

2023 SENATE APPROPRIATIONS

SB 2013

Department 201 - Department of Public Instruction
Senate Bill No. 2013

Executive Budget Comparison to Base Level

	General Fund	Other Funds	Total
2023-25 Executive Budget	\$1,581,358,763	\$1,237,388,125	\$2,818,746,888
2023-25 Base Level	1,658,196,873	938,233,270	2,596,430,143
Increase (Decrease)	(\$76,838,110)	\$299,154,855	\$222,316,745

Selected Budget Changes Recommended in the Executive Budget

	General Fund	Other Funds	Total
1. Adds funding for state employee salary and benefit increases, of which \$1,218,407 is for salary increases and \$413,586 is for health insurance increases	\$617,995	\$1,013,998	\$1,631,993
2. Adds funding for operating expenses related to a new Capitol space rent model	\$140,899	\$0	\$140,899
3. Adjusts funding for the cost to continue integrated formula payments	(\$35,329,144)	\$0	(\$35,329,144)
4. 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 \$513.8 million (It is anticipated approximately \$511.9 million will be available.)	(\$80,812,000)	\$80,812,000	\$0
5. Decreases funding for integrated formula payments resulting from the accelerated implementation of on-time funding	(\$2,400,000)	\$0	(\$2,400,000)
6. Adds funding to increase the integrated formula payment rate by 4 percent in the 1 st year of the biennium and 3 percent in the 2 nd year of the biennium	\$146,409,518	\$0	\$146,409,518
7. Increases funding for integrated formula payments to accelerate the phase-out of transition maximum adjustments	\$14,767,391	\$0	\$14,767,391
8. Adds funding for integrated formula payments in excess of estimated cost (The Office of Management and Budget (OMB) inadvertently included this funding twice in the executive recommendation.)	\$14,767,391	\$0	\$14,767,391
9. Adjusts funding for integrated formula payments to provide one-time funding from the foundation aid stabilization fund to provide a total of \$281.7 million from the fund for integrated formula payments	(\$138,215,156)	\$138,215,156	\$0
10. Adds one-time funding from the foundation aid stabilization fund for program grants for school board training	\$0	\$3,000,000	\$3,000,000
11. Adds one-time funding from the foundation aid stabilization fund for program grants for cybersecurity training for teachers	\$0	\$2,000,000	\$2,000,000
12. Adds one-time funding from the foundation aid stabilization fund for program grants for a grow-your-own teacher program	\$0	\$4,000,000	\$4,000,000

A summary of the executive budget changes to the agency's base level appropriations is attached as an appendix.

A copy of the draft appropriations bill containing the executive budget recommendations is attached as an appendix.

Selected Bill Sections Recommended in the Executive Budget

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 \$130,323 to \$138,142, effective July 1, 2023, and to \$143,668, effective July 1, 2024, to reflect recommended salary increases of 6 percent in the 1st year of the biennium and 4 percent in the 2nd year of the biennium.

Tuition apportionment - Section 4 would provide that any money available in the state tuition fund in excess of the \$513,832,000 appropriated in Section 1 of the bill is appropriated to the Department of Public Instruction (DPI) for distribution to school districts.

Gifted and talented program funding and Medicaid matching grants - Section 5 would provide that DPI use \$800,000 of the 2023-25 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 Health and Human Services on behalf of the school district or unit.

Indirect cost allocation - Section 6 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.

Grants - Other grants distribution - Section 8 would require no more than one-half of the passthrough grants included in the grants - other grants line item is to be expended during the fiscal year ending June 30, 2024.

Transfer - Foundation aid stabilization fund transfer to Department of Public Instruction operating fund - Section 9 would require OMB transfer, on a quarterly basis, a total of \$283,755,019 from the foundation aid stabilization fund to the operating fund of DPI for the purpose of providing integrated formula payments. The executive budget appropriates \$281,669,656 from the foundation aid stabilization fund for integrated formula payments.

Transfer - Foundation aid stabilization fund to Department of Public Instruction - One-time funding - Section 10 would require OMB transfer, on a quarterly basis, a total of \$9 million from the foundation aid stabilization fund to the DPI for school board training (\$3 million), a cybersecurity credential incentive (\$2 million), and a grow-your-own teacher program (\$4 million).

Use of new money - Nonadministrative personnel compensation increases - Section 11 would require school districts to use 70 percent of increased funding related to any increases in the integrated formula payment rate for compensation increases for nonadministrative personnel and the Superintendent of Public Instruction to provide guidance to school districts regarding the calculation of the amount of new money resulting from increases in the base integrated formula payment rate during the 2023-25 biennium.

Exemption - 2021-23 biennium funding exemption and transfer to the Department of Public Instruction operating fund - Section 12 would provide that if, after the Superintendent of Public Instruction complies with all statutory payment obligations imposed for the 2021-23 biennium, any money remains in the integrated formula payments line item, the lesser of \$10,387,064 or the remaining amount must be continued into the 2023-25 biennium and OMB must transfer this amount into the public instruction fund for the purpose of providing program and passthrough grants.

Exemption - Deposits into the department's operating account - Section 13 would provide that, notwithstanding Section 54-44.1-15, DPI may deposit indirect cost recoveries, any money collected by DPI for general educational development fees, and displaced homemakers deposits in its operating account. Section 54-44.1-15 otherwise provides that these funds be deposited in the general fund.

Exemption - Federal Elementary and Secondary School Emergency Relief (ESSER) Fund - Section 14 would provide funds appropriated to DPI from the ESSER Fund during the 2021-23 biennium are not subject to Section 54-44.1-11 and any unexpended funds may be continued to the 2023-25 biennium.

State school aid formula changes - Sections 15, 16, and 17 would provide the statutory changes to the state school aid formula included in the executive budget recommendation. Statutory changes would:

- Add or subtract 1.00 weighted student unit per student for increases or decreases, respectively, in fall enrollment as compared to the prior year spring average daily membership and provide for a 0.70 weighting factor deduction per student for school districts, paid based on fall enrollment during the 2022-23 school year, whose spring average daily membership for the 2022-23 school year is lower than the fall enrollment and for a 1.00 weighting factor deduction for school districts, paid based on fall enrollment, whose spring average daily membership is lower than the prior fall enrollment for school years after June 30, 2023;
- Increase the integrated per student payment rate from the current level of \$10,237 to \$10,646, effective for the 2023-24 school year, and to \$10,965, effective for the 2024-25 school year, to reflect integrated per student payment rate increases of 4 percent in the 1st year and 3 percent in the 2nd year of the 2023-25 biennium;
- Remove transition maximum limits on state school aid payments; and
- Update the year, from 2020 to 2022, used to determine the percentage of mills levied for sinking and interest relative to the total mills levied by the school district for all purposes. The percent is used to reduce local revenues deducted in the state school aid formula.

Continuing Appropriations

Instructional materials revolving printing fund - Section 15.1-03-03 - The fund is used for revenues and expenses associated with distributing instructional materials developed and printed by the department.

Displaced homemaker program - Chapter 14-06.1 - The fund is used to provide counseling, guidance, job readiness training, and services for displaced homemakers.

Estimated Turnback

The Department of Public Instruction estimates 2021-23 biennium general fund turnback will total approximately \$58.5 million relating to excess appropriations for integrated formula payments (\$55 million), special education contract grants (\$2 million), and the teacher loan forgiveness program (\$1.5 million). The 2023-25 biennium executive recommendation authorizes the department to continue up to \$10,387,064 remaining in the integrated formula payments line item at the close of the 2021-23

biennium to the 2023-25 biennium for various program and passthrough grants which, if approved, would reduce anticipated turnback to approximately \$48.1 million.

Significant Audit Findings

The operational audit of DPI for the biennium ended June 30, 2021, included a review of financial transactions to determine expenditures are correct. The State Auditor identified one audit finding related to spending authority approval. The department received approval from the Emergency Commission and the Budget Section for a total of \$16,918,463 to spend on the Comprehensive Literacy State Development Program, which is a program funded by the federal government to improve literacy for disadvantaged children. The department spent \$3,117,564 on the literacy program and \$13,800,899 on a summer foods program, which was not part of the Emergency Commission approval. The department spent funds on a program other than the program approved for additional spending authority by the Emergency Commission. The State Auditor recommended DPI develop procedures to track expenditures for Emergency Commission requests to ensure money is spent for the approved purpose or returned at the end of the biennium.

Major Related Legislation

Senate Bill No. 2032 - Provides an appropriation of \$3 million from the general fund to DPI for grants to accredited institutions of higher education to **assist paraprofessionals to become qualified teachers**, for the biennium beginning July 1, 2023, and ending June 30, 2025. The department may award up to \$20,000 to each qualifying institution for program startup and other administrative costs and the remainder of the appropriation may be used only for tuition and scholarships for students enrolled in the program. The department may establish policies and procedures to administer this program.

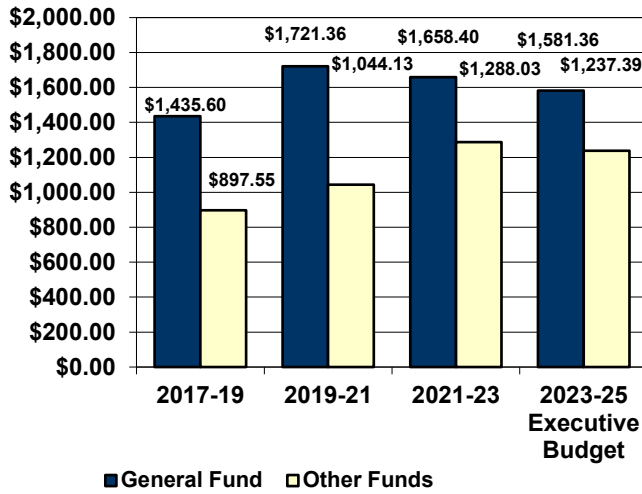
Senate Bill No. 2033 - Establishes a student loan forgiveness program for teachers in shortage areas and provides an appropriation of \$3 million from the general fund to the department for **teacher shortage student loan forgiveness** payments.

Senate Bill No. 2066 - Reduces the **local property tax in the state school aid formula** from 60 mills to 30 mills and uses the 2022 taxable valuation for the 2023-24 payment year. The taxable valuation is increased by 5 percent each year thereafter for general fund levy and property tax contributions. The decrease in the contribution from property taxes would require an additional \$327.5 million from the state for state school aid.

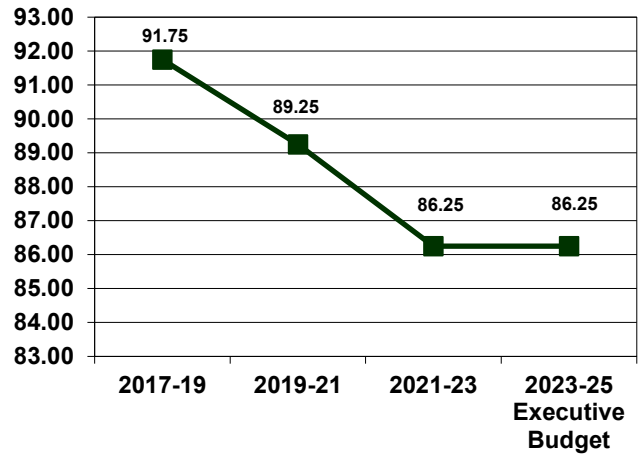
Historical Appropriations Information

Agency Appropriations and FTE Positions

Agency Funding (Millions)



FTE Positions



Ongoing General Fund Appropriations

	2015-17	2017-19	2019-21	2021-23	2023-25 Executive Budget
Ongoing general fund appropriations	\$1,689,008,539	\$1,435,601,984	\$1,721,161,137	\$1,658,196,873	\$1,719,573,919
Increase (decrease) from previous biennium	N/A	(\$253,406,555)	\$285,559,153	(\$62,964,264)	\$61,377,046
Percentage increase (decrease) from previous biennium	N/A	(15.0%)	19.9%	(3.7%)	3.7%
Cumulative percentage increase (decrease) from 2015-17 biennium	N/A	(15.0%)	1.9%	(1.8%)	1.8%

Major Increases (Decreases) in Ongoing General Fund Appropriations

2017-19 Biennium

- Removed 8 FTE positions from the base budget, of which funding for 3 FTE IT programmer and research positions were transferred from the salaries and wages line item to the operating expenses line item to contract for services. (\$652,038)
- Reduced funding for operating expenses. (\$1,301,254)
- Increased funding for cost-to-continue state school aid. \$18,864,163
- Adjusted the funding sources of integrated formula payments to provide for increased funding available from the state tuition fund. (\$86,412,905)
- 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
- Adjusted the funding sources of integrated formula payments to provide for one-time funding from the foundation aid stabilization fund. (\$185,000,000)
- Increased funding for special education contract grants to provide a total of \$19.3 million from the general fund. \$2,000,000
- Reduced funding for transportation grants to provide a total of \$55.4 million from the general fund. (\$1,600,000)
- Added funding for a flexible funding pool for certain programs administered by the Superintendent of Public Instruction. \$1,530,000
- Reduced funding for program grants. (\$1,179,022)
- Reduced funding for various passthrough grants. (\$2,887,500)
- Reduced funding for PowerSchool. (\$500,000)

2019-21 Biennium

1. Removed 4 FTE positions from the base budget.	(\$583,930)
2. Restored 1 FTE division manager position.	\$272,692
3. Added a .50 FTE position and related funding for salaries and wages (\$76,000) and operating expenses (\$189,000) for the administration of the Education Coordination Council established in Senate Bill No. 2215.	\$265,000
4. Transferred the teacher shortage loan forgiveness program from the North Dakota University System.	\$2,103,393
5. Added funding for operating expenses related to increases in the continuous improvement for schools contract with AdvancEd to provide a total of \$1,112,000.	\$312,000
6. Increased funding for operating expenses to correct an error in the department's budget request relating to its base budget adjustments.	\$1,000,000
7. Added funding for operating expenses related to 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.	\$300,000
8. Increased funding for cost-to-continue state school aid.	\$53,625,374
9. Adjusted funding for integrated formula payments for changes to the state school aid formula approved in Senate Bill No. 2265.	\$109,372,892
10. Added 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
11. Adjusted the funding source for integrated formula payments to increase funding from the state tuition fund/common schools trust fund.	(\$72,217,095)
12. Increased funding for special education contract grants to provide a total of \$24 million from the general fund.	\$4,700,000
13. Increased funding for transportation grants to provide a total of \$56.5 million from the general fund.	\$1,100,000
14. Increased funding for adult education matching grants to provide a total of \$4.4 million from the general fund.	\$1,300,000
15. Added funding for leadership professional development program grants.	\$200,000
16. Removed funding for the transportation efficiency line item and included transportation efficiency in the flexible funding pool.	(\$30,000)
17. Reduced funding for the Superintendent of Public Instruction's flexible funding pool to provide a total of \$1.5 million from the general fund for certain programs and initiatives administered by the superintendent.	(\$30,000)
18. Reduced funding for passthrough grants.	(\$34,236)
19. Reduced funding for national board certification to provide a total of \$108,000 from the general fund.	(\$12,000)

2021-23 Biennium

1. Transferred 3 FTE positions and related salaries of \$600,000 and operating expenses of \$100,000 to the Department of Human Services pursuant to House Bill No. 1416 relating to the administration of an early childhood education program for 4-year olds.	(\$300,000)
2. Adjusted the funding source for professional fees related to accreditation support to provide funding from school district reimbursements for services.	(\$1,012,000)
3. Removed funding for ACT and WorkKeys testing fees pursuant to Senate Bill No. 2141.	(\$780,000)
4. Decreased funding for integrated formula payments for savings related to a reduction in the cost to continue.	(\$16,868,441)
5. Adjusted the funding source for integrated formula payments to provide for an increase in funds available from the state tuition fund.	(\$55,256,000)
6. Increased funding for integrated formula payments for changes to the state school aid formula approved in House Bill No. 1388.	\$12,036,512
7. Added funding for the fiscal impact of increased participation in summer school related to House Bill No. 1436.	\$1,300,000
8. Added funding for the fiscal impact of House Bill No. 1246 related to eliminating the deduction of tuition paid with federal impact aid.	\$3,700,000
9. Increased funding for special education contract grants to provide a total of \$27 million from the general fund.	\$3,000,000
10. Increased funding for transportation grants, pursuant to reimbursement changes approved in House Bill No. 1027, to provide a total of \$58.1 million from the general fund.	\$1,600,000

- 11. Reduced funding for the Superintendent of Public Instruction's flexible funding pool, included in the grants - program and passthrough line item, and adjusted the funding source to carryover. (\$1,500,000)
- 12. Increased funding for program grants, included in the grants - program and passthrough line item, and adjusted the funding source to carryover. (\$6,180,000)
- 13. Increased funding for passthrough grants, included in the grants - program and passthrough line item, and adjusted the funding source to carryover. (\$2,863,764)

2023-25 Biennium (Executive Budget Recommendation)

- 1. Adjusts funding for the cost to continue integrated formula payments. (\$35,329,144)
- 2. 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 \$513.8 million. (It is anticipated approximately \$511.9 million will be available.) (\$80,812,000)
- 3. Decreases funding for integrated formula payments resulting from the accelerated implementation of on-time funding. (\$2,400,000)
- 4. Adds funding to increase the integrated formula payment rate by 4 percent in the 1st year of the biennium and 3 percent in the 2nd year of the biennium. \$146,409,518
- 5. Increases funding for integrated formula payments to accelerate the phase-out of transition maximum adjustments. \$14,767,391
- 6. Adds funding for integrated formula payments in excess of estimated cost (The Office of Management and Budget inadvertently included this funding twice in the executive recommendation.) \$14,767,391

One-Time General Fund Appropriations

	2015-17	2017-19	2019-21	2021-23	2023-25 Executive Budget
One-time general fund appropriations	\$0	\$0	\$200,000	\$200,000	(\$138,215,156)

Major One-Time General Fund Appropriations

2017-19 Biennium

None

2019-21 Biennium

Added one-time funding for operating expenses to rewrite the state school aid formula \$200,000

2021-23 Biennium

Added one-time funding for state automated reporting system (STARS) application maintenance \$200,000

2023-25 Biennium (Executive Budget Recommendation)

Reduces funding from the general fund for integrated formula payments for one-time funding provided from the foundation aid stabilization fund (\$138,215,156)

Department of Public Instruction - Budget No. 201
Senate Bill No. 2013
Base Level Funding Changes

	Executive Budget Recommendation			
	FTE Positions	General Fund	Other Funds	Total
2023-25 Biennium Base Level	86.25	\$1,658,196,873	\$938,233,270	\$2,596,430,143
2023-25 Ongoing Funding Changes				
Cost to continue salary increases		\$42,088	\$81,573	\$123,661
Salary increase		456,449	761,958	1,218,407
Health insurance increase		161,546	252,040	413,586
Adds funding, including funding from federal and special funds, for increased operating expenses related to ITD rate increases		22,144	32,128	54,272
Adds funding for operating expenses related to a new Capitol space rent model		140,899		140,899
Adjusts funding for the cost to continue integrated formula payments		(35,329,144)		(35,329,144)
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 \$513.8 million (It is anticipated approximately \$511.9 million will be available.)		(80,812,000)	80,812,000	0
Decreases funding for integrated formula payments resulting from the accelerated implementation of on-time funding		(2,400,000)		(2,400,000)
Adds funding to increase the integrated formula payment rate by 4 percent in the 1st year of the biennium and 3 percent in the 2nd year of the biennium		146,409,518		146,409,518
Increases funding for integrated formula payments to accelerate the phase-out of transition maximum adjustments		14,767,391		14,767,391
Adds funding for integrated formula payments in excess of estimated cost (The Office of Management and Budget inadvertently included this funding twice in the executive recommendation.)		14,767,391		14,767,391
Increases funding for other grants for anticipated increases in United States Department of Agriculture food program funding			50,000,000	50,000,000
Increases funding for other grants for anticipated increases in United States Department of Education programs			20,000,000	20,000,000
Increases funding for the leveraging the senior year program to provide a total of \$1.4 million for the program grant pool, of which \$900,000 is allocated to the leveraging the senior year program		500,000		500,000

Transfers \$10,387,064 of special funds included in the base budget in the grants - program and passthrough line item to the grants - passthrough grants line item				0
Increases funding for passthrough grants for the teacher mentoring program to provide a total of \$4,251,528, of which \$2,125,764 is from the general fund and \$2,125,764 is from special funds resulting from carryover		2,125,764		2,125,764
Increases funding for PowerSchool to provide a total of \$5,775,000		525,000		525,000
Total ongoing funding changes	0.00	\$61,377,046	\$151,939,699	\$213,316,745
One-time funding items				
Adjusts funding for integrated formula payments to provide one-time funding from the foundation aid stabilization fund to provide a total of \$281.7 million from the fund for integrated formula payments		(\$138,215,156)	\$138,215,156	\$0
Adds one-time funding from the foundation aid stabilization fund for program grants for school board training			3,000,000	3,000,000
Adds one-time funding from the foundation aid stabilization fund for program grants for cybersecurity training for teachers			2,000,000	2,000,000
Adds one-time funding from the foundation aid stabilization fund for program grants for a grow-your-own-teacher program			4,000,000	4,000,000
Total one-time funding changes	0.00	(\$138,215,156)	\$147,215,156	\$9,000,000
Total Changes to Base Level Funding	0.00	(\$76,838,110)	\$299,154,855	\$222,316,745
2023-25 Total Funding	86.25	\$1,581,358,763	\$1,237,388,125	\$2,818,746,888
<i>Federal funds included in other funds</i>			\$419,573,819	
<i>Total ongoing changes as a percentage of base level</i>	0.0%	3.7%	16.2%	8.2%
<i>Total changes as a percentage of base level</i>	0.0%	(4.6%)	31.9%	8.6%

Other Sections in 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 \$130,323 to \$138,142, effective July 1, 2023, and to \$143,668, effective July 1, 2024, to reflect recommended salary increases of 6 percent in the 1st year of the biennium and 4 percent in the 2nd year of the biennium.
Tuition apportionment	Section 4 would provide that any money available in the state tuition fund in excess of the \$513,832,000 appropriated in Section 1 of the bill is appropriated to DPI for distribution to school districts.

Other Sections in Department of Public Instruction - Budget No. 201

Executive Budget Recommendation

Gifted and talented program funding and Medicaid matching grants	Section 5 would provide that DPI use \$800,000 of the 2023-25 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 Health and Human Services on behalf of the school district or unit.
Indirect cost allocation	Section 6 would provide 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 - Other grants distribution	Section 8 would require no more than one-half of the passthrough grants included in the grants - other grants line item is to be expended during the fiscal year ending June 30, 2024.
Transfer - Foundation aid stabilization fund transfer to Department of Public Instruction operating fund	Section 9 would require OMB transfer, on a quarterly basis, a total of \$283,755,019 from the foundation aid stabilization fund to the operating fund of DPI for the purpose of providing integrated formula payments. The executive budget appropriates \$281,669,656 from the foundation aid stabilization fund for integrated formula payments.
Transfer - Foundation aid stabilization fund to Department of Public Instruction - One-time funding	Section 10 would require the OMB transfer, on a quarterly basis, a total of \$9 million from the foundation aid stabilization fund to DPI for school board training (\$3 million), a cybersecurity credential incentive (\$2 million), and a grow-your-own-teacher program (\$4 million).
Use of new money - Nonadministrative personnel compensation increases	Section 11 would require school districts to use 70 percent of increased funding related to any increases in the integrated formula payment rate for compensation increases for nonadministrative personnel and the Superintendent of Public Instruction to provide guidance to school districts regarding the calculation of the amount of new money resulting from increases in the base integrated formula payment rate during the 2023-25 biennium.
Exemption - 2021-23 biennium funding exemption and transfer to the Department of Public Instruction operating fund	Section 12 would provide that if, after the Superintendent of Public Instruction complies with all statutory payment obligations imposed for the 2021-23 biennium, any money remains in the integrated formula payments line item, the lesser of \$10,387,064 or the remaining amount must be continued into the 2023-25 biennium and OMB must transfer this amount into the public instruction fund for the purpose of providing program and passthrough grants.

Other Sections in Department of Public Instruction - Budget No. 201

Executive Budget Recommendation

Exemption - Deposits into the department's operating account

Section 13 would provide that, notwithstanding Section 54-44.1-15, DPI may deposit indirect cost recoveries, any money collected by DPI for general educational development fees, and displaced homemakers deposits in its operating account. Section 54-44.1-15 otherwise provides that these funds be deposited in the general fund.

Exemption - ESSER Fund

Section 14 would provide funds appropriated to DPI from the ESSER Fund during the 2021-23 biennium are not subject to Section 54-44.1-11 and any unexpended funds may be continued into the 2023-25 biennium.

State school aid formula changes

Sections 15, 16, and 17 would provide the statutory changes to the state school aid formula included in the executive budget recommendation. Statutory changes would:

- Add or subtract 1.00 weighted student unit per student for increases or decreases, respectively, in fall enrollment as compared to the prior year spring average daily membership and provide for a 0.70 weighting factor deduction per student for school districts, paid based on fall enrollment during the 2022-23 school year, whose spring average daily membership for the 2022-23 school year is lower than the fall enrollment and for a 1.00 weighting factor deduction for school districts, paid based on fall enrollment, whose spring average daily membership is lower than the prior fall enrollment for school years after June 30, 2023;

- Increase the integrated per student payment rate from the current level of \$10,237 to \$10,646, effective for the 2023-24 school year, and to \$10,965, effective for the 2024-25 school year, to reflect integrated per student payment rate increases of 4 percent in the 1st year and 3 percent in the 2nd year of the 2023-25 biennium;

- Remove transition maximum limits on state school aid payments; and

- Update the year, from 2020 to 2022, used to determine the percentage of mills levied for sinking and interest relative to the total mills levied by the school district for all purposes. The percent is used to reduce local revenues deducted in the state school aid formula.

SENATE BILL NO. 2013
(Governor's Recommendation)

Introduced by

Appropriations Committee

(At the request of the Governor)

A bill for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the state library, the school for the deaf, and the North Dakota vision services - school for the blind; to 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 transfer; to amend and reenact sections 15.1-27-03.1 and 15.1-27-04.1 of the North Dakota Century Code.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

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, 2021 and ending June 30, 2023, as follows:

Subdivision 1.

DEPARTMENT OF PUBLIC INSTRUCTION

	<u>Base Level</u>	<u>Adjustments or Enhancements</u>	<u>Appropriation</u>
Salaries and Wages	\$ 17,854,747	\$1,755,654	\$ 19,610,401
Operating Expenses	33,098,149	195,171	33,293,320
Integrated Formula Payments	2,131,825,000	123,447,765	2,270,040,156
Grants-Special Education	27,000,000	0	27,000,000
Grants-Transportation	58,100,000	0	58,100,000
Grants-Other Grants	312,738,893	70,000,000	382,738,893
Grants-Program Grants	0	9,500,000	9,500,000
Grants-Passthrough Grants	10,387,064	2,125,764	12,512,828
PowerSchool	5,250,000	525,000	5,775,000
National Board Certification	<u>176,290</u>	<u>0</u>	<u>176,290</u>
Total All Funds	\$2,596,430,143	\$ 207,549,354	\$2,818,746,888
Less Estimated Income	<u>938,233,270</u>	<u>284,387,464</u>	<u>1,237,388,125</u>
Total General Fund	\$1,658,196,873	(\$76,838,110)	\$1,581,358,763
Full-Time Equivalent Positions	86.25	0.00	86.25

Subdivision 2.

STATE LIBRARY

	<u>Base Level</u>	<u>Adjustments or Enhancements</u>	<u>Appropriation</u>
Salaries and Wages	\$4,139,907	\$406,960	\$4,546,867
Operating Expenses	1,822,703	533,405	2,356,108
Grants	<u>2,233,528</u>	<u>50,000</u>	<u>2,283,528</u>
Total All Funds	\$8,196,138	\$990,365	\$9,186,503
Less Estimated Income	<u>2,364,417</u>	<u>(211,502)</u>	<u>2,152,915</u>
Total General Fund	\$5,831,721	\$1,201,867	\$7,033,588
Full-Time Equivalent Positions	26.75	0.00	26.75

Subdivision 3.

SCHOOL FOR THE DEAF

	<u>Base Level</u>	<u>Adjustments or Enhancements</u>	<u>Appropriation</u>
Salaries and Wages	\$8,332,820	\$933,617	\$ 9,266,437
Operating Expenses	1,727,086	98,671	1,825,757
Capital Assets	<u>137,178</u>	<u>865,000</u>	<u>1,002,178</u>
Total All Funds	\$10,197,084	\$1,897,288	\$12,094,372
Less Estimated Income	<u>2,790,528</u>	<u>890,022</u>	<u>3,680,550</u>
Total General Fund	\$7,406,556	\$1,007,266	\$ 8,413,822
Full-Time Equivalent Positions	44.61	0.75	45.36

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	\$4,992,194	\$486,306	\$5,478,500
Operating Expenses	792,671	103,015	895,686
Capital Assets	<u>39,192</u>	<u>439,000</u>	<u>478,192</u>
Total All Funds	\$5,824,057	\$1,028,231	\$6,852,378
Less Estimated Income	<u>918,315</u>	<u>750,161</u>	<u>1,668,476</u>
Total General Fund	\$4,905,742	\$278,160	\$5,183,902
Full-Time Equivalent Positions	27.75	0.00	27.75

Subdivision 5.

BILL TOTAL

	<u>Base Level</u>	<u>Adjustments or Enhancements</u>	<u>Appropriation</u>
Grand Total General Fund	\$1,676,340,892	(\$74,350,817)	\$1,601,990,075
Grant Total Special Funds	<u>944,306,530</u>	<u>285,816,145</u>	<u>1,230,122,675</u>
Grand Total All Funds	\$2,620,647,422	\$ 211,465,328	\$2,832,112,750

SECTION 2. ONE-TIME FUNDING - EFFECT ON BASE BUDGET - REPORT TO SIXTY-NINTH LEGISLATIVE ASSEMBLY. The following amounts reflect the one-time funding items approved by the sixty-seventh legislative assembly for the 2021-23 biennium and the 2023-25 one-time funding items included in the appropriation in section 1 of this Act:

DEPARTMENT OF PUBLIC INSTRUCTION

<u>One-Time Funding Description</u>	<u>2021-23</u>	<u>2023-25</u>
STARS Maintenance	\$200,000	\$ 0
Gateway To Science Grant	13,500,000	0
Regional Education Association Grants	250,000	0
Be Legendary School Board Training	0	3,000,000
Cyber Security Credential Incentive	0	2,000,000
Grow Your Own Teacher Program	<u>0</u>	<u>4,000,000</u>
Total Department of Public Instruction - All Fund	\$13,950,000	\$9,000,000
Total Department of Public Instruction - Special Funds	<u>13,750,000</u>	<u>9,000,000</u>
Total Department of Public Instruction - General Fund	\$ 200,000	\$ 0

STATE LIBRARY

<u>One-Time Funding Description</u>	<u>2021-23</u>	<u>2023-25</u>
Funding For Maintenance Of Effort	\$0	\$228,635
Retirement Leave Payout	0	40,000
IT Equipment	0	43,000
Office Renovation	<u>0</u>	<u>150,000</u>
Total School For The Deaf - Special Funds	\$0	\$461,635

SCHOOL FOR THE DEAF

<u>One-Time Funding Description</u>	<u>2021-23</u>	<u>2023-25</u>
Boiler Replacement	\$650,000	\$650,000
Operating Expenses	21,500	0
Replace Campus Server	7,500	0
Inflationary Increase	0	120,171
Replace Pneumatic Controls And Fire Alarm Equipment	0	150,000
	<u>40,000</u>	<u>43,000</u>
Total School for The Deaf – All Funds	\$719,000	\$963,671
Total School for The Deaf - Special Funds	<u>719,000</u>	<u>\$873,586</u>
Total School for The Deaf – General Fund	\$ 0	\$90,085

NORTH DAKOTA VISION SERVICES - SCHOOL FOR THE BLIND

<u>One-Time Funding Description</u>	<u>2021-23</u>	<u>2023-25</u>
Miscellaneous Repairs	\$414,500	\$439,000
Equipment	<u>0</u>	<u>26,000</u>
Total School for the Blind Special Funds	\$ 414,500	\$ 465,000
Grand Total - All Funds	\$15,083,500	\$10,890,306
Grand Total - Estimated Income	\$14,883,500	\$10,338,586
Grand Total - General Fund	\$ 200,000	\$ 551,720

The 2023-25 one-time funding amounts are not a part of the entity's base budget for the 2025-27 biennium. The department of public instruction, state library, school for the deaf, and North Dakota vision services - school for the blind shall report to the appropriations committees of the sixty-ninth legislative assembly on the use of this one-time funding for the biennium beginning July 1, 2023 and ending June 30, 2025.

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 twenty-seven thousand seven hundred sixty-eight dollars through June 30, 2022~~ one hundred thirty-eight thousand one hundred forty-two dollars through June 30, 2024 and ~~one hundred thirty thousand three hundred twenty-three dollars~~ one hundred forty-three thousand six hundred sixty-eight dollars thereafter.

SECTION 4. APPROPRIATION - TUITION APPORTIONMENT. The sum of \$513,832,000, 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, 2023 and ending June 30, 2025.

SECTION 5. 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 6. INDIRECT COST ALLOCATION. Notwithstanding section 54-44.1-15, the department of public instruction may deposit indirect cost recoveries in its operating account.

SECTION 7. 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, 2024.

SECTION 8. 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, 2024.

SECTION 9. TRANSFER. The office of management and budget shall transfer, on a quarterly basis, a total of \$283,755,019 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, 2025.

SECTION 10. TRANSFER – FOUNDATION AID STABILIZATION FUND – ONE-TIME FUNDING. The office of management and budget shall transfer \$9,000,000 from the foundation aid stabilization fund to the department of public instruction, of which, \$3,000,000 is for school board training, \$2,000,000 is for a cyber security credential incentive and \$4,000,000 is for the grow your own teacher program, for the biennium beginning July 1, 2023, and ending June 30, 2025.

SECTION 11. USE OF NEW MONEY – NONADMINISTRATIVE PERSONNEL COMPENSATION INCREASES.

1. During the 2023-25 biennium, the board of each school district shall use an amount equal to at least seventy percent of all new money received by the district, resulting from increases in the base integrated formula payment rate, to increase the compensation paid to nonadministrative personnel.
2. For purposes of this section, the superintendent of public instruction shall provide guidance to school districts regarding the calculation of the amount of new money resulting from increases in the base integrated formula payment rate during the 2023-25 biennium.

SECTION 12. EXEMPTION – TRANSFER – PUBLIC INSTRUCTION FUND. Notwithstanding section 54-44.1-11, if, after the superintendent of public instruction complies with all statutory payment obligations imposed for the 2021-23 biennium, any moneys remain in the integrated formula payments line item in subdivision 1 of section 1 of chapter 38 of the 2021 Session Laws, the lesser of \$10,387,064 or the remaining amount must be continued into the 2023-25 biennium and the office of management and budget shall transfer this amount into the public instruction fund for the purpose of providing program and passthrough grants as appropriated in subdivision 1 of section 1 of this Act.

SECTION 13. EXEMPTION – GENERAL EDUCATOINAL DEVELOPMENT FEES AND DISPLACED HOMEMAKER DEPOSITS. Notwithstanding section 54-44.1-15, the department of public instruction may deposit indirect cost recoveries in its operating account. In addition, any moneys collected by the department of public instruction for general educational development fees and displaced homemakers deposits must be deposited in the public instruction fund in the state treasury. Any funds deposited in the public instruction fund may only be spent subject to appropriation by the legislative assembly.

SECTION 14. EXEMPTION – ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF FUNDS. The amount appropriated to the department of public instruction from federal funds in section 2 subdivision 2 of chapter 28 of the 2021 Session Laws, is not subject to the provisions of section 54-44.1-11. Any unexpended funds from this appropriation are available to the department of public instruction during the biennium beginning July 1, 2023 and ending June 30, 2025.

SECTION 15. AMENDMENT. Subsection 1 of Section 15.1-27-03.1 of the North Dakota Century Code is amended and reenacted as follows:

1. For each school district, the superintendent of public instruction shall multiply by:
 - a. 1.00 the number of full-time equivalent students enrolled in an extended educational program in accordance with section 15.1-32-17;
 - b. 0.60 the number of full-time equivalent students enrolled in a summer education program, including a migrant summer education program;

- c. 0.40 the number of full-time equivalent students who:
- (1) On a test of English language proficiency approved by the superintendent of public instruction are determined to be least proficient and placed in the first of six categories of proficiency; and
 - (2) Are enrolled in a program of instruction for English language learners;
- d. 0.28 the number of full-time equivalent students who:
- (1) On a test of English language proficiency approved by the superintendent of public instruction are determined to be more proficient than students placed in the first of six categories of proficiency and therefore placed in the second of six categories of proficiency; and
 - (2) Are enrolled in a program of instruction for English language learners;
- e. 0.25 the number of full-time equivalent students under the age of twenty-one enrolled in grades nine through twelve in an alternative high school;
- f. 0.20 the number of full-time equivalent students enrolled in a home-based education program and monitored by the school district under chapter 15.1-23;
- g. 0.17 the number of full-time equivalent students enrolled in an early childhood special education program;
- h. 0.15 the number of full-time equivalent students in grades six through eight enrolled in an alternative education program for at least an average of fifteen hours per week;
- i. 0.10 the number of students enrolled in average daily membership, if the district has fewer than one hundred students enrolled in average daily membership and the district consists of an area greater than two hundred seventy-five square miles [19424.9 hectares], provided that any school district consisting of an area greater than six hundred square miles [155399 hectares] and enrolling fewer than fifty students in average daily membership must be deemed to have an enrollment equal to fifty students in average daily membership;
- j. 0.82 the number of students enrolled in average daily membership, in order to support the provision of special education services;
- k. 0.07 the number of full-time equivalent students who:
- (1) On a test of English language proficiency approved by the superintendent of public instruction are determined to be more proficient than students placed in the second of six categories of proficiency and therefore placed in the third of six categories of proficiency;
 - (2) Are enrolled in a program of instruction for English language learners; and
 - (3) Have not been in the third of six categories of proficiency for more than three years;
- l. 0.025 the number of students representing that percentage of the total number of students in average daily membership which is equivalent to the three-year average percentage of students in grades three through eight who are eligible for free or reduced lunches under the Richard B. Russell National School Lunch Act [42 U.S.C. 1751 et seq.];
- m. 0.002 the number of students enrolled in average daily membership in a school district that is a participating member of a regional education association meeting the requirements of chapter 15.1-09.1; and
- n. ~~0.50~~ 1.00 the number of students by which the district's September tenth enrollment report ~~exceeds~~ changes from the number of students in the prior year's average daily membership.
- o. For districts paid based on September tenth enrollment in the prior year, 0.70 the number of students determined by deducting the number of students in the prior year's September tenth enrollment from the prior year's average daily membership.

2. The superintendent of public instruction shall determine each school district's weighted average daily membership by adding the products derived under subsection 1 to the district's average daily membership.

Weighted average daily membership - Determination. (Effective after June 30, ~~2024~~ 2023)

1. For each school district, the superintendent of public instruction shall multiply by:
 - a. 1.00 the number of full-time equivalent students enrolled in an extended educational program in accordance with section 15.1-32-17;
 - b. 0.60 the number of full-time equivalent students enrolled in a summer education program, including a migrant summer education program;
 - c. 0.40 the number of full-time equivalent students who:
 - (1) On a test of English language proficiency approved by the superintendent of public instruction are determined to be least proficient and placed in the first of six categories of proficiency; and
 - (2) Are enrolled in a program of instruction for English language learners;
 - d. 0.28 the number of full-time equivalent students who:
 - (1) On a test of English language proficiency approved by the superintendent of public instruction are determined to be more proficient than students placed in the first of six categories of proficiency and therefore placed in the second of six categories of proficiency; and
 - (2) Are enrolled in a program of instruction for English language learners;
 - e. 0.25 the number of full-time equivalent students under the age of twenty-one enrolled in grades nine through twelve in an alternative high school;
 - f. 0.20 the number of full-time equivalent students enrolled in a home-based education program and monitored by the school district under chapter 15.1-23;
 - g. 0.17 the number of full-time equivalent students enrolled in an early childhood special education program;
 - h. 0.15 the number of full-time equivalent students in grades six through eight enrolled in an alternative education program for at least an average of fifteen hours per week;
 - i. 0.10 the number of students enrolled in average daily membership, if the district has fewer than one hundred students enrolled in average daily membership and the district consists of an area greater than two hundred seventy-five square miles [19424.9 hectares], provided that any school district consisting of an area greater than six hundred square miles [155399 hectares] and enrolling fewer than fifty students in average daily membership must be deemed to have an enrollment equal to fifty students in average daily membership;
 - j. 0.082 the number of students enrolled in average daily membership, in order to support the provision of special education services;
 - k. 0.07 the number of full-time equivalent students who:
 - (1) On a test of English language proficiency approved by the superintendent of public instruction are determined to be more proficient than students placed in the second of six categories of proficiency and therefore placed in the third of six categories of proficiency;
 - (2) Are enrolled in a program of instruction for English language learners; and

(3) Have not been in the third of six categories of proficiency for more than three years;

l. 0.025 the number of students representing that percentage of the total number of students in average daily membership which is equivalent to the three-year average percentage of students in grades three through eight who are eligible for free or reduced lunches under the Richard B. Russell National School Lunch Act [42 U.S.C. 1751 et seq.];

m. 0.002 the number of students enrolled in average daily membership in a school district that is a participating member of a regional education association meeting the requirements of chapter 15.1-09.1;

n. ~~0.60~~ 1.00 the number of students by which the district's September tenth enrollment report ~~exceeds changes from~~ the number of students in the prior year's average daily membership ~~increasing the factor annually by 0.10, not to exceed 1.00~~; and

o. ~~For districts paid based on September tenth enrollment in the prior year, 0.50~~ 1.00 the number of students determined by deducting the number of students in the prior year's September tenth enrollment from the prior year's average daily membership, ~~increasing the factor annually by 0.10, not to exceed 1.00. If the prior year's September tenth enrollment exceeds the prior year's average daily membership, then a deduction of 0.50 the number of excess students, increasing the factor annually by 0.10, not to exceed 1.00.~~

2. The superintendent of public instruction shall determine each school district's weighted average daily membership by adding the products derived under subsection 1 to the district's average daily membership.

SECTION 16. AMENDMENT. Subsection 3 of Section 15.1-27-04.1 of the North Dakota Century Code is amended and reenacted as follows:

3. a. For the ~~2021-22~~ 2023-24 school year, the superintendent shall calculate state aid as the greater of:

(1) The district's weighted student units multiplied by ten thousand ~~one hundred thirty-six dollars~~ six hundred forty-six dollars;

(2) One hundred two percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's weighted student units, not to exceed the district's 2017-18 baseline weighted student units, plus any weighted student units in excess of the 2017-18 baseline weighted student units multiplied by ten thousand ~~one hundred thirty-six~~ six hundred forty-six dollars; or

(3) The district's baseline funding as established in subsection 1. (3) The district's baseline funding as established in subsection 1 less the amount in paragraph 1, with the difference reduced by ~~fifteen~~ forty-five percent for the 2021-22 school year and fifteen percent each school year thereafter, and then the difference added to the amount determined in paragraph 1.

b. For the ~~2022-23~~ 2024-25 school year and each school year thereafter, the superintendent shall calculate state aid as the greater of:

(1) The district's weighted student units multiplied by ten thousand ~~two hundred thirty-seven~~ nine hundred sixty-five dollars;

(2) One hundred two percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's weighted student units, not to exceed the district's 2017-18 baseline weighted student units, plus any weighted student units in excess of the 2017-18 baseline weighted student units multiplied by ten thousand ~~two hundred thirty-seven~~ nine hundred sixty-five dollars; or

(3) The district's baseline funding as established in subsection 1 less the amount in paragraph 1, with the difference reduced by ~~fifteen~~ sixty percent for the 2021-22 school year and fifteen percent each school year thereafter, and then the difference added to the amount determined in paragraph 1.

~~c. The superintendent also shall adjust state aid determined in this subsection to ensure the amount does not exceed the transition maximum as follows:~~

~~(1) For the 2021-22 school year, the transition maximum rate is one hundred ten 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.~~

~~(2) For the 2022-23 school year, the transition maximum rate is one hundred ten 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.~~

~~(3) For the 2023-24 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus twenty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.~~

~~(4) For the 2024-25 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus forty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.~~

~~(5) For the 2025-26 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus sixty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.~~

~~(6) For the 2026-27 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus eighty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.~~

SECTION 17. AMENDMENT. Subsection 4 of Section 15.1-27-04.1 of the North Dakota Century Code is amended and reenacted as follows:

4. 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 subdivision may not exceed the previous year's amount in dollars subtracted for purposes of this subdivision by more than twelve percent, adjusted pursuant to section 15.1-27-04.3; and

b. Subtract an amount equal to seventy-five percent of all revenue types listed in subdivisions c and d of subsection 1. Before determining the deduction for seventy-five percent of all revenue types, the superintendent of public instruction shall adjust revenues as follows:

(1) Tuition revenue shall be adjusted as follows:

(a) In addition to deducting tuition revenue received specifically for the operation of an educational program provided at a residential treatment facility, tuition revenue received for the provision of an adult farm management program, and tuition received under an agreement to educate students from a school district on an air force base with funding received through federal impact aid as directed each school year in paragraph 3 of

subdivision c of subsection 1, the superintendent of public instruction also shall reduce the total tuition reported by the school district by the amount of tuition revenue received for the education of students not residing in the state and for which the state has not entered a cross-border education contract; and

(b) The superintendent of public instruction also shall reduce the total tuition reported by admitting school districts meeting the requirements of subdivision e of subsection 2 of section 15.1-29-12 by the amount of tuition revenue received for the education of students residing in an adjacent school district.

(2) After adjusting tuition revenue as provided in paragraph 1, the superintendent shall reduce all remaining revenues from all revenue types by the percentage of mills levied in ~~2020~~ 2022 by the school district for sinking and interest relative to the total mills levied in ~~2020~~ 2022 by the school district for all purposes.

2023 SENATE STANDING COMMITTEE MINUTES

Appropriations Committee Roughrider Room, State Capitol

SB 2013
1/12/2023

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 an exemption.

8:31 AM Chairman Bekkedahl opened the meeting.

Members present: Senators Bekkedahl, Krebsbach, Burckhard, Davison, Dever, Dwyer Erbele, Kreun, Meyer, Roers, Schaible, Sorvaag, Vedaa, Wanzek, Rust, Mathern.

Discussion Topics:

- ND education history
- Student outcome goals
- Per student model of funding
- Districts' budgets
- Staff turnover
- Strategic plan
- Funding
- 11Covid relief funds
- Program grants
- Grow Your own Teacher Program
- Be Legendary School Board Training
- Cyber security credential incentive
- Greater Math Program
- P 10 Pass Thru Grants
- Heritage Grants
- Other Grants
- #39 POWER School
- STARS re-write
- NDIT funds
- Federal funds summary
- COVID-related fed funds
- ND K-12 enrollment cohorts
- Vital records birth data
- P 17 ND enrollment history
- Enrollment by counties
- Enrollment increase
- ND K-12 school funding formula
- Needed resources
- Projected payments vs actual

- Oil & gas production effects
- P23 foundation aid status
- Appropriation and actual expenditure reconciliation
- Projected future funding summary
- State aid to schools
- Source of state aid to schools
- FTE salary trends
- Nationwide salaries
- Nationwide expenditures per student
- ESSER and ESSER funds
- 2019 legislation vs 2021 Legislation
- Learning loss full report
- Disrupted learning & solutions
- Recovering student learning
- Reported impact of ESSER funds on learning recovery
- Conclusions/ priority of learning recovery
- Results-based budgeting training
- Funding strategies
- Be Legendary Schoolboard training
- Budget decisions based on student outcomes
- Implementation of best practices in all school districts

8:32 AM Kirsten Baesler, Department of Public Instruction (DPI), provided an introduction & overview of SB 2013. #13088, #13089

8:37 AM Jamie Mertz, Director of Fiscal Management of DPI, testified on budget numbers. #13090

9:05 AM Adam Tescher, School Finance Officer, DPI, testified. #13092

9:51 AM Sheila Sandness, Legislative Council, explained figures on the green sheet. #21199

9:52 AM Adam Tescher continued his testimony.

10:16 AM Kirsten Baesler provided additional information.

10:48 AM Chairman Bekkedahl closed meeting.

Sue Huntington, Committee Clerk

2023 SENATE STANDING COMMITTEE MINUTES

Appropriations

Rough Rider Room, State Capitol

SB 2013

1/12/2023

A bill relating to defraying the expenses of the Department of Public Instruction, the State Library, the School for the Deaf, and North Dakota Vision Services - School for the Blind; to provide an exemption.

1:38 PM Chairman Bekkedahl called the meeting to order.

Senators Bekkedahl, Burkhard, Davison, Dever, Dwyer, Erberle, Krebsbach, Kreun, Mathern, Meyer, Roers, Schaible, Sorvaag, Vedaa, and Wanzek were present.

Discussion Topics:

- Vision Resource Center
- Client services data
- Effects of other bills on SB 2013
- NDSD Resource Center
- Line-item funding
- Agency collections/special funds
- Federal covid-19 funding
- Library collections
- Purchase collaborations
- Online library resources
- Technical support services
- Cataloging services
- IT department
- American Rescue Plan Act
- Book vending machines
- Consortium academic libraries
- 2023-25 budget requests
- Building renovation request

1:38 PM Paul Olson, Superintendent of ND Vision Services/School for the Blind (NDVS/SSB), presented information on SB 2013 and testified affirmatively. #13085

2:04 PM Tammy Purcell, Business Manager of ND Vision Services presented their budget. #13085

2:19 PM Paul Olson concluded testimony for the NDVS/SSB. #13085

2:39 PM Donna E. Sorensen, Superintendent of ND School for the Deaf presented information on SB 2013. #13038

2: 59 PM Michael Loff, ND State School for the Deaf Business Manager #13038

3:09 PM Donna E. Sorenson provided more information. #13038

3:35 PM Mary J. Soucie, ND State Librarian, presented the ND State Library's section of SB 2013 and testified affirmatively. #13110

Chairman Bekkedahl recessed the hearing at 3:15 pm and reconvened at 3:35.

Chairman Bekkedahl assigned this Bill to the Education and Environment Division.

Additional Testimony: #19546, #19548, #19549

3:57 PM Chairman Bekkedahl closed the meeting.

Carol Thompson, Committee Clerk

2023 SENATE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division Sakakawea Room, State Capitol

SB 2013
1/24/2023

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 North Dakota vision services - school for the blind; and to provide an exemption.

10:32 AM Chairman Sorvaag opened the hearing on SB 2013.

Members present: Senators Sorvaag, Krebsbach, Rust, Schaible, and Meyer

Discussion Topics:

- Department of Public Instruction
- Operation budgets
- Agency audit performance
- Related legislation
- Requested amendments
- Carryover funding
- Student outcomes
- Workforce equity

10:34 AM Kirsten Baesler, Superintendent of the North Dakota Department of Public Instruction, brief introduction, no written testimony

10:35 AM Jamie Mertz, Director of Fiscal Management, North Dakota Department of public Instruction, provided information. # 15673

11:05 AM Sheila Sandness, Legislative Council fiscal staff (LC) reviewed the "green sheets" and base level funding changes handed out by LC, testimony # 19546, #15748, #19549

11:26 AM Chairman Sorvaag closed the hearing.

Kathleen Hall, Committee Clerk

2023 SENATE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division Sakakawea Room, State Capitol

SB 2013
1/24/2023

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 North Dakota vision services - school for the blind; and to provide an exemption.

2:00 PM Chairman Sorvaag opened the hearing on SB 2013.

Members present: Senators Sorvaag, Krebsbach, Rust, Schaible, and Meyer

Discussion Topics:

- Department of Public Instruction
- North Dakota Vision Services/School for the Blind
- North Dakota School for the Deaf
- North Dakota State Library
- Budget requests
- Optional requests
- Workforce support
- Funding sources
- North Dakota Association for the Blind
- Tribal libraries
- Requested amendments
- Library participation
- Lifetime learning
- We the People curriculum

2:01 PM Paul Olson, Superintendent of North Dakota Vision Services/School for the Blind, introduction and explanation of budget requests, testimony # 16393

2:26 PM Donna Sorensen, Superintendent of North Dakota School for the Deaf Resource Center, introduction and explanation of services provided, testimony # 16209

2:32 PM Michael Loff, Business Manager North Dakota School for the Deaf Resource Center, explanation of budget requests, testimony # 16209

2:48 PM Mary Soucie, State Librarian for the North Dakota State Library, introduction and explanation of the library and strategic overview, testimony # 16400

3:18 PM Levi Andrist, We the People, introduction of the program and introduction of the speakers, no written testimony

3:18 PM Sharon Espeland, in support of We The People curriculum, testimony #16334, #16270

3:21 PM Chris Cavanaugh, Bismarck High School teacher, testified in favor of the We the People curriculum, testimony # 15866 and # 15867

3:30 PM Jennifer Kallenbach, Kidder County teacher, testified in favor of the We the People curriculum, testimony # 15748

3:40 PM recess

3:43 PM Shannon Sorenson, teacher, testified in favor of We the People curriculum, testimony #15949

3:52 PM Allan Peterson, testified in support of the North Dakota Vision Services/ School for the Blind, testimony #16247, #16250, #16256, and # 16258

4:01 PM Trampus Brown, President of the North Dakota Association for the Blind, testified in support of the North Dakota Vision Services/ School for the Blind, no written testimony

Additional written testimony:

- Testimony # 15969

4:06 PM Chairman Sorvaag closed the hearing.

Kathleen Hall, Committee Clerk

2023 SENATE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division Sakakawea Room, State Capitol

SB 2013
2/3/2023

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 North Dakota vision services - school for the blind; and to provide an exemption.

10:05 AM Chairman Sorvaag opened the hearing on SB 2013.

Members present: Senators Sorvaag, Krebsbach, Rust, Schaible, and Meyer

Discussion Topics:

- Department of public education
- State library
- School for the deaf
- School for the blind
- Budget comparisons
- Special funds

10:07 AM Sheila Sandness, from Legislative Council, explained the “green sheets” and “long sheets”, testimony #19554, #19555, #21008

10:21 AM Kirsten Baesler, State Superintendent for Public Instruction, answered questions from the committee, no written testimony

10:30 AM Jamie Mertz, Fiscal Director of the Department of Public Instruction, answered questions from the committee, no written testimony

11:05 AM Chairman Sorvaag closed the hearing.

Kathleen Hall, Committee Clerk

2023 SENATE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division Sakakawea Room, State Capitol

SB 2013
2/8/2023

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 North Dakota vision services - school for the blind; and to provide an exemption.

3:14 PM Chairman Sorvaag opened the hearing on SB 2013.

Members present: Senators Sorvaag, Krebsbach, Rust, Schaible, and Meyer

Discussion Topics:

- Department of public education
- State library
- Renovations
- Updated technology
- Tribal library travel
- Department of public instruction grants

3:14 PM Committee discussion regarding the budget, reviewing previous testimony #19555.

3:17 PM Mary Soucie, State Librarian for the North Dakota State Library, answered questions from the committee, no written testimony

3:22 PM Laurel Sains, State Library, answered questions from the committee, no written testimony

3:43 PM Kirsten Baesler, Superintendent of the North Dakota Department of Public Instruction, answered questions from the committee, no new written testimony

4:01 PM Chairman Sorvaag closed the hearing.

Kathleen Hall, Committee Clerk

2023 SENATE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division Sakakawea Room, State Capitol

SB 2013
2/14/2023

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 North Dakota vision services - school for the blind; and to provide an exemption.

8:51 AM Chairman Sorvaag opened the meeting on SB 2013.

Members present: Senators Sorvaag, Krebsbach, Rust, Schaible, and Meyer

Discussion Topics:

- State Library
- School for the blind
- School for the deaf
- Committee work

8:51 AM Committee discussion regarding the Long Sheets, #21175 and #19554.

9:14 AM Chairman Sorvaag closed the meeting.

Kathleen Hall, Committee Clerk

2023 SENATE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division Sakakawea Room, State Capitol

SB 2013
2/16/2023

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 North Dakota vision services - school for the blind; and to provide an exemption.

11:18 AM Chairman Sorvaag opened the meeting on SB 2013.

Members present: Senators Sorvaag, Krebsbach, Rust, Schaible, and Meyer

Discussion Topics:

- Department of public instruction
- Budget review
- Funding formula
- Committee work

11:18 AM Committee review

11:38 AM Kirsten Baesler, Superintendent of Public Instruction, answered questions from the committee, no written testimony

11:40 AM Jamie Mertz, Department of Public Instruction, answered questions from the committee, no written testimony

11:51 Adam Tescher, Assistant Director Department of Public Instruction, answered questions from the committee, no written testimony

12:04 PM Chairman Sorvaag closed the meeting.

Kathleen Hall, Committee Clerk

2023 SENATE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division Sakakawea Room, State Capitol

SB 2013
2/17/2023

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 North Dakota vision services - school for the blind; and to provide an exemption.

8:37 AM Chairman Sorvaag opened the meeting on SB 2013.

Members present: Senators Sorvaag, Krebsbach, Rust, Schaible, and Meyer

Discussion Topics:

- Department of public instruction
- School for the deaf
- School for the blind
- State library

8:34 AM Senator Schaible introduced amendment LC 23.0267.01002 (#21067).

8:47 AM Senator Schaible moved to adopt amendment 23.0267.01002. Senator Krebsbach seconded the motion.

Senators	Vote
Senator Ronald Sorvaag	Y
Senator Karen K. Krebsbach	Y
Senator Scott Meyer	Y
Senator David S. Rust	Y
Senator Donald Schaible	Y

Motion passed 5-0-0.

8:50 AM Chairman Sorvaag closed the meeting.

Kathleen Hall, Committee Clerk

2023 SENATE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division Sakakawea Room, State Capitol

SB 2013
2/20/2023

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 North Dakota vision services - school for the blind; and to provide an exemption.

3:51 PM Chairman Sorvaag opened the meeting on SB 2013.

Members present: Senators Sorvaag, Krebsbach, Rust, and Schaible.

Members absent: Senator Meyer

Discussion Topics:

- Department of public instruction
- State library
- School for the deaf
- School for the blind

3:51 PM Sheila Sandness, Legislative Council, overview of the proposed amendment 23.0267.01001 and longsheets, testimony #21182, # 21173, #21176, #21177, and #21181.

4:11 PM Senator Schaible moved to adopt amendment 23.0267.01001, testimony # 21181. Senator Rust seconded the motion. (Vote held open for absent member.)

Senators	Vote
Senator Ronald Sorvaag	Y
Senator Karen K. Krebsbach	Y
Senator Scott Meyer	Y
Senator David S. Rust	Y
Senator Donald Schaible	Y

Motion passed 5-0-0.

4:11 PM Senator Schaible moved DO PASS AS AMENDED.
Senator Rust seconded the motion. (Vote held open for absent member)

Senators	Vote
Senator Ronald Sorvaag	Y
Senator Karen K. Krebsbach	Y
Senator Scott Meyer	Y
Senator David S. Rust	Y
Senator Donald Schaible	Y

Motion passed 5-0-0.

Senator Schaible will carry the bill to the full committee.

4:12 PM Chairman Sorvaag closed the meeting.

Kathleen Hall, Committee Clerk

2023 SENATE STANDING COMMITTEE MINUTES

Appropriations Committee Roughrider Room, State Capitol

SB 2013
2/21/2023

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 North Dakota vision services - school for the blind; and to provide an exemption.

7:30 AM Chairman Bekkedahl opened the meeting on SB 2013.

Members present: Senators Bekkedahl, Krebsbach, Burckhard, Davison, Dever, Dwyer, Erbele, Kreun, Meyer, Roers, Schaible, Sorvaag, Vedaa, Wanzek, Rust, and Mathern.

Discussion Topics:

- Department of public instruction
- State library
- School for the deaf
- School for the blind
- Committee work

7:31 AM Senator Schaible explained amendment LC 23.0267.01001 (#21186).

7:50 AM Senator Schaible moved to adopt amendment 23.0267.01001.
Senator Rust seconded the motion.

Senators	Vote
Senator Brad Bekkedahl	Y
Senator Karen K. Krebsbach	Y
Senator Randy A. Burckhard	Y
Senator Kyle Davison	Y
Senator Dick Dever	Y
Senator Michael Dwyer	Y
Senator Robert Erbele	Y
Senator Curt Kreun	Y
Senator Tim Mathern	Y
Senator Scott Meyer	Y
Senator Jim P. Roers	Y
Senator David S. Rust	Y
Senator Donald Schaible	Y
Senator Ronald Sorvaag	Y
Senator Shawn Vedaa	Y
Senator Terry M. Wanzek	Y

Motion passed 16-0-0.

7:56 AM Senator Schaible moved DO PASS AS AMENDED.
Senator Rust seconded the motion.

Senators	Vote
Senator Brad Bekkedahl	Y
Senator Karen K. Krebsbach	Y
Senator Randy A. Burckhard	Y
Senator Kyle Davison	Y
Senator Dick Dever	Y
Senator Michael Dwyer	Y
Senator Robert Erbele	Y
Senator Curt Kreun	Y
Senator Tim Mathern	Y
Senator Scott Meyer	Y
Senator Jim P. Roers	Y
Senator David S. Rust	Y
Senator Donald Schaible	Y
Senator Ronald Sorvaag	Y
Senator Shawn Vedaa	Y
Senator Terry M. Wanzek	Y

Motion passed 16-0-0.

Senator Schaible will carry the bill.

7:58 AM Chairman Bekkedahl closed the meeting.

Kathleen Hall, Committee Clerk

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PROPOSED AMENDMENTS TO SENATE BILL NO. 2013

Page 1, line 3, after the semicolon insert "to amend and reenact sections 15.1-02-02 and 54-24.3-01 of the North Dakota Century Code, relating to the salary of the superintendent of public instruction and regional library cooperative definitions; to provide for a transfer; to provide for reports;"

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	\$17,854,747	\$1,459,112	\$19,313,859
Operating expenses	33,098,149	195,171	33,293,320
Integrated formula payments	2,131,825,000	316,826,200	2,448,651,200
Grants - special education	27,000,000	0	27,000,000
Grants - transportation	58,100,000	0	58,100,000
Grants - other grants	312,738,893	70,000,000	382,738,893
Grants - program grants	0	13,780,000	13,780,000
Grants - passthrough grants	0	2,229,764	2,229,764
Grants - program and passthrough	10,387,064	(10,387,064)	0
PowerSchool	5,250,000	525,000	5,775,000
National board certification	<u>176,290</u>	<u>0</u>	<u>176,290</u>
Total all funds	\$2,596,430,143	\$394,628,183	\$2,991,058,326
Less estimated income	<u>938,233,270</u>	<u>154,404,811</u>	<u>1,092,638,081</u>
Total general fund	\$1,658,196,873	\$240,223,372	\$1,898,420,245
Full-time equivalent positions	86.25	0.00	86.25"

Page 2, replace lines 9 through 17 with:

"

	<u>Base Level</u>	<u>Adjustments or Enhancements</u>	<u>Appropriation</u>
Salaries and wages	\$4,139,907	\$345,606	\$4,485,513
Operating expenses	1,822,703	415,770	2,238,473
Grants	<u>2,233,528</u>	<u>50,000</u>	<u>2,283,528</u>
Total all funds	\$8,196,138	\$811,376	\$9,007,514
Less estimated income	<u>2,364,417</u>	<u>(221,410)</u>	<u>2,143,007</u>
Total general fund	\$5,831,721	\$1,032,786	\$6,864,507
Full-time equivalent positions	26.75	0.00	26.75"

Page 2, replace lines 20 through 28 with:

"

	<u>Base Level</u>	<u>Adjustments or Enhancements</u>	<u>Appropriation</u>
Salaries and wages	\$8,332,820	\$855,432	\$9,188,252
Operating expenses	1,705,586	120,171	1,825,757
Capital assets	<u>158,678</u>	<u>843,500</u>	<u>1,002,178</u>
Total all funds	\$10,197,084	\$1,819,103	\$12,016,187
Less estimated income	<u>2,790,528</u>	<u>887,693</u>	<u>3,678,221</u>

Total general fund	\$7,406,556	\$931,410	\$8,337,966
Full-time equivalent positions	44.61	0.75	45.36"

Page 3, replace lines 1 through 9 with:

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	<u>Base Level</u>	<u>Adjustments or Enhancements</u>	<u>Appropriation</u>
Salaries and wages	\$4,992,194	\$445,666	\$5,437,860
Operating expenses	792,671	103,015	895,686
Capital assets	<u>39,192</u>	<u>439,000</u>	<u>478,192</u>
Total all funds	\$5,824,057	\$987,681	\$6,811,738
Less estimated income	<u>1,062,178</u>	<u>602,245</u>	<u>1,664,423</u>
Total general fund	\$4,761,879	\$385,436	\$5,147,315
Full-time equivalent positions	27.75	0.00	27.75"

Page 3, replace lines 12 through 16 with:

	<u>Base Level</u>	<u>Adjustments or Enhancements</u>	<u>Appropriation</u>
Grand total general fund	\$1,676,197,029	\$242,573,004	\$1,918,770,033
Grand total special funds	<u>944,450,393</u>	<u>155,673,339</u>	<u>1,100,123,732</u>
Grand total all funds	\$2,620,647,422	\$398,246,343	\$3,018,893,765"

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

Page 3, line 18, after "biennium" insert "and the 2023-25 biennium one-time funding items included in the appropriation in section 1 of this Act"

Page 3, remove lines 21 through 31

Page 4, replace lines 1 through 7 with:

Science experiments grant	\$13,500,000	\$0
Regional education association grants	250,000	0
State automated reporting system maintenance	200,000	0
Children's science center	5,900,000	0
State automated reporting system and statewide longitudinal data system upgrades	10,100,000	0
Elementary and secondary school emergency education relief	305,266,879	0
Emergency education relief homeless children and youth program	1,999,661	0
Assistance to nonpublic schools	4,151,371	0
Individuals with disabilities education act grant	8,632,569	0
Grow-your-own teacher program	0	3,000,000
School board training grants	0	2,000,000
Cybersecurity training for teachers	<u>0</u>	<u>1,000,000</u>
Total department of public instruction - all funds	\$350,000,480	\$6,000,000
Total department of public instruction - estimated income	<u>349,800,480</u>	<u>6,000,000</u>
Total department of public instruction - general fund"	\$200,000	\$0

Page 4, replace lines 9 through 12 with:

" COVID-19 salaries and wages	\$86,669	\$0
COVID-19 operating expenses	1,580,057	0
COVID-19 grants	500,000	0
Retirement leave payouts	0	40,000
Maintenance of effort	0	100,000
IT equipment	0	43,000
Building renovations	0	150,000
Total state library - all funds	\$2,166,726	\$333,000
Total state library - estimated income	<u>2,166,726</u>	<u>0</u>
Total state library - general fund	\$0	\$333,000"

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Page 4, replace lines 14 through 18 with:

" Campus server upgrade	\$7,500	\$0
Operating expenses	21,500	0
Equipment	40,000	43,500
Boiler and resource center projects	650,000	0
Operating expense inflation	0	120,171
Boiler replacement	0	650,000
Fire alarm and controls	0	150,000
Total school for the deaf - all funds	\$719,000	\$963,671
Total school for the deaf - estimated income	<u>719,000</u>	<u>873,586</u>
Total school for the deaf - general fund	\$0	\$90,085"

Page 4, replace lines 20 through 28 with:

" Vision screening devices	\$11,500	\$0
Replace flooring	10,000	0
Replace south wing air conditioning	40,000	0
Repair sidewalk, roof, and parking lot	24,000	0
Replace doors and key system	45,000	0
Heating, ventilation, and air conditioning upgrades	86,000	0
Install LED lighting	33,000	0
South wing electrical service	165,000	0
Equipment	0	26,000
Repairs and maintenance	0	439,000
Total school for the blind - estimated income	\$414,500	\$465,000"

Page 4, replace lines 29 through 31 with:

"Grand total - all funds	\$353,300,706	\$7,761,671
Grand total - estimated income	<u>353,100,706</u>	<u>7,338,586</u>
Grand total - general fund	\$200,000	\$423,085

The 2023-25 biennium one-time funding amounts are not part of the entity's base budget for the 2025-27 biennium. The department of public instruction, state library, school for the deaf, and North Dakota vision services - school for the blind shall report to the appropriations committees of the sixty-ninth legislative assembly on the use of this one-time funding for the biennium beginning July 1, 2023, and ending June 30, 2025."

Page 5, line 1, replace "\$433,020,000" with "\$510,860,000"

Page 6, line 7, replace "\$500,000" with "\$700,000"

Page 6, line 10, replace "\$35,714" with "\$50,000"

Page 6, after line 12, insert:

"SECTION 9. PASSTHROUGH GRANTS - APPLICATION - DISTRIBUTION - REPORTING. The grants - passthrough grants line item in subdivision 1 of section 1 of this Act includes \$2,229,764 for passthrough grants. The superintendent of public instruction shall determine the manner in which each passthrough grant is distributed but no more than one-half of the funding may be provided each year of the biennium. Annually grantees, as a condition of receiving the grant, must establish performance measures to be reviewed by the superintendent of public instruction. Grantees shall report annually to the superintendent of public instruction regarding performance based on the measures. 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. The superintendent of public instruction shall report to the appropriations committees of the sixty-ninth legislative assembly regarding funds granted, performance measures established for each grantee, and whether grantees met performance expectations.

*Alc
2-21-23*

SECTION 10. USE OF NEW MONEY - NONADMINISTRATIVE PERSONNEL COMPENSATION INCREASES.

1. During the 2023-25 biennium, the board of each school district shall use an amount equal to at least seventy percent of all new money received by the district, resulting from increases in the base integrated formula payment rate, to increase the compensation paid to nonadministrative personnel.
2. For purposes of this section, the superintendent of public instruction shall provide guidance to school districts regarding the calculation of the amount of new money resulting from increases in the base integrated formula payment rate during the 2023-25 biennium."

Page 6, line 13, after the boldfaced dash insert "**INDIRECT COST RECOVERIES,**"

Page 6, line 13, after "**FEES**" insert a boldfaced comma

Page 6, after line 19, insert:

"SECTION 12. EXEMPTION - TRANSFER - PUBLIC INSTRUCTION FUND - TRANSFER - GENERAL FUND. Notwithstanding section 54-44.1-11, if, after the superintendent of public instruction complies with all statutory payment obligations imposed for the 2021-23 biennium, from any moneys remaining in the integrated formula payments line item in subdivision 1 of section 1 of chapter 13 of the 2021 Session Laws, the lesser of \$16,009,764 or the remaining amount must be continued into the 2023-25 biennium and the office of management and budget shall transfer this amount into the public instruction fund for the purpose of providing program and passthrough grants as appropriated in subdivision 1 of section 1 of this Act. The superintendent of public instruction shall transfer any of these funds remaining unspent at the end of the 2023-25 biennium to the general fund.

SECTION 13. EXEMPTION - UNEXPENDED APPROPRIATIONS. The following appropriations are not subject to the provisions of section 54-44.1-11 and may be continued into the biennium beginning July 1, 2023, and ending June 30, 2025:

1. Any funds remaining from federal funds derived from the elementary and secondary school emergency education relief fund and any other federal

funds appropriated in subdivision 2 of section 2 of chapter 28 of the 2021 Session Laws; and

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2. Any funds remaining from federal funds appropriated in subsection 2 of section 6 of chapter 15 of the 2021 Session Laws, as amended in section 1 of chapter 548 of the 2021 Special Session Session Laws."

Page 6, after line 22, insert:

"SECTION 15. 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 ~~twenty-seven thousand seven hundred sixty-eight~~ thirty-five thousand five hundred thirty-six dollars through June 30, ~~2022~~2024, and one hundred ~~thirty thousand three hundred twenty-three~~ forty thousand nine hundred fifty-seven dollars thereafter.

SECTION 16. AMENDMENT. Section 54-24.3-01 of the North Dakota Century Code is amended and reenacted as follows:

54-24.3-01. Definitions.

In this chapter, unless the context otherwise requires:

1. "Academic library" means a library that is part of a college or university that is publicly or privately funded and whose primary role is to provide resources to enrich and support the school's curricula and the research needs of students and faculty.
2. "Library resource center" means a central service unit, whose location is to be agreed upon by members of the regional library cooperative and which is responsible for extending special services to support members of the regional library cooperative, while meeting all cooperative standards.
3. "Multitype library authority" means a geographic subdivision within which multitype libraries are organized for the purpose of providing library and information services through cooperation and mutual support.
4. "Participant library" means any library agreeing to join a regional library cooperative.
5. "Public library" means a library that is supported with funds derived from taxation and which maintains a balanced collection of materials to serve the lifelong information, reading, and recreational needs of the general population. For purposes of this chapter, "public library" includes tribal libraries.
6. "Regional library cooperative" means an organization of one or more types of library organized under Article VI of section 54-24.1-01, or a multitype library authority.
7. "School library media center" means a learning center operated as part of a publicly or privately supported school or school district and whose role is

to provide instruction, cooperatively design learning strategies, and provide resources that support and enrich the curriculum, following the North Dakota school library media guidelines.

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8. "Special library" means a public or private sector library whose collection is specialized and limited in scope and size and whose role is to provide information to a limited clientele."

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	\$2,596,430,143	\$394,628,183	\$2,991,058,326
Less estimated income	<u>938,233,270</u>	<u>154,404,811</u>	<u>1,092,638,081</u>
General fund	\$1,658,196,873	\$240,223,372	\$1,898,420,245
FTE	86.25	0.00	86.25
State Library			
Total all funds	\$8,196,138	\$811,376	\$9,007,514
Less estimated income	<u>2,364,417</u>	<u>(221,410)</u>	<u>2,143,007</u>
General fund	\$5,831,721	\$1,032,786	\$6,864,507
FTE	26.75	0.00	26.75
School for the Deaf			
Total all funds	\$10,197,084	\$1,819,103	\$12,016,187
Less estimated income	<u>2,790,528</u>	<u>887,693</u>	<u>3,678,221</u>
General fund	\$7,406,556	\$931,410	\$8,337,966
FTE	44.61	0.75	45.36
Vision Services - School for the Blind			
Total all funds	\$5,824,057	\$987,681	\$6,811,738
Less estimated income	<u>1,062,178</u>	<u>602,245</u>	<u>1,664,423</u>
General fund	\$4,761,879	\$385,436	\$5,147,315
FTE	27.75	0.00	27.75
Bill total			
Total all funds	\$2,620,647,422	\$398,246,343	\$3,018,893,765
Less estimated income	<u>944,450,393</u>	<u>155,673,339</u>	<u>1,100,123,732</u>
General fund	\$1,676,197,029	\$242,573,004	\$1,918,770,033
FTE	185.36	0.75	186.11

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

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	Base Budget	Senate Changes	Senate Version
Salaries and wages	\$17,854,747	\$1,459,112	\$19,313,859
Operating expenses	33,098,149	195,171	33,293,320
Integrated formula payments	2,131,825,000	316,826,200	2,448,651,200
Grants - Special education contracts	27,000,000		27,000,000
Grants - Transportation	58,100,000		58,100,000
Grants - Other grants	312,738,893	70,000,000	382,738,893
Grants - Program and passthrough	10,387,064	(10,387,064)	
Grants - Program grants		13,780,000	13,780,000
Grants - Passthrough grants		2,229,764	2,229,764
PowerSchool	5,250,000	525,000	5,775,000
National board certification	176,290		176,290
Total all funds	\$2,596,430,143	\$394,628,183	\$2,991,058,326
Less estimated income	938,233,270	154,404,811	1,092,638,081
General fund	\$1,658,196,873	\$240,223,372	\$1,898,420,245
FTE	86.25	0.00	86.25

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

	Adjusts Funding for Cost to Continue Salaries ¹	Adds Funding for Salary and Benefit Increases ²	Increases Funding for Information Technology ³	Adds Funding for Capitol Space Rent Model ⁴	Adjusts Funding for Integrated Formula Payments ⁵	Adjusts Funding Source of Integrated Formula Payment ⁶
Salaries and wages	\$123,661	\$1,335,451				
Operating expenses			\$54,272	\$140,899		
Integrated formula payments					\$316,626,200	
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants						
Grants - Program and passthrough						
Grants - Program grants						
Grants - Passthrough grants						
PowerSchool						
National board certification						
Total all funds	\$123,661	\$1,335,451	\$54,272	\$140,899	\$316,626,200	\$0
Less estimated income	81,573	828,410	32,128	0	0	77,840,000
General fund	\$42,088	\$507,041	\$22,144	\$140,899	\$316,626,200	(\$77,840,000)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Increases Funding for Federal Grants ⁷	Adjusts Funding for Program and Passthrough Grants ⁸	Increases Funding for Leveraging the Senior Year Program ⁹	Increases Funding for PowerSchool ¹⁰	Adds One-Time Funding for School Board Training ¹¹	Adds One-Time Funding for Cybersecurity Training ¹²
Salaries and wages						
Operating expenses						
Integrated formula payments						
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants	\$70,000,000					
Grants - Program and passthrough		(\$10,387,064)				
Grants - Program grants		7,480,000	\$300,000		\$2,000,000	\$1,000,000
Grants - Passthrough grants		2,229,764				
PowerSchool				\$525,000		
National board certification						
Total all funds	\$70,000,000	(\$677,300)	\$300,000	\$525,000	\$2,000,000	\$1,000,000
Less estimated income	70,000,000	(677,300)	300,000	0	2,000,000	1,000,000
General fund	\$0	\$0	\$0	\$525,000	\$0	\$0
FTE	0.00	0.00	0.00	0.00	0.00	0.00

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	Adds One-Time Funding for a Grow-Your-Own Teacher Program ¹³	Increases Funding for Grants to Regional Education Associations ¹⁴	Total Senate Changes
Salaries and wages			\$1,459,112
Operating expenses			195,171
Integrated formula payments		\$200,000	316,826,200
Grants - Special education contracts			
Grants - Transportation			
Grants - Other grants			70,000,000
Grants - Program and passthrough			(10,387,064)
Grants - Program grants	\$3,000,000		13,780,000
Grants - Passthrough grants			2,229,764
PowerSchool			525,000
National board certification			
Total all funds	\$3,000,000	\$200,000	\$394,628,183
Less estimated income	3,000,000	0	154,404,811
General fund	\$0	\$200,000	\$240,223,372
FTE	0.00	0.00	0.00

¹ Funding is added for cost to continue salary increases.

² The following funding is added for 2023-25 biennium salary adjustments of 4 percent on July 1, 2023, and 4 percent on July 1, 2024, and increases in health insurance premiums from \$1,429 to \$1,648 per month:

	General Fund	Other Funds	Total
Salary increase	\$341,779	\$570,572	\$912,351
Health insurance increase	165,262	257,838	423,100
Total	\$507,041	\$828,410	\$1,335,451

³ Funding is increased for Information Technology Department rate increases.

⁴ Funding is added for operating expenses related to a new Capitol space rent model.

⁵ Funding for integrated formula payments is adjusted as follows:

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	<u>General Fund</u>
Savings related to cost to continue integrated formula payments	(\$35,329,144)
Senate Bill No. 2284:	
Increases the integrated payment rate 3 percent in the 1st year and 3 percent in the 2nd year of biennium	119,907,953
Removes transition maximum payment adjustments	14,767,391
Implements on-time funding based on fall enrollment	5,300,000
Senate Bill No. 2328 - Increases school size weighting factors for school districts operating two plants at least 14 miles apart	8,880,000
Senate Bill No. 2066 - Increases the state's share of the state school aid formula by reducing local property tax deducted in the formula	<u>203,100,000</u>
Increase in integrated formula payments	\$316,626,200

⁶ The funding source for integrated formula payments is adjusted to increase funding from the state tuition fund and the common schools trust fund to provide a total of \$510.86 million.

⁷ Funding for other grants is increased for anticipated increases in United States Department of Agriculture food program funding (\$50 million) and for anticipated increases in United States Department of Education programs (\$20 million).

⁸ Funding from special funds of \$10,387,064 in the base budget is reduced for certain passthrough grants and \$9,709,764 is transferred from the grants - program and passthrough line item to the grants - passthrough grants line item (\$2,229,764) and the grants - program grants line item (\$7,480,000). Funding is made available from carryover funds continued from the 2021-23 biennium and deposited in the department's operating fund for passthrough and program grants as follows:

	<u>Special Funds from Carryover</u>
Passthrough grants:	
Teacher mentoring program	\$2,125,764
"We the People" program	70,000
Cultural heritage grants	<u>34,000</u>
Total passthrough grants	\$2,229,764
Program grants:	
Adult education matching grants	\$5,000,000
School food service matching grants	1,380,000
Free breakfast program	200,000
Program grant pool	<u>900,000</u>
Total program grants	\$7,480,000

⁹ Increases funding for the leveraging the senior year program in the program grant pool to provide a total of \$1.2 million for the program grant pool. The program grant pool is used by the Superintendent of Public Instruction for the leveraging the senior year program, a leadership program, and family engagement initiatives.

¹⁰ Funding for PowerSchool is increased to provide a total of \$5,775,000 from the general fund.

¹¹ One-time funding from carryover deposited in the department's operating fund is added for program grants for school board training.

¹² One-time funding from carryover deposited in the department's operating fund is added for program grants for cybersecurity training for teachers.

¹³ One-time funding from carryover deposited in the department's operating fund is added for program grants for a grow-your-own teacher program.

¹⁴ Funding is added to increase grants to regional education associations to provide a total of \$700,000. The section related to regional education grants is amended to provide annual grants of \$50,000 to each regional education association.

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This amendment also:

- Amends a section to increase regional education association grants to provide a total of \$700,000 and to provide annual grants of \$50,000 to each regional education association;
- Adds a section to require no more than one-half of the passthrough grants included in the grants - passthrough grants line item may be expended during the fiscal year ending June 30, 2024, and provides for reporting requirements;
- Adds a section to require school districts use 70 percent of increased funding related to any increases in the integrated formula payment rate for compensation increases for nonadministrative personnel and the Superintendent of Public Instruction to provide guidance to school districts regarding the calculation of the amount of new money resulting from increases in the base integrated formula payment rate during the 2023-25 biennium;
- Amends a section to allow, notwithstanding Section 54-44.1-15, the department may deposit indirect cost recoveries, any money collected by DPI for general educational development fees, and displaced homemakers deposits in its operating account;
- Adds a section to provide that if, after the Superintendent of Public Instruction complies with all statutory payment obligations imposed for the 2021-23 biennium, any money remains in the integrated formula payments line item, the lesser of \$16,009,764 or the remaining amount must be continued into the 2023-25 biennium and the Office of Management and Budget must transfer this amount into the public instruction fund for the purpose of providing program and passthrough grants. This change will reduce the estimated July 1, 2023, general fund balance by \$16,009,764;
- Adds a section to provide COVID-19-related funds appropriated to the department from the ESSER Fund and other federal funds during the 2021-23 biennium are not subject to Section 54-44.1-11 and any unexpended funds may be continued into the 2023-25 biennium; and
- 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 \$130,323 to \$135,536, effective July 1, 2023, and to \$140,957, effective July 1, 2024, to reflect legislative salary increases of 4 percent each year of the biennium.

Senate Bill No. 2013 - State Library - Senate Action

	Base Budget	Senate Changes	Senate Version
Salaries and wages	\$4,139,907	\$345,606	\$4,485,513
Operating expenses	1,822,703	415,770	2,238,473
Grants	2,233,528	50,000	2,283,528
Total all funds	\$8,196,138	\$811,376	\$9,007,514
Less estimated income	2,364,417	(221,410)	2,143,007
General fund	\$5,831,721	\$1,032,786	\$6,864,507
FTE	26.75	0.00	26.75

Department 250 - State Library - Detail of Senate Changes

	Adjusts Funding for Cost to Continue Salaries ¹	Adjust Base Budget Funding ²	Adds Funding for Salary and Benefit Increases ³	Increases Funding for Information Technology ⁴	Increases Funding for Operating Expenses ⁵	Adds Funding for Capitol Space Rent Model ⁶
Salaries and wages	\$28,233	(\$57,742)	\$335,115			
Operating expenses		(214,864)		\$7,440	\$65,559	\$264,635
Grants						
Total all funds	\$28,233	(\$272,606)	\$335,115	\$7,440	\$65,559	\$264,635
Less estimated income	4,809	(272,606)	46,387	0	0	0
General fund	\$23,424	\$0	\$288,728	\$7,440	\$65,559	\$264,635
FTE	0.00	0.00	0.00	0.00	0.00	0.00

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	Increases Funding for Library Visions Grants ⁷	Adds One- Time Funding for Retirement Payouts ⁸	Adds One- Time Funding for Maintenance of Effort ⁹	Adds One- Time Funding for IT Equipment ¹⁰	Adds One- Time Funding for Building Renovations ¹¹	Total Senate Changes
Salaries and wages		\$40,000				\$345,606
Operating expenses			\$100,000	\$43,000	\$150,000	415,770
Grants	\$50,000					50,000
Total all funds	\$50,000	\$40,000	\$100,000	\$43,000	\$150,000	\$811,376
Less estimated income	0	0	0	0	0	(221,410)
General fund	\$50,000	\$40,000	\$100,000	\$43,000	\$150,000	\$1,032,786
FTE	0.00	0.00	0.00	0.00	0.00	0.00

- ¹ Funding is adjusted for the cost to continue salary increases.
- ² Base level funding for salaries and wages and operating expenses is adjusted for estimated federal and other funds.
- ³ The following funding is added for 2023-25 biennium salary adjustments of 4 percent on July 1, 2023, and 4 percent on July 1, 2024, and increases in health insurance premiums from \$1,429 to \$1,648 per month:

	General Fund	Other Funds	Total
Salary increase	\$162,432	\$30,600	\$193,032
Health insurance increase	126,296	15,787	142,083
Total	\$288,728	\$46,387	\$335,115

- ⁴ Funding is increased for Information Technology Department rate increases.
- ⁵ Funding is increased for various operating expenses.
- ⁶ Funding is added for operating expenses related to a new Capitol space rent model.
- ⁷ Funding is added for Library Vision grants to tribal libraries.
- ⁸ One-time funding is added for salaries and wages for accrued leave payments.
- ⁹ One-time funding is added for operating expenses to replace funding lost due to not meeting federal maintenance of effort requirements in fiscal year 2020.
- ¹⁰ One-time funding is added for information technology equipment.
- ¹¹ One-time funding is added for State Library building renovations.

This amendment also adds a section to provide statutory changes to allow the State Library to provide library vision grants to tribal libraries.

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

	Base Budget	Senate Changes	Senate Version
Salaries and wages	\$8,332,820	\$855,432	\$9,188,252
Operating expenses	1,705,586	120,171	1,825,757
Capital assets	158,678	843,500	1,002,178
Total all funds	\$10,197,084	\$1,819,103	\$12,016,187
Less estimated income	2,790,528	887,693	3,678,221
General fund	\$7,406,556	\$931,410	\$8,337,966
FTE	44.61	0.75	45.36

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

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2-21-23

	Adjusts Funding for Cost to Continue Salaries ¹	Adjusts Funding for Base Budget Changes ²	Adds Funding for Salary and Benefit Increases ³	Adds a 0.75 FTE Education Services Position ⁴	Increases Funding for Teacher Salaries ⁵	Adds One-Time Funding for Operating Expense Inflation ⁶
Salaries and wages	\$59,165	(\$935)	\$510,018	\$115,294	\$171,890	
Operating expenses						\$120,171
Capital assets						
Total all funds	\$59,165	(\$935)	\$510,018	\$115,294	\$171,890	\$120,171
Less estimated income	824	(935)	14,218	0	0	30,086
General fund	\$58,341	\$0	\$495,800	\$115,294	\$171,890	\$90,085
FTE	0.00	0.00	0.00	0.75	0.00	0.00

	Adds One-Time Funding for Boiler Replacement ⁷	Adds One-Time Funding for Fire Alarm and Controls ⁸	Adds One-Time Funding for Equipment ⁹	Total Senate Changes
Salaries and wages				\$855,432
Operating expenses				120,171
Capital assets	\$650,000	\$150,000	\$43,500	843,500
Total all funds	\$650,000	\$150,000	\$43,500	\$1,819,103
Less estimated income	650,000	150,000	43,500	887,693
General fund	\$0	\$0	\$0	\$931,410
FTE	0.00	0.00	0.00	0.75

¹ Funding is adjusted for the cost to continue salary increases.

² Base level funding for salaries and wages is adjusted for estimated federal funds.

³ The following funding is added for 2023-25 biennium salary adjustments of 4 percent on July 1, 2023, and 4 percent on July 1, 2024, and increases in health insurance premiums from \$1,429 to \$1,648 per month:

	General Fund	Other Funds	Total
Salary increase	\$244,575	\$7,589	\$252,164
Health insurance increase	251,225	6,629	257,854
Total	\$495,800	\$14,218	\$510,018

⁴ A 0.75 FTE education services position is added.

⁵ Funding for teacher salaries is increased.

⁶ One-time funding, including funds from special funds available from trust fund distributions, rents, and service revenue, is added for inflationary increases to operating expenses.

⁷ One-time funding from special funds, available from trust fund distributions, rents, and service revenue, is added for boiler replacement.

⁸ One-time funding, from special funds available from trust fund distributions, rents, and service revenue, is added for pneumatic controls and fire alarm.

⁹ One-time funding, from special funds available from trust fund distributions, rents, and service revenue, is added to replace equipment over \$5,000.

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

*ALX
2-21-23*

	Base Budget	Senate Changes	Senate Version
Salaries and wages	\$4,992,194	\$445,666	\$5,437,860
Operating expenses	792,671	103,015	895,686
Capital assets	39,192	439,000	478,192
Total all funds	\$5,824,057	\$987,681	\$6,811,738
Less estimated income	1,062,178	602,245	1,664,423
General fund	\$4,761,879	\$385,436	\$5,147,315
FTE	27.75	0.00	27.75

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

	Adjusts Funding for Cost to Continue Salaries ¹	Adds Funding for Salary and Benefit Increases ²	Increases Funding for Teacher Salaries ³	Increases Funding for Temporary Salaries ⁴	Increases Funding for Information Technology ⁵	Increases Funding for Operating Expenses ⁶
Salaries and wages	\$37,066	\$284,762	\$93,838	\$30,000		
Operating expenses					\$7,015	\$60,000
Capital assets						
Total all funds	\$37,066	\$284,762	\$93,838	\$30,000	\$7,015	\$60,000
Less estimated income	921	29,309	0	30,000	7,015	60,000
General fund	\$36,145	\$255,453	\$93,838	\$0	\$0	\$0
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds Funding for a Database ⁷	Adds One-Time Funding for Equipment ⁸	Adds One-Time Funding for Roof Repair and Replacement ⁹	Adds One-Time Funding for South Wing Gutters ¹⁰	Adds One-Time Funding for Parking Lot Updates ¹¹	Adds One-Time Funding for Door and Air Conditioner Repair ¹²
Salaries and wages						
Operating expenses	\$10,000	\$26,000				
Capital assets			\$150,000	\$50,000	\$50,000	\$29,000
Total all funds	\$10,000	\$26,000	\$150,000	\$50,000	\$50,000	\$29,000
Less estimated income	10,000	26,000	150,000	50,000	50,000	29,000
General fund	\$0	\$0	\$0	\$0	\$0	\$0
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds One-Time Funding for Electrical Panel Replacement ¹³	Adds One-Time Funding for East Wing Flooring and Cabinets ¹⁴	Adds One-Time Funding for Front Entrance Updates ¹⁵	Add One-Time Funding for Student Commons Area Updates ¹⁶	Total Senate Changes
Salaries and wages					\$445,666
Operating expenses					103,015
Capital assets	\$10,000	\$45,000	\$55,000	\$50,000	439,000
Total all funds	\$10,000	\$45,000	\$55,000	\$50,000	\$987,681
Less estimated income	10,000	45,000	55,000	50,000	602,245
General fund	\$0	\$0	\$0	\$0	\$385,436
FTE	0.00	0.00	0.00	0.00	0.00

¹ Funding is adjusted for the cost to continue salary increases.

² The following funding is added for 2023-25 biennium salary adjustments of 4 percent on July 1, 2023, and 4 percent on July 1, 2024, and increases in health insurance premiums from \$1,429 to \$1,648 per month:

	<u>General Fund</u>	<u>Other Funds</u>	<u>Total</u>
Salary increase	\$118,632	\$13,522	\$132,154
Health insurance increase	<u>136,821</u>	<u>15,787</u>	<u>152,608</u>
Total	\$255,453	\$29,309	\$284,762

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³ Funding for teacher salaries is increased.

⁴ Funding from special funds, available from trust fund distributions, rents, and service revenue, is increased for temporary salaries.

⁵ Funding, from special funds, available from trust fund distributions, rents, and service revenue, is increased for Information Technology Department rate increases.

⁶ Funding, from special funds, available from trust fund distributions, rents, and service revenue, is increased for operating expenses.

⁷ Funding, from special funds, available from trust fund distributions, rents, and service revenue, is added for a database.

⁸ One-time funding, from special funds available from trust fund distributions, rents, and service revenue, is added for equipment.

⁹ One-time funding, from special funds available from trust fund distributions, rents, and service revenue, is added for roof repair and replacement.

¹⁰ One-time funding, from special funds available from trust fund distributions, rents, and service revenue, is added for south wing gutters.

¹¹ One-time funding, from special funds available from trust fund distributions, rents, and service revenue, is added for parking lot updates.

¹² One-time funding, from special funds available from trust fund distributions, rents, and service revenue, is added for door and air conditioner repair.

¹³ One-time funding, from special funds available from trust fund distributions, rents, and service revenue, is added for electrical panel replacement.

¹⁴ One-time funding, from special funds available from trust fund distributions, rents, and service revenue, is added for east wing flooring and cabinets.

¹⁵ One-time funding, from special funds available from trust fund distributions, rents, and service revenue, is added for front entrance updates.

¹⁶ One-time funding, from special funds available from trust fund distributions, rents, and service revenue, is added for student commons area updates.

REPORT OF STANDING COMMITTEE

SB 2013: Appropriations Committee (Sen. Bekkedahl, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (16 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). SB 2013 was placed on the Sixth order on the calendar. This bill does not affect workforce development.

Page 1, line 3, after the semicolon insert "to amend and reenact sections 15.1-02-02 and 54-24.3-01 of the North Dakota Century Code, relating to the salary of the superintendent of public instruction and regional library cooperative definitions; to provide for a transfer; to provide for reports;"

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	\$17,854,747	\$1,459,112	\$19,313,859
Operating expenses	33,098,149	195,171	33,293,320
Integrated formula payments	2,131,825,000	316,826,200	2,448,651,200
Grants - special education	27,000,000	0	27,000,000
Grants - transportation	58,100,000	0	58,100,000
Grants - other grants	312,738,893	70,000,000	382,738,893
Grants - program grants	0	13,780,000	13,780,000
Grants - passthrough grants	0	2,229,764	2,229,764
Grants - program and passthrough	10,387,064	(10,387,064)	0
PowerSchool	5,250,000	525,000	5,775,000
National board certification	176,290	0	176,290
Total all funds	\$2,596,430,143	\$394,628,183	\$2,991,058,326
Less estimated income	<u>938,233,270</u>	<u>154,404,811</u>	<u>1,092,638,081</u>
Total general fund	\$1,658,196,873	\$240,223,372	\$1,898,420,245
Full-time equivalent positions	86.25	0.00	86.25"

Page 2, replace lines 9 through 17 with:

	<u>Base Level</u>	<u>Adjustments or Enhancements</u>	<u>Appropriation</u>
Salaries and wages	\$4,139,907	\$345,606	\$4,485,513
Operating expenses	1,822,703	415,770	2,238,473
Grants	<u>2,233,528</u>	<u>50,000</u>	<u>2,283,528</u>
Total all funds	\$8,196,138	\$811,376	\$9,007,514
Less estimated income	<u>2,364,417</u>	<u>(221,410)</u>	<u>2,143,007</u>
Total general fund	\$5,831,721	\$1,032,786	\$6,864,507
Full-time equivalent positions	26.75	0.00	26.75"

Page 2, replace lines 20 through 28 with:

	<u>Base Level</u>	<u>Adjustments or Enhancements</u>	<u>Appropriation</u>
Salaries and wages	\$8,332,820	\$855,432	\$9,188,252
Operating expenses	1,705,586	120,171	1,825,757
Capital assets	<u>158,678</u>	<u>843,500</u>	<u>1,002,178</u>
Total all funds	\$10,197,084	\$1,819,103	\$12,016,187
Less estimated income	<u>2,790,528</u>	<u>887,693</u>	<u>3,678,221</u>
Total general fund	\$7,406,556	\$931,410	\$8,337,966
Full-time equivalent positions	44.61	0.75	45.36"

Page 3, replace lines 1 through 9 with:

	<u>Base Level</u>	<u>Adjustments or Enhancements</u>	<u>Appropriation</u>
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Salaries and wages	\$4,992,194	\$445,666	\$5,437,860
Operating expenses	792,671	103,015	895,686
Capital assets	<u>39,192</u>	<u>439,000</u>	<u>478,192</u>
Total all funds	\$5,824,057	\$987,681	\$6,811,738
Less estimated income	<u>1,062,178</u>	<u>602,245</u>	<u>1,664,423</u>
Total general fund	\$4,761,879	\$385,436	\$5,147,315
Full-time equivalent positions	27.75	0.00	27.75"

Page 3, replace lines 12 through 16 with:

"		Adjustments or	
	<u>Base Level</u>	<u>Enhancements</u>	<u>Appropriation</u>
Grand total general fund	\$1,676,197,029	\$242,573,004	\$1,918,770,033
Grand total special funds	<u>944,450,393</u>	<u>155,673,339</u>	<u>1,100,123,732</u>
Grand total all funds	\$2,620,647,422	\$398,246,343	\$3,018,893,765"

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

Page 3, line 18, after "biennium" insert "and the 2023-25 biennium one-time funding items included in the appropriation in section 1 of this Act"

Page 3, remove lines 21 through 31

Page 4, replace lines 1 through 7 with:

" Science experiments grant	\$13,500,000	\$0
Regional education association grants	250,000	0
State automated reporting system maintenance	200,000	0
Children's science center	5,900,000	0
State automated reporting system and statewide longitudinal data system upgrades	10,100,000	0
Elementary and secondary school emergency education relief	305,266,879	0
Emergency education relief homeless children and youth program	1,999,661	0
Assistance to nonpublic schools	4,151,371	0
Individuals with disabilities education act grant	8,632,569	0
Grow-your-own teacher program	0	3,000,000
School board training grants	0	2,000,000
Cybersecurity training for teachers	<u>0</u>	<u>1,000,000</u>
Total department of public instruction - all funds	\$350,000,480	\$6,000,000
Total department of public instruction - estimated income	<u>349,800,480</u>	<u>6,000,000</u>
Total department of public instruction - general fund"	\$200,000	\$0

Page 4, replace lines 9 through 12 with:

" COVID-19 salaries and wages	\$86,669	\$0
COVID-19 operating expenses	1,580,057	0
COVID-19 grants	500,000	0
Retirement leave payouts	0	40,000
Maintenance of effort	0	100,000
IT equipment	0	43,000
Building renovations	<u>0</u>	<u>150,000</u>
Total state library - all funds	\$2,166,726	\$333,000
Total state library - estimated income	<u>2,166,726</u>	<u>0</u>
Total state library - general fund	\$0	\$333,000"

Page 4, replace lines 14 through 18 with:

" Campus server upgrade	\$7,500	\$0
Operating expenses	21,500	0
Equipment	40,000	43,500
Boiler and resource center projects	650,000	0
Operating expense inflation	0	120,171
Boiler replacement	0	650,000
Fire alarm and controls	0	150,000
Total school for the deaf - all funds	\$719,000	\$963,671
Total school for the deaf - estimated income	<u>719,000</u>	<u>873,586</u>
Total school for the deaf - general fund	\$0	\$90,085"

Page 4, replace lines 20 through 28 with:

" Vision screening devices	\$11,500	\$0
Replace flooring	10,000	0
Replace south wing air conditioning	40,000	0
Repair sidewalk, roof, and parking lot	24,000	0
Replace doors and key system	45,000	0
Heating, ventilation, and air conditioning upgrades	86,000	0
Install LED lighting	33,000	0
South wing electrical service	165,000	0
Equipment	0	26,000
Repairs and maintenance	0	439,000
Total school for the blind - estimated income	\$414,500	\$465,000"

Page 4, replace lines 29 through 31 with:

"Grand total - all funds	\$353,300,706	\$7,761,671
Grand total - estimated income	<u>353,100,706</u>	<u>7,338,586</u>
Grand total - general fund	\$200,000	\$423,085

The 2023-25 biennium one-time funding amounts are not part of the entity's base budget for the 2025-27 biennium. The department of public instruction, state library, school for the deaf, and North Dakota vision services - school for the blind shall report to the appropriations committees of the sixty-ninth legislative assembly on the use of this one-time funding for the biennium beginning July 1, 2023, and ending June 30, 2025."

Page 5, line 1, replace "\$433,020,000" with "\$510,860,000"

Page 6, line 7, replace "\$500,000" with "\$700,000"

Page 6, line 10, replace "\$35,714" with "\$50,000"

Page 6, after line 12, insert:

"SECTION 9. PASSTHROUGH GRANTS - APPLICATION - DISTRIBUTION - REPORTING. The grants - passthrough grants line item in subdivision 1 of section 1 of this Act includes \$2,229,764 for passthrough grants. The superintendent of public instruction shall determine the manner in which each passthrough grant is distributed but no more than one-half of the funding may be provided each year of the biennium. Annually grantees, as a condition of receiving the grant, must establish performance measures to be reviewed by the superintendent of public instruction. Grantees shall report annually to the superintendent of public instruction regarding performance based on the measures. 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. The superintendent of public instruction shall report to the appropriations committees of the sixty-ninth legislative

assembly regarding funds granted, performance measures established for each grantee, and whether grantees met performance expectations.

SECTION 10. USE OF NEW MONEY - NONADMINISTRATIVE PERSONNEL COMPENSATION INCREASES.

1. During the 2023-25 biennium, the board of each school district shall use an amount equal to at least seventy percent of all new money received by the district, resulting from increases in the base integrated formula payment rate, to increase the compensation paid to nonadministrative personnel.
2. For purposes of this section, the superintendent of public instruction shall provide guidance to school districts regarding the calculation of the amount of new money resulting from increases in the base integrated formula payment rate during the 2023-25 biennium."

Page 6, line 13, after the boldfaced dash insert "**INDIRECT COST RECOVERIES,**"

Page 6, line 13, after "**FEES**" insert a boldfaced comma

Page 6, after line 19, insert:

"SECTION 12. EXEMPTION - TRANSFER - PUBLIC INSTRUCTION FUND - TRANSFER - GENERAL FUND. Notwithstanding section 54-44.1-11, if, after the superintendent of public instruction complies with all statutory payment obligations imposed for the 2021-23 biennium, from any moneys remaining in the integrated formula payments line item in subdivision 1 of section 1 of chapter 13 of the 2021 Session Laws, the lesser of \$16,009,764 or the remaining amount must be continued into the 2023-25 biennium and the office of management and budget shall transfer this amount into the public instruction fund for the purpose of providing program and passthrough grants as appropriated in subdivision 1 of section 1 of this Act. The superintendent of public instruction shall transfer any of these funds remaining unspent at the end of the 2023-25 biennium to the general fund.

SECTION 13. EXEMPTION - UNEXPENDED APPROPRIATIONS. The following appropriations are not subject to the provisions of section 54-44.1-11 and may be continued into the biennium beginning July 1, 2023, and ending June 30, 2025:

1. Any funds remaining from federal funds derived from the elementary and secondary school emergency education relief fund and any other federal funds appropriated in subdivision 2 of section 2 of chapter 28 of the 2021 Session Laws; and
2. Any funds remaining from federal funds appropriated in subsection 2 of section 6 of chapter 15 of the 2021 Session Laws, as amended in section 1 of chapter 548 of the 2021 Special Session Session Laws."

Page 6, after line 22, insert:

"SECTION 15. 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 ~~twenty-seven thousand seven hundred sixty-eight~~ thirty-five thousand five hundred thirty-six dollars through June 30, ~~2022~~ 2024, and one hundred ~~thirty thousand three hundred twenty-three~~ forty thousand nine hundred fifty-seven dollars thereafter.

SECTION 16. AMENDMENT. Section 54-24.3-01 of the North Dakota Century Code is amended and reenacted as follows:

54-24.3-01. Definitions.

In this chapter, unless the context otherwise requires:

1. "Academic library" means a library that is part of a college or university that is publicly or privately funded and whose primary role is to provide resources to enrich and support the school's curricula and the research needs of students and faculty.
2. "Library resource center" means a central service unit, whose location is to be agreed upon by members of the regional library cooperative and which is responsible for extending special services to support members of the regional library cooperative, while meeting all cooperative standards.
3. "Multitype library authority" means a geographic subdivision within which multitype libraries are organized for the purpose of providing library and information services through cooperation and mutual support.
4. "Participant library" means any library agreeing to join a regional library cooperative.
5. "Public library" means a library that is supported with funds derived from taxation and which maintains a balanced collection of materials to serve the lifelong information, reading, and recreational needs of the general population. For purposes of this chapter, "public library" includes tribal libraries.
6. "Regional library cooperative" means an organization of one or more types of library organized under Article VI of section 54-24.1-01, or a multitype library authority.
7. "School library media center" means a learning center operated as part of a publicly or privately supported school or school district and whose role is to provide instruction, cooperatively design learning strategies, and provide resources that support and enrich the curriculum, following the North Dakota school library media guidelines.
8. "Special library" means a public or private sector library whose collection is specialized and limited in scope and size and whose role is to provide information to a limited clientele."

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	\$2,596,430,143	\$394,628,183	\$2,991,058,326
Less estimated income	938,233,270	154,404,811	1,092,638,081
General fund	\$1,658,196,873	\$240,223,372	\$1,898,420,245
FTE	86.25	0.00	86.25
State Library			
Total all funds	\$8,196,138	\$811,376	\$9,007,514
Less estimated income	2,364,417	(221,410)	2,143,007
General fund	\$5,831,721	\$1,032,786	\$6,864,507

FTE	26.75	0.00	26.75
School for the Deaf			
Total all funds	\$10,197,084	\$1,819,103	\$12,016,187
Less estimated income	2,790,528	887,693	3,678,221
General fund	\$7,406,556	\$931,410	\$8,337,966
FTE	44.61	0.75	45.36
Vision Services - School for the Blind			
Total all funds	\$5,824,057	\$987,681	\$6,811,738
Less estimated income	1,062,178	602,245	1,664,423
General fund	\$4,761,879	\$385,436	\$5,147,315
FTE	27.75	0.00	27.75
Bill total			
Total all funds	\$2,620,647,422	\$398,246,343	\$3,018,893,765
Less estimated income	944,450,393	155,673,339	1,100,123,732
General fund	\$1,676,197,029	\$242,573,004	\$1,918,770,033
FTE	185.36	0.75	186.11

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

	Base Budget	Senate Changes	Senate Version
Salaries and wages	\$17,854,747	\$1,459,112	\$19,313,859
Operating expenses	33,098,149	195,171	33,293,320
Integrated formula payments	2,131,825,000	316,826,200	2,448,651,200
Grants - Special education contracts	27,000,000		27,000,000
Grants - Transportation	58,100,000		58,100,000
Grants - Other grants	312,738,893	70,000,000	382,738,893
Grants - Program and passthrough	10,387,064	(10,387,064)	
Grants - Program grants		13,780,000	13,780,000
Grants - Passthrough grants		2,229,764	2,229,764
PowerSchool	5,250,000	525,000	5,775,000
National board certification	176,290		176,290
Total all funds	\$2,596,430,143	\$394,628,183	\$2,991,058,326
Less estimated income	938,233,270	154,404,811	1,092,638,081
General fund	\$1,658,196,873	\$240,223,372	\$1,898,420,245
FTE	86.25	0.00	86.25

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

	Adjusts Funding for Cost to Continue Salaries ¹	Adds Funding for Salary and Benefit Increases ²	Increases Funding for Information Technology ³	Adds Funding for Capitol Space Rent Model ⁴	Adjusts Funding for Integrated Formula Payments ⁵	Adjusts Funding Source of Integrated Formula Payment ⁶
Salaries and wages	\$123,661	\$1,335,451				
Operating expenses			\$54,272	\$140,899		
Integrated formula payments					\$316,626,200	
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants						
Grants - Program and passthrough						
Grants - Program grants						
Grants - Passthrough grants						
PowerSchool						
National board certification						
Total all funds	\$123,661	\$1,335,451	\$54,272	\$140,899	\$316,626,200	\$0
Less estimated income	81,573	828,410	32,128	0	0	77,840,000
General fund	\$42,088	\$507,041	\$22,144	\$140,899	\$316,626,200	(\$77,840,000)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Increases Funding for Federal Grants ²	Adjusts Funding for Program and Passthrough Grants ⁴	Increases Funding for Leveraging the Senior Year Program ³	Increases Funding for PowerSchool ¹⁰	Adds One-Time Funding for School Board Training ¹¹	Adds One-Time Funding for Cybersecurity Training ¹²
Salaries and wages						
Operating expenses						
Integrated formula payments						
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants	\$70,000,000					
Grants - Program and passthrough		(\$10,387,064)				
Grants - Program grants		7,480,000	\$300,000		\$2,000,000	\$1,000,000
Grants - Passthrough grants		2,229,764				
PowerSchool				\$525,000		
National board certification						
Total all funds	\$70,000,000	(\$677,300)	\$300,000	\$525,000	\$2,000,000	\$1,000,000
Less estimated income	70,000,000	(677,300)	300,000	0	2,000,000	1,000,000
General fund	\$0	\$0	\$0	\$525,000	\$0	\$0
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds One-Time Funding for a Grow-Your-Own Teacher Program ¹³	Increases Funding for Grants to Regional Education Associations ¹⁴	Total Senate Changes
Salaries and wages			\$1,459,112
Operating expenses			195,171
Integrated formula payments		\$200,000	316,826,200
Grants - Special education contracts			
Grants - Transportation			
Grants - Other grants			70,000,000
Grants - Program and passthrough			(10,387,064)
Grants - Program grants	\$3,000,000		13,780,000
Grants - Passthrough grants			2,229,764
PowerSchool			525,000
National board certification			
Total all funds	\$3,000,000	\$200,000	\$394,628,183
Less estimated income	3,000,000	0	154,404,811
General fund	\$0	\$200,000	\$240,223,372
FTE	0.00	0.00	0.00

¹ Funding is added for cost to continue salary increases.

² The following funding is added for 2023-25 biennium salary adjustments of 4 percent on July 1, 2023, and 4 percent on July 1, 2024, and increases in health insurance premiums from \$1,429 to \$1,648 per month:

	General Fund	Other Funds	Total
Salary increase	\$341,779	\$570,572	\$912,351
Health insurance increase	165,262	257,838	423,100
Total	\$507,041	\$828,410	\$1,335,451

³ Funding is increased for Information Technology Department rate increases.

⁴ Funding is added for operating expenses related to a new Capitol space rent model.

⁵ Funding for integrated formula payments is adjusted as follows:

	<u>General Fund</u>
Savings related to cost to continue integrated formula payments	(\$35,329,144)
Senate Bill No. 2284:	
Increases the integrated payment rate 3 percent in the 1st year and 3 percent in the 2nd year of biennium	119,907,953
Removes transition maximum payment adjustments	14,767,391
Implements on-time funding based on fall enrollment	5,300,000
Senate Bill No. 2328 - Increases school size weighting factors for school districts operating two plants at least 14 miles apart	8,880,000
Senate Bill No. 2066 - Increases the state's share of the state school aid formula by reducing local property tax deducted in the formula	<u>203,100,000</u>
Increase in integrated formula payments	\$316,626,200

⁶ The funding source for integrated formula payments is adjusted to increase funding from the state tuition fund and the common schools trust fund to provide a total of \$510.86 million.

⁷ Funding for other grants is increased for anticipated increases in United States Department of Agriculture food program funding (\$50 million) and for anticipated increases in United States Department of Education programs (\$20 million).

⁸ Funding from special funds of \$10,387,064 in the base budget is reduced for certain passthrough grants and \$9,709,764 is transferred from the grants - program and passthrough line item to the grants - passthrough grants line item (\$2,229,764) and the grants - program grants line item (\$7,480,000). Funding is made available from carryover funds continued from the 2021-23 biennium and deposited in the department's operating fund for passthrough and program grants as follows:

	<u>Special Funds from Carryover</u>
Passthrough grants:	
Teacher mentoring program	\$2,125,764
"We the People" program	70,000
Cultural heritage grants	<u>34,000</u>
Total passthrough grants	\$2,229,764
Program grants:	
Adult education matching grants	\$5,000,000
School food service matching grants	1,380,000
Free breakfast program	200,000
Program grant pool	<u>900,000</u>
Total program grants	\$7,480,000

⁹ Increases funding for the leveraging the senior year program in the program grant pool to provide a total of \$1.2 million for the program grant pool. The program grant pool is used by the Superintendent of Public Instruction for the leveraging the senior year program, a leadership program, and family engagement initiatives.

¹⁰ Funding for PowerSchool is increased to provide a total of \$5,775,000 from the general fund.

¹¹ One-time funding from carryover deposited in the department's operating fund is added for program grants for school board training.

¹² One-time funding from carryover deposited in the department's operating fund is added for program grants for cybersecurity training for teachers.

¹³ One-time funding from carryover deposited in the department's operating fund is added for program grants for a grow-your-own teacher program.

¹⁴ Funding is added to increase grants to regional education associations to provide a total of \$700,000. The section related to regional education grants is amended to provide annual

grants of \$50,000 to each regional education association.

This amendment also:

- Amends a section to increase regional education association grants to provide a total of \$700,000 and to provide annual grants of \$50,000 to each regional education association;
- Adds a section to require no more than one-half of the passthrough grants included in the grants - passthrough grants line item may be expended during the fiscal year ending June 30, 2024, and provides for reporting requirements;
- Adds a section to require school districts use 70 percent of increased funding related to any increases in the integrated formula payment rate for compensation increases for nonadministrative personnel and the Superintendent of Public Instruction to provide guidance to school districts regarding the calculation of the amount of new money resulting from increases in the base integrated formula payment rate during the 2023-25 biennium;
- Amends a section to allow, notwithstanding Section 54-44.1-15, the department may deposit indirect cost recoveries, any money collected by DPI for general educational development fees, and displaced homemakers deposits in its operating account;
- Adds a section to provide that if, after the Superintendent of Public Instruction complies with all statutory payment obligations imposed for the 2021-23 biennium, any money remains in the integrated formula payments line item, the lesser of \$16,009,764 or the remaining amount must be continued into the 2023-25 biennium and the Office of Management and Budget must transfer this amount into the public instruction fund for the purpose of providing program and passthrough grants. This change will reduce the estimated July 1, 2023, general fund balance by \$16,009,764;
- Adds a section to provide COVID-19-related funds appropriated to the department from the ESSER Fund and other federal funds during the 2021-23 biennium are not subject to Section 54-44.1-11 and any unexpended funds may be continued into the 2023-25 biennium; and
- 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 \$130,323 to \$135,536, effective July 1, 2023, and to \$140,957, effective July 1, 2024, to reflect legislative salary increases of 4 percent each year of the biennium.

Senate Bill No. 2013 - State Library - Senate Action

	Base Budget	Senate Changes	Senate Version
Salaries and wages	\$4,139,907	\$345,606	\$4,485,513
Operating expenses	1,822,703	415,770	2,238,473
Grants	2,233,528	50,000	2,283,528
Total all funds	\$8,196,138	\$811,376	\$9,007,514
Less estimated income	2,364,417	(221,410)	2,143,007
General fund	\$5,831,721	\$1,032,786	\$6,864,507
FTE	26.75	0.00	26.75

Department 250 - State Library - Detail of Senate Changes

	Adjusts Funding for Cost to Continue Salaries ¹	Adjust Base Budget Funding ²	Adds Funding for Salary and Benefit Increases ³	Increases Funding for Information Technology ⁴	Increases Funding for Operating Expenses ⁵	Adds Funding for Capitol Space Rent Model ⁶
Salaries and wages	\$28,233	(\$57,742)	\$335,115			
Operating expenses		(214,864)		\$7,440	\$65,559	\$264,635
Grants						
Total all funds	\$28,233	(\$272,606)	\$335,115	\$7,440	\$65,559	\$264,635
Less estimated income	4,809	(272,606)	46,387	0	0	0
General fund	\$23,424	\$0	\$288,728	\$7,440	\$65,559	\$264,635
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Increases Funding for Library Visions Grants ⁷	Adds One-Time Funding for Retirement Payouts ⁸	Adds One-Time Funding for Maintenance of Effort ⁹	Adds One-Time Funding for IT Equipment ¹⁰	Adds One-Time Funding for Building Renovations ¹¹	Total Senate Changes
Salaries and wages		\$40,000				\$345,606
Operating expenses			\$100,000	\$43,000	\$150,000	415,770
Grants	\$50,000					50,000
Total all funds	\$50,000	\$40,000	\$100,000	\$43,000	\$150,000	\$811,376
Less estimated income	0	0	0	0	0	(221,410)
General fund	\$50,000	\$40,000	\$100,000	\$43,000	\$150,000	\$1,032,786
FTE	0.00	0.00	0.00	0.00	0.00	0.00

¹ Funding is adjusted for the cost to continue salary increases.

² Base level funding for salaries and wages and operating expenses is adjusted for estimated federal and other funds.

³ The following funding is added for 2023-25 biennium salary adjustments of 4 percent on July 1, 2023, and 4 percent on July 1, 2024, and increases in health insurance premiums from \$1,429 to \$1,648 per month:

	General Fund	Other Funds	Total
Salary increase	\$162,432	\$30,600	\$193,032
Health insurance increase	126,296	15,787	142,083
Total	\$288,728	\$46,387	\$335,115

⁴ Funding is increased for Information Technology Department rate increases.

⁵ Funding is increased for various operating expenses.

⁶ Funding is added for operating expenses related to a new Capitol space rent model.

⁷ Funding is added for Library Vision grants to tribal libraries.

⁸ One-time funding is added for salaries and wages for accrued leave payments.

⁹ One-time funding is added for operating expenses to replace funding lost due to not meeting federal maintenance of effort requirements in fiscal year 2020.

¹⁰ One-time funding is added for information technology equipment.

¹¹ One-time funding is added for State Library building renovations.

This amendment also adds a section to provide statutory changes to allow the State Library to provide library vision grants to tribal libraries.

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

	Base Budget	Senate Changes	Senate Version
Salaries and wages	\$8,332,820	\$855,432	\$9,188,252
Operating expenses	1,705,586	120,171	1,825,757
Capital assets	158,678	843,500	1,002,178
Total all funds	\$10,197,084	\$1,819,103	\$12,016,187
Less estimated income	2,790,528	887,693	3,678,221
General fund	\$7,406,556	\$931,410	\$8,337,966
FTE	44.61	0.75	45.36

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

	Adjusts Funding for Cost to Continue Salaries ¹	Adjusts Funding for Base Budget Changes ²	Adds Funding for Salary and Benefit Increases ³	Adds a 0.75 FTE Education Services Position ⁴	Increases Funding for Teacher Salaries ⁵	Adds One-Time Funding for Operating Expense Inflation ⁶
Salaries and wages	\$59,165	(\$935)	\$510,018	\$115,294	\$171,890	\$120,171
Operating expenses						
Capital assets						
Total all funds	\$59,165	(\$935)	\$510,018	\$115,294	\$171,890	\$120,171
Less estimated income	824	(935)	14,218	0	0	30,086
General fund	\$58,341	\$0	\$495,800	\$115,294	\$171,890	\$90,085
FTE	0.00	0.00	0.00	0.75	0.00	0.00

	Adds One-Time Funding for Boiler Replacement ⁷	Adds One-Time Funding for Fire Alarm and Controls ⁸	Adds One-Time Funding for Equipment ⁸	Total Senate Changes
Salaries and wages				\$855,432
Operating expenses				120,171
Capital assets	\$650,000	\$150,000	\$43,500	843,500
Total all funds	\$650,000	\$150,000	\$43,500	\$1,819,103
Less estimated income	650,000	150,000	43,500	887,693
General fund	\$0	\$0	\$0	\$931,410
FTE	0.00	0.00	0.00	0.75

¹ Funding is adjusted for the cost to continue salary increases.

² Base level funding for salaries and wages is adjusted for estimated federal funds.

³ The following funding is added for 2023-25 biennium salary adjustments of 4 percent on July 1, 2023, and 4 percent on July 1, 2024, and increases in health insurance premiums from \$1,429 to \$1,648 per month:

	General Fund	Other Funds	Total
Salary increase	\$244,575	\$7,589	\$252,164
Health insurance increase	251,225	6,629	257,854
Total	\$495,800	\$14,218	\$510,018

⁴ A 0.75 FTE education services position is added.

⁵ Funding for teacher salaries is increased.

⁶ One-time funding, including funds from special funds available from trust fund distributions, rents, and service revenue, is added for inflationary increases to operating expenses.

⁷ One-time funding from special funds, available from trust fund distributions, rents, and service revenue, is added for boiler replacement.

⁸ One-time funding, from special funds available from trust fund distributions, rents, and service revenue, is added for pneumatic controls and fire alarm.

⁹ One-time funding, from special funds available from trust fund distributions, rents, and service revenue, is added to replace equipment over \$5,000.

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

	Base Budget	Senate Changes	Senate Version
Salaries and wages	\$4,992,194	\$445,666	\$5,437,860
Operating expenses	792,671	103,015	895,686
Capital assets	39,192	439,000	478,192
Total all funds	\$5,824,057	\$987,681	\$6,811,738
Less estimated income	1,062,178	602,245	1,664,423
General fund	\$4,761,879	\$385,436	\$5,147,315
FTE	27.75	0.00	27.75

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

	Adjusts Funding for Cost to Continue Salaries ¹	Adds Funding for Salary and Benefit Increases ²	Increases Funding for Teacher Salaries ³	Increases Funding for Temporary Salaries ⁴	Increases Funding for Information Technology ⁵	Increases Funding for Operating Expenses ⁶
Salaries and wages	\$37,066	\$284,762	\$93,838	\$30,000		
Operating expenses					\$7,015	\$60,000
Capital assets						
Total all funds	\$37,066	\$284,762	\$93,838	\$30,000	\$7,015	\$60,000
Less estimated income	921	29,309	0	30,000	7,015	60,000
General fund	\$36,145	\$255,453	\$93,838	\$0	\$0	\$0
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds Funding for a Database ⁷	Adds One-Time Funding for Equipment ⁸	Adds One-Time Funding for Roof Repair and Replacement ⁹	Adds One-Time Funding for South Wing Gutters ¹⁰	Adds One-Time Funding for Parking Lot Updates ¹¹	Adds One-Time Funding for Door and Air Conditioner Repair ¹²
Salaries and wages						
Operating expenses	\$10,000	\$26,000				
Capital assets			\$150,000	\$50,000	\$50,000	\$29,000
Total all funds	\$10,000	\$26,000	\$150,000	\$50,000	\$50,000	\$29,000
Less estimated income	10,000	26,000	150,000	50,000	50,000	29,000
General fund	\$0	\$0	\$0	\$0	\$0	\$0
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds One-Time Funding for Electrical Panel Replacement ¹³	Adds One-Time Funding for East Wing Flooring and Cabinets ¹⁴	Adds One-Time Funding for Front Entrance Updates ¹⁵	Add One-Time Funding for Student Commons Area Updates ¹⁶	Total Senate Changes
Salaries and wages					\$445,666
Operating expenses					103,015
Capital assets	\$10,000	\$45,000	\$55,000	\$50,000	439,000
Total all funds	\$10,000	\$45,000	\$55,000	\$50,000	\$987,681
Less estimated income	10,000	45,000	55,000	50,000	602,245
General fund	\$0	\$0	\$0	\$0	\$385,436
FTE	0.00	0.00	0.00	0.00	0.00

¹ Funding is adjusted for the cost to continue salary increases.

² The following funding is added for 2023-25 biennium salary adjustments of 4 percent on July 1, 2023, and 4 percent on July 1, 2024, and increases in health insurance premiums from \$1,429 to \$1,648 per month:

	<u>General Fund</u>	<u>Other Funds</u>	<u>Total</u>
Salary increase	\$118,632	\$13,522	\$132,154
Health insurance increase	136,821	15,787	152,608
Total	\$255,453	\$29,309	\$284,762

³ Funding for teacher salaries is increased.

⁴ Funding from special funds, available from trust fund distributions, rents, and service revenue, is increased for temporary salaries.

⁵ Funding, from special funds, available from trust fund distributions, rents, and service revenue, is increased for Information Technology Department rate increases.

⁶ Funding, from special funds, available from trust fund distributions, rents, and service revenue, is increased for operating expenses.

⁷ Funding, from special funds, available from trust fund distributions, rents, and service revenue, is added for a database.

⁸ One-time funding, from special funds available from trust fund distributions, rents, and service revenue, is added for equipment.

⁹ One-time funding, from special funds available from trust fund distributions, rents, and service revenue, is added for roof repair and replacement.

¹⁰ One-time funding, from special funds available from trust fund distributions, rents, and service revenue, is added for south wing gutters.

¹¹ One-time funding, from special funds available from trust fund distributions, rents, and service revenue, is added for parking lot updates.

¹² One-time funding, from special funds available from trust fund distributions, rents, and service revenue, is added for door and air conditioner repair.

¹³ One-time funding, from special funds available from trust fund distributions, rents, and service revenue, is added for electrical panel replacement.

¹⁴ One-time funding, from special funds available from trust fund distributions, rents, and service revenue, is added for east wing flooring and cabinets.

¹⁵ One-time funding, from special funds available from trust fund distributions, rents, and service revenue, is added for front entrance updates.

¹⁶ One-time funding, from special funds available from trust fund distributions, rents, and service revenue, is added for student commons area updates.

2023 HOUSE APPROPRIATIONS

SB 2013

Department 201 - Department of Public Instruction
Senate Bill No. 2013

First Chamber Comparison to Base Level

	General Fund	Other Funds	Total
2023-25 First Chamber Version	\$1,898,420,245	\$1,092,638,081	\$2,991,058,326
2023-25 Base Level	1,658,196,873	938,233,270	2,596,430,143
Increase (Decrease)	\$240,223,372	\$154,404,811	\$394,628,183

First Chamber Changes

A summary of the first chamber's changes to the agency's base level appropriations and the executive budget is attached as an appendix.

Selected Bill Sections Included in the First Chamber Version

Tuition apportionment - Section 3 provides that any money available in the state tuition fund in excess of the \$510,860,000 appropriated in Section 1 of the bill is appropriated to the Department of Public Instruction (DPI) for distribution to school districts.

Foundation aid stabilization fund - Section 4 identifies \$143,454,500 included in the estimated income line item of Section 1 is provided from the foundation aid stabilization fund for integrated formula payments.

Payments for 2021-23 biennium special education services - Section 5 provides that DPI may use money appropriated for integrated formula payments and special education contracts for the 2023-25 biennium to pay claims due during the 2021-23 biennium, but not filed with the department until the 2023-25 biennium. Claims related to the 2021-23 biennium must be filed by June 30, 2024.

Gifted and talented program funding - Section 6 provides that DPI use \$800,000 of the 2023-25 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.

Medicaid matching funding - School approval - Withholding and distribution - Section 7 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 Health and Human Services on behalf of the school district or unit. In addition, this section authorizes the department to withhold funds required to be paid by school districts for school approval.

Regional education association grants - Section 8 increases regional education association grants to provide a total of \$700,000 and to provide annual grants of \$50,000 to each regional education association.

Grants - Passthrough grants distribution - Section 9 requires no more than one-half of the passthrough grants included in the grants - passthrough grants line item may be expended during the fiscal year ending June 30, 2024, and provides for reporting requirements.

Use of new money - Nonadministrative personnel compensation increases - Section 10 requires school districts to use 70 percent of increased funding related to any increases in the integrated formula payment rate for compensation increases for nonadministrative personnel and the Superintendent of Public Instruction to provide guidance to school districts regarding the calculation of the amount of new money resulting from increases in the base integrated formula payment rate during the 2023-25 biennium.

Exemption - Deposits into the department's operating account - Section 11 provides that, notwithstanding North Dakota Century Code Section 54-44.1-15, DPI may deposit indirect cost recoveries, any money collected by DPI for general educational development fees, and displaced homemakers deposits in its operating account. Section 54-44.1-15 otherwise provides that these funds be deposited in the general fund.

Exemption - 2021-23 biennium funding exemption and transfer to the Department of Public Instruction operating fund - Section 12 provides that if, after the Superintendent of Public Instruction complies with all statutory payment obligations imposed for the 2021-23 biennium, any money remains in the integrated formula payments line item, the lesser of \$16,009,764 or the remaining amount must be continued into the 2023-25 biennium and the Office of Management and Budget (OMB) must transfer this amount into the public instruction fund for the purpose of providing program and passthrough grants.

Exemption - Unexpended appropriations - Section 13 provides COVID-19-related funds appropriated to DPI from the federal Emergency and Secondary School Emergency Relief (ESSER) Fund and other federal funds during the 2021-23 biennium are not subject to Section 54-44.1-11 and any unexpended funds may be continued into the 2023-25 biennium.

Salary of the Superintendent of Public Instruction - Section 15 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 \$130,323 to \$135,536, effective July 1, 2023, and to \$140,957, effective July 1, 2024, to reflect legislative salary increases of 4 percent each year of the biennium.

Continuing Appropriations

Instructional materials revolving printing fund - Section 15.1-03-03 - The fund is used for revenues and expenses associated with distributing instructional materials developed and printed by the department.

Displaced homemaker program - Chapter 14-06.1 - The fund is used to provide counseling, guidance, job readiness training, and services for displaced homemakers.

Estimated Turnback

The Department of Public Instruction estimates 2021-23 biennium general fund turnback will total approximately \$70.6 million relating to excess appropriations for integrated formula payments (\$61.1 million), special education contract grants (\$8 million), and the teacher loan forgiveness program (\$1.5 million). In Senate Bill Nos. 2013 and 2284, the Senate authorized the department to continue up to \$17,009,764 remaining in the integrated formula payments line item at the close of the 2021-23 biennium to the 2023-25 biennium for various program and passthrough grants and to support professional learning related to the science of reading and implement literacy instruction. If approved, the department's anticipated turnback would be reduced to approximately \$53.6 million.

Significant Audit Findings

The operational audit of DPI for the biennium ended June 30, 2021, included a review of financial transactions to determine expenditures are correct. The State Auditor identified one audit finding related to spending authority approval. The department received approval from the Emergency Commission and the Budget Section for a total of \$16,918,463 to spend on the Comprehensive Literacy State Development Program, which is a program funded by the federal government to improve literacy for disadvantaged children. The department spent \$3,117,564 on the literacy program and \$13,800,899 on a summer foods program, which was not part of the Emergency Commission approval. The department spent funds on a program other than the program approved for additional spending authority by the Emergency Commission. The State Auditor recommended DPI develop procedures to track expenditures for Emergency Commission requests to ensure money is spent for the approved purpose or returned at the end of the biennium.

Major Related Legislation

Senate Bill No. 2028 - Requires the Superintendent of Public Instruction contract with an **interim assessment** vendor to create a state provided interim assessment and distribute the assessment to each school district at no charge. A fiscal note prepared by DPI indicates funding is included in the department's base budget for interim assessments.

Senate Bill No. 2032 - Provides an appropriation of \$3 million from the general fund to DPI for grants to accredited institutions of higher education to **assist paraprofessionals to become qualified teachers**, for the biennium beginning July 1, 2023, and ending June 30, 2025. The department may award up to \$20,000 to each qualifying institution for program startup and other administrative costs and the remainder of the appropriation may be used only for tuition and scholarships for students enrolled in the program. The department may establish policies and procedures to administer this program.

Senate Bill No. 2033 - Establishes a student loan forgiveness program for teachers in shortage areas and provides an appropriation of \$3 million from the general fund to the department for **teacher shortage student loan forgiveness** payments.

Senate Bill No. 2066 - Reduces the **local property tax in the state school aid formula** from 60 mills to 40 mills for locally assessed property and uses the 2022 taxable valuation for the 2023-24 and 2024-25 payment years. The taxable valuation is increased by 5 percent each year thereafter for general fund levy and property tax contributions. The Senate included an additional \$203.1 million in the integrated formula payments line item of Senate Bill No. 2013 to provide for the decrease in the contribution from property taxes.

Senate Bill No. 2200 - Appropriates \$1 million from the general fund to DPI for **North Dakota Governor's School grants** at North Dakota State University and the University of North Dakota.

Senate Bill No. 2269 - Transfers the administration of the **Center for Distance Education** from the State Board for Career and Technical Education to the Superintendent of Public Instruction.

Senate Bill No. 2279 - Provides a **property tax exemption for farm structures and improvements** reducing the local contribution in the K-12 funding formula and increasing the state's share. A fiscal note prepared by DPI indicates the fiscal impact cannot be determined.

Senate Bill No. 2284 - Increases the **integrated formula** payment rate by 3 percent each year of the 2023-25 biennium; accelerates the implementation of **on-time funding** and the phase-out of **transition maximum adjustments**; transfers \$75 million from the foundation aid stabilization fund to the **school construction assistance revolving loan fund**; and allows DPI to continue \$1 million of unexpended funding provided for integrated formula payments during the 2021-23 biennium to the 2023-25 biennium, requires the funding to be deposited in the department's operating fund, and appropriates the funding from the department's operating fund to DPI to support professional learning related to the **science of reading**.

Senate Bill No. 2328 - Recalculates the **school district size weighing factor** for school districts that operate two plants at least 14 miles apart. The Senate included an additional \$8.88 million in the integrated formula payments line item of Senate Bill No. 2013 to provide funding for the increased weighting factors.

Senate Bill No. 2351 - Requires the Superintendent of Public Instruction and the Commissioner of the Department of Health and Human Services create and administer jointly a **data collection system for classroom and hallway clearings** and report to the Legislative Management and the Legislative Assembly.

Senate Bill No. 2354 - Appropriates \$25,000 from the general fund to DPI for a pilot program to provide stipends to **kindergarten through grade 3 teachers who teach students a foreign language**.

Senate Bill No. 2380 - Appropriates \$100,000 from the general fund to DPI to provide **administrative cost-sharing reimbursements** to eligible school districts and special education units.

House Bill No. 1125 - Relates to **withholding of local revenue**, including oil and gas gross production tax; electric generation, distribution, and transmission tax; telecommunications tax; mobile home tax; and moneys received through leasing of lands acquired by the United States for flood control, when a school district has failed to make debt payments.

House Bill No. 1132 - Relates to **virtual instruction** of military-connected students, students with a medical condition, or students moving out-of-state. A fiscal note prepared by DPI indicates the department is unable to estimate the cost; however, it is anticipated the cost would be minimal.

House Bill No. 1170 - Provides a **property tax exemption for certain natural gas pipeline properties**, reducing the local contribution in the K-12 funding formula and increasing the state's share. A fiscal note prepared by DPI indicates the fiscal impact cannot be determined.

House Bill No. 1185 - Provides **school construction loans** from the coal development trust fund for projects affected by unanticipated construction inflation at a lower interest rate than current loans.

House Bill No. 1186 - Increases the loan limits for the **school construction assistance revolving loan fund** and allows school districts to refinance callable loans.

House Bill No. 1231 - Requires the Superintendent of Public Instruction provide guidance and recommendations regarding proven **strategies and early screening and intervention services for children with risk factors for dyslexia** characteristics.

House Bill No. 1238 - Extends the **moratorium on the unobligated general fund balance deductions** from state aid formula payments until July 1, 2027. A fiscal note prepared by DPI indicates the department does not budget for ending fund balance offsets as districts control their ending fund balance to remain within the limit.

House Bill No. 1306 - Appropriates \$300,000 from the general fund to DPI for a **dyslexia voucher program** and allows the department to use up to 5 percent of the funding for administrative costs.

House Bill No. 1337 - Requires school districts report annually to the Superintendent of Public Instruction regarding school **safety and security measures** and for the Superintendent of Public Instruction to report to the Legislative Management.

House Bill No. 1376 - Relates to **virtual instruction** of students and open enrollment.

House Bill No. 1398 - Requires DPI to provide grants to school districts, nonpublic schools, area career and technology centers, Job Service North Dakota workforce centers, public libraries, and adult education centers for **computer operations and cybersecurity courses** for adults. A fiscal note prepared by DPI indicates \$900,000 from ESSER funds will be used to implement virtual computer science and cybersecurity courses and to provide grants for adult learning.

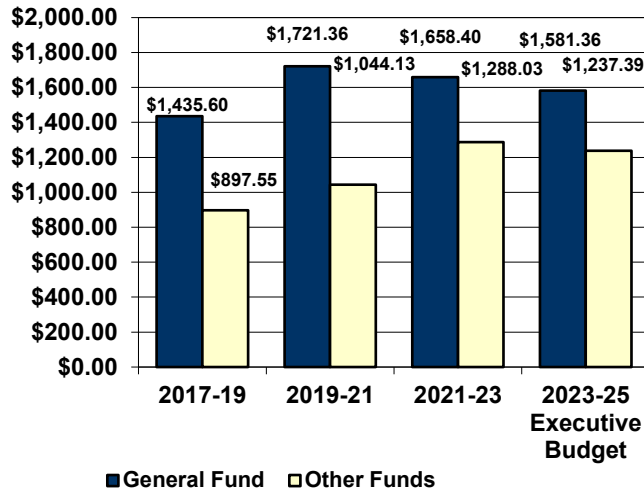
House Bill No. 1491 - Appropriates \$6 million from the general fund to the Superintendent of Public Instruction for grants to school districts to provide **free meals to students** below 200 percent of the federal poverty level.

House Bill No. 1532 - Appropriates \$24 million from the general fund to DPI to establish an **educational reimbursement program**.

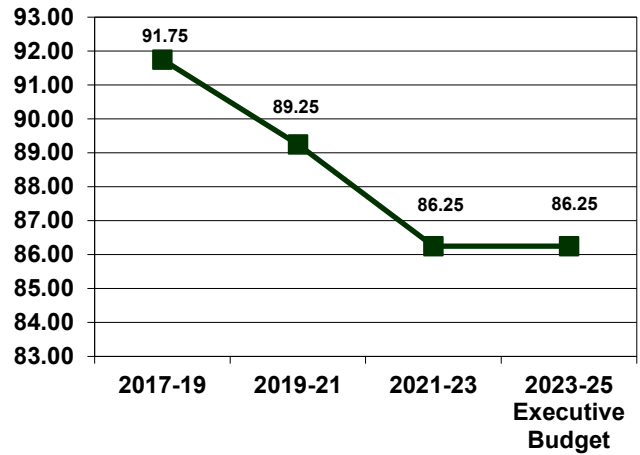
Historical Appropriations Information

Agency Appropriations and FTE Positions

Agency Funding (Millions)



FTE Positions



Ongoing General Fund Appropriations

	2015-17	2017-19	2019-21	2021-23	2023-25 Executive Budget
Ongoing general fund appropriations	\$1,689,008,539	\$1,435,601,984	\$1,721,161,137	\$1,658,196,873	\$1,719,573,919
Increase (decrease) from previous biennium	N/A	(\$253,406,555)	\$285,559,153	(\$62,964,264)	\$61,377,046
Percentage increase (decrease) from previous biennium	N/A	(15.0%)	19.9%	(3.7%)	3.7%
Cumulative percentage increase (decrease) from 2015-17 biennium	N/A	(15.0%)	1.9%	(1.8%)	1.8%

Major Increases (Decreases) in Ongoing General Fund Appropriations

2017-19 Biennium

- Removed 8 FTE positions from the base budget, of which funding for 3 FTE information technology (IT) programmer and research positions were transferred from the salaries and wages line item to the operating expenses line item to contract for services. (\$652,038)
- Reduced funding for operating expenses. (\$1,301,254)
- Increased funding for cost-to-continue state school aid. \$18,864,163
- Adjusted the funding sources of integrated formula payments to provide for increased funding available from the state tuition fund. (\$86,412,905)
- 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
- Adjusted the funding sources of integrated formula payments to provide for one-time funding from the foundation aid stabilization fund. (\$185,000,000)
- Increased funding for special education contract grants to provide a total of \$19.3 million from the general fund. \$2,000,000
- Reduced funding for transportation grants to provide a total of \$55.4 million from the general fund. (\$1,600,000)
- Added funding for a flexible funding pool for certain programs administered by the Superintendent of Public Instruction. \$1,530,000
- Reduced funding for program grants. (\$1,179,022)
- Reduced funding for various passthrough grants. (\$2,887,500)
- Reduced funding for PowerSchool. (\$500,000)

2019-21 Biennium

1. Removed 4 FTE positions from the base budget.	(\$583,930)
2. Restored 1 FTE division manager position.	\$272,692
3. Added a .50 FTE position and related funding for salaries and wages (\$76,000) and operating expenses (\$189,000) for the administration of the Education Coordination Council established in Senate Bill No. 2215.	\$265,000
4. Transferred the teacher shortage loan forgiveness program from the North Dakota University System.	\$2,103,393
5. Added funding for operating expenses related to increases in the continuous improvement for schools contract with AdvancEd to provide a total of \$1,112,000.	\$312,000
6. Increased funding for operating expenses to correct an error in the department's budget request relating to its base budget adjustments.	\$1,000,000
7. Added funding for operating expenses related to 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.	\$300,000
8. Increased funding for cost-to-continue state school aid.	\$53,625,374
9. Adjusted funding for integrated formula payments for changes to the state school aid formula approved in Senate Bill No. 2265.	\$109,372,892
10. Added 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
11. Adjusted the funding source for integrated formula payments to increase funding from the state tuition fund/common schools trust fund.	(\$72,217,095)
12. Increased funding for special education contract grants to provide a total of \$24 million from the general fund.	\$4,700,000
13. Increased funding for transportation grants to provide a total of \$56.5 million from the general fund.	\$1,100,000
14. Increased funding for adult education matching grants to provide a total of \$4.4 million from the general fund.	\$1,300,000
15. Added funding for leadership professional development program grants.	\$200,000
16. Removed funding for the transportation efficiency line item and included transportation efficiency in the flexible funding pool.	(\$30,000)
17. Reduced funding for the Superintendent of Public Instruction's flexible funding pool to provide a total of \$1.5 million from the general fund for certain programs and initiatives administered by the superintendent.	(\$30,000)
18. Reduced funding for passthrough grants.	(\$34,236)
19. Reduced funding for national board certification to provide a total of \$108,000 from the general fund.	(\$12,000)

2021-23 Biennium

1. Transferred 3 FTE positions and related salaries of \$600,000 and operating expenses of \$100,000 to the Department of Human Services pursuant to House Bill No. 1416 relating to the administration of an early childhood education program for 4-year olds.	(\$300,000)
2. Adjusted the funding source for professional fees related to accreditation support to provide funding from school district reimbursements for services.	(\$1,012,000)
3. Removed funding for ACT and WorkKeys testing fees pursuant to Senate Bill No. 2141.	(\$780,000)
4. Decreased funding for integrated formula payments for savings related to a reduction in the cost to continue.	(\$16,868,441)
5. Adjusted the funding source for integrated formula payments to provide for an increase in funds available from the state tuition fund.	(\$55,256,000)
6. Increased funding for integrated formula payments for changes to the state school aid formula approved in House Bill No. 1388.	\$12,036,512
7. Added funding for the fiscal impact of increased participation in summer school related to House Bill No. 1436.	\$1,300,000
8. Added funding for the fiscal impact of House Bill No. 1246 related to eliminating the deduction of tuition paid with federal impact aid.	\$3,700,000
9. Increased funding for special education contract grants to provide a total of \$27 million from the general fund.	\$3,000,000
10. Increased funding for transportation grants, pursuant to reimbursement changes approved in House Bill No. 1027, to provide a total of \$58.1 million from the general fund.	\$1,600,000

- 11. Reduced funding for the Superintendent of Public Instruction's flexible funding pool, included in the grants - program and passthrough line item, and adjusted the funding source to carryover. (\$1,500,000)
- 12. Increased funding for program grants, included in the grants - program and passthrough line item, and adjusted the funding source to carryover. (\$6,180,000)
- 13. Increased funding for passthrough grants, included in the grants - program and passthrough line item, and adjusted the funding source to carryover. (\$2,863,764)

2023-25 Biennium (Executive Budget Recommendation)

- 1. Adjusts funding for the cost to continue integrated formula payments. (\$35,329,144)
- 2. 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 \$513.8 million. (It is anticipated approximately \$511.9 million will be available.) (\$80,812,000)
- 3. Decreases funding for integrated formula payments resulting from the accelerated implementation of on-time funding. (\$2,400,000)
- 4. Adds funding to increase the integrated formula payment rate by 4 percent in the 1st year of the biennium and 3 percent in the 2nd year of the biennium. \$146,409,518
- 5. Increases funding for integrated formula payments to accelerate the phase-out of transition maximum adjustments. \$14,767,391
- 6. Adds funding for integrated formula payments in excess of estimated cost (The Office of Management and Budget inadvertently included this funding twice in the executive recommendation.) \$14,767,391

One-Time General Fund Appropriations

	2015-17	2017-19	2019-21	2021-23	2023-25 Executive Budget
One-time general fund appropriations	\$0	\$0	\$200,000	\$200,000	(\$138,215,156)

Major One-Time General Fund Appropriations

2017-19 Biennium

None

2019-21 Biennium

Added one-time funding for operating expenses to rewrite the state school aid formula \$200,000

2021-23 Biennium

Added one-time funding for state automated reporting system (STARS) application maintenance \$200,000

2023-25 Biennium (Executive Budget Recommendation)

Reduces funding from the general fund for integrated formula payments for one-time funding provided from the foundation aid stabilization fund (\$138,215,156)

Department of Public Instruction - Budget No. 201
Senate Bill No. 2013
Base Level Funding Changes

	Executive Budget Recommendation				Senate Version			
	FTE Positions	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total
2023-25 Biennium Base Level	86.25	\$1,658,196,873	\$938,233,270	\$2,596,430,143	86.25	\$1,658,196,873	\$938,233,270	\$2,596,430,143
2023-25 Ongoing Funding Changes								
Cost to continue salary increases		\$42,088	\$81,573	\$123,661		\$42,088	\$81,573	\$123,661
Salary increase		456,449	761,958	1,218,407		341,779	570,572	912,351
Health insurance increase		161,546	252,040	413,586		165,262	257,838	423,100
Adds funding, including funding from federal and special funds, for increased operating expenses related to Information Technology Department rate increases		22,144	32,128	54,272		22,144	32,128	54,272
Adds funding for operating expenses related to a new Capitol space rent model		140,899		140,899		140,899		140,899
Adjusts funding for the cost to continue integrated formula payments		(35,329,144)		(35,329,144)		(35,329,144)		(35,329,144)
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 \$513.8 million (It is anticipated approximately \$511.9 million will be available.)		(80,812,000)	80,812,000	0		(77,840,000)	77,840,000	0
Adjusts funding for integrated formula payments resulting from the accelerated implementation of on-time funding		(2,400,000)		(2,400,000)		5,300,000		5,300,000
Adds funding to increase the integrated formula payment rate by 3 percent each year of the biennium. The executive recommendation included 4 percent in the 1st year and 3 percent in the 2nd year of the biennium.		146,409,518		146,409,518		119,907,953		119,907,953
Increases funding for integrated formula payments to accelerate the phase-out of transition maximum adjustments		14,767,391		14,767,391		14,767,391		14,767,391
Adds funding for integrated formula payments in excess of estimated cost (The Office of Management and Budget inadvertently included this funding twice in the executive recommendation.)		14,767,391		14,767,391				0
Adds funding for property tax relief included in Senate Bill No. 2066, approved by the Senate				0		203,100,000		203,100,000

Adds funding for the fiscal impact of Senate Bill No. 2328 related to the school district size weighting factor for school districts with multiple plants				0	8,880,000		8,880,000	
Increases funding in the integrated formula payments line item to increase grants to regional education associations to provide a total of \$700,000				0	200,000		200,000	
Increases funding for other grants for anticipated increases in United States Department of Agriculture food program funding		50,000,000		50,000,000		50,000,000	50,000,000	
Increases funding for other grants for anticipated increases in United States Department of Education programs		20,000,000		20,000,000		20,000,000	20,000,000	
Increases funding for the leveraging the senior year program to provide a total of \$1.2 million for the program grant pool	500,000			500,000		300,000	300,000	
Allocates \$10,387,064 of special funds included in the base budget in the grants - program and passthrough line to the grants - passthrough grants line and the grants - programs grants line and reduces funding from carryover for certain passthrough grants				0		(677,300)	(677,300)	
Increases funding from the general fund for passthrough grants for the teacher mentoring program to provide a total of \$4,251,528, of which \$2,125,764 is from the general fund and \$2,125,764 is from special funds resulting from carryover	2,125,764			2,125,764			0	
Increases funding for PowerSchool to provide a total of \$5,775,000	525,000			525,000	525,000		525,000	
Total ongoing funding changes	0.00	\$61,377,046	\$151,939,699	\$213,316,745	0.00	\$240,223,372	\$148,404,811	\$388,628,183
One-Time Funding Items								
Adjusts funding for integrated formula payments to provide one-time funding from the foundation aid stabilization fund to provide a total of \$281.7 million from the fund for integrated formula payments		(\$138,215,156)	\$138,215,156	\$0			\$0	
Adds one-time funding from carryover for program grants for school board training. The executive budget provided funding from the foundation aid stabilization fund.			3,000,000	3,000,000		\$2,000,000	2,000,000	

Adds one-time funding from carryover for program grants for cybersecurity training for teachers. The executive budget provided funding from the foundation aid stabilization fund.			2,000,000	2,000,000			1,000,000	1,000,000
Adds one-time funding from carryover for program grants for a grow-your-own teacher program. The executive budget provided funding from the foundation aid stabilization fund.			4,000,000	4,000,000			3,000,000	3,000,000
Total one-time funding changes	0.00	(\$138,215,156)	\$147,215,156	\$9,000,000	0.00	\$0	\$6,000,000	\$6,000,000
Total Changes to Base Level Funding	0.00	(\$76,838,110)	\$299,154,855	\$222,316,745	0.00	\$240,223,372	\$154,404,811	\$394,628,183
2023-25 Total Funding	86.25	\$1,581,358,763	\$1,237,388,125	\$2,818,746,888	86.25	\$1,898,420,245	\$1,092,638,081	\$2,991,058,326
<i>Federal funds included in other funds</i>			\$419,573,819				\$419,388,783	
<i>Total ongoing changes as a percentage of base level</i>	0.0%	3.7%	16.2%	8.2%	0.0%	14.5%	15.8%	15.0%
<i>Total changes as a percentage of base level</i>	0.0%	(4.6%)	31.9%	8.6%	0.0%	14.5%	16.5%	15.2%

Other Sections in Department of Public Instruction - Budget No. 201

	<u>Executive Budget Recommendation</u>	<u>Senate Version</u>
Tuition apportionment	Section 4 would provide that any money available in the state tuition fund in excess of the \$513,832,000 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 \$510,860,000 appropriated in Section 1 of the bill is appropriated to DPI for distribution to school districts.
Foundation aid stabilization fund	Section 9 would require OMB transfer, on a quarterly basis, a total of \$283,755,019 from the foundation aid stabilization fund to the operating fund of DPI for the purpose of providing integrated formula payments. The executive budget appropriates \$281,669,656 from the foundation aid stabilization fund for integrated formula payments.	Section 4 provides \$143,454,500 included in the estimated income line item of Section 1 is provided from the foundation aid stabilization fund for integrated formula payments.
Payments for 2021-23 biennium special education services		Section 5 provides that DPI may use money appropriated for integrated formula payments and special education contracts for the 2023-25 biennium to pay claims due during the 2021-23 biennium, but not filed with the department until the 2023-25 biennium. Claims related to the 2021-23 biennium must be filed by June 30, 2024.
Gifted and talented program funding	Section 5 would provide that DPI use \$800,000 of the 2023-25 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 Health and Human Services on behalf of the school district or unit.	Section 6 provides that DPI use \$800,000 of the 2023-25 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.

Other Sections in Department of Public Instruction - Budget No. 201

Executive Budget Recommendation

Senate Version

Medicaid matching funding - School approval -
Withholding and distribution

Section 7 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 Health and Human Services on behalf of the school district or unit. In addition, this section authorizes the department to withhold funds required to be paid by school districts for school approval.

Regional education association grants

Section 8 increases regional education association grants to provide a total of \$700,000 and to provide annual grants of \$50,000 to each regional education association.

Grants - Passthrough grants distribution

Section 8 would require no more than one-half of the passthrough grants included in the grants - other grants line item is to be expended during the fiscal year ending June 30, 2024.

Section 9 requires no more than one-half of the passthrough grants included in the grants - passthrough grants line item may be expended during the fiscal year ending June 30, 2024, and provides for reporting requirements.

Use of new money - Nonadministrative
personnel compensation increases

Section 11 would require school districts to use 70 percent of increased funding related to any increases in the integrated formula payment rate for compensation increases for nonadministrative personnel and the Superintendent of Public Instruction to provide guidance to school districts regarding the calculation of the amount of new money resulting from increases in the base integrated formula payment rate during the 2023-25 biennium.

Section 10 requires school districts to use 70 percent of increased funding related to any increases in the integrated formula payment rate for compensation increases for nonadministrative personnel and the Superintendent of Public Instruction to provide guidance to school districts regarding the calculation of the amount of new money resulting from increases in the base integrated formula payment rate during the 2023-25 biennium.

Exemption - Deposits into the
department's operating account

Section 13 would provide that, notwithstanding Section 54-44.1-15, DPI may deposit indirect cost recoveries, any money collected by DPI for general educational development fees, and displaced homemakers deposits in its operating account. Section 54-44.1-15 otherwise provides that these funds be deposited in the general fund.

Section 11 provides that, notwithstanding Section 54-44.1-15, DPI may deposit indirect cost recoveries, any money collected by DPI for general educational development fees, and displaced homemakers deposits in its operating account. Section 54-44.1-15 otherwise provides that these funds be deposited in the general fund.

Exemption - 2021-23 biennium funding
exemption and transfer to the Department
of Public Instruction operating fund

Section 12 would provide that if, after the Superintendent of Public Instruction complies with all statutory payment obligations imposed for the 2021-23 biennium, any money remains in the integrated formula payments line item, the lesser of \$10,387,064 or the remaining amount must be continued into the 2023-25 biennium and OMB must transfer this amount into the public instruction fund for the purpose of providing program and passthrough grants.

Section 12 provides that if, after the Superintendent of Public Instruction complies with all statutory payment obligations imposed for the 2021-23 biennium, any money remains in the integrated formula payments line item, the lesser of \$16,009,764 or the remaining amount must be continued into the 2023-25 biennium and OMB must transfer this amount into the public instruction fund for the purpose of providing program and passthrough grants.

Exemption - Unexpended appropriations

Section 14 would provide funds appropriated to DPI from the ESSER Fund during the 2021-23 biennium are not subject to Section 54-44.1-11 and any unexpended funds may be continued into the 2023-25 biennium.

Section 13 provides COVID-19-related funds appropriated to DPI from the ESSER Fund and other federal funds during the 2021-23 biennium are not subject to Section 54-44.1-11 and any unexpended funds may be continued into the 2023-25 biennium.

Other Sections in 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 \$130,323 to \$138,142, effective July 1, 2023, and to \$143,668, effective July 1, 2024, to reflect recommended salary increases of 6 percent in the 1st year of the biennium and 4 percent in the 2nd year of the biennium.	Section 15 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 \$130,323 to \$135,536, effective July 1, 2023, and to \$140,957, effective July 1, 2024, to reflect legislative salary increases of 4 percent each year of the biennium.
Indirect cost allocation	Section 6 would provide 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.	
Transfer - Foundation aid stabilization fund to Department of Public Instruction - One-time funding	Section 10 would require OMB transfer, on a quarterly basis, a total of \$9 million from the foundation aid stabilization fund to DPI for school board training (\$3 million), a cybersecurity credential incentive (\$2 million), and a grow-your-own teacher program (\$4 million).	
State school aid formula changes	<p>Sections 15, 16, and 17 would provide the statutory changes to the state school aid formula included in the executive budget recommendation. Statutory changes would:</p> <ul style="list-style-type: none">• Add or subtract 1.00 weighted student unit per student for increases or decreases, respectively, in fall enrollment as compared to the prior year spring average daily membership and provide for a 0.70 weighting factor deduction per student for school districts, paid based on fall enrollment during the 2022-23 school year, whose spring average daily membership for the 2022-23 school year is lower than the fall enrollment and for a 1.00 weighting factor deduction for school districts, paid based on fall enrollment, whose spring average daily membership is lower than the prior fall enrollment for school years after June 30, 2023;• Increase the integrated per student payment rate from the current level of \$10,237 to \$10,646, effective for the 2023-24 school year, and to \$10,965, effective for the 2024-25 school year, to reflect integrated per student payment rate increases of 4 percent in the 1st year and 3 percent in the 2nd year of the 2023-25 biennium;• Remove transition maximum limits on state school aid payments; and• Update the year, from 2020 to 2022, used to determine the percentage of mills levied for sinking and interest relative to the total mills levied by the school district for all purposes. The percent is used to reduce local revenues deducted in the state school aid formula.	

2023 HOUSE STANDING COMMITTEE MINUTES

Appropriations Committee
Brynhild Haugland Room, State Capitol

SB 2013
3/1/2023

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 North Dakota vision services - school for the blind; and to provide an exemption.

1:08 PM Chairman Vigesaa Called the meeting to order and roll call was taken-

Members present; Chairman Vigesaa, Representative Kempenich, Representative B. Anderson, Representative Bellevue, Representative Brandenburg, Representative Hanson, Representative Kreidt, Representative Martinson, Representative Meier, Representative Monson, Representative Nathe, Representative J. Nelson, Representative O'Brien, Representative Pyle, Representative Richter, Representative Schatz, Representative Schobinger, Representative Strinden, Representative G. Stemen and Representative Swiontek.

Members not Present- Representative Mitskog and Representative Mock

Discussion Topics:

- Grants- Program Grants
- Covid Relief Funds
- School Finance Statistics
- K-12 Funding Formula
- State Library Budget Requests
- School of the Blind Budget Requests

1:10 PM Kirsten Baesler, Superintendent of the ND Department of Public Instruction- Gives overview and testifies in favor. (Testimony #21724 and #21723)

1:21 PM Jamie Mertz, Fiscal Management Director- Gives testimony starting on page 9 of the binder (Testimony #21615)

1:50 PM Adam Tescher, School Finance Officer- Gives his overview, starting at the School Finance Statistics tab in binder. (Testimony #21614)

3:15 PM Kirsten Baesler, Superintendent of the ND Department of Public Instruction (Testimony # 21572)

3:34 PM Mary Soucie, State Librarian- Gives Information on our agency's operation and budget requests (Testimony #21571 & #21575)

3:56 PM Paul Olson, Superintendent of ND Vision Services/ School of the Blind (NDVS/SB)- (Testimony # 21613 & 21632)

4:22 PM Chairman Vigesaa Closed the Overview meeting for SB 2013

Risa Berube, Committee Clerk

2023 HOUSE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division
Prairie Room, State Capitol

SB 2013
3/10/2023

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 North Dakota vision services - school for the blind; and to provide an exemption.

8:32 AM Chairman Nathe started the meeting.

Members present: Chairman Nathe, Vice Chairman Swiontek,
Representatives: Martinson, Richter, Sanford, Schatz, Hanson.

Discussion Topics:

- Northern Plains Writing Project
- Teacher Writing Workshops
- Pass Through Grant Funding
- Operations Budget DPI
- Programs Supported by DPI
- Budget ND School of the Blind
- Teacher Support System
- Mentoring Teacher Programs
- School for the Deaf Statewide Resource
- ND State Library Budget
- Strategic Vision Framework DPI
- Civic Education for Students, Teacher Training

Dr. Samuel Stinson, Minot State University, Chair Division of World languages and Cultural Studies, testified in favor of SB 2013, #22436, #23671.

Katie Allers, Director of Trio Program, Adjunct Teacher Minot State University, spoke in favor of SB 2013.

Candace Brannan, Teacher Mandan High School, testified in favor of SB 2013, #23550.

Ben Melby, Teacher Red River Valley Writing Project, NDSU, testified in favor of SB 2013, #21995, #21996, #23665, #21997.

Kristen Baesler, North Dakota Superintendent of Schools, spoke in favor of SB 2013.

Jamie Mertz, Director of Fiscal Management, for the Department of Public Instruction, testified in favor of SM 2013, #23660.

Paul Olson, Superintendent of ND Vision Services, School for the Blind, testified in favor of SB 2013, #22862.

Tami Purcell, Service Manager ND Vision Services, spoke in favor of SB 2013.

Allan Peterson, ND Citizen, testified in favor of SB 2013, #23489, #23490, #23491, #23493.

Rebecca Pitkin, Executive Director of Education and Practices Board, testified in favor of SB 2013, #23535.

Erin Jacobsen, Coordinator of ND Teacher Support System, testified in favor of SB 2013, #23540.

Donna Sorensen, Superintendent of the School of the Deaf, testified in favor of SB 2013, # 24265.

Mary Soucie, ND State Librarian, testified in favor of SB 3013, #23585, #23657.

Laurel Sehn, Administrative and Fiscal Services Director for the State Library, spoke in favor of SB 2013.

Sharron Espeland, Assistant Principal Century High School, testified in favor SB 2013, #23654.

Additional written testimony:

Kim Donehower, Former Director, Red River Valley Writing Project, #22167.

Stephanie Radle, teacher, and coach in West Fargo, #22294.

Sarah Williamson, NDSU teacher, #22388.

Cindy Aaser, Director Hazen Public Library, #22404.

Andrea Placher, Williston Community Library, #22431, #22959.

Jenny Bobo, student Minot State University, #22554.

Carl Johnson, ND citizen, #22564.

Shay Statz, ND citizen, #22652.

Pam Carswell, Librarian, Minot Public Library, #22669.

Nathan Kuritti, ND citizen, #22726.

Lisa Gusewelle, teacher Center-Stanton High School, #22770.

Nancy Gourde, retired ND teacher, #22918.

Alexis Genareo, Middle School Teacher Watford City, ND, #23304.

Ahna Fixen, educator Devils Lake Public School, ND, #23322.

Robert Kibler, ND citizen, #23373.

Debra Austin, ND citizen, #23385.

Jacob Thomas, High School Language Arts Teacher, #23407.

Angela Hase, teacher Moorhead Public School, #23477.

Laura Zucca-Scott, Co-director of Northern Plains Writing Project, #23479.

Josh Pikka, Librarian, Minot Public Library, #23501.

Logan Longtin, graduate student, Minot State University, #23560.

11:01 AM Chairman Nathe closed the meeting.

Donna Lynn Knutson, Committee Clerk

2023 JOINT HOUSE and SENATE STANDING COMMITTEE MINUTES

House Appropriation Education and Environment Committee and House Education Committee

Coteau AB Room, State Capitol

SB 2013
3/14/2023

A BILL to provide an appropriation for defraying the expenses of the DPI, the state library, the school for the deaf, and North Dakota vision services - school for the blind; to amend and reenact sections 15.1-02-02 and 54-24.3-01 of the North Dakota Century Code, relating to the salary of the superintendent of public instruction and regional library cooperative definitions; to provide for a transfer; to provide for reports; and to provide an exemption.

10:01 AM Chairman Heinert opened the meeting.

Members present: Chairman Heinert, Vice Chairman Schreiber-Beck, Representatives Conmy, Dyk, Hager, Hauck, Heilman, Hoverson, Jonas, Longmuir, Marschall, Murphy, Novak, and Timmons.

House Education and Environment Division members present: Chairman Nathe, Vice Chairman Swiontek, Representatives: Martinson, Richter, Sanford, Schatz, Hanson

Discussion Topics:

- Funding sources
- Local school board authority
- Provide report
- Disrupted learning self-report
- NDSA (North Dakota State Assessment)
- State standards
- NAEP (National Assessment of Education Practices)
- Insights.nd.gov
- Accelerated learning plans
- Science of reading
- Impacts of ESSER (Elementary and Secondary School Emergency Relief) funds

Kirsten Baesler, ND Superintendent of Schools, DPI, Testimony #24956, #24957
Stanley Shauer, DPI, Testimony #24956, #24957

11:37 AM Chairman Heinert closed the hearing.

Kathleen Davis, Committee Clerk
Donna Lynn Knutson, Committee Clerk

2023 HOUSE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division
Prairie Room, State Capitol

SB 2013
3/22/2023

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 North Dakota vision services - school for the blind; and to provide an exemption.

10:07 AM Chairman Nathe started the meeting.

Members present: Chairman Nathe, Vice Chairman Swiontek,
Representatives: Martinson, Richter, Sanford, Schatz, Hanson.

Discussion Topics:

- State Library Budget
- Talking Books Program
- School for the Deaf Budget
- School for the Blind Budget

Chairman Nathe opened discussion on Library Budget No. 250, #26343.

Committee Discussion

Mary Soucie, ND State Librarian, answered questions regarding the budget.

Representative Richter addressed School for the Deaf Budget, No. 252, #26344.

Representative Richter addressed School for the Blind Budget, No. 253, #26345.

10:35 AM Chairman Nathe closed the meeting.

Donna Lynn Knutson, Committee Clerk

2023 HOUSE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division
Prairie Room, State Capitol

SB 2013
3/23/2023

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 North Dakota vision services - school for the blind; and to provide an exemption.

2:54 PM Chairman Nathe started the meeting.

Members present: Chairman Nathe, Vice Chairman Swiontek,
Representatives: Martinson, Richter, Sanford, Schatz, Hanson.

Discussion Topics:

- Library Budget Spending Authority
- ESSER Funds
- Title 1 Funding
- Special Education Funds
- Vital Network
- Amira
- Funding for Severely Handicaped
- ESSER Funds for Professional Development
- Integrated Formula Payments
- School District Size
- School Consolidation
- Regional Education Association
- Senior Year Program
- AP Exams/ College Tuition
- Advanced Placement Credit
- PowerSchool
- School Board Training
- Teacher Mentoring
- Teacher Retention
- Cyber Security Training

Representative Richter opened discussions on the library budget, No. 201, #26544.

Jaime Mertz, Director of Fiscal Management, DPI, answered questions regarding SB 2013.

Adam Tescher, Assistant Director School Finance, answered questions regarding SB 2013.

Kirsten Baesler, Superintendent of Schools, answered questions regarding SB 2013, #26564.

4:25 PM Chairman Nathe closed the meeting.
Donna Lynn Knutson, Committee Clerk

2023 HOUSE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division
Prairie Room, State Capitol

SB 2013
3/27/2023

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 North Dakota vision services - school for the blind; and to provide an exemption.

9:04 AM Chairman Nathe started the meeting.

Members present: Chairman Nathe, Vice Chairman Swiontek,
Representatives: Martinson, Richter, Sanford, Schatz, Hanson.

Discussion Topics:

- Funding Formulas
- Consolidated School Payments
- Center for Distance Education Budget
- High-Cost Students Funding Formula
- Regional Education Association (REA) Grants
- Merging REAs
- State Tuition Fund
- DPI Contract for School Approval
- GED Fees, Cost Recovery
- Tribal Libraries
- Northern Plains Writing Project
- TeenPact
- Red River Reading Project
- Food Processing
- Out of School Time Grants
- Teacher Mentoring Program
- School Board Training
- Vital Network
- Amira
- Grow Your Own Teacher Program
- Integrated Funding Formula

Representative Richter continued discussions on the library budget, No. 201.

Kirsten Baesler, Superintendent of Schools, presented information to support SB 2013, #26564.

10:16 AM Chairman Nathe closed the meeting.

Donna Lynn Knutson, Committee Clerk

2023 HOUSE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division
Prairie Room, State Capitol

SB 2013
3/29/2023

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 North Dakota vision services - school for the blind; and to provide an exemption.

3:03 PM Chairman Nathe started the meeting.

Members present: Chairman Nathe, Vice Chairman Swiontek,
Representatives: Martinson, Richter, Sanford, Schatz, Hanson.

Discussion Topics:

- Center for Distance Education (CDE)
- Center for Technical Education (CTE)
- FTE Requests
- Operating Expenses (CDE)
- DPI Budget Special Authority
- State School Aid Program
- Grow Your Own Teacher Program
- Be Legendary (School Board Training)
- Cybersecurity Credentials for Teachers
- Program Grants
- REA's Grant
- DPI's IT Budget
- Amira
- Vital Network

Representative Richter opened discussions on the DPI Budget, #26544, released on 3/23/23. #27034.

Dr. Alyssa Martin, Director of Center of Distance Education, answered questions regarding the changes in SB 2013, #27031.

Jaime Mertz, Director of Fiscal Management, DPI, answered questions regarding SB 2013.

Representative Richter moved a do pass on 23.0267.02001, #27032.

Representative Martinson seconded.

Representatives	Vote
Representative Mike Nathe	Y
Representative Steve Swiontek	Y
Representative Karla Rose Hanson	Y
Representative Bob Martinson	Y

Representative David Richter	Y
Representative Mark Sanford	Y
Representative Mike Schatz	Y

Motion passed 7-0-0.

Committee Discussion

Kirsten Baesler, ND State Superintendent of Schools, answered questions regarding SB 2013.

Vice Chairman Swiontek moved a do pass on a \$1.6 million one-time program grant for Vital Network, from carry over funds.

Representative Hanson seconded.

Representatives	Vote
Representative Mike Nathe	Y
Representative Steve Swiontek	Y
Representative Karla Rose Hanson	Y
Representative Bob Martinson	Y
Representative David Richter	Y
Representative Mark Sanford	Y
Representative Mike Schatz	Y

Motion carried 7-0-0.

Committee Discussion

Chairman Nathe reopened discussion on Vital Network, #27048.

Vice Chairman Swiontek moved a do pass on a \$4.3 million one-time program grant for Vital Network Teacher Retention Program, from carry over funds.

Representative Hanson Seconded.

Representatives	Vote
Representative Mike Nathe	Y
Representative Steve Swiontek	Y
Representative Karla Rose Hanson	Y
Representative Bob Martinson	Y
Representative David Richter	Y
Representative Mark Sanford	Y
Representative Mike Schatz	AB

Motion carries 6-0-1.

House Appropriations - Education and Environment Division

SB 2013

3/29/2023

Page 3

Marijke Leibel, ND Teacher Support System, answered questions regarding SB 2013.

3:56 PM Chairman Nathe closed the meeting.

Donna Lynn Knutson, Committee Clerk

2023 HOUSE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division
Prairie Room, State Capitol

SB 2013
3/30/2023

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 North Dakota vision services - school for the blind; and to provide an exemption.

3:23 PM Chairman Nathe started the meeting.

Members present: Chairman Nathe, Vice Chairman Swiontek,
Representatives: Martinson, Richter, Sanford, Schatz, Hanson.

Discussion Topics:

- New Bill (SB 2338) Affecting DPI Budget
- SB 2284 Affecting Budget
- Address Funding Shortages
- Funding Formula Study
- Senate's Policy
- One – time funding Grant
- Consultant Group
- Separate School Districts

Representative Richter opened discussions on the SB 2013.

3:32 PM Chairman Nathe closed the meeting.

Donna Lynn Knutson, Committee Clerk

2023 HOUSE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division
Prairie Room, State Capitol

SB 2013
4/17/2023

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 North Dakota vision services - school for the blind; and to provide an exemption.

11:15 AM Chairman Nathe started the meeting.

Members present: Chairman Nathe, Vice Chairman Swiontek,
Representatives: Martinson, Richter, Sanford, Schatz, Hanson.

Discussion Topics:

- Committee Action

Representative Richter opened discussions on DPI, Budget No. 201, #27620.

Representative Richter moved amendment 23.0267.02002, #27617.

Representative Sanford seconded the motion.

Representatives	Vote
Representative Mike Nathe	Y
Representative Steve Swiontek	Y
Representative Karla Rose Hanson	Y
Representative Bob Martinson	Y
Representative David Richter	Y
Representative Mark Sanford	Y
Representative Mike Schatz	N

Motion carried 6-1-0.

Representative Martinson move to remove section 11 from SB 2013.

Representative Sanford seconded the motion.

Roll Call Vote:

Representatives	Vote
Representative Mike Nathe	Y
Representative Steve Swiontek	Y
Representative Karla Rose Hanson	Y
Representative Bob Martinson	Y
Representative David Richter	Y
Representative Mark Sanford	Y

Representative Mike Schatz	Y
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Motion carried 7-0-0.

Representative Martinson moved amendment 23.0267.02004, #27619.

Vice Chairman Swiontek seconded the motion.

Roll Call Vote:

Representatives	Vote
Representative Mike Nathe	Y
Representative Steve Swiontek	Y
Representative Karla Rose Hanson	Y
Representative Bob Martinson	Y
Representative David Richter	Y
Representative Mark Sanford	Y
Representative Mike Schatz	N

Motion carried 6-1-0.

Representative Richter moved a do pass as amended on SB 2013.

Representative Hanson seconded the motion.

Representatives	Vote
Representative Mike Nathe	Y
Representative Steve Swiontek	Y
Representative Karla Rose Hanson	Y
Representative Bob Martinson	Y
Representative David Richter	Y
Representative Mark Sanford	Y
Representative Mike Schatz	N

Motion carried 6-1-0.

Representative Richter will carry SB 2013.

11:46 AM Chairman Nathe closed the meeting.

Donna Lynn Knutson, Committee Clerk

2023 HOUSE STANDING COMMITTEE MINUTES

Appropriations Committee Brynhild Haugland Room, State Capitol

SB 2013
4/18/2023

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 North Dakota vision services - school for the blind; and to provide an exemption.

3:31 PM Chairman Vigesaa Called the meeting to order and roll call was taken-

Members present; Chairman Vigesaa, Representatives B. Anderson, Brandenburg, Hanson, Kreidt, Martinson, Mitskog, Meier, Mock, Monson, Nathe, J. Nelson, O'Brien, Pyle, Richter, Sanford, Schatz, Schobinger, Strinden, G. Stemen and Swiontek.

Members not Present- Representatives Kempenich, and Bellew

Discussion Topics:

- Amendment
- Committee Action

Representative Richter- Gives the statement of purpose and explains amendment 23.0267.02005 (Testimony #27680)

Representative Richter Move to adopt amendment 23.0267.02005

Representative Nathe Seconds the motion.

Kristen Beasler, State Superintendent - Answer questions for the committee

Committee discussion- Roll call vote

Representatives	Vote
Representative Don Vigesaa	Y
Representative Keith Kempenich	A
Representative Bert Anderson	Y
Representative Larry Bellew	A
Representative Mike Brandenburg	Y
Representative Karla Rose Hanson	Y
Representative Gary Kreidt	Y
Representative Bob Martinson	Y
Representative Lisa Meier	Y
Representative Alisa Mitskog	Y
Representative Corey Mock	Y
Representative David Monson	Y
Representative Mike Nathe	Y

Representative Jon O. Nelson	Y
Representative Emily O'Brien	Y
Representative Brandy Pyle	Y
Representative David Richter	Y
Representative Mark Sanford	Y
Representative Mike Schatz	N
Representative Randy A. Schobinger	Y
Representative Greg Stemen	Y
Representative Michelle Strinden	Y
Representative Steve Swiontek	Y

Motion Carries 20-1-2

Representative Richter- Move for a Do Pass as Amended

Representative Nathe Seconds the Motion

Committee Discussion- Roll call vote

Representatives	Vote
Representative Don Vigesaa	Y
Representative Keith Kempenich	A
Representative Bert Anderson	Y
Representative Larry Bellew	A
Representative Mike Brandenburg	Y
Representative Karla Rose Hanson	Y
Representative Gary Kreidt	Y
Representative Bob Martinson	Y
Representative Lisa Meier	Y
Representative Alisa Mitskog	Y
Representative Corey Mock	Y
Representative David Monson	Y
Representative Mike Nathe	Y
Representative Jon O. Nelson	Y
Representative Emily O'Brien	Y
Representative Brandy Pyle	Y
Representative David Richter	Y
Representative Mark Sanford	Y
Representative Mike Schatz	N
Representative Randy A. Schobinger	Y
Representative Greg Stemen	Y
Representative Michelle Strinden	Y
Representative Steve Swiontek	Y

Motion Carries 20-1-2 Representative Richter will carry the bill.

Chairman Vigesaa Closed the meeting for SB 2013

House Appropriations Committee

SB 2013

April 18, 2023

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Risa Berube, Committee Clerk

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PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

Page 1, line 3, after "15.1-02-02" insert ", 15.1-27-04.1, 15.1-32-01, 15.1-32-14, 15.1-32-18,"

Page 1, line 4, after "instruction" insert ", baseline funding, high-cost students,"

Page 1, line 5, after the second semicolon insert "to provide a statement of legislative intent;"

Page 1, line 5, remove "and"

Page 1, line 6, after "exemption" insert ";to provide an effective date; and to declare an emergency"

Page 1, remove lines 19 through 24

Page 2, replace lines 1 through 9 with:

"Salaries and wages	\$17,854,747	\$702,569	\$18,557,316
Operating expenses	33,098,149	(304,829)	32,793,320
Integrated formula payments	2,131,825,000	339,743,255	2,471,568,255
Grants - special education	27,000,000	0	27,000,000
Grants - transportation	58,100,000	0	58,100,000
Grants - other grants	312,738,893	70,000,000	382,738,893
Grants - program grants	0	15,550,000	15,550,000
Grants - passthrough grants	0	16,989,000	16,989,000
Grants - program and passthrough	10,387,064	(10,387,064)	0
PowerSchool	5,250,000	525,000	5,775,000
National board certification	<u>176,290</u>	<u>0</u>	<u>176,290</u>
Total all funds	\$2,596,430,143	\$432,817,931	\$3,029,248,074
Less estimated income	<u>938,233,270</u>	<u>180,436,476</u>	<u>1,118,669,746</u>
Total general fund	\$1,658,196,873	\$252,381,455	\$1,910,578,328
Full-time equivalent positions	86.25	0.00	86.25

Subdivision 2.

CENTER FOR DISTANCE EDUCATION

	<u>Base Level</u>	<u>Adjustments or Enhancements</u>	<u>Appropriation</u>
Center for distance education	\$0	\$11,183,325	\$11,183,325
Total all funds	\$0	\$11,183,325	\$11,183,325
Less estimated income	<u>0</u>	<u>4,550,000</u>	<u>4,550,000</u>
Total general fund	\$0	\$6,633,325	\$6,633,325
Full-time equivalent positions	0.00	30.80	30.80"

Page 2, line 10, replace "2" with "3"

Page 2, replace lines 14 through 19 with:

"Salaries and wages	\$4,139,907	\$295,408	\$4,435,315
Operating expenses	1,822,703	752,595	2,575,298
Grants	<u>2,233,528</u>	<u>50,000</u>	<u>2,283,528</u>

Total all funds	\$8,196,138	\$1,098,003	\$9,294,141
Less estimated income	<u>2,364,417</u>	<u>107,626</u>	<u>2,472,043</u>
Total general fund	\$5,831,721	\$990,377	\$6,822,098"

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Page 2, line 21, replace "3" with "4"

Page 2, replace lines 25 through 30 with:

"Salaries and wages	\$8,332,820	\$604,780	\$8,937,600
Operating expenses	1,705,586	120,171	1,825,757
Capital assets	<u>158,678</u>	<u>843,500</u>	<u>1,002,178</u>
Total all funds	\$10,197,084	\$1,568,451	\$11,765,535
Less estimated income	<u>2,790,528</u>	<u>875,163</u>	<u>3,665,691</u>
Total general fund	\$7,406,556	\$693,288	\$8,099,844"

Page 3, line 1, replace "4" with "5"

Page 3, replace lines 5 through 10 with:

"Salaries and wages	\$4,992,194	\$354,219	\$5,346,413
Operating expenses	792,671	103,015	895,686
Capital assets	<u>39,192</u>	<u>439,000</u>	<u>478,192</u>
Total all funds	\$5,824,057	\$896,234	\$6,720,291
Less estimated income	<u>1,062,178</u>	<u>598,533</u>	<u>1,660,711</u>
Total general fund	\$4,761,879	\$297,701	\$5,059,580"

Page 3, line 12, replace "5" with "6"

Page 3, replace lines 16 through 18 with:

"Grand total general fund	\$1,676,197,029	\$260,996,146	\$1,937,193,175
Grand total special funds	<u>944,450,393</u>	<u>186,567,798</u>	<u>1,131,018,191</u>
Grand total all funds	\$2,620,647,422	\$447,563,944	\$3,068,211,366"

Page 3, remove lines 24 through 31

Page 4, replace lines 1 through 14 with:

"Department of public instruction			
Science experiments grants		\$13,500,000	\$9,900,000
Regional education association grants		250,000	70,000
State automated reporting system maintenance		200,000	0
Children's science center		5,900,000	0
Children's theatre and art park		0	2,500,000
State automated reporting system and statewide longitudinal data system upgrades		10,100,000	0
Elementary and secondary school emergency education relief		305,266,879	0
Emergency education relief homeless children and youth program		1,999,661	0
Assistance to nonpublic schools		4,151,371	0
Individuals with Disabilities Education Act grant		8,632,569	0
Grow-your-own teacher program		0	0
School board training grants		0	1,500,000
Cybersecurity training for teachers		0	0
Statewide reading tool		0	1,600,000
Statewide teacher retention program		<u>0</u>	<u>4,300,000</u>

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Total department of public instruction - all funds	\$350,000,480	\$19,870,000
Total department of public instruction - estimated income	<u>349,800,480</u>	<u>16,300,000</u>
Total department of public instruction - general fund"	\$200,000	\$3,570,000

Page 5, replace lines 18 through 20 with:

"Grand total - all funds	\$353,300,706	\$21,631,671
Grand total - estimated income	<u>353,100,706</u>	<u>17,638,586</u>
Grand total - general fund	\$200,000	\$3,993,085"

Page 6, line 3, replace "\$143,454,500" with "\$157,000,000"

Page 6, after line 3, insert:

"SECTION 5. ESTIMATED INCOME - STRATEGIC INVESTMENT AND IMPROVEMENTS FUND. The estimated income line item in subdivision 1 of section 1 of this Act includes the sum of \$8,900,000 from the strategic investment and improvements fund for certain passthrough grants."

Page 6, after line 30, insert:

"SECTION 9. REGIONAL EDUCATION ASSOCIATION MERGER GRANTS - ONE-TIME FUNDING - DISTRIBUTION. The grants - program grants line item included in subdivision 1 of section 1 of this Act includes \$70,000 from the general fund for the purpose of providing a one-time \$35,000 grant to each regional education association that merges with another regional education association to form a single entity with a single governing board during the biennium beginning July 1, 2023, and ending June 30, 2025."

Page 7, line 2, replace "\$700,000" with "\$500,000"

Page 7, line 5, replace "\$50,000" with "\$35,714"

Page 7, remove lines 8 through 20

Page 7, line 26, after the period insert "Additional funding made available to school districts by reducing the local property tax contribution to the integrated formula is not considered new money."

Page 8, line 12, replace "\$16,009,764" with "\$20,069,000"

Page 8, after line 26, insert:

"SECTION 15. EXEMPTION - UNEXPENDED STATE AUTOMATED REPORTING SYSTEM AND STATEWIDE LONGITUDINAL DATA SYSTEM UPGRADE APPROPRIATION. The sum of \$10,000,000 of special funds from the public instruction fund in the state treasury, derived from reimbursements withheld from school districts' integrated formula payments for the purpose of information technology project upgrades to the state automated reporting system and the statewide longitudinal data system, appropriated to the department of public instruction in section 17 of chapter 549 of the 2021 Special Session Session Laws, is not subject to the provisions of section 54-44.1-11 and any unexpended funds from this one-time appropriation may be continued and are available for information technology project upgrades to the state automated reporting system and the statewide longitudinal data

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system during the biennium beginning July 1, 2023, and ending June 30, 2025. The department of public instruction shall transfer any funds continued in excess of \$5,000,000 to the information technology department for statewide longitudinal data system upgrades."

Page 8, line 27, replace "2" with "3"

Page 9, line 3, replace "thirty-five thousand five hundred thirty-six" with "thirty-eight thousand one hundred forty-two"

Page 9, line 4, remove "forty thousand"

Page 9, line 5, replace "nine hundred fifty-seven" with "forty-three thousand six hundred sixty-eight"

Page 9, after line 5, insert:

"SECTION 18. 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. (Effective through June 30, 2025)

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 2018-19 school year;
 - b. An amount equal to the property tax deducted by the superintendent of public instruction to determine the 2018-19 state aid payment;
 - c. An amount equal to seventy-five percent of the revenue received by the school district during the 2017-18 school year for the following revenue types:
 - (1) Revenue 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) 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 reporting manual, as developed by the superintendent of public instruction in accordance with section 15.1-02-08;
 - (3) Tuition 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, tuition received for the provision of an adult farm management program, and beginning in the 2021-22 school year, seventeen percent of tuition received under an agreement to educate students from a school

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district on an air force base with funding received through federal impact aid, and an additional seventeen percent of tuition received under an agreement to educate students from a school district on an air force base with funding received through federal impact aid each school year thereafter, until the 2024-25 school year when sixty-eight percent of tuition received under an agreement to educate students from a school district on an air force base with funding received through federal impact aid must be excluded from the tuition calculation under this paragraph;

- (4) Revenue from payments in lieu of taxes on the distribution and transmission of electric power;
 - (5) Revenue from payments in lieu of taxes on electricity generated from sources other than coal; and
 - (6) Revenue 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);
- d. An amount equal to the total revenue received by the school district during the 2017-18 school year for the following revenue types:
- (1) Mobile home tax revenue;
 - (2) Telecommunications tax revenue; and
 - (3) Revenue from payments in lieu of taxes and state reimbursement of the homestead credit and disabled veterans credit; and
- e. Beginning with the 2020-21 school year, the superintendent shall reduce the baseline funding for any school district that becomes an elementary district pursuant to section 15.1-07-27 after the 2012-13 school year. The reduction must be proportional to the number of weighted student units in the grades that are offered through another school district relative to the total number of weighted student units the school district offered in the year before the school district became an elementary district. The reduced baseline funding applies to the calculation of state aid for the first school year in which the school district becomes an elementary district and for each year thereafter. For districts that become an elementary district prior to the 2020-21 school year, the superintendent shall use the reduced baseline funding to calculate state aid for the 2020-21 school year and for each year thereafter.
2. a. The superintendent shall divide the district's baseline funding determined in subsection 1 by the district's 2017-18 weighted student units to determine the district's baseline funding per weighted student unit.
- b. For any school district that becomes an elementary district pursuant to section 15.1-07-27 after the 2017-18 school year, the superintendent shall adjust the district's baseline funding per weighted student unit used to calculate state aid. The superintendent shall divide the district's baseline funding determined in subsection 1 by the district's

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weighted student units after the school district becomes an elementary district to determine the district's adjusted baseline funding per weighted student unit. The superintendent shall use the district's adjusted baseline funding per weighted student unit in the calculation of state aid for the first school year in which the school district becomes an elementary district and for each year thereafter.

- c. Beginning with the 2021-22 school year and for each school year thereafter, the superintendent shall reduce the district's baseline funding per weighted student unit. Each year the superintendent shall calculate the amount by which the district's baseline funding per weighted student unit exceeds the payment per weighted student unit provided in subsection 3. The superintendent shall reduce the district's baseline funding per weighted student unit by fifteen percent of the amount by which the district's baseline funding per weighted student unit exceeds the payment per weighted student unit for the 2021-22 school year. For each year thereafter, the reduction percentage is increased by an additional fifteen percent. However, the district's baseline funding per weighted student unit, after the reduction, may not be less than the payment per weighted student unit provided in subsection 3.
3. a. For the 2021-22 school year, the superintendent shall calculate state aid as the greater of:
- (1) The district's weighted student units multiplied by ten thousand one hundred thirty-six dollars;
 - (2) One hundred two percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's weighted student units, not to exceed the district's 2017-18 baseline weighted student units, plus any weighted student units in excess of the 2017-18 baseline weighted student units multiplied by ten thousand one hundred thirty-six dollars; or
 - (3) The district's baseline funding as established in subsection 1 less the amount in paragraph 1, with the difference reduced by fifteen percent and then the difference added to the amount determined in paragraph 1.
- b. For the 2022-23 school year and each school year thereafter, the superintendent shall calculate state aid as the greater of:
- (1) The district's weighted student units multiplied by ten thousand two hundred thirty-seven dollars;
 - (2) One hundred two percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's weighted student units, not to exceed the district's 2017-18 baseline weighted student units, plus any weighted student units in excess of the 2017-18 baseline weighted student units multiplied by ten thousand two hundred thirty-seven dollars; or

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- (3) The district's baseline funding as established in subsection 1 less the amount in paragraph 1, with the difference reduced by thirty percent for the 2022-23 school year and the reduction percentage increasing by fifteen percent each school year thereafter until the difference is reduced to zero, and then the difference added to the amount determined in paragraph 1.

- c. The superintendent also shall adjust state aid determined in this subsection to ensure the amount does not exceed the transition maximum as follows:
 - (1) For the 2021-22 school year, the transition maximum rate is one hundred ten 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.
 - (2) For the 2022-23 school year, the transition maximum rate is one hundred ten 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.
 - (3) For the 2023-24 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus twenty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.
 - (4) For the 2024-25 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus forty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.
 - (5) For the 2025-26 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus sixty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under

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paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.

- (6) For the 2026-27 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus eighty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.
4. 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 subdivision may not exceed the previous year's amount in dollars subtracted for purposes of this subdivision by more than twelve percent, adjusted pursuant to section 15.1-27-04.3; and
 - b. Subtract an amount equal to seventy-five percent of all revenue types listed in subdivisions c and d of subsection 1. Before determining the deduction for seventy-five percent of all revenue types, the superintendent of public instruction shall adjust revenues as follows:
 - (1) Tuition revenue shall be adjusted as follows:
 - (a) In addition to deducting tuition revenue received specifically for the operation of an educational program provided at a residential treatment facility, tuition revenue received for the provision of an adult farm management program, tuition received for the education of high-cost and special education students, and tuition received under an agreement to educate students from a school district on an air force base with funding received through federal impact aid as directed each school year in paragraph 3 of subdivision c of subsection 1, the superintendent of public instruction also shall reduce the total tuition reported by the school district by the amount of tuition revenue received for the education of students not residing in the state and for which the state has not entered a cross-border education contract; and
 - (b) The superintendent of public instruction also shall reduce the total tuition reported by admitting school districts meeting the requirements of subdivision e of subsection 2 of section 15.1-29-12 by the amount of tuition revenue received for the education of students residing in an adjacent school district.
 - (2) After adjusting tuition revenue as provided in paragraph 1, the superintendent shall reduce all remaining revenues from all

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revenue types by the percentage of mills levied in 2020 by the school district for sinking and interest relative to the total mills levied in 2020 by the school district for all purposes.

5. 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.
6. On or before June thirtieth of each year, the school board shall certify to the superintendent of public instruction the final average daily membership for the current school year.
7. For purposes of the calculation in subsection 4, each county auditor, in collaboration with the school districts, shall report the following to the superintendent of public instruction on an annual basis:
 - a. The amount of revenue received by each school district in the county during the previous school year for each type of revenue identified in subdivisions c and d of subsection 1;
 - b. The total number of mills levied in the previous calendar year by each school district for all purposes; and
 - c. The number of mills levied in the previous calendar year by each school district for sinking and interest fund purposes.

Baseline funding - Establishment - Determination of state aid. (Effective after June 30, 2025)

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 2018-19 school year;
 - b. An amount equal to the property tax deducted by the superintendent of public instruction to determine the 2018-19 state aid payment;
 - c. An amount equal to seventy-five percent of the revenue received by the school district during the 2017-18 school year for the following revenue types:
 - (1) Revenue 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) 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 reporting manual, as developed by the superintendent of public instruction in accordance with section 15.1-02-08;
 - (3) Tuition 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

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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, tuition received for the provision of an adult farm management program, and beginning in the 2025-26 school year, eighty-five percent of tuition received under an agreement to educate students from a school district on an air force base with funding received through federal impact aid, until the 2026-27 school year, and each school year thereafter, when all tuition received under an agreement to educate students from a school district on an air force base with funding received through federal impact aid must be excluded from the tuition calculation under this paragraph;

- (4) Revenue from payments in lieu of taxes on the distribution and transmission of electric power;
 - (5) Revenue from payments in lieu of taxes on electricity generated from sources other than coal; and
 - (6) Revenue 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); and
- d. An amount equal to the total revenue received by the school district during the 2017-18 school year for the following revenue types:
- (1) Mobile home tax revenue;
 - (2) Telecommunications tax revenue; and
 - (3) Revenue from payments in lieu of taxes and state reimbursement of the homestead credit and disabled veterans credit.
- e. Beginning with the 2020-21 school year, the superintendent shall reduce the baseline funding for any school district that becomes an elementary district pursuant to section 15.1-07-27 after the 2012-13 school year. The reduction must be proportional to the number of weighted student units in the grades that are offered through another school district relative to the total number of weighted student units the school district offered in the year before the school district became an elementary district. The reduced baseline funding applies to the calculation of state aid for the first school year in which the school district becomes an elementary district and for each year thereafter. For districts that become an elementary district prior to the 2020-21 school year, the superintendent shall use the reduced baseline funding to calculate state aid for the 2020-21 school year and for each year thereafter.
2. a. The superintendent shall divide the district's baseline funding determined in subsection 1 by the district's 2017-18 weighted student units to determine the district's baseline funding per weighted student unit.
- b. For any school district that becomes an elementary district pursuant to section 15.1-07-27 after the 2017-18 school year, the superintendent shall adjust the district's baseline funding per weighted student unit

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used to calculate state aid. The superintendent shall divide the district's baseline funding determined in subsection 1 by the district's weighted student units after the school district becomes an elementary district to determine the district's adjusted baseline funding per weighted student unit. The superintendent shall use the district's adjusted baseline funding per weighted student unit in the calculation of state aid for the first school year in which the school district becomes an elementary district and for each year thereafter.

- c. Beginning with the 2021-22 school year and for each school year thereafter, the superintendent shall reduce the district's baseline funding per weighted student unit. Each year the superintendent shall calculate the amount by which the district's baseline funding per weighted student unit exceeds the payment per weighted student unit provided in subsection 3. The superintendent shall reduce the district's baseline funding per weighted student unit by fifteen percent of the amount by which the district's baseline funding per weighted student unit exceeds the payment per weighted student unit for the 2021-22 school year. For each year thereafter, the reduction percentage is increased by an additional fifteen percent. However, the district's baseline funding per weighted student unit, after the reduction, may not be less than the payment per weighted student unit provided in subsection 3.
- 3. a. For the 2021-22 school year, the superintendent shall calculate state aid as the greater of:
 - (1) The district's weighted student units multiplied by ten thousand one hundred thirty-six dollars;
 - (2) One hundred two percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's weighted student units, not to exceed the district's 2017-18 baseline weighted student units, plus any weighted student units in excess of the 2017-18 baseline weighted student units multiplied by ten thousand one hundred thirty-six dollars; or
 - (3) The district's baseline funding as established in subsection 1 less the amount in paragraph 1, with the difference reduced by fifteen percent and then the difference added to the amount determined in paragraph 1.
- b. For the 2022-23 school year and each school year thereafter, the superintendent shall calculate state aid as the greater of:
 - (1) The district's weighted student units multiplied by ten thousand two hundred thirty-seven dollars;
 - (2) One hundred two percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's weighted student units, not to exceed the district's 2017-18 baseline weighted student units, plus any weighted student units in excess of the 2017-18 baseline weighted student units multiplied by ten thousand two hundred thirty-seven dollars; or

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- (3) The district's baseline funding as established in subsection 1 less the amount in paragraph 1, with the difference reduced by thirty percent for the 2022-23 school year and the reduction percentage increasing by fifteen percent each school year thereafter until the difference is reduced to zero, and then the difference added to the amount determined in paragraph 1.

- c. The superintendent also shall adjust state aid determined in this subsection to ensure the amount does not exceed the transition maximum as follows:
 - (1) For the 2021-22 school year, the transition maximum rate is one hundred ten 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.
 - (2) For the 2022-23 school year, the transition maximum rate is one hundred ten 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.
 - (3) For the 2023-24 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus twenty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.
 - (4) For the 2024-25 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus forty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.
 - (5) For the 2025-26 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus sixty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under

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paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.

- (6) For the 2026-27 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus eighty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.
4. 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; and
 - b. Subtract an amount equal to seventy-five percent of all revenue types listed in subdivisions c and d of subsection 1. Before determining the deduction for seventy-five percent of all revenue types, the superintendent of public instruction shall adjust revenues as follows:
 - (1) Tuition revenue shall be adjusted as follows:
 - (a) In addition to deducting tuition revenue received specifically for the operation of an educational program provided at a residential treatment facility, tuition revenue received for the provision of an adult farm management program, tuition received for the education of high-cost and special education students, and tuition received under an agreement to educate students from a school district on an air force base with funding received through federal impact aid as directed each school year in paragraph 3 of subdivision c of subsection 1, the superintendent of public instruction also shall reduce the total tuition reported by the school district by the amount of tuition revenue received for the education of students not residing in the state and for which the state has not entered a cross-border education contract; and
 - (b) The superintendent of public instruction also shall reduce the total tuition reported by admitting school districts meeting the requirements of subdivision e of subsection 2 of section 15.1-29-12 by the amount of tuition revenue received for the education of students residing in an adjacent school district.
 - (2) After adjusting tuition revenue as provided in paragraph 1, the superintendent shall reduce all remaining revenues from all revenue types by the percentage of mills levied in 2020 by the school district for sinking and interest relative to the total mills levied in 2020 by the school district for all purposes.

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5. 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.
6. On or before June thirtieth of each year, the school board shall certify to the superintendent of public instruction the final average daily membership for the current school year.
7. For purposes of the calculation in subsection 4, each county auditor, in collaboration with the school districts, shall report the following to the superintendent of public instruction on an annual basis:
 - a. The amount of revenue received by each school district in the county during the previous school year for each type of revenue identified in subdivisions c and d of subsection 1;
 - b. The total number of mills levied in the previous calendar year by each school district for all purposes; and
 - c. The number of mills levied in the previous calendar year by each school district for sinking and interest fund purposes.

SECTION 19. AMENDMENT. Section 15.1-32-01 of the North Dakota Century Code is amended and reenacted as follows:

15.1-32-01. Definitions.

As used in this chapter:

1. "Major life activities" include learning, walking, talking, breathing, and caring for oneself.
2. "Related services" means transportation and developmental and corrective or supportive services required to assist a student with disabilities to benefit from special education.
- ~~2-3.~~ "Special education" means instruction designed to meet the needs of a student with disabilities, transportation, and corrective and supporting services required to assist a student with disabilities in taking advantage of, or responding to, educational programs and opportunities.
- ~~3-4.~~ "Student who is gifted" means an individual who is identified by qualified professionals as being capable of high performance and who needs educational programs and services beyond those normally provided in a regular education program.
- ~~4-5.~~ a. "Student with a disability" means an individual who is at least three years of age but who has not reached the age of twenty-one before August first of the year in which the individual turns twenty-one and who requires special education and related services because of:
 - (1) An intellectual disability;
 - (2) A hearing impairment, including deafness;
 - (3) Deaf-blindness;

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- (4) A speech or language impairment;
- (5) A visual impairment, including blindness;
- (6) An emotional disturbance;
- (7) An orthopedic impairment;
- (8) Autism;
- (9) A traumatic brain injury;
- (10) Other health impairment; or
- (11) A specific learning disability.

b. "Student with a disability" includes a student age eighteen through twenty-one who is incarcerated in an adult correctional facility and who, in the last educational placement prior to incarceration, was identified as being a student with a disability and did not have an individualized education program or was identified as being a student with a disability and had an individualized education program.

6. "Student with a significant medical condition" means a student with a physical or mental impairment, whether permanent or temporary, which substantially limits one or more major life activities and who is not entitled to special education and related services.

SECTION 20. AMENDMENT. Section 15.1-32-14 of the North Dakota Century Code is amended and reenacted as follows:

15.1-32-14. ~~Special education students – Contracts for placement~~High-cost students.

1. If in the opinion of an individualized education program team or a services plan team a student with a disability or a student with a significant medical condition is unable to attend a public school in the ~~special education unit to which~~ the student's school district of residence belongs, the student's school district of residence shall ~~contract~~release the student at the time deemed necessary to begin attendance with another public school that:
 - a. ~~Does not belong to the same special education unit;~~
 - b. Is located in this state;
 - ~~e.~~b. Is willing to admit the student; and
 - ~~d.~~c. Is able to provide appropriate services to the student.
2. ~~The superintendent of public instruction shall approve in advance the terms of the contract and the services to be provided by the admitting school.~~
3. The contract must provide that the student's school district of residence is liable for the cost of educating the student.
- 4.~~3.~~ Upon being notified by the district in which the student receives services that the student's school district of residence has not paid for services that

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were provided to the student, the superintendent of public instruction, after verification, shall withhold all state aid payments to which the student's school district of residence is entitled, until the required payments have been made.

SECTION 21. AMENDMENT. Section 15.1-32-18 of the North Dakota Century Code is amended and reenacted as follows:

15.1-32-18. Cost - Liability of school district for special education and other high-cost services.

1. Each year the superintendent of public instruction shall identify the approximately one percent of ~~special education~~ students with a disability and students with a significant medical condition statewide who are not eligible for cost reimbursement under section 15.1-29-14 and who require the greatest school district expenditures ~~in order~~ to provide them with education and services, including special education and related services. This percentage represents the number of students that would qualify for excess cost reimbursement beyond the multiplier that is established in subsection 3.
2. The excess costs of providing ~~special education and related~~ services to these students are the responsibility of the state and the superintendent of public instruction shall reimburse the school districts for any excess costs incurred in the provision of ~~special education and related~~the services to the identified students.
3. "Excess costs" are those that exceed four times the state average cost of education per student and which are incurred by the ~~special education~~ students identified in subsection 1.
4. All costs of providing ~~special education and related~~ services to those students identified in subsection 1, other than excess costs reimbursed by the state, are the responsibility of the student's school district of residence.
5. In addition to any other reimbursements provided under this section, if a school district expends more than two percent of its annual budget for the provision of ~~special~~ education and ~~related~~ services to one student with a disability or significant medical condition, the district shall notify the superintendent of public instruction. Upon verification, the superintendent shall reimburse the district for the difference between:
 - a. Two percent of the district's annual budget; and
 - b. The lesser of:
 - (1) The amount actually expended by the district for the provision of special education and related services to that student; or
 - (2) The amount representing four times the state average cost of education per student."

Page 10, after line 3, insert:

"SECTION 23. LEGISLATIVE INTENT - AMENDMENTS TO THE STATE SCHOOL AID INTEGRATED FUNDING FORMULA. It is the intent of the sixty-eighth

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legislative assembly that the sixty-ninth legislative assembly consider amendments to the state school aid integrated funding formula only in the appropriation bill for the department of public instruction.

SECTION 24. EFFECTIVE DATE. Senate Bill No. 2269, as approved by the sixty-eighth legislative assembly, becomes effective July 1, 2023. Sections 3, 4, and 7 of Senate Bill No. 2050, as approved by the sixty-eighth legislative assembly, become effective May 15, 2023.

SECTION 25. EMERGENCY. Sections 3, 4, and 7, of Senate Bill No. 2050 and Senate Bill No. 2269, as approved by the sixty-eighth legislative assembly, are declared to be an emergency measure."

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	\$2,596,430,143	\$2,991,058,326	\$38,189,748	\$3,029,248,074
Less estimated income	<u>938,233,270</u>	<u>1,092,638,081</u>	26,031,665	<u>1,118,669,746</u>
General fund	\$1,658,196,873	\$1,898,420,245	\$12,158,083	\$1,910,578,328
FTE	86.25	86.25	0.00	86.25
Center for Distance Education				
Total all funds	\$0	\$0	\$11,183,325	\$11,183,325
Less estimated income	<u>0</u>	<u>0</u>	4,550,000	<u>4,550,000</u>
General fund	\$0	\$0	\$6,633,325	\$6,633,325
FTE	0.00	0.00	30.80	30.80
State Library				
Total all funds	\$8,196,138	\$9,007,514	\$286,627	\$9,294,141
Less estimated income	<u>2,364,417</u>	<u>2,143,007</u>	329,036	<u>2,472,043</u>
General fund	\$5,831,721	\$6,864,507	(\$42,409)	\$6,822,098
FTE	26.75	26.75	0.00	26.75
School for the Deaf				
Total all funds	\$10,197,084	\$12,016,187	(\$250,652)	\$11,765,535
Less estimated income	<u>2,790,528</u>	<u>3,678,221</u>	(12,530)	<u>3,665,691</u>
General fund	\$7,406,556	\$8,337,966	(\$238,122)	\$8,099,844
FTE	44.61	45.36	0.00	45.36
Vision Services - School for the Blind				
Total all funds	\$5,824,057	\$6,811,738	(\$91,447)	\$6,720,291
Less estimated income	<u>1,062,178</u>	<u>1,664,423</u>	(3,712)	<u>1,660,711</u>
General fund	\$4,761,879	\$5,147,315	(\$87,735)	\$5,059,580
FTE	27.75	27.75	0.00	27.75
Bill total				
Total all funds	\$2,620,647,422	\$3,018,893,765	\$49,317,601	\$3,068,211,366
Less estimated income	<u>944,450,393</u>	<u>1,100,123,732</u>	30,894,459	<u>1,131,018,191</u>
General fund	\$1,676,197,029	\$1,918,770,033	\$18,423,142	\$1,937,193,175
FTE	185.36	186.11	30.80	216.91

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

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	Base Budget	Senate Version	House Changes	House Version
Salaries and wages	\$17,854,747	\$19,313,859	(\$756,543)	\$18,557,316
Operating expenses	33,098,149	33,293,320	(500,000)	32,793,320
Integrated formula payments	2,131,825,000	2,448,651,200	22,917,055	2,471,568,255
Grants - Special education contracts	27,000,000	27,000,000		27,000,000
Grants - Transportation	58,100,000	58,100,000		58,100,000
Grants - Other grants	312,738,893	382,738,893		382,738,893
Grants - Program and passthrough	10,387,064			
Grants - Program grants		13,780,000	1,770,000	15,550,000
Grants - Passthrough grants		2,229,764	14,759,236	16,989,000
PowerSchool	5,250,000	5,775,000		5,775,000
National board certification	176,290	176,290		176,290
Total all funds	\$2,596,430,143	\$2,991,058,326	\$38,189,748	\$3,029,248,074
Less estimated income	938,233,270	1,092,638,081	26,031,665	1,118,669,746
General fund	\$1,658,196,873	\$1,898,420,245	\$12,158,083	\$1,910,578,328
FTE	86.25	86.25	0.00	86.25

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

	Adds Funding for Salary and Benefit Increases ¹	Removes Salary Funding for Funding Pool ²	Decreases Funding for Information Technology ³	Adjusts Funding for Integrated Formula Payments ⁴	Decreases Funding for Grants to Regional Education Associations ⁵	Adjusts the Funding Source of Integrated Formula Payments ⁶
Salaries and wages	\$296,542	(\$1,053,085)				
Operating expenses			(\$500,000)			
Integrated formula payments				\$23,117,055	(\$200,000)	
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants						
Grants - Program and passthrough						
Grants - Program grants						
Grants - Passthrough grants						
PowerSchool						
National board certification						
Total all funds	\$296,542	(\$1,053,085)	(\$500,000)	\$23,117,055	(\$200,000)	\$0
Less estimated income	185,588	(658,659)	0	0	0	13,545,500
General fund	\$110,954	(\$394,426)	(\$500,000)	\$23,117,055	(\$200,000)	(\$13,545,500)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

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	Increases Funding for Adult Education ⁷	Removes Funding for Free Breakfast Program ⁸	Increases Funding for Teacher Mentoring ⁹	Adds Funding for Passthrough Grants ¹⁰	Decreases One-Time Funding for School Board Training ¹¹	Removes One-Time Funding for Cybersecurity Training ¹²
Salaries and wages						
Operating expenses						
Integrated formula payments						
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants						
Grants - Program and passthrough						
Grants - Program grants	\$500,000	(\$200,000)			(\$500,000)	(\$1,000,000)
Grants - Passthrough grants PowerSchool			\$1,874,236	\$485,000		
National board certification						
Total all funds	\$500,000	(\$200,000)	\$1,874,236	\$485,000	(\$500,000)	(\$1,000,000)
Less estimated income	500,000	(200,000)	1,874,236	485,000	(500,000)	(1,000,000)
General fund	\$0	\$0	\$0	\$0	\$0	\$0
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Removes One-Time Funding for a Grow-Your-Own Teacher Program ¹³	Adds One-Time Funding for Regional Education Association Merger Incentive Grants ¹⁴	Adds One-Time Funding for a Statewide Reading Tool ¹⁵	Adds One-Time Funding for a Teacher Retention Program ¹⁶	Adds One-Time Funding for Passthrough Grants ¹⁷	Total House Changes
Salaries and wages						(\$756,543)
Operating expenses						(500,000)
Integrated formula payments						22,917,055
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants						
Grants - Program and passthrough						
Grants - Program grants	(\$3,000,000)	\$70,000	\$1,600,000	\$4,300,000		1,770,000
Grants - Passthrough grants PowerSchool					\$12,400,000	14,759,236
National board certification						
Total all funds	(\$3,000,000)	\$70,000	\$1,600,000	\$4,300,000	\$12,400,000	\$38,189,748
Less estimated income	(3,000,000)	0	1,600,000	4,300,000	8,900,000	26,031,665
General fund	\$0	\$70,000	\$0	\$0	\$3,500,000	\$12,158,083
FTE	0.00	0.00	0.00	0.00	0.00	0.00

¹ Salaries and wages funding is adjusted to provide for 2023-25 biennium salary increases of 6 percent on July 1, 2023, and 4 percent on July 1, 2024, and for adjustments to health insurance premium rates for the Department of Public Instruction as follows:

	General Fund	Other Funds	Total
Salary increase	\$114,670	\$191,386	\$306,056
Health insurance adjustment	(3,716)	(5,798)	(9,514)
Total	\$110,954	\$185,588	\$296,542

The Senate provided salary adjustments of 4 percent on July 1, 2023, and July 1, 2024.

² Funding for new FTE positions and estimated savings from vacant FTE positions is removed as shown below. These amounts are available to the agency if needed by submitting a request to the Office of Management and Budget for a transfer from the new and vacant FTE funding pool.

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	<u>General Fund</u>	<u>Other Funds</u>	<u>Total</u>
New FTE positions	(\$0)	(\$0)	(\$0)
Vacant FTE positions	(394,426)	(658,659)	(1,053,085)
Total	(\$394,426)	(\$658,659)	(\$1,053,085)

³ Funding for information technology charges based on total agency appropriation is decreased. Charges assessed by the Information Technology Department based on agency funding must not include funding provided to the Department of Public Instruction for integrated formula payments, transportation grants, and special education contract grants.

⁴ Funding for integrated formula payments is adjusted as follows:

	<u>General Fund</u>
Adjusts savings related to cost to continue integrated formula payments for a total of \$46,367,895 in savings	(\$11,038,751)
Senate Bill No. 2284:	
Adjusts funding to increase the integrated payment rate by 3.5 percent in the 1st year and 3 percent in the 2nd year of the biennium	
The Senate provided 3 percent increases each year of the biennium	13,375,834
Adjusts the funding to remove transition maximum payment adjustments	12,020
Adjusts the funding to implement on-time funding based on fall enrollment	(5,334)
Adds funding to increase the special education weighting factor from .082 to .088	15,660,200
Adjusts funding to increase the school size weighting factor for school districts operating two plants at least 14 miles apart	93,086
Senate Bill No. 2013	
Adds funding to exempt tuition for high-cost students from deduction in the state aid formula	<u>5,020,000</u>
Increase in integrated formula payments	\$23,117,055

⁵ Funding in the integrated formula payments line item is decreased to reduce grants to regional education associations to provide a total of \$500,000, the same as the 2021-23 biennium.

⁶ The funding source for integrated formula payments is adjusted to increase funding from the foundation aid stabilization fund to provide a total of \$157 million.

⁷ Funding from special funds derived from carryover funds deposited in the department's operating fund is increased for adult education matching grants to provide a total of \$5.5 million.

⁸ Funding from special funds derived from carryover funds deposited in the department's operating fund for a free breakfast program is removed because qualifying students are included in funding for meals in Senate Bill No. 2284.

⁹ Funding from special funds derived from carryover funds deposited in the department's operating fund is increased for the teacher mentoring passthrough grant to provide a total of \$4 million from carryover funds.

¹⁰ Funding from special funds derived from carryover funds deposited in the department's operating fund is added for passthrough grants as follows:

- \$20,000 for TeenPact;
- \$40,000 for national writing projects; and
- \$425,000 for rural art outreach.

¹¹ One-time funding from special funds derived from carryover funds deposited in the department's operating fund for program grants related to school board training is reduced to provide a total of \$1.5 million.

¹² One-time funding from special funds derived from carryover funds deposited in the department's operating fund for program grants related to cybersecurity training is removed.

¹³ One-time funding from special funds derived from carryover funds deposited in the department's operating fund for

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the grow-your-own teacher/paraprofessional-to-teacher program is removed. Funding for the program was approved in Senate Bill No. 2032.

- ¹⁴ One-time funding is added for regional education association merger incentive grants.
- ¹⁵ One-time funding is added from special funds derived from carryover funds deposited in the department's operating fund to make available the Amira reading tool for all students in grades 1 through 3 and for certain students in grades 4 through 12.
- ¹⁶ One-time funding is added from special funds derived from carryover funds deposited in the department's operating fund to make a teacher retention program available statewide.
- ¹⁷ One-time funding is added from the general fund and from the strategic investment and improvements fund for passthrough grants as follows:

	<u>General Fund</u>	<u>Strategic Investment and Improvements Fund</u>	<u>Total</u>
North Dakota's Gateway to Science	\$3,500,000	\$0	\$3,500,000
Grand Forks Science Center	0	5,900,000	5,900,000
Sleepy Hollow Children's Theatre and Art Park (renovation and construction only)	0	2,500,000	2,500,000
Fargo Science Center	<u>0</u>	<u>500,000</u>	<u>500,000</u>
Total	\$3,500,000	\$8,900,000	\$12,400,000

In addition this amendment:

- Amends the section related to funding from the foundation aid stabilization fund to provide a total of \$157 million;
- Adds a section identifying funding from the strategic investment and improvements fund;
- Adds a section related to the distribution of regional education association merger incentive grants;
- Amends the section related to regional education association grants to provide \$500,000 for annual grants, the same as the 2021-23 biennium;
- Removes the section related to the application, distribution, and reporting for passthrough grants;
- Amends the section related to new money to provide additional funding made available to school districts by reducing the local property tax contribution to the state school aid formula is not considered new money;
- Amends the section related to general fund carryover to be deposited in the department's operating fund to provide a total of \$20,069,000;
- Adds a section to allow carryover for the state automated reporting system and statewide longitudinal data system upgrades and provides the amount continued over \$5 million will be transferred to the Information Technology Department;
- Amends the section related to the salary of the Superintendent of Public Instruction to provide salary increases of 6 percent in the 1st year of the biennium and 4 percent in the 2nd year of the biennium;
- Adds a section to amend the state school aid funding formula to exempt tuition received for the education of high-cost and special education students from deduction in the formula;
- Adds three sections to provide for various definitions relating to high-cost students, services to high-cost students, and school district liability related to special education and other high-cost services; and
- Adds a section of legislative intent to provide it is the intent of the 68th Legislative Assembly that the 69th Legislative Assembly consider amendments to the state school aid integrated funding formula only in the appropriation bill for the Department of Public Instruction.
- Adds a section to provide effective dates for Sections 3, 4, and 7 of Senate Bill No. 2050 and for Senate Bill No. 2069.
- Adds a section to provide Sections 3, 4, and 7 of Senate Bill No. 2050 and Senate Bill No. 2069 are an emergency measure.

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Senate Bill No. 2013 - Center for Distance Education - House Action

	Base Budget	Senate Version	House Changes	House Version
Center for Distance Education			\$11,183,325	\$11,183,325
Total all funds	\$0	\$0	\$11,183,325	\$11,183,325
Less estimated income	0	0	4,550,000	4,550,000
General fund	\$0	\$0	\$6,633,325	\$6,633,325
FTE	0.00	0.00	30.80	30.80

Department 204 - Center for Distance Education - Detail of House Changes

	Adds Funding to Transfer the Center for Distance Education ¹	Adds Funding for Salary and Benefit Increases ²	Removes Salary Funding for Funding Pool ³	Adds 1 FTE Elementary Teacher Position ⁴	Adds 1 FTE Information Technology Position ⁵	Increases Funding for Center for Distance Education ⁶
Center for Distance Education	\$9,474,354	\$538,281	(\$650,310)	\$165,000	\$156,000	\$1,500,000
Total all funds	\$9,474,354	\$538,281	(\$650,310)	\$165,000	\$156,000	\$1,500,000
Less estimated income	3,050,000	0	0	0	0	1,500,000
General fund	\$6,424,354	\$538,281	(\$650,310)	\$165,000	\$156,000	\$0
FTE	28.80	0.00	0.00	1.00	1.00	0.00

	Total House Changes
Center for Distance Education	\$11,183,325
Total all funds	\$11,183,325
Less estimated income	4,550,000
General fund	\$6,633,325
FTE	30.80

¹ Funding is added to transfer the base budget for the Center for Distance Education to the control of the Department of Public Instruction, including 28.80 FTE positions and the cost to continue 2021-23 salary increases, pursuant to Senate Bill No. 2269.

² Salaries and wages funding is adjusted to provide for 2023-25 biennium salary increases of 6 percent on July 1, 2023, and 4 percent on July 1, 2024, and for adjustments to health insurance premium rates for the Center for Distance Education as follows:

	General Fund	Other Funds	Total
Salary increase	\$378,835	\$0	\$378,835
Health insurance increase	159,446	0	159,446
Total	\$538,281	\$0	\$538,281

The Senate provided salary adjustments of 4 percent on July 1, 2023, and July 1, 2024.

³ Funding for new FTE positions and estimated savings from vacant FTE positions is removed as shown below. These amounts are available to the agency if needed by submitting a request to the Office of Management and Budget for a transfer from the new and vacant FTE funding pool.

	General Fund	Other Funds	Total
New FTE positions	(\$321,000)	\$0	(\$321,000)
Vacant FTE positions	(329,310)	0	(329,310)
Total	(\$650,310)	\$0	(\$650,310)

⁴ One FTE elementary teacher position and related funding for salaries and wages is added for the Center for Distance Education.

⁵ One FTE information technology position and related funding for salaries and wages is added for the Center for

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Distance Education.

⁶ Funding from special funds derived from tuition is added for Center for Distance Education teacher salaries and wages and operating expenses.

Senate Bill No. 2013 - State Library - House Action

	Base Budget	Senate Version	House Changes	House Version
Salaries and wages	\$4,139,907	\$4,485,513	(\$50,198)	\$4,435,315
Operating expenses	1,822,703	2,238,473	336,825	2,575,298
Grants	2,233,528	2,283,528		2,283,528
Total all funds	\$8,196,138	\$9,007,514	\$286,627	\$9,294,141
Less estimated income	2,364,417	2,143,007	329,036	2,472,043
General fund	\$5,831,721	\$6,864,507	(\$42,409)	\$6,822,098
FTE	26.75	26.75	0.00	26.75

Department 250 - State Library - Detail of House Changes

	Adds Funding for Salary and Benefit Increases ¹	Removes Salary Funding for Funding Pool ²	Adds Funding for Increased Federal Funds ³	Total House Changes
Salaries and wages	\$61,354	(\$111,552)		(\$50,198)
Operating expenses			\$336,825	336,825
Grants				
Total all funds	\$61,354	(\$111,552)	\$336,825	\$286,627
Less estimated income	9,908	(17,697)	336,825	329,036
General fund	\$51,446	(\$93,855)	\$0	(\$42,409)
FTE	0.00	0.00	0.00	0.00

¹ Salaries and wages funding is adjusted to provide for 2023-25 biennium salary increases of 6 percent on July 1, 2023, and 4 percent on July 1, 2024, and for adjustments to health insurance premium rates as follows:

	General Fund	Other Funds	Total
Salary increase	\$54,286	\$10,263	\$64,549
Health insurance adjustment	(2,840)	(355)	(3,195)
Total	\$51,446	\$9,908	\$61,354

The Senate provided salary adjustments of 4 percent on July 1, 2023, and July 1, 2024.

² Funding for new FTE positions and estimated savings from vacant FTE positions is removed as shown below. These amounts are available to the agency if needed by submitting a request to the Office of Management and Budget for a transfer from the new and vacant FTE funding pool.

	General Fund	Other Funds	Total
New FTE positions	\$0	\$0	\$0
Vacant FTE positions	(93,855)	(17,697)	(111,552)
Total	(\$93,855)	(\$17,697)	(\$111,552)

³ Funding for operating expenses is added for anticipated increases in federal funds. The Senate did not include this increase.

This amendment also adds a section to provide an effective date for Sections 3, 4, and 7 of Senate Bill No. 2050 and to declare an emergency measure.

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

	Base Budget	Senate Version	House Changes	House Version
Salaries and wages	\$8,332,820	\$9,188,252	(\$250,652)	\$8,937,600
Operating expenses	1,705,586	1,825,757		1,825,757
Capital assets	158,678	1,002,178		1,002,178
Total all funds	\$10,197,084	\$12,016,187	(\$250,652)	\$11,765,535
Less estimated income	2,790,528	3,678,221	(12,530)	3,665,691
General fund	\$7,406,556	\$8,337,966	(\$238,122)	\$8,099,844
FTE	44.61	45.36	0.00	45.36

Department 252 - School for the Deaf - Detail of House Changes

	Adds Funding for Salary and Benefit Increases ¹	Removes Salary Funding for Funding Pool ²	Total House Changes
Salaries and wages	\$78,185	(\$328,837)	(\$250,652)
Operating expenses			
Capital assets			
Total all funds	\$78,185	(\$328,837)	(\$250,652)
Less estimated income	2,329	(14,859)	(12,530)
General fund	\$75,856	(\$313,978)	(\$238,122)
FTE	0.00	0.00	0.00

¹ Salaries and wages funding is adjusted to provide for 2023-25 biennium salary increases of 6 percent on July 1, 2023, and 4 percent on July 1, 2024, and for adjustments to health insurance premium rates as follows:

	General Fund	Other Funds	Total
Salary increase	\$81,505	\$2,478	\$83,983
Health insurance adjustment	(5,649)	(149)	(5,798)
Total	\$75,856	\$2,329	\$78,185

The Senate provided salary adjustments of 4 percent on July 1, 2023, and July 1, 2024.

² Funding for new FTE positions and estimated savings from vacant FTE positions is removed as shown below. These amounts are available to the agency if needed by submitting a request to the Office of Management and Budget for a transfer from the new and vacant FTE funding pool.

	General Fund	Other Funds	Total
New FTE positions	(\$115,294)	\$0	(\$115,294)
Vacant FTE positions	(198,684)	(14,859)	(213,543)
Total	(\$313,978)	(\$14,859)	(\$328,837)

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

	Base Budget	Senate Version	House Changes	House Version
Salaries and wages	\$4,992,194	\$5,437,860	(\$91,447)	\$5,346,413
Operating expenses	792,671	895,686		895,686
Capital assets	39,192	478,192		478,192
Total all funds	\$5,824,057	\$6,811,738	(\$91,447)	\$6,720,291
Less estimated income	1,062,178	1,664,423	(3,712)	1,660,711
General fund	\$4,761,879	\$5,147,315	(\$87,735)	\$5,059,580
FTE	27.75	27.75	0.00	27.75

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

21
4-18-23

	Adds Funding for Salary and Benefit Increases ¹	Removes Salary Funding for Funding Pool ²	Total House Changes
Salaries and wages	\$40,640	(\$132,087)	(\$91,447)
Operating expenses			
Capital assets			
Total all funds	\$40,640	(\$132,087)	(\$91,447)
Less estimated income	4,053	(7,765)	(3,712)
General fund	\$36,587	(\$124,322)	(\$87,735)
FTE	0.00	0.00	0.00

¹ Salaries and wages funding is adjusted to provide for 2023-25 biennium salary increases of 6 percent on July 1, 2023, and 4 percent on July 1, 2024, and for adjustments to health insurance premium rates as follows:

	General Fund	Other Funds	Total
Salary increase	\$39,664	\$4,408	\$44,072
Health insurance adjustment	(3,077)	(355)	(3,432)
Total	\$36,587	\$4,053	\$40,640

The Senate provided salary adjustments of 4 percent on July 1, 2023, and July 1, 2024.

² Funding for new FTE positions and estimated savings from vacant FTE positions is removed as shown below. These amounts are available to the agency if needed by submitting a request to the Office of Management and Budget for a transfer from the new and vacant FTE funding pool.

	General Fund	Other Funds	Total
New FTE positions	\$0	\$0	\$0
Vacant FTE positions	(124,322)	(7,765)	(132,087)
Total	(\$124,322)	(\$7,765)	(\$132,087)

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REPORT OF STANDING COMMITTEE

SB 2013, as engrossed: Appropriations Committee (Rep. Vigesaa, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (20 YEAS, 1 NAY, 2 ABSENT AND NOT VOTING). Engrossed SB 2013 was placed on the Sixth order on the calendar.

Page 1, line 3, after "15.1-02-02" insert ", 15.1-27-04.1, 15.1-32-01, 15.1-32-14, 15.1-32-18,"

Page 1, line 4, after "instruction" insert ", baseline funding, high-cost students,"

Page 1, line 5, after the second semicolon insert "to provide a statement of legislative intent;"

Page 1, line 5, remove "and"

Page 1, line 6, after "exemption" insert ";to provide an effective date; and to declare an emergency"

Page 1, remove lines 19 through 24

Page 2, replace lines 1 through 9 with:

"Salaries and wages	\$17,854,747	\$702,569	\$18,557,316
Operating expenses	33,098,149	(304,829)	32,793,320
Integrated formula payments	2,131,825,000	339,743,255	2,471,568,255
Grants - special education	27,000,000	0	27,000,000
Grants - transportation	58,100,000	0	58,100,000
Grants - other grants	312,738,893	70,000,000	382,738,893
Grants - program grants	0	15,550,000	15,550,000
Grants - passthrough grants	0	16,989,000	16,989,000
Grants - program and passthrough	10,387,064	(10,387,064)	0
PowerSchool	5,250,000	525,000	5,775,000
National board certification	<u>176,290</u>	<u>0</u>	<u>176,290</u>
Total all funds	\$2,596,430,143	\$432,817,931	\$3,029,248,074
Less estimated income	<u>938,233,270</u>	<u>180,436,476</u>	<u>1,118,669,746</u>
Total general fund	\$1,658,196,873	\$252,381,455	\$1,910,578,328
Full-time equivalent positions	86.25	0.00	86.25

Subdivision 2.

CENTER FOR DISTANCE EDUCATION

	<u>Base Level</u>	<u>Adjustments or Enhancements</u>	<u>Appropriation</u>
Center for distance education	\$0	\$11,183,325	\$11,183,325
Total all funds	\$0	\$11,183,325	\$11,183,325
Less estimated income	<u>0</u>	<u>4,550,000</u>	<u>4,550,000</u>
Total general fund	\$0	\$6,633,325	\$6,633,325
Full-time equivalent positions	0.00	30.80	30.80"

Page 2, line 10, replace "2" with "3"

Page 2, replace lines 14 through 19 with:

"Salaries and wages	\$4,139,907	\$295,408	\$4,435,315
Operating expenses	1,822,703	752,595	2,575,298
Grants	<u>2,233,528</u>	<u>50,000</u>	<u>2,283,528</u>
Total all funds	\$8,196,138	\$1,098,003	\$9,294,141
Less estimated income	<u>2,364,417</u>	<u>107,626</u>	<u>2,472,043</u>
Total general fund	\$5,831,721	\$990,377	\$6,822,098"

Page 2, line 21, replace "3" with "4"

Page 2, replace lines 25 through 30 with:

"Salaries and wages	\$8,332,820	\$604,780	\$8,937,600
Operating expenses	1,705,586	120,171	1,825,757
Capital assets	<u>158,678</u>	<u>843,500</u>	<u>1,002,178</u>
Total all funds	\$10,197,084	\$1,568,451	\$11,765,535
Less estimated income	<u>2,790,528</u>	<u>875,163</u>	<u>3,665,691</u>
Total general fund	\$7,406,556	\$693,288	\$8,099,844"

Page 3, line 1, replace "4" with "5"

Page 3, replace lines 5 through 10 with:

"Salaries and wages	\$4,992,194	\$354,219	\$5,346,413
Operating expenses	792,671	103,015	895,686
Capital assets	<u>39,192</u>	<u>439,000</u>	<u>478,192</u>
Total all funds	\$5,824,057	\$896,234	\$6,720,291
Less estimated income	<u>1,062,178</u>	<u>598,533</u>	<u>1,660,711</u>
Total general fund	\$4,761,879	\$297,701	\$5,059,580"

Page 3, line 12, replace "5" with "6"

Page 3, replace lines 16 through 18 with:

"Grand total general fund	\$1,676,197,029	\$260,996,146	\$1,937,193,175
Grand total special funds	<u>944,450,393</u>	<u>186,567,798</u>	<u>1,131,018,191</u>
Grand total all funds	\$2,620,647,422	\$447,563,944	\$3,068,211,366"

Page 3, remove lines 24 through 31

Page 4, replace lines 1 through 14 with:

"Department of public instruction			
Science experiments grants	\$13,500,000		\$9,900,000
Regional education association grants	250,000		70,000
State automated reporting system maintenance	200,000		0
Children's science center	5,900,000		0
Children's theatre and art park	0		2,500,000
State automated reporting system and statewide longitudinal data system upgrades	10,100,000		0
Elementary and secondary school emergency education relief	305,266,879		0
Emergency education relief homeless children and youth program	1,999,661		0
Assistance to nonpublic schools	4,151,371		0
Individuals with Disabilities Education Act grant	8,632,569		0
Grow-your-own teacher program	0		0
School board training grants	0		1,500,000
Cybersecurity training for teachers	0		0
Statewide reading tool	0		1,600,000
Statewide teacher retention program	<u>0</u>		<u>4,300,000</u>
Total department of public instruction - all funds	\$350,000,480		\$19,870,000
Total department of public instruction - estimated income	<u>349,800,480</u>		<u>16,300,000</u>
Total department of public instruction - general fund"	\$200,000		\$3,570,000

Page 5, replace lines 18 through 20 with:

"Grand total - all funds	\$353,300,706	\$21,631,671
Grand total - estimated income	<u>353,100,706</u>	<u>17,638,586</u>
Grand total - general fund	\$200,000	\$3,993,085"

Page 6, line 3, replace "\$143,454,500" with "\$157,000,000"

Page 6, after line 3, insert:

"SECTION 5. ESTIMATED INCOME - STRATEGIC INVESTMENT AND IMPROVEMENTS FUND. The estimated income line item in subdivision 1 of section 1 of this Act includes the sum of \$8,900,000 from the strategic investment and improvements fund for certain passthrough grants."

Page 6, after line 30, insert:

"SECTION 9. REGIONAL EDUCATION ASSOCIATION MERGER GRANTS - ONE-TIME FUNDING - DISTRIBUTION. The grants - program grants line item included in subdivision 1 of section 1 of this Act includes \$70,000 from the general fund for the purpose of providing a one-time \$35,000 grant to each regional education association that merges with another regional education association to form a single entity with a single governing board during the biennium beginning July 1, 2023, and ending June 30, 2025."

Page 7, line 2, replace "\$700,000" with "\$500,000"

Page 7, line 5, replace "\$50,000" with "\$35,714"

Page 7, remove lines 8 through 20

Page 7, line 26, after the period insert "Additional funding made available to school districts by reducing the local property tax contribution to the integrated formula is not considered new money."

Page 8, line 12, replace "\$16,009,764" with "\$20,069,000"

Page 8, after line 26, insert:

"SECTION 15. EXEMPTION - UNEXPENDED STATE AUTOMATED REPORTING SYSTEM AND STATEWIDE LONGITUDINAL DATA SYSTEM UPGRADE APPROPRIATION. The sum of \$10,000,000 of special funds from the public instruction fund in the state treasury, derived from reimbursements withheld from school districts' integrated formula payments for the purpose of information technology project upgrades to the state automated reporting system and the statewide longitudinal data system, appropriated to the department of public instruction in section 17 of chapter 549 of the 2021 Special Session Session Laws, is not subject to the provisions of section 54-44.1-11 and any unexpended funds from this one-time appropriation may be continued and are available for information technology project upgrades to the state automated reporting system and the statewide longitudinal data system during the biennium beginning July 1, 2023, and ending June 30, 2025. The department of public instruction shall transfer any funds continued in excess of \$5,000,000 to the information technology department for statewide longitudinal data system upgrades."

Page 8, line 27, replace "2" with "3"

Page 9, line 3, replace "thirty-five thousand five hundred thirty-six" with "thirty-eight thousand one hundred forty-two"

Page 9, line 4, remove "forty thousand"

Page 9, line 5, replace "nine hundred fifty-seven" with "forty-three thousand six hundred sixty-eight"

Page 9, after line 5, insert:

"SECTION 18. 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. (Effective through June 30, 2025)

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 2018-19 school year;
 - b. An amount equal to the property tax deducted by the superintendent of public instruction to determine the 2018-19 state aid payment;
 - c. An amount equal to seventy-five percent of the revenue received by the school district during the 2017-18 school year for the following revenue types:
 - (1) Revenue 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) 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 reporting manual, as developed by the superintendent of public instruction in accordance with section 15.1-02-08;
 - (3) Tuition 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, tuition received for the provision of an adult farm management program, and beginning in the 2021-22 school year, seventeen percent of tuition received under an agreement to educate students from a school district on an air force base with funding received through federal impact aid, and an additional seventeen percent of tuition received under an agreement to educate students from a school district on an air force base with funding received through federal impact aid each school year thereafter, until the 2024-25 school year when sixty-eight percent of tuition received under an agreement to educate students from a school district on an air force base with funding received through federal impact aid must be excluded from the tuition calculation under this paragraph;
 - (4) Revenue from payments in lieu of taxes on the distribution and transmission of electric power;
 - (5) Revenue from payments in lieu of taxes on electricity generated from sources other than coal; and

- (6) Revenue 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);
 - d. An amount equal to the total revenue received by the school district during the 2017-18 school year for the following revenue types:
 - (1) Mobile home tax revenue;
 - (2) Telecommunications tax revenue; and
 - (3) Revenue from payments in lieu of taxes and state reimbursement of the homestead credit and disabled veterans credit; and
 - e. Beginning with the 2020-21 school year, the superintendent shall reduce the baseline funding for any school district that becomes an elementary district pursuant to section 15.1-07-27 after the 2012-13 school year. The reduction must be proportional to the number of weighted student units in the grades that are offered through another school district relative to the total number of weighted student units the school district offered in the year before the school district became an elementary district. The reduced baseline funding applies to the calculation of state aid for the first school year in which the school district becomes an elementary district and for each year thereafter. For districts that become an elementary district prior to the 2020-21 school year, the superintendent shall use the reduced baseline funding to calculate state aid for the 2020-21 school year and for each year thereafter.
2.
 - a. The superintendent shall divide the district's baseline funding determined in subsection 1 by the district's 2017-18 weighted student units to determine the district's baseline funding per weighted student unit.
 - b. For any school district that becomes an elementary district pursuant to section 15.1-07-27 after the 2017-18 school year, the superintendent shall adjust the district's baseline funding per weighted student unit used to calculate state aid. The superintendent shall divide the district's baseline funding determined in subsection 1 by the district's weighted student units after the school district becomes an elementary district to determine the district's adjusted baseline funding per weighted student unit. The superintendent shall use the district's adjusted baseline funding per weighted student unit in the calculation of state aid for the first school year in which the school district becomes an elementary district and for each year thereafter.
 - c. Beginning with the 2021-22 school year and for each school year thereafter, the superintendent shall reduce the district's baseline funding per weighted student unit. Each year the superintendent shall calculate the amount by which the district's baseline funding per weighted student unit exceeds the payment per weighted student unit provided in subsection 3. The superintendent shall reduce the district's baseline funding per weighted student unit by fifteen percent of the amount by which the district's baseline funding per weighted student unit exceeds the payment per weighted student unit for the 2021-22 school year. For each year thereafter, the reduction percentage is increased by an additional fifteen percent. However, the district's baseline funding per weighted student unit,

after the reduction, may not be less than the payment per weighted student unit provided in subsection 3.

3. a. For the 2021-22 school year, the superintendent shall calculate state aid as the greater of:
 - (1) The district's weighted student units multiplied by ten thousand one hundred thirty-six dollars;
 - (2) One hundred two percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's weighted student units, not to exceed the district's 2017-18 baseline weighted student units, plus any weighted student units in excess of the 2017-18 baseline weighted student units multiplied by ten thousand one hundred thirty-six dollars; or
 - (3) The district's baseline funding as established in subsection 1 less the amount in paragraph 1, with the difference reduced by fifteen percent and then the difference added to the amount determined in paragraph 1.
- b. For the 2022-23 school year and each school year thereafter, the superintendent shall calculate state aid as the greater of:
 - (1) The district's weighted student units multiplied by ten thousand two hundred thirty-seven dollars;
 - (2) One hundred two percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's weighted student units, not to exceed the district's 2017-18 baseline weighted student units, plus any weighted student units in excess of the 2017-18 baseline weighted student units multiplied by ten thousand two hundred thirty-seven dollars; or
 - (3) The district's baseline funding as established in subsection 1 less the amount in paragraph 1, with the difference reduced by thirty percent for the 2022-23 school year and the reduction percentage increasing by fifteen percent each school year thereafter until the difference is reduced to zero, and then the difference added to the amount determined in paragraph 1.
- c. The superintendent also shall adjust state aid determined in this subsection to ensure the amount does not exceed the transition maximum as follows:
 - (1) For the 2021-22 school year, the transition maximum rate is one hundred ten 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.
 - (2) For the 2022-23 school year, the transition maximum rate is one hundred ten 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.
 - (3) For the 2023-24 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per

weighted student unit, as established in subsection 2, plus twenty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.

- (4) For the 2024-25 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus forty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.
 - (5) For the 2025-26 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus sixty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.
 - (6) For the 2026-27 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus eighty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.
4. 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 subdivision may not exceed the previous year's amount in dollars subtracted for purposes of this subdivision by more than twelve percent, adjusted pursuant to section 15.1-27-04.3; and
 - b. Subtract an amount equal to seventy-five percent of all revenue types listed in subdivisions c and d of subsection 1. Before determining the deduction for seventy-five percent of all revenue types, the superintendent of public instruction shall adjust revenues as follows:
 - (1) Tuition revenue shall be adjusted as follows:

- (a) In addition to deducting tuition revenue received specifically for the operation of an educational program provided at a residential treatment facility, tuition revenue received for the provision of an adult farm management program, tuition received for the education of high-cost and special education students, and tuition received under an agreement to educate students from a school district on an air force base with funding received through federal impact aid as directed each school year in paragraph 3 of subdivision c of subsection 1, the superintendent of public instruction also shall reduce the total tuition reported by the school district by the amount of tuition revenue received for the education of students not residing in the state and for which the state has not entered a cross-border education contract; and
 - (b) The superintendent of public instruction also shall reduce the total tuition reported by admitting school districts meeting the requirements of subdivision e of subsection 2 of section 15.1-29-12 by the amount of tuition revenue received for the education of students residing in an adjacent school district.
 - (2) After adjusting tuition revenue as provided in paragraph 1, the superintendent shall reduce all remaining revenues from all revenue types by the percentage of mills levied in 2020 by the school district for sinking and interest relative to the total mills levied in 2020 by the school district for all purposes.
5. 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.
6. On or before June thirtieth of each year, the school board shall certify to the superintendent of public instruction the final average daily membership for the current school year.
7. For purposes of the calculation in subsection 4, each county auditor, in collaboration with the school districts, shall report the following to the superintendent of public instruction on an annual basis:
 - a. The amount of revenue received by each school district in the county during the previous school year for each type of revenue identified in subdivisions c and d of subsection 1;
 - b. The total number of mills levied in the previous calendar year by each school district for all purposes; and
 - c. The number of mills levied in the previous calendar year by each school district for sinking and interest fund purposes.

Baseline funding - Establishment - Determination of state aid. (Effective after June 30, 2025)

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 2018-19 school year;

- b. An amount equal to the property tax deducted by the superintendent of public instruction to determine the 2018-19 state aid payment;
- c. An amount equal to seventy-five percent of the revenue received by the school district during the 2017-18 school year for the following revenue types:
 - (1) Revenue 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) 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 reporting manual, as developed by the superintendent of public instruction in accordance with section 15.1-02-08;
 - (3) Tuition 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, tuition received for the provision of an adult farm management program, and beginning in the 2025-26 school year, eighty-five percent of tuition received under an agreement to educate students from a school district on an air force base with funding received through federal impact aid, until the 2026-27 school year, and each school year thereafter, when all tuition received under an agreement to educate students from a school district on an air force base with funding received through federal impact aid must be excluded from the tuition calculation under this paragraph;
 - (4) Revenue from payments in lieu of taxes on the distribution and transmission of electric power;
 - (5) Revenue from payments in lieu of taxes on electricity generated from sources other than coal; and
 - (6) Revenue 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); and
- d. An amount equal to the total revenue received by the school district during the 2017-18 school year for the following revenue types:
 - (1) Mobile home tax revenue;
 - (2) Telecommunications tax revenue; and
 - (3) Revenue from payments in lieu of taxes and state reimbursement of the homestead credit and disabled veterans credit.
- e. Beginning with the 2020-21 school year, the superintendent shall reduce the baseline funding for any school district that becomes an elementary district pursuant to section 15.1-07-27 after the 2012-13 school year. The reduction must be proportional to the number of weighted student units in the grades that are offered through another

school district relative to the total number of weighted student units the school district offered in the year before the school district became an elementary district. The reduced baseline funding applies to the calculation of state aid for the first school year in which the school district becomes an elementary district and for each year thereafter. For districts that become an elementary district prior to the 2020-21 school year, the superintendent shall use the reduced baseline funding to calculate state aid for the 2020-21 school year and for each year thereafter.

2. a. The superintendent shall divide the district's baseline funding determined in subsection 1 by the district's 2017-18 weighted student units to determine the district's baseline funding per weighted student unit.
 - b. For any school district that becomes an elementary district pursuant to section 15.1-07-27 after the 2017-18 school year, the superintendent shall adjust the district's baseline funding per weighted student unit used to calculate state aid. The superintendent shall divide the district's baseline funding determined in subsection 1 by the district's weighted student units after the school district becomes an elementary district to determine the district's adjusted baseline funding per weighted student unit. The superintendent shall use the district's adjusted baseline funding per weighted student unit in the calculation of state aid for the first school year in which the school district becomes an elementary district and for each year thereafter.
 - c. Beginning with the 2021-22 school year and for each school year thereafter, the superintendent shall reduce the district's baseline funding per weighted student unit. Each year the superintendent shall calculate the amount by which the district's baseline funding per weighted student unit exceeds the payment per weighted student unit provided in subsection 3. The superintendent shall reduce the district's baseline funding per weighted student unit by fifteen percent of the amount by which the district's baseline funding per weighted student unit exceeds the payment per weighted student unit for the 2021-22 school year. For each year thereafter, the reduction percentage is increased by an additional fifteen percent. However, the district's baseline funding per weighted student unit, after the reduction, may not be less than the payment per weighted student unit provided in subsection 3.
3. a. For the 2021-22 school year, the superintendent shall calculate state aid as the greater of:
 - (1) The district's weighted student units multiplied by ten thousand one hundred thirty-six dollars;
 - (2) One hundred two percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's weighted student units, not to exceed the district's 2017-18 baseline weighted student units, plus any weighted student units in excess of the 2017-18 baseline weighted student units multiplied by ten thousand one hundred thirty-six dollars; or
 - (3) The district's baseline funding as established in subsection 1 less the amount in paragraph 1, with the difference reduced by fifteen percent and then the difference added to the amount determined in paragraph 1.

