	90,932,746
10 PK Special Ed ADM	194.47	1,875,858	197.20	1,902,191	207.03	1,997,011	207.03	1,997,011
11 Regional Education Association	209.02	2,016,207	220.37	2,125,689	217.39	2,096,944	221.73	2,138,808
12 ELL Level 1	143.42	1,383,429	146.12	1,409,474	146.12	1,409,474	146.12	1,409,474
13 ELL Level 2	188.10	1,814,413	186.13	1,795,410	186.13	1,795,410	186.13	1,795,410
14 ELL Level 3	79.35	765,410	91.23	880,005	91.23	880,005	91.23	880,005
15 At Risk	1,009.17	9,734,454	1,033.59	9,970,009	1,053.56	10,162,640	1,073.91	10,358,936
16 Home-Education (district supervised)	11.09	106,974	14.16	136,587	14.16	136,587	14.16	136,587
17 Alternative Middle School	2.25	21,704	1.28	12,347	1.28	12,347	1.28	12,347
Summer Programs								
18 - Summer School	1,261.15	12,165,053	1,281.94	12,365,593	1,281.94	12,365,593	1,281.94	12,365,593
19 - Special Ed ESY	48.99	472,558	70.68	681,779	70.68	681,779	70.68	681,779
Isolated Schools								
20 >275 sq miles and < 100ADM	115.55	1,114,595	113.89	1,098,583	109.75	1,058,649	101.10	975,211
21 > 600 sq miles and < 50 ADM								
22 Total Weighted Average Daily Membership	120,349.51	1,160,891,373	122,814.59	1,184,669,535	125,432.80	1,209,924,789	127,981.72	1,234,511,671
23 School Size Adjustment Factor	5,282.20	50,952,101	5,241.96	50,563,946	5,177.37	49,940,911	5,137.65	49,557,772
24 Total Weighted Student Units	125,631.71		128,056.55		130,610.17		133,119.37	
Per Student Payment Rate	\$9,646		\$9,646		\$9,646		\$9,646	
Rate Increase			0.0%		0.0%		0.0%	
Total Formula Amount		1,211,843,475		1,235,233,481		1,259,865,700		1,284,069,443
Transition Maximum Adjustment	1.40	(12,251,311)	1.40	(12,284,277)	1.40	(12,166,749)	1.40	(12,150,925)
Transition Minimum Adjustment	1.08	45,122,633	1.08	47,546,145	1.08	50,050,515	1.08	51,088,451
Adjusted Formula Amount		1,244,714,797		1,270,495,349		1,297,749,466		1,323,006,969
Contribution from Property Tax	60	(237,845,630)	60	(250,447,803)	60	(262,539,876)	60	(273,422,600)
Contribution from In-Lieu of Property Tax	75%-100%	(57,195,976)	75%-100%	(58,869,837)	75%-100%	(58,783,789)	75%-100%	(58,689,505)
Ending Fund Balance Offset	40%	(1,204,533)	40%	(2,146,591)	35%		35%	
State Aid Payment		948,468,658		959,031,118		976,425,802		990,894,864
								59,820,890

Assumption Notes

1. ADM is projected using a three year cohort survival routine with 2018-19 fall enrollment as the base year.
2. Taxable valuation for 2018-19 is based on taxable year 2017. Taxable valuations for 2019-20 and 2020-21 are projected based on the change from the 2016 to 2017 tax year limited to the state average.
3. Other statistical data was based on data supporting the 2018-19 payment year.

Cost to Continue, Senate

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	State	Local	Total
2017-19 Appropriation/ Funding	1,935,204,163	604,359,246	2,539,563,409
Add 2019-21 students and Taxable Valuation	53,625,374	49,076,524	102,701,898
Cost to Continue	1,988,829,537	653,435,770	2,642,265,307
Add Adjustments	117,816,517	(5,818,255)	111,998,262
Senate Version	2,106,646,054	647,617,515	2,754,263,569

-Increase per student rate 2% and 3%

-Reduce transition minimum adjustment 5% in 2nd year of the biennium

-Transition Minimum increases 5% and 5%

-On Time funding for students with increasing enrollment in 2nd year of the biennium

-All In Lieu of Property Tax deducted at 75%

\*Based on 3 year cohort survival routine (2 changes) and a 2.6% increase in taxable valuation per year



Department of Public Instruction (201)  
2017-19 Flow Thru Grants

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Global Bridges	\$200,000
ND Museum of Art	350,000
North Central Council for Educational Media Services	238,000
Northern Plains Writing Project	10,000
Red River Writing Project	10,000
Teacher Support System	2,050,000
We the People	10,000
Youth Entrepreneurship Education Program	30,000

SECTION 21. PASSTHROUGH GRANTS - APPLICATION - DISTRIBUTION - REPORTING. The line item entitled grants - passthrough grants included in subdivision 1 of section 1 of this Act includes \$2,100,000 for passthrough grants for writing projects, an entrepreneur program, and a mentoring program. The superintendent of public instruction shall determine the manner in which each passthrough grant is distributed. Grantees, as a condition of receiving the grant, must establish performance measures to be reviewed by the superintendent of public instruction. Grantees shall report to the superintendent of public instruction regarding performance based on the measures before October 1, 2018. The superintendent of public instruction shall report to the appropriations committees of the sixty-sixth legislative assembly regarding funds granted, performance measures established for each grantee, and whether grantees met performance expectations.

**Intended learning outcome of the North Dakota Teacher Support System – Mentoring Program**

“We want to develop teachers who are thinkers and problem-solvers, who ask questions about their practice, and constantly seek solutions, who are committed and passionate advocates for learning for all children.” New Teacher Center

**The purpose is accomplished through:**

- Mentor trainings – two days per year for new mentors (August or September)
- Mentor Seminar trainings – one half day per year for all mentors (October)
- Online webinars and coursework – November, January and March)
  - o Observation and Conferencing
  - o Using Data to Inform Instruction
  - o Designing Effective Instruction
- Instructional Coaching trainings –
  - o 6 days per year
- Beginning Teacher Network Grants
  - o Funding for REAs and districts to supplement Induction Programs

**Measurable outcomes of program goals:**

Why I use it and what is it used for? So that we have evidence that...

1. Retention study – completed yearly to track the teachers in our state who have received mentoring services through the NDTSS mentoring program. See Retention study attached table for details. We are working on ways to track the teachers who are no longer working in ND to find out if they left the profession or are working in a different state as a teacher. This data provides us with data to evaluate the effectiveness of mentoring in relation to teacher retention.

2. Third party national evaluation through the form of a survey by The New Teacher Center. This survey is done on a biannual basis. This third-party data is reliable, transferrable and valid. The survey addresses program quality and satisfaction through a number of items on each of the teacher, mentor and administrator surveys. Outcomes that are measured include: job intentions, job satisfaction and commitment, beliefs about teacher and instructional leadership. Please see attached information describing this survey.
3. Training survey data is collected at the end of each training. This survey data acts as formative data for program improvement. We use the data from our participants to adjust the format and content of our trainings. The survey data is also used to inform our trainers on how the trainings are being received. Surveys are also used to ask non-participating administrators about perceived participation barriers. It is our goal to promote equity and to define possible barriers that may keep some districts from participating. We use the survey data to communicate how can we eliminate these barriers. Please see attached example of survey data.
4. Beginning Teacher Network Grants – these grants make funding available to REAs and districts associated with the NDTSS mentoring program. The grant is an opportunity for REAs and districts to provide a more complete Induction Program for new teachers. The measurable outcome for these grants is included in the final report that includes and evaluation of the work completed and the “lessons learned” during the year. Please see attached final report document.

## Retention Study – First Year Teachers in Mentoring Program

(updated 2.4.18)

### First Year Teachers in Program Spring 2010 - now in their 9<sup>th</sup> year of teaching

In Program Spring 2010	Still teaching in ND in 2017-18	Not teaching in ND	Retention
123	91	32	74%

### First Year Teachers in Program 2010- 2011 - now in their 8<sup>th</sup> year of teaching

In Program 2010-2011	Still teaching in ND in 2017-18	Not teaching in ND	Retention
123	85	38	69%

### First Year Teachers in Program 2011- 2012 - now in their 7<sup>th</sup> year of teaching

In Program 2011-2012	Still teaching in ND in 2017-18	Not teaching in ND	Retention
175	123	52	70%

### First Year Teachers in Program 2012- 2013 - now in their 6<sup>th</sup> year of teaching

In Program 2012-2013	Still teaching in ND in 2017-18	Not teaching in ND	Retention
276	180	96	65%

### First Year Teachers in Program 2013-2014 - now in their 5<sup>th</sup> year of teaching

In Program 2013-2014	Still teaching in ND in 2017-18	Not teaching in ND	Retention
290	212	78	73%

### First Year Teachers in Program 2014-2015 - now in their 4<sup>th</sup> year of teaching

In Program 2014-15	Still teaching in ND in 2017-18	Not teaching in ND	Retention
352	277	75	79%

### First Year Teachers in Program 2015-2016 - now in their 3<sup>rd</sup> year of teaching

In Program 2015-16	Still teaching in ND in 2017-18	Not teaching in ND	Retention
336	281	55	84%

### First Year Teachers in Program 2016-2017 - now in their 2<sup>nd</sup> year of teaching

In Program 2016-17	Still teaching in ND in 2017-18	Not teaching in ND	Retention
339	313	26	92%

## All First Year Teachers in Mentoring Program through Spring 2017

Total	Still teaching in ND in 2017-18	Not teaching in ND	Retention
2014	1562	452	78%

A+3

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## **SURVEY BACKGROUND INFORMATION**

### **THE INDUCTION SURVEY IS NOW THE PROGRAM QUALITY SURVEY**

Historically, NTC has offered a customized induction survey as an optional service for clients who wished to learn about and monitor their programs.

As the work of NTC has shifted to include a focus on coaching and school leadership the PQS replaces the Induction Survey in name to allow us to better serve all of our clients. We will continue to administer and support clients with the PQS as we did the Induction Survey. Any client who included a comprehensive Induction Survey Package in their contract for coming years will receive the same services under the PQS name.

### **WHAT DOES THE NTC PROGRAM QUALITY SURVEY (PQS) MEASURE?**

The NTC Program Quality Survey captures data on the experiences, attitudes, and behaviors of teachers, mentors/coaches, site administrators, and program leaders. The survey is research-based and designed to measure important factors around program quality and practice, and includes items that have a demonstrated relationship with student achievement and teacher retention. See page three for additional information on specific measures and outcomes.

## **WHAT ARE THE BENEFITS OF PARTICIPATING IN THE PQS?**

### **HOW DOES THE PQS BENEFIT CLIENTS?**

Clients will have annual data on how mentors/coaches support teachers as well as on the outcomes that we are working to impact, such as teacher job satisfaction and intent to stay in their school. These data will support their conversations with stakeholders about their mentoring/coaching program.

### **HOW DOES THE PQS BENEFIT NTC?**

The NTC Program Quality Survey fills a valuable need for both NTC and our clients: to understand the impact the programs we touch are having and to have data on the supports teachers need to accomplish their jobs and remain in the profession. With the data collected we learn more about how our programs work, differences across programs, and how to better support all of our clients.

## **DETAILS OF THE SURVEY ADMINISTRATION**

### **WHEN AND HOW WILL THE PQS BE ADMINISTERED?**

The administration dates for the survey vary. However, most clients choose to launch the survey in the spring, after testing has occurred.

Participants will receive a personalized email from NTC with a link that will take them directly to their survey. Weekly reminders will be sent during the administration period to those who have yet to complete their surveys.

If participants do not receive an email, delete it by mistake, or otherwise need help, they will have access to our survey website.



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## HOW WILL RESULTS BE REPORTED?

If enough respondents from a given group of participants complete their surveys, programs will receive an aggregate report of their results. *The minimum requirement to receive a report is 50%*. Program results and the responses of individual teachers will be confidential. Reports will be posted to the program's dashboard.

## ADDITIONAL INFORMATION ON SPECIFIC MEASURES AND OUTCOMES

### PROGRAM QUALITY

The survey addresses program quality and satisfaction through a number of items on each the teacher, mentor/coach, site administrator, and program leader surveys.

### MENTOR/COACH SUPPORT

The survey measures several aspects of mentor/coach support, including:

**Trust and Respect** – Items measure factors like teachers' feelings of confidence in their mentor/coach and beliefs that their mentor/coach has the teacher's best interest in mind.

**Improving Instructional Practice** – These items measure teachers' perceptions of the extent to which the mentor/coach helped to improve their teaching practice in critical areas, such as planning lessons that are focused on grade-level standards and pre-assessing students to understand their learning needs.

**Value of Mentoring Support** – The survey also measures teachers' perceptions of how valuable the support of their coach/mentor is in key areas, including:

Classroom Environment – including employing routines, setting expectations for learning and behavior, and responding appropriately to student misbehavior.

Differentiation – including planning to meet diverse learning needs and working with English language learners.

Emotional Support – including managing job-related stress and providing emotional support.

Professional Support – including support for communicating with the principal, demonstrating professionalism, and developing positive and collaborative relationships with colleagues.

Social Emotional Learning – including student collaboration, perseverance, and respect for diverse perspectives.

### Outcomes

In addition to mentor/coach support, the NTC Program Quality Survey also measures important factors that can help us understand teachers' experiences, effectiveness, and retention. Factors chosen for the survey have a sound research base including a well-developed measurement scales, including:

**Job Intentions** – The survey asks teachers to share their immediate professional plans (e.g., continue working in his/her school, transfer, leave education).

**Job Satisfaction and Commitment** – Items measure teachers' connection to the teaching profession and to their school, including perceptions of the benefits of being a teacher and their satisfaction with their performance in their school.

**Beliefs about Teaching** – These items measure teacher beliefs about what is possible for teachers, such as their ability to get through to difficult students and whether factors beyond their control have a greater influence on their students' achievement than they do.

**School Environment and Instructional Leadership** – The survey includes a measure of school environment and leadership to provide important contextual information about the schools in which teachers are working, including whether there is an atmosphere of trust and mutual respect in their school and teachers have an appropriate level of influence on decision-making

Timestamp	1. How many students attend your school? (if you teach in more than one school, mark all that apply)	2. Your gender	3. Year teaching	4. You currently teach in grades (Mark all that apply)	5. The information you received about the North Dakota Teacher Support System Mentoring Program was	6. Was your mentor a good match for you?	7. Was 9 hours of observation of other teachers this year	8. Overall, how valuable was your participation in the ND TSS Mentor Program?	9. Please rate the following parts of the program in terms of their value to you. [One-on-one conferences with my mentor]	9. Please rate the following parts of the program in terms of their value to you. [Observations by my mentor including post-observation follow-up with my mentor]	9. Please rate the following parts of the program in terms of their value to you. [Recording of my teaching including post-recording conversation with my mentor]	9. Please rate the following parts of the program in terms of their value to you. [Observation of other teachers]	9. Please rate the following parts of the program in terms of their value to you. [Online class for first-year teachers]	10. Working with my mentor has impacted the learning of the students in my classroom.	11. Which of the following aspects of teaching was most impacted by working with your mentor? (Classroom environment and management (establishing respect, rapport, and a culture for learning; managing classroom behavior and procedures))	12. What are your plans for next year?	13. What feedback would you like to give your mentor?	14. What feedback would you like to give the ND Teacher Support System?	If you would like us to contact you about the survey, please give us your name and email address below.
4/4/2017 14:23:06	Fewer than 50	Male	First	7-12	Sufficient	Yes	Sufficient	4	Extremely valuable	Extremely valuable	Valuable	Somewhat valuable	Valuable	Agree	I plan to teach in the same school next year.	Thanks for everything!	Thanks for everything!		
4/4/2017 14:23:55	More than 1000	Female	First	Middle/Junior High School	Sufficient	Yes	Too much	4	Valuable	Valuable	Valuable	Valuable	Valuable	Agree	I plan to teach in the same school next year.	N/A	9 hours of observation was a little too much.		
4/4/2017 14:27:03	101-200	Female	First	Middle/Junior High School	Sufficient	Yes	Sufficient	5 - Very valuable	Valuable	Valuable	Somewhat valuable	Extremely valuable	Valuable	Agree	I plan to teach in the same school next year.	My mentor was a great fit for me and helped me with some of the in class projects throughout the year.	I thought this was a great program that helped me get through my first year teaching.		
4/4/2017 14:27:59	401-600	Female	First	Grades K-6, Middle/Junior	Sufficient	Yes	Too little	5 - Very valuable	Extremely valuable	Valuable	Somewhat valuable	Extremely valuable	Extremely valuable	Strongly agree	I plan to teach in the same school next year.	I was very lucky to have such a positive mentor at the school. The year started out on a rough note, but was improved when I could talk one on one with a person who genuinely cared about making this place happier and more successful.	This program has been so beneficial to my teaching and helping me understand what I need to do as a teacher and as a professional in my district.	LS 4.5.17 nicole.egge@willistonchschools.org	
4/4/2017 14:28:16	201-400	Male	First	Grades K-6, Middle/Junior	Sufficient	Yes	Too much	4	Extremely valuable	Valuable	Valuable	Extremely valuable	Valuable	Strongly agree	I plan to teach in the same school next year.	That she did a great job and was the best mentor to have!	NA		
4/4/2017 14:28:19	201-400	Female	First	Grades K-6	Sufficient	Yes	Too much	5 - Very valuable	Extremely valuable	Extremely valuable	Extremely valuable	Extremely valuable	Extremely valuable	Strongly agree	I plan to teach in the same school next year.				
4/4/2017 14:28:20	More than 1000	Male	First	High School	Sufficient	Yes	Too much	4	Valuable	Somewhat valuable	Valuable	Somewhat valuable	Somewhat valuable	Agree	I plan to teach in the same school next year.	He was good. Gave good advice and was always available	Good program. I felt like the observations got to be a little much at the end		
4/4/2017 14:28:46	More than 1000	Female	First	Middle/Junior High School	Sufficient	Yes	Sufficient	4	Extremely valuable	Valuable	Valuable	Valuable	Somewhat valuable	Strongly agree	I plan to teach in the same school next year.	The best fit I could have asked for, personable, helpful, considerate, and realistic.	Partnering up with a mentor at my school is helpful, but much of the online course is busy work - the mentor paired with me was vague and certainly unhelpful. I believe the advice to me was that partner work can be beneficial.		
4/4/2017 14:29:14	More than 1000	Female	First	High School	Sufficient	Yes	Sufficient	2	Valuable	Not at all valuable	Somewhat valuable	Valuable	Somewhat valuable	Agree	I plan to teach in the same school next year.	You have been very helpful	Great program. I had currently gone through a mentoring program for my first year teaching in another district so I found this program a little redundant.		
4/4/2017 14:29:30	401-600	Female	Second or more	Grades K-6	Sufficient	Yes	Sufficient	3	Somewhat valuable	Somewhat valuable	Valuable	Valuable	Not at all valuable	Does not apply	I plan to teach in a different school within my district next year.	A good resource when I had questions about curriculum or district policies.			
4/4/2017 14:29:32	More than 1000	Male	First	High School	Sufficient	Yes	Sufficient	5 - Very valuable	Extremely valuable	Extremely valuable	Extremely valuable	Somewhat valuable	Somewhat valuable	Agree	I plan to teach in the same school next year.		Keep up the good work!		
4/4/2017 14:31:29	More than 1000	Male	First	High School	Sufficient	Yes	Too much	2	Somewhat valuable	Valuable	Not at all valuable	Valuable	Extremely valuable	Agree	I plan to teach in the same school next year.	Great Job!	N/A		
4/4/2017 14:32:05	401-600	Female	First	Grades K-6	Sufficient	Yes	Too much	4	Extremely valuable	Somewhat valuable	Somewhat valuable	Valuable	Valuable	Agree	I plan to teach in the same school next year.	She was very helpful to me as a first year teacher. She was always willing to answer my questions. If she wasn't able to help me with something, she would find someone who was.	The teachers of the online course were quick to give feedback on all assignments. They had good insight and were always willing to answer questions.		
4/4/2017 14:36:19	51-100	Male	First	Grades K-6	Sufficient	Yes	Too much	5 - Very valuable	Extremely valuable	Valuable	Valuable	Extremely valuable	Somewhat valuable	Agree	I plan to teach in the same school next year.	She did a wonderful job and was very helpful whenever I needed it.	I think ND Teacher Support System is a great way to help first year teachers feel a little more comfortable with what they are doing and it helps ease them into what they can expect for the upcoming years of their teaching career.		
4/4/2017 14:36:23	601-1000	Female	First	Grades K-6	Sufficient	Yes	Sufficient	4	Valuable	Valuable	Valuable	Valuable	Somewhat valuable	Agree	I plan to teach in the same school next year.	I loved how open she was to answer any questions I had.	The online class wasn't as valuable to me as the other aspects of the program.		

Timestamp	1. How many students attend your school? (if you teach in more than one school, mark all that apply)	2. Your gender	3. Year teaching	4. You currently teach in grades (Mark all that apply)	5. The information you received about the North Dakota Teacher Support System Mentoring Program was	6. Was your mentor a good match for you?	7. Was 9 hours of observation of other teachers this year	8. Overall, how valuable was your participation in the ND TSS Mentor Program?	9. Please rate the following parts of the program in terms of their value to you. [One-on-one conferences with my mentor]	9. Please rate the following parts of the program in terms of their value to you. [Observations by my mentor including post-observation follow-up with my mentor]	9. Please rate the following parts of the program in terms of their value to you. [Recording of my teaching including post-recording conversation with my mentor]	9. Please rate the following parts of the program in terms of their value to you. [Observation of other teachers]	9. Please rate the following parts of the program in terms of their value to you. [Online class for first-year teachers]	10. Working with my mentor has impacted the learning of the students in my classroom.	11. Which of the following aspects of teaching was most impacted by working with your mentor?	12. What are your plans for next year?	13. What feedback would you like to give your mentor?	14. What feedback would you like to give the ND Teacher Support System?	If you would like us to contact you about the survey, please give us your name and email address below.
4/4/2017 14:37:26 401-600		Female	First	Middle School	Sufficient	Yes	Sufficient	5 - Very valuable	Extremely valuable	Extremely valuable	Extremely valuable	Extremely valuable	Extremely valuable	Agree		I plan to teach in the same school next year.	My mentor was critical support in guiding me to enhance my planning, instruction, emotional support, and content knowledge. She pushed my thinking and helped me grow in new ways.	I feel I gained a great knowledge through ND support system. I appreciate all feedback I did not like feeling pressured into participating in the program. I expressed several times that I am far from a 1st year teacher and not a good fit for the program. It was a waste of my time.	
4/4/2017 14:33:06 401-600		Female	Second or more	Middle/Junior High School	Too much	No	Too much	1 - Not at all valuable	Not at all valuable	Not at all valuable	Not at all valuable	Not at all valuable	Not at all valuable	Strongly disagree		I plan to teach in the same school next year.	I felt like my mentor took more ideas from me than I got from him/her.	Less required time of meeting with mentor. Being a first year teacher with six different courses per semester to teach with age groups varying from 7th-12th the last thing I feel like doing after school is going to another meeting. I felt I had enough on my plate the way it was, meetings were just an inconvenience for me. I learned exceptionally more talking to teachers in the hallway between/after classes than in mentor meetings. I felt like my time was better served simply talking to my mentor. Having the required documents to fill out seemed like waste of time. I often felt like we had our conference, and then had to go in and fill in the gaps. I felt like having to prepare a specific area that we talked about was also pointless; this did nothing to help concentrate our conversations. I feel like I was misdirected in signing up for the part 2 class. I assumed it would be the same workload as the first semester. However, I have spent so many more hours working on the second semester class. If I would have known it wouldn't have signed up for it. More information needs to be provided about the amount of hours	
4/4/2017 14:39:04 Fewer than 50		Male	First	Middle/Junior High School	Sufficient	Yes	Sufficient	2	Somewhat valuable	Not at all valuable	Not at all valuable	Extremely valuable	Not at all valuable	Disagree	Professional responsibilities (reflecting on teaching, maintaining records, communicating with families, professional development)	I plan to teach in the same school next year.	Less meetings.		
4/4/2017 14:40:55 201-400		Female	First	Middle/Junior High School	Sufficient	Yes	Sufficient	5 - Very valuable	Extremely valuable	Extremely valuable	Valuable	Somewhat valuable	Not at all valuable	Agree	Classroom environment and management (establishing respect, rapport, and a culture for learning; managing classroom behavior and procedures)	I plan to teach in the same school next year.	Overall, my mentor was an incredible support system. We fit together very well, seem to have aligned teaching styles, and our personalities fit well together. She was always honest with me and always available at any part of the day. I knew I could pop in and talk to her at any time. I feel that wherever she helped me immensely. I always felt supported by her.		
4/4/2017 14:41:30 101-200		Female	First	Grades K-6, Middle/Junior	Sufficient	Yes	Too much	4	Extremely valuable	Valuable	Valuable	Valuable	Valuable	Agree	Classroom environment and management (establishing respect, rapport, and a culture for learning; managing classroom behavior and procedures)	I plan to teach in the same school next year.	My mentor gave amazing feedback. She was there when I was struggling and was there when I had good things happen. It was nice to have her around to bounce ideas off.		
4/4/2017 14:41:33 101-200		Male	First	High School	Too little	Yes	Too much	4	Extremely valuable	Extremely valuable	Not at all valuable	Somewhat valuable	Not at all valuable	Agree	Classroom environment and management (establishing respect, rapport, and a culture for learning; managing classroom behavior and procedures)	I plan to teach in the same school next year.	He did a wonderful job	Contact with mentor was the most valuable part of this experience. Observation of other teachers is over kill (you do over a 100 hours of that in college less than a year before). Replacing that observation time with increased contact with principal and mentor would be better.	
4/4/2017 14:41:58 601-1000		Female	First	High School	Sufficient	Yes	Sufficient	3	Extremely valuable	Somewhat valuable	Valuable	Somewhat valuable	Not at all valuable	Agree	Professional responsibilities (reflecting on teaching, maintaining records, communicating with families, professional development)	I plan to teach in the same school next year.	None at this time	None in specific This is a very worthwhile program but the time commitment is a bit much, especially for new teachers who are already overwhelmed.	
4/4/2017 14:46:41 More than 1000		Male	Second or more	High School	Sufficient	Yes	Too much	4	Extremely valuable	Valuable	Valuable	Somewhat valuable	Not at all valuable	Agree	Professional responsibilities (reflecting on teaching, maintaining records, communicating with families, professional development)	I plan to teach in the same school next year.	In my opinion, the one-on-one meetings were by far the most valuable part of this.	Note: The last part of #9 did not apply.	
4/4/2017 14:52:31 601-1000		Female	First	High School	Sufficient	Yes	Too much	3	Valuable	Somewhat valuable	Somewhat valuable	Somewhat valuable	Not at all valuable	Disagree	Classroom environment and management (establishing respect, rapport, and a culture for learning; managing classroom behavior and procedures)	I plan to teach in the same school next year.	I would just like to thank my mentor for his constant support throughout this school year!	Nine hours of observation s WAY too much! First-year teachers have more than enough to do without placing additional demands on our time.	



**BEGINNING TEACHER NETWORK FINAL REPORT**  
 EDUCATION STANDARDS AND PRACTICES BOARD  
 SFN 60433 (06-2017)

Send completed report to: Att 3  
 Erin Jacobson  
 2718 Gateway Ave., Suite 204  
 Bismarck, ND 58503 3/4/2019  
 Email: [ecjacobson@nd.gov](mailto:ecjacobson@nd.gov)  
 Fax: 701.328.9647

**Final report is due at 4:00pm on May 31st**

Name of Beginning Teacher Network		
Name of Grant Coordinator		
Mailing Address for Payments		
City	State	ZIP Code

**Documentation needed for final payment:**

- A final list of all activities carried out under the grant. Please include artifacts such as meeting schedules, communications, etc.
- Documentation of Network evaluation results
- A brief Grant Coordinator's evaluation of Network activities and "lessons learned" this year.
- Any suggestions you have for the ND Teacher Support System as we plan for the future
- All Meeting Sign-in Sheets
- Completed and Signed *Final Reporting Form*

**Summary – Final Payment**

Total Facilitator and Presenter Expenses (from page 2)	\$
Total Meeting Expenses (from page 3)	\$
Subtotal of Expenses	\$
Plus 5% District/REA Administration Fee	\$
Total Expenses	\$
Total Amount of Approved Funds from the ND Teacher Support System (TSS)	\$
Minus Grant Funds Previously Received	\$
Amount of Final Payment Requested	\$

For Use by Teacher Support System
<b>APPROVED FOR TEACHER SUPPORT PAYMENT</b>
DATE:
CODE: 609

A43

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3/4/2019

**Numbers Served**

Number of first-year teachers who attended only one session	
Number of first-year teachers who attended more than one session	
<b>Total number of first-year teachers who participated in program</b>	

**Submittal Information**

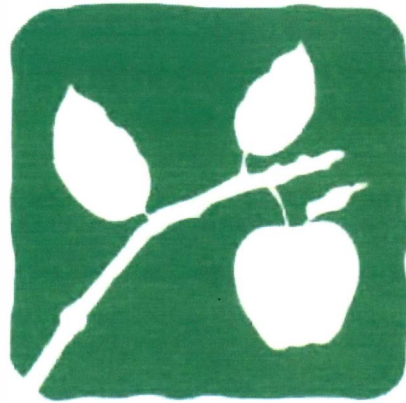
Beginning Teacher Network Name	Date Submitted
Grant Coordinator Name	Signature
Fiscal Agent/Business Manager Name	Signature



Att 3  
SB 2013  
3/4/2019

2018

# Summary of Measurable Outcomes



North Dakota  
**Teacher  
Support  
System**

NDTSS Coordinator – Erin Jacobson  
Assistant Coordinator - Marijke Leibel



**SECTION 21. PASSTHROUGH GRANTS - APPLICATION - DISTRIBUTION - REPORTING.** The line item entitled grants - passthrough grants included in subdivision 1 of section 1 of this Act includes \$2,100,000 for passthrough grants for writing projects, an entrepreneur program, and a mentoring program. The superintendent of public instruction shall determine the manner in which each passthrough grant is distributed. Grantees, as a condition of receiving the grant, must establish performance measures to be reviewed by the superintendent of public instruction. Grantees shall report to the superintendent of public instruction regarding performance based on the measures before October 1, 2018. The superintendent of public instruction shall report to the appropriations committees of the sixty-sixth legislative assembly regarding funds granted, performance measures established for each grantee, and whether grantees met performance expectations.

#### **Intended learning outcome of the North Dakota Teacher Support System – Mentoring Program**

The North Dakota Teacher Support System believes, all students in North Dakota deserve an effective and passionate educator. Therefore, we work to develop the skills of mentor teachers who are committed advocates for the learning of all children. Through successful mentoring practices, beginning teachers are taught to engage in problem solving, reflect on their practice and constantly seek solutions. What we do for new teachers, we do for their students.

**What is a mentor?** A mentor is a teacher who is skilled at providing instructional support. Mentors effectively coach beginning teachers to improve their performance by making connections between theory and practice. A mentor supports the professional and personal growth of beginning teachers to meet the needs of students.

#### **The purpose is accomplished through:**

- **Mentor trainings – two days (16 hours) per year for new mentors (August and September)**
  - o **Mentor trainings are developed for new mentors to gain skills and strategies necessary to becoming an effective mentor. These skills include the ability to: use the Language of Support, move through the Reflect-Focus-Plan-Implement Cycle and record accurate evidence while observing a teacher.**
    - August 6 and 7, 2018 in Minot = 30 mentors
    - August 8 and 9, 2018 in Bismarck = 30 mentors
    - August 13 and 14, 2018 in Fargo = 24 mentors
    - September 10 and 11, 2018 in Bismarck = 32 mentors
    - September 17 and 18, 2018 in Fargo = 63 mentors
      - TOTAL = 179 new mentors trained
- **Mentor Seminar trainings – one half day (3 hours) per year for all mentors (October)**
  - o **Mentor seminars are utilized as an opportunity for mentors to meet with each other, discuss challenges, problem solve and engage in further learning. Mentors are given further training on giving specific feedback and encouraging reflection through one on one conferencing.**
    - October 3, 2018 in Minot = 30 mentors
    - October 4, 2018 in Williston = 17 mentors
    - October 9, 2018 in Bismarck = 26 mentors
    - October 10, 2018 in Bismarck = 30 mentors
    - October 23, 2018 in Fargo = 29 mentors
    - October 24, 2018 in Grand Forks = 63 mentors
    - October 27, 2018 in Bismarck = 18 mentors
    - October 29, 2018 in Fargo = 35 mentors
      - TOTAL = 248 mentors at seminar

**Online webinars and coursework – (November, January and March) – these courses are in collaboration with The New Teacher Center. The courses take place on an online platform called, The Learning Zone.**

- Observation and Conferencing – In this course, mentors apply protocols and tools that support an effective observation cycle. Learning focuses on: Expanding on the use of mentoring language and practicing skills of collecting evidence and providing meaningful feedback  
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  - 130 mentors
    - January 8, 9, 10, 15, or 17, 2019
    - February 25, 26, 27, March 4 or 5, 2019
- Using Data to Inform Instruction - This course supports mentor's learning and practice of the protocols for analyzing student work to: Collaboratively plan differentiated instruction with beginning teachers. Mentors also learn how to provide meaningful feedback and incorporate relevant aspects of brain research that enhance teaching practice.
  - 40 mentors
    - November 6 or 13, 2018
    - January 8 or 10, 2019
    - February 28 or March 5, 2019
- Designing Effective Instruction - This course supports mentor exploration of the latest research in student motivation and new skills and tools to: Support the planning of effective instruction that aligns with 21<sup>st</sup> century standards.
  - 15 mentors
    - November 6 or 13, 2018
    - January 14 or 15, 2019
    - February 26 or March 4, 2019

**Online webinars and coursework for mentors of special education teachers – (October, November, January and March) – These courses are in collaboration with Iridium Learning. The courses take place on an NDTSS Canvas online learning page.**

- 40 mentors of beginning special education teachers engage in learning on the following topics:
  - Equity and Mindsets – October 2018 = 40 mentors
  - Goal Setting and Providing Feedback - November 26, 2018= 20 mentors
  - Childhood Trauma and Executive Functioning = November 28, 2018 = 20 mentors
  - Webinar topic TBD by mentors – January 7 and 16, March 12 and 14, 2019

**What is an Instructional Coach?** An instructional coach is someone whose chief professional responsibility is to bring evidence-based practices into classrooms by working with teachers and other school leaders. Instructional coaches partner with teachers to set goals, identify teaching strategies to hit goals and provide support until goals are met.

- **Instructional Coaching trainings are offered to new coaches in North Dakota. The Coaches Academy is in collaboration with Learning Forward. Outcomes of the training include an understanding of: how change impacts adult learners, the multiple roles of coaches, using student data to facilitate decisions, building trusting work relationships and using professional learning designs to facilitate learning for teachers.**
  - o 6 days per year
    - 44 coaches were chosen through an application process
      - September 27 and 28, 2018
      - November 14 and 15, 2018
      - January 24 and 25, 2019
- **Advanced Coaches Trainings – offered to Coach Academy graduates. The topics were chosen in response to a survey of graduates.**

**The topics include:**

  - o **facilitating professional learning communities**
  - o **giving feedback to teachers,**
  - o **building a culture of collaboration and trust**
  - o **managing difficult situations and facilitating difficult conversations**
  - o 2 days per year
    - 70 coaches were chosen through an application process
      - September 25 and 26, 2018
        - o OR
      - January 22 and 23, 2019

**Beginning Teacher Network Grants – 2018-19 school year** The North Dakota Teacher Support System will make funding available for REAs and districts associated with our Program to develop Networks for your first-year teachers. This is an opportunity for your district or REA to provide a more complete Induction Program for your new teachers. A network with other first-year teachers is meant to supplement and not replace the more important support of a trained mentor for your new teachers, as already provided through the NDTSS Mentoring Program.

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- Funding for REAs and districts to supplement Induction Programs
  - 11 grants were approved for funding
    - Bismarck Public Schools = \$5,703.50
    - Edmore Public School = \$2,657.00
    - Great Northwest Education Cooperative = \$8,925.00
    - Mid-Dakota Education Cooperative = \$6,375.00
    - Missouri River Education Cooperative = \$4,142.00
    - North Central Education Cooperative = \$3,705.00
    - Northeast Education Services Cooperative = \$3,932.00
    - Roughrider Education Services Program = \$3,400.00
    - Red River Valley Education Cooperative = \$3,400.00
    - Southeast Education Cooperative = \$9,104.00
    - West Fargo Public Schools = \$8,925.00
    - TOTAL = \$60,268.5

Map of the areas in North Dakota that received a Beginning Teacher Network grant to supplement teacher induction programs:





**Measurable outcomes of program goals:**

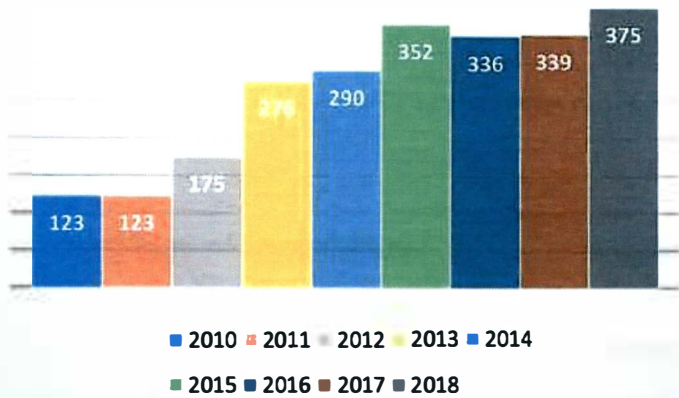
Why I use it and what is it used for? So that we have evidence that...

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1. Retention study – completed yearly to track the teachers in our state who have received mentoring services through the NDTSS mentoring program. See Retention study attached table for details. We are working on ways to track the teachers who are no longer working in ND to find out if they left the profession or are working in a different state as a teacher. This data provides us with data to evaluate the effectiveness of mentoring in relation to teacher retention.

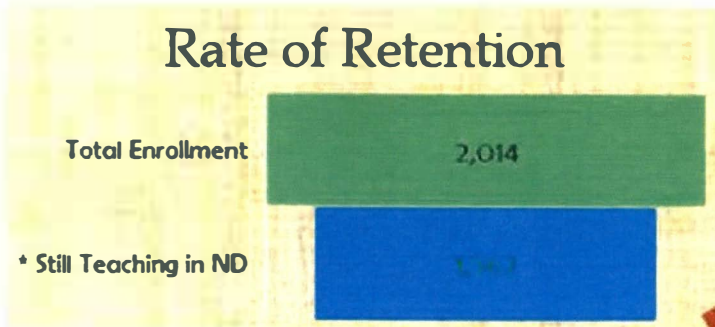
The NDTSS completes a yearly retention study to monitor teachers who have participated in the Mentoring Program and continue to teach in the North Dakota school system. The goal of this study is to compare data to assess the effectiveness of mentoring in relation to teacher retention.

### 2010-2018 Enrollment



Since 2010, **155** of the 175 ND public school districts have participated in the NDTSS mentoring program.

First Year Teacher enrollment has more than **TRIPLED** since the beginning of



The ND Teacher Support System has supported 2,014 First Year Teachers since 2010. In 2017-2018 school-year, 1,562 continue to teach in the North Dakota school system.

\* This number does not include teachers who have remained in the teaching field but have relocated to another location.

2. Third party national evaluation through the form of a survey by The New Teacher Center. This survey is done on a biannual basis. This third-party data is reliable, transferrable and valid. The survey addresses program quality and satisfaction through a number of items on each of the teacher, mentor and administrator surveys. Outcomes that are measured include: job intentions, job satisfactions and commitment, beliefs about teacher and instructional leadership.

3/4/2019

## NDTSS - New Teacher Center Program Quality Report - 2018



### First year teachers

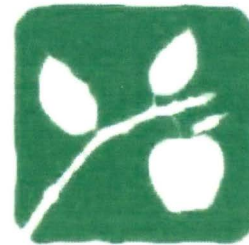
- 87% attribute their success to the help they received from their mentor
- 97% believe working with a mentor has positively influenced their teaching practice
- 92% agree working with a mentor has positively impacted their students' learning

"It is so vital to have someone in the building that can be my 'go to' for the big and little things"

- First Year Teacher

### Mentors

- 98% believe their teaching practice improved as a result of working together
- 100% believe they have positively influenced the teaching practice of their mentee
- 98% believe their work as a mentor has positively impacted students' learning
- 98% believe they know the content necessary to mentor effectively



"When I am mentoring a new teacher, I turn around and apply the techniques to my classroom too."

-Mentor

### Administrators

- 93% believe their teaching practices improved as a result of being mentored
- 86% believe the mentoring program has positively impacted students' learning "a great deal"
- 95% are "satisfied" with the program
- 93% believe the program supports implementation of policies and creates conditions that promote teacher success.

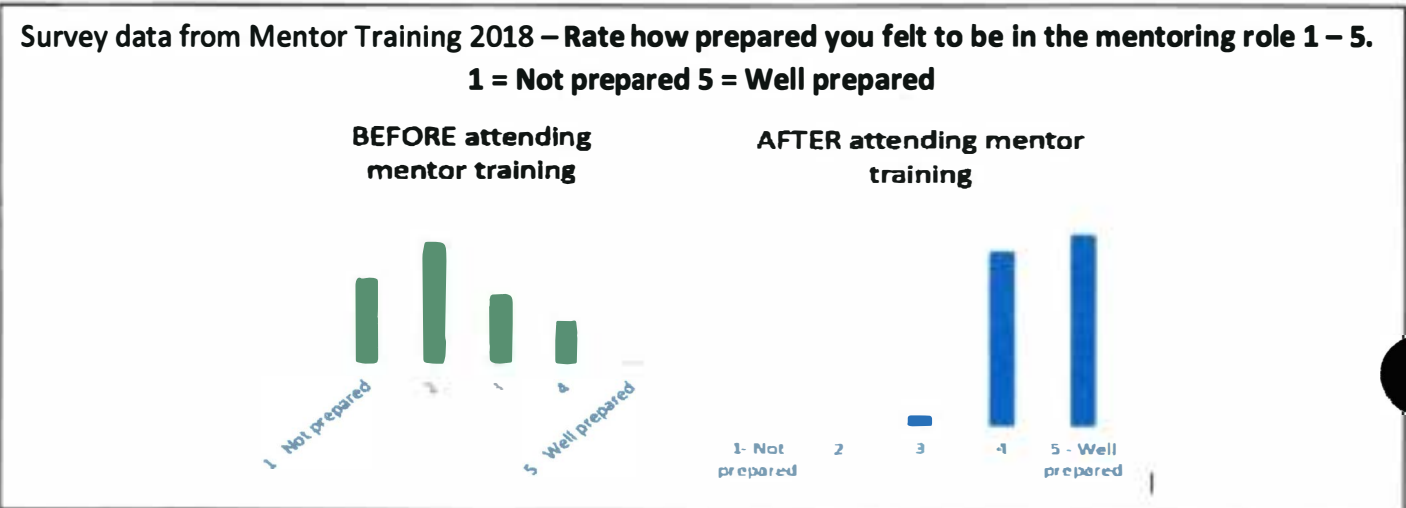
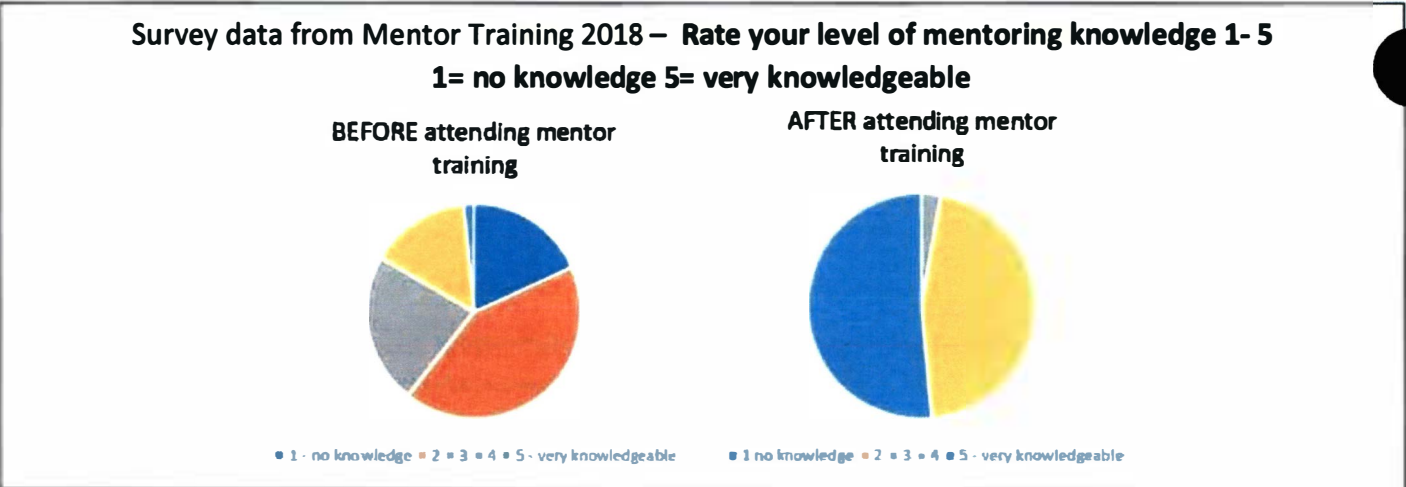
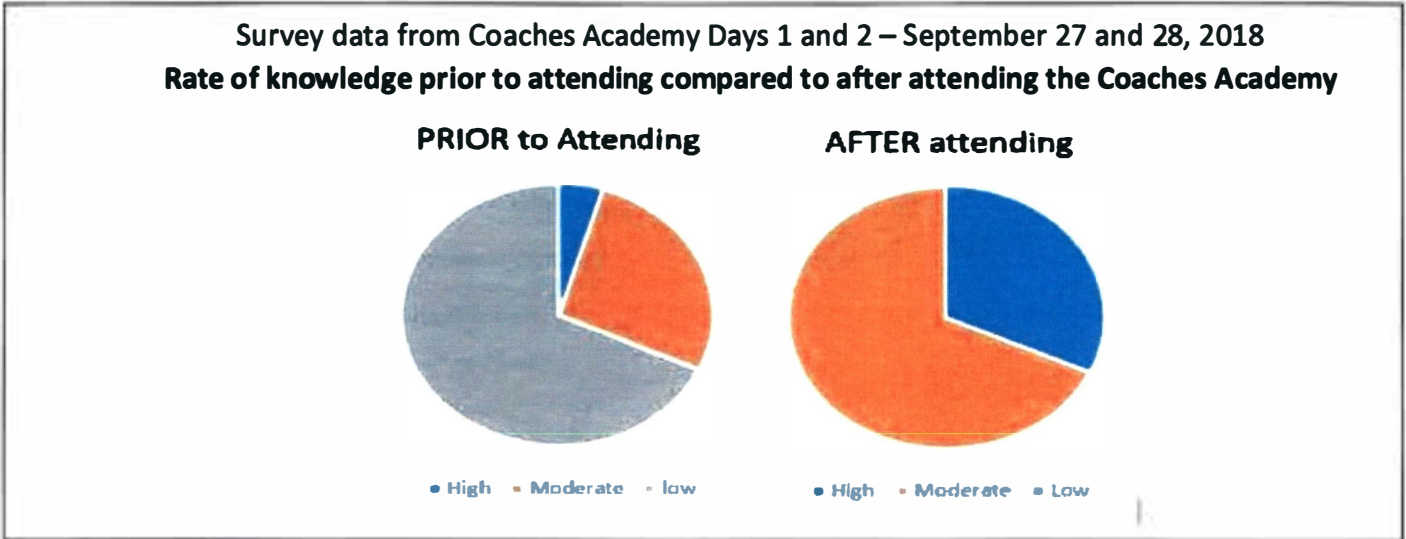


"It's important for our new teachers to have a professional partner that they can connect with, collaborate and think deeply about instructional practices."

-Administrator

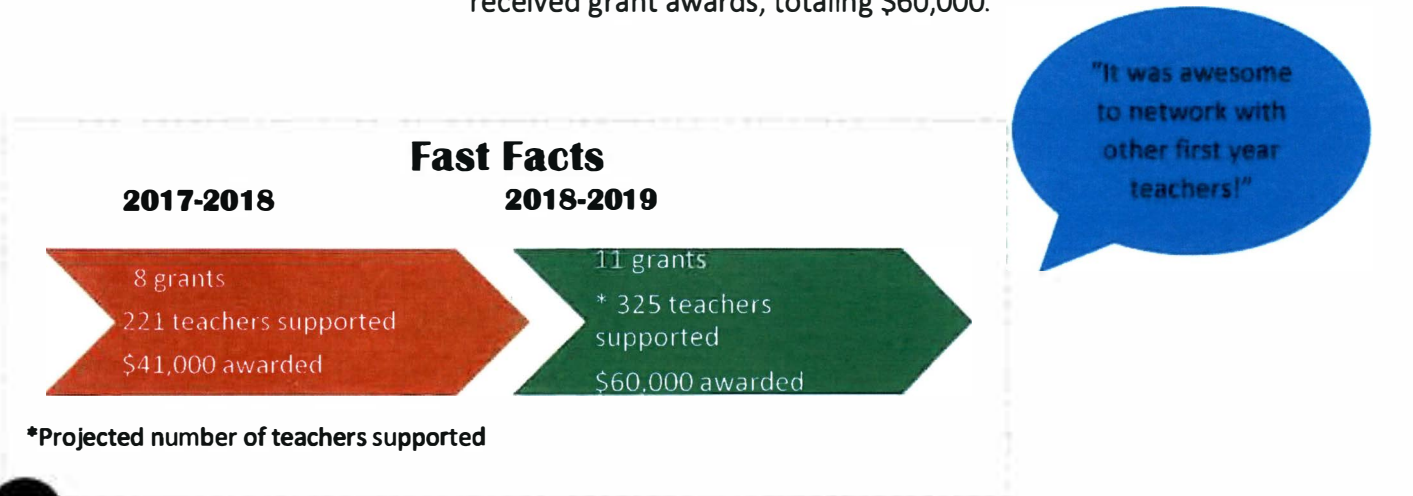


3. Training survey data is collected at the end of each training. This survey data acts as formative data for program improvement. We use the data from our participants to adjust the format and content of our trainings. The survey data is also used to inform our trainers on how the trainings are being received. Surveys are also used to ask non-participating administrators about perceived participation barriers. It is our goal to promote equity and to define possible barriers that may keep some districts from participating. We use the survey data to communicate how can we eliminate these barriers. Please see attached example of survey data.



4. **Beginning Teacher Network Grants** – these grants make funding available to REAs and districts associated with the NDTSS mentoring program. The grant is an opportunity for REAs and districts to provide a more complete Induction Program for new teachers. The measurable outcome for these grants is included in the final report that includes an evaluation of the work completed and the “lessons learned” during the year. Please see attached final report document. 3/4/2019

The purpose of the Beginning Teacher Network Grant is to provide additional support for first-year teachers to supplement the NDTSS mentoring program. For the 2018-2019 school year, 3 public school districts and 8 REAs received grant awards, totaling \$60,000.



"I benefited a lot from being able to immediately apply what I learned to what I am doing in the classroom".

- What the Grants have been used for:**
- 🍎 Book studies to enrich new teacher practice
  - 🍎 Professional development targeting teacher, school, and district needs
  - 🍎 Collaboration with area educational professionals
  - 🍎 Training in data-driven instruction, teacher evaluation models, and best practices
  - 🍎 Comprehensive induction (coupled with NDTSS Mentoring Program)

- 2018-2019 Goals**
- NDTSS meet with each Grand Recipient at least once per year
  - Collaboration between REAs and districts
  - Provide additional support for a more complete Induction Program
  - Conduct and plan for needs assessment for 2019-2020 school year

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## NORTH DAKOTA YOUTH ENTREPRENEURSHIP EDUCATION PROGRAM

Facebook/NDYEED @NDYEED barry@ndyeep.net 701-741-6985

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### **Sitting Bull College Entrepreneurial Center and NDYEED Youth Outreach Initiative**

This proposal outlines an outreach program that leverages Sitting Bull College's community connections to help create a system to deliver entrepreneurship education activities to local youth in grades 4 - 12 and promote the entrepreneurial education opportunities available on campus.

An effective outreach program will excite youth about creating their own economic opportunities now and in the future, introduce them to the skills and attitudes associated with entrepreneurship through a variety of proven, hands-on learning programs and strengthen the Entrepreneurial Center by forging bonds with emerging entrepreneurs (grade school, middle school and high school students before they graduate from high school so they will naturally regard Sitting Bull College as their choice for higher education.

#### **COMPONENTS OF AN OUTREACH PROGRAM THAT PROMOTES FINANCIAL LITERACY AND ENTREPRENEURIAL ACTIVITY, IMPROVES ACADEMIC PERFORMANCE OF STUDENTS AND BENEFITS SITTING BULL COLLEGE**

**Campus Activities:** Create a team of entrepreneurship ambassadors. Ambassadors will be the face and spirit of entrepreneurial life and financial wisdom at Sitting Bull College. They will be student, faculty and community volunteers drawn from the Education, Business Administration and Applied Sciences Programs who will partner to develop the outreach program. This team will also help design, evaluate and deliver short and long term educational activities, produce brief inspirational, educational and practical video clips of young adult entrepreneurs. These will be similar to the mentoring videos already available on the NDYEED Facebook page. This team will make personal connections with aspiring entrepreneurs in local classrooms and host groups of middle and high school students visiting campus.

**Community Activities:** Form parent, student and administrator/teacher teams to promote interest in youth entrepreneurship education, financial literacy and develop in-school and/or summer programming options suited to the community's outlook, desires and resources. This team will also facilitate lively interactions with students, parents and community leaders about local, regional and statewide economic opportunities.

**Classroom Activities:**

- Engage with existing school and community programs (Marketplace For Kids, high school leadership programs, 4-H, etc.) by offering resources and expertise to enhance their effectiveness at encouraging real entrepreneurship.
- Provide 4th to 12th grade classroom enrichment activities lead by the outreach coordinator and/or SBC Entrepreneurship Ambassadors based on the "Entrepreneur Interviews" located on the NDYEEP Facebook page.
- Train pre-teachers to implement a Mini-Society Young Entrepreneurs classroom program; train pre-teachers, teachers or community members how to organize YES-U! start-up competitions mentored and evaluated by SBC Entrepreneurship Ambassadors.
- Prepare kids to take advantage of economic opportunities at community events with the POP-UP! Table Top Young Entrepreneur Program.
- Organize campus field experiences hosted by SBC Entrepreneurship Ambassadors.

**Summer Activities:**

- Put classroom learning into action by providing technical assistance and mentoring to youth who want to create and develop their own, real summer businesses (farmers' markets, lawn care, local digital design opportunities, lemonade stands, child care, craft fairs, etc.).
- Train local teachers to facilitate youth entrepreneurship summer camps.
- Provide comprehensive feedback from the outreach coordinator and SBC Entrepreneurship Ambassadors to video taped reports of summer youth entrepreneurship activities.



**Benefits of the Outreach Initiative Partnership:**

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Sitting Bull College

- Enhance the Elementary Education Financial Literacy program that the college is starting to implement in the community by providing incentive for students to learn how to manage personal financial resources.
- Make more students in the community aware of Sitting Bull College and the educational opportunities that are available at the college.
- Provide Sitting Bull College education students the opportunity to experience implementing a collaborative and project-based effort that involves a number of campus and community partners.
- Gives Sitting Bull College an additional business incubator client.

North Dakota Youth Entrepreneurship Education Program (NDYEED)

- Enhance the ability to successfully promote entrepreneurial education in grade school, middle school and high school.
- Provide NDYEED a site to operate its program from.
- Help the Youth Outreach Initiative be recognized as a collaborative effort with credibility in the community

**Financing the Initiative**

The funding will come from the ND Youth Entrepreneurship Education Program grant through the Department of Public Instruction which was approved by the Legislature. There are no dollar match requirements from either Sitting Bull College or NDYEED. The grant is for \$30,000 which is the total budget for the initiative. No other sources are needed. Sitting Bull College will establish the cuff account for the project and the TBIC Director will manage the said cuff account.



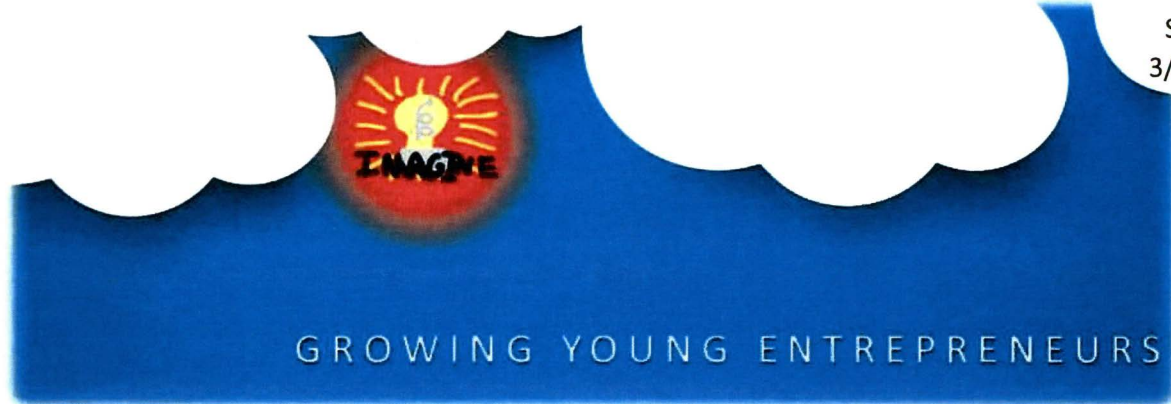
**Program Budget**

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The ND Youth Entrepreneurship Education Program is transitioning from directly providing entrepreneurship education programs and activities to teaching middle and high school teachers, college groups and/or community youth group leaders how to create community-based youth entrepreneurship education programs and activities of their own. The proposal outlined above also will be presented to other ND campuses and communities where NDYEEP has had popular and successful summer camps for the past 10 years. The budget reflects the change in program focus in that most of the grant is dedicated to the program Director's stipend and travel as teacher, facilitator and organizer to implement the transition.

<b>ITEM</b>	<b>COST</b>	<b>DURATION</b>	<b>TOTAL</b>
<b>DIRECTOR'S STIPEND</b>	<b>\$1,400/ month</b>	<b>15 months</b>	<b>\$21,000.00</b>
<b>TRAVEL, LODGING &amp; TRAINING SUPPLIES</b>	<b>\$500.00/month</b>	<b>15 months</b>	<b>\$7,500.00</b>
<b>OFFICE RENT &amp; BOOKKEEPING SERVICES</b>	<b>\$100.00/month</b>	<b>15 months</b>	<b>\$1,500.00</b>
<b>TOTAL</b>			<b>\$30,000</b>



**NORTH DAKOTA YOUTH ENTREPRENEURSHIP EDUCATION PROGRAM**  
**Facebook/NDYEED 701-741-6985 [barry@ndyeep.net](mailto:barry@ndyeep.net)**

The 2015 session of the ND Legislature awarded the North Dakota Youth Entrepreneurship Education Program an appropriation of \$30,000. We were grateful, proud and gratified to receive the funds, our sixth Legislative appropriation.

The funds were used to transition from a direct service model to an advisory program working with teachers, school districts & community groups to encourage youth entrepreneurship & train those individuals & entities to create their own youth entrepreneurship education opportunities. Since 2006, as a direct service provider, NDYEED promoted, organized & produced 8 - 10 week-long summer camps around ND for 9 - 13 year-olds. We also provided 3-day training seminars for elementary & middle school teachers & youth group leaders committed to incorporating youth entrepreneurship education activities into their curriculum and meetings.

Attached is a budget summary for the funds awarded in 2015. Sitting Bull College in Ft. Yates served as the 501c3 umbrella to receive & administer the funds. The appropriation provided for a small monthly stipend for the Program founder & director who administers the web site, the Facebook pages & a monthly e-newsletter & who regularly provides original & customized entrepreneurship education lessons for interested teachers, funded travel to promote youth entrepreneurship at regional economic development conferences, at school board meetings, in campus economic & entrepreneurship departments & parent groups around ND & also funds to rent a small office at Sitting Bull College's Entrepreneurial Center. The remaining balance indicated on the attached spread sheet was used to

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purchase a new laptop computer for the program & its director to continue to provide youth entrepreneurship curriculum, activities & training for ND schools & communities.

Even though NDYEEP has used all of the Legislative appropriation, the director will continue to partner with regional economic development organizations such as those active in Bowman, Grafton, Wahpeton, Williston & Grand Forks, provide assistance & training for parent groups in Minot, Grafton & Bismarck, cooperate with local Junior Achievement teams & maintain regular communication with State education & economic leaders to advance the idea that our state's emerging entrepreneurs will lead ND into a brighter & more prosperous 21<sup>st</sup> Century.

NDYEEP & its director, kids, parents & communities who have benefitted from the Legislators' forward thinking & commitment to advancing youth opportunities over the past 12 years, offer deep appreciation to the Senators & Representatives who championed our cause. You & DPI have our undying gratitude & humble appreciation.

Barry Striegel, Founder & Director  
ND Youth Entrepreneurship Education Program

## Youth Outreach

Account #	Description	Approved Budget	Total Expenditures	Encumbered Amount	Amount Remaining	Percent Remaining
00-529-0540.0-6201	Travel Costs & Instructional Supplies	6,000.00	6,290.25		(290.25)	-4.8%
00-529-0540.0-6501	Consultants	22,500.00	20,500.00		2,000.00	8.9%
00-529-0540.0-7001	Rent & Supplies	1,500.00	1,218.38		281.62	18.8%
<b>* TOTALS *</b>		<b>30,000.00</b>	<b>28,008.63</b>		<b>1,991.37</b>	<b>6.6%</b>

Project Dates: 11/1/2017 - 10/31/2018

Director: Barry Striegel

Project Code: YOUTHOUT

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**Northern  
Plains  
Writing  
Project**



**Minot State  
UNIVERSITY**

**500 University Avenue West  
Minot, North Dakota 58708**

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**TO:** Jamie Mertz, Director of Fiscal Management, North Dakota Department of Public Instruction  
**FROM:** Ash Bowen & Robert Kibler, Co-directors, Northern Plains Writing Project, Minot State University  
**SUBJECT:** Performance Measures 2017-2019  
**DATE:** March 9, 2018

Below is a list of Northern Plains Writing Project's anticipated projects for the AY 2017-2019.

- The Northern Plains Writing Project will integrate subject matter experts into the instruction of the NPWP, expanding the scope of the Northern Plains Writing Project to include wider areas of public school instruction
- Create a site design team
- Recruit teacher leaders and mentors from local school districts to attend and develop a site leadership team
- Conduct a needs assessment with local school teachers and administrators in the areas of professional development in writing-across-disciplines strategies
- Travel to and attend the National Writing Project's national conferences in order to work with national leaders in sustaining the NPWP site
- Develop and hold an Invitational Institute, Advanced Institute, and/or professional development opportunities as based on the site design team's needs assessment
- Seek out additional funding sources to continue the mission of the National Writing Project/Northern Plains Writing Project



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# Northern Plains Writing Project Biennial Report, July 2017-June 30, 2019

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The Northern Plains Writing Project (NPWP) continues to be a venue for ongoing professional development of Educators statewide. Each summer NPWP offers public school teachers the opportunity to work with other area educators to share successful teaching strategies, research new strategies based on new research, conduct mini teacher In-services, and become part of a state and nationwide network of teachers dedicated to improving what happens for students in the classroom. NPWP fulfills its traditional role of helping Teachers Educate Teachers.

Since 2017 NPWP has hosted two Summer Institutes, one in 2017 and one in 2018. Each ran from June 4<sup>th</sup> to July 26<sup>th</sup>. The first was a continuous institute involving two Teacher-Consultants, Amanda Watts and Heather Waddy. Both teach in Minot. The second Summer Institute moved to the new nationally recommended hybrid model. We start with three days meeting in classrooms at Minot State University, then Teacher Consultants return home to work on their long research projects. These projects involve taking a lesson plan, or a classroom challenge, and revamping it given research and current pedagogy. The Institute ends with TCs returning to Minot State University, where in the classroom they make presentations to the other TCs, the Director and Co-Director, and share their lesson plans with others. They also had the option of travelling down to the North Dakota Teachers of English annual conference in Mandan, to present their new lesson plans to the whole. Beyond these activities, all TCs who have gone through the Institute have the obligation to provide In-Service mini-lessons to fellow teachers. NPWP also fits teachers to such opportunities as the MSU College for Kids Program, and around the state, Writers Workshops for K-12 Kids. In 2017 then, the following activities took place through NPWP:

1. Summer Institute, for teachers Amanda Watts and Heather Waddy. Follow on In-Services. Ash Bowen, Director of NPWP, facilitated.
2. Beulah Elementary School Writers Workshop for Kids, facilitated by former TC Ericka Dyke, and involving 10 elementary age writers.

In 2018, the following activities took place through NPWP:

1. Summer Institute (Hybrid), June 4-26 July, Minot State University. The following state teachers and those working to become teachers attended:
  - a. Holly Dewitz. 4<sup>th</sup> Grade Perket Elementary, MPS
  - b. Iyare Ehiorobo School Counselor (moved)
  - c. Jill Hambek Para-Professional, Central Campus, MPS
  - d. Sarah Joy (Minot State University and two private High Schools—Bishop Ryan and Our Redeemers.)
  - e. Megdalyn Kuske, 1<sup>st</sup> and 3<sup>rd</sup> grade, Bell School, MPS
  - f. Tatiana Pots, 6<sup>th</sup> grade, North Plains Elementary, MPS

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- g. Kayla Tatro, 6<sup>th</sup> grade, Glenn Ullin Middle School, GU School District
- h. Stephanie Wilson, South High, Fargo, Fargo School District

2. In-Service Workshops at the NDCTE Annual Conference, Mandan ND: Kayla Tatro, Tatiana Potts.

We still intend to offer a few more in-services. But mostly, we seek to increase state funding because we now have the ability to exceed our allotment for the great good of ND.

Robert E. Kibler, Director, 701-720-2716, [Robert.kibler@ndus.edu](mailto:Robert.kibler@ndus.edu)

Minot State University Division of Humanities

# NWP

## NATIONAL WRITING PROJECT

### 2018 Invitational Institute Participant Survey

#### Welcome

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We would like to know about your experiences at the invitational institute, a core element of the National Writing Project model. To protect your confidentiality, your name will not remain attached to this survey, and results will be reported collectively.

If you have any questions about this survey, please send an email to [research@nwp.org](mailto:research@nwp.org). Thank you.

#### Your Writing Project Site

---

Welcome! You are a participant in the [question("value"), id="158"] Invitational Institute, [question("value"), id="361"].

If this is not your institute, please stop here and ask for assistance from your institute facilitator or contact [research@nwp.org](mailto:research@nwp.org).

#### Institute Role

---

Page exit logic: Skip / Disqualify Logic

IF: Question "Your role at this institute:" is one of the following answers ("I am a facilitator/institute leader") THEN: Jump to [page 25 - Thank You](#)

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Show/hide trigger exists.

Your role at this institute: \*

- I am a first-time fellow/participant
- I am a returning fellow/participant
- I am a facilitator/institute leader

Work Context

---

Page exit logic: Skip / Disqualify Logic  
IF: Question \*

Were you employed in education in 2017-18?

\* is one of the following answers ("No") THEN: Jump to [page 13 - Experience](#)

Show/hide trigger exists.

Were you employed in education in 2017-18? \*

- Yes
- No

Hidden unless: Question \*

Were you employed in education in 2017-18?

\* is one of the following answers ("No")

Select your most recent position:

- K-12 Teacher
- Higher Education Teacher
- Administrator
- Other Educator (please specify):
- None of the above (please specify):

Work Context

---

Hidden unless: Question \*

Were you employed in education in 2017-18?

\* is one of the following answers ("Yes")

Select the type of institution that was your primary employer in 2017-18: \*

- Public School (including charter schools)
- Private School
- District/Local Education Agency (LEA)
- College/University
- Other (please specify):

Work Context

---

Your primary role in 2017-18:

- K-12 Teacher
- Higher Education Teacher
- Administrator
- Other Educator (please specify):

- None of the above (please specify):

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**Public School Employer**

**Page entry logic:**

This page will show when: Question "Select the type of Institution that was your primary employer in 2017-18:" Is one of the following answers ("Public School (including charter schools)")

Please select the public school that was your primary employer in 2017-18 (select state, then county, then district, then school):

---

**Private School Employer**

**Page entry logic:**

This page will show when: Question "Select the type of institution that was your primary employer in 2017-18:" Is one of the following answers ("Private School")

Please select the private school that was your primary employer in 2017-18 (select state, then county, then school):

---

**District Employer**

**Page entry logic:**

This page will show when: Question "Select the type of Institution that was your primary employer in 2017-18:" Is one of the following answers ("District/Local Education Agency (LEA)")

Please select the district that was your primary employer in 2017-18 (select state, then county, then district):

---

**College/University Employer**

**Page entry logic:**

This page will show when: Question "Select the type of Institution that was your primary employer in 2017-18:" Is one of the following answers ("College/University")

Please select the college or university that was your primary employer in 2017-18 (select state, then college):

---

**Review Your Employer Info**

**Page entry logic:**

This page will show when: Question "Select the type of Institution that was your primary employer in 2017-18:" Is not one of the following answers ("Other (please specify):")



**Page exit logic:** Skip / Disqualify Logic

**IF:** (#4 Question "You selected [question("option value"), id="390", option="11503"]. Is this correct? " is one of the following answers ("No") AND Question "Select the type of institution that was your primary employer in 2017-18:" is one of the following answers ("College/University")) **THEN:** Jump to [page 10 - College/University Employer](#)

**Page exit logic:** Skip / Disqualify Logic

**IF:** (#3 Question "You selected [question("option value"), id="411", option="11537"]. Is this correct? " is one of the following answers ("No") AND Question "Select the type of institution that was your primary employer in 2017-18:" is one of the following answers ("District/Local Education Agency (LEA)")) **THEN:** Jump to [page 9 - District Employer](#)

**Page exit logic:** Skip / Disqualify Logic

**IF:** (#2 Question "You selected [question("option value"), id='410', option='11534']. Is this correct? " is one of the following answers ("No") AND Question "Select the type of institution that was your primary employer in 2017-18:" is one of the following answers ("Private School")) **THEN:** Jump to [page 8 - Private School Employer](#)

**Page exit logic:** Skip / Disqualify Logic

**IF:** (#1 Question "You selected [question("option value"), id='430', option='11561']. Is this correct? " is one of the following answers ("No") AND Question "Select the type of institution that was your primary employer in 2017-18:" is one of the following answers ("Public School (including charter schools)")) **THEN:** Jump to [page 7 - Public School Employer](#)

**Hidden unless:** ( Question "Please select the public school that was your primary employer in 2017-18 (select state, then county, then district, then school):" AND Question "Select the type of institution that was your primary employer in 2017-18:" is one of the following answers ("Public School (including charter schools)"))

1. You selected [question('option value'), id='430', option='11561']. Is this correct? \*

If not, click the Back button below and correct your selection.

- Yes
- No

**Hidden unless:** ( Question "Please select the private school that was your primary employer in 2017-18 (select state, then county, then school):" AND Question "Select the type of institution that was your primary employer in 2017-18:" is one of the following answers ("Private School"))

2. You selected [question('option value'), id='410', option='11534']. Is this correct? \*

If not, click the Back button below and correct your selection.

- Yes
- No

**Hidden unless:** ( Question "Please select the district that was your primary employer in 2017-18 (select state, then county, then district):" AND Question "Select the type of institution that was your primary employer in 2017-18:" is one of the following answers ("District/Local Education Agency (LEA)"))

3. You selected [question("option value"), id="411", option="11537"]. Is this correct? \*

If not, click the Back button below and correct your selection.

- Yes
- No

**Hidden unless:** ( Question "Please select the college or university that was your primary employer in 2017-18 (select state, then college):" AND Question "Select the type of institution that was your primary employer in 2017-18:" is one of the following answers ("College/University"))

4. You selected [question("option value"), id="390", option="11503"]. Is this correct? \*

If not, click the Back button below and correct your selection.

- Yes
- No

Hidden unless: ( Question "Please select the college or university that was your primary employer in 2017-18 (select state, then college):" AND Question "Select the type of institution that was your primary employer in 2017-18:" is one of the following answers ("College/University"))

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5. You selected [question('value'), id='300']. Is this correct? \*  
If not, click the Back button below and correct your selection.

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Yes

No

#### Write-In Employer

---

##### Page entry logic:

This page will show when: ((((((Public Value is exactly equal to "Other" OR Private Value is exactly equal to "Other") OR District Value is exactly equal to "Other") OR College Value is exactly equal to "Other") OR Public District Value is exactly equal to "Other") OR ( Question "Select the type of institution that was your primary employer in 2017-18:" is one of the following answers ("Public School (including charter schools)") AND Public Value )) OR ( Question "Select the type of institution that was your primary employer in 2017-18:" is one of the following answers ("Public School (including charter schools)") AND Public District Value )) OR ( Question "Select the type of institution that was your primary employer in 2017-18:" is one of the following answers ("Private School") AND Private Value )) OR ( Question "Select the type of institution that was your primary employer in 2017-18:" is one of the following answers ("District/Local Education Agency (LEA)") AND District Value )) OR ( Question "Select the type of institution that was your primary employer in 2017-18:" is one of the following answers ("College/University") AND College Value ))

Hidden unless: (((((Public Value is exactly equal to "Other" OR Public District Value is exactly equal to "Other") OR Private Value is exactly equal to "Other") OR District Value is exactly equal to "Other") OR College Value is exactly equal to "Other")

Please type in your employer name: \*

If you didn't mean to select "Other" from the dropdown list on the previous page, click the Back button below and select your employer from the dropdown list.

Hidden unless: ((( ( Question "Select the type of institution that was your primary employer in 2017-18:" is one of the following answers ("Public School (including charter schools)") AND Public Value ) OR ( Question "Select the type of institution that was your primary employer in 2017-18:" is one of the following answers ("Public School (including charter schools)") AND Public District Value )) OR ( Question "Select the type of institution that was your primary employer in 2017-18:" is one of the following answers ("Private School") AND Private Value )) OR ( Question "Select the type of institution that was your primary employer in 2017-18:" is one of the following answers ("District/Local Education Agency (LEA)") AND District Value )) OR ( Question "Select the type of institution that was your primary employer in 2017-18:" is one of the following answers ("College/University") AND College Value ))

You did not select your employer from the dropdown list. Click the Back button to try again or, if you didn't see it on the list, type in the name of your employer here: \*

#### Experience

---

What is the highest degree that you hold?

Bachelor's (BA/BS)

Master's (MA, MFA, MAT, MS)

Certificate of Advanced Graduate Studies (CAGS)

Doctorate (PhD/EdD)

Other (please specify):

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**Do you hold National Board Certification?**

- No, I do not hold National Board Certification.
- I was certified for 10 years, but have not been recertified.
- I am a current candidate.
- Yes, I am in my first 10 years of certification.
- Yes, I have been recertified after 10 years.

**Years of teaching experience:**

- <3 years
- 3-5 years
- 6-10 years
- 11-15 years
- > 15 years

**Institute Experiences**

---

I experienced the following activities at the institute (check all that apply):

- Composing, sharing, and revising my writing
- Writing in a variety of genres for multiple purposes
- Reading and discussing professional literature
- Using digital tools
- Examining my teaching practice with institute colleagues
- Making public my approach to teaching writing (e.g., teaching demonstration)
- Other (please specify):

**Institute Experiences**

---

How would you rate the overall quality of this institute?

- |                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Poor                  | 2                     | 3                     | 4                     | Excellent             |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

How would you compare the quality and value of this institute to other (non-NWP) professional development activities you have participated in recently?

- |                       |                       |                       |                       |                       |   |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| Much worse            | 2                     | 3                     | 4                     | Much better           | <i>I have not participated<br/>in any other<br/>professional<br/>development recently</i> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   |

To what degree do you feel that you will be able to apply what you have learned in this institute to your own classroom and your own students?

Not very much	2	3	4	A great deal
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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To what degree do you believe that the experience you have had in this institute will translate into improved student writing?

Not very much	2	3	4	A great deal
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Institute Experiences**

---

To what degree did your institute experience prepare you to:

	Not very much	2	3	4	A great deal	Not applicable
Be a better teacher of writing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve the way you assess student writing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase the amount of time students spend on writing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrate more effectively the use of digital tools into your teaching practice?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Better differentiate your instruction to reach a wide range of students (e.g., students of different skill levels, language backgrounds, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Institute Experiences**

---

**Page exit logic:** Skip / Disqualify Logic

**IF:** Question "

Were you employed in education in 2017-18?

" Is one of the following answers ("No") THEN: Jump to [page 22 - Demographics](#)

To what degree did your institute experience prepare you to:

	Not very much	2	3	4	A great deal	Not applicable
Contribute to your school's writing program?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contribute to your Writing Project's professional development programs in schools and districts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advocate for integrating more writing into content areas?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be open to taking on leadership roles at your Writing Project, school, district or other professional organization?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand how state-adopted college and career standards (e.g., Common Core) affect your discipline and your teaching?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Students**

---

**Page exit logic:** Skip / Disqualify Logic

**IF:** Question "Did you teach the same students regularly in 2017-18?" Is one of the following answers ("No; I did not teach in 2017-18.") THEN: Jump to [page 22 - Demographics](#)

Page exit logic: Page Logic

IF: Question "Did you teach the same students regularly in 2017-18?" is one of the following answers ("No; I taught, but did not teach the same students regularly (e.g., coach, demonstration teacher, substitute).") THEN: Jump to [page 20 - Classroom](#)

Show/hide trigger exists.

Did you teach the same students regularly in 2017-18?

- Yes
- No; I taught, but did not teach the same students regularly (e.g., coach, demonstration teacher, substitute).
- No; I did not teach in 2017-18.

Min = 1 Max = 2000

Hidden unless: Question "Did you teach the same students regularly in 2017-18?" is one of the following answers ("Yes")

What is the total number of students you taught regularly in 2017-18?

---

### ELL Students

Show/hide trigger exists.

Did you teach any ELL students (students whose primary language is not English) for all or part of your schedule?

- Yes
- No

Min = 1 Max = 2000

Hidden unless: Question "Did you teach any ELL students (students whose primary language is not English) for all or part of your schedule?" is one of the following answers ("Yes")

Please estimate the number of students you taught who were ELLs:

---

### Classroom

**Grades you taught in 2017-18 (check all that apply):**

- Pre-K
- K
- 1st
- 2nd
- 3rd
- 4th
- 5th
- 6th
- 7th
- 8th
- 9th
- 10th
- 11th
- 12th
- 2-year Community College
- 4-year College/University
- Other (please specify):

**Classroom**

---

**Teaching discipline that best reflects your teaching assignment in 2017-18 (select only one):**

- Arts and/or music
- Career and technical education
- Elementary subjects/generalist
- English as a Second Language (ESL) / English as a Foreign Language (EFL) / English Language Development (ELD)
- English language arts / English / Composition
- Foreign language(s)
- History and/or social studies
- Math
- Science
- Special Education
- Other (please specify):

**Demographics**

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Your ethnicity, check all that apply (optional):

- American Indian or Alaska Native
- Asian or Asian-American
- Black or African-American
- Latino/a or Hispanic
- Pacific Islander or Filipino/a
- White or European-American
- Other

**Reflection**

---

What do you think is the most important thing you gained from the invitational institute and why?

**Contact Information**

---

NWP may send institute participants short follow-up surveys in the two years following the institute. **We will not use your contact information for any other purpose.** It will not remain connected to your survey responses, which will be summarized and reported in the aggregate.

Your First and Last Name:

##### %s format expected

Your Email Address:

XXXXXXXX %s format expected

Please Re-enter Your Email Address:

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Thank You

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**Page entry logic:**

This page will show when: Question "Your role at this institute:" is one of the following answers ("I am a facilitator/institute leader")

**Hidden unless:** Question "Your role at this institute:" is one of the following answers ("I am a facilitator/institute leader")

We are not collecting feedback from institute leaders/facilitators in this survey. If you would like to preview/test the survey to see what participants will see, please use password **testpw**.

If you are NOT a facilitator, click the back button and change your response to the previous question.

**2018 Invitational Institute Survey**

---

**Page description:**

Thank You

Thank you for completing the NWP Invitational Institute Survey!

**Want to stay in touch with the National Writing Project?**

Here are a few ways to participate in the national community of NWP teacher leaders:

- [Subscribe to Write Now](#), NWP's quarterly email newsletter. *Write Now* publishes cogent articles for, by, and about educators who teach writing; news about the profession; and updates on NWP's activities and accomplishments.
- We also invite you to join our open online publishing community, [The Current at Educator Innovator](#), where you can blog about your teaching experience to continue sharing and getting feedback about your practice.
- For a collection of resources for NWP teachers and teacher leaders and blog posts about teaching writing and teacher leadership, check out [Write/Learn/Lead](#).
- For ongoing and varied conversations about a range of topics, connect with NWP colleagues from around the country through our [online communities and social networks](#).

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Writing Project Teacher Consultant/Bismarck teacher Melissa Cournia introduces strategies for handling source texts from Graff & Birkenstein's *They Say/I Say* at the 2018 Red River Valley Writing Project Summer Institute

**Grantee:** Red River Valley Writing Project  
**Amount:** \$10,000  
**Programming:** Summer Institute for K-12 teachers

### Description of Summer Institute for K-12 Teachers

The 2018 RRVWP Summer Institute took place at Legacy High School in Bismarck, July 23-27, with a focus on the National Writing Project's new [College, Career, and Community Writers Program](#) (C3WP), which supports teachers in teaching **argument writing**. RRVWP Co-Director Angela Hase co-facilitated the SI with Teacher Consultant (TC) Lisa Gusewelle. Northern Plains Writing Project TC Melissa Cournia assisted the facilitators as the returning fellow in a group of 12 teachers from diverse schools in North Dakota. The RRVWP Director, Kelly Sassi, helped facilitators plan and kick off the Institute. Teachers read into new materials on the teaching of argument writing, practiced their own writing, and were coached to design and lead teaching demonstrations for each other on mini units from C3WP.

# RRVWP

RED RIVER VALLEY WRITING PROJECT  
Improving Literacy Instruction, K-16

What sets **RRVWP** professional development apart from other PD is that we use **local leaders**, in whom we have invested, to lead the PD to address **local issues**. We do this with the support of a national network (the **NWP**) that is the **longest running** professional development organization in the country, and the **only** professional development organization that focuses on the teaching of **writing**.

**Budget**

Due to 90% decrease in funding since the last biennium, we scaled down the number and length of our programs to attempt to maintain the high quality of Red River Valley Writing Project professional development in the most efficient manner possible. We reduced the summer institute from 3 weeks to 1 week, capped the number of participants at 12, and lowered the stipends.

2 facilitators @ \$1600 each	\$3200
12 participants @ \$300 each	\$1200
Guest Presenter	\$600
Director Planning and facilitation	\$421.64
Travel reimbursement	\$355
Visitor’s Day Luncheon	\$146.04
Postage	\$10.50

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Total cost of summer institute: \$5,933.18 for 35 hours of PD for 12 teachers  
This comes to **\$14.12** per contact hour per teacher, an incredibly low cost for high-quality professional development for North Dakota teachers.

**Performance Measures**

Our goal was for 90% of respondents to respond with a 4 or a 5 on the following three performance measures. **We exceeded our goal** in all three measures, with 100% on Measures 1 and 2 and 92% on Measure 3. Results are on the following page.