- b. For the 2022-23 school year and each school year thereafter, the superintendent shall calculate state aid as the greater of:
 - (1) The district's weighted student units multiplied by ten thousand two hundred thirty-seven dollars;
 - (2) One hundred two percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's weighted student units, not to exceed the district's 2017-18 baseline weighted student units, plus any weighted student units in excess of the 2017-18 baseline weighted student units multiplied by ten thousand two hundred thirty-seven dollars; or
 - (3) The district's baseline funding as established in subsection 1 less the amount in paragraph 1, with the difference reduced by thirty percent for the 2022-23 school year and the reduction percentage increasing by fifteen percent each school year thereafter until the difference is reduced to zero, and then the difference added to the amount determined in paragraph 1.

- c. The superintendent also shall adjust state aid determined in this subsection to ensure the amount does not exceed the transition maximum as follows:
 - (1) For the 2021-22 school year, the transition maximum rate is one hundred ten 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.
 - (2) For the 2022-23 school year, the transition maximum rate is one hundred ten 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.
 - (3) For the 2023-24 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus twenty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.
 - (4) For the 2024-25 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus forty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.

- (5) For the 2025-26 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus sixty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.
 - (6) For the 2026-27 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus eighty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.
4. 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; and
 - b. Subtract an amount equal to seventy-five percent of all revenue types listed in subdivisions c and d of subsection 1. Before determining the deduction for seventy-five percent of all revenue types, the superintendent of public instruction shall adjust revenues as follows:
 - (1) Tuition revenue shall be adjusted as follows:
 - (a) In addition to deducting tuition revenue received specifically for the operation of an educational program provided at a residential treatment facility, tuition revenue received for the provision of an adult farm management program, tuition received for the education of high-cost and special education students, and tuition received under an agreement to educate students from a school district on an air force base with funding received through federal impact aid as directed each school year in paragraph 3 of subdivision c of subsection 1, the superintendent of public instruction also shall reduce the total tuition reported by the school district by the amount of tuition revenue received for the education of students not residing in the state and for which the state has not entered a cross-border education contract; and
 - (b) The superintendent of public instruction also shall reduce the total tuition reported by admitting school districts meeting the requirements of subdivision e of subsection 2 of section 15.1-29-12 by the amount of tuition revenue received for the education of students residing in an adjacent school district.

- (2) After adjusting tuition revenue as provided in paragraph 1, the superintendent shall reduce all remaining revenues from all revenue types by the percentage of mills levied in 2020 by the school district for sinking and interest relative to the total mills levied in 2020 by the school district for all purposes.
5. 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.
6. On or before June thirtieth of each year, the school board shall certify to the superintendent of public instruction the final average daily membership for the current school year.
7. For purposes of the calculation in subsection 4, each county auditor, in collaboration with the school districts, shall report the following to the superintendent of public instruction on an annual basis:
 - a. The amount of revenue received by each school district in the county during the previous school year for each type of revenue identified in subdivisions c and d of subsection 1;
 - b. The total number of mills levied in the previous calendar year by each school district for all purposes; and
 - c. The number of mills levied in the previous calendar year by each school district for sinking and interest fund purposes.

SECTION 19. AMENDMENT. Section 15.1-32-01 of the North Dakota Century Code is amended and reenacted as follows:

15.1-32-01. Definitions.

As used in this chapter:

1. "Major life activities" include learning, walking, talking, breathing, and caring for oneself.
2. "Related services" means transportation and developmental and corrective or supportive services required to assist a student with disabilities to benefit from special education.
- ~~2.3.~~ "Special education" means instruction designed to meet the needs of a student with disabilities, transportation, and corrective and supporting services required to assist a student with disabilities in taking advantage of, or responding to, educational programs and opportunities.
- ~~3.4.~~ "Student who is gifted" means an individual who is identified by qualified professionals as being capable of high performance and who needs educational programs and services beyond those normally provided in a regular education program.
- ~~4.5.~~ a. "Student with a disability" means an individual who is at least three years of age but who has not reached the age of twenty-one before August first of the year in which the individual turns twenty-one and who requires special education and related services because of:
 - (1) An intellectual disability;
 - (2) A hearing impairment, including deafness;

- (3) Deaf-blindness;
 - (4) A speech or language impairment;
 - (5) A visual impairment, including blindness;
 - (6) An emotional disturbance;
 - (7) An orthopedic impairment;
 - (8) Autism;
 - (9) A traumatic brain injury;
 - (10) Other health impairment; or
 - (11) A specific learning disability.
- b. "Student with a disability" includes a student age eighteen through twenty-one who is incarcerated in an adult correctional facility and who, in the last educational placement prior to incarceration, was identified as being a student with a disability and did not have an individualized education program or was identified as being a student with a disability and had an individualized education program.
6. "Student with a significant medical condition" means a student with a physical or mental impairment, whether permanent or temporary, which substantially limits one or more major life activities and who is not entitled to special education and related services.

SECTION 20. AMENDMENT. Section 15.1-32-14 of the North Dakota Century Code is amended and reenacted as follows:

15.1-32-14. Special education students -- Contracts for placement~~High-cost students.~~

1. If in the opinion of an individualized education program team or a services plan team a student with a disability or a student with a significant medical condition is unable to attend a public school in the ~~special education unit to which~~ the student's school district of residence belongs, the student's school district of residence shall ~~contract~~release the student at the time deemed necessary to begin attendance with another public school that:
 - a. ~~Does not belong to the same special education unit;~~
 - ~~b.~~ Is located in this state;
 - ~~e.b.~~ Is willing to admit the student; and
 - ~~d.c.~~ Is able to provide appropriate services to the student.
2. ~~The superintendent of public instruction shall approve in advance the terms of the contract and the services to be provided by the admitting school.~~
3. The contract must provide that the student's school district of residence is liable for the cost of educating the student.

- 4.3. Upon being notified by the district in which the student receives services that the student's school district of residence has not paid for services that were provided to the student, the superintendent of public instruction, after verification, shall withhold all state aid payments to which the student's school district of residence is entitled, until the required payments have been made.

SECTION 21. AMENDMENT. Section 15.1-32-18 of the North Dakota Century Code is amended and reenacted as follows:

15.1-32-18. Cost - Liability of school district for special education and other high-cost services.

1. Each year the superintendent of public instruction shall identify the approximately one percent of ~~special education~~ students with a disability and students with a significant medical condition statewide who are not eligible for cost reimbursement under section 15.1-29-14 and who require the greatest school district expenditures ~~in order~~ to provide them with education and services, including special education and related services. This percentage represents the number of students that would qualify for excess cost reimbursement beyond the multiplier that is established in subsection 3.
2. The excess costs of providing ~~special education and related~~ services to these students are the responsibility of the state and the superintendent of public instruction shall reimburse the school districts for any excess costs incurred in the provision of ~~special education and related~~the services to the identified students.
3. "Excess costs" are those that exceed four times the state average cost of education per student and which are incurred by the ~~special education~~ students identified in subsection 1.
4. All costs of providing ~~special education and related~~ services to those students identified in subsection 1, other than excess costs reimbursed by the state, are the responsibility of the student's school district of residence.
5. In addition to any other reimbursements provided under this section, if a school district expends more than two percent of its annual budget for the provision of ~~special education and related~~ services to one student with a disability or significant medical condition, the district shall notify the superintendent of public instruction. Upon verification, the superintendent shall reimburse the district for the difference between:
 - a. Two percent of the district's annual budget; and
 - b. The lesser of:
 - (1) The amount actually expended by the district for the provision of special education and related services to that student; or
 - (2) The amount representing four times the state average cost of education per student."

Page 10, after line 3, insert:

"SECTION 23. LEGISLATIVE INTENT - AMENDMENTS TO THE STATE SCHOOL AID INTEGRATED FUNDING FORMULA. It is the intent of the sixty-eighth legislative assembly that the sixty-ninth legislative assembly consider

amendments to the state school aid integrated funding formula only in the appropriation bill for the department of public instruction.

SECTION 24. EFFECTIVE DATE. Senate Bill No. 2269, as approved by the sixty-eighth legislative assembly, becomes effective July 1, 2023. Sections 3, 4, and 7 of Senate Bill No. 2050, as approved by the sixty-eighth legislative assembly, become effective May 15, 2023.

SECTION 25. EMERGENCY. Sections 3, 4, and 7, of Senate Bill No. 2050 and Senate Bill No. 2269, as approved by the sixty-eighth legislative assembly, are declared to be an emergency measure."

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	\$2,596,430,143	\$2,991,058,326	\$38,189,748	\$3,029,248,074
Less estimated income	938,233,270	1,092,638,081	26,031,665	1,118,669,746
General fund	\$1,658,196,873	\$1,898,420,245	\$12,158,083	\$1,910,578,328
FTE	86.25	86.25	0.00	86.25
Center for Distance Education				
Total all funds	\$0	\$0	\$11,183,325	\$11,183,325
Less estimated income	0	0	4,550,000	4,550,000
General fund	\$0	\$0	\$6,633,325	\$6,633,325
FTE	0.00	0.00	30.80	30.80
State Library				
Total all funds	\$8,196,138	\$9,007,514	\$286,627	\$9,294,141
Less estimated income	2,364,417	2,143,007	329,036	2,472,043
General fund	\$5,831,721	\$6,864,507	(\$42,409)	\$6,822,098
FTE	26.75	26.75	0.00	26.75
School for the Deaf				
Total all funds	\$10,197,084	\$12,016,187	(\$250,652)	\$11,765,535
Less estimated income	2,790,528	3,678,221	(12,530)	3,665,691
General fund	\$7,406,556	\$8,337,966	(\$238,122)	\$8,099,844
FTE	44.61	45.36	0.00	45.36
Vision Services - School for the Blind				
Total all funds	\$5,824,057	\$6,811,738	(\$91,447)	\$6,720,291
Less estimated income	1,062,178	1,664,423	(3,712)	1,660,711
General fund	\$4,761,879	\$5,147,315	(\$87,735)	\$5,059,580
FTE	27.75	27.75	0.00	27.75
Bill total				
Total all funds	\$2,620,647,422	\$3,018,893,765	\$49,317,601	\$3,068,211,366
Less estimated income	944,450,393	1,100,123,732	30,894,459	1,131,018,191
General fund	\$1,676,197,029	\$1,918,770,033	\$18,423,142	\$1,937,193,175
FTE	185.36	186.11	30.80	216.91

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

	Base Budget	Senate Version	House Changes	House Version
Salaries and wages	\$17,854,747	\$19,313,859	(\$756,543)	\$18,557,316
Operating expenses	33,098,149	33,293,320	(500,000)	32,793,320
Integrated formula payments	2,131,825,000	2,448,651,200	22,917,055	2,471,568,255
Grants - Special education contracts	27,000,000	27,000,000		27,000,000
Grants - Transportation	58,100,000	58,100,000		58,100,000
Grants - Other grants	312,738,893	382,738,893		382,738,893
Grants - Program and passthrough	10,387,064			
Grants - Program grants		13,780,000	1,770,000	15,550,000
Grants - Passthrough grants		2,229,764	14,759,236	16,989,000
PowerSchool	5,250,000	5,775,000		5,775,000
National board certification	176,290	176,290		176,290
Total all funds	\$2,596,430,143	\$2,991,058,326	\$38,189,748	\$3,029,248,074
Less estimated income	938,233,270	1,092,638,081	26,031,665	1,118,669,746
General fund	\$1,658,196,873	\$1,898,420,245	\$12,158,083	\$1,910,578,328
FTE	86.25	86.25	0.00	86.25

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

	Adds Funding for Salary and Benefit Increases ¹	Removes Salary Funding for Funding Pool ²	Decreases Funding for Information Technology ³	Adjusts Funding for Integrated Formula Payments ⁴	Decreases Funding for Grants to Regional Education Associations ⁵	Adjusts the Funding Source of Integrated Formula Payments ⁶
Salaries and wages	\$296,542	(\$1,053,085)				
Operating expenses			(\$500,000)			
Integrated formula payments				\$23,117,055	(\$200,000)	
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants						
Grants - Program and passthrough						
Grants - Program grants						
Grants - Passthrough grants						
PowerSchool						
National board certification						
Total all funds	\$296,542	(\$1,053,085)	(\$500,000)	\$23,117,055	(\$200,000)	\$0
Less estimated income	185,588	(658,659)	0	0	0	13,545,500
General fund	\$110,954	(\$394,426)	(\$500,000)	\$23,117,055	(\$200,000)	(\$13,545,500)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Increases Funding for Adult Education ⁷	Removes Funding for Free Breakfast Program ⁸	Increases Funding for Teacher Mentoring ⁹	Adds Funding for Passthrough Grants ¹⁰	Decreases One-Time Funding for School Board Training ¹¹	Removes One-Time Funding for Cybersecurity Training ¹²
Salaries and wages						
Operating expenses						
Integrated formula payments						
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants						
Grants - Program and passthrough						
Grants - Program grants	\$500,000	(\$200,000)			(\$500,000)	(\$1,000,000)
Grants - Passthrough grants			\$1,874,236	\$485,000		
PowerSchool						
National board certification						
Total all funds	\$500,000	(\$200,000)	\$1,874,236	\$485,000	(\$500,000)	(\$1,000,000)
Less estimated income	500,000	(200,000)	1,874,236	485,000	(500,000)	(1,000,000)
General fund	\$0	\$0	\$0	\$0	\$0	\$0
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Removes One-Time Funding for a Grow-Your-Own Teacher Program ¹³	Adds One-Time Funding for Regional Education Association Merger Incentive Grants ¹⁴	Adds One-Time Funding for a Statewide Reading Tool ¹⁵	Adds One-Time Funding for a Teacher Retention Program ¹⁶	Adds One-Time Funding for Passthrough Grants ¹⁷	Total House Changes
Salaries and wages						(\$756,543)
Operating expenses						(500,000)
Integrated formula payments						22,917,055
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants						
Grants - Program and passthrough						
Grants - Program grants	(\$3,000,000)	\$70,000	\$1,600,000	\$4,300,000		1,770,000
Grants - Passthrough grants PowerSchool					\$12,400,000	14,759,236
National board certification						
Total all funds	(\$3,000,000)	\$70,000	\$1,600,000	\$4,300,000	\$12,400,000	\$38,189,748
Less estimated income	(3,000,000)	0	1,600,000	4,300,000	8,900,000	26,031,665
General fund	\$0	\$70,000	\$0	\$0	\$3,500,000	\$12,158,083
FTE	0.00	0.00	0.00	0.00	0.00	0.00

¹ Salaries and wages funding is adjusted to provide for 2023-25 biennium salary increases of 6 percent on July 1, 2023, and 4 percent on July 1, 2024, and for adjustments to health insurance premium rates for the Department of Public Instruction as follows:

	General Fund	Other Funds	Total
Salary increase	\$114,670	\$191,386	\$306,056
Health insurance adjustment	(3,716)	(5,798)	(9,514)
Total	\$110,954	\$185,588	\$296,542

The Senate provided salary adjustments of 4 percent on July 1, 2023, and July 1, 2024.

² Funding for new FTE positions and estimated savings from vacant FTE positions is removed as shown below. These amounts are available to the agency if needed by submitting a request to the Office of Management and Budget for a transfer from the new and vacant FTE funding pool.

	General Fund	Other Funds	Total
New FTE positions	(\$0)	(\$0)	(\$0)
Vacant FTE positions	(394,426)	(658,659)	(1,053,085)
Total	(\$394,426)	(\$658,659)	(\$1,053,085)

³ Funding for information technology charges based on total agency appropriation is decreased. Charges assessed by the Information Technology Department based on agency funding must not include funding provided to the Department of Public Instruction for integrated formula payments, transportation grants, and special education contract grants.

⁴ Funding for integrated formula payments is adjusted as follows:

	General Fund
Adjusts savings related to cost to continue integrated formula payments for a total of \$46,367,895 in savings Senate Bill No. 2284:	(\$11,038,751)
Adjusts funding to increase the integrated payment rate by 3.5 percent in the 1st year and 3 percent in the 2nd year of the biennium	
The Senate provided 3 percent increases each year of the biennium	13,375,834
Adjusts the funding to remove transition maximum payment adjustments	12,020
Adjusts the funding to implement on-time funding based on fall enrollment	(5,334)
Adds funding to increase the special education weighting factor from .082 to .088	15,660,200
Adjusts funding to increase the school size weighting factor for school districts operating two plants at least 14 miles apart	93,086
Senate Bill No. 2013	
Adds funding to exempt tuition for high-cost students from deduction in the state aid formula	<u>5,020,000</u>
Increase in integrated formula payments	\$23,117,055

⁵ Funding in the integrated formula payments line item is decreased to reduce grants to regional education associations to provide a total of \$500,000, the same as the 2021-23 biennium.

⁶ The funding source for integrated formula payments is adjusted to increase funding from the foundation aid stabilization fund to provide a total of \$157 million.

⁷ Funding from special funds derived from carryover funds deposited in the department's operating fund is increased for adult education matching grants to provide a total of \$5.5 million.

⁸ Funding from special funds derived from carryover funds deposited in the department's operating fund for a free breakfast program is removed because qualifying students are included in funding for meals in Senate Bill No. 2284.

⁹ Funding from special funds derived from carryover funds deposited in the department's operating fund is increased for the teacher mentoring passthrough grant to provide a total of \$4 million from carryover funds.

¹⁰ Funding from special funds derived from carryover funds deposited in the department's operating fund is added for passthrough grants as follows:

- \$20,000 for TeenPact;
- \$40,000 for national writing projects; and
- \$425,000 for rural art outreach.

¹¹ One-time funding from special funds derived from carryover funds deposited in the department's operating fund for program grants related to school board training is reduced to provide a total of \$1.5 million.

¹² One-time funding from special funds derived from carryover funds deposited in the department's operating fund for program grants related to cybersecurity training is removed.

¹³ One-time funding from special funds derived from carryover funds deposited in the department's operating fund for the grow-your-own teacher/paraprofessional-to-teacher program is removed. Funding for the program was approved in Senate Bill No. 2032.

¹⁴ One-time funding is added for regional education association merger incentive grants.

¹⁵ One-time funding is added from special funds derived from carryover funds deposited in the department's operating fund to make available the Amira reading tool for all students in grades 1 through 3 and for certain students in grades 4 through 12.

¹⁶ One-time funding is added from special funds derived from carryover funds deposited in

the department's operating fund to make a teacher retention program available statewide.

¹⁷ One-time funding is added from the general fund and from the strategic investment and improvements fund for passthrough grants as follows:

	General Fund	Strategic Investment and Improvements Fund	Total
North Dakota's Gateway to Science	\$3,500,000	\$0	\$3,500,000
Grand Forks Science Center	0	5,900,000	5,900,000
Sleepy Hollow Children's Theatre and Art Park (renovation and construction only)	0	2,500,000	2,500,000
Fargo Science Center	0	500,000	500,000
Total	\$3,500,000	\$8,900,000	\$12,400,000

In addition this amendment:

- Amends the section related to funding from the foundation aid stabilization fund to provide a total of \$157 million;
- Adds a section identifying funding from the strategic investment and improvements fund;
- Adds a section related to the distribution of regional education association merger incentive grants;
- Amends the section related to regional education association grants to provide \$500,000 for annual grants, the same as the 2021-23 biennium;
- Removes the section related to the application, distribution, and reporting for passthrough grants;
- Amends the section related to new money to provide additional funding made available to school districts by reducing the local property tax contribution to the state school aid formula is not considered new money;
- Amends the section related to general fund carryover to be deposited in the department's operating fund to provide a total of \$20,069,000;
- Adds a section to allow carryover for the state automated reporting system and statewide longitudinal data system upgrades and provides the amount continued over \$5 million will be transferred to the Information Technology Department;
- Amends the section related to the salary of the Superintendent of Public Instruction to provide salary increases of 6 percent in the 1st year of the biennium and 4 percent in the 2nd year of the biennium;
- Adds a section to amend the state school aid funding formula to exempt tuition received for the education of high-cost and special education students from deduction in the formula;
- Adds three sections to provide for various definitions relating to high-cost students, services to high-cost students, and school district liability related to special education and other high-cost services; and
- Adds a section of legislative intent to provide it is the intent of the 68th Legislative Assembly that the 69th Legislative Assembly consider amendments to the state school aid integrated funding formula only in the appropriation bill for the Department of Public Instruction.
- Adds a section to provide effective dates for Sections 3, 4, and 7 of Senate Bill No. 2050 and for Senate Bill No. 2069.
- Adds a section to provide Sections 3, 4, and 7 of Senate Bill No. 2050 and Senate Bill No. 2069 are an emergency measure.

Senate Bill No. 2013 - Center for Distance Education - House Action

	Base Budget	Senate Version	House Changes	House Version
Center for Distance Education			\$11,183,325	\$11,183,325
Total all funds	\$0	\$0	\$11,183,325	\$11,183,325
Less estimated income	0	0	4,550,000	4,550,000
General fund	\$0	\$0	\$6,633,325	\$6,633,325
FTE	0.00	0.00	30.80	30.80

Department 204 - Center for Distance Education - Detail of House Changes

	Adds Funding to Transfer the Center for Distance Education ¹	Adds Funding for Salary and Benefit Increases ²	Removes Salary Funding for Funding Pool ³	Adds 1 FTE Elementary Teacher Position ⁴	Adds 1 FTE Information Technology Position ⁵	Increases Funding for Center for Distance Education ⁶
Center for Distance Education	\$9,474,354	\$538,281	(\$650,310)	\$165,000	\$156,000	\$1,500,000
Total all funds	\$9,474,354	\$538,281	(\$650,310)	\$165,000	\$156,000	\$1,500,000
Less estimated income	3,050,000	0	0	0	0	1,500,000
General fund	\$6,424,354	\$538,281	(\$650,310)	\$165,000	\$156,000	\$0
FTE	28.80	0.00	0.00	1.00	1.00	0.00

	Total House Changes
Center for Distance Education	\$11,183,325
Total all funds	\$11,183,325
Less estimated income	4,550,000
General fund	\$6,633,325
FTE	30.80

¹ Funding is added to transfer the base budget for the Center for Distance Education to the control of the Department of Public Instruction, including 28.80 FTE positions and the cost to continue 2021-23 salary increases, pursuant to Senate Bill No. 2269.

² Salaries and wages funding is adjusted to provide for 2023-25 biennium salary increases of 6 percent on July 1, 2023, and 4 percent on July 1, 2024, and for adjustments to health insurance premium rates for the Center for Distance Education as follows:

	General Fund	Other Funds	Total
Salary increase	\$378,835	\$0	\$378,835
Health insurance increase	159,446	0	159,446
Total	\$538,281	\$0	\$538,281

The Senate provided salary adjustments of 4 percent on July 1, 2023, and July 1, 2024.

³ Funding for new FTE positions and estimated savings from vacant FTE positions is removed as shown below. These amounts are available to the agency if needed by submitting a request to the Office of Management and Budget for a transfer from the new and vacant FTE funding pool.

	General Fund	Other Funds	Total
New FTE positions	(\$321,000)	\$0	(\$321,000)
Vacant FTE positions	(329,310)	0	(329,310)
Total	(\$650,310)	\$0	(\$650,310)

⁴ One FTE elementary teacher position and related funding for salaries and wages is added for the Center for Distance Education.

⁵ One FTE information technology position and related funding for salaries and wages is added for the Center for Distance Education.

⁶ Funding from special funds derived from tuition is added for Center for Distance Education teacher salaries and wages and operating expenses.

Senate Bill No. 2013 - State Library - House Action

	Base Budget	Senate Version	House Changes	House Version
Salaries and wages	\$4,139,907	\$4,485,513	(\$50,198)	\$4,435,315
Operating expenses	1,822,703	2,238,473	336,825	2,575,298
Grants	2,233,528	2,283,528		2,283,528
Total all funds	\$8,196,138	\$9,007,514	\$286,627	\$9,294,141
Less estimated income	2,364,417	2,143,007	329,036	2,472,043
General fund	\$5,831,721	\$6,864,507	(\$42,409)	\$6,822,098
FTE	26.75	26.75	0.00	26.75

Department 250 - State Library - Detail of House Changes

	Adds Funding for Salary and Benefit Increases ¹	Removes Salary Funding for Pool ²	Adds Funding for Increased Federal Funds ³	Total House Changes
Salaries and wages	\$61,354	(\$111,552)		(\$50,198)
Operating expenses			\$336,825	336,825
Grants				
Total all funds	\$61,354	(\$111,552)	\$336,825	\$286,627
Less estimated income	9,908	(17,697)	336,825	329,036
General fund	\$51,446	(\$93,855)	\$0	(\$42,409)
FTE	0.00	0.00	0.00	0.00

¹ Salaries and wages funding is adjusted to provide for 2023-25 biennium salary increases of 6 percent on July 1, 2023, and 4 percent on July 1, 2024, and for adjustments to health insurance premium rates as follows:

	General Fund	Other Funds	Total
Salary increase	\$54,286	\$10,263	\$64,549
Health insurance adjustment	(2,840)	(355)	(3,195)
Total	\$51,446	\$9,908	\$61,354

The Senate provided salary adjustments of 4 percent on July 1, 2023, and July 1, 2024.

² Funding for new FTE positions and estimated savings from vacant FTE positions is removed as shown below. These amounts are available to the agency if needed by submitting a request to the Office of Management and Budget for a transfer from the new and vacant FTE funding pool.

	General Fund	Other Funds	Total
New FTE positions	\$0	\$0	\$0
Vacant FTE positions	(93,855)	(17,697)	(111,552)
Total	(\$93,855)	(\$17,697)	(\$111,552)

³ Funding for operating expenses is added for anticipated increases in federal funds. The Senate did not include this increase.

This amendment also adds a section to provide an effective date for Sections 3, 4, and 7 of Senate Bill No. 2050 and to declare an emergency measure.

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

	Base Budget	Senate Version	House Changes	House Version
Salaries and wages	\$8,332,820	\$9,188,252	(\$250,652)	\$8,937,600
Operating expenses	1,705,586	1,825,757		1,825,757
Capital assets	158,678	1,002,178		1,002,178
Total all funds	\$10,197,084	\$12,016,187	(\$250,652)	\$11,765,535
Less estimated income	2,790,528	3,678,221	(12,530)	3,665,691
General fund	\$7,406,556	\$8,337,966	(\$238,122)	\$8,099,844
FTE	44.61	45.36	0.00	45.36

Department 252 - School for the Deaf - Detail of House Changes

	Adds Funding for Salary and Benefit Increases ¹	Removes Salary Funding for Funding Pool ²	Total House Changes
Salaries and wages	\$78,185	(\$328,837)	(\$250,652)
Operating expenses			
Capital assets			
Total all funds	\$78,185	(\$328,837)	(\$250,652)
Less estimated income	2,329	(14,859)	(12,530)
General fund	\$75,856	(\$313,978)	(\$238,122)
FTE	0.00	0.00	0.00

¹ Salaries and wages funding is adjusted to provide for 2023-25 biennium salary increases of 6 percent on July 1, 2023, and 4 percent on July 1, 2024, and for adjustments to health insurance premium rates as follows:

	General Fund	Other Funds	Total
Salary increase	\$81,505	\$2,478	\$83,983
Health insurance adjustment	(5,649)	(149)	(5,798)
Total	\$75,856	\$2,329	\$78,185

The Senate provided salary adjustments of 4 percent on July 1, 2023, and July 1, 2024.

² Funding for new FTE positions and estimated savings from vacant FTE positions is removed as shown below. These amounts are available to the agency if needed by submitting a request to the Office of Management and Budget for a transfer from the new and vacant FTE funding pool.

	General Fund	Other Funds	Total
New FTE positions	(\$115,294)	\$0	(\$115,294)
Vacant FTE positions	(198,684)	(14,859)	(213,543)
Total	(\$313,978)	(\$14,859)	(\$328,837)

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

	Base Budget	Senate Version	House Changes	House Version
Salaries and wages	\$4,992,194	\$5,437,860	(\$91,447)	\$5,346,413
Operating expenses	792,671	895,686		895,686
Capital assets	39,192	478,192		478,192
Total all funds	\$5,824,057	\$6,811,738	(\$91,447)	\$6,720,291
Less estimated income	1,062,178	1,664,423	(3,712)	1,660,711
General fund	\$4,761,879	\$5,147,315	(\$87,735)	\$5,059,580
FTE	27.75	27.75	0.00	27.75

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

	Adds Funding for Salary and Benefit Increases ¹	Removes Salary Funding for Funding Pool ²	Total House Changes
Salaries and wages	\$40,640	(\$132,087)	(\$91,447)
Operating expenses			
Capital assets			
<hr/>	<hr/>	<hr/>	<hr/>
Total all funds	\$40,640	(\$132,087)	(\$91,447)
Less estimated income	4,053	(7,765)	(3,712)
General fund	<u>\$36,587</u>	<u>(\$124,322)</u>	<u>(\$87,735)</u>
FTE	0.00	0.00	0.00

¹ Salaries and wages funding is adjusted to provide for 2023-25 biennium salary increases of 6 percent on July 1, 2023, and 4 percent on July 1, 2024, and for adjustments to health insurance premium rates as follows:

	General Fund	Other Funds	Total
Salary increase	\$39,664	\$4,408	\$44,072
Health insurance adjustment	(3,077)	(355)	(3,432)
Total	<u>\$36,587</u>	<u>\$4,053</u>	<u>\$40,640</u>

The Senate provided salary adjustments of 4 percent on July 1, 2023, and July 1, 2024.

² Funding for new FTE positions and estimated savings from vacant FTE positions is removed as shown below. These amounts are available to the agency if needed by submitting a request to the Office of Management and Budget for a transfer from the new and vacant FTE funding pool.

	General Fund	Other Funds	Total
New FTE positions	\$0	\$0	\$0
Vacant FTE positions	(124,322)	(7,765)	(132,087)
Total	<u>(\$124,322)</u>	<u>(\$7,765)</u>	<u>(\$132,087)</u>

2023 CONFERENCE COMMITTEE

SB 2013

2023 SENATE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division Sakakawea Room, State Capitol

SB 2013
4/24/2023

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 North Dakota vision services - school for the blind; and to provide an exemption.

10:30 AM Chairman Senator Schaible opened the conference committee meeting on SB 2013.

Members present: Senators Schaible, Rust, and Sorvaag;
Representatives Richter, Sanford, and Nathe.

Discussion Topics:

- Department of public instruction
- Center for distance education
- School for the deaf
- School for the blind
- State library
- Amendments to Senate bill
- Conference committee discussion

10:30 AM Representative Richter explained the changes that the House made on the bill, testimony #27838, testimony # 27839, testimony #27842, #27843, #27844, and #27845.

10:44 AM Representative Nathe explained to the committee why some of these changes were made, no written testimony.

10:52 AM Sheila Sandness, Legislative Council, answered questions from the committee, no written testimony.

10:57 AM Chairman Schaible closed the meeting.

Kathleen Hall, Committee Clerk

2023 SENATE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division Sakakawea Room, State Capitol

SB 2013
4/24/2023

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 North Dakota vision services - school for the blind; and to provide an exemption.

3:33 PM Chairman Senator Schaible opened the conference committee meeting on SB 2013.

Members present: Senators Schaible, Rust, and Sorvaag;
Representatives Richter, Sanford, and Nathe.

Discussion Topics:

- Department of public instruction
- Center for distance education
- School for the deaf
- School for the blind
- State library
- Regional education associations
- Integrated formula
- Conference committee discussion

3:35 PM Senator Schaible presented status of the conference committee, approved budget # 204, testimony # 27839; budget # 252, testimony # 27842; budget # 253, testimony # 27844; and budget # 250, testimony # 27845.

3:36 PM Sheila Sandness, Legislative Council, answered questions from the committee, no written testimony.

3:38 PM Representative Richter explained changes the House made to the Senate bill, no written testimony.

3:51 PM Adam Tescher, Assistant Director School Finance Department of Public Instruction, answered questions from the committee, no written testimony.

3:59 PM Senator Schaible adjourned the meeting.

Kathleen Hall, Committee Clerk

2023 SENATE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division Sakakawea Room, State Capitol

SB 2013
4/25/2023

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 North Dakota vision services - school for the blind; and to provide an exemption.

2:12 PM Chairman Senator Schaible opened the conference committee meeting on SB2013.

Members present: Senators Schaible, Rust, and Sorvaag;
Representatives Richter, Sanford, and Nathe.

Discussion Topics:

- Department of public instruction
- Minot Children's Science Center
- Available funding sources
- Reading tools
- Teacher retention
- School board training
- Cybersecurity credentials
- Teacher mentoring
- Funding formula
- High cost students
- Conference committee discussion

2:12 PM Senator Krebsbach proposed an amendment LC 23.0267.02007, testimony #27889.

2:19 PM Senator Schaible reviewed the long sheet with conference committee, testimony #27843 and # 27838.

2:34 PM Erin Jacobson, Coordinator North Dakota Teachers Support System, answered questions from the committee, no written testimony.

2:58 PM Sheila Sandness, Legislative Council, answered questions from the committee, no written testimony.

2:59 PM Senator Schaible adjourned the meeting.

Kathleen Hall, Committee Clerk

2023 SENATE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division Sakakawea Room, State Capitol

SB 2013
4/26/2023

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 North Dakota vision services - school for the blind; and to provide an exemption.

9:30 AM Chairman Senator Schaible opened the conference committee meeting on SB2013.

Members present: Senators Schaible, Rust, and Sorvaag;
Representatives Richter, Sanford, and Nathe.

Discussion Topics:

- Department of public instruction
- Program grants
- Pass-through grants
- Legislative intent language
- Use of new money
- Conference committee discussion

9:30 AM Senator Schaible offered thoughts and comments from the long sheet, testimony # 27843.

9:47 AM Committee discussion on House amendment 23.0267.02005, new Section 23, testimony # 27911.

9:51 AM Committee discussion on House Engrossed Bill, Section 11, testimony # 27912.

9:52 AM Sheila Sandness, Legislative Council, answered questions from the committee, no written testimony.

9:58 AM Senator Schaible adjourned the meeting.

Kathleen Hall, Committee Clerk

2023 SENATE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division Sakakawea Room, State Capitol

SB 2013
4/26/2023

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 North Dakota vision services - school for the blind; and to provide an exemption.

3:32 PM Chairman Senator Schaible opened the conference committee meeting on SB2013.

Members present: Senators Schaible, Rust, and Sorvaag;
Representatives Richter, Sanford, and Nathe.

Discussion Topics:

- Department of public instruction
- Gateway to science
- Inflationary costs
- Sleepy Hollow children's theatre
- Teacher retention
- Teacher mentoring
- School board training
- New program funding
- Budget reductions
- Long sheet review
- Conference committee discussion

3:33 PM Senator Schaible reviewed the committee work to date, long sheet testimony #27843.

3:33 PM Representative Nathe provided the House response, long sheet testimony # 27843.

3:47 PM Representative Richter changed the subject, long sheet testimony # 27843.

3:54 PM Sheila Sandness, Legislative Council, answered questions from the committee, no written testimony.

3:57 PM Committee discussion from the Engrossed Bill, testimony # 27912.

4:11 PM Senator Schaible adjourned the meeting.

Kathleen Hall, Committee Clerk

2023 SENATE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division Sakakawea Room, State Capitol

SB 2013
4/27/2023

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 North Dakota vision services - school for the blind; and to provide an exemption.

10:32 AM Chairman Senator Schaible opened the conference committee meeting on SB2013.

Members present: Senators Schaible, Meyer, and Sorvaag;
Representatives Richter, Sanford, and Nathe.

Discussion Topics:

- Department of public instruction
- Budget sheets
- Conference committee discussion

10:32 AM Representative Richter proposed amendments, no written amendment, references from longsheet, testimony # 27843.

10:41 AM Sheila Sandness, Legislative Council, answered questions from the committee, no written testimony.

10:45 AM Senator Schaible adjourned the meeting.

Kathleen Hall, Committee Clerk

2023 SENATE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division Sakakawea Room, State Capitol

SB 2013
4/27/2023

Conference Committee

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 North Dakota vision services - school for the blind; and to provide an exemption.

2:03 PM Chairman Senator Schaible opened the conference committee meeting on SB2013.

Members present: Senators Schaible, Meyer, and Sorvaag;
Representatives Richter, Sanford, and Nathe.

Discussion Topics:

- Department of public instruction
- Budget sheets
- Conference committee discussion

2:03 PM Senator Schaible responds to the House proposal from this morning, from long sheet, testimony # 27843.

2:12 PM Recess

2:14 PM Committee returns and will reschedule when numbers are available

2:15 PM Senator Schaible adjourned the meeting.

Kathleen Hall, Committee Clerk

2023 SENATE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division Sakakawea Room, State Capitol

SB 2013
4/27/2023

Conference Committee

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 North Dakota vision services - school for the blind; and to provide an exemption.

5:58 PM Chairman Senator Schaible opened the conference committee meeting on SB2013.

Members present: Senators Schaible, Meyer, and Sorvaag;
Representatives Richter, Sanford, and Nathe.

Discussion Topics:

- Department of public instruction
- Budget sheets
- Conference committee discussion

5:58 PM Representative Richter introduced a proposal from the House, no written testimony,

5:59 PM Senator Schaible offered a counter proposal from the Senate, no written testimony

6:09 PM Sheila Sandness, Legislative Council, reviewed the proposed amendment, testimony # 27843.

6:12 PM Representative Richter moved the House recede and further amend with the amendment, to be known as LC 23.0267.02008.
Representative Nathe seconded the motion.

Motion passed 6-0-0.

Senator Schaible will carry the bill for the Senate. Representative Richter will carry the bill for the House.

6:14 PM Senator Schaible adjourned the meeting.

Kathleen Hall, Committee Clerk

AGC
4-28-23
(1-25)

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

That the House recede from its amendments as printed on pages 1789-1811 of the Senate Journal and pages 2058-2079 of the House Journal and that Engrossed Senate Bill No. 2013 be amended as follows:

Page 1, line 3, after "15.1-02-02" insert ", 15.1-27-04.1, 15.1-32-01, 15.1-32-14, 15.1-32-18,"

Page 1, line 4, after "instruction" insert ", baseline funding, high-cost students,"

Page 1, line 5, remove "and"

Page 1, line 6, after "exemption" insert "; to provide an effective date; and to declare an emergency"

Page 1, remove lines 19 through 24

Page 2, replace lines 1 through 9 with:

"Salaries and wages	\$17,854,747	\$965,839	\$18,820,586
Operating expenses	33,098,149	(304,829)	32,793,320
Integrated formula payments	2,131,825,000	164,849,851	2,296,674,851
Grants - special education	27,000,000	(3,000,000)	24,000,000
Grants - transportation	58,100,000	0	58,100,000
Grants - other grants	312,738,893	70,000,000	382,738,893
Grants - program grants	0	13,550,000	13,550,000
Grants - passthrough grants	0	8,569,000	8,569,000
Grants - program and passthrough	10,387,064	(10,387,064)	0
PowerSchool	5,250,000	525,000	5,775,000
National board certification	<u>176,290</u>	<u>0</u>	<u>176,290</u>
Total all funds	\$2,596,430,143	\$244,767,797	\$2,841,197,940
Less estimated income	<u>938,233,270</u>	<u>187,349,226</u>	<u>1,125,582,496</u>
Total general fund	\$1,658,196,873	\$57,418,571	\$1,715,615,444
Full-time equivalent positions	86.25	0.00	86.25
Subdivision 2.			

CENTER FOR DISTANCE EDUCATION

	<u>Base Level</u>	<u>Adjustments or Enhancements</u>	<u>Appropriation</u>
Center for distance education	\$0	\$11,347,980	\$11,347,980
Total all funds	\$0	\$11,347,980	\$11,347,980
Less estimated income	<u>0</u>	<u>4,550,000</u>	<u>4,550,000</u>
Total general fund	\$0	\$6,797,980	\$6,797,980
Full-time equivalent positions	0.00	30.80	30.80"

Page 2, line 10, replace "2" with "3"

Page 2, replace lines 14 through 19 with:

"Salaries and wages	\$4,139,907	\$295,408	\$4,435,315
Operating expenses	1,822,703	752,595	2,575,298
Grants	<u>2,233,528</u>	<u>50,000</u>	<u>2,283,528</u>

Total all funds	\$8,196,138	\$1,098,003	\$9,294,141
Less estimated income	<u>2,364,417</u>	<u>107,626</u>	<u>2,472,043</u>
Total general fund	\$5,831,721	\$990,377	\$6,822,098"

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(2-25)

Page 2, line 21, replace "3" with "4"

Page 2, replace lines 25 through 30 with:

"Salaries and wages	\$8,332,820	\$604,780	\$8,937,600
Operating expenses	1,705,586	120,171	1,825,757
Capital assets	<u>158,678</u>	<u>843,500</u>	<u>1,002,178</u>
Total all funds	\$10,197,084	\$1,568,451	\$11,765,535
Less estimated income	<u>2,790,528</u>	<u>875,163</u>	<u>3,665,691</u>
Total general fund	\$7,406,556	\$693,288	\$8,099,844"

Page 3, line 1, replace "4" with "5"

Page 3, replace lines 5 through 10 with:

"Salaries and wages	\$4,992,194	\$354,219	\$5,346,413
Operating expenses	792,671	103,015	895,686
Capital assets	<u>39,192</u>	<u>439,000</u>	<u>478,192</u>
Total all funds	\$5,824,057	\$896,234	\$6,720,291
Less estimated income	<u>1,062,178</u>	<u>598,533</u>	<u>1,660,711</u>
Total general fund	\$4,761,879	\$297,701	\$5,059,580"

Page 3, line 12, replace "5" with "6"

Page 3, replace lines 16 through 18 with:

"Grand total general fund	\$1,676,197,029	\$66,197,917	\$1,742,394,946
Grand total special funds	<u>944,450,393</u>	<u>193,480,548</u>	<u>1,137,930,941</u>
Grand total all funds	\$2,620,647,422	\$259,678,465	\$2,880,325,887"

Page 3, remove lines 24 through 31

Page 4, replace lines 1 through 14 with:

"Department of public instruction			
Science experiments grants		\$13,500,000	\$5,500,000
Regional education association grants		250,000	70,000
State automated reporting system maintenance		200,000	0
Children's science center		5,900,000	0
State automated reporting system and statewide longitudinal data system upgrades		10,100,000	0
Elementary and secondary school emergency education relief	305,266,879		0
Emergency education relief homeless children and youth program	1,999,661		0
Assistance to nonpublic schools	4,151,371		0
Individuals with Disabilities Education Act grant	8,632,569		0
School board training grants	0		1,500,000
Statewide reading tool	0		1,600,000
Statewide teacher retention program	<u>0</u>		<u>2,300,000</u>
Total department of public instruction - all funds		\$350,000,480	\$10,970,000
Total department of public instruction -		<u>349,800,480</u>	<u>10,900,000</u>

estimated income		
Total department of public instruction - general fund"	\$200,000	\$70,000 <i>AG</i>

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(3-25)*

Page 5, replace lines 18 through 20 with:

"Grand total - all funds	\$353,300,706	\$12,731,671
Grand total - estimated income	<u>353,100,706</u>	<u>12,238,586</u>
Grand total - general fund	\$200,000	\$493,085"

Page 6, line 3, replace "\$143,454,500" with "\$157,000,000"

Page 6, after line 3, insert:

"SECTION 5. ESTIMATED INCOME - STRATEGIC INVESTMENT AND IMPROVEMENTS FUND. The estimated income line item in subdivision 1 of section 1 of this Act includes the sum of \$19,493,086 from the strategic investment and improvements fund for integrated formula payments and certain passthrough grants."

Page 6, after line 30, insert:

"SECTION 9. REGIONAL EDUCATION ASSOCIATION MERGER GRANTS - ONE-TIME FUNDING - DISTRIBUTION. The grants - program grants line item included in subdivision 1 of section 1 of this Act includes \$70,000 from the general fund for the purpose of providing a one-time \$35,000 grant to each regional education association that merges with another regional education association to form a single entity with a single governing board during the biennium beginning July 1, 2023, and ending June 30, 2025."

Page 7, remove lines 8 through 20

Page 7, line 26, after "compensation" insert "and benefits"

Page 8, line 12, replace "\$16,009,764" with "\$16,549,000"

Page 8, after line 26, insert:

"SECTION 15. EXEMPTION - UNEXPENDED STATE AUTOMATED REPORTING SYSTEM AND STATEWIDE LONGITUDINAL DATA SYSTEM UPGRADE APPROPRIATION - TRANSFER. The sum of \$10,000,000 of special funds from the public instruction fund in the state treasury, derived from reimbursements withheld from school districts' integrated formula payments for the purpose of information technology project upgrades to the state automated reporting system and the statewide longitudinal data system, appropriated to the department of public instruction in section 17 of chapter 549 of the 2021 Special Session Session Laws, is not subject to the provisions of section 54-44.1-11 and any unexpended funds from this one-time appropriation may be continued and are available for information technology project upgrades to the state automated reporting system and the statewide longitudinal data system during the biennium beginning July 1, 2023, and ending June 30, 2025. The department of public instruction shall transfer any funds continued in excess of \$5,000,000 to the information technology department for statewide longitudinal data system upgrades."

Page 8, line 27, replace "2" with "3"

Page 9, line 3, replace "thirty-five thousand five hundred thirty-six" with "thirty-eight thousand one hundred forty-two"

Page 9, line 4, remove "forty thousand"

Page 9, line 5, replace "nine hundred fifty-seven" with "forty-three thousand six hundred sixty-eight"

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(4-25)

Page 9, after line 5, insert:

"SECTION 18. 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.
(Effective through June 30, 2025)**

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 2018-19 school year;
 - b. An amount equal to the property tax deducted by the superintendent of public instruction to determine the 2018-19 state aid payment;
 - c. An amount equal to seventy-five percent of the revenue received by the school district during the 2017-18 school year for the following revenue types:
 - (1) Revenue 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) 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 reporting manual, as developed by the superintendent of public instruction in accordance with section 15.1-02-08;
 - (3) Tuition 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, tuition received for the provision of an adult farm management program, and beginning in the 2021-22 school year, seventeen percent of tuition received under an agreement to educate students from a school district on an air force base with funding received through federal impact aid, and an additional seventeen percent of tuition received under an agreement to educate students from a school district on an air force base with funding received through federal impact aid each school year thereafter, until the 2024-25 school year when sixty-eight percent of tuition received under an agreement to educate students from a school district on an air force base with funding received through federal impact aid

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(5-25)

- must be excluded from the tuition calculation under this paragraph;
 - (4) Revenue from payments in lieu of taxes on the distribution and transmission of electric power;
 - (5) Revenue from payments in lieu of taxes on electricity generated from sources other than coal; and
 - (6) Revenue 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);
- d. An amount equal to the total revenue received by the school district during the 2017-18 school year for the following revenue types:
- (1) Mobile home tax revenue;
 - (2) Telecommunications tax revenue; and
 - (3) Revenue from payments in lieu of taxes and state reimbursement of the homestead credit and disabled veterans credit; and
- e. Beginning with the 2020-21 school year, the superintendent shall reduce the baseline funding for any school district that becomes an elementary district pursuant to section 15.1-07-27 after the 2012-13 school year. The reduction must be proportional to the number of weighted student units in the grades that are offered through another school district relative to the total number of weighted student units the school district offered in the year before the school district became an elementary district. The reduced baseline funding applies to the calculation of state aid for the first school year in which the school district becomes an elementary district and for each year thereafter. For districts that become an elementary district prior to the 2020-21 school year, the superintendent shall use the reduced baseline funding to calculate state aid for the 2020-21 school year and for each year thereafter.
2. a. The superintendent shall divide the district's baseline funding determined in subsection 1 by the district's 2017-18 weighted student units to determine the district's baseline funding per weighted student unit.
- b. For any school district that becomes an elementary district pursuant to section 15.1-07-27 after the 2017-18 school year, the superintendent shall adjust the district's baseline funding per weighted student unit used to calculate state aid. The superintendent shall divide the district's baseline funding determined in subsection 1 by the district's weighted student units after the school district becomes an elementary district to determine the district's adjusted baseline funding per weighted student unit. The superintendent shall use the district's adjusted baseline funding per weighted student unit in the calculation of state aid for the first school year in which the school district becomes an elementary district and for each year thereafter.

c. Beginning with the 2021-22 school year and for each school year thereafter, the superintendent shall reduce the district's baseline funding per weighted student unit. Each year the superintendent shall calculate the amount by which the district's baseline funding per weighted student unit exceeds the payment per weighted student unit provided in subsection 3. The superintendent shall reduce the district's baseline funding per weighted student unit by fifteen percent of the amount by which the district's baseline funding per weighted student unit exceeds the payment per weighted student unit for the 2021-22 school year. For each year thereafter, the reduction percentage is increased by an additional fifteen percent. However, the district's baseline funding per weighted student unit, after the reduction, may not be less than the payment per weighted student unit provided in subsection 3.

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3. a. For the 2021-22 school year, the superintendent shall calculate state aid as the greater of:
- (1) The district's weighted student units multiplied by ten thousand one hundred thirty-six dollars;
 - (2) One hundred two percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's weighted student units, not to exceed the district's 2017-18 baseline weighted student units, plus any weighted student units in excess of the 2017-18 baseline weighted student units multiplied by ten thousand one hundred thirty-six dollars; or
 - (3) The district's baseline funding as established in subsection 1 less the amount in paragraph 1, with the difference reduced by fifteen percent and then the difference added to the amount determined in paragraph 1.
- b. For the 2022-23 school year and each school year thereafter, the superintendent shall calculate state aid as the greater of:
- (1) The district's weighted student units multiplied by ten thousand two hundred thirty-seven dollars;
 - (2) One hundred two percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's weighted student units, not to exceed the district's 2017-18 baseline weighted student units, plus any weighted student units in excess of the 2017-18 baseline weighted student units multiplied by ten thousand two hundred thirty-seven dollars; or
 - (3) The district's baseline funding as established in subsection 1 less the amount in paragraph 1, with the difference reduced by thirty percent for the 2022-23 school year and the reduction percentage increasing by fifteen percent each school year thereafter until the difference is reduced to zero, and then the difference added to the amount determined in paragraph 1.

c. The superintendent also shall adjust state aid determined in this subsection to ensure the amount does not exceed the transition maximum as follows:

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- (1) For the 2021-22 school year, the transition maximum rate is one hundred ten 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.
- (2) For the 2022-23 school year, the transition maximum rate is one hundred ten 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.
- (3) For the 2023-24 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus twenty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.
- (4) For the 2024-25 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus forty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.
- (5) For the 2025-26 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus sixty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.
- (6) For the 2026-27 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus eighty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred

ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.

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4. 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 subdivision may not exceed the previous year's amount in dollars subtracted for purposes of this subdivision by more than twelve percent, adjusted pursuant to section 15.1-27-04.3; and
 - b. Subtract an amount equal to seventy-five percent of all revenue types listed in subdivisions c and d of subsection 1. Before determining the deduction for seventy-five percent of all revenue types, the superintendent of public instruction shall adjust revenues as follows:
 - (1) Tuition revenue shall be adjusted as follows:
 - (a) In addition to deducting tuition revenue received specifically for the operation of an educational program provided at a residential treatment facility, tuition revenue received for the provision of an adult farm management program, tuition received for the education of high-cost and special education students, and tuition received under an agreement to educate students from a school district on an air force base with funding received through federal impact aid as directed each school year in paragraph 3 of subdivision c of subsection 1, the superintendent of public instruction also shall reduce the total tuition reported by the school district by the amount of tuition revenue received for the education of students not residing in the state and for which the state has not entered a cross-border education contract; and
 - (b) The superintendent of public instruction also shall reduce the total tuition reported by admitting school districts meeting the requirements of subdivision e of subsection 2 of section 15.1-29-12 by the amount of tuition revenue received for the education of students residing in an adjacent school district.
 - (2) After adjusting tuition revenue as provided in paragraph 1, the superintendent shall reduce all remaining revenues from all revenue types by the percentage of mills levied in 2020 by the school district for sinking and interest relative to the total mills levied in 2020 by the school district for all purposes.
5. 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.

6. On or before June thirtieth of each year, the school board shall certify to the superintendent of public instruction the final average daily membership for the current school year.
7. For purposes of the calculation in subsection 4, each county auditor, in collaboration with the school districts, shall report the following to the superintendent of public instruction on an annual basis:
 - a. The amount of revenue received by each school district in the county during the previous school year for each type of revenue identified in subdivisions c and d of subsection 1;
 - b. The total number of mills levied in the previous calendar year by each school district for all purposes; and
 - c. The number of mills levied in the previous calendar year by each school district for sinking and interest fund purposes.

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Baseline funding - Establishment - Determination of state aid. (Effective after June 30, 2025)

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 2018-19 school year;
 - b. An amount equal to the property tax deducted by the superintendent of public instruction to determine the 2018-19 state aid payment;
 - c. An amount equal to seventy-five percent of the revenue received by the school district during the 2017-18 school year for the following revenue types:
 - (1) Revenue 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) 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 reporting manual, as developed by the superintendent of public instruction in accordance with section 15.1-02-08;
 - (3) Tuition 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, tuition received for the provision of an adult farm management program, and beginning in the 2025-26 school year, eighty-five percent of tuition received under an agreement to educate students from a school district on an air force base with funding received through federal impact aid, until the 2026-27 school year, and each school year

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thereafter, when all tuition received under an agreement to educate students from a school district on an air force base with funding received through federal impact aid must be excluded from the tuition calculation under this paragraph;

- (4) Revenue from payments in lieu of taxes on the distribution and transmission of electric power;
 - (5) Revenue from payments in lieu of taxes on electricity generated from sources other than coal; and
 - (6) Revenue 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); and
- d. An amount equal to the total revenue received by the school district during the 2017-18 school year for the following revenue types:
- (1) Mobile home tax revenue;
 - (2) Telecommunications tax revenue; and
 - (3) Revenue from payments in lieu of taxes and state reimbursement of the homestead credit and disabled veterans credit.
- e. Beginning with the 2020-21 school year, the superintendent shall reduce the baseline funding for any school district that becomes an elementary district pursuant to section 15.1-07-27 after the 2012-13 school year. The reduction must be proportional to the number of weighted student units in the grades that are offered through another school district relative to the total number of weighted student units the school district offered in the year before the school district became an elementary district. The reduced baseline funding applies to the calculation of state aid for the first school year in which the school district becomes an elementary district and for each year thereafter. For districts that become an elementary district prior to the 2020-21 school year, the superintendent shall use the reduced baseline funding to calculate state aid for the 2020-21 school year and for each year thereafter.
2. a. The superintendent shall divide the district's baseline funding determined in subsection 1 by the district's 2017-18 weighted student units to determine the district's baseline funding per weighted student unit.
- b. For any school district that becomes an elementary district pursuant to section 15.1-07-27 after the 2017-18 school year, the superintendent shall adjust the district's baseline funding per weighted student unit used to calculate state aid. The superintendent shall divide the district's baseline funding determined in subsection 1 by the district's weighted student units after the school district becomes an elementary district to determine the district's adjusted baseline funding per weighted student unit. The superintendent shall use the district's adjusted baseline funding per weighted student unit in the calculation of state aid for the first school year in which the school district becomes an elementary district and for each year thereafter.

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- c. Beginning with the 2021-22 school year and for each school year thereafter, the superintendent shall reduce the district's baseline funding per weighted student unit. Each year the superintendent shall calculate the amount by which the district's baseline funding per weighted student unit exceeds the payment per weighted student unit provided in subsection 3. The superintendent shall reduce the district's baseline funding per weighted student unit by fifteen percent of the amount by which the district's baseline funding per weighted student unit exceeds the payment per weighted student unit for the 2021-22 school year. For each year thereafter, the reduction percentage is increased by an additional fifteen percent. However, the district's baseline funding per weighted student unit, after the reduction, may not be less than the payment per weighted student unit provided in subsection 3.

- 3. a. For the 2021-22 school year, the superintendent shall calculate state aid as the greater of:
 - (1) The district's weighted student units multiplied by ten thousand one hundred thirty-six dollars;
 - (2) One hundred two percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's weighted student units, not to exceed the district's 2017-18 baseline weighted student units, plus any weighted student units in excess of the 2017-18 baseline weighted student units multiplied by ten thousand one hundred thirty-six dollars; or
 - (3) The district's baseline funding as established in subsection 1 less the amount in paragraph 1, with the difference reduced by fifteen percent and then the difference added to the amount determined in paragraph 1.

- b. For the 2022-23 school year and each school year thereafter, the superintendent shall calculate state aid as the greater of:
 - (1) The district's weighted student units multiplied by ten thousand two hundred thirty-seven dollars;
 - (2) One hundred two percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's weighted student units, not to exceed the district's 2017-18 baseline weighted student units, plus any weighted student units in excess of the 2017-18 baseline weighted student units multiplied by ten thousand two hundred thirty-seven dollars; or
 - (3) The district's baseline funding as established in subsection 1 less the amount in paragraph 1, with the difference reduced by thirty percent for the 2022-23 school year and the reduction percentage increasing by fifteen percent each school year thereafter until the difference is reduced to zero, and then the difference added to the amount determined in paragraph 1.

- c. The superintendent also shall adjust state aid determined in this subsection to ensure the amount does not exceed the transition maximum as follows:
- (1) For the 2021-22 school year, the transition maximum rate is one hundred ten 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.
 - (2) For the 2022-23 school year, the transition maximum rate is one hundred ten 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.
 - (3) For the 2023-24 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus twenty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.
 - (4) For the 2024-25 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus forty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.
 - (5) For the 2025-26 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus sixty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.
 - (6) For the 2026-27 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus eighty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred

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ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.

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4. 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; and
 - b. Subtract an amount equal to seventy-five percent of all revenue types listed in subdivisions c and d of subsection 1. Before determining the deduction for seventy-five percent of all revenue types, the superintendent of public instruction shall adjust revenues as follows:
 - (1) Tuition revenue shall be adjusted as follows:
 - (a) In addition to deducting tuition revenue received specifically for the operation of an educational program provided at a residential treatment facility, tuition revenue received for the provision of an adult farm management program, tuition received for the education of high-cost and special education students, and tuition received under an agreement to educate students from a school district on an air force base with funding received through federal impact aid as directed each school year in paragraph 3 of subdivision c of subsection 1, the superintendent of public instruction also shall reduce the total tuition reported by the school district by the amount of tuition revenue received for the education of students not residing in the state and for which the state has not entered a cross-border education contract; and
 - (b) The superintendent of public instruction also shall reduce the total tuition reported by admitting school districts meeting the requirements of subdivision e of subsection 2 of section 15.1-29-12 by the amount of tuition revenue received for the education of students residing in an adjacent school district.
 - (2) After adjusting tuition revenue as provided in paragraph 1, the superintendent shall reduce all remaining revenues from all revenue types by the percentage of mills levied in 2020 by the school district for sinking and interest relative to the total mills levied in 2020 by the school district for all purposes.
5. 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.
6. On or before June thirtieth of each year, the school board shall certify to the superintendent of public instruction the final average daily membership for the current school year.

7. For purposes of the calculation in subsection 4, each county auditor, in collaboration with the school districts, shall report the following to the superintendent of public instruction on an annual basis:
- a. The amount of revenue received by each school district in the county during the previous school year for each type of revenue identified in subdivisions c and d of subsection 1;
 - b. The total number of mills levied in the previous calendar year by each school district for all purposes; and
 - c. The number of mills levied in the previous calendar year by each school district for sinking and interest fund purposes.

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SECTION 19. AMENDMENT. Section 15.1-32-01 of the North Dakota Century Code is amended and reenacted as follows:

15.1-32-01. Definitions.

As used in this chapter:

1. "Major life activities" include learning, walking, talking, breathing, and caring for oneself.
2. "Related services" means transportation and developmental and corrective or supportive services required to assist a student with disabilities to benefit from special education.
- ~~2.3.~~ "Special education" means instruction designed to meet the needs of a student with disabilities, transportation, and corrective and supporting services required to assist a student with disabilities in taking advantage of, or responding to, educational programs and opportunities.
- ~~3.4.~~ "Student who is gifted" means an individual who is identified by qualified professionals as being capable of high performance and who needs educational programs and services beyond those normally provided in a regular education program.
- 4.5. a. "Student with a disability" means an individual who is at least three years of age but who has not reached the age of twenty-one before August first of the year in which the individual turns twenty-one and who requires special education and related services because of:
 - (1) An intellectual disability;
 - (2) A hearing impairment, including deafness;
 - (3) Deaf-blindness;
 - (4) A speech or language impairment;
 - (5) A visual impairment, including blindness;
 - (6) An emotional disturbance;
 - (7) An orthopedic impairment;
 - (8) Autism;

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- (9) A traumatic brain injury;
- (10) Other health impairment; or
- (11) A specific learning disability.

b. "Student with a disability" includes a student age eighteen through twenty-one who is incarcerated in an adult correctional facility and who, in the last educational placement prior to incarceration, was identified as being a student with a disability and did not have an individualized education program or was identified as being a student with a disability and had an individualized education program.

6. "Student with a significant medical condition" means a student with a physical or mental impairment, whether permanent or temporary, which substantially limits one or more major life activities and who is not entitled to special education and related services.

SECTION 20. AMENDMENT. Section 15.1-32-14 of the North Dakota Century Code is amended and reenacted as follows:

15.1-32-14. Special education students – Contracts for placement~~High-cost students.~~

1. If in the opinion of an individualized education program team or a services plan team a student with a disability or a student with a significant medical condition is unable to attend a public school in ~~the special education unit to which~~ the student's school district of residence belongs, the student's school district of residence shall contract~~release the student at the time deemed necessary to begin attendance~~ with another public school that:
 - a. ~~Does not belong to the same special education unit;~~
 - b. Is located in this state;
 - e.b. Is willing to admit the student; and
 - d.c. Is able to provide appropriate services to the student.
2. ~~The superintendent of public instruction shall approve in advance the terms of the contract and the services to be provided by the admitting school.~~
3. The contract must provide that the student's school district of residence is liable for the cost of educating the student.
- 4.3. Upon being notified by the district in which the student receives services that the student's school district of residence has not paid for services that were provided to the student, the superintendent of public instruction, after verification, shall withhold all state aid payments to which the student's school district of residence is entitled, until the required payments have been made.

SECTION 21. AMENDMENT. Section 15.1-32-18 of the North Dakota Century Code is amended and reenacted as follows:

15.1-32-18. Cost - Liability of school district for special education and other high-cost services.

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1. Each year the superintendent of public instruction shall identify the approximately one percent of ~~special education~~ students with a disability and students with a significant medical condition statewide who are not eligible for cost reimbursement under section 15.1-29-14 and who require the greatest school district expenditures ~~in order to provide them with education and services, including special education and related services.~~ This percentage represents the number of students that would qualify for excess cost reimbursement beyond the multiplier that is established in subsection 3.
2. The excess costs of providing ~~special education and related services~~ to these students are the responsibility of the state and the superintendent of public instruction shall reimburse the school districts for any excess costs incurred in the provision of ~~special education and related~~ the services to the identified students.
3. "Excess costs" are those that exceed four times the state average cost of education per student and which are incurred by the ~~special education~~ students identified in subsection 1.
4. All costs of providing ~~special education and related services~~ to those students identified in subsection 1, other than excess costs reimbursed by the state, are the responsibility of the student's school district of residence.
5. In addition to any other reimbursements provided under this section, if a school district expends more than two percent of its annual budget for the provision of ~~special education and related services~~ to one student with a disability or significant medical condition, the district shall notify the superintendent of public instruction. Upon verification, the superintendent shall reimburse the district for the difference between:
 - a. Two percent of the district's annual budget; and
 - b. The lesser of:
 - (1) The amount actually expended by the district for the provision of special education and related services to that student; or
 - (2) The amount representing four times the state average cost of education per student."

Page 10, after line 3, insert:

"SECTION 23. EFFECTIVE DATE. Senate Bill No. 2269, as approved by the sixty-eighth legislative assembly, becomes effective July 1, 2023. Sections 3, 4, and 7 of Senate Bill No. 2050, as approved by the sixty-eighth legislative assembly, become effective May 15, 2023.

SECTION 24. EMERGENCY. Sections 3, 4, and 7 of Senate Bill No. 2050 and Senate Bill No. 2269, as approved by the sixty-eighth legislative assembly, are declared to be an emergency measure."

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2013 - Summary of Conference Committee Action

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	Base Budget	Senate Version	Conference Committee Changes	Conference Committee Version	House Version	Comparison to House
Department of Public Instruction						
Total all funds	\$2,596,430,143	\$2,991,058,326	(\$149,860,386)	\$2,841,197,940	\$3,029,248,074	(\$188,050,134)
Less estimated income	938,233,270	1,092,638,081	32,944,415	1,125,582,496	1,118,669,746	6,912,750
General fund	\$1,658,196,873	\$1,898,420,245	(\$182,804,801)	\$1,715,615,444	\$1,910,578,328	(\$194,962,884)
FTE	86.25	86.25	0.00	86.25	86.25	0.00
Center for Distance Education						
Total all funds	\$0	\$0	\$11,347,980	\$11,347,980	\$11,183,325	\$164,655
Less estimated income	0	0	4,550,000	4,550,000	4,550,000	0
General fund	\$0	\$0	\$6,797,980	\$6,797,980	\$6,633,325	\$164,655
FTE	0.00	0.00	30.80	30.80	30.80	0.00
State Library						
Total all funds	\$8,196,138	\$9,007,514	\$286,627	\$9,294,141	\$9,294,141	\$0
Less estimated income	2,364,417	2,143,007	329,036	2,472,043	2,472,043	0
General fund	\$5,831,721	\$6,864,507	(\$42,409)	\$6,822,098	\$6,822,098	\$0
FTE	26.75	26.75	0.00	26.75	26.75	0.00
School for the Deaf						
Total all funds	\$10,197,084	\$12,016,187	(\$250,652)	\$11,765,535	\$11,765,535	\$0
Less estimated income	2,790,528	3,678,221	(12,530)	3,665,691	3,665,691	0
General fund	\$7,406,556	\$8,337,966	(\$238,122)	\$8,099,844	\$8,099,844	\$0
FTE	44.61	45.36	0.00	45.36	45.36	0.00
Vision Services - School for the Blind						
Total all funds	\$5,824,057	\$6,811,738	(\$91,447)	\$6,720,291	\$6,720,291	\$0
Less estimated income	1,062,178	1,664,423	(3,712)	1,660,711	1,660,711	0
General fund	\$4,761,879	\$5,147,315	(\$87,735)	\$5,059,580	\$5,059,580	\$0
FTE	27.75	27.75	0.00	27.75	27.75	0.00
Bill total						
Total all funds	\$2,620,647,422	\$3,018,893,765	(\$138,567,878)	\$2,880,325,887	\$3,068,211,366	(\$187,885,479)
Less estimated income	944,450,393	1,100,123,732	37,807,209	1,137,930,941	1,131,018,191	6,912,750
General fund	\$1,676,197,029	\$1,918,770,033	(\$176,375,087)	\$1,742,394,946	\$1,937,193,175	(\$194,798,229)
FTE	185.36	186.11	30.80	216.91	216.91	0.00

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

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	Base Budget	Senate Version	Conference Committee Changes	Conference Committee Version	House Version	Comparison to House
Salaries and wages	\$17,854,747	\$19,313,859	(\$493,273)	\$18,820,586	\$18,557,316	\$263,270
Operating expenses	33,098,149	33,293,320	(500,000)	32,793,320	32,793,320	
Integrated formula payments	2,131,825,000	2,448,651,200	(151,976,349)	2,296,674,851	2,471,568,255	(174,893,404)
Grants - Special education contracts	27,000,000	27,000,000	(3,000,000)	24,000,000	27,000,000	(3,000,000)
Grants - Transportation	58,100,000	58,100,000		58,100,000	58,100,000	
Grants - Other grants	312,738,893	382,738,893		382,738,893	382,738,893	
Grants - Program and passthrough	10,387,064					
Grants - Program grants		13,780,000	(230,000)	13,550,000	15,550,000	(2,000,000)
Grants - Passthrough grants		2,229,764	6,339,236	8,569,000	16,989,000	(8,420,000)
PowerSchool	5,250,000	5,775,000		5,775,000	5,775,000	
National board certification	176,290	176,290		176,290	176,290	
Total all funds	\$2,596,430,143	\$2,991,058,326	(\$149,860,386)	\$2,841,197,940	\$3,029,248,074	(\$188,050,134)
Less estimated income	938,233,270	1,092,638,081	32,944,415	1,125,582,496	1,118,669,746	6,912,750
General fund	\$1,658,196,873	\$1,898,420,245	(\$182,804,801)	\$1,715,615,444	\$1,910,578,328	(\$194,962,884)
FTE	86.25	86.25	0.00	86.25	86.25	0.00

Department 201 - Department of Public Instruction - Detail of Conference Committee Changes

	Adds Funding for Salary and Benefit Increases ¹	Removes Salary Funding for Pool ²	Decreases Funding for Information Technology ³	Adjusts Funding for Integrated Formula Payments ⁴	Adjusts the Funding Source of Integrated Formula Payments ⁵	Decreases Funding for Special Education Contract Grants ⁶
Salaries and wages	\$296,542	(\$789,815)				
Operating expenses			(\$500,000)			
Integrated formula payments				(\$151,976,349)		
Grants - Special education contracts						(\$3,000,000)
Grants - Transportation						
Grants - Other grants						
Grants - Program and passthrough						
Grants - Program grants						
Grants - Passthrough grants						
PowerSchool						
National board certification						
Total all funds	\$296,542	(\$789,815)	(\$500,000)	(\$151,976,349)	\$0	(\$3,000,000)
Less estimated income	185,588	(493,995)	(325,000)	0	27,538,586	0
General fund	\$110,954	(\$295,820)	(\$175,000)	(\$151,976,349)	(\$27,538,586)	(\$3,000,000)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Increases Funding for Adult Education ²	Removes Funding for Free Breakfast Program ⁸	Increases Funding for Teacher Mentoring ⁹	Adds Funding for Passthrough Grants ¹⁰	Decreases One-Time Funding for School Board Training ¹¹	Removes One-Time Funding for Cybersecurity Training ¹²
Salaries and wages						
Operating expenses						
Integrated formula payments						
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants						
Grants - Program and passthrough						
Grants - Program grants	\$500,000	(\$200,000)			(\$500,000)	(\$1,000,000)
Grants - Passthrough grants			\$374,236	\$465,000		
PowerSchool						
National board certification						
Total all funds	\$500,000	(\$200,000)	\$374,236	\$465,000	(\$500,000)	(\$1,000,000)
Less estimated income	500,000	(200,000)	374,236	465,000	(500,000)	(1,000,000)
General fund	\$0	\$0	\$0	\$0	\$0	\$0
FTE	0.00	0.00	0.00	0.00	0.00	0.00

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	Removes One-Time Funding for a Grow-Your-Own Teacher Program ¹³	Adds One-Time Funding for Regional Education Association Merger Incentive Grants ¹⁴	Adds One-Time Funding for a Statewide Reading Tool ¹⁵	Adds One-Time Funding for a Teacher Retention Program ¹⁶	Adds One-Time Funding for Passthrough Grants ¹⁷	Total Conference Committee Changes
Salaries and wages						(\$493,273)
Operating expenses						(500,000)
Integrated formula payments						(151,976,349)
Grants - Special education contracts						(3,000,000)
Grants - Transportation						
Grants - Other grants						
Grants - Program and passthrough						
Grants - Program grants	(\$3,000,000)	\$70,000	\$1,600,000	\$2,300,000		(230,000)
Grants - Passthrough grants					\$5,500,000	6,339,236
PowerSchool						
National board certification						
Total all funds	(\$3,000,000)	\$70,000	\$1,600,000	\$2,300,000	\$5,500,000	(\$149,860,386)
Less estimated income	(3,000,000)	0	1,600,000	2,300,000	5,500,000	32,944,415
General fund	\$0	\$70,000	\$0	\$0	\$0	(\$182,804,801)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

¹ Salaries and wages funding is adjusted to provide for 2023-25 biennium salary increases of 6 percent on July 1, 2023, and 4 percent on July 1, 2024, and for adjustments to health insurance premium rates for the Department of Public Instruction, the same as the House, as follows:

	General Fund	Other Funds	Total
Salary increase	\$114,670	\$191,386	\$306,056
Health insurance adjustment	(3,716)	(5,798)	(9,514)
Total	\$110,954	\$185,588	\$296,542

The Senate provided salary adjustments of 4 percent on July 1, 2023, and July 1, 2024.

² Funding for new FTE positions and estimated savings from vacant FTE positions is removed as shown below, the same as the House version. These amounts are available to the agency if needed by submitting a request to the Office of Management and Budget for a transfer from the new and vacant FTE funding pool.

	<u>General Fund</u>	<u>Other Funds</u>	<u>Total</u>
New FTE positions	(\$0)	(\$0)	(\$0)
Vacant FTE positions	(295,820)	(493,995)	(789,815)
Total	(\$295,820)	(\$493,995)	(\$789,815)

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³ Funding for information technology charges based on total agency appropriation is decreased. Charges assessed by the Information Technology Department based on agency funding must not include funding provided to the Department of Public Instruction for integrated formula payments, transportation grants, and special education contract grants. The House decreased funding for information technology charges by \$500,000 from the general fund. The Senate did not include this reduction.

⁴ Funding for integrated formula payments is adjusted as follows:

	<u>General Fund</u>
Adjusts savings related to cost to continue integrated formula payments for a total of \$46,367,895 in savings, the same as the House version.	(\$11,038,751)
Senate Bill No. 2066:	
Removes funding included by the Senate and the House for property tax relief provided through the state school aid formula. Property tax relief is included in House Bill No. 1158 and is not delivered through the state school aid formula.	(203,100,000)
Senate Bill No. 2284:	
Adjusts the funding to increase the integrated payment rate by 4 percent each year of the biennium. The Senate provided 3 percent increases each year of the biennium and the House increased the integrated payment rate by 3.5 percent in the 1 st year and 3 percent in the 2 nd year of the biennium.	41,382,430
Adjusts the funding to remove transition maximum payment adjustments, the same as the Senate and House versions.	12,020
Adjusts the funding to implement on-time funding based on fall enrollment, the same as the Senate and House versions.	(5,334)
Adds the funding to increase the special education weighting factor from .082 to .088, the same as the House version.	15,660,200
Adjusts the funding to increase the school size weighting factor for school districts operating two plants at least 14 miles apart, the same as the Senate and House versions.	93,086
Senate Bill No. 2013:	
Adds the funding to exempt tuition for high-cost students from deduction in the state aid formula, the same as the House version.	<u>5,020,000</u>
Increase (Decrease) in integrated formula payments	(\$151,976,349)

⁵ The funding source for integrated formula payments is adjusted to increase funding from the foundation aid stabilization fund by \$13,545,500 to provide a total of \$157,000,000, the same as the House version.

In addition, the Conference Committee provided \$13,993,086 from the strategic investment and improvements fund for increases in state school aid related to school districts size weighting factors (\$8,973,086) and an exemption in the formula for tuition for high-cost students (\$5,020,000). The Senate and the House did not include funding from the strategic investment and improvements fund for integrated formula payments.

⁶ Funding for special education contract grants is reduced to provide a total of \$24 million from the general fund. The Senate and House did not reduce funding for special education contract grants.

⁷ Funding from special funds derived from carryover funds deposited in the department's operating fund is increased for adult education matching grants to provide a total of \$5.5 million, the same as the House version.

⁸ Funding from special funds derived from carryover funds deposited in the department's operating fund for a free breakfast program is removed because qualifying students are included in funding for meals in Senate Bill No. 2284, the same as the House version.

⁹ Funding from special funds derived from carryover funds deposited in the department's operating fund is increased for the teacher mentoring passthrough grant to provide a total of \$2,500,000. The Senate provided \$2,125,764 from special funds resulting from carryover and the House provided \$4,000,000 from carryover.

¹⁰ Funding from special funds derived from carryover funds deposited in the department's operating fund is added for passthrough grants added by the House as follows:

- \$40,000 for national writing projects; and
- \$425,000 for rural art outreach.

The Senate did not include funding for these passthrough grants. The Conference Committee did not include \$20,000 provided by the House for TeenPact.

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¹¹ One-time funding from special funds derived from carryover funds deposited in the department's operating fund for program grants related to school board training is reduced to provide a total of \$1.5 million, the same as the House version.

¹² One-time funding from special funds derived from carryover funds deposited in the department's operating fund for program grants related to cybersecurity training is removed, the same as the House version.

¹³ One-time funding from special funds derived from carryover funds deposited in the department's operating fund for the grow-your-own teacher/paraprofessional-to-teacher program is removed, the same as the House version. Funding for the program was approved in Senate Bill No. 2032.

¹⁴ One-time funding is added for regional education association merger incentive grants, the same as the House version.

¹⁵ One-time funding is added from special funds derived from carryover funds deposited in the department's operating fund to make available the Amira reading tool for all students in grades 1 through 3 and for certain students in grades 4 through 12, the same as the House version.

¹⁶ One-time funding is added from special funds derived from carryover funds deposited in the department's operating fund to make a teacher retention program available statewide. The House included \$4.3 million for the teacher retention program. The Senate did not include funding for this program.

¹⁷ One-time funding is added from the strategic investment and improvements fund for passthrough grants to the Grand Forks Science Center (\$5,000,000) and the Fargo Science Center (\$500,000).

The Conference Committee did not include \$3.5 million from the general fund for North Dakota's Gateway to Science or \$2.5 million from the strategic investment and improvements fund for Sleepy Hollow Children's Theatre and Art Park included by the House. The House provided \$5.9 million from the strategic investment and improvements fund for the Grand Forks Science Center.

The Senate did not include funding for these passthrough grants.

In addition this amendment:

- Amends the section related to funding from the foundation aid stabilization fund to provide a total of \$157 million, the same as the House version;
- Adds a section identifying \$19,493,086 of funding from the strategic investment and improvements fund. The House had identified \$8,900,000;
- Adds a section related to the distribution of regional education association merger incentive grants, the same as the House version;
- Removes the section related to the application, distribution, and reporting for passthrough grants, the same as the House version;
- Amends the section related to new money to provide additional funding is for compensation and benefits. The House provided additional funding made available to school districts by reducing the local property tax contribution to the state school aid formula is not considered new money;
- Amends the section related to general fund carryover to be deposited in the department's operating fund to provide a total of \$16,549,000;
- Adds a section to allow carryover for the state automated reporting system and statewide longitudinal data system upgrades and provides the amount continued over \$5 million will be transferred to the Information Technology Department, the same as the House;
- Amends the section related to the salary of the Superintendent of Public Instruction to provide salary increases of 6 percent in the 1st year of the biennium and 4 percent in the 2nd year of the biennium, the same as the House;
- Adds a section to amend the state school aid funding formula to exempt tuition received for the education of high-cost and special education students from deduction in the formula, the same as the House;
- Adds three sections to provide for various definitions relating to high-cost students, services to high-cost students, and school district liability related to special education and other high-cost services, the same as the House;
- Adds a section to provide effective dates for Sections 3, 4, and 7 of Senate Bill No. 2050 relating to libraries and for Senate Bill No. 2269 relating to the Center for Distance Education, the same as the House; and
- Adds a section to provide Sections 3, 4, and 7 of Senate Bill No. 2050 relating to libraries and Senate Bill No. 2269 relating to the Center for Distance Education are an emergency measure, the same as the House.

The Conference Committee did not include a section of legislative intent, added by the House, to provide it is the intent of the 68th Legislative Assembly that the 69th Legislative Assembly consider amendments to the state school aid integrated funding formula only in the appropriation bill for the Department of Public Instruction.

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Senate Bill No. 2013 - Center for Distance Education - Conference Committee Action

	Base Budget	Senate Version	Conference Committee Changes	Conference Committee Version	House Version	Comparison to House
Center for Distance Education			\$11,347,980	\$11,347,980	\$11,183,325	\$164,655
Total all funds	\$0	\$0	\$11,347,980	\$11,347,980	\$11,183,325	\$164,655
Less estimated income	0	0	4,550,000	4,550,000	4,550,000	0
General fund	\$0	\$0	\$6,797,980	\$6,797,980	\$6,633,325	\$164,655
FTE	0.00	0.00	30.80	30.80	30.80	0.00

Department 204 - Center for Distance Education - Detail of Conference Committee Changes

	Adds Funding to Transfer the Center for Distance Education ¹	Adds Funding for Salary and Benefit Increases ²	Removes Salary Funding for Funding Pool ³	Adds 1 FTE Elementary Teacher Position ⁴	Adds 1 FTE Information Technology Position ⁵	Increases Funding for Center for Distance Education ⁶
Center for Distance Education	\$9,474,354	\$538,281	(\$485,655)	\$165,000	\$156,000	\$1,500,000
Total all funds	\$9,474,354	\$538,281	(\$485,655)	\$165,000	\$156,000	\$1,500,000
Less estimated income	3,050,000	0	0	0	0	1,500,000
General fund	\$6,424,354	\$538,281	(\$485,655)	\$165,000	\$156,000	\$0
FTE	28.80	0.00	0.00	1.00	1.00	0.00

	Total Conference Committee Changes
Center for Distance Education	\$11,347,980
Total all funds	\$11,347,980
Less estimated income	4,550,000
General fund	\$6,797,980
FTE	30.80

¹ Funding is added to transfer the base budget for the Center for Distance Education to the control of the Department of Public Instruction, including 28.80 FTE positions and the cost to continue 2021-23 salary increases, pursuant to Senate Bill No. 2269, the same as the House version.

² Salaries and wages funding is adjusted to provide for 2023-25 biennium salary increases of 6 percent on July 1, 2023, and 4 percent on July 1, 2024, and for adjustments to health insurance premium rates for the Center for Distance Education, the same as the House, as follows:

	General Fund	Other Funds	Total
Salary increase	\$378,835	\$0	\$378,835
Health insurance increase	159,446	0	159,446
Total	\$538,281	\$0	\$538,281

The Senate provided salary adjustments of 4 percent on July 1, 2023, and July 1, 2024.

³ Funding for new FTE positions and estimated savings from vacant FTE positions is removed as shown below, the same as the House version. These amounts are available to the agency if needed by submitting a request to the Office of Management and Budget for a transfer from the new and vacant FTE funding pool.

	General Fund	Other Funds	Total
New FTE positions	(\$321,000)	\$0	(\$321,000)
Vacant FTE positions	(164,655)	0	(164,655)
Total	(\$485,655)	\$0	(\$485,655)

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⁴ One FTE elementary teacher position and related funding for salaries and wages is added for the Center for Distance Education, the same as the House version.

⁵ One FTE information technology position and related funding for salaries and wages is added for the Center for Distance Education, the same as the House version.

⁶ Funding from special funds derived from tuition is added for Center for Distance Education teacher salaries and wages and operating expenses, the same as the House version.

This amendment also adds two sections to provide an effective date for Senate Bill No. 2269, related to the transfer of the Center for Distance Education, and to provide Senate Bill No. 2269 is an emergency measure, the same as the House.

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	\$4,139,907	\$4,485,513	(\$50,198)	\$4,435,315	\$4,435,315	
Operating expenses	1,822,703	2,238,473	336,825	2,575,298	2,575,298	
Grants	2,233,528	2,283,528		2,283,528	2,283,528	
Total all funds	\$8,196,138	\$9,007,514	\$286,627	\$9,294,141	\$9,294,141	\$0
Less estimated income	2,364,417	2,143,007	329,036	2,472,043	2,472,043	0
General fund	\$5,831,721	\$6,864,507	(\$42,409)	\$6,822,098	\$6,822,098	\$0
FTE	26.75	26.75	0.00	26.75	26.75	0.00

Department 250 - State Library - Detail of Conference Committee Changes

	Adds Funding for Salary and Benefit Increases ¹	Removes Salary Funding for Funding Pool ²	Adds Funding for Increased Federal Funds ³	Total Conference Committee Changes
Salaries and wages	\$61,354	(\$111,552)		(\$50,198)
Operating expenses			\$336,825	336,825
Grants				
Total all funds	\$61,354	(\$111,552)	\$336,825	\$286,627
Less estimated income	9,908	(17,697)	336,825	329,036
General fund	\$51,446	(\$93,855)	\$0	(\$42,409)
FTE	0.00	0.00	0.00	0.00

¹ Salaries and wages funding is adjusted to provide for 2023-25 biennium salary increases of 6 percent on July 1, 2023, and 4 percent on July 1, 2024, and for adjustments to health insurance premium rates, the same as the House, as follows:

	General Fund	Other Funds	Total
Salary increase	\$54,286	\$10,263	\$64,549
Health insurance adjustment	(2,840)	(355)	(3,195)
Total	\$51,446	\$9,908	\$61,354

The Senate provided salary adjustments of 4 percent on July 1, 2023, and July 1, 2024.

² Funding for new FTE positions and estimated savings from vacant FTE positions is removed as shown below, the same as the House version. These amounts are available to the agency if needed by submitting a request to the Office of Management and Budget for a transfer from the new and vacant FTE funding pool.

	<u>General Fund</u>	<u>Other Funds</u>	<u>Total</u>
New FTE positions	\$0	\$0	\$0
Vacant FTE positions	(93,855)	(17,697)	(111,552)
Total	(\$93,855)	(\$17,697)	(\$111,552)

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³ Funding for operating expenses is added for anticipated increases in federal funds, the same as the House version.

This amendment also adds a section to provide an effective date for Sections 3, 4, and 7 of Senate Bill No. 2050, related to the calculation of library state aid and local funding, and to declare an emergency measure, the same as the House version.

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

	<u>Base Budget</u>	<u>Senate Version</u>	<u>Conference Committee Changes</u>	<u>Conference Committee Version</u>	<u>House Version</u>	<u>Comparison to House</u>
Salaries and wages	\$8,332,820	\$9,188,252	(\$250,652)	\$8,937,600	\$8,937,600	
Operating expenses	1,705,586	1,825,757		1,825,757	1,825,757	
Capital assets	158,678	1,002,178		1,002,178	1,002,178	
Total all funds	\$10,197,084	\$12,016,187	(\$250,652)	\$11,765,535	\$11,765,535	\$0
Less estimated income	2,790,528	3,678,221	(12,530)	3,665,691	3,665,691	0
General fund	\$7,406,556	\$8,337,966	(\$238,122)	\$8,099,844	\$8,099,844	\$0
FTE	44.61	45.36	0.00	45.36	45.36	0.00

Department 252 - School for the Deaf - Detail of Conference Committee Changes

	<u>Adds Funding for Salary and Benefit Increases¹</u>	<u>Removes Salary Funding for Funding Pool²</u>	<u>Total Conference Committee Changes</u>
Salaries and wages	\$78,185	(\$328,837)	(\$250,652)
Operating expenses			
Capital assets			
Total all funds	\$78,185	(\$328,837)	(\$250,652)
Less estimated income	2,329	(14,859)	(12,530)
General fund	\$75,856	(\$313,978)	(\$238,122)
FTE	0.00	0.00	0.00

¹ Salaries and wages funding is adjusted to provide for 2023-25 biennium salary increases of 6 percent on July 1, 2023, and 4 percent on July 1, 2024, and for adjustments to health insurance premium rates, the same as the House, as follows:

	<u>General Fund</u>	<u>Other Funds</u>	<u>Total</u>
Salary increase	\$81,505	\$2,478	\$83,983
Health insurance adjustment	(5,649)	(149)	(5,798)
Total	\$75,856	\$2,329	\$78,185

The Senate provided salary adjustments of 4 percent on July 1, 2023, and July 1, 2024.

² Funding for new FTE positions and estimated savings from vacant FTE positions is removed as shown below, the same as the House version. These amounts are available to the agency if needed by submitting a request to the Office of Management and Budget for a transfer from the new and vacant FTE funding pool.

	<u>General Fund</u>	<u>Other Funds</u>	<u>Total</u>
New FTE positions	(\$115,294)	\$0	(\$115,294)
Vacant FTE positions	(198,684)	(14,859)	(213,543)
Total	(\$313,978)	(\$14,859)	(\$328,837)

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

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	Base Budget	Senate Version	Conference Committee Changes	Conference Committee Version	House Version	Comparison to House
Salaries and wages	\$4,992,194	\$5,437,860	(\$91,447)	\$5,346,413	\$5,346,413	
Operating expenses	792,671	895,686		895,686	895,686	
Capital assets	39,192	478,192		478,192	478,192	
Total all funds	\$5,824,057	\$6,811,738	(\$91,447)	\$6,720,291	\$6,720,291	\$0
Less estimated income	1,062,178	1,664,423	(3,712)	1,660,711	1,660,711	0
General fund	\$4,761,879	\$5,147,315	(\$87,735)	\$5,059,580	\$5,059,580	\$0
FTE	27.75	27.75	0.00	27.75	27.75	0.00

Department 253 - Vision Services - School for the Blind - Detail of Conference Committee Changes

	Adds Funding for Salary and Benefit Increases ¹	Removes Salary Funding for Funding Pool ²	Total Conference Committee Changes
Salaries and wages	\$40,640	(\$132,087)	(\$91,447)
Operating expenses			
Capital assets			
Total all funds	\$40,640	(\$132,087)	(\$91,447)
Less estimated income	4,053	(7,765)	(3,712)
General fund	\$36,587	(\$124,322)	(\$87,735)
FTE	0.00	0.00	0.00

¹ Salaries and wages funding is adjusted to provide for 2023-25 biennium salary increases of 6 percent on July 1, 2023, and 4 percent on July 1, 2024, and for adjustments to health insurance premium rates, the same as the House, as follows:

	General Fund	Other Funds	Total
Salary increase	\$39,664	\$4,408	\$44,072
Health insurance adjustment	(3,077)	(355)	(3,432)
Total	\$36,587	\$4,053	\$40,640

The Senate provided salary adjustments of 4 percent on July 1, 2023, and July 1, 2024.

² Funding for new FTE positions and estimated savings from vacant FTE positions is removed as shown below, the same as the House version. These amounts are available to the agency if needed by submitting a request to the Office of Management and Budget for a transfer from the new and vacant FTE funding pool.

	General Fund	Other Funds	Total
New FTE positions	\$0	\$0	\$0
Vacant FTE positions	(124,322)	(7,765)	(132,087)
Total	(\$124,322)	(\$7,765)	(\$132,087)

Insert LC: 23.0267.02008
 Senate Carrier: Schaible
 House Carrier: Richter

REPORT OF CONFERENCE COMMITTEE

SB 2013, as engrossed: Your conference committee (Sens. Schaible, Sorvaag, Meyer and Reps. Richter, Sanford, Nathe) recommends that the **HOUSE RECEDE** from the House amendments as printed on SJ pages 1789-1811, adopt amendments as follows, and place SB 2013 on the Seventh order:

That the House recede from its amendments as printed on pages 1789-1811 of the Senate Journal and pages 2058-2079 of the House Journal and that Engrossed Senate Bill No. 2013 be amended as follows:

Page 1, line 3, after "15.1-02-02" insert ", 15.1-27-04.1, 15.1-32-01, 15.1-32-14, 15.1-32-18,"

Page 1, line 4, after "instruction" insert ", baseline funding, high-cost students,"

Page 1, line 5, remove "and"

Page 1, line 6, after "exemption" insert "; to provide an effective date; and to declare an emergency"

Page 1, remove lines 19 through 24

Page 2, replace lines 1 through 9 with:

"Salaries and wages	\$17,854,747	\$965,839	\$18,820,586
Operating expenses	33,098,149	(304,829)	32,793,320
Integrated formula payments	2,131,825,000	164,849,851	2,296,674,851
Grants - special education	27,000,000	(3,000,000)	24,000,000
Grants - transportation	58,100,000	0	58,100,000
Grants - other grants	312,738,893	70,000,000	382,738,893
Grants - program grants	0	13,550,000	13,550,000
Grants - passthrough grants	0	8,569,000	8,569,000
Grants - program and passthrough	10,387,064	(10,387,064)	0
PowerSchool	5,250,000	525,000	5,775,000
National board certification	176,290	0	176,290
Total all funds	\$2,596,430,143	\$244,767,797	\$2,841,197,940
Less estimated income	<u>938,233,270</u>	<u>187,349,226</u>	<u>1,125,582,496</u>
Total general fund	\$1,658,196,873	\$57,418,571	\$1,715,615,444
Full-time equivalent positions	86.25	0.00	86.25
Subdivision 2.			

CENTER FOR DISTANCE EDUCATION

	<u>Base Level</u>	<u>Adjustments or Enhancements</u>	<u>Appropriation</u>
Center for distance education	\$0	\$11,347,980	\$11,347,980
Total all funds	\$0	\$11,347,980	\$11,347,980
Less estimated income	0	<u>4,550,000</u>	<u>4,550,000</u>
Total general fund	\$0	\$6,797,980	\$6,797,980
Full-time equivalent positions	0.00	30.80	30.80"

Page 2, line 10, replace "2" with "3"

Page 2, replace lines 14 through 19 with:

"Salaries and wages	\$4,139,907	\$295,408	\$4,435,315
Operating expenses	1,822,703	752,595	2,575,298
Grants	<u>2,233,528</u>	<u>50,000</u>	<u>2,283,528</u>
Total all funds	\$8,196,138	\$1,098,003	\$9,294,141

Insert LC: 23.0267.02008
 Senate Carrier: Schaible
 House Carrier: Richter

Less estimated income	<u>2,364,417</u>	<u>107,626</u>	<u>2,472,043</u>
Total general fund	\$5,831,721	\$990,377	\$6,822,098"

Page 2, line 21, replace "3" with "4"

Page 2, replace lines 25 through 30 with:

"Salaries and wages	\$8,332,820	\$604,780	\$8,937,600
Operating expenses	1,705,586	120,171	1,825,757
Capital assets	<u>158,678</u>	<u>843,500</u>	<u>1,002,178</u>
Total all funds	\$10,197,084	\$1,568,451	\$11,765,535
Less estimated income	<u>2,790,528</u>	<u>875,163</u>	<u>3,665,691</u>
Total general fund	\$7,406,556	\$693,288	\$8,099,844"

Page 3, line 1, replace "4" with "5"

Page 3, replace lines 5 through 10 with:

"Salaries and wages	\$4,992,194	\$354,219	\$5,346,413
Operating expenses	792,671	103,015	895,686
Capital assets	<u>39,192</u>	<u>439,000</u>	<u>478,192</u>
Total all funds	\$5,824,057	\$896,234	\$6,720,291
Less estimated income	<u>1,062,178</u>	<u>598,533</u>	<u>1,660,711</u>
Total general fund	\$4,761,879	\$297,701	\$5,059,580"

Page 3, line 12, replace "5" with "6"

Page 3, replace lines 16 through 18 with:

"Grand total general fund	\$1,676,197,029	\$66,197,917	\$1,742,394,946
Grand total special funds	<u>944,450,393</u>	<u>193,480,548</u>	<u>1,137,930,941</u>
Grand total all funds	\$2,620,647,422	\$259,678,465	\$2,880,325,887"

Page 3, remove lines 24 through 31

Page 4, replace lines 1 through 14 with:

"Department of public instruction			
Science experiments grants	\$13,500,000		\$5,500,000
Regional education association grants	250,000		70,000
State automated reporting system maintenance	200,000		0
Children's science center	5,900,000		0
State automated reporting system and statewide longitudinal data system upgrades	10,100,000		0
Elementary and secondary school emergency education relief	305,266,879		0
Emergency education relief homeless children and youth program	1,999,661		0
Assistance to nonpublic schools	4,151,371		0
Individuals with Disabilities Education Act grant	8,632,569		0
School board training grants	0		1,500,000
Statewide reading tool	0		1,600,000
Statewide teacher retention program	<u>0</u>		<u>2,300,000</u>
Total department of public instruction - all funds	\$350,000,480		\$10,970,000
Total department of public instruction - estimated income	<u>349,800,480</u>		<u>10,900,000</u>
Total department of public instruction - general fund"	\$200,000		\$70,000

Page 5, replace lines 18 through 20 with:

"Grand total - all funds	\$353,300,706	\$12,731,671
Grand total - estimated income	<u>353,100,706</u>	<u>12,238,586</u>
Grand total - general fund	\$200,000	\$493,085"

Page 6, line 3, replace "\$143,454,500" with "\$157,000,000"

Page 6, after line 3, insert:

"SECTION 5. ESTIMATED INCOME - STRATEGIC INVESTMENT AND IMPROVEMENTS FUND. The estimated income line item in subdivision 1 of section 1 of this Act includes the sum of \$19,493,086 from the strategic investment and improvements fund for integrated formula payments and certain passthrough grants."

Page 6, after line 30, insert:

"SECTION 9. REGIONAL EDUCATION ASSOCIATION MERGER GRANTS - ONE-TIME FUNDING - DISTRIBUTION. The grants - program grants line item included in subdivision 1 of section 1 of this Act includes \$70,000 from the general fund for the purpose of providing a one-time \$35,000 grant to each regional education association that merges with another regional education association to form a single entity with a single governing board during the biennium beginning July 1, 2023, and ending June 30, 2025."

Page 7, remove lines 8 through 20

Page 7, line 26, after "compensation" insert "and benefits"

Page 8, line 12, replace "\$16,009,764" with "\$16,549,000"

Page 8, after line 26, insert:

"SECTION 15. EXEMPTION - UNEXPENDED STATE AUTOMATED REPORTING SYSTEM AND STATEWIDE LONGITUDINAL DATA SYSTEM UPGRADE APPROPRIATION - TRANSFER. The sum of \$10,000,000 of special funds from the public instruction fund in the state treasury, derived from reimbursements withheld from school districts' integrated formula payments for the purpose of information technology project upgrades to the state automated reporting system and the statewide longitudinal data system, appropriated to the department of public instruction in section 17 of chapter 549 of the 2021 Special Session Session Laws, is not subject to the provisions of section 54-44.1-11 and any unexpended funds from this one-time appropriation may be continued and are available for information technology project upgrades to the state automated reporting system and the statewide longitudinal data system during the biennium beginning July 1, 2023, and ending June 30, 2025. The department of public instruction shall transfer any funds continued in excess of \$5,000,000 to the information technology department for statewide longitudinal data system upgrades."

Page 8, line 27, replace "2" with "3"

Page 9, line 3, replace "thirty-five thousand five hundred thirty-six" with "thirty-eight thousand one hundred forty-two"

Page 9, line 4, remove "forty thousand"

Page 9, line 5, replace "nine hundred fifty-seven" with "forty-three thousand six hundred sixty-eight"

Page 9, after line 5, insert:

"SECTION 18. 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. (Effective through June 30, 2025)

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 2018-19 school year;
 - b. An amount equal to the property tax deducted by the superintendent of public instruction to determine the 2018-19 state aid payment;
 - c. An amount equal to seventy-five percent of the revenue received by the school district during the 2017-18 school year for the following revenue types:
 - (1) Revenue 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) 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 reporting manual, as developed by the superintendent of public instruction in accordance with section 15.1-02-08;
 - (3) Tuition 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, tuition received for the provision of an adult farm management program, and beginning in the 2021-22 school year, seventeen percent of tuition received under an agreement to educate students from a school district on an air force base with funding received through federal impact aid, and an additional seventeen percent of tuition received under an agreement to educate students from a school district on an air force base with funding received through federal impact aid each school year thereafter, until the 2024-25 school year when sixty-eight percent of tuition received under an agreement to educate students from a school district on an air force base with funding received through federal impact aid must be excluded from the tuition calculation under this paragraph;
 - (4) Revenue from payments in lieu of taxes on the distribution and transmission of electric power;
 - (5) Revenue from payments in lieu of taxes on electricity generated from sources other than coal; and

- (6) Revenue 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);
 - d. An amount equal to the total revenue received by the school district during the 2017-18 school year for the following revenue types:
 - (1) Mobile home tax revenue;
 - (2) Telecommunications tax revenue; and
 - (3) Revenue from payments in lieu of taxes and state reimbursement of the homestead credit and disabled veterans credit; and
 - e. Beginning with the 2020-21 school year, the superintendent shall reduce the baseline funding for any school district that becomes an elementary district pursuant to section 15.1-07-27 after the 2012-13 school year. The reduction must be proportional to the number of weighted student units in the grades that are offered through another school district relative to the total number of weighted student units the school district offered in the year before the school district became an elementary district. The reduced baseline funding applies to the calculation of state aid for the first school year in which the school district becomes an elementary district and for each year thereafter. For districts that become an elementary district prior to the 2020-21 school year, the superintendent shall use the reduced baseline funding to calculate state aid for the 2020-21 school year and for each year thereafter.
2. a. The superintendent shall divide the district's baseline funding determined in subsection 1 by the district's 2017-18 weighted student units to determine the district's baseline funding per weighted student unit.
 - b. For any school district that becomes an elementary district pursuant to section 15.1-07-27 after the 2017-18 school year, the superintendent shall adjust the district's baseline funding per weighted student unit used to calculate state aid. The superintendent shall divide the district's baseline funding determined in subsection 1 by the district's weighted student units after the school district becomes an elementary district to determine the district's adjusted baseline funding per weighted student unit. The superintendent shall use the district's adjusted baseline funding per weighted student unit in the calculation of state aid for the first school year in which the school district becomes an elementary district and for each year thereafter.
 - c. Beginning with the 2021-22 school year and for each school year thereafter, the superintendent shall reduce the district's baseline funding per weighted student unit. Each year the superintendent shall calculate the amount by which the district's baseline funding per weighted student unit exceeds the payment per weighted student unit provided in subsection 3. The superintendent shall reduce the district's baseline funding per weighted student unit by fifteen percent of the amount by which the district's baseline funding per weighted student unit exceeds the payment per weighted student unit for the 2021-22 school year. For each year thereafter, the reduction percentage is increased by an additional fifteen percent.

However, the district's baseline funding per weighted student unit, after the reduction, may not be less than the payment per weighted student unit provided in subsection 3.

3. a. For the 2021-22 school year, the superintendent shall calculate state aid as the greater of:
 - (1) The district's weighted student units multiplied by ten thousand one hundred thirty-six dollars;
 - (2) One hundred two percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's weighted student units, not to exceed the district's 2017-18 baseline weighted student units, plus any weighted student units in excess of the 2017-18 baseline weighted student units multiplied by ten thousand one hundred thirty-six dollars; or
 - (3) The district's baseline funding as established in subsection 1 less the amount in paragraph 1, with the difference reduced by fifteen percent and then the difference added to the amount determined in paragraph 1.
- b. For the 2022-23 school year and each school year thereafter, the superintendent shall calculate state aid as the greater of:
 - (1) The district's weighted student units multiplied by ten thousand two hundred thirty-seven dollars;
 - (2) One hundred two percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's weighted student units, not to exceed the district's 2017-18 baseline weighted student units, plus any weighted student units in excess of the 2017-18 baseline weighted student units multiplied by ten thousand two hundred thirty-seven dollars; or
 - (3) The district's baseline funding as established in subsection 1 less the amount in paragraph 1, with the difference reduced by thirty percent for the 2022-23 school year and the reduction percentage increasing by fifteen percent each school year thereafter until the difference is reduced to zero, and then the difference added to the amount determined in paragraph 1.
- c. The superintendent also shall adjust state aid determined in this subsection to ensure the amount does not exceed the transition maximum as follows:
 - (1) For the 2021-22 school year, the transition maximum rate is one hundred ten 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.
 - (2) For the 2022-23 school year, the transition maximum rate is one hundred ten 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.

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House Carrier: Richter

- (3) For the 2023-24 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus twenty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.
 - (4) For the 2024-25 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus forty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.
 - (5) For the 2025-26 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus sixty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.
 - (6) For the 2026-27 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus eighty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.
4. 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 subdivision may not exceed the previous year's amount in dollars subtracted for purposes of this subdivision by more than twelve percent, adjusted pursuant to section 15.1-27-04.3; and
 - b. Subtract an amount equal to seventy-five percent of all revenue types listed in subdivisions c and d of subsection 1. Before determining the deduction for seventy-five percent of all revenue

types, the superintendent of public instruction shall adjust revenues as follows:

- (1) Tuition revenue shall be adjusted as follows:
 - (a) In addition to deducting tuition revenue received specifically for the operation of an educational program provided at a residential treatment facility, tuition revenue received for the provision of an adult farm management program, tuition received for the education of high-cost and special education students, and tuition received under an agreement to educate students from a school district on an air force base with funding received through federal impact aid as directed each school year in paragraph 3 of subdivision c of subsection 1, the superintendent of public instruction also shall reduce the total tuition reported by the school district by the amount of tuition revenue received for the education of students not residing in the state and for which the state has not entered a cross-border education contract; and
 - (b) The superintendent of public instruction also shall reduce the total tuition reported by admitting school districts meeting the requirements of subdivision e of subsection 2 of section 15.1-29-12 by the amount of tuition revenue received for the education of students residing in an adjacent school district.
- (2) After adjusting tuition revenue as provided in paragraph 1, the superintendent shall reduce all remaining revenues from all revenue types by the percentage of mills levied in 2020 by the school district for sinking and interest relative to the total mills levied in 2020 by the school district for all purposes.
5. 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.
6. On or before June thirtieth of each year, the school board shall certify to the superintendent of public instruction the final average daily membership for the current school year.
7. For purposes of the calculation in subsection 4, each county auditor, in collaboration with the school districts, shall report the following to the superintendent of public instruction on an annual basis:
 - a. The amount of revenue received by each school district in the county during the previous school year for each type of revenue identified in subdivisions c and d of subsection 1;
 - b. The total number of mills levied in the previous calendar year by each school district for all purposes; and
 - c. The number of mills levied in the previous calendar year by each school district for sinking and interest fund purposes.

Baseline funding - Establishment - Determination of state aid. (Effective after June 30, 2025)

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 2018-19 school year;
 - b. An amount equal to the property tax deducted by the superintendent of public instruction to determine the 2018-19 state aid payment;
 - c. An amount equal to seventy-five percent of the revenue received by the school district during the 2017-18 school year for the following revenue types:
 - (1) Revenue 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) 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 reporting manual, as developed by the superintendent of public instruction in accordance with section 15.1-02-08;
 - (3) Tuition 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, tuition received for the provision of an adult farm management program, and beginning in the 2025-26 school year, eighty-five percent of tuition received under an agreement to educate students from a school district on an air force base with funding received through federal impact aid, until the 2026-27 school year, and each school year thereafter, when all tuition received under an agreement to educate students from a school district on an air force base with funding received through federal impact aid must be excluded from the tuition calculation under this paragraph;
 - (4) Revenue from payments in lieu of taxes on the distribution and transmission of electric power;
 - (5) Revenue from payments in lieu of taxes on electricity generated from sources other than coal; and
 - (6) Revenue 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); and
 - d. An amount equal to the total revenue received by the school district during the 2017-18 school year for the following revenue types:
 - (1) Mobile home tax revenue;
 - (2) Telecommunications tax revenue; and

- (3) Revenue from payments in lieu of taxes and state reimbursement of the homestead credit and disabled veterans credit.
- e. Beginning with the 2020-21 school year, the superintendent shall reduce the baseline funding for any school district that becomes an elementary district pursuant to section 15.1-07-27 after the 2012-13 school year. The reduction must be proportional to the number of weighted student units in the grades that are offered through another school district relative to the total number of weighted student units the school district offered in the year before the school district became an elementary district. The reduced baseline funding applies to the calculation of state aid for the first school year in which the school district becomes an elementary district and for each year thereafter. For districts that become an elementary district prior to the 2020-21 school year, the superintendent shall use the reduced baseline funding to calculate state aid for the 2020-21 school year and for each year thereafter.
2. a. The superintendent shall divide the district's baseline funding determined in subsection 1 by the district's 2017-18 weighted student units to determine the district's baseline funding per weighted student unit.
- b. For any school district that becomes an elementary district pursuant to section 15.1-07-27 after the 2017-18 school year, the superintendent shall adjust the district's baseline funding per weighted student unit used to calculate state aid. The superintendent shall divide the district's baseline funding determined in subsection 1 by the district's weighted student units after the school district becomes an elementary district to determine the district's adjusted baseline funding per weighted student unit. The superintendent shall use the district's adjusted baseline funding per weighted student unit in the calculation of state aid for the first school year in which the school district becomes an elementary district and for each year thereafter.
- c. Beginning with the 2021-22 school year and for each school year thereafter, the superintendent shall reduce the district's baseline funding per weighted student unit. Each year the superintendent shall calculate the amount by which the district's baseline funding per weighted student unit exceeds the payment per weighted student unit provided in subsection 3. The superintendent shall reduce the district's baseline funding per weighted student unit by fifteen percent of the amount by which the district's baseline funding per weighted student unit exceeds the payment per weighted student unit for the 2021-22 school year. For each year thereafter, the reduction percentage is increased by an additional fifteen percent. However, the district's baseline funding per weighted student unit, after the reduction, may not be less than the payment per weighted student unit provided in subsection 3.
3. a. For the 2021-22 school year, the superintendent shall calculate state aid as the greater of:
 - (1) The district's weighted student units multiplied by ten thousand one hundred thirty-six dollars;

- (2) One hundred two percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's weighted student units, not to exceed the district's 2017-18 baseline weighted student units, plus any weighted student units in excess of the 2017-18 baseline weighted student units multiplied by ten thousand one hundred thirty-six dollars; or
 - (3) The district's baseline funding as established in subsection 1 less the amount in paragraph 1, with the difference reduced by fifteen percent and then the difference added to the amount determined in paragraph 1.
- b. For the 2022-23 school year and each school year thereafter, the superintendent shall calculate state aid as the greater of:
- (1) The district's weighted student units multiplied by ten thousand two hundred thirty-seven dollars;
 - (2) One hundred two percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's weighted student units, not to exceed the district's 2017-18 baseline weighted student units, plus any weighted student units in excess of the 2017-18 baseline weighted student units multiplied by ten thousand two hundred thirty-seven dollars; or
 - (3) The district's baseline funding as established in subsection 1 less the amount in paragraph 1, with the difference reduced by thirty percent for the 2022-23 school year and the reduction percentage increasing by fifteen percent each school year thereafter until the difference is reduced to zero, and then the difference added to the amount determined in paragraph 1.
- c. The superintendent also shall adjust state aid determined in this subsection to ensure the amount does not exceed the transition maximum as follows:
- (1) For the 2021-22 school year, the transition maximum rate is one hundred ten 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.
 - (2) For the 2022-23 school year, the transition maximum rate is one hundred ten 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.
 - (3) For the 2023-24 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus twenty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this

subsection, by the district's weighted student units from the previous school year.

- (4) For the 2024-25 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus forty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.
 - (5) For the 2025-26 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus sixty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.
 - (6) For the 2026-27 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus eighty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.
4. 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; and
 - b. Subtract an amount equal to seventy-five percent of all revenue types listed in subdivisions c and d of subsection 1. Before determining the deduction for seventy-five percent of all revenue types, the superintendent of public instruction shall adjust revenues as follows:
 - (1) Tuition revenue shall be adjusted as follows:
 - (a) In addition to deducting tuition revenue received specifically for the operation of an educational program provided at a residential treatment facility, tuition revenue received for the provision of an adult farm management program, tuition received for the education of high-cost and special education students, and tuition received under an agreement to educate students from a school district on an air force base with funding received through

federal impact aid as directed each school year in paragraph 3 of subdivision c of subsection 1, the superintendent of public instruction also shall reduce the total tuition reported by the school district by the amount of tuition revenue received for the education of students not residing in the state and for which the state has not entered a cross-border education contract; and

- (b) The superintendent of public instruction also shall reduce the total tuition reported by admitting school districts meeting the requirements of subdivision e of subsection 2 of section 15.1-29-12 by the amount of tuition revenue received for the education of students residing in an adjacent school district.
- (2) After adjusting tuition revenue as provided in paragraph 1, the superintendent shall reduce all remaining revenues from all revenue types by the percentage of mills levied in 2020 by the school district for sinking and interest relative to the total mills levied in 2020 by the school district for all purposes.
- 5. 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.
- 6. On or before June thirtieth of each year, the school board shall certify to the superintendent of public instruction the final average daily membership for the current school year.
- 7. For purposes of the calculation in subsection 4, each county auditor, in collaboration with the school districts, shall report the following to the superintendent of public instruction on an annual basis:
 - a. The amount of revenue received by each school district in the county during the previous school year for each type of revenue identified in subdivisions c and d of subsection 1;
 - b. The total number of mills levied in the previous calendar year by each school district for all purposes; and
 - c. The number of mills levied in the previous calendar year by each school district for sinking and interest fund purposes.

SECTION 19. AMENDMENT. Section 15.1-32-01 of the North Dakota Century Code is amended and reenacted as follows:

15.1-32-01. Definitions.

As used in this chapter:

- 1. "Major life activities" include learning, walking, talking, breathing, and caring for oneself.
- 2. "Related services" means transportation and developmental and corrective or supportive services required to assist a student with disabilities to benefit from special education.
- ~~2.3.~~ "Special education" means instruction designed to meet the needs of a student with disabilities, transportation, and corrective and supporting

services required to assist a student with disabilities in taking advantage of, or responding to, educational programs and opportunities.

- ~~3-4.~~ "Student who is gifted" means an individual who is identified by qualified professionals as being capable of high performance and who needs educational programs and services beyond those normally provided in a regular education program.
- ~~4-5.~~ a. "Student with a disability" means an individual who is at least three years of age but who has not reached the age of twenty-one before August first of the year in which the individual turns twenty-one and who requires special education and related services because of:
- (1) An intellectual disability;
 - (2) A hearing impairment, including deafness;
 - (3) Deaf-blindness;
 - (4) A speech or language impairment;
 - (5) A visual impairment, including blindness;
 - (6) An emotional disturbance;
 - (7) An orthopedic impairment;
 - (8) Autism;
 - (9) A traumatic brain injury;
 - (10) Other health impairment; or
 - (11) A specific learning disability.
- b. "Student with a disability" includes a student age eighteen through twenty-one who is incarcerated in an adult correctional facility and who, in the last educational placement prior to incarceration, was identified as being a student with a disability and did not have an individualized education program or was identified as being a student with a disability and had an individualized education program.
6. "Student with a significant medical condition" means a student with a physical or mental impairment, whether permanent or temporary, which substantially limits one or more major life activities and who is not entitled to special education and related services.

SECTION 20. AMENDMENT. Section 15.1-32-14 of the North Dakota Century Code is amended and reenacted as follows:

15.1-32-14. Special education students -- Contracts for placementHigh-cost students.

1. If in the opinion of an individualized education program team or a services plan team a student with a disability or a student with a significant medical condition is unable to attend a public school in ~~the special education unit to which~~ the student's school district of residence belongs, the student's school district of residence shall ~~contract~~release

the student at the time deemed necessary to begin attendance with another public school that:

- a. ~~Does not belong to the same special education unit;~~
 - b. ~~Is located in this state;~~
 - e.b. Is willing to admit the student; and
 - d.c. Is able to provide appropriate services to the student.
2. ~~The superintendent of public instruction shall approve in advance the terms of the contract and the services to be provided by the admitting school.~~
 3. The contract must provide that the student's school district of residence is liable for the cost of educating the student.
 - 4.3. Upon being notified by the district in which the student receives services that the student's school district of residence has not paid for services that were provided to the student, the superintendent of public instruction, after verification, shall withhold all state aid payments to which the student's school district of residence is entitled, until the required payments have been made.

SECTION 21. AMENDMENT. Section 15.1-32-18 of the North Dakota Century Code is amended and reenacted as follows:

15.1-32-18. Cost - Liability of school district for special education and other high-cost services.

1. Each year the superintendent of public instruction shall identify the approximately one percent of ~~special education~~ students with a disability and students with a significant medical condition statewide who are not eligible for cost reimbursement under section 15.1-29-14 and who require the greatest school district expenditures ~~in order to provide them with education and services, including~~ special education and related services. This percentage represents the number of students that would qualify for excess cost reimbursement beyond the multiplier that is established in subsection 3.
2. The excess costs of providing ~~special education and related services~~ to these students are the responsibility of the state and the superintendent of public instruction shall reimburse the school districts for any excess costs incurred in the provision of ~~special education and related~~the services to the identified students.
3. "Excess costs" are those that exceed four times the state average cost of education per student and which are incurred by the ~~special education~~ students identified in subsection 1.
4. All costs of providing ~~special education and related services~~ to those students identified in subsection 1, other than excess costs reimbursed by the state, are the responsibility of the student's school district of residence.
5. In addition to any other reimbursements provided under this section, if a school district expends more than two percent of its annual budget for the provision of ~~special education and related services~~ to one student with a

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disability or significant medical condition, the district shall notify the superintendent of public instruction. Upon verification, the superintendent shall reimburse the district for the difference between:

- a. Two percent of the district's annual budget; and
- b. The lesser of:
 - (1) The amount actually expended by the district for the provision of special education and related services to that student; or
 - (2) The amount representing four times the state average cost of education per student."

Page 10, after line 3, insert:

"SECTION 23. EFFECTIVE DATE. Senate Bill No. 2269, as approved by the sixty-eighth legislative assembly, becomes effective July 1, 2023. Sections 3, 4, and 7 of Senate Bill No. 2050, as approved by the sixty-eighth legislative assembly, become effective May 15, 2023.

SECTION 24. EMERGENCY. Sections 3, 4, and 7 of Senate Bill No. 2050 and Senate Bill No. 2269, as approved by the sixty-eighth legislative assembly, are declared to be an emergency measure."

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	\$2,596,430,143	\$2,991,058,326	(\$149,860,386)	\$2,841,197,940	\$3,029,248,074	(\$188,050,134)
Less estimated income	938,233,270	1,092,638,081	32,944,415	1,125,582,496	1,118,669,746	6,912,750
General fund	\$1,658,196,873	\$1,898,420,245	(\$182,804,801)	\$1,715,615,444	\$1,910,578,328	(\$194,962,884)
FTE	86.25	86.25	0.00	86.25	86.25	0.00
Center for Distance Education						
Total all funds	\$0	\$0	\$11,347,980	\$11,347,980	\$11,183,325	\$164,655
Less estimated income	0	0	4,550,000	4,550,000	4,550,000	0
General fund	\$0	\$0	\$6,797,980	\$6,797,980	\$6,633,325	\$164,655
FTE	0.00	0.00	30.80	30.80	30.80	0.00
State Library						
Total all funds	\$8,196,138	\$9,007,514	\$286,627	\$9,294,141	\$9,294,141	\$0
Less estimated income	2,364,417	2,143,007	329,036	2,472,043	2,472,043	0
General fund	\$5,831,721	\$6,864,507	(\$42,409)	\$6,822,098	\$6,822,098	\$0
FTE	26.75	26.75	0.00	26.75	26.75	0.00
School for the Deaf						
Total all funds	\$10,197,084	\$12,016,187	(\$250,652)	\$11,765,535	\$11,765,535	\$0
Less estimated income	2,790,528	3,678,221	(12,530)	3,665,691	3,665,691	0
General fund	\$7,406,556	\$8,337,966	(\$238,122)	\$8,099,844	\$8,099,844	\$0
FTE	44.61	45.36	0.00	45.36	45.36	0.00
Vision Services - School for the Blind						
Total all funds	\$5,824,057	\$6,811,738	(\$91,447)	\$6,720,291	\$6,720,291	\$0
Less estimated income	1,062,178	1,664,423	(3,712)	1,660,711	1,660,711	0
General fund	\$4,761,879	\$5,147,315	(\$87,735)	\$5,059,580	\$5,059,580	\$0

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FTE	27.75	27.75	0.00	27.75	27.75	0.00
Bill total						
Total all funds	\$2,620,647,422	\$3,018,893,765	(\$138,567,878)	\$2,880,325,887	\$3,068,211,366	(\$187,885,479)
Less estimated income	944,450,393	1,100,123,732	37,807,209	1,137,930,941	1,131,018,191	6,912,750
General fund	\$1,676,197,029	\$1,918,770,033	(\$176,375,087)	\$1,742,394,946	\$1,937,193,175	(\$194,798,229)
FTE	185.36	186.11	30.80	216.91	216.91	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	\$17,854,747	\$19,313,859	(\$493,273)	\$18,820,586	\$18,557,316	\$263,270
Operating expenses	33,098,149	33,293,320	(500,000)	32,793,320	32,793,320	
Integrated formula payments	2,131,825,000	2,448,651,200	(151,976,349)	2,296,674,851	2,471,568,255	(174,893,404)
Grants - Special education contracts	27,000,000	27,000,000	(3,000,000)	24,000,000	27,000,000	(3,000,000)
Grants - Transportation	58,100,000	58,100,000		58,100,000	58,100,000	
Grants - Other grants	312,738,893	382,738,893		382,738,893	382,738,893	
Grants - Program and passthrough	10,387,064					
Grants - Program grants		13,780,000	(230,000)	13,550,000	15,550,000	(2,000,000)
Grants - Passthrough grants		2,229,764	6,339,236	8,569,000	16,989,000	(8,420,000)
PowerSchool	5,250,000	5,775,000		5,775,000	5,775,000	
National board certification	176,290	176,290		176,290	176,290	
Total all funds	\$2,596,430,143	\$2,991,058,326	(\$149,860,386)	\$2,841,197,940	\$3,029,248,074	(\$188,050,134)
Less estimated income	938,233,270	1,092,638,081	32,944,415	1,125,582,496	1,118,669,746	6,912,750
General fund	\$1,658,196,873	\$1,898,420,245	(\$182,804,801)	\$1,715,615,444	\$1,910,578,328	(\$194,962,884)
FTE	86.25	86.25	0.00	86.25	86.25	0.00

Department 201 - Department of Public Instruction - Detail of Conference Committee Changes

	Adds Funding for Salary and Benefit Increases ¹	Removes Salary Funding for Funding Pool ²	Decreases Funding for Information Technology ³	Adjusts Funding for Integrated Formula Payments ⁴	Adjusts the Funding Source of Integrated Formula Payments ⁵	Decreases Funding for Special Education Contract Grants ⁶
Salaries and wages	\$296,542	(\$789,815)				
Operating expenses			(\$500,000)			
Integrated formula payments				(\$151,976,349)		
Grants - Special education contracts						(\$3,000,000)
Grants - Transportation						
Grants - Other grants						
Grants - Program and passthrough						
Grants - Program grants						
Grants - Passthrough grants						
PowerSchool						
National board certification						
Total all funds	\$296,542	(\$789,815)	(\$500,000)	(\$151,976,349)	\$0	(\$3,000,000)
Less estimated income	185,588	(493,995)	(325,000)	0	27,538,586	0
General fund	\$110,954	(\$295,820)	(\$175,000)	(\$151,976,349)	(\$27,538,586)	(\$3,000,000)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

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	Increases Funding for Adult Education ⁷	Removes Funding for Free Breakfast Program ⁸	Increases Funding for Teacher Mentoring ⁹	Adds Funding for Passthrough Grants ¹⁰	Decreases One-Time Funding for School Board Training ¹¹	Removes One-Time Funding for Cybersecurity Training ¹²
Salaries and wages						
Operating expenses						
Integrated formula payments						
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants						
Grants - Program and passthrough						
Grants - Program grants	\$500,000	(\$200,000)			(\$500,000)	(\$1,000,000)
Grants - Passthrough grants			\$374,236	\$465,000		
PowerSchool						
National board certification						
Total all funds	\$500,000	(\$200,000)	\$374,236	\$465,000	(\$500,000)	(\$1,000,000)
Less estimated income	500,000	(200,000)	374,236	465,000	(500,000)	(1,000,000)
General fund	\$0	\$0	\$0	\$0	\$0	\$0
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Removes One-Time Funding for a Grow-Your-Own Teacher Program ¹³	Adds One-Time Funding for Regional Education Association Merger Incentive Grants ¹⁴	Adds One-Time Funding for a Statewide Reading Tool ¹⁵	Adds One-Time Funding for a Teacher Retention Program ¹⁶	Adds One-Time Funding for Passthrough Grants ¹⁷	Total Conference Committee Changes
Salaries and wages						(\$493,273)
Operating expenses						(500,000)
Integrated formula payments						(151,976,349)
Grants - Special education contracts						(3,000,000)
Grants - Transportation						
Grants - Other grants						
Grants - Program and passthrough						
Grants - Program grants	(\$3,000,000)	\$70,000	\$1,600,000	\$2,300,000		(230,000)
Grants - Passthrough grants					\$5,500,000	6,339,236
PowerSchool						
National board certification						
Total all funds	(\$3,000,000)	\$70,000	\$1,600,000	\$2,300,000	\$5,500,000	(\$149,860,386)
Less estimated income	(3,000,000)	0	1,600,000	2,300,000	5,500,000	32,944,415
General fund	\$0	\$70,000	\$0	\$0	\$0	(\$182,804,801)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

¹ Salaries and wages funding is adjusted to provide for 2023-25 biennium salary increases of 6 percent on July 1, 2023, and 4 percent on July 1, 2024, and for adjustments to health insurance premium rates for the Department of Public Instruction, the same as the House, as follows:

	General Fund	Other Funds	Total
Salary increase	\$114,670	\$191,386	\$306,056
Health insurance adjustment	(3,716)	(5,798)	(9,514)
Total	\$110,954	\$185,588	\$296,542

The Senate provided salary adjustments of 4 percent on July 1, 2023, and July 1, 2024.

² Funding for new FTE positions and estimated savings from vacant FTE positions is removed as shown below, the same as the House version. These amounts are available to the agency if needed by submitting a request to the Office of Management and Budget for a transfer from the new and vacant FTE funding pool.

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	General Fund	Other Funds	Total
New FTE positions	(\$0)	(\$0)	(\$0)
Vacant FTE positions	(295,820)	(493,995)	(789,815)
Total	(\$295,820)	(\$493,995)	(\$789,815)

³ Funding for information technology charges based on total agency appropriation is decreased. Charges assessed by the Information Technology Department based on agency funding must not include funding provided to the Department of Public Instruction for integrated formula payments, transportation grants, and special education contract grants. The House decreased funding for information technology charges by \$500,000 from the general fund. The Senate did not include this reduction.

⁴ Funding for integrated formula payments is adjusted as follows:

	General Fund
Adjusts savings related to cost to continue integrated formula payments for a total of \$46,367,895 in savings, the same as the House version.	(\$11,038,751)
Senate Bill No. 2066: Removes funding included by the Senate and the House for property tax relief provided through the state school aid formula. Property tax relief is included in House Bill No. 1158 and is not delivered through the state school aid formula.	(203,100,000)
Senate Bill No. 2284: Adjusts the funding to increase the integrated payment rate by 4 percent each year of the biennium. The Senate provided 3 percent increases each year of the biennium and the House increased the integrated payment rate by 3.5 percent in the 1 st year and 3 percent in the 2 nd year of the biennium.	41,382,430
Adjusts the funding to remove transition maximum payment adjustments, the same as the Senate and House versions.	12,020
Adjusts the funding to implement on-time funding based on fall enrollment, the same as the Senate and House versions.	(5,334)
Adds the funding to increase the special education weighting factor from .082 to .088, the same as the House version.	15,660,200
Adjusts the funding to increase the school size weighting factor for school districts operating two plants at least 14 miles apart, the same as the Senate and House versions.	93,086
Senate Bill No. 2013: Adds the funding to exempt tuition for high-cost students from deduction in the state aid formula, the same as the House version.	<u>5,020,000</u>
Increase (Decrease) in integrated formula payments	(\$151,976,349)

⁵ The funding source for integrated formula payments is adjusted to increase funding from the foundation aid stabilization fund by \$13,545,500 to provide a total of \$157,000,000, the same as the House version.

In addition, the Conference Committee provided \$13,993,086 from the strategic investment and improvements fund for increases in state school aid related to school districts size weighting factors (\$8,973,086) and an exemption in the formula for tuition for high-cost students (\$5,020,000). The Senate and the House did not include funding from the strategic investment and improvements fund for integrated formula payments.

⁶ Funding for special education contract grants is reduced to provide a total of \$24 million from the general fund. The Senate and House did not reduce funding for special education contract grants.

⁷ Funding from special funds derived from carryover funds deposited in the department's operating fund is increased for adult education matching grants to provide a total of \$5.5 million, the same as the House version.

⁸ Funding from special funds derived from carryover funds deposited in the department's operating fund for a free breakfast program is removed because qualifying students are included in funding for meals in Senate Bill No. 2284, the same as the House version.

⁹ Funding from special funds derived from carryover funds deposited in the department's operating fund is increased for the teacher mentoring passthrough grant to provide a total of \$2,500,000. The Senate provided \$2,125,764 from special funds resulting from carryover and the House provided \$4,000,000 from carryover.

¹⁰ Funding from special funds derived from carryover funds deposited in the department's operating fund is added for passthrough grants added by the House as follows:

- \$40,000 for national writing projects; and
- \$425,000 for rural art outreach.

The Senate did not include funding for these passthrough grants. The Conference Committee did not include \$20,000 provided by the House for TeenPact.

¹¹ One-time funding from special funds derived from carryover funds deposited in the department's operating fund for program grants related to school board training is reduced to provide a total of \$1.5 million, the same as the House version.

¹² One-time funding from special funds derived from carryover funds deposited in the department's operating fund for program grants related to cybersecurity training is removed, the same as the House version.

¹³ One-time funding from special funds derived from carryover funds deposited in the department's operating fund for the grow-your-own teacher/paraprofessional-to-teacher program is removed, the same as the House version. Funding for the program was approved in Senate Bill No. 2032.

¹⁴ One-time funding is added for regional education association merger incentive grants, the same as the House version.

¹⁵ One-time funding is added from special funds derived from carryover funds deposited in the department's operating fund to make available the Amira reading tool for all students in grades 1 through 3 and for certain students in grades 4 through 12, the same as the House version.

¹⁶ One-time funding is added from special funds derived from carryover funds deposited in the department's operating fund to make a teacher retention program available statewide. The House included \$4.3 million for the teacher retention program. The Senate did not include funding for this program.

¹⁷ One-time funding is added from the strategic investment and improvements fund for passthrough grants to the Grand Forks Science Center (\$5,000,000) and the Fargo Science Center (\$500,000).

The Conference Committee did not include \$3.5 million from the general fund for North Dakota's Gateway to Science or \$2.5 million from the strategic investment and improvements fund for Sleepy Hollow Children's Theatre and Art Park included by the House. The House provided \$5.9 million from the strategic investment and improvements fund for the Grand Forks Science Center.

The Senate did not include funding for these passthrough grants.

In addition this amendment:

- Amends the section related to funding from the foundation aid stabilization fund to provide a total of \$157 million, the same as the House version;
- Adds a section identifying \$19,493,086 of funding from the strategic investment and improvements fund. The House had identified \$8,900,000;
- Adds a section related to the distribution of regional education association merger incentive grants, the same as the House version;
- Removes the section related to the application, distribution, and reporting for passthrough grants, the same as the House version;
- Amends the section related to new money to provide additional funding is for compensation and benefits. The House provided additional funding made available

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to school districts by reducing the local property tax contribution to the state school aid formula is not considered new money;

- Amends the section related to general fund carryover to be deposited in the department's operating fund to provide a total of \$16,549,000;
- Adds a section to allow carryover for the state automated reporting system and statewide longitudinal data system upgrades and provides the amount continued over \$5 million will be transferred to the Information Technology Department, the same as the House;
- Amends the section related to the salary of the Superintendent of Public Instruction to provide salary increases of 6 percent in the 1st year of the biennium and 4 percent in the 2nd year of the biennium, the same as the House;
- Adds a section to amend the state school aid funding formula to exempt tuition received for the education of high-cost and special education students from deduction in the formula, the same as the House;
- Adds three sections to provide for various definitions relating to high-cost students, services to high-cost students, and school district liability related to special education and other high-cost services, the same as the House;
- Adds a section to provide effective dates for Sections 3, 4, and 7 of Senate Bill No. 2050 relating to libraries and for Senate Bill No. 2269 relating to the Center for Distance Education, the same as the House; and
- Adds a section to provide Sections 3, 4, and 7 of Senate Bill No. 2050 relating to libraries and Senate Bill No. 2269 relating to the Center for Distance Education are an emergency measure, the same as the House.

The Conference Committee did not include a section of legislative intent, added by the House, to provide it is the intent of the 68th Legislative Assembly that the 69th Legislative Assembly consider amendments to the state school aid integrated funding formula only in the appropriation bill for the Department of Public Instruction.

Senate Bill No. 2013 - Center for Distance Education - Conference Committee Action

	Base Budget	Senate Version	Conference Committee Changes	Conference Committee Version	House Version	Comparison to House
Center for Distance Education			\$11,347,980	\$11,347,980	\$11,183,325	\$164,655
Total all funds	\$0	\$0	\$11,347,980	\$11,347,980	\$11,183,325	\$164,655
Less estimated income	0	0	4,550,000	4,550,000	4,550,000	0
General fund	\$0	\$0	\$6,797,980	\$6,797,980	\$6,633,325	\$164,655
FTE	0.00	0.00	30.80	30.80	30.80	0.00

Department 204 - Center for Distance Education - Detail of Conference Committee Changes

	Adds Funding to Transfer the Center for Distance Education ¹	Adds Funding for Salary and Benefit Increases ²	Removes Salary Funding for Pool ³	Adds 1 FTE Elementary Teacher Position ⁴	Adds 1 FTE Information Technology Position ⁵	Increases Funding for Center for Distance Education ⁶
Center for Distance Education	\$9,474,354	\$538,281	(\$485,655)	\$165,000	\$156,000	\$1,500,000
Total all funds	\$9,474,354	\$538,281	(\$485,655)	\$165,000	\$156,000	\$1,500,000
Less estimated income	3,050,000	0	0	0	0	1,500,000
General fund	\$6,424,354	\$538,281	(\$485,655)	\$165,000	\$156,000	\$0
FTE	28.80	0.00	0.00	1.00	1.00	0.00

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Center for Distance Education

 Total all funds
 Less estimated income
 General fund

 FTE

Total Conference Committee Changes	
	\$11,347,980
	\$11,347,980
	4,550,000
	\$6,797,980
	30.80

¹ Funding is added to transfer the base budget for the Center for Distance Education to the control of the Department of Public Instruction, including 28.80 FTE positions and the cost to continue 2021-23 salary increases, pursuant to Senate Bill No. 2269, the same as the House version.

² Salaries and wages funding is adjusted to provide for 2023-25 biennium salary increases of 6 percent on July 1, 2023, and 4 percent on July 1, 2024, and for adjustments to health insurance premium rates for the Center for Distance Education, the same as the House, as follows:

	General Fund	Other Funds	Total
Salary increase	\$378,835	\$0	\$378,835
Health insurance increase	159,446	0	159,446
Total	\$538,281	\$0	\$538,281

The Senate provided salary adjustments of 4 percent on July 1, 2023, and July 1, 2024.

³ Funding for new FTE positions and estimated savings from vacant FTE positions is removed as shown below, the same as the House version. These amounts are available to the agency if needed by submitting a request to the Office of Management and Budget for a transfer from the new and vacant FTE funding pool.

	General Fund	Other Funds	Total
New FTE positions	(\$321,000)	\$0	(\$321,000)
Vacant FTE positions	(164,655)	0	(164,655)
Total	(\$485,655)	\$0	(\$485,655)

⁴ One FTE elementary teacher position and related funding for salaries and wages is added for the Center for Distance Education, the same as the House version.

⁵ One FTE information technology position and related funding for salaries and wages is added for the Center for Distance Education, the same as the House version.

⁶ Funding from special funds derived from tuition is added for Center for Distance Education teacher salaries and wages and operating expenses, the same as the House version.

This amendment also adds two sections to provide an effective date for Senate Bill No. 2269, related to the transfer of the Center for Distance Education, and to provide Senate Bill No. 2269 is an emergency measure, the same as the House.

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	\$4,139,907	\$4,485,513	(\$50,198)	\$4,435,315	\$4,435,315	
Operating expenses	1,822,703	2,238,473	336,825	2,575,298	2,575,298	
Grants	2,233,528	2,283,528		2,283,528	2,283,528	
Total all funds	\$8,196,138	\$9,007,514	\$286,627	\$9,294,141	\$9,294,141	\$0
Less estimated income	2,364,417	2,143,007	329,036	2,472,043	2,472,043	0
General fund	\$5,831,721	\$6,864,507	(\$42,409)	\$6,822,098	\$6,822,098	\$0
FTE	26.75	26.75	0.00	26.75	26.75	0.00

Department 250 - State Library - Detail of Conference Committee Changes

	Adds Funding for Salary and Benefit Increases ¹	Removes Salary Funding for Funding Pool ²	Adds Funding for Increased Federal Funds ³	Total Conference Committee Changes
Salaries and wages	\$61,354	(\$111,552)		(\$50,198)
Operating expenses			\$336,825	336,825
Grants				
Total all funds	\$61,354	(\$111,552)	\$336,825	\$286,627
Less estimated income	9,908	(17,697)	336,825	329,036
General fund	\$51,446	(\$93,855)	\$0	(\$42,409)
FTE	0.00	0.00	0.00	0.00

¹ Salaries and wages funding is adjusted to provide for 2023-25 biennium salary increases of 6 percent on July 1, 2023, and 4 percent on July 1, 2024, and for adjustments to health insurance premium rates, the same as the House, as follows:

	General Fund	Other Funds	Total
Salary increase	\$54,286	\$10,263	\$64,549
Health insurance adjustment	(2,840)	(355)	(3,195)
Total	\$51,446	\$9,908	\$61,354

The Senate provided salary adjustments of 4 percent on July 1, 2023, and July 1, 2024.

² Funding for new FTE positions and estimated savings from vacant FTE positions is removed as shown below, the same as the House version. These amounts are available to the agency if needed by submitting a request to the Office of Management and Budget for a transfer from the new and vacant FTE funding pool.

	General Fund	Other Funds	Total
New FTE positions	\$0	\$0	\$0
Vacant FTE positions	(93,855)	(17,697)	(111,552)
Total	(\$93,855)	(\$17,697)	(\$111,552)

³ Funding for operating expenses is added for anticipated increases in federal funds, the same as the House version.

This amendment also adds a section to provide an effective date for Sections 3, 4, and 7 of Senate Bill No. 2050, related to the calculation of library state aid and local funding, and to declare an emergency measure, the same as the House version.

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	\$8,332,820	\$9,188,252	(\$250,652)	\$8,937,600	\$8,937,600	
Operating expenses	1,705,586	1,825,757		1,825,757	1,825,757	
Capital assets	158,678	1,002,178		1,002,178	1,002,178	
Total all funds	\$10,197,084	\$12,016,187	(\$250,652)	\$11,765,535	\$11,765,535	\$0
Less estimated income	2,790,528	3,678,221	(12,530)	3,665,691	3,665,691	0
General fund	\$7,406,556	\$8,337,966	(\$238,122)	\$8,099,844	\$8,099,844	\$0
FTE	44.61	45.36	0.00	45.36	45.36	0.00

Department 252 - School for the Deaf - Detail of Conference Committee Changes

	Adds Funding for Salary and Benefit Increases ¹	Removes Salary Funding for Funding Pool ²	Total Conference Committee Changes
Salaries and wages	\$78,185	(\$328,837)	(\$250,652)
Operating expenses			
Capital assets			
Total all funds	\$78,185	(\$328,837)	(\$250,652)
Less estimated income	2,329	(14,859)	(12,530)
General fund	\$75,856	(\$313,978)	(\$238,122)
FTE	0.00	0.00	0.00

¹ Salaries and wages funding is adjusted to provide for 2023-25 biennium salary increases of 6 percent on July 1, 2023, and 4 percent on July 1, 2024, and for adjustments to health insurance premium rates, the same as the House, as follows:

	General Fund	Other Funds	Total
Salary increase	\$81,505	\$2,478	\$83,983
Health insurance adjustment	(5,649)	(149)	(5,798)
Total	\$75,856	\$2,329	\$78,185

The Senate provided salary adjustments of 4 percent on July 1, 2023, and July 1, 2024.

² Funding for new FTE positions and estimated savings from vacant FTE positions is removed as shown below, the same as the House version. These amounts are available to the agency if needed by submitting a request to the Office of Management and Budget for a transfer from the new and vacant FTE funding pool.

	General Fund	Other Funds	Total
New FTE positions	(\$115,294)	\$0	(\$115,294)
Vacant FTE positions	(198,684)	(14,859)	(213,543)
Total	(\$313,978)	(\$14,859)	(\$328,837)

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	\$4,992,194	\$5,437,860	(\$91,447)	\$5,346,413	\$5,346,413	
Operating expenses	792,671	895,686		895,686	895,686	
Capital assets	39,192	478,192		478,192	478,192	
Total all funds	\$5,824,057	\$6,811,738	(\$91,447)	\$6,720,291	\$6,720,291	\$0
Less estimated income	1,062,178	1,664,423	(3,712)	1,660,711	1,660,711	0
General fund	\$4,761,879	\$5,147,315	(\$87,735)	\$5,059,580	\$5,059,580	\$0
FTE	27.75	27.75	0.00	27.75	27.75	0.00

Department 253 - Vision Services - School for the Blind - Detail of Conference Committee Changes

	Adds Funding for Salary and Benefit Increases¹	Removes Salary Funding for Funding Pool²	Total Conference Committee Changes
Salaries and wages	\$40,640	(\$132,087)	(\$91,447)
Operating expenses			
Capital assets			
Total all funds	\$40,640	(\$132,087)	(\$91,447)
Less estimated income	4,053	(7,765)	(3,712)
General fund	\$36,587	(\$124,322)	(\$87,735)
FTE	0.00	0.00	0.00

¹ Salaries and wages funding is adjusted to provide for 2023-25 biennium salary increases of 6 percent on July 1, 2023, and 4 percent on July 1, 2024, and for adjustments to health insurance premium rates, the same as the House, as follows:

	General Fund	Other Funds	Total
Salary increase	\$39,664	\$4,408	\$44,072
Health insurance adjustment	(3,077)	(355)	(3,432)
Total	\$36,587	\$4,053	\$40,640

The Senate provided salary adjustments of 4 percent on July 1, 2023, and July 1, 2024.

² Funding for new FTE positions and estimated savings from vacant FTE positions is removed as shown below, the same as the House version. These amounts are available to the agency if needed by submitting a request to the Office of Management and Budget for a transfer from the new and vacant FTE funding pool.

	General Fund	Other Funds	Total
New FTE positions	\$0	\$0	\$0
Vacant FTE positions	(124,322)	(7,765)	(132,087)
Total	(\$124,322)	(\$7,765)	(\$132,087)

Engrossed SB 2013 was placed on the Seventh order of business on the calendar.

TESTIMONY

SB 2013

North Dakota School for the Deaf Resource Center

Deaf Awareness Week
2022

North Dakota
School for the Deaf



Building Inclusive Communities for All

Testimony to the Senate Appropriations Committee
Senate Bill #2013
January 12, 2023

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 – Donna E Sorensen

Chairman Brad Bekkedahl and Members of the Senate Appropriations Committee:

My name is Donna Sorensen. I am the Superintendent of North Dakota School for the Deaf / Resource Center (NDSB/RC). Michael Loff, Business Manager, and I will provide testimony relative to Senate Bill 2013.

1. North Dakota Century Code

25-07-01. School for the deaf – Maintained – Location - Purpose. There must be maintained at Devils Lake, in Ramsey County, a school for the deaf, which may provide education and training and serve as a resource and referral center for individuals who are deaf or hearing impaired.

25-07-01.1. School for the deaf – Appointment of superintendent, budget, staff, and reporting structure. The superintendent of the school for the deaf is appointed by and reports to the superintendent of public instruction. The school for the deaf must have a separate budget and separate staff from the department of public instruction.

25-07-02. Superintendent – Special duties. The superintendent of the school for the deaf may also act as superintendent of the North Dakota vision services – school for the blind.

25-07-02.1. Criminal history record checks. The school for the deaf may require any employee, final applicant for employment, or any individual otherwise providing services to the school to submit to a statewide and nationwide criminal history record check. The nationwide criminal history record check must be conducted in the manner provided in section 12-60-24. The school for the deaf may assess all costs associated with obtaining a criminal history record check to the individual upon whom the criminal history record check is conducted.

25-07-03. – Matron – Duties. Repealed by S.L. 1971, ch. 274, § 3.

25-06-04. Qualifications for admission to school for the deaf – Residents of state entitled to free education.

1. A child who is a resident of this state and who, because of deafness or a hearing impairment, is unable to receive an education in the public schools, is entitled to attend the school for the deaf at the expense of the state. A child is entitled to attend the school at any age up to twenty-one.

2. The school for the deaf shall provide application forms upon request. A child may not be admitted to the school until the child's application is completed and approved.
3. The school for the deaf shall provide transportation to any child who has been admitted, in accordance with the child's individual education plan.
4. Any child who is a resident of this state and who is deaf or hearing impaired is entitled to receive special education and related services in accordance with the child's individual education program. Each individual education program must address the child's academic, recreational, and leisure needs, as well as the acquisition of independent living skills and career and technical education opportunities.

25-07-05. Admission of nonresidents. A child who is deaf or hearing-impaired but who is not a resident of this state may be admitted to the school for the deaf, provided the annual cost of the child's education, as determined by the superintendent of public instruction, is paid on behalf of the child in advance of the child's admission and on a yearly basis thereafter. The school may not admit a child who is not a resident of this state to the exclusion of a child who is a resident of this state.

25-07-06. Instruction at school for the deaf. The superintendent of the school for the deaf shall provide special education and related services designed to meet the unique needs of each child who is deaf or hearing-impaired, in accordance with the child's individual education program.

25-07-07. Transportation of indigent children to and from school for the deaf. Repealed by S.L. 1979, ch. 336, § 3.

25-07-08. Clothing may be furnished when necessary – Accounts for clothing. The school for the deaf shall provide clothing to a child who is enrolled in the school if the child does not have suitable clothing. If the child is a minor, the school shall charge the child's parent or legal guardian for any clothing provided to the child under this section and shall charge the individual for any clothing provided to the individual under this section if the individual has reached the age of majority. If the superintendent certifies any charges under this section as being correct, the charges are presumed correct in all courts.

25-07-09. Collection of clothing account. Repealed by S.L. 1999, ch. 106, § 18.

25-07-10. Deaf persons – Duty to report. It is the duty of every public school superintendent, physician, otologist, audiologist, nurse, clinic, hospital, and social and

welfare agency in this state to report in writing to the superintendent of the North Dakota school for the deaf the name, age, and residence of persons under the age of twenty-one years who are deaf or hard of hearing, and in such cases to furnish such additional pertinent information as the superintendent of the North Dakota school for the deaf may request. All reports must be forwarded to said superintendent of the school for the deaf within thirty days after diagnosis, examination, or discovery.

25-07-11. Home intervention program. The school for the deaf may provide a home intervention program for children who are under the age of five and who are deaf or hearing impaired. The program must include information, counseling services, auditory training, and basic language development instruction for the parents of such children. This home intervention program must be carried out by college or university trained teachers of the deaf, speech pathologists, or audiologists.

25-07-12. Provision of services – Collaboration – Competition. The school for the deaf may collaborate with public and private entities for the provision of services to individuals who are deaf or hearing impaired. The school for the deaf may not compete with any public or private entity offering the same services within a region.

25-07-13. School for the deaf fund. The school for the deaf fund is a special fund in the state treasury. All moneys received pursuant to section 2 of article IX of the Constitution of North Dakota and all revenues received from the lease of buildings and the provision of meals and services, including interpreter services, must be deposited in the fund. Moneys in the fund are to be used pursuant to legislative appropriation for provision of services under this chapter.

2. Purpose and Organizational Chart

The purpose of the North Dakota School for the Deaf / Resource Center is to serve as a statewide education and resource center to provide advocacy, leadership, and expertise in the field of Deaf Education and those with hearing loss.

Mission

Our mission is to educate and serve all individuals with hearing differences from birth through senior citizenship.

Vision

Our vision is to support individuals with hearing differences in achieving their dreams.

Education Program

NDSB/RC offers special education programming for deaf, hard of hearing, and deafblind students on our Devils Lake Campus from preschool to 8th grade. High School students are mainstreamed in their home school districts or attend Devils Lake High School and live in our Residential Program.

Residential Program

NDSB/RC offers residential services for those students living too far to commute to the campus program on a daily basis. Transportation is provided to and from the students' home areas. Students PS through 12th grade live on campus during the school year from Sunday to Friday, going home on the weekends. Residential services include fun and educational learning activities on campus and in the Devils Lake community.

PIP / K-12 Outreach

Our Parent Infant Program and K-12 Outreach consists of regionally based Teachers of the Deaf who travel to homes and local schools on an intermittent basis to provide assessment, consultation, and instruction. A major focus is early intervention, providing information, advocacy, emotional support, and guidance for families and school districts.

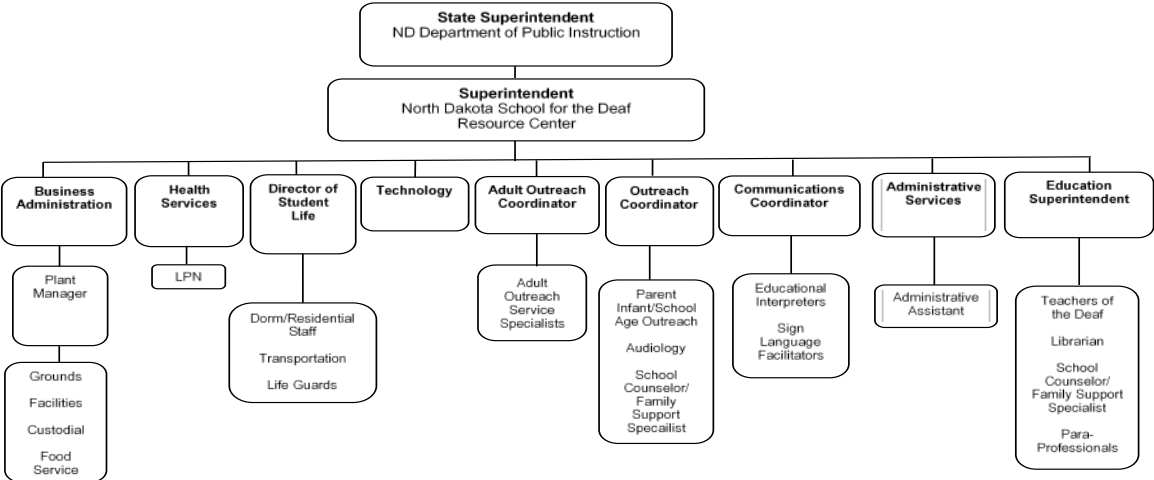
Adult Outreach Services

Our Adult Outreach Services team offers training and supports for adults who have hearing loss. They provide assistive equipment such as amplified telephones and light flashers for doorbells and phones as well as the training in how to use the equipment. They provide community training to first responders and other groups to learn more about Deaf people and communicating with those who have a hearing difference.

Collaboration

NDSB/RC works hand-in-hand with school districts across the state, North Dakota Dual Sensory Project, Minot State University, Regional Education Agencies, North Dakota Vision Services/School for the Blind, Audiologists, the Early Hearing Detection and Intervention (EHDI) program, Part C Providers, Voc. Rehab, Deaf organizations, etc.

**North Dakota School for the Deaf
 Resource Center
 Organizational Chart**



NDSB/RC Outreach and Education Data

Services Provided	2017-2019 Biennium	2019-2021 Biennium	7/1/21-6/30/22 Annual
<u>Outreach Services</u>			
Parent Infant			
Persons Served (unduplicated)	48	60	41
Consultations	1,863	3,251	999
Evaluations	140	206	53
Direct Services	956	992	313
School Age			
Persons Served (unduplicated)	170	174	78
Consultations	1,994	2,461	1,121
Evaluations	74	47	48
Direct Services	461	203	57
Summer Camps	35	18	15
Adult Services			
Persons Served (unduplicated)	332	198	83
Consultations/Evaluations	1,167	1,829	604
Communications			
Sign Language Students	613	295	155
Interpreting Services Persons Served	9,333	5,227	2,709
<u>School Services</u>			
Preschool/Kindergarten	<u>2019-20</u> 1	<u>2020-21</u> 1	<u>2021-22</u> 5
Elementary	7	5	5
Middle	5	7	7
Secondary (Enrolled at DLHS)	5	4	2

Public Awareness	2017-2019 Biennium	2019-2021 Biennium	7/1/21-6/30/22 Annual
“Banner” Yearbook (circulated annually)	934	722	361
“Tidbits” Newsletter (circulated monthly)	2,736	2,736	1,368
NDSB Resource Center web page	15,546	17,514	14,220
NDSB Facebook page	123,628	111,003	57,098
List serve for Teachers of the Deaf in ND	3,135	3,800	1,974

3. Audit Findings for Biennium Ended June 30, 2021

Audit Report Excerpts

What we looked at:

Our team audited the ND School for the Deaf which included identifying any errors, internal control weaknesses or potential violation of law in significant or high-risk functions of the agency.

What we found:

This audit did not identify any exceptions of defaults.

Audit Results

- Conclusion: No areas of concern were identified.
- Status of Prior Recommendation: Implemented
- Noncompliance with Procurement (Finding 19-01)
- Recommendation: We recommend the North Dakota School for the Deaf properly procure commodities and services in compliance with the North Dakota Procurement Manual.
- Status: Implemented. Current audit testing resulted in no errors.

An electronic copy of the Office of State Auditor Report Highlights for North Dakota School for the Deaf for the Biennium Ended June 30, 2021 is available upon request.

4. Biennial Accomplishments, Challenges, Goals, and Plans

Accomplishments

- Personnel:
 - Hired Superintendent
 - Reclassified Admin Assistant position to hire Counselor/Family Support
- Education-Residential:
 - 21 campus students in Preschool to 8th grade
 - 14 residential students
 - 5+ potential new students
- PIP/K12 Outreach PIP/K12 Outreach:
 - Hosted and co-hosted 6 regional pumpkin patch events around the state in October 2022.
 - Completed a book study of information and assessments related to deaf and hard of hearing students in mainstream environments. Book Study: *Building Skills for Success in the Fast-paced classroom: Optimizing Achievement for Students with Hearing Loss* by Karen Anderson
- Adult Outreach Services:

- Trainings for First Responders across the state
- Equipment installations to assist those with hearing loss to have independent lives
- Community trainings about hearing loss and adaptive equipment
- Support and advocacy for individuals in receiving community services
- Facilities:
 - Remodeled pool was opened. Students swim several times a week. Pool is open to various groups including therapeutic swimmers, senior swim, and Parks and Rec use. Pool is also used for Search and Rescue teams.
- Retirements:
 - Dr. Connie Hovendick, NDSB Superintendent retired in June 2022
 - Nancy Sylling, Administrative Assistant, 26 years, retired June 2022
 - Pamela Smith, Adult Outreach Coordinator, 24 years, retired June 2022
 - Lezlee Thorson, LPN I, 15 years, retired May 2022
 - Lilia Bakken, Communications Coordinator and employee for 43+ years retired in December 2022. One of her major accomplishments is “The Banner Project” which digitized ALL copies of “The Banner,” which has been published since 1891. More information is at <https://www.ndsd.nd.gov/about/history-and-banners>

Challenges

- Personnel – It is difficult to recruit and retain qualified staff for the various positions we need to run an effective educational and residential program. Personnel should be fluent users of sign language and should have experience working with students who are deaf, hard of hearing, or deafblind.
- Training – Educational and Residential Programs require staff who are specially trained to work with students who are deaf, hard of hearing, or deafblind. In most states including ND, this means out-of-state travel for training and professional development. Staff needing to learn American Sign Language have difficulty in finding opportunities to grow their ASL Language skills in small communities.
- Accreditation – With all the staff changes including the Superintendent position, we are anxiously completing accreditation processes through Cognia. ND and DPI have organized Cognia support for all districts in ND and this support has been greatly appreciated. With Covid-19 and staff changes, our CEASD* accreditation is overdue.
- Construction- During the 2021-2023 biennium, our HVAC and roofing project was supposed to be completed. We had one bid submitted that included incorrect formatting or missing forms and had to be rejected. We were in the process of opening for rebid and are now waiting for outside agencies to continue their part of the process. Our Facilities Director has contacted them at least twice a month. This project is needed and would need to be added to the 2023-2025 biennium timeline.

Next Biennium Goals & Plans

- Accreditation – We are currently working towards Cognia accreditation. We also want to renew our accreditation with the *Council of Educational Administrators of Schools and Programs for the Deaf (CEASD).
- Training – We are looking at systematizing our training opportunity to better plan for attendance and budgeting to attend these national opportunities.
- Strategic Plan – Our current strategic plan ended in 2021. We will use our findings from Cognia and CEASD accreditations to develop future goals and objectives. We are also looking at the mission and goals for each program or department to ensure we are all working towards accomplishing our agency vision, mission, and purpose.



5. Current Biennium to Next Biennium Comparison

Current to next Biennium Comparison

Executive Budget Changes to 2021-2023 Appropriation

Senate Bill 2013

	2021-2023 Legislative Base Budget	2023-2025 Executive Changes	2023-2025 Executive Budget
Salaries and wages	8,332,820	933,617	9,266,437
Operating Expenses	1,705,586	120,171	1,825,757
Capital Assets	158,678	843,500	1,002,178
Grants	<u>0</u>	<u>0</u>	<u>0</u>
Total All Funds	10,197,084	1,897,288	12,094,372
Less Estimated Income	<u>2,790,528</u>	<u>890,022</u>	<u>3,680,550</u>
General fund	<u><u>7,406,556</u></u>	<u><u>1,007,266</u></u>	<u><u>8,413,822</u></u>
FTE	44.61	0.75	45.36

Special fund expenditures increases account for the increase in estimated income.

NDSB plans to continue face to face services to deaf and hard of hearing individuals in North Dakota. The executive change recommendation includes cost to continue salary increase. In addition, executive budget changes include a compensation package, requested teacher contract composite scale increases, and one of two requested signing para aide positions.

Executive change operating expenses include requested inflationary adjustments.

Wage equity to retain experienced and proficient team members is an unfunded strategic priority.

Our master facility planning process developed in cooperation with the Office of Management. SiteLogicIQ is our current Master Facility plan .

6. Program and Line Item Funding

North Dakota School for the Deaf
 Senate Bill 2013

Distribution of Executive Recommendation Funding

	2023-2025 General Fund	2023-2025 Special Fund	2023-2025 Federal Fund	2023-2025 Total Recommendation
Salaries and wages	8,323,737	888,702	53,998	9,266,437
Operating Expenses	90,085	1,687,660	48,012	1,825,757
Capital Assets	0	1,002,178	0	1,002,178
Total	8,413,822	3,578,540	102,010	12,094,372
FTE				45.36

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.

As a smaller agency, NDSB presents it's budget on a rollup up by line basis. While we continue to manage our campus, agency services are increasingly focused off campus in person or when appropriate via web based delivery.

Projected 2023-25 special fund revenues are fully utilized by agency operations salary and operating expenditures.

All capital assets are special funds projects.

7. One Time Funding Requests

School for the Deaf-Budget 25200
 Senate Bill 2013 for 2023-2025 Budget
 2021-2023 One-time Funding Report

2021-2023 One-time Funding Report

	Budget Amount	Status	Expended
Esser Special Education Assessment Tools (Unused esser funds not within NDSB scope of service)	\$21,500	Completed	\$11,500
Lawn care and other support service equipment	\$40,000	In Progress	\$15,464
Campus Based Network Server	\$7,500	In Progress	\$0
Total Equipment	\$47,500		\$15,464
 Extraordinary Repairs Total Budget Projects	 \$808,678		
 2 Projects: resource building upgrade and secondary boiler			
Architect Services: Resource Building and Boiler Upgrade		In Progress	\$61,835
Asbestos Abatement for future boiler upgrade		completed	\$26,340
 Total Extraordinary Repairs	\$808,678		\$88,175
 Total One-time	\$856,178		\$103,639
Covid Special Education Funding	\$21,500		\$11,500
Special Funding One-time	\$856,178		\$103,639
Total 2021-2023 One-time	\$877,678		\$115,139

**SiteLogicIQ Plan*

Bids for the projects were opened on April 28, 2022. The total of bids for both projects exceeded the appropriated budget. Non compliance with century code bid format resulted in bid rejection.

Re-bidding of the \$ 375,000 resource building project is delayed and may need to be carried forward via a request to the appropriation committee.

The secondary boiler project was carried forward to the 2023-2025 biennium.

8. Identify and Justify One Time Funding Requests

School for the Deaf-Budget 25200
 Senate Bill 2013 for 2023-2025 Budget
 Executive Recommendation 2023-2025 One-Time Funding

2023-2025 One-time Funding

	Fund Source	*Plan	Budget
Base Budget Extraordinary Repair	Special	*	\$158,678
Optional One-time Capital Assets			
Audiology, Kitchen Equipment, Grounds Services (Replacement items over \$ 5,000 each)	Special		\$43,500
Extraordinary Repair: Backup Boiler Replacement	Special	*	\$650,000
Replace Outdated Pneumatic Controls and Fire Alarms	Special	*	\$150,000
Total Optional One-time Capital Assets			<u>\$843,500</u>
Total One-time			<u>\$843,500</u>
Total Recommendation Capital Amount			<u>\$1,002,178</u>

**SiteLogicIQ Plan*

The backup boiler project is a carryover due to insufficient appropriation funding in the 2021-2023 biennium.

9. Agency Collections or Special Funds

**NDSB Special Comparative Fund Receipts Projection
 Senate Bill 2013**

	2023-2025 Biennium	2021-2023 Projection	2021-2023 Budget	2023-2025 Executive
462140 Sale Meals-Prepared Food		255,000	121,853	255,000
463021 Misc. Sales And Services		72,000	48,000	72,000
490501 Tsfr Fm Common Schools		2,014,000	2,008,000	2,212,000
472015 Lease-Rental Of Rooms-Bldgs		202,584	183,579	186,984
		<u>2,543,584</u>	<u>2,361,432</u>	<u>2,725,984</u>

Summary of Assumptions

Meal revenue is related to the campus based head start program meal contract.

Misc. Sales and Services includes interpreter services provided to ND school districts and ND colleges based upon staffing availability. This category of revenue also may include campus based services provided to a leasing tenet.

The North Dakota Department of Land Trusts is the largest NDSB special fund resource.

Lease-Rental of Rooms-Bldgs is primarily Head Start revenue. It also includes two state agencies, a private lease, and rent from the local Park Board related to community swimming pool utilization.

All facilities on campus are utilized.

Projected special funds are applied to operating expenditures and a portion of salaries and wages.

10. Need for Other Sections to be Included in Agency Appropriation Bill

School for the Deaf-Budget 252

House Bill 2013

Optional Changes 2023-2025 Budget

Executive Optional Request Comparison

Optional Request Description	NDSB Request	Executive Inclusion	Executive Exclusion
Ongoing Budget Changes			
Teacher Composite Scale Increase	\$171,890	\$171,890	\$0
Inflation Operating Expenditures Increase	\$120,171	\$120,171	\$0
Two Signing Para Aide Positions	\$243,614	\$121,807	\$121,807
Request for Equity Salary Adjustment	\$301,000	\$0	\$301,000
Total ongoing funding changes	\$836,675	\$413,868	\$422,807
One-time funding items all special funds			
Kitchen, Audiology, and Grounds Equipment	\$43,500	\$43,500	\$0
Campus Secondary Boiler Replacement	\$650,000	\$650,000	\$0
Pneumatic Controls, Trades Building Fire Alarm	\$150,000	\$150,000	\$0
Total one-time funding changes	\$843,500	\$843,500	\$0
Total Optional	\$1,680,175	\$1,257,368	\$422,807
General Fund Optional	\$836,675	\$367,346	\$422,807
Special Fund Optional	\$843,500	\$890,022	\$0
Total Executive Budget Recommendation	\$1,680,175	\$1,257,368	\$422,807

11. Other Bills and Potential Budgetary Impact

None known.

12. Possible requested changes to be made to the executive recommendation

\$375,000 in extraordinary repair special funds for the NDSB Resource Building. The project was designed and bid in the current 2021-23 biennium. NDSB could not accept the initial bids in April 2022. The goal to rebid in the fall of 2022 and have the project completed in the summer of 2023 has not been recognized. Bidding kept being pushed back thereby making completion of construction contracts questionable for obligating the project by the end of the current biennium. Manufacturing time for HVAC equipment has been about a six-month lead requirement. Project completion may need to be moved to the summer of 2024.

\$121,807 in general funds to add a second .75 FTE signing position. A significant increase in students aged 3-5 years is repurposing how NDSB provides it's on campus services. We endorse the .75 FTE signing para position included in the executive budget and are requesting the second .75 FTE position.

\$285,000 in targeted equity funding as calculated by OMB in the executive budget for early distribution to State Agencies, the University System, and Research & Extension. An emergency clause would allow early distribution for retention and recruitment of staff in today's challenging labor market. The majority of staffing expenditure at NDSB is general funds.

13. Comparison of Major Requests to those Recommended in Executive Budget

NA-See #10.

14. Federal Funding related to Covid-19 or Other Sources

The legislative assembly provided \$300,000 in funding from the Coronavirus relief fund for Resource Center projects. Funding for the Corona Relief Fund had to be obligated by December 31, 2021. While some portions of the Resource Center projects qualified for reimbursement, other portions did not. Engineering and other project delays made it impossible to meet the funding deadline. The funding source for the project was changed back to special funds as originally approved. Initial bids for the project reviewed in April 2022 exceed budget. Ongoing delays in rebidding the project may require NDSB to request carrying it forward to 2023-25 biennium.

As a state agency, NDSB was not eligible for most ESSER and CARES ARP funding awarded to school districts.

NDSB did receive several small special education grants from the Department of Public Instruction. ESSER I \$11,800, CARES ARP Preschool \$952.95, and CARES ARP IDEAB \$22,305.44 are related to Covid-19 funding. A non-Covid-19 special education grant totaling \$10,000 is discretionary funding for staff recruitment and retention.

15. Federal Funding

NDS/RC was not listed or included in federal state fiscal recovery funding passed during the November 2021 special legislative session.

16. Conclusion and Additional Information

I am honored to serve as the Superintendent of North Dakota School for the Deaf / Resource Center. A lot of incredible work has been accomplished by the amazing staff and students at NDS/RC since its beginning in 1890. I am thrilled to be a small part of that incredible work. I ask that you support the Executive Budget and include the additional small requests to help us continue to do this incredible work.

Our **vision**, our “why,” is that all individuals in North Dakota with hearing differences will achieve their dreams. Our **mission**, our “how,” is to educate and serve all individuals with hearing differences from birth through senior citizenship. Our **purpose**, our “what,” is to serve as a statewide education and resource center to provide advocacy, leadership, and expertise in the field of Deaf Education and those with hearing loss. With your support, all individuals in North Dakota with hearing differences can achieve their dreams.

Thank you, members of the North Dakota Legislature for your incredible work and for your ongoing support of our important and necessary work at the North Dakota School for the Deaf /Resource Center.





North Dakota School for the Deaf / Resource Center
is a division of the Department of Public Instruction,
Kirsten Baesler, State Superintendent
www.dpi.nd.gov

NDSD/RC does not discriminate on the basis of race, color, national origin,
sex, age, or disability in employment or provision of services.

NDSB/RCDHH 25200

Senate Bill 2013 2023-2025

Inflationary Executive Operating Expense Adjustments by Line

	Base Level	Expenditure Changes	Executive
Operating Expenses			
Travel	337,371	25,000	362,371
Supplies - IT Software	16,000	6,280	22,280
Supply/Material - Professional	39,000	1,950	40,950
Food and Clothing	170,850	17,085	187,935
Bldg, Grounds, Vehicle Supply	103,000	0	103,000
Miscellaneous Supplies	82,000	0	82,000
Office Supplies	14,000	0	14,000
Postage	9,750	735	10,485
Printing	10,750	0	10,750
IT Equipment under \$5,000	81,000	0	81,000
Other Equip under \$ 5,000	28,200	2,256	30,456
Office Equip & Furniture	8,000	30,086	38,086
Utilities	252,112	26,000	278,112
Insurance	26,863	4,879	31,742
Rentals/Leases-Equipment&Other	15,192	0	15,192
Rentals/Leases - Bldg/Land	60,023	5,900	65,923
Repairs	45,720	0	45,720
IT - Data Processing	111,799	0	111,799
IT - Communications	68,500	0	68,500
IT Contractual Srvcs and Rprs	26,350	0	26,350
Professional Development	27,500	0	27,500
Operating Fees and Services	43,400	0	43,400
Professional Fees and Services	128,206	0	128,206
Total Operating Expenses	1,705,586	120,171	1,825,757
General Fund	0	90,085	90,085
Federal Fund	48,012	0	48,012
Special Fund	1,657,574	30,086	1,687,660
Total By Fund: Operating Expense	1,705,586	120,171	1,825,757

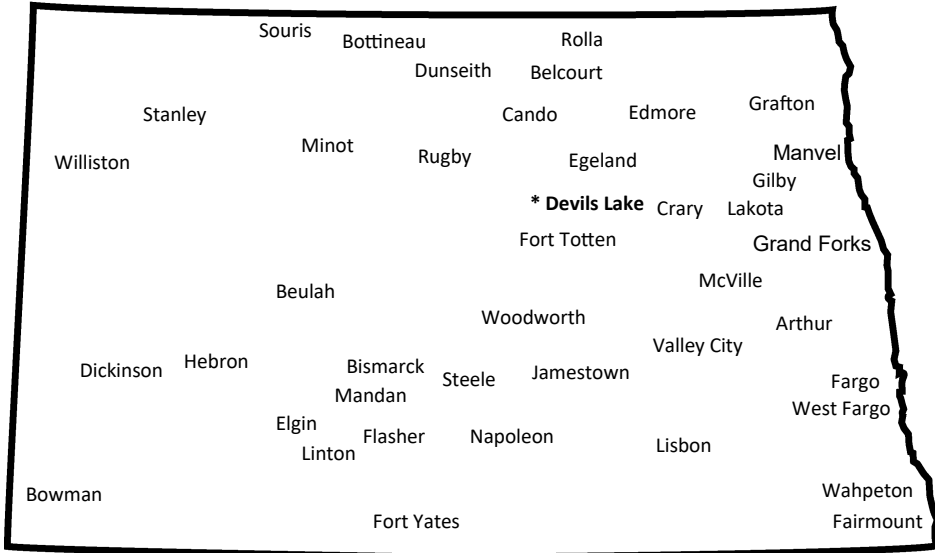
Detail of Executive Operating Expense Recommendation.

School for the Deaf-Budget 252
Senate Bill 2013
Base Level Funding Changes Analysis

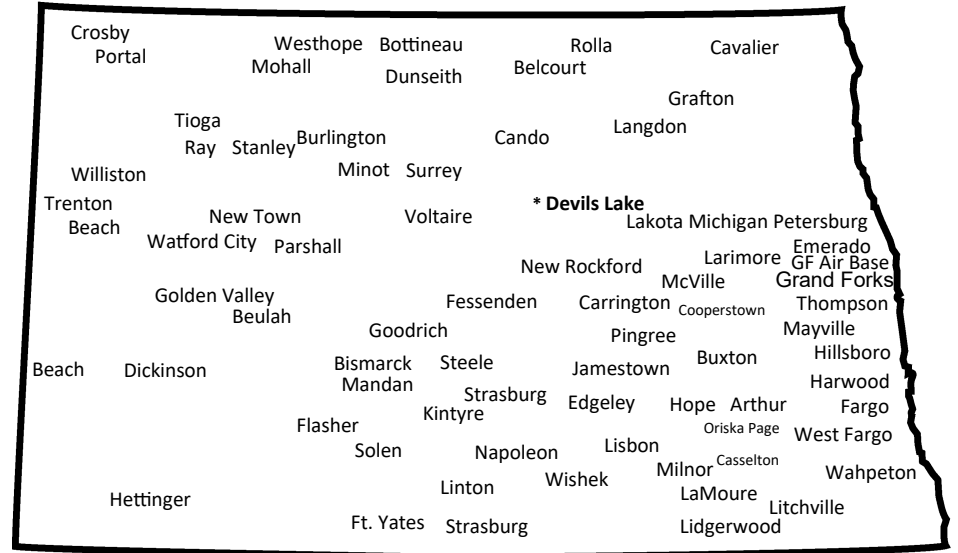
Executive Recommendation Budget Changes

	FTE Positions	General Fund	Other Funds	Total
2021-2023 Base Level	44.61	\$7,406,556	\$2,790,528	\$10,197,084
2023-2025 Ongoing Funding Changes				
Cost to Continue Salary Increase		\$58,341	\$824	\$59,165
Executive Salary, Health, and related benefit increase		\$565,143	\$15,612	\$580,755
Optional Package to Include Teacher Salary Composite Schedule		\$171,890	\$0	\$171,890
Optional Package to include Signing Para Position	0.75	\$121,807	\$0	\$121,807
Optional Package for Inflationary Operating Expenditure Increases		\$90,085	\$30,086	\$120,171
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
Total ongoing funding changes	0.75	\$1,007,266	\$46,522	\$1,053,788
One-time funding items				
Adds Kitchen, Audiology, and Grounds Equipment			\$43,500	\$43,500
Adds Campus Secondary Boiler Replacement			\$650,000	\$650,000
Adds Pneumatic Controls, Trades Building Fire Alarm			\$150,000	\$150,000
			\$0	\$0
Total one-time funding changes			\$843,500	\$843,500
Total Changes to Base Level Funding	0.75	\$1,007,266	\$890,022	\$1,897,288
Total Executive Budget Recommendation	\$45.36	\$8,413,822	\$3,680,550	\$12,094,372

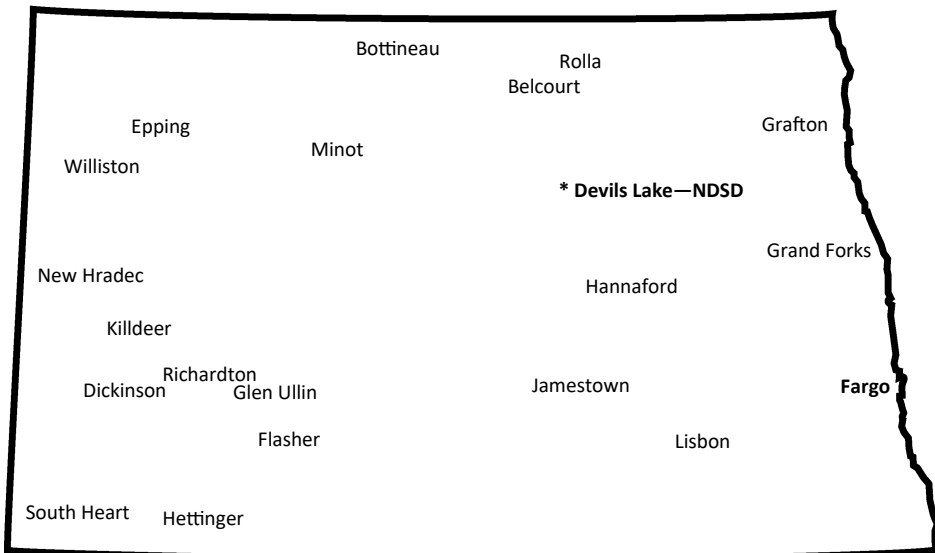
Adult Outreach client location 2022-2023



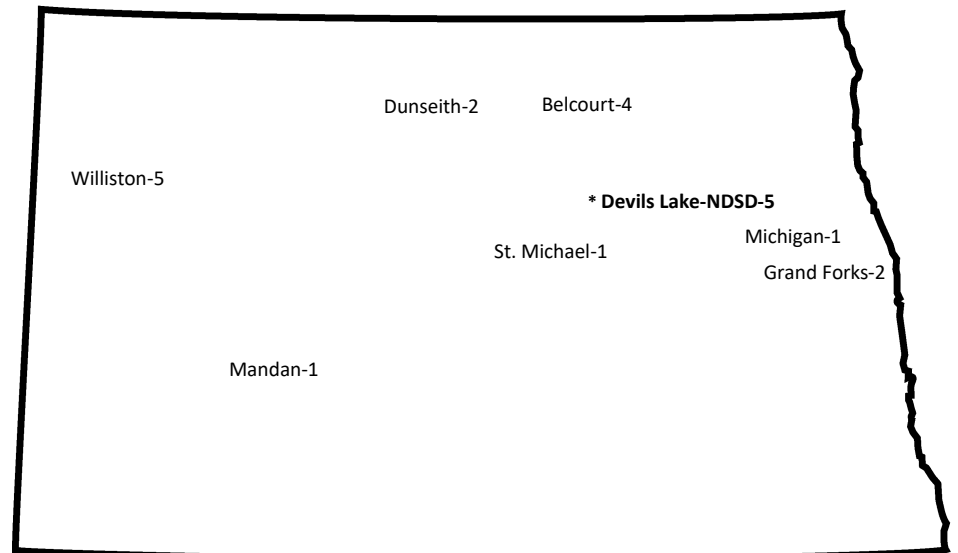
Parent Infant/School Age client location 2022-2023



American Sign Language Outreach location 2022-2023



Residential School student location 2022-2023



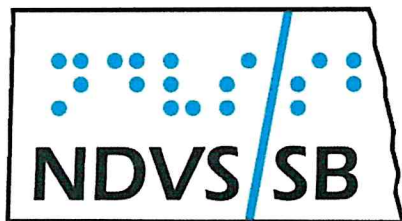
Historical Timetable

North Dakota School for the Deaf/Resource Center has a rich history of advocacy and education. NDSB/RC has also been home to world renown people. Below are some highlights:

- 1889** North Dakota was admitted into the Union as a state. **Anson Rudolph Spear**, a graduate (1878) of the Minnesota School for the Deaf came to Devils Lake and met with local leaders to impress upon them the importance of establishing a school for deaf children. They drafted a bill to present before North Dakota's first-ever legislative session. The bill passed the house and senate and was vetoed by the Governor.
- 1890** After a hard fight, the bill passed and became law. Anson Spear was named Superintendent at age 29, thought to be the youngest Superintendent of a state school. The school enrolled 23 students.
- 1891** The legislature appropriated \$10,000 for a new building which was completed in 1893.
- 1891** Spear established a printing press program and the school began publishing the North Dakota Banner, a newsletter printed every two weeks to share school events and student work.
- 1892** By the third year of operation, the school enrollment had doubled to 42 students.
- 1894** **John Lewis Clarke**, a deaf Blackfoot Indian attended the school until 1897. John moved to the Montana School for the Deaf. He is well known for his wood carvings of wild animals and Native Americans. Many of his pieces are on display in museums around the country including the Smithsonian Museum in Washington DC.
- 1900** In June, a class of three students were the first graduating class.
- 1916** North Dakota Association for the Deaf was established.
- 1980** **Phyllis Frelich**, class of '62, became the first Deaf person to win a Tony Award for her performance on Broadway in Children of a Lesser God. In 1981, she was inducted into the North Dakota's Rough Rider Hall of Fame. Her portrait and bio are on display at the State Capitol in Bismarck.
- 1988** NDSB Outreach Program was established.

For more information about NDSB's rich history, go to <https://www.ndsd.nd.gov/about/history-and-banners>

North Dakota Vision Services/ School for the Blind



A Division of the Department
of Public Instruction

500 Stanford Rd
Grand Forks, ND 58203
www.ndvisionservices.com

JANUARY 12, 2023



**Testimony to the
Senate Appropriations
Committee**

Senate Bill #2013

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Testimony – Paul Olson

Chairman Bekkedahl 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 SB 2013.

North Dakota Century Code

25-06-01. North Dakota vision services – school for the blind – Maintained – Location. There must be maintained at Grand Forks, in Grand Forks County, a statewide service, resource, and referral center for the education and training of all residents of this state who are blind or have a visual impairment which must be known as the North Dakota vision services - school for the blind.

25-06-01.1. Definitions. For purposes of this chapter, an individual who is blind means an individual who is totally blind or whose central visual acuity does not exceed twenty/two hundred in the better eye with corrective lenses, or the widest diameter of the visual field is no greater than twenty degrees; and an individual with a visual impairment means an individual with an impairment in vision which, even with correction, adversely affects the individual's functional ability.

25-06-02. Duties and responsibilities of North Dakota vision services – school for the blind. Within the limits of legislative appropriation, North Dakota vision services – school for the blind shall: Provide vision-specific services that include consultations, evaluations, information, training, and educational services, including instruction in orientation, mobility, Braille, Braille music, daily living skills, technology, vocational training and recreation. Collect and distribute information on vision services and resources available in the state. Coordinate loans of adaptive devices, equipment, and materials. Maintain a data base of residents who are blind or have a visual impairment. Facilitate collaboration with agencies and programs providing services to individuals who are blind or have a visual impairment. Assist residents to access appropriate services, including services available from the vocational rehabilitation division, independent living centers, infant development programs, developmental disabilities programs, the state library, local education programs, and advocacy programs.

25-06-02.1. North Dakota vision services – school for the blind – Appointment of superintendent, budget, staff, and reporting structure. The superintendent of the North Dakota vision services – school for the blind is appointed by and reports to the superintendent of public instruction. The North Dakota vision services – school for the blind must have a separate budget and separate staff from the department of public instruction.

25-06-02.2. Superintendent – Special duties. The superintendent of the North Dakota vision services – school for the blind may also be the superintendent of the school for the deaf.

25-06-03. Superintendent to possess certain qualifications. The superintendent of the North Dakota vision services – school for the blind must possess those qualifications, educational and otherwise, as in the opinion of the superintendent of public instruction may qualify that person to instruct and minister to the needs of the blind persons.

25-06-04. Qualifications for admission to school for the blind – Residents of state entitled to free education. Repealed by S.L. 2001, Ch. 257, § 5.

25-06-05. Services to nonresidents. Individuals who are blind or have a visual impairment who are not residents of this state may receive services from North Dakota vision services – school for the blind if the individuals pay the cost of the services as determined by the superintendent of public instruction. Nonresidents may not receive services to the exclusion of residents of this state.

25-06-06. Transportation of indigent persons. Repealed by S.L. 1979, Ch. 336, §3.

25-06-07. Instruction at school for the blind. Repealed by S.L. 2001, Ch.257, § 5.

25-06-08. Accounts for clothing – How collected. Repealed by S.L. 1997, Ch. 244, §4.

25-06-09. Blind person – Duty to report. Repealed by S.L. 2001, Ch. 257, § 5.

25-06-10. Purchase and resale of vision-specific adaptive aids, devices, and appliances – Revolving fund – Continuing appropriation. A revolving vision aids, devices, and appliances fund is hereby established in the state treasury to be used by the North Dakota vision services – school for the blind to purchase and resell vision-specific adaptive aids, devices, and appliances to be used by blind and visually impaired persons resident in this state. The North Dakota vision services – school for the blind may apply service charges when needed to cover the cost of purchasing, invoicing, and shipping, and all revenue from the sale of aids, appliances, devices, and shipping and postage fees must be deposited in the fund. The North Dakota vision services – school for the blind may receive gifts, grants, and donations for deposit in and use by the fund. All moneys in the revolving fund are hereby appropriated to the North Dakota vision services – school for the blind on a continuing basis for expenditure for the purposes of this section.

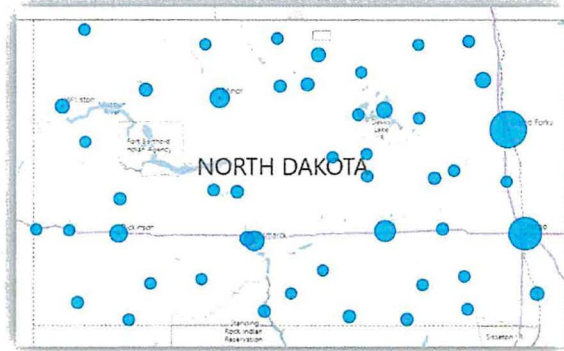
Mission

We are educators and advocates partnering with related agencies to provide individualized services and resources to infants, children and adults with visual impairment to empower them in achieving their goals.

Outreach – Birth through High School

Regionally based teachers of the visually impaired travel to homes and local schools on an intermittent basis to provide assessment, consultation and instruction. A major focus of outreach is providing information, advocacy, emotional support and guidance for families.

18 Month – Service County Locations



WHAT WE DO

Citizen Focus 1

Working with early childhood programs to conduct vision screenings and consultations to facilitate learning for **infants and toddlers** who are visually impaired and their families



Citizen Focus 2

Working with the public schools to serve all **students** who have been identified as visually impaired in preschool through 12th grade



Citizen Focus 3

Providing training and support to **adults** in their homes across North Dakota who are visually impaired and their families



Citizen Focus 4

Short-term program weeks at NDVS/SB for school age groups provide intensive life skills training in the Expanded Core Curriculum (ECC)



Citizen Focus 5

Our Vision Resource Center distributes special materials, textbooks and equipment to children and adults who are visually impaired



Citizen Focus 6

Short-term program weeks for adults provide intensive life skills training at NDVS/SB



Center Base - Short Term Programs for K-12

NDVS/SB offers individual and small group instruction in Grand Forks. Specialized learning in the Expanded Core Curriculum provides students with survival skills ranging from braille to technology instruction. These specialized areas of instruction are crucial if students are going to be independent and college/career ready.

Adult Services

Rehabilitation Vision Specialists provide outreach services regionally throughout the state. These professionals will do home visits to assess the needs of the adult client, provide instruction and refer the client for center-based instruction. Individuals with visual impairments experience varying degrees of need for professional services depending upon age, lifestyle, community characteristics and their own unique visual functioning.

Six weeks of center-based training weeks are traditionally scheduled in Grand Forks each year to provide intensive one-on-one instruction to help individuals regain and maintain their independence. During these sessions it is typical for 4-6 adults to participate in individual lessons as well as in group instruction.

The Vision Resource Center (VRC)

The VRC is more than a library. Specialized materials are distributed to individuals, schools, and families statewide, including braille, large print, and audio books for leisure reading and educational purposes. All these services allow clients and their families to lead more independent and enjoyable lives.



Biennial Accomplishments:

- NDVS/SB adapted successfully to the multitude of new needs that arose during the COVID Pandemic. NDVS/SB staff carried out a successful transition to a combination of direct and virtual (hybrid) services in both schools and home settings. Several new virtual adult discussion/teaching groups were launched using Zoom Video Conferencing in collaboration with the ND Association of the Blind. These adaptations have permanently and positively altered our service delivery going forward.
- During the height of the COVID pandemic, students and adults were served virtually or under very strict parameters in their homes. Short-term programs were also conducted virtually. In the Fall of 2021, NDVS/SB began to offer center-based training opportunities again with great enthusiasm and near average levels of pre-pandemic participation. The successful return to the high quality, hands-on instruction was a huge accomplishment showing trust in our agency by adult clients, parents of students and school districts.
- A new series of virtual professional development trainings for teachers of students with visual impairment around the state were conducted by NDVS/SB and are ongoing. These training sessions have met a growing need for teachers to learn new strategies and technology required to meet the diverse needs of the population we serve. This on-going professional development provides an easily accessible and cost-effective way to ensure North Dakota is providing the best education possible for our students.
- Targeted efforts in the area of public awareness have greatly increased and have become more sophisticated. One example of this is promoting our services several times a year in the North Dakota Living magazine which is distributed to rural electric customers statewide. The purpose being to better reach citizens with low vision who do not know about the services from NDVS/SB. We also enhanced how the public can locate our staff and services in regional offices. We are utilizing Google business for contact connections. Eye doctors, clients, or any citizen searching for information in these locations will find it easier to find us and access services than in the past. In another arena of public awareness, the NDVS/SB newsletter has seen a shift from hundreds of views to now thousands of views. When reviewing years 2020 vs 2022, website traffic is up from 5271 users to 11522 users, a 99.48% increase in Google Analytics website numbers
- A host of facility maintenance projects have been or will soon be completed. The implementation of an electronic key fob system has enhanced facility safety and security significantly which is one of our primary responsibilities. A major conversion of fluorescent to LED Lighting for energy efficiency is also very noteworthy. Working with the SiteLogic consultants has resulted in a number of well-planned facility efficiencies.

- An audit was completed by the State Auditor's Office in 2021. This is what the report stated: **WHAT WE FOUND - This audit did not identify any areas of concern.**

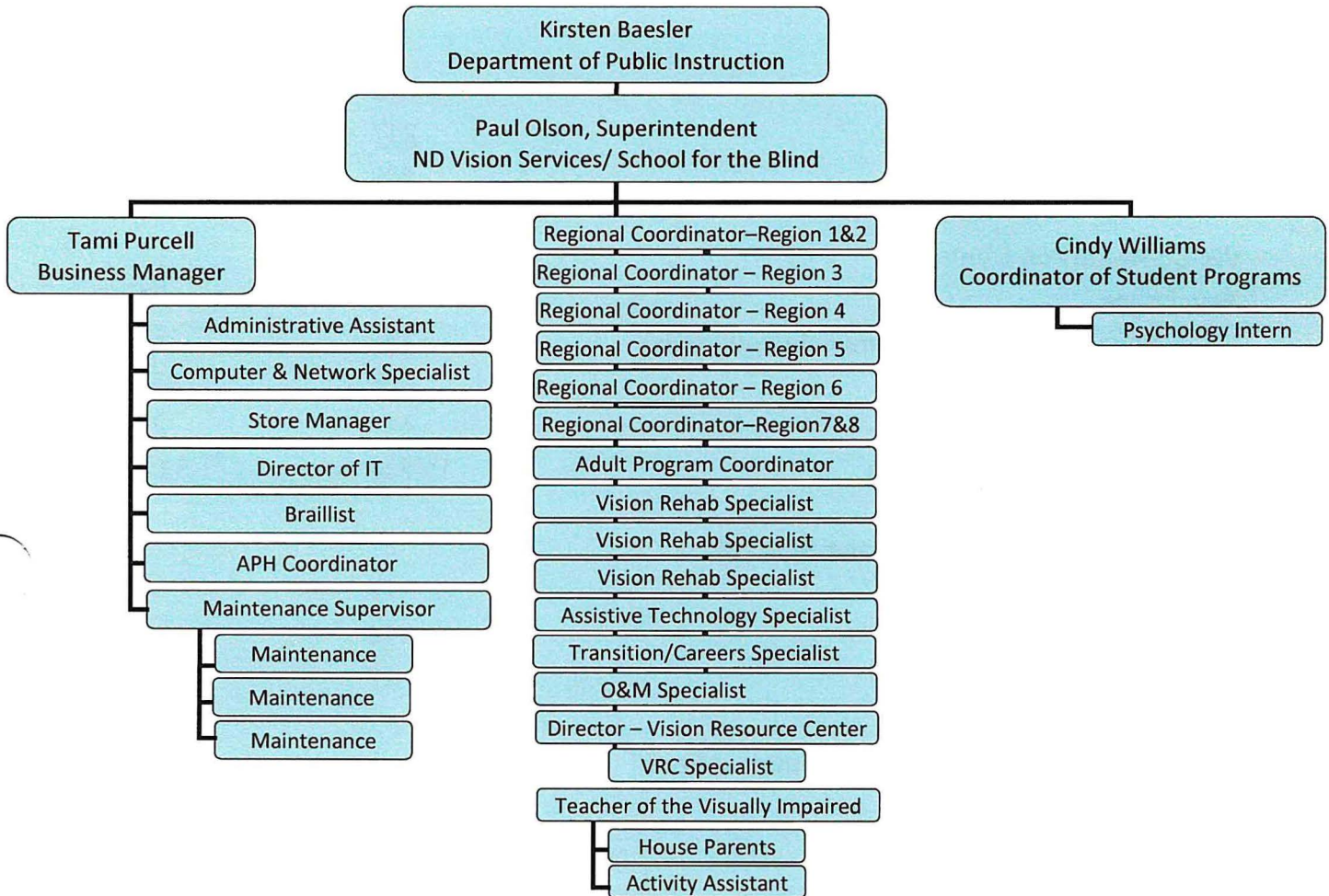
Challenges:

- The number one resource at NDVS/SB allowing us as an agency and specialized school to provide high quality services is our human capital. Our instructional staff must be experts in both assessment and instruction. Our professional support staff also carry out specialized technical tasks that require time and significant training to learn. 25% of our staff are eligible to retire in the next 5 years. That coupled with a national shortage of vision/blindness professionals has been and will continue to be a major challenge. Recruitment and training of new staff to carry out our mission is perhaps the most significant challenge.
- As with every state and private entity, there is an increasingly high need to protect our computer network which takes time and money. Our digital infrastructure is crucial and the risk of exposing the overall state network is significant. It requires a high degree of attention, training, and coordination with ND Information Technology Division. This challenge will be ongoing; it is worth noting because it takes a higher percentage of our time to safeguard the agency and the data of the people we serve.
- In regard to the resources needed to operate financially, we have seen unprecedented inflation. The cost of purchasing materials, specialized equipment, travel costs needed to reach students and adults across the state, utilities, etc. have increased. We strive to find efficiencies to operate as cost effectively as possible but planning for the biennium is a challenge.
- It is an ongoing challenge to gauge the changing needs of students in schools across the state as well as adults who are low vision or blind. Society is changing constantly and the demands on students in school settings as well as adults in their homes and at work have changed radically. NDVS/SB surveys the various populations we serve and attempts to adjust accordingly to ensure we are providing what people really need to succeed. That stated, it is very challenging to meet all of the changing citizen needs.

Next Biennium Goals & Plans:

- Reach and maintain a consumer satisfaction rating of 95% or greater with services for students and adults served.
- Increase the number of adult citizens served by 15% compared to the number served in the 2021-2023 biennium.
- Complete conversion to a new database platform integrated with Power Bi for better decision-making capability with staffing and resource allocation.
- Seek and be granted accreditation through the AER Accreditation Council.
- Maintain full staffing.
- Maintain a state-of-the-art training facility in Grand Forks.

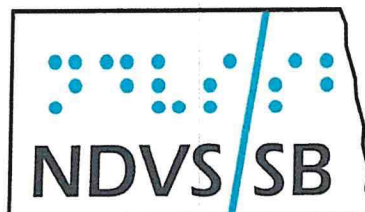
Organizational Chart



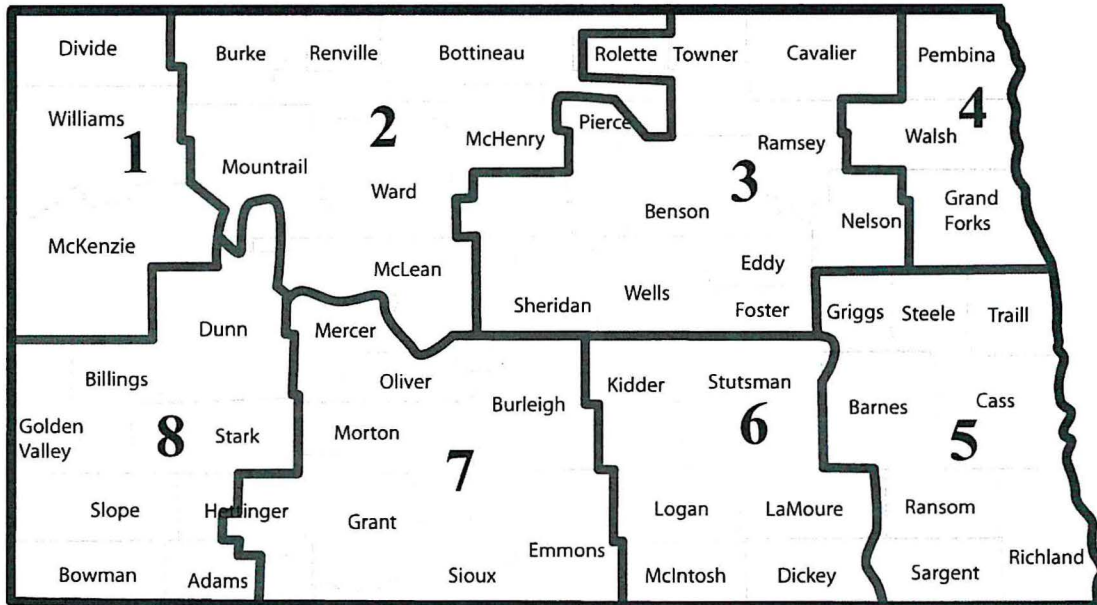
Client Services Data

Services Provided	2019-2021 Biennium	7/1/21-6/30/22 Annual
Clients Served (Unduplicated):		
Infants/Students	292	232
Adults	<u>217</u>	<u>130</u>
Total	509	362
Vision Resource Center:		
New Loans	969	543
"Reaching Out" Newsletter (circulated quarterly)	365	538
APH Federal Registry	296	314
Store Sales (Invoices)	417	213
Braille Access Center (pages)	11,638	5,087
Short-term Programs (Persons Served):		
Student Programming	175	63
Adult Weeks	14	19
Summer Camps	27	20
Evaluations, Consultations, and Instructions (Services Provided):		
Consultations	1,598	838
Evaluations	400	210
Instruction	5,616	4,481
In-Service Training (Attendees)	660	901

(As of 06/30/20)



Citizens Served by Region July 1, 2021 to June 30, 2022



Region 1 - Williston

Infants/Students: 8
 Adults: 4
 Total: 12

Region 5 - Fargo

Infants/Students: 51
 Adults: 25
 Total: 76

Region 2 - Minot

Infants/Students: 34
 Adults: 5
 Total: 39

Region 6 - Jamestown

Infants/Students: 30
 Adults: 4
 Total: 34

Region 3 - Devils Lake

Infants/Students: 24
 Adults: 12
 Total: 36

Region 7 - Bismarck

Infants/Students: 23
 Adults: 20
 Total: 43

Region 4 - Grand Forks

Infants/Students: 31
 Adults: 48
 Total: 79

Region 8 - Dickinson

Infants/Students: 29
 Adults: 6
 Total: 35

Relocated/Out of State

Infants/Students: 2
 Adults: 6
 Total: 8

Totals

Infants/Students: 232
 Adults: 130
 Citizens: 362

Current Biennium One Time Funding

One Time Funding:	Total Special Funds 2021-23	
South Wing Electrical Service	\$ 165,000	Completed July 2022
HVAC Upgrade	86,000	Completed December 2021
Air Conditioners S. Wing	40,000	Completed August 2022
Key Fob System - Doors	20,000	Completed November 2022
Garage Door Replacement	20,000	Completed December 2022
Sidewalk/Parking Lot/Roof Repairs	24,000	Completed Summer 2022
Flooring in East Wing	10,000	Completed January 2022
Update Lighting to LED	33,000	Completed Spring 2022
Vision Screening Devices	11,500	Completed January 2022
Sliding Door Update	5,000	Requesting Door Replacement in 2023-25
Total One Time Funding	\$ 414,500	

New key fob/security system.



New flooring in apartments.



Base Budget and Request

	FTE Positions	Salaries	Operating	Capital Assets	Total	General Fund	Special Fund	Total
2023-25 Agency Request	27.75	\$5,153,098	\$895,686	\$478,192	\$6,526,976	\$4,891,862	\$1,635,114	\$6,526,976
Executive Budget Rec. via Base Budget	Executive Budget Recommendation					Funding Source		
	FTE Positions	Salaries	Operating	Capital Assets	Total	General Fund	Special Fund	Total
2023-25 Biennium Base Level	27.75	\$4,992,194	\$792,671	\$39,192	\$5,824,057	\$4,761,879	\$1,062,178	\$5,824,057
Payroll Changes:								
Cost to continue increases		37,066	-		37,066	36,145	921	37,066
Teachers - Composite Salary Schedule		93,838			93,838	93,838		93,838
Additional Temp Salaries		30,000			30,000	-	30,000	30,000
Executive Compensation Changes		325,402			325,402	292,040	33,362	325,402
Operating Changes:								
ITD M365			7,015		7,015	-	7,015	7,015
Additional Operating			60,000		60,000		60,000	60,000
Equipment and Doors			26,000		26,000		26,000	26,000
Power Platform DP			10,000		10,000		10,000	10,000
Capital Asset Changes:								
Roof Replacement & Rep				150,000	150,000	-	150,000	150,000
Repair Tar Parking Lot				50,000	50,000		50,000	50,000
Gutters for South Wing				50,000	50,000		50,000	50,000
Update Front Entrance				55,000	55,000		55,000	55,000
Flooring/Cabinets for Living Qtrs				45,000	45,000		45,000	45,000
Update Student Commons Area				50,000	50,000		50,000	50,000
Replace Electric Panel Corridor				10,000	10,000		10,000	10,000
Replace Doors & AC Units				29,000	29,000		29,000	29,000
								-
Executive Recommendation	27.75	\$5,478,500	\$895,686	\$478,192	\$6,852,378	\$5,183,902	\$1,668,476	\$6,852,378

	2023-25
Special Fund Projections:	
Land Department Trust Funds	\$ 1,686,570
Rental Income	353,180
Charge for services	32,000
Other	30,000
Total Projected Revenue	\$ 2,101,750

Optional Requests

Changes We Are Requesting to Executive Budget - We ask that you consider maintaining what is included in the Executive Budget. Please reference the Workforce sheet for more on the compensation package.

2023-2025 Item	Amount Requested	Included in Executive Version (Ongoing)	Funding Source
1 Additional Operating	\$ 60,000	\$ 60,000	Special
2 Teacher Salary Increases	93,838	93,838	General
3 Temporary Salaries	30,000	30,000	Special
4 Additional IT Costs	10,000	10,000	Special
Total Ongoing Optional	\$ 193,838	\$ 193,838	

2023-2025 Item	Amount Requested	Included in Executive Version (One-Time)	Funding Source
5 Equipment Under 5,000	\$ 26,000	\$ 26,000	Special
6 Upgrade Parking Lot Tar	50,000	50,000	Special
7 Flooring - Cabinets E. Wing	45,000	45,000	Special
8 Update Front Entrance	55,000	55,000	Special
9 Update Student Commons Area	50,000	50,000	Special
10 Replace Electrical Panel	10,000	10,000	Special
11 Roof Replacement & Repairs	150,000	150,000	Special
12 Gutters for S. Wing	50,000	50,000	Special
13 Misc. Repairs (Doors & A/C)	29,000	29,000	Special
Total One-Time Requests	\$ 465,000	\$ 465,000	

Optional Requests

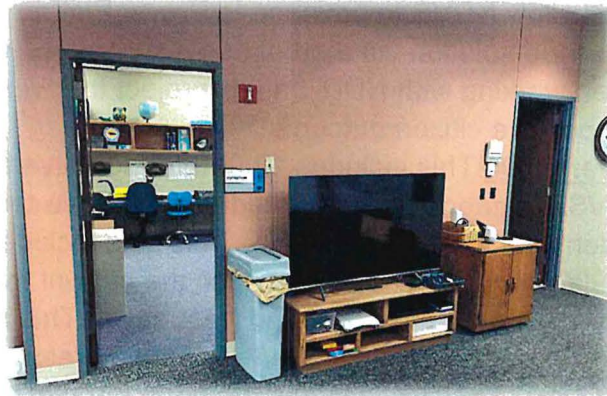
1. **Additional Operating** This request includes: 4,000 for programming purposes for an event called Family Weekend. This program is growing, and we want to be able to provide quality education to families about their child's vision loss. 40,000 for anticipated utility increases. We receive our heat/electricity from UND and were recently charged a 19,000-overage fee. 11,500 for inflationary increases for outreach services to students/adults. Our property is on 10 acres of land and we recently began hiring to apply chemical application to control weeds, 4,500.
2. **Teacher Salary Increases** This is to place teachers on the Composite Salary Schedule developed by HRMS for 2023-25. This includes wages, retirement, and payroll taxes. They are not classified employees.
3. **Temporary Salaries** This request is to return a portion of the temporary salaries reduced in a prior biennium. We are anticipating 25% of staff to retire in next 5 years. This will allow a cushion to hire temporary staff as vision professionals are in high demand and short supply.
4. **IT Costs** This will allow NDVS to advance to Power Platform and allow us to build upon a low-code solution via a database, DataVerse. Our lead IT team member has been working with NDIT on this project for over a year and suggest this for the most positive citizen outcome.
5. **Equipment under 5,000** This includes 12,000 for adaptive technology equipment. NDVS/SB needs to be the leader in adaptive technology in ND. This will allow us to demonstrate new products. This also includes 3,600 for a floor scrubber and 4,900 for a carpet cleaner which the current machines are over 15 years old. These machines are both used frequently. This request also includes 5,500 to replace two doors in the garage/warehouse area.
6. **Update Parking Lot – Tar** This includes the north parking lot adjacent to Sixth Avenue North and the northwest parking lot adjacent to Sixth Avenue North and Stanford Road. The tar in this area has been repaired and older than 25 years old. It needs to be resurfaced and could be a safety hazard with its unlevel surface.
7. **Flooring – Cabinets for East Wing** This is to replace the flooring in the suites (where students reside) 10,000 and replacement of kitchen cabinets in the apartments, 35,000. These items will be over 25 years old at the time of replacement.



8. **Update Front Entrance** This will include an update to the front entrance (door #4). Most of the cost includes a drain to the sewer system for water that collects in this area. We are treating it as a safety issue. Breakdown of costs: Install drain 28,000, cement 17,000, tree removal 3,000, and landscaping 7,000.



9. **Update Student Commons Area** The objective is to make the room more functional to use as a social gathering or for student projects.



10. **Replace Electrical Panel – Corridor** This is to replace a panel that is approaching 45 years old.
11. **Roof Replacement and Repairs** This request includes replacement of the roof in the corridor area between the East Wing and South Wing – 135,000. During April 2022, SiteLogic and Tecta inspected the roof for all of our buildings. It also includes deferred maintenance of 15,000.
12. **Gutters for South Wing** Due to the fact that we have been doing deferred maintenance for many years, only one roof area is in need of replacement, and the replacement of gutters South Wing.
13. **Misc. Repairs (Doors and AC Units)** This request includes the replacement of two doors, (main door) – sliding door and exterior door between the South/East Wing, 19,000. Also includes the replacement of two air conditioners, 10,000.



NORTH DAKOTA VISION SERVICES/SCHOOL FOR THE BLIND

NDVS/SB may be one of the most unique of all state agencies. Our mission to serve people of all ages with visual impairment alone makes our role in the state unique. In terms of our workforce, the majority of our staff have specialized degrees and are considered experts in the field on the state level as well as some being recognized nationally. In most instances members of our work team cannot be replaced quickly or easily due to a shortage of professionals in this field regionally and nationally.

NDVS/SB currently has no FTE vacancies. A report from HRMS revealed that we are one of the ten lowest paid agencies. We support the Executive's compensation package. We also ask that you consider supporting SB2015 for the equity package.

WHAT HAPPENS IF WE CAN'T DO OUR JOB...

Result 1

Children under age three with visual impairment would not receive early intervention to facilitate concept development, use of all senses and confidence in movement if our teachers were unable to provide guidance to parents and a variety of services within the child's home.



Result 2

Students in public and private schools across the state would not receive expert assessment and instruction in the skills required to fully participate and be successful in school and ultimately be Choice Ready at the time of graduation.



Result 3

Adults who become visually impaired or blind as a result of age-related conditions, disease or accidents would not receive the training in orientation and mobility, technology, self-care, braille and other special skills that build independence. People who go without this vital training lose independence and are often not able to take care of themselves or be active in their communities.



CURRENT AGENCY TEAM MEMBER STATS

11.5

Average years of instructional services

0

Number of vacancies

27.75

Full-time team members

7

Retirement-eligible next 5 years

\$58,005

Teachers average annual salary

\$50,371

Classified average annual salary *

* Does not include Superintendent

Other Bills That May Affect NDVS/SB

SB 2015 which aligns with the Executive Budget provides equity dollars for all agencies as well as the University System and Research & Extension. This proposed equity package, if approved, will be in addition to the performance-based increases that have also been recommended. NDVS/SB currently is one of the ten lowest paid agencies from HRMS.

Below is the estimated target equity and justification as identified by HRMS.

<p>SCHOOL FOR THE BLIND</p> <p>Estimated Targeted Equity</p> <p>\$160,000</p> <p>Biennial Expense</p>	<p>Justification for targeted equity:</p> <ul style="list-style-type: none">• Agency identified certain job categories as particularly hard to fill and retain<ul style="list-style-type: none">◦ Vision Specialists◦ Maintenance Workers◦ Maintenance Supervisor◦ Administrative Staff• Population analysis also revealed some relatively low paid employees
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Conclusion

North Dakota Vision Services/School for the Blind staff strive to serve boldly and operate efficiently. As a small agency with a sizable mission to provide services and resources to children and adults who are visually impaired, we must look forward and prioritize our tasks and projects. For the 2023-2025 biennium the short list of priorities strengthens and enhances services while being cost effective.

In a competitive environment it is important that increases in compensation for all staff are included. The increases for teachers allow NDVS/SB to compete with other North Dakota School districts. An increase in temporary salaries allows NDVS/SB to recruit and retain part-time employees (such as dorm staff) at a competitive wage as well as utilize professional part-time help as needed to meet our obligations around the state.

There are always facility maintenance projects and modest upgrades that are requested every two years. This coming biennium is no different but the list this time around has a very reasonable price tag given how proactive we have been in keeping up on the health of the building and grounds. Enhancing the usability of the building for instruction through updating the front entrance, the student commons area and replacing flooring in the East Wing will greatly improve the appearance and function of the facility.

Each of the decision packages that were listed are considered either very important or essential. A section of roof targeted for replacement and gutter repair really are very important in the near future and it is prudent to do them as soon as possible. We would be hard pressed to note any of these requests as un-needed. From new IT costs to purchasing new assistive technology, each item on the list was selected with care and a mindset of cost effectiveness.



Beyond 23-25 there have been a number of additional improvements that have been identified by SiteLogic. An upgraded HVAC system in the South Wing would enhance air quality as the current CFM is below standard. Also, in the South Wing a more substantial remodeling of space would increase function and enhance the lifespan of the building for decades. Those are future considerations, but we pride ourselves in being proactive by identifying needs well in advance.

Thank you for your consideration. We are prepared to provide additional information and clarification requested to assist you in this process.



Historical Perspective

- 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.

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.

NDVS/SB rose to the occasion and adjusted to the many challenges posed during the height of the COVID pandemic. New practices such as delivering more individual and group services via virtual connections have been transformational and our service delivery model continues to evolve.

Quick Facts about NDVS/SB

- 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 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.



NDAB Resolution 2022-01: State 2023-2025 Biennial Appropriation for North Dakota Vision Services / School for the Blind (NDVS/SB)

Whereas, statistics from the U.S. Census Bureau in 2020 indicated that there were 760,394 residents living in North Dakota. Conservative Demographic studies have consistently demonstrated that 3.3% among the general population have medical conditions which mildly, moderately, or severely compromise their eyesight, this means that there is a significant population of people in North Dakota affected by uncorrectable sight loss; 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 of excellence and high quality, has the capability and capacity that allows it to serve people of all ages (i.e., has both children and adult oriented training programs); and,

Whereas, children and adults with sight loss, who receive a regimen of specific, comprehensive, intensive center-based blindness skills training, such as that which is available at NDVS/SB, are employable and are capable of functioning with a high degree of independence;

Now, therefore, be it resolved by North Dakota Association of the Blind in Convention assembled at the Holiday Inn Express Southwest in Fargo, ND on this Sunday, June 12, 2022 that, we strongly urge that Governor Doug Burgum and the 68th North Dakota Legislative Assembly that will convene on January 3, 2022 to maintain and increase the appropriation for North Dakota Vision Services / School for the Blind (SB2013) in the state budget which is adopted for the 2023 -2025 biennium so that the NDVS/SB appropriation will,

- Maintain funding for all the current professional positions serving children and adults across the state to ensure that the frequency and intensity of services required to attain their goals is met.
- Increase funding for the temporary salary allotment to maintain the appropriate number of part-time employees that work evenings and overnight during short-term programs for students and adults who come to the training center for intensive instruction.
- Increase the operating portion of the NDVS/SB budget to appropriately adjust for greater costs of service-related travel, maintenance of the facility, purchase of modern technology, and for essential professional staff development.



North Dakota Vision Services/School for the Blind is a division of the
Department of Public Instruction,
Kirsten Baesler, State Superintendent
www.dpi.nd.gov

NDVS/SB does not discriminate on the basis of race, color, religion, sex, national origin, disability, age, sex (wages) or genetics in its programs and activities.

TESTIMONY ON SB 2013
OVERVIEW OF DEPARTMENT OF PUBLIC INSTRUCTION
HOUSE APPROPRIATIONS COMMITTEE
Thursday, Jan. 12, 2023
By: Kirsten Baesler, State Superintendent
701-328-4570
Department of Public Instruction

Chairman Bekkedahl and members of the Senate Appropriations Committee:

For the record, my name is Kirsten Baesler. I am the superintendent of the North Dakota Department of Public Instruction. I am here to provide an overview of our agency and information about the Department's budget bill, Senate Bill 2013, and the department's optional budget requests.

The office of Superintendent of Public Instruction goes back to North Dakota's territorial days. We are proud to be one of the longest existing state agencies. Our pioneer ancestors placed great importance on education, just as we do today. Once we became a state, the North Dakota Constitution says North Dakota must have a uniform system of free public schools throughout the state that are open to all children.

The North Dakota Constitution also specifies that the "powers and duties" of the superintendent of public instruction "must be prescribed by law."

The responsibilities and authority of the superintendent of public instruction are outlined by the Legislature. The office has only the authority that is granted by

the legislature. There is a complete list of the superintendent's duties in Chapter 15.1-02 of the North Dakota Century Code.

Our Vision states, "All students will graduate Choice Ready with the knowledge, skills and disposition to be successful." We serve 128,502 students attending public, non-public and home schools. We have a high graduation rate and high GED pass rate. We are focused on preparing our young people for their future through partnerships, personalized learning, interventions and supports.

We have partnered with our fellow educational stakeholders and legislative leaders to establish six student outcome goals.

The Department is divided into two divisions, Student Support & Innovation and Information & Administration. The Superintendent of Public Instruction is also responsible for the supervision of the North Dakota State Library, North Dakota Vision Services/School for the Blind in Grand Forks, and the North Dakota School for the Deaf and Resource Center for the Deaf and Hard of Hearing in Devils Lake.

The Department of Public Instruction is the only constitutionally created K-12 education agency. But it is just one of many entities that impact the success of our students. Other entities are governor-controlled, legislatively created, or non-government associations.

One of the Appropriation Committee’s primary focuses is the program of state aid to education. The Department of Public Instruction uses a formula written by the Legislature to distribute funding to local public school districts. Almost all the budget is allocated to local schools to fulfill our Constitution’s mandate to provide “a uniform system of free public schools throughout the state.”

North Dakota uses a per-pupil funded formula. Some states choose to use a resource-based allocation funding formula, meaning they pay a base amount for everything needed to operate a classroom, not per student.

You will now hear from Mr. Jamie Mertz, who is the director of our Office of Fiscal Management, and Mr. Adam Tescher, who is the school finance officer within that office. They have important information about the department’s budget proposal and our most recent school enrollment numbers.

Since the last session of our Legislature adjourned, our North Dakota schools have continued to face some unprecedented challenges in assisting our students with their learning recovery because of the disruption caused by COVID.

The state and federal government have been strong partners in helping our schools manage the pandemic.

- ESSER I - In March 2020 Congress approved \$33.3 million in ESSER I funds in the CARES act to assist North Dakota schools. ESSER stands for Elementary and Secondary School Emergency Relief Fund. CARES stands for Coronavirus Aid, Relief and Economic Security Act.
- ESSER II - In December 2020 Congress provided \$135.9 million to ND Schools in ESSER II funds in the CRRSA Act. CRRSA stands for Coronavirus Response and Relief Supplemental Appropriations Act.
- ESSER III – In March 2021 Congress provided \$305.3 million to ND Schools in ESSER funds in ARPA. That stands for American Rescue Plan Act.
- Schools have a great deal of leeway in using this money. It can be used for:
 - Cleaning supplies;
 - Transportation;
 - Food Services;

- Distance learning technology;
- Hiring additional staff;
- Professional development for teachers and paraprofessionals; and
- Supplemental learning tools.

The 2021 Regular Legislative Assembly passed HB 1013 and Section 24 of that bill required that “School districts receiving funds from the elementary and secondary school emergency relief fund shall provide two narrative summary reports to the superintendent of public instruction, including information regarding learning losses of students identified within the district, including subgroup gaps; school district plans to accelerate learning recovery for all students, including closing subgroup gaps; uses of elementary and secondary school emergency relief funds, including the percentage of those funds expended in categories determined by the superintendent of public instruction; and the impact elementary and secondary school emergency relief fund expenditures had on accelerating learning recovery for the districts' students. The first school district report must be submitted to the superintendent of public instruction by December 1, 2021.” The bill goes on to require that “an aggregated report must be presented by the superintendent of public instruction to the legislative management by June 1, 2022. The second school district report must be submitted to the superintendent of public instruction by December 1,

2022. An aggregated report must be presented by the superintendent of public instruction to the sixty-eighth legislative assembly.”

The current report has been generated to fulfill the obligations of the ND Department of Public Instruction (DPI) as detailed in Section 24 of the bill. We describe our findings regarding ESSER funding impacts on student achievement. We report on the information gathered from school districts regarding learning loss, plans for accelerating students' learning recovery, and district usage of ESSER funds. We also describe the impacts of ESSER funds reported by districts, and we offer conclusions regarding the importance of ESSER funding in keeping North Dakota's students on track in the COVID-19 era.

Impacts on Student Achievement. Initial pandemic-related setbacks in student proficiency were apparent. Student proficiency levels are generally gradually recovering, but the learning recovery looks different across subject and student grade. We see more recovery in English Language Arts (ELA) than we see in math.

Disrupted Learning Identified by Districts. District reports showed learning loss among students, particularly among special education/IEP students, low-income students, and English learners.

Districts' Accelerated Learning Plans. Districts reported on their strategies to accelerate learning recovery. According to their reporting, districts are using a variety of strategies. The most common strategies were hiring additional personnel, new/additional technology, professional development for school staff, new curricula, and health-related supports. Among districts describing efforts to close subgroup gaps, approaches varied and were tailored to local needs.

Use of ESSER Funds. Districts were allocated \$428,104,654. As of December 21, 2022, North Dakota school districts have claimed reimbursement for \$230,489,960 of their total ESSER fund allocations.

District-Reported Impact of ESSER Funds. Districts reported a range of positive outcomes that have resulted from their strategies for accelerating learning recovery. Increased access to technology and an increasingly effective curriculum are two of the most common impacts reported by districts.

Conclusions. ESSER funds have provided North Dakota's schools with a necessary lifeline. Districts have had a considerable amount of autonomy over how their ESSER funds were spent. Districts have self-reported positive benefits of their uses of ESSER funding, including learning recovery. Statewide analyses of student achievement also reveal some learning recovery, but learning recovery is more evident in ELA than in math. DPI will continue to monitor student achievement, answer questions from you and your constituents to the best of our ability, and support districts as learning recovery continues to be prioritized.

The full report is included in your binder. Mr. Chairman and members of the committee, that concludes our report.

Thank you for your time. I look forward to working with you during the session. Please do not hesitate to call upon me and the hard-working and amazing team in the Department of Public Instruction as a resource to help your work.

###



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

Presentation to Senate Appropriation Committee

January 12, 2023



ND Department of Public Instruction



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION



NORTH DAKOTA PUBLIC INSTRUCTION – 2022-2023

*updated December 2022

WHO WE ARE

78

Regular Team Members (down from 101 in 2012)

WHAT WE'RE ABOUT

Mission: NDDPI will partner with schools and communities to provide a statewide system of excellent service and support to ensure a healthy school environment that fosters student success.

Vision: Our vision is that all students will graduate choice ready with the knowledge, skills, and disposition to be successful.

Goals/Objectives: Increase students who enter kindergarten prepared to learn, who demonstrate reading proficiency in 3rd grade, who meet expected learning gains each year, who engage in learning, and who graduate choice ready; reduce the disparity in the achievement for students with disabilities, living in poverty, and for Native American students.

WHO WE SERVE



STUDENTS (PK-12)

- Total: 128,502
• Public: 115,385
• Non-Public: 9,230
o BIE: 1,533
• Home Educated: 3,887

*Totals reported by districts as of September 10, 2022



SCHOOL DISTRICTS

- Public: 168
Non-Public: 44
Bureau of Indian Ed: 5
State Institutions: 5



TEACHERS & ADMINISTRATORS

- Teachers: 9,004
Other specialists: 1,038
Administrators: 672

HOW WE DO IT

2021-2023 Budget: \$3,091,979,557

- General: \$1,658,646,873
Special: \$613,599,384
Federal: \$819,733,300
• \$2.84B funding delivered directly to districts

Salary



\$17.9M

Operating



\$33.3M

NORTH DAKOTA PUBLIC INSTRUCTION – 2022-2023

WHAT WE'RE PROUD OF

CHOICE READY

Choice Ready measures a school's performance in preparing students to succeed beyond K-12. The Choice Ready rate for 2020-2021 was 61%, which is a 16% increase from the 2020-2021 academic year.

LEARNING RECOVERY

DPI supports the "Be Legendary School Board Leadership Institute" to improve student outcomes & support school board work; A "Greater Math in ND" initiative to improve math performance and understanding for all students.

FAMILY ENGAGEMENT

DPI's 27-member cabinet where members share experiences as parents, guardians, caretakers, or educators and discuss how ND families and schools can work together to support education for all students.

90%

Traditional graduation rate
(U.S. average is 86%)

86%

GED pass rate
(3rd in nation)

Overseeing
\$428M
in ESSER
funds for
K-12
education

Recognized
49
County
Teachers of
the Year in
2022

WHAT WE DO



COMPUTER SCIENCE/CYBERSECURITY ED

ND is the first in the nation to create computer science and cybersecurity standards for each K-12 grade, as well as training and lessons for teachers across the state.



RECRUIT HIGH-QUALITY EDUCATORS

DPI supports teachingnd.com, a free online platform that connects job seekers and employers, as well as a Teacher Apprenticeship program to provide an additional pathway for aspiring educators.



INTERVENTIONS & SUPPORTS

The ND Multi-Tier System of Supports is a framework to provide all students with the best opportunities to succeed academically, socially, emotionally, and behaviorally in school.



ND NATIVE AMERICAN ESSENTIAL UNDERSTANDINGS

Primary resources and indigenous learning principles that provide knowledge for all ND educators about how learning happens best when using relevant materials.
<https://teachingsofourelders.org/>



PARTNER WITH TEAM ND

DPI partners with other ND agencies for a more effective and efficient "whole of government" approach to carry out our agency's mission.



PERSONALIZED COMPETENCY-BASED LEARNING

First state in the nation to create and recognize a learning continuum for graduation diploma.

HOW WE MEASURE QUALITY: PK-12 STRATEGIC VISION

Increase Students Who Graduate Choice Ready (grades 9-12)

2021-2022: 61%

2020-2021: 45%

2019-2020: N/A (pandemic)

2018-2019: 36%

Increase Students Who Demonstrate NDSA ELA Proficiency in 3rd Grade

2021-2022: 39%

2020-2021: 39%

2019-2020: N/A (pandemic)

2018-2019: 48%

Increase Students Who Are Engaged in Learning

2021-2022: 86%

2020-2021: 87%

2019-2020: 83%

2 2018-2019: 83%

Increase Quality Education Personnel

DPI Workplace Engagement

2022 Gallup Q12: 41%

2021 Gallup Q12: 52%

2020 Gallup Q12: 42%

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

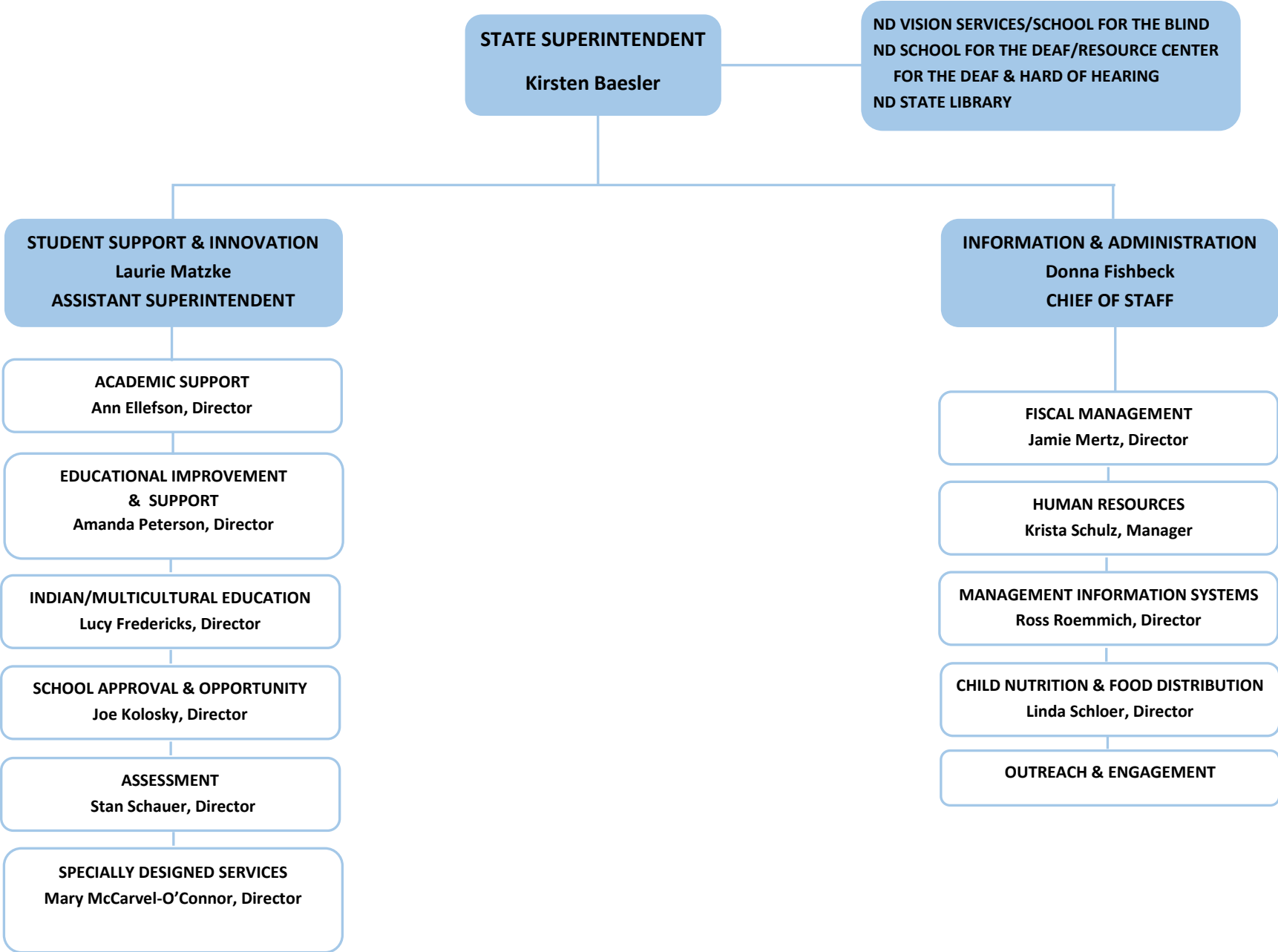
We will make progress toward this vision by achieving these long-term outcomes for students

- Increase students who enter kindergarten prepared to learn, and increase the number of kindergarten classrooms that meet the needs of every learner
- Increase students who demonstrate reading proficiency in 3rd 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 with disabilities, students in poverty, and Native American students

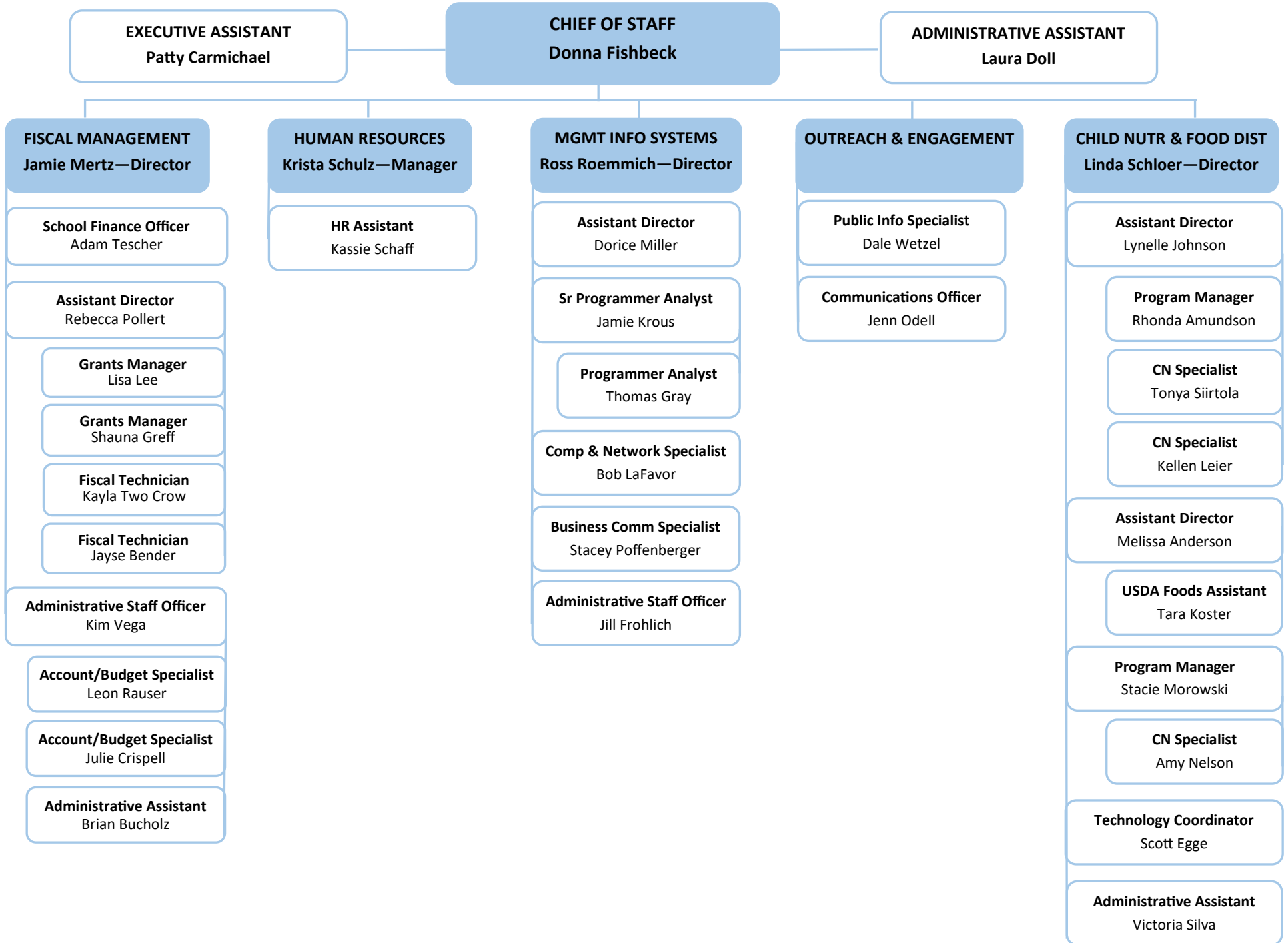
We will drive improvement on these outcomes through focused effort within these strategic themes

- Quality early childhood experiences
- Support for safe and healthy behaviors
- Career awareness, exploration, and development
- Quality education personnel
- Quality student-centered instruction

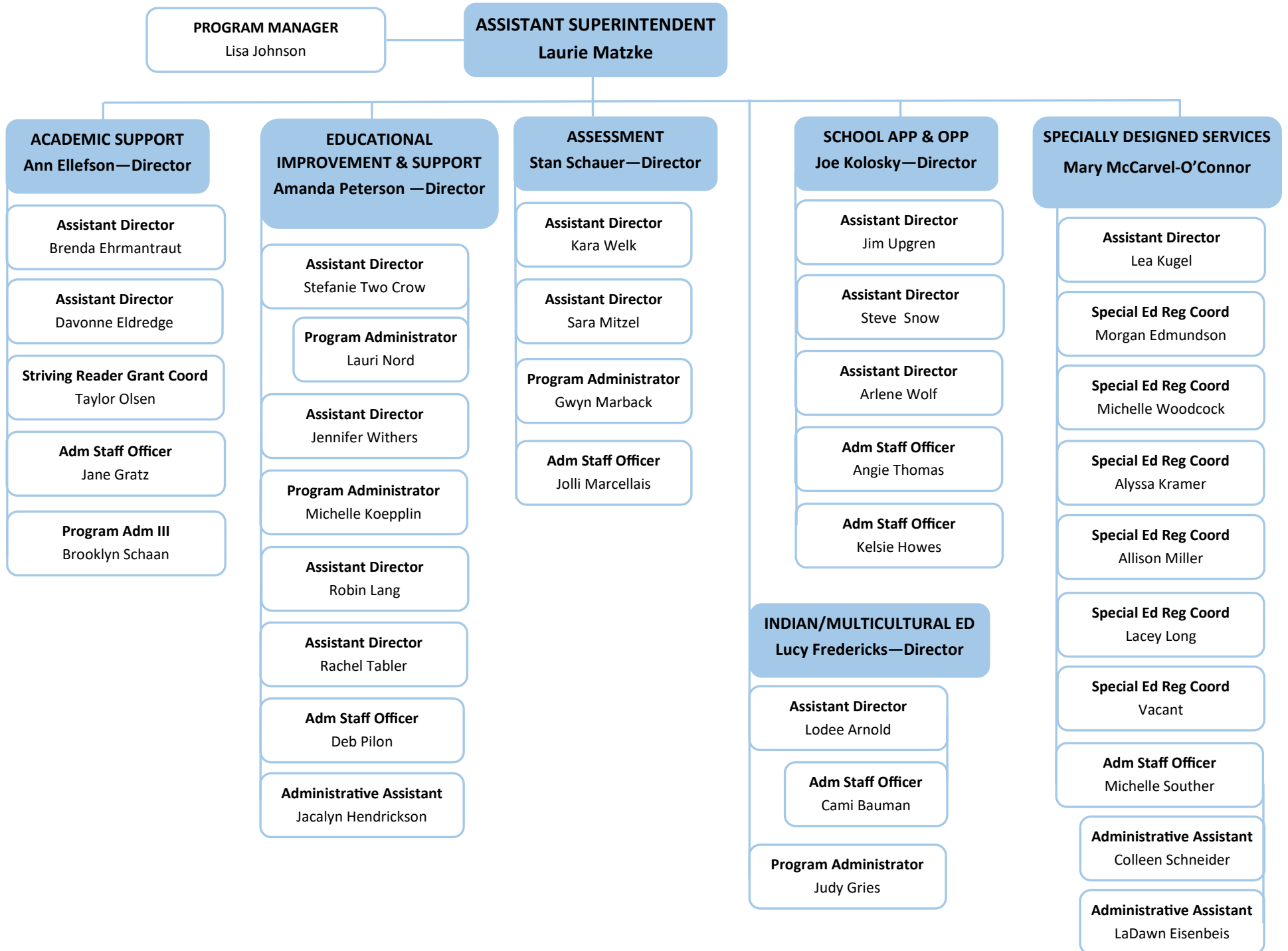
NDDPI ORGANIZATIONAL CHART



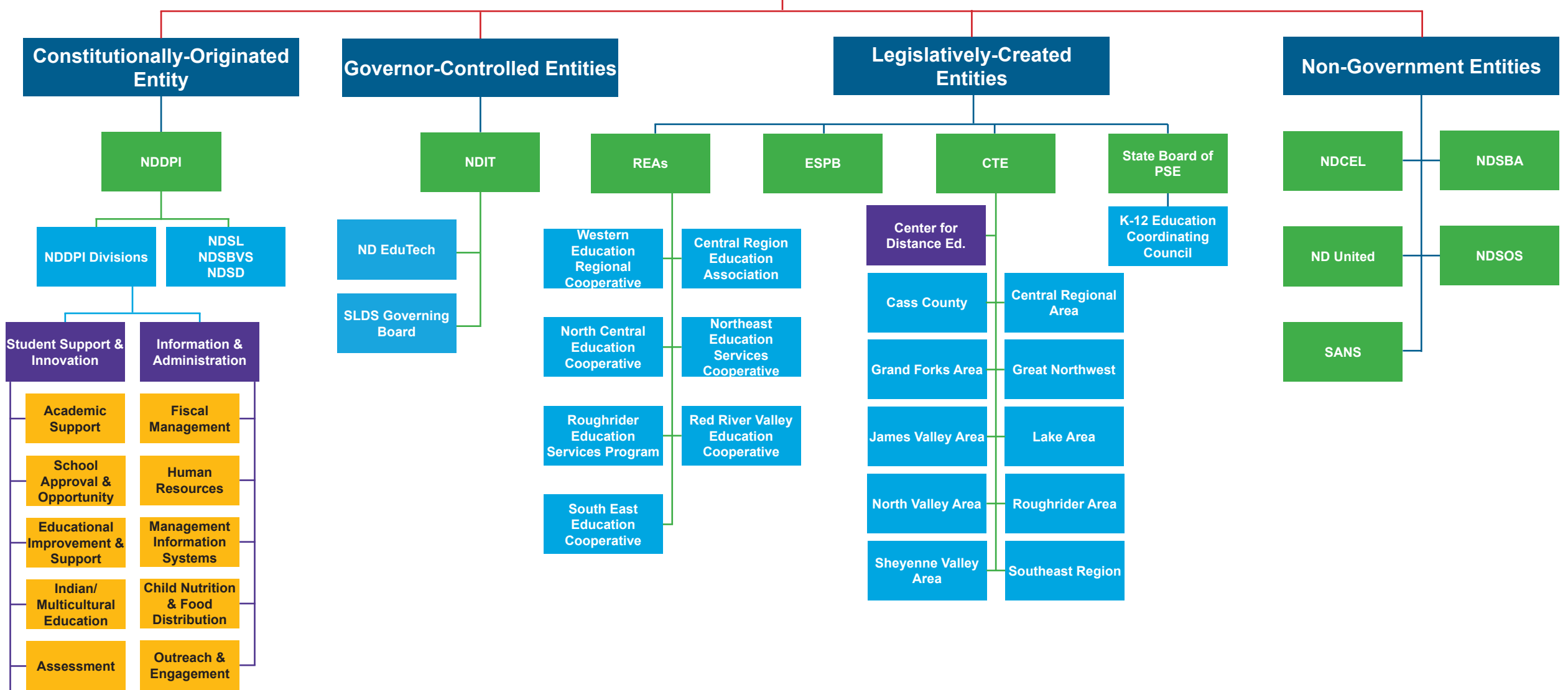
NDDPI CHIEF OF STAFF ORGANIZATIONAL CHART



NDDPI ASSISTANT SUPERINTENDENT ORGANIZATIONAL CHART



Division of ND Educational Authority

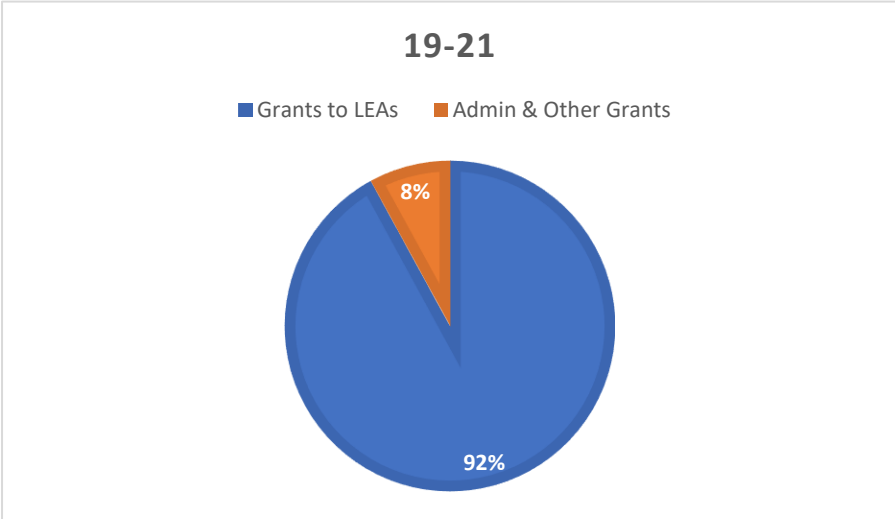
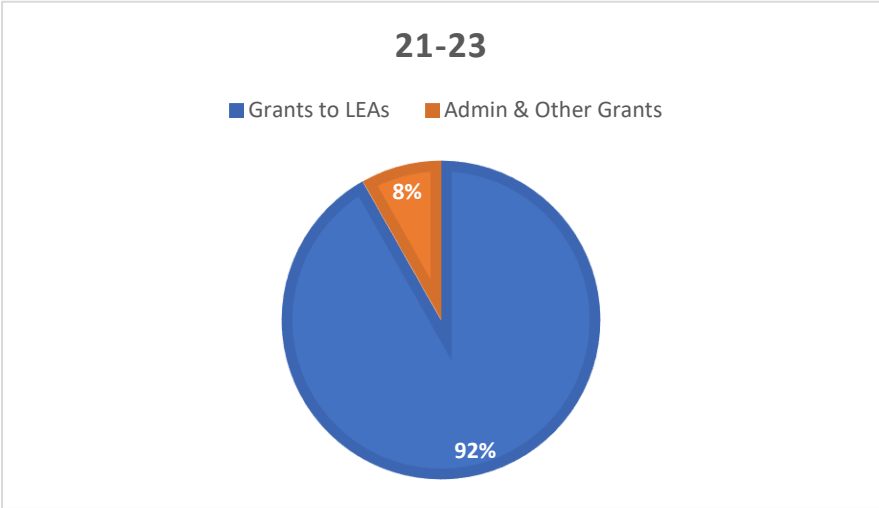


- CTE:** Career and Technical Education
- ESPB:** Education Standards and Practices Board
- ITD:** Information Technology Department
- NDCEL:** North Dakota Council of Educational Leaders
- NDDPI:** North Dakota Department of Public Instruction
- NDSBA:** North Dakota School Boards Association
- NDSBVS:** North Dakota School for the Blind/Vision Services
- NDSOS:** North Dakota Small Organized Schools
- NDSL:** North Dakota State Library
- REAs:** Regional Education Association
- SANS:** SysAdmin Audit Network Security
- SBPSE:** State Board of Public School Education
- NDS:** North Dakota School for the Deaf

Updated January 1, 2023

Department of Public Instruction (201)
Percent of Budget Delivered to School Districts

	19-21	21-23
Total DPI Budget	\$ 2,580,200,651	\$ 3,097,812,312
Paid to LEAs	2,375,312,796	2,843,440,067
Percent of Budget	92.06%	91.79%



Agency Budget



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

Department of Public Instruction (201)
2023-2025 Biennial Budget Request / Funding Analysis

	1 2021-2023 Appropriation	2 Base Level	3 Agency Request	
1 Administration:				
2 Salaries & Wages	\$ 17,854,747.00	\$ 17,854,747.00	\$ 20,735,677.00	
3 Operating Expense	34,298,149.00	33,098,149.00	33,293,320.00	
4 Total	\$ 52,152,896.00	\$ 50,952,896.00	\$ 54,028,997.00	
5 Integrated Formula Payment				
6 Funding : General	\$ 1,554,850,500.00	\$ 1,555,350,500.00	\$ 1,520,021,426.00	
7 Special	576,474,500.00	576,474,500.00	576,474,500.00	
8 Total	\$ 2,131,325,000.00	\$ 2,131,825,000.00	\$ 2,096,495,926.00	
9 Grants - Special Education	\$ 27,000,000.00	\$ 27,000,000.00	\$ 27,000,000.00	
10 Grants - Transportation	\$ 58,100,000.00	\$ 58,100,000.00	\$ 58,100,000.00	
11 COVID Relief Funds	\$ 389,029,784.00	\$ -	\$ -	Need carryover authorization of unused funds
12 Grants - Program Grants				
13 Adult Education Matching Funds	\$ 5,000,000.00	\$ 5,000,000.00	\$ 5,000,000.00	
14 Reduced Breakfast Program Funds	200,000.00	200,000.00	200,000.00	
15 School Lunch Matching Funds	1,380,000.00	1,380,000.00	1,380,000.00	
16 Dyslexia Program	250,000.00	-	-	
17 Grant Pool	1,400,000.00	900,000.00	1,400,000.00	
18 Grow Your Own Teacher Program	-	-	4,000,000.00	
19 Be Legendary School Board Training	-	-	3,000,000.00	
20 Cyber Security Credential Incentive	-	-	2,000,000.00	
21 Greater Math Program	-	-	500,000.00	
22 Total	\$ 8,230,000.00	\$ 7,480,000.00	\$ 17,480,000.00	

23 Grants - Pass Thru Grants			
24 Heritage Grants	\$ 34,000.00	\$ 34,000.00	\$ 34,000.00
25 ND Museum of Art	425,000.00	425,000.00	425,000.00
26 North Central Council for School Television	202,300.00	202,300.00	202,300.00
27 Northern Plains Writing Project	25,000.00	25,000.00	25,000.00
28 Red River Writing Project	25,000.00	25,000.00	25,000.00
29 Science Experiments	13,500,000.00	-	-
30 Science Museum	5,900,000.00	-	-
31 Teacher Support System (ESPB)	2,125,764.00	2,125,764.00	4,251,528.00
32 We the People	70,000.00	70,000.00	70,000.00
33 Total	\$ 22,307,064.00	\$ 2,907,064.00	\$ 5,032,828.00
34 Grants - Other Grants			
35 Federal Program Grants	\$ 393,596,918.00	\$ 312,513,893.00	\$ 382,513,893.00
36 Displaced Homemaker	225,000.00	225,000.00	225,000.00
37 Total	\$ 393,821,918.00	\$ 312,738,893.00	\$ 382,738,893.00
38 Special Line Items			
39 Power School	\$ 5,250,000.00	\$ 5,250,000.00	\$ 5,775,000.00
40 STARS Rewrite	10,419,360.00	-	5,000,000.00
41 National Board Certification	176,290.00	176,290.00	176,290.00
42 Total Appropriation	\$ 3,097,812,312.00	\$ 2,596,430,143.00	\$ 2,651,827,934.00
43 Department Wide Funding Sources:			
44 General Funds	\$ 1,658,646,873.00	\$ 1,658,196,873.00	\$ 1,628,350,614.00
45 Federal Funds	824,566,325.00	348,453,516.00	419,689,980.00
46 Special Funds	614,599,114.00	589,779,754.00	603,787,340.00
47 Total	\$ 3,097,812,312.00	\$ 2,596,430,143.00	\$ 2,651,827,934.00
48 Full-time Equivalent Positions	86.25	86.25	86.25

Department of Public Instruction (201)
2023-2025 Biennium Additional Funding Requests

	Funding			Total
	General	Federal	Special	
Compensation Changes	\$ 1,669,008	\$ 1,208,131	\$ 3,791	\$ 2,880,930
Projected IT Increases	163,043	28,333	3,795	195,171
Leveraging the Senior Year Increase	500,000	-	-	500,000
Grow Your Own Teacher Program	-	-	4,000,000	4,000,000
Be Legendary School Board Training	-	-	3,000,000	3,000,000
Cyber Security Credential Incentive	-	-	2,000,000	2,000,000
Greater Math Program	500,000	-	-	500,000
Teacher Support System (ESPB)	2,125,764	-	-	2,125,764
Increased Federal Grants	-	70,000,000	-	70,000,000
Power School Increase	525,000	-	-	525,000
STARS Rewrite*	-	-	5,000,000	5,000,000
	<u>\$ 5,482,815</u>	<u>\$ 71,236,464</u>	<u>\$ 14,007,586</u>	<u>\$ 90,726,865</u>

*This would be carryover of unused funds

ND Department of Public Instruction (201)
Federal Funds Summary
Fiscal Year 2021-2022

Catalog #	Grant Name	Administrative Funds	Grant Funds to School Districts	Grant Funds to Others	Total Grant Award
10.534	Child and Adult Care Food Program	\$ 11,762.31	\$ -	\$ 15,069.06	\$ 26,831.37
10.541	Child Nutrition Training and TA	191,367.85	-	-	191,367.85
10.553	School Breakfast Program	-	17,126,165.53	137,899.89	17,264,065.42
10.555	School Lunch Program	12,968.67	73,065,766.40	904,391.28	73,983,126.35
10.556	Special Milk Program	-	5,599.56	1,751.11	7,350.67
10.558	Child and Adult Care Food Program	148,320.81	589,297.93	9,937,497.65	10,675,116.39
10.559	Summer Food Service	371,056.93	2,404,774.59	778,551.30	3,554,382.82
10.560	State Administrative Expenses for Nutrition Programs	1,036,187.19	406,159.94	55,933.92	1,498,281.05
10.565	Commodity Supplemental Food Program	31,456.12	-	55,167.60	86,623.72
10.567	Food Distribution Program on Indian Reservations	504,837.30	-	1,828,004.28	2,332,841.58
10.568	The Emergency Food Assistance Program	43,978.38	-	342,146.30	386,124.68
10.574	Team Nutrition	3,019.78	-	-	3,019.78
10.579	Direct Certification	-	40,326.42	-	40,326.42
10.582	Fresh Fruits & Vegetables	88,486.94	2,444,521.98	368.54	2,533,377.46
10.649	Pandemic EBT	20,069.12	129,491.00	-	149,560.12
21.019	Coronavirus Relief Fund	-	-	249,999.89	249,999.89
21.027	Coronavirus State and Local Recovery Funds	-	-	25,537.50	25,537.50
84.002	Adult Education	178,703.44	518,297.28	257,865.12	954,865.84
84.010	Title I, Part A Improving Education for the Disadvantaged	458,192.42	39,593,641.59	-	40,051,834.01
84.011	Migrant Programs	156,790.77	525,631.20	-	682,421.97
84.013	Neglected/Delinquent	-	-	51,502.00	51,502.00
84.027	IDEA-B (Special Education)	2,452,960.30	19,789,035.35	14,327,381.93	36,569,377.58
84.144	Migrant Consortium	177,330.46	2,513.86	-	179,844.32
84.173	Preschool (IDEA)	37,617.92	459,254.98	386,838.78	883,711.68
84.196	Homeless Children	191,023.12	204,352.21	-	395,375.33
84.287	21st Century Community Learning Centers	266,056.21	3,585,018.08	2,303,460.33	6,154,534.62
84.358	Rural, Low Income Schools	3,681.71	81,487.34	-	85,169.05
84.365	Title III, English Language Learners	172,113.57	389,048.87	-	561,162.44
84.367	Title IIA, Teacher Quality	149,898.75	9,070,464.52	145,109.86	9,365,473.13
84.369	State Assessments	3,451,508.64	389,478.59	19,703.11	3,860,690.34
84.371	Striving Readers	607,001.21	12,025,419.09	-	12,632,420.30
84.372	SLDS	814,750.15	-	-	814,750.15
84.424	Student Support & Academic Enrichment	203,730.13	5,531,061.69	-	5,734,791.82
84.425C	Governor's Emergency Education Relief Fund	-	-	240,732.73	240,732.73
84.425D	Elementary and Secondary School Emergency Relief	346,022.68	119,681,751.22	4,964,450.56	124,992,224.46
84.425R	Emergency Assistance to Non-Public Schools	46,353.80	-	1,762,696.69	1,809,050.49
93.079	School-Based Surveillance	101,121.72	-	-	101,121.72
93.600	Head Start	76,310.43	-	-	76,310.43
	NCES/NAEP	145,702.10	-	-	145,702.10
Total Federal		\$ 12,151,548.67	\$ 290,932,393.69	\$ 38,639,090.48	\$ 341,723,032.84

ND Department of Public Instruction (201)
Federal Funds Summary
Fiscal Year 2020-2021

Catalog #	Grant Name	Administrative Funds	Grant Funds to School Districts	Grant Funds to Others	Total Grant Award
10.178	Trade Mitigation - TEFAP	\$ 71,968.10	\$ -	\$ -	\$ 71,968.10
10.534	Child and Adult Care Food Program	15,324.31	-	5,492.46	20,816.77
10.541	Child Nutrition Training and TA	48,928.08	-	-	48,928.08
10.553	School Breakfast Program	-	76,802.03	93,705.48	170,507.51
10.555	School Lunch Program	-	200,143.93	177,902.68	378,046.61
10.556	Special Milk Program	-	4,642.28	1,626.50	6,268.78
10.558	Child and Adult Care Food Program	226,663.67	818,436.19	8,090,992.08	9,136,091.94
10.559	Summer Food Service	187,828.08	72,472,317.43	1,064,444.32	73,724,589.83
10.560	State Administrative Expenses for Nutrition Programs	931,458.67	330,314.55	44,388.14	1,306,161.36
10.565	Commodity Supplemental Food Program	79,698.80	4,090.00	88,245.15	172,033.95
10.567	Food Distribution Program on Indian Reservations	463,611.31	-	1,354,812.97	1,818,424.28
10.568	The Emergency Food Assistance Program	168,538.25	1,218.24	470,117.62	639,874.11
10.579	Direct Certification	425.21	48,749.79	-	49,175.00
10.582	Fresh Fruits & Vegetables	91,702.07	2,153,176.53	8,965.32	2,253,843.92
10.649	Pandemic EBT	37,984.25	-	-	37,984.25
21.019	Coronavirus Relief Fund	-	63,481,774.97	-	63,481,774.97
84.002	Adult Education	143,801.46	729,286.70	236,577.26	1,109,665.42
	Title I, Part A Improving Education for the				
84.010	Disadvantaged	582,013.15	38,714,919.11	-	39,296,932.26
84.011	Migrant Programs	156,790.77	143,533.75	-	300,324.52
84.013	Neglected/Delinquent	-	-	106,054.00	106,054.00
84.027	IDEA-B (Special Education)	2,599,778.60	11,853,435.22	18,156,550.13	32,609,763.95
84.144	Migrant Consortium	126,364.57	106,636.87	-	233,001.44
84.173	Preschool (IDEA)	33,461.32	268,911.39	462,240.49	764,613.20
84.196	Homeless Children	69,988.40	128,954.59	-	198,942.99
84.287	21st Century Community Learning Centers	303,776.72	6,043,035.68	1,190.00	6,348,002.40
84.358	Rural, Low Income Schools	9,195.29	68,082.53	-	77,277.82
84.365	Title III, English Language Learners	162,292.23	461,167.07	-	623,459.30
84.367	Title IIA, Teacher Quality	67,609.94	9,855,671.23	-	9,923,281.17
84.369	State Assessments	2,522,961.23	-	-	2,522,961.23
84.371	Striving Readers	699,394.90	11,574,578.09	-	12,273,972.99
84.372	SLDS	968,853.24	-	-	968,853.24
84.377	School Improvement	46,386.78	244,704.82	-	291,091.60
84.424	Student Support & Academic Enrichment	48,372.91	5,020,538.19	-	5,068,911.10
84.425C	Governor's Emergency Education Relief Fund	-	-	709,267.27	709,267.27
84.425D	Elementary and Secondary School Emergency Relief	194,009.31	16,545,765.90	1,640,007.63	18,379,782.84
84.425R	Emergency Assistance to Non-Public Schools	12,024.39	-	-	12,024.39
93.079	School-Based Surveillance	107,211.06	-	-	107,211.06
93.434	ESSA Preschool Development	881,289.33	-	-	881,289.33
93.600	Head Start	127,479.17	-	-	127,479.17
	NCES/NAEP	135,643.69	-	-	135,643.69
	Total Federal	\$ 12,050,965.08	\$ 241,274,085.05	\$ 32,613,381.56	\$ 285,938,431.69

DEPARTMENT OF PUBLIC INSTRUCTION (201)
COVID-19 RELATED FEDERAL FUNDING

Grant Program	AVAILABLE		
	Grants to Districts	State Discretionary	Administration
Elementary and Secondary School Emergency Relief Fund	\$ 29,967,929	\$ 3,163,281	\$ 166,489
Elementary and Secondary School Emergency Relief Fund II	122,331,954	12,912,817	679,622
Elementary and Secondary School Emergency Relief Fund III	274,804,226	29,007,113	1,526,690
Governor's Emergency Education Relief Fund	-	950,000	-
Broadband Grants	500,000	-	-
Education Corps Grants	30,000,000	-	-
K-12 COVID Resiliency Grants	33,816,217	-	-
REA Grants	-	250,000	-
American Rescue Plan - Homeless	1,667,984	-	331,995
American Rescue Plan - Special Education	3,443,745	3,870,182	-
Emergency Assistance for Non-Public Schools	3,798,745	-	200,000
Emergency Assistance for Non-Public Schools II	411,916	-	-
Food Distribution Program on Indian Reservations - CARES Act	-	490,621	-
	<u>\$ 500,742,716</u>	<u>\$ 50,644,014</u>	<u>\$ 2,904,796</u>

Grant Program	SPENT AS OF 12/31/2022		
	Grants to Districts	State Discretionary	Administration
Elementary and Secondary School Emergency Relief Fund	\$ 29,814,811	\$ 3,163,281	\$ 166,489
Elementary and Secondary School Emergency Relief Fund II	78,469,584	5,572,029	414,302
Elementary and Secondary School Emergency Relief Fund III	79,299,897	5,163,516	-
Governor's Emergency Education Relief Fund	-	950,000	-
Broadband Grants	320,884	-	-
Education Corps Grants	29,649,507	-	-
K-12 COVID Resiliency Grants	33,511,384	-	-
REA Grants	-	250,000	-
American Rescue Plan - Homeless	246,992	-	115,426
American Rescue Plan - Special Education	1,945,644	1,305,120	-
Emergency Assistance for Non-Public Schools	2,254,052	-	74,421
Emergency Assistance for Non-Public Schools II	49,514	-	-
Food Distribution Program on Indian Reservations - CARES Act	-	381,204	-
	<u>\$ 255,562,269</u>	<u>\$ 16,785,150</u>	<u>\$ 770,638</u>

Finance



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

ND Public K-12 Enrollment Cohorts
Unduplicated Fall Enrollment Count

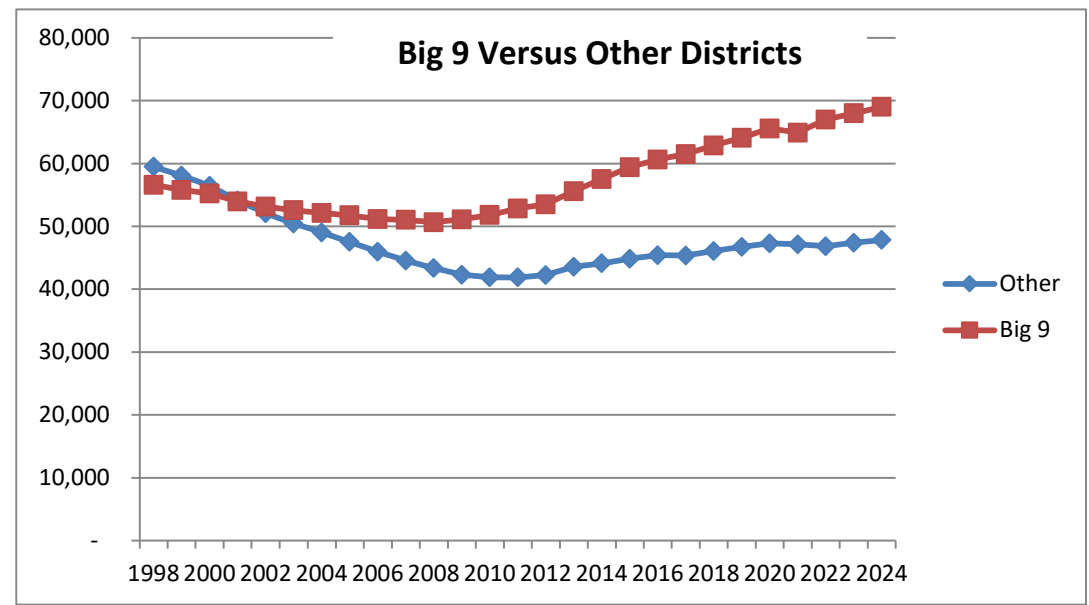
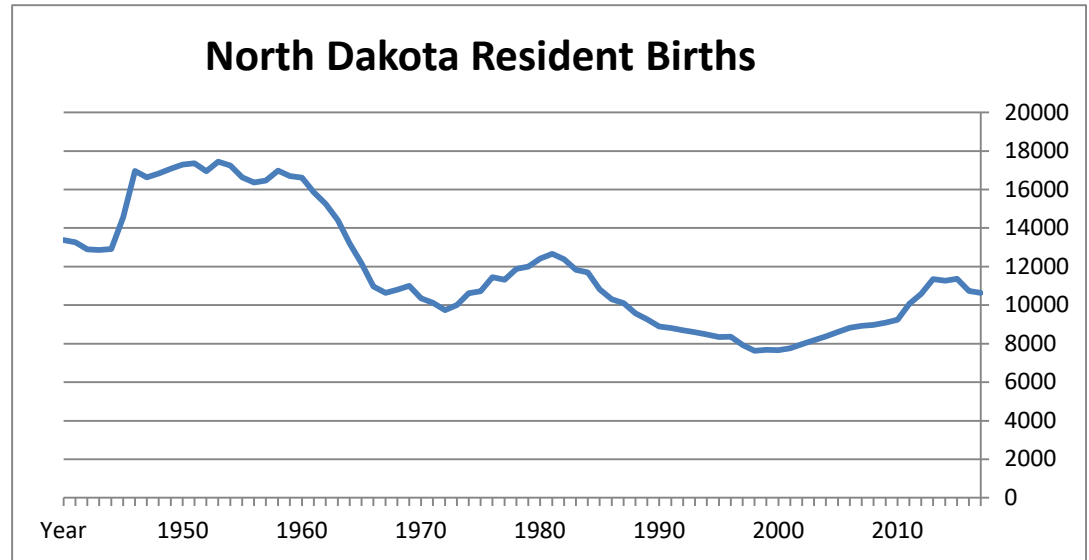
	2016	2017	2018	2019	2020	2021	2022	2023	---> projected	
									2024	2025
Kindergarten	8,925	8,814	9,271	9,324	9,620	8,992	9524	9,235	9,182	9,067
Grade 1	9,051	8,720	8,736	9,178	9,173	9,057	9072	9,514	9,276	9,221
Grade 2	8,871	8,840	8,709	8,745	9,212	8,843	9025	9,091	9,520	9,280
Grade 3	8,663	8,760	8,871	8,740	8,823	8,912	8937	9,091	9,181	9,607
Grade 4	8,433	8,666	8,774	8,884	8,748	8,567	8971	8,971	9,143	9,235
Grade 5	7,984	8,452	8,739	8,850	8,920	8,558	8637	9,106	9,084	9,264
Grade 6	8,096	8,121	8,563	8,846	8,954	8,755	8638	8,682	9,182	9,158
Grade 7	7,948	8,196	8,291	8,617	8,911	8,909	8803	8,737	8,769	9,269
Grade 8	7,694	7,924	8,220	8,228	8,650	8,833	8904	8,866	8,784	8,802
Grade 9	7,931	7,983	8,174	8,397	8,508	8,804	9228	9,232	9,273	9,151
Grade 10	7,607	7,769	7,728	7,985	8,160	8,310	8532	8,863	8,919	8,943
Grade 11	7,434	7,258	7,533	7,500	7,706	7,828	7890	8,181	8,465	8,516
Grade 12	7,433	7,339	7,336	7,548	7,473	7,677	7,697	7,816	8,084	8,370
Total	106,070	106,842	108,945	110,842	112,858	112,045	113,858	115,385	116,862	117,883
Change	1,792	772	2,103	1,897	2,016	(813)	1,813	1,527	1,477	1,021
	1.72%	0.73%	1.97%	1.74%	1.82%	-0.72%	1.62%	1.34%	1.28%	0.87%

North Dakota Resident Births

<u>County of Residence</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
ADAMS	17	22	17	29	19	20	30	27	19	23	27	20	24	23	24	22
BARNES	107	100	111	112	112	113	117	130	102	112	109	96	95	87	97	91
BENSON	168	149	147	122	131	143	162	137	160	153	183	139	151	140	120	113
BILLINGS	7	9	5	7	5	7	10	19	16	18	18	10	11	10	7	11
BOTTINEAU	63	65	64	64	62	75	60	73	83	67	63	68	62	71	63	84
BOWMAN	28	38	39	37	38	37	45	44	48	43	41	35	33	38	37	26
BURKE	24	15	20	20	21	25	36	32	42	44	40	36	24	29	26	22
BURLEIGH	1017	1055	1024	1069	1086	1134	1211	1224	1371	1367	1347	1220	1234	1133	1168	1165
CASS	2006	2055	2096	2170	2156	2239	2363	2463	2569	2561	2629	2525	2450	2436	2351	2513
CAVALIER	37	29	27	34	37	49	31	45	48	41	62	53	54	36	44	47
DICKEY	75	68	78	68	54	26	62	68	62	75	62	65	62	60	57	67
DIVIDE	20	18	9	19	18	26	23	33	32	32	22	19	30	27	22	20
DUNN	28	33	32	32	41	41	48	62	71	70	68	67	69	83	71	77
EDDY	27	27	21	23	24	19	27	28	26	31	35	35	37	21	31	26
EMMONS	29	34	24	22	33	20	25	29	29	28	35	32	22	41	28	35
FOSTER	46	39	27	32	28	25	38	39	39	31	42	38	39	37	45	38
GOLDEN VALLEY	16	11	22	17	19	19	23	20	23	27	22	32	17	23	23	11
GRAND FORKS	950	956	994	908	978	904	965	959	1062	1056	1009	992	975	907	869	897
GRANT	22	11	20	21	22	23	22	33	25	25	31	36	19	26	22	19
GRIGGS	23	26	15	25	23	19	17	23	16	23	17	23	21	23	17	33
HETTINGER	17	15	20	21	27	30	25	41	29	31	42	38	35	32	28	26
KIDDER	22	28	21	24	32	21	29	31	29	24	34	26	33	30	26	20
LAMOURE	41	53	35	28	38	23	48	46	50	46	43	53	53	48	54	53
LOGAN	17	17	18	17	18	16	22	18	24	20	23	21	27	26	20	24
McHENRY	49	57	55	55	63	58	83	63	76	65	72	71	72	61	55	61
McINTOSH	20	27	25	24	33	14	25	30	30	22	22	25	29	27	30	36
McKENZIE	64	60	80	91	53	109	114	176	228	228	245	253	237	278	247	225
McLEAN	73	67	76	82	101	102	128	99	134	112	119	119	115	101	95	96
MERCER	93	66	74	107	99	92	99	102	116	89	111	83	105	89	85	77
MORTON	350	367	364	390	362	401	431	424	457	503	517	466	413	457	402	460
MOUNTRAIL	115	108	127	113	128	143	160	142	159	173	181	186	197	178	168	163
NELSON	29	19	22	28	32	33	29	33	32	29	28	26	21	32	19	23
OLIVER	7	24	18	18	16	20	18	26	21	27	21	21	28	16	18	18
PEMBINA	70	84	65	81	73	78	74	70	93	77	85	84	63	68	84	69
PIERCE	32	43	53	41	37	43	51	58	45	50	36	47	37	37	36	30
RAMSEY	154	139	162	141	167	172	141	143	180	152	150	176	179	146	140	131
RANSOM	60	70	70	54	61	61	73	53	69	66	55	57	43	56	56	55
RENVILLE	24	13	25	34	32	32	29	33	37	28	38	20	22	21	15	30
RICHLAND	190	206	203	184	191	95	183	190	189	186	207	191	199	181	177	189
ROLETTE	317	289	319	299	311	297	292	313	302	272	274	251	230	221	238	177
SARGENT	31	44	49	31	38	23	38	42	44	45	40	41	49	49	36	43
SHERIDAN	6	11	7	9	12	7	11	18	10	11	16	16	9	15	12	7
SIOUX	118	103	97	98	87	98	107	80	117	95	89	87	78	68	66	65
SLOPE	0	9	6	16	11	7	8	12	6	8	9	10	11	NR	7	NR
STARK	265	290	289	306	301	339	398	484	543	546	549	493	526	550	552	486
STEELE	21	13	24	12	19	19	25	17	19	30	28	28	15	26	20	27
STUTSMAN	218	236	219	222	232	216	227	255	235	233	221	220	243	212	197	211
TOWNER	20	16	19	18	14	19	32	30	29	17	26	22	22	20	25	22
TRAILL	95	100	98	91	91	103	89	100	94	93	108	91	87	93	100	72
WALSH	138	139	146	132	122	114	144	149	149	150	152	130	130	123	99	130
WARD	968	1003	1039	1028	998	1070	1109	1210	1266	1270	1192	1152	1112	1056	1026	1090
WELLS	36	36	30	43	29	43	44	35	42	37	57	50	40	40	36	38
WILLIAMS	246	306	284	305	353	372	471	580	655	703	712	643	741	836	760	635
Total	8616	8818	8931	8974	9088	9234	10072	10591	11352	11265	11364	10738	10630	10447	10051	10111

North Dakota Public K-12 Enrollment

School Yea	Other	Big 9	Grand Total
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	47,291	65,567	112,858
2021	47,125	64,920	112,045
2022	46,854	67,004	113,858
2023	47,384	68,001	115,385
2024	47,829	69,033	116,862



Big 9 - Fargo, Bismarck, Grand Forks, West Fargo, Minot, Mandan, Dickinson, Williston Basin, Jamestown (enr. over 2,000).

Prepared by School Finance, 12/2022

2023 projected using 3 year cohort survival routine using fiscal years 2018-2019, 2019-2020, 2021-2022

2023 finalized October 2022

Public School Districts Enrollment by County, Past 10 Years																		
County Number	County Name													One Year		Frontier	WDEA	Big 10
		2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	Students	Percent			
53	Williams	3,695	4,106	4,627	4,913	5,287	5,447	5,792	6,267	6,548	6,346	6,506	6,714	208	3.2%		x	x
08	Burleigh	11,264	11,675	11,926	12,244	12,575	12,936	12,960	13,162	13,527	13,407	13,693	13,892	199	1.5%			x
09	Cass	20,434	21,295	21,912	22,562	23,090	23,542	24,402	24,924	25,439	25,492	26,297	26,895	598	2.3%			x
18	Grand Forks	8,342	8,506	8,587	8,720	8,818	8,908	9,068	9,004	9,167	9,165	9,177	9,246	69	0.8%			x
30	Morton	4,102	4,223	4,391	4,398	4,522	4,530	4,593	4,791	4,890	4,971	5,206	5,269	63	1.2%			x
40	Rolette	2,780	2,904	2,877	2,881	2,923	2,928	2,938	2,933	2,896	2,923	2,886	2,873	(13)	-0.5%			x
51	Ward	8,992	9,428	9,708	10,119	10,155	10,110	10,092	10,320	10,362	10,337	10,524	10,456	(68)	-0.6%		x	x
39	Richland	2,287	2,250	2,251	2,234	2,228	2,217	2,195	2,211	2,248	2,241	2,252	2,238	(14)	-0.6%			x
47	Stutsman	2,575	2,558	2,548	2,591	2,613	2,592	2,581	2,552	2,628	2,640	2,608	2,639	31	1.2%			x
27	McKenzie	1,038	1,275	1,476	1,783	1,875	1,881	2,069	2,356	2,472	2,377	2,310	2,590	280	12.1%	x	x	x
45	Stark	3,404	3,562	3,897	4,209	4,265	4,208	4,498	4,679	4,908	4,615	4,722	4,811	89	1.9%		x	x
14	Eddy	320	340	319	312	296	315	293	298	307	308	325	302	(23)	-7.1%		x	
52	Wells	542	548	544	543	531	560	563	552	536	528	534	560	26	4.9%		x	
20	Griggs	365	370	368	376	385	413	410	423	412	414	424	418	(6)	-1.4%		x	
48	Towner	265	261	272	269	273	286	271	271	275	297	283	279	(4)	-1.4%		x	
22	Kidder	375	370	368	353	350	366	358	351	352	353	353	365	12	3.4%		x	
31	Mountrail	1,564	1,616	1,591	1,787	1,817	1,873	1,965	2,005	1,995	1,917	1,966	2,009	43	2.2%		x	x
43	Sioux	413	421	424	438	469	478	469	374	396	376	373	325	(48)	-12.9%		x	
02	Barnes	1,506	1,492	1,471	1,475	1,424	1,441	1,416	1,425	1,466	1,427	1,407	1,384	(23)	-1.6%			
32	Nelson	449	443	455	439	414	419	429	420	440	440	447	460	13	2.9%		x	
36	Ramsey	1,743	1,759	1,764	1,748	1,772	1,790	1,768	1,772	1,723	1,729	1,740	1,755	15	0.9%			
10	Cavalier	442	428	435	438	472	476	475	480	499	468	460	498	38	8.3%		x	
26	McIntosh	379	377	384	374	359	361	354	368	359	381	383	368	(15)	-3.9%		x	
29	Mercer	1,241	1,276	1,312	1,282	1,289	1,294	1,278	1,267	1,292	1,267	1,304	1,313	9	0.7%			x
05	Bottineau	761	795	820	861	844	847	859	867	857	890	872	875	3	0.3%		x	x
34	Pembina	1,260	1,231	1,195	1,147	1,130	1,132	1,140	1,109	1,116	1,075	1,009	1,041	32	3.2%		x	
12	Divide	280	340	354	356	340	340	368	356	379	385	382	381	(1)	-0.3%		x	x
44	Slope	15	16	23	22	21	21	17	13	21	19	21	21	-	0.0%		x	x
25	McHenry	857	909	954	953	969	969	978	963	955	930	935	916	(19)	-2.0%		x	x
23	LaMoure	631	650	653	643	644	641	649	672	636	630	616	610	(6)	-1.0%		x	
41	Sargent	664	649	638	615	608	605	606	584	581	578	569	556	(13)	-2.3%		x	
03	Benson	1,022	1,022	1,052	1,024	980	972	947	957	976	981	974	948	(26)	-2.7%		x	
49	Traill	1,274	1,329	1,315	1,329	1,302	1,293	1,356	1,343	1,349	1,334	1,363	1,382	19	1.4%			
50	Walsh	1,528	1,575	1,544	1,558	1,578	1,561	1,536	1,568	1,548	1,560	1,659	1,656	(3)	-0.2%			
01	Adams	248	280	277	266	268	267	275	261	277	261	267	275	8	3.0%		x	x
24	Logan	343	355	345	342	341	337	345	336	322	321	316	340	24	7.6%		x	
38	Renville	604	596	601	607	630	615	574	565	565	530	545	532	(13)	-2.4%		x	x
28	McLean	1,484	1,582	1,546	1,600	1,623	1,569	1,613	1,576	1,601	1,685	1,651	1,652	1	0.1%		x	x
16	Foster	539	543	520	520	517	502	498	493	509	515	554	571	17	3.1%		x	

Public School Districts Enrollment by County, Past 10 Years																		
County Number	County Name	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	One Year		Frontier	WDEA	Big 10
														Students	Percent			
35	Pierce	603	583	573	604	613	595	629	630	587	598	591	571	(20)	-3.4%	x		
06	Bowman	548	595	612	593	604	585	596	599	607	607	613	597	(16)	-2.6%	x	x	
37	Ransom	945	929	955	963	952	918	918	915	927	938	937	952	15	1.6%	x		
11	Dickey	822	826	815	814	842	809	829	826	837	809	799	813	14	1.8%	x		
07	Burke	269	319	331	363	378	364	359	364	375	375	372	394	22	5.9%	x	x	
21	Hettinger	409	421	424	451	468	451	473	470	467	489	496	495	(1)	-0.2%	x	x	
19	Grant	238	237	221	212	225	226	223	210	222	205	206	201	(5)	-2.4%	x		
15	Emmons	548	544	548	528	535	505	503	499	514	499	480	486	6	1.3%	x		
13	Dunn	452	476	516	527	534	504	560	615	646	609	642	652	10	1.6%	x	x	
42	Sheridan	100	106	103	104	115	108	113	106	105	104	102	113	11	10.8%	x		
04	Billings	55	67	76	73	80	75	68	74	76	83	94	95	1	1.1%	x	x	
33	Oliver	210	200	227	208	224	210	221	228	243	244	236	234	(2)	-0.8%	x	x	
17	Golden Valley	319	313	320	321	335	314	311	294	285	289	289	277	(12)	-4.2%	x	x	
46	Steele	233	221	191	186	168	157	144	144	138	83	88	90	2	2.3%	x		
Total		95,778	99,192	101,656	104,278	106,070	106,863	108,945	110,842	112,858	112,045	113,858	115,385	1,527	1.3%	38	20	11

	2021-22	2022-23	One Year Change		Change from 2013-14											
			Students	Percent	Students	Percent										
Non Frontier Counties	75,167	77,938	80,130	82,263	83,841	84,797	86,473	88,218	89,991	89,454	91,344	92,523	1,179	1.3%	12,393	15.5%
¹ Frontier Counties	20,611	21,254	21,526	22,015	22,229	22,066	22,472	22,624	22,867	22,591	22,514	22,862	348	1.5%	1,336	6.2%

¹Counties with less than seven persons per square mile (Based on 2018 estimates)

	2021-22	2022-23	One Year Change		Change from 2013-14											
			Students	Percent	Students	Percent										
² Western Dakota Energy	26,445	28,172	29,692	31,294	32,006	31,944	32,966	34,139	34,931	34,255	34,747	35,289	542	1.6%	5,597	18.9%
Non-Western Dakota Energy	69,333	71,020	71,964	72,984	74,064	74,919	75,979	76,703	77,927	77,790	79,111	80,096	985	1.2%	8,132	11.3%

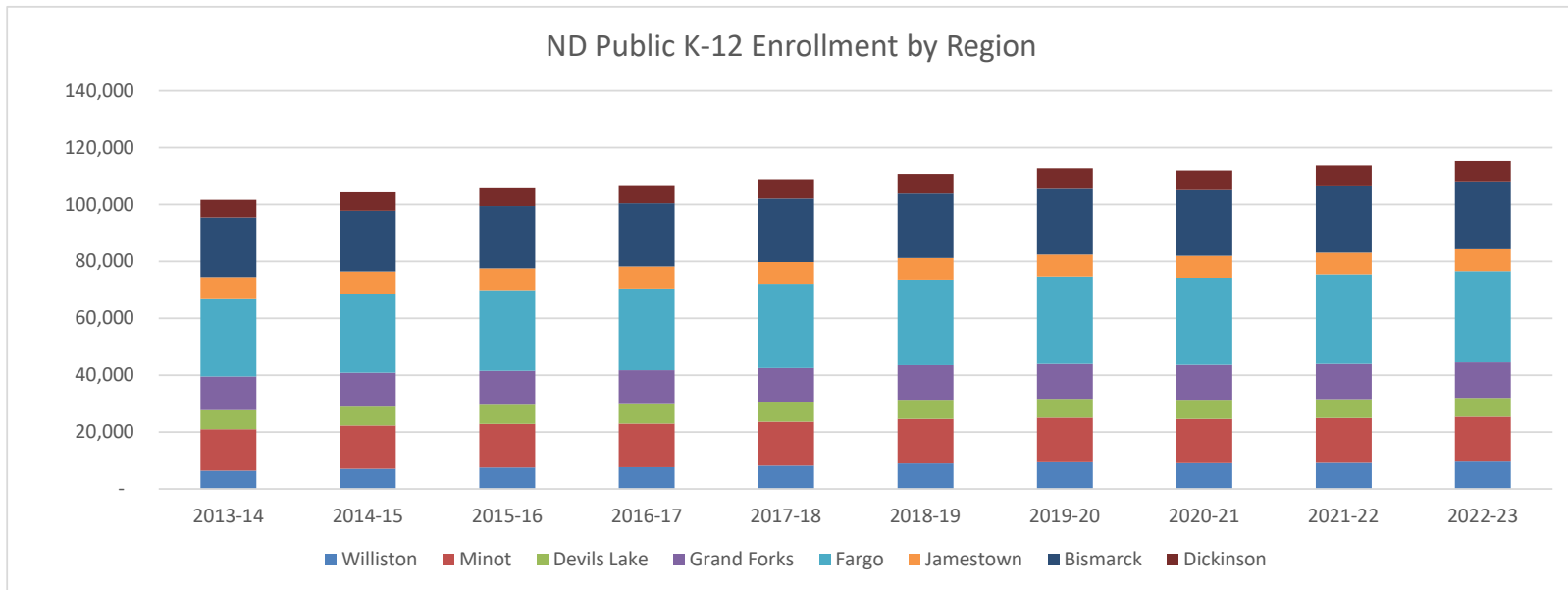
²Members of Western Dakota Energy Association

	2021-22	2022-23	One Year Change		Change from 2013-14											
			Students	Percent	Students	Percent										
³ Largest 11 Counties	68,913	71,782	74,200	76,654	78,351	79,299	81,188	83,199	85,085	84,514	86,181	87,623	1,442	1.7%	13,423	18.1%
All Other Counties	26,865	27,410	27,456	27,624	27,719	27,564	27,757	27,643	27,773	27,531	27,677	27,762	85	0.3%	306	1.1%

³Counties containing school districts with enrollment exceeding 2,000 students.

ND Public K-12 Enrollment by Region
State planning regions

Region Number	Region Name	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	One Year Change		Change from 2013-14	
															Students	Percent	Students
1	Williston	5,013	5,721	6,457	7,052	7,502	7,668	8,229	8,979	9,399	9,108	9,198	9,685	487	5.0%	3,228	50.0%
2	Minot	13,650	14,246	14,578	15,294	15,406	15,373	15,456	15,714	15,696	15,577	15,805	15,753	(52)	-0.3%	1,927	13.2%
3	Devils Lake	6,572	6,714	6,719	6,672	6,716	6,767	6,692	6,711	6,676	6,706	6,668	6,655	(13)	-0.2%	134	2.0%
4	Grand Forks	11,579	11,755	11,781	11,864	11,940	12,020	12,173	12,101	12,271	12,240	12,292	12,403	111	0.9%	661	5.6%
5	Fargo	25,837	26,673	27,262	27,889	28,348	28,732	29,621	30,121	30,682	30,666	31,506	32,113	607	1.9%	4,829	17.7%
6	Jamestown	7,702	7,719	7,648	7,678	7,656	7,656	7,645	7,647	7,705	7,665	7,641	7,703	62	0.8%	(37)	-0.5%
7	Bismarck	19,975	20,634	21,066	21,367	21,927	22,222	22,331	22,564	23,142	23,111	23,604	23,850	246	1.0%	3,136	14.9%
8	Dickinson	5,450	5,730	6,145	6,462	6,575	6,425	6,798	7,005	7,287	6,972	7,144	7,223	79	1.1%	1,522	24.8%
Total		95,778	99,192	101,656	104,278	106,070	106,863	108,945	110,842	112,858	112,045	113,858	115,385	1,527	1.3%	16,267	16.0%
Change		1,049	3,414	2,464	2,622	1,792	793	2,082	1,897	2,016	(813)	1,813	1,527				



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.

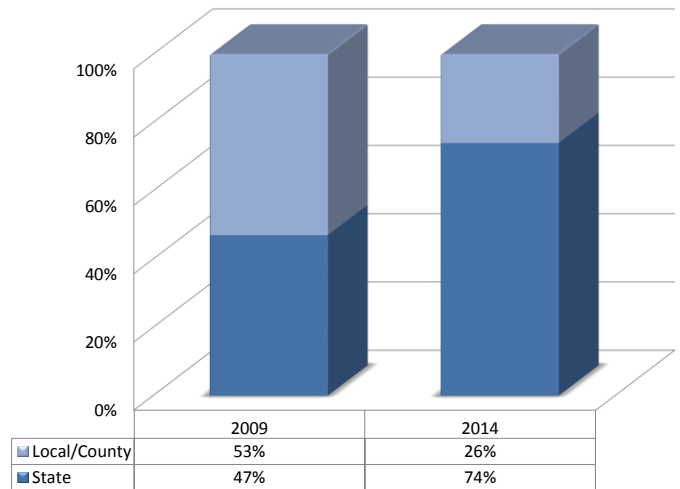
The formula is student driven and uses various weights to account for the increased costs associated with school district size and serving students with special needs. A base per student funding rate is set by the legislature designed to generate the resources necessary to educate students to state standards. 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		
<i>Part One: Calculate Base Funding Amount</i>		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
<i>Part Two: Determine State Aid Payment</i>		
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

Statewide Statistical Summary
 North Dakota Department of Public Instruction
 Office of Fiscal Management
 2021-23 Budget to Actual

	Budget Year 2021-22 Statewide		Budget Year 2022-23 Statewide		Actual 6/30 Year 2021-22 Statewide		Actual 12/1 Year 2022-23 Statewide	
	Weighted ADM	Entitlement	Weighted ADM	Entitlement	Weighted ADM	Entitlement	Weighted ADM	Entitlement
Student Membership								
1 Pk Special Education	1,259.17	12,762,947	1,259.17	12,890,123	1,109.97	11,250,656	1,154.90	11,822,711
2 Kindergarten	9,063.71	91,869,765	9,521.09	97,467,398	9,115.09	92,390,552	9,601.25	98,287,996
3 Grade 1-6	53,081.55	538,034,591	55,095.07	564,008,232	52,908.28	536,278,326	53,439.13	547,056,374
4 Grade 7-8	17,845.87	180,885,738	18,121.39	185,508,669	17,788.43	180,303,526	17,775.74	181,970,250
5 Grade 9-12	31,972.65	324,074,780	32,209.94	329,733,156	31,350.00	317,763,600	32,100.91	328,617,016
6 Alternative High School	691.23	7,006,307	691.23	7,076,122	752.95	7,631,901	738.14	7,556,339
7 Total Average Daily Membership (ADM)	113,914.18	1,154,634,128	116,897.89	1,196,683,700	113,024.72	1,145,618,562	114,810.07	1,175,310,687
Other Program Membership								
8 Alt High School	172.84	1,751,906	172.84	1,769,363	188.24	1,908,001	184.55	1,889,238
9 Special Ed ADM	9,340.92	94,679,565	9,585.58	98,127,582	9,268.01	93,940,549	9,414.42	96,375,418
10 PK Special Ed ADM	214.06	2,169,712	214.06	2,191,332	188.78	1,913,474	196.33	2,009,830
11 On Time Funding	2,194.33	22,241,729	1,409.07	14,424,650	1,778.53	18,027,180	1,875.11	19,195,501
12 On Time Adjustment	-	-	-	-	(90.90)	(921,362)	(393.75)	(4,030,819)
12 Regional Education Association	227.82	2,309,184	233.75	2,392,899	226.01	2,290,837	229.56	2,350,006
13 ELL Level 1	149.66	1,516,954	149.66	1,532,069	114.53	1,160,876	147.03	1,505,146
14 ELL Level 2	157.59	1,597,332	157.59	1,613,249	142.66	1,446,002	174.45	1,785,845
15 ELL Level 3	82.66	837,842	82.66	846,190	69.60	705,466	86.78	888,367
16 At Risk	989.30	10,027,545	1,014.20	10,382,365	935.16	9,478,782	878.27	8,990,850
17 Home-Education (district supervised)	13.47	136,532	13.47	137,892	4.98	50,477	11.58	118,544
18 Alternative Middle School	1.00	10,136	1.00	10,237	0.89	9,021	1.09	11,158
Summer Programs								
19 - Summer School	1,359.90	13,783,946	1,359.27	13,914,847	1,480.28	15,004,118	1,461.85	14,964,958
20 - Special Ed ESY	59.85	606,640	59.85	612,684	55.76	565,183	56.49	578,288
Isolated Schools								
21 >275 sq miles and < 100 ADM	99.64	1,009,951	114.43	1,171,420	100.95	1,023,229	112.90	1,155,757
22 > 600 sq miles and < 50 ADM	-	-	-	-	-	-	-	-
23 Total Weighted Average Daily Membership	128,977.22	1,307,313,102	131,465.32	1,345,810,481	127,488.20	1,292,220,395	129,246.73	1,323,098,775
24 School Size Adjustment Factor	5,484.49	55,590,791	6,082.90	62,270,647	5,812.70	58,917,527	6,359.33	65,100,461
25 Total Weighted Student Units	134,461.71		137,548.22		133,300.90		135,606.06	
Per Student Payment Rate	\$10,136		\$10,237		\$10,136		\$10,237	
Rate Increase								
Total Formula Amount		1,362,903,893		1,408,081,128		1,351,137,922		1,388,199,236
Transition Maximum Adjustment	1.10	(10,497,075)	1.10	(10,996,426)	1.10	(9,953,807)	1.10	(10,531,326)
Transition Minimum Adjustment	1.02	36,886,426	1.02	28,740,642	1.02	37,112,602	1.02	28,792,342
Adjusted Formula Amount		1,389,293,244		1,425,825,344		1,378,296,717		1,406,460,252
Contribution from Property Tax	60	(296,455,287)	60	(314,243,670)	60	(296,911,850)	60	(312,324,121)
Contribution from In-Lieu of Property Tax	75%	(49,252,697)	75%	(46,649,664)	75%	(52,085,379)	75%	(64,433,821)
Ending Fund Balance Offset	35%		35%		35%	-	35%	-
State Aid Payment		1,046,085,260		1,064,932,010		1,029,299,488		1,029,702,310
State Aid Payment Biennium				2,111,017,270				2,059,001,799

2021-23 Budget to Actual

FOUNDATION AID STATUS

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

12-2022

	A	B	C	D	E	F	G
	Biennial	Yearly	Actual	Estimated	Estimated Total	Variance	Amount
FISCAL YEAR 2021-2022	Appropriation	Appropriation	Obligations	Additional	Obligations	Est. to Actual	Available
	2021-2023	2021-2022	to date	Obligations	2021-2022	2021-2022	2022-2023
			2021-2022	2021-2022	(Col C + Col D)	(Col B - Col E)	(Col A - Col E)
State Aid Formula Payments	2,121,475,000.00	1,050,989,149.00	1,029,299,488.52	-	1,029,299,488.52	21,689,660.48	1,092,175,511.48
State Child Placement - Public	6,800,000.00	3,300,000.00	3,074,288.46	-	3,074,288.46	225,711.54	3,725,711.54
State Child Placement - Non-public	2,400,000.00	1,200,000.00	674,551.94	-	674,551.94	525,448.06	1,725,448.06
SD Cross Border	350,000.00	175,000.00	12,830.00	-	12,830.00	162,170.00	337,170.00
Gifted and Talented	800,000.00	400,000.00	400,000.00	-	400,000.00	-	400,000.00
State School Aid	2,131,825,000.00	1,056,064,149.00	1,033,461,158.92	-	1,033,461,158.92	22,602,990.08	1,098,363,841.08
Transportation	58,100,000.00	29,050,000.00	29,050,000.00	-	29,050,000.00	-	29,050,000.00
Special Education Contracts	27,000,000.00	13,300,000.00	8,992,608.07	-	8,992,608.07	4,307,391.93	18,007,391.93
TOTAL	2,216,925,000.00	1,098,414,149.00	1,071,503,766.99	-	1,071,503,766.99	26,910,382.01	1,145,421,233.01
	H	I	J	K	L	M	N
	Amount	Yearly	Actual	Estimated	Estimated Total	Variance	Remaining
FISCAL YEAR 2022-2023	Available	Appropriation	Obligations	Additional	Obligations	Est. to Actual	Balance
	2022-2023	2022-2023	to date	Obligations	2022-2023	2022-2023	Balance
	(From Col G)	2022-2023	2022-2023	2022-2023	(Col J + Col K)	(Col I - Col L)	(Col H - Col L)
State Aid Formula Payments	1,092,175,511.48	1,070,485,851.00	1,029,702,310.02	-	1,029,702,310.02	40,783,540.98	62,473,201.46
State Child Placement - Public	3,725,711.54	3,500,000.00	285,486.52	3,214,513.48	3,500,000.00	-	225,711.54
State Child Placement - Non-public	1,725,448.06	1,200,000.00	-	1,200,000.00	1,200,000.00	-	525,448.06
SD Cross Border	337,170.00	175,000.00	-	175,000.00	175,000.00	-	-
Gifted and Talented	400,000.00	400,000.00	400,000.00	-	400,000.00	-	-
State School Aid	1,098,363,841.08	1,075,760,851.00	1,030,387,796.54	4,589,513.48	1,034,977,310.02	40,783,540.98	63,224,361.06
Transportation	29,050,000.00	29,050,000.00	29,050,000.00	-	29,050,000.00	-	-
Special Education Contracts	18,007,391.93	13,700,000.00	1,676,465.72	8,323,534.28	10,000,000.00	3,700,000.00	8,007,391.93
TOTAL	1,145,421,233.01	1,118,510,851.00	1,061,114,262.26	12,913,047.76	1,074,027,310.02	44,483,540.98	71,231,752.99

State School Aid Budget
Cost to Continue

Appropriation	2021-22	2022-23 (Budget)	2019-2021 Biennium	2023-24	2024-2025	2023-2025 Biennium	Biennium Change
State Aid Formula Payments	1,046,085,259	1,064,281,961	2,110,367,220	1,033,097,552	1,041,940,594	2,075,038,146	(35,329,074)
Available for Formula	1,046,085,259	1,064,281,961	2,110,367,220	1,033,097,552	1,041,940,594	2,075,038,146	(35,329,074)
<i>Budget Variance</i>	5,303,890	5,303,890	10,607,780	5,303,890	5,303,890	10,607,780	-
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	3,300,000	3,500,000	6,800,000	3,300,000	3,500,000	6,800,000	-
State Child Placement-Nonpublic	1,200,000	1,200,000	2,400,000	1,200,000	1,200,000	2,400,000	-
Gifted and Talented	400,000	400,000	800,000	400,000	400,000	800,000	-
SD Tuition Payment	175,000	175,000	350,000	175,000	175,000	350,000	-
Cooperative Agreement Adj	-	-	-	-	-	-	-
Grants - Integrated formula payments	1,056,714,149	1,075,110,851	2,131,825,000	1,043,726,442	1,052,769,484	2,096,495,926	(35,329,074)
Grants - transportation	29,050,000	29,050,000	58,100,000	28,250,000	28,250,000	56,500,000	(1,600,000)
Grants - special education contracts	13,300,000	13,700,000	27,000,000	13,300,000	13,700,000	27,000,000	-
Rapid enrollment grants	-	-	-	-	-	-	-
Music Education Grants	-	-	-	-	-	-	-
Literacy Intervention	-	-	-	-	-	-	-
PowerSchool	2,625,000	2,625,000	5,250,000	2,625,000	2,625,000	5,250,000	-
Appropriation to Actual Expenditure Reconciliation							
State Aid Formula	1,029,299,489	1,029,702,310	2,059,001,799	1,033,097,552	1,041,940,594	2,075,038,146	16,036,348
Budget Variance	22,089,660	39,883,541	61,973,201	5,303,890	5,303,890	10,607,780	(51,365,421)
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	3,074,288	3,500,000	6,574,288	3,300,000	3,500,000	6,800,000	225,712
State Child Placement - Private	674,552	674,552	1,349,104	1,200,000	1,200,000	2,400,000	1,050,896
Gifted and Talented	400,000	400,000	800,000	400,000	400,000	800,000	-
SD Tuition Payment	92,066	92,066	184,132	175,000	175,000	350,000	165,868
Powerschool Refund	-	-	-	-	-	-	-
Other - Budget Variance	834,094	608,382	1,442,476	-	-	-	(1,442,476)
Grants - Integrated formula payments	1,056,714,149	1,075,110,851	2,131,825,000	1,043,726,442	1,052,769,484	2,096,495,926	(35,329,074)



Statewide Statistical Summary
 North Dakota Department of Public Instruction
 Office of School Finance
 Cost to Continue

	Budget April 2021				Budget Projections			
	Year 2021-22 Statewide		Year 2022-23 Statewide		Year 2023-24 Statewide		Year 2024-25 Statewide	
	Weighted ADM	Entitlement	Weighted ADM	Entitlement	Weighted ADM	Entitlement	Weighted ADM	Entitlement
Student Membership								
1 Pk Special Education	1,259.17	12,762,947	1,259.17	12,890,123	1,154.90	11,822,711	1,154.90	11,822,711
2 Kindergarten	9,063.71	91,869,765	9,521.09	97,467,398	9,290.58	95,107,667	9,232.83	94,516,481
3 Grade 1-6	53,081.55	538,034,591	55,095.07	564,008,232	54,785.39	560,838,037	55,710.33	570,306,648
4 Grade 7-8	17,845.87	180,885,738	18,121.39	185,508,669	17,711.40	181,311,602	17,655.79	180,742,322
5 Grade 9-12	31,972.65	324,074,780	32,209.94	329,733,156	33,387.72	341,790,090	34,038.01	348,447,108
6 Alternative High School	691.23	7,006,307	691.23	7,076,122	738.14	7,556,339	738.14	7,556,339
7 Total Average Daily Membership (ADM)	113,914.18	1,154,634,128	116,897.89 2.6%	1,196,683,700	117,068.13 0.1%	1,198,426,447	118,530.00 1.2%	1,213,391,610
Other Program Membership								
8 Alt High School	172.84	1,751,906	172.84	1,769,363	184.55	1,889,238	184.55	1,889,238
9 Special Ed ADM	9,340.92	94,679,565	9,585.58	98,127,582	9,599.54	98,270,491	9,719.42	99,497,703
10 PK Special Ed ADM	214.06	2,169,712	214.06	2,191,332	196.33	2,009,830	196.33	2,009,830
11 Regional Education Association	227.82	2,309,184	233.75	2,392,899	234.14	2,396,891	236.99	2,426,067
12 On Time Funding	2,194.33	22,241,729	1,409.07	14,424,650	1,442.98	14,771,786	1,339.67	13,714,202
13 On Time Adjustment	-	-	-	-	-	-	-	-
14 ELL Level 1	149.66	1,516,954	149.66	1,532,069	147.03	1,505,146	147.03	1,505,146
15 ELL Level 2	157.59	1,597,332	157.59	1,613,249	174.45	1,785,845	174.45	1,785,845
16 ELL Level 3	82.66	837,842	82.66	846,190	86.78	888,367	86.78	888,367
17 At Risk	989.30	10,027,545	1,014.20	10,382,365	893.68	9,148,602	902.04	9,234,183
18 Home-Education (district supervised)	13.47	136,532	13.47	137,892	11.58	118,544	11.58	118,544
19 Alternative Middle School	1.00	10,136	1.00	10,237	1.09	11,158	1.09	11,158
Summer Programs								
20 - Summer School	1,295.77	13,133,925	1,295.77	13,264,797	1,461.85	14,964,958	1,461.85	14,964,958
21 - Special Ed ESY	59.85	606,640	59.85	612,684	56.49	578,288	56.49	578,288
Isolated Schools								
22 >275 sq miles and < 100 ADM	99.64	1,009,951	114.43	1,171,420	93.13	953,372	84.21	862,058
23 > 600 sq miles and < 50 ADM	-	-	-	-	-	-	-	-
24 Total Weighted Average Daily Membership	128,913.09	1,306,663,080	131,401.82	1,345,160,431	131,651.75	1,347,718,965	133,132.48	1,362,877,198
25 School Size Adjustment Factor	5,548.62	56,240,812	6,082.90	62,270,647	5,910.55	60,506,300	6,125.34	62,705,106
26 Total Weighted Student Units	134,461.71		137,484.72		137,562.30		139,257.82	
Per Student Payment Rate	\$10,136		\$10,237		\$10,237		\$10,237	
Rate Increase			1.0%		0.0%		0.0%	
Total Formula Amount		1,362,903,893		1,407,431,079		1,408,225,265		1,425,582,303
Transition Maximum Adjustment	1.05	(10,497,075)	1.10	(10,996,426)	1.10	(8,490,589)	1.10	(6,276,802)
Transition Minimum Adjustment	1.01	36,886,426	1.02	28,740,642	1.02	23,288,613	1.02	17,115,240
Adjusted Formula Amount		1,389,293,243		1,425,175,295		1,423,023,289		1,436,420,741
Contribution from Property Tax	60	(296,455,287)	60	(314,243,670)	60	(327,937,249)	60	(340,731,246)
Contribution from In-Lieu of Property Tax	75%	(49,252,697)	75%	(49,149,664)	75%	(61,988,488)	75%	(53,748,901)
Ending Fund Balance Offset	35%		35%	-	35%		35%	
State Aid Payment		1,046,085,259		1,064,281,961		1,033,097,552		1,041,940,594
								(35,329,073)

Projection Notes

- ADM is projected using a three year cohort survival routine.
- Taxable Valuations were based on 2022 and 2023 estimated valuations using a 3 year average change.
 - Max increase of 5%
 - Floor of 0%
- Delayed changes from SB 2265 were implemented for the cost to continue
 - Changes to On Time Funding
 - Increases in the deduction from property taxes
 - Decreases to the transition minimum
 - Increases to the transition maximum
- OGPT is adjusted to reflect 6 months distributed July - December 2022
- Most other statistical data was based on data supporting the 2022-23 payment



STATE AID TO SCHOOLS PAYMENT WORKSHEET

North Dakota Department of Public Instruction
Office of Fiscal Management - SFO

District Name Hope Page 85	County District Number 09-085	Payment Month January	School Year 2022-2023
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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	0.31	1.000	0.31
2 Kindergarten	15.00	1.000	15.00
3 Grade 1-6	74.89	1.000	74.89
4 Grade 7-8	20.00	1.000	20.00
5 Grade 9-12	39.86	1.000	39.86
6 Alternative High School	-	1.000	-
7 Total Average Daily Membership (ADM)			150.06

Other Program Membership

8 Alt High School (from line 6)	-	0.250	-
9 Special Ed ADM (from line 7)	150.06	0.082	12.30
10 PK Special Ed ADM (from line 1)	0.31	0.170	0.05
11 Regional Education Association (if member from line 7)	150.06	0.002	0.30
12 2022-23 Fall Enrollment above 2022 ADM	2.25	0.700	1.58
13 Spring 2022 ADM Adjustment	(5.25)	0.600	(3.15)
14 ELL Level 1	0.36	0.400	0.14
15 ELL Level 2	-	0.280	-
16 ELL Level 3	0.36	0.070	0.03
17 At Risk	21.31	0.025	0.53
18 Home-Education (district supervised)	-	0.200	-
19 Alt Middle School	-	0.150	-
Summer Programs			
20 Summer School	0.96	0.600	0.58
21 Special Ed ESY	0.03	1.000	0.03
Isolated School District			
22 >275 sq miles and <100 ADM	-	0.100	-
23 >600 sq miles and <50 ADM	-	1.100	-

24 Total Weighted Average Daily Membership (add lines 7 through 23)			162.45
25 School District Size Weighting Factor			1.3929
26 Total Weighted Student Units			226.28
27 Per Student Payment Rate			\$10,237.00
28 Total Formula Payment			2,316,428.36

Formula Adjustments

	70%		
29 Transition Maximum Adjustment (from line 68)	4,025,332.71	-	-
30 Transition Minimum Adjustment (from line 75) with 15% Reduction	3,729,639.79	1,413,211.43	989,248.00
31 Total Adjusted Formula Amount (total lines 28, 29 and 30)			3,305,676.36
32 Contribution from Property Tax (from line 48)			1,316,548.68
33 Contribution from Other Local Revenue (from line 41)			57,767.42
34 State Aid Payment (line 31 minus lines 32 and 33)			1,931,360.26

State School Aid Summary

	Entitlement	EFB Offset	Net Entitlement
1 State Aid Formula Payment (from line 34)	1,931,360.26	-	1,931,360.26
2 Transportation (from line 64)	156,473.94	-	156,473.94
3 State Child Placement	-	-	-
4 Special Education Contracts - Agency	-	-	-
5 Special Education Contracts - School Placed	-	-	-
6 Special Education Contracts - Boarding	-	-	-
7 Special Education - Gifted and Talented	-	-	-
Total State Aid	2,087,834.20	-	2,087,834.20

Excess Fund Balance Offset (from line 52)

-

B CONTRIBUTION FROM OTHER LOCAL REVENUE	Apportioned			
	Total Revenue	Revenue	Percent	
35 1300 Tuition	-	-	75%	-
36 2999 County	-	-	75%	-
37 US Flood	-	-	75%	-
38 Electric Generation, Distribution and Transmission Tax	44,574.55	44,574.55	75%	33,430.91
39 Mobile Home and Other In-Lieu Taxes	7,788.30	7,788.30	75%	5,841.23
40 Telecommunications	24,660.37	24,660.37	75%	18,495.28
41 Contribution from Other Local Revenue				57,767.42
	S & I Levy	Total Levy	Non S & I Percentage	
	-	70.00	100.00%	

C CONTRIBUTION FROM PROPERTY TAX			
42 District Taxable Valuation			21,942,478
43 Contribution Mill Rate			60
44 Contribution from Property Tax (line 42 times line 43 divided by 1000)			1,316,548.68
45 Minimum Local Effort Adjustment (NDCC 15.1-27-04.2)		-	-
46 Maximum Contribution Increase Adjustment (NDCC 15.1-27-04.1.4.a.)		1,463,362.45	-
47 Local Effort Adjustment NDCC 15.1-27-04.3			-
48 Adjusted Contribution from Property Tax (total lines 44, 45 and 46)			1,316,548.68

D EXCESS FUND BALANCE OFFSET (Suspended until 2023-24)	
49 General Fund Ending Balance	-
50 General Fund Expenditures	-
51 35% of General Fund Expenditures + \$50,000	50,000.00
52 Excess Fund Balance Offset (line 49 minus line 51, if less than zero enter zero)	-

E TRANSPORTATION WORKSHEET				
Transportation Statistics	Rate	Miles	Rides	Total
53 Small Bus Miles	0.520	10,608.0	xxxxx	5,516.16
54 Large Bus Miles	1.110	123,868.0	xxxxx	137,493.48
55 Rural Rides	0.300	xxxxx	44,881	13,464.30
56 Small In-City Miles	0.520	0.0	xxxxx	-
57 Large In-City Miles	1.110	0.0	xxxxx	-
58 In-City Rides	0.300	xxxxx	0	-
59 Family - To School	0.250	0.0	xxxxx	-
60 Family - To Bus	0.250	0.0	xxxxx	-
61 Not Reimbursable	-	0.0	0	
62 Total Transportation Reimbursement				156,473.94
63 Reimbursement Cap --- 90% of transportation expenditures				241,820.43
64 Transportation Grant Total (lesser of 90% cap or total)				156,473.94

F BASELINE FUNDING - MINIMUM AND MAXIMUM PAYMENTS	
65 Baseline Funding (2018-19 Formula Payment)	3,651,792.02
66 Baseline Weighted Student Units (2018-19)	225.81
67 Baseline Funding Rate	\$16,171.97

Adjustment for Maximum	Baseline Funding		Weighted Student Units	
	Rate	Maximum Percent		
68 Maximum Increase Amount	\$16,171.97	110%	226.28	4,025,332.71

Adjustment for Minimum	Baseline Funding		Weighted Student Units	
	Rate	Minimum Percent		
69 Minimum Increase Per Student	\$16,171.97	102%	225.81	3,724,828.40
70 WSUs Above Baseline	\$10,237.00		0.47	4,811.39
71 Baseline Funding Per Student				3,729,639.79
72 Baseline Funding (from line 65)				3,651,792.02
73 Minimum Funding Percentage				100%
74 Minimum Funding Amount				3,651,792.02
75 Minimum Increase Amount (greater of line 71 or line 74)				3,729,639.79

State Aid To Schools

	Biennial Appropriation 2011-2013	Biennial Appropriation 2013-2015	Biennial Appropriation 2015-2017	Biennial Appropriation 2017-2019	Biennial Appropriation 2019-2021	Biennial Appropriation 2021-2023
*Grants - State school aid	918,459,478	1,752,100,000	1,915,332,000	1,935,204,163	2,098,202,429	2,131,825,000
Grants - Transportation	48,500,000	53,500,000	57,108,000	55,400,000	56,500,000	58,100,000
Grants - Special education aid	16,000,000	16,500,000	18,500,000	19,300,000	24,000,000	27,000,000
Grants - Teacher compensation payments						
Grants - Tuition apportionment						
Grants - Revenue supplement payments						
Grants - Supplemental operations						
K-12 State Aid Formula Payments	982,959,478	1,822,100,000	1,990,940,000	2,009,904,163	2,178,702,429	2,216,925,000
Other Appropriations						
ITD Powerschool			6,000,000	5,500,000	5,500,000	5,250,000
Grants - Mill Levy Reduction	341,790,000					
Grants - Supplemental one-time						
Grants - Federal one-time Education Jobs Fur	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				100,000		
Grants - Reorganization bonuses						
Grants - JPA incentives (SB 2200)						
Supplemental Appropriations						
Additional Tuition Apportionment	2,214,423					
Deferred Maintenance and Physical Improvement Grants						
Supplemental Transportation Payments						
Deficiency Appropriation - Mill Levy Reduction						
Total Appropriated	1,362,481,617	1,847,700,000	2,012,740,000	2,022,004,163	2,187,202,429	2,222,175,000

*The 2015-17 appropriation reflects transfers from Grants-State school aid to Grants-Transportation and Grants-Special education aid approved by the 2017 legislature.



Appropriation History
North Dakota Department of Public Instruction

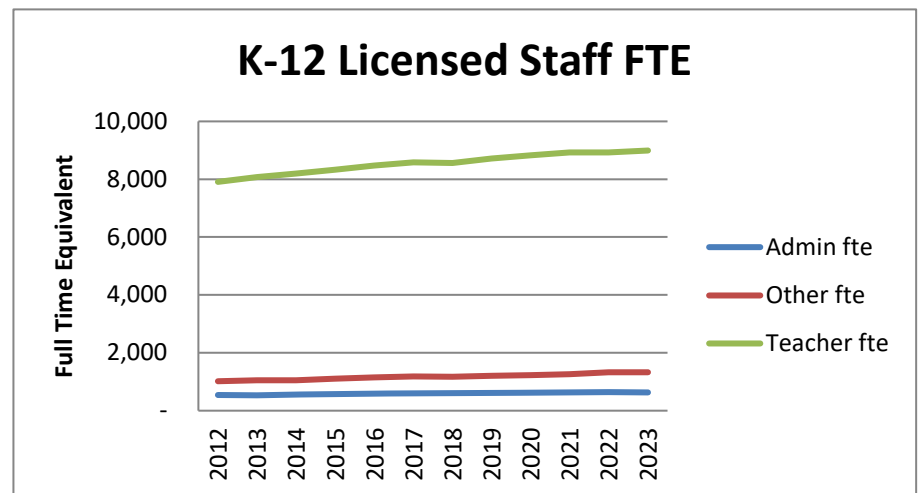
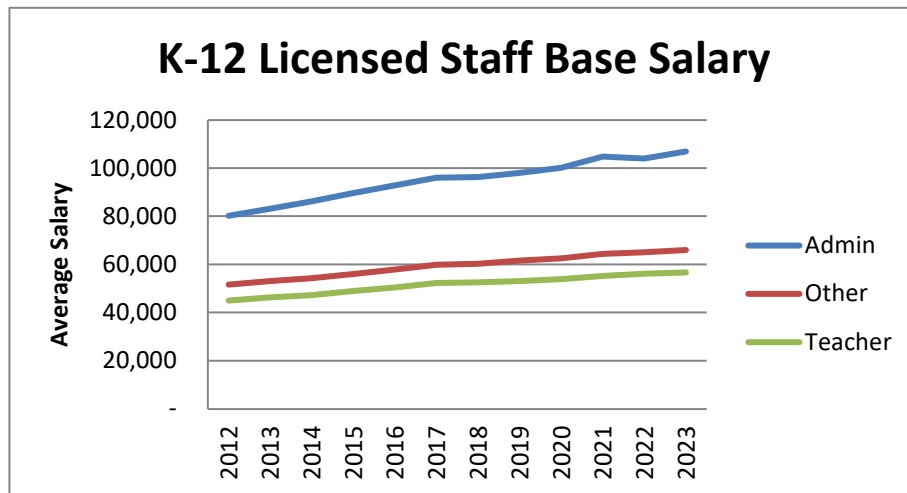
	2013-15	2015-17	2017-19	2019-21	2021-23
State School Aid Program	Appropriation	Appropriation	Appropriation	Appropriation	House Version
State School Aid - Integrated Formula Payments	1,752,100,000	1,916,640,000	1,935,204,163	2,098,202,429	2,131,825,000
Transportation	53,500,000	57,000,000	55,400,000	56,500,000	58,100,000
Rapid Enrollment Grants	13,600,000	14,800,000	6,000,000	3,000,000	
Special Education - Contracts	16,500,000	18,500,000	19,300,000	24,000,000	27,000,000
Total - State School Aid Program	1,835,700,000	2,006,940,000	2,015,904,163	2,181,702,429	2,216,925,000
General Fund	1,695,374,000	1,787,806,000	1,409,357,258	1,690,938,429	1,640,450,500
State Tuition Fund	140,326,000	219,134,000	305,546,905	377,764,000	433,020,000
Foundation Aid Stabilization Fund	-	-	301,000,000	113,000,000	143,454,500
Total - State School Aid Program	1,835,700,000	2,006,940,000	2,015,904,163	2,181,702,429	2,216,925,000

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
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	603	1,195	8,718	97,953	61,516	53,061	110,842	10.5
2020	619	1,217	8,823	100,035	62,519	53,897	112,858	10.6
2021	627	1,251	8,926	104,683	64,357	55,155	112,045	10.4
2022	637	1,321	8,922	103,914	65,036	56,096	113,858	10.5
2023	620	1,315	8,991	106,883	66,047	56,673	115,385	10.6

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.





DIGEST of EDUCATION STATISTICS

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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 2020-21

State	Current dollars								Constant 2020-21 dollars ¹								Percent change, 1999-2000 to 2009-10	Percent change, 2009-10 to 2020-21
	1969-70	1979-80	1989-90	1999-2000	2009-10	2019-20	2020-21	1969-70	1979-80	1989-90	1999-2000	2009-10	2019-20	2020-21				
United States	\$8,626	\$15,970	\$31,367	\$41,807	\$55,370	\$64,133	\$65,090	\$60,091	\$54,133	\$65,007	\$64,986	\$67,228	\$65,609	\$65,090	3.5	-3.2		
Alabama	6,818	13,060	24,828	36,689	47,571	54,095	54,271	47,496	44,269	51,455	57,030	57,759	55,340	54,271	1.3	-6.0		
Alaska	10,560	27,210	43,153	46,462	59,672	72,010	72,861	73,564	92,233	89,433	72,221	72,451	73,668	72,861	0.3	0.6		
Arizona	8,711	15,054	29,402	36,902	46,952	50,782	52,157	60,683	51,028	60,935	57,361	57,007	51,951	52,157	-0.6	-8.5		
Arkansas	6,307	12,299	22,352	33,386	46,700	50,456	50,992	43,936	41,690	46,324	51,896	56,701	51,617	50,992	9.3	-10.1		
California	10,315	18,020	37,998	47,680	68,203	84,531	85,892	71,857	61,082	78,749	74,115	82,809	86,477	85,892	11.7	3.7		
Colorado	7,761	16,205	30,758	38,163	49,202	57,706	60,611	54,065	54,930	63,745	59,321	59,739	59,034	60,611	0.7	1.5		
Connecticut	9,262	16,229	40,461	51,780	64,350	78,427	79,742	64,522	55,011	83,854	80,488	78,131	80,232	79,742	-2.9	2.1		
Delaware	9,015	16,148	33,377	44,435	57,080	64,853	65,798	62,801	54,737	69,173	69,071	69,304	66,346	65,798	0.3	-5.1		
District of Columbia	10,285	22,190	38,402	47,076	64,548	79,350	80,659	71,648	75,217	79,587	73,176	78,372	81,177	80,659	7.1	2.9		
Florida	8,412	14,149	28,803	36,722	46,708	49,102	49,583	58,600	47,961	59,693	57,081	56,711	50,232	49,583	-0.6	-12.6		
Georgia	7,276	13,853	28,006	41,023	53,112	60,578	60,553	50,687	46,957	58,041	63,767	64,486	61,972	60,553	1.1	-6.1		
Hawaii	9,453	19,920	32,047	40,578	55,063	65,409	70,922	65,852	67,522	66,416	63,075	66,855	66,915	70,922	6.0	6.1		
Idaho	6,890	13,611	23,861	35,547	46,283	52,875	51,817	47,998	46,137	49,451	55,255	56,195	54,092	51,817	1.7	-7.8		
Illinois	9,569	17,601	32,794	46,486	62,077	68,083	69,300	66,660	59,662	67,964	72,259	75,371	69,650	69,300	4.3	-8.1		
Indiana	8,833	15,599	30,902	41,850	49,986	51,745	52,194	61,533	52,876	64,043	65,053	60,691	52,936	52,194	-6.7	-14.0		
Iowa	8,355	15,203	26,747	35,678	49,626	58,184	58,911	58,203	51,533	55,432	55,459	60,254	59,523	58,911	8.6	-2.2		
Kansas	7,612	13,690	28,744	34,981	46,657	51,320	53,932	53,027	46,405	59,571	54,375	56,649	52,501	53,932	4.2	-4.8		
Kentucky	6,953	14,520	26,292	36,380	49,543	53,907	54,384	48,437	49,218	54,489	56,550	60,153	55,148	54,384	6.4	-9.6		
Louisiana	7,028	13,760	24,300	33,109	48,903	51,566	51,851	48,959	46,642	50,361	51,465	59,376	52,753	51,851	15.4	-12.7		
Maine	7,572	13,071	26,881	35,561	46,106	55,276	57,052	52,749	44,307	55,710	55,277	55,980	56,548	57,052	1.3	1.9		
Maryland	9,383	17,558	36,319	44,048	63,971	73,444	74,514	65,365	59,516	75,270	68,469	77,671	75,135	74,514	13.4	-4.1		
Massachusetts	8,764	17,253	34,712	46,580	69,273	84,290	86,315	61,052	58,482	71,939	72,405	84,109	86,230	86,315	16.2	2.6		
Michigan	9,826	19,663	37,072	49,044	57,958	63,568	64,267	68,451	66,651	76,830	76,235	70,370	65,031	64,267	-7.7	-8.7		
Minnesota	8,658	15,912	32,190	39,802	52,431	58,663	59,069	60,314	53,937	66,713	61,869	63,660	60,013	59,069	2.9	-7.2		
Mississippi	5,798	11,850	24,292	31,857	45,644	46,843	47,655	40,390	40,168	50,344	49,519	55,419	47,921	47,655	11.9	-14.0		
Missouri	7,799	13,682	27,094	35,656	45,317	50,817	51,557	54,330	46,378	56,151	55,424	55,022	51,987	51,557	-0.7	-6.3		
Montana	7,606	14,537	25,081	32,121	45,759	52,135	52,894	52,985	49,276	51,979	49,930	55,559	53,335	52,894	11.3	-4.8		
Nebraska	7,375	13,516	25,522	33,237	46,227	55,267	56,463	51,376	45,815	52,893	51,664	56,127	56,539	56,463	8.6	0.6		
Nevada	9,215	16,295	30,590	39,390	51,524	56,672	58,167	64,194	55,235	63,397	61,229	62,558	57,976	58,167	2.2	-7.0		
New Hampshire	7,771	13,017	28,986	37,734	51,443	59,622	61,789	54,135	44,123	60,072	58,655	62,460	60,994	61,789	6.5	-1.1		
New Jersey	9,130	17,161	35,676	52,015	65,130	76,376	77,489	63,602	58,170	73,937	80,853	79,078	78,134	77,489	-2.2	-2.0		
New Mexico	7,796	14,887	24,756	32,554	46,258	54,256	54,923	54,309	50,462	51,306	50,603	56,165	55,505	54,923	11.0	-2.2		
New York	10,336	19,812	38,925	51,020	71,633	87,069	87,738	72,003	67,156	80,671	79,307	86,974	89,073	87,738	9.7	0.9		
North Carolina	7,494	14,117	27,883	39,404	46,850	54,150	54,392	52,205	47,852	57,786	61,250	56,883	55,396	54,392	-7.1	-4.4		
North Dakota	6,696	13,263	23,016	29,863	42,964	53,525	54,837	46,646	44,957	47,700	46,420	52,165	54,757	54,837	12.4	5.1		
Ohio	8,300	15,269	31,218	41,436	55,958	61,406	61,687	57,820	51,757	64,698	64,409	67,942	62,819	61,687	5.5	-9.2		
Oklahoma	6,882	13,107	23,070	31,298	47,691	54,096	54,256	47,942	44,429	47,812	48,650	57,905	55,341	54,256	19.0	-6.3		
Oregon	8,818	16,266	30,840	42,336	55,224	67,685	68,671	61,429	55,137	63,915	65,808	67,051	69,243	68,671	1.9	2.4		
Pennsylvania	8,858	16,515	33,338	48,321	59,156	70,339	71,281	61,707	55,981	69,092	75,111	71,825	71,958	71,281	-4.4	-0.8		
Rhode Island	8,776	18,002	36,057	47,041	59,686	75,336	75,966	61,136	61,021	74,727	73,122	72,468	77,070	75,966	-0.9	4.8		
South Carolina	6,927	13,063	27,217	36,081	47,508	53,329	53,361	48,255	44,279	56,406	56,085	57,682	54,557	53,361	2.8	-7.5		
South Dakota	6,403	12,348	21,300	29,071	38,837	48,984	49,993	44,605	41,856	44,143	45,189	47,154	50,112	49,993	4.4	6.0		
Tennessee	7,050	13,972	27,052	36,328	46,290	51,862	52,380	49,112	47,361	56,064	56,469	56,203	53,056	52,380	-0.5	-6.8		
Texas	7,255	14,132	27,496	37,567	48,261	57,090	57,641	50,540	47,903	56,984	58,395	58,597	58,404	57,641	0.3	-1.6		
Utah	7,644	14,909	23,686	34,946	45,885	54,678	56,918	53,250	50,537	49,088	54,321	55,712	55,937	56,918	2.6	2.2		
Vermont	7,968	12,484	29,012	37,758	49,084	61,108	61,547	55,507	42,317	60,126	58,692	59,596	62,515	61,547	1.5	3.3		
Virginia	8,070	14,060	30,938	38,744	50,015	57,665	59,267	56,218	47,659	64,118	60,224	60,726	58,992	59,267	0.8	-2.4		
Washington	9,225	18,820	30,457	41,043	53,003	76,743	79,529	64,264	63,794	63,121	63,798	64,354	78,509	79,529	0.9	23.6		
West Virginia	7,650	13,710	22,842	35,009	45,959	50,238	50,261	53,292	46,473	47,339	54,419	55,802	51,394	50,261	2.5	-9.9		
Wisconsin	8,963	16,006	31,921	41,153	51,264	59,431	60,038	62,439	54,255	66,155	63,969	62,243	60,799	60,038	-2.7	-3.5		
Wyoming	8,232	16,012	28,141	34,127	55,861	59,786	60,357	57,346	54,276	58,321	53,048	67,824	61,162	60,357	27.9	-11.0		

¹ Constant dollars based on the Consumer Price Index (CPI), prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis. The CPI does not account for differences in inflation rates from state to state. For more information about adjusting for differences in the cost of living from state to state, see the American Community Survey Comparable Wage Index for Teachers (ACS-CWIFT) at https://nces.ed.gov/programs/edog/Docs/EDGE_ACS_CWIFT2015_FILE.pdf.

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, 1970 through 2021. (This table was prepared August 2021.)

DIGEST of EDUCATION STATISTICS

2021 Tables and Figures

All Years of Tables and Figures

Most Recent Full Issue of the Digest

Table 236.75. Total and current expenditures per pupil in fall enrollment in public elementary and secondary schools, by function and state or jurisdiction: 2018-19

State or jurisdiction	Current expenditures, capital expenditures, and interest on school debt per pupil																
	Total ¹	Current expenditures														Capital outlay ²	Interest on school debt
		Total	Instruction	Support services							Food services	Enter-prise opera-tions ³	Capital outlay ²	Interest on school debt			
				Total	Student support ⁴	Instruc-tional staff ⁵	General adminis-tration	School adminis-tration	Operation and main-tenance	Student transpor-tation					Other support services ⁶		
2	3	4	5	6	7	8	9	10	11	12	13	14	15	16			
United States	\$15,034	\$13,187	\$7,970	\$4,700	\$809	\$635	\$247	\$750	\$1,216	\$552	\$490	\$494	\$24	\$1,443	\$404		
Alabama	11,199	10,107	5,730	3,704	659	418	258	626	976	533	234	673	0	841	252		
Alaska	19,577	18,393	9,789	7,937	1,425	1,530	269	1,125	2,248	623	716	581	86	955	229		
Arizona	10,480	8,773	4,778	3,550	692	440	165	480	1,014	363	396	444	1	1,424	283		
Arkansas	12,212	10,412	5,832	4,025	580	851	262	538	1,072	392	330	548	7	1,504	297		
California ⁷	15,788	13,641	8,116	5,018	890	850	140	897	1,311	300	629	472	35	1,641	506		
Colorado	13,742	11,072	6,112	4,553	691	639	182	839	1,039	331	833	348	59	2,044	626		
Connecticut	22,831	21,140	13,055	7,498	1,440	725	465	1,202	1,784	1,071	810	432	155	1,483	208		
Delaware	16,569	15,929	9,833	5,486	866	295	232	1,000	1,592	848	652	610	0	464	176		
District of Columbia	29,925	22,831	11,471	10,567	2,024	1,159	1,439	1,545	1,998	1,269	1,132	789	3	5,379	1,715		
Florida	11,119	9,986	6,110	3,382	460	633	89	539	1,015	382	263	495	0	923	210		
Georgia	12,548	11,203	6,767	3,838	628	585	152	712	841	535	385	565	33	1,216	128		
Hawaii	17,625	16,132	9,378	5,955	1,695	513	67	1,149	1,664	372	495	798	0	1,494	0		
Idaho	9,325	8,043	4,778	2,898	471	458	196	458	730	363	222	363	4	1,060	222		
Illinois	18,312	16,281	10,007	5,871	1,178	624	622	843	1,316	733	554	403	0	1,501	529		
Indiana	11,769	10,252	5,801	3,969	567	420	218	686	1,161	660	256	482	0	1,222	295		
Iowa	13,944	11,933	7,146	4,261	715	755	301	673	1,024	431	363	514	13	1,773	238		
Kansas	13,879	11,328	6,694	4,119	769	483	303	659	1,121	475	309	516	0	2,025	526		
Kentucky	12,712	11,280	6,589	3,963	563	588	244	677	964	632	294	696	33	1,144	287		
Louisiana	12,860	11,920	6,653	4,638	749	623	318	775	1,149	686	338	629	#	765	175		
Maine	17,103	15,686	9,177	5,899	1,090	775	550	827	1,655	792	211	607	2	1,141	276		
Maryland	17,571	15,576	9,860	5,277	722	786	117	1,016	1,383	824	429	439	0	1,778	217		
Massachusetts	19,999	19,196	12,211	6,415	1,505	900	362	818	1,586	886	359	569	0	521	282		
Michigan	13,754	12,052	6,857	4,767	987	638	260	675	1,073	509	626	428	0	1,173	529		
Minnesota	16,142	13,297	8,604	4,116	398	654	518	532	904	788	320	544	33	2,362	484		
Mississippi	10,074	9,253	5,244	3,467	498	421	325	553	961	456	253	542	#	702	119		
Missouri	12,867	11,349	6,377	4,458	752	449	621	656	1,135	604	242	514	0	1,187	330		
Montana	14,519	11,984	7,040	4,404	822	435	364	678	1,195	570	339	523	17	2,205	330		
Nebraska	14,590	12,746	7,909	4,298	680	433	318	640	1,162	382	684	523	15	1,513	331		
Nevada	11,277	9,126	5,331	3,432	517	517	145	669	865	351	367	363	#	1,750	401		
New Hampshire	18,905	17,457	11,089	5,955	1,377	549	618	975	1,409	793	235	413	0	1,196	252		
New Jersey	22,814	21,331	12,627	8,060	2,254	801	439	1,049	2,077	920	519	454	190	987	496		
New Mexico	11,918	10,466	5,967	3,990	1,074	272	279	595	1,091	333	346	503	6	1,452	#		
New York	26,799	24,882	17,109	7,293	810	727	136	1,215	2,104	1,341	961	480	#	1,238	679		
North Carolina	10,680	9,799	6,128	3,196	549	321	177	601	837	406	305	476	0	867	14		
North Dakota	16,272	14,033	8,430	4,552	574	483	600	723	1,204	574	393	661	391	1,860	379		
Ohio	15,095	13,433	7,977	5,034	950	507	423	710	1,148	651	644	422	1	1,333	329		
Oklahoma	10,493	9,203	5,191	3,394	637	375	285	512	954	277	355	542	77	1,173	116		
Oregon	15,994	12,457	7,250	4,795	1,016	495	172	791	964	571	785	408	4	2,733	804		
Pennsylvania	18,752	16,892	10,420	5,848	988	615	472	764	1,547	811	651	531	92	1,306	555		
Rhode Island	18,240	17,539	10,553	6,503	1,862	683	254	852	1,332	786	735	479	4	443	258		
South Carolina	13,413	10,994	6,025	4,398	880	690	103	733	1,093	428	472	541	30	1,944	475		
South Dakota	11,906	10,325	6,108	3,632	580	374	350	507	1,041	381	400	537	49	1,327	253		
Tennessee	11,054	9,941	5,998	3,423	511	594	203	620	834	379	282	521	0	864	248		
Texas	12,394	9,868	5,738	3,585	512	521	152	581	1,050	298	471	546	0	1,829	697		
Utah	9,723	7,950	5,017	2,580	382	360	98	538	710	237	255	352	1	1,490	283		
Vermont	21,982	21,217	13,244	7,380	1,680	909	426	1,386	1,657	735	588	565	29	646	118		
Virginia	13,868	12,642	7,674	4,490	652	883	205	739	1,130	667	215	474	3	1,144	82		
Washington	18,100	14,342	8,566	5,278	1,088	957	134	835	1,116	552	596	387	111	3,191	567		
West Virginia	13,189	12,269	7,047	4,464	651	438	200	669	1,325	945	236	759	0	868	51		
Wisconsin	14,487	12,690	7,447	4,790	655	716	281	644	1,310	542	641	453	#	1,537	260		
Wyoming	18,176	16,228	9,658	6,066	1,002	802	316	873	1,631	777	664	497	7	1,927	22		
Other jurisdictions																	
American Samoa	6,371	5,427	2,696	1,233	2	607	64	409	0	43	107	1,498	0	944	0		
Guam	10,967	9,885	4,704	4,453	971	588	128	577	1,237	241	711	727	0	987	95		
Northern Marianas	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Puerto Rico	8,103	7,877	3,337	3,465	901	341	217	329	1,066	311	299	1,075	0	226	0		
U.S. Virgin Islands	16,651	16,651	10,325	5,537	1,282	425	1,033	961	453	757	627	749	40	0	0		

---Not available.

#Rounds to zero.

¹ Excludes "Other current expenditures," such as community services, private school programs, adult education, and other programs not allocable to expenditures per pupil in public schools.

² Includes expenditures for property and for buildings and alterations completed by school district staff or contractors.

³ Includes expenditures for operations funded by sales of products or services (e.g., school bookstore or computer time).

HB1013 Learning Loss Report



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

- **Pandemic learning loss was evident among students**
- **NDDPI and local school districts have invested in a variety of services and resources using ESSER funds including:**
 - Health-related cleaning supplies and building improvements
 - Increased evidence-based curriculum packages
 - Technology
 - Staffing
 - Professional Development



- **Generally, school districts are self-reporting that they are approaching pre-pandemic academic scores.**
- **Additionally, school districts self-report seeing improvement in:**
 - Student Engagement
 - Attendance Rates
 - Choice Ready Preparedness
 - Graduation Rates
- **Recent statewide assessment data shows a slight rebound in Math and ELA; however, student engagement, attendance, and graduation rates continued a downward trend.**
- **Impacts of early ESSER investments may just be beginning to be seen while school districts and the State still have until September 2024 to invest ESSER funds in education.**
- **It is imperative that we prioritize investments that directly improve student academic outcomes.**



TESTIMONY ON SB 2013
SENATE APPROPRIATIONS COMMITTEE
January 12, 2023
By: Jamie Mertz, Director Fiscal Management
701-328-2176
Department of Public Instruction

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 with information regarding the Department's 2023-25 appropriation request. I refer you to the budget book that was distributed this morning.

The Department's budget is comprehensive and includes three outlying agencies. These agencies will be providing information and testimony following DPI. For your convenience, we have separated the budget documents by pre-printed tabs for easy reference.

I will start with pages 9 and 10 in the NDDPI 2023-25 Budget Request section. As Superintendent Baesler mentioned, approximately 92% of our budget is distributed directly to school districts. Of the remaining 8%, 6% are granted to entities other than school districts and 2% are agency operations. Agency operations are funded with 24% General Funds and 76% Federal and Special Funds. In our budget request, we requested a 10% increase to our salary line as well as a \$960,000 equity increase which is also in the OMB budget bill.

Since Superintendent Baesler has been elected as the North Dakota State Superintendent, we have continually looked at ways to manage our funding better and promote enhanced student outcomes to the extent possible from the department. Over the past ten years, we decreased our FTE numbers from 101.5 to 86.25, a reduction of 15.25 full-time employees, equating to a 15% staff reduction. In addition, we have not been able to fully fund all 86.25 FTEs due to the lack of funding provided. This has resulted in work being reassigned or eliminated. We are asking more of our employees as we continually add programs and initiatives to our department to provide resources and opportunities to North Dakota schools that aim to increase student outcomes. We are looking to the Legislature to provide additional compensation to get current staff closer to market compensation which is needed to retain current DPI talent. In addition, we will be looking to fund the unfilled FTEs to reduce exorbitant stress on current team members. This equates to funding for approximately 7.25 positions. We intend to use performance bonuses to recognize the work of those employees who have exhibited exemplary service during the current fiscal year. In some cases where employees have assumed additional duties, we have provided pay increases and retention bonuses commensurate with the additional workload they are assuming.

Staff turnover has caused additional challenges within the North Dakota Department of Public Instruction. The learning curve is high for new employees, and staff has to pick up the workload due to the decreased FTEs. In addition, the agency has taken on new initiatives to better serve North Dakota schools and educators. We are working tirelessly to provide North Dakota schools with additional resources, tools, and programs to address the learning loss caused by the Covid-19 pandemic.

The Department has developed a strategic plan that is being used as a roadmap for the future education direction. We utilize the strategic plan to review current programs to determine if we need to make changes in the implementation of existing programs, or if there is a need to redirect resources to areas that we determine to be important to facilitate better student outcomes aligned with student outcome goals. Based on our strategic plan, we do not anticipate additional FTEs. As mentioned before, our goal for the next biennium will be to fully fund our agency. We would look to the agency's current vacant FTEs for possible reclassification to meet the focus areas necessary to achieve improved student outcomes and meet the agency's continually growing needs.

Our budget request also includes the increase to our operating line that was added in the Governor's budget. This is for anticipated increases to NDIT costs and rent.

I will next refer to lines 5-8 which are the Integrated Formula Payment or School Foundation Aid. The number in our request is the cost to continue amount based on the current formula amounts. Mr. Adam Tescher will address this later in the presentation.

On line 11, we have our Covid Relief Funds. We will need to get authorization language written into our bill to allow us to carry over any unused amounts into the 2023-25 biennium as some of the funds go through September 2024. We estimate the amount to be \$250 million.

The next section lists various program grants that are State funded. Line 17 has the Superintendent's grant pool in which we are requesting an increase of \$500,000 for Leveraging the Senior Year. This is actually made up of two programs: Advanced Placement testing and College Ready English and Math. With the advanced placement, North Dakota students are provided the opportunity to take rigorous, college-level courses and earn college credit while in high school. For economically disadvantaged students taking AP exams in English, math, science, and computer science, the State pays the entire exam fee for up to 4 qualifying exams for the student's high school career. For other students, the State pays the full fee for the student's first exam and fifty percent of the next three exams. This program has saved North Dakota families millions of dollars in college tuition.

The College Ready English and Math, or CREAM, program is designed to provide high school seniors and juniors with the opportunity to take the necessary developmental coursework required upon entering credit-bearing higher education. Several years ago, it was identified that a high percentage of North Dakota high school graduates were needing to take remedial/developmental coursework upon entering college as a freshman. These developmental courses not only cost money and take time to complete, but they do not count towards the students' college diploma requirements. The CREAM program is made available to provide these students with the remedial coursework they would otherwise need to take but will save them time and money. In addition to satisfying the requirements for credit-bearing course placement in college, successful completion of these courses also fulfills requirements for high school graduation in math and English.

Our next request for additional funding is for the Grow Your Own Teacher program. This program provides grants to institutions of higher education to assist paraprofessionals to become qualified teachers. We implemented this program with four institutions using ESSER state discretionary funds and the Governor's Emergency Educational Relief Fund and it has been very successful. This request is related to SB 2032 which has an appropriation of \$3 million.

We are also requesting \$3 million for the Be Legendary School Board Training. Less than 10% of school board meetings are spent on student outcomes,

even though that is the most important purpose of education. This program is a 2 day institute for school boards with optional ongoing coaching. The idea for this program first came about in 2019 when a group from North Dakota was sent to the training with the plan to request seed money from the 2021 legislature to implement the program. However, COVID-19 put a hitch in that plan. We used ESSER State discretionary funds to create a North Dakota-specific model to train North Dakota school boards as well as provide funds to attend the training. Eight districts have completed the program and twenty-six are in process or scheduled to start the training. As the mantra of the program states, “Student outcomes don’t change until adult behaviors change”.

Our next request is \$2 million for a Cyber-Security Credential incentive for instructors. Our cyber world continues to grow as more and more devices are linked together over the web. We are becoming more and more dependent on these devices in our connected society. The 21st Century workforce needs 21st century skills. Whether you’re a farmer bringing food to the table, a technician working to maintain critical energy infrastructure, or just sharing news with friends over social media, you use connected devices. Any significant shift in the farming, energy production, manufacturing, or medical industry will result from shifts in the use of data or connected systems. Most new businesses (Uber, Doordash, Carvana) have sprung up and thrived due to connected systems. These systems are constantly

under attack; these businesses rely on skilled technicians on the front line to defend these systems from cyber attacks. Even if you're not looking to reduce cost, add services or be the next big thing, you are likely sharing data over the internet and need to learn to protect your information. Everyone needs to learn to become good digital citizens. Everyone needs at least basic knowledge of computers and how modern systems communicate, even if you are not going to specialize in a cyber career. We must ensure our educators are equipped and trained to provide this knowledge to our learners with the goal of having every student cyber-educated. This request is to provide an incentive for educators to obtain a credential in cyber-security.

Our final request in this section is for \$500,000 for the Greater Math in North Dakota program. We implemented this program with ESSER State discretionary funds but are looking to continue with State funds. Based on the 2022 State Assessment, only 39% of students are proficient in math. Math is a cumulative subject and if a student struggles with a concept they tend to get further behind as new ones are added. This program is a partnership with the Regional Educational Laboratory Central, Regional Education Associations and grantees to provide training and support for mathematics education. It looks to refine the teacher's approach by using the same curriculum, tools, programs, and online platforms that a school already has. The desired outcome would be increases in

math growth and closing student gaps by implementing a high-quality blended learning model. Blended learning combines face-to-face instruction with online learning by leveraging technology to assist educators in diagnosing students' prior knowledge, differentiating academic paths for each student, and adjusting lesson execution. This is a two-year program with 8 districts currently participating, however, we had more districts interested than what we had funding available.

The next section on page 10 contains various grants that simply flow through our agency. Normally our request doesn't include any additional funding requests or reductions, however, the Governor's budget did double the size of the Education Standards and Practices Board's Teacher Support System which we included here. I believe someone from ESPB will testify in support of this request when public testimony is heard.

Line 35 is our federal program grants that are not pandemic related. We are requesting a \$70 million increase to this line for anticipated funding increases for the US Department of Agriculture food programs and US Department of Education Special Education and Title programs.

On line 39, North Dakota Information Technology has requested a \$525,000 increase to the PowerSchool funding. PowerSchool is a student information system that school districts utilize. The funding in this line goes directly to NDIT for maintenance and improvements to this system.

Line 40 contains a request for \$5 million for the rewrite of our State Automated Reporting System or STARS. This is a custom data clearinghouse solution that implements the unique requirements for the collection, aggregation, storage, distribution, and reporting of State and Federal government-mandated education data. During the current biennium, DPI withheld \$9.97 million from districts' foundation aid payments to pay for this project. This request is just to carry forward the unused funds.

Page 11 summarizes the additional funding requests that I have discussed as well as the possible funding sources. Pages 12 and 13 are a breakdown of the various federal programs that we have administered over the last 2 years. Prior to the pandemic, a normal year would be about \$150 million so you can see the large increases we have experienced. We do not believe the federal programs decreasing to this level and this why we are requesting a \$70 million increase to our Grants-Other Grants line.

On page 14, we have summarized all of the pandemic-related funding that was awarded through our agency as well as what has been spent through the end of December. One of the things that I am most proud of is that we were able to administer all of these funds by only hiring a single temporary employee whose employment ends when the programs do. Speaking to my colleagues in other states, they hired teams of people to administer these funds. We were the

beneficiaries of some fortunate timing in that we had implemented our WebGrants grant management system in the fall of 2019 which allows us to issue grants and grantees can request funds electronically. Prior to this, we had a cumbersome paper process and I couldn't imagine how we would have handled all of these funds as quickly and efficiently as we did under the old methodology.

Before I conclude my testimony, I would like to quickly point out the Pass-Thru State Grants tab. In addition to the list that is there, in the past, you would have seen performance reports from the grantees here. However, that requirement was removed for the current biennium. In the interest of financial transparency, you may consider reinstating this requirement for the upcoming biennium.

Mr. Chairman, this concludes my remarks and I thank you for the opportunity to discuss the budget of the Department of Public Instruction. Our School Finance Officer Mr. Adam Tescher will present information in the School Finance Statistics pertaining to school funding, but I would be happy to take any additional questions from the committee before he presents. Please feel free to contact me to answer any questions or provide further information. If I don't know the answer I definitely can find the person who would. Thank you.

TESTIMONY ON SB 2013
SENATE APPROPRIATIONS COMMITTEE
January 12, 2023
By: Adam Tescher, School Finance Officer
701-328-3291
North Dakota Department of Public Instruction

Chairman Bekkedahl and Members of the Committee:

My name is Adam Tescher, and I am the School Finance Officer with the Department of Public Instruction. I will go over the school finance information for the DPI budget.

The school finance portion of the report provides information on student enrollments, school finance appropriation and expenditures, and teacher employment and salary information.

The first enrollment chart on page 15 shows a history of the statewide enrollment count by grade. The kindergarten enrollment for 2022-23 is 9,235 students, while the grade 12 enrollment is 7,816. The chart also shows the projected enrollments for the 2023- 24 school year.

Page 16 shows the history of births in the state from 2004 through 2021 by county. North Dakota births peaked in 2016 at 11,364 and have steadily declined to 10,111 births in 2021. This is the data the department uses to project kindergarten enrollment.

Page 17 includes graphs that show the history of births in North Dakota, and

the enrollment history of the largest nine school districts compared to all other districts in the state. The enrollment chart shows enrollments dating back to 1997-98. K-12 public school enrollment reached 118,649 in 1995.

The following two enrollment pages contain student enrollment history by county. Enrollment is identified by frontier counties, members of the Western Dakota Energy Association (WDEA), and the largest 11 counties. North Dakota's 11 largest counties experienced a 1.7% increase in 2022-23 and an 18.1% increase since 2013-14. The ND Public K-12 Enrollment by Region indicates that the Williston region experienced a 5% increase in enrollment in 2022-23 and a 50% increase since 2013-14.

Page 21 is a general overview of the Foundation Aid Formula. The framework for this formula is still used today, however, there have been updates to the weighted student units calculation and the local contribution calculations. The chart on the top right indicates a 26 percent local contribution and 74 percent state contribution of the Foundation Aid Formula in 2014. The 2023 school year has a 73 percent state contribution and a 23 percent local contribution.

The Statewide Statistical Summary- 2021-23 Budget to Actual, compares the 2021-23 appropriation to the actual expenditures for the Foundation Aid payment. The state aid distributed for the 2021-23 biennium will be approximately \$52 million dollars less than what was appropriated. The primary reasons for this are the lower-than-expected student enrollments and larger than-projected contributions from local

sources, specifically oil and gas production taxes and US flood revenue.

Page 23 is the Department of Public Instruction Status report estimating the turnback for the 2021-23 biennium by line item. The report indicates an estimated \$71.2 million turnback of general fund dollars.

The following two pages display the cost to continue Integrated Formula payments for the 2023-25 biennium. The first page shows the calculation of the state aid payments comparing the 2021-23 budget to the 2023-25 budget. The formula is calculated using the cost to continue the current law into the 2023-25 biennium. The cost includes projected increases in student enrollment and changes in taxable valuation. Oil and gas production tax was projected using actual distributions from July 1, 2022, through December 31, 2022. This will result in an appropriation decrease of \$35,329,074 from the 2021-23 biennium. The next page shows each line item of the Integrated Formula payments and compares the 2021-23 biennium to the 2023-25 biennium. Other grants to school districts have also been added to this worksheet.

Pages 26-27 are an example of the Foundation Aid calculation for a school district. The first page is the calculation of the state aid payment, while the second page is the supporting calculations of the payment on page 1. Line 30 indicates that this district has a transition minimum adjustment. The calculation for this adjustment is shown in section F at the bottom of page 2. These worksheets are made available for all districts each month a payment is made.

Pages 28 and 29 contain the history of the state aid to schools dating back to

the 2011-13 biennium. There has been a significant increase in the dollars appropriated for the state aid the schools receive. The State Tuition Fund has increased its contribution to the State School Aid Program from \$140 million in 2013-15 to \$433 million in 2021-23.

Pages 30 and 31 contain information on the history of licensed staff in North Dakota and the estimated average teacher salary by state calculated by the National Center for Education Statistics (NCES). Page 32 compares expenditures per pupil to other states. The Department of Public Instruction uploads data to NCES each year so they can make accurate comparisons.

Mr. Chairman that concludes my prepared testimony, and I will stand for any questions you may have.



TESTIMONY ON SB 2013
SENATE APPROPRIATIONS COMMITTEE
January 12th 2023
By: Mary J. Soucie, State Librarian
701-328-4654

Chairman Bekkedahl and Members of the Senate Appropriations Committee:

For the record, I am State Librarian Mary Soucie, and I am testifying on SB2013. The mission of the North Dakota State Library is creating pathways to information and innovation for North Dakota libraries, state government and residents. Our three constituency groups are the North Dakota library community, state agencies and North Dakota citizens. Any North Dakotan can obtain a library card to access our materials and online resources.

Our guiding principles are to provide leadership to the library community; enhance the value of libraries; deliver access to and assistance with credible information sources; enrich the lives of the people we serve and foster a welcoming and inclusive environment for all.

Our agency goals are to expand statewide outreach opportunities ; promote the value of North Dakota's libraries; maintain and promote awareness of technologies for libraries and patrons; advocate for and administer grant opportunities for libraries; curate a well-developed collection that advances the State Library's mission and is consistent with our guiding principles and legislative

intent; and to serve as one of the primary information resources for state government.

The State Library has four divisions: Administrative and Fiscal Services, Library Services, Patron Services and Technology Services. The Administrative and Fiscal Services division includes fiscal, human resources, marketing and outreach for the agency. Our Marketing and Outreach Specialists provide services agency-wide as well as to the library community. The Library Services Division provides direct support to the library community through the Library Development and Cataloging departments. The Patron Services Division provides direct service to library patrons. The Technology Services Division includes IT and Digital Initiatives.

The State Library collection includes physical and electronic books in multiple formats. Our state documents collection has any item that has been produced by a state agency for the public and we have items that go back to territory days. In 2020, the State Library joined the Library2Go e-book consortium which includes over 60 public libraries. The licensing fee is waived by any library that serves a community under 1,000. In 2022, NDSL owned e-materials in the consortium circulated 298,543 times. In addition to e-books and e-audiobooks, the collection includes over 3,000 magazines in multiple languages. Our collection also includes over 65 STEM kits that circulate to libraries and organizations.

The State Library purchases some of our online library resources through a collaborative process with Minnesota and South Dakota to realize economies of scale. Libraries that participate in this collaborative program pay a very small amount compared to what they would pay if they purchased them on their own.

The online library resources that the State Library purchases individually are provided to any citizen with a North Dakota State Library card or a local public library card. Many of our libraries would not be able to provide access to these quality resources without the support of the State Library. By purchasing these, the State Library is able to help libraries of all sizes meet the needs of their patrons. Our medium and larger libraries are able to purchase additional online library resources because the State Library provides the ones that we do.

We provide technical support to the library community. We have specialists dedicated to public, school, and academic/special/tribal libraries. We have a literacy specialist who helps libraries of all types in the different areas of literacy. We provide assistance to libraries applying for grants. We also provide continuing education to the library community, including public library trustees.

In addition to cataloging materials for over twenty-five school and public libraries, our cataloging department also catalogs the physical items in the State Library's collection as well as seven state agencies.

Our IT Department coordinates the agency's technology needs as well as providing IT support to public libraries and to patrons. Our Digital Initiatives Department oversees the digitization of historical state documents as well as provides support to libraries that have or are starting digitization programs.

The Information Services Department, which is part of the Patron Services Division provides InterLibrary Loan, Reference, Circulation and Reader's Advisory. Our Talking Books program provides materials to patrons that are unable to read traditional physical books due to a visual or physical disability.

NDSL coordinates the statewide InterLibrary Loan (ILL) program. Patrons and libraries place holds on our materials which we then send through the mail to the requestor. For items that cannot be found in-state, we request the materials from libraries across the country. While some of the local libraries may charge a patron a nominal fee for an ILL request, the State Library does not charge any fees unless one is required by the lending library. The patron must okay the fee prior to the item being requested. We mail items directly to individual's homes and they are responsible for any costs associated with the return of the item.

NDSL received 2.1M in American Rescue Plan Act dollars from the Institute for Museum and Library Services. The funds were to be used to respond to COVID, eliminate the digital divide and to provide technical support for libraries. We used the funds to automate three libraries and add their materials to

the statewide consortium, Online Dakota Information Network (ODIN). The libraries patrons will now be able to access the collection and request materials even when the library itself is not physically opened. This project provided technical support to libraries as well as helping to eliminate the digital divide by providing access to library materials 24/7.

The next project that was funded with ARPA dollars was to purchase 10 book vending machines that will be placed in counties throughout North Dakota that do not have countywide library service. North Dakota has five counties that have no public libraries within their border and an additional 23 counties that don't have countywide public library service. One of the machines has been temporarily placed in the Capitol, across from the Brynhild Haugland room. All you need to check out an item is an NDSL library card. Machines have been installed in Oliver, Sheridan and Sioux counties. The remaining machines will be installed over the next two weeks in Benson, Burke, McHenry, Sargent, Sheridan, Slope and Traill counties. We will be meeting our goal of serving the unserved with the machines. This project meets the IMLS goal of responding to the pandemic by providing greater access to materials for patrons who did not have library service during and beyond the pandemic. The project also helps to eliminate the digital divide because patrons will not need access to the Internet to request materials from our main

collection in the Liberty Memorial Building. We are excited to be the first state to deploy the book vending machines on a statewide level.

The third project that was funded by ARPA dollars was the creation of a statewide e-book consortium for academic libraries. Twelve academic libraries joined the consortium. NDSL paid for their licensing fees for the first two years as well as provided funding for the startup of the collection.

	2021-23 Biennium Appropriations	2023-25 Base Level	2023-25 Agency Request
Salary and Wages	4,139,907	4,139,907	4,741,430
Operating Expenses	1,822,703	1,822,703	2,517,100
Grants	2,233,528	2,233,528	2,283,520
Total	8,196,138	8,196,138	9,542,074
General	5,831,721	5,831,721	7,445,454
Federal	2,277,158	2,277,158	2,029,800
Special	87,259	87,259	66,820
Total	8,196,138	8,196,138	9,542,074
FTE	26.75	26.75	26.75

Our base budget for the 2021-23 biennium was \$8,196,138 and includes salaries and wages, grants to libraries and our operating expenses. Operating funds are used for online library resources, continuing education and technical support to libraries, library materials, equipment, and office supplies.

Our requested budget for the 2023-25 biennium is \$9,542,074, which includes cost to continue of \$971,234 and one-time funding of \$611,635.

The State Library has 26.75 FTE positions. Our organizational chart is attached and is page 9 of my testimony. During the current biennium, the State Library has been analyzing our wages and we have learned that we are lowest paying state agency, and this has impacted our ability to retain staff and fill vacant positions. NDSL has experienced a 46% turnover this last year; many of our positions had to be listed multiple times before we were able to fill them. Several candidates that declined extended offers or withdrew from the application process cited our pay rate as the factor. NDSL is requesting an increase to fund a salary and wage compensation package of \$591,040 general funds. This amount is inclusive of \$180,000 general funds for equity.

NDSL is requesting an increase in operating expenses total of \$330,194 in general fund, of which \$264,635 is to support the new Capitol space rent model. The remaining \$65,559 is attributed to travel for statewide support to public libraries and tribal libraries, inflation of online resources and subscription services that directly support libraries, state agencies and patrons.

Our State Aid to Public Libraries and the Library Vision funds are pass-through grants that go directly to support library service and programs in the state.

The State Aid for Public Libraries is \$1,737,582 in general fund for the biennium and the Library Vision grants are \$237,500 in general fund for the biennium.

The libraries use the funds to purchase materials, increase the type and number of programs and to add or improve technology including equipment, software, and programs. The formula for State Aid to Public Libraries is in §54-24.2 Laws Pertaining to State Aid for Public Libraries. The North Dakota Library Coordinating Council and the State Library create the Library Vision grant opportunities two to three times per year. We are requesting an additional \$50,000 in general fund for the Library Vision grants to be used specifically for tribal libraries.

The five tribal libraries are all located in community colleges. Four of them have been designated as the public library by the tribal nation. They are not eligible for State Aid since they do not meet the definition of a legally established library as outlined in §40-38. NDSL wants to support the tribal libraries in meeting the needs of their communities since they would classify as unserved. Serving the unserved is one of our agency priorities. We would include the tribal libraries in grant opportunities that are open to all publicly funded libraries such as collection development grants as well as create grant opportunities that are unique to the tribal libraries based on discussions we will have with them.

The Library Services and Technology Act (LSTA) Grants to States program from IMLS is our federal grant program. During the Federal FY19, we did not meet our Maintenance of Effort requirements, primarily due to staff vacancies. We submitted a waiver appeal which was denied. Our next LSTA distribution will be lowered by 20%, the amount of the MOE that we did not meet. We have requested \$228,635 as one-time funding in our 2023-25 request to replace the dollars we will lose from LSTA funding.

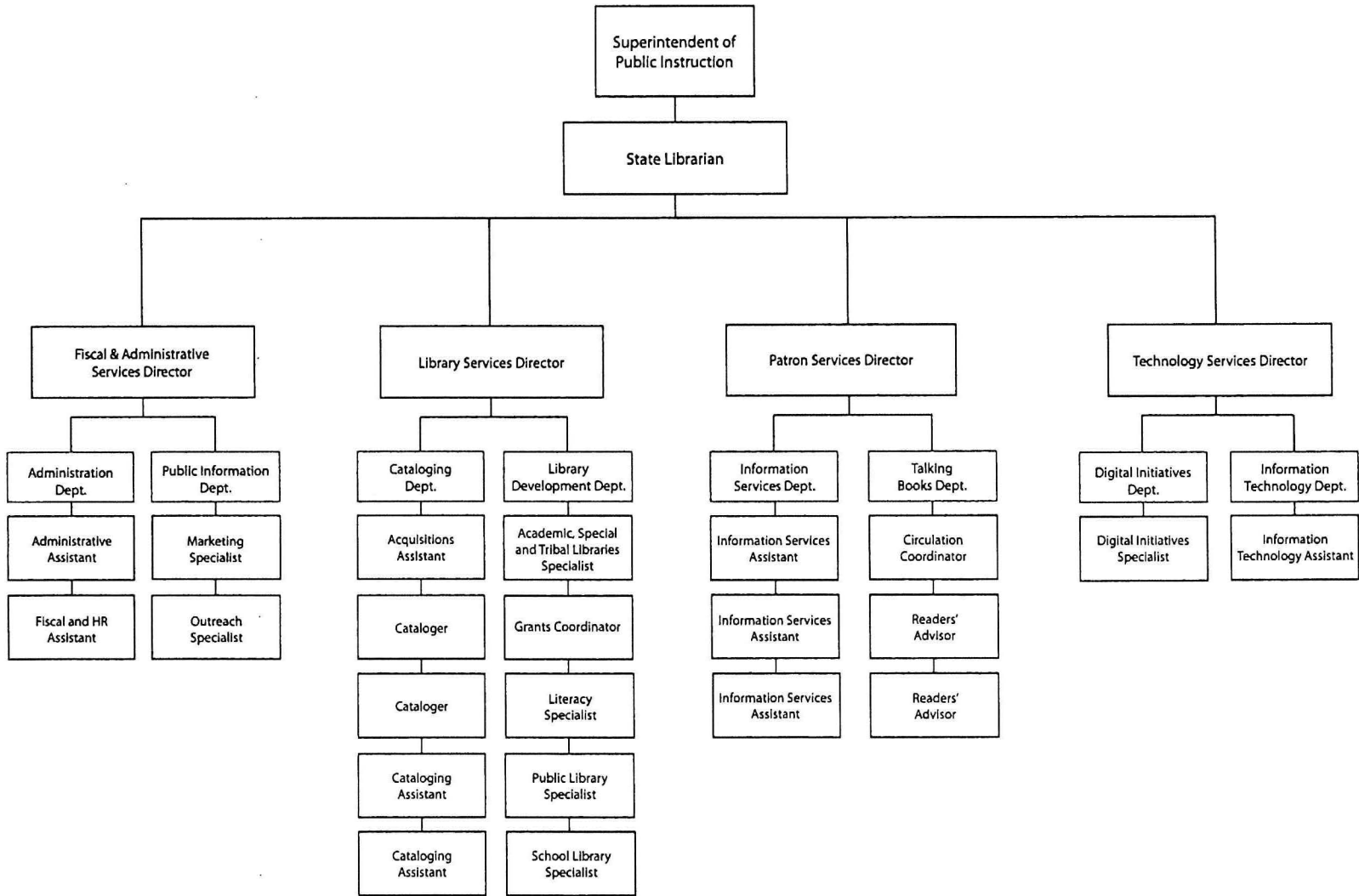
NDSL has long-term serving staff who are eligible for retirement in the 23-25 biennium. NDSL is requesting one-time funding of \$40,000 in general fund for retirement payouts.

In response to the pandemic and consistent turnover, NDSL implemented a hybrid and fully telecommuting option for eligible staff. Prior to 2020, no NDSL employees telecommuted and very few employees had laptops. NDSL needs to transition 38% of our staff from desktops to laptops to allow for telecommuting and to increase the efficient use of technology by allowing employees to utilize their equipment beyond their desk. In addition, we plan to implement an electronic filing system (FileNet) for the administrative office to ensure that staff can access files when they are in the building and working remotely and to eliminate the need to retain paper files. NDSL is requesting one-time funding of \$43,000 in general fund.

We are requesting one-time funding of \$300,000 in general funds for a renovation of the space we occupy in the Liberty Memorial Building. The State Library has been in the Liberty Memorial Building since it was first occupied in 1924, except for a period of twelve years between 1968-1982. The building underwent a renovation in 1981 and no changes have been made since that project. The State Library will update our circulation desk and staff space on the ground floor to provide for flexibility, ergonomics and more efficient use of the space. We will update the carpeting and blinds throughout the portion of the building that we utilize. We will also create an Emerging Technologies Lab for use by libraries across the state and state agencies.

The general fund request in total increased by \$1,613,733. Federal and other fund decreased by \$267,797, of which \$228,635 is related to the one-time funding request stated above.

Thank you for your time today. I am happy to answer any questions the committee has.



TESTIMONY ON SB 2013
SENATE APPROPRIATIONS COMMITTEE
EDUCATION AND ENVIRONMENTAL DIVISION
January 24, 2023
By: Jamie Mertz, Director Fiscal Management
701-328-2176
Department of Public Instruction

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 with additional information regarding the Department's 2023-25 appropriation request. This can be used in conjunction with the information presented to the full Senate Appropriation Committee on January 12th. I refer you to the handout of information that was distributed this morning.

The first page is a comparison of the DPI's additional requests with the Executive Budget. For the most part our current request is the same as the Executive version. The first difference is with compensation changes and that is because our request was just a straight ten percent increase to our salary and benefits line versus the calculated amount that OMB put together. The other item is the Greater Math Program which was not included in our request to the Governor. We decided to request this item after the Executive Budget had been created.

The next page shows the one-time funding in our current appropriation as well as our requested one-time items in our 2023-25 request. The first two items have been fully spent. The next two items will be spent by the end of the biennium. For the STARS/SLDS upgrade item, we will be requesting authorization language to carry forward the unused funds to the 2023-25 biennium. The final four items are covid relief federal funding and we will be requesting carry forward language for these as well.

The four one-time items in our 2023-25 biennium request were presented on January 12th. We marked them as one-time items as they are new programs in their infancy stage and didn't feel completely comfortable adding them as a base budget request at this time.

The third and fourth pages show our audit findings from our last two audits. The first one was identified in our 2022 agency performance audit. We had some miscommunication with OMB and believed we could use the unused increase to our Grants-Other Grants line granted to us by the Emergency Commission for a reading program for other existing programs. The State Auditor's Office found an old Attorney General's opinion which said this was not allowed. I have added to my monthly review and reconciliation process steps to separately track Emergency Commission approvals to prevent this issue from recurring.

The next two findings pertain to audit reviews and subrecipient monitoring of federal programs. We updated our procedures to strengthen our processes. The fourth item was a finding on the information that is disclosed on our grant award notices for federal grants. The majority of these are issued electronically through our grants management system, however, we still have a few programs that issue a paper award. One of these programs had used an outdated form which was identified by the auditors. We have added a step to our process where I approve any changes made to award templates before they can be used.

The final finding addressed some payments from the Child Food and Nutrition program that were made outside the period of performance. We did make changes to our NDFOODS system to prevent this from recurring, however, our Child Food and Nutrition Program Director is not 100% convinced that we violated the program rules. Sometimes it's easier to accept the finding than to disagree with the auditors.

Page five shows bills that I am aware of that have appropriations that could be added to our appropriation as well as a couple that would affect the State Library's current location. The first is Senate Bill 2032 which appropriates \$3 million to assist paraprofessionals to become qualified teachers. This is the same program that we have \$4 million in our agency request so we would need to make sure there was no doubling up of funding. Senate Bill 2033 appropriates \$3

million for a teacher student loan forgiveness program. There is an appropriation of \$1 million in Senate Bill 2200 for Governor's School scholarships. This program was previously the recipient of a pass-through grant in our appropriation but was removed in a previous legislative session.

Senate Bill 2250 has an appropriation of \$300,000 for the expansion of ESPB's teacher support program. House Bill 1491 appropriates \$89.5 million to provide free lunch for all students attending public schools. There is a \$24 million appropriation in House Bill 1532 for the establishment of an educational reimbursement program. The final two bills are Senate Bill 2307 and House Bill 1397 which provide \$55 million for the renovation and constructing an addition to the Liberty Memorial Building to serve as the new supreme court building. If this means the State Library will need to find a new location then the costs of that will need to be considered.

The final two pages are requested language to be considered to be added to Senate Bill 2013. The first one addresses the funding of program and pass through grants. This is the same language that was used to fund these items in our current appropriation but could change depending on the final funding. The next two items would be carry over for the unused STARS/SLDS project funds and the unused COVID relief federal funds. The fourth item would use the Foundation Aid Stabilization Fund to fund the Grow Your Own Teacher program, Be

Legendary School Board Training, and Cyber Security Credential Incentives. Of course, this language would change if the funding source changes. The final item places some performance criteria on pass-through grants. Prior to being removed last session, this language had been in our appropriation bill for as long as I have been with DPI.

Mr. Chairman, this concludes my remarks and I thank you for the opportunity to further discuss the budget of the Department of Public Instruction. I would be happy to take any questions from the committee. Thank you.

Department of Public Instruction (201)
2023-2025 Agency Requests vs. Executive Budget

	<u>Agency</u>	<u>Executive</u>	<u>Difference</u>
Compensation Changes	\$ 1,920,930	\$ 1,755,654	\$ 165,276
Equity Increase	960,000	960,000	-
Operating Increase	195,171	195,171	-
Leveraging the Senior Year Increase	500,000	500,000	-
Grow Your Own Teacher Program	4,000,000	4,000,000	-
Be Legendary School Board Training	3,000,000	3,000,000	-
Cyber Security Credential Incentive	2,000,000	2,000,000	-
Greater Math Program	500,000	-	500,000
Teacher Support System (ESPB)	2,125,764	2,125,764	-
Increased Federal Grants	70,000,000	70,000,000	-
Power School Increase	525,000	525,000	-
	<u>\$ 85,726,865</u>	<u>\$ 85,061,589</u>	<u>\$ 665,276</u>

DEPARTMENT OF PUBLIC INSTRUCTION (201)
ONE-TIME FUNDING

2021-2023

PROJECT	APPROPRIATION	SPENT
Science center experiments	\$ 13,500,000	\$ 13,500,000
Regional education association grants	250,000	250,000
STARS maintenance	200,000	135,000
Children's science center	5,900,000	2,683,449
STARS/SLDS Upgrade	10,100,000	211,242
Elementary and secondary school emergency education relief	305,266,879	173,009,716
Emergency education relief homeless children and youth program	1,999,661	319,036
Assistance to nonpublic schools	4,151,371	99,028
Individuals with disabilities education act grant	8,632,569	3,250,764

2023-2025

PROJECT	OPERATING	GRANTS
Grow Your Own Teacher Program	\$ -	\$ 4,000,000
Be Legendary School Board Training	-	3,000,000
Cyber Security Credential Incentive	-	2,000,000
Greater Math Program	-	500,000

DEPARTMENT OF PUBLIC INSTRUCTION AUDIT FINDINGS

2022 NDDPI Agency Performance Audit – Expenditures Not Approved by Emergency Commission

Recommendation: The DPI spent funds on a program other than the program approved for additional spending authority by the Emergency Commission.

Action taken: As part of our monthly review of budget reports and reconciliations, we have incorporated separate tracking of Emergency Commission approvals to prevent this issue from recurring.

Finding 2020-020 – Non-Performance of Monitoring of Special Education Subrecipients

Recommendation: Recommend the Department of Public Instruction strengthen fiscal subrecipient monitoring procedures for the Special Education Cluster to ensure timely and appropriate action is taken on deficiencies noted during the fiscal review.

Action taken: We reviewed and updated procedures for monitoring the Special Education Cluster.

Finding 2020-021 – Incomplete Subrecipient Audit Review

Recommendation: Recommend the Department of Public Instruction:

- Ensure all subrecipients obtain audits in accordance with 2 CFR 200 Part F if they meet the requirements;
- Issue management decisions within a timely manner;
- Ensure subrecipients took timely corrective action on deficiencies identified in the audits.

Action taken: We reviewed Part F of 2 CFR 200 and implemented changes to ensure our audit review program is in compliance with these federal regulations

Finding 2020-022 – Incomplete Federal Grant Awards to Subrecipients

Recommendation: Recommend the Department of Public Instruction ensure that subrecipients are made aware of all required grant award information.

Action taken: All changes to the grants management system template and any paper templates for Grant Award Notifications must be approved by the Fiscal Management Director.

Finding 2020-023 – Payment of Child Nutrition Payments Outside of Performance Period

Recommendation: Recommend the Department of Public Instruction ensure that payments of the Child Food and Nutrition Cluster are not made after the period of performance.

Action taken: We have implemented changes to improve our reconciliation processes as well as made changes in NDFOODS to prevent this from reoccurring.

DEPARTMENT OF PUBLIC INSTRUCTION RELATED LEGISLATION

Senate Bill 2032

Assist paraprofessionals to become qualified teachers - \$3,000,000

Senate Bill 2033

Teacher shortage student loan forgiveness - \$3,000,000

Senate Bill 2200

Governor's school scholarships - \$1,000,000

Senate Bill 2250

Expansion of Education Standards and Practices Board's teacher support program - \$300,000

House Bill 1491

Grants for free lunch - \$89,500,000

House Bill 1532

Establishment of an educational reimbursement program - \$24,000,000

Senate Bill 2307 and House Bill 1397

Provides \$55 million for the renovation and constructing an addition to the Liberty Memorial Building to serve as the new supreme court meeting. If this means the State Library will need to find a new location then the costs of that will need to be considered.

SB2013 REQUESTED ADDITIONAL LANGUAGE

EXEMPTION – TRANSFER – PUBLIC INSTRUCTION FUND. Notwithstanding section 54-44.1-11, if, after the superintendent of public instruction complies with all statutory payment obligations imposed for the 2021-23 biennium, any moneys remain in the integrated formula payments line item in subdivision 1 of section 1 of chapter 13 of the 2021 Session Laws, the lesser of \$13,512,828 or the remaining amount must be continued into the 2023-25 biennium and the office of management and budget shall transfer this amount into the public instruction fund for the purpose of providing program and passthrough grants as appropriated in subdivision 1 of section 1 of this Act.

EXEMPTION – STATE AUTOMATED REPORTING SYSTEM/STATEWIDE LONGITUDINAL DATA SYSTEM. Up to \$9,888,757 of the unexpended amount remaining from the one-time appropriation for the purpose of information technology project upgrades to the state automated reporting system and the statewide longitudinal data system, as authorized in section 17 of chapter 549 of the 2021 Special Session Laws, is not subject to the provisions of section 54-44.1-11 at the end of the 2021-23 biennium for the purpose of continuing the state automated reporting system upgrade. Any amount above \$5,000,000 shall be transferred to North Dakota Information Technology for statewide longitudinal data system upgrades.

EXEMPTION – COVID RELATED FEDERAL FUNDING. The unexpended amount remaining from the one-time appropriation of covid related federal funding as authorized in section 1 of chapter 27 and section 2 of chapter 28 of the 2021 Session Laws, is not subject to the provisions of section 54-44.1-11 at the end of the 2021-23 biennium for the purpose of continuing the programs during the 2023-25 biennium.

ESTIMATED INCOME – FOUNDATION AID STABILIZATION FUND. The estimated income line item in subdivision 1 of section 1 of this Act includes \$9,000,000 from the foundation aid stabilization fund in the state treasury for providing grants under the grow your own teacher program, be legendary school board training, and cyber security credential incentives.

PASSTHROUGH GRANTS – APPLICATION – DISTRIBUTION – REPORTING. The grants – passthrough grants line in subdivision 1 of section 1 of this Act includes \$5,032,828 for passthrough grants. The superintendent of public instruction shall determine the manner in which each passthrough grant is distributed but no more than one-half of the funding may be provided each year of the biennium. Annually grantees, as a condition of receiving the grant, must establish performance measures to be reviewed by the superintendent of public instruction. Grantees shall report annually to the superintendent of public instruction regarding performance based on the measures. 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. The superintendent of public

instruction shall report to the appropriation committees of the sixty-ninth legislative assembly regarding funds granted, performance measures established by each grantee, and whether grantees met performance expectations.

My name is Jennifer Kallenbach and I am a high school social studies teacher at Kidder County High School in Steele, North Dakota. I am here this afternoon to sing the praises of the We the People program and ask for your support in expanding its funding.

Today I would like to share with you the benefits of We the People for North Dakota teachers and students. I was first introduced to this program after my first year of teaching. I was young, inexperienced, and needed a continuing education credit to keep my license, so I signed up for the We the People Summer Teaching Institute in 2010. Attending that summer program changed the trajectory of my teaching for the better, and I have attended the institute every year since. At the summer institute, I gain deep instruction from Constitutional scholars to expand my content knowledge which I can in turn share with my students. Furthermore, I have developed connections and lasting friendships with other teachers from around the state. This may seem like a minor point, but as a social studies teacher in a small school, I don't have a team of colleagues down the hall to lesson plan with or to ask advice. But I do have my We the People colleagues who are just a text or phone call away. This is significant because studies show that one of the top reasons young teachers leave the profession within the first five years is a lack of support and mentorship. This program provided me with meaningful support from like minded teachers. That combination of quality continuing education and camaraderie has kept me in this profession.

Clearly, I am beyond grateful for the benefits this program has provided me, still, its true value lies in the opportunities it provides for our North Dakota students. Through We the People, I see daily the career-ready skills my students are mastering. Students in my classroom work collaboratively as a team to research and problem-solve. They learn to communicate effectively both written and verbally. They debate and discuss differing ideas while maintaining an atmosphere of mutual respect.

As I mentioned, I work in a small school, and I love the support our community and school gives to our student-athletes, but we don't always have the same opportunities to challenge and cheer on students at high-level academic contests. The We the People Congressional Hearing Competition that goes along with this textbook does just that. I have students at the beginning of the year who can not imagine presenting an oral statement even to their own classmates, but by the time we get to the competition in January, I watch them confidently discussing constitutional principles and current events issues with North Dakota Supreme Court Justices, professors, and lawyers from around our state. It's often my proudest day of the year. I love that with the materials provided through the We the People curriculum I can set high expectations for students and watch them meet my expectations, often exceeding them, because the program has provided me with the necessary resources to give my students a high level of support.

Most importantly, this program teaches young people how to be active, engaged, and educated citizens in their local, state, and national government. Our challenge in 2023 is not much different than when the Constitution was written in 1787. As the legend has it, upon leaving the Constitutional Convention, Benjamin Franklin was asked what type of government the Framers had created. He replied, "A Republic, if you can keep it." I'm here today to assert that the We the People program is the perfect curriculum to teach students how to keep our Republic vibrant and to participate in it with a spirit of civil discourse.

I encourage you to support expanding funding for this program so that it can reach more students and teachers in our state. Thank you.

Thank you to the Committee for this chance to testify on behalf of Humanities North Dakota and the We the People program it helps sponsor in the state. My name is Chris Cavanaugh and I am currently a teacher at Bismarck High School.

Ben Franklin said more than 220 years ago “Nothing is more important for the public welfare than to form and train our youth in wisdom and virtue.” Those words still ring true today; however, the questions this begs are how do we go about “training” our youth in wisdom, virtue, and civic awareness? Is that training only for the young? What does it mean to be a citizen of the U.S. today and with that citizenship what rights, as well as responsibilities do we possess?

James Madison, along with his friend and colleague Thomas Jefferson, felt it imperative that the citizens of the United States “be enlightened” when it comes to the workings of government and the protection of their rights. Education, therefore, is essential to preserving liberty in the hearts of the people.

The best way to do this is to teach our citizen-students to think critically. Think back to your time in high school. What do you remember? Time with friends, that favorite teacher, or the time “Jimmy” fell asleep in Algebra and fell out of his desk? Those are the things we remember. When we get our citizen-students to think critically we are teaching them a way to think that they can use as active citizens, no matter their chosen profession.

We must learn to be critical thinkers and not cynical citizens. The cynicism that abounds today is a tide that civic education must try to stem. It is imperative that citizen-students be shown that what they think matters and provide for them avenues for their voices to be heard. This is also the goal of Humanities North Dakota and the We the People program in North Dakota.

The “We the People... The Citizen and the Constitution” curriculum was developed by the Center for Civic Education to commemorate the Constitution’s bicentennial in 1987. This approach to American government lets the students explore the philosophy behind the Constitution. After covering the philosophy, students look at the history of European and colonial rights. This leads to the writing and ratification of our Constitution and then the practical application of our laws in modern day society.

Students, in preparing to provide expert testimony in a mock congressional hearings must grapple with issues that are very difficult, such as “How does the US Constitution reflect this tension between limits on government and the people?” or, “What is the appropriate balance between limited government and empowered government today?”

There are no easy answers but the students must think, and they must strive to see the relationships between these ideas as they come into play in our society time and time again. And they must listen to those with whom they may disagree.

Franklin famously replied to a woman in Philadelphia in 1787, when he was leaving the Constitutional Convention, when she asked him what kind of government they had devised, “a republic, madam, if you can keep it” was his answer. The Republic can only be preserved by an emphasis on civic education for all persons in the nation.

The concerns over our current state of civic education are real, but how do we as a nation deal with these serious issues? Almost 20 years ago testing data showed that students were grossly deficient in civic knowledge and discourse and there was a K-12 push for reform. Unfortunately, testing data released by the National Assessment of Educational Progress (NAEP) in May, 2008, showed that students tested at almost the same levels. According to Charles Quigley, the former Executive Director of the Center for Civic Education, “America’s school children are woefully unprepared to take their place as informed, engaged citizens.” The NAEP results show that only 24% of students tested were rated at the “proficient” level. With the high stakes emphasis in math and language arts, civic education classes have been phased out. Current spending levels show the investment decline in the last 50 years to the point where civic education programs now attract just 1/1000 of the money spent on STEM subjects.

James Madison once wrote, “Who are the best keepers of the people’s liberties? The people themselves. The sacred trust can be no where so safe as in the hands most interested in preserving it.” Madison went on to explain how this “sacred trust” can be protected. “The people ought to be enlightened, to be awakened, to be united, that after establishing a government they should watch over it, as well as obey it.” When we fail to act in that common education for citizenship that Madison called for we do so at our own peril, and the peril of the republic.

Constitutional Scholar David Adler coined the term “Madisonian Monitor” in that all citizens must have a basic understanding of the workings of government and then to hold those we elect accountable to following the founding principles. Madison realized that a common education for citizenship, regardless of age, in a democratic republic was needed to establish an enlightened and united people, who could interact intelligently with their constitutional government and each other to secure natural rights and promote the common good. So, in response to a legislator from the neighboring state of Kentucky, who sought advice about the public education of citizens, Madison wrote: “A popular Government without popular information, or the means of acquiring it, is but a Prologue to a Farce or a Tragedy; or, perhaps both. Knowledge will forever govern ignorance: And a people who mean to be their own Governors must arm themselves with the power which knowledge gives.”

This is exactly what the “We the People” curriculum and Humanities North Dakota tries to do.
Thank you for your consideration on this most important issue.

Chris Cavanaugh-brief bio

Was a Social Studies teacher at Plainfield High School, Plainfield, Indiana, located right outside of Indianapolis. I taught at PHS for 28 years. I taught CHAP, (Cultural Heritage of the American People), a weighted junior level humanities class which combines American Literature with American History; US Government using the "We the People..." curriculum and my classes participated in the mock congressional hearings; AP Government; Dual Credit US History. I retired five years ago from PHS and moved to Bismarck where I am currently teaching Global Studies and AP US History. at Bismarck High School.

Coached varsity swimming and diving for 28 years at PHS and am serving as a volunteer assistant with the BHS boys' swimming and diving team this year.

BA in Journalism from Indiana University, Bloomington, in 1984, with a minor in History.

James Madison Memorial Senior Fellow, receiving my award in 1994. MA in History from Butler University in Indianapolis.

Plainfield Community Teacher of the Year, 2008

Indiana Teacher of the Year Finalist, 2008

American Civic Educator Teaching Award in 2006, a national award sponsored by the Center on Congress, the Center for Civic Education, and the National Education Association. American Lawyers Alliance Law Related Education Teacher of the Year, 2018, and the John J. Patrick Award for Civic Education, 2018.

Mentored numerous times at the Indiana Summer We the People Institute, as well as numerous WTP Institutes around the nation, including North Dakota. Attended numerous professional development activities including the John Marshall Institute in Richmond, Va., and the Civil Rights Institute in Birmingham, Al., the Navajo Experience in Chinle, Az.

Senate Appropriations- Education and Environment Division
Public Hearing on SB 2013

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 North Dakota vision services - school for the blind; and to provide an exemption.

January 24, 2023

Testimony of
Shannon Sorenson
Secondary Social Studies Teacher

Good afternoon, Chairman Sorvaag and members of the committee. My name is Shannon Sorenson and I teach Government, AP Government, and US History at a high school in Bismarck. I am here today in support of SB 2013. More specifically, I am here to ask you to support the increase request in the DPI budget for the passthrough grant that benefits Humanities ND.

I have been involved with the We the People program since the summer of 2018. I could stand before you today and tell you about how beneficial this has been for my students, which I am more than happy to do should you have any questions regarding student outcomes. However, I would like to focus my testimony today on the benefits this money would bring to teachers. I can say with 100% certainty that this program has been the best professional development I have received since beginning my teaching career in 2012. There is no other professional development offered to Social Studies teachers in ND that improves content knowledge, fosters statewide and nationwide networking, and improves content specific teaching practices the way the We the People program does. The funding that Humanities ND receives from the ND DPI passthrough grant helps make this possible.

While many teachers receive pedagogy based professional development through their individual school districts, we seldom, if ever, receive content specific training. We the People does that, and it has transformed my teaching in many ways. Every summer I have been fortunate enough to attend at least one summer institute that provides teachers with the opportunity to work with and learn from nationally respected scholars, historians, and political scientists. In recent years I have also served as a mentor for the program, and I have been involved in many discussions on how to continue to improve these trainings and make this professional development accessible to more teachers throughout the state. Some of these possibilities include online opportunities, mentor programs for new teachers, and national training opportunities, among others. Budget constraints provide the biggest hurdle when it comes to expanding the program to provide these kinds of opportunities and serve more teachers in ND. I firmly believe the best way to continue to improve civic education in the state of ND is to support programs like We the People that focus on arming teachers with the training and content knowledge they need to facilitate critical thinking, collaboration, problem-solving, and civil discourse in the classroom.

Therefore, I urge you to support the increase request in the Department of Public Instruction budget passthrough grant portion of SB 2013.

I'd like to thank you for your time this afternoon Chairman Sorvaag and members of the committee. Your consideration of this matter is sincerely appreciated.

North Dakota Teacher Support System

A passthrough grant through ND DPI to ESPB



NORTH DAKOTA
TEACHER
SUPPORT
SYSTEM

The mission of the North Dakota Teachers Support System is to foster the capacity of teacher leaders to build a system of support for effective teachers in every school in North Dakota.

Testimony to the Senate Appropriations Committee

Senate Bill #2013

January 24, 2023

Mr. Chairman 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 and current interest in NDTSS. According to Century Code, the Teacher Support System has two areas of responsibility, providing mentors for first-year teachers and supporting instructional coaches.

Historically, NDTSS has been able to offer mentoring to about 325 first year teachers each year through the funds provided by the state as a passthrough grant through NDDPI to ESPB. In September 2021, additional federal funding through the GEER II funds were awarded to NDTSS.

Due to this additional funding, NDTSS has been able to keep the mentoring program enrollment open for all first-year teachers in the state. The GEER II funds also allowed NDTSS to be able to research and launch a 2nd year mentoring program as requested by administrators, mentors and beginning teachers.

Our current priority is to continue the 1st and 2nd year mentoring programs and secure the funding necessary to keep these two years of mentoring working efficiently and effectively. We have completed two semesters of the 2nd year program. If the current amount that is in the Governor's budget and the DPI budget is approved, we can continue offering both the 1st and 2nd year mentoring program.

As you work to offer necessary support to teachers in our state, please don't hesitate to reach out to either Marijke or I. We are passionate about this work and welcome any opportunity to brainstorm and collaborate.

This concludes my testimony. I invite you to review the attached overview, structure, retention data, feedback and funding information.

Contact Information



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<https://www.nd.gov/esp/welcome-north-dakota-teacher-support-system>



Scan QR Code to View NDTSS Information Hub Padlet

North Dakota Century Code

15.1-18.2-05. Teacher support program - Establishment.

The education standards and practices board shall:

1. Establish and administer a teacher support program;
2. Employ an individual to serve as a teacher support program coordinator;
3. a. Select and train experienced teachers who will serve as mentors for first-year teachers and assist the first-year teachers with instructional skills development;
or
b. If a school district or other employing entity listed in section 15.1-18.2-07 is not in need of mentors for its first-year teachers, select and train experienced teachers who will work with school district administrators and administrators from the other employing entities to identify the needs of the non-first-year teachers and help the non-first-year teachers address their particular needs through the use of:
 - (1) Research-validated interventions; and
 - (2) Proven instructional methods.

15.1-18.2-06. Teacher support program - Availability of services.

The education standards and practices board may use any moneys it receives for the teacher support program to provide staff compensation, training, evaluation, and stipends for mentors and experienced teachers who assist first-year and non-first-year teachers participating in the program, and to pay for any other administrative expenses resulting from the program; provided, however, that the board may not expend more than five percent of the moneys for administrative purposes.

15.1-18.2-07. Teacher support program - Authorized service recipients.

The education standards and practices board may provide support services to teachers employed by:

1. School districts;
2. Special education units;
3. Area career and technology centers;
4. Regional education associations; and
5. Schools funded by the bureau of Indian education.

NDTSS Overview 2023

The North Dakota Teacher Support System Provides:

- Mentoring Program for First and Second Year Teachers
- Professional Learning Courses for Beginning Teachers, Mentor Teachers, and Instructional Coaches
- Beginning Teacher Network Grants
- Coaches Academy & Continued Instructional Coaches Courses
- Beginning Teacher Courses
- Genius Hours

Our Communities

Teachers are the backbone of our education system, directly impacting our schools, communities, and state by teaching fundamental skills, fostering curiosity, and preparing students to make a positive contribution to their community. Retaining effective teachers is critical for educating youth so they are equipped and prepared to successfully enter the North Dakota job force. The economy depends on the effective preparation of our students as future leaders in North Dakota.

Necessary Funding

GEER II Funding was received in October 2021. The funding was utilized to fully support all first and second year teachers with mentoring and through localized Beginning Teacher Networks

Updates for the 2021-2022 School Year due to GEER II Funding

- Open enrollment for all first and second year teachers
- Expand mentoring and professional learning support for mentor teachers, new teachers, instructional coaches, and administrators
- Provide additional funding to Beginning Teacher Networks through REAs and school districts
- Create partnerships with nationally acclaimed leaders in the field of education to offer personalized and timely learning options to ND educators
- Target research-based strategies to increase retention
- Increase mentor teacher stipends to reflect the expertise, time, and commitment to being leaders in the teaching profession
- Offer continuing education for Instructional Coaches on topics critical to their role as building and district leader

2022-2023 Mentoring Program Requirements and Structure



<p style="text-align: center;">First Year Teacher</p> <ul style="list-style-type: none"> • One-on-one Conferencing - Minimum of 15 hours per semester • Be observed by your mentor - 3 times per semester • Video Recording and Reflection - 1 time per semester • Observe other teachers - 6 hours fall and 3 hours spring • Triad Meeting - 2 times per year <p>TOTAL = 49 hours over the course of the year</p>	<p style="text-align: center;">Second Year Teacher</p> <ul style="list-style-type: none"> • One-on-one conferencing – 8 hours per semester • Be observed by your mentor and/or Video Recording reflection – 3 times per year • Observe other teachers - 6 hours over the course of the year • Triad Meeting – 2 times per year <p>TOTAL = 27 hours over the course of the year</p>
<p style="text-align: center;">New Mentor</p> <p>Training Requirements:</p> <ul style="list-style-type: none"> • Complete New Mentor training – 15 hours in person OR online • Participate in online professional learning – menu of options 4-6 hours 	<p style="text-align: center;">Repeat Mentor</p> <p>*Completed initial training and mentored in the last 4 years</p> <p>Training Requirements:</p> <ul style="list-style-type: none"> • Participate in an online professional learning – menu of options – 4-6 hours
<p style="text-align: center;">Mentors - To do with beginning teacher:</p> <ul style="list-style-type: none"> • One-on-one conferencing • Observe beginning teacher and provide feedback during one-on-one conferencing • Video Recording and Reflection • Triad Meeting • Submit stipend request - 2 times per year - • mentor teacher stipend for 1st year teacher = \$900 or \$1000 for advanced mentor per semester, mentor teacher stipend for 2nd year teacher = \$700 per semester or \$800 for advanced mentor per semester 	
<p style="text-align: center;">Becoming an Advanced Mentor:</p> <ul style="list-style-type: none"> • Mentor three beginning teachers in the NDTSS Mentoring Program • Complete the New Mentor Training • Participate in mentor professional development each year (3 years) • Earn up to \$1000 per semester stipend as an advanced mentor 	
<p style="text-align: center;">Administrator</p> <ul style="list-style-type: none"> • Select and enroll participants in the Mentoring Program • Participate in online principal training • Meet with mentor and beginning teacher in the fall and winter • Verify completion of Mentoring Program requirements 	

North Dakota Teacher Support System Overview 2023

The North Dakota Teacher Support System conducts an annual teacher retention study for all new teachers in the state of North Dakota. The comparison of the results are presented in the following charts.

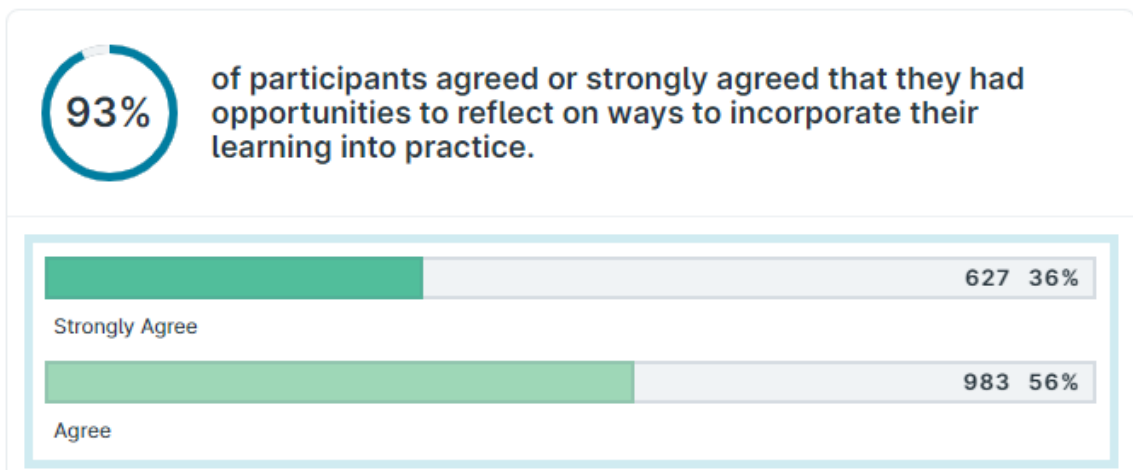
North Dakota Teacher Retention Rate for School Year 2021-2022							
	NDTSS	<i>n</i>	Non-NDTSS	<i>n</i>	Difference	<i>n (total)</i>	Total
2015-16	66.3%	201 / 303	59.3%	219 / 369	7.0%	672	62.5%
2016-17	74.9%	218 / 291	61.8%	207 / 335	13.1%	626	67.9%
2017-18	74.9%	191 / 255	71.8%	204 / 284	3.1%	542	73.2%
2018-19	78.4%	261 / 333	72.8%	259 / 356	5.6%	689	75.5%
2019-20	83.3%	235 / 282	79.4%	282 / 355	3.9%	637	81.2%
2020-21	89.9%	259 / 288	85.8%	241 / 281	4.1%	569	87.9%
Total 6-Year Retention Rate	77.9%	1,752	71.6%	1,980	6.3%	3735	74.6%

NDTSS	Non-NDTSS	
77.9% Six-year retention rate	71.6% Six-year retention rate	NDTSS retention rate is 6.3% higher than Non-NDTSS. The retention rate for new teachers who are in the <u>NDTSS Mentoring Program is consistently greater in comparison to Non-NDTSS teachers.</u>
<ul style="list-style-type: none"> Receive a state trained, experienced, and supported mentor teacher Mentor teacher participates in timely professional learning throughout the year 	If available, mentoring may be done at a local level	New teachers who receive mentoring and support during the first years of teaching are more effective and likely to stay in the classroom longer (Madigan & Kim, 2022). Teacher attrition is detrimental to the organization of schools, cohesion of communities, and student growth (Amitai & Houtte, 2022).
80.5% Average new teacher three-year retention rate	72.5% Average new teacher three-year retention rate	The highest turnover is usually within the first three years of teaching. Turnover is 8% less for teachers who are mentored in the NDTSS.
47.0% Percentage of new teachers who were supported by NDTSS prior to GEER II Funding	53.0% Percentage of new teachers who <u>were not supported</u> by NDTSS prior to GEER II Funding	In 2022-2023, 442 new teachers and 227 second year teachers have been enrolled in the NDTSS mentoring program, approximately doubling the amount of new teachers who have been able to be part of the NDTSS in past years.
Can participate in the Beginning Teacher Networks through REA or School District	Can participate in the Beginning Teacher Networks through REA or School District	All beginning teachers are encouraged to participate in local Beginning Teacher Networks as a supplement to the Mentoring Program.

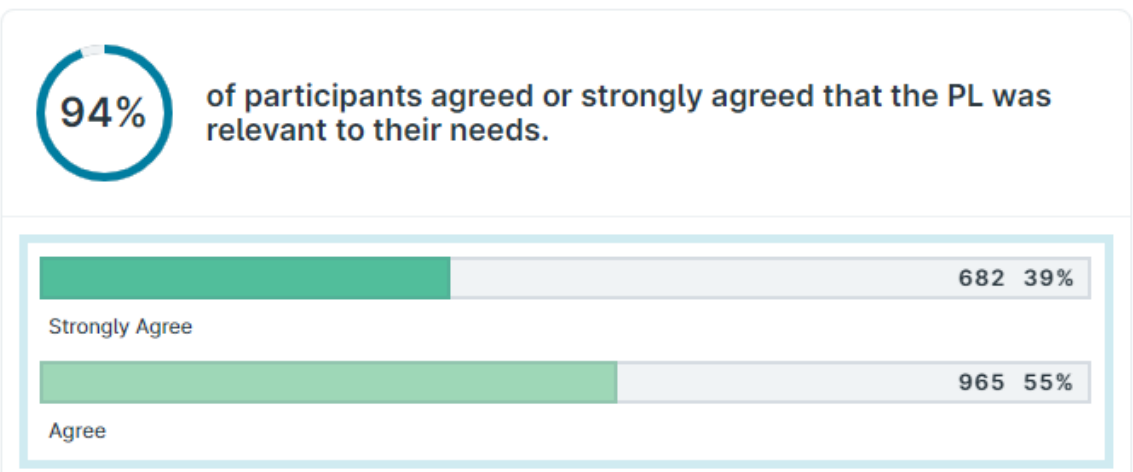
Feedback from Professional Development offered by NDTSS

Participants are asked for feedback after every professional development session offered by NDTSS. Here is a snapshot of the feedback over the course of the past two school years.

Opportunities to reflect on ways to incorporate their learning practice:



Relevance of professional learning (PL) to the needs of participants:



Funding for NDTSS

State and Federal Funding:

Funding Source	State Grant Passthrough from NDDPI to ESPB to NDTSS	GEER II Grant Governor's Emergency Education Relief Fund
Grant Parameters	<ul style="list-style-type: none"> ● Reviewed by ND Legislatures each biennium ● Included in state Century Code 	<ul style="list-style-type: none"> ● Awarded to NDTSS by Governor Burgum ● Funds available for allocation Fall 2021 - Fall 2023
Program Capabilities	<ul style="list-style-type: none"> ● 1st year mentoring program with limited capacity ● Partially funding BTN grants ● Limited Coaches Academy accepted applications 	<ul style="list-style-type: none"> ● Keep 1st year program open ● Fully fund BTN grants ● Accept all Coaches Academy Applicants ● Research and launch a 2nd year mentoring program

Historical to current budget for NDTSS:

2009 - 2011	2011 - 2013	2013-2015	2015 - 2017	2017 - 2019	2019 - 2021	2021-23
\$2,300,000	\$2,300,000	\$2,300,000	\$2,700,000	\$2,050,000	\$2,125,764	\$2,125,764

*GEER II funding started September 2021 - \$2,700,000

*TOTAL of \$4,825,764 for the 2021-2023 biennium

North Dakota School for the Deaf Resource Center

Deaf Awareness Week
2022

North Dakota
School for the Deaf



Building Inclusive Communities for All

**Testimony to the Senate Appropriations
Education and Environment Division
Senate Bill #2013
January 24, 2023**

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 – Donna E Sorensen

Chairman Ronald Sorvaag and Members of the Senate Appropriations Education and Environment Committee:

My name is Donna Sorensen. I am the Superintendent of North Dakota School for the Deaf / Resource Center (NDSB/RC). Michael Loff, Business Manager, and I will provide testimony relative to Senate Bill 2013.

1. North Dakota Century Code

25-07-01. School for the deaf – Maintained – Location - Purpose. There must be maintained at Devils Lake, in Ramsey County, a school for the deaf, which may provide education and training and serve as a resource and referral center for individuals who are deaf or hearing impaired.

25-07-01.1. School for the deaf – Appointment of superintendent, budget, staff, and reporting structure. The superintendent of the school for the deaf is appointed by and reports to the superintendent of public instruction. The school for the deaf must have a separate budget and separate staff from the department of public instruction.

25-07-02. Superintendent – Special duties. The superintendent of the school for the deaf may also act as superintendent of the North Dakota vision services – school for the blind.

25-07-02.1. Criminal history record checks. The school for the deaf may require any employee, final applicant for employment, or any individual otherwise providing services to the school to submit to a statewide and nationwide criminal history record check. The nationwide criminal history record check must be conducted in the manner provided in section 12-60-24. The school for the deaf may assess all costs associated with obtaining a criminal history record check to the individual upon whom the criminal history record check is conducted.

25-07-03. – Matron – Duties. Repealed by S.L. 1971, ch. 274, § 3.

25-06-04. Qualifications for admission to school for the deaf – Residents of state entitled to free education.

1. A child who is a resident of this state and who, because of deafness or a hearing impairment, is unable to receive an education in the public schools, is entitled to attend the school for the deaf at the expense of the state. A child is entitled to attend the school at any age up to twenty-one.

2. The school for the deaf shall provide application forms upon request. A child may not be admitted to the school until the child's application is completed and approved.
3. The school for the deaf shall provide transportation to any child who has been admitted, in accordance with the child's individual education plan.
4. Any child who is a resident of this state and who is deaf or hearing impaired is entitled to receive special education and related services in accordance with the child's individual education program. Each individual education program must address the child's academic, recreational, and leisure needs, as well as the acquisition of independent living skills and career and technical education opportunities.

25-07-05. Admission of nonresidents. A child who is deaf or hearing-impaired but who is not a resident of this state may be admitted to the school for the deaf, provided the annual cost of the child's education, as determined by the superintendent of public instruction, is paid on behalf of the child in advance of the child's admission and on a yearly basis thereafter. The school may not admit a child who is not a resident of this state to the exclusion of a child who is a resident of this state.

25-07-06. Instruction at school for the deaf. The superintendent of the school for the deaf shall provide special education and related services designed to meet the unique needs of each child who is deaf or hearing-impaired, in accordance with the child's individual education program.

25-07-07. Transportation of indigent children to and from school for the deaf. Repealed by S.L. 1979, ch. 336, § 3.

25-07-08. Clothing may be furnished when necessary – Accounts for clothing. The school for the deaf shall provide clothing to a child who is enrolled in the school if the child does not have suitable clothing. If the child is a minor, the school shall charge the child's parent or legal guardian for any clothing provided to the child under this section and shall charge the individual for any clothing provided to the individual under this section if the individual has reached the age of majority. If the superintendent certifies any charges under this section as being correct, the charges are presumed correct in all courts.

25-07-09. Collection of clothing account. Repealed by S.L. 1999, ch. 106, § 18.

25-07-10. Deaf persons – Duty to report. It is the duty of every public school superintendent, physician, otologist, audiologist, nurse, clinic, hospital, and social and

welfare agency in this state to report in writing to the superintendent of the North Dakota school for the deaf the name, age, and residence of persons under the age of twenty-one years who are deaf or hard of hearing, and in such cases to furnish such additional pertinent information as the superintendent of the North Dakota school for the deaf may request. All reports must be forwarded to said superintendent of the school for the deaf within thirty days after diagnosis, examination, or discovery.

25-07-11. Home intervention program. The school for the deaf may provide a home intervention program for children who are under the age of five and who are deaf or hearing impaired. The program must include information, counseling services, auditory training, and basic language development instruction for the parents of such children. This home intervention program must be carried out by college or university trained teachers of the deaf, speech pathologists, or audiologists.

25-07-12. Provision of services – Collaboration – Competition. The school for the deaf may collaborate with public and private entities for the provision of services to individuals who are deaf or hearing impaired. The school for the deaf may not compete with any public or private entity offering the same services within a region.

25-07-13. School for the deaf fund. The school for the deaf fund is a special fund in the state treasury. All moneys received pursuant to section 2 of article IX of the Constitution of North Dakota and all revenues received from the lease of buildings and the provision of meals and services, including interpreter services, must be deposited in the fund. Moneys in the fund are to be used pursuant to legislative appropriation for provision of services under this chapter.

2. Purpose and Organizational Chart

The purpose of the North Dakota School for the Deaf / Resource Center is to serve as a statewide education and resource center to provide advocacy, leadership, and expertise in the field of Deaf Education and those with hearing loss.

Mission

Our mission is to educate and serve all individuals with hearing differences from birth through senior citizenship.

Vision

Our vision is to support individuals with hearing differences in achieving their dreams.

Education Program

NDSB/RC offers special education programming for deaf, hard of hearing, and deafblind students on our Devils Lake Campus from preschool to 8th grade. High School students are mainstreamed in their home school districts or attend Devils Lake High School and live in our Residential Program.

Residential Program

NDSB/RC offers residential services for those students living too far to commute to the campus program on a daily basis. Transportation is provided to and from the students' home areas. Students PS through 12th grade live on campus during the school year from Sunday to Friday, going home on the weekends. Residential services include fun and educational learning activities on campus and in the Devils Lake community.

PIP / K-12 Outreach

Our Parent Infant Program and K-12 Outreach consists of regionally based Teachers of the Deaf who travel to homes and local schools on an intermittent basis to provide assessment, consultation, and instruction. A major focus is early intervention, providing information, advocacy, emotional support, and guidance for families and school districts.

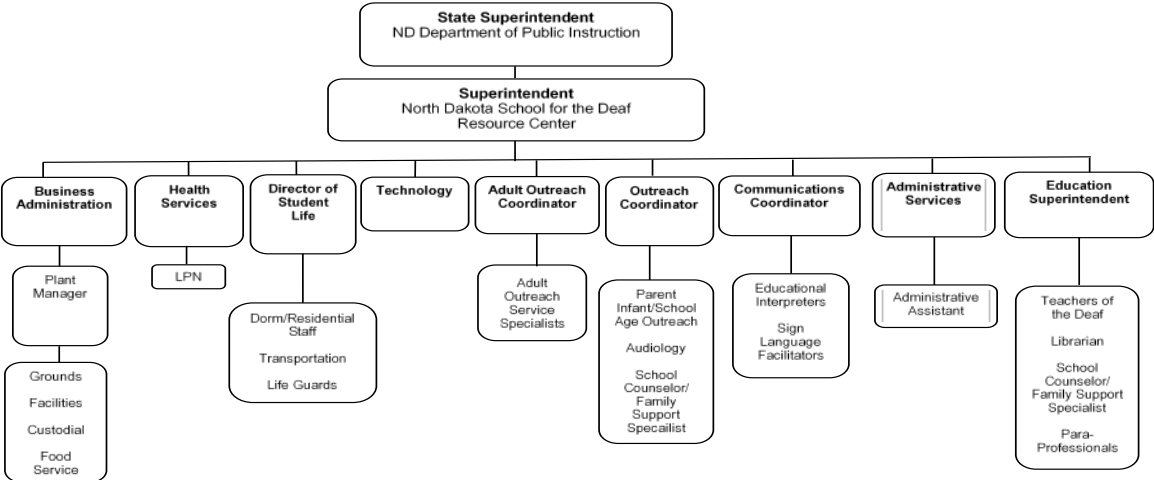
Adult Outreach Services

Our Adult Outreach Services team offers training and supports for adults who have hearing loss. They provide assistive equipment such as amplified telephones and light flashers for doorbells and phones as well as the training in how to use the equipment. They provide community training to first responders and other groups to learn more about Deaf people and communicating with those who have a hearing difference.

Collaboration

NDSB/RC works hand-in-hand with school districts across the state, North Dakota Dual Sensory Project, Minot State University, Regional Education Agencies, North Dakota Vision Services/School for the Blind, Audiologists, the Early Hearing Detection and Intervention (EHDI) program, Part C Providers, Voc. Rehab, Deaf organizations, etc.

**North Dakota School for the Deaf
 Resource Center
 Organizational Chart**



NDSB/RC Outreach and Education Data

Services Provided	2017-2019 Biennium	2019-2021 Biennium	7/1/21-6/30/22 Annual
<u>Outreach Services</u>			
Parent Infant			
Persons Served (unduplicated)	48	60	41
Consultations	1,863	3,251	999
Evaluations	140	206	53
Direct Services	956	992	313
School Age			
Persons Served (unduplicated)	170	174	78
Consultations	1,994	2,461	1,121
Evaluations	74	47	48
Direct Services	461	203	57
Summer Camps	35	18	15
Adult Services			
Persons Served (unduplicated)	332	198	83
Consultations/Evaluations	1,167	1,829	604
Communications			
Sign Language Students	613	295	155
Interpreting Services Persons Served	9,333	5,227	2,709
<u>School Services</u>			
Preschool/Kindergarten	<u>2019-20</u> 1	<u>2020-21</u> 1	<u>2021-22</u> 5
Elementary	7	5	5
Middle	5	7	7
Secondary (Enrolled at DLHS)	5	4	2

Public Awareness	2017-2019 Biennium	2019-2021 Biennium	7/1/21-6/30/22 Annual
"Banner" Yearbook (circulated annually)	934	722	361
"Tidbits" Newsletter (circulated monthly)	2,736	2,736	1,368
NDSB Resource Center web page	15,546	17,514	14,220
NDSB Facebook page	123,628	111,003	57,098
List serve for Teachers of the Deaf in ND	3,135	3,800	1,974

3. Audit Findings for Biennium Ended June 30, 2021

Audit Report Excerpts

What we looked at:

Our team audited the ND School for the Deaf which included identifying any errors, internal control weaknesses or potential violation of law in significant or high-risk functions of the agency.

What we found:

This audit did not identify any exceptions of defaults.

Audit Results

- Conclusion: No areas of concern were identified.
- Status of Prior Recommendation: Implemented
- Noncompliance with Procurement (Finding 19-01)
- Recommendation: We recommend the North Dakota School for the Deaf properly procure commodities and services in compliance with the North Dakota Procurement Manual.
- Status: Implemented. Current audit testing resulted in no errors.

An electronic copy of the Office of State Auditor Report Highlights for North Dakota School for the Deaf for the Biennium Ended June 30, 2021 is available upon request.

4. Biennial Accomplishments, Challenges, Goals, and Plans

Accomplishments

- Personnel:
 - Hired Superintendent
 - Reclassified Admin Assistant position to hire Counselor/Family Support
- Education-Residential:
 - 21 campus students in Preschool to 8th grade
 - 14 residential students
 - 5+ potential new students
- PIP/K12 Outreach PIP/K12 Outreach:
 - Hosted and co-hosted 6 regional pumpkin patch events around the state in October 2022.
 - Completed a book study of information and assessments related to deaf and hard of hearing students in mainstream environments. Book Study: *Building Skills for Success in the Fast-paced classroom: Optimizing Achievement for Students with Hearing Loss* by Karen Anderson
- Adult Outreach Services:

- Trainings for First Responders across the state
- Equipment installations to assist those with hearing loss to have independent lives
- Community trainings about hearing loss and adaptive equipment
- Support and advocacy for individuals in receiving community services
- Facilities:
 - Remodeled pool was opened. Students swim several times a week. Pool is open to various groups including therapeutic swimmers, senior swim, and Parks and Rec use. Pool is also used for Search and Rescue teams.
- Retirements:
 - Dr. Connie Hovendick, NDSB Superintendent retired in June 2022
 - Nancy Sylling, Administrative Assistant, 26 years, retired June 2022
 - Pamela Smith, Adult Outreach Coordinator, 24 years, retired June 2022
 - Lezlee Thorson, LPN I, 15 years, retired May 2022
 - Lilia Bakken, Communications Coordinator and employee for 43+ years retired in December 2022. One of her major accomplishments is “The Banner Project” which digitized ALL copies of “The Banner,” which has been published since 1891. More information is at <https://www.ndsd.nd.gov/about/history-and-banners>

Challenges

- Personnel – It is difficult to recruit and retain qualified staff for the various positions we need to run an effective educational and residential program. Personnel should be fluent users of sign language and should have experience working with students who are deaf, hard of hearing, or deafblind.
- Training – Educational and Residential Programs require staff who are specially trained to work with students who are deaf, hard of hearing, or deafblind. In most states including ND, this means out-of-state travel for training and professional development. Staff needing to learn American Sign Language have difficulty in finding opportunities to grow their ASL Language skills in small communities.
- Accreditation – With all the staff changes including the Superintendent position, we are anxiously completing accreditation processes through Cognia. ND and DPI have organized Cognia support for all districts in ND and this support has been greatly appreciated. With Covid-19 and staff changes, our CEASD* accreditation is overdue.
- Construction- During the 2021-2023 biennium, our HVAC and roofing project was supposed to be completed. We had one bid submitted that included incorrect formatting or missing forms and had to be rejected. We were in the process of opening for rebid and are now waiting for outside agencies to continue their part of the process. Our Facilities Director has contacted them at least twice a month. This project is needed and would need to be added to the 2023-2025 biennium timeline.

Next Biennium Goals & Plans

- Accreditation – We are currently working towards Cognia accreditation. We also want to renew our accreditation with the *Council of Educational Administrators of Schools and Programs for the Deaf (CEASD).
- Training – We are looking at systematizing our training opportunity to better plan for attendance and budgeting to attend these national opportunities.
- Strategic Plan – Our current strategic plan ended in 2021. We will use our findings from Cognia and CEASD accreditations to develop future goals and objectives. We are also looking at the mission and goals for each program or department to ensure we are all working towards accomplishing our agency vision, mission, and purpose.



5. Current Biennium to Next Biennium Comparison

Current to next Biennium Comparison

Executive Budget Changes to 2021-2023 Appropriation

Senate Bill 2013

	2021-2023 Legislative Base Budget	2023-2025 Executive Changes	2023-2025 Executive Budget
Salaries and wages	8,332,820	933,617	9,266,437
Operating Expenses	1,705,586	120,171	1,825,757
Capital Assets	158,678	843,500	1,002,178
Grants	<u>0</u>	<u>0</u>	<u>0</u>
Total All Funds	10,197,084	1,897,288	12,094,372
Less Estimated Income	<u>2,790,528</u>	<u>890,022</u>	<u>3,680,550</u>
General fund	<u><u>7,406,556</u></u>	<u><u>1,007,266</u></u>	<u><u>8,413,822</u></u>
 FTE	 44.61	 0.75	 45.36

Special fund expenditures increases account for the increase in estimated income.

NDSB plans to continue face to face services to deaf and hard of hearing individuals in North Dakota. The executive change recommendation includes cost to continue salary increase. In addition, executive budget changes include a compensation package, requested teacher contract composite scale increases, and one of two requested signing para aide positions.

Executive change operating expenses include requested inflationary adjustments.

Wage equity to retain experienced and proficient team members is an unfunded strategic priority.

Our master facility planning process developed in cooperation with the Office of Management. SiteLogicIQ is our current Master Facility plan .

6. Program and Line Item Funding

North Dakota School for the Deaf
 Senate Bill 2013

Distribution of Executive Recommendation Funding

	2023-2025 General Fund	2023-2025 Special Fund	2023-2025 Federal Fund	2023-2025 Total Recommendation
Salaries and wages	8,323,737	888,702	53,998	9,266,437
Operating Expenses	90,085	1,687,660	48,012	1,825,757
Capital Assets	0	1,002,178	0	1,002,178
Total	8,413,822	3,578,540	102,010	12,094,372
FTE				45.36

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.

As a smaller agency, NDSB presents it's budget on a rollup up by line basis. While we continue to manage our campus, agency services are increasingly focused off campus in person or when appropriate via web based delivery.

Projected 2023-25 special fund revenues are fully utilized by agency operations salary and operating expenditures.

All capital assets are special funds projects.

7. One Time Funding Requests

School for the Deaf-Budget 25200
 Senate Bill 2013 for 2023-2025 Budget
 2021-2023 One-time Funding Report

2021-2023 One-time Funding Report

	Budget Amount	Status	Expended
Esser Special Education Assessment Tools (Unused esser funds not within NDSB scope of service)	\$21,500	Completed	\$11,500
Lawn care and other support service equipment	\$40,000	In Progress	\$15,464
Campus Based Network Server	\$7,500	In Progress	\$0
Total Equipment	\$47,500		\$15,464
 Extraordinary Repairs Total Budget Projects	 \$808,678		
 2 Projects: resource building upgrade and secondary boiler			
Architect Services: Resource Building and Boiler Upgrade		In Progress	\$61,835
Asbestos Abatement for future boiler upgrade		completed	\$26,340
 Total Extraordinary Repairs	\$808,678		\$88,175
 Total One-time	\$856,178		\$103,639
Covid Special Education Funding	\$21,500		\$11,500
Special Funding One-time	\$856,178		\$103,639
Total 2021-2023 One-time	\$877,678		\$115,139

**SiteLogicIQ Plan*

Bids for the projects were opened on April 28, 2022. The total of bids for both projects exceeded the appropriated budget. Non compliance with century code bid format resulted in bid rejection.

Re-bidding of the \$ 375,000 resource building project is delayed and may need to be carried forward via a request to the appropriation committee.

The secondary boiler project was carried forward to the 2023-2025 biennium.

8. Identify and Justify One Time Funding Requests

School for the Deaf-Budget 25200
 Senate Bill 2013 for 2023-2025 Budget
 Executive Recommendation 2023-2025 One-Time Funding

2023-2025 One-time Funding

	Fund Source	*Plan	Budget
Base Budget Extraordinary Repair	Special	*	\$158,678
Optional One-time Capital Assets			
Audiology, Kitchen Equipment, Grounds Services (Replacement items over \$ 5,000 each)	Special		\$43,500
Extraordinary Repair: Backup Boiler Replacement	Special	*	\$650,000
Replace Outdated Pneumatic Controls and Fire Alarms	Special	*	\$150,000
Total Optional One-time Capital Assets			<u>\$843,500</u>
Total One-time			<u>\$843,500</u>
Total Recommendation Capital Amount			<u>\$1,002,178</u>

**SiteLogicIQ Plan*

The backup boiler project is a carryover due to insufficient appropriation funding in the 2021-2023 biennium.

9. Agency Collections or Special Funds

**NDSB Special Comparative Fund Receipts Projection
 Senate Bill 2013**

	2023-2025 Biennium	2021-2023 Projection	2021-2023 Budget	2023-2025 Executive
462140 Sale Meals-Prepared Food		255,000	121,853	255,000
463021 Misc. Sales And Services		72,000	48,000	72,000
490501 Tsfr Fm Common Schools		2,014,000	2,008,000	2,212,000
472015 Lease-Rental Of Rooms-Bldgs		202,584	183,579	186,984
		<u>2,543,584</u>	<u>2,361,432</u>	<u>2,725,984</u>

Summary of Assumptions

Meal revenue is related to the campus based head start program meal contract.

Misc. Sales and Services includes interpreter services provided to ND school districts and ND colleges based upon staffing availability. This category of revenue also may include campus based services provided to a leasing tenet.

The North Dakota Department of Land Trusts is the largest NDSB special fund resource.

Lease-Rental of Rooms-Bldgs is primarily Head Start revenue. It also includes two state agencies, a private lease, and rent from the local Park Board related to community swimming pool utilization.

All facilities on campus are utilized.

Projected special funds are applied to operating expenditures and a portion of salaries and wages.

10. Need for Other Sections to be Included in Agency Appropriation Bill

School for the Deaf-Budget 252

House Bill 2013

Optional Changes 2023-2025 Budget

Executive Optional Request Comparison

Optional Request Description	NDSB Request	Executive Inclusion	Executive Exclusion
Ongoing Budget Changes			
Teacher Composite Scale Increase	\$171,890	\$171,890	\$0
Inflation Operating Expenditures Increase	\$120,171	\$120,171	\$0
Two Signing Para Aide Positions	\$243,614	\$121,807	\$121,807
Request for Equity Salary Adjustment	\$301,000	\$0	\$301,000
Total ongoing funding changes	\$836,675	\$413,868	\$422,807
One-time funding items all special funds			
Kitchen, Audiology, and Grounds Equipment	\$43,500	\$43,500	\$0
Campus Secondary Boiler Replacement	\$650,000	\$650,000	\$0
Pneumatic Controls, Trades Building Fire Alarm	\$150,000	\$150,000	\$0
Total one-time funding changes	\$843,500	\$843,500	\$0
Total Optional	\$1,680,175	\$1,257,368	\$422,807
General Fund Optional	\$836,675	\$367,346	\$422,807
Special Fund Optional	\$843,500	\$890,022	\$0
Total Executive Budget Recommendation	\$1,680,175	\$1,257,368	\$422,807

11. Other Bills and Potential Budgetary Impact

Governor’s recommendation OMB Bill 2015 Section 6 provides equity funding for State Agencies and the University System. The estimated Targeted Equity Amount calculated by HRMS for NDSB was \$285,000.

12. Possible requested changes to be made to the executive recommendation

\$375,000 in extraordinary repair special funds for the NDSB Resource Building. The project was designed and bid in the current 2021-23 biennium. NDSB could not accept the initial bids in April 2022. The goal to rebid in the fall of 2022 and have the project completed in the summer of 2023 has not been recognized. Bidding kept being pushed back thereby making completion of construction contracts questionable for obligating the project by the end of the current biennium. Manufacturing time for HVAC equipment has been about a six-month lead requirement. Project completion may need to be moved to the summer of 2024.

\$121,807 in general funds to add a second .75 FTE signing position. A significant increase in students aged 3-5 years is repurposing how NDSB provides it's on campus services. We endorse the .75 FTE signing para position included in the executive budget and are requesting the second .75 FTE position.

\$285,000 in targeted equity funding as calculated by OMB in the executive budget for early distribution to State Agencies, the University System, and Research & Extension. An emergency clause would allow early distribution for retention and recruitment of staff in today's challenging labor market. The majority of staffing expenditure at NDSB is general funds.

13. Comparison of Major Requests to those Recommended in Executive Budget

NA-See #10.

14. Federal Funding related to Covid-19 or Other Sources

The legislative assembly provided \$300,000 in funding from the Coronavirus relief fund for Resource Center projects. Funding for the Corona Relief Fund had to be obligated by December 31, 2021. While some portions of the Resource Center projects qualified for reimbursement, other portions did not. Engineering and other project delays made it impossible to meet the funding deadline. The funding source for the project was changed back to special funds as originally approved. Initial bids for the project reviewed in April 2022 exceed budget. Ongoing delays in rebidding the project may require NDSB/RC to request carrying it forward to 2023-25 biennium.

As a state agency, NDSB/RC was not eligible for most ESSER and CARES ARP funding awarded to school districts.

NDSB/RC did receive several small special education grants from the Department of Public Instruction. ESSER I \$11,800, CARES ARP Preschool \$952.95, and CARES ARP IDEAB \$22,305.44 are related to Covid-19 funding. A non-Covid-19 special education grant totaling \$10,000 is discretionary funding for staff recruitment and retention.

15. Federal Funding

NDSB/RC was not listed or included in federal state fiscal recovery funding passed during the November 2021 special legislative session.

16. Conclusion and Additional Information

I am honored to serve as the Superintendent of North Dakota School for the Deaf / Resource Center. A lot of incredible work has been accomplished by the amazing staff and students at NDSB/RC since its beginning in 1890. I am thrilled to be a small part of that incredible work. I ask that you support the Executive Budget and include the additional small requests to help us continue to do this incredible work.

Our **vision**, our “why,” is that all individuals in North Dakota with hearing differences will achieve their dreams. Our **mission**, our “how,” is to educate and serve all individuals with hearing differences from birth through senior citizenship. Our **purpose**, our “what,” is to serve as a statewide education and resource center to provide advocacy, leadership, and expertise in the field of Deaf Education and those with hearing loss. With your support, all individuals in North Dakota with hearing differences can achieve their dreams.

Thank you, members of the North Dakota Legislature for your incredible work and for your ongoing support of our important and necessary work at the North Dakota School for the Deaf /Resource Center.





North Dakota School for the Deaf / Resource Center
is a division of the Department of Public Instruction,
Kirsten Baesler, State Superintendent
www.dpi.nd.gov

NDSD/RC does not discriminate on the basis of race, color, national origin,
sex, age, or disability in employment or provision of services.

NDS/RC 25200

Senate Bill 2013 2023-2025

Inflationary Executive Operating Expense Adjustments by Line

	Base Level	Expenditure Changes	Executive
Operating Expenses			
Travel	337,371	25,000	362,371
Supplies - IT Software	16,000	6,280	22,280
Supply/Material - Professional	39,000	1,950	40,950
Food and Clothing	170,850	17,085	187,935
Bldg, Grounds, Vehicle Supply	103,000	0	103,000
Miscellaneous Supplies	82,000	0	82,000
Office Supplies	14,000	0	14,000
Postage	9,750	735	10,485
Printing	10,750	0	10,750
IT Equipment under \$5,000	81,000	0	81,000
Other Equip under \$ 5,000	28,200	2,256	30,456
Office Equip & Furniture	8,000	30,086	38,086
Utilities	252,112	26,000	278,112
Insurance	26,863	4,879	31,742
Rentals/Leases-Equipment&Other	15,192	0	15,192
Rentals/Leases - Bldg/Land	60,023	5,900	65,923
Repairs	45,720	0	45,720
IT - Data Processing	111,799	0	111,799
IT - Communications	68,500	0	68,500
IT Contractual Srvcs and Rprs	26,350	0	26,350
Professional Development	27,500	0	27,500
Operating Fees and Services	43,400	0	43,400
Professional Fees and Services	128,206	0	128,206
Total Operating Expenses	1,705,586	120,171	1,825,757
General Fund	0	90,085	90,085
Federal Fund	48,012	0	48,012
Special Fund	1,657,574	30,086	1,687,660
Total By Fund: Operating Expense	1,705,586	120,171	1,825,757

Detail of Executive Operating Expense Recommendation.

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
2021-2023 Base Level	44.61	\$7,406,556	\$2,790,528	\$10,197,084
2023-2025 Ongoing Funding Changes				
Cost to Continue Salary Increase		\$58,341	\$824	\$59,165
Executive Salary, Health, and related benefit increase		\$565,143	\$15,612	\$580,755
Optional Package to Include Teacher Salary Composite Schedule		\$171,890	\$0	\$171,890
Optional Package to include Signing Para Position	0.75	\$121,807	\$0	\$121,807
Optional Package for Inflationary Operating Expenditure Increases		\$90,085	\$30,086	\$120,171
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
Total ongoing funding changes	0.75	\$1,007,266	\$46,522	\$1,053,788
One-time funding items				
Adds Kitchen, Audiology, and Grounds Equipment			\$43,500	\$43,500
Adds Campus Secondary Boiler Replacement			\$650,000	\$650,000
Adds Pneumatic Controls, Trades Building Fire Alarm			\$150,000	\$150,000
			\$0	\$0
Total one-time funding changes			\$843,500	\$843,500
Total Changes to Base Level Funding	0.75	\$1,007,266	\$890,022	\$1,897,288
Total Executive Budget Recommendation	\$45.36	\$8,413,822	\$3,680,550	\$12,094,372

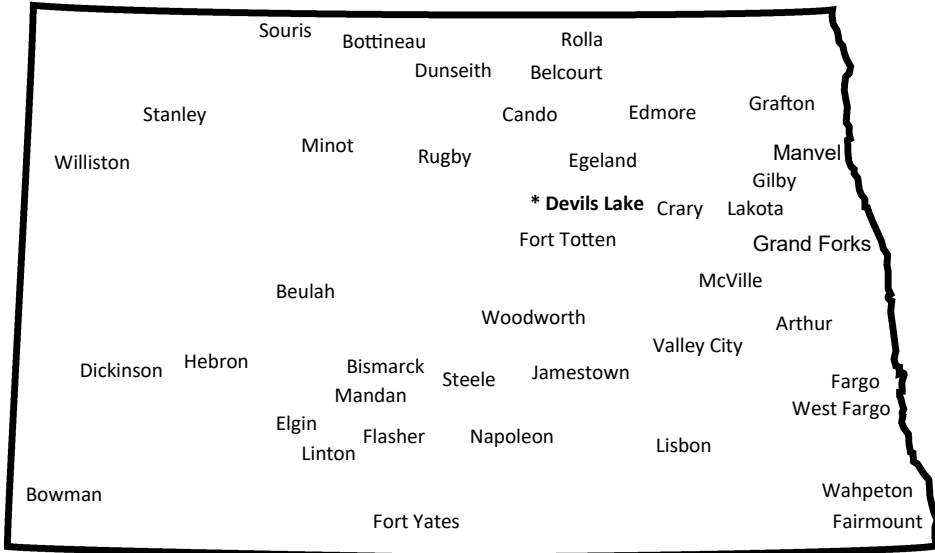
Detailed Description of Included Executive Optional Items

1. **Teacher Salary Increases** The 2023-2025 OMB Teacher Composite Scale Implementation adds \$171,890 in general funds and is our primary request. Teachers are mission-critical contract employees not included with classified legislative wage adjustments. All fringe benefits are included
2. **Additional Operating** Forecast special fund revenue is fully utilized in the base budget. Overall, a 7% increase or \$120,171 in general fund appropriation is requested.
3. **Kitchen and Audiology Equipment** Potential replacement of campus equipment items over \$5,000 each, large kitchen appliances and diagnostic audiology equipment. Special fund for these one-time items total \$43,500.
4. **Secondary Boiler Replacement** NDS/RC proposes to rebid a designed boiler project that could not be completed due to lack of funding authority in the 2021-2023 biennium. The requested one-time special fund appropriation is based upon the high bid received on the project in April 2022. Special fund for these one-time total \$650,000.
5. **Pneumatic Controls, Trades Fire Alarm** NDS/RC proposes to replace pneumatic heating controls in main campus traffic areas during the course of the next biennium. Our fire alarm system in our trades building is not addressable with aging heat and smoke sensors in two different zones within the building. Special fund cost for these one-time items total \$150,000.
6. **Signing Paraprofessional Positions** NDS/RC has received positive response from parents of 3 and 4-year-old students citing noticeable growth in language development when they stay as a resident on the NDS/RC campus. As the number of these young students grow, the need for the individualized instruction is also growing. One signing para professional position totaling .75 fte was included in the executive recommendation which we endorse. We request consideration for the second .75 fte signing para position as requested in the original budget submission.

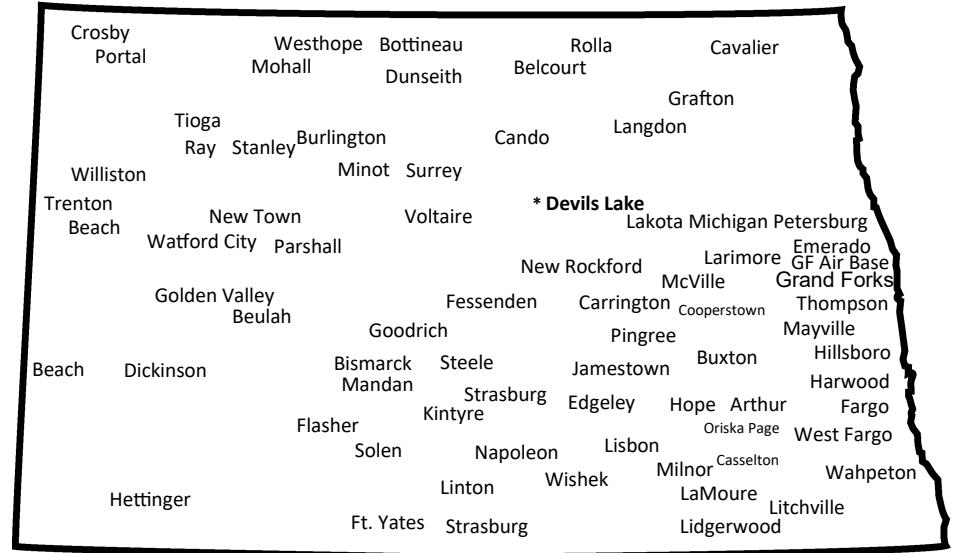
Requested Changes to the Executive Budget by NDS/RC

- 1. Add as carryover \$ 375,000 for uncompleted Resource Center Building extraordinary repairs. (Special Funds)**
- 2. Add .75 FTE for the second signing para position totaling \$ 121,807. This includes the executive compensation package. (General Funds)**
- 3. Please support some form of equity funding to improve employee retention and recruitment. (Primarily General Funds)**

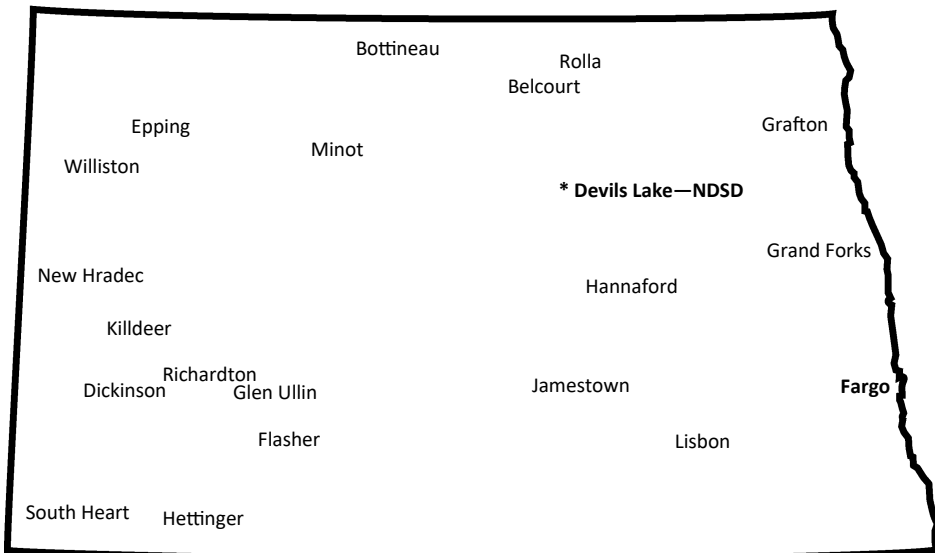
Adult Outreach client location 2022-2023



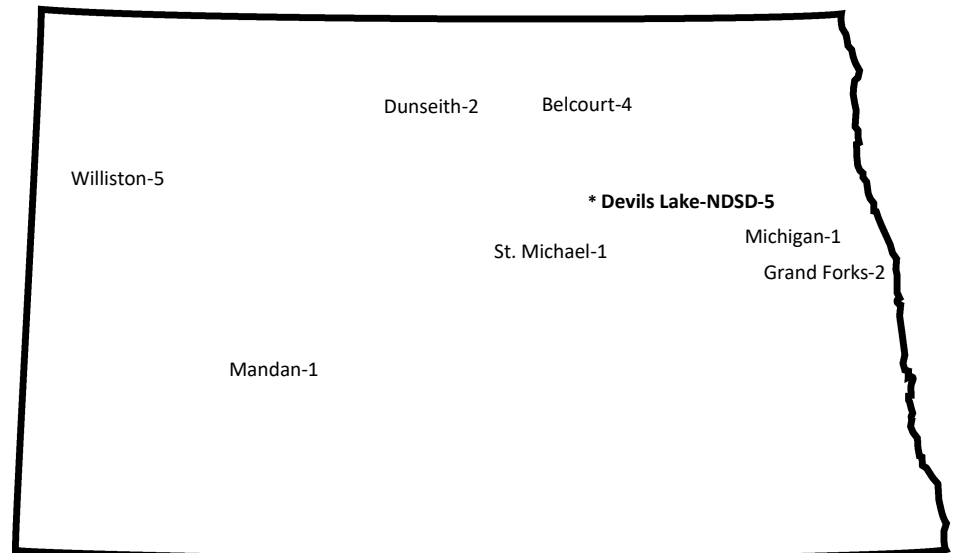
Parent Infant/School Age client location 2022-2023



American Sign Language Outreach location 2022-2023



Residential School student location 2022-2023



Historical Timetable

North Dakota School for the Deaf/Resource Center has a rich history of advocacy and education. NDSB/RC has also been home to world renown people. Below are some highlights:

- 1889** North Dakota was admitted into the Union as a state. **Anson Rudolph Spear**, a graduate (1878) of the Minnesota School for the Deaf came to Devils Lake and met with local leaders to impress upon them the importance of establishing a school for deaf children. They drafted a bill to present before North Dakota's first-ever legislative session. The bill passed the house and senate and was vetoed by the Governor.
- 1890** After a hard fight, the bill passed and became law. Anson Spear was named Superintendent at age 29, thought to be the youngest Superintendent of a state school. The school enrolled 23 students.
- 1891** The legislature appropriated \$10,000 for a new building which was completed in 1893.
- 1891** Spear established a printing press program and the school began publishing the North Dakota Banner, a newsletter printed every two weeks to share school events and student work.
- 1892** By the third year of operation, the school enrollment had doubled to 42 students.
- 1894** **John Lewis Clarke**, a deaf Blackfoot Indian attended the school until 1897. John moved to the Montana School for the Deaf. He is well known for his wood carvings of wild animals and Native Americans. Many of his pieces are on display in museums around the country including the Smithsonian Museum in Washington DC.
- 1900** In June, a class of three students were the first graduating class.
- 1916** North Dakota Association for the Deaf was established.
- 1980** **Phyllis Frelich**, class of '62, became the first Deaf person to win a Tony Award for her performance on Broadway in Children of a Lesser God. In 1981, she was inducted into the North Dakota's Rough Rider Hall of Fame. Her portrait and bio are on display at the State Capitol in Bismarck.
- 1988** NDSB Outreach Program was established.

For more information about NDSB's rich history, go to
<https://www.ndsd.nd.gov/about/history-and-banners>

NDAB Resolution 2022-02:**State 2021 – 2023 Appropriation for the Talking Book Program at the North Dakota State Library**

Whereas, demographically, North Dakota is among the states with the highest proportion of people per capita who are 55 years of age and older and this is the subpopulation of people who have the highest incidence of significant sight loss that is not medically correctable, and that this is a population trend that is expected to accelerate as our population continues to grow older in average age into the future; and,

Whereas, thousands of North Dakotans, with many types of disabilities in addition to blindness, cannot read standard print and rely on audio books from the talking book program at the State Library for hours of entertainment and a source of valuable information in their daily lives;

Now, Therefore, be it resolved by the North Dakota Association of the Blind in Convention assembled at the Holiday Inn Express Southwest in Fargo, ND on this Sunday, June 12, 2022 that

Given how extremely valuable this program is to so many citizens in our state, we strongly urge that Governor Burgum and our State Legislature would maintain and strengthen the appropriation that is allotted to the Talking Book Program that is included in the appropriation within the State Library (SB2013) for the upcoming 2023 – 2025 biennium.

Further, we strongly urge our North Dakota congressional delegation, Senators Hoeven and Cramer, and Congressman Kelly Armstrong, to work to maintain and increase the amount of federal funding that is appropriated for the NLS Talking Book Program whenever the federal budget is under consideration by the U.S. Congress.

**NDAB Resolution 2022-01:
State 2023-2025 Biennial Appropriation for North Dakota Vision
Services / School for the Blind (NDVS/SB)**

Whereas, statistics from the U.S. Census Bureau in 2020 indicated that there were 760,394 residents living in North Dakota. Conservative Demographic studies have consistently demonstrated that 3.3% among the general population have medical conditions which mildly, moderately, or severely compromise their eyesight, this means that there is a significant population of people in North Dakota affected by uncorrectable sight loss; 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 of excellence and high quality, has the capability and capacity that allows it to serve people of all ages (i.e., has both children and adult oriented training programs); and,

Whereas, children and adults with sight loss, who receive a regimen of specific, comprehensive, intensive center-based blindness skills training, such as that which is available at NDVS/SB, are employable and are capable of functioning with a high degree of independence;

Now, therefore, be it resolved by North Dakota Association of the Blind in Convention assembled at the Holiday Inn Express Southwest in Fargo, ND on this Sunday, June 12, 2022 that, we strongly urge that Governor Doug Burgum and the 68th North Dakota Legislative Assembly that will convene on January 3, 2022 to maintain and increase the appropriation for North Dakota Vision Services / School for the Blind (SB2013) in the state budget which is adopted for the 2023 -2025 biennium so that the NDVS/SB appropriation will,

- Maintain funding for all the current professional positions serving children and adults across the state to ensure that the frequency and intensity of services required to attain their goals is met.
- Increase funding for the temporary salary allotment to maintain the appropriate number of part-time employees that work evenings and overnight during short-term programs for students and adults who come to the training center for intensive instruction.
- Increase the operating portion of the NDVS/SB budget to appropriately adjust for greater costs of service-related travel, maintenance of the facility, purchase of modern technology, and for essential professional staff development.

Testimony for SB2013 page 1

To: Senator Ronald Sorvaag, Chair, and Members of the ND Senate Appropriations Subcommittee on Education and the Environment, 68th Legislative Session.

From: Allan Peterson, Legislative Committee, North Dakota Association of the Blind (NDAB). Home address: 7009 Horseshoe Bend, Horace, ND 58047.

H: (701) 282-4644; c: (701) 429-7209; Email: allan.c.peterson@gmail.com

Re: Testimony offered for SB2013, specifically for the appropriation provided to North Dakota Vision Services / School for the Blind for the biennium of 2023 – 2025.

Greetings Chairman Senator Sorvaag, Vice Chair Krebsbach, and Senators Meyer, Rust, and Schaible, members of the North Dakota Senate Appropriations Subcommittee on Education and the Environment.

I am testifying on my own behalf as well as for that of the **North Dakota Association of the Blind**, we are testifying in support of the budget request that has been submitted for North Dakota Vision Services / School for the Blind for its operation and capital expenditures for the next biennium of 2023 - 2025.

A resolution that supports the appropriation request of NDVS/SB, adopted by North Dakota Association of the Blind, is also included with this testimony.

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 has been submitted to the 68th North Dakota Legislative session. We are well aware, that there are significant unmet needs and a great need for more resources that, if available, would help serve more people with sight loss in ND.

It cannot be over emphasized, just how 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.

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 visually impaired. We are a statewide membership organization that was founded 87 years ago in 1936. 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.

As a person who lost his eyesight as an adult, I can 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 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 functional eyesight.

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 can 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 to allow us to be proficient in utilizing today’s latest electronic technology.

I have also gained very valuable skills on using an iPhone from instructors at NDVS/SB and am very thankful that this training can be offered virtually via a phone 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 have found this skill to be particularly 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 absolutely 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 significant sight loss.

One of the benefits the pandemic yielded, was that we learned how to communicate virtually using electronic platforms like Zoom. Instructors at the School coordinated with our organization to offer a variety of virtual weekly meetings that have included among others - valuable information on accessible technology, coping skills, daily living skills like cooking, and much, much more that continue to be offered presently.

Testimony for SB2013 (State Library Talking Book Program) page 1

To: Senator Ronald Sorvaag, Chair, and Members of the ND Senate Appropriations Subcommittee on Education and the Environment, 68th Legislative Session.

From: Allan Peterson, Legislative Committee, North Dakota Association of the Blind (NDAB).
Home address: 7009 Horseshoe Bend, Horace, ND 58047.
H: (701) 282-4644; c: (701) 429-7209; Email: allan.c.peterson@gmail.com

Re: Testimony offered for SB2013, specifically for the appropriation that's provided to the Talking Book Program at the North Dakota State Library for the biennium of 2023 – 2025.

Greetings Chairman Senator Sorvaag, Vice Chair Krebsbach, and Senators Meyer, Rust, and Schaible, members of the North Dakota Senate Appropriations Subcommittee on Education and the Environment.

I am testifying on my own behalf as well as for that of the **North Dakota Association of the Blind**, we are testifying in support of the budget request submitted for the Talking Book Program a division within the State Library in Bismarck for its services for the next biennium of 2023 - 2025.

Please note: A resolution in support of the biennial appropriation request for the Talking Book Program at the State Library adopted by North Dakota Association of the Blind, is also included with this testimony.

We are testifying in support of the Talking Book Program and strongly urge that it be maintained and strengthen in the budget for the 2023-2025 biennium.

The Talking Book Program at the North Dakota State Library continues as it has for the past 27 years to serve people with sight loss. Prior to 1995 when the program was instituted in North Dakota, North Dakotans who qualified for this program received their books from the State Library in South Dakota.

Talking Books is a nationwide federal program that records printed books and materials onto audio cartridges. The program has been a part of the National Library Service (NLS) for decades.

Our Talking Book Program here in North Dakota has an impressive library of audio books and players that “can play “read” these books to people who are blind or visually impaired and others with reading disabilities who qualify for the program.

Over the many years of its existence, there have been thousands of people who are blind or visually impaired here in North Dakota who have relied on audio books from the talking book program at the State Library and have enjoyed countless hours of entertainment and has provided them with valuable information in their daily lives.

Below is a sample of people from around the state who have commented and expressed their appreciation for our State's Talking Book Program:

"We are so impressed with the program and friendly service we receive from you. He would be lost without it. [He] uses it many times during the day and has it even in bed to listen. It is a wonderful gift for him." – Oakes

**"[The player] gave her hundreds of hours of pleasure. She listened to over 900 recordings. It was a comfort to me and the rest of the family that she could continue to enjoy her stories. Thank you for providing the machine and tapes for her to enjoy."
– Milnor**

"This service has been a lifeline to occupy her time while she is restricted to her room with the whole virus issues." – Watford City

"I would like to personally THANK YOU for this program. It brought hours of joy to her and allowed her to discuss various books with her grandchildren. It was a big part of her later life, kept her mind sharp and filled her days." – Grand Forks

Personally, I cannot express just how valuable this service has been to me. I like those whose comments are listed above, cannot fully express how valuable this service is to people who cannot read printed materials.

State funding for the Talking Book program is vital to its existence, we strongly urge you to maintain and strengthen the Talking Book Program, without hyperbole it is and has been a life changer for many.

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 visually impaired. We are a statewide membership organization founded 88 years ago in 1936. 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 representatives for North Dakota Association of the Blind and am registered with the state to speak on behalf of the organization – I provide my service as an unpaid volunteer.

Senate Appropriations- Education and Environment Division Public Hearing

January 24, 2023

SB 2013 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 North Dakota vision services - school for the blind; and to provide an exemption.

Mr. Chairman Sorvaag and members of the committee, my name is Sharon Espeland and I am testifying as a private citizen who is committed to civic education. Thank you for your time and attention today. Currently, I am an assistant principal at Century High School in Bismarck. I also have served as the ND State Coordinator for the We The People program. Prior to assuming both roles, I was a social studies teacher, and I used this curriculum and program in my government and Advanced Placement Government classes.

I am in favor of this bill and asking for \$200k per biennium to expand the We The People program to more schools, offer more online training options, pay for more out-of-state training opportunities, develop mentoring specific to the program, and increase the funding we can offer the winning team so they have minimal fundraising and can focus on preparing for the academic competition.

Purpose of We The People:

Students become more knowledgeable and engaged citizens. The intent is to expand civic education throughout the state of North Dakota by providing research based professional development to teachers and providing textbooks and supplemental materials that promote critical thinking, collaboration, and communication. A culminating project would be for students to participate in a simulated congressional hearing either in their classroom, community, or at the state competition.

The We the People: The Citizen and the Constitution Program promotes civic competence and responsibility among the nation's upper elementary and secondary students. It is a program that provides a working knowledge of the U.S. Constitution and Bill of Rights. The We the People print textbooks' and enhanced ebooks' interactive strategies, relevant content and the simulated congressional hearing make teaching and learning exciting for both students and teachers. The We the People curriculum is an innovative course of instruction on the history and principles of the United States constitutional democratic republic. The program enjoys active support from state bar associations and foundations, and other educational, professional, business, and community organizations across the nation. Since its inception in 1987, more than 30 million students and 75,000 educators have participated in the We the People program. ND has 6-8 competing schools with 160+ students. Many more schools and students participate in non-competitive hearings.

Key Points:

- The program provides a limited number of sets of instructional materials. The text encourages students to think and support their answers with constitutional application, historic and contemporary examples, Supreme Court cases, logic, and reasoning – it does not tell them what to think.
- The simulated congressional hearing activity involves every student in the class, not just the academic stars. It works with advanced students, students in poverty, urban and rural schools.
- The We The People program meets all of the criteria of 21st C. skills, Project Based Learning Components, but most importantly it produces thoughtful and engaged citizens.

- There is strong evidence of the program's success through positive program evaluation since 1987. A research team from Georgetown University has conducted independent studies of We the People that have been confirmed by the U.S. Department of Education's What Works Clearinghouse, which includes the highest standards for research scholarship. The team found 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, (2) political attentiveness, (3) civic duty, (4) community involvement, (5) commitment to government service, and (6) the norms of political efficacy and political tolerance. Additional information and studies can be found at <https://www.civiced.org/research/wtp-research>.

Again, thank you for your time and attention today. My hope is that you will continue your support of the We The People program. It will continue to develop young men and women who are more likely to be civically minded, committed to public service and engaged in their communities.

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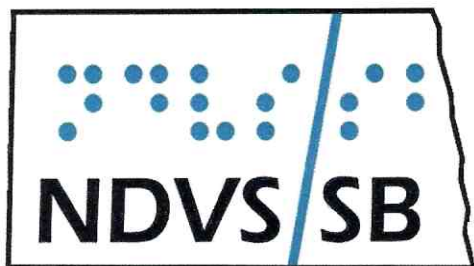
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Again, thank you for your time and attention today. My hope is that you will continue your support of the We The People program. It will continue to develop young men and women who are more likely to be civically minded, committed to public service and engaged in their communities.

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

Testimony Paul Olson

Chairman Sorvaag and Members of the Education and Environment Division of Senate Appropriations:

My name is Paul Olson. I am the superintendent of North Dakota Vision Services/School for the Blind (NDVS/SB). I will provide additional testimony specifically relating to our budget request in SB 2013.

JANUARY 24, 2023

Base Budget and Request

	FTE Positions	Salaries	Operating	Capital Assets	Total	General Fund	Special Fund	Total
2023-25 Agency Request	27.75	\$5,153,098	\$895,686	\$478,192	\$6,526,976	\$4,891,862	\$1,635,114	\$6,526,976
Executive Budget Rec. via Base Budget	Executive Budget Recommendation					Funding Source		
	FTE Positions	Salaries	Operating	Capital Assets	Total	General Fund	Special Fund	Total
2023-25 Biennium Base Level	27.75	\$4,992,194	\$792,671	\$39,192	\$5,824,057	\$4,761,879	\$1,062,178	\$5,824,057
Payroll Changes:								
Cost to continue increases		37,066	-		37,066	36,145	921	37,066
Teachers - Composite Salary Schedule		93,838			93,838	93,838		93,838
Additional Temp Salaries		30,000			30,000	-	30,000	30,000
Executive Compensation Changes		325,402			325,402	292,040	33,362	325,402
Operating Changes:								
ITD M365			7,015		7,015	-	7,015	7,015
Additional Operating			60,000		60,000		60,000	60,000
Equipment and Doors			26,000		26,000		26,000	26,000
Power Platform DP			10,000		10,000		10,000	10,000
Capital Asset Changes:								
Roof Replacement & Rep				150,000	150,000	-	150,000	150,000
Repair Tar Parking Lot				50,000	50,000		50,000	50,000
Gutters for South Wing				50,000	50,000		50,000	50,000
Update Front Entrance				55,000	55,000		55,000	55,000
Flooring/Cabinets for Living Qtrs.				45,000	45,000		45,000	45,000
Update Student Commons Area				50,000	50,000		50,000	50,000
Replace Electric Panel Corridor				10,000	10,000		10,000	10,000
Replace Doors & AC Units				29,000	29,000		29,000	29,000
								-
Executive Recommendation	27.75	\$5,478,500	\$895,686	\$478,192	\$6,852,378	\$5,183,902	\$1,668,476	\$6,852,378

	2023-25
Special Fund Projections:	
Land Department Trust Funds	\$ 1,686,570
Rental Income	353,180
Charge for services	32,000
Other	30,000
Total Projected Revenue	\$ 2,101,750

Optional Requests

Changes We Are Requesting to Executive Budget - We ask that you consider maintaining what is included in the Executive Budget. Please reference the Workforce sheet for more on the compensation package.

2023-2025 Item	Amount Requested	Included in Executive Version (Ongoing)	Funding Source
1 Additional Operating	\$ 60,000	\$ 60,000	Special
2 Teacher Salary Increases	93,838	93,838	General
3 Temporary Salaries	30,000	30,000	Special
4 Additional IT Costs	10,000	10,000	Special
Total Ongoing Optional	\$ 193,838	\$ 193,838	

2023-2025 Item	Amount Requested	Included in Executive Version (One-Time)	Funding Source
5 Equipment Under 5,000	\$ 26,000	\$ 26,000	Special
6 Upgrade Parking Lot Tar	50,000	50,000	Special
7 Flooring - Cabinets E. Wing	45,000	45,000	Special
8 Update Front Entrance	55,000	55,000	Special
9 Update Student Commons Area	50,000	50,000	Special
10 Replace Electrical Panel	10,000	10,000	Special
11 Roof Replacement & Repairs	150,000	150,000	Special
12 Gutters for S. Wing	50,000	50,000	Special
13 Misc. Repairs (Doors & A/C)	29,000	29,000	Special
Total One-Time Requests	\$ 465,000	\$ 465,000	

Optional Requests

1. **Additional Operating** This request includes: 4,000 for programming purposes for an event called Family Weekend. This program is growing, and we want to be able to provide quality education to families about their child's vision loss. 40,000 for anticipated utility increases. We receive our heat/electricity from UND and were recently charged a 19,000-overage fee. 11,500 for inflationary increases for outreach services to students/adults. Our property is on 10 acres of land and we recently began hiring to apply chemical application to control weeds, 4,500.
2. **Teacher Salary Increases** This is to place teachers on the Composite Salary Schedule developed by HRMS for 2023-25. This includes wages, retirement, and payroll taxes. They are not classified employees.
3. **Temporary Salaries** This request is to return a portion of the temporary salaries reduced in a prior biennium. We are anticipating 25% of staff to retire in next 5 years. This will allow a cushion to hire temporary staff as vision professionals are in high demand and short supply.
4. **IT Costs** This will allow NDVS to advance to Power Platform and allow us to build upon a low-code solution via a database, DataVerse. Our lead IT team member has been working with NDIT on this project for over a year and suggest this for the most positive citizen outcome.
5. **Equipment under 5,000** This includes 12,000 for adaptive technology equipment. NDVS/SB needs to be the leader in adaptive technology in ND. This will allow us to demonstrate new products. This also includes 3,600 for a floor scrubber and 4,900 for a carpet cleaner which the current machines are over 15 years old. These machines are both used frequently. This request also includes 5,500 to replace two doors in the garage/warehouse area.
6. **Update Parking Lot – Tar** This includes the north parking lot adjacent to Sixth Avenue North and the northwest parking lot adjacent to Sixth Avenue North and Stanford Road. The tar in this area has been repaired and older than 25 years old. It needs to be resurfaced and could be a safety hazard with its unlevel surface.
7. **Flooring – Cabinets for East Wing** This is to replace the flooring in the suites (where students reside) 10,000 and replacement of kitchen cabinets in the apartments, 35,000. These items will be over 25 years old at the time of replacement.



8. **Update Front Entrance** This will include an update to the front entrance (door #4). Most of the cost includes a drain to the sewer system for water that collects in this area. We are treating it as a safety issue. Breakdown of costs: Install drain 28,000, cement 17,000, tree removal 3,000, and landscaping 7,000.



9. **Update Student Commons Area** The objective is to make the room more functional to use as a social gathering or for student projects.



10. **Replace Electrical Panel – Corridor** This is to replace a panel that is approaching 45 years old.
11. **Roof Replacement and Repairs** This request includes replacement of the roof in the corridor area between the East Wing and South Wing – 135,000. During April 2022, SiteLogic and Tecta inspected the roof for all of our buildings. It also includes deferred maintenance of 15,000.
12. **Gutters for South Wing** Due to the fact that we have been doing deferred maintenance for many years, only one roof area is in need of replacement, and the replacement of gutters South Wing.
13. **Misc. Repairs (Doors and AC Units)** This request includes the replacement of two doors, (main door) – sliding door and exterior door between the South/East Wing, 19,000. Also includes the replacement of two air conditioners, 10,000.



NORTH DAKOTA VISION SERVICES/SCHOOL FOR THE BLIND

NDVS/SB may be one of the most unique of all state agencies. Our mission to serve people of all ages with visual impairment alone makes our role in the state unique. In terms of our workforce, the majority of our staff have specialized degrees and are considered experts in the field on the state level as well as some being recognized nationally. In most instances members of our work team cannot be replaced quickly or easily due to a shortage of professionals in this field regionally and nationally.

NDVS/SB currently has no FTE vacancies. A report from HRMS revealed that we are one of the ten lowest paid agencies. We support the Executive's compensation package. We also ask that you consider supporting SB2015 for the equity package.

WHAT HAPPENS IF WE CAN'T DO OUR JOB...

Result 1



Children under age three with visual impairment would not receive early intervention to facilitate concept development, use of all senses and confidence in movement if our teachers were unable to provide guidance to parents and a variety of services within the child's home.

Result 2



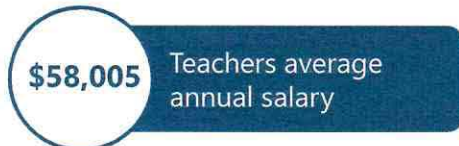
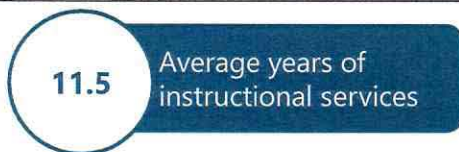
Students in public and private schools across the state would not receive expert assessment and instruction in the skills required to fully participate and be successful in school and ultimately be Choice Ready at the time of graduation.

Result 3



Adults who become visually impaired or blind as a result of age-related conditions, disease or accidents would not receive the training in orientation and mobility, technology, self-care, braille and other special skills that build independence. People who go without this vital training lose independence and are often not able to take care of themselves or be active in their communities.

CURRENT AGENCY TEAM MEMBER STATS



* Does not include Superintendent

Other Bills That May Affect NDVS/SB

SB 2015 which aligns with the Executive Budget provides equity dollars for all agencies as well as the University System and Research & Extension. This proposed equity package, if approved, will be in addition to the performance-based increases that have also been recommended. NDVS/SB currently is one of the ten lowest paid agencies from HRMS.

Below is the estimated target equity and justification as identified by HRMS.

<p>SCHOOL FOR THE BLIND</p> <p>Estimated Targeted Equity</p> <p>\$160,000</p> <p>Biennial Expense</p>	<p>Justification for targeted equity:</p> <ul style="list-style-type: none">• Agency identified certain job categories as particularly hard to fill and retain<ul style="list-style-type: none">◦ Vision Specialists◦ Maintenance Workers◦ Maintenance Supervisor◦ Administrative Staff• Population analysis also revealed some relatively low paid employees
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Audit Findings

An audit was completed by the State Auditor's Office in 2021. This is what the report stated: **WHAT WE FOUND - This audit did not identify any areas of concern.**

Conclusion

North Dakota Vision Services/School for the Blind staff strive to serve boldly and operate efficiently. As a small agency with a sizable mission to provide services and resources to children and adults who are visually impaired, we must look forward and prioritize our tasks and projects. For the 2023-2025 biennium the short list of priorities strengthens and enhances services while being cost effective.

In a competitive environment it is important that increases in compensation for all staff are included. The increases for teachers allow NDVS/SB to compete with other North Dakota School districts. An increase in temporary salaries allows NDVS/SB to recruit and retain part-time employees (such as dorm staff) at a competitive wage as well as utilize professional part-time help as needed to meet our obligations around the state.

There are always facility maintenance projects and modest upgrades that are requested every two years. This coming biennium is no different but the list this time around has a very reasonable price tag given how proactive we have been in keeping up on the health of the building and grounds. Enhancing the usability of the building for instruction through updating the front entrance, the student commons area and replacing flooring in the East Wing will greatly improve the appearance and function of the facility.

Each of the decision packages that were listed are considered either very important or essential. A section of roof targeted for replacement and gutter repair really are very important in the near future and it is prudent to do them as soon as possible. We would be hard pressed to note any of these requests as un-needed. From new IT costs to purchasing new assistive technology, each item on the list was selected with care and a mindset of cost effectiveness.



Beyond 23-25 there have been a number of additional improvements that have been identified by SiteLogic. An upgraded HVAC system in the South Wing would enhance air quality as the current CFM is below standard. Also, in the South Wing a more substantial remodeling of space would increase function and enhance the lifespan of the building for decades. Those are future considerations, but we pride ourselves in being proactive by identifying needs well in advance.

Thank you for your consideration. We are prepared to provide additional information and clarification requested to assist you in this process.





North Dakota Vision Services/School for the Blind is a division of the
Department of Public Instruction,
Kirsten Baesler, State Superintendent
www.dpi.nd.gov

NDVS/SB does not discriminate on the basis of race, color, religion, sex, national origin, disability, age, sex (wages) or genetics in its programs and activities.

**Providing pathways to
information and innovation for
North Dakota's libraries, state
government and residents**



**Testimony to the Senate Appropriations
Committee
Senate Bill #2013
January 24, 2023**

**The North Dakota State Library is a division of the North Dakota
Department of Public Instruction, Kirsten Baesler, State Superintendent.**



**TESTIMONY ON SB 2013
SENATE APPROPRIATIONS EDUCATION AND ENVIRONMENT DIVISION
January 24, 2023**

**By: Mary J. Soucie, State Librarian
701-328-4654**

Testimony- State Librarian Mary Soucie

Chairman Sorvaag and Members of the Senate Appropriations Education and Environment Division,

For the record, my name is Mary Soucie, State Librarian for the North Dakota State Library (NDSL). I am here to provide additional information about our agency's 2023-25 appropriation request. This can be used in conjunction with the information that was provided to the full Senate Appropriations committee on January 12.

North Dakota Century Code

The North Dakota State Library operates under Chapter §54-24 State Library Commission. The major statutory requirements for our agency include improving library service to citizens by providing assistance to librarians, staff, and trustees; by encouraging the expansion of cooperation among libraries at the state and regional levels; to make library materials available to state employees and citizens that do not have adequate access to library service; compile statistics of all North Dakota public libraries; coordinate Interlibrary Loan (ILL) which is the loaning of materials to North Dakota libraries from within and outside the state; provide access to informational materials that supplement and support the needs of all libraries in the state, either by direct loan or through consultation; provide technical assistance, continuing education and training programs to and for library personnel; to distribute grants to libraries for the purposes of developing or improving library services or programs and to provide services to the North Dakota Library Coordinating Council (NDLCC).

NDSL also operates under chapter §54-24.2 State Aid to Public Libraries. This chapter governs the disbursement of financial aid to public libraries. In order to be eligible to receive funds, public libraries must be established and operated in accordance with chapter §40-38.

I've included chapter §54-24 for your reference on pages 2-4.

CHAPTER 54-24 STATE LIBRARY COMMISSION

54-24-01. State library - State librarian appointed by the superintendent of public instruction.

The superintendent of public instruction shall appoint an executive officer to be known as the state librarian, who shall report to the superintendent and must receive a salary within the amount appropriated for salaries by the legislative assembly. The state librarian shall control the work and is the director of the state library. The position of state librarian is included in the classified service, as provided in section 54-44.3-20. The state library is an autonomous agency and retains a budget and staff separate from that of the superintendent of public instruction.

54-24-02. Library offices.

The state library must be furnished with adequate office room, with such suitable quarters as may be necessary for the proper shelving of its library materials.

54-24-03. Powers and duties of state librarian.

The state librarian shall:

1. Make rules for the operation of the state library.
2. Provide and care for all books and library materials in all collections of the state library and work to focus the collections.
3. Employ qualified library personnel to care for all library procedures.
4. Make library materials available to libraries throughout the state, to individuals connected with departments of state, and to citizens of North Dakota who do not have adequate library facilities, under the rules of the state library.
5. Work to improve library services to citizens by providing assistance to librarians and library trustees and staff and by encouraging the extension of networking and regional and statewide cooperation among libraries.
6. Coordinate the efforts of librarianship throughout the state, advising and assisting the extension of qualified public libraries into centers of county or multicounty libraries.
7. Compile statistics on all North Dakota public libraries and their services and their larger counterparts of county and multicounty libraries, regional library cooperatives, and multitype library authorities. Make a full biennial report to the superintendent of public instruction and the governor of the work done at the state library. The state librarian may not require a private sector library to submit information relating to the provisions of this subsection.

8. Collect, maintain, and make available informational materials that supplement and support the needs of all libraries in the state, either by direct loan or by consultation, and that form a reference source for the officers of the state in performing their duties.
9. Assist libraries in developing local standards and guidelines defining the basic level of service that they will provide.
10. Conduct, or have conducted, research into the conditions of library service in the state and produce written plans for the development and betterment of that service.
11. Promote and assist in the development of regional library cooperatives, including multitype library authorities.
12. Establish levels of certification for libraries of the state that meet the standards recommended by the American library association and the North Dakota library association.
13. Promote and assist libraries in this state in developing and maintaining a computerized, comprehensive, bibliographic statewide database for storing bibliographic records of libraries which allows residents unmediated, seamless, direct access to library catalogs with a common interface and a common set of commands and the ability to search the library collections of the entire state at one time or only the collections of the local library, regional libraries, or select group of libraries.
14. Coordinate interlibrary loan activities throughout this state.
15. Arrange for continuing education and training programs for library personnel.
16. Provide technical assistance and counsel to library personnel.
17. Distribute grants to libraries within the limits of legislative appropriations for the purpose of developing or improving library services or programs.
18. Provide staff services to the North Dakota library coordinating council.

54-24-03.1. Acceptance of federal aid.

The state library is hereby authorized to accept and to expend in accordance with the terms thereof any grant of federal funds which may become available to the state for library purposes. For the purpose of qualifying to receive such grants, the state library is authorized to make such applications and reports as may be required by the federal government as a condition thereto.

54-24-03.2. State library operating fund.

The state library's operating fund is a special fund in the state treasury. All moneys received for book replacement, cataloging services, and other miscellaneous library services must be deposited in this fund. Moneys in the fund are to be used pursuant to legislative appropriation for provision of services under this chapter.

54-24-08. Library contracts for library services.

The state library is hereby authorized and empowered to cooperate with, and to contract with, cities, governmental subdivisions, and agencies of the state of North Dakota and other states of the United States, in the extension of library services.

54-24-09. Distribution of certain state publications for certain libraries required.

The office of management and budget shall arrange to deposit with the state library eight copies of all publications issued by all executive, legislative, and judicial agencies of state government intended for general public distribution. These publications must be provided to the state library without charge. If expense and limited supply of state publications, particularly audiovisual items, make compliance with the depository requirement impossible, the state library shall accept as many copies as an agency can afford to provide. However, each agency shall provide no less than two copies to the state library. State publications refer to any informational materials regardless of format, method of reproduction, or source, originating in or produced with the imprint of, by the authority of, or at the total or partial expense of, any state agency. The definition incorporates those publications that may or may not be financed by state funds but are released by private bodies such as research and consultant firms under contract with or supervision of any state agency. In circumstances not directly involving the office of management and budget, a state agency shall comply with the depository requirement by arranging with the necessary parties for the printing and deposit of eight copies of any state publication issued. State publications are specifically defined as public documents appearing as reports, directories, statistical compendiums, bibliographies, laws or bills, rules, regulations, newsletters, bulletins, state plans, brochures, periodicals, committee minutes, transcripts of public hearings, other printed matter, audiotapes, videotapes, films, filmstrips, or slides, but not Page No. 2 those administrative or training materials used only within the issuing agency. As the document acquisition and distribution agency, the state library shall retain for its document collection two copies of every state document received and transmit the remaining copies to the depository libraries. These are the libraries of the state historical society, the university of North Dakota, North Dakota state university, library of Congress, and two others to be designated by the state library. All nondepository North Dakota libraries may receive state documents under an optional selection program developed by the state library. The state library shall catalog state publications and arrange for their conversion to microfilm or to optical disk storage prescribed by the state records administrator and shall make available for distribution the same to the designated depository libraries.

Organization's purpose

The mission of the North Dakota State Library is creating pathways to information and innovation for North Dakota libraries, state government and residents. Our three constituency groups are the North Dakota library community, state agencies and North Dakota citizens. Any North Dakotan can obtain a library card to access our materials and online resources.

Our guiding principles are to provide leadership to the library community; enhance the value of libraries; deliver access to and assistance with credible information sources; enrich the lives of the people we serve and foster a welcoming and inclusive environment for all.

Our agency goals are to expand statewide outreach opportunities; promote the value of North Dakota's libraries; maintain and promote awareness of technologies for libraries and patrons; advocate for and administer grant opportunities for libraries; curate a well-developed collection that advances the State Library's mission; and to serve as one of the primary information resources for state government.

NDSL has four divisions: Administrative and Fiscal Services, Library Services, Patron Services, and Technology Services.

- Administrative and Fiscal Services division: includes fiscal, human resources, marketing, and outreach for the agency. Our Marketing and Outreach Specialists provide services agency-wide as well as to the library community.
- Library Services Division: provides direct support to the library community through the Library Development and Cataloging departments. In addition to cataloging materials for over twenty-five school and public libraries, our cataloging department also catalogs the physical items in the State Library's collection as well as providing cataloging services to eight state agencies.
- Patron Services Division: provides direct service to library patrons. The Information Services Department provides InterLibrary Loan, Reference, Circulation, and Reader's Advisory; and the Talking Books department provides materials to patrons that are unable to read traditional physical books due to a visual or physical disability.
- Technology Services Division includes IT and Digital Initiatives. In addition to coordinating the agency technology needs, we provide IT support to public libraries and to patrons. Our Digital Initiatives Department oversees the digitization of historical state documents as well as provides support to libraries that have or are starting digitization programs.

I've included a one-page overview of our strategic plan. Following that is our organizational chart on page 7.

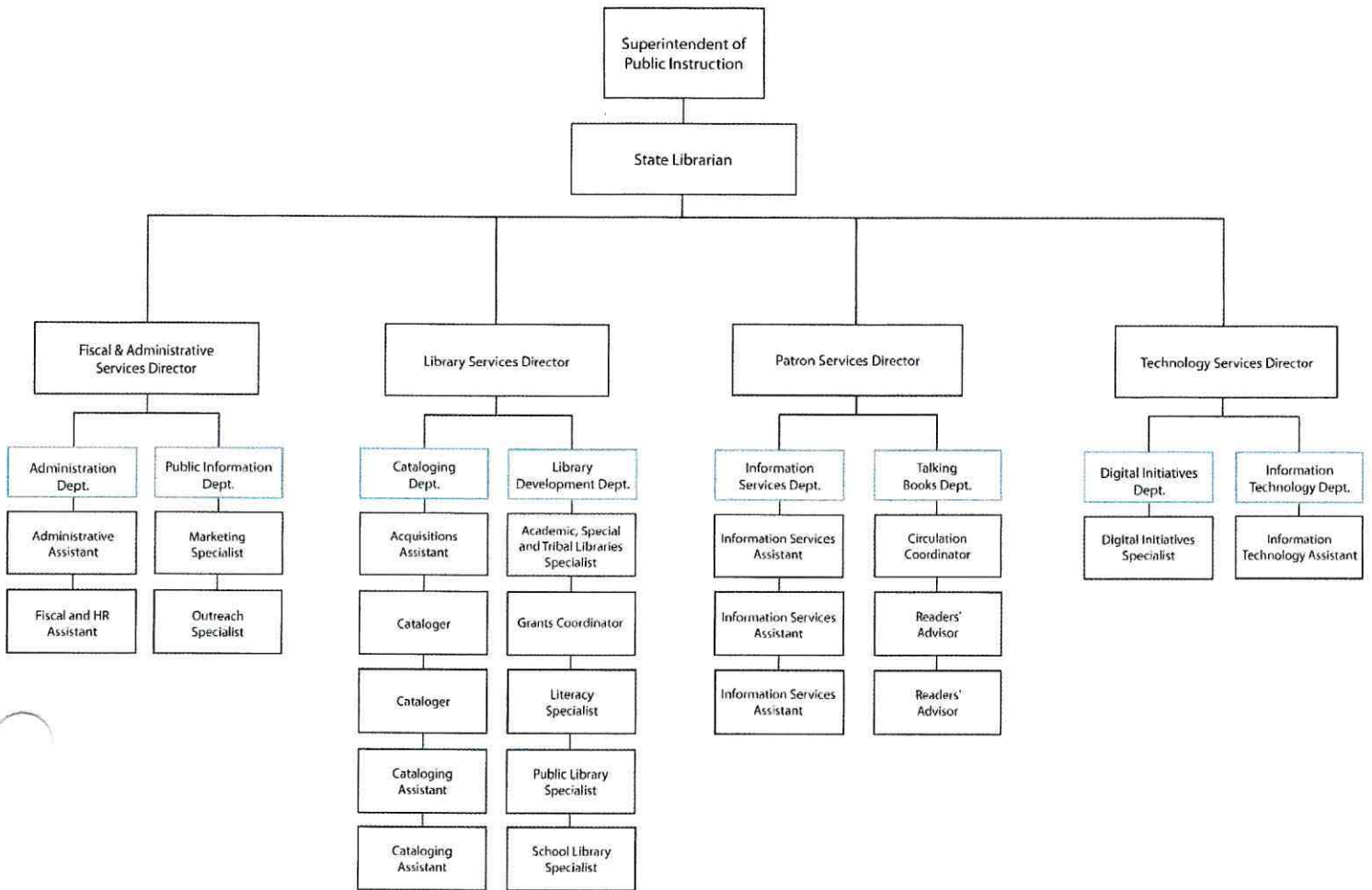
Strategic Plan 2021-2024

North Dakota State Library



Our Guiding Principles: As North Dakota's State Library, we strive to...

- Provide leadership to the library community
- Enhance the value to and assistance with credible information sources
- Deliver access to and assistance with credible information sources
- Enrich the lives of the people we serve
- Foster a welcoming and inclusive environment for all



Pictured with State Librarian Mary Soucie are IT Director Ryan Kroh, celebrating 10 years of service, and Library Services Director Carmen Redding, celebrating 5 years of service



Audit:

We did not have any audit findings in our most recent audit.

Biennial accomplishments:

In February of 2020, the State Library implemented a new organizational structure. During the 2021-23 biennium, we have focused on refining and improving the structure and updating processes to create efficiencies and improve our services to our constituents.

- The State Library awarded 53 Library Vision grants totaling \$170,000. The State Library's Advisory Board, the North Dakota Library Coordinating Council (NDLCC), awards the grants. We also updated our grant templates and rubric.
 - Collection Development- 22
 - Local History- 11
 - Marketing Plan- 4
 - Library of Things- 16
 - We currently have two grant rounds open
 - Collection Development- 8 submitted
 - Laptop and Tablet grants- 5 submitted
- Reorganized Patron Services Division to provide better customer service by removing barriers and inefficiencies within department workflows and cross training all staff so they have the flexibility to better support each other as daily workflows shift according to demand. The Patron Services Director is building working relationships with other state agencies and national organizations to ensure collaboration and provide leadership.
- We revised a vacant position to create a Grants Coordinator. This position is responsible for providing grant assistance to North Dakota libraries, to assist with NDSL federal and general grants. The position also serves as the Statewide Data Coordinator and oversees the Annual Public Library Survey which all public libraries are required to complete in order to be eligible for State Aid.
- Our cataloging department eliminated a significant backlog of items. They also added 370 STEM, bookclub, outdoor and historical display kits to our Integrated Library System (ILS) from an external, separate product. This created efficiencies for both patrons and staff by having all library materials available in a single catalog.

- The IT Department provides outreach services to public libraries throughout the state. Through support, hands-on training, and technical assistance, our IT department assists library directors, staff, and boards in meeting the technology needs of the library and community. During the 2021-2023 biennium, the IT Department traveled 5149 miles statewide and visited 31 libraries.
- Digital Initiatives has uploaded over 800 items to NDSL's various collections on Digital Horizons, which is a regional digital library consortium committed to sharing the history and cultural heritage of the Northern Plains.
- NDSL's collections on Digital Horizons contain 4,800 items and has received over 1.5 million web hits this biennium. Digital Initiatives digitized over 650 items. Many of these items contain multiple pages, so these 650+ items contain over 8,000 pages.
- Utilizing ARPA dollars that the State Library received from IMLS, our agency has purchased ten book vending machines to place in counties throughout North Dakota that don't currently have countywide public library service. In four of the counties, there are no public libraries. The other six counties have a city library or libraries but there are residents within the county that don't have access to a local public library. The counties that we are partnering with include Benson, Burke, McHenry, Oliver, Sargent, Sheridan, Slope, Sioux and Traill. We are the first state to implement the book vending machines statewide.
- Our agency used additional ARPA dollars to create an e-book consortium for academic libraries. Eleven academic libraries have joined. We paid for the licensing fees for the first two years for each of the institutions as well as provided the funding for an "opening day collection" of materials. This consortium will help the academic libraries provide materials to meet the leisure reading needs of their students.
- The State Library in partnership with the Online Dakota Information Network (ODIN) automated three public libraries and added them to the statewide consortium. The patrons of these libraries will be able to search the collection and place holds from any computer or device regardless of whether the library is open.
- We utilized ARPA dollars to pay one year of licensing fees for all North Dakota libraries for the Online Library Resources that are purchased jointly with Minnesota and South Dakota allowing the libraries to utilize the funds normally spent on these resources at the local level.

Biennial challenges:

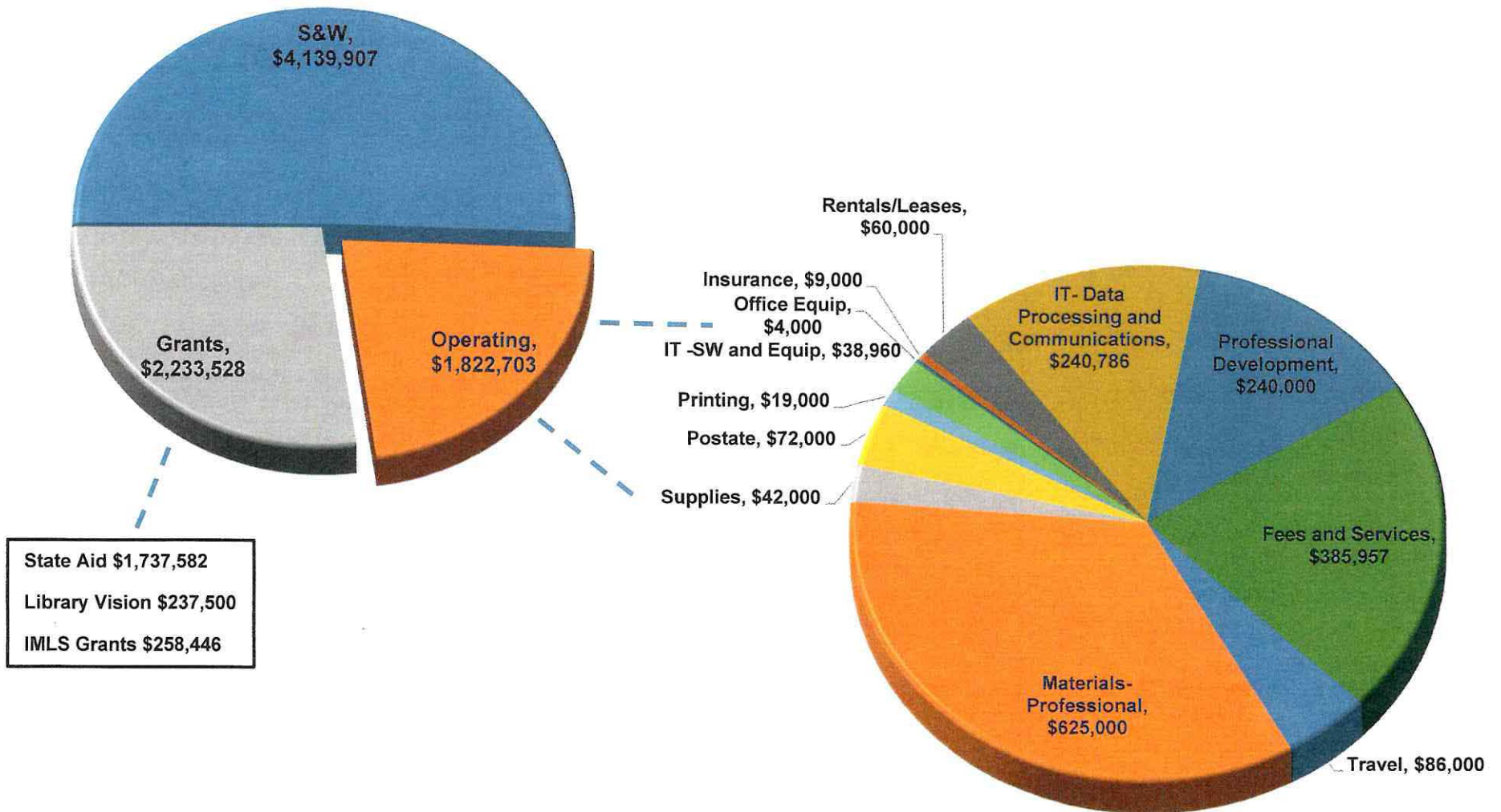
Our challenges during the last biennium are similar to other agencies.

- NDSL experienced a 42% turnover this biennium which is much higher than in previous years
 - Loss of institutional knowledge
 - Hard to fill positions
 - Creation of new processes and efficiencies created due to long-term staff was both a challenge and accomplishment
- Supply chain issues
 - Library materials
 - Equipment



Budget:

23-25 Base Budget \$8,196,138



Changes from 23-25 Base Level to Agency Request

		Salary and				General	Federal	Special	Total	FTE
		Wages	Operating	Grants	Total					
Base Level Request	2023-25 Base Level	4,139,907.00	1,822,703.00	2,233,528.00	8,196,138.00	5,831,721.00	2,277,158.00	87,259.00	8,196,138.00	26.75
	Salary and Wages Changes									
	Cost to continue S&W	34,451.00	-	-	34,451.00	23,424.00	11,027.00	-	34,451.00	
	Reduction of Temp	(63,960.00)	-	-	(63,960.00)	-	(63,960.00)	-	(63,960.00)	
		-	-	-	-	-	-	-	-	
	Operating Changes									
	NDIT rate change	-	7,440.00	-	7,440.00	7,440.00	-	-	7,440.00	
	Operating Changes	-	13,771.00	-	13,771.00	-	34,210.00	(20,439.00)	13,771.00	
	MOE Operating Decrease	-	(228,635.00)	-	(228,635.00)	-	(228,635.00)	-	(228,635.00)	
		-	-	-	-	-	-	-	-	
Subtotal Agency Base Level Request	(29,509.00)	(207,424.00)	-	(236,933.00)	30,864.00	(247,358.00)	(20,439.00)	(236,933.00)	-	
Optional Requests	Salary and Wages Changes									
	Compensation Package	591,040.00	-	-	591,040.00	591,040.00	-	-	591,040.00	
	One-Time Funding - Retirement Payouts	40,000.00	-	-	40,000.00	40,000.00	-	-	40,000.00	
	Operating Changes									
	OMB rent model	-	264,635.00	-	264,635.00	264,635.00	-	-	264,635.00	
	Additional Operating	-	65,559.00	-	65,559.00	65,559.00	-	-	65,559.00	
	One-time Funding - Maintenance of Effort	-	228,635.00	-	228,635.00	228,635.00	-	-	228,635.00	
	One-time Funding - IT request	-	43,000.00	-	43,000.00	43,000.00	-	-	43,000.00	
	Grant Changes									
	Library Vision -Tribal	-	-	50,000.00	50,000.00	50,000.00	-	-	50,000.00	
Extraordinary Repairs										
One-time funding Library Building	-	300,000.00	-	300,000.00	300,000.00	-	-	300,000.00		
Subtotal Optional Requests	631,040.00	901,829.00	50,000.00	1,582,869.00	1,582,869.00	-	-	1,582,869.00	-	
Total Changes	601,531.00	694,405.00	50,000.00	1,345,936.00	1,613,733.00	(247,358.00)	(20,439.00)	1,345,936.00	-	
2023-25 Total Agency Request	4,741,438.00	2,517,108.00	2,283,528.00	9,542,074.00	7,445,454.00	2,029,800.00	66,820.00	9,542,074.00	26.75	

Base budget

Our base budget for the 2021-23 biennium was \$8,196,138 and includes salaries and wages, grants to libraries and our operating expenses. Operating funds are used for online library resources, continuing education and technical support to libraries, library materials, equipment, and office supplies.

Our requested budget for the 2023-25 biennium is \$9,542,074, which includes cost to continue of \$971,234 and one-time funding of \$611,635.

The State Library has 26.75 FTE positions. During the current biennium, the State Library has been analyzing our wages and we have learned that we are lowest paying state agency which has impacted our ability to retain staff and fill vacant positions. NDSL has experienced a 46% turnover this last year; many of our positions had to be listed multiple times before we were able to fill them. Several candidates that declined extended offers or withdrew from the application process cited our pay rate as the factor. NDSL is requesting an increase to fund a salary and wage compensation package of \$591,040 general funds. This amount is inclusive of \$180,000 in general funds for equity.

NDSL is requesting an increase in operating expenses totaling \$330,194 in general funds, of which \$264,635 is to support the new Capitol space rent model. The remaining \$65,559 is attributed to travel for statewide support to libraries, inflation of online resources and subscription services that directly support libraries, state agencies and patrons.

Our State Aid to Public Libraries and the Library Vision funds are pass-through grants that go directly to support library service and programs in the state. The State Aid for Public Libraries is \$1,737,582 in general fund for the biennium and the Library Vision grants are \$237,500 in general fund for the biennium.

The libraries use the funds to purchase materials, increase the type and number of programs and to add or improve technology including equipment, software, and programs. The formula for State Aid to Public Libraries is in §54-24.2. The North Dakota Library Coordinating Council and the State Library create the Library Vision grant opportunities two to three times per year. We are requesting an additional \$50,000 in general funds for the Library Vision grants to be used specifically for tribal libraries.

The five tribal libraries are all located in community colleges. Four of them have been designated as the public library by the tribal nation. They are not eligible for State Aid

since they do not meet the definition of a legally established library as outlined in §40-38. NDSL wants to support the tribal libraries in meeting the needs of their communities since they would classify as unserved. Serving the unserved is one of our agency priorities. We would include the tribal libraries in grant opportunities that are open to all publicly funded libraries such as collection development grants as well as create grant opportunities that are unique to the tribal libraries based on discussions that we will have with them.

One-time funding

NDSL did not have any one-time state funding for the current biennium. NDSL did receive \$2.1M of ARPA funding from the IMLS as mentioned earlier. The projects that the funding was used for are included as agency accomplishments on page 10.

The State Library has four one-time funding requests for the 2023-35 biennium. We are requesting \$228,635 to replace the funds that we will lose due to not meeting our Maintenance of Effort for the LSTA Grants to States program. The Library Services and Technology Act (LSTA) Grants to States program from IMLS is our federal grant program. During the Federal FY19, we did not meet our Maintenance of Effort requirements, primarily due to the staff vacancies. We submitted a waiver appeal which was denied. Our next LSTA distribution will be lowered by 20%, the amount of the MOE that we did not meet. We have requested \$228,635 as one-time funding in our 2023-25 request to replace the dollars we will lose from LSTA funding.

During our testimony in front of the full appropriations committee, we were asked about the IMLS waiver process. Here is some additional information from IMLS about the MOE requirement and when IMLS is legally allowed to provide a waiver to the requirement. When a Federal funding program includes a “maintenance of effort” (MOE) provision, a State is required, as a condition of eligibility, to maintain its financial contribution to a program at not less than the amount of its contribution for some prior time period. The IMLS MOE formula ensures that Federal assistance results in an increased level of library-related activity and that a State does not replace State dollars with Federal dollars over time. In combination with State funding, the IMLS Grants to States program assistance increases the overall amount of financial resources available to support critical library objectives. In order to receive full IMLS funding, a State Library Administrative Agency (SLAA) must comply with the MOE requirements found in 20 U.S.C. Chapter 72. The basic MOE provision is as follows: “The amount otherwise payable to a State for a fiscal year pursuant to an allotment . . . shall be reduced if the level of State expenditures . . . for the previous fiscal year is less than the average of the total of such expenditures for the 3 fiscal years preceding that previous fiscal

year...” 20 U.S.C. § 9133(c)(1)(A). The “level of State expenditures” referred to above includes: “...all State dollars expended by the State library administrative agency for library programs that are consistent with the purposes of this subchapter. All funds included in the maintenance of effort calculation... shall be expended during the fiscal year for which the determination is made, and shall not include capital expenditures, special one-time project costs, or similar windfalls.” 20 U.S.C. § 9133(c)(2). IMLS may waive a SLAA’s MOE requirements under the following circumstances: “The Director may waive the requirements of paragraph (1) if the Director determines that such a waiver would be equitable due to exceptional or uncontrollable circumstances such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the State.” 20 U.S.C § 9133(c)(3) (emphasis added). As noted above, the MOE requirement is used to ensure that Federal assistance results in an increased level of library-related activity and that a State does not replace State dollars with Federal dollars over time. If a State does not meet its MOE requirements and is not granted an MOE waiver by IMLS, the amount of IMLS funding available to that State will be reduced. NDSL was unable to demonstrate exceptional or uncontrollable circumstances.

NDSL is requesting \$40,000 to be able to meet the statutorily required retirement liability. We do not currently have funds in our budget to meet the requirements when eligible employees retire.

NDSL is requesting \$43,000 for technology equipment. Prior to 2020, we only had one staff that telecommuted in our IT department. Currently, all but four positions are telecommute-capable. We need to provide staff with the necessary technology to be able to telecommute. We are also requesting funds for FileNet so that we can transition our fiscal records from paper to digital to increase efficiencies and improve workflows.

NDSL has also requested \$300K for extraordinary repairs to the State Library space in the Liberty Memorial Budget; the Executive Recommendation includes \$150K for this request. The dollars would be used to renovate the information desk and workspace in order to create space that is more flexible and allow staff to work together more efficiently by allowing for cross-training and easier access to provide services to patrons and state employees that come into the building. We would remove bookshelves and add glass walls to create an emerging technologies lab for state agencies and North Dakota libraries to utilize. Additionally, we plan to replace the 40-year-old carpeting in the NDSL offices throughout the building and replace the blinds of the same age. A portion of the funding would be utilized to hire an architect to help us plan the construction. We will need to utilize Facilities Management to assist us with the renovation of the spaces. Existing staff will work with Facilities Management and the architect to execute the project.

Agency Collections

NDSL collects the fees listed below. The fees are deposited into our special funds.

- interlibrary loan replacement fees from borrowing libraries and patrons
- copier fees
- reimbursements for cataloging services
- professional development exchanges and reimbursements

NDSL anticipates collecting \$66,820 in 2023-25 which is \$20,439 less than the 2021-23 appropriations. NDSL previously received monies from the Grand Forks Air Force Base to purchase STEM Kits. We also collected fees for providing cataloging services to assist a public library with eliminating their backlog. We do not anticipate collecting fees for cataloging or additional STEM Kit monies in the next biennium.

Other sections

NDSL requests that language be added to our appropriation bill that would give us the authority to transfer funds from our salary to our operating funds without having to go before the Emergency Commission. We are not requesting to be able to transfer from our operating to our salaries. A portion of our Maintenance of Effort and March for the Grants to State program is met through salaries. It would enable us to ensure that we can meet the Maintenance of Effort and Match requirements.

Other Bills and potential fiscal impact

SB2042:

This bill was introduced by the Senate State and Local Government committee. The bill addresses several elements of the procurement process. The bill as amended would allow NDSL to use the same process to purchase all library materials, regardless of format. There is not an anticipated fiscal impact for this bill.

SB2050:

The State Library pre-filed SB2050. The changes requested are to clarify processes for local libraries, the State Library and the Library Coordinating Council. There is no anticipated fiscal impact for this bill.

Section 3 of SB2050 creates the ability for a public library to appeal the eligibility determination and allows NDSL to recalculate and include any payment differences to the next applicable grant payment. This should result in a net increase and decrease to eligible public libraries and therefore has no fiscal impact. Section 7 of SB2050 eliminates the eligibility requirement of a public library's maintenance of local effort as required by Chapter§54-24.2-02.2. Repealing. §54-24.2-02.2 will increase the number of eligible public library who apply to receive state aid. State aid to public libraries is currently limited to the appropriation in SB2013 of \$1,737,582. This limitation currently

holds an underfunding of \$269,633 if all public libraries were determined to be eligible to receive state aid.

SB2360:

This bill was introduced by Senators Boehm, Beard, Hogue, Paulson, Wobbema and Representative Kasper. It is relating to required safety practices and technology measures. Section 5 of the bill requires a school district, state agency, public library or university that provides digital or online library database resources (aka Online Library Resources or OLRs) to verify that the resources comply with safety measures that prohibit and prevent access to materials that constitute child sexual abuse material, an obscene performance, or pornography.

The potential fiscal impact would be a restriction of the OLRs that the State Library is able to subscribe to. The ability to access our OLRs varies depending on if they were purchased individually by NDSL or in cooperation with Minnesota and South Dakota. The ones purchased individually by NDSL are available to anyone with a library card from NDSL or a ND public library. The exception to this would be Ancestry and Encyclopedia Britannica which are available to all libraries. The ones that are purchased in collaboration with the other two states are open to patrons of libraries that participate in the purchase through a small fee that is based on number of students in the high school, per capita for the public libraries and FTE for academic libraries.