**RRVWP**



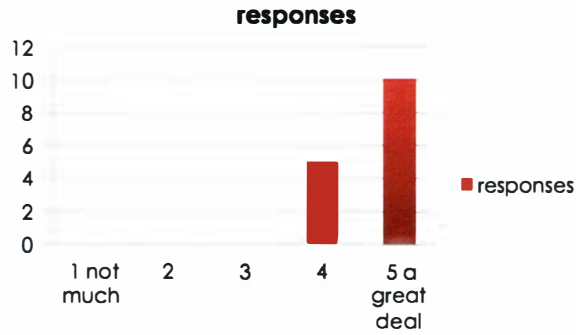
**RED RIVER VALLEY WRITING PROJECT**

Improving Literacy Instruction, K-16

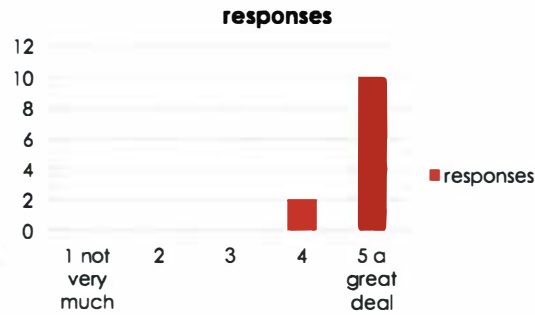
# Performance Measures

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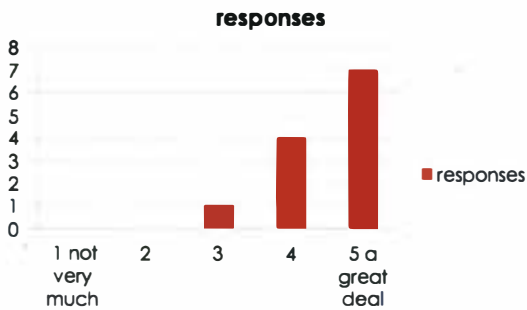
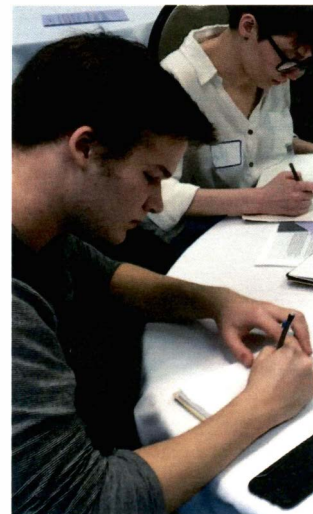
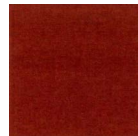
1. To what degree do you believe that the experience you have had in this institute will translate into improved student writing?



2. To what degree did your institute experience prepare you to be a better teacher of writing?



3. To what degree did your institute experience prepare you to increase the amount of time students spend on writing?





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**TESTIMONY ON SB 2013  
HOUSE APPROPRIATIONS COMMITTEE  
EDUCATION AND ENVIRONMENT DIVISION**

**March 4, 2019**

**By: Jamie Mertz, Director Fiscal Management  
701-328-2176**

**Department of Public Instruction**

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Mr. Chairman and Members of the Committee:

Good morning, my name is Jamie Mertz, Director of Fiscal Management for the Department of Public Instruction. I am here to provide you information regarding the Department's 2019-2021 appropriation request. I refer you to the budget book that you have been given this morning.

The Department's budget is comprehensive and includes three outlying agencies, the budget documents are separated by pre-printed tabs. The first tab includes information relative to the Department's 2019-2021 budget request including a funding analysis worksheet, federal funding and optional budget requests.

The second tab labeled 'School Finance Statistics' has information related to enrollments, resident births, teacher salary information and the Integrated Funding Formula narrative and worksheets. Adam Tescher will be presenting this information after I have completed the administration portion. Tab number three labeled 'Pass-Thru State Grants' has information related to the State pass-thru

grants including the awards for the current biennium and legislatively required performance reports.

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 following DPI.

The first two pages of the budget book are the agenda listing the speakers for today's hearing and a table of contents. This is provided as a quick reference for you to go back and review the information provided.

Page 1 of the budget book is a spreadsheet giving the overview of the Department's 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, Grants, Special Line Items and finally totals the budget by funding source. Column 1 is the current 2017-2019 Legislative Appropriation. Our base level budget for the 2019-2021 biennium are listed in column 2. We have listed our agency request in column 3 which we would like the committee to consider. Column 4 is the Executive Budget while the final column is the current version of Senate bill 2013. Our request contains items that were a part of the Executive Budget and/or the Senate version as well as optional requests that were not included.

On Page 3 is a graph that depicts how our agency requested budget would be expended. The majority of NDDPI's budget is funding that is delivered to school districts through the State Aid formula, Transportation funding or federal program grants for school districts and students such as the Title Programs, Special Education or USDA Nutrition Programs. Administration expenses make up less than 2% of our budget request.

On page 4 is the department's organizational chart. We have made significant organizational changes in the last biennium which we believe has made us a more efficient organization. The agency currently has 91.75 FTEs which is down from the 99.75 that we had in the 2015-2017 biennium. During the oil boom, DPI did not greatly expand the number FTEs we had at our agency. We have utilized technology to gain efficiencies and continue to do so. For our initial budget request to OMB, we were asked to decrease our FTE count by 4. We requested that 1 FTE be restored and this request is included in SB2013. We ask that this same request be taken into consideration by this committee.

Pages 5 and 6 identify the Federal Funding the department has received in the last two fiscal years. Our Child Nutrition and Food Distribution office also distributes over \$11 million in commodities per year to school districts, food banks and Indian reservations which is not included in these two pages. We currently don't expect the Federal Funding we receive to change significantly in the next few

years. A few of the grants that are on these two pages have been eliminated but have been replaced by other grants which provide greater flexibility to our grantees.

Pages 7 and 8 shows the department's 2017-2019 appropriation and our projected expenditures for that time period. We are currently projecting \$12.3 million in General Funds to be turned back at the end of the biennium. However, the estimated expenditures for the Special Education contracts will actually be \$22 million. We will be requesting funding to make up this difference in the current biennium. Adam will be able to address any questions on this line item during his testimony.

Page 9 is an update on the one time funding items in our current biennium. All items, except the Governor's School, are funded from the Foundation Aid Stabilization Fund. The Governor's School is funded from the Student Loan Trust Fund. We expect all items to be expended completely except for the REA Merger grants. Two REAs have voted to merge and they will be requesting funds in the next couple of months.

On page 10 are the budget reductions we proposed to meet the Governor's 90 percent budget request. As I mentioned before, we were asked to reduce our FTE count by 4. This resulted in a reduction of almost \$687,000. We also reduced our operating expenses by just under \$362,000. The two largest components of our

operating expenses are IT related items that we pay to ITD and for State Assessment testing. These two items are included in the base in which we calculate our reduction amount, however, since we cannot cut these two items it puts additional pressure on other areas. We also proposed reducing the \$1.53 million grant pool that was created in the 2017-2019 biennium. Other items in this line include reduced breakfast program, school lunch matching funds and adult education matching funds. We did not feel it was appropriate to reduce these programs.

In the pass through grant line, we reduced four grants for a total of \$359,871. Global Bridges informed us that they would not be requesting funds this biennium so we removed it as well as reduced the three largest grants by six percent. We also proposed reducing Power School by \$550,000.

The last page in this section lists our optional adjustment requests some of which Superintendent Baesler addressed earlier. I've highlighted our requested items that were included in the Executive Budget and/or the current version of SB2013. The first item I will mention is the \$312,000 increase in our contract with AdvancED. AdvancED is a nationally recognized system of support that is aligned with North Dakota's school system accreditation processes, procedures, standards and criteria. By using AdvancED, all North Dakota school districts receive high quality services providing a uniform comparison among school districts. We have

been able to persuade AdvancED to hold their cost steady for the last two biennia, however, we know we will not get this concession for the 2019-2021 biennium. It is imperative that these services continue for consistency and uniformity. We also requested \$200,000 in general operating funds to be restored from the amount we proposed to be cut for the Executive Budget. As I mentioned before, there are items that cannot be cut but are included in our base on which our ten percent cut is based. Also, we have seen increases in audit and IT costs over which we have no control. As a captive client, we cannot pursue third party options in pursuit of cost savings. This request is to restore some of the funds to cover these costs.

We also requested that \$5.7 million be added to the Grants – Special Education line. For the at least the last two biennia, we have had to request deficiency funding for this line. We hope this increase would solve that issue. The last item I will discuss is the \$15 million increase to our Grants-Other Grants line for federal grants. We received an audit finding due to our appropriation being insufficient to cover all of the federal grant requests we received during the 2015-17 biennium. This request is to resolve this audit finding. One comment I will make on this is that the funding for all of these is from the General Fund except for the Federal Grants increase as these are funded by Federal appropriations.

Mr. Chairman, this concludes my remarks and I thank you for the opportunity to discuss the budget priorities of the Department of Public Instruction. Adam



Tescher will present information on the next section pertaining to School Finance but I would be happy to take any additional questions from the committee before he comes to the podium. Please feel free to contact me or other Department personnel to answer any questions or provide further information. Thank you.

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SB 2013

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**TESTIMONY ON SB 2013  
HOUSE APPROPRIATIONS COMMITTEE  
MARCH 4, 2019**

**By: Adam Tescher, Director School Finance and Organization  
701-328-3291  
Department of Public Instruction**

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Mr. Chairman and Members of the Committee:

Good morning, my name is Adam Tescher, Director of School Finance and Organization for the Department of Public Instruction. The school finance information begins on page 12 in the budget book.

Page 12 provides a statewide look of school districts, school buildings, K-12 enrollment, licensed staff, non-licensed staff, and graduates for public school districts, non-public schools, state institutions, BIE schools, special education units, and career and technical education centers.

Page 13 has two graphs; the first graph shows new arrivals to the state of North Dakota by age group. Approximately 51% of new arrivals are from ages 18-34 and almost half of those arrivals are between the age of 20-24. The second graph shows the North Dakota population estimates from 2010 – 2017.

Page 14 shows the North Dakota resident births by county from 2002 – 2017. This is the information that the department uses to project kindergarten students that will be entering the public-school system.

On page 15 there are graphs that show the K-12 enrollment for public school districts from 1996 through the current 2019 school year, as well as projecting the enrollment for the next biennium. The 2019 K-12 public school enrollment is 110,842 students. These graphs also show the enrollment comparisons and trends of North Dakota's nine largest districts to all the other districts in the state.

Page 16 shows enrollment history by region and pages 17 and 18 have the enrollment history by county. These tables also compare changes from the 2009-10 school year to the current 2018-19 school year.

Page 19 reports the North Dakota public school enrollment cohorts. This is the tool that the department uses to project the number of students for next biennium. The 2019-21 biennium enrollments are projected advancing the students from one grade to the next. We then look at the survival rate over a period of years to determine the percentage of students that will enter the following grade level. The projected increases for the 2019-21 biennium are 2,345 students in 2020 and 3,160 more students for 2021. Page 20 lists enrollment observations for K-12 public school districts.

On page 21, there are charts and graphs that show a history of licensed staff's full-time equivalency and salary as well as student enrollment going back to 2009. Page 22 is a report from the Digest of Education Statistics published by the

National Center for Education Statistics (NCES) that shows the annual average salary for teachers by state.

Page 23 is a historical look at the state aid to schools and the and the different funding lines that have been used since the 1999-2001 biennium as well as the senate passed version for the 2019-2021 biennium. The version of the integrated formula that is currently in place was established for the 2013-2015 biennium where there was a significant increase in the state's investment in K-12 education.

The K-12 funding formula is tied to the cost of providing an adequate education. In the 2013 session, local property tax levy authority was decreased significantly with the statewide taxes making up the difference. 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. The North Dakota K-12 funding formula provides a base of financial support per student regardless of where the student lives or what the taxable valuation is of the district.

Pages 25 and 26 is the calculation tool that the Department of Public Instruction uses to determine the total formula payment as well as the state share of the formula payment. An example of the Bismarck School District has been provided.

Pages 27 and 28 show the cost to continue the current formula for the 2019-2021 biennium. The cost to continue accounts for projected student growth and estimated changes in taxable valuation, using the same base payment rate and weighting factors as the 2017-2019 biennium. The increase in appropriation for the cost to continue is \$52,295,837 more than the current biennium. There is also an increase in the Grants – Special Education Contract line of \$5.7 million to account for shortfalls in the current biennium and projected increases going forward.

Page 29 shows the cost to continue as well as the cost increase for the senate version. The changes in the senate version include increasing the per student payment rate 2% and 3% respectively each year of the biennium, reducing the transition minimum payments by 5% in the second year of the biennium, changing all in lieu of property tax deductions to 75%, and uses the higher of the spring ADM and fall enrollment. Districts that use the fall enrollment will have their payment adjusted the following year to reflect the spring ADM for that year.

This concludes the Department of Public Instruction testimony and I can take any questions that you have. Thank you

## **Northern Plains Writing Project (NPWP) request of House Appropriations (SB 2013) for a biennial budget increase through DPI to \$45,000.**

\***NPWP, housed at Minot State University**, is one of 200 sites nationwide dedicated to strengthening education K-16 following the model of "Teachers Teaching Teachers." It serves teachers and students around the state, roughly dividing duty with the Red River Writing Project, out of NDSU.

\*Teachers meet in 6 week **Summer Institutes** and **Advanced Institutes** held in the summer, and through **In-Service activities** held throughout the year, meant to spread the educational wealth. During Institutes, teachers research new teaching methods in their fields, and incorporate research with proven strategies to create refurbished or altogether new lesson plans for use in the classroom.

\*The following are some of the activities beyond Institutes NPWP runs and/or supports:

1. **Celebration of Language Arts Festivals.** Students 8-12 grade come to the Minot State University campus for a day of creative writing, literary jeopardy, stagecraft, et cetera. At the same time, their teachers meet as a professional development group.
2. **College for Kids.** Teacher Consultants who have been through the Institutes bring their knowledge to kids on the Minot State Campus during the summer.
3. **Additional Institutes** held through Bismarck State College, for those teachers who find it more convenient.
4. **Young Writers Workshops** in Bismarck, Beulah, Berthold, Turtle Mountain, South Heart, Minot, Williston, Stanley, and more.
5. **Annual Workshops for Teachers** at annual North Dakota Conference of Teachers of English, Mandan.

**Revamped Institutes** for convenience: **Hybrid Model** draws a whole new group of teachers. The Institutes run for five days on campus, then **online coursework** through **Collaborate Ultra** software for three weeks or research and writing, then a return to campus for presentations.

*We are committed to strengthening education in North Dakota, have a strong track record, and make this request in order to rebuild, renew. Give us a chance to show you what we can do.*

**Robert Kibler, Director, NPWP**, [Robert.Kibler@ndus.edu](mailto:Robert.Kibler@ndus.edu) ; 701-720-2716  
**Dan Conn, Co-Director, NPWP**, [Daniel.conn@ndus.edu](mailto:Daniel.conn@ndus.edu)



## What teachers say about teachers teaching teachers...

*"I'd been hearing great things about the institute everywhere. It seemed like all the greatest teachers I knew had been there at one time or another. They were right; it was great...I don't really know that I can handle living and laughing that hard all the time! Moderation in all things - except the Summer Institute! Long live NPWP!"*

— Billy Luetzen, Ray HS



*"NPWP provided great practice for effective professional development in a way that a short workshop cannot. It modeled good writing and teaching, and exposed me to good writing and good teachers."*

— Jesse Radzwill, Mohall HS



*"This Institute is an experience that I would not trade for a trip to Hawaii. Why? Because academically, socially, and professionally, this Institute showed me a paradise much more beautiful than Hawaii."*

— Edwin Mwanza, Bishop Ryan & MSU dual credit instructor

*"NPWP is not just about teaching; it is equally about writing. In that regard, NPWP gave me breath again. Writers need readers."*



*Sharing my writings with the group, brainstorming ideas together, and running through revisions with partners woke me up and refocused me on my craft. Writers also need routine. The daily writing prompts ensured that I would always write something, day after day."*

— Melissa Lytton, freelance writer & MSU instructor

Application due:  
June 1, 2018

Apply at our website:  
[www.minotstateu.edu/npwp](http://www.minotstateu.edu/npwp)  
For information contact  
NPWP Director Robert Kibler  
Phone: 701-858-3876  
[robert.kibler@minotstateu.edu](mailto:robert.kibler@minotstateu.edu)



Northern Plains Writing Project  
English Department  
500 University Ave W  
Minot, ND 58707  
[www.minotstateu.edu/npwp](http://www.minotstateu.edu/npwp)



Att 5  
SB 2013  
3/4/2016

## Northern Plains Writing Project



Sign up now for the  
2018 Summer Institute  
at Minot State University!

June 4 – July 23, 2018

Application due: June 1, 2018

## Who should attend?

Teachers from every discipline and grade level.

*"There were only two primary teachers in the room and the other was in her second summer. Would I be able to relate to these people who taught secondary grades? Would I even be able to do the assignments given? I looked forward to the daily writing prompts and hearing the heartfelt words that these incredibly talented teachers would put onto their paper and later out into the open when we read our work out loud. To anyone thinking that this sounds embarrassing or hard, it was at first, but...it becomes very easy to share what you have just written. The prompts were fun and engaging as were the book studies."*

— Jamie Kemper, Edison Elementary



## Why attend?

*"I've watched people from incredibly diverse backgrounds and interests come together to share, collaborate, and grow as writers and educators, and without a doubt it has been one of the most rewarding experiences of my life."*

— Jake Thomas, Magic City Campus

## What does it cost?

### Degree Credit Option

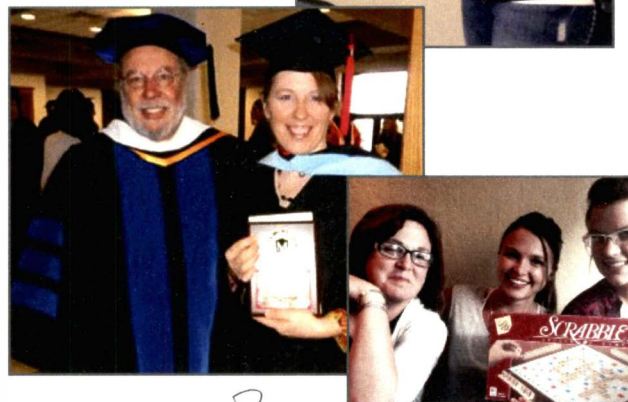
Teachers attending the Summer and Advanced Institutes receive a \$1,300 stipend for 6 graduate credits, Cost to Teacher: About \$500 out of pocket tuition & fees.

### Graduate Workshop Credit Option

Teachers can earn 6 credits of 500 level graduate workshop courses, which count towards re-certification, at no cost to the teacher.

### Professional Development Option

Teachers can attend for professional development without earning any credits at no cost to the teacher.



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## Program Descriptions

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### Summer Institute

Monday – Thursday, 9 a.m. – 4 p.m.

*"I've gained ideas for how to get students to write more, how to collaborate with my colleagues, how to build thematic units rather than units by genres. I've made some incredible memories with some of the most diverse and authentic people I've ever met!"*

— Amanda Forsberg, Garrison HS

### Advanced Institute

For teachers who return to the NPWP Institute.

*"This summer was the same, but different. I came in feeling like I knew a little bit of what I was getting into, except when I showed up, I was hit with this tidal wave of unfamiliar teachers and writers with more talent than I'll ever have. Even though I was terrified, now I'm glad for them because they really pushed me out of my comfort zone and made me realize that I wouldn't be allowed to 'just settle'" this summer."*

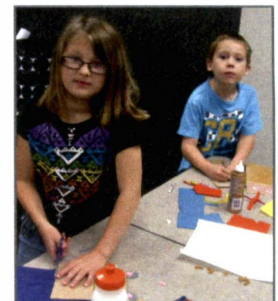
— Courtney Mantz, Jim Hill MS

### NPWP Mini-Institutes

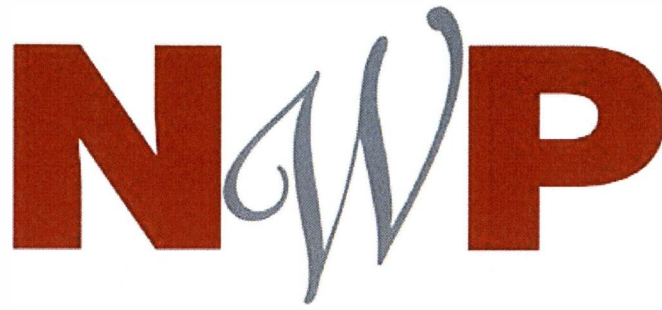
Teachers experience professional development and earn graduate workshop credit.

### Young Writers Institute

Children uncover their writing talents through fun activities and creative projects.







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3/4/2019

## What is the National Writing Project?

NWP's mission is to improve the teaching of writing, K-16. Its model of teacher development is a grassroots model: the most talented K-16 teachers (in all subject areas) attend a four-week summer institute in which they refine their best practices for teaching writing, investigate current research on writing instruction, and develop workshops for other teachers. Through local inservice and continuity programs, these teachers share the knowledge they gain with a wider audience of educators.

<http://www.nwp.org/>

## What is the Red River Valley Writing Project?

The Red River Valley Writing Project is one of two National Writing Project (NWP) sites in North Dakota. The other is the Northern Plains Writing Project, based at Minot State. The RRVWP was originally established in Grand Forks in 1999, and it expanded to Fargo last year. See our blog at <http://redrivervalleywritingproject.blogspot.com/>

## What can the writing project do for you as a teacher of writing?

- ✍ Provide professional development through the Summer Institute (3 graduate credits) and shorter, one-week institutes (1 credit). Contact Dr. Kelly Sassi: [Kelly.sassi@ndsu.edu](mailto:Kelly.sassi@ndsu.edu)
- ✍ Provide continuity activities such as book studies on the latest books about writing, writing groups, and research groups.
- ✍ Once you have completed the summer institute, provide opportunities for you to share your knowledge about the teaching of writing with other teachers through paid, inservice presentations.
- ✍ Give you access to resources through the NWP and RRVWP websites.
- ✍ Connect you with a network of writing teachers through all of the above plus the Digital Is website. The NWP Digital Is website is a collection of ideas, reflections, and stories about what it means to teach writing in our digital, interconnected world.: <http://digitalis.nwp.org/>

# RRVWP



RED RIVER VALLEY WRITING PROJECT  
Improving Literacy Instruction, K-16

AH 6 SB 2013 3/4/2019

## About the Scholastic Art & Writing Awards

Since 2014, The Red River Valley Writing Project and Plains Art Museum have partnered to serve as the North Dakota State Affiliate for the Scholastic Art and Writing Awards.

The mission of the Awards is to identify teenagers (grades 7-12) with exceptional artistic and literary talent and bring their remarkable work to a national audience. A diverse panel of judges blind adjudicate the work each year. About 5-7% earn Gold Key Awards, 7-10% earn Silver Key Awards and 10-12% earn Honorable Mention.

When we started, there were only 20 submissions from North Dakota students. This year we had over 400 submissions from all over the state of North Dakota. All Gold Key Award winners are forwarded to the national level for adjudication.

North Dakota had six national winners last year, the most since we began serving as state affiliates.

The Awards started in 1923, and have an impressive roster of past winners, including Andy Warhol, Truman Capote, Sylvia Plath, Joyce Carol Oates, and Robert Redford. National Award winners have access to millions of dollars of scholarships and awards.

Thanks to the flow-through funding of the DPI grant, support from additional funders, and the dedications of dozens of volunteers, this program has experienced exponential growth in the last few years and has had a tremendous positive impact on teens in North Dakota.

This flyer showcases some of the work of the award winners, but please visit the Starion Gallery at Plains Art Museum between January 28<sup>th</sup> and March 9<sup>th</sup> to see the full exhibit of award winners this year. The state ceremony will be held on Saturday, March 9<sup>th</sup> from 5:30-8pm and you are encouraged to attend and celebrate the accomplishments of our young people.

Dr. Kelly Sassi, Director of the Red River Valley Writing Project, Associate Professor of English and Education at North Dakota State University

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## Snowflakes Made of Memories

*Parisien, Sunni*

*Grade: 10*

*Turtle Mountain Community High School*

*Educator: Patty Gourneau*

*Award: 2019 Gold Key in Poetry, Grades 9-12*

The first snowfall is always the most magical,  
My yard glitters with white snowflakes  
Like Christmas lights at nightfall.  
I take my warm index finger, create  
Masterpieces on this frosted window.  
Nostalgia digs into the attic  
Of my overflowing mind  
Seeking forgotten treasure.  
An abstract picture stares me in the eyes,  
Another snowflake kisses the ground  
And the picture sparks to life.

My brother and sister work with determination  
On the massive snow pile  
That will be home to our smooth sailing slide.  
The sun shine illuminates the sheen  
Of sweat beading their foreheads.

My body stretches  
Among the milky flurries blanketing  
The sleeping ground,  
Hibernating, hiding from  
The frostbitten world above,  
Snow angel wings flare to life under me  
A silent halo glowing atop my head --  
Cheeks red and rosy.

We slide and glide  
Until our socks are heavy with melted snow,  
The moon hangs in the sky,  
Our Christmas lights glitter  
Against the obsidian night.

My painting is melting, crawling  
To the bottom of this frosted  
Window frame.  
The salty tang, an escaped tear,  
Trails its way to my bittersweet smile.

Winter can be viciously bitter,  
Merciless to human flesh.

ATG

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I gaze out this frosted window,  
Every snowflake hugging  
The ground emulates a hidden  
Memory that's only mine to know.  
As flakes dwindle towards safety  
They hold my truth inside,  
Rekindling an adrift kinship  
With Aki's greatest masterpiece.

*Aki= Ojibwe for Mother Earth*

## The Satellite

*Tschaekofske, Samuel*

*Grade: 8*

*Horizon Middle School*

*Educator: David St Peter*

*Award: 2019 Gold Key in Science Fiction/Fantasy, Grades 7-8*

Our tale begins with a rather odd group who happened to be in a rather odd place. An immense satellite orbits the ruins of their once glorious planet. This satellite, about half the size of the moon, looks down upon Earth. The planet is enveloped in noxious fumes and radiation, clouds of dust block out the light. The only survivors now live within the satellite in blissful tranquility, endless resources at their disposal. In earlier days there was trouble over supplies, but now new expeditions launch daily, delivering countless riches, the storerooms overflowed with commodities. Yet, there was still unrest. Without any problems, life simply became dull.

A group of younger satellite inhabitants converses in a side chamber. They appear to be preparing for an adventure of some sort. It's past curfew and tension is high.

"Radio?"

"Check."

"Water?"

"Check."

"Why do we need water? It's only going to be for a few minutes, Luke."

"Ant, c'mon man! Do you really have to question every item I put on there? I'd like to be prepared. I'm not sure you understand the consequences of failure here."

"Luke really, we gotta get going, you know I can't stand having to sit around like this."

Luke, the self-appointed leader of the group, fumed. He was always bitter when he didn't get his way. It certainly didn't help that he was a perfectionist.

"'right Dee, but you guys better not mess this up."

"I won't, and you better remember it's Dash. You call me Deedee and I'll smash your sorry face."

Deedee, also known as Dash, couldn't stand the name her parents had cruelly forced upon her. She took it upon herself to change it and demanded she be called Dash. Yet, after time, everyone seemed to have settled on Dee.

The trio slipped out of the chamber and flew through dim, metal corridors, silver alloys lined the walls on every side. Each took to the shadows like they were trained. This was only their third expedition, but Luke had put them through countless, brutal training exercises, he needed everything perfect.

Soon they came upon the duct they had set out for, and Zach, the brains behind the operation, gave them the 'all clear' across the radio. Dee vaulted expertly to the ceiling with a powerful kick and snagged one of the silver rails that lined each wall. Luke let the screwdriver from his pack float up, and soon received the vent cover in return. It was Anthony's turn now,



and he also took a leap.

"Do I really have to do it? Dee, normally you do things like this," he complained.

"Ant, you're the only one who'll fit, I couldn't if I wanted to," Dee responded.

Anthony, nicknamed Ant for his size, didn't have a special role in the group, but he worked hard, when it suited him.

"'right, Zach, you have visual?" Luke asked as he rolled his eyes in annoyance.

Zach's voice came through the radio, "Yep, I gotcha Ant, go ahead and climb through." Ant pulled himself in and began to drift through.

Zach directed Ant as Dee and Luke waited anxiously outside. Five minutes later they received the signal.

"He's through. Watch your backs though, they always have people on patrol. I can't keep an eye on both of you."

"That's cool. We can handle ourselves. Thanks, man," Luke radioed back.

Ant squeezed through into the office, but realized too late he had pushed too hard. He hurtled through the air and braced himself to smash into the wall. Yet he didn't. Well, only partly. His head traveled right through, shredding a rule poster and he was only caught by his extended arms, which thumped painfully into the wall. He cursed loudly from the pain, but quickly realized the importance of his discovery. The office held more secrets than he had expected.

"Yo, Zach, I found something extra. There's a good-sized tunnel behind one of those rule posters they hang all over. I accidently broke through it and I'd like to see where it leads."

Note: See *The Best Teen Writing of 2019* for the continuation of this story.

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## The Lines That Divide Us Do Not Exist

*Michelle Chadraa*

*Grade:12*

*School: Davies High School in Fargo*

*Educator: Heather Yarber*

Please look past the color of my skin  
It doesn't take a magnifying glass  
Or an artist's eye  
To see the light that hits  
On the half-moons of our fingernails,  
The cobalt rivers of our veins,  
And the baby pink bumps of our tongues  
Just the same.

Please listen past the sound of my voice.  
I know I can't say "Chihuahua"  
Without breathing out the Hs,  
Speak in the right tenses,  
Or eradicate my accent.  
But still our vocal chords are shaped  
Just the same.

Please see past the shape of my eyes.  
Indeed they are almond shaped  
And indeed they do not open  
Like your French sliding doors  
But the eyelashes aren't uniform,  
the tears are colorless,  
And the pupils are dark with thought  
Just the same as yours.

Please perceive past the folds of my clothing.  
Even if I wear a cloth that covers my hair  
And covers my legs, even if I wear a cap upon my head,  
And even if I wear a chain with a symbol different from yours  
Doesn't mean they don't exist and  
Doesn't mean we aren't  
Just the same inside.

Please think past the bruises of our history  
Because it has passed  
Because it was done  
Because it is time  
To cross over our self-made partitions,  
Erase the mental constructs our borders,  
Nod our myriad of heads  
In unison that we are all  
Just the same.

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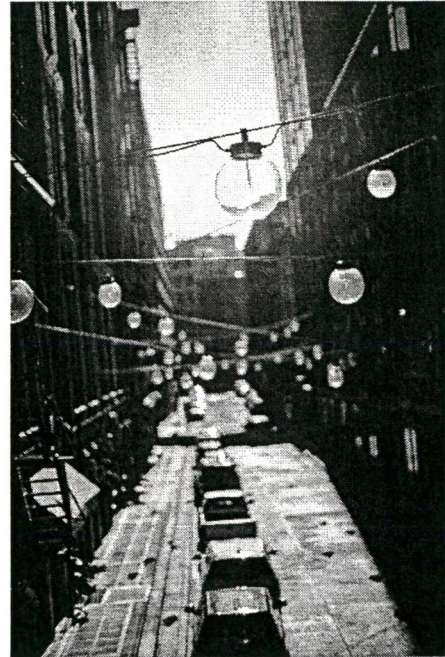


Acherson, Fischer

Mohall ND

*Bracelets on the Bus*

Painting



Swenson, Karl

Kindred, ND

*Seattle Alley*

Photography

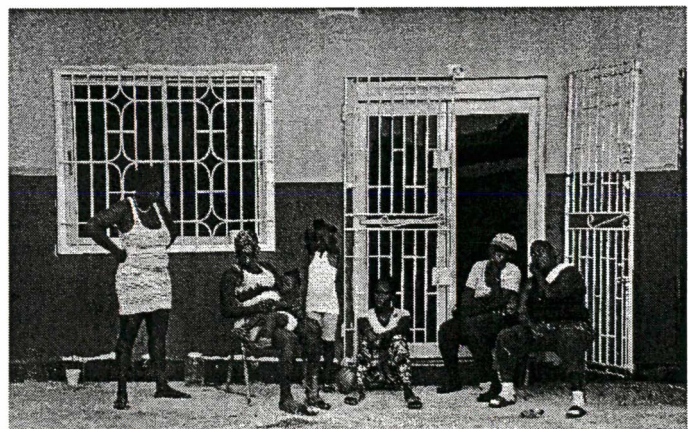


Rose, Deanna

Grand Forks

*Aristocrat*

Drawing



Propeck, Olivia

Fargo

*Jamaica*

Photography

Scholastic Art Writing Award Winners for 2019

Best Teen Writers in North Dakota

First	Last	Work	Category	Award	School	Town	Educator first	Educator last
Therese	Alvarez	The Fork in The Road	Novel Writing	2SilverKey	Divide Co High School	Crosby	Richard	Norton
Sumaiyah	Alyadumi	By Moonlight	Novel Writing	1GoldKey	Watford City High School	Watford City	Margaret	Hibbers
Ezra	Anderson	Street Sweepers	Science Fiction/Fantasy	3HonorableMention	Cheney Middle School	West Fargo	Melissa	Kremer
Megan	Ausk	Transcending Societal Norms	Personal Essay/Memoir	1GoldKey	Kindred High School	Kindred	Tanya	Neumiller
Abigail	B	The Eternal Forest	Science Fiction/Fantasy	2SilverKey	Dakota Memorial Fargo	Fargo	Madison	Novacek
Amaya	Baker	agathokakological	Poetry	2SilverKey	Horizon Middle School	Bismarck	Kelly	Moormann
Kendra	Beck	Down To Ashes	Personal Essay/Memoir	3HonorableMention	Park River Area High School	Park River	Kierstin	Hurt
Seth	Belgarde	K-19	Critical Essay	3HonorableMention	Turtle Mountain Community High School	Belcourt	Torrie	Decoteau
Peyton	Blotsky	To Live is to Die	Flash Fiction	1GoldKey	Watford City High School	Watford City	Leslie	Mans
Abigail	Brooks	The U.S.-China Trade War has Substantial Imp	Journalism	1GoldKey	Davies High School	Fargo	Jazmyne	Reinke
Hannah	Buee	Anger Issues	Short Story	2SilverKey	Horizon Middle School	Bismarck	David	St. Peter
Alison	Bugner	A Sister's Promise	Personal Essay/Memoir	2SilverKey	Kindred High School	Kindred	Tanya	Neumiller
Therese	Byankuba	Free at Last	Poetry	1GoldKey	Davies High School	Fargo	Lindsay	Seelig
Jessica	Chen	Featuring Student: Ali Alawi and Sara Alawi	Journalism	2SilverKey	Davies High School	Fargo	Jazmyne	Reinke
Gracyn	Cole	Room 512	Personal Essay/Memoir	3HonorableMention	Park River Area High School	Park River	Kierstin	Hurt
Jude	Dill	Goodbye Days	Poetry	2SilverKey	Davies High School	Fargo	Lindsay	Seelig
Olivia	Drake	I Dream of Nightingales	Short Story	1GoldKey	Davies High School	Fargo	Lindsay	Seelig
Olivia	Drake	Of God and Gold	Short Story	2SilverKey	Davies High School	Fargo	Lindsay	Seelig
Olivia	Drake	Flowers from Arlington	Short Story	3HonorableMention	Davies High School	Fargo	Lindsay	Seelig
Jacob	Frisinger	The Cure	Short Story	1GoldKey	Horizon Middle School	Bismarck	David	St. Peter
Brynn	Gaebe	Goodbye Ruth	Flash Fiction	2SilverKey	Century High School	Bismarck	Trisha	Martin
Susmita	Gurung	Opportunities are Weighed in Gold	Personal Essay/Memoir	2SilverKey	Fargo South High School	Fargo	Leah	Juelke
Kaylie	Halvorson	Voices	Personal Essay/Memoir	2SilverKey	Horizon Middle School	Bismarck	David	St. Peter
Adrian	Harrison	Flower Feelings	Poetry	3HonorableMention	Horizon Middle School	Bismarck	Kelly	Moormann
Isabelle	Irvine	Mirror, Mirror, On The Wall	Personal Essay/Memoir	3HonorableMention	Park River Area High School	Park River	Kierstin	Hurt
Mattea	Johnson	"Yes"	Personal Essay/Memoir	1GoldKey	Kindred High School	Kindred	Tanya	Neumiller
Taylor	Johnson	A Letter to the Man I Now Call Dad	Personal Essay/Memoir	3HonorableMention	Garrison High School	Garrison	Amanda	Forsberg
JoBeth	Johnson	Writing Portfolio	Writing Portfolio	2SilverKey	Divide Co High School	Crosby	Richard	Norton
Srinath	Kandooru	Life, Cake, Sailboat, Broken Dreams	Poetry	1GoldKey	Horizon Middle School	Bismarck	Kelly	Moormann
Manisha	Karki	His Life Changed Forever	Personal Essay/Memoir	1GoldKey	Davies High School	Fargo	Jazmyne	Reinke
Annelise	Klein	Diabetes	Personal Essay/Memoir	1GoldKey	Horizon Middle School	Bismarck	David	St. Peter
Lexi	Langowski	Silence In November	Personal Essay/Memoir	2SilverKey	Park River Area High School	Park River	Kierstin	Hurt
Lexi	Langowski	Welcome Home	Short Story	3HonorableMention	Park River Area High School	Park River	Kierstin	Hurt
Stephanus	Lategan	Draconic Legends	Science Fiction/Fantasy	2SilverKey	Davies High School	Fargo	Jazmyne	Reinke
Stacia	Legacie	Perfection	Poetry	3HonorableMention	Davies High School	Fargo	Lindsay	Seelig
Stacia	Legacie	The Beginning	Science Fiction/Fantasy	3HonorableMention	Davies High School	Fargo	Lindsay	Seelig
Emma	Lund	Free Verse Dark Poetry	Poetry	2SilverKey	Williston High School	Williston	Kari	Rustand
Ashlynn	Mitzel	This	Flash Fiction	3HonorableMention	Century High School	Bismarck	Kelly	Moormann
Deepshikha	Nath	Ghoul	Short Story	3HonorableMention	Horizon Middle School	Bismarck	David	St. Peter
Jessica	Ohlhauser	The Strength Behind Sadness	Personal Essay/Memoir	3HonorableMention	Lakota Jr Senior High School	Lakota	Ben	Scallon
Lexis	Orn	Unwanted	Science Fiction/Fantasy	3HonorableMention	Horizon Middle School	Bismarck	Kelly	Moormann
Sunni	Parisien	Snowflakes Made Of Memories	Poetry	1GoldKey	Turtle Mountain Community High School	Belcourt	Patty	Gourneau
Sunni	Parisien	Sisters of Air and Ash	Short Story	2SilverKey	Turtle Mountain Community High School	Belcourt	Patty	Gourneau
Karly	Pittman	The Magic Book	Humor	3HonorableMention	Horizon Middle School	Bismarck	David	St. Peter
Shea	Polk	Fine	Poetry	3HonorableMention	Horizon Middle School	Bismarck	David	St. Peter
Julia	Presteng	What I Really Love	Short Story	3HonorableMention	Central Middle School	Grafton	Elizabeth	Pilon
Jillian	Riley	Happiness	Personal Essay/Memoir	3HonorableMention	Valley Middle School	Grand Forks	Diane	Krueger
Alexander	Roehrich	Robots; Please Handle With Care	Critical Essay	2SilverKey	Horizon Middle School	Bismarck	David	St. Peter
Ellie Mae	Schulz	A Thousand Eyes	Poetry	3HonorableMention	Red River High School	Grand Forks	Tracey	Heisler
Amy	Seim	Inked With Independence	Personal Essay/Memoir	2SilverKey	Park River Area High School	Park River	Kierstin	Hurt
Kira	Sharp	The Anthem of Thermillion	Novel Writing	3HonorableMention	Horizon Middle School	Bismarck	David	St. Peter
Hannah	Smithers	The Tournament	Novel Writing	3HonorableMention	Horizon Middle School	Bismarck	Kelly	Moormann
Eva	Sobak	Sunflower Soldiers	Poetry	3HonorableMention	-	-	Bergit	Sobak
Rachel	Sperry	Oceans Away	Personal Essay/Memoir	3HonorableMention	Beulah High School	Beulah	Tina	Heller
Anna	Stoppeworth	Before Boys and After Boys	Personal Essay/Memoir	1GoldKey	Kindred High School	Kindred	Tanya	Neumiller

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**Scholastic Art Writing Award Winners for 2019**  
**Best Teen Writers in North Dakota**

Samuel	Tschaekofske	The Satellite	Science Fiction/Fantasy	1GoldKey	Horizon Middle School	Bismarck	David	St. Peter
John	Vandeberg	Facing the Inevitable	Personal Essay/Memoir	3HonorableMention	Valley Middle School	Grand Forks	Diane	Krueger
Lindsey	Watson	The wounded soldier	Short Story	2SilverKey	Horizon Middle School	Bismarck	David	St. Peter
Adina	Weinstein	Turned To Marble	Personal Essay/Memoir	2SilverKey	Valley Middle School	Grand Forks	Diane	Krueger
Mason	Wilmer	The Book Of Dust	Science Fiction/Fantasy	1GoldKey	Park River Area High School	Park River	Kierstin	Hurt
Mason	Wilmer	Have You Seen The Yellow Sign	Short Story	3HonorableMention	Park River Area High School	Park River	Kierstin	Hurt

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## The Red River Valley Writing Project 3/4/2019 Budget Request

The Red River Valley Writing Project (RRVWP) in Fargo is one of two National Writing Project (NWP) sites in North Dakota, the other being the Northern Plains Writing Project in Minot. Using local teachers to address local needs, with the support of NWP Network resources, is a successful model that is used across 185 sites around the United States.

Our mission is to improve the teaching of **writing**, K-16, **in all subject areas** through professional development for teachers, continuity support, and direct work with student writers through our writing camps. For the 2017-19 biennium, we requested \$100,000 (the same amount as the previous biennium) but received \$10,000—a **90% cut to our budget**.

In the previous biennium, we effectively leveraged our funding to obtain 10 additional grants, for a total of \$74,263--a notable accomplishment. With the reduced funding in the current biennium, we were not able to leverage as many outside grants, although we did receive a three-year grant to scale-up the **College, Career, and Community Writers Program (C3WP)**, which has excellent research results in improving writing in 10 states in high-need, rural schools.

One reason that our professional development is so cost effective is that we use a “teachers teaching teachers model,” in which K-college teachers first complete a writing intensive summer institute in which we introduce writing project principles and practice. We then draw from this pool of “Teacher Consultants” for our programming, from leading writing camps for high-needs students in the summer to the research-based College-Ready Writers Program for teachers of grades 7-12.

### Highlights of our work this year:

- **Summer Invitational Leadership Institute** in Bismarck (12 participants)
- **College, Career, and Community Writers Program (C3WP)** to improve the writing of source-based argument writing in grades 7-12 in Belcourt and Dunseith (28 teachers); in elementary schools (6 teachers)
- **Turtle Mountain Teen Art & Writing Workshop**, an Annual “Young Author Summer Workshop” aimed at at-risk youth (24 youth participants)
- **Scholastic Art & Writing Awards**. We had double the number of national award winners from North Dakota last season. We had 417 submissions from teens from all over North Dakota. The state ceremony is Saturday, March 9 from 5:30-8pm at Plains Art Museum, and you are invited. (300 participants last year)

### Funding Request for the 2019-2021 Biennium

Our writing project site--the Red River Valley Writing Project--is going to host a National Writing Project Conference during the next biennium, and we need additional funding to make this happen. I collaborated with the Director of the Madison Writing Project and the Director of the Minnesota Writing Project to start a Midwest Writing Project conference. The



first one was at the University of Wisconsin last summer. The second one is scheduled at the University of Minnesota for this summer, and the RRVWP is slated to host the 3rd one in 2020. This will bring about 200 writing project directors and teachers from around the Midwest (and sometimes other places too) to Fargo. This will be a huge opportunity for local teachers to learn from writing project experts outside the Red River Valley Writing Project and the Northern Plains Writing Project.

<b>Summer Institute</b>	\$15,000
<b>C3WP</b> (I have secured outside grants for this work)	\$0
<b>Turtle Mountain Teen Art &amp; Writing Workshop</b>	\$0
(The tribe has found its own funding to continue this workshop)	
<b>Scholastic Art &amp; Writing Awards</b>	\$8,000
<hr/>	
Total Annual Request	\$23,000
	<u>          x2</u>
<b>Biennium Request</b>	<b>\$46,000</b>
<b>One-time</b> additional request to host the National Writing Project Midwest Conference in Fargo in August 2020	
	+\$30,000
<hr/>	
<b>Total Request for 2019-2021 biennium</b>	<b>\$76,000</b>

We have some great data on the work we do (attached) and are very efficient in terms of funding dollars. Here is a history of our funding:

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Total attendance	471	848	1438	1185	1004	551
program/activity hours	234	353	670	615	418	270.5
Number of contact hours	2274	3217	5963	5644	5085	2675.5
Total number of activities	63	89	156	174	125	34
DPI funding	37,500	45,000	45,000	50,000	50,000	5,000

Our efficiency is unheard of in the education world, coming out to less than \$10 per contact hour!

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Writing Project Teacher Consultant/Bismarck teacher Melissa Cournia introduces strategies for handling source texts from Graff & Birkenstein's *They Say/I Say* at the 2018 Red River Valley Writing Project Summer Institute

**Grantee:** Red River Valley Writing Project  
**Amount:** \$10,000  
**Programming:** Summer Institute for K-12 teachers

### Description of Summer Institute for K-12 Teachers

The 2018 RRVWP Summer Institute took place at Legacy High School in Bismarck, July 23-27, with a focus on the National Writing Project's new College, Career, and Community Writers Program (C3WP), which supports teachers in teaching **argument writing**. RRVWP Co-Director Angela Hase co-facilitated the SI with Teacher Consultant (TC) Lisa Gusewelle. Northern Plains Writing Project TC Melissa Cournia assisted the facilitators as the returning fellow in a group of 12 teachers from diverse schools in North Dakota. The RRVWP Director, Kelly Sassi, helped facilitators plan and kick off the Institute. Teachers read into new materials on the teaching of argument writing, practiced their own writing, and were coached to design and lead teaching demonstrations for each other on mini units from C3WP.

# RRVWP

RED RIVER VALLEY WRITING PROJECT  
Improving Literacy Instruction, K-16

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What sets RRVWP professional development apart from other PD is that we use **local leaders**, in whom we have invested, to lead the PD to address **local issues**. We do this with the support of a national network (the NWP) that is the **longest running** professional development organization in the country, and the **only** professional development organization that focuses on the teaching of **writing**.

**Budget**

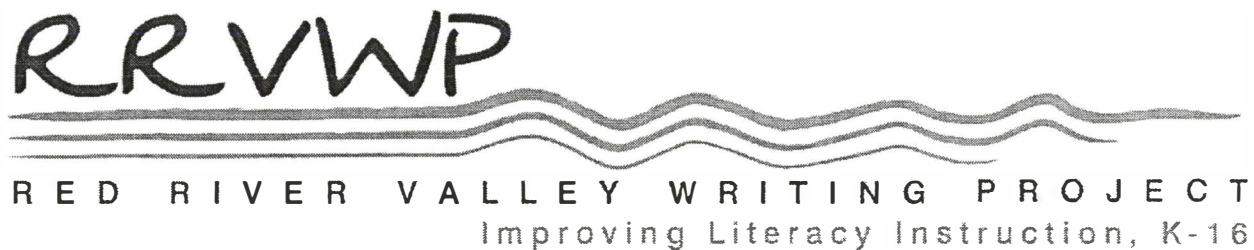
Due to 90% decrease in funding since the last biennium, we scaled down the number and length of our programs to attempt to maintain the high quality of Red River Valley Writing Project professional development in the most efficient manner possible. We reduced the summer institute from 3 weeks to 1 week, capped the number of participants at 12, and lowered the stipends.

2 facilitators @ \$1600 each	\$3200
12 participants @ \$300 each	\$1200
Guest Presenter	\$600
Director Planning and facilitation	\$421.64
Travel reimbursement	\$355
Visitor's Day Luncheon	\$146.04
Postage	\$10.50

-----  
Total cost of summer institute: \$5,933.18 for 35 hours of PD for 12 teachers  
This comes to **\$14.12** per contact hour per teacher, an incredibly low cost for high-quality professional development for North Dakota teachers.

**Performance Measures**

Our goal was for 90% of respondents to respond with a 4 or a 5 on the following three performance measures. **We exceeded our goal** in all three measures, with 100% on Measures 1 and 2 and 92% on Measure 3. Results are on the following page.





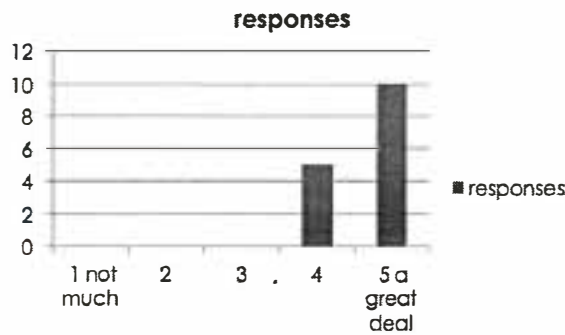
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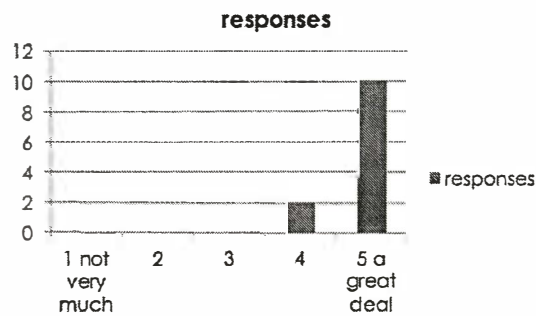
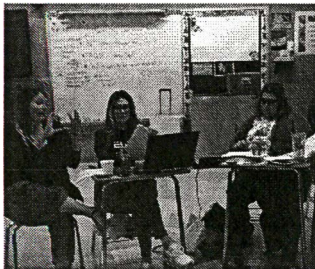
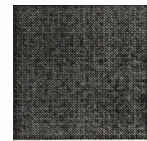
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### Performance Measures

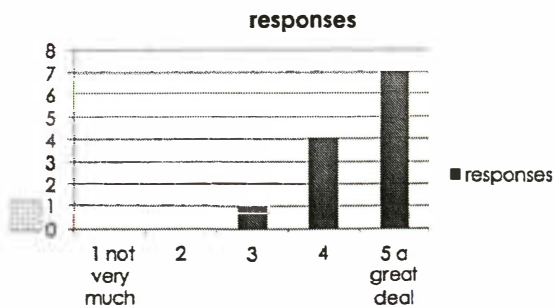
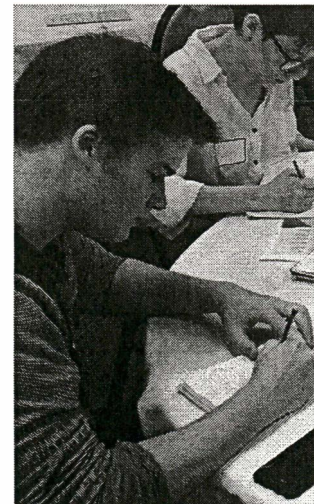
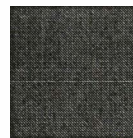
1. To what degree do you believe that the experience you have had in this institute will translate into improved student writing?



2. To what degree did your institute experience prepare you to be a better teacher of writing?



3. To what degree did your institute experience prepare you to increase the amount of time students spend on writing?





# RACE, WRITING & POWER

# 2019 NWP MIDWEST CONFERENCE

A146  
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## SAVE THE DATE

Friday & Saturday, August 2-3, 2019

UNIVERSITY OF MINNESOTA - TWIN CITIES  
MINNEAPOLIS, MINNESOTA

PROPOSAL SUBMISSION BEGINS  
SATURDAY, SEPTEMBER 1, 2018  
AND CLOSES FRIDAY, MARCH 1, 2019  
SEE REVERSE FOR CALL FOR PROPOSALS

[Z.UMN.EDU/2019NWPMIDWEST](http://Z.UMN.EDU/2019NWPMIDWEST)

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3/4/2019

# CALL FOR PROPOSALS

The **National Writing Project 2019 Midwest Conference** planning committee seeks proposals from educators across multiple teaching contexts (classrooms, community-based settings, artistic spaces) to teach and learn with one another about **race, writing, and power**. Taking up Sun Yung Shin's (2016) call "to come together in real relationships across sometimes very difficult borders" and to be "better prepared for the conversations and changes ahead" (p. 11), we embrace this theme as less about presenting solutions and more about raising questions, creating supportive and critical spaces for tough conversations, actively listening to and witnessing one another's ways of knowing and experiences, and generating next steps for equitable literacy education for youth in our local contexts. As Antero Garcia and Elizabeth Dutro (2018) remind us, "We need to find places to highlight how classrooms [and other sites of learning] are spaces of inclusion and oppression, are spaces that value and actively resist diverse identities, histories, and knowledges" (p. 382).

**We invite proposals that explore both paradoxes and possibilities in living and learning.** Join us for what we hope to be an immersive series of workshops, performances, panel presentations, and roundtable conversations that explore what it means to teach reading, writing, speaking, and listening in the context of ongoing social inequities and uncivil discourse. **We especially encourage proposals for sessions that are interdisciplinary and participatory.** Proposals might consider any of the following questions or others related to the theme:

- What roles can reading, writing, storytelling, and performance play in challenging existing structures of power and privilege, and in opening up new possibilities?
- How do we help writers develop their voices and participate in conversations that matter to them?
- How do we engage conversations about identity, power, and privilege without reinscribing the very structures we wish to critique or dismantle?
- How can we create educational spaces that invite access and belonging?
- How might we bridge the gaps between in- and out-of-school writing and learning?
- How can we create opportunities for youth to be engaged in civic and community work (e.g. YPAR, community organizing, social action projects, maker spaces, artistic performances)?
- How can we help students learn to read sources and research critically?
- How can we teach students how to make well-reasoned, evidence-based arguments in an often polarized debate culture?
- How can we forge partnerships within and across institutions in ways that are equitable and sustainable?
- How do we care for ourselves, our fellow educators, and our students in the emotional dimensions of teaching and learning? How do we do this while holding our institutions accountable?
- Where can we find hope and inspiration to sustain ourselves in the work of teaching, learning, and leading?

**Proposal submission begins Saturday, September 1, 2018, and closes Friday, March 1, 2019, at <https://z.umn.edu/2019NWPMidwest>**

Conference registration and information about hotel and campus residence hall housing options will be available soon.

## References

- Garcia, A., & Dutro, E. (2018). Electing to heal: trauma, healing, and politics in classrooms. *English Education*, 50(4), 375-383.
- Shin, S.Y. (Ed.). (2016). *A good time for the truth: Race in Minnesota*. St. Paul, MN: Minnesota Historical Society Press.

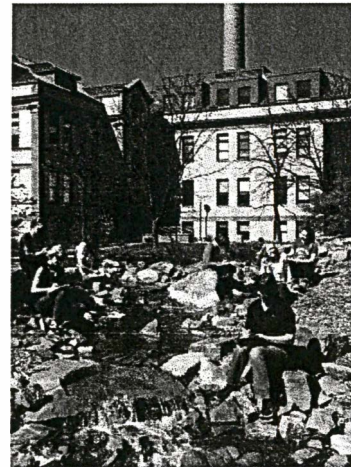




## What is the ILI?

ILI stands for Invitational Leadership Institute. It was formerly called the SI, or Summer Institute, and has been the signature NWP gateway experience for writing project teacher consultants. The ILI is an intensive summer institute for teachers of any subject area from K-16. Calls for application typically go out midwinter, and invited participants participate in group interviews in April. The pre-institute is in May before school gets out, which gives teachers time to gather student work samples that they may want to use in their teaching demonstrations in the summer.

The summer part of the ILI has three components—teaching demonstrations, writing, and reading into the research on the teaching of writing. Each teacher prepares a 75-minute teaching demonstration on a promising practice for teaching writing and then debriefs that demonstration with participants to strengthen the practice and adapt it for professional development. In addition to the teaching demonstration, ILI participants write daily, participate in writing groups, revise and polish their work, and prepare a portfolio of creative and professional writing pieces that serve their personal and professional goals. Participants engage with another signature writing project activity—the writing marathon, which involves several rounds of writing and sharing at several locales in the community. Teachers debrief this activity as well and make plans for how they can use it with their students. Finally, ILI participants read deeply into the research on the teaching of writing, using the RRVWP library, NWP publications, and other resources.



The ILI is where the future leaders of each writing project site are found and nurtured.

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**Improving Literacy Instruction, K-16**

AH 6

3/4/2019

SB 2013

# C3WP

## What is the C3WP?

C3WP stands for College, Career, and Community Writing Program. It was formerly called the CRWP, or College-Ready Writers Program, and is a new kind of Advanced Institute for teachers who have already participated in an ILI or who work with high-needs students. The C3WP focuses on teaching source-based argument writing to students in grades 7-12, with newer materials being developed for grades 4-6.



There are three components to the C3Writing Program: intensive professional development to support classroom implementation, curricular resources, and formative assessment to inform instruction. In a randomized control study of 10 states and 44 school districts, this program had a statistically significant impact on the four attributes of student writing—content, structure, stance, and conventions. Because of these results, the RRVWP applied for (and received) a grant to provide a C3WP Advanced Institute in Grand Forks, Fargo-Moorehead, and rural sites in the 2016-17 academic year. Teachers responded very positively to the program, publishing their stories of success on the RRVWP blog.

Furthermore, the RRVWP contributed to the \$36 million dollar i3 grant which starts in 2017-18 and continues through 2020. This grant will serve the Belcourt and Dunseith school districts in North Dakota, along with districts in several other states.

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A46  
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3/4/2019

# Youth Workshops

## What does the RRVWP offer youth?

The RRVWP has offered a number of workshops for local youth. This is a new area for our site since we moved from Grand Forks to Fargo in 2014. We are especially dedicated to working with youth in high-needs schools.

### **Turtle Mountain Teen Art & Writing Workshop**

The largest and longest of our youth workshops is the Turtle Mountain Teen Art & Writing Workshop in Belcourt, North Dakota which has had 16-24 participants for a week-long workshop each summer for 3 years. We brought these students to campus last fall for a reunion, to tour campus, to participate in additional workshops, and to get support in submitting their work to the Scholastic Art & Writing Awards. We have also done a similar workshop at Circle of Nations School.



Belcourt students pose by the Bison statue on their visit to NDSU.

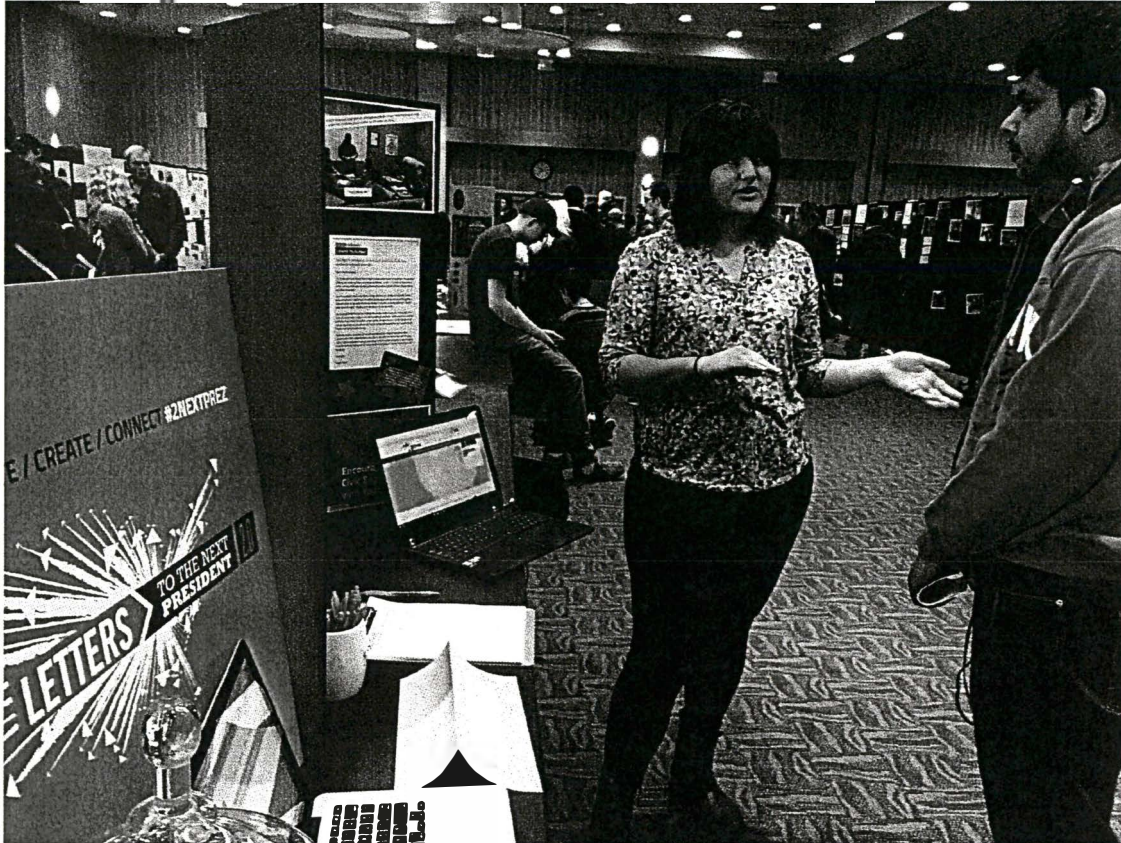


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SB 2013

3/4/2019

## Letters to the Next President

We offered a writing workshop for students who wanted to participate in the National Writing Project's Letter to the Next President campaign. NDSU English education students assisted students in c



omposing, revising, and submitting their letters. Submissions can be read by clicking on the map of the country. Here, NDSU grad student Siri Johnson presents her work at NDSU's Writing Conference:

RRVWP

NDSU

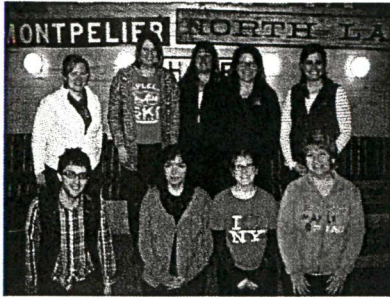
RED RIVER VALLEY WRITING PROJECT  
Improving Literacy Instruction, K-16

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## Continuity



## What is Continuity?

Continuity is what the Red River Valley Writing Project provides for TCs (Teacher Consultants) who have completed an Invitational Leadership Institute. Continuity can take various

forms depending on the TCs' needs and leadership capabilities.

The RRVWP typically offers a writing group that meets during the school year. This continuity activity supports the NWP philosophy that in order to be a good teacher of writing, one must BE a writer. The ILI provides an intensive writing experience for participants, but once the school year begins again, it can be challenging for teachers to maintain their own writing practice. This is where the writing group comes in. This group typically meets once a month to write together in a coffee shop and to read and discuss each other's work. The group also holds other events for the larger site, such as fall or winter writing retreats, which have been held at Maplewood and Rainbow Resorts in the past. The leaders of the writing group also plan and facilitate the downtown Fargo writing crawl, which typically starts at Zandbrosz Bookstore, continues to various locations, and ends with a reading at Red Raven Coffee Shop. This event draws about 50 people. A new continuity event planned for August 2017 will be the North Dakota Writing Marathon, which will take place in Mandan and Bismarck. We expect about 100 participants for this event. Events like the writing marathon engage teachers, students, and the general public in enjoying writing. Other continuity events include book discussion groups in Grand Forks and Fargo, decorating holiday trees with donated books, holding a write-in, the Letters to the Next President Campaign, etc.

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**Improving Literacy Instruction, K-16**



## About the NWP

The RRVWP is one of about 200 sites of the National Writing Project, the longest running professional development program in the country and the *only* one that focuses on writing instruction. The NWP has research-proven results—the students of writing project teachers consistently score higher on writing tests than other students in randomized control studies. NDSU is the host institution for the RRVWP, which started in 1999 at UND.



## To Schedule Professional Development

Our main focus for PD right now is on teaching argument writing with source texts through the College, Career, and Community Writers Program, though we can provide PD on a variety of writing and literacy topics. For more information, contact Kelly Sassi at [kelly.sassi@ndsu.edu](mailto:kelly.sassi@ndsu.edu) or call 701-231-7156.

Check out our blog → [rrwvwp.blogspot.com](http://rrwvwp.blogspot.com)

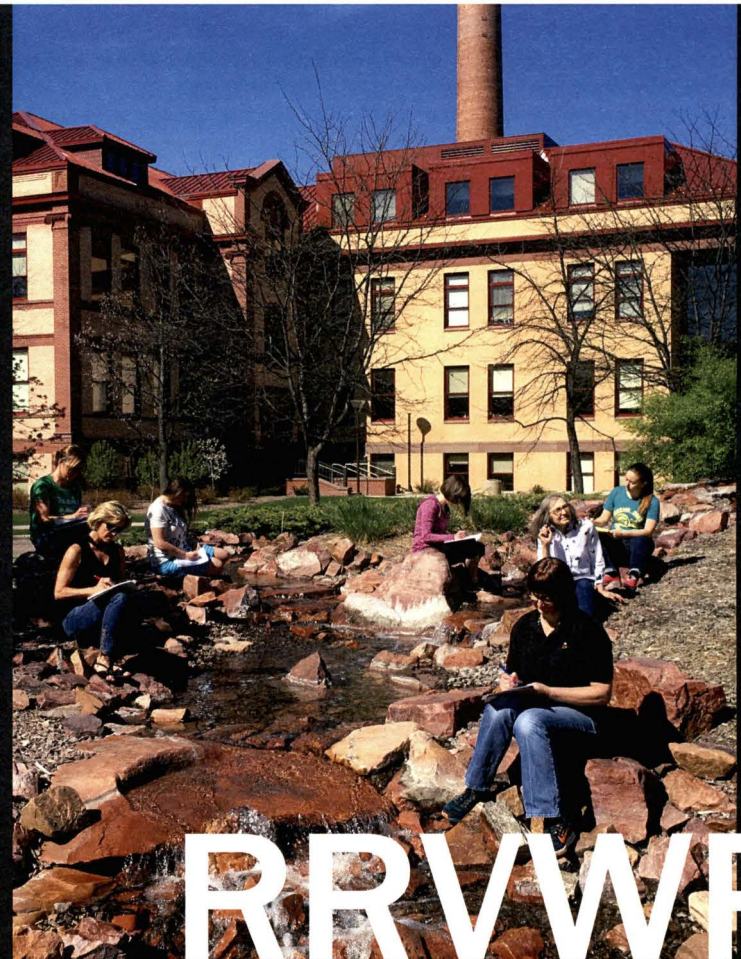
NDSU is an equal opportunity educator, employer and provider. Visit [ndsu.edu/equity](http://ndsu.edu/equity) or call 701-231-7708.

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Improving Literacy Instruction, K-16

North Dakota State University  
Dept 2320  
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[kelly.sassi@ndsu.edu](mailto:kelly.sassi@ndsu.edu)



# RRVWP

Above photo: The 2017 cohort of teacher leaders in the College, Career, and Community Writers Program engage in writing on the NDSU campus.

## The Red River Valley Writing Project

Improving the teaching of writing from K-college in eastern North Dakota & northwestern Minnesota



## Who We Are

### Kelly Sassi, Director

Kelly Sassi, an Associate Professor of English and education at NDSU, has served as Director of the Red River Valley Writing Project since 2014; prior to that, she served as co-director with Professor Kim Donehower at UND. Professor Sassi is also on the national leadership team for the C3WP.



### Angela Hase, Facilitator of the C3WP



Moorhead High School teacher Angela Hase has been a teacher-leader in the RRVWP since 2012, when she completed her first summer institute. She has co-lead writing marathons and writing retreats and has taken the lead on scaling up the C3WP in North Dakota.

## A Community of Teacher-Leaders

We provide continuity for our teacher-leaders, who in turn give back to their schools and communities through workshops, in-service presentations, and facilitation of our programs. For example, Kim Rensch leads a year-long writing group for teachers.



L to R: National teen poet West Clark, NDSU doctoral student Tony Albright, Turtle Mountain librarian Patricia Gourneau, NDSU professor Denise Lajmodiere, and Kelly Sassi, all of whom collaborated on the 2017 Teen Art & Writing Workshop.

## What We Do

### Summer Institute for Teachers (ILI)

Our Summer Institute is an Invitational Leadership Institute, an intensive experience in literacy teaching with three components: teaching demonstrations, writing groups, and reading into the research on writing instruction. The ILI is where future leaders of writing project sites are found and nurtured.

### C3WP

C3WP stands for College, Career, and Community Writers Program. It is an Advanced Institute for teachers who have already participated in an ILI or who work with high-needs students. The C3WP focuses on teaching source-based argument writing to students in grades 7-12. The RRVWP has received 3 grants to scale up this research-based program in North Dakota.

### Programs for Young Writers

The RRVWP partners with Plains Art Museum to serve as the state affiliate for the Scholastic Art & Writing Awards. We publicize the awards, handle the submissions, adjudicate the works (with blind judging and a diverse panel of judges), and organize the state ceremony to recognize winners. We offer workshops, such as video game design and editorial cartooning, to support teen writers.

### Turtle Mountain Teen Art & Writing Workshop

For the last three years, the RRVWP has facilitated an art and writing workshop for students on the Turtle Mountain reservation in Belcourt, connecting them with established and emerging Native American writers and artists, as they develop a personal voice and vision in their own creative work.



Att 7 SB 2013 3/4/2019

**James Letzring**

---

**From:** Darcee Wenning <churchoffice@princeofpeacebeulah.org>  
**Sent:** Monday, March 04, 2019 7:40 AM  
**To:** james.letzring@collinscom.net  
**Subject:** Fwd: Mine

Sent from my iPhone

Begin forwarded message:

**From:** Emily Wenning <[Emily.Wenning@beulahschools.com](mailto:Emily.Wenning@beulahschools.com)>  
**Date:** March 4, 2019 at 6:52:37 AM CST  
**To:** Mom <[churchoffice@princeofpeacebeulah.org](mailto:churchoffice@princeofpeacebeulah.org)>  
**Subject:** Mine

Dear Representatives:

My name is Emily Wenning. I am a Governor's School alum, and I attended the program in the summer of 2018. This was one of the best experiences of my life so far.

The Governor's School program is an incredible opportunity. I come from a small town, where there are few activities and resources available to encourage my interests. The program gave me the chance to utilize all the NDSU campus has to offer. I had the opportunity to work with experts, use real lab equipment, and interact with like-minded peers. My lab worked with Alzheimer's medication and different ways of delivering it. I learned more about the brain and the science of pharmaceuticals than I ever imagined knowing. I learned how to write an informational essay, deliver a doctoral defense, and make a poster displaying the information I had found. The professors and doctorate students I worked with helped me learn not only how to execute the research, but how to explain it. Their hands-on help furthered my understanding and allowed to me delve deeper into the world of science. I grew not only in my education, but also in my relationships with others.

Spending six weeks in a packed dormitory with 39 other teenagers does not sound like the ideal summer, but, it's the one I chose. Those 39 other teenagers quickly became some of the

closest friends I've ever had. We spent every waking minute together, and a family was born.

Whether it was the long trips squished into vans, or the hours and hours of collaborating on papers, something connected us all. The relationships that I made have continued to grow, and I have Gov School to thank for that.

Not only have I grown intellectually and socially, but my personal growth has been exponential. Spending such a long amount of time so far from my parents, I grew more independent. I was given a taste of college life, and learned how to handle things by myself.

Governor's School has left a permanent impression on me. Other students deserve to have this opportunity. The program teaches the youth (the future!) of our nation that they can do amazing things. That there are like-minded people out there who will encourage their ideas and push them to change the world. That they are independent and creative individuals whose ideas will pave the future of our society. Please consider voting to fund the program, and give our young people the opportunity to pursue their dreams.

Thank you for your time,

Emily Wenning

**From:** Darcee Wenning <churchoffice@princeofpeacebeulah.org>  
**Sent:** Monday, March 04, 2019 7:40 AM  
**To:** James Letzring  
**Subject:** Fwd: Anchee's

Sent from my iPhone

Begin forwarded message:

**From:** Emily Wenning <[Emily.Wenning@beulahschools.com](mailto:Emily.Wenning@beulahschools.com)>  
**Date:** March 4, 2019 at 6:52:06 AM CST  
**To:** Mom <[churchoffice@princeofpeacebeulah.org](mailto:churchoffice@princeofpeacebeulah.org)>  
**Subject:** Anchee's

Dear Appropriations Committee,

My name is Anchee Nitschke Durben, a current junior at Fargo South School. During the Summer of 2018 I had the amazing opportunity to attend North Dakota Governor's School in the science discipline and this is an experience that has forever changed my life

Throughout the six-week long program, I was immersed in college life. I lived in the dorms, learned from North Dakota State University's faculty, and had the chance to grow my independence by living away from my parents. But this is a small portion of what North Dakota Governor's School gave me. Through this program I was able to participate in ground breaking research focused on non-invasive cancer treatments; and realized as a young person in North Dakota I could make a difference in our world today.

Governor's School also allowed me to meet other young and motivated students from all over North Dakota. Throughout the program my peers were consistently encouraging me to try new activities and pushing me to always do my best. Without Governor's School I would never have met these amazing young individuals who I know will be lifelong friends. During the Summer I was also able to connect with North Dakota State University's professors who shared their passion of science with me and introduced me to topics I had never heard of before. Developing relationships like these are important because as young people we know we can make positive change in our world today if only given the opportunity to learn and grow along with our peers through programs such as North Dakota Governor's School.

Please consider funding North Dakota Governor's School so that future young people in North Dakota have this amazing opportunity to grow and learn; young people are the future and by funding North Dakota Governor's School you are not only investing in young people but, also the future well-being of our world.

Thank you for your time,

Anchee Nitschke Durben

A44 7

SB 2013

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Governor's School is an enriching experience for outstanding motivated students in North Dakota. It allows opportunity for students to test STEM through intensive studies and projects with 1-on-1 or small group-on-1 guidance from a professor--and potentially, master or doctorate students. This program has the potential to increase the amount of students going into a STEM-related field--especially in women and in small-town students. With more funding, North Dakota Governor's School can inspire more high school sophomores and juniors into pursuing a degree in a STEM-related field, including women.

My Story:

My name is Jayden Vollmuth and I went to Governor's School in 2018. At the time, I was conflicted as to what I was going to do with my life. I was between an engineering degree and a music degree. To major in music would be the easiest option; my sister is a music major, so I could get pointers from her, but to major in engineering was a plunge into the unknown. My father installs furnaces and hasn't finished even a semester in college, and my mother just recently got some sort of business degree for her position at Basin Electric, so to major in engineering would be plunging into the unknown, something that I wasn't necessarily comfortable with. When I found out about Governor's School, I was excited. I finally had a way to test out engineering without paying a fortune. Of course, after I got accepted, I was terrified. Will I take the leap of faith into this six-week intensive program into a subject that I may not like? It took a bit of thinking and a lot of courage, but after participating in the program, I haven't any regrets. I now know that I want to pursue an engineering degree, two in fact: one in chemical and another in environmental engineering. Without this program, I don't know that I would have had the courage to step outside of my comfort zone and decide my own path, away from my sister's or my parents. Thanks to Governor's School, I have found my passion, and there will now be another woman in STEM.





Att 8 SB 2013

# The NORTH DAKOTA GOVERNOR'S SCHOOL

*A brighter future for North Dakota's next generation*

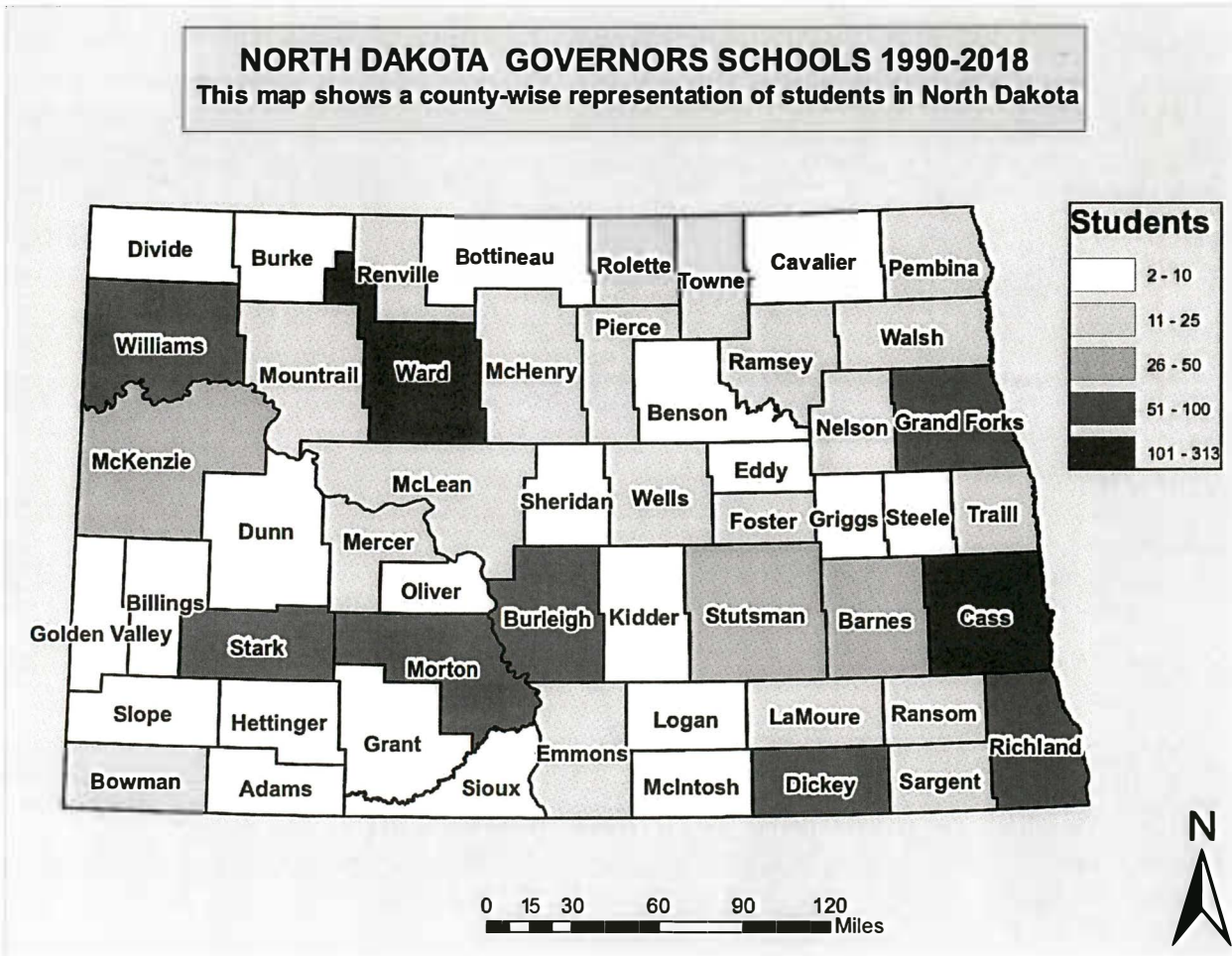
3/4/2019

Dear Legislators,

When I ask NDGS alumni, "How would you describe NDGS?", the most common answer is "best six weeks ever!" With this letter, I hope to ensure that you are better informed about this impactful program for North Dakota's next generation.

The North Dakota Governor's School program is a 6-week summer residential program for academically-motivated North Dakota high school students who have completed their sophomore or junior year. Students apply to the program and are competitively selected based on personal essays, academic and service records, and recommendations from a teacher and counselor or principal. Throughout the program's 29-year history, students from every county in North Dakota have attended NDGS (Figure 1).

Figure 1



NDGS scholars learn and live on the campus of North Dakota State University while engaged in a specific discipline, such as architecture and landscape architecture, engineering, information technology, mathematics, or science. NDGS provides high quality, concentrated instruction and guidance from knowledgeable and experienced NDSU faculty and staff and community members through





Att 8 SB 2013 3/4/2019

# The NORTH DAKOTA GOVERNOR'S SCHOOL

## *A brighter future for North Dakota's next generation*

classroom experiences, discussion groups, research labs, field trips, and other activities. NDGS scholars participate in a variety of individual and group projects that highlight many of the most exciting areas of design, innovation, and research.

When I became director in November 2013, I planned to build on the efforts of both former directors, Dr. Allan Fisher (1990-1997) and Mr. Lonnie Hass (1997-2013). My first goal was to increase the number of scholars attending NDGS. I wanted the program to provide more young people in the state of North Dakota with the opportunity to develop intellectually and socially. During the first few years of my directorship, I began increasing participation (Figure 2). However, funding for NDGS was reduced during the 2017-2019 biennium (Figure 3), and fewer scholars were admitted to the program.

Figure 2

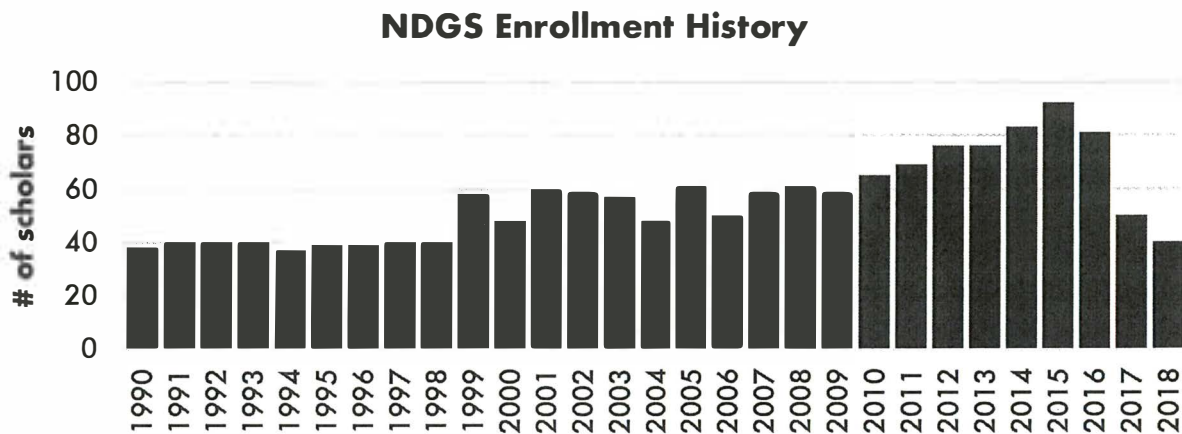
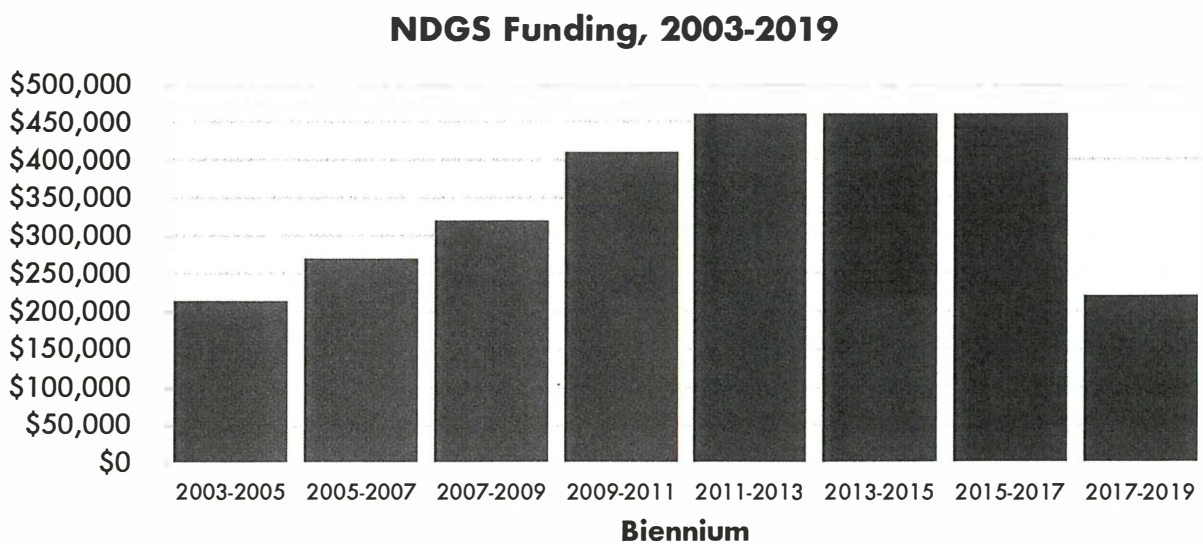


Figure 3



**NOTE:** Dr. Allan Fisher, former dean of NDSU's College of Science and Mathematics, began NDGS in 1990 with funding from a federal grant, which supported the program for its first 2 years. After the completion of the grant, the North Dakota state legislature began providing funding. Funding information is not available prior to 2003.



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The **NORTH DAKOTA GOVERNOR'S SCHOOL**  
*A brighter future for North Dakota's next generation*

NDGS operates efficiently. Similar programs in other states\*\* have the same or higher costs yet operate for a shorter duration (3-4 weeks vs. 6 weeks). Program costs are approximately \$3000/scholar, depending on the specific discipline. This amount can be roughly divided into thirds: one third for housing and dining, one third for materials and supplies, and one third for staffing. NDSU provides reduced rates for housing and dining costs because of our long-term history on the campus. Staffing for NDGS includes a team of female and male resident assistants that develops strong relationships with scholars, supports them throughout this intense learning experience, and ensures scholars' safety and well-being. Coordinators and instructors for each discipline provide enriching, meaningful, and relevant opportunities to learn dynamic content. Fine arts instructors, entrepreneurship leaders, and design thinking facilitators push scholars beyond their current abilities and knowledge to pursue novel ideas. In addition, a 0.25 FTE program assistant provides support for administrative tasks, such as hiring and payroll, purchasing, logistics and other related activities.