HB1397 and SB2307:

The house bill was introduced by Representative Klemin and the Senate bill was introduced by Senator Bekkedahl. They provide an appropriation for OMB for the purpose of renovating the Liberty Memorial Building for use by the Justice Department. The total fiscal impact of this bill is not known. The appropriation is for \$55M for the renovation of the space. There will have to be an additional appropriation to relocate the State Library to a different facility. The estimated cost to construct a new library building that is approximately the same size as the amount of space we currently occupy in the Liberty Memorial Building is \$15M. The State Library collection includes over 301,000 physical items and the proper load bearing requirements for books will need to be implemented at any space that is identified to move us into.

The State Library delivers library materials to the capitol daily for state employees to utilize for work and personal purposes. State agencies send their documents to us via interoffice mail. We retrieve the items that need to be cataloged for state agencies from the capitol. If the agency is moved from the Capitol grounds, additional funds will be needed to provide for the delivery of these materials either by utilizing a state fleet car or USPS. Currently, when we have materials that cannot be delivered on foot, we utilize the state fleet car that is maintained by the State Historical Society; that vehicle is also used for the thrice weekly delivery of materials between NDSL and the Bismarck Veterans Memorial Public Library and the rest of the Central Dakota Library Network

(CDLN). This saves both NDSL and the members libraries money on postage as CDLN operates its own delivery service. If NDSL were to move off the complex, we would want to explore delivery options such as CDLN is utilizing for our in-town deliveries.

NDSL's preference would be to remain in the Liberty Memorial building, where we have been since the building first opened in 1924, except for a brief period of 12 years. We returned to the building after it was renovated for the purpose of the State Library moving back into the building in 1981. When the Liberty Memorial Building was first opened, it housed the State Library, the State Historical Society Museum, the Adjutant General and the Supreme Court. The State Library has shared the Liberty Memorial Building with a variety of agencies over the year.

Changes to 2023-25 Executive Request

	Salary and Wages	Operating	Grants	Total	General	Federal	Special	Total	FTE
2023-25 Executive Recommendation	4,546,867.00	2,356,108.00	2,283,528.00	9,186,503.00	7,033,588.00	2,086,095.00	66,820.00	9,186,503.00	26.75
<i>Salary and Wages</i>									
Compensation Package	14,571.00	-	-	14,571.00	70,866.00	(56,295.00)	-	14,571.00	
Equity	180,000.00	-	-	180,000.00	180,000.00	-	-	180,000.00	
				-				-	
<i>Operating</i>									
Increase in Travel for Vending Machine	-	11,000.00	-	11,000.00	11,000.00	-	-	11,000.00	
				-				-	
<i>Extraordinary Repairs</i>									
One-time Funding - Library Building	-	150,000.00	-	150,000.00	150,000.00	-	-	150,000.00	
Total Changes	194,571.00	161,000.00	-	355,571.00	411,866.00	(56,295.00)	-	355,571.00	-
2023-25 Total Agency Request	4,741,438.00	2,517,108.00	2,283,528.00	9,542,074.00	7,445,454.00	2,029,800.00	66,820.00	9,542,074.00	26.75

Major Request Comparison

Request	Executive Recommendation	Agency Request	Difference
Maintenance of Effort	228,635.00	228,635.00	-
Compensation Package	396,469.00	591,040.00	194,571.00
Retirement Payout	40,000.00	40,000.00	-
Cost to Continue	54,559.00	65,559.00	11,000.00
Rent Model	264,635.00	264,635.00	-
Library Vision- Tribal Grant	50,000.00	50,000.00	-
IT	43,000.00	43,000.00	-
Extraordinary Repairs	150,000.00	300,000.00	150,000.00
Total			355,571.00

Federal State Fiscal Recovery Funding

NDSL did not have any federal state fiscal recovery funds appropriated to us. We received \$2.1M in ARPA funding as previously outlined in my testimony directly from the Institute of Museum and Library Services. Those funds need to be expended by the end of January. We have an extension request in due to some unforeseen costs associated with the installation of the book vending machines.

2023-25 Federal Funding

NDSL anticipates receiving Library Services and Technology Act funding of \$2,029,800 from IMLS. \$607,598 will be spent on salary and wages, \$1,163,756 will be spent on operating expenses, and \$258,446 will be spent on grants.

The purposes and priorities outlined in the Library Services and Technology Act are reflected in the Five-Year Plans submitted by each State Library Administrative Agency and in the over 1,500 annual projects that are supported through the Grants to States program.

NDSL evaluated the 2018-22 plan and developed the 2023-27 plan in 2022. Virtual and in-person focus groups were held to solicit input from the library community on the success of the last plan and goals for the new plan. NDSL has three goals in the 2023 - 27 Five-year plan.

1. Information Access
2. Institutional Capacity
3. Lifelong Learning

Purpose of LSTA (20 U.S.C. § 9121)

1. Enhance coordination among Federal programs that relate to library, education, and information services;
2. Promote continuous improvement in library services in all types of libraries in order to better serve the people of the United States;
3. Facilitate access to resources in all types of libraries for the purpose of cultivating an educated and informed citizenry;
4. Encourage resource sharing among all types of libraries for the purpose of achieving economical and efficient delivery of library services to the public;
5. Promote literacy, education, and lifelong learning, including by building learning partnerships with school libraries in our Nation's schools, including tribal schools, and developing resources, capabilities, and programs in support of State, tribal, and local efforts to offer a well-rounded educational experience to all students;

6. Enable libraries to develop services that meet the needs of communities throughout the Nation, including people of diverse geographic, cultural, and socioeconomic backgrounds, individuals with disabilities, residents of rural and urban areas, Native Americans, military families, veterans, and caregivers;
7. Enable libraries to serve as anchor institutions to support community revitalization through enhancing and expanding the services and resources provided by libraries, including those services and resources relating to workforce development, economic and business development, critical thinking skills, health information, digital literacy skills, financial literacy and other types of literacy skills, and new and emerging technology;
8. Enhance the skills of the current library workforce and recruit future professionals, including those from diverse and underrepresented backgrounds, to the field of library and information services;
9. Ensure the preservation of knowledge and library collections in all formats and enable libraries to serve their communities during disasters;
10. Enhance the role of libraries within the information infrastructure of the United States in order to support research, education, and innovation;
11. Promote library services that provide users with access to information through national, State, local, regional, and international collaborations and networks; and
12. Encourage, support, and disseminate model programs of library and museum collaboration.

Grants to States (20 U.S.C. § 9141)

1. Expand services for learning and access to information and educational resources in a variety of formats (including new and emerging technology), in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, economic and business development, health information, critical thinking skills, digital literacy skills, and financial literacy and other types of literacy skills;
2. Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities, as described in 20 U.S.C. § 9134(b)(6), for the purpose of improving the quality of and access to library and information services;
3.
 - (A) Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services; and
 - (B) Enhance efforts to recruit future professionals, including those from diverse and underrepresented backgrounds, to the field of library and information services;

4. Develop public and private partnerships with other agencies, tribes, and community-based organizations;
5. Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills;
6. Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 9902(2) of title 42) applicable to a family of the size involved;
7. Develop library services that provide all users access to information through local, State, regional, national, and international collaborations and networks; and
8. Carry out other activities consistent with the purposes set forth in 20 U.S.C. § 9121, as described in the State library administrative agency's plan.

Additional information:

Included on page 23 is a one-page overview of who our agency serves and the unique ways we do it.

NDSL provides services to the North Dakota Library community. We have specialists dedicated to each library type- school, public and academic/special/tribal libraries. We collect data each year from the public libraries through the Annual Public Library Survey. Below is a snapshot of North Dakota public libraries in 2021.

The next page is a snapshot of North Dakota academic libraries in 2021. The data is provided by the Integrated Postsecondary Education Data System (IPEDS).



NORTH DAKOTA STATE LIBRARY

The North Dakota State Library mission is to provide pathways to information and innovation to North Dakota's libraries, State Government and North Dakota residents.

We are the only state library that mails items directly to patrons homes. We are also the only state library that catalogs for public and school libraries that are not part of the statewide consortium. We are the first state to offer Book Vending Machines on a statewide level.

What sets us apart as a state agency is our professional librarians. We have ten professional librarians on staff. We have two additional professionals from the education field.

Our physical collection in our building includes over 250,000 items. We have copies of all documents created by any state agency for the public; our State Documents collection has items that go back to the Dakota Territory. We also provide access to e-materials in a variety of formats in collaboration with over 40 participating public libraries. The e-books owned by NDSL circulated 298,543 times in 2022 to patrons from all across the state.

WHAT HAPPENS IF WE CAN'T DO OUR JOB...

Result 1

Library patrons across the state would have access to 20,000 less items through the InterLibrary Loan program that we coordinate for patrons and libraries



Result 2

Librarians and staff would not receive continuing education, technical assistance, cataloging assistance, and digitization support



Result 3

Residents across the state would not have access to online library resources for their educational, informational and leisure needs



CURRENT AGENCY TEAM MEMBER STATS

26.75

full-time team members

3

number of vacancies

9

staff with less than 2 years of service

7.45

average years of service

4

retirement-eligible

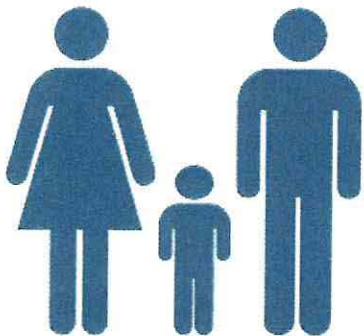
NORTH DAKOTA PUBLIC LIBRARIES BY THE NUMBERS



777,934
NORTH DAKOTA
POPULATION

246,085

REGISTERED PATRONS



1 IN 3 ND CITIZENS
HAS A LIBRARY CARD

Visits to North Dakota Libraries (2021)

1,190,794

Attendance At All Vikings Games (2021)

1,118,294

Visitors to Theodore Roosevelt National Park (2021)

796,085

Attendance At The Sturgis Motorcycle Rally (2021)

525,768

Attendance At All NDSU Football Games (2021)

215,647

179,467

USES OF PUBLIC
COMPUTERS



1,663,412

WIRELESS (WI-FI) SESSIONS

194,443

LIBRARY PROGRAM
ATTENDEES

\$28.41

AVERAGE COST TO
TAXPAYERS

\$0.91

MATERIALS
EXPENDITURES PER
CIRCULATION

2,920,286

TOTAL NUMBER OF
CIRCULATIONS



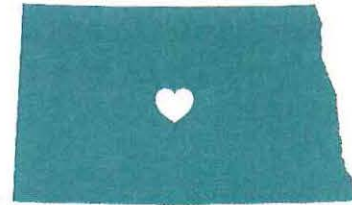
THAT'S ALMOST 4
CIRCULATIONS
PER RESIDENT

720,916

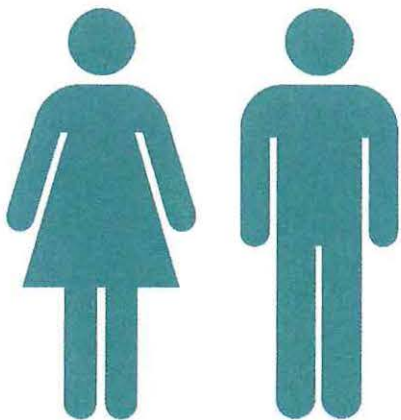
TOTAL NUMBER OF
ELECTRONIC MATERIALS
CIRCULATION

STATISTICS WERE PULLED FROM THE NORTH DAKOTA PUBLIC LIBRARY 2021 ANNUAL REPORT

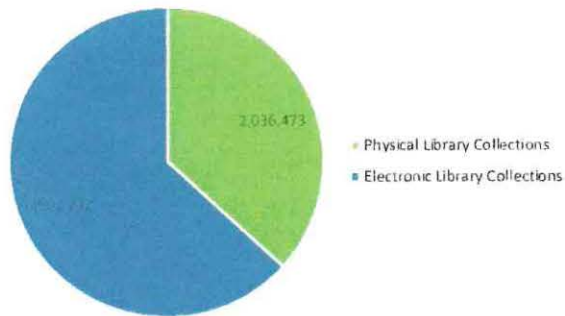
NORTH DAKOTA ACADEMIC LIBRARIES BY THE NUMBERS



201.41
LIBRARY FTE STAFF



5,537,705
TOTAL LIBRARY COLLECTIONS

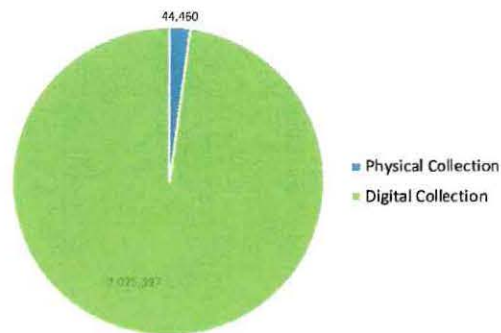


15,780
INTERLIBRARY LOANS AND
DOCUMENTS PROVIDED TO
OTHER LIBRARIES



23,523
INTERLIBRARY LOANS AND
DOCUMENTS RECEIVED FROM
OTHER LIBRARIES

2,119,857
TOTAL LIBRARY CIRCULATIONS



STATISTICS WERE PULLED FROM THE 2021 INTEGRATED POSTSECONDARY EDUCATION DATA SYSTEM (IPEDS)

Chairman Sorvaag and members of the committee, this concludes my testimony. Thank you for your time and for your support of North Dakota libraries including the State Library. I would be happy to answer any questions the committee has.

Sixty-eighth
Legislative Assembly
of North Dakota

SENATE BILL NO. 2013
(Governor's Recommendation)

Introduced by

Appropriations Committee

(At the request of the Governor)

A bill for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the state library, the school for the deaf, and the North Dakota vision services - school for the blind; to 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 transfer; to amend and reenact sections 15.1-27-03.1 and 15.1-27-04.1 of the North Dakota Century Code.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

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, 2021 and ending June 30, 2023, as follows:

Subdivision 1.

DEPARTMENT OF PUBLIC INSTRUCTION

	<u>Base Level</u>	<u>Adjustments or Enhancements</u>	<u>Appropriation</u>
Salaries and Wages	\$ 17,854,747	\$1,755,654	\$ 19,610,401
Operating Expenses	33,098,149	195,171	33,293,320
Integrated Formula Payments	2,131,825,000	123,447,765	2,270,040,156
Grants-Special Education	27,000,000	0	27,000,000
Grants-Transportation	58,100,000	0	58,100,000
Grants-Other Grants	312,738,893	70,000,000	382,738,893
Grants-Program Grants	0	9,500,000	9,500,000
Grants-Passthrough Grants	10,387,064	2,125,764	12,512,828
PowerSchool	5,250,000	525,000	5,775,000
National Board Certification	<u>176,290</u>	<u>0</u>	<u>176,290</u>
Total All Funds	\$2,596,430,143	\$ 207,549,354	\$2,818,746,888
Less Estimated Income	<u>938,233,270</u>	<u>284,387,464</u>	<u>1,237,388,125</u>
Total General Fund	\$1,658,196,873	(\$76,838,110)	\$1,581,358,763
Full-Time Equivalent Positions	86.25	0.00	86.25

Subdivision 2.

STATE LIBRARY

	<u>Base Level</u>	<u>Adjustments or Enhancements</u>	<u>Appropriation</u>
Salaries and Wages	\$4,139,907	\$406,960	\$4,546,867
Operating Expenses	1,822,703	533,405	2,356,108
Grants	<u>2,233,528</u>	<u>50,000</u>	<u>2,283,528</u>
Total All Funds	\$8,196,138	\$990,365	\$9,186,503
Less Estimated Income	<u>2,364,417</u>	<u>(211,502)</u>	<u>2,152,915</u>
Total General Fund	\$5,831,721	\$1,201,867	\$7,033,588
Full-Time Equivalent Positions	26.75	0.00	26.75

Subdivision 3.

SCHOOL FOR THE DEAF

	<u>Base Level</u>	<u>Adjustments or Enhancements</u>	<u>Appropriation</u>
Salaries and Wages	\$8,332,820	\$933,617	\$ 9,266,437
Operating Expenses	1,727,086	98,671	1,825,757
Capital Assets	137,178	865,000	1,002,178
Total All Funds	\$10,197,084	\$1,897,288	\$12,094,372
Less Estimated Income	<u>2,790,528</u>	<u>890,022</u>	<u>3,680,550</u>
Total General Fund	\$7,406,556	\$1,007,266	\$ 8,413,822
Full-Time Equivalent Positions	44.61	0.75	45.36

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	\$4,992,194	\$486,306	\$5,478,500
Operating Expenses	792,671	103,015	895,686
Capital Assets	39,192	439,000	478,192
Total All Funds	\$5,824,057	\$1,028,231	\$6,852,378
Less Estimated Income	<u>918,315</u>	<u>750,161</u>	<u>1,668,476</u>
Total General Fund	\$4,905,742	\$278,160	\$5,183,902
Full-Time Equivalent Positions	27.75	0.00	27.75

Subdivision 5.

BILL TOTAL

	<u>Base Level</u>	<u>Adjustments or Enhancements</u>	<u>Appropriation</u>
Grand Total General Fund	\$1,676,340,892	(\$74,350,817)	\$1,601,990,075
Grant Total Special Funds	<u>944,306,530</u>	<u>285,816,145</u>	<u>1,230,122,675</u>
Grand Total All Funds	\$2,620,647,422	\$ 211,465,328	\$2,832,112,750

SECTION 2. ONE-TIME FUNDING - EFFECT ON BASE BUDGET - REPORT TO SIXTY-NINTH LEGISLATIVE ASSEMBLY. The following amounts reflect the one-time funding items approved by the sixty-seventh legislative assembly for the 2021-23 biennium and the 2023-25 one-time funding items included in the appropriation in section 1 of this Act:

DEPARTMENT OF PUBLIC INSTRUCTION

<u>One-Time Funding Description</u>	<u>2021-23</u>	<u>2023-25</u>
STARS Maintenance	\$200,000	\$ 0
Gateway To Science Grant	13,500,000	0
Regional Education Association Grants	250,000	0
Be Legendary School Board Training	0	3,000,000
Cyber Security Credential Incentive	0	2,000,000
Grow Your Own Teacher Program	0	4,000,000
Total Department of Public Instruction - All Fund	\$13,950,000	\$9,000,000
Total Department of Public Instruction - Special Funds	<u>13,750,000</u>	<u>9,000,000</u>
Total Department of Public Instruction - General Fund	\$ 200,000	\$ 0

STATE LIBRARY

<u>One-Time Funding Description</u>	<u>2021-23</u>	<u>2023-25</u>
Funding For Maintenance Of Effort	\$0	\$228,635
Retirement Leave Payout	0	40,000
IT Equipment	0	43,000
Office Renovation	0	150,000
Total School For The Deaf - Special Funds	\$0	\$461,635

SCHOOL FOR THE DEAF

<u>One-Time Funding Description</u>	<u>2021-23</u>	<u>2023-25</u>
Boiler Replacement	\$650,000	\$650,000
Operating Expenses	21,500	0
Replace Campus Server	7,500	0
Inflationary Increase	0	120,171
Replace Pneumatic Controls And Fire Alarm Equipment	0	150,000
	<u>40,000</u>	<u>43,000</u>
Total School for The Deaf – All Funds	\$719,000	\$963,671
Total School for The Deaf - Special Funds	<u>719,000</u>	<u>\$873,586</u>
Total School for The Deaf – General Fund	\$ 0	\$90,085

NORTH DAKOTA VISION SERVICES - SCHOOL FOR THE BLIND

<u>One-Time Funding Description</u>	<u>2021-23</u>	<u>2023-25</u>
Miscellaneous Repairs	\$414,500	\$439,000
Equipment	<u>0</u>	<u>26,000</u>
Total School for the Blind Special Funds	\$ 414,500	\$ 465,000
Grand Total - All Funds	\$15,083,500	\$10,890,306
Grand Total - Estimated Income	\$14,883,500	\$10,338,586
Grand Total - General Fund	\$ 200,000	\$ 551,720

The 2023-25 one-time funding amounts are not a part of the entity's base budget for the 2025-27 biennium. The department of public instruction, state library, school for the deaf, and North Dakota vision services - school for the blind shall report to the appropriations committees of the sixty-ninth legislative assembly on the use of this one-time funding for the biennium beginning July 1, 2023 and ending June 30, 2025.

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 twenty-seven thousand seven hundred sixty-eight dollars through June 30, 2022~~ one hundred thirty-eight thousand one hundred forty-two dollars through June 30, 2024 and ~~one hundred thirty thousand three hundred twenty-three dollars~~ one hundred forty-three thousand six hundred sixty-eight dollars thereafter.

SECTION 4. APPROPRIATION - TUITION APPORTIONMENT. The sum of \$513,832,000, 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, 2023 and ending June 30, 2025.

SECTION 5. 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 6. INDIRECT COST ALLOCATION. Notwithstanding section 54-44.1-15, the department of public instruction may deposit indirect cost recoveries in its operating account.

SECTION 7. 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, 2024.

SECTION 8. 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, 2024.

SECTION 9. TRANSFER. The office of management and budget shall transfer, on a quarterly basis, a total of \$283,755,019 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, 2025.

SECTION 10. TRANSFER – FOUNDATION AID STABILIZATION FUND – ONE-TIME FUNDING. The office of management and budget shall transfer \$9,000,000 from the foundation aid stabilization fund to the department of public instruction, of which, \$3,000,000 is for school board training, \$2,000,000 is for a cyber security credential incentive and \$4,000,000 is for the grow your own teacher program, for the biennium beginning July 1, 2023, and ending June 30, 2025.

SECTION 11. USE OF NEW MONEY – NONADMINISTRATIVE PERSONNEL COMPENSATION INCREASES.

1. During the 2023-25 biennium, the board of each school district shall use an amount equal to at least seventy percent of all new money received by the district, resulting from increases in the base integrated formula payment rate, to increase the compensation paid to nonadministrative personnel.
2. For purposes of this section, the superintendent of public instruction shall provide guidance to school districts regarding the calculation of the amount of new money resulting from increases in the base integrated formula payment rate during the 2023-25 biennium.

SECTION 12. EXEMPTION – TRANSFER – PUBLIC INSTRUCTION FUND. Notwithstanding section 54-44.1-11, if, after the superintendent of public instruction complies with all statutory payment obligations imposed for the 2021-23 biennium, any moneys remain in the integrated formula payments line item in subdivision 1 of section 1 of chapter 38 of the 2021 Session Laws, the lesser of \$10,387,064 or the remaining amount must be continued into the 2023-25 biennium and the office of management and budget shall transfer this amount into the public instruction fund for the purpose of providing program and passthrough grants as appropriated in subdivision 1 of section 1 of this Act.

SECTION 13. EXEMPTION – GENERAL EDUCATIONAL DEVELOPMENT FEES AND DISPLACED HOMEMAKER DEPOSITS. Notwithstanding section 54-44.1-15, the department of public instruction may deposit indirect cost recoveries in its operating account. In addition, any moneys collected by the department of public instruction for general educational development fees and displaced homemakers deposits must be deposited in the public instruction fund in the state treasury. Any funds deposited in the public instruction fund may only be spent subject to appropriation by the legislative assembly.

SECTION 14. EXEMPTION – ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF FUNDS. The amount appropriated to the department of public instruction from federal funds in section 2 subdivision 2 of chapter 28 of the 2021 Session Laws, is not subject to the provisions of section 54-44.1-11. Any unexpended funds from this appropriation are available to the department of public instruction during the biennium beginning July 1, 2023 and ending June 30, 2025.

SECTION 15. AMENDMENT. Subsection 1 of Section 15.1-27-03.1 of the North Dakota Century Code is amended and reenacted as follows:

1. For each school district, the superintendent of public instruction shall multiply by:
 - a. 1.00 the number of full-time equivalent students enrolled in an extended educational program in accordance with section 15.1-32-17;
 - b. 0.60 the number of full-time equivalent students enrolled in a summer education program, including a migrant summer education program;

c. 0.40 the number of full-time equivalent students who:

(1) On a test of English language proficiency approved by the superintendent of public instruction are determined to be least proficient and placed in the first of six categories of proficiency; and

(2) Are enrolled in a program of instruction for English language learners;

d. 0.28 the number of full-time equivalent students who:

(1) On a test of English language proficiency approved by the superintendent of public instruction are determined to be more proficient than students placed in the first of six categories of proficiency and therefore placed in the second of six categories of proficiency; and

(2) Are enrolled in a program of instruction for English language learners;

e. 0.25 the number of full-time equivalent students under the age of twenty-one enrolled in grades nine through twelve in an alternative high school;

f. 0.20 the number of full-time equivalent students enrolled in a home-based education program and monitored by the school district under chapter 15.1-23;

g. 0.17 the number of full-time equivalent students enrolled in an early childhood special education program;

h. 0.15 the number of full-time equivalent students in grades six through eight enrolled in an alternative education program for at least an average of fifteen hours per week;

i. 0.10 the number of students enrolled in average daily membership, if the district has fewer than one hundred students enrolled in average daily membership and the district consists of an area greater than two hundred seventy-five square miles [19424.9 hectares], provided that any school district consisting of an area greater than six hundred square miles [155399 hectares] and enrolling fewer than fifty students in average daily membership must be deemed to have an enrollment equal to fifty students in average daily membership;

j. 0.82 the number of students enrolled in average daily membership, in order to support the provision of special education services;

k. 0.07 the number of full-time equivalent students who:

(1) On a test of English language proficiency approved by the superintendent of public instruction are determined to be more proficient than students placed in the second of six categories of proficiency and therefore placed in the third of six categories of proficiency;

(2) Are enrolled in a program of instruction for English language learners; and

(3) Have not been in the third of six categories of proficiency for more than three years;

l. 0.025 the number of students representing that percentage of the total number of students in average daily membership which is equivalent to the three-year average percentage of students in grades three through eight who are eligible for free or reduced lunches under the Richard B. Russell National School Lunch Act [42 U.S.C. 1751 et seq.];

m. 0.002 the number of students enrolled in average daily membership in a school district that is a participating member of a regional education association meeting the requirements of chapter 15.1-09.1; and

n. ~~0.50~~ 1.00 the number of students by which the district's September tenth enrollment report exceeds changes from the number of students in the prior year's average daily membership.

o. For districts paid based on September tenth enrollment in the prior year, 0.70 the number of students determined by deducting the number of students in the prior year's September tenth enrollment from the prior year's average daily membership.

2. The superintendent of public instruction shall determine each school district's weighted average daily membership by adding the products derived under subsection 1 to the district's average daily membership.

Weighted average daily membership - Determination. (Effective after June 30, ~~2024~~ 2023)

1. For each school district, the superintendent of public instruction shall multiply by:
 - a. 1.00 the number of full-time equivalent students enrolled in an extended educational program in accordance with section 15.1-32-17;
 - b. 0.60 the number of full-time equivalent students enrolled in a summer education program, including a migrant summer education program;
 - c. 0.40 the number of full-time equivalent students who:
 - (1) On a test of English language proficiency approved by the superintendent of public instruction are determined to be least proficient and placed in the first of six categories of proficiency; and
 - (2) Are enrolled in a program of instruction for English language learners;
 - d. 0.28 the number of full-time equivalent students who:
 - (1) On a test of English language proficiency approved by the superintendent of public instruction are determined to be more proficient than students placed in the first of six categories of proficiency and therefore placed in the second of six categories of proficiency; and
 - (2) Are enrolled in a program of instruction for English language learners;
 - e. 0.25 the number of full-time equivalent students under the age of twenty-one enrolled in grades nine through twelve in an alternative high school;
 - f. 0.20 the number of full-time equivalent students enrolled in a home-based education program and monitored by the school district under chapter 15.1-23;
 - g. 0.17 the number of full-time equivalent students enrolled in an early childhood special education program;
 - h. 0.15 the number of full-time equivalent students in grades six through eight enrolled in an alternative education program for at least an average of fifteen hours per week;
 - i. 0.10 the number of students enrolled in average daily membership, if the district has fewer than one hundred students enrolled in average daily membership and the district consists of an area greater than two hundred seventy-five square miles [19424.9 hectares], provided that any school district consisting of an area greater than six hundred square miles [155399 hectares] and enrolling fewer than fifty students in average daily membership must be deemed to have an enrollment equal to fifty students in average daily membership;
 - j. 0.082 the number of students enrolled in average daily membership, in order to support the provision of special education services;
 - k. 0.07 the number of full-time equivalent students who:
 - (1) On a test of English language proficiency approved by the superintendent of public instruction are determined to be more proficient than students placed in the second of six categories of proficiency and therefore placed in the third of six categories of proficiency;
 - (2) Are enrolled in a program of instruction for English language learners; and

(3) Have not been in the third of six categories of proficiency for more than three years;

l. 0.025 the number of students representing that percentage of the total number of students in average daily membership which is equivalent to the three-year average percentage of students in grades three through eight who are eligible for free or reduced lunches under the Richard B. Russell National School Lunch Act [42 U.S.C. 1751 et seq.];

m. 0.002 the number of students enrolled in average daily membership in a school district that is a participating member of a regional education association meeting the requirements of chapter 15.1-09.1;

n. ~~0.60~~ 1.00 the number of students by which the district's September tenth enrollment report ~~exceeds~~ changes from the number of students in the prior year's average daily membership ~~increasing the factor annually by 0.10, not to exceed 1.00; and~~

o. ~~For districts paid based on September tenth enrollment in the prior year, 0.50~~ 1.00 the number of students determined by deducting the number of students in the prior year's September tenth enrollment from the prior year's average daily membership, ~~increasing the factor annually by 0.10, not to exceed 1.00. If the prior year's September tenth enrollment exceeds the prior year's average daily membership, then a deduction of 0.50 the number of excess students, increasing the factor annually by 0.10, not to exceed 1.00.~~

2. The superintendent of public instruction shall determine each school district's weighted average daily membership by adding the products derived under subsection 1 to the district's average daily membership.

SECTION 16. AMENDMENT. Subsection 3 of Section 15.1-27-04.1 of the North Dakota Century Code is amended and reenacted as follows:

3. a. For the ~~2021-22~~ 2023-24 school year, the superintendent shall calculate state aid as the greater of:

(1) The district's weighted student units multiplied by ten thousand ~~one hundred thirty-six~~ six hundred forty-six dollars;

(2) One hundred two percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's weighted student units, not to exceed the district's 2017-18 baseline weighted student units, plus any weighted student units in excess of the 2017-18 baseline weighted student units multiplied by ten thousand ~~one hundred thirty-six~~ six hundred forty-six dollars; or

(3) The district's baseline funding as established in subsection 1. (3) The district's baseline funding as established in subsection 1 less the amount in paragraph 1, with the difference reduced by ~~fifteen~~ forty-five percent for the 2021-22 school year and fifteen percent each school year thereafter, and then the difference added to the amount determined in paragraph 1.

b. For the ~~2022-23~~ 2024-25 school year and each school year thereafter, the superintendent shall calculate state aid as the greater of:

(1) The district's weighted student units multiplied by ten thousand ~~two hundred thirty-seven~~ nine hundred sixty-five dollars;

(2) One hundred two percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's weighted student units, not to exceed the district's 2017-18 baseline weighted student units, plus any weighted student units in excess of the 2017-18 baseline weighted student units multiplied by ten thousand ~~two hundred thirty-seven~~ nine hundred sixty-five dollars; or

(3) The district's baseline funding as established in subsection 1 less the amount in paragraph 1, with the difference reduced by ~~fifteen~~ sixty percent for the 2021-22 school year and fifteen percent each school year thereafter, and then the difference added to the amount determined in paragraph 1.

- c. ~~The superintendent also shall adjust state aid determined in this subsection to ensure the amount does not exceed the transition maximum as follows:~~
- ~~(1) For the 2021-22 school year, the transition maximum rate is one hundred ten 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.~~
 - ~~(2) For the 2022-23 school year, the transition maximum rate is one hundred ten 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.~~
 - ~~(3) For the 2023-24 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus twenty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.~~
 - ~~(4) For the 2024-25 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus forty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.~~
 - ~~(5) For the 2025-26 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus sixty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.~~
 - ~~(6) For the 2026-27 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus eighty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.~~

SECTION 17. AMENDMENT. Subsection 4 of Section 15.1-27-04.1 of the North Dakota Century Code is amended and reenacted as follows:

4. 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 subdivision may not exceed the previous year's amount in dollars subtracted for purposes of this subdivision by more than twelve percent, adjusted pursuant to section 15.1-27-04.3; and
 - b. Subtract an amount equal to seventy-five percent of all revenue types listed in subdivisions c and d of subsection 1. Before determining the deduction for seventy-five percent of all revenue types, the superintendent of public instruction shall adjust revenues as follows:
 - (1) Tuition revenue shall be adjusted as follows:
 - (a) In addition to deducting tuition revenue received specifically for the operation of an educational program provided at a residential treatment facility, tuition revenue received for the provision of an adult farm management program, and tuition received under an agreement to educate students from a school district on an air force base with funding received through federal impact aid as directed each school year in paragraph 3 of

subdivision c of subsection 1, the superintendent of public instruction also shall reduce the total tuition reported by the school district by the amount of tuition revenue received for the education of students not residing in the state and for which the state has not entered a cross-border education contract; and

(b) The superintendent of public instruction also shall reduce the total tuition reported by admitting school districts meeting the requirements of subdivision e of subsection 2 of section 15.1-29-12 by the amount of tuition revenue received for the education of students residing in an adjacent school district.

(2) After adjusting tuition revenue as provided in paragraph 1, the superintendent shall reduce all remaining revenues from all revenue types by the percentage of mills levied in ~~2020~~ 2022 by the school district for sinking and interest relative to the total mills levied in ~~2020~~ 2022 by the school district for all purposes.

Prepared for the Senate Appropriations Committee

**Department 253 - North Dakota Vision Services - School for the Blind
Senate Bill No. 2013**

Executive Budget Comparison to Base Level

	General Fund	Other Funds	Total
2023-25 Executive Budget	\$5,183,902	\$1,668,476	\$6,852,378
2023-25 Base Level	4,761,879	1,062,178	5,824,057
Increase (Decrease)	\$422,023	\$606,298	\$1,028,321

Selected Budget Changes Recommended in the Executive Budget

	General Fund	Other Funds	Total
1. Adds funding for state employee salary and benefit increases, of which \$176,226 is for salary increases and \$149,176 is for health insurance increases	\$292,040	\$33,362	\$325,402
2. Adds funding for teacher salary increases	\$93,838	\$0	\$93,838
3. Increases funding from special funds available from trust fund distributions, rents, and service revenue for temporary salaries	\$0	\$30,000	\$30,000
4. Increases funding from special funds available from trust fund distributions, rents, and service revenue for operating expenses	\$0	\$60,000	\$60,000
5. Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for operating expenses for equipment less than \$5,000	\$0	\$26,000	\$26,000
6. Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for roof replacement and repair	\$0	\$150,000	\$150,000
7. Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for south wing gutters	\$0	\$50,000	\$50,000
8. Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for parking lot update	\$0	\$50,000	\$50,000
9. Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for door and air conditioner repair	\$0	\$29,000	\$29,000
10. Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for electrical panel replacement	\$0	\$10,000	\$10,000
11. Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for east wing flooring and cabinets	\$0	\$45,000	\$45,000
12. Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for front entrance update	\$0	\$55,000	\$55,000
13. Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets to update student commons area	\$0	\$50,000	\$50,000

A summary of the executive budget changes to the agency's base level appropriations is attached as an appendix.
A copy of the draft appropriations bill containing the executive budget recommendations is attached as an appendix.

Selected Bill Sections Recommended in the Executive Budget

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 - North Dakota Century Code Section 25-06-10 - A revolving fund for adaptive aids for those who are blind and visually impaired.

Deficiency Appropriations

There are no deficiency appropriations for this agency.

Significant Audit Findings

The operational audit of the North Dakota Vision Services - School for the Blind performed by the State Auditor identified no areas of concern.

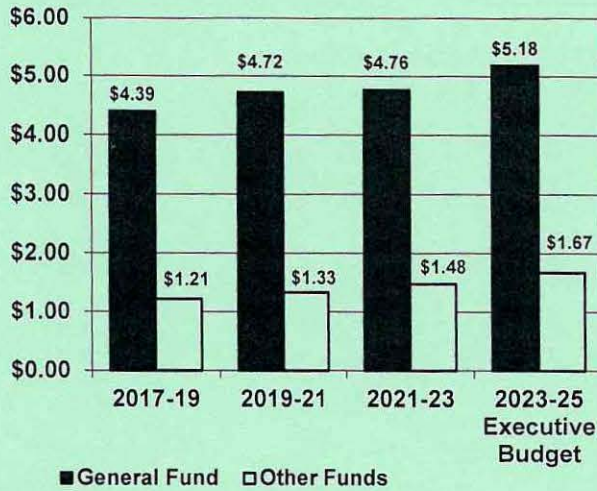
Major Related Legislation

At this time, no major related legislation has been introduced affecting this agency.

Historical Appropriations Information

Agency Appropriations and FTE Positions

Agency Funding (Millions)



FTE Positions



Ongoing General Fund Appropriations

	2015-17	2017-19	2019-21	2021-23	2023-25 Executive Budget
Ongoing general fund appropriations	\$4,748,647	\$4,394,146	\$4,717,989	\$4,761,879	\$5,183,902
Increase (decrease) from previous biennium	N/A	(\$354,501)	\$323,843	\$43,890	\$422,023
Percentage increase (decrease) from previous biennium	N/A	(7.5%)	7.4%	0.9%	8.9%
Cumulative percentage increase (decrease) from 2015-17 biennium	N/A	(7.5%)	(0.6%)	0.3%	9.2%

Major Increases (Decreases) in Ongoing General Fund Appropriations

2017-19 Biennium

1. Removed a 0.5 FTE position and restored salaries and wages funding reductions made during the 2015-17 biennium \$105,800
2. Removed 1 FTE teacher position (\$154,216)
3. 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

1. Removed a 0.60 FTE systems administrator I position (\$73,069)
2. Increased funding for teacher salaries \$119,203

2021-23 Biennium

1. Removed a 0.15 FTE activity assistant position (\$9,370)
2. Reduced funding for salaries and wages (\$74,312)
3. Increased funding for teacher salaries \$72,610

2023-25 Biennium (Executive Budget Recommendation)

1. Adds funding for teacher salary increases \$93,838

One-Time General Fund Appropriations

	2015-17	2017-19	2019-21	2021-23	2023-25 Executive Budget
One-time general fund appropriations	\$0	\$0	\$0	\$0	\$0

Major One-Time General Fund Appropriations

2017-19 Biennium

None

\$0

2019-21 Biennium

None

\$0

2021-23 Biennium

None

\$0

2023-25 Biennium (Executive Budget Recommendation)

None

\$0

School for the Blind - Budget No. 253
Senate Bill No. 2013
Base Level Funding Changes

	Executive Budget Recommendation			
	FTE Positions	General Fund	Other Funds	Total
2023-25 Biennium Base Level	27.75	\$4,761,879	\$1,062,178	\$5,824,057
2023-25 Ongoing Funding Changes				
Cost to continue salary increase		\$36,145	\$921	\$37,066
Salary increase		158,296	17,930	176,226
Health insurance increase		133,744	15,432	149,176
Adds funding for teacher salary increases		93,838		93,838
Increases funding from special funds available from trust fund distributions, rents, and service revenue for temporary salaries			30,000	30,000
Increases funding from special funds available from trust fund distributions, rents, and service revenue for operating expenses related to ITD rate increases			7,015	7,015
Increases funding from special funds available from trust fund distributions, rents, and service revenue for operating expenses			60,000	60,000
Adds funding from special funds available from trust fund distributions, rents, and service revenue for operating expenses for IT related to a database			10,000	10,000
Total ongoing funding changes	0.00	\$422,023	\$141,298	\$563,321
One-time funding items				
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for operating expenses for equipment less than \$5,000			\$26,000	\$26,000
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for roof replacement and repair			150,000	150,000
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for south wing gutters			50,000	50,000
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for parking lot update			50,000	50,000
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for door and air conditioner repair			29,000	29,000

Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for electrical panel replacement			10,000	10,000
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for east wing flooring and cabinets			45,000	45,000
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for front entrance update			55,000	55,000
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets to update student commons area			50,000	50,000
Total one-time funding changes	0.00	\$0	\$465,000	\$465,000
Total Changes to Base Level Funding	0.00	\$422,023	\$606,298	\$1,028,321
2023-25 Total Funding	27.75	\$5,183,902	\$1,668,476	\$6,852,378
<i>Federal funds included in other funds</i>			\$0	
<i>Total ongoing changes as a percentage of base level</i>	0.0%	8.9%	13.3%	9.7%
<i>Total changes as a percentage of base level</i>	0.0%	8.9%	57.1%	17.7%

Other Sections in 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.

Prepared for the Senate Appropriations Committee

**Department 252 - School for the Deaf
Senate Bill No. 2013**

Executive Budget Comparison to Base Level

	General Fund	Other Funds	Total
2023-25 Executive Budget	\$8,413,822	\$3,680,550	\$12,094,372
2023-25 Base Level	7,406,556	2,790,528	10,197,084
Increase (Decrease)	\$1,007,266	\$890,022	\$1,897,288

Selected Budget Changes Recommended in the Executive Budget

	General Fund	Other Funds	Total
1. Adds funding for state employee salary and benefit increases, of which \$336,147 is for salary increases and \$252,056 is for health insurance increases	\$571,656	\$16,547	\$588,203
2. Adds funding for a 0.75 FTE education services position	\$115,294	\$0	\$115,294
3. Adds funding for teacher salary increases	\$171,890	\$0	\$171,890
4. Adds one-time funding , including funds from special funds available from trust fund distributions, rents, and service revenue, for inflationary increases to operating expenses	\$90,085	\$30,086	\$120,171
5. Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for boiler replacement	\$0	\$650,000	\$650,000
6. Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for pneumatic controls and fire alarm	\$0	\$150,000	\$150,000
7. Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets to replace equipment over \$5,000	\$0	\$43,500	\$43,500

A summary of the executive budget changes to the agency's base level appropriations is attached as an appendix.

A copy of the draft appropriations bill containing the executive budget recommendations is attached as an appendix.

Selected Bill Sections Recommended in the Executive Budget

The executive budget did not include any other sections related to the School for the Deaf.

Continuing Appropriations

There are no continuing appropriations for this agency.

Deficiency Appropriations

There are no deficiency appropriations for this agency.

Significant Audit Findings

The financial audit of the School for the Deaf, performed by the State Auditor for the biennium ending June 30, 2021, included a review to determine financial transactions, including expenditures of the School for the Deaf, were made in accordance with law and appropriation requirements. The audit did not identify any exceptions or default and a prior audit recommendation relating to noncompliance with state procurement guidelines has been implemented.

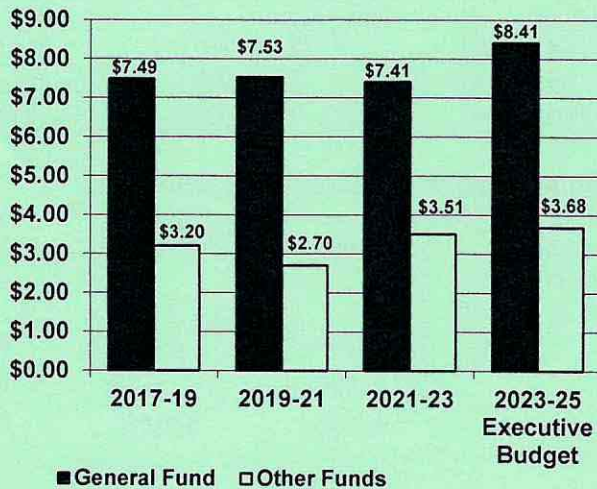
Major Related Legislation

At this time, no major related legislation has been introduced affecting this agency.

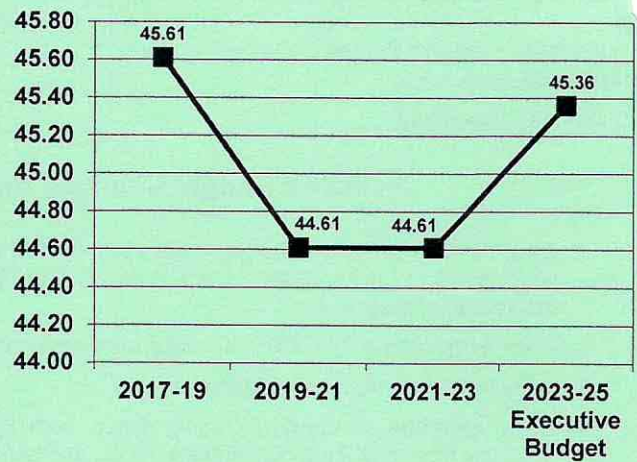
Historical Appropriations Information

Agency Appropriations and FTE Positions

Agency Funding (Millions)



FTE Positions



Ongoing General Fund Appropriations

	2015-17	2017-19	2019-21	2021-23	2023-25 Executive Budget
Ongoing general fund appropriations	\$8,541,881	\$7,488,526	\$7,528,850	\$7,406,556	\$8,323,737
Increase (decrease) from previous biennium	N/A	(\$1,053,355)	\$40,324	(\$122,294)	\$917,181
Percentage increase (decrease) from previous biennium	N/A	(12.3%)	0.5%	(1.6%)	12.4%
Cumulative percentage increase (decrease) from 2015-17 biennium	N/A	(12.3%)	(11.9%)	(13.3%)	(2.6%)

Major Increases (Decreases) in Ongoing General Fund Appropriations

2017-19 Biennium

1. Removed funding for teacher composite pay increases (\$151,193)
2. 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)
3. 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

1. Removed 1 FTE position and adjusted base payroll (\$293,445)
2. Removed 1 FTE undesignated position and added 1 FTE adult services position funded by special funds (\$117,654)
3. Increased funding for teacher salaries \$144,153
4. Reduced funding for interpreter grants to state colleges and universities to provide a total of \$40,000 from the general fund (\$140,000)

2021-23 Biennium

1. Adjusted the funding source for salaries and wages to provide funding from special funds available from trust fund distributions, rents, and service revenue (\$365,542)
2. Increased funding for teacher salaries \$133,704
3. Removed funding for interpreter grants to state colleges and universities (\$40,000)

2023-25 Biennium (Executive Budget Recommendation)

- 1. Adds funding for a 0.75 FTE education services position \$115,294
- 2. Adds funding for teacher salary increases \$171,890

One-Time General Fund Appropriations

	2015-17	2017-19	2019-21	2021-23	2023-25 Executive Budget
One-time general fund appropriations	\$0	\$0	\$0	\$0	\$90,085

Major One-Time General Fund Appropriations

2017-19 Biennium

None \$0

2019-21 Biennium

None \$0

2021-23 Biennium

None \$0

2023-25 Biennium (Executive Budget Recommendation)

Adds one-time funding for inflationary increases to operating expenses \$90,085

School for the Deaf - Budget No. 252
Senate Bill No. 2013
Base Level Funding Changes

	<u>Executive Budget Recommendation</u>			
	<u>FTE Positions</u>	<u>General Fund</u>	<u>Other Funds</u>	<u>Total</u>
2023-25 Biennium Base Level	44.61	\$7,406,556	\$2,790,528	\$10,197,084
2023-25 Ongoing Funding Changes				
Cost to continue salary increase		\$58,341	\$824	\$59,165
Base budget adjustments to federal funds			(935)	(935)
Salary increase		326,080	10,067	336,147
Health insurance increase		245,576	6,480	252,056
Adds funding for a 0.75 FTE education services position	0.75	115,294		115,294
Adds funding for teacher salary increases		171,890		171,890
Total ongoing funding changes	<u>0.75</u>	<u>\$917,181</u>	<u>\$16,436</u>	<u>\$933,617</u>
One-time funding items				
Adds one-time funding, including funds from special funds available from trust fund distributions, rents, and service revenue, for inflationary increases to operating expenses		\$90,085	\$30,086	\$120,171
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for boiler replacement			650,000	650,000
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for pneumatic controls and fire alarm			150,000	150,000
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets to replace equipment over \$5,000			43,500	43,500
Total one-time funding changes	<u>0.00</u>	<u>\$90,085</u>	<u>\$873,586</u>	<u>\$963,671</u>
Total Changes to Base Level Funding	<u>0.75</u>	<u>\$1,007,266</u>	<u>\$890,022</u>	<u>\$1,897,288</u>
2023-25 Total Funding	<u>45.36</u>	<u>\$8,413,822</u>	<u>\$3,680,550</u>	<u>\$12,094,372</u>
<i>Federal funds included in other funds</i>			<i>\$102,010</i>	
<i>Total ongoing changes as a percentage of base level</i>	<i>1.7%</i>	<i>12.4%</i>	<i>0.6%</i>	<i>9.2%</i>
<i>Total changes as a percentage of base level</i>	<i>1.7%</i>	<i>13.6%</i>	<i>31.9%</i>	<i>18.6%</i>

Other Sections in School for the Deaf - Budget No. 252

Executive Budget Recommendation

The executive budget did not include any other sections related to the School for the Deaf.

**State Library - Budget No. 250
Senate Bill No. 2013
Base Level Funding Changes**

	Executive Budget Recommendation				Senate Version			
	FTE Positions	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total
2023-25 Biennium Base Level	26.75	\$5,831,721	\$2,364,417	\$8,196,138	26.75	\$5,831,721	\$2,364,417	\$8,196,138
2023-25 Ongoing Funding Changes								
Cost to continue salary increase		\$23,424	\$4,809	\$28,233				\$0
Adjustments to base level funding			(272,606)	(272,606)				0
Salary increase		216,718	40,863	257,581				0
Health insurance increase		123,456	15,432	138,888				0
Increases funding for operating expenses related to Information Technology Department rate increases		7,440		7,440				0
Increases funding for operating expenses		54,559		54,559				0
Adds funding for operating expenses related to a new Capitol space rent model		264,635		264,635				0
Adds funding for library vision grants to tribal libraries		50,000		50,000				0
Total ongoing funding changes	0.00	\$740,232	(\$211,502)	\$528,730	0.00	\$0	\$0	\$0
One-Time Funding Items								
Adds one-time funding for salaries and wages for retirement payouts		\$40,000		\$40,000				0
Adds one-time funding for operating expenses to meet maintenance of effort requirements		228,635		228,635				0
Adds one-time funding for operating expenses for information technology equipment		43,000		43,000				0
Adds one-time funding for operating expenses for building renovations		150,000		150,000				0
Total one-time funding changes	0.00	\$461,635	\$0	\$461,635	0.00	\$0	\$0	\$0
Total Changes to Base Level Funding	0.00	\$1,201,867	(\$211,502)	\$990,365	0.00	\$0	\$0	\$0
2023-25 Total Funding	26.75	\$7,033,588	\$2,152,915	\$9,186,503	26.75	\$5,831,721	\$2,364,417	\$8,196,138
<i>Federal funds included in other funds</i>			<i>\$2,086,095</i>				<i>\$2,277,158</i>	
<i>Total ongoing changes as a percentage of base level</i>	<i>0.0%</i>	<i>12.7%</i>	<i>(8.9%)</i>	<i>6.5%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>
<i>Total changes as a percentage of base level</i>	<i>0.0%</i>	<i>20.6%</i>	<i>(8.9%)</i>	<i>12.1%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>	<i>0.0%</i>

Other Sections in State Library - Budget No. 250

	Executive Budget Recommendation				Senate Version			
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School for the Deaf - Budget No. 252
Senate Bill No. 2013
Base Level Funding Changes

	Executive Budget Recommendation				Senate Version			
	FTE Positions	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total
2023-25 Biennium Base Level	44.61	\$7,406,556	\$2,790,528	\$10,197,084	44.61	\$7,406,556	\$2,790,528	\$10,197,084
2023-25 Ongoing Funding Changes								
Cost to continue salary increase		\$58,341	\$824	\$59,165				\$0
Base budget adjustments to federal funds			(935)	(935)				0
Salary increase		326,080	10,067	336,147				0
Health insurance increase		245,576	6,480	252,056				0
Adds funding for a 0.75 FTE education services position	0.75	115,294		115,294				0
Adds funding for teacher salary increases		171,890		171,890				0
Total ongoing funding changes	0.75	\$917,181	\$16,436	\$933,617	0.00	\$0	\$0	\$0
One-Time Funding Items								
Adds one-time funding, including funds from special funds available from trust fund distributions, rents, and service revenue, for inflationary increases to operating expenses		\$90,085	\$30,086	\$120,171				0
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for boiler replacement			650,000	650,000				0
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for pneumatic controls and fire alarm			150,000	150,000				0
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets to replace equipment over \$5,000			43,500	43,500				0
Total one-time funding changes	0.00	\$90,085	\$873,586	\$963,671	0.00	\$0	\$0	\$0
Total Changes to Base Level Funding	0.75	\$1,007,266	\$890,022	\$1,897,288	0.00	\$0	\$0	\$0
2023-25 Total Funding	45.36	\$8,413,822	\$3,680,550	\$12,094,372	44.61	\$7,406,556	\$2,790,528	\$10,197,084
<i>Federal funds included in other funds</i>			\$102,010				\$101,609	
<i>Total ongoing changes as a percentage of base level</i>	1.7%	12.4%	0.6%	9.2%	0.0%	0.0%	0.0%	0.0%
<i>Total changes as a percentage of base level</i>	1.7%	13.6%	31.9%	18.6%	0.0%	0.0%	0.0%	0.0%

Other Sections in School for the Deaf - Budget No. 252

School for the Blind - Budget No. 253
Senate Bill No. 2013
Base Level Funding Changes

	Executive Budget Recommendation				Senate Version			
	FTE Positions	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total
2023-25 Biennium Base Level	27.75	\$4,761,879	\$1,062,178	\$5,824,057	27.75	\$4,761,879	\$1,062,178	\$5,824,057
2023-25 Ongoing Funding Changes								
Cost to continue salary increase		\$36,145	\$921	\$37,066				\$0
Salary increase		158,296	17,930	176,226				0
Health insurance increase		133,744	15,432	149,176				0
Adds funding for teacher salary increases		93,838		93,838				0
Increases funding from special funds available from trust fund distributions, rents, and service revenue for temporary salaries			30,000	30,000				0
Increases funding from special funds available from trust fund distributions, rents, and service revenue for operating expenses related to ITD rate increases			7,015	7,015				0
Increases funding from special funds available from trust fund distributions, rents, and service revenue for operating expenses			60,000	60,000				0
Adds funding from special funds available from trust fund distributions, rents, and service revenue for operating expenses for IT related to a database			10,000	10,000				0
Total ongoing funding changes	0.00	\$422,023	\$141,298	\$563,321	0.00	\$0	\$0	\$0
One-Time Funding Items								
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for operating expenses for equipment less than \$5,000			\$26,000	\$26,000				0
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for roof replacement and repair			150,000	150,000				0
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for south wing gutters			50,000	50,000				0

Department of Public Instruction - Budget No. 201
Senate Bill No. 2013
Base Level Funding Changes

	Executive Budget Recommendation				Senate Version			
	FTE Positions	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total
2023-25 Biennium Base Level	86.25	\$1,658,196,873	\$938,233,270	\$2,596,430,143	86.25	\$1,658,196,873	\$938,233,270	\$2,596,430,143
2023-25 Ongoing Funding Changes								
Cost to continue salary increases		\$42,088	\$81,573	\$123,661				\$0
Salary increase		456,449	761,958	1,218,407				0
Health insurance increase		161,546	252,040	413,586				0
Adds funding, including funding from federal and special funds, for increased operating expenses related to ITD rate increases		22,144	32,128	54,272				0
Adds funding for operating expenses related to a new Capitol space rent model		140,899		140,899				0
Adjusts funding for the cost to continue integrated formula payments		(35,329,144)		(35,329,144)				0
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 \$513.8 million (It is anticipated approximately \$511.9 million will be available.)		(80,812,000)	80,812,000	0				0
Decreases funding for integrated formula payments resulting from the accelerated implementation of on-time funding		(2,400,000)		(2,400,000)				0
Adds funding to increase the integrated formula payment rate by 4 percent in the 1st year of the biennium and 3 percent in the 2nd year of the biennium		146,409,518		146,409,518				0
Increases funding for integrated formula payments to accelerate the phase-out of transition maximum adjustments		14,767,391		14,767,391				0
Adds funding for integrated formula payments in excess of estimated cost (The Office of Management and Budget inadvertently included this funding twice in the executive recommendation.)		14,767,391		14,767,391				0
Increases funding for other grants for anticipated increases in United States Department of Agriculture food program funding			50,000,000	50,000,000				0
Increases funding for other grants for anticipated increases in United States Department of Education programs			20,000,000	20,000,000				0

Increases funding for the leveraging the senior year program to provide a total of \$1.4 million for the program grant pool, of which \$900,000 is allocated to the leveraging the senior year program		500,000		500,000					0
Transfers \$10,387,064 of special funds included in the base budget in the grants - program and passthrough line item to the grants - passthrough grants line item				0					0
Increases funding for passthrough grants for the teacher mentoring program to provide a total of \$4,251,528, of which \$2,125,764 is from the general fund and \$2,125,764 is from special funds resulting from carryover		2,125,764		2,125,764					0
Increases funding for PowerSchool to provide a total of \$5,775,000		525,000		525,000					0
Total ongoing funding changes	0.00	\$61,377,046	\$151,939,699	\$213,316,745	0.00	\$0	\$0	\$0	\$0
One-Time Funding Items									
Adjusts funding for integrated formula payments to provide one-time funding from the foundation aid stabilization fund to provide a total of \$281.7 million from the fund for integrated formula payments		(\$138,215,156)	\$138,215,156	\$0					0
Adds one-time funding from the foundation aid stabilization fund for program grants for school board training			3,000,000	3,000,000					0
Adds one-time funding from the foundation aid stabilization fund for program grants for cybersecurity training for teachers			2,000,000	2,000,000					0
Adds one-time funding from the foundation aid stabilization fund for program grants for a grow-your-own-teacher program			4,000,000	4,000,000					0
Total one-time funding changes	0.00	(\$138,215,156)	\$147,215,156	\$9,000,000	0.00	\$0	\$0	\$0	\$0
Total Changes to Base Level Funding	0.00	(\$76,838,110)	\$299,154,855	\$222,316,745	0.00	\$0	\$0	\$0	\$0
2023-25 Total Funding	86.25	\$1,581,358,763	\$1,237,388,125	\$2,818,746,888	86.25	\$1,658,196,873	\$938,233,270	\$2,596,430,143	
<i>Federal funds included in other funds</i>			\$419,573,819				\$348,453,516		
<i>Total ongoing changes as a percentage of base level</i>	0.0%	3.7%	16.2%	8.2%	0.0%	0.0%	0.0%	0.0%	0.0%
<i>Total changes as a percentage of base level</i>	0.0%	(4.6%)	31.9%	8.6%	0.0%	0.0%	0.0%	0.0%	0.0%

Other Sections in 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 \$130,323 to \$138,142, effective July 1, 2023, and to \$143,668, effective July 1, 2024, to reflect recommended salary increases of 6 percent in the 1st year of the biennium and 4 percent in the 2nd year of the biennium.
Tuition apportionment	Section 4 would provide that any money available in the state tuition fund in excess of the \$513,832,000 appropriated in Section 1 of the bill is appropriated to DPI for distribution to school districts.
Gifted and talented program funding and Medicaid matching grants	Section 5 would provide that DPI use \$800,000 of the 2023-25 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 Health and Human Services on behalf of the school district or unit.
Indirect cost allocation	Section 6 would provide 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 - Other grants distribution	Section 8 would require no more than one-half of the passthrough grants included in the grants - other grants line item is to be expended during the fiscal year ending June 30, 2024.
Transfer - Foundation aid stabilization fund transfer to Department of Public Instruction operating fund	Section 9 would require OMB transfer, on a quarterly basis, a total of \$283,755,019 from the foundation aid stabilization fund to the operating fund of DPI for the purpose of providing integrated formula payments. The executive budget appropriates \$281,669,656 from the foundation aid stabilization fund for integrated formula payments.

Other Sections in Department of Public Instruction - Budget No. 201

Executive Budget Recommendation

Senate Version

Transfer - Foundation aid stabilization fund to Department of Public Instruction - One-time funding

Section 10 would require the OMB transfer, on a quarterly basis, a total of \$9 million from the foundation aid stabilization fund to DPI for school board training (\$3 million), a cybersecurity credential incentive (\$2 million), and a grow-your-own-teacher program (\$4 million).

Use of new money - Nonadministrative personnel compensation increases

Section 11 would require school districts to use 70 percent of increased funding related to any increases in the integrated formula payment rate for compensation increases for nonadministrative personnel and the Superintendent of Public Instruction to provide guidance to school districts regarding the calculation of the amount of new money resulting from increases in the base integrated formula payment rate during the 2023-25 biennium.

Exemption - 2021-23 biennium funding exemption and transfer to the Department of Public Instruction operating fund

Section 12 would provide that if, after the Superintendent of Public Instruction complies with all statutory payment obligations imposed for the 2021-23 biennium, any money remains in the integrated formula payments line item, the lesser of \$10,387,064 or the remaining amount must be continued into the 2023-25 biennium and OMB must transfer this amount into the public instruction fund for the purpose of providing program and passthrough grants.

Exemption - Deposits into the department's operating account

Section 13 would provide that, notwithstanding Section 54-44.1-15, DPI may deposit indirect cost recoveries, any money collected by DPI for general educational development fees, and displaced homemakers deposits in its operating account. Section 54-44.1-15 otherwise provides that these funds be deposited in the general fund.

Exemption - ESSER Fund

Section 14 would provide funds appropriated to DPI from the ESSER Fund during the 2021-23 biennium are not subject to Section 54-44.1-11 and any unexpended funds may be continued into the 2023-25 biennium.

Executive Budget Recommendation

Senate Version

State school aid formula changes

Sections 15, 16, and 17 would provide the statutory changes to the state school aid formula included in the executive budget recommendation. Statutory changes would:

- Add or subtract 1.00 weighted student unit per student for increases or decreases, respectively, in fall enrollment as compared to the prior year spring average daily membership and provide for a 0.70 weighting factor deduction per student for school districts, paid based on fall enrollment during the 2022-23 school year, whose spring average daily membership for the 2022-23 school year is lower than the fall enrollment and for a 1.00 weighting factor deduction for school districts, paid based on fall enrollment, whose spring average daily membership is lower than the prior fall enrollment for school years after June 30, 2023;
- Increase the integrated per student payment rate from the current level of \$10,237 to \$10,646, effective for the 2023-24 school year, and to \$10,965, effective for the 2024-25 school year, to reflect integrated per student payment rate increases of 4 percent in the 1st year and 3 percent in the 2nd year of the 2023-25 biennium;
- Remove transition maximum limits on state school aid payments; and
- Update the year, from 2020 to 2022, used to determine the percentage of mills levied for sinking and interest relative to the total mills levied by the school district for all purposes. The percent is used to reduce local revenues deducted in the state school aid formula.

Department of Public Instruction - Budget No. 201
Senate Bill No. 2013
Base Level Funding Changes

	Executive Budget Recommendation				Senate Version			
	FTE Positions	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total
2023-25 Biennium Base Level	86.25	\$1,658,196,873	\$938,233,270	\$2,596,430,143	86.25	\$1,658,196,873	\$938,233,270	\$2,596,430,143
2023-25 Ongoing Funding Changes								
Cost to continue salary increases		\$42,088	\$81,573	\$123,661				\$0
Salary increase		456,449	761,958	1,218,407				0
Health insurance increase		161,546	252,040	413,586				0
Adds funding, including funding from federal and special funds, for increased operating expenses related to ITD rate increases		22,144	32,128	54,272				0
Adds funding for operating expenses related to a new Capitol space rent model		140,899		140,899				0
Adjusts funding for the cost to continue integrated formula payments		(35,329,144)		(35,329,144)				0
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 \$513.8 million (It is anticipated approximately \$511.9 million will be available.)		(80,812,000)	80,812,000	0				0
Decreases funding for integrated formula payments resulting from the accelerated implementation of on-time funding		(2,400,000)		(2,400,000)				0
Adds funding to increase the integrated formula payment rate by 4 percent in the 1st year of the biennium and 3 percent in the 2nd year of the biennium		146,409,518		146,409,518				0
Increases funding for integrated formula payments to accelerate the phase-out of transition maximum adjustments		14,767,391		14,767,391				0
Adds funding for integrated formula payments in excess of estimated cost (The Office of Management and Budget inadvertently included this funding twice in the executive recommendation.)		14,767,391		14,767,391				0
Increases funding for other grants for anticipated increases in United States Department of Agriculture food program funding			50,000,000	50,000,000				0
Increases funding for other grants for anticipated increases in United States Department of Education programs			20,000,000	20,000,000				0

Increases funding for the leveraging the senior year program to provide a total of \$1.4 million for the program grant pool, of which \$900,000 is allocated to the leveraging the senior year program	500,000		500,000					0
Transfers \$10,387,064 of special funds included in the base budget in the grants - program and passthrough line item to the grants - passthrough grants line item				0				0
Increases funding for passthrough grants for the teacher mentoring program to provide a total of \$4,251,528, of which \$2,125,764 is from the general fund and \$2,125,764 is from special funds resulting from carryover	2,125,764		2,125,764					0
Increases funding for PowerSchool to provide a total of \$5,775,000	525,000		525,000					0
Total ongoing funding changes	0.00	\$61,377,046	\$151,939,699	\$213,316,745	0.00	\$0	\$0	\$0
One-Time Funding Items								
Adjusts funding for integrated formula payments to provide one-time funding from the foundation aid stabilization fund to provide a total of \$281.7 million from the fund for integrated formula payments		(\$138,215,156)	\$138,215,156	\$0				0
Adds one-time funding from the foundation aid stabilization fund for program grants for school board training			3,000,000	3,000,000				0
Adds one-time funding from the foundation aid stabilization fund for program grants for cybersecurity training for teachers			2,000,000	2,000,000				0
Adds one-time funding from the foundation aid stabilization fund for program grants for a grow-your-own-teacher program			4,000,000	4,000,000				0
Total one-time funding changes	0.00	(\$138,215,156)	\$147,215,156	\$9,000,000	0.00	\$0	\$0	\$0
Total Changes to Base Level Funding	0.00	(\$76,838,110)	\$299,154,855	\$222,316,745	0.00	\$0	\$0	\$0
2023-25 Total Funding	86.25	\$1,581,358,763	\$1,237,388,125	\$2,818,746,888	86.25	\$1,658,196,873	\$938,233,270	\$2,596,430,143
<i>Federal funds included in other funds</i>			\$419,573,819				\$348,453,516	
<i>Total ongoing changes as a percentage of base level</i>	0.0%	3.7%	16.2%	8.2%	0.0%	0.0%	0.0%	0.0%
<i>Total changes as a percentage of base level</i>	0.0%	(4.6%)	31.9%	8.6%	0.0%	0.0%	0.0%	0.0%

Other Sections in 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 \$130,323 to \$138,142, effective July 1, 2023, and to \$143,668, effective July 1, 2024, to reflect recommended salary increases of 6 percent in the 1st year of the biennium and 4 percent in the 2nd year of the biennium.
Tuition apportionment	Section 4 would provide that any money available in the state tuition fund in excess of the \$513,832,000 appropriated in Section 1 of the bill is appropriated to DPI for distribution to school districts.
Gifted and talented program funding and Medicaid matching grants	Section 5 would provide that DPI use \$800,000 of the 2023-25 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 Health and Human Services on behalf of the school district or unit.
Indirect cost allocation	Section 6 would provide 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 - Other grants distribution	Section 8 would require no more than one-half of the passthrough grants included in the grants - other grants line item is to be expended during the fiscal year ending June 30, 2024.
Transfer - Foundation aid stabilization fund transfer to Department of Public Instruction operating fund	Section 9 would require OMB transfer, on a quarterly basis, a total of \$283,755,019 from the foundation aid stabilization fund to the operating fund of DPI for the purpose of providing integrated formula payments. The executive budget appropriates \$281,669,656 from the foundation aid stabilization fund for integrated formula payments.

Other Sections in Department of Public Instruction - Budget No. 201

Executive Budget Recommendation

Senate Version

Transfer - Foundation aid stabilization fund to Department of Public Instruction - One-time funding

Section 10 would require the OMB transfer, on a quarterly basis, a total of \$9 million from the foundation aid stabilization fund to DPI for school board training (\$3 million), a cybersecurity credential incentive (\$2 million), and a grow-your-own-teacher program (\$4 million).

Use of new money - Nonadministrative personnel compensation increases

Section 11 would require school districts to use 70 percent of increased funding related to any increases in the integrated formula payment rate for compensation increases for nonadministrative personnel and the Superintendent of Public Instruction to provide guidance to school districts regarding the calculation of the amount of new money resulting from increases in the base integrated formula payment rate during the 2023-25 biennium.

Exemption - 2021-23 biennium funding exemption and transfer to the Department of Public Instruction operating fund

Section 12 would provide that if, after the Superintendent of Public Instruction complies with all statutory payment obligations imposed for the 2021-23 biennium, any money remains in the integrated formula payments line item, the lesser of \$10,387,064 or the remaining amount must be continued into the 2023-25 biennium and OMB must transfer this amount into the public instruction fund for the purpose of providing program and passthrough grants.

Exemption - Deposits into the department's operating account

Section 13 would provide that, notwithstanding Section 54-44.1-15, DPI may deposit indirect cost recoveries, any money collected by DPI for general educational development fees, and displaced homemakers deposits in its operating account. Section 54-44.1-15 otherwise provides that these funds be deposited in the general fund.

Exemption - ESSER Fund

Section 14 would provide funds appropriated to DPI from the ESSER Fund during the 2021-23 biennium are not subject to Section 54-44.1-11 and any unexpended funds may be continued into the 2023-25 biennium.

Other Sections in Department of Public Instruction - Budget No. 201

Senate Version

State school aid formula changes

Executive Budget Recommendation

Sections 15, 16, and 17 would provide the statutory changes to the state school aid formula included in the executive budget recommendation. Statutory changes would:

- Add or subtract 1.00 weighted student unit per student for increases or decreases, respectively, in fall enrollment as compared to the prior year spring average daily membership and provide for a 0.70 weighting factor deduction per student for school districts, paid based on fall enrollment during the 2022-23 school year, whose spring average daily membership for the 2022-23 school year is lower than the fall enrollment and for a 1.00 weighting factor deduction for school districts, paid based on fall enrollment, whose spring average daily membership is lower than the prior fall enrollment for school years after June 30, 2023;
- Increase the integrated per student payment rate from the current level of \$10,237 to \$10,646, effective for the 2023-24 school year, and to \$10,965, effective for the 2024-25 school year, to reflect integrated per student payment rate increases of 4 percent in the 1st year and 3 percent in the 2nd year of the 2023-25 biennium;
- Remove transition maximum limits on state school aid payments; and
- Update the year, from 2020 to 2022, used to determine the percentage of mills levied for sinking and interest relative to the total mills levied by the school district for all purposes. The percent is used to reduce local revenues deducted in the state school aid formula.

23.0267.01002
Title.

Prepared by the Legislative Council staff for
Senator Schaible
February 16, 2023

PROPOSED AMENDMENTS TO SENATE BILL NO. 2013

Page 6, line 7, replace "\$500,000" with "\$700,000"

Page 6, line 10, replace "\$35,714" with "\$50,000"

Renumber accordingly

**STATE SCHOOL AID, OTHER GRANTS, AND DEPARTMENT OF PUBLIC INSTRUCTION ADMINISTRATION
COMPARISON OF 2023-25 BIENNIUM PROPOSED BUDGETS TO
2021-23 BIENNIUM APPROPRIATION (NOT INCLUDING COVID FUNDING)**

#21173

	2021-23 Appropriation (Not including COVID funding)	2023-25 Base Budget	2023-25 Executive Budget	2023-25 Executive Budget Increase (Decrease) Compared to Base Budget	2023-25 Senate Version	2023-25 Senate Version Increase (Decrease) Compared to Base Budget	2023-25 Senate Version Increase (Decrease) Compared to Executive Budget
State school aid program							
State school aid - Integrated formula payments	\$2,131,825,000	\$2,131,825,000	\$2,270,040,156	\$138,215,156	\$2,448,651,200	\$316,826,200	\$178,611,044
Transportation aid payments	58,100,000	58,100,000	58,100,000	0	58,100,000	0	0
Special education - Contracts	27,000,000	27,000,000	27,000,000	0	27,000,000	0	0
Total - State school aid program	\$2,216,925,000	\$2,216,925,000	\$2,355,140,156	\$138,215,156	\$2,533,751,200	\$316,826,200	\$178,611,044
General fund	\$1,640,450,500	\$1,640,450,500	\$1,559,638,500	(\$80,812,000)	\$1,879,436,700	\$238,986,200	\$319,798,200
Foundation aid stabilization fund	143,454,500	143,454,500	281,669,656	138,215,156	143,454,500	0	(138,215,156)
State tuition fund	433,020,000	433,020,000	513,832,000	80,812,000	510,860,000	77,840,000	(2,972,000)
Total - State school aid program	\$2,216,925,000	\$2,216,925,000	\$2,355,140,156	\$138,215,156	\$2,533,751,200	\$316,826,200	\$178,611,044
Program grants							
Adult education matching grants	\$5,000,000	\$5,000,000		(\$5,000,000)	\$5,000,000	\$0	\$5,000,000
School food services matching grants	1,380,000	1,380,000		(1,380,000)	1,380,000	0	1,380,000
Free breakfast program	200,000	200,000		(200,000)	200,000	0	200,000
Program grant pool, including leveraging the senior	900,000	900,000		(900,000)	1,200,000	300,000	1,200,000
Leveraging the senior year			\$500,000	500,000		0	(500,000)
Grow your own teacher program			4,000,000	4,000,000	3,000,000	3,000,000	(1,000,000)
School board training			3,000,000	3,000,000	2,000,000	2,000,000	(1,000,000)
Cybersecurity credentials for teachers			2,000,000	2,000,000	1,000,000	1,000,000	(1,000,000)
Total - Program grants	\$7,480,000	\$7,480,000	\$9,500,000	\$2,020,000	\$13,780,000	\$6,300,000	\$4,280,000
General fund	\$0	\$0	\$500,000	\$500,000	\$0	\$0	(\$500,000)
Other funds - Foundation aid stabilization fund			9,000,000	9,000,000	0	0	(9,000,000)
Other funds - Public instruction fund/Carryover	7,480,000	7,480,000	0	(7,480,000)	13,780,000	6,300,000	13,780,000
Total - Program grants	\$7,480,000	\$7,480,000	\$9,500,000	\$2,020,000	\$13,780,000	\$6,300,000	\$4,280,000
Other grants - Other funds							
Federal grants	\$312,513,893	\$312,513,893	\$382,513,893	\$70,000,000	\$382,513,893	\$70,000,000	\$0
Displaced homemaker program	225,000	225,000	225,000	0	225,000	0	0
Total - Other grants - Other funds	\$312,738,893	\$312,738,893	\$382,738,893	\$70,000,000	\$382,738,893	\$70,000,000	\$0
Total state school aid and other grants - All funds	\$2,537,143,893	\$2,537,143,893	\$2,747,379,049	\$210,235,156	\$2,930,270,093	\$393,126,200	\$182,891,044

	2021-23 Appropriation (Not including COVID funding)	2023-25 Base Budget	2023-25 Executive Budget	2023-25 Executive Budget Increase (Decrease) Compared to Base Budget	2023-25 Senate Version	2023-25 Senate Version Increase (Decrease) Compared to Base Budget	23-25 Senate Version Increase (Decrease) Compared to Executive Budget
Agency administration							
Administration - General fund	\$12,520,083	\$12,320,083	\$13,143,209	\$823,126	\$13,032,255	\$712,172	(\$110,954)
Administration - Other funds	38,632,813	38,632,813	39,760,512	1,127,699	39,574,924	942,111	(185,588)
STARS rewrite - Other funds	10,100,000	0		0		0	0
Total - Agency administration	\$61,252,896	\$50,952,896	\$52,903,721	\$1,950,825	\$52,607,179	\$1,654,283	(\$296,542)
Passthrough grants, PowerSchool, and national board certification							
Adult education matching grants			\$5,000,000	\$5,000,000	\$0	\$0	(\$5,000,000)
School food services matching grants			1,380,000	1,380,000	0	0	(1,380,000)
Free breakfast program			200,000	200,000	0	0	(200,000)
Program grant pool			900,000	900,000	0	0	(900,000)
National writing projects	\$50,000	\$50,000	50,000	0	0	(50,000)	(50,000)
Rural art outreach project	425,000	425,000	425,000	0	0	(425,000)	(425,000)
North Central Council for Educational Media Services	202,300	202,300	202,300	0	0	(202,300)	(202,300)
Mentoring program	2,125,764	2,125,764	4,251,528	2,125,764	2,125,764	0	(2,125,764)
Bismarck Gateway to Science	13,500,000			0	0	0	0
"We the People" program	70,000	70,000	70,000	0	70,000	0	0
Cultural heritage grants	34,000	34,000	34,000	0	34,000	0	0
Total - Passthrough grants	\$16,407,064	\$2,907,064	\$12,512,828	\$9,605,764	\$2,229,764	(\$677,300)	(\$10,283,064)
PowerSchool	5,250,000	5,250,000	5,775,000	525,000	5,775,000	525,000	0
National board certification	176,290	176,290	176,290	0	176,290	0	0
Total - Passthrough grants, PowerSchool, and national board certification	\$21,833,354	\$8,333,354	\$18,464,118	\$10,130,764	\$8,181,054	(\$152,300)	(\$10,283,064)
General fund	\$5,426,290	\$5,426,290	\$8,077,054	\$2,650,764	\$5,951,290	\$525,000	(\$2,125,764)
Other funds - Public instruction fund/Carryover	16,407,064	2,907,064	10,387,064	7,480,000	2,229,764	(677,300)	(8,157,300)
Total - Passthrough grants, PowerSchool, and national board certification	\$21,833,354	\$8,333,354	\$18,464,118	\$10,130,764	\$8,181,054	(\$152,300)	(\$10,283,064)
Total - Agency administration, passthrough grants, PowerSchool, and national board certification - All funds	\$83,086,250	\$59,286,250	\$71,367,839	\$12,081,589	\$60,788,233	\$1,501,983	(\$10,579,606)
Total Department of Public Instruction - All funds	\$2,620,230,143	\$2,596,430,143	\$2,818,746,888	\$222,316,745	\$2,991,058,326	\$394,628,183	\$172,311,438
Department of Public Instruction - Funding							
Total - General fund	\$1,658,396,873	\$1,658,196,873	\$1,581,358,763	(\$76,838,110)	\$1,898,420,245	\$240,223,372	\$317,061,482
Total - Other funds	961,833,270	938,233,270	1,237,388,125	299,154,855	1,092,638,081	154,404,811	(144,750,044)
Total Department of Public Instruction - All funds	\$2,620,230,143	\$2,596,430,143	\$2,818,746,888	\$222,316,745	\$2,991,058,326	\$394,628,183	\$172,311,438
FTE positions	86.25	86.25	86.25	0.00	86.25	0.00	0.00

**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 Positions	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total
2023-25 Biennium Base Level	26.75	\$5,831,721	\$2,364,417	\$8,196,138	26.75	\$5,831,721	\$2,364,417	\$8,196,138	0.00	\$0	\$0	\$0
2023-25 Ongoing Funding Changes												
Cost to continue salary increase		\$23,424	\$4,809	\$28,233		\$23,424	\$4,809	\$28,233				\$0
Adjustments to base level funding			(272,606)	(272,606)			(272,606)	(272,606)				0
Salary increase		216,718	40,863	257,581		162,432	30,600	193,032		(54,286)	(10,263)	(64,549)
Health insurance increase		123,456	15,432	138,888		126,296	15,787	142,083		2,840	355	3,195
Increases funding for operating expenses related to Information Technology Department rate increases		7,440		7,440		7,440		7,440				0
Increases funding for operating expenses		54,559		54,559		65,559		65,559		11,000		11,000
Adds funding for operating expenses related to a new Capitol space rent model		264,635		264,635		264,635		264,635				0
Adds funding for library vision grants to tribal libraries		50,000		50,000		50,000		50,000				0
Total ongoing funding changes	0.00	\$740,232	(\$211,502)	\$528,730	0.00	\$699,786	(\$221,410)	\$478,376	0.00	(\$40,446)	(\$9,908)	(\$50,354)
One-Time Funding Items												
Adds one-time funding for salaries and wages for retirement payouts		\$40,000		\$40,000		40,000		40,000				0
Adds one-time funding for operating expenses to meet maintenance of effort requirements		228,635		228,635		100,000		100,000		(128,635)		(128,635)
Adds one-time funding for operating expenses for information technology equipment		43,000		43,000		43,000		43,000				0
Adds one-time funding for operating expenses for building renovations		150,000		150,000		150,000		150,000				0
Total one-time funding changes	0.00	\$461,635	\$0	\$461,635	0.00	\$333,000	\$0	\$333,000	0.00	(\$128,635)	\$0	(\$128,635)
Total Changes to Base Level Funding	0.00	\$1,201,867	(\$211,502)	\$990,365	0.00	\$1,032,786	(\$221,410)	\$811,376	0.00	(\$169,081)	(\$9,908)	(\$178,989)
2023-25 Total Funding	26.75	\$7,033,588	\$2,152,915	\$9,186,503	26.75	\$6,864,507	\$2,143,007	\$9,007,514	0.00	(\$169,081)	(\$9,908)	(\$178,989)
<i>Federal funds included in other funds</i>			<i>\$2,086,095</i>				<i>\$2,076,187</i>				<i>(\$9,908)</i>	
<i>Total ongoing changes as a percentage of base level</i>	<i>0.0%</i>	<i>12.7%</i>	<i>(8.9%)</i>	<i>6.5%</i>	<i>0.0%</i>	<i>12.0%</i>	<i>(9.4%)</i>	<i>5.8%</i>				
<i>Total changes as a percentage of base level</i>	<i>0.0%</i>	<i>20.6%</i>	<i>(8.9%)</i>	<i>12.1%</i>	<i>0.0%</i>	<i>17.7%</i>	<i>(9.4%)</i>	<i>9.9%</i>				

Other Sections in State Library - Budget No. 250

Executive Budget Recommendation

Senate Version

State aid to public libraries

Section 7 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.

Section 7 provides 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.

Grants to tribal libraries

A section is added to provide the statutory changes needed to allow the state to provide grants to tribal libraries.

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 Positions	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total
2023-25 Biennium Base Level	44.61	\$7,406,556	\$2,790,528	\$10,197,084	44.61	\$7,406,556	\$2,790,528	\$10,197,084	0.00	\$0	\$0	\$0
2023-25 Ongoing Funding Changes												
Cost to continue salary increase		\$58,341	\$824	\$59,165		\$58,341	\$824	\$59,165				\$0
Base budget adjustments to federal funds			(935)	(935)			(935)	(935)				0
Salary increase		326,080	10,067	336,147		244,575	7,589	252,164		(81,505)	(2,478)	(83,983)
Health insurance increase		245,576	6,480	252,056		251,225	6,629	257,854		5,649	149	5,798
Adds funding for a 0.75 FTE education services position	0.75	115,294		115,294	0.75	115,294		115,294				0
Adds funding for teacher salary increases		171,890		171,890		171,890		171,890				0
Total ongoing funding changes	0.75	\$917,181	\$16,436	\$933,617	0.75	\$841,325	\$14,107	\$855,432	0.00	(\$75,856)	(\$2,329)	(\$78,185)
One-Time Funding Items												
Adds one-time funding, including funds from special funds available from trust fund distributions, rents, and service revenue, for inflationary increases to operating expenses		\$90,085	\$30,086	\$120,171		90,085	30,086	120,171				0
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for boiler replacement			650,000	650,000			650,000	650,000				0
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for pneumatic controls and fire alarm			150,000	150,000			150,000	150,000				0
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets to replace equipment over \$5,000			43,500	43,500			43,500	43,500				0
Total one-time funding changes	0.00	\$90,085	\$873,586	\$963,671	0.00	\$90,085	\$873,586	\$963,671	0.00	\$0	\$0	\$0
Total Changes to Base Level Funding	0.75	\$1,007,266	\$890,022	\$1,897,288	0.75	\$931,410	\$887,693	\$1,819,103	0.00	(\$75,856)	(\$2,329)	(\$78,185)
2023-25 Total Funding	45.36	\$8,413,822	\$3,680,550	\$12,094,372	45.36	\$8,337,966	\$3,678,221	\$12,016,187	0.00	(\$75,856)	(\$2,329)	(\$78,185)
<i>Federal funds included in other funds</i>			<i>\$102,010</i>				<i>\$102,042</i>				<i>\$32</i>	
<i>Total ongoing changes as a percentage of base level</i>	<i>1.7%</i>	<i>12.4%</i>	<i>0.6%</i>	<i>9.2%</i>	<i>1.7%</i>	<i>11.4%</i>	<i>0.5%</i>	<i>8.4%</i>				
<i>Total changes as a percentage of base level</i>	<i>1.7%</i>	<i>13.6%</i>	<i>31.9%</i>	<i>18.6%</i>	<i>1.7%</i>	<i>12.6%</i>	<i>31.8%</i>	<i>17.8%</i>				

Other Sections in School for the Deaf - Budget No. 252

Executive Budget Recommendation

The executive budget did not include any other sections related to the School for the Deaf.

Senate Version

The Senate did not include any other sections related to the School for the Deaf.

School for the Blind - Budget No. 253
Senate Bill No. 2013
Base Level Funding Changes

	Executive Budget Recommendation				Senate Version				Senate Changes to Executive Budget Increase (Decrease) - Executive Budget			
	FTE Positions	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total
2023-25 Biennium Base Level	27.75	\$4,761,879	\$1,062,178	\$5,824,057	27.75	\$4,761,879	\$1,062,178	\$5,824,057	0.00	\$0	\$0	\$0
2023-25 Ongoing Funding Changes												
Cost to continue salary increase		\$36,145	\$921	\$37,066		\$36,145	\$921	\$37,066				\$0
Salary increase		158,296	17,930	176,226		118,632	13,522	132,154		(39,664)	(4,408)	(44,072)
Health insurance increase		133,744	15,432	149,176		136,821	15,787	152,608		3,077	355	3,432
Adds funding for teacher salary increases		93,838		93,838		93,838		93,838				0
Increases funding from special funds available from trust fund distributions, rents, and service revenue for temporary salaries			30,000	30,000			30,000	30,000				0
Increases funding from special funds available from trust fund distributions, rents, and service revenue for operating expenses related to ITD rate increases			7,015	7,015			7,015	7,015				0
Increases funding from special funds available from trust fund distributions, rents, and service revenue for operating expenses			60,000	60,000			60,000	60,000				0
Adds funding from special funds available from trust fund distributions, rents, and service revenue for operating expenses for IT related to a database			10,000	10,000			10,000	10,000				0
Total ongoing funding changes	0.00	\$422,023	\$141,298	\$563,321	0.00	\$385,436	\$137,245	\$522,681	0.00	(\$36,587)	(\$4,053)	(\$40,640)
One-Time Funding Items												
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for operating expenses for equipment less than \$5,000			\$26,000	\$26,000			26,000	26,000				0
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for roof replacement and repair			150,000	150,000			150,000	150,000				0
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for south wing gutters			50,000	50,000			50,000	50,000				0

Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for parking lot update			50,000	50,000			50,000	50,000				0
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for door and air conditioner repair			29,000	29,000			29,000	29,000				0
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for electrical panel replacement			10,000	10,000			10,000	10,000				0
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for east wing flooring and cabinets			45,000	45,000			45,000	45,000				0
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for front entrance update			55,000	55,000			55,000	55,000				0
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets to update student commons area			50,000	50,000			50,000	50,000				0
Total one-time funding changes	0.00	\$0	\$465,000	\$465,000	0.00	\$0	\$465,000	\$465,000	0.00	\$0	\$0	\$0
Total Changes to Base Level Funding	0.00	\$422,023	\$606,298	\$1,028,321	0.00	\$385,436	\$602,245	\$987,681	0.00	(\$36,587)	(\$4,053)	(\$40,640)
2023-25 Total Funding	27.75	\$5,183,902	\$1,668,476	\$6,852,378	27.75	\$5,147,315	\$1,664,423	\$6,811,738	0.00	(\$36,587)	(\$4,053)	(\$40,640)
<i>Federal funds included in other funds</i>			\$0				\$0				\$0	
<i>Total ongoing changes as a percentage of base level</i>	0.0%	8.9%	13.3%	9.7%	0.0%	8.1%	12.9%	9.0%				
<i>Total changes as a percentage of base level</i>	0.0%	8.9%	57.1%	17.7%	0.0%	8.1%	56.7%	17.0%				

Other Sections in 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.

23.0267.01001
Title.

Prepared by the Legislative Council staff for
the Senate Appropriations - Education and
Environment Division Committee
February 20, 2023

Fiscal No. 1

PROPOSED AMENDMENTS TO SENATE BILL NO. 2013

Page 1, line 3, after the semicolon insert "to amend and reenact sections 15.1-02-02 and 54-24.3-01 of the North Dakota Century Code, relating to the salary of the superintendent of public instruction and regional library cooperative definitions; to provide for a transfer; to provide for reports;"

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	\$17,854,747	\$1,459,112	\$19,313,859
Operating expenses	33,098,149	195,171	33,293,320
Integrated formula payments	2,131,825,000	316,826,200	2,448,651,200
Grants - special education	27,000,000	0	27,000,000
Grants - transportation	58,100,000	0	58,100,000
Grants - other grants	312,738,893	70,000,000	382,738,893
Grants - program grants	0	13,780,000	13,780,000
Grants - passthrough grants	0	2,229,764	2,229,764
Grants - program and passthrough	10,387,064	(10,387,064)	0
PowerSchool	5,250,000	525,000	5,775,000
National board certification	<u>176,290</u>	<u>0</u>	<u>176,290</u>
Total all funds	\$2,596,430,143	\$394,628,183	\$2,991,058,326
Less estimated income	<u>938,233,270</u>	<u>154,404,811</u>	<u>1,092,638,081</u>
Total general fund	\$1,658,196,873	\$240,223,372	\$1,898,420,245
Full-time equivalent positions	86.25	0.00	86.25"

Page 2, replace lines 9 through 17 with:

"

	<u>Base Level</u>	<u>Adjustments or Enhancements</u>	<u>Appropriation</u>
Salaries and wages	\$4,139,907	\$345,606	\$4,485,513
Operating expenses	1,822,703	415,770	2,238,473
Grants	<u>2,233,528</u>	<u>50,000</u>	<u>2,283,528</u>
Total all funds	\$8,196,138	\$811,376	\$9,007,514
Less estimated income	<u>2,364,417</u>	<u>(221,410)</u>	<u>2,143,007</u>
Total general fund	\$5,831,721	\$1,032,786	\$6,864,507
Full-time equivalent positions	26.75	0.00	26.75"

Page 2, replace lines 20 through 28 with:

"

	<u>Base Level</u>	<u>Adjustments or Enhancements</u>	<u>Appropriation</u>
Salaries and wages	\$8,332,820	\$855,432	\$9,188,252
Operating expenses	1,705,586	120,171	1,825,757
Capital assets	<u>158,678</u>	<u>843,500</u>	<u>1,002,178</u>
Total all funds	\$10,197,084	\$1,819,103	\$12,016,187
Less estimated income	<u>2,790,528</u>	<u>887,693</u>	<u>3,678,221</u>

Total general fund	\$7,406,556	\$931,410	\$8,337,966
Full-time equivalent positions	44.61	0.75	45.36"

Page 3, replace lines 1 through 9 with:

"		Adjustments or	
	<u>Base Level</u>	<u>Enhancements</u>	<u>Appropriation</u>
Salaries and wages	\$4,992,194	\$445,666	\$5,437,860
Operating expenses	792,671	103,015	895,686
Capital assets	<u>39,192</u>	<u>439,000</u>	<u>478,192</u>
Total all funds	\$5,824,057	\$987,681	\$6,811,738
Less estimated income	<u>1,062,178</u>	<u>602,245</u>	<u>1,664,423</u>
Total general fund	\$4,761,879	\$385,436	\$5,147,315
Full-time equivalent positions	27.75	0.00	27.75"

Page 3, replace lines 12 through 16 with:

"		Adjustments or	
	<u>Base Level</u>	<u>Enhancements</u>	<u>Appropriation</u>
Grand total general fund	\$1,676,197,029	\$242,573,004	\$1,918,770,033
Grand total special funds	<u>944,450,393</u>	<u>155,673,339</u>	<u>1,100,123,732</u>
Grand total all funds	\$2,620,647,422	\$398,246,343	\$3,018,893,765"

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

Page 3, line 18, after "biennium" insert "and the 2023-25 biennium one-time funding items included in the appropriation in section 1 of this Act"

Page 3, remove lines 21 through 31

Page 4, replace lines 1 through 7 with:

" Science experiments grant	\$13,500,000	\$0
Regional education association grants	250,000	0
State automated reporting system maintenance	200,000	0
Children's science center	5,900,000	0
State automated reporting system and statewide longitudinal data system upgrades	10,100,000	0
Elementary and secondary school emergency education relief	305,266,879	0
Emergency education relief homeless children and youth program	1,999,661	0
Assistance to nonpublic schools	4,151,371	0
Individuals with disabilities education act grant	8,632,569	0
Grow-your-own teacher program	0	3,000,000
School board training grants	0	2,000,000
Cybersecurity training for teachers	<u>0</u>	<u>1,000,000</u>
Total department of public instruction - all funds	\$350,000,480	\$6,000,000
Total department of public instruction - estimated income	<u>349,800,480</u>	<u>6,000,000</u>
Total department of public instruction - general fund"	\$200,000	\$0

Page 4, replace lines 9 through 12 with:

" COVID-19 salaries and wages	\$86,669	\$0
COVID-19 operating expenses	1,580,057	0
COVID-19 grants	500,000	0
Retirement leave payouts	0	40,000
Maintenance of effort	0	100,000
IT equipment	0	43,000
Building renovations	<u>0</u>	<u>150,000</u>
Total state library - all funds	\$2,166,726	\$333,000
Total state library - estimated income	<u>2,166,726</u>	<u>0</u>
Total state library - general fund	\$0	\$333,000"

Page 4, replace lines 14 through 18 with:

" Campus server upgrade	\$7,500	\$0
Operating expenses	21,500	0
Equipment	40,000	43,500
Boiler and resource center projects	650,000	0
Operating expense inflation	0	120,171
Boiler replacement	0	650,000
Fire alarm and controls	<u>0</u>	<u>150,000</u>
Total school for the deaf - all funds	\$719,000	\$963,671
Total school for the deaf - estimated income	<u>719,000</u>	<u>873,586</u>
Total school for the deaf - general fund	\$0	\$90,085"

Page 4, replace lines 20 through 28 with:

" Vision screening devices	\$11,500	\$0
Replace flooring	10,000	0
Replace south wing air conditioning	40,000	0
Repair sidewalk, roof, and parking lot	24,000	0
Replace doors and key system	45,000	0
Heating, ventilation, and air conditioning upgrades	86,000	0
Install LED lighting	33,000	0
South wing electrical service	165,000	0
Equipment	0	26,000
Repairs and maintenance	<u>0</u>	<u>439,000</u>
Total school for the blind - estimated income	\$414,500	\$465,000"

Page 4, replace lines 29 through 31 with:

"Grand total - all funds	\$353,300,706	\$7,761,671
Grand total - estimated income	<u>353,100,706</u>	<u>7,338,586</u>
Grand total - general fund	\$200,000	\$423,085

The 2023-25 biennium one-time funding amounts are not part of the entity's base budget for the 2025-27 biennium. The department of public instruction, state library, school for the deaf, and North Dakota vision services - school for the blind shall report to the appropriations committees of the sixty-ninth legislative assembly on the use of this one-time funding for the biennium beginning July 1, 2023, and ending June 30, 2025."

Page 5, line 1, replace "\$433,020,000" with "\$510,860,000"

Page 6, line 7, replace "\$500,000" with "\$700,000"

Page 6, line 10, replace "\$35,714" with "\$50,000"

Page 6, after line 12, insert:

"SECTION 9. PASSTHROUGH GRANTS - APPLICATION - DISTRIBUTION - REPORTING. The grants - passthrough grants line item in subdivision 1 of section 1 of this Act includes \$2,229,764 for passthrough grants. The superintendent of public instruction shall determine the manner in which each passthrough grant is distributed but no more than one-half of the funding may be provided each year of the biennium. Annually grantees, as a condition of receiving the grant, must establish performance measures to be reviewed by the superintendent of public instruction. Grantees shall report annually to the superintendent of public instruction regarding performance based on the measures. 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. The superintendent of public instruction shall report to the appropriations committees of the sixty-ninth legislative assembly regarding funds granted, performance measures established for each grantee, and whether grantees met performance expectations.

SECTION 10. USE OF NEW MONEY - NONADMINISTRATIVE PERSONNEL COMPENSATION INCREASES.

1. During the 2023-25 biennium, the board of each school district shall use an amount equal to at least seventy percent of all new money received by the district, resulting from increases in the base integrated formula payment rate, to increase the compensation paid to nonadministrative personnel.
2. For purposes of this section, the superintendent of public instruction shall provide guidance to school districts regarding the calculation of the amount of new money resulting from increases in the base integrated formula payment rate during the 2023-25 biennium."

Page 6, line 13, after the boldfaced dash insert "**INDIRECT COST RECOVERIES,**"

Page 6, line 13, after "**FEES**" insert a boldfaced comma

Page 6, after line 19, insert:

"SECTION 12. EXEMPTION - TRANSFER - PUBLIC INSTRUCTION FUND - TRANSFER - GENERAL FUND. Notwithstanding section 54-44.1-11, if, after the superintendent of public instruction complies with all statutory payment obligations imposed for the 2021-23 biennium, from any moneys remaining in the integrated formula payments line item in subdivision 1 of section 1 of chapter 13 of the 2021 Session Laws, the lesser of \$16,009,764 or the remaining amount must be continued into the 2023-25 biennium and the office of management and budget shall transfer this amount into the public instruction fund for the purpose of providing program and passthrough grants as appropriated in subdivision 1 of section 1 of this Act. The superintendent of public instruction shall transfer any of these funds remaining unspent at the end of the 2023-25 biennium to the general fund.

SECTION 13. EXEMPTION - UNEXPENDED APPROPRIATIONS. The following appropriations are not subject to the provisions of section 54-44.1-11 and may be continued into the biennium beginning July 1, 2023, and ending June 30, 2025:

1. Any funds remaining from federal funds derived from the elementary and secondary school emergency education relief fund and any other federal

funds appropriated in subdivision 2 of section 2 of chapter 28 of the 2021 Session Laws; and

2. Any funds remaining from federal funds appropriated in subsection 2 of section 6 of chapter 15 of the 2021 Session Laws, as amended in section 1 of chapter 548 of the 2021 Special Session Session Laws."

Page 6, after line 22, insert:

"SECTION 15. 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 ~~twenty seven thousand seven hundred sixty eight~~thirty-five thousand five hundred thirty-six dollars through June 30, ~~2022~~2024, and one hundred ~~thirty thousand three hundred twenty three~~forty thousand nine hundred fifty-seven dollars thereafter.

SECTION 16. AMENDMENT. Section 54-24.3-01 of the North Dakota Century Code is amended and reenacted as follows:

54-24.3-01. Definitions.

In this chapter, unless the context otherwise requires:

1. "Academic library" means a library that is part of a college or university that is publicly or privately funded and whose primary role is to provide resources to enrich and support the school's curricula and the research needs of students and faculty.
2. "Library resource center" means a central service unit, whose location is to be agreed upon by members of the regional library cooperative and which is responsible for extending special services to support members of the regional library cooperative, while meeting all cooperative standards.
3. "Multitype library authority" means a geographic subdivision within which multitype libraries are organized for the purpose of providing library and information services through cooperation and mutual support.
4. "Participant library" means any library agreeing to join a regional library cooperative.
5. "Public library" means a library that is supported with funds derived from taxation and which maintains a balanced collection of materials to serve the lifelong information, reading, and recreational needs of the general population. For purposes of this chapter, "public library" includes tribal libraries.
6. "Regional library cooperative" means an organization of one or more types of library organized under Article VI of section 54-24.1-01, or a multitype library authority.
7. "School library media center" means a learning center operated as part of a publicly or privately supported school or school district and whose role is

to provide instruction, cooperatively design learning strategies, and provide resources that support and enrich the curriculum, following the North Dakota school library media guidelines.

8. "Special library" means a public or private sector library whose collection is specialized and limited in scope and size and whose role is to provide information to a limited clientele."

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	\$2,596,430,143	\$394,628,183	\$2,991,058,326
Less estimated income	938,233,270	154,404,811	1,092,638,081
General fund	\$1,658,196,873	\$240,223,372	\$1,898,420,245
FTE	86.25	0.00	86.25
State Library			
Total all funds	\$8,196,138	\$811,376	\$9,007,514
Less estimated income	2,364,417	(221,410)	2,143,007
General fund	\$5,831,721	\$1,032,786	\$6,864,507
FTE	26.75	0.00	26.75
School for the Deaf			
Total all funds	\$10,197,084	\$1,819,103	\$12,016,187
Less estimated income	2,790,528	887,693	3,678,221
General fund	\$7,406,556	\$931,410	\$8,337,966
FTE	44.61	0.75	45.36
Vision Services - School for the Blind			
Total all funds	\$5,824,057	\$987,681	\$6,811,738
Less estimated income	1,062,178	602,245	1,664,423
General fund	\$4,761,879	\$385,436	\$5,147,315
FTE	27.75	0.00	27.75
Bill total			
Total all funds	\$2,620,647,422	\$398,246,343	\$3,018,893,765
Less estimated income	944,450,393	155,673,339	1,100,123,732
General fund	\$1,676,197,029	\$242,573,004	\$1,918,770,033
FTE	185.36	0.75	186.11

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

	Base Budget	Senate Changes	Senate Version
Salaries and wages	\$17,854,747	\$1,459,112	\$19,313,859
Operating expenses	33,098,149	195,171	33,293,320
Integrated formula payments	2,131,825,000	316,826,200	2,448,651,200
Grants - Special education contracts	27,000,000		27,000,000
Grants - Transportation	58,100,000		58,100,000
Grants - Other grants	312,738,893	70,000,000	382,738,893
Grants - Program and passthrough	10,387,064	(10,387,064)	
Grants - Program grants		13,780,000	13,780,000
Grants - Passthrough grants		2,229,764	2,229,764
PowerSchool	5,250,000	525,000	5,775,000
National board certification	176,290		176,290
Total all funds	\$2,596,430,143	\$394,628,183	\$2,991,058,326
Less estimated income	938,233,270	154,404,811	1,092,638,081
General fund	\$1,658,196,873	\$240,223,372	\$1,898,420,245
FTE	86.25	0.00	86.25

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

	Adjusts Funding for Cost to Continue Salaries ¹	Adds Funding for Salary and Benefit Increases ²	Increases Funding for Information Technology ³	Adds Funding for Capitol Space Rent Model ⁴	Adjusts Funding for Integrated Formula Payments ⁵	Adjusts Funding Source of Integrated Formula Payment ⁶
Salaries and wages	\$123,661	\$1,335,451				
Operating expenses			\$54,272	\$140,899		
Integrated formula payments					\$316,626,200	
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants						
Grants - Program and passthrough						
Grants - Program grants						
Grants - Passthrough grants						
PowerSchool						
National board certification						
Total all funds	\$123,661	\$1,335,451	\$54,272	\$140,899	\$316,626,200	\$0
Less estimated income	81,573	828,410	32,128	0	0	77,840,000
General fund	\$42,088	\$507,041	\$22,144	\$140,899	\$316,626,200	(\$77,840,000)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Increases Funding for Federal Grants ⁷	Adjusts Funding for Program and Passthrough Grants ⁸	Increases Funding for Leveraging the Senior Year Program ⁹	Increases Funding for PowerSchool ¹⁰	Adds One- Time Funding for School Board Training ¹¹	Adds One- Time Funding for Cybersecurity Training ¹²
Salaries and wages						
Operating expenses						
Integrated formula payments						
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants	\$70,000,000					
Grants - Program and passthrough		(\$10,387,064)				
Grants - Program grants		7,480,000	\$300,000		\$2,000,000	\$1,000,000
Grants - Passthrough grants		2,229,764				
PowerSchool				\$525,000		
National board certification						
Total all funds	\$70,000,000	(\$677,300)	\$300,000	\$525,000	\$2,000,000	\$1,000,000
Less estimated income	70,000,000	(677,300)	300,000	0	2,000,000	1,000,000
General fund	\$0	\$0	\$0	\$525,000	\$0	\$0
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds One- Time Funding for a Grow- Your-Own Teacher Program ¹³	Increases Funding for Grants to Regional Education Associations ¹⁴	Total Senate Changes
Salaries and wages			\$1,459,112
Operating expenses			195,171
Integrated formula payments		\$200,000	316,826,200
Grants - Special education contracts			
Grants - Transportation			
Grants - Other grants			70,000,000
Grants - Program and passthrough			(10,387,064)
Grants - Program grants	\$3,000,000		13,780,000
Grants - Passthrough grants			2,229,764
PowerSchool			525,000
National board certification			
Total all funds	\$3,000,000	\$200,000	\$394,628,183
Less estimated income	3,000,000	0	154,404,811
General fund	\$0	\$200,000	\$240,223,372
FTE	0.00	0.00	0.00

¹ Funding is added for cost to continue salary increases.

² The following funding is added for 2023-25 biennium salary adjustments of 4 percent on July 1, 2023, and 4 percent on July 1, 2024, and increases in health insurance premiums from \$1,429 to \$1,648 per month:

	General Fund	Other Funds	Total
Salary increase	\$341,779	\$570,572	\$912,351
Health insurance increase	165,262	257,838	423,100
Total	\$507,041	\$828,410	\$1,335,451

³ Funding is increased for Information Technology Department rate increases.

⁴ Funding is added for operating expenses related to a new Capitol space rent model.

⁵ Funding for integrated formula payments is adjusted as follows:

	<u>General Fund</u>
Savings related to cost to continue integrated formula payments	(\$35,329,144)
Senate Bill No. 2284:	
Increases the integrated payment rate 3 percent in the 1st year and 3 percent in the 2nd year of biennium	119,907,953
Removes transition maximum payment adjustments	14,767,391
Implements on-time funding based on fall enrollment	5,300,000
Senate Bill No. 2328 - Increases school size weighting factors for school districts operating two plants at least 14 miles apart	8,880,000
Senate Bill No. 2066 - Increases the state's share of the state school aid formula by reducing local property tax deducted in the formula	<u>203,100,000</u>
Increase in integrated formula payments	\$316,626,200

⁶ The funding source for integrated formula payments is adjusted to increase funding from the state tuition fund and the common schools trust fund to provide a total of \$510.86 million.

⁷ Funding for other grants is increased for anticipated increases in United States Department of Agriculture food program funding (\$50 million) and for anticipated increases in United States Department of Education programs (\$20 million).

⁸ Funding from special funds of \$10,387,064 in the base budget is reduced for certain passthrough grants and \$9,709,764 is transferred from the grants - program and passthrough line item to the grants - passthrough grants line item (\$2,229,764) and the grants - program grants line item (\$7,480,000). Funding is made available from carryover funds continued from the 2021-23 biennium and deposited in the department's operating fund for passthrough and program grants as follows:

	<u>Special Funds from Carryover</u>
Passthrough grants:	
Teacher mentoring program	\$2,125,764
"We the People" program	70,000
Cultural heritage grants	34,000
Total passthrough grants	\$2,229,764
Program grants:	
Adult education matching grants	\$5,000,000
School food service matching grants	1,380,000
Free breakfast program	200,000
Program grant pool	900,000
Total program grants	\$7,480,000

⁹ Increases funding for the leveraging the senior year program in the program grant pool to provide a total of \$1.2 million for the program grant pool. The program grant pool is used by the Superintendent of Public Instruction for the leveraging the senior year program, a leadership program, and family engagement initiatives.

¹⁰ Funding for PowerSchool is increased to provide a total of \$5,775,000 from the general fund.

¹¹ One-time funding from carryover deposited in the department's operating fund is added for program grants for school board training.

¹² One-time funding from carryover deposited in the department's operating fund is added for program grants for cybersecurity training for teachers.

¹³ One-time funding from carryover deposited in the department's operating fund is added for program grants for a grow-your-own teacher program.

¹⁴ Funding is added to increase grants to regional education associations to provide a total of \$700,000. The section related to regional education grants is amended to provide annual grants of \$50,000 to each regional education association.

This amendment also:

- Amends a section to increase regional education association grants to provide a total of \$700,000 and to provide annual grants of \$50,000 to each regional education association;
- Adds a section to require no more than one-half of the passthrough grants included in the grants - passthrough grants line item may be expended during the fiscal year ending June 30, 2024, and provides for reporting requirements;
- Adds a section to require school districts use 70 percent of increased funding related to any increases in the integrated formula payment rate for compensation increases for nonadministrative personnel and the Superintendent of Public Instruction to provide guidance to school districts regarding the calculation of the amount of new money resulting from increases in the base integrated formula payment rate during the 2023-25 biennium;
- Amends a section to allow, notwithstanding Section 54-44.1-15, the department may deposit indirect cost recoveries, any money collected by DPI for general educational development fees, and displaced homemakers deposits in its operating account;
- Adds a section to provide that if, after the Superintendent of Public Instruction complies with all statutory payment obligations imposed for the 2021-23 biennium, any money remains in the integrated formula payments line item, the lesser of \$16,009,764 or the remaining amount must be continued into the 2023-25 biennium and the Office of Management and Budget must transfer this amount into the public instruction fund for the purpose of providing program and passthrough grants. This change will reduce the estimated July 1, 2023, general fund balance by \$16,009,764;
- Adds a section to provide COVID-19-related funds appropriated to the department from the ESSER Fund and other federal funds during the 2021-23 biennium are not subject to Section 54-44.1-11 and any unexpended funds may be continued into the 2023-25 biennium; and
- 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 \$130,323 to \$135,536, effective July 1, 2023, and to \$140,957, effective July 1, 2024, to reflect legislative salary increases of 4 percent each year of the biennium.

Senate Bill No. 2013 - State Library - Senate Action

	Base Budget	Senate Changes	Senate Version
Salaries and wages	\$4,139,907	\$345,606	\$4,485,513
Operating expenses	1,822,703	415,770	2,238,473
Grants	2,233,528	50,000	2,283,528
Total all funds	\$8,196,138	\$811,376	\$9,007,514
Less estimated income	2,364,417	(221,410)	2,143,007
General fund	\$5,831,721	\$1,032,786	\$6,864,507
FTE	26.75	0.00	26.75

Department 250 - State Library - Detail of Senate Changes

	Adjusts Funding for Cost to Continue Salaries ¹	Adjust Base Budget Funding ²	Adds Funding for Salary and Benefit Increases ³	Increases Funding for Information Technology ⁴	Increases Funding for Operating Expenses ⁵	Adds Funding for Capitol Space Rent Model ⁶
Salaries and wages	\$28,233	(\$57,742)	\$335,115			
Operating expenses		(214,864)		\$7,440	\$65,559	\$264,635
Grants						
Total all funds	\$28,233	(\$272,606)	\$335,115	\$7,440	\$65,559	\$264,635
Less estimated income	4,809	(272,606)	46,387	0	0	0
General fund	\$23,424	\$0	\$288,728	\$7,440	\$65,559	\$264,635
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Increases Funding for Library Visions Grants ²	Adds One- Time Funding for Retirement Payouts ³	Adds One- Time Funding for Maintenance of Effort ⁴	Adds One- Time Funding for IT Equipment ^{5a}	Adds One- Time Funding for Building Renovations ¹¹	Total Senate Changes
Salaries and wages		\$40,000				\$345,606
Operating expenses			\$100,000	\$43,000	\$150,000	415,770
Grants	\$50,000					50,000
Total all funds	\$50,000	\$40,000	\$100,000	\$43,000	\$150,000	\$811,376
Less estimated income	0	0	0	0	0	(221,410)
General fund	\$50,000	\$40,000	\$100,000	\$43,000	\$150,000	\$1,032,786
FTE	0.00	0.00	0.00	0.00	0.00	0.00

¹ Funding is adjusted for the cost to continue salary increases.

² Base level funding for salaries and wages and operating expenses is adjusted for estimated federal and other funds.

³ The following funding is added for 2023-25 biennium salary adjustments of 4 percent on July 1, 2023, and 4 percent on July 1, 2024, and increases in health insurance premiums from \$1,429 to \$1,648 per month:

	General Fund	Other Funds	Total
Salary increase	\$162,432	\$30,600	\$193,032
Health insurance increase	126,296	15,787	142,083
Total	\$288,728	\$46,387	\$335,115

⁴ Funding is increased for Information Technology Department rate increases.

⁵ Funding is increased for various operating expenses.

⁶ Funding is added for operating expenses related to a new Capitol space rent model.

⁷ Funding is added for Library Vision grants to tribal libraries.

⁸ One-time funding is added for salaries and wages for accrued leave payments.

⁹ One-time funding is added for operating expenses to replace funding lost due to not meeting federal maintenance of effort requirements in fiscal year 2020.

¹⁰ One-time funding is added for information technology equipment.

¹¹ One-time funding is added for State Library building renovations.

This amendment also adds a section to provide statutory changes to allow the State Library to provide library vision grants to tribal libraries.

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

	Base Budget	Senate Changes	Senate Version
Salaries and wages	\$8,332,820	\$855,432	\$9,188,252
Operating expenses	1,705,586	120,171	1,825,757
Capital assets	158,678	843,500	1,002,178
Total all funds	\$10,197,084	\$1,819,103	\$12,016,187
Less estimated income	2,790,528	887,693	3,678,221
General fund	\$7,406,556	\$931,410	\$8,337,966
FTE	44.61	0.75	45.36

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

	Adjusts Funding for Cost to Continue Salaries ¹	Adjusts Funding for Base Budget Changes ²	Adds Funding for Salary and Benefit Increases ³	Adds a 0.75 FTE Education Services Position ⁴	Increases Funding for Teacher Salaries ⁵	Adds One-Time Funding for Operating Expense Inflation ⁶
Salaries and wages	\$59,165	(\$935)	\$510,018	\$115,294	\$171,890	
Operating expenses						\$120,171
Capital assets						
Total all funds	\$59,165	(\$935)	\$510,018	\$115,294	\$171,890	\$120,171
Less estimated income	824	(935)	14,218	0	0	30,086
General fund	\$58,341	\$0	\$495,800	\$115,294	\$171,890	\$90,085
FTE	0.00	0.00	0.00	0.75	0.00	0.00

	Adds One-Time Funding for Boiler Replacement ⁷	Adds One-Time Funding for Fire Alarm and Controls ⁸	Adds One-Time Funding for Equipment ⁹	Total Senate Changes
Salaries and wages				\$855,432
Operating expenses				120,171
Capital assets	\$650,000	\$150,000	\$43,500	843,500
Total all funds	\$650,000	\$150,000	\$43,500	\$1,819,103
Less estimated income	650,000	150,000	43,500	887,693
General fund	\$0	\$0	\$0	\$931,410
FTE	0.00	0.00	0.00	0.75

¹ Funding is adjusted for the cost to continue salary increases.

² Base level funding for salaries and wages is adjusted for estimated federal funds.

³ The following funding is added for 2023-25 biennium salary adjustments of 4 percent on July 1, 2023, and 4 percent on July 1, 2024, and increases in health insurance premiums from \$1,429 to \$1,648 per month:

	General Fund	Other Funds	Total
Salary increase	\$244,575	\$7,589	\$252,164
Health insurance increase	251,225	6,629	257,854
Total	\$495,800	\$14,218	\$510,018

⁴ A 0.75 FTE education services position is added.

⁵ Funding for teacher salaries is increased.

⁶ One-time funding, including funds from special funds available from trust fund distributions, rents, and service revenue, is added for inflationary increases to operating expenses.

⁷ One-time funding from special funds, available from trust fund distributions, rents, and service revenue, is added for boiler replacement.

⁸ One-time funding, from special funds available from trust fund distributions, rents, and service revenue, is added for pneumatic controls and fire alarm.

⁹ One-time funding, from special funds available from trust fund distributions, rents, and service revenue, is added to replace equipment over \$5,000.

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

	Base Budget	Senate Changes	Senate Version
Salaries and wages	\$4,992,194	\$445,666	\$5,437,860
Operating expenses	792,671	103,015	895,686
Capital assets	39,192	439,000	478,192
Total all funds	\$5,824,057	\$987,681	\$6,811,738
Less estimated income	1,062,178	602,245	1,664,423
General fund	\$4,761,879	\$385,436	\$5,147,315
FTE	27.75	0.00	27.75

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

	Adjusts Funding for Cost to Continue Salaries ¹	Adds Funding for Salary and Benefit Increases ²	Increases Funding for Teacher Salaries ³	Increases Funding for Temporary Salaries ⁴	Increases Funding for Information Technology ⁵	Increases Funding for Operating Expenses ⁶
Salaries and wages	\$37,066	\$284,762	\$93,838	\$30,000		
Operating expenses					\$7,015	\$60,000
Capital assets						
Total all funds	\$37,066	\$284,762	\$93,838	\$30,000	\$7,015	\$60,000
Less estimated income	921	29,309	0	30,000	7,015	60,000
General fund	\$36,145	\$255,453	\$93,838	\$0	\$0	\$0
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds Funding for a Database ⁷	Adds One-Time Funding for Equipment ⁸	Adds One-Time Funding for Roof Repair and Replacement ⁹	Adds One-Time Funding for South Wing Gutters ¹⁰	Adds One-Time Funding for Parking Lot Updates ¹¹	Adds One-Time Funding for Door and Air Conditioner Repair ¹²
Salaries and wages						
Operating expenses	\$10,000	\$26,000				
Capital assets			\$150,000	\$50,000	\$50,000	\$29,000
Total all funds	\$10,000	\$26,000	\$150,000	\$50,000	\$50,000	\$29,000
Less estimated income	10,000	26,000	150,000	50,000	50,000	29,000
General fund	\$0	\$0	\$0	\$0	\$0	\$0
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds One-Time Funding for Electrical Panel Replacement ¹³	Adds One-Time Funding for East Wing Flooring and Cabinets ¹⁴	Adds One-Time Funding for Front Entrance Updates ¹⁵	Add One-Time Funding for Student Commons Area Updates ¹⁶	Total Senate Changes
Salaries and wages					\$445,666
Operating expenses					103,015
Capital assets	\$10,000	\$45,000	\$55,000	\$50,000	439,000
Total all funds	\$10,000	\$45,000	\$55,000	\$50,000	\$987,681
Less estimated income	10,000	45,000	55,000	50,000	602,245
General fund	\$0	\$0	\$0	\$0	\$385,436
FTE	0.00	0.00	0.00	0.00	0.00

¹ Funding is adjusted for the cost to continue salary increases.

² The following funding is added for 2023-25 biennium salary adjustments of 4 percent on July 1, 2023, and 4 percent on July 1, 2024, and increases in health insurance premiums from \$1,429 to \$1,648 per month:

	<u>General Fund</u>	<u>Other Funds</u>	<u>Total</u>
Salary increase	\$118,632	\$13,522	\$132,154
Health insurance increase	<u>136,821</u>	<u>15,787</u>	<u>152,608</u>
Total	\$255,453	\$29,309	\$284,762

³ Funding for teacher salaries is increased.

⁴ Funding from special funds, available from trust fund distributions, rents, and service revenue, is increased for temporary salaries.

⁵ Funding, from special funds, available from trust fund distributions, rents, and service revenue, is increased for Information Technology Department rate increases.

⁶ Funding, from special funds, available from trust fund distributions, rents, and service revenue, is increased for operating expenses.

⁷ Funding, from special funds, available from trust fund distributions, rents, and service revenue, is added for a database.

⁸ One-time funding, from special funds available from trust fund distributions, rents, and service revenue, is added for equipment.

⁹ One-time funding, from special funds available from trust fund distributions, rents, and service revenue, is added for roof repair and replacement.

¹⁰ One-time funding, from special funds available from trust fund distributions, rents, and service revenue, is added for south wing gutters.

¹¹ One-time funding, from special funds available from trust fund distributions, rents, and service revenue, is added for parking lot updates.

¹² One-time funding, from special funds available from trust fund distributions, rents, and service revenue, is added for door and air conditioner repair.

¹³ One-time funding, from special funds available from trust fund distributions, rents, and service revenue, is added for electrical panel replacement.

¹⁴ One-time funding, from special funds available from trust fund distributions, rents, and service revenue, is added for east wing flooring and cabinets.

¹⁵ One-time funding, from special funds available from trust fund distributions, rents, and service revenue, is added for front entrance updates.

¹⁶ One-time funding, from special funds available from trust fund distributions, rents, and service revenue, is added for student commons area updates.

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 Positions	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total
	2023-25 Biennium Base Level	86.25	\$1,658,196,873	\$938,233,270	\$2,596,430,143	86.25	\$1,658,196,873	\$938,233,270	\$2,596,430,143	0.00	\$0	\$0
2023-25 Ongoing Funding Changes												
Cost to continue salary increases		\$42,088	\$81,573	\$123,661		\$42,088	\$81,573	\$123,661				\$0
Salary increase		456,449	761,958	1,218,407		341,779	570,572	912,351		(114,670)	(191,386)	(306,056)
Health insurance increase		161,546	252,040	413,586		165,262	257,838	423,100		3,716	5,798	9,514
Adds funding, including funding from federal and special funds, for increased operating expenses related to ITD rate increases		22,144	32,128	54,272		22,144	32,128	54,272				0
Adds funding for operating expenses related to a new Capitol space rent model		140,899		140,899		140,899		140,899				0
Adjusts funding for the cost to continue integrated formula payments		(35,329,144)		(35,329,144)		(35,329,144)		(35,329,144)				0
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 \$513.8 million (It is anticipated approximately \$511.9 million will be available.)		(80,812,000)	80,812,000	0		(77,840,000)	77,840,000	0		2,972,000	(2,972,000)	0
Adjusts funding for integrated formula payments resulting from the accelerated implementation of on-time funding		(2,400,000)		(2,400,000)		5,300,000		5,300,000		7,700,000		7,700,000
Adds funding to increase the integrated formula payment rate by 3 percent each year of the biennium. The executive recommendation included 4 percent in the 1st year and 3 percent in the 2nd year of the biennium		146,409,518		146,409,518		119,907,953		119,907,953		(26,501,565)		(26,501,565)
Increases funding for integrated formula payments to accelerate the phase-out of transition maximum adjustments		14,767,391		14,767,391		14,767,391		14,767,391				0
Adds funding for integrated formula payments in excess of estimated cost (The Office of Management and Budget inadvertently included this funding twice in the executive recommendation.)		14,767,391		14,767,391				0		(14,767,391)		(14,767,391)
Adds funding for property tax relief included in Senate Bill No. 2066, approved by the Senate				0		203,100,000		203,100,000		203,100,000		203,100,000
Adds funding for the fiscal impact of SB 2328 related to the school district size weighting factor for school districts with multiple plants				0		8,880,000		8,880,000		8,880,000		8,880,000

Increases funding in the integrated formula payments line item to increase grants to regional education associations to provide a total of \$700,000	0				200,000		200,000		200,000		200,000	
Increases funding for other grants for anticipated increases in United States Department of Agriculture food program funding		50,000,000	50,000,000			50,000,000	50,000,000				0	
Increases funding for other grants for anticipated increases in United States Department of Education programs		20,000,000	20,000,000			20,000,000	20,000,000				0	
Increases funding for the leveraging the senior year program to provide a total of \$1.2 million for the program grant pool		500,000	500,000			300,000	300,000		(500,000)	300,000	(200,000)	
Allocates \$10,387,064 of special funds included in the base budget in the grants - program and passthrough line to the grants - passthrough grants line and the grants - programs grants line and reduces funding from carryover for certain passthrough grants			0			(677,300)	(677,300)			(677,300)	(677,300)	
Increases funding from the general fund for passthrough grants for the teacher mentoring program to provide a total of \$4,251,528, of which \$2,125,764 is from the general fund and \$2,125,764 is from special funds resulting from carryover		2,125,764	2,125,764				0		(2,125,764)		(2,125,764)	
Increases funding for PowerSchool to provide a total of \$5,775,000		525,000	525,000		525,000		525,000				0	
Total ongoing funding changes	0.00	\$61,377,046	\$151,939,699	\$213,316,745	0.00	\$240,223,372	\$148,404,811	\$388,628,183	0.00	\$178,846,326	(\$3,534,888)	\$175,311,438
One-Time Funding Items												
Adjusts funding for integrated formula payments to provide one-time funding from the foundation aid stabilization fund to provide a total of \$281.7 million from the fund for integrated formula payments		(\$138,215,156)	\$138,215,156	\$0			0		138,215,156	(138,215,156)	0	
Adds one-time funding from carryover for program grants for school board training. The executive budget provided funding from the foundation aid stabilization fund.			3,000,000	3,000,000		2,000,000	2,000,000			(1,000,000)	(1,000,000)	
Adds one-time funding from carryover for program grants for cybersecurity training for teachers. The executive budget provided funding from the foundation aid stabilization fund.			2,000,000	2,000,000		1,000,000	1,000,000			(1,000,000)	(1,000,000)	

Adds one-time funding from carryover for program grants for a grow-your-own-teacher program. The executive budget provided funding from the foundation aid stabilization fund.			4,000,000	4,000,000			3,000,000	3,000,000		(1,000,000)	(1,000,000)	
Total one-time funding changes	0.00	(\$138,215,156)	\$147,215,156	\$9,000,000	0.00	\$0	\$6,000,000	\$6,000,000	0.00	\$138,215,156	(\$141,215,156)	(\$3,000,000)
Total Changes to Base Level Funding	0.00	(\$76,838,110)	\$299,154,855	\$222,316,745	0.00	\$240,223,372	\$154,404,811	\$394,628,183	0.00	\$317,061,482	(\$144,750,044)	\$172,311,438
2023-25 Total Funding	86.25	\$1,581,358,763	\$1,237,388,125	\$2,818,746,888	86.25	\$1,898,420,245	\$1,092,638,081	\$2,991,058,326	0.00	\$317,061,482	(\$144,750,044)	\$172,311,438
<i>Federal funds included in other funds</i>			\$419,573,819				\$419,388,783				(\$185,036)	
<i>Total ongoing changes as a percentage of base level</i>	0.0%	3.7%	16.2%	8.2%	0.0%	14.5%	15.8%	15.0%				
<i>Total changes as a percentage of base level</i>	0.0%	(4.6%)	31.9%	8.6%	0.0%	14.5%	16.5%	15.2%				

Other Sections in Department of Public Instruction - Budget No. 201

	<u>Executive Budget Recommendation</u>	<u>Senate Version</u>
Tuition apportionment	Section 4 would provide that any money available in the state tuition fund in excess of the \$513,832,000 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 \$510,860,000 appropriated in Section 1 of the bill is appropriated to DPI for distribution to school districts.
Foundation aid stabilization fund	Section 9 would require OMB transfer, on a quarterly basis, a total of \$283,755,019 from the foundation aid stabilization fund to the operating fund of DPI for the purpose of providing integrated formula payments. The executive budget appropriates \$281,669,656 from the foundation aid stabilization fund for integrated formula payments.	Section 4 provides \$143,454,500 included in the estimated income line item of Section 1 is provided from the foundation aid stabilization fund for integrated formula payments.
Payments for 2021-23 biennium special education services		Section 5 provides that DPI may use money appropriated for integrated formula payments and special education contracts for the 2023-25 biennium to pay claims due during the 2021-23 biennium, but not filed with the department until the 2023-25 biennium. Claims related to the 2021-23 biennium must be filed by June 30, 2024.
Gifted and talented program funding	Section 5 would provide that DPI use \$800,000 of the 2023-25 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 Health and Human Services on behalf of the school district or unit.	Section 6 provides that DPI use \$800,000 of the 2023-25 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.

Other Sections in Department of Public Instruction - Budget No. 201

	Executive Budget Recommendation	Senate Version
Medicaid matching funding - School approval - Withholding and distribution		Section 7 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. In addition, this section authorizes the department to withhold funds required to be paid by school districts for school approval.
Regional education association grants		Section 8 is amended to increase regional education association grants to provide a total of \$700,000 and to provide annual grants of \$50,000 to each regional education association.
Grants - Passthrough grants distribution	Section 8 would require no more than one-half of the passthrough grants included in the grants - other grants line item is to be expended during the fiscal year ending June 30, 2024.	Section 9 requires no more than one-half of the passthrough grants included in the grants - passthrough grants line item may be expended during the fiscal year ending June 30, 2024, and provides reporting requirements.
Use of new money - Nonadministrative personnel compensation increases	Section 11 would require school districts to use 70 percent of increased funding related to any increases in the integrated formula payment rate for compensation increases for nonadministrative personnel and the Superintendent of Public Instruction to provide guidance to school districts regarding the calculation of the amount of new money resulting from increases in the base integrated formula payment rate during the 2023-25 biennium.	Section 10 requires school districts to use 70 percent of increased funding related to any increases in the integrated formula payment rate for compensation increases for nonadministrative personnel and the Superintendent of Public Instruction to provide guidance to school districts regarding the calculation of the amount of new money resulting from increases in the base integrated formula payment rate during the 2023-25 biennium.
Exemption - Deposits into the department's operating account	Section 13 would provide that, notwithstanding Section 54-44.1-15, DPI may deposit indirect cost recoveries, any money collected by DPI for general educational development fees, and displaced homemakers deposits in its operating account. Section 54-44.1-15 otherwise provides that these funds be deposited in the general fund.	Section 11 provides that, notwithstanding Section 54-44.1-15, DPI may deposit indirect cost recoveries, any money collected by DPI for general educational development fees, and displaced homemakers deposits in its operating account. Section 54-44.1-15 otherwise provides that these funds be deposited in the general fund.
Exemption - 2021-23 biennium funding exemption and transfer to the Department of Public Instruction operating fund	Section 12 would provide that if, after the Superintendent of Public Instruction complies with all statutory payment obligations imposed for the 2021-23 biennium, any money remains in the integrated formula payments line item, the lesser of \$10,387,064 or the remaining amount must be continued into the 2023-25 biennium and OMB must transfer this amount into the public instruction fund for the purpose of providing program and passthrough grants.	Section 12 provides that if, after the Superintendent of Public Instruction complies with all statutory payment obligations imposed for the 2021-23 biennium, any money remains in the integrated formula payments line item, the lesser of \$16,009,764 or the remaining amount must be continued into the 2023-25 biennium and OMB must transfer this amount into the public instruction fund for the purpose of providing program and passthrough grants.
Exemption - Unexpended appropriations	Section 14 would provide funds appropriated to DPI from the ESSER Fund during the 2021-23 biennium are not subject to Section 54-44.1-11 and any unexpended funds may be continued into the 2023-25 biennium.	Section 13 provides COVID-19 related funds appropriated to DPI from the ESSER Fund and other federal funds during the 2021-23 biennium are not subject to Section 54-44.1-11 and any unexpended funds may be continued into the 2023-25 biennium.

Other Sections in 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 \$130,323 to \$138,142, effective July 1, 2023, and to \$143,668, effective July 1, 2024, to reflect recommended salary increases of 6 percent in the 1st year of the biennium and 4 percent in the 2nd year of the biennium.	Section 15 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 \$130,323 to \$135,536, effective July 1, 2023, and to \$140,957, effective July 1, 2024, to reflect legislative salary increases of 4 percent each year of the biennium.
Indirect cost allocation	Section 6 would provide 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.	
Transfer - Foundation aid stabilization fund to Department of Public Instruction - One-time funding	Section 10 would require the OMB transfer, on a quarterly basis, a total of \$9 million from the foundation aid stabilization fund to DPI for school board training (\$3 million), a cybersecurity credential incentive (\$2 million), and a grow-your-own-teacher program (\$4 million).	
State school aid formula changes	<p>Sections 15, 16, and 17 would provide the statutory changes to the state school aid formula included in the executive budget recommendation. Statutory changes would:</p> <ul style="list-style-type: none">• Add or subtract 1.00 weighted student unit per student for increases or decreases, respectively, in fall enrollment as compared to the prior year spring average daily membership and provide for a 0.70 weighting factor deduction per student for school districts, paid based on fall enrollment during the 2022-23 school year, whose spring average daily membership for the 2022-23 school year is lower than the fall enrollment and for a 1.00 weighting factor deduction for school districts, paid based on fall enrollment, whose spring average daily membership is lower than the prior fall enrollment for school years after June 30, 2023;• Increase the integrated per student payment rate from the current level of \$10,237 to \$10,646, effective for the 2023-24 school year, and to \$10,965, effective for the 2024-25 school year, to reflect integrated per student payment rate increases of 4 percent in the 1st year and 3 percent in the 2nd year of the 2023-25 biennium;• Remove transition maximum limits on state school aid payments; and• Update the year, from 2020 to 2022, used to determine the percentage of mills levied for sinking and interest relative to the total mills levied by the school district for all purposes. The percent is used to reduce local revenues deducted in the state school aid formula.	

Other Sections in Department of Public Instruction - Budget No. 201

Executive Budget Recommendation

Senate Version

23.0267.01001
Title.

Prepared by the Legislative Council staff for
the Senate Appropriations - Education and
Environment Division Committee
February 20, 2023

Fiscal No. 1

PROPOSED AMENDMENTS TO SENATE BILL NO. 2013

Page 1, line 3, after the semicolon insert "to amend and reenact sections 15.1-02-02 and 54-24.3-01 of the North Dakota Century Code, relating to the salary of the superintendent of public instruction and regional library cooperative definitions; to provide for a transfer; to provide for reports;"

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	\$17,854,747	\$1,459,112	\$19,313,859
Operating expenses	33,098,149	195,171	33,293,320
Integrated formula payments	2,131,825,000	316,826,200	2,448,651,200
Grants - special education	27,000,000	0	27,000,000
Grants - transportation	58,100,000	0	58,100,000
Grants - other grants	312,738,893	70,000,000	382,738,893
Grants - program grants	0	13,780,000	13,780,000
Grants - passthrough grants	0	2,229,764	2,229,764
Grants - program and passthrough	10,387,064	(10,387,064)	0
PowerSchool	5,250,000	525,000	5,775,000
National board certification	<u>176,290</u>	<u>0</u>	<u>176,290</u>
Total all funds	\$2,596,430,143	\$394,628,183	\$2,991,058,326
Less estimated income	<u>938,233,270</u>	<u>154,404,811</u>	<u>1,092,638,081</u>
Total general fund	\$1,658,196,873	\$240,223,372	\$1,898,420,245
Full-time equivalent positions	86.25	0.00	86.25"

Page 2, replace lines 9 through 17 with:

"

	<u>Base Level</u>	<u>Adjustments or Enhancements</u>	<u>Appropriation</u>
Salaries and wages	\$4,139,907	\$345,606	\$4,485,513
Operating expenses	1,822,703	415,770	2,238,473
Grants	<u>2,233,528</u>	<u>50,000</u>	<u>2,283,528</u>
Total all funds	\$8,196,138	\$811,376	\$9,007,514
Less estimated income	<u>2,364,417</u>	<u>(221,410)</u>	<u>2,143,007</u>
Total general fund	\$5,831,721	\$1,032,786	\$6,864,507
Full-time equivalent positions	26.75	0.00	26.75"

Page 2, replace lines 20 through 28 with:

"

	<u>Base Level</u>	<u>Adjustments or Enhancements</u>	<u>Appropriation</u>
Salaries and wages	\$8,332,820	\$855,432	\$9,188,252
Operating expenses	1,705,586	120,171	1,825,757
Capital assets	<u>158,678</u>	<u>843,500</u>	<u>1,002,178</u>
Total all funds	\$10,197,084	\$1,819,103	\$12,016,187
Less estimated income	<u>2,790,528</u>	<u>887,693</u>	<u>3,678,221</u>

Total general fund	\$7,406,556	\$931,410	\$8,337,966
Full-time equivalent positions	44.61	0.75	45.36"

Page 3, replace lines 1 through 9 with:

"		Adjustments or	
	<u>Base Level</u>	<u>Enhancements</u>	<u>Appropriation</u>
Salaries and wages	\$4,992,194	\$445,666	\$5,437,860
Operating expenses	792,671	103,015	895,686
Capital assets	<u>39,192</u>	<u>439,000</u>	<u>478,192</u>
Total all funds	\$5,824,057	\$987,681	\$6,811,738
Less estimated income	<u>1,062,178</u>	<u>602,245</u>	<u>1,664,423</u>
Total general fund	\$4,761,879	\$385,436	\$5,147,315
Full-time equivalent positions	27.75	0.00	27.75"

Page 3, replace lines 12 through 16 with:

"		Adjustments or	
	<u>Base Level</u>	<u>Enhancements</u>	<u>Appropriation</u>
Grand total general fund	\$1,676,197,029	\$242,573,004	\$1,918,770,033
Grand total special funds	<u>944,450,393</u>	<u>155,673,339</u>	<u>1,100,123,732</u>
Grand total all funds	\$2,620,647,422	\$398,246,343	\$3,018,893,765"

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

Page 3, line 18, after "biennium" insert "and the 2023-25 biennium one-time funding items included in the appropriation in section 1 of this Act"

Page 3, remove lines 21 through 31

Page 4, replace lines 1 through 7 with:

" Science experiments grant	\$13,500,000	\$0
Regional education association grants	250,000	0
State automated reporting system maintenance	200,000	0
Children's science center	5,900,000	0
State automated reporting system and statewide longitudinal data system upgrades	10,100,000	0
Elementary and secondary school emergency education relief	305,266,879	0
Emergency education relief homeless children and youth program	1,999,661	0
Assistance to nonpublic schools	4,151,371	0
Individuals with disabilities education act grant	8,632,569	0
Grow-your-own teacher program	0	3,000,000
School board training grants	0	2,000,000
Cybersecurity training for teachers	<u>0</u>	<u>1,000,000</u>
Total department of public instruction - all funds	\$350,000,480	\$6,000,000
Total department of public instruction - estimated income	<u>349,800,480</u>	<u>6,000,000</u>
Total department of public instruction - general fund"	\$200,000	\$0

Page 4, replace lines 9 through 12 with:

" COVID-19 salaries and wages	\$86,669	\$0
COVID-19 operating expenses	1,580,057	0
COVID-19 grants	500,000	0
Retirement leave payouts	0	40,000
Maintenance of effort	0	100,000
IT equipment	0	43,000
Building renovations	0	150,000
Total state library - all funds	\$2,166,726	\$333,000
Total state library - estimated income	<u>2,166,726</u>	<u>0</u>
Total state library - general fund	\$0	\$333,000"

Page 4, replace lines 14 through 18 with:

" Campus server upgrade	\$7,500	\$0
Operating expenses	21,500	0
Equipment	40,000	43,500
Boiler and resource center projects	650,000	0
Operating expense inflation	0	120,171
Boiler replacement	0	650,000
Fire alarm and controls	0	150,000
Total school for the deaf - all funds	\$719,000	\$963,671
Total school for the deaf - estimated income	<u>719,000</u>	<u>873,586</u>
Total school for the deaf - general fund	\$0	\$90,085"

Page 4, replace lines 20 through 28 with:

" Vision screening devices	\$11,500	\$0
Replace flooring	10,000	0
Replace south wing air conditioning	40,000	0
Repair sidewalk, roof, and parking lot	24,000	0
Replace doors and key system	45,000	0
Heating, ventilation, and air conditioning upgrades	86,000	0
Install LED lighting	33,000	0
South wing electrical service	165,000	0
Equipment	0	26,000
Repairs and maintenance	0	439,000
Total school for the blind - estimated income	\$414,500	\$465,000"

Page 4, replace lines 29 through 31 with:

"Grand total - all funds	\$353,300,706	\$7,761,671
Grand total - estimated income	<u>353,100,706</u>	<u>7,338,586</u>
Grand total - general fund	\$200,000	\$423,085

The 2023-25 biennium one-time funding amounts are not part of the entity's base budget for the 2025-27 biennium. The department of public instruction, state library, school for the deaf, and North Dakota vision services - school for the blind shall report to the appropriations committees of the sixty-ninth legislative assembly on the use of this one-time funding for the biennium beginning July 1, 2023, and ending June 30, 2025."

Page 5, line 1, replace "\$433,020,000" with "\$510,860,000"

Page 6, line 7, replace "\$500,000" with "\$700,000"

Page 6, line 10, replace "\$35,714" with "\$50,000"

Page 6, after line 12, insert:

"SECTION 9. PASSTHROUGH GRANTS - APPLICATION - DISTRIBUTION - REPORTING. The grants - passthrough grants line item in subdivision 1 of section 1 of this Act includes \$2,229,764 for passthrough grants. The superintendent of public instruction shall determine the manner in which each passthrough grant is distributed but no more than one-half of the funding may be provided each year of the biennium. Annually grantees, as a condition of receiving the grant, must establish performance measures to be reviewed by the superintendent of public instruction. Grantees shall report annually to the superintendent of public instruction regarding performance based on the measures. 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. The superintendent of public instruction shall report to the appropriations committees of the sixty-ninth legislative assembly regarding funds granted, performance measures established for each grantee, and whether grantees met performance expectations.

SECTION 10. USE OF NEW MONEY - NONADMINISTRATIVE PERSONNEL COMPENSATION INCREASES.

1. During the 2023-25 biennium, the board of each school district shall use an amount equal to at least seventy percent of all new money received by the district, resulting from increases in the base integrated formula payment rate, to increase the compensation paid to nonadministrative personnel.
2. For purposes of this section, the superintendent of public instruction shall provide guidance to school districts regarding the calculation of the amount of new money resulting from increases in the base integrated formula payment rate during the 2023-25 biennium."

Page 6, line 13, after the boldfaced dash insert "**INDIRECT COST RECOVERIES,**"

Page 6, line 13, after "**FEES**" insert a boldfaced comma

Page 6, after line 19, insert:

"SECTION 12. EXEMPTION - TRANSFER - PUBLIC INSTRUCTION FUND - TRANSFER - GENERAL FUND. Notwithstanding section 54-44.1-11, if, after the superintendent of public instruction complies with all statutory payment obligations imposed for the 2021-23 biennium, from any moneys remaining in the integrated formula payments line item in subdivision 1 of section 1 of chapter 13 of the 2021 Session Laws, the lesser of \$16,009,764 or the remaining amount must be continued into the 2023-25 biennium and the office of management and budget shall transfer this amount into the public instruction fund for the purpose of providing program and passthrough grants as appropriated in subdivision 1 of section 1 of this Act. The superintendent of public instruction shall transfer any of these funds remaining unspent at the end of the 2023-25 biennium to the general fund.

SECTION 13. EXEMPTION - UNEXPENDED APPROPRIATIONS. The following appropriations are not subject to the provisions of section 54-44.1-11 and may be continued into the biennium beginning July 1, 2023, and ending June 30, 2025:

1. Any funds remaining from federal funds derived from the elementary and secondary school emergency education relief fund and any other federal

funds appropriated in subdivision 2 of section 2 of chapter 28 of the 2021 Session Laws; and

2. Any funds remaining from federal funds appropriated in subsection 2 of section 6 of chapter 15 of the 2021 Session Laws, as amended in section 1 of chapter 548 of the 2021 Special Session Session Laws."

Page 6, after line 22, insert:

"SECTION 15. 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 ~~twenty-seven thousand seven hundred sixty-eight~~thirty-five thousand five hundred thirty-six dollars through June 30, ~~2022~~2024, and one hundred ~~thirty thousand three hundred twenty-three~~forty thousand nine hundred fifty-seven dollars thereafter.

SECTION 16. AMENDMENT. Section 54-24.3-01 of the North Dakota Century Code is amended and reenacted as follows:

54-24.3-01. Definitions.

In this chapter, unless the context otherwise requires:

1. "Academic library" means a library that is part of a college or university that is publicly or privately funded and whose primary role is to provide resources to enrich and support the school's curricula and the research needs of students and faculty.
2. "Library resource center" means a central service unit, whose location is to be agreed upon by members of the regional library cooperative and which is responsible for extending special services to support members of the regional library cooperative, while meeting all cooperative standards.
3. "Multitype library authority" means a geographic subdivision within which multitype libraries are organized for the purpose of providing library and information services through cooperation and mutual support.
4. "Participant library" means any library agreeing to join a regional library cooperative.
5. "Public library" means a library that is supported with funds derived from taxation and which maintains a balanced collection of materials to serve the lifelong information, reading, and recreational needs of the general population. For purposes of this chapter, "public library" includes tribal libraries.
6. "Regional library cooperative" means an organization of one or more types of library organized under Article VI of section 54-24.1-01, or a multitype library authority.
7. "School library media center" means a learning center operated as part of a publicly or privately supported school or school district and whose role is

to provide instruction, cooperatively design learning strategies, and provide resources that support and enrich the curriculum, following the North Dakota school library media guidelines.

8. "Special library" means a public or private sector library whose collection is specialized and limited in scope and size and whose role is to provide information to a limited clientele."

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	\$2,596,430,143	\$394,628,183	\$2,991,058,326
Less estimated income	<u>938,233,270</u>	<u>154,404,811</u>	<u>1,092,638,081</u>
General fund	\$1,658,196,873	\$240,223,372	\$1,898,420,245
FTE	86.25	0.00	86.25
State Library			
Total all funds	\$8,196,138	\$811,376	\$9,007,514
Less estimated income	<u>2,364,417</u>	<u>(221,410)</u>	<u>2,143,007</u>
General fund	\$5,831,721	\$1,032,786	\$6,864,507
FTE	26.75	0.00	26.75
School for the Deaf			
Total all funds	\$10,197,084	\$1,819,103	\$12,016,187
Less estimated income	<u>2,790,528</u>	<u>887,693</u>	<u>3,678,221</u>
General fund	\$7,406,556	\$931,410	\$8,337,966
FTE	44.61	0.75	45.36
Vision Services - School for the Blind			
Total all funds	\$5,824,057	\$987,681	\$6,811,738
Less estimated income	<u>1,062,178</u>	<u>602,245</u>	<u>1,664,423</u>
General fund	\$4,761,879	\$385,436	\$5,147,315
FTE	27.75	0.00	27.75
Bill total			
Total all funds	\$2,620,647,422	\$398,246,343	\$3,018,893,765
Less estimated income	<u>944,450,393</u>	<u>155,673,339</u>	<u>1,100,123,732</u>
General fund	\$1,676,197,029	\$242,573,004	\$1,918,770,033
FTE	185.36	0.75	186.11

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

	Base Budget	Senate Changes	Senate Version
Salaries and wages	\$17,854,747	\$1,459,112	\$19,313,859
Operating expenses	33,098,149	195,171	33,293,320
Integrated formula payments	2,131,825,000	316,826,200	2,448,651,200
Grants - Special education contracts	27,000,000		27,000,000
Grants - Transportation	58,100,000		58,100,000
Grants - Other grants	312,738,893	70,000,000	382,738,893
Grants - Program and passthrough	10,387,064	(10,387,064)	
Grants - Program grants		13,780,000	13,780,000
Grants - Passthrough grants		2,229,764	2,229,764
PowerSchool	5,250,000	525,000	5,775,000
National board certification	176,290		176,290
Total all funds	\$2,596,430,143	\$394,628,183	\$2,991,058,326
Less estimated income	938,233,270	154,404,811	1,092,638,081
General fund	\$1,658,196,873	\$240,223,372	\$1,898,420,245
FTE	86.25	0.00	86.25

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

	Adjusts Funding for Cost to Continue Salaries ¹	Adds Funding for Salary and Benefit Increases ²	Increases Funding for Information Technology ³	Adds Funding for Capitol Space Rent Model ⁴	Adjusts Funding for Integrated Formula Payments ⁵	Adjusts Funding Source of Integrated Formula Payment ⁶
Salaries and wages	\$123,661	\$1,335,451				
Operating expenses			\$54,272	\$140,899		
Integrated formula payments					\$316,626,200	
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants						
Grants - Program and passthrough						
Grants - Program grants						
Grants - Passthrough grants						
PowerSchool						
National board certification						
Total all funds	\$123,661	\$1,335,451	\$54,272	\$140,899	\$316,626,200	\$0
Less estimated income	81,573	828,410	32,128	0	0	77,840,000
General fund	\$42,088	\$507,041	\$22,144	\$140,899	\$316,626,200	(\$77,840,000)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Increases Funding for Federal Grants ¹	Adjusts Funding for Program and Passthrough Grants ²	Increases Funding for Leveraging the Senior Year Program ³	Increases Funding for PowerSchool ¹⁰	Adds One-Time Funding for School Board Training ¹¹	Adds One-Time Funding for Cybersecurity Training ¹²
Salaries and wages						
Operating expenses						
Integrated formula payments						
Grants - Special education contracts						
Grants - Transportation	\$70,000,000					
Grants - Other grants		(\$10,387,064)				
Grants - Program and passthrough						
Grants - Program grants		7,480,000	\$300,000		\$2,000,000	\$1,000,000
Grants - Passthrough grants		2,229,764				
PowerSchool				\$525,000		
National board certification						
Total all funds	\$70,000,000	(\$677,300)	\$300,000	\$525,000	\$2,000,000	\$1,000,000
Less estimated income	70,000,000	(677,300)	300,000	0	2,000,000	1,000,000
General fund	\$0	\$0	\$0	\$525,000	\$0	\$0
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds One-Time Funding for a Grow-Your-Own Teacher Program ¹³	Increases Funding for Grants to Regional Education Associations ¹⁴	Total Senate Changes
Salaries and wages			\$1,459,112
Operating expenses			195,171
Integrated formula payments		\$200,000	316,826,200
Grants - Special education contracts			
Grants - Transportation			
Grants - Other grants			70,000,000
Grants - Program and passthrough			(10,387,064)
Grants - Program grants	\$3,000,000		13,780,000
Grants - Passthrough grants			2,229,764
PowerSchool			525,000
National board certification			
Total all funds	\$3,000,000	\$200,000	\$394,628,183
Less estimated income	3,000,000	0	154,404,811
General fund	\$0	\$200,000	\$240,223,372
FTE	0.00	0.00	0.00

¹ Funding is added for cost to continue salary increases.

² The following funding is added for 2023-25 biennium salary adjustments of 4 percent on July 1, 2023, and 4 percent on July 1, 2024, and increases in health insurance premiums from \$1,429 to \$1,648 per month:

	General Fund	Other Funds	Total
Salary increase	\$341,779	\$570,572	\$912,351
Health insurance increase	165,262	257,838	423,100
Total	\$507,041	\$828,410	\$1,335,451

³ Funding is increased for Information Technology Department rate increases.

⁴ Funding is added for operating expenses related to a new Capitol space rent model.

⁵ Funding for integrated formula payments is adjusted as follows:

	<u>General Fund</u>
Savings related to cost to continue integrated formula payments	(\$35,329,144)
Senate Bill No. 2284:	
Increases the integrated payment rate 3 percent in the 1st year and 3 percent in the 2nd year of biennium	119,907,953
Removes transition maximum payment adjustments	14,767,391
Implements on-time funding based on fall enrollment	5,300,000
Senate Bill No. 2328 - Increases school size weighting factors for school districts operating two plants at least 14 miles apart	8,880,000
Senate Bill No. 2066 - Increases the state's share of the state school aid formula by reducing local property tax deducted in the formula	<u>203,100,000</u>
Increase in integrated formula payments	\$316,626,200

⁶ The funding source for integrated formula payments is adjusted to increase funding from the state tuition fund and the common schools trust fund to provide a total of \$510.86 million.

⁷ Funding for other grants is increased for anticipated increases in United States Department of Agriculture food program funding (\$50 million) and for anticipated increases in United States Department of Education programs (\$20 million).

⁸ Funding from special funds of \$10,387,064 in the base budget is reduced for certain passthrough grants and \$9,709,764 is transferred from the grants - program and passthrough line item to the grants - passthrough grants line item (\$2,229,764) and the grants - program grants line item (\$7,480,000). Funding is made available from carryover funds continued from the 2021-23 biennium and deposited in the department's operating fund for passthrough and program grants as follows:

	<u>Special Funds from Carryover</u>
Passthrough grants:	
Teacher mentoring program	\$2,125,764
"We the People" program	70,000
Cultural heritage grants	<u>34,000</u>
Total passthrough grants	\$2,229,764
Program grants:	
Adult education matching grants	\$5,000,000
School food service matching grants	1,380,000
Free breakfast program	200,000
Program grant pool	<u>900,000</u>
Total program grants	\$7,480,000

⁹ Increases funding for the leveraging the senior year program in the program grant pool to provide a total of \$1.2 million for the program grant pool. The program grant pool is used by the Superintendent of Public Instruction for the leveraging the senior year program, a leadership program, and family engagement initiatives.

¹⁰ Funding for PowerSchool is increased to provide a total of \$5,775,000 from the general fund.

¹¹ One-time funding from carryover deposited in the department's operating fund is added for program grants for school board training.

¹² One-time funding from carryover deposited in the department's operating fund is added for program grants for cybersecurity training for teachers.

¹³ One-time funding from carryover deposited in the department's operating fund is added for program grants for a grow-your-own teacher program.

¹⁴ Funding is added to increase grants to regional education associations to provide a total of \$700,000. The section related to regional education grants is amended to provide annual grants of \$50,000 to each regional education association.

This amendment also:

- Amends a section to increase regional education association grants to provide a total of \$700,000 and to provide annual grants of \$50,000 to each regional education association;
- Adds a section to require no more than one-half of the passthrough grants included in the grants - passthrough grants line item may be expended during the fiscal year ending June 30, 2024, and provides for reporting requirements;
- Adds a section to require school districts use 70 percent of increased funding related to any increases in the integrated formula payment rate for compensation increases for nonadministrative personnel and the Superintendent of Public Instruction to provide guidance to school districts regarding the calculation of the amount of new money resulting from increases in the base integrated formula payment rate during the 2023-25 biennium;
- Amends a section to allow, notwithstanding Section 54-44.1-15, the department may deposit indirect cost recoveries, any money collected by DPI for general educational development fees, and displaced homemakers deposits in its operating account;
- Adds a section to provide that if, after the Superintendent of Public Instruction complies with all statutory payment obligations imposed for the 2021-23 biennium, any money remains in the integrated formula payments line item, the lesser of \$16,009,764 or the remaining amount must be continued into the 2023-25 biennium and the Office of Management and Budget must transfer this amount into the public instruction fund for the purpose of providing program and passthrough grants. This change will reduce the estimated July 1, 2023, general fund balance by \$16,009,764;
- Adds a section to provide COVID-19-related funds appropriated to the department from the ESSER Fund and other federal funds during the 2021-23 biennium are not subject to Section 54-44.1-11 and any unexpended funds may be continued into the 2023-25 biennium; and
- 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 \$130,323 to \$135,536, effective July 1, 2023, and to \$140,957, effective July 1, 2024, to reflect legislative salary increases of 4 percent each year of the biennium.

Senate Bill No. 2013 - State Library - Senate Action

	Base Budget	Senate Changes	Senate Version
Salaries and wages	\$4,139,907	\$345,606	\$4,485,513
Operating expenses	1,822,703	415,770	2,238,473
Grants	2,233,528	50,000	2,283,528
Total all funds	\$8,196,138	\$811,376	\$9,007,514
Less estimated income	2,364,417	(221,410)	2,143,007
General fund	\$5,831,721	\$1,032,786	\$6,864,507
FTE	26.75	0.00	26.75

Department 250 - State Library - Detail of Senate Changes

	Adjusts Funding for Cost to Continue Salaries ¹	Adjust Base Budget Funding ²	Adds Funding for Salary and Benefit Increases ³	Increases Funding for Information Technology ⁴	Increases Funding for Operating Expenses ⁵	Adds Funding for Capitol Space Rent Model ⁶
Salaries and wages	\$28,233	(\$57,742)	\$335,115			
Operating expenses		(214,864)		\$7,440	\$65,559	\$264,635
Grants						
Total all funds	\$28,233	(\$272,606)	\$335,115	\$7,440	\$65,559	\$264,635
Less estimated income	4,809	(272,606)	46,387	0	0	0
General fund	\$23,424	\$0	\$288,728	\$7,440	\$65,559	\$264,635
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Increases Funding for Library Visions Grants ⁷	Adds One-Time Funding for Retirement Payouts ⁸	Adds One-Time Funding for Maintenance of Effort ⁹	Adds One-Time Funding for IT Equipment ¹⁰	Adds One-Time Funding for Building Renovations ¹¹	Total Senate Changes
Salaries and wages		\$40,000				\$345,606
Operating expenses			\$100,000	\$43,000	\$150,000	415,770
Grants	\$50,000					50,000
Total all funds	\$50,000	\$40,000	\$100,000	\$43,000	\$150,000	\$811,376
Less estimated income	0	0	0	0	0	(221,410)
General fund	\$50,000	\$40,000	\$100,000	\$43,000	\$150,000	\$1,032,786
FTE	0.00	0.00	0.00	0.00	0.00	0.00

¹ Funding is adjusted for the cost to continue salary increases.

² Base level funding for salaries and wages and operating expenses is adjusted for estimated federal and other funds.

³ The following funding is added for 2023-25 biennium salary adjustments of 4 percent on July 1, 2023, and 4 percent on July 1, 2024, and increases in health insurance premiums from \$1,429 to \$1,648 per month:

	General Fund	Other Funds	Total
Salary increase	\$162,432	\$30,600	\$193,032
Health insurance increase	126,296	15,787	142,083
Total	\$288,728	\$46,387	\$335,115

⁴ Funding is increased for Information Technology Department rate increases.

⁵ Funding is increased for various operating expenses.

⁶ Funding is added for operating expenses related to a new Capitol space rent model.

⁷ Funding is added for Library Vision grants to tribal libraries.

⁸ One-time funding is added for salaries and wages for accrued leave payments.

⁹ One-time funding is added for operating expenses to replace funding lost due to not meeting federal maintenance of effort requirements in fiscal year 2020.

¹⁰ One-time funding is added for information technology equipment.

¹¹ One-time funding is added for State Library building renovations.

This amendment also adds a section to provide statutory changes to allow the State Library to provide library vision grants to tribal libraries.

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

	Base Budget	Senate Changes	Senate Version
Salaries and wages	\$8,332,820	\$855,432	\$9,188,252
Operating expenses	1,705,586	120,171	1,825,757
Capital assets	158,678	843,500	1,002,178
Total all funds	\$10,197,084	\$1,819,103	\$12,016,187
Less estimated income	2,790,528	887,693	3,678,221
General fund	\$7,406,556	\$931,410	\$8,337,966
FTE	44.61	0.75	45.36

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

	Adjusts Funding for Cost to Continue Salaries ¹	Adjusts Funding for Base Budget Changes ²	Adds Funding for Salary and Benefit Increases ³	Adds a 0.75 FTE Education Services Position ⁴	Increases Funding for Teacher Salaries ⁵	Adds One-Time Funding for Operating Expense Inflation ⁶
Salaries and wages	\$59,165	(\$935)	\$510,018	\$115,294	\$171,890	
Operating expenses						\$120,171
Capital assets						
Total all funds	\$59,165	(\$935)	\$510,018	\$115,294	\$171,890	\$120,171
Less estimated income	824	(935)	14,218	0	0	30,086
General fund	\$58,341	\$0	\$495,800	\$115,294	\$171,890	\$90,085
FTE	0.00	0.00	0.00	0.75	0.00	0.00

	Adds One-Time Funding for Boiler Replacement ⁷	Adds One-Time Funding for Fire Alarm and Controls ⁸	Adds One-Time Funding for Equipment ⁹	Total Senate Changes
Salaries and wages				\$855,432
Operating expenses				120,171
Capital assets	\$650,000	\$150,000	\$43,500	843,500
Total all funds	\$650,000	\$150,000	\$43,500	\$1,819,103
Less estimated income	650,000	150,000	43,500	887,693
General fund	\$0	\$0	\$0	\$931,410
FTE	0.00	0.00	0.00	0.75

¹ Funding is adjusted for the cost to continue salary increases.

² Base level funding for salaries and wages is adjusted for estimated federal funds.

³ The following funding is added for 2023-25 biennium salary adjustments of 4 percent on July 1, 2023, and 4 percent on July 1, 2024, and increases in health insurance premiums from \$1,429 to \$1,648 per month:

	General Fund	Other Funds	Total
Salary increase	\$244,575	\$7,589	\$252,164
Health insurance increase	251,225	6,629	257,854
Total	\$495,800	\$14,218	\$510,018

⁴ A 0.75 FTE education services position is added.

⁵ Funding for teacher salaries is increased.

⁶ One-time funding, including funds from special funds available from trust fund distributions, rents, and service revenue, is added for inflationary increases to operating expenses.

⁷ One-time funding from special funds, available from trust fund distributions, rents, and service revenue, is added for boiler replacement.

⁸ One-time funding, from special funds available from trust fund distributions, rents, and service revenue, is added for pneumatic controls and fire alarm.

⁹ One-time funding, from special funds available from trust fund distributions, rents, and service revenue, is added to replace equipment over \$5,000.

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

	Base Budget	Senate Changes	Senate Version
Salaries and wages	\$4,992,194	\$445,666	\$5,437,860
Operating expenses	792,671	103,015	895,686
Capital assets	39,192	439,000	478,192
Total all funds	\$5,824,057	\$987,681	\$6,811,738
Less estimated income	1,062,178	602,245	1,664,423
General fund	\$4,761,879	\$385,436	\$5,147,315
FTE	27.75	0.00	27.75

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

	Adjusts Funding for Cost to Continue Salaries ¹	Adds Funding for Salary and Benefit Increases ²	Increases Funding for Teacher Salaries ³	Increases Funding for Temporary Salaries ⁴	Increases Funding for Information Technology ⁵	Increases Funding for Operating Expenses ⁶
Salaries and wages	\$37,066	\$284,762	\$93,838	\$30,000		
Operating expenses					\$7,015	\$60,000
Capital assets						
Total all funds	\$37,066	\$284,762	\$93,838	\$30,000	\$7,015	\$60,000
Less estimated income	921	29,309	0	30,000	7,015	60,000
General fund	\$36,145	\$255,453	\$93,838	\$0	\$0	\$0
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds Funding for a Database ⁷	Adds One-Time Funding for Equipment ⁸	Adds One-Time Funding for Roof Repair and Replacement ⁹	Adds One-Time Funding for South Wing Gutters ¹⁰	Adds One-Time Funding for Parking Lot Updates ¹¹	Adds One-Time Funding for Door and Air Conditioner Repair ¹²
Salaries and wages						
Operating expenses	\$10,000	\$26,000				
Capital assets			\$150,000	\$50,000	\$50,000	\$29,000
Total all funds	\$10,000	\$26,000	\$150,000	\$50,000	\$50,000	\$29,000
Less estimated income	10,000	26,000	150,000	50,000	50,000	29,000
General fund	\$0	\$0	\$0	\$0	\$0	\$0
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds One-Time Funding for Electrical Panel Replacement ¹³	Adds One-Time Funding for East Wing Flooring and Cabinets ¹⁴	Adds One-Time Funding for Front Entrance Updates ¹⁵	Add One-Time Funding for Student Commons Area Updates ¹⁶	Total Senate Changes
Salaries and wages					\$445,666
Operating expenses					103,015
Capital assets	\$10,000	\$45,000	\$55,000	\$50,000	439,000
Total all funds	\$10,000	\$45,000	\$55,000	\$50,000	\$987,681
Less estimated income	10,000	45,000	55,000	50,000	602,245
General fund	\$0	\$0	\$0	\$0	\$385,436
FTE	0.00	0.00	0.00	0.00	0.00

¹ Funding is adjusted for the cost to continue salary increases.

² The following funding is added for 2023-25 biennium salary adjustments of 4 percent on July 1, 2023, and 4 percent on July 1, 2024, and increases in health insurance premiums from \$1,429 to \$1,648 per month:

	<u>General Fund</u>	<u>Other Funds</u>	<u>Total</u>
Salary increase	\$118,632	\$13,522	\$132,154
Health insurance increase	<u>136,821</u>	<u>15,787</u>	<u>152,608</u>
Total	\$255,453	\$29,309	\$284,762

³ Funding for teacher salaries is increased.

⁴ Funding from special funds, available from trust fund distributions, rents, and service revenue, is increased for temporary salaries.

⁵ Funding, from special funds, available from trust fund distributions, rents, and service revenue, is increased for Information Technology Department rate increases.

⁶ Funding, from special funds, available from trust fund distributions, rents, and service revenue, is increased for operating expenses.

⁷ Funding, from special funds, available from trust fund distributions, rents, and service revenue, is added for a database.

⁸ One-time funding, from special funds available from trust fund distributions, rents, and service revenue, is added for equipment.

⁹ One-time funding, from special funds available from trust fund distributions, rents, and service revenue, is added for roof repair and replacement.

¹⁰ One-time funding, from special funds available from trust fund distributions, rents, and service revenue, is added for south wing gutters.

¹¹ One-time funding, from special funds available from trust fund distributions, rents, and service revenue, is added for parking lot updates.

¹² One-time funding, from special funds available from trust fund distributions, rents, and service revenue, is added for door and air conditioner repair.

¹³ One-time funding, from special funds available from trust fund distributions, rents, and service revenue, is added for electrical panel replacement.

¹⁴ One-time funding, from special funds available from trust fund distributions, rents, and service revenue, is added for east wing flooring and cabinets.

¹⁵ One-time funding, from special funds available from trust fund distributions, rents, and service revenue, is added for front entrance updates.

¹⁶ One-time funding, from special funds available from trust fund distributions, rents, and service revenue, is added for student commons area updates.

Prepared for the Senate Appropriations Committee

**Department 201 - Department of Public Instruction
Senate Bill No. 2013**

Executive Budget Comparison to Base Level

	General Fund	Other Funds	Total
2023-25 Executive Budget	\$1,581,358,763	\$1,237,388,125	\$2,818,746,888
2023-25 Base Level	1,658,196,873	938,233,270	2,596,430,143
Increase (Decrease)	(\$76,838,110)	\$299,154,855	\$222,316,745

Selected Budget Changes Recommended in the Executive Budget

	General Fund	Other Funds	Total
1. Adds funding for state employee salary and benefit increases, of which \$1,218,407 is for salary increases and \$413,586 is for health insurance increases	\$617,995	\$1,013,998	\$1,631,993
2. Adds funding for operating expenses related to a new Capitol space rent model	\$140,899	\$0	\$140,899
3. Adjusts funding for the cost to continue integrated formula payments	(\$35,329,144)	\$0	(\$35,329,144)
4. 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 \$513.8 million (It is anticipated approximately \$511.9 million will be available.)	(\$80,812,000)	\$80,812,000	\$0
5. Decreases funding for integrated formula payments resulting from the accelerated implementation of on-time funding	(\$2,400,000)	\$0	(\$2,400,000)
6. Adds funding to increase the integrated formula payment rate by 4 percent in the 1 st year of the biennium and 3 percent in the 2 nd year of the biennium	\$146,409,518	\$0	\$146,409,518
7. Increases funding for integrated formula payments to accelerate the phase-out of transition maximum adjustments	\$14,767,391	\$0	\$14,767,391
8. Adds funding for integrated formula payments in excess of estimated cost (The Office of Management and Budget (OMB) inadvertently included this funding twice in the executive recommendation.)	\$14,767,391	\$0	\$14,767,391
9. Adjusts funding for integrated formula payments to provide one-time funding from the foundation aid stabilization fund to provide a total of \$281.7 million from the fund for integrated formula payments	(\$138,215,156)	\$138,215,156	\$0
10. Adds one-time funding from the foundation aid stabilization fund for program grants for school board training	\$0	\$3,000,000	\$3,000,000
11. Adds one-time funding from the foundation aid stabilization fund for program grants for cybersecurity training for teachers	\$0	\$2,000,000	\$2,000,000
12. Adds one-time funding from the foundation aid stabilization fund for program grants for a grow-your-own teacher program	\$0	\$4,000,000	\$4,000,000

A summary of the executive budget changes to the agency's base level appropriations is attached as an appendix.

A copy of the draft appropriations bill containing the executive budget recommendations is attached as an appendix.

Selected Bill Sections Recommended in the Executive Budget

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 \$130,323 to \$138,142, effective July 1, 2023, and to \$143,668, effective July 1, 2024, to reflect recommended salary increases of 6 percent in the 1st year of the biennium and 4 percent in the 2nd year of the biennium.

Tuition apportionment - Section 4 would provide that any money available in the state tuition fund in excess of the \$513,832,000 appropriated in Section 1 of the bill is appropriated to the Department of Public Instruction (DPI) for distribution to school districts.

Gifted and talented program funding and Medicaid matching grants - Section 5 would provide that DPI use \$800,000 of the 2023-25 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

January 12, 2023

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 Health and Human Services on behalf of the school district or unit.

Indirect cost allocation - Section 6 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.

Grants - Other grants distribution - Section 8 would require no more than one-half of the passthrough grants included in the grants - other grants line item is to be expended during the fiscal year ending June 30, 2024.

Transfer - Foundation aid stabilization fund transfer to Department of Public Instruction operating fund - Section 9 would require OMB transfer, on a quarterly basis, a total of \$283,755,019 from the foundation aid stabilization fund to the operating fund of DPI for the purpose of providing integrated formula payments. The executive budget appropriates \$281,669,656 from the foundation aid stabilization fund for integrated formula payments.

Transfer - Foundation aid stabilization fund to Department of Public Instruction - One-time funding - Section 10 would require OMB transfer, on a quarterly basis, a total of \$9 million from the foundation aid stabilization fund to the DPI for school board training (\$3 million), a cybersecurity credential incentive (\$2 million), and a grow-your-own teacher program (\$4 million).

Use of new money - Nonadministrative personnel compensation increases - Section 11 would require school districts to use 70 percent of increased funding related to any increases in the integrated formula payment rate for compensation increases for nonadministrative personnel and the Superintendent of Public Instruction to provide guidance to school districts regarding the calculation of the amount of new money resulting from increases in the base integrated formula payment rate during the 2023-25 biennium.

Exemption - 2021-23 biennium funding exemption and transfer to the Department of Public Instruction operating fund - Section 12 would provide that if, after the Superintendent of Public Instruction complies with all statutory payment obligations imposed for the 2021-23 biennium, any money remains in the integrated formula payments line item, the lesser of \$10,387,064 or the remaining amount must be continued into the 2023-25 biennium and OMB must transfer this amount into the public instruction fund for the purpose of providing program and passthrough grants.

Exemption - Deposits into the department's operating account - Section 13 would provide that, notwithstanding Section 54-44.1-15, DPI may deposit indirect cost recoveries, any money collected by DPI for general educational development fees, and displaced homemakers deposits in its operating account. Section 54-44.1-15 otherwise provides that these funds be deposited in the general fund.

Exemption - Federal Elementary and Secondary School Emergency Relief (ESSER) Fund - Section 14 would provide funds appropriated to DPI from the ESSER Fund during the 2021-23 biennium are not subject to Section 54-44.1-11 and any unexpended funds may be continued to the 2023-25 biennium.

State school aid formula changes - Sections 15, 16, and 17 would provide the statutory changes to the state school aid formula included in the executive budget recommendation. Statutory changes would:

- Add or subtract 1.00 weighted student unit per student for increases or decreases, respectively, in fall enrollment as compared to the prior year spring average daily membership and provide for a 0.70 weighting factor deduction per student for school districts, paid based on fall enrollment during the 2022-23 school year, whose spring average daily membership for the 2022-23 school year is lower than the fall enrollment and for a 1.00 weighting factor deduction for school districts, paid based on fall enrollment, whose spring average daily membership is lower than the prior fall enrollment for school years after June 30, 2023;
- Increase the integrated per student payment rate from the current level of \$10,237 to \$10,646, effective for the 2023-24 school year, and to \$10,965, effective for the 2024-25 school year, to reflect integrated per student payment rate increases of 4 percent in the 1st year and 3 percent in the 2nd year of the 2023-25 biennium;
- Remove transition maximum limits on state school aid payments; and
- Update the year, from 2020 to 2022, used to determine the percentage of mills levied for sinking and interest relative to the total mills levied by the school district for all purposes. The percent is used to reduce local revenues deducted in the state school aid formula.

Continuing Appropriations

Instructional materials revolving printing fund - Section 15.1-03-03 - The fund is used for revenues and expenses associated with distributing instructional materials developed and printed by the department.

Displaced homemaker program - Chapter 14-06.1 - The fund is used to provide counseling, guidance, job readiness training, and services for displaced homemakers.

Estimated Turnback

The Department of Public Instruction estimates 2021-23 biennium general fund turnback will total approximately \$58.5 million relating to excess appropriations for integrated formula payments (\$55 million), special education contract grants (\$2 million), and the teacher loan forgiveness program (\$1.5 million). The 2023-25 biennium executive recommendation authorizes the department to continue up to \$10,387,064 remaining in the integrated formula payments line item at the close of the 2021-23

biennium to the 2023-25 biennium for various program and passthrough grants which, if approved, would reduce anticipated turnback to approximately \$48.1 million.

Significant Audit Findings

The operational audit of DPI for the biennium ended June 30, 2021, included a review of financial transactions to determine expenditures are correct. The State Auditor identified one audit finding related to spending authority approval. The department received approval from the Emergency Commission and the Budget Section for a total of \$16,918,463 to spend on the Comprehensive Literacy State Development Program, which is a program funded by the federal government to improve literacy for disadvantaged children. The department spent \$3,117,564 on the literacy program and \$13,800,899 on a summer foods program, which was not part of the Emergency Commission approval. The department spent funds on a program other than the program approved for additional spending authority by the Emergency Commission. The State Auditor recommended DPI develop procedures to track expenditures for Emergency Commission requests to ensure money is spent for the approved purpose or returned at the end of the biennium.

Major Related Legislation

Senate Bill No. 2032 - Provides an appropriation of \$3 million from the general fund to DPI for grants to accredited institutions of higher education to **assist paraprofessionals to become qualified teachers**, for the biennium beginning July 1, 2023, and ending June 30, 2025. The department may award up to \$20,000 to each qualifying institution for program startup and other administrative costs and the remainder of the appropriation may be used only for tuition and scholarships for students enrolled in the program. The department may establish policies and procedures to administer this program.

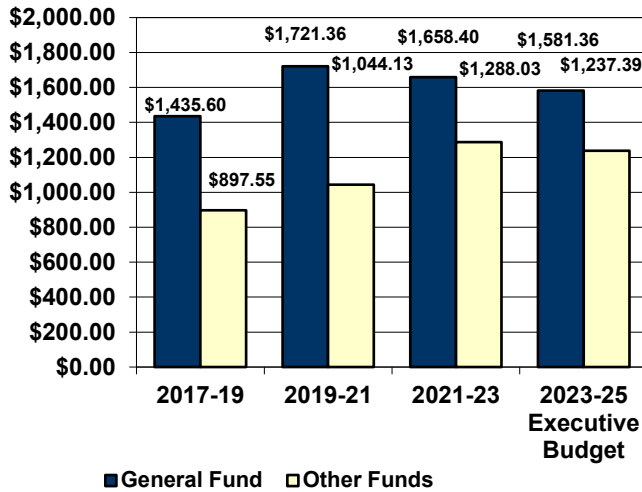
Senate Bill No. 2033 - Establishes a student loan forgiveness program for teachers in shortage areas and provides an appropriation of \$3 million from the general fund to the department for **teacher shortage student loan forgiveness** payments.

Senate Bill No. 2066 - Reduces the **local property tax in the state school aid formula** from 60 mills to 30 mills and uses the 2022 taxable valuation for the 2023-24 payment year. The taxable valuation is increased by 5 percent each year thereafter for general fund levy and property tax contributions. The decrease in the contribution from property taxes would require an additional \$327.5 million from the state for state school aid.

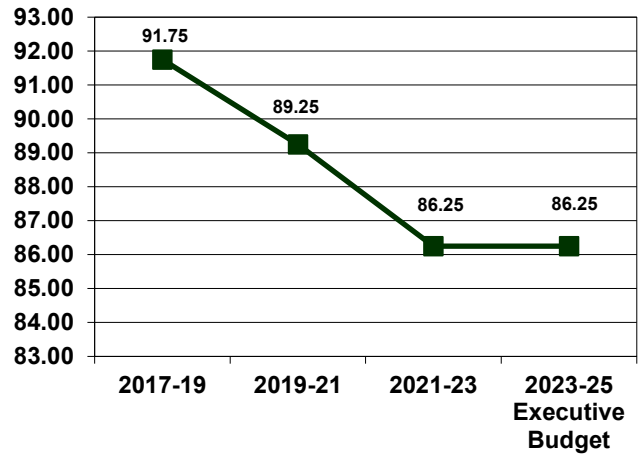
Historical Appropriations Information

Agency Appropriations and FTE Positions

Agency Funding (Millions)



FTE Positions



Ongoing General Fund Appropriations

	2015-17	2017-19	2019-21	2021-23	2023-25 Executive Budget
Ongoing general fund appropriations	\$1,689,008,539	\$1,435,601,984	\$1,721,161,137	\$1,658,196,873	\$1,719,573,919
Increase (decrease) from previous biennium	N/A	(\$253,406,555)	\$285,559,153	(\$62,964,264)	\$61,377,046
Percentage increase (decrease) from previous biennium	N/A	(15.0%)	19.9%	(3.7%)	3.7%
Cumulative percentage increase (decrease) from 2015-17 biennium	N/A	(15.0%)	1.9%	(1.8%)	1.8%

Major Increases (Decreases) in Ongoing General Fund Appropriations

2017-19 Biennium

- Removed 8 FTE positions from the base budget, of which funding for 3 FTE IT programmer and research positions were transferred from the salaries and wages line item to the operating expenses line item to contract for services. (\$652,038)
- Reduced funding for operating expenses. (\$1,301,254)
- Increased funding for cost-to-continue state school aid. \$18,864,163
- Adjusted the funding sources of integrated formula payments to provide for increased funding available from the state tuition fund. (\$86,412,905)
- 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
- Adjusted the funding sources of integrated formula payments to provide for one-time funding from the foundation aid stabilization fund. (\$185,000,000)
- Increased funding for special education contract grants to provide a total of \$19.3 million from the general fund. \$2,000,000
- Reduced funding for transportation grants to provide a total of \$55.4 million from the general fund. (\$1,600,000)
- Added funding for a flexible funding pool for certain programs administered by the Superintendent of Public Instruction. \$1,530,000
- Reduced funding for program grants. (\$1,179,022)
- Reduced funding for various passthrough grants. (\$2,887,500)
- Reduced funding for PowerSchool. (\$500,000)

2019-21 Biennium

1. Removed 4 FTE positions from the base budget.	(\$583,930)
2. Restored 1 FTE division manager position.	\$272,692
3. Added a .50 FTE position and related funding for salaries and wages (\$76,000) and operating expenses (\$189,000) for the administration of the Education Coordination Council established in Senate Bill No. 2215.	\$265,000
4. Transferred the teacher shortage loan forgiveness program from the North Dakota University System.	\$2,103,393
5. Added funding for operating expenses related to increases in the continuous improvement for schools contract with AdvancEd to provide a total of \$1,112,000.	\$312,000
6. Increased funding for operating expenses to correct an error in the department's budget request relating to its base budget adjustments.	\$1,000,000
7. Added funding for operating expenses related to 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.	\$300,000
8. Increased funding for cost-to-continue state school aid.	\$53,625,374
9. Adjusted funding for integrated formula payments for changes to the state school aid formula approved in Senate Bill No. 2265.	\$109,372,892
10. Added 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
11. Adjusted the funding source for integrated formula payments to increase funding from the state tuition fund/common schools trust fund.	(\$72,217,095)
12. Increased funding for special education contract grants to provide a total of \$24 million from the general fund.	\$4,700,000
13. Increased funding for transportation grants to provide a total of \$56.5 million from the general fund.	\$1,100,000
14. Increased funding for adult education matching grants to provide a total of \$4.4 million from the general fund.	\$1,300,000
15. Added funding for leadership professional development program grants.	\$200,000
16. Removed funding for the transportation efficiency line item and included transportation efficiency in the flexible funding pool.	(\$30,000)
17. Reduced funding for the Superintendent of Public Instruction's flexible funding pool to provide a total of \$1.5 million from the general fund for certain programs and initiatives administered by the superintendent.	(\$30,000)
18. Reduced funding for passthrough grants.	(\$34,236)
19. Reduced funding for national board certification to provide a total of \$108,000 from the general fund.	(\$12,000)

2021-23 Biennium

1. Transferred 3 FTE positions and related salaries of \$600,000 and operating expenses of \$100,000 to the Department of Human Services pursuant to House Bill No. 1416 relating to the administration of an early childhood education program for 4-year olds.	(\$300,000)
2. Adjusted the funding source for professional fees related to accreditation support to provide funding from school district reimbursements for services.	(\$1,012,000)
3. Removed funding for ACT and WorkKeys testing fees pursuant to Senate Bill No. 2141.	(\$780,000)
4. Decreased funding for integrated formula payments for savings related to a reduction in the cost to continue.	(\$16,868,441)
5. Adjusted the funding source for integrated formula payments to provide for an increase in funds available from the state tuition fund.	(\$55,256,000)
6. Increased funding for integrated formula payments for changes to the state school aid formula approved in House Bill No. 1388.	\$12,036,512
7. Added funding for the fiscal impact of increased participation in summer school related to House Bill No. 1436.	\$1,300,000
8. Added funding for the fiscal impact of House Bill No. 1246 related to eliminating the deduction of tuition paid with federal impact aid.	\$3,700,000
9. Increased funding for special education contract grants to provide a total of \$27 million from the general fund.	\$3,000,000
10. Increased funding for transportation grants, pursuant to reimbursement changes approved in House Bill No. 1027, to provide a total of \$58.1 million from the general fund.	\$1,600,000

- 11. Reduced funding for the Superintendent of Public Instruction's flexible funding pool, included in the grants - program and passthrough line item, and adjusted the funding source to carryover. (\$1,500,000)
- 12. Increased funding for program grants, included in the grants - program and passthrough line item, and adjusted the funding source to carryover. (\$6,180,000)
- 13. Increased funding for passthrough grants, included in the grants - program and passthrough line item, and adjusted the funding source to carryover. (\$2,863,764)

2023-25 Biennium (Executive Budget Recommendation)

- 1. Adjusts funding for the cost to continue integrated formula payments. (\$35,329,144)
- 2. 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 \$513.8 million. (It is anticipated approximately \$511.9 million will be available.) (\$80,812,000)
- 3. Decreases funding for integrated formula payments resulting from the accelerated implementation of on-time funding. (\$2,400,000)
- 4. Adds funding to increase the integrated formula payment rate by 4 percent in the 1st year of the biennium and 3 percent in the 2nd year of the biennium. \$146,409,518
- 5. Increases funding for integrated formula payments to accelerate the phase-out of transition maximum adjustments. \$14,767,391
- 6. Adds funding for integrated formula payments in excess of estimated cost (The Office of Management and Budget inadvertently included this funding twice in the executive recommendation.) \$14,767,391

One-Time General Fund Appropriations

	2015-17	2017-19	2019-21	2021-23	2023-25 Executive Budget
One-time general fund appropriations	\$0	\$0	\$200,000	\$200,000	(\$138,215,156)

Major One-Time General Fund Appropriations

2017-19 Biennium

None

2019-21 Biennium

Added one-time funding for operating expenses to rewrite the state school aid formula \$200,000

2021-23 Biennium

Added one-time funding for state automated reporting system (STARS) application maintenance \$200,000

2023-25 Biennium (Executive Budget Recommendation)

Reduces funding from the general fund for integrated formula payments for one-time funding provided from the foundation aid stabilization fund (\$138,215,156)

Department 250 - State Library
Senate Bill No. 2013

Executive Budget Comparison to Base Level

	General Fund	Other Funds	Total
2023-25 Executive Budget	\$7,033,588	\$2,152,915	\$9,186,503
2023-25 Base Level	5,831,721	2,364,417	8,196,138
Increase (Decrease)	\$1,201,867	(\$211,502)	\$990,365

Selected Budget Changes Recommended in the Executive Budget

	General Fund	Other Funds	Total
1. Adds funding for state employee salary and benefit increases, of which \$257,581 is for salary increases and \$138,888 is for health insurance increases	\$340,174	\$56,295	\$396,469
2. Increases funding for operating expenses	\$54,559	\$0	\$54,559
3. Adds funding for operating expenses related to a new Capitol space rent model	\$264,635	\$0	\$264,635
4. Adds funding for library vision grants to tribal libraries	\$50,000	\$0	\$50,000
5. Adds one-time funding for salaries and wages for retirement payouts	\$40,000	\$0	\$40,000
6. Adds one-time funding for operating expenses to meet maintenance of effort requirements	\$228,635	\$0	\$228,635
7. Adds one-time funding for operating expenses for information technology equipment	\$43,000	\$0	\$43,000
8. Adds one-time funding for operating expenses for building renovations	\$150,000	\$0	\$150,000

A summary of the executive budget changes to the agency's base level appropriations is attached as an appendix.

A copy of the draft appropriations bill containing the executive budget recommendations is attached as an appendix.

Selected Bill Sections Recommended in the Executive Budget

State aid to public libraries - Section 7 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.

Continuing Appropriations

There are no continuing appropriations for this agency.

Deficiency Appropriations

There are no deficiency appropriations for this agency.

Significant Audit Findings

The performance audit of the State Library performed by the State Auditor for the biennium ended June 30, 2021, included a review of financial transactions and determining that expenses are correct. The audit did not identify any areas of concern and prior audit recommendations have been implemented.

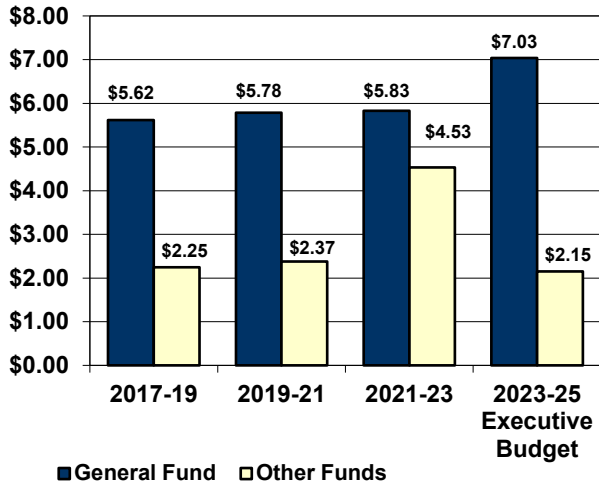
Major Related Legislation

Senate Bill No. 2050 - Allows the State Librarian to recalculate grant payments to public libraries upon successful appeal, repeals the requirement of maintenance of local effort, and clarifies processes for public libraries and state agencies and the role of the Library Coordinating Council.

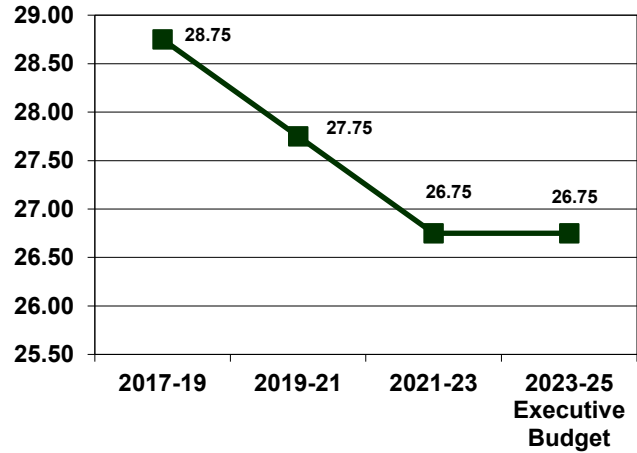
Historical Appropriations Information

Agency Appropriations and FTE Positions

Agency Funding (Millions)



FTE Positions



Ongoing General Fund Appropriations

	2015-17	2017-19	2019-21	2021-23	2023-25 Executive Budget
Ongoing general fund appropriations	\$6,079,981	\$5,618,301	\$5,781,419	\$5,831,721	\$6,571,953
Increase (decrease) from previous biennium	N/A	(\$461,680)	\$163,118	\$50,302	\$740,232
Percentage increase (decrease) from previous biennium	N/A	(7.6%)	2.9%	0.9%	12.7%
Cumulative percentage increase (decrease) from 2015-17 biennium	N/A	(7.6%)	(4.9%)	(4.1%)	8.1%

Major Increases (Decreases) in Ongoing General Fund Appropriations

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 \$1,737,582 from the general fund (\$295,472)

2019-21 Biennium

1. Removed 2 FTE library associate I positions (\$280,915)
2. Added 1 FTE librarian III position \$181,278
3. Adjusted funding for operating expenses (\$29,959)

2021-23 Biennium

1. Removed 2 FTE unidentified positions (\$308,462)
2. Added 1 FTE educational program administrator II position \$151,000

2023-25 Biennium (Executive Budget Recommendation)

1. Increases funding for operating expenses \$54,559
2. Adds funding for operating expenses related to a new Capitol space rent model \$264,635
3. Adds funding for library vision grants to tribal libraries \$50,000

One-Time General Fund Appropriations

	2015-17	2017-19	2019-21	2021-23	2023-25 Executive Budget
One-time general fund appropriations	\$250,000	\$0	\$0	\$0	\$461,635

Major One-Time General Fund Appropriations

2017-19 Biennium

None

2019-21 Biennium

None

2021-23 Biennium

None

2023-25 Biennium (Executive Budget Recommendation)

- | | |
|--|-----------|
| 1. Adds one-time funding for salaries and wages for retirement payouts | \$40,000 |
| 2. Adds one-time funding for operating expenses to meet maintenance of effort requirements | \$228,635 |
| 3. Adds one-time funding for operating expenses for information technology equipment | \$43,000 |
| 4. Adds one-time funding for operating expenses for building renovations | \$150,000 |

Department 252 - School for the Deaf
Senate Bill No. 2013

Executive Budget Comparison to Base Level

	General Fund	Other Funds	Total
2023-25 Executive Budget	\$8,413,822	\$3,680,550	\$12,094,372
2023-25 Base Level	7,406,556	2,790,528	10,197,084
Increase (Decrease)	\$1,007,266	\$890,022	\$1,897,288

Selected Budget Changes Recommended in the Executive Budget

	General Fund	Other Funds	Total
1. Adds funding for state employee salary and benefit increases, of which \$336,147 is for salary increases and \$252,056 is for health insurance increases	\$571,656	\$16,547	\$588,203
2. Adds funding for a 0.75 FTE education services position	\$115,294	\$0	\$115,294
3. Adds funding for teacher salary increases	\$171,890	\$0	\$171,890
4. Adds one-time funding , including funds from special funds available from trust fund distributions, rents, and service revenue, for inflationary increases to operating expenses	\$90,085	\$30,086	\$120,171
5. Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for boiler replacement	\$0	\$650,000	\$650,000
6. Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for pneumatic controls and fire alarm	\$0	\$150,000	\$150,000
7. Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets to replace equipment over \$5,000	\$0	\$43,500	\$43,500

A summary of the executive budget changes to the agency's base level appropriations is attached as an appendix.

A copy of the draft appropriations bill containing the executive budget recommendations is attached as an appendix.

Selected Bill Sections Recommended in the Executive Budget

The executive budget did not include any other sections related to the School for the Deaf.

Continuing Appropriations

There are no continuing appropriations for this agency.

Deficiency Appropriations

There are no deficiency appropriations for this agency.

Significant Audit Findings

The financial audit of the School for the Deaf, performed by the State Auditor for the biennium ending June 30, 2021, included a review to determine financial transactions, including expenditures of the School for the Deaf, were made in accordance with law and appropriation requirements. The audit did not identify any exceptions or default and a prior audit recommendation relating to noncompliance with state procurement guidelines has been implemented.

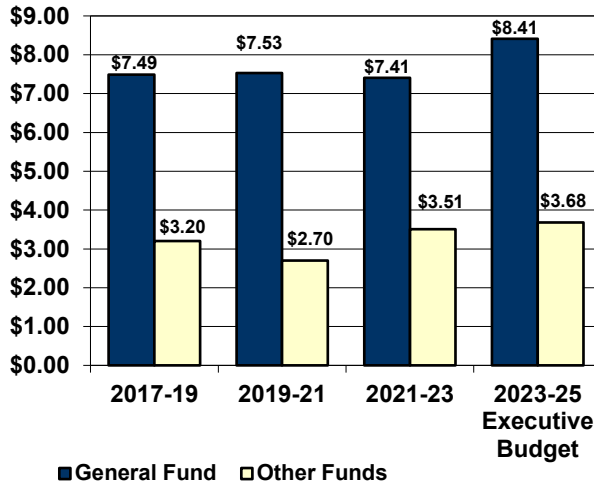
Major Related Legislation

At this time, no major related legislation has been introduced affecting this agency.

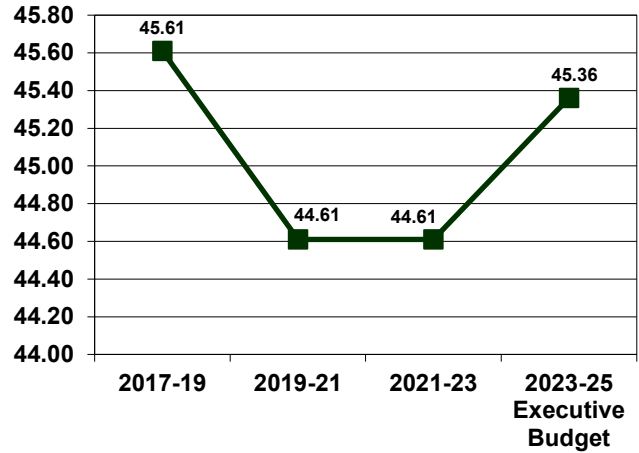
Historical Appropriations Information

Agency Appropriations and FTE Positions

Agency Funding (Millions)



FTE Positions



Ongoing General Fund Appropriations

	2015-17	2017-19	2019-21	2021-23	2023-25 Executive Budget
Ongoing general fund appropriations	\$8,541,881	\$7,488,526	\$7,528,850	\$7,406,556	\$8,323,737
Increase (decrease) from previous biennium	N/A	(\$1,053,355)	\$40,324	(\$122,294)	\$917,181
Percentage increase (decrease) from previous biennium	N/A	(12.3%)	0.5%	(1.6%)	12.4%
Cumulative percentage increase (decrease) from 2015-17 biennium	N/A	(12.3%)	(11.9%)	(13.3%)	(2.6%)

Major Increases (Decreases) in Ongoing General Fund Appropriations

2017-19 Biennium

1. Removed funding for teacher composite pay increases (\$151,193)
2. 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)
3. 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

1. Removed 1 FTE position and adjusted base payroll (\$293,445)
2. Removed 1 FTE undesignated position and added 1 FTE adult services position funded by special funds (\$117,654)
3. Increased funding for teacher salaries \$144,153
4. Reduced funding for interpreter grants to state colleges and universities to provide a total of \$40,000 from the general fund (\$140,000)

2021-23 Biennium

1. Adjusted the funding source for salaries and wages to provide funding from special funds available from trust fund distributions, rents, and service revenue (\$365,542)
2. Increased funding for teacher salaries \$133,704
3. Removed funding for interpreter grants to state colleges and universities (\$40,000)

2023-25 Biennium (Executive Budget Recommendation)

- 1. Adds funding for a 0.75 FTE education services position \$115,294
- 2. Adds funding for teacher salary increases \$171,890

One-Time General Fund Appropriations

	2015-17	2017-19	2019-21	2021-23	2023-25 Executive Budget
One-time general fund appropriations	\$0	\$0	\$0	\$0	\$90,085

Major One-Time General Fund Appropriations

2017-19 Biennium

None \$0

2019-21 Biennium

None \$0

2021-23 Biennium

None \$0

2023-25 Biennium (Executive Budget Recommendation)

Adds one-time funding for inflationary increases to operating expenses \$90,085

Department 253 - North Dakota Vision Services - School for the Blind
Senate Bill No. 2013

Executive Budget Comparison to Base Level

	General Fund	Other Funds	Total
2023-25 Executive Budget	\$5,183,902	\$1,668,476	\$6,852,378
2023-25 Base Level	4,761,879	1,062,178	5,824,057
Increase (Decrease)	\$422,023	\$606,298	\$1,028,321

Selected Budget Changes Recommended in the Executive Budget

	General Fund	Other Funds	Total
1. Adds funding for state employee salary and benefit increases, of which \$176,226 is for salary increases and \$149,176 is for health insurance increases	\$292,040	\$33,362	\$325,402
2. Adds funding for teacher salary increases	\$93,838	\$0	\$93,838
3. Increases funding from special funds available from trust fund distributions, rents, and service revenue for temporary salaries	\$0	\$30,000	\$30,000
4. Increases funding from special funds available from trust fund distributions, rents, and service revenue for operating expenses	\$0	\$60,000	\$60,000
5. Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for operating expenses for equipment less than \$5,000	\$0	\$26,000	\$26,000
6. Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for roof replacement and repair	\$0	\$150,000	\$150,000
7. Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for south wing gutters	\$0	\$50,000	\$50,000
8. Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for parking lot update	\$0	\$50,000	\$50,000
9. Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for door and air conditioner repair	\$0	\$29,000	\$29,000
10. Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for electrical panel replacement	\$0	\$10,000	\$10,000
11. Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for east wing flooring and cabinets	\$0	\$45,000	\$45,000
12. Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for front entrance update	\$0	\$55,000	\$55,000
13. Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets to update student commons area	\$0	\$50,000	\$50,000

A summary of the executive budget changes to the agency's base level appropriations is attached as an appendix.

A copy of the draft appropriations bill containing the executive budget recommendations is attached as an appendix.

Selected Bill Sections Recommended in the Executive Budget

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 - North Dakota Century Code Section 25-06-10 - A revolving fund for adaptive aids for those who are blind and visually impaired.

Deficiency Appropriations

There are no deficiency appropriations for this agency.

Significant Audit Findings

The operational audit of the North Dakota Vision Services - School for the Blind performed by the State Auditor identified no areas of concern.

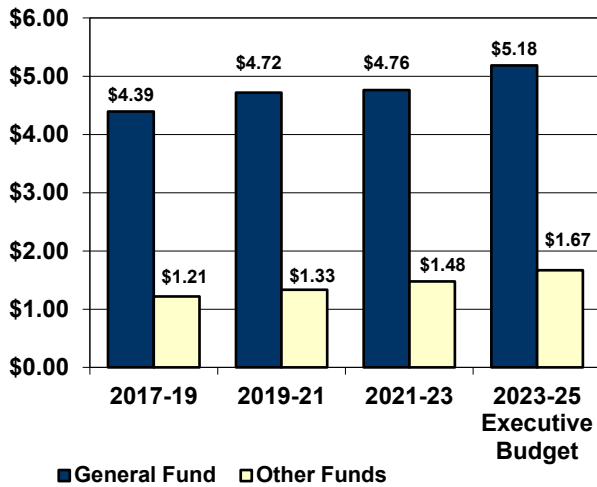
Major Related Legislation

At this time, no major related legislation has been introduced affecting this agency.

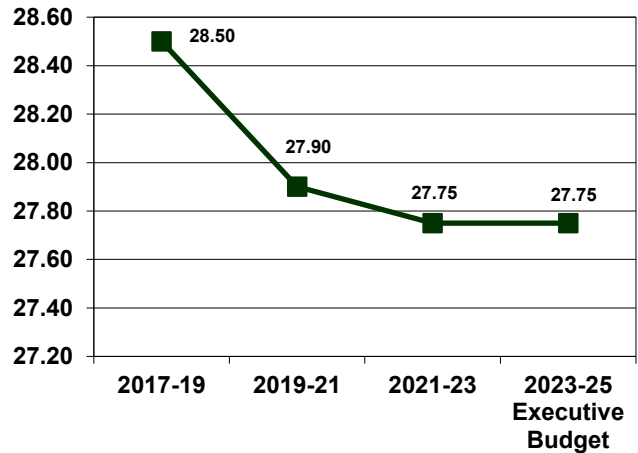
Historical Appropriations Information

Agency Appropriations and FTE Positions

Agency Funding (Millions)



FTE Positions



Ongoing General Fund Appropriations

	2015-17	2017-19	2019-21	2021-23	2023-25 Executive Budget
Ongoing general fund appropriations	\$4,748,647	\$4,394,146	\$4,717,989	\$4,761,879	\$5,183,902
Increase (decrease) from previous biennium	N/A	(\$354,501)	\$323,843	\$43,890	\$422,023
Percentage increase (decrease) from previous biennium	N/A	(7.5%)	7.4%	0.9%	8.9%
Cumulative percentage increase (decrease) from 2015-17 biennium	N/A	(7.5%)	(0.6%)	0.3%	9.2%

Major Increases (Decreases) in Ongoing General Fund Appropriations

2017-19 Biennium

1. Removed a 0.5 FTE position and restored salaries and wages funding reductions made during the 2015-17 biennium \$105,800
2. Removed 1 FTE teacher position (\$154,216)
3. 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

1. Removed a 0.60 FTE systems administrator I position (\$73,069)
2. Increased funding for teacher salaries \$119,203

2021-23 Biennium

1. Removed a 0.15 FTE activity assistant position (\$9,370)
2. Reduced funding for salaries and wages (\$74,312)
3. Increased funding for teacher salaries \$72,610

2023-25 Biennium (Executive Budget Recommendation)

1. Adds funding for teacher salary increases \$93,838

One-Time General Fund Appropriations

	2015-17	2017-19	2019-21	2021-23	2023-25 Executive Budget
One-time general fund appropriations	\$0	\$0	\$0	\$0	\$0

Major One-Time General Fund Appropriations

2017-19 Biennium	
None	\$0
2019-21 Biennium	
None	\$0
2021-23 Biennium	
None	\$0
2023-25 Biennium (Executive Budget Recommendation)	
None	\$0

Department of Public Instruction - Budget No. 201
Senate Bill No. 2013
Base Level Funding Changes

	Executive Budget Recommendation			
	FTE Positions	General Fund	Other Funds	Total
2023-25 Biennium Base Level	86.25	\$1,658,196,873	\$938,233,270	\$2,596,430,143
2023-25 Ongoing Funding Changes				
Cost to continue salary increases		\$42,088	\$81,573	\$123,661
Salary increase		456,449	761,958	1,218,407
Health insurance increase		161,546	252,040	413,586
Adds funding, including funding from federal and special funds, for increased operating expenses related to ITD rate increases		22,144	32,128	54,272
Adds funding for operating expenses related to a new Capitol space rent model		140,899		140,899
Adjusts funding for the cost to continue integrated formula payments		(35,329,144)		(35,329,144)
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 \$513.8 million (It is anticipated approximately \$511.9 million will be available.)		(80,812,000)	80,812,000	0
Decreases funding for integrated formula payments resulting from the accelerated implementation of on-time funding		(2,400,000)		(2,400,000)
Adds funding to increase the integrated formula payment rate by 4 percent in the 1st year of the biennium and 3 percent in the 2nd year of the biennium		146,409,518		146,409,518
Increases funding for integrated formula payments to accelerate the phase-out of transition maximum adjustments		14,767,391		14,767,391
Adds funding for integrated formula payments in excess of estimated cost (The Office of Management and Budget inadvertently included this funding twice in the executive recommendation.)		14,767,391		14,767,391
Increases funding for other grants for anticipated increases in United States Department of Agriculture food program funding			50,000,000	50,000,000
Increases funding for other grants for anticipated increases in United States Department of Education programs			20,000,000	20,000,000
Increases funding for the leveraging the senior year program to provide a total of \$1.4 million for the program grant pool, of which \$900,000 is allocated to the leveraging the senior year program		500,000		500,000

Transfers \$10,387,064 of special funds included in the base budget in the grants - program and passthrough line item to the grants - passthrough grants line item				0
Increases funding for passthrough grants for the teacher mentoring program to provide a total of \$4,251,528, of which \$2,125,764 is from the general fund and \$2,125,764 is from special funds resulting from carryover		2,125,764		2,125,764
Increases funding for PowerSchool to provide a total of \$5,775,000		525,000		525,000
Total ongoing funding changes	0.00	\$61,377,046	\$151,939,699	\$213,316,745
One-time funding items				
Adjusts funding for integrated formula payments to provide one-time funding from the foundation aid stabilization fund to provide a total of \$281.7 million from the fund for integrated formula payments		(\$138,215,156)	\$138,215,156	\$0
Adds one-time funding from the foundation aid stabilization fund for program grants for school board training			3,000,000	3,000,000
Adds one-time funding from the foundation aid stabilization fund for program grants for cybersecurity training for teachers			2,000,000	2,000,000
Adds one-time funding from the foundation aid stabilization fund for program grants for a grow-your-own-teacher program			4,000,000	4,000,000
Total one-time funding changes	0.00	(\$138,215,156)	\$147,215,156	\$9,000,000
Total Changes to Base Level Funding	0.00	(\$76,838,110)	\$299,154,855	\$222,316,745
2023-25 Total Funding	86.25	\$1,581,358,763	\$1,237,388,125	\$2,818,746,888
<i>Federal funds included in other funds</i>			\$419,573,819	
<i>Total ongoing changes as a percentage of base level</i>	0.0%	3.7%	16.2%	8.2%
<i>Total changes as a percentage of base level</i>	0.0%	(4.6%)	31.9%	8.6%

Other Sections in 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 \$130,323 to \$138,142, effective July 1, 2023, and to \$143,668, effective July 1, 2024, to reflect recommended salary increases of 6 percent in the 1st year of the biennium and 4 percent in the 2nd year of the biennium.
Tuition apportionment	Section 4 would provide that any money available in the state tuition fund in excess of the \$513,832,000 appropriated in Section 1 of the bill is appropriated to DPI for distribution to school districts.

Other Sections in Department of Public Instruction - Budget No. 201

Executive Budget Recommendation

Gifted and talented program funding and Medicaid matching grants

Section 5 would provide that DPI use \$800,000 of the 2023-25 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 Health and Human Services on behalf of the school district or unit.

Indirect cost allocation

Section 6 would provide 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 - Other grants distribution

Section 8 would require no more than one-half of the passthrough grants included in the grants - other grants line item is to be expended during the fiscal year ending June 30, 2024.

Transfer - Foundation aid stabilization fund transfer to Department of Public Instruction operating fund

Section 9 would require OMB transfer, on a quarterly basis, a total of \$283,755,019 from the foundation aid stabilization fund to the operating fund of DPI for the purpose of providing integrated formula payments. The executive budget appropriates \$281,669,656 from the foundation aid stabilization fund for integrated formula payments.

Transfer - Foundation aid stabilization fund to Department of Public Instruction - One-time funding

Section 10 would require the OMB transfer, on a quarterly basis, a total of \$9 million from the foundation aid stabilization fund to DPI for school board training (\$3 million), a cybersecurity credential incentive (\$2 million), and a grow-your-own-teacher program (\$4 million).

Use of new money - Nonadministrative personnel compensation increases

Section 11 would require school districts to use 70 percent of increased funding related to any increases in the integrated formula payment rate for compensation increases for nonadministrative personnel and the Superintendent of Public Instruction to provide guidance to school districts regarding the calculation of the amount of new money resulting from increases in the base integrated formula payment rate during the 2023-25 biennium.

Exemption - 2021-23 biennium funding exemption and transfer to the Department of Public Instruction operating fund

Section 12 would provide that if, after the Superintendent of Public Instruction complies with all statutory payment obligations imposed for the 2021-23 biennium, any money remains in the integrated formula payments line item, the lesser of \$10,387,064 or the remaining amount must be continued into the 2023-25 biennium and OMB must transfer this amount into the public instruction fund for the purpose of providing program and passthrough grants.

Other Sections in Department of Public Instruction - Budget No. 201

Executive Budget Recommendation

Exemption - Deposits into the department's operating account

Section 13 would provide that, notwithstanding Section 54-44.1-15, DPI may deposit indirect cost recoveries, any money collected by DPI for general educational development fees, and displaced homemakers deposits in its operating account. Section 54-44.1-15 otherwise provides that these funds be deposited in the general fund.

Exemption - ESSER Fund

Section 14 would provide funds appropriated to DPI from the ESSER Fund during the 2021-23 biennium are not subject to Section 54-44.1-11 and any unexpended funds may be continued into the 2023-25 biennium.

State school aid formula changes

Sections 15, 16, and 17 would provide the statutory changes to the state school aid formula included in the executive budget recommendation. Statutory changes would:

- Add or subtract 1.00 weighted student unit per student for increases or decreases, respectively, in fall enrollment as compared to the prior year spring average daily membership and provide for a 0.70 weighting factor deduction per student for school districts, paid based on fall enrollment during the 2022-23 school year, whose spring average daily membership for the 2022-23 school year is lower than the fall enrollment and for a 1.00 weighting factor deduction for school districts, paid based on fall enrollment, whose spring average daily membership is lower than the prior fall enrollment for school years after June 30, 2023;

- Increase the integrated per student payment rate from the current level of \$10,237 to \$10,646, effective for the 2023-24 school year, and to \$10,965, effective for the 2024-25 school year, to reflect integrated per student payment rate increases of 4 percent in the 1st year and 3 percent in the 2nd year of the 2023-25 biennium;

- Remove transition maximum limits on state school aid payments; and

- Update the year, from 2020 to 2022, used to determine the percentage of mills levied for sinking and interest relative to the total mills levied by the school district for all purposes. The percent is used to reduce local revenues deducted in the state school aid formula.

State Library - Budget No. 250
Senate Bill No. 2013
Base Level Funding Changes

	Executive Budget Recommendation			
	FTE Positions	General Fund	Other Funds	Total
2023-25 Biennium Base Level	26.75	\$5,831,721	\$2,364,417	\$8,196,138
2023-25 Ongoing Funding Changes				
Cost to continue salary increase		\$23,424	\$4,809	\$28,233
Adjustments to base level funding			(272,606)	(272,606)
Salary increase		216,718	40,863	257,581
Health insurance increase		123,456	15,432	138,888
Increases funding for operating expenses related to Information Technology Department rate increases		7,440		7,440
Increases funding for operating expenses		54,559		54,559
Adds funding for operating expenses related to a new Capitol space rent model		264,635		264,635
Adds funding for library vision grants to tribal libraries		50,000		50,000
Total ongoing funding changes	0.00	\$740,232	(\$211,502)	\$528,730
One-time funding items				
Adds one-time funding for salaries and wages for retirement payouts		\$40,000		\$40,000
Adds one-time funding for operating expenses to meet maintenance of effort requirements		228,635		228,635
Adds one-time funding for operating expenses for information technology equipment		43,000		43,000
Adds one-time funding for operating expenses for building renovations		150,000		150,000
Total one-time funding changes	0.00	\$461,635	\$0	\$461,635
Total Changes to Base Level Funding	0.00	\$1,201,867	(\$211,502)	\$990,365
2023-25 Total Funding	26.75	\$7,033,588	\$2,152,915	\$9,186,503
<i>Federal funds included in other funds</i>			<i>\$2,086,095</i>	
<i>Total ongoing changes as a percentage of base level</i>	<i>0.0%</i>	<i>12.7%</i>	<i>(8.9%)</i>	<i>6.5%</i>
<i>Total changes as a percentage of base level</i>	<i>0.0%</i>	<i>20.6%</i>	<i>(8.9%)</i>	<i>12.1%</i>

Other Sections in State Library - Budget No. 250

State aid to public libraries

Executive Budget Recommendation

Section 7 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.

School for the Deaf - Budget No. 252
Senate Bill No. 2013
Base Level Funding Changes

	Executive Budget Recommendation			
	FTE Positions	General Fund	Other Funds	Total
2023-25 Biennium Base Level	44.61	\$7,406,556	\$2,790,528	\$10,197,084
2023-25 Ongoing Funding Changes				
Cost to continue salary increase		\$58,341	\$824	\$59,165
Base budget adjustments to federal funds			(935)	(935)
Salary increase		326,080	10,067	336,147
Health insurance increase		245,576	6,480	252,056
Adds funding for a 0.75 FTE education services position	0.75	115,294		115,294
Adds funding for teacher salary increases		171,890		171,890
Total ongoing funding changes	0.75	\$917,181	\$16,436	\$933,617
One-time funding items				
Adds one-time funding, including funds from special funds available from trust fund distributions, rents, and service revenue, for inflationary increases to operating expenses		\$90,085	\$30,086	\$120,171
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for boiler replacement			650,000	650,000
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for pneumatic controls and fire alarm			150,000	150,000
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets to replace equipment over \$5,000			43,500	43,500
Total one-time funding changes	0.00	\$90,085	\$873,586	\$963,671
Total Changes to Base Level Funding	0.75	\$1,007,266	\$890,022	\$1,897,288
2023-25 Total Funding	45.36	\$8,413,822	\$3,680,550	\$12,094,372
<i>Federal funds included in other funds</i>			<i>\$102,010</i>	
<i>Total ongoing changes as a percentage of base level</i>	<i>1.7%</i>	<i>12.4%</i>	<i>0.6%</i>	<i>9.2%</i>
<i>Total changes as a percentage of base level</i>	<i>1.7%</i>	<i>13.6%</i>	<i>31.9%</i>	<i>18.6%</i>

Other Sections in School for the Deaf - Budget No. 252

Executive Budget Recommendation

The executive budget did not include any other sections related to the School for the Deaf.

School for the Blind - Budget No. 253
Senate Bill No. 2013
Base Level Funding Changes

	Executive Budget Recommendation			
	FTE Positions	General Fund	Other Funds	Total
2023-25 Biennium Base Level	27.75	\$4,761,879	\$1,062,178	\$5,824,057
2023-25 Ongoing Funding Changes				
Cost to continue salary increase		\$36,145	\$921	\$37,066
Salary increase		158,296	17,930	176,226
Health insurance increase		133,744	15,432	149,176
Adds funding for teacher salary increases		93,838		93,838
Increases funding from special funds available from trust fund distributions, rents, and service revenue for temporary salaries			30,000	30,000
Increases funding from special funds available from trust fund distributions, rents, and service revenue for operating expenses related to ITD rate increases			7,015	7,015
Increases funding from special funds available from trust fund distributions, rents, and service revenue for operating expenses			60,000	60,000
Adds funding from special funds available from trust fund distributions, rents, and service revenue for operating expenses for IT related to a database			10,000	10,000
Total ongoing funding changes	0.00	\$422,023	\$141,298	\$563,321
One-time funding items				
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for operating expenses for equipment less than \$5,000			\$26,000	\$26,000
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for roof replacement and repair			150,000	150,000
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for south wing gutters			50,000	50,000
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for parking lot update			50,000	50,000
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for door and air conditioner repair			29,000	29,000

Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for electrical panel replacement			10,000	10,000
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for east wing flooring and cabinets			45,000	45,000
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for front entrance update			55,000	55,000
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets to update student commons area			50,000	50,000
Total one-time funding changes	0.00	\$0	\$465,000	\$465,000
Total Changes to Base Level Funding	0.00	\$422,023	\$606,298	\$1,028,321
2023-25 Total Funding	27.75	\$5,183,902	\$1,668,476	\$6,852,378
<i>Federal funds included in other funds</i>			\$0	
<i>Total ongoing changes as a percentage of base level</i>	0.0%	8.9%	13.3%	9.7%
<i>Total changes as a percentage of base level</i>	0.0%	8.9%	57.1%	17.7%

Other Sections in 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 BILL NO. 2013
(Governor's Recommendation)**

Introduced by

Appropriations Committee

(At the request of the Governor)

A bill for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the state library, the school for the deaf, and the North Dakota vision services - school for the blind; to 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 transfer; to amend and reenact sections 15.1-27-03.1 and 15.1-27-04.1 of the North Dakota Century Code.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

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, 2021 and ending June 30, 2023, as follows:

Subdivision 1.

DEPARTMENT OF PUBLIC INSTRUCTION

	<u>Base Level</u>	<u>Adjustments or Enhancements</u>	<u>Appropriation</u>
Salaries and Wages	\$ 17,854,747	\$1,755,654	\$ 19,610,401
Operating Expenses	33,098,149	195,171	33,293,320
Integrated Formula Payments	2,131,825,000	123,447,765	2,270,040,156
Grants-Special Education	27,000,000	0	27,000,000
Grants-Transportation	58,100,000	0	58,100,000
Grants-Other Grants	312,738,893	70,000,000	382,738,893
Grants-Program Grants	0	9,500,000	9,500,000
Grants-Passthrough Grants	10,387,064	2,125,764	12,512,828
PowerSchool	5,250,000	525,000	5,775,000
National Board Certification	<u>176,290</u>	<u>0</u>	<u>176,290</u>
Total All Funds	\$2,596,430,143	\$ 207,549,354	\$2,818,746,888
Less Estimated Income	<u>938,233,270</u>	<u>284,387,464</u>	<u>1,237,388,125</u>
Total General Fund	\$1,658,196,873	(\$76,838,110)	\$1,581,358,763
Full-Time Equivalent Positions	86.25	0.00	86.25

Subdivision 2.

STATE LIBRARY

	<u>Base Level</u>	<u>Adjustments or Enhancements</u>	<u>Appropriation</u>
Salaries and Wages	\$4,139,907	\$406,960	\$4,546,867
Operating Expenses	1,822,703	533,405	2,356,108
Grants	<u>2,233,528</u>	<u>50,000</u>	<u>2,283,528</u>
Total All Funds	\$8,196,138	\$990,365	\$9,186,503
Less Estimated Income	<u>2,364,417</u>	<u>(211,502)</u>	<u>2,152,915</u>
Total General Fund	\$5,831,721	\$1,201,867	\$7,033,588
Full-Time Equivalent Positions	26.75	0.00	26.75

Subdivision 3.

SCHOOL FOR THE DEAF

	<u>Base Level</u>	<u>Adjustments or Enhancements</u>	<u>Appropriation</u>
Salaries and Wages	\$8,332,820	\$933,617	\$ 9,266,437
Operating Expenses	1,727,086	98,671	1,825,757
Capital Assets	<u>137,178</u>	<u>865,000</u>	<u>1,002,178</u>
Total All Funds	\$10,197,084	\$1,897,288	\$12,094,372
Less Estimated Income	<u>2,790,528</u>	<u>890,022</u>	<u>3,680,550</u>
Total General Fund	\$7,406,556	\$1,007,266	\$ 8,413,822
Full-Time Equivalent Positions	44.61	0.75	45.36

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	\$4,992,194	\$486,306	\$5,478,500
Operating Expenses	792,671	103,015	895,686
Capital Assets	<u>39,192</u>	<u>439,000</u>	<u>478,192</u>
Total All Funds	\$5,824,057	\$1,028,231	\$6,852,378
Less Estimated Income	<u>918,315</u>	<u>750,161</u>	<u>1,668,476</u>
Total General Fund	\$4,905,742	\$278,160	\$5,183,902
Full-Time Equivalent Positions	27.75	0.00	27.75

Subdivision 5.

BILL TOTAL

	<u>Base Level</u>	<u>Adjustments or Enhancements</u>	<u>Appropriation</u>
Grand Total General Fund	\$1,676,340,892	(\$74,350,817)	\$1,601,990,075
Grant Total Special Funds	<u>944,306,530</u>	<u>285,816,145</u>	<u>1,230,122,675</u>
Grand Total All Funds	\$2,620,647,422	\$ 211,465,328	\$2,832,112,750

SECTION 2. ONE-TIME FUNDING - EFFECT ON BASE BUDGET - REPORT TO SIXTY-NINTH LEGISLATIVE ASSEMBLY. The following amounts reflect the one-time funding items approved by the sixty-seventh legislative assembly for the 2021-23 biennium and the 2023-25 one-time funding items included in the appropriation in section 1 of this Act:

DEPARTMENT OF PUBLIC INSTRUCTION

<u>One-Time Funding Description</u>	<u>2021-23</u>	<u>2023-25</u>
STARS Maintenance	\$200,000	\$ 0
Gateway To Science Grant	13,500,000	0
Regional Education Association Grants	250,000	0
Be Legendary School Board Training	0	3,000,000
Cyber Security Credential Incentive	0	2,000,000
Grow Your Own Teacher Program	<u>0</u>	<u>4,000,000</u>
Total Department of Public Instruction - All Fund	\$13,950,000	\$9,000,000
Total Department of Public Instruction - Special Funds	<u>13,750,000</u>	<u>9,000,000</u>
Total Department of Public Instruction - General Fund	\$ 200,000	\$ 0

STATE LIBRARY

<u>One-Time Funding Description</u>	<u>2021-23</u>	<u>2023-25</u>
Funding For Maintenance Of Effort	\$0	\$228,635
Retirement Leave Payout	0	40,000
IT Equipment	0	43,000
Office Renovation	<u>0</u>	<u>150,000</u>
Total School For The Deaf - Special Funds	\$0	\$461,635

SCHOOL FOR THE DEAF

<u>One-Time Funding Description</u>	<u>2021-23</u>	<u>2023-25</u>
Boiler Replacement	\$650,000	\$650,000
Operating Expenses	21,500	0
Replace Campus Server	7,500	0
Inflationary Increase	0	120,171
Replace Pneumatic Controls And Fire Alarm Equipment	0	150,000
	<u>40,000</u>	<u>43,000</u>
Total School for The Deaf – All Funds	\$719,000	\$963,671
Total School for The Deaf - Special Funds	<u>719,000</u>	<u>\$873,586</u>
Total School for The Deaf – General Fund	\$ 0	\$90,085

NORTH DAKOTA VISION SERVICES - SCHOOL FOR THE BLIND

<u>One-Time Funding Description</u>	<u>2021-23</u>	<u>2023-25</u>
Miscellaneous Repairs	\$414,500	\$439,000
Equipment	<u>0</u>	<u>26,000</u>
Total School for the Blind Special Funds	\$ 414,500	\$ 465,000
Grand Total - All Funds	\$15,083,500	\$10,890,306
Grand Total - Estimated Income	\$14,883,500	\$10,338,586
Grand Total - General Fund	\$ 200,000	\$ 551,720

The 2023-25 one-time funding amounts are not a part of the entity's base budget for the 2025-27 biennium. The department of public instruction, state library, school for the deaf, and North Dakota vision services - school for the blind shall report to the appropriations committees of the sixty-ninth legislative assembly on the use of this one-time funding for the biennium beginning July 1, 2023 and ending June 30, 2025.

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 twenty-seven thousand seven hundred sixty-eight dollars through June 30, 2022~~ one hundred thirty-eight thousand one hundred forty-two dollars through June 30, 2024 and ~~one hundred thirty thousand three hundred twenty-three dollars~~ one hundred forty-three thousand six hundred sixty-eight dollars thereafter.

SECTION 4. APPROPRIATION - TUITION APPORTIONMENT. The sum of \$513,832,000, 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, 2023 and ending June 30, 2025.

SECTION 5. 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 6. INDIRECT COST ALLOCATION. Notwithstanding section 54-44.1-15, the department of public instruction may deposit indirect cost recoveries in its operating account.

SECTION 7. 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, 2024.

SECTION 8. 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, 2024.

SECTION 9. TRANSFER. The office of management and budget shall transfer, on a quarterly basis, a total of \$283,755,019 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, 2025.

SECTION 10. TRANSFER – FOUNDATION AID STABILIZATION FUND – ONE-TIME FUNDING. The office of management and budget shall transfer \$9,000,000 from the foundation aid stabilization fund to the department of public instruction, of which, \$3,000,000 is for school board training, \$2,000,000 is for a cyber security credential incentive and \$4,000,000 is for the grow your own teacher program, for the biennium beginning July 1, 2023, and ending June 30, 2025.

SECTION 11. USE OF NEW MONEY – NONADMINISTRATIVE PERSONNEL COMPENSATION INCREASES.

1. During the 2023-25 biennium, the board of each school district shall use an amount equal to at least seventy percent of all new money received by the district, resulting from increases in the base integrated formula payment rate, to increase the compensation paid to nonadministrative personnel.
2. For purposes of this section, the superintendent of public instruction shall provide guidance to school districts regarding the calculation of the amount of new money resulting from increases in the base integrated formula payment rate during the 2023-25 biennium.

SECTION 12. EXEMPTION – TRANSFER – PUBLIC INSTRUCTION FUND. Notwithstanding section 54-44.1-11, if, after the superintendent of public instruction complies with all statutory payment obligations imposed for the 2021-23 biennium, any moneys remain in the integrated formula payments line item in subdivision 1 of section 1 of chapter 38 of the 2021 Session Laws, the lesser of \$10,387,064 or the remaining amount must be continued into the 2023-25 biennium and the office of management and budget shall transfer this amount into the public instruction fund for the purpose of providing program and passthrough grants as appropriated in subdivision 1 of section 1 of this Act.

SECTION 13. EXEMPTION – GENERAL EDUCATOINAL DEVELOPMENT FEES AND DISPLACED HOMEMAKER DEPOSITS. Notwithstanding section 54-44.1-15, the department of public instruction may deposit indirect cost recoveries in its operating account. In addition, any moneys collected by the department of public instruction for general educational development fees and displaced homemakers deposits must be deposited in the public instruction fund in the state treasury. Any funds deposited in the public instruction fund may only be spent subject to appropriation by the legislative assembly.

SECTION 14. EXEMPTION – ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF FUNDS. The amount appropriated to the department of public instruction from federal funds in section 2 subdivision 2 of chapter 28 of the 2021 Session Laws, is not subject to the provisions of section 54-44.1-11. Any unexpended funds from this appropriation are available to the department of public instruction during the biennium beginning July 1, 2023 and ending June 30, 2025.

SECTION 15. AMENDMENT. Subsection 1 of Section 15.1-27-03.1 of the North Dakota Century Code is amended and reenacted as follows:

1. For each school district, the superintendent of public instruction shall multiply by:
 - a. 1.00 the number of full-time equivalent students enrolled in an extended educational program in accordance with section 15.1-32-17;
 - b. 0.60 the number of full-time equivalent students enrolled in a summer education program, including a migrant summer education program;

- c. 0.40 the number of full-time equivalent students who:
- (1) On a test of English language proficiency approved by the superintendent of public instruction are determined to be least proficient and placed in the first of six categories of proficiency; and
 - (2) Are enrolled in a program of instruction for English language learners;
- d. 0.28 the number of full-time equivalent students who:
- (1) On a test of English language proficiency approved by the superintendent of public instruction are determined to be more proficient than students placed in the first of six categories of proficiency and therefore placed in the second of six categories of proficiency; and
 - (2) Are enrolled in a program of instruction for English language learners;
- e. 0.25 the number of full-time equivalent students under the age of twenty-one enrolled in grades nine through twelve in an alternative high school;
- f. 0.20 the number of full-time equivalent students enrolled in a home-based education program and monitored by the school district under chapter 15.1-23;
- g. 0.17 the number of full-time equivalent students enrolled in an early childhood special education program;
- h. 0.15 the number of full-time equivalent students in grades six through eight enrolled in an alternative education program for at least an average of fifteen hours per week;
- i. 0.10 the number of students enrolled in average daily membership, if the district has fewer than one hundred students enrolled in average daily membership and the district consists of an area greater than two hundred seventy-five square miles [19424.9 hectares], provided that any school district consisting of an area greater than six hundred square miles [155399 hectares] and enrolling fewer than fifty students in average daily membership must be deemed to have an enrollment equal to fifty students in average daily membership;
- j. 0.82 the number of students enrolled in average daily membership, in order to support the provision of special education services;
- k. 0.07 the number of full-time equivalent students who:
- (1) On a test of English language proficiency approved by the superintendent of public instruction are determined to be more proficient than students placed in the second of six categories of proficiency and therefore placed in the third of six categories of proficiency;
 - (2) Are enrolled in a program of instruction for English language learners; and
 - (3) Have not been in the third of six categories of proficiency for more than three years;
- l. 0.025 the number of students representing that percentage of the total number of students in average daily membership which is equivalent to the three-year average percentage of students in grades three through eight who are eligible for free or reduced lunches under the Richard B. Russell National School Lunch Act [42 U.S.C. 1751 et seq.];
- m. 0.002 the number of students enrolled in average daily membership in a school district that is a participating member of a regional education association meeting the requirements of chapter 15.1-09.1; and
- n. ~~0.50~~ 1.00 the number of students by which the district's September tenth enrollment report ~~exceeds~~ changes from the number of students in the prior year's average daily membership.
- o. For districts paid based on September tenth enrollment in the prior year, 0.70 the number of students determined by deducting the number of students in the prior year's September tenth enrollment from the prior year's average daily membership.

2. The superintendent of public instruction shall determine each school district's weighted average daily membership by adding the products derived under subsection 1 to the district's average daily membership.

Weighted average daily membership - Determination. (Effective after June 30, ~~2024~~ 2023)

1. For each school district, the superintendent of public instruction shall multiply by:
 - a. 1.00 the number of full-time equivalent students enrolled in an extended educational program in accordance with section 15.1-32-17;
 - b. 0.60 the number of full-time equivalent students enrolled in a summer education program, including a migrant summer education program;
 - c. 0.40 the number of full-time equivalent students who:
 - (1) On a test of English language proficiency approved by the superintendent of public instruction are determined to be least proficient and placed in the first of six categories of proficiency; and
 - (2) Are enrolled in a program of instruction for English language learners;
 - d. 0.28 the number of full-time equivalent students who:
 - (1) On a test of English language proficiency approved by the superintendent of public instruction are determined to be more proficient than students placed in the first of six categories of proficiency and therefore placed in the second of six categories of proficiency; and
 - (2) Are enrolled in a program of instruction for English language learners;
 - e. 0.25 the number of full-time equivalent students under the age of twenty-one enrolled in grades nine through twelve in an alternative high school;
 - f. 0.20 the number of full-time equivalent students enrolled in a home-based education program and monitored by the school district under chapter 15.1-23;
 - g. 0.17 the number of full-time equivalent students enrolled in an early childhood special education program;
 - h. 0.15 the number of full-time equivalent students in grades six through eight enrolled in an alternative education program for at least an average of fifteen hours per week;
 - i. 0.10 the number of students enrolled in average daily membership, if the district has fewer than one hundred students enrolled in average daily membership and the district consists of an area greater than two hundred seventy-five square miles [19424.9 hectares], provided that any school district consisting of an area greater than six hundred square miles [155399 hectares] and enrolling fewer than fifty students in average daily membership must be deemed to have an enrollment equal to fifty students in average daily membership;
 - j. 0.082 the number of students enrolled in average daily membership, in order to support the provision of special education services;
 - k. 0.07 the number of full-time equivalent students who:
 - (1) On a test of English language proficiency approved by the superintendent of public instruction are determined to be more proficient than students placed in the second of six categories of proficiency and therefore placed in the third of six categories of proficiency;
 - (2) Are enrolled in a program of instruction for English language learners; and

(3) Have not been in the third of six categories of proficiency for more than three years;

l. 0.025 the number of students representing that percentage of the total number of students in average daily membership which is equivalent to the three-year average percentage of students in grades three through eight who are eligible for free or reduced lunches under the Richard B. Russell National School Lunch Act [42 U.S.C. 1751 et seq.];

m. 0.002 the number of students enrolled in average daily membership in a school district that is a participating member of a regional education association meeting the requirements of chapter 15.1-09.1;

n. ~~0.60~~ 1.00 the number of students by which the district's September tenth enrollment report ~~exceeds changes from~~ the number of students in the prior year's average daily membership ~~increasing the factor annually by 0.10, not to exceed 1.00~~; and

o. ~~For districts paid based on September tenth enrollment in the prior year, 0.50~~ 1.00 the number of students determined by deducting the number of students in the prior year's September tenth enrollment from the prior year's average daily membership, ~~increasing the factor annually by 0.10, not to exceed 1.00. If the prior year's September tenth enrollment exceeds the prior year's average daily membership, then a deduction of 0.50 the number of excess students, increasing the factor annually by 0.10, not to exceed 1.00.~~

2. The superintendent of public instruction shall determine each school district's weighted average daily membership by adding the products derived under subsection 1 to the district's average daily membership.

SECTION 16. AMENDMENT. Subsection 3 of Section 15.1-27-04.1 of the North Dakota Century Code is amended and reenacted as follows:

3. a. For the ~~2021-22~~ 2023-24 school year, the superintendent shall calculate state aid as the greater of:

(1) The district's weighted student units multiplied by ten thousand ~~one hundred thirty-six dollars~~ six hundred forty-six dollars;

(2) One hundred two percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's weighted student units, not to exceed the district's 2017-18 baseline weighted student units, plus any weighted student units in excess of the 2017-18 baseline weighted student units multiplied by ten thousand ~~one hundred thirty-six~~ six hundred forty-six dollars; or

(3) The district's baseline funding as established in subsection 1. (3) The district's baseline funding as established in subsection 1 less the amount in paragraph 1, with the difference reduced by ~~fifteen~~ forty-five percent for the 2021-22 school year and fifteen percent each school year thereafter, and then the difference added to the amount determined in paragraph 1.

b. For the ~~2022-23~~ 2024-25 school year and each school year thereafter, the superintendent shall calculate state aid as the greater of:

(1) The district's weighted student units multiplied by ten thousand ~~two hundred thirty-seven~~ nine hundred sixty-five dollars;

(2) One hundred two percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's weighted student units, not to exceed the district's 2017-18 baseline weighted student units, plus any weighted student units in excess of the 2017-18 baseline weighted student units multiplied by ten thousand ~~two hundred thirty-seven~~ nine hundred sixty-five dollars; or

(3) The district's baseline funding as established in subsection 1 less the amount in paragraph 1, with the difference reduced by ~~fifteen~~ sixty percent for the 2021-22 school year and fifteen percent each school year thereafter, and then the difference added to the amount determined in paragraph 1.

~~c. The superintendent also shall adjust state aid determined in this subsection to ensure the amount does not exceed the transition maximum as follows:~~

~~(1) For the 2021-22 school year, the transition maximum rate is one hundred ten 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.~~

~~(2) For the 2022-23 school year, the transition maximum rate is one hundred ten 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.~~

~~(3) For the 2023-24 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus twenty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.~~

~~(4) For the 2024-25 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus forty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.~~

~~(5) For the 2025-26 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus sixty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.~~

~~(6) For the 2026-27 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus eighty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.~~

SECTION 17. AMENDMENT. Subsection 4 of Section 15.1-27-04.1 of the North Dakota Century Code is amended and reenacted as follows:

4. 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 subdivision may not exceed the previous year's amount in dollars subtracted for purposes of this subdivision by more than twelve percent, adjusted pursuant to section 15.1-27-04.3; and

b. Subtract an amount equal to seventy-five percent of all revenue types listed in subdivisions c and d of subsection 1. Before determining the deduction for seventy-five percent of all revenue types, the superintendent of public instruction shall adjust revenues as follows:

(1) Tuition revenue shall be adjusted as follows:

(a) In addition to deducting tuition revenue received specifically for the operation of an educational program provided at a residential treatment facility, tuition revenue received for the provision of an adult farm management program, and tuition received under an agreement to educate students from a school district on an air force base with funding received through federal impact aid as directed each school year in paragraph 3 of

subdivision c of subsection 1, the superintendent of public instruction also shall reduce the total tuition reported by the school district by the amount of tuition revenue received for the education of students not residing in the state and for which the state has not entered a cross-border education contract; and

(b) The superintendent of public instruction also shall reduce the total tuition reported by admitting school districts meeting the requirements of subdivision e of subsection 2 of section 15.1-29-12 by the amount of tuition revenue received for the education of students residing in an adjacent school district.

(2) After adjusting tuition revenue as provided in paragraph 1, the superintendent shall reduce all remaining revenues from all revenue types by the percentage of mills levied in ~~2020~~ 2022 by the school district for sinking and interest relative to the total mills levied in ~~2020~~ 2022 by the school district for all purposes.



**TESTIMONY ON SB 2013
HOUSE APPROPRIATIONS COMMITTEE
March 1st, 2023
By: Mary J. Soucie, State Librarian
701-328-4654**

Chairman Vigesaa and Members of the House Appropriations Committee:

For the record I am Mary Soucie, and I am the State Librarian of North Dakota. I am here today to provide information on our agency's operation and budget request which is included in the Department of Public Instruction's budget in SB2013.

The State Library was established as the Public Library Commission in 1907 and occupied a single room in the State Capitol. In 1909, the library's name was changed to the State Library Commission. The State Library Commission occupied the Liberty Memorial Building on the Capitol Grounds from 1936-1970 and later moved to the Randal Building north of Bismarck. The agency's name was changed to the North Dakota State Library in 1979. In 1982 the State Library returned to the Liberty Memorial Building, its present location.

The first two pages in our binder materials is a brief overview of the State Library. The mission of the North Dakota State Library is creating pathways to information and innovation for North Dakota libraries, state government and residents. Our three constituency groups are the North

Dakota library community, state agencies and North Dakota citizens, especially those that are not served by a local public library. Any North Dakotan can apply for a state library card to access our materials and online resources. The third page of our binder materials includes our mission and our agency goals.

The State Library has 26.75 FTE and has four divisions:

Administrative and Fiscal Services, Library Services, Patron Services and Technology Services as shown in our organization chart on page four of the binder materials. The Administrative and Fiscal Services division includes fiscal, human resources, marketing, and outreach for the agency. The Library Services Division provides direct support to the library community through the Library Development and Cataloging departments. The Patron Services Division provides direct service to library patrons. The Technology Services Division includes IT and Digital Initiatives.

The State Library collection includes over 308,000 physical items. Our state documents collection has any item that has been produced by a state agency for the public and we have items that go back to territory days. Our Talking Books program provides materials to patrons that are unable to read traditional physical books due to a visual or physical disability. In 2020, the State Library joined the Library2Go e-book

consortium which includes over 60 public libraries. In 2022, NDSL owned e-materials in the consortium circulated 298,543 times. In addition to e-books and e-audiobooks, the collection includes over 3,000 magazines in multiple languages. Our collection also includes over 65 STEM kits that circulate to libraries and organizations.

The State Library purchases some of our online library resources through a collaborative process with Minnesota and South Dakota to realize economies of scale. Libraries that participate in this collaborative program pay a very small amount compared to what they would pay if they purchased them on their own.

The online library resources that the State Library purchases individually are provided to any citizen with a North Dakota State Library card or a local public library card. Many of our libraries would not be able to provide access to these quality resources without the support of the State Library. By purchasing these, the State Library helps libraries of all sizes meet the needs of their patrons. Our medium and larger libraries are able to purchase additional online library resources because the State Library provides the ones that we do.

We provide support to the library community that includes continuing education for staff and public library trustees, cataloging services,

reference support consulting services, grant assistance, and technology support. We have specialists dedicated to public, school, and academic/special/tribal libraries. We have a literacy specialist who helps libraries of all types in the different areas of literacy.

In addition to cataloging materials for over twenty-five school and public libraries, our cataloging department also catalogs the physical items in the State Library's collection as well as seven state agencies.

NDSL coordinates the statewide InterLibrary Loan (ILL) program. Patrons and libraries place holds on our materials which we then send through the mail to the requestor. For items that cannot be found in-state, we request the materials from libraries across the country. While some of the local libraries may charge a patron a nominal fee for an ILL request, the State Library does not charge any fees unless one is required by the lending library. The patron must okay the fee prior to the item being requested. We mail items directly to individual's homes and they are responsible for any costs associated with the return of the item. We also provide reference and reader's advisory to patrons to assist them with their informational and personal reading needs.

NDSL received \$2.1M in American Rescue Plan Act dollars from the Institute for Museum and Library Services. The funds were to be used to

respond to COVID, eliminate the digital divide and to provide technical support for libraries. We used the funds to automate three libraries and add their materials to the statewide consortium, Online Dakota Information Network (ODIN). The libraries patrons will now be able to access the collection and request materials even when the library itself is not physically opened. This project provided technical support to libraries as well as helping to eliminate the digital divide by providing access to library materials 24/7.

ARPA dollars were utilized to purchase 10 book vending machines that will be placed throughout North Dakota to serve patrons that do not have local public library service. We have placed seven of the machines in a permanent location with one machine temporarily placed in the Capitol. We are discussing a partnership with North Dakota Parks and Rec to place the remaining two machines in state parks thereby expanding access to more citizens. Items in the machines can be checked out with an NDSL library card. We are excited to be the first state to deploy the book vending machines on a statewide level.

The third project that was funded by ARPA dollars was the creation of a statewide e-book consortium for academic libraries. Twelve academic

libraries joined the consortium. NDSL paid for their licensing fees for the first two years as well as provided funding for the startup of the collection.

Our budget request is outlined on pages 5-6 of the binder materials. Our base budget for the 2021-23 biennium was \$10,362,864 and includes salaries and wages, grants to libraries, our operating expenses and ARPA funding. Operating funds are used for online library resources, continuing education and technical support to libraries, library materials, equipment, and office supplies.

Our requested budget for the 2023-25 biennium to the Senate was \$9,542,074, which includes cost to continue of \$971,234 and one-time funding of \$611,635. We have since received updated information from our Federal Partner, the Institute of Museum and Library Services (IMLS), and are requesting an increase in federal authority of \$69,028 from the base level budget for a total agency request of \$9,878,899 of which \$2,433,445 is federal and other funds as shown in the top chart on page 6 of the binder materials.

During the current biennium, the State Library has been analyzing our wages and we have learned that we are lowest paying state agency, and this has impacted our ability to retain staff and fill vacant positions. NDSL has experienced a 46% turnover this last year; many of our positions had to

be listed multiple times before we were able to fill them. Several candidates that declined extended offers or withdrew from the application process cited our pay rate as the factor. NDSL is requesting an increase to fund a salary and wage compensation package of \$591,040 general funds. This amount is inclusive of \$180,000 general funds for equity.

NDSL is requesting an increase in operating expenses total of \$330,194 in general fund, of which \$264,635 is to support the new Capitol space rent model. The remaining \$65,559 is attributed to travel for statewide support to public libraries and tribal libraries, inflation of online resources and subscription services that directly support libraries, state agencies and patrons.

Our State Aid to Public Libraries and the Library Vision funds are pass-through grants that go directly to support library service and programs in the state. The State Aid for Public Libraries is \$1,737,582 in general fund for the biennium and the Library Vision grants are \$237,500 in general fund for the biennium.

The libraries use the funds to purchase materials, increase the type and number of programs and to add or improve technology including equipment, software, and programs. The formula for State Aid to Public Libraries is in §54-24.2 Laws Pertaining to State Aid for Public Libraries.

The North Dakota Library Coordinating Council and the State Library create the Library Vision grant opportunities two to three times per year. We are requesting an additional \$50,000 in general fund for the Library Vision grants to be used specifically for tribal libraries.

The five tribal libraries are all located in community colleges. Four of them have been designated as the public library by the tribal nation. They are not eligible for State Aid since they do not meet the definition of a legally established library as outlined in §40-38. NDSL wants to support the tribal libraries in meeting the needs of their communities since they would classify as unserved. Serving the unserved is one of our agency priorities. We would include the tribal libraries in grant opportunities that are open to all publicly funded libraries as well as create grant opportunities that are unique to the tribal libraries. Legislative Management and the Attorney General's office are working on language for Century Code to allow us to include the Tribal Libraries in the grant program.

The Library Services and Technology Act (LSTA) Grants to States program from IMLS is our federal grant program. During federal fiscal year 2021, we did not meet our Maintenance of Effort requirements, primarily due to staff turnover resulting in longstanding vacancies. We submitted a waiver appeal which was denied. Our next LSTA distribution will be

lowered by \$237,964. We have requested \$228,635 as one-time funding in our 2023-25 request to replace the dollars we will lose from LSTA funding.

NDSL has long-term serving staff who are eligible for retirement in the 23-25 biennium. NDSL is requesting one-time funding of \$40,000 in general fund for retirement payouts.

In response to the pandemic and consistent turnover, NDSL implemented a hybrid and fully telecommuting option for eligible staff. Prior to 2020, no NDSL employees telecommuted and very few employees had laptops. NDSL needs to transition 38% of our staff from desktops to laptops to allow for telecommuting and to increase the efficient use of technology by allowing employees to utilize their equipment beyond their desk. In addition, we plan to implement an electronic filing system (FileNet) for the administrative office to ensure that staff can access files when they are in the building and working remotely and to eliminate the need to retain paper files. NDSL is requesting one-time funding of \$43,000 in general funds.

We are requesting one-time funding of \$300,000 in general funds for a renovation of the space we occupy in the Liberty Memorial Building. The State Library has been in the Liberty Memorial Building since it was first occupied in 1924, except for a period of twelve years between 1968-1982. The building underwent a renovation in 1981 and no changes have been

made since that project. The State Library will update our circulation desk and staff space on the ground floor to provide for flexibility, ergonomics and more efficient use of the space. We will update the carpeting and blinds throughout the portion of the building that we utilize. We will also create an Emerging Technologies Lab for use by libraries across the state and state agencies.