NDGS successfully provides a rigorous learning experience. Over the past 5 years, 96% of scholars reported that they learned more about a subject at NDGS than at their home high schools. Also, 67% of scholars indicated that their study skills improved while at NDGS. In addition, 93% of scholars reported that their interest in learning increased. When asked to grade NDGS on a traditional letter scale by our scholars, a strong majority (86%) rate their overall NDGS experience as excellent (an A grade).

I am seeking your help to understand the process for requesting funding for this impactful program. I admit that I do not fully know the process, and I have been remiss in not pursuing this information sooner.

I do not want the program to suffer. NDGS provides the young people of North Dakota with opportunities for academic and social growth that will foster future leaders who possess the confidence and vision to excel in the areas of knowledge, community, and personal responsibility.

NDGS changes lives!

Please do not hesitate to contact me if you have questions about the program.

Sincerely,

Jeff Boyer, Ph.D.  
Director, North Dakota Governor's School  
701-231-5953  
[jeffrey.boyer@ndsu.edu](mailto:jeffrey.boyer@ndsu.edu)

\*\*NDGS is affiliated with 55+ Governor's School programs across 25 states through the National Conference of Governor's Schools.



Att 8 SB 2013 3/4/2019

# The **NORTH DAKOTA GOVERNOR'S SCHOOL**

## A brighter future for North Dakota's next generation

### Scholar Testimonials

*"At NDGS I was challenged like no one at school could have ever challenged me and made lifelong friends."*

-Justine from Dickinson

*"Gov School will change you more in just a few weeks than almost any other way you can spend your summer. It's invigorating days, innovative learning, and imaginative people, all in one place."*

-Chamonix from Rugby

*"Governor's School is an experience that will not only teach you academically, but also instill new character, confidence and a desire for success that will serve you in your future endeavors. You will form a strong bond with those that you meet there, and you will push each other to succeed and do the right thing."*

-Max from Fargo

*"Governor's School made my summer; it changed my life and how I look at things."*

-Amber from Wing

*"Governor's School gave me academic opportunities that I couldn't find anywhere else. It also put me in an environment that helped me grow and learn an enormous amount about myself, other Governor's School students who became great friends, and the world."*

-Marie from Wyndmere

*"Governor's School is a blast that changed my life forever. Meeting new people and learning new things that you wouldn't get the chance to learn in high school is what makes Governor's Schools unique."*

-Kendall from Ellendale

*"I wouldn't be where I am today without the help of Governor's School."*

-Chance from Dawson

*"In no small amount, Governor's School changed my life. It introduced me to college life, brand new knowledge and many wonderful intelligent people."*

-Lance from Mayville

*"NDGS has changed my life, making me more productive, disciplined, and overall a better person. Couldn't have asked for a better way to have spent my summer."*

-Jason from Williston

*"Governor's School made me realize I love to learn and want nothing more than to become a teacher and impact students for the better like I was impacted this summer."*

-Faith from Oakes

*"North Dakota Governor's School helped me grow in ways far beyond my discipline. I grew as a person with new opinions, ideas and skills, while making friends to help support my growth."*

-Kelsey from Tioga

*"NDGS is a great way to meet people your age who have the same hunger for knowledge."*

-John from Valley City



AH 8 SB 2013 3/4/2019

# The NORTH DAKOTA GOVERNOR'S SCHOOL

*A brighter future for North Dakota's next generation*

## FUNDING PROPOSAL

NDGS is a 6-week program that typically operates from June 1 to July 15, though specific dates vary from year to year. Every odd-numbered year, the program operates across 2 bienniums. Within a biennium, funding supports the program across 3 calendar years, as shown below.

- 2019: funding for last 2 weeks of program, from July 1 to end of program
- 2020: funding for all 6 weeks of program
- 2021: funding for first 4 weeks of program, from start of program to June 30

Expenses for the program are divided into 3 categories:

1. Personnel expenses, which include resident assistants, instructional staff, program assistant, director
2. Operating expenses, which include housing and dining, materials and supplies, transportation, and other services
3. Finance and administration expense

Funding for the program comes from 3 sources:

1. State appropriations:
  - a. 2017-2019 biennium: \$220,000
  - b. 2015-2017 biennium: \$460,000
  - c. 2013-2015 biennium: \$460,000
  - d. 2011-2013 biennium: \$460,000
  - e. 2009-2011 biennium: \$410,000
2. Foundation aid payments, currently \$1446.90/scholar
3. Activity fees, currently \$100/scholar

A biennial appropriation of \$400,000 can support up to 200 scholars across 3 calendar years.

2019-2021 Biennium	2019 40 scholars Last 2 weeks	2020 80 scholars All 6 weeks	2021 80 scholars 1 <sup>st</sup> 4 weeks	TOTAL 200 scholars 12 weeks
<b>FUNDING</b>				
Appropriation	\$ 66,667	\$ 200,000	\$ 133,333	\$ 400,000
Foundation aid payments	\$ 19,292	\$ 115,752	\$ 77,168	\$ 212,212
Activity fees	\$ 1,333	\$ 8,000	\$ 5,333	\$ 14,666
			<b>TOTAL</b>	<b>\$ 626,878</b>
<b>EXPENSES</b>				
Personnel expense	\$ 34,000	\$ 99,300	\$ 67,600	\$ 200,900
Operating expense	\$ 47,232	\$ 206,272	\$ 136,114	\$ 389,618
F&A expense	\$ 6,060	\$ 18,180	\$ 12,120	\$ 36,360
			<b>TOTAL</b>	<b>\$ 626,878</b>

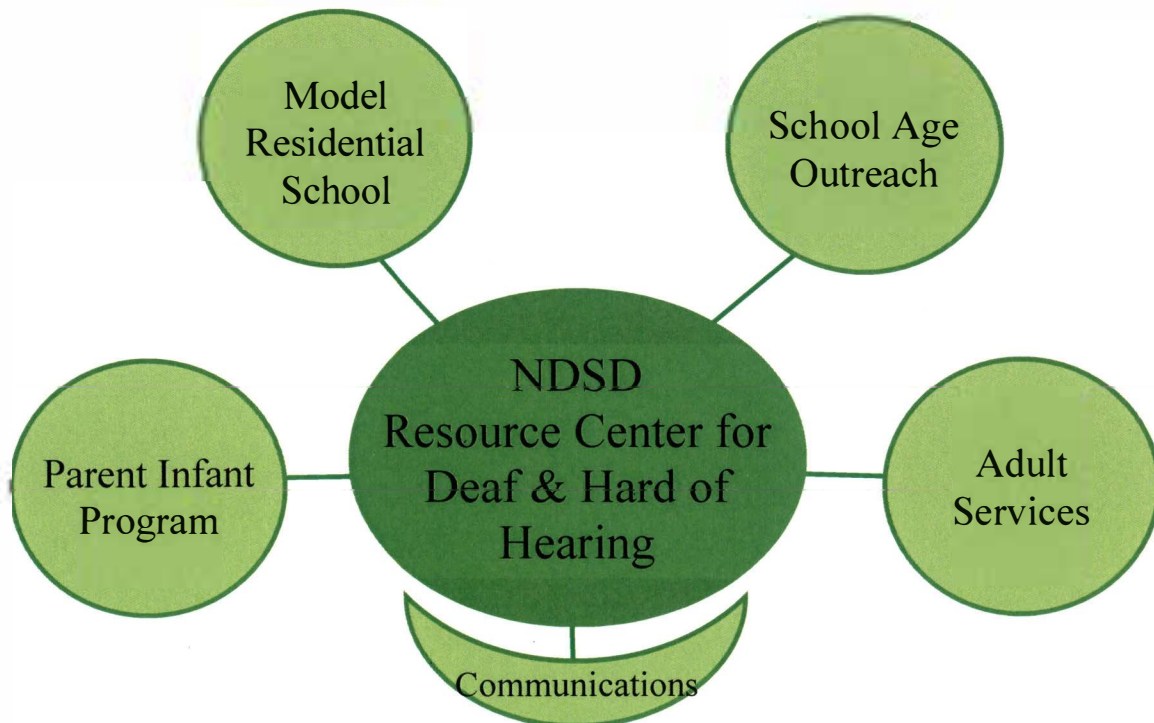
### Testimony

Chairman David Monson and Members of the House Education and Environment Division Appropriations Committee:

My name is Dr. Connie Hovendick. I am the superintendent of the North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing (NDSR/RCDHH). I have been a special education teacher, coordinator and director in the Lake Region area. In this capacity I have always been an advocate for NDSR/RCDHH. I am honored to have the opportunity to serve as superintendent. Michael Loff, Business Manager, and I will provide testimony relative to Senate Bill #2013.

### Mission

**The Mission of NDSR/RCDHH is to “serve as a state resource center to provide advocacy, leadership and educational expertise for all individuals who are deaf or hard of hearing”. As most of you know, we have expanded our service to include birth to death and to all deaf or hard of hearing individuals across the state.**





### **Values**

We have clarified our values this year to include:

“We express our values by treating everyone equally with respect, courtesy and dignity.

**L**ead-improve lives

**A**dvocate-empower people

**C**ollaborate-build partnerships

**E**ducate- inspire success”

### **Guiding Principles**

Within the scope of the *Deaf Children’s Bill of Rights Law (effective July, 2015)*;

NDSB/RCDHH shall collaborate with school districts to ensure that children who are deaf or hearing impaired and families of children who are deaf or hearing impaired receive appropriate services and have access to appropriate resources including:

- Screening and assessment of hearing capabilities and communication and language needs at the earliest possible age, and continuation of screening services throughout the child’s educational experience;
- Early intervention to provide for acquisition of solid language bases at the earliest age possible;
- The opportunity to interact in person or through technological mediums with adult role models and peers who are deaf or hearing impaired;
- Qualified teachers, interpreters, and resource personnel, who communicate effectively with the child in the child’s mode of communication; and
- Placement best suited to the child’s needs such as social, communication, style of learning, motivational level, and family support.

The School for the Deaf shall:

Make information available to parents of children who are deaf or hearing impaired;

Provide awareness information to the public concerning medical, cultural, and linguistic issues of deafness and hearing loss.



Beyond the scope of the **Deaf Children’s Bill of Rights**, NDSR/RCDHH promotes:

- Leadership in the recruitment and retention of trained professionals.
- Professional Development as a priority for all staff.
- Deaf Pride and an awareness of positive, productive role models who are deaf or hard of hearing.
- Development of the individual’s ability to achieve self-sufficiency in society.
- Safe and healthy environments.
- Comprehensive services designed to meet the individual’s unique educational, vocational and personal/social developmental needs.
- Early Intervention Services statewide through the Parent/Infant Program.

### **Historical Information**

NDSR/RCDHH has a strong heritage having been at its original site since 1890. The School for the Deaf has served deaf and hard of hearing individuals for 128 years. Historical information is available throughout the school buildings. We invite you to come tour our facility. This biennium has seen the school become a model school with an increase in outreach services for school age students and adults.

### **NDSR/RCDHH Programming and Services**

#### **NDSR/Resource Center for Deaf and Hard of Hearing**

Educate and advocate on behalf of individuals who are deaf or hard of hearing and their families to promote safety, opportunity and independence.

To assure that quality interpreting services are being provided to North Dakota individuals who are deaf and hard of hearing.

	<b>7/15 – 6/16</b>	<b>7/16 – 6/17</b>	<b>7/17 – 6/18</b>
American Sign/Basic Sign Language Class	284 individuals	295 individuals	337 individuals
Statewide Interpreter Services	2,607 individuals	2,268 individuals	2,403 individuals
Library Circulation	1,747 items	1,711 items	2,209 items
Website views	28,296	12,613	20,808

Facebook reached	71,060	69,344	115,250
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“Thank you for teaching this wonderful class; I really enjoyed it and it was so convenient to take it online. I requested the state to accept this class for my Speech Therapy hours and it was approved!”

**--Basic Sign Language Student**

“Thanks for your time and enthusiasm and for taking the time out of your day, your dedication to your profession and your commitment to our local youth! Your willingness to present at this event is truly appreciated. Over 550 students attended this year’s Devils Lake Occupational Fair. ”

**--Lake Region State College**

**Parent Infant Program**

Provide family support and education centered programming for young children who are deaf or hard of hearing.

Provide assistance in developing Individual Family Service Plans and Individual Education Plans in collaboration with agencies and school personnel.

	7/15 – 6/16	7/16 – 6/17	7/17 – 6/18
Persons Served	34	31	33
Consultations	1000	783	682
Evaluations	58	59	46
Direct Service	650	457	415

“I cannot adequately express how much was gained by having a teacher of the deaf from NDSB visit our young child at home on a regular basis following his hearing loss diagnosis. As hearing parents of a hard of hearing child, we are inherently limited in our understanding of our son’s speech and language needs. Having a well-trained, experienced, and supportive professional meet us and our child where we are most comfortable (at home) was critical to our child’s success and our growth as parents.”

**--Stephanie Nishek Marrufo, parent**

**Model Residential School**

Provide early access to and the acquisition of language to ensure students’ progress at the highest level of which they are capable through intensive speech, language and auditory instruction.

Provide a diverse bilingual community in a nurturing, engaging and challenging environment that is open to observations from teachers of the deaf, families and other interested professionals.

	7/15 – 6/16	7/16 – 6/17	7/17 – 6/18
Students Served	16	20	18
Campus visitors			187

"Thank you for giving us a tour of the School for the Deaf. Thank you for talking to us. We enjoyed learning about the swimming pool, library, pictures, nurse's rooms, dorm, kitchen, and classrooms."

**--Devils Lake High School class**

"My nephew Jonathan has attended North Dakota School for the Deaf for the past 8 years. I'm very pleased with the educational services and programs provided. I would highly recommend NDSR for any potential students to attend."

**--Darwin Brown**

### **School Age Outreach**

Provide assistance with assessment in the areas of: auditory, language, speech, academics, sign language, developmental and transition. Provide consultations on programming and IEP, 504 planning, classroom strategies, modifications, accommodations, and transition.

	7/15 – 6/16	7/16 – 6/17	7/17 – 6/18
Persons Served	137	145	152
Consultations	1054	873	1000
Evaluations	44	35	35
Direct Service	250	214	301
Mailings & Emails	2,421	10,372	6,770

"We received such AMAZING feedback from the breakout session, "Hearing Loss in the Daycare Setting: What you should know" you did for the 2018 NDCCPI Spring Conference. ("Lots of info in a small amount of time, Very educational, Loved the sign packets to take home") We would like to invite you to do multiple breakout sessions in 2019! "

**--Jessica Haugen, North Dakota Child Care Providers, Inc.**

"Please consider this a request to receive services from Denise Marback for the 2018-19 school year. Her expertise in working with hearing impaired students is extremely informative for our staff and helpful for our students. We currently have one student who wears a hearing aid in both ears and have found another to have an extreme hearing loss in one ear. Denise consults with the SpEd teachers and regular education teachers in helping to provide a quality education for our students. "

**--Rebecca Ward, Elementary Principal, Dunseith Elementary School**

**Adult Services**

Educate and support individuals and community agencies statewide regarding resources available to adults with hearing loss. Collaborate with statewide agencies to provide individuals who are deaf and hard of hearing with comprehensive, non-duplicative services.

	7/15 – 6/16	7/16 – 6/17	7/17 – 6/18
Persons Served	150	120	176
Consults/Evaluations/ Direct Service	863	604	580

"I along with our Professional Development/SLA committee want to personally thank you for the most outstanding presentation. Judging from the comments of the attendees, this was the most successful presentation to date. Not only did the attendees walk away with a new understanding but also led to us obtaining two new interpreter iPads to use! The credit goes to you, Kristen and Kathy. You will always be welcome back. Any referrals we get will definitely be sent your way.

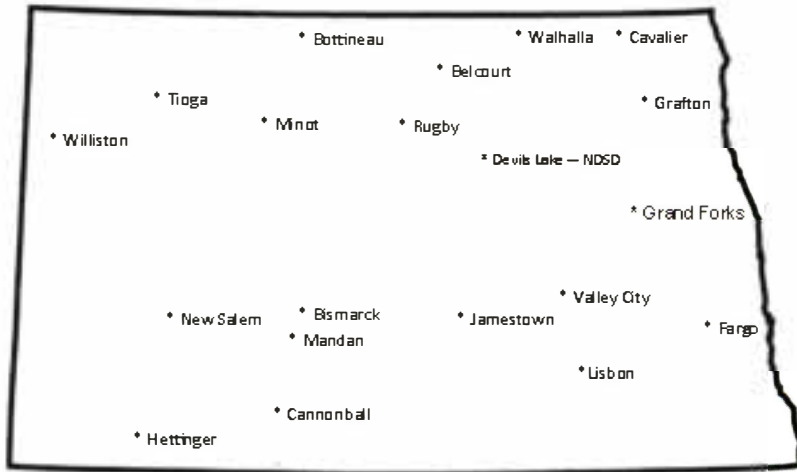
**--Jen Hoerner, Plant Operations/Maintenance Administrative Assistant, Sanford Bismarck**

"Kathy, I cannot tell you how much I value you! Thank you so much. You are such a great resource. I have learned so much from you."

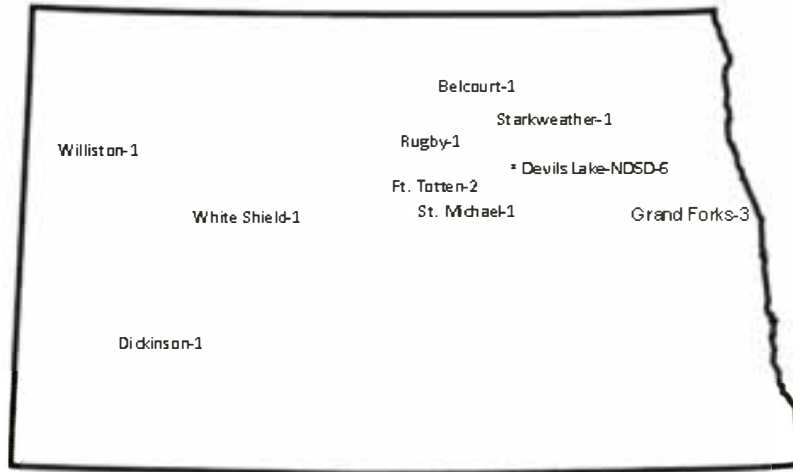
**--Beth Stenehjem, ND Assistive**

(See Appendix F for additional letters of support)

**American Sign Language ITV sites 2016-2018**

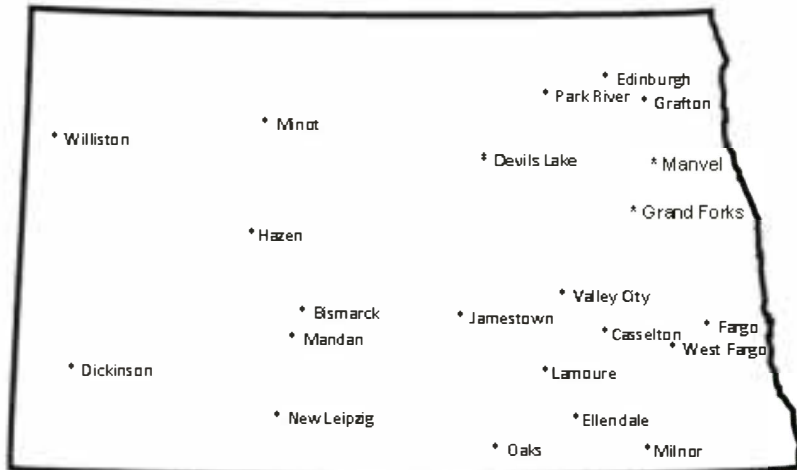


**Model School student location 2017-2018**

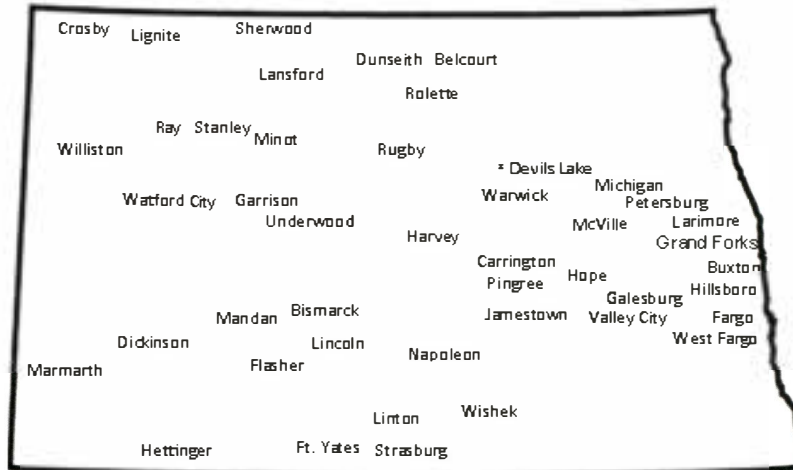


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**Adult Outreach Services Presentations 2016-2018**



**Parent Infant/School Age client location 2017-2018**



NDSD/RCDHH - Agency 252  
 Budget Request 2019-2021  
 Page 7

## **Major Accomplishments**

- NDSR Model School was awarded continuing accreditation with AdvancEd, which is valid through June 30, 2023. (see Appendix C)
- NDSR Resource Center has had over 160 visitors each year.
- Adult Services provided training for professionals working with adults who are deaf or hard of hearing for agencies and conferences. (see Appendix E)
- Parent Infant Program has facilitated group activities for families of a child who was hard of hearing.
- School Age Outreach provided training for staff and students in public and private schools. (see Appendix E)
- NDSR Communications department has provided sign language classes for 2017-2018 with 337 individuals attending.
- Facilities have been upgraded with a new roof on the Smith building, new lighting in the cafeteria and hallways, and new HVAC for the cafeteria. (see Appendix D)
- The North Dakota Dual Sensory Program has over 40 professionals complete the deaf blind modules preparing them to work with students with multiple handicaps.
- The residential program provided language and social skills lessons through many community events.
- The NDSR Resource Center has increased engagement of families and stakeholders through activities, surveys, and digitally through Facebook, messaging, and the NDSR web page. (See Appendix G Newsletter)
- Summer Camp was a great success with 17 deaf or hard of hearing students participating.
- Provided deafness-related career workshops at career fairs across the state and for over 300 5<sup>th</sup> grades at a Scrubs Camp.
- Disseminated information regarding deafness and hard of hearing to stakeholders as requested; over 2000 a month.
- Superintendent's house has been repurposed as a Guest House with state of the art assistive technology for staff and stakeholders as needed.



**NDSB/RCDHH Future Critical Issues**

1. Continue to have highly qualified staff providing services for the deaf and hard of hearing. (Critical shortage of teachers of the deaf and licensed interpreters).
2. Increase marketing of NDSB/Resource Center so citizens are aware of how to access current information resources, and services to assist deaf and hard of hearing.
3. Continue to collaborate with other agencies to insure early identification of hearing loss and provide interventions as needed.
4. Continue to advocate for resources state wide to provide access to communication for deaf and hard of hearing of all ages.
5. Continue to provide professional development for teachers on research based instruction and strategies so students receive specialized programming.
6. Collaborate with public school and work with families so all students receive an appropriate education as defined in the Bill of Rights.

**North Dakota School for the Deaf  
 Status Report 2017-2019 Appropriation  
 Senate Bill 2013 for 2019-2021 Budget**

**Estimated Spending**

	<b>2017-2019 Appropriation</b>	<b>Projected Expenditure Outcome</b>
Salaries and wages	7,588,749	One federal position not fully expended Special Funds May be Carried Over Multiple Special Fund Projects Completed Expended
Operating Expenses	2,026,543	
Capital Assets	891,678	
Grants	<u>180,000</u>	
<b>Total Expenditures</b>	<u><b>10,686,970</b></u>	
General Funds	7,488,526	Expended Reduced Expenditure Dual Sensory Dropped Special Funds May be Carried Over  (See Appendix A for special fund growth)
Federal Funds	351,993	
Special Funds	<u>2,846,451</u>	
<b>Total Funds</b>	<u><b>10,686,970</b></u>	
<b>FTE</b>	<b>45.61</b>	

**Budget Explanation**

NDSB as a resource center for all Deaf and Hard of Hearing persons in North Dakota provides education based upon specific needs of each individual served. Services to individuals from birth to age 21 are provided at home or in the resident district by Parent Infant Services, the accredited Model School provides individualized campus education for those from age 3 to 21, and adult outreach, ages 21 to death, provide education to meet Deaf and Hard of Hearing needs.

The communications department reaches out or provides services in support of all Deaf and Hard of Hearing in these programs and individually.

Salary and Wage positions with the exception of the federal dual sensory program position are all filled and funded by general funds.

All but \$ 30,000 of the operating expense line is funded by special funds, unused special funds would carry forward for use by NDSB.

All capital assets are special funds projects, see one-time funding schedule.

Interpreter grants to ND State Colleges are general fund.

School for the Deaf-Budget 25200  
 Senate Bill 2013 for 2019-2021 Budget  
 2017-2019 One-time Funding Report

2017-2019 One-time Funding Report

	Budget Amount	Status	Expended
<b>One-time funding items (all special funds)</b>			
Kitchen Equipment	\$12,000	Complete	\$6,665
Lawn Tractor	\$16,000	Pending	\$0
IVN Room at Fargo Office	\$10,000	Complete	\$6,599
Data Base Software	\$20,000	Deferred	\$0
<b>Total Equipment and Software</b>	<b>\$58,000</b>		<b>\$13,264</b>
<b>Extraordinary Repairs Total Budget</b>	<b>\$833,678</b>		
Smith and Resource Building Fire Alarm Replacement*		Complete	\$102,427
Smith Building Roof*		Complete	\$82,596
Smith Kitchen, Dining, First Floor Hall Ceiling and Lighting*		Complete	\$78,177
Smith Kitchen HVAC System Replacement*		Complete	\$182,942
Superintendent House Cabinets and Improvements*		Complete	\$10,270
<b>Total Extraordinary Repairs</b>	<b>\$833,678</b>		<b>\$456,412</b>
<b>Total One-time</b>	<b>\$891,678</b>		<b>\$469,676</b>
<b>Special Funding One-time</b>	<b>\$891,678</b>		<b>\$469,676</b>
<b>Total 2017-2019 One-time</b>	<b>\$891,678</b>		<b>\$469,676</b>

Carry Over extraordinary projects will occur summer 2019.

*\*MFP- NDSB Master Facility Plan and SBA-Carl F. Smith Building Analysis*

North Dakota School for the Deaf  
Senate Bill 2013**2019-2021 Budget Changes**

## Budget Changes to 2017-2019 Appropriation

	2017-2019 Appropriation	2019-2021 Base Budget	2019-2021 Senate Changes	2019-2021 Senate Budget
Salaries and wages	7,588,749	7,588,749	432,098	8,020,847
Operating Expenses	2,026,543	2,026,543	(320,957)	1,705,586
Capital Assets	891,678	158,678	270,000	428,678
Grants	180,000	180,000	(140,000)	40,000
Total All Funds	10,686,970	9,953,970	241,141	10,195,111
Less Estimated Income	3,198,444	2,465,444	231,752	2,700,808
General fund	7,488,526	7,488,526	9,389	7,494,303
FTE	45.61	45.61	(1.00)	44.61

(See Appendix B for executive budget detail)

School for the Deaf-Budget 252  
 Senate Bill 2013  
 Base Level Funding Changes Analysis

Senate Action Summary

	FTE Positions	General Fund	Other Funds	Total
2019-2021 Base Level	45.61	\$7,488,526	\$2,465,444	\$9,953,970
<b>2019-21 Ongoing Funding Changes</b>				
Base Payroll Changes	(1.00)	(\$293,445)	\$70,593	(\$222,852)
Salary Increase - Performance		\$194,480	\$9,985	\$204,465
Health Insurance Increase		\$221,855	\$14,635	\$236,490
Retirement contribution increase		\$0	\$0	\$0
Removes 2 FTE undesignated positions	(2.00)	(\$317,654)		(\$317,654)
Adds 1 FTE Adult Services Position	1.00	\$0	\$159,996	\$159,996
Restores 1 FTE undesignated position and funding for salaries and wages	1.00	\$200,000		\$200,000
Increase funding for temporary salaries		\$0	\$27,500	\$27,500
Increase funding for teacher salaries		\$144,153	\$0	\$144,153
Adds funding for interactive information technology equipment		\$0	\$15,000	\$15,000
Increase funding for meals		\$0	\$10,000	\$10,000
Increase funding for audiology and speech contract services		\$0	\$20,000	\$20,000
Decrease funding for operating expenses			(\$365,957)	(\$365,957)
Reduces funding for interpreter grants to state colleges and universities to provide a total of \$ 40,000 from the general fund		(\$140,000)		(\$140,000)
<b>Total ongoing funding changes</b>	<b>(1.00)</b>	<b>\$9,389</b>	<b>(\$38,248)</b>	<b>(\$28,859)</b>
<b>One-time funding items</b>				
Add one-time funding for dishwashing unit			\$20,000	\$20,000
Add one-time funding for extraordinary repairs related to master facility plan			\$250,000	\$250,000
<b>Total one-time funding changes</b>			<b>\$270,000</b>	<b>\$270,000</b>
<b>Total Changes to Base Level Funding</b>	<b>(1.00)</b>	<b>\$9,389</b>	<b>\$231,752</b>	<b>\$241,141</b>
<b>Total Senate Budget Recommendation</b>	<b>44.61</b>	<b>\$7,497,915</b>	<b>\$2,697,196</b>	<b>\$10,195,111</b>

(See Appendix A for operating expense details)

**Senate Statement of Purpose Amendment Narrative  
 North Dakota Legislative Council SB2013**

1. One FTE position is removed and funding is adjusted for base payroll changes.

2. The following funding is added for 2019-21 biennium salary adjustments of 2 percent on July 1, 2019, and 3 percent on July 1, 2020, and increases in health insurance premiums from \$1,241 to \$1,427 per month:

	General Fund	Other Funds	Total
Salary increase	\$194,480	\$9,985	\$204,465
Health insurance increase	\$221,855	\$14,635	\$236,490
Total	\$416,335	\$24,620	\$440,955

- 3. Two FTE undesignated positions are removed.
- 4. One FTE adult services position is added.
- 5. One FTE undesignated position is restored and funding is increased for salaries and wages.
- 6. Funding for temporary salaries is increased.
- 7. Funding for teacher salaries is increased.
  
- 8. Funding is added for interactive information technology equipment.
- 9. Funding for meals is increased.
- 10. Funding for audiology and speech contract costs is increased.
- 11. Funding for operating expenses is reduced.
- 12. Funding for interpreter grants to state colleges and universities is reduced to provide a total of \$40,000 from the general fund. A section is added to provide that the \$40,000 from the general fund be for a 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 2019-21 biennium. This funding 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 1st year of the biennium. If any grant funding remains undistributed at the end of the biennium, the School for



the Deaf may provide additional prorated grants to institutions that during the biennium incurred hourly expenses in excess of the formula reimbursement level.

The Legislative Assembly has allowed the School for the Deaf to continue unused funding provided for interpreter grants in previous bienniums, resulting in \$209,115 of total carryover funding for a total of \$389,115 for interpreter grants during the 2017-19 biennium.

**13.** One-time funding for a dishwashing unit is added.

**14.** One-time funding is added for extraordinary repairs to the Smith Building related to the master facility plan.

School for the Deaf-Budget 25200  
 Senate Bill 2013 for 2019-2021 Budget  
 Senate Recommendation 2019-2021 One-Time Funding

2019-2021 One-time Funding

	<u>Fund Source</u>	<u>*Plan</u>	<u>Budget</u>
<b>Base Budget Extraordinary Repairs</b>			
Replacement Resource Center Roof	Special	MFP	\$95,000
Parking Lot Improvement/Replacement	Special	MFP	<u>\$63,678</u>
<b>Total Base Budget Capital Assets</b>			<b>\$158,678</b>
<b>Optional One-time Capital Assets</b>			
Replacement of Kitchen Commercial Dishwasher	Special		\$20,000
Smith Building Extraordinary Repairs (Various improvements outlined in Smith Plan may include basement mechanical improvements, entry and internal door replacement, 2nd floor air conditioning, 2nd floor ceiling and lighting, and abatement.)	Special	MFP & SBA	\$250,000
<b>Total Optional One-time Capital Assets</b>			<u><b>\$270,000</b></u>
<b>Total One-time</b>			<u><b>\$428,678</b></u>
<b>Special Funding One-time</b>			<u><b>\$428,678</b></u>
<b>Total 2019-2021 One-time</b>			<u><b>\$428,678</b></u>

\*MFP- NDSB Master Facility Plan  
 \*SBA-Carl F. Smith Building Analysis

**NDSR/RCDHH 25200    Senate Bill 2013    2019-2021 Budget**

**Itemized listing of changes NDSR/RCDHH is requesting the Senate Appropriations make to the executive recommendation. NDSR currently has one vacant FTE.**

1. Restore (add back) one FTE a \$200,000 increase in NDSR special funds.
2. Restore \$227,558 in special funds in the operating line to allow full access to NDSR operating funds.
3. Restore funding for Interpreter grant to State of ND colleges. Add \$140,000 in general funds grant line with restored total balance set at \$180,000.

### **Conclusion**

I am honored to serve as the superintendent of NDSB Resource Center. I am proud of the expanded services that we offer individual who are deaf or hard of hearing across the state. We have truly become a resource center. I would support salary increases to help us be competitive in the labor market. To meet the reduction of general funds requested in for executive budget we have looked to special funds to assist with salaries and cover all of our operating costs and one-time projects. We were asked to make a reduction of two FTEs. One FTE was reinstated by the senate, we ask that this remain in Senate Bill 2013. I would propose the additional FTE be restored with special funds. I would also request full access of our special funds to meet our operating costs. This would allow us to provide services through our parent infant program, model school, school age outreach and adult outreach to meet the needs across the state.

Our mission is to serve as a state resource center to provide advocacy, leadership and educational expertise for all individuals in North Dakota who are deaf or hard of hearing. With your support, we can continue to make this happen.

Thank you, members of the North Dakota Legislature, for your ongoing support in serving individuals who are deaf or 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](http://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.

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SB 2013

3/4/2019

NDSB/RCDHH 25200

Senate Bill 2013 2019-2021

Senate Budget Operating Expense Reductions

	2017-2019 Appropriation	Expenditure Reduction	2019-2021 Submitted Proposal	Optional Request	Options Included
<b>Operating Expenses</b>					
Travel	449,053	(106,587)	342,466	45,000	0
Supplies - IT Software	21,750	(5,750)	16,000	0	0
Supply/Material - Professional	52,189	(13,189)	39,000	0	0
Food and Clothing	180,389	(19,539)	160,850	10,000	10,000
Bldg, Grounds, Vehicle Supply	111,500	(8,500)	103,000	0	0
Miscellaneous Supplies	99,925	(17,925)	82,000	0	0
Office Supplies	22,990	(7,990)	15,000	0	0
Postage	9,750	0	9,750	0	0
Printing	18,080	(6,330)	11,750	0	0
IT Equipment under \$5,000	86,100	(20,100)	66,000	15,000	15,000
Other Equip under \$ 5,000	44,754	(16,554)	28,200	0	0
Office Equip & Furniture	8,000	0	8,000	0	0
Utilities	302,112	(50,000)	252,112	30,000	0
Insurance	22,645	0	22,645	0	0
Rentals/Leases-Equipment&Other	9,815	4,000	13,815	0	0
Rentals/Leases - Bldg/Land	76,148	(15,125)	61,023	0	0
Repairs	60,020	(14,300)	45,720	0	0
IT - Data Processing	114,299	(5,000)	109,299	0	0
IT - Communications	68,500	0	68,500	0	0
IT Contractual Srvcs and Rprs	26,350	0	26,350	0	0
Professional Development	46,299	(18,799)	27,500	0	0
Operating Fees and Services	55,621	(12,221)	43,400	0	0
Professional Fees and Services	140,254	(32,048)	108,206	20,000	20,000
<b>Total Operating Expenses</b>	<b>2,026,543</b>	<b>(365,957)</b>	<b>1,660,586</b>	<b>120,000</b>	<b>45,000</b>

**Operating Expense Reductions**

Operating Expenses were adjusted to current biennium trends.

**Optional Budget Requests**

Travel cost increase is reflects the DOT budget guideline for the state fleet vehicles.

The food cost increase reflects inflation and what may be increasing volume.

Technology facilitates an increasingly critical means to reach out to students and school districts.

Need to allow for return of normal North Dakota winter heating costs.

To allow for audiology, speech therapy, and other professional fee increases.

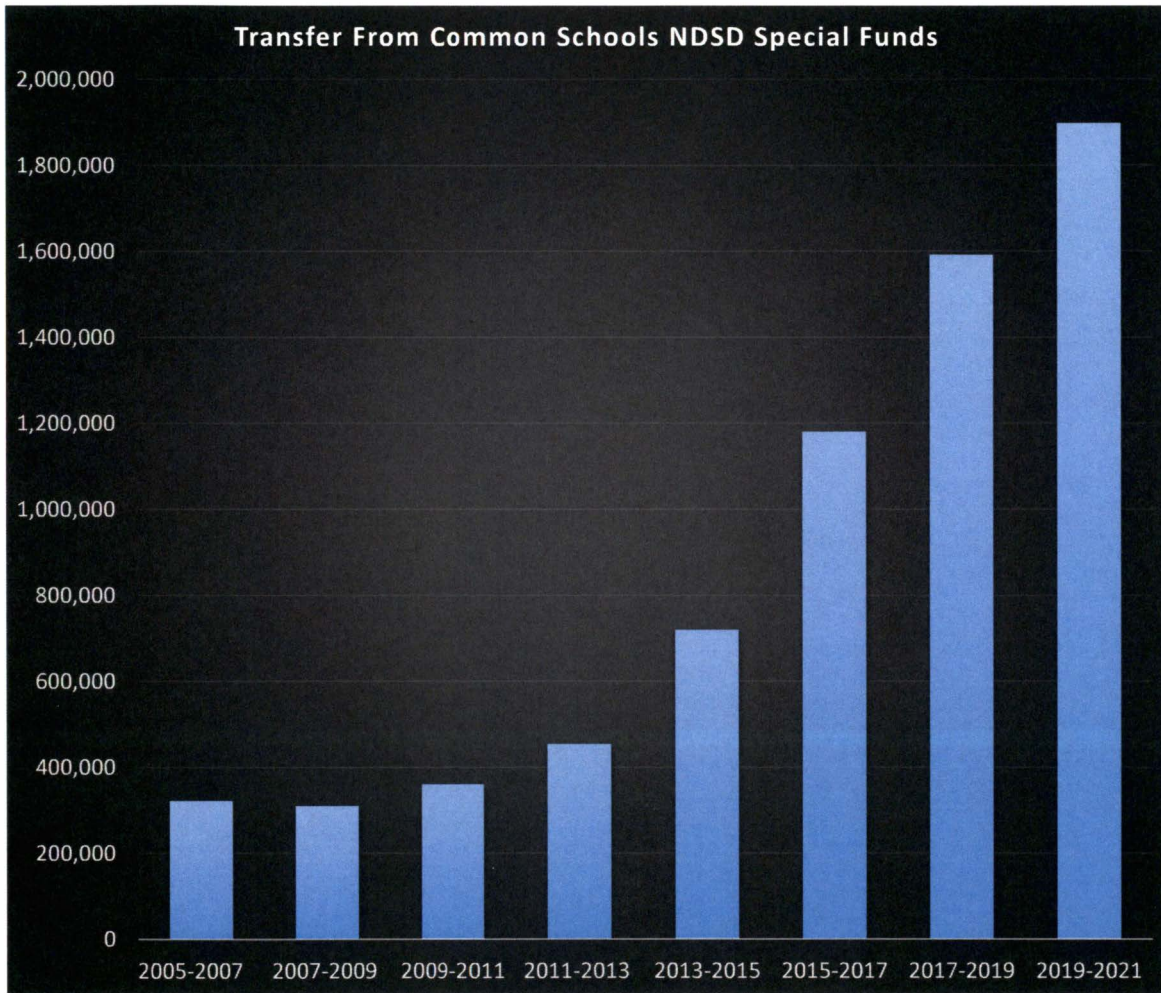


Att 9  
SB 2013

### NDSB Special Fund 2019-2021 Biennium Forecast

3/4/2019

NDSB's total special fund revenue forecast increased from \$1,940,774 in 2017-2019 to \$2,334,176 in 2019-2021. The North Dakota Department of Land Trust share of that total remained consistent at 81% of the total. Land Trust distribution is projected to increase by \$306,000 in 2019-2021. Head Start rental income and meal revenue represent the largest portion of the other \$393,000 special fund revenue.



## Comparative Statement of Budgets

School for the Deaf-Budget 252

Senate Bill No 2013

Base Level Funding Changes

### Executive Budgets Recommendations

### Senate Version

### Senate Changes to Executive Budget

#### Increase (Decrease) - Executive Budget

	Executive Budgets Recommendations				Senate Version				Senate Changes to Executive Budget			
	FTE Position	General Fund	Other Funds	Total	FTE Position	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total
2019-21 Biennium Base Level	45.61	\$7,488,526	\$2,465,444	\$9,953,970	45.61	\$7,488,526	\$2,465,444	\$9,953,970	0	\$0	\$0	\$0
2019-21 Ongoing Funding Changes												
Base Payroll Changes	(1.00)	(\$293,445)	\$70,593	(\$222,852)	(1.00)	(\$293,445)	\$70,593	(\$222,852)				\$0
Salary Increase - Performance		\$275,879	\$16,037	\$291,916		\$194,480	\$9,985	\$204,465		(\$81,399)	(\$6,052)	(\$87,451)
Health Insurance Increase		\$189,285	\$11,003	\$200,288		\$221,855	\$14,635	\$236,490		\$32,570	\$3,632	\$36,202
Retirement contribution increase		\$20,514	\$1,192	\$21,706		\$0	\$0	\$0		(\$20,514)	(\$1,192)	(\$21,706)
Removes 2 FTE undesignated positions	(2.00)	(\$317,654)		(\$317,654)	(2.00)	(\$317,654)		(\$317,654)				\$0
Adds 1 FTE Adult Services Position	1.00		\$159,996	\$159,996	1.00	\$0	\$159,996	\$159,996		\$0	\$0	\$0
Restores 1 FTE undesignated position and funding for salaries and wages					1.00	\$200,000		\$200,000	1.00	\$200,000		\$200,000
Increase funding for temporary salaries			\$27,500	\$27,500		\$0	\$27,500	\$27,500				\$0
Increase funding for teacher salaries		\$144,153		\$144,153		\$144,153	\$0	\$144,153				\$0
Adds funding for interactive information technology equipment		\$0	\$15,000	\$15,000		\$0	\$15,000	\$15,000				\$0
Increase funding for meals		\$0	\$10,000	\$10,000		\$0	\$10,000	\$10,000				\$0
Increase funding for audiology and speech contract services		\$0	\$20,000	\$20,000		\$0	\$20,000	\$20,000				\$0
Decrease funding for operating expenses			(\$365,957)	(\$365,957)			(\$365,957)	(\$365,957)				\$0
Reduces funding for interpreter grants to state colleges and universities to provide a total of \$ 40,000 from the general fund		(\$140,000)		(\$140,000)		(\$140,000)		(\$140,000)				\$0
<b>Total ongoing funding changes</b>	<b>(2.00)</b>	<b>(\$121,268)</b>	<b>(\$34,636)</b>	<b>(\$155,904)</b>	<b>(1.00)</b>	<b>\$9,389</b>	<b>(\$38,248)</b>	<b>(\$28,859)</b>	<b>1.00</b>	<b>\$130,657</b>	<b>(\$3,612)</b>	<b>\$127,045</b>
One-time funding items												
Add one-time funding for dishwashing unit			\$20,000	\$20,000			\$20,000	\$20,000				\$0
Add one-time funding for extraordinary repairs related to master facility plan			\$250,000	\$250,000			\$250,000	\$250,000				\$0
<b>Total one-time funding changes</b>			<b>\$270,000</b>	<b>\$270,000</b>			<b>\$270,000</b>	<b>\$270,000</b>			<b>\$0</b>	<b>\$0</b>
<b>Total Changes to Base Level Funding</b>	<b>(2.00)</b>	<b>(\$121,268)</b>	<b>\$235,364</b>	<b>\$114,096</b>	<b>(1.00)</b>	<b>\$9,389</b>	<b>\$231,752</b>	<b>\$241,141</b>	<b>1.00</b>	<b>\$130,657</b>	<b>(\$3,612)</b>	<b>\$127,045</b>
<b>Total Budget Recommendation</b>	<b>43.61</b>	<b>\$7,367,258</b>	<b>\$2,700,808</b>	<b>\$10,068,066</b>	<b>44.61</b>	<b>\$7,497,915</b>	<b>\$2,697,196</b>	<b>\$10,195,111</b>	<b>1.00</b>	<b>\$130,657</b>	<b>(\$3,612)</b>	<b>\$127,045</b>
Percent general fund reduction from Base		-1.62%				0.13%						

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School for the Deaf-Budget 252  
 Senate Bill 2013  
 Base Level Funding Changes Analysis

Executive Recommendation Budget Changes

	FTE Positions	General Fund	Other Funds	Total
2019-2021 Base Level	45.61	\$7,488,526	\$2,465,444	\$9,953,970
2019-2021 Ongoing Funding Changes				
Proposed Base Level Payroll Changes		(\$28,026)	(\$1,522)	(\$29,548)
Proposal to Adjust base budget funding source for salary expense		(\$263,934)	\$263,934	\$0
Proposed Removal of 2 FTE's	(2.00)	(\$317,654)	\$0	(\$317,654)
Proposed Performance Increase 4% and 2% for classified Employees		\$227,557	\$11,810	\$239,367
Proposed Health Premium Increase		\$187,893	\$12,395	\$200,288
Proposed 1% Retirement Plan Contribution Increase January 2020		\$20,202	\$1,504	\$21,706
Proposed other benefit increases due to performance pay increases		\$48,541	\$4,008	\$52,549
Optional Package to Include Teacher Salary Composite Schedule		\$144,153	\$0	\$144,153
Optional Package to Increase Temporary Salary		\$0	\$27,500	\$27,500
Optional Package to Fund Vacant Position With Special Funds		\$0	\$160,000	\$160,000
Remove Federal Salary funding related to deaf blind program		\$0	(\$193,308)	(\$193,308)
Operating Expenditure Reduction primarily Special Fund		\$0	(\$365,957)	(\$365,957)
Optional Operating Expenditure Add Back for Food Expense		\$0	\$10,000	\$10,000
Optional Operating Expenditure Add Back for Information Technology		\$0	\$15,000	\$15,000
Optional Operating Expenditure Add Back for Professionals		\$0	\$20,000	\$20,000
Reduces Funding for Interpreter Grant		(\$140,000)	\$0	(\$140,000)
Total ongoing funding changes	(2.00)	(\$121,268)	(\$34,636)	(\$155,904)
One-time funding items				
Adds funding for extraordinary repairs to Smith Building			\$250,000	\$250,000
Adds funding to replace kitchen equipment			\$20,000	\$20,000
Special Fund Extraordinary Repair (for reference)			\$158,678	\$158,678
Special Fund Extraordinary Repair is part of base budget			(\$158,678)	(\$158,678)
Total one-time funding changes			\$270,000	\$270,000
Total Changes to Base Level Funding	(2.00)	(\$121,268)	\$235,364	\$114,096
Total Executive Budget Recommendation	\$43.61	\$7,367,258	\$2,700,808	\$10,068,066

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School for the Deaf-Budget 252  
 Senate Bill 2013  
 Executive Budget Reductions

Listing of Proposed Reductions

	FTE	General Fund	Special Funds	*Federal Funds	Total
2019-2021 Base Level	45.61	\$7,488,526	\$2,113,451	\$351,993	\$9,953,970
2019-2021 Executive Budget Thresholds					
Salaries and Wages	(2.00)	(\$608,852)	\$263,934	(\$193,308)	(\$538,226)
Operating Expenses		\$0	(\$369,607)	\$3,650	(\$365,957)
Grants (Interpreter)		(\$140,000)	\$0	\$0	(\$140,000)
<b>Total Proposed Reductions</b>	<b>(2.00)</b>	<b>(\$748,852)</b>	<b>(\$105,673)</b>	<b>(\$189,658)</b>	<b>(\$1,044,183)</b>
One-time funding items		\$0	\$0	\$0	\$0
Total one-time funding changes		\$0	\$0	\$0	\$0
Total Changes to Base Level Funding	(2.00)	(\$748,852)	(\$105,673)	(\$189,658)	(\$1,044,183)
Total Submitted	\$43.61	\$6,739,674	\$2,007,778	\$162,335	\$8,909,787
<b>Executive Budget Applied Reduction Target %</b>		<b>-10.00%</b>	<b>-5.00%</b>		

\*NDSB discontinued sponsorship of the Dual Sensory program assumed by Minot State University during the 2018-2019 fiscal year.

	General	Special Fund
1. Reduction of 2 FTE totaling \$ 317,654 in General Funds	-317,654	
2. Utilization of Special Funds for existing staff positions	-291,198	263,934
3. Reduction of Interpreter Grant	-140,000	
4. Reduction of Operating Expenses (See Appendix Detail)		-369,607
<b>Total</b>	<b>-748,852</b>	<b>-105,673</b>

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School for the Deaf-Budget 252  
Senate Bill 2013  
Optional Changes 2019-2021 Budget

Executive Optional Request Comparison

Optional Request Description	NDSB Request	Executive Inclusion	Executive Exclusion	Total
General Fund Teacher Composite Schedule	\$112,678	\$144,153	\$0	\$144,153
Special Funds for Temporary Salary Increase	\$27,500	\$27,500	\$0	\$27,500
Special Funds for Vacant Position	\$160,000	\$160,000	\$0	\$160,000
Special Funds for Food	\$10,000	\$10,000	\$0	\$10,000
Special Funds for Information Technology	\$15,000	\$15,000	\$0	\$15,000
Special Funds for Professionals	\$20,000	\$20,000	\$0	\$20,000
Special Funds for Travel	\$45,000	\$0	\$45,000	\$0
Special Funds for Utilities	\$30,000	\$0	\$30,000	\$0
Total ongoing funding changes	\$420,178	\$376,653	\$75,000	\$376,653
One-time funding items				
Special Funds for extraordinary repairs to Smith Building	\$250,000	\$250,000	\$0	\$250,000
Adds funding to replace kitchen equipment	\$20,000	\$20,000	\$0	\$20,000
Special Fund Extraordinary Repair (for reference)	\$158,678	\$158,678	\$0	\$158,678
Special Fund Extraordinary Repair is part of base budget	(\$158,678)	(\$158,678)	\$0	(\$158,678)
Total one-time funding changes	\$270,000	\$270,000	\$0	\$270,000
<b>Total Optional</b>	<b>\$690,178</b>	<b>\$646,653</b>	<b>\$75,000</b>	<b>\$646,653</b>
General Fund Optional	\$112,678	\$144,153	\$0	\$144,153
Special Fund Optional	\$577,500	\$502,500	\$75,000	\$502,500
<b>Total Executive Budget Recommendation</b>	<b>\$690,178</b>	<b>\$646,653</b>	<b>\$75,000</b>	<b>\$646,653</b>



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April 25, 26, 2018

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AdvancED®  
Engagement  
Review Report



**AdvancED® Performance Accreditation**

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**Results for:**

North Dakota School for the Deaf  
1401 College Drive N.  
Devils Lake, ND 58301



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## Introduction

### AdvancED Performance Accreditation and the Engagement Review

Accreditation is pivotal to leveraging education quality and continuous improvement. Using a set of rigorous research based standards, the accreditation process examines the whole institution—the program, the cultural context and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. Through the AdvancED Accreditation Process, highly skilled and trained Engagement Review Teams gather first-hand evidence and information pertinent to evaluating an institution’s performance against the research-based AdvancED Performance Standards. Using these Standards, Engagement Review Teams assess the quality of learning environments to gain valuable insights and target improvements in teaching and learning. AdvancED provides Standards that are tailored for all education providers so that the benefits of accreditation are universal across the education community.

Through a comprehensive review of evidence and information, our experts gain a broad understanding of institution quality. Using the Standards, the review team provides valuable feedback to institutions that helps to focus and guide each institution’s improvement journey. Valuable evidence and information from other stakeholders, including students, also is obtained through interviews, surveys and additional activities.

As a part of the Engagement Review, stakeholders were interviewed by members of the Engagement Review Team to gain their perspectives on topics relevant to the institution's learning environment and organizational effectiveness. The feedback gained through the stakeholder interviews was considered with other evidences and data to support the findings of the Engagement Review. The following chart depicts the numbers of persons interviewed representative of various stakeholder groups.

Stakeholder Groups	Number
Board Members	3
Superintendent	1
Instructional Staff	8
Students	3
Parents/Community	5
<b>Total</b>	<b>20</b>

Once all of the information is compiled and reviewed, the team develops the Engagement Review Report and presents preliminary results to the institution. Results from the Engagement Review are reported in four ratings represented by colors. These ratings provide guidance and insight into an institution's continuous improvement efforts as described below:

Color	Rating	Description
Red	Needs Improvement	Identifies key areas that need more focused improvement efforts
Yellow	Emerging	Represents areas to enhance and extend current improvement efforts
Green	Meets Expectations	Pinpoints quality practices that meet the Standards

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Color	Rating	Description
Blue	Exceeds Expectations	Demonstrates noteworthy practices producing clear results that exceed expectations

### AdvancED Continuous Improvement System

The AdvancED Continuous Improvement System (CIS) provides a systemic fully integrated solution to help institutions map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. AdvancED expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions. AdvancED identifies three important components of a continuous improvement process and provides feedback on the components of the journey using a rubric that identifies the three areas to guide the improvement journey. The areas are as follows:

Commitment to Continuous Improvement	Rating
The institution has collected sufficient and quality data to identify school improvement needs.	Meets Expectations
Implications from the analysis of data have been identified and used for the development of key strategic goals.	Exceeds Expectations
The institution demonstrates the capacity to implement their continuous improvement journey.	Meets Expectations

### Continuous Improvement Journey Narrative

The North Dakota School for the Deaf Engagement Team found a wide variety of evidence to indicate the school’s commitment to continuous school improvement. Statements made during stakeholder interviews, the leadership presentation, a review of various artifacts and evidence, and formal and informal observations revealed that the school has established a systematic process for and commitment to continuous improvement. While presenting the leadership overview, the superintendent provided an extensive report of the history, development and implementation of a school-wide planning process and the history of this state institution. There was great optimism within the school’s culture and the climate suggested that a variety of stakeholders assisted in the improvement planning, including the vision, mission and belief statements.

The school has a strategic plan which identifies a mission statement and multiple short term goals. The institution has also prioritized the use of multiple modes of communication for school stakeholders. Staff surveys were conducted which suggest a supportive work culture which embraced a child centered focus.

A review of numerous artifacts and evidences revealed that the school gathered and analyzed quality data to identify areas for improvement. Reliable data is collected in the areas of enrollment, student demographics, special programming and staff development needs. Data analysis is supported through the collection of student performance data through the IEP monitoring process. Information is used to track progress and has been inputted into a data profile which provides an additional measure of progress monitoring and transparency. Stakeholders are periodically involved in the review of this information.

## AdvancED Standards Diagnostic Results

The AdvancED Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution’s effectiveness based on AdvancED’s Performance Standards. The diagnostic consists of three components built around each of the three Domains: **Leadership Capacity**, **Learning Capacity** and **Resource Capacity**. Point values are established within the diagnostic and a percentage of the points earned by the institution for each Standard is calculated from the point values for each Standard. Results are reported within four ranges identified by the colors representing Needs Improvement (Red), Emerging (Yellow), Meets Expectations (Green), Exceeds Expectations (Blue). The results for the three Domains are presented in the tables that follow.

### Leadership Capacity Domain

The capacity of leadership to ensure an institution’s progress toward its stated objectives is an essential element of organizational effectiveness. An institution’s leadership capacity includes the fidelity and commitment to its purpose and direction; the effectiveness of governance and leadership to enable the institution to realize its stated objectives; the ability to engage and involve stakeholders in meaningful and productive ways; and the capacity to implement strategies that improve learner and educator performance.

Leadership Capacity Standards		Rating
1.1	The institution commits to a purpose statement that defines beliefs about teaching and learning including the expectations for learners.	Emerging
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learners.	Meets Expectations
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	Emerging
1.4	The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.	Meets Expectations
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.	Emerging
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	Meets Expectations
1.7	Leaders implement operational process and procedures to ensure organizational effectiveness in support of teaching and learning.	Meets Expectations
1.8	Leaders engage stakeholders to support the achievement of the institution’s purpose and direction.	Emerging
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.	Exceeds Expectations
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Emerging

### Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships; high expectations and standards; a challenging and engaging curriculum; quality instruction and comprehensive support that enable all learners to be successful; and assessment practices (formative and summative) that

monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.

Learning Capacity Standards		Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.	Exceeds Expectations
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Meets Expectations
2.3	The learning culture develops learners' attitudes, beliefs and skills needed for success.	Exceeds Expectations
2.4	The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.	Meets Expectations
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Exceeds Expectations
2.6	The institution implements a process to ensure the curriculum is aligned to standards and best practices.	Exceeds Expectations
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.	Meets Expectations
2.8	The institution provides programs and services for learners' educational futures and career planning.	Exceeds Expectations
2.9	The institution implements, evaluates, and monitors processes to identify and address the specialized social, emotional, developmental, and academic needs of students.	Meets Expectations
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Meets Expectations
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Meets Expectations
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.	Exceeds Expectations

### Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so that the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

Resource Capacity Standards		Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.	Meets Expectations
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Exceeds Expectations



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Resource Capacity Standards		Rating
3.3	The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.	Exceeds Expectations
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction	Emerging
3.5	The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.	Exceeds Expectations
3.6	The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.	Meets Expectations
3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.	Exceeds Expectations
3.8	The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.	Exceeds Expectations

## Effective Learning Environments Observation Tool® (eleot®)

### Results

The eProve™ Effective Learning Environments Observation Tool® (eleot®) is a learner-centric classroom observation tool that comprises 28 items organized in seven environments aligned with the AdvancED Standards. The eleot provides useful, relevant, structured, and quantifiable data on the extent to which students are engaged in activities and/or demonstrate knowledge, attitudes, and/or dispositions that are conducive to effective learning. Classroom observations are conducted for a minimum of 20 minutes. Results from eleot are reported on a scale of one to four based on the degree and quality of the engagement.

eleot® Observations	
<b>Total Number of eleot® Observations</b>	<b>3</b>
<b>Environments</b>	<b>Rating</b>
<b>Equitable Learning Environment</b>	2.58
Learners engage in differentiated learning opportunities and/or activities that meet their needs	3.00
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.00
Learners are treated in a fair, clear and consistent manner	3.00
Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions	1.33
<b>High Expectations Environment</b>	2.67
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	3.00
Learners engage in activities and learning that are challenging but attainable	3.00
Learners demonstrate and/or are able to describe high quality work	1.33
Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	3.00



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eleot® Observations	
<b>Total Number of eleot® Observations</b>	<b>3</b>
<b>Environments</b>	<b>Rating</b>
Learners take responsibility for and are self-directed in their learning	3.00
<b>Supportive Learning Environment</b>	3.33
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	3.00
Learners take risks in learning (without fear of negative feedback)	3.00
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.33
Learners demonstrate a congenial and supportive relationship with their teacher	3.67
<b>Active Learning Environment</b>	2.58
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	3.00
Learners make connections from content to real-life experiences	3.00
Learners are actively engaged in the learning activities	3.00
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	1.33
<b>Progress Monitoring and Feedback Environment</b>	2.25
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	2.00
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	2.67
Learners demonstrate and/or verbalize understanding of the lesson/content	2.67
Learners understand and/or are able to explain how their work is assessed	1.67
<b>Well-Managed Learning Environment</b>	2.92
Learners speak and interact respectfully with teacher(s) and each other	2.67
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.00
Learners transition smoothly and efficiently from one activity to another	3.00
Learners use class time purposefully with minimal wasted time or disruptions	3.00
<b>Digital Learning Environment</b>	2.44
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	2.67
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	2.33
Learners use digital tools/technology to communicate and/or work collaboratively for learning	2.33

### eleot® Narrative

The Engagement Review Team conducted three classroom observations using the eleot classroom observation tool. The school's overall average score was 2.63 on a four-point scale.

The Well Managed Learning Environment received the highest average rating of 2.92. In addition, Supportive Learning Environment received an average rating of 2.92. Ranking third was High Expectations, with a 2.67 average rating. Tied for fourth were the Equitable Learning and Active Learning Environments, with scores of 2.58 each. The next highest rated area was Digital Learning, receiving an average rating of 2.44. Finally, Progress Monitoring was ranked 2.25.

The highest rated item was C4, receiving a rating of 3.33. Because of the unique student population, eleot observations were limited to 1:1 classroom settings, thus many of the indicators scored 3.00. Several of the highest rated items were within Equitable Learning Environment, High Expectations, Active Learning and Well

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Managed Learning Environments. Each of these categories evidenced multiple items receiving an average rating of 3.0.

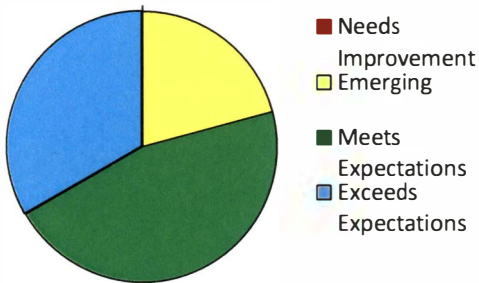
Two of the lowest rated items were A4 and D4, scoring an average rating of 1.33. Item A4 indicated "Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions." Item D4 suggested "Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments." These ratings reflect the customized, individualized learning experiences directly tied to individualized education plans.

Each student was observed in an individualized setting, yet these observations revealed minimal opportunities for learners to engage in self-directed or collaborative coursework, discussions with peers, or tasks requiring higher order thinking skills. Although students in some classes were seated in cooperative learning groups, they were not engaged in collaborative discussions with their peers.

The eleot data confirmed statement shared during interviews and interview polls with various stakeholder groups, validating the caring, family environment referenced during interview sessions. Students were provided positive learning experiences by teachers who demonstrated support, care and concern for their success and safety. Observations support student interview and survey information which revealed that teachers were supportive, caring, and passionate about student growth and success.

## Findings

The chart below provides an overview of the institution ratings across the three Domains.



Rating	Number of Standards
Needs Improvement	0
Emerging	5
Meets Expectations	11
Exceeds Expectations	8

## Powerful Practices

Powerful Practices reflect noteworthy observations and actions that have yielded clear results in student achievement or organizational effectiveness and are actions that exceed what is typically observed or expected in an institution.

### Powerful Practice #1

Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.

Primary Standard: 2.1, 3.5, 3.1

**Evidence:**

School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observations to ensure that they are aligned with the school's values and beliefs about teaching and learning. Teachers deliver an approved curriculum and are directly engaged with all students in the oversight of their learning, using content-specific standards for professional practice. Evidence of these practices is documented in lesson plans and grade books.

**Powerful Practice #2**

The learning culture promotes creativity, innovation and collaborative problem solving.

**Primary Standard: 2.2, 3.2, 3.3, 1.4**

**Evidence:**

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Learning from using and discussing the results of inquiry practices such as action research, the examination of student work, reflection of implementation of programs, mentoring and peer coaching are all part of a daily routine for school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance. The institution plans and delivers professional learning to improve the learning environment, learner achievement and the institution's effectiveness. In addition, digital resources are integrated into teaching, learning and operations to improve professional practice, student performance and organizational effectiveness.

## Improvement Priorities

Improvement priorities are developed to enhance the capacity of the institution to reach a higher level of performance and reflect the areas identified by the Engagement Review Team to have the greatest impact on improving student performance and organizational effectiveness.

**Improvement Priority #1**

Engage stakeholders to support the achievement of the institutions purpose and direction.

**Primary Standard: 1.8, 1.10, 1.3**

**Evidence:**

A review of the evidence and narratives from various stakeholder groups revealed a need to broaden and enhance the stakeholders understanding of the mission and function of the institution. The general public, local community, school districts, legislature and national community could benefit from a clear understanding of the organizations mission and function. A comprehensive public relations and communication plan detailing student learning conditions and the achievement of school improvement goals could enhance stakeholder understanding and participation in planning processes.

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## Accreditation Recommendation and Index of Educational Quality™ (IEQ™)

The Engagement Review Team recommends to the AdvancED Accreditation Commission that the institution earns the distinction of accreditation for a five-year term. AdvancED will review the results of the Engagement Review to make a final determination, including the appropriate next steps for the institution in response to these findings.

AdvancED provides the Index of Education Quality™ (IEQ™) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus. The IEQ is comprised of the Standards Diagnostic ratings from the three Domains: 1) Leadership Capacity; 2) Learning Capacity; and 3) Resource Capacity and the results of elite classroom observations. The IEQ results are reported on a scale of 100 to 400 and provides information about how the institution is performing compared to expected criteria.



### Conclusion Narrative

The North Dakota School for the Deaf has established a positive, caring culture while focusing on its essential belief: “NDSR/RCDHH shall serve as a state resource center to provide advocacy, leadership and educational expertise for all individuals in North Dakota who are deaf or hard of hearing.”

Parents and teachers reported an appreciation for the support from administration students and parents expressed pride in committed and passionate teachers, as evidence through survey data, staff retention and staffing throughout the facility. The instructional staff shared a sense of gratitude for the numerous leadership-building opportunities available to them as teacher leaders.

The school has expanded and redefined its scope of service to meet the changing needs of its students and community. Services consist of direct service to enrolled students, integration when programming with Devils Lake Public Schools and providing assistive and outreach services across the state of North Dakota. Statewide trainings offer an opportunity for deaf awareness and intervention services in remote areas to ensure that all community members have equitable access to assistive technologies. Care is designed to ensure that early identification and intervention, as well as aged care, is provided to clients across the state.

Collaboration is a strength of the school. All stakeholder groups expressed a deep appreciation for the instruction and service provided by the school and staff. Through various opportunities, staff members are encouraged to grow their expertise and to train at a national level.

While there were many positive activities taking place, the Team identified opportunities for growth. One such area was stakeholder engagement in purpose and direction. While the Team noted internal successes and mechanisms for engagement and communication, external stakeholders could be engaged at a higher level to help drive mission and purpose through the development of a communication plan. This plan will bring clarity, focus and intentionality to the mission statement, which would be powerful as the institution extends its umbrella of impact throughout the state.

The North Dakota School for the Deaf has established a sound structure for continuous improvement with a clear focus on goals, measured through abundant and robust data. School leaders, personnel and stakeholders are committed to excellence in education. Ongoing improvement is a target in all areas of academic, social and emotional growth. The school has established a shared vision for student success, empowerment and readiness

for the next level. The Team is confident that a continued focus on continuous improvement will lead the school to even greater levels of success.

## Next Steps

The results of the Engagement Review provide the next step to guide the improvement journey of the institution in their efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Accreditation Engagement Review Report will assist the institution in reflecting on their current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

Upon receiving the Accreditation Engagement Review Report the institution is encouraged to implement the following steps:

- Review and share the findings with stakeholders.
- Develop plans to address the Improvement Priorities identified by the Engagement Review Team.
- Use the findings and data from the report to guide and strengthen the institution’s continuous improvement efforts.
- Celebrate the successes noted in the report
- Continue your Improvement Journey

## Team Roster

The Engagement Review Teams are comprised of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Engagement Review Team members complete AdvancED training and eleot® certification to provide knowledge and understanding of the AdvancED tools and processes. The following professionals served on the Engagement Review Team:

Team Member Name	Brief Biography
<b>Jill Louters</b>	Mrs. Louters currently serves as superintendent at New Rockford-Sheyenne School District. Having completed her national superintendents license, she is finishing her doctoral degree through St. Mary’s University, Minneapolis, Minnesota, focusing her research on conflict management. She is passionate about continuous improvement processes and leads multiple review teams annually.
<b>Michele Well</b>	Ms. Well holds a bachelors degree in elementary education, and secured a Master of Education Degree from the University of North Dakota. And Master’s Degree in Educational Leadership, also from UND. In addition to working as the superintendent and principal at the Anne Carlsen Center in Jamestown, she acts as Adjunct Instructor in Education at the University of Jamestown.
<b>Paula Fitzgerald</b>	Ms. Fitzgerald holds a bachelor degree in Education of the Deaf and Elementary Education. She currently works as an itinerant teacher of the deaf and hard of hearing, and has performed in this capacity for 23 years, serving students from preschool to graduation. She has continued her education through coursework at Minot State University and the University of North Dakota.

**2019-2021 NDSR/RCDHH PROPOSAL  
BUILDING RENOVATIONS**

ATT 9

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**Scope** – We request funding to continue renovations outlined in 2014 Smith Building Analysis.

**Improvement to 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.

**Smith Administration Building**

1. **Resource Center Roofing System** - roofing system is at 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.
2. **2<sup>nd</sup> Floor Ceiling and Lighting** – Update ceiling grid and update to energy efficient lighting.
3. **HVAC Updates** – Update air-handling units (AHU) in basement and 2<sup>nd</sup> floor, replace pneumatic controls with DDC, and various mechanical upgrades to improve efficiency and minimize maintenance costs.

**Campus Updates**

1. **Painting** – Update finishes of campus building.
2. **Exterior Doors** – Replace entry/exit doors to various buildings across campus due to age, inefficiency, and security.
3. **Security Locks and Cameras** – Upgrade locks and addition of key fob access to common areas for monitoring and control. Cameras to be added to areas of campus with high activity.

**Extraordinary Repairs**

1. **ADA Sidewalk/Parking Lot** - Repair and replacement of sidewalks and areas of parking lot to meet ADA requirements.
2. **Asbestos Abatement** – Asbestos abatement of areas affected by current and future renovations.
3. **Admin Carpeting and Entrance Door Replacement** – Carpet update/replacement to needed areas. Entry doors to kitchen areas need updating due to age and efficiency.



## Buildings and Grounds Accomplishments

Chris Eckes, Physical Plant Director

AH9

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### January-December 2016

- Aiphone Installed On Main Entry (Locked At All Times)
- New Hire (Jerry Allery To Fill Spot Vacated By Erik, Who Replaced Mark)
- Acquired Architect for Upcoming Boiler, ADA Restroom, Roof, and Kitchen Cooler Project
  - Bidding and Construction Included:
    - Asbestos Abatement of Boiler Stack and Vacated Staff Offices for ADA Bathroom
    - Cooler and Freezer Replacement
    - Administration Kitchen, Dining Room and Hallway Roof Replacement
    - ADA Men's, Women's, and Family Restrooms Construction Completed in Vacated Outreach Offices
    - Main Campus Boiler Replacement
- Aiphone Installed on Head Start Main Entry
- Door Fob Entry Installed on Dorm Main Entrance
- 12 Trees Removed and 24 Trees Supported/Planted Across Campus

### January-December 2017

- Isolated Water Main Break Across North Parking Lot
- Update of Energy Management System/Software
- Campus Security Camera Update
  - DVR and Software Replacement
  - Cameras Installed
- 9 Trees Removed, 4 Planted
- North Tree Shelter Belt Limbed and Cleaned Up

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- Acquired New Bobcat on Trade
- Administration 1<sup>st</sup> and 2<sup>nd</sup> Floor Hallway Carpet Replacement
- DA Tank and Chemical Feeder Upgrade in Boiler Room
- 300 Sq. Yds. of ADA Sidewalk Improvements
- Administration 1<sup>st</sup> and 2<sup>nd</sup> Floor Hallway Carpet Replacement
- Fence Installed Around Propane "Farm"
- Ceramic Tile Installed Kitchen Cooler
- Painted
  - Tunnel System
  - Boiler Room Floors
  - Resource Restrooms
  - Superintendents House (12/2017)
- Pollinator Garden by Celeste Ertelt and Chris Blanchfield

### January-December 2018

- Superintendent's House
  - Painted Interior and Ceilings
  - Kitchen Re-wire
  - Kitchen Counter and Cabinets
  - Kitchen Appliances, AT, Furnished for Campus Use
- Isolate and Repair Water Leak in New ADA Bathrooms
- Door Fob Access to DOE Office
- Re-Key to New Master Administration 1<sup>st</sup> Floor
- Brick Garage Updates
  - New Roll-Up Doors (J)
  - Lighting
- Administration 1<sup>st</sup> Floor Hallways, Dining Room and Kitchen Ceiling Tile Replacement
- Administration 1<sup>st</sup> Floor Hallways, Dining Room and Kitchen LED Light Upgrade

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- Updated Lighting to LED in Nurses Office and Exam Room
- Fire Alarm Update to Fully Addressable
- Administration Roof Replacement (Ballasted)
- New Exterior Door to Laundry
- Power House Improvements (Boiler Room)
  - Boiler Condensate Pit Wall and Floor Patching and Painting
  - Boiler Room Wall Patching and Painting
  - Exterior Door Replacement
- Kitchen and Dining Room HVAC Update
  - Air Handler and Compressor Replacement
- Blinds
  - DOE
  - Superintendent
  - Kitchen Office
  - Dining Room
  - LK Room
  - Pre-School Room
- Spear Building Carpet and Paint 3 Classrooms

### January-December 2019

- Kitchen Updates
  - Flooring Tile Abatement and Replacement
  - Exterior Door Replacement
  - Paint
  - Office Carpet
- Spear Building Hallway Carpet Replacement
- Exterior Painting – Multiple Buildings
- HVAC Upgrade – Pneumatic to Direct Digital Control
- Asphalt/Parking Lot Improvements
- Pool Painting
- Administration Entry Door Replacement
- Activities Building/Pool Emergency Exit Door Replacement

# NDSD/RCDHH ADULT OUTREACH SERVICES PRESENTATIONS 2016-2018

A449

SB 2013

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## Presentations at State and National Conferences

2/9/2016	Pepnet National Summit		
	Presented at a Coffee Chat and a Poster Session		285
6/9/2017	ND Association of the Blind state conference		50
10/11/2017	Northern Plains Conference on Aging and Disability		250
11/2/2017	ND Retired Teachers Association Annual Meeting		100
1/17/2018	ND Park and Recreation State Conference		45

## Presentations to Assisted Living Centers/Nursing Homes

1/19/2016	Good Samaritan Center	Bismarck	2
2/8/2016	Edgewood Vista	Mandan	14
3/30/2016	Heartland Care Center	Devils Lake	12
5/15/2016	Good Samaritan Center	Devils Lake	20
6/8/2016	Lake Country Manor	Devils Lake	16
7/25/2016	Sunrise Suites	Hazen	15
7/19/2017	Maralac Manor	Bismarck	50
7/17/2017	Rosewood Court	LaMoure	10
9/22/2016	Parkwood Senior Living	Grand Forks	7
12/9/2016	Grafton Senior Center	Grafton	20
12/13/2016	Park River Senior Center	Park River	30
12/20/2016	Tufts Manor	Grand Forks	30
3/2/2017	One Oak Place	Fargo	40
4/19/2017	West Fargo High Rise	West Fargo	18
11/27/2018	Parkwood Senior Living	Grand Forks	100
11/30/2017	Good Samaritan Center	Fargo	10
4/10/2018	Crossroads Senior Living	Fargo	6
4/16/2018	Sunrise Senior Living	Fargo	8
1/24/2018	Parkwood Place	Grand Forks	20
3/19/2018	One Oak Place	Fargo	20
3/27/2018	Lutheran Sunset Home	Grafton	20
11/30/2017	Good Samaritan Center	West Fargo	2

## Presentations at Senior Centers

7/12/2017	New Leipzig Community Center	New Leipzig	15
6/6/2016	Manvel Senior Center	Manvel	35
12/28/2016	Edinburgh Community Center	Edinburgh	15
6/1/2017	Grand Forks Senior Center - fair	Grand Forks	500
6/28/2018	Milnor Senior Center	Milnor	8
4/19/2018	Valley City Senior Center	Valley City	75
5/9/2017	Bismarck Senior Center - fair	Bismarck	500
11/7/2017	Ellendale Senior Center	Ellendale	14
12/8/2017	Oakes Senior Center	Oakes	19
10/3/2017	Peaceful Haven Senior Center	Dickinson	25

**Presentations to Medical/Mental Health facilities**

12/6/2016	Sanford Health Care	Bismarck	8
4/25/2017	Prairie St Johns	Fargo	80
5/10/2017	Mercy Hospital CHI	Williston	23
7/20/2017	Faith Community Nurses	Fargo	13
6/10/2016	Vibra Hospital (admin.)	Fargo	3
9/22/2016	Prairie Harvest mental health	Grand Forks	15
2/6/2017	Prairie Harvest mental health	Grand Fork	10
11/21/2016	LRSC Nursing Students	Devils Lake	18
11/23/2016	LRSC Nursing Students	Devils Lake	9
6/29/2017	Sanford Health Care	Bismarck	40
12/6/2017	Community of Care	Casselton	3

**Presentations to Law Enforcement**

4/6/2017	Jamestown Law Enforcement	Jamestown	27
8/31/2017	LRSC Peace Officer Training	Devils Lake	27
9/28/2017	Stutsman County Training	Jamestown	42
10/5/2017	Jamestown Law Enforcement	Jamestown	66
10/16/2017	Jamestown Law Enforcement	Jamestown	34
6/25/2018	Peace Officer training	Fargo	21
4/9/2018	Peace Officer training	Minot	11
6/27/2018	Peace Officer training	Grand Forks	14

**Presentations to Ed/Higher Ed**

2/24/2016	United Tribes Technical College	Bismarck	4
9/14/2017	UND Graduate class	Grand Forks	40
9/14/2016	Career and Job Fair	Devils Lake	400

**Misc. Presentations to Professionals**

1/13/2016	Options for Independent Living	E. Grand Forks	22
2/23/2016	Kiwanis Club	Devils Lake	25
5/2/2016	Aging Coalition Meeting	Williston	12
6/9/2017	ADA/Accessibility Workshop	Devils Lake	40
12/7/2017	Jamestown Optimist Club	Jamestown	13
4/14/2018	Quota Club	Fargo	40
10/11/2016	Vision Loss Support Group	Grand Forks	25
10/10/2016	Hunters Senior Club	Grand Forks	15
1/28/2018	Aging Coalition Meeting	Minot	28
1/21/2018	Olivet Lutheran Church	Fargo	80
11/2/2017	Coalition of Service Providers	Fargo	23

**Individuals Impacted = 3,637**

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## PIP/School-Age Presentations & In-Services 2016-2018

Topics included: Services we provide; Impact of Hearing Loss; Individual Planning & Strategies, Accommodations and Modifications for Children with Hearing Loss; Auditory Skills Development, Signing, Communication Options, Communication Opportunities, Individual Learner Differences, Assistive Technology, Setting and Developing Goals for an IFSP and/or IEP, and resources available.

- ND Childcare Providers State Conference      Devils Lake
  - Community Practice on Transition      Bismarck
  - National Outreach Conference      St Augustine, FL
  - ND Council of Exceptional Children      Bismarck
  - Region 3 Quota International Conference      Sioux Falls, SD
  - Jamestown University each semester      Jamestown
  - ND Vocational Rehabilitation      Bismarck
  - Crossroads      Fargo
  - YMCA Daycare      Fargo
  - Little Miracles Daycare      Grand Forks
  - First Choice Clinic      Devils Lake
  - Sertoma      Minot
  - Optimist      Fargo
  - Public Library      Devils Lake
  - Public Library      Fargo
- 
- **School Staff:**
    1. Our Redeemers - Minot
    2. McVille Elementary
    3. St. Josephs – Devils Lake
    4. Rugby High School
    5. Rolette PreK & K
    6. Dunseith Elementary
    7. Walhalla Elementary
    8. Langdon Elementary
    9. Flasher Elementary
    10. Bismarck St. Mary
    11. Anne Carlson Center Jamestown
    12. Napoleon Elementary
  - **Early Intervention Centers**
    1. Fargo Anne Carlson
    2. GF Anne Carlson
    3. Fargo Pediatric Partners
  - **Teen Day presentations**



ATT 9

SB 2013

3/4/2019

January 2019

Hi!

My name is Kathy Snobl; I live in Grand Forks, ND.

I became a foster parent to Keron Snobl when he was about a year old. He had many medical conditions at the time. Keron was born with hydrocephalus and a chromosome deletion. When he came into care, it was because of medical neglect.

When he was, about 16 months old he had a shunt put into place and I was told he would be a vegetable the rest of his life. The fluids that were left on his head also caused Keron not to be able to hear or speak.

He went to school in Grand Forks till the fall of 2018 and it was decided to send him to Devils Lake School for the Deaf.

I couldn't be happier with this choice. My son (whom I adopted) is like a different person! He has made so many great strides being at this school, he is able to communicate with his sign language and you can tell he is so much happier. (And he is far from being a vegetable.) I am so glad that he is at this school and wouldn't want him anywhere else!

Thank you,

Kathy Snobl

Att 9

SB 2013

3/4/2019



Altru's Audiology and Hearing Center  
4350 South Washington Street Ste. 104  
Grand Forks, ND 58201

January 10<sup>th</sup>, 2019

Re: Parent Infant Program, North Dakota School for the Deaf

To Whom It May Concern:

I have had the pleasure of working with the parent infant program from the North Dakota School for the Deaf in my region. The support that I, along with the families of my patients, receive from this program is crucial to our success. As an audiologist, I diagnosis hearing loss and when appropriate, fit amplification on these children. Appointments in my office are no longer than an hour and occur in a controlled environment every few months. To provide the best care for my patients, I rely on the parent infant specialists to provide "real world" reports to ensure that my patients are progressing age appropriately, both developmentally and socially. The parent infant specialists provide valuable information that I use in my treatment regularly. I appreciate their input as at times, parents do not always provide the most accurate information. There are times that parents tell me what they think I want to hear and not what's actually happening. It's nice to compare the information so that I can provide the most appropriate intervention.

In addition, I have received assistance from the parent infant specialists during testing. As imagined, children can be difficult to test and having a play partner is valuable. As we do not have a play partner available in our office, I have received this support from the parent infant specialists and have obtained more information in a single appointment than I can on my own. Plus, it gives the parent infant specialists more knowledge about the child and helps in their care in the "real world" setting. They also complete validations measures in the home which are always necessary for my care.

Over the seven years that I have been at Altru, I have developed a much stronger relationship with this program and now, I consider it an integral part of my care. From completing assessments to helping in the office to providing guidance on a child's development in the "real world," myself, my colleagues and our children in North Dakota with hearing loss are lucky to have this program available to us. We are thankful for their help.

If you have any questions, please do not hesitate to contact me at 701-780-6958.

Sincerely,

A handwritten signature in cursive script that reads 'Megan Thorson'.

Megan Thorson, Au.D.  
Audiologist  
Altru Health System

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ATT 9

3/4/2019

SB 2013

## ND School for the Deaf testimonial

I am the special education teacher in a small school in rural southern ND. We had a student move into our school last year that was 100% deaf and had no communication skills at all. I contacted the ND School for the Deaf, and they came and worked with us twice a week for four hours a day until Christmas break, and then once a week after that. We received much needed assistance in working with us to help the student learn to communicate with us and with his peers. The help we got from them was invaluable; I am sure that we would have never been able to make the great strides with this student without their help. This student would not have been able to remain in our school system or with the family without the wonderful services we received from the ND School for the Deaf. Lana; the person who came to work with us, taught the staff sign language that was needed, as well as working with the student to gain communication skills. My student gained almost two years growth in that one year with all the help we received. I cannot possibly express how important their outreach program is to us; as a small school we cannot afford to hire a full time signing person or to pay for a staff member to be fully trained, and in such a short period of time since we only learned of this student a couple days before arrival. We were all able to learn together and in a timely manner. The people that came to work with us were extremely courteous and helpful, giving us many, many suggestions to help work with this student. Several of our other students have also been able to benefit from this training, as they are learning some signs along with the staff so that everyone can communicate during play time and during class. The outreach program is a much needed service for our small rural communities to meet the needs of our students with hearing loss, regardless of the degree of loss.

Shelly Meyhoff  
Special Education teacher  
Flasher Public School  
Flasher, ND 58535  
701-597-3355

**From:** Patricia Arnott <patricia.arnott@gmail.com>  
**Sent:** Monday, October 1, 2018 9:36 AM  
**To:** Pam Rae Smith  
**Subject:** Kristen Vetter

AH9

SB 2013

3/4/2019

Dear Ms. Smith,

I am writing to make you aware of what a wonderful experience it's been to work with, and be assisted by, Kristen Vetter.