The general fund request in total increased by \$1,613,733. Federal and other funds increased by \$69,028.

Thank you for your time today. I am happy to answer any questions the committee has.

TESTIMONY ON SB 2013
OVERVIEW OF DEPARTMENT OF PUBLIC INSTRUCTION
HOUSE APPROPRIATIONS COMMITTEE
Wednesday, March 1, 2023
By: Kirsten Baesler, State Superintendent
701-328-4570
Department of Public Instruction

Chairman Vigesaa and members of the House Appropriations Committee:

For the record, my name is Kirsten Baesler. I am the superintendent of the North Dakota Department of Public Instruction. I am here to provide an overview of our agency and information about the Department's budget bill, Senate Bill 2013, and the department's optional budget requests.

The office of Superintendent of Public Instruction goes back to North Dakota's territorial days. We are proud to be one of the longest existing state agencies. Our pioneer ancestors placed great importance on education, just as we do today. Once we became a state, the North Dakota Constitution says North Dakota must have a uniform system of free public schools throughout the state that are open to all children.

The North Dakota Constitution also specifies that the "powers and duties" of the superintendent of public instruction "must be prescribed by law."

The responsibilities and authority of the superintendent of public instruction are outlined by the Legislature. The office has only the authority that is granted by

the legislature. There is a complete list of the superintendent's duties in Chapter 15.1-02 of the North Dakota Century Code.

Our Vision states, "All students will graduate Choice Ready with the knowledge, skills and disposition to be successful." We serve 128,502 students attending public, non-public and home schools. We have a high graduation rate and high GED pass rate. We are focused on preparing our young people for their future through partnerships, personalized learning, interventions and supports.

We have partnered with our fellow educational stakeholders and legislative leaders to establish six student outcome goals.

The Department is divided into two divisions, Student Support & Innovation and Information & Administration. The Superintendent of Public Instruction is also responsible for the supervision of the North Dakota State Library, North Dakota Vision Services/School for the Blind in Grand Forks, and the North Dakota School for the Deaf and Resource Center for the Deaf and Hard of Hearing in Devils Lake.

The Department of Public Instruction is the only constitutionally created K-12 education agency. But it is just one of many entities that impact the success of our students. Other entities are governor-controlled, legislatively created, or non-government associations.

One of the Appropriation Committee's primary focuses is the program of state aid to education. The Department of Public Instruction uses a formula written by the Legislature to distribute funding to local public school districts. Almost all the budget is allocated to local schools to fulfill our Constitution's mandate to provide "a uniform system of free public schools throughout the state."

North Dakota uses a per-pupil funded formula. Some states choose to use a resource-based allocation funding formula, meaning they pay a base amount for everything needed to operate a classroom, not per student.

You will now hear from Mr. Jamie Mertz, who is the director of our Office of Fiscal Management, and Mr. Adam Tescher, who is the school finance officer within that office. They have important information about the department's budget proposal and our most recent school enrollment numbers.

Since the last session of our Legislature adjourned, our North Dakota schools have continued to face some unprecedented challenges in assisting our students with their learning recovery because of the disruption caused by COVID.

The state and federal government have been strong partners in helping our schools manage the pandemic.

- ESSER I - In March 2020 Congress approved \$33.3 million in ESSER I funds in the CARES act to assist North Dakota schools. ESSER stands for Elementary and Secondary School Emergency Relief Fund. CARES stands for Coronavirus Aid, Relief and Economic Security Act.
- ESSER II - In December 2020 Congress provided \$135.9 million to ND Schools in ESSER II funds in the CRRSA Act. CRRSA stands for Coronavirus Response and Relief Supplemental Appropriations Act.
- ESSER III – In March 2021 Congress provided \$305.3 million to ND Schools in ESSER funds in ARPA. That stands for American Rescue Plan Act.
- Schools have a great deal of leeway in using this money. It can be used for:
 - Cleaning supplies;
 - Transportation;
 - Food Services;

- Distance learning technology;
- Hiring additional staff;
- Professional development for teachers and paraprofessionals; and
- Supplemental learning tools.

The 2021 Regular Legislative Assembly passed HB 1013 and Section 24 of that bill required that “School districts receiving funds from the elementary and secondary school emergency relief fund shall provide two narrative summary reports to the superintendent of public instruction, including information regarding learning losses of students identified within the district, including subgroup gaps; school district plans to accelerate learning recovery for all students, including closing subgroup gaps; uses of elementary and secondary school emergency relief funds, including the percentage of those funds expended in categories determined by the superintendent of public instruction; and the impact elementary and secondary school emergency relief fund expenditures had on accelerating learning recovery for the districts' students. The first school district report must be submitted to the superintendent of public instruction by December 1, 2021.” The bill goes on to require that “an aggregated report must be presented by the superintendent of public instruction to the legislative management by June 1, 2022. The second school district report must be submitted to the superintendent of public instruction by December 1,

2022. An aggregated report must be presented by the superintendent of public instruction to the sixty-eighth legislative assembly.”

The current report has been generated to fulfill the obligations of the ND Department of Public Instruction (DPI) as detailed in Section 24 of the bill. We describe our findings regarding ESSER funding impacts on student achievement. We report on the information gathered from school districts regarding learning loss, plans for accelerating students' learning recovery, and district usage of ESSER funds. We also describe the impacts of ESSER funds reported by districts, and we offer conclusions regarding the importance of ESSER funding in keeping North Dakota's students on track in the COVID-19 era.

Impacts on Student Achievement. Initial pandemic-related setbacks in student proficiency were apparent. Student proficiency levels are generally gradually recovering, but the learning recovery looks different across subject and student grade. We see more recovery in English Language Arts (ELA) than we see in math.

Disrupted Learning Identified by Districts. District reports showed learning loss among students, particularly among special education/IEP students, low-income students, and English learners.

Districts' Accelerated Learning Plans. Districts reported on their strategies to accelerate learning recovery. According to their reporting, districts are using a variety of strategies. The most common strategies were hiring additional personnel, new/additional technology, professional development for school staff, new curricula, and health-related supports. Among districts describing efforts to close subgroup gaps, approaches varied and were tailored to local needs.

Use of ESSER Funds. Districts were allocated \$428,104,654. As of December 21, 2022, North Dakota school districts have claimed reimbursement for \$230,489,960 of their total ESSER fund allocations.

District-Reported Impact of ESSER Funds. Districts reported a range of positive outcomes that have resulted from their strategies for accelerating learning recovery. Increased access to technology and an increasingly effective curriculum are two of the most common impacts reported by districts.

Conclusions. ESSER funds have provided North Dakota's schools with a necessary lifeline. Districts have had a considerable amount of autonomy over how their ESSER funds were spent. Districts have self-reported positive benefits of their uses of ESSER funding, including learning recovery. Statewide analyses of student achievement also reveal some learning recovery, but learning recovery is more evident in ELA than in math. DPI will continue to monitor student achievement, answer questions from you and your constituents to the best of our ability, and support districts as learning recovery continues to be prioritized.

The full report is included in your binder. Mr. Chairman and members of the committee, that concludes our report.

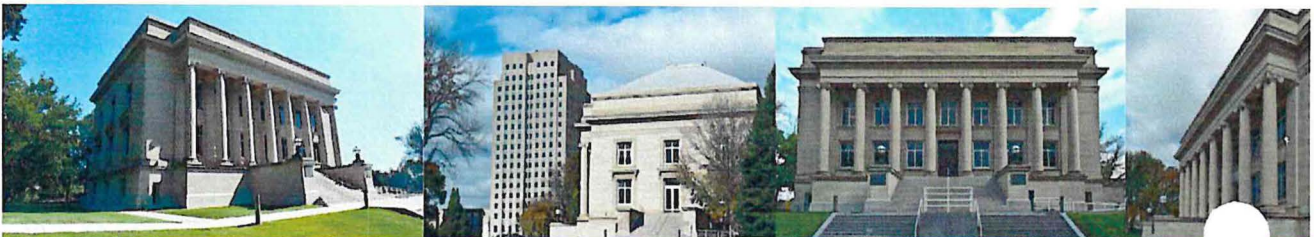
Thank you for your time. I look forward to working with you during the session. Please do not hesitate to call upon me and the hard-working and amazing team in the Department of Public Instruction as a resource to help your work.

###



*North Dakota
State Library*

HOUSE APPROPRIATIONS COMMITTEE
March 1, 2023



NORTH DAKOTA STATE LIBRARY

WHO WE ARE

26.75

Full-time Team Members

WHAT WE'RE ABOUT

Mission: Providing pathways to information and innovation for North Dakota libraries, state government and residents.

Guiding Principles: Provide leadership to the library community; enhance the value of libraries; deliver access to and assistance with credible information sources; enrich the lives of the people we serve; foster a welcoming and inclusive environment for all.

WHO WE SERVE

Librarians

We serve the libraries of North Dakota

- 84 Public
- 433 K-12 Schools
- 19 Academic
- Tribal, & Private Colleges
- 11 Special Libraries.



State Employees

We serve state employees and state agencies with :

- reference needs
- reading materials
- Cataloging
- digitization.



Residents

We serve all residents of North Dakota with a focus on those whose communities are not served by a public library.

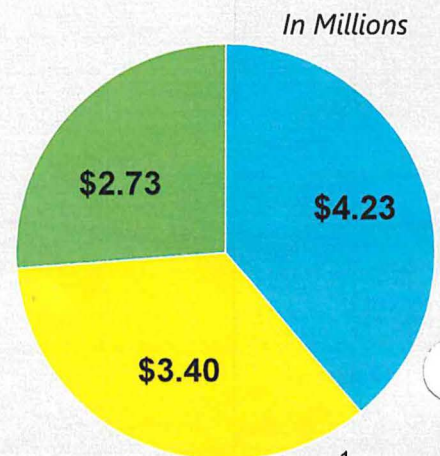


HOW WE DO IT

2021-23 Agency Budget : \$10,362,864

- **General : \$5,831,721**
- **Federal : \$4,443,884**
- **Special: \$87,259**

- Salary
- Operating
- Grants



NORTH DAKOTA STATE LIBRARY

WHAT WE'RE PROUD OF

Book Vending Machines

Partnered with communities to place ten book vending machines in unserved and underserved counties in January 2023. We are the first state to provide machines statewide.

Talking Books

Served 933 Talking Books Patrons, ages 8-100+, by checking out 62,130 digital audio on 15,095 cartridges; 2,271 locally-recorded North Dakota-related books; 1,626 audio magazines; and 36 digital Braille books.

62,130

Digital audio books checked out to Talking Book patrons

505

Items uploaded to Digital Horizons in 2022

9,176

Physical items checked out in 2022

298,543

E-materials checked out in 2022

WHAT WE DO



Material Access

Provide access to materials and resources to meet informational and recreational reading needs



Library Support

Provide support to the library community through consulting services, professional development, and technology support



Resource Sharing

Coordinate resource sharing statewide through Interlibrary Loan, online library resources (OLRs), and e-materials



State Aid and Grants

Administer State Aid for Public Libraries and Library Vision grant programs



Document Access

Provide access to documents created by state agencies in physical and electronic formats



STEM and Book Club Kits

Promote lifelong learning by providing STEM, Fairy Tale, Outdoor, and Book Club Kits

HOW WE MEASURE SUCCESS

Contacts

We measure the number of contacts with library community patrons in-person and via e-mail, phone calls, and virtually.

Return on Investment

We compute the annual ROI for our OLRs as well as the dollars saved through coordinated purchases.

Items Cataloged

We measure the number of items that we catalog for NDSL, local libraries, and state agencies.

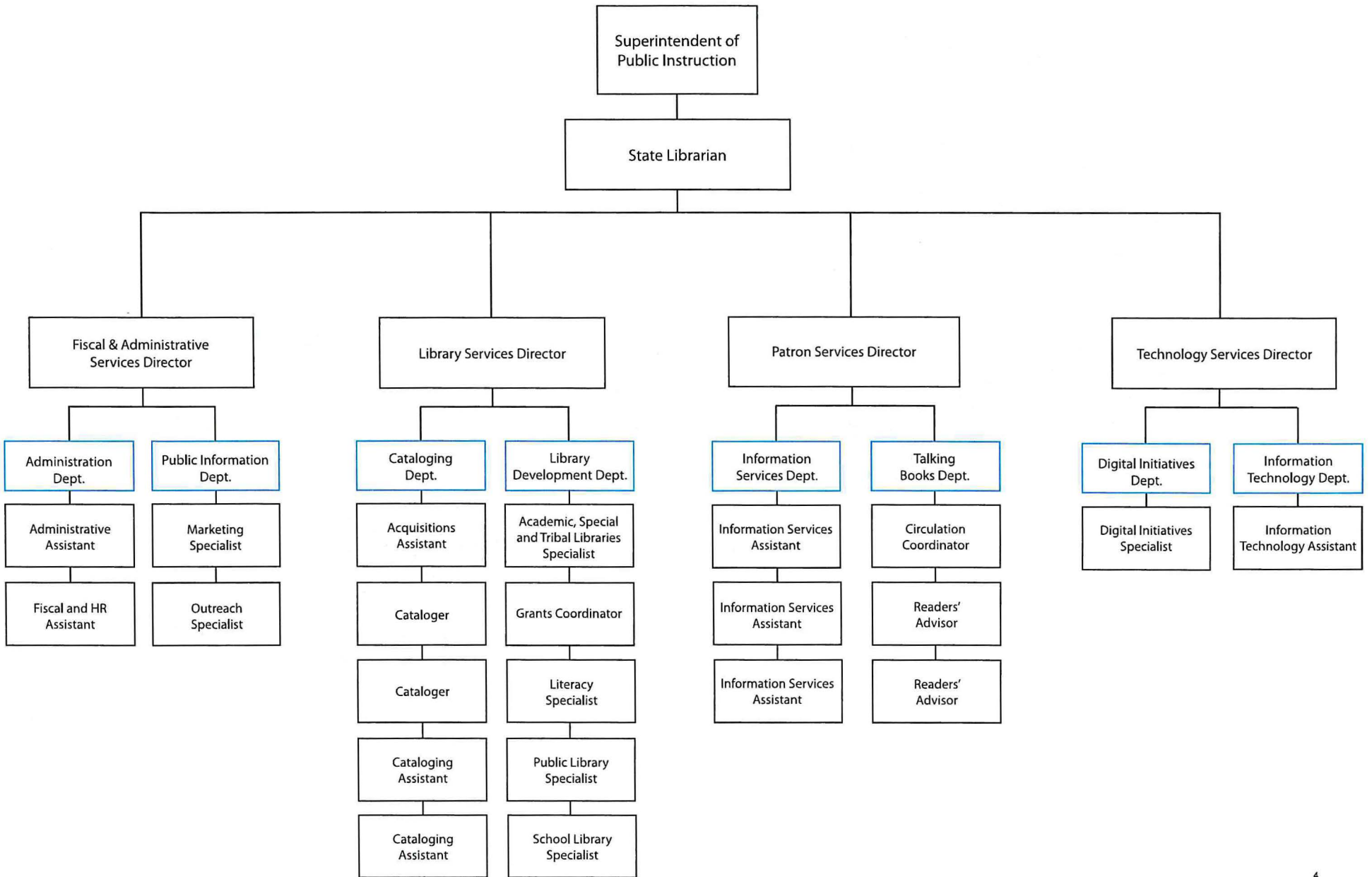
Circulation

We measure the circulation of our collection – physical items, e-materials, and the OLRs.

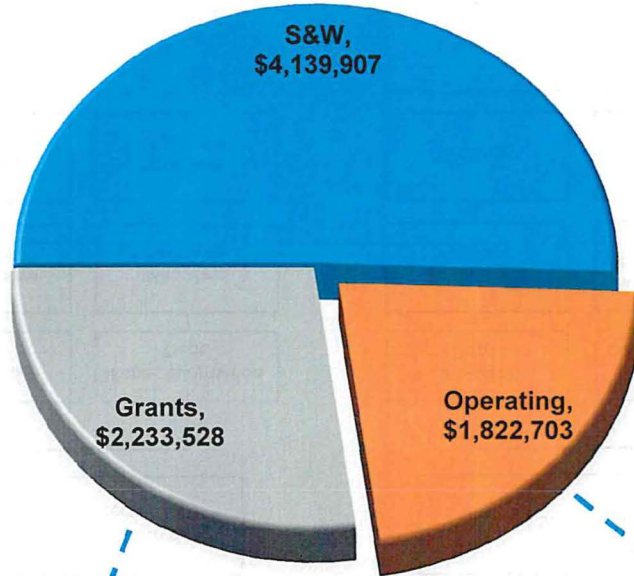
Strategic Plan 2021-2024

North Dakota State Library

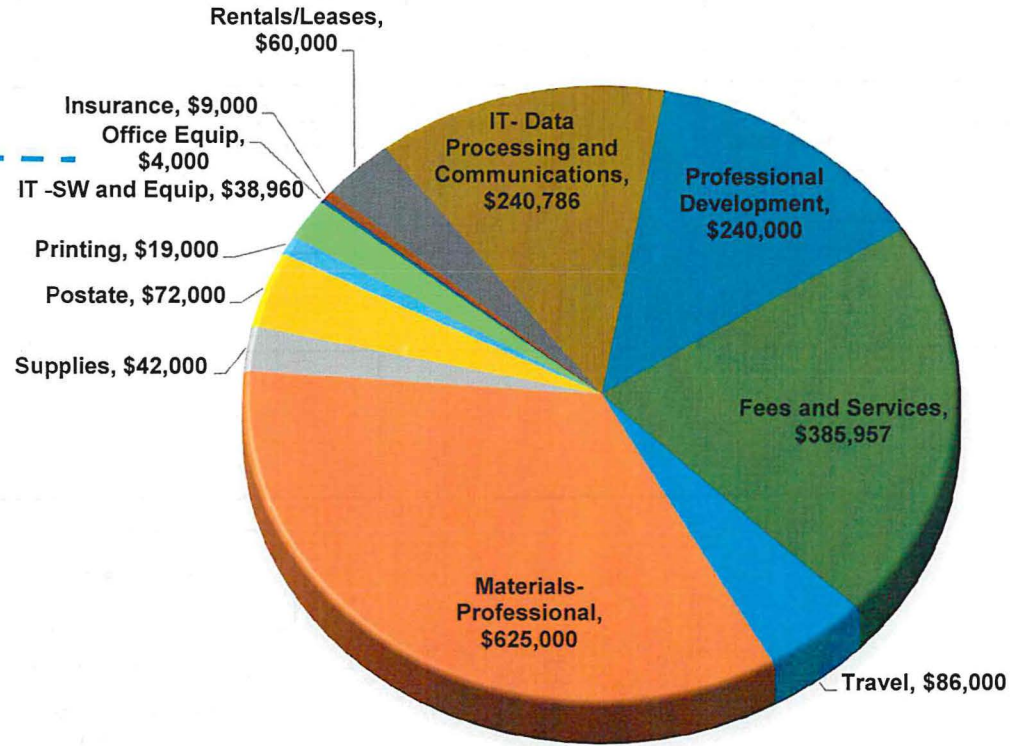




23-25 Base Budget \$8,196,138



State Aid \$1,737,582
 Library Vision \$237,500
 IMLS Grants \$258,446

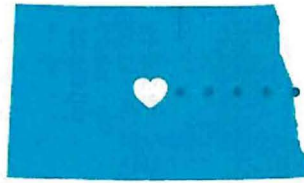


	2021-23 Biennium Appropriations	2023-25 Base Budget	2023- 25 Senate	2023-25 Agency Request to House	%
Salary and Wages	4,226,576.00	4,139,907.00	4,485,513.00	4,741,438.00	0.48
Operating	3,402,760.00	1,822,703.00	2,238,473.00	2,853,933.00	0.29
Grants	2,733,528.00	2,233,528.00	2,283,528.00	2,283,528.00	0.23
Total	10,362,864.00	8,196,138.00	9,007,514.00	9,878,899.00	

General	5,831,721.00	5,831,721.00	6,864,507.00	7,445,454.00	0.75
Federal	4,443,884.00	2,277,158.00	2,076,187.00	2,366,625.00	0.24
Other	87,259.00	87,259.00	66,820.00	66,820.00	0.01
Total	10,362,864.00	8,196,138.00	9,007,514.00	9,878,899.00	

	Senate Version				Agency Request to House				Difference
	FTE	General Fund	Other Funds	Total Funds	FTE	General Fund	Other Funds	Total Funds	
2023-25 Base Level	26.75	5,831,721.00	2,364,417.00	8,196,138.00	26.75	5,831,721.00	2,364,417.00	8,196,138.00	
<u>Salary and Wages</u>									
Cost to continue salary increase		23,424.00	4,809.00	28,233.00		23,424.00	4,809.00	28,233.00	-
Adjustments to Base Salary			(57,742.00)	(57,742.00)			(57,742.00)	(57,742.00)	-
Salary Increase		162,432.00	30,600.00	193,032.00		452,152.00	-	452,152.00	259,120.00
Health Insurance increase		126,296.00	15,787.00	142,083.00		138,888.00	-	138,888.00	(3,195.00)
<u>Operating</u>									
Adjustments to Base Operating			(214,864.00)	(214,864.00)			121,961.00	121,961.00	336,825.00
IT rate increase		7,440.00		7,440.00		7,440.00		7,440.00	-
Increase in operating		65,559.00		65,559.00		65,559.00		65,559.00	-
OMB rent Model		264,635.00		264,635.00		264,635.00		264,635.00	-
<u>Grants</u>									
LV Grants - Tribal		50,000.00		50,000.00		50,000.00		50,000.00	-
Total Ongoing	-	699,786.00	(221,410.00)	478,376.00	-	1,002,098.00	69,028.00	1,071,126.00	592,750.00
<u>Salary and Wages</u>									
Retirement Payouts		40,000.00		40,000.00		40,000.00		40,000.00	-
<u>Operating</u>									
One-Time MOE Reduction		100,000.00		100,000.00		228,635.00		228,635.00	128,635.00
Funding IT		43,000.00		43,000.00		43,000.00		43,000.00	-
<u>Extraordinary Repairs</u>									
Building Renovations		150,000.00		150,000.00		300,000.00		300,000.00	150,000.00
Total One-Time	-	333,000.00	-	333,000.00	-	611,635.00	-	611,635.00	278,635.00
Total Budget Changes	-	1,032,786.00	(221,410.00)	811,376.00	-	1,613,733.00	69,028.00	1,682,761.00	871,385.00
2023-25 Total Budget	26.75	6,864,507.00	2,143,007.00	9,007,514.00	26.75	7,445,454.00	2,433,445.00	9,878,899.00	871,385.00

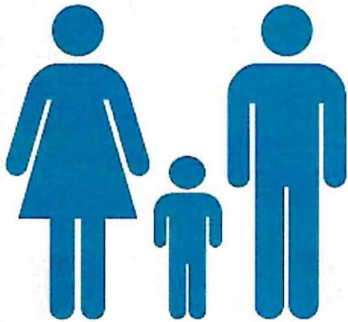
NORTH DAKOTA PUBLIC LIBRARIES BY THE NUMBERS



777,934
NORTH DAKOTA
POPULATION

246,085

REGISTERED PATRONS



1 IN 3 ND CITIZENS
HAS A LIBRARY CARD

Visits to North Dakota Libraries (2021)

1,190,794

Attendance At All Vikings Games (2021)

1,118,294

Visitors to Theodore Roosevelt National Park (2021)

796,085

Attendance At The Sturgis Motorcycle Rally (2021)

525,768

Attendance At All NDSU Football Games (2021)

215,647

179,467

USES OF PUBLIC
COMPUTERS



1,663,412

WIRELESS (WI-FI) SESSIONS

194,443

LIBRARY PROGRAM
ATTENDEES

\$28.41

AVERAGE COST TO
TAXPAYERS

\$0.91

MATERIALS
EXPENDITURES PER
CIRCULATION

2,920,286

TOTAL NUMBER OF
CIRCULATIONS



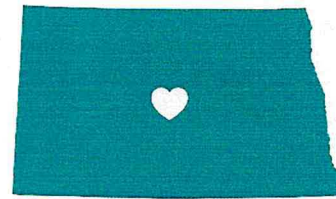
THAT'S ALMOST 4
CIRCULATIONS
PER RESIDENT

720,916

TOTAL NUMBER OF
ELECTRONIC MATERIALS
CIRCULATION

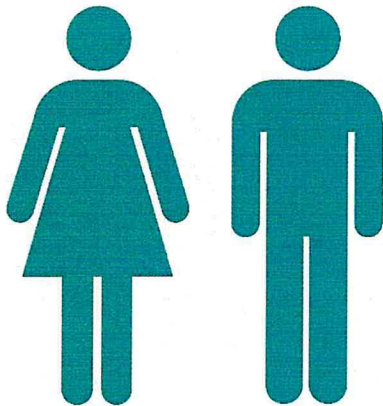
STATISTICS WERE PULLED FROM THE NORTH DAKOTA PUBLIC LIBRARY 2021 ANNUAL REPORT

NORTH DAKOTA ACADEMIC LIBRARIES BY THE NUMBERS



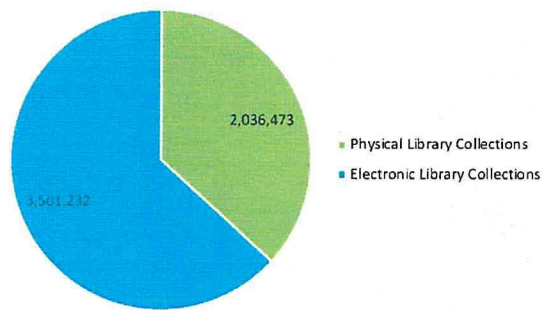
201.41

LIBRARY FTE STAFF



5,537,705

TOTAL LIBRARY COLLECTIONS



15,780

**INTERLIBRARY LOANS AND
DOCUMENTS PROVIDED TO
OTHER LIBRARIES**

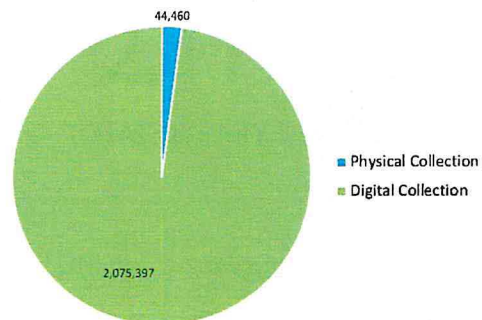


23,523

**INTERLIBRARY LOANS AND
DOCUMENTS RECEIVED FROM
OTHER LIBRARIES**

2,119,857

TOTAL LIBRARY CIRCULATIONS



STATISTICS WERE PULLED FROM THE 2021 INTEGRATED POSTSECONDARY EDUCATION DATA SYSTEM (IPEDS)



STAFF ONLY



BETH

KATIE

I ♥ READING

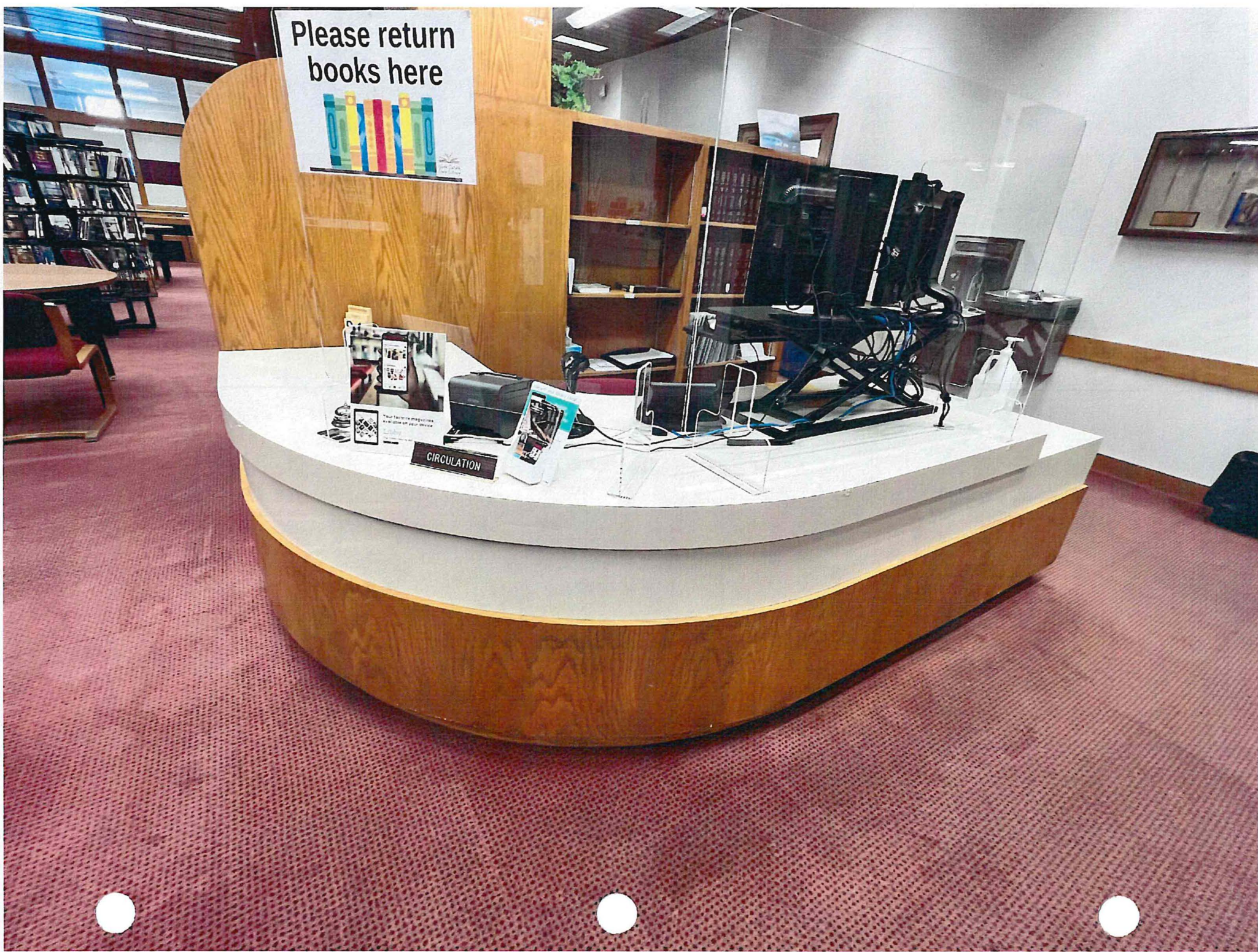


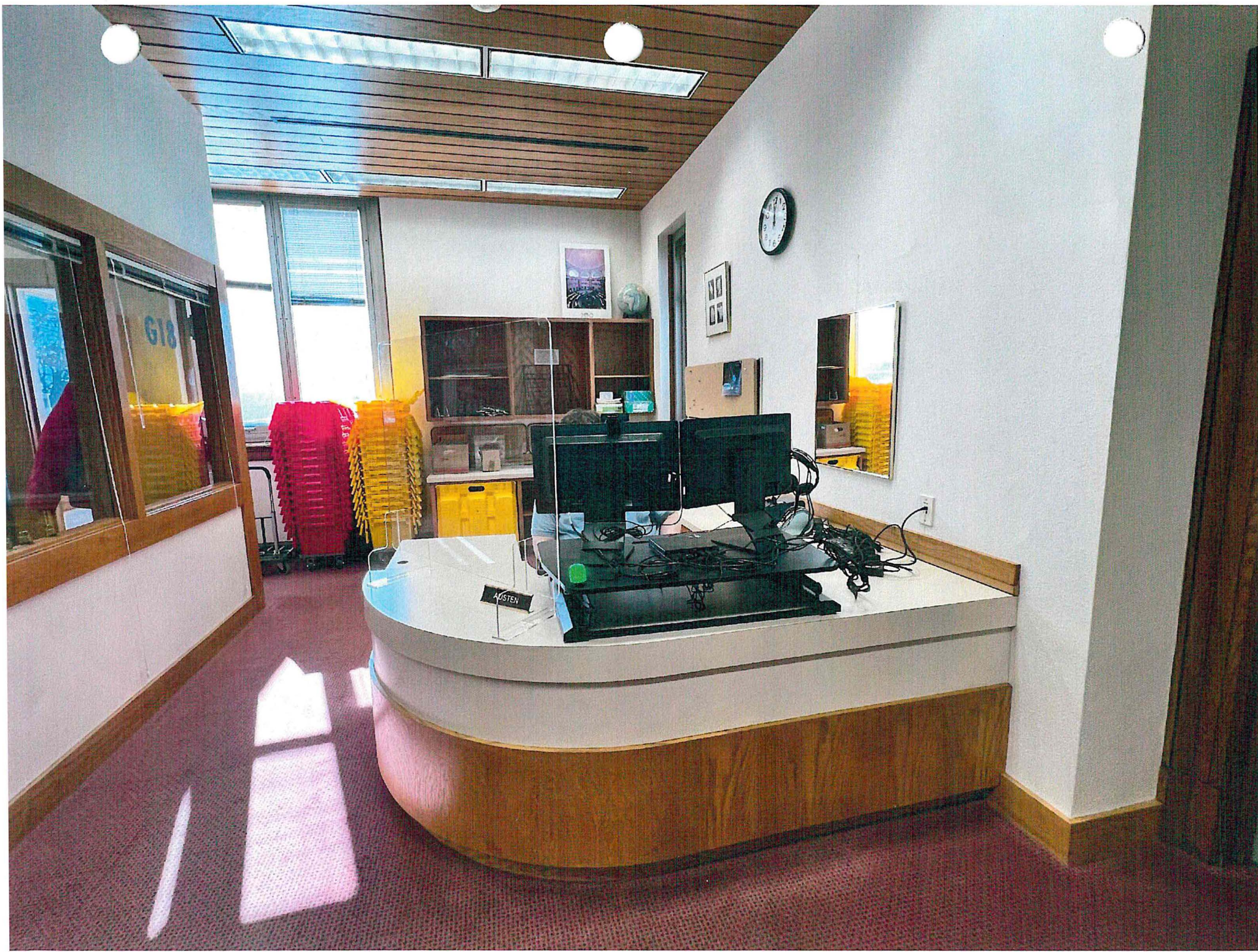


Please return
books here



CIRCULATION

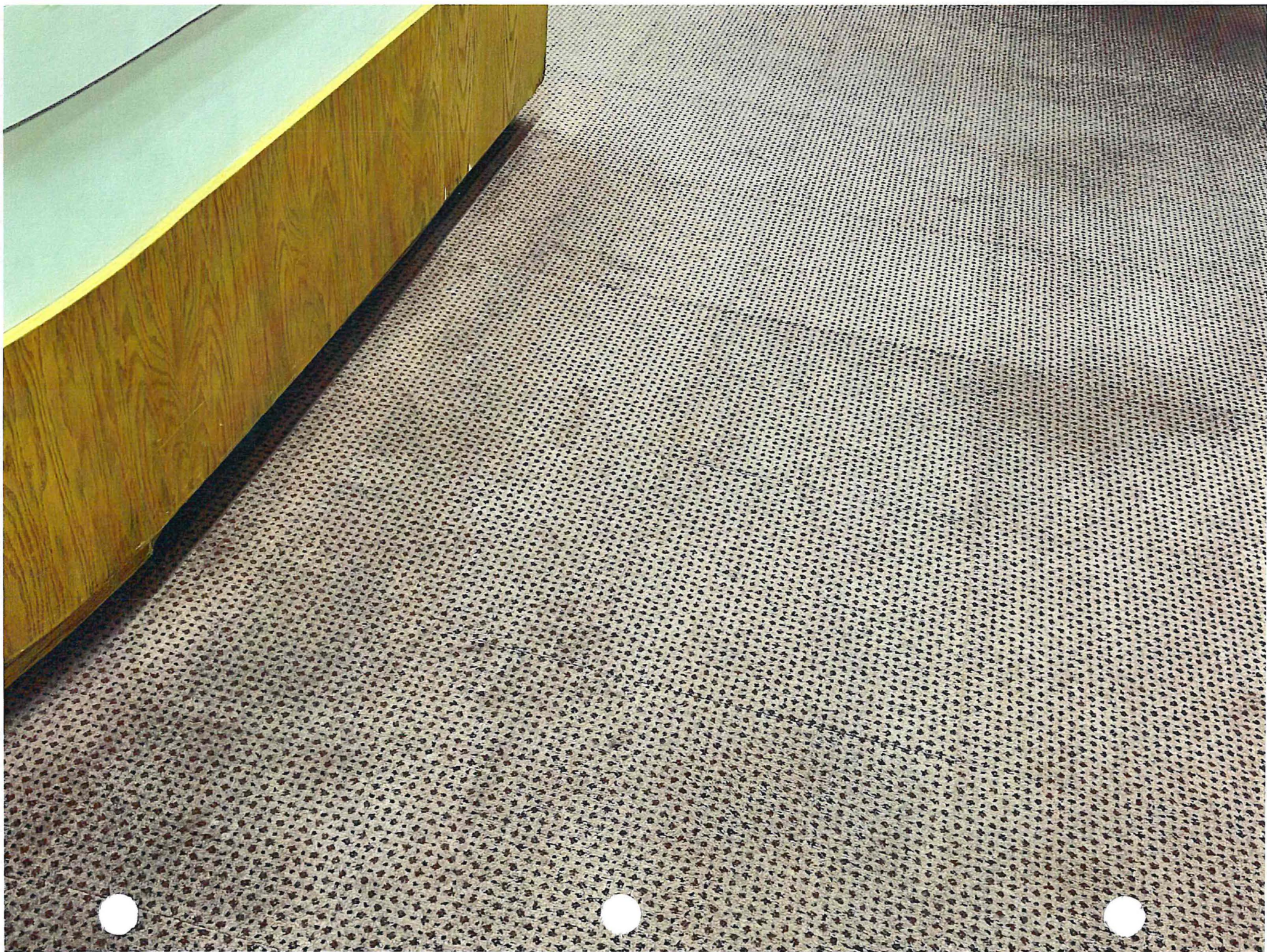




618

AUSTEN





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

Testimony Paul Olson

Chairman Vigesaa and Members of the House Appropriations Committee:

My name is Paul Olson. I am the superintendent of North Dakota Vision Services/School for the Blind (NDVS/SB). I will provide additional testimony specifically relating to our budget request in SB 2013.

MARCH 1, 2023

Base Budget and Request

	2023-25 Agency Request					General Fund		Special Fund		Total
	FTE Positions	Salaries	Operating	Capital Assets	Total					
2023-25 Agency Request	27.75	\$5,153,098	\$895,686	\$478,192	\$6,526,976	\$4,891,862	\$1,635,114			\$6,526,976
Senate	Senate Version					Funding Source				
	FTE Positions	Salaries	Operating	Capital Assets	Total	General Fund	Special Fund			Total
2023-25 Biennium Base Level	27.75	\$4,992,194	\$792,671	\$39,192	\$5,824,057	\$4,761,879	\$1,062,178			\$5,824,057
Payroll Changes:										
Cost to continue increases		37,066	-		37,066	36,145	921			37,066
Teachers - Composite Salary Schedule		93,838			93,838	93,838				93,838
Additional Temp Salaries		30,000			30,000	-	30,000			30,000
Classified Salary Increases		132,154			132,154	118,632	13,522			132,154
Health Insurance Increase		152,608			152,608	136,821	15,787			152,608
Operating Changes:										
ITD M365			7,015		7,015	-	7,015			7,015
Additional Operating			60,000		60,000		60,000			60,000
Equipment and Doors			26,000		26,000		26,000			26,000
Power Platform DP			10,000		10,000		10,000			10,000
Capital Asset Changes:										
Roof Replacement & Rep				150,000	150,000	-	150,000			150,000
Repair Tar Parking Lot				50,000	50,000		50,000			50,000
Gutters for South Wing				50,000	50,000		50,000			50,000
Update Front Entrance				55,000	55,000		55,000			55,000
Flooring/Cabinets for Living Qtrs.				45,000	45,000		45,000			45,000
Update Student Commons Area				50,000	50,000		50,000			50,000
Replace Electric Panel Corridor				10,000	10,000		10,000			10,000
Replace Doors & AC Units				29,000	29,000		29,000			29,000
Senate Version	27.75	\$5,437,860	\$895,686	\$478,192	\$6,811,738	\$5,147,315	\$1,664,423			\$6,811,738

2023-25	
Special Fund Projections:	
Land Department Trust Funds	\$ 1,686,570
Rental Income	353,180
Charge for services	32,000
Other	30,000
Total Projected Revenue	\$ 2,101,750

Optional Requests

Changes We Are Requesting to Senate Version - We ask that you consider maintaining what is included in the Senate Version. Please reference the Workforce sheet for more on the compensation package.

2023-2025 Item	Amount Requested	Included in Senate/Executive Version (Ongoing)	Funding Source
1 Additional Operating	\$ 60,000	\$ 60,000	Special
2 Teacher Salary Increases	93,838	93,838	General
3 Temporary Salaries	30,000	30,000	Special
4 Additional IT Costs	10,000	10,000	Special
Total Ongoing Optional	\$ 193,838	\$ 193,838	

2023-2025 Item	Amount Requested	Included in Senate/Executive Version (One-Time)	Funding Source
5 Equipment Under 5,000	\$ 26,000	\$ 26,000	Special
6 Upgrade Parking Lot Tar	50,000	50,000	Special
7 Flooring - Cabinets E. Wing	45,000	45,000	Special
8 Update Front Entrance	55,000	55,000	Special
9 Update Student Commons Area	50,000	50,000	Special
10 Replace Electrical Panel	10,000	10,000	Special
11 Roof Replacement & Repairs	150,000	150,000	Special
12 Gutters for S. Wing	50,000	50,000	Special
13 Misc. Repairs (Doors & A/C)	29,000	29,000	Special
Total One-Time Requests	\$ 465,000	\$ 465,000	

Optional Requests

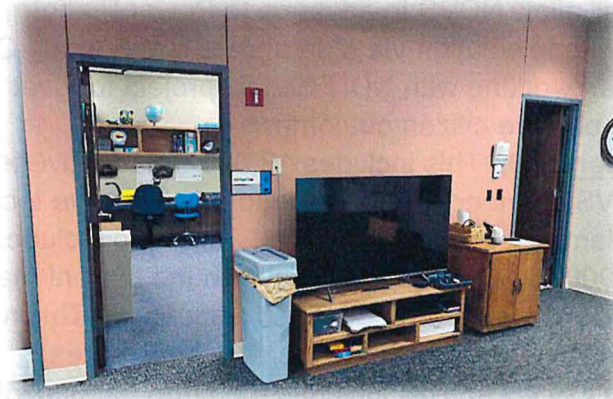
1. **Additional Operating** This request includes: 4,000 for programming purposes for an event called Family Weekend. This program is growing, and we want to be able to provide quality education to families about their child's vision loss. 40,000 for anticipated utility increases. We receive our heat/electricity from UND and were recently charged a 19,000-overage fee. 11,500 for inflationary increases for outreach services to students/adults. Our property is on 10 acres of land and we recently began hiring to apply chemical application to control weeds, 4,500.
2. **Teacher Salary Increases** This is to place teachers on the Composite Salary Schedule developed by HRMS for 2023-25. This includes wages, retirement, and payroll taxes. They are not classified employees.
3. **Temporary Salaries** This request is to return a portion of the temporary salaries reduced in a prior biennium. We are anticipating 25% of staff to retire in next 5 years. This will allow a cushion to hire temporary staff as vision professionals are in high demand and short supply.
4. **IT Costs** This will allow NDVS to advance to Power Platform and allow us to build upon a low-code solution via a database, DataVerse. Our lead IT team member has been working with NDIIT on this project for over a year and suggest this for the most positive citizen outcome.
5. **Equipment under 5,000** This includes 12,000 for adaptive technology equipment. NDVS/SB needs to be the leader in adaptive technology in ND. This will allow us to demonstrate new products. This also includes 3,600 for a floor scrubber and 4,900 for a carpet cleaner which the current machines are over 15 years old. These machines are both used frequently. This request also includes 5,500 to replace two doors in the garage/warehouse area.
6. **Update Parking Lot – Tar** This includes the north parking lot adjacent to Sixth Avenue North and the northwest parking lot adjacent to Sixth Avenue North and Stanford Road. The tar in this area has been repaired and older than 25 years old. It needs to be resurfaced and could be a safety hazard with its unlevel surface.
7. **Flooring – Cabinets for East Wing** This is to replace the flooring in the suites (where students reside) 10,000 and replacement of kitchen cabinets in the apartments, 35,000. These items will be over 25 years old at the time of replacement.



8. **Update Front Entrance** This will include an update to the front entrance (door #4). Most of the cost includes a drain to the sewer system for water that collects in this area. We are treating it as a safety issue. Breakdown of costs: Install drain 28,000, cement 17,000, tree removal 3,000, and landscaping 7,000.



9. **Update Student Commons Area** The objective is to make the room more functional to use as a social gathering or for student projects.



10. **Replace Electrical Panel – Corridor** This is to replace a panel that is approaching 45 years old.
11. **Roof Replacement and Repairs** This request includes replacement of the roof in the corridor area between the East Wing and South Wing – 135,000. During April 2022, SiteLogic and Tecta inspected the roof for all our buildings. It also includes deferred maintenance of 15,000.
12. **Gutters for South Wing** Due to the fact that we have been doing deferred maintenance for many years, only one roof area is in need of replacement, and the replacement of gutters South Wing.
13. **Misc. Repairs (Doors and AC Units)** This request includes the replacement of two doors, (main door) – sliding door and exterior door between the South/East Wing, 19,000. Also includes the replacement of two air conditioners, 10,000.



NORTH DAKOTA VISION SERVICES/SCHOOL FOR THE BLIND

NDVS/SB may be one of the most unique of all state agencies. Our mission to serve people of all ages with visual impairment alone makes our role in the state unique. In terms of our workforce, the majority of our staff have specialized degrees and are considered experts in the field on the state level as well as some being recognized nationally. In most instances members of our work team cannot be replaced quickly or easily due to a shortage of professionals in this field regionally and nationally.

NDVS/SB currently has no FTE vacancies. A report from HRMS revealed that we are one of the ten lowest paid agencies. We highly support compensation increases for our classified employees and teachers. We also ask that you consider supporting SB2015 for the equity package.

WHAT HAPPENS IF WE CAN'T DO OUR JOB...

Result 1



Children under age three with visual impairment would not receive early intervention to facilitate concept development, use of all senses and confidence in movement if our teachers were unable to provide guidance to parents and a variety of services within the child's home.

Result 2



Students in public and private schools across the state would not receive expert assessment and instruction in the skills required to fully participate and be successful in school and ultimately be Choice Ready at the time of graduation.

Result 3



Adults who become visually impaired or blind as a result of age-related conditions, disease or accidents would not receive the training in orientation and mobility, technology, self-care, braille and other special skills that build independence. People who go without this vital training lose independence and are often not able to take care of themselves or be active in their communities.

CURRENT AGENCY TEAM MEMBER STATS

11.5

Average years of instructional services

0

Number of vacancies

27.75

Full-time team members

7

Retirement-eligible next 5 years

\$58,005

Teachers average annual salary

\$50,371

Classified average annual salary *

* Does not include Superintendent

Other Bills That May Affect NDVS/SB

SB 2015 which aligns with the Executive Budget provides equity dollars for all agencies as well as the University System and Research & Extension. This proposed equity package, if approved, will be in addition to the performance-based increases that have also been recommended. NDVS/SB currently is one of the ten lowest paid agencies from HRMS.

Below is the estimated target equity and justification as identified by HRMS.

<p>SCHOOL FOR THE BLIND</p> <p>Estimated Targeted Equity</p> <p>\$160,000</p> <p>Biennial Expense</p>	<p>Justification for targeted equity:</p> <ul style="list-style-type: none">• Agency identified certain job categories as particularly hard to fill and retain<ul style="list-style-type: none">◦ Vision Specialists◦ Maintenance Workers◦ Maintenance Supervisor◦ Administrative Staff• Population analysis also revealed some relatively low paid employees
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Audit Findings

An audit was completed by the State Auditor's Office in 2021. This is what the report stated: **WHAT WE FOUND - This audit did not identify any areas of concern.**

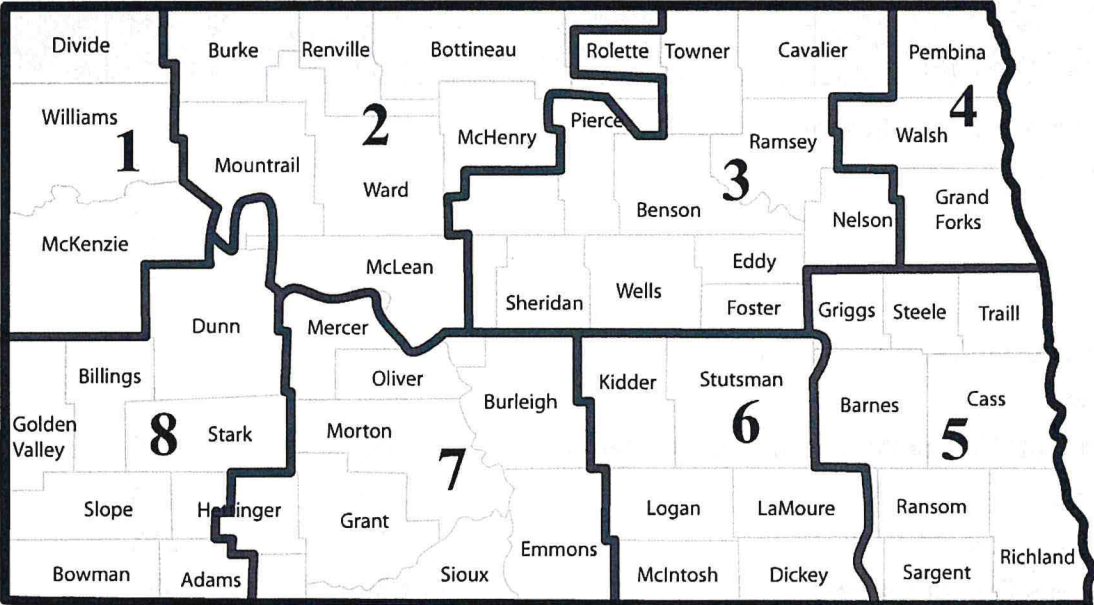
Client Services Data

Services Provided	2019-2021 Biennium	7/1/21 - 6/30/22 Annual	7/1/21 - 12/31/22 18 Months
Clients Served (Unduplicated):			
Infants/Students	292	232	270
Adults	<u>217</u>	<u>130</u>	<u>181</u>
Total	509	362	451
Vision Resource Center:			
New Loans	969	543	543
"Reaching Out" Newsletter (circulated quarterly)	365	538	910
APH Federal Registry	296	314	314
Store Sales (Invoices)	417	213	271
Braille Access Center (pages)	11,638	5,087	9,476
Short-term Programs (Persons Served):			
Student Programming	175	63	93
Adult Weeks	14	19	26
Summer Camps	27	20	26
Evaluations, Consultations, and Instructions (Services Provided):			
Consultations	1,598	838	1,295
Evaluations	400	210	297
Instruction	5,616	4,481	6,420
In-Service Training (Attendees)	660	901	1,403

(As of 06/30/20)



Citizens Served by Region July 1, 2021 to December 31, 2022



Region 1 - Williston
 Infants/Students: 8
 Adults: 4
 Total: 12

Region 5 - Fargo
 Infants/Students: 65
 Adults: 37
 Total: 102

Region 2 - Minot
 Infants/Students: 39
 Adults: 17
 Total: 56

Region 6 - Jamestown
 Infants/Students: 33
 Adults: 5
 Total: 38

Region 3 - Devils Lake
 Infants/Students: 32
 Adults: 13
 Total: 45

Region 7 - Bismarck
 Infants/Students: 26
 Adults: 29
 Total: 55

Region 4 - Grand Forks
 Infants/Students: 34
 Adults: 58
 Total: 92

Region 8 - Dickinson
 Infants/Students: 31
 Adults: 10
 Total: 41

Relocated/Out of State
 Infants/Students: 2
 Adults: 8
 Total: 10

Totals
 Infants/Students: 270
 Adults: 181
 Citizens: 451

Conclusion

North Dakota Vision Services/School for the Blind staff strive to serve boldly and operate efficiently. As a small agency with a sizable mission to provide services and resources to children and adults who are visually impaired, we must look forward and prioritize our tasks and projects. For the 2023-2025 biennium the short list of priorities strengthens and enhances services while being cost effective.

In a competitive environment it is important that increases in compensation for all staff are included. The increases for teachers allow NDVS/SB to compete with other North Dakota School districts. An increase in temporary salaries allows NDVS/SB to recruit and retain part-time employees (Such as dorm staff) at a competitive wage as well as utilize professional part-time help as needed to meet our obligations around the state.

There are always facility maintenance projects and modest upgrades that are requested every two years. This coming biennium is no different but the list this time around has a very reasonable price tag given how proactive we have been in keeping up on the health of the building and grounds. Enhancing the usability of the building for instruction through updating the front entrance, the student commons area and replacing flooring in the East Wing will greatly improve the appearance and function of the facility.

We consider each of these optional packages very important or essential. The roof targeted for replacement and the gutter repair for example are necessary and we feel it is prudent to do the as soon as possible. From new IT costs to purchasing new assistive technology, each item on the list was selected with care and a mindset of cost effectiveness.



Beyond 23-25 there were a number of additional improvements identified by SiteLogic. An upgraded HVAC system in the South Wing would enhance air quality as the current CFM is below standard. Also, in the South Wing a more substantial remodeling of space would increase function and enhance the lifespan of the building for decades. Those are future considerations, but we pride ourselves in being proactive by identifying needs well in advance.

Thank you for your consideration. We are prepared to provide additional information and clarification requested to assist you in this process.





North Dakota Vision Services/School for the Blind is a division of the
Department of Public Instruction,
Kirsten Baesler, State Superintendent
www.dpi.nd.gov

NDVS/SB does not discriminate on the basis of race, color, religion, sex, national origin, disability, age, sex (wages) or genetics in its programs and activities.

Testimony for SB2013 page 1

To: Representative Don Vigesaa, Chair, and Members of the ND House Appropriations Committee, 68th Legislative Session.

From: Allan Peterson, Legislative Committee, North Dakota Association of the Blind (NDAB). Home address: 7009 Horseshoe Bend, Horace, ND 58047.
H: (701) 282-4644; c: (701) 429-7209; Email: allan.c.peterson@gmail.com

Re: Testimony offered for SB2013, specifically for the appropriation provided to North Dakota Vision Services / School for the Blind for the biennium of 2023 – 2025.

Greetings Chairman Vigesaa, Vice Chair Kempenich, Representatives Bert Anderson, Bellew, Brandenburg, Karla Rose Hanson, Kreidt, Martinson, Meier, Mitskog, Mock, Monson, Nathe, Jon Nelson, O'Brien, Pyle, Richter, Sanford, Schatz, Stemen, Strinden, and Swiontek, Members of the House 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 2023 - 2025.

A resolution that supports the appropriation request of NDVS/SB, adopted by North Dakota Association of the Blind, is also included with this testimony.

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 has been submitted to the 68th North Dakota Legislative session. We are well aware, that there are significant unmet needs and a great need for more resources that, if available, would help serve more people with sight loss in ND.

It cannot be over emphasized, just how 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.

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 visually impaired. We are a statewide membership organization that was founded 87 years ago in 1936. 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.

As a person who lost his eyesight as an adult, I can 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 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 functional eyesight.

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 can 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 to allow us to be proficient in utilizing today's latest electronic technology.

I have also gained very valuable skills on using an iPhone from instructors at NDVS/SB and am very thankful that this training can be offered virtually via a phone 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 have found this skill to be particularly 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 absolutely 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 significant sight loss.

One of the benefits the pandemic yielded, was that we learned how to communicate virtually using electronic platforms like Zoom. Instructors at the School coordinated with our organization to offer a variety of virtual weekly meetings that have included among others - valuable information on accessible technology, coping skills, daily living skills like cooking, and much, much more that continue to be offered presently.

TESTIMONY ON SB 2013
HOUSE APPROPRIATIONS COMMITTEE
March, 1 2023
By: Adam Tescher, School Finance Officer
701-328-3291
North Dakota Department of Public Instruction

Chairman Bigesaa and Members of the Committee:

My name is Adam Tescher, and I am the School Finance Officer with the Department of Public Instruction. I will go over the school finance information for the DPI budget.

The school finance portion of the report provides information on student enrollments, school finance appropriation and expenditures, and teacher employment and salary information.

The first enrollment chart on page 15 shows a history of the statewide enrollment count by grade. The kindergarten enrollment for 2022-23 is 9,235 students, while the grade 12 enrollment is 7,816. The chart also shows the projected enrollments for the 2023- 24 school year.

Page 16 shows the history of births in the state from 2004 through 2021 by county. North Dakota births peaked in 2016 at 11,364 and have steadily declined to 10,111 births in 2021. This is the data the department uses to project kindergarten enrollment.

Page 17 includes graphs that show the history of births in North Dakota, and

the enrollment history of the largest nine school districts compared to all other districts in the state. The enrollment chart shows enrollments dating back to 1997-98. K-12 public school enrollment reached 118,649 in 1995.

The following two enrollment pages contain student enrollment history by county. Enrollment is identified by frontier counties, members of the Western Dakota Energy Association (WDEA), and the largest 11 counties. North Dakota's 11 largest counties experienced a 1.7% increase in 2022-23 and an 18.1% increase since 2013-14. The ND Public K-12 Enrollment by Region indicates that the Williston region experienced a 5% increase in enrollment in 2022-23 and a 50% increase since 2013-14.

Page 21 is a general overview of the Foundation Aid Formula. The funding formula started in the 2013-2015 biennium. There have been several updates to student weighting factors, the contribution from in lieu of property tax revenue, and transition adjustments. The 2023 school year has a 73 percent state contribution and a 23 percent local contribution.

The Statewide Statistical Summary- 2021-23 Budget to Actual, compares the 2021-23 appropriation to the actual expenditures for the Foundation Aid payment. The state aid distributed for the 2021-23 biennium will be approximately \$52 million dollars less than what was appropriated. The primary reasons for this are the lower-than-expected student enrollments and larger than-projected contributions from local sources, specifically oil and gas production taxes and US flood revenue.

Page 23 is the Department of Public Instruction Status report estimating the turnback for the 2021-23 biennium by line item. The report indicates an estimated \$71.2 million turnback of general fund dollars.

The following two pages display the cost to continue Integrated Formula payments for the 2023-25 biennium. The first page shows the calculation of the state aid payments comparing the 2021-23 budget to the 2023-25 budget. The formula is calculated using the cost to continue the current law into the 2023-25 biennium. The cost includes projected increases in student enrollment and changes in taxable valuation. Oil and gas production tax was projected using actual distributions from July 1, 2022, through December 31, 2022. This will result in an appropriation decrease of \$46,367,896 from the 2021-23 biennium. This is a change from the cost to continue presented to the senate as the 2022 taxable valuation was reported higher than what was projected by DPI. The next page shows each line item of the Integrated Formula payments and compares the 2021-23 biennium to the 2023-25 biennium. Other grants to school districts have also been added to this worksheet.

Pages 26-27 are an example of the Foundation Aid calculation for a school district. The first page is the calculation of the state aid payment, while the second page is the supporting calculations of the payment on page 1. Line 30 indicates that this district has a transition minimum adjustment. The calculation for this adjustment is shown in section F at the bottom of page 2. These worksheets are made available for all districts each month a payment is made.

Pages 28 and 29 contain the history of the state aid to schools dating back to the 2011-13. I have included the 2023-2025 biennium appropriations as passed by the Senate. There has been a significant increase in the dollars appropriated for the state aid the schools receive. The State Tuition Fund has increased its contribution to the State School Aid Program from \$140 million in 2013-15 to \$433 million in 2021-23.

Pages 30 and 31 contain information on the history of licensed staff in North Dakota and the estimated average teacher salary by state calculated by the National Center for Education Statistics (NCES). Page 32 compares expenditures per pupil to other states. The Department of Public Instruction uploads data to NCES each year so they can make accurate comparisons.

Mr. Chairman that concludes my prepared testimony, and I will stand for any questions you may have.

TESTIMONY ON SB 2013
HOUSE APPROPRIATIONS COMMITTEE
March 1, 2023
By: Jamie Mertz, Director of Fiscal Management
701-328-2176
Department of Public Instruction

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 with information regarding the Department's 2023-25 appropriation request. I refer you to the budget book that was distributed this morning.

The Department's budget is comprehensive and includes three outlying agencies. These agencies will be providing information and testimony following DPI. For your convenience, we have separated the budget documents by pre-printed tabs for easy reference.

I will start with pages 9 and 10 in the NDDPI 2023-25 Budget Request section. As Superintendent Baesler mentioned, approximately 92% of our budget is distributed directly to school districts. Of the remaining 8%, 6% are granted to entities other than school districts and 2% are agency operations. Agency operations are funded with 24% General Funds and 76% Federal and Special Funds. In our budget request, we requested a 10% increase to our salary line as well as a \$960,000 equity increase which is also in the OMB budget bill.

Since Superintendent Baesler has been elected as the North Dakota State Superintendent, we have continually looked at ways to manage our funding better and promote enhanced student outcomes to the extent possible from the department. Over the past ten years, we decreased our FTE numbers from 101.5 to 86.25, a reduction of 15.25 full-time employees, equating to a 15% staff reduction. In addition, we have not been able to fully fund all 86.25 FTEs due to the lack of funding provided. We are currently staffed at 78.5 FTEs. This has resulted in work being reassigned or eliminated. We are asking more of our employees as we continually add programs and initiatives to our department to provide resources and opportunities to North Dakota schools that aim to increase student outcomes. We are looking to the Legislature to provide additional compensation to get current staff closer to market compensation which is needed to retain current DPI talent. In addition, we will be looking to fund the unfilled FTEs to reduce exorbitant stress on current team members. This equates to funding for approximately 7.25 positions. We intend to use performance bonuses to recognize the work of those employees who have exhibited exemplary service during the current fiscal year. In some cases where employees have assumed additional duties, we have provided pay increases and retention bonuses commensurate with the additional workload they are assuming.

Staff turnover has caused additional challenges within the North Dakota Department of Public Instruction. The learning curve is high for new employees, and staff has to pick up the workload due to the decreased FTEs. In addition, the agency has taken on new initiatives to better serve North Dakota schools and educators. We are working tirelessly to provide North Dakota schools with additional resources, tools, and programs to address the learning loss caused by the Covid-19 pandemic.

The Department has developed a strategic plan that is being used as a roadmap for the future education direction. We utilize the strategic plan to review current programs to determine if we need to make changes in the implementation of existing programs, or if there is a need to redirect resources to areas that we determine to be important to facilitate better student outcomes aligned with student outcome goals. Based on our strategic plan, we do not anticipate additional FTEs. As mentioned before, our goal for the next biennium will be to fully fund our agency. We would look to the agency's current vacant FTEs for possible reclassification to meet the focus areas necessary to achieve improved student outcomes and meet the agency's continually growing needs.

Our budget request also includes the increase to our operating line that was added in the Senate's version of our budget. This is for anticipated increases to NDIT costs and rent.

I will next refer to lines 5-8 which are the Integrated Formula Payment or School Foundation Aid. The number in our request is based on the version of the funding formula that was passed out of the Senate. Mr. Adam Tescher will address this later in the presentation.

On line 11, we have our Covid Relief Funds. We will need to get authorization language written into our bill to allow us to carry over any unused amounts into the 2023-25 biennium as some of the funds go through September 2024. We estimate the amount to be \$250 million.

The next section lists various program grants that are State funded. Line 13 includes a \$500,000 request to increase to Adult Education funding. With the workforce problem in North Dakota, Adult Education is an important part of the solution. This is one of the fastest ways to train individuals for the open positions that are desperately needed to be filled. More and more jobs require a high school diploma and there is a pool of ND citizens who could gain employment or better their employment by going through the program. The increase from last biennium is to maintain an ESSER jump-started program called Integrated Education and Training (IET). This program has been a success in getting students workforce ready even faster but we do not have a funding source after this program year.

Line 17 has the Superintendent's grant pool in which we are requesting an increase of \$500,000 for Leveraging the Senior Year. This is actually made up of

two programs: Advanced Placement testing and College Ready English and Math. With the advanced placement, North Dakota students are provided the opportunity to take rigorous, college-level courses and earn college credit while in high school. For economically disadvantaged students taking AP exams in English, math, science, and computer science, the State pays the entire exam fee for up to 4 qualifying exams for the student's high school career. For other students, the State pays the full fee for the student's first exam and fifty percent of the next three exams. This program has saved North Dakota families millions of dollars in college tuition.

The College Ready English and Math, or CREAM, program is designed to provide high school seniors and juniors with the opportunity to take the necessary developmental coursework required upon entering credit-bearing higher education. Several years ago, it was identified that a high percentage of North Dakota high school graduates were needing to take remedial/developmental coursework upon entering college as a freshman. These developmental courses not only cost money and take time to complete, but they do not count towards the students' college diploma requirements. The CREAM program is made available to provide these students with the remedial coursework they would otherwise need to take but will save them time and money. In addition to satisfying the requirements for credit-

bearing course placement in college, successful completion of these courses also fulfills requirements for high school graduation in math and English.

Our next request for additional funding is for the Grow Your Own Teacher program. This program provides grants to institutions of higher education to assist paraprofessionals to become qualified teachers. We implemented this program with four institutions using ESSER state discretionary funds and the Governor's Emergency Educational Relief Fund and it has been very successful. This request is related to SB 2032 which has an appropriation of \$3 million.

We are also requesting \$3 million for the Be Legendary School Board Training. Less than 10% of school board meetings are spent on student outcomes, even though that is the most important purpose of education. This program is a 2 day institute for school boards with optional ongoing coaching. The idea for this program first came about in 2019 when a group from North Dakota was sent to the training with the plan to request seed money from the 2021 legislature to implement the program. However, COVID-19 put a hitch in that plan. We used ESSER State discretionary funds to create a North Dakota-specific model to train North Dakota school boards as well as provide funds to attend the training. Eight districts have completed the program and twenty-six are in process or scheduled to start the training. As the mantra of the program states, "Student outcomes don't change until adult behaviors change".

Our next request is \$2 million for a Cyber-Security Credential incentive for instructors. Our cyber world continues to grow as more and more devices are linked together over the web. We are becoming more and more dependent on these devices in our connected society. The 21st Century workforce needs 21st century skills. Whether you're a farmer bringing food to the table, a technician working to maintain critical energy infrastructure, or just sharing news with friends over social media, you use connected devices. Any significant shift in the farming, energy production, manufacturing, or medical industry will result from shifts in the use of data or connected systems. Most new businesses (Uber, Doordash, Carvana) have sprung up and thrived due to connected systems. These systems are constantly under attack; these businesses rely on skilled technicians on the front line to defend these systems from cyber attacks. Even if you're not looking to reduce cost, add services or be the next big thing, you are likely sharing data over the internet and need to learn to protect your information. Everyone needs to learn to become good digital citizens. Everyone needs at least basic knowledge of computers and how modern systems communicate, even if you are not going to specialize in a cyber career. We must ensure our educators are equipped and trained to provide this knowledge to our learners with the goal of having every student cyber-educated. This request is to provide an incentive for educators to obtain a credential in cyber-security.

Our final request in this section is for \$500,000 for the Greater Math in North Dakota program. We implemented this program with ESSER State discretionary funds but are looking to continue with State funds. Based on the 2022 State Assessment, only 39% of students are proficient in math. Math is a cumulative subject and if a student struggles with a concept they tend to get further behind as new ones are added. This program is a partnership with the Regional Educational Laboratory Central, Regional Education Associations and grantees to provide training and support for mathematics education. It looks to refine the teacher's approach by using the same curriculum, tools, programs, and online platforms that a school already has. The desired outcome would be increases in math growth and closing student gaps by implementing a high-quality blended learning model. Blended learning combines face-to-face instruction with online learning by leveraging technology to assist educators in diagnosing students' prior knowledge, differentiating academic paths for each student, and adjusting lesson execution. This is a two-year program with 8 districts currently participating, however, we had more districts interested than what we had funding available.

The next section on page 10 contains various grants that simply flow through our agency. Normally our request doesn't include any additional funding requests or reductions, however, the Governor's budget did double the size of the Education Standards and Practices Board's Teacher Support System which we

included here. I believe someone from ESPB will testify in support of this request when public testimony is heard.

Line 35 is our federal program grants that are not pandemic related. We are requesting a \$70 million increase to this line for anticipated funding increases for the US Department of Agriculture food programs and US Department of Education Special Education and Title programs.

On line 39, North Dakota Information Technology has requested a \$525,000 increase to the PowerSchool funding. PowerSchool is a student information system that school districts utilize. The funding in this line goes directly to NDIT for maintenance and improvements to this system.

Line 40 contains a request for \$5 million for the rewrite of our State Automated Reporting System or STARS. This is a custom data clearinghouse solution that implements the unique requirements for the collection, aggregation, storage, distribution, and reporting of State and Federal government-mandated education data. During the current biennium, DPI withheld \$9.97 million from districts' foundation aid payments to pay for this project. The language we would need would just be authorization to carry forward the unused funds.

Page 11 summarizes the additional funding requests that I have discussed as well as the possible funding sources. Pages 12 and 13 are a breakdown of the various federal programs that we have administered over the last 2 years. Prior to

the pandemic, a normal year would be about \$150 million so you can see the large increases we have experienced. We do not believe the federal programs decreasing to this level and this why we are requesting a \$70 million increase to our Grants-Other Grants line.

On page 14, we have summarized all of the pandemic-related funding that was awarded through our agency as well as what has been spent through the end of December. One of the things that I am most proud of is that we were able to administer all of these funds by only hiring a single temporary employee whose employment ends when the programs do. Speaking to my colleagues in other states, they hired teams of people to administer these funds. We were the beneficiaries of some fortunate timing in that we had implemented our WebGrants grant management system in the fall of 2019 which allows us to issue grants and grantees can request funds electronically. Prior to this, we had a cumbersome paper process and I couldn't imagine how we would have handled all of these funds as quickly and efficiently as we did under the old methodology.

Mr. Chairman, this concludes my remarks and I thank you for the opportunity to discuss the budget of the Department of Public Instruction. Our School Finance Officer Mr. Adam Tescher will present information in the School Finance Statistics pertaining to school funding, but I would be happy to take any additional questions from the committee before he presents. Please feel free to contact me to answer any

questions or provide further information. If I don't know the answer I definitely can find the person who would. Thank you.



Our Mission

NDVS/SB provides individualized services and resources to infants, children and adults with visual impairment to empower them in achieving their goals.

Our Services

North Dakota Vision Services/ School for the Blind (NDVS/SB) provides outreach services and center based programming to persons of all ages; infants and their families, students and adults. Information about services and products that can help in maintaining independence.

To Access Services

Contact the Regional Coordinator in your area or call NDVS/SB at 1-800-421-1181.

Eligibility: Any individual with an impairment in vision, which even with correction, affects the individual's functional ability.

Evaluations, Consultations, and Instruction:

- Adaptive Technology
- Braille
- Daily Living Skills
- Functional Vision Evaluations
- Low Vision/Adaptive Techniques/Aids
- Orientation and Mobility
- Recreation/Leisure
- Vocational/Career Education

In-service Training is available upon request to other agencies, service organizations, schools, and health care providers.

Housing is available for students and adults while participating in programming.

Vision specific and assistive technology equipment are available for demonstration to persons who are blind or visually impaired, families, local school districts, private schools, vocational

rehabilitation, and related entities.

Vision Resources:

- Consumer and Professional Library
- APH Materials
- Descriptive Videos
- Sensory Education Library
- The Store (adaptive aids for sale)
- Braille Access Center

Short Term Programs:

- Preschool (mini-session)
- Kids Weeks (1st—6th Grade)
- Middle School
- Teen/Transition Weeks
- Adult Weeks
- Summer Camps



NDVS/SB is a Division of The
Department of Public Instruction
Kirsten Baesler, State Superintendent.



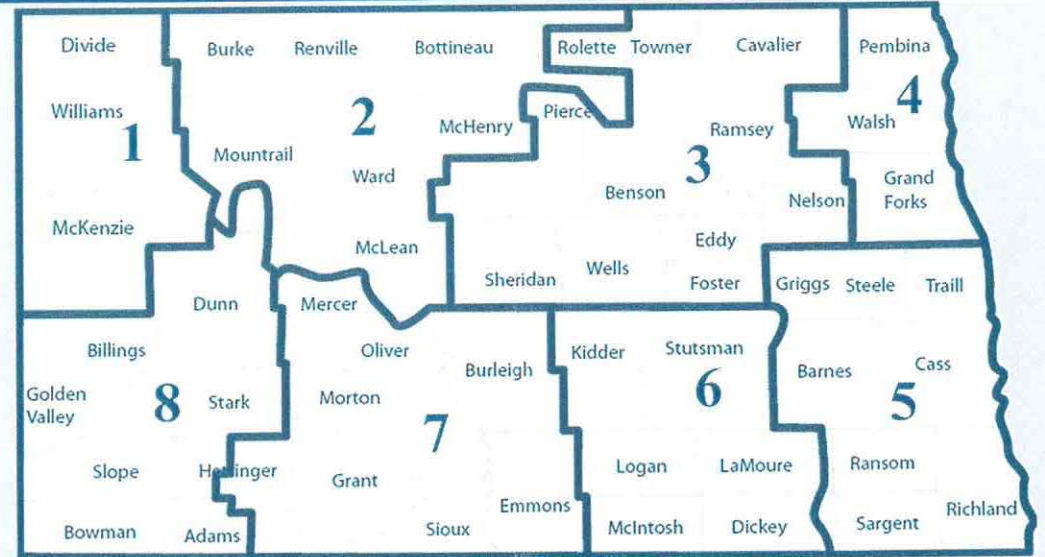
NDVS/SB does not discriminate on
the basis of race, color, religion, sex,
national origin, disability, age, sex
(wages) or genetics in its programs
and activities. For inquiries regarding
nondiscrimination policies, please
contact: Tami Purcell, Business
Manager, (701) 795-2707.

North Dakota Vision Services/ School for the Blind

Serving the Visually
Impaired since 1908



500 STANFORD ROAD
GRAND FORKS, ND 58203
701-795-2700
1-800-421-1181
WWW.NDVISIONSERVICES.COM



Service Providers

REGION 1 & 2

Erika Moulton, 701-857-7638
emoulton@nd.gov

REGION 3

Kathy Grzadzielewski, 701-795-2722
kgrzadz@nd.gov

REGION 4

Danielle Hillebrand, 701-795-2718
dani.hillebrand@nd.gov

REGION 5

Melissa Snyder, 701-298-4840
melissa.snyder@nd.gov

REGION 6

Lanna Slaby, 701-253-3012
lslaby@nd.gov

REGION 7 & 8

Mary Verlinde, 701-328-3986
mverlind@nd.gov

Adult Service Providers

REGIONS 1, 2, 7 & 8

Amy Osvoild, 701-857-7635
abrunner@nd.gov

REGIONS 3, 4, 5 & 6

Pam Haus, 701-795-2719
phaus@nd.gov



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

Presentation to House Appropriation Committee

March 1, 2023



ND Department of Public Instruction



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION



NORTH DAKOTA PUBLIC INSTRUCTION – 2022-2023

*updated December 2022

WHO WE ARE

78

Regular Team Members (down from 101 in 2012)

WHAT WE'RE ABOUT

Mission: NDDPI will partner with schools and communities to provide a statewide system of excellent service and support to ensure a healthy school environment that fosters student success.

Vision: Our vision is that all students will graduate choice ready with the knowledge, skills, and disposition to be successful.

Goals/Objectives: Increase students who enter kindergarten prepared to learn, who demonstrate reading proficiency in 3rd grade, who meet expected learning gains each year, who engage in learning, and who graduate choice ready; reduce the disparity in the achievement for students with disabilities, living in poverty, and for Native American students.

WHO WE SERVE



STUDENTS (PK-12)

- Total: 128,502
• Public: 115,385
• Non-Public: 9,230
o BIE: 1,533
• Home Educated: 3,887

*Totals reported by districts as of September 10, 2022



SCHOOL DISTRICTS

- Public: 168
Non-Public: 44
Bureau of Indian Ed: 5
State Institutions: 4



TEACHERS & ADMINISTRATORS

- Teachers: 9,004
Other specialists: 1,038
Administrators: 672

HOW WE DO IT

2021-2023 Budget: \$3,091,979,557

- General: \$1,658,646,873
Special: \$613,599,384
Federal: \$819,733,300
• \$2.84B funding delivered directly to districts

Salary



\$17.9M

Operating



\$33.3M

NORTH DAKOTA PUBLIC INSTRUCTION – 2022-2023

WHAT WE'RE PROUD OF

CHOICE READY

Choice Ready measures a school's performance in preparing students to succeed beyond K-12. The Choice Ready rate for 2020-2021 was 61%, which is a 16% increase from the 2020-2021 academic year.

LEARNING RECOVERY

DPI supports the "Be Legendary School Board Leadership Institute" to improve student outcomes & support school board work; A "Greater Math in ND" initiative to improve math performance and understanding for all students.

FAMILY ENGAGEMENT

DPI's 27-member cabinet where members share experiences as parents, guardians, caretakers, or educators and discuss how ND families and schools can work together to support education for all students.

90%

Traditional graduation rate
(U.S. average is 86%)

86%

GED pass rate
(3rd in nation)

Overseeing
\$428M
in ESSER
funds for
K-12
education

Recognized
49
County
Teachers of
the Year in
2022

WHAT WE DO



COMPUTER SCIENCE/CYBERSECURITY ED

ND is the first in the nation to create computer science and cybersecurity standards for each K-12 grade, as well as training and lessons for teachers across the state.



RECRUIT HIGH-QUALITY EDUCATORS

DPI supports teachingnd.com, a free online platform that connects job seekers and employers, as well as a Teacher Apprenticeship program to provide an additional pathway for aspiring educators.



INTERVENTIONS & SUPPORTS

The ND Multi-Tier System of Supports is a framework to provide all students with the best opportunities to succeed academically, socially, emotionally, and behaviorally in school.



ND NATIVE AMERICAN ESSENTIAL UNDERSTANDINGS

Primary resources and indigenous learning principles that provide knowledge for all ND educators about how learning happens best when using relevant materials.
<https://teachingsofourelders.org/>



PARTNER WITH TEAM ND

DPI partners with other ND agencies for a more effective and efficient "whole of government" approach to carry out our agency's mission.



PERSONALIZED COMPETENCY-BASED LEARNING

First state in the nation to create and recognize a learning continuum for graduation diploma.

HOW WE MEASURE QUALITY: PK-12 STRATEGIC VISION

Increase Students Who Graduate Choice Ready (grades 9-12)

2021-2022: 61%

2020-2021: 45%

2019-2020: N/A (pandemic)

2018-2019: 36%

Increase Students Who Demonstrate NDSA ELA Proficiency in 3rd Grade

2021-2022: 39%

2020-2021: 39%

2019-2020: N/A (pandemic)

2018-2019: 48%

Increase Students Who Are Engaged in Learning

2021-2022: 86%

2020-2021: 87%

2019-2020: 83%

2 2018-2019: 83%

Increase Quality Education Personnel

DPI Workplace Engagement

2022 Gallup Q12: 41%

2021 Gallup Q12: 52%

2020 Gallup Q12: 42%

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

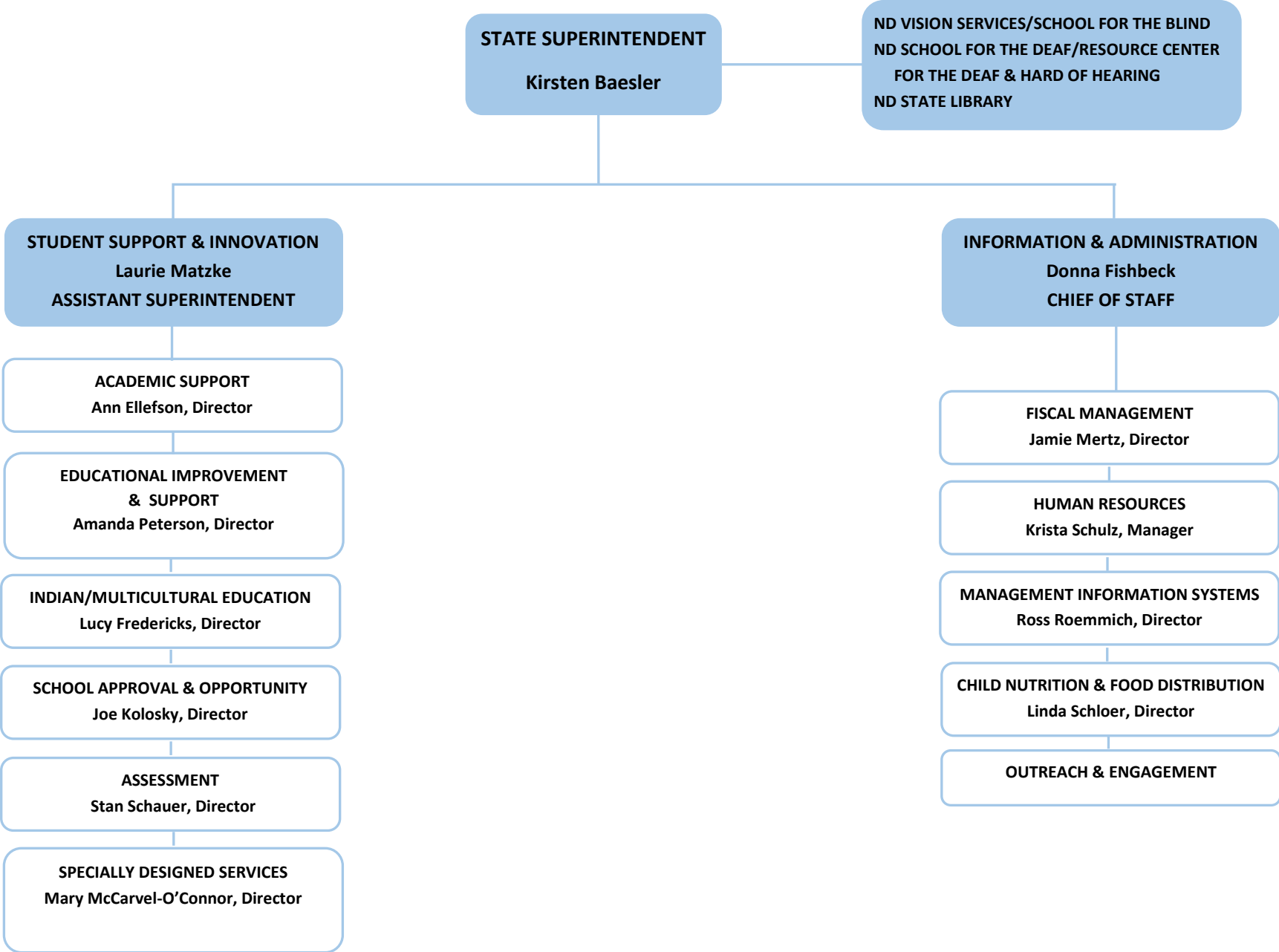
We will make progress toward this vision by achieving these long-term outcomes for students

- *Increase students who enter kindergarten prepared to learn, and increase the number of kindergarten classrooms that meet the needs of every learner*
- *Increase students who demonstrate reading proficiency in 3rd 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 with disabilities, students in poverty, and Native American students*

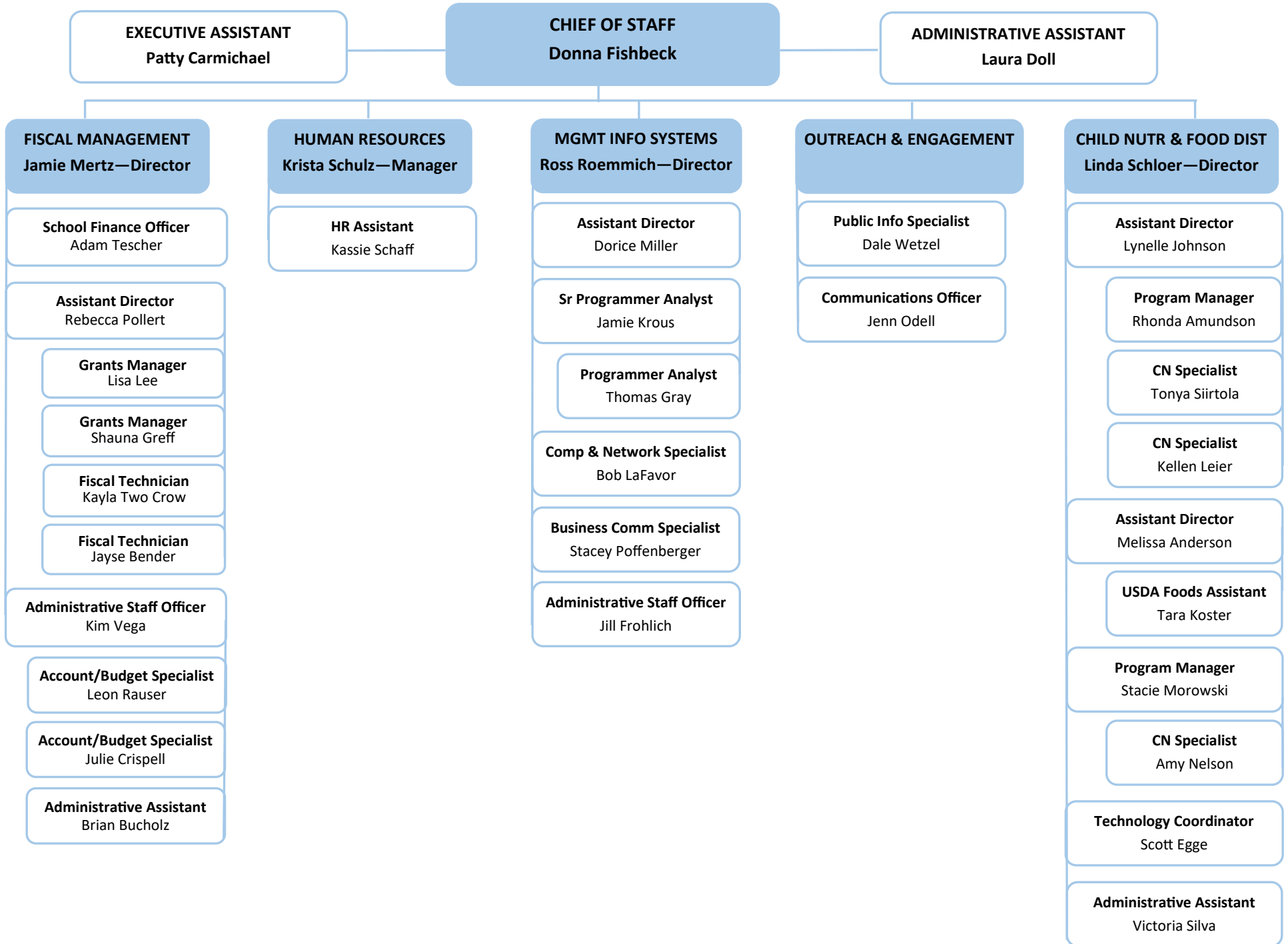
We will drive improvement on these outcomes through focused effort within these strategic themes

- *Quality early childhood experiences*
- *Support for safe and healthy behaviors*
- *Career awareness, exploration, and development*
- *Quality education personnel*
- *Quality student-centered instruction*

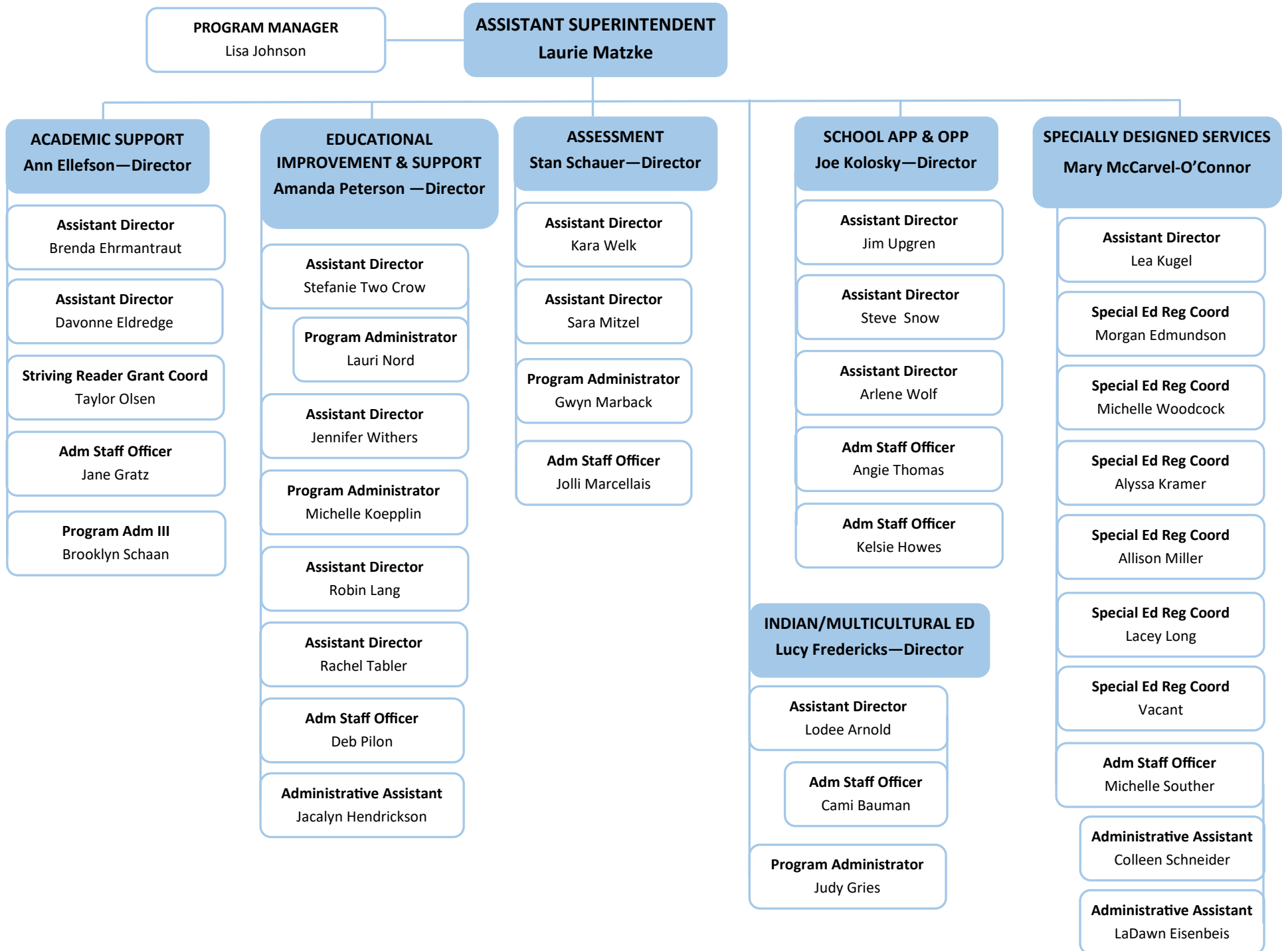
NDDPI ORGANIZATIONAL CHART



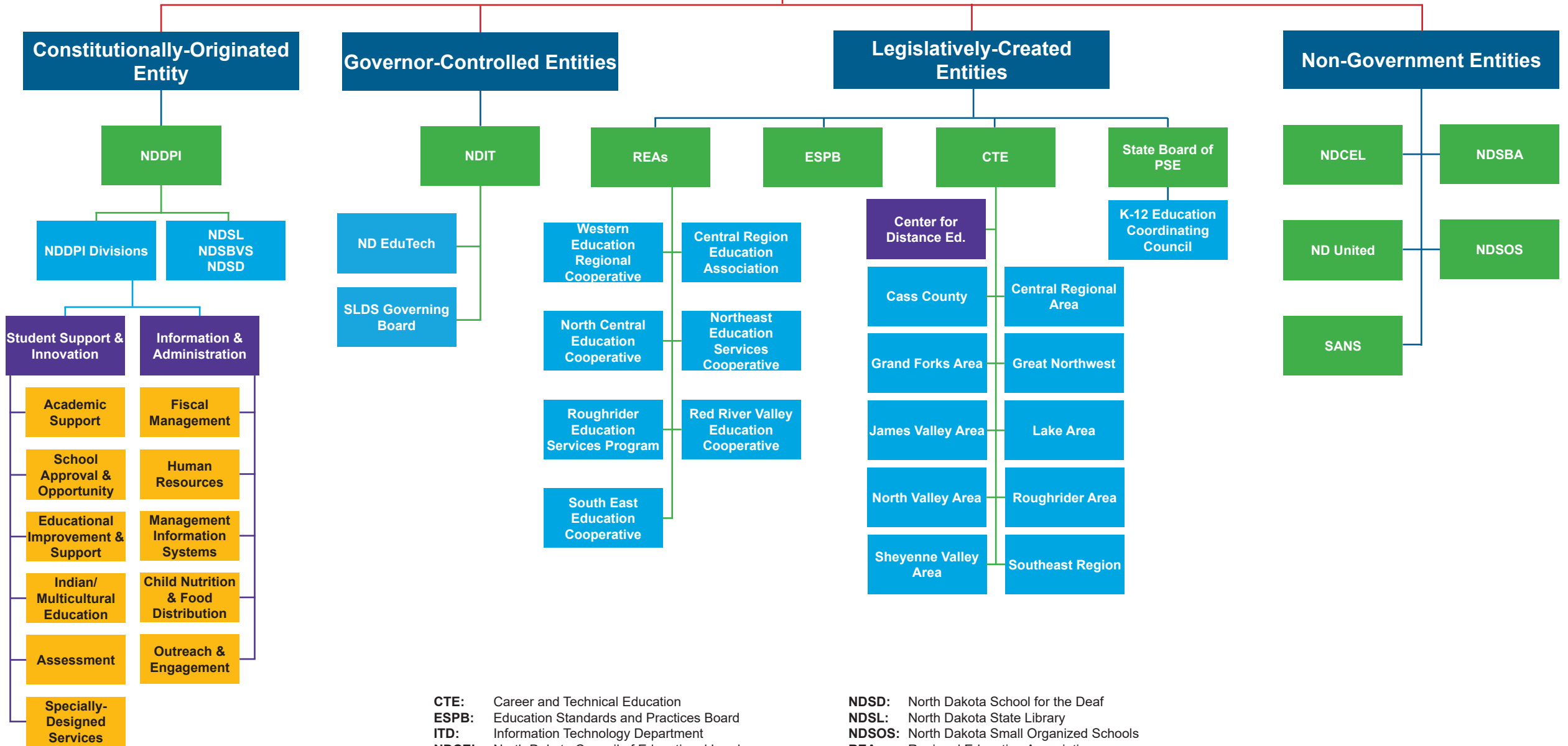
NDDPI CHIEF OF STAFF ORGANIZATIONAL CHART



NDDPI ASSISTANT SUPERINTENDENT ORGANIZATIONAL CHART



Division of ND Educational Authority



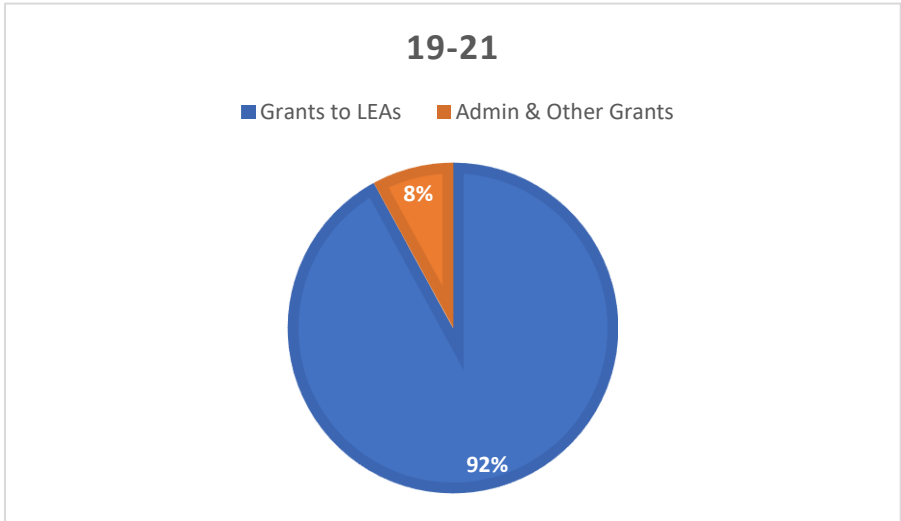
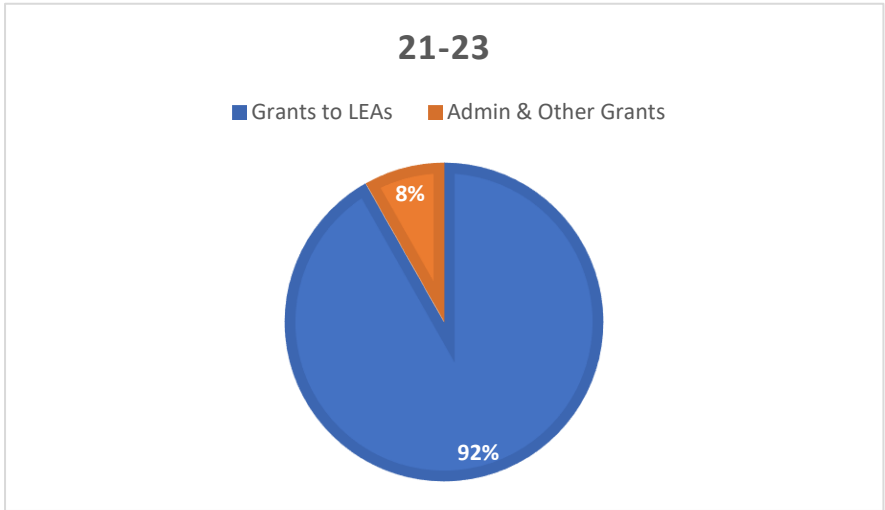
CTE: Career and Technical Education
ESPB: Education Standards and Practices Board
ITD: Information Technology Department
NDCEL: North Dakota Council of Educational Leaders
NDDPI: North Dakota Department of Public Instruction
NDSBA: North Dakota School Boards Association
NDSBVS: North Dakota School for the Blind/Vision Services

NDSD: North Dakota School for the Deaf
NDSL: North Dakota State Library
NDSOS: North Dakota Small Organized Schools
REA: Regional Education Association
SANS: SysAdmin Audit Network Security
SBPSE: State Board of Public School Education

Updated January 1, 2023

Department of Public Instruction (201)
Percent of Budget Delivered to School Districts

	19-21	21-23
Total DPI Budget	\$ 2,580,200,651	\$ 3,097,812,312
Paid to LEAs	2,375,312,796	2,843,440,067
Percent of Budget	92.06%	91.79%



Agency Budget



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

Department of Public Instruction (201)
2023-2025 Biennial Budget Request / Funding Analysis

	1 2021-2023 Appropriation	2 Base Level	3 Senate Version	3 Agency Request
1 Administration:				
2 Salaries & Wages	\$ 17,854,747.00	\$ 17,854,747.00	\$ 19,313,859.00	\$ 20,735,677.00
3 Operating Expense	34,298,149.00	33,098,149.00	33,293,320.00	33,293,320.00
4 Total	\$ 52,152,896.00	\$ 50,952,896.00	\$ 52,607,179.00	\$ 54,028,997.00
5 Integrated Formula Payment				
6 Funding : General	\$ 1,554,850,500.00	\$ 1,555,350,500.00	\$ 1,794,336,700.00	\$ 1,794,336,700.00
7 Special	576,474,500.00	576,474,500.00	654,314,500.00	654,314,500.00
8 Total	\$ 2,131,325,000.00	\$ 2,131,825,000.00	\$ 2,448,651,200.00	\$ 2,448,651,200.00
9 Grants - Special Education	\$ 27,000,000.00	\$ 27,000,000.00	\$ 27,000,000.00	\$ 27,000,000.00
10 Grants - Transportation	\$ 58,100,000.00	\$ 58,100,000.00	\$ 58,100,000.00	\$ 58,100,000.00
11 COVID Relief Funds	\$ 389,029,784.00	\$ -	\$ -	\$ -
12 Grants - Program Grants				
13 Adult Education Matching Funds	\$ 5,000,000.00	\$ 5,000,000.00	\$ 5,000,000.00	\$ 5,500,000.00
14 Reduced Breakfast Program Funds	200,000.00	200,000.00	200,000.00	200,000.00
15 School Lunch Matching Funds	1,380,000.00	1,380,000.00	1,380,000.00	1,380,000.00
16 Dyslexia Program	250,000.00	-	-	-
17 Grant Pool	1,400,000.00	900,000.00	1,200,000.00	1,400,000.00
18 Grow Your Own Teacher Program	-	-	3,000,000.00	4,000,000.00
19 Be Legendary School Board Training	-	-	2,000,000.00	3,000,000.00
20 Cyber Security Credential Incentive	-	-	1,000,000.00	2,000,000.00
21 Greater Math Program	-	-	-	500,000.00
22 Total	\$ 8,230,000.00	\$ 7,480,000.00	\$ 13,780,000.00	\$ 17,980,000.00

23 Grants - Pass Thru Grants				
24 Heritage Grants	\$ 34,000.00	\$ 34,000.00	\$ 34,000.00	\$ 34,000.00
25 ND Museum of Art	425,000.00	425,000.00	-	425,000.00
26 North Central Council for School Television	202,300.00	202,300.00	-	202,300.00
27 Northern Plains Writing Project	25,000.00	25,000.00	-	25,000.00
28 Red River Writing Project	25,000.00	25,000.00	-	25,000.00
29 Science Experiments	13,500,000.00	-	-	-
30 Science Museum	5,900,000.00	-	-	-
31 Teacher Support System (ESPB)	2,125,764.00	2,125,764.00	2,125,764.00	4,251,528.00
32 We the People	70,000.00	70,000.00	70,000.00	70,000.00
33 Total	\$ 22,307,064.00	\$ 2,907,064.00	\$ 2,229,764.00	\$ 5,032,828.00
34 Grants - Other Grants				
35 Federal Program Grants	\$ 393,596,918.00	\$ 312,513,893.00	\$ 382,513,893.00	\$ 382,513,893.00
36 Displaced Homemaker	225,000.00	225,000.00	225,000.00	225,000.00
37 Total	\$ 393,821,918.00	\$ 312,738,893.00	\$ 382,738,893.00	\$ 382,738,893.00
38 Special Line Items				
39 Power School	\$ 5,250,000.00	\$ 5,250,000.00	\$ 5,775,000.00	\$ 5,775,000.00
40 STARS Rewrite	10,419,360.00	-	-	-
41 National Board Certification	176,290.00	176,290.00	176,290.00	176,290.00
42 Total Appropriation	\$ 3,097,812,312.00	\$ 2,596,430,143.00	\$ 2,991,058,326.00	\$ 2,999,483,208.00
43 Department Wide Funding Sources:				
44 General Funds	\$ 1,658,646,873.00	\$ 1,658,196,873.00	\$ 1,898,420,245.00	\$ 1,903,165,888.00
45 Federal Funds	824,566,325.00	348,453,516.00	419,388,041.00	419,689,980.00
46 Special Funds	614,599,114.00	589,779,754.00	673,250,040.00	676,627,340.00
47 Total	\$ 3,097,812,312.00	\$ 2,596,430,143.00	\$ 2,991,058,326.00	\$ 2,999,483,208.00
48 Full-time Equivalent Positions		86.25	86.25	86.25

Department of Public Instruction (201)
2023-2025 Biennium Additional Funding Requests

	Funding			Total
	General	Federal	Special	
Compensation Changes	\$ 1,669,008	\$ 1,208,131	\$ 3,791	\$ 2,880,930
Rent Model/NDIT Increases	163,043	28,333	3,795	195,171
Leveraging the Senior Year Increase	500,000	-	-	500,000
Adult Education	500,000	-	-	500,000
Grow Your Own Teacher Program	-	-	4,000,000	4,000,000
Be Legendary School Board Training	-	-	3,000,000	3,000,000
Cyber Security Credential Incentive	-	-	2,000,000	2,000,000
Greater Math Program	500,000	-	-	500,000
Teacher Support System (ESPB)	2,125,764	-	-	2,125,764
Increased Federal Grants	-	70,000,000	-	70,000,000
Power School Increase	525,000	-	-	525,000
STARS Rewrite*	-	-	5,000,000	5,000,000
	<u>\$ 5,982,815</u>	<u>\$ 71,236,464</u>	<u>\$ 14,007,586</u>	<u>\$ 91,226,865</u>

*This would be carryover of unused funds

ND Department of Public Instruction (201)
Federal Funds Summary
Fiscal Year 2021-2022

Catalog #	Grant Name	Administrative Funds	Grant Funds to School Districts	Grant Funds to Others	Total Grant Award
10.534	Child and Adult Care Food Program	\$ 11,762.31	\$ -	\$ 15,069.06	\$ 26,831.37
10.541	Child Nutrition Training and TA	191,367.85	-	-	191,367.85
10.553	School Breakfast Program	-	17,126,165.53	137,899.89	17,264,065.42
10.555	School Lunch Program	12,968.67	73,065,766.40	904,391.28	73,983,126.35
10.556	Special Milk Program	-	5,599.56	1,751.11	7,350.67
10.558	Child and Adult Care Food Program	148,320.81	589,297.93	9,937,497.65	10,675,116.39
10.559	Summer Food Service	371,056.93	2,404,774.59	778,551.30	3,554,382.82
10.560	State Administrative Expenses for Nutrition Programs	1,036,187.19	406,159.94	55,933.92	1,498,281.05
10.565	Commodity Supplemental Food Program	31,456.12	-	55,167.60	86,623.72
10.567	Food Distribution Program on Indian Reservations	504,837.30	-	1,828,004.28	2,332,841.58
10.568	The Emergency Food Assistance Program	43,978.38	-	342,146.30	386,124.68
10.574	Team Nutrition	3,019.78	-	-	3,019.78
10.579	Direct Certification	-	40,326.42	-	40,326.42
10.582	Fresh Fruits & Vegetables	88,486.94	2,444,521.98	368.54	2,533,377.46
10.649	Pandemic EBT	20,069.12	129,491.00	-	149,560.12
21.019	Coronavirus Relief Fund	-	-	249,999.89	249,999.89
21.027	Coronavirus State and Local Recovery Funds	-	-	25,537.50	25,537.50
84.002	Adult Education	178,703.44	518,297.28	257,865.12	954,865.84
84.010	Title I, Part A Improving Education for the Disadvantaged	458,192.42	39,593,641.59	-	40,051,834.01
84.011	Migrant Programs	156,790.77	525,631.20	-	682,421.97
84.013	Neglected/Delinquent	-	-	51,502.00	51,502.00
84.027	IDEA-B (Special Education)	2,452,960.30	19,789,035.35	14,327,381.93	36,569,377.58
84.144	Migrant Consortium	177,330.46	2,513.86	-	179,844.32
84.173	Preschool (IDEA)	37,617.92	459,254.98	386,838.78	883,711.68
84.196	Homeless Children	191,023.12	204,352.21	-	395,375.33
84.287	21st Century Community Learning Centers	266,056.21	3,585,018.08	2,303,460.33	6,154,534.62
84.358	Rural, Low Income Schools	3,681.71	81,487.34	-	85,169.05
84.365	Title III, English Language Learners	172,113.57	389,048.87	-	561,162.44
84.367	Title IIA, Teacher Quality	149,898.75	9,070,464.52	145,109.86	9,365,473.13
84.369	State Assessments	3,451,508.64	389,478.59	19,703.11	3,860,690.34
84.371	Striving Readers	607,001.21	12,025,419.09	-	12,632,420.30
84.372	SLDS	814,750.15	-	-	814,750.15
84.424	Student Support & Academic Enrichment	203,730.13	5,531,061.69	-	5,734,791.82
84.425C	Governor's Emergency Education Relief Fund	-	-	240,732.73	240,732.73
84.425D	Elementary and Secondary School Emergency Relief	346,022.68	119,681,751.22	4,964,450.56	124,992,224.46
84.425R	Emergency Assistance to Non-Public Schools	46,353.80	-	1,762,696.69	1,809,050.49
93.079	School-Based Surveillance	101,121.72	-	-	101,121.72
93.600	Head Start	76,310.43	-	-	76,310.43
	NCES/NAEP	145,702.10	-	-	145,702.10
Total Federal		\$ 12,151,548.67	\$ 290,932,393.69	\$ 38,639,090.48	\$ 341,723,032.84

ND Department of Public Instruction (201)
Federal Funds Summary
Fiscal Year 2020-2021

Catalog #	Grant Name	Administrative Funds	Grant Funds to School Districts	Grant Funds to Others	Total Grant Award
10.178	Trade Mitigation - TEFAP	\$ 71,968.10	\$ -	\$ -	\$ 71,968.10
10.534	Child and Adult Care Food Program	15,324.31	-	5,492.46	20,816.77
10.541	Child Nutrition Training and TA	48,928.08	-	-	48,928.08
10.553	School Breakfast Program	-	76,802.03	93,705.48	170,507.51
10.555	School Lunch Program	-	200,143.93	177,902.68	378,046.61
10.556	Special Milk Program	-	4,642.28	1,626.50	6,268.78
10.558	Child and Adult Care Food Program	226,663.67	818,436.19	8,090,992.08	9,136,091.94
10.559	Summer Food Service	187,828.08	72,472,317.43	1,064,444.32	73,724,589.83
10.560	State Administrative Expenses for Nutrition Programs	931,458.67	330,314.55	44,388.14	1,306,161.36
10.565	Commodity Supplemental Food Program	79,698.80	4,090.00	88,245.15	172,033.95
10.567	Food Distribution Program on Indian Reservations	463,611.31	-	1,354,812.97	1,818,424.28
10.568	The Emergency Food Assistance Program	168,538.25	1,218.24	470,117.62	639,874.11
10.579	Direct Certification	425.21	48,749.79	-	49,175.00
10.582	Fresh Fruits & Vegetables	91,702.07	2,153,176.53	8,965.32	2,253,843.92
10.649	Pandemic EBT	37,984.25	-	-	37,984.25
21.019	Coronavirus Relief Fund	-	63,481,774.97	-	63,481,774.97
84.002	Adult Education	143,801.46	729,286.70	236,577.26	1,109,665.42
	Title I, Part A Improving Education for the				
84.010	Disadvantaged	582,013.15	38,714,919.11	-	39,296,932.26
84.011	Migrant Programs	156,790.77	143,533.75	-	300,324.52
84.013	Neglected/Delinquent	-	-	106,054.00	106,054.00
84.027	IDEA-B (Special Education)	2,599,778.60	11,853,435.22	18,156,550.13	32,609,763.95
84.144	Migrant Consortium	126,364.57	106,636.87	-	233,001.44
84.173	Preschool (IDEA)	33,461.32	268,911.39	462,240.49	764,613.20
84.196	Homeless Children	69,988.40	128,954.59	-	198,942.99
84.287	21st Century Community Learning Centers	303,776.72	6,043,035.68	1,190.00	6,348,002.40
84.358	Rural, Low Income Schools	9,195.29	68,082.53	-	77,277.82
84.365	Title III, English Language Learners	162,292.23	461,167.07	-	623,459.30
84.367	Title IIA, Teacher Quality	67,609.94	9,855,671.23	-	9,923,281.17
84.369	State Assessments	2,522,961.23	-	-	2,522,961.23
84.371	Striving Readers	699,394.90	11,574,578.09	-	12,273,972.99
84.372	SLDS	968,853.24	-	-	968,853.24
84.377	School Improvement	46,386.78	244,704.82	-	291,091.60
84.424	Student Support & Academic Enrichment	48,372.91	5,020,538.19	-	5,068,911.10
84.425C	Governor's Emergency Education Relief Fund	-	-	709,267.27	709,267.27
84.425D	Elementary and Secondary School Emergency Relief	194,009.31	16,545,765.90	1,640,007.63	18,379,782.84
84.425R	Emergency Assistance to Non-Public Schools	12,024.39	-	-	12,024.39
93.079	School-Based Surveillance	107,211.06	-	-	107,211.06
93.434	ESSA Preschool Development	881,289.33	-	-	881,289.33
93.600	Head Start	127,479.17	-	-	127,479.17
	NCES/NAEP	135,643.69	-	-	135,643.69
	Total Federal	\$ 12,050,965.08	\$ 241,274,085.05	\$ 32,613,381.56	\$ 285,938,431.69

DEPARTMENT OF PUBLIC INSTRUCTION (201)
COVID-19 RELATED FEDERAL FUNDING

Grant Program	AVAILABLE		
	Grants to Districts	State Discretionary	Administration
Elementary and Secondary School Emergency Relief Fund	\$ 29,967,929	\$ 3,163,281	\$ 166,489
Elementary and Secondary School Emergency Relief Fund II	122,331,954	12,912,817	679,622
Elementary and Secondary School Emergency Relief Fund III	274,804,226	29,007,113	1,526,690
Governor's Emergency Education Relief Fund	-	950,000	-
Broadband Grants	500,000	-	-
Education Corps Grants	30,000,000	-	-
K-12 COVID Resiliency Grants	33,816,217	-	-
REA Grants	-	250,000	-
American Rescue Plan - Homeless American Rescue Plan - Special Education	1,667,984	-	331,995
Emergency Assistance for Non-Public Schools	3,443,745	3,870,182	-
Emergency Assistance for Non-Public Schools II	3,798,745	-	200,000
Food Distribution Program on Indian Reservations - CARES Act	411,916	-	-
	-	490,621	-
	<u>\$ 500,742,716</u>	<u>\$ 50,644,014</u>	<u>\$ 2,904,796</u>

Grant Program	SPENT AS OF 12/31/2022		
	Grants to Districts	State Discretionary	Administration
Elementary and Secondary School Emergency Relief Fund	\$ 29,814,811	\$ 3,163,281	\$ 166,489
Elementary and Secondary School Emergency Relief Fund II	78,469,584	5,572,029	414,302
Elementary and Secondary School Emergency Relief Fund III	79,299,897	5,163,516	-
Governor's Emergency Education Relief Fund	-	950,000	-
Broadband Grants	320,884	-	-
Education Corps Grants	29,649,507	-	-
K-12 COVID Resiliency Grants	33,511,384	-	-
REA Grants	-	250,000	-
American Rescue Plan - Homeless American Rescue Plan - Special Education	246,992	-	115,426
Emergency Assistance for Non-Public Schools	1,945,644	1,305,120	-
Emergency Assistance for Non-Public Schools II	2,254,052	-	74,421
Food Distribution Program on Indian Reservations - CARES Act	49,514	-	-
	-	381,204	-
	<u>\$ 255,562,269</u>	<u>\$ 16,785,150</u>	<u>\$ 770,638</u>



Finance



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

ND Public K-12 Enrollment Cohorts
Unduplicated Fall Enrollment Count

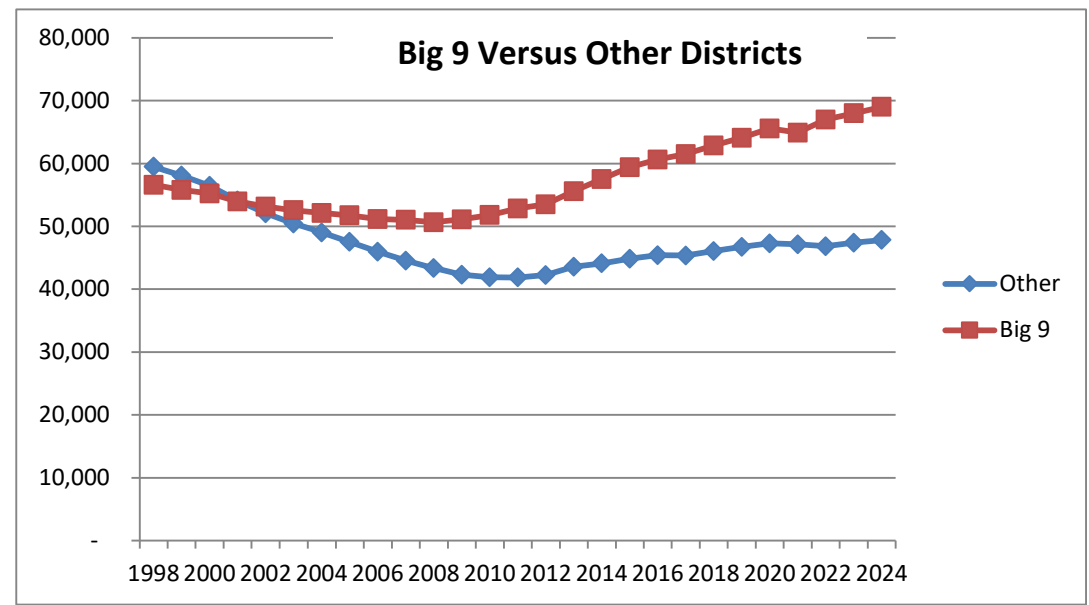
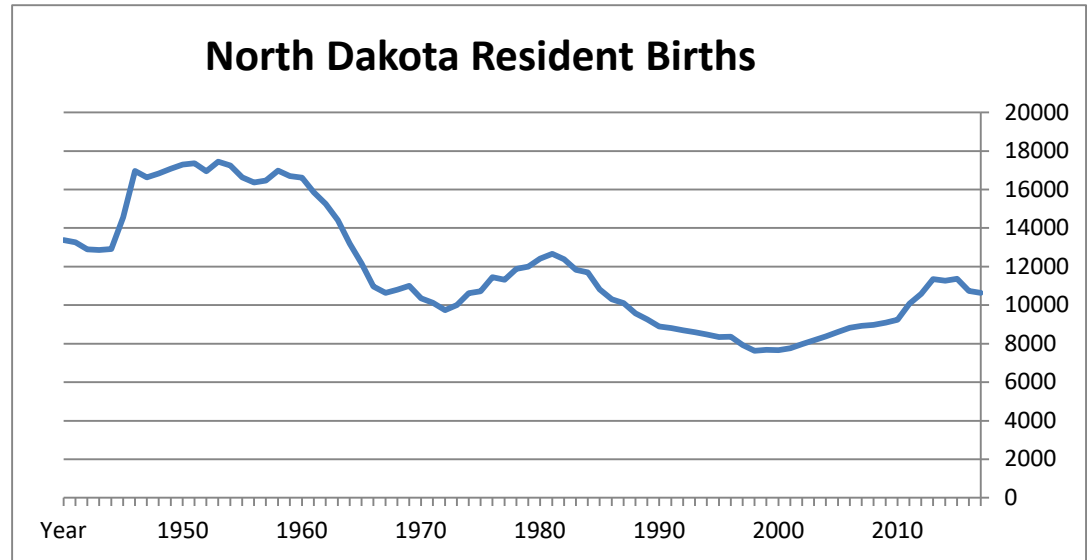
	2016	2017	2018	2019	2020	2021	2022	2023	---> projected	
									2024	2025
Kindergarten	8,925	8,814	9,271	9,324	9,620	8,992	9524	9,235	9,182	9,067
Grade 1	9,051	8,720	8,736	9,178	9,173	9,057	9072	9,514	9,276	9,221
Grade 2	8,871	8,840	8,709	8,745	9,212	8,843	9025	9,091	9,520	9,280
Grade 3	8,663	8,760	8,871	8,740	8,823	8,912	8937	9,091	9,181	9,607
Grade 4	8,433	8,666	8,774	8,884	8,748	8,567	8971	8,971	9,143	9,235
Grade 5	7,984	8,452	8,739	8,850	8,920	8,558	8637	9,106	9,084	9,264
Grade 6	8,096	8,121	8,563	8,846	8,954	8,755	8638	8,682	9,182	9,158
Grade 7	7,948	8,196	8,291	8,617	8,911	8,909	8803	8,737	8,769	9,269
Grade 8	7,694	7,924	8,220	8,228	8,650	8,833	8904	8,866	8,784	8,802
Grade 9	7,931	7,983	8,174	8,397	8,508	8,804	9228	9,232	9,273	9,151
Grade 10	7,607	7,769	7,728	7,985	8,160	8,310	8532	8,863	8,919	8,943
Grade 11	7,434	7,258	7,533	7,500	7,706	7,828	7890	8,181	8,465	8,516
Grade 12	7,433	7,339	7,336	7,548	7,473	7,677	7,697	7,816	8,084	8,370
Total	106,070	106,842	108,945	110,842	112,858	112,045	113,858	115,385	116,862	117,883
Change	1,792	772	2,103	1,897	2,016	(813)	1,813	1,527	1,477	1,021
	1.72%	0.73%	1.97%	1.74%	1.82%	-0.72%	1.62%	1.34%	1.28%	0.87%

North Dakota Resident Births

<u>County of Residence</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
ADAMS	17	22	17	29	19	20	30	27	19	23	27	20	24	23	24	22
BARNES	107	100	111	112	112	113	117	130	102	112	109	96	95	87	97	91
BENSON	168	149	147	122	131	143	162	137	160	153	183	139	151	140	120	113
BILLINGS	7	9	5	7	5	7	10	19	16	18	18	10	11	10	7	11
BOTTINEAU	63	65	64	64	62	75	60	73	83	67	63	68	62	71	63	84
BOWMAN	28	38	39	37	38	37	45	44	48	43	41	35	33	38	37	26
BURKE	24	15	20	20	21	25	36	32	42	44	40	36	24	29	26	22
BURLEIGH	1017	1055	1024	1069	1086	1134	1211	1224	1371	1367	1347	1220	1234	1133	1168	1165
CASS	2006	2055	2096	2170	2156	2239	2363	2463	2569	2561	2629	2525	2450	2436	2351	2513
CAVALIER	37	29	27	34	37	49	31	45	48	41	62	53	54	36	44	47
DICKEY	75	68	78	68	54	26	62	68	62	75	62	65	62	60	57	67
DIVIDE	20	18	9	19	18	26	23	33	32	32	22	19	30	27	22	20
DUNN	28	33	32	32	41	41	48	62	71	70	68	67	69	83	71	77
EDDY	27	27	21	23	24	19	27	28	26	31	35	35	37	21	31	26
EMMONS	29	34	24	22	33	20	25	29	29	28	35	32	22	41	28	35
FOSTER	46	39	27	32	28	25	38	39	39	31	42	38	39	37	45	38
GOLDEN VALLEY	16	11	22	17	19	19	23	20	23	27	22	32	17	23	23	11
GRAND FORKS	950	956	994	908	978	904	965	959	1062	1056	1009	992	975	907	869	897
GRANT	22	11	20	21	22	23	22	33	25	25	31	36	19	26	22	19
GRIGGS	23	26	15	25	23	19	17	23	16	23	17	23	21	23	17	33
HETTINGER	17	15	20	21	27	30	25	41	29	31	42	38	35	32	28	26
KIDDER	22	28	21	24	32	21	29	31	29	24	34	26	33	30	26	20
LAMOURE	41	53	35	28	38	23	48	46	50	46	43	53	53	48	54	53
LOGAN	17	17	18	17	18	16	22	18	24	20	23	21	27	26	20	24
McHENRY	49	57	55	55	63	58	83	63	76	65	72	71	72	61	55	61
McINTOSH	20	27	25	24	33	14	25	30	30	22	22	25	29	27	30	36
McKENZIE	64	60	80	91	53	109	114	176	228	228	245	253	237	278	247	225
McLEAN	73	67	76	82	101	102	128	99	134	112	119	119	115	101	95	96
MERCER	93	66	74	107	99	92	99	102	116	89	111	83	105	89	85	77
MORTON	350	367	364	390	362	401	431	424	457	503	517	466	413	457	402	460
MOUNTRAIL	115	108	127	113	128	143	160	142	159	173	181	186	197	178	168	163
NELSON	29	19	22	28	32	33	29	33	32	29	28	26	21	32	19	23
OLIVER	7	24	18	18	16	20	18	26	21	27	21	21	28	16	18	18
PEMBINA	70	84	65	81	73	78	74	70	93	77	85	84	63	68	84	69
PIERCE	32	43	53	41	37	43	51	58	45	50	36	47	37	37	36	30
RAMSEY	154	139	162	141	167	172	141	143	180	152	150	176	179	146	140	131
RANSOM	60	70	70	54	61	61	73	53	69	66	55	57	43	56	56	55
RENVILLE	24	13	25	34	32	32	29	33	37	28	38	20	22	21	15	30
RICHLAND	190	206	203	184	191	95	183	190	189	186	207	191	199	181	177	189
ROLETTE	317	289	319	299	311	297	292	313	302	272	274	251	230	221	238	177
SARGENT	31	44	49	31	38	23	38	42	44	45	40	41	49	49	36	43
SHERIDAN	6	11	7	9	12	7	11	18	10	11	16	16	9	15	12	7
SIOUX	118	103	97	98	87	98	107	80	117	95	89	87	78	68	66	65
SLOPE	0	9	6	16	11	7	8	12	6	8	9	10	11	NR	7	NR
STARK	265	290	289	306	301	339	398	484	543	546	549	493	526	550	552	486
STEELE	21	13	24	12	19	19	25	17	19	30	28	28	15	26	20	27
STUTSMAN	218	236	219	222	232	216	227	255	235	233	221	220	243	212	197	211
TOWNER	20	16	19	18	14	19	32	30	29	17	26	22	22	20	25	22
TRAILL	95	100	98	91	91	103	89	100	94	93	108	91	87	93	100	72
WALSH	138	139	146	132	122	114	144	149	149	150	152	130	130	123	99	130
WARD	968	1003	1039	1028	998	1070	1109	1210	1266	1270	1192	1152	1112	1056	1026	1090
WELLS	36	36	30	43	29	43	44	35	42	37	57	50	40	40	36	38
WILLIAMS	246	306	284	305	353	372	471	580	655	703	712	643	741	836	760	635
Total	8616	8818	8931	8974	9088	9234	10072	10591	11352	11265	11364	10738	10630	10447	10051	10111

North Dakota Public K-12 Enrollment

School Yea	Other	Big 9	Grand Total
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	47,291	65,567	112,858
2021	47,125	64,920	112,045
2022	46,854	67,004	113,858
2023	47,384	68,001	115,385
2024	47,829	69,033	116,862



Big 9 - Fargo, Bismarck, Grand Forks, West Fargo, Minot, Mandan, Dickinson, Williston Basin, Jamestown (enr. over 2,000).

Prepared by School Finance, 12/2022

2023 projected using 3 year cohort survival routine using fiscal years 2018-2019, 2019-2020, 2021-2022

2023 finalized October 2022

Public School Districts Enrollment by County, Past 10 Years

County Number	County Name	Enrollment (2011-12 to 2022-23)												One Year		Frontier	WDEA	Big 10
		2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	Students	Percent			
53	Williams	3,695	4,106	4,627	4,913	5,287	5,447	5,792	6,267	6,548	6,346	6,506	6,714	208	3.2%		x	x
08	Burleigh	11,264	11,675	11,926	12,244	12,575	12,936	12,960	13,162	13,527	13,407	13,693	13,892	199	1.5%			x
09	Cass	20,434	21,295	21,912	22,562	23,090	23,542	24,402	24,924	25,439	25,492	26,297	26,895	598	2.3%			x
18	Grand Forks	8,342	8,506	8,587	8,720	8,818	8,908	9,068	9,004	9,167	9,165	9,177	9,246	69	0.8%			x
30	Morton	4,102	4,223	4,391	4,398	4,522	4,530	4,593	4,791	4,890	4,971	5,206	5,269	63	1.2%			x
40	Rolette	2,780	2,904	2,877	2,881	2,923	2,928	2,938	2,933	2,896	2,923	2,886	2,873	(13)	-0.5%			x
51	Ward	8,992	9,428	9,708	10,119	10,155	10,110	10,092	10,320	10,362	10,337	10,524	10,456	(68)	-0.6%		x	x
39	Richland	2,287	2,250	2,251	2,234	2,228	2,217	2,195	2,211	2,248	2,241	2,252	2,238	(14)	-0.6%			x
47	Stutsman	2,575	2,558	2,548	2,591	2,613	2,592	2,581	2,552	2,628	2,640	2,608	2,639	31	1.2%			x
27	McKenzie	1,038	1,275	1,476	1,783	1,875	1,881	2,069	2,356	2,472	2,377	2,310	2,590	280	12.1%	x	x	x
45	Stark	3,404	3,562	3,897	4,209	4,265	4,208	4,498	4,679	4,908	4,615	4,722	4,811	89	1.9%		x	x
14	Eddy	320	340	319	312	296	315	293	298	307	308	325	302	(23)	-7.1%		x	
52	Wells	542	548	544	543	531	560	563	552	536	528	534	560	26	4.9%		x	
20	Griggs	365	370	368	376	385	413	410	423	412	414	424	418	(6)	-1.4%		x	
48	Towner	265	261	272	269	273	286	271	271	275	297	283	279	(4)	-1.4%		x	
22	Kidder	375	370	368	353	350	366	358	351	352	353	353	365	12	3.4%		x	
31	Mountrail	1,564	1,616	1,591	1,787	1,817	1,873	1,965	2,005	1,995	1,917	1,966	2,009	43	2.2%		x	x
43	Sioux	413	421	424	438	469	478	469	374	396	376	373	325	(48)	-12.9%		x	
02	Barnes	1,506	1,492	1,471	1,475	1,424	1,441	1,416	1,425	1,466	1,427	1,407	1,384	(23)	-1.6%			
32	Nelson	449	443	455	439	414	419	429	420	440	440	447	460	13	2.9%		x	
36	Ramsey	1,743	1,759	1,764	1,748	1,772	1,790	1,768	1,772	1,723	1,729	1,740	1,755	15	0.9%			
10	Cavalier	442	428	435	438	472	476	475	480	499	468	460	498	38	8.3%		x	
26	McIntosh	379	377	384	374	359	361	354	368	359	381	383	368	(15)	-3.9%		x	
29	Mercer	1,241	1,276	1,312	1,282	1,289	1,294	1,278	1,267	1,292	1,267	1,304	1,313	9	0.7%			x
05	Bottineau	761	795	820	861	844	847	859	867	857	890	872	875	3	0.3%		x	x
34	Pembina	1,260	1,231	1,195	1,147	1,130	1,132	1,140	1,109	1,116	1,075	1,009	1,041	32	3.2%		x	
12	Divide	280	340	354	356	340	340	368	356	379	385	382	381	(1)	-0.3%		x	x
44	Slope	15	16	23	22	21	21	17	13	21	19	21	21	-	0.0%		x	x
25	McHenry	857	909	954	953	969	969	978	963	955	930	935	916	(19)	-2.0%		x	x
23	LaMoure	631	650	653	643	644	641	649	672	636	630	616	610	(6)	-1.0%		x	
41	Sargent	664	649	638	615	608	605	606	584	581	578	569	556	(13)	-2.3%		x	
03	Benson	1,022	1,022	1,052	1,024	980	972	947	957	976	981	974	948	(26)	-2.7%		x	
49	Traill	1,274	1,329	1,315	1,329	1,302	1,293	1,356	1,343	1,349	1,334	1,363	1,382	19	1.4%			
50	Walsh	1,528	1,575	1,544	1,558	1,578	1,561	1,536	1,568	1,548	1,560	1,659	1,656	(3)	-0.2%			
01	Adams	248	280	277	266	268	267	275	261	277	261	267	275	8	3.0%		x	x
24	Logan	343	355	345	342	341	337	345	336	322	321	316	340	24	7.6%		x	
38	Renville	604	596	601	607	630	615	574	565	565	530	545	532	(13)	-2.4%		x	x
28	McLean	1,484	1,582	1,546	1,600	1,623	1,569	1,613	1,576	1,601	1,685	1,651	1,652	1	0.1%		x	x
16	Foster	539	543	520	520	517	502	498	493	509	515	554	571	17	3.1%		x	

Public School Districts Enrollment by County, Past 10 Years																		
County Number	County Name	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	One Year		Frontier	WDEA	Big 10
														Students	Percent			
35	Pierce	603	583	573	604	613	595	629	630	587	598	591	571	(20)	-3.4%	x		
06	Bowman	548	595	612	593	604	585	596	599	607	607	613	597	(16)	-2.6%	x	x	
37	Ransom	945	929	955	963	952	918	918	915	927	938	937	952	15	1.6%	x		
11	Dickey	822	826	815	814	842	809	829	826	837	809	799	813	14	1.8%	x		
07	Burke	269	319	331	363	378	364	359	364	375	375	372	394	22	5.9%	x	x	
21	Hettinger	409	421	424	451	468	451	473	470	467	489	496	495	(1)	-0.2%	x	x	
19	Grant	238	237	221	212	225	226	223	210	222	205	206	201	(5)	-2.4%	x		
15	Emmons	548	544	548	528	535	505	503	499	514	499	480	486	6	1.3%	x		
13	Dunn	452	476	516	527	534	504	560	615	646	609	642	652	10	1.6%	x	x	
42	Sheridan	100	106	103	104	115	108	113	106	105	104	102	113	11	10.8%	x		
04	Billings	55	67	76	73	80	75	68	74	76	83	94	95	1	1.1%	x	x	
33	Oliver	210	200	227	208	224	210	221	228	243	244	236	234	(2)	-0.8%	x	x	
17	Golden Valley	319	313	320	321	335	314	311	294	285	289	289	277	(12)	-4.2%	x	x	
46	Steele	233	221	191	186	168	157	144	144	138	83	88	90	2	2.3%	x		
Total		95,778	99,192	101,656	104,278	106,070	106,863	108,945	110,842	112,858	112,045	113,858	115,385	1,527	1.3%	38	20	11

	2021-22	2022-23	One Year Change		Change from 2013-14											
			Students	Percent	Students	Percent										
Non Frontier Counties	75,167	77,938	80,130	82,263	83,841	84,797	86,473	88,218	89,991	89,454	91,344	92,523	1,179	1.3%	12,393	15.5%
¹ Frontier Counties	20,611	21,254	21,526	22,015	22,229	22,066	22,472	22,624	22,867	22,591	22,514	22,862	348	1.5%	1,336	6.2%

¹Counties with less than seven persons per square mile (Based on 2018 estimates)

	2021-22	2022-23	One Year Change		Change from 2013-14											
			Students	Percent	Students	Percent										
² Western Dakota Energy	26,445	28,172	29,692	31,294	32,006	31,944	32,966	34,139	34,931	34,255	34,747	35,289	542	1.6%	5,597	18.9%
Non-Western Dakota Energy	69,333	71,020	71,964	72,984	74,064	74,919	75,979	76,703	77,927	77,790	79,111	80,096	985	1.2%	8,132	11.3%

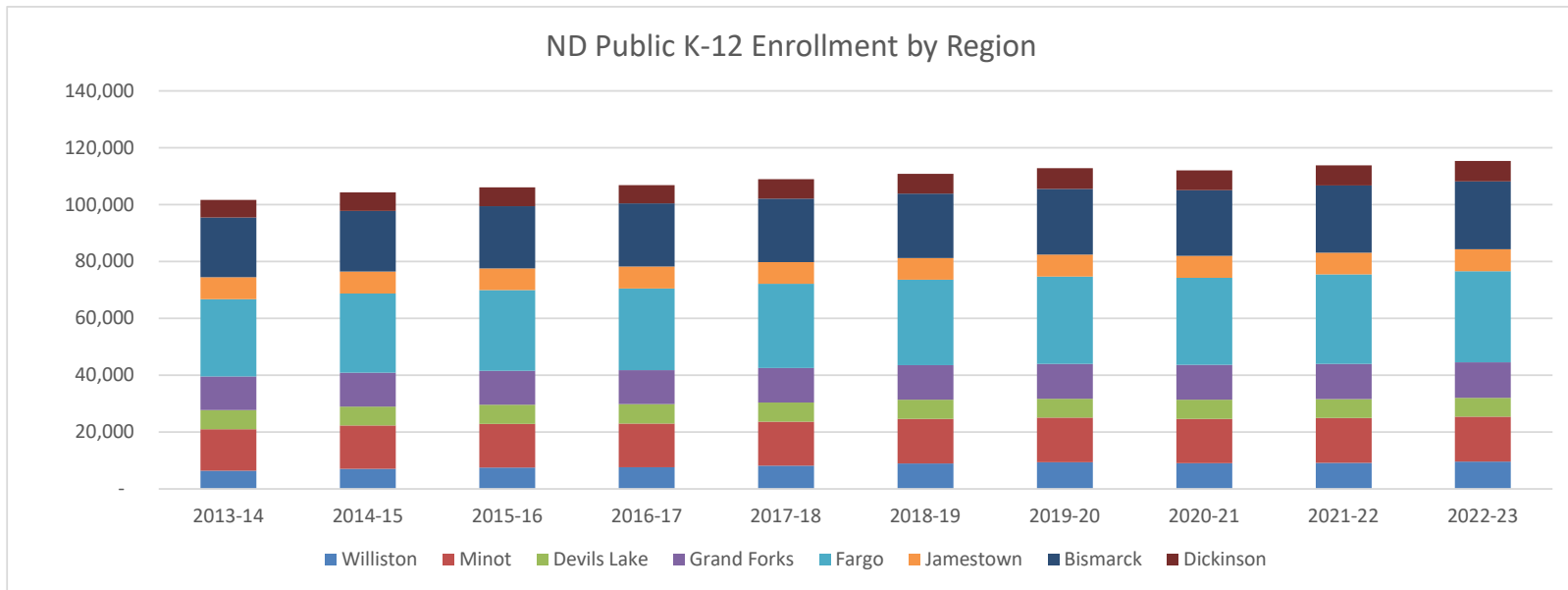
²Members of Western Dakota Energy Association

	2021-22	2022-23	One Year Change		Change from 2013-14											
			Students	Percent	Students	Percent										
³ Largest 11 Counties	68,913	71,782	74,200	76,654	78,351	79,299	81,188	83,199	85,085	84,514	86,181	87,623	1,442	1.7%	13,423	18.1%
All Other Counties	26,865	27,410	27,456	27,624	27,719	27,564	27,757	27,643	27,773	27,531	27,677	27,762	85	0.3%	306	1.1%

³Counties containing school districts with enrollment exceeding 2,000 students.

ND Public K-12 Enrollment by Region
State planning regions

Region Number	Region Name	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	One Year Change		Change from 2013-14	
															Students	Percent	Students
1	Williston	5,013	5,721	6,457	7,052	7,502	7,668	8,229	8,979	9,399	9,108	9,198	9,685	487	5.0%	3,228	50.0%
2	Minot	13,650	14,246	14,578	15,294	15,406	15,373	15,456	15,714	15,696	15,577	15,805	15,753	(52)	-0.3%	1,927	13.2%
3	Devils Lake	6,572	6,714	6,719	6,672	6,716	6,767	6,692	6,711	6,676	6,706	6,668	6,655	(13)	-0.2%	134	2.0%
4	Grand Forks	11,579	11,755	11,781	11,864	11,940	12,020	12,173	12,101	12,271	12,240	12,292	12,403	111	0.9%	661	5.6%
5	Fargo	25,837	26,673	27,262	27,889	28,348	28,732	29,621	30,121	30,682	30,666	31,506	32,113	607	1.9%	4,829	17.7%
6	Jamestown	7,702	7,719	7,648	7,678	7,656	7,656	7,645	7,647	7,705	7,665	7,641	7,703	62	0.8%	(37)	-0.5%
7	Bismarck	19,975	20,634	21,066	21,367	21,927	22,222	22,331	22,564	23,142	23,111	23,604	23,850	246	1.0%	3,136	14.9%
8	Dickinson	5,450	5,730	6,145	6,462	6,575	6,425	6,798	7,005	7,287	6,972	7,144	7,223	79	1.1%	1,522	24.8%
Total		95,778	99,192	101,656	104,278	106,070	106,863	108,945	110,842	112,858	112,045	113,858	115,385	1,527	1.3%	16,267	16.0%
Change		1,049	3,414	2,464	2,622	1,792	793	2,082	1,897	2,016	(813)	1,813	1,527				

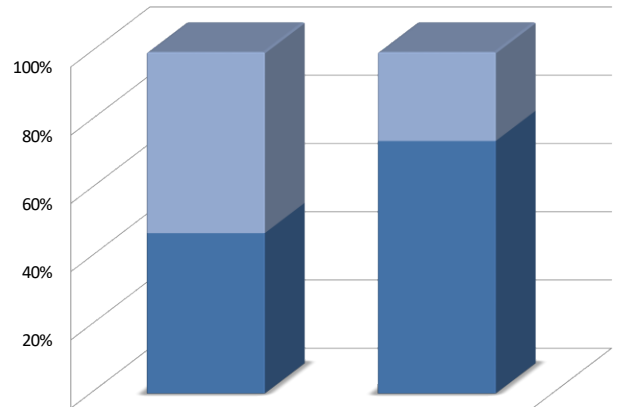


North Dakota K-12 School Funding Formula

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% of other local in-lieu of property tax revenue. The state funds the remainder up to the adequate amount.

Shift in State and Local General Fund Sources



U%	2009	2023
Local/County	53%	27%
State	47%	73%

The formula is student driven and uses various weights to account for the increased costs associated with school district size and serving students with special needs. A base per student funding rate is set by the legislature designed to generate the resources necessary to educate students to state standards. In addition, there are transitional adjustments included to minimize budget impacts that inevitably occur when making major changes.

In the end, North Dakota’s K-12 funding formula provides a base of financial support per student sufficient to provide an adequate education by school districts, regardless of where the student lives or what the taxable valuation is of the district.

The Legislature, through the interim Education Funding Committee, contracted with Picus-Odden and Associates to conduct a recalibration study to confirm the adequacy of that base level of support.

K-12 School Funding Formula		
<i>Part One: Calculate Base Funding Amount</i>		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	10,237
=	Total Formula Amount	3,818,401
+/-	Transition Adjustments	
=	Total Adjusted Formula Amount	3,818,401
<i>Part Two: Determine State Aid Payment</i>		
Local Share	60 mills times taxable valuation	600,000
	75% of other local in-lieu revenue	60,000
State Share	Difference is State Aid Payment	3,158,401

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>.

Statewide Statistical Summary
 North Dakota Department of Public Instruction
 Office of Fiscal Management
 2021-23 Budget to Actual

	Budget Year 2021-22 Statewide		Budget Year 2022-23 Statewide		Actual 6/30 Year 2021-22 Statewide		Actual 12/1 Year 2022-23 Statewide	
	Weighted ADM	Entitlement	Weighted ADM	Entitlement	Weighted ADM	Entitlement	Weighted ADM	Entitlement
Student Membership								
1 Pk Special Education	1,259.17	12,762,947	1,259.17	12,890,123	1,109.97	11,250,656	1,154.90	11,822,711
2 Kindergarten	9,063.71	91,869,765	9,521.09	97,467,398	9,115.09	92,390,552	9,601.25	98,287,996
3 Grade 1-6	53,081.55	538,034,591	55,095.07	564,008,232	52,908.28	536,278,326	53,439.13	547,056,374
4 Grade 7-8	17,845.87	180,885,738	18,121.39	185,508,669	17,788.43	180,303,526	17,775.74	181,970,250
5 Grade 9-12	31,972.65	324,074,780	32,209.94	329,733,156	31,350.00	317,763,600	32,100.91	328,617,016
6 Alternative High School	691.23	7,006,307	691.23	7,076,122	752.95	7,631,901	738.14	7,556,339
7 Total Average Daily Membership (ADM)	113,914.18	1,154,634,128	116,897.89	1,196,683,700	113,024.72	1,145,618,562	114,810.07	1,175,310,687
Other Program Membership								
8 Alt High School	172.84	1,751,906	172.84	1,769,363	188.24	1,908,001	184.55	1,889,238
9 Special Ed ADM	9,340.92	94,679,565	9,585.58	98,127,582	9,268.01	93,940,549	9,414.42	96,375,418
10 PK Special Ed ADM	214.06	2,169,712	214.06	2,191,332	188.78	1,913,474	196.33	2,009,830
11 On Time Funding	2,194.33	22,241,729	1,409.07	14,424,650	1,778.53	18,027,180	1,875.11	19,195,501
12 On Time Adjustment	-	-	-	-	(90.90)	(921,362)	(393.75)	(4,030,819)
12 Regional Education Association	227.82	2,309,184	233.75	2,392,899	226.01	2,290,837	229.56	2,350,006
13 ELL Level 1	149.66	1,516,954	149.66	1,532,069	114.53	1,160,876	147.03	1,505,146
14 ELL Level 2	157.59	1,597,332	157.59	1,613,249	142.66	1,446,002	174.45	1,785,845
15 ELL Level 3	82.66	837,842	82.66	846,190	69.60	705,466	86.78	888,367
16 At Risk	989.30	10,027,545	1,014.20	10,382,365	935.16	9,478,782	878.27	8,990,850
17 Home-Education (district supervised)	13.47	136,532	13.47	137,892	4.98	50,477	11.58	118,544
18 Alternative Middle School	1.00	10,136	1.00	10,237	0.89	9,021	1.09	11,158
Summer Programs								
19 - Summer School	1,359.90	13,783,946	1,359.27	13,914,847	1,480.28	15,004,118	1,461.85	14,964,958
20 - Special Ed ESY	59.85	606,640	59.85	612,684	55.76	565,183	56.49	578,288
Isolated Schools								
21 >275 sq miles and < 100 ADM	99.64	1,009,951	114.43	1,171,420	100.95	1,023,229	112.90	1,155,757
22 > 600 sq miles and < 50 ADM	-	-	-	-	-	-	-	-
23 Total Weighted Average Daily Membership	128,977.22	1,307,313,102	131,465.32	1,345,810,481	127,488.20	1,292,220,395	129,246.73	1,323,098,775
24 School Size Adjustment Factor	5,484.49	55,590,791	6,082.90	62,270,647	5,812.70	58,917,527	6,359.33	65,100,461
25 Total Weighted Student Units	134,461.71		137,548.22		133,300.90		135,606.06	
Per Student Payment Rate	\$10,136		\$10,237		\$10,136		\$10,237	
Rate Increase								
Total Formula Amount		1,362,903,893		1,408,081,128		1,351,137,922		1,388,199,236
Transition Maximum Adjustment	1.10	(10,497,075)	1.10	(10,996,426)	1.10	(9,953,807)	1.10	(10,531,326)
Transition Minimum Adjustment	1.02	36,886,426	1.02	28,740,642	1.02	37,112,602	1.02	28,792,342
Adjusted Formula Amount		1,389,293,244		1,425,825,344		1,378,296,717		1,406,460,252
Contribution from Property Tax	60	(296,455,287)	60	(314,243,670)	60	(296,911,850)	60	(312,324,121)
Contribution from In-Lieu of Property Tax	75%	(49,252,697)	75%	(46,649,664)	75%	(52,085,379)	75%	(64,433,821)
Ending Fund Balance Offset	35%		35%		35%	-	35%	-
State Aid Payment		1,046,085,260		1,064,932,010		1,029,299,488		1,029,702,310
State Aid Payment Biennium				2,111,017,270				2,059,001,799

2021-23 Budget to Actual

FOUNDATION AID STATUS

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

12-2022

	A	B	C	D	E	F	G
	Biennial	Yearly	Actual	Estimated	Estimated Total	Variance	Amount
FISCAL YEAR 2021-2022	Appropriation	Appropriation	Obligations	Additional	Obligations	Est. to Actual	Available
	2021-2023	2021-2022	to date	Obligations	2021-2022	2021-2022	2022-2023
			2021-2022	2021-2022	(Col C + Col D)	(Col B - Col E)	(Col A - Col E)
State Aid Formula Payments	2,121,475,000.00	1,050,989,149.00	1,029,299,488.52	-	1,029,299,488.52	21,689,660.48	1,092,175,511.48
State Child Placement - Public	6,800,000.00	3,300,000.00	3,074,288.46	-	3,074,288.46	225,711.54	3,725,711.54
State Child Placement - Non-public	2,400,000.00	1,200,000.00	674,551.94	-	674,551.94	525,448.06	1,725,448.06
SD Cross Border	350,000.00	175,000.00	12,830.00	-	12,830.00	162,170.00	337,170.00
Gifted and Talented	800,000.00	400,000.00	400,000.00	-	400,000.00	-	400,000.00
State School Aid	2,131,825,000.00	1,056,064,149.00	1,033,461,158.92	-	1,033,461,158.92	22,602,990.08	1,098,363,841.08
Transportation	58,100,000.00	29,050,000.00	29,050,000.00	-	29,050,000.00	-	29,050,000.00
Special Education Contracts	27,000,000.00	13,300,000.00	8,992,608.07	-	8,992,608.07	4,307,391.93	18,007,391.93
TOTAL	2,216,925,000.00	1,098,414,149.00	1,071,503,766.99	-	1,071,503,766.99	26,910,382.01	1,145,421,233.01
	H	I	J	K	L	M	N
	Amount	Yearly	Actual	Estimated	Estimated Total	Variance	Remaining
FISCAL YEAR 2022-2023	Available	Appropriation	Obligations	Additional	Obligations	Est. to Actual	Balance
	2022-2023	2022-2023	to date	Obligations	2022-2023	2022-2023	Balance
	(From Col G)	2022-2023	2022-2023	2022-2023	(Col J + Col K)	(Col I - Col L)	(Col H - Col L)
State Aid Formula Payments	1,092,175,511.48	1,070,485,851.00	1,029,702,310.02	-	1,029,702,310.02	40,783,540.98	62,473,201.46
State Child Placement - Public	3,725,711.54	3,500,000.00	285,486.52	3,214,513.48	3,500,000.00	-	225,711.54
State Child Placement - Non-public	1,725,448.06	1,200,000.00		1,200,000.00	1,200,000.00	-	525,448.06
SD Cross Border	337,170.00	175,000.00		175,000.00	175,000.00	-	
Gifted and Talented	400,000.00	400,000.00	400,000.00	-	400,000.00	-	-
State School Aid	1,098,363,841.08	1,075,760,851.00	1,030,387,796.54	4,589,513.48	1,034,977,310.02	40,783,540.98	63,224,361.06
Transportation	29,050,000.00	29,050,000.00	29,050,000.00	-	29,050,000.00	-	-
Special Education Contracts	18,007,391.93	13,700,000.00	1,676,465.72	8,323,534.28	10,000,000.00	3,700,000.00	8,007,391.93
TOTAL	1,145,421,233.01	1,118,510,851.00	1,061,114,262.26	12,913,047.76	1,074,027,310.02	44,483,540.98	71,231,752.99

State School Aid Budget
Cost to Continue

Appropriation	2021-2023					2023-2025	Biennium
	2021-22	2022-23 (Budget)	Biennium	2023-24	2024-2025	Biennium	Change
State Aid Formula Payments	1,046,085,259	1,064,281,961	2,110,367,220	1,029,069,641	1,034,929,684	2,063,999,324	(46,367,896)
Available for Formula	1,046,085,259	1,064,281,961	2,110,367,220	1,029,069,641	1,034,929,684	2,063,999,324	(46,367,896)
<i>Budget Variance</i>	5,303,890	5,303,890	10,607,780	5,303,890	5,303,890	10,607,780	-
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	3,300,000	3,500,000	6,800,000	3,300,000	3,500,000	6,800,000	-
State Child Placement-Nonpublic	1,200,000	1,200,000	2,400,000	1,200,000	1,200,000	2,400,000	-
Gifted and Talented	400,000	400,000	800,000	400,000	400,000	800,000	-
SD Tuition Payment	175,000	175,000	350,000	175,000	175,000	350,000	-
Cooperative Agreement Adj	-	-	-	-	-	-	-
Grants - Integrated formula payments	1,056,714,149	1,075,110,851	2,131,825,000	1,039,698,531	1,045,758,574	2,085,457,104	(46,367,896)
Grants - transportation	29,050,000	29,050,000	58,100,000	29,050,000	29,050,000	58,100,000	-
Grants - special education contracts	13,300,000	13,700,000	27,000,000	13,300,000	13,700,000	27,000,000	-
Rapid enrollment grants	-	-	-	-	-	-	-
Music Education Grants	-	-	-	-	-	-	-
Literacy Intervention	-	-	-	-	-	-	-
PowerSchool	2,625,000	2,625,000	5,250,000	2,625,000	2,625,000	5,250,000	-
Appropriation to Actual Expenditure Reconciliation							
State Aid Formula	1,029,299,489	1,029,702,310	2,059,001,799	1,029,069,641	1,034,929,684	2,063,999,324	4,997,526
Budget Variance	22,089,660	39,883,541	61,973,201	5,303,890	5,303,890	10,607,780	(51,365,421)
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	3,074,288	3,500,000	6,574,288	3,300,000	3,500,000	6,800,000	225,712
State Child Placement - Private	674,552	674,552	1,349,104	1,200,000	1,200,000	2,400,000	1,050,896
Gifted and Talented	400,000	400,000	800,000	400,000	400,000	800,000	-
SD Tuition Payment	92,066	92,066	184,132	175,000	175,000	350,000	165,868
Powerschool Refund	-	-	-	-	-	-	-
Other - Budget Variance	834,094	608,382	1,442,476	-	-	-	(1,442,476)
Grants - Integrated formula payments	1,056,714,149	1,075,110,851	2,131,825,000	1,039,698,531	1,045,758,574	2,085,457,104	(46,367,896)



Statewide Statistical Summary
 North Dakota Department of Public Instruction
 Office of School Finance
 Cost to Continue

	Budget April 2021				Budget Projections			
	Year 2021-22 Statewide		Year 2022-23 Statewide		Year 2023-24 Statewide		Year 2024-25 Statewide	
	Weighted ADM	Entitlement	Weighted ADM	Entitlement	Weighted ADM	Entitlement	Weighted ADM	Entitlement
Student Membership								
1 Pk Special Education	1,259.17	12,762,947	1,259.17	12,890,123	1,154.90	11,822,711	1,154.90	11,822,711
2 Kindergarten	9,063.71	91,869,765	9,521.09	97,467,398	9,290.58	95,107,667	9,232.83	94,516,481
3 Grade 1-6	53,081.55	538,034,591	55,095.07	564,008,232	54,785.39	560,838,037	55,710.33	570,306,648
4 Grade 7-8	17,845.87	180,885,738	18,121.39	185,508,669	17,711.40	181,311,602	17,655.79	180,742,322
5 Grade 9-12	31,972.65	324,074,780	32,209.94	329,733,156	33,387.72	341,790,090	34,038.01	348,447,108
6 Alternative High School	691.23	7,006,307	691.23	7,076,122	738.14	7,556,339	738.14	7,556,339
7 Total Average Daily Membership (ADM)	113,914.18	1,154,634,128	116,897.89 2.6%	1,196,683,700	117,068.13 0.1%	1,198,426,447	118,530.00 1.2%	1,213,391,610
Other Program Membership								
8 Alt High School	172.84	1,751,906	172.84	1,769,363	184.55	1,889,238	184.55	1,889,238
9 Special Ed ADM	9,340.92	94,679,565	9,585.58	98,127,582	9,599.54	98,270,491	9,719.42	99,497,703
10 PK Special Ed ADM	214.06	2,169,712	214.06	2,191,332	196.33	2,009,830	196.33	2,009,830
11 Regional Education Association	227.82	2,309,184	233.75	2,392,899	234.14	2,396,891	236.99	2,426,067
12 On Time Funding	2,194.33	22,241,729	1,409.07	14,424,650	1,442.98	14,771,786	1,339.67	13,714,202
13 On Time Adjustment	-	-	-	-	-	-	-	-
14 ELL Level 1	149.66	1,516,954	149.66	1,532,069	147.03	1,505,146	147.03	1,505,146
15 ELL Level 2	157.59	1,597,332	157.59	1,613,249	174.45	1,785,845	174.45	1,785,845
16 ELL Level 3	82.66	837,842	82.66	846,190	86.78	888,367	86.78	888,367
17 At Risk	989.30	10,027,545	1,014.20	10,382,365	893.68	9,148,602	902.04	9,234,183
18 Home-Education (district supervised)	13.47	136,532	13.47	137,892	11.58	118,544	11.58	118,544
19 Alternative Middle School	1.00	10,136	1.00	10,237	1.09	11,158	1.09	11,158
Summer Programs								
20 - Summer School	1,295.77	13,133,925	1,295.77	13,264,797	1,461.85	14,964,958	1,461.85	14,964,958
21 - Special Ed ESY	59.85	606,640	59.85	612,684	56.49	578,288	56.49	578,288
Isolated Schools								
22 >275 sq miles and < 100 ADM	99.64	1,009,951	114.43	1,171,420	93.13	953,372	84.21	862,058
23 > 600 sq miles and < 50 ADM	-	-	-	-	-	-	-	-
24 Total Weighted Average Daily Membership	128,913.09	1,306,663,080	131,401.82	1,345,160,431	131,651.75	1,347,718,965	133,132.48	1,362,877,198
25 School Size Adjustment Factor	5,548.62	56,240,812	6,082.90	62,270,647	5,910.55	60,506,300	6,125.34	62,705,106
26 Total Weighted Student Units	134,461.71		137,484.72		137,562.30		139,257.82	
Per Student Payment Rate	\$10,136		\$10,237		\$10,237		\$10,237	
Rate Increase			1.0%		0.0%		0.0%	
Total Formula Amount		1,362,903,893		1,407,431,079		1,408,225,265		1,425,582,303
Transition Maximum Adjustment	1.05	(10,497,075)	1.10	(10,996,426)	1.10	(8,490,589)	1.10	(6,276,802)
Transition Minimum Adjustment	1.01	36,886,426	1.02	28,740,642	1.02	23,288,613	1.02	17,115,240
Adjusted Formula Amount		1,389,293,243		1,425,175,295		1,423,023,289		1,436,420,741
Contribution from Property Tax	60	(296,455,287)	60	(314,243,670)	60	(333,104,560)	60	(348,434,123)
Contribution from In-Lieu of Property Tax	75%	(49,252,697)	75%	(49,149,664)	75%	(60,849,089)	75%	(53,056,934)
Ending Fund Balance Offset	35%		35%		35%		35%	
State Aid Payment		1,046,085,259		1,064,281,961		1,029,069,641		1,034,929,684 (46,367,895)

Projection Notes

- ADM is projected using a three year cohort survival routine.
- Taxable Valuations were based on 2022 Actual and 2023 estimated valuations using a 4 year average change.
 - Max increase of 8%
 - Floor of 0%
- Delayed changes from SB 2265 were implemented for the cost to continue
 - Changes to On Time Funding
 - Increases in the deduction from property taxes
 - Decreases to the transition minimum
 - Increases to the transition maximum
- OGPT is adjusted to reflect 6 months distributed July - December 2022
- Most other statistical data was based on data supporting the 2022-23 payment



STATE AID TO SCHOOLS PAYMENT WORKSHEET

North Dakota Department of Public Instruction
Office of Fiscal Management - SFO

District Name Hope Page 85	County District Number 09-085	Payment Month January	School Year 2022-2023
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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	0.31	1.000	0.31
2 Kindergarten	15.00	1.000	15.00
3 Grade 1-6	74.89	1.000	74.89
4 Grade 7-8	20.00	1.000	20.00
5 Grade 9-12	39.86	1.000	39.86
6 Alternative High School	-	1.000	-
7 Total Average Daily Membership (ADM)			150.06

Other Program Membership

8 Alt High School (from line 6)	-	0.250	-
9 Special Ed ADM (from line 7)	150.06	0.082	12.30
10 PK Special Ed ADM (from line 1)	0.31	0.170	0.05
11 Regional Education Association (if member from line 7)	150.06	0.002	0.30
12 2022-23 Fall Enrollment above 2022 ADM	2.25	0.700	1.58
13 Spring 2022 ADM Adjustment	(5.25)	0.600	(3.15)
14 ELL Level 1	0.36	0.400	0.14
15 ELL Level 2	-	0.280	-
16 ELL Level 3	0.36	0.070	0.03
17 At Risk	21.31	0.025	0.53
18 Home-Education (district supervised)	-	0.200	-
19 Alt Middle School	-	0.150	-
Summer Programs			
20 Summer School	0.96	0.600	0.58
21 Special Ed ESY	0.03	1.000	0.03
Isolated School District			
22 >275 sq miles and <100 ADM	-	0.100	-
23 >600 sq miles and <50 ADM	-	1.100	-

24 Total Weighted Average Daily Membership (add lines 7 through 23)			162.45
25 School District Size Weighting Factor			1.3929
26 Total Weighted Student Units			226.28
27 Per Student Payment Rate			\$10,237.00
28 Total Formula Payment			2,316,428.36

Formula Adjustments

	70%		
29 Transition Maximum Adjustment (from line 68)	4,025,332.71	-	-
30 Transition Minimum Adjustment (from line 75) with 15% Reduction	3,729,639.79	1,413,211.43	989,248.00
31 Total Adjusted Formula Amount (total lines 28, 29 and 30)			3,305,676.36
32 Contribution from Property Tax (from line 48)			1,316,548.68
33 Contribution from Other Local Revenue (from line 41)			57,767.42
34 State Aid Payment (line 31 minus lines 32 and 33)			1,931,360.26

State School Aid Summary

	Entitlement	EFB Offset	Net Entitlement
1 State Aid Formula Payment (from line 34)	1,931,360.26	-	1,931,360.26
2 Transportation (from line 64)	156,473.94	-	156,473.94
3 State Child Placement	-	-	-
4 Special Education Contracts - Agency	-	-	-
5 Special Education Contracts - School Placed	-	-	-
6 Special Education Contracts - Boarding	-	-	-
7 Special Education - Gifted and Talented	-	-	-
Total State Aid	2,087,834.20	-	2,087,834.20

Excess Fund Balance Offset (from line 52)

-

B CONTRIBUTION FROM OTHER LOCAL REVENUE	Apportioned			
	Total Revenue	Revenue	Percent	
35 1300 Tuition	-	-	75%	-
36 2999 County	-	-	75%	-
37 US Flood	-	-	75%	-
38 Electric Generation, Distribution and Transmission Tax	44,574.55	44,574.55	75%	33,430.91
39 Mobile Home and Other In-Lieu Taxes	7,788.30	7,788.30	75%	5,841.23
40 Telecommunications	24,660.37	24,660.37	75%	18,495.28
41 Contribution from Other Local Revenue				57,767.42
	S & I Levy	Total Levy	Non S & I Percentage	
	-	70.00	100.00%	

C CONTRIBUTION FROM PROPERTY TAX			
42 District Taxable Valuation			21,942,478
43 Contribution Mill Rate			60
44 Contribution from Property Tax (line 42 times line 43 divided by 1000)			1,316,548.68
45 Minimum Local Effort Adjustment (NDCC 15.1-27-04.2)		-	-
46 Maximum Contribution Increase Adjustment (NDCC 15.1-27-04.1.4.a.)		1,463,362.45	-
47 Local Effort Adjustment NDCC 15.1-27-04.3			-
48 Adjusted Contribution from Property Tax (total lines 44, 45 and 46)			1,316,548.68

D EXCESS FUND BALANCE OFFSET (Suspended until 2023-24)	
49 General Fund Ending Balance	-
50 General Fund Expenditures	-
51 35% of General Fund Expenditures + \$50,000	50,000.00
52 Excess Fund Balance Offset (line 49 minus line 51, if less than zero enter zero)	-

E TRANSPORTATION WORKSHEET				
Transportation Statistics	Rate	Miles	Rides	Total
53 Small Bus Miles	0.520	10,608.0	xxxxx	5,516.16
54 Large Bus Miles	1.110	123,868.0	xxxxx	137,493.48
55 Rural Rides	0.300	xxxxx	44,881	13,464.30
56 Small In-City Miles	0.520	0.0	xxxxx	-
57 Large In-City Miles	1.110	0.0	xxxxx	-
58 In-City Rides	0.300	xxxxx	0	-
59 Family - To School	0.250	0.0	xxxxx	-
60 Family - To Bus	0.250	0.0	xxxxx	-
61 Not Reimbursable	-	0.0	0	
62 Total Transportation Reimbursement				156,473.94
63 Reimbursement Cap --- 90% of transportation expenditures				241,820.43
64 Transportation Grant Total (lesser of 90% cap or total)				156,473.94

F BASELINE FUNDING - MINIMUM AND MAXIMUM PAYMENTS	
65 Baseline Funding (2018-19 Formula Payment)	3,651,792.02
66 Baseline Weighted Student Units (2018-19)	225.81
67 Baseline Funding Rate	\$16,171.97

Adjustment for Maximum	Baseline Funding		Weighted Student Units	
	Rate	Maximum Percent		
68 Maximum Increase Amount	\$16,171.97	110%	226.28	4,025,332.71

Adjustment for Minimum	Baseline Funding		Weighted Student Units	
	Rate	Minimum Percent		
69 Minimum Increase Per Student	\$16,171.97	102%	225.81	3,724,828.40
70 WSUs Above Baseline	\$10,237.00		0.47	4,811.39
71 Baseline Funding Per Student				3,729,639.79
72 Baseline Funding (from line 65)				3,651,792.02
73 Minimum Funding Percentage				100%
74 Minimum Funding Amount				3,651,792.02
75 Minimum Increase Amount (greater of line 71 or line 74)				3,729,639.79

State Aid To Schools

	Biennial Appropriation 2011-2013	Biennial Appropriation 2013-2015	Biennial Appropriation 2015-2017	Biennial Appropriation 2017-2019	Biennial Appropriation 2019-2021	Biennial Appropriation 2021-2023	Senate Appropriation 2023-2025
*Grants - State school aid	918,459,478	1,752,100,000	1,915,332,000	1,935,204,163	2,098,202,429	2,131,825,000	2,448,651,200
Grants - Transportation	48,500,000	53,500,000	57,108,000	55,400,000	56,500,000	58,100,000	58,100,000
Grants - Special education aid	16,000,000	16,500,000	18,500,000	19,300,000	24,000,000	27,000,000	27,000,000
Grants - Teacher compensation payments							
Grants - Tuition apportionment							
Grants - Revenue supplement payments							
Grants - Supplemental operations							
K-12 State Aid Formula Payments	982,959,478	1,822,100,000	1,990,940,000	2,009,904,163	2,178,702,429	2,216,925,000	2,533,751,200
Other Appropriations							
ITD Powerschool			6,000,000	5,500,000	5,500,000	5,250,000	5,775,000
Grants - Mill Levy Reduction	341,790,000						
Grants - Supplemental one-time							
Grants - Federal one-time Education Jobs Fur	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				100,000			
Grants - Reorganization bonuses							
Grants - JPA incentives (SB 2200)							
Supplemental Appropriations							
Additional Tuition Apportionment	2,214,423						
Deferred Maintenance and Physical Improvement Grants							
Supplemental Transportation Payments							
Deficiency Appropriation - Mill Levy Reduction							
Total Appropriated	1,362,481,617	1,847,700,000	2,012,740,000	2,022,004,163	2,187,202,429	2,222,175,000	2,539,526,200

*The 2015-17 appropriation reflects transfers from Grants-State school aid to Grants-Transportation and Grants-Special education aid approved by the 2017 legislature.



Appropriation History
North Dakota Department of Public Instruction

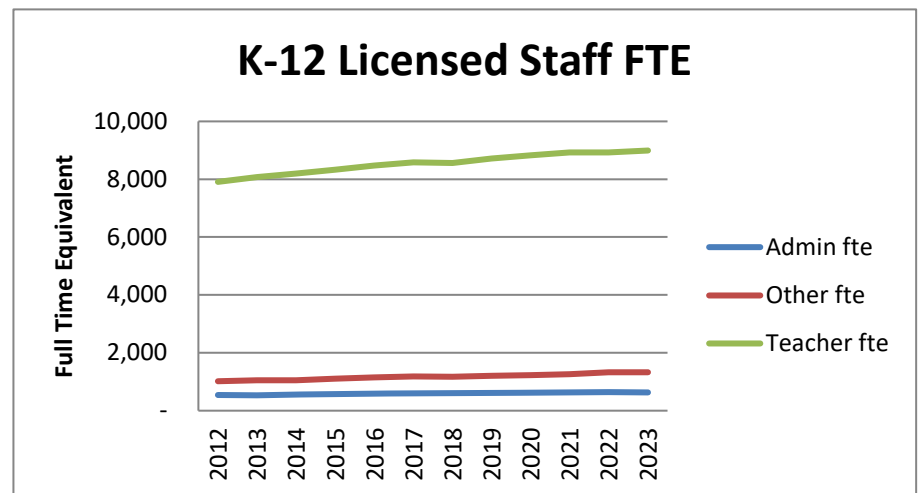
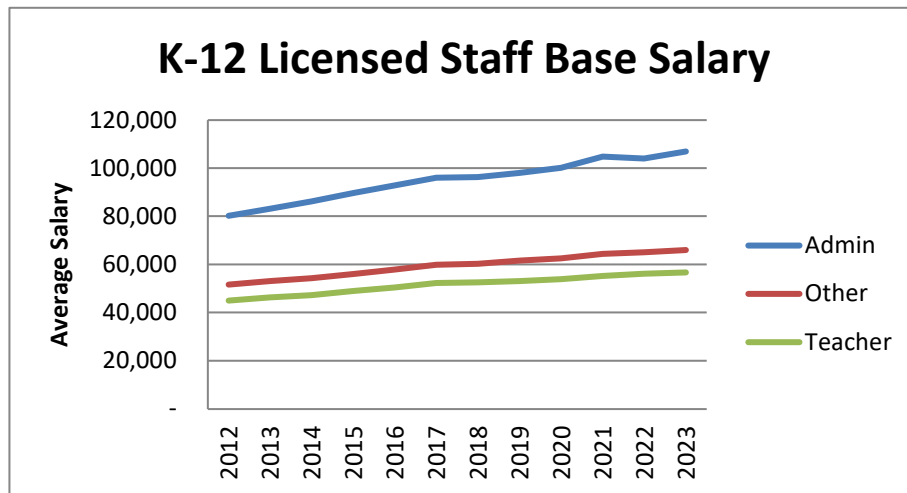
	2013-15	2015-17	2017-19	2019-21	2021-23	2023-25
State School Aid Program	Appropriation	Appropriation	Appropriation	Appropriation	Appropriation	Senate Approp
State School Aid - Integrated Formula Payments	1,752,100,000	1,916,640,000	1,935,204,163	2,098,202,429	2,131,825,000	2,448,651,200
Transportation	53,500,000	57,000,000	55,400,000	56,500,000	58,100,000	58,100,000
Rapid Enrollment Grants	13,600,000	14,800,000	6,000,000	3,000,000		
Special Education - Contracts	16,500,000	18,500,000	19,300,000	24,000,000	27,000,000	27,000,000
Total - State School Aid Program	1,835,700,000	2,006,940,000	2,015,904,163	2,181,702,429	2,216,925,000	2,533,751,200
General Fund	1,695,374,000	1,787,806,000	1,409,357,258	1,690,938,429	1,640,450,500	1,879,436,700
State Tuition Fund	140,326,000	219,134,000	305,546,905	377,764,000	433,020,000	510,860,000
Foundation Aid Stabilization Fund	-	-	301,000,000	113,000,000	143,454,500	143,454,500
Total - State School Aid Program	1,835,700,000	2,006,940,000	2,015,904,163	2,181,702,429	2,216,925,000	2,533,751,200

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
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	603	1,195	8,718	97,953	61,516	53,061	110,842	10.5
2020	619	1,217	8,823	100,035	62,519	53,897	112,858	10.6
2021	627	1,251	8,926	104,683	64,357	55,155	112,045	10.4
2022	637	1,321	8,922	103,914	65,036	56,096	113,858	10.5
2023	620	1,315	8,991	106,883	66,047	56,673	115,385	10.6

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.



DIGEST of EDUCATION STATISTICS

2021 Tables and Figures

All Years of Tables and Figures

Most Recent Full Issue of the Digest

Table 211.60. Estimated average annual salary of teachers in public elementary and secondary schools, by state: Selected years, 1969-70 through 2020-21

State	Current dollars								Constant 2020-21 dollars ¹							Percent change, 1999-2000 to 2009-10	Percent change, 2009-10 to 2020-21
	1969-70	1979-80	1989-90	1999-2000	2009-10	2019-20	2020-21	1969-70	1979-80	1989-90	1999-2000	2009-10	2019-20	2020-21			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
United States	\$8,626	\$15,970	\$31,367	\$41,807	\$55,370	\$64,133	\$65,090	\$60,091	\$54,133	\$65,007	\$64,986	\$67,228	\$65,609	\$65,090	3.5	-3.2	
Alabama	6,818	13,060	24,828	36,689	47,571	54,095	54,271	47,496	44,269	51,455	57,030	57,759	55,340	54,271	1.3	-6.0	
Alaska	10,560	27,210	43,153	46,462	59,672	72,010	72,861	73,564	92,233	89,433	72,221	72,451	73,668	72,861	0.3	0.6	
Arizona	8,711	15,054	29,402	36,902	46,952	50,782	52,157	60,683	51,028	60,935	57,361	57,007	51,951	52,157	-0.6	-8.5	
Arkansas	6,307	12,299	22,352	33,386	46,700	50,456	50,992	43,936	41,690	46,324	51,896	56,701	51,617	50,992	9.3	-10.1	
California	10,315	18,020	37,998	47,680	68,203	84,531	85,892	71,857	61,082	78,749	74,115	82,809	86,477	85,892	11.7	3.7	
Colorado	7,761	16,205	30,758	38,163	49,202	57,706	60,611	54,065	54,930	63,745	59,321	59,739	59,034	60,611	0.7	1.5	
Connecticut	9,262	16,229	40,461	51,780	64,350	78,427	79,742	64,522	55,011	83,854	80,488	78,131	80,232	79,742	-2.9	2.1	
Delaware	9,015	16,148	33,377	44,435	57,080	64,853	65,798	62,801	54,737	69,173	69,071	69,304	66,346	65,798	0.3	-5.1	
District of Columbia	10,285	22,190	38,402	47,076	64,548	79,350	80,659	71,648	75,217	79,587	73,176	78,372	81,177	80,659	7.1	2.9	
Florida	8,412	14,149	28,803	36,722	46,708	49,102	49,583	58,600	47,961	59,693	57,081	56,711	50,232	49,583	-0.6	-12.6	
Georgia	7,276	13,853	28,006	41,023	53,112	60,578	60,553	50,687	46,957	58,041	63,767	64,486	61,972	60,553	1.1	-6.1	
Hawaii	9,453	19,920	32,047	40,578	55,063	65,409	70,922	65,852	67,522	66,416	63,075	66,855	66,915	70,922	6.0	6.1	
Idaho	6,890	13,611	23,861	35,547	46,283	52,875	51,817	47,998	46,137	49,451	55,255	56,195	54,092	51,817	1.7	-7.8	
Illinois	9,569	17,601	32,794	46,486	62,077	68,083	69,300	66,660	59,662	67,964	72,259	75,371	69,650	69,300	4.3	-8.1	
Indiana	8,833	15,599	30,902	41,850	49,986	51,745	52,194	61,533	52,876	64,043	65,053	60,691	52,936	52,194	-6.7	-14.0	
Iowa	8,355	15,203	26,747	35,678	49,626	58,184	58,911	58,203	51,533	55,432	55,459	60,254	59,523	58,911	8.6	-2.2	
Kansas	7,612	13,690	28,744	34,981	46,657	51,320	53,932	53,027	46,405	59,571	54,375	56,649	52,501	53,932	4.2	-4.8	
Kentucky	6,953	14,520	26,292	36,380	49,543	53,907	54,384	48,437	49,218	54,489	56,550	60,153	55,148	54,384	6.4	-9.6	
Louisiana	7,028	13,760	24,300	33,109	48,903	51,566	51,851	48,959	46,642	50,361	51,465	59,376	52,753	51,851	15.4	-12.7	
Maine	7,572	13,071	26,881	35,561	46,106	55,276	57,052	52,749	44,307	55,710	55,277	55,980	56,548	57,052	1.3	1.9	
Maryland	9,383	17,558	36,319	44,048	63,971	73,444	74,514	65,365	59,516	75,270	68,469	77,671	75,135	74,514	13.4	-4.1	
Massachusetts	8,764	17,253	34,712	46,580	69,273	84,290	86,315	61,052	58,482	71,939	72,405	84,109	86,230	86,315	16.2	2.6	
Michigan	9,826	19,663	37,072	49,044	57,958	63,568	64,267	68,451	66,651	76,830	76,235	70,370	65,031	64,267	-7.7	-8.7	
Minnesota	8,658	15,912	32,190	39,802	52,431	58,663	59,069	60,314	53,937	66,713	61,869	63,660	60,013	59,069	2.9	-7.2	
Mississippi	5,798	11,850	24,292	31,857	45,644	46,843	47,655	40,390	40,168	50,344	49,519	55,419	47,921	47,655	11.9	-14.0	
Missouri	7,799	13,682	27,094	35,656	45,317	50,817	51,557	54,330	46,378	56,151	55,424	55,022	51,987	51,557	-0.7	-6.3	
Montana	7,606	14,537	25,081	32,121	45,759	52,135	52,894	52,985	49,276	51,979	49,930	55,559	53,335	52,894	11.3	-4.8	
Nebraska	7,375	13,516	25,522	33,237	46,227	55,267	56,463	51,376	45,815	52,893	51,664	56,127	56,539	56,463	8.6	0.6	
Nevada	9,215	16,295	30,590	39,390	51,524	56,672	58,167	64,194	55,235	63,397	61,229	62,558	57,976	58,167	2.2	-7.0	
New Hampshire	7,771	13,017	28,986	37,734	51,443	59,622	61,789	54,135	44,123	60,072	58,655	62,460	60,994	61,789	6.5	-1.1	
New Jersey	9,130	17,161	35,676	52,015	65,130	76,376	77,489	63,602	58,170	73,937	80,853	79,078	78,134	77,489	-2.2	-2.0	
New Mexico	7,796	14,887	24,756	32,554	46,258	54,256	54,923	54,309	50,462	51,306	50,603	56,165	55,505	54,923	11.0	-2.2	
New York	10,336	19,812	38,925	51,020	71,633	87,069	87,738	72,003	67,156	80,671	79,307	86,974	89,073	87,738	9.7	0.9	
North Carolina	7,494	14,117	27,883	39,404	46,850	54,150	54,392	52,205	47,852	57,786	61,250	56,883	55,396	54,392	-7.1	-4.4	
North Dakota	6,696	13,263	23,016	29,863	42,964	53,525	54,837	46,646	44,957	47,700	46,420	52,165	54,757	54,837	12.4	5.1	
Ohio	8,300	15,269	31,218	41,436	55,958	61,406	61,687	57,820	51,757	64,698	64,409	67,942	62,819	61,687	5.5	-9.2	
Oklahoma	6,882	13,107	23,070	31,298	47,691	54,096	54,256	47,942	44,429	47,812	48,650	57,905	55,341	54,256	19.0	-6.3	
Oregon	8,818	16,266	30,840	42,336	55,224	67,685	68,671	61,429	55,137	63,915	65,808	67,051	69,243	68,671	1.9	2.4	
Pennsylvania	8,858	16,515	33,338	48,321	59,156	70,339	71,281	61,707	55,981	69,092	75,111	71,825	71,958	71,281	-4.4	-0.8	
Rhode Island	8,776	18,002	36,057	47,041	59,686	75,336	75,966	61,136	61,021	74,727	73,122	72,468	77,070	75,966	-0.9	4.8	
South Carolina	6,927	13,063	27,217	36,081	47,508	53,329	53,361	48,255	44,279	56,406	56,085	57,682	54,557	53,361	2.8	-7.5	
South Dakota	6,403	12,348	21,300	29,071	38,837	48,984	49,993	44,605	41,856	44,143	45,189	47,154	50,112	49,993	4.4	6.0	
Tennessee	7,050	13,972	27,052	36,328	46,290	51,862	52,380	49,112	47,361	56,064	56,469	56,203	53,056	52,380	-0.5	-6.8	
Texas	7,255	14,132	27,496	37,567	48,261	57,090	57,641	50,540	47,903	56,984	58,395	58,597	58,404	57,641	0.3	-1.6	
Utah	7,644	14,909	23,686	34,946	45,885	54,678	56,918	53,250	50,537	49,088	54,321	55,712	55,937	56,918	2.6	2.2	
Vermont	7,968	12,484	29,012	37,758	49,084	61,108	61,547	55,507	42,317	60,126	58,692	59,596	62,515	61,547	1.5	3.3	
Virginia	8,070	14,060	30,938	38,744	50,015	57,665	59,267	56,218	47,659	64,118	60,224	60,726	58,992	59,267	0.8	-2.4	
Washington	9,225	18,820	30,457	41,043	53,003	76,743	79,529	64,264	63,794	63,121	63,798	64,354	78,509	79,529	0.9	23.6	
West Virginia	7,650	13,710	22,842	35,009	45,959	50,238	50,261	53,292	46,473	47,339	54,419	55,802	51,394	50,261	2.5	-9.9	
Wisconsin	8,963	16,006	31,921	41,153	51,264	59,431	60,038	62,439	54,255	66,155	63,969	62,243	60,799	60,038	-2.7	-3.5	
Wyoming	8,232	16,012	28,141	34,127	55,861	59,786	60,357	57,346	54,276	58,321	53,048	67,824	61,162	60,357	27.9	-11.0	

¹ Constant dollars based on the Consumer Price Index (CPI), prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis. The CPI does not account for differences in inflation rates from state to state. For more information about adjusting for differences in the cost of living from state to state, see the American Community Survey Comparable Wage Index for Teachers (ACS-CWIFT) at https://nces.ed.gov/programs/edge/Docs/EDGE_ACS_CWIFT2015_Filed.pdf.

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, 1970 through 2021. (This table was prepared August 2021.)



DIGEST of EDUCATION STATISTICS

2021 Tables and Figures

All Years of Tables and Figures

Most Recent Full Issue of the Digest

Table 236.75. Total and current expenditures per pupil in fall enrollment in public elementary and secondary schools, by function and state or jurisdiction: 2018-19

State or jurisdiction	Current expenditures, capital expenditures, and interest on school debt per pupil														
	Total ¹	Current expenditures												Capital outlay ²	Interest on school debt
		Total	Instruction	Support services								Food services	Enter-prise opera-tions ³		
				Total	Student sup-port ⁴	Instruc-tional staff ⁵	General adminis-tration	School adminis-tration	Operation and main-tenance	Student transpor-tation	Other support services ⁶				
2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
United States	\$15,034	\$13,187	\$7,970	\$4,700	\$809	\$635	\$247	\$750	\$1,216	\$552	\$490	\$494	\$24	\$1,443	\$404
Alabama	11,199	10,107	5,730	3,704	659	418	258	626	976	533	234	673	0	841	252
Alaska	19,577	18,393	9,789	7,937	1,425	1,530	269	1,125	2,248	623	716	581	86	955	229
Arizona	10,480	8,773	4,778	3,550	692	440	165	480	1,014	363	396	444	1	1,424	283
Arkansas	12,212	10,412	5,832	4,025	580	851	262	538	1,072	392	330	548	7	1,504	297
California ⁷	15,788	13,641	8,116	5,018	890	850	140	897	1,311	300	629	472	35	1,641	506
Colorado	13,742	11,072	6,112	4,553	691	639	182	839	1,039	331	833	348	59	2,044	626
Connecticut	22,831	21,140	13,055	7,498	1,440	725	465	1,202	1,784	1,071	810	432	155	1,483	208
Delaware	16,569	15,929	9,833	5,486	866	295	232	1,000	1,592	848	652	610	0	464	176
District of Columbia	29,925	22,831	11,471	10,567	2,024	1,159	1,439	1,545	1,998	1,269	1,132	789	3	5,379	1,715
Florida	11,119	9,986	6,110	3,382	460	633	89	539	1,015	382	263	495	0	923	210
Georgia	12,548	11,203	6,767	3,838	628	585	152	712	841	535	385	565	33	1,216	128
Hawaii	17,625	16,132	9,378	5,955	1,695	513	67	1,149	1,664	372	495	798	0	1,494	0
Idaho	9,325	8,043	4,778	2,898	471	458	196	458	730	363	222	363	4	1,060	222
Illinois	18,312	16,281	10,007	5,871	1,178	624	622	843	1,316	733	554	403	0	1,501	529
Indiana	11,769	10,252	5,801	3,969	567	420	218	686	1,161	660	256	482	0	1,222	295
Iowa	13,944	11,933	7,146	4,261	715	755	301	673	1,024	431	363	514	13	1,773	238
Kansas	13,879	11,328	6,694	4,119	769	483	303	659	1,121	475	309	516	0	2,025	526
Kentucky	12,712	11,280	6,589	3,963	563	588	244	677	964	632	294	696	33	1,144	287
Louisiana	12,860	11,920	6,653	4,638	749	623	318	775	1,149	686	338	629	#	765	175
Maine	17,103	15,686	9,177	5,899	1,090	775	550	827	1,655	792	211	607	2	1,141	276
Maryland	17,571	15,576	9,860	5,277	722	786	117	1,016	1,383	824	429	439	0	1,778	217
Massachusetts	19,999	19,196	12,211	6,415	1,505	900	362	818	1,586	886	359	569	0	521	282
Michigan	13,754	12,052	6,857	4,767	987	638	260	675	1,073	509	626	428	0	1,173	529
Minnesota	16,142	13,297	8,604	4,116	398	654	518	532	904	788	320	544	33	2,362	484
Mississippi	10,074	9,253	5,244	3,467	498	421	325	553	961	456	253	542	#	702	119
Missouri	12,867	11,349	6,377	4,458	752	449	621	656	1,135	604	242	514	0	1,187	330
Montana	14,519	11,984	7,040	4,404	822	435	364	678	1,195	570	339	523	17	2,205	330
Nebraska	14,590	12,746	7,909	4,298	680	433	318	640	1,162	382	684	523	15	1,513	331
Nevada	11,277	9,126	5,331	3,432	517	517	145	669	865	351	367	363	#	1,750	401
New Hampshire	18,905	17,457	11,089	5,955	1,377	549	618	975	1,409	793	235	413	0	1,196	252
New Jersey	22,814	21,331	12,627	8,060	2,254	801	439	1,049	2,077	920	519	454	190	987	496
New Mexico	11,918	10,466	5,967	3,990	1,074	272	279	595	1,091	333	346	503	6	1,452	#
New York	26,799	24,882	17,109	7,293	810	727	136	1,215	2,104	1,341	961	480	#	1,238	679
North Carolina	10,680	9,799	6,128	3,196	549	321	177	601	837	406	305	476	0	867	14
North Dakota	16,272	14,033	8,430	4,552	574	483	600	723	1,204	574	393	661	391	1,860	379
Ohio	15,095	13,433	7,977	5,034	950	507	423	710	1,148	651	644	422	1	1,333	329
Oklahoma	10,493	9,203	5,191	3,394	637	375	285	512	954	277	355	542	77	1,173	116
Oregon	15,994	12,457	7,250	4,795	1,016	495	172	791	964	571	785	408	4	2,733	804
Pennsylvania	18,752	16,892	10,420	5,848	988	615	472	764	1,547	811	651	531	92	1,306	555
Rhode Island	18,240	17,539	10,553	6,503	1,862	683	254	852	1,332	786	735	479	4	443	258
South Carolina	13,413	10,994	6,025	4,398	880	690	103	733	1,093	428	472	541	30	1,944	475
South Dakota	11,906	10,325	6,108	3,632	580	374	350	507	1,041	381	400	537	49	1,327	253
Tennessee	11,054	9,941	5,998	3,423	511	594	203	620	834	379	282	521	0	864	248
Texas	12,394	9,868	5,738	3,585	512	521	152	581	1,050	298	471	546	0	1,829	697
Utah	9,723	7,950	5,017	2,580	382	360	98	538	710	237	255	352	1	1,490	283
Vermont	21,982	21,217	13,244	7,380	1,680	909	426	1,386	1,657	735	588	565	29	646	118
Virginia	13,868	12,642	7,674	4,490	652	883	205	739	1,130	667	215	474	3	1,144	82
Washington	18,100	14,342	8,566	5,278	1,088	957	134	835	1,116	552	596	387	111	3,191	567
West Virginia	13,189	12,269	7,047	4,464	651	438	200	669	1,325	945	236	759	0	868	51
Wisconsin	14,487	12,690	7,447	4,790	655	716	281	644	1,310	542	641	453	#	1,537	260
Wyoming	18,176	16,228	9,658	6,066	1,002	802	316	873	1,631	777	664	497	7	1,927	22
Other jurisdictions															
American Samoa	6,371	5,427	2,696	1,233	2	607	64	409	0	43	107	1,498	0	944	0
Guam	10,967	9,885	4,704	4,453	971	588	128	577	1,237	241	711	727	0	987	95
Northern Marianas	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Puerto Rico	8,103	7,877	3,337	3,465	901	341	217	329	1,066	311	299	1,075	0	226	0
U.S. Virgin Islands	16,651	16,651	10,325	5,537	1,282	425	1,033	961	453	757	627	749	40	0	0

---Not available.
#Rounds to zero.

¹ Excludes "Other current expenditures," such as community services, private school programs, adult education, and other programs not allocable to expenditures per pupil in public schools.

² Includes expenditures for property and for buildings and alterations completed by school district staff or contractors.

³ Includes expenditures for operations funded by sales of products or services (e.g., school bookstore or computer time).

HB1013 Learning Loss Report



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

- **Pandemic learning loss was evident among students**
- **NDDPI and local school districts have invested in a variety of services and resources using ESSER funds including:**
 - Health-related cleaning supplies and building improvements
 - Increased evidence-based curriculum packages
 - Technology
 - Staffing
 - Professional Development



- **Generally, school districts are self-reporting that they are approaching pre-pandemic academic scores.**
- **Additionally, school districts self-report seeing improvement in:**
 - Student Engagement
 - Attendance Rates
 - Choice Ready Preparedness
 - Graduation Rates
- **Recent statewide assessment data shows a slight rebound in Math and ELA; however, student engagement, attendance, and graduation rates continued a downward trend.**
- **Impacts of early ESSER investments may just be beginning to be seen while school districts and the State still have until September 2024 to invest ESSER funds in education.**
- **It is imperative that we prioritize investments that directly improve student academic outcomes.**



Testimony on SB 2013 - House Appropriations

March 1, 2023

ND Department of Public Instruction Kirsten Baesler, State Superintendent

Agenda

Opening Remarks – State Superintendent Kirsten Baesler

Administrative Funding – Jamie Mertz, Director of Fiscal Management

School Finance – Adam Tescher, School Finance Officer

Vision Services – Paul Olson, Superintendent

Tami Purcell, Business Manager

School for the Deaf – Donna Sorenson, Superintendent

Michael Loff, Business Manager

State Library – Mary Soucie, State Librarian

Department of Public Instruction (201)

Kirsten Baesler, State Superintendent

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ND School for the Deaf

ND State Library

ND Vision Services

General NDDPI Information

HB1013 Learning Loss Report



NORTH DAKOTA PUBLIC INSTRUCTION – 2022-2023

**updated December 2022*

WHO WE ARE

78

Regular Team Members
(down from 101 in 2012)

WHAT WE'RE ABOUT

Mission: NDDPI will partner with schools and communities to provide a statewide system of excellent service and support to ensure a healthy school environment that fosters student success.

Vision: Our vision is that all students will graduate choice ready with the knowledge, skills, and disposition to be successful.

Goals/Objectives: Increase students who enter kindergarten prepared to learn, who demonstrate reading proficiency in 3rd grade, who meet expected learning gains each year, who engage in learning, and who graduate choice ready; reduce the disparity in the achievement for students with disabilities, living in poverty, and for Native American students.

WHO WE SERVE



STUDENTS (PK-12)

- Total: 128,502
- Public: 115,385
- Non-Public: 9,230
 - BIE: 1,533
- Home Educated: 3,887

**Totals reported by districts as of September 10, 2022*



SCHOOL DISTRICTS

- Public: 168
- Non-Public: 44
- Bureau of Indian Ed: 5
- State Institutions: 4



TEACHERS & ADMINISTRATORS

- Teachers: 9,004
- Other specialists: 1,038
- Administrators: 672

HOW WE DO IT

2021-2023 Budget: \$3,091,979,557

- General: \$1,658,646,873
- Special: \$613,599,384
- Federal: \$819,733,300
- \$2.84B funding delivered directly to districts

Salary



\$17.9M

Operating



\$33.3M

NORTH DAKOTA PUBLIC INSTRUCTION – 2022-2023

WHAT WE'RE PROUD OF

CHOICE READY

Choice Ready measures a school's performance in preparing students to succeed beyond K-12. The Choice Ready rate for 2020-2021 was 61%, which is a 16% increase from the 2020-2021 academic year.

LEARNING RECOVERY

DPI supports the "Be Legendary School Board Leadership Institute" to improve student outcomes & support school board work; A "Greater Math in ND" initiative to improve math performance and understanding for all students.

FAMILY ENGAGEMENT

DPI's 27-member cabinet where members share experiences as parents, guardians, caretakers, or educators and discuss how ND families and schools can work together to support education for all students.

90%

Traditional graduation rate
(U.S. average is 86%)

86%

GED pass rate
(3rd in nation)

Overseeing
\$428M
in ESSER
funds for
K-12
education

Recognized
49
County
Teachers of
the Year in
2022

WHAT WE DO



COMPUTER SCIENCE/CYBERSECURITY ED

ND is the first in the nation to create computer science and cybersecurity standards for each K-12 grade, as well as training and lessons for teachers across the state.



RECRUIT HIGH-QUALITY EDUCATORS

DPI supports teachingnd.com, a free online platform that connects job seekers and employers, as well as a Teacher Apprenticeship program to provide an additional pathway for aspiring educators.



INTERVENTIONS & SUPPORTS

The ND Multi-Tier System of Supports is a framework to provide all students with the best opportunities to succeed academically, socially, emotionally, and behaviorally in school.



ND NATIVE AMERICAN ESSENTIAL UNDERSTANDINGS

Primary resources and indigenous learning principles that provide knowledge for all ND educators about how learning happens best when using relevant materials.
<https://teachingsofourelders.org/>



PARTNER WITH TEAM ND

DPI partners with other ND agencies for a more effective and efficient "whole of government" approach to carry out our agency's mission.



PERSONALIZED COMPETENCY-BASED LEARNING

First state in the nation to create and recognize a learning continuum for graduation diploma.

HOW WE MEASURE QUALITY: PK-12 STRATEGIC VISION

Increase Students Who Graduate Choice Ready (grades 9-12)

2021-2022: 61%

2020-2021: 45%

2019-2020: N/A (pandemic)

2018-2019: 36%

Increase Students Who Demonstrate NDSA ELA Proficiency in 3rd Grade

2021-2022: 39%

2020-2021: 39%

2019-2020: N/A (pandemic)

2018-2019: 48%

Increase Students Who Are Engaged in Learning

2021-2022: 86%

2020-2021: 87%

2019-2020: 83%

2 2018-2019: 83%

Increase Quality Education Personnel

DPI Workplace Engagement

2022 Gallup Q12: 41%

2021 Gallup Q12: 52%

2020 Gallup Q12: 42%

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

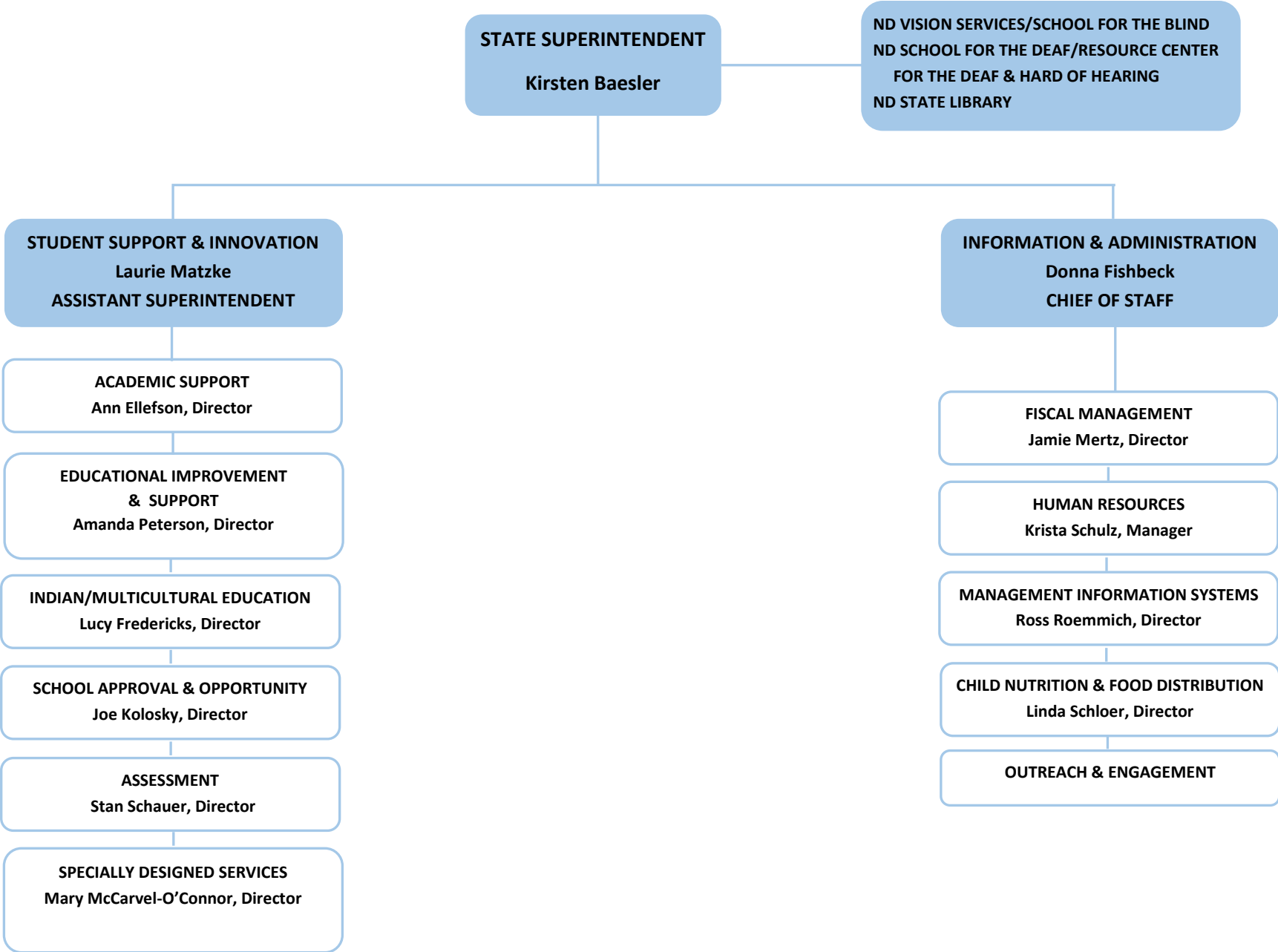
We will make progress toward this vision by achieving these long-term outcomes for students

- *Increase students who enter kindergarten prepared to learn, and increase the number of kindergarten classrooms that meet the needs of every learner*
- *Increase students who demonstrate reading proficiency in 3rd 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 with disabilities, students in poverty, and Native American students*

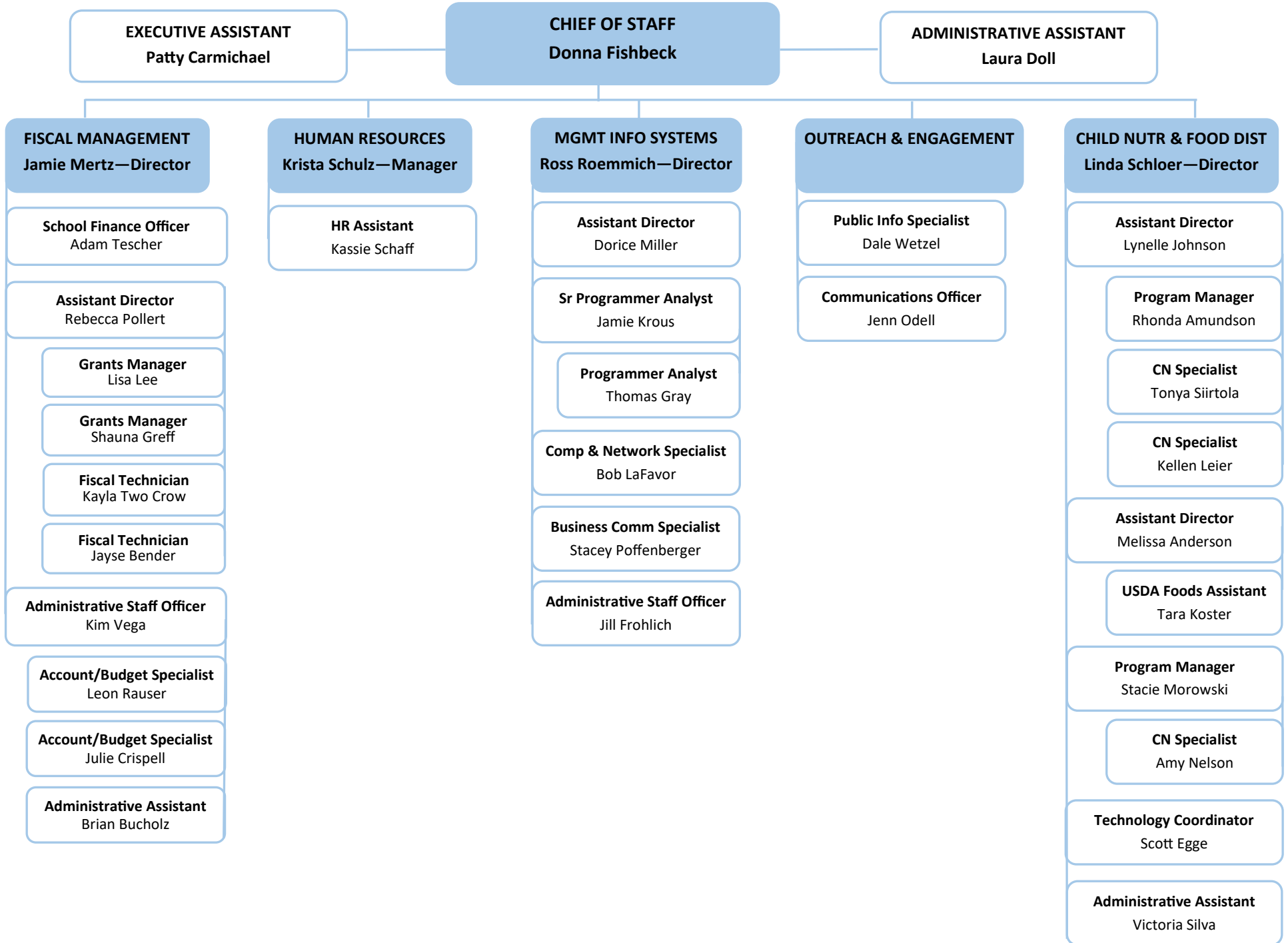
We will drive improvement on these outcomes through focused effort within these strategic themes

- *Quality early childhood experiences*
- *Support for safe and healthy behaviors*
- *Career awareness, exploration, and development*
- *Quality education personnel*
- *Quality student-centered instruction*

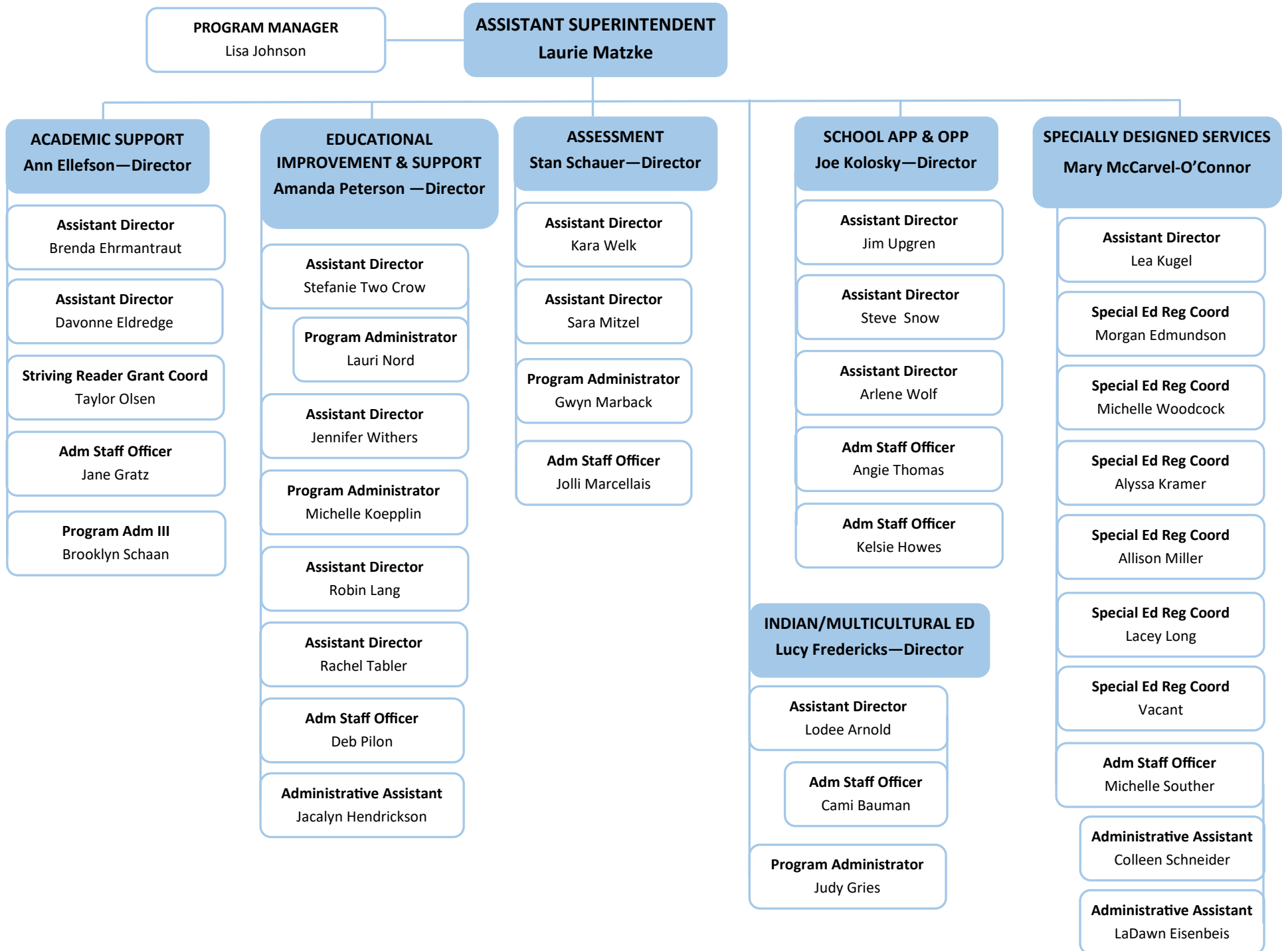
NDDPI ORGANIZATIONAL CHART



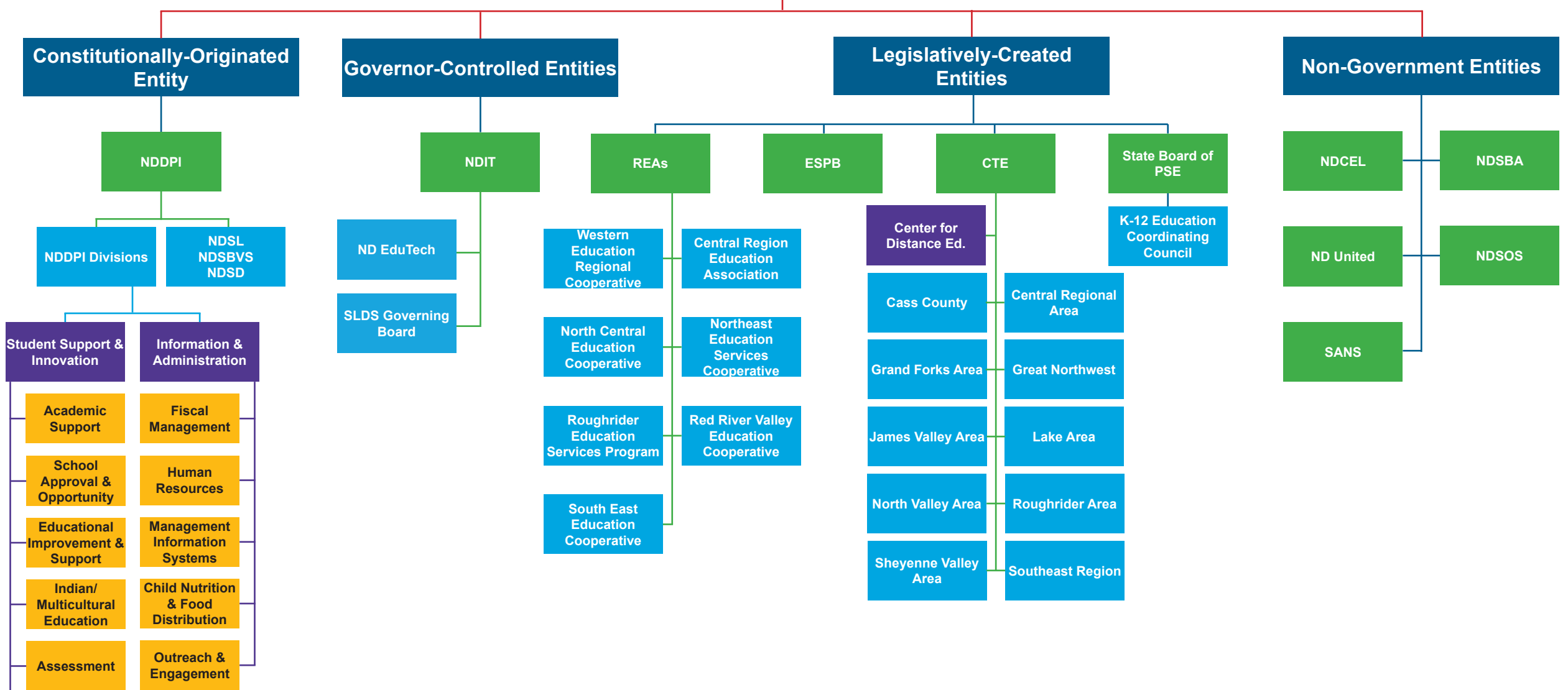
NDDPI CHIEF OF STAFF ORGANIZATIONAL CHART



NDDPI ASSISTANT SUPERINTENDENT ORGANIZATIONAL CHART



Division of ND Educational Authority

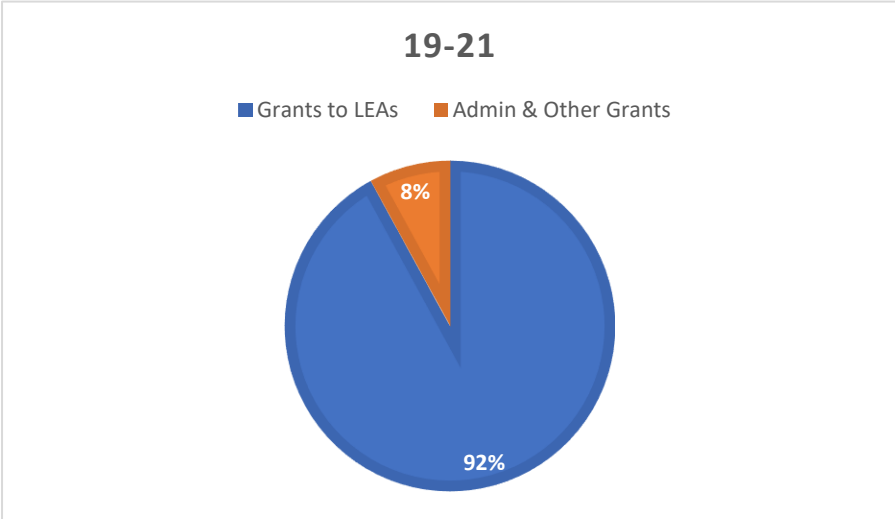
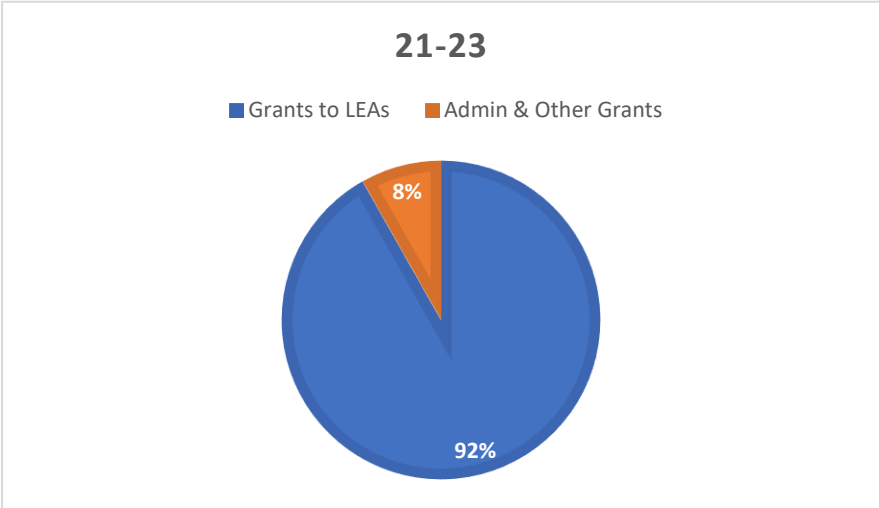


- CTE:** Career and Technical Education
- ESPB:** Education Standards and Practices Board
- ITD:** Information Technology Department
- NDCEL:** North Dakota Council of Educational Leaders
- NDDPI:** North Dakota Department of Public Instruction
- NDSBA:** North Dakota School Boards Association
- NDSBVS:** North Dakota School for the Blind/Vision Services
- NDSD:** North Dakota School for the Deaf
- NDSL:** North Dakota State Library
- NDSOS:** North Dakota Small Organized Schools
- REA:** Regional Education Association
- SANS:** SysAdmin Audit Network Security
- SBPSE:** State Board of Public School Education

Updated January 1, 2023

Department of Public Instruction (201)
Percent of Budget Delivered to School Districts

	19-21	21-23
Total DPI Budget	\$ 2,580,200,651	\$ 3,097,812,312
Paid to LEAs	2,375,312,796	2,843,440,067
Percent of Budget	92.06%	91.79%



Department of Public Instruction (201)
2023-2025 Biennial Budget Request / Funding Analysis

	1 2021-2023 Appropriation	2 Base Level	3 Senate Version	3 Agency Request
1 Administration:				
2 Salaries & Wages	\$ 17,854,747.00	\$ 17,854,747.00	\$ 19,313,859.00	\$ 20,735,677.00
3 Operating Expense	34,298,149.00	33,098,149.00	33,293,320.00	33,293,320.00
4 Total	\$ 52,152,896.00	\$ 50,952,896.00	\$ 52,607,179.00	\$ 54,028,997.00
5 Integrated Formula Payment				
6 Funding : General	\$ 1,554,850,500.00	\$ 1,555,350,500.00	\$ 1,794,336,700.00	\$ 1,794,336,700.00
7 Special	576,474,500.00	576,474,500.00	654,314,500.00	654,314,500.00
8 Total	\$ 2,131,325,000.00	\$ 2,131,825,000.00	\$ 2,448,651,200.00	\$ 2,448,651,200.00
9 Grants - Special Education	\$ 27,000,000.00	\$ 27,000,000.00	\$ 27,000,000.00	\$ 27,000,000.00
10 Grants - Transportation	\$ 58,100,000.00	\$ 58,100,000.00	\$ 58,100,000.00	\$ 58,100,000.00
11 COVID Relief Funds	\$ 389,029,784.00	\$ -	\$ -	\$ -
12 Grants - Program Grants				
13 Adult Education Matching Funds	\$ 5,000,000.00	\$ 5,000,000.00	\$ 5,000,000.00	\$ 5,500,000.00
14 Reduced Breakfast Program Funds	200,000.00	200,000.00	200,000.00	200,000.00
15 School Lunch Matching Funds	1,380,000.00	1,380,000.00	1,380,000.00	1,380,000.00
16 Dyslexia Program	250,000.00	-	-	-
17 Grant Pool	1,400,000.00	900,000.00	1,200,000.00	1,400,000.00
18 Grow Your Own Teacher Program	-	-	3,000,000.00	4,000,000.00
19 Be Legendary School Board Training	-	-	2,000,000.00	3,000,000.00
20 Cyber Security Credential Incentive	-	-	1,000,000.00	2,000,000.00
21 Greater Math Program	-	-	-	500,000.00
22 Total	\$ 8,230,000.00	\$ 7,480,000.00	\$ 13,780,000.00	\$ 17,980,000.00

23 Grants - Pass Thru Grants				
24 Heritage Grants	\$ 34,000.00	\$ 34,000.00	\$ 34,000.00	\$ 34,000.00
25 ND Museum of Art	425,000.00	425,000.00	-	425,000.00
26 North Central Council for School Television	202,300.00	202,300.00	-	202,300.00
27 Northern Plains Writing Project	25,000.00	25,000.00	-	25,000.00
28 Red River Writing Project	25,000.00	25,000.00	-	25,000.00
29 Science Experiments	13,500,000.00	-	-	-
30 Science Museum	5,900,000.00	-	-	-
31 Teacher Support System (ESPB)	2,125,764.00	2,125,764.00	2,125,764.00	4,251,528.00
32 We the People	70,000.00	70,000.00	70,000.00	70,000.00
33 Total	\$ 22,307,064.00	\$ 2,907,064.00	\$ 2,229,764.00	\$ 5,032,828.00
34 Grants - Other Grants				
35 Federal Program Grants	\$ 393,596,918.00	\$ 312,513,893.00	\$ 382,513,893.00	\$ 382,513,893.00
36 Displaced Homemaker	225,000.00	225,000.00	225,000.00	225,000.00
37 Total	\$ 393,821,918.00	\$ 312,738,893.00	\$ 382,738,893.00	\$ 382,738,893.00
38 Special Line Items				
39 Power School	\$ 5,250,000.00	\$ 5,250,000.00	\$ 5,775,000.00	\$ 5,775,000.00
40 STARS Rewrite	10,419,360.00	-	-	-
41 National Board Certification	176,290.00	176,290.00	176,290.00	176,290.00
42 Total Appropriation	\$ 3,097,812,312.00	\$ 2,596,430,143.00	\$ 2,991,058,326.00	\$ 2,999,483,208.00
43 Department Wide Funding Sources:				
44 General Funds	\$ 1,658,646,873.00	\$ 1,658,196,873.00	\$ 1,898,420,245.00	\$ 1,903,165,888.00
45 Federal Funds	824,566,325.00	348,453,516.00	419,388,041.00	419,689,980.00
46 Special Funds	614,599,114.00	589,779,754.00	673,250,040.00	676,627,340.00
47 Total	\$ 3,097,812,312.00	\$ 2,596,430,143.00	\$ 2,991,058,326.00	\$ 2,999,483,208.00
48 Full-time Equivalent Positions		86.25	86.25	86.25

Department of Public Instruction (201)
2023-2025 Biennium Additional Funding Requests

	Funding			Total
	General	Federal	Special	
Compensation Changes	\$ 1,669,008	\$ 1,208,131	\$ 3,791	\$ 2,880,930
Rent Model/NDIT Increases	163,043	28,333	3,795	195,171
Leveraging the Senior Year Increase	500,000	-	-	500,000
Adult Education	500,000	-	-	500,000
Grow Your Own Teacher Program	-	-	4,000,000	4,000,000
Be Legendary School Board Training	-	-	3,000,000	3,000,000
Cyber Security Credential Incentive	-	-	2,000,000	2,000,000
Greater Math Program	500,000	-	-	500,000
Teacher Support System (ESPB)	2,125,764	-	-	2,125,764
Increased Federal Grants	-	70,000,000	-	70,000,000
Power School Increase	525,000	-	-	525,000
STARS Rewrite*	-	-	5,000,000	5,000,000
	<u>\$ 5,982,815</u>	<u>\$ 71,236,464</u>	<u>\$ 14,007,586</u>	<u>\$ 91,226,865</u>

*This would be carryover of unused funds

ND Department of Public Instruction (201)
Federal Funds Summary
Fiscal Year 2021-2022

Catalog #	Grant Name	Administrative Funds	Grant Funds to School Districts	Grant Funds to Others	Total Grant Award
10.534	Child and Adult Care Food Program	\$ 11,762.31	\$ -	\$ 15,069.06	\$ 26,831.37
10.541	Child Nutrition Training and TA	191,367.85	-	-	191,367.85
10.553	School Breakfast Program	-	17,126,165.53	137,899.89	17,264,065.42
10.555	School Lunch Program	12,968.67	73,065,766.40	904,391.28	73,983,126.35
10.556	Special Milk Program	-	5,599.56	1,751.11	7,350.67
10.558	Child and Adult Care Food Program	148,320.81	589,297.93	9,937,497.65	10,675,116.39
10.559	Summer Food Service	371,056.93	2,404,774.59	778,551.30	3,554,382.82
10.560	State Administrative Expenses for Nutrition Programs	1,036,187.19	406,159.94	55,933.92	1,498,281.05
10.565	Commodity Supplemental Food Program	31,456.12	-	55,167.60	86,623.72
10.567	Food Distribution Program on Indian Reservations	504,837.30	-	1,828,004.28	2,332,841.58
10.568	The Emergency Food Assistance Program	43,978.38	-	342,146.30	386,124.68
10.574	Team Nutrition	3,019.78	-	-	3,019.78
10.579	Direct Certification	-	40,326.42	-	40,326.42
10.582	Fresh Fruits & Vegetables	88,486.94	2,444,521.98	368.54	2,533,377.46
10.649	Pandemic EBT	20,069.12	129,491.00	-	149,560.12
21.019	Coronavirus Relief Fund	-	-	249,999.89	249,999.89
21.027	Coronavirus State and Local Recovery Funds	-	-	25,537.50	25,537.50
84.002	Adult Education	178,703.44	518,297.28	257,865.12	954,865.84
84.010	Title I, Part A Improving Education for the Disadvantaged	458,192.42	39,593,641.59	-	40,051,834.01
84.011	Migrant Programs	156,790.77	525,631.20	-	682,421.97
84.013	Neglected/Delinquent	-	-	51,502.00	51,502.00
84.027	IDEA-B (Special Education)	2,452,960.30	19,789,035.35	14,327,381.93	36,569,377.58
84.144	Migrant Consortium	177,330.46	2,513.86	-	179,844.32
84.173	Preschool (IDEA)	37,617.92	459,254.98	386,838.78	883,711.68
84.196	Homeless Children	191,023.12	204,352.21	-	395,375.33
84.287	21st Century Community Learning Centers	266,056.21	3,585,018.08	2,303,460.33	6,154,534.62
84.358	Rural, Low Income Schools	3,681.71	81,487.34	-	85,169.05
84.365	Title III, English Language Learners	172,113.57	389,048.87	-	561,162.44
84.367	Title IIA, Teacher Quality	149,898.75	9,070,464.52	145,109.86	9,365,473.13
84.369	State Assessments	3,451,508.64	389,478.59	19,703.11	3,860,690.34
84.371	Striving Readers	607,001.21	12,025,419.09	-	12,632,420.30
84.372	SLDS	814,750.15	-	-	814,750.15
84.424	Student Support & Academic Enrichment	203,730.13	5,531,061.69	-	5,734,791.82
84.425C	Governor's Emergency Education Relief Fund	-	-	240,732.73	240,732.73
84.425D	Elementary and Secondary School Emergency Relief	346,022.68	119,681,751.22	4,964,450.56	124,992,224.46
84.425R	Emergency Assistance to Non-Public Schools	46,353.80	-	1,762,696.69	1,809,050.49
93.079	School-Based Surveillance	101,121.72	-	-	101,121.72
93.600	Head Start	76,310.43	-	-	76,310.43
	NCES/NAEP	145,702.10	-	-	145,702.10
Total Federal		\$ 12,151,548.67	\$ 290,932,393.69	\$ 38,639,090.48	\$ 341,723,032.84

ND Department of Public Instruction (201)
Federal Funds Summary
Fiscal Year 2020-2021

Catalog #	Grant Name	Administrative Funds	Grant Funds to School Districts	Grant Funds to Others	Total Grant Award
10.178	Trade Mitigation - TEFAP	\$ 71,968.10	\$ -	\$ -	\$ 71,968.10
10.534	Child and Adult Care Food Program	15,324.31	-	5,492.46	20,816.77
10.541	Child Nutrition Training and TA	48,928.08	-	-	48,928.08
10.553	School Breakfast Program	-	76,802.03	93,705.48	170,507.51
10.555	School Lunch Program	-	200,143.93	177,902.68	378,046.61
10.556	Special Milk Program	-	4,642.28	1,626.50	6,268.78
10.558	Child and Adult Care Food Program	226,663.67	818,436.19	8,090,992.08	9,136,091.94
10.559	Summer Food Service	187,828.08	72,472,317.43	1,064,444.32	73,724,589.83
10.560	State Administrative Expenses for Nutrition Programs	931,458.67	330,314.55	44,388.14	1,306,161.36
10.565	Commodity Supplemental Food Program	79,698.80	4,090.00	88,245.15	172,033.95
10.567	Food Distribution Program on Indian Reservations	463,611.31	-	1,354,812.97	1,818,424.28
10.568	The Emergency Food Assistance Program	168,538.25	1,218.24	470,117.62	639,874.11
10.579	Direct Certification	425.21	48,749.79	-	49,175.00
10.582	Fresh Fruits & Vegetables	91,702.07	2,153,176.53	8,965.32	2,253,843.92
10.649	Pandemic EBT	37,984.25	-	-	37,984.25
21.019	Coronavirus Relief Fund	-	63,481,774.97	-	63,481,774.97
84.002	Adult Education	143,801.46	729,286.70	236,577.26	1,109,665.42
	Title I, Part A Improving Education for the				
84.010	Disadvantaged	582,013.15	38,714,919.11	-	39,296,932.26
84.011	Migrant Programs	156,790.77	143,533.75	-	300,324.52
84.013	Neglected/Delinquent	-	-	106,054.00	106,054.00
84.027	IDEA-B (Special Education)	2,599,778.60	11,853,435.22	18,156,550.13	32,609,763.95
84.144	Migrant Consortium	126,364.57	106,636.87	-	233,001.44
84.173	Preschool (IDEA)	33,461.32	268,911.39	462,240.49	764,613.20
84.196	Homeless Children	69,988.40	128,954.59	-	198,942.99
84.287	21st Century Community Learning Centers	303,776.72	6,043,035.68	1,190.00	6,348,002.40
84.358	Rural, Low Income Schools	9,195.29	68,082.53	-	77,277.82
84.365	Title III, English Language Learners	162,292.23	461,167.07	-	623,459.30
84.367	Title IIA, Teacher Quality	67,609.94	9,855,671.23	-	9,923,281.17
84.369	State Assessments	2,522,961.23	-	-	2,522,961.23
84.371	Striving Readers	699,394.90	11,574,578.09	-	12,273,972.99
84.372	SLDS	968,853.24	-	-	968,853.24
84.377	School Improvement	46,386.78	244,704.82	-	291,091.60
84.424	Student Support & Academic Enrichment	48,372.91	5,020,538.19	-	5,068,911.10
84.425C	Governor's Emergency Education Relief Fund	-	-	709,267.27	709,267.27
84.425D	Elementary and Secondary School Emergency Relief	194,009.31	16,545,765.90	1,640,007.63	18,379,782.84
84.425R	Emergency Assistance to Non-Public Schools	12,024.39	-	-	12,024.39
93.079	School-Based Surveillance	107,211.06	-	-	107,211.06
93.434	ESSA Preschool Development	881,289.33	-	-	881,289.33
93.600	Head Start	127,479.17	-	-	127,479.17
	NCES/NAEP	135,643.69	-	-	135,643.69
	Total Federal	\$ 12,050,965.08	\$ 241,274,085.05	\$ 32,613,381.56	\$ 285,938,431.69

DEPARTMENT OF PUBLIC INSTRUCTION (201)
COVID-19 RELATED FEDERAL FUNDING

Grant Program	AVAILABLE		
	Grants to Districts	State Discretionary	Administration
Elementary and Secondary School Emergency Relief Fund	\$ 29,967,929	\$ 3,163,281	\$ 166,489
Elementary and Secondary School Emergency Relief Fund II	122,331,954	12,912,817	679,622
Elementary and Secondary School Emergency Relief Fund III	274,804,226	29,007,113	1,526,690
Governor's Emergency Education Relief Fund	-	950,000	-
Broadband Grants	500,000	-	-
Education Corps Grants	30,000,000	-	-
K-12 COVID Resiliency Grants	33,816,217	-	-
REA Grants	-	250,000	-
American Rescue Plan - Homeless	1,667,984	-	331,995
American Rescue Plan - Special Education	3,443,745	3,870,182	-
Emergency Assistance for Non-Public Schools	3,798,745	-	200,000
Emergency Assistance for Non-Public Schools II	411,916	-	-
Food Distribution Program on Indian Reservations - CARES Act	-	490,621	-
	<u>\$ 500,742,716</u>	<u>\$ 50,644,014</u>	<u>\$ 2,904,796</u>

Grant Program	SPENT AS OF 12/31/2022		
	Grants to Districts	State Discretionary	Administration
Elementary and Secondary School Emergency Relief Fund	\$ 29,814,811	\$ 3,163,281	\$ 166,489
Elementary and Secondary School Emergency Relief Fund II	78,469,584	5,572,029	414,302
Elementary and Secondary School Emergency Relief Fund III	79,299,897	5,163,516	-
Governor's Emergency Education Relief Fund	-	950,000	-
Broadband Grants	320,884	-	-
Education Corps Grants	29,649,507	-	-
K-12 COVID Resiliency Grants	33,511,384	-	-
REA Grants	-	250,000	-
American Rescue Plan - Homeless	246,992	-	115,426
American Rescue Plan - Special Education	1,945,644	1,305,120	-
Emergency Assistance for Non-Public Schools	2,254,052	-	74,421
Emergency Assistance for Non-Public Schools II	49,514	-	-
Food Distribution Program on Indian Reservations - CARES Act	-	381,204	-
	<u>\$ 255,562,269</u>	<u>\$ 16,785,150</u>	<u>\$ 770,638</u>

ND Public K-12 Enrollment Cohorts
Unduplicated Fall Enrollment Count

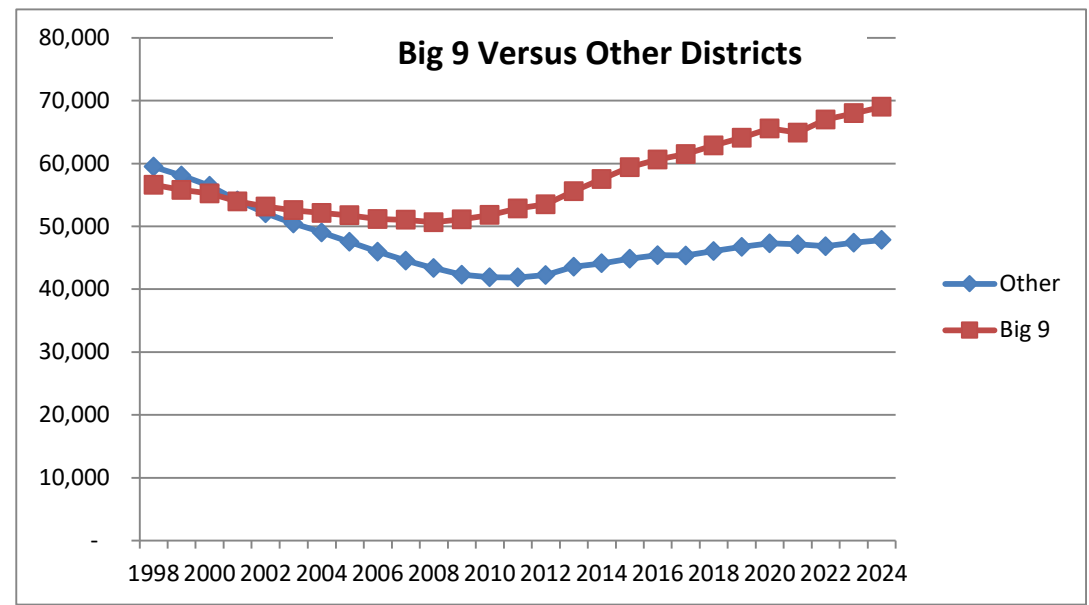
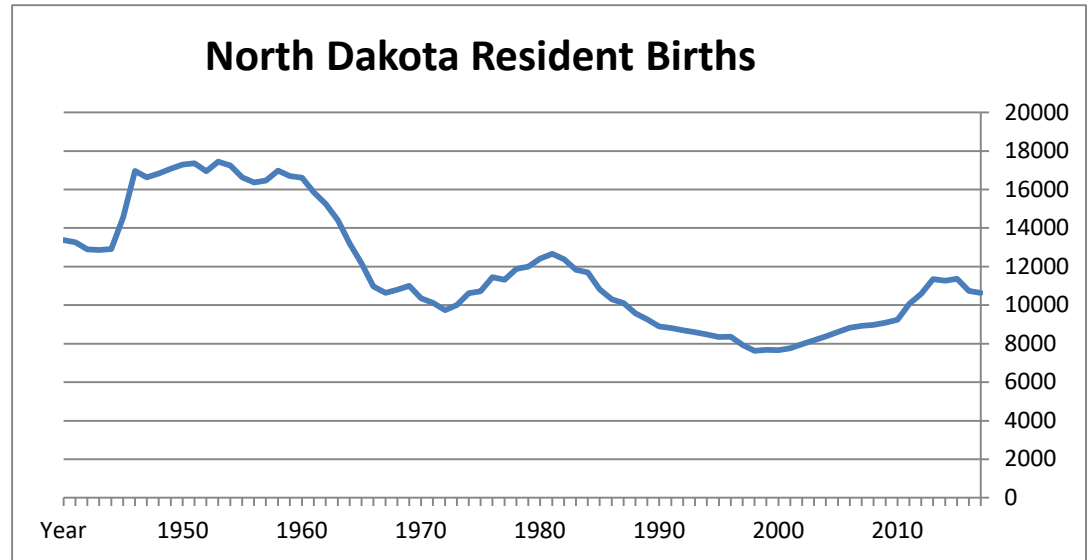
	2016	2017	2018	2019	2020	2021	2022	2023	---> projected	
									2024	2025
Kindergarten	8,925	8,814	9,271	9,324	9,620	8,992	9524	9,235	9,182	9,067
Grade 1	9,051	8,720	8,736	9,178	9,173	9,057	9072	9,514	9,276	9,221
Grade 2	8,871	8,840	8,709	8,745	9,212	8,843	9025	9,091	9,520	9,280
Grade 3	8,663	8,760	8,871	8,740	8,823	8,912	8937	9,091	9,181	9,607
Grade 4	8,433	8,666	8,774	8,884	8,748	8,567	8971	8,971	9,143	9,235
Grade 5	7,984	8,452	8,739	8,850	8,920	8,558	8637	9,106	9,084	9,264
Grade 6	8,096	8,121	8,563	8,846	8,954	8,755	8638	8,682	9,182	9,158
Grade 7	7,948	8,196	8,291	8,617	8,911	8,909	8803	8,737	8,769	9,269
Grade 8	7,694	7,924	8,220	8,228	8,650	8,833	8904	8,866	8,784	8,802
Grade 9	7,931	7,983	8,174	8,397	8,508	8,804	9228	9,232	9,273	9,151
Grade 10	7,607	7,769	7,728	7,985	8,160	8,310	8532	8,863	8,919	8,943
Grade 11	7,434	7,258	7,533	7,500	7,706	7,828	7890	8,181	8,465	8,516
Grade 12	7,433	7,339	7,336	7,548	7,473	7,677	7,697	7,816	8,084	8,370
Total	106,070	106,842	108,945	110,842	112,858	112,045	113,858	115,385	116,862	117,883
Change	1,792	772	2,103	1,897	2,016	(813)	1,813	1,527	1,477	1,021
	1.72%	0.73%	1.97%	1.74%	1.82%	-0.72%	1.62%	1.34%	1.28%	0.87%

North Dakota Resident Births

<u>County of Residence</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
ADAMS	17	22	17	29	19	20	30	27	19	23	27	20	24	23	24	22
BARNES	107	100	111	112	112	113	117	130	102	112	109	96	95	87	97	91
BENSON	168	149	147	122	131	143	162	137	160	153	183	139	151	140	120	113
BILLINGS	7	9	5	7	5	7	10	19	16	18	18	10	11	10	7	11
BOTTINEAU	63	65	64	64	62	75	60	73	83	67	63	68	62	71	63	84
BOWMAN	28	38	39	37	38	37	45	44	48	43	41	35	33	38	37	26
BURKE	24	15	20	20	21	25	36	32	42	44	40	36	24	29	26	22
BURLEIGH	1017	1055	1024	1069	1086	1134	1211	1224	1371	1367	1347	1220	1234	1133	1168	1165
CASS	2006	2055	2096	2170	2156	2239	2363	2463	2569	2561	2629	2525	2450	2436	2351	2513
CAVALIER	37	29	27	34	37	49	31	45	48	41	62	53	54	36	44	47
DICKEY	75	68	78	68	54	26	62	68	62	75	62	65	62	60	57	67
DIVIDE	20	18	9	19	18	26	23	33	32	32	22	19	30	27	22	20
DUNN	28	33	32	32	41	41	48	62	71	70	68	67	69	83	71	77
EDDY	27	27	21	23	24	19	27	28	26	31	35	35	37	21	31	26
EMMONS	29	34	24	22	33	20	25	29	29	28	35	32	22	41	28	35
FOSTER	46	39	27	32	28	25	38	39	39	31	42	38	39	37	45	38
GOLDEN VALLEY	16	11	22	17	19	19	23	20	23	27	22	32	17	23	23	11
GRAND FORKS	950	956	994	908	978	904	965	959	1062	1056	1009	992	975	907	869	897
GRANT	22	11	20	21	22	23	22	33	25	25	31	36	19	26	22	19
GRIGGS	23	26	15	25	23	19	17	23	16	23	17	23	21	23	17	33
HETTINGER	17	15	20	21	27	30	25	41	29	31	42	38	35	32	28	26
KIDDER	22	28	21	24	32	21	29	31	29	24	34	26	33	30	26	20
LAMOURE	41	53	35	28	38	23	48	46	50	46	43	53	53	48	54	53
LOGAN	17	17	18	17	18	16	22	18	24	20	23	21	27	26	20	24
McHENRY	49	57	55	55	63	58	83	63	76	65	72	71	72	61	55	61
McINTOSH	20	27	25	24	33	14	25	30	30	22	22	25	29	27	30	36
McKENZIE	64	60	80	91	53	109	114	176	228	228	245	253	237	278	247	225
McLEAN	73	67	76	82	101	102	128	99	134	112	119	119	115	101	95	96
MERCER	93	66	74	107	99	92	99	102	116	89	111	83	105	89	85	77
MORTON	350	367	364	390	362	401	431	424	457	503	517	466	413	457	402	460
MOUNTRAIL	115	108	127	113	128	143	160	142	159	173	181	186	197	178	168	163
NELSON	29	19	22	28	32	33	29	33	32	29	28	26	21	32	19	23
OLIVER	7	24	18	18	16	20	18	26	21	27	21	21	28	16	18	18
PEMBINA	70	84	65	81	73	78	74	70	93	77	85	84	63	68	84	69
PIERCE	32	43	53	41	37	43	51	58	45	50	36	47	37	37	36	30
RAMSEY	154	139	162	141	167	172	141	143	180	152	150	176	179	146	140	131
RANSOM	60	70	70	54	61	61	73	53	69	66	55	57	43	56	56	55
RENVILLE	24	13	25	34	32	32	29	33	37	28	38	20	22	21	15	30
RICHLAND	190	206	203	184	191	95	183	190	189	186	207	191	199	181	177	189
ROLETTE	317	289	319	299	311	297	292	313	302	272	274	251	230	221	238	177
SARGENT	31	44	49	31	38	23	38	42	44	45	40	41	49	49	36	43
SHERIDAN	6	11	7	9	12	7	11	18	10	11	16	16	9	15	12	7
SIOUX	118	103	97	98	87	98	107	80	117	95	89	87	78	68	66	65
SLOPE	0	9	6	16	11	7	8	12	6	8	9	10	11	NR	7	NR
STARK	265	290	289	306	301	339	398	484	543	546	549	493	526	550	552	486
STEELE	21	13	24	12	19	19	25	17	19	30	28	28	15	26	20	27
STUTSMAN	218	236	219	222	232	216	227	255	235	233	221	220	243	212	197	211
TOWNER	20	16	19	18	14	19	32	30	29	17	26	22	22	20	25	22
TRAILL	95	100	98	91	91	103	89	100	94	93	108	91	87	93	100	72
WALSH	138	139	146	132	122	114	144	149	149	150	152	130	130	123	99	130
WARD	968	1003	1039	1028	998	1070	1109	1210	1266	1270	1192	1152	1112	1056	1026	1090
WELLS	36	36	30	43	29	43	44	35	42	37	57	50	40	40	36	38
WILLIAMS	246	306	284	305	353	372	471	580	655	703	712	643	741	836	760	635
Total	8616	8818	8931	8974	9088	9234	10072	10591	11352	11265	11364	10738	10630	10447	10051	10111

North Dakota Public K-12 Enrollment

School Yea	Other	Big 9	Grand Total
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	47,291	65,567	112,858
2021	47,125	64,920	112,045
2022	46,854	67,004	113,858
2023	47,384	68,001	115,385
2024	47,829	69,033	116,862



Big 9 - Fargo, Bismarck, Grand Forks, West Fargo, Minot, Mandan, Dickinson, Williston Basin, Jamestown (enr. over 2,000).

Prepared by School Finance, 12/2022

2023 projected using 3 year cohort survival routine using fiscal years 2018-2019, 2019-2020, 2021-2022

2023 finalized October 2022

Public School Districts Enrollment by County, Past 10 Years

County Number	County Name													One Year		Frontier	WDEA	Big 10
		2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	Students	Percent			
53	Williams	3,695	4,106	4,627	4,913	5,287	5,447	5,792	6,267	6,548	6,346	6,506	6,714	208	3.2%		x	x
08	Burleigh	11,264	11,675	11,926	12,244	12,575	12,936	12,960	13,162	13,527	13,407	13,693	13,892	199	1.5%			x
09	Cass	20,434	21,295	21,912	22,562	23,090	23,542	24,402	24,924	25,439	25,492	26,297	26,895	598	2.3%			x
18	Grand Forks	8,342	8,506	8,587	8,720	8,818	8,908	9,068	9,004	9,167	9,165	9,177	9,246	69	0.8%			x
30	Morton	4,102	4,223	4,391	4,398	4,522	4,530	4,593	4,791	4,890	4,971	5,206	5,269	63	1.2%			x
40	Rolette	2,780	2,904	2,877	2,881	2,923	2,928	2,938	2,933	2,896	2,923	2,886	2,873	(13)	-0.5%			x
51	Ward	8,992	9,428	9,708	10,119	10,155	10,110	10,092	10,320	10,362	10,337	10,524	10,456	(68)	-0.6%		x	x
39	Richland	2,287	2,250	2,251	2,234	2,228	2,217	2,195	2,211	2,248	2,241	2,252	2,238	(14)	-0.6%			x
47	Stutsman	2,575	2,558	2,548	2,591	2,613	2,592	2,581	2,552	2,628	2,640	2,608	2,639	31	1.2%			x
27	McKenzie	1,038	1,275	1,476	1,783	1,875	1,881	2,069	2,356	2,472	2,377	2,310	2,590	280	12.1%	x	x	x
45	Stark	3,404	3,562	3,897	4,209	4,265	4,208	4,498	4,679	4,908	4,615	4,722	4,811	89	1.9%		x	x
14	Eddy	320	340	319	312	296	315	293	298	307	308	325	302	(23)	-7.1%		x	
52	Wells	542	548	544	543	531	560	563	552	536	528	534	560	26	4.9%		x	
20	Griggs	365	370	368	376	385	413	410	423	412	414	424	418	(6)	-1.4%		x	
48	Towner	265	261	272	269	273	286	271	271	275	297	283	279	(4)	-1.4%		x	
22	Kidder	375	370	368	353	350	366	358	351	352	353	353	365	12	3.4%		x	
31	Mountrail	1,564	1,616	1,591	1,787	1,817	1,873	1,965	2,005	1,995	1,917	1,966	2,009	43	2.2%		x	x
43	Sioux	413	421	424	438	469	478	469	374	396	376	373	325	(48)	-12.9%		x	
02	Barnes	1,506	1,492	1,471	1,475	1,424	1,441	1,416	1,425	1,466	1,427	1,407	1,384	(23)	-1.6%			
32	Nelson	449	443	455	439	414	419	429	420	440	440	447	460	13	2.9%		x	
36	Ramsey	1,743	1,759	1,764	1,748	1,772	1,790	1,768	1,772	1,723	1,729	1,740	1,755	15	0.9%			
10	Cavalier	442	428	435	438	472	476	475	480	499	468	460	498	38	8.3%		x	
26	McIntosh	379	377	384	374	359	361	354	368	359	381	383	368	(15)	-3.9%		x	
29	Mercer	1,241	1,276	1,312	1,282	1,289	1,294	1,278	1,267	1,292	1,267	1,304	1,313	9	0.7%			x
05	Bottineau	761	795	820	861	844	847	859	867	857	890	872	875	3	0.3%		x	x
34	Pembina	1,260	1,231	1,195	1,147	1,130	1,132	1,140	1,109	1,116	1,075	1,009	1,041	32	3.2%		x	
12	Divide	280	340	354	356	340	340	368	356	379	385	382	381	(1)	-0.3%		x	x
44	Slope	15	16	23	22	21	21	17	13	21	19	21	21	-	0.0%		x	x
25	McHenry	857	909	954	953	969	969	978	963	955	930	935	916	(19)	-2.0%		x	x
23	LaMoure	631	650	653	643	644	641	649	672	636	630	616	610	(6)	-1.0%		x	
41	Sargent	664	649	638	615	608	605	606	584	581	578	569	556	(13)	-2.3%		x	
03	Benson	1,022	1,022	1,052	1,024	980	972	947	957	976	981	974	948	(26)	-2.7%		x	
49	Traill	1,274	1,329	1,315	1,329	1,302	1,293	1,356	1,343	1,349	1,334	1,363	1,382	19	1.4%			
50	Walsh	1,528	1,575	1,544	1,558	1,578	1,561	1,536	1,568	1,548	1,560	1,659	1,656	(3)	-0.2%			
01	Adams	248	280	277	266	268	267	275	261	277	261	267	275	8	3.0%		x	x
24	Logan	343	355	345	342	341	337	345	336	322	321	316	340	24	7.6%		x	
38	Renville	604	596	601	607	630	615	574	565	565	530	545	532	(13)	-2.4%		x	x
28	McLean	1,484	1,582	1,546	1,600	1,623	1,569	1,613	1,576	1,601	1,685	1,651	1,652	1	0.1%		x	x
16	Foster	539	543	520	520	517	502	498	493	509	515	554	571	17	3.1%		x	

Public School Districts Enrollment by County, Past 10 Years																		
County Number	County Name	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	One Year		Frontier	WDEA	Big 10
														Students	Percent			
35	Pierce	603	583	573	604	613	595	629	630	587	598	591	571	(20)	-3.4%	x		
06	Bowman	548	595	612	593	604	585	596	599	607	607	613	597	(16)	-2.6%	x	x	
37	Ransom	945	929	955	963	952	918	918	915	927	938	937	952	15	1.6%	x		
11	Dickey	822	826	815	814	842	809	829	826	837	809	799	813	14	1.8%	x		
07	Burke	269	319	331	363	378	364	359	364	375	375	372	394	22	5.9%	x	x	
21	Hettinger	409	421	424	451	468	451	473	470	467	489	496	495	(1)	-0.2%	x	x	
19	Grant	238	237	221	212	225	226	223	210	222	205	206	201	(5)	-2.4%	x		
15	Emmons	548	544	548	528	535	505	503	499	514	499	480	486	6	1.3%	x		
13	Dunn	452	476	516	527	534	504	560	615	646	609	642	652	10	1.6%	x	x	
42	Sheridan	100	106	103	104	115	108	113	106	105	104	102	113	11	10.8%	x		
04	Billings	55	67	76	73	80	75	68	74	76	83	94	95	1	1.1%	x	x	
33	Oliver	210	200	227	208	224	210	221	228	243	244	236	234	(2)	-0.8%	x	x	
17	Golden Valley	319	313	320	321	335	314	311	294	285	289	289	277	(12)	-4.2%	x	x	
46	Steele	233	221	191	186	168	157	144	144	138	83	88	90	2	2.3%	x		
Total		95,778	99,192	101,656	104,278	106,070	106,863	108,945	110,842	112,858	112,045	113,858	115,385	1,527	1.3%	38	20	11

	2021-22	2022-23	One Year Change		Change from 2013-14											
			Students	Percent	Students	Percent										
Non Frontier Counties	75,167	77,938	80,130	82,263	83,841	84,797	86,473	88,218	89,991	89,454	91,344	92,523	1,179	1.3%	12,393	15.5%
¹ Frontier Counties	20,611	21,254	21,526	22,015	22,229	22,066	22,472	22,624	22,867	22,591	22,514	22,862	348	1.5%	1,336	6.2%

¹Counties with less than seven persons per square mile (Based on 2018 estimates)

	2021-22	2022-23	One Year Change		Change from 2013-14											
			Students	Percent	Students	Percent										
² Western Dakota Energy	26,445	28,172	29,692	31,294	32,006	31,944	32,966	34,139	34,931	34,255	34,747	35,289	542	1.6%	5,597	18.9%
Non-Western Dakota Energy	69,333	71,020	71,964	72,984	74,064	74,919	75,979	76,703	77,927	77,790	79,111	80,096	985	1.2%	8,132	11.3%

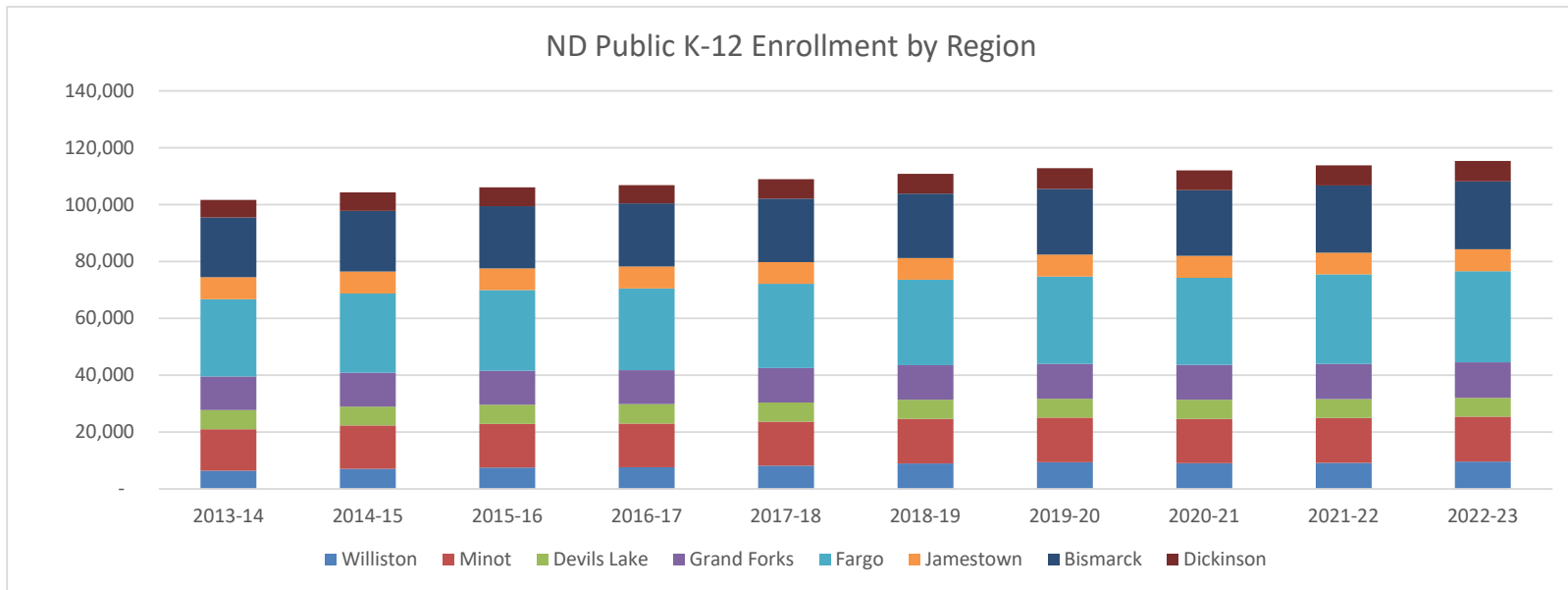
²Members of Western Dakota Energy Association

	2021-22	2022-23	One Year Change		Change from 2013-14											
			Students	Percent	Students	Percent										
³ Largest 11 Counties	68,913	71,782	74,200	76,654	78,351	79,299	81,188	83,199	85,085	84,514	86,181	87,623	1,442	1.7%	13,423	18.1%
All Other Counties	26,865	27,410	27,456	27,624	27,719	27,564	27,757	27,643	27,773	27,531	27,677	27,762	85	0.3%	306	1.1%

³Counties containing school districts with enrollment exceeding 2,000 students.

ND Public K-12 Enrollment by Region
State planning regions

Region Number	Region Name	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	One Year Change		Change from 2013-14	
														Students	Percent	Students	Percent
1	Williston	5,013	5,721	6,457	7,052	7,502	7,668	8,229	8,979	9,399	9,108	9,198	9,685	487	5.0%	3,228	50.0%
2	Minot	13,650	14,246	14,578	15,294	15,406	15,373	15,456	15,714	15,696	15,577	15,805	15,753	(52)	-0.3%	1,927	13.2%
3	Devils Lake	6,572	6,714	6,719	6,672	6,716	6,767	6,692	6,711	6,676	6,706	6,668	6,655	(13)	-0.2%	134	2.0%
4	Grand Forks	11,579	11,755	11,781	11,864	11,940	12,020	12,173	12,101	12,271	12,240	12,292	12,403	111	0.9%	661	5.6%
5	Fargo	25,837	26,673	27,262	27,889	28,348	28,732	29,621	30,121	30,682	30,666	31,506	32,113	607	1.9%	4,829	17.7%
6	Jamestown	7,702	7,719	7,648	7,678	7,656	7,656	7,645	7,647	7,705	7,665	7,641	7,703	62	0.8%	(37)	-0.5%
7	Bismarck	19,975	20,634	21,066	21,367	21,927	22,222	22,331	22,564	23,142	23,111	23,604	23,850	246	1.0%	3,136	14.9%
8	Dickinson	5,450	5,730	6,145	6,462	6,575	6,425	6,798	7,005	7,287	6,972	7,144	7,223	79	1.1%	1,522	24.8%
	Total	95,778	99,192	101,656	104,278	106,070	106,863	108,945	110,842	112,858	112,045	113,858	115,385	1,527	1.3%	16,267	16.0%
	Change	1,049	3,414	2,464	2,622	1,792	793	2,082	1,897	2,016	(813)	1,813	1,527				



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% of other local in-lieu of property tax revenue. The state funds the remainder up to the adequate amount.

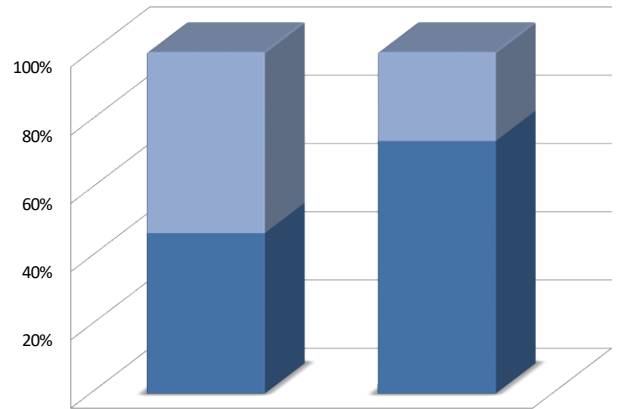
The formula is student driven and uses various weights to account for the increased costs associated with school district size and serving students with special needs. A base per student funding rate is set by the legislature designed to generate the resources necessary to educate students to state standards. 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



U%	2009	2023
Local/County	53%	27%
State	47%	73%

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	10,237
=	Total Formula Amount	3,818,401
+/-	Transition Adjustments	
=	Total Adjusted Formula Amount	3,818,401
Part Two: Determine State Aid Payment		
Local Share	60 mills times taxable valuation	600,000
	75% of other local in-lieu revenue	60,000
State Share	Difference is State Aid Payment	3,158,401

Statewide Statistical Summary
 North Dakota Department of Public Instruction
 Office of Fiscal Management
 2021-23 Budget to Actual

	Budget Year 2021-22 Statewide		Budget Year 2022-23 Statewide		Actual 6/30 Year 2021-22 Statewide		Actual 12/1 Year 2022-23 Statewide	
	Weighted ADM	Entitlement	Weighted ADM	Entitlement	Weighted ADM	Entitlement	Weighted ADM	Entitlement
Student Membership								
1 Pk Special Education	1,259.17	12,762,947	1,259.17	12,890,123	1,109.97	11,250,656	1,154.90	11,822,711
2 Kindergarten	9,063.71	91,869,765	9,521.09	97,467,398	9,115.09	92,390,552	9,601.25	98,287,996
3 Grade 1-6	53,081.55	538,034,591	55,095.07	564,008,232	52,908.28	536,278,326	53,439.13	547,056,374
4 Grade 7-8	17,845.87	180,885,738	18,121.39	185,508,669	17,788.43	180,303,526	17,775.74	181,970,250
5 Grade 9-12	31,972.65	324,074,780	32,209.94	329,733,156	31,350.00	317,763,600	32,100.91	328,617,016
6 Alternative High School	691.23	7,006,307	691.23	7,076,122	752.95	7,631,901	738.14	7,556,339
7 Total Average Daily Membership (ADM)	113,914.18	1,154,634,128	116,897.89	1,196,683,700	113,024.72	1,145,618,562	114,810.07	1,175,310,687
Other Program Membership								
8 Alt High School	172.84	1,751,906	172.84	1,769,363	188.24	1,908,001	184.55	1,889,238
9 Special Ed ADM	9,340.92	94,679,565	9,585.58	98,127,582	9,268.01	93,940,549	9,414.42	96,375,418
10 PK Special Ed ADM	214.06	2,169,712	214.06	2,191,332	188.78	1,913,474	196.33	2,009,830
11 On Time Funding	2,194.33	22,241,729	1,409.07	14,424,650	1,778.53	18,027,180	1,875.11	19,195,501
12 On Time Adjustment	-	-	-	-	(90.90)	(921,362)	(393.75)	(4,030,819)
12 Regional Education Association	227.82	2,309,184	233.75	2,392,899	226.01	2,290,837	229.56	2,350,006
13 ELL Level 1	149.66	1,516,954	149.66	1,532,069	114.53	1,160,876	147.03	1,505,146
14 ELL Level 2	157.59	1,597,332	157.59	1,613,249	142.66	1,446,002	174.45	1,785,845
15 ELL Level 3	82.66	837,842	82.66	846,190	69.60	705,466	86.78	888,367
16 At Risk	989.30	10,027,545	1,014.20	10,382,365	935.16	9,478,782	878.27	8,990,850
17 Home-Education (district supervised)	13.47	136,532	13.47	137,892	4.98	50,477	11.58	118,544
18 Alternative Middle School	1.00	10,136	1.00	10,237	0.89	9,021	1.09	11,158
Summer Programs								
19 - Summer School	1,359.90	13,783,946	1,359.27	13,914,847	1,480.28	15,004,118	1,461.85	14,964,958
20 - Special Ed ESY	59.85	606,640	59.85	612,684	55.76	565,183	56.49	578,288
Isolated Schools								
21 >275 sq miles and < 100 ADM	99.64	1,009,951	114.43	1,171,420	100.95	1,023,229	112.90	1,155,757
22 > 600 sq miles and < 50 ADM	-	-	-	-	-	-	-	-
23 Total Weighted Average Daily Membership	128,977.22	1,307,313,102	131,465.32	1,345,810,481	127,488.20	1,292,220,395	129,246.73	1,323,098,775
24 School Size Adjustment Factor	5,484.49	55,590,791	6,082.90	62,270,647	5,812.70	58,917,527	6,359.33	65,100,461
25 Total Weighted Student Units	134,461.71		137,548.22		133,300.90		135,606.06	
Per Student Payment Rate	\$10,136		\$10,237		\$10,136		\$10,237	
Rate Increase								
Total Formula Amount		1,362,903,893		1,408,081,128		1,351,137,922		1,388,199,236
Transition Maximum Adjustment	1.10	(10,497,075)	1.10	(10,996,426)	1.10	(9,953,807)	1.10	(10,531,326)
Transition Minimum Adjustment	1.02	36,886,426	1.02	28,740,642	1.02	37,112,602	1.02	28,792,342
Adjusted Formula Amount		1,389,293,244		1,425,825,344		1,378,296,717		1,406,460,252
Contribution from Property Tax	60	(296,455,287)	60	(314,243,670)	60	(296,911,850)	60	(312,324,121)
Contribution from In-Lieu of Property Tax	75%	(49,252,697)	75%	(46,649,664)	75%	(52,085,379)	75%	(64,433,821)
Ending Fund Balance Offset	35%		35%		35%	-	35%	-
State Aid Payment		1,046,085,260		1,064,932,010		1,029,299,488		1,029,702,310
State Aid Payment Biennium				2,111,017,270				2,059,001,799

2021-23 Budget to Actual

FOUNDATION AID STATUS

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

12-2022

	A	B	C	D	E	F	G
	Biennial	Yearly	Actual	Estimated	Estimated Total	Variance	Amount
FISCAL YEAR 2021-2022	Appropriation	Appropriation	Obligations	Additional	Obligations	Est. to Actual	Available
	2021-2023	2021-2022	to date	Obligations	2021-2022	2021-2022	2022-2023
			2021-2022	2021-2022	(Col C + Col D)	(Col B - Col E)	(Col A - Col E)
State Aid Formula Payments	2,121,475,000.00	1,050,989,149.00	1,029,299,488.52	-	1,029,299,488.52	21,689,660.48	1,092,175,511.48
State Child Placement - Public	6,800,000.00	3,300,000.00	3,074,288.46	-	3,074,288.46	225,711.54	3,725,711.54
State Child Placement - Non-public	2,400,000.00	1,200,000.00	674,551.94	-	674,551.94	525,448.06	1,725,448.06
SD Cross Border	350,000.00	175,000.00	12,830.00	-	12,830.00	162,170.00	337,170.00
Gifted and Talented	800,000.00	400,000.00	400,000.00	-	400,000.00	-	400,000.00
State School Aid	2,131,825,000.00	1,056,064,149.00	1,033,461,158.92	-	1,033,461,158.92	22,602,990.08	1,098,363,841.08
Transportation	58,100,000.00	29,050,000.00	29,050,000.00	-	29,050,000.00	-	29,050,000.00
Special Education Contracts	27,000,000.00	13,300,000.00	8,992,608.07	-	8,992,608.07	4,307,391.93	18,007,391.93
TOTAL	2,216,925,000.00	1,098,414,149.00	1,071,503,766.99	-	1,071,503,766.99	26,910,382.01	1,145,421,233.01
	H	I	J	K	L	M	N
	Amount	Yearly	Actual	Estimated	Estimated Total	Variance	Remaining
FISCAL YEAR 2022-2023	Available	Appropriation	Obligations	Additional	Obligations	Est. to Actual	Balance
	2022-2023	2022-2023	to date	Obligations	2022-2023	2022-2023	Balance
	(From Col G)	2022-2023	2022-2023	2022-2023	(Col J + Col K)	(Col I - Col L)	(Col H - Col L)
State Aid Formula Payments	1,092,175,511.48	1,070,485,851.00	1,029,702,310.02	-	1,029,702,310.02	40,783,540.98	62,473,201.46
State Child Placement - Public	3,725,711.54	3,500,000.00	285,486.52	3,214,513.48	3,500,000.00	-	225,711.54
State Child Placement - Non-public	1,725,448.06	1,200,000.00	-	1,200,000.00	1,200,000.00	-	525,448.06
SD Cross Border	337,170.00	175,000.00	-	175,000.00	175,000.00	-	-
Gifted and Talented	400,000.00	400,000.00	400,000.00	-	400,000.00	-	-
State School Aid	1,098,363,841.08	1,075,760,851.00	1,030,387,796.54	4,589,513.48	1,034,977,310.02	40,783,540.98	63,224,361.06
Transportation	29,050,000.00	29,050,000.00	29,050,000.00	-	29,050,000.00	-	-
Special Education Contracts	18,007,391.93	13,700,000.00	1,676,465.72	8,323,534.28	10,000,000.00	3,700,000.00	8,007,391.93
TOTAL	1,145,421,233.01	1,118,510,851.00	1,061,114,262.26	12,913,047.76	1,074,027,310.02	44,483,540.98	71,231,752.99

State School Aid Budget
Cost to Continue

Appropriation	2021-2023			2023-24		2023-2025		Biennium Change
	2021-22	2022-23 (Budget)	Biennium	2023-24	2024-2025	Biennium		
State Aid Formula Payments	1,046,085,259	1,064,281,961	2,110,367,220	1,029,069,641	1,034,929,684	2,063,999,324	(46,367,896)	
Available for Formula	1,046,085,259	1,064,281,961	2,110,367,220	1,029,069,641	1,034,929,684	2,063,999,324	(46,367,896)	
<i>Budget Variance</i>	5,303,890	5,303,890	10,607,780	5,303,890	5,303,890	10,607,780	-	
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	3,300,000	3,500,000	6,800,000	3,300,000	3,500,000	6,800,000	-	
State Child Placement-Nonpublic	1,200,000	1,200,000	2,400,000	1,200,000	1,200,000	2,400,000	-	
Gifted and Talented	400,000	400,000	800,000	400,000	400,000	800,000	-	
SD Tuition Payment	175,000	175,000	350,000	175,000	175,000	350,000	-	
Cooperative Agreement Adj	-	-	-	-	-	-	-	-
Grants - Integrated formula payments	1,056,714,149	1,075,110,851	2,131,825,000	1,039,698,531	1,045,758,574	2,085,457,104	(46,367,896)	
Grants - transportation	29,050,000	29,050,000	58,100,000	29,050,000	29,050,000	58,100,000	-	
Grants - special education contracts	13,300,000	13,700,000	27,000,000	13,300,000	13,700,000	27,000,000	-	
Rapid enrollment grants	-	-	-	-	-	-	-	-
Music Education Grants	-	-	-	-	-	-	-	-
Literacy Intervention	-	-	-	-	-	-	-	-
PowerSchool	2,625,000	2,625,000	5,250,000	2,625,000	2,625,000	5,250,000	-	
Appropriation to Actual Expenditure Reconciliation								
State Aid Formula	1,029,299,489	1,029,702,310	2,059,001,799	1,029,069,641	1,034,929,684	2,063,999,324	4,997,526	
Budget Variance	22,089,660	39,883,541	61,973,201	5,303,890	5,303,890	10,607,780	(51,365,421)	
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	3,074,288	3,500,000	6,574,288	3,300,000	3,500,000	6,800,000	225,712	
State Child Placement - Private	674,552	674,552	1,349,104	1,200,000	1,200,000	2,400,000	1,050,896	
Gifted and Talented	400,000	400,000	800,000	400,000	400,000	800,000	-	
SD Tuition Payment	92,066	92,066	184,132	175,000	175,000	350,000	165,868	
Powerschool Refund	-	-	-	-	-	-	-	-
Other - Budget Variance	834,094	608,382	1,442,476	-	-	-	(1,442,476)	
Grants - Integrated formula payments	1,056,714,149	1,075,110,851	2,131,825,000	1,039,698,531	1,045,758,574	2,085,457,104	(46,367,896)	



Statewide Statistical Summary
 North Dakota Department of Public Instruction
 Office of School Finance
 Cost to Continue

	Budget April 2021				Budget Projections			
	Year 2021-22 Statewide		Year 2022-23 Statewide		Year 2023-24 Statewide		Year 2024-25 Statewide	
	Weighted ADM	Entitlement	Weighted ADM	Entitlement	Weighted ADM	Entitlement	Weighted ADM	Entitlement
Student Membership								
1 Pk Special Education	1,259.17	12,762,947	1,259.17	12,890,123	1,154.90	11,822,711	1,154.90	11,822,711
2 Kindergarten	9,063.71	91,869,765	9,521.09	97,467,398	9,290.58	95,107,667	9,232.83	94,516,481
3 Grade 1-6	53,081.55	538,034,591	55,095.07	564,008,232	54,785.39	560,838,037	55,710.33	570,306,648
4 Grade 7-8	17,845.87	180,885,738	18,121.39	185,508,669	17,711.40	181,311,602	17,655.79	180,742,322
5 Grade 9-12	31,972.65	324,074,780	32,209.94	329,733,156	33,387.72	341,790,090	34,038.01	348,447,108
6 Alternative High School	691.23	7,006,307	691.23	7,076,122	738.14	7,556,339	738.14	7,556,339
7 Total Average Daily Membership (ADM)	113,914.18	1,154,634,128	116,897.89 2.6%	1,196,683,700	117,068.13 0.1%	1,198,426,447	118,530.00 1.2%	1,213,391,610
Other Program Membership								
8 Alt High School	172.84	1,751,906	172.84	1,769,363	184.55	1,889,238	184.55	1,889,238
9 Special Ed ADM	9,340.92	94,679,565	9,585.58	98,127,582	9,599.54	98,270,491	9,719.42	99,497,703
10 PK Special Ed ADM	214.06	2,169,712	214.06	2,191,332	196.33	2,009,830	196.33	2,009,830
11 Regional Education Association	227.82	2,309,184	233.75	2,392,899	234.14	2,396,891	236.99	2,426,067
12 On Time Funding	2,194.33	22,241,729	1,409.07	14,424,650	1,442.98	14,771,786	1,339.67	13,714,202
13 On Time Adjustment	-	-	-	-	-	-	-	-
14 ELL Level 1	149.66	1,516,954	149.66	1,532,069	147.03	1,505,146	147.03	1,505,146
15 ELL Level 2	157.59	1,597,332	157.59	1,613,249	174.45	1,785,845	174.45	1,785,845
16 ELL Level 3	82.66	837,842	82.66	846,190	86.78	888,367	86.78	888,367
17 At Risk	989.30	10,027,545	1,014.20	10,382,365	893.68	9,148,602	902.04	9,234,183
18 Home-Education (district supervised)	13.47	136,532	13.47	137,892	11.58	118,544	11.58	118,544
19 Alternative Middle School	1.00	10,136	1.00	10,237	1.09	11,158	1.09	11,158
Summer Programs								
20 - Summer School	1,295.77	13,133,925	1,295.77	13,264,797	1,461.85	14,964,958	1,461.85	14,964,958
21 - Special Ed ESY	59.85	606,640	59.85	612,684	56.49	578,288	56.49	578,288
Isolated Schools								
22 >275 sq miles and < 100 ADM	99.64	1,009,951	114.43	1,171,420	93.13	953,372	84.21	862,058
23 > 600 sq miles and < 50 ADM	-	-	-	-	-	-	-	-
24 Total Weighted Average Daily Membership	128,913.09	1,306,663,080	131,401.82	1,345,160,431	131,651.75	1,347,718,965	133,132.48	1,362,877,198
25 School Size Adjustment Factor	5,548.62	56,240,812	6,082.90	62,270,647	5,910.55	60,506,300	6,125.34	62,705,106
26 Total Weighted Student Units	134,461.71		137,484.72		137,562.30		139,257.82	
Per Student Payment Rate	\$10,136		\$10,237		\$10,237		\$10,237	
Rate Increase			1.0%		0.0%		0.0%	
Total Formula Amount		1,362,903,893		1,407,431,079		1,408,225,265		1,425,582,303
Transition Maximum Adjustment	1.05	(10,497,075)	1.10	(10,996,426)	1.10	(8,490,589)	1.10	(6,276,802)
Transition Minimum Adjustment	1.01	36,886,426	1.02	28,740,642	1.02	23,288,613	1.02	17,115,240
Adjusted Formula Amount		1,389,293,243		1,425,175,295		1,423,023,289		1,436,420,741
Contribution from Property Tax	60	(296,455,287)	60	(314,243,670)	60	(333,104,560)	60	(348,434,123)
Contribution from In-Lieu of Property Tax	75%	(49,252,697)	75%	(49,149,664)	75%	(60,849,089)	75%	(53,056,934)
Ending Fund Balance Offset	35%		35%		35%		35%	
State Aid Payment		1,046,085,259		1,064,281,961		1,029,069,641		1,034,929,684 (46,367,895)

Projection Notes

- ADM is projected using a three year cohort survival routine.
- Taxable Valuations were based on 2022 Actual and 2023 estimated valuations using a 4 year average change.
 - Max increase of 8%
 - Floor of 0%
- Delayed changes from SB 2265 were implemented for the cost to continue
 - Changes to On Time Funding
 - Increases in the deduction from property taxes
 - Decreases to the transition minimum
 - Increases to the transition maximum
- OGPT is adjusted to reflect 6 months distributed July - December 2022
- Most other statistical data was based on data supporting the 2022-23 payment



STATE AID TO SCHOOLS PAYMENT WORKSHEET

North Dakota Department of Public Instruction
Office of Fiscal Management - SFO

District Name Hope Page 85	County District Number 09-085	Payment Month January	School Year 2022-2023
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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	0.31	1.000	0.31
2 Kindergarten	15.00	1.000	15.00
3 Grade 1-6	74.89	1.000	74.89
4 Grade 7-8	20.00	1.000	20.00
5 Grade 9-12	39.86	1.000	39.86
6 Alternative High School	-	1.000	-
7 Total Average Daily Membership (ADM)			150.06

Other Program Membership

8 Alt High School (from line 6)	-	0.250	-
9 Special Ed ADM (from line 7)	150.06	0.082	12.30
10 PK Special Ed ADM (from line 1)	0.31	0.170	0.05
11 Regional Education Association (if member from line 7)	150.06	0.002	0.30
12 2022-23 Fall Enrollment above 2022 ADM	2.25	0.700	1.58
13 Spring 2022 ADM Adjustment	(5.25)	0.600	(3.15)
14 ELL Level 1	0.36	0.400	0.14
15 ELL Level 2	-	0.280	-
16 ELL Level 3	0.36	0.070	0.03
17 At Risk	21.31	0.025	0.53
18 Home-Education (district supervised)	-	0.200	-
19 Alt Middle School	-	0.150	-
Summer Programs			
20 Summer School	0.96	0.600	0.58
21 Special Ed ESY	0.03	1.000	0.03
Isolated School District			
22 >275 sq miles and <100 ADM	-	0.100	-
23 >600 sq miles and <50 ADM	-	1.100	-

24 Total Weighted Average Daily Membership (add lines 7 through 23)			162.45
25 School District Size Weighting Factor			1.3929
26 Total Weighted Student Units			226.28
27 Per Student Payment Rate			\$10,237.00
28 Total Formula Payment			2,316,428.36

Formula Adjustments

	70%		
29 Transition Maximum Adjustment (from line 68)	4,025,332.71	-	-
30 Transition Minimum Adjustment (from line 75) with 15% Reduction	3,729,639.79	1,413,211.43	989,248.00
31 Total Adjusted Formula Amount (total lines 28, 29 and 30)			3,305,676.36
32 Contribution from Property Tax (from line 48)			1,316,548.68
33 Contribution from Other Local Revenue (from line 41)			57,767.42
34 State Aid Payment (line 31 minus lines 32 and 33)			1,931,360.26

State School Aid Summary

	Entitlement	EFB Offset	Net Entitlement
1 State Aid Formula Payment (from line 34)	1,931,360.26	-	1,931,360.26
2 Transportation (from line 64)	156,473.94	-	156,473.94
3 State Child Placement	-	-	-
4 Special Education Contracts - Agency	-	-	-
5 Special Education Contracts - School Placed	-	-	-
6 Special Education Contracts - Boarding	-	-	-
7 Special Education - Gifted and Talented	-	-	-
Total State Aid	2,087,834.20	-	2,087,834.20

Excess Fund Balance Offset (from line 52)

-

B CONTRIBUTION FROM OTHER LOCAL REVENUE	Apportioned			
	Total Revenue	Revenue	Percent	
35 1300 Tuition	-	-	75%	-
36 2999 County	-	-	75%	-
37 US Flood	-	-	75%	-
38 Electric Generation, Distribution and Transmission Tax	44,574.55	44,574.55	75%	33,430.91
39 Mobile Home and Other In-Lieu Taxes	7,788.30	7,788.30	75%	5,841.23
40 Telecommunications	24,660.37	24,660.37	75%	18,495.28
41 Contribution from Other Local Revenue				57,767.42
	S & I Levy	Total Levy	Non S & I Percentage	
	-	70.00	100.00%	

C CONTRIBUTION FROM PROPERTY TAX			
42 District Taxable Valuation			21,942,478
43 Contribution Mill Rate			60
44 Contribution from Property Tax (line 42 times line 43 divided by 1000)			1,316,548.68
45 Minimum Local Effort Adjustment (NDCC 15.1-27-04.2)		-	-
46 Maximum Contribution Increase Adjustment (NDCC 15.1-27-04.1.4.a.)		1,463,362.45	-
47 Local Effort Adjustment NDCC 15.1-27-04.3			-
48 Adjusted Contribution from Property Tax (total lines 44, 45 and 46)			1,316,548.68

D EXCESS FUND BALANCE OFFSET (Suspended until 2023-24)	
49 General Fund Ending Balance	-
50 General Fund Expenditures	-
51 35% of General Fund Expenditures + \$50,000	50,000.00
52 Excess Fund Balance Offset (line 49 minus line 51, if less than zero enter zero)	-

E TRANSPORTATION WORKSHEET				
Transportation Statistics	Rate	Miles	Rides	Total
53 Small Bus Miles	0.520	10,608.0	xxxxx	5,516.16
54 Large Bus Miles	1.110	123,868.0	xxxxx	137,493.48
55 Rural Rides	0.300	xxxxx	44,881	13,464.30
56 Small In-City Miles	0.520	0.0	xxxxx	-
57 Large In-City Miles	1.110	0.0	xxxxx	-
58 In-City Rides	0.300	xxxxx	0	-
59 Family - To School	0.250	0.0	xxxxx	-
60 Family - To Bus	0.250	0.0	xxxxx	-
61 Not Reimbursable	-	0.0	0	
62 Total Transportation Reimbursement				156,473.94
63 Reimbursement Cap --- 90% of transportation expenditures				241,820.43
64 Transportation Grant Total (lesser of 90% cap or total)				156,473.94

F BASELINE FUNDING - MINIMUM AND MAXIMUM PAYMENTS	
65 Baseline Funding (2018-19 Formula Payment)	3,651,792.02
66 Baseline Weighted Student Units (2018-19)	225.81
67 Baseline Funding Rate	\$16,171.97

Adjustment for Maximum	Baseline Funding		Weighted Student Units	
	Rate	Maximum Percent		
68 Maximum Increase Amount	\$16,171.97	110%	226.28	4,025,332.71

Adjustment for Minimum	Baseline Funding		Weighted Student Units	
	Rate	Minimum Percent		
69 Minimum Increase Per Student	\$16,171.97	102%	225.81	3,724,828.40
70 WSUs Above Baseline	\$10,237.00		0.47	4,811.39
71 Baseline Funding Per Student				3,729,639.79
72 Baseline Funding (from line 65)				3,651,792.02
73 Minimum Funding Percentage				100%
74 Minimum Funding Amount				3,651,792.02
75 Minimum Increase Amount (greater of line 71 or line 74)				3,729,639.79

State Aid To Schools

	Biennial Appropriation 2011-2013	Biennial Appropriation 2013-2015	Biennial Appropriation 2015-2017	Biennial Appropriation 2017-2019	Biennial Appropriation 2019-2021	Biennial Appropriation 2021-2023	Senate Appropriation 2023-2025
*Grants - State school aid	918,459,478	1,752,100,000	1,915,332,000	1,935,204,163	2,098,202,429	2,131,825,000	2,448,651,200
Grants - Transportation	48,500,000	53,500,000	57,108,000	55,400,000	56,500,000	58,100,000	58,100,000
Grants - Special education aid	16,000,000	16,500,000	18,500,000	19,300,000	24,000,000	27,000,000	27,000,000
Grants - Teacher compensation payments							
Grants - Tuition apportionment							
Grants - Revenue supplement payments							
Grants - Supplemental operations							
K-12 State Aid Formula Payments	982,959,478	1,822,100,000	1,990,940,000	2,009,904,163	2,178,702,429	2,216,925,000	2,533,751,200
Other Appropriations							
ITD Powerschool			6,000,000	5,500,000	5,500,000	5,250,000	5,775,000
Grants - Mill Levy Reduction	341,790,000						
Grants - Supplemental one-time							
Grants - Federal one-time Education Jobs Fur	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				100,000			
Grants - Reorganization bonuses							
Grants - JPA incentives (SB 2200)							
Supplemental Appropriations							
Additional Tuition Apportionment	2,214,423						
Deferred Maintenance and Physical Improvement Grants							
Supplemental Transportation Payments							
Deficiency Appropriation - Mill Levy Reduction							
Total Appropriated	1,362,481,617	1,847,700,000	2,012,740,000	2,022,004,163	2,187,202,429	2,222,175,000	2,539,526,200

*The 2015-17 appropriation reflects transfers from Grants-State school aid to Grants-Transportation and Grants-Special education aid approved by the 2017 legislature.



Appropriation History
North Dakota Department of Public Instruction

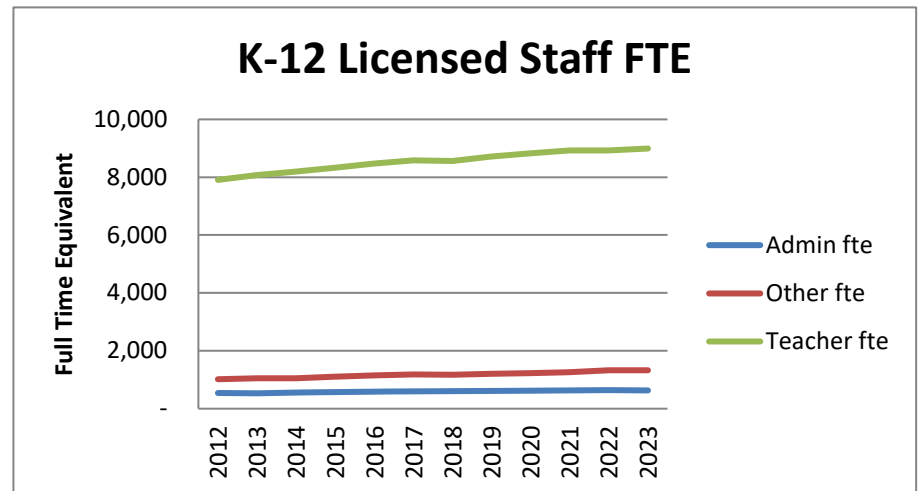
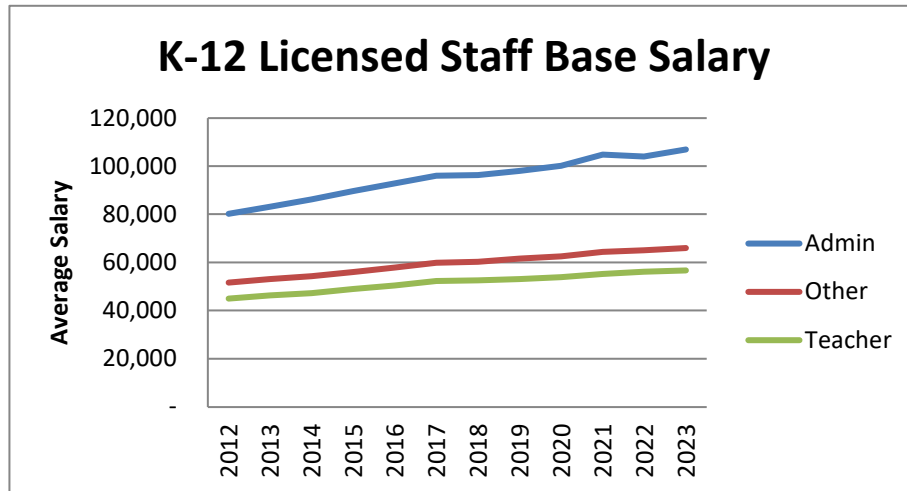
	2013-15	2015-17	2017-19	2019-21	2021-23	2023-25
State School Aid Program	Appropriation	Appropriation	Appropriation	Appropriation	Appropriation	Senate Approp
State School Aid - Integrated Formula Payments	1,752,100,000	1,916,640,000	1,935,204,163	2,098,202,429	2,131,825,000	2,448,651,200
Transportation	53,500,000	57,000,000	55,400,000	56,500,000	58,100,000	58,100,000
Rapid Enrollment Grants	13,600,000	14,800,000	6,000,000	3,000,000		
Special Education - Contracts	16,500,000	18,500,000	19,300,000	24,000,000	27,000,000	27,000,000
Total - State School Aid Program	1,835,700,000	2,006,940,000	2,015,904,163	2,181,702,429	2,216,925,000	2,533,751,200
General Fund	1,695,374,000	1,787,806,000	1,409,357,258	1,690,938,429	1,640,450,500	1,879,436,700
State Tuition Fund	140,326,000	219,134,000	305,546,905	377,764,000	433,020,000	510,860,000
Foundation Aid Stabilization Fund	-	-	301,000,000	113,000,000	143,454,500	143,454,500
Total - State School Aid Program	1,835,700,000	2,006,940,000	2,015,904,163	2,181,702,429	2,216,925,000	2,533,751,200

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
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	603	1,195	8,718	97,953	61,516	53,061	110,842	10.5
2020	619	1,217	8,823	100,035	62,519	53,897	112,858	10.6
2021	627	1,251	8,926	104,683	64,357	55,155	112,045	10.4
2022	637	1,321	8,922	103,914	65,036	56,096	113,858	10.5
2023	620	1,315	8,991	106,883	66,047	56,673	115,385	10.6

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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Table 211.60. Estimated average annual salary of teachers in public elementary and secondary schools, by state: Selected years, 1969-70 through 2020-21

State	Current dollars								Constant 2020-21 dollars ¹							Percent change, 1999-2000 to 2009-10	Percent change, 2009-10 to 2020-21
	1969-70	1979-80	1989-90	1999-2000	2009-10	2019-20	2020-21	1969-70	1979-80	1989-90	1999-2000	2009-10	2019-20	2020-21			
United States	\$8,626	\$15,970	\$31,367	\$41,807	\$55,370	\$64,133	\$65,090	\$60,091	\$54,133	\$65,007	\$64,986	\$67,228	\$65,609	\$65,090	3.5	-3.2	
Alabama	6,818	13,060	24,828	36,689	47,571	54,095	54,271	47,496	44,269	51,455	57,030	57,759	55,340	54,271	1.3	-6.0	
Alaska	10,560	27,210	43,153	46,462	59,672	72,010	72,861	73,564	92,233	89,433	72,221	72,451	73,668	72,861	0.3	0.6	
Arizona	8,711	15,054	29,402	36,902	46,952	50,782	52,157	60,683	51,028	60,935	57,361	57,007	51,951	52,157	-0.6	-8.5	
Arkansas	6,307	12,299	22,352	33,386	46,700	50,456	50,992	43,936	41,690	46,324	51,896	56,701	51,617	50,992	9.3	-10.1	
California	10,315	18,020	37,998	47,680	68,203	84,531	85,892	71,857	61,082	78,749	74,115	82,809	86,477	85,892	11.7	3.7	
Colorado	7,761	16,205	30,758	38,163	49,202	57,706	60,611	54,065	54,930	63,745	59,321	59,739	59,034	60,611	0.7	1.5	
Connecticut	9,262	16,229	40,461	51,780	64,350	78,427	79,742	64,522	55,011	83,854	80,488	78,131	80,232	79,742	-2.9	2.1	
Delaware	9,015	16,148	33,377	44,435	57,080	64,853	65,798	62,801	54,737	69,173	69,071	69,304	66,346	65,798	0.3	-5.1	
District of Columbia	10,285	22,190	38,402	47,076	64,548	79,350	80,659	71,648	75,217	79,587	73,176	78,372	81,177	80,659	7.1	2.9	
Florida	8,412	14,149	28,803	36,722	46,708	49,102	49,583	58,600	47,961	59,693	57,081	56,711	50,232	49,583	-0.6	-12.6	
Georgia	7,276	13,853	28,006	41,023	53,112	60,578	60,553	50,687	46,957	58,041	63,767	64,486	61,972	60,553	1.1	-6.1	
Hawaii	9,453	19,920	32,047	40,578	55,063	65,409	70,922	65,852	67,522	66,416	63,075	66,855	66,915	70,922	6.0	6.1	
Idaho	6,890	13,611	23,861	35,547	46,283	52,875	51,817	47,998	46,137	49,451	55,255	56,195	54,092	51,817	1.7	-7.8	
Illinois	9,569	17,601	32,794	46,486	62,077	68,083	69,300	66,660	59,662	67,964	72,259	75,371	69,650	69,300	4.3	-8.1	
Indiana	8,833	15,599	30,902	41,850	49,986	51,745	52,194	61,533	52,876	64,043	65,053	60,691	52,936	52,194	-6.7	-14.0	
Iowa	8,355	15,203	26,747	35,678	49,626	58,184	58,911	58,203	51,533	55,432	55,459	60,254	59,523	58,911	8.6	-2.2	
Kansas	7,612	13,690	28,744	34,981	46,657	51,320	53,932	53,027	46,405	59,571	54,375	56,649	52,501	53,932	4.2	-4.8	
Kentucky	6,953	14,520	26,292	36,380	49,543	53,907	54,384	48,437	49,218	54,489	56,550	60,153	55,148	54,384	6.4	-9.6	
Louisiana	7,028	13,760	24,300	33,109	48,903	51,566	51,851	48,959	46,642	50,361	51,465	59,376	52,753	51,851	15.4	-12.7	
Maine	7,572	13,071	26,881	35,561	46,106	55,276	57,052	52,749	44,307	55,710	55,277	55,980	56,548	57,052	1.3	1.9	
Maryland	9,383	17,558	36,319	44,048	63,971	73,444	74,514	65,365	59,516	75,270	68,469	77,671	75,135	74,514	13.4	-4.1	
Massachusetts	8,764	17,253	34,712	46,580	69,273	84,290	86,315	61,052	58,482	71,939	72,405	84,109	86,230	86,315	16.2	2.6	
Michigan	9,826	19,663	37,072	49,044	57,958	63,568	64,267	68,451	66,651	76,830	76,235	70,370	65,031	64,267	-7.7	-8.7	
Minnesota	8,658	15,912	32,190	39,802	52,431	58,663	59,069	60,314	53,937	66,713	61,869	63,660	60,013	59,069	2.9	-7.2	
Mississippi	5,798	11,850	24,292	31,857	45,644	46,843	47,655	40,390	40,168	50,344	49,519	55,419	47,921	47,655	11.9	-14.0	
Missouri	7,799	13,682	27,094	35,656	45,317	50,817	51,557	54,330	46,378	56,151	55,424	55,022	51,987	51,557	-0.7	-6.3	
Montana	7,606	14,537	25,081	32,121	45,759	52,135	52,894	52,985	49,276	51,979	49,930	55,559	53,335	52,894	11.3	-4.8	
Nebraska	7,375	13,516	25,522	33,237	46,227	55,267	56,463	51,376	45,815	52,893	51,664	56,127	56,539	56,463	8.6	0.6	
Nevada	9,215	16,295	30,590	39,390	51,524	56,672	58,167	64,194	55,235	63,397	61,229	62,558	57,976	58,167	2.2	-7.0	
New Hampshire	7,771	13,017	28,986	37,734	51,443	59,622	61,789	54,135	44,123	60,072	58,655	62,460	60,994	61,789	6.5	-1.1	
New Jersey	9,130	17,161	35,676	52,015	65,130	76,376	77,489	63,602	58,170	73,937	80,853	79,078	78,134	77,489	-2.2	-2.0	
New Mexico	7,796	14,887	24,756	32,554	46,258	54,256	54,923	54,309	50,462	51,306	50,603	56,165	55,505	54,923	11.0	-2.2	
New York	10,336	19,812	38,925	51,020	71,633	87,069	87,738	72,003	67,156	80,671	79,307	86,974	89,073	87,738	9.7	0.9	
North Carolina	7,494	14,117	27,883	39,404	46,850	54,150	54,392	52,205	47,852	57,786	61,250	56,883	55,396	54,392	-7.1	-4.4	
North Dakota	6,696	13,263	23,016	29,863	42,964	53,525	54,837	46,646	44,957	47,700	46,420	52,165	54,757	54,837	12.4	5.1	
Ohio	8,300	15,269	31,218	41,436	55,958	61,406	61,687	57,820	51,757	64,698	64,409	67,942	62,819	61,687	5.5	-9.2	
Oklahoma	6,882	13,107	23,070	31,298	47,691	54,096	54,256	47,942	44,429	47,812	48,650	57,905	55,341	54,256	19.0	-6.3	
Oregon	8,818	16,266	30,840	42,336	55,224	67,685	68,671	61,429	55,137	63,915	65,808	67,051	69,243	68,671	1.9	2.4	
Pennsylvania	8,858	16,515	33,338	48,321	59,156	70,339	71,281	61,707	55,981	69,092	75,111	71,825	71,958	71,281	-4.4	-0.8	
Rhode Island	8,776	18,002	36,057	47,041	59,686	75,336	75,966	61,136	61,021	74,727	73,122	72,468	77,070	75,966	-0.9	4.8	
South Carolina	6,927	13,063	27,217	36,081	47,508	53,329	53,361	48,255	44,279	56,406	56,085	57,682	54,557	53,361	2.8	-7.5	
South Dakota	6,403	12,348	21,300	29,071	38,837	48,984	49,993	44,605	41,856	44,143	45,189	47,154	50,112	49,993	4.4	6.0	
Tennessee	7,050	13,972	27,052	36,328	46,290	51,862	52,380	49,112	47,361	56,064	56,469	56,203	53,056	52,380	-0.5	-6.8	
Texas	7,255	14,132	27,496	37,567	48,261	57,090	57,641	50,540	47,903	56,984	58,395	58,597	58,404	57,641	0.3	-1.6	
Utah	7,644	14,909	23,686	34,946	45,885	54,678	56,918	53,250	50,537	49,088	54,321	55,712	55,937	56,918	2.6	2.2	
Vermont	7,968	12,484	29,012	37,758	49,084	61,108	61,547	55,507	42,317	60,126	58,692	59,596	62,515	61,547	1.5	3.3	
Virginia	8,070	14,060	30,938	38,744	50,015	57,665	59,267	56,218	47,659	64,118	60,224	60,726	58,992	59,267	0.8	-2.4	
Washington	9,225	18,820	30,457	41,043	53,003	76,743	79,529	64,264	63,794	63,121	63,798	64,354	78,509	79,529	0.9	23.6	
West Virginia	7,650	13,710	22,842	35,009	45,959	50,238	50,261	53,292	46,473	47,339	54,419	55,802	51,394	50,261	2.5	-9.9	
Wisconsin	8,963	16,006	31,921	41,153	51,264	59,431	60,038	62,439	54,255	66,155	63,969	62,243	60,799	60,038	-2.7	-3.5	
Wyoming	8,232	16,012	28,141	34,127	55,861	59,786	60,357	57,346	54,276	58,321	53,048	67,824	61,162	60,357	27.9	-11.0	

¹ Constant dollars based on the Consumer Price Index (CPI), prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis. The CPI does not account for differences in inflation rates from state to state. For more information about adjusting for differences in the cost of living from state to state, see the American Community Survey Comparable Wage Index for Teachers (ACS-CWIFT) at https://nces.ed.gov/programs/edog/Docs/EDGE_ACS_CWIFT2015_FILE.pdf.

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, 1970 through 2021. (This table was prepared August 2021.)

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Table 236.75. Total and current expenditures per pupil in fall enrollment in public elementary and secondary schools, by function and state or jurisdiction: 2018-19

State or jurisdiction	Current expenditures, capital expenditures, and interest on school debt per pupil														
	Total ¹	Current expenditures											Capital outlay ²	Interest on school debt	
		Total	Instruction	Support services								Food services			Enterprise operations ³
				Student support ⁴	Instructional staff ⁵	General administration	School administration	Operation and maintenance	Student transportation	Other support services ⁶					
2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
United States	\$15,034	\$13,187	\$7,970	\$4,700	\$809	\$635	\$247	\$750	\$1,216	\$552	\$490	\$494	\$24	\$1,443	\$404
Alabama	11,199	10,107	5,730	3,704	659	418	258	626	976	533	234	673	0	841	252
Alaska	19,577	18,393	9,789	7,937	1,425	1,530	269	1,125	2,248	623	716	581	86	955	229
Arizona	10,480	8,773	4,778	3,550	692	440	165	480	1,014	363	396	444	1	1,424	283
Arkansas	12,212	10,412	5,832	4,025	580	851	262	538	1,072	392	330	548	7	1,504	297
California ⁷	15,788	13,641	8,116	5,018	890	850	140	897	1,311	300	629	472	35	1,641	506
Colorado	13,742	11,072	6,112	4,553	691	639	182	839	1,039	331	833	348	59	2,044	626
Connecticut	22,831	21,140	13,055	7,498	1,440	725	465	1,202	1,784	1,071	810	432	155	1,483	208
Delaware	16,569	15,929	9,833	5,486	866	295	232	1,000	1,592	848	652	610	0	464	176
District of Columbia	29,925	22,831	11,471	10,567	2,024	1,159	1,439	1,545	1,998	1,269	1,132	789	3	5,379	1,715
Florida	11,119	9,986	6,110	3,382	460	633	89	539	1,015	382	263	495	0	923	210
Georgia	12,548	11,203	6,767	3,838	628	585	152	712	841	535	385	565	33	1,216	128
Hawaii	17,625	16,132	9,378	5,955	1,695	513	67	1,149	1,664	372	495	798	0	1,494	0
Idaho	9,325	8,043	4,778	2,898	471	458	196	458	730	363	222	363	4	1,060	222
Illinois	18,312	16,281	10,007	5,871	1,178	624	622	843	1,316	733	554	403	0	1,501	529
Indiana	11,769	10,252	5,801	3,969	567	420	218	686	1,161	660	256	482	0	1,222	295
Iowa	13,944	11,933	7,146	4,261	715	755	301	673	1,024	431	363	514	13	1,773	238
Kansas	13,879	11,328	6,694	4,119	769	483	303	659	1,121	475	309	516	0	2,025	526
Kentucky	12,712	11,280	6,589	3,963	563	588	244	677	964	632	294	696	33	1,144	287
Louisiana	12,860	11,920	6,653	4,638	749	623	318	775	1,149	686	338	629	#	765	175
Maine	17,103	15,686	9,177	5,899	1,090	775	550	827	1,655	792	211	607	2	1,141	276
Maryland	17,571	15,576	9,860	5,277	722	786	117	1,016	1,383	824	429	439	0	1,778	217
Massachusetts	19,999	19,196	12,211	6,415	1,505	900	362	818	1,586	886	359	569	0	521	282
Michigan	13,754	12,052	6,857	4,767	987	638	260	675	1,073	509	626	428	0	1,173	529
Minnesota	16,142	13,297	8,604	4,116	398	654	518	532	904	788	320	544	33	2,362	484
Mississippi	10,074	9,253	5,244	3,467	498	421	325	553	961	456	253	542	#	702	119
Missouri	12,867	11,349	6,377	4,458	752	449	621	656	1,135	604	242	514	0	1,187	330
Montana	14,519	11,984	7,040	4,404	822	435	364	678	1,195	570	339	523	17	2,205	330
Nebraska	14,590	12,746	7,909	4,298	680	433	318	640	1,162	382	684	523	15	1,513	331
Nevada	11,277	9,126	5,331	3,432	517	517	145	669	865	351	367	363	#	1,750	401
New Hampshire	18,905	17,457	11,089	5,955	1,377	549	618	975	1,409	793	235	413	0	1,196	252
New Jersey	22,814	21,331	12,627	8,060	2,254	801	439	1,049	2,077	920	519	454	190	987	496
New Mexico	11,918	10,466	5,967	3,990	1,074	272	279	595	1,091	333	346	503	6	1,452	#
New York	26,799	24,882	17,109	7,293	810	727	136	1,215	2,104	1,341	961	480	#	1,238	679
North Carolina	10,680	9,799	6,128	3,196	549	321	177	601	837	406	305	476	0	867	14
North Dakota	16,272	14,033	8,430	4,552	574	483	600	723	1,204	574	393	661	391	1,860	379
Ohio	15,095	13,433	7,977	5,034	950	507	423	710	1,148	651	644	422	1	1,333	329
Oklahoma	10,493	9,203	5,191	3,394	637	375	285	512	954	277	355	542	77	1,173	116
Oregon	15,994	12,457	7,250	4,795	1,016	495	172	791	964	571	785	408	4	2,733	804
Pennsylvania	18,752	16,892	10,420	5,848	988	615	472	764	1,547	811	651	531	92	1,306	555
Rhode Island	18,240	17,539	10,553	6,503	1,862	683	254	852	1,332	786	735	479	4	443	258
South Carolina	13,413	10,994	6,025	4,398	880	690	103	733	1,093	428	472	541	30	1,944	475
South Dakota	11,906	10,325	6,108	3,632	580	374	350	507	1,041	381	400	537	49	1,327	253
Tennessee	11,054	9,941	5,998	3,423	511	594	203	620	834	379	282	521	0	864	248
Texas	12,394	9,868	5,738	3,585	512	521	152	581	1,050	298	471	546	0	1,829	697
Utah	9,723	7,950	5,017	2,580	382	360	98	538	710	237	255	352	1	1,490	283
Vermont	21,982	21,217	13,244	7,380	1,680	909	426	1,386	1,657	735	588	565	29	646	118
Virginia	13,868	12,642	7,674	4,490	652	883	205	739	1,130	667	215	474	3	1,144	82
Washington	18,100	14,342	8,566	5,278	1,088	957	134	835	1,116	552	596	387	111	3,191	567
West Virginia	13,189	12,269	7,047	4,464	651	438	200	669	1,325	945	236	759	0	868	51
Wisconsin	14,487	12,690	7,447	4,790	655	716	281	644	1,310	542	641	453	#	1,537	260
Wyoming	18,176	16,228	9,658	6,066	1,002	802	316	873	1,631	777	664	497	7	1,927	22
Other jurisdictions															
American Samoa	6,371	5,427	2,696	1,233	2	607	64	409	0	43	107	1,498	0	944	0
Guam	10,967	9,885	4,704	4,453	971	588	128	577	1,237	241	711	727	0	987	95
Northern Marianas	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Puerto Rico	8,103	7,877	3,337	3,465	901	341	217	329	1,066	311	299	1,075	0	226	0
U.S. Virgin Islands	16,651	16,651	10,325	5,537	1,282	425	1,033	961	453	757	627	749	40	0	0

---Not available.

#Rounds to zero.

¹ Excludes "Other current expenditures," such as community services, private school programs, adult education, and other programs not allocable to expenditures per pupil in public schools.

² Includes expenditures for property and for buildings and alterations completed by school district staff or contractors.

³ Includes expenditures for operations funded by sales of products or services (e.g., school bookstore or computer time).

Department of Public Instruction (201)
2021-23 Passthrough Grants

Heritage Grants	\$ 34,000
ND Museum of Art	425,000
North Central Council for Educational Media Services	202,300
Northern Plains Writing Project	25,000
Red River Writing Project	25,000
Science Experiments Grant	13,500,000
Science Museum	5,900,000
Teacher Support System	2,125,764
We the People	70,000



Red River Valley Writing Project
Improving Literacy, K-College

Dear Appropriations Committee Chair and Members of the Committee,

My name is Ben Melby, Director of the Red River Valley Writing Project (RRVWP), and I support HB 2013. Specifically, I support continued and (if possible) increased funding for a pass-through grant supporting North Dakota's writing project sites. Currently, the ND DPI allocates \$25,000 to the RRVWP's support of writing and writing instruction. An increase to \$45,000 per biennium would allow us to fulfill our aims and service to the state. The removal of funding would mean the end of our programs and our mission:

1. To provide high-quality teacher training for **using writing to enhance student learning** across the curriculum.
2. To increase the **quality and quantity of student writing** done both inside and outside of schools.
3. To enrich our communities and **civic life** through more opportunities to write together and share through writing.

In the past biennium, the RRVWP reached a total of **216 teachers**, with **329 professional development contact hours** focused on writing instruction. Additionally, we engaged **over 1,000 student writers** in our writing competitions, writing camps, writing workshops, and writing groups, and writing marathons.

Our flagship program for teachers is the **Summer Institute**, which provides intensive, 45-hour professional development to North Dakota writing teachers from K-College—led by veteran writing instructors, who demonstrate effective teaching practices and guide participants as they create and refine their own lessons. We identify and invite the most talented, hard-working teacher participants who have great leadership potential. Our writing project trained teachers often go on to become literacy leaders and coaches for their local schools and districts.

Our flagship program for students is the **Scholastic Writing Awards**, which gives all North Dakota teens the opportunity to enter the country's most prestigious and competitive art & writing competition, with thousands of dollars of scholarship and prize money offered at both the state and national levels. Our organization, in partnership with Plains Art Museum, hosts a literary reading event, exhibition, and state awards ceremony each year to recognize the award recipients. We reach all corners of the state with this program.

A detailed **project summary** with performance measures and proposed **budget outline** for the 23-25 biennium are also attached.

Without continued and increased DPI funding, we would be forced to limit the number of teachers and students we serve (at a time when our youth **need more and better writing, not less**).

Thank you for your important, time-intensive, and committed civic service. We hope to return the favor by working hard to support student writers and the teaching of writing in the state of North Dakota.

Sincerely,

Ben Melby

Ben Melby, Director, Red River Valley Writing Project

The Red River Valley Writing Project

DPI Project Summary, Scope of Work, and Specific Aims

Objective:

To **improve literacy** and the **teaching of writing** in ND schools (K-College) in all subject areas, through professional development for teachers, continuity programs, and direct work with student writers through youth writing camps, workshops, and competitions. To focus on writers as **informed, intentional, and innovative creators** who can boost North Dakota's economy and enrich civic life.

Project Summary & Scope of Work:

Summer Invitational Leadership Institutes

We provide intensive, 45-hour professional development institutes to North Dakota writing teachers from K-College—led by veteran writing instructors, who demonstrate effective teaching practices and guide participants as they create and refine their own lessons. Our current emphasis has been teaching argument writing using non-fiction texts, with additional emphasis on digital reading-writing situations. We identify and invite the most talented, hard-working teacher participants who have great leadership potential. Our writing project trained teachers often go on to become literacy leaders and coaches for their local schools and districts.

Continuity & Community Writing Programs

We support the continued learning and engagement of both teachers and community members. Teachers who complete our Summer Institute go on to organize and lead writing groups, book discussions, and in-service teaching demonstrations. We also support the community with opportunities to connect and write—for example, our “Pens & Pints” writing pub crawl, “Warrior Words” for military veterans, “Grief and Bereavement” writing, “Novel Writing,” and “Write Across America” writing marathons.

In-service Teacher Trainings and Conference Presentations

We partner with specific schools to evaluate and improve literacy and writing instruction (previous and ongoing partnerships include the Belcourt and Dunseith school districts, Cheney Middle School in West Fargo, and Hatton-Eielson Public Schools). We promote writing across the curriculum (not just in English classes) and give teachers strategies for using writing to enhance learning in all content areas. Our teachers also share these strategies at local and regional conferences, such as ND Council for Teachers of English, ND Multi-tier System of Supports, and the National Writing Project Midwest conferences.

Teen Writing Camps & Workshops

Engages North Dakota's creative young voices in weekly “Word Herd” writing groups, and weeklong summer writing camps, where students work with our teacher-leaders, NDSU creative writing instructors, and guest writers (many top professional writers from our region lead workshops at the camps).

Scholastic Art & Writing Awards

Offers North Dakota's teens (grades 7-12) the opportunity to enter the country's most prestigious and competitive art & writing competition, with thousands of dollars of scholarship money offered at both the state and national levels. We provide publicizing, writing workshops, adjudication, and administrative support for the awards. Additionally, our organization, in partnership with Plains Art Museum, hosts a literary reading event, art exhibition, and state awards ceremony each year to recognize the award recipients. We reach all corners of the state with this program.

Specific Aims:

1. To provide high-quality **teacher training** for using writing to enhance student learning across the curriculum.
2. To increase the quality and quantity of **student writing** done both inside and outside of schools.
3. To enrich our communities and **civic life** through more opportunities to write together and share through writing.

DPI Budget Request: Red River Valley Writing Project (RRVWP)

Objective:

To **improve literacy** and the **teaching of writing** in ND schools (K-College) in all subject areas, through professional development for teachers, continuity programs, and direct work with student writers through youth writing camps, workshops, and competitions. To focus on writers as **informed, intentional, and innovative creators** who can boost North Dakota's economy and enrich civic life.

DPI Budget Request for the 2023-2025 Biennium:

Summer Invitational Leadership Institutes

\$19,200

\$8,000 will support facilitator salaries to organize and lead 90 hours of professional development for promising teacher leaders. \$10,500 will support teacher participant stipends (\$750 stipends for 14 participants). \$350 will cover participant book costs. \$350 will provide snacks, beverages, and RRVWP mugs, pens, folders, & notebooks for participants. Facilities and office supplies provided by NDSU.

Online Teacher Trainings and Book Studies

\$ 10,800

\$4,000 will support facilitator salaries for designing and leading three 15-hour online courses on argument writing. \$5,000 will support participants and credit hour costs (\$250 stipends for 20 participants). \$500 for facilitator salaries and \$1000 for participant support to run two 15-hour book studies addressing the most pressing needs of K-College educators. \$300 is needed to fund materials, snacks, and space rental for our twice-yearly teacher writing groups.

Conference Participation

\$1,500

\$1,500 is needed to support travel, registration fees, and materials for our teacher-leaders to present at regional and national conferences.

Inservice Teacher Training

\$0

Inservice teacher trainings are self-sustaining through income generated from local school districts who request and pay for our services.

Community Writing Workshops

\$ 0

We will seek alternative funding sources (e.g. ND Council for the Humanities) and partnerships with local libraries for the following community writing workshops: "Warrior Words" for military veterans, "Grief and Bereavement Writing," and "Novel Writing."

Youth Writing Camps & Workshops

\$ 0

Our youth writing camps are now self-sustaining through income generated by participant fees.

Scholastic Art & Writing Awards

\$ 0

The Scholastic Awards are currently funded (\$8,000/year) by a generous donor, the John Deere corporation.

Administrative Support

\$ 13,500

\$9500 (\$4750/year) will support a course release for the director, and \$4000 (\$2000/year) to support a co-director salary.

TOTAL 2023-2025 Biennium Budget

\$ 45,000

March 6, 2023

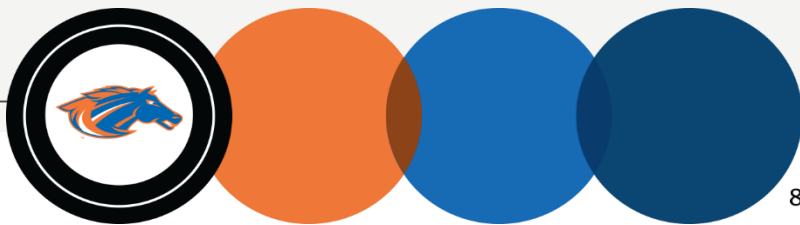
I write in support of the **funding for the Red River Valley Writing Project** in **SB 2013**, specifically, in support of the bill's pass-through grant supporting funding for North Dakota's two sites of the National Writing Project.

I directed the Red River Valley Writing Project for twelve years and saw its tremendous impact on K-12 teachers at all grades and in all subject areas. The writing project supports a unique model of teacher development, training teachers to teach best practices to other teachers. It recognizes North Dakota's best teachers for the excellent work they already do and helps them spread that work to others. There are two points I would like to emphasize:

1. The writing projects are a **smart investment**, offering excellent return on their funding. They provide match for federal and other national-level grants to come to North Dakota. These fund programs that not only train teachers in best practices for preparing career- and college-ready students, but also train those teachers to pass their learning on to other teachers, amplifying the effect of the investment. Money that supports a summer institute of 20 teachers enables each of those teachers to return to their schools and engage in large-scale staff training.
2. The writing projects are a lifeline for **rural teachers**. So often canned continuing education programs for teachers do not respect or even acknowledge the specific teaching situations in rural schools. The writing projects, on the other hand, work with teachers to design the best instruction for the specific contexts in which they live and work. North Dakota's rural students receive better literacy instruction because of the opportunities the writing projects offer to acknowledge and develop the skills of their teachers.

The writing projects have been supported by the North Dakota legislature for decades. Please continue this important work. It would be a shame to see such a supportive network for North Dakota's teachers dismantled, after 25 years of effort to establish and sustain it.

Respectfully,
Kim Donehower
Former Director, Red River Valley Writing Project



Sheyenne High School

800 40th Ave E, West Fargo, ND 58078 | P: (701) 356-2160

Stephanie Radle
West Fargo Sheyenne High School

HB2013
Appropriations - Education and Environment Division

March 06, 2023

Chair Nathe and members of the Appropriations Committee, Education and Environment Division,

My name is Stephanie Radle. I am a teacher and coach in West Fargo, and a three-time attendee of the Northern Plains Writing Project. I am testifying today in support of HB2013, requesting the reinstatement and recommended increase for the budget of each writing project.

I have participated in the Northern Plains Writing Project three times. The expertise of the professors, course materials, course structure, and collaborative atmosphere create what is undoubtedly the best professional development in which I have ever participated. As a teacher, I am subjected to a great deal of P.D. from individuals who either are no longer or never were classroom teachers. Those sessions can be helpful, but more often than not they treat educators like we don't know what we are doing or they leave us overwhelmed. Those kinds of experiences are part of what push teachers out of the profession. Options like the Writing Project are the rare gems that actually inspire and empower educators. My first summer in the program was so impactful that I opted to obtain my master's degree through Minot State and attended the institute two additional times when given the opportunity. The Writing Project inspired me to continue teaching during the first few years of my career (often the hardest) and through the pandemic. I also regularly recommend the program to curious colleagues.

In 2022, the state Education Standards and Practice Board announced a critical shortage of teachers for all subject areas in the state. We believe that accomplishing the mission of the writing project is essential to addressing the critical shortage of well-qualified English teachers in North Dakota. The financial support coming from the state has been essential as grant funds for K-12 educators to help defray the tuition cost for those opting to receive graduate credit while taking the writing project institutes. For this reason, restoring and increasing the budgets of both the Northern Plains Writing Project and the Red River Valley Writing Project is vitally important and fiscally sound as an investment in both North Dakota educators as well as their students.

Thank you again for your consideration. This concludes my testimony with respect to HB2013.

Regards,

Stephanie Radle

English Teacher

Assistant Debate Coach

Prom Committee Advisor

Gay-Straight Alliance (GSA) Club Advisor

D&D Club Advisor

Dear Chairman and Appropriations Committee Members,

I am writing to urge you to continue funding the Red River Valley Writing Project, which is supported by a Department of Public Instruction pass-through grant. As a teacher at North Dakota State University and member of the Red River Valley Writing Project (RRVWP) community, I have seen firsthand the positive impact this program has on our teachers and students.

Purpose

The Red River Valley Writing Project is a professional development program that provides teachers with the training and support they need to improve their writing instruction. By participating in this program, teachers gain new skills and strategies that enable them to better engage their students and help them develop stronger writing skills. This, in turn, benefits our students by preparing them for academic success and future careers.

Furthermore, the Red River Valley Writing Project is a program that focuses on training teachers to increase North Dakota's voice in both written and spoken mediums, ensuring that all students have access to innovative and high-quality writing instruction. This is especially important for students from rural and low-income communities who may face barriers to academic success.

Impact

I was honored to be one of the NDSU instructors who got to participate in the RRVWP summer institute in 2022. This institute provided me with opportunities to collaborate with local k-12 educators while learning about the writing process and ways to incorporate innovative teaching techniques

for writing with both academic and creative purposes. This institute helped me create a unit I used this fall (and plan to continue using for future English courses at NDSU) to teach my students about the different affordances and constraints of communicating through different written, spoken, and visual modes. My students gave me great feedback on the unit and lesson plans I used that will help my students write and communicate in future classes as well as in professional contexts outside of the college classroom, such as their places of work. In addition to allowing the education from the summer institute to trickle down to our students, the summer institute is also a wonderful opportunity for educators to continue learning about our content area, teaching methods, and personally connect with the power of writing. With so many areas in the U.S. facing a teacher shortage, experiences like the RRVWP allow us to reconnect with writing and become inspired to continue being the best teachers we can be. Investing in educators is a big part of investing in our students and children-- the next generation. RRVWP does both of these important actions for North Dakota students and instructors. We should be funding them, not taking those resources away.

Request for Funding

Continued funding would allow the writing project to fulfill its aims and service to North Dakota's teachers, students, and citizens. Without funding from the DPI grant, this valuable program may be forced to cut back its services or even shut down entirely. This would be a tremendous loss for North Dakota and the students and teachers who rely on this program (at a time when our schools need **more and better writing, not less**).

Therefore, I urge you to support continued funding for the Red River Valley Writing Project. Please consider the impact that this program has on our

community and the importance of providing our teachers and students with the resources they need to succeed.

Thank you for your time and consideration.

Sincerely,

S.J. Williamson

North Dakota State University

English instructor & PhD student

SB2013

Please vote in favor of SB2013. This bill will ensure that the state library will be fully funded and be able to continue to offer the great services they offer free of charge to all citizens of North Dakota.

Rural libraries like Hazen benefit from the services of the state library as well as we have patrons that request large print books. These are on a rotating bases and helps our rural libraries because we do not have to purchase those books as they are very expensive. Our patrons love them and appreciate what the state library sends us.

Rural libraries also have a chance to get funding from the state library to help us defer costs from our cities and counties. Every little bit helps out with the smaller communities.

Please vote in favor of SB2013.

Respectfully Submitted,

Cindy Aaser

Director Hazen Public Library



Monday, March 6, 2023

House Appropriations
Education and Environment Division

Dear Legislators,

I am writing in favor of SB2013. The Williston Community Library and its patrons have received numerous benefits in the form of online resources, grants, professional development training and so much more from the North Dakota State Library. One of the most utilized online resources is Universal Class, our patrons have taken advantage of this resource in numerous ways. It has helped them create job resumes, become efficient in Microsoft applications needed for the work force and discover many other learning opportunities to further their careers. Our library simply would not be able to offer resources like this without the assistance of the State Library. I am hoping you will agree and see the value the State Library adds to North Dakota public libraries.

Thank you,

A handwritten signature in blue ink that reads "Andrea Placher".



Division of World Languages and
Cultural Studies

Dr. Samuel Stinson
Division of World Languages and Cultural Studies
c/o Minot State University
500 University Ave W, Minot, ND 58707

HB2013
Appropriations - Education and Environment Division

March 10, 2023

Chair Nathe and members of the Appropriations Committee, Education and Environment Division,

My name is Samuel Stinson, and I am the director of the Northern Plains Writing Project and an Assistant Professor of English at Minot State University. However, I speak today in my capacity of a concerned citizen with respect to the recent proposed cuts in total funding for the 2023-2025 biennium in HB2013 for both the Northern Plains Writing Project and the Red River Valley Writing Project. The Northern Plains Writing Project has been an active part of the Minot, ND community since 1978. We are thankful and appreciative to the state of North Dakota for providing a budget each biennium for the writing project, and to Minot State University for providing matching funding for the program. I am testifying today in support of HB2013, requesting the reinstatement and recommended increase for the budget of each writing project.

My wife, myself, and our two young boys, moved to Minot in the summer of 2019 so that I could begin teaching English with MSU. One of the things that drew us here was my anticipated role in working in the writing project with K-12 educators across the state of North Dakota working on their M.Ed. degrees. God has blessed us here in having three co-located partners in educational success: a vibrant writing project, an active English department, and a supportive graduate program in Education.

I have had the privilege to conduct summer and advanced institutes with the writing project, for which K-12 educators may elect to receive up to six graduate credit hours each summer toward M.Ed. coursework. In addition, these hours may count toward the required eighteen subject hours in English for those educators teaching dual credit courses. Together with Dr. Daniel Conn in Education, over the past four years, we have designed, constructed, and conducted two new institutes for the writing project, and taught four co-located graduate-level English courses. This 2023 summer, I am planning to conduct these institutes and teach these courses alongside my co-director in the writing project. Dr. Laura Zucca-Scott in Education.

In 2022, the state Education Standards and Practice Board announced a critical shortage for all subject areas in the state. We believe that accomplishing the mission of the writing project is essential to addressing the critical shortage of well-qualified English teachers in North Dakota. The financial support coming from the state has been essential as grant funds for K-12 educators to help defray the tuition cost for those opting to receive graduate credit while taking the writing project institutes. For this reason, restoring and increasing the budgets of both the Northern Plains Writing Project and the Red River Valley Writing Project is vitally



Division of World Languages and
Cultural Studies

important and fiscally sound as an investment in both North Dakota educators as well as their students who receive the benefit of these teachers in the classroom.

Thank you again for your consideration. This concludes my testimony with respect to HB2013.

Regards,

A handwritten signature in black ink that reads "Samuel Stinson".

Samuel Stinson, Ph.D.

samuel.stinson@ndus.edu

Assistant Professor, Minot State University

English Department

Director, Northern Plains Writing Project

List Manager, WritingStudies-L

HB2013

Appropriations - Education and Environment Division

March 10, 2023

Chair Nathe and members of the Appropriations Committee, Education and Environment Division,

My name is Jenny Bobo, and I am a current graduate student in the Master of Education program at Minot State University. For the past two summers, I have had the privilege to participate in the Northern Plains Writing Project (NPWP), which has greatly improved my writing quality in all modes and has fundamentally shaped my instructional style as a new science teacher. Currently, I am in the midst of writing and conducting research for my capstone study to finish my graduate coursework; without my experiences from NPWP sessions and seminars, I would be floundering to finish this task. I credit the work of Dr. Samuel Stinson, Dr. Daniel Conn, and other NPWP peers with building up my voice and honing my communication skills for this achievement.

The skill of writing bolsters my abilities to excel in my job, my education, and my service to my community. When I began my first summer in NPWP, I had only recently started my graduate program at Minot State and struggled to make connections with academic mentors and peers outside the rigid structure of remote courses. I remember feelings reinvigorated in my love of writing and literature following our first seminar, relishing the quality and sincerity of every contributor who spoke. Ultimately, the quality of my writing improved while working with NPWP because of the respect and joy for writing I found there.

The story of my graduate studies at Minot State University would have been radically different, however, without the funding that awarded me a stipend for enrollment in summer courses and NPWP. For the first four semesters of my graduate studies, I barely made enough money as a part-time animal care professional to scrape together tuition funds. Two of those four semesters were the summer of 2021 and 2022, and for those semesters, I was incredibly grateful to receive partial funding through NPWP. Had partial funding not been available to me for those semesters, as may be the case for future NPWP participants, I would most certainly have chosen to minimize my tuition costs and not take summer courses. I urge you to take my story as representative of future writers and educators of North Dakota and the Northern Plains Writing Project and reconsider funding for NPWP and RRVWP as it is an investment in the future of our state.

Thank you for your consideration. This concludes my testimony with respect to HB2013.

Regards,



Jenny Bobo
Our Redeemer's Christian School Science Instructor
M. Ed. Candidate, Minot State University

Dear Chairman and Members of the Committee,

I am writing to urge you to continue funding the Red River Valley Writing Project, which is supported by a Department of Public Instruction pass-through grant. As a member of this community, I have seen firsthand the positive impact this program has on our teachers and students.

The Red River Valley Writing Project is a professional development program that provides teachers with the training and support they need to improve their writing instruction. By participating in this program, teachers gain new skills and strategies that enable them to better engage their students and help them develop stronger writing skills. This, in turn, benefits our students by preparing them for academic success and future careers.

Furthermore, the Red River Valley Writing Project is a program that focuses on equity and inclusion, ensuring that all students have access to high-quality writing instruction. This is especially important for students from underrepresented communities who may face barriers to academic success. The program's emphasis on culturally responsive teaching practices ensures that all students feel valued and supported in their learning.

Unfortunately, the funding for the Red River Valley Writing Project is currently at risk. Without continued support, this valuable program may be forced to cut back on its services or even shut down entirely. This would be a tremendous loss for our community and for the students and teachers who rely on this program.

Therefore, I urge you to support continued funding for the Red River Valley Writing Project. Please consider the impact that this program has on our community and the importance of providing our teachers and students with the resources they need to succeed.

Thank you for your time and consideration.

Sincerely,
Carl Christopher Johnson

Dear Chairman and Members of the Committee,

I am writing to urge you to continue funding the Red River Valley Writing Project, which is supported by a Department of Public Instruction pass-through grant. As a member of this community, I have seen firsthand the positive impact this program has on our teachers and students.

The Red River Valley Writing Project is a professional development program that provides teachers with the training and support they need to improve their writing instruction. By participating in this program, teachers gain new skills and strategies that enable them to better engage their students and help them develop stronger writing skills. This, in turn, benefits our students by preparing them for academic success and future careers.

Furthermore, we are facing a literacy deficit in our nation. Professional development programs provided by the Red River Valley Writing Project help teachers create meaningful lessons that build students' literacy skills.

Unfortunately, the funding for the Red River Valley Writing Project is currently at risk. Without continued support, this valuable program may be forced to cut back on its services or even shut down entirely. This would be a tremendous loss for our community and for the students and teachers who rely on this program.

Therefore, I urge you to support continued funding for the Red River Valley Writing Project. Please consider the impact that this program has on our community and the importance of providing our teachers and students with the resources they need to succeed.

Thank you for your time and consideration.

Sincerely,
Shay Statz

Dear Sir or Madam:

March 7th 2023

Funding for libraries helps provide fun technology education for our teens and their families at Minot Public Library. Here are some recent examples of tube tools and phone amplifiers.



State library funding also makes educational escape rooms possible. In these events, small groups work on team work, reading skills, inferences, riddles, poetry, decoding, matching, and map reading. In the Zoobreak Escape Room, this information is NOT next to each other! It takes teamwork and active listening skills to complete this task. These skills are skills we all could use personally and professionally to do a better job at work and school. Escape rooms are popular with teens to do with their families, or their friends making a special event for the library and great educational activity for our teens and tweens.

Teens are our future and their out of school learning is important. Our events are offered free of charge to any teen interested. Please fund our libraries

Sincerely,
Pam Carswell
Teen Librarian
Minot Public Library

Dear Chairman and Appropriations Committee Members,

I am writing to urge you to continue funding the Red River Valley Writing Project, which is supported by a Department of Public Instruction pass-through grant. As a teacher in West Fargo Public Schools and member of the Red River Valley Writing Project (RRVWP) community, I have seen firsthand the positive impact this program has on our teachers and students.

Purpose

The Red River Valley Writing Project is a professional development program that provides teachers with the training and support they need to improve their writing instruction. By participating in this program, teachers gain new skills and strategies that enable them to better engage their students and help them develop stronger writing skills. This, in turn, benefits our students by preparing them for academic success and future careers.

Furthermore, the Red River Valley Writing Project is a program that focuses on training teachers to increase North Dakota's voice in both written and spoken mediums, ensuring that all students have access to innovative and high-quality writing instruction. This is especially important for students from rural and low-income communities who may face barriers to academic success.

Impact

Personally, from my experience in the Red River Valley Writing Project, I have taken away worthwhile skills that I have applied to my classroom. I have participated in the Summer Institute funded by the writing project two times and both times they were some of the best professional

development I have ever received. I was not only able to receive professional development credit to help me move over pay lanes as a teacher, but I was also able to receive credit to help renew my teaching license. I was able to work with multiple teachers from around the state in the institute. From working with so many different teachers from K-12, I was able to learn how to better teach writing lessons and know how to make more inspiring connections for my students in the classroom. This funding should be continued and is absolutely necessary to help provide teachers from around the state of North Dakota some of the best writing instruction professional development around. I urge the North Dakota Senate to pass this bill to help continue the funding for the Red River Valley Writing Project. This has helped me benefit as a teacher to help me better teach writing to my students.

Request for Funding

Continued funding would allow the writing project to fulfill its aims and service to North Dakota's teachers, students, and citizens. Without funding from the DPI grant, this valuable program may be forced to cut back its services or even shut down entirely. This would be a tremendous loss for North Dakota and the students and teachers who rely on this program (at a time when our schools need **more and better writing, not less**).

Therefore, I urge you to support continued funding for the Red River Valley Writing Project. Please consider the impact that this program has on our community and the importance of providing our teachers and students with the resources they need to succeed.

Thank you for your time and consideration.

Sincerely,

Nathan Kurtti

Dear Senator Schaible, Chairman Sorvaag, and members of Senate Appropriations Committee,

I am writing to urge you to continue funding the Red River Valley Writing Project. As a teacher in Center-Stanton and member of the Red River Valley Writing Project (RRVWP) community, I have seen firsthand the positive impact this program has on our teachers and students.

Purpose

The Red River Valley Writing Project is a professional development program that provides teachers with the training and support they need to improve their writing instruction. By participating in this program, teachers gain new skills and strategies that enable them to better engage their students and help them develop stronger writing skills. This, in turn, benefits our students by preparing them for academic success and future careers.

Furthermore, the Red River Valley Writing Project is a program that focuses on training teachers to increase North Dakota's voice in both written and spoken mediums, ensuring that all students have access to innovative and high-quality writing instruction. This is especially important for students from rural and low-income communities who may face barriers to academic success.

Impact

When I was in my 3rd year of teaching, I was ready to quit. I then decided to take a chance in taking a RRVWP professional development for teachers, and RRVWP changed everything. With their help, I learned instructional strategies, classroom management skills, and student engagement strategies, which made me a better teacher, saved me from leaving the

profession, has enormously impacted the communities that I teach in, and has provided students with opportunities that they would not otherwise have in a challenging and academically engaging environment.

Some of the impact the RRVWP has had on my classroom:

- Journal swap between students and the Knife River Care Center
- Group work between students and lawyers; students and community leaders; students and engineers; students and business owners
- Published writing in our city's newspaper sharing student perspectives and voice in our community
- Creating a 9/11 Remembrance Memorial event
- Establishing a butterfly garden on the school's playground to learn about North Dakota's pollinators, milkweed, and the butterfly cycle
- An upcoming collaboration between our school and the Cross Ranch State Park

Request for Funding

A request of **\$45,000** (or a total of \$90,000 for the next biennium), would allow us to fulfill our aims and service to North Dakota's teachers, students, and citizens. Without funding from the DPI grant, Without continued support, this valuable program may be forced to cut back on its services or even shut down entirely. This would be a tremendous loss for North Dakota and the students and teachers who rely on this program (at a time when our youth need **more and better writing, not less**).

Therefore, I urge you to support continued funding for the Red River Valley Writing Project. Please consider the impact that this program has on our community and the importance of providing our teachers and students with the resources they need to succeed.

Thank you for your time and consideration.

Sincerely,

Lisa Gusewelle

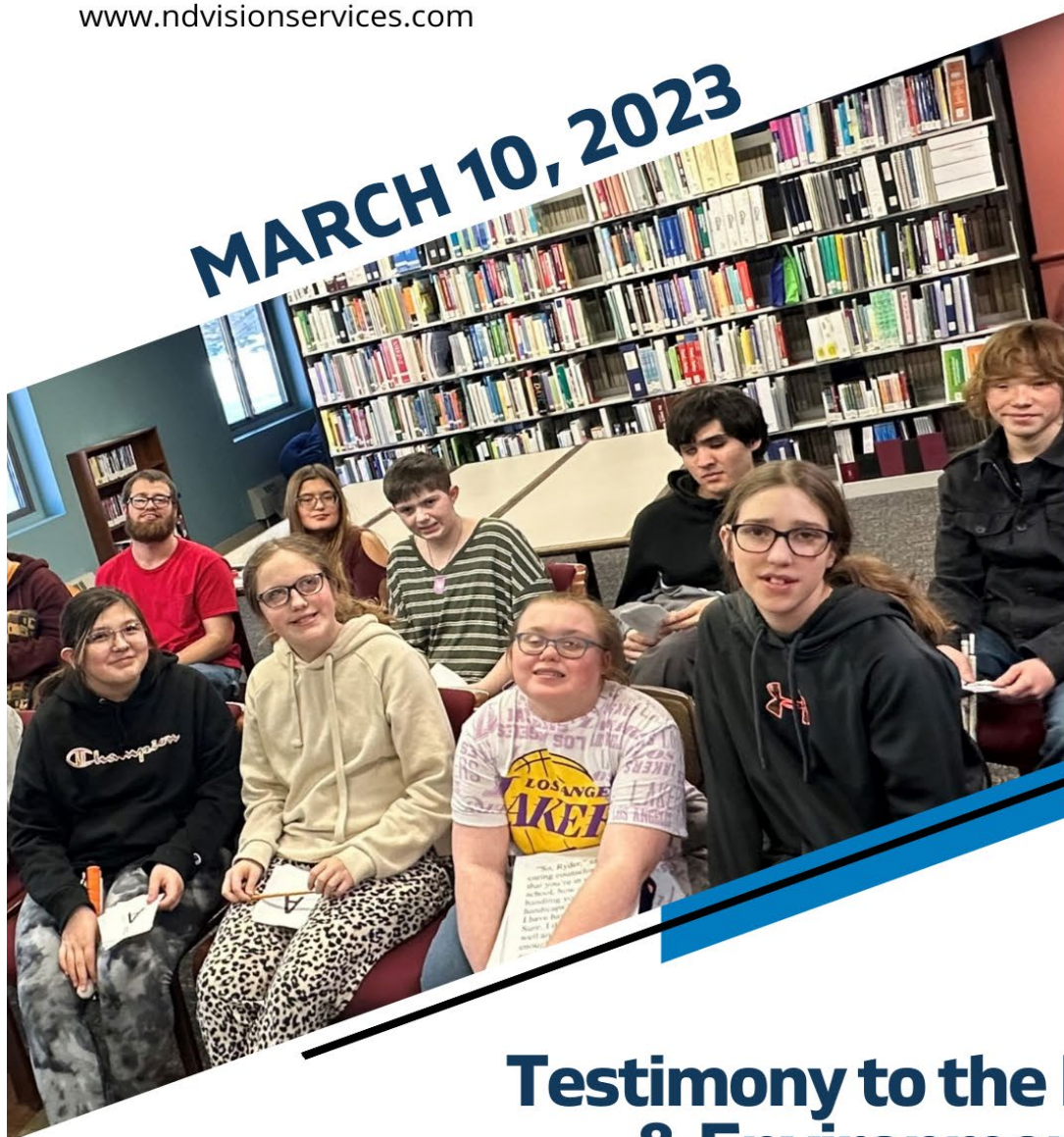
North Dakota Vision Services/ School for the Blind



A Division of the Department
of Public Instruction

500 Stanford Rd
Grand Forks, ND 58203
www.ndvisionservices.com

MARCH 10, 2023



**Testimony to the Education
& Environment Division
of House Appropriations**

Senate Bill #2013

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Testimony – Paul Olson

Chairman Nathe and Members of the House Education and Environment 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 SB 2013.

North Dakota Century Code

25-06-01. North Dakota vision services – school for the blind – Maintained – Location. There must be maintained at Grand Forks, in Grand Forks County, a statewide service, resource, and referral center for the education and training of all residents of this state who are blind or have a visual impairment which must be known as the North Dakota vision services - school for the blind.

25-06-01.1. Definitions. For purposes of this chapter, an individual who is blind means an individual who is totally blind or whose central visual acuity does not exceed twenty/two hundred in the better eye with corrective lenses, or the widest diameter of the visual field is no greater than twenty degrees; and an individual with a visual impairment means an individual with an impairment in vision which, even with correction, adversely affects the individual's functional ability.

25-06-02. Duties and responsibilities of North Dakota vision services – school for the blind. Within the limits of legislative appropriation, North Dakota vision services – school for the blind shall: Provide vision-specific services that include consultations, evaluations, information, training, and educational services, including instruction in orientation, mobility, Braille, Braille music, daily living skills, technology, vocational training and recreation. Collect and distribute information on vision services and resources available in the state. Coordinate loans of adaptive devices, equipment, and materials. Maintain a data base of residents who are blind or have a visual impairment. Facilitate collaboration with agencies and programs providing services to individuals who are blind or have a visual impairment. Assist residents to access appropriate services, including services available from the vocational rehabilitation division, independent living centers, infant development programs, developmental disabilities programs, the state library, local education programs, and advocacy programs.

25-06-02.1. North Dakota vision services – school for the blind – Appointment of superintendent, budget, staff, and reporting structure. The superintendent of the North Dakota vision services – school for the blind is appointed by and reports to the superintendent of public instruction. The North Dakota vision services – school for the blind must have a separate budget and separate staff from the department of public instruction.

25-06-02.2. Superintendent – Special duties. The superintendent of the North Dakota vision services – school for the blind may also be the superintendent of the school for the deaf.

25-06-03. Superintendent to possess certain qualifications. The superintendent of the North Dakota vision services – school for the blind must possess those qualifications, educational and otherwise, as in the opinion of the superintendent of public instruction may qualify that person to instruct and minister to the needs of the blind persons.

25-06-04. Qualifications for admission to school for the blind – Residents of state entitled to free education. Repealed by S.L. 2001, Ch. 257, § 5.

25-06-05. Services to nonresidents. Individuals who are blind or have a visual impairment who are not residents of this state may receive services from North Dakota vision services – school for the blind if the individuals pay the cost of the services as determined by the superintendent of public instruction. Nonresidents may not receive services to the exclusion of residents of this state.

25-06-06. Transportation of indigent persons. Repealed by S.L. 1979, Ch. 336, §3.

25-06-07. Instruction at school for the blind. Repealed by S.L. 2001, Ch.257, § 5.

25-06-08. Accounts for clothing – How collected. Repealed by S.L. 1997, Ch. 244, §4.

25-06-09. Blind person – Duty to report. Repealed by S.L. 2001, Ch. 257, § 5.

25-06-10. Purchase and resale of vision-specific adaptive aids, devices, and appliances – Revolving fund – Continuing appropriation. A revolving vision aids, devices, and appliances fund is hereby established in the state treasury to be used by the North Dakota vision services – school for the blind to purchase and resell vision-specific adaptive aids, devices, and appliances to be used by blind and visually impaired persons resident in this state. The North Dakota vision services – school for the blind may apply service charges when needed to cover the cost of purchasing, invoicing, and shipping, and all revenue from the sale of aids, appliances, devices, and shipping and postage fees must be deposited in the fund. The North Dakota vision services – school for the blind may receive gifts, grants, and donations for deposit in and use by the fund. All moneys in the revolving fund are hereby appropriated to the North Dakota vision services – school for the blind on a continuing basis for expenditure for the purposes of this section.

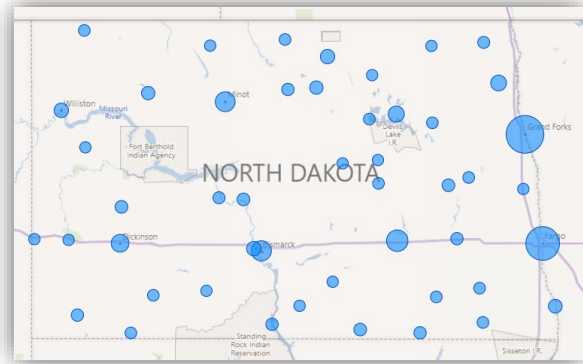
Mission

We are educators and advocates partnering with related agencies to provide individualized services and resources to infants, children and adults with visual impairment to empower them in achieving their goals.

Outreach – Birth through High School

Regionally based teachers of the visually impaired travel to homes and local schools on an intermittent basis to provide assessment, consultation and instruction. A major focus of outreach is providing information, advocacy, emotional support and guidance for families.

18 Month – Service County Locations



WHAT WE DO

Citizen Focus 1

Working with early childhood programs to conduct vision screenings and consultations to facilitate learning for **infants and toddlers** who are visually impaired and their families



Citizen Focus 2

Working with the public schools to serve all **students** who have been identified as visually impaired in preschool through 12th grade



Citizen Focus 3

Providing training and support to **adults** in their homes across North Dakota who are visually impaired and their families



Citizen Focus 4

Short-term program weeks at NDVS/SB for school age groups provide intensive life skills training in the Expanded Core Curriculum (ECC)



Citizen Focus 5

Our Vision Resource Center distributes special materials, textbooks and equipment to children and adults who are visually impaired



Citizen Focus 6

Short-term program weeks for adults provide intensive life skills training at NDVS/SB



Center Base - Short Term Programs for K-12

NDVS/SB offers individual and small group instruction in Grand Forks. Specialized learning in the Expanded Core Curriculum provides students with survival skills ranging from braille to technology instruction. These specialized areas of instruction are crucial if students are going to be independent and college/career ready.

Adult Services

Rehabilitation Vision Specialists provide outreach services regionally throughout the state. These professionals will do home visits to assess the needs of the adult client, provide instruction and refer the client for center-based instruction. Individuals with visual impairments experience varying degrees of need for professional services depending upon age, lifestyle, community characteristics and their own unique visual functioning.

Six weeks of center-based training weeks are traditionally scheduled in Grand Forks each year to provide intensive one-on-one instruction to help individuals regain and maintain their independence. During these sessions it is typical for 4-6 adults to participate in individual lessons as well as in group instruction.

The Vision Resource Center (VRC)

The VRC is more than a library. Specialized materials are distributed to individuals, schools, and families statewide, including braille, large print, and audio books for leisure reading and educational purposes. All these services allow clients and their families to lead more independent and enjoyable lives.



Biennial Accomplishments:

- NDVS/SB adapted successfully to the multitude of new needs that arose during the COVID Pandemic. NDVS/SB staff carried out a successful transition to a combination of direct and virtual (hybrid) services in both schools and home settings. Several new virtual adult discussion/teaching groups were launched using Zoom Video Conferencing in collaboration with the ND Association of the Blind. These adaptations have permanently and positively altered our service delivery going forward.
- During the height of the COVID pandemic, students and adults were served virtually or under very strict parameters in their homes. Short-term programs were also conducted virtually. In the Fall of 2021, NDVS/SB began to offer center-based training opportunities again with great enthusiasm and near average levels of pre-pandemic participation. The successful return to the high quality, hands-on instruction was a huge accomplishment showing trust in our agency by adult clients, parents of students and school districts.
- A new series of virtual professional development trainings for teachers of students with visual impairment around the state were conducted by NDVS/SB and are ongoing. These training sessions have met a growing need for teachers to learn new strategies and technology required to meet the diverse needs of the population we serve. This on-going professional development provides an easily accessible and cost-effective way to ensure North Dakota is providing the best education possible for our students.
- Targeted efforts in the area of public awareness have greatly increased and have become more sophisticated. One example of this is promoting our services several times a year in the North Dakota Living magazine which is distributed to rural electric customers statewide. The purpose being to better reach citizens with low vision who do not know about the services from NDVS/SB. We also enhanced how the public can locate our staff and services in regional offices. We are utilizing Google business for contact connections. Eye doctors, clients, or any citizen searching for information in these locations will find it easier to find us and access services than in the past. In another arena of public awareness, the NDVS/SB newsletter has seen a shift from hundreds of views to now thousands of views. When reviewing years 2020 vs 2022, website traffic is up from 5271 users to 11522 users, a 99.48% increase in Google Analytics website numbers
- A host of facility maintenance projects have been or will soon be completed. The implementation of an electronic key fob system has enhanced facility safety and security significantly which is one of our primary responsibilities. A major conversion of fluorescent to LED Lighting for energy efficiency is also very noteworthy. Working with the SiteLogic consultants has resulted in a number of well-planned facility efficiencies.

- An audit was completed by the State Auditor's Office in 2021. This is what the report stated: WHAT WE FOUND - **This audit did not identify any areas of concern.**

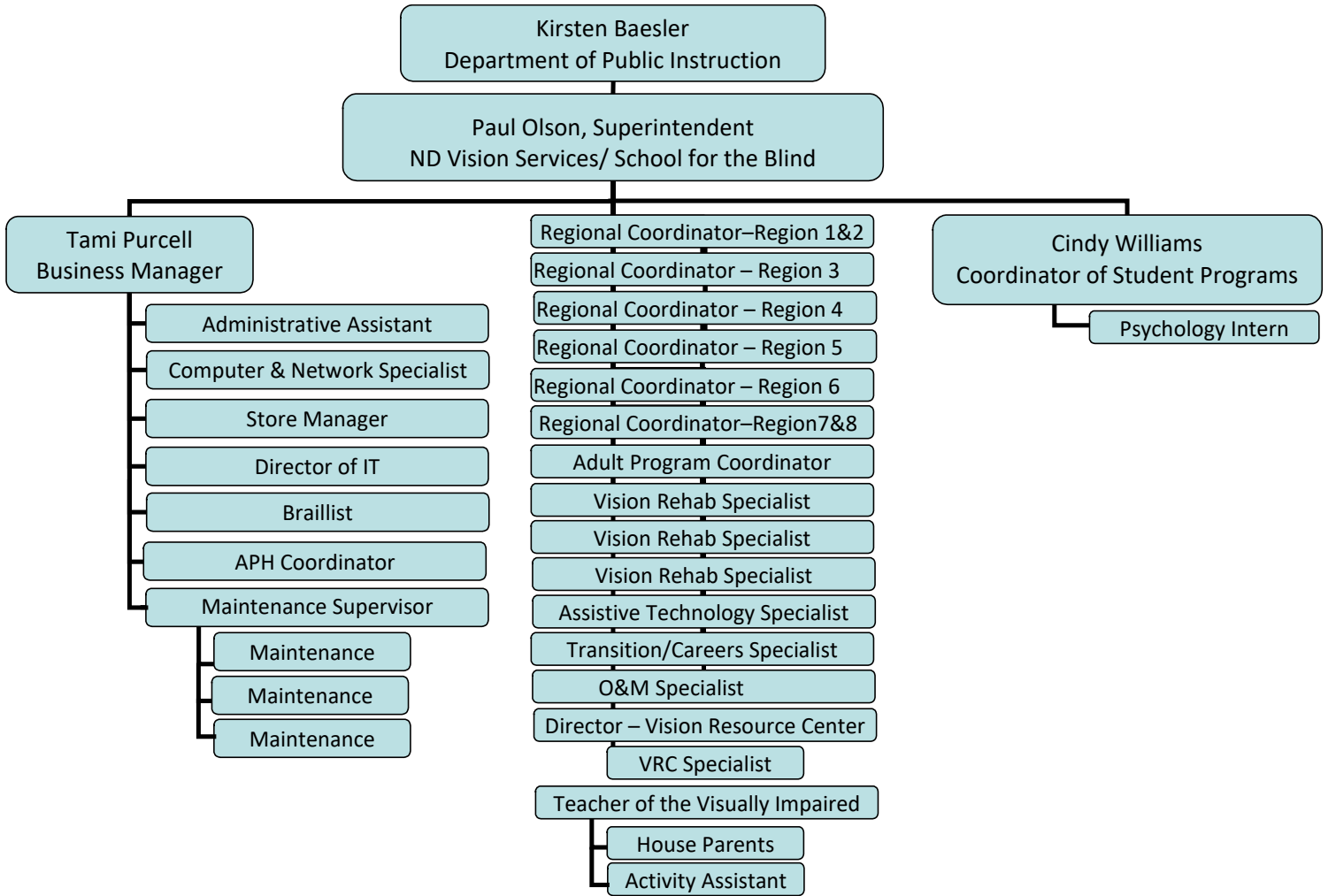
Challenges:

- The number one resource at NDVS/SB allowing us as an agency and specialized school to provide high quality services is our human capital. Our instructional staff must be experts in both assessment and instruction. Our professional support staff also carry out specialized technical tasks that require time and significant training to learn. 25% of our staff are eligible to retire in the next 5 years. That coupled with a national shortage of vision/blindness professionals has been and will continue to be a major challenge. Recruitment and training of new staff to carry out our mission is perhaps the most significant challenge.
- As with every state and private entity, there is an increasingly high need to protect our computer network which takes time and money. Our digital infrastructure is crucial and the risk of exposing the overall state network is significant. It requires a high degree of attention, training, and coordination with ND Information Technology Division. This challenge will be ongoing; it is worth noting because it takes a higher percentage of our time to safeguard the agency and the data of the people we serve.
- In regard to the resources needed to operate financially, we have seen unprecedented inflation. The cost of purchasing materials, specialized equipment, travel costs needed to reach students and adults across the state, utilities, etc. have increased. We strive to find efficiencies to operate as cost effectively as possible but planning for the biennium is a challenge.
- It is an ongoing challenge to gauge the changing needs of students in schools across the state as well as adults who are low vision or blind. Society is changing constantly and the demands on students in school settings as well as adults in their homes and at work have changed radically. NDVS/SB surveys the various populations we serve and attempts to adjust accordingly to ensure we are providing what people really need to succeed. That stated, it is very challenging to meet all of the changing citizen needs.

Next Biennium Goals & Plans:

- Reach and maintain a consumer satisfaction rating of 95% or greater with services for students and adults served.
- Increase the number of adult citizens served by 15% compared to the number served in the 2021-2023 biennium.
- Complete conversion to a new database platform integrated with Power Bi for better decision-making capability with staffing and resource allocation.
- Seek and be granted accreditation through the AER Accreditation Council.
- Maintain full staffing.
- Maintain a state-of-the-art training facility in Grand Forks.

Organizational Chart



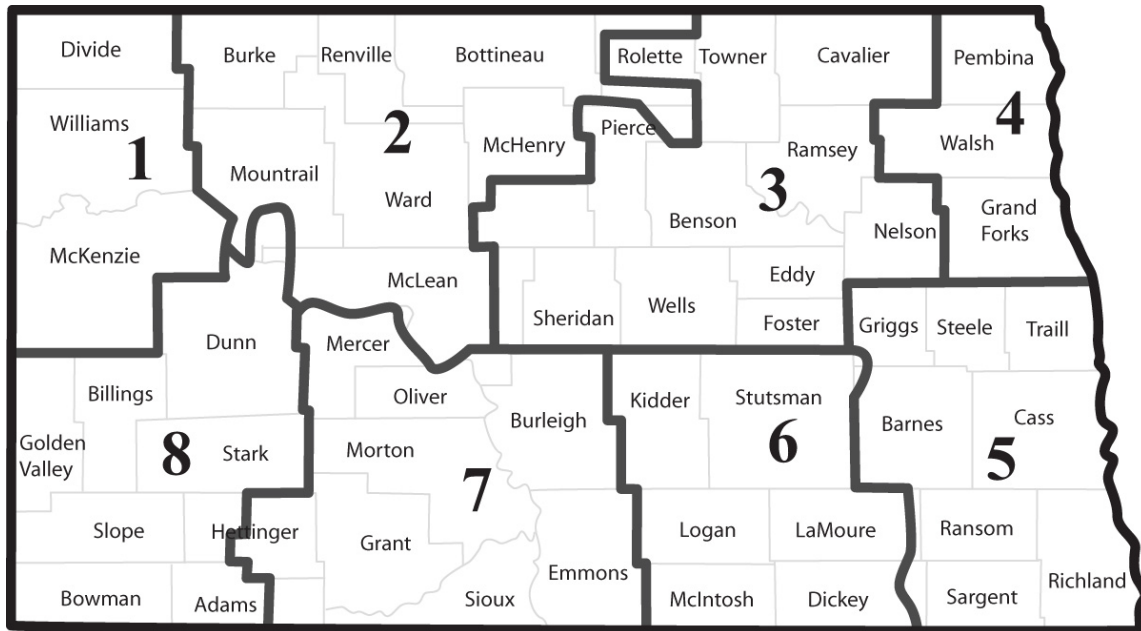
Client Services Data

Services Provided	2019-2021 Biennium	7/1/21 - 6/30/22 Annual	7/1/21 - 12/31/22 18 Months
Clients Served (Unduplicated):			
Infants/Students	292	232	270
Adults	<u>217</u>	<u>130</u>	<u>181</u>
Total	509	362	451
Vision Resource Center:			
New Loans	969	543	543
"Reaching Out" Newsletter (circulated quarterly)	365	538	910
APH Federal Registry	296	314	314
Store Sales (Invoices)	417	213	271
Braille Access Center (pages)	11,638	5,087	9,476
Short-term Programs (Persons Served):			
Student Programming	175	63	93
Adult Weeks	14	19	26
Summer Camps	27	20	26
Evaluations, Consultations, and Instructions (Services Provided):			
Consultations	1,598	838	1,295
Evaluations	400	210	297
Instruction	5,616	4,481	6,420
In-Service Training (Attendees)	660	901	1,403

(As of 06/30/20)



Citizens Served by Region July 1, 2021 to December 31, 2022



Region 1 - Williston

Infants/Students: 8
 Adults: 4
 Total: 12

Region 5 - Fargo

Infants/Students: 65
 Adults: 37
 Total: 102

Region 2 - Minot

Infants/Students: 39
 Adults: 17
 Total: 56

Region 6 - Jamestown

Infants/Students: 33
 Adults: 5
 Total: 38

Region 3 - Devils Lake

Infants/Students: 32
 Adults: 13
 Total: 45

Region 7 - Bismarck

Infants/Students: 26
 Adults: 29
 Total: 55

Region 4 - Grand Forks

Infants/Students: 34
 Adults: 58
 Total: 92

Region 8 - Dickinson

Infants/Students: 31
 Adults: 10
 Total: 41

Relocated/Out of State

Infants/Students: 2
 Adults: 8
 Total: 10

Totals

Infants/Students: 270
 Adults: 181
 Citizens: 451

Current Biennium One Time Funding

One Time Funding:	Total Special Funds 2021-23	
South Wing Electrical Service	\$ 165,000	Completed July 2022
HVAC Upgrade	86,000	Completed December 2021
Air Conditioners S. Wing	40,000	Completed August 2022
Key Fob System - Doors	20,000	Completed November 2022
Garage Door Replacement	20,000	Completed December 2022
Sidewalk/Parking Lot/Roof Repairs	24,000	Completed Summer 2022
Flooring in East Wing	10,000	Completed January 2022
Update Lighting to LED	33,000	Completed Spring 2022
Vision Screening Devices	11,500	Completed January 2022
Sliding Door Update	5,000	Requesting Door Replacement in 2023-25
Total One Time Funding	\$ 414,500	

New key fob/security system.



New flooring in apartments.



Base Budget and Request

						General Fund	Special Fund	Total
	FTE Positions	Salaries	Operating	Capital Assets	Total			
2023-25 Agency Request	27.75	\$5,153,098	\$895,686	\$478,192	\$6,526,976	\$4,891,862	\$1,635,114	\$6,526,976
Senate	Senate Version					Funding Source		
	FTE Positions	Salaries	Operating	Capital Assets	Total	General Fund	Special Fund	Total
2023-25 Biennium Base Level	27.75	\$4,992,194	\$792,671	\$39,192	\$5,824,057	\$4,761,879	\$1,062,178	\$5,824,057
Payroll Changes:								
Cost to continue increases		37,066	-		37,066	36,145	921	37,066
Teachers - Composite Salary Schedule		93,838			93,838	93,838		93,838
Additional Temp Salaries		30,000			30,000	-	30,000	30,000
Classified Salary Increases		132,154			132,154	118,632	13,522	132,154
Health Insurance Increase		152,608			152,608	136,821	15,787	152,608
Operating Changes:								
ITD M365			7,015		7,015	-	7,015	7,015
Additional Operating			60,000		60,000		60,000	60,000
Equipment and Doors			26,000		26,000		26,000	26,000
Power Platform DP			10,000		10,000		10,000	10,000
Capital Asset Changes:								
Roof Replacement & Rep				150,000	150,000	-	150,000	150,000
Repair Tar Parking Lot				50,000	50,000		50,000	50,000
Gutters for South Wing				50,000	50,000		50,000	50,000
Update Front Entrance				55,000	55,000		55,000	55,000
Flooring/Cabinets for Living Qtrs.				45,000	45,000		45,000	45,000
Update Student Commons Area				50,000	50,000		50,000	50,000
Replace Electric Panel Corridor				10,000	10,000		10,000	10,000
Replace Doors & AC Units				29,000	29,000		29,000	29,000
Senate Version	27.75	\$5,437,860	\$895,686	\$478,192	\$6,811,738	\$5,147,315	\$1,664,423	\$6,811,738

2023-25	
Special Fund Projections:	
Land Department Trust Funds	\$ 1,686,570
Rental Income	353,180
Charge for services	32,000
Other	30,000
Total Projected Revenue	\$ 2,101,750

Optional Requests

Changes We Are Requesting to Senate Version - We ask that you consider maintaining what is included in the Senate Version. Please reference the Workforce sheet for more on the compensation package.

2023-2025 Item	Amount Requested	Included in Senate/Executive Version (Ongoing)	Funding Source
1 Additional Operating	\$ 60,000	\$ 60,000	Special
2 Teacher Salary Increases	93,838	93,838	General
3 Temporary Salaries	30,000	30,000	Special
4 Additional IT Costs	10,000	10,000	Special
 Total Ongoing Optional	 \$ 193,838	 \$ 193,838	

2023-2025 Item	Amount Requested	Included in Senate/Executive Version (One-Time)	Funding Source
5 Equipment Under 5,000	\$ 26,000	\$ 26,000	Special
6 Upgrade Parking Lot Tar Flooring - Cabinets E. Wing	50,000	50,000	Special
7	45,000	45,000	Special
8 Update Front Entrance	55,000	55,000	Special
9 Update Student Commons Area	50,000	50,000	Special
10 Replace Electrical Panel	10,000	10,000	Special
11 Roof Replacement & Repairs	150,000	150,000	Special
12 Gutters for S. Wing	50,000	50,000	Special
13 Misc. Repairs (Doors & A/C)	29,000	29,000	Special
 Total One-Time Requests	 \$ 465,000	 \$ 465,000	

Optional Requests

- 1. Additional Operating** This request includes: 4,000 for programming purposes for an event called Family Weekend. This program is growing, and we want to be able to provide quality education to families about their child's vision loss. 40,000 for anticipated utility increases. We receive our heat/electricity from UND and were recently charged a 19,000-overage fee. 11,500 for inflationary increases for outreach services to students/adults. Our property is on 10 acres of land and we recently began hiring to apply chemical application to control weeds, 4,500.
- 2. Teacher Salary Increases** This is to place teachers on the Composite Salary Schedule developed by HRMS for 2023-25. This includes wages, retirement, and payroll taxes. They are not classified employees.
- 3. Temporary Salaries** This request is to return a portion of the temporary salaries reduced in a prior biennium. We are anticipating 25% of staff to retire in next 5 years. This will allow a cushion to hire temporary staff as vision professionals are in high demand and short supply.
- 4. IT Costs** This will allow NDVS to advance to Power Platform and allow us to build upon a low-code solution via a database, DataVerse. Our lead IT team member has been working with NDIT on this project for over a year and suggest this for the most positive citizen outcome.
- 5. Equipment under 5,000** This includes 12,000 for adaptive technology equipment. NDVS/SB needs to be the leader in adaptive technology in ND. This will allow us to demonstrate new products. This also includes 3,600 for a floor scrubber and 4,900 for a carpet cleaner which the current machines are over 15 years old. These machines are both used frequently. This request also includes 5,500 to replace two doors in the garage/warehouse area.
- 6. Update Parking Lot – Tar** This includes the north parking lot adjacent to Sixth Avenue North and the northwest parking lot adjacent to Sixth Avenue North and Stanford Road. The tar in this area has been repaired and older than 25 years old. It needs to be resurfaced and could be a safety hazard with its unlevel surface.
- 7. Flooring – Cabinets for East Wing** This is to replace the flooring in the suites (where students reside) 10,000 and replacement of kitchen cabinets in the apartments, 35,000. These items will be over 25 years old at the time of replacement.



8. **Update Front Entrance** This will include an update to the front entrance (door #4). Most of the cost includes a drain to the sewer system for water that collects in this area. We are treating it as a safety issue. Breakdown of costs: Install drain 28,000, cement 17,000, tree removal 3,000, and landscaping 7,000.



9. **Update Student Commons Area** The objective is to make the room more functional to use as a social gathering or for student projects.



10. **Replace Electrical Panel – Corridor** This is to replace a panel that is approaching 45 years old.
11. **Roof Replacement and Repairs** This request includes replacement of the roof in the corridor area between the East Wing and South Wing – 135,000. During April 2022, SiteLogic and Tecta inspected the roof for all of our buildings. It also includes deferred maintenance of 15,000.
12. **Gutters for South Wing** Due to the fact that we have been doing deferred maintenance for many years, only one roof area is in need of replacement, and the replacement of gutters South Wing.
13. **Misc. Repairs (Doors and AC Units)** This request includes the replacement of two doors, (main door) – sliding door and exterior door between the South/East Wing, 19,000. Also includes the replacement of two air conditioners, 10,000.



NORTH DAKOTA VISION SERVICES/SCHOOL FOR THE BLIND

NDVS/SB may be one of the most unique of all state agencies. Our mission to serve people of all ages with visual impairment alone makes our role in the state unique. In terms of our workforce, the majority of our staff have specialized degrees and are considered experts in the field on the state level as well as some being recognized nationally. In most instances members of our work team cannot be replaced quickly or easily due to a shortage of professionals in this field regionally and nationally.

NDVS/SB currently has no FTE vacancies. A report from HRMS revealed that we are one of the ten lowest paid agencies. We highly support compensation increases for our classified employees and teachers. We also ask that you consider supporting SB2015 for the equity package.

WHAT HAPPENS IF WE CAN'T DO OUR JOB...

Result 1



Children under age three with visual impairment would not receive early intervention to facilitate concept development, use of all senses and confidence in movement if our teachers were unable to provide guidance to parents and a variety of services within the child's home.

Result 2



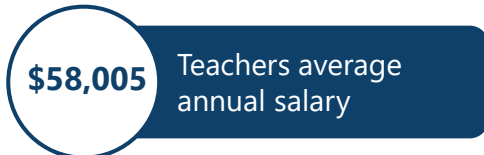
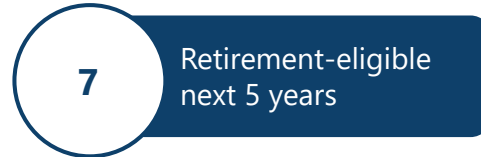
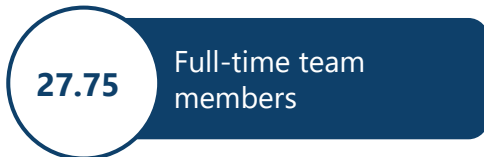
Students in public and private schools across the state would not receive expert assessment and instruction in the skills required to fully participate and be successful in school and ultimately be Choice Ready at the time of graduation.

Result 3



Adults who become visually impaired or blind as a result of age-related conditions, disease or accidents would not receive the training in orientation and mobility, technology, self-care, braille and other special skills that build independence. People who go without this vital training lose independence and are often not able to take care of themselves or be active in their communities.

CURRENT AGENCY TEAM MEMBER STATS



* Does not include Superintendent

Other Bills That May Affect NDVS/SB

SB 2015 which aligns with the Executive Budget provides equity dollars for all agencies as well as the University System and Research & Extension. This proposed equity package, if approved, will be in addition to the performance-based increases that have also been recommended. NDVS/SB currently is one of the ten lowest paid agencies from HRMS.

Below is the estimated target equity and justification as identified by HRMS.

<p>SCHOOL FOR THE BLIND</p> <p>Estimated Targeted Equity</p> <p>\$160,000</p> <p>Biennial Expense</p>	<p>Justification for targeted equity:</p> <ul style="list-style-type: none">• Agency identified certain job categories as particularly hard to fill and retain<ul style="list-style-type: none">◦ Vision Specialists◦ Maintenance Workers◦ Maintenance Supervisor◦ Administrative Staff• Population analysis also revealed some relatively low paid employees
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Audit Findings

An audit was completed by the State Auditor’s Office in 2021. This is what the report stated: WHAT WE FOUND - **This audit did not identify any areas of concern.**

Conclusion

North Dakota Vision Services/School for the Blind staff strive to serve boldly and operate efficiently. As a small agency with a sizable mission to provide services and resources to children and adults who are visually impaired, we must look forward and prioritize our tasks and projects. For the 2023-2025 biennium the short list of priorities strengthens and enhances services while being cost effective.

In a competitive environment it is important that increases in compensation for all staff are included. The increases for teachers allow NDVS/SB to compete with other North Dakota School districts. An increase in temporary salaries allows NDVS/SB to recruit and retain part-time employees (Such as dorm staff) at a competitive wage as well as utilize professional part-time help as needed to meet our obligations around the state.

There are always facility maintenance projects and modest upgrades that are requested every two years. This coming biennium is no different but the list this time around has a very reasonable price tag given how proactive we have been in keeping up on the health of the building and grounds. Enhancing the usability of the building for instruction through updating the front entrance, the student commons area and replacing flooring in the East Wing will greatly improve the appearance and function of the facility.

We consider each of these optional packages very important or essential. The roof targeted for replacement and the gutter repair for example are necessary and we feel it is prudent to do the as soon as possible. From new IT costs to purchasing new assistive technology, each item on the list was selected with care and a mindset of cost effectiveness.



Beyond 23-25 there were a number of additional improvements identified by SiteLogic. An upgraded HVAC system in the South Wing would enhance air quality as the current CFM is below standard. Also, in the South Wing a more substantial remodeling of space would increase function and enhance the lifespan of the building for decades. Those are future considerations, but we pride ourselves in being proactive by identifying needs well in advance.



Thank you for your consideration. We are prepared to provide additional information and clarification requested to assist you in this process.



Historical Perspective

- 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.

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.

NDVS/SB rose to the occasion and adjusted to the many challenges posed during the height of the COVID pandemic. New practices such as delivering more individual and group services via virtual connections have been transformational and our service delivery model continues to evolve.

Quick Facts about NDVS/SB

- 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 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.



Testimony for SB2013

To: Representative Mike Nathe, Chair, and Members of the Education and Environment Division of the ND House Appropriations Committee, 68th Legislative Session.

From: Allan Peterson, Legislative Committee, North Dakota Association of the Blind (NDAB). Home address: 7009 Horseshoe Bend, Horace, ND 58047.
H: (701) 282-4644; c: (701) 429-7209; Email: allan.c.peterson@gmail.com

Re: Testimony offered for SB2013, specifically for the appropriation provided to North Dakota Vision Services / School for the Blind for the biennium of 2023 – 2025.

Greetings Chairman Vigessaa, Vice Chair Kempenich, Representatives Bert Anderson, Bellew, Brandenburg, Karla Rose Hanson, Kreidt, Martinson, Meier, Mitskog, Mock, Monson, Nathe, Jon Nelson, O'Brien, Pyle, Richter, Sanford, Schatz, Stemen, Strinden, and Swiontek, Members of the House 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 2023 - 2025.

A resolution that supports the appropriation request of NDVS/SB, adopted by North Dakota Association of the Blind, is also included with this testimony.

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 has been submitted to the 68th North Dakota Legislative session. We are well aware, that there are significant unmet needs and a great need for more resources that, if available, would help serve more people with sight loss in ND.

It cannot be over emphasized, just how 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.

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 visually impaired. We are a statewide membership organization that was founded 87 years ago in 1936. 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.

As a person who lost his eyesight as an adult, I can 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 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 functional eyesight.

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 can 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 to allow us to be proficient in utilizing today’s latest electronic technology.

I have also gained very valuable skills on using an iPhone from instructors at NDVS/SB and am very thankful that this training can be offered virtually via a phone 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 have found this skill to be particularly 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 absolutely 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 significant sight loss.

One of the benefits the pandemic yielded, was that we learned how to communicate virtually using electronic platforms like Zoom. Instructors at the School coordinated with our organization to offer a variety of virtual weekly meetings that have included among others - valuable information on accessible technology, coping skills, daily living skills like cooking, and much, much more that continue to be offered presently.



North Dakota Vision Services/School for the Blind is a division of the
Department of Public Instruction,
Kirsten Baesler, State Superintendent
www.dpi.nd.gov

NDVS/SB does not discriminate on the basis of race, color, religion, sex, national origin, disability, age, sex (wages) or genetics in its programs and activities.

March 8, 2023

Dear Chairman and Appropriations Committee Members:

I am writing to urge you to continue funding the Red River Valley Writing Project, which is supported by a Department of Public Instruction pass-through grant. As a retired teacher and member of the Red River Valley Writing Project (RRVWP) community, I can attest to the positive impact this program has on teachers and their students.

The Red River Valley Writing Project is a professional development program that provides teachers with the training and support they need to improve their writing instruction. By participating in this program, teachers learn research-based strategies and best practices and work with fellow teachers dedicated to the teaching of writing. This, in turn, benefits our students by better preparing them for academic success and future careers.

Additionally, the Red River Valley Writing Project is a program that focuses on training teachers to increase North Dakota's written and spoken voice by ensuring that all students have access to high-quality writing instruction, especially important for students from rural and low-income communities.

My participation in the Red River Valley Writing Project Summer Institutes was the most impactful professional experience of my career. The energy and excitement of my fellow Summer Institute participants inspired me to introduce strategies and practices that benefited my students not only by better preparing them for college and their future careers, but by making them strong voices for their communities as well. My continued involvement with RRVWP and my teaching colleagues provides an opportunity to promote programs and workshops that benefit writers of all ages in our state. This is a professional development program of tremendous value to North Dakota.

Continued funding would enable RRVWP to fulfill its aims and service to North Dakota's teachers, students, and citizens. Without funding from the DPI grant, this program may be forced to curtail its services or end them entirely. This would be a great loss coming at a time when strong writing skills and clear communication are increasingly important.

Therefore, I urge you to support continued funding for the Red River Valley

Writing Project. Please consider the immense benefits to our state this program provides.

Thank you for your time and consideration.

Sincerely,

Nancy Gourde
RRVWP Teacher Consultant
Fargo, North Dakota

Wednesday, March 8, 2023

House Appropriation Committee
Education and Environment Division

Chairman Vigesaa and Members of the Committee,

I am writing today as the Collection and Development Chair of the North Dakota Digital Consortium in favor of SB2013. The North Dakota Digital Consortium is made up of various libraries across the state who work together to purchase online audiobooks, eBooks, and magazines for the North Dakota community.

Currently, our collection stands at 25,347 audiobooks and 42,281 eBooks. While these numbers may seem adequate, last year alone, we had 28,094 unique users with 805,081 total checkouts and 344,859 total holds. As you can see, we simply cannot keep up with the growing demand. The North Dakota State Library has been instrumental in working alongside us to curate thousands more for our communities. We are better serving our North Dakota communities because of the support of the state library.

Sincerely,



Andrea Placher

Collection and Development Chair
North Dakota Digital Consortium

To whom it may concern,

My name is Alexis Genareo. I am currently a Middle School teacher in Watford City North Dakota. I attended Minot State University throughout most of my college experience, and am currently gaining my Masters Degree there as well. I am writing to explain how the Northern Plains Writing Project has helped me while attaining my degree. I have always known that I wanted to get my Masters Degree. Like most, I cannot afford it out of pocket. I also found it difficult to receive financial aid during the summer I started my degree. Dr. Conn and Dr. Stinson told me that I should be a part of the NPWP to help me financially. I can say that without this program there would be no way that I would be able to finish my degree. I know that I will have the opportunity to be a part of this program this summer to help me finish, but I think of all the people who will come after me who were in the same position I was or even worse. Not everyone will get financial aid. Not everyone can afford college. By taking this grant away, you are potentially getting rid of many higher level educators. I am asking as someone who knows what it is to have little and as someone who knows what it is like to be given the opportunity to chase her dream to please reconsider. I am in favor of keeping the NPWP for without it I would not be the educator I am today. I know that I am not the only one who feels this way either. Please listen to the voice of the people. Please do the right thing and consider keeping it. I know that there are other things you could be doing with the money, but I am asking that you reconsider.

Thank you,

Alexis Genareo (email: alexis.l.genareo@minotstateu.edu. Phone: 701-822-2915

3/9/23

Dear Honorable Members of the Legislative Committee,

My name is Ahna Fixen and I live in the Lake Region of Devils Lake, ND. I am an educator and a trained ND Teacher Support System (NDTSS) mentor working in the Devils Lake Public School District. I am testifying in support of the NDTSS Mentoring Program SB 2013.

I have been an educator in North Dakota for thirty-one years and a trained NDTSS mentor for ten years. I have mentored several teachers, but have had the privilege of mentoring fifteen teachers through the NDTSS and have witnessed the benefits of this program. The NDTSS supports and provides new teachers and mentors with valuable professional development to retain teachers in the state of ND. Out of the fifteen teachers whom I have mentored through the NDTSS, 93% are still teaching, 73% are teaching in ND and 60% remain teaching in the Devils Lake Public Schools.

The state of ND has been and is currently in a teacher shortage so by not continuing to invest in the NDTSS I believe the shortage will increase and we will not be able to keep new teachers within our school systems.

Please consider supporting this bill.

Thank you for your time and efforts.

Sincerely,

Ahna Fixen

315 Peterson Dr.

Devils Lake, ND 58301

I write again SB 2013 in its elimination of funding for the Northern Plains and Red River Valley Writing Projects. These projects both serve students, teachers, and the entire state. For years they have gathered teachers together to share what works well in their classrooms, and to undertake research to create new and up to date lesson plans, so that they keep their edge as professionals. The 200 plus Writing Projects across the nation operate according to the belief that the best people to teach teachers is teachers themselves, and that has proven a valid assertion time and again. And teachers spread the wealth—to other teachers and school systems, and to the state and nation as a whole, through student who must know how to communicate in both written and oral form in order to keep society going forward. These Writing Projects in our state took a hit financially, as North Dakota took a hit financially. Since then, they have been building back, and continue to expand their operations for the greater good. Why would we shut this down? Sincerely, Robert Kibler

Debra Austin
1520 Highway 5 NW
Westhope, ND 58

Dear Chairman and Members of the Committee,

I am writing to urge you to continue funding the Red River Valley Writing Project, which is supported by a Department of Public Instruction pass-through grant. As a member of this community, I have experienced firsthand the positive impact the Red River Valley Writing Project has on teachers and students.

The Red River Valley Writing Project is a professional development program that provides teachers with the training and support they need to improve their writing instruction. By participating in their training, teachers gain new skills and strategies that enable them to better engage their students and help them develop stronger writing skills. This, in turn, benefits our students by preparing them for academic success and future careers. I have seen this firsthand in the students I have had and those I am currently working with. They have gained skills that make them more confident writers and better prepared for high stakes testing and their future. Writing is also one of the soft skills employers seek in prospective employees.

Furthermore, the Red River Valley Writing Project is a program that focuses on equity and inclusion, ensuring that all students have access to high-quality writing instruction. This is especially important for students from underrepresented communities who may face barriers to academic success. The program's emphasis on culturally responsive teaching practices ensures that all students feel valued and supported in their learning. As a teacher in rural North Dakota teaching predominantly Native American students the support and training I have received through the Red River Valley Writing Project has been invaluable and having them in state is an added bonus.

Funding for the Red River Valley Writing Project is currently at risk. Without continued support, this valuable program may be forced to cut back on its services or even shut down entirely. This would be a tremendous loss for the communities served by the program and for the students and teachers who rely on this program, myself being one of those teachers.

I urge you to support continued funding for the Red River Valley Writing Project. Please consider the impact that this program has on our communities and the importance of providing our teachers and students with the resources, in state, they need to succeed.

Thank you for your time and consideration.

Sincerely,
Debra Austin

Approve SB2013

Dear committee,

I am urging you to approve the education budget outlined in SB2013. In the midst of many devastating cuts to education in our state, this bill will help safeguard the Northern Plains Writing Project and the Red River Writing Project, two graduate programs designed to improve the quality of K-12 public education in our state.

It is no secret that North Dakota is already in need of high-quality educators. As a former graduate of the Northern Plains Writing Project, I can't fully express how my time with that group has enhanced my teaching in my high school Language Arts classes. The techniques, pedagogy, and relationships I gained from this program lead me to improve my teaching by leaps and bounds and eventually go on to earn a Master's degree in Education. I will forever be grateful for the taxpayer investment in furthering my education, and I hope to pay that investment forward to the graduating seniors leaving my classroom with reading, writing and critical thinking skills I wouldn't have been able to offer them without the Writing Project. Many of my colleagues are also graduates of the program, and I know they feel similarly.

To revoke funding for these programs, as well as libraries across the state, is to further insist that an investment in our state's education systems are not a priority, which will in turn drive prospective educators and graduating students away from our great state in droves. For this reason, among many others, I urge you to approve the budget outlined in SB2013.

Thank you for your consideration,

Jacob Thomas High School Language Arts teacher Minot State University graduate

Dear Chairman and Appropriations Committee Members,

I am writing to urge you to continue funding the Red River Valley Writing Project, which is supported by a Department of Public Instruction pass-through grant. As a teacher in the Moorhead Public Schools District and member of the Red River Valley Writing Project (RRVWP) community, I have seen firsthand the positive impact this program has on our teachers and students.

Purpose

The Red River Valley Writing Project is a professional development program that provides teachers with the training and support they need to improve their writing instruction. By participating in this program, teachers gain new skills and strategies that enable them to better engage their students and help them develop stronger writing skills. This, in turn, benefits our students by preparing them for academic success and future careers.

Furthermore, the Red River Valley Writing Project is a program that focuses on training teachers to increase North Dakota's voice in both written and spoken mediums, ensuring that all students have access to innovative and high-quality writing instruction. This is especially important for students from rural and low-income communities who may face barriers to academic success.

Impact

I first went through the summer institute in 2012. It was a grueling 3-week course. It was the best professional development I have ever had, and it hooked me. Since then, I have become the co-director of RRVWP. In this role, I have worked with teachers all over North Dakota. For three years, I mentored teachers in writing strategies on the Turtle Mountain Reservation. I have worked with teachers in rural cities around the state to help create a sense of community and develop a support network for teachers that are often the only teacher in their content at their school. North Dakota is an amazing state, but it is huge. Teachers are spread out across the state and that can be isolating. RRVWP is a way for teachers to find that community, to learn best practices, and to become teacher-leaders in their own schools.

Besides creating a community, I have seen how research-based teaching practices have improved not only writing instruction, but all instruction in the classrooms of the teachers who attend our professional development. Often professional development is done by outside groups who do not know our students and our demographic. The RRVWP is the only organization dedicated to teachers teaching teachers to further writing instruction. This gives our North Dakota teachers opportunities to lead and grow their skills in ways that hiring outside organizations cannot provide. These teacher-leaders become leaders in their school and often begin leading professional development on their own. This is the kind of success RRVWP is looking for: one where teachers' experiences and knowledge are honored. This can be seen in the number of alumni teachers who have become state and even national recognized.

The majority of our funding goes back to the teachers. This money compensates teachers for their time and expertise, provides travel to national conferences and events, gives scholarships to teachers attending writing institutes, and creates professional development. It allows North Dakota teachers opportunities to work within a national network of teachers and to represent all that North Dakota can offer, something that would not be feasible for teachers to do on their own.

And, I cannot talk about teacher impact without talking about students. The RRVWP is dedicated to improving student writing. We host the Scholastic Writing Contest and Awards at the Fargo Art Museum. Students from across the state compete for scholarships and awards, and the winners move on to the national competition. This is an opportunity for North Dakota students to shine on the big stage; these opportunities are rare for individuals in our state. The RRVWP hosts creative writing workshops for students in the summer, has worked with schools to provide grief writing workshops, and has provided game writing workshops to teens. These will all be lost without funding.

Finally, the RRVWP is dedicated to helping the community write. Warrior Words is a workshop for veterans. The Pens and Pints Writing Crawl is for community members to gather and write. Part of our mission is to bring people together through writing and give people the opportunity to be writers.

Removing this funding affects all teachers and students across this great state.

Request for Funding

Continued funding would allow the writing project to fulfill its aims and service to North Dakota's teachers, students, and citizens. Without funding from the DPI grant, this valuable program may be forced to cut back its services or even shut down entirely. This would be a tremendous loss for North Dakota and the students and teachers who rely on this program (at a time when our schools need **more and better writing, not less**).

Therefore, I urge you to support continued funding for the Red River Valley Writing Project. Please consider the impact that this program has on our community and the importance of providing our teachers and students with the resources they need to succeed.

Thank you for your time and consideration.

Sincerely,

Angela Hase

English Teacher

Co-director of the Red River Valley Writing Project

HB2013
Appropriations - Education and Environment Division

March 10, 2023

Dear Chair Nathe and Members of the Appropriations Committee, Education and Environment Division:

My name is Laura Zucca-Scott, and I am the recently appointed Co-Director of the Northern Plains Writing Project and an Associate Professor at Minot State University - Teacher Education and Kinesiology Department. I speak today as a concerned citizen regarding the recently proposed cuts in total funding for the 2023-2025 biennium in HB2013 for both the Northern Plains Writing Project and the Red River Valley Writing Project. I am respectfully testifying today in support of HB2013, requesting the reinstatement and recommended increase for the budget of both projects.

This funding has been essential in our ability to support K-12 educators across the state as they dedicate time and energy during our summer institutes honing their skills and working collaboratively with their colleagues. K-12 educators may elect to receive up to six graduate credit hours each summer toward their M.Ed. coursework. These hours may also count toward the required eighteen subject hours in English for those educators teaching dual credit courses. Given the need for highly qualified teachers in the State of North Dakota, this funding represents an investment in our K-12 educators and our children. In fact, children greatly benefit from the experiences of the adults who work alongside them each day in the classroom.

The Northern Plains Writing Project has played an important role in our communities since 1978. We are very thankful to the state of North Dakota for providing a budget for each biennium in support of the writing project and to Minot State University for providing matching funding for the program. It would be a great loss for our communities if we were unable to fully support our educators at a crucial junction for the future of education in our state.

Thank you again for your time and consideration. This concludes my testimony with respect to HB2013.

Warm regards,



Laura Zucca-Scott, Ph.D.
Associate Professor, TEK Dept.
Minot State University
laura.zucca@ndus.edu

Testimony for SB2013 page 1

To: Representative Mike Nathe, Chair, and Members of the ND House Appropriations Committee, Education and Environment Division, 68th Legislative Session.

From: Allan Peterson, Legislative Committee, North Dakota Association of the Blind (NDAB). Home address: 7009 Horseshoe Bend, Horace, ND 58047.

H: (701) 282-4644; c: (701) 429-7209; Email: allan.c.peterson@gmail.com

Re: Testimony offered for SB2013, specifically for the appropriation provided to North Dakota Vision Services / School for the Blind for the biennium of 2023 – 2025.

Greetings Chairman Representative Nathe, Vice Chair Representative Swiontek, Representatives Karla Rose Hanson, Kreidt, Martinson, Richter, Sanford, Schatz, Members of the House Appropriations Committee, Education and Environment Division.

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 2023 - 2025.

A resolution that supports the appropriation request of NDVS/SB, adopted by North Dakota Association of the Blind, is also included with this testimony.

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 has been submitted to the 68th North Dakota Legislative session. We are well aware, that there are significant unmet needs and a great need for more resources that, if available, would help serve more people with sight loss in ND.

It cannot be over emphasized, just how 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.

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 visually impaired. We are a statewide membership organization that was founded 87 years ago in 1936. 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.

As a person who lost his eyesight as an adult, I can 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 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 functional eyesight.

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 can 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 to allow us to be proficient in utilizing today’s latest electronic technology.

I have also gained very valuable skills on using an iPhone from instructors at NDVS/SB and am very thankful that this training can be offered virtually via a phone 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 have found this skill to be particularly 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 absolutely 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 significant sight loss.

One of the benefits the pandemic yielded, was that we learned how to communicate virtually using electronic platforms like Zoom. Instructors at the School coordinated with our organization to offer a variety of virtual weekly meetings that have included among others - valuable information on accessible technology, coping skills, daily living skills like cooking, and much, much more that continue to be offered presently.

**NDAB Resolution 2022-01:
State 2023-2025 Biennial Appropriation for North Dakota Vision
Services / School for the Blind (NDVS/SB)**

Whereas, statistics from the U.S. Census Bureau in 2020 indicated that there were 760,394 residents living in North Dakota. Conservative Demographic studies have consistently demonstrated that 3.3% among the general population have medical conditions which mildly, moderately, or severely compromise their eyesight, this means that there is a significant population of people in North Dakota affected by uncorrectable sight loss; 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 of excellence and high quality, has the capability and capacity that allows it to serve people of all ages (i.e., has both children and adult oriented training programs); and,

Whereas, children and adults with sight loss, who receive a regimen of specific, comprehensive, intensive center-based blindness skills training, such as that which is available at NDVS/SB, are employable and are capable of functioning with a high degree of independence;

Now, therefore, be it resolved by North Dakota Association of the Blind in Convention assembled at the Holiday Inn Express Southwest in Fargo, ND on this Sunday, June 12, 2022 that, we strongly urge that Governor Doug Burgum and the 68th North Dakota Legislative Assembly that will convene on January 3, 2022 to maintain and increase the appropriation for North Dakota Vision Services / School for the Blind (SB2013) in the state budget which is adopted for the 2023 -2025 biennium so that the NDVS/SB appropriation will,

- Maintain funding for all the current professional positions serving children and adults across the state to ensure that the frequency and intensity of services required to attain their goals is met.
- Increase funding for the temporary salary allotment to maintain the appropriate number of part-time employees that work evenings and overnight during short-term programs for students and adults who come to the training center for intensive instruction.
- Increase the operating portion of the NDVS/SB budget to appropriately adjust for greater costs of service-related travel, maintenance of the facility, purchase of modern technology, and for essential professional staff development.

NDAB Resolution 2022-02:**State 2021 – 2023 Appropriation for the Talking Book Program at the North Dakota State Library**

Whereas, demographically, North Dakota is among the states with the highest proportion of people per capita who are 55 years of age and older and this is the subpopulation of people who have the highest incidence of significant sight loss that is not medically correctable, and that this is a population trend that is expected to accelerate as our population continues to grow older in average age into the future; and,

Whereas, thousands of North Dakotans, with many types of disabilities in addition to blindness, cannot read standard print and rely on audio books from the talking book program at the State Library for hours of entertainment and a source of valuable information in their daily lives;

Now, Therefore, be it resolved by the North Dakota Association of the Blind in Convention assembled at the Holiday Inn Express Southwest in Fargo, ND on this Sunday, June 12, 2022 that

Given how extremely valuable this program is to so many citizens in our state, we strongly urge that Governor Burgum and our State Legislature would maintain and strengthen the appropriation that is allotted to the Talking Book Program that is included in the appropriation within the State Library (SB2013) for the upcoming 2023 – 2025 biennium.

Further, we strongly urge our North Dakota congressional delegation, Senators Hoeven and Cramer, and Congressman Kelly Armstrong, to work to maintain and increase the amount of federal funding that is appropriated for the NLS Talking Book Program whenever the federal budget is under consideration by the U.S. Congress.

Testimony for SB2013 page 1

To: Representative Mike Nathe, Chair, and Members of the ND House Appropriations Committee, Education and Environment Division, 68th Legislative Session.

From: Allan Peterson, Legislative Committee, North Dakota Association of the Blind (NDAB). Home address: 7009 Horseshoe Bend, Horace, ND 58047.

H: (701) 282-4644; c: (701) 429-7209; Email: allan.c.peterson@gmail.com

Re: Testimony offered for SB2013, specifically for the appropriation to support the Talking Book Program in the ND State Library for the biennium of 2023 – 2025.

Greetings Chairman Representative Nathe, Vice Chair Representative Swiontek, Representatives Karla Rose Hanson, Kreidt, Martinson, Richter, Sanford, Schatz, Members of the House Appropriations Committee, Education and Environment Division.

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 submitted for the Talking Book Program a division within the State Library in Bismarck for its services for the next biennium of 2023 - 2025.

Please note: A resolution in support of the biennial appropriation request for the Talking Book Program at the State Library adopted by North Dakota Association of the Blind, is also included with this testimony.

We are testifying in support of the Talking Book Program and strongly urge that it be maintained and strengthen in the budget for the 2023-2025 biennium.

The Talking Book Program at the North Dakota State Library continues as it has for the past 27 years to serve people with sight loss. Prior to 1995 when the program was instituted in North Dakota, North Dakotans who qualified for this program received their books from the State Library in South Dakota.

Talking Books is a nationwide federal program that records printed books and materials onto audio cartridges. The program has been a part of the National Library Service (NLS) for decades.

Our Talking Book Program here in North Dakota has an impressive library of audio books and players that “can play “read” these books to people who are blind or visually impaired and others with reading disabilities who qualify for the program.

Over the many years of its existence, there have been thousands of people who are blind or visually impaired here in North Dakota who have relied on audio books from the talking book program at the State Library and have enjoyed countless hours of entertainment and has provided them with valuable information in their daily lives.

Below is a sample of people from around the state who have commented and expressed their appreciation for our State's Talking Book Program:

- **"We are so impressed with the program and friendly service we receive from you. He would be lost without it. [He] uses it many times during the day and has it even in bed to listen. It is a wonderful gift for him." – Oakes**
- **"[The player] gave her hundreds of hours of pleasure. She listened to over 900 recordings. It was a comfort to me and the rest of the family that she could continue to enjoy her stories. Thank you for providing the machine and tapes for her to enjoy." – Milnor**
- **"This service has been a lifeline to occupy her time while she is restricted to her room with the whole virus issues." – Watford City**
- **"I would like to personally THANK YOU for this program. It brought hours of joy to her and allowed her to discuss various books with her grandchildren. It was a big part of her later life, kept her mind sharp and filled her days." – Grand Forks**

Personally, I cannot express just how valuable this service has been to me. I like those whose comments are listed above, cannot fully express how valuable this service is to people who cannot read printed materials.

State funding for the Talking Book program is vital to its existence, we strongly urge you to maintain and strengthen the Talking Book Program, without hyperbole it is and has been a life changer for many.

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 visually impaired. We are a statewide membership organization founded 87 years ago in 1936. 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.



www.minotlibrary.org ♦ (701) 852-1045
516 2nd Ave SW Minot, ND 58701

March 9, 2023

The Honorable Mike Nathe, Chairman of the House Appropriations Committee – Education and Environment Division
North Dakota State Capitol
600 E. Boulevard Avenue
Bismarck, ND 58505

Dear Chairman Nathe and Members of the House Appropriations Committee:

I urge you to support SB2013, relating to funding for the North Dakota State Library and state aid for public libraries, a formula which was first enacted in 1979.

The North Dakota State Library provides excellent resources to all North Dakota libraries for no additional costs to the libraries or its patrons. Minot residents accessed free, reliable, scholarly resources such as *Academic Search Premiere*, *Business Source Premiere*, *Health Source* and *Science Reference Center* more than 35,000 times in 2022. Further, patrons of the Minot Public Library were able to learn a new language and take online classes 2,988 times in the last year thanks to this funding. Minot Public Library patrons also used the library edition of *Ancestry* to complete 801 searches. All of these resources are available to the patron of our library at no cost to them or us thanks to the ND State Library. These resources have always been invaluable tools as they are peer-reviewed and not influenced by advertisers.

In addition to these invaluable digital resources, State Aid to North Dakota's public libraries allows funding for resources and programs. In 2023, the Minot Public Library anticipates receiving \$54,000 in state aid for our Library services and this aid is essential. These funds are used not just for developing our collections (books, audiobooks, DVDs, eBooks, etc.), but also for our programs.

Below is just a small list of the services our Library was able to provide in 2022 thanks to state aid from the ND State Library:

- Provide educational programming for 8,857 children
- Add 11,427 items to our circulating collection
- Digitize more than 100 years of the *Minot Daily News* for online access
- Host more than 2,000 teens for after school and summer programs
- Add a circulating collection of “Adventure Packs” including kits for hiking, birdwatching and more
- Held events for 1,549 adults in the Minot community, including one-on-one technology support at area retirement homes

Libraries have always helped people in the community through many life transitions; we assist people in locating affordable housing, creating résumés, applying for jobs and meeting other information needs they may have. In 2020, the Minot Public Library was able to provide resources regarding COVID-19 and staff at the ND State Library were essential in helping vet and promote accurate and reliable resources. More recently, the ND State Library has provided financial support through grants for new circulating collections. Further, the ND State Library continues to provide invaluable virtual training to library staff across the state which assists in our professional development without incurring costs for travel.

In addition to the varied programs, digital resources and other services, sometimes your local library helps by simply offering movies, board games and cookbooks for families to check out at no cost. This is yet another reason why receiving the additional funds via state aid is so important for us – if funding is further reduced we are less able to help our community.

The people of North Dakota know the importance of libraries throughout our state and the positive impact they have in our communities. **I ask that you, too, support libraries in North Dakota and vote in favor of SB2013 as proposed.**

Sincerely,

Joshua Pikka

Joshua Pikka
Circulation & Technology Librarian
Minot Public Library
516 2nd Ave SW
Minot, ND 58701
(701)852-1045
Josh.pikka@minotnd.org



**Testimony Senate Bill 2013
House Appropriations
Education Standards and Practice Board**

Good morning, Chairman Monson and members of the Committee. I am Rebecca Pitkin, Executive Director of the Education Standards and Practices Board. I am here representing our board in support of continued funding for the North Dakota Teacher Support System and the passthrough grant through NDDPI to ESPB. The national and state teacher shortage is not new. Solving shortages does not rest on recruitment alone, since high rates of turnover quickly undo schools' efforts to bring in new hires. Teacher turnover matters for many reasons and the average teacher replacement cost to separate, recruit, hire, and train is \$9,000 a year in rural districts and even more in urban districts. Retention data collected by the Teacher Support System since 2016 shows their program matters and the NDTSS retention rate is on average 6.3% higher than non-NDTSS enrolled teachers. This fact aligns with a body of current research which indicates if teachers are supported the first years of teaching, they are more effective and likely to stay in the field as the highest turnover is usually with the first three years of teaching. The funding from the 67th Legislative Session added funding for a second year and almost doubled the number of new teachers who have been a part of the NDTSS. ESPB and the Teacher Support System recognize the challenges teachers face and want to provide the support past funding has provided. A June 2022 report stated 100% of the top 50 US companies have mentoring programs for "resiliency, purposeful professional development, and talent retention. The Teacher Support System provides this for our teachers who work with our most precious commodity-children who deserve an effective and supported teacher who is engaged in their chosen vocation.

Thank you for your continued support of teacher mentoring, an investment that makes a measurable difference. This concludes my testimony, and I will answer any questions.

Rebecca Pitkin, PhD

Executive Director, ESPB

rpitkin@nd.gov

701.590.1861

North Dakota Teacher Support System

A passthrough grant through ND DPI to ESPB



NORTH DAKOTA
TEACHER
SUPPORT
SYSTEM

The mission of the North Dakota Teachers Support System is to foster the capacity of teacher leaders to build a system of support for effective teachers in every school in North Dakota.

Testimony to the House Appropriations – Education and Environment Division

Senate Bill #2013

March 9, 2023

Mr. Chairman and Members of the Committee:

My name is Erin Jacobson and I am the Coordinator of the North Dakota Teacher Support System, NDTSS. Thank you for your past support and continued interest in NDTSS. According to Century Code, the Teacher Support System has two areas of responsibility, providing mentors for first-year teachers and supporting instructional coaches. I have included the ND Century Code on page 4.

Historically, NDTSS has been able to offer mentoring to about 325 first year teachers each year through the funds provided by the state as a passthrough grant through ND DPI to Education Standards and Practices Board. In September 2021, additional federal funding through the GEER II funds were awarded to NDTSS. On pages 5 and 6 you will see the NDTSS Overview which describes what we have been able to offer and our current program structure and requirements.

Due to this additional funding, NDTSS has been able to keep the mentoring program enrollment open for all first-year teachers in the state. On average, there are 1100 first and 2nd years teachers in our state each year. The GEER II funds also allowed NDTSS to be able to research and launch a 2nd year mentoring program as requested by administrators, mentors and beginning teachers. During the past three school years, enrollment into the NDTSS Mentoring Program has doubled from 325 to 685 mentoring pairs.

Our priority is to continue the 1st and 2nd year mentoring programs and secure the funding necessary to keep these two years of mentoring working efficiently and effectively. On pages 7 and 8, we have included our teacher retention research findings as well as the overall feedback we have received from teachers engaging in our professional development offerings.

We have completed two semesters of the 2nd year program. If the current amount that is in the Governor's executive budget and the requested amount in the DPI budget is approved, we can continue offering both the 1st and 2nd year mentoring program. Please refer to page 9 for historical and current funding requests.

As you work to offer necessary support to teachers in our state, please don't hesitate to reach out to either Marijke or I. We are passionate about this work and welcome any opportunity to brainstorm and collaborate. This concludes my testimony. I invite you to review the attached overview, structure, retention data, feedback, and funding information.

Contact Information



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NDTSS Coordinator
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Education Standards and Practices Board
2718 Gateway Avenue Suite 204
Bismarck, ND 58503-0585



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2718 Gateway Avenue Suite 204
Bismarck, ND 58503-0585

<https://www.nd.gov/esp/welcome-north-dakota-teacher-support-system>



Scan QR Code to View NDTSS Information Hub Padlet

North Dakota Century Code

15.1-18.2-05. Teacher support program - Establishment.

The education standards and practices board shall:

1. Establish and administer a teacher support program.
2. Employ an individual to serve as a teacher support program coordinator.
3. a. Select and train experienced teachers who will serve as mentors for first-year teachers and assist the first-year teachers with instructional skills development;
or
b. If a school district or other employing entity listed in section 15.1-18.2-07 is not in need of mentors for its first-year teachers, select and train experienced teachers who will work with school district administrators and administrators from the other employing entities to identify the needs of the non-first-year teachers and help the non-first-year teachers address their particular needs through the use of:
 - (1) Research-validated interventions; and
 - (2) Proven instructional methods.

15.1-18.2-06. Teacher support program - Availability of services.

The education standards and practices board may use any moneys it receives for the teacher support program to provide staff compensation, training, evaluation, and stipends for mentors and experienced teachers who assist first-year and non-first-year teachers participating in the program, and to pay for any other administrative expenses resulting from the program; provided, however, that the board may not expend more than five percent of the moneys for administrative purposes.

15.1-18.2-07. Teacher support program - Authorized service recipients.

The education standards and practices board may provide support services to teachers employed by:

1. School districts.
2. Special education units.
3. Area career and technology centers.
4. Regional education associations; and
5. Schools funded by the bureau of Indian education.

NDTSS Overview 2023

The North Dakota Teacher Support System Provides:

- Mentoring Program for First- and Second-Year Teachers
- Professional Learning Courses for Beginning Teachers, Mentor Teachers, and Instructional Coaches
- Beginning Teacher Network Grants
- Coaches Academy & Continued Instructional Coaches Courses
- Beginning Teacher Courses
- Genius Hours

Our communities

Teachers are the backbone of our education system, directly impacting our schools, communities, and state by teaching fundamental skills, fostering curiosity, and preparing students to make a positive contribution to their community. Retaining effective teachers is critical for educating youth so they are equipped and prepared to successfully enter the North Dakota job force. The economy depends on the effective preparation of our students as future leaders in North Dakota.

Necessary Funding

GEER II Funding was received in October 2021. The funding was utilized to fully support all first- and second-year teachers with mentoring and through localized Beginning Teacher Networks

Updates for the 2021-2022 School Year due to GEER II Funding

- Open enrollment for all first- and second-year teachers
- Expand mentoring and professional learning support for mentor teachers, new teachers, instructional coaches, and administrators
- Provide additional funding to Beginning Teacher Networks through REAs and school districts
- Create partnerships with nationally acclaimed leaders in the field of education to offer personalized and timely learning options to ND educators
- Target research-based strategies to increase retention
- Increase mentor teacher stipends to reflect the expertise, time, and commitment to being leaders in the teaching profession
- Offer continuing education for Instructional Coaches on topics critical to their role as building and district leader

2022-2023 Mentoring Program Requirements and Structure



<p style="text-align: center;">First Year Teacher</p> <ul style="list-style-type: none"> • One-on-one Conferencing - Minimum of 15 hours per semester • Be observed by your mentor - 3 times per semester • Video Recording and Reflection - 1 time per semester • Observe other teachers - 6 hours fall and 3 hours spring • Triad Meeting - 2 times per year <p>TOTAL = 49 hours over the course of the year</p>	<p style="text-align: center;">Second Year Teacher</p> <ul style="list-style-type: none"> • One-on-one conferencing – 8 hours per semester • Be observed by your mentor and/or Video Recording reflection – 3 times per year • Observe other teachers - 6 hours over the course of the year • Triad Meeting – 2 times per year <p>TOTAL = 27 hours over the course of the year</p>
<p style="text-align: center;">New Mentor</p> <p>Training Requirements:</p> <ul style="list-style-type: none"> • Complete New Mentor training – 15 hours in person OR online • Participate in online professional learning – menu of options 4-6 hours 	<p style="text-align: center;">Repeat Mentor</p> <p>*Completed initial training and mentored in the last 4 years</p> <p>Training Requirements:</p> <ul style="list-style-type: none"> • Participate in an online professional learning – menu of options – 4-6 hours
<p style="text-align: center;">Mentors - To do with beginning teacher:</p> <ul style="list-style-type: none"> • One-on-one conferencing • Observe beginning teacher and provide feedback during one-on-one conferencing • Video Recording and Reflection • Triad Meeting • Submit stipend request - 2 times per year - • mentor teacher stipend for 1st year teacher = \$900 or \$1000 for advanced mentor per semester, mentor teacher stipend for 2nd year teacher = \$700 per semester or \$800 for advanced mentor per semester 	
<p style="text-align: center;">Becoming an Advanced Mentor:</p> <ul style="list-style-type: none"> • Mentor three beginning teachers in the NDTSS Mentoring Program • Complete the New Mentor Training • Participate in mentor professional development each year (3 years) • Earn up to \$1000 per semester stipend as an advanced mentor 	
<p style="text-align: center;">Administrator</p> <ul style="list-style-type: none"> • Select and enroll participants in the Mentoring Program • Participate in online principal training • Meet with mentor and beginning teacher in the fall and winter • Verify completion of Mentoring Program requirements 	

North Dakota Teacher Support System Overview 2023

The North Dakota Teacher Support System conducts an annual teacher retention study for all new teachers in the state of North Dakota. The comparison of the results are presented in the following charts.

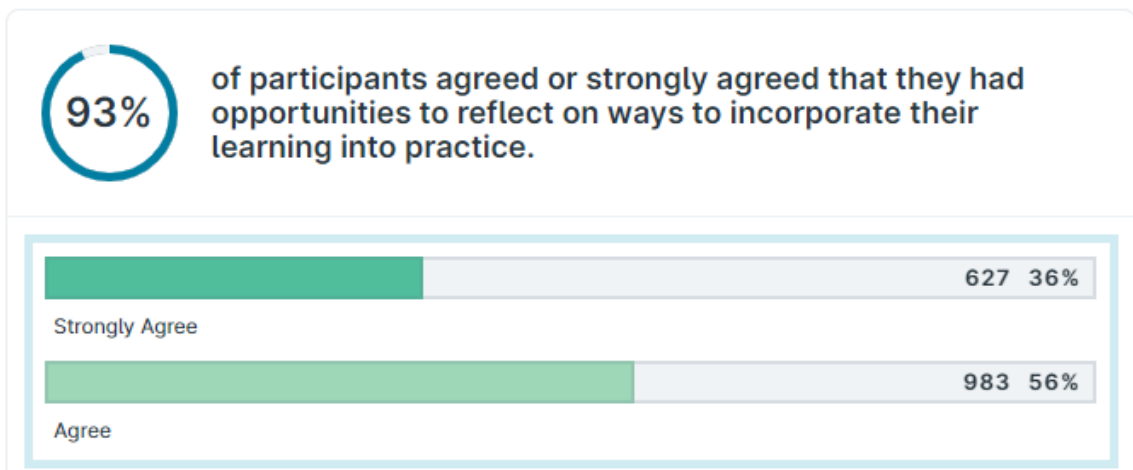
North Dakota Teacher Retention Rate for School Year 2021-2022							
	NDTSS	<i>n</i>	Non-NDTSS	<i>n</i>	Difference	<i>n (total)</i>	Total
2015-16	66.3%	201 / 303	59.3%	219 / 369	7.0%	672	62.5%
2016-17	74.9%	218 / 291	61.8%	207 / 335	13.1%	626	67.9%
2017-18	74.9%	191 / 255	71.8%	204 / 284	3.1%	542	73.2%
2018-19	78.4%	261 / 333	72.8%	259 / 356	5.6%	689	75.5%
2019-20	83.3%	235 / 282	79.4%	282 / 355	3.9%	637	81.2%
2020-21	89.9%	259 / 288	85.8%	241 / 281	4.1%	569	87.9%
Total 6-Year Retention Rate	77.9%	1,752	71.6%	1,980	6.3%	3735	74.6%

NDTSS	Non-NDTSS	
77.9% Six-year retention rate	71.6% Six-year retention rate	NDTSS retention rate is 6.3% higher than Non-NDTSS. The retention rate for new teachers who are in the <u>NDTSS Mentoring Program is consistently greater in comparison to Non-NDTSS teachers.</u>
<ul style="list-style-type: none"> Receive a state trained, experienced, and supported mentor teacher Mentor teacher participates in timely professional learning throughout the year 	If available, mentoring may be done at a local level	New teachers who receive mentoring and support during the first years of teaching are more effective and likely to stay in the classroom longer (Madigan & Kim, 2022). Teacher attrition is detrimental to the organization of schools, cohesion of communities, and student growth (Amitai & Houtte, 2022).
80.5% Average new teacher three-year retention rate	72.5% Average new teacher three-year retention rate	The highest turnover is usually within the first three years of teaching. Turnover is 8% less for teachers who are mentored in the NDTSS.
47.0% Percentage of new teachers who were supported by NDTSS prior to GEER II Funding	53.0% Percentage of new teachers who <u>were not supported</u> by NDTSS prior to GEER II Funding	In 2022-2023, 442 new teachers and 227 second year teachers have been enrolled in the NDTSS mentoring program, approximately doubling the amount of new teachers who have been able to be part of the NDTSS in past years.
Can participate in the Beginning Teacher Networks through REA or School District	Can participate in the Beginning Teacher Networks through REA or School District	All beginning teachers are encouraged to participate in local Beginning Teacher Networks as a supplement to the Mentoring Program.

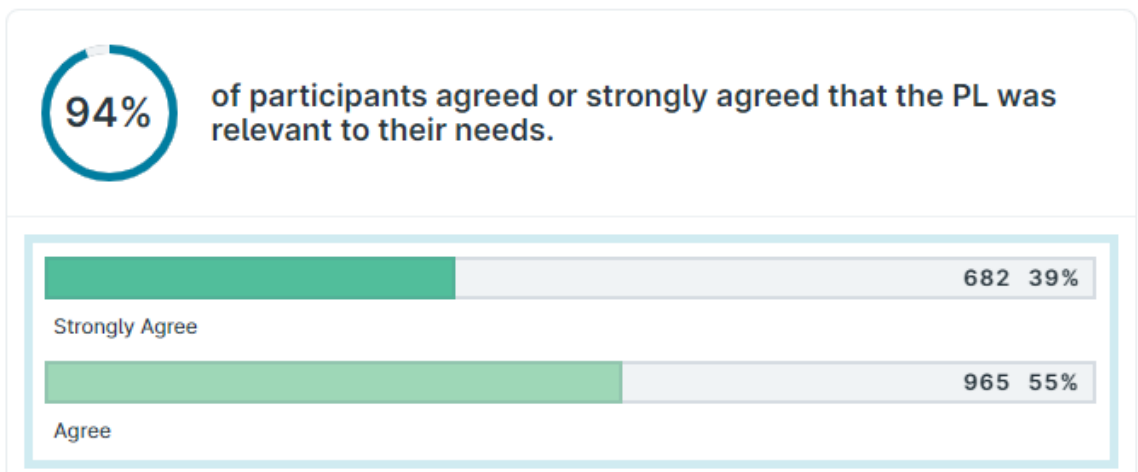
Feedback from Professional Development offered by NDTSS

Participants are asked for feedback after every professional development session offered by NDTSS. Here is a snapshot of the feedback over the course of the past two school years.

Opportunities to reflect on ways to incorporate their learning practice:



Relevance of professional learning (PL) to the needs of participants:



Funding for NDTSS

State and Federal Funding:

Funding Source	State Grant Passthrough from NDDPI to ESPB to NDTSS	GEER II Grant Governor’s Emergency Education Relief Fund
Grant Parameters	<ul style="list-style-type: none"> ● Reviewed by ND Legislatures each biennium ● Included in state Century Code 	<ul style="list-style-type: none"> ● Awarded to NDTSS by Governor Burgum ● Funds available for allocation Fall 2021 - Fall 2023
Program Capabilities	<ul style="list-style-type: none"> ● 1st year mentoring program with limited capacity ● Partially funding BTN grants ● Limited Coaches Academy accepted applications 	<ul style="list-style-type: none"> ● Keep 1st year program open ● Fully fund BTN grants ● Accept all Coaches Academy Applicants ● Research and launch a 2nd year mentoring program

Historical to current budget for NDTSS:

2009 - 2011	2011 - 2013	2013-2015	2015 - 2017	2017 - 2019	2019 - 2021	2021-23
\$2,300,000	\$2,300,000	\$2,300,000	\$2,700,000	\$2,050,000	\$2,125,764	\$2,125,764

*GEER II funding started September 2021 - \$2,700,000

*TOTAL of \$4,825,764 for the 2021-2023 biennium

From page 52 of the 2023-25 Executive Budget section D – Elementary and Secondary Education:

Mentorship grant program - Provides \$4,251,528, of which \$2,125,764 is from special funds and \$2,125,764 is from the general fund, for support of a teacher, principal, and instructional coach mentoring program, an increase of \$2,125,764 from the general fund from the 2021-23 biennium appropriation of \$2,125,764 from special funds.

March 9, 2023

Dear Chairman and Committee Members:

I'm urging you to restore funding to the *Northern Plains Writing Project (NPWP)* and the *Red River Valley Project (RRVWP)* through the Department of Public Instruction grant monies. I am a high school English teacher from Mandan, ND, and I can attest to the positive impact these writing projects make on teachers and students in our state.

How can we recruit, retain, and support teachers in our state?

I'm worried about retaining, supporting, and recruiting good teachers for our schools. According to a recent poll of educators in North Dakota, teachers are burning out at record rates (ndunited.org). The high burnout rate of teachers, along with the low number of people entering the teaching profession is a concern we should all share. The teacher shortage crisis in North Dakota is noticeable in the English classrooms where class sizes are burgeoning, and English teachers are hard to find. This year at Mandan High School, four English teachers have resigned— which is nearly half of our department, and several more English teachers will retire within the next couple of years. There were only six applicants for the positions, and we hired four of them, nearly-on-the-spot. There are currently 17 more English teaching positions open across the state. Couple the exodus from teaching with few people entering the profession, and you can see the problem. According to the North Dakota University System, there were only 20 students who graduated with English teaching degrees in our state last year (ndus.edu). While the answer to recruiting and retaining teachers is a complex, multi-faceted issue, finding ways to support teachers is critical if we want them to stay in education.

I am sounding an alarm on behalf of our literacy instructors and students. If you're an English teacher and want to pursue professional development, it's difficult to find a grant or well-funded program to help you do so. I was lucky. I found the *Northern Plains Writing Project* when it was well-funded.

Purpose of the Writing Project

At the core of the writing project is the belief that teacher-leaders are our most effective agents of action and reform within our schools. The *NPWP* and the *RRVWP* impact teachers who teach writing across all subject areas, grades k-12. Their shared core principles are:

- We learn about teaching writing through sustained experience writing, reflecting on practice, and studying theory and research.
- We collaborate to understand how writing can be taught, not just assigned, at every grade level. When teachers become “learners,” they understand more about the process of writing, and they can work more effectively with student-writers.

The magic of the writing project is this— we write, reflect, research, demonstrate lessons, and share our voices with each other— and this is how we develop and empower ourselves and each other— building a network of support beyond our own classroom, beyond the walls of individual schools. Community like this is essential for teacher retention and deserves to be well-funded.

Impact of the Writing Project

Teachers who have this kind of community, who are informed, and effective in their practice, are likely to not only stay in education, but to become educational researchers and leaders. We build our profession this way, and in turn, we strengthen our students.

The *NPWP* and *RRVWP* restores and refreshes teachers. *NPWP* helped launch me back into my teaching career— a career I had quit after teaching for five years. I had left the profession because I was underpaid, disillusioned, and exhausted. Uncertain that I'd ever return to the classroom, I let my license expire. After a five-year-hiatus and an invitation from a colleague to return to teaching, I decided to renew my teaching license. The *NPWP* offered a fully-funded, focused and immersive practice and study of writing. The project's deep-dive into writing, as well as the network of professors and colleagues that I met, helped me develop my writing, research, sense of educational theory and best writing practices. I returned for the advanced summer institute and picked up another six credits, which eventually led to a Master's in Education with a concentration in English. I am happy to say that I am in my 23rd year of teaching and will finish a doctoral degree in English Education, specializing in writing, this May. I am indebted to *NPWP* professors and teachers who opened doors of opportunity to me.

NPWP also funded summer workshops for students (ages 7-18) in Minot and Bismarck, something I was a part of for six years. It was a teaching-writing lab— a place to try new ideas with colleagues. I can't decide what I loved more about the young writers' workshops— the students with their wild minds or co-teaching with my colleagues and sharing ideas.

The *NPWP* offers foundational, valuable approaches to teaching writing that are key to my teaching philosophy, essential to the success of students. The *NPWP* nurtured my identity as a teacher-learner, writer, and leader. I'm thankful for the financial support, joy-filled and challenging experiences, network of support, and the impact it's made in my classroom.

Empowering and supporting teacher development is one of the best things we can do for our teachers and for the students of North Dakota. On behalf of English educators and students across our state, I ask you to support the *Northern Plains Writing Project* and the *Red River Valley Project* endeavors.

Thank you for your time and consideration,

Candace Brannan
English Teacher
NPWP Teacher-Consultant

Distinguished Representatives,

I'm writing to you today as a concerned citizen of North Dakota to advocate for the continued funding of the Northern Plains Writing Project grant. I am currently a graduate student in Minot State University's Master of Education Program, as well as a full-time 9-12th grade English Language Arts teacher at the Dakota Boys and Girls Ranch in Minot.

I attended classes for the Northern Plains Writing Project in the summer of 2022 to increase my knowledge and improve my pedagogical practice when it came to teaching writing to my students, and I absolutely feel that my experience in the Northern Plains Writing Project was a worthwhile and valuable investment of my time and energy. I feel much more knowledgeable about the significance of writing and effective strategies on how to teach about it to my students. The funding provided to the Northern Plains Writing Project helped make it financially feasible for me to attend graduate school that summer. As a young educator just starting out in his career, the extra assistance incentivized me to continue my education, better myself as an educator, and be more thoughtful in my teaching strategies.

I hope future North Dakota teachers continue to get the same opportunity that I did with the Northern Plains Writing Project. I would strongly encourage the members of this committee to restore funding for the Northern Plains Writing Project in this bill.

Thank you for your time and consideration,

Logan Longtin
English Language Arts Teacher
Dakota Memorial School



**TESTIMONY ON SB 2013
HOUSE APPROPRIATIONS EDUCATION AND ENVIRONMENT DIVISION
March 10, 2023
By: Mary J. Soucie, State Librarian**

Chairman Nathe and Members of the House Appropriations Education and Environment Division,

For the record, my name is Mary Soucie, State Librarian for the North Dakota State Library (NDSL). I am here to provide additional information about our agency's 2023-25 appropriation request. This can be used in conjunction with the information that was provided to the full Senate Appropriations committee on March 1.

North Dakota Century Code

The North Dakota State Library operates under Chapter §54-24 *State Library Commission*. The major statutory requirements for our agency include improving library service to citizens by providing assistance to librarians, staff, and trustees; by encouraging the expansion of cooperation among libraries at the state and regional levels; to make library materials available to state employees and citizens that do not have adequate access to library service; compile statistics of all North Dakota public libraries; coordinate Interlibrary Loan (ILL) which is the loaning of materials to North Dakota libraries from within and outside the state; provide access to informational materials that supplement and support the needs of all libraries in the state, either by direct loan or through consultation; provide technical assistance, continuing education and training programs to and for library personnel; to distribute grants to libraries for the

purposes of developing or improving library services or programs and to provide services to the North Dakota Library Coordinating Council (NDLCC).

NDSL also operates under chapter §54-24.2 State Aid to Public Libraries. This chapter governs the disbursement of financial aid to public libraries. In order to be eligible to receive funds, public libraries must be established and operated in accordance with chapter §40-38. I've included chapter §54-24 for your reference in the binder materials on pages 1-3.

Organization's purpose

The mission of the North Dakota State Library is providing pathways to information and innovation for North Dakota libraries, state government and residents. Our three constituency groups are the North Dakota library community, state agencies and North Dakota citizens. Any North Dakotan can obtain a library card to access our materials and online resources.

Our guiding principles are to provide leadership to the library community; enhance the value of libraries; deliver access to and assistance with credible information sources; enrich the lives of the people we serve and foster a welcoming and inclusive environment for all.

Our agency goals are to expand statewide outreach opportunities; promote the value of North Dakota's libraries; maintain and promote awareness of technologies for libraries and patrons; advocate for and administer grant opportunities for libraries;

curate a well-developed collection that advances the State Library's mission; and to serve as one of the primary information resources for state government.

NDSL has 26.75 FTE. The agency has four divisions: Administrative and Fiscal Services, Library Services, Patron Services, and Technology Services.

- Administrative and Fiscal Services Division includes fiscal, human resources, marketing, and outreach for the agency. Our Marketing and Outreach Specialists provide services agency-wide as well as to the library community.
- Library Services Division provides direct support to the library community through the Library Development and Cataloging departments. In addition to cataloging materials for over twenty-five school and public libraries, our cataloging department also catalogs the physical items in the State Library's collection as well as providing cataloging services to eight state agencies.
- Patron Services Division provides direct service to library patrons. The Information Services Department provides InterLibrary Loan, Reference, Circulation, and Reader's Advisory; and the Talking Books department provides materials to patrons who are unable to read traditional physical books due to a visual or physical disability.
- Technology Services Division includes IT and Digital Initiatives. In addition to coordinating the agency's technology needs, we provide IT support to public libraries and patrons. Our Digital Initiatives Department oversees the digitization of historical state documents as well as provides support to libraries that have or are starting digitization programs.

Our organization chart and a one-page overview of our strategic plan are included in the binder materials on pages 8 and 9.

Audit:

We did not have any audit findings in our most recent audit.

Biennial accomplishments:

In February of 2020, the State Library implemented a new organizational structure. During the 2021-23 biennium, we have focused on refining and improving the structure and updating processes to create efficiencies and improve our services to our constituents.

- The State Library awarded 53 Library Vision grants totaling \$170,000. The State Library's Advisory Board, the North Dakota Library Coordinating Council (NDLCC), awards the grants. We also updated our grant templates and rubric.
 - Collection Development- 22
 - Local History- 11
 - Marketing Plan- 4
 - Library of Things- 16
- In March of 2023 we awarded \$67,013 in two categories:
 - Collection Development- 26
 - Laptop and Tablet- 8

- Reorganized Patron Services Division to provide better customer service by removing barriers and inefficiencies within department workflows and cross-training all staff so they have the flexibility to better support each other as daily workflows shift according to demand. The Patron Services Director is building working relationships with other state agencies and national organizations to ensure collaboration and provide leadership.
- We revised a vacant position to create a Grants Coordinator. This position is responsible for providing grant assistance to North Dakota libraries and assisting with NDSL federal and general grants. The position also serves as the Statewide Data Coordinator and oversees the Annual Public Libraries Survey, which all public libraries are required to complete in order to be eligible for State Aid.
- Our cataloging department eliminated a significant backlog of items. They also added 370 STEM, book club, outdoor, NASA and historical display kits to our Integrated Library System (ILS) from an external, separate product. This created efficiencies for both patrons and staff by having all library materials available in a single catalog.
- The IT Department provides outreach services to public libraries throughout the state. Through support, hands-on training, and technical assistance, our IT department assists library directors, staff, and boards in meeting the technology needs of the library and community. During the 2021-2023 biennium, the IT Department traveled 5149 miles statewide and visited 31 libraries.

- Digital Initiatives has uploaded over 800 items to NDSL's various collections on Digital Horizons, which is a regional digital library consortium committed to sharing the history and cultural heritage of the Northern Plains.
- NDSL's collections on Digital Horizons contain 4,800 items and have received over 1.5 million web hits this biennium. Digital Initiatives digitized over 650 items. Many of these items contain multiple pages, so these 650+ items contain over 8,000 pages.
- Utilizing ARPA dollars that the State Library received from IMLS, our agency has purchased ten book vending machines to place in counties throughout North Dakota that don't currently have countywide public library service. We have placed 3 of the machines in counties that have no public library; 4 have been placed in counties that have a city library or libraries, but there are residents within the county that don't have access to a local public library. The counties that we are partnering with include Burke, McHenry, Oliver, Sheridan, Sioux, Slope and Traill. We will place one machine in a grocery store in Grant County. We are exploring a partnership with North Dakota Parks and Rec to place the final two machines in state parks, expanding access to more North Dakota citizens. We are the first state to implement book vending machines on a statewide level.
- Our agency used additional ARPA dollars to create an e-book consortium for academic libraries. Eleven academic libraries have joined. We paid for the licensing fees for the first two years for each of the institutions as well as provided the funding for an "opening day collection" of materials. This consortium will help the academic libraries provide materials to meet the leisure reading needs of their students.

- The State Library, in partnership with the Online Dakota Information Network (ODIN), automated three public libraries and added them to the statewide consortium. The patrons of these libraries will be able to search the collection and place holds from any computer or device regardless of whether the library is open.
- We utilized ARPA dollars to pay one year of licensing fees for all North Dakota libraries for the Online Library Resources that are purchased jointly with Minnesota and South Dakota, allowing the libraries to utilize the funds normally spent on these resources at the local level.

Biennial challenges:

Our challenges during the last biennium are similar to those of other agencies.

- NDSL experienced a 42% turnover this biennium, which is much higher than in previous years
 - Loss of institutional knowledge
 - Hard to fill positions
 - Creation of new processes and efficiencies created due to long-term staff was both a challenge and accomplishment
- Supply chain issues
 - Library materials
 - Equipment

Base budget

Our budget for the 2021-23 biennium was \$10,362,864 and includes salaries and wages, grants to libraries, operating expenses and ARPA funding. Operating funds are used for online library resources, continuing education and technical support to libraries, library materials, equipment, and office supplies.

Our base budget for 2023-25 is \$8,196,136 as shown on page 10 in the binder. Fifty-one percent supports salaries, twenty-two percent supports operating, and twenty seven percent supports grants. Our requested budget for the 2023-25 biennium to the Senate was \$9,542,074 however, the Senate approved \$9,007,514. Page 11 of the binder shows a comparison between the base level, Senate and Agency request to the House of \$9,878,899 of which \$7,445,454 is general fund and \$2,433,445 is other funds. \$1,071,126 is to support ongoing funding and \$611,635 to support one-time funding.

The State Library has 26.75 FTE positions. The Senate approved increase salary for cost to continue, the increase in health insurance and a compensation package of 4%/4%. During the current biennium, the State Library has been analyzing our wages and we have learned that we are the lowest-paying state agency, which has impacted our ability to retain staff and fill vacant positions. NDSL has experienced a 46% turnover this last year; many of our positions had to be listed multiple times before we were able to fill them. Several candidates that declined extended offers or withdrew from the application process cited our pay rate as the factor. NDSL is respectfully requesting an

increase to fund our originally proposal for a salary and wage compensation package of \$591,040 general funds which would be a total increase for \$225,925 from the Senate. This amount is inclusive of \$180,000 in general funds for equity.

The Senate approved an increase in ongoing operating expense of total \$122,770 of which \$337,634 is general funds and (\$214,864) in federal. \$264,635 is to support the new Capitol space rent model, \$65,559 for travel to support to libraries, inflation of online resources and subscription services that directly support libraries, state agencies and patrons, \$7,440 for ND ITD rate increase and (\$214,864) for a base level funding change. Since I presented to the Senate NDSL has received updated information from our Federal Partner, the Institute of Museum and Library Services (IMLS), and are requesting an increase in federal authority of \$336,825 from the Senate version.

Our State Aid to Public Libraries and the Library Vision funds are pass-through grants that go directly to support library service and programs in the state. The State Aid for Public Libraries is \$1,737,582 in general fund for the biennium and the Library Vision grants are \$237,500 in general fund for the biennium.

The libraries use the funds to purchase materials, increase the type and number of programs and to add or improve technology, including equipment, software, and programs. The formula for State Aid to Public Libraries is in §54-24.2. The North Dakota Library Coordinating Council and the State Library create the Library Vision grant opportunities two to three times per year. We are requesting to keep the additional

\$50,000 in general funds as approved by the Senate for the Library Vision grants to be used specifically for tribal libraries.

The five tribal libraries are all located in community colleges. Four of them have been designated as the public library by the tribal nation. They are not eligible for State Aid since they do not meet the definition of a legally established library as outlined in §40-38. NDSL wants to support the tribal libraries in meeting the needs of their communities since they would classify as unserved. Serving the unserved is one of our agency priorities. We would include the tribal libraries in grant opportunities that are open to all publicly funded libraries, such as collection development grants as well as create grant opportunities that are unique to the tribal libraries based on discussions that we will have with them.

One-time funding

NDSL did not have any one-time state funding for the current biennium. NDSL did receive \$2.1M of ARPA funding from the IMLS, as mentioned earlier. The projects that the funding was used for are included as agency accomplishments on page 4. The State Library has four one-time funding requests for the 2023-35 biennium.

During the 2021-23 biennium NDSL did not meet the required maintenance of effort in Federal Fiscal year 21 as required by the LSTA Grants to State program. The Library Services and Technology Act (LSTA) Grants to States program from IMLS is our federal grant program. Primarily due to staff turnover and long period vacancies. NDSL submitted a waiver appeal but was denied. This resulted in NDSL receiving a reduction

of \$237,964 or 18.39% to our Grants to State distribution. We requested \$228,635 to the Senate for which they approved \$100,000 to replace the dollars we will lose from LSTA funding. NDSL would be grateful to receive an increase \$128,635 back to the original request. This funding would go towards continued library development programming and resources to assist libraries in meeting the needs of their community; continuing education and professional development opportunities for librarians, library staff and public library trustees; additional materials for the State Library's collections; and support for resource sharing.

NDSL is requesting to keep \$40,000 as approved by the Senate to be able to meet the statutorily required retirement liability. We do not currently have funds in our budget to meet the requirements when eligible employees retire.

NDSL is requesting to keep \$43,000 for technology equipment as approved by the Senate. Prior to 2020, we only had one staff that telecommuted in our IT department. Currently, all but four positions are telecommute-capable. We need to provide staff with the necessary technology to be able to telecommute. We are also requesting funds for FileNet so that we can transition our fiscal records from paper to digital to increase efficiencies and improve workflows.

Lastly, NDSL has also requested \$300,000 for extraordinary repairs to the State Library space in the Liberty Memorial Budget; the Senate approved \$150,000 for this request. We would be very grateful to have this line item fully funded as the dollars would be used to renovate the information desk and workspace to create space that is

more flexible and allows staff to work together more efficiently by allowing for cross-training and easier access to provide services to patrons and state employees that come into the building. We would remove bookshelves and add glass walls to create an emerging technologies lab for state agencies and North Dakota libraries to utilize. Additionally, we plan to replace the 40-year-old carpeting in the NDSL offices throughout the building and replace the blinds of the same age. A portion of the funding would be utilized to hire an architect to help us plan the construction. We will need to utilize Facilities Management to assist us with the renovation of the spaces. Existing staff will work with Facilities Management and the architect to execute the project. Pictures of the space are included in the binder materials on page 18.

Agency Collections

NDSL collects the fees listed below. The fees are deposited into our special funds.

- interlibrary loan replacement fees from borrowing libraries and patrons
- copier fees
- reimbursements for cataloging services
- professional development exchanges and reimbursements

NDSL anticipates collecting \$66,820 in 2023-25, which is \$20,439 less than the 2021-23 appropriations. NDSL previously received monies from the Grand Forks Air Force Base to purchase STEM Kits. We also collected fees for providing cataloging services to assist a public library with eliminating their backlog. We do not anticipate collecting fees for cataloging or additional STEM Kit monies in the next biennium.

Other sections

NDSL requests that language be added to our appropriation bill that would give us the authority to transfer funds from our salary to our operating funds without having to go before the Emergency Commission. We are not requesting to be able to transfer from our operating to our salaries. A significant portion of our Maintenance of Effort and Match for the Grants to State program is met through salaries. It would enable us to ensure that we can meet the Maintenance of Effort and Match requirements and avoid future federal funding reductions.

Other Bills and potential fiscal impact

SB2042:

The bill addresses several elements of the procurement process. The bill as amended would allow NDSL to use the same process to purchase all library materials, regardless of format. There is not an anticipated fiscal impact for this bill. The bill has had a hearing in the House Government and Veterans Affairs committee. No action has been taken at this time.

SB2050:

The State Library pre-filed SB2050. The changes requested are to clarify processes for local libraries, the State Library and the Library Coordinating Council. There is no anticipated fiscal impact for this bill.

Section 3 of SB2050 creates the ability for a public library to appeal the eligibility determination and allows NDSL to recalculate and include any payment differences to the next applicable grant payment. This should result in a net increase and decrease to eligible public libraries and therefore has no fiscal impact. Section 7 of SB2050 eliminates the eligibility requirement of a public library's maintenance of local effort as required by Chapter §54-24.2-02.2. Repealing §54-24.2-02.2 will increase the number of eligible public libraries who apply to receive state aid. State aid to public libraries is currently limited to the appropriation in SB2013 of \$1,737,582. This limitation currently holds an underfunding of \$269,633 if all public libraries were determined to be eligible to receive state aid. This bill has had a hearing before the House Government and Veterans Affairs committee and is scheduled for committee work on 03/17.

SB2360:

This bill is relating to required safety practices and technology measures. Section 5 of the bill requires a school district, state agency, public library or university that provides digital or online library database resources (aka Online Library Resources or OLRs) to verify that the resources comply with safety measures that prohibit and prevent access to materials that constitute child sexual abuse material, an obscene performance, or pornography.

The potential fiscal impact would be a restriction of the OLRs that the State Library is able to subscribe to. The ability to access our OLRs varies depending on if they were purchased individually by NDSL or in cooperation with Minnesota and South

Dakota. The ones purchased individually by NDSL are available to anyone with a library card from NDSL or an ND public library. The exception to this would be Ancestry and Encyclopedia Britannica which are available to all libraries. The ones that are purchased in collaboration with the other two states are open to patrons of libraries that participate in the purchase through a small fee that is based on the number of students in the high school, per capita for the public libraries and FTE for academic libraries.

SB2123 was combined with SB2360. This bill redefines obscenity. The definition of a public library describes how NDSL operates for the citizens of ND. If the bill passes as it is currently written, NDSL would need 71 temporary staff to review the fiction portion of our collection, which is just under 1/3 of our physical collection. NDSL would need an additional 35 temporary employees to review the e-book collection. We belong to a consortium with 60 public libraries so the public libraries will not need additional staff to review the e-book collection. The local public libraries will need an additional 224 employees to review their collections.

HCR3025:

There were two bills introduced at the beginning of the session to move the Judicial Branch into the Liberty Memorial Building. Neither of those bills passed. HCR3025 is a study to determine if the Liberty Memorial Building should be renovated and added on to for the purposes of moving the Judicial Branch into the building or if a new Supreme Court should be constructed. NDSL has requested an amendment to include the agencies that are currently located in the Liberty Memorial Building as part

of the study. The House Judicial committee has included that amendment. The bill received a Do Pass recommendation from the committee. There is no fiscal impact of the study.

Federal State Fiscal Recovery Funding

NDSL did not have any federal state fiscal recovery funds appropriated to us. We received \$2.1M in ARPA funding as previously outlined in my testimony directly from the Institute of Museum and Library Services. Those funds had to be expended by the end of February.

2023-25 Federal Funding

NDSL anticipates receiving Library Services and Technology Act funding of \$2,366,625 from IMLS. \$607,598 will be spent on salary and wages, \$1,500,581 will be spent on operating expenses, and \$258,446 will be spent on grants.

The purposes and priorities outlined in the Library Services and Technology Act are reflected in the Five-Year Plans submitted by each State Library Administrative Agency and in the over 1,500 annual projects that are supported through the Grants to States program.

NDSL evaluated the 2018-22 plan and developed the 2023-27 plan in 2022. Virtual and in-person focus groups were held to solicit input from the library community on the success of the last plan and the goals for the new plan. NDSL has three goals in the 2023 -27 Five-year plan.

1. Information Access
2. Institutional Capacity
3. Lifelong Learning

More information on the purpose of LSTA and the Grants to States program is included in the binder on pages 4 and 5.

Chairman Nathe and members of the committee, this concludes my testimony. Thank you for your time and your support of North Dakota libraries, including the State Library. I would be happy to answer any questions the committee has.

House Appropriations- Education and Environment Division Public Hearing

March 9, 2023

Mr. Chairman Nathe and members of the House Appropriations - Education and Environment Division, my name is Sharon Espeland and I am testifying as a private citizen who is committed to civic education. Thank you for your time and attention today. Currently, I am an assistant principal at Century High School in Bismarck. I also have served as the ND State Coordinator for the We The People program. Prior to assuming both roles, I was a social studies teacher, and I used this program in my government and Advanced Placement Government classes.

I am in favor of this bill and asking for \$200,000 per biennium to expand the We The People program to more schools, offer more professional development options, pay for more out-of-state training opportunities, offer mentoring specific to the program, and provide materials for students and teachers.

Purpose of We The People:

Students become more knowledgeable and engaged citizens. The intent is to expand civic education throughout the state of North Dakota by providing research based professional development to teachers and providing textbooks and supplemental materials that promote critical thinking, collaboration, and communication. A culminating project could be for students to participate in a simulated congressional hearing either in their classroom, community, or at the state competition.

The We the People: The Citizen and the Constitution Program promotes civic competence and responsibility among the nation's upper elementary and secondary students. It is a program that provides a working knowledge of the U.S. Constitution and Bill of Rights. The We the People print textbooks' and enhanced ebooks' interactive strategies, relevant content and the simulated congressional hearing make teaching and learning exciting for both students and teachers. The We the People curriculum is an innovative course of instruction on the history and principles of the United States constitutional democratic republic. The program enjoys active support from state bar associations and foundations, and other educational, professional, business, and community organizations across the nation. Since its inception in 1987, more than 30 million students and 75,000 educators have participated in the We the People program. ND has 6-8 competing schools with 160+ students. Many more schools and students participate in non-competitive hearings.

Key Points:

- The program provides a limited number of sets of instructional materials. The text encourages students to think and support their answers with constitutional application, historic and contemporary examples, Supreme Court cases, logic, and reasoning – it does not tell them what to think.
- The simulated congressional hearing activity involves every student in the class, not just the academic stars. It works with advanced students, students in poverty, urban and rural schools.

- The We The People program meets all of the criteria of 21st C. skills, Project Based Learning Components, but most importantly it produces thoughtful and engaged citizens.
- There is strong evidence of the program's success through positive program evaluation since 1987. A research team from Georgetown University has conducted independent studies of We the People that have been confirmed by the U.S. Department of Education's What Works Clearinghouse, which includes the highest standards for research scholarship. The team found 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, (2) political attentiveness, (3) civic duty, (4) community involvement, (5) commitment to government service, and (6) the norms of political efficacy and political tolerance. Additional information and studies can be found at <https://www.civiced.org/research/wtp-research>.

Again, thank you for your time and attention today. My hope is that you will continue your support of The We The People program. It will continue to develop young men and women who are more likely to be civically minded, committed to public service, and engaged in their communities.

WE THE PEOPLE: THE CITIZEN & THE CONSTITUTION



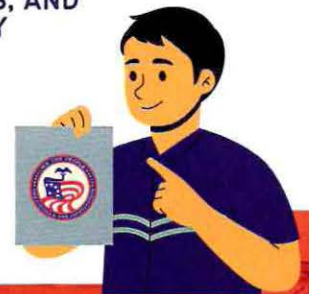
STRUCTURE OF THE TEXT

6 UNITS – ALIGN WITH NORTH DAKOTA STATE STANDARDS

- WHAT ARE THE HISTORICAL AND PHILOSOPHICAL FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM
- HOW DID THE FRAMERS CREATE THE CONSTITUTION?
- HOW HAS THE CONSTITUTION BEEN CHANGED TO FURTHER THE IDEALS CONTAINED IN THE DECLARATION OF INDEPENDENCE?
- HOW HAVE THE VALUES AND PRINCIPLES EMBODIED IN THE CONSTITUTION SHAPED AMERICAN INSTITUTIONS AND PRACTICES?
- WHAT RIGHTS DOES THE BILL OF RIGHTS PROTECT?
- WHAT CHALLENGES MIGHT FACE AMERICAN CONSTITUTIONAL DEMOCRACY IN THE TWENTY-FIRST CENTURY?

STUDIES SHOW THAT "WE THE PEOPLE" STUDENTS ARE 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
- 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



SIMULATED CONGRESSIONAL HEARING

STUDENTS PARTICIPATE IN A SIMULATED CONGRESSIONAL HEARING, WHERE THEY "TESTIFY" BEFORE A PANEL OF JUDGES. STUDENTS ACTING AS MEMBERS OF CONGRESS DEMONSTRATE THEIR KNOWLEDGE AND UNDERSTANDING OF CONSTITUTIONAL PRINCIPLES AND HAVE OPPORTUNITIES TO EVALUATE, TAKE, AND DEFEND POSITIONS ON RELEVANT HISTORICAL AND CONTEMPORARY ISSUES. THIS PROVIDES TEACHERS WITH AN EXCELLENT MEANS OF ASSESSING STUDENT LEARNING. THE ENTIRE CLASS, WORKING IN COOPERATIVE TEAMS, PREPARES AND PRESENTS FOUR-MINUTE STATEMENTS BEFORE A PANEL OF COMMUNITY REPRESENTATIVES ACTING AS A CONGRESSIONAL COMMITTEE. STUDENTS THEN ANSWER FOLLOW-UP QUESTIONS POSED BY THE COMMITTEE MEMBERS. TEACHERS MAY ENGAGE THEIR STUDENTS IN A NONCOMPETITIVE SIMULATED CONGRESSIONAL HEARING IN THEIR CLASSROOM OR A COMPETITIVE HEARING HOSTED BY HUMANITIES NORTH DAKOTA IN BISMARCK.

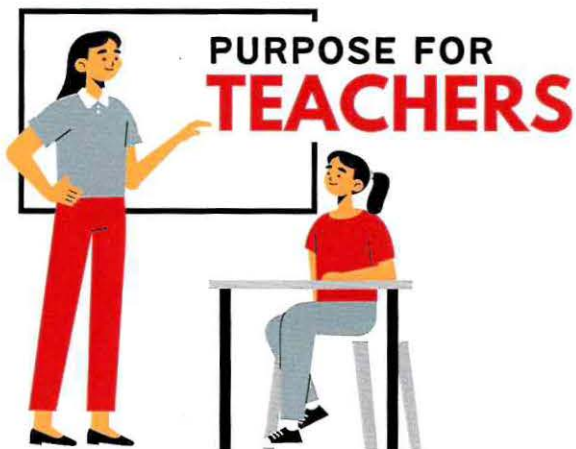
HOW DO WE SPEND THE MONEY?

HUMANITIES NORTH DAKOTA (HND) SUPPORTS CLASSROOM TEACHERS BY PROVIDING FREE PROFESSIONAL DEVELOPMENT TAUGHT BY CONSTITUTIONAL SCHOLARS FROM AROUND THE COUNTRY ALONGSIDE LOCAL GOVERNMENT OFFICIALS. WE ALSO PROVIDE FREE WE THE PEOPLE TEXTBOOKS, POCKET CONSTITUTIONS, AND OTHER RESOURCE MATERIALS. TEACHERS HAVE ACCESS TO ONGOING PROFESSIONAL DEVELOPMENT THROUGHOUT THE SCHOOL YEAR PROVIDED BY OUR WE THE PEOPLE MENTOR TEACHERS. IN ADDITION, HND SPONSORS THE "WE THE PEOPLE" STATE COMPETITION, WHERE HIGH SCHOOL STUDENTS COMPETE TO SHOWCASE THEIR WORKING KNOWLEDGE OF THE CONSTITUTION. THE WINNING STATE TEAM ADVANCES TO NATIONALS IN WASHINGTON, DC, AND WE HELP SUBSIDIZE THEIR TRAVEL.

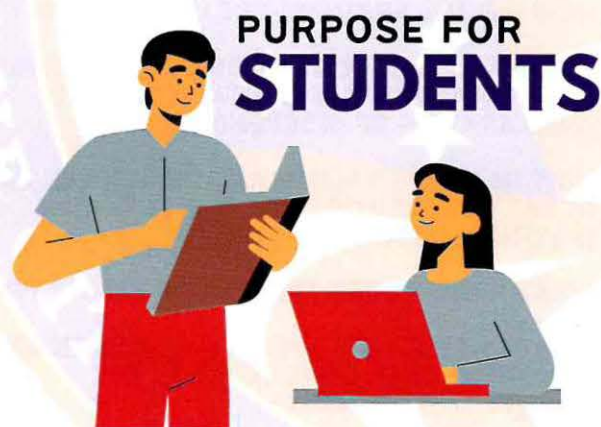
47 TEACHERS HAVE RECEIVED ONGOING TRAINING AND ARE CURRENTLY TEACHING "WE THE PEOPLE" IN THEIR CLASSROOMS

100 OUR GOAL IS TO TRAIN 100 TEACHERS ACROSS NORTH DAKOTA AND EQUIP THEM WITH TEXTBOOKS BY THE 250TH ANNIVERSARY OF THE DECLARATION OF INDEPENDENCE IN 2026

270 STUDENTS ATTENDED THE 2023 "WE THE PEOPLE" STATE COMPETITION



- PROVIDE PROFESSIONAL DEVELOPMENT FOR THE IMPROVEMENT OF TEACHING CIVICS AND GOVERNMENT IN OUR NATION'S SCHOOLS
- ENHANCE THE KNOWLEDGE AND SKILLS REQUIRED OF TEACHERS TO PROMOTE STUDENTS' ATTAINMENT OF COMPETENCY IN CIVIC EDUCATION
- INCREASE TEACHER AND STUDENT ACCESS TO THE WE THE PEOPLE CURRICULUM THROUGHOUT THE STATE OF NORTH DAKOTA
- PROVIDE TEXTBOOKS AND SUPPLEMENTAL MATERIALS THAT PROMOTE CRITICAL THINKING, COLLABORATION, AND COMMUNICATION.



- AN INCREASED UNDERSTANDING OF THE INSTITUTIONS OF AMERICAN CONSTITUTIONAL DEMOCRACY AND THE FUNDAMENTAL PRINCIPLES AND VALUES UPON WHICH THEY ARE FOUNDED
- THE SKILLS NECESSARY TO PARTICIPATE AS EFFECTIVE AND RESPONSIBLE CITIZENS
- THE WILLINGNESS TO USE DEMOCRATIC PROCEDURES FOR MAKING DECISIONS AND MANAGING CONFLICT

North Dakota We the People High School Civics Education

Potential Growth



We The People: The Citizen and the Constitution is a comprehensive instructional program to help students understand the history and principles of our constitutional government. The program focuses on the US Constitution and the Bill of Rights and fosters civic competence and responsibility among high school students.

Request for expanded funding to achieve these goals:

- Mediate the effects of high teacher turnover rates by training new teachers with highly effective skills to implement in their classrooms. It costs roughly \$3,000 annually to train, equip, and provide ongoing support for each teacher to participate effectively in the We the People program. Our goal is to train an additional 20 teachers each year. This will cost an additional \$60,000 per year.
- Sustain and support teachers currently teaching the We the People curriculum by maintaining our high level of support and offering them expanded training opportunities to attend teacher institutes outside the state so they can bring back their knowledge to our cohort. This will cost an additional \$12,000 per year.
- Expand ongoing support services for teachers through ongoing training throughout the year partnering new teachers with experienced mentor teachers. It will cost \$12,500 to pair our 20 new teachers with five mentor teachers.

Note: In addition to seeking increased state funding, Humanities North Dakota is also actively fundraising to expand the We the People program through corporate, foundation, and individual support.



North Dakota State Library

House Appropriations Education and Environment Division

March 10, 2023

CHAPTER 54-24 STATE LIBRARY COMMISSION

54-24-01. State library - State librarian appointed by the superintendent of public instruction.

The superintendent of public instruction shall appoint an executive officer to be known as the state librarian, who shall report to the superintendent and must receive a salary within the amount appropriated for salaries by the legislative assembly. The state librarian shall control the work and is the director of the state library. The position of state librarian is included in the classified service, as provided in section 54-44.3-20. The state library is an autonomous agency and retains a budget and staff separate from that of the superintendent of public instruction.

54-24-02. Library offices.

The state library must be furnished with adequate office room, with such suitable quarters as may be necessary for the proper shelving of its library materials.

54-24-03. Powers and duties of state librarian.

The state librarian shall:

1. Make rules for the operation of the state library.
2. Provide and care for all books and library materials in all collections of the state library and work to focus the collections.
3. Employ qualified library personnel to care for all library procedures.
4. Make library materials available to libraries throughout the state, to individuals connected with departments of state, and to citizens of North Dakota who do not have adequate library facilities, under the rules of the state library.
5. Work to improve library services to citizens by providing assistance to librarians and library trustees and staff and by encouraging the extension of networking and regional and statewide cooperation among libraries.
6. Coordinate the efforts of librarianship throughout the state, advising and assisting the extension of qualified public libraries into centers of county or multicounty libraries.
7. Compile statistics on all North Dakota public libraries and their services and their larger counterparts of county and multicounty libraries, regional library cooperatives, and multitype library authorities. Make a full biennial report to the superintendent of public instruction and the governor of the work done at the state library. The state librarian may not require a private sector library to submit information relating to the provisions of this subsection.
8. Collect, maintain, and make available informational materials that supplement and support the needs of all libraries in the state, either by direct loan or by consultation, and that form a reference source for the officers of the state in performing their duties.

9. Assist libraries in developing local standards and guidelines defining the basic level of service that they will provide.
10. Conduct, or have conducted, research into the conditions of library service in the state and produce written plans for the development and betterment of that service.
11. Promote and assist in the development of regional library cooperatives, including multitype library authorities.
12. Establish levels of certification for libraries of the state that meet the standards recommended by the American library association and the North Dakota library association.
13. Promote and assist libraries in this state in developing and maintaining a computerized, comprehensive, bibliographic statewide database for storing bibliographic records of libraries which allows residents unmediated, seamless, direct access to library catalogs with a common interface and a common set of commands and the ability to search the library collections of the entire state at one time or only the collections of the local library, regional libraries, or select group of libraries.
14. Coordinate interlibrary loan activities throughout this state.
15. Arrange for continuing education and training programs for library personnel.
16. Provide technical assistance and counsel to library personnel.
17. Distribute grants to libraries within the limits of legislative appropriations for the purpose of developing or improving library services or programs.
18. Provide staff services to the North Dakota library coordinating council.

54-24-03.1. Acceptance of federal aid.

The state library is hereby authorized to accept and to expend in accordance with the terms thereof any grant of federal funds which may become available to the state for library purposes. For the purpose of qualifying to receive such grants, the state library is authorized to make such applications and reports as may be required by the federal government as a condition thereto.

54-24-03.2. State library operating fund.

The state library's operating fund is a special fund in the state treasury. All moneys received for book replacement, cataloging services, and other miscellaneous library services must be deposited in this fund. Moneys in the fund are to be used pursuant to legislative appropriation for provision of services under this chapter.

54-24-08. Library contracts for library services.

The state library is hereby authorized and empowered to cooperate with, and to contract with, cities, governmental subdivisions, and agencies of the state of North Dakota and other states of the United States, in the extension of library services.

54-24-09. Distribution of certain state publications for certain libraries required.

The office of management and budget shall arrange to deposit with the state library eight copies of all publications issued by all executive, legislative, and judicial agencies of state government intended for general public distribution. These publications must be provided to the state library without charge. If expense and limited supply of state publications, particularly audiovisual items, make compliance with the depository requirement impossible, the state library shall accept as many copies as an agency can afford to provide. However, each agency shall provide no less than two copies to the state library. State publications refer to any informational materials regardless of format, method of reproduction, or source, originating in or produced with the imprint of, by the authority of, or at the total or partial expense of, any state agency. The definition incorporates those publications that may or may not be financed by state funds but are released by private bodies such as research and consultant firms under contract with or supervision of any state agency. In circumstances not directly involving the office of management and budget, a state agency shall comply with the depository requirement by arranging with the necessary parties for the printing and deposit of eight copies of any state publication issued. State publications are specifically defined as public documents appearing as reports, directories, statistical compendiums, bibliographies, laws or bills, rules, regulations, newsletters, bulletins, state plans, brochures, periodicals, committee minutes, transcripts of public hearings, other printed matter, audiotapes, videotapes, films, filmstrips, or slides, but not Page No. 2 those administrative or training materials used only within the issuing agency. As the document acquisition and distribution agency, the state library shall retain for its document collection two copies of every state document received and transmit the remaining copies to the depository libraries. These are the libraries of the state historical society, the university of North Dakota, North Dakota state university, library of Congress, and two others to be designated by the state library. All nondepository North Dakota libraries may receive state documents under an optional selection program developed by the state library. The state library shall catalog state publications and arrange for their conversion to microfilm or to optical disk storage prescribed by the state records administrator and shall make available for distribution the same to the designated depository libraries.

Purpose of LSTA (20 U.S.C. § 9121)

1. Enhance coordination among Federal programs that relate to library, education, and information services;
2. Promote continuous improvement in library services in all types of libraries in order to better serve the people of the United States;
3. Facilitate access to resources in all types of libraries for the purpose of cultivating an educated and informed citizenry;
4. Encourage resource sharing among all types of libraries for the purpose of achieving economical and efficient delivery of library services to the public;
5. Promote literacy, education, and lifelong learning, including by building learning partnerships with school libraries in our Nation's schools, including tribal schools, and developing resources, capabilities, and programs in support of State, tribal, and local efforts to offer a well-rounded educational experience to all students;
6. Enable libraries to develop services that meet the needs of communities throughout the Nation, including people of diverse geographic, cultural, and socioeconomic backgrounds, individuals with disabilities, residents of rural and urban areas, Native Americans, military families, veterans, and caregivers;
7. Enable libraries to serve as anchor institutions to support community revitalization through enhancing and expanding the services and resources provided by libraries, including those services and resources relating to workforce development, economic and business development, critical thinking skills, health information, digital literacy skills, financial literacy and other types of literacy skills, and new and emerging technology;
8. Enhance the skills of the current library workforce and recruit future professionals, including those from diverse and underrepresented backgrounds, to the field of library and information services;
9. Ensure the preservation of knowledge and library collections in all formats and enable libraries to serve their communities during disasters;
10. Enhance the role of libraries within the information infrastructure of the United States in order to support research, education, and innovation;
11. Promote library services that provide users with access to information through national, State, local, regional, and international collaborations and networks; and
12. Encourage, support, and disseminate model programs of library and museum collaboration.

Grants to States (20 U.S.C. § 9141)

1. Expand services for learning and access to information and educational resources in a variety of formats (including new and emerging technology), in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, economic and business development, health information, critical thinking skills, digital literacy skills, and financial literacy and other types of literacy skills;
2. Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities, as described in 20 U.S.C. § 9134(b)(6), for the purpose of improving the quality of and access to library and information services;
3.
 - (A) Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services; and
 - (B) Enhance efforts to recruit future professionals, including those from diverse and underrepresented backgrounds, to the field of library and information services;
4. Develop public and private partnerships with other agencies, tribes, and community-based organizations;
5. Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills;
6. Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 9902(2) of title 42) applicable to a family of the size involved;
7. Develop library services that provide all users access to information through local, State, regional, national, and international collaborations and networks; and
8. Carry out other activities consistent with the purposes set forth in 20 U.S.C. § 9121, as described in the State library administrative agency's plan.



NORTH DAKOTA STATE LIBRARY

WHO WE ARE

26.75

Full-time Team Members

WHAT WE'RE ABOUT

Mission: Providing pathways to information and innovation for North Dakota libraries, state government and residents.

Guiding Principles: Provide leadership to the library community; enhance the value of libraries; deliver access to and assistance with credible information sources; enrich the lives of the people we serve; foster a welcoming and inclusive environment for all.

WHO WE SERVE

Librarians

We serve the libraries of North Dakota

- 84 Public
- 433 K-12 Schools
- 19 Academic
- Tribal, & Private Colleges
- 11 Special Libraries.



State Employees

We serve state employees and state agencies with :

- reference needs
- reading materials
- Cataloging
- digitization.



Residents

We serve all residents of North Dakota with a focus on those whose communities are not served by a public library.

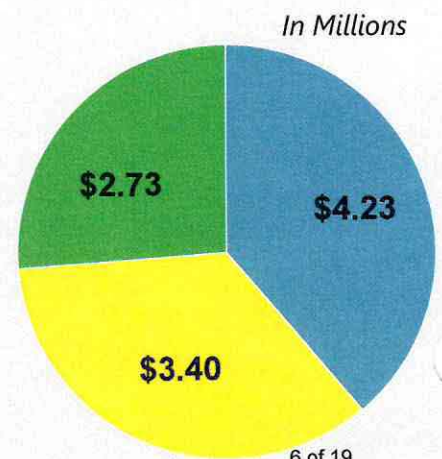


HOW WE DO IT

2021-23 Agency Budget : \$10,362,864

- **General : \$5,831,721**
- **Federal : \$4,443,884**
- **Special: \$87,259**

- Salary
- Operating
- Grants



NORTH DAKOTA STATE LIBRARY

WHAT WE'RE PROUD OF

Book Vending Machines

Partnered with communities to place ten book vending machines in unserved and underserved counties in January 2023. We are the first state to provide machines statewide.

Talking Books

Served 933 Talking Books Patrons, ages 8-100+, by checking out 62,130 digital audio on 15,095 cartridges; 2,271 locally-recorded North Dakota-related books; 1,626 audio magazines; and 36 digital Braille books.

62,130

Digital audio books checked out to Talking Book patrons

505

Items uploaded to Digital Horizons in 2022

9,176

Physical items checked out in 2022

298,543

E-materials checked out in 2022

WHAT WE DO



Material Access

Provide access to materials and resources to meet informational and recreational reading needs



Library Support

Provide support to the library community through consulting services, professional development, and technology support



Resource Sharing

Coordinate resource sharing statewide through Interlibrary Loan, online library resources (OLRs), and e-materials



State Aid and Grants

Administer State Aid for Public Libraries and Library Vision grant programs



Document Access

Provide access to documents created by state agencies in physical and electronic formats



STEM and Book Club Kits

Promote lifelong learning by providing STEM, Fairy Tale, Outdoor, and Book Club Kits

HOW WE MEASURE SUCCESS

Contacts

We measure the number of contacts with the library community from library patrons in-person and via e-mail, phone calls, and virtually.

Return on Investment

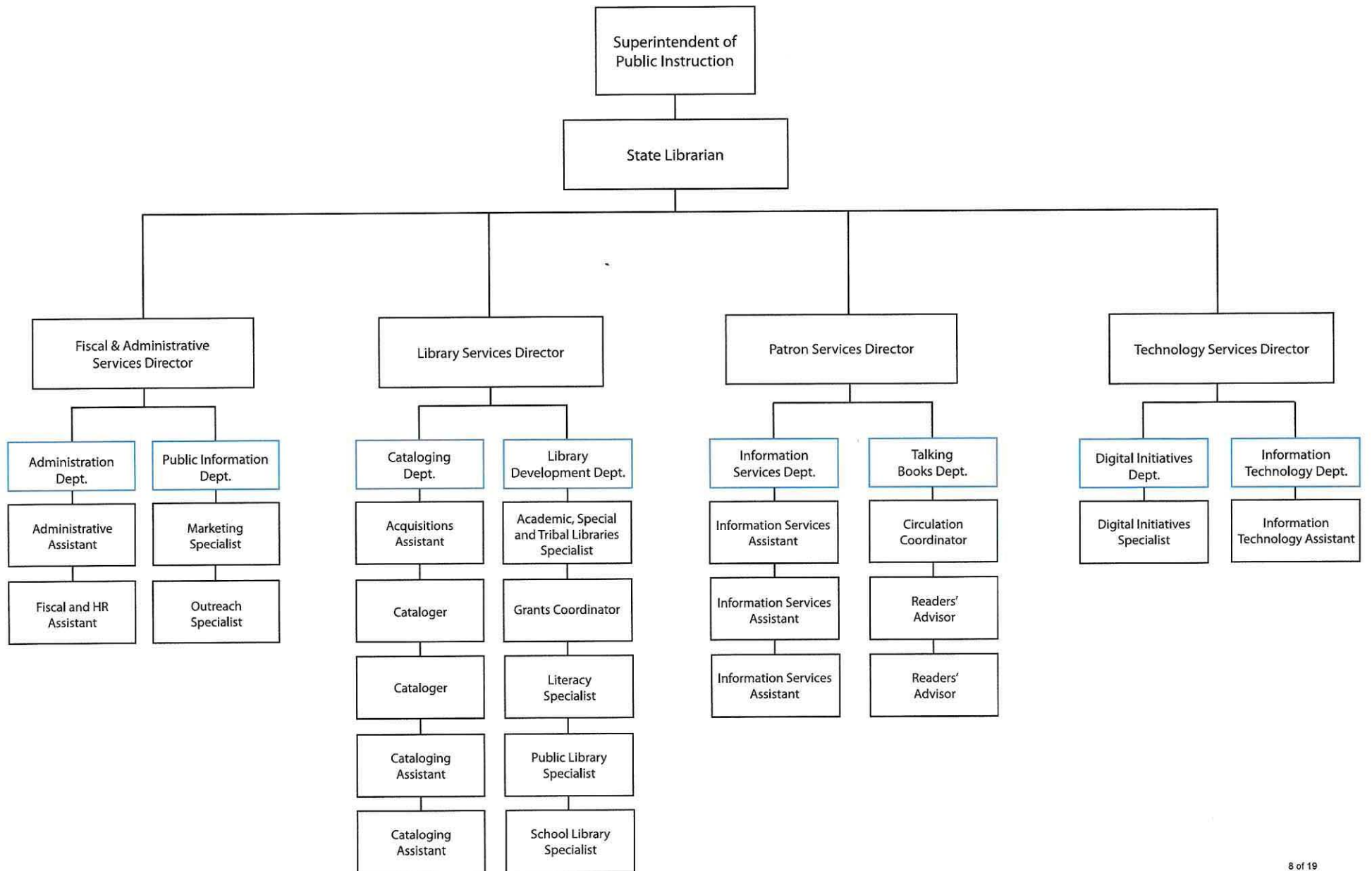
We compute the annual ROI for our OLRs as well as the dollars saved through coordinated purchases.

Items Cataloged

We measure the number of items that we catalog for NDSL, local libraries, and state agencies.

Circulation

We measure the circulation of our collection – physical items, e-materials, and the OLRs.

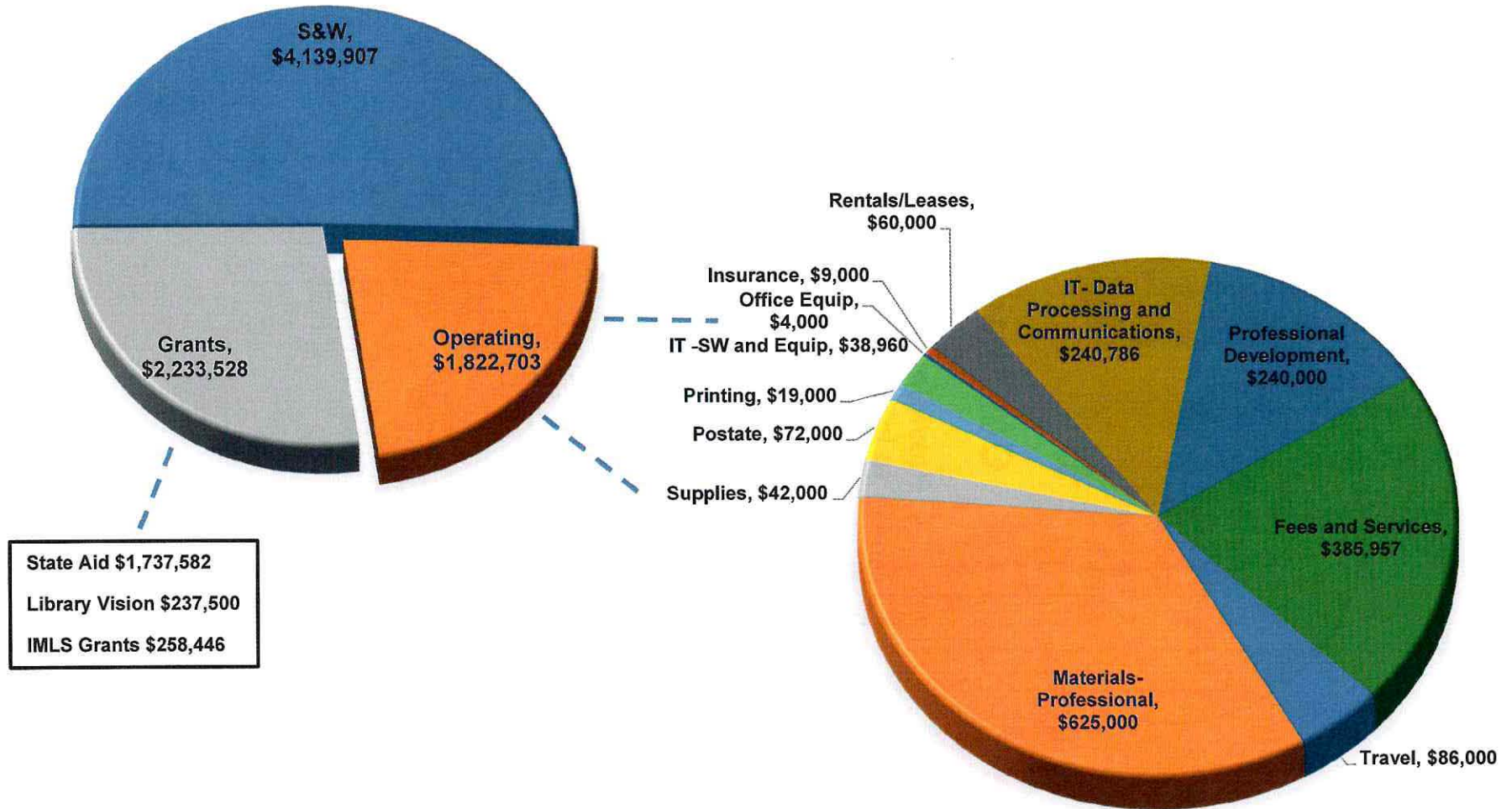


Strategic Plan 2021-2024

North Dakota State Library



23-25 Base Budget \$8,196,138

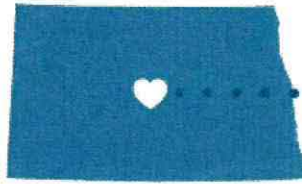


State Library 2023-25 Agency Budget Request to House

	2021-23 Biennium Appropriations	2023-25 Base Budget	2023- 25 Senate	2023-25 Agency Request to House
Salary and Wages	4,226,576.00	4,139,907.00	4,485,513.00	4,741,438.00
Operating	3,402,760.00	1,822,703.00	2,238,473.00	2,853,933.00
Grants	2,733,528.00	2,233,528.00	2,283,528.00	2,283,528.00
Total	10,362,864.00	8,196,138.00	9,007,514.00	9,878,899.00
General	5,831,721.00	5,831,721.00	6,864,507.00	7,445,454.00
Federal	4,443,884.00	2,277,158.00	2,076,187.00	2,366,625.00
Other	87,259.00	87,259.00	66,820.00	66,820.00
Total	10,362,864.00	8,196,138.00	9,007,514.00	9,878,899.00
FTE	26.75	26.75	26.75	26.75

	Senate Version				Agency Request to House				Difference		
	FTE	General Fund	Other Funds	Total Funds	FTE	General Fund	Other Funds	Total Funds	General Fund	Other Funds	Total Funds
23-25 Base Level	26.75	5,831,721.00	2,364,417.00	8,196,138.00	26.75	5,831,721.00	2,364,417.00	8,196,138.00	-	-	-
Salary and Wages											
Cost to continue salary increase		23,424.00	4,809.00	28,233.00		23,424.00	4,809.00	28,233.00	-	-	-
Adjustments to Base Salary			(57,742.00)	(57,742.00)			(57,742.00)	(57,742.00)	-	-	-
Salary Increase 0.84		162,432.00	30,600.00	193,032.00		452,152.00	-	452,152.00	289,720.00	(30,600.00)	259,120.00
Health Insurance increase 0.89		126,296.00	15,787.00	142,083.00		138,888.00	-	138,888.00	12,592.00	(15,787.00)	(3,195.00)
Operating											
Adjustments to Base Operating			(214,864.00)	(214,864.00)			121,961.00	121,961.00	-	336,825.00	336,825.00
IT rate increase		7,440.00		7,440.00		7,440.00		7,440.00	-	-	-
Increase in operating		65,559.00		65,559.00		65,559.00		65,559.00	-	-	-
OMB rent Model		264,635.00		264,635.00		264,635.00		264,635.00	-	-	-
Grants											
LV Grants - Tribal		50,000.00		50,000.00		50,000.00		50,000.00	-	-	-
Total Ongoing	-	699,786.00	(221,410.00)	478,376.00	-	1,002,098.00	69,028.00	1,071,126.00	302,312.00	290,438.00	592,750.00
Salary and Wages											
Retirement Payouts		40,000.00		40,000.00		40,000.00		40,000.00	-	-	-
Operating											
One-Time Funding MOE Reduction		100,000.00		100,000.00		228,635.00		228,635.00	128,635.00	-	128,635.00
IT		43,000.00		43,000.00		43,000.00		43,000.00	-	-	-
Extraordinary Repairs											
Building Renovations		150,000.00		150,000.00		300,000.00		300,000.00	150,000.00	-	150,000.00
Total One-Time	-	333,000.00	-	333,000.00	-	611,635.00	-	611,635.00	278,635.00	-	278,635.00
Total Budget Changes	-	1,032,786.00	(221,410.00)	811,376.00	-	1,613,733.00	69,028.00	1,682,761.00	580,947.00	290,438.00	871,385.00
2023-25 Total Budget	26.75	6,864,507.00	2,143,007.00	9,007,514.00	26.75	7,445,454.00	2,433,445.00	9,878,899.00	580,947.00	290,438.00	871,385.00

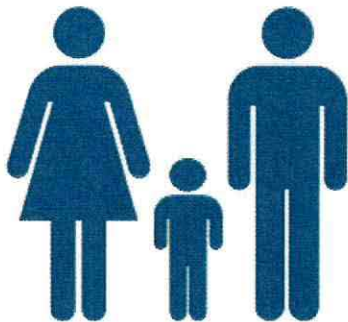
NORTH DAKOTA PUBLIC LIBRARIES BY THE NUMBERS



777,934
NORTH DAKOTA
POPULATION

246,085

REGISTERED PATRONS



1 IN 3 ND CITIZENS
HAS A LIBRARY CARD

Visits to North Dakota Libraries (2021)

1,190,794

Attendance At All Vikings Games (2021)

1,118,294

Visitors to Theodore Roosevelt National Park (2021)

796,085

Attendance At The Sturgis Motorcycle Rally (2021)

525,768

Attendance At All NDSU Football Games (2021)

215,647

179,467

USES OF PUBLIC
COMPUTERS



1,663,412

WIRELESS (WI-FI) SESSIONS

194,443

LIBRARY PROGRAM
ATTENDEES

\$28.41

AVERAGE COST TO
TAXPAYERS

\$0.91

MATERIALS
EXPENDITURES PER
CIRCULATION

2,920,286

TOTAL NUMBER OF
CIRCULATIONS



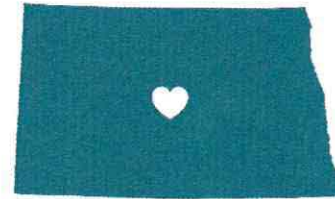
THAT'S ALMOST 4
CIRCULATIONS
PER RESIDENT

720,916

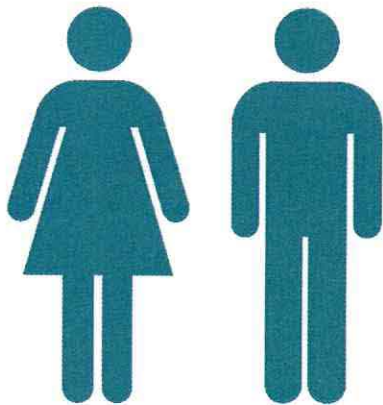
TOTAL NUMBER OF
ELECTRONIC MATERIALS
CIRCULATION

STATISTICS WERE PULLED FROM THE NORTH DAKOTA PUBLIC LIBRARY 2021 ANNUAL REPORT

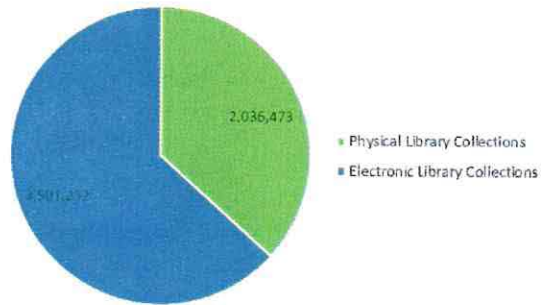
NORTH DAKOTA ACADEMIC LIBRARIES BY THE NUMBERS



201.41
LIBRARY FTE STAFF



5,537,705
TOTAL LIBRARY COLLECTIONS



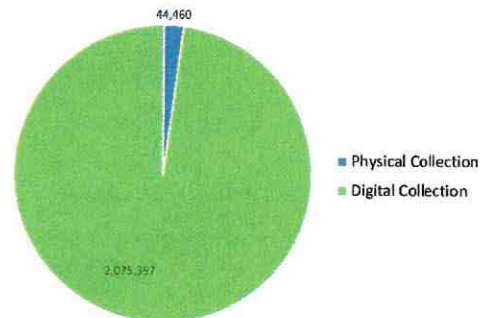
15,780
INTERLIBRARY LOANS AND
DOCUMENTS PROVIDED TO
OTHER LIBRARIES



23,523

INTERLIBRARY LOANS AND
DOCUMENTS RECEIVED FROM
OTHER LIBRARIES

2,119,857
TOTAL LIBRARY CIRCULATIONS



STATISTICS WERE PULLED FROM THE 2021 INTEGRATED POSTSECONDARY EDUCATION DATA SYSTEM (IPEDS)



Center, ND



Bismarck, ND



McClusky, ND

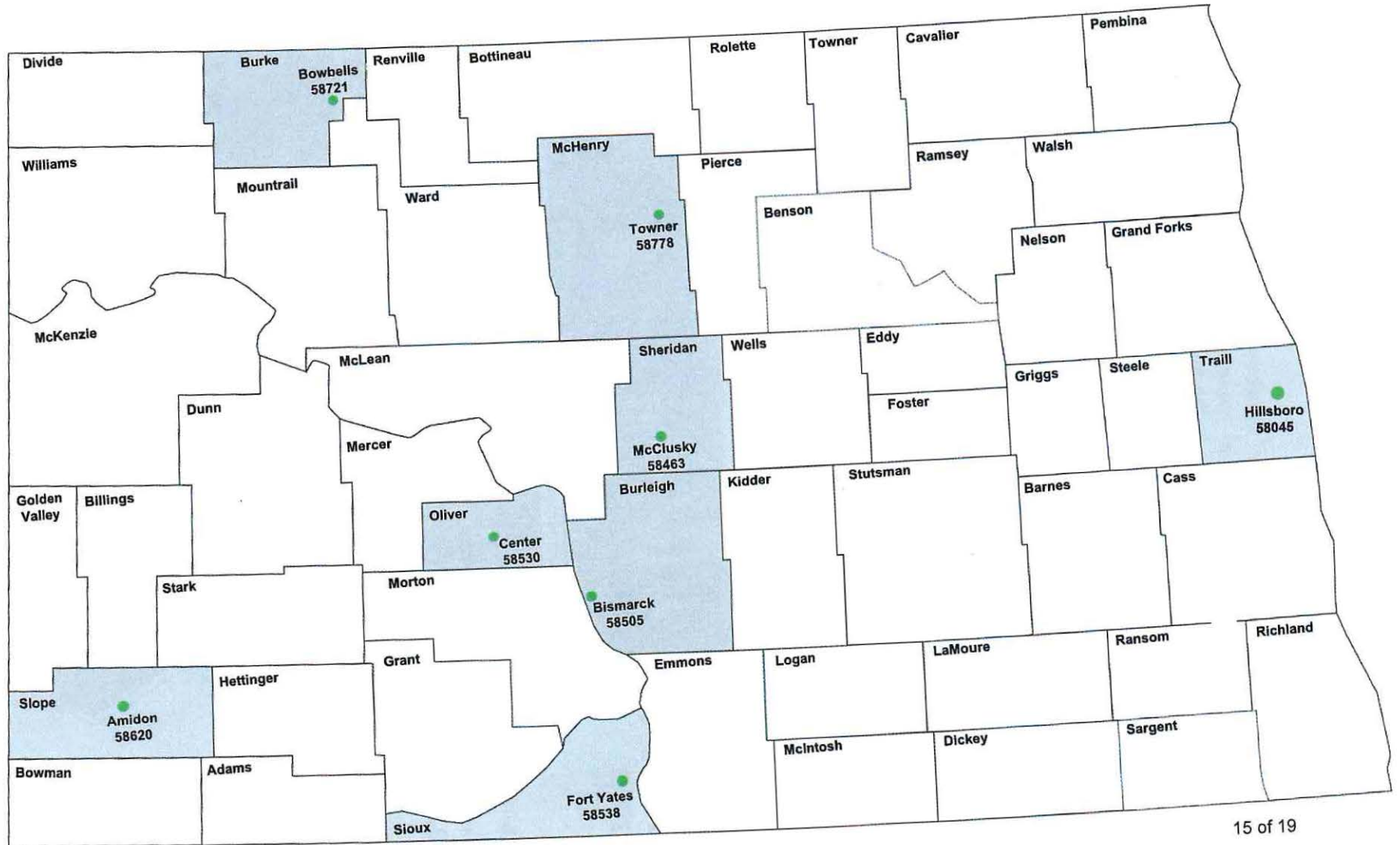


Amidon, ND



Fort Yates, ND

Book Vending Machine Locations





North Dakota State Library Library Services & Technology Act

Federal funding provided through Library Services and Technology Act (LSTA) is of paramount importance. LSTA funds play a crucial, and presently, irreplaceable role in North Dakota's ability to provide invaluable resources and assistance to the state's libraries, library patrons, and communities. An absence of LSTA funding would result in a vast reduction of both library services and programs for the citizens of North Dakota.

Interlibrary Loan \$64,505	The Interlibrary Loan Department obtains books, CDs, DVDs, and articles from the collections of other libraries, which provides North Dakota residents easy access to information.
Library Development \$160,859	The North Dakota State Library funds training opportunities for State Library staff and librarians around the state to help improve library services to better inform the citizens of North Dakota.
Online Library Resources (OLR) \$142,249	North Dakota citizens have free access to a range of online library resources (OLR). They provide reliable information in a variety of formats, are easy to search, structured for all learning levels, and available 24 hours a day, 7 days a week.
Reference & Information \$562,083	Our professional reference staff provides an array of services to all residents of North Dakota. They perform extensive research services for government officials and state employees, assist librarians in need of additional materials or subject expertise, and provide individuals with information to meet their needs.
Statewide Cataloging \$148,948	The Cataloging Department adds titles to the online catalog for 34 school and public libraries and seven state agencies, which frees up time for local librarians to serve their patrons better. By making more library materials available online, residents of North Dakota can access more titles via the interlibrary loan program.
Talking Books \$1,651	The Talking Books Program provides a service to those in North Dakota who are unable to read or use standard printed materials as a result of a visual, physical, or reading impairment. Talking Books staff work to provide personalized support and materials to all North Dakota residents participating in this program.

The figures above represent the Federal Fiscal Year 2021 for the North Dakota State Library. Administrative expenditures were \$30,930. A match of \$591,024 and MOE of \$1,830,536 was provided by the State Library.





North Dakota State Library American Rescue Plan Act

Federal funding provided through the American Rescue Plan Act (ARPA) was beneficial to new and existing programs, services, and resources provided by the North Dakota State Library (NDSL) to the state's libraries, communities, patrons, and government agencies. ARPA funds allowed NDSL to find new ways to reach underserved communities in the state to ensure library access is available for everyone.

Academic OverDrive Consortium

The North Dakota State Library facilitated an OverDrive consortium of academic libraries for the purpose of resource sharing.

Book Vending Machines

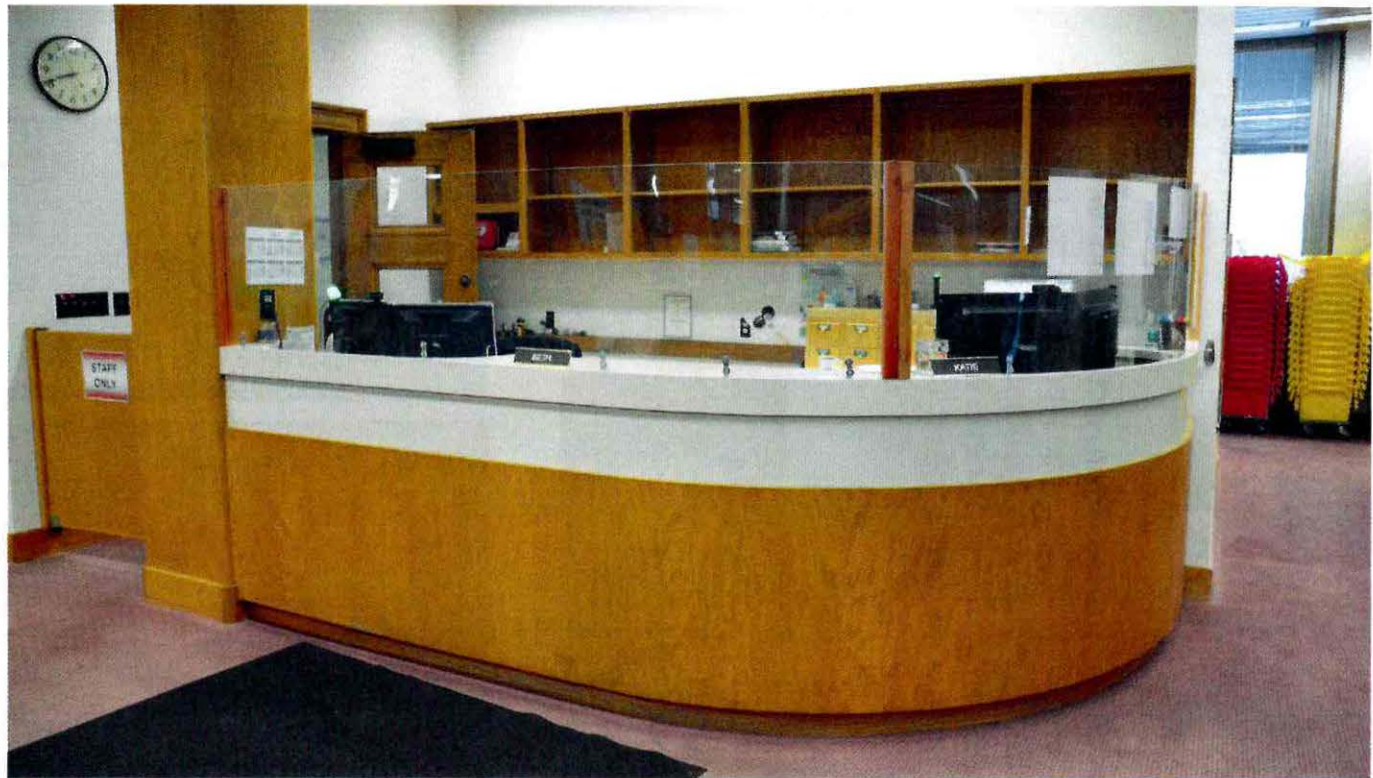
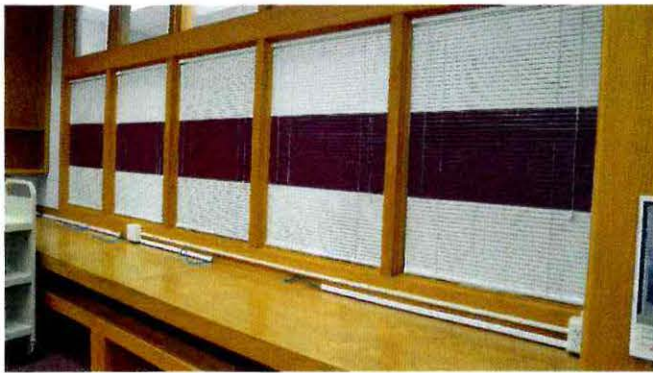
The North Dakota State Library bought ten Book Vending Machines to provide items to unserved and underserved counties in North Dakota. These machines have been placed around the state in areas that do not currently have county-wide library services, including Burke, McHenry, Oliver, Sheridan, Sioux, Slope, and Traill counties.



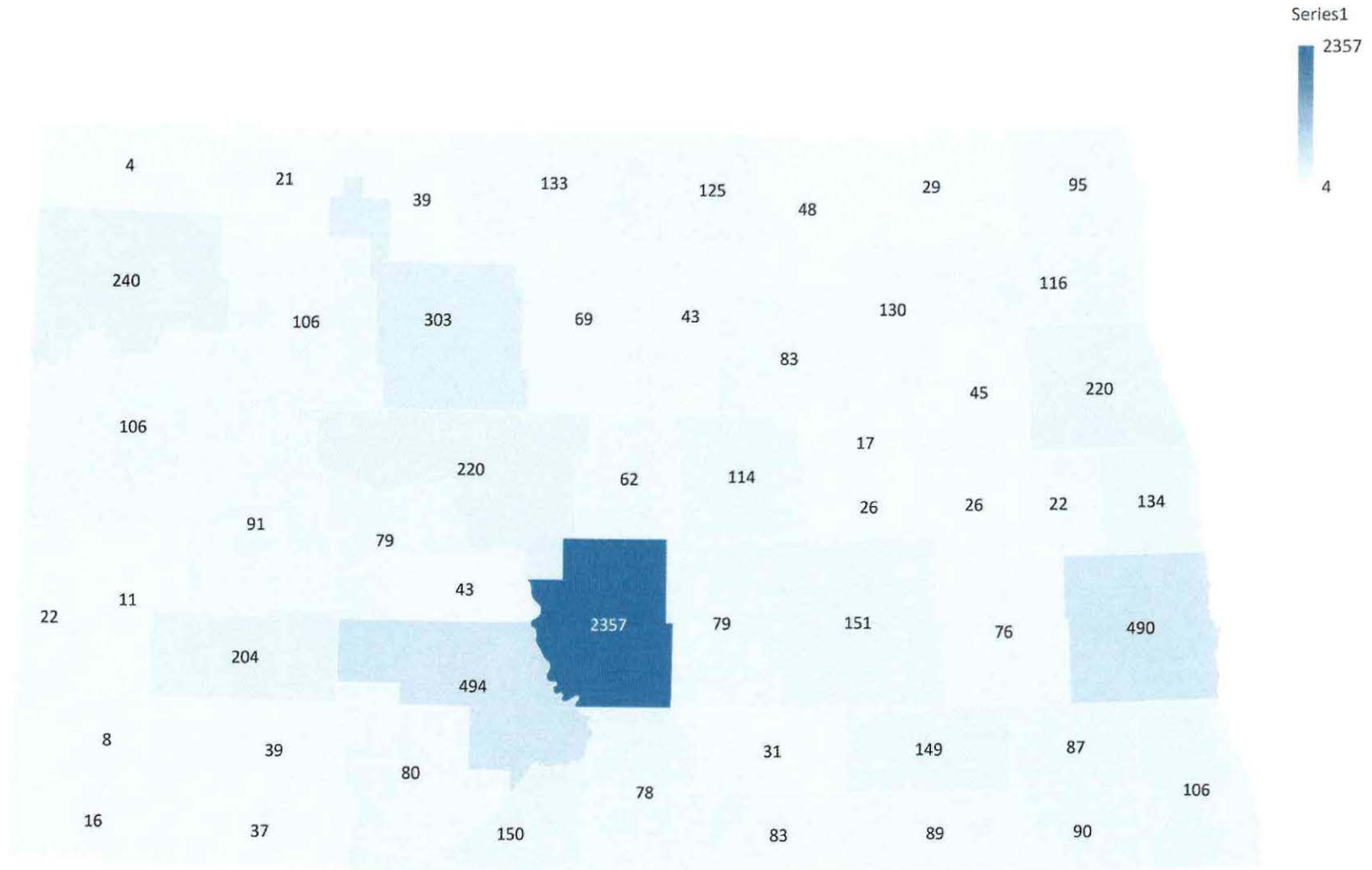
Catalog Automation

The North Dakota State Library facilitated a retroconversion of three public libraries' collections to be automated. These collections are now part of the statewide resource sharing.

The North Dakota State Library was awarded \$2,103,561 in ARPA funds.



Number of Patrons by County



TESTIMONY ON SB 2013
HOUSE APPROPRIATIONS COMMITTEE
EDUCATION AND ENVIRONMENTAL DIVISION
March 10, 2023
By: Jamie Mertz, Director of Fiscal Management
701-328-2176
Department of Public Instruction

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 with additional information regarding the Department's 2023-25 appropriation request. This can be used in conjunction with the information presented to the full House Appropriation Committee on March 1st. I refer you to the handout of information that was distributed this morning.

The first two pages are a comparison of the DPI's request with the Senate-passed version of SB2013. For the most part, our current request is the same as the Senate version. The first difference is with compensation changes. The differences are that we included \$960,000 for an equity increase that is also a part of the OMB budget bill. The remaining \$461,818 is the difference between our proposed salary increases and what the Senate passed. The next difference is a \$500,000 increase to the Adult Education program. This request was added after the Senate passed our budget so they didn't have a chance to deliberate on it. As

was mentioned in our prior presentation, we believe this is an important piece to address North Dakota's workforce problem and think it will pay off in major dividends in the future.

The next difference is \$200,000 for the Leveraging the Senior Year program. We had requested \$500,000 for this program and the Senate graciously gave us \$300,000. We are requesting this committee approve our request at the full amount as we know that every dollar spent in this program saves parents just over \$6 in tuition. The next 3 items are new programs that we have asked for as one-time funding. As you can see the Senate cut \$1 million from each program. We are asking the committee to fund these at the full amounts. These are the amounts that we believe we will need to successfully carry out these programs next biennium.

The last item in this section is the Greater Math Program. I think this program was lost in the process as we did not include it in our request for the Governor's budget. All the worksheets used in discussions contained the Executive budget which was not our request. As was mentioned last week, based on the 2022 State Assessment, only 39% of students are proficient in math. I don't think there is anyone who is happy with that number. As an accountant, it makes me sad as I know the doors my math knowledge opened for me. We think \$500,000 is a small investment to address this issue.

On the next page, the only section I will touch on is the pass-through grants. You will see that the Senate cut funding for most of these programs. Our request has the funding at current levels except for ESPB's Teacher Support System which the Governor doubled and we support. I believe there are individuals who will testify on behalf of their program.

The next page shows the one-time funding in our current appropriation as well as our requested one-time items in our 2023-25 request. The first two items have been fully spent. The next two items will be spent by the end of the biennium, however, we have language in the bill to carry forward unused funds for the children's science center should it be needed. This project was funded with the Coronavirus State Recovery Funds. For the STARS/SLDS upgrade, we will need to have carry-forward language added to our bill which will allow us to retain \$5 million for STARS and transfer the remainder to NDIT for the Statewide Longitudinal Data System. The final four items are covid relief federal funding and will carry forward into the next biennium.

The four one-time items in our 2023-25 biennium request were presented on January 12th. We marked them as one-time items as they are new programs in their infancy stage and didn't feel completely comfortable adding them as a base budget request at this time.

The third and fourth pages show our audit findings from our last two audits. The first one was identified in our 2022 agency performance audit. We had some miscommunication with OMB and believed we could use the unused increase to our Grants-Other Grants line granted to us by the Emergency Commission for a reading program for other existing programs. The State Auditor's Office found an old Attorney General's opinion which said this was not allowed. I have added to my monthly review and reconciliation process steps to separately track Emergency Commission approvals to prevent this issue from recurring.