She received my e-mail inquiry back in July through a rather round about way, but immediately responded with helpful information regarding assistance for my mother, a North Dakota Senior resident, with profound hearing loss.

We talked via phone to exchange information initially, and then Kristen made herself available to drive to my mother's home in Underwood - on a specific date - when my brothers and I would all be available to be there. (My siblings and I were all traveling from various parts of the country, so this was a tremendous help to us.)

Kristen was professional, friendly, and exceptionally qualified - both on the technical side, but also in how she communicated with our 85-year-old Mom and stepDad.

Even with the long drive to and from Underwood, and the time needed to review product options and take care of CC phone set up, etc., we never felt rushed and most importantly - Kristen answered all of Mom's questions in a patient, professional manner and provided information that we hadn't even known to ask about.

While we expressed our appreciation at the time, Kristen was quick to say that she was just doing her job and was happy to help. While I'm sure that was true, we just wanted to be sure you were aware of what an exceptional job she did and continues to do.

This level of Customer Service has become more the exception than the rule in many cases, but we wanted to be sure you were aware of her outstanding performance.

Most sincerely,

Pat Arnott

Att 9

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3/4/2019

# PEMBINA SPECIAL EDUCATION COOPERATIVE

106B DIVISION AVE. NORTH, P.O. BOX 238

CAVALIER, N.D. 58220

PHONE: (701)265-8080

FAX: (701)265-8082

LISA GOLDADE, DIRECTOR

MINDY INDRIDSON, BUSINESS MANAGER

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Denise Marback, NDSO Outreach

North Dakota School for the Deaf

1401 College Drive North

Devils Lake, ND 58301-1596

Dear Denise,

Thank you so much for all of your assistance and advisement to our staff in North Border-Walhalla. We truly appreciate how willing you are to support our special education and regular education staff and families to meet the needs of our students. You have been such a vital part of the effort to provide our staff with the expertise that they need and our students with these services that we may lack without your help, so thank you again for all you do! Have a great summer and we look forward to working with you again this August, when we begin another great school year.

Sincerely,



Lisa Goldade, director

Pembina Special Education Cooperative

AH 9

3/4/2019

SB 2013

Hi, my name is Katherine Theisgen. The school of the deaf has helped me in so many ways and I'm so grateful for everything that Ashley and Linda have done for me. And to be honest, I would not have been that well educated on hearing loss and what I'm supposed to do if it has not been for them. I have learned so much when they came and visited me to educate and talk to me about my hearing loss. Because of them, I have met other individuals who are deaf and hard-of-hearing, and I am so thankful for meeting others. It never would have happened if it wasn't for Linda or Ashley. They have also helped me with talking about my accommodations for college and helping me receive the proper accommodations that I need. I appreciate everything that Linda and Ashley have taught me and I'm thankful for it all.



January 15, 2019

N.D. 66<sup>th</sup> Legislative Assembly

A++ 9

SB 2013

3/4/2019

Hello, members of the Appropriations Committee,

Thank you for your time today. My name is Stephanie Nishek Marrufo and I'm here in support of the North Dakota School for the Deaf (NDSB) and their mission to continue to provide in-home visits conducted by qualified professionals to families with young children who are deaf or hard of hearing.

I cannot adequately express in the time allotted to me how much was gained by having a Teacher of the Deaf from the NDSB visit our young child at home on a regular basis following his hearing loss diagnosis. As hearing parents of a hard of hearing child, we are inherently limited in our understanding of our son's speech and language needs. Having a well-trained, experienced, supportive professional meet us and our child where we are most comfortable (at home) was critical to our child's success and to our growth as supportive, understanding parents.

The teacher who provided our home visits did much more than teach our son. She prepared him for audiology appointments by using play practice the skills needed to perform audiological testing. She tested the function of his hearing aids. She allowed us time to ask questions and provided feedback, relevant handouts and many other resources. She shared in our frustrations and milestones. She asked thoughtful questions about his development, abilities, preferences and habits. Her teaching was phenomenal, as well. The level of experience and outstanding quality of training that she had were apparent, even from the first visit.

There are families all over North Dakota who would be at a significant disadvantage if the NDSB lost its ability to provide in-home services or if the quality of the teachers employed by NDSB declined even slightly. I ask, on behalf of North Dakota families with deaf and hard of hearing children, like my own, that you grant the requested monetary amount for this amazing institution to continue their mission.

Thank you,



Stephanie Nishek Marrufo

701-818-9359

[sjmarrufo@gmail.com](mailto:sjmarrufo@gmail.com)

Bismarck, ND

# Tidbits

NDSB Resource Center  
February 15, 2019 Volume 7 - Issue 7



## FEBRUARY

### Connie's Celebrations

We are in the midst of the coldest part of the winter. Everyone is becoming a little stir-crazy without some extended time in the sun and fresh air. It is important for everyone to have some recreational activities that include other like-minded individuals.

Research indicates that many individuals who are deaf or hard of hearing feel isolated when those around them are not able to communicate with them.

The programs at NDSB Resource Center address this in a number of ways:

- The communications department offers sign language classes in a variety of ways: on IVN, at Fargo and Devils Lake sites, and by streaming.
- The model school staff send home information for parents on activities they can participate in and vocabulary (including signs) that they can learn together with their children.
- The school age outreach has developed activities that bring students and families together (ex. family fishing).
- The parent infant program has LAF groups that bring parents and toddlers together.
- The adult outreach staff have established support groups across the state.

These are just a few of the examples of activities organized by staff from NDSB Resource Center to help individuals who are deaf or hard of hearing and their families interact together. Even though the weather is cold it is important to be involved in recreational activities with others.

**Inside this Issue:**

Connie's Celebrations  
School News  
Dorm Life  
Banner Project  
Tech Tidbits  
Outreach  
Adult Outreach



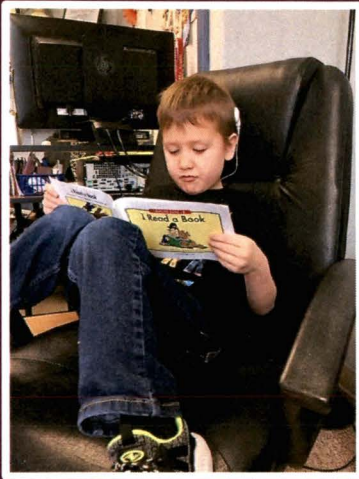
ND School for the Deaf Resource Center  
for Deaf & Hard of Hearing  
1401 College Dr. N  
Devils Lake, ND 58301

Phone/TTY: 701-665-4400  
Toll Free: 1-800-887-2980  
Fax: 1-701-665-4409

We are on the web:  
[www.nd.gov/ndsdb](http://www.nd.gov/ndsdb)  
Email: [ndsdb.school@k12.nd.us](mailto:ndsdb.school@k12.nd.us)



# Learning to READ!



The Pre-K students in Mrs. Koth's classroom are learning about family members by reading "I Read a Book" by Ned Jensen. The story includes many family members who students can read with, including the dog! Pictured here are: Aiyon enjoying the book in class, Blake reading on his iPad with his dad, and Grace enjoying a Valentine book with her mom. "Today a reader, tomorrow a leader!"

Dorm Days, Storm Days, again, make for fun days of crafts, sewing, and baking!—Yum!!!



"Snowflakes that stay on my nose and eyelashes... These are a few of my favorite things"



From slime making to lunch time baking, students learn basic measuring skills.



Calling in the recruits for room inspections! :)

Students enjoy time with local police officers.



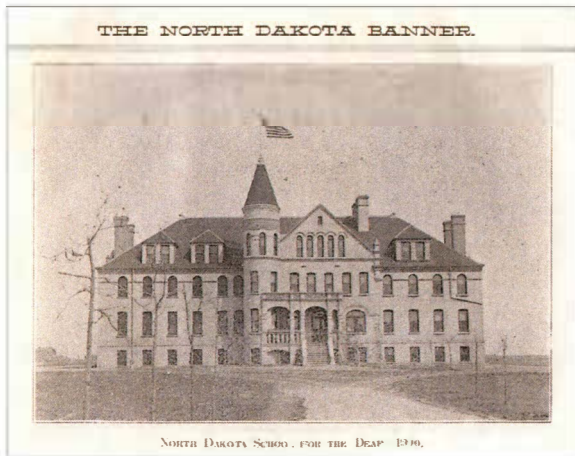


# BANNER

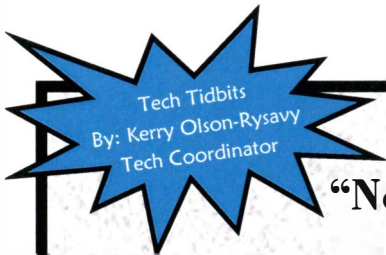
We are excited to announce the completion of the *Banner Project*.

All issues of the *Banner*, from its inception in 1891, have been digitized through a partnership with the North Dakota State Library and are available to everyone online.

What began as a weekly periodical is now an annual publication.



To view *The Banner Collection*, please follow this link:  
<http://digitalhorizonsonline.org/digital/collection/p16921coll12>



## “No to Technology; Yes to Family Time!”

Kids today are constantly engaged in technology all day, every day of their lives. In many cases, it has taken over their lives, spending too many hours on devices. Examples include video games, computers, iPads, tablets, cell phones and yes, TVs too!

Exposure to all these technologies is definitely essential in today’s world but to a certain extent. It is important to get children involved in other activities including physical movement and to spend some quality time with their families. It is not that hard. Be creative! Read a story together, play a board/card game, cook/bake something, play basketball/t-ball, ride bike, go camping, visit the park or zoo, the list goes on and on!

It is okay to put that technical gadget away, participate in some physical activity and spend some quality time with the family!



## Parent-Infant Program/ School Age Outreach Specialists

# Family Engagement/Family Involvement

*Research has shown that Family Involvement/Engagement was one of the MOST important contributors for successful outcomes for children who are deaf or hard of hearing.*

### How:

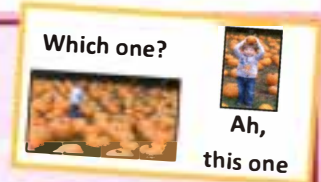
- ❖ Communicate effectively.
- ❖ Model language consistently through routines and daily activities.
- ❖ Make language accessible.
- ❖ Be responsive to child's efforts to communicate.
- ❖ Know how to advocate for needs.

### Activities:

- ❖ Participate in regularly scheduled appointments; audiology, IEP, etc.
- ❖ Keep up consistent and regular communication with providers; Parent-Infant, Audiology, Teachers etc.
- ❖ Attend and participate in events.
- ❖ Learn sign language together.
- ❖ Require child's use of their amplification.
- ❖ Read and play games together.
- ❖ Make a valentine.
- ❖ Cook, bake, build something and make an experience book about any of the above.

**Seasonal sign language DVDs** are available. Contact Carol Lybeck at [carol.lybeck@k12.nd.us](mailto:carol.lybeck@k12.nd.us). Available now are Valentine Signs.

**What is an EXPERIENCE BOOK:** Make an activity even more meaningful for your child and begin to help him or her to develop recall for past events. Start by having your child draw or make pictures about the event that can go into the child's own experience book. Your child then can relive these events at a later date as he or she reviews the pictures. For more detailed information on making an experience book, visit PIP or School Age Outreach website.



### Upcoming events that we are excited about:

<p><b>Ice Fishing</b> <b>RESCHEDULED</b></p> <p>Watch for further details</p> 	 <p><b>Early Hearing, Detection and Intervention Meeting</b></p> <p>in Chicago, IL March 3-5, 2019 <a href="http://ehdimeeting.org/">ehdimeeting.org/</a></p>	<p><b>Teen Day</b> <b>Spring - TBA</b></p>  <p>Sheri Cook, Gallaudet</p>	<p>Co-sponsor of</p>  <p><b>Midwest Conference for Deaf Educators</b></p> <p>June 10-11 in Sioux Falls, SD <a href="http://mwdeafconference.org/">mwdeafconference.org/</a></p>	<p><b>Summer Camp</b> <b>at Triangle</b> <b>YMCA Camp in</b> <b>Garrison</b></p> <p><b>June 17-21, 2019</b></p> 
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For more information, contact Carol Lybeck at (701) 665-4400 or [Carol.Lybeck@k12.nd.us](mailto:Carol.Lybeck@k12.nd.us)



We are often asked questions about hearing aids. One common question is, **“How often should I replace my hearing aids?”** There is no set time frame that determines when an individual should replace their hearing aids. However, Dr. Cliff Olson, Audiologist and founder of Applied Hearing Solutions in Anthem, Arizona shared the following tips:



#### Five Key Factors That Can Help You to Determine If You Should Get New Hearing Aids

- Are your current hearing aids capable of treating your current hearing loss? **You are not likely to have the same hearing loss your whole life. If you think you are not hearing as well as you used to, you probably are not.**
- Do you have Insurance? **If your insurance covers a large percentage of the cost, why not take advantage of the benefits of having insurance.**
- Are your current hearing aids covered under a warranty? **The older the hearing aid is, the more likely it will have repair issues that could be costly.**
- Do you currently have the technology that you need? **Technology changes yearly, and upgrading may help you to use your hearing aids more effectively with greater ease.**
- Are you still in a Service Plan? **Many providers bundle costs of services, which means you may have pre-paid for service costs for a specified time period. Do you have unused services remaining?**

**Adult Outreach Services always recommends seeing an Audiologist!**  
They will be able to determine your current needs and discuss all of your options.

If you do not feel you are hearing as well as you used to,  
**do not wait or just put up with it – make that appointment today!**



Dawn Sauvageau, Adult Outreach Specialist



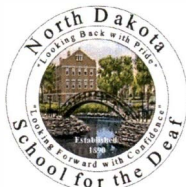


# How to access services from North Dakota School for the Deaf/ Resource Center on Deaf and Hard of Hearing

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.  
Connie Hovendick,  
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,  
Kristen Baesler, Superintendent

## Resource Center

- Lending Library
  - ❖ resource materials and curriculums
- Speaker's Bureau
- Tours of NDSD/RCDHH
- Audiology
- Assistive Technology
- Family Learning Vacation
- Deaf Awareness Program
- Regional Mom/Dad's Night
- Collaboration with variety of agencies and organizations
- Professional Development Activities

## 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@k12.nd.us](mailto:Carol.Lybeck@k12.nd.us)

**School Age Services:**  
*(Assessments & Consultations)*  
Carol Lybeck...701-665-4400  
[Carol.Lybeck@k12.nd.us](mailto:Carol.Lybeck@k12.nd.us)

**Adult Services:**  
Pam Smith.....701-665-4401  
[Pam.Smith@k12.nd.us](mailto:Pam.Smith@k12.nd.us)

**Interpreting/Communication**  
Lilia Bakken.....701-665-4423  
[Lilia.Bakken@k12.nd.us](mailto:Lilia.Bakken@k12.nd.us)

**Summer Camps**  
Linda Ehlers.....701-239-7374  
[Linda.Ehlers@k12.nd.us](mailto:Linda.Ehlers@k12.nd.us)

NDSD/RCDHH does not discriminate on the basis of race, color, national origin, sex, age or disability in employment of services.

# North Dakota School for the Deaf

"Looking Back with Pride....

Looking Forward with Confidence."

## Resource Center for Deaf and Hard of Hearing

As a state agency and as a center of expertise on the impact of hearing loss, the North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing (NDSD/RCDHH) has a responsibility to serve all citizens of the State of North Dakota. North Dakota School for the Deaf/Resource Center for the Deaf and Hard of Hearing provides a continuum of services and resources to individuals who are Deaf and Hard of Hearing and their family and the professionals who work with them.

### Parent-Infant Program (0-5 yrs.)

- Family Support and Education Centered
- Language and Auditory Fun
- Assistance in developing Individualized Family Service Plan



### Adult Outreach (after graduation)

- Consultations
- Collaboration with agencies and organizations
- Assistive Technology support
- Regional Support Groups
- Presentations/Workshops
- Referrals/Support to individuals and families



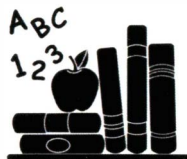
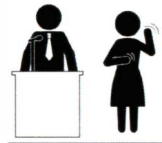
### School Age Outreach (3-21 yrs.)

- Assessments
  - ❖ Auditory
  - ❖ Language



### Communications/Interpreter's Outreach

- Support for Interpreters
  - ❖ Workshops for interpreters
  - ❖ Interpreter referral
- Sign Language Classes (on-site/video conferencing)
- Deaf Culture



(Receptive/Expressive/Written)

- ❖ Speech
- ❖ Academic
- ❖ Sign Language
- ❖ Developmental
- ❖ Transition
- Consultations
  - ❖ In-Services
  - ❖ Observations
  - ❖ Programming and IEP, 504 Planning
  - ❖ Classroom strategies, modifications, accommodations
  - ❖ Transition

### Model School



- For organization and methods of teaching
- Curriculum
- Mainstreaming or reverse mainstreaming

- Youth Activities:



"Serving North Dakota since 1890"

Att 9

SB 2013

3/4/2019

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

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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](mailto: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 (NDSR/CDHH), in conjunction with the Sign Language Interpreting Program of Lake Region State College (LRSC) offer school districts the following assistance:

### Consultation/Evaluation/Referral

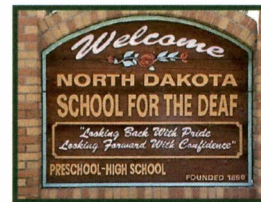
- The interview process for school districts who must review applicants for *educational interpreter* positions may be challenging. Staff members (nationally certified interpreters) are available to assist administrators during the interviewing and hiring of interpreters to help ensure that the most qualified and skilled person is selected.
- NDSR/CDHH 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 NDSR/CDHH 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 NDSR/CDHH website at: [www.nd.gov/ndsdr](http://www.nd.gov/ndsdr)

### Interpreter Skill Development and Certification Maintenance

- By utilizing ND's Interactive Video Network (IVN), educational interpreters may access sign language classes taught by NDSR/CDHH and/or LRSC instructors.
- NDSR/CDHH 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 NDSR/CDHH to make communication and education accessible to all students to ensure that no child is left behind. A staff member from NDSR/CDHH 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, NDSR/CDHH 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 NDSR/CDHH (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](mailto:renae.bitner@sendit.nodak.edu)). We will do our best to provide information regarding ethics, best practices and resources related to becoming nationally certified.

## Model School

The North Dakota School for the Deaf Resource Center for Deaf and Hard of Hearing provides training for: Interpreters, teachers of the deaf, public school teachers, parents, and paraeducators

## Mission:

*Shall serve as a State Resource Center to provide advocacy, leadership, and educational expertise for all individuals in North Dakota who are deaf or hard of hearing.*

## Philosophy:

*Assist all individuals who are deaf and hard of hearing lead full and active lives. Emphasis is placed on meeting the unique needs of individuals by providing education, information, social opportunities, and community involvement.*

## 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

NDSB does not discriminate on the basis of race, color, national origin, sex, age, or disability in employment or provision of services

1/10/2019

## Educational Programs

The North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing (NDSB/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. NDSB/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 (NDSB/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.

NDSB/RCDHH hosts regional support groups, family learning vacation and provides an assortment of printed and audiovisual resources for parents.



## ADULT OUTREACH SERVICES

### Central Office

1401 College Drive N  
Devils Lake, ND 58301

Program Coordinator, Pam Smith

701-665-4401

or toll free 1-800-887-2980

Email: [pam.smith@k12.nd.us](mailto:pam.smith@k12.nd.us)

Website: [www.nd.gov/ndsd/](http://www.nd.gov/ndsd/)



Tracy Vilandre, Pam Smith, Kathy Frelich  
Kristen Vetter & Dawn Sauvageau

We Provide  
Statewide  
Services



Att 9 SB 2013

### Mission Statement:

Shall serve as a State Resource Center to provide advocacy, leadership, and educational expertise for all individuals in North Dakota who are deaf or hard of hearing.

### WE SERVE...

Adult North Dakotans who are:

- ❖ Deaf
- ❖ Hard of Hearing
- ❖ Late-deafened
- ❖ Older adults with hearing loss
- ❖ Family members of those with hearing loss
- ❖ Public and private agencies
- ❖ Employers and community groups



A Division of the  
ND Department of Public Instruction,  
Kirsten Baesler, Superintendent

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9.12.17

NORTH DAKOTA  
SCHOOL FOR THE DEAF

RESOURCE CENTER  
FOR DEAF AND  
HARD OF HEARING



*Adult  
Outreach  
Services*

Serving  
all of  
North  
Dakota

# ADULT OUTREACH SERVICES

The Adult Outreach Services Program at the North Dakota School for the Deaf/ Resource Center for Deaf and Hard of Hearing advocates on behalf of people who are Deaf or Hard of Hearing to promote opportunity and independence. Adult Outreach Services 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

Adult Outreach Services provides current information and resources on hearing loss that include:

- ❖ lists of community, state and national organizations that provide services to people with hearing loss such as: assistive technology providers, information regarding sign language interpreters and captioning providers
- ❖ information about hearing loss, 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 to ensure equal access



## Assistive Technology

Adult Outreach Services work in collaboration with various agencies and programs throughout the state to access devices such as; amplified and caption phones, alerting systems, fire and smoke alarms, personal listening devices, doorbell flashers, as well as other assistive devices for the home and/or work environment.

## Library Resources

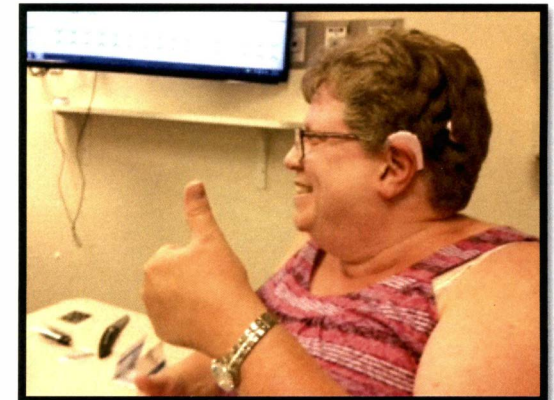
The library/media center at the NDSD/ RCDHH offers a comprehensive collection of books, magazines and audio-visuals on an array of deafness-related topics. These resources are available for loan through the NDSD/RCDHH library. The librarian may be contacted at: 701-665-4433.

## Educational Presentations

Adult Outreach Services provides training sessions to increase the public's awareness of hearing loss, the availability of assistive technology devices and the importance of access for people who are Deaf or Hard of Hearing.

Presentation topics may include:

- ❖ impact of hearing loss and communication tips
- ❖ Deaf Culture, American Sign Language, and how to obtain and work with an interpreter
- ❖ promoting safety through home modification for older adults with hearing loss
- ❖ working with assistive technology, including use of videophones and relay services
- ❖ overview of the Americans with Disabilities Act





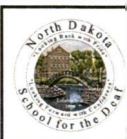


Sponsored by

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

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on the basis of race, color, national origin, sex, age, or  
disability in employment or provision of services.

1/15/2019



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”

Att 9 SB 2013 3/14/2019

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.

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Parent-Infant Program  
Team Members

Please direct referrals and questions to  
the Parent-Infant Program Specialist in  
your area:

**Coordinator:**

1401 College Drive N.  
Devils Lake, ND 58301  
Phone: 701-665-4411 or  
Toll Free: 1-800-887-2980

**Devils Lake: Central**

1401 College Drive North  
Devils Lake, ND 58301  
Phone: 701-665-4420

**Grand Forks: Northeast**

151 South 4th Street, Suite 401  
Grand Forks, ND 58201  
Phone: 701-795-3040

**Minot: Northwest**

Memorial Hall  
500 University Avenue West  
Minot, ND 58707  
Phone: 701-858-3357

**Bismarck: Southwest**

418 East Broadway, Suite 228  
Bismarck, ND 58501  
Phone: 701-328-3987  
or  
P.O. Box 100  
123 Summit Street  
Underwood, ND 58576  
Phone: 701-442-5052

**Fargo: Southeast**

1321 23rd Street South, Suite A  
Fargo, ND 58103  
Phone: 701-239-7377  
or 701-239-7374

**Sign Language (Statewide)**

1321 23rd Street South, Suite A  
Fargo, ND 58103  
Phone: 701-239-7375



## 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 -



## MODEL SCHOOL PROVIDES FIELD EXPERIENCE FOR:

- INTERPRETERS
- TEACHERS OF THE DEAF
- PUBLIC SCHOOL TEACHERS
- PARENTS
- PARAEDUCATORS



## RESIDENTIAL PROGRAM

*The dorm environment provides opportunities for deaf and hard of hearing students to participate together in events that foster language, social skills, independent living, leisure activities and community involvement.*



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For more information or to schedule a visit of the Model School please contact us at:

**NDSD/RCDHH**

**1401 College Drive N  
Devils Lake, ND 58301**

**Phone: 701-665-4400  
or 1-800-887-2980**

**Website: [www.nd.gov/ndsd/](http://www.nd.gov/ndsd/)**



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.

A Division of the  
**NORTH DAKOTA DEPARTMENT OF  
PUBLIC INSTRUCTION**

*Kristin Baesler, State Superintendent*

## NORTH DAKOTA SCHOOL FOR THE DEAF/ RESOURCE CENTER FOR DEAF AND HARD OF HEARING

## MODEL SCHOOL FOR CHILDREN WHO ARE DEAF OR HARD OF HEARING

**Provides students with an academically rigorous program to enable them to become self directed, independent, resourceful learners.**



# Model School

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NDSD/RCDHH includes a model school, preschool through 8th grade, that serves North Dakota students who are deaf or hard of hearing.

The school provides tuition-free, comprehensive day and residential programs that identify, implement and model best practices.

The school provides early access and acquisition of language, and auditory instruction.

Collaboration with students, families, communities and government agencies is a vital part of the program.



## MODEL SCHOOL:

- employs highly qualified staff and provides professional development trainings and workshops.
- ensures that education staff is current with research and programming for deaf and hard of hearing students.
- closely follows a deaf education curriculum that relates to state standards.
- maintains strong collaborative relationships with state universities.
- facilitates students mainstream opportunities with a teacher of the deaf/hard of hearing or an interpreter.
- provides additional resources that impact student learning outcomes.
- supports a diverse bilingual community in a nurturing, engaging and challenging environment.
- identifies cutting-edge indicators of student learning and growth that focus on overall development.
- offers on-site demonstration of expertise in deaf education methods and practices for parents/professionals.

**Classroom instruction is designed to address each student's Individualized Education Program needs and goals.**

1. Students will acquire essential knowledge and skills, including those in the state standards (language arts, social studies, mathematics, science, the arts, health, physical education, technology and deaf studies).
2. Students will achieve to the best of their abilities, a full repertoire of linguistic and communication competencies to use at their disposal in interactions with both deaf and hearing people.
3. Students will be critical and creative problem solvers who effectively cooperate and collaborate to achieve common goals.
4. Students will display a positive attitude, respect and a healthy pattern of behavior toward themselves and others.





## Testimony – Paul Olson

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Chairman Monson and Members of the Education & Environment Division of House Appropriations:

My name is Paul Olson. I am the 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 share with you a little about the impact of NDVS/SB.

**Mission of NDVS/SB: NDVS/SB provides individualized services and resources to infants, children and adults with visual impairment to empower them in achieving their goals.**

### **Collaboration**

Meaningful collaboration is an increasingly important priority at NDVS/SB. As best practice and at the governor's direction for all state agencies, NDVS/SB has embraced a more focused approach to collaboration. NDVS/SB is coordinating with infant development programs, public schools, the American Printing House for the Blind, the ND State Library, the Department of Vocational Rehabilitation and ND Assistive. The goal of this collaboration is to provide better service across the board for all partners for the benefit of students and adult consumers.

### **Programming and Services**

NDVS/SB provides services through a model that is unique in the United States. No other school for the blind provides a combination of outreach and short-term programs for students. As both a school and a rehabilitation agency for adults, it is noteworthy that no other agency in the United States provides a full range of services to all age groups in the same way.

#### **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**

Two Rehabilitation Vision Specialists provide outreach services regionally throughout the state. These professionals 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

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need for professional services depending upon age, lifestyle, community characteristics and their own unique visual functioning.

Five weeks of center-based training 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 distributes specialized materials and equipment to individuals and schools statewide. Some of the materials available include: books in braille, large print, audio books, descriptive videos, and educational kits.

The VRC works with the American Printing House for the Blind (APH). APH manufactures educational, workplace, and independent living products for people who are visually impaired. At the beginning of each year, every state conducts a census of visually impaired persons to determine the amount of APH's federal funds it will receive for the coming year. These quota funds are then used throughout the year to purchase textbooks and adaptive and educational aids such as braille paper, tactile rulers, stickers, signature guides, and student workbooks for eligible students and adult clients. These items ensure students with a visual impairment are able to access their school materials and put them at equal level with their peers.

NDVS/SB's **Braille Access Center** provides braille and large print materials to organizations, businesses, schools, and individuals who need information in an alternative format. Restaurant menus, church bulletins, newsletters, and personal correspondence are some examples of what the BAC produces in braille or large print formats.

### **Core Services:**

**We specialize in expert assessment and instruction in the Expanded Core Curriculum. The ECC includes:**

- Daily Living Skills (such as grooming, food preparation, social graces, housekeeping, and clothing care)
- Braille (instruction in reading and writing braille, and braille music)
- Orientation and Mobility (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 (interviewing skills, work attitudes, information about colleges, job shadowing, and job exploration)
- Recreation/Leisure (team games, athletics and other leisure activities that focus on the development of life-long skills)
- Social Interaction Skills (learning ways to relate to others and to examine their own personal development)

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- Visual Efficiency Skills (learning techniques to use their existing vision with proper modification and aids)
- Self-Determination (learning to advocate for themselves)

\*One unit of credit is earned by the high school student for 120 contact hours during short-term programs.

### **National Involvement**

NDVS/SB teachers work closely with the **American Printing House for the Blind** doing research on new products that will be made available to students nationwide. Superintendent Olson continues to serve on the Educational Products Advisory Committee and participates in efforts to educate the United States Congress on the impact of APH nationwide.

The Council of Schools and Services for the Blind (COSB) is a consortium of 45 specialized schools and agencies in Canada and the United States whose major goal is improving the quality of services to children who are blind and visually impaired. Superintendent Olson was elected in 2018 as President of the COSB for a 2-year term.

Superintendent Olson was appointed to a 3-year term on the AER Accreditation Council. AER is the Association for the Education and Rehabilitation of the Blind and Visually Impaired. The Accreditation Council has chief responsibility for setting and enforcing standards set forth in the Accreditation Program. The council acts as the overseeing body that ensures that the standards are current, relevant, and advance excellence in service delivery and that those entities seeking accreditation meet the standards.

### **Major Accomplishments**

- The development and early implementation of the **NDVS/SB 3 Year Strategic Plan** is a significant accomplishment and a testament to the employees of NDVS/SB. The entire staff had input; a wide range of stakeholders were surveyed; and a small, diverse team of staff crafted an ambitious yet manageable plan that is being executed with diligence. This plan addresses the current and near future needs of the people we serve and aims to deliver high quality results.
- Short-Term Programs (STP) for students are the heart and soul of our school services. In an effort to improve measurement of quantifiable outcomes for students participating in short-term programming, a new method and tool for recording growth was launched in the fall of 2015. The ECC Indicators Checklist measures growth in the special skills that our students need to become Choice Ready. In the Fall of 2018, the ECC Indicator Checklist was reinvented by our IT department to make it more sophisticated, easier to administer and objective. This high-fidelity tool is unique in the nation and designed specifically for our service delivery model. The redesign of this tool is truly a major accomplishment that sets our program above and beyond our counterparts in other states.

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- The redesign of our summer camp for teens is also a major accomplishment. Recreation and social opportunities for students to gather and learn together continues to be a beneficial component to summer programming but a new focus on vocational preparedness adds great value to the experience. Eligible teens applied to the program just as they would for a real job and were interviewed. The chosen teens traveled with staff to Medora in both 2017 and 2018 where they worked jobs for the Medora Foundation. They learned all of the crucial steps in acquiring a job as well as gaining valuable, real-world, work experience. This new model for teen summer camp will continue as an effort to help our students be Choice Ready.
- NDVS/SB has been venturing into new methods of service delivery via video conferencing and other distance technology. The provision of training for blind adults in the use of smart phones is now a major life skill that is both highly technical and time-consuming to teach. Western North Dakota Vision Rehab Specialist, Amy Osvold, has provided distance iPhone training to 8 adults in 2018 via distance phone contact. This innovative method of service delivery saves time and the cost of transportation, besides being highly effective (see adult client testimonies in Appendix E).
- Outreach and center-based service delivery continue to be high quality, as several areas of service have risen in demand. The number of infants and school age children served in the current biennium is likely to exceed the 2015-2017 total of 339. The number of adults is also on track to exceed the 222 served in the previous biennium. The real impact is not so much in numbers, however. The quality of the service continues to be the highest priority. Accurate and comprehensive assessment of functional vision for young children is the hallmark of the NDVS/SB outreach program. These high-value reports along with expert consultation from staff are what guide parents and school teams in delivering appropriate intervention. High-quality direct assistance is our most significant accomplishment every day!
- In the current biennium the NDVS/SB Braille Access Center, which consists of one employee--Leslie Pederson--has provided crucial, time-sensitive materials to public school and college students. As an example, the provision of high quality STEM material, for a student at the University of North Dakota allowed a student to be successful in the early stages of her college career in the physical therapy program. The quality and level of overall production continue to rise which enhances our value with our education partners in public schools and higher education.
- Targeted public awareness activities are part of the strategic plan, but several examples of a very proactive plan to increase the number of North Dakotans that know and understand our service is worthy of acknowledgment. Under the leadership of Adult Program Coordinator, Ken Dockter, interviews have been

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conducted on KFGO radio in Fargo, Valley News Live television and KNOX radio in Grand Forks. Mr. Dockter will continue these efforts with scheduled appearances on Prairie Public Radio and additional media outlets in western North Dakota.

- A number of small to medium deferred maintenance projects were completed—most notably the replacement of a major water line that was aging. It is important to mention that our maintenance department is diligent in maintaining the buildings and grounds to ensure a safe and attractive campus.

### **Agency Critical Issues (Current and Future)**

The NDVS/SB Strategic Plan identified areas of concern and unmet needs for the populations we serve. (See Appendix A) In addition to the items noted in the plan, several additional issues deserve attention. The critical issues being identified go beyond the immediate agency concerns and include trends that are anticipated.

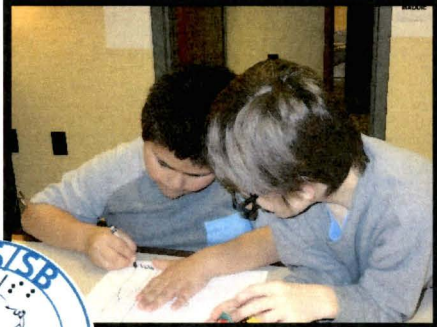
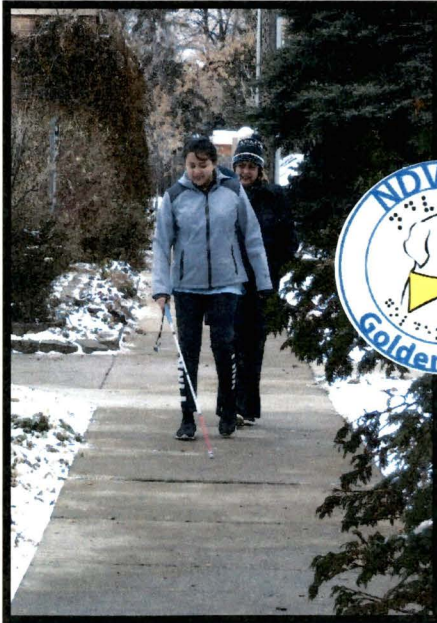
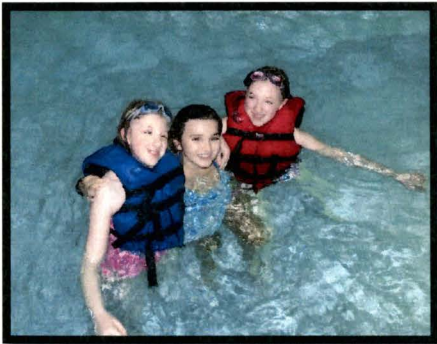
- It is imperative that investment in the NDVS/SB building & grounds continue to ensure the maintenance of a state-of-the-art facility that can serve the needs of both children and adults into the future. Several deferred maintenance projects and important facility improvements have been identified and are addressed in the optional budget request.
- Retention and 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 one of the major concerns for our agency due to retirements and limited number of university programs that train vision professionals. The ability to provide adequate orientation and mobility (travel instruction) to children and adults continues to be very challenging; direct services are rationed and travel requirements for staff are intensive.
- Cortical/Neurological Visual Impairment is the leading cause of vision deficit in children nationwide and in North Dakota. The needs of these children are complex and require increased time, expertise and resources to adequately meet their needs. Regional NDVS/SB teachers of the visually impaired require ongoing, intensive training in order to both assess and provide interventions. This rises to the level of being a critical issue because of the time and cost required to meet the demand. It has in effect expanded our traditional mission and will continue to be a challenge to meet the needs of this diverse school population.
- There is a lack of awareness or inability by medical providers to make referrals to NDVS/SB for adults with visual impairment. Based on census and an anticipated incidence rate of severe visual impairment (.008%) there are likely 6,000 residents of ND that would benefit from some level of service. This constitutes a significant disparity between the number of people seeking services and those



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that qualify. Citizens may be reluctant to seek services for a variety of reasons but an ineffective referral process is a known barrier.

- Unemployment rates for people with visual impairment continues to be unacceptably high. The role of NDVS/SB in improving work outcomes is primarily focused on teens and young adults. Efforts to support better career exploration and training to assist youth to be Choice Ready are increasing but outcomes continue to be mixed. Increased support for students in early stages of work and for those enrolled in post-secondary education is warranted.
- There continues to be a need for better low vision clinical evaluation for students in North Dakota given the rural nature of the state and the lack of eye care professionals specializing in low vision care. NDVS/SB will continue to search for solutions with the medical community to improve this disparity.





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## 2017-19 Appropriation Status as of January 31, 2019

Line item	Original/Current Appropriation	Appropriation Status Report Expenditures 01/31/2019
Salaries and wages	\$4,660,995	\$3,450,501.00
Operating expenses	773,206	515,147.00
Capital assets	174,692	140,330.00
<b>Total all funds</b>	<b>\$5,608,893</b>	<b>\$4,105,978.00</b>
Less estimated income	1,214,747	707,075.00
<b>Total general fund</b>	<b>\$4,394,146</b>	<b>\$3,398,903.00</b>

### Payroll:

NDVS has had 4 retirements during 2018. Therefore, we are projecting that we will be under budget by approximately 4% at biennium end. It is extremely difficult to recruit teachers with the visual impairment credential. Currently we have two teachers in training with the expectations that they will have their endorsement by spring of 2020. As of 12/31/18, we have a 1.1 vacant FTE. Our hope is to fill a portion of that soon.

### Operating:

NDVS maintains 50,000 feet of building space in Grand Forks and rents office space in Fargo, Bismarck, Jamestown and Minot. Currently NDVS, is 7% under budget. Expenses for utilities can vary greatly over the winter months so the margin may be closer by biennium end.

### Capital Assets:

NDVS has five one-time items:

- Additional special assessments – completed/paid in 2017
- HVAC upgrade – completed/paid in 2018
- Water line replacement – completed/paid in 2017
- Carpet Replacement/Receptionist area update – completed/paid in 2018
- Replace Roof-top air unit – to be completed in 2019

## Base Budget and Request

	FTE Positions	Salaries	Operating	Capital Assets	Total	General Fund	Special Fund	Total
<b>2017-19 Agency Request</b>	27.50	\$4,374,705	\$793,206	\$299,692	\$5,467,603	\$4,161,818	\$1,305,785	\$5,467,603

	Senate Version					Funding Source		
	FTE Positions	Salaries	Operating	Capital Assets	Total	General Fund	Special Fund	Total
<b>2017-19 Biennium Base Level</b>	28.50	\$4,660,995	\$773,206	\$39,192	\$5,473,393	\$4,394,146	\$1,079,247	\$5,473,393
<b>Payroll Changes:</b>								
Cost to continue Teachers on Composite Salary Schedule		119,203			119,203	119,203		119,203
Base Payroll Change		(22,329)			(22,329)	(940)	(21,389)	(22,329)
Adjust for FTE change	-0.60	(104,702)			(104,702)	(73,069)	(31,633)	(104,702)
Salary Increase (Classified)		127,727			127,727	124,044	3,683	127,727
Health Insurance Increases		133,862			133,862	127,125	6,737	133,862
Retirement Contribution Increase		-			-		-	-
<b>Operating Changes:</b>								
Adaptive Technology			20,000		20,000		20,000	20,000
ITD M365			22,615		22,615	7,828	14,787	
Adjust Operating						939	(939)	
<b>Capital Asset Changes:</b>								
Major Roof Repair Glycol, Sprinkler Heads, Carpeting				39,000	39,000		39,000	39,000
Garage Doors Replacement				18,500	18,500		18,500	18,500
Remodel Daily Living Skills Room				16,000	16,000		16,000	16,000
Remodel Southwing Restrooms				25,000	25,000		25,000	25,000
Replace Gymnasium Floor				42,000	42,000		42,000	42,000
Remodel Southwing Restrooms				120,000	120,000		120,000	120,000
<b>Senate Version</b>	<b>27.90</b>	<b>\$4,914,756</b>	<b>\$815,821</b>	<b>\$299,692</b>	<b>\$6,030,269</b>	<b>\$4,699,276</b>	<b>\$1,330,993</b>	<b>\$6,030,269</b>

	2019-21
<b>Special Fund Projections:</b>	
Land Department Trust Funds	\$1,119,429
Rental Income	361,904
Charge for services	47,000
Other	30,000
<b>Total Projected Revenue</b>	<b>\$1,558,333</b>

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## Proposed Budget Reductions

Proposed budget reductions identified to meet the Governor's request:

Per guidelines, NDVS's budget was prepared with a reduction of 1 FTE and \$251,340. We looked hard to find efficiencies and are committed to providing the best services with the least impact to our taxpayers. With the reductions to NDVS during 2015-17, it will be very difficult to sustain the services that we have been providing with the reduction of an additional FTE in 2019-21. (1.5 - \$233,416 since 2015 -17 original appropriation).

During summer 2018, the Talking Book program was transferred to the State Library. After discussions with OMB/Executive branch, our request was to give that position back, which was a .60 FTE and \$104,702. This was included in the Executive & Senate version. NDVS requests that the House Appropriations Committee support the reductions identified by the Executive and Senate version.

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## Optional Requests

Item	Amount Requested	Included in Exec. Recommendation/ Senate Version	Funding Source	One Time/Ongoing
1 Repair Roof West Wing	\$39,000	\$39,000	Special	One Time
2 Small Repairs: Glycol, Sprinkler Heads, Carpeting	18,500	18,500	Special	One Time
3 Remodel Daily Living Skills Area	25,000	25,000	Special	One Time
4 Garage Door Replacement	16,000	16,000	Special	One Time
5 Adaptive Technology Equipment	20,000	20,000	Special	One Time
6 Replace Gymnasium Floor	42,000	42,000	Special	One Time
7 Remodel South Wing Restrooms-2nd Floor	120,000	120,000	Special	One Time
8 Teacher Salary Increases	119,203	119,203	General	Ongoing
 Total One Time Optional	<u>\$280,500</u>	<u>\$280,500</u>		
 Total Ongoing Optional	<u>\$119,203</u>	<u>\$119,203</u>		

### Description of Optional Budget Changes/Requests

1. **Repair Roof West Wing – \$39,000.** This roof was redone in the 90's. As it has settled there is a dip where water settles. This repair will correct that dip. This is the wing that was remodeled in 2014; therefore, we believe it is a necessary repair.
2. **Small Repairs – Glycol – \$6,000, Sprinkler Heads – \$6,000, Carpeting - \$6,500.** This includes installing glycol into the pipes in the South Wing. If there would be a power or pump failure in winter, the glycol will prevent pipes from freezing. The sprinkler heads are 50+ years old and this is a recommendation from the Fire Marshal. We are almost finished updating carpeting. This should be it for a while.
3. **Remodel Daily Living Skills - \$25,000.** This project will update this work center to make it more functional.

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4. **Garage Door Replacement – \$16,000.** This will replace the original garage doors. There is a safety concern, as they do not retract if something would be in their path.
5. **Adaptive Technology Equipment - \$20,000.** This amount will provide for additional small adaptive equipment for instruction purposes.
6. **Replace Gymnasium Floor - \$42,000.** The gymnasium was built in 1978. Sections of it are separating. This could become a safety hazard, particularly with visually impaired individuals.



7. **Remodel South Wing Restrooms – 2<sup>nd</sup> Floor - \$120,000.** This remodel will remove the asbestos and old plumbing and replace with new fixtures. The current fixtures are almost 60 years old and deteriorating. This estimate was provided by the architect that prepared the Building and Grounds Plan. These restrooms are heavily used by staff and tenants.



8. **Teacher Salary Increase - \$119,203.** The budget was prepared with teachers at 07/01/2018 salary. (No increases since 2016, unless a teacher made a lane change via credits). This request includes a teacher increase based on teachers advancing one step from 2015-17 salary schedule, based on the 2019-21 Composite Salary Schedule developed by HRMS. Our teachers are part of a group called Combined Schools Advisory Committee. (Includes School for the Deaf, Vision, and Youth Correctional Center teachers).

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## **Changes to Executive Recommendation/Senate Version**

NDVS/BS is asking:

1. Please accept the requested optional changes to maintain our building and for requested technology equipment
2. Please consider salary adjustment for state employees so that we can retain our current employees and recruit qualified applicants



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## Client Services Data

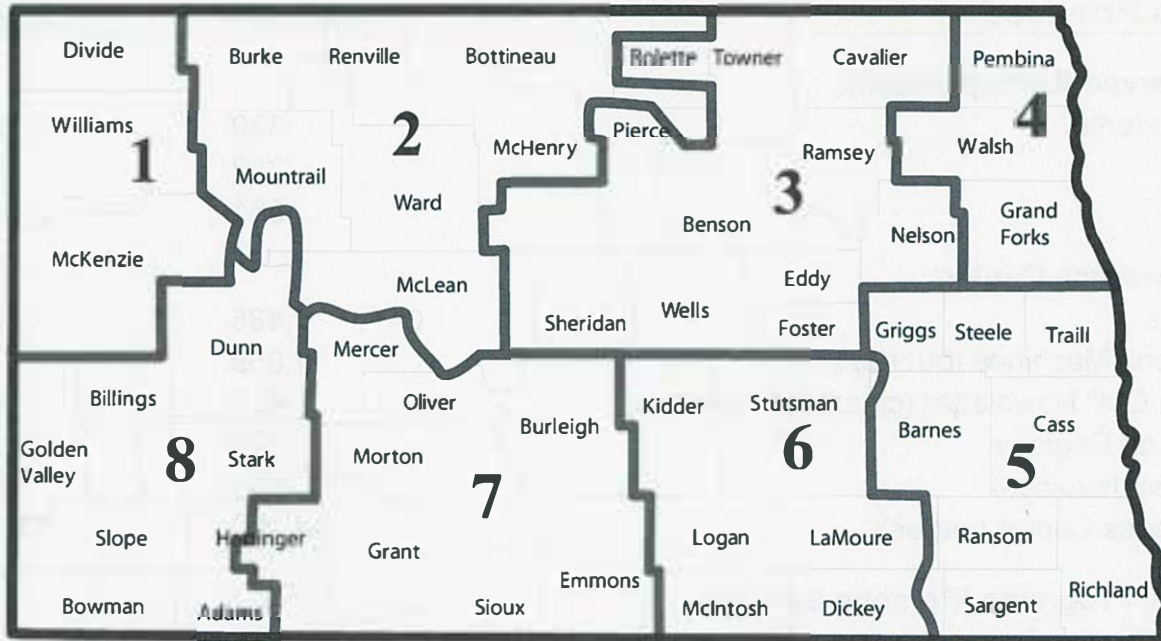
Services Provided	2015-2017 Biennium	7/1/17-12/31/18 Annual
<b>Clients Served (Unduplicated):</b>		
Infants/Students	339	298
Adults	222	185
Total	561	483
<b>Vision Resource Center:</b>		
New Loans	2,485	1,276
Talking Book Machines (quarterly)	1,059	1,125
"Reaching Out" Newsletter (circulated quarterly)	420	402
APH Federal Registry	320	276
Store Sales (Invoices)	500	328
Braille Access Center (pages)	18,790	15,507
<b>Short-term Programs (Persons Served):</b>		
Student Programming	160	96
Adult Weeks	61	27
Summer Camps	19	27
<b>Evaluations, Consultations and Instructions (Services Provided):</b>		
Consultations	1,767	1,240
Evaluations	351	283
Instruction	9,737	5,752
In-Service Training (Attendees)	1,492	1,078
	<b>2015-2017 Biennium</b>	<b>7/1/17-12/31/18 Annual</b>
<b>Adult Services</b>		
Total Adults Served	222	185
<b>Adult Evaluations, Consultations and Instructions (Services Provided):</b>		
Consultations	479	358
Evaluations	28	42
Instruction	1,627	873
Adults Served at Center Base	116	46

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## Persons Served By Region July 1, 2017 to December 31, 2018



**Region 1 - Williston**

Infants/Students: 11  
 Adults: 3  
 Total: 14

**Region 2 - Minot**

Infants/Students: 28  
 Adults: 23  
 Total: 51

**Region 3 - Devils Lake**

Infants/Students: 31  
 Adults: 10  
 Total: 41

**Region 4 - Grand Forks**

Infants/Students: 35  
 Adults: 52  
 Total: 87

**Relocated/Out of State**

Infants/Students: 6  
 Adults: 7  
 Total: 13

**Region 5 - Fargo**

Infants/Students: 86  
 Adults: 40  
 Total: 126

**Region 6 - Jamestown**

Infants/Students: 43  
 Adults: 7  
 Total: 50

**Region 7 - Bismarck**

Infants/Students: 28  
 Adults: 33  
 Total: 61

**Region 8 - Dickinson**

Infants/Students: 30  
 Adults: 10  
 Total: 40

**Totals**

Infants/Students: 298  
 Adults: 185  
 Persons: 483

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## Conclusion

It is our request that the Education & Environment Division of the House Appropriations Committee support the base budget and optional packages that were supported by the Governor's office. With the base budget and optional packages, NDVS/SB will be able to live up to our recently redefined mission: ***NDVS/SB provides individualized services and resources to infants, children and adults with visual impairment to empower them in achieving their goals.***

NDVS/SB is all about **quality, innovation and efficiency.**

### Quality:

- The majority of our small staff have advanced degrees in education or rehabilitation, and several are nationally certified.
- Parents, public school partners and adult consumers consistently indicate high level of satisfaction with the quality of our services.
- The 3-year strategic plan that was implemented in 2018 places even greater emphasis on continually improving quality.

### Innovation:

- NDVS/SB was the first in the United States to specialize in Short-Term Programming beginning in the early 90's, and we continue to be a nationally recognized model.
- NDVS/SB Information Technology (IT) staff have implemented new internal and external practices in technology to increase productivity of staff and the ability to connect with our consumers and partners more effectively.
- NDVS/SB staff have invented products in the blindness field that are known world-wide.

### Efficiency:

- After sustaining 1.5 reduction in FTE's in the 2017-2019 Biennium, NDVS/SB made necessary changes while maintaining and improving quality of service. In our budget proposal for 2019-2021, we identified a .6 FTE and additional reductions in our operations budget. These proposed reductions were made with precision and constitute a reasonable and responsible approach in meeting the executive guidelines while ensuring an adequate level of service to the citizens of North Dakota.

Thank you, members of the North Dakota legislature, for your support of North Dakota citizens with visual impairment.

A++90

SB 2013

3/4/2019 **Strategic Plan Summary 2018-2021**

P. 16

**Goal 1: NDVS/SB will provide increased options and individualization for services to people who are blind/low vision.**

- Will have an individualized protocol for all center-based services.
- Redesign on-campus week/weekend services for consumers.
- Reconfigure services to increase distance service and consults for school-age and adult consumers.
- Improve our decision-making through data analysis.

**Goal 2: NDVS/SB will have an active and progressive staff recruitment and cross training program.**

- Will work with UND and/or other educational units to develop and plan interest in the field of vision education to aid in recruitment of qualified teachers.
- Develop and implement cross-training program for NDVS/SB instructional staff.
- Explore internships and temporary employment options for areas of specialized need (social work, marketing, etc.) based on available funding.

**Goal 3: NDVS/SB will strive to reach out and connect with individuals and groups who may benefit from our services.**

- Reestablish public awareness team and increase public awareness to be more consistent and focused.
- Conduct ten regional presentations per year on services available to ND residents with low vision and blindness. The topic of this presentation will be services at ND Vision Services/School for the Blind, Vocational Rehabilitation, ND Assistive, ND State Library, North Dakota Association for the Blind, National Federation of the Blind. Whenever possible, NDVS/SB will include representatives from the afore mentioned agencies organizations.

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SB 2013 p.17



# North Dakota Association of the Blind

## 2018 Resolutions

### NDAB Resolution 2018-01:

Maintain and Strengthen the 2019-2021 Biennial Appropriation for North Dakota Vision Services / School for the Blind (NDVS/SB)

Whereas, statistics from the U.S. Census Bureau indicate that presently there are approximately 757,000 residents in North Dakota. Demographic studies consistently demonstrate that, conservatively, 3.3% among the general population have conditions that mildly, moderately, or severely medically compromise their eyesight which means that approximately 24,000 individuals in North Dakota are affected by uncorrectable sight loss - 6,000 of whom have significant sight loss and/or 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 the components for a comprehensive center-based rehabilitation training program, is recognized regionally and nationally as a program that is of excellence and high quality, has the capability and capacity that allows it to serve people of all ages (i.e. 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; and,

Whereas, during this current 2017-2019 biennium, NDVS/SB has had to reduce its budget by 6% as requested by the Governor which was accomplished through temporarily not filling 1.5 positions and delaying many necessary expenditures, the primary impact of these reductions has been the inability to place a certified mobility specialist in western North Dakota as had been planned during this biennium; and,

Whereas, to request even more reductions of this critically important educational program for children and adults with blindness, will undoubtedly further erode the capacity and availability of existing services,

Now, therefore, be it resolved by the North Dakota Association of the Blind in convention assembled at the Quality Inn in Bismarck, ND on this date of Saturday, June 9, 2018 that we strongly urge the Governor, in his budget presented to the Legislature, and the 66th North Dakota Legislative Assembly that will convene in January of 2019, to maintain and increase the appropriation for North Dakota Vision Services / School for the Blind in the state budget which is adopted for the 2019 -2021 biennium so that the NDVS/SB appropriation will,

- Restore funding to place at least one more vision professional (preferably a mobility specialist) in western North Dakota to ensure all residents are served with enough frequency and intensity that they make steady progress toward mobility independence.
  - Restore funding that would allow more emphasis in the area of transition services for youth given that employment for visually impaired adults should be given a very high priority.
  - Maintain funding that will allow NDVS/SB to purchase and demonstrate rapidly evolving assistive technology at a high priority level to establish and maintain a state of the art technology demonstration and training center as falling behind on training programs will result in lower productivity and employability.
- Maintain and increase funding for outreach travel within the state and for professional development of staff at regional and national training conferences.



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SB 2013 P. 18

Kyle Engelhardt - Parent

Let me start by saying what a privilege it is to be allowed to speak before this committee. On behalf of NDVS/SB, myself and my wife, and our 3-year-old son, Skip, I want to thank you all for your time and consideration.

Ultimately I am here on behalf of our son. Skip has a number of developmental disabilities that stem from a currently unknown etiology, or root cause. He qualifies for services due to a combination of clinical diagnoses including failure to thrive, hypothyroidism, growth hormone deficiency, and ectodermal dysplasia. He is one of a growing number of complex kiddos who without the advancements of modern medicine likely would not have survived infancy. These are brave and resilient children with a number of interrelated disabilities that create unique challenges requiring collaborative efforts. I'm here today to speak with you about one of those unique challenges specifically, that not only affects our son, but according the National Health Institute, affects over 10% of all children with developmental disabilities and is the leading cause of visual impairment in children in the United States.

That challenge is called CVI, or Cortical Visual Impairment. Also referred to as Cerebral or Brain-based visual impairment. And although it affects a growing number of children and adults, it is little understood, largely unrecognized and misdiagnosed, and is surrounded by a number of myths. The most pernicious being that it is untreatable. CVI is not itself a disease. It is a condition or disability stemming from any number of central nervous system diseases or trauma that affect children prior to birth, at birth, or after birth. These include, but are not limited to, asphyxia, stroke, congenital brain abnormalities, hypoglycemia, seizure disorders, a genetic syndromes. It is best understood as 10 characteristics of visual behavior.

My wife and I are members of the Pediatric Cortical Visual Impairment Society, based in Omaha, NE, whose mission is to enhance the interdisciplinary understanding of CVI between the disciplines of vision education, occupational therapy, optometry and ophthalmology, ultimately leading to improved vision care for children with CVI. PCVI brings together a diverse group of physicians, research scientists, teachers, therapists, and parent advocates to discuss, plan, and implement strategies to advance awareness and interventions for CVI.

However, we would have never been connected with this organization and any number of other resources if it had not been for our Teacher of the Visually Impaired, or TVI, Mary Verlinde of NDVS/SB. She came to us by way of an Early Intervention referral and although cannot diagnose herself, she **saw** Skip for who he was and his potential. She was able to immediately connect us with tools, training, and education that had we not received we may have persisted under the false assumption that Skip was permanently and irreparably blind, missing significant windows of opportunity to provide intervention and help him make use of the vision he had, and to continue to develop it.

We were blessed to have been introduced to Mary when we were. It made an invaluable impact on our son, his quality of life and for our family. Unfortunately, as Paul Olson, Superintendent of NDVS/SB, can probably tell you better than I, almost 90% of NDVS/SB funding goes to providing resources to children and adolescents with ocular visual impairments. As of today they aren't sufficiently funded to provide for the needs of all city and rural populations with eye-based visual impairment. This leaves a small portion of funds available to provide resources for the leading cause of visual impairment in children in the U.S., namely CVI. To date there is not a single CVI-range endorsed teacher of the visually impaired, or TVI in the entire state of ND. It was only due to care and personal interest of Mary Verlinde that we were connected with the CVI community and were able to educate ourselves as parents.

We should feel blessed in this age and in this state, that so many of these brave and resilient kiddos now survive infancy when just a few decades prior it likely would not have been the case. However, their lives present a new set of challenges and expectations. The majority in this state pride themselves on standing for a culture of life. We need to ask ourselves what that looks like for the most vulnerable among us. What kind of society do we set ourselves up to be? What is the end of good governance? Do we strive for mere survival or for the best possible outcomes for all citizens? I have come to believe that NDVS/SB plays a vital role in North Dakota in caring for individuals with visual impairment. It is imperative that this committee and the broader ND Legislature not lose sight of their invaluable care or the population they represent in allocating budget resources. And I would hope that our son, Skip, would bring your awareness to a growing number in ND who need our attention and resources to give them their best outcomes while accessing their world with a brain-based visual impairment, or CVI.



A4410

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Ms. Lacey Long, M. Ed., TVI/COMS/CATIS  
Morton-Sioux Special Education Unit  
901 Division St. NW  
Mandan, ND 58554  
701-751-6500 Phone  
[Email: Lacey.Long@msdl.org](mailto:Lacey.Long@msdl.org)  
Friday, January 4, 2019

Members of the Senate Appropriations Committee:

I am writing this letter in support for the necessary funding for the programs, services, and equipment provided by North Dakota Vision Services/School for the Blind (NDVS/SB). As an itinerant, public school Teacher for Students with Visual Impairments (TVI), NDVS/SB has provided a collaborative relationship and partnership in supporting my preschool- and school-aged students with blindness/visual impairments. NDVS/SB has also supported me professionally by providing mentoring as a first-year teacher, as well as coverage and support in my absence during an upcoming maternity leave. NDVS/SB offers a variety of essential programs and services, including short-term programming, specialized equipment and transcription, and consultation to promote the education and rehabilitation of infants, students, and adults with visual impairments. Thank you for your consideration.

Sincerely,



Ms. Lacey Long, M. Ed., TVI/COMS/CATIS

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SB 2013 P.20

## Adult Client Testimonies

We believe that every type of instruction provided by NDVS/SB staff is valuable but it is hard to argue that anything would be more important than the ability to communicate. Imagine picking up your smartphone to make a call, send an email or research a topic on the internet. For people who lose vision later in life these tasks are only possible after significant training.

Here is what they are saying:

“The iPhone instruction that I’ve received from a vision rehabilitation instructor at North Dakota Vision Services – School for the Blind has been very helpful to me. I’ve received this instruction via telephone conference call over the past few months. I can say confidently from my contacts within the community of people with sight loss, that learning to use this technology without the advantage of eyesight, is a challenge for anyone, particularly for those of us who didn’t grow up using this mode of communication. I feel it’s extremely important that this instruction be made available to anyone who desires to learn how to use this technology because our society is becoming ever more reliant on this as a primary way of communicating with others. Receiving this instruction via telephone conference call has been extremely beneficial to me because it’s meant that I didn’t need to travel and make those arrangements when I cannot personally drive myself to a place where the instructor is located.”

“I have been able to learn the phone and be more independent. I need lots of repetition. I have to learn one app at a time. Amy is very kind and patient. We have met over the phone a couple times per week over the past year.” – Female, Williston

“It is really good for me. I have learned much. I can’t go without using my iPhone. So much more to learn. I am able to call people here and friends and family in my home country. I am able to make calls by myself. They ask me how I make the calls and I say I did it myself.” – Male, Fargo ND

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## Our Daily Impact

**The following stories shared by NDVS/SB staff represent just a few of the daily successes from the past few months.**

I worked with a man who needed mobility training ASAP so he could get a bionic eye implanted. I conducted three days of training starting on a Sunday evening (so his family could be there) and by Tuesday he was doing well enough with the cane that the doctors approved the implant.

I assisted a gentleman who recently moved into a new apartment by marking all his appliances and his mailbox. He was very appreciative and happy knowing he could use his appliances and get his mail on his own once they were marked.

I worked with a young man in Dickinson who gained additional independence because of the Be My Eyes smartphone app. He told me he is so happy to have learned about this app and how to use it because he no longer has to wait for a family member or support worker to check expiration dates, whether his clothes match, or to read his digital thermostat. He told me even if these things don't seem like a big deal they really are when you have to rely your family all the time.

I brailled song lyrics so a man could participate in his church's choir.

Kathy works with a student who is home schooled, ensuring he has access to educational materials and working with the skills he will need to continue learning. She is one of the few specialists that the family will allow in the home because she has built a relationship based on respect and understanding. The child would have fallen through the cracks long ago if it was not for her.

I was able to help provide winter coats to a family with six children who are currently homeless.

One family that Mary works with is amazed by the information and educational products she has provided for the student and his family. This student has a complicated condition called CVI. When she first met with this family they had little help or knowledge about CVI, and the prognosis for their son was unclear. After Mary worked with the family and their child, the child started demonstrating gains that no one expected. Because of Mary, the child, parents, and school system are now better equipped to provide educational services to the child.

A woman brought her 90+ year-old mother into the store after she heard of us of the radio. She hadn't realized what we did here or what we had even though she had worked at UND helping special needs students herself for years. I was able to sell them a magnifier that worked for her mom, and a "20/20" pen so she could see what she was writing easier. They were both very excited as they left. The next day the daughter returned to buy another pen from me and told me her mother was up almost all night reading everything around her house. She couldn't believe how much that little bit helped her.

Over 200 board books were created with braille by our Literacy Team to provide access to braille for 0-5-year-old children with visual impairments.

I helped a family set up their basement into a visual learning environment for their 3-year-old son allowing him to continue to develop and learn at home so he is ready for school when he is older.

I helped a family and school district understand a kindergartener with very complex vision issues and set accommodations to help him succeed in his rural school.

An 81-year-old man with vision loss from glaucoma came in because he was an avid UND basketball and hockey fan. He and his wife have season tickets to both sports, and he indicated that he was having a lot of difficulty seeing the games and feared that he would have to give up his season tickets. We tried some low vision aids for distance, and he took them to try them out. He came back about a week later, very happy to report that he really enjoyed watching the games he had attended that past week because of the use of the distance aids he was able to try from NDVS/SB. He is keeping his season tickets because he can once again enjoy watching UND sports.

I worked with an adult client that had not been able to needle point for five years due to her vision loss. I got her a video magnifier (which she took home) so that she could once again needle point. She was very happy!

I have assisted numerous high school students in obtaining summer employment that would not likely have found work on their own.

I have provided many different opportunities of employment experience/volunteer work to our high school teens while attending our Short-Term Programming High School weeks in Grand Forks.

The family of a preschooler told me that they had never understood her vision diagnosis until I went through it with them.

I left several suggestions for Active Learning and the items necessary to carry it out for a foster family caring for twin two-year old boys. The foster mother commented that they were a saving grace during their busy travel times over the holidays.

I modified some photographs for a family whose two-year old son has CVI. He had never reacted to photographs before, but when presented with Dad's picture, he smiled (and Mom cried).

I was interviewed by Jim Dammarell with the Idaho School for the Deaf and the Blind about how we run our short term programs as they are interested in creating a similar model for their regional students.

I have worked with several people throughout this year doing lighting and UV Shield evaluations. With all of the technology use today, many people are struggling with blue light sensitivity. This leads to headaches, eye fatigue, and blurred vision. We are the only one in the state doing the evaluations with the LuXIQ 2 System. A Golden Guide Video was done assessing one of our adult clients. There was a marked improvement in her visual functioning and quality of life after the assessment. The video has been used for in services done by the Jasper Ridge Company and a Low Vision Clinic in New Zealand. I believe this demonstrates how our services are not only impacting lives on a local basis, but throughout the nation and world.



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# NDVS/SB Short Term Program Weeks 2018-2019

## Fall 2018

Aug. 27	School Begins
Aug. 27 – 29	All Staff Meetings
Sept. 9 - 14	Adult STP
Sept. 23-27	Elementary (1-5 <sup>th</sup> /6 <sup>th</sup> grade) STP
Oct. 18	Visions Forum
Oct. 21-25	Middle School (6-8 <sup>th</sup> ) STP
Nov. 4-9	Teen STP/Careers (9-12 <sup>th</sup> )
Nov. 29 – Dec. 1	Middle School JAM (7-10 <sup>th</sup> grade)
December 7	Retirees Christmas Tea
Dec. 9 - 14	Adult STP
Dec. 18-19	All Staff Meetings



## 2019

January 13-17	Elementary Literacy STP (1-5 <sup>th</sup> /6 <sup>th</sup> grade)
Feb. 3 – 8	Middle School/Teen STP (7-12 <sup>th</sup> grade)
Feb. 9	Goal Ball Event
Feb. 18-22	Winter Break



Mar. 3 – 7	Middle School STP (6-8 <sup>th</sup> grade)
Mar. 13 - 14	All Staff Meetings
Mar. 17 - 22	Adult STP
Mar. 22 – 23	Family Weekend

Mar. 31 – April 5	Teen STP/Careers (9-12 <sup>th</sup> )
April 5 – 6	SD Goal Ball trip
April 10 - 12	Dakotas Chapter AER in GF
April 28 - May 2	Elementary STP (1-5 <sup>th</sup> /6 <sup>th</sup> )
May 12 – 17	Adult STP
May 22-23	All Staff Meetings
May 31	End of Academic year



June 2 – 7	Adult STP
June 9 - 13	Medora Teen Work Experience Camp (S-Th; 9 – 12 <sup>th</sup> grade)
Aug. 4-7	Kids Camp (Sun – Wed; 1 – 6 <sup>th</sup> grade)

Note: Dates Subject to Change

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SB 2013

3/4/2019

## Testimony for SB2013

To: Representative David Monson, Chair, & Members of the North Dakota House of Representatives Appropriations Environment and Education Subcommittee, 66<sup>th</sup> North Dakota Legislative Assembly.

From: Allan Peterson, Legislative Liaison, North Dakota Association of the Blind (NDAB).  
Home address: 7009 Horseshoe Bend, Horace, ND 58047.

H: (701) 282-4644; c: (701) 429-7209; Email: apeterson6@q.com Email: apeterson6@q.com

Re: Testimony offered for SB2013 specifically for the Appropriation provided to North Dakota Vision Services / School for the Blind for the biennium of 2019 – 2021.

Greetings Chairman David Monson and members of the North Dakota House of Representatives Appropriations Environment and Education Subcommittee.

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 2019 - 2021.

A resolution that supports the biennial appropriation request of the North Dakota Vision Services / School for the Blind was unanimously adopted at our most recent NDAB state Convention held June 8 -10, 2018 in Bismarck. This resolution is also included with the material in the testimony distributed by NDVS/SB that supports their appropriation request.

To be clear, we are testifying not only to maintain but to strengthen the Appropriation for NDVS/SB. We do support the budget for NDVS/SB as was proposed in Governor Doug Burgum's budget as it was submitted to the 66th North Dakota Legislative session. We, however, are very aware that there are significant unmet needs and that there is a great need for more resources that would go a long way to help more people with sight loss.

It cannot be over emphasized, just 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 to deal with this most serious life altering change. This training is really what makes all the difference in having a much better quality of life.

As someone who lost his eyesight as an adult, I can personally testify to the importance and efficacy of the training that can be 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 each and every day and is of immeasurable importance to my independence. The skill set of orientation and mobility is taught by a qualified mobility instructor who has been certified to provide this training. Clients learn and perfect the skills of mobility and orientation over a period of several weeks and even months 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. (cont.)



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 absolute vital need for the services of the skilled technology instructors employed by NDVS/SB. Because the digital revolution is so critically vital to independence in today's society, we desperately need the specific training and adaptations that allow us to be proficient in utilizing today's latest electronic technology. Recently, I have gained some skills on the use of an iPhone from instructors at NDVS/SB and am particularly thankful that this training can be offered via a phone conference call.

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.

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 the challenges that this disability imposes on a person. And, North Dakota Vision services / School for the Blind is the only teaching institution in North Dakota that offers a comprehensive program of instruction to deal with sight loss adjustment and it is imperative that this service be maintained and strengthened so that it is better able to continue to serve those of us who must deal with serious sight loss.

You might ask, among us in ND, **how many today have a loss of eyesight?** The U.S. Census Bureau estimates that presently there are over 720,000 residents in North Dakota. Many credible studies have demonstrated that, conservatively, that **3.3%** among the general population, will have conditions that mildly, moderately, or severely medically compromise their eyesight – this means that at least 20,000 individuals in North Dakota are affected by uncorrectable sight loss - a quarter of whom (5,000) have significant sight loss and/or are "legally blind".

**Briefly about North Dakota Association of the Blind (NDAB):** You could say that North Dakota Association of the Blind is an organization of and for people who are blind or sight impaired. We are a statewide membership organization that was founded in 1936, 80 plus years ago; a majority of our members are blind or sight impaired. We provide educational, mentorship, networking, social and recreational opportunities for members and nonmembers. As an organization, we strongly advocate for blindness specific rehabilitation skills training, employment opportunities, and adaptations that will enhance and improve the lives of people who are blind and visually impaired. We have no paid staff and our services are provided through the work of unpaid volunteers.

About me: I serve as one of the Legislative Liaisons for North Dakota Association of the Blind and am registered with the state to speak on behalf of the organization – I offer this service as an unpaid volunteer.



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SB 2013

3/4/2019

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# *North Dakota Association of the Blind*

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## **NDAB Resolution 2018-01:**

### **Maintain and Strengthen the 2019-2021 Biennial Appropriation for North Dakota Vision Services / School for the Blind (NDVS/SB)**

Whereas, statistics from the U.S. Census Bureau indicate that presently there are approximately 757,000 residents in North Dakota. Demographic studies consistently demonstrate that, conservatively, 3.3% among the general population have conditions that mildly, moderately, or severely medically compromise their eyesight which means that approximately 24,000 individuals in North Dakota are affected by uncorrectable sight loss - 6,000 of whom have significant sight loss and/or 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 the components for a comprehensive center-based rehabilitation training program, is recognized regionally and nationally as a program that is of excellence and high quality, has the capability and capacity that allows it to serve people of all ages (i.e. 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; and,

Whereas, during this current 2017-2019 biennium, NDVS/SB has had to reduce its budget by 6% as requested by the Governor which was accomplished through temporarily not filling 1.5 positions and delaying many necessary expenditures, the primary impact of these reductions has been the inability to place a certified mobility specialist in western North Dakota as had been planned during this biennium; and, (continued on back)

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*Not They Who Lack Sight, But They Who Lack Vision Are Blind*

[www.ndab.org](http://www.ndab.org)

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SB 2013

3/4/2019

NDAB Resolution 2018-01 (continued) page 2

Whereas, to request even more reductions of this critically important educational program for children and adults with blindness, will undoubtedly further erode the capacity and availability of existing services,

Now, therefore, be it resolved by the North Dakota Association of the Blind in convention assembled at the Quality Inn in Bismarck, ND on this date of Sunday, June 10th, 2018 that we strongly urge the Governor, in his budget presented to the Legislature, and the 66<sup>th</sup> North Dakota Legislative Assembly that will convene in January of 2019, to maintain and increase the appropriation for North Dakota Vision Services / School for the Blind in the state budget which is adopted for the 2019 -2021 biennium so that the NDVS/SB appropriation will,

- Restore funding to place at least one more vision professional (preferably a mobility specialist) in western North Dakota to ensure all residents are served with enough frequency and intensity that they make steady progress toward mobility independence.
- Restore funding that would allow more emphasis in the area of transition services for youth given that employment for visually impaired adults should be given a very high priority.
- Maintain funding that will allow NDVS/SB to purchase and demonstrate rapidly evolving assistive technology at a high priority level to establish and maintain a state of the art technology demonstration and training center as falling behind on training programs will result in lower productivity and employability.
- Maintain and increase funding for outreach travel within the state and for professional development of staff at regional and national training conferences.

## 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 21<sup>st</sup> 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 fund our programs and promote Sight4Kidz, Teen Career Exploration and Video Magnifier Program. Your tax deductible contributions are greatly appreciated.

## OUR MOTTO

**Not they who lack sight,  
but they who lack vision,  
are blind.**



**NDAB Summer Camp**

Visit us online at  
[www.ndab.org](http://www.ndab.org) to access  
membership and scholarship  
applications or make a  
contribution.

**For more information contact:**

**Helen Baumgartner  
701-663-8878**

North Dakota  
Association of  
the Blind

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3/4/2019



**Enhance, Encourage,  
Educate**

**Our Vision:** Persons with vision loss will live a successful, productive life.

**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



**Summer Camp** is a fun week of education and encouragement for adults with vision loss.



While **Dining in the Dark**, people with blindfolds experience a small glimpse of what it is like to live without sight. Open and honest communication is shared during the meal.



**Scholarship** awards are available annually to ND students who are blind or visually impaired.

The **NDAB Convention** is held yearly in various locations across the state. The public is welcome.

**Statewide Support groups** provide education and fellowship to those who are visually impaired.

**The Promoter**, NDAB's newsletter, is published quarterly to keep members updated on the happenings of the organization.



**Regional Ski for Light** is held in Deadwood, SD. NDAB assists in arranging transportation to this event, which offers a week of snowshoeing, cross country and downhill skiing for people with disabilities.



# North Dakota Small Organized Schools

Att 1 SB 2013

3/16/2019

Mr. ElRoy Burkle  
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701-845-2910

March 4, 2019

Chairman Monson and Members of the ND House Education and Environment Appropriations Committee,

For the record, my name is ElRoy Burkle, Executive Director of North Dakota Small Organized Schools (NDSOS).

SB 2013, as passed by the ND Senate, increased the transportation allocation for the upcoming biennium by \$500,000 - going from \$55.4 million to \$55.9 million. We are grateful for this increase. However, when the rates were recalculated using the \$55.9 million, rates for small bus, large bus and riders (In-City and Rural) would be reduced. Family to School and Family to Bus rates remain unchanged.

Categories	Proposed Rates	Current Rates	2015-17
	SB 2013	2017-19	Rates
Small Bus Miles (Rural and In-City)	\$0.51	\$0.52	\$0.55
Large Bus Miles (Rural and In-City)	\$1.09	\$1.11	\$1.18
Rides (Rural and In-City)	\$0.29	\$0.30	\$0.32

Table A and Table B (graph form) illustrate school transportation financial trends using data provided by local school districts and compiled in the 2019 ND DPI's School Districts Finance Facts Publication. 2017-18 school year transportation data illustrate record highs in cost of transportation (\$65,715,283), average transportation cost per pupil (\$1,506.79), and average cost of transportation per mile (\$2.95). Total annual mileage increased to 22,292,544 miles, which correlates with fall enrollment increases. The net result is a reduction in the percentage of state support (40.84%), which would be the third lowest since the 1992/93 school year.

Table C provides a summary of total annual rides and runs from 2007 to 2018 time periods. The data clearly demonstrates the bulk of transportation rides and runs are: in-city, rural, career and technical education, and special education. The number of runs in rural districts has decreased over time as schools with declining enrollments have reduced/combined routes to

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The mission of NDSOS is to provide leadership for the small/rural schools in North Dakota and to support legislation favorable to their philosophy while opposing legislation that is harmful.



become more efficient. However, districts with increasing enrollments (rural and urban) are naturally increasing runs and ridership.

On-going transportation costs continue to rise as with any business. Bus purchases are costly. However, according to information received from Harlow's, new bus and shop rate increases have been in the 1 to 2% in recent years (depending on the type/size of bus and required repair needs). Fuel prices have been unpredictable the last few years. The greatest challenge is finding and compensating bus drivers. Over the last ten years, the average wage has increased from \$17.33/per hour to \$25.49 (SY 18-19) or an increase of 47% for bus driving positions that are less than 9 months. Recent trends are 2 to 3% wage increases annually. Schools have also combined routes and positions (i.e. custodian and bus driver) which has resulted in increased overtime compensation. And – new Federal Motor Carriers Safety Administration's (FMCSA) regulations will be effective February 7, 2020.

All (new) drivers seeking a CDL, and all drivers seeking to upgrade their CDL endorsements to passenger (P) or school bus (S) will be required to enroll in both classroom and behind-the-wheel training. Current CDL with P and/or S are grandfathered. This additional requirement will result in added costs which are yet to be determined. Mr. David Steffen, Director, TrainND Northeast, is researching these new requirements to determine how TrainND can assist schools and bus contractors in meeting these new requirements. Also, Vertical Alliance (online bus driver professional development) has been asked to research if they can obtain the necessary approval from FMSCA to provide the classroom requirement. Transporting students safely is always the number one goal. The new FMSCA regulation will heighten the challenge of recruiting school bus drivers along with the increased costs associated with this training.

The data clearly demonstrates the need to increase state support for transportation. Attached is a proposed amendment for consideration requesting that the various transportation rates be changed backed to the 2015-17 rates.

I wish to acknowledge and thank Mr. Adam Tescher, Mr. Don Williams and Ms. Sherry Saylor, ND Department of Public Instruction, for their assistance.

Thank you for your time and I shall stand for questions.

Respectfully,

Mr. ElRoy Burkle, Executive Director

ND Small Organized Schools

1419 9<sup>th</sup> Ave NE

Jamestown, ND 58401

Cell: 701-230-1973 Email [eburklendsos@gmail.com](mailto:eburklendsos@gmail.com)

Revised Feb 25 2019 File: SB 2013 19.0226.02000 March 4 2019 House Hearing - EE

AM SB 2013 3/6/2019

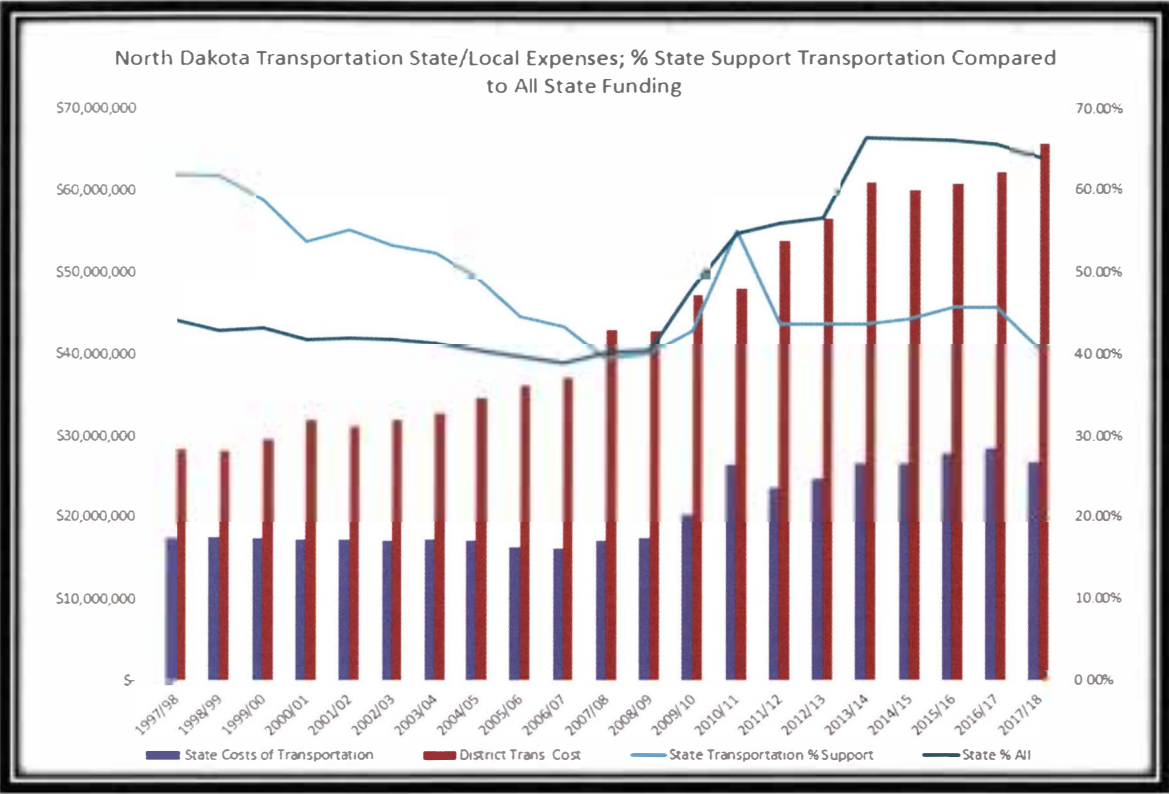
Table A – ND Public School Transportation History (Source: ND School Finance Facts)

ND PUBLIC SCHOOL DISTRICT TRANSPORTATION DATA - SOURCE: SCHOOL FINANCE FACTS SECTION A											
School Fiscal Year	No. of Pupils Transported	Cost of Transportation	Change in Yearly Cost	Total State Payments to Schools	Percent of State Support	Average Trans. Cost Per Pupil	Average Cost of Trans. Per Mile	Total Annual Mileage	Fall Enrollment	Operating School Districts	Percent of State Support All
1992/93	44,116	\$ 24,830,520.97		\$ 17,167,452	69.14%	\$ 562.85	\$ 1.00	24,770,652.40		257	47.10%
1993/94	43,754	\$ 25,101,143.75	1.09%	\$ 16,766,456	66.80%	\$ 573.69	\$ 1.03	24,482,141.10	118,512	251	46.40%
1994/95	47,105	\$ 26,296,239.55	4.76%	\$ 17,196,155	65.39%	\$ 558.25	\$ 1.09	24,169,781.80	118,649	238	45.70%
1995/96	47,580	\$ 26,668,279.48	1.41%	\$ 17,498,529	65.62%	\$ 560.49	\$ 1.13	23,539,349.20	118,565	234	46.00%
1996/97	48,236	\$ 27,779,408.99	4.17%	\$ 17,810,492	64.11%	\$ 575.91	\$ 1.17	23,837,566.80	117,816	234	45.70%
1997/98	48,445	\$ 28,371,324.50	2.13%	\$ 17,583,138	61.98%	\$ 585.64	\$ 1.18	24,025,594.20	116,103	231	44.26%
1998/99	49,117	\$ 28,222,184.35	-0.53%	\$ 17,442,180	61.80%	\$ 574.59	\$ 1.18	23,864,619.50	113,929	229	43.03%
1999/00	46,114	\$ 29,515,603.00	4.58%	\$ 17,381,171	58.89%	\$ 640.06	\$ 1.26	23,349,766.00	111,705	229	43.36%
2000/01	44,922	\$ 31,984,641.00	8.37%	\$ 17,205,267	53.79%	\$ 712.00	\$ 1.40	22,923,404.00	108,094	227	41.92%
2001/02	43,470	\$ 31,160,965.00	-2.58%	\$ 17,198,168	55.19%	\$ 716.84	\$ 1.32	23,583,312.00	105,217	218	42.07%
2002/03	43,249	\$ 31,901,335.00	2.38%	\$ 16,994,871	53.27%	\$ 737.62	\$ 1.35	23,614,851.00	103,013	217	41.93%
2003/04	39,022	\$ 32,743,341.00	2.64%	\$ 17,152,363	52.38%	\$ 839.10	\$ 1.44	22,784,009.00	101,137	211	41.45%
2004/05	37,257	\$ 34,668,950.00	5.88%	\$ 17,118,918	49.38%	\$ 930.54	\$ 1.55	22,337,864.00	99,324	206	40.48%
2005/06	38,096	\$ 36,228,595.00	4.50%	\$ 16,213,012	44.75%	\$ 950.99	\$ 1.64	22,039,176.00	97,120	198	39.66%
2006/07	38,442	\$ 37,133,249.00	2.50%	\$ 16,147,647	43.49%	\$ 965.96	\$ 1.72	21,584,342.00	95,600	195	38.99%
2007/08	37,748	\$ 43,119,410.00	16.12%	\$ 17,011,141	39.45%	\$ 1,142.29	\$ 2.03	21,218,019.00	94,057	187	40.16%
2008/09	38,371	\$ 42,995,587.95	-0.29%	\$ 17,304,869	40.25%	\$ 1,120.52	\$ 2.06	20,891,084.14	93,406	184	40.46%
2009/10	38,065	\$ 47,316,652.56	10.05%	\$ 20,310,472	42.92%	\$ 1,243.06	\$ 2.23	21,264,227.71	93,715	181	48.15%
2010/11	38,396	\$ 48,074,295.00	1.60%	\$ 26,462,498	55.05%	\$ 1,252.07	\$ 2.27	21,144,812.00	94,729	179	54.79%
2011/12	38,723	\$ 53,965,769.59	12.25%	\$ 23,650,074	43.82%	\$ 1,393.63	\$ 2.59	20,856,898.34	95,778	179	56.07%
2012/13	39,095	\$ 56,510,606.00	4.72%	\$ 24,738,009	43.78%	\$ 1,445.47	\$ 2.70	20,899,150.00	99,192	179	56.69%
2013/14	42,043	\$ 60,907,853.00	7.78%	\$ 26,631,842	43.72%	\$ 1,448.71	\$ 2.85	21,405,557.00	101,656	179	66.30%
2014/15	43,804	\$ 59,984,125.00	-1.52%	\$ 26,639,140	44.41%	\$ 1,369.39	\$ 2.83	21,215,830.00	104,278	179	66.27%
2015/16	44,602	\$ 60,722,287.00	1.23%	\$ 27,803,637	45.79%	\$ 1,361.43	\$ 2.79	21,757,879.00	106,070	178	66.10%
2016/17	43,352	\$ 62,135,733.00	2.33%	\$ 28,447,575	45.78%	\$ 1,433.30	\$ 2.90	21,414,287.00	108,945	178	65.56%
2017/18	43,613	\$ 65,715,283.00	5.76%	\$ 26,837,564	40.84%	\$ 1,506.79	\$ 2.95	22,297,107.00	110,223	178	64.00%
1993-2018	-1%	165%				168%	195%	-10%	-7%	-31%	
Total Yearly Ave.			4.05%								
Date revised		2/26/2019	17/18 - first year of rate changes from 2017 session								
Acknowledgement and Appreciation Noted: 2009 HB 1013 authorized a \$5M supplemental payment to schools SY 2010/11 - Emission Upgrades.											

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Table B – Transportation Graphics  
State and District Transportation Costs  
State Percentage Support Transportation Compared to All State Funding



Chairman Monson and Members of the Committee,

My name is Erin Jacobson and I am the Coordinator of the North Dakota Teacher Support System. Thank you for your past support. I am here to request continued funding for our program as a pass-through grant within Senate Bill 2013.

According to Century Code, the Teacher Support System has two areas of responsibility, providing mentors for first-year teachers and supporting instructional coaches. Attachment A, describes the work done with these two groups and the cost associated.

The back side of Attachment A, provides a breakdown of the way the money is spent for each program. The New Teacher Center, a non-profit organization, suggests that the cost to mentor a new teacher in a comprehensive program would be about \$6000 per teacher. We provide a strong and successful program for a little over \$2000 for each new teacher. It is important to note that according to a report from the Learning Policy Institute, each teacher who leaves the profession costs the district between \$17,000 - \$22,000. This cost does not take into consideration the impact of the revolving door on students and school improvement efforts. (Holdheide & Lachlan-Hache, 2019, p. 26-27). Our investment into mentoring is a fiscal responsibility to both districts and tax payers.

Attachment B includes data about the retention rates of teachers who have been mentored in our program since we began in 2010. Our statistics show that teachers in our program have a strong record of remaining in the teaching force in our state. You will see that 85.6% of teachers who were NOT enrolled in the NDTSS Mentoring Program during their first year were retained into their second year. This can be compared to the 94.3% of teachers who were enrolled in the program and are continuing to teach in their second year. Mentoring matters to our beginning teachers. Mentoring has an impact on teachers, students and school culture.

On Attachment C, we have listed the districts who have participated in our mentor program over the years. Out of the 178 districts in our state, 158 districts have participated in the Mentoring Program. Districts of all sizes and locations across the state have made use of the Mentoring Program.

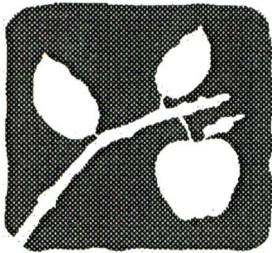
We rely on the feedback of our stakeholders to help us create a program that is adapted to the needs of the schools in North Dakota. The results of an independent survey of our program show strong support of our work and include several requests to continue the mentoring program into the 2<sup>nd</sup> and 3<sup>rd</sup> year of teaching. Recent research states, 68% of teachers who were selected as a National Teacher of the Year ranked mentoring among the top three most important supports for developing their effectiveness. (Behrstock-Sherratt, Bassett, Olson, & Jacques, 2014)

We received \$2.3 million from 2009 to 2015, in 2015-17 we received \$2.7 million and in 2017-19 we received \$2,050,000. It is important to note that first year teacher enrollment has more than tripled since the beginning of the program. There was also carryover from past leadership that helped to keep the program running this past biennium. However, this fall, we had to close our enrollment to the mentoring program due to the decrease in our funding. An additional decrease in funding would cause us to decrease the amount of first year teachers we are able to support. We are confident that we could continue our work and keep the mentoring program enrollment open if we were given a budget of \$2.3 million.

What we do for teachers, we do for their students. I am asking you to consider full funding for the North Dakota Teacher Support System. We are eager to continue the important work of supporting the teachers our students need so they can be prepared to meet the challenges of the future.

Thank you. This concludes my testimony and I'm happy to answer any questions you have.





NORTH DAKOTA  
TEACHER  
SUPPORT  
SYSTEM

## ND Teacher Support System Instructional Coaching Program by the numbers

**79** participants in the Coaches Academy this biennium (2017-19)

**\$1,859** total cost per participant in our coaching activities last year

**70** Coaches Academy graduates participated in Building on Our Coaching Skills this year (2018-19)

**430** Instructional Coaches have participated in our Academies since 2011

*\* An instructional coach is someone whose chief professional responsibility is to bring evidence-based practices into classrooms by working with teachers and other school leaders. Instructional coaches partner with teachers to set goals, identify teaching strategies to hit goals and provide support until goals are met.*

## ND Teacher Support System Mentoring Program by the Numbers

**375** New teachers enrolled in the program for this school year

**70** Districts participating in the program this year

**2,700** New teachers have been mentored since the program began in 2010

**1,583** Mentors have been trained since the program began

**\$2,214** Total cost to mentor a new teacher last year (this includes training of mentor, mentor stipend and 1<sup>st</sup> year teacher course)

**78%** of teachers mentored in the last 10 years are currently teaching in North Dakota

**94%** of teachers mentored in 2017-18 are currently teaching in North Dakota

**97%** of new teachers believe working with a mentor has positively influenced their teaching practice

**98%** of mentors believe their teaching practice improved as a result of working as a mentor

**95%** of administrators are satisfied with the North Dakota Teacher Support System

*\* A mentor is a teacher who is skilled at providing instructional support. Mentors effectively coach beginning teachers to improve their performance by making connections between theory and practice. A mentor supports the professional and personal growth of beginning teachers to meet the needs of students.*

## What does North Dakota get for \$2,214? Mentoring Program

- Two days of face-to-face initial training of mentors
- At least 30 hours of one-on-one conferencing with mentors and new teachers
- Mentors observe the new teacher at least six times per year
- Beginning teachers record themselves teaching and discuss with their mentors two times per year
- New teachers spend nine hours observing other teachers in action
- The new teacher, mentor and administrator meet at least two times per year
- Mentors attend a half day of seminar to continue their professional development as a mentor
- Beginning teachers can earn up to four credits of online course work
- Mentors participate in four courses over three years to reach Advanced Mentor Status
- All principals complete an online Administrator Mentor training
- An independent survey of all participants is done by a third party biannually
- Mentors are compensated; travel and all materials are provided
- Program coordinator and oversight

## What does North Dakota get for \$1,859? Instructional Coaching Program

- Instructional coaches participate in six days of the Coaches Academy from the Learning Forward Organization
- Coaches participate in a Learning Symposium to receive feedback on their goals
- Coaches form a network of Instructional Coaches to collaborate with towards common goals
- Coaches acquire and practice coaching behaviors to support their work with individuals and teams of teachers
- Coaches receive training on Professional Learning Standards to improve their ability to facilitate professional development.
- Coaches Academy graduates can participate in two days of Building on Our Coaching Skills





Att 2  
SB 2013  
3/6/2019

## NDTSS Mentoring Program Retention Study

Updated December 2018

According to the MIS03 2017-18 data, 468 teachers indicated they had zero years of experience. Of the 468 teachers, 211 were enrolled in the North Dakota Teacher Support System and 257 were not enrolled in the North Dakota Teacher Support System.

- The retention rate for teachers who were *not enrolled in the NDTSS program for the 2018-19 schoolyear* was **85.6%**.
- The retention rate for teachers who were *enrolled in the NDTSS program for the 2018-19 schoolyear* was **94.3%**.

Year	Number of Participants	Still teaching in ND	Not teaching in ND	Retention Rate as of 2018-19
2009-10	123	88	35	72%
2010-11	123	85	38	69%
2011-12	175	121	54	69%
2012-13	276	179	97	65%
2013-14	290	210	80	72%
2014-15	352	269	83	76%
2015-16	336	269	67	80%
2016-17	339	301	38	89%
2017-18	281	265	16	94%*
<b>Cumulative</b>	<b>2,295</b>	<b>1,787</b>	<b>508</b>	<b>78%</b>

\* Denotes percentage after contacting individuals in the program regarding retention information.

# Districts Participating in the NDTSS Mentor Program

Spring 2010-Spring 2019

Attachment C

Att. 2  
SB 2013

North Dakota has 178 public school districts (DPI, 2019). Since 2010, 158 districts have participated in the NDTSS Mentoring Program.

3/6/2019

District	SPRING 2010	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	District	SPRING 2010	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Adams				X							Ft Yates/ Standing Rock	X		X	X		X				X
Alexander				X	X	X					Gackle-Streeter										X
Anamoose- Drake	X		X	X	X	X	X		X	X	Garrison					X	X				
Apple Creek						X					Glen Ullin			X	X	X	X				
Ashley		X	X	X	X		X			X	Glenburn	X	X			X					
Beach							X	X	X		Goodrich	X									
Belcourt								X	X		Grafton	X			X	X	X	X	X	X	X
Belfield			X	X	X	X	X	X	X	X	Grand Forks			X	X	X	X	X	X	X	X
Berthold	X										Grant County District #18										X
Beulah			X	X	X	X		X	X	X	Grant County- Elgin/New Leipzig						X	X	X		X
Billings/ Medora						X					Grenora				X						
Bismarck	X	X	X	X	X	X	X	X	X	X	Griggs County Central					X	X	X	X	X	X
Bottineau	X										Halliday	X									
Bowbells				X	X	X	X		X	X	Hankinson			X	X						X
Burke Central		X	X	X	X	X			X		* Harvey										X
Cannonball/S olen	X	X	X		X						Hatton		X	X	X	X	X	X			X
Carrington		X	X	X	X	X	X	X	X		Hazleton-Moffit Braddock	X	X			X					
Carson					X	X					Hazen	X	X		X	X	X	X	X	X	X
Cavalier					X	X					Hebron		X	X		X	X				
Center- Stanton	X		X	X	X		X				Hettinger			X		X					
Central Cass							X		X	X	Hillsboro	X	X		X			X			
Central Valley	X	X									Hope				X			X	X	X	X
* Dakota Praire										X	Jamestown	X	X	X	X	X	X	X	X	X	X
Devils Lake				X	X	X	X	X	X	X	Kenmare	X									
Dickinson					X		X		X	X	Kensal								X		
Divide County		X	X		X		X	X	X	X	Kidder County							X		X	
* Drake										X	* Killdeer										X
Drayton			X					X	X	X	* Kulm										X
Dunseith	X	X	X	X	X	X	X			X	Lakota						X	X			
East Central Sp Ed			X		X			X			LaMoure			X		X	X	X			
Edmore								X	X	X	Langdon Area						X	X	X	X	X
Eight Mile			X								Larimore	X	X		X	X	X	X	X		
Emerado			X				X			X	Leeds				X						X
Enderlin Area					X	X	X	X	X	X	* Lidgerwood										X
Fargo			X	X	X	X	X	X	X	X	Linton		X						X	X	X
Fessenden- Bowdon				X	X			X	X		Lisbon			X	X	X	X	X	X	X	X
Finley-Sharon						X		X		X	Litchville- Marion								X	X	X
Flasher	X				X	X	X	X	X		Little Heart Dist 4	X						X	X		
fordville- Lankin			X	X	X	X		X			Lone Tree			X	X						
Ft Ransom								X		X	Mandan	X	X	X	X	X	X	X	X	X	X
Four Winds (Tate Topa)				X	X	X	X	X		X	Manvel	X					X				X

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District	SPRING 2010	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	District	SPRING 2010	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	
Maple Valley/ Tower City					X	X		X			Pingree- Buchanan					X					X	
Mapleton				X		X	X	X		X	Powers Lake				X							
Maddock		X	X	X	X		X				Ray/ Nesson			X			X	X				
Marmat (Youth Correction)							X	X			Richardton- Taylor		X		X		X					
Max							X		X	X	Richland	X	X		X	X			X	X		
Mayville- Portland CG									X	X	Rolette						X	X	X		X	
McClusky		X	X	X	X	X	X	X			Rugby		X	X	X		X	X	X	X	X	X
McKenzie County				X						X	Sargent Central								X	X	X	
* McVile/ Dakota Prairie										X	Sawyer			X	X						X	
* Medina										X	Selfridge	X	X		X	X						
Menoken							X				South Heart		X					X		X		
Midkota			X	X	X	X				X	St. John Public	X	X		X		X	X	X			
Midway	X	X			X	X	X			X	* St. Thomas Public											X
Milnor	X			X	X			X	X	X	Stanley				X		X					
Minot	X	X	X	X	X	X	X	X	X	X	* Starkweather											X
Minto			X		X	X		X		X	Sterling	X				X				X		
Mohall Lansford Sherwood			X				X	X	X	X	Strasburg				X	X						
Montpelier			X		X	X	X	X			Surrey					X	X	X	X			
Mott/ Regent			X		X	X	X				Thompson						X	X	X			
Mt. Pleasant		X	X								Tioga	X	X	X	X		X	X	X			X
Munich					X	X					TGU	X		X		X	X	X	X	X	X	X
Napoleon					X		X	X		X	Turtle Lake- Mercer				X	X	X	X	X	X	X	X
Naughton						X					Twin Buttes							X				
Nesson Dist 2 Ray			X			X	X			X	Underwood	X			X		X					X
New Public Dist #8			X	X	X	X	X	X			Valley City	X			X			X	X	X	X	X
New Rockford- Sheyenne						X					Valley-Edinburg									X	X	
New Salem- Almont	X		X	X	X	X	X	X	X		Velva	X	X	X	X		X		X	X	X	X
New Town				X							Wahpeton				X	X	X	X	X	X	X	X
North Border	X	X		X		X					Warwick	X	X	X	X		X		X	X		
North Sargent		X				X		X	X		Washburn		X	X	X	X					X	X
North Star					X	X	X	X	X		West Fargo		X	X	X	X	X	X	X	X	X	X
Northern Cass				X	X	X	X				White Shield			X		X	X	X				
Northwood	X			X		X		X		X	Williams Cty District 8											X
Oakes					X	X	X	X	X	X	Williston	X	X	X	X	X	X	X	X	X	X	X
* Ojibwa Indian School										X	Wilmac				X							
Page								X			Wilton			X	X		X	X			X	X
Park River	X	X		X	X	X	X	X	X	X	Wing	X	X		X	X	X					
* Parshall										X	Yellowstone			X		X	X		X	X	X	X

\* Districts new to the program in 2018-19.

ATT 3

SB 2013

3/6/2019

Chairman Monson and Members of the Committee,

My name is Christine Job and I am the assistant principal at Lincoln Elementary in Bismarck. Thank you for your time and consideration today. I am here to support continued funding for the Teacher Support System within Senate Bill 2013.

As an educator, it is my duty and honor to speak for students. Our students need the best possible learning experiences we can provide. In current educational research it is clear that teacher effectiveness is the greatest school-level factor impacting student learning (Hanushek, 2011; Johnson, Kraft, & Papay, 2012; King and Watson, 2010).

I know this is true. As a classroom teacher, interventionist, instructional coach, college instructor, and current administrator, I witness every day how students succeed because of what their teachers know and are able to do. The joy and weight of this responsibility is at times overwhelming for all educators, but especially for new teachers. They need that one person they can depend on every day.

As a past participant in our Teacher Support System as an instructional coach and mentor to a new teacher, I have been fortunate to be that person. I have answered questions such as, "How do I enter student absences?" and "Where do I find the materials I need?" to deeper concerns like, "I am worried about this student. He or she is not showing growth on this assessment. What should I do?" and "Why is what I am doing not working?" and sometimes "My students already know this, what next?"

The mission of the Teacher Support System is: "We want to develop teachers who are thinkers and problem-solvers, who ask questions about their practice, and constantly seek solutions, who are committed and passionate advocates for learning for all children". I believe it is only through close trusting relationships that we can achieve this. Our new teachers, mentors, and instructional coaches who have been part of the professional development and ongoing, job-embedded support are meeting these goals. They feel safe to wonder out loud and take risks to continue to learn and grow as teachers.

Our students, in the end, are the ones who benefit from this program. Please consider the continued financial support of the Teacher Support System.

The quality of a school as a whole cannot exceed the effectiveness of its teachers. Programs that schools adopt do not create effective schools. Teachers create effective classrooms and schools (Wong, Wong, Jon dahl, & Ferguson, 2014).

Thank you for allowing me to speak for students.

Dr. Christine Job  
AP Lincoln Elementary, Bismarck





AH 4  
SB 2013  
3/6/2019

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## Testimony of Jeremy Neuharth

Owner of Sycorr & President of TechND

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### In Support of SB 2013 March 4, 2019

Chairman Monson and Members of the House Appropriations Committee-Education and Environment Division,

My name is Jeremy Neuharth; I am a North Dakota native that grew up on one of our many family farms here in the state. Today I am blessed to be a veteran of the North Dakota Army National Guard, have a wonderful family including two children, and own a small business located in Fargo that writes software for banks across the United States. I am also the president of the Technology Council of North Dakota (TechND) whose mission is to promote the use, growth and development of technology in North Dakota. Developing workforce is the top priority for TechND's nearly 70 members representing business, education and government.

Today I am here on behalf of TechND, which is a founding member of the Digital Workforce Coalition. The newly-formed Digital Workforce Coalition is made up of companies and organizations dedicated to developing North Dakota's future workforce by providing every student with computer science education in the base skills that are needed for almost any job in the digital age. **We strongly support SB 2013, specifically the Department of Public Instruction's (DPI) work on the North Dakota Computer and Cyber Science standards.** By exposing our students to the fundamentals of how technology works, we will give them an advantage in the global workforce. This is not about filling the **6,500 new and replacement technology jobs** projected within North Dakota in the next decade; it is about giving a base understanding of technology tools used across all sectors. It doesn't matter if you want to be a nurse or run the family farm, **technology impacts everything!** We have the opportunity to develop the skills of our students to leverage technology and turn those skills into a true competitive advantage.

With cyber security incidents continuing to show up in our headlines, it is so important to incorporate cyber education into our classrooms. A first in the nation, DPI has successfully brought two elements together

so our students will know how to use the technology **in a secure fashion**. It is no longer good enough to have the technology work; you need to know how to protect data and manage risk.

Much of the hard work has been done already. DPI has created a well-thought-out standard, but we need your help. We need you to support our educators so they can teach up to the standard. I fully support the **\$6 million within the DPI's budget to train computer and cyber science teachers**. As a parent raising North Dakota educated children, a business owner looking for tech-savvy workforce, and president of the Technology Council of North Dakota (TechND), I believe this is a smart investment in North Dakota's future. Join me in supporting the needed resources to create a 21<sup>st</sup> century workforce that will be the envy of the nation.



Att 5

SB 2013

3/6/2019

**TESTIMONY ON SB2013  
HOUSE APPROPRIATIONS COMMITTEE  
EDUCATION AND ENVIRONMENT DIVISION  
MARY J. SOUCIE, STATE LIBRARIAN  
NORTH DAKOTA STATE LIBRARY  
(701) 328-4652**

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Att S

SB 2013

3/6/2019

**TESTIMONY ON SB2013  
HOUSE APPROPRIATIONS COMMITTEE  
EDUCATION AND ENVIRONMENT DIVISION  
MARY J. SOUCIE, STATE LIBRARIAN  
NORTH DAKOTA STATE LIBRARY  
(701) 328-4652**

Dear Chairman Monson & Members of the Committee,

Libraries continue to play a vital role in today's world. Libraries enrich the communities that they serve by supporting lifelong learning, workforce development, and student's educational and research needs. In 2017, public libraries in North Dakota had more visits than attendance at all Vikings football games, the Sturgis Motorcycle Rally, ND State Fair, UND Hockey home games, and NDSU football games.

Libraries remain one of the few institutions that serve everyone regardless of age, race, religion, economic status, or education level 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 works together with all types of libraries to offer statewide services to North Dakota citizens and especially to students.

Our budget request supports the services that the State Library offers to libraries and patrons throughout North Dakota. We provide continuing education and training to public and school librarians; technical support to public libraries; and coordination of statewide services such as InterLibrary Loan, Statewide Cataloging, and Talking Books Service for the visually impaired, as well as the purchase of online resources. Our Talking Books staff serve 1,405 patrons and so far this biennium, those patrons have borrowed a total of 115,691 physical books which are delivered on cartridges that work in a player provided to them at no charge, and have downloaded an additional 13,341 titles. During the current biennium, attendance at our in-person and online continuing education events is 3,708 with an additional 5,258 uses of our online tutorials. Online resources, or databases, provide credible information to students and citizens as well as enrichment opportunities for people of all ages. TutorND provides one-on-one online tutoring seven days per week; Universal Class includes over 500 courses on a variety of topics including business and personal interests; and RB digital provides books in e-book, e-audio, and e-comic formats, as well as over 120 digital magazines. In 2017, we worked with our database providers to determine the savings gained by coordinating statewide purchases. If the databases were purchased

separately by each library, the total cost would be \$18,180,165; we pay \$488,336 for them for a cost savings over \$17.6M. The State Library also circulates 110 kits to libraries, including bookclub, historical display, and STEM kits. Through a partnership with the Grand Forks Air Force Base, we have 52 STEM kits and growing. Since July 2018 our kits have been used by 2,175 youth in public and school libraries in 29 North Dakota communities including Bismarck and Grand Forks. You will find statements from librarians about the importance of State Library services on pages 12-15. We have also included pictures from the Discovery Middle School of students using our kits on pages 26-27.

The budget proposed by Governor Burgum includes State Aid for Public Libraries and Library Vision grants at the same level as the 2017-19 biennium in the amount of \$1,737,582. Both of these are very important to the North Dakota library community. State Aid funds are used to improve collections, provide innovative library programming, and support communities. I've included statements from public librarians on the importance of State Aid to their library found on pages 16-18. The reasons that State Aid is important to our libraries include providing bookmobile services to rural areas and to daycares, schools, and seniors; to help with the Summer Reading program which engages students in learning

activities throughout the summer; and to support statewide services such as the online resources and InterLibrary Loan. Wendy Wendt, Director at Grand Forks Public Library, summed it up best, "State Aid is important to my library because it helps us connect the community, inspire creativity and encourage curiosity. It helps libraries change lives."

The State Library budget includes \$237,000 for Library Vision grants. Library Vision grants support our statewide resource sharing network, ODIN or Online Dakota Information Network, improved technology and collections, and increased bandwidth to support community needs. All competitive Library Vision grant opportunities include a matching component, increasing the impact of the state's investment. In 2011 our advisory board, the North Dakota Library Coordinating Council (NDLCC), adopted standards for public libraries to be eligible to apply for Library Vision grants. Our Library Development Department worked with a committee of public library directors to update the standards. If adopted as proposed, which I expect that they will be, the new standard will have three levels: Developing, Excelling, and Future-Focused.

The NDLCC's Standards for Public Libraries were established to create a baseline of standards for libraries to provide assurance of a continuing effort to offer quality and meaningful library services to the



citizens of North Dakota. The Standards are structured in a graduated format. Each level represents an increasing commitment to strengthening communities and meeting their needs. This is done through modernization and expansion of services offered, enhanced online offerings and engagement, and through a commitment to continuing education for both staff and community members.

Specific examples necessary for a library to move from the Developing to Excelling level include running an automated circulation system, having an online catalog, promoting services and programs through social media, offering extended hours, providing programming for adults and for teens in addition to expanding programming for children, and offering at least one STEM or Computer Science program a year.

Examples of moving from Excelling to Future Focused would include increased community engagement through outreach and partnerships, providing weekend hours, developing staff through conference and workshop attendance, demonstrating a commitment to sustainability by having a fund with the North Dakota Community Foundation or a dedicated 501(c)(3), further expanding programming available to all age groups, and offering ongoing STEM programming such as a coding club.

Most, if not all, public libraries in North Dakota strive to be better and do more for their community. However, many libraries lack the means to do so, due to financial, staffing, or time concerns. A Library Vision grant category from the North Dakota Library Coordinating Council (NDLCC) to assist libraries in attaining higher degrees of Standards for Public Libraries compliance would also be a great opportunity to invest in the development of public libraries in the state.

We would like the authority to add these grants to the technology, collection development, and resource sharing categories that have been offered in the past. The NDLCC would also like to offer some capacity building grants such as a partnership grant that would require libraries to work with new partners in the community to explore new services and expand current services being offered.

Statements from the library community on the importance of Library Vision grants to their communities are on pages 19-25. Grants have been used to purchase materials that support the curriculum as well as leisure reading. The sixty school and public libraries that NDSL catalogs for add their materials to a national database that supports InterLibrary Loan both in-state and across the country. This is important because it allows us to borrow materials for North Dakota citizens from North Dakota libraries as

well as out-of-state libraries. The North Dakota State Library facilitates over 20,000 InterLibrary loans each year. School Librarian Andrea Weikum shared that “Library Vision grants matter to my library because our library is a community that provides knowledge, power and a space to belong. The grant money allows me to go above and beyond and provide materials and resources for my patrons that make our time together amazing.”

The North Dakota State Library received a discretionary Library and Services Technology Grant from the Institute of Museum and Library Services (IMLS) to assist rural libraries with creating coding clubs that will be paid out over two years. The second year of funding, in the amount of \$124,500, has been included in the grants line of the budget. Our match for this grant is in-kind funds.

The State Library is on track to deliver services using all 2017-19 appropriated funding. There are no one time funding items currently and none budgeted for in 2019-21. There are no anticipated changes in federal funding that the agency receives.

We are very grateful for the legislative support for libraries in the past and look forward to continued support. Libraries are far more than buildings that house books. They are the heart of every community. Libraries are centers for social and cultural gatherings, lifelong learning advocates, and

contributors in community innovation. Therefore, investing in libraries is also investing in the communities in which the libraries serve. Thank you for your time and attention. I will be happy to answer any questions.

## Proposed Budget Reductions

3/16/2019

Our agency was directed to cut 5% by the Governor's guidelines as well as one position. We identified one Librarian III position. We identified an additional Librarian III and a Library Associate I position to meet the 5% cut plus the optional additional 3% cut. The Executive Recommendation includes cutting the Library Associate I position. The Senate's budget followed the Governor's recommendation of eliminating one Library Associate I position; in addition the Senate also decreased increases to salary, health insurance and retirement contribution.

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3/6/19

## Optional Adjustment Requests

SB 2013

We requested an increase to State Aid for Public Libraries in the amount of \$222,000 which would bring the funding to full formula. It was not included by the Governor in his Executive Budget Recommendations. We requested the elimination of only one Library Associate I position which was included in the Governor's Executive Budget Recommendations.



## Changes to the Executive Recommendation

We are asking the committee to include the optional request of \$222,000 to bring State Aid to the full funding formula. We did not request the optional amount be added into our budget on the Senate side but upon further discussion with and requests from the North Dakota Library Community, we are requesting that the House add the option amount of \$222,000 to State Aid for Public Libraries.

## Value of State Library Services

AHS 3/6/2019

SIB 2013

### **Hankinson Public School**

There are too many valuable ND State Library services to narrow it down to only one! First and foremost to me is the NDSL Staff. They are always available and help direct me to needed resources.

### **Hettinger Public School**

The online databases through the North Dakota State Library are key to the curriculum in K-12 schools and cannot be overstated. The Hettinger District of just over 260 students searched the EBSCO database alone over 1000 times. This equates to each child utilizing the database four times per calendar year. This is only one database and does not include the use interlibrary loan.

Students today are savvy information users and they rely heavily on digital content. The state needs to make sure the content available to our students is authoritative, accurate and reasonably priced. If anything the State Library should receive increased funding to allow more creditable digital content to become available.

I am only addressing one specific service the North Dakota State Library offers, but there are so many more. TutorND, the Kit Keeper program, and RB digital are resources that enrich our communities and educate our citizens, we are fortunate to live in a state with such an active and forward thinking state library and its commitment to the people of ND should be valued during the budget process.

### **Jamestown Elementary Schools**

A valuable State Library service is services, assistance, and guidance available because school libraries are chronically underfunded and often lack adequate support. Often we, as school librarians, simply don't have the time, assistance, or budget to do important things that directly impact and benefit students. The State library provides the kind of assistance that makes many things possible that we otherwise would not be able to do, and that helps our students.

**Jamestown High School**

We are from a larger school district in North Dakota. We could never afford to receive all the wonderful databases that we use for teaching our students how to do REAL authoritative research the entire school year. In addition, since we are a larger school district, one may think we can afford any book a student would want. But that is not the case, we utilize the interlibrary loan system more than ever before. I constantly have students asking me if we have a certain book. Unfortunately, I am not able to purchase everything available. I am always able to get those books that I don't have through the State Library's interlibrary loan program. I even have staff, custodians, paras, and cooks getting material through this program. My teachers utilize the Kits every month for special projects. Without the help from the State Library, our school would be sorely lacking for much needed materials. We are so very thankful for all the programs from our State Library. Please fund them, you are touching the future (our students) of our state and impacting their education.

**Mapleton School**

A valuable State Library service is the funding for databases because my elementary students can research a variety of topics from reliable and reputable sources.

**Max Public School**

A valuable State Library service is access to school databases because our students are able to find updated and accurate information without the expense of buying costly research and reference materials. We rely on databases that are factual and not biased by outside influences. Our students have access to this not only in school but also from home.

**Napoleon Public School**

A valuable State Library service is the staff & the resources they offer. Through my school I am able to utilize the cataloging department to do all of my cataloging for me- Stacy has been a great help. I have been able to hold a ScanDay for my community with Angie, Trevor, and BreAnne. Carmen has been a great person to go to with school librarian questions. Finally, I love all of the conferences, workshops, webinars, and

other resources that have been shared or available to me & other librarians!

### **Oakes Public School**

As a new librarian, I have utilized many of the State Library's services and have been so pleased with all of the great help I have received. Here are the services I value:

- I have used the interlibrary loan system many times when teachers have wanted to do literature circles or book clubs, and being able to get enough copies of any book has never been a problem when I've called the State Library.
- I have requested and used a number of the KitKeepers through the State Library as well. Since they come equipped with 10 copies of the same book and a set of discussion questions, they are very user-friendly for book club activities.
- The research databases are also incredibly valuable. When I collaborate with teachers on research projects, the students are always amazed at the wealth of information they can find - all in one spot! Plus, the information is current and reliable so students are sure to find what they need.

I truly appreciate everything the State Library has to offer. We are very fortunate to have such a great system and wonderfully helpful people.

### **St. Mary's Catholic High School**

As the librarian at a private school in North Dakota with a small library budget, I rely on all of the resources that are available for check out. I am extremely thankful for the books, book club kits, and other items that I can check out. I am able to supplement my own resources with materials that are easily accessible. Additionally, the staff is incredibly helpful, and they are just a phone call away!

### **St. Thomas Public School**

As the librarian at a very small North Dakota school, my students, teachers, and I rely on ALL the State Library offers! If the databases and ILL services were discontinued, we would be at a loss. There is no way a small school

like ours could possibly offer reliable and current information as the State Library. Its services are vitally needed.

### **Simle Middle School**

A valuable State Library resource is RB digital because it supports our striving readers. A valuable State Library resource is databases because it provides access to a world of reliable information for students to do research.

### **Turtle Lake Mercer School**

Valuable State Library services are database funding and interlibrary loan because they help provide the resources our students need to succeed. Without the State Library, our small school library likely would not have any database access at all, and having that access is crucial to giving students experience using such resources for finding quality information online when researching. It also helps prepare any of them planning to attend college for the utilization of databases often required by many of those courses. Interlibrary loan provides the excellent opportunity for our students and staff to access a wider range of resources than we are able to purchase for our collection here. Typically, if we don't have anything on the topic and can't find it locally, the State Library will be able to provide something helpful.

### **Wahpeton Public Schools**

State Library services such as databases and ILL are important because it provides our students' greater opportunities for accurate, reliable research and independent reading materials. I depend on both of these services from the State Library. The databases are used heavily to teach research skills and provide credible sources for our students, while we largely use ILL for students' pleasure reading since I can often find materials we cannot/did not purchase. Teachers will also utilize ILL and databases though the state's resources.

### **Zeeland Public School**

A valuable State Library service is interlibrary loan because our small school does not have an adequate budget to maintain all current resources necessary in today's world.

## State Aid Support

AttS

SB 2013

3/6/19

### **Carnegie Regional Library**

State Aid provides extra income to the library to purchase things or provide services or activities we could not otherwise provide.

### **Cavalier Library**

State library funds are important because it enables our library to be a top notch provider of books, etc. to our community.

### **Divide County Public Library**

State Aid is important to my library because it keeps my doors open! It helps to offset any and all expenses. A few years ago I was maxed out at my mill levy and was possibly going to have to ask for more mills to make the budget work which as we know is a lot of work and extra money and county tax payer money etc. to make that happen. If it wasn't for State Aid to help with the offset that year I know we would have had to go that route. Our county is in a different financial status now because of the oil so our mill is worth more which helps but still State Aide is a huge help to our small library.

### **Ellendale Library**

State Aid helps us get the new books for our library.

### **Enderlin Municipal Library**

State Aid is important to my library because the community that supports the Enderlin Municipal Library is small, and the mill levy appropriation barely covers all expenses of the library. The library should have a better public library computer system that will allow at least 2 computers within the building supporting the public catalog. I would prefer to have a public catalog that can be accessed via the web but that is probably out of reach for a library as small as this. Thank you for the opportunity to address your statement.



3/6/19

**Grand Forks Public Library**

State Aid is important to my library because it helps us connect the community, inspire creativity, and encourage curiosity. It helps libraries change lives.

**Griggs County Public Library**

State Aid is important to the library budget because it helps fill in gaps left by county and city tax money. It provides the funds for the children's programs – story time a year round program, summer reading program for children grades kindergarten through high school; provides funds for some of the adult programs – book discussion groups, computer classes; provides funding for staff training; and if funds are left it is used to purchase library material.

**Heart of America**

State Aid is important to my library because it gives us an opportunity to apply for monies over and above what is generally available, allowing us to explore additional ideas with more books or equipment for our patrons. Sometimes those grants for specific areas give us a push in a different direction than we have traditionally used in our facility. Everyone wins with exploring new ideas.

**James River Valley Library System**

State Aid is important to Stutsman County Library because it enables us to provide bookmobile service to schools, daycares, and senior centers. State Aid is important to Alfred Dickey Library because it has funded needed repairs to our roof, foundation, and interior.

**Minot Public Library**

State Aid is important to the Minot Public Library because without this funding we would not be able to afford to provide all of the services we do. In 2018, a coil in one of our chiller units broke and caused half of our building to go without air conditioning during the hottest months of the year. Thanks to money we had received from State Aid we were able to replace this piece on the chiller and have the unit back up and running. In addition, the Minot Public Library was able to host more than 100 programs for

children, teens and adults during the 2-month Summer Reading Program. Programming money is not automatically built into the money our library receives in our city budget and therefore without State Aid we would not be able to host as many programs as we do without it.

### **Morton Mandan Public Library**

State Aid is important to my library because it allows us to meet our community's greatest needs and serves as an incentive for our city & county to maintain or increase funding.

### **Park River Area School**

State Aid helps us maintain the programs, services and collections we currently offer by supplementing our local funding. We are a small library and would not be able to do that without it.

### **Valley City Barnes County Public Library**

State Aid pays for interlibrary loans, Odin database access, and Overdrive e-books and audio books. Without it we might not be able to provide those products and services.

### **Ward County Public Library**

State Aid is important to my library because it bring the library to our rural areas and small town schools. Without State Aid, we would not be able to support our bookmobile to the extent that we do in both Ward and Mountrail Counties. Without the bookmobile, the very remote areas of our counties would not have access to a library at all. We are also able to deliver to the rural senior centers and provide books to our seniors who do not make it into the "big city" very often.

### **Barnes County North Public School Library**

I run a small rural school, preschool through grade 12, library. We have limited funds to provide everything we need for our students. In the past, I have applied for and received two Library Vision grants. The first was for a set of iPads I used to teach our students research skills. This was before laptops were readily available and our district only had a lab that was used most of the day by upper level students, so the elementary students had little access to technology. The second grant we received recently was to create a Makerspace lab. Several of us had attended a few workshops which had given us ideas to start a Family Engineering Night and begin the process of creating a Makerspace Lab. The turnout of students and parents has far exceeded our expectations and we have had to expand some nights into adjoining rooms for the activities. The items purchased because of the Library Vision grant matter to my library because we were able to purchase items for use during these events as well as the excitement I see in the students when we use them for projects during the day. Their creativity, collaboration, and skills amaze me at times. They are learning far more and thinking outside of the traditional classroom box when they have the opportunity to work with the Makerspace purchases.

I also use the databases provided by the State Library extensively to teach our students about reliable sources and when we are working on specific research projects. We could never afford to provide the students with these resources on our own. The databases are an important part of any research process our students have assigned to them.

### **Bottineau Public School Library**

Library Vision grants matter to my library because they allow us to purchase additional materials for our libraries that we otherwise would not be able to afford. Every school library has a very strict budget to follow and librarians are good money managers, but there is always a long list of WANTS that we are unable to provide our patrons. This year, our library was lucky enough to be awarded a Library Vision Grant to purchase graphic novels for our students. Graphic novels are very similar to comic books and are a hit with our students right now. Our selection left a lot to be desired and we had many students wanting more. With our budget and

current expenditures, we were unable to keep up. Thankfully for us, the North Dakota State Library came to the rescue! We have spent over half of our allocated money so far and the kids are loving it! We are able to take requests and add to series. Our selection has doubled!

In addition to the grants the North Dakota State Library offers, we also utilize other resources. One of the services is Interlibrary Loan. There are times when students will ask for books that we don't have. Unfortunately, I am unable to order every book every student wants. When this happens, I will check the State Library and see if I can borrow it. There are very few that we have been unable to locate and we utilize the service often throughout the year.

My favorite service that the State Library offers is access to databases. This has been invaluable to our students. Our main goal is to teach students how to perform research the right way, which definitely includes using databases. Subscriptions to databases are a HUGE expense for a single school district. We would maybe be able to subscribe to one if we had to pay for it ourselves and I don't know how we could pick just one. Through the State Library, we have access to 15 different databases and ALL of our students can use them.

The North Dakota State Library resources are invaluable to our school! We could not offer the services we do to our students without them!

### **Carrington High School Library**

Library vision grants matter greatly to my library! They have enabled us to expand and develop our book collections, providing up-to-date, quality resources to our students for their research and widening the selection of fiction we offer to ensure students have a range from the classics to new titles that reflect the diversity and challenges of the world. Furthermore, we have been able to provide students with cutting-edge opportunities to explore hands-on learning and to learn coding with items purchased through Makerspace grants. These grants have made it possible for our school library to offer opportunities that would otherwise not be available.

**Fargo South High School Library**

The Library Vision grant matters to my library because after receiving the grant we are now able to provide updated and more relevant nonfiction resources for student research. Students use both the state-provided online databases as well as nonfiction books for research so they learn how to research multiple types of sources. Both are important to us, and we appreciate the opportunity to update our nonfiction collection given by the Library Vision grant.

**Griggs County Public Library**

Library Vision grants matter to my library because the grants have allowed the Griggs County Public Library do several improvements that would not have been possible. Through the grant system in 2011 the library was able to add all library materials to the statewide database. The grant completely covered all cost. The library became able to share its materials with other library. After being a library that always asked, we are now able to share. In 2016 the library received \$10,000 to help with the renovations needed for the library building. In 2017 a Makerspace program was started through the purchase of robots, tablets, and a circuit die cut maker. The robots were used for the summer reading program and also for adult programs in the evening. This grant was for \$1820. In 2018 the library received a \$2,000 to add new material and replace worn materials in the North Dakota Collection. As there are new home school children in our service area more families are using the North Dakota collection as they study the state of North Dakota. We had few materials for this age group. This grant will allow us to improve this our collection.

Besides helping in many areas of the library, each of the grants provided the library with the ability to generate support for the above projects and other project from other donors within the community and other grant agencies.

**LaMoure School & Public Library**

Library Vision grants matter to my library because they have allowed us to enrich our students' educational experience. The 2018-2019 Library Vision grants helped us improve our junior non-fiction collection and develop a "checkoutable" Makerspace program in our library. With the Collection Development Grant we purchased a variety of titles that aligned to the Next Generation Science Standards. We used the Makerspace grant to create a

systems of kits that focus on STEM concepts and the engineering and design process which can be checked out for use throughout the school. By improving the quality and diversity of the resources we offer for our students and teachers, the Library Vision grants have helped the library become a more valuable component of our school.

### **Lincoln Elementary School Library**

Library Vision grants matter to my library because they've funded opportunities for student learning that my district budget could not have offered alone. Thanks to the Library Vision 2020 grant, my school is able to offer two maker space stations for checkout to classrooms. These stations allow students the opportunity to develop the 21st century skills of critical thinking, collaboration, and creativity in a way that makes the learning fun. Without the state grant, we wouldn't have these materials to circulate among our classrooms. These materials and activities give teachers a way to make sure the 21st century skills are being taught and reinforced in their classrooms, without them having to reinvent the wheel.

### **Maple Valley Public School Library**

Library Vision grants matter to my library because we are a small library with limited funds. This grant helps us to upgrade and improve our library collections and still purchase current books our students are requesting. Without this funding, it would be difficult to improve such collections as our nonfiction high school collection and continue to purchase new and popular books. I am very grateful for the chance to apply for these grants to help our students get current up to date materials in a small school setting.

### **Max Public School Library**

We are absolutely grateful to have these grants available to our small rural school.

Library Vision grants matter to my library because it allows our students to have numerous books that are current and updated that our small library budget could not possibly afford to buy. The Max School Library has been the grateful recipient of Library Vision grants in the past that have allowed us to automate our library and update our nonfiction collection. These grants have allowed our students the ability to view and access many



library items from across the library consortium network and state quickly and in a timely manner! We are also pleased to be able to offer our materials to other requesting libraries!

### **Simle Middle School Library**

Library Vision grants matter to my library because our library is a community that provides knowledge, power and a space to belong. The grant money allows me to go above and beyond and provide materials and resources for my patrons that make our time together amazing. These are the ways I was able to use grant funding to support our library:

- nonfiction materials aligned to Next Generation Science standards
- high-low reading material to support our striving readers
- nonfiction material aligned to history and social studies standards,
- supporting literacy in the content area
- tablets to support coding, robotics and makerspace items
- Keva planks and Legos for construction and building
- snap circuits to support science standards
- Ozobots and Spheros and Little Bits to support computer science

All materials support our 4Cs - creativity, critical thinking, communication and collaboration. Plus provide a ton of fun!

### **St. John Public School Library**

The ND State Library's Library Vision Grant matters to my library! I received 2 grants this year, each for \$2000. With these grants, I was able to update our audio book and our North Dakota collections. Without the grants from the State Library we would not have been able to complete these tasks. We are a small school just off the Turtle Mountain Reservation. Our families can't afford to fund raise or donate money for these things. So I am VERY THANKFUL to the State Library for this opportunity to help my students/families.

FYI - We didn't even get the audio books on the shelf, before they were grabbed and checked out. Our students need these resources to help them with their reading. The second day they were out, I had a student come in

for a second book. He had finished the first audio book and taken his test and was so excited to get the second one.

Small schools (and large ones) need these opportunities for the people we serve in our schools. I can't tell you how good it feels to be able to help my students with this grant! It is very rewarding!

And to add current books to our North Dakota collection is so important. We were able to add current books about the Bakken and Standing Rock. We could be selective and purchase books from different perspectives. This way, our readers can see the many sides to these issues. We were able to add over 75 books to our North Dakota collection. We could not have done this without the State Library grants.

Thank you for all you do to help our schools! We do appreciate it very much!

#### **Turtle Lake-Mercer Public School Library**

Library Vision grants matter to my library because they provide much-needed funds to help update and add to our small collection, especially nonfiction, which tends to cost more and becomes outdated quicker. When I began working at the school six years ago, the nonfiction was overwhelmingly outdated. Thanks to two Library Vision grants in the past four years, the collections have seen significant improvements. Students eagerly return time and again to continue checking out all the new books, which are helping them immensely in learning about many topics, growing their reading skills, and meeting goals. A couple series of easier level nonfiction books on different careers and the branches of our armed forces have been particularly well-received by the elementary students, while high school students have utilized new books in their section for various research paper assignments. This would not be possible without the aid of Library Vision grants, and we are grateful for such opportunity to improve our library and provide further resources to our students.

#### **Underwood Public School Library**

Library Vision Grants matter to my library because after receiving a grant, our school was able to purchase new relevant fiction and nonfiction books. As a rural K-12 school, budgets can be tight, and the grant helped my

AMS SB 2013 3/6/19

school add quality books to library shelves. Students have been eagerly checking out these new books. I have enjoyed watching students' excitement as they choose a new book, check it out, and then recommend the books to their fellow classmates. The materials purchased with this grant have encouraged students to read and share their love of reading. The grant also helped my diversify the collection and add new materials that students can read and relate to.

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SB 2013 3/6/19

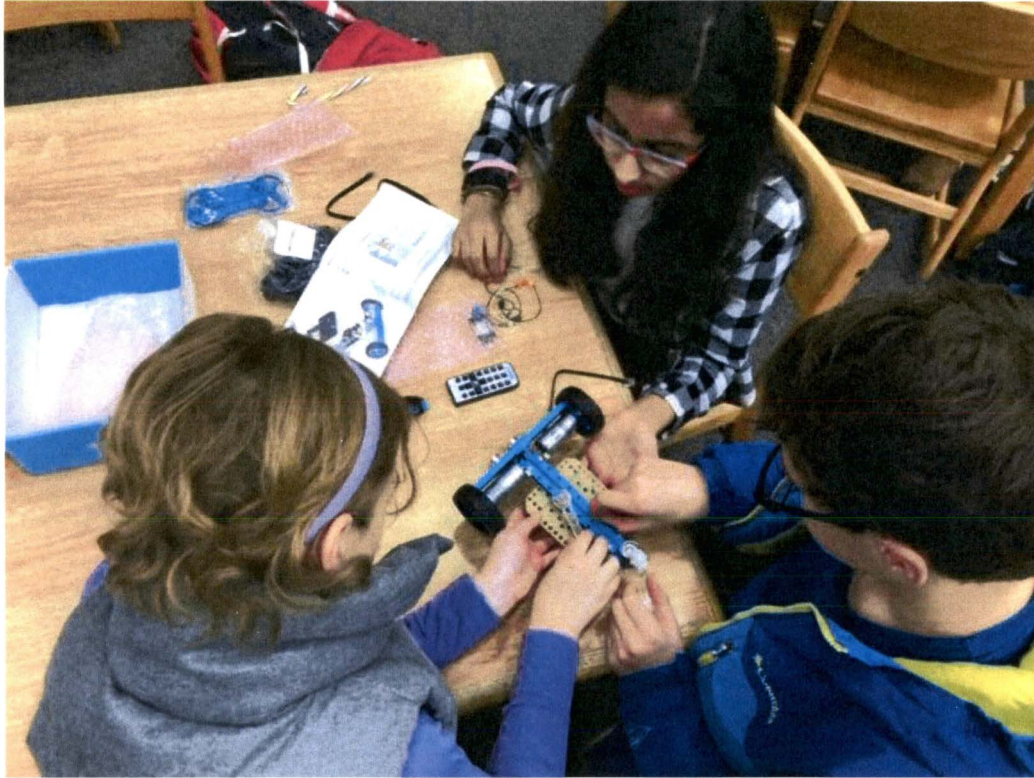
## STEM Kits

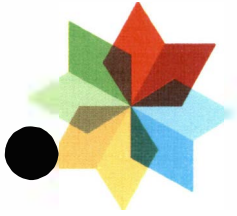
NDSL circulates STEM kits to libraries throughout the state. Pictured here are students from Discover Middle School in Fargo using the Makeblock kits. (Permission to share granted by the school librarian.)

From librarian Patty Donat: Full STEAM ahead at Discovery's makerspace! Jayce Herring shows off the Makeblock Robot tank he created in the library makerspace. Anusha Yadav, Jeffrey Mindemann, and Mikala Wuitschick collaborate to create their Makeblock robot. (The kits were borrowed for a few weeks from the ND State Library. What a great service they provide!)









Bismarck  
Veterans Memorial  
Public Library

ATT 6  
SB 2013

3/8/2019

March 4, 2019

To: House Appropriations Committee - Education and Environment Division

Chairman Monson and Members of the House Appropriations Committee:

For the record my name is Christine Kujawa, Library Director of Bismarck Veterans Memorial Public Library and Co-Chair of ND Library Association's Legislative Committee.

I request that you support SB 2013, relating to the North Dakota State Library budget and state aid to public libraries with the addition of the optional \$222,000 in state aid to public libraries included in the NDSL's budget.

State aid to North Dakota's public libraries provides funding for additional resources and programs. At our Library we utilize these funds not only for developing our collections, but also to continue important services that meet community needs such as:

- Training related to job searching, résumé writing, and interviewing skills.
- Resources for small businesses, including print and online grant information.
- Computer skills classes.
- Story times for children to promote early literacy.
- Afterschool activities for teens, including arts and crafts, LEGO Club, and learning to use various technologies, such as our 3-D printer.
- Funding for family friendly programming, with an emphasis on multicultural and Native American programming in an effort to strengthen connections between our citizens.

Our patrons also benefit from the databases available through the North Dakota State Library:

- Students of all ages have access to homework assistance with live tutors in Tutor.com.
- Through the Universal Class database, citizens have access to over 500 online courses on several different subjects like mathematics, personal development, and general education. Our home school families utilize the teacher resources and homeschool courses for their children's education.

The Committee has recognized the importance of public libraries and the need for State Aid in the past. I ask that you continue to show your support by voting in favor of SB 2013 with the addition of \$222,000 in state aid to public libraries.

Sincerely,

Christine Kujawa  
Library Director, Bismarck Veterans Memorial Public Library  
ND Library Association Legislative Committee Co-Chair





February 28, 2019

Aff 7

SB 2013

3/6/19

House Appropriations Committee  
North Dakota State Capitol  
600 E. Boulevard Avenue  
Bismarck, ND 58505

Dear Representative Monson and Members of the Committee:

I am writing to you today to show my support for the North Dakota State Library and their contributions to the education of North Dakota students. I oversee the library program and budget for Bismarck Public Schools, and we rely heavily on the resources and trainings provided through the State Library.

Digital resources our students need for research, critical thinking, and product creation are expensive. We would not be able to provide resources like Britannica School, Explora, Points of View, and Gale databases within our own budget. Our schools have been recipients of grants for special projects like makerspaces, allowing students to create and engage in inquiry projects, and growing our collections by providing additional graphic novels and local North Dakota resources to our students. We utilize the inner library loan options for resources and traveling kits to support instructional units.

In addition to digital and print resources, professional opportunities benefit Bismarck Schools staff and students through webinars and the Renewal and Development Conference hosted by the State Library. School librarians often operate in isolation, and acquiring new library specific knowledge can be difficult to find. During these professional development opportunities, we are able to learn, share, and grow our librarianship.

I ask you to support SB 2013, relating to funding for the North Dakota State Library, state aid for North Dakota's public libraries, and grant funding through the ND Library Coordinating Council.

Sincerely,

Misti Werle  
Library Media Coordinator  
Bismarck Public Library  
(701) 202-6626  
[misti\\_werle@bismarckschools.org](mailto:misti_werle@bismarckschools.org)



We the People

THE CITIZEN AND THE CONSTITUTION

Directed by the Center for Civic Education

AH 8

SB 2013

3/6/19

## STATE HEARING QUESTIONS 2018–2019

### Unit One: What Are the Philosophical and Historical Foundations of the American Political System?

1. **“In the democratic vision, the freedom achieved by a democratic order is above all the freedom of self-determination in making collective and binding decisions: the self-determination of citizens entitled to participate as political equals in making the laws and rules under which they will live together as citizens.”\* What relationship, if any, does the right to self-determination have with the idea of popular sovereignty?**

- Where in America’s founding documents, acts of Congress, or decisions by the Supreme Court do you find evidence of your right to self-determination and participation as an equal in the making of rules and laws under which you will live together as citizens? What limits, if any, should be placed upon these rights? Explain your position.
- In order for the right to self-determination to be meaningful, what other rights must exist and where can they be found in the fundamental documents of our political system? Explain the relationship of any rights you identify to the right to self-determination.

\* Robert A. Dahl, *Democracy and Its Critics* (New Haven, CT: Yale University Press, 1989), 326.

2. **The Declaration of Independence says, “We hold these truths to be self-evident, that all men are created equal.” The philosopher Isaiah Berlin said that ““every man to count for one and no one to count for more than one’ ... appears, more than any other formula, to constitute the irreducible minimum of the ideal of equality.”\* Do you agree or disagree with this idea? Explain your position.**

- Since people are not equal in their knowledge, skills, and abilities, why, if at all, should everyone have equal political rights? Explain your position.
- What evidence is there of political inequality in the United States today and what, if anything, do you think should be done about it? Explain your position.

\* Isaiah Berlin, “Equality,” in *Equality and Justice: Volume 2, The Demands of Equality*, ed. Peter Vallentyne (New York/London: Routledge, 2003), 41.

3. **The Framers created a form of government that embodied both the natural rights and classical republican philosophies. What are the basic ideas of the natural rights and classical republican philosophies and how might they conflict?**

- What are the similarities and differences in the purposes of government in the Declaration of Independence and the Preamble to the Constitution, and how do they relate to the natural rights and classical republican philosophies?
- Which of the two philosophies seems to have had the greatest influence on government and Americans’ ideas about the purposes of government today? What changes in emphasis on the ideas of either of these philosophies, if any, do you think should be made? Explain your position.



## STATE HEARING QUESTIONS 2018–2019

### Unit Two: How Did the Framers Create the Constitution?

- 1. Anti-Federalists believed in classical republicanism, the idea that representative government dedicated to the common good could only work in small communities with similar interests. Do you agree or disagree with this statement? Why?**
  - How did the Federalists respond to Anti-Federalist objections to the proposed constitution?
  - Why did the Anti-Federalists object to the supremacy and necessary and proper clauses of the Constitution? Explain your position on this issue.
- 2. In the Virginia Plan, James Madison proposed proportional representation in both houses of Congress. The delegates rejected Madison's proposal in favor of the Great Compromise introduced by Roger Sherman and Oliver Ellsworth, delegates from Connecticut. What is the Great Compromise and how was it justified? Do you think the justification is acceptable today? Explain your position.**
  - What has been the impact of equal representation in the Senate on our political system?
  - What would be some of the benefits and costs of changing the Senate to proportional representation? Explain what position you would take on this issue.
- 3. Alexander Hamilton claimed that the national government was too weak during the Revolutionary War. He argued that if the states did not cooperate during a time in which they all faced extreme dangers, they were not likely to cooperate at all during times of peace and security. Therefore, a stronger national government was needed. What evidence supports Hamilton's position?**
  - What were the strengths and weaknesses of the Articles of Confederation?
  - What were the efforts to amend the Articles of Confederation and why did they fail?



We the People  
THE CITIZEN AND THE CONSTITUTION  
Directed by the Center for Civic Education

ATT 8

SB 2013

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## STATE HEARING QUESTIONS 2018–2019

### Unit Three: How Has the Constitution Been Changed to Further the Ideals Contained in the Declaration of Independence?

1. The amendment process “seems to be stamped with every mark of propriety. It guards equally against that extreme facility, which would render the Constitution too mutable; and that extreme difficulty, which might perpetuate its discovered faults.”\* Do you agree or disagree with James Madison’s assessment? Why?

- What is the amendment process and what are its advantages and disadvantages?
- What amendments to the Constitution have made the country more democratic?

\* James Madison, “The Same Subject Continued: The Powers Conferred by the Constitution Further Considered,” *Independent Journal*, January 23, 1788, The Federalist Papers: No. 43, The Avalon Project: Documents in Law, History and Diplomacy, Yale Law School, accessed August 23, 2018, [http://avalon.law.yale.edu/18th\\_century/fed43.asp](http://avalon.law.yale.edu/18th_century/fed43.asp).

2. “No freeman shall be taken or imprisoned or disseised or exiled or in any way destroyed, nor will we go upon him nor send upon him, except by the lawful judgment of his peers or by the law of the land.”\* How has due process of law evolved since the Magna Carta?

- What is procedural due process, and how is it related to the principle of limited government?
- Where in the Constitution and its amendments can you find protections of your right to due process of law? What powers do they limit?

\* William Sharp McKechnie, *Magna Carta: A Commentary on the Great Charter of King John*, second edition (Glasgow: James MacLehose and Sons, 1914), 375, <https://archive.org/details/cu31924022604734>.

3. What is the role and importance of political parties in our political system?

- Why does the United States have a two-party system instead of a multiparty system, like most other advanced democracies?
- What has been the impact of third parties, and why have there been so few effective third parties in our history?



We the People

THE CITIZEN AND THE CONSTITUTION

Directed by the Center for Civic Education

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## STATE HEARING QUESTIONS 2018–2019

### Unit Four: How Have the Values and Principles Embodied in the Constitution Shaped American Institutions and Practices?

1. **Federalist 51 states that “in republican government, the legislative authority necessarily predominates.”\* John Locke said, “The legislative cannot transfer the power of making laws to any other hands: for it being but a delegated power from the people, they who have it cannot pass it over to others.”\*\* Do you agree with these ideas? Why or why not?**

- To what extent, if any, do you think Congress has given some of its legislative responsibilities to the executive or judicial branches? Why might it do so, and what evidence do you have to support your position?
- What legislative powers are held by the executive and judicial branches? What problems might be posed for democracy if the balance of legislative power were to shift to these branches? Explain your position.

\* Alexander Hamilton or James Madison, “The Structure of the Government Must Furnish the Proper Checks and Balances between the Different Departments,” *New York Packet*, February 8, 1788, The Federalist Papers: No. 51, The Avalon Project: Documents in Law, History and Diplomacy, Yale Law School, accessed August 24, 2018, [http://avalon.law.yale.edu/18th\\_century/fed51.asp](http://avalon.law.yale.edu/18th_century/fed51.asp).

\*\* John Locke, *Second Treatise of Government* (1690), Sect. 141, <https://www.gutenberg.org/files/7370/7370-h/7370-h.htm>.

2. **Alexis de Tocqueville wrote in 1835 that “the power vested in the American courts of justice of pronouncing a statute to be unconstitutional, forms one of the most powerful barriers which has ever been devised against the tyranny of political assemblies.” Do you agree or disagree with Tocqueville? Why or why not?**

- Is the power of judicial review consistent with the principle of majority rule? Why or why not?
- Under what conditions, if any, should the Supreme Court have the power to overrule a decision by a majority of the people’s representatives in our legislative branches? Explain your position.

\* Alexis de Tocqueville, *Democracy in America*, trans. by Henry Reeve (Clark, NJ: The Lawbook Exchange, Ltd., 2003), 83.

3. **How does the exercise of presidential power in the twenty-first century compare with the views of the Framers of the Constitution? Does the current extent of presidential power represent a threat to the constitutional system created in 1787? Why or why not?**

- Have the actions of presidents represented a departure from the power asserted by their predecessors throughout American history? Why or why not?
- What are the constitutional checks upon the presidency and are they still effective?





We the People

THE CITIZEN AND THE CONSTITUTION

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SB 2013

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## STATE HEARING QUESTIONS 2018–2019

### Unit Five: What Rights Does the Bill of Rights Protect?

1. **“The Government’s collection of telephony metadata from a third party such as a telecommunications service provider is not considered a search under the Fourth Amendment.”\* Do you agree or disagree with Judge Brett Kavanaugh? Why or why not?**

- Should searches and seizures conducted by the National Security Agency be held to the same Fourth Amendment standard as searches and seizures by the police? Why or why not?
- Under what conditions, if any, should police be able to search and seize people or their property without obtaining a warrant?

\* *Klayman v. Obama*, No. 15-5307 (D.C. Cir. 2015), <http://pdfserver.amlaw.com/nlj/11-20-15%20en%20banc%20denial%20kavanaugh.pdf>.

2. **In a 2005 Supreme Court opinion, Associate Justice Anthony Kennedy wrote, “It is proper that we acknowledge the overwhelming weight of international opinion against the juvenile death penalty, resting in large part on the understanding that the instability and emotional imbalance of young people may often be a factor in the crime.”\* Do you agree or disagree with Justice Kennedy’s opinion? Why or why not?**

- Does the death penalty for a capital crime violate the Eighth Amendment’s protection against cruel and unusual punishment? Why or why not?
- Should the Eighth Amendment prohibit a state from executing a prisoner whose mental disability leaves him or her with no memory of the commission of the capital offense? Why or why not?

\* *Roper v. Simmons*, 543 U.S. 551 (2005).

3. **“When a choice must be made, it is better to allow those who preach racial hate to expend their venom in rhetoric rather than to be panicked into embarking on the dangerous course of permitting the government to decide what its citizens may say and hear.”\* Do you agree with U.S. District Court Judge Bernard Decker’s upholding the First Amendment rights of Nazis to march in Skokie, Illinois? Why or why not?**

- What, if any, benefit is there from the presentation of ideas that are designed to alarm, antagonize, and offend members of that society?
- Should the “fighting words” doctrine of *Chaplinsky v. New Hampshire* be reinvigorated and applied on a broader scale to deny First Amendment protection to volatile speech like that expressed in places like Charlottesville, Virginia, in August of 2017? Why or why not?

\* *Collin v. Smith*, 447 F. Supp. 676 (ND Ill.1978).





We the People  
THE CITIZEN AND THE CONSTITUTION  
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## STATE HEARING QUESTIONS 2018–2019

### Unit Six: What Challenges Might Face American Constitutional Democracy in the Twenty-first Century?

**1. As the number of younger voters grows in relation to older voters,\* what responsibility, if any, do younger voters have to better understand government and the Constitution and Bill of Rights?**

- More than twenty countries around the world have mandatory voting. What are the advantages and disadvantages to mandatory voting?
- Should non-citizens be allowed to vote in local elections? Why or why not?

\* Richard Fry, "Millennials and Gen Xers outvoted Boomers and older generations in 2016 election," Pew Research Center, July 31, 2017, <http://pewrsr.ch/2vXBBR2>.

**2. In a recent article for the *Journal of Democracy*, Paul Howe wrote that "since 1995, support for key democratic principles has eroded, while a surprising degree of openness to nondemocratic alternatives has appeared. Disconcertingly, it is younger citizens who are most likely to express a weaker sense of attachment to democracy."\* How do you account for this trend?**

- What are the main differences between authoritarian and democratic governments? Why might people be attracted to authoritarian or democratic governments?
- What is meant by democratic norms or dispositions, such as respecting the rights of others, and what is their importance?

\* Paul Howe, "Eroding Norms and Democratic Deconsolidation," *Journal of Democracy* 28, no. 4 (October 2017): 15, accessed August 24, 2018, <https://www.journalofdemocracy.org/article/eroding-norms-and-democratic-deconsolidation>.

**3. According to the American Immigration Council, "immigration to the United States is based upon the following principles: the reunification of families, admitting immigrants with skills that are valuable to the U.S. economy, protecting refugees, and promoting diversity."\* Does today's immigration policy reflect these principles? Why or why not?**

- What are the major cultural and political issues regarding immigration that face America today?
- What changes, if any, should be made to our current immigration policy?

\* American Immigration Council, "How the United States Immigration System Works," 2016, accessed August 23, 2018, <https://www.americanimmigrationcouncil.org/research/how-united-states-immigration-system-works>.

# We the People

## The Citizen and the Constitution

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SB 2013

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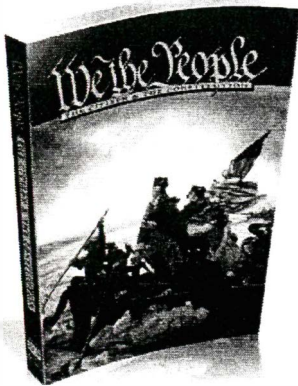
*We the People: The Citizen and the Constitution* was developed in 1987 and adopted by the Commission on the Bicentennial of the U.S. Constitution, as the principal education program of the federal Constitution's bicentennial. The program's success led Congress to continue its funding through the U.S. Department of Education from 1993 to 2011 as an authorized program of the Elementary and Secondary Education Act.

Today, the *We the People* program is administered in part by the North Dakota Bar Foundation, Humanities ND, the ND State Legislature, as well as numerous charitable contributions. Nationally, the *We the People* program is managed by the Center for Civic Education (<http://www.civiced.org/>).

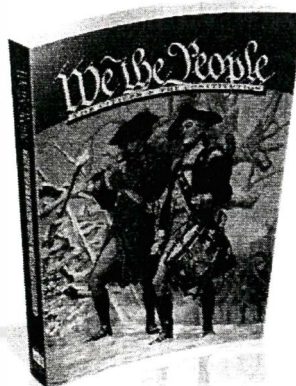
### The *We the People* Curriculum

The foundation of the *We the People* program is the classroom curriculum. It complements the regular school curriculum by providing upper elementary, middle, and high school students with an innovative course of instruction on the history and principles of U.S. constitutional democracy. The high school text covers these six units:

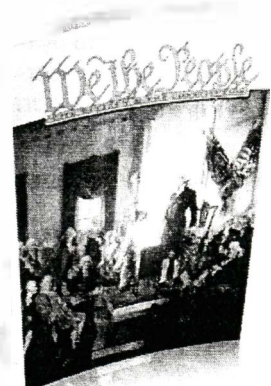
- **Unit One:** What Are the Philosophical and Historical Foundations of the American Political System?
- **Unit Two:** How Did the Framers Create the Constitution?
- **Unit Three:** How Has the Constitution Been Changed to Further the Ideals Contained in the Declaration of Independence?
- **Unit Four:** How Have the Values and Principles Embodied in the Constitution Shaped American Institutions and Practices?
- **Unit Five:** What Rights Does the Bill of Rights Protect?
- **Unit Six:** What Challenges Might Face American Constitutional Democracy in the Twenty-first Century?



Upper Elementary Textbook



Middle School Textbook

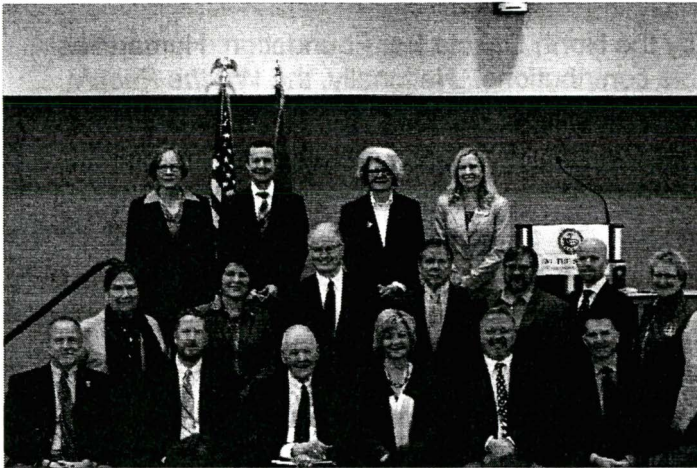
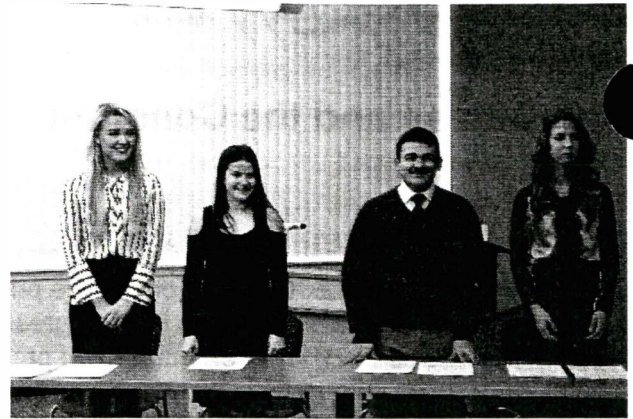


High School Textbook

Print text or an enhanced e-book edition is now available for both high schools and middle schools. The e-book makes the Constitution and American government accessible to a new generation of learners with its engaging visuals and interactive technology that illustrates the fundamental principles of American democracy. The e-book is cloud-based and accessible on desktops, laptops, and mobile devices, including Apple iPads and iPhones, Android tablets and smart phones, and Windows 8 touchscreen devices. Teachers or schools who order the e-book do not have to pay shipping costs.

**Simulated Hearings**

The *We the People* program’s culminating activity is a simulated congressional hearing in which students “testify” before a panel of judges acting as members of Congress. Students demonstrate their knowledge and understanding of constitutional principles by evaluating, taking, and defending positions on relevant historical and contemporary issues. The hearing not only deepens student knowledge of the Constitution and Bill of Rights, but it builds important 21<sup>st</sup>-century skills and dispositions, such as working cooperatively, public speaking, managing conflict, and reaching consensus. Teachers may engage their students in either non-competitive simulated congressional hearings or various Regional and State competitions.



**Professional Development**

Humanities ND, the ND Bar Foundation, and the ND Legislature sponsor the North Dakota *We the People* Summer Institute. This free professional development seminar brings high school teachers together to interact with constitutional scholars and mentor teachers to learn about our government, the Constitution, and Bill of Rights. Participating teachers will receive:

- tuition
- classroom set of *We the People* textbooks or eBooks
- classroom resources
- teacher library
- 20-32 hours of professional growth

**What the Research Says**

A research team from Georgetown University conducted independent studies of *We the People*'s implementation. Those studies were confirmed by the U.S. Department of Education's What Works Clearinghouse, which maintains the highest standards for research scholarship. The report shows that *We the People* students scored significantly higher on tests of both civic knowledge and civic dispositions than their peers. These dispositions include:

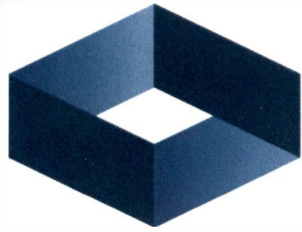
- |                                  |   |  |
|----------------------------------|---|--|
| (1) respect for the rule of law; | (4) community involvement;                | (6) the norms of political efficacy and political tolerance. |
| (2) political attentiveness;     | (5) commitment to government service; and |  |
| (3) civic duty;                  |   |  |

Additional information and studies can be found at [www.civiced.org/research](http://www.civiced.org/research).

“I soon realized it’s much more than arguing. It’s about guaranteeing rights, making sure everyone’s voice is heard, and doing what is right in society, and living up to those ideals upon which we were founded.”

Cara Mund  
 Miss America 2018  
 ND We The People participant





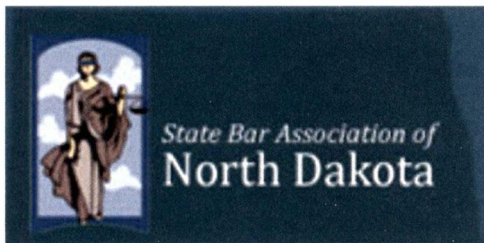
Att 8 SB 2013  
3/6/2019  
**HUMANITIES  
NORTH DAKOTA**  
*we have ways of making you think*

**D**eveloped by the Center for Civic Education, **We the People: The Citizen and the Constitution** commemorates the framing and adoption of the Constitution and the Bill of Rights. It is designed to revitalize educational programs on the Constitution and civic education in our nation's schools.

After completing a semester using *We the People: The Citizen and the Constitution* textbooks, participating classes may choose to compete in mock congressional hearings. Each member of the class becomes an expert witness on one of the six units and testifies in small groups before a panel of judges.

During the simulated congressional hearing, students are judged on six criteria: understanding, constitutional application, reasoning, supporting evidence, responsiveness, and participation.

We thank the judges and volunteers for the time and effort contributed to this event. Congratulations to the teachers and students for the diligence brought to the competition. **Good luck to all participants!**



# WE THE PEOPLE: THE CITIZEN & THE CONSTITUTION

North Dakota High School State Finals  
January 16, 2019



A project of the Center for Civic Education, Humanities North Dakota, and the State Bar Association of North Dakota. Established in 1987 under the Commission on the Bicentennial of the United States Constitution.



# SCHEDULE OF EVENTS

Att 8 SB 2013

3/6/19

- 9:30 AM Welcome:
- Ms. Sharon Espeland, Coordinator  
ND We the People
  - Tony Weiler, Director  
State Bar Association of North Dakota
- Review competition schedule & rules
- Opening Remarks:
- Kirsten Baesler, Superintendent  
ND Department of Public Instruction
- 10:00 AM Hearings
- A new unit will begin every 20 minutes
- 12:00 PM Hearings Conclude
- 12:00 PM Lunch in Bavendick Stateroom
- 12:50 PM Awards:
- Participation Certificates
  - State & Unit Winner Announcements
- Special Announcements:
- Brenna Gerhardt, Executive Director  
Humanities North Dakota
- Closing remarks: Ms. Sharon Espeland
- 1:50 PM Dismissal

# UNIT SIX PARTICIPANTS

Bismarck Century High School - 436  
Bismarck, ND ◦ Ms. Shannon Sorenson

Ryan Johnson, Brenna Malard, Erika Murry

Edgeley High School - 432  
Edgeley, ND ◦ Ms. Melissa Entzi

Dilan Madcke, McKenzie Giesler, Payton Brandenburg

Hazelton-Moffit-Braddock High School - 433  
Hazelton, ND ◦ Ms. Elise Larson

Hillsboro High School - 319

Hillsboro, ND ◦ Mr. Elliot Rotvold

Mark Hastings, Jacob Heinitz, Hannah Mueller

Kidder County High School - 321

Steele, ND ◦ Ms. Jennifer Kallenbach, Mr. Nick Woodbury

Trey Diegel, Mason Johnson, Arlen Rohrich, Kayla Rohrich  
Aaron VanDorsten

Washburn High School - 431

Washburn, ND ◦ Mr. Keith Jacobson

James Acevedo, Emily Boysun, Michael Cavo



**UNIT FIVE PARTICIPANTS** 3/6/19

Bismarck Century High School - 436  
Bismarck, ND ◦ Ms. Shannon Sorenson

Kennedy DeLap, Miranda Salmon, Sydney Sundsbak

Edgeley High School - 432  
Edgeley, ND ◦ Ms. Melissa Entzi

Jamie Heinrich, Jamey Ellingson, Tyler Zahn, Cauy Ellingson

Hazelton-Moffit-Braddock High School - 433  
Hazelton, ND ◦ Ms. Elise Larson

Gage Grove, SummerLynn Grove, Destiny Wenger

Hillsboro High School - 319  
Hillsboro, ND ◦ Mr. Elliot Rotvold

Colton Anderson, Matt Anderson, Alex Hass, Lexi Johnson  
Seth Owens

Kidder County High School - 321  
Steele, ND ◦ Ms. Jennifer Kallenbach, Mr. Nick Woodbury

Tyler Barth, Brittany Eberl, Jaslyn Magstadt, Nevaeh Schmiegl  
Dillon Stroh

Washburn High School - 431  
Washburn, ND ◦ Mr. Keith Jacobson

Lexi Kulzer, Hannah Retterath, Kiara Strickland

**JUDGES**

**Unit One: What Are the Philosophical and Historical Foundations of the American Political System?**

Justice Jerod Tuft, North Dakota Supreme Court  
Mr. Zachary Pelham, Esquire  
Ms. Illona Jeffcoat-Sacco, Esquire

**Unit Two: How Did the Framers Create the Constitution?**

Brenna Gerhardt, Executive Director, Humanities North Dakota  
Jodi Bjornson, General Counsel, WSI  
Dr. Donna K. Pearson, Professor, UND

**Unit Three: How Has the Constitution Been Changed to Further the Ideals Contained in the Declaration of Independence?**

Chad E. Litton, PhD, UMary  
Justice Lisa Fair McEvers, North Dakota Supreme Court  
Justice Carol Kapsner, Retired, North Dakota Supreme Court

**Unit Four: How Have the Values and Principles Embodied in the Constitution Shaped American Institutions and Practices?**

Chris Cavanaugh, Master Teacher, Century High School  
Dr. Mark M. Springer, Assoc. Professor, Politics, UMary

**Unit Five: What Rights Does the Bill of Rights Protect?**

Chief Justice Gerald Vandewalle, North Dakota Supreme Court  
Justice Dale Sandstrom, Retired, North Dakota Supreme Court  
Dr. Nita Ritzke, Assoc. Professor of Communication, UMary

**Unit Six: What Challenges Might Face American Constitutional Democracy in the Twenty-First Century?**

Justice Daniel Crothers, North Dakota Supreme Court  
Justice Jon J. Jensen, North Dakota Supreme Court  
Dr. Dana Harsell, Asst. Professor & MPA Director, UND



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## UNIT ONE PARTICIPANTS 3/6/19

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Bismarck Century High School - 436  
Bismarck, ND ◦ Ms. Shannon Sorenson

Jane Gasper, Miranda Salmon, Emily Savageau

Edgeley High School - 432  
Edgeley, ND ◦ Ms. Melissa Entzi

Isaac Huber, Lucas Nitschke, Braydin Diede

Hazelton-Moffit-Braddock High School - 433  
Hazelton, ND ◦ Ms. Elise Larson

Gavin Benz, Kelani Larson, Rachel Schumacher

Hillsboro High School - 319  
Hillsboro, ND ◦ Mr. Elliot Rotvold

Kate Ackerman, MacKenzie Iverson, Elise Jacobson, Jacob Pruneda

Kidder County High School - 321  
Steele, ND ◦ Ms. Jennifer Kallenbach, Mr. Nick Woodbury

Dahlton Cauthon, Megan Demaray, Zachary Fischer  
Malcolm Johnson, Keaton Wolff

Washburn High School - 431  
Washburn, ND ◦ Mr. Keith Jacobson

Kaitlyn Frank, Jaelyn Schauer, Brook Tibke

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## UNIT FOUR PARTICIPANTS

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Bismarck Century High School - 436  
Bismarck, ND ◦ Ms. Shannon Sorenson

Calvin Aichele, Amanda Edwards, Gracie Grinsteiner

Edgeley High School - 432  
Edgeley, ND ◦ Ms. Melissa Entzi

Dustin Eichten, Katie Entzi, Avarie Carlson

Hazelton-Moffit-Braddock High School - 433  
Hazelton, ND ◦ Ms. Elise Larson

Cole Baumiller, Noah Griffin, Matthew Macdonald

Hillsboro High School - 319  
Hillsboro, ND ◦ Mr. Elliot Rotvold

Connor Aanderud, Peter Berg, Mikayla Cotton, Sean Miller

Kidder County High School - 321  
Steele, ND ◦ Ms. Jennifer Kallenbach, Mr. Nick Woodbury

Katelynn Bullinger, Cole Edwardson, Alison Krein, Hannah Nerby  
Sara Schmaltz

Washburn High School - 431  
Washburn, ND ◦ Mr. Keith Jacobson

Tate Bertolotto, Tyler Dahme, Coltan Hyttinen  
John Williams

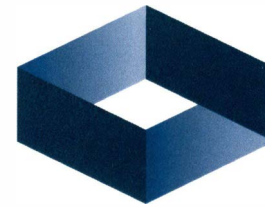
# EDUCATING TOMORROW'S LEADERS

A recent study by Diana Owen of Georgetown University indicated that We the People alumni are much more likely to:

- ☑ Be inclined to participate in politics
- ☑ Respect the rule of law
- ☑ Critically consume political news
- ☑ Become more tolerant of opposing political ideas
- ☑ Follow politics and enjoy talking about government and politics
- ☑ Be inclined to vote in presidential elections, local elections, and serve on a jury
- ☑ Believe that it is their responsibility to be involved in their community



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*I soon realized it's much more than arguing. It's about guaranteeing rights, making sure everyone's voice is heard, and doing what is right in society, and living up to those ideals upon which we were founded.*

Cara Mund

Miss America 2018 & We the People Participant

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## UNIT THREE PARTICIPANTS

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Bismarck Century High School - 436  
Bismarck, ND ◦ Ms. Shannon Sorenson

Eric Klein, Jaden Link, Emily Savageau

Edgeley High School - 432  
Edgeley, ND ◦ Ms. Melissa Entzi

Victoria Boom, Emma Leppert, Dylan Costner, Bailey Anderson

Hazleton-Moffit-Braddock High School - 433  
Hazleton, ND ◦ Ms. Elise Larson

Daelen Bjerklie, Braydon Schmidt, Taiya Schmidt

Hillsboro High School - 319  
Hillsboro, ND ◦ Mr. Elliot Rotvold

MaryBeth Dahle, Madison Diehl, Travis Doeden, Nicole Hurt

Kidder County High School - 321  
Steele, ND ◦ Ms. Jennifer Kallenbach, Mr. Nick Woodbury

Morgan Dutton, Elise Miller, Austin Schmidt  
Traitan Sutherland, Jaxon Deckert

Washburn High School - 431  
Washburn, ND ◦ Mr. Keith Jacobson

Sophia Emel, Christian Gardner, Garrett Smith

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## UNIT TWO PARTICIPANTS

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Bismarck Century High School - 436  
Bismarck, ND ◦ Ms. Shannon Sorenson

Jaden Bradner, Brooklyn Eldridge, Emily Helm

Edgeley High School - 432  
Edgeley, ND ◦ Ms. Melissa Entzi

Dalton Gartner, Ashley Revering, McKell Meidinger, Jessica Ruiz

Hazleton-Moffit-Braddock High School - 433  
Hazleton, ND ◦ Ms. Elise Larson

Kristi Carpenter, Mae Foertsch, DeLons Schiermeister

Hillsboro High School - 319  
Hillsboro, ND ◦ Mr. Elliot Rotvold

Kyle Alfson, Natassaja Eberhardt, Jake Moore

Kidder County High School - 321  
Steele, ND ◦ Ms. Jennifer Kallenbach, Mr. Nick Woodbury

Gage Pfaff, Taren Schmidt, Ross Schneider, Colton Stroh  
Lucas Subart

Washburn High School - 431  
Washburn, ND ◦ Mr. Keith Jacobson

Mathew Pfeiger, Parker Schmidt, Alex Selensky

Department of Public Instruction - Budget No. 201  
 Senate Bill No. 2013  
 Base Level Funding Changes

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	Executive Budget Recommendation				Senate Version				Senate Changes to Executive Budget Increase (Decrease) - Executive Budget			
	FTE Position	General Fund	Other Funds	Total	FTE Position	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total
<b>2019-21 Biennium Base Level</b>	91.75	\$1,435,601,984	\$705,727,065	\$2,141,329,049	91.75	\$1,435,601,984	\$705,727,065	\$2,141,329,049	0.00	\$0	\$0	\$0
<b>2019-21 Ongoing Funding Changes</b>												
Base payroll changes		(\$1,118,179)	\$1,116,589	(\$1,590)		(\$1,118,179)	\$1,116,589	(\$1,590)				\$0
Salary increase		252,417	494,470	746,887		166,771	336,409	503,180		(85,646)	(158,061)	(243,707)
Health insurance increase		118,771	232,665	351,436		129,656	285,318	414,974		10,885	52,653	63,538
Retirement contribution increase		30,901	60,535	91,436				0		(30,901)	(60,535)	(91,436)
Removes 4 FTE positions	(4.00)	(583,930)	(103,046)	(686,976)	(4.00)	(583,930)	(103,046)	(686,976)				0
Adds 1 FTE division manager position	1.00	272,692		272,692	1.00	272,692		272,692				0
Transfers the teacher shortage loan forgiveness program from the North Dakota University System		2,103,393		2,103,393		2,103,393		2,103,393				0
Adds funding to transfer the state funded component of the federal Quality Rating and Improvement System from the Department of Human Services		150,000		150,000				0		(150,000)		(150,000)
Adds funding for Microsoft Office 365 licensing expenses		16,343	47,145	63,488		16,343	47,145	63,488				0
Reduces operating expenses		(277,748)	(84,191)	(361,939)		(277,748)	(84,191)	(361,939)				0
Increases funding for cost-to-continue state school aid		52,295,837		52,295,837		53,625,374		53,625,374		1,329,537		1,329,537
Adds funding to provide a 2 percent increase in the per pupil payment each year of the biennium		57,638,829		57,638,829		61,962,987		61,962,987		4,324,158		4,324,158
Adds funding to provide an additional 1 percent increase in the integrated formula payment in the second year of the biennium				0		10,797,984		10,797,984		10,797,984		10,797,984
Adds funding to Increase formula maximum payments 5 percent each year of the biennium		4,324,158		4,324,158		4,331,460		4,331,460		7,302		7,302
Reduces funding for savings related to transitioning school districts from minimum payments		(14,004,083)		(14,004,083)		(2,031,496)		(2,031,496)		11,972,587		11,972,587



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Reduces funding for savings related to removing new property from the 12 percent limitation on property tax increases	(8,892,316)		(8,892,316)			0		8,892,316		8,892,316		
Adds funding to transition to on-time funding	24,135,735		24,135,735		36,999,559	36,999,559		12,863,824		12,863,824		
Increases funding for adjustments to the state aid formula that reduce the local revenue deduction to 75 percent for all local revenue types			0		5,756,023	5,756,023		5,756,023		5,756,023		
Adds funding for integrated formula payments to replace one-time funding provided from the foundation aid stabilization fund during the 2017-19 biennium	185,000,000		185,000,000		185,000,000	185,000,000				0		
Adjusts the funding source for integrated formula payments to increase funding from the foundation aid stabilization fund	(122,781,065)	122,781,065	0			0		122,781,065	(122,781,065)	0		
Adjusts the funding source for integrated formula payments to increase funding from the state tuition fund/common schools trust fund	(74,217,095)	74,217,095	0		(74,217,095)	74,217,095	0			0		
Increases funding for special education contract grants to provide a total of \$25 million from the general fund	5,700,000		5,700,000		5,700,000	5,700,000				0		
Increases funding for transportation grants			0		500,000	500,000		500,000		500,000		
Increases funding for adult education matching grants	1,000,000		1,000,000		1,300,000	1,300,000		300,000		300,000		
Transfers prekindergarten grants from Department of Commerce	3,000,000		3,000,000		1,500,000	1,500,000		(1,500,000)		(1,500,000)		
Increases funding for a program grant pool	279,711		279,711		579,711	579,711		300,000		300,000		
Decreases funding for general fund passthrough grants	(359,871)		(359,871)		(48,660)	(48,660)		311,211		311,211		
Increases federal funds authority for grants		33,000,000	33,000,000			33,000,000	33,000,000			0		
Reduces and transfers PowerSchool to the Information Technology Department	(5,500,000)		(5,500,000)			0		5,500,000		5,500,000		
Reduces funding for transportation efficiency and transfers the remaining funding of \$27,000 from the transportation efficiency line item to the program grant pool	(3,000)		(3,000)		(3,000)	(3,000)				0		
Reduces funding for national board certification to provide a total of \$108,000	(12,000)		(12,000)		(12,000)	(12,000)				0		
<b>Total ongoing funding changes</b>	<b>(3.00)</b>	<b>\$108,569,500</b>	<b>\$231,762,327</b>	<b>\$340,331,827</b>	<b>(3.00)</b>	<b>\$292,449,845</b>	<b>\$108,815,319</b>	<b>\$401,265,164</b>	<b>0.00</b>	<b>\$183,880,345</b>	<b>(\$122,947,008)</b>	<b>\$60,933,337</b>

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**One-time funding items**

Adds one-time funding for cybersecurity education for teachers	\$3,000,000	\$3,000,000		0	(3,000,000)	(3,000,000)						
Adds one-time funding to rewrite the state aid formula	200,000	200,000	\$200,000	\$200,000	0	0						
Adds one-time funding to review the state's foreign language standards	125,000	125,000		0	(125,000)	(125,000)						
<b>Total one-time funding changes</b>	<b>0.00</b>	<b>\$3,325,000</b>	<b>\$0</b>	<b>\$3,325,000</b>	<b>0.00</b>	<b>(\$3,125,000)</b>	<b>\$0</b>	<b>(\$3,125,000)</b>				
<b>Total Changes to Base Level Funding</b>	<b>(3.00)</b>	<b>\$111,894,500</b>	<b>\$231,762,327</b>	<b>\$343,656,827</b>	<b>(3.00)</b>	<b>\$292,649,845</b>	<b>\$108,815,319</b>	<b>\$401,465,164</b>	<b>0.00</b>	<b>\$180,755,345</b>	<b>(\$122,947,008)</b>	<b>\$57,808,337</b>
<b>2019-21 Total Funding</b>	<b>88.75</b>	<b>\$1,547,496,484</b>	<b>\$937,489,392</b>	<b>\$2,484,985,876</b>	<b>88.75</b>	<b>\$1,728,251,829</b>	<b>\$814,542,384</b>	<b>\$2,542,794,213</b>	<b>0.00</b>	<b>\$180,755,345</b>	<b>(\$122,947,008)</b>	<b>\$57,808,337</b>

**Other Sections for Department of Public Instruction - Budget No. 201**

	<b>Executive Budget Recommendation</b>	<b>Senate Version</b>
Salary of the Superintendent of Public Instruction	Section 3 would provide the statutory changes to increase the Superintendent of Public Instruction's salary. The Superintendent's annual salary would increase from the current level of \$120,410 to \$125,226, effective July 1, 2019, and to \$127,731, effective July 1, 2020, to reflect the 4 and 2 percent recommended salary increase.	Section 17 provides the statutory changes to increase the Superintendent of Public Instruction's salary. The Superintendent's annual salary would increase from the current level of \$120,410 to \$122,818, effective July 1, 2019, and to \$126,503, effective July 1, 2020, to reflect the 2 and 3 percent salary increase.
Tuition apportionment	Section 4 would provide that any money available in the state tuition fund in excess of the \$379,764,000 appropriated in Section 1 of the bill is appropriated to DPI for distribution to school districts.	Section 3 provides that any money available in the state tuition fund in excess of the \$379,764,000 appropriated in Section 1 of the bill is appropriated to DPI for distribution to school districts.
Foundation aid stabilization fund transfer		Section 4 identifies \$110,000,000 included in the estimated income line of Section 1 is provided from the foundation aid stabilization fund.
Exemption - Funding transfer authorization		Section 5 allows the Superintendent to transfer \$4 million from the integrated formula payments line item to the grants - special education line item to provide funding for 2017-19 biennium special education contract expenditures in excess of the 2017-19 biennium special education contract appropriation.
Payments for 2017-19 biennium educational services	Section 5 would provide that DPI may use money appropriated for integrated formula payments and special education contracts for the 2019-21 biennium to pay claims due during the 2017-19 biennium, but not filed with the department until the 2019-21 biennium.	Section 6 provides that DPI may use money appropriated for integrated formula payments and special education contracts for the 2019-21 biennium to pay claims due during the 2017-19 biennium, but not filed with the department until the 2019-21 biennium. Claims related to the 2017-19 biennium must be filed by June 30, 2020.