The next two findings pertain to audit reviews and sub-recipient monitoring of federal programs. We updated our procedures to strengthen our processes. The fourth item was a finding on the information that is disclosed on our grant award notices for federal grants. The majority of these are issued electronically through our grants management system, however, we still have a few programs that issue a paper award. One of these programs had used an outdated form which was identified by the auditors. We have added a step to our process where I approve any changes made to award templates before they can be used.

The final finding addressed some payments from the Child Food and Nutrition Program that were made outside the period of performance. We did make changes to our NDFOODS system to prevent this from recurring, however, our Child Food and Nutrition Program Director is not 100% convinced that we

violated the program rules. Sometimes it's easier to accept the finding than to disagree with the auditors.

Page five shows bills that I am aware of that have appropriations that could be added to our appropriation. The first is Senate Bill 2032 which appropriates \$3 million to assist paraprofessionals to become qualified teachers. This is the same program that we have \$4 million in our agency request so we would need to make sure there was no doubling up of funding. Senate Bill 2033 appropriates \$3 million for a teacher student loan forgiveness program. There is an appropriation of \$1 million in Senate Bill 2200 for the Governor's School scholarships. This program was previously the recipient of a pass-through grant in our appropriation but was removed in a previous legislative session.

House Bill 1491 appropriates \$6 million to provide free lunch for those students currently receiving reduced lunch. There is a \$24 million appropriation in House Bill 1532 for the establishment of an educational reimbursement program. There needs to be consideration given as we currently do not have the staff or systems in place to adequately carry out this program.

The final page is the requested language that would need to be added for the STARS/SLDS funds that I mentioned before.

Mr. Chairman, this concludes my remarks and I thank you for the opportunity to further discuss the budget of the Department of Public Instruction. I would be happy

to take any questions from the committee as well as Adam Tescher is in attendance should you have any questions on what he presented last week. Thank you.

Department of Public Instruction (201)
2023-2025 Biennial Budget Request / Funding Analysis

	1 Senate Version	2 Agency Request	3 Difference
1 Administration:			
2 Salaries & Wages	\$ 19,313,859.00	\$ 20,735,677.00	\$ 1,421,818.00
3 Operating Expense	33,293,320.00	33,293,320.00	-
4 Total	\$ 52,607,179.00	\$ 54,028,997.00	\$ 1,421,818.00
5 Integrated Formula Payment			
6 Funding : General	\$ 1,794,336,700.00	\$ 1,794,336,700.00	-
7 Special	654,314,500.00	654,314,500.00	-
8 Total	\$ 2,448,651,200.00	\$ 2,448,651,200.00	-
9 Grants - Special Education	\$ 27,000,000.00	\$ 27,000,000.00	-
10 Grants - Transportation	\$ 58,100,000.00	\$ 58,100,000.00	-
11 Grants - Program Grants			
12 Adult Education Matching Funds	\$ 5,000,000.00	\$ 5,500,000.00	\$ 500,000.00
13 Reduced Breakfast Program Funds	200,000.00	200,000.00	-
14 School Lunch Matching Funds	1,380,000.00	1,380,000.00	-
15 Dyslexia Program	-	-	-
16 Grant Pool	1,200,000.00	1,400,000.00	200,000.00
17 Grow Your Own Teacher Program	3,000,000.00	4,000,000.00	1,000,000.00
18 Be Legendary School Board Training	2,000,000.00	3,000,000.00	1,000,000.00
19 Cyber Security Credential Incentive	1,000,000.00	2,000,000.00	1,000,000.00
20 Greater Math Program	-	500,000.00	500,000.00
21 Total	\$ 13,780,000.00	\$ 17,980,000.00	\$ 4,200,000.00

22 Grants - Pass Thru Grants			
23 Heritage Grants	\$ 34,000.00	\$ 34,000.00	\$ -
24 ND Museum of Art	-	425,000.00	425,000.00
25 North Central Council for School Television	-	202,300.00	202,300.00
26 Northern Plains Writing Project	-	25,000.00	25,000.00
27 Red River Writing Project	-	25,000.00	25,000.00
28 Teacher Support System (ESPB)	2,125,764.00	4,251,528.00	2,125,764.00
29 We the People	70,000.00	70,000.00	-
30 Total	\$ 2,229,764.00	\$ 5,032,828.00	\$ 2,803,064.00
31 Grants - Other Grants			
32 Federal Program Grants	\$ 382,513,893.00	\$ 382,513,893.00	\$ -
33 Displaced Homemaker	225,000.00	225,000.00	-
34 Total	\$ 382,738,893.00	\$ 382,738,893.00	\$ -
35 Special Line Items			
36 Power School	\$ 5,775,000.00	\$ 5,775,000.00	\$ -
37 National Board Certification	176,290.00	176,290.00	-
38 Total Appropriation	\$ 2,991,058,326.00	\$ 2,999,483,208.00	\$ 8,424,882.00
39 Department Wide Funding Sources:			
40 General Funds	\$ 1,898,420,245.00	\$ 1,903,165,888.00	\$ 4,745,643.00
41 Federal Funds	419,388,041.00	419,689,980.00	301,939.00
42 Special Funds	673,250,040.00	676,627,340.00	3,377,300.00
43 Total	\$ 2,991,058,326.00	\$ 2,999,483,208.00	\$ 8,424,882.00
44 Full-time Equivalent Positions	86.25	86.25	86.25

DEPARTMENT OF PUBLIC INSTRUCTION (201)
ONE-TIME FUNDING

2021-2023

PROJECT	APPROPRIATION	SPENT
Science center experiments	\$ 13,500,000	\$ 13,500,000
Regional education association grants	250,000	250,000
STARS maintenance	200,000	135,000
Children's science center	5,900,000	2,683,449
STARS/SLDS Upgrade	10,100,000	211,242
Elementary and secondary school emergency education relief	305,266,879	173,009,716
Emergency education relief homeless children and youth program	1,999,661	319,036
Assistance to nonpublic schools	4,151,371	99,028
Individuals with disabilities education act grant	8,632,569	3,250,764

2023-2025

PROJECT	OPERATING	GRANTS
Grow Your Own Teacher Program	\$ -	\$ 4,000,000
Be Legendary School Board Training	-	3,000,000
Cyber Security Credential Incentive	-	2,000,000
Greater Math Program	-	500,000

DEPARTMENT OF PUBLIC INSTRUCTION AUDIT FINDINGS

2022 NDDPI Agency Performance Audit – Expenditures Not Approved by Emergency Commission

Recommendation: The DPI spent funds on a program other than the program approved for additional spending authority by the Emergency Commission.

Action taken: As part of our monthly review of budget reports and reconciliations, we have incorporated separate tracking of Emergency Commission approvals to prevent this issue from recurring.

Finding 2020-020 – Non-Performance of Monitoring of Special Education Subrecipients

Recommendation: Recommend the Department of Public Instruction strengthen fiscal subrecipient monitoring procedures for the Special Education Cluster to ensure timely and appropriate action is taken on deficiencies noted during the fiscal review.

Action taken: We reviewed and updated procedures for monitoring the Special Education Cluster.

Finding 2020-021 – Incomplete Subrecipient Audit Review

Recommendation: Recommend the Department of Public Instruction:

- Ensure all subrecipients obtain audits in accordance with 2 CFR 200 Part F if they meet the requirements;
- Issue management decisions within a timely manner;
- Ensure subrecipients took timely corrective action on deficiencies identified in the audits.

Action taken: We reviewed Part F of 2 CFR 200 and implemented changes to ensure our audit review program is in compliance with these federal regulations

Finding 2020-022 – Incomplete Federal Grant Awards to Subrecipients

Recommendation: Recommend the Department of Public Instruction ensure that subrecipients are made aware of all required grant award information.

Action taken: All changes to the grants management system template and any paper templates for Grant Award Notifications must be approved by the Fiscal Management Director.

Finding 2020-023 – Payment of Child Nutrition Payments Outside of Performance Period

Recommendation: Recommend the Department of Public Instruction ensure that payments of the Child Food and Nutrition Cluster are not made after the period of performance.

Action taken: We have implemented changes to improve our reconciliation processes as well as made changes in NDFOODS to prevent this from reoccurring.

DEPARTMENT OF PUBLIC INSTRUCTION RELATED LEGISLATION

Senate Bill 2032

Assist paraprofessionals to become qualified teachers - \$3,000,000

Senate Bill 2033

Teacher shortage student loan forgiveness - \$3,000,000

Senate Bill 2200

Governor's school scholarships - \$1,000,000

House Bill 1491

Grants for free lunch - \$6,000,000

House Bill 1532

Establishment of an educational reimbursement program - \$24,000,000

SB2013 REQUESTED ADDITIONAL LANGUAGE

EXEMPTION – STATE AUTOMATED REPORTING SYSTEM/STATEWIDE LONGITUDINAL DATA SYSTEM.

Up to \$9,888,757 of the unexpended amount remaining from the one-time appropriation for the purpose of information technology project upgrades to the state automated reporting system and the statewide longitudinal data system, as authorized in section 17 of chapter 549 of the 2021 Special Session Laws, is not subject to the provisions of section 54-44.1-11 at the end of the 2021-23 biennium for the purpose of continuing the state automated reporting system upgrade. Any amount above \$5,000,000 shall be transferred to North Dakota Information Technology for statewide longitudinal data system upgrades.

Hello Chairman and Members of the Committee:

I am Ben Melby, a teacher with the RRVWP. The **RRVWP is a local network of teachers** devoted to improving writing and the teaching of writing in North Dakota schools and communities. The writing project is funded primarily by a **DPI passthrough grant on SB 2013**. Historically, the DPI budget for RRVWP was \$90,000/biennium. It is now \$25,000/biennium. This has meant **significant cutbacks** to writing project support for both teachers and student writers, especially in terms of outreach to smaller, rural, and underserved schools around the state.

What does the writing project do with 25K per biennium (or 12.5K per year) of taxpayer money?

The writing project serves teachers through teacher training workshops focused on writing. The **Summer Institute** is the flagship training program. I participated in a SI in 2015 and co-led the past two. The power of the SI comes from bringing together the widest variety of teachers—new teachers, experienced life-changing teachers, kindergarten, high school, and college teachers, English, Social Studies, Special Ed, teachers across the curriculum. The power of the SI is that it creates a space for teachers teaching teachers, mentoring one another, sharing strategies, building our teacher toolkits. We study best practices for teaching writing, share teaching demonstrations with each other, learn from watching the best, and improve from receiving feedback and advice. You're all familiar with the saying "Those who can't do, teach." Not in the writing project. A core tenet of our philosophy is you can't be a good writing teacher if you are not yourself a writer and continually work on your own writing ability. That's why the SI also focuses on teachers as writers and requires substantial writing practice.

Outside professional development organizations will charge a single ND school \$12K of taxpayer money to have access to their "web workshops" and "remote coaching." The writing project uses a fraction of that money to train local teachers (f2f) to become the teacher leaders for their own schools and districts. Wouldn't it be smarter to invest in our own local teachers teaching teachers? Compared to paying some Education Solutions.com who comes into ND to take advantage of state money with generic national education plans?

But that's only half of what the writing project does with taxpayer money! The other half of \$12.5K is serving student writers with writing camps, workshops, and our flagship program for ND teen artists and writers, the **Scholastic Art and Writing Awards**. The RRVWP is the affiliate for the entire state of North Dakota. We promote this competition in every school; we collect and judge writing submissions from every corner of the state; we celebrate and showcase award-winning writing at a reading event, award-winning art in a gallery exhibition at the Plains Art Museum; and we host a state awards ceremony attended by hundreds of people to acknowledge student writing—it is truly the state championships for creative teens in ND. And as a beautiful touch that is so important to these teens, we publish their art and writing every year in an anthology, "Best Teen Art and Writing of North Dakota" – here are some examples of ND teens published in a real book. For some, it makes a lasting impact on their lives.

\$12.5 per year. The writing project has had to trim back its outreach to teachers, and it has had to seek out private donors like John Deere, who recognizes the importance of creativity and writing for ND businesses and innovation. But the writing project still does a lot of meaningful work. Without a DPI passthrough grant from SB 2013, we couldn't do this work. The state competition, ceremony, and anthology would be gone. The summer institute of teachers teaching teachers, gone. At a time when youth writing and communication is sinking, the writing project is a life raft for many. SB 2013 has the potential to keep it afloat.

Thank you.

NORTH DAKOTA STATE UNIVERSITY
ENGLISH DEPARTMENT

2023 Teen Creative Writing Camps

All students entering grades 7-12 may participate, regardless of skill level. Graduated seniors are welcome as well. Daily sessions include fiction, poetry, creative nonfiction, fantasy, screenwriting, song writing, cartooning, and Zine making.



FARGO SESSION #1: JUNE 26 - JUNE 30
FARGO SESSION #2: JULY 24-28
9:00 AM - 4:00 PM

Register at

https://www.ndsu.edu/english/creative_writing_camp/

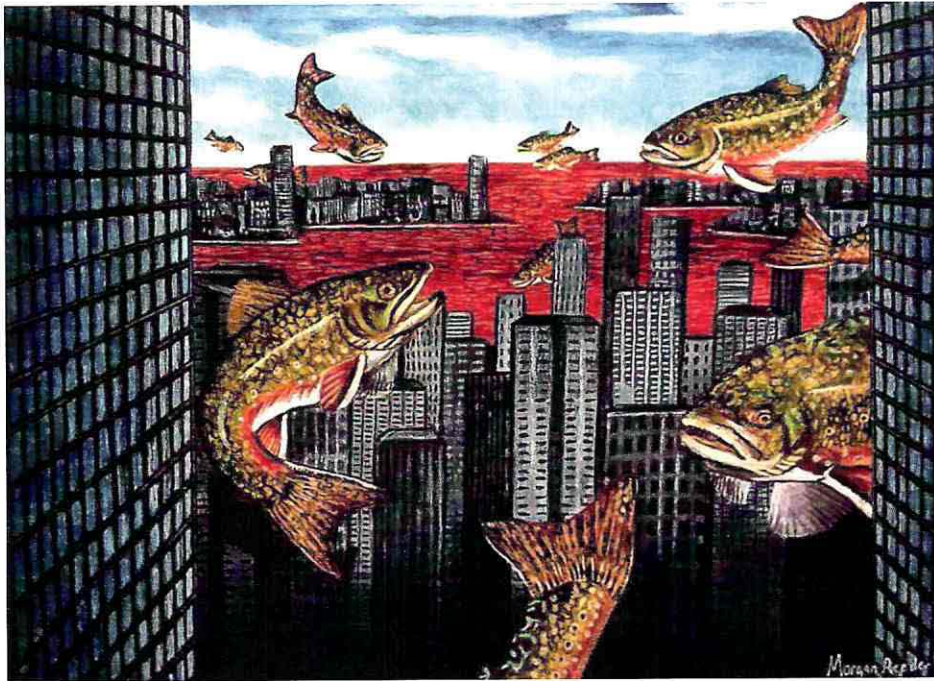


Fargo In-person cost \$220 - includes snacks, lunch,
supplies, and a camp t-shirt
Virtual cost \$170 - includes all but lunch and snacks

Contact Director Jamee Larson with any questions
jamee.larson@ndsu.edu

The 2023 Scholastic Art & Writing Awards

North Dakota Ceremony



**Plains Art Museum
March 4, 2023**

Cover art: Morgan Reeder, Fargo
Adaptation, Painting – Silver Key, Painting

The 2022 Scholastic Art & Writing Awards are sponsored by John Deere, ISG-Fargo and the Fredrikson & Byron Foundation, with support from Hornbacher's.



Fredrikson
BYRON FOUNDATION

5:30-6:30 p.m. – Reception & Exhibition Viewing
1st Floor Atrium and Starion Gallery

6:30 p.m. – Scholastic Art & Writing Awards Ceremony

Welcome

Andy Maus, Director and CEO, Plains Art Museum

About The Scholastic Awards

Ben Melby, Director of the Red River Valley Writing Project, Senior
Lecturer in English, NDSU
Amanda Heidt, Exhibition and Adult Program Coordinator, Plains Art
Museum

Keynote Speaker

Kayla Jones, ND Human Rights Coalition & NDSU Student

Presentation of Student Award Recipients

Recognition of Educators and Judges

Eric Svyertson, Assistant Professor of Art Education and Studio Practice,
NDSU

Recognition of American Voices & Visions Nominees

Jamee Larson, Senior Lecturer in English, NDSU
Eric Svyertson, Assistant Professor of Art Education and Studio, School
of Design, Architecture and Art, NDSU

Presentation of Scholarship Award Winners

Eric Svyertson, Assistant Professor of Art Education and Studio, School
of Design, Architecture and Art, NDSU
Peyton Blotsky, NDSU English major and former Scholastic winner

Closing Remarks

Ben Melby

About the Scholastic Awards

The North Dakota Scholastic Art & Writing Awards exhibition and ceremony at Plains Art Museum celebrates student artwork and writing that earned Gold Key, Silver Key, and Honorable Mention awards from the North Dakota Region of the Scholastic Art & Writing Awards.

This year, the North Dakota Region received 266 submissions from middle and high school students in public, private, parochial and home schools. Of these submitted works, 34% received awards. Five works have been named American Visions nominees, and five works have been named American Voices nominees from North Dakota. There will be one American Visions and one American Voices national winner.

Works that received Gold Keys are forwarded to the national level of the Scholastic Art & Writing Awards and adjudicated again with other Gold Key works from across the country. National award recipients will be announced on March 16 on the website: www.artandwriting.org.

This year's National Celebration will be in New York City at Carnegie Hall on June 4th.

By earning recognition in the North Dakota Awards, these students have reached a remarkable milestone. The Awards recognizes their passion, skill, and dedication to their creative endeavors. They are among North Dakota's and the nation's most talented young writers and artists.

Congratulations to our Award Winners!

Gold Key winners in writing

Asiya Gedi (West Fargo), Malory Kemp (Cavalier), Trisha Mehta (West Fargo), California Yellow (Newtown), Gabby Erickson (Kindred), Nora Severance (Northern Cass), Selena Zhao (Fargo), Bre Adair (Fargo), Christina Schneider (Minnewaukan), Briar Olson (Fargo), Evelyn Lloyd (Maple Valley), Kaylee Kemp (Cavalier)

Silver Key winners in writing

Lydia Picotte (Fargo), Amelia des Marets (Fargo), Maia Gilman (Fargo), Rayna Larsen (Kindred), Sophia Dominguez (Hebron), Isabelle Palczewski (Scranton), Kyleigh Lewis (Kindred), Audra Cruff (Kindred), Briar Olson (Fargo), Augustus Grosz (Kindred), Molly Jennings (Washburn), Kaylee Kemp (Cavalier), Highley Watson (Steele), Hayden Cross (West Fargo), Abigail Dreher (Midkota)

Honorable Mention winners in writing

Katelynn Altman (West Fargo), Connor Anderson (West Fargo), Maia Gilman (Fargo), Kaylee Kemp (Cavalier), William Sickler (Grand Forks), Trisha Mehta (West Fargo), Layla Krinke (Scranton), Hope Hendrickson (Kindred), Jack Stoppeworth (Kindred), Hannah Gendron (Bismarck), McKinnlee Haberman (Wyndmere), Christina Schneider (Minnewaukan), Briar Olson (Fargo), Annika Gaebe (Bismarck), Ella Rudd (Fargo), Analise Ryan-Sypolt (Magic City)

American Voices Nominees

Asiya Gedi (West Fargo), Trisha Mehta (West Fargo), Bre Adair (Fargo), Christina Schneider (Minnewaukan), Evelyn Lloyd (Maple Valley)

Gold Key winners in art

Tyler Field (West Fargo), Soren Kaster (West Fargo), Reagan Koppelman (West Fargo), Dylan Link (West Fargo), Aiyana LoneWolf (West Fargo), Grace Maurice (West Fargo), Trisha Mehta (West Fargo), Bailey Moore (West Fargo), Kyra Narum (West Fargo), Wyatt Nelson (Fargo), Brynn Powell , Emma Rehder (Fargo), Christina Schneider (Minnewaukan).

Silver Key winners in art

Emma Almen (Park River), Lindsey Anderson (West Fargo), Theo Anderson (West Fargo), Emily Andrisen (Kindred), Sydney Beauvais (Fargo), Sydney Brandvold (West Fargo), Allie Carlsrud (West Fargo), Tyler Field (West Fargo), Tristin Folk (West Fargo), Void Herman (West Fargo), Ruby Johnson (Bismarck), Reagan Koppelman (West Fargo), Dylan Link (West Fargo), Aiyana LoneWolf (West Fargo), Trisha Mehta (West Fargo), Bailey Moore (West Fargo), Emma Rehder (Fargo).

Honorable Mention winners in art

Autumn Allard (West Fargo), Malea Berg (West Fargo), Adelyne Bienek (West Fargo), Sydney Brandvold (West Fargo), Hayden Cross (West Fargo), Julia Dalley (Hettinger), Ava Devaney (West Fargo), Hannah Dorrheim (Bismarck), Canaan Earls (Larimore), Ella Erickstad (West Fargo), Kaitlyn Erickstad (Starkweather), Alexander Fowler (Wesy Fargo), Sheridan Hagen (West Fargo).

American Visions Nominees

Tyler Field (West Fargo), Dylan Link (West Fargo), Kyra Narum (West Fargo), Wyatt Nelson (Fargo), Emma Rehder (Fargo).

Special Thanks

The Red River Valley Writing Project at NDSU and Plains Art Museum would like to thank Scholastic, Inc. and the Alliance for Young Artists & Writers, and our 2022 program sponsor: John Deere, ISG-Fargo and the Fredrikson & Byron Foundation.

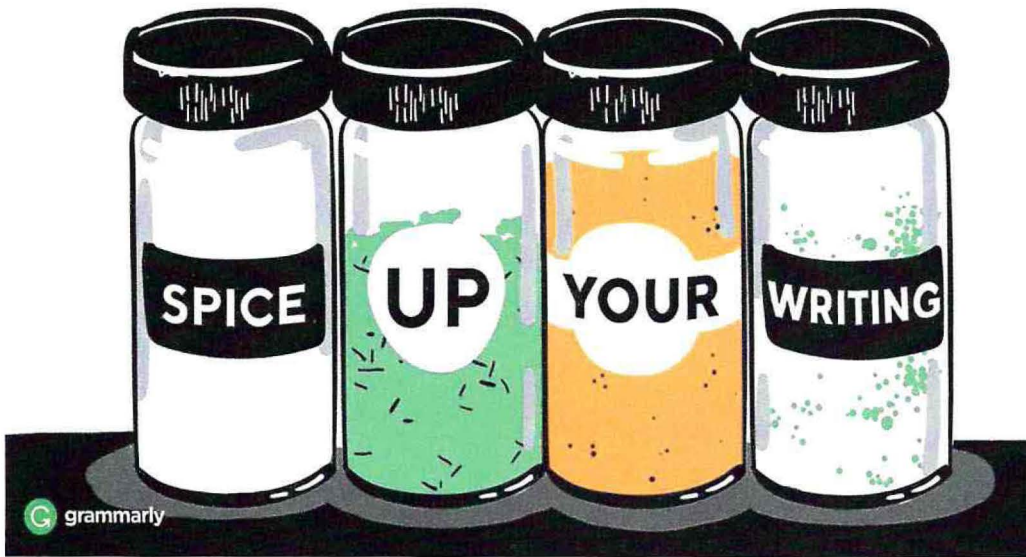
Finally, many thanks to the wonderful jurors who had the difficult task of selecting the North Dakota Art & Writing Awards recipients:

Art Judges

Emily Wrangler
Jayden Strand
Hannah Moerke
Izak Molterno
Jill Johnston
Franklin Ugochukwu
David Juarez
Brittany Ryba

Writing Judges

Lisa Gusewelle
Kayla Jones
Stephanie Lemmer
Kelvin Monroe
Payal Doshi
Emily Vieweg
Ryan Janke
Jason Fincel
Tasha Kubesh
Travis Jordan
Josh Scott



Word Herd Creative Writing Group

What is it?

A place to hang out with other students who like to write. Sometimes we do writing prompts and play writing games, sometimes we work on our writing and/or critique each other's work, and sometimes we just talk.

We are very informal, so come and go as necessary. Anyone above the age of 18 is welcome, faculty and staff included. You also do not need to be affiliated with NDSU.

Word Herd Jr.

Monday nights from 7:00-8:00 pm is designated for writers in grades 7-12. We will only meet via Zoom (same link).

When?

EVERY Thursday
from 6:30-7:30 pm

Who?

Open to all writers
at any experience
level.

Where?

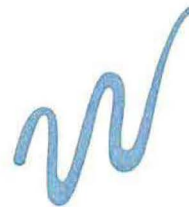
Minard Hall Room
212 or via Zoom:

<https://ndsu.zoom.us/j/92816690364?pwd=cWVaUm9XdlpQRkJGZGVzTEE2VmV3Zz09>



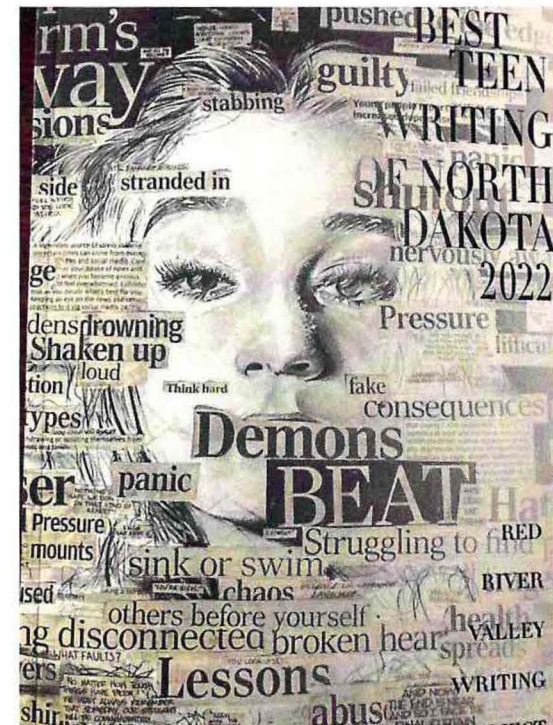
**Scholastic
Art & Writing
Awards**

Alliance for
Young Artists
& Writers

 **red river
valley
writing
project**


**PlainsArt
Museum**
■ ■ ■

Scholastic Literary Reading



February 16, 2023
Plains Art Museum

Welcome

Imagine falling into a grain silo. Imagine that there is no one around to hear you. Imagine *sinking* into last fall's crop, *slowly...*"

-Amelia des Marets

Since she is a teenager, being herself is so important right now.

-Maia Gilman

Trees leaned over the area like they were trying to listen to someone speaking too softly, and a blanket of flowers in shades of soft pink and purple covered the ground.

-Trisha Mehta

It was a palace of knowledge.

-Rayna Larsen

Since now I am a young girl, I've been told to lock up. Locked away, for my safety.

-Bre Adair

All of a sudden I heard something. At first I was sure it was my imagination, because the caregivers always told me mine was overactive. But I knew I heard it.

-Briar Olson

Writer's Voices

Amelia des Marets (12th grade, Homeschool)

"Silos" (Flash Fiction), Silver Key

Maia Gilman (11th grade Fargo Davies)

"Being Transparent with Being Transgender" (Journalism), Silver Key

Trisha Mehta (10th grade, West Fargo Sheyenne)

"Monsoon Season" (Novel), Gold Key and American Voices Nominee

Rayna Larsen (12th grade, Kindred)

"Ode to Freedom" (Novel), Silver Key

Bre Adair (11th grade, Fargo Davies)

"The Division of a Woman" (Poetry), Gold Key

Briar Olson (10th grade, Fargo South)

"Corvinia: A Fairy Tale" (Fantasy), Gold Key

Jack Stoppeworth (12th grade, Kindred)

"Quite the Appetite" (Persona Essay), Honorable Mention

Other Voices Welcome to the Stage...



Division of World Languages and
Cultural Studies

Samuel Stinson
Division of World Languages and Cultural Studies
c/o Minot State University
500 University Ave W, Minot, ND 58707

Dear Appropriations Committee Chair and Members of the Committee,

In my capacity as the director of the Northern Plains Writing Project (NPWP), which is co-located in Minot, ND alongside Minot State University, I am requesting an increase in our support with respect to SB 2013 from \$25,000 to \$45,000 for the 2023-2025 biennium for NPWP. In these included documents I am providing a project summary that overviews the efforts of NPWP and our plans going forward to expand. We are a growing program that hopes to increase our footprint throughout the state of North Dakota with the mission and aim to reach K-12 teachers and assist in their professional development, growth in scholarship, and outreach in the classroom for writing.

During the previous biennium we entered a new renaissance period for NPWP in which we grew to include both a summer and advanced institute, three summer cohort meetings for all members of NPWP both past and present, and to include teacher-consultants (TCs) and other participants in our institutes from all around the state of North Dakota and five countries simultaneously during our online asynchronous meetings, including guest speakers. We are excited at the potential for growth during the next biennium, with your financial support an integral part of our work.

Thank you for your consideration of this increase and for your continued support of our program.

Regards,

A handwritten signature in black ink that reads "Samuel Stinson".

Samuel Stinson, Ph.D.
samuel.stinson@ndus.edu
Assistant Professor, Minot State University
English Department
Director, Northern Plains Writing Project
List Manager, WritingStudies-L

The Northern Plains Writing Project DPI Project Summary, Scope of Work, and Mission and Aim

Mission and Aim:

To reach K-12 teachers and assist in their professional development, growth in scholarship, and outreach in the classroom for writing.

Project Summary & Scope of Work:

Our Summer and Advanced Institutes are co-located at Minot State University with the Graduate Program in English. Teacher-consultants (TCs) taking the institutes within NPWP have the option and opportunity to receive up to six graduate credits in the graduate program each summer with the listed courses in view. The institutes run simultaneously for eight weeks in the summer, and TCs will typically take the summer institute during the first year, and the advanced institute during the second year.

Summer Institute

English 516: Research in Teaching Writing. Readings in the research, theory, and practice of teaching writing. Emphasis on constructing position papers which demonstrate synthesis, evaluation, and application of concepts from readings.

English 536: Enrich Reading in Content Area. Reading in the research, theory, and practice of teaching and using reading in the classroom. Emphasis on constructing position papers which demonstrate synthesis, evaluation, and application of concepts from the readings.

Advanced Institute

English 525: Topics in Language Arts Pedagogy. Focused study in recent theoretical developments in language arts pedagogy for the English classroom. Emphasis on weaving language study into student-centered classroom approaches. Topics vary for each offering.

English 545: Topics in Teaching Writing. Focused study in teaching and using writing in the classroom. Topics vary for each offering.

Summer Cohort

These are meetings where the entire NPWP can meet virtually three times each summer, involving TCs taking current institutes to those from institutes past. We generally bring in outside speakers, write together, and share the writing we're doing.

**DPI Budget Request for the 2023-2025 Biennium with Estimated Expenses
Northern Plains Writing Project (NPWP)**

NPWP is co-located with Minot State University. Minot State University has redesigned its graduate English program to feature an online learning platform. The online model assists teachers working toward a master’s degree or completing professional development hours. The application period for 2023 runs from April 1--May 15. Classes begin May 30. Dr. Samuel Stinson and Dr. Laura Zucca-Scott co-teach the courses in conjunction with the Northern Plains Writing Project. The Project will be conducted online. NPWP currently receives support from two sources: State dollars provided through the generous support of the state of North Dakota and support from Minot State University appearing as tuition waivers for those participants taking graduate credits.

Summer and Advanced Institutes \$28,000

In 2022, 13 participants received tuition scholarship stipends covering graduate credit. MSU tuition waivers for this period also applied, with students paying the difference for tuition and books. In biennium 2023-2025, we hope to have a similar number of participants each year.

NWP Continuing Association Fee \$2,000

This fee is paid yearly at the amount of \$1,000 per year.

Summer Cohort Meetings \$0

Because we meet virtually for our three summer cohort meetings, there is currently no associated cost.

Conference Participation \$3,000

\$2,000 is requested to support travel, registration fees, and materials for TCs attending conferences such as NDCTE in Mandan, ND and conferences outside of the state.

Inservice Teacher Training \$0

We plan to work with TCs to develop their teacher in-service meetings this biennium.

Summer Workshop Development for K-12 Educators \$12,000

This funding would support the TC development of additional summer workshops for K-12 educators for teaching writing. The funds would primarily go toward stipends, travel expenses, training sessions to prepare TCs leading the sessions for the summer workshops, and the hosting of the workshops in Minot and throughout the state.

TOTAL 2023-2025 Biennium Budget **\$ 45,000**



Earn graduate credits this summer through Minot State's Northern Plains Writing Project!

Minot State University has redesigned its graduate English program to feature an online learning platform. The online model will help assist area teachers in working toward a master's degree or completing professional development hours.

Dr. Samuel Stinson and Dr. Laura Zucca-Scott will co-teach the courses in conjunction with the 2023 Northern Plains Writing Project (NPWP).

The NPWP offers:

- Financial awards that cover substantial costs for six graduate credits, books, and registration fees.
- Credits that can be used as part of the Master of Education program, with a concentration in English.
Note: The English concentration sufficiently qualifies teachers to teach at the University level, should they wish and the opportunity arises.
- Online meetings. All institutes meet virtually online during the summer in order to include participants from across the state and beyond.
- Opportunities to convene at the North Dakota Council of Teachers of English Conference, held Aug. 1 – 2, to discuss projects completed through the NPWP.
- Reimbursement of up to \$100 for presenting in-service at your school.
- Community-building via networking and brainstorming with others.

Application Open:
April 1 – May 15

Class Dates:
May 30 – July 27

APPLY AT:
[MinotStateU.edu/npwp/
pages/form.shtml](https://MinotStateU.edu/npwp/pages/form.shtml)



Additional information:

Dr. Laura Zucca-Scott,
NPWP Co-Director
701-858-3043

laura.zucca@MinotStateU.edu



North Dakota School for the Deaf Resource Center

Deaf Awareness Week
2022

North Dakota
School for the Deaf



Building Inclusive Communities for All

**Testimony to the House Education and Environment
Division Appropriations Committee
Senate Bill #2013
March 10, 2023**

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 – Donna E Sorensen

Chairman Mike Nathe and Members of the House Education and Environment Appropriations Committee:

My name is Donna Sorensen. I am the Superintendent of North Dakota School for the Deaf / Resource Center (NDSB/RC). Michael Loff, Business Manager, and I will provide testimony relative to Senate Bill 2013.

1. North Dakota Century Code

25-07-01. School for the deaf – Maintained – Location - Purpose. There must be maintained at Devils Lake, in Ramsey County, a school for the deaf, which may provide education and training and serve as a resource and referral center for individuals who are deaf or hearing impaired.

25-07-01.1. School for the deaf – Appointment of superintendent, budget, staff, and reporting structure. The superintendent of the school for the deaf is appointed by and reports to the superintendent of public instruction. The school for the deaf must have a separate budget and separate staff from the department of public instruction.

25-07-02. Superintendent – Special duties. The superintendent of the school for the deaf may also act as superintendent of the North Dakota vision services – school for the blind.

25-07-02.1. Criminal history record checks. The school for the deaf may require any employee, final applicant for employment, or any individual otherwise providing services to the school to submit to a statewide and nationwide criminal history record check. The nationwide criminal history record check must be conducted in the manner provided in section 12-60-24. The school for the deaf may assess all costs associated with obtaining a criminal history record check to the individual upon whom the criminal history record check is conducted.

25-07-03. – Matron – Duties. Repealed by S.L. 1971, ch. 274, § 3.

25-06-04. Qualifications for admission to school for the deaf – Residents of state entitled to free education.

1. A child who is a resident of this state and who, because of deafness or a hearing impairment, is unable to receive an education in the public schools, is entitled to attend the school for the deaf at the expense of the state. A child is entitled to attend the school at any age up to twenty-one.

2. The school for the deaf shall provide application forms upon request. A child may not be admitted to the school until the child's application is completed and approved.
3. The school for the deaf shall provide transportation to any child who has been admitted, in accordance with the child's individual education plan.
4. Any child who is a resident of this state and who is deaf or hearing impaired is entitled to receive special education and related services in accordance with the child's individual education program. Each individual education program must address the child's academic, recreational, and leisure needs, as well as the acquisition of independent living skills and career and technical education opportunities.

25-07-05. Admission of nonresidents. A child who is deaf or hearing-impaired but who is not a resident of this state may be admitted to the school for the deaf, provided the annual cost of the child's education, as determined by the superintendent of public instruction, is paid on behalf of the child in advance of the child's admission and on a yearly basis thereafter. The school may not admit a child who is not a resident of this state to the exclusion of a child who is a resident of this state.

25-07-06. Instruction at school for the deaf. The superintendent of the school for the deaf shall provide special education and related services designed to meet the unique needs of each child who is deaf or hearing-impaired, in accordance with the child's individual education program.

25-07-07. Transportation of indigent children to and from school for the deaf. Repealed by S.L. 1979, ch. 336, § 3.

25-07-08. Clothing may be furnished when necessary – Accounts for clothing. The school for the deaf shall provide clothing to a child who is enrolled in the school if the child does not have suitable clothing. If the child is a minor, the school shall charge the child's parent or legal guardian for any clothing provided to the child under this section and shall charge the individual for any clothing provided to the individual under this section if the individual has reached the age of majority. If the superintendent certifies any charges under this section as being correct, the charges are presumed correct in all courts.

25-07-09. Collection of clothing account. Repealed by S.L. 1999, ch. 106, § 18.

25-07-10. Deaf persons – Duty to report. It is the duty of every public school superintendent, physician, otologist, audiologist, nurse, clinic, hospital, and social and

welfare agency in this state to report in writing to the superintendent of the North Dakota school for the deaf the name, age, and residence of persons under the age of twenty-one years who are deaf or hard of hearing, and in such cases to furnish such additional pertinent information as the superintendent of the North Dakota school for the deaf may request. All reports must be forwarded to said superintendent of the school for the deaf within thirty days after diagnosis, examination, or discovery.

25-07-11. Home intervention program. The school for the deaf may provide a home intervention program for children who are under the age of five and who are deaf or hearing impaired. The program must include information, counseling services, auditory training, and basic language development instruction for the parents of such children. This home intervention program must be carried out by college or university trained teachers of the deaf, speech pathologists, or audiologists.

25-07-12. Provision of services – Collaboration – Competition. The school for the deaf may collaborate with public and private entities for the provision of services to individuals who are deaf or hearing impaired. The school for the deaf may not compete with any public or private entity offering the same services within a region.

25-07-13. School for the deaf fund. The school for the deaf fund is a special fund in the state treasury. All moneys received pursuant to section 2 of article IX of the Constitution of North Dakota and all revenues received from the lease of buildings and the provision of meals and services, including interpreter services, must be deposited in the fund. Moneys in the fund are to be used pursuant to legislative appropriation for provision of services under this chapter.

2. Purpose and Organizational Chart

The purpose of the North Dakota School for the Deaf / Resource Center is to serve as a statewide education and resource center to provide advocacy, leadership, and expertise in the field of Deaf Education and those with hearing loss.

Mission

Our mission is to educate and serve all individuals with hearing differences from birth through senior citizenship.

Vision

Our vision is to support individuals with hearing differences in achieving their dreams.

Education Program

NDSB/RC offers special education programming for deaf, hard of hearing, and deafblind students on our Devils Lake Campus from preschool to 8th grade. High School students are mainstreamed in their home school districts or attend Devils Lake High School and live in our Residential Program.

Residential Program

NDSB/RC offers residential services for those students living too far to commute to the campus program on a daily basis. Transportation is provided to and from the students' home areas. Students PS through 12th grade live on campus during the school year from Sunday to Friday, going home on the weekends. Residential services include fun and educational learning activities on campus and in the Devils Lake community.

PIP / K-12 Outreach

Our Parent Infant Program and K-12 Outreach consists of regionally based Teachers of the Deaf who travel to homes and local schools on an intermittent basis to provide assessment, consultation, and instruction. A major focus is early intervention, providing information, advocacy, emotional support, and guidance for families and school districts.

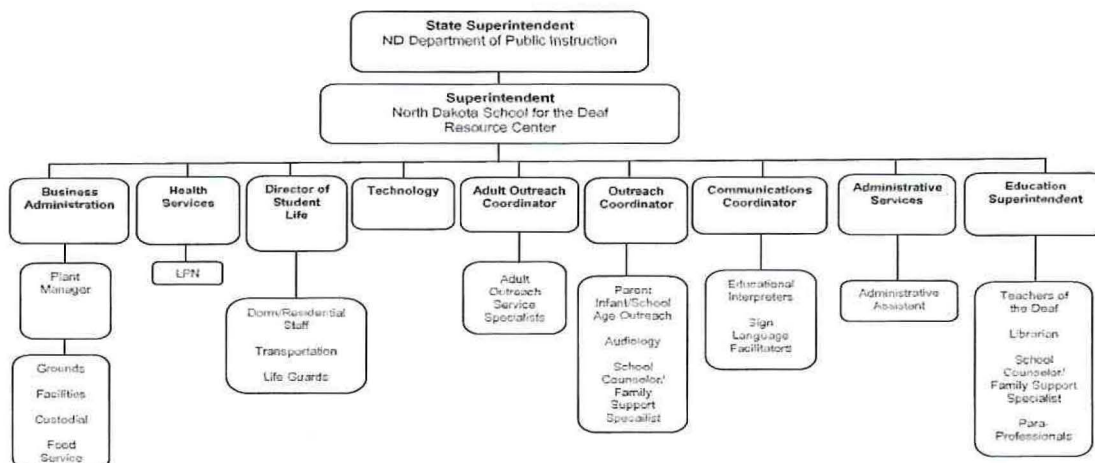
Adult Outreach Services

Our Adult Outreach Services team offers training and supports for adults who have hearing loss. They provide assistive equipment such as amplified telephones and light flashers for doorbells and phones as well as the training in how to use the equipment. They provide community training to first responders and other groups to learn more about Deaf people and communicating with those who have a hearing difference.

Collaboration

NDSB/RC works hand-in-hand with school districts across the state, North Dakota Dual Sensory Project, Minot State University, Regional Education Agencies, North Dakota Vision Services/School for the Blind, Audiologists, the Early Hearing Detection and Intervention (EHDI) program, Part C Providers, Voc. Rehab, Deaf organizations, etc.

**North Dakota School for the Deaf
 Resource Center
 Organizational Chart**



NDS/RC Outreach and Education Data

Services Provided	2017-2019 Biennium	2019-2021 Biennium	7/1/21-6/30/22 Annual
<u>Outreach Services</u>			
Parent Infant			
Persons Served (unduplicated)	48	60	41
Consultations	1,863	3,251	999
Evaluations	140	206	53
Direct Services	956	992	313
School Age			
Persons Served (unduplicated)	170	174	78
Consultations	1,994	2,461	1,121
Evaluations	74	47	48
Direct Services	461	203	57
Summer Camps	35	18	15
Adult Services			
Persons Served (unduplicated)	332	198	83
Consultations/Evaluations	1,167	1,829	604
Communications			
Sign Language Students	613	295	155
Interpreting Services Persons Served	9,333	5,227	2,709
<u>School Services</u>			
Preschool/Kindergarten	<u>2019-20</u> 1	<u>2020-21</u> 1	<u>2021-22</u> 5
Elementary	7	5	5
Middle	5	7	7
Secondary (Enrolled at DLHS)	5	4	2

Public Awareness	2017-2019 Biennium	2019-2021 Biennium	7/1/21-6/30/22 Annual
"Banner" Yearbook (circulated annually)	934	722	361
"Tidbits" Newsletter (circulated monthly)	2,736	2,736	1,368
NDS Resource Center web page	15,546	17,514	14,220
NDS Facebook page	123,628	111,003	57,098
List serve for Teachers of the Deaf in ND	3,135	3,800	1,974

3. Audit Findings for Biennium Ended June 30, 2021

Audit Report Excerpts

What we looked at:

Our team audited the ND School for the Deaf which included identifying any errors, internal control weaknesses or potential violation of law in significant or high-risk functions of the agency.

What we found:

This audit did not identify any exceptions of defaults.

Audit Results

- Conclusion: No areas of concern were identified.
- Status of Prior Recommendation: Implemented
- Noncompliance with Procurement (Finding 19-01)
- Recommendation: We recommend the North Dakota School for the Deaf properly procure commodities and services in compliance with the North Dakota Procurement Manual.
- Status: Implemented. Current audit testing resulted in no errors.

An electronic copy of the Office of State Auditor Report Highlights for North Dakota School for the Deaf for the Biennium Ended June 30, 2021 is available upon request.

4. Biennial Accomplishments, Challenges, Goals, and Plans

Accomplishments

- Personnel:
 - Hired Superintendent
 - Reclassified Admin Assistant position to hire Counselor/Family Support
- Education-Residential:
 - 21 campus students in Preschool to 8th grade
 - 14 residential students
 - 5+ potential new students
- PIP/K12 Outreach PIP/K12 Outreach:
 - Hosted and co-hosted 6 regional pumpkin patch events around the state in October 2022.
 - Completed a book study of information and assessments related to deaf and hard of hearing students in mainstream environments. Book Study: *Building Skills for Success in the Fast-paced classroom: Optimizing Achievement for Students with Hearing Loss* by Karen Anderson
- Adult Outreach Services:

- Trainings for First Responders across the state
- Equipment installations to assist those with hearing loss to have independent lives
- Community trainings about hearing loss and adaptive equipment
- Support and advocacy for individuals in receiving community services
- Facilities:
 - Remodeled pool was opened. Students swim several times a week. Pool is open to various groups including therapeutic swimmers, senior swim, and Parks and Rec use. Pool is also used for Search and Rescue teams.
- Retirements:
 - Dr. Connie Hovendick, NDSB/RC Superintendent retired in June 2022
 - Nancy Sylling, Administrative Assistant, 26 years, retired June 2022
 - Pamela Smith, Adult Outreach Coordinator, 24 years, retired June 2022
 - Lezlee Thorson, LPN I, 15 years, retired May 2022
 - Lilia Bakken, Communications Coordinator and employee for 43+ years retired in December 2022. One of her major accomplishments is “The Banner Project” which digitized ALL copies of “The Banner,” which has been published since 1891. More information is at <https://www.ndsd.nd.gov/about/history-and-banners>

Challenges

- Personnel – It is difficult to recruit and retain qualified staff for the various positions we need to run an effective educational and residential program. Personnel should be fluent users of sign language and should have experience working with students who are deaf, hard of hearing, or deafblind.
- Training – Educational and Residential Programs require staff who are specially trained to work with students who are deaf, hard of hearing, or deafblind. In most states including ND, this means out-of-state travel for training and professional development. Staff needing to learn American Sign Language have difficulty in finding opportunities to grow their ASL Language skills in small communities.
- Accreditation – With all the staff changes including the Superintendent position, we are anxiously completing accreditation processes through Cognia. ND and DPI have organized Cognia support for all districts in ND and this support has been greatly appreciated. With Covid-19 and staff changes, our CEASD* accreditation is overdue.
- Construction- During the 2021-2023 biennium, our HVAC and roofing project was supposed to be completed. We had one bid submitted that included incorrect formatting or missing forms and had to be rejected. We were in the process of opening for rebid and are now waiting for outside agencies to continue their part of the process. Our Facilities Director has contacted them at least twice a month. This project is needed and would need to be added to the 2023-2025 biennium timeline.

Next Biennium Goals & Plans

- Accreditation – We are currently working towards Cognia accreditation. We also want to renew our accreditation with the *Council of Educational Administrators of Schools and Programs for the Deaf (CEASD).
- Training – We are looking at systematizing our training opportunity to better plan for attendance and budgeting to attend these national opportunities.
- Strategic Plan – Our current strategic plan ended in 2021. We will use our findings from Cognia and CEASD accreditations to develop future goals and objectives. We are also looking at the mission and goals for each program or department to ensure we are all working towards accomplishing our agency vision, mission, and purpose.



5. Current Biennium to Next Biennium Comparison

Current to next Biennium Comparison

Senate Changes to 2021-2023 Appropriation

Senate Bill 2013

	2021-2023 Legislative Base Budget	2023-2025 Senate Changes	2023-2025 Senate Budget
Salaries and wages	8,332,820	855,432	9,188,252
Operating Expenses	1,705,586	120,171	1,825,757
Capital Assets	158,678	843,500	1,002,178
Grants	<u>0</u>	<u>0</u>	<u>0</u>
Total All Funds	10,197,084	1,819,103	12,016,187
Less Estimated Income	<u>2,790,528</u>	<u>887,693</u>	<u>3,678,221</u>
General fund	<u>7,406,556</u>	<u>931,410</u>	<u>8,337,966</u>
FTE	44.61	0.75	45.36

Special fund expenditures increases account for the increase in estimated income.

NDSB plans to continue face to face services to deaf and hard of hearing individuals in North Dakota. The senate change recommendation includes cost to continue salary increase. In addition, senate budget changes include a compensation package, requested teacher contract composite scale increases, and one of two requested signing para aide positions.

Senate changes to operating expenses include one time inflationary adjustments.

Wage equity to retain experienced and proficient team members is an unfunded strategic priority.

Our master facility planning process developed in cooperation with the Office of Management. SiteLogicIQ is our current Master Facility plan .

6. Program and Line Item Funding

North Dakota School for the Deaf
 Senate Bill 2013

Distribution of Senate Version Funding

	2023-2025 General Fund	2023-2025 Special Fund	2023-2025 Federal Fund	2023-2025 Total Recommendation
Salaries and wages	8,247,881	886,341	54,030	9,188,252
Operating Expenses	90,085	1,687,660	48,012	1,825,757
Capital Assets	0	1,002,178	0	1,002,178
Total	8,337,966	3,576,179	102,042	12,016,187
FTE				45.36

NDS/RC 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.

As a smaller agency, NDS/RC presents its budget on a rollup up by line basis. While we continue to manage our campus, agency services are increasingly focused off campus in person or when appropriate via web based delivery.

Projected 2023-25 special fund revenues are fully utilized by agency operations salary and operating expenditures.

All capital assets are special funds projects.

7. One Time Funding Requests

School for the Deaf-Budget 25200
 Senate Bill 2013 for 2023-2025 Budget
 2021-2023 One-time Funding Report

2021-2023 One-time Funding Report

	Budget Amount	Status	Expended
Esser Special Education Assessment Tools (Unused esser funds not within NDSB scope of service)	\$21,500	Completed	\$11,500
Lawn care and other support service equipment	\$40,000	In Progress	\$15,464
Campus Based Network Server	\$7,500	In Progress	\$7,000
Total Equipment	\$47,500		\$22,464
Extraordinary Repairs Total Budget Projects	\$808,678		
 2 Projects: resource building upgrade and secondary boiler			
Architect Services: Resource Building and Boiler Upgrade		In Progress	\$61,835
Asbestos Abatement for future boiler upgrade		completed	\$26,340
 Total Extraordinary Repairs	\$808,678		\$88,175
 Total One-time	\$877,678		\$122,139
Covid Special Education Funding	\$21,500		\$11,500
Special Funding One-time	\$856,178		\$110,639
Total 2021-2023 One-time	\$877,678		\$122,139

**SiteLogicIQ Plan*

Bids for the projects were opened on April 28, 2022. The total of bids for both projects exceeded the appropriated budget. Non compliance with century code bid format resulted in bid rejection.

Re-bidding of the \$ 375,000 resource building project is now in progress. Recent experience with the market is the reason NDSB is requesting a contingency to carry the project to the 2023-2025 biennium.

The secondary boiler project was carried forward to the 2023-2025 biennium.

8. Identify and Justify One Time Funding Requests

School for the Deaf-Budget 25200

Senate Bill 2013 for 2023-2025 Budget

Senate Version 2023-2025 One-Time Funding

2023-2025 One-time Funding

	<u>Fund Source</u>	<u>*Plan</u>	<u>Budget</u>
Operating Expenditures Inflation Increase	General		\$90,085
Operating Expenditures Inflation Increase	Special		<u>\$30,086</u>
Total One Time Operating Expenditures			<u>\$120,171</u>
Optional One-time Capital Assets			
Audiology, Kitchen Equipment, Grounds Services (Replacement items over \$ 5,000 each)	Special		\$43,500
Extraordinary Repair: Backup Boiler Replacement	Special	*	\$650,000
Replace Outdated Pneumatic Controls and Fire Alarms	Special	*	\$150,000
Total Optional One-time Capital Assets			<u>\$843,500</u>
Total One-time			<u>\$963,671</u>

**SiteLogicIQ Plan*

The backup boiler project is a carryover due to insufficient appropriation funding in in the 2021-2023 biennium.

9. Agency Collections or Special Funds

**NDS/RC Special Comparative Fund Receipts Projection
 Senate Bill 2013**

	2023-2025 Biennium	2021-2023 Projection	2021-2023 Budget	2023-2025 Executive
462140 Sale Meals-Prepared Food		255,000	121,853	255,000
463021 Misc. Sales And Services		72,000	48,000	72,000
490501 Tsfr Fm Common Schools		2,014,000	2,008,000	2,212,000
472015 Lease-Rental Of Rooms-Bldgs		<u>202,584</u>	<u>183,579</u>	<u>186,984</u>
		<u>2,543,584</u>	<u>2,361,432</u>	<u>2,725,984</u>

Summary of Assumptions

Meal revenue is related to the campus based head start program meal contract.

Misc. Sales and Services includes interpreter services provided to ND school districts and ND colleges based upon staffing availability. This category of revenue also may include campus based services provided to a leasing tenet.

The North Dakota Department of Land Trusts is the largest NDS/RC special fund resource.

Lease-Rental of Rooms-Bldgs is primarily Head Start revenue. It also includes two state agencies, a private lease, and rent from the local Park Board related to community swimming pool utilization.

All facilities on campus are utilized.

Projected special funds are applied to operating expenditures and a portion of salaries and wages.

10. Need for Other Sections to be Included in Agency Appropriation Bill

<p>School for the Deaf-Budget 252 Senate Bill 2013 Optional Changes 2023-2025 Budget</p>	<p><u>Senate Optional Request Comparison</u></p>																																										
<p>Optional Request Description</p> <p style="padding-left: 40px;">Ongoing Budget Changes</p> <p>Teacher Composite Scale Increase</p> <p>Two Signing Para Aide Positions</p> <p>Request for Equity Salary Adjustment (* SB2015)</p> <p style="padding-left: 40px;">Total ongoing funding changes</p> <p>One-time funding items all special funds</p> <p>Inflation Operating Expenditures Increase</p> <p>Kitchen, Audiology, and Grounds Equipment</p> <p>Campus Secondary Boiler Replacement</p> <p>Pneumatic Controls, Trades Building Fire Alarm</p> <p>Total one-time funding changes</p> <p>Total Optional</p> <p>General Fund Optional</p> <p>Special Fund Optional</p> <p>Total Executive Budget Recommendation</p>	<table border="0" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="border-bottom: 1px solid black; padding: 5px;">NDS/RC Request</th> <th style="border-bottom: 1px solid black; padding: 5px;">Senate Inclusion</th> <th style="border-bottom: 1px solid black; padding: 5px;">Senate Exclusion</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">\$171,890</td> <td style="padding: 5px;">\$171,890</td> <td style="padding: 5px;">\$0</td> </tr> <tr> <td style="padding: 5px;">\$230,588</td> <td style="padding: 5px;">\$115,294</td> <td style="padding: 5px;">\$115,294</td> </tr> <tr> <td style="padding: 5px;">\$301,000</td> <td style="padding: 5px;">\$0</td> <td style="padding: 5px;">\$301,000</td> </tr> <tr> <td style="padding: 5px;">\$703,478</td> <td style="padding: 5px;">\$287,184</td> <td style="padding: 5px;">\$416,294</td> </tr> <tr> <td style="padding: 5px;">\$120,171</td> <td style="padding: 5px;">\$120,171</td> <td style="padding: 5px;">\$0</td> </tr> <tr> <td style="padding: 5px;">\$43,500</td> <td style="padding: 5px;">\$43,500</td> <td style="padding: 5px;">\$0</td> </tr> <tr> <td style="padding: 5px;">\$650,000</td> <td style="padding: 5px;">\$650,000</td> <td style="padding: 5px;">\$0</td> </tr> <tr> <td style="padding: 5px;">\$150,000</td> <td style="padding: 5px;">\$150,000</td> <td style="padding: 5px;">\$0</td> </tr> <tr> <td style="padding: 5px;">\$963,671</td> <td style="padding: 5px;">\$963,671</td> <td style="padding: 5px;">\$0</td> </tr> <tr> <td style="padding: 5px;">\$1,667,149</td> <td style="padding: 5px;">\$1,250,855</td> <td style="padding: 5px;">\$416,294</td> </tr> <tr> <td style="padding: 5px;">\$836,675</td> <td style="padding: 5px;">\$360,833</td> <td style="padding: 5px;">\$416,294</td> </tr> <tr> <td style="padding: 5px;">\$843,500</td> <td style="padding: 5px;">\$890,022</td> <td style="padding: 5px;">\$0</td> </tr> <tr> <td style="padding: 5px;">\$1,680,175</td> <td style="padding: 5px;">\$1,250,855</td> <td style="padding: 5px;">\$416,294</td> </tr> </tbody> </table>	NDS/RC Request	Senate Inclusion	Senate Exclusion	\$171,890	\$171,890	\$0	\$230,588	\$115,294	\$115,294	\$301,000	\$0	\$301,000	\$703,478	\$287,184	\$416,294	\$120,171	\$120,171	\$0	\$43,500	\$43,500	\$0	\$650,000	\$650,000	\$0	\$150,000	\$150,000	\$0	\$963,671	\$963,671	\$0	\$1,667,149	\$1,250,855	\$416,294	\$836,675	\$360,833	\$416,294	\$843,500	\$890,022	\$0	\$1,680,175	\$1,250,855	\$416,294
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11. Other Bills and Potential Budgetary Impact

Governor’s recommendation OMB Bill 2015 Section 6 provides equity funding for State Agencies. The estimated Targeted Equity Amount calculated by HRMS for NDS/RC was \$285,000.

12. Possible requested changes to be made to the senate recommendation

\$375,000 in extraordinary repair special funds for the NDS Resource Building. The project was designed and bid in the current 2021-23 biennium. NDS could not accept the initial bids in April 2022. The goal to rebid in the fall of 2022 has proven to be a challenge. A rebid of the project was started late in February 2023. In order to assure completion of critical repairs of our Resource Building, we formally request addition of this ongoing extraordinary repair project to our 2023-2025 appropriation.

\$115,294 in general funds to add a second .75 FTE signing position. A significant increase in students aged 3-5 years is repurposing how NDS provides it's on campus services. We endorse the .75 FTE signing para position included in the executive budget and are requesting the second .75 FTE position.

\$285,000 in targeted equity funding as calculated by OMB in the executive budget to retain and recruit staff with an emergency clause is a high priority. Please include targeted market equity as part of the final legislation.

13. Comparison of Major Requests to those Recommended in Senate Budget

NA-See #10.

14. Federal Funding related to Covid-19 or Other Sources

The legislative assembly provided \$300,000 in funding from the Coronavirus relief fund for Resource Center projects. Funding for the Corona Relief Fund had to be obligated by December 31, 2021. While some portions of the Resource Center projects qualified for reimbursement, other portions did not. Engineering and other project delays made it impossible to meet the funding deadline. The funding source for the project was changed back to special funds as originally approved. Initial bids for the project reviewed in April 2022 exceed budget. Ongoing delays in rebidding the project may require NDS to request carrying it forward to 2023-25 biennium.

As a state agency, NDS/RC was not eligible for most ESSER and CARES ARP funding awarded to school districts.

NDS/RC did receive several small special education grants from the Department of Public Instruction. ESSER I \$11,800, CARES ARP Preschool \$952.95, and CARES ARP IDEAB \$22,305.44 are related to Covid-19 funding. A non-Covid-19 special education grant totaling \$10,000 is discretionary funding for staff recruitment and retention.

15. Federal Funding

NDSD/RC was not listed or included in federal state fiscal recovery funding passed during the November 2021 special legislative session.

16. Conclusion and Additional Information

I am honored to serve as the Superintendent of North Dakota School for the Deaf / Resource Center. A lot of incredible work has been accomplished by the amazing staff and students at NDSD/RC since its beginning in 1890. I am thrilled to be a small part of that incredible work. I ask that you support the Senate Budget and include the additional small requests to help us continue to do this incredible work.

Our **vision**, our “why,” is that all individuals in North Dakota with hearing differences will achieve their dreams. Our **mission**, our “how,” is to educate and serve all individuals with hearing differences from birth through senior citizenship. Our **purpose**, our “what,” is to serve as a statewide education and resource center to provide advocacy, leadership, and expertise in the field of Deaf Education and those with hearing loss. With your support, all individuals in North Dakota with hearing differences can achieve their dreams.

Thank you, members of the North Dakota Legislature for your incredible work and for your ongoing support of our important and necessary work at the North Dakota School for the Deaf /Resource Center.





North Dakota School for the Deaf / Resource Center
is a division of the Department of Public Instruction,
Kirsten Baesler, State Superintendent
www.dpi.nd.gov

NDSD/RC does not discriminate on the basis of race, color, national origin,
sex, age, or disability in employment or provision of services.

NDS/RC 25200

Senate Bill 2013 2023-2025

Senate Inflationary Operating Expense Adjustments by Line

	Base Level	Expenditure Changes	Executive
Operating Expenses			
Travel	337,371	25,000	362,371
Supplies - IT Software	16,000	6,280	22,280
Supply/Material - Professional	39,000	1,950	40,950
Food and Clothing	170,850	17,085	187,935
Bldg, Grounds, Vehicle Supply	103,000	0	103,000
Miscellaneous Supplies	82,000	0	82,000
Office Supplies	14,000	0	14,000
Postage	9,750	735	10,485
Printing	10,750	0	10,750
IT Equipment under \$5,000	81,000	0	81,000
Other Equip under \$ 5,000	28,200	2,256	30,456
Office Equip & Furniture	8,000	30,086	38,086
Utilities	252,112	26,000	278,112
Insurance	26,863	4,879	31,742
Rentals/Leases-Equipment&Other	15,192	0	15,192
Rentals/Leases - Bldg/Land	60,023	5,900	65,923
Repairs	45,720	0	45,720
IT - Data Processing	111,799	0	111,799
IT - Communications	68,500	0	68,500
IT Contractual Srvcs and Rprs	26,350	0	26,350
Professional Development	27,500	0	27,500
Operating Fees and Services	43,400	0	43,400
Professional Fees and Services	128,206	0	128,206
Total Operating Expenses	1,705,586	120,171	1,825,757
General Fund	0	90,085	90,085
Federal Fund	48,012	0	48,012
Special Fund	1,657,574	30,086	1,687,660
Total By Fund: Operating Expense	1,705,586	120,171	1,825,757

Detail of One Time Senate Operating Expense Budget

School for the Deaf-Budget 252
Senate Bill 2013
Base Level Funding Changes Analysis

Senate Budget Recommendation

	FTE Positions	General Fund	Other Funds	Total
2021-2023 Base Level	44.61	\$7,406,556	\$2,790,528	\$10,197,084
2023-2025 Ongoing Funding Changes				
Cost to Continue Salary Increase		\$58,341	\$824	\$59,165
Base Budget Adjustment to Federal Funds			(\$935)	(\$935)
Salary Increase		\$326,080	\$10,067	\$336,147
Health Insurance Increase		\$245,576	\$6,480	\$252,056
Teacher Salary Composite Schedule salary increase		\$171,890	\$0	\$171,890
Optional Package to include Signing Para Position	0.75	\$115,294	\$0	\$115,294
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
		\$0	\$0	\$0
Total ongoing funding changes	0.75	\$917,181	\$16,436	\$933,617
One-time funding items				
Adds Operating Expenditures Inflation Increases		\$90,085	\$30,086	\$120,171
Adds Kitchen, Audiology, and Grounds Equipment			\$43,500	\$43,500
Adds Campus Secondary Boiler Replacement			\$650,000	\$650,000
Adds Pneumatic Controls, Trades Building Fire Alarm			\$150,000	\$150,000
			\$0	\$0
Total one-time funding changes		\$90,085	\$873,586	\$963,671
Total Changes to Base Level Funding	0.75	\$1,007,266	\$890,022	\$1,897,288
Total Executive Budget Recommendation	\$45.36	\$8,413,822	\$3,680,550	\$12,094,372

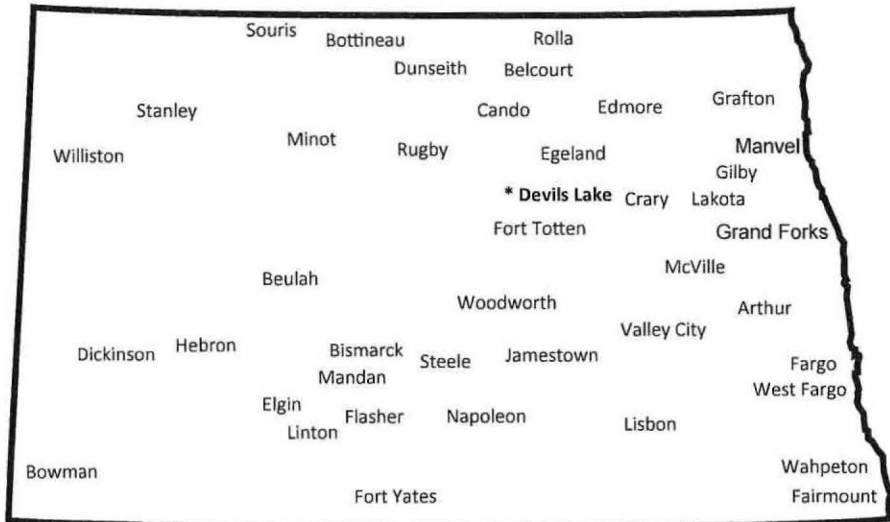
Detailed Description of Included Executive Optional Items

1. **Teacher Salary Increases** The 2023-2025 OMB Teacher Composite Scale Implementation adds \$171,890 in general funds and is our primary request. Teachers are mission-critical contract employees not included with classified legislative wage adjustments. All fringe benefits are included
2. **Additional Operating** Forecast special fund revenue is fully utilized in the base budget. Overall, a 7% increase or \$120,171 in general fund appropriation is requested.
3. **Kitchen and Audiology Equipment** Potential replacement of campus equipment items over \$5,000 each, large kitchen appliances and diagnostic audiology equipment. Special fund for these one-time items total \$43,500.
4. **Secondary Boiler Replacement** NDSD/RC proposes to rebid a designed boiler project that could not be completed due to lack of funding authority in the 2021-2023 biennium. The requested one-time special fund appropriation is based upon the high bid received on the project in April 2022. Special fund for these one-time total \$650,000.
5. **Pneumatic Controls, Trades Fire Alarm** NDSD/RC proposes to replace pneumatic heating controls in main campus traffic areas during the course of the next biennium. Our fire alarm system in our trades building is not addressable with aging heat and smoke sensors in two different zones within the building. Special fund cost for these one-time items total \$150,000.
6. **Signing Paraprofessional Positions** NDSD/RC has received positive response from parents of 3 and 4-year-old students citing noticeable growth in language development when they stay as a resident on the NDSD/RC campus. As the number of these young students grow, the need for the individualized instruction is also growing. One signing para professional position totaling .75 fte was included in the executive recommendation which we endorse. We request consideration for the second .75 fte signing para position as requested in the original budget submission.

Requested Changes to the Senate Budget by NDSB/RC

- 1. Add as carryover \$ 375,000 for uncompleted Resource Center Building extraordinary repairs. (Special Funds)**
- 2. Add .75 FTE for the second signing para position totaling \$ 115,294. This includes the executive compensation package. (General Funds)**
- 3. Please support some form of equity funding to improve employee retention and recruitment. (Primarily General Funds)**

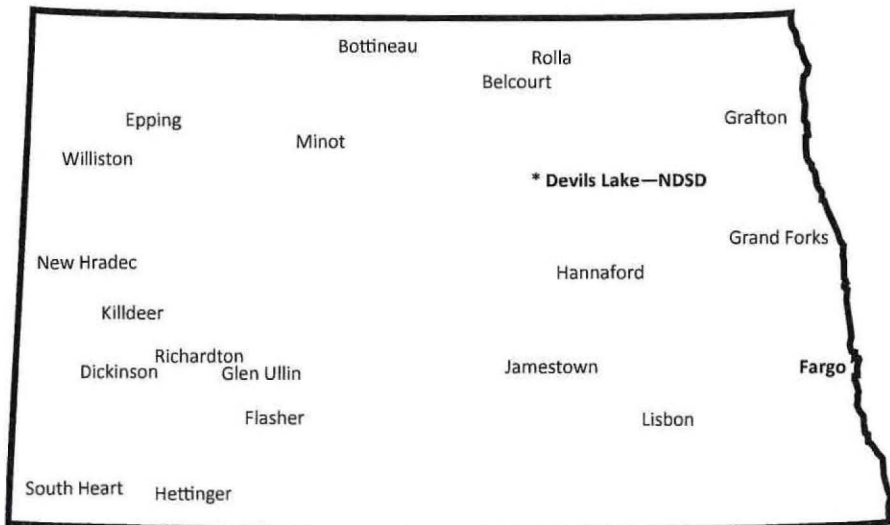
Adult Outreach client location 2022-2023



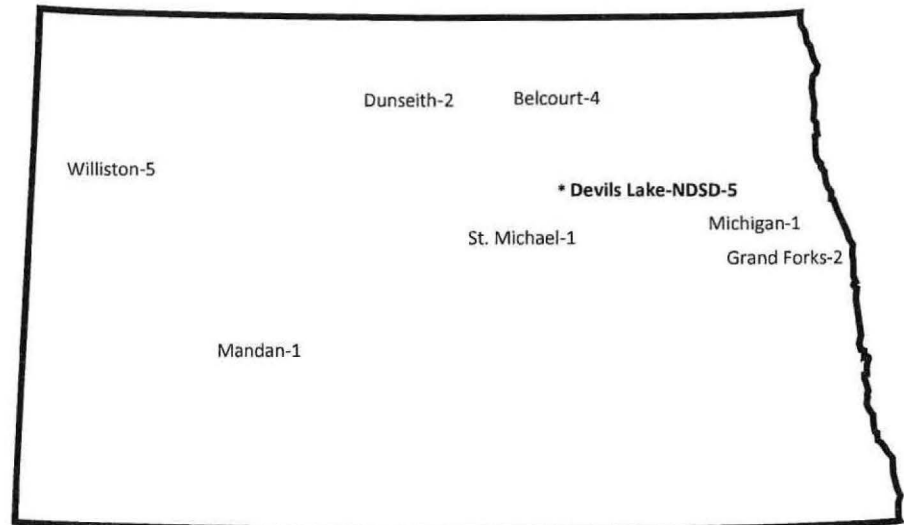
Parent Infant/School Age client location 2022-2023



American Sign Language Outreach location 2022-2023



Residential School student location 2022-2023



Historical Timetable

North Dakota School for the Deaf/Resource Center has a rich history of advocacy and education. NDSB/RC has also been home to world renown people. Below are some highlights:

- 1889** North Dakota was admitted into the Union as a state. **Anson Rudolph Spear**, a graduate (1878) of the Minnesota School for the Deaf came to Devils Lake and met with local leaders to impress upon them the importance of establishing a school for deaf children. They drafted a bill to present before North Dakota's first-ever legislative session. The bill passed the house and senate and was vetoed by the Governor.
- 1890** After a hard fight, the bill passed and became law. Anson Spear was named Superintendent at age 29, thought to be the youngest Superintendent of a state school. The school enrolled 23 students.
- 1891** The legislature appropriated \$10,000 for a new building which was completed in 1893.
- 1891** Spear established a printing press program and the school began publishing the North Dakota Banner, a newsletter printed every two weeks to share school events and student work.
- 1892** By the third year of operation, the school enrollment had doubled to 42 students.
- 1894** **John Lewis Clarke**, a deaf Blackfoot Indian attended the school until 1897. John moved to Montana School for the Deaf. He is well known for his wood carvings of wild animals and Native Americans. Many of his pieces are on display in museums around the country including the Smithsonian Museum in Washington DC.
- 1900** In June, a class of three students were the first graduating class.
- 1916** North Dakota Association for the Deaf was established.
- 1980** **Phyllis Frelich**, class of '62, became the first Deaf person to win a Tony Award for her performance on Broadway in Children of a Lesser God. In 1981, she was inducted into the North Dakota's Rough Rider Hall of Fame. Her portrait and bio are on display at the State Capitol in Bismarck.
- 1988** NDSB Outreach Program was established.

For more information about NDSB's rich history, go to
<https://www.ndsd.nd.gov/about/history-and-banners>



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

**SB2013 ESSER REPORT
to Appropriations Committee**

March 14, 2023

Kirsten Baesler
State Superintendent
Department of Public Instruction



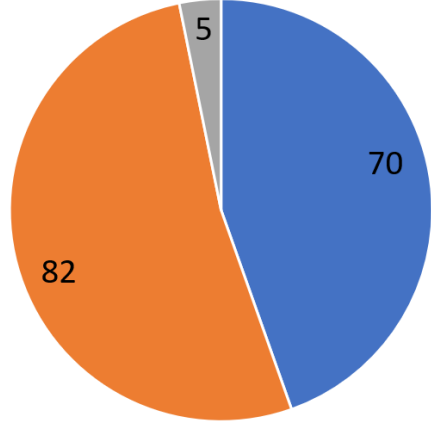
Disrupted Learning – District Self-Reported

Spring 2021 – Fall 2022 District Data



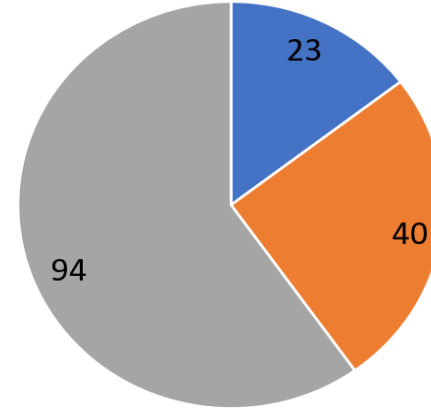
NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

Learning Loss Among Students with IEPs



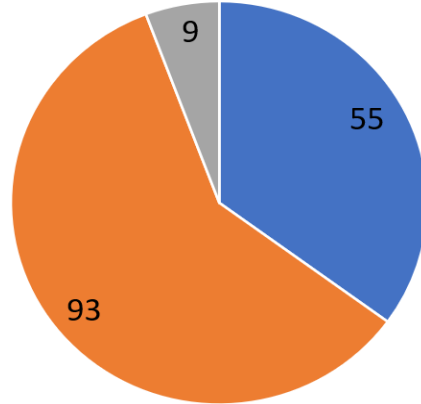
- Districts Reporting Evidence of Learning Loss
- Districts Reporting No Evidence of Learning Loss
- Districts Reporting Where Subgroup Not Represented

Learning Loss Among English Learners



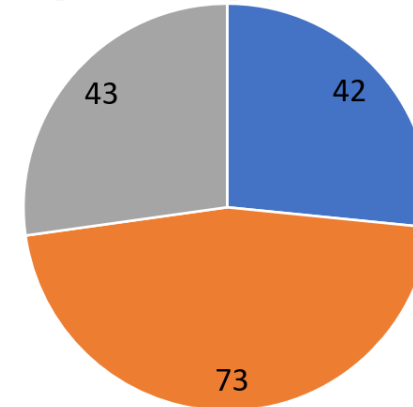
- Districts Reporting Evidence of Learning Loss
- Districts Reporting No Evidence of Learning Loss
- Districts Reporting Where Subgroup Not Represented

Learning Loss Among Low-Income Students



- Districts Reporting Evidence of Learning Loss
- Districts Reporting No Evidence of Learning Loss
- Districts Reporting Where Subgroup Not Represented

Learning Loss Among Specific Racial/Ethnic Subgroup(s)



- Districts Reporting Evidence of Learning Loss
- Districts Reporting No Evidence of Learning Loss
- Districts Reporting Where Subgroup Not Represented



District Reports

- Refer to Appendix B on p. 24 of the Learning Loss report in your binders
- The electronic version provides links to the individual schools

A photograph of a classroom scene, overlaid with a semi-transparent blue filter. In the foreground, a student is seen from behind, leaning over a desk. In the background, a teacher stands near a whiteboard, and other students are seated at desks.

Impacts on Student Achievement



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

North Dakota Choice Ready

2021 & 2022

NORTH DAKOTA CHOICE READY



The North Dakota **CHOICE READY** framework is a tool to assist educators to ensure all students successfully depart high school possessing the **ESSENTIAL SKILLS** necessary to be ready for life. The journey begins by ensuring students leave having the **ESSENTIAL SKILLS** to be successful for whichever path they choose. Students shall then strive to be **POST-SECONDARY READY, WORKFORCE READY, and/or MILITARY READY**.



ESSENTIAL SKILLS

Earn a **North Dakota high school diploma**

Complete a **9-week Career Education Course/Individual Counseling** (15.1-21-18), **Financial Literacy** (15.1-21-21), and pass **ND Civics Test** (15.1-21-27) and **four or more** additional indicators:

- 25 hours of Community Service
- 95% Attendance (not counting school-related absences)
- Career Exploration Experience
- Two or More Years in Organized Co-Curricular Activities
- Two or More Years in Organized Extra-Curricular Activities
- Successfully complete a Capstone Project
- Successfully Complete an On-line Learning Course
- Demonstrate Competency in 21st Century Skills

Students shall then complete **two or more** of the **CHOICE READY** components below.



POST-SECONDARY READY

Complete a **Four-Year Rolling Career Plan**, and earn a **2.8 GPA or greater**, and complete one academic indicator set below:

ACT / SAT minimum or subsections scores:

ACT English—18	SAT Reading/Writing—480
ACT Reading—22	SAT Math—530
ACT Math—21	
ACT Science—23	

or

Two or more additional indicators:

- Advanced Placement Course (A, B, or C) (4, 3, or 2)
- Dual Credit Course (English or Math) (A, B, or C) or (4, 3, or 2)
- Algebra II (A, B, or C) or (4, 3, or 2)
- Advanced Placement Exam (3+)
- International Baccalaureate Exam (4+)
- 3.0 GPA in core course requirement for NDUS admission
- CREAM (Eng./Math) Course (70% or greater)
- Complete three Fine Arts Courses (A, B, or C) or (4, 3, or 2)



WORKFORCE READY

Complete a **Four-Year Rolling Career Plan**, and complete two or more additional indicators:

- Complete three CTE courses or more (A, B, or C) or (4, 3, or 2)
- Complete Career Ready Practices (3.0)
- Dual Credit Course (A, B, or C) or (4, 3, or 2)
- WorkKeys (Gold or Silver)
- Technical Assessment/Industry Credential
- Workplace Learning Experience (40 hrs.)
- Work-based Learning Experience (Perkins V) (40 hrs.)
- NDSA (Reading/Math) Level 3 or greater or (ACT for Accountability: English 19/Mathematics 22)
- Complete three World Language Courses A, B, or C) (4, 3, or 2)



MILITARY READY

Complete a **Four-Year Rolling Career Plan**, **ASVAB score of 31 or greater** (as determined by branch), or acceptance into the military. **Quality Citizenship** (No Expulsions/Suspensions), **Physically Fit** (Students who have successfully completed required PE courses (A, B, or C) or (4, 3, or 2) and

Complete two or more additional indicators from the Post-Secondary or Workforce options.

or

Complete two credits of JROTC or Civil Air Patrol.



North Dakota

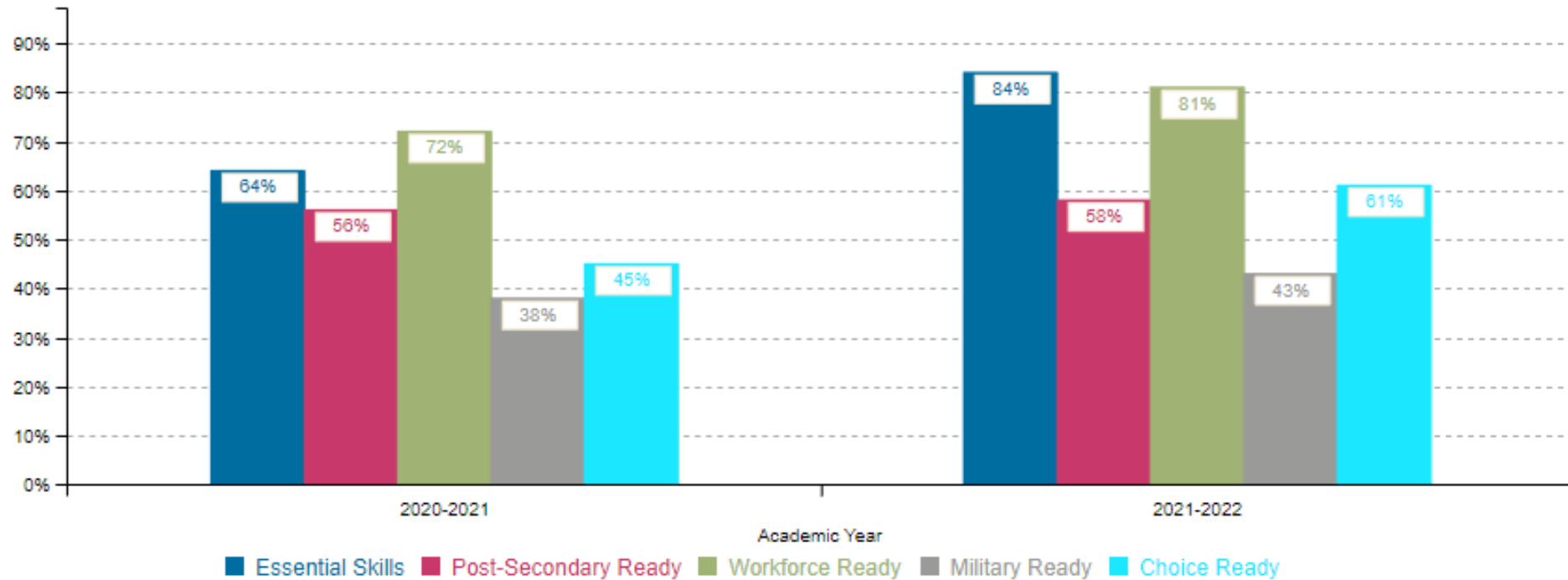
Choice Ready

Choice Ready

[Explanation](#)

Choice Ready Metric Performance

This chart shows percent of graduates that meet Choice Ready requirements along with the percent that meet each metric that composes Choice Ready.

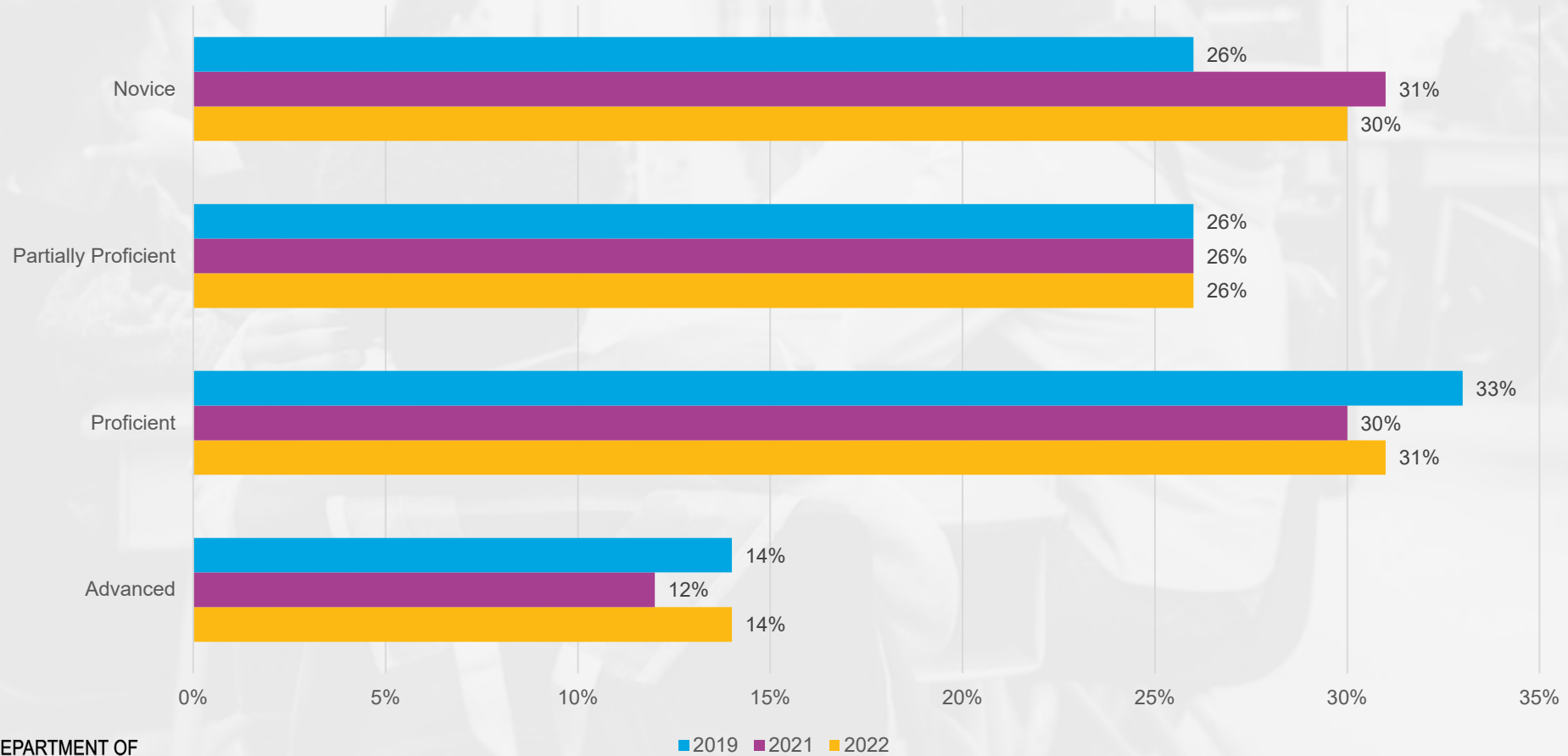


Statewide Assessment Data

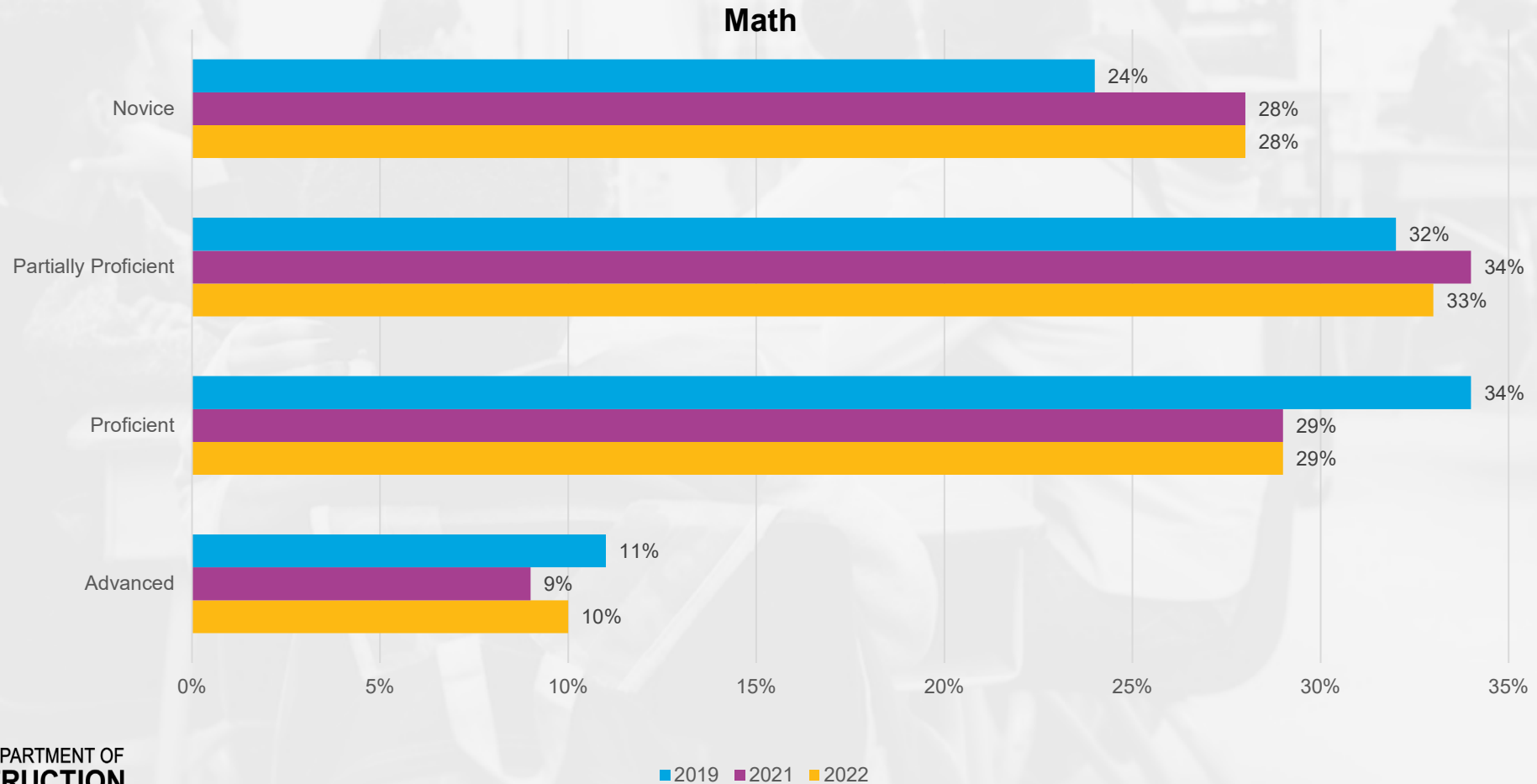
**North Dakota State Assessment (NDSA)
Spring 2019, 2021, 2022**

North Dakota State Assessment Data

English Language Arts (Reading & Writing)



North Dakota State Assessment Data



National Assessment of Educational Progress (NAEP): The Nation's Report Card

Winter 2013, 2015, 2017, 2019, 2022



**NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION**

NAEP Comparisons

Reading - Grade 4 NAEP				
	<u>Average Score</u>	<u>National Average Difference</u>	<u>Proficient or above</u>	<u>Advanced</u>
2022	217.53	1.42	30.97%	5.71%
2019	221.18	1.74	34.35%	6.88%
2017	221.52	0.71	34.12%	5.65%
2015	224.69	3.34	36.80%	7.04%
2013	224.08	3.41	33.97%	5.55%
Reading - Grade 8 NAEP				
	<u>Average Score</u>	<u>National Average Difference</u>	<u>Proficient or above</u>	<u>Advanced</u>
2022	258.08	1.02	27.07%	2.06%
2019	263.23	1.23	31.63%	1.87%
2017	265.08	0.25	32.67%	2.07%
2015	266.96	2.96	33.66%	1.64%
2013	267.78	1.76	34.22%	2.13%

NAEP Comparisons

Math - Grade 4 NAEP				
	<u>Average Score</u>	<u>National Average Difference</u>	<u>Proficient or above</u>	<u>Advanced</u>
2022	240.08	5.22	40.35%	6.78%
2019	242.93	2.92	44.34%	7.34%
2017	244.24	5.08	45.80%	8.00%
2015	244.71	4.86	44.79%	7.89%
2013	246.42	5.24	48.05%	7.44%
Math - Grade 8 NAEP				
	<u>Average Score</u>	<u>National Average Difference</u>	<u>Proficient or above</u>	<u>Advanced</u>
2022	278.4	5.27	28.20%	5.25%
2019	285.56	4.58	37.35%	8.65%
2017	288.17	6.21	39.66%	9.23%
2015	288.24	6.96	40.59%	7.40%
2013	290.52	6.9	40.59%	8.44%

NAEP Reading Breakdown

<i>* average across Reading</i>		% of students*	Grade 4 Reading		Grade 8 Reading	
<u>Race/Ethnicity</u>			Avg. Score	Proficient or Above	Avg. Score	Proficient or Above
	<i>White</i>	75	222	35%	263	31%
	<i>Black</i>	5	189	12%	237	12%
	<i>Hispanic</i>	6	202	18%	249	22%
	<i>American Indian/Alaksa Native</i>	8	206	20%	234	8%
	<i>2+ Races</i>	5	215	25%	250	20%
<u>Gender</u>						
	<i>Male</i>	50	214	28%	250	20%
	<i>Female</i>	50	222	34%	266	35%
<u>National School Lunch Program</u>						
	<i>Eligible</i>	26	200	16%	243	15%
	<i>Not Eligible</i>	74	224	36%	263	31%



NAEP Math Breakdown

<i>* average across Math</i>		% of students*	Grade 4 Math		Grade 8 Math	
<u>Race/Ethnicity</u>			Avg. Score	Proficient or Above	Avg. Score	Proficient or Above
	<i>White</i>	75	245	47%	284	33%
	<i>Black</i>	5	216	8%	252	8%
	<i>Hispanic</i>	6	225	19%	259	12%
	<i>American Indian/Alaska Native</i>	8	217	11%	260	11%
	<i>2+ Races</i>	5	236	32%	267	15%
<u>Gender</u>						
	<i>Male</i>	51	242	44%	280	29%
	<i>Female</i>	49	238	36%	277	27%
<u>National School Lunch Program</u>						
	<i>Eligible</i>	26	225	22%	263	15%
	<i>Not Eligible</i>	74	245	46%	284	33%



The ND Insights dashboard acts as an updated directory for the public regarding districts and schools. ND Insights provides publicly-accessible K-12, CTE, College, Workforce, and Adult Education data information in one place.

<https://insights.nd.gov/>

Explore Public K-12



Explore CTE



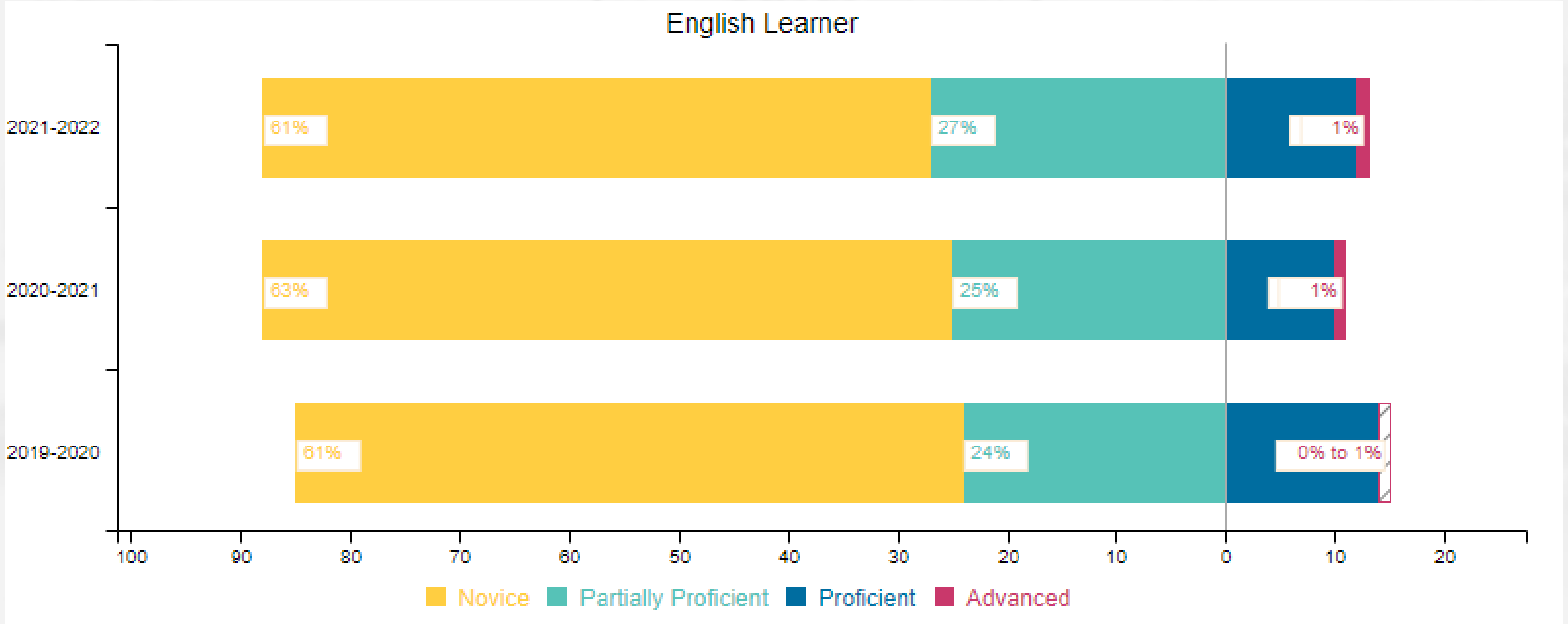
Explore College



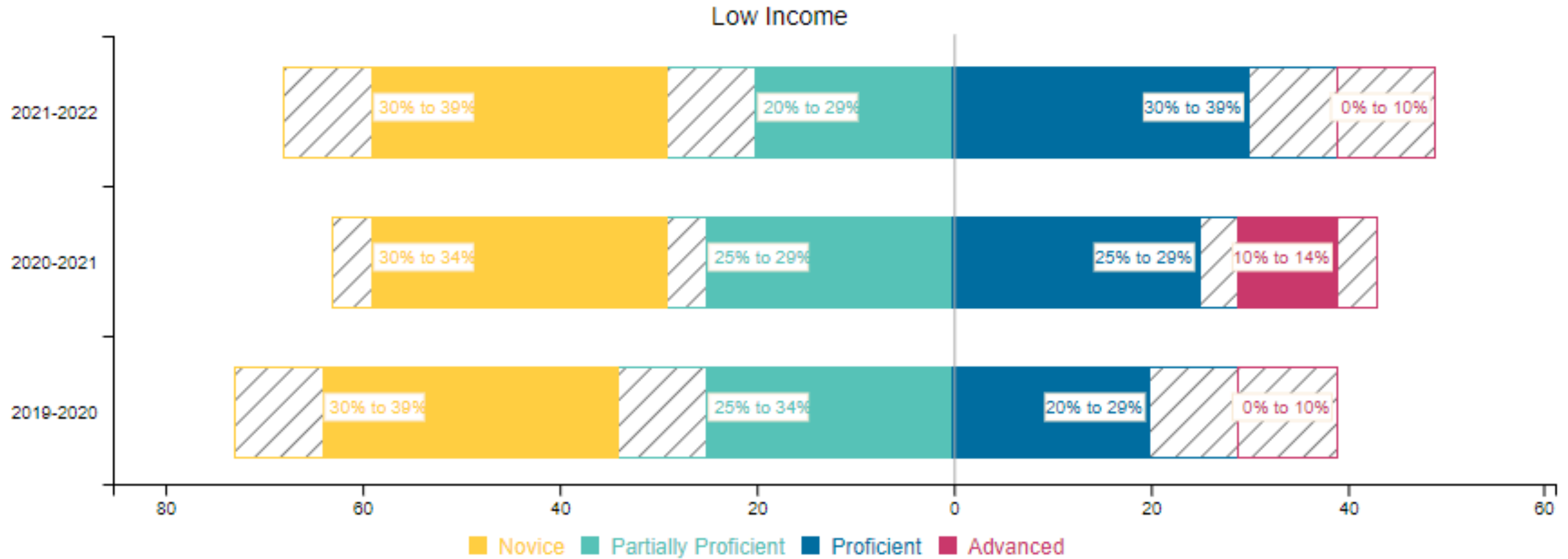
Explore Workforce



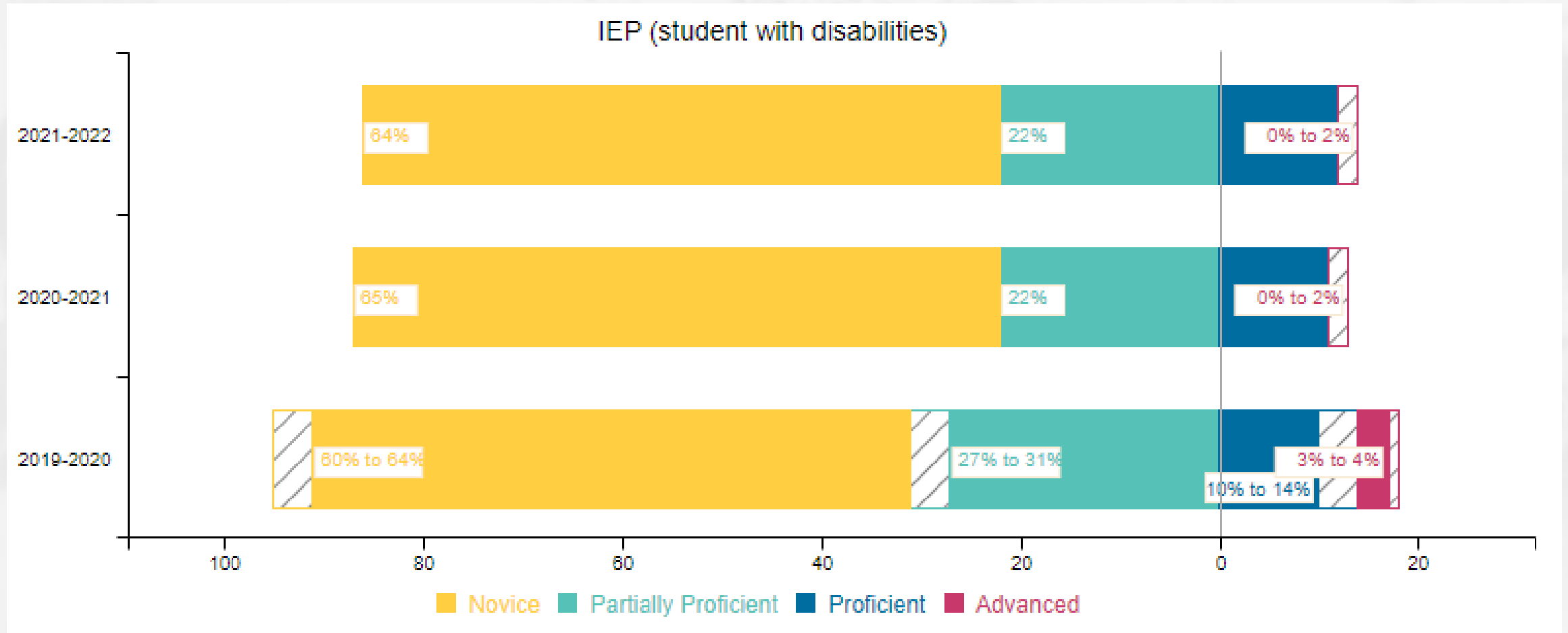
Example: West Fargo English Learner ELA Achievement



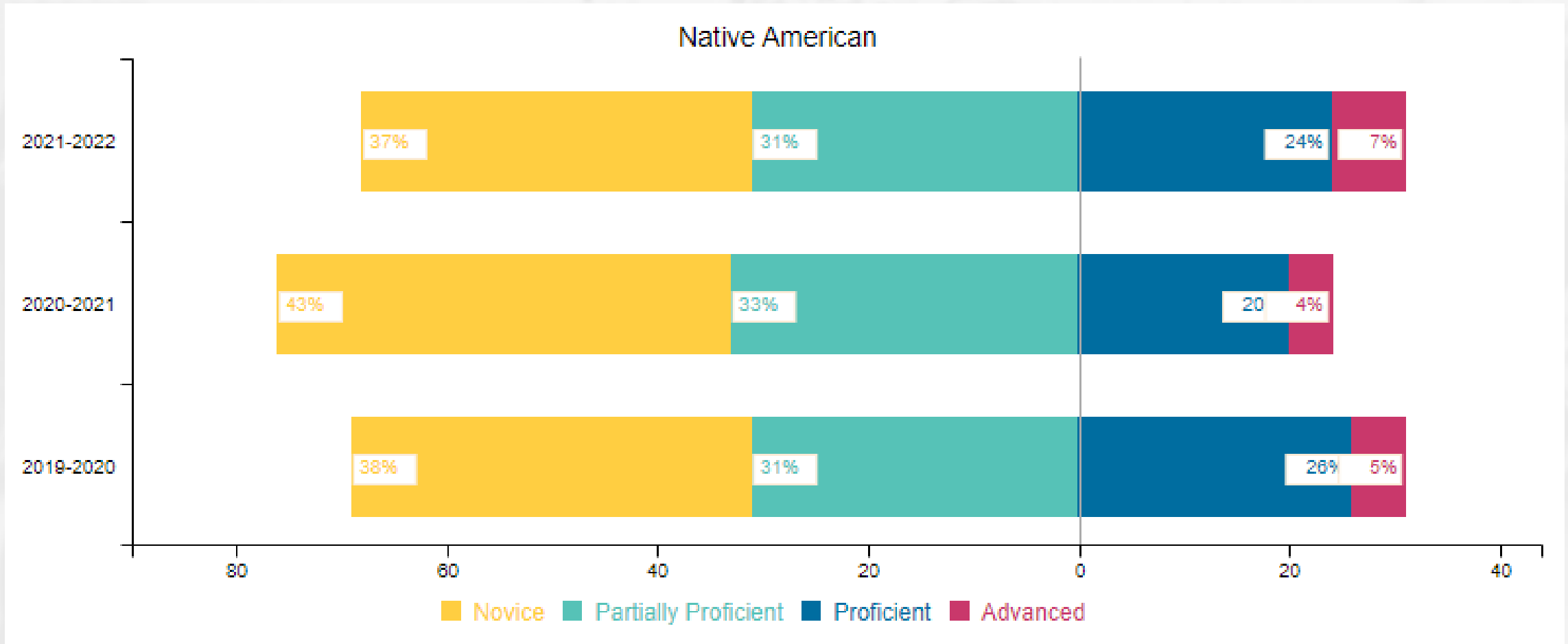
Example: Midway ELA Achievement



Example: Mandan IEP ELA Achievement



Example: Devils Lake Native American ELA Achievement



Student Achievement Projections

**North Dakota State Assessment (NDSA)
2018, 2019, 2021 and 2022**



Student Achievement

1. The 2021 report revealed that in ELA (grades 5-8, 10) students tended to score closer to pre-pandemic expectations than in Math. A negative learning impact was evidenced in both subjects.
2. The 2022 report allowed us to add another set of assessment data Recovery could be measured with two post-pandemic data points. There was evidence of recovery toward pre-pandemic expectation in ELA grades 6 and 7 and Math grade 6. In contrast, ELA grades 8 and Math grades 7 and 8 showed students tending to fall further behind the pre-pandemic expectations.
3. We did have schools and districts that continued to meet or exceed pre-pandemic expectations. 2022 report showed about 43% of schools achieved this in ELA and about 35% of schools achieved this in Math.

Exemplar Districts

ELA

Rank	District Name	Effect Size	N
1	Naughton 25	0.79604	6
2	Cavalier 6	0.42956	70
3	Hebron 13	0.38129	35
4	Wahpeton 37	0.38039	222
5	Anamoose 14	0.36939	10
6	Valley-Edinburg 118	0.35080	32
7	Hazleton-Moffit-Braddock 6	0.34186	26
8	North Star 10	0.31178	59
9	Central Valley 3	0.30812	44
10	Ellendale 40	0.28119	69

Math

Rank	District Name	District Code	Effect Size	N
1	Anamoose 14	25-014	0.67508	10
2	Hebron 13	30-013	0.65720	35
3	Naughton 25	08-025	0.54946	6
4	Wahpeton 37	39-037	0.40734	223
5	Central Valley 3	49-003	0.38321	44
6	Hankinson 8	39-008	0.33028	46
7	Richland 44	39-044	0.31261	52
8	Parshall 3	31-003	0.27596	48
9	Burke Central 36	07-036	0.27397	18
10	Midkota 7	20-007	0.24309	36

Accelerated Learning Plans



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PUBLIC INSTRUCTION



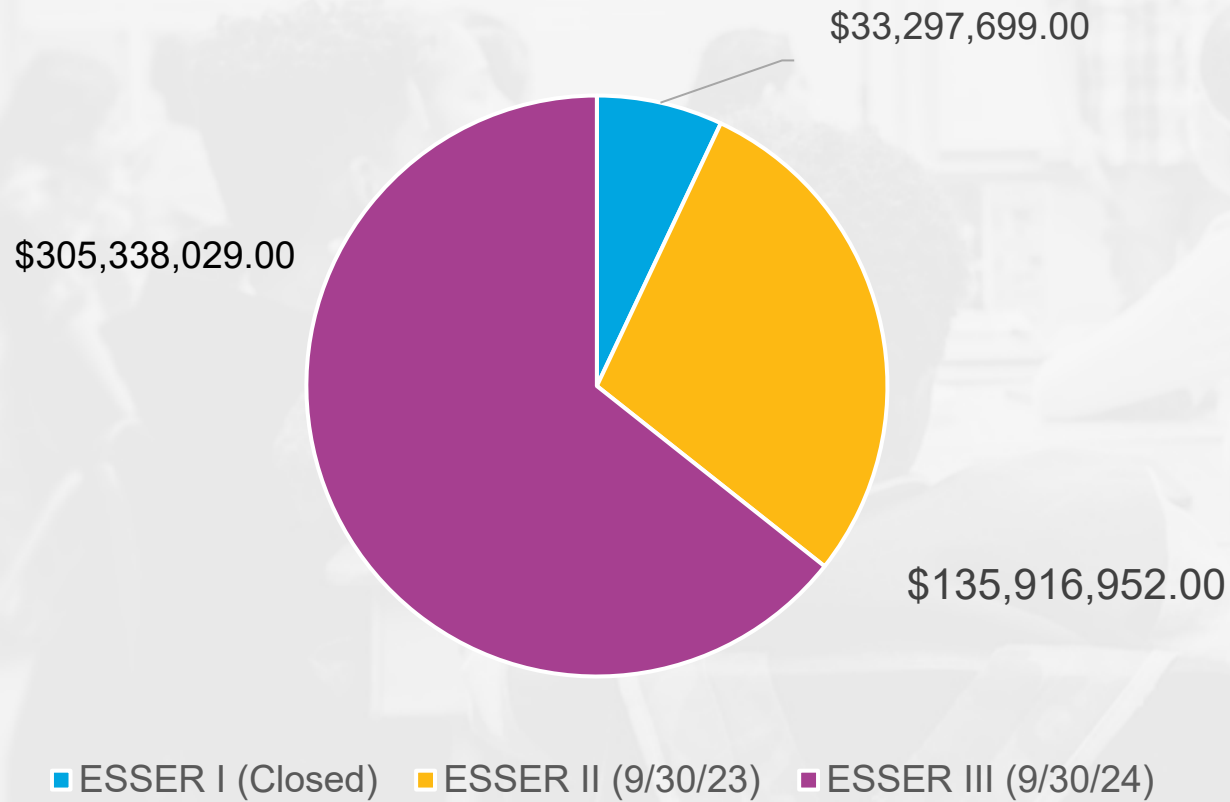
Means of Accelerating Learning Recovery	# of Districts (of 157)	% of Districts
Hiring Additional Personnel	129	82%
New/Additional Technology	122	78%
Professional Development	121	77%
Using New Curriculum	120	76%
Health-Related Supports	115	73%
Tutoring	68	43%
Out-of-School Time	61	39%
Class Size Reduction	43	27%
Other Options	27	17%

ESSER Fund Utilization

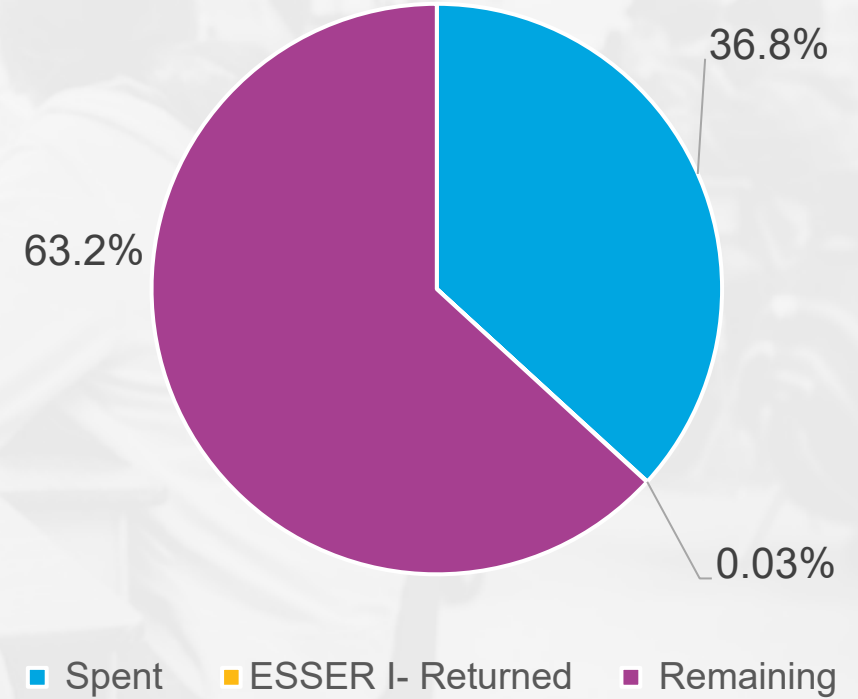


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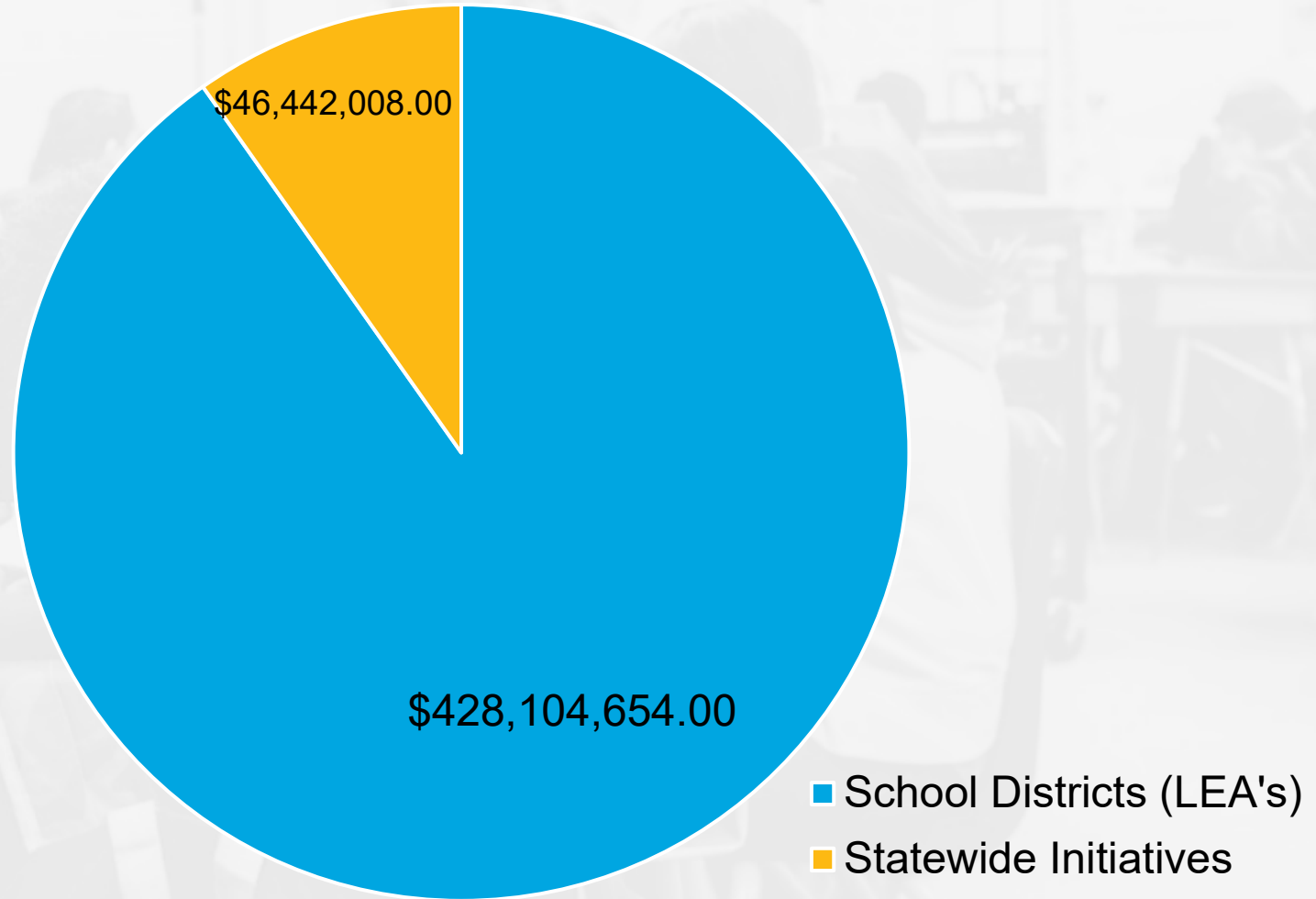
North Dakota Total ESSER I, II,III Allocation



Current Fund Summary



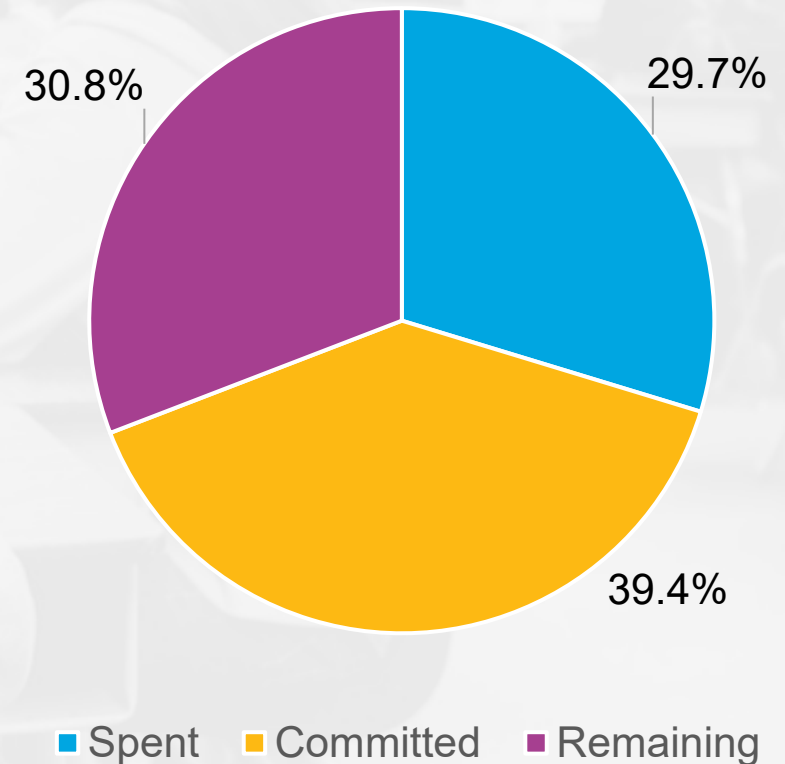
Allocation Distribution



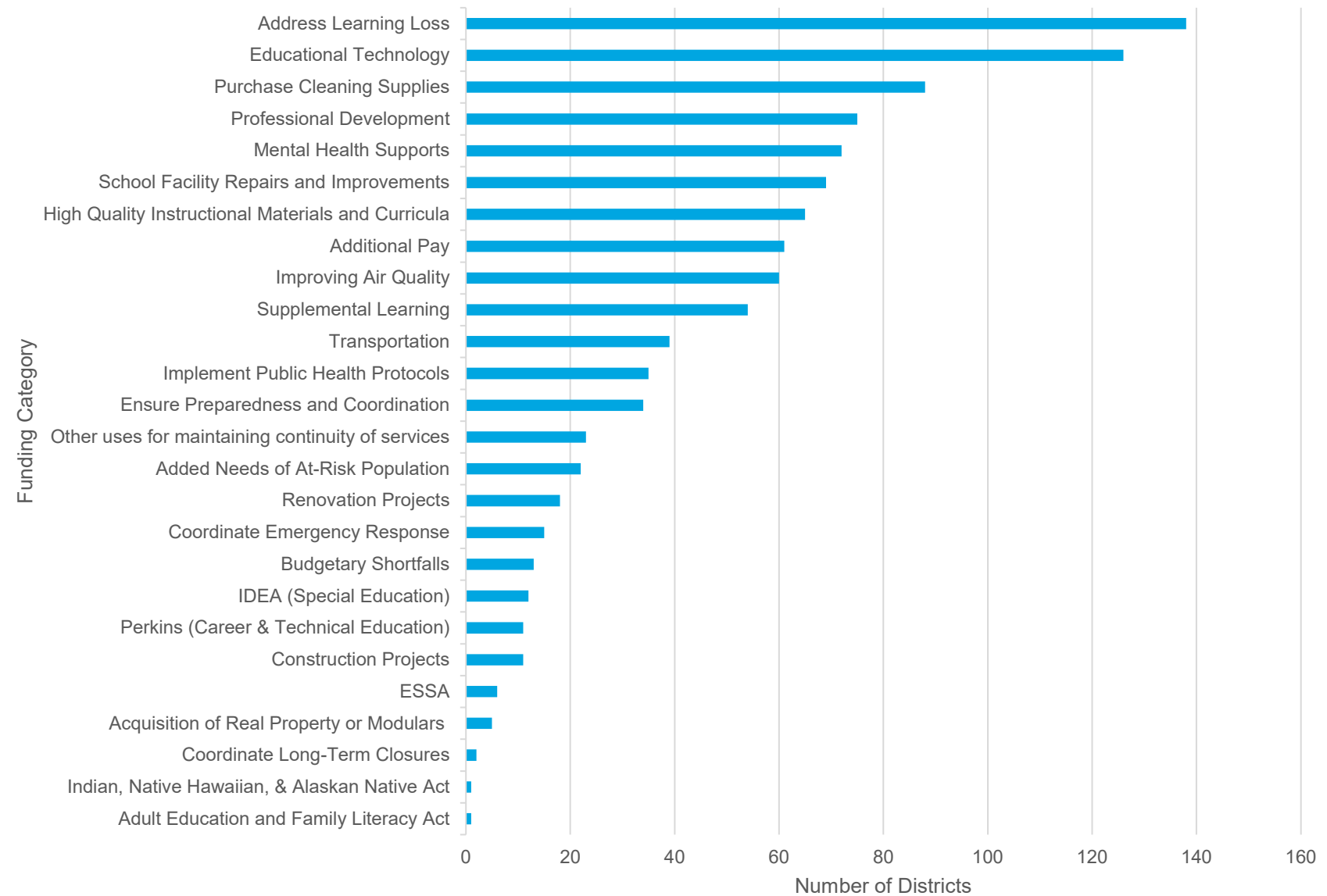
NDDPI Statewide Initiatives

- Math Recovery Grants to Schools
- Reading Grants to Schools
- Summer Enrichment Grants
- Afterschool Program Grants
- School Board Training & Coaching

Current State Level Fund Summary

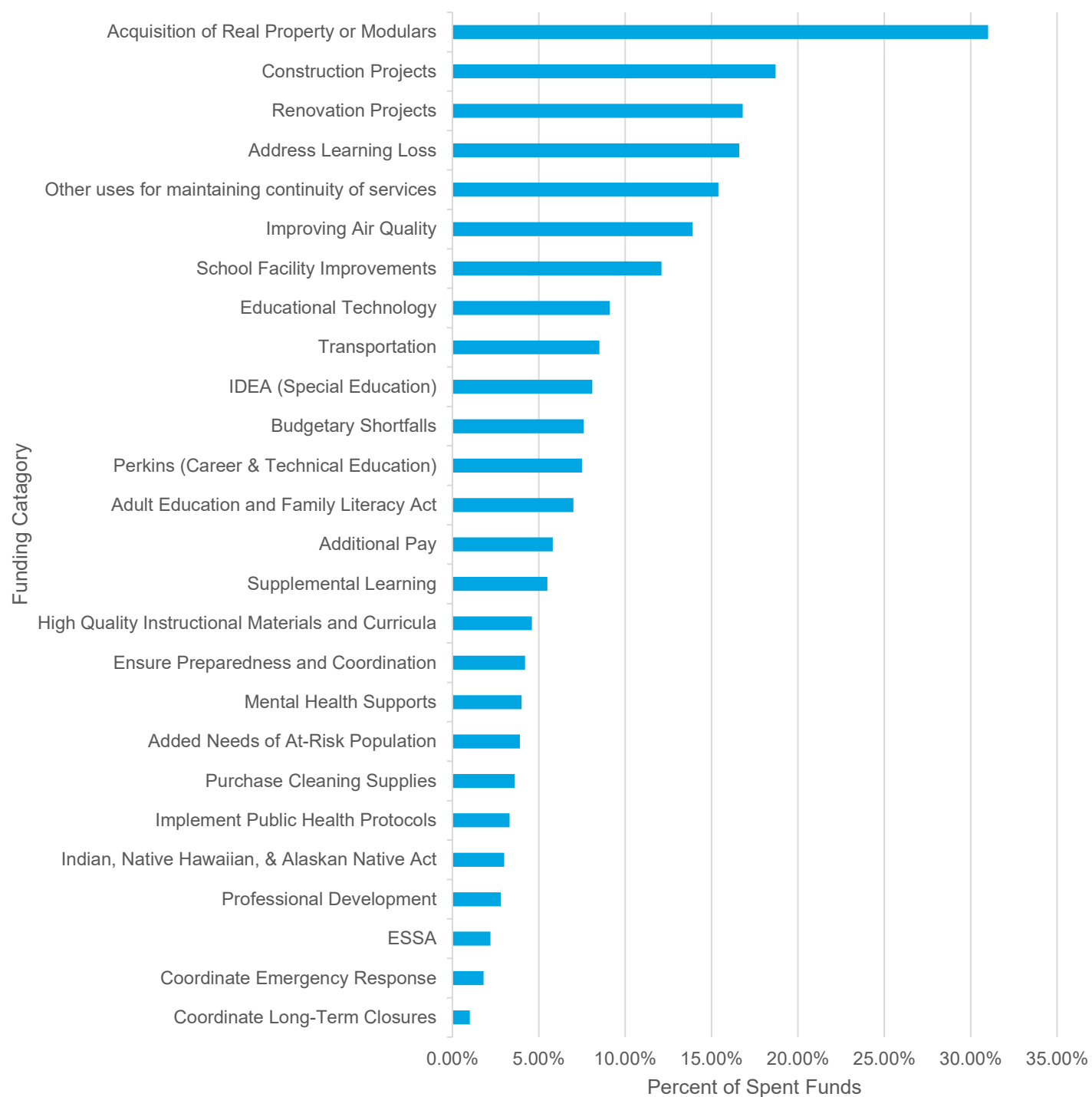


District Funding Categories - Frequency





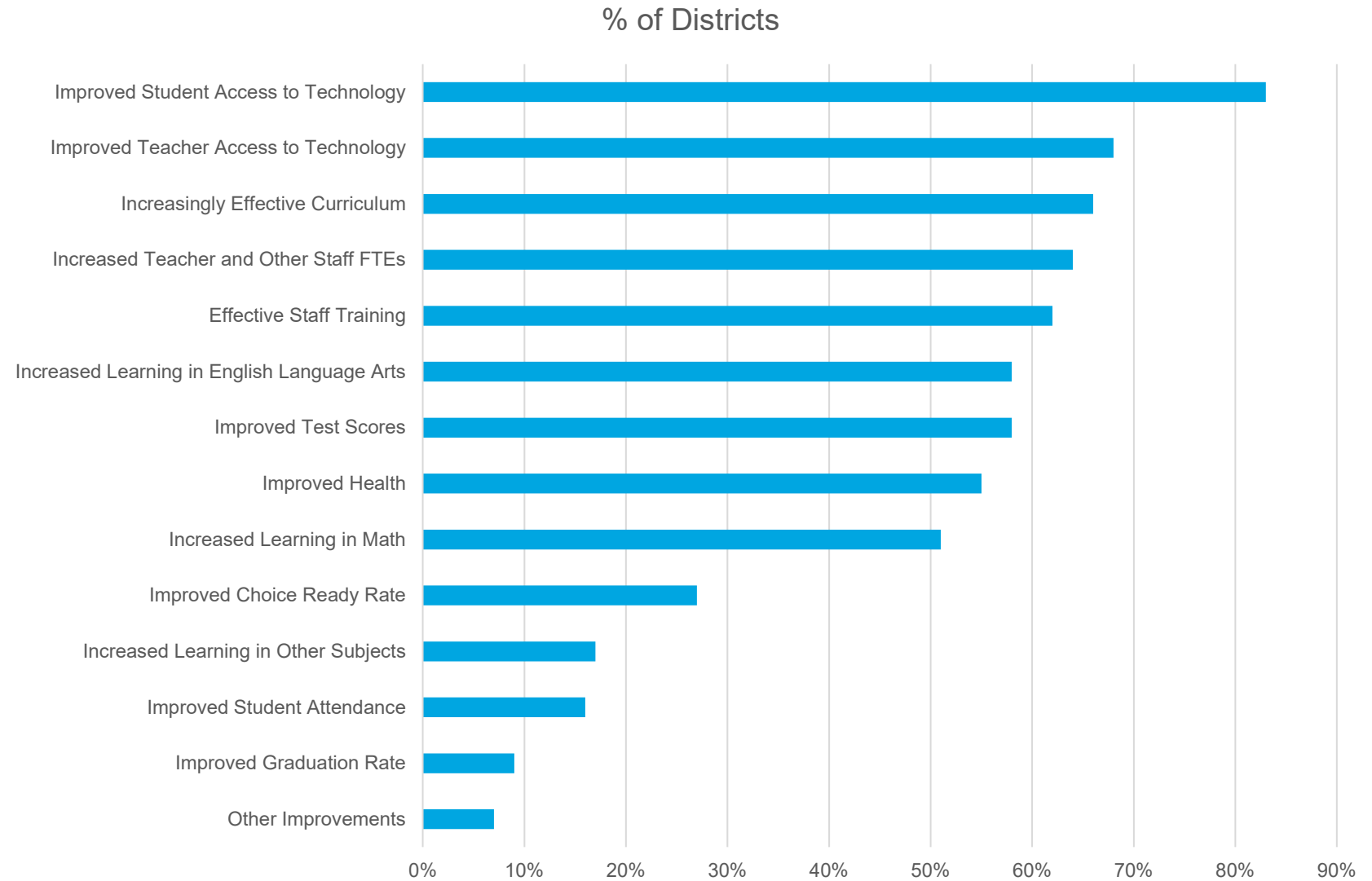
District Funding Categories – Percent of Funds



Impact of ESSER Funds



Identified Impacts - Frequency





Conclusions



- **Pandemic learning loss was evident among students**
- **NDDPI and local school districts have invested in a variety of services and resources using ESSER funds including:**
 - Health-related cleaning supplies and building improvements
 - Increased evidence-based curriculum packages
 - Technology
 - Staffing
 - Professional Development

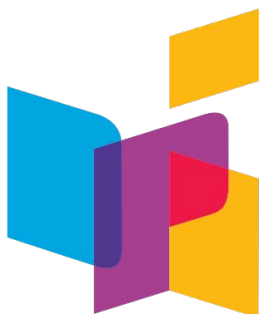
- **Generally, school districts are self-reporting that they are approaching pre-pandemic academic scores.**
- **Additionally, school districts self-report seeing improvement in:**
 - Student Engagement
 - Attendance Rates
 - Choice Ready Preparedness
 - Graduation Rates
- **Recent statewide assessment data shows a slight rebound in Math and ELA; however, student engagement, attendance, and graduation rates continued a downward trend.**
- **Impacts of early ESSER investments may just be beginning to be seen while school districts and the State still have until September 2024 to invest ESSER funds in education.**
- **It is imperative that we prioritize investments that directly improve student academic outcomes.**

Preparing for Post ESSER

- **The State is taking three significant steps**

Federal guidance for existing federal revenue streams (for example, Title I, Title II, and IDEA) have been changed to include more allowability and flexibility to use these funds to continue ESSER-funded projects that have proven effective.

1. NDDPI has assembled a team to create guidance and supporting materials to assist our school districts in developing new budgets and identify new ways of using these historically-available funds.
2. NDDPI has granted funds to 12 school leader/business manager teams (and one NDDPI team) to become certified in Georgetown University's Ednomics budgeting model to assist them in their approach to budgeting moving toward an outcome-based or results-oriented budgeting process. Part of the grant requirement for these teams was to provide training to other school districts.
3. It will be critical for districts to use their own data to analyze what has been effective and continue to fund, and what has not been effective and cease to support. NDDPI is modeling this process internally.



NORTH DAKOTA DEPARTMENT OF **PUBLIC INSTRUCTION**

LEARNING LOSS, ACCELERATED LEARNING RECOVERY, AND ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF FUND:

North Dakota Department of Public Instruction Second
Report to Legislative Management

January 2023

Kirsten Baesler
State Superintendent
Department of Public Instruction
600 East Boulevard Avenue Dept. 201
Bismarck, ND 58505-0440
www.nd.gov/dpi

Executive Summary

In the 2021 Regular Legislative Assembly, HB 1013 was passed. The current report has been generated to fulfill the obligations of the ND Department of Public Instruction (DPI) as detailed in Section 24 of the bill. We describe our findings regarding ESSER funding impacts on student achievement. We also report on the information gathered from school districts regarding learning loss, plans for accelerating students' learning recovery, and district usage of ESSER funds. We also describe the impacts of ESSER funds reported by districts, and we offer conclusions regarding the importance of ESSER funding in keeping North Dakota's students on-track in the COVID-19 era.

Impacts on Student Achievement. Initial pandemic-related setbacks in student proficiency were apparent. Student proficiency levels are generally gradually recovering, but the learning recovery looks different across subject and student grade. We see more recovery in English Language Arts (ELA) than we see in math. ELA recovery is most evident in grades 4-7. Math recovery remains a challenge for our schools and students at all grade levels.

Disrupted Learning Identified by Districts. District reports showed learning loss among students, particularly among special education/IEP students (reported by 45% of districts), low-income students (35%), one or more racial or ethnic subgroups (27%), and English learners (15%).

Districts' Accelerated Learning Plans. Districts reported on their strategies to accelerate learning recovery. According to their reporting, districts are using a variety of strategies. The most common strategies were hiring additional personnel (82%), new/additional technology (reported by 78% of districts), professional development for school staff (77%), new curricula (76%), and health-related supports (73%). Among districts describing efforts to close subgroup gaps, approaches varied and were tailored to local needs.

Use of ESSER Funds. Districts have been allocated \$428,104,654. As of December 21, 2022, North Dakota school districts have claimed reimbursement for \$230,489,960 of their total ESSER fund allocations. Within those funds, school districts have requested \$47,267,307 for reimbursement of goods and services that meet the allowability requirements for learning loss expenses. School districts have used ESSER funds to support a variety of aspects of education. Most frequently reported uses to include purchasing and supporting educational technology and services or products focused on addressing learning loss. The top percent of expenditures tracked by reimbursement requests to NDDPI are Acquisition of Real Property and Construction Projects.

District-Reported Impact of ESSER Funds. Districts reported a range of positive outcomes that have resulted from their strategies for accelerating learning recovery. Increased access to technology and an increasingly effective curriculum are two of the most common impacts reported by districts. Many school districts also mentioned an increase in data-driven instructional practices that focus on identifying and addressing specific student strengths and challenges, leading to increases in student academic performance. Additionally, districts have invested in professional development and staffing to address mental and behavioral health. Overall, school districts are self-reporting that they are approaching pre-pandemic academic scores as well as an increase in attendance, student engagement, Choice-Ready preparedness, and graduation rates. However, ND Insights shows that our statewide math scores decreased by 5 points and did not see any improvement from 2021 to 2022. Our reading and writing scores dropped 4 points initially, but did recover 1 point from 2021 to 2022. The State does not have access to all of the academic assessment data schools may be using to report an increase in academic achievement. We only have access to the annual state assessment and the approximately 50% of our student's interim assessment results from the NWEA MAP test.

The state does have access to all attendance, student engagement, Choice Ready, and graduation rate data. The data shows that there has seen a steady decline in attendance from 96% in 2019, to



95% in 2021 and 93% in 2022. Student engagement has also declined from 52% of students being committed to school in 2020, to 44% in 2021 and 43% in 2022. Choice Ready preparedness has seen a nice increase from 45% in 2021 to 61% in 2022. Unfortunately, our graduation rate has also seen a decline from 89% in 2020 to 87% in 2021 and 84% in 2022.

Conclusions. ESSER funds have provided North Dakota's schools with a necessary lifeline. Districts have had a considerable amount of autonomy over how their ESSER funds were spent. Districts have self-reported many positive benefits of their uses of ESSER funding, including learning recovery. Statewide analyses of student achievement also reveal some learning recovery, but learning recovery is more evident in ELA than in math. DPI will continue to monitor student achievement, answer the questions of you and your constituents to the best of our ability, and support districts as learning recovery continues to be prioritized.

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Full Report

Introduction

In the 2021 Regular Legislative Assembly, HB 1013 was passed. The current report has been generated to fulfill the obligations of the ND Department of Public Instruction (DPI) as detailed in Section 24:

"School districts receiving funds from the elementary and secondary school emergency relief fund shall provide two narrative summary reports to the superintendent of public instruction, including information regarding learning losses of students identified within the district, including subgroup gaps; school district plans to accelerate learning recovery for all students, including closing subgroup gaps; uses of elementary and secondary school emergency relief funds, including the percentage of those funds expended in categories determined by the superintendent of public instruction; and the impact elementary and secondary school emergency relief fund expenditures had on accelerating learning recovery for the districts' students. The first school district report must be submitted to the superintendent of public instruction by December 1, 2021. An aggregated report must be presented by the superintendent of public instruction to the legislative management by June 1, 2022. The second school district report must be submitted to the superintendent of public instruction by December 1, 2022. An aggregated report must be presented by the superintendent of public instruction to the sixty-eighth legislative assembly."

In the current report, we describe our findings regarding ESSER funding impacts on student achievement. We also report on the information gathered from school districts regarding learning loss, plans for accelerating students' learning recovery, and district usage of ESSER funds. We also describe the impacts of ESSER funds as reported by districts. Finally, we share our conclusions regarding the role of ESSER funding in empowering school districts to address learning loss resulting from pandemic-related disruptions to learning.

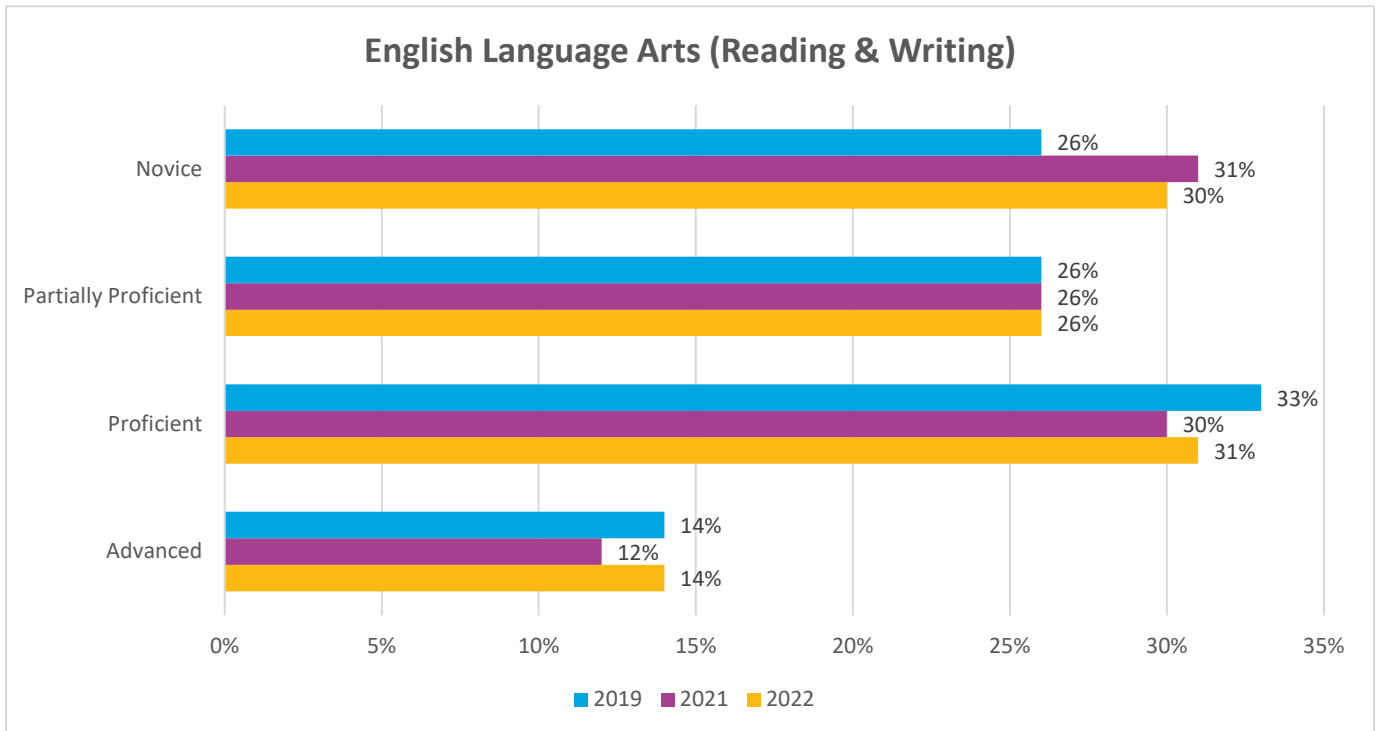
Impacts on Student Achievement

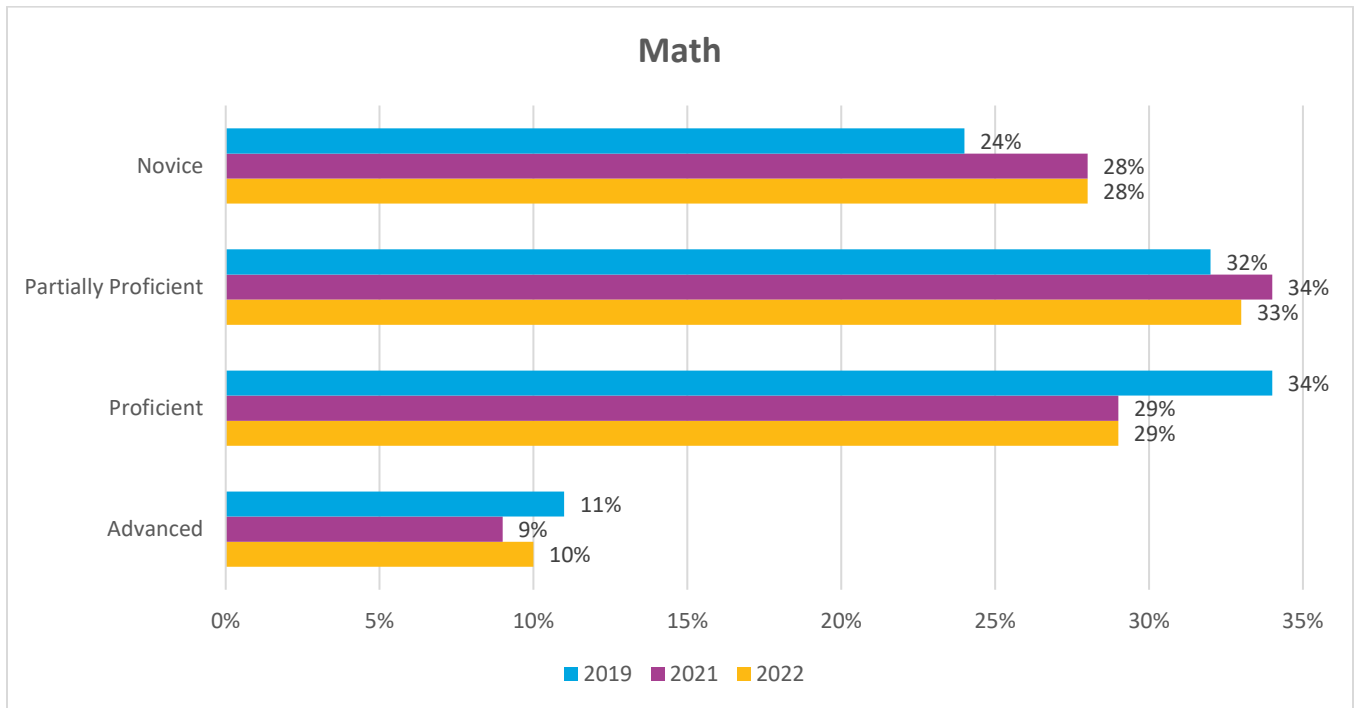
Research: Statewide Assessment Data

The North Dakota State Assessment (NDSA) is the state-wide, standardized assessment to measure academic achievement levels. The level of standardization, annual administration, level of validity and reliability, and the high rate of participation make it ideal for state-level analyses and school/district/state accountability. The assessment is to be administered to all public-school students in grades 3 through 8 and 10 in Math and ELA. Science is administered in grades 4, 8, and 10. High schools in ND can opt to use ACT, replacing the NDSA, in high school. In this case, students take the ACT in 11th grade, and this covers the 10th grade NDSA requirement for Math and ELA. The NDSA provides individual student data about achievement based on our state-specific content standards. Student data can and is aggregated to demographic, classroom, grade, school, district, and state levels. Each state has their own unique state-wide assessment, so comparing state-to-state achievement levels based on these assessments is not effective. NDDPI manages all aspects of the NDSA.

The North Dakota Alternate Assessment (1% or fewer of students tested) and ACT data are combined with NDSA data and the student numbers/participation below. Due to the pandemic, the NDSA was not administered in 2020. In the data below, 2019 is considered the pre-pandemic period and the years after are considered the pandemic period. The data below cover the number of students tested, participation rates, and student achievement levels from the previous three years.

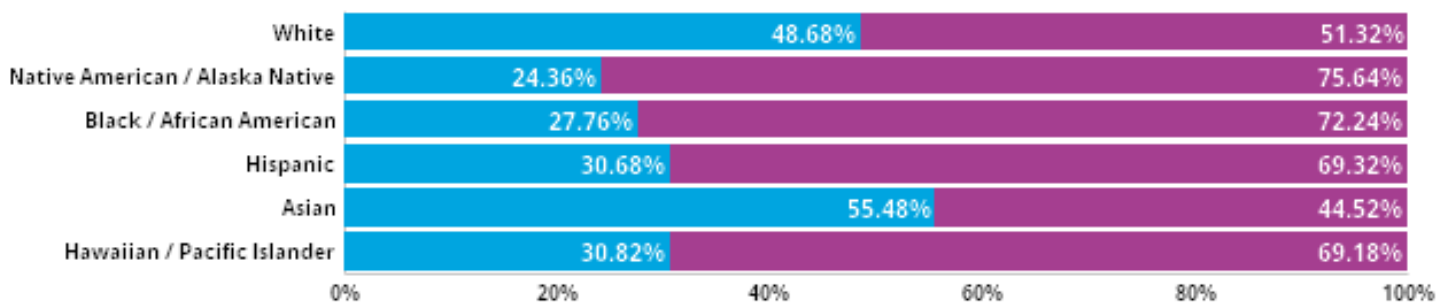
	Students Tested		Participation Rate	
	Math	ELA	Math	ELA
2022	58,929	58,567	98%	97%
2021	56,915	56,672	96%	96%
2019	58,491	58,244	98%	98%



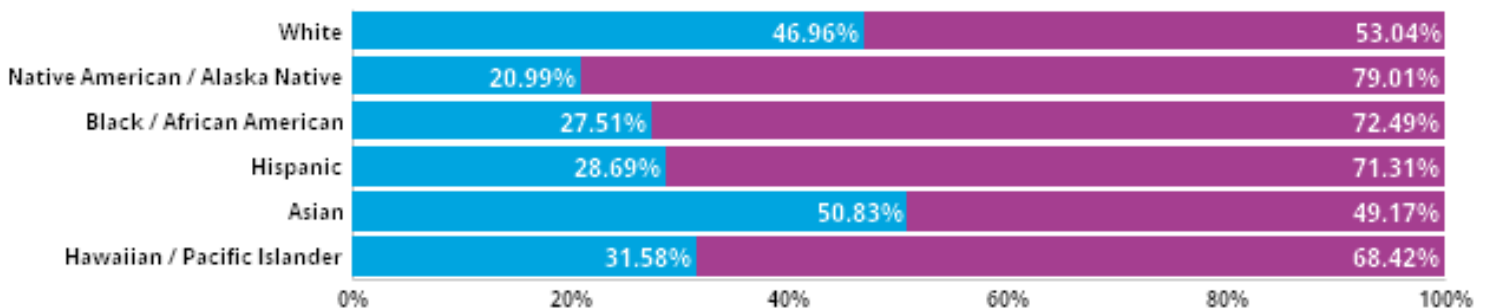


The graphs below show student achievement as well, but with breakouts for the different demographic groups. In the graphs below, Blue is considered "met" (advanced and proficient) and the purple represents "not met" (partially proficient and novice).

2022 English Language Arts (ELA)

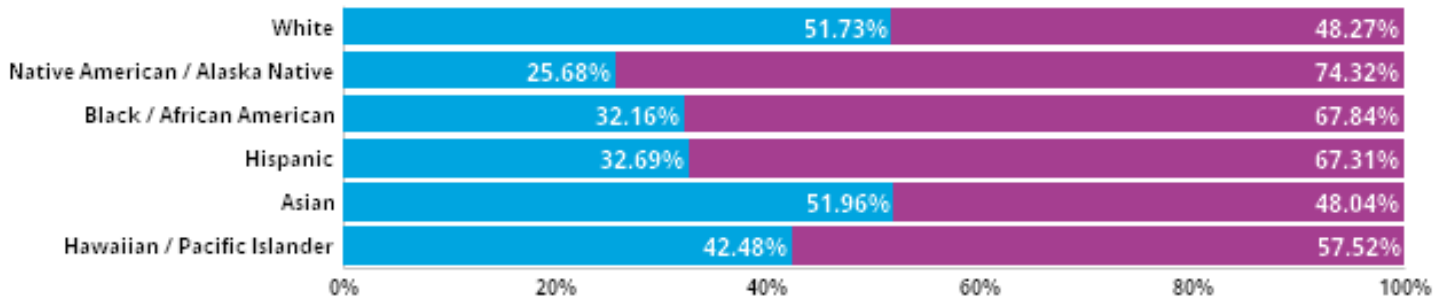


2021 English Language Arts (ELA)

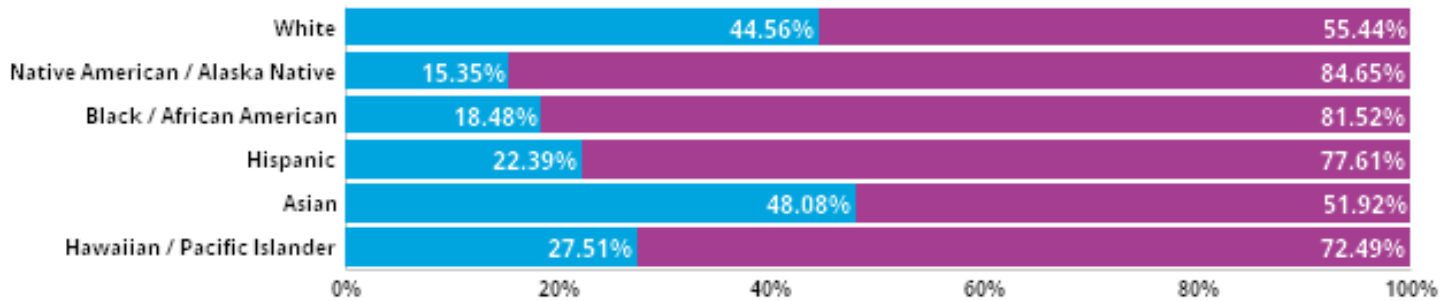




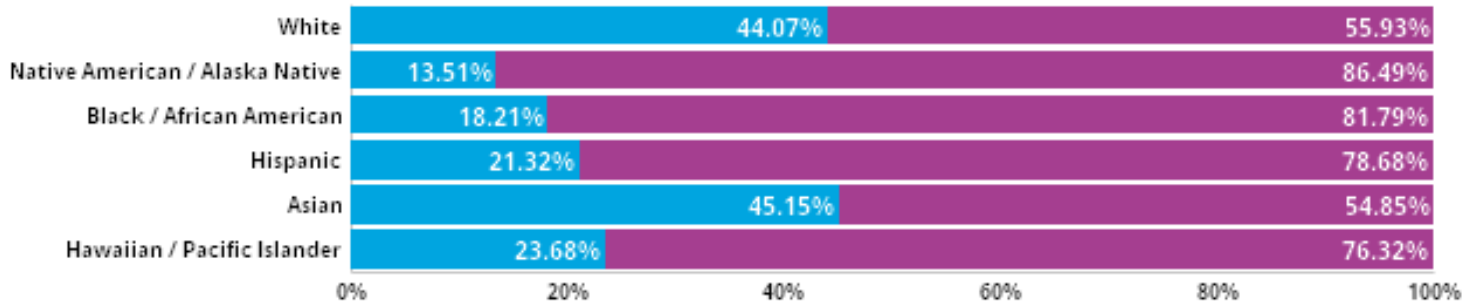
2019 English Language Arts (ELA)



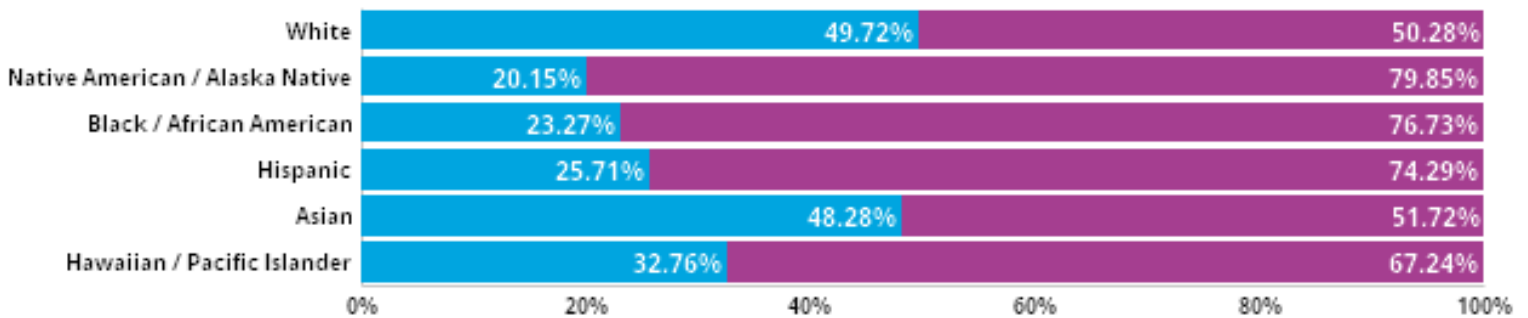
2022 Math



2021 Math



2019 Math





Research: National Assessment of Education Progress (NAEP): The Nation's Report Card

The National Assessment of Education Progress (NAEP) can be used for state-to-state comparisons and this use played into its creation and sustained existence. The same NAEP assessment is administered in every state on a two-year cycle. Not every student or school in ND participates in NAEP. A very specific sampling process is applied. A sample of 4th and 8th grade students take Math and Reading assessments in ND. NDDPI does not set policy for NAEP. NAEP is a congressionally mandated project of the National Center for Education Statistics (NCES) that is housed within the U.S. Department of Education. NDDPI assists in the administration of NAEP. Due to the pandemic, NAEP administration was delayed a year, creating a three-year span instead of 2 (2019 and 2022). In the 2022 NAEP administration 111 Districts and 204 Schools across ND participated. This equated to a total just shy of 8,500 students. In National Average Difference below, green means ND average was higher by that amount and red means lower by that amount.

Reading - Grade 4 NAEP				
	Average Score	National Average Difference	Proficient or above	Advanced
2022	217.53	1.42	30.97%	5.71%
2019	221.18	1.74	34.35%	6.88%
2017	221.52	0.71	34.12%	5.65%
2015	224.69	3.34	36.80%	7.04%
2013	224.08	3.41	33.97%	5.55%
Reading - Grade 8 NAEP				
	Average Score	National Average Difference	Proficient or above	Advanced
2022	258.08	1.02	27.07%	2.06%
2019	263.23	1.23	31.63%	1.87%
2017	265.08	0.25	32.67%	2.07%
2015	266.96	2.96	33.66%	1.64%
2013	267.78	1.76	34.22%	2.13%
Math - Grade 4 NAEP				
	Average Score	National Average Difference	Proficient or above	Advanced
2022	240.08	5.22	40.35%	6.78%
2019	242.93	2.92	44.34%	7.34%
2017	244.24	5.08	45.80%	8.00%
2015	244.71	4.86	44.79%	7.89%
2013	246.42	5.24	48.05%	7.44%
Math - Grade 8 NAEP				
	Average Score	National Average Difference	Proficient or above	Advanced
2022	278.4	5.27	28.20%	5.25%
2019	285.56	4.58	37.35%	8.65%
2017	288.17	6.21	39.66%	9.23%
2015	288.24	6.96	40.59%	7.40%
2013	290.52	6.9	40.59%	8.44%



NAEP Reading Breakdown

* average across Reading	% of students*	Grade 4 Reading		Grade 8 Reading	
<u>Race/Ethnicity</u>		Avg. Score	Proficient or Above	Avg. Score	Proficient or Above
White	75	222	35%	263	31%
Black	5	189	12%	237	12%
Hispanic	6	202	18%	249	22%
American Indian/Alaska Native	8	206	20%	234	8%
2+ Races	5	215	25%	250	20%
<u>Gender</u>					
Male	50	214	28%	250	20%
Female	50	222	34%	266	35%
<u>National School Lunch Program</u>					
Eligible	26	200	16%	243	15%
Not Eligible	74	224	36%	263	31%

NAEP Math Breakdown

Math - Grade 4 NAEP				
	Average Score	National Average Difference	Proficient or above	Advanced
2022	240.08	5.22	40.35%	6.78%
2019	242.93	2.92	44.34%	7.34%
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2015	288.24	6.96	40.59%	7.40%
2013	290.52	6.9	40.59%	8.44%

Research: Student Achievement Projects

NDDPI partnered with a company called SAS to get a different view of statewide academic assessment data and impacts on learning. SAS is primarily known for powerful data analytic software and have a branch called Education Visualization and Analytics Solution (EVAAS). The analysis conducted uses student projections, from previous student performance, and compares that to actual performance. It is a complex, nuanced, and appropriate method to interpret this type of data.

The 2021 and 2022 reports each produced an executive summary and a large set of data output visualizations. These can be shared with those that are interested. There were some key takeaways from the reports:

1. The 2021 report revealed that in ELA (grades 5-8, 10) students tended to score closer to pre-pandemic expectations than in Math. A negative learning impact was evidenced in both subjects.
2. The 2022 report allowed us to add another set of assessment data. Recovery could be measured with two post-pandemic data points. There was evidence of recovery toward pre-pandemic expectation in ELA grades 6 and 7 and Math grade 6. In contrast, ELA grades 8 and Math grades 7 and 8 showed students tending to fall further behind the pre-pandemic expectations.
3. We did have schools and districts that continued to meet or exceed pre-pandemic expectations. 2022 report showed about 43% of schools achieved this in ELA and about 35% of schools achieved this in Math.

In a very short summary, the story that the analysis lays out is one that is closely matched to our proficiency level data story. Learning loss was evident, impact varied between grades, schools, and student groups, and in 2022 decline is leveling-off/plateauing and recovery is occurring. It is important to keep in mind that the a single district or schools story can be much different than that of the states. There is large variance in impact and recovery between districts and schools.



The analysis produced a list of exemplar districts that met or exceed pre-pandemic expectations. The below lists are for ELA and Math in grades 6-8.

ELA

Rank	District Name	District Code	Effect Size	N
1	Naughton 25	08-025	0.79604	6
2	Cavalier 6	34-006	0.42956	70
3	Hebron 13	30-013	0.38129	35
4	Wahpeton 37	39-037	0.38039	222
5	Anamoose 14	25-014	0.36939	10
6	Valley-Edinburg 118	34-118	0.35080	32
7	Hazleton-Moffit-Braddock 6	15-006	0.34186	26
8	North Star 10	48-010	0.31178	59
9	Central Valley 3	49-003	0.30812	44
10	Ellendale 40	11-040	0.28119	69

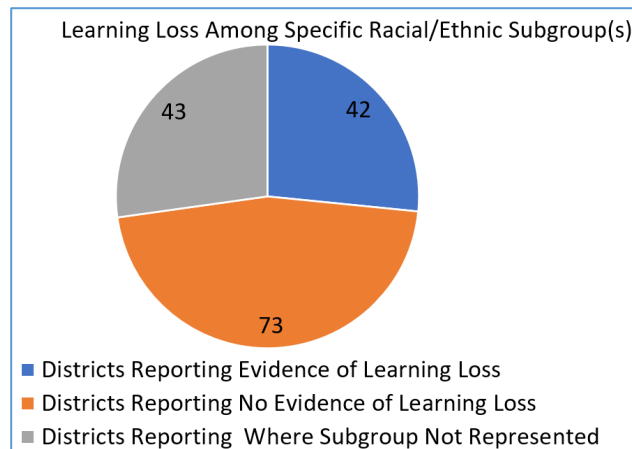
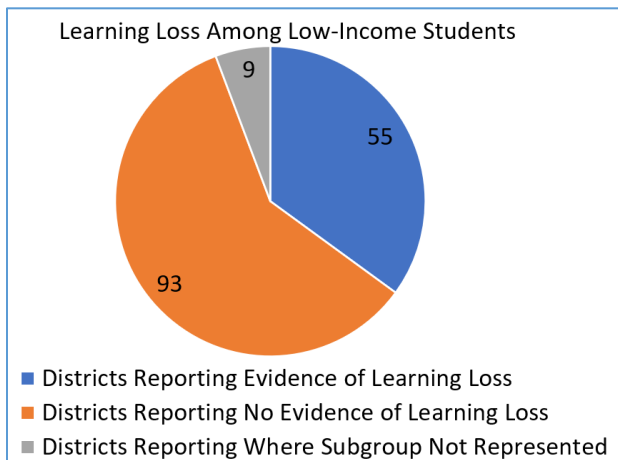
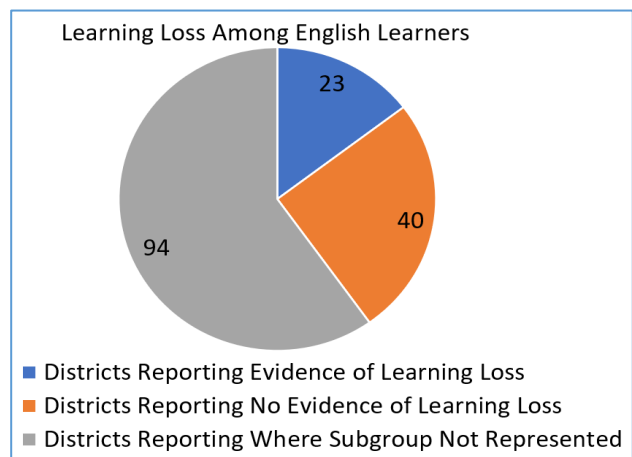
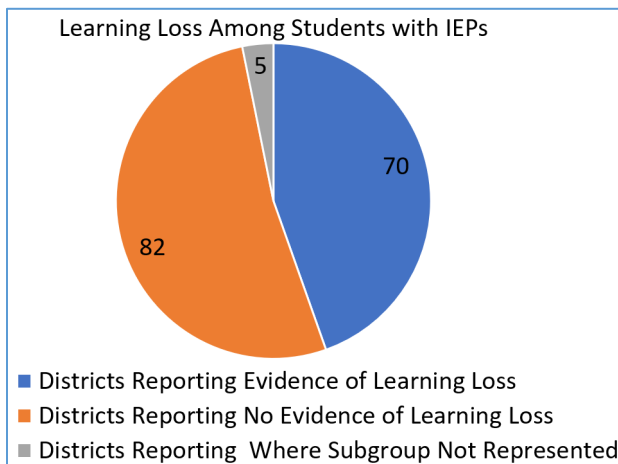
Math

Rank	District Name	District Code	Effect Size	N
1	Anamoose 14	25-014	0.67508	10
2	Hebron 13	30-013	0.65720	35
3	Naughton 25	08-025	0.54946	6
4	Wahpeton 37	39-037	0.40734	223
5	Central Valley 3	49-003	0.38321	44
6	Hankinson 8	39-008	0.33028	46
7	Richland 44	39-044	0.31261	52
8	Parshall 3	31-003	0.27596	48
9	Burke Central 36	07-036	0.27397	18
10	Midkota 7	20-007	0.24309	36

District Reported Student Achievement Impact

Districts reported upon learning loss among student demographics groups. There were 157 districts that provided such responses in time for the current report.

- 45% of these districts reported learning loss among special education students with IEPs (compared with 48% during the last reporting period).
- 35% of these districts reported learning loss among low-income students (compared with 39% during the last reporting period).
- 15% of these districts reported learning loss among English learners (compared with 17% during the last reporting period).
- 27% of these districts reported learning loss among one or more specific racial/ethnic subgroups (compared with 30% during the last reporting period).



Districts' Accelerated Learning Plans

Districts reported on their strategies to accelerate learning recovery. According to their reporting, districts are using a variety of strategies:

<i>Means of Accelerating Learning Recovery</i>	<i># of Districts (of 157)</i>	<i>% of Districts</i>
Hiring Additional Personnel	129	82%
New/Additional Technology	122	78%
Professional Development	121	77%
Using New Curriculum	120	76%
Health-Related Supports	115	73%
Tutoring	68	43%
Out-of-School Time	61	39%
Class Size Reduction	43	27%
Other Options	27	17%

Among districts who described efforts to close subgroup gaps, approaches varied significantly. For example, some districts reported hiring more aides / paraprofessionals to help provide instructional, behavioral, and other support for students with IEPs or who have otherwise been identified as having high needs. This allows for one-to-one and small group help with learning and, ultimately, accelerated learning recovery.

Some districts reported very deliberate grade-based strategies and grade-based monitoring of learning recovery. Relatedly, some districts report reducing class size by hiring additional teachers and to serve students in a strategic way, such as supporting the grade(s) in the school with the students with the highest needs. This not only has direct academic benefits, but indirect benefits as well. For instance, extra teachers help reduce behavioral disruptions in class, help increase classroom participation, and in turn, cause more learning recovery.

Other districts report providing increased tutoring services during the school day, after school, and during the summer. This tutoring helps with targeting skill gaps in core subjects like math and ELA. Another example of districts' strategies is the modification of how summer school is implemented. For instance, holding summer school immediately before the new school year has resulted in better interim assessment performance for students, ultimately helping students get back on track for meeting grade-level expectations.

Use of ESSR Funds

The North Dakota Department of Public Instruction (NDDPI) on behalf of North Dakota schools has been allocated \$474,560,121.00 through federal ESSER funds. As of December 21, 2022, the NDDPI has allocated \$455,228,578.00 (96%) of the total awarded funds. Access to and expenditures on ESSER I funds ended on September 30, 2022, resulting in \$153,117 of funds allocated to local Title I Eligible schools being returned to the United States Department of Education (USED).

Distribution of ESSER Funds

As directed through ESSER guidance NDDPI set aside state-level funds to address learning loss, summer enrichment, afterschool programs, program administration, and other statewide initiatives. NDDPI staff in collaboration with local education and tribal leaders have utilized these funds to support many programs across the state. The tables below show the distribution of the funds allocated to the NDDPI through ESSER funds.

ESSER I (Closed 9/30/2022)				
	Percent of Total Award	Appropriation	Uncommitted	Expended
Title I Eligible LEAs	90%	\$29,967,929.00	\$153,117.00	\$29,814,811.00
Non-Eligible Title I LEAs	0.29%	\$90,545.00	\$0.00	\$90,545.00
Program Administration	0.50%	\$166,489.00	\$0.00	\$166,489.00
Statewide Initiatives	9.21%	\$3,066,718.00	\$0.00	\$3,066,718.00
Total		\$33,297,699.00	\$153,117.00	\$33,138,563.00
ESSER II (Spending Deadline 9/30/2023)				
Title I Eligible LEAs	90%	\$122,331,954.00	\$0.00	\$122,331,954.00
Non-Eligible Title I LEAs	0.21%	\$280,000.00	\$0.00	\$217,153.00
Program Administration	0.50%	\$677,622.00	\$288,386.00	\$391,235.00
Statewide Initiatives	9.29%	\$12,627,376.00	\$3,648,038.00	\$5,189,616.00
Total		\$135,916,952.00	\$3,936,424.00	\$128,129,958.00
ESSER III (Spending Deadline (9/30/2024)				
Title I Eligible LEAs	90%	\$274,804,226.00	\$64,035.00	\$77,770,382.00
Non-Eligible Title I LEAs	0.21%	\$630,000.00	\$0.00	\$265,115.00
Program Administration	0.50%	\$1,526,690.00	\$1,526,690.00	\$0.00
Statewide Initiatives	9.29	\$28,377,113.00	\$13,643,836.00	\$4,756,934.00
Total		\$305,338,029.00	\$15,234,561.00	\$82,792,431.00

A focus area for the ESSER statewide initiatives was to strengthen the educator pipeline through programs such as the Para to Teacher Pathway through Minot State University, University of Mary, and Valley City State University and The Grow Your Own Apprentice and Principal Apprentice programs in partnership with the Regional US Department of Labor. Other areas of focus for the ESSER statewide initiatives have been strengthening reading instruction, math interventions, and special education services for students in North Dakota through increased educator professional development and program resources. A program having significant impact is the ND Be Legendary School Board Training and ongoing coach that has been developed and supported by ESSER state set aside funding in partnership with the ND School Boards Association. Currently eight school districts have completed the initial training with four engaged in the coaching, and another 26 districts are in the process this year. This represents 20% of our school districts serving approximately 20% of our students. School board members are given the authority to make the spending decisions for 98% of the State General Fund K12 budget and 90% of the K12 Covid relief funding. NDDPI felt it was imperative to provide training and support focused on student to school board members focused on student academic outcomes.

A complete list of ESSER State-set-aside Funded projects can be found in Appendix A.

District-Reported Use of ESSER Funds

Districts have been allocated \$428,104,654. As of December 21, 2022, North Dakota school districts have claimed reimbursement for \$230,489,960 of their total ESSER fund allocations. Within those funds, school districts have requested \$47,267,307 for reimbursement of goods and services that meet the allowability requirements for learning loss expenses. School districts have used ESSER funds to support a variety of aspects of education. The most frequently reported uses include purchasing and supporting educational technology and services and products focused on addressing learning loss. Utilizing at least 20% of funds to address learning loss was a federal requirement of ESSER III. Please see the table on the following page for more detailed information. A summary of each district ESSER funding amounts can be found in Appendix B.

Categories of Use of ESSER Funds	Districts Applying Funds Toward Category &	Avg. % of Funds Expended in Reporting Districts
<i>Address Learning Loss</i>	138	16.6%
<i>Educational Technology</i>	126	9.1%
Purchase Cleaning Supplies	88	3.6%
Professional Development	75	2.8%
Mental Health Supports	72	4.0%
School Facility Repairs and Improvements	69	12.1%
High Quality Instructional Materials and Curricula	65	4.6%



Categories of Use of ESSER Funds	Districts Applying Funds Toward Category &	Avg. % of Funds Expended in Reporting Districts
Additional Pay	61	5.8%
Improving Air Quality	60	13.9%
Supplemental Learning	54	5.5%
Transportation	39	8.5%
Implement Public Health Protocols	35	3.3%
Other uses for maintaining operations & continuity of services/staff	23	15.4%
Added Needs of At-Risk Population	22	3.9%
Renovation Projects	18	16.8%
Coordinate Emergency Response	15	1.8%
IDEA (Special Education)	12	8.1%
Budgetary Shortfalls	13	7.6%
Perkins (Career & Technical Education)	11	7.5%
Construction Projects	11	18.7%
ESSA	6	2.2%
Acquisition of Real Property or Modular Classrooms	5	31.0%
Coordinate Long-Term Closures	2	1.0%
Adult Education and Family Literacy Act	1	7.0%
Indian, Native Hawaiian, & Alaskan Native Act	1	3.0%

District-Reported Impact of ESSER Funds

Districts self-reported a range of positive outcomes that have resulted from their strategies for accelerating learning recovery. Increased access to technology and an increasingly effective curriculum are two of the most common impacts reported by districts.

<i>Evidence of Accelerated Learning Recovery</i>	<i># of Districts (of 157)</i>	<i>% of Districts</i>
Improved Student Access to Technology	131	83%
Improved Teacher Access to Technology	107	68%
Increasingly Effective Curriculum	103	66%
Increased Teacher and Other Staff FTEs	101	64%
Effective Staff Training	97	62%
Increased Learning in English Language Arts	91	58%
Improved Test Scores	91	58%
Improved Health	87	55%
Increased Learning in Math	80	51%
Improved Choice Ready Rate	43	27%
Increased Learning in Other Subjects	26	17%
Improved Student Attendance	25	16%
Improved Graduation Rate	14	9%
Other Improvements	11	7%

Many school districts also mentioned an increase in data-driven instructional practices that focus on identifying and addressing specific student strengths and challenges which has resulted in most districts experiencing continual increases in student academic performance. Additionally, districts have invested in professional development and staffing to address mental and behavioral health. School districts have started to see an increase in student engagement, positive student/staff relationships, and a decrease in behavioral referrals. Overall, school districts are reporting that they are approaching pre-pandemic academic scores as well as an increase in attendance, student engagement, Choice-Ready preparedness, and graduation rates.

Conclusions

ESSER funds have provided North Dakota's schools with a necessary lifeline in an unprecedented time. Districts have had a considerable amount of autonomy over how their ESSER funds were spent, and so the reporting required by HB 1013 has been essential for accountability.

Initial pandemic-related learning loss among students was evident, but ESSER funds have contributed to learning recovery. Such recovery has been made possible by districts' strategies to accelerate learning recovery. Common strategies – such as tailoring student interventions, employing new/additional technology, hiring additional personnel, and investing in professional development for school staff – have been successful according to districts. Generally, school districts have self-reported that they are approaching pre-pandemic academic scores as well as an increase in attendance, student engagement, Choice-Ready preparedness, and graduation rates.

ND Insights shows that our statewide math scores decreased by 5 points and did not see any improvement from 2021 to 2022. Our reading and writing scores dropped 4 points initially but did recover 1 point from 2021 to 2022. Statewide analyses show that learning recovery looks different across subject and student grade. We see more recovery in English Language Arts (ELA) than we see in math, particularly for grades 4-7. The State does not have access to all of the academic assessment data schools may be using to report an increase in academic achievement. We only have access to the annual state assessment and the approximately 50% of our student's interim assessment results from the NWEA MAP test. The state does have access to all attendance, student engagement, Choice Ready and graduation rate data. The data shows that there has seen a steady decline in attendance from 96% in 2019, to 95% in 2021 and 93% in 2022. Student engagement has also declined from 52% of students being committed to school in 2020, to 44% in 2021 and 43% in 2022. Choice Ready preparedness has seen a nice increase from 45% in 2021 to 61% in 2022. Unfortunately, our graduation rate has also seen a decline from 89% in 2020 to 87% in 2021 and 84% in 2022.

DPI continues to support districts in effectively using this one-time funding to support innovation that can be sustained through historical funding streams such as (IDEA, Title I, and Title II. Specifically, DPI has developed a team to create guidance and support materials to assist school districts in developing updated budgets. DPI has also granted funds for district leaders and business managers to become certified in Georgetown University's Edunomics outcome-based or results-based budgeting model. Finally, DPI is modeling for districts the essential process of using data analysis to identify effective practices to continue funding and ineffective practices to cease funding.

DPI will continue to monitor student achievement on an ongoing basis, support districts in using ESSER funding to support the direct improvement of student outcomes, answer the questions of you and your constituents to the best of our ability, and continue to support districts as learning recovery continues to be emphasized.



Appendix A: ESSER Funded Statewide Initiatives

ESSER I			Closed 9/30/2022	
Program Title	Percent of ESSER I Fund	Appropriation	Uncommitted	Expended
DOH BIC IDB	0.07%	\$ 24,498.00	\$ -	\$ 24,498.00
Exact Path with Edmentum	1.80%	\$ 600,000.00	\$ -	\$ 600,000.00
Family Engagement Professional Development	0.13%	\$ 43,000.00	\$ -	\$ 43,000.00
Growing MTSS	1.00%	\$ 331,813.00	\$ -	\$ 331,813.00
Ignite Conference Scholarships	0.05%	\$ 16,502.00	\$ -	\$ 16,502.00
Para to Teacher Pathway- Minot State University	1.99%	\$ 663,500.00	\$ -	\$ 663,500.00
Prioritized Instructional Planning/Standards-SEEC	0.41%	\$ 135,000.00	\$ -	\$ 135,000.00
Professional Development for Educators: Cognia	1.65%	\$ 579,600.00	\$ -	\$ 579,600.00
School Rapid Response Team	0.76%	\$ 253,015.43	\$ -	\$ 253,015.43
Special Education- Early Childhood PD Special Education Units	0.16%	\$ 54,302.17	\$ -	\$ 54,302.17
Special Education Grants-LEAs	0.37%	\$ 120,784.36	\$ -	\$ 120,784.36
Special Education Special Education Units	0.70%	\$ 212,303.70	\$ -	\$ 212,303.70
Special Education-Early Childhood - Mayville State	0.00%	\$ 801.00	\$ -	\$ 801.00
Special Education-Early Childhood PD LEAs	0.09%	\$ 29,850.81	\$ -	\$ 29,850.81
STOY	0.02%	\$ 7,764.56	\$ -	\$ 7,764.56
ESSER I State Set Aside Totals	9.2%	\$ 3,072,735.03		\$ 3,072,735.03



ESSER II				
Program Title	Percent of ESSER II Fund	Appropriation	Uncommitted	Expended
Specially Designed Instruction for students with disabilities	0.00%	\$519.00	\$0.00	\$519.00
3 STARS Roadmap & Planning-Nexus	0.02%	\$21,605.00	\$0.00	\$21,605.00
Alaska Collaboration	0.03%	\$40,000.00	\$15,350.00	\$24,650.00
Be Legendary ongoing School Board Training	0.38%	\$522,180.00	\$450,180.00	\$14,350.00
Be Legendary ongoing School Board Training	0.00%	\$1,820.00	\$0.00	\$1,820.00
Be Legendary ongoing School Board Training -Elliot & McMahon	0.08%	\$106,900.00	\$0.00	\$78,325.00
Be Legendary ongoing School Board Training- Travel	0.00%	\$1,067.40	\$0.00	\$1,067.00
Be Legendary ongoing School Board Training-Graphic Artist-Odney	0.01%	\$9,470.00	\$0.00	\$9,470.00
Be Legendary Promotion Dept	0.01%	\$10,000.00	\$8,199.69	\$1,800.00
Bonuses Retention/Performance	0.10%	\$132,148.00	\$0.00	\$132,148.00
Bonuses Retention/Performance 2023	0.04%	\$60,000.00	\$60,000.00	\$0.00
Choice Ready Grants	0.59%	\$800,000.00	\$0.00	\$0.00
Choice Ready Workshops	0.01%	\$15,515.00	\$0.00	\$15,515.00
Classlink	0.29%	\$390,000.00	\$390,000.00	\$0.00
Consultant for Grow Your Own Apprenticeship Program	0.06%	\$75,000.00	\$0.00	\$25,000.00
CTE RU Ready Work-Based Learning Module Setup	0.11%	\$150,000.00	\$0.00	\$150,000.00
DHS Best in Class Grants	1.77%	\$2,400,000.00	\$321,151.00	\$2,078,849.00
DPI Collaboration/Conference Room updates/New Technology	0.04%	\$60,000.00	\$1,560.00	\$58,440.00
Early Learning DHS - Teaching Strategies	1.01%	\$1,375,502.00	\$1,150,574.00	\$224,928.00
Early Learning Transition - Hunt Institute	0.04%	\$53,050.00	\$0.00	\$23,125.00
Education pathway for HS seniors	0.22%	\$300,000.00	\$194,453.00	\$9,903.57
Eduonomics Lab - CREA	0.15%	\$200,000.00	\$0.00	\$124,460.00
Eduonomics Lab - Training Dept	0.01%	\$15,000.00	\$8,694.00	\$6,306.00
EmpowerU	0.07%	\$100,000.00	\$81,865.00	\$15,405.00
Financial Transparency Fund	0.20%	\$275,000.00	\$7,500.00	\$37,315.00
Financial Transparency-Otis	0.05%	\$71,716.00	\$0.00	\$71,716.00
Food Service Innovation Grants	0.91%	\$1,233,032.00	\$0.00	\$411,650.00
Grow Your Own Apprenticeship Program	0.31%	\$425,000.00	\$0.00	\$106,250.00
Healthy Return to Learning-Dr. Tangedahl	0.00%	\$3,387.00	\$0.00	\$3,388.00
Ignite/Cyber Security Scholarships	0.14%	\$195,896.00	\$0.00	\$195,896.00



ESSER II continued				
Program Title	Percent of ESSER II Fund	Appropriation	Uncommitted	Expended
Incentivize Family Engagement	0.15%	\$199,999.00	\$100,000.00	\$24,315.00
Incentivize National Board Certification for teachers	0.07%	\$100,000.00	\$100,000.00	\$0.00
Integrated Education and Training Grants (Adult Ed)	0.07%	\$96,201.38	\$0.00	\$96,201.00
Lexile/Quantile Summer Event	0.01%	\$15,000.00	\$15,000.00	\$0.00
LINCSpring-Cognia	0.10%	\$133,024.99	\$0.00	\$133,025.00
Marketing Services	0.04%	\$59,000.00	\$0.00	\$9,892.00
Micro credential alignment with national standards	0.15%	\$200,000.00	\$200,000.00	\$0.00
Micro credential alignment with national standards	0.22%	\$300,000.00	\$0.00	\$115,988.00
Monsideo Accessibility Pool (ADA Compliant Docs)	0.02%	\$25,142.00	\$0.00	\$12,571.00
Native American-Dakota Date Book Class	0.01%	\$20,000.00	\$0.00	\$0.00
NDTEACH Title I Para Certificate	0.11%	\$150,000.00	\$0.00	\$2,914.00
Office updates/Conf room updates	0.05%	\$73,566.00	\$26,451.00	\$47,115.00
Office Updates/Conference Updates	0.02%	\$27,890.00	\$0.00	\$27,890.00
PCBL Scale Grants	0.37%	\$500,000.00	\$500,000.00	\$0.00
Quiver Emotional Intelligence	0.01%	\$14,750.00	\$0.00	\$14,750.00
Rural School Summit	0.00%	\$4,000.00	\$2,415.00	\$1,585.00
SAS Conference/Learning Decline Analysis	0.01%	\$15,000.00	\$5,395.00	\$9,605.00
School Health Technician Admin Rule Process	0.01%	\$10,000.00	\$9,204.00	\$796.00
School Rapid Response Team (Nexus-Tangedahl-Rodenburg)	0.02%	\$20,471.00	\$0.00	\$20,471.00
SDK Integration Fund	0.15%	\$200,000.00	\$0.00	\$30,899.00
Sharepoint Records retention implementation	0.00%	\$4,771.00	\$0.00	\$4,771.00
Special Education Early Childhood Project- Mayville State	0.01%	\$11,259.00	\$0.00	\$11,259.00
Specially Designed Instruction for students with disabilities	0.00%	\$519.00	\$0.00	\$519.00
STARS Upgrade	0.02%	\$22,233.00	\$0.00	\$22,233.00
STARS Upgrade Phase 2-Nexus	0.13%	\$172,255.00	\$0.00	\$172,255.00
Stars Upgrade Phase 2-Otis Ed	0.39%	\$528,819.00	\$0.00	\$528,819.00
State-Level Set-Aside Bonuses Retention/Performance Other Dept: 1010	0.02%	\$24,000.00	\$0.00	\$24,000.00
Teacher Innovation Grants	0.01%	\$11,433.00	\$0.00	\$1,599.00
Teacher Shortage Grant	0.15%	\$200,000.00	\$0.00	\$32,807.00
Teacher Shortage Grant	0.15%	\$200,000.00	\$0.00	\$0.00
ESSER II State Set Aside Totals	9.12%	\$ 12,383,143.00	\$ 3,647,992.00	\$ 5,190,180.00



ESSER III				
Program Title	Percent of ESSER III Fund	Appropriation	Uncommitted	Expended
DHS Waterford PreK Upstart	0.56%	\$1,700,000.00	\$334,291.98	\$1,365,708.02
MTSS Expansion-CREA Learning Loss	0.15%	\$468,187.00	\$0.00	\$231,500.00
Learning Loss Full-Service Community Schools - CREA	0.07%	\$200,000.00	\$0.00	\$0.00
Learning Decline Analysis/SAS	0.02%	\$48,750.00	\$0.00	\$48,750.00
Learning Decline Analysis/SAS Phase II	0.07%	\$215,054.00	\$0.00	\$0.00
Family Engagement Professional Development	0.03%	\$102,000.00	\$36,562.62	\$0.00
Family Engagement Professional Development	0.02%	\$50,000.00	\$0.00	\$3,000.00
EL Professional Development Teachers /Standards /Scaffolding Training	0.03%	\$100,000.00	\$100,000.00	\$0.00
Early Warning System Intervention Pilot- AIR	0.05%	\$150,000.00	\$67,468.64	\$32,531.36
Early Warning System Intervention Pilot-AIR	0.02%	\$50,000.00	\$48,405.31	\$1,594.69
Graduation Improvement Proposal	0.03%	\$100,000.00	\$0.00	\$0.00
Graduation Improvement Proposal	0.03%	\$100,000.00	\$0.00	\$0.00
SDI-Specially Designed Instruction for students with disabilities	0.03%	\$99,480.58	\$98,395.98	\$1,084.60
Learning Loss Conference-Hunt Institute	0.00%	\$1,220.07	\$0.00	\$1,220.07
CLSD Sites Initiative	0.30%	\$918,000.00	\$918,000.00	\$0.00
CLSD Sites-Grants	1.31%	\$4,000,000.00	\$0.00	\$317,608.64
Exact Path-Edmentum	0.14%	\$437,700.00	\$0.00	\$437,700.00
Priority Standards-SEEC	0.33%	\$1,000,000.00	\$0.00	\$271,123.05
Early Childhood Engagement-Prairie Public	0.11%	\$325,000.00	\$0.00	\$37,979.72
Early Literacy Training	0.01%	\$21,000.00	\$3,417.69	\$17,582.31
Early Literacy Training	0.02%	\$75,000.00	\$45,000.00	\$15,000.00
Early Literacy Training	0.00%	\$4,000.00	\$0.00	\$4,000.00
Incentivize Reading & Math Corps Expansion-SEEC	0.12%	\$360,000.00	\$0.00	\$63,759.05
CLSD sites / Literacy Audits- Add 5 new schools	0.02%	\$52,000.00	\$3,250.00	\$48,750.00
CLSD sites-Add Five new /SLI Improvement Implementation	0.01%	\$20,000.00	\$0.00	\$4,057.92
CLSD sites-add five new/SEEC SLI Curriculum Review	0.00%	\$10,000.00	\$0.00	\$10,000.00
Math Innovation Zones	0.16%	\$487,376.07	\$487,376.07	\$0.00
Math Innovation Zones	0.00%	\$12,623.93	\$1.00	\$12,622.93



ESSER III continued				
Program Title	Percent of ESSER III Fund	Appropriation	Uncommitted	Expended
0101 6000 Science of Reading	0.00%	\$6,900.00	\$0.00	\$6,900.00
Science of Reading-Center for Literacy & Learning	0.00%	\$8,459.80	\$0.00	\$8,459.80
Science of Reading-SEEC	0.08%	\$254,323.00	\$0.00	\$254,323.00
Science of Reading-SEEC	0.29%	\$893,562.08	\$0.00	\$253,038.10
IET Integrated Education and Training Grants (Adult Ed)	0.09%	\$267,738.00	\$0.00	\$0.00
EB Interventions	0.62%	\$1,891,771.35	\$1,891,771.35	\$0.00
CTE Reimbursements-Summer Camp Summer	0.07%	\$200,000.00	\$95,128.82	\$104,871.18
Summer STEM camp in partner with VCSU	0.04%	\$120,000.00	\$0.00	\$48,423.51
21st CCLC Expansion-Academic Summer Enrichment Camp	0.02%	\$75,000.00	\$0.00	\$32,870.60
21st CCLC Expansion-Academic Summer Enrichment Camp	0.03%	\$105,000.00	\$0.00	\$88,731.90
21st CCLC Expansion-Academic Summer Enrichment Camp	0.01%	\$20,000.00	\$0.00	\$10,761.87
Partner with state parks for Summer Learning-ND Parks Dept:	0.20%	\$600,000.00	\$0.00	\$64,599.88
EB Summer Enrichment	0.63%	\$1,933,380.00	\$1,933,380.00	\$0.00
21st CCLC Out of School Time Grants Afterschool	0.07%	\$218,218.00	\$0.00	\$71,171.14
21st CCLC Out of School Time Grants Afterschool	0.10%	\$310,541.00	\$0.00	\$32,728.15
21st CCLC Out of School Time Grants Afterschool	0.16%	\$492,243.00	\$0.00	\$225,193.00
21st CCLC Out of School Time Grants Afterschool	0.32%	\$978,900.00	\$0.00	\$443,215.32
High Impact Tutoring Afterschool	0.13%	\$400,000.00	\$200,000.00	\$68,876.00
Afterschool Programs	0.21%	\$653,478.00	\$653,478.00	\$0.00
School Rapid Response Team	0.00%	\$3,798.00	\$0.00	\$3,798.00
HRTL PM-Nexus	0.01%	\$19,973.75	\$0.00	\$19,973.75
DHS Best-in-Class Grants	1.15%	\$3,500,000.00	\$3,500,000.00	\$0.00
Freelance Journalist-Odney	0.01%	\$28,050.00	\$0.00	\$28,050.00
Learning Recovery Marketing-Flint	0.02%	\$48,789.28	\$0.00	\$48,789.28
Odney	0.00%	\$238.58	\$0.00	\$238.58
Teacher Shortage/Pathway	0.12%	\$375,000.00	\$0.00	\$0.00
Grow Your Own Principal Apprenticeship	0.07%	\$200,000.00	\$0.00	\$0.00
Teacher Shortage Grant	0.13%	\$400,000.00	\$0.00	\$0.00
Teacher Innovation Grants	0.03%	\$88,567.00	\$62,902.00	\$5,564.62
State-Level Set Aside Other	0.77%	\$2,339,035.39	\$2,339,035.39	\$0.00
ESSER III State Set Aside Totals	9.29%	\$ 28,377,113.00	\$ 13,643,836.00	\$ 4,756,933.00



Appendix B: 2022 District ESSER Funds

	Total ESSER Allocation	ESSER Funds Spent	ESSER Funds Remaining
State of North Dakota	\$ 428,046,071.91	\$ 161,808,228.69	\$ 266,237,843.22
Alexander Public School	\$ 523,494.00	\$ 189,806.00	\$ 333,688.00
Anamoose Public School 2022.pdf	\$ 1,331,255.00	\$ 758,837.57	\$ 572,417.43
Apple Creek School	\$ 71,000.00	\$ 6,000.00	\$ 65,000.00
Ashley Public School	\$ 500,061.00	\$ 227,803.30	\$ 272,257.70
Bakker Public School	\$ 6,000.00	\$ 545.96	\$ 5,454.04
Barnes County North Public School	\$ 910,660.00	\$ 189,453.61	\$ 721,206.39
Beach School District #3	\$ 1,029,437.00	\$ 76,184.00	\$ 953,253.00
Belcourt School District #7	\$ 33,461,695.00	\$ 4,991,747.53	\$ 28,469,947.47
Belfield Public School	\$ 563,373.00	\$ 279,238.12	\$ 284,134.88
Beulah School District 27	\$ 1,337,177.00	\$ 875,735.57	\$ 461,441.43
Billings County School District	\$ 71,000.00	\$ 69,976.14	\$ 1,023.86
Bismarck Public Schools	\$ 33,292,583.00	\$ 18,117,557.90	\$ 15,175,025.10
Bottineau School District 1	\$ 2,448,945.99	\$ 1,538,755.17	\$ 910,190.82
Bowbells Public School	\$ 255,437.00	\$ 239,831.03	\$ 15,605.97
Bowman County School District #1	\$ 745,175.00	\$ 257,812.34	\$ 487,362.66
Burke Central	\$ 347,712.00	\$ 123,684.00	\$ 224,028.00
Carrington Public School	\$ 997,552.00	\$ 72,805.00	\$ 924,747.00
Cavalier Public School	\$ 1,229,942.00	\$ 473,602.30	\$ 756,339.70
Center-Stanton Public School	\$ 751,298.00	\$ 432,624.56	\$ 318,673.44
Central Cass Schools	\$ 1,554,630.00	\$ 787,498.97	\$ 767,131.03
Central Valley Public School	\$ 417,948.00	\$ 180,005.92	\$ 237,942.08
Dakota Prairie Public School	\$ 1,031,563.00	\$ 636,543.05	\$ 395,019.95
Devils Lake Public Schools	\$ 8,560,312.00	\$ 984,457.77	\$ 7,575,854.23
Dickinson Public Schools	\$ 10,850,457.00	\$ 3,207,151.88	\$ 7,643,305.12
Divide County School District	\$ 1,261,425.00	\$ 453,464.00	\$ 807,961.00
Drayton Public School	\$ 1,084,943.00	\$ 747,272.68	\$ 337,670.32
Dunseith Public Schools	\$ 11,934,281.00	\$ 959,754.68	\$ 10,974,526.32
Edgeley Public School	\$ 825,009.00	\$ 144,321.93	\$ 680,687.07
Edmore Public School	\$ 422,089.00	\$ 98,832.93	\$ 323,256.07
Eight Mile School District #6	\$ 1,636,914.00	\$ 546,180.61	\$ 1,090,733.39
Elgin-New Leipzig School	\$ 804,356.00	\$ 393,797.45	\$ 410,558.55
Ellendale Public School	\$ 1,001,083.00	\$ 141,753.74	\$ 859,329.26
Emerado Public School District #127	\$ 1,749,047.00	\$ 300,939.11	\$ 1,448,107.89
Enderlin Area Schools	\$ 1,160,194.00	\$ 991,250.13	\$ 168,943.87
Fairmount Public School	\$ 794,796.00	\$ 124,253.35	\$ 670,542.65
Fargo Public Schools	\$ 46,707,398.00	\$ 15,804,652.31	\$ 30,902,745.69
Fessenden-Bowdon 25	\$ 361,273.00	\$ 64,370.06	\$ 296,902.94
Finley-Sharon Public School	\$ 314,161.00	\$ 169,405.67	\$ 144,755.33
Flasher Public School District #39	\$ 699,537.00	\$ 413,523.51	\$ 286,013.49
Fordville-Lankin Public School	\$ 71,000.00	\$ 26,000.00	\$ 45,000.00
Fort Ransom Elementary School	\$ 71,000.00	\$ 26,000.00	\$ 45,000.00
Fort Totten 30	\$ 5,570,869.00	\$ 287,516.49	\$ 5,283,352.51
Fort Yates Public School	\$ 5,223,806.00	\$ 2,272,831.82	\$ 2,950,974.18
Gackle-Streeter Public School	\$ 558,892.00	\$ 339,526.13	\$ 219,365.87



NORTH DAKOTA DEPARTMENT OF
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	Total ESSER Allocation	ESSER Funds Spent	ESSER Funds Remaining
Garrison Public Schools	\$ 1,205,687.00	\$ 1,205,687.00	\$ -
Glen Ulin Public School	\$ 559,974.00	\$ 251,508.75	\$ 308,465.25
Glenburn Public School	\$ 1,299,047.00	\$ 102,687.00	\$ 1,196,360.00
Goodrich Public School	\$ 65,000.00	\$ 65,000.00	\$ -
Grafton 18	\$ 4,428,557.00	\$ 2,525,508.44	\$ 1,903,048.56
Grafton Public Schools **now part of Grafton 18	\$ 333,349.00	\$ 333,349.00	\$ -
Grand Forks Public Schools	\$ 28,907,219.00	\$ 12,412,995.12	\$ 16,494,223.88
Grenora Public School	\$ 955,207.00	\$ 143,502.35	\$ 811,704.65
Griggs County Central School District	\$ 1,041,731.00	\$ 1,017,819.32	\$ 23,911.68
Halliday Public School	\$ 6,000.00	\$ 6,000.00	\$ -
Hankinson Public School	\$ 883,462.00	\$ 768,242.68	\$ 115,219.32
Harvey Public School District #38	\$ 1,308,784.00	\$ 533,505.38	\$ 775,278.62
Hatton Eielson School	\$ 472,773.00	\$ 297,376.80	\$ 175,396.20
Hazelton-Moffit-Braddock Public School	\$ 478,335.00	\$ 232,831.90	\$ 245,503.10
Hazen Public Schools	\$ 837,111.00	\$ 434,670.36	\$ 402,440.64
Hebren Public School	\$ 567,453.00	\$ 478,357.80	\$ 89,095.20
Hettinger Public School	\$ 540,545.00	\$ 71,537.80	\$ 469,007.20
Hillsboro Public Schools	\$ 1,251,608.00	\$ 966,635.90	\$ 284,972.10
Hope Page 85	\$ 316,592.00	\$ 148,446.19	\$ 168,145.81
Horse Creek Public School District	\$ 6,000.00	\$ 6,000.00	\$ -
Jamestown Public Schools	\$ 7,876,057.00	\$ 5,689,153.45	\$ 2,186,903.55
Kenmare School District #28	\$ 839,910.00	\$ 390,991.30	\$ 448,918.70
Kensal Public School	\$ 71,000.00	\$ 25,843.33	\$ 45,156.67
Kidder County School District #1	\$ 1,439,670.92	\$ 1,068,076.59	\$ 371,594.33
Killdeer Public School District #16	\$ 1,389,695.00	\$ 1,102,097.33	\$ 287,597.67
Kindred Public School District #2	\$ 386,983.00	\$ 296,793.47	\$ 90,189.53
Kulm Public School	\$ 591,115.00	\$ 72,516.02	\$ 518,598.98
Lakota School District 66	\$ 493,119.00	\$ 381,099.74	\$ 112,019.26
LaMoure Public School	\$ 942,557.00	\$ 335,199.36	\$ 607,357.64
Langdon Area Schools	\$ 1,387,797.00	\$ 375,880.78	\$ 1,011,916.22
Larimore Public School District	\$ 1,047,253.00	\$ 480,037.91	\$ 567,215.09
Leeds Public School	\$ 590,589.00	\$ 324,618.70	\$ 265,970.30
Lewis and Clark Public School District #161	\$ 654,598.00	\$ 48,002.00	\$ 606,596.00
Lidgerwood Public School	\$ 607,772.00	\$ 257,905.98	\$ 349,866.02
Linton Public School	\$ 935,411.00	\$ 520,171.12	\$ 415,239.88
Lisbon 19	\$ 1,102,381.00	\$ 393,314.00	\$ 709,067.00
Litchville-Marion School District 46	\$ 768,901.00	\$ 315,948.60	\$ 452,952.40
Little Heart 4 (Saint Anthony)	\$ 71,000.00	\$ 42,517.05	\$ 28,482.95
Lone Tree - Golva Public School	\$ 281,593.00	\$ 247,298.69	\$ 34,294.31
Maddock School District	\$ 693,777.00	\$ 391,803.65	\$ 301,973.35
Mandan Public Schools	\$ 12,322,980.00	\$ 10,565,105.80	\$ 1,757,874.20
Mandaree School District	\$ 2,837,436.00	\$ 199,702.72	\$ 2,637,733.28



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

	Total ESSER Allocation	ESSER Funds Spent	ESSER Funds Remaining
Manning Elementary School	\$ 71,000.00	\$ 6,000.00	\$ 65,000.00
Manvel Public School	\$ 457,327.00	\$ 262,164.76	\$ 195,162.24
Maple Valley School District	\$ 666,930.00	\$ 443,743.01	\$ 223,186.99
Mapleton Elementary School	\$ 16,749.00	\$ 16,299.00	\$ 450.00
Marmarth Public School	\$ 71,000.00	\$ 26,000.00	\$ 45,000.00
Max Public Schools	\$ 715,540.00	\$ 535,397.77	\$ 180,142.23
May-Port CG School District	\$ 1,218,134.00	\$ 800,149.68	\$ 417,984.32
McClusky Schools	\$ 628,467.00	\$ 133,373.35	\$ 495,093.65
McKenzie County School District #1	\$ 5,745,449.00	\$ 367,231.03	\$ 5,378,217.97
Medina Public School District 3	\$ 720,225.00	\$ 340,774.23	\$ 379,450.77
Menoken School	\$ 71,000.00	\$ 58,933.02	\$ 12,066.98
Midkota Public School	\$ 771,087.00	\$ 348,805.87	\$ 422,281.13
Midway Public School	\$ 929,197.00	\$ 720,991.57	\$ 208,205.43
Milnor Public Schools	\$ 984,723.00	\$ 296,200.27	\$ 688,522.73
Minnewaukan School District No. 5	\$ 5,003,215.00	\$ 654,180.72	\$ 4,349,034.28
Minot Public Schools	\$ 22,318,983.00	\$ 9,249,684.70	\$ 13,069,298.30
Minto Public School	\$ 1,877,082.00	\$ 67,112.31	\$ 1,809,969.69
Mohall-Lansford-Sherwood 1	\$ 712,980.00	\$ 436,062.18	\$ 276,917.82
Montpelier Public School	\$ 626,623.00	\$ 336,893.61	\$ 289,729.39
Mott-Regent School District	\$ 791,387.00	\$ 201,376.26	\$ 590,010.74
Mt Pleasant School District #4	\$ 1,471,335.00	\$ 565,868.67	\$ 905,466.33
Munich Public School	\$ 71,000.00	\$ 70,234.71	\$ 765.29
Napoleon Public School	\$ 614,210.00	\$ 220,191.19	\$ 394,018.81
Naughton Elementary	\$ 71,000.00	\$ 71,000.00	\$ -
Nedrose Schools	\$ 2,432,879.00	\$ 1,016,076.09	\$ 1,416,802.91
Nesson Public School District #2	\$ 570,940.00	\$ 569,474.58	\$ 1,465.42
New England Public Schools	\$ 1,268,586.00	\$ 692,071.87	\$ 576,514.13
New Rockford-Sheyenne 2	\$ 883,024.00	\$ 571,994.67	\$ 311,029.33
New Salem-Almont Public Schools	\$ 662,558.00	\$ 397,360.78	\$ 265,197.22
New Town Public Schools	\$ 7,238,771.00	\$ 518,602.00	\$ 6,720,169.00
Newburg United Public School	\$ 292,136.00	\$ 135,193.81	\$ 156,942.19
North Border School District	\$ 1,032,114.00	\$ 304,825.33	\$ 727,288.67
North Sargent 3	\$ 828,331.00	\$ 364,474.94	\$ 463,856.06
North Star Schools	\$ 868,045.00	\$ 492,631.22	\$ 375,413.78
Northern Cass School District 97	\$ 749,800.00	\$ 677,693.11	\$ 72,106.89
Northwood Public School	\$ 847,931.00	\$ 314,088.72	\$ 533,842.28
Oakes Public Schools	\$ 1,093,034.00	\$ 445,010.45	\$ 648,023.55
Oberon Public School	\$ 1,316,307.00	\$ 435,793.76	\$ 880,513.24
Park River Area Schools	\$ 1,295,197.00	\$ 849,350.91	\$ 445,846.09
Parshall Public Schools	\$ 2,136,046.00	\$ 765,693.00	\$ 1,370,353.00
Pingree-Buchanan Public Schools	\$ 584,059.00	\$ 35,807.00	\$ 548,252.00
Powers Lake School	\$ 293,850.00	\$ 21,027.00	\$ 272,823.00
Richardton-Taylor Public School District	\$ 975,146.00	\$ 70,142.00	\$ 905,004.00
Richland School District #44	\$ 475,277.00	\$ 276,447.93	\$ 198,829.07
Rolette Public School	\$ 1,392,647.00	\$ 906,751.20	\$ 485,895.80
Roosevelt Public School	\$ 515,136.00	\$ 339,168.71	\$ 175,967.29



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

	Total ESSER Allocation	ESSER Funds Spent	ESSER Funds Remaining
Rugby Public School	\$ 1,787,277.00	\$ 1,601,354.09	\$ 185,922.91
Sargent Central Public School	\$ 473,159.00	\$ 261,921.69	\$ 211,237.31
Sawyer Public School District	\$ 303,962.00	\$ 115,122.32	\$ 188,839.68
Scranton Public School	\$ 325,123.00	\$ 276,691.74	\$ 48,431.26
Selfridge Public School	\$ 1,750,253.00	\$ 294,299.06	\$ 1,455,953.94
Solen School District #3	\$ 4,336,354.00	\$ 1,130,439.76	\$ 3,205,914.24
South Heart School	\$ 232,596.00	\$ 232,596.00	\$ -
South Prairie School District	\$ 974,195.00	\$ 591,283.85	\$ 382,911.15
St. John School District #3	\$ 7,515,117.00	\$ 4,076,737.96	\$ 3,438,379.04
Stanley Community Schools	\$ 1,487,233.00	\$ 956,656.11	\$ 530,576.89
Starkweather Public School	\$ 427,492.00	\$ 151,083.00	\$ 276,409.00
Sterling Elementary School	\$ 65,000.00	\$ 40,957.98	\$ 24,042.02
Strasburg Public School	\$ 559,061.00	\$ 195,950.96	\$ 363,110.04
Surrey Public School	\$ 675,956.00	\$ 241,080.95	\$ 434,875.05
Sweet Briar 17	\$ 71,000.00	\$ 14,056.21	\$ 56,943.79
TGU School District	\$ 1,316,606.00	\$ 460,940.38	\$ 855,665.62
Thompson Public Schools	\$ 210,288.00	\$ 210,287.95	\$ 0.05
Tioga Public School District #15	\$ 754,824.00	\$ 407,350.37	\$ 347,473.63
Turtle Lake-Mercer Public School	\$ 362,972.00	\$ 248,773.33	\$ 114,198.67
Twin Buttes Elementary School	\$ 833,460.00	\$ 50,900.79	\$ 782,559.21
Underwood Public School	\$ 398,530.00	\$ 153,725.81	\$ 244,804.19
United Public Schools	\$ 1,101,651.00	\$ 796,831.06	\$ 304,819.94
Valley City Public School District	\$ 4,147,648.00	\$ 858,066.83	\$ 3,289,581.17
Valley-Edinburg School District #118	\$ 841,841.00	\$ 756,529.12	\$ 85,311.88
Velva Public School	\$ 1,052,433.00	\$ 643,978.29	\$ 408,454.71
Wahpeton Public School District	\$ 5,327,225.00	\$ 3,482,568.14	\$ 1,844,656.86
Warwick Public Schools	\$ 5,641,750.00	\$ 2,693,399.93	\$ 2,948,350.07
Washburn School District	\$ 492,065.00	\$ 108,975.61	\$ 383,089.39
West Fargo Public Schools	\$ 24,445,389.00	\$ 6,615,594.68	\$ 17,829,794.32
Westhope Public School	\$ 593,985.00	\$ 444,457.11	\$ 149,527.89
White Shield School District	\$ 1,759,962.00	\$ 85,703.55	\$ 1,674,258.45
Williston Basin #7	\$ 12,686,724.77	\$ 746,765.57	\$ 11,939,959.20
Williston Public School District #1 **now part of Williston Basin 7	\$ 523,093.23	\$ 523,093.23	\$ -
Wilton Public School	\$ 625,422.00	\$ 504,177.70	\$ 121,244.30
Wing Public School	\$ 16,689.00	\$ 13,979.67	\$ 2,709.33
Wishek Public School	\$ 1,087,330.00	\$ 330,889.29	\$ 756,440.71
Wyndmere Public School	\$ 451,782.00	\$ 27,192.00	\$ 424,590.00
Yellowstone 14	\$ 275,106.00	\$ 143,378.71	\$ 131,727.29
Zeeland Public School	\$ 402,252.00	\$ 343,047.23	\$ 59,204.77

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 Positions	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total
2023-25 Biennium Base Level	26.75	\$5,831,721	\$2,364,417	\$8,196,138	26.75	\$5,831,721	\$2,364,417	\$8,196,138	0.00	\$0	\$0	\$0
2023-25 Ongoing Funding Changes												
Cost to continue salary increase		\$23,424	\$4,809	\$28,233		\$23,424	\$4,809	\$28,233				\$0
Adjustments to base level funding			(272,606)	(272,606)			(272,606)	(272,606)				0
Salary increase		216,718	40,863	257,581		162,432	30,600	193,032		(54,286)	(10,263)	(64,549)
Health insurance increase		123,456	15,432	138,888		126,296	15,787	142,083		2,840	355	3,195
Increases funding for operating expenses related to Information Technology Department rate increases		7,440		7,440		7,440		7,440				0
Increases funding for operating expenses		54,559		54,559		65,559		65,559		11,000		11,000
Adds funding for operating expenses related to a new Capitol space rent model		264,635		264,635		264,635		264,635				0
Adds funding for library vision grants to tribal libraries		50,000		50,000		50,000		50,000				0
Total ongoing funding changes	0.00	\$740,232	(\$211,502)	\$528,730	0.00	\$699,786	(\$221,410)	\$478,376	0.00	(\$40,446)	(\$9,908)	(\$50,354)
One-Time Funding Items												
Adds one-time funding for salaries and wages for retirement payouts		\$40,000		\$40,000		\$40,000		\$40,000				0
Adds one-time funding for operating expenses due to reduced federal funding related to not meeting federal maintenance of effort requirements for fiscal year 2020		228,635		228,635		100,000		100,000		(128,635)		(128,635)
Adds one-time funding for operating expenses for information technology equipment		43,000		43,000		43,000		43,000				0
Adds one-time funding for operating expenses for building renovations		150,000		150,000		150,000		150,000				0
Total one-time funding changes	0.00	\$461,635	\$0	\$461,635	0.00	\$333,000	\$0	\$333,000	0.00	(\$128,635)	\$0	(\$128,635)
Total Changes to Base Level Funding	0.00	\$1,201,867	(\$211,502)	\$990,365	0.00	\$1,032,786	(\$221,410)	\$811,376	0.00	(\$169,081)	(\$9,908)	(\$178,989)
2023-25 Total Funding	26.75	\$7,033,588	\$2,152,915	\$9,186,503	26.75	\$6,864,507	\$2,143,007	\$9,007,514	0.00	(\$169,081)	(\$9,908)	(\$178,989)
<i>Federal funds included in other funds</i>			\$2,086,095				\$2,076,187				(\$9,908)	
<i>Total ongoing changes as a percentage of base level</i>	0.0%	12.7%	(8.9%)	6.5%	0.0%	12.0%	(9.4%)	5.8%				
<i>Total changes as a percentage of base level</i>	0.0%	20.6%	(8.9%)	12.1%	0.0%	17.7%	(9.4%)	9.9%				

Other Sections in State Library - Budget No. 250

Executive Budget Recommendation

Senate Version

State aid to public libraries

Section 7 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.

Section 14 provides 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.

Grants to tribal libraries

Section 16 provides statutory changes to allow the state to provide grants to tribal libraries.

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	General	Other	Total	FTE	General	Other	Total	FTE	General	Other	Total
	Positions	Fund	Funds		Positions	Fund	Funds		Positions	Fund	Funds	
2023-25 Biennium Base Level	44.61	\$7,406,556	\$2,790,528	\$10,197,084	44.61	\$7,406,556	\$2,790,528	\$10,197,084	0.00	\$0	\$0	\$0
2023-25 Ongoing Funding Changes												
Cost to continue salary increase		\$58,341	\$824	\$59,165		\$58,341	\$824	\$59,165				\$0
Base budget adjustments to federal funds			(935)	(935)			(935)	(935)				0
Salary increase		326,080	10,067	336,147		244,575	7,589	252,164		(81,505)	(2,478)	(83,983)
Health insurance increase		245,576	6,480	252,056		251,225	6,629	257,854		5,649	149	5,798
Adds funding for a 0.75 FTE education services position	0.75	115,294		115,294	0.75	115,294		115,294				0
Adds funding for teacher salary increases		171,890		171,890		171,890		171,890				0
Total ongoing funding changes	0.75	\$917,181	\$16,436	\$933,617	0.75	\$841,325	\$14,107	\$855,432	0.00	(\$75,856)	(\$2,329)	(\$78,185)
One-Time Funding Items												
Adds one-time funding, including funds from special funds available from trust fund distributions, rents, and service revenue, for inflationary increases to operating expenses		\$90,085	\$30,086	\$120,171		\$90,085	\$30,086	\$120,171				0
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for boiler replacement			650,000	650,000			650,000	650,000				0
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for pneumatic controls and fire alarm			150,000	150,000			150,000	150,000				0
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets to replace equipment over \$5,000			43,500	43,500			43,500	43,500				0
Total one-time funding changes	0.00	\$90,085	\$873,586	\$963,671	0.00	\$90,085	\$873,586	\$963,671	0.00	\$0	\$0	\$0
Total Changes to Base Level Funding	0.75	\$1,007,266	\$890,022	\$1,897,288	0.75	\$931,410	\$887,693	\$1,819,103	0.00	(\$75,856)	(\$2,329)	(\$78,185)
2023-25 Total Funding	45.36	\$8,413,822	\$3,680,550	\$12,094,372	45.36	\$8,337,966	\$3,678,221	\$12,016,187	0.00	(\$75,856)	(\$2,329)	(\$78,185)
<i>Federal funds included in other funds</i>			\$102,010				\$102,042				\$32	
<i>Total ongoing changes as a percentage of base level</i>	1.7%	12.4%	0.6%	9.2%	1.7%	11.4%	0.5%	8.4%				
<i>Total changes as a percentage of base level</i>	1.7%	13.6%	31.9%	18.6%	1.7%	12.6%	31.8%	17.8%				

Other Sections in School for the Deaf - Budget No. 252

Executive Budget Recommendation

The executive budget did not include any other sections related to the School for the Deaf.

Senate Version

The Senate did not include any other sections related to the School for the Deaf.

School for the Blind - Budget No. 253
Senate Bill No. 2013
Base Level Funding Changes

	Executive Budget Recommendation				Senate Version				Senate Changes to Executive Budget Increase (Decrease) - Executive Budget			
	FTE	General	Other	Total	FTE	General	Other	Total	FTE	General	Other	Total
	Positions	Fund	Funds		Positions	Fund	Funds		Positions	Fund	Funds	
2023-25 Biennium Base Level	27.75	\$4,761,879	\$1,062,178	\$5,824,057	27.75	\$4,761,879	\$1,062,178	\$5,824,057	0.00	\$0	\$0	\$0
2023-25 Ongoing Funding Changes												
Cost to continue salary increase		\$36,145	\$921	\$37,066		\$36,145	\$921	\$37,066				\$0
Salary increase		158,296	17,930	176,226		118,632	13,522	132,154		(39,664)	(4,408)	(44,072)
Health insurance increase		133,744	15,432	149,176		136,821	15,787	152,608		3,077	355	3,432
Adds funding for teacher salary increases		93,838		93,838		93,838		93,838				0
Increases funding from special funds available from trust fund distributions, rents, and service revenue for temporary salaries			30,000	30,000			30,000	30,000				0
Increases funding from special funds available from trust fund distributions, rents, and service revenue for operating expenses related to Information Technology Department rate increases			7,015	7,015			7,015	7,015				0
Increases funding from special funds available from trust fund distributions, rents, and service revenue for operating expenses			60,000	60,000			60,000	60,000				0
Adds funding from special funds available from trust fund distributions, rents, and service revenue for operating expenses for information technology related to a database			10,000	10,000			10,000	10,000				0
Total ongoing funding changes	0.00	\$422,023	\$141,298	\$563,321	0.00	\$385,436	\$137,245	\$522,681	0.00	(\$36,587)	(\$4,053)	(\$40,640)
One-Time Funding Items												
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for operating expenses for equipment less than \$5,000			\$26,000	\$26,000			\$26,000	\$26,000				0
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for roof replacement and repair			150,000	150,000			150,000	150,000				0
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for south wing gutters			50,000	50,000			50,000	50,000				0

Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for parking lot update	50,000	50,000			50,000	50,000			0			
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for door and air conditioner repair	29,000	29,000			29,000	29,000			0			
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for electrical panel replacement	10,000	10,000			10,000	10,000			0			
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for east wing flooring and cabinets	45,000	45,000			45,000	45,000			0			
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for front entrance update	55,000	55,000			55,000	55,000			0			
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets to update student commons area	50,000	50,000			50,000	50,000			0			
Total one-time funding changes	0.00	\$0	\$465,000	\$465,000	0.00	\$0	\$465,000	\$465,000	0.00	\$0	\$0	\$0
Total Changes to Base Level Funding	0.00	\$422,023	\$606,298	\$1,028,321	0.00	\$385,436	\$602,245	\$987,681	0.00	(\$36,587)	(\$4,053)	(\$40,640)
2023-25 Total Funding	27.75	\$5,183,902	\$1,668,476	\$6,852,378	27.75	\$5,147,315	\$1,664,423	\$6,811,738	0.00	(\$36,587)	(\$4,053)	(\$40,640)
<i>Federal funds included in other funds</i>			\$0				\$0				\$0	
<i>Total ongoing changes as a percentage of base level</i>	0.0%	8.9%	13.3%	9.7%	0.0%	8.1%	12.9%	9.0%				
<i>Total changes as a percentage of base level</i>	0.0%	8.9%	57.1%	17.7%	0.0%	8.1%	56.7%	17.0%				

Other Sections in 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 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	General	Other	Total	FTE	General	Other	Total	FTE	General	Other	Total
	Positions	Fund	Funds		Positions	Fund	Funds		Positions	Fund	Funds	
2023-25 Biennium Base Level	86.25	\$1,658,196,873	\$938,233,270	\$2,596,430,143	86.25	\$1,658,196,873	\$938,233,270	\$2,596,430,143	0.00	\$0	\$0	\$0
2023-25 Ongoing Funding Changes												
Cost to continue salary increases		\$42,088	\$81,573	\$123,661		\$42,088	\$81,573	\$123,661				\$0
Salary increase		456,449	761,958	1,218,407		341,779	570,572	912,351		(114,670)	(191,386)	(306,056)
Health insurance increase		161,546	252,040	413,586		165,262	257,838	423,100		3,716	5,798	9,514
Adds funding, including funding from federal and special funds, for increased operating expenses related to Information Technology Department rate increases		22,144	32,128	54,272		22,144	32,128	54,272				0
Adds funding for operating expenses related to a new Capitol space rent model		140,899		140,899		140,899		140,899				0
Adjusts funding for the cost to continue integrated formula payments		(35,329,144)		(35,329,144)		(35,329,144)		(35,329,144)				0
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 \$513.8 million (It is anticipated approximately \$511.9 million will be available.)		(80,812,000)	80,812,000	0		(77,840,000)	77,840,000	0		2,972,000	(2,972,000)	0
Adjusts funding for integrated formula payments resulting from the accelerated implementation of on-time funding		(2,400,000)		(2,400,000)		5,300,000		5,300,000		7,700,000		7,700,000
Adds funding to increase the integrated formula payment rate by 3 percent each year of the biennium. The executive recommendation included 4 percent in the 1st year and 3 percent in the 2nd year of the biennium.		146,409,518		146,409,518		119,907,953		119,907,953		(26,501,565)		(26,501,565)
Increases funding for integrated formula payments to accelerate the phase-out of transition maximum adjustments		14,767,391		14,767,391		14,767,391		14,767,391				0
Adds funding for integrated formula payments in excess of estimated cost (The Office of Management and Budget inadvertently included this funding twice in the executive recommendation.)		14,767,391		14,767,391				0		(14,767,391)		(14,767,391)
Adds funding for property tax relief included in Senate Bill No. 2066, approved by the Senate				0		203,100,000		203,100,000		203,100,000		203,100,000

Adds funding for the fiscal impact of Senate Bill No. 2328 related to the school district size weighting factor for school districts with multiple plants	0				8,880,000	8,880,000	8,880,000	8,880,000	
Increases funding in the integrated formula payments line item to increase grants to regional education associations to provide a total of \$700,000	0				200,000	200,000	200,000	200,000	
Increases funding for other grants for anticipated increases in United States Department of Agriculture food program funding	50,000,000	50,000,000			50,000,000	50,000,000		0	
Increases funding for other grants for anticipated increases in United States Department of Education programs	20,000,000	20,000,000			20,000,000	20,000,000		0	
Increases funding for the leveraging the senior year program to provide a total of \$1.2 million for the program grant pool	500,000	500,000			300,000	300,000	(500,000)	300,000 (200,000)	
Allocates \$10,387,064 of special funds included in the base budget in the grants - program and passthrough line to the grants - passthrough grants line and the grants - programs grants line and reduces funding from carryover for certain passthrough grants	0				(677,300)	(677,300)		(677,300) (677,300)	
Increases funding from the general fund for passthrough grants for the teacher mentoring program to provide a total of \$4,251,528, of which \$2,125,764 is from the general fund and \$2,125,764 is from special funds resulting from carryover	2,125,764	2,125,764				0	(2,125,764)	(2,125,764)	
Increases funding for PowerSchool to provide a total of \$5,775,000	525,000	525,000			525,000	525,000		0	
Total ongoing funding changes	0.00	\$61,377,046	\$151,939,699	\$213,316,745	0.00	\$240,223,372	\$148,404,811	\$388,628,183	0.00 \$178,846,326 (\$3,534,888) \$175,311,438
One-Time Funding Items									
Adjusts funding for integrated formula payments to provide one-time funding from the foundation aid stabilization fund to provide a total of \$281.7 million from the fund for integrated formula payments		(\$138,215,156)	\$138,215,156	\$0		\$0	138,215,156	(138,215,156)	0
Adds one-time funding from carryover for program grants for school board training. The executive budget provided funding from the foundation aid stabilization fund.		3,000,000	3,000,000			\$2,000,000	2,000,000	(1,000,000)	(1,000,000)
Adds one-time funding from carryover for program grants for cybersecurity training for teachers. The executive budget provided funding from the foundation aid stabilization fund.		2,000,000	2,000,000			1,000,000	1,000,000	(1,000,000)	(1,000,000)

Adds one-time funding from carryover for program grants for a grow-your-own teacher program. The executive budget provided funding from the foundation aid stabilization fund.			4,000,000	4,000,000			3,000,000	3,000,000			(1,000,000)	(1,000,000)
Total one-time funding changes	0.00	(\$138,215,156)	\$147,215,156	\$9,000,000	0.00	\$0	\$6,000,000	\$6,000,000	0.00	\$138,215,156	(\$141,215,156)	(\$3,000,000)
Total Changes to Base Level Funding	0.00	(\$76,838,110)	\$299,154,855	\$222,316,745	0.00	\$240,223,372	\$154,404,811	\$394,628,183	0.00	\$317,061,482	(\$144,750,044)	\$172,311,438
2023-25 Total Funding	86.25	\$1,581,358,763	\$1,237,388,125	\$2,818,746,888	86.25	\$1,898,420,245	\$1,092,638,081	\$2,991,058,326	0.00	\$317,061,482	(\$144,750,044)	\$172,311,438
<i>Federal funds included in other funds</i>			\$419,573,819				\$419,388,783				(\$185,036)	
<i>Total ongoing changes as a percentage of base level</i>	0.0%	3.7%	16.2%	8.2%	0.0%	14.5%	15.8%	15.0%				
<i>Total changes as a percentage of base level</i>	0.0%	(4.6%)	31.9%	8.6%	0.0%	14.5%	16.5%	15.2%				

Other Sections in Department of Public Instruction - Budget No. 201

	Executive Budget Recommendation				Senate Version			
Tuition apportionment	Section 4 would provide that any money available in the state tuition fund in excess of the \$513,832,000 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 \$510,860,000 appropriated in Section 1 of the bill is appropriated to DPI for distribution to school districts.			
Foundation aid stabilization fund	Section 9 would require OMB transfer, on a quarterly basis, a total of \$283,755,019 from the foundation aid stabilization fund to the operating fund of DPI for the purpose of providing integrated formula payments. The executive budget appropriates \$281,669,656 from the foundation aid stabilization fund for integrated formula payments.				Section 4 provides \$143,454,500 included in the estimated income line item of Section 1 is provided from the foundation aid stabilization fund for integrated formula payments.			
Payments for 2021-23 biennium special education services					Section 5 provides that DPI may use money appropriated for integrated formula payments and special education contracts for the 2023-25 biennium to pay claims due during the 2021-23 biennium, but not filed with the department until the 2023-25 biennium. Claims related to the 2021-23 biennium must be filed by June 30, 2024.			
Gifted and talented program funding	Section 5 would provide that DPI use \$800,000 of the 2023-25 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 Health and Human Services on behalf of the school district or unit.				Section 6 provides that DPI use \$800,000 of the 2023-25 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.			

Other Sections in Department of Public Instruction - Budget No. 201

Executive Budget Recommendation

Senate Version

Medicaid matching funding - School approval -
Withholding and distribution

Section 7 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 Health and Human Services on behalf of the school district or unit. In addition, this section authorizes the department to withhold funds required to be paid by school districts for school approval.

Regional education association grants

Section 8 increases regional education association grants to provide a total of \$700,000 and to provide annual grants of \$50,000 to each regional education association.

Grants - Passthrough grants distribution

Section 8 would require no more than one-half of the passthrough grants included in the grants - other grants line item is to be expended during the fiscal year ending June 30, 2024.

Section 9 requires no more than one-half of the passthrough grants included in the grants - passthrough grants line item may be expended during the fiscal year ending June 30, 2024, and provides for reporting requirements.

Use of new money - Nonadministrative
personnel compensation increases

Section 11 would require school districts to use 70 percent of increased funding related to any increases in the integrated formula payment rate for compensation increases for nonadministrative personnel and the Superintendent of Public Instruction to provide guidance to school districts regarding the calculation of the amount of new money resulting from increases in the base integrated formula payment rate during the 2023-25 biennium.

Section 10 requires school districts to use 70 percent of increased funding related to any increases in the integrated formula payment rate for compensation increases for nonadministrative personnel and the Superintendent of Public Instruction to provide guidance to school districts regarding the calculation of the amount of new money resulting from increases in the base integrated formula payment rate during the 2023-25 biennium.

Exemption - Deposits into the
department's operating account

Section 13 would provide that, notwithstanding Section 54-44.1-15, DPI may deposit indirect cost recoveries, any money collected by DPI for general educational development fees, and displaced homemakers deposits in its operating account. Section 54-44.1-15 otherwise provides that these funds be deposited in the general fund.

Section 11 provides that, notwithstanding Section 54-44.1-15, DPI may deposit indirect cost recoveries, any money collected by DPI for general educational development fees, and displaced homemakers deposits in its operating account. Section 54-44.1-15 otherwise provides that these funds be deposited in the general fund.

Exemption - 2021-23 biennium funding
exemption and transfer to the Department
of Public Instruction operating fund

Section 12 would provide that if, after the Superintendent of Public Instruction complies with all statutory payment obligations imposed for the 2021-23 biennium, any money remains in the integrated formula payments line item, the lesser of \$10,387,064 or the remaining amount must be continued into the 2023-25 biennium and OMB must transfer this amount into the public instruction fund for the purpose of providing program and passthrough grants.

Section 12 provides that if, after the Superintendent of Public Instruction complies with all statutory payment obligations imposed for the 2021-23 biennium, any money remains in the integrated formula payments line item, the lesser of \$16,009,764 or the remaining amount must be continued into the 2023-25 biennium and OMB must transfer this amount into the public instruction fund for the purpose of providing program and passthrough grants.

Exemption - Unexpended appropriations

Section 14 would provide funds appropriated to DPI from the ESSER Fund during the 2021-23 biennium are not subject to Section 54-44.1-11 and any unexpended funds may be continued into the 2023-25 biennium.

Section 13 provides COVID-19-related funds appropriated to DPI from the ESSER Fund and other federal funds during the 2021-23 biennium are not subject to Section 54-44.1-11 and any unexpended funds may be continued into the 2023-25 biennium.

Other Sections in Department of Public Instruction - Budget No. 201

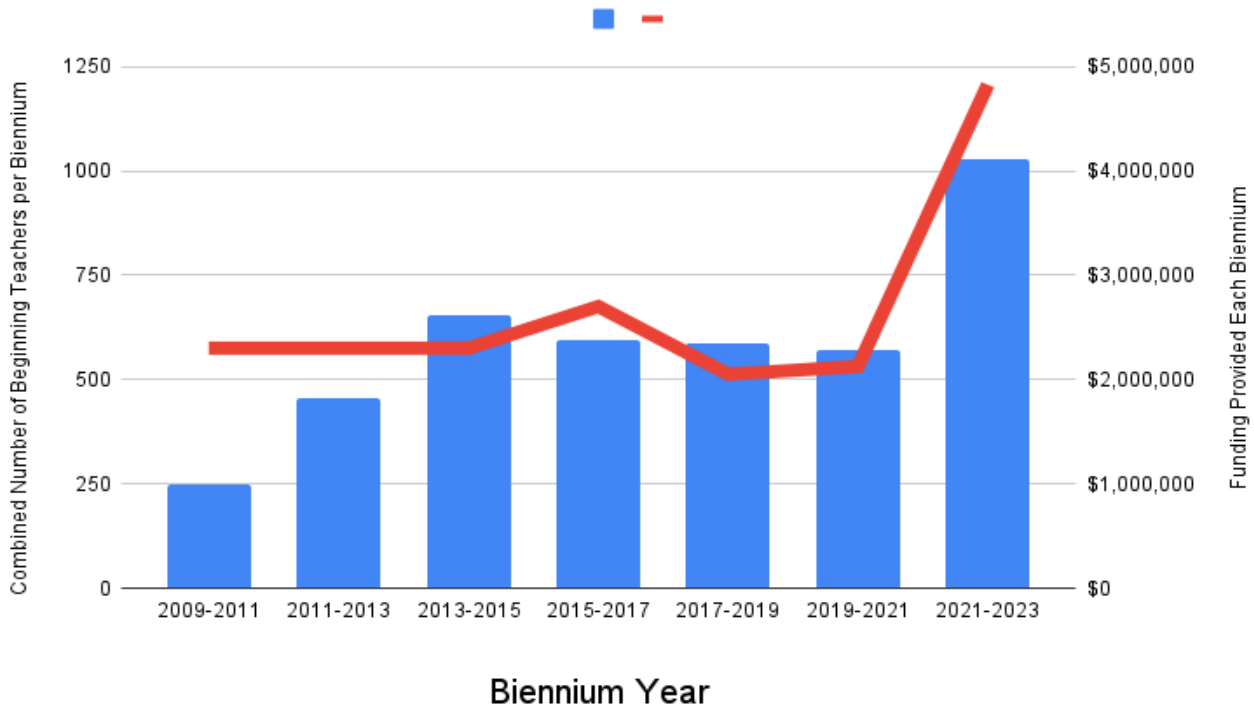
	Executive Budget Recommendation	Senate Version
Salary of the Superintendent of Public Instruction	Section 3 would provide the statutory changes to increase the Superintendent of Public Instruction's salary. The Superintendent's annual salary would increase from the current level of \$130,323 to \$138,142, effective July 1, 2023, and to \$143,668, effective July 1, 2024, to reflect recommended salary increases of 6 percent in the 1st year of the biennium and 4 percent in the 2nd year of the biennium.	Section 15 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 \$130,323 to \$135,536, effective July 1, 2023, and to \$140,957, effective July 1, 2024, to reflect legislative salary increases of 4 percent each year of the biennium.
Indirect cost allocation	Section 6 would provide 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.	
Transfer - Foundation aid stabilization fund to Department of Public Instruction - One-time funding	Section 10 would require OMB transfer, on a quarterly basis, a total of \$9 million from the foundation aid stabilization fund to DPI for school board training (\$3 million), a cybersecurity credential incentive (\$2 million), and a grow-your-own teacher program (\$4 million).	
State school aid formula changes	<p>Sections 15, 16, and 17 would provide the statutory changes to the state school aid formula included in the executive budget recommendation. Statutory changes would:</p> <ul style="list-style-type: none">• Add or subtract 1.00 weighted student unit per student for increases or decreases, respectively, in fall enrollment as compared to the prior year spring average daily membership and provide for a 0.70 weighting factor deduction per student for school districts, paid based on fall enrollment during the 2022-23 school year, whose spring average daily membership for the 2022-23 school year is lower than the fall enrollment and for a 1.00 weighting factor deduction for school districts, paid based on fall enrollment, whose spring average daily membership is lower than the prior fall enrollment for school years after June 30, 2023;• Increase the integrated per student payment rate from the current level of \$10,237 to \$10,646, effective for the 2023-24 school year, and to \$10,965, effective for the 2024-25 school year, to reflect integrated per student payment rate increases of 4 percent in the 1st year and 3 percent in the 2nd year of the 2023-25 biennium;• Remove transition maximum limits on state school aid payments; and• Update the year, from 2020 to 2022, used to determine the percentage of mills levied for sinking and interest relative to the total mills levied by the school district for all purposes. The percent is used to	

Questions about the North Dakota Teacher Support System Mentoring Program

3/23/23 Committee Work on SB 2013:

How many beginning teachers are enrolled in the program each year?

YEAR	Number of Beginning Teachers Mentored	Funding each biennium
2009-11	247	\$2,300,000
2011-13	454	\$2,300,000
2013-15	653	\$2,300,000
2015-17	594	\$2,700,000
2017-19	588	\$2,050,000
2019-21	570	\$2,125,764
2021-23	1029	\$2,125,764 + \$2,700,000 GEER II =\$4,825,764



What is the retention data? Is there a comparison between teachers who are mentored in NDTSS and teachers who are not?

Dr. Marijke Leibel – Assistant Coordinator at the NDTSS has conducted an annual retention data study. Major findings include:

- 80.5% of Teachers who were mentored in their first year through the NDTSS Mentoring Program continue to teach in ND in their 3rd year.
- 72.5% of teachers who were NOT mentored in their first year continue to teacher in ND in their 3rd year.
- The highest turnover is usually within the first three years of teaching. Turnover is 8% less for teachers who are mentored in the NDTSS.

North Dakota Teacher Support System Overview 2023

The North Dakota Teacher Support System conducts an annual teacher retention study for all new teachers in the state of North Dakota. The comparison of the results are presented in the following charts.

North Dakota Teacher Retention Rate for School Year 2021-2022							
	NDTSS	<i>n</i>	Non-NDTSS	<i>n</i>	Difference	<i>n (total)</i>	Total
2015-16	66.3%	201 / 303	59.3%	219 / 369	7.0%	672	62.5%
2016-17	74.9%	218 / 291	61.8%	207 / 335	13.1%	626	67.9%
2017-18	74.9%	191 / 255	71.8%	204 / 284	3.1%	542	73.2%
2018-19	78.4%	261 / 333	72.8%	259 / 356	5.6%	689	75.5%
2019-20	83.3%	235 / 282	79.4%	282 / 355	3.9%	637	81.2%
2020-21	89.9%	259 / 288	85.8%	241 / 281	4.1%	569	87.9%
Total 6-Year Retention Rate	77.9%	1,752	71.6%	1,980	6.3%	3735	74.6%

NDTSS	Non-NDTSS	
77.9% Six-year retention rate	71.6% Six-year retention rate	NDTSS retention rate is 6.3% higher than Non-NDTSS. The retention rate for new teachers who are in the <i>NDTSS Mentoring Program is consistently greater in comparison to Non-NDTSS teachers.</i>
<ul style="list-style-type: none"> • Receive a state trained, experienced, and supported mentor teacher • Mentor teacher participates in timely professional learning throughout the year 	If available, mentoring may be done at a local level	New teachers who receive mentoring and support during the first years of teaching are more effective and likely to stay in the classroom longer (Madigan & Kim, 2022). Teacher attrition is detrimental to the organization of schools, cohesion of communities, and student growth (Amitai & Houtte, 2022).
80.5% Average new teacher three-year retention rate	72.5% Average new teacher three-year retention rate	The highest turnover is usually within the first three years of teaching. Turnover is 8% less for teachers who are mentored in the NDTSS.
47.0% Percentage of new teachers who were supported by NDTSS prior to GEER II Funding	53.0% Percentage of new teachers who <u>were not supported</u> by NDTSS prior to GEER II Funding	In 2022-2023, 442 new teachers and 227 second year teachers have been enrolled in the NDTSS mentoring program, approximately doubling the amount of new teachers who have been able to be part of the NDTSS in past years.
Can participate in the Beginning Teacher Networks through REA or School District	Can participate in the Beginning Teacher Networks through REA or School District	All beginning teachers are encouraged to participate in local Beginning Teacher Networks as a supplement to the Mentoring Program.

Is it a 2-year program?

In 2022-23, 442 first year teachers and 227 second year teachers were enrolled in the NDTSS Mentoring Program, approximately doubling the number of new teachers who have been able to be part of the NDTSS in the past years.

The addition of the 2nd year mentoring program was made possible by additional funding through the GEER II funds.

Past funding has allowed about 500 first year teachers to be mentored each year. The program has had to close its enrollment in August each year for the past 3 biennium.

Full funding as requested in the Governor's Executive Budget would allow NDTSS to keep enrollment open for all first-year teachers in the state and continue the 2nd year teacher mentoring program.

Which school districts use the NDTSS Mentoring Program?

Districts Participating in the NDTSS Mentor Program															
Spring 2010-Spring 2023															
District	SPRING 2010	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-2020	2020-2021	2021 - 22	2022-23	
Adams (closed)				X											
Alexander				X	X	X								x	
Anamoose-Drake	X		X	X	X	X	X		X	X			x	x	
Apple Creek						X									
Ashley		X	X	X	X		X			X	X	X	x	x	
Barnes County North											X			x	
Beach							X	X	X						
Belcourt								X	X				x	x	
Belfield			X	X	X	X	X	X	X	X	X	X	x	x	
Berthold	X														
Beulah			X	X	X	X		X	X	X	X		x	x	
Billings County/Medora						X									
Bismarck	X	X	X	X	X	X	X	X	X	X	X	X	x	x	
Bottineau	X														
Bowbells				X	X	X	X		X	X		X	x		
Bowman County											X			x	
Burke Central		X	X	X	X	X			X			X		x	
Cannonball/Solen	X	X	X		X										
Carrington		X	X	X	X	X	X	X	X		X	X		x	
Carson					X	X									
Cavalier					X	X									
Center-Stanton	X		X	X	X		X							x	
Central Cass							X		X	X	X	X		x	
Central Valley	X	X													
Devils Lake				X	X	X	X	X	X	X	X	X		x	
Dickinson					X		X		X	X	X	X	x	x	
Divide County		X	X		X		X	X	X	X		X	x		
Drake										X			x		
Drayton			X					X	X	X					
Dunseith	X	X	X	X	X	X	X			X					

District	SPRING 2010	2010- 11	2011- 12	2012- 13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18	2018- 19	2019- 2020	2020- 2021	2021 - 22	2022- 23
Hope				X			X	X	X	X		X	x	x
Jamestown	X	X	X	X	X	X	X	X	X	X	X	X	X	x
Kensal								X						
Kidder County							X		X					
Killdeer										X				
Kulm										X		X	x	
Lakota						X	X					X		
LaMoure			X		X	X	X					X		
Langdon Area						X	X	X	X	X				x
Larimore	X	X		X	X	X	X	X				X	x	x
Leeds					X					X	X			
Lidgerwood										X		X		x
Linton		X						X	X	X				
Lisbon			X	X	X	X	X	X	X	X	X	X	X	x
Litchville-Marion								X	X	X	X		x	
Little Heart Dist 4	X						X	X						
Lone Tree			X	X							X			
Maddock		X	X	X	X		X							
Mandan	X	X	X	X	X	X	X	X	X	X	X	X		x
Manvel	X					X				X	X	X		x
Maple Valley/Tower City					X	X		X						
Mapleton				X		X	X	X		X		X	x	x
Marmat (Youth Correction)							X	X						
Max							X		X	X		X		
Mayville-Portland CG									X	X	X	X		x
McClusky		X	X	X	X	X	X	X			X		x	
McKenzie County				X						X				
McVile/Dakota Prairie										X	X	X		
Medina										X	X		x	x
Menoken							X							
Midkota			X	X	X	X				X	X	X		x
Midway	X	X			X	X	X			X	X		x	
Milnor	X			X	X			X	X	X	X	X	x	x

District	SPRING 2010	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-2020	2020-2021	2021 - 22	2022-23
Minot	X	X	X	X	X	X	X	X	X	X	X	X	x	x
Minto			X		X	X		X		X	X	X	x	
Mohall Lansford Sherwood			X				X	X	X	X				
Montpelier			X		X	X	X	X				X		
Mott/Regent			X		X	X	X					X	x	x
Mt. Pleasant		X	X											x
Munich					X	X							x	
Napoleon					X		X	X		X		X		
Naughton						X								
Nedrose										X		X	x	x
Nesson Dist 2- Ray			X			X	X			X				
New Public Dist #8			X	X	X	X	X	X						
New Rockford-Sheyenne						X								x
New Salem-Almont	X		X	X	X	X	X	X	X		X	X	x	x
New Town				X										
North Border	X	X		X		X								x
North Sargent		X				X		X	X			X		
North Star					X	X	X	X	X		X			
Northern Cass				X	X	X	X				X	X		
Northwood	X			X		X		X		X	X	X	x	
Oakes					X	X	X	X	X	X	X	X	x	x
Ojibwa Indian School										X				
Page								X						
Park River Area	X	X		X	X	X	X	X	X	X	X	X	x	x
Parshall										X				x
Pingree-Buchanan					X					X				
Powers Lake				X							X	X	x	x
Ray/Nesson			X			X	X							
Richardton-Taylor		X		X		X								x
Richland	X	X		X	X			X	X			X		
Rolette						X	X	X		X				
Rugby		X	X	X		X	X	X	X	X	X	X	x	x
Sargent Central								X	X	X	X			x
Sawyer			X	X					X					x

District	SPRING 2010	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-2020	2020-2021	2021 - 22	2022-23
Selfridge	X	X		X	X							X	x	
South Heart		X					X		X		X			x
St. John Public	X	X		X		X	X	X				X	x	
St. Thomas Public										X				
Stanley				X		X								
Starkweather										X				
Sterling	X				X			X						x
Strasburg				X	X									
Surrey					X	X	X	X						
Thompson						X	X	X			X		x	x
Tioga	X	X	X	X		X	X	X		X	X	X	x	x
Towner-Granville-Upham	X		X		X	X	X	X	X	X	X	X	x	x
Turtle Lake-Mercer				X	X	X	X	X	X	X	X	X	x	x
Twin Buttes							X							
Underwood	X			X		X				X	X	X		x
Valley City	X			X			X	X	X	X	X	X		x
Valley-Edinburg								X	X			X	x	
Velva	X	X	X	X		X		X	X	X	X		x	
Wahpeton				X	X	X	X	X	X	X	X	X	x	x
Warwick	X	X	X	X		X		X	X					
Washburn		X	X	X	X				X	X	X	X	x	x
West Fargo		X	X	X	X	X	X	X	X	X	X	X	x	x
White Shield			X		X	X	X				X	X		
Williams County District 8									X			X	x	x
Williston	X	X	X	X	X	X	X	X	X	X	X	X	x	x
Wilmac				X										
Wilton			X	X		X	X		X	X	X	X	x	x
Wing	X	X		X	X	X								
Yellowstone			X		X	X		X	X	X			x	

TOTAL = 160 districts have participated over the last 11 years

*These districts are reported by administrators through the NDTSS Mentoring Program enrollment.