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Other Sections for Department of Public Instruction - Budget No. 201

Executive Budget Recommendation

Senate Version

Gifted and talented program funding and Medicaid matching grants

Section 6 would provide that DPI use \$800,000 of the 2019-21 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. The section also provides 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 DPI to the Department of Human Services on behalf of the school district or unit.

Section 8 provides that DPI use \$800,000 of the 2019-21 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. The section also provides 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 DPI to the Department of Human Services on behalf of the school district or unit.

Transportation grants - Distribution

Section 9 provides guidelines for the distribution of transportation grants.

Regional education association grants

Section 7 would provide for the distribution of up to \$500,000 from the integrated formula payments line item for the purpose of providing annual grants to regional education associations during the 2019-21 biennium.

Section 12 provides for the distribution of up to \$500,000 from the integrated formula payments line item for the purpose of providing annual grants to regional education associations during the 2019-21 biennium.

Continuing education grants

Section 8 would provide for the distribution of up to \$125,000 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 10 provides for the distribution of up to \$125,000 from the grants - program 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 9 would provide that, notwithstanding North Dakota Century Code Section 54-44.1-15, DPI 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 13 provides that, notwithstanding Section 54-44.1-15, DPI 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.

State school aid program

Section 12 would provide for changes included in the executive recommendation for integrated formula payments, including a 2 percent increase in the per-student payment each year of the 2019-21 biennium. The current per-student payment rate of \$9,646 would increase to \$9,839 for the 2019-20 academic year and to \$10,036 for the 2020-21 academic year. Changes to the per student payment rate require a statutory change and this section may be eliminated when the recommendation for integrated formula payments is developed by the Legislative Assembly.

This section was not added by the Senate. Senate amendments to the state school aid formula are provided in Senate Bill No. 2265.

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Other Sections for Department of Public Instruction - Budget No. 201

Executive Budget Recommendation

Senate Version

Grants - Passthrough grants distribution Section 13 would require no more than one-half of the passthrough grants provided to the department may be distributed during the 1st year of the biennium.

Contingent appropriation - Special education contracts and Teacher Incentives for Leadership in Education (TILE) Program Section 14 would provide if any funding appropriated to the Superintendent of Public Instruction for integrated formula payments to school districts remains after the Superintendent complies with all statutory payment obligations imposed for the biennium beginning July 1, 2017, and ending June 30, 2019, the Superintendent shall first use the remaining funds to pay any state obligations in excess of the amount appropriated for special education contracts for the 2017-19 biennium and second use up to \$10,000,000 of any remaining funds for the creation of a TILE program. Funding provided for the TILE program must be invested in professional development, project-based incentives for current teachers, or career track opportunities for teacher leaders.

Foundation aid stabilization fund transfer Section 15 would provide for the transfer, on a quarterly basis, a total of \$232,781,065 from the foundation aid stabilization fund to the operating fund of DPI for the purpose of providing integrated formula payments during the 2019-21 biennium.

Teacher loan forgiveness program transfer Section 16 would include the statutory changes necessary to transfer the administration of the teacher loan forgiveness program from the State Board of Higher Education to the Superintendent of Public Instruction.

State school aid formula changes Section 17 would provide the statutory changes to the state school aid formula included in the executive budget recommendation. Statutory changes include:

- Recalculating the baseline funding of school districts in an approved cooperative agreement;
- Increasing the integrated formula per student payment rate 2 percent each year of the biennium;
- Reducing minimum payments in the formula to 90 percent of the baseline calculation in both years of the biennium; and
- Increasing maximum payments in the formula by 5 percent each year of the biennium.

Section 11 allows the Superintendent to determine the manner in which certain passthrough grants are distributed and to provide for a report.

This section was not added by the Senate. However, Section 5 allows the Superintendent, after complying with all statutory payment obligations, to use up to \$4 million remaining from the 2017-19 biennium appropriation for integrated formula payments for special education grants.

This section was not included by the Senate, but the funding from the foundation aid stabilization fund is identified in another section.

Section 16 provides the statutory changes necessary to transfer the administration of the teacher loan forgiveness program from the State Board of Higher Education to the Superintendent of Public Instruction.

This section was not added by the Senate. Senate amendments to the state school aid formula are provided in Senate Bill No. 2265.

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Other Sections for Department of Public Instruction - Budget No. 201

Executive Budget Recommendation

Senate Version

Early childhood education

Sections 18, 19, and 20 would provide the statutory changes necessary to transfer the early childhood service provider grant program from the Department of Commerce to the Superintendent of Public Instruction.

Sections 18, 19, and 20 provide the statutory changes necessary to transfer the early childhood service provider grant program from the Department of Commerce to the Superintendent of Public Instruction.

Special education grants - Deficiency authorization

Section 21 would provide if funds appropriated to the Superintendent of Public Instruction in the grants - special education line item for special education contract grants in the 2019-21 biennium are not sufficient to meet special education contract obligations, the Superintendent must request supplemental funding from the 67th Legislative Assembly.

Section 7 provides if funds appropriated to the Superintendent of Public Instruction in the grants - special education line item for special education contract grants in the 2019-21 biennium are not sufficient to meet special education contract obligations, the Superintendent must request supplemental funding from the 67th Legislative Assembly.

Emergency

Section 21 declares the authorization to transfer funding from the integrated formula payments line item to the grant - special education line item for the 2017-19 biennium is an emergency measure.

**STATE SCHOOL AID, OTHER GRANTS, AND DEPARTMENT OF PUBLIC INSTRUCTION ADMINISTRATION  
COMPARISON OF 2017-19 BIENNIUM APPROPRIATION, 2019-21 BIENNIUM BASE BUDGET,  
EXECUTIVE BUDGET AND SENATE APPROPRIATIONS COMMITTEE VERSIONS**

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	2017-19 Appropriation	2019-21 Base Budget	2019-21 Executive Budget	2019-21 Executive Budget Increase (Decrease) Compared to 2017-19 Appropriation	2019-21 Senate Version	2019-21 Senate Version Increase (Decrease) Compared to Base Budget	2019-21 Senate Version Increase (Decrease) Compared to Executive Budget
<b>State school aid program</b>							
State school aid - Integrated formula payments	\$1,935,204,163 <sup>1</sup>	\$1,750,204,163	\$2,050,702,323 <sup>1</sup>	\$115,498,160	\$2,106,646,054	\$356,441,891	\$55,943,731
Transportation aid payments	55,400,000	55,400,000	55,400,000	0	55,900,000	500,000	500,000
Rapid enrollment grants	6,000,000 <sup>1</sup>			(6,000,000)	3,000,000	3,000,000	3,000,000
Special education - Contracts	19,300,000 <sup>2</sup>	19,300,000	25,000,000	5,700,000	25,000,000	5,700,000	0
<b>Total - State school aid program</b>	<b>\$2,015,904,163</b>	<b>\$1,824,904,163</b>	<b>\$2,131,102,323</b>	<b>\$115,198,160</b>	<b>\$2,190,546,054</b>	<b>\$365,641,891</b>	<b>\$59,443,731</b>
General fund	\$1,409,357,258	\$1,409,357,258	\$1,518,557,258	\$109,200,000	\$1,697,782,054	\$288,424,796	\$179,224,796
Foundation aid stabilization fund	301,000,000 <sup>1</sup>	110,000,000	232,781,065	(68,218,935)	113,000,000	3,000,000	(119,781,065)
State tuition fund	305,546,905	305,546,905	379,764,000	74,217,095	379,764,000	74,217,095	0
<b>Total state school aid program</b>	<b>\$2,015,904,163</b>	<b>\$1,824,904,163</b>	<b>\$2,131,102,323</b>	<b>\$115,198,160</b>	<b>\$2,190,546,054</b>	<b>\$365,641,891</b>	<b>\$59,443,731</b>
<b>Other program grants - General fund</b>							
Adult education matching grants	\$3,100,000	\$3,100,000	\$4,100,000	\$1,000,000	\$4,400,000	\$1,300,000	\$300,000
School food services matching grants	1,380,000	1,380,000	1,380,000	0	1,380,000	0	0
Prekindergarten grants			3,000,000 <sup>3</sup>	3,000,000	1,500,000	1,500,000	(1,500,000)
Free breakfast program	200,000	200,000	200,000	0	200,000	0	0
Program grant pool	1,530,000 <sup>4</sup>	1,530,000	1,809,711	279,711	2,136,711	606,711	327,000
<b>Total - Other program grants - General fund</b>	<b>\$6,210,000</b>	<b>\$6,210,000</b>	<b>\$10,489,711</b>	<b>\$4,279,711</b>	<b>\$9,616,711</b>	<b>\$3,406,711</b>	<b>(\$873,000)</b>
<b>Other grants - Other funds</b>							
Federal grants	\$253,837,705	\$253,837,705	\$286,837,705	\$33,000,000	\$286,837,705	\$33,000,000	\$0
Governor's School program - Student loan trust fund	220,000 <sup>5</sup>			(220,000)		0	0
Regional education association merger grants - Foundation aid stabilization fund	100,000 <sup>6</sup>			(100,000)		0	0
English language learner grants - Foundation aid stabilization fund	500,000 <sup>7</sup>			(500,000)		0	0
Displaced homemaker program	225,000	225,000	225,000	0	225,000	0	0
<b>Total - Other grants - Other funds</b>	<b>\$254,882,705</b>	<b>\$254,062,705</b>	<b>\$287,062,705</b>	<b>\$32,180,000</b>	<b>\$287,062,705</b>	<b>\$33,000,000</b>	<b>\$0</b>
<b>Total state school aid and other grants - All funds</b>	<b>\$2,276,996,868</b>	<b>\$2,085,176,868</b>	<b>\$2,428,654,739</b>	<b>\$151,657,871</b>	<b>\$2,487,225,470</b>	<b>\$402,048,602</b>	<b>\$58,570,731</b>

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	2017-19 Appropriation	2019-21 Base Budget	2019-21 Executive Budget	2019-21 Executive Budget Increase (Decrease) Compared to 2017-19 Appropriation	2019-21 Senate Version	2019-21 Senate Version Increase (Decrease) Compared to Base Budget	2019-21 Senate Version Increase (Decrease) Compared to Executive Budget
<b>Agency administration and other passthrough grants</b>							
Administration - General fund	\$11,486,726	\$11,486,726	\$15,776,386	\$4,289,660	\$12,395,724	\$908,998	(\$3,380,662)
Administration - Other funds	36,117,455	36,117,455	37,881,622	1,764,167	37,715,679	1,598,224	(165,943)
<b>Total - Agency administration</b>	<b>\$47,604,181</b>	<b>\$47,604,181</b>	<b>\$53,658,008<sup>8</sup></b>	<b>\$6,053,827</b>	<b>\$50,111,403</b>	<b>\$2,507,222</b>	<b>(\$3,546,605)</b>
National writing projects	\$20,000	\$20,000	\$20,000	\$0	\$40,000	\$20,000	\$20,000
Rural art outreach project	350,000	350,000	328,789	(21,211)	360,000	10,000	31,211
North Central Council for Educational Media Services	238,000	238,000	223,576	(14,424)	223,576	(14,424)	0
Mentoring program	2,050,000	2,050,000	1,925,764	(124,236)	2,125,764	75,764	200,000
Global Bridges (Atlantik-Brucke) exchange	200,000	200,000	0	(200,000)	0	(200,000)	0
Young entrepreneur education program	30,000	30,000	30,000	0	30,000	0	0
"We the People" program	10,000	10,000	10,000	0	50,000	40,000	40,000
Governor's School program	0	0	0	0	20,000	20,000	20,000
PowerSchool	5,500,000	5,500,000	0 <sup>9</sup>	(5,500,000)	5,500,000	0	5,500,000
Transportation efficiency	30,000	30,000	27,000	(3,000)	0	(30,000)	(27,000)
National board certification	120,000	120,000	108,000	(12,000)	108,000	(12,000)	0
<b>Total - Other passthrough grants - General fund</b>	<b>\$8,548,000</b>	<b>\$8,548,000</b>	<b>\$2,673,129</b>	<b>(\$5,874,871)</b>	<b>\$8,457,340</b>	<b>(\$90,660)</b>	<b>\$5,784,211</b>
<b>Total - Agency administration and other passthrough grants - All funds</b>	<b>\$56,152,181</b>	<b>\$56,152,181</b>	<b>\$56,331,137</b>	<b>\$178,956</b>	<b>\$58,568,743</b>	<b>\$2,416,562</b>	<b>\$2,237,606</b>
<b>Total Department of Public Instruction - All funds</b>	<b>\$2,333,149,049</b>	<b>\$2,141,329,049</b>	<b>\$2,484,985,876</b>	<b>\$151,836,827</b>	<b>\$2,545,794,213</b>	<b>\$404,465,164</b>	<b>\$60,808,337</b>
<b>Department of Public Instruction - Funding</b>							
Total - General fund	\$1,435,601,984	\$1,435,601,984	\$1,547,496,484	\$111,894,500	\$1,728,251,829	\$292,649,845	\$180,755,345
Total - Other funds	897,547,065	705,727,065	937,489,392	39,942,327	817,542,384	111,815,319	(119,947,008)
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FTE positions	91.75	91.75	88.75	(3.00)	88.75	(3.00)	0.00

<sup>1</sup> In 2017 the Legislative Assembly provided a total of \$295 million from the foundation aid stabilization fund for integrated formula payments during the 2017-19 biennium, of which \$185 million is considered one-time funding. In addition, the Legislative Assembly, in Senate Bill No. 2272, provided \$6 million of one-time funding from the foundation aid stabilization fund for rapid enrollment grants. The 2019-21 executive budget recommendation includes \$24.1 million to provide on-time funding in the state school aid formula and \$62 million to provide for a 2 percent increase in the integrated formula payment rate each year of the biennium. In addition, the executive budget recommendation recognizes savings of \$22.9 million, including \$14 million from transitioning districts from the dollar hold harmless and the per student hold harmless and \$8.9 million from excluding new property from the 12 percent limitation in property tax increases.

<sup>2</sup> The Department of Public Instruction anticipates general fund turnback will total approximately \$18.7 million; however, the department anticipates requesting supplemental funding from the general fund for special education contract grants. The department estimates claims for special education contract grants may exceed funding in the grants - special education line item by up to \$4 million. If any funding provided to the department for integrated formula payments for the 2017-19 biennium remains after all statutory obligations have been met, the executive budget provides the department must use remaining funds to pay 2017-19 biennium state obligations for special education contract grants exceeding the 2017-19 biennium appropriation for grants - special education. The executive recommendation also allows the department to continue up to \$10 million of excess integrated formula payments funding into the 2019-21 biennium for a Teacher Incentives for Leadership in Education initiative.

<sup>3</sup> The 2019-21 executive budget recommendation provides for a transfer of the prekindergarten program from the Department of Commerce to the Department of Public Instruction, including a transfer of \$1.5 million of general fund authority from the Department of Commerce budget to the Department of Public Instruction budget and an increase of \$1.5 million from the general fund to provide a total of \$3 million from the general fund for the prekindergarten program.



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The 2017 Legislative Assembly provided funding from the general fund for a program grant including leveraging the senior year, a leadership program, continuing education grants, professional continuing education grants, curriculum alignment grants, and teacher and principal evaluation system grants. In addition, the Legislative Assembly provided, in Section 9 of House Bill 1013 (2017), the unexpended amount remaining from the transfer of \$1,252,627 from the 2013-15 biennium, as permitted in Section 32 of Chapter 137 of the 2015 Session Laws to enhance the delivery and the participation of students and teachers in advanced placement courses during the 2015-17 biennium, is not subject to the provisions of North Dakota Century Code Section 54-44.1-11 at the end of the 2015-17 biennium and may be continued into the 2017-19 biennium for the purpose of increasing the program grant pool. The Department of Public Instruction continued \$700,711 in the 2017-19 biennium to increase the program grant pool, which is not included in the department's 2017-19 appropriation above.

- <sup>5</sup> The Legislative Assembly provided \$220,000 of one-time funding from the student loan trust fund for the Governor's School program, \$240,000 less than the \$460,000 general fund appropriation provided during the 2015-17 biennium. Funding provided by the state for the Governor's School must be used for science, technology, engineering, and mathematics programs.
- <sup>6</sup> The Legislative Assembly provided one-time funding of \$100,000 from the foundation aid stabilization fund for regional education association merger grants.
- <sup>7</sup> The Legislative Assembly, in Senate Bill No. 2272, provided \$500,000 of one-time funding from the foundation aid stabilization fund for supplemental English language learner grants to school districts during the 2017-19 biennium.
- <sup>8</sup> The 2019-21 executive budget recommendation includes \$3 million from the general fund for cybersecurity education for teachers and \$2.1 million from the general fund to transfer the teacher shortage loan forgiveness program from the North Dakota University System to the Department of Public Instruction.
- <sup>9</sup> The 2019-21 executive budget recommendation provides for a transfer of PowerSchool technology from the Department of Public Instruction to the Information Technology Department (ITD), including an ITD funding source change to increase funding from the general fund and reduce funding from special funds by \$4.95 million.

## National Board for Professional Teaching Standards (NBPTS) Data for Legislative Council

- Number of applicants each biennium
  - 2017-2019 – 37 applicants
  - 2015-2017 – 6 applicants
  - 2013-2015 – 9 applicants
  - 2011-2013 – 11 applicants
  - 2009-2011 – 9 applicants
  - 2007-2009 – 9 applicants
  
- Applicants approved and funded each biennium
  - 2017-2019 – 37 applicants
  - 2015-2017 – 6 applicants
  - 2013-2015 – 9 applicants
  - 2011-2013 – 11 applicants
  - 2009-2011 – 9 applicants
  - 2007-2009 – 9 applicants
  
- Funding provided per applicant
  - 2017-2019 – \$475.00 State funding per component. Applicant can register for up to 4 components
  - 2015-2017 – \$475.00 State funding per component. Applicant can register for up to 4 components
  - 2013-2015 –
    - 2013 – \$2500 State funding per applicant (Federal match no longer available)
    - 2014 – \$475.00 per component. Applicant can register for up to 4 components
  - 2011-2013 – \$1250 State funding per applicant (with \$1250 Federal match)
  - 2009-2011 – \$1250 State funding per applicant (with \$1250 Federal match)
  - 2007-2009 – \$1150 State funding per applicant (with \$1150 Federal match)
  
- Number of current participants in program that would need to be funded in the next biennium
  - Approximately 40 stipends of \$1500 each at the conclusion of the 2019-2020 and 2020-2021 school years = \$120,000
  - Average of 30 applicants for the biennium at \$475 per component (4 components) = \$57,000
  
- Percentage and number of successful candidates that remain in the state.
  - Currently, 69.6% (39) of North Dakota's total of 56 National Board Certified Teachers (NBCTs) continue to be contracted to teach in the state of North Dakota.
    - Of the 17 NBCTs not currently contracted to teach in North Dakota, many have retired from the profession.



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## ND LEAD Center (Leadership & Educational Administration Development)

### Request to replenish funds (\$300,000)

#### History of the NDLEAD Center:

- Created February, 1988 – (operational for 31 years)

#### **Vision:**

The ND LEAD Center seeks to make a positive difference for the students of North Dakota by helping to develop excellence in educational leadership. We provide valuable and responsive services to public and nonpublic school leaders and persons preparing to become educational leaders. The ND LEAD Center seeks to develop excellence as a professional organization by . . .

- Offering high quality professional development programs that . . .
  - Create measurable results
  - Meet needs for leadership and managerial skill development, and
  - Embrace successful human resource development practices and adult learning theory
- Offering high quality support services and technical assistance.
- Listening to those we serve and striving to meet emerging needs.

In the 2017 Legislative Session, funding was temporarily suspended to meet state fiscal needs. NDCEL was specifically asked to keep NDLEAD essential functions going as best as we could with the intent to hopefully replenish funds in 2019.

Here we are in 2019. Please allow me to share with you what we've done to not only meet the needs of the field but to expand to meet their needs in the past two years to justify the request for funding.

- **Needs assessment completed with the field annually to target needed PD.**
  - Done through district-based analysis of AdvancEd accreditation data
  - Locally requested professional development based on evaluations and localized SWOT analysis to identify individual Strengths, Weaknesses, Opportunities, and Threats to performance and to continuum to leadership.
  - Statewide understanding of requests/demands for administrator mentorship and personalized coaching to assist in recruitment, retention, and critical leadership development.
- **Developed partnerships with outside groups –**
  - Closely partnering with REA's, NDDPI on coordinating leadership training, partnering with higher education.

*NDCEL is the strongest unifying voice representing and supporting administrators and educational leaders in pursuit of quality education for all students in North Dakota.*

*Executive Director: Aimee Copas-----Assistant Director: Russ Ziegler*



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## **SO WHAT??? What have we done? What do we plan to do? What do we want to do?**

### **Completed and On-going work over this past biennium:**

- Principal/Teacher Evaluation Training (Targeted based on assessment model)
- Serving on and working with ESSA coordination group – NDLEAD developed model to record and put to a formula basis our structure for reporting teacher effectiveness to US Department of Education.
- Diving deep into leadership training and development
  - Crucial Conversations
  - Crucial Accountability
  - Working with varied personalities
  - Building school culture
  - Development of building based curriculum
  - 504 Training
  - School Based Investigations Training
  - The changing world of student discipline
  - MTSS (Behavioral Needs training)
- Administrator Mentorship
  - Development of mentor training
  - Partnered with National Associations to develop such training and subsequent mentor program.
  - In past two years trained additional 40 experienced administrators to be mentors in the program
  - Each year the size of the mentee population has doubled.
    - Focus on administrators (Superintendents, Elementary Principals and Secondary Principals)

### **What is coming with your support?**

- Partnership with ITD and Edutech to enhance Tech Coordinator Training Program
  - This couples with the rollout of Tech Coordinator Mentor Program
    - Training of experienced coordinators to be mentors
    - Establishment of program
  - Request to offer Business Manager mentorship program.
- Build-out LMS system and partner with all agencies to house professional development trainings for all school leaders (including administrators and teachers). Partner with REA's to assist all 8 REA's in housing content in LMS system to make these courses available to all educational leaders at little or no cost. Additional partnership with NDDPI to promote this statewide opportunity.
  - This program would also partner with higher education institutions to provide graduate credit opportunities which can be utilized for renewal of teacher license as well as administrative credential by delivering coursework and potential micro-credentialing options.
- Complete buildout of partnership with higher education of the Academic Leadership Academy.

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- Year long process by which our leaders coming in 1 weekend per month for intense leadership training.
- Graduate certificate offered at end of training.
- Could potentially feed doctoral programs

### **Why do we need your funding support?**

- NDLEAD has operated the past two years by the pro-bono elbow grease effort (above and beyond the job of each staff member of the NDCEL office)
- Utilizing investment funds and savings account from NDLEAD that had developed over the past 30 years. Those dollars have been utilized to maintain:
  - 1 FT administrative FTE as well as the operational costs of NDLEAD.
  - Assist with the cost of compensating mentors in mentorship program
  - Pay for cost to become nationally certified in training programs.
- Those dollars will be depleted shortly and will ultimately tremendously hamper the capability for NDLEAD to continue this work.
- The amount of “bang for the buck” of what K12 education receives for the appropriation of dollars is exponentially large.
- Dollars would be utilized to keep the cost of the mentorship program low to assure participation and would be utilized to continue to provide and enhance leadership development and training for k12 educators.

**We ask for your kind consideration of replenishing the grant funding of \$300,000 for the biennium for the NDLEAD center.**



**STATE SCHOOL AID, OTHER GRANTS, AND DEPARTMENT OF PUBLIC INSTRUCTION ADMINISTRATION  
COMPARISON OF 2017-19 BIENNIUM APPROPRIATION, 2019-21 BIENNIUM BASE BUDGET,  
EXECUTIVE BUDGET AND SENATE APPROPRIATIONS COMMITTEE VERSIONS - SENATE BILL 2013 ONLY**

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	2017-19 Appropriation	2019-21 Base Budget	2019-21 Executive Budget	2019-21 Executive Budget Increase (Decrease) Compared to 2017-19 Appropriation	2019-21 Senate Version	2019-21 Senate Version Increase (Decrease) Compared to Base Budget	2019-21 Senate Version Increase (Decrease) Compared to Executive Budget
<b>State school aid program</b>							
State school aid - Integrated formula payments	\$1,935,204,163 <sup>1</sup>	\$1,750,204,163	\$2,050,702,323 <sup>1</sup>	\$115,498,160	\$2,106,646,054	\$356,441,891	\$55,943,731
Transportation aid payments	55,400,000	55,400,000	55,400,000	0	55,900,000	500,000	500,000
Rapid enrollment grants	6,000,000 <sup>1</sup>			(6,000,000)		0	0
Special education - Contracts	19,300,000 <sup>2</sup>	19,300,000	25,000,000	5,700,000	25,000,000	5,700,000	0
Total - State school aid program	\$2,015,904,163	\$1,824,904,163	\$2,131,102,323	\$115,198,160	\$2,187,546,054	\$362,641,891	\$56,443,731
General fund	\$1,409,357,258	\$1,409,357,258	\$1,518,557,258	\$109,200,000	\$1,697,782,054	\$288,424,796	\$179,224,796
Foundation aid stabilization fund	301,000,000 <sup>1</sup>	110,000,000	232,781,065	(68,218,935)	110,000,000	0	(122,781,065)
State tuition fund	305,546,905	305,546,905	379,764,000	74,217,095	379,764,000	74,217,095	0
Total state school aid program	\$2,015,904,163 <sup>2</sup>	\$1,824,904,163	\$2,131,102,323	\$115,198,160	\$2,187,546,054	\$362,641,891	\$56,443,731
<b>Other program grants - General fund</b>							
Adult education matching grants	\$3,100,000	\$3,100,000	\$4,100,000	\$1,000,000	\$4,400,000	\$1,300,000	\$300,000
School food services matching grants	1,380,000	1,380,000	1,380,000	0	1,380,000	0	0
Prekindergarten grants			3,000,000 <sup>3</sup>	3,000,000	1,500,000	1,500,000	(1,500,000)
Free breakfast program	200,000	200,000	200,000	0	200,000	0	0
Program grant pool	1,530,000 <sup>4</sup>	1,530,000	1,809,711	279,711	2,136,711	606,711	327,000
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<b>Other grants - Other funds</b>							
Federal grants	\$253,837,705	\$253,837,705	\$286,837,705	\$33,000,000	\$286,837,705	\$33,000,000	\$0
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English language learner grants - Foundation aid stabilization fund	500,000 <sup>7</sup>			(500,000)		0	0
Displaced homemaker program	225,000	225,000	225,000	0	225,000	0	0
Total - Other grants - Other funds	\$254,882,705	\$254,062,705	\$287,062,705	\$32,180,000	\$287,062,705	\$33,000,000	\$0
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Global Bridges (Atlantik-Brucke) exchange <i>No</i>	200,000	200,000	0	(200,000)	0	(200,000)	0
- Young entrepreneur education program <i>No</i>	30,000	30,000	30,000	0	30,000	0	0
<i>"We the People"</i> program	10,000	10,000	10,000	0	50,000	40,000	40,000
Governor's School program	0	0	0	0	20,000	20,000	20,000
PowerSchool	5,500,000	5,500,000	0	(5,500,000)	5,500,000	0	5,500,000
Transportation efficiency	30,000	30,000	27,000	(3,000)	0	(30,000)	(27,000)
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FTE positions	91.75	91.75	88.75	(3.00)	88.75	(3.00)	0.00

<sup>1</sup> In 2017 the Legislative Assembly provided a total of \$295 million from the foundation aid stabilization fund for integrated formula payments during the 2017-19 biennium, of which \$185 million is considered one-time funding. In addition, the Legislative Assembly, in Senate Bill No. 2272, provided \$6 million of one-time funding from the foundation aid stabilization fund for rapid enrollment grants. The 2019-21 executive budget recommendation includes \$24.1 million to provide on-time funding in the state school aid formula and \$62 million to provide for a 2 percent increase in the integrated formula payment rate each year of the biennium. In addition, the executive budget recommendation recognizes savings of \$22.9 million, including \$14 million from transitioning districts from the dollar hold harmless and the per student hold harmless and \$8.9 million from excluding new property from the 12 percent limitation in property tax increases.

<sup>2</sup> The Department of Public Instruction anticipates general fund turnback will total approximately \$18.7 million; however, the department anticipates requesting supplemental funding from the general fund for special education contract grants. The department estimates claims for special education contract grants may exceed funding in the grants - special education line item by up to \$4 million. If any funding provided to the department for integrated formula payments for the 2017-19 biennium remains after all statutory obligations have been met, the executive budget provides the department must use remaining funds to pay 2017-19 biennium state obligations for special education contract grants exceeding the 2017-19 biennium appropriation for grants - special education. The executive recommendation also allows the department to continue up to \$10 million of excess integrated formula payments funding into the 2019-21 biennium for a Teacher Incentives for Leadership in Education initiative.

<sup>3</sup> The 2019-21 executive budget recommendation provides for a transfer of the prekindergarten program from the Department of Commerce to the Department of Public Instruction, including a transfer of \$1.5 million of general fund authority from the Department of Commerce budget to the Department of Public Instruction budget and an increase of \$1.5 million from the general fund to provide a total of \$3 million from the general fund for the prekindergarten program.

AH 3

SB 2013

3/12/19

	<b>2017-19 Appropriation</b>	<b>2019-21 Base Budget</b>	<b>2019-21 Executive Budget</b>	<b>2019-21 Executive Budget Increase (Decrease) Compared to 2017-19 Appropriation</b>	<b>2019-21 Senate Version</b>	<b>2019-21 Senate Version Increase (Decrease) Compared to Base Budget</b>	<b>2019-21 Senate Version Increase (Decrease) Compared to Executive Budget</b>
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<sup>4</sup> The 2017 Legislative Assembly provided funding from the general fund for a program grant pool, including leveraging the senior year, a leadership program, continuing education grants, preschool continuing education grants, curriculum alignment grants, and teacher and principal evaluation system grants. In addition, the Legislative Assembly provided, in Section 9 of House Bill 1013 (2017), the unexpended amount remaining from the transfer of \$1,252,627 from the 2013-15 biennium, as permitted in Section 32 of Chapter 137 of the 2015 Session Laws to enhance the delivery and the participation of students and teachers in advanced placement courses during the 2015-17 biennium, is not subject to the provisions of North Dakota Century Code Section 54-44.1-11 at the end of the 2015-17 biennium and may be continued into the 2017-19 biennium for the purpose of increasing the program grant pool. The Department of Public Instruction continued \$700,711 in the 2017-19 biennium to increase the program grant pool, which is not included in the department's 2017-19 appropriation above.

<sup>5</sup> The Legislative Assembly provided \$220,000 of one-time funding from the student loan trust fund for the Governor's School program, \$240,000 less than the \$460,000 general fund appropriation provided during the 2015-17 biennium. Funding provided by the state for the Governor's School must be used for science, technology, engineering, and mathematics programs.

<sup>6</sup> The Legislative Assembly provided one-time funding of \$100,000 from the foundation aid stabilization fund for regional education association merger grants.

<sup>7</sup> The Legislative Assembly, in Senate Bill No. 2272, provided \$500,000 of one-time funding from the foundation aid stabilization fund for supplemental English language learner grants to school districts during the 2017-19 biennium.

<sup>8</sup> The 2019-21 executive budget recommendation includes \$3 million from the general fund for cybersecurity education for teachers and \$2.1 million from the general fund to transfer the teacher shortage loan forgiveness program from the North Dakota University System to the Department of Public Instruction.

<sup>9</sup> The 2019-21 executive budget recommendation provides for a transfer of PowerSchool technology from the Department of Public Instruction to the Information Technology Department (ITD), including an ITD funding source change to increase funding from the general fund and reduce funding from special funds by \$4.95 million.

2017-2019 STATE GRANTS  
As of January 31, 2019

ATTY

SB 2013

3/12/2019

GRANT	17-19 APPROPRIATION	GRANTED	REMAINING
Adult Education Matching Funds	\$ 3,100,000.00	\$ 1,768,819.98	\$ 1,331,180.02
Continuing Ed Grants for Counselors	75,000.00	74,400.00	600.00
Continuing Ed Grants for Pre-School	175,000.00	107,002.81	67,997.19
Curriculum Alignment	100,000.00	-	100,000.00
Displaced Homemaker	225,000.00	110,235.90	114,764.10
English Language Learner	500,000.00	251,244.17	248,755.83
Global Bridges	200,000.00	200,000.00	-
Governor's School	220,000.00	210,791.46	9,208.54
Leadership Program	175,000.00	22,046.13	152,953.87
Leveraging the Senior Year	1,230,711.00	506,587.64	724,123.36
ND Museum of Art	350,000.00	350,000.00	-
North Central Council for School Television	238,000.00	238,000.00	-
Northern Plains Writing Project	10,000.00	8,659.43	1,340.57
REA Mergers	100,000.00	-	100,000.00
Red River Writing Project	10,000.00	8,680.43	1,319.57
Reduced Breakfast Program	200,000.00	176,962.20	23,037.80
School Lunch Matching Funds	1,380,000.00	868,806.34	511,193.66
Teacher Support System	2,050,000.00	1,500,000.00	550,000.00
Teacher/Principal Evaluation	475,000.00	153,544.80	321,455.20
We the People	10,000.00	10,000.00	-
Young Entrepreneur Education	30,000.00	30,000.00	-

# NATIONAL BOARD

for Professional Teaching Standards®

## Impact Brief

# The Proven Impact of Board-Certified Teachers on Student Achievement

Through National Board Certification, teachers demonstrate that their teaching meets the profession's standards for accomplished practice through a rigorous, peer-reviewed and performance-based process, similar to professional certification in fields such as medicine. In achieving Board certification, teachers prove their ability to **advance student learning and achievement**.

More than a decade of research from across the country confirms:

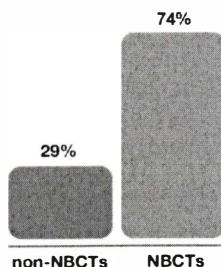
***Students taught by Board-certified teachers learn more than students taught by other teachers.***

Estimates of the increase in learning are on the order of an **additional one to two months of instruction**. The positive impact of having a Board-certified teacher (NBCT) is even greater for minority and low-income students.<sup>1</sup> This improvement in student outcomes is mirrored by NBCTs achieving stronger results on leading measures of **teacher effectiveness**, including robust classroom observations and value-added scores. The compelling research on the effectiveness of Board-certified teachers is particularly noteworthy when compared to the lack of consistent research on the effectiveness of teachers with master's degrees.<sup>2</sup>

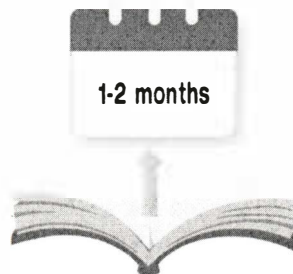
National Board Certification is a voluntary advanced professional certification for PreK-12 educators that identifies teaching expertise through a performance-based, peer-reviewed assessment.

81% of Americans across the political spectrum believe teachers should achieve Board certification, beyond licensure, as it is in other professions (2014 PDK/Gallup poll).<sup>3</sup>

Students of NBCTs demonstrate evidence of deeper learning nearly three times more frequently than their peers



Students of NBCTs gain one to two months of additional learning compared to their peers in other classrooms



*Student work samples that reflect deeper learning, in the classrooms of NBCTs compared to the classrooms of non-NBCTs*

Learn more at [nbpts.org/policy](http://nbpts.org/policy)



## Leading Research From States and Districts Across the Country

- **Washington State (2015):** “[Board-] certified teachers are more effective than non-certified teachers with similar experience.” Their findings suggest NBCTs produce gains of up to “nearly 1.5 months of additional learning.”<sup>4</sup>
- **Chicago, IL and Kentucky (2014):** “We found evidence that Board certification is an effective signal of teacher quality [based on student test scores]...across locales, test types, and subject areas.”<sup>5</sup>
- **Los Angeles, CA (2012):** “National Board Certified teachers outperform other teachers with the same levels of experience by 0.07 and 0.03 standard deviations in elementary math and English/language arts (ELA) respectively... roughly equivalent to two months of additional math instruction and one month of additional ELA instruction.”<sup>6</sup>
- **Gwinnett County, GA (2012):** “National Board Certified teachers outperform other teachers with the same levels of experience.”<sup>7</sup>
- **Hillsborough County, FL (2012):** “The district found that NBCTs rank higher than non-NBCTs on written evaluations and value-added measures. Fifty-eight percent of NBCTs received the Merit Award Program (MAP) bonus, indicating they were among the top 25 percent of teachers in their subject area.”<sup>8</sup>
- **Florida (2011):** “Certification by the National Board is correlated with achievement in math and reading in both elementary and middle school.”<sup>9</sup>
- **Charlotte, NC (2010):** “We found that NBCTs were significantly more effective...than their non-NBCT counterparts in several EOC tested courses: Algebra II, Biology, Civics and Economics, Chemistry, and Geometry.”<sup>10</sup>
- **Los Angeles, CA (2008):** “The difference in impacts [on student achievement] between [Board-certified teachers] and unsuccessful applicants was statistically significant.”<sup>11</sup>
- **North Carolina, Ohio, and the Washington, D.C. area (2008):** “Seventy-four percent of student work samples in the classes of NBCTs were judged to reflect a level of deeper understanding... [compared] with 29% of the work samples of [students] of non-NBCTs.”<sup>12</sup>
- **North Carolina (2007):** “We find consistent evidence that [Board certification] is identifying the more effective teacher applicants and that National Board Certified Teachers are generally more effective than teachers who never applied to the program.”<sup>13</sup>
- **North Carolina (2007):** “The positive and statistically significant coefficients...indicate that the Board does indeed confer certification on the more effective teachers, as would be appropriate to the extent that the policy goal is to reward effective teachers.”<sup>14</sup>
- **Arizona (2004):** “Effect size...informs us that the gains made by students of Board-certified teachers were over one month greater than the gains made by the students of non-Board certified peer teachers.”<sup>15</sup>
- **Miami-Dade, FL (2004):** “We find robust evidence that [National Board Certification] is an effective indicator of teacher quality.”<sup>16</sup>

<sup>1</sup> Goldhaber, D., & Anthony, E. (2007). Can teacher quality be effectively assessed? *The Review of Economics and Statistics* 89(1), 134-150; Cavalluzzo, L. C. (2004). Is National Board Certification an effective signal of teacher quality? The CNA Corporation.

<sup>2</sup> Clotfelter, C., Ladd, H., & Vigdor, J. (2007). How and why do teacher credentials matter for student achievement? (NBER Working Paper 12828). Cambridge, MA: National Bureau of Economic Research; Betts, J.R., Zau, A.C., & Rice, L.A. (2003). Determinants of Student Achievement: New evidence from San Diego. San Francisco: Public Policy Institute of California.

<sup>3</sup> 46th Annual PDK/Gallup Poll, October 2014, p. 50, [http://pdkintl.org/noindex/PDKGallupPoll\\_Oct2014.pdf](http://pdkintl.org/noindex/PDKGallupPoll_Oct2014.pdf).

<sup>4</sup> Cowan, J., & Goldhaber, D. (2015). National Board Certification and Teacher Effectiveness: Evidence from Washington. The Center for Data & Research, University of Washington Bothell.

<sup>5</sup> Cavalluzzo, L., Barrow, L., Henderson, S. et al. (2014). From Large Urban to Small Rural Schools: An Empirical Study of National Board Certification and Teaching Effectiveness. CNA Analysis and Solutions.

<sup>6</sup> Strategic Data Project (2012). SDP Human Capital Diagnostic: Los Angeles Unified School District. Center for Education Policy Research, Harvard University.

<sup>7</sup> Strategic Data Project (2012a). Learning about Teacher Effectiveness: SDP Human Capital Diagnostic: Gwinnett County Public Schools, Ga. Center for Education Policy Research, Harvard University.

<sup>8</sup> National Board for Professional Teaching Standards. (2012). Hillsborough County Public Schools: New data prove the value of National Board Certification. Retrieved from [http://www.nbpts.org/about\\_us/success\\_stories/hillsborough\\_success\\_sto](http://www.nbpts.org/about_us/success_stories/hillsborough_success_sto).

<sup>9</sup> Chingos, M. M., & Peterson, P. E. (2011). It's Easier to Pick a Good Teacher than to Train One: Familiar and New Results on the Correlates of Teacher Effectiveness. *Economics Of Education Review*, 30(3), 449-465.

<sup>10</sup> Salvador, Samantha K., & Baxter, Andy (2010). National Board Certification. Impact on Teacher Effectiveness. Charlotte-Mecklenburg Schools, Center for Research and Evaluation, Office of Accountability.

<sup>11</sup> Cantrell, S., Fullerton, J., Kane, T., & Staiger, D. (2008). National Board Certification and Teacher Effectiveness: Evidence From a Random Research Assignment Experiment. Working Paper 14608. National Bureau of Economic Research.

<sup>12</sup> Smith, T., Baker, W., Hattie, J., & Bond, L. (2008). “A Validity Study of the Certification System of the National Board for Professional Teaching Standards” in *Assessing Teachers for Professional Certification: The First Decade of the National Board for Professional Teaching Standards*. *Advances in Program Evaluation*, Volume 11, 345-378.

<sup>13</sup> Goldhaber, D., & Anthony, E. (2007). Can teacher quality be effectively assessed? *The Review of Economics and Statistics* 89(1), 134-150.

<sup>14</sup> Clotfelter, C., Ladd, H.F., and Vigdor, J.L. (2007). How and why do teacher credentials matter for student achievement? Working paper 2. National Center for Analysis of Longitudinal Data in Education Research.

<sup>15</sup> Vandervoort, L.G., Amrein-Beardsley, A., and Berliner, D.C. (2004). National Board Certified Teachers and their students' achievement. *Education Policy Analysis Archives*, 12 (46).

<sup>16</sup> Cavalluzzo, L. C. (2004). Is National Board Certification an effective signal of teacher quality? The CNA Corporation.

2018-2019 Commerce Grant

ATT 1 3/13/19  
SB 2013

DistrictName	School	Total Enrolled	FreeLunch	ReducedLunch	Other
Alexander 2	Alexander Public School	25	4	1	20
Ashley 9	Ashley Public School	3	1	2	0
Barnes County North 7	Barnes County North Public School	17	4	1	12
Belcourt 7	Tiny Turtles Preschool	35	0	0	35
Bismarck 1	BECEP Center	189	87	5	97
Carring-Ton Preschool LEA	Carring-Ton Preschool	13	10	3	0
Cavalier 6	Cavalier Public School	28	5	3	20
Dunseith 1	Dunseith Elem School	18	18	0	0
Early Explorers Head Start LEA	Early Explorers Head Start	15	4	3	8
Emerado 127	Emerado Elem School	12	12	0	0
Garrison 51	Bob Callies Elem School	37	5	1	31
Glen Ullin 48	Glen Ullin Public School	0	0	0	0
Glenburn 26	Glenburn Public School	12	2	0	10
Grafton 3	Century Elem School	45	13	2	30
Hazelton-Moffit-Braddock 6	Hazelton-Mof-Brad Public School	2	0	1	1
Hebron 13	Hebron Public School	13	1	0	12
Kulm 7	Kulm Public School	8	1	1	6
Larimore 44	Larimore Elem School	19	6	1	12
Linton 36	Linton Public School	13	6	1	6
Maddock 9	Maddock Public School	12	5	1	6
Max 50	Max Public School	8	0	1	7
Medina 3	Medina Public School	15	5	2	8
Midway 128	Midway Public School	13	5	0	8
Minnewaukan 5	Minnewaukan Public School	15	14	0	1
Minto 20	Minto Public School	26	8	1	17
Mohall-Lansford-Sherwood 1	MLS-Mohall Public School	24	2	1	21
Mt Pleasant 4	Mt Pleasant Public School	4	2	0	2
New England 9	New England Public School	20	11	5	4
North Border 100	North Border-Pembina Public School	11	1	0	10
North Border 100	North Border-Walhalla Public School	3	1	0	2
North Star 10	North Star Public School	29	7	5	17
Northern Cass 97	Northern Cass Public School	10	0	1	9
Park River Area 8	Park River Area Public School	28	6	3	19
Pingree-Buchanan 10	Pingree-Buchanan Elem School	12	3	1	8
Sargent Central 6	Sargent Central Public School	13	1	3	9
Sawyer 16	Sawyer Elem School	5	2	1	2
Scranton 33	Scranton Public School	6	5	1	0
Solen 3	Cannon Ball Elem School	12	11	0	1
St Alphonsus Elem School LEA	St Alphonsus Elem School	0	0	0	0
St Johns Academy LEA	St Johns Academy	16	0	0	16
St Michaels Elem School LEA	St Michaels Elem School	41	5	2	34
St Michaels Preschool and Childcare LEA	St Michaels Preschool and Childcare	0	0	0	0
The Gingerbread House LEA	The Gingerbread House	8	7	0	1
Underwood 8	Underwood Public School	16	3	0	13
University Childrens Learning Center LEA	University Childrens Learning Center	36	5	1	30
Warwick 29	Warwick Public School	16	16	0	0
Wilton 1	Wilton Public School	15	1	0	14
Wishek 19	Wishek Public School	18	5	4	9
Zeeland 4	Zeeland Public School	1	0	1	0
<b>Total</b>		<b>937</b>	<b>310</b>	<b>59</b>	<b>568</b>

DistrictName	School	Total Enrolled	FreeLunch	ReducedLunch	Other
Alexander 2	Alexander Public School	24	7	0	17
Ashley 9	Ashley Public School	13	4	2	7
Belcourt 7	Tiny Turtles Preschool	33	33	0	0
Bismarck 1	BECEP Center	204	95	1	108
Carring-Ton Preschool LEA	Carring-Ton Preschool	7	4	3	0
Cavalier 6	Cavalier Public School	31	5	7	19
Center-Stanton 1	Center-Stanton Public School	8	1	0	7
Dunseith 1	Dunseith Elem School	24	23	0	1
Early Explorers Head Start LEA	Early Explorers Head Start	17	7	3	7
Emerado 127	Emerado Elem School	18	18	0	0
Garrison 51	Bob Callies Elem School	26	6	2	18
Glen Ullin 48	Glen Ullin Public School	7	5	0	2
Glenburn 26	Glenburn Public School	4	1	0	3
Grafton 3	Century Elem School	72	27	7	38
Hazelton-Moffit-Braddock 6	Hazelton-Mof-Brad Public School	9	4	0	5
Hebron 13	Hebron Public School	14	4	2	8
Kidder County 1	Steele-Dawson Public School	16	7	0	9
Kidder County 1	Tappen Elem School	6	3	1	2
Kulm 7	Kulm Public School	13	5	0	8
Langdon Daycare Center LEA	Langdon Daycare Center	0	0	0	0
Larimore 44	Larimore Elem School	25	7	3	15
Linton 36	Linton Public School	12	5	1	6
Maddock 9	Maddock Public School	8	2	1	5
Mandaree 36	Mandaree Public School	1	0	0	1
Manvel 125	Manvel Elem School	19	5	1	13
Max 50	Max Public School	12	4	2	6
McClusky 19	McClusky Elem School	7	4	0	3
Medina 3	Medina Public School	9	2	5	2
Minnewaukan 5	Minnewaukan Public School	15	15	0	0
Minto 20	Minto Public School	13	3	1	9
Mohall-Lansford-Sherwood 1	MLS-Mohall Public School	18	3	2	13
Mt Pleasant 4	Mt Pleasant Public School	17	5	0	12
New England 9	New England Public School	14	3	3	8
New Rockford-Sheyenne 2	New Rockford-Sheyenne Public School	17	2	3	12
North Border 100	North Border-Pembina Public School	14	1	0	13
North Border 100	North Border-Walhalla Public School	7	0	0	7
North Star 10	North Star Public School	24	14	4	6
Northern Cass 97	Northern Cass Public School	17	1	1	15
Park River Area 8	Park River Area Public School	31	6	5	20
Pingree-Buchanan 10	Pingree-Buchanan Elem School	6	2	0	4
Sargent Central 6	Sargent Central Public School	14	0	0	14
Sawyer 16	Sawyer Elem School	5	1	0	4
Scranton 33	Scranton Public School	13	12	1	0
St Alphonsus Elem School LEA	St Alphonsus Elem School	0	0	0	0
St Michaels Preschool and Childcare LEA	St Michaels Preschool and Childcare	0	0	0	0
The Gingerbread House LEA	The Gingerbread House	6	5	1	0
Underwood 8	Underwood Public School	10	1	1	8
University Childrens Learning Center LEA	University Childrens Learning Center	24	2	1	21
Warwick 29	Warwick Public School	12	12	0	0
Wilton 1	Wilton Public School	14	4	0	10
Zeeland 4	Zeeland Public School	4	2	1	1
Total		934	382	65	487

ATT 1 SB 2013 3/13/2019

DistrictName	School	Total Enrolled	FreeLunch	ReducedLunch	Other
Alexander 2	Alexander Public School	16	2	3	11
Ashley 9	Ashley Public School	10	1	2	7
Barnes County North 7	Barnes County North Public School	14	2	0	12
Belcourt 7	Tiny Turtles Preschool	24	24	0	0
Billings Co 1	DeMores Elem School	4	0	0	4
Carring-Ton Preschool LEA	Carring-Ton Preschool	6	4	2	0
Cavalier 6	Cavalier Public School	28	8	0	20
Center-Stanton 1	Center-Stanton Public School	17	2	2	13
Dakota Prairie 1	Dakota Prairie Elem School	13	3	2	8
Drayton 19	Drayton Public School	13	4	3	6
Fordville-Lankin 5	Fordville-Lankin Public School	7	4	0	3
Garrison 51	Bob Callies Elem School	25	6	2	17
Glen Ullin 48	Glen Ullin Public School	6	1	0	5
Grafton 3	Century Elem School	68	22	5	41
Hazelton-Moffit-Braddock 6	Hazelton-Mof-Brad Public School	6	3	0	3
Hebron 13	Hebron Public School	13	4	2	7
Kidder County 1	Steele-Dawson Public School	26	6	2	18
Kidder County 1	Tappen Elem School	6	4	1	1
Kulm 7	Kulm Public School	5	1	1	3
Leeds 6	Leeds Public School	9	3	0	6
Linton 36	Linton Public School	11	1	0	10
Maddock 9	Maddock Public School	8	3	0	5
Mayville Child Development Center	Buxton Site	4	4	0	0
Mayville Child Development Center	Hillsboro Elementary Site	11	6	5	0
Mayville Child Development Center	Mayville Site	5	2	2	1
Mayville Child Development Center	Portland Site	4	4	0	0
McClusky 19	McClusky Elem School	7	4	1	2
Medina 3	Medina Public School	12	5	0	7
Minnewaukan 5	Minnewaukan Public School	13	13	0	0
Minot Head Start LEA	Minot Head Start	20	20	0	0
Minto 20	Minto Public School	18	7	4	7
New England 9	New England Public School	25	9	0	16
New Rockford-Sheyenne 2	New Rockford-Sheyenne Public School	21	6	4	11
North Border 100	North Border-Pembina Public School	13	1	1	11
North Border 100	North Border-Walhalla Public School	13	1	2	10
North Star 10	North Star Public School	22	2	1	19
Northern Cass 97	Northern Cass Public School	13	1	2	10
Park River Area 8	Park River Area Public School	26	5	2	19
Pingree-Buchanan 10	Pingree-Buchanan Elem School	16	2	2	12
Rugby 5	Rugby Ely Elem School	38	22	1	15
Scranton 33	Scranton Public School	6	6	0	0
Solen 3	Cannon Ball Elem School	6	0	0	6
St Michaels Elem School LEA	St Michaels Elem School	30	6	2	22
St Michaels Preschool and Childcare LEA	St Michaels Preschool and Childcare	0	0	0	0
Strasburg 15	Strasburg Elem School	8	1	3	4
The Gingerbread House LEA	The Gingerbread House	8	4	3	1
Tiny Tornadoes LEA	Tiny Tornadoes	0	0	0	0
Underwood 8	Underwood Public School	22	4	1	17
University Childrens Learning Center LEA	University Childrens Learning Center	45	8	0	37
Valley-Edinburg 118	Valley-Edinburg Elem School-Hoople	6	2	0	4
Warwick 29	Warwick Public School	21	20	0	1
Wilton 1	Wilton Public School	16	2	1	13
YMCA Early Learning Center LEA	Fargo Site	0	0	0	0
YMCA Early Learning Center LEA	West Fargo Site	0	0	0	0
<b>Total</b>		<b>784</b>	<b>275</b>	<b>64</b>	<b>445</b>



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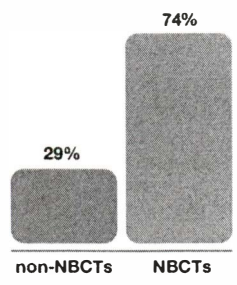
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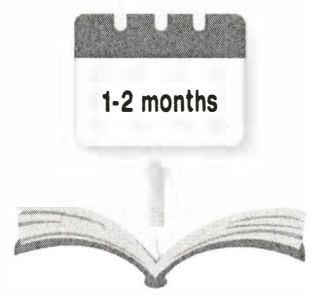
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Learn more at [nbpts.org/policy](http://nbpts.org/policy)

Student work samples that reflect deeper learning, in the classrooms of NBCTs compared to the classrooms of non-NBCTs



## Leading Research From States and Districts Across the Country

- **Washington State (2015):** “[Board-] certified teachers are more effective than non-certified teachers with similar experience.” Their findings suggest NBCTs produce gains of up to “nearly 1.5 months of additional learning.”<sup>4</sup>
- **Chicago, IL and Kentucky (2014):** “We found evidence that Board certification is an **effective signal of teacher quality** [based on student test scores]... across locales, test types, and subject areas.”<sup>5</sup>
- **Los Angeles, CA (2012):** “National Board Certified teachers **outperform other teachers** with the same levels of experience by 0.07 and 0.03 standard deviations in elementary math and English/language arts (ELA) respectively... roughly equivalent to **two months of additional math instruction and one month of additional ELA instruction.**”<sup>6</sup>
- **Gwinnett County, GA (2012):** “National Board Certified teachers outperform other teachers with the same levels of experience.”<sup>7</sup>
- **Hillsborough County, FL (2012):** “The district found that NBCTs **rank higher** than non-NBCTs on written evaluations and value-added measures. Fifty-eight percent of NBCTs received the Merit Award Program (MAP) bonus, indicating they were among the **top 25 percent of teachers** in their subject area.”<sup>8</sup>
- **Florida (2011):** “Certification by the National Board is **correlated with achievement** in math and reading in both elementary and middle school.”<sup>9</sup>
- **Charlotte, NC (2010):** “We found that NBCTs were **significantly more effective**... than their non-NBCT counterparts in several EOC tested courses: Algebra II, Biology, Civics and Economics, Chemistry, and Geometry.”<sup>10</sup>
- **Los Angeles, CA (2008):** “The difference in impacts [on student achievement] between [Board-certified teachers] and unsuccessful applicants was statistically significant.”<sup>11</sup>
- **North Carolina, Ohio, and the Washington, D.C. area (2008):** “Seventy-four percent of student work samples in the classes of NBCTs were judged to reflect a level of **deeper understanding**... [compared] with 29% of the work samples of [students] of non-NBCTs.”<sup>12</sup>
- **North Carolina (2007):** “We find consistent evidence that [Board certification] is **identifying the more effective teacher applicants** and that National Board Certified Teachers are generally **more effective than teachers** who never applied to the program.”<sup>13</sup>
- **North Carolina (2007):** “The positive and statistically significant coefficients... indicate that the Board does indeed confer certification on the more effective teachers, as would be appropriate to the extent that the policy goal is to **reward effective teachers.**”<sup>14</sup>
- **Arizona (2004):** “Effect size... informs us that the **gains made by students** of Board-certified teachers were **over one month greater** than the gains made by the students of non-Board certified peer teachers.”<sup>15</sup>
- **Miami-Dade, FL (2004):** “We find robust evidence that [National Board Certification] is an **effective indicator of teacher quality.**”<sup>16</sup>

<sup>1</sup> Goldhaber, D., & Anthony, E. (2007). Can teacher quality be effectively assessed? *The Review of Economics and Statistics* 89(1), 134-150; Cavalluzzo, L.C. (2004). Is National Board Certification an effective signal of teacher quality? The CNA Corporation.

<sup>2</sup> Clotfelter, C., Ladd, H., & Vigdor, J. (2007). How and why do teacher credentials matter for student achievement? (NBER Working Paper 12828). Cambridge, MA: National Bureau of Economic Research; Betts, J.R., Zau, A.C., & Rice, L.A. (2003). Determinants of Student Achievement: New evidence from San Diego. San Francisco: Public Policy Institute of California.

<sup>3</sup> 46th Annual PDK/Gallup Poll, October 2014, p. 50, [http://pdkintl.org/noindex/PDKGallupPoll\\_Oct2014.pdf](http://pdkintl.org/noindex/PDKGallupPoll_Oct2014.pdf).

<sup>4</sup> Cowan, J., & Goldhaber, D. (2015). National Board Certification and Teacher Effectiveness: Evidence from Washington. The Center for Data & Research, University of Washington Bothell.

<sup>5</sup> Cavalluzzo, L., Barrow, L., Henderson, S. et al. (2014). From Large Urban to Small Rural Schools: An Empirical Study of National Board Certification and Teaching Effectiveness. CNA Analysis and Solutions.

<sup>6</sup> Strategic Data Project (2012). SDP Human Capital Diagnostic: Los Angeles Unified School District. Center for Education Policy Research, Harvard University.

<sup>7</sup> Strategic Data Project (2012a). Learning about Teacher Effectiveness: SDP Human Capital Diagnostic: Gwinnett County Public Schools, Ga. Center for Education Policy Research, Harvard University.

<sup>8</sup> National Board for Professional Teaching Standards. (2012). Hillsborough County Public Schools: New data prove the value of National Board Certification. Retrieved from [http://www.nbpts.org/about\\_us/success\\_stories/hillsborough\\_success\\_sto](http://www.nbpts.org/about_us/success_stories/hillsborough_success_sto).

<sup>9</sup> Chingos, M. M., & Peterson, P. E. (2011). It's Easier to Pick a Good Teacher than to Train One: Familiar and New Results on the Correlates of Teacher Effectiveness. *Economics Of Education Review*, 30(3), 449-465.

<sup>10</sup> Salvador, Samantha K., & Baxter, Andy (2010). National Board Certification. Impact on Teacher Effectiveness. Charlotte-Mecklenburg Schools, Center for Research and Evaluation, Office of Accountability.

<sup>11</sup> Cantrell, S., Fullerton, J., Kane, T., & Staiger, D. (2008). National Board Certification and Teacher Effectiveness: Evidence From a Random Research Assignment Experiment. Working Paper 14608. National Bureau of Economic Research.

<sup>12</sup> Smith, T., Baker, W., Hattie, J., & Bond, L. (2008). "A Validity Study of the Certification System of the National Board for Professional Teaching Standards" *in* *Assessing Teachers for Professional Certification: The First Decade of the National Board for Professional Teaching Standards*. *Advances in Program Evaluation*, Volume 11, 345-378.

<sup>13</sup> Goldhaber, D., & Anthony, E. (2007). Can teacher quality be effectively assessed? *The Review of Economics and Statistics* 89(1), 134-150.

<sup>14</sup> Clotfelter, C., Ladd, H.F., and Vigdor, J.L. (2007). How and why do teacher credentials matter for student achievement? Working paper 2. National Center for Analysis of Longitudinal Data in Education Research.

<sup>15</sup> Vandervoort, L.G., Amrein-Beardsley, A., and Berliner, D.C. (2004). National Board Certified Teachers and their students' achievement. *Education Policy Analysis Archives*, 12 (46).

<sup>16</sup> Cavalluzzo, L.C. (2004). Is National Board Certification an effective signal of teacher quality? The CNA Corporation.

Sandness, Sheila M.

Att 3 SB 2013 3/13/2019

**From:** Boyer, Jeffrey <jeffrey.boyer@ndsu.edu>  
**t:** Wednesday, March 13, 2019 10:25 AM  
Sandness, Sheila M.  
**Cc:** Baesler, Kirsten K.  
**Subject:** Re: Governor's school budget

**CAUTION:** This email originated from an outside source. Do not click links or open attachments unless you know they are safe.

Good morning, Sheila,

See below for expenses related to the \$220k appropriated by the 65<sup>th</sup> legislature.

Expenses are associated with the final 2 weeks of NDGS 2017 (50 participants) and all 6 weeks of NDGS 2018 (40 participants). The remaining amount will be used toward the first 4 weeks of NDGS 2019.

Please let me know if you need more detail or have questions.

Thank you!  
Jeff

Compensation for resident assistants, instructional staff	\$70,757
Benefits	\$9,890
<b>Total personnel expense</b>	<b>\$80,647</b>
Transportation	\$11,959
Materials and supplies	\$32,050
Food and housing	\$67,041
<b>Total operating expense</b>	<b>\$111,050</b>
<b>Total direct cost</b>	<b>\$191,697</b>

Jeff Boyer, PhD  
Director, North Dakota Governor's School | [www.ndsu.edu/govschool/](http://www.ndsu.edu/govschool/)  
Director, CSM Learning Assistants Program | [www.ndsu.edu/cider/lassi/](http://www.ndsu.edu/cider/lassi/)  
Acting Program Director, STEM Education PhD Program  
Assistant Professor of Practice, Dean's Office  
College of Science and Mathematics  
NORTH DAKOTA STATE UNIVERSITY

p: 701.231.5953 | f: 701.231.1047  
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**From:** "Baesler, Kirsten K." <kbaesler@nd.gov>  
**Date:** Wednesday, March 13, 2019 at 9:10 AM

To: "Sandness, Sheila M." <smsandness@nd.gov>, Jeffrey Boyer <jeffrey.boyer@ndsu.edu> Att 3

Subject: Governor's school budget

SB 2013 3/13/2019

Good morning, Sheila.

I have left a voicemail this morning for Dr. Boyer (Director of ND Governor's School) asking him to send to you information on how the \$220K appropriated for Governor's School by the 65<sup>th</sup> Legislature (and any previous budgets) was spent.



**Kirsten Baesler**

State Superintendent  
600 E. Boulevard Ave., Dept. 201  
Bismarck, ND 58505-0440  
(701) 328-4570  
[kbaesler@nd.gov](mailto:kbaesler@nd.gov)  
[www.nd.gov/dpi](http://www.nd.gov/dpi)



Att 4

SB 2073

3/13/2019

	Senate - Original	19.0614.03004	19.0614.04001
2017-19 Base Level - Integrated Formula Payments	1,935,204,163	1,935,204,163	1,935,204,163
Cost to Continue*	53,625,374	53,625,374	53,625,374
Per Pupil rate increase	61,986,102	61,986,102	72,760,971
5% & 5% Transition Maximum increase	4,324,158	4,324,158	4,331,460
Adjust Transition Minimum	(10,343,140)	(2,116,752)	(2,031,496)
2020-21 On Time Funding (WSU)	34,894,849	36,689,546	36,999,559
75% In Lieu Adjustment		5,756,024	5,756,023
S & I reduction from In Lieu			12,372,411
Total Expenditures	2,079,691,506	2,095,468,615	2,119,018,465
Increase over 2015-17 Base Level Funding	144,487,343	160,264,452	183,814,302
Rapid Enrollment Grants	3,000,000	3,000,000	3,000,000
Research Based Literacy Intervention		200,000	200,000
Total Expenses	2,082,691,506	2,098,668,615	2,122,218,465
Formula per student rates			
Year 1	\$9,839	\$9,839	\$9,839
Year 2	\$10,036	\$10,036	\$10,134

\*Includes student projections and taxable valuation changes

A++1

SB 2013

3/20/2019

**STATE SCHOOL AID, OTHER GRANTS, AND DEPARTMENT OF PUBLIC INSTRUCTION ADMINISTRATION  
COMPARISON OF 2017-19 BIENNIUM APPROPRIATION, 2019-21 BIENNIUM BASE BUDGET,  
EXECUTIVE BUDGET AND SENATE APPROPRIATIONS COMMITTEE VERSIONS - SENATE BILL 2013 ONLY**

	2017-19 Appropriation	2019-21 Base Budget	2019-21 Executive Budget	2019-21 Executive Budget Increase (Decrease) Compared to 2017-19 Appropriation	2019-21 Senate Version	2019-21 Senate Version Increase (Decrease) Compared to Base Budget	2019-21 Senate Version Increase (Decrease) Compared to Executive Budget
<b>State school aid program</b>							
State school aid - Integrated formula payments	\$1,935,204,163 <sup>1</sup>	\$1,750,204,163	\$2,050,702,323 <sup>1</sup>	\$115,498,160	\$2,106,646,054	\$356,441,891	\$55,943,731
Transportation aid payments	55,400,000	55,400,000	55,400,000	0	55,900,000	500,000	500,000
Rapid enrollment grants	6,000,000 <sup>1</sup>			(6,000,000)		0	0
Special education - Contracts	19,300,000	19,300,000	25,000,000	5,700,000	25,000,000	5,700,000	0
<b>Total - State school aid program</b>	<b>\$2,015,904,163</b>	<b>\$1,824,904,163</b>	<b>\$2,131,102,323</b>	<b>\$115,198,160</b>	<b>\$2,187,546,054</b>	<b>\$362,641,891</b>	<b>\$56,443,731</b>
General fund	\$1,409,357,258	\$1,409,357,258	\$1,518,557,258	\$109,200,000	\$1,697,782,054	\$288,424,796	\$179,224,796
Foundation aid stabilization fund	301,000,000 <sup>1</sup>	110,000,000	232,781,065	(68,218,935)	110,000,000	0	(122,781,065)
State tuition fund	305,546,905	305,546,905	379,764,000	74,217,095	379,764,000	74,217,095	0
<b>Total state school aid program</b>	<b>\$2,015,904,163 <sup>2</sup></b>	<b>\$1,824,904,163</b>	<b>\$2,131,102,323</b>	<b>\$115,198,160</b>	<b>\$2,187,546,054</b>	<b>\$362,641,891</b>	<b>\$56,443,731</b>
<b>Other program grants - General fund</b>							
Adult education matching grants	\$3,100,000	\$3,100,000	\$4,100,000	\$1,000,000	\$4,400,000	\$1,300,000	\$300,000
School food services matching grants	1,380,000	1,380,000	1,380,000	0	1,380,000	0	0
Prekindergarten grants			3,000,000 <sup>3</sup>	3,000,000	1,500,000	1,500,000	(1,500,000)
Free breakfast program	200,000	200,000	200,000	0	200,000	0	0
Program grant pool	1,530,000 <sup>4</sup>	1,530,000	1,809,711	279,711	2,136,711	606,711	327,000
<b>Total - Other program grants - General fund</b>	<b>\$6,210,000</b>	<b>\$6,210,000</b>	<b>\$10,489,711</b>	<b>\$4,279,711</b>	<b>\$9,616,711</b>	<b>\$3,406,711</b>	<b>(\$873,000)</b>
<b>Other grants - Other funds</b>							
Federal grants	\$253,837,705	\$253,837,705	\$286,837,705	\$33,000,000	\$286,837,705	\$33,000,000	\$0
Governor's School program - Student loan trust fund	220,000 <sup>5</sup>			(220,000)		0	0
Regional education association merger grants - Foundation aid stabilization fund	100,000 <sup>6</sup>			(100,000)		0	0
English language learner grants - Foundation aid stabilization fund	500,000 <sup>7</sup>			(500,000)		0	0
Displaced homemaker program	225,000	225,000	225,000	0	225,000	0	0
<b>Total - Other grants - Other funds</b>	<b>\$254,882,705</b>	<b>\$254,062,705</b>	<b>\$287,062,705</b>	<b>\$32,180,000</b>	<b>\$287,062,705</b>	<b>\$33,000,000</b>	<b>\$0</b>
<b>Total state school aid and other grants - All funds</b>	<b>\$2,276,996,868</b>	<b>\$2,085,176,868</b>	<b>\$2,428,654,739</b>	<b>\$151,657,871</b>	<b>\$2,484,225,470</b>	<b>\$399,048,602</b>	<b>\$55,570,731</b>



A++1  
SB 2013

3/20/2019

	2017-19 Appropriation	2019-21 Base Budget	2019-21 Executive Budget	2019-21 Executive Budget Increase (Decrease) Compared to 2017-19 Appropriation	2019-21 Senate Version	2019-21 Senate Version Increase (Decrease) Compared to Base Budget	2019-21 Senate Version Increase (Decrease) Compared to Executive Budget
<b>Agency administration and other passthrough grants</b>							
Administration - General fund	\$11,486,726	\$11,486,726	\$15,776,386	\$4,289,660	\$12,395,724	\$908,998	(\$3,380,662)
Administration - Other funds	36,117,455	36,117,455	37,881,622	1,764,167	37,715,679	1,598,224	(165,943)
Total - Agency administration	\$47,604,181	\$47,604,181	\$53,658,008 <sup>8</sup>	\$6,053,827	\$50,111,403	\$2,507,222	(\$3,546,605)
- National writing projects	\$20,000	\$20,000	\$20,000	\$0	\$40,000	\$20,000	\$20,000
Rural art outreach project	350,000	350,000	328,789	(21,211)	360,000	10,000	31,211
North Central Council for Educational Media Services	238,000	238,000	223,576	(14,424)	223,576	(14,424)	0
- Mentoring program	2,050,000	2,050,000	1,925,764	(124,236)	2,125,764	75,764	200,000
Global Bridges (Atlantik-Brucke) exchange <i>No</i>	200,000	200,000	0	(200,000)	0	(200,000)	0
- Young entrepreneur education program <i>No</i>	30,000	30,000	30,000	0	30,000	0	0
<i>"We the People"</i> program	10,000	10,000	10,000	0	50,000	40,000	40,000
Governor's School program	0	0	0	0	20,000	20,000	20,000
PowerSchool	5,500,000	5,500,000	0	(5,500,000)	5,500,000	0	5,500,000
Transportation efficiency	30,000	30,000	27,000	(3,000)	0	(30,000)	(27,000)
National board certification	120,000	120,000	108,000	(12,000)	108,000	(12,000)	0
<del>Total</del> - Other passthrough grants - General fund	\$8,548,000	\$8,548,000	\$2,673,129	(\$5,874,871)	\$8,457,340	(\$90,660)	\$5,784,211
<b>Total - Agency administration and other passthrough grants - All funds</b>	\$56,152,181	\$56,152,181	\$56,331,137	\$178,956	\$58,568,743	\$2,416,562	\$2,237,606
<b>Total Department of Public Instruction - All funds</b>	\$2,333,149,049	\$2,141,329,049	\$2,484,985,876	\$151,836,827	\$2,542,794,213	\$401,465,164	\$57,808,337
<b>Department of Public Instruction - Funding</b>							
Total - General fund	\$1,435,601,984	\$1,435,601,984	\$1,547,496,484	\$111,894,500	\$1,728,251,829	\$292,649,845	\$180,755,345
Total - Other funds	897,547,065	705,727,065	937,489,392	39,942,327	814,542,384	108,815,319	(122,947,008)
<b>Total Department of Public Instruction - All funds</b>	\$2,333,149,049	\$2,141,329,049	\$2,484,985,876	\$151,836,827	\$2,542,794,213	\$401,465,164	\$57,808,337
FTE positions	91.75	91.75	88.75	(3.00)	88.75	(3.00)	0.00

<sup>1</sup> In 2017 the Legislative Assembly provided a total of \$295 million from the foundation aid stabilization fund for integrated formula payments during the 2017-19 biennium, of which \$185 million is considered one-time funding. In addition, the Legislative Assembly, in Senate Bill No. 2272, provided \$6 million of one-time funding from the foundation aid stabilization fund for rapid enrollment grants. The 2019-21 executive budget recommendation includes \$24.1 million to provide on-time funding in the state school aid formula and \$62 million to provide for a 2 percent increase in the integrated formula payment rate each year of the biennium. In addition, the executive budget recommendation recognizes savings of \$22.9 million, including \$14 million from transitioning districts from the dollar hold harmless and the per student hold harmless and \$8.9 million from excluding new property from the 12 percent limitation in property tax increases.

<sup>2</sup> The Department of Public Instruction anticipates general fund turnback will total approximately \$18.7 million; however, the department anticipates requesting supplemental funding from the general fund for special education contract grants. The department estimates claims for special education contract grants may exceed funding in the grants - special education line item by up to \$4 million. If any funding provided to the department for integrated formula payments for the 2017-19 biennium remains after all statutory obligations have been met, the executive budget provides the department must use remaining funds to pay 2017-19 biennium state obligations for special education contract grants exceeding the 2017-19 biennium appropriation for grants - special education. The executive recommendation also allows the department to continue up to \$10 million of excess integrated formula payments funding into the 2019-21 biennium for a Teacher Incentives for Leadership in Education initiative.

<sup>3</sup> The 2019-21 executive budget recommendation provides for a transfer of the prekindergarten program from the Department of Commerce to the Department of Public Instruction, including a transfer of \$1.5 million of general fund authority from the Department of Commerce budget to the Department of Public Instruction budget and an increase of \$1.5 million from the general fund to provide a total of \$3 million from the general fund for the prekindergarten program.

Att 1

SB 2013

3/20/2019

	<b>2017-19 Appropriation</b>	<b>2019-21 Base Budget</b>	<b>2019-21 Executive Budget</b>	<b>2019-21 Executive Budget Increase (Decrease) Compared to 2017-19 Appropriation</b>	<b>2019-21 Senate Version</b>	<b>2019-21 Senate Version Increase (Decrease) Compared to Base Budget</b>	<b>2019-21 Senate Version Increase (Decrease) Compared to Executive Budget</b>
<sup>4</sup> The 2017 Legislative Assembly provided funding from the general fund for a program grant pool, including leveraging the senior year, a leadership program, continuing education grants, preschool continuing education grants, curriculum alignment grants, and teacher and principal evaluation system grants. In addition, the Legislative Assembly provided, in Section 9 of House Bill 1013 (2017), the unexpended amount remaining from the transfer of \$1,252,627 from the 2013-15 biennium, as permitted in Section 32 of Chapter 137 of the 2015 Session Laws to enhance the delivery and the participation of students and teachers in advanced placement courses during the 2015-17 biennium, is not subject to the provisions of North Dakota Century Code Section 54-44.1-11 at the end of the 2015-17 biennium and may be continued into the 2017-19 biennium for the purpose of increasing the program grant pool. The Department of Public Instruction continued \$700,711 in the 2017-19 biennium to increase the program grant pool, which is not included in the department's 2017-19 appropriation above.							
<sup>5</sup> The Legislative Assembly provided \$220,000 of one-time funding from the student loan trust fund for the Governor's School program, \$240,000 less than the \$460,000 general fund appropriation provided during the 2015-17 biennium. Funding provided by the state for the Governor's School must be used for science, technology, engineering, and mathematics programs.							
<sup>6</sup> The Legislative Assembly provided one-time funding of \$100,000 from the foundation aid stabilization fund for regional education association merger grants.							
<sup>7</sup> The Legislative Assembly, in Senate Bill No. 2272, provided \$500,000 of one-time funding from the foundation aid stabilization fund for supplemental English language learner grants to school districts during the 2017-19 biennium.							
<sup>8</sup> The 2019-21 executive budget recommendation includes \$3 million from the general fund for cybersecurity education for teachers and \$2.1 million from the general fund to transfer the teacher shortage loan forgiveness program from the North Dakota University System to the Department of Public Instruction.							
<sup>9</sup> The 2019-21 executive budget recommendation provides for a transfer of PowerSchool technology from the Department of Public Instruction to the Information Technology Department (ITD), including an ITD funding source change to increase funding from the general fund and reduce funding from special funds by \$4.95 million.							

Att 1 3/20/2019  
SB 2013

SENATE BILL NO. 2013  
LISTING OF PROPOSED CHANGES TO ENGROSSED VERSION

Department - Department of Public Instruction

Proposed funding changes:

Description	FTE	General Fund	Special Funds	Total
1 Increases funding for national writing projects to provide a total of \$50,000		\$10,000		\$10,000
2 Decreases funding for the rural art outreach project to provide a total of \$350,000		(\$10,000)		(\$10,000)
3 Increases funding for the North Central Council for Educational Media Services to provide a total of \$238,000		\$14,424		\$14,424
4 Removes funding for the young entrepreneur education program		(\$30,000)		(\$30,000)
5 Removes funding for the Governor's School program		(\$20,000)		(\$20,000)
6 Reduces funding for the Superintendent's program grant pool to provide a total of \$1,500,000, \$30,000 less than the 2017-19 biennium.		(\$636,711)		(\$636,711)
7 Adds funding for a leadership professional development program.		\$200,000		\$200,000
8 Increases funding for transportation grants to provide a total of \$56,500,000		\$600,000		\$600,000
9 Adds funding for operating expenses related to a P-K12 Education Vision Steering Committee.		\$300,000		\$300,000
10 Adds funding for operating expenses related to an increase in the AdvancED contract.		\$312,000		\$312,000
Total proposed funding changes		\$739,713	\$0	\$739,713

Other proposed changes:

- 1 Adds a section to allow the Superintendent to continue \$3 million of funding, remaining in the integrated formula payments line item at the end of the 2017-19 biennium, to the 2019-21 biennium for the purpose of one-time funding of computer science training for teachers.
- 2 Adds a section to allow the Superintendent to continue \$7.5 million of funding, remaining in the integrated formula payments line item at the end of the 2017-19 biennium, to the 2019-21 biennium for the purpose of a grant to the Gateway to Science.
- 3 Amends Section 9 to update transportation rates to reflect additional funding.
- 4 Amends Section 11 related to passthrough grants to require grantees receive one-half of the passthrough grant be each year of the biennium and require grantees, as a condition of receiving the grant, to establish performance measures to be reviewed by the Superintendent of Public Instruction. Grantees must report to the Superintendent of Public Instruction regarding performance based on the measures each year of the biennium, with the report for the first year of the biennium required before receiving funding for the second year of the biennium.
- 5 Adds a section to provide for a transportation study during the 2019-20 interim.

**STATE SCHOOL AID, OTHER GRANTS, AND DEPARTMENT OF PUBLIC INSTRUCTION ADMINISTRATION  
COMPARISON OF 2017-19 BIENNIUM APPROPRIATION, 2019-21 BIENNIUM HOUSE BUDGET,  
EXECUTIVE BUDGET AND SENATE APPROPRIATIONS COMMITTEE VERSIONS - SENATE BILL 2013 ONLY**

Att 1

SB 2013

3/20/2019

	2017-19 Appropriation	2019-21 Executive Budget	2019-21 Senate Version	2019-21 House Version	2019-21 House Version Increase (Decrease) Compared to Senate Version	2019-21 House Version Increase (Decrease) Compared to Executive Budget
<b>State school aid program</b>						
State school aid - Integrated formula payments	\$1,935,204,163	\$2,050,702,323	\$2,106,646,054	\$0	(\$2,106,646,054)	(\$2,050,702,323)
Transportation aid payments	55,400,000	55,400,000	55,900,000	56,500,000	600,000	1,100,000
Rapid enrollment grants	6,000,000			0	0	0
Special education - Contracts	19,300,000	25,000,000	25,000,000	0	(25,000,000)	(25,000,000)
<b>Total - State school aid program</b>	<b>\$2,015,904,163</b>	<b>\$2,131,102,323</b>	<b>\$2,187,546,054</b>	<b>\$56,500,000</b>	<b>(\$2,131,046,054)</b>	<b>(\$2,074,602,323)</b>
General fund	\$1,409,357,258	\$1,518,557,258	\$1,697,782,054	\$0	(\$1,697,782,054)	(\$1,518,557,258)
Foundation aid stabilization fund	301,000,000	232,781,065	110,000,000	0	(110,000,000)	(232,781,065)
State tuition fund	305,546,905	379,764,000	379,764,000	0	(379,764,000)	(379,764,000)
<b>Total state school aid program</b>	<b>\$2,015,904,163</b>	<b>\$2,131,102,323</b>	<b>\$2,187,546,054</b>	<b>\$0</b>	<b>(\$2,187,546,054)</b>	<b>(\$2,131,102,323)</b>
<b>Other program grants - General fund</b>						
Adult education matching grants	\$3,100,000	\$4,100,000	\$4,400,000	\$4,400,000	\$0	\$300,000
School food services matching grants	1,380,000	1,380,000	1,380,000	1,380,000	0	0
Prekindergarten grants		3,000,000	1,500,000	1,500,000	0	(1,500,000)
Free breakfast program	200,000	200,000	200,000	200,000	0	0
Program grant pool	1,530,000	1,809,711	2,136,711	1,500,000	(636,711)	(309,711)
Leadership professional development	0	0	0	200,000	200,000	200,000
<b>Total - Other program grants - General fund</b>	<b>\$6,210,000</b>	<b>\$10,489,711</b>	<b>\$9,616,711</b>	<b>\$9,180,000</b>	<b>(\$436,711)</b>	<b>(\$1,309,711)</b>
<b>Other grants - Other funds</b>						
Federal grants	\$253,837,705	\$286,837,705	\$286,837,705	\$286,837,705	\$0	\$0
Governor's School program - Student loan trust fund	220,000			0	0	0
Regional education association merger grants - Foundation aid stabilization fund	100,000			0	0	0
English language learner grants - Foundation aid stabilization fund	500,000			0	0	0
Displaced homemaker program	225,000	225,000	225,000	225,000	0	0
<b>Total - Other grants - Other funds</b>	<b>\$254,882,705</b>	<b>\$287,062,705</b>	<b>\$287,062,705</b>	<b>\$287,062,705</b>	<b>\$0</b>	<b>\$0</b>

	2017-19 Appropriation	2019-21 Executive Budget	2019-21 Senate Version	2019-21 House Version	2019-21 House Version Increase (Decrease) Compared to Senate Version	2019-21 House Version Increase (Decrease) Compared to Executive Budget
<b>Total state school aid and other grants - All funds</b>	\$2,276,996,868	\$2,428,654,739	\$2,484,225,470	\$296,242,705	(\$2,187,982,765)	(\$2,132,412,034)
<b>Agency administration and other passthrough grants</b>						
Administration - General fund	\$11,486,726	\$15,776,386	\$12,395,724	\$13,007,724	\$612,000	(\$2,768,662)
Administration - Other funds	36,117,455	37,881,622	37,715,679	37,715,679	0	(165,943)
<b>Total - Agency administration</b>	<b>\$47,604,181</b>	<b>\$53,658,008</b>	<b>\$50,111,403</b>	<b>\$50,723,403</b>	<b>\$612,000</b>	<b>(\$2,934,605)</b>
National writing projects	\$20,000	\$20,000	\$40,000	\$50,000	\$10,000	\$30,000
Rural art outreach project	350,000	328,789	360,000	350,000	(10,000)	21,211
North Central Council for Educational Media Services	238,000	223,576	223,576	238,000	14,424	14,424
Mentoring program	2,050,000	1,925,764	2,125,764	2,125,764	0	200,000
Global Bridges (Atlantik-Brucke) exchange	200,000	0	0	0	0	0
Young entrepreneur education program	30,000	30,000	30,000	0	(30,000)	(30,000)
"We the People" program	10,000	10,000	50,000	50,000	0	40,000
Governor's School program	0	0	20,000	0	(20,000)	0
PowerSchool	5,500,000	0	5,500,000	5,500,000	0	5,500,000
Transportation efficiency	30,000	27,000	0	0	0	(27,000)
National board certification	120,000	108,000	108,000	108,000	0	0
<b>Total - Other passthrough grants - General fund</b>	<b>\$8,548,000</b>	<b>\$2,673,129</b>	<b>\$8,457,340</b>	<b>\$8,421,764</b>	<b>(\$35,576)</b>	<b>\$5,748,635</b>
<b>Total - Agency administration and other passthrough grants - All funds</b>	<b>\$56,152,181</b>	<b>\$56,331,137</b>	<b>\$58,568,743</b>	<b>\$59,145,167</b>	<b>\$576,424</b>	<b>\$2,814,030</b>
<b>Total Department of Public Instruction - All funds</b>	<b>\$2,333,149,049</b>	<b>\$2,484,985,876</b>	<b>\$2,542,794,213</b>	<b>\$355,387,872</b>	<b>(\$2,187,406,341)</b>	<b>(\$2,129,598,004)</b>
<b>Department of Public Instruction - Funding</b>						
Total - General fund	\$1,435,601,984	\$1,547,496,484	\$1,728,251,829	\$30,609,488	(\$1,697,642,341)	(\$1,516,886,996)
Total - Other funds	897,547,065	937,489,392	814,542,384	324,778,384	(489,764,000)	(612,711,008)
<b>Total Department of Public Instruction - All funds</b>	<b>\$2,333,149,049</b>	<b>\$2,484,985,876</b>	<b>\$2,542,794,213</b>	<b>\$355,387,872</b>	<b>(\$2,187,406,341)</b>	<b>(\$2,129,598,004)</b>
FTE positions	91.75	88.75	88.75	0	(88.75)	(88.75)

A+H  
SB 2013  
3/20/2019





19.1048.03000

Sixty-sixth  
Legislative Assembly  
of North Dakota

**FIRST ENGROSSMENT  
with Senate Amendments  
ENGROSSED HOUSE BILL NO. 1429**

442

SB 2013

3/25/2019

Introduced by

Representatives Schreiber-Beck, D. Johnson, Pyle, Sanford

1 A BILL for an Act to create and enact a new section to chapter 15.1-02 of the North Dakota  
2 Century Code, relating to a teacher shortage loan forgiveness program administered by the  
3 superintendent of public instruction; to amend and reenact section 15.1-02-04 of the North  
4 Dakota Century Code, relating to the duties of the superintendent of public instruction; to repeal  
5 section 15-10-38 of the North Dakota Century Code, relating to a teacher shortage loan  
6 forgiveness program administered by the state board of higher education; to provide for a  
7 transfer; and to provide an exemption.

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

9 **SECTION 1. AMENDMENT.** Section 15.1-02-04 of the North Dakota Century Code is  
10 amended and reenacted as follows:

11 **15.1-02-04. Superintendent of public instruction - Duties.**

12 The superintendent of public instruction:

- 13 1. Shall supervise the provision of elementary and secondary education to the students  
14 of this state.
- 15 2. Shall supervise the establishment and maintenance of schools and provide advice and  
16 counsel regarding the welfare of the schools.
- 17 3. Shall supervise the development of course content standards.
- 18 4. Shall supervise the assessment of students.
- 19 5. Shall serve as an ex officio member of the board of university and school lands.
- 20 6. Shall keep a complete record of all official acts and appeals.
- 21 7. As appropriate, shall determine the outcome of appeals regarding education matters.
- 22 8. Shall direct school district annexation, reorganization, and dissolution and employ and  
23 compensate personnel necessary to enable the state board of public school education

1 to carry out its powers and duties regarding school district annexation, reorganization,  
2 and dissolution.

3 9. Shall administer a student loan forgiveness program for individuals teaching at grade  
4 levels, in content areas, and in geographical locations identified as having a teacher  
5 shortage or critical need.

6 **SECTION 2.** A new section to chapter 15.1-02 of the North Dakota Century Code is created  
7 and enacted as follows:

8 **Loans - Teacher shortages - Loan forgiveness.**

9 1. The superintendent of public instruction shall administer a student loan forgiveness  
10 program for individuals teaching at grade levels, in content areas, and in geographical  
11 locations identified as having a teacher shortage or critical need. The superintendent  
12 may approve loan forgiveness for no more than two teachers per year in a school  
13 district. The superintendent shall adopt rules to implement the program.

14 2. The superintendent annually shall identify grade levels, content areas, and  
15 geographical locations in which a teacher shortage or critical need exists.

16 3. To be eligible for loan forgiveness under this section, an individual:

17 a. Must have graduated from an accredited teacher preparation program and  
18 signed a contract to teach at a grade level or in a content area and in a  
19 geographical location identified by the superintendent of public instruction as  
20 having an existing teacher shortage or critical need; and

21 b. Must have an existing student loan.

22 4. For purposes of this section, the definitions of rural school district and remote town  
23 school district have the same meaning as the definitions under the national center for  
24 education statistics locale codes.

25 5. If an individual is receiving loan forgiveness under any other provision, the individual  
26 may not receive loan forgiveness under this section during the same application year.

27 6. Subject to appropriation, an eligible individual may receive loan forgiveness under the  
28 program as follows:

29 a. If the individual accepts one of up to five positions of critical need in a nonrural  
30 school district or nonremote town school district, the individual may receive up to  
31 three thousand dollars per year for a maximum of four consecutive years.

1            b. If the individual accepts a position in a rural school district or remote town school  
2            district with an enrollment of fewer than one thousand students, the individual  
3            may receive up to four thousand five hundred dollars per year for a maximum of  
4            four consecutive years.

5            c. If the individual accepts one of up to five positions of critical need in a rural  
6            school district or remote town school district with an enrollment of fewer than one  
7            thousand students, the individual may receive up to six thousand five hundred  
8            dollars per year for a maximum of four consecutive years.

9            7. The superintendent shall consider all applications under this section based on the  
10           number of unfilled school vacancies, prioritized by critical need and geographic  
11           location.

12           8. Upon notification the individual has completed a full year of teaching in a school  
13           district, state-supported school, or nonpublic school in this state at a grade level or in a  
14           content area and in a geographical location identified by the superintendent as one in  
15           which a teacher shortage or critical need exists, the superintendent shall distribute  
16           funds directly to the lending institution of the individual to repay outstanding loan  
17           principal balances on behalf of eligible applicants. The superintendent shall terminate  
18           loan forgiveness payments to eligible individuals if the loan principal balance of the  
19           eligible individual is paid in full.

20           **SECTION 3. REPEAL.** Section 15-10-38 of the North Dakota Century Code is repealed.

21           **SECTION 4. TRANSFER.** The commissioner of higher education shall transfer the funding  
22 continued into the 2019-21 biennium to the superintendent of public instruction to defray the  
23 expenses of the teacher loan forgiveness program.

24           **SECTION 5. EXEMPTION - TEACHER LOAN FORGIVENESS PROGRAM FUNDING.** The  
25 unexpended amount remaining from the appropriation for the teacher loan forgiveness program,  
26 as authorized in section 1 of chapter 28 of the 2017 Session Laws, is not subject to the  
27 provisions of section 54-44.1-11 at the end of the 2017-19 biennium, and may be continued into  
28 the 2019-21 biennium for the purpose of providing teacher loan forgiveness.

Alt 2  
SB 2013  
3/25/2019

19.1048.03000

**FISCAL NOTE**  
Requested by Legislative Council  
03/20/2019

Amendment to: HB 1429

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

	2017-2019 Biennium		2019-2021 Biennium		2021-2023 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
Revenues			\$0			
Expenditures			\$2,710,000		\$1,355,000	
Appropriations			\$0		\$0	

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

	2017-2019 Biennium	2019-2021 Biennium	2021-2023 Biennium
Counties			
Cities			
School Districts			
Townships			

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

HB 1429 will enact the administration of the teacher loan forgiveness program from NDUS to the NDDPI.

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

\$2,103,393 is dedicated to the teacher shortage loan forgiveness program. HB 1429 does not include an appropriation, however, the Executive Budget recommends \$2,103,293 for the Department of Public Instruction.

Funds for the current cohort (270 teachers) will be expended before July 1, 2019, in the amount of \$1,355,000 (FY 20). After funds are disbursed the carry over for the 2019-2020 year will approximately be \$750,000.

Carryover is earmarked to pay the current cohort (270 teachers) in FY 20 for year two of the program.

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

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

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

Carryover and the \$2,103,393 in the Executive Budget is required to fund year two (FY 20) and year three (FY 21) for the current cohort of 270 teachers. No dollars are available for additional teacher awards under this program.



Att 2 SB 2013 3/25/2019

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

The Executive Budget recommends \$2,103,393 to the Department of Public Instruction to fund the current cohort of Teacher Shortage Loan Forgiveness in FY 20/21.

**Name:** Gail Schauer

**Agency:** North Dakota Department of Public Instruction

**Telephone:** 701-328-2755

**Date Prepared:** 03/21/2019

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SB 2013

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TSLF Program Cost - Cohort 1 (270 teachers)				
Area	# Funded	Critical Need Area Rate	Shortage Area Rate	Annual Cost
Science	39	\$6,500		\$253,500
Business & Office Technology	15	\$6,500		\$97,500
Agriculture Education	12	\$6,500		\$78,000
Technology & Engineering Education	3	\$6,500		\$19,500
Computer Science	1	\$6,500		\$6,500
Elementary Grades (PK-8)	116		\$4,500	\$522,000
Guidance Counselor PK-12	15		\$4,500	\$67,500
Special Education	19		\$4,500	\$85,500
English Language Arts	15		\$4,500	\$67,500
Social Studies	14		\$4,500	\$63,000
Family & Consumer Sciences	6		\$4,500	\$27,000
Mathematics	15		\$4,500	\$67,500
<b>TOTAL</b>	<b>270</b>			<b>\$1,355,000</b>

TSLF Budget - based on current 270	
2017-19 Appropriation	\$2,103,393
<i>FY 19 Expenses (YR1)</i>	<i>-\$1,355,000</i>
Carry-over	\$748,393
2019-21 Appropriation (Exec Budget)	\$2,103,393
Total GF + Carry-over	\$2,851,786
<i>FY 20 Expenses (YR2)</i>	<i>-\$1,355,000</i>
<i>FY 21 Expenses (YR3)</i>	<i>-\$1,355,000</i>
Carry-over	\$141,786
2021-23 Appropriation	\$2,103,393
Total GF + Carry-over	\$2,245,179
<i>FY 22 Expenses (YR4)</i>	<i>-\$1,355,000</i>
Balance	\$890,179

A+H 3/28/2019  
 SB 2013  
**Grow!!**



Watch for classes beginning  
 this Fall!

**How Can I Support KANO Folk School?**

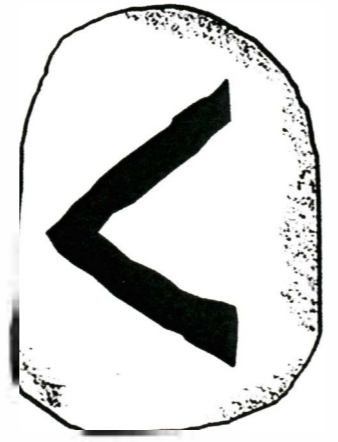
KANO Folk School relies on the generosity of individuals and families, businesses and Foundations to support it's charitable and educational mission and vision.

For more information relating to memorial, tribute and in-kind gifts or to learn about how to establish an endowment or make a bequest through your will, please contact the Pembina Gorge Foundation at 701.549.3600. A Foundation representative would be happy to speak with you about legacy opportunities and tax advantages of making a planned gift.

**Become A member of KANO Folk School**

Show your support for KANO Folk School by becoming a member. In return you will receive a specially designed complementary gift from us.

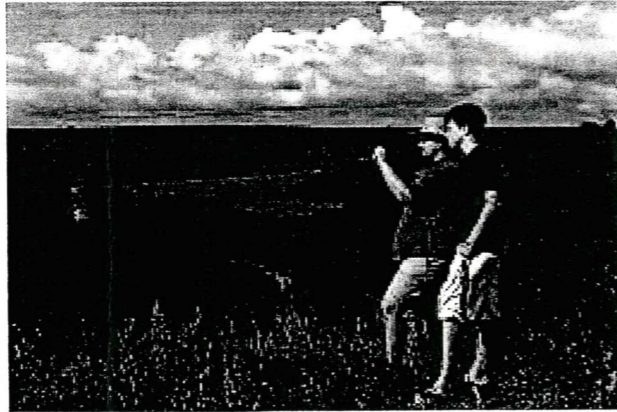
- \$25.00 (polished solid brass circular bookmark with KANO design)
- \$50.00 ( customized cotton pocket jute tote bag with KANO logo)
- \$100.00 ( 12oz stoneware mug handcrafted by Greyfox Pottery)



Name \_\_\_\_\_  
 Mailing Address \_\_\_\_\_  
 City \_\_\_\_\_  
 Phone \_\_\_\_\_  
 E-mail \_\_\_\_\_  
 Yes, I would like to support the mission of KANO by making a tax deductible donation.  
 My one time donation is: \$25 \$50 \$100 .. Other \$ \_\_\_\_  
 OR  
 My recurring monthly donation is: \$10 \$15 \$25 Other \_\_\_\_\_  
 Payment preference:  
 Check enclosed: made payable to KANO Folk School  
 Credit card - for security purposes we call you for your card number  
 I would like to be a volunteer  
 I would like to be an instructor  
 Mail to: KANO Folk School / Frost Fire Park  
 PO Box 888  
 Walhalla, ND 58282

## History and Heritage of the Pembina Gorge

Decades before the Louisiana Purchase and Lewis and Clark's expedition, European explorers and fur traders were establishing commerce with the native tribes living in the region that includes the Pembina Gorge. Evidence of the influx of primarily English, Scot and French explorers and fur traders to the area in the mid-1700's is an important part of this region's culture and history. Their interactions with native peoples resulted in a new nation of people - the Métis - who were descendants of European traders and Indian women. Early fur trade posts and colonies led to the establishment of Pembina.



The Métis center in the United States was St. Joseph (now Walhalla), and men such as Antoine Gingras headed a self-conscious new nation. The Métis nation, however, faded as the buffalo became ever less available east of the Missouri River. In March 1869 the Hudson's Bay Company surrendered possession of vast acres of land in Manitoba and Saskatchewan to the Dominion of Canada, which effectively eliminated the Métis quest for an independent homeland (the Riel Rebellion). This, along with the opening of a United States land office in December 1870 and the steep decline in the buffalo trade, assured the influx of European immigrants to the St. Joseph area. By 1877 only a handful of Métis lived in St. Joseph and quickly were replaced by Scandinavian immigrants. The town's name was soon changed from St. Joseph to Walhalla at the suggestion of James Wickes Taylor, U.S. Consul and settlement promoter. The name is an Anglicized version of "Valhalla", the home of the gods in Norse mythology to note the beauty of the area. Once the settlement "boom" began, the region became home to a large influx of Scandinavian American settlers.

The history of commerce, cultural blending and international politics makes the Pembina Gorge and Rendezvous Region a popular destination for US and Canadian visitors interested in learning more about their

heritage. Regional entities have translated their great pride in this heritage and have established many amenities that currently attract visitors interested in history. The inventory of historic landmarks to visit, well-established museums, a high-tech geocaching treasure hunt trail to historic places, a prehistoric fossil dig and a wide array of cultural events throughout the year are already a mainstay of the historic tourism palette utilized by visitors to the region.

*"We must cherish our inheritance. We must preserve our nationality for the youth of our future. The story should be writtendownto pass on."*

Louis Reil, Founder of Manitoba/Father of Confederation.



into stone, wood, bone, metal or some similar hard surface rather than drawn with ink and pen on parchment. This explains their sharp angular form, which was well suited to that medium.

pristine Pembina River Valley Gorge. That dream flourished to provide thousands of guests an opportunity to experience the rich beauty and cultural arts for which Frost Fire is so well known today. The Pembina Gorge Foundation's mission is to continue that dream and expand the vision for providing unique cultural, educational and artistic experiences for people of all ages.

learning should be a mutual exchange between the teacher and students in a non-competitive environment where there are no exams or degrees. This is the way we have learned many of our skills throughout the history of mankind whether it be from our friends, neighbors or relatives. We have taught each



## What would a typical day at KANO Folk School look like?

As the sun rises over the beautiful Pembina Gorge, the first of a handful of strangers come through the red door at Frost Fire Lodge. Gradually more people enter, greeting each other by exchanging names and where they're from. Eager to learn something new or build on their previous knowledge, they gather around the materials and tools, sipping coffee and visiting until the instructor opens the class with a warm welcome. What they are about to learn may be anything from lefse making, spinning wool or blacksmithing to star gazing, foraging for wild edibles or hearing stories of the early fur traders. People get to know one another throughout the class, sharing tools, techniques, stories and then food as they sit down to share a meal. The class becomes a small community through working together with both teacher and student learning from one another.

This way of learning was the dream of Nikolaj Gruntvig when he started the folk school movement in Scandinavia in the 1800's. It was his desire to create alternative learning opportunities for the common people at a time when traditional education was mainly a privilege of the upper class. His core belief was that learning should be a mutual exchange between the teacher and students in a non-competitive environment where there are no exams or degrees.

This is the way we have learned many of our skills throughout the history of mankind whether it be from our friends, neighbors or relatives. We have taught each

other how to make tools, build structures, create furnishings, gather and preserve food, read the sky, recognize herbal plants remedies, and make rugs, baskets and other utilitarian objects. That is why it is so gratifying to take folk school classes. The learning experiences they provide help us feel connected to our past, our environment, ourselves and to one another.

**Our Mission**  
"Enriching lives and building community by teaching the cultural, historical and geographical significance of the Pembina Gorge in a student-centered environment that inspires meaningful living by providing opportunities to learn broadly, think deeply and live passionately."

**History**  
In 1976, Richard and Judith Johnson had a dream of creating a ski resort and summer theater in the heart of the pristine Pembina River Valley Gorge. That dream flourished to provide thousands of guests an opportunity to experience the rich beauty and cultural arts for which Frost Fire is so well known today. The Pembina Gorge Foundation's mission is to continue that dream and expand the vision for providing unique cultural, educational and artistic experiences for people of all ages.

**KANO**  
(Kay-no)



The first systems of writing developed and used by the Nordic peoples were runic alphabets. The runic character functioned as letters, but they were also a symbol of a principle or power. To write a rune was to invoke and direct the force for which it stood.

Kayno (KAY-no) is the Norse rune representing divine inspiration. Its significance is related to fire, light, warmth, enlightenment and knowledge. It sheds light on the path helping us to see with true discernment. It suggests that understanding must lead to action and light in the darkness implies spiritual illumination. This is the rune of the artisan and it is often used in reference to those engaged in artistic ventures or seeking creative solutions.

The runes were traditionally carved into stone, wood, bone, metal or some similar hard surface rather than drawn with ink and pen on parchment. This explains their sharp angular form which was well suited to that medium.





**STATE SCHOOL AID, OTHER GRANTS, AND DEPARTMENT OF PUBLIC INSTRUCTION ADMINISTRATION  
COMPARISON OF 2017-19 BIENNIUM APPROPRIATION, 2019-21 BIENNIUM BASE BUDGET,  
EXECUTIVE BUDGET AND SENATE APPROPRIATIONS COMMITTEE VERSIONS - SENATE BILL 2013 ONLY**

Att 1

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4/3/2019

	2017-19 Appropriation	2019-21 Base Budget	2019-21 Executive Budget	2019-21 Executive Budget Increase (Decrease) Compared to 2017-19 Appropriation	2019-21 Senate Version	2019-21 Senate Version Increase (Decrease) Compared to Base Budget	2019-21 Senate Version Increase (Decrease) Compared to Executive Budget
<b>State school aid program</b>							
State school aid - Integrated formula payments	\$1,935,204,163 <sup>1</sup>	\$1,750,204,163	\$2,050,702,323 <sup>1</sup>	\$115,498,160	\$2,106,646,054	\$356,441,891	\$55,943,731
Transportation aid payments	55,400,000	55,400,000	55,400,000	0	55,900,000	500,000	500,000
Rapid enrollment grants	6,000,000			(6,000,000)		0	0
Special education - Contracts	19,300,000 <sup>2</sup>	19,300,000	25,000,000	5,700,000	25,000,000	5,700,000	0
Total - State school aid program	\$2,015,904,163	\$1,824,904,163	\$2,131,102,323	\$115,198,160	\$2,187,546,054	\$362,641,891	\$56,443,731
General fund	\$1,409,357,258	\$1,409,357,258	\$1,518,557,258	\$109,200,000	\$1,697,782,054	\$288,424,796	\$179,224,796
Foundation aid stabilization fund	301,000,000 <sup>4</sup>	110,000,000	232,781,065	(68,218,935)	110,000,000	0	(122,781,065)
State tuition fund	305,546,905	305,546,905	379,764,000	74,217,095	379,764,000	74,217,095	0
Total state school aid program	\$2,015,904,163 <sup>2</sup>	\$1,824,904,163	\$2,131,102,323	\$115,198,160	\$2,187,546,054	\$362,641,891	\$56,443,731
<b>Other program grants - General fund</b>							
Adult education matching grants	\$3,100,000	\$3,100,000	\$4,100,000	\$1,000,000	\$4,400,000	\$1,300,000	\$300,000
School food services matching grants	1,380,000	1,380,000	1,380,000	0	1,380,000	0	0
Prekindergarten grants			3,000,000 <sup>3</sup>	3,000,000	1,500,000	1,500,000	(1,500,000)
Free breakfast program	200,000	200,000	200,000	0	200,000	0	0
Program grant pool	1,530,000 <sup>4</sup>	1,530,000	1,809,711	279,711	2,136,711	606,711	327,000
Total - Other program grants - General fund	\$6,210,000	\$6,210,000	\$10,489,711	\$4,279,711	\$9,616,711	\$3,406,711	(\$873,000)
<b>Other grants - Other funds</b>							
Federal grants	\$253,837,705	\$253,837,705	\$286,837,705	\$33,000,000	\$286,837,705	\$33,000,000	\$0
Governor's School program - Student loan trust fund	220,000 <sup>5</sup>			(220,000)		0	0
Regional education association merger grants - Foundation aid stabilization fund	100,000 <sup>6</sup>			(100,000)		0	0
English language learner grants - Foundation aid stabilization fund	500,000 <sup>7</sup>			(500,000)		0	0
Displaced homemaker program	225,000	225,000	225,000	0	225,000	0	0
Total - Other grants - Other funds	\$254,882,705	\$254,062,705	\$287,062,705	\$32,180,000	\$287,062,705	\$33,000,000	\$0
<b>Total state school aid and other grants - All funds</b>	<b>\$2,276,996,868</b>	<b>\$2,085,176,868</b>	<b>\$2,428,654,739</b>	<b>\$151,657,871</b>	<b>\$2,484,225,470</b>	<b>\$399,048,602</b>	<b>\$55,570,731</b>

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	2017-19 Appropriation	2019-21 Base Budget	2019-21 Executive Budget	2019-21 Executive Budget Increase (Decrease) Compared to 2017-19 Appropriation	2019-21 Senate Version	2019-21 Senate Version Increase (Decrease) Compared to Base Budget	2019-21 Senate Version Increase (Decrease) Compared to Executive Budget
<b>Agency administration and other passthrough grants</b>							
Administration - General fund	\$11,486,726	\$11,486,726	\$15,776,386	\$4,289,660	\$12,395,724	\$908,998	(\$3,380,662)
Administration - Other funds	36,117,455	36,117,455	37,881,622	1,764,167	37,715,679	1,598,224	(165,943)
Total - Agency administration	\$47,604,181	\$47,604,181	\$53,658,008 <sup>8</sup>	\$6,053,827	\$50,111,403	\$2,507,222	(\$3,546,605)
- National writing projects	\$20,000	\$20,000	\$20,000	\$0	\$40,000	\$20,000	\$20,000
Rural art outreach project	350,000	350,000	328,789	(21,211)	360,000	10,000	31,211
North Central Council for Educational Media Services	238,000	238,000	223,576	(14,424)	223,576	(14,424)	0
- Mentoring program	2,050,000	2,050,000	1,925,764	(124,236)	2,125,764	75,764	200,000
Global Bridges (Atlantik-Brucke) exchange <i>No</i>	200,000	200,000	0	(200,000)	0	(200,000)	0
- Young entrepreneur education program <i>No</i>	30,000	30,000	30,000	0	30,000	0	0
<i>"We the People"</i> program	10,000	10,000	10,000	0	50,000	40,000	40,000
Governor's School program	0	0	0	0	20,000	20,000	20,000
PowerSchool	5,500,000	5,500,000	0 <sup>9</sup>	(5,500,000)	5,500,000	0	5,500,000
Transportation efficiency	30,000	30,000	27,000	(3,000)	0	(30,000)	(27,000)
National board certification	120,000	120,000	108,000	(12,000)	108,000	(12,000)	0
<del>Total</del> - Other passthrough grants - General fund	\$8,548,000	\$8,548,000	\$2,673,129	(\$5,874,871)	\$8,457,340	(\$90,660)	\$5,784,211
<b>Total - Agency administration and other passthrough grants - All funds</b>	\$56,152,181	\$56,152,181	\$56,331,137	\$178,956	\$58,568,743	\$2,416,562	\$2,237,606
<b>Total Department of Public Instruction - All funds</b>	\$2,333,149,049	\$2,141,329,049	\$2,484,985,876	\$151,836,827	\$2,542,794,213	\$401,465,164	\$57,808,337
<b>Department of Public Instruction - Funding</b>							
Total - General fund	\$1,435,601,984	\$1,435,601,984	\$1,547,496,484	\$111,894,500	\$1,728,251,829	\$292,649,845	\$180,755,345
Total - Other funds	897,547,065	705,727,065	937,489,392	39,942,327	814,542,384	108,815,319	(122,947,008)
<b>Total Department of Public Instruction - All funds</b>	\$2,333,149,049	\$2,141,329,049	\$2,484,985,876	\$151,836,827	\$2,542,794,213	\$401,465,164	\$57,808,337
FTE positions	91.75	91.75	88.75	(3.00)	88.75	(3.00)	0.00

<sup>1</sup> In 2017 the Legislative Assembly provided a total of \$295 million from the foundation aid stabilization fund for integrated formula payments during the 2017-19 biennium, of which \$185 million is considered one-time funding. In addition, the Legislative Assembly, in Senate Bill No. 2272, provided \$6 million of one-time funding from the foundation aid stabilization fund for rapid enrollment grants. The 2019-21 executive budget recommendation includes \$24.1 million to provide on-time funding in the state school aid formula and \$62 million to provide for a 2 percent increase in the integrated formula payment rate each year of the biennium. In addition, the executive budget recommendation recognizes savings of \$22.9 million, including \$14 million from transitioning districts from the dollar hold harmless and the per student hold harmless and \$8.9 million from excluding new property from the 12 percent limitation in property tax increases.

<sup>2</sup> The Department of Public Instruction anticipates general fund turnback will total approximately \$18.7 million; however, the department anticipates requesting supplemental funding from the general fund for special education contract grants. The department estimates claims for special education contract grants may exceed funding in the grants - special education line item by up to \$4 million. If any funding provided to the department for integrated formula payments for the 2017-19 biennium remains after all statutory obligations have been met, the executive budget provides the department must use remaining funds to pay 2017-19 biennium state obligations for special education contract grants exceeding the 2017-19 biennium appropriation for grants - special education. The executive recommendation also allows the department to continue up to \$10 million of excess integrated formula payments funding into the 2019-21 biennium for a Teacher Incentives for Leadership in Education initiative.

<sup>3</sup> The 2019-21 executive budget recommendation provides for a transfer of the prekindergarten program from the Department of Commerce to the Department of Public Instruction, including a transfer of \$1.5 million of general fund authority from the Department of Commerce budget to the Department of Public Instruction budget and an increase of \$1.5 million from the general fund to provide a total of \$3 million from the general fund for the prekindergarten program.

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	2017-19 Appropriation	2019-21 Base Budget	2019-21 Executive Budget	2019-21 Executive Budget Increase (Decrease) Compared to 2017-19 Appropriation	2019-21 Senate Version	2019-21 Senate Version Increase (Decrease) Compared to Base Budget	2019-21 Senate Version Increase (Decrease) Compared to Executive Budget
<sup>4</sup> The 2017 Legislative Assembly provided funding from the general fund for a program grant pool, including leveraging the senior year, a leadership program, continuing education grants, preschool continuing education grants, curriculum alignment grants, and teacher and principal evaluation system grants. In addition, the Legislative Assembly provided, in Section 9 of House Bill 1013 (2017), the unexpended amount remaining from the transfer of \$1,252,627 from the 2013-15 biennium, as permitted in Section 32 of Chapter 137 of the 2015 Session Laws to enhance the delivery and the participation of students and teachers in advanced placement courses during the 2015-17 biennium, is not subject to the provisions of North Dakota Century Code Section 54-44.1-11 at the end of the 2015-17 biennium and may be continued into the 2017-19 biennium for the purpose of increasing the program grant pool. The Department of Public Instruction continued \$700,711 in the 2017-19 biennium to increase the program grant pool, which is not included in the department's 2017-19 appropriation above.							
<sup>5</sup> The Legislative Assembly provided \$220,000 of one-time funding from the student loan trust fund for the Governor's School program, \$240,000 less than the \$460,000 general fund appropriation provided during the 2015-17 biennium. Funding provided by the state for the Governor's School must be used for science, technology, engineering, and mathematics programs.							
<sup>6</sup> The Legislative Assembly provided one-time funding of \$100,000 from the foundation aid stabilization fund for regional education association merger grants.							
<sup>7</sup> The Legislative Assembly, in Senate Bill No. 2272, provided \$500,000 of one-time funding from the foundation aid stabilization fund for supplemental English language learner grants to school districts during the 2017-19 biennium.							
<sup>8</sup> The 2019-21 executive budget recommendation includes \$3 million from the general fund for cybersecurity education for teachers and \$2.1 million from the general fund to transfer the teacher shortage loan forgiveness program from the North Dakota University System to the Department of Public Instruction.							
<sup>9</sup> The 2019-21 executive budget recommendation provides for a transfer of PowerSchool technology from the Department of Public Instruction to the Information Technology Department (ITD), including an ITD funding source change to increase funding from the general fund and reduce funding from special funds by \$4.95 million.							

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Prepared by the Legislative Council staff  
 for House Education and Environment  
 April 3, 2019

**SENATE BILL NO. 2013**  
**LISTING OF PROPOSED CHANGES TO ENGROSSED VERSION**

**Department - Department of Public Instruction**

**Proposed funding changes:**

Description	FTE	General Fund	Special Funds	Total
1 Adjusts funding for state employee compensation package		(\$1,780)	\$11,359	\$9,579
2 Adds funding for operating expenses related to a P-K12 Education Vision Steering		300,000		300,000
3 Adds funding for operating expenses related to an increase in the AdvancED contract.		312,000		312,000
4 Increases funding for operating expenses to correct an error in the department's base budget adjustments		1,000,000		1,000,000
5 Decreases funding for special education grants		(1,000,000)		(1,000,000)
6 Adjusts funding for integrated formula payments pursuant to Senate Bill No. 2265		(8,043,625)		(8,043,625)
7 Increases funding for transportation grants to provide a total of \$56,500,000		600,000		600,000
8 Reduces funding for the Superintendent's program grant pool to provide a total of \$1,500,000, \$30,000 less than the 2017-19 biennium.		(636,711)		(636,711)
9 Adds funding for a leadership professional development program.		200,000		200,000
10 Removes funding for prekindergarten grants		(1,500,000)		(1,500,000)
11 Increases funding for national writing projects to provide a total of \$50,000		10,000		10,000
12 Decreases funding for the rural art outreach project to provide a total of \$350,000		(10,000)		(10,000)
13 Increases funding for the North Central Council for Educational Media Services to provide a total of \$238,000		14,424		14,424
14 Removes funding for the young entrepreneur education program		(30,000)		(30,000)
15 Removes funding for the Governor's School program		(20,000)		(20,000)
16 Adds funding for cultural heritage grants		50,000		50,000
17 Adds one-time funding from the foundation aid stabilization fund to re-write the state automated reporting system (STARS) application			1,200,000	1,200,000
18 Considers funding available from the state tuition fund for state school aid.				0
<b>Total proposed funding changes</b>		<b>(\$8,755,692)</b>	<b>\$1,211,359</b>	<b>(\$7,544,333)</b>

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**Other proposed changes:**

- 1 Amends Section 2 to include one-time funding provided from the foundation aid stabilization fund for the STARS application rewrite.
- 2 Amends Section 3 related to funding provided from the state tuition fund if needed.
- 3 Amends Section 4 related to funding provided from the foundation aid stabilization fund if needed.
- 4 Adds a section to allow the Superintendent to continue \$3 million of funding, remaining in the integrated formula payments line item at the end of the 2017-19 biennium, to the 2019-21 biennium for the purpose of one-time funding of computer science training for teachers.
- 5 Adds a section to allow the Superintendent to continue \$600,000 of funding, remaining in the integrated formula payments line item at the end of the 2017-19 biennium, to the 2019-21 biennium for the purpose of advanced placement exams, advanced placement teacher training, and the college ready English and mathematics program.
- 6 Amends Section 9 to update transportation rates to reflect additional funding.
- 7 Amends Section 10 related to the total funding available in the program grant pool.
- 8 Amends Section 11 related to passthrough grants to require grantees to receive one-half of the passthrough grant be each year of the biennium and require grantees, as a condition of receiving the grant, to establish performance measures to be reviewed by the Superintendent of Public Instruction. Grantees must report to the Superintendent of Public Instruction regarding performance based on the measures each year of the biennium, with the report for the first year of the biennium required before receiving funding for the second year of the biennium.
- 9 Removes Section 16 related to the transfer of the teacher loan forgiveness program from the State Board of Higher Education to the Superintendent of Public Instruction. This transfer was included in House Bill No. 1429 which is currently in conference committee.
- 10 Amends Section 17 related to the salary of the Superintendent of Public Instruction to provide increases consistent with state employee salary increases.
- 11 Removes Sections 18, 19, and 20 related to the transfer of the early childhood education grant program from the Department of Commerce to the Superintendent of Public Instruction due to the defeat of Senate Bill No. 2250.
- 12 Adds a section to provide for a transportation study during the 2019-20 interim.
- 13 Amends Section 21 to include sections allowing the Superintendent of Public Instruction to use carryover funding for computer science training for teachers (\$3 million) and advanced placement and college readiness programs (\$600,000) as emergency measures.



**STATE SCHOOL AID, OTHER GRANTS, AND DEPARTMENT OF PUBLIC INSTRUCTION ADMINISTRATION  
COMPARISON OF 2017-19 BIENNIUM APPROPRIATION, 2019-21 BIENNIUM BASE BUDGET,  
EXECUTIVE BUDGET AND SENATE APPROPRIATIONS COMMITTEE VERSIONS - SENATE BILL 2013 ONLY**

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	2017-19 Appropriation	2019-21 Executive Budget	2019-21 Senate Version	2019-21 House Version	2019-21 House Version Increase (Decrease) Compared to Senate Version	2019-21 House Version Increase (Decrease) Compared to Executive Budget
<b>State school aid program</b>						
State school aid - Integrated formula payments	\$1,935,204,163 <sup>1</sup>	\$2,050,702,323 <sup>1</sup>	\$2,106,646,054	\$2,098,602,429	(\$8,043,625)	\$47,900,106
Transportation aid payments	55,400,000	55,400,000	55,900,000	56,500,000	600,000	1,100,000
Rapid enrollment grants	6,000,000 <sup>1</sup>			0	0	0
Special education - Contracts	19,300,000 <sup>2</sup>	25,000,000	25,000,000	24,000,000	(1,000,000)	(1,000,000)
<b>Total - State school aid program</b>	<b>\$2,015,904,163</b>	<b>\$2,131,102,323</b>	<b>\$2,187,546,054</b>	<b>\$2,179,102,429</b>	<b>(\$8,443,625)</b>	<b>\$48,000,106</b>
General fund	\$1,409,357,258	\$1,518,557,258	\$1,697,782,054	\$1,689,338,429	(\$8,443,625)	\$170,781,171
Foundation aid stabilization fund	301,000,000 <sup>1</sup>	232,781,065	110,000,000	110,000,000	0	(122,781,065)
State tuition fund	305,546,905	379,764,000	379,764,000	379,764,000	0	0
<b>Total state school aid program</b>	<b>\$2,015,904,163 <sup>2</sup></b>	<b>\$2,131,102,323</b>	<b>\$2,187,546,054</b>	<b>\$2,179,102,429</b>	<b>(\$8,443,625)</b>	<b>\$48,000,106</b>
<b>Other program grants - General fund</b>						
Adult education matching grants	\$3,100,000	\$4,100,000	\$4,400,000	\$4,400,000	\$0	\$300,000
School food services matching grants	1,380,000	1,380,000	1,380,000	1,380,000	0	0
Prekindergarten grants		3,000,000 <sup>3</sup>	1,500,000	0	(1,500,000)	(3,000,000)
Free breakfast program	200,000	200,000	200,000	200,000	0	0
Program grant pool	1,530,000 <sup>4</sup>	1,809,711	2,136,711	1,500,000	(636,711)	(309,711)
Leadership professional development	0	0	0	200,000	200,000	200,000
<b>Total - Other program grants - General fund</b>	<b>\$6,210,000</b>	<b>\$10,489,711</b>	<b>\$9,616,711</b>	<b>\$7,680,000</b>	<b>(\$1,936,711)</b>	<b>(\$2,809,711)</b>
<b>Other grants - Other funds</b>						
Federal grants	\$253,837,705	\$286,837,705	\$286,837,705	\$286,837,705	\$0	\$0
Governor's School program - Student loan trust fund	220,000 <sup>5</sup>			0	0	0
Regional education association merger grants - Foundation aid stabilization fund	100,000 <sup>6</sup>			0	0	0
English language learner grants - Foundation aid stabilization fund	500,000 <sup>7</sup>			0	0	0
Displaced homemaker program	225,000	225,000	225,000	225,000	0	0
<b>Total - Other grants - Other funds</b>	<b>\$254,882,705</b>	<b>\$287,062,705</b>	<b>\$287,062,705</b>	<b>\$287,062,705</b>	<b>\$0</b>	<b>\$0</b>
<b>Total state school aid and other grants - All funds</b>	<b>\$2,276,996,868</b>	<b>\$2,428,654,739</b>	<b>\$2,484,225,470</b>	<b>\$2,473,845,134</b>	<b>(\$10,380,336)</b>	<b>\$45,190,395</b>

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**Agency administration and other passthrough grants**

	2017-19 Appropriation	2019-21 Executive Budget	2019-21 Senate Version	2019-21 House Version	2019-21 House Version Increase (Decrease) Compared to Senate Version	2019-21 House Version Increase (Decrease) Compared to Executive Budget
Administration - General fund	\$11,486,726	\$15,776,386	\$12,395,724	\$14,005,944	\$1,610,220	(\$1,770,442)
Administration - Other funds	36,117,455	37,881,622	37,715,679	38,927,038	1,211,359	1,045,416
<b>Total - Agency administration</b>	<b>\$47,604,181</b>	<b>\$53,658,008<sup>8</sup></b>	<b>\$50,111,403</b>	<b>\$52,932,982</b>	<b>\$2,821,579</b>	<b>(\$725,026)</b>
National writing projects	\$20,000	\$20,000	\$40,000	\$50,000	\$10,000	\$30,000
Rural art outreach project	350,000	328,789	360,000	350,000	(10,000)	21,211
North Central Council for Educational Media Services	238,000	223,576	223,576	238,000	14,424	14,424
Mentoring program	2,050,000	1,925,764	2,125,764	2,125,764	0	200,000
Global Bridges (Atlantik-Brucke) exchange	200,000	0	0	0	0	0
Young entrepreneur education program	30,000	30,000	30,000	0	(30,000)	(30,000)
"We the People" program	10,000	10,000	50,000	50,000	0	40,000
Governor's School program	0	0	20,000	0	(20,000)	0
Cultural heritage grants	0	0	0	50,000	50,000	50,000
PowerSchool	5,500,000	0 <sup>9</sup>	5,500,000	5,500,000	0	5,500,000
Transportation efficiency	30,000	27,000	0	0	0	(27,000)
National board certification	120,000	108,000	108,000	108,000	0	0
<b>Total - Other passthrough grants - General fund</b>	<b>\$8,548,000</b>	<b>\$2,673,129</b>	<b>\$8,457,340</b>	<b>\$8,471,764</b>	<b>\$14,424</b>	<b>\$5,798,635</b>
<b>Total - Agency administration and other passthrough grants - All funds</b>	<b>\$56,152,181</b>	<b>\$56,331,137</b>	<b>\$58,568,743</b>	<b>\$61,404,746</b>	<b>\$2,836,003</b>	<b>\$5,073,609</b>
<b>Total Department of Public Instruction - All funds</b>	<b>\$2,333,149,049</b>	<b>\$2,484,985,876</b>	<b>\$2,542,794,213</b>	<b>\$2,535,249,880</b>	<b>(\$7,544,333)</b>	<b>\$50,264,004</b>
<b>Department of Public Instruction - Funding</b>						
Total - General fund	\$1,435,601,984	\$1,547,496,484	\$1,728,251,829	\$1,719,496,137	(\$8,755,692)	\$171,999,653
Total - Other funds	897,547,065	937,489,392	814,542,384	815,753,743	1,211,359	(121,735,649)
<b>Total Department of Public Instruction - All funds</b>	<b>\$2,333,149,049</b>	<b>\$2,484,985,876</b>	<b>\$2,542,794,213</b>	<b>\$2,535,249,880</b>	<b>(\$7,544,333)</b>	<b>\$50,264,004</b>
FTE positions	91.75	88.75	88.75	88.75	0.00	0.00

**STATE SCHOOL AID, OTHER GRANTS, AND DEPARTMENT OF PUBLIC INSTRUCTION ADMINISTRATION  
COMPARISON OF 2017-19 BIENNIUM APPROPRIATION, 2019-21 BIENNIUM BASE BUDGET,  
EXECUTIVE BUDGET AND SENATE APPROPRIATIONS COMMITTEE VERSIONS - SENATE BILL 2013 ONLY**

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SB 2013

4/5/2019

	2017-19 Appropriation	2019-21 Executive Budget	2019-21 Senate Version	2019-21 House Version	2019-21 House Version Increase (Decrease) Compared to Senate Version	2019-21 House Version Increase (Decrease) Compared to Executive Budget
<b>State school aid program</b>						
State school aid - Integrated formula payments	\$1,935,204,163 <sup>1</sup>	\$2,050,702,323 <sup>1</sup>	\$2,106,646,054	\$2,098,602,429	(\$8,043,625)	\$47,900,106
Transportation aid payments	55,400,000	55,400,000	55,900,000	56,500,000	600,000	1,100,000
Rapid enrollment grants	6,000,000 <sup>1</sup>			0	0	0
Special education - Contracts	19,300,000 <sup>2</sup>	25,000,000	25,000,000	24,000,000	(1,000,000)	(1,000,000)
<b>Total - State school aid program</b>	<b>\$2,015,904,163</b>	<b>\$2,131,102,323</b>	<b>\$2,187,546,054</b>	<b>\$2,179,102,429</b>	<b>(\$8,443,625)</b>	<b>\$48,000,106</b>
General fund	\$1,409,357,258	\$1,518,557,258	\$1,697,782,054	\$1,691,338,429	(\$6,443,625)	\$172,781,171
Foundation aid stabilization fund	301,000,000 <sup>1</sup>	232,781,065	110,000,000	110,000,000	0	(122,781,065)
State tuition fund	305,546,905	379,764,000	379,764,000	377,764,000	(2,000,000)	(2,000,000)
<b>Total state school aid program</b>	<b>\$2,015,904,163 <sup>2</sup></b>	<b>\$2,131,102,323</b>	<b>\$2,187,546,054</b>	<b>\$2,179,102,429</b>	<b>(\$8,443,625)</b>	<b>\$48,000,106</b>
<b>Other program grants - General fund</b>						
Adult education matching grants	\$3,100,000	\$4,100,000	\$4,400,000	\$4,400,000	\$0	\$300,000
School food services matching grants	1,380,000	1,380,000	1,380,000	1,380,000	0	0
Prekindergarten grants		3,000,000 <sup>3</sup>	1,500,000	0	(1,500,000)	(3,000,000)
Free breakfast program	200,000	200,000	200,000	200,000	0	0
Program grant pool	1,530,000 <sup>4</sup>	1,809,711	2,136,711	1,500,000	(636,711)	(309,711)
Leadership professional development	0	0	0	200,000	200,000	200,000
<b>Total - Other program grants - General fund</b>	<b>\$6,210,000</b>	<b>\$10,489,711</b>	<b>\$9,616,711</b>	<b>\$7,680,000</b>	<b>(\$1,936,711)</b>	<b>(\$2,809,711)</b>
<b>Other grants - Other funds</b>						
Federal grants	\$253,837,705	\$286,837,705	\$286,837,705	\$286,837,705	\$0	\$0
Governor's School program - Student loan trust fund	220,000 <sup>5</sup>			0	0	0
Regional education association merger grants - Foundation aid stabilization fund	100,000 <sup>6</sup>			0	0	0
English language learner grants - Foundation aid stabilization fund	500,000 <sup>7</sup>			0	0	0
Displaced homemaker program	225,000	225,000	225,000	225,000	0	0
<b>Total - Other grants - Other funds</b>	<b>\$254,882,705</b>	<b>\$287,062,705</b>	<b>\$287,062,705</b>	<b>\$287,062,705</b>	<b>\$0</b>	<b>\$0</b>
<b>Total state school aid and other grants - All funds</b>	<b>\$2,276,996,868</b>	<b>\$2,428,654,739</b>	<b>\$2,484,225,470</b>	<b>\$2,473,845,134</b>	<b>(\$10,380,336)</b>	<b>\$45,190,395</b>

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**Agency administration and other passthrough grants**

	2017-19 Appropriation	2019-21 Executive Budget	2019-21 Senate Version	2019-21 House Version	2019-21 House Version Increase (Decrease) Compared to Senate Version	2019-21 House Version Increase (Decrease) Compared to Executive Budget
Administration - General fund	\$11,486,726	\$15,776,386	\$12,395,724	\$14,005,944	\$1,610,220	(\$1,770,442)
Administration - Other funds	36,117,455	37,881,622	37,715,679	38,927,038	1,211,359	1,045,416
<b>Total - Agency administration</b>	<b>\$47,604,181</b>	<b>\$53,658,008<sup>8</sup></b>	<b>\$50,111,403</b>	<b>\$52,932,982</b>	<b>\$2,821,579</b>	<b>(\$725,026)</b>
National writing projects	\$20,000	\$20,000	\$40,000	\$50,000	\$10,000	\$30,000
Rural art outreach project	350,000	328,789	360,000	350,000	(10,000)	21,211
North Central Council for Educational Media Services	238,000	223,576	223,576	238,000	14,424	14,424
Mentoring program	2,050,000	1,925,764	2,125,764	2,125,764	0	200,000
Global Bridges (Atlantik-Brucke) exchange	200,000	0	0	0	0	0
Young entrepreneur education program	30,000	30,000	30,000	0	(30,000)	(30,000)
"We the People" program	10,000	10,000	50,000	50,000	0	40,000
Governor's School program	0	0	20,000	0	(20,000)	0
Cultural heritage grants	0	0	0	50,000	50,000	50,000
PowerSchool	5,500,000	0 <sup>9</sup>	5,500,000	5,500,000	0	5,500,000
Transportation efficiency	30,000	27,000	0	0	0	(27,000)
National board certification	120,000	108,000	108,000	108,000	0	0
<b>Total - Other passthrough grants - General fund</b>	<b>\$8,548,000</b>	<b>\$2,673,129</b>	<b>\$8,457,340</b>	<b>\$8,471,764</b>	<b>\$14,424</b>	<b>\$5,798,635</b>
<b>Total - Agency administration and other passthrough grants - All funds</b>	<b>\$56,152,181</b>	<b>\$56,331,137</b>	<b>\$58,568,743</b>	<b>\$61,404,746</b>	<b>\$2,836,003</b>	<b>\$5,073,609</b>
<b>Total Department of Public Instruction - All funds</b>	<b>\$2,333,149,049</b>	<b>\$2,484,985,876</b>	<b>\$2,542,794,213</b>	<b>\$2,535,249,880</b>	<b>(\$7,544,333)</b>	<b>\$50,264,004</b>
<b>Department of Public Instruction - Funding</b>						
Total - General fund	\$1,435,601,984	\$1,547,496,484	\$1,728,251,829	\$1,721,496,137	(\$6,755,692)	\$173,999,653
Total - Other funds	897,547,065	937,489,392	814,542,384	813,753,743	(788,641)	(123,735,649)
<b>Total Department of Public Instruction - All funds</b>	<b>\$2,333,149,049</b>	<b>\$2,484,985,876</b>	<b>\$2,542,794,213</b>	<b>\$2,535,249,880</b>	<b>(\$7,544,333)</b>	<b>\$50,264,004</b>
FTE positions	91.75	88.75	88.75	88.75	0.00	0.00

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Prepared by the Legislative Council staff  
 for House Education and Environment  
 April 5, 2019

**SENATE BILL NO. 2013**  
**LISTING OF PROPOSED CHANGES TO ENGROSSED VERSION**

**Department - Department of Public Instruction**

**Proposed funding changes:**

Description	FTE	General Fund	Special Funds	Total
1 Adjusts funding for state employee compensation package		(\$1,780)	\$11,359	\$9,579
2 Adds funding for operating expenses related to a P-K12 Education Vision Steering		300,000		300,000
3 Adds funding for operating expenses related to an increase in the AdvancED contract.		312,000		312,000
4 Increases funding for operating expenses to correct an error in the department's base budget adjustments		1,000,000		1,000,000
5 Decreases funding for special education grants		(1,000,000)		(1,000,000)
6 Adjusts funding for integrated formula payments pursuant to Senate Bill No. 2265		(8,043,625)		(8,043,625)
7 Adjusts the funding source for integrated formula payments to reduce the contribution from the state tuition fund due less than anticipated revenue from fines being deposited in the fund		2,000,000	(2,000,000)	0
8 Increases funding for transportation grants to provide a total of \$56,500,000		600,000		600,000
9 Reduces funding for the Superintendent's program grant pool to provide a total of \$1,500,000, \$30,000 less than the 2017-19 biennium.		(636,711)		(636,711)
10 Adds funding for a leadership professional development program.		200,000		200,000
11 Removes funding for prekindergarten grants		(1,500,000)		(1,500,000)
12 Increases funding for national writing projects to provide a total of \$50,000		10,000		10,000
13 Decreases funding for the rural art outreach project to provide a total of \$350,000		(10,000)		(10,000)
14 Increases funding for the North Central Council for Educational Media Services to provide a total of \$238,000		14,424		14,424
15 Removes funding for the young entrepreneur education program		(30,000)		(30,000)
16 Removes funding for the Governor's School program		(20,000)		(20,000)
17 Adds funding for cultural heritage and artist in residence grants		50,000		50,000
18 Adds one-time funding from the foundation aid stabilization fund to re-write the state automated reporting system (STARS) application			1,200,000	1,200,000
<b>Total proposed funding changes</b>		<b>(\$6,755,692)</b>	<b>(\$788,641)</b>	<b>(\$7,544,333)</b>



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**Other proposed changes:**

- 1 Amends Section 2 to include one-time funding provided from the foundation aid stabilization fund for the STARS application rewrite.
- 2 Amends Section 3 related to funding provided from the state tuition fund if needed.
- 3 Amends Section 4 related to funding provided from the foundation aid stabilization fund if needed.
- 4 Adds Section 6 to allow the Superintendent to continue \$3 million of funding, remaining in the integrated formula payments line item at the end of the 2017-19 biennium, to the 2019-21 biennium for the purpose of one-time funding of computer science training for teachers.
- 5 Adds Section 7 to allow the Superintendent to continue \$600,000 of funding, remaining in the integrated formula payments line item at the end of the 2017-19 biennium, to the 2019-21 biennium for the purpose of advanced placement exams, advanced placement teacher training, and the college ready English and mathematics program.
- 6 Amends Section 11 to update transportation rates to reflect additional funding.
- 7 Amends Section 12 related to the total funding available in the program grant pool.
- 8 Amends Section 13 related to passthrough grants to require grantees to receive one-half of the passthrough grant be each year of the biennium and require grantees, as a condition of receiving the grant, to establish performance measures to be reviewed by the Superintendent of Public Instruction. Grantees must report to the Superintendent of Public Instruction regarding performance based on the measures each year of the biennium, with the report for the first year of the biennium required before receiving funding for the second year of the biennium.
- 9 Removes section related to the transfer of the teacher loan forgiveness program from the State Board of Higher Education to the Superintendent of Public Instruction. This transfer was included in House Bill No. 1429 which is currently in conference committee.
- 10 Amends Section 18 related to the salary of the Superintendent of Public Instruction to provide increases consistent with state employee salary increases.
- 11 Removes sections related to the transfer of the early childhood education grant program from the Department of Commerce to the Superintendent of Public Instruction due to the defeat of Senate Bill No. 2250.
- 12 Adds Section 19 to provide for a transportation study during the 2019-20 interim.

**Department of Public Instruction - Budget No. 201**  
**Senate Bill No. 2013**  
**Base Level Funding Changes**

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	Senate Version				House Version				House Changes to Senate Version Increase (Decrease) - Senate Version			
	FTE	General Fund	Other Funds	Total	FTE	General Fund	Other Funds	Total	FTE	General Fund	Other	Total
	Position				Positions				Funds			
<b>2019-21 Biennium Base Level</b>	91.75	\$1,435,601,984	\$705,727,065	\$2,141,329,049	91.75	\$1,435,601,984	\$705,727,065	\$2,141,329,049	0.00	\$0	\$0	\$0
<b>2019-21 Ongoing Funding Changes</b>												
Base payroll changes		(\$1,118,179)	\$1,116,589	(\$1,590)		(\$1,118,179)	\$1,116,589	(\$1,590)				\$0
Salary increase		166,771	336,409	503,180		164,991	347,768	512,759		(1,780)	11,359	9,579
Health insurance increase		129,656	285,318	414,974		129,656	285,318	414,974				0
Retirement contribution increase				0				0				0
Removes 4 FTE positions	(4.00)	(583,930)	(103,046)	(686,976)	(4.00)	(583,930)	(103,046)	(686,976)				0
Adds 1 FTE division manager position	1.00	272,692		272,692	1.00	272,692		272,692				0
Transfers the teacher shortage loan forgiveness program from the North Dakota University System		2,103,393		2,103,393		2,103,393		2,103,393				0
Adds funding to transfer the state funded component of the federal Quality Rating and Improvement System from the Department of Human Services				0				0				0
Adds funding for Microsoft Office 365 licensing expenses		16,343	47,145	63,488		16,343	47,145	63,488				0
Reduces operating expenses		(277,748)	(84,191)	(361,939)		(277,748)	(84,191)	(361,939)				0
Adds funding for operating expenses related to a PK-12 Education Vision Steering Committee				0		300,000		300,000		300,000		300,000
Adds Funding for operating expenses related to an increase in the AdvancEd contract				0		312,000		312,000		312,000		312,000
Increases funding for operating expenses to correct an error in the department's base budget				0		1,000,000		1,000,000		1,000,000		1,000,000
Increases funding for cost-to-continue state school aid		53,625,374		53,625,374		53,625,374		53,625,374				0
Adds funding to provide a 2 percent increase in the per pupil payment each year of the biennium		61,962,987		61,962,987		61,962,987		61,962,987				0
Adds funding to provide an additional 1 percent increase in the integrated formula payment in the second year of the biennium		10,797,984		10,797,984		182,061		182,061		(10,615,923)		(10,615,923)

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Adds funding to Increase formula maximum payments 5 percent each year of the biennium	4,331,460		4,331,460		4,331,460		4,331,460		0
Reduces funding for savings related to transitioning school districts from minimum payments	(2,031,496)		(2,031,496)		(2,031,496)		(2,031,496)		0
Reduces funding for savings related to removing new property from the 12 percent limitation on property tax increases			0		0		0		0
Adds funding to transition to on-time funding	36,999,559		36,999,559		17,709,901		17,709,901	(19,289,658)	(19,289,658)
Increases funding for adjustments to the state aid formula that reduce the local revenue deduction to 75 percent for all local revenue types	5,756,023		5,756,023		5,756,023		5,756,023		0
Adjusts funding for integrated formula payments to reset the formula baseline			0		15,106,628		15,106,628	15,106,628	15,106,628
Adds funding to reduce the deduction of in lieu of revenue relative to sinking and interest mill levies			0		12,335,458		12,335,458	12,335,458	12,335,458
Reduces funding for other formula changes			0		(5,580,130)		(5,580,130)	(5,580,130)	(5,580,130)
Adds funding for integrated formula payments to replace one-time funding provided from the foundation aid stabilization fund during the 2017-19 biennium	185,000,000		185,000,000		185,000,000		185,000,000		0
Adjusts the funding source for integrated formula payments to increase funding from the foundation aid stabilization fund			0		0		0		0
Adjusts the funding source for integrated formula payments to increase funding from the state tuition fund/common schools trust fund	(74,217,095)	74,217,095	0		(72,217,095)	72,217,095	0	2,000,000	(2,000,000)
Increases funding for special education contract grants	5,700,000		5,700,000		4,700,000		4,700,000	(1,000,000)	(1,000,000)
Increases funding for transportation grants	500,000		500,000		1,100,000		1,100,000	600,000	600,000
Increases funding for adult education matching grants	1,300,000		1,300,000		1,300,000		1,300,000		0
Transfers prekindergarten grants from Department of Commerce	1,500,000		1,500,000		0		0	(1,500,000)	(1,500,000)
Increases funding for a program grant pool	579,711		579,711		(57,000)		(57,000)	(636,711)	(636,711)
Adds funding for a leadership professional development program			0		200,000		200,000	200,000	200,000
Adjusts funding for general fund passthrough grants	(48,660)		(48,660)		(34,236)		(34,236)	14,424	14,424

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Increases federal funds authority for grants		33,000,000	33,000,000		33,000,000	33,000,000						
Reduces and transfers PowerSchool to the Information Technology Department			0			0					0	
Reduces funding for transportation efficiency and transfers the remaining funding of \$27,000 from the transportation efficiency line item to the program grant pool	(3,000)		(3,000)		(3,000)	(3,000)					0	
Reduces funding for national board certification to provide a total of \$108,000	(12,000)		(12,000)		(12,000)	(12,000)					0	
<b>Total ongoing funding changes</b>	<b>(3.00)</b>	<b>\$292,449,845</b>	<b>\$108,815,319</b>	<b>\$401,265,164</b>	<b>(3.00)</b>	<b>\$285,694,153</b>	<b>\$106,826,678</b>	<b>\$392,520,831</b>	<b>0.00</b>	<b>(\$6,755,692)</b>	<b>(\$1,988,641)</b>	<b>(\$8,744,333)</b>
<b>One-time funding items</b>												
Adds one-time funding for cybersecurity education for teachers				0				0				0
Adds one-time funding to rewrite the state aid formula		\$200,000		\$200,000		200,000		200,000				0
Adds one-time funding to review the state's foreign language standards				0				0				0
Adds funding from the foundation aid stabilizatic				0			1,200,000	1,200,000			1,200,000	1,200,000
<b>Total one-time funding changes</b>	<b>0.00</b>	<b>\$200,000</b>	<b>\$0</b>	<b>\$200,000</b>	<b>0.00</b>	<b>\$200,000</b>	<b>\$1,200,000</b>	<b>\$1,400,000</b>	<b>0.00</b>	<b>\$0</b>	<b>\$1,200,000</b>	<b>\$1,200,000</b>
<b>Total Changes to Base Level Funding</b>	<b>(3.00)</b>	<b>\$292,649,845</b>	<b>\$108,815,319</b>	<b>\$401,465,164</b>	<b>(3.00)</b>	<b>\$285,894,153</b>	<b>\$108,026,678</b>	<b>\$393,920,831</b>	<b>0.00</b>	<b>(\$6,755,692)</b>	<b>(\$788,641)</b>	<b>(\$7,544,333)</b>
<b>2019-21 Total Funding</b>	<b>88.75</b>	<b>\$1,728,251,829</b>	<b>\$814,542,384</b>	<b>\$2,542,794,213</b>	<b>88.75</b>	<b>\$1,721,496,137</b>	<b>\$813,753,743</b>	<b>\$2,535,249,880</b>	<b>0.00</b>	<b>(\$6,755,692)</b>	<b>(\$788,641)</b>	<b>(\$7,544,333)</b>

**Other Sections for Department of Public Instruction - Budget No. 201**

	<u>Senate Version</u>	<u>House Version</u>
Salary of the Superintendent of Public Instruction	Section 17 provides the statutory changes to increase the Superintendent of Public Instruction's salary. The Superintendent's annual salary would increase from the current level of \$120,410 to \$122,818, effective July 1, 2019, and to \$126,503, effective July 1, 2020, to reflect the 2 and 3 percent salary increase.	Section 18 provides the statutory changes to increase the Superintendent of Public Instruction's salary consistent with state employee salary increases.
Tuition apportionment	Section 3 provides that any money available in the state tuition fund in excess of the \$379,764,000 appropriated in Section 1 of the bill is appropriated to DPI for distribution to school districts.	Section 3 provides that any money available in the state tuition fund in excess of the \$377,764,000 appropriated in Section 1 of the bill is appropriated to DPI for distribution to school districts.
Foundation aid stabilization fund transfer	Section 4 identifies \$110,000,000 included in the estimated income line of Section 1 is provided from the foundation aid stabilization fund.	Section 4 identifies \$111,200,000 included in the estimated income line of Section 1 is provided from the foundation aid stabilization fund for integrated formula payments (\$110,000,000) and the state automated reporting system rewrite (1,200,000).

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Other Sections for Department of Public Instruction - Budget No. 201

Senate Version

House Version

Exemption - Funding transfer authorization - Special education contracts - Section 5 allows the Superintendent to transfer \$4 million from the integrated formula payments line item to the grants - special education line item to provide funding for 2017-19 biennium special education contract expenditures in excess of the 2017-19 biennium special education contract appropriation.

Section 5 allows the Superintendent to transfer \$4 million from the integrated formula payments line item to the grants - special education line item to provide funding for 2017-19 biennium special education contract expenditures in excess of the 2017-19 biennium special education contract appropriation.

Exemption - Funding carryover authorization - Computer science training

Section 6 allows the Superintendent to continue \$3 million from the funding remaining in the integrated formula payments line item of the 2017-19 biennium appropriation to the 2019-21 biennium for computer science training for teachers.

Exemption - Funding carryover authorization - Advanced placement and college ready programs

Section 7 allows the Superintendent to continue \$600,000 from the funding remaining in the integrated formula payments line item of the 2017-19 biennium appropriation to the 2019-21 biennium for advanced placement exams, advanced placement teacher training, and the college ready English and mathematics programs.

Payments for 2017-19 biennium educational services - Section 6 provides that DPI may use money appropriated for integrated formula payments and special education contracts for the 2019-21 biennium to pay claims due during the 2017-19 biennium, but not filed with the department until the 2019-21 biennium. Claims related to the 2017-19 biennium must be filed by June 30, 2020.

Section 8 provides that DPI may use money appropriated for integrated formula payments and special education contracts for the 2019-21 biennium to pay claims due during the 2017-19 biennium, but not filed with the department until the 2019-21 biennium. Claims related to the 2017-19 biennium must be filed by June 30, 2020.

Gifted and talented program funding and Medicaid matching grants - Section 8 provides that DPI use \$800,000 of the 2019-21 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. The section also provides 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 DPI to the Department of Human Services on behalf of the school district or unit.

Section 10 provides that DPI use \$800,000 of the 2019-21 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. The section also provides 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 DPI to the Department of Human Services on behalf of the school district or unit.

Transportation grants - Distribution - Section 9 provides guidelines for the distribution of transportation grants.

Section 11 provides guidelines for the distribution of transportation grants.

Regional education association grants - Section 12 provides for the distribution of up to \$500,000 from the integrated formula payments line item for the purpose of providing annual grants to regional education associations during the 2019-21 biennium.

Section 14 provides for the distribution of up to \$500,000 from the integrated formula payments line item for the purpose of providing annual grants to regional education associations during the 2019-21 biennium.



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Other Sections for Department of Public Instruction - Budget No. 201

	Senate Version	House Version
Continuing education grants	Section 10 provides for the distribution of up to \$125,000 from the grants - program 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 12 provides for the distribution of up to \$125,000 from the grants - program 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 13 provides that, notwithstanding Section 54-44.1-15, DPI 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 15 provides that, notwithstanding Section 54-44.1-15, DPI 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.
Grants - Passthrough grants distribution	Section 11 allows the Superintendent to determine the manner in which certain passthrough grants are distributed and to provide for a report.	Section 13 allows the Superintendent to determine the manner in which certain passthrough grants are distributed and to provide for a report.
Teacher loan forgiveness program transfer	Section 16 provides the statutory changes necessary to transfer the administration of the teacher loan forgiveness program from the State Board of Higher Education to the Superintendent of Public Instruction.	This section was removed by the House. The transfer is included in House Bill No. 1429.
Early childhood education	Sections 18, 19, and 20 provide the statutory changes necessary to transfer the early childhood service provider grant program from the Department of Commerce to the Superintendent of Public Instruction.	These sections were removed by the House. The House did not approve transferring the early childhood service provider grant program from the Department of Commerce to the Superintendent of Public Instruction in Senate Bill No. 2250.
Special education grants - Deficiency authorization	Section 7 provides if funds appropriated to the Superintendent of Public Instruction in the grants - special education line item for special education contract grants in the 2019-21 biennium are not sufficient to meet special education contract obligations, the Superintendent must request supplemental funding from the 67th Legislative Assembly.	Section 9 provides if funds appropriated to the Superintendent of Public Instruction in the grants - special education line item for special education contract grants in the 2019-21 biennium are not sufficient to meet special education contract obligations, the Superintendent must request supplemental funding from the 67th Legislative Assembly.
Legislative Management Study - School district transportation		Section 19 provides for a Legislative Management study of school district transportation.
Emergency	Section 21 declares the authorization to transfer funding from the integrated formula payments line item to the grant - special education line item for the 2017-19 biennium is an emergency measure.	Section 20 declares the authorization to transfer funding from the integrated formula payments line item to the grant - special education line item for the 2017-19 biennium is an emergency measure.

**STATE SCHOOL AID, OTHER GRANTS, AND DEPARTMENT OF PUBLIC INSTRUCTION ADMINISTRATION  
COMPARISON OF 2017-19 BIENNIUM APPROPRIATION, 2019-21 BIENNIUM BASE BUDGET,  
EXECUTIVE BUDGET, SENATE AND HOUSE APPROPRIATIONS COMMITTEE VERSIONS - SENATE BILL 2013 ONLY**

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	2017-19 Appropriation	2019-21 Executive Budget	2019-21 Senate Version	2019-21 House Version	2019-21 House Version Increase (Decrease) Compared to Senate Version	2019-21 House Version Increase (Decrease) Compared to Executive Budget
<b>State school aid program</b>						
State school aid - Integrated formula payments	\$1,935,204,163 <sup>1</sup>	\$2,050,702,323 <sup>1</sup>	\$2,106,646,054	\$2,098,602,429	(\$8,043,625)	\$47,900,106
Transportation aid payments	55,400,000	55,400,000	55,900,000	56,500,000	600,000	1,100,000
Rapid enrollment grants	6,000,000 <sup>1</sup>			0	0	0
Special education - Contracts	19,300,000 <sup>2</sup>	25,000,000	25,000,000	24,000,000	(1,000,000)	(1,000,000)
<b>Total - State school aid program</b>	<b>\$2,015,904,163</b>	<b>\$2,131,102,323</b>	<b>\$2,187,546,054</b>	<b>\$2,179,102,429</b>	<b>(\$8,443,625)</b>	<b>\$48,000,106</b>
General fund	\$1,409,357,258	\$1,518,557,258	\$1,697,782,054	\$1,691,338,429	(\$6,443,625)	\$172,781,171
Foundation aid stabilization fund	301,000,000	232,781,065	110,000,000	110,000,000	0	(122,781,065)
State tuition fund	305,546,905	379,764,000	379,764,000	377,764,000	(2,000,000)	(2,000,000)
<b>Total state school aid program</b>	<b>\$2,015,904,163 <sup>2</sup></b>	<b>\$2,131,102,323</b>	<b>\$2,187,546,054</b>	<b>\$2,179,102,429</b>	<b>(\$8,443,625)</b>	<b>\$48,000,106</b>
<b>Other program grants - General fund</b>						
Adult education matching grants	\$3,100,000	\$4,100,000	\$4,400,000	\$4,400,000	\$0	\$300,000
School food services matching grants	1,380,000	1,380,000	1,380,000	1,380,000	0	0
Prekindergarten grants		3,000,000 <sup>3</sup>	1,500,000	0	(1,500,000)	(3,000,000)
Free breakfast program	200,000	200,000	200,000	200,000	0	0
Program grant pool	1,530,000 <sup>4</sup>	1,809,711	2,136,711	1,500,000	(636,711)	(309,711)
Leadership professional development	0	0	0	200,000	200,000	200,000
<b>Total - Other program grants - General fund</b>	<b>\$6,210,000</b>	<b>\$10,489,711</b>	<b>\$9,616,711</b>	<b>\$7,680,000</b>	<b>(\$1,936,711)</b>	<b>(\$2,809,711)</b>
<b>Other grants - Other funds</b>						
Federal grants	\$253,837,705	\$286,837,705	\$286,837,705	\$286,837,705	\$0	\$0
Governor's School program - Student loan trust fund	220,000 <sup>5</sup>			0	0	0
Regional education association merger grants - Foundation aid stabilization fund	100,000 <sup>6</sup>			0	0	0
English language learner grants - Foundation aid stabilization fund	500,000 <sup>7</sup>			0	0	0
Displaced homemaker program	225,000	225,000	225,000	225,000	0	0
<b>Total - Other grants - Other funds</b>	<b>\$254,882,705</b>	<b>\$287,062,705</b>	<b>\$287,062,705</b>	<b>\$287,062,705</b>	<b>\$0</b>	<b>\$0</b>
<b>Total state school aid and other grants - All funds</b>	<b>\$2,276,996,868</b>	<b>\$2,428,654,739</b>	<b>\$2,484,225,470</b>	<b>\$2,473,845,134</b>	<b>(\$10,380,336)</b>	<b>\$45,190,395</b>

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	2017-19 Appropriation	2019-21 Executive Budget	2019-21 Senate Version	2019-21 House Version	2019-21 House Version Increase (Decrease) Compared to Senate Version	2019-21 House Version Increase (Decrease) Compared to Executive Budget
<b>Agency administration and other passthrough grants</b>						
Administration - General fund	\$11,486,726	\$15,776,386	\$12,395,724	\$14,005,944	\$1,610,220	(\$1,770,442)
Administration - Other funds	36,117,455	37,881,622	37,715,679	38,927,038	1,211,359	1,045,416
<b>Total - Agency administration</b>	<b>\$47,604,181</b>	<b>\$53,658,008<sup>8</sup></b>	<b>\$50,111,403</b>	<b>\$52,932,982</b>	<b>\$2,821,579</b>	<b>(\$725,026)</b>
National writing projects	\$20,000	\$20,000	\$40,000	\$50,000	\$10,000	\$30,000
Rural art outreach project	350,000	328,789	360,000	350,000	(10,000)	21,211
North Central Council for Educational Media Services	238,000	223,576	223,576	238,000	14,424	14,424
Mentoring program	2,050,000	1,925,764	2,125,764	2,125,764	0	200,000
Global Bridges (Atlantik-Brucke) exchange	200,000	0	0	0	0	0
Young entrepreneur education program	30,000	30,000	30,000	0	(30,000)	(30,000)
"We the People" program	10,000	10,000	50,000	50,000	0	40,000
Governor's School program	0	0	20,000	0	(20,000)	0
Cultural heritage grants	0	0	0	50,000	50,000	50,000
PowerSchool	5,500,000	0 <sup>9</sup>	5,500,000	5,500,000	0	5,500,000
Transportation efficiency	30,000	27,000	0	0	0	(27,000)
National board certification	120,000	108,000	108,000	108,000	0	0
<b>Total - Other passthrough grants - General fund</b>	<b>\$8,548,000</b>	<b>\$2,673,129</b>	<b>\$8,457,340</b>	<b>\$8,471,764</b>	<b>\$14,424</b>	<b>\$5,798,635</b>
<b>Total - Agency administration and other passthrough grants - All funds</b>	<b>\$56,152,181</b>	<b>\$56,331,137</b>	<b>\$58,568,743</b>	<b>\$61,404,746</b>	<b>\$2,836,003</b>	<b>\$5,073,609</b>
<b>Total Department of Public Instruction - All funds</b>	<b>\$2,333,149,049</b>	<b>\$2,484,985,876</b>	<b>\$2,542,794,213</b>	<b>\$2,535,249,880</b>	<b>(\$7,544,333)</b>	<b>\$50,264,004</b>
<b>Department of Public Instruction - Funding</b>						
Total - General fund	\$1,435,601,984	\$1,547,496,484	\$1,728,251,829	\$1,721,496,137	(\$6,755,692)	\$173,999,653
Total - Other funds	897,547,065	937,489,392	814,542,384	813,753,743	(788,641)	(123,735,649)
<b>Total Department of Public Instruction - All funds</b>	<b>\$2,333,149,049</b>	<b>\$2,484,985,876</b>	<b>\$2,542,794,213</b>	<b>\$2,535,249,880</b>	<b>(\$7,544,333)</b>	<b>\$50,264,004</b>
FTE positions	91.75	88.75	88.75	88.75	0.00	0.00

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STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2013 - Funding Summary

	Base Budget	Senate Version	House Changes	House Version
Department of Public				
Instruction				
Salaries and wages	\$17,439,176	\$17,941,456	\$9,579	\$17,951,035
Operating expenses	30,165,005	32,169,947	1,612,000	33,781,947
Integrated formula payments	1,750,204,163	2,106,646,054	(8,043,625)	2,098,602,429
Grants - Special education contracts	19,300,000	25,000,000	(1,000,000)	24,000,000
Grants - Transportation	55,400,000	55,900,000	600,000	56,500,000
Grants - Other grants	254,062,705	287,062,705		287,062,705
Grants - Program grants	6,210,000	9,616,711	(1,936,711)	7,680,000
Grants - Passthrough grants	2,898,000	2,849,340	14,424	2,863,764
PowerSchool	5,500,000	5,500,000		5,500,000
Transportation efficiency	30,000			
National board certification	120,000	108,000		108,000
State automated reporting system rewrite			1,200,000	1,200,000
Total all funds	\$2,141,329,049	\$2,542,794,213	(\$7,544,333)	\$2,535,249,880
Less estimated income	705,727,065	814,542,384	(788,641)	813,753,743
General fund	\$1,435,601,984	\$1,728,251,829	(\$6,755,692)	\$1,721,496,137
FTE	91.75	88.75	0.00	88.75
State Library				
Salaries and wages	\$4,152,758	\$4,268,192	\$32,143	\$4,300,335
Operating expenses	1,604,075	1,621,917		1,621,917
Grants	2,109,028	2,233,528		2,233,528
Total all funds	\$7,865,861	\$8,123,637	\$32,143	\$8,155,780
Less estimated income	2,247,560	2,367,446	6,915	2,374,361
General fund	\$5,618,301	\$5,756,191	\$25,228	\$5,781,419
FTE	28.75	27.75	0.00	27.75
School for the Deaf				
Salaries and wages	\$7,588,749	\$8,020,847	\$34,097	\$8,054,944
Operating expenses	2,026,543	1,705,586		1,705,586
Capital assets	158,678	428,678		428,678
Grants	180,000	40,000		40,000
Total all funds	\$9,953,970	\$10,195,111	\$34,097	\$10,229,208
Less estimated income	2,465,444	2,697,196	3,162	2,700,358
General fund	\$7,488,526	\$7,497,915	\$30,935	\$7,528,850
FTE	45.61	44.61	0.00	44.61
Vision Services - School for the Blind				
Salaries and wages	\$4,660,995	\$4,914,756	\$20,535	\$4,935,291
Operating expenses	773,206	815,821		815,821
Capital assets	39,192	299,692		299,692
Total all funds	\$5,473,393	\$6,030,269	\$20,535	\$6,050,804
Less estimated income	1,079,247	1,330,993	1,822	1,332,815
General fund	\$4,394,146	\$4,699,276	\$18,713	\$4,717,989
FTE	28.50	27.90	0.00	27.90
Bill total				
Total all funds	\$2,164,622,273	\$2,567,143,230	(\$7,457,558)	\$2,559,685,672
Less estimated income	711,519,316	820,938,019	(776,742)	820,161,277
General fund	\$1,453,102,957	\$1,746,205,211	(\$6,680,816)	\$1,739,524,395

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FTE 194.61 189.01 0.00 189.01

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

	Base Budget	Senate Changes	Senate Version
Salaries and wages	\$17,439,176	\$502,280	\$17,941,456
Operating expenses	30,165,005	2,004,942	32,169,947
Integrated formula payments	1,750,204,163	356,441,891	2,106,646,054
Grants - Special education contracts	19,300,000	5,700,000	25,000,000
Grants - Transportation	55,400,000	500,000	55,900,000
Grants - Other grants	254,062,705	33,000,000	287,062,705
Grants - Program grants	6,210,000	3,406,711	9,616,711
Grants - Passthrough grants	2,898,000	(48,660)	2,849,340
PowerSchool	5,500,000		5,500,000
Transportation efficiency	30,000	(30,000)	
National board certification	120,000	(12,000)	108,000
<b>Total all funds</b>	<b>\$2,141,329,049</b>	<b>\$401,465,164</b>	<b>\$2,542,794,213</b>
Less estimated income	705,727,065	108,815,319	814,542,384
General fund	\$1,435,601,984	\$292,649,845	\$1,728,251,829
FTE	91.75	(3.00)	88.75

**Department 201 - Department of Public Instruction - Detail of Senate Changes**

	Adjusts Funding for Base Payroll Changes <sup>1</sup>	Adds Funding for Salary and Benefit Increases <sup>2</sup>	Removes 4 FTE Positions <sup>3</sup>	Adds 1 FTE Division Manager Position <sup>4</sup>	Transfers the Teacher Shortage Loan Forgiveness Program from the NDUS <sup>5</sup>	Adds Funding for Microsoft Office 365 Licensing <sup>6</sup>
Salaries and wages	(\$1,590)	\$918,154	(\$686,976)	\$272,692		
Operating expenses					\$2,103,393	\$63,488
Integrated formula payments						
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants						
Grants - Program grants						
Grants - Passthrough grants						
PowerSchool						
Transportation efficiency						
National board certification						
State automated reporting system rewrite						
<b>Total all funds</b>	<b>(\$1,590)</b>	<b>\$918,154</b>	<b>(\$686,976)</b>	<b>\$272,692</b>	<b>\$2,103,393</b>	<b>\$63,488</b>
Less estimated income	1,116,589	621,727	(103,046)	0	0	47,145
General fund	(\$1,118,179)	\$296,427	(\$583,930)	\$272,692	\$2,103,393	\$16,343
FTE	0.00	0.00	(4.00)	1.00	0.00	0.00



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	Decreases Funding for Operating Expenses <sup>7</sup>	Adjusts Funding for Integrated Formula Payments <sup>8</sup>	Increases Funding for Special Education Grants <sup>9</sup>	Increases Funding for Transportation Grants <sup>10</sup>	Increases Funding for Adult Education Matching Grants <sup>11</sup>	Transfers Funding for Early Childhood Education Grants <sup>12</sup>
Salaries and wages						
Operating expenses	(\$361,939)					
Integrated formula payments		\$356,441,891				
Grants - Special education contracts			\$5,700,000			
Grants - Transportation				\$500,000		
Grants - Other grants						
Grants - Program grants					\$1,300,000	\$1,500,000
Grants - Passthrough grants PowerSchool						
Transportation efficiency National board certification State automated reporting system rewrite						
<b>Total all funds</b>	<b>(\$361,939)</b>	<b>\$356,441,891</b>	<b>\$5,700,000</b>	<b>\$500,000</b>	<b>\$1,300,000</b>	<b>\$1,500,000</b>
Less estimated income	(84,191)	74,217,095	0	0	0	0
General fund	(\$277,748)	\$282,224,796	\$5,700,000	\$500,000	\$1,300,000	\$1,500,000
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Increases Funding for the Program Grant Pool <sup>13</sup>	Adjusts Funding for Passthrough Grants <sup>14</sup>	Increases Federal Funds Authority for Grants <sup>15</sup>	Decreases Funding for National Board Certification <sup>16</sup>	Adds One- Time Funding to Rewrite the State School Aid Formula <sup>17</sup>	Total Senate Changes
Salaries and wages						\$502,280
Operating expenses					\$200,000	2,004,942
Integrated formula payments						356,441,891
Grants - Special education contracts						5,700,000
Grants - Transportation						500,000
Grants - Other grants			\$33,000,000			33,000,000
Grants - Program grants	\$606,711					3,406,711
Grants - Passthrough grants PowerSchool		(\$48,660)				(48,660)
Transportation efficiency National board certification State automated reporting system rewrite	(30,000)			(\$12,000)		(30,000) (12,000)
<b>Total all funds</b>	<b>\$576,711</b>	<b>(\$48,660)</b>	<b>\$33,000,000</b>	<b>(\$12,000)</b>	<b>\$200,000</b>	<b>\$401,465,164</b>
Less estimated income	0	0	33,000,000	0	0	108,815,319
General fund	\$576,711	(\$48,660)	\$0	(\$12,000)	\$200,000	\$292,649,845
FTE	0.00	0.00	0.00	0.00	0.00	(3.00)

<sup>1</sup> Funding is adjusted for base payroll changes.

<sup>2</sup> The following funding is added for 2019-21 biennium salary adjustments of 2 percent on July 1, 2019, and 3 percent on July 1, 2020, and increases in health insurance premiums from \$1,241 to \$1,427 per month:

	General Fund	Other Funds	Total
Salary increase	\$166,771	\$336,409	\$503,180
Health insurance increase	129,656	285,318	414,974
Total	\$296,427	\$621,727	\$918,154

<sup>3</sup> Four FTE positions, including 1 assistant superintendent position, 1 computer network specialist position, 1 education program administrator position, and 1 administrative assistant III position are removed.

<sup>4</sup> One FTE division manager position is added.

<sup>5</sup> The teacher shortage loan forgiveness program and related funding is transferred from the North Dakota University System to the Superintendent of Public Instruction.

<sup>6</sup> Funding is added for Microsoft Office 365 license expenses.

<sup>7</sup> Funding for operating expenses is reduced.

<sup>8</sup> Funding for integrated formula payments is adjusted as follows:

	General Fund	Foundation Aid Stabilization Fund	State Tuition Fund	Total
Base budget - Integrated formula payments	\$1,334,657,258	\$110,000,000	\$305,546,905	\$1,750,204,163
Adds funding for integrated formula payments to replace one-time funding provided from the foundation aid stabilization fund during the 2017-19 biennium	185,000,000			185,000,000
Increases funds available from the state tuition fund	(74,217,095)		74,217,095	
Adds funding for cost-to-continue integrated formula payments	53,625,374			53,625,374
Adds funding to provide a 2 percent increase in the per pupil payment in the 1st year of the biennium and a 3 percent increase in the per pupil payment in the 2nd year of the biennium	72,760,971			72,760,971
Adds funding to increase formula maximum payments by 5 percent each year of the biennium	4,331,460			4,331,460
Reduces funding for savings related to transitioning school districts from minimum payments	(2,031,496)			(2,031,496)
Adds funding to transition the formula to on-time funding	36,999,559			36,999,559
Increases funding for adjustments to the state aid formula that reduce the local revenue deduction to 75 percent for all local revenue types	5,756,023			5,756,023
Total - Integrated formula payments	\$1,616,882,054	\$110,000,000	\$379,764,000	\$2,106,646,054

<sup>9</sup> Funding is increased for special education contract grants to provide a total of \$25 million from the general fund.

<sup>10</sup> Funding for transportation grants is increased to provide a total of \$55.9 million from the general fund and the section related to the distribution of transportation grants is amended to adjust reimbursement rates.

<sup>11</sup> Funding is increased for adult education matching grants to provide a total of \$4.4 million from the general fund.

<sup>12</sup> The early childhood education provider grant program, including \$1.5 million of general fund authority, is transferred from the Department of Commerce to the Superintendent of Public Instruction.

<sup>13</sup> Funding in the transportation efficiency line item is reduced by \$3,000 and the remaining funding of \$27,000 is transferred from the transportation efficiency line item to the program grant pool. In addition, funding for the program grant pool is increased by \$579,711, to provide a total of \$2,136,711 from the general fund for the following programs:

- Leveraging the senior year;
- Leadership program;
- Continuing education grants;
- Preschool continuing education grants;
- Curriculum alignment grants;
- Teacher and principal evaluation system grants;
- Family engagement initiatives; and
- Transportation efficiency.

<sup>14</sup> Funding for passthrough grants is adjusted as follows:

	General Fund Increase (Decrease)	Total General Fund
Rural art outreach projects	\$10,000	\$360,000
North Central Council for Education Media Services	(14,424)	223,576
Mentoring program	75,764	2,125,764
Global Bridges (Atlantik-Brucke) exchange	(200,000)	0
North Dakota Young Entrepreneur education program	0	30,000
"We the People" program	40,000	50,000
National writing projects	20,000	40,000
Governor's School program	20,000	20,000
<b>Total</b>	<b>(\$48,660)</b>	<b>\$2,849,340</b>

<sup>15</sup> Federal funds authority for grants is increased.

<sup>16</sup> Funding for national board certification is reduced to provide a total of \$108,000 from the general fund.

<sup>17</sup> One-time funding is added to rewrite the state school aid formula.

This amendment also:

- \* Adds a section to allow the Superintendent of Public Instruction to transfer up to \$4 million from the integrated formula payments line item to the grants - special education line item to provide funding for 2017-19 biennium special education contract expenditures in excess of the 2017-19 biennium special education contract appropriation.
- \* Adds a section to provide if funds appropriated to the Superintendent of Public Instruction in the grants - special education line item for special education contract grants in the 2019-21 biennium are not sufficient to meet special education contract obligations, the Superintendent must request supplemental funding from the 67th Legislative Assembly.
- \* Adds a section to provide the statutory changes necessary to transfer the administration of the teacher loan forgiveness program from the State Board of Higher Education to the Superintendent of Public Instruction.
- \* Adds a section to provide the statutory changes to increase the Superintendent of Public Instruction's salary. The Superintendent's annual salary would increase from the current level of \$120,410 to \$122,818, effective July 1, 2019, and to \$126,503, effective July 1, 2020, to reflect the 2 and 3 percent salary increase.
- \* Adds sections to provide the statutory changes necessary to transfer the early childhood service provider grant program from the Department of Commerce to the Superintendent of Public Instruction.
- \* Adds a section to declare the authorization to transfer funding from the integrated formula payments line item to the grant - special education line item for the 2017-19 biennium an emergency.

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

	Base Budget	Senate Version	House Changes	House Version
Salaries and wages	\$17,439,176	\$17,941,456	\$9,579	\$17,951,035
Operating expenses	30,165,005	32,169,947	1,612,000	33,781,947
Integrated formula payments	1,750,204,163	2,106,646,054	(8,043,625)	2,098,602,429
Grants - Special education contracts	19,300,000	25,000,000	(1,000,000)	24,000,000
Grants - Transportation	55,400,000	55,900,000	600,000	56,500,000
Grants - Other grants	254,062,705	287,062,705		287,062,705
Grants - Program grants	6,210,000	9,616,711	(1,936,711)	7,680,000
Grants - Passthrough grants	2,898,000	2,849,340	14,424	2,863,764
PowerSchool	5,500,000	5,500,000		5,500,000
Transportation efficiency	30,000			
National board certification	120,000	108,000		108,000
State automated reporting system rewrite			1,200,000	1,200,000
<b>Total all funds</b>	<b>\$2,141,329,049</b>	<b>\$2,542,794,213</b>	<b>(\$7,544,333)</b>	<b>\$2,535,249,880</b>
Less estimated income	705,727,065	814,542,384	(788,641)	813,753,743
General fund	\$1,435,601,984	\$1,728,251,829	(\$6,755,692)	\$1,721,496,137
<b>FTE</b>	<b>91.75</b>	<b>88.75</b>	<b>0.00</b>	<b>88.75</b>

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Department 201 - Department of Public Instruction - Detail of House Changes

	Adjusts Funding for Salary Increases <sup>1</sup>	Adds Funding for a Pre K-12 Education Vision Steering Committee <sup>2</sup>	Adds Funding for AdvancEd Contract <sup>3</sup>	Increases Funding for Operating Expenses <sup>4</sup>	Reduces Funding for Special Education Contracts <sup>5</sup>	Adjusts Funding for Integrated Formula Payments <sup>6</sup>
Salaries and wages	\$9,579					
Operating expenses		\$300,000	\$312,000	\$1,000,000		
Integrated formula payments						(\$8,043,625)
Grants - Special education contracts					(\$1,000,000)	
Grants - Transportation						
Grants - Other grants						
Grants - Program grants						
Grants - Passthrough grants						
PowerSchool						
Transportation efficiency						
National board certification						
State automated reporting system rewrite						
<b>Total all funds</b>	<b>\$9,579</b>	<b>\$300,000</b>	<b>\$312,000</b>	<b>\$1,000,000</b>	<b>(\$1,000,000)</b>	<b>(\$8,043,625)</b>
Less estimated income	11,359	0	0	0	0	0
General fund	(\$1,780)	\$300,000	\$312,000	\$1,000,000	(\$1,000,000)	(\$8,043,625)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adjusts the Funding Source for Integrated Formula Payments <sup>7</sup>	Increases Funding for Transportation Grants <sup>8</sup>	Reduces Funding for the Superintendent's Program Grant Pool <sup>9</sup>	Adds Funding for a Leadership Professional Development Program <sup>10</sup>	Removes Funding for Early Childhood Education Grants <sup>11</sup>	Adjusts Funding for Passthrough Grants <sup>12</sup>
Salaries and wages						
Operating expenses						
Integrated formula payments						
Grants - Special education contracts						
Grants - Transportation		\$600,000				
Grants - Other grants						
Grants - Program grants			(\$636,711)	\$200,000	(\$1,500,000)	
Grants - Passthrough grants						\$14,424
PowerSchool						
Transportation efficiency						
National board certification						
State automated reporting system rewrite						
<b>Total all funds</b>	<b>\$0</b>	<b>\$600,000</b>	<b>(\$636,711)</b>	<b>\$200,000</b>	<b>(\$1,500,000)</b>	<b>\$14,424</b>
Less estimated income	(2,000,000)	0	0	0	0	0
General fund	\$2,000,000	\$600,000	(\$636,711)	\$200,000	(\$1,500,000)	\$14,424
FTE	0.00	0.00	0.00	0.00	0.00	0.00

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	Adds One-time Funding for the State Automated Reporting System Rewrite <sup>13</sup>	Total House Changes
Salaries and wages		\$9,579
Operating expenses		1,612,000
Integrated formula payments		(8,043,625)
Grants - Special education contracts		(1,000,000)
Grants - Transportation		600,000
Grants - Other grants		
Grants - Program grants		(1,936,711)
Grants - Passthrough grants		14,424
PowerSchool		
Transportation efficiency		
National board certification		
State automated reporting system rewrite	\$1,200,000	1,200,000
<b>Total all funds</b>	<b>\$1,200,000</b>	<b>(\$7,544,333)</b>
Less estimated income	1,200,000	(788,641)
General fund	\$0	(\$6,755,692)
FTE	0.00	0.00

<sup>1</sup> Funding is adjusted to provide for employee salary increases of 2 percent on July 1, 2019, with a minimum monthly increase of \$120 and a maximum monthly increase of \$200, and an increase of 2.5 percent on July 1, 2020. The Senate provided funding for salary increases of 2 percent on July 1, 2019, and 3 percent on July 1, 2020.

<sup>2</sup> Funding is added for a Pre K-12 Education Vision Steering Committee to support the facilitation of stakeholder groups to continue developing education initiatives.

<sup>3</sup> Funding is added for an increase in the continuous improvement for schools contract with AdvancEd.

<sup>4</sup> Funding for operating expenses is increased to correct an error in the department's budget request relating to its base budget adjustments.

<sup>5</sup> Funding for special education contract grants is reduced to provide a total of \$24 million from the general fund, \$4.7 million more than the 2017-19 biennium. The Senate provided \$25 million from the general fund for special education contract grants.

<sup>6</sup> Funding for integrated formula payments is reduced for the following changes to the state school aid formula in Senate Bill No. 2265:

	General Fund
Reduces funding to provide a 2 percent increase in the <b>integrated formula payment rate</b> each year of the biennium. The Senate provided a 2 percent increase in the 1st year and 3 percent increase in the 2nd year.	(\$10,615,923)
Increases funding for a state school aid <b>formula baseline reset</b> .	15,106,628
Adds funding to reduce the deduction of in lieu of revenue relative to <b>sinking and interest mill levies</b> .	12,335,458
Reduces funding provided to transition to <b>on-time funding</b> . The House provided a .50 weighted student unit. The Senate provided 1.0 weighted student unit.	(19,289,658)
Reduces funding for changes to <b>funding for new students</b> in certain school districts.	(7,683,575)
Reduces funding due to an increase in the contribution from property tax related to the <b>phase in of a 60 mill contribution</b> for all schools districts.	(2,032,062)
Increases funding for other changes to the formula, including <b>tuition deductions and adjustment to formula minimums</b> .	4,135,507
<b>Total integrated formula payment reduction</b>	<b>(\$8,043,625)</b>

<sup>7</sup> Increases funding from the general fund and decreases funding from the state tuition fund to provide a total of \$377,764,000 from the state tuition fund for state school aid. Funding from the state tuition fund is reduced due to lower than estimated fines being deposited in the fund.



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<sup>8</sup> Funding for transportation grants is increased to provide a total of \$56.5 million from the general fund. This increase of \$1.1 million from the prior biennium will allow reimbursement rates to remain the same as the 2017-19 biennium. The Senate provided \$55.9 million from the general fund for transportation grants.

<sup>9</sup> Funding for the program grant pool is reduced by \$636,711, to provide a total of \$1.5 million from the general fund for the following programs:

- Leveraging the senior year;
- Leadership program;
- Continuing education grants;
- Preschool continuing education grants;
- Curriculum alignment grants;
- Teacher and principal evaluation system grants;
- Family engagement initiatives; and
- Transportation efficiency.

<sup>10</sup> Funding is added to implement a leadership professional development program.

<sup>11</sup> Funding is removed for early childhood education grants transferred to the Superintendent of Public Instruction from the Department of Commerce. The House did not approve transferring the early childhood service provider grant program from the Department of Commerce to the Superintendent of Public Instruction in Senate Bill No. 2250.

<sup>12</sup> Funding for passthrough grants is adjusted as follows:

	<b>General Fund Increase (Decrease)</b>	<b>Total General Fund</b>
Rural art outreach projects	(\$10,000)	\$350,000
North Central Council for Education Media Services	14,424	238,000
Mentoring program	0	2,125,764
North Dakota Young Entrepreneur education program	(30,000)	0
"We the People" program	0	50,000
National writing projects	10,000	50,000
Governor's School program	(20,000)	0
Cultural heritage and artist in residence grants	50,000	50,000
<b>Total</b>	<b>\$14,424</b>	<b>\$2,863,764.00</b>

<sup>13</sup> One-time funding is added from the foundation aid stabilization fund to rewrite the state automated reporting system (STARS) application.

This amendment also:

- Amends the section related to funding provided from the state tuition fund to reduce the funding made available from the fund to \$377,764,000;
- Amends the section related to funding provided from the foundation aid stabilization fund to increase the funding made available from the fund to \$111.2 million;
- Adds a section to allow the department to continue \$3 million of funding, remaining in the integrated formula payments line item at the end of the 2017-19 biennium, to the 2019-21 biennium for the purpose of one-time funding of computer science training for teachers;
- Adds a section to allow the department to continue \$600,000 of funding, remaining in the integrated formula payments line item at the end of the 2017-19 biennium, to the 2019-21 biennium for the purpose of advanced placement examinations, advanced placement teacher training, and the college ready English and mathematics program;
- Amends the section related to the distribution of transportation grants to update transportation rates to reflect additional funding;
- Amends the section related to the program grant pool to adjust the total provided;
- Amends the section related to passthrough grants to require grantees to receive one-half of the passthrough grant each year of the biennium and require grantees, as a condition of receiving the grant, to establish performance measures to be reviewed by the Superintendent of Public Instruction. Grantees must report to the Superintendent of Public Instruction regarding performance based on the measures each year of the biennium, with the report for the 1st year of the biennium required before receiving funding for the 2nd year of the biennium;
- Removes the section amending North Dakota Century Code Section 15-10-38 to transfer the teacher loan forgiveness program from the State Board of Higher Education to the Superintendent of Public Instruction. This transfer was included in House Bill No. 1429;

- Amends the section related to the salary of the Superintendent of Public Instruction to provide increases consistent with state employee salary increases;
- Removes the sections amending Sections 15.1-37-05, 15.1-37-06, and 15.1-37-08 to transfer the early childhood education grant program from the Department of Commerce to the Superintendent of Public Instruction due to the defeat of Senate Bill No. 2250 by the House; and
- Adds a section to provide for a study of school district transportation during the 2019-20 interim.

**Senate Bill No. 2013 - State Library - Senate Action**

	Base Budget	Senate Changes	Senate Version
Salaries and wages	\$4,152,758	\$115,434	\$4,268,192
Operating expenses	1,604,075	17,842	1,621,917
Grants	2,109,028	124,500	2,233,528
Total all funds	\$7,865,861	\$257,776	\$8,123,637
Less estimated income	2,247,560	119,886	2,367,446
General fund	\$5,618,301	\$137,890	\$5,756,191
FTE	28.75	(1.00)	27.75

**Department 250 - State Library - Detail of Senate Changes**

	Adjusts Funding for Base Payroll Changes <sup>1</sup>	Adds Funding for Salary and Benefit Increases <sup>2</sup>	Removes 2 FTE Library Associate I Positions <sup>3</sup>	Adds 1 FTE Librarian III Position <sup>4</sup>	Decreases Funding for Operating Expenses <sup>5</sup>	Adds Funding for Microsoft Office 365 Licensing <sup>6</sup>
Salaries and wages	(\$28,695)	\$243,766	(\$280,915)	\$181,278		
Operating expenses					(\$4,773)	\$22,615
Grants						
Total all funds	(\$28,695)	\$243,766	(\$280,915)	\$181,278	(\$4,773)	\$22,615
Less estimated income	(58,654)	28,854	0	0	25,186	0
General fund	\$29,959	\$214,912	(\$280,915)	\$181,278	(\$29,959)	\$22,615
FTE	0.00	0.00	(2.00)	1.00	0.00	0.00

	Adds Funding for a Youth Coding Skills Grant <sup>7</sup>	Total Senate Changes
Salaries and wages		\$115,434
Operating expenses		17,842
Grants	\$124,500	124,500
Total all funds	\$124,500	\$257,776
Less estimated income	124,500	119,886
General fund	\$0	\$137,890
FTE	0.00	(1.00)

<sup>1</sup> Funding is adjusted for base payroll changes.

<sup>2</sup> The following funding is added for 2019-21 biennium salary adjustments of 2 percent on July 1, 2019, and 3 percent on July 1, 2020, and increases in health insurance premiums from \$1,241 to \$1,427 per month:

	General Fund	Other Funds	Total
Salary increase	\$98,898	\$11,006	\$109,904
Health insurance increase	116,014	17,848	133,862
Total	\$214,912	\$28,854	\$243,766

<sup>3</sup> Two FTE library associate I positions are removed.

<sup>4</sup> One FTE librarian III position is added.

<sup>5</sup> Funding for operating expenses is adjusted.

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<sup>6</sup> Funding is added for Microsoft Office 365 license expenses.

<sup>7</sup> Federal funding authority is added for a youth coding skills grant.

**Senate Bill No. 2013 - State Library - House Action**

	Base Budget	Senate Version	House Changes	House Version
Salaries and wages	\$4,152,758	\$4,268,192	\$32,143	\$4,300,335
Operating expenses	1,604,075	1,621,917		1,621,917
Grants	2,109,028	2,233,528		2,233,528
Total all funds	\$7,865,861	\$8,123,637	\$32,143	\$8,155,780
Less estimated income	2,247,560	2,367,446	6,915	2,374,361
General fund	\$5,618,301	\$5,756,191	\$25,228	\$5,781,419
FTE	28.75	27.75	0.00	27.75

**Department 250 - State Library - Detail of House Changes**

	Adjusts Funding for Salary Increases <sup>1</sup>	Total House Changes
Salaries and wages	\$32,143	\$32,143
Operating expenses		
Grants		
Total all funds	\$32,143	\$32,143
Less estimated income	6,915	6,915
General fund	\$25,228	\$25,228
FTE	0.00	0.00

<sup>1</sup> Funding is adjusted to provide for employee salary increases of 2 percent on July 1, 2019, with a minimum monthly increase of \$120 and a maximum monthly increase of \$200, and an increase of 2.5 percent on July 1, 2020. The Senate provided funding for salary increases of 2 percent on July 1, 2019, and 3 percent on July 1, 2020.

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

	Base Budget	Senate Changes	Senate Version
Salaries and wages	\$7,588,749	\$432,098	\$8,020,847
Operating expenses	2,026,543	(320,957)	1,705,586
Capital assets	158,678	270,000	428,678
Grants	180,000	(140,000)	40,000
Total all funds	\$9,953,970	\$241,141	\$10,195,111
Less estimated income	2,465,444	231,752	2,697,196
General fund	\$7,488,526	\$9,389	\$7,497,915
FTE	45.61	(1.00)	44.61

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Department 252 - School for the Deaf - Detail of Senate Changes

	Adjusts Funding for Base Payroll Changes <sup>1</sup>	Adds Funding for Salary and Benefit Increases <sup>2</sup>	Removes Undesignated Positions <sup>3</sup>	Adds Adult Services Position <sup>4</sup>	Restores an Undesignated Position and Increases Funding for Salaries and Wages <sup>5</sup>	Increases Funding for Temporary Salaries <sup>6</sup>
Salaries and wages	(\$222,852)	\$440,955	(\$317,654)	\$159,996	\$200,000	\$27,500
Operating expenses						
Capital assets						
Grants						
<b>Total all funds</b>	<b>(\$222,852)</b>	<b>\$440,955</b>	<b>(\$317,654)</b>	<b>\$159,996</b>	<b>\$200,000</b>	<b>\$27,500</b>
Less estimated income	70,593	24,620	0	159,996	0	27,500
<b>General fund</b>	<b>(\$293,445)</b>	<b>\$416,335</b>	<b>(\$317,654)</b>	<b>\$0</b>	<b>\$200,000</b>	<b>\$0</b>
FTE	(1.00)	0.00	(2.00)	1.00	1.00	0.00

	Increases Funding for Teacher Salaries <sup>7</sup>	Adds Funding for Interactive Information Technology Equipment <sup>8</sup>	Increases Funding for Meals <sup>9</sup>	Increases Funding for Audiology and Speech Contract Costs <sup>10</sup>	Decreases Funding for Operating Expenses <sup>11</sup>	Decreases Funding for Interpreter Grants <sup>12</sup>
Salaries and wages	\$144,153					
Operating expenses		\$15,000	\$10,000	\$20,000	(\$365,957)	
Capital assets						
Grants						(\$140,000)
<b>Total all funds</b>	<b>\$144,153</b>	<b>\$15,000</b>	<b>\$10,000</b>	<b>\$20,000</b>	<b>(\$365,957)</b>	<b>(\$140,000)</b>
Less estimated income	0	15,000	10,000	20,000	(365,957)	0
<b>General fund</b>	<b>\$144,153</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>(\$140,000)</b>
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds One-Time Funding for a Dishwashing Unit <sup>13</sup>	Adds One-Time Funding for Extraordinary Repairs <sup>14</sup>	Total Senate Changes
Salaries and wages			\$432,098
Operating expenses			(320,957)
Capital assets	\$20,000	\$250,000	270,000
Grants			(140,000)
<b>Total all funds</b>	<b>\$20,000</b>	<b>\$250,000</b>	<b>\$241,141</b>
Less estimated income	20,000	250,000	231,752
<b>General fund</b>	<b>\$0</b>	<b>\$0</b>	<b>\$9,389</b>
FTE	0.00	0.00	(1.00)

<sup>1</sup> One FTE position is removed and funding is adjusted for base payroll changes.

<sup>2</sup> The following funding is added for 2019-21 biennium salary adjustments of 2 percent on July 1, 2019, and 3 percent on July 1, 2020, and increases in health insurance premiums from \$1,241 to \$1,427 per month:

	General Fund	Other Funds	Total
Salary increase	\$194,480	\$9,985	\$204,465
Health insurance increase	221,855	14,635	236,490
<b>Total</b>	<b>\$416,335</b>	<b>\$24,620</b>	<b>\$440,955</b>

<sup>3</sup> Two FTE undesignated positions are removed.

<sup>4</sup> One FTE adult services position is added.

- <sup>5</sup> One FTE undesignated position is restored and funding is increased for salaries and wages.
- <sup>6</sup> Funding for temporary salaries is increased.
- <sup>7</sup> Funding for teacher salaries is increased.
- <sup>8</sup> Funding is added for interactive information technology equipment.
- <sup>9</sup> Funding for meals is increased.
- <sup>10</sup> Funding for audiology and speech contract costs is increased.
- <sup>11</sup> Funding for operating expenses is reduced.
- <sup>12</sup> Funding for interpreter grants to state colleges and universities is reduced to provide a total of \$40,000 from the general fund. A section is added to provide that the \$40,000 from the general fund is for a 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 2019-21 biennium. This funding 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 1st year of the biennium. If any grant funding remains undistributed at the end of the biennium, the School for the Deaf may provide additional prorated grants to institutions that during the biennium incurred hourly expenses in excess of the formula reimbursement level. The Legislative Assembly has allowed the School for the Deaf to continue unused funding provided for interpreter grants in previous bienniums, resulting in \$209,115 of total carryover funding for a total of \$389,115 for interpreter grants during the 2017-19 biennium.
- <sup>13</sup> One-time funding for a dishwashing unit is added.
- <sup>14</sup> One-time funding is added for extraordinary repairs to the Smith Building related to the master facility plan.

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

	Base Budget	Senate Version	House Changes	House Version
Salaries and wages	\$7,588,749	\$8,020,847	\$34,097	\$8,054,944
Operating expenses	2,026,543	1,705,586		1,705,586
Capital assets	158,678	428,678		428,678
Grants	180,000	40,000		40,000
Total all funds	\$9,953,970	\$10,195,111	\$34,097	\$10,229,208
Less estimated income	2,465,444	2,697,196	3,162	2,700,358
General fund	\$7,488,526	\$7,497,915	\$30,935	\$7,528,850
FTE	45.61	44.61	0.00	44.61

**Department 252 - School for the Deaf - Detail of House Changes**

	Adjusts Funding for Salary Increases <sup>1</sup>	Total House Changes
Salaries and wages	\$34,097	\$34,097
Operating expenses		
Capital assets		
Grants		
Total all funds	\$34,097	\$34,097
Less estimated income	3,162	3,162
General fund	\$30,935	\$30,935
FTE	0.00	0.00

<sup>1</sup> Funding is adjusted to provide for employee salary increases of 2 percent on July 1, 2019, with a minimum monthly increase of \$120 and a maximum monthly increase of \$200, and an increase of 2.5 percent on July 1, 2020. The Senate provided funding for salary increases of 2 percent on July 1, 2019, and 3 percent on July 1, 2020.



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

	Base Budget	Senate Changes	Senate Version
Salaries and wages	\$4,660,995	\$253,761	\$4,914,756
Operating expenses	773,206	42,615	815,821
Capital assets	39,192	260,500	299,692
Total all funds	\$5,473,393	\$556,876	\$6,030,269
Less estimated income	1,079,247	251,746	1,330,993
General fund	\$4,394,146	\$305,130	\$4,699,276
FTE	28.50	(0.60)	27.90

Department 253 - Vision Services - School for the Blind - Detail of Senate Changes

	Adjusts Funding for Base Payroll Changes <sup>1</sup>	Adds Funding for Salary and Benefit Increases <sup>2</sup>	Removes a .6 FTE Position <sup>3</sup>	Increases Funding for Teacher Salaries <sup>4</sup>	Adjusts Funding for Operating Expenses <sup>5</sup>	Adds Funding for Microsoft Office 365 Licensing <sup>6</sup>
Salaries and wages	(\$22,329)	\$261,589	(\$104,702)	\$119,203		
Operating expenses						\$22,615
Capital assets						
Total all funds	(\$22,329)	\$261,589	(\$104,702)	\$119,203	\$0	\$22,615
Less estimated income	(21,389)	10,420	(31,633)	0	(939)	14,787
General fund	(\$940)	\$251,169	(\$73,069)	\$119,203	\$939	\$7,828
FTE	0.00	0.00	(0.60)	0.00	0.00	0.00

	Adds One-Time Funding for Adaptive Technology Equipment <sup>7</sup>	One-Time Funding is Added for Capital Improvements <sup>8</sup>	Total Senate Changes
Salaries and wages			\$253,761
Operating expenses	\$20,000		42,615
Capital assets		\$260,500	260,500
Total all funds	\$20,000	\$260,500	\$556,876
Less estimated income	20,000	260,500	251,746
General fund	\$0	\$0	\$305,130
FTE	0.00	0.00	(0.60)

<sup>1</sup> Funding is adjusted for base payroll changes.

<sup>2</sup> The following funding is added for 2019-21 biennium salary adjustments of 2 percent on July 1, 2019, and 3 percent on July 1, 2020, and increases in health insurance premiums from \$1,241 to \$1,427 per month:

	General Fund	Other Funds	Total
Salary increase	\$124,044	\$3,683	\$127,727
Health insurance increase	127,125	6,737	133,862
Total	\$251,169	\$10,420	\$261,589

<sup>3</sup> A .6 FTE position is removed.

<sup>4</sup> Funding for teacher salaries is increased.

<sup>5</sup> The funding source for operating expenses is adjusted.

<sup>6</sup> Funding is added for Microsoft Office 365 license expenses.

<sup>7</sup> One-time funding is added for adaptive technology equipment.

<sup>8</sup> One-time funding is added for capital improvements, including roof repair, garage door replacement, gym floor replacement, daily living skills room and south wing restroom remodels, glycol installation, sprinkler heads, and carpeting.

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

	Base Budget	Senate Version	House Changes	House Version
Salaries and wages	\$4,660,995	\$4,914,756	\$20,535	\$4,935,291
Operating expenses	773,206	815,821		815,821
Capital assets	39,192	299,692		299,692
<b>Total all funds</b>	<b>\$5,473,393</b>	<b>\$6,030,269</b>	<b>\$20,535</b>	<b>\$6,050,804</b>
Less estimated income	1,079,247	1,330,993	1,822	1,332,815
General fund	\$4,394,146	\$4,699,276	\$18,713	\$4,717,989
FTE	28.50	27.90	0.00	27.90

**Department 253 - Vision Services - School for the Blind - Detail of House Changes**

	Adjusts Funding for Salary Increases <sup>1</sup>	Total House Changes
Salaries and wages	\$20,535	\$20,535
Operating expenses		
Capital assets		
<b>Total all funds</b>	<b>\$20,535</b>	<b>\$20,535</b>
Less estimated income	1,822	1,822
General fund	\$18,713	\$18,713
FTE	0.00	0.00

<sup>1</sup> Funding is adjusted to provide for employee salary increases of 2 percent on July 1, 2019, with a minimum monthly increase of \$120 and a maximum monthly increase of \$200, and an increase of 2.5 percent on July 1, 2020. The Senate provided funding for salary increases of 2 percent on July 1, 2019, and 3 percent on July 1, 2020.

# 4

Sixty-sixth  
Legislative Assembly  
of North Dakota

SB 2013

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pg 1

Introduced by

Appropriations Committee

1 A BILL for an Act to provide an appropriation for defraying the expenses of the department of  
 2 public instruction, the state library, the school for the deaf, and the North Dakota vision  
 3 services - school for the blind; to amend and reenact ~~sections 15-10-38,~~ section 15.1-02-02,  
 4 ~~15.1-37-05, 15.1-37-06, and 15.1-37-08~~ of the North Dakota Century Code, relating to ~~a student~~  
 5 ~~loan forgiveness program for teachers,~~ the salary of the superintendent of public instruction,  
 6 ~~early childhood education providers, the distribution of early childhood education provider~~  
 7 ~~grants, and early childhood education provider data collection;~~ to provide for a report to the  
 8 legislative assembly; to provide for a legislative management study; to provide exemptions; and  
 9 to declare an emergency.

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

11 **SECTION 1. APPROPRIATION.** The funds provided in this section, or so much of the funds  
 12 as may be necessary, are appropriated out of any moneys in the general fund in the state  
 13 treasury, not otherwise appropriated, and from special funds derived from federal funds and  
 14 other income, to the department of public instruction, the state library, the school for the deaf,  
 15 and North Dakota vision services - school for the blind for the purpose of defraying the  
 16 expenses of those agencies, for the biennium beginning July 1, 2019, and ending June 30,  
 17 2021, as follows:

18 Subdivision 1.

19 DEPARTMENT OF PUBLIC INSTRUCTION

	Adjustments or		
	Base Level	Enhancements	Appropriation
20 Salaries and wages	\$17,439,176	\$502,280	\$17,941,456
21 Operating expenses	30,165,005	2,004,942	32,169,947
22 Integrated formula payments	1,750,204,163	356,441,891	2,106,646,054

Sixty-sixth  
Legislative Assembly

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1	Grants - special education	19,300,000	5,700,000	25,000,000
2	Grants - transportation	55,400,000	500,000	55,900,000
3	Grants - other grants	254,062,705	33,000,000	287,062,705
4	Grants - program grants	6,210,000	3,406,711	9,616,711
5	Grants - passthrough grants	2,898,000	(48,660)	2,849,340
6	PowerSchool	5,500,000	0	5,500,000
7	Transportation efficiency	30,000	(30,000)	0
8	National board certification	120,000	(12,000)	108,000
9	Total all funds	\$2,141,329,049	\$401,465,164	\$2,542,794,213
10	Less estimated income	705,727,065	108,815,319	814,542,384
11	Total general fund	\$1,435,601,984	\$292,649,845	\$1,728,251,829
12	Salaries and wages	\$17,439,176	\$511,859	\$17,951,035
13	Operating expenses	30,165,005	3,616,942	33,781,947
14	Integrated formula payments	1,750,204,163	348,398,266	2,098,602,429
15	Grants - special education	19,300,000	4,700,000	24,000,000
16	Grants - transportation	55,400,000	1,100,000	56,500,000
17	Grants - other grants	254,062,705	33,000,000	287,062,705
18	Grants - program grants	6,210,000	1,470,000	7,680,000
19	Grants - passthrough grants	2,898,000	(34,236)	2,863,764
20	PowerSchool	5,500,000	0	5,500,000
21	Transportation efficiency	30,000	(30,000)	0
22	National board certification	120,000	(12,000)	108,000
23	State automated reporting system	0	1,200,000	1,200,000
24	rewrite			
25	Total all funds	\$2,141,329,049	\$393,920,831	\$2,535,249,880
26	Less estimated income	705,727,065	108,026,678	813,753,743
27	Total general fund	\$1,435,601,984	\$285,894,153	\$1,721,496,137
28	Full-time equivalent positions	91.75	(3.00)	88.75
29	Subdivision 2.			
30	STATE LIBRARY			

	Base Level	Adjustments or Enhancements	Appropriation	
1				
2				
3	Salaries and wages	\$4,152,758	\$115,434	\$4,268,192
4	Operating expenses	1,604,075	17,842	1,621,917
5	Grants	2,109,028	124,500	2,233,528
6	Total all funds	\$7,865,861	\$257,776	\$8,123,637
7	Less estimated income	2,247,560	119,886	2,367,446
8	Total general fund	\$5,618,301	\$137,890	\$5,756,191
9	Salaries and wages	\$4,152,758	\$147,577	\$4,300,335
10	Operating expenses	1,604,075	17,842	1,621,917
11	Grants	2,109,028	124,500	2,233,528
12	Total all funds	\$7,865,861	\$289,919	\$8,155,780
13	Less estimated income	2,247,560	126,801	2,374,361
14	Total general fund	\$5,618,301	\$163,118	\$5,781,419
15	Full-time equivalent positions	28.75	(1.00)	27.75

Subdivision 3.

SCHOOL FOR THE DEAF

	Base Level	Adjustments or Enhancements	Appropriation	
18				
19				
20	Salaries and wages	\$7,588,749	\$432,098	\$8,020,847
21	Operating expenses	2,026,543	(320,957)	1,705,586
22	Capital assets	158,678	270,000	428,678
23	Grants	180,000	(140,000)	40,000
24	Total all funds	\$9,953,970	\$241,141	\$10,195,111
25	Less estimated income	2,465,444	231,752	2,697,196
26	Total general fund	\$7,488,526	\$9,389	\$7,497,915
27	Salaries and wages	\$7,588,749	\$466,195	\$8,054,944
28	Operating expenses	2,026,543	(320,957)	1,705,586
29	Capital assets	158,678	270,000	428,678
30	Grants	180,000	(140,000)	40,000
31	Total all funds	\$9,953,970	\$275,238	\$10,229,208



1	Less estimated income	2,465,444	234,914	2,700,358
2	Total general fund	\$7,488,526	\$40,324	\$7,528,850
3	Full-time equivalent positions	45.61	(1.00)	44.61
4	Subdivision 4.			

NORTH DAKOTA VISION SERVICES - SCHOOL FOR THE BLIND

		Adjustments or		
	Base Level	Enhancements	Appropriation	
8	Salaries and wages	\$4,660,995	\$253,761	\$4,914,756
9	Operating expenses	773,206	42,615	815,821
10	Capital assets	39,192	260,500	299,692
11	Total all funds	\$5,473,393	\$556,876	\$6,030,269
12	Less estimated income	1,079,247	251,746	1,330,993
13	Total general fund	\$4,394,146	\$305,130	\$4,699,276
14	Salaries and wages	\$4,660,995	\$274,296	\$4,935,291
15	Operating expenses	773,206	42,615	815,821
16	Capital assets	39,192	260,500	299,692
17	Total all funds	\$5,473,393	\$577,411	\$6,050,804
18	Less estimated income	1,079,247	253,568	1,332,815
19	Total general fund	\$4,394,146	\$323,843	\$4,717,989
20	Full-time equivalent positions	28.50	(0.60)	27.90
21	Subdivision 5.			

BILL TOTAL

		Adjustments or		
	Base Level	Enhancements	Appropriation	
25	Grand total general fund	\$1,453,102,957	\$293,102,254	\$1,746,205,211
26	Grand total special funds	711,519,316	109,418,703	820,938,019
27	Grand total all funds	\$2,164,622,273	\$402,520,957	\$2,567,143,230
28	Grand total general fund	\$1,453,102,957	\$286,421,438	\$1,739,524,395
29	Grand total special funds	711,519,316	108,641,961	820,161,277
30	Grand total all funds	\$2,164,622,273	\$395,063,399	\$2,559,685,672

**SECTION 2. ONE-TIME FUNDING - EFFECT ON BASE BUDGET - REPORT TO SIXTY-SEVENTH LEGISLATIVE ASSEMBLY.** The following amounts reflect the one-time funding items approved by the sixty-fifth legislative assembly for the 2017-19 biennium and the 2019-21 one-time funding items included in the appropriation in section 1 of this Act:

<u>One-Time Funding Description</u>	<u>2017-19</u>	<u>2019-21</u>
Department of public instruction		
Regional education association merger grants	\$100,000	\$0
North Dakota governor's school science, technology, engineering, and mathematics programs	220,000	0
English language learner grants	500,000	0
Rapid enrollment grants	6,000,000	0
Integrated formula payments	185,000,000	0
State automated reporting system rewrite	0	1,200,000
State school aid formula rewrite	0	200,000
<del>Total department of public instruction</del>	<del>\$191,820,000</del>	<del>\$200,000</del>
<del>all funds</del>		
<del>Total department of public instruction</del>	<del>191,820,000</del>	<del>0</del>
<del>estimated income</del>		
<del>Total department of public instruction</del>	<del>\$0</del>	<del>\$200,000</del>
Total department of public instruction -	\$191,820,000	\$1,400,000
all funds		
Total department of public instruction -	191,820,000	1,200,000
estimated income		
Total department of public instruction -	\$0	\$200,000
general fund		
School for the deaf		
Extraordinary repairs	\$675,000	\$250,000
Equipment	28,000	20,000
Video equipment and software	30,000	0
Total school for the deaf - estimated income	\$733,000	\$270,000
North Dakota vision services - school for the blind		

1	Special assessments payoff	\$10,000	\$0
2	Heating and cooling upgrade	35,500	0
3	Replace water line	60,000	0
4	Carpet and reception upgrade	30,000	0
5	West wing roof repair	0	39,000
6	Other repairs	0	18,500
7	Daily living skills area remodel	0	25,000
8	South wing restroom remodel	0	120,000
9	Garage door replacement	0	16,000
10	Gymnasium floor replacement	0	42,000
11	Adaptive technology equipment	0	20,000
12	Total school for the blind - estimated income	\$135,500	\$280,500
13	<b>Grand total - all funds</b>	<b>\$192,688,500</b>	<b>\$750,500</b>
14	<b>Grand total - estimated income</b>	<b>192,688,500</b>	<b>550,500</b>
15	<b>Grand total - general fund</b>	<b>\$0</b>	<b>\$200,000</b>
16	<u>Grand total - all funds</u>	<u>\$192,688,500</u>	<u>\$1,950,500</u>
17	<u>Grand total - estimated income</u>	<u>192,688,500</u>	<u>1,750,500</u>
18	<u>Grand total - general fund</u>	<u>\$0</u>	<u>\$200,000</u>

19 The 2019-21 biennium one-time funding amounts are not a part of the entity's base budget  
20 for the 2021-23 biennium. The department of public instruction, school for the deaf, and North  
21 Dakota vision services - school for the blind shall report to the appropriations committees of the  
22 sixty-seventh legislative assembly on the use of this one-time funding for the biennium  
23 beginning July 1, 2019, and ending June 30, 2021.

24 **SECTION 3. APPROPRIATION - ESTIMATED INCOME - TUITION APPORTIONMENT.**

25 The sum of ~~\$379,764,000~~ \$377,764,000, included in the integrated formula payments line item  
26 in subdivision 1 of section 1 of this Act, is from the state tuition fund in the state treasury. Any  
27 additional amount in the state tuition fund that becomes available for distribution to public  
28 schools is appropriated to the department of public instruction for that purpose for the biennium  
29 beginning July 1, 2019, and ending June 30, 2021.

30 **SECTION 4. ESTIMATED INCOME - FOUNDATION AID STABILIZATION FUND.** The

31 estimated income line item in subdivision 1 of section 1 of this Act includes

1 ~~\$110,000,000~~\$111,200,000 from the foundation aid stabilization fund in the state treasury, of  
2 which \$110,000,000 is for integrated formula payments and \$1,200,000 is for a rewrite of the  
3 state automated reporting system, for the biennium beginning July 1, 2019, and ending  
4 June 30, 2021.

5 **SECTION 5. EXEMPTION - FUNDING TRANSFER - AUTHORIZATION.** Notwithstanding  
6 section 54-16-04, the superintendent of public instruction may transfer up to \$4,000,000 from  
7 the integrated formula payments line item to the grants - special education line item, for the  
8 biennium beginning July 1, 2017, and ending June 30, 2019, for the purposes of providing  
9 special education grants. The superintendent of public instruction shall notify the office of  
10 management and budget of any transfer made pursuant to this section.

11 **SECTION 6. EXEMPTION - COMPUTER SCIENCE TRAINING FOR TEACHERS.** Up to  
12 \$3,000,000 of the unexpended amount remaining from the appropriation for integrated formula  
13 payments, as authorized in subdivision 1 of section 1 of chapter 12 of the 2017 Session Laws,  
14 is not subject to the provisions of section 54-44.1-11 at the end of the 2017-19 biennium, and  
15 may be continued into the 2019-21 biennium for the purpose of providing computer science  
16 training for teachers.

17 **SECTION 7. EXEMPTION - ADVANCED PLACEMENT PROGRAMS.** Up to \$600,000 of  
18 the unexpended amount remaining from the appropriation for integrated formula payments, as  
19 authorized in subdivision 1 of section 1 of chapter 12 of the 2017 Session Laws, is not subject  
20 to the provisions of section 54-44.1-11 at the end of the 2017-19 biennium, and may be  
21 continued into the 2019-21 biennium for the purpose of providing advanced placement  
22 examinations, advanced placement teacher training, and the college ready English and  
23 mathematics programs.

24 **SECTION 8. INTEGRATED FORMULA PAYMENTS AND SPECIAL EDUCATION**  
25 **CONTRACTS EXPENDITURE AUTHORITY.** The superintendent of public instruction may  
26 expend funds included in the integrated formula payments and grants - special education  
27 contracts line items in subdivision 1 of section 1 of this Act for paying grants for educational  
28 services that were due in the 2017-19 biennium but which were not filed, claimed, or properly  
29 supported by the education provider until after June 30, 2019. To be reimbursed under this  
30 section, claims must be properly supported and filed with the superintendent of public  
31 instruction by June 30, 2020.

1       **SECTION 9. GRANTS - SPECIAL EDUCATION DEFICIENCY AUTHORIZATION.** If funds  
2 provided to the superintendent of public instruction in subdivision 1 of section 1 of this Act for  
3 grants - special education, for the biennium beginning July 1, 2019, and ending June 30, 2021,  
4 are not sufficient to meet special education contract obligations, the superintendent of public  
5 instruction shall request supplemental funding from the sixty-seventh legislative assembly.

6       **SECTION 10. GIFTED AND TALENTED PROGRAM - MEDICAID MATCHING FUNDING -**  
7 **DISTRIBUTION.**

- 8       1. The sum of \$800,000, included in the integrated formula payments line item in  
9 subdivision 1 of section 1 of this Act, must be distributed to reimburse school districts  
10 or special education units for gifted and talented programs upon the submission of an  
11 application that is approved in accordance with guidelines adopted by the  
12 superintendent of public instruction. The superintendent of public instruction shall  
13 encourage cooperative efforts for gifted and talented programs among school districts  
14 and special education units.
- 15       2. State school aid payments for special education must be reduced by the amount of  
16 matching funds required to be paid by school districts or special education units for  
17 students participating in the Medicaid program. Special education funds equal to the  
18 amount of the matching funds required to be paid by the school district or special  
19 education unit must be paid by the superintendent of public instruction to the  
20 department of human services on behalf of the school district or unit.

21       **SECTION 11. TRANSPORTATION GRANTS - DISTRIBUTION.**

- 22       1. During each year of the 2019-21 biennium, the superintendent of public instruction  
23 shall calculate the payment to which each school district is entitled based on the state  
24 transportation formula as it existed on June 30, 2001, except that the superintendent  
25 shall provide reimbursement at the rate of:
- 26       a. One dollar and ~~nine~~eleven cents per mile for school buses having a capacity of  
27 ten or more passengers;
- 28       b. ~~Fifty-one~~Fifty-two cents per mile for vehicles having a capacity of nine or fewer  
29 passengers;
- 30       c. Fifty cents per mile, provided;



- 1 (1) The student being transported is a student with a disability, as defined in
- 2 chapter 15.1-32;
- 3 (2) The student's individualized education program plan requires that the
- 4 student attend a public or a nonpublic school located outside the student's
- 5 school district of residence;
- 6 (3) The student is transported by an adult member of the student's family;
- 7 (4) The student is transported in a vehicle furnished by the student's parents;
- 8 (5) The student's transportation is paid for by the student's parents; and
- 9 (6) The reimbursement does not exceed two round trips daily between the
- 10 student's home and school.
- 11 d. Fifty cents per mile, one way, provided:
- 12 (1) The student being transported resides more than two miles from the public
- 13 school that the student attends;
- 14 (2) The student is transported by an adult member of the student's family;
- 15 (3) The student is transported in a vehicle furnished by the student's parents;
- 16 and
- 17 (4) The student's transportation is paid for by the student's parents.
- 18 e. ~~Twenty-nine~~ Thirty cents per student for each one-way trip.
- 19 2. The superintendent of public instruction shall use the latest available student
- 20 enrollment count in each school district in applying the provisions of subsection 1.
- 21 3. This section does not authorize the reimbursement of any costs incurred in providing
- 22 transportation for student attendance at extracurricular activities or events.

**SECTION 12. PROGRAM GRANT POOL - CONTINUING EDUCATION GRANTS -**

24 **FUNDING - DISTRIBUTION.** The grants - program grants line item in subdivision 1 of section 1  
25 of this Act includes ~~\$2,136,711~~ \$1,500,000 for a program grant pool. The superintendent of  
26 public instruction shall use the funding provided for various grant programs, including up to  
27 \$125,000, or so much of the sum as may be necessary, for continuing education grants, for the  
28 biennium beginning July 1, 2019, and ending June 30, 2021.

- 29 1. The superintendent of public instruction shall award grants in amounts up to \$1,200 to
- 30 eligible recipients in chronological order, based on the date of an individual's
- 31 application. An eligible recipient must:

- 1 a. (1) Be licensed to teach by the education standards and practices board;
- 2 (2) Have taught in this state during each of the last three school years; and
- 3 (3) Be enrolled at an institution of higher education in this state in either a
- 4 master of education program in educational leadership or a program leading
- 5 to a specialist diploma in educational leadership;
- 6 b. Be pursuing the requirements for a certificate in career development facilitation;
- 7 or
- 8 c. Be pursuing a school counselor credential.
- 9 2. If any of the amount appropriated for this purpose remains after the superintendent of
- 10 public instruction has awarded grants to all eligible recipients, the superintendent shall
- 11 distribute that amount as an additional per student payment on a prorated basis,
- 12 according to the latest available average daily membership of each school district.

### 13 SECTION 13. PASSTHROUGH GRANTS - APPLICATION - DISTRIBUTION -

14 **REPORTING.** The grants - passthrough grants line item in subdivision 1 of section 1 of this Act  
15 includes ~~\$2,215,764~~\$2,863,764 for passthrough grants ~~for writing projects, an entrepreneur~~  
16 ~~program, governor's school, and a mentoring program.~~ The superintendent of public instruction  
17 shall determine the manner in which each passthrough grant is distributed but no more than  
18 one-half of the funding may be provided each year of the biennium. Grantees~~Annually grantees,~~  
19 as a condition of receiving the grant, must establish performance measures to be reviewed by  
20 the superintendent of public instruction. Grantees shall report annually to the superintendent of  
21 public instruction regarding performance based on the measures ~~before October 1, 2020.~~ The  
22 superintendent may not distribute the grant payment for the second year of the biennium until  
23 the grantee submits the annual report for the first year of the biennium. The superintendent of  
24 public instruction shall report to the appropriations committees of the sixty-seventh legislative  
25 assembly regarding funds granted, performance measures established for each grantee, and  
26 whether grantees met performance expectations.

### 27 SECTION 14. REGIONAL EDUCATION ASSOCIATIONS - GRANTS- DISTRIBUTION.

28 The integrated formula payments line item in subdivision 1 of section 1 of this Act includes  
29 \$500,000 from the general fund for the purpose of providing annual grants to regional education  
30 associations for the biennium beginning July 1, 2019, and ending June 30, 2021. An annual  
31 grant of \$31,250 is provided to each regional education association that exists as of July 1,

1 2019. Regional education associations that merge during the 2019-21 biennium are entitled to  
2 the annual grants that would have been paid to each of the member associations.

3 **SECTION 15. EXEMPTION - INDIRECT COST ALLOCATION.** Notwithstanding section  
4 54-44.1-15, the department of public instruction may deposit indirect cost recoveries in its  
5 operating account.

6 **SECTION 16. STATE AID TO PUBLIC LIBRARIES.** The grants line item in subdivision 2 of  
7 section 1 of this Act includes \$1,737,528 for aid to public libraries, of which no more than one-  
8 half may be expended during the fiscal year ending June 30, 2020.

9 **SECTION 17. EXEMPTION - SCHOOL FOR THE DEAF - HIGHER EDUCATION**

10 **INTERPRETER GRANT PROGRAM DISTRIBUTION.** The grants line item in subdivision 3 of  
11 section 1 of this Act is for the purpose of providing grants to assist institutions under the control  
12 of the state board of higher education with the cost of interpreters and real-time captioning for  
13 students who are deaf or hard of hearing, for the biennium beginning July 1, 2019, and ending  
14 June 30, 2021. Moneys appropriated for this program are not subject to section 54-44.1-11.

15 Funds must be distributed pursuant to the provisions of this section:

- 16 1. The school for the deaf shall develop a formula to determine the grant amount for  
17 which an institution is eligible. The formula must be based on an uniform hourly  
18 reimbursement.
- 19 2. To obtain a grant under this section, an institution shall submit to the school for the  
20 deaf, at the time and in the manner directed by the school, invoices showing the  
21 amount expended for interpreters and real-time captioning for students who are deaf  
22 or hard of hearing.
- 23 3. The school for the deaf may not distribute more than fifty percent of the amount  
24 appropriated during the first year of the biennium.
- 25 4. If any grant moneys remain undistributed at the end of the biennium, the school for the  
26 deaf shall provide additional prorated grants to institutions that incurred, during the  
27 biennium, hourly expenses in excess of the formula reimbursement level.
- 28 5. At the request of an institution under the control of the state board of higher education,  
29 the school for the deaf shall consult with the institution and provide advice regarding  
30 the provision of services most appropriate to meet a student's needs.

1 ~~SECTION 16. AMENDMENT.~~ Section 15-10-38 of the North Dakota Century Code is  
2 amended and reenacted as follows:

3 ~~15-10-38. Loans - Teacher shortages - Loan forgiveness.~~

4 ~~1. The state board of higher education superintendent of public instruction shall~~  
5 ~~administer a student loan forgiveness program for individuals teaching at grade levels,~~  
6 ~~in content areas, and in geographical locations identified as having a teacher shortage~~  
7 ~~or critical need. The board superintendent of public instruction may approve loan~~  
8 ~~forgiveness for no more than two teachers per year in a school district. The~~  
9 ~~board superintendent of public instruction shall adopt rules to implement the program.~~

10 ~~2. The superintendent of public instruction annually shall identify grade levels, content~~  
11 ~~areas, and geographical locations in which a teacher shortage or critical need exists.~~

12 ~~3. To be eligible for loan forgiveness under this section, an individual:~~

13 ~~a. Must have graduated from an accredited teacher preparation program and~~  
14 ~~signed a contract to teach at a grade level or in a content area and in a~~  
15 ~~geographical location identified by the superintendent of public instruction as~~  
16 ~~having an existing teacher shortage or critical need; and~~

17 ~~b. Must have an existing student loan.~~

18 ~~4. For purposes of this section, the definitions of rural school district and remote town~~  
19 ~~school district have the same meaning as the definitions under the national center for~~  
20 ~~education statistics locale codes.~~

21 ~~5. If an individual is receiving loan forgiveness under any other provision, the individual~~  
22 ~~may not receive loan forgiveness under this section during the same application year.~~

23 ~~6. An eligible individual may receive loan forgiveness under the program as follows:~~

24 ~~a. If the individual accepts one of up to five positions of critical need in a nonrural~~  
25 ~~school district or nonremote town school district, the individual may receive up to~~  
26 ~~three thousand dollars per year for a maximum of four years.~~

27 ~~b. If the individual accepts a position in a rural school district or remote town school~~  
28 ~~district with an enrollment of fewer than one thousand students, the individual~~  
29 ~~may receive up to four thousand five hundred dollars per year for a maximum of~~  
30 ~~four years.~~



1 ~~e. If the individual accepts one of up to five positions of critical need in a rural~~  
2 ~~school district or remote town school district with an enrollment of fewer than one~~  
3 ~~thousand students, the individual may receive up to six thousand five hundred~~  
4 ~~dollars per year for a maximum of four years.~~

5 ~~7. The superintendent of public instruction shall consider all applications under this~~  
6 ~~section based on the number of unfilled school vacancies, prioritized by critical need~~  
7 ~~and geographic location.~~

8 ~~8. Upon notification the individual has completed a full year of teaching in a school~~  
9 ~~district, state supported school, or nonpublic school in this state at a grade level or in a~~  
10 ~~content area and in a geographical location identified by the superintendent of public~~  
11 ~~instruction as one in which a teacher shortage or critical need exists, the~~  
12 ~~boardsuperintendent of public instruction shall distribute funds directly to the lending~~  
13 ~~institution of the individual to repay outstanding loan principal balances on behalf of~~  
14 ~~eligible applicants. The boardsuperintendent of public instruction shall terminate loan~~  
15 ~~forgiveness payments to eligible individuals when the loan principal balance of the~~  
16 ~~eligible individual is paid in full.~~

17 **SECTION 18. AMENDMENT.** Section 15.1-02-02 of the North Dakota Century Code is  
18 amended and reenacted as follows:

19 **15.1-02-02. Salary.**

20 The annual salary of the superintendent of public instruction is ~~one hundred sixteen~~  
21 ~~thousand nine hundred three dollars through June 30, 2016, and one hundred twenty thousand~~  
22 ~~four hundred ten dollars thereafter~~one hundred twenty-two thousand eight hundred eighteen  
23 dollars through June 30, 2020, and one hundred twenty-six thousand five hundred three dollars  
24 thereafterone hundred twenty-five thousand eight hundred eighty dollars thereafter.

25 ~~**SECTION 18. AMENDMENT.** Section 15.1-37-05 of the North Dakota Century Code is~~  
26 ~~amended and reenacted as follows:~~

27 ~~**15.1-37-05. Early childhood education providers Coalition Eligibility.**~~

28 ~~1. The superintendent of a school district shall invite all public and private providers of~~  
29 ~~early childhood education services within the district to meet, in order to:~~

30 ~~a. Initiate the identification of all available options for cost effectively maximizing the~~  
31 ~~provision of early childhood education services within the district;~~



- 1 ~~\_\_\_\_\_ b. Address the coordinated utilization of facilities, personnel, and transportation, for~~  
2 ~~the provision of early childhood education services within the district; and~~  
3 ~~\_\_\_\_\_ c. (1) Form a coalition of early childhood education service providers; and~~  
4 ~~\_\_\_\_\_ (2) Provide for the selection of a coalition governing board.~~  
5 ~~\_\_\_\_\_ 2. The board of the school district in which the coalition of service providers is located~~  
6 ~~shall provide advice and guidance to the coalition in all matters pertaining to this~~  
7 ~~section through section 15.1-37-08.~~  
8 ~~\_\_\_\_\_ 3. Any early childhood service provider who agrees to participate in the coalition or on its~~  
9 ~~governing board may submit an application to the department of~~  
10 ~~commercesuperintendent of public instruction for a grant under this section, provided~~  
11 ~~the governing board certifies to the departmentsuperintendent that the provider:~~  
12 ~~\_\_\_\_\_ a. Is a participating member in the coalition or on the governing board.~~  
13 ~~\_\_\_\_\_ b. Operates an early childhood education program that:~~  
14 ~~\_\_\_\_\_ (1) Is approved in accordance with section 15.1-37-01; and~~  
15 ~~\_\_\_\_\_ (2) Incorporates within its curriculum at least ten hours of research-based~~  
16 ~~parental involvement.~~  
17 ~~\_\_\_\_\_ c. Has documented the provider's willingness to admit children of all learning~~  
18 ~~abilities into the early childhood education program.~~

19 ~~\_\_\_\_\_ **SECTION 19. AMENDMENT.** Section 15.1-37-06 of the North Dakota Century Code is~~  
20 ~~amended and reenacted as follows:~~

21 ~~\_\_\_\_\_ **15.1-37-06. Receipt and distribution of grants – Notification.**~~

- 22 ~~\_\_\_\_\_ 1. a. The department of commercesuperintendent of public instruction shall receive~~  
23 ~~applications for and distribute grants under this section to eligible members,~~  
24 ~~including governing board members, of a consortium formed in accordance with~~  
25 ~~section 15.1-37-05, in the amount of two thousand dollars for each child enrolled~~  
26 ~~in a program of early childhood education, if the child is eligible for free lunches~~  
27 ~~under the Richard B. Russell National School Lunch Act [42 U.S.C. 1751, et~~  
28 ~~seq.], and one thousand dollars for each child enrolled in a program of early~~  
29 ~~childhood education, if the child is eligible for reduced lunches under the Richard~~  
30 ~~B. Russell National School Lunch Act [42 U.S.C. 1751, et seq.], provided:~~  
31 ~~\_\_\_\_\_ (1) The child is a resident of this state;~~

1 ~~(2) The child has reached four years of age before August first in the year of~~  
2 ~~enrollment; and~~

3 ~~(3) The program has a duration of at least four hundred hours over a period of~~  
4 ~~at least thirty two consecutive weeks.~~

5 ~~b. A child enrolled in a federally funded head start program may not be counted for~~  
6 ~~the purpose of determining grant eligibility under this section.~~

7 ~~2. a. Once each calendar quarter, at the time and in the manner required by the~~  
8 ~~department of commerce superintendent of public instruction, any provider~~  
9 ~~receiving a grant under this section shall forward to the parent of each child~~  
10 ~~receiving services a notice indicating the total amount of the grant that was~~  
11 ~~awarded to the provider for the quarter, the pro rata amount attributable to the~~  
12 ~~parent's child, and the source of the grant. The department of~~  
13 ~~commerce superintendent of public instruction shall standardize the notification~~  
14 ~~required by this subdivision.~~

15 ~~b. If a provider fails to meet the notification requirements of this subsection, the~~  
16 ~~department of commerce superintendent of public instruction shall reduce the~~  
17 ~~amount of the provider's next grant payment by fifty percent. If a provider fails to~~  
18 ~~meet the notification requirements of this section a second time, the department~~  
19 ~~of commerce superintendent of public instruction shall determine that the provider~~  
20 ~~is ineligible to participate in the grant program for a period of one year.~~

21 ~~**SECTION 20. AMENDMENT.** Section 15.1-37-08 of the North Dakota Century Code is~~  
22 ~~amended and reenacted as follows:~~

23 ~~**15.1-37-08. Data collection - Requirements.**~~

24 ~~The superintendent of public instruction, with the advice and consent of the department of~~  
25 ~~commerce, shall implement a uniform system for the accounting, budgeting, and reporting of~~  
26 ~~data by any early childhood education provider to whom or to which grants are distributed in~~  
27 ~~accordance with section 15.1-37-06. Grants may be withheld or forfeited, in whole or in part, if~~  
28 ~~information required in accordance with this section is not submitted at the time or in the~~  
29 ~~manner requested by the superintendent.~~

30 **SECTION 19. LEGISLATIVE MANAGEMENT STUDY.** During the 2019-20 interim, the  
31 legislative management shall consider studying school transportation, including district routes,

1 expenditures, reimbursement, and possible efficiencies. The legislative management shall  
2 report its findings and recommendations, together with any legislation necessary to implement  
3 the recommendations, to the sixty-seventh legislative assembly.

4 **SECTION 20. EMERGENCY.** Section 5 of this Act is declared to be an emergency  
5 measure.

including district routes, expenditures, reimbursement, and possible efficiencies. The legislative management shall report its findings and recommendations, together with any legislation necessary to implement the recommendations, to the sixty-seventh legislative assembly.

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**SECTION 20. LEGISLATIVE MANAGEMENT STUDY - DUAL-CREDIT - ADVANCED PLACEMENT - DISTANCE EDUCATION COURSES.** During the 2019-20 interim, the legislative management shall consider studying dual-credit, advanced placement, and distance education courses. The study must include a review of early enrollment placement testing and the qualifications for dual-credit and advanced placement courses. The study also must include a review of the costs and amounts of funding necessary to provide all students access to dual-credit, advanced placement, and distance education courses, as well as the types of courses available and the delivery methods necessary to provide all students with access. The legislative management shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-seventh 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	\$2,141,329,049	\$2,542,794,213	(\$7,544,333)	\$2,535,249,880	\$2,535,249,880	\$0
Less estimated income	705,727,065	814,542,384	(788,641)	813,753,743	813,753,743	0
General fund	\$1,435,601,984	\$1,728,251,829	(\$6,755,692)	\$1,721,496,137	\$1,721,496,137	\$0
FTE	91.75	88.75	0.00	88.75	88.75	0.00
State Library						
Total all funds	\$7,865,861	\$8,123,637	\$32,143	\$8,155,780	\$8,155,780	\$0
Less estimated income	2,247,560	2,367,446	6,915	2,374,361	2,374,361	0
General fund	\$5,618,301	\$5,756,191	\$25,228	\$5,781,419	\$5,781,419	\$0
FTE	28.75	27.75	0.00	27.75	27.75	0.00
School for the Deaf						
Total all funds	\$9,953,970	\$10,195,111	\$34,097	\$10,229,208	\$10,229,208	\$0
Less estimated income	2,465,444	2,697,196	3,162	2,700,358	2,700,358	0
General fund	\$7,488,526	\$7,497,915	\$30,935	\$7,528,850	\$7,528,850	\$0
FTE	45.61	44.61	0.00	44.61	44.61	0.00
Vision Services - School for the Blind						
Total all funds	\$5,473,393	\$6,030,269	\$20,535	\$6,050,804	\$6,050,804	\$0
Less estimated income	1,079,247	1,330,993	1,822	1,332,815	1,332,815	0
General fund	\$4,394,146	\$4,699,276	\$18,713	\$4,717,989	\$4,717,989	\$0
FTE	28.50	27.90	0.00	27.90	27.90	0.00
Bill total						
Total all funds	\$2,164,622,273	\$2,567,143,230	(\$7,457,558)	\$2,559,685,672	\$2,559,685,672	\$0
Less estimated income	711,519,316	820,938,019	(776,742)	820,161,277	820,161,277	0
General fund	\$1,453,102,957	\$1,746,205,211	(\$6,680,816)	\$1,739,524,395	\$1,739,524,395	\$0
FTE	194.61	189.01	0.00	189.01	189.01	0.00

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appropriation for integrated formula payments, as authorized in subdivision 1 of section 1 of chapter 12 of the 2017 Session Laws, is not subject to the provisions of section 54-44.1-11 at the end of the 2017-19 biennium, and may be continued into the 2019-21 biennium for the purpose of providing computer science training for teachers.

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**SECTION 7. EXEMPTION - ADVANCED PLACEMENT PROGRAMS.** Up to \$600,000 of the unexpended amount remaining from the appropriation for integrated formula payments, as authorized in subdivision 1 of section 1 of chapter 12 of the 2017 Session Laws, is not subject to the provisions of section 54-44.1-11 at the end of the 2017-19 biennium, and may be continued into the 2019-21 biennium for the purpose of providing advanced placement examinations, advanced placement teacher training, and the college ready English and mathematics programs."

- Page 6, line 24, replace "nine" with "eleven"
- Page 6, line 26, replace "Fifty-one" with "Fifty-two"
- Page 7, line 16, replace "Twenty-nine" with "Thirty"
- Page 7, line 23, replace "\$2,136,711" with "\$1,500,000"
- Page 8, line 13, replace "\$2,215,764" with "\$2,863,764"
- Page 8, line 13, remove "for writing projects, an entrepreneur program,"
- Page 8, line 14, remove "governor's school, and a mentoring program"
- Page 8, line 15, after "distributed" insert "but no more than one-half of the funding may be provided each year of the biennium"
- Page 8, line 15, replace "Grantees" with "Annually grantees"
- Page 8, line 17, after "report" insert "annually"
- Page 8, line 18, remove "before October 1, 2020"
- Page 8, line 18, after the period insert "The superintendent may not distribute the grant payment for the second year of the biennium until the grantee submits the annual report for the first year of the biennium."
- Page 9, remove lines 26 through 31
- Page 10, remove lines 1 through 31
- Page 11, remove lines 1 through 9
- Page 11, line 15, replace "eighteen" with "ten"
- Page 11, line 16, remove "one hundred twenty-six thousand five hundred three dollars"
- Page 11, line 17, replace "thereafter" with "one hundred twenty-five thousand eight hundred eighty dollars thereafter"
- Page 11, remove lines 18 through 31
- Page 12, remove lines 1 through 30
- Page 13, replace lines 1 through 23 with:

**"SECTION 19. LEGISLATIVE MANAGEMENT STUDY.** During the 2019-20 interim, the legislative management shall consider studying school transportation,

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- 7. a. For purposes of North Dakota scholarship eligibility under this section, "full-time" has the same meaning as the term is defined by the institution the student is attending.
- b. A student who is enrolled less than full-time may retain scholarship eligibility if the student is in the final semester or quarter before graduation. The waiver of the full-time enrollment status requirement for scholarship eligibility may not apply to a student more than once.
- c. For the purpose of North Dakota scholarship eligibility under this section, "progress toward degree completion" means earning the following minimum number of credits after each semester or quarter term disbursement to qualify for the subsequent disbursement:
  - (1) Twenty-four credits after disbursement two;
  - (2) Thirty-nine credits after disbursement three;
  - (3) Fifty-four credits after disbursement four;
  - (4) Sixty-nine credits after disbursement five;
  - (5) Eighty-four credits after disbursement six; and
  - (6) Ninety-nine credits after disbursement seven."

Page 11, remove lines 18 through 31

Page 12, remove lines 1 through 30

Page 13, replace lines 1 through 23 with:

**"SECTION 20. LEGISLATIVE MANAGEMENT STUDY.** During the 2019-20 interim, the legislative management shall consider studying school transportation, including district routes, expenditures, reimbursement, and possible efficiencies. The legislative management shall report its findings and recommendations, together with any legislation necessary to implement the recommendations, to the sixty-seventh 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	\$2,141,329,049	\$2,542,794,213	(\$7,544,333)	\$2,535,249,880	\$2,535,249,880	\$0
Less estimated income	705,727,065	814,542,384	(788,641)	813,753,743	813,753,743	0
General fund	\$1,435,601,984	\$1,728,251,829	(\$6,755,692)	\$1,721,496,137	\$1,721,496,137	\$0
FTE	91.75	88.75	0.00	88.75	88.75	0.00
State Library						
Total all funds	\$7,865,861	\$8,123,637	\$32,143	\$8,155,780	\$8,155,780	\$0
Less estimated income	2,247,560	2,367,446	6,915	2,374,361	2,374,361	0
General fund	\$5,618,301	\$5,756,191	\$25,228	\$5,781,419	\$5,781,419	\$0
FTE	28.75	27.75	0.00	27.75	27.75	0.00
School for the Deaf						

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Total all funds	\$9,953,970	\$10,195,111	\$34,097	\$10,229,208	\$10,229,208	\$0
Less estimated income	2,465,444	2,697,196	3,162	2,700,358	2,700,358	0
General fund	\$7,488,526	\$7,497,915	\$30,935	\$7,528,850	\$7,528,850	\$0
FTE	45.61	44.61	0.00	44.61	44.61	0.00
Vision Services - School for the Blind						
Total all funds	\$5,473,393	\$6,030,269	\$20,535	\$6,050,804	\$6,050,804	\$0
Less estimated income	1,079,247	1,330,993	1,822	1,332,815	1,332,815	0
General fund	\$4,394,146	\$4,699,276	\$18,713	\$4,717,989	\$4,717,989	\$0
FTE	28.50	27.90	0.00	27.90	27.90	0.00
Bill total						
Total all funds	\$2,164,622,273	\$2,567,143,230	(\$7,457,558)	\$2,559,685,672	\$2,559,685,672	\$0
Less estimated income	711,519,316	820,938,019	(776,742)	820,161,277	820,161,277	0
General fund	\$1,453,102,957	\$1,746,205,211	(\$6,680,816)	\$1,739,524,395	\$1,739,524,395	\$0
FTE	194.61	189.01	0.00	189.01	189.01	0.00

**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	\$17,439,176	\$17,941,456	\$9,579	\$17,951,035	\$17,951,035	\$0
Operating expenses	30,165,005	32,169,947	1,612,000	33,781,947	33,781,947	0
Integrated formula payments	1,750,204,163	2,106,646,054	(8,043,625)	2,098,602,429	2,098,602,429	0
Grants - Special education contracts	19,300,000	25,000,000	(1,000,000)	24,000,000	24,000,000	0
Grants - Transportation	55,400,000	55,900,000	600,000	56,500,000	56,500,000	0
Grants - Other grants	254,062,705	287,062,705		287,062,705	287,062,705	0
Grants - Program grants	6,210,000	9,616,711	(1,936,711)	7,680,000	7,680,000	0
Grants - Passthrough grants	2,898,000	2,849,340	14,424	2,863,764	2,863,764	0
PowerSchool	5,500,000	5,500,000		5,500,000	5,500,000	0
Transportation efficiency	30,000					
National board certification	120,000	108,000		108,000	108,000	0
State automated reporting system rewrite			1,200,000	1,200,000	1,200,000	0
Total all funds	\$2,141,329,049	\$2,542,794,213	(\$7,544,333)	\$2,535,249,880	\$2,535,249,880	\$0
Less estimated income	705,727,065	814,542,384	(788,641)	813,753,743	813,753,743	0
General fund	\$1,435,601,984	\$1,728,251,829	(\$6,755,692)	\$1,721,496,137	\$1,721,496,137	\$0
FTE	91.75	88.75	0.00	88.75	88.75	0.00

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Prepared by the Legislative Council staff for  
Senator Davison

April 19, 2019

SB 2013  
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PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

That the Senate accede to the House amendments as printed on pages 1484-1492 of the Senate Journal and pages 1706-1714 of the House Journal and that Senate Bill No. 2013 be further amended as follows:

Page 8, line 26, replace "\$31,250" with "\$35,714"

Renumber accordingly

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**STATE SCHOOL AID, OTHER GRANTS, AND DEPARTMENT OF PUBLIC INSTRUCTION ADMINISTRATION  
COMPARISON OF 2017-19 BIENNIUM APPROPRIATION, 2019-21 BIENNIUM BASE BUDGET,  
EXECUTIVE BUDGET, SENATE AND HOUSE APPROPRIATIONS COMMITTEE VERSIONS - SENATE BILL 2013 ONLY**

	2017-19 Appropriation	2019-21 Executive Budget	2019-21 Senate Version	2019-21 House Version	2019-21 House Version Increase (Decrease) Compared to Senate Version	2019-21 House Version Increase (Decrease) Compared to Executive Budget
<b>State school aid program</b>						
State school aid - Integrated formula payments	\$1,935,204,163 <sup>1</sup>	\$2,050,702,323 <sup>1</sup>	\$2,106,646,054	\$2,098,602,429	(\$8,043,625)	\$47,900,106
Transportation aid payments	55,400,000	55,400,000	55,900,000	56,500,000	600,000	1,100,000
Rapid enrollment grants	6,000,000 <sup>1</sup>			0	0	0
Special education - Contracts	19,300,000 <sup>2</sup>	25,000,000	25,000,000	24,000,000	(1,000,000)	(1,000,000)
<b>Total - State school aid program</b>	<b>\$2,015,904,163</b>	<b>\$2,131,102,323</b>	<b>\$2,187,546,054</b>	<b>\$2,179,102,429</b>	<b>(\$8,443,625)</b>	<b>\$48,000,106</b>
General fund	\$1,409,357,258	\$1,518,557,258	\$1,697,782,054	\$1,691,338,429	(\$6,443,625)	\$172,781,171
Foundation aid stabilization fund	301,000,000 <sup>1</sup>	232,781,065	110,000,000	110,000,000	0	(122,781,065)
State tuition fund	305,546,905	379,764,000	379,764,000	377,764,000	(2,000,000)	(2,000,000)
<b>Total state school aid program</b>	<b>\$2,015,904,163 <sup>2</sup></b>	<b>\$2,131,102,323</b>	<b>\$2,187,546,054</b>	<b>\$2,179,102,429</b>	<b>(\$8,443,625)</b>	<b>\$48,000,106</b>
<b>Other program grants - General fund</b>						
Adult education matching grants	\$3,100,000	\$4,100,000	\$4,400,000	\$4,400,000	\$0	\$300,000
School food services matching grants	1,380,000	1,380,000	1,380,000	1,380,000	0	0
Prekindergarten grants		3,000,000 <sup>3</sup>	1,500,000	0	(1,500,000)	(3,000,000)
Free breakfast program	200,000	200,000	200,000	200,000	0	0
Program grant pool	1,530,000 <sup>4</sup>	1,809,711	2,136,711	1,500,000	(636,711)	(309,711)
Leadership professional development	0	0	0	200,000	200,000	200,000
<b>Total - Other program grants - General fund</b>	<b>\$6,210,000</b>	<b>\$10,489,711</b>	<b>\$9,616,711</b>	<b>\$7,680,000</b>	<b>(\$1,936,711)</b>	<b>(\$2,809,711)</b>
<b>Other grants - Other funds</b>						
Federal grants	\$253,837,705	\$286,837,705	\$286,837,705	\$286,837,705	\$0	\$0
Governor's School program - Student loan trust fund	220,000 <sup>5</sup>			0	0	0
Regional education association merger grants - Foundation aid stabilization fund	100,000 <sup>6</sup>			0	0	0
English language learner grants - Foundation aid stabilization fund	500,000 <sup>7</sup>			0	0	0
Displaced homemaker program	225,000	225,000	225,000	225,000	0	0
<b>Total - Other grants - Other funds</b>	<b>\$254,882,705</b>	<b>\$287,062,705</b>	<b>\$287,062,705</b>	<b>\$287,062,705</b>	<b>\$0</b>	<b>\$0</b>
<b>Total state school aid and other grants - All funds</b>	<b>\$2,276,996,868</b>	<b>\$2,428,654,739</b>	<b>\$2,484,225,470</b>	<b>\$2,473,845,134</b>	<b>(\$10,380,336)</b>	<b>\$45,190,395</b>

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	2017-19 Appropriation	2019-21 Executive Budget	2019-21 Senate Version	2019-21 House Version	2019-21 House Version Increase (Decrease) Compared to Senate Version	2019-21 House Version Increase (Decrease) Compared to Executive Budget
<b>Agency administration and other passthrough grants</b>						
Administration - General fund	\$11,486,726	\$15,776,386	\$12,395,724	\$14,005,944	\$1,610,220	(\$1,770,442)
Administration - Other funds	36,117,455	37,881,622	37,715,679	38,927,038	1,211,359	1,045,416
<b>Total - Agency administration</b>	<b>\$47,604,181</b>	<b>\$53,658,008<sup>8</sup></b>	<b>\$50,111,403</b>	<b>\$52,932,982</b>	<b>\$2,821,579</b>	<b>(\$725,026)</b>
National writing projects	\$20,000	\$20,000	\$40,000	\$50,000	\$10,000	\$30,000
Rural art outreach project	350,000	328,789	360,000	350,000	(10,000)	21,211
North Central Council for Educational Media Services	238,000	223,576	223,576	238,000	14,424	14,424
Mentoring program	2,050,000	1,925,764	2,125,764	2,125,764	0	200,000
Global Bridges (Atlantik-Brucke) exchange	200,000	0	0	0	0	0
Young entrepreneur education program	30,000	30,000	30,000	0	(30,000)	(30,000)
"We the People" program	10,000	10,000	50,000	50,000	0	40,000
Governor's School program	0	0	20,000	0	(20,000)	0
Cultural heritage grants	0	0	0	50,000	50,000	50,000
PowerSchool	5,500,000	0 <sup>9</sup>	5,500,000	5,500,000	0	5,500,000
Transportation efficiency	30,000	27,000	0	0	0	(27,000)
National board certification	120,000	108,000	108,000	108,000	0	0
<b>Total - Other passthrough grants - General fund</b>	<b>\$8,548,000</b>	<b>\$2,673,129</b>	<b>\$8,457,340</b>	<b>\$8,471,764</b>	<b>\$14,424</b>	<b>\$5,798,635</b>
<b>Total - Agency administration and other passthrough grants - All funds</b>	<b>\$56,152,181</b>	<b>\$56,331,137</b>	<b>\$58,568,743</b>	<b>\$61,404,746</b>	<b>\$2,836,003</b>	<b>\$5,073,609</b>
<b>Total Department of Public Instruction - All funds</b>	<b>\$2,333,149,049</b>	<b>\$2,484,985,876</b>	<b>\$2,542,794,213</b>	<b>\$2,535,249,880</b>	<b>(\$7,544,333)</b>	<b>\$50,264,004</b>
<b>Department of Public Instruction - Funding</b>						
Total - General fund	\$1,435,601,984	\$1,547,496,484	\$1,728,251,829	\$1,721,496,137	(\$6,755,692)	\$173,999,653
Total - Other funds	897,547,065	937,489,392	814,542,384	813,753,743	(788,641)	(123,735,649)
<b>Total Department of Public Instruction - All funds</b>	<b>\$2,333,149,049</b>	<b>\$2,484,985,876</b>	<b>\$2,542,794,213</b>	<b>\$2,535,249,880</b>	<b>(\$7,544,333)</b>	<b>\$50,264,004</b>
FTE positions	91.75	88.75	88.75	88.75	0.00	0.00

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4.25-19 2013

# 1

**2013 Amendment**

**15.1-18-10 – Specialty Areas – Teacher Qualification**

Section 15.1-21-03 of the North Dakota Century Code is amended and reenacted as follows:

An individual may teach in any subject, except elementary education, special education, mathematics, science, language arts, and social studies, if the individual:

- a. Has a permit issued by the board and has a high school diploma; and
- b. Possesses at least four thousand hours over five years of relevant work experience in the subject area to be taught; or
- c. Possesses a certificate, permit, or degree in the subject area to be taught; ~~or~~
- d. ~~Achieves a passing score on the Praxis content test~~

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