Updated March 2023

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<https://www.nd.gov/esp/welcome-north-dakota-teacher-support-system>



Overview of revenue earned:

21-22 Tuition Costs	Enrollments, 7/1/21 to 6/30/23	Projected Tuition Earned for 21-23 (i.e., spending authority needed in 21-23 to cover adjuncts)
\$159 (Small organized schools)-\$189 (In-state large schools and homeschoolers) \$285 (Out-of-state students)	Projected: 19,153 (in-state); 1977 (out-of-state) = 21,130	Total (projected): \$4,126,774 (earned \$3,806,774 from 7/1/21 to 2/28/23; we estimate collecting \$320,000 between 3/1 to 6/30/23) Projected budget shortfall for 21-23: \$373,226

Projected revenue with tuition increase:

23-25 Proposed Tuition Costs	Project Enrollments, 7/1/23 to 6/30/25	Projected Tuition Earned for 23-25 (i.e., spending authority needed in 23-25 to cover adjuncts)
\$215 (Small organized schools)-\$235 (In-state large schools and homeschoolers); average= \$225* \$375 (Out-of-state students) *CDE will seek input from NDSOS and must receive approval under NDCC Ch. 15-19 before this change can take effect	Projected: 17,000 (in-state); 1750 (out-of-state) = 18,750* (11.3% decrease) *Enrollments are projected to decline slightly due to post-pandemic enrollment decline	Total (projected): \$4,481,250*, ** *CDE brings in additional revenue through LMS rental services to NDDTSEA and other entities, which will account for \$35,000 to \$40,000 **While CDE will need fewer adjuncts if enrollments decline as projected, CDE is proposing an increase in adjuncts' hourly rate

Tuition revenue (i.e., CDE's special spending authority) is used to pay adjunct teachers (variable cost). All general fund dollars are used to pay fixed operational costs. CDE asks for **no reduction in general funds** as these are needed to continue to sustain operations. CDE has been asked this session to take on more responsibilities, with only an **8.4% increase in general funds to cover three additional FTEs** to support these new demands.

Bills impacting NDCDE's scope of work:

- HB 1132
- HB 1156
- HB 1376 (fiscal and enrollment impact on CDE is unknown)
- HB 1398 (\$600K in ESSER funds earmarked to assist CDE with implementation; CDE will need its spending authority expanded beyond its original ask of \$4.5m to \$5.1m to include this federal allocation from DPI)



23-25 FISCAL REQUEST

Line-Item Request and Comparison Summary

Description	2021-23 Budgeted	2023-25 CDE Requested	% Increase or Decrease	2023-25 Executive Recommended
Salaries	\$6,411,254.00	\$8,454,024.00	31.9%	\$8,650,231
Permanent	3,384,679	4,130,266	22%	4,221,928
Temporary	1,108,396	2,235,960	101.7%	2,235,960
Fringe Benefits	1,918,179	2,087,798	8.8%	2,192,343
Operating Expenses	\$3,050,000.00	\$3,050,000.00		\$3,050,000.00
Travel	23,617	23,617	0%	23,617
Supplies - IT Software	193,923	193,923	0%	193,923
Supply/Material - Professional	2,624	2,624	0%	2,624
Food and Clothing	48	48	0%	48
Building, Grounds, Vehicle Supply	2,096	2,096	0%	2,096
Miscellaneous Supplies	128	128	0%	128
Office Supplies	1,573,856	1,573,856	0%	1,573,856
Postage	3,991	3,991	0%	3,991
Printing	1,423	1,423	0%	1,423
IT Equipment under \$5,000	126,643	126,643	0%	126,643
Office Equip & Furniture-	4,509	4,509	0%	4,509
Utilities	50,526	50,526	0%	50,526
Insurance	5,231	5,231	0%	5,231
Rentals/Leases-Equipment & Other	4,894	4,894	0%	4,894
Rentals/Leases - Bldg/Land	378,139	378,139	0%	378,139
Repairs	41,492	41,492	0%	41,492
IT - Data Processing	44,193	44,193	0%	44,193
Communications	86,819	86,819	0%	86,819
IT Contractual Services	24,391	24,391	0%	24,391
Professional Development	31,357	31,357	0%	31,357
Operating Fees and Services	53,578	53,578	0%	53,578
Professional Fees and Services	396,522	396,522	0%	396,522
Total	\$9,461,254.00	\$11,504,024.00		\$11,700,231.00

Sources of revenue

General Fund	\$6,461,254.00	\$7,004,024.00	8.4%	\$7,200,231.00
Special Spending Authority (Raised through Tuition Paid by Local Schools and Students)	\$3,00,000.00; Emergency Commission approved an additional \$1.5m	\$4,500,000.00	0%	\$4,500,000.00

FTE REQUEST, 23-25		
Position	Justification	Cost (rounded to the nearest 1,000)
1. Elementary teacher	In 2020, CDE began offering a full K-5 program in response to the pandemic. While enrollments have decreased as students have returned to bricks and mortar school, in Fall 2022, CDE had over 160 enrollments in the elementary program and projects this same number this spring. Our average full-time teacher is assigned 300 enrollments per year, with this workload reduced when the teacher has curricular review responsibilities. CDE hired a full-time temporary teacher who has served as the primary instructor for the K-5 program, built the curriculum, evaluated it, and refined it. We are requesting that this position be moved from a temporary to a regular position.	\$165,000 (salary and benefits)
2. Part-time high school teacher, part-time teacher mentor	While CDE relies heavily on adjuncts to support our enrollments, CDE has confirmed through its research that student outcomes are improved when a permanent CDE teacher instructs a course. CDE projects that its enrollments will remain 20% higher than prior to the pandemic. This position will be used to help support our enrollment growth and increase the quality of our delivery. This position will teach part-time and oversee teacher professional development as CDE moves to standards-based learning. This method requires extensive professional development for a teacher to initially understand it, then implement it, and finally use it to guide growth. CDE will seek a teacher mentor well-versed in standards-based learning to help our teachers navigate through this transition.	\$192,000 (salary and benefits)
3. Split the technology director position into two FTEs	CDE's technology director is retiring after 29 years. The director oversees all CDE <u>technology infrastructure</u> and three FTEs. The director also managed the development of our business and enrollment system, helping spearhead an effort to ensure all our systems were well-integrated enough for students to receive access to our courses within no more than 24 hours of enrolling and allowing schools/families to pay for these courses on demand. Managing these systems alone requires an FTE. The remaining technology director duties, which include budget management, staff oversight, IT procurement, short and long-term planning on the software and systems needed to sustain quality services, systems integration, network management, and cybersecurity oversight, also constitute another full FTE position.	New technology staff FTE (director salary already included in the CDE budget): \$156,000 (salary and benefits)
Recruiting and onboarding 3 FTEs (well below state estimate of 50% of annual salary per FTE)		\$30,000
Total cost over 23-25:		\$543,000

23.0267.02001
Title.

Prepared by the Legislative Council staff for
Representative Richter
March 24, 2023

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

Page 8, after line 26, insert:

"SECTION 14. EXEMPTION - UNEXPENDED STATE AUTOMATED REPORTING SYSTEM AND STATEWIDE LONGITUDINAL DATA SYSTEM UPGRADE APPROPRIATION. The sum of \$10,000,000 of special funds from the public instruction fund in the state treasury, derived from reimbursements withheld from school districts' integrated formula payments for the purpose of information technology project upgrades to the state automated reporting system and the statewide longitudinal data system, appropriated to the department of public instruction in section 17 of chapter 549 of the 2021 Special Session Session Laws, is not subject to the provisions of section 54-44.1-11 and any unexpended funds from this one-time appropriation may be continued and are available for information technology project upgrades to the state automated reporting system and the statewide longitudinal data system during the biennium beginning July 1, 2023, and ending June 30, 2025. The department of public instruction shall transfer any funds continued in excess of \$5,000,000 to the information technology department for statewide longitudinal data system upgrades."

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

This amendment allows the Department of Public Instruction to continue unexpended one-time funding provided for upgrades to the state automated reporting system and the statewide longitudinal data system during the 2021-23 biennium into the 2023-25 biennium to continue the projects. The department will retain \$5 million for state automated reporting system upgrades and must transfer any funding continued over \$5 million to the Information Technology Department for statewide longitudinal data system upgrades.

**STATE SCHOOL AID, OTHER GRANTS, AND DEPARTMENT OF PUBLIC INSTRUCTION ADMINISTRATION
COMPARISON OF 2023-25 BIENNIUM PROPOSED BUDGETS TO
2021-23 BIENNIUM APPROPRIATION (NOT INCLUDING COVID FUNDING)**

	2021-23 Appropriation (Not including COVID funding)	2023-25 Base Budget	2023-25 Executive Budget	2023-25 Senate Version	2023-25 Senate Version Increase (Decrease) Compared to Base Budget	2023-25 House Version
State school aid program						
State school aid - Integrated formula payments	\$2,131,825,000	\$2,131,825,000	\$2,270,040,156	\$2,448,651,200	\$316,826,200	
Transportation aid payments	58,100,000	58,100,000	58,100,000	58,100,000	0	
Special education - Contracts	27,000,000	27,000,000	27,000,000	27,000,000	0	
Total - State school aid program	\$2,216,925,000	\$2,216,925,000	\$2,355,140,156	\$2,533,751,200	\$316,826,200	\$0
General fund						
General fund	\$1,640,450,500	\$1,640,450,500	\$1,559,638,500	\$1,879,436,700	\$238,986,200	
Foundation aid stabilization fund	143,454,500	143,454,500	281,669,656	143,454,500	0	
State tuition fund	433,020,000	433,020,000	513,832,000	510,860,000	77,840,000	
Total - State school aid program	\$2,216,925,000	\$2,216,925,000	\$2,355,140,156	\$2,533,751,200	\$316,826,200	\$0
Program grants						
Adult education matching grants	\$5,000,000	\$5,000,000		\$5,000,000	\$0	
School food services matching grants	1,380,000	1,380,000		1,380,000	0	
Free breakfast program	200,000	200,000		200,000	0	
Program grant pool, including leveraging the senior Leveraging the senior year	900,000	900,000	\$500,000	1,200,000	300,000	
Grow your own teacher program			4,000,000	3,000,000	3,000,000	
School board training			3,000,000	2,000,000	2,000,000	
Cybersecurity credentials for teachers			2,000,000	1,000,000	1,000,000	
Total - Program grants	\$7,480,000	\$7,480,000	\$9,500,000	\$13,780,000	\$6,300,000	\$0
General fund	\$0	\$0	\$500,000	\$0	\$0	\$0
Other funds - Foundation aid stabilization fund			9,000,000	0	0	
Other funds - Public instruction fund/Carryover	7,480,000	7,480,000	0	13,780,000	6,300,000	
Total - Program grants	\$7,480,000	\$7,480,000	\$9,500,000	\$13,780,000	\$6,300,000	\$0
Other grants - Other funds						
Federal grants	\$312,513,893	\$312,513,893	\$382,513,893	\$382,513,893	\$70,000,000	\$0
Displaced homemaker program	225,000	225,000	225,000	225,000	0	
Total - Other grants - Other funds	\$312,738,893	\$312,738,893	\$382,738,893	\$382,738,893	\$70,000,000	\$0
Total state school aid and other grants - All funds	\$2,537,143,893	\$2,537,143,893	\$2,747,379,049	\$2,930,270,093	\$393,126,200	\$0

	2021-23 Appropriation (Not including COVID funding)	2023-25 Base Budget	2023-25 Executive Budget	2023-25 Senate Version	2023-25 Senate Version Increase (Decrease) Compared to Base Budget	2023-25 House Version
Agency administration						
Administration - General fund	\$12,520,083	\$12,320,083	\$13,143,209	\$13,032,255	\$712,172	
Administration - Other funds	38,632,813	38,632,813	39,760,512	39,574,924	942,111	
STARS rewrite - Other funds	10,100,000	0			0	
Total - Agency administration	\$61,252,896	\$50,952,896	\$52,903,721	\$52,607,179	\$1,654,283	\$0
Passthrough grants, PowerSchool, and national board certification						
Adult education matching grants			\$5,000,000	\$0	\$0	
School food services matching grants			1,380,000	0	0	
Free breakfast program			200,000	0	0	
Program grant pool			900,000	0	0	
National writing projects	\$50,000	\$50,000	50,000	0	(50,000)	
Rural art outreach project	425,000	425,000	425,000	0	(425,000)	
North Central Council for Educational Media Services	202,300	202,300	202,300	0	(202,300)	
Mentoring program	2,125,764	2,125,764	4,251,528	2,125,764	0	
Bismarck Gateway to Science	13,500,000			0	0	
"We the People" program	70,000	70,000	70,000	70,000	0	
Cultural heritage grants	34,000	34,000	34,000	34,000	0	
Total - Passthrough grants	\$16,407,064	\$2,907,064	\$12,512,828	\$2,229,764	(\$677,300)	\$0
PowerSchool	5,250,000	5,250,000	5,775,000	5,775,000	525,000	
National board certification	176,290	176,290	176,290	176,290	0	
Total - Passthrough grants, PowerSchool, and national board certification	\$21,833,354	\$8,333,354	\$18,464,118	\$8,181,054	(\$152,300)	\$0
General fund	\$5,426,290	\$5,426,290	\$8,077,054	\$5,951,290	\$525,000	\$0
Other funds - Public instruction fund/Carryover	16,407,064	2,907,064	10,387,064	2,229,764	(677,300)	
Total - Passthrough grants, PowerSchool, and national board certification	\$21,833,354	\$8,333,354	\$18,464,118	\$8,181,054	(\$152,300)	\$0
Total - Agency administration, passthrough grants, PowerSchool, and national board certification - All funds	\$83,086,250	\$59,286,250	\$71,367,839	\$60,788,233	\$1,501,983	\$0
Total Department of Public Instruction - All funds	\$2,620,230,143	\$2,596,430,143	\$2,818,746,888	\$2,991,058,326	\$394,628,183	\$0
Department of Public Instruction - Funding						
Total - General fund	\$1,658,396,873	\$1,658,196,873	\$1,581,358,763	\$1,898,420,245	\$240,223,372	\$0
Total - Other funds	961,833,270	938,233,270	1,237,388,125	1,092,638,081	154,404,811	0
Total Department of Public Instruction - All funds	\$2,620,230,143	\$2,596,430,143	\$2,818,746,888	\$2,991,058,326	\$394,628,183	\$0
FTE positions	86.25	86.25	86.25	86.25	0.00	0



North Dakota Teacher Retention Program Summary

The North Dakota Vital Network Program aims to support and empower its 509 schools by providing a comprehensive software solution and dedicated coaching program designed to improve teacher retention, reduce burnout, and enhance overall school operations. The Vital Network platform will offer valuable insights, resources, and tools to facilitate communication and collaboration among North Dakota educators and administrators statewide.

Key Program Deliverables

- **Statewide Vital Network Services:** Deliver a robust, user-friendly platform tailored to the unique needs of North Dakota's 509 schools, streamlining administrative tasks and fostering collaboration.
- **State Leadership Data Access:** Provide state leadership with the ability to access and analyze statewide data, enabling informed decision-making and the identification of trends and areas for improvement.
- **Content, Quizlets, and Training Materials:** Deliver customized content, quizlets, personalized reports, and training materials to support building leadership in driving positive change within their schools.
- **Networking Forum:** Establish an interactive forum for educators, administrators, and support staff to connect, share best practices, and engage across the state.
- **Dedicated Coaching Teams:** Assigned team of experienced coaches to each district, ensuring close monitoring and timely support at the school-level when needed.
- **Coaching App:** Implement a coaching app that enables seamless communication and interaction between users and coaches, providing real-time support and guidance.

	Year 1	Year 2	Totals
Technology Cost	\$725,800	\$342,600	\$1,068,400
Training, Support & Onboarding	\$227,099	\$222,968	\$450,068
Vital Network Team dedicated to North Dakota	\$584,100	\$600,450	\$1,184,550
Research & Analytics	\$185,000	\$186,000	\$371,000
North Dakota Teacher Retention Network	\$162,510	\$162,645	\$325,155
North Dakota Communications	\$164,850	\$161,025	\$325,875
Overhead & Administration - T&E, Contingency	\$289,000	\$294,000	\$583,000
	\$2,338,359	\$1,969,688	\$4,308,048

23.0267.02002
Title.

Prepared by the Legislative Council staff for
the House Appropriations - Education and
Environment Division Committee

Fiscal No. 1

April 14, 2023

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

Page 1, line 3, after "15.1-02-02" insert ", 15.1-27-04.1, 15.1-32-01, 15.1-32-14, 15.1-32-18,"

Page 1, line 4, after "instruction" insert ", baseline funding, high-cost students,"

Page 1, line 5, remove "and"

Page 1, line 6, after "exemption" insert "; and to declare an emergency"

Page 1, remove lines 19 through 24

Page 2, replace lines 1 through 9 with:

"Salaries and wages	\$17,854,747	\$702,569	\$18,557,316
Operating expenses	33,098,149	(304,829)	32,793,320
Integrated formula payments	2,131,825,000	339,743,255	2,471,568,255
Grants - special education	27,000,000	0	27,000,000
Grants - transportation	58,100,000	0	58,100,000
Grants - other grants	312,738,893	70,000,000	382,738,893
Grants - program grants	0	15,550,000	15,550,000
Grants - passthrough grants	0	16,989,000	16,989,000
Grants - program and passthrough	10,387,064	(10,387,064)	0
PowerSchool	5,250,000	525,000	5,775,000
National board certification	176,290	0	176,290
Center for distance education	<u>0</u>	<u>11,183,325</u>	<u>11,183,325</u>
Total all funds	\$2,596,430,143	\$444,001,256	\$3,040,431,399
Less estimated income	<u>938,233,270</u>	<u>184,986,476</u>	<u>1,123,219,746</u>
Total general fund	\$1,658,196,873	\$259,014,780	\$1,917,211,653
Full-time equivalent positions	86.25	30.80	117.05"

Page 2, replace lines 14 through 19 with:

"Salaries and wages	\$4,139,907	\$295,408	\$4,435,315
Operating expenses	1,822,703	752,595	2,575,298
Grants	<u>2,233,528</u>	<u>50,000</u>	<u>2,283,528</u>
Total all funds	\$8,196,138	\$1,098,003	\$9,294,141
Less estimated income	<u>2,364,417</u>	<u>107,626</u>	<u>2,472,043</u>
Total general fund	\$5,831,721	\$990,377	\$6,822,098"

Page 2, replace lines 25 through 30 with:

"Salaries and wages	\$8,332,820	\$604,780	\$8,937,600
Operating expenses	1,705,586	120,171	1,825,757
Capital assets	<u>158,678</u>	<u>843,500</u>	<u>1,002,178</u>
Total all funds	\$10,197,084	\$1,568,451	\$11,765,535
Less estimated income	<u>2,790,528</u>	<u>875,163</u>	<u>3,665,691</u>
Total general fund	\$7,406,556	\$693,288	\$8,099,844"

Page 3, replace lines 5 through 10 with:

"Salaries and wages	\$4,992,194	\$354,219	\$5,346,413
Operating expenses	792,671	103,015	895,686
Capital assets	<u>39,192</u>	<u>439,000</u>	<u>478,192</u>
Total all funds	\$5,824,057	\$896,234	\$6,720,291
Less estimated income	<u>1,062,178</u>	<u>598,533</u>	<u>1,660,711</u>
Total general fund	\$4,761,879	\$297,701	\$5,059,580"

Page 3, replace lines 16 through 18 with:

"Grand total general fund	\$1,676,197,029	\$260,996,146	\$1,937,193,175
Grand total special funds	<u>944,450,393</u>	<u>186,567,798</u>	<u>1,131,018,191</u>
Grand total all funds	\$2,620,647,422	\$447,563,944	\$3,068,211,366"

Page 3, remove lines 24 through 31

Page 4, replace lines 1 through 14 with:

"Department of public instruction			
Science experiments grants	\$13,500,000		\$9,900,000
Regional education association grants	250,000		70,000
State automated reporting system maintenance	200,000		0
Children's science center	5,900,000		0
Children's theatre and art park	0		2,500,000
State automated reporting system and statewide longitudinal data system upgrades	10,100,000		0
Elementary and secondary school emergency education relief	305,266,879		0
Emergency education relief homeless children and youth program	1,999,661		0
Assistance to nonpublic schools	4,151,371		0
Individuals with Disabilities Education Act grant	8,632,569		0
Grow-your-own teacher program	0		0
School board training grants	0		1,500,000
Cybersecurity training for teachers	0		0
Statewide reading tool	0		1,600,000
Statewide teacher retention program	<u>0</u>		<u>4,300,000</u>
Total department of public instruction - all funds	\$350,000,480		\$19,870,000
Total department of public instruction - estimated income	<u>349,800,480</u>		<u>16,300,000</u>
Total department of public instruction - general fund"	\$200,000		\$3,570,000

Page 5, replace lines 18 through 20 with:

"Grand total - all funds	\$353,300,706	\$21,631,671
Grand total - estimated income	<u>353,100,706</u>	<u>17,638,586</u>
Grand total - general fund	\$200,000	\$3,993,085"

Page 6, line 3, replace "\$143,454,500" with "\$157,000,000"

Page 6, after line 3, insert:

"SECTION 5. ESTIMATED INCOME - STRATEGIC INVESTMENT AND IMPROVEMENTS FUND. The estimated income line item in subdivision 1 of section 1

of this Act includes the sum of \$8,900,000 from the strategic investment and improvements fund for certain passthrough grants."

Page 6, after line 30, insert:

"SECTION 9. REGIONAL EDUCATION ASSOCIATION MERGER GRANTS - ONE-TIME FUNDING - DISTRIBUTION. The grants - program grants line item included in subdivision 1 of section 1 of this Act includes \$70,000 from the general fund for the purpose of providing a one-time \$35,000 grant to each regional education association that merges with another regional education association to form a single entity with a single governing board during the biennium beginning July 1, 2023, and ending June 30, 2025."

Page 7, line 2, replace "\$700,000" with "\$500,000"

Page 7, line 5, replace "\$50,000" with "\$35,714"

Page 7, line 10, replace "\$2,229,764" with "\$16,989,000"

Page 7, line 26, after the period insert "Additional funding made available to school districts by reducing the local property tax contribution to the integrated formula is not considered new money."

Page 8, line 12, replace "\$16,009,764" with "\$20,069,000"

Page 8, after line 26, insert:

"SECTION 16. EXEMPTION - UNEXPENDED STATE AUTOMATED REPORTING SYSTEM AND STATEWIDE LONGITUDINAL DATA SYSTEM UPGRADE APPROPRIATION. The sum of \$10,000,000 of special funds from the public instruction fund in the state treasury, derived from reimbursements withheld from school districts' integrated formula payments for the purpose of information technology project upgrades to the state automated reporting system and the statewide longitudinal data system, appropriated to the department of public instruction in section 17 of chapter 549 of the 2021 Special Session Session Laws, is not subject to the provisions of section 54-44.1-11 and any unexpended funds from this one-time appropriation may be continued and are available for information technology project upgrades to the state automated reporting system and the statewide longitudinal data system during the biennium beginning July 1, 2023, and ending June 30, 2025. The department of public instruction shall transfer any funds continued in excess of \$5,000,000 to the information technology department for statewide longitudinal data system upgrades."

Page 9, line 3, replace "thirty-five thousand five hundred thirty-six" with "thirty-eight thousand one hundred forty-two"

Page 9, line 4, remove "forty thousand"

Page 9, line 5, replace "nine hundred fifty-seven" with "forty-three thousand six hundred sixty-eight"

Page 9, after line 5, insert:

"SECTION 19. 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.
(Effective through June 30, 2025)**

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 2018-19 school year;
 - b. An amount equal to the property tax deducted by the superintendent of public instruction to determine the 2018-19 state aid payment;
 - c. An amount equal to seventy-five percent of the revenue received by the school district during the 2017-18 school year for the following revenue types:
 - (1) Revenue 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) 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 reporting manual, as developed by the superintendent of public instruction in accordance with section 15.1-02-08;
 - (3) Tuition 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, tuition received for the provision of an adult farm management program, and beginning in the 2021-22 school year, seventeen percent of tuition received under an agreement to educate students from a school district on an air force base with funding received through federal impact aid, and an additional seventeen percent of tuition received under an agreement to educate students from a school district on an air force base with funding received through federal impact aid each school year thereafter, until the 2024-25 school year when sixty-eight percent of tuition received under an agreement to educate students from a school district on an air force base with funding received through federal impact aid must be excluded from the tuition calculation under this paragraph;
 - (4) Revenue from payments in lieu of taxes on the distribution and transmission of electric power;
 - (5) Revenue from payments in lieu of taxes on electricity generated from sources other than coal; and

- (6) Revenue 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);
 - d. An amount equal to the total revenue received by the school district during the 2017-18 school year for the following revenue types:
 - (1) Mobile home tax revenue;
 - (2) Telecommunications tax revenue; and
 - (3) Revenue from payments in lieu of taxes and state reimbursement of the homestead credit and disabled veterans credit; and
 - e. Beginning with the 2020-21 school year, the superintendent shall reduce the baseline funding for any school district that becomes an elementary district pursuant to section 15.1-07-27 after the 2012-13 school year. The reduction must be proportional to the number of weighted student units in the grades that are offered through another school district relative to the total number of weighted student units the school district offered in the year before the school district became an elementary district. The reduced baseline funding applies to the calculation of state aid for the first school year in which the school district becomes an elementary district and for each year thereafter. For districts that become an elementary district prior to the 2020-21 school year, the superintendent shall use the reduced baseline funding to calculate state aid for the 2020-21 school year and for each year thereafter.
2.
 - a. The superintendent shall divide the district's baseline funding determined in subsection 1 by the district's 2017-18 weighted student units to determine the district's baseline funding per weighted student unit.
 - b. For any school district that becomes an elementary district pursuant to section 15.1-07-27 after the 2017-18 school year, the superintendent shall adjust the district's baseline funding per weighted student unit used to calculate state aid. The superintendent shall divide the district's baseline funding determined in subsection 1 by the district's weighted student units after the school district becomes an elementary district to determine the district's adjusted baseline funding per weighted student unit. The superintendent shall use the district's adjusted baseline funding per weighted student unit in the calculation of state aid for the first school year in which the school district becomes an elementary district and for each year thereafter.
 - c. Beginning with the 2021-22 school year and for each school year thereafter, the superintendent shall reduce the district's baseline funding per weighted student unit. Each year the superintendent shall calculate the amount by which the district's baseline funding per weighted student unit exceeds the payment per weighted student unit provided in subsection 3. The superintendent shall reduce the district's baseline funding per weighted student unit by fifteen percent of the amount by which the district's baseline funding per weighted student unit exceeds the payment per weighted student unit for the 2021-22

school year. For each year thereafter, the reduction percentage is increased by an additional fifteen percent. However, the district's baseline funding per weighted student unit, after the reduction, may not be less than the payment per weighted student unit provided in subsection 3.

3. a. For the 2021-22 school year, the superintendent shall calculate state aid as the greater of:
 - (1) The district's weighted student units multiplied by ten thousand one hundred thirty-six dollars;
 - (2) One hundred two percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's weighted student units, not to exceed the district's 2017-18 baseline weighted student units, plus any weighted student units in excess of the 2017-18 baseline weighted student units multiplied by ten thousand one hundred thirty-six dollars; or
 - (3) The district's baseline funding as established in subsection 1 less the amount in paragraph 1, with the difference reduced by fifteen percent and then the difference added to the amount determined in paragraph 1.
- b. For the 2022-23 school year and each school year thereafter, the superintendent shall calculate state aid as the greater of:
 - (1) The district's weighted student units multiplied by ten thousand two hundred thirty-seven dollars;
 - (2) One hundred two percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's weighted student units, not to exceed the district's 2017-18 baseline weighted student units, plus any weighted student units in excess of the 2017-18 baseline weighted student units multiplied by ten thousand two hundred thirty-seven dollars; or
 - (3) The district's baseline funding as established in subsection 1 less the amount in paragraph 1, with the difference reduced by thirty percent for the 2022-23 school year and the reduction percentage increasing by fifteen percent each school year thereafter until the difference is reduced to zero, and then the difference added to the amount determined in paragraph 1.
- c. The superintendent also shall adjust state aid determined in this subsection to ensure the amount does not exceed the transition maximum as follows:
 - (1) For the 2021-22 school year, the transition maximum rate is one hundred ten 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.

- (2) For the 2022-23 school year, the transition maximum rate is one hundred ten 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.
 - (3) For the 2023-24 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus twenty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.
 - (4) For the 2024-25 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus forty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.
 - (5) For the 2025-26 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus sixty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.
 - (6) For the 2026-27 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus eighty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.
4. 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 subdivision may not exceed the previous year's amount in dollars subtracted for purposes of this subdivision by more than twelve percent, adjusted pursuant to section 15.1-27-04.3; and
 - b. Subtract an amount equal to seventy-five percent of all revenue types listed in subdivisions c and d of subsection 1. Before determining the deduction for seventy-five percent of all revenue types, the superintendent of public instruction shall adjust revenues as follows:
 - (1) Tuition revenue shall be adjusted as follows:
 - (a) In addition to deducting tuition revenue received specifically for the operation of an educational program provided at a residential treatment facility, tuition revenue received for the provision of an adult farm management program, tuition received for the education of high-cost and special education students, and tuition received under an agreement to educate students from a school district on an air force base with funding received through federal impact aid as directed each school year in paragraph 3 of subdivision c of subsection 1, the superintendent of public instruction also shall reduce the total tuition reported by the school district by the amount of tuition revenue received for the education of students not residing in the state and for which the state has not entered a cross-border education contract; and
 - (b) The superintendent of public instruction also shall reduce the total tuition reported by admitting school districts meeting the requirements of subdivision e of subsection 2 of section 15.1-29-12 by the amount of tuition revenue received for the education of students residing in an adjacent school district.
 - (2) After adjusting tuition revenue as provided in paragraph 1, the superintendent shall reduce all remaining revenues from all revenue types by the percentage of mills levied in 2020 by the school district for sinking and interest relative to the total mills levied in 2020 by the school district for all purposes.
5. 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.
 6. On or before June thirtieth of each year, the school board shall certify to the superintendent of public instruction the final average daily membership for the current school year.
 7. For purposes of the calculation in subsection 4, each county auditor, in collaboration with the school districts, shall report the following to the superintendent of public instruction on an annual basis:

- a. The amount of revenue received by each school district in the county during the previous school year for each type of revenue identified in subdivisions c and d of subsection 1;
- b. The total number of mills levied in the previous calendar year by each school district for all purposes; and
- c. The number of mills levied in the previous calendar year by each school district for sinking and interest fund purposes.

Baseline funding - Establishment - Determination of state aid. (Effective after June 30, 2025)

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 2018-19 school year;
 - b. An amount equal to the property tax deducted by the superintendent of public instruction to determine the 2018-19 state aid payment;
 - c. An amount equal to seventy-five percent of the revenue received by the school district during the 2017-18 school year for the following revenue types:
 - (1) Revenue 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) 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 reporting manual, as developed by the superintendent of public instruction in accordance with section 15.1-02-08;
 - (3) Tuition 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, tuition received for the provision of an adult farm management program, and beginning in the 2025-26 school year, eighty-five percent of tuition received under an agreement to educate students from a school district on an air force base with funding received through federal impact aid, until the 2026-27 school year, and each school year thereafter, when all tuition received under an agreement to educate students from a school district on an air force base with funding received through federal impact aid must be excluded from the tuition calculation under this paragraph;
 - (4) Revenue from payments in lieu of taxes on the distribution and transmission of electric power;

- (5) Revenue from payments in lieu of taxes on electricity generated from sources other than coal; and
 - (6) Revenue 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); and
 - d. An amount equal to the total revenue received by the school district during the 2017-18 school year for the following revenue types:
 - (1) Mobile home tax revenue;
 - (2) Telecommunications tax revenue; and
 - (3) Revenue from payments in lieu of taxes and state reimbursement of the homestead credit and disabled veterans credit.
 - e. Beginning with the 2020-21 school year, the superintendent shall reduce the baseline funding for any school district that becomes an elementary district pursuant to section 15.1-07-27 after the 2012-13 school year. The reduction must be proportional to the number of weighted student units in the grades that are offered through another school district relative to the total number of weighted student units the school district offered in the year before the school district became an elementary district. The reduced baseline funding applies to the calculation of state aid for the first school year in which the school district becomes an elementary district and for each year thereafter. For districts that become an elementary district prior to the 2020-21 school year, the superintendent shall use the reduced baseline funding to calculate state aid for the 2020-21 school year and for each year thereafter.
- 2.
 - a. The superintendent shall divide the district's baseline funding determined in subsection 1 by the district's 2017-18 weighted student units to determine the district's baseline funding per weighted student unit.
 - b. For any school district that becomes an elementary district pursuant to section 15.1-07-27 after the 2017-18 school year, the superintendent shall adjust the district's baseline funding per weighted student unit used to calculate state aid. The superintendent shall divide the district's baseline funding determined in subsection 1 by the district's weighted student units after the school district becomes an elementary district to determine the district's adjusted baseline funding per weighted student unit. The superintendent shall use the district's adjusted baseline funding per weighted student unit in the calculation of state aid for the first school year in which the school district becomes an elementary district and for each year thereafter.
 - c. Beginning with the 2021-22 school year and for each school year thereafter, the superintendent shall reduce the district's baseline funding per weighted student unit. Each year the superintendent shall calculate the amount by which the district's baseline funding per weighted student unit exceeds the payment per weighted student unit provided in subsection 3. The superintendent shall reduce the district's

baseline funding per weighted student unit by fifteen percent of the amount by which the district's baseline funding per weighted student unit exceeds the payment per weighted student unit for the 2021-22 school year. For each year thereafter, the reduction percentage is increased by an additional fifteen percent. However, the district's baseline funding per weighted student unit, after the reduction, may not be less than the payment per weighted student unit provided in subsection 3.

3. a. For the 2021-22 school year, the superintendent shall calculate state aid as the greater of:
 - (1) The district's weighted student units multiplied by ten thousand one hundred thirty-six dollars;
 - (2) One hundred two percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's weighted student units, not to exceed the district's 2017-18 baseline weighted student units, plus any weighted student units in excess of the 2017-18 baseline weighted student units multiplied by ten thousand one hundred thirty-six dollars; or
 - (3) The district's baseline funding as established in subsection 1 less the amount in paragraph 1, with the difference reduced by fifteen percent and then the difference added to the amount determined in paragraph 1.
- b. For the 2022-23 school year and each school year thereafter, the superintendent shall calculate state aid as the greater of:
 - (1) The district's weighted student units multiplied by ten thousand two hundred thirty-seven dollars;
 - (2) One hundred two percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's weighted student units, not to exceed the district's 2017-18 baseline weighted student units, plus any weighted student units in excess of the 2017-18 baseline weighted student units multiplied by ten thousand two hundred thirty-seven dollars; or
 - (3) The district's baseline funding as established in subsection 1 less the amount in paragraph 1, with the difference reduced by thirty percent for the 2022-23 school year and the reduction percentage increasing by fifteen percent each school year thereafter until the difference is reduced to zero, and then the difference added to the amount determined in paragraph 1.
- c. The superintendent also shall adjust state aid determined in this subsection to ensure the amount does not exceed the transition maximum as follows:
 - (1) For the 2021-22 school year, the transition maximum rate is one hundred ten 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.

- (2) For the 2022-23 school year, the transition maximum rate is one hundred ten 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.
- (3) For the 2023-24 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus twenty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.
- (4) For the 2024-25 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus forty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.
- (5) For the 2025-26 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus sixty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.
- (6) For the 2026-27 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus eighty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.

4. 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; and
 - b. Subtract an amount equal to seventy-five percent of all revenue types listed in subdivisions c and d of subsection 1. Before determining the deduction for seventy-five percent of all revenue types, the superintendent of public instruction shall adjust revenues as follows:
 - (1) Tuition revenue shall be adjusted as follows:
 - (a) In addition to deducting tuition revenue received specifically for the operation of an educational program provided at a residential treatment facility, tuition revenue received for the provision of an adult farm management program, tuition received for the education of high-cost and special education students, and tuition received under an agreement to educate students from a school district on an air force base with funding received through federal impact aid as directed each school year in paragraph 3 of subdivision c of subsection 1, the superintendent of public instruction also shall reduce the total tuition reported by the school district by the amount of tuition revenue received for the education of students not residing in the state and for which the state has not entered a cross-border education contract; and
 - (b) The superintendent of public instruction also shall reduce the total tuition reported by admitting school districts meeting the requirements of subdivision e of subsection 2 of section 15.1-29-12 by the amount of tuition revenue received for the education of students residing in an adjacent school district.
 - (2) After adjusting tuition revenue as provided in paragraph 1, the superintendent shall reduce all remaining revenues from all revenue types by the percentage of mills levied in 2020 by the school district for sinking and interest relative to the total mills levied in 2020 by the school district for all purposes.
5. 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.
6. On or before June thirtieth of each year, the school board shall certify to the superintendent of public instruction the final average daily membership for the current school year.
7. For purposes of the calculation in subsection 4, each county auditor, in collaboration with the school districts, shall report the following to the superintendent of public instruction on an annual basis:

- a. The amount of revenue received by each school district in the county during the previous school year for each type of revenue identified in subdivisions c and d of subsection 1;
- b. The total number of mills levied in the previous calendar year by each school district for all purposes; and
- c. The number of mills levied in the previous calendar year by each school district for sinking and interest fund purposes.

SECTION 20. AMENDMENT. Section 15.1-32-01 of the North Dakota Century Code is amended and reenacted as follows:

15.1-32-01. Definitions.

As used in this chapter:

1. "Major life activities" include learning, walking, talking, breathing, and caring for oneself.
2. "Related services" means transportation and developmental and corrective or supportive services required to assist a student with disabilities to benefit from special education.
- ~~2.3.~~ "Special education" means instruction designed to meet the needs of a student with disabilities, transportation, and corrective and supporting services required to assist a student with disabilities in taking advantage of, or responding to, educational programs and opportunities.
- ~~3.4.~~ "Student who is gifted" means an individual who is identified by qualified professionals as being capable of high performance and who needs educational programs and services beyond those normally provided in a regular education program.
- ~~4.5.~~ a. "Student with a disability" means an individual who is at least three years of age but who has not reached the age of twenty-one before August first of the year in which the individual turns twenty-one and who requires special education and related services because of:
 - (1) An intellectual disability;
 - (2) A hearing impairment, including deafness;
 - (3) Deaf-blindness;
 - (4) A speech or language impairment;
 - (5) A visual impairment, including blindness;
 - (6) An emotional disturbance;
 - (7) An orthopedic impairment;
 - (8) Autism;
 - (9) A traumatic brain injury;
 - (10) Other health impairment; or

(11) A specific learning disability.

- b. "Student with a disability" includes a student age eighteen through twenty-one who is incarcerated in an adult correctional facility and who, in the last educational placement prior to incarceration, was identified as being a student with a disability and did not have an individualized education program or was identified as being a student with a disability and had an individualized education program.

6. "Student with a significant medical condition" means a student with a physical or mental impairment, whether permanent or temporary, which substantially limits one or more major life activities and who is not entitled to special education and related services.

SECTION 21. AMENDMENT. Section 15.1-32-14 of the North Dakota Century Code is amended and reenacted as follows:

15.1-32-14. Special education students – Contracts for placementHigh-cost students.

1. If in the opinion of an individualized education program team or a services plan team a student with a disability or a student with a significant medical condition is unable to attend a public school in ~~the special education unit to which~~ the student's school district of residence belongs, the student's school district of residence shall ~~contract~~release the student at the time deemed necessary to begin attendance with another public school that:
 - a. ~~Does not belong to the same special education unit;~~
 - b. Is located in this state;
 - e.b. Is willing to admit the student; and
 - d.c. Is able to provide appropriate services to the student.
2. ~~The superintendent of public instruction shall approve in advance the terms of the contract and the services to be provided by the admitting school.~~
3. The contract must provide that the student's school district of residence is liable for the cost of educating the student.
- 4-3. Upon being notified by the district in which the student receives services that the student's school district of residence has not paid for services that were provided to the student, the superintendent of public instruction, after verification, shall withhold all state aid payments to which the student's school district of residence is entitled, until the required payments have been made.

SECTION 22. AMENDMENT. Section 15.1-32-18 of the North Dakota Century Code is amended and reenacted as follows:

15.1-32-18. Cost - Liability of school district for special education and other high-cost services.

1. Each year the superintendent of public instruction shall identify the approximately one percent of ~~special education~~ students with a disability and students with a significant medical condition statewide who are not eligible for cost reimbursement under section 15.1-29-14 and who require the greatest school district expenditures ~~in order to provide them with education and services, including~~ special education and related services. This percentage represents the number of students that would qualify for excess cost reimbursement beyond the multiplier that is established in subsection 3.
2. The excess costs of providing ~~special education and related~~ services to these students are the responsibility of the state and the superintendent of public instruction shall reimburse the school districts for any excess costs incurred in the provision of ~~special education and related~~the services to the identified students.
3. "Excess costs" are those that exceed four times the state average cost of education per student and which are incurred by the ~~special education~~ students identified in subsection 1.
4. All costs of providing ~~special education and related~~ services to those students identified in subsection 1, other than excess costs reimbursed by the state, are the responsibility of the student's school district of residence.
5. In addition to any other reimbursements provided under this section, if a school district expends more than two percent of its annual budget for the provision of ~~special education and related~~ services to one student with a disability or significant medical condition, the district shall notify the superintendent of public instruction. Upon verification, the superintendent shall reimburse the district for the difference between:
 - a. Two percent of the district's annual budget; and
 - b. The lesser of:
 - (1) The amount actually expended by the district for the provision of special education and related services to that student; or
 - (2) The amount representing four times the state average cost of education per student."

Page 10, after line 3, insert:

"SECTION 24. EMERGENCY. Senate Bill No. 2050, as approved by the sixty-eighth legislative assembly, is declared to be an emergency measure."

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	\$2,596,430,143	\$2,991,058,326	\$49,373,073	\$3,040,431,399
Less estimated income	<u>938,233,270</u>	<u>1,092,638,081</u>	<u>30,581,665</u>	<u>1,123,219,746</u>
General fund	\$1,658,196,873	\$1,898,420,245	\$18,791,408	\$1,917,211,653
FTE	86.25	86.25	30.80	117.05
State Library				
Total all funds	\$8,196,138	\$9,007,514	\$286,627	\$9,294,141
Less estimated income	<u>2,364,417</u>	<u>2,143,007</u>	<u>329,036</u>	<u>2,472,043</u>
General fund	\$5,831,721	\$6,864,507	(\$42,409)	\$6,822,098
FTE	26.75	26.75	0.00	26.75
School for the Deaf				
Total all funds	\$10,197,084	\$12,016,187	(\$250,652)	\$11,765,535
Less estimated income	<u>2,790,528</u>	<u>3,678,221</u>	<u>(12,530)</u>	<u>3,665,691</u>
General fund	\$7,406,556	\$8,337,966	(\$238,122)	\$8,099,844
FTE	44.61	45.36	0.00	45.36
Vision Services - School for the Blind				
Total all funds	\$5,824,057	\$6,811,738	(\$91,447)	\$6,720,291
Less estimated income	<u>1,062,178</u>	<u>1,664,423</u>	<u>(3,712)</u>	<u>1,660,711</u>
General fund	\$4,761,879	\$5,147,315	(\$87,735)	\$5,059,580
FTE	27.75	27.75	0.00	27.75
Bill total				
Total all funds	\$2,620,647,422	\$3,018,893,765	\$49,317,601	\$3,068,211,366
Less estimated income	<u>944,450,393</u>	<u>1,100,123,732</u>	<u>30,894,459</u>	<u>1,131,018,191</u>
General fund	\$1,676,197,029	\$1,918,770,033	\$18,423,142	\$1,937,193,175
FTE	185.36	186.11	30.80	216.91

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

	Base Budget	Senate Version	House Changes	House Version
Salaries and wages	\$17,854,747	\$19,313,859	(\$756,543)	\$18,557,316
Operating expenses	33,098,149	33,293,320	(500,000)	32,793,320
Integrated formula payments	2,131,825,000	2,448,651,200	22,917,055	2,471,568,255
Grants - Special education contracts	27,000,000	27,000,000		27,000,000
Grants - Transportation	58,100,000	58,100,000		58,100,000
Grants - Other grants	312,738,893	382,738,893		382,738,893
Grants - Program and passthrough	10,387,064			
Grants - Program grants		13,780,000	1,770,000	15,550,000
Grants - Passthrough grants		2,229,764	14,759,236	16,989,000
PowerSchool	5,250,000	5,775,000		5,775,000
Center for Distance Education			11,183,325	11,183,325
National board certification	<u>176,290</u>	<u>176,290</u>		<u>176,290</u>
Total all funds	\$2,596,430,143	\$2,991,058,326	\$49,373,073	\$3,040,431,399
Less estimated income	<u>938,233,270</u>	<u>1,092,638,081</u>	<u>30,581,665</u>	<u>1,123,219,746</u>
General fund	\$1,658,196,873	\$1,898,420,245	\$18,791,408	\$1,917,211,653
FTE	86.25	86.25	30.80	117.05

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

	Adds Funding for Salary and Benefit Increases¹	Removes Salary Funding for Funding Pool²	Decreases Funding for Information Technology³	Adjusts Funding for Integrated Formula Payments⁴	Decreases Funding for Grants to Regional Education Associations⁵	Adjusts the Funding Source of Integrated Formula Payments⁶
Salaries and wages	\$296,542	(\$1,053,085)				
Operating expenses			(\$500,000)			
Integrated formula payments				\$23,117,055	(\$200,000)	
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants						
Grants - Program and passthrough						
Grants - Program grants						
Grants - Passthrough grants						
PowerSchool						
Center for Distance Education	538,281	(650,310)				
National board certification						
Total all funds	\$834,823	(\$1,703,395)	(\$500,000)	\$23,117,055	(\$200,000)	\$0
Less estimated income	185,588	(658,659)	0	0	0	13,545,500
General fund	\$649,235	(\$1,044,736)	(\$500,000)	\$23,117,055	(\$200,000)	(\$13,545,500)
FTE	0.00	0.00	0.00	0.00	0.00	0.00
						Adds 1 FTE Elementary Teacher Position for the Center for Distance Education¹²
	Increases Funding for Adult Education⁷	Removes Funding for Free Breakfast Program⁸	Increases Funding for Teacher Mentoring⁹	Adds Funding for Passthrough Grants¹⁰	Adds Funding to Transfer the Center for Distance Education¹¹	
Salaries and wages						
Operating expenses						
Integrated formula payments						
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants						
Grants - Program and passthrough						
Grants - Program grants	\$500,000	(\$200,000)				
Grants - Passthrough grants			\$1,874,236	\$485,000		
PowerSchool						
Center for Distance Education					\$9,474,354	\$165,000
National board certification						
Total all funds	\$500,000	(\$200,000)	\$1,874,236	\$485,000	\$9,474,354	\$165,000
Less estimated income	500,000	(200,000)	1,874,236	485,000	3,050,000	0
General fund	\$0	\$0	\$0	\$0	\$6,424,354	\$165,000
FTE	0.00	0.00	0.00	0.00	28.80	1.00

	Adds 1 FTE Information Technology Position for the Center for Distance Education ¹³	Increases Funding for the Center for Distance Education ¹⁴	Decreases One-Time Funding for School Board Training ¹⁵	Removes One-Time Funding for Cybersecurity Training ¹⁶	Removes One-Time Funding for a Grow-Your-Own Teacher Program ¹⁷	Adds One-Time Funding for Regional Education Association Merger Incentive Grants ¹⁸
Salaries and wages						
Operating expenses						
Integrated formula payments						
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants						
Grants - Program and passthrough						
Grants - Program grants			(\$500,000)	(\$1,000,000)	(\$3,000,000)	\$70,000
Grants - Passthrough grants PowerSchool						
Center for Distance Education	\$156,000	\$1,500,000				
National board certification						
Total all funds	\$156,000	\$1,500,000	(\$500,000)	(\$1,000,000)	(\$3,000,000)	\$70,000
Less estimated income	0	1,500,000	(500,000)	(1,000,000)	(3,000,000)	0
General fund	\$156,000	\$0	\$0	\$0	\$0	\$70,000
FTE	1.00	0.00	0.00	0.00	0.00	0.00

	Adds One-Time Funding for a Statewide Reading Tool ¹⁹	Adds One-Time Funding for a Teacher Retention Program ²⁰	Adds One-Time Funding for Passthrough Grants ²¹	Total House Changes
Salaries and wages				(\$756,543)
Operating expenses				(500,000)
Integrated formula payments				22,917,055
Grants - Special education contracts				
Grants - Transportation				
Grants - Other grants				
Grants - Program and passthrough				
Grants - Program grants	\$1,600,000	\$4,300,000		1,770,000
Grants - Passthrough grants PowerSchool			\$12,400,000	14,759,236
Center for Distance Education				11,183,325
National board certification				
Total all funds	\$1,600,000	\$4,300,000	\$12,400,000	\$49,373,073
Less estimated income	1,600,000	4,300,000	8,900,000	30,581,665
General fund	\$0	\$0	\$3,500,000	\$18,791,408
FTE	0.00	0.00	0.00	30.80

¹ Salaries and wages funding is adjusted to provide for 2023-25 biennium salary increases of 6 percent on July 1, 2023, and 4 percent on July 1, 2024, and for adjustments to health insurance premium rates for the Department of Public Instruction as follows:

	General Fund	Other Funds	Total
Salary increase	\$114,670	\$191,386	\$306,056
Health insurance adjustment	(3,716)	(5,798)	(9,514)
Total	\$110,954	\$185,588	\$296,542

Salaries and wages funding is adjusted to provide for 2023-25 biennium salary increases of 6 percent on July 1, 2023, and 4 percent on July 1, 2024, and for adjustments to health insurance premium rates for the Center for Distance Education as follows:

	General Fund	Other Funds	Total
Salary increase	\$378,835	\$0	\$378,835
Health insurance increase	<u>159,446</u>	<u>0</u>	<u>159,446</u>
Total	\$538,281	\$0	\$538,281

The Senate provided salary adjustments of 4 percent on July 1, 2023, and July 1, 2024.

² Funding for new FTE positions and estimated savings from vacant FTE positions is removed as shown below. These amounts are available to the agency if needed by submitting a request to the Office of Management and Budget for a transfer from the new and vacant FTE funding pool.

	General Fund	Other Funds	Total
New FTE positions	(\$321,000)	(\$0)	(\$321,000)
Vacant FTE positions	<u>(723,736)</u>	<u>(658,659)</u>	<u>(1,382,395)</u>
Total	(\$1,044,736)	(\$658,659)	(\$1,703,395)

³ Funding for information technology charges based on total agency appropriation is decreased. Charges assessed by the Information Technology Department based on agency funding must not include funding provided to the Department of Public Instruction for integrated formula payments, transportation grants, and special education contract grants.

⁴ Funding for integrated formula payments is adjusted as follows:

	General Fund
Adjusts savings related to cost to continue integrated formula payments for a total of \$46,367,895 in savings	(\$11,038,751)
Senate Bill No. 2284:	
Adjusts funding to increase the integrated payment rate by 3.5 percent in the 1st year and 3 percent in the 2nd year of the biennium	
The Senate provided 3 percent increases each year of the biennium	13,375,834
Adjusts the funding to remove transition maximum payment adjustments	12,020
Adjusts the funding to implement on-time funding based on fall enrollment	(5,334)
Adds funding to increase the special education weighting factor from .082 to .088	15,660,200
Adjusts funding to increase the school size weighting factor for school districts operating two plants at least 14 miles apart	93,086
Senate Bill No. 2013	
Adds funding to exempt tuition for high-cost students from deduction in the state aid formula	<u>5,020,000</u>
Increase in integrated formula payments	<u>\$23,117,055</u>

⁵ Funding in the integrated formula payments line item is decreased to reduce grants to regional education associations to provide a total of \$500,000, the same as the 2021-23 biennium.

⁶ The funding source for integrated formula payments is adjusted to increase funding from the foundation aid stabilization fund to provide a total of \$157 million.

⁷ Funding from special funds derived from carryover funds deposited in the department's operating fund is increased for adult education matching grants to provide a total of \$5.5 million.

⁸ Funding from special funds derived from carryover funds deposited in the department's operating fund for a free breakfast program is removed because qualifying students are included in funding for meals in Senate Bill No. 2284.

⁹ Funding from special funds derived from carryover funds deposited in the department's operating fund is increased for the teacher mentoring passthrough grant to provide a total of \$4 million from carryover funds.

¹⁰ Funding from special funds derived from carryover funds deposited in the department's operating fund is added for passthrough grants as follows:

- \$20,000 for TeenPact;
- \$40,000 for national writing projects; and
- \$425,000 for rural art outreach.

¹¹ Funding is added to transfer the base budget for the Center for Distance Education to the Department of Public Instruction, including 28.80 FTE positions and the cost to continue 2021-23 salary increases.

¹² One FTE elementary teacher position and related funding for salaries and wages is added for the Center for Distance Education.

¹³ One FTE information technology position and related funding for salaries and wages is added for the Center for Distance Education.

¹⁴ Funding from special funds derived from tuition is added for Center for Distance Education teacher salaries and wages and operating expenses.

¹⁵ One-time funding from special funds derived from carryover funds deposited in the department's operating fund for program grants related to school board training is reduced to provide a total of \$1.5 million.

¹⁶ One-time funding from special funds derived from carryover funds deposited in the department's operating fund for program grants related to cybersecurity training is removed.

¹⁷ One-time funding from special funds derived from carryover funds deposited in the department's operating fund for the grow-your-own teacher/paraprofessional-to-teacher program is removed. Funding for the program was approved in Senate Bill No. 2032.

¹⁸ One-time funding is added for regional education association merger incentive grants.

¹⁹ One-time funding is added from special funds derived from carryover funds deposited in the department's operating fund to make available the Amira reading tool for all students in grades 1 through 3 and for certain students in grades 4 through 12.

²⁰ One-time funding is added from special funds derived from carryover funds deposited in the department's operating fund to make a teacher retention program available statewide.

²¹ One-time funding is added from the general fund and from the strategic investment and improvements fund for passthrough grants as follows:

	General Fund	Strategic Investment and Improvements Fund	Total
North Dakota's Gateway to Science	\$3,500,000	\$0	\$3,500,000
Grand Forks Science Center	0	5,900,000	5,900,000
Sleepy Hollow Children's Theatre and Art Park (renovation and construction only)	0	2,500,000	2,500,000
Fargo Science Center	0	500,000	500,000
Total	\$3,500,000	\$8,900,000	\$12,400,000

In addition this amendment:

- Amends the section related to funding from the foundation aid stabilization fund to provide a total of \$157 million;
- Adds a section identifying funding from the strategic investment and improvements fund;
- Adds a section related to the distribution of regional education association merger incentive grants;
- Amends the section related to regional education association grants to provide \$500,000 for annual grants, the same as the 2021-23 biennium;
- Amends the section related to passthrough grants to provide a total of \$16,989,000;
- Amends the section related to new money to provide additional funding made available to school districts by reducing the local property tax contribution to the state school aid formula is not considered new money;
- Amends the section related to general fund carryover to be deposited in the department's operating fund to provide a total of \$20,069,000;
- Adds a section to allow carryover for the state automated reporting system and statewide longitudinal data system upgrades and provides the amount continued over \$5 million will be transferred to the Information Technology Department;
- Amends the section related to the salary of the Superintendent of Public Instruction to provide salary increases of 6 percent in the 1st year of the biennium and 4 percent in the 2nd year of the biennium;
- Adds a section to amend the state school aid funding formula to exempt tuition received for the education of high-cost and special education students from deduction in the formula; and
- Adds three sections to provide for various definitions relating to high-cost students, services to high-cost students, and school district liability related to special education and other high-cost services.

Senate Bill No. 2013 - State Library - House Action

	Base Budget	Senate Version	House Changes	House Version
Salaries and wages	\$4,139,907	\$4,485,513	(\$50,198)	\$4,435,315
Operating expenses	1,822,703	2,238,473	336,825	2,575,298
Grants	<u>2,233,528</u>	<u>2,283,528</u>		<u>2,283,528</u>
Total all funds	\$8,196,138	\$9,007,514	\$286,627	\$9,294,141
Less estimated income	<u>2,364,417</u>	<u>2,143,007</u>	<u>329,036</u>	<u>2,472,043</u>
General fund	\$5,831,721	\$6,864,507	(\$42,409)	\$6,822,098
FTE	26.75	26.75	0.00	26.75

Department 250 - State Library - Detail of House Changes

	Adds Funding for Salary and Benefit Increases¹	Removes Salary Funding for Funding Pool²	Adds Funding for Increased Federal Funds³	Total House Changes
Salaries and wages	\$61,354	(\$111,552)		(\$50,198)
Operating expenses			\$336,825	336,825
Grants				
Total all funds	\$61,354	(\$111,552)	\$336,825	\$286,627
Less estimated income	<u>9,908</u>	<u>(17,697)</u>	<u>336,825</u>	<u>329,036</u>
General fund	\$51,446	(\$93,855)	\$0	(\$42,409)
FTE	0.00	0.00	0.00	0.00

¹ Salaries and wages funding is adjusted to provide for 2023-25 biennium salary increases of 6 percent on July 1, 2023, and 4 percent on July 1, 2024, and for adjustments to health insurance premium rates as follows:

	General Fund	Other Funds	Total
Salary increase	\$54,286	\$10,263	\$64,549
Health insurance adjustment	<u>(2,840)</u>	<u>(355)</u>	<u>(3,195)</u>
Total	\$51,446	\$9,908	\$61,354

The Senate provided salary adjustments of 4 percent on July 1, 2023, and July 1, 2024.

² Funding for new FTE positions and estimated savings from vacant FTE positions is removed as shown below. These amounts are available to the agency if needed by submitting a request to the Office of Management and Budget for a transfer from the new and vacant FTE funding pool.

	General Fund	Other Funds	Total
New FTE positions	\$0	\$0	\$0
Vacant FTE positions	<u>(93,855)</u>	<u>(17,697)</u>	<u>(111,552)</u>
Total	(\$93,855)	(\$17,697)	(\$111,552)

³ Funding for operating expenses is added for anticipated increases in federal funds. The Senate did not include this increase.

This amendment also adds a section to provide Senate Bill No. 2050 is declared an emergency measure.

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

	Base Budget	Senate Version	House Changes	House Version
Salaries and wages	\$8,332,820	\$9,188,252	(\$250,652)	\$8,937,600
Operating expenses	1,705,586	1,825,757		1,825,757
Capital assets	158,678	1,002,178		1,002,178
Total all funds	\$10,197,084	\$12,016,187	(\$250,652)	\$11,765,535
Less estimated income	2,790,528	3,678,221	(12,530)	3,665,691
General fund	\$7,406,556	\$8,337,966	(\$238,122)	\$8,099,844
FTE	44.61	45.36	0.00	45.36

Department 252 - School for the Deaf - Detail of House Changes

	Adds Funding for Salary and Benefit Increases¹	Removes Salary Funding for Funding Pool²	Total House Changes
Salaries and wages	\$78,185	(\$328,837)	(\$250,652)
Operating expenses			
Capital assets			
Total all funds	\$78,185	(\$328,837)	(\$250,652)
Less estimated income	2,329	(14,859)	(12,530)
General fund	\$75,856	(\$313,978)	(\$238,122)
FTE	0.00	0.00	0.00

¹ Salaries and wages funding is adjusted to provide for 2023-25 biennium salary increases of 6 percent on July 1, 2023, and 4 percent on July 1, 2024, and for adjustments to health insurance premium rates as follows:

	General Fund	Other Funds	Total
Salary increase	\$81,505	\$2,478	\$83,983
Health insurance adjustment	(5,649)	(149)	(5,798)
Total	\$75,856	\$2,329	\$78,185

The Senate provided salary adjustments of 4 percent on July 1, 2023, and July 1, 2024.

² Funding for new FTE positions and estimated savings from vacant FTE positions is removed as shown below. These amounts are available to the agency if needed by submitting a request to the Office of Management and Budget for a transfer from the new and vacant FTE funding pool.

	General Fund	Other Funds	Total
New FTE positions	(\$115,294)	\$0	(\$115,294)
Vacant FTE positions	(198,684)	(14,859)	(213,543)
Total	(\$313,978)	(\$14,859)	(\$328,837)

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

	Base Budget	Senate Version	House Changes	House Version
Salaries and wages	\$4,992,194	\$5,437,860	(\$91,447)	\$5,346,413
Operating expenses	792,671	895,686		895,686
Capital assets	39,192	478,192		478,192
Total all funds	\$5,824,057	\$6,811,738	(\$91,447)	\$6,720,291
Less estimated income	1,062,178	1,664,423	(3,712)	1,660,711
General fund	\$4,761,879	\$5,147,315	(\$87,735)	\$5,059,580
FTE	27.75	27.75	0.00	27.75

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

	Adds Funding for Salary and Benefit Increases¹	Removes Salary Funding for Funding Pool²	Total House Changes
Salaries and wages	\$40,640	(\$132,087)	(\$91,447)
Operating expenses			
Capital assets			
Total all funds	\$40,640	(\$132,087)	(\$91,447)
Less estimated income	4,053	(7,765)	(3,712)
General fund	\$36,587	(\$124,322)	(\$87,735)
FTE	0.00	0.00	0.00

¹ Salaries and wages funding is adjusted to provide for 2023-25 biennium salary increases of 6 percent on July 1, 2023, and 4 percent on July 1, 2024, and for adjustments to health insurance premium rates as follows:

	General Fund	Other Funds	Total
Salary increase	\$39,664	\$4,408	\$44,072
Health insurance adjustment	(3,077)	(355)	(3,432)
Total	\$36,587	\$4,053	\$40,640

The Senate provided salary adjustments of 4 percent on July 1, 2023, and July 1, 2024.

² Funding for new FTE positions and estimated savings from vacant FTE positions is removed as shown below. These amounts are available to the agency if needed by submitting a request to the Office of Management and Budget for a transfer from the new and vacant FTE funding pool.

	General Fund	Other Funds	Total
New FTE positions	\$0	\$0	\$0
Vacant FTE positions	(124,322)	(7,765)	(132,087)
Total	(\$124,322)	(\$7,765)	(\$132,087)

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Prepared by the Legislative Council staff for
Representative Martinson
April 14, 2023

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

Page 1, line 5, after the second semicolon insert "to provide a statement of legislative intent;"

Page 10, after line 3, insert:

"SECTION 17. LEGISLATIVE INTENT - AMENDMENTS TO THE STATE SCHOOL AID INTEGRATED FUNDING FORMULA. It is the intent of the sixty-eighth legislative assembly that the sixty-ninth legislative assembly consider amendments to the state school aid integrated funding formula only in the appropriation bill for the department of public instruction."

Renumber accordingly

Department of Public Instruction - Budget No. 201
Senate Bill No. 2013
Base Level Funding Changes

	Senate Version				House Version				House Changes to Senate Version Increase (Decrease) - Senate Version			
	FTE Positions	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total
2023-25 Biennium Base Level	86.25	\$1,658,196,873	\$938,233,270	\$2,596,430,143	86.25	\$1,658,196,873	\$938,233,270	\$2,596,430,143	0.00	\$0	\$0	\$0
2023-25 Ongoing Funding Changes												
Cost to continue salary increases		\$42,088	\$81,573	\$123,661		\$42,088	\$81,573	\$123,661				\$0
Salary increase		341,779	570,572	912,351		456,449	761,958	1,218,407		114,670	191,386	306,056
Health insurance increase		165,262	257,838	423,100		161,546	252,040	413,586		(3,716)	(5,798)	(9,514)
Removes salary funding for funding pool				0		(394,426)	(658,659)	(1,053,085)		(394,426)	(658,659)	(1,053,085)
Adds funding, including funding from federal and special funds, for increased operating expenses related to Information Technology Department rate increases		22,144	32,128	54,272		22,144	32,128	54,272				0
Decreases funding for information technology charges based on total funding				0		(500,000)		(500,000)		(500,000)		(500,000)
Adds funding for operating expenses related to a new Capitol space rent model		140,899		140,899		140,899		140,899				0
Adjusts funding for the cost to continue integrated formula payments		(35,329,144)		(35,329,144)		(46,367,895)		(46,367,895)		(11,038,751)		(11,038,751)
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 \$513.8 million (It is anticipated approximately \$510.9 million will be available.)		(77,840,000)	77,840,000	0		(77,840,000)	77,840,000	0				0
Increases funding from the foundation aid stabilization fund for state school aid to provide a total of \$157 million				0		(13,545,500)	13,545,500	0		(13,545,500)	13,545,500	0
Adjusts funding for integrated formula payments resulting from the accelerated implementation of on-time funding		5,300,000		5,300,000		5,294,666		5,294,666		(5,334)		(5,334)
Adds funding to increase the integrated formula payment rate by 3.5 percent in the first year and 3 percent in the second year of the biennium. The Senate provided 3 percent each year of the biennium.		119,907,953		119,907,953		133,283,787		133,283,787		13,375,834		13,375,834
Increases funding for integrated formula payments to accelerate the phase-out of transition maximum adjustments		14,767,391		14,767,391		14,779,411		14,779,411		12,020		12,020
Adds funding to increase the special education weighting factor from .082 to .088				0		15,660,200		15,660,200		15,660,200		15,660,200

Adds funding for integrated formula payments in excess of estimated cost (The Office of Management and Budget inadvertently included this funding twice in the executive recommendation.)	0		0		0	
Adds funding for property tax relief included in Senate Bill No. 2066, approved by the Senate	203,100,000	203,100,000	203,100,000	203,100,000		0
Adds funding for the fiscal impact of Senate Bill No. 2328 (Senate). The House included changes related to the school district size weighting factor for school districts with multiple plants in Senate Bill No. 2284.	8,880,000	8,880,000	8,973,086	8,973,086	93,086	93,086
Increases funding related to exempting tuition for high-cost students from the state aid formula pursuant to Senate Bill No. 2013	0		5,020,000	5,020,000	5,020,000	5,020,000
Increases funding in the integrated formula payments line item to increase grants to regional education associations to provide a total of \$700,000. The House provided \$500,000.	200,000	200,000	0	0	(200,000)	(200,000)
Increases funding for other grants for anticipated increases in United States Department of Agriculture food program funding	50,000,000	50,000,000	50,000,000	50,000,000		0
Increases funding for other grants for anticipated increases in United States Department of Education programs	20,000,000	20,000,000	20,000,000	20,000,000		0
Increases funding from special funds derived from carryover for adult education matching grants to provide a total of \$5.5 million	0		500,000	500,000	500,000	500,000
Increases funding from special funds derived from carryover for the leveraging the senior year program to provide a total of \$1.2 million for the program grant pool	300,000	300,000	300,000	300,000		0
Removes funding from special funds derived from carryover funds for a program grant to provide free breakfast, qualifying students are included in funding for meals in Senate Bill No. 2284	0		(200,000)	(200,000)	(200,000)	(200,000)
Allocates \$10,387,064 of special funds included in the base budget in the grants - program and passthrough line to the grants - passthrough grants line and the grants - programs grants line and reduces funding from carryover for certain passthrough grants	(677,300)	(677,300)	(677,300)	(677,300)		0

Increases funding for passthrough grants for the teacher mentoring program to provide a total of \$4 million from special funds resulting from carryover. The Senate provided \$2,125,764 from special funds resulting from carryover	0				1,874,236	1,874,236			1,874,236	1,874,236		
Adds funding from special funds derived from general fund carryover for passthrough grants	0				485,000	485,000			485,000	485,000		
Increases funding for PowerSchool to provide a total of \$5,775,000	525,000	525,000			525,000	525,000				0		
Adds funding to transfer the base budget for the Center for Distance Education	0		28.80	6,411,254	3,050,000	9,461,254	28.80	6,411,254	3,050,000	9,461,254		
Cost to continue salary increase for the Center for Distance Education	0			13,100		13,100		13,100		13,100		
Salary increase for Center for Distance Education	0			378,835		378,835		378,835		378,835		
Health insurance increase for Center for Distance Education	0			159,446		159,446		159,446		159,446		
Adds 1 FTE elementary teacher position for the Center for Distance Education	0		1.00	165,000		165,000	1.00	165,000		165,000		
Adds 1 FTE information technology position for the Center for Distance Education	0		1.00	156,000		156,000	1.00	156,000		156,000		
Removes Center for Distance Education salary funding for funding pool	0			(650,310)		(650,310)		(650,310)		(650,310)		
Adds funding from special funds derived from tuition for CDE teacher salaries and operating expenses	0				1,500,000	1,500,000			1,500,000	1,500,000		
Total ongoing funding changes	0.00	\$240,223,372	\$148,404,811	\$388,628,183	30.80	\$255,444,780	\$168,686,476	\$424,131,256	30.80	\$15,221,408	\$20,281,665	\$35,503,073
One-Time Funding Items												
Adjusts funding for integrated formula payments to provide one-time funding from the foundation aid stabilization fund to provide a total of \$281.7 million from the fund for integrated formula payments	\$0					0				0		
Adds one-time funding from carryover for program grants for school board training. The executive budget provided funding from the foundation aid stabilization fund.		\$2,000,000	2,000,000			1,500,000	1,500,000		(500,000)	(500,000)		
Adds one-time funding from carryover for program grants for cybersecurity training for teachers. The executive budget provided funding from the foundation aid stabilization fund.		1,000,000	1,000,000			0	0		(1,000,000)	(1,000,000)		

Adds one-time funding from carryover for program grants for a grow-your-own teacher program. The executive budget provided funding from the foundation aid stabilization fund. Senate Bill No. 2032 includes general fund authority for the program.	3,000,000	3,000,000			0	0			(3,000,000)	(3,000,000)		
Adds one-time funding for program grants for regional education association merger incentive grants			0		70,000	70,000			70,000	70,000		
Adds one-time funding for a passthrough grant to North Dakota's Gateway to Science			0		3,500,000	3,500,000			3,500,000	3,500,000		
Adds one-time funding from special funds derived from general fund carryover to make a reading tool available statewide			0			1,600,000	1,600,000		1,600,000	1,600,000		
Adds one-time funding from special funds derived from general fund carryover to provide for a teacher retention program			0			4,300,000	4,300,000		4,300,000	4,300,000		
Adds one-time funding from SIIF for passthrough grants to Sleepy Hollow Theatre and the Grand Forks and Fargo Science Centers			0			8,900,000	8,900,000		8,900,000	8,900,000		
Total one-time funding changes	0.00	\$0	\$6,000,000	\$6,000,000	0.00	\$3,570,000	\$16,300,000	\$19,870,000	0.00	\$3,570,000	\$10,300,000	\$13,870,000
Total Changes to Base Level Funding	0.00	\$240,223,372	\$154,404,811	\$394,628,183	30.80	\$259,014,780	\$184,986,476	\$444,001,256	30.80	\$18,791,408	\$30,581,665	\$49,373,073
2023-25 Total Funding	86.25	\$1,898,420,245	\$1,092,638,081	\$2,991,058,326	117.05	\$1,917,211,653	\$1,123,219,746	\$3,040,431,399	30.80	\$18,791,408	\$30,581,665	\$49,373,073
<i>Federal funds included in other funds</i>			\$419,388,783				\$418,917,141				(\$471,642)	
<i>Total ongoing changes as a percentage of base level</i>	0.0%	14.5%	15.8%	15.0%	35.7%	15.4%	18.0%	16.3%				
<i>Total changes as a percentage of base level</i>	0.0%	14.5%	16.5%	15.2%	35.7%	15.6%	19.7%	17.1%				

Other Sections in Department of Public Instruction - Budget No. 201

	Senate Version	House Version
Tuition apportionment	Section 3 provides that any money available in the state tuition fund in excess of the \$510,860,000 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 \$510,860,000 appropriated in Section 1 of the bill is appropriated to DPI for distribution to school districts.
Foundation aid stabilization fund	Section 4 provides \$143,454,500 included in the estimated income line item of Section 1 is provided from the foundation aid stabilization fund for integrated formula payments.	Section 4 provides \$157,000,000 included in the estimated income line item of Section 1 is provided from the foundation aid stabilization fund for integrated formula payments.
Strategic investment and improvements fund		Section 5 provides \$8,900,000 included in the estimated income line item of Section 1 is provided from the strategic investment and improvements fund for passthrough grants.
Payments for 2021-23 biennium special education services	Section 5 provides that DPI may use money appropriated for integrated formula payments and special education contracts for the 2023-25 biennium to pay claims due during the 2021-23 biennium, but not filed with the department until the 2023-25 biennium. Claims related to the 2021-23 biennium must be filed by June 30, 2024.	Section 6 provides that DPI may use money appropriated for integrated formula payments and special education contracts for the 2023-25 biennium to pay claims due during the 2021-23 biennium, but not filed with the department until the 2023-25 biennium. Claims related to the 2021-23 biennium must be filed by June 30, 2024.

Other Sections in Department of Public Instruction - Budget No. 201

	Senate Version	House Version
Gifted and talented program funding	Section 6 provides that DPI use \$800,000 of the 2023-25 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.	Section 7 provides that DPI use \$800,000 of the 2023-25 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.
Medicaid matching funding - School approval - Withholding and distribution	Section 7 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 Health and Human Services on behalf of the school district or unit. In addition, this section authorizes the department to withhold funds required to be paid by school districts for school approval.	Section 8 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 Health and Human Services on behalf of the school district or unit. In addition, this section authorizes the department to withhold funds required to be paid by school districts for school approval.
Regional education association merger grants		Section 9 provides for the distribution of one-time funding for regional education association merger incentive grants.
Regional education association grants	Section 8 increases regional education association grants to provide a total of \$700,000 and to provide annual grants of \$50,000 to each regional education association.	Section 10 provides for the distribution of \$500,000, for regional education association grants the same as the 2021-23 biennium.
Grants - Passthrough grants distribution	Section 9 requires no more than one-half of the passthrough grants included in the grants - passthrough grants line item may be expended during the fiscal year ending June 30, 2024, and provides for reporting requirements.	Section 11 requires no more than one-half of the passthrough grants included in the grants - passthrough grants line item may be expended during the fiscal year ending June 30, 2024, and provides for reporting requirements.
Use of new money - Nonadministrative personnel compensation increases	Section 10 requires school districts to use 70 percent of increased funding related to any increases in the integrated formula payment rate for compensation increases for nonadministrative personnel and the Superintendent of Public Instruction to provide guidance to school districts regarding the calculation of the amount of new money resulting from increases in the base integrated formula payment rate during the 2023-25 biennium.	Section 12 requires school districts to use 70 percent of increased funding related to any increases in the integrated formula payment rate for compensation increases for nonadministrative personnel and the Superintendent of Public Instruction to provide guidance to school districts regarding the calculation of the amount of new money resulting from increases in the base integrated formula payment rate during the 2023-25 biennium. The House provided additional funding provided to reduce the local property tax contribution to the integrated formula is not considered new money.
Exemption - Deposits into the department's operating account	Section 11 provides that, notwithstanding Section 54-44.1-15, DPI may deposit indirect cost recoveries, any money collected by DPI for general educational development fees, and displaced homemakers deposits in its operating account. Section 54-44.1-15 otherwise provides that these funds be deposited in the general fund.	Section 13 provides that, notwithstanding Section 54-44.1-15, DPI may deposit indirect cost recoveries, any money collected by DPI for general educational development fees, and displaced homemakers deposits in its operating account. Section 54-44.1-15 otherwise provides that these funds be deposited in the general fund.

Other Sections in Department of Public Instruction - Budget No. 201

Senate Version

House Version

Exemption - 2021-23 biennium funding exemption and transfer to the Department of Public Instruction operating fund

Section 12 provides that if, after the Superintendent of Public Instruction complies with all statutory payment obligations imposed for the 2021-23 biennium, any money remains in the integrated formula payments line item, the lesser of \$16,009,764 or the remaining amount must be continued into the 2023-25 biennium and OMB must transfer this amount into the public instruction fund for the purpose of providing program and passthrough grants.

Section 14 provides that if, after the Superintendent of Public Instruction complies with all statutory payment obligations imposed for the 2021-23 biennium, any money remains in the integrated formula payments line item, the lesser of \$20,069,000 or the remaining amount must be continued into the 2023-25 biennium and OMB must transfer this amount into the public instruction fund for the purpose of providing program and passthrough grants.

Exemption - Unexpended appropriations

Section 13 provides COVID-19-related funds appropriated to DPI from the ESSER Fund and other federal funds during the 2021-23 biennium are not subject to Section 54-44.1-11 and any unexpended funds may be continued into the 2023-25 biennium.

Section 15 provides COVID-19-related funds appropriated to DPI from the ESSER Fund and other federal funds during the 2021-23 biennium are not subject to Section 54-44.1-11 and any unexpended funds may be continued into the 2023-25 biennium.

Exemption - Unexpended appropriations
STARS/SLEDS upgrades

Section 16 is added to allow the department to continue unexpended one-time funding provided for upgrades to the STARS and SLEDS systems. The Department of Public Instruction will retain \$5 million for STARS upgrades and must transfer any funding continued over \$5 million to the Information Technology Department for SLEDS upgrades.

Salary of the Superintendent of Public Instruction

Section 15 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 \$130,323 to \$135,536, effective July 1, 2023, and to \$140,957, effective July 1, 2024, to reflect legislative salary increases of 4 percent each year of the biennium.

Section 18 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 \$130,323 to \$138,142, effective July 1, 2023, and to \$143,668, effective July 1, 2024, to reflect legislative salary increases of 6 percent in the 1st year and 4 percent in the 2nd year of the biennium. The Senate provided salary increases of 4 percent each year of the biennium.

Tuition revenue deduction in the integrated formula

Section 19 amends the state school aid funding formula to exempt tuition received for the education of high-cost and special education students from deduction in the formula.

High-cost students - Definitions, services, and school district liability

Sections 20, 21, and 22 relate to various definitions relating to high-cost students, services to high-cost students, and school district liability related to special education and other high-cost services

Indirect cost allocation

Transfer - Foundation aid stabilization fund to Department of Public Instruction - One-time funding

State school aid formula changes

**STATE SCHOOL AID, OTHER GRANTS, AND DEPARTMENT OF PUBLIC INSTRUCTION ADMINISTRATION
COMPARISON OF 2023-25 BIENNIUM HOUSE VERSION (NOT INCLUDING MISCELLANEOUS BILLS) TO
2021-23 BIENNIUM APPROPRIATION AND 2023-25 BIENNIUM EXECUTIVE AND SENATE VERSIONS (NOT INCLUDING COVID FUNDING)**

	2021-23 Appropriation (Not including COVID funding)	2023-25 Base Budget	2023-25 Executive Budget	2023-25 Senate Version	2023-25 Senate Version Increase (Decrease) Compared to Base Budget	2023-25 House Version	2023-25 House Version Increase (Decrease) Compared to Senate Version
State school aid program							
State school aid - Integrated formula payments	\$2,131,825,000	\$2,131,825,000	\$2,270,040,156	\$2,448,651,200	\$316,826,200	\$2,471,568,255	\$22,917,055
Transportation aid payments	58,100,000	58,100,000	58,100,000	58,100,000	0	58,100,000	0
Special education - Contracts	27,000,000	27,000,000	27,000,000	27,000,000	0	27,000,000	0
Total - State school aid program	\$2,216,925,000	\$2,216,925,000	\$2,355,140,156	\$2,533,751,200	\$316,826,200	\$2,556,668,255	\$22,917,055
General fund	\$1,640,450,500	\$1,640,450,500	\$1,559,638,500	\$1,879,436,700	\$238,986,200	\$1,888,808,255	\$9,371,555
Foundation aid stabilization fund	143,454,500	143,454,500	281,669,656	143,454,500	0	157,000,000	13,545,500
State tuition fund	433,020,000	433,020,000	513,832,000	510,860,000	77,840,000	510,860,000	0
Total - State school aid program	\$2,216,925,000	\$2,216,925,000	\$2,355,140,156	\$2,533,751,200	\$316,826,200	\$2,556,668,255	\$22,917,055
Program grants							
Adult education matching grants	\$5,000,000	\$5,000,000		\$5,000,000	\$0	\$5,500,000	\$500,000
School food services matching grants	1,380,000	1,380,000		1,380,000	0	1,380,000	0
Free breakfast program	200,000	200,000		200,000	0	0	(200,000)
Program grant pool, including leveraging the senior	900,000	900,000		1,200,000	300,000	1,200,000	0
Leveraging the senior year			\$500,000		0		0
Regional education association merger incentive						70,000	70,000
Amira reading tool						1,600,000	1,600,000
Teacher retention program						4,300,000	4,300,000
Grow your own teacher program			4,000,000	3,000,000	3,000,000		(3,000,000)
School board training			3,000,000	2,000,000	2,000,000	1,500,000	(500,000)
Cybersecurity credentials for teachers			2,000,000	1,000,000	1,000,000		(1,000,000)
Total - Program grants	\$7,480,000	\$7,480,000	\$9,500,000	\$13,780,000	\$6,300,000	\$15,550,000	\$1,770,000
General fund	\$0	\$0	\$500,000	\$0	\$0	\$70,000	\$70,000
Other funds - Foundation aid stabilization fund			9,000,000	0	0	0	0
Other funds - Public instruction fund/Carryover	7,480,000	7,480,000	0	13,780,000	6,300,000	15,480,000	1,700,000
Total - Program grants	\$7,480,000	\$7,480,000	\$9,500,000	\$13,780,000	\$6,300,000	\$15,550,000	\$1,770,000
Other grants - Other funds							
Federal grants	\$312,513,893	\$312,513,893	\$382,513,893	\$382,513,893	\$70,000,000	\$382,513,893	\$0
Displaced homemaker program	225,000	225,000	225,000	225,000	0	225,000	0
Total - Other grants - Other funds	\$312,738,893	\$312,738,893	\$382,738,893	\$382,738,893	\$70,000,000	\$382,738,893	\$0
Total state school aid and other grants - All funds	\$2,537,143,893	\$2,537,143,893	\$2,747,379,049	\$2,930,270,093	\$393,126,200	\$2,954,957,148	\$24,687,055

	2021-23 Appropriation (Not including COVID funding)	2023-25 Base Budget	2023-25 Executive Budget	2023-25 Senate Version	2023-25 Senate Version Increase (Decrease) Compared to Base Budget	2023-25 House Version	2023-25 House Version Increase (Decrease) Compared to Senate Version
Agency administration							
Administration - General fund	\$12,520,083	\$12,320,083	\$13,143,209	\$13,032,255	\$712,172	\$12,248,783	(\$783,472)
Administration - Other funds	38,632,813	38,632,813	39,760,512	39,574,924	942,111	39,101,853	(473,071)
STARS rewrite - Other funds	10,100,000	0			0		0
Total - Agency administration	\$61,252,896	\$50,952,896	\$52,903,721	\$52,607,179	\$1,654,283	\$51,350,636	(\$1,256,543)
Passthrough grants, PowerSchool, Center for Distance Education and national board certification							
Adult education matching grants			\$5,000,000	\$0	\$0	\$0	\$0
School food services matching grants			1,380,000	0	0	0	0
Free breakfast program			200,000	0	0	0	0
Program grant pool			900,000	0	0	0	0
TeenPact			0	0	0	20,000	20,000
National writing projects	\$50,000	\$50,000	50,000	0	(50,000)	40,000	40,000
Rural art outreach project	425,000	425,000	425,000	0	(425,000)	425,000	425,000
North Central Council for Educational Media Services	202,300	202,300	202,300	0	(202,300)	0	0
Mentoring program	2,125,764	2,125,764	4,251,528	2,125,764	0	4,000,000	1,874,236
Bismarck Gateway to Science	13,500,000			0	0	3,500,000	3,500,000
Science center grants				0	0	6,400,000	6,400,000
Sleepy Hollow Children's Theatre				0	0	2,500,000	2,500,000
"We the People" program	70,000	70,000	70,000	70,000	0	70,000	0
Cultural heritage grants	34,000	34,000	34,000	34,000	0	34,000	0
Total - Passthrough grants	\$16,407,064	\$2,907,064	\$12,512,828	\$2,229,764	(\$677,300)	\$16,989,000	\$14,759,236
PowerSchool	5,250,000	5,250,000	5,775,000	5,775,000	525,000	5,775,000	0
Center for Distance Education						11,183,325	11,183,325
National board certification	176,290	176,290	176,290	176,290	0	176,290	0
Total - Passthrough grants, PowerSchool, Center for Distance Education and national board certification	\$21,833,354	\$8,333,354	\$18,464,118	\$8,181,054	(\$152,300)	\$34,123,615	\$25,942,561
General fund	\$5,426,290	\$5,426,290	\$8,077,054	\$5,951,290	\$525,000	\$16,084,615	\$10,133,325
Other funds - Strategic investment and improvements fund						8,900,000	8,900,000
Other funds - Center for Distance Education tuition						4,550,000	4,550,000
Other funds - Public instruction fund/Carryover	16,407,064	2,907,064	10,387,064	2,229,764	(677,300)	4,589,000	2,359,236
Total - Passthrough grants, PowerSchool, and national board certification	\$21,833,354	\$8,333,354	\$18,464,118	\$8,181,054	(\$152,300)	\$34,123,615	\$25,942,561
Total - Agency administration, passthrough grants, PowerSchool, Center for Distance Education and national board certification - All funds	\$83,086,250	\$59,286,250	\$71,367,839	\$60,788,233	\$1,501,983	\$85,474,251	\$24,686,018
Total Department of Public Instruction - All funds	\$2,620,230,143	\$2,596,430,143	\$2,818,746,888	\$2,991,058,326	\$394,628,183	\$3,040,431,399	\$49,373,073
Department of Public Instruction - Funding							
Total - General fund	\$1,658,396,873	\$1,658,196,873	\$1,581,358,763	\$1,898,420,245	\$240,223,372	\$1,917,211,653	\$18,791,408
Total - Other funds	961,833,270	938,233,270	1,237,388,125	1,092,638,081	154,404,811	1,123,219,746	30,581,665
Total Department of Public Instruction - All funds	\$2,620,230,143	\$2,596,430,143	\$2,818,746,888	\$2,991,058,326	\$394,628,183	\$3,040,431,399	\$49,373,073
FTE pos'	86.25	86.25	86.25	86.25	0.00		30.80

23.0267.02005
Title.

Prepared by the Legislative Council staff for
the House Appropriations - Education and
Environment Division Committee

Fiscal No. 2

April 17, 2023

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

Page 1, line 3, after "15.1-02-02" insert ", 15.1-27-04.1, 15.1-32-01, 15.1-32-14, 15.1-32-18,"

Page 1, line 4, after "instruction" insert ", baseline funding, high-cost students,"

Page 1, line 5, after the second semicolon insert "to provide a statement of legislative intent;"

Page 1, line 5, remove "and"

Page 1, line 6, after "exemption" insert ";to provide an effective date; and to declare an
emergency"

Page 1, remove lines 19 through 24

Page 2, replace lines 1 through 9 with:

"Salaries and wages	\$17,854,747	\$702,569	\$18,557,316
Operating expenses	33,098,149	(304,829)	32,793,320
Integrated formula payments	2,131,825,000	339,743,255	2,471,568,255
Grants - special education	27,000,000	0	27,000,000
Grants - transportation	58,100,000	0	58,100,000
Grants - other grants	312,738,893	70,000,000	382,738,893
Grants - program grants	0	15,550,000	15,550,000
Grants - passthrough grants	0	16,989,000	16,989,000
Grants - program and passthrough	10,387,064	(10,387,064)	0
PowerSchool	5,250,000	525,000	5,775,000
National board certification	<u>176,290</u>	<u>0</u>	<u>176,290</u>
Total all funds	\$2,596,430,143	\$432,817,931	\$3,029,248,074
Less estimated income	<u>938,233,270</u>	<u>180,436,476</u>	<u>1,118,669,746</u>
Total general fund	\$1,658,196,873	\$252,381,455	\$1,910,578,328
Full-time equivalent positions	86.25	0.00	86.25

Subdivision 2.

CENTER FOR DISTANCE EDUCATION

	<u>Base Level</u>	<u>Adjustments or Enhancements</u>	<u>Appropriation</u>
Center for distance education	<u>\$0</u>	<u>\$11,183,325</u>	<u>\$11,183,325</u>
Total all funds	<u>\$0</u>	<u>\$11,183,325</u>	<u>\$11,183,325</u>
Less estimated income	<u>0</u>	<u>4,550,000</u>	<u>4,550,000</u>
Total general fund	<u>\$0</u>	<u>\$6,633,325</u>	<u>\$6,633,325</u>
Full-time equivalent positions	0.00	30.80	30.80"

Page 2, line 10, replace "2" with "3"

Page 2, replace lines 14 through 19 with:

"Salaries and wages	\$4,139,907	\$295,408	\$4,435,315
Operating expenses	1,822,703	752,595	2,575,298
Grants	<u>2,233,528</u>	<u>50,000</u>	<u>2,283,528</u>

Total all funds	\$8,196,138	\$1,098,003	\$9,294,141
Less estimated income	<u>2,364,417</u>	<u>107,626</u>	<u>2,472,043</u>
Total general fund	\$5,831,721	\$990,377	\$6,822,098"

Page 2, line 21, replace "3" with "4"

Page 2, replace lines 25 through 30 with:

"Salaries and wages	\$8,332,820	\$604,780	\$8,937,600
Operating expenses	1,705,586	120,171	1,825,757
Capital assets	<u>158,678</u>	<u>843,500</u>	<u>1,002,178</u>
Total all funds	\$10,197,084	\$1,568,451	\$11,765,535
Less estimated income	<u>2,790,528</u>	<u>875,163</u>	<u>3,665,691</u>
Total general fund	\$7,406,556	\$693,288	\$8,099,844"

Page 3, line 1, replace "4" with "5"

Page 3, replace lines 5 through 10 with:

"Salaries and wages	\$4,992,194	\$354,219	\$5,346,413
Operating expenses	792,671	103,015	895,686
Capital assets	<u>39,192</u>	<u>439,000</u>	<u>478,192</u>
Total all funds	\$5,824,057	\$896,234	\$6,720,291
Less estimated income	<u>1,062,178</u>	<u>598,533</u>	<u>1,660,711</u>
Total general fund	\$4,761,879	\$297,701	\$5,059,580"

Page 3, line 12, replace "5" with "6"

Page 3, replace lines 16 through 18 with:

"Grand total general fund	\$1,676,197,029	\$260,996,146	\$1,937,193,175
Grand total special funds	<u>944,450,393</u>	<u>186,567,798</u>	<u>1,131,018,191</u>
Grand total all funds	\$2,620,647,422	\$447,563,944	\$3,068,211,366"

Page 3, remove lines 24 through 31

Page 4, replace lines 1 through 14 with:

"Department of public instruction			
Science experiments grants		\$13,500,000	\$9,900,000
Regional education association grants		250,000	70,000
State automated reporting system maintenance		200,000	0
Children's science center		5,900,000	0
Children's theatre and art park		0	2,500,000
State automated reporting system and statewide longitudinal data system upgrades		10,100,000	0
Elementary and secondary school emergency education relief		305,266,879	0
Emergency education relief homeless children and youth program		1,999,661	0
Assistance to nonpublic schools		4,151,371	0
Individuals with Disabilities Education Act grant		8,632,569	0
Grow-your-own teacher program		0	0
School board training grants		0	1,500,000
Cybersecurity training for teachers		0	0
Statewide reading tool		0	1,600,000
Statewide teacher retention program		<u>0</u>	<u>4,300,000</u>

Total department of public instruction - all funds	\$350,000,480	\$19,870,000
Total department of public instruction - estimated income	<u>349,800,480</u>	<u>16,300,000</u>
Total department of public instruction - general fund"	\$200,000	\$3,570,000

Page 5, replace lines 18 through 20 with:

"Grand total - all funds	\$353,300,706	\$21,631,671
Grand total - estimated income	<u>353,100,706</u>	<u>17,638,586</u>
Grand total - general fund	\$200,000	\$3,993,085"

Page 6, line 3, replace "\$143,454,500" with "\$157,000,000"

Page 6, after line 3, insert:

"SECTION 5. ESTIMATED INCOME - STRATEGIC INVESTMENT AND IMPROVEMENTS FUND. The estimated income line item in subdivision 1 of section 1 of this Act includes the sum of \$8,900,000 from the strategic investment and improvements fund for certain passthrough grants."

Page 6, after line 30, insert:

"SECTION 9. REGIONAL EDUCATION ASSOCIATION MERGER GRANTS - ONE-TIME FUNDING - DISTRIBUTION. The grants - program grants line item included in subdivision 1 of section 1 of this Act includes \$70,000 from the general fund for the purpose of providing a one-time \$35,000 grant to each regional education association that merges with another regional education association to form a single entity with a single governing board during the biennium beginning July 1, 2023, and ending June 30, 2025."

Page 7, line 2, replace "\$700,000" with "\$500,000"

Page 7, line 5, replace "\$50,000" with "\$35,714"

Page 7, remove lines 8 through 20

Page 7, line 26, after the period insert "Additional funding made available to school districts by reducing the local property tax contribution to the integrated formula is not considered new money."

Page 8, line 12, replace "\$16,009,764" with "\$20,069,000"

Page 8, after line 26, insert:

"SECTION 15. EXEMPTION - UNEXPENDED STATE AUTOMATED REPORTING SYSTEM AND STATEWIDE LONGITUDINAL DATA SYSTEM UPGRADE APPROPRIATION. The sum of \$10,000,000 of special funds from the public instruction fund in the state treasury, derived from reimbursements withheld from school districts' integrated formula payments for the purpose of information technology project upgrades to the state automated reporting system and the statewide longitudinal data system, appropriated to the department of public instruction in section 17 of chapter 549 of the 2021 Special Session Session Laws, is not subject to the provisions of section 54-44.1-11 and any unexpended funds from this one-time appropriation may be continued and are available for information technology project upgrades to the state automated reporting system and the statewide longitudinal data

system during the biennium beginning July 1, 2023, and ending June 30, 2025. The department of public instruction shall transfer any funds continued in excess of \$5,000,000 to the information technology department for statewide longitudinal data system upgrades."

Page 8, line 27, replace "2" with "3"

Page 9, line 3, replace "thirty-five thousand five hundred thirty-six" with "thirty-eight thousand one hundred forty-two"

Page 9, line 4, remove "forty thousand"

Page 9, line 5, replace "nine hundred fifty-seven" with "forty-three thousand six hundred sixty-eight"

Page 9, after line 5, insert:

"SECTION 18. 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. (Effective through June 30, 2025)

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 2018-19 school year;
 - b. An amount equal to the property tax deducted by the superintendent of public instruction to determine the 2018-19 state aid payment;
 - c. An amount equal to seventy-five percent of the revenue received by the school district during the 2017-18 school year for the following revenue types:
 - (1) Revenue 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) 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 reporting manual, as developed by the superintendent of public instruction in accordance with section 15.1-02-08;
 - (3) Tuition 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, tuition received for the provision of an adult farm management program, and beginning in the 2021-22 school year, seventeen percent of tuition received under an agreement to educate students from a school

district on an air force base with funding received through federal impact aid, and an additional seventeen percent of tuition received under an agreement to educate students from a school district on an air force base with funding received through federal impact aid each school year thereafter, until the 2024-25 school year when sixty-eight percent of tuition received under an agreement to educate students from a school district on an air force base with funding received through federal impact aid must be excluded from the tuition calculation under this paragraph;

- (4) Revenue from payments in lieu of taxes on the distribution and transmission of electric power;
 - (5) Revenue from payments in lieu of taxes on electricity generated from sources other than coal; and
 - (6) Revenue 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);
- d. An amount equal to the total revenue received by the school district during the 2017-18 school year for the following revenue types:
- (1) Mobile home tax revenue;
 - (2) Telecommunications tax revenue; and
 - (3) Revenue from payments in lieu of taxes and state reimbursement of the homestead credit and disabled veterans credit; and
- e. Beginning with the 2020-21 school year, the superintendent shall reduce the baseline funding for any school district that becomes an elementary district pursuant to section 15.1-07-27 after the 2012-13 school year. The reduction must be proportional to the number of weighted student units in the grades that are offered through another school district relative to the total number of weighted student units the school district offered in the year before the school district became an elementary district. The reduced baseline funding applies to the calculation of state aid for the first school year in which the school district becomes an elementary district and for each year thereafter. For districts that become an elementary district prior to the 2020-21 school year, the superintendent shall use the reduced baseline funding to calculate state aid for the 2020-21 school year and for each year thereafter.
2. a. The superintendent shall divide the district's baseline funding determined in subsection 1 by the district's 2017-18 weighted student units to determine the district's baseline funding per weighted student unit.
- b. For any school district that becomes an elementary district pursuant to section 15.1-07-27 after the 2017-18 school year, the superintendent shall adjust the district's baseline funding per weighted student unit used to calculate state aid. The superintendent shall divide the district's baseline funding determined in subsection 1 by the district's

weighted student units after the school district becomes an elementary district to determine the district's adjusted baseline funding per weighted student unit. The superintendent shall use the district's adjusted baseline funding per weighted student unit in the calculation of state aid for the first school year in which the school district becomes an elementary district and for each year thereafter.

- c. Beginning with the 2021-22 school year and for each school year thereafter, the superintendent shall reduce the district's baseline funding per weighted student unit. Each year the superintendent shall calculate the amount by which the district's baseline funding per weighted student unit exceeds the payment per weighted student unit provided in subsection 3. The superintendent shall reduce the district's baseline funding per weighted student unit by fifteen percent of the amount by which the district's baseline funding per weighted student unit exceeds the payment per weighted student unit for the 2021-22 school year. For each year thereafter, the reduction percentage is increased by an additional fifteen percent. However, the district's baseline funding per weighted student unit, after the reduction, may not be less than the payment per weighted student unit provided in subsection 3.
3. a. For the 2021-22 school year, the superintendent shall calculate state aid as the greater of:
 - (1) The district's weighted student units multiplied by ten thousand one hundred thirty-six dollars;
 - (2) One hundred two percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's weighted student units, not to exceed the district's 2017-18 baseline weighted student units, plus any weighted student units in excess of the 2017-18 baseline weighted student units multiplied by ten thousand one hundred thirty-six dollars; or
 - (3) The district's baseline funding as established in subsection 1 less the amount in paragraph 1, with the difference reduced by fifteen percent and then the difference added to the amount determined in paragraph 1.
 - b. For the 2022-23 school year and each school year thereafter, the superintendent shall calculate state aid as the greater of:
 - (1) The district's weighted student units multiplied by ten thousand two hundred thirty-seven dollars;
 - (2) One hundred two percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's weighted student units, not to exceed the district's 2017-18 baseline weighted student units, plus any weighted student units in excess of the 2017-18 baseline weighted student units multiplied by ten thousand two hundred thirty-seven dollars; or

- (3) The district's baseline funding as established in subsection 1 less the amount in paragraph 1, with the difference reduced by thirty percent for the 2022-23 school year and the reduction percentage increasing by fifteen percent each school year thereafter until the difference is reduced to zero, and then the difference added to the amount determined in paragraph 1.
- c. The superintendent also shall adjust state aid determined in this subsection to ensure the amount does not exceed the transition maximum as follows:
- (1) For the 2021-22 school year, the transition maximum rate is one hundred ten 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.
 - (2) For the 2022-23 school year, the transition maximum rate is one hundred ten 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.
 - (3) For the 2023-24 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus twenty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.
 - (4) For the 2024-25 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus forty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.
 - (5) For the 2025-26 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus sixty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under

paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.

- (6) For the 2026-27 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus eighty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.
4. 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 subdivision may not exceed the previous year's amount in dollars subtracted for purposes of this subdivision by more than twelve percent, adjusted pursuant to section 15.1-27-04.3; and
 - b. Subtract an amount equal to seventy-five percent of all revenue types listed in subdivisions c and d of subsection 1. Before determining the deduction for seventy-five percent of all revenue types, the superintendent of public instruction shall adjust revenues as follows:
 - (1) Tuition revenue shall be adjusted as follows:
 - (a) In addition to deducting tuition revenue received specifically for the operation of an educational program provided at a residential treatment facility, tuition revenue received for the provision of an adult farm management program, tuition received for the education of high-cost and special education students, and tuition received under an agreement to educate students from a school district on an air force base with funding received through federal impact aid as directed each school year in paragraph 3 of subdivision c of subsection 1, the superintendent of public instruction also shall reduce the total tuition reported by the school district by the amount of tuition revenue received for the education of students not residing in the state and for which the state has not entered a cross-border education contract; and
 - (b) The superintendent of public instruction also shall reduce the total tuition reported by admitting school districts meeting the requirements of subdivision e of subsection 2 of section 15.1-29-12 by the amount of tuition revenue received for the education of students residing in an adjacent school district.
 - (2) After adjusting tuition revenue as provided in paragraph 1, the superintendent shall reduce all remaining revenues from all

revenue types by the percentage of mills levied in 2020 by the school district for sinking and interest relative to the total mills levied in 2020 by the school district for all purposes.

5. 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.
6. On or before June thirtieth of each year, the school board shall certify to the superintendent of public instruction the final average daily membership for the current school year.
7. For purposes of the calculation in subsection 4, each county auditor, in collaboration with the school districts, shall report the following to the superintendent of public instruction on an annual basis:
 - a. The amount of revenue received by each school district in the county during the previous school year for each type of revenue identified in subdivisions c and d of subsection 1;
 - b. The total number of mills levied in the previous calendar year by each school district for all purposes; and
 - c. The number of mills levied in the previous calendar year by each school district for sinking and interest fund purposes.

Baseline funding - Establishment - Determination of state aid. (Effective after June 30, 2025)

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 2018-19 school year;
 - b. An amount equal to the property tax deducted by the superintendent of public instruction to determine the 2018-19 state aid payment;
 - c. An amount equal to seventy-five percent of the revenue received by the school district during the 2017-18 school year for the following revenue types:
 - (1) Revenue 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) 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 reporting manual, as developed by the superintendent of public instruction in accordance with section 15.1-02-08;
 - (3) Tuition 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, tuition received for the provision of an adult farm management program, and beginning in the 2025-26 school year, eighty-five percent of tuition received under an agreement to educate students from a school district on an air force base with funding received through federal impact aid, until the 2026-27 school year, and each school year thereafter, when all tuition received under an agreement to educate students from a school district on an air force base with funding received through federal impact aid must be excluded from the tuition calculation under this paragraph;

- (4) Revenue from payments in lieu of taxes on the distribution and transmission of electric power;
 - (5) Revenue from payments in lieu of taxes on electricity generated from sources other than coal; and
 - (6) Revenue 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); and
- d. An amount equal to the total revenue received by the school district during the 2017-18 school year for the following revenue types:
- (1) Mobile home tax revenue;
 - (2) Telecommunications tax revenue; and
 - (3) Revenue from payments in lieu of taxes and state reimbursement of the homestead credit and disabled veterans credit.
- e. Beginning with the 2020-21 school year, the superintendent shall reduce the baseline funding for any school district that becomes an elementary district pursuant to section 15.1-07-27 after the 2012-13 school year. The reduction must be proportional to the number of weighted student units in the grades that are offered through another school district relative to the total number of weighted student units the school district offered in the year before the school district became an elementary district. The reduced baseline funding applies to the calculation of state aid for the first school year in which the school district becomes an elementary district and for each year thereafter. For districts that become an elementary district prior to the 2020-21 school year, the superintendent shall use the reduced baseline funding to calculate state aid for the 2020-21 school year and for each year thereafter.
2. a. The superintendent shall divide the district's baseline funding determined in subsection 1 by the district's 2017-18 weighted student units to determine the district's baseline funding per weighted student unit.
- b. For any school district that becomes an elementary district pursuant to section 15.1-07-27 after the 2017-18 school year, the superintendent shall adjust the district's baseline funding per weighted student unit

used to calculate state aid. The superintendent shall divide the district's baseline funding determined in subsection 1 by the district's weighted student units after the school district becomes an elementary district to determine the district's adjusted baseline funding per weighted student unit. The superintendent shall use the district's adjusted baseline funding per weighted student unit in the calculation of state aid for the first school year in which the school district becomes an elementary district and for each year thereafter.

- c. Beginning with the 2021-22 school year and for each school year thereafter, the superintendent shall reduce the district's baseline funding per weighted student unit. Each year the superintendent shall calculate the amount by which the district's baseline funding per weighted student unit exceeds the payment per weighted student unit provided in subsection 3. The superintendent shall reduce the district's baseline funding per weighted student unit by fifteen percent of the amount by which the district's baseline funding per weighted student unit exceeds the payment per weighted student unit for the 2021-22 school year. For each year thereafter, the reduction percentage is increased by an additional fifteen percent. However, the district's baseline funding per weighted student unit, after the reduction, may not be less than the payment per weighted student unit provided in subsection 3.
3. a. For the 2021-22 school year, the superintendent shall calculate state aid as the greater of:
 - (1) The district's weighted student units multiplied by ten thousand one hundred thirty-six dollars;
 - (2) One hundred two percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's weighted student units, not to exceed the district's 2017-18 baseline weighted student units, plus any weighted student units in excess of the 2017-18 baseline weighted student units multiplied by ten thousand one hundred thirty-six dollars; or
 - (3) The district's baseline funding as established in subsection 1 less the amount in paragraph 1, with the difference reduced by fifteen percent and then the difference added to the amount determined in paragraph 1.
 - b. For the 2022-23 school year and each school year thereafter, the superintendent shall calculate state aid as the greater of:
 - (1) The district's weighted student units multiplied by ten thousand two hundred thirty-seven dollars;
 - (2) One hundred two percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's weighted student units, not to exceed the district's 2017-18 baseline weighted student units, plus any weighted student units in excess of the 2017-18 baseline weighted student units multiplied by ten thousand two hundred thirty-seven dollars; or

- (3) The district's baseline funding as established in subsection 1 less the amount in paragraph 1, with the difference reduced by thirty percent for the 2022-23 school year and the reduction percentage increasing by fifteen percent each school year thereafter until the difference is reduced to zero, and then the difference added to the amount determined in paragraph 1.
- c. The superintendent also shall adjust state aid determined in this subsection to ensure the amount does not exceed the transition maximum as follows:
- (1) For the 2021-22 school year, the transition maximum rate is one hundred ten 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.
 - (2) For the 2022-23 school year, the transition maximum rate is one hundred ten 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.
 - (3) For the 2023-24 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus twenty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.
 - (4) For the 2024-25 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus forty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.
 - (5) For the 2025-26 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus sixty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under

paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.

- (6) For the 2026-27 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus eighty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.
4. 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; and
 - b. Subtract an amount equal to seventy-five percent of all revenue types listed in subdivisions c and d of subsection 1. Before determining the deduction for seventy-five percent of all revenue types, the superintendent of public instruction shall adjust revenues as follows:
 - (1) Tuition revenue shall be adjusted as follows:
 - (a) In addition to deducting tuition revenue received specifically for the operation of an educational program provided at a residential treatment facility, tuition revenue received for the provision of an adult farm management program, tuition received for the education of high-cost and special education students, and tuition received under an agreement to educate students from a school district on an air force base with funding received through federal impact aid as directed each school year in paragraph 3 of subdivision c of subsection 1, the superintendent of public instruction also shall reduce the total tuition reported by the school district by the amount of tuition revenue received for the education of students not residing in the state and for which the state has not entered a cross-border education contract; and
 - (b) The superintendent of public instruction also shall reduce the total tuition reported by admitting school districts meeting the requirements of subdivision e of subsection 2 of section 15.1-29-12 by the amount of tuition revenue received for the education of students residing in an adjacent school district.
 - (2) After adjusting tuition revenue as provided in paragraph 1, the superintendent shall reduce all remaining revenues from all revenue types by the percentage of mills levied in 2020 by the school district for sinking and interest relative to the total mills levied in 2020 by the school district for all purposes.

5. 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.
6. On or before June thirtieth of each year, the school board shall certify to the superintendent of public instruction the final average daily membership for the current school year.
7. For purposes of the calculation in subsection 4, each county auditor, in collaboration with the school districts, shall report the following to the superintendent of public instruction on an annual basis:
 - a. The amount of revenue received by each school district in the county during the previous school year for each type of revenue identified in subdivisions c and d of subsection 1;
 - b. The total number of mills levied in the previous calendar year by each school district for all purposes; and
 - c. The number of mills levied in the previous calendar year by each school district for sinking and interest fund purposes.

SECTION 19. AMENDMENT. Section 15.1-32-01 of the North Dakota Century Code is amended and reenacted as follows:

15.1-32-01. Definitions.

As used in this chapter:

1. "Major life activities" include learning, walking, talking, breathing, and caring for oneself.
2. "Related services" means transportation and developmental and corrective or supportive services required to assist a student with disabilities to benefit from special education.
- ~~2-3.~~ "Special education" means instruction designed to meet the needs of a student with disabilities, transportation, and corrective and supporting services required to assist a student with disabilities in taking advantage of, or responding to, educational programs and opportunities.
- ~~3-4.~~ "Student who is gifted" means an individual who is identified by qualified professionals as being capable of high performance and who needs educational programs and services beyond those normally provided in a regular education program.
- 4-5. a. "Student with a disability" means an individual who is at least three years of age but who has not reached the age of twenty-one before August first of the year in which the individual turns twenty-one and who requires special education and related services because of:
 - (1) An intellectual disability;
 - (2) A hearing impairment, including deafness;
 - (3) Deaf-blindness;

- (4) A speech or language impairment;
- (5) A visual impairment, including blindness;
- (6) An emotional disturbance;
- (7) An orthopedic impairment;
- (8) Autism;
- (9) A traumatic brain injury;
- (10) Other health impairment; or
- (11) A specific learning disability.

b. "Student with a disability" includes a student age eighteen through twenty-one who is incarcerated in an adult correctional facility and who, in the last educational placement prior to incarceration, was identified as being a student with a disability and did not have an individualized education program or was identified as being a student with a disability and had an individualized education program.

6. "Student with a significant medical condition" means a student with a physical or mental impairment, whether permanent or temporary, which substantially limits one or more major life activities and who is not entitled to special education and related services.

SECTION 20. AMENDMENT. Section 15.1-32-14 of the North Dakota Century Code is amended and reenacted as follows:

15.1-32-14. ~~Special education students – Contracts for placement~~High-cost students.

- 1. If in the opinion of an individualized education program team or a services plan team a student with a disability or a student with a significant medical condition is unable to attend a public school in ~~the special education unit to which the student's school district of residence belongs,~~ the student's school district of residence shall contract~~release the student at the time deemed necessary to begin attendance~~ with another public school that:
 - a. ~~Does not belong to the same special education unit;~~
 - b. Is located in this state;
 - ~~e.b.~~ Is willing to admit the student; and
 - ~~d.c.~~ Is able to provide appropriate services to the student.
- 2. ~~The superintendent of public instruction shall approve in advance the terms of the contract and the services to be provided by the admitting school.~~
- 3. The contract must provide that the student's school district of residence is liable for the cost of educating the student.
- 4.3. Upon being notified by the district in which the student receives services that the student's school district of residence has not paid for services that

were provided to the student, the superintendent of public instruction, after verification, shall withhold all state aid payments to which the student's school district of residence is entitled, until the required payments have been made.

SECTION 21. AMENDMENT. Section 15.1-32-18 of the North Dakota Century Code is amended and reenacted as follows:

15.1-32-18. Cost - Liability of school district for special education and other high-cost services.

1. Each year the superintendent of public instruction shall identify the approximately one percent of ~~special education~~ students with a disability and students with a significant medical condition statewide who are not eligible for cost reimbursement under section 15.1-29-14 and who require the greatest school district expenditures ~~in order~~ to provide them with education and services, including special education and related services. This percentage represents the number of students that would qualify for excess cost reimbursement beyond the multiplier that is established in subsection 3.
2. The excess costs of providing ~~special education and related~~ services to these students are the responsibility of the state and the superintendent of public instruction shall reimburse the school districts for any excess costs incurred in the provision of ~~special education and related~~the services to the identified students.
3. "Excess costs" are those that exceed four times the state average cost of education per student and which are incurred by the ~~special education~~ students identified in subsection 1.
4. All costs of providing ~~special education and related~~ services to those students identified in subsection 1, other than excess costs reimbursed by the state, are the responsibility of the student's school district of residence.
5. In addition to any other reimbursements provided under this section, if a school district expends more than two percent of its annual budget for the provision of ~~special education and related~~ services to one student with a disability or significant medical condition, the district shall notify the superintendent of public instruction. Upon verification, the superintendent shall reimburse the district for the difference between:
 - a. Two percent of the district's annual budget; and
 - b. The lesser of:
 - (1) The amount actually expended by the district for the provision of special education and related services to that student; or
 - (2) The amount representing four times the state average cost of education per student."

Page 10, after line 3, insert:

"SECTION 23. LEGISLATIVE INTENT - AMENDMENTS TO THE STATE SCHOOL AID INTEGRATED FUNDING FORMULA. It is the intent of the sixty-eighth

legislative assembly that the sixty-ninth legislative assembly consider amendments to the state school aid integrated funding formula only in the appropriation bill for the department of public instruction.

SECTION 24. EFFECTIVE DATE. Senate Bill No. 2269, as approved by the sixty-eighth legislative assembly, becomes effective July 1, 2023. Sections 3, 4, and 7 of Senate Bill No. 2050, as approved by the sixty-eighth legislative assembly, become effective May 15, 2023.

SECTION 25. EMERGENCY. Sections 3, 4, and 7, of Senate Bill No. 2050 and Senate Bill No. 2269, as approved by the sixty-eighth legislative assembly, are declared to be an emergency measure."

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	\$2,596,430,143	\$2,991,058,326	\$38,189,748	\$3,029,248,074
Less estimated income	938,233,270	1,092,638,081	26,031,665	1,118,669,746
General fund	\$1,658,196,873	\$1,898,420,245	\$12,158,083	\$1,910,578,328
FTE	86.25	86.25	0.00	86.25
Center for Distance Education				
Total all funds	\$0	\$0	\$11,183,325	\$11,183,325
Less estimated income	0	0	4,550,000	4,550,000
General fund	\$0	\$0	\$6,633,325	\$6,633,325
FTE	0.00	0.00	30.80	30.80
State Library				
Total all funds	\$8,196,138	\$9,007,514	\$286,627	\$9,294,141
Less estimated income	2,364,417	2,143,007	329,036	2,472,043
General fund	\$5,831,721	\$6,864,507	(\$42,409)	\$6,822,098
FTE	26.75	26.75	0.00	26.75
School for the Deaf				
Total all funds	\$10,197,084	\$12,016,187	(\$250,652)	\$11,765,535
Less estimated income	2,790,528	3,678,221	(12,530)	3,665,691
General fund	\$7,406,556	\$8,337,966	(\$238,122)	\$8,099,844
FTE	44.61	45.36	0.00	45.36
Vision Services - School for the Blind				
Total all funds	\$5,824,057	\$6,811,738	(\$91,447)	\$6,720,291
Less estimated income	1,062,178	1,664,423	(3,712)	1,660,711
General fund	\$4,761,879	\$5,147,315	(\$87,735)	\$5,059,580
FTE	27.75	27.75	0.00	27.75
Bill total				
Total all funds	\$2,620,647,422	\$3,018,893,765	\$49,317,601	\$3,068,211,366
Less estimated income	944,450,393	1,100,123,732	30,894,459	1,131,018,191
General fund	\$1,676,197,029	\$1,918,770,033	\$18,423,142	\$1,937,193,175
FTE	185.36	186.11	30.80	216.91

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

	Base Budget	Senate Version	House Changes	House Version
Salaries and wages	\$17,854,747	\$19,313,859	(\$756,543)	\$18,557,316
Operating expenses	33,098,149	33,293,320	(500,000)	32,793,320
Integrated formula payments	2,131,825,000	2,448,651,200	22,917,055	2,471,568,255
Grants - Special education contracts	27,000,000	27,000,000		27,000,000
Grants - Transportation	58,100,000	58,100,000		58,100,000
Grants - Other grants	312,738,893	382,738,893		382,738,893
Grants - Program and passthrough	10,387,064			
Grants - Program grants		13,780,000	1,770,000	15,550,000
Grants - Passthrough grants		2,229,764	14,759,236	16,989,000
PowerSchool	5,250,000	5,775,000		5,775,000
National board certification	176,290	176,290		176,290
Total all funds	\$2,596,430,143	\$2,991,058,326	\$38,189,748	\$3,029,248,074
Less estimated income	938,233,270	1,092,638,081	26,031,665	1,118,669,746
General fund	\$1,658,196,873	\$1,898,420,245	\$12,158,083	\$1,910,578,328
FTE	86.25	86.25	0.00	86.25

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

	Adds Funding for Salary and Benefit Increases ¹	Removes Salary Funding for Funding Pool ²	Decreases Funding for Information Technology ³	Adjusts Funding for Integrated Formula Payments ⁴	Decreases Funding for Grants to Regional Education Associations ⁵	Adjusts the Funding Source of Integrated Formula Payments ⁶
Salaries and wages	\$296,542	(\$1,053,085)				
Operating expenses			(\$500,000)			
Integrated formula payments				\$23,117,055	(\$200,000)	
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants						
Grants - Program and passthrough						
Grants - Program grants						
Grants - Passthrough grants						
PowerSchool						
National board certification						
Total all funds	\$296,542	(\$1,053,085)	(\$500,000)	\$23,117,055	(\$200,000)	\$0
Less estimated income	185,588	(658,659)	0	0	0	13,545,500
General fund	\$110,954	(\$394,426)	(\$500,000)	\$23,117,055	(\$200,000)	(\$13,545,500)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Increases Funding for Adult Education ⁷	Removes Funding for Free Breakfast Program ⁸	Increases Funding for Teacher Mentoring ⁹	Adds Funding for Passthrough Grants ¹⁰	Decreases One-Time Funding for School Board Training ¹¹	Removes One-Time Funding for Cybersecurity Training ¹²
Salaries and wages						
Operating expenses						
Integrated formula payments						
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants						
Grants - Program and passthrough						
Grants - Program grants	\$500,000	(\$200,000)			(\$500,000)	(\$1,000,000)
Grants - Passthrough grants			\$1,874,236	\$485,000		
PowerSchool						
National board certification						
Total all funds	\$500,000	(\$200,000)	\$1,874,236	\$485,000	(\$500,000)	(\$1,000,000)
Less estimated income	500,000	(200,000)	1,874,236	485,000	(500,000)	(1,000,000)
General fund	\$0	\$0	\$0	\$0	\$0	\$0
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Removes One-Time Funding for a Grow-Your-Own Teacher Program ¹³	Adds One-Time Funding for Regional Education Association Merger Incentive Grants ¹⁴	Adds One-Time Funding for a Statewide Reading Tool ¹⁵	Adds One-Time Funding for a Teacher Retention Program ¹⁶	Adds One-Time Funding for Passthrough Grants ¹⁷	Total House Changes
Salaries and wages						(\$756,543)
Operating expenses						(500,000)
Integrated formula payments						22,917,055
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants						
Grants - Program and passthrough						
Grants - Program grants	(\$3,000,000)	\$70,000	\$1,600,000	\$4,300,000		1,770,000
Grants - Passthrough grants					\$12,400,000	14,759,236
PowerSchool						
National board certification						
Total all funds	(\$3,000,000)	\$70,000	\$1,600,000	\$4,300,000	\$12,400,000	\$38,189,748
Less estimated income	(3,000,000)	0	1,600,000	4,300,000	8,900,000	26,031,665
General fund	\$0	\$70,000	\$0	\$0	\$3,500,000	\$12,158,083
FTE	0.00	0.00	0.00	0.00	0.00	0.00

¹ Salaries and wages funding is adjusted to provide for 2023-25 biennium salary increases of 6 percent on July 1, 2023, and 4 percent on July 1, 2024, and for adjustments to health insurance premium rates for the Department of Public Instruction as follows:

	General Fund	Other Funds	Total
Salary increase	\$114,670	\$191,386	\$306,056
Health insurance adjustment	(3,716)	(5,798)	(9,514)
Total	\$110,954	\$185,588	\$296,542

The Senate provided salary adjustments of 4 percent on July 1, 2023, and July 1, 2024.

² Funding for new FTE positions and estimated savings from vacant FTE positions is removed as shown below. These amounts are available to the agency if needed by submitting a request to the Office of Management and Budget for a transfer from the new and vacant FTE funding pool.

	<u>General Fund</u>	<u>Other Funds</u>	<u>Total</u>
New FTE positions	(\$0)	(\$0)	(\$0)
Vacant FTE positions	(394,426)	(658,659)	(1,053,085)
Total	(\$394,426)	(\$658,659)	(\$1,053,085)

³ Funding for information technology charges based on total agency appropriation is decreased. Charges assessed by the Information Technology Department based on agency funding must not include funding provided to the Department of Public Instruction for integrated formula payments, transportation grants, and special education contract grants.

⁴ Funding for integrated formula payments is adjusted as follows:

	<u>General Fund</u>
Adjusts savings related to cost to continue integrated formula payments for a total of \$46,367,895 in savings	(\$11,038,751)
Senate Bill No. 2284:	
Adjusts funding to increase the integrated payment rate by 3.5 percent in the 1st year and 3 percent in the 2nd year of the biennium	
The Senate provided 3 percent increases each year of the biennium	13,375,834
Adjusts the funding to remove transition maximum payment adjustments	12,020
Adjusts the funding to implement on-time funding based on fall enrollment	(5,334)
Adds funding to increase the special education weighting factor from .082 to .088	15,660,200
Adjusts funding to increase the school size weighting factor for school districts operating two plants at least 14 miles apart	93,086
Senate Bill No. 2013	
Adds funding to exempt tuition for high-cost students from deduction in the state aid formula	<u>5,020,000</u>
Increase in integrated formula payments	\$23,117,055

⁵ Funding in the integrated formula payments line item is decreased to reduce grants to regional education associations to provide a total of \$500,000, the same as the 2021-23 biennium.

⁶ The funding source for integrated formula payments is adjusted to increase funding from the foundation aid stabilization fund to provide a total of \$157 million.

⁷ Funding from special funds derived from carryover funds deposited in the department's operating fund is increased for adult education matching grants to provide a total of \$5.5 million.

⁸ Funding from special funds derived from carryover funds deposited in the department's operating fund for a free breakfast program is removed because qualifying students are included in funding for meals in Senate Bill No. 2284.

⁹ Funding from special funds derived from carryover funds deposited in the department's operating fund is increased for the teacher mentoring passthrough grant to provide a total of \$4 million from carryover funds.

¹⁰ Funding from special funds derived from carryover funds deposited in the department's operating fund is added for passthrough grants as follows:

- \$20,000 for TeenPact;
- \$40,000 for national writing projects; and
- \$425,000 for rural art outreach.

¹¹ One-time funding from special funds derived from carryover funds deposited in the department's operating fund for program grants related to school board training is reduced to provide a total of \$1.5 million.

¹² One-time funding from special funds derived from carryover funds deposited in the department's operating fund for program grants related to cybersecurity training is removed.

¹³ One-time funding from special funds derived from carryover funds deposited in the department's operating fund for

the grow-your-own teacher/paraprofessional-to-teacher program is removed. Funding for the program was approved in Senate Bill No. 2032.

¹⁴ One-time funding is added for regional education association merger incentive grants.

¹⁵ One-time funding is added from special funds derived from carryover funds deposited in the department's operating fund to make available the Amira reading tool for all students in grades 1 through 3 and for certain students in grades 4 through 12.

¹⁶ One-time funding is added from special funds derived from carryover funds deposited in the department's operating fund to make a teacher retention program available statewide.

¹⁷ One-time funding is added from the general fund and from the strategic investment and improvements fund for passthrough grants as follows:

	<u>General Fund</u>	<u>Strategic Investment and Improvements Fund</u>	<u>Total</u>
North Dakota's Gateway to Science	\$3,500,000	\$0	\$3,500,000
Grand Forks Science Center	0	5,900,000	5,900,000
Sleepy Hollow Children's Theatre and Art Park (renovation and construction only)	0	2,500,000	2,500,000
Fargo Science Center	<u>0</u>	<u>500,000</u>	<u>500,000</u>
Total	\$3,500,000	\$8,900,000	\$12,400,000

In addition this amendment:

- Amends the section related to funding from the foundation aid stabilization fund to provide a total of \$157 million;
- Adds a section identifying funding from the strategic investment and improvements fund;
- Adds a section related to the distribution of regional education association merger incentive grants;
- Amends the section related to regional education association grants to provide \$500,000 for annual grants, the same as the 2021-23 biennium;
- Removes the section related to the application, distribution, and reporting for passthrough grants;
- Amends the section related to new money to provide additional funding made available to school districts by reducing the local property tax contribution to the state school aid formula is not considered new money;
- Amends the section related to general fund carryover to be deposited in the department's operating fund to provide a total of \$20,069,000;
- Adds a section to allow carryover for the state automated reporting system and statewide longitudinal data system upgrades and provides the amount continued over \$5 million will be transferred to the Information Technology Department;
- Amends the section related to the salary of the Superintendent of Public Instruction to provide salary increases of 6 percent in the 1st year of the biennium and 4 percent in the 2nd year of the biennium;
- Adds a section to amend the state school aid funding formula to exempt tuition received for the education of high-cost and special education students from deduction in the formula;
- Adds three sections to provide for various definitions relating to high-cost students, services to high-cost students, and school district liability related to special education and other high-cost services; and
- Adds a section of legislative intent to provide it is the intent of the 68th Legislative Assembly that the 69th Legislative Assembly consider amendments to the state school aid integrated funding formula only in the appropriation bill for the Department of Public Instruction.
- Adds a section to provide effective dates for Sections 3, 4, and 7 of Senate Bill No. 2050 and for Senate Bill No. 2069.
- Adds a section to provide Sections 3, 4, and 7 of Senate Bill No. 2050 and Senate Bill No. 2069 are an emergency measure.

Senate Bill No. 2013 - Center for Distance Education - House Action

	Base Budget	Senate Version	House Changes	House Version
Center for Distance Education			\$11,183,325	\$11,183,325
Total all funds	\$0	\$0	\$11,183,325	\$11,183,325
Less estimated income	0	0	4,550,000	4,550,000
General fund	\$0	\$0	\$6,633,325	\$6,633,325
FTE	0.00	0.00	30.80	30.80

Department 204 - Center for Distance Education - Detail of House Changes

	Adds Funding to Transfer the Center for Distance Education ¹	Adds Funding for Salary and Benefit Increases ²	Removes Salary Funding for Funding Pool ³	Adds 1 FTE Elementary Teacher Position ⁴	Adds 1 FTE Information Technology Position ⁵	Increases Funding for Center for Distance Education ⁶
Center for Distance Education	\$9,474,354	\$538,281	(\$650,310)	\$165,000	\$156,000	\$1,500,000
Total all funds	\$9,474,354	\$538,281	(\$650,310)	\$165,000	\$156,000	\$1,500,000
Less estimated income	3,050,000	0	0	0	0	1,500,000
General fund	\$6,424,354	\$538,281	(\$650,310)	\$165,000	\$156,000	\$0
FTE	28.80	0.00	0.00	1.00	1.00	0.00

	Total House Changes
Center for Distance Education	\$11,183,325
Total all funds	\$11,183,325
Less estimated income	4,550,000
General fund	\$6,633,325
FTE	30.80

¹ Funding is added to transfer the base budget for the Center for Distance Education to the control of the Department of Public Instruction, including 28.80 FTE positions and the cost to continue 2021-23 salary increases, pursuant to Senate Bill No. 2269.

² Salaries and wages funding is adjusted to provide for 2023-25 biennium salary increases of 6 percent on July 1, 2023, and 4 percent on July 1, 2024, and for adjustments to health insurance premium rates for the Center for Distance Education as follows:

	General Fund	Other Funds	Total
Salary increase	\$378,835	\$0	\$378,835
Health insurance increase	159,446	0	159,446
Total	\$538,281	\$0	\$538,281

The Senate provided salary adjustments of 4 percent on July 1, 2023, and July 1, 2024.

³ Funding for new FTE positions and estimated savings from vacant FTE positions is removed as shown below. These amounts are available to the agency if needed by submitting a request to the Office of Management and Budget for a transfer from the new and vacant FTE funding pool.

	General Fund	Other Funds	Total
New FTE positions	(\$321,000)	\$0	(\$321,000)
Vacant FTE positions	(329,310)	0	(329,310)
Total	(\$650,310)	\$0	(\$650,310)

⁴ One FTE elementary teacher position and related funding for salaries and wages is added for the Center for Distance Education.

⁵ One FTE information technology position and related funding for salaries and wages is added for the Center for

Distance Education.

⁶ Funding from special funds derived from tuition is added for Center for Distance Education teacher salaries and wages and operating expenses.

Senate Bill No. 2013 - State Library - House Action

	Base Budget	Senate Version	House Changes	House Version
Salaries and wages	\$4,139,907	\$4,485,513	(\$50,198)	\$4,435,315
Operating expenses	1,822,703	2,238,473	336,825	2,575,298
Grants	2,233,528	2,283,528		2,283,528
Total all funds	\$8,196,138	\$9,007,514	\$286,627	\$9,294,141
Less estimated income	2,364,417	2,143,007	329,036	2,472,043
General fund	\$5,831,721	\$6,864,507	(\$42,409)	\$6,822,098
FTE	26.75	26.75	0.00	26.75

Department 250 - State Library - Detail of House Changes

	Adds Funding for Salary and Benefit Increases ¹	Removes Salary Funding for Funding Pool ²	Adds Funding for Increased Federal Funds ³	Total House Changes
Salaries and wages	\$61,354	(\$111,552)		(\$50,198)
Operating expenses			\$336,825	336,825
Grants				
Total all funds	\$61,354	(\$111,552)	\$336,825	\$286,627
Less estimated income	9,908	(17,697)	336,825	329,036
General fund	\$51,446	(\$93,855)	\$0	(\$42,409)
FTE	0.00	0.00	0.00	0.00

¹ Salaries and wages funding is adjusted to provide for 2023-25 biennium salary increases of 6 percent on July 1, 2023, and 4 percent on July 1, 2024, and for adjustments to health insurance premium rates as follows:

	General Fund	Other Funds	Total
Salary increase	\$54,286	\$10,263	\$64,549
Health insurance adjustment	(2,840)	(355)	(3,195)
Total	\$51,446	\$9,908	\$61,354

The Senate provided salary adjustments of 4 percent on July 1, 2023, and July 1, 2024.

² Funding for new FTE positions and estimated savings from vacant FTE positions is removed as shown below. These amounts are available to the agency if needed by submitting a request to the Office of Management and Budget for a transfer from the new and vacant FTE funding pool.

	General Fund	Other Funds	Total
New FTE positions	\$0	\$0	\$0
Vacant FTE positions	(93,855)	(17,697)	(111,552)
Total	(\$93,855)	(\$17,697)	(\$111,552)

³ Funding for operating expenses is added for anticipated increases in federal funds. The Senate did not include this increase.

This amendment also adds a section to provide an effective date for Sections 3, 4, and 7 of Senate Bill No. 2050 and to declare an emergency measure.

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

	Base Budget	Senate Version	House Changes	House Version
Salaries and wages	\$8,332,820	\$9,188,252	(\$250,652)	\$8,937,600
Operating expenses	1,705,586	1,825,757		1,825,757
Capital assets	158,678	1,002,178		1,002,178
Total all funds	\$10,197,084	\$12,016,187	(\$250,652)	\$11,765,535
Less estimated income	2,790,528	3,678,221	(12,530)	3,665,691
General fund	\$7,406,556	\$8,337,966	(\$238,122)	\$8,099,844
FTE	44.61	45.36	0.00	45.36

Department 252 - School for the Deaf - Detail of House Changes

	Adds Funding for Salary and Benefit Increases ¹	Removes Salary Funding for Funding Pool ²	Total House Changes
Salaries and wages	\$78,185	(\$328,837)	(\$250,652)
Operating expenses			
Capital assets			
Total all funds	\$78,185	(\$328,837)	(\$250,652)
Less estimated income	2,329	(14,859)	(12,530)
General fund	\$75,856	(\$313,978)	(\$238,122)
FTE	0.00	0.00	0.00

¹ Salaries and wages funding is adjusted to provide for 2023-25 biennium salary increases of 6 percent on July 1, 2023, and 4 percent on July 1, 2024, and for adjustments to health insurance premium rates as follows:

	General Fund	Other Funds	Total
Salary increase	\$81,505	\$2,478	\$83,983
Health insurance adjustment	(5,649)	(149)	(5,798)
Total	\$75,856	\$2,329	\$78,185

The Senate provided salary adjustments of 4 percent on July 1, 2023, and July 1, 2024.

² Funding for new FTE positions and estimated savings from vacant FTE positions is removed as shown below. These amounts are available to the agency if needed by submitting a request to the Office of Management and Budget for a transfer from the new and vacant FTE funding pool.

	General Fund	Other Funds	Total
New FTE positions	(\$115,294)	\$0	(\$115,294)
Vacant FTE positions	(198,684)	(14,859)	(213,543)
Total	(\$313,978)	(\$14,859)	(\$328,837)

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

	Base Budget	Senate Version	House Changes	House Version
Salaries and wages	\$4,992,194	\$5,437,860	(\$91,447)	\$5,346,413
Operating expenses	792,671	895,686		895,686
Capital assets	39,192	478,192		478,192
Total all funds	\$5,824,057	\$6,811,738	(\$91,447)	\$6,720,291
Less estimated income	1,062,178	1,664,423	(3,712)	1,660,711
General fund	\$4,761,879	\$5,147,315	(\$87,735)	\$5,059,580
FTE	27.75	27.75	0.00	27.75

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

	Adds Funding for Salary and Benefit Increases¹	Removes Salary Funding for Funding Pool²	Total House Changes
Salaries and wages	\$40,640	(\$132,087)	(\$91,447)
Operating expenses			
Capital assets			
Total all funds	\$40,640	(\$132,087)	(\$91,447)
Less estimated income	4,053	(7,765)	(3,712)
General fund	\$36,587	(\$124,322)	(\$87,735)
FTE	0.00	0.00	0.00

¹ Salaries and wages funding is adjusted to provide for 2023-25 biennium salary increases of 6 percent on July 1, 2023, and 4 percent on July 1, 2024, and for adjustments to health insurance premium rates as follows:

	General Fund	Other Funds	Total
Salary increase	\$39,664	\$4,408	\$44,072
Health insurance adjustment	(3,077)	(355)	(3,432)
Total	\$36,587	\$4,053	\$40,640

The Senate provided salary adjustments of 4 percent on July 1, 2023, and July 1, 2024.

² Funding for new FTE positions and estimated savings from vacant FTE positions is removed as shown below. These amounts are available to the agency if needed by submitting a request to the Office of Management and Budget for a transfer from the new and vacant FTE funding pool.

	General Fund	Other Funds	Total
New FTE positions	\$0	\$0	\$0
Vacant FTE positions	(124,322)	(7,765)	(132,087)
Total	(\$124,322)	(\$7,765)	(\$132,087)

Department of Public Instruction - Budget No. 201
Senate Bill No. 2013
Base Level Funding Changes

	Senate Version				House Version				House Changes to Senate Version Increase (Decrease) - Senate Version			
	FTE	General	Other	Total	FTE	General	Other	Total	FTE	General	Other	Total
	Positions	Fund	Funds		Positions	Fund	Funds		Positions	Fund	Funds	
2023-25 Biennium Base Level	86.25	\$1,658,196,873	\$938,233,270	\$2,596,430,143	86.25	\$1,658,196,873	\$938,233,270	\$2,596,430,143	0.00	\$0	\$0	\$0
2023-25 Ongoing Funding Changes												
Cost to continue salary increases		\$42,088	\$81,573	\$123,661		\$42,088	\$81,573	\$123,661				\$0
Salary increase		341,779	570,572	912,351		456,449	761,958	1,218,407		114,670	191,386	306,056
Health insurance increase		165,262	257,838	423,100		161,546	252,040	413,586		(3,716)	(5,798)	(9,514)
Removes salary funding for funding pool				0		(394,426)	(658,659)	(1,053,085)		(394,426)	(658,659)	(1,053,085)
Adds funding, including funding from federal and special funds, for increased operating expenses related to Information Technology Department rate increases		22,144	32,128	54,272		22,144	32,128	54,272				0
Decreases funding for information technology charges based on total funding				0		(500,000)		(500,000)		(500,000)		(500,000)
Adds funding for operating expenses related to a new Capitol space rent model		140,899		140,899		140,899		140,899				0
Adjusts funding for the cost to continue integrated formula payments		(35,329,144)		(35,329,144)		(46,367,895)		(46,367,895)		(11,038,751)		(11,038,751)
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 \$513.8 million (It is anticipated approximately \$510.9 million will be available.)		(77,840,000)	77,840,000	0		(77,840,000)	77,840,000	0				0
Increases funding from the foundation aid stabilization fund for state school aid to provide a total of \$157 million				0		(13,545,500)	13,545,500	0		(13,545,500)	13,545,500	0
Adjusts funding for integrated formula payments resulting from the accelerated implementation of on-time funding		5,300,000		5,300,000		5,294,666		5,294,666		(5,334)		(5,334)
Adds funding to increase the integrated formula payment rate by 3.5 percent in the first year and 3 percent in the second year of the biennium. The Senate provided 3 percent each year of the biennium.		119,907,953		119,907,953		133,283,787		133,283,787		13,375,834		13,375,834
Increases funding for integrated formula payments to accelerate the phase-out of transition maximum adjustments		14,767,391		14,767,391		14,779,411		14,779,411		12,020		12,020
Adds funding to increase the special education weighting factor from .082 to .088				0		15,660,200		15,660,200		15,660,200		15,660,200

Adds funding for integrated formula payments in excess of estimated cost (The Office of Management and Budget inadvertently included this funding twice in the executive recommendation.)	0		0		0	
Adds funding for property tax relief included in Senate Bill No. 2066, approved by the Senate	203,100,000	203,100,000	203,100,000	203,100,000		0
Adds funding for the fiscal impact of Senate Bill No. 2328 (Senate). The House included changes related to the school district size weighting factor for school districts with multiple plants in Senate Bill No. 2284.	8,880,000	8,880,000	8,973,086	8,973,086	93,086	93,086
Increases funding related to exempting tuition for high-cost students from the state aid formula pursuant to Senate Bill No. 2013	0		5,020,000	5,020,000	5,020,000	5,020,000
Increases funding in the integrated formula payments line item to increase grants to regional education associations to provide a total of \$700,000. The House provided \$500,000.	200,000	200,000	0	0	(200,000)	(200,000)
Increases funding for other grants for anticipated increases in United States Department of Agriculture food program funding	50,000,000	50,000,000	50,000,000	50,000,000		0
Increases funding for other grants for anticipated increases in United States Department of Education programs	20,000,000	20,000,000	20,000,000	20,000,000		0
Increases funding from special funds derived from carryover for adult education matching grants to provide a total of \$5.5 million	0		500,000	500,000	500,000	500,000
Increases funding from special funds derived from carryover for the leveraging the senior year program to provide a total of \$1.2 million for the program grant pool	300,000	300,000	300,000	300,000		0
Removes funding from special funds derived from carryover funds for a program grant to provide free breakfast, qualifying students are included in funding for meals in Senate Bill No. 2284	0		(200,000)	(200,000)	(200,000)	(200,000)
Allocates \$10,387,064 of special funds included in the base budget in the grants - program and passthrough line to the grants - passthrough grants line and the grants - programs grants line and reduces funding from carryover for certain passthrough grants	(677,300)	(677,300)	(677,300)	(677,300)		0

Increases funding for passthrough grants for the teacher mentoring program to provide a total of \$4 million from special funds resulting from carryover. The Senate provided \$2,125,764 from special funds resulting from carryover	0				1,874,236	1,874,236		1,874,236	1,874,236			
Adds funding from special funds derived from general fund carryover for passthrough grants	0				485,000	485,000		485,000	485,000			
Increases funding for PowerSchool to provide a total of \$5,775,000	525,000		525,000		525,000	525,000			0			
Total ongoing funding changes	0.00	\$240,223,372	\$148,404,811	\$388,628,183	0.00	\$248,811,455	\$164,136,476	\$412,947,931	0.00	\$8,588,083	\$15,731,665	\$24,319,748
One-Time Funding Items												
Adjusts funding for integrated formula payments to provide one-time funding from the foundation aid stabilization fund to provide a total of \$281.7 million from the fund for integrated formula payments				\$0		0					0	
Adds one-time funding from carryover for program grants for school board training. The executive budget provided funding from the foundation aid stabilization fund.			\$2,000,000	2,000,000		1,500,000	1,500,000			(500,000)	(500,000)	
Adds one-time funding from carryover for program grants for cybersecurity training for teachers. The executive budget provided funding from the foundation aid stabilization fund.			1,000,000	1,000,000		0	0			(1,000,000)	(1,000,000)	
Adds one-time funding from carryover for program grants for a grow-your-own teacher program. The executive budget provided funding from the foundation aid stabilization fund. Senate Bill No. 2032 includes general fund authority for the program.			3,000,000	3,000,000		0	0			(3,000,000)	(3,000,000)	
Adds one-time funding for program grants for regional education association merger incentive grants	0				70,000	70,000		70,000		70,000	70,000	
Adds one-time funding for a passthrough grant to North Dakota's Gateway to Science	0				3,500,000	3,500,000		3,500,000		3,500,000	3,500,000	
Adds one-time funding from special funds derived from general fund carryover to make a reading tool available statewide	0				1,600,000	1,600,000		1,600,000		1,600,000	1,600,000	
Adds one-time funding from special funds derived from general fund carryover to provide for a teacher retention program	0				4,300,000	4,300,000		4,300,000		4,300,000	4,300,000	

Adds one-time funding from SIIF for passthrough grants to Sleepy Hollow Theatre and the Grand Forks and Fargo Science Centers				0			8,900,000	8,900,000		8,900,000	8,900,000	
Total one-time funding changes	0.00	\$0	\$6,000,000	\$6,000,000	0.00	\$3,570,000	\$16,300,000	\$19,870,000	0.00	\$3,570,000	\$10,300,000	\$13,870,000
Total Changes to Base Level Funding	0.00	\$240,223,372	\$154,404,811	\$394,628,183	0.00	\$252,381,455	\$180,436,476	\$432,817,931	0.00	\$12,158,083	\$26,031,665	\$38,189,748
2023-25 Total Funding	86.25	\$1,898,420,245	\$1,092,638,081	\$2,991,058,326	86.25	\$1,910,578,328	\$1,118,669,746	\$3,029,248,074	0.00	\$12,158,083	\$26,031,665	\$38,189,748
<i>Federal funds included in other funds</i>			\$419,388,783				\$418,917,141				(\$471,642)	
<i>Total ongoing changes as a percentage of base level</i>	0.0%	14.5%	15.8%	15.0%	0.0%	15.0%	17.5%	15.9%				
<i>Total changes as a percentage of base level</i>	0.0%	14.5%	16.5%	15.2%	0.0%	15.2%	19.2%	16.7%				

Other Sections in Department of Public Instruction - Budget No. 201

	<u>Senate Version</u>	<u>House Version</u>
Tuition apportionment	Section 3 provides that any money available in the state tuition fund in excess of the \$510,860,000 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 \$510,860,000 appropriated in Section 1 of the bill is appropriated to DPI for distribution to school districts.
Foundation aid stabilization fund	Section 4 provides \$143,454,500 included in the estimated income line item of Section 1 is provided from the foundation aid stabilization fund for integrated formula payments.	Section 4 provides \$157,000,000 included in the estimated income line item of Section 1 is provided from the foundation aid stabilization fund for integrated formula payments.
Strategic investment and improvements fund		Section 5 provides \$8,900,000 included in the estimated income line item of Section 1 is provided from the strategic investment and improvements fund for passthrough grants.
Payments for 2021-23 biennium special education services	Section 5 provides that DPI may use money appropriated for integrated formula payments and special education contracts for the 2023-25 biennium to pay claims due during the 2021-23 biennium, but not filed with the department until the 2023-25 biennium. Claims related to the 2021-23 biennium must be filed by June 30, 2024.	Section 6 provides that DPI may use money appropriated for integrated formula payments and special education contracts for the 2023-25 biennium to pay claims due during the 2021-23 biennium, but not filed with the department until the 2023-25 biennium. Claims related to the 2021-23 biennium must be filed by June 30, 2024.
Gifted and talented program funding	Section 6 provides that DPI use \$800,000 of the 2023-25 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.	Section 7 provides that DPI use \$800,000 of the 2023-25 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.
Medicaid matching funding - School approval - Withholding and distribution	Section 7 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 Health and Human Services on behalf of the school district or unit. In addition, this section authorizes the department to withhold funds required to be paid by school districts for school approval.	Section 8 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 Health and Human Services on behalf of the school district or unit. In addition, this section authorizes the department to withhold funds required to be paid by school districts for school approval.
Regional education association merger grants		Section 9 provides for the distribution of one-time funding for regional education association merger incentive grants.

Other Sections in Department of Public Instruction - Budget No. 201

	<u>Senate Version</u>	<u>House Version</u>
Regional education association grants	Section 8 increases regional education association grants to provide a total of \$700,000 and to provide annual grants of \$50,000 to each regional education association.	Section 10 provides for the distribution of \$500,000, for regional education association grants the same as the 2021-23 biennium.
Grants - Passthrough grants distribution	Section 9 requires no more than one-half of the passthrough grants included in the grants - passthrough grants line item may be expended during the fiscal year ending June 30, 2024, and provides for reporting requirements.	The section related to the application, distribution, and reporting for passthrough grants is removed.
Use of new money - Nonadministrative personnel compensation increases	Section 10 requires school districts to use 70 percent of increased funding related to any increases in the integrated formula payment rate for compensation increases for nonadministrative personnel and the Superintendent of Public Instruction to provide guidance to school districts regarding the calculation of the amount of new money resulting from increases in the base integrated formula payment rate during the 2023-25 biennium.	Section 11 requires school districts to use 70 percent of increased funding related to any increases in the integrated formula payment rate for compensation increases for nonadministrative personnel and the Superintendent of Public Instruction to provide guidance to school districts regarding the calculation of the amount of new money resulting from increases in the base integrated formula payment rate during the 2023-25 biennium. The House provided additional funding provided to reduce the local property tax contribution to the integrated formula is not considered new money.
Exemption - Deposits into the department's operating account	Section 11 provides that, notwithstanding Section 54-44.1-15, DPI may deposit indirect cost recoveries, any money collected by DPI for general educational development fees, and displaced homemakers deposits in its operating account. Section 54-44.1-15 otherwise provides that these funds be deposited in the general fund.	Section 12 provides that, notwithstanding Section 54-44.1-15, DPI may deposit indirect cost recoveries, any money collected by DPI for general educational development fees, and displaced homemakers deposits in its operating account. Section 54-44.1-15 otherwise provides that these funds be deposited in the general fund.
Exemption - 2021-23 biennium funding exemption and transfer to the Department of Public Instruction operating fund	Section 12 provides that if, after the Superintendent of Public Instruction complies with all statutory payment obligations imposed for the 2021-23 biennium, any money remains in the integrated formula payments line item, the lesser of \$16,009,764 or the remaining amount must be continued into the 2023-25 biennium and OMB must transfer this amount into the public instruction fund for the purpose of providing program and passthrough grants.	Section 13 provides that if, after the Superintendent of Public Instruction complies with all statutory payment obligations imposed for the 2021-23 biennium, any money remains in the integrated formula payments line item, the lesser of \$20,069,000 or the remaining amount must be continued into the 2023-25 biennium and OMB must transfer this amount into the public instruction fund for the purpose of providing program and passthrough grants.
Exemption - Unexpended appropriations	Section 13 provides COVID-19-related funds appropriated to DPI from the ESSER Fund and other federal funds during the 2021-23 biennium are not subject to Section 54-44.1-11 and any unexpended funds may be continued into the 2023-25 biennium.	Section 14 provides COVID-19-related funds appropriated to DPI from the ESSER Fund and other federal funds during the 2021-23 biennium are not subject to Section 54-44.1-11 and any unexpended funds may be continued into the 2023-25 biennium.
Exemption - Unexpended appropriations STARS/SLEDS upgrades		Section 15 is added to allow the department to continue unexpended one-time funding provided for upgrades to the STARS and SLEDS systems. The Department of Public Instruction will retain \$5 million for STARS upgrades and must transfer any funding continued over \$5 million to the Information Technology Department for SLEDS upgrades.

Other Sections in Department of Public Instruction - Budget No. 201

	<u>Senate Version</u>	<u>House Version</u>
Salary of the Superintendent of Public Instruction	Section 15 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 \$130,323 to \$135,536, effective July 1, 2023, and to \$140,957, effective July 1, 2024, to reflect legislative salary increases of 4 percent each year of the biennium.	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 \$130,323 to \$138,142, effective July 1, 2023, and to \$143,668, effective July 1, 2024, to reflect legislative salary increases of 6 percent in the 1st year and 4 percent in the 2nd year of the biennium. The Senate provided salary increases of 4 percent each year of the biennium.
Tuition revenue deduction in the integrated formula		Section 18 amends the state school aid funding formula to exempt tuition received for the education of high-cost and special education students from deduction in the formula.
High-cost students - Definitions, services, and school district liability		Sections 19, 20, and 21 relate to various definitions relating to high-cost students, services to high-cost students, and school district liability related to special education and other high-cost services
Legislative intent - Amendments to the state school aid formula		Section 23 provides legislative intent that the 69th Legislative Assembly consider amendments to the state school aid integrated funding formula only in the appropriation bill for the Department of Public Instruction.
Effective date - Senate Bill Nos. 2050 and 2269		Section 24 provides for effective dates for Sections 3, 4, and 7 of Senate Bill No. 2050 related to library state aid and Senate Bill No. 2269 related to the transfer of the Center for Distance Education to the Department of Public Instruction.
Emergency clause - Senate Bill Nos. 2050 and 2269		Section 25 declares Section 3, 4, and 7 of Senate Bill No. 2050 and Senate Bill No. 2269 an emergency measure.
Indirect cost allocation		
Transfer - Foundation aid stabilization fund to Department of Public Instruction - One-time funding		
State school aid formula changes		

Center for Distance Education - Budget No. 204
Senate Bill No. 2013
Base Level Funding Changes

	Senate Version				House Version				House Changes to Senate Version Increase (Decrease) - Senate Version			
	FTE Positions	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total
	2023-25 Biennium Base Level	0.00	\$0	\$0	\$0	0.00	\$0	\$0	\$0	0.00	\$0	\$0
2023-25 Ongoing Funding Changes												
Base appropriation, including cost to continue payroll				\$0	28.80	\$6,424,354	\$3,050,000	\$9,474,354	28.80	\$6,424,354	\$3,050,000	\$9,474,354
Salary increase				0		378,835		378,835		378,835		378,835
Health insurance increase				0		159,446		159,446		159,446		159,446
Removes salary funding for funding pool				0		(650,310)		(650,310)		(650,310)		(650,310)
Adds 1 FTE elementary teacher position for the Center for Distance Education				0	1.00	165,000		165,000	1.00	165,000		165,000
Adds 1 FTE information technology position for the Center for Distance Education				0	1.00	156,000		156,000	1.00	156,000		156,000
Adds funding from special funds derived from tuition for CDE teacher salaries and operating expenses				0			1,500,000	1,500,000			1,500,000	1,500,000
Total ongoing funding changes	0.00	\$0	\$0	\$0	30.80	\$6,633,325	\$4,550,000	\$11,183,325	30.80	\$6,633,325	\$4,550,000	\$11,183,325
One-Time Funding Items												
No one-time funding items				\$0				\$0				\$0
Total one-time funding changes	0.00	\$0	\$0	\$0	0.00	\$0	\$0	\$0	0.00	\$0	\$0	\$0
Total Changes to Base Level Funding	0.00	\$0	\$0	\$0	30.80	\$6,633,325	\$4,550,000	\$11,183,325	30.80	\$6,633,325	\$4,550,000	\$11,183,325
2023-25 Total Funding	0.00	\$0	\$0	\$0	30.80	\$6,633,325	\$4,550,000	\$11,183,325	30.80	\$6,633,325	\$4,550,000	\$11,183,325
<i>Federal funds included in other funds</i>			\$0				\$0				\$0	

Total ongoing changes as a percentage of base level
Total changes as a percentage of base level

Other Sections in Center for Distance Education - Budget No. 204

	Senate Version	House Version
Effective date - Senate Bill Nos. 2050 and 2269		Section 24 provides for effective dates for Sections 3, 4, and 7 of Senate Bill No. 2050 related to library state aid and Senate Bill No. 2269 related to the transfer of the Center for Distance Education to the Department of Public Instruction.
Emergency clause - Senate Bill Nos. 2050 and 2269		Section 25 declares Section 3, 4, and 7 of Senate Bill No. 2050 and Senate Bill No. 2269 an emergency measure.

School for the Deaf - Budget No. 252
Senate Bill No. 2013
Base Level Funding Changes

	Senate Version				House Version				House Changes to Senate Version			
	FTE Positions	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total	Increase (Decrease) - Senate Version			
									FTE Positions	General Fund	Other Funds	Total
2023-25 Biennium Base Level	44.61	\$7,406,556	\$2,790,528	\$10,197,084	44.61	\$7,406,556	\$2,790,528	\$10,197,084	0.00	\$0	\$0	\$0
2023-25 Ongoing Funding Changes												
Cost to continue salary increase		\$58,341	\$824	\$59,165		\$58,341	\$824	\$59,165				\$0
Base budget adjustments to federal funds			(935)	(935)			(935)	(935)				0
Salary increase		244,575	7,589	252,164		326,080	10,067	336,147		81,505	2,478	83,983
Health insurance increase		251,225	6,629	257,854		245,576	6,480	252,056		(5,649)	(149)	(5,798)
Adds funding for a 0.75 FTE education services position	0.75	115,294		115,294	0.75	115,294		115,294				0
Adds funding for teacher salary increases		171,890		171,890		171,890		171,890				0
Removes salary funding for funding pool				0		(313,978)	(14,859)	(328,837)		(313,978)	(14,859)	(328,837)
Total ongoing funding changes	0.75	\$841,325	\$14,107	\$855,432	0.75	\$603,203	\$1,577	\$604,780	0.00	(\$238,122)	(\$12,530)	(\$250,652)
One-Time Funding Items												
Adds one-time funding, including funds from special funds available from trust fund distributions, rents, and service revenue, for inflationary increases to operating expenses		\$90,085	\$30,086	\$120,171		90,085	30,086	120,171				0
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for boiler replacement			650,000	650,000			650,000	650,000				0
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for pneumatic controls and fire alarm			150,000	150,000			150,000	150,000				0
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets to replace equipment over \$5,000			43,500	43,500			43,500	43,500				0
Total one-time funding changes	0.00	\$90,085	\$873,586	\$963,671	0.00	\$90,085	\$873,586	\$963,671	0.00	\$0	\$0	\$0
Total Changes to Base Level Funding	0.75	\$931,410	\$887,693	\$1,819,103	0.75	\$693,288	\$875,163	\$1,568,451	0.00	(\$238,122)	(\$12,530)	(\$250,652)
2023-25 Total Funding	45.36	\$8,337,966	\$3,678,221	\$12,016,187	45.36	\$8,099,844	\$3,665,691	\$11,765,535	0.00	(\$238,122)	(\$12,530)	(\$250,652)
<i>Federal funds included in other funds</i>			\$102,042				\$100,643				(\$1,399)	
<i>Total ongoing changes as a percentage of base level</i>	1.7%	11.4%	0.5%	8.4%	1.7%	8.1%	0.1%	5.9%				
<i>Total changes as a percentage of base level</i>	1.7%	12.6%	31.8%	17.8%	1.7%	9.4%	31.4%	15.4%				

Other Sections in School for the Deaf - Budget No. 252

Senate Version

The Senate did not include any other sections related to the School for the Deaf.

House Version

The House did not include any other sections related to the School for the Deaf. The same as the Senate version.

**STATE SCHOOL AID, OTHER GRANTS, AND DEPARTMENT OF PUBLIC INSTRUCTION ADMINISTRATION
COMPARISON OF 2023-25 BIENNIUM HOUSE VERSION (NOT INCLUDING MISCELLANEOUS BILLS) TO
2021-23 BIENNIUM APPROPRIATION AND 2023-25 BIENNIUM EXECUTIVE AND SENATE VERSIONS (NOT INCLUDING COVID FUNDING)**

	2021-23 Appropriation (Not including COVID funding)	2023-25 Base Budget	2023-25 Executive Budget	2023-25 Senate Version	2023-25 Senate Version Increase (Decrease) Compared to Base Budget	2023-25 House Version	2023-25 House Version Increase (Decrease) Compared to Senate Version
State school aid program							
State school aid - Integrated formula payments	\$2,131,825,000	\$2,131,825,000	\$2,270,040,156	\$2,448,651,200	\$316,826,200	\$2,471,568,255	\$22,917,055
Transportation aid payments	58,100,000	58,100,000	58,100,000	58,100,000	0	58,100,000	0
Special education - Contracts	27,000,000	27,000,000	27,000,000	27,000,000	0	27,000,000	0
Total - State school aid program	\$2,216,925,000	\$2,216,925,000	\$2,355,140,156	\$2,533,751,200	\$316,826,200	\$2,556,668,255	\$22,917,055
General fund	\$1,640,450,500	\$1,640,450,500	\$1,559,638,500	\$1,879,436,700	\$238,986,200	\$1,888,808,255	\$9,371,555
Foundation aid stabilization fund	143,454,500	143,454,500	281,669,656	143,454,500	0	157,000,000	13,545,500
State tuition fund	433,020,000	433,020,000	513,832,000	510,860,000	77,840,000	510,860,000	0
Total - State school aid program	\$2,216,925,000	\$2,216,925,000	\$2,355,140,156	\$2,533,751,200	\$316,826,200	\$2,556,668,255	\$22,917,055
Program grants							
Adult education matching grants	\$5,000,000	\$5,000,000		\$5,000,000	\$0	\$5,500,000	\$500,000
School food services matching grants	1,380,000	1,380,000		1,380,000	0	1,380,000	0
Free breakfast program	200,000	200,000		200,000	0	0	(200,000)
Program grant pool, including leveraging the senior	900,000	900,000		1,200,000	300,000	1,200,000	0
Leveraging the senior year			\$500,000		0		0
Regional education association merger incentive						70,000	70,000
Amira reading tool						1,600,000	1,600,000
Teacher retention program						4,300,000	4,300,000
Grow your own teacher program			4,000,000	3,000,000	3,000,000		(3,000,000)
School board training			3,000,000	2,000,000	2,000,000	1,500,000	(500,000)
Cybersecurity credentials for teachers			2,000,000	1,000,000	1,000,000		(1,000,000)
Total - Program grants	\$7,480,000	\$7,480,000	\$9,500,000	\$13,780,000	\$6,300,000	\$15,550,000	\$1,770,000
General fund	\$0	\$0	\$500,000	\$0	\$0	\$70,000	\$70,000
Other funds - Foundation aid stabilization fund			9,000,000	0	0	0	0
Other funds - Public instruction fund/Carryover	7,480,000	7,480,000	0	13,780,000	6,300,000	15,480,000	1,700,000
Total - Program grants	\$7,480,000	\$7,480,000	\$9,500,000	\$13,780,000	\$6,300,000	\$15,550,000	\$1,770,000
Other grants - Other funds							
Federal grants	\$312,513,893	\$312,513,893	\$382,513,893	\$382,513,893	\$70,000,000	\$382,513,893	\$0
Displaced homemaker program	225,000	225,000	225,000	225,000	0	225,000	0
Total - Other grants - Other funds	\$312,738,893	\$312,738,893	\$382,738,893	\$382,738,893	\$70,000,000	\$382,738,893	\$0
Total state school aid and other grants - All funds	\$2,537,143,893	\$2,537,143,893	\$2,747,379,049	\$2,930,270,093	\$393,126,200	\$2,954,957,148	\$24,687,055

	2021-23 Appropriation (Not including COVID funding)	2023-25 Base Budget	2023-25 Executive Budget	2023-25 Senate Version	2023-25 Senate Version Increase (Decrease) Compared to Base Budget	2023-25 House Version	2023-25 House Version Increase (Decrease) Compared to Senate Version
Agency administration							
Administration - General fund	\$12,520,083	\$12,320,083	\$13,143,209	\$13,032,255	\$712,172	\$12,248,783	(\$783,472)
Administration - Other funds	38,632,813	38,632,813	39,760,512	39,574,924	942,111	39,101,853	(473,071)
STARS rewrite - Other funds	10,100,000	0			0		0
Total - Agency administration	\$61,252,896	\$50,952,896	\$52,903,721	\$52,607,179	\$1,654,283	\$51,350,636	(\$1,256,543)
Passthrough grants, PowerSchool, and national board certification							
Adult education matching grants			\$5,000,000	\$0	\$0	\$0	\$0
School food services matching grants			1,380,000	0	0	0	0
Free breakfast program			200,000	0	0	0	0
Program grant pool			900,000	0	0	0	0
TeenPact			0	0	0	20,000	20,000
National writing projects	\$50,000	\$50,000	50,000	0	(50,000)	40,000	40,000
Rural art outreach project	425,000	425,000	425,000	0	(425,000)	425,000	425,000
North Central Council for Educational Media Services	202,300	202,300	202,300	0	(202,300)	0	0
Mentoring program	2,125,764	2,125,764	4,251,528	2,125,764	0	4,000,000	1,874,236
Bismarck Gateway to Science	13,500,000			0	0	3,500,000	3,500,000
Science center grants				0	0	6,400,000	6,400,000
Sleepy Hollow Children's Theatre				0	0	2,500,000	2,500,000
"We the People" program	70,000	70,000	70,000	70,000	0	70,000	0
Cultural heritage grants	34,000	34,000	34,000	34,000	0	34,000	0
Total - Passthrough grants	\$16,407,064	\$2,907,064	\$12,512,828	\$2,229,764	(\$677,300)	\$16,989,000	\$14,759,236
PowerSchool	5,250,000	5,250,000	5,775,000	5,775,000	525,000	5,775,000	0
National board certification	176,290	176,290	176,290	176,290	0	176,290	0
Total - Passthrough grants, PowerSchool, and national board certification	\$21,833,354	\$8,333,354	\$18,464,118	\$8,181,054	(\$152,300)	\$22,940,290	\$14,759,236
General fund	\$5,426,290	\$5,426,290	\$8,077,054	\$5,951,290	\$525,000	\$9,451,290	\$3,500,000
Other funds - Strategic investment and improvements fund						8,900,000	8,900,000
Other funds - Public instruction fund/Carryover	16,407,064	2,907,064	10,387,064	2,229,764	(677,300)	4,589,000	2,359,236
Total - Passthrough grants, PowerSchool, and national board certification	\$21,833,354	\$8,333,354	\$18,464,118	\$8,181,054	(\$152,300)	\$22,940,290	\$14,759,236
Total - Agency administration, passthrough grants, PowerSchool, Center for Distance Education and national board certification - All funds	\$83,086,250	\$59,286,250	\$71,367,839	\$60,788,233	\$1,501,983	\$74,290,926	\$13,502,693
Total Department of Public Instruction - All funds	\$2,620,230,143	\$2,596,430,143	\$2,818,746,888	\$2,991,058,326	\$394,628,183	\$3,029,248,074	\$38,189,748
Department of Public Instruction - Funding							
Total - General fund	\$1,658,396,873	\$1,658,196,873	\$1,581,358,763	\$1,898,420,245	\$240,223,372	\$1,910,578,328	\$12,158,083
Total - Other funds	961,833,270	938,233,270	1,237,388,125	1,092,638,081	154,404,811	1,118,669,746	26,031,665
Total Department of Public Instruction - All funds	\$2,620,230,143	\$2,596,430,143	\$2,818,746,888	\$2,991,058,326	\$394,628,183	\$3,029,248,074	\$38,189,748
FTE positions	86.25	86.25	86.25	86.25	0.00	86.25	0.00

School for the Blind - Budget No. 253
Senate Bill No. 2013
Base Level Funding Changes

	Senate Version				House Version				House Changes to Senate Version Increase (Decrease) - Senate Version			
	FTE Positions	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total
2023-25 Biennium Base Level	27.75	\$4,761,879	\$1,062,178	\$5,824,057	27.75	\$4,761,879	\$1,062,178	\$5,824,057	0.00	\$0	\$0	\$0
2023-25 Ongoing Funding Changes												
Cost to continue salary increase		\$36,145	\$921	\$37,066		\$36,145	\$921	\$37,066				\$0
Salary increase		118,632	13,522	132,154		158,296	17,930	176,226		39,664	4,408	44,072
Health insurance increase		136,821	15,787	152,608		133,744	15,432	149,176		(3,077)	(355)	(3,432)
Adds funding for teacher salary increases		93,838		93,838		93,838		93,838				0
Increases funding from special funds available from trust fund distributions, rents, and service revenue for temporary salaries			30,000	30,000			30,000	30,000				0
Removes salary funding for funding pool				0		(124,322)	(7,765)	(132,087)		(124,322)	(7,765)	(132,087)
Increases funding from special funds available from trust fund distributions, rents, and service revenue for operating expenses related to Information Technology Department rate increases			7,015	7,015			7,015	7,015				0
Increases funding from special funds available from trust fund distributions, rents, and service revenue for operating expenses			60,000	60,000			60,000	60,000				0
Adds funding from special funds available from trust fund distributions, rents, and service revenue for operating expenses for information technology related to a database			10,000	10,000			10,000	10,000				0
Total ongoing funding changes	0.00	\$385,436	\$137,245	\$522,681	0.00	\$297,701	\$133,533	\$431,234	0.00	(\$87,735)	(\$3,712)	(\$91,447)
One-Time Funding Items												
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for operating expenses for equipment less than \$5,000			\$26,000	\$26,000			26,000	26,000				0
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for roof replacement and repair			150,000	150,000			150,000	150,000				0
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for south wing gutters			50,000	50,000			50,000	50,000				0

Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for parking lot update	50,000	50,000			50,000	50,000			0			
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for door and air conditioner repair	29,000	29,000			29,000	29,000			0			
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for electrical panel replacement	10,000	10,000			10,000	10,000			0			
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for east wing flooring and cabinets	45,000	45,000			45,000	45,000			0			
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets for front entrance update	55,000	55,000			55,000	55,000			0			
Adds one-time funding from special funds available from trust fund distributions, rents, and service revenue for capital assets to update student commons area	50,000	50,000			50,000	50,000			0			
Total one-time funding changes	0.00	\$0	\$465,000	\$465,000	0.00	\$0	\$465,000	\$465,000	0.00	\$0	\$0	\$0
Total Changes to Base Level Funding	0.00	\$385,436	\$602,245	\$987,681	0.00	\$297,701	\$598,533	\$896,234	0.00	(\$87,735)	(\$3,712)	(\$91,447)
2023-25 Total Funding	27.75	\$5,147,315	\$1,664,423	\$6,811,738	27.75	\$5,059,580	\$1,660,711	\$6,720,291	0.00	(\$87,735)	(\$3,712)	(\$91,447)
<i>Federal funds included in other funds</i>			\$0				\$0				\$0	
<i>Total ongoing changes as a percentage of base level</i>	0.0%	8.1%	12.9%	9.0%	0.0%	6.3%	12.6%	7.4%				
<i>Total changes as a percentage of base level</i>	0.0%	8.1%	56.7%	17.0%	0.0%	6.3%	56.3%	15.4%				

Other Sections in School for the Blind - Budget No. 253

Senate Version

The Senate did not include any other sections related to the North Dakota Vision Services - School for the Blind.

House Version

The House did not include any other sections related to the North Dakota Vision Services - School for the Blind. The same as the Senate version.

State Library - Budget No. 250
Senate Bill No. 2013
Base Level Funding Changes

	Senate Version				House Version				House Changes to Senate Version Increase (Decrease) - Senate Version			
	FTE	General	Other	Total	FTE	General	Other	Total	FTE	General	Other	Total
	Positions	Fund	Funds		Positions	Fund	Funds		Positions	Fund	Funds	
2023-25 Biennium Base Level	26.75	\$5,831,721	\$2,364,417	\$8,196,138	26.75	\$5,831,721	\$2,364,417	\$8,196,138	0.00	\$0	\$0	\$0
2023-25 Ongoing Funding Changes												
Cost to continue salary increase		\$23,424	\$4,809	\$28,233		\$23,424	\$4,809	\$28,233				\$0
Adjustments to base level funding			(272,606)	(272,606)			(272,606)	(272,606)				0
Salary increase		162,432	30,600	193,032		216,718	40,863	257,581		54,286	10,263	64,549
Health insurance increase		126,296	15,787	142,083		123,456	15,432	138,888		(2,840)	(355)	(3,195)
Removes salary funding for funding pool				0		(93,855)	(17,697)	(111,552)		(93,855)	(17,697)	(111,552)
Increases funding for operating expenses related to Information Technology Department rate increases		7,440		7,440		7,440		7,440				0
Increases funding for operating expenses		65,559		65,559		65,559		65,559				0
Adds funding for operating expenses related to a new Capitol space rent model		264,635		264,635		264,635		264,635				0
Increases funding for operating expenses related an increase in federal funds				0			336,825	336,825			336,825	336,825
Adds funding for library vision grants to tribal libraries		50,000		50,000		50,000		50,000				0
Total ongoing funding changes	0.00	\$699,786	(\$221,410)	\$478,376	0.00	\$657,377	\$107,626	\$765,003	0.00	(\$42,409)	\$329,036	\$286,627
One-Time Funding Items												
Adds one-time funding for salaries and wages for retirement payouts		\$40,000		\$40,000		40,000		40,000				0
Adds one-time funding for operating expenses due to reduced federal funding related to not meeting federal maintenance of effort requirements for fiscal year 2020		100,000		100,000		100,000		100,000				0
Adds one-time funding for operating expenses for information technology equipment		43,000		43,000		43,000		43,000				0
Adds one-time funding for operating expenses for building renovations		150,000		150,000		150,000		150,000				0
Total one-time funding changes	0.00	\$333,000	\$0	\$333,000	0.00	\$333,000	\$0	\$333,000	0.00	\$0	\$0	\$0
Total Changes to Base Level Funding	0.00	\$1,032,786	(\$221,410)	\$811,376	0.00	\$990,377	\$107,626	\$1,098,003	0.00	(\$42,409)	\$329,036	\$286,627
2023-25 Total Funding	26.75	\$6,864,507	\$2,143,007	\$9,007,514	26.75	\$6,822,098	\$2,472,043	\$9,294,141	0.00	(\$42,409)	\$329,036	\$286,627
<i>Federal funds included in other funds</i>			\$2,076,187				\$2,405,223				\$329,036	
<i>Total ongoing changes as a percentage of base level</i>	0.0%	12.0%	(9.4%)	5.8%	0.0%	11.3%	4.6%	9.3%				
<i>Total changes as a percentage of base level</i>	0.0%	17.7%	(9.4%)	9.9%	0.0%	17.0%	4.6%	13.4%				

Other Sections in State Library - Budget No. 250

Senate Version

House Version

State aid to public libraries

Section 14 provides 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.

Section 16 provides 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. The same as the Senate version.

Grants to tribal libraries

Section 16 provides statutory changes to allow the state to provide grants to tribal libraries.

Section 22 provides statutory changes to allow the state to provide grants to tribal libraries. The same as the Senate version.

Effective date - Senate Bill Nos. 2050 and 2269

Section 24 provides for effective dates for Sections 3, 4, and 7 of Senate Bill No. 2050 related to library state aid and Senate Bill No. 2269 related to the transfer of the Center for Distance Education to the Department of Public Instruction.

Emergency clause - Senate Bill Nos. 2050 and 2269

Section 25 declares Section 3, 4, and 7 of Senate Bill No. 2050 and Senate Bill No. 2269 an emergency measure.

23.0267.02007
Title.

Prepared by the Legislative Council staff for
Senator Krebsbach
April 24, 2023

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

That the House recede from its amendments as printed on pages 1789-1811 of the Senate Journal and pages 2058-2079 of the House Journal and that Engrossed Senate Bill No. 2013 be amended as follows:

Page 6, after line 3, insert:

"SECTION 5. APPROPRIATION - PUBLIC INSTRUCTION FUND - DEPARTMENT OF PUBLIC INSTRUCTION - MINOT CHILDREN'S SCIENCE CENTER - ONE-TIME FUNDING. There is appropriated out of any moneys in the the public instruction fund in the state treasury, not otherwise appropriated, the sum of \$40,000, or so much of the sum as may be necessary, to the department of public instruction for the purpose of providing a passthrough grant to a children's science center in Minot for interest expense reimbursement, for the biennium beginning July 1, 2023, and ending June 30, 2025. The funding provided in this section is considered a one-time funding item."

Page 8, line 12, replace "\$16,009,764" with "\$16,049,764"

Page 8, line 15, after the second "1" insert "and section 5"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

This amendment increases general fund carryover authority by \$40,000 and provides the additional funding be deposited into the public instruction fund. The additional funding is appropriated from the public instruction fund to the Department of Public Instruction to provide for a passthrough grant to a children's science center in Minot for interest expense reimbursement.

23.0267.02005
Title.03000

Prepared by the Legislative Council staff for
the House Appropriations - Education and
Environment Division Committee
April 17, 2023

Fiscal No. 2

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

Page 1, line 3, after "15.1-02-02" insert ", 15.1-27-04.1, 15.1-32-01, 15.1-32-14, 15.1-32-18,"

Page 1, line 4, after "instruction" insert ", baseline funding, high-cost students,"

Page 1, line 5, after the second semicolon insert "to provide a statement of legislative intent;"

Page 1, line 5, remove "and"

Page 1, line 6, after "exemption" insert ";to provide an effective date; and to declare an emergency"

Page 1, remove lines 19 through 24

Page 2, replace lines 1 through 9 with:

"Salaries and wages	\$17,854,747	\$702,569	\$18,557,316
Operating expenses	33,098,149	(304,829)	32,793,320
Integrated formula payments	2,131,825,000	339,743,255	2,471,568,255
Grants - special education	27,000,000	0	27,000,000
Grants - transportation	58,100,000	0	58,100,000
Grants - other grants	312,738,893	70,000,000	382,738,893
Grants - program grants	0	15,550,000	15,550,000
Grants - passthrough grants	0	16,989,000	16,989,000
Grants - program and passthrough	10,387,064	(10,387,064)	0
PowerSchool	5,250,000	525,000	5,775,000
National board certification	<u>176,290</u>	<u>0</u>	<u>176,290</u>
Total all funds	\$2,596,430,143	\$432,817,931	\$3,029,248,074
Less estimated income	<u>938,233,270</u>	<u>180,436,476</u>	<u>1,118,669,746</u>
Total general fund	\$1,658,196,873	\$252,381,455	\$1,910,578,328
Full-time equivalent positions	86.25	0.00	86.25

Subdivision 2.

CENTER FOR DISTANCE EDUCATION

	<u>Base Level</u>	<u>Adjustments or Enhancements</u>	<u>Appropriation</u>
Center for distance education	\$0	\$11,183,325	\$11,183,325
Total all funds	\$0	\$11,183,325	\$11,183,325
Less estimated income	<u>0</u>	<u>4,550,000</u>	<u>4,550,000</u>
Total general fund	\$0	\$6,633,325	\$6,633,325
Full-time equivalent positions	0.00	30.80	30.80"

Page 2, line 10, replace "2" with "3"

Page 2, replace lines 14 through 19 with:

"Salaries and wages	\$4,139,907	\$295,408	\$4,435,315
Operating expenses	1,822,703	752,595	2,575,298
Grants	<u>2,233,528</u>	<u>50,000</u>	<u>2,283,528</u>

Total all funds	\$8,196,138	\$1,098,003	\$9,294,141
Less estimated income	<u>2,364,417</u>	<u>107,626</u>	<u>2,472,043</u>
Total general fund	\$5,831,721	\$990,377	\$6,822,098"

Page 2, line 21, replace "3" with "4"

Page 2, replace lines 25 through 30 with:

"Salaries and wages	\$8,332,820	\$604,780	\$8,937,600
Operating expenses	1,705,586	120,171	1,825,757
Capital assets	<u>158,678</u>	<u>843,500</u>	<u>1,002,178</u>
Total all funds	\$10,197,084	\$1,568,451	\$11,765,535
Less estimated income	<u>2,790,528</u>	<u>875,163</u>	<u>3,665,691</u>
Total general fund	\$7,406,556	\$693,288	\$8,099,844"

Page 3, line 1, replace "4" with "5"

Page 3, replace lines 5 through 10 with:

"Salaries and wages	\$4,992,194	\$354,219	\$5,346,413
Operating expenses	792,671	103,015	895,686
Capital assets	<u>39,192</u>	<u>439,000</u>	<u>478,192</u>
Total all funds	\$5,824,057	\$896,234	\$6,720,291
Less estimated income	<u>1,062,178</u>	<u>598,533</u>	<u>1,660,711</u>
Total general fund	\$4,761,879	\$297,701	\$5,059,580"

Page 3, line 12, replace "5" with "6"

Page 3, replace lines 16 through 18 with:

"Grand total general fund	\$1,676,197,029	\$260,996,146	\$1,937,193,175
Grand total special funds	<u>944,450,393</u>	<u>186,567,798</u>	<u>1,131,018,191</u>
Grand total all funds	\$2,620,647,422	\$447,563,944	\$3,068,211,366"

Page 3, remove lines 24 through 31

Page 4, replace lines 1 through 14 with:

"Department of public instruction			
Science experiments grants		\$13,500,000	\$9,900,000
Regional education association grants		250,000	70,000
State automated reporting system maintenance		200,000	0
Children's science center		5,900,000	0
Children's theatre and art park		0	2,500,000
State automated reporting system and statewide longitudinal data system upgrades		10,100,000	0
Elementary and secondary school emergency education relief		305,266,879	0
Emergency education relief homeless children and youth program		1,999,661	0
Assistance to nonpublic schools		4,151,371	0
Individuals with Disabilities Education Act grant		8,632,569	0
Grow-your-own teacher program		0	0
School board training grants		0	1,500,000
Cybersecurity training for teachers		0	0
Statewide reading tool		0	1,600,000
Statewide teacher retention program		<u>0</u>	<u>4,300,000</u>

Total department of public instruction - all funds	\$350,000,480	\$19,870,000
Total department of public instruction - estimated income	<u>349,800,480</u>	<u>16,300,000</u>
Total department of public instruction - general fund"	\$200,000	\$3,570,000

Page 5, replace lines 18 through 20 with:

"Grand total - all funds	\$353,300,706	\$21,631,671
Grand total - estimated income	<u>353,100,706</u>	<u>17,638,586</u>
Grand total - general fund	\$200,000	\$3,993,085"

Page 6, line 3, replace "\$143,454,500" with "\$157,000,000"

Page 6, after line 3, insert:

"SECTION 5. ESTIMATED INCOME - STRATEGIC INVESTMENT AND IMPROVEMENTS FUND. The estimated income line item in subdivision 1 of section 1 of this Act includes the sum of \$8,900,000 from the strategic investment and improvements fund for certain passthrough grants."

Page 6, after line 30, insert:

"SECTION 9. REGIONAL EDUCATION ASSOCIATION MERGER GRANTS - ONE-TIME FUNDING - DISTRIBUTION. The grants - program grants line item included in subdivision 1 of section 1 of this Act includes \$70,000 from the general fund for the purpose of providing a one-time \$35,000 grant to each regional education association that merges with another regional education association to form a single entity with a single governing board during the biennium beginning July 1, 2023, and ending June 30, 2025."

Page 7, line 2, replace "\$700,000" with "\$500,000"

Page 7, line 5, replace "\$50,000" with "\$35,714"

Page 7, remove lines 8 through 20

Page 7, line 26, after the period insert "Additional funding made available to school districts by reducing the local property tax contribution to the integrated formula is not considered new money."

Page 8, line 12, replace "\$16,009,764" with "\$20,069,000"

Page 8, after line 26, insert:

"SECTION 15. EXEMPTION - UNEXPENDED STATE AUTOMATED REPORTING SYSTEM AND STATEWIDE LONGITUDINAL DATA SYSTEM UPGRADE APPROPRIATION. The sum of \$10,000,000 of special funds from the public instruction fund in the state treasury, derived from reimbursements withheld from school districts' integrated formula payments for the purpose of information technology project upgrades to the state automated reporting system and the statewide longitudinal data system, appropriated to the department of public instruction in section 17 of chapter 549 of the 2021 Special Session Session Laws, is not subject to the provisions of section 54-44.1-11 and any unexpended funds from this one-time appropriation may be continued and are available for information technology project upgrades to the state automated reporting system and the statewide longitudinal data

system during the biennium beginning July 1, 2023, and ending June 30, 2025. The department of public instruction shall transfer any funds continued in excess of \$5,000,000 to the information technology department for statewide longitudinal data system upgrades."

Page 8, line 27, replace "2" with "3"

Page 9, line 3, replace "thirty-five thousand five hundred thirty-six" with "thirty-eight thousand one hundred forty-two"

Page 9, line 4, remove "forty thousand"

Page 9, line 5, replace "nine hundred fifty-seven" with "forty-three thousand six hundred sixty-eight"

Page 9, after line 5, insert:

"SECTION 18. 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. (Effective through June 30, 2025)

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 2018-19 school year;
 - b. An amount equal to the property tax deducted by the superintendent of public instruction to determine the 2018-19 state aid payment;
 - c. An amount equal to seventy-five percent of the revenue received by the school district during the 2017-18 school year for the following revenue types:
 - (1) Revenue 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) 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 reporting manual, as developed by the superintendent of public instruction in accordance with section 15.1-02-08;
 - (3) Tuition 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, tuition received for the provision of an adult farm management program, and beginning in the 2021-22 school year, seventeen percent of tuition received under an agreement to educate students from a school

district on an air force base with funding received through federal impact aid, and an additional seventeen percent of tuition received under an agreement to educate students from a school district on an air force base with funding received through federal impact aid each school year thereafter, until the 2024-25 school year when sixty-eight percent of tuition received under an agreement to educate students from a school district on an air force base with funding received through federal impact aid must be excluded from the tuition calculation under this paragraph;

- (4) Revenue from payments in lieu of taxes on the distribution and transmission of electric power;
 - (5) Revenue from payments in lieu of taxes on electricity generated from sources other than coal; and
 - (6) Revenue 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);
- d. An amount equal to the total revenue received by the school district during the 2017-18 school year for the following revenue types:
- (1) Mobile home tax revenue;
 - (2) Telecommunications tax revenue; and
 - (3) Revenue from payments in lieu of taxes and state reimbursement of the homestead credit and disabled veterans credit; and
- e. Beginning with the 2020-21 school year, the superintendent shall reduce the baseline funding for any school district that becomes an elementary district pursuant to section 15.1-07-27 after the 2012-13 school year. The reduction must be proportional to the number of weighted student units in the grades that are offered through another school district relative to the total number of weighted student units the school district offered in the year before the school district became an elementary district. The reduced baseline funding applies to the calculation of state aid for the first school year in which the school district becomes an elementary district and for each year thereafter. For districts that become an elementary district prior to the 2020-21 school year, the superintendent shall use the reduced baseline funding to calculate state aid for the 2020-21 school year and for each year thereafter.
2. a. The superintendent shall divide the district's baseline funding determined in subsection 1 by the district's 2017-18 weighted student units to determine the district's baseline funding per weighted student unit.
- b. For any school district that becomes an elementary district pursuant to section 15.1-07-27 after the 2017-18 school year, the superintendent shall adjust the district's baseline funding per weighted student unit used to calculate state aid. The superintendent shall divide the district's baseline funding determined in subsection 1 by the district's

weighted student units after the school district becomes an elementary district to determine the district's adjusted baseline funding per weighted student unit. The superintendent shall use the district's adjusted baseline funding per weighted student unit in the calculation of state aid for the first school year in which the school district becomes an elementary district and for each year thereafter.

- c. Beginning with the 2021-22 school year and for each school year thereafter, the superintendent shall reduce the district's baseline funding per weighted student unit. Each year the superintendent shall calculate the amount by which the district's baseline funding per weighted student unit exceeds the payment per weighted student unit provided in subsection 3. The superintendent shall reduce the district's baseline funding per weighted student unit by fifteen percent of the amount by which the district's baseline funding per weighted student unit exceeds the payment per weighted student unit for the 2021-22 school year. For each year thereafter, the reduction percentage is increased by an additional fifteen percent. However, the district's baseline funding per weighted student unit, after the reduction, may not be less than the payment per weighted student unit provided in subsection 3.
3. a. For the 2021-22 school year, the superintendent shall calculate state aid as the greater of:
 - (1) The district's weighted student units multiplied by ten thousand one hundred thirty-six dollars;
 - (2) One hundred two percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's weighted student units, not to exceed the district's 2017-18 baseline weighted student units, plus any weighted student units in excess of the 2017-18 baseline weighted student units multiplied by ten thousand one hundred thirty-six dollars; or
 - (3) The district's baseline funding as established in subsection 1 less the amount in paragraph 1, with the difference reduced by fifteen percent and then the difference added to the amount determined in paragraph 1.
 - b. For the 2022-23 school year and each school year thereafter, the superintendent shall calculate state aid as the greater of:
 - (1) The district's weighted student units multiplied by ten thousand two hundred thirty-seven dollars;
 - (2) One hundred two percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's weighted student units, not to exceed the district's 2017-18 baseline weighted student units, plus any weighted student units in excess of the 2017-18 baseline weighted student units multiplied by ten thousand two hundred thirty-seven dollars; or

- (3) The district's baseline funding as established in subsection 1 less the amount in paragraph 1, with the difference reduced by thirty percent for the 2022-23 school year and the reduction percentage increasing by fifteen percent each school year thereafter until the difference is reduced to zero, and then the difference added to the amount determined in paragraph 1.
- c. The superintendent also shall adjust state aid determined in this subsection to ensure the amount does not exceed the transition maximum as follows:
- (1) For the 2021-22 school year, the transition maximum rate is one hundred ten 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.
 - (2) For the 2022-23 school year, the transition maximum rate is one hundred ten 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.
 - (3) For the 2023-24 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus twenty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.
 - (4) For the 2024-25 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus forty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.
 - (5) For the 2025-26 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus sixty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under

paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.

- (6) For the 2026-27 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus eighty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.

4. 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 subdivision may not exceed the previous year's amount in dollars subtracted for purposes of this subdivision by more than twelve percent, adjusted pursuant to section 15.1-27-04.3; and
 - b. Subtract an amount equal to seventy-five percent of all revenue types listed in subdivisions c and d of subsection 1. Before determining the deduction for seventy-five percent of all revenue types, the superintendent of public instruction shall adjust revenues as follows:
 - (1) Tuition revenue shall be adjusted as follows:
 - (a) In addition to deducting tuition revenue received specifically for the operation of an educational program provided at a residential treatment facility, tuition revenue received for the provision of an adult farm management program, tuition received for the education of high-cost and special education students, and tuition received under an agreement to educate students from a school district on an air force base with funding received through federal impact aid as directed each school year in paragraph 3 of subdivision c of subsection 1, the superintendent of public instruction also shall reduce the total tuition reported by the school district by the amount of tuition revenue received for the education of students not residing in the state and for which the state has not entered a cross-border education contract; and
 - (b) The superintendent of public instruction also shall reduce the total tuition reported by admitting school districts meeting the requirements of subdivision e of subsection 2 of section 15.1-29-12 by the amount of tuition revenue received for the education of students residing in an adjacent school district.
 - (2) After adjusting tuition revenue as provided in paragraph 1, the superintendent shall reduce all remaining revenues from all

revenue types by the percentage of mills levied in 2020 by the school district for sinking and interest relative to the total mills levied in 2020 by the school district for all purposes.

5. 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.
6. On or before June thirtieth of each year, the school board shall certify to the superintendent of public instruction the final average daily membership for the current school year.
7. For purposes of the calculation in subsection 4, each county auditor, in collaboration with the school districts, shall report the following to the superintendent of public instruction on an annual basis:
 - a. The amount of revenue received by each school district in the county during the previous school year for each type of revenue identified in subdivisions c and d of subsection 1;
 - b. The total number of mills levied in the previous calendar year by each school district for all purposes; and
 - c. The number of mills levied in the previous calendar year by each school district for sinking and interest fund purposes.

Baseline funding - Establishment - Determination of state aid. (Effective after June 30, 2025)

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 2018-19 school year;
 - b. An amount equal to the property tax deducted by the superintendent of public instruction to determine the 2018-19 state aid payment;
 - c. An amount equal to seventy-five percent of the revenue received by the school district during the 2017-18 school year for the following revenue types:
 - (1) Revenue 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) 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 reporting manual, as developed by the superintendent of public instruction in accordance with section 15.1-02-08;
 - (3) Tuition 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, tuition received for the provision of an adult farm management program, and beginning in the 2025-26 school year, eighty-five percent of tuition received under an agreement to educate students from a school district on an air force base with funding received through federal impact aid, until the 2026-27 school year, and each school year thereafter, when all tuition received under an agreement to educate students from a school district on an air force base with funding received through federal impact aid must be excluded from the tuition calculation under this paragraph;

- (4) Revenue from payments in lieu of taxes on the distribution and transmission of electric power;
 - (5) Revenue from payments in lieu of taxes on electricity generated from sources other than coal; and
 - (6) Revenue 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); and
- d. An amount equal to the total revenue received by the school district during the 2017-18 school year for the following revenue types:
- (1) Mobile home tax revenue;
 - (2) Telecommunications tax revenue; and
 - (3) Revenue from payments in lieu of taxes and state reimbursement of the homestead credit and disabled veterans credit.
- e. Beginning with the 2020-21 school year, the superintendent shall reduce the baseline funding for any school district that becomes an elementary district pursuant to section 15.1-07-27 after the 2012-13 school year. The reduction must be proportional to the number of weighted student units in the grades that are offered through another school district relative to the total number of weighted student units the school district offered in the year before the school district became an elementary district. The reduced baseline funding applies to the calculation of state aid for the first school year in which the school district becomes an elementary district and for each year thereafter. For districts that become an elementary district prior to the 2020-21 school year, the superintendent shall use the reduced baseline funding to calculate state aid for the 2020-21 school year and for each year thereafter.
2. a. The superintendent shall divide the district's baseline funding determined in subsection 1 by the district's 2017-18 weighted student units to determine the district's baseline funding per weighted student unit.
- b. For any school district that becomes an elementary district pursuant to section 15.1-07-27 after the 2017-18 school year, the superintendent shall adjust the district's baseline funding per weighted student unit

used to calculate state aid. The superintendent shall divide the district's baseline funding determined in subsection 1 by the district's weighted student units after the school district becomes an elementary district to determine the district's adjusted baseline funding per weighted student unit. The superintendent shall use the district's adjusted baseline funding per weighted student unit in the calculation of state aid for the first school year in which the school district becomes an elementary district and for each year thereafter.

- c. Beginning with the 2021-22 school year and for each school year thereafter, the superintendent shall reduce the district's baseline funding per weighted student unit. Each year the superintendent shall calculate the amount by which the district's baseline funding per weighted student unit exceeds the payment per weighted student unit provided in subsection 3. The superintendent shall reduce the district's baseline funding per weighted student unit by fifteen percent of the amount by which the district's baseline funding per weighted student unit exceeds the payment per weighted student unit for the 2021-22 school year. For each year thereafter, the reduction percentage is increased by an additional fifteen percent. However, the district's baseline funding per weighted student unit, after the reduction, may not be less than the payment per weighted student unit provided in subsection 3.
3. a. For the 2021-22 school year, the superintendent shall calculate state aid as the greater of:
 - (1) The district's weighted student units multiplied by ten thousand one hundred thirty-six dollars;
 - (2) One hundred two percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's weighted student units, not to exceed the district's 2017-18 baseline weighted student units, plus any weighted student units in excess of the 2017-18 baseline weighted student units multiplied by ten thousand one hundred thirty-six dollars; or
 - (3) The district's baseline funding as established in subsection 1 less the amount in paragraph 1, with the difference reduced by fifteen percent and then the difference added to the amount determined in paragraph 1.
 - b. For the 2022-23 school year and each school year thereafter, the superintendent shall calculate state aid as the greater of:
 - (1) The district's weighted student units multiplied by ten thousand two hundred thirty-seven dollars;
 - (2) One hundred two percent of the district's baseline funding per weighted student unit, as established in subsection 2, multiplied by the district's weighted student units, not to exceed the district's 2017-18 baseline weighted student units, plus any weighted student units in excess of the 2017-18 baseline weighted student units multiplied by ten thousand two hundred thirty-seven dollars; or

- (3) The district's baseline funding as established in subsection 1 less the amount in paragraph 1, with the difference reduced by thirty percent for the 2022-23 school year and the reduction percentage increasing by fifteen percent each school year thereafter until the difference is reduced to zero, and then the difference added to the amount determined in paragraph 1.
- c. The superintendent also shall adjust state aid determined in this subsection to ensure the amount does not exceed the transition maximum as follows:
- (1) For the 2021-22 school year, the transition maximum rate is one hundred ten 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.
 - (2) For the 2022-23 school year, the transition maximum rate is one hundred ten 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.
 - (3) For the 2023-24 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus twenty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.
 - (4) For the 2024-25 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus forty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.
 - (5) For the 2025-26 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus sixty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under

paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.

- (6) For the 2026-27 school year, the transition maximum rate is one hundred ten percent of the district's baseline funding per weighted student unit, as established in subsection 2, plus eighty percent of the difference between the rate under paragraph 1 of subdivision b of this subsection and one hundred ten percent of the district's baseline funding per weighted student unit. The transition maximum is determined by multiplying the transition maximum rate, which may not exceed the rate under paragraph 1 of subdivision b of this subsection, by the district's weighted student units from the previous school year.
4. 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; and
 - b. Subtract an amount equal to seventy-five percent of all revenue types listed in subdivisions c and d of subsection 1. Before determining the deduction for seventy-five percent of all revenue types, the superintendent of public instruction shall adjust revenues as follows:
 - (1) Tuition revenue shall be adjusted as follows:
 - (a) In addition to deducting tuition revenue received specifically for the operation of an educational program provided at a residential treatment facility, tuition revenue received for the provision of an adult farm management program, tuition received for the education of high-cost and special education students, and tuition received under an agreement to educate students from a school district on an air force base with funding received through federal impact aid as directed each school year in paragraph 3 of subdivision c of subsection 1, the superintendent of public instruction also shall reduce the total tuition reported by the school district by the amount of tuition revenue received for the education of students not residing in the state and for which the state has not entered a cross-border education contract; and
 - (b) The superintendent of public instruction also shall reduce the total tuition reported by admitting school districts meeting the requirements of subdivision e of subsection 2 of section 15.1-29-12 by the amount of tuition revenue received for the education of students residing in an adjacent school district.
 - (2) After adjusting tuition revenue as provided in paragraph 1, the superintendent shall reduce all remaining revenues from all revenue types by the percentage of mills levied in 2020 by the school district for sinking and interest relative to the total mills levied in 2020 by the school district for all purposes.

5. 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.
6. On or before June thirtieth of each year, the school board shall certify to the superintendent of public instruction the final average daily membership for the current school year.
7. For purposes of the calculation in subsection 4, each county auditor, in collaboration with the school districts, shall report the following to the superintendent of public instruction on an annual basis:
 - a. The amount of revenue received by each school district in the county during the previous school year for each type of revenue identified in subdivisions c and d of subsection 1;
 - b. The total number of mills levied in the previous calendar year by each school district for all purposes; and
 - c. The number of mills levied in the previous calendar year by each school district for sinking and interest fund purposes.

SECTION 19. AMENDMENT. Section 15.1-32-01 of the North Dakota Century Code is amended and reenacted as follows:

15.1-32-01. Definitions.

As used in this chapter:

1. "Major life activities" include learning, walking, talking, breathing, and caring for oneself.
2. "Related services" means transportation and developmental and corrective or supportive services required to assist a student with disabilities to benefit from special education.
- ~~2.3.~~ "Special education" means instruction designed to meet the needs of a student with disabilities, transportation, and corrective and supporting services required to assist a student with disabilities in taking advantage of, or responding to, educational programs and opportunities.
- ~~3.4.~~ "Student who is gifted" means an individual who is identified by qualified professionals as being capable of high performance and who needs educational programs and services beyond those normally provided in a regular education program.
- 4.5. a. "Student with a disability" means an individual who is at least three years of age but who has not reached the age of twenty-one before August first of the year in which the individual turns twenty-one and who requires special education and related services because of:
 - (1) An intellectual disability;
 - (2) A hearing impairment, including deafness;
 - (3) Deaf-blindness;

- (4) A speech or language impairment;
 - (5) A visual impairment, including blindness;
 - (6) An emotional disturbance;
 - (7) An orthopedic impairment;
 - (8) Autism;
 - (9) A traumatic brain injury;
 - (10) Other health impairment; or
 - (11) A specific learning disability.
- b. "Student with a disability" includes a student age eighteen through twenty-one who is incarcerated in an adult correctional facility and who, in the last educational placement prior to incarceration, was identified as being a student with a disability and did not have an individualized education program or was identified as being a student with a disability and had an individualized education program.
6. "Student with a significant medical condition" means a student with a physical or mental impairment, whether permanent or temporary, which substantially limits one or more major life activities and who is not entitled to special education and related services.

SECTION 20. AMENDMENT. Section 15.1-32-14 of the North Dakota Century Code is amended and reenacted as follows:

15.1-32-14. ~~Special education students -- Contracts for placement~~High-cost students.

- 1. If in the opinion of an individualized education program team or a services plan team a student with a disability or a student with a significant medical condition is unable to attend a public school in the ~~special education unit to which the student's school district of residence belongs,~~ the student's school district of residence shall ~~contract~~release the student at the time deemed necessary to begin attendance with another public school that:
 - a. ~~Does not belong to the same special education unit;~~
 - b. Is located in this state;
 - ~~e.~~b. Is willing to admit the student; and
 - ~~d.~~c. Is able to provide appropriate services to the student.
- 2. ~~The superintendent of public instruction shall approve in advance the terms of the contract and the services to be provided by the admitting school.~~
- 3. The contract must provide that the student's school district of residence is liable for the cost of educating the student.
- 4-3. Upon being notified by the district in which the student receives services that the student's school district of residence has not paid for services that

were provided to the student, the superintendent of public instruction, after verification, shall withhold all state aid payments to which the student's school district of residence is entitled, until the required payments have been made.

SECTION 21. AMENDMENT. Section 15.1-32-18 of the North Dakota Century Code is amended and reenacted as follows:

15.1-32-18. Cost - Liability of school district for special education and other high-cost services.

1. Each year the superintendent of public instruction shall identify the approximately one percent of ~~special-education~~ students with a disability and students with a significant medical condition statewide who are not eligible for cost reimbursement under section 15.1-29-14 and who require the greatest school district expenditures ~~in order~~ to provide them with education and services, including special education and related services. This percentage represents the number of students that would qualify for excess cost reimbursement beyond the multiplier that is established in subsection 3.
2. The excess costs of providing ~~special-education and related~~ services to these students are the responsibility of the state and the superintendent of public instruction shall reimburse the school districts for any excess costs incurred in the provision of ~~special-education and related~~the services to the identified students.
3. "Excess costs" are those that exceed four times the state average cost of education per student and which are incurred by the ~~special-education-~~students identified in subsection 1.
4. All costs of providing ~~special-education and related~~ services to those students identified in subsection 1, other than excess costs reimbursed by the state, are the responsibility of the student's school district of residence.
5. In addition to any other reimbursements provided under this section, if a school district expends more than two percent of its annual budget for the provision of ~~special education and related~~ services to one student with a disability or significant medical condition, the district shall notify the superintendent of public instruction. Upon verification, the superintendent shall reimburse the district for the difference between:
 - a. Two percent of the district's annual budget; and
 - b. The lesser of:
 - (1) The amount actually expended by the district for the provision of special education and related services to that student; or
 - (2) The amount representing four times the state average cost of education per student."

Page 10, after line 3, insert:

"SECTION 23. LEGISLATIVE INTENT - AMENDMENTS TO THE STATE SCHOOL AID INTEGRATED FUNDING FORMULA. It is the intent of the sixty-eighth

legislative assembly that the sixty-ninth legislative assembly consider amendments to the state school aid integrated funding formula only in the appropriation bill for the department of public instruction.

SECTION 24. EFFECTIVE DATE. Senate Bill No. 2269, as approved by the sixty-eighth legislative assembly, becomes effective July 1, 2023. Sections 3, 4, and 7 of Senate Bill No. 2050, as approved by the sixty-eighth legislative assembly, become effective May 15, 2023.

SECTION 25. EMERGENCY. Sections 3, 4, and 7, of Senate Bill No. 2050 and Senate Bill No. 2269, as approved by the sixty-eighth legislative assembly, are declared to be an emergency measure."

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	\$2,596,430,143	\$2,991,058,326	\$38,189,748	\$3,029,248,074
Less estimated income	938,233,270	1,092,638,081	26,031,665	1,118,669,746
General fund	\$1,658,196,873	\$1,898,420,245	\$12,158,083	\$1,910,578,328
FTE	86.25	86.25	0.00	86.25
Center for Distance Education				
Total all funds	\$0	\$0	\$11,183,325	\$11,183,325
Less estimated income	0	0	4,550,000	4,550,000
General fund	\$0	\$0	\$6,633,325	\$6,633,325
FTE	0.00	0.00	30.80	30.80
State Library				
Total all funds	\$8,196,138	\$9,007,514	\$286,627	\$9,294,141
Less estimated income	2,364,417	2,143,007	329,036	2,472,043
General fund	\$5,831,721	\$6,864,507	(\$42,409)	\$6,822,098
FTE	26.75	26.75	0.00	26.75
School for the Deaf				
Total all funds	\$10,197,084	\$12,016,187	(\$250,652)	\$11,765,535
Less estimated income	2,790,528	3,678,221	(12,530)	3,665,691
General fund	\$7,406,556	\$8,337,966	(\$238,122)	\$8,099,844
FTE	44.61	45.36	0.00	45.36
Vision Services - School for the Blind				
Total all funds	\$5,824,057	\$6,811,738	(\$91,447)	\$6,720,291
Less estimated income	1,062,178	1,664,423	(3,712)	1,660,711
General fund	\$4,761,879	\$5,147,315	(\$87,735)	\$5,059,580
FTE	27.75	27.75	0.00	27.75
Bill total				
Total all funds	\$2,620,647,422	\$3,018,893,765	\$49,317,601	\$3,068,211,366
Less estimated income	944,450,393	1,100,123,732	30,894,459	1,131,018,191
General fund	\$1,676,197,029	\$1,918,770,033	\$18,423,142	\$1,937,193,175
FTE	185.36	186.11	30.80	216.91

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

	Base Budget	Senate Version	House Changes	House Version
Salaries and wages	\$17,854,747	\$19,313,859	(\$756,543)	\$18,557,316
Operating expenses	33,098,149	33,293,320	(500,000)	32,793,320
Integrated formula payments	2,131,825,000	2,448,651,200	22,917,055	2,471,568,255
Grants - Special education contracts	27,000,000	27,000,000		27,000,000
Grants - Transportation	58,100,000	58,100,000		58,100,000
Grants - Other grants	312,738,893	382,738,893		382,738,893
Grants - Program and passthrough	10,387,064			
Grants - Program grants		13,780,000	1,770,000	15,550,000
Grants - Passthrough grants		2,229,764	14,759,236	16,989,000
PowerSchool	5,250,000	5,775,000		5,775,000
National board certification	176,290	176,290		176,290
Total all funds	\$2,596,430,143	\$2,991,058,326	\$38,189,748	\$3,029,248,074
Less estimated income	938,233,270	1,092,638,081	26,031,665	1,118,669,746
General fund	\$1,658,196,873	\$1,898,420,245	\$12,158,083	\$1,910,578,328
FTE	86.25	86.25	0.00	86.25

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

	Adds Funding for Salary and Benefit Increases ¹	Removes Salary Funding for Funding Pool ²	Decreases Funding for Information Technology ³	Adjusts Funding for Integrated Formula Payments ⁴	Decreases Funding for Grants to Regional Education Associations ⁵	Adjusts the Funding Source of Integrated Formula Payments ⁶
Salaries and wages	\$296,542	(\$1,053,085)				
Operating expenses			(\$500,000)			
Integrated formula payments				\$23,117,055	(\$200,000)	
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants						
Grants - Program and passthrough						
Grants - Program grants						
Grants - Passthrough grants						
PowerSchool						
National board certification						
Total all funds	\$296,542	(\$1,053,085)	(\$500,000)	\$23,117,055	(\$200,000)	\$0
Less estimated income	185,588	(658,659)	0	0	0	13,545,500
General fund	\$110,954	(\$394,426)	(\$500,000)	\$23,117,055	(\$200,000)	(\$13,545,500)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Increases Funding for Adult Education ²	Removes Funding for Free Breakfast Program ³	Increases Funding for Teacher Mentoring ²	Adds Funding for Passthrough Grants ^{1a}	Decreases One-Time Funding for School Board Training ^{1a}	Removes One-Time Funding for Cybersecurity Training ^{1a}
Salaries and wages						
Operating expenses						
Integrated formula payments						
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants						
Grants - Program and passthrough						
Grants - Program grants	\$500,000	(\$200,000)			(\$500,000)	(\$1,000,000)
Grants - Passthrough grants			\$1,874,236	\$485,000		
PowerSchool						
National board certification						
Total all funds	\$500,000	(\$200,000)	\$1,874,236	\$485,000	(\$500,000)	(\$1,000,000)
Less estimated income	500,000	(200,000)	1,874,236	485,000	(500,000)	(1,000,000)
General fund	\$0	\$0	\$0	\$0	\$0	\$0
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Removes One-Time Funding for a Grow-Your-Own Teacher Program ^{1a}	Adds One-Time Funding for Regional Education Association Merger Incentive Grants ^{1a}	Adds One-Time Funding for a Statewide Reading Tool ^{1a}	Adds One-Time Funding for a Teacher Retention Program ^{1a}	Adds One-Time Funding for Passthrough Grants ^{1a}	Total House Changes
Salaries and wages						(\$756,543)
Operating expenses						(500,000)
Integrated formula payments						22,917,055
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants						
Grants - Program and passthrough						
Grants - Program grants	(\$3,000,000)	\$70,000	\$1,600,000	\$4,300,000		1,770,000
Grants - Passthrough grants					\$12,400,000	14,759,236
PowerSchool						
National board certification						
Total all funds	(\$3,000,000)	\$70,000	\$1,600,000	\$4,300,000	\$12,400,000	\$38,189,748
Less estimated income	(3,000,000)	0	1,600,000	4,300,000	8,900,000	26,031,665
General fund	\$0	\$70,000	\$0	\$0	\$3,500,000	\$12,158,083
FTE	0.00	0.00	0.00	0.00	0.00	0.00

¹ Salaries and wages funding is adjusted to provide for 2023-25 biennium salary increases of 6 percent on July 1, 2023, and 4 percent on July 1, 2024, and for adjustments to health insurance premium rates for the Department of Public Instruction as follows:

	General Fund	Other Funds	Total
Salary increase	\$114,670	\$191,386	\$306,056
Health insurance adjustment	(3,716)	(5,798)	(9,514)
Total	\$110,954	\$185,588	\$296,542

The Senate provided salary adjustments of 4 percent on July 1, 2023, and July 1, 2024.

² Funding for new FTE positions and estimated savings from vacant FTE positions is removed as shown below. These amounts are available to the agency if needed by submitting a request to the Office of Management and Budget for a transfer from the new and vacant FTE funding pool.

	General Fund	Other Funds	Total
New FTE positions	(\$0)	(\$0)	(\$0)
Vacant FTE positions	(394,426)	(658,659)	(1,053,085)
Total	(\$394,426)	(\$658,659)	(\$1,053,085)

³ Funding for information technology charges based on total agency appropriation is decreased. Charges assessed by the Information Technology Department based on agency funding must not include funding provided to the Department of Public Instruction for integrated formula payments, transportation grants, and special education contract grants.

⁴ Funding for integrated formula payments is adjusted as follows:

	General Fund
Adjusts savings related to cost to continue integrated formula payments for a total of \$46,367,895 in savings	(\$11,038,751)
Senate Bill No. 2284:	
Adjusts funding to increase the integrated payment rate by 3.5 percent in the 1st year and 3 percent in the 2nd year of the biennium	
The Senate provided 3 percent increases each year of the biennium	13,375,834
Adjusts the funding to remove transition maximum payment adjustments	12,020
Adjusts the funding to implement on-time funding based on fall enrollment	(5,334)
Adds funding to increase the special education weighting factor from .082 to .088	15,660,200
Adjusts funding to increase the school size weighting factor for school districts operating two plants at least 14 miles apart	93,086
Senate Bill No. 2013	
Adds funding to exempt tuition for high-cost students from deduction in the state aid formula	<u>5,020,000</u>
Increase in integrated formula payments	\$23,117,055

⁵ Funding in the integrated formula payments line item is decreased to reduce grants to regional education associations to provide a total of \$500,000, the same as the 2021-23 biennium.

⁶ The funding source for integrated formula payments is adjusted to increase funding from the foundation aid stabilization fund to provide a total of \$157 million.

⁷ Funding from special funds derived from carryover funds deposited in the department's operating fund is increased for adult education matching grants to provide a total of \$5.5 million.

⁸ Funding from special funds derived from carryover funds deposited in the department's operating fund for a free breakfast program is removed because qualifying students are included in funding for meals in Senate Bill No. 2284.

⁹ Funding from special funds derived from carryover funds deposited in the department's operating fund is increased for the teacher mentoring passthrough grant to provide a total of \$4 million from carryover funds.

¹⁰ Funding from special funds derived from carryover funds deposited in the department's operating fund is added for passthrough grants as follows:

- \$20,000 for TeenPact;
- \$40,000 for national writing projects; and
- \$425,000 for rural art outreach.

¹¹ One-time funding from special funds derived from carryover funds deposited in the department's operating fund for program grants related to school board training is reduced to provide a total of \$1.5 million.

¹² One-time funding from special funds derived from carryover funds deposited in the department's operating fund for program grants related to cybersecurity training is removed.

¹³ One-time funding from special funds derived from carryover funds deposited in the department's operating fund for

the grow-your-own teacher/paraprofessional-to-teacher program is removed. Funding for the program was approved in Senate Bill No. 2032.

¹⁴ One-time funding is added for regional education association merger incentive grants.

¹⁵ One-time funding is added from special funds derived from carryover funds deposited in the department's operating fund to make available the Amira reading tool for all students in grades 1 through 3 and for certain students in grades 4 through 12.

¹⁶ One-time funding is added from special funds derived from carryover funds deposited in the department's operating fund to make a teacher retention program available statewide.

¹⁷ One-time funding is added from the general fund and from the strategic investment and improvements fund for passthrough grants as follows:

	General Fund	Strategic Investment and Improvements Fund	Total
North Dakota's Gateway to Science	\$3,500,000	\$0	\$3,500,000
Grand Forks Science Center	0	5,900,000	5,900,000
Sleepy Hollow Children's Theatre and Art Park (renovation and construction only)	0	2,500,000	2,500,000
Fargo Science Center	0	500,000	500,000
Total	\$3,500,000	\$8,900,000	\$12,400,000

In addition this amendment:

- Amends the section related to funding from the foundation aid stabilization fund to provide a total of \$157 million;
- Adds a section identifying funding from the strategic investment and improvements fund;
- Adds a section related to the distribution of regional education association merger incentive grants;
- Amends the section related to regional education association grants to provide \$500,000 for annual grants, the same as the 2021-23 biennium;
- Removes the section related to the application, distribution, and reporting for passthrough grants;
- Amends the section related to new money to provide additional funding made available to school districts by reducing the local property tax contribution to the state school aid formula is not considered new money;
- Amends the section related to general fund carryover to be deposited in the department's operating fund to provide a total of \$20,069,000;
- Adds a section to allow carryover for the state automated reporting system and statewide longitudinal data system upgrades and provides the amount continued over \$5 million will be transferred to the Information Technology Department;
- Amends the section related to the salary of the Superintendent of Public Instruction to provide salary increases of 6 percent in the 1st year of the biennium and 4 percent in the 2nd year of the biennium;
- Adds a section to amend the state school aid funding formula to exempt tuition received for the education of high-cost and special education students from deduction in the formula;
- Adds three sections to provide for various definitions relating to high-cost students, services to high-cost students, and school district liability related to special education and other high-cost services; and
- Adds a section of legislative intent to provide it is the intent of the 68th Legislative Assembly that the 69th Legislative Assembly consider amendments to the state school aid integrated funding formula only in the appropriation bill for the Department of Public Instruction.
- Adds a section to provide effective dates for Sections 3, 4, and 7 of Senate Bill No. 2050 and for Senate Bill No. 2069.
- Adds a section to provide Sections 3, 4, and 7 of Senate Bill No. 2050 and Senate Bill No. 2069 are an emergency measure.

Senate Bill No. 2013 - Center for Distance Education - House Action

	Base Budget	Senate Version	House Changes	House Version
Center for Distance Education			\$11,183,325	\$11,183,325
Total all funds	\$0	\$0	\$11,183,325	\$11,183,325
Less estimated income	0	0	4,550,000	4,550,000
General fund	\$0	\$0	\$6,633,325	\$6,633,325
FTE	0.00	0.00	30.80	30.80

Department 204 - Center for Distance Education - Detail of House Changes

	Adds Funding to Transfer the Center for Distance Education ¹	Adds Funding for Salary and Benefit Increases ²	Removes Salary Funding for Funding Pool ³	Adds 1 FTE Elementary Teacher Position ⁴	Adds 1 FTE Information Technology Position ⁵	Increases Funding for Center for Distance Education ⁶
Center for Distance Education	\$9,474,354	\$538,281	(\$650,310)	\$165,000	\$156,000	\$1,500,000
Total all funds	\$9,474,354	\$538,281	(\$650,310)	\$165,000	\$156,000	\$1,500,000
Less estimated income	3,050,000	0	0	0	0	1,500,000
General fund	\$6,424,354	\$538,281	(\$650,310)	\$165,000	\$156,000	\$0
FTE	28.80	0.00	0.00	1.00	1.00	0.00

	Total House Changes
Center for Distance Education	\$11,183,325
Total all funds	\$11,183,325
Less estimated income	4,550,000
General fund	\$6,633,325
FTE	30.80

¹ Funding is added to transfer the base budget for the Center for Distance Education to the control of the Department of Public Instruction, including 28.80 FTE positions and the cost to continue 2021-23 salary increases, pursuant to Senate Bill No. 2269.

² Salaries and wages funding is adjusted to provide for 2023-25 biennium salary increases of 6 percent on July 1, 2023, and 4 percent on July 1, 2024, and for adjustments to health insurance premium rates for the Center for Distance Education as follows:

	General Fund	Other Funds	Total
Salary increase	\$378,835	\$0	\$378,835
Health insurance increase	159,446	0	159,446
Total	\$538,281	\$0	\$538,281

The Senate provided salary adjustments of 4 percent on July 1, 2023, and July 1, 2024.

³ Funding for new FTE positions and estimated savings from vacant FTE positions is removed as shown below. These amounts are available to the agency if needed by submitting a request to the Office of Management and Budget for a transfer from the new and vacant FTE funding pool.

	General Fund	Other Funds	Total
New FTE positions	(\$321,000)	\$0	(\$321,000)
Vacant FTE positions	(329,310)	0	(329,310)
Total	(\$650,310)	\$0	(\$650,310)

⁴ One FTE elementary teacher position and related funding for salaries and wages is added for the Center for Distance Education.

⁵ One FTE information technology position and related funding for salaries and wages is added for the Center for

Distance Education.

⁶ Funding from special funds derived from tuition is added for Center for Distance Education teacher salaries and wages and operating expenses.

Senate Bill No. 2013 - State Library - House Action

	Base Budget	Senate Version	House Changes	House Version
Salaries and wages	\$4,139,907	\$4,485,513	(\$50,198)	\$4,435,315
Operating expenses	1,822,703	2,238,473	336,825	2,575,298
Grants	2,233,528	2,283,528		2,283,528
Total all funds	\$8,196,138	\$9,007,514	\$286,627	\$9,294,141
Less estimated income	2,364,417	2,143,007	329,036	2,472,043
General fund	\$5,831,721	\$6,864,507	(\$42,409)	\$6,822,098
FTE	26.75	26.75	0.00	26.75

Department 250 - State Library - Detail of House Changes

	Adds Funding for Salary and Benefit Increases ¹	Removes Salary Funding for Funding Pool ²	Adds Funding for Increased Federal Funds ³	Total House Changes
Salaries and wages	\$61,354	(\$111,552)		(\$50,198)
Operating expenses			\$336,825	336,825
Grants				
Total all funds	\$61,354	(\$111,552)	\$336,825	\$286,627
Less estimated income	9,908	(17,697)	336,825	329,036
General fund	\$51,446	(\$93,855)	\$0	(\$42,409)
FTE	0.00	0.00	0.00	0.00

¹ Salaries and wages funding is adjusted to provide for 2023-25 biennium salary increases of 6 percent on July 1, 2023, and 4 percent on July 1, 2024, and for adjustments to health insurance premium rates as follows:

	General Fund	Other Funds	Total
Salary increase	\$54,286	\$10,263	\$64,549
Health insurance adjustment	(2,840)	(355)	(3,195)
Total	\$51,446	\$9,908	\$61,354

The Senate provided salary adjustments of 4 percent on July 1, 2023, and July 1, 2024.

² Funding for new FTE positions and estimated savings from vacant FTE positions is removed as shown below. These amounts are available to the agency if needed by submitting a request to the Office of Management and Budget for a transfer from the new and vacant FTE funding pool.

	General Fund	Other Funds	Total
New FTE positions	\$0	\$0	\$0
Vacant FTE positions	(93,855)	(17,697)	(111,552)
Total	(\$93,855)	(\$17,697)	(\$111,552)

³ Funding for operating expenses is added for anticipated increases in federal funds. The Senate did not include this increase.

This amendment also adds a section to provide an effective date for Sections 3, 4, and 7 of Senate Bill No. 2050 and to declare an emergency measure.

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

	Base Budget	Senate Version	House Changes	House Version
Salaries and wages	\$8,332,820	\$9,188,252	(\$250,652)	\$8,937,600
Operating expenses	1,705,586	1,825,757		1,825,757
Capital assets	158,678	1,002,178		1,002,178
Total all funds	\$10,197,084	\$12,016,187	(\$250,652)	\$11,765,535
Less estimated income	2,790,528	3,678,221	(12,530)	3,665,691
General fund	\$7,406,556	\$8,337,966	(\$238,122)	\$8,099,844
FTE	44.61	45.36	0.00	45.36

Department 252 - School for the Deaf - Detail of House Changes

	Adds Funding for Salary and Benefit Increases ¹	Removes Salary Funding for Funding Pool ²	Total House Changes
Salaries and wages	\$78,185	(\$328,837)	(\$250,652)
Operating expenses			
Capital assets			
Total all funds	\$78,185	(\$328,837)	(\$250,652)
Less estimated income	2,329	(14,859)	(12,530)
General fund	\$75,856	(\$313,978)	(\$238,122)
FTE	0.00	0.00	0.00

¹ Salaries and wages funding is adjusted to provide for 2023-25 biennium salary increases of 6 percent on July 1, 2023, and 4 percent on July 1, 2024, and for adjustments to health insurance premium rates as follows:

	General Fund	Other Funds	Total
Salary increase	\$81,505	\$2,478	\$83,983
Health insurance adjustment	(5,649)	(149)	(5,798)
Total	\$75,856	\$2,329	\$78,185

The Senate provided salary adjustments of 4 percent on July 1, 2023, and July 1, 2024.

² Funding for new FTE positions and estimated savings from vacant FTE positions is removed as shown below. These amounts are available to the agency if needed by submitting a request to the Office of Management and Budget for a transfer from the new and vacant FTE funding pool.

	General Fund	Other Funds	Total
New FTE positions	(\$115,294)	\$0	(\$115,294)
Vacant FTE positions	(198,684)	(14,859)	(213,543)
Total	(\$313,978)	(\$14,859)	(\$328,837)

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

	Base Budget	Senate Version	House Changes	House Version
Salaries and wages	\$4,992,194	\$5,437,860	(\$91,447)	\$5,346,413
Operating expenses	792,671	895,686		895,686
Capital assets	39,192	478,192		478,192
Total all funds	\$5,824,057	\$6,811,738	(\$91,447)	\$6,720,291
Less estimated income	1,062,178	1,664,423	(3,712)	1,660,711
General fund	\$4,761,879	\$5,147,315	(\$87,735)	\$5,059,580
FTE	27.75	27.75	0.00	27.75

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

	Adds Funding for Salary and Benefit Increases¹	Removes Salary Funding for Funding Pool²	Total House Changes
Salaries and wages	\$40,640	(\$132,087)	(\$91,447)
Operating expenses			
Capital assets			
Total all funds	\$40,640	(\$132,087)	(\$91,447)
Less estimated income	4,053	(7,765)	(3,712)
General fund	<u>\$36,587</u>	<u>(\$124,322)</u>	<u>(\$87,735)</u>
FTE	0.00	0.00	0.00

¹ Salaries and wages funding is adjusted to provide for 2023-25 biennium salary increases of 6 percent on July 1, 2023, and 4 percent on July 1, 2024, and for adjustments to health insurance premium rates as follows:

	General Fund	Other Funds	Total
Salary increase	\$39,664	\$4,408	\$44,072
Health insurance adjustment	<u>(3,077)</u>	<u>(355)</u>	<u>(3,432)</u>
Total	\$36,587	\$4,053	\$40,640

The Senate provided salary adjustments of 4 percent on July 1, 2023, and July 1, 2024.

² Funding for new FTE positions and estimated savings from vacant FTE positions is removed as shown below. These amounts are available to the agency if needed by submitting a request to the Office of Management and Budget for a transfer from the new and vacant FTE funding pool.

	General Fund	Other Funds	Total
New FTE positions	\$0	\$0	\$0
Vacant FTE positions	<u>(124,322)</u>	<u>(7,765)</u>	<u>(132,087)</u>
Total	(\$124,322)	(\$7,765)	(\$132,087)

23.0267.02005

FIRST ENGROSSMENT

Sixty-eighth
Legislative Assembly
of North Dakota

ENGROSSED SENATE BILL NO. 2013

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 North Dakota vision services -
 3 school for the blind; to amend and reenact sections 15.1-02-02, 15.1-27-04.1, 15.1-32-01,
 4 15.1-32-14, 15.1-32-18, and 54-24.3-01 of the North Dakota Century Code, relating to the
 5 salary of the superintendent of public instruction, baseline funding, high-cost students, and
 6 regional library cooperative definitions; to provide for a transfer; to provide a statement of
 7 legislative intent; to provide for reports; ~~and~~ to provide an exemption; to provide an effective
 8 date; and to declare an emergency.

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

10 **SECTION 1. APPROPRIATION.** The funds provided in this section, or so much of the funds
 11 as may be necessary, are appropriated out of any moneys in the general fund in the state
 12 treasury, not otherwise appropriated, and from special funds derived from federal funds and
 13 other income, to the department of public instruction, the state library, the school for the deaf,
 14 and North Dakota vision services - school for the blind for the purpose of defraying the
 15 expenses of those agencies, for the biennium beginning July 1, 2023, and ending June 30,
 16 2025, as follows:

17 Subdivision 1.

18 DEPARTMENT OF PUBLIC INSTRUCTION

		Adjustments or	
	<u>Base Level</u>	<u>Enhancements</u>	<u>Appropriation</u>
21 Salaries and wages	\$17,854,747	\$1,459,112	\$19,313,859
22 Operating expenses	33,098,149	195,171	33,293,320
23 Integrated formula payments	2,131,825,000	316,826,200	2,448,651,200
24 Grants - special education	27,000,000	0	27,000,000

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1	Grants - transportation	58,100,000	0	58,100,000
2	Grants - other grants	312,738,893	70,000,000	382,738,893
3	Grants - program grants	0	13,780,000	13,780,000
4	Grants - passthrough grants	0	2,229,764	2,229,764
5	Grants - program and passthrough	10,387,064	(10,387,064)	0
6	PowerSchool	5,250,000	525,000	5,775,000
7	National board certification	176,290	0	176,290
8	Total all funds	\$2,596,430,143	\$394,628,183	\$2,991,058,326
9	Less estimated income	938,233,270	154,404,811	1,092,638,081
10	Total general fund	\$1,658,196,873	\$240,223,372	\$1,898,420,245
11	Full-time equivalent positions	86.25	0.00	86.25
12	Salaries and wages	\$17,854,747	\$702,569	\$18,557,316
13	Operating expenses	33,098,149	(304,829)	32,793,320
14	Integrated formula payments	2,131,825,000	339,743,255	2,471,568,255
15	Grants - special education	27,000,000	0	27,000,000
16	Grants - transportation	58,100,000	0	58,100,000
17	Grants - other grants	312,738,893	70,000,000	382,738,893
18	Grants - program grants	0	15,550,000	15,550,000
19	Grants - passthrough grants	0	16,989,000	16,989,000
20	Grants - program and passthrough	10,387,064	(10,387,064)	0
21	PowerSchool	5,250,000	525,000	5,775,000
22	National board certification	176,290	0	176,290
23	Total all funds	\$2,596,430,143	\$432,817,931	\$3,029,248,074
24	Less estimated income	938,233,270	180,436,476	1,118,669,746
25	Total general fund	\$1,658,196,873	\$252,381,455	\$1,910,578,328
26	Full-time equivalent positions	86.25	0.00	86.25
27	<u>Subdivision 2.</u>			
28	<u>CENTER FOR DISTANCE EDUCATION</u>			
29			<u>Adjustments or</u>	
30		<u>Base Level</u>	<u>Enhancements</u>	<u>Appropriation</u>
31				

Sixty-eighth
Legislative Assembly

1	Center for distance education	\$0	\$11,183,325	\$11,183,325
2	Total all funds	\$0	\$11,183,325	\$11,183,325
3	Less estimated income	0	4,550,000	4,550,000
4	Total general fund	\$0	\$6,633,325	\$6,633,325
5	Full-time equivalent positions	0.00	30.80	30.80

6 Subdivision 23.

7 STATE LIBRARY

8		Adjustments or		
9		Base Level	Enhancements	Appropriation
10	Salaries and wages	\$4,139,907	\$345,606	\$4,485,513
11	Operating expenses	1,822,703	415,770	2,238,473
12	Grants	2,233,528	50,000	2,283,528
13	Total all funds	\$8,196,138	\$811,376	\$9,007,514
14	Less estimated income	2,364,417	(221,410)	2,143,007
15	Total general fund	\$5,831,721	\$1,032,786	\$6,864,507
16	Salaries and wages	\$4,139,907	\$295,408	\$4,435,315
17	Operating expenses	1,822,703	752,595	2,575,298
18	Grants	2,233,528	50,000	2,283,528
19	Total all funds	\$8,196,138	\$1,098,003	\$9,294,141
20	Less estimated income	2,364,417	107,626	2,472,043
21	Total general fund	\$5,831,721	\$990,377	\$6,822,098
22	Full-time equivalent positions	26.75	0.00	26.75

23 Subdivision 34.

24 SCHOOL FOR THE DEAF

25		Adjustments or		
26		Base Level	Enhancements	Appropriation
27	Salaries and wages	\$8,332,820	\$855,432	\$9,188,252
28	Operating expenses	1,705,586	120,171	1,825,757
29	Capital assets	158,678	843,500	1,002,178
30	Total all funds	\$10,197,084	\$1,819,103	\$12,016,187
31	Less estimated income	2,790,528	887,693	3,678,221

Sixty-eighth
Legislative Assembly

1	Total general fund	\$7,406,556	\$931,410	\$8,337,966
2	Salaries and wages	<u>\$8,332,820</u>	<u>\$604,780</u>	<u>\$8,937,600</u>
3	Operating expenses	<u>1,705,586</u>	<u>120,171</u>	<u>1,825,757</u>
4	Capital assets	<u>158,678</u>	<u>843,500</u>	<u>1,002,178</u>
5	Total all funds	<u>\$10,197,084</u>	<u>\$1,568,451</u>	<u>\$11,765,535</u>
6	Less estimated income	<u>2,790,528</u>	<u>875,163</u>	<u>3,665,691</u>
7	Total general fund	<u>\$7,406,556</u>	<u>\$693,288</u>	<u>\$8,099,844</u>
8	Full-time equivalent positions	44.61	0.75	45.36
9	Subdivision 45 .			

NORTH DAKOTA VISION SERVICES - SCHOOL FOR THE BLIND

		Adjustments or		
	Base Level	Enhancements	Appropriation	
13	Salaries and wages	\$4,992,194	\$445,666	\$5,437,860
14	Operating expenses	792,671	103,015	895,686
15	Capital assets	39,192	439,000	478,192
16	Total all funds	\$5,824,057	\$987,681	\$6,811,738
17	Less estimated income	1,062,178	602,245	1,664,423
18	Total general fund	\$4,761,879	\$385,436	\$5,147,315
19	Salaries and wages	<u>\$4,992,194</u>	<u>\$354,219</u>	<u>\$5,346,413</u>
20	Operating expenses	<u>792,671</u>	<u>103,015</u>	<u>895,686</u>
21	Capital assets	<u>39,192</u>	<u>439,000</u>	<u>478,192</u>
22	Total all funds	<u>\$5,824,057</u>	<u>\$896,234</u>	<u>\$6,720,291</u>
23	Less estimated income	<u>1,062,178</u>	<u>598,533</u>	<u>1,660,711</u>
24	Total general fund	<u>\$4,761,879</u>	<u>\$297,701</u>	<u>\$5,059,580</u>
25	Full-time equivalent positions	27.75	0.00	27.75
26	Subdivision 56 .			

TOTAL - SECTION 1

		Adjustments or		
	Base Level	Enhancements	Appropriation	
30	Grand total general fund	\$1,676,197,029	\$242,573,004	\$1,918,770,033
31	Grand total special funds	944,450,393	155,673,339	1,100,123,732

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Legislative Assembly

1	Grand total all funds	\$2,620,647,422	\$398,246,343	\$3,018,893,765
2	Grand total general fund	\$1,676,197,029	\$260,996,146	\$1,937,193,175
3	Grand total special funds	944,450,393	186,567,798	1,131,018,191
4	Grand total all funds	\$2,620,647,422	\$447,563,944	\$3,068,211,366

5 **SECTION 2. ONE-TIME FUNDING - EFFECT ON BASE BUDGET - REPORT TO**

6 **SIXTY-NINTH LEGISLATIVE ASSEMBLY.** The following amounts reflect the one-time funding
7 items approved by the sixty-seventh legislative assembly for the 2021-23 biennium and the
8 2023-25 biennium one-time funding items included in the appropriation in section 1 of this Act:

9	<u>One-Time Funding Description</u>	<u>2021-23</u>	<u>2023-25</u>
10	Department of public instruction		
11	— Science experiments grant	\$13,500,000	\$0
12	— Regional education association grants	250,000	0
13	— State automated reporting system maintenance	200,000	0
14	— Children's science center	5,900,000	0
15	— State automated reporting system and	10,100,000	0
16	— statewide longitudinal data system upgrades		
17	— Elementary and secondary school emergency	305,266,879	0
18	— education relief		
19	— Emergency education relief homeless children	1,999,661	0
20	— and youth program		
21	— Assistance to nonpublic schools	4,151,371	0
22	— Individuals with disabilities education act grant	8,632,569	0
23	— Grow your own teacher program	0	3,000,000
24	— School board training grants	0	2,000,000
25	— Cybersecurity training for teachers	0	1,000,000
26	— Total department of public instruction	\$350,000,480	\$6,000,000
27	— all funds		
28	— Total department of public instruction	349,800,480	6,000,000
29	— estimated income		
30	— Total department of public instruction	\$200,000	\$0
31	— general fund		

Sixty-eighth
Legislative Assembly

1	<u>Department of public instruction</u>		
2	Science experiments grants	\$13,500,000	\$9,900,000
3	Regional education association grants	250,000	70,000
4	State automated reporting system maintenance	200,000	0
5	Children's science center	5,900,000	0
6	Children's theatre and art park	0	2,500,000
7	State automated reporting system and	10,100,000	0
8	<u>statewide longitudinal data system upgrades</u>		
9	Elementary and secondary school emergency	305,266,879	0
10	<u>education relief</u>		
11	Emergency education relief homeless children	1,999,661	0
12	<u>and youth program</u>		
13	Assistance to nonpublic schools	4,151,371	0
14	Individuals with Disabilities Education Act grant	8,632,569	0
15	Grow-your-own teacher program	0	0
16	School board training grants	0	1,500,000
17	Cybersecurity training for teachers	0	0
18	Statewide reading tool	0	1,600,000
19	Statewide teacher retention program	0	4,300,000
20	<u>Total department of public instruction -</u>	<u>\$350,000,480</u>	<u>\$19,870,000</u>
21	<u>all funds</u>		
22	<u>Total department of public instruction -</u>	<u>349,800,480</u>	<u>16,300,000</u>
23	<u>estimated income</u>		
24	<u>Total department of public instruction -</u>	<u>\$200,000</u>	<u>\$3,570,000</u>
25	<u>general fund</u>		
26	State library		
27	COVID-19 salaries and wages	\$86,669	\$0
28	COVID-19 operating expenses	1,580,057	0
29	COVID-19 grants	500,000	0
30	Retirement leave payouts	0	40,000
31	Maintenance of effort	0	100,000

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Legislative Assembly

1	IT equipment	0	43,000
2	Building renovations	<u>0</u>	<u>150,000</u>
3	Total state library - all funds	\$2,166,726	\$333,000
4	Total state library - estimated income	<u>2,166,726</u>	<u>0</u>
5	Total state library - general fund	\$0	\$333,000
6	School for the deaf		
7	Campus server upgrade	\$7,500	\$0
8	Operating expenses	21,500	0
9	Equipment	40,000	43,500
10	Boiler and resource center projects	650,000	0
11	Operating expense inflation	0	120,171
12	Boiler replacement	0	650,000
13	Fire alarm and controls	<u>0</u>	<u>150,000</u>
14	Total school for the deaf - all funds	\$719,000	\$963,671
15	Total school for the deaf - estimated income	<u>719,000</u>	<u>873,586</u>
16	Total school for the deaf - general fund	\$0	\$90,085
17	North Dakota vision services - school for the blind		
18	Vision screening devices	\$11,500	\$0
19	Replace flooring	10,000	0
20	Replace south wing air conditioning	40,000	0
21	Repair sidewalk, roof, and parking lot	24,000	0
22	Replace doors and key system	45,000	0
23	Heating, ventilation, and air conditioning upgrades	86,000	0
24	Install LED lighting	33,000	0
25	South wing electrical service	165,000	0
26	Equipment	0	26,000
27	Repairs and maintenance	<u>0</u>	<u>439,000</u>
28	Total school for the blind - estimated income	\$414,500	\$465,000
29	Grand total - all funds	\$353,300,706	\$7,761,671
30	Grand total - estimated income	353,100,706	7,338,586
31	Grand total - general fund	\$200,000	\$423,085

1	<u>Grand total - all funds</u>	<u>\$353,300,706</u>	<u>\$21,631,671</u>
2	<u>Grand total - estimated income</u>	<u>353,100,706</u>	<u>17,638,586</u>
3	<u>Grand total - general fund</u>	<u>\$200,000</u>	<u>\$3,993,085</u>

4 The 2023-25 biennium one-time funding amounts are not part of the entity's base budget for
5 the 2025-27 biennium. The department of public instruction, state library, school for the deaf,
6 and North Dakota vision services - school for the blind shall report to the appropriations
7 committees of the sixty-ninth legislative assembly on the use of this one-time funding for the
8 biennium beginning July 1, 2023, and ending June 30, 2025.

9 **SECTION 3. APPROPRIATION - TUITION APPORTIONMENT.** The sum of \$510,860,000,
10 included in the integrated formula payments line item in subdivision 1 of section 1 of this Act, is
11 from the state tuition fund in the state treasury. Any additional amount in the state tuition fund
12 that becomes available for distribution to public schools is appropriated to the department of
13 public instruction for that purpose for the biennium beginning July 1, 2023, and ending June 30,
14 2025.

15 **SECTION 4. ESTIMATED INCOME - FOUNDATION AID STABILIZATION FUND.** The
16 estimated income line item in subdivision 1 of section 1 of this Act includes the sum of
17 ~~\$143,454,500~~ \$157,000,000 from the foundation aid stabilization fund for integrated formula
18 payments.

19 **SECTION 5. ESTIMATED INCOME - STRATEGIC INVESTMENT AND IMPROVEMENTS**
20 **FUND.** The estimated income line item in subdivision 1 of section 1 of this Act includes the sum
21 of \$8,900,000 from the strategic investment and improvements fund for certain passthrough
22 grants.

23 **SECTION 6. INTEGRATED FORMULA PAYMENTS AND SPECIAL EDUCATION**
24 **CONTRACTS EXPENDITURE AUTHORITY.** The superintendent of public instruction may
25 expend funds included in the integrated formula payments and grants - special education
26 contracts line items in subdivision 1 of section 1 of this Act for paying grants for educational
27 services that were due in the 2021-23 biennium but which were not filed, claimed, or properly
28 supported by the education provider until after June 30, 2023. To be reimbursed under this
29 section, claims must be properly supported and filed with the superintendent of public
30 instruction by June 30, 2024.

1 **SECTION 7. GIFTED AND TALENTED PROGRAM.** The sum of \$800,000, included in the
2 integrated formula payments line item in subdivision 1 of section 1 of this Act, must be
3 distributed to reimburse school districts or special education units for gifted and talented
4 programs upon the submission of an application that is approved in accordance with guidelines
5 adopted by the superintendent of public instruction. The superintendent of public instruction
6 shall encourage cooperative efforts for gifted and talented programs among school districts and
7 special education units.

8 **SECTION 8. MEDICAID MATCHING FUNDING AND SCHOOL APPROVAL -**
9 **WITHHOLDING AND DISTRIBUTION.**

- 10 1. State school aid payments for special education must be reduced by the amount of
11 matching funds required to be paid by school districts or special education units for
12 students participating in the Medicaid program for the biennium beginning July 1,
13 2023, and ending June 30, 2025. Special education funds equal to the amount of the
14 matching funds required to be paid by the school district or special education unit must
15 be paid by the superintendent of public instruction to the department of health and
16 human services on behalf of the school district or unit.
- 17 2. State school aid payments for integrated formula payments must be reduced by the
18 amount of funds required to be paid by school districts for school approval for the
19 biennium beginning July 1, 2023, and ending June 30, 2025.

20 **SECTION 9. REGIONAL EDUCATION ASSOCIATION MERGER GRANTS - ONE-TIME**
21 **FUNDING - DISTRIBUTION.** The grants - program grants line item included in subdivision 1 of
22 section 1 of this Act includes \$70,000 from the general fund for the purpose of providing a
23 one-time \$35,000 grant to each regional education association that merges with another
24 regional education association to form a single entity with a single governing board during the
25 biennium beginning July 1, 2023, and ending June 30, 2025.

26 **SECTION 10. REGIONAL EDUCATION ASSOCIATIONS - GRANTS - DISTRIBUTION.**

27 The integrated formula payments line item in subdivision 1 of section 1 of this Act includes
28 ~~\$700,000~~\$500,000 from the general fund for the purpose of providing annual grants to regional
29 education associations for the biennium beginning July 1, 2023, and ending June 30, 2025. An
30 annual grant of ~~\$50,000~~\$35,714 is provided to each regional education association that exists

1 as of July 1, 2023. Regional education associations that merge during the 2023-25 biennium
2 are entitled to the annual grants that would have been paid to each of the member associations.

3 ~~—SECTION 11. PASSTHROUGH GRANTS - APPLICATION - DISTRIBUTION -~~

4 ~~REPORTING. The grants—passthrough grants line item in subdivision 1 of section 1 of this Act~~
5 ~~includes \$2,229,764 for passthrough grants. The superintendent of public instruction shall~~
6 ~~determine the manner in which each passthrough grant is distributed but no more than one-half~~
7 ~~of the funding may be provided each year of the biennium. Annually grantees, as a condition of~~
8 ~~receiving the grant, must establish performance measures to be reviewed by the superintendent~~
9 ~~of public instruction. Grantees shall report annually to the superintendent of public instruction~~
10 ~~regarding performance based on the measures. The superintendent may not distribute the grant~~
11 ~~payment for the second year of the biennium until the grantee submits the annual report for the~~
12 ~~first year of the biennium. The superintendent of public instruction shall report to the~~
13 ~~appropriations committees of the sixty-ninth legislative assembly regarding funds granted,~~
14 ~~performance measures established for each grantee, and whether grantees met performance~~
15 ~~expectations.~~

16 **SECTION 11. USE OF NEW MONEY - NONADMINISTRATIVE PERSONNEL**
17 **COMPENSATION INCREASES.**

- 18 1. During the 2023-25 biennium, the board of each school district shall use an amount
19 equal to at least seventy percent of all new money received by the district, resulting
20 from increases in the base integrated formula payment rate, to increase the
21 compensation paid to nonadministrative personnel. Additional funding made available
22 to school districts by reducing the local property tax contribution to the integrated
23 formula is not considered new money.
- 24 2. For purposes of this section, the superintendent of public instruction shall provide
25 guidance to school districts regarding the calculation of the amount of new money
26 resulting from increases in the base integrated formula payment rate during the
27 2023-25 biennium.

28 **SECTION 12. EXEMPTION - INDIRECT COST RECOVERIES, GENERAL**
29 **EDUCATIONAL DEVELOPMENT FEES, AND DISPLACED HOMEMAKER DEPOSITS.**

30 Notwithstanding section 54-44.1-15, the department of public instruction may deposit indirect
31 cost recoveries in its operating account. In addition, any moneys collected by the department of

1 public instruction for general educational development fees and displaced homemakers
2 deposits must be deposited in the public instruction fund in the state treasury. Any funds
3 deposited in the public instruction fund may only be spent subject to appropriation by the
4 legislative assembly.

5 **SECTION 13. EXEMPTION - TRANSFER - PUBLIC INSTRUCTION FUND - TRANSFER -**

6 **GENERAL FUND.** Notwithstanding section 54-44.1-11, if, after the superintendent of public
7 instruction complies with all statutory payment obligations imposed for the 2021-23 biennium,
8 from any moneys remaining in the integrated formula payments line item in subdivision 1 of
9 section 1 of chapter 13 of the 2021 Session Laws, the lesser of ~~\$16,009,764~~\$20,069,000 or the
10 remaining amount must be continued into the 2023-25 biennium and the office of management
11 and budget shall transfer this amount into the public instruction fund for the purpose of providing
12 program and passthrough grants as appropriated in subdivision 1 of section 1 of this Act. The
13 superintendent of public instruction shall transfer any these funds remaining unspent at the end
14 of the 2023-25 biennium to the general fund.

15 **SECTION 14. EXEMPTION - UNEXPENDED APPROPRIATIONS.** The following

16 appropriations are not subject to the provisions of section 54-44.1-11 and may be continued into
17 the biennium beginning July 1, 2023, and ending June 30, 2025:

- 18 1. Any funds remaining from federal funds derived from the elementary and secondary
19 school emergency education relief fund and any other federal funds appropriated in
20 subdivision 2 of section 2 of chapter 28 of the 2021 Session Laws; and
- 21 2. Any funds remaining from federal funds appropriated in subsection 2 of section 6 of
22 chapter 15 of the 2021 Session Laws, as amended in section 1 of chapter 548 of the
23 2021 Special Session Session Laws.

24 **SECTION 15. EXEMPTION - UNEXPENDED STATE AUTOMATED REPORTING**

25 **SYSTEM AND STATEWIDE LONGITUDINAL DATA SYSTEM UPGRADE APPROPRIATION.**

26 The sum of \$10,000,000 of special funds from the public instruction fund in the state treasury,
27 derived from reimbursements withheld from school districts' integrated formula payments for the
28 purpose of information technology project upgrades to the state automated reporting system
29 and the statewide longitudinal data system, appropriated to the department of public instruction
30 in section 17 of chapter 549 of the 2021 Special Session Session Laws, is not subject to the
31 provisions of section 54-44.1-11 and any unexpended funds from this one-time appropriation

1 may be continued and are available for information technology project upgrades to the state
2 automated reporting system and the statewide longitudinal data system during the biennium
3 beginning July 1, 2023, and ending June 30, 2025. The department of public instruction shall
4 transfer any funds continued in excess of \$5,000,000 to the information technology department
5 for statewide longitudinal data system upgrades.

6 **SECTION 16. STATE AID TO PUBLIC LIBRARIES.** The grants line item in subdivision 23
7 of section 1 of this Act includes \$1,737,582 for aid to public libraries, of which no more than
8 one-half may be expended during the fiscal year ending June 30, 2024.

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

11 **15.1-02-02. Salary.**

12 The annual salary of the superintendent of public instruction is one hundred ~~twenty-seven-~~
13 ~~thousand seven hundred sixty-eight~~thirty-five thousand five hundred thirty-six~~thirty-eight~~
14 thousand one hundred forty-two dollars through June 30, ~~2022~~2024, and one hundred ~~thirty-~~
15 ~~thousand three hundred twenty-three~~forty thousand nine hundred fifty-seven~~forty-three~~
16 thousand six hundred sixty-eight dollars thereafter.

17 **SECTION 18. AMENDMENT.** Section 15.1-27-04.1 of the North Dakota Century Code is
18 amended and reenacted as follows:

19 **15.1-27-04.1. Baseline funding - Establishment - Determination of state aid. (Effective**
20 **through June 30, 2025)**

- 21 1. To determine the amount of state aid payable to each district, the superintendent of
22 public instruction shall establish each district's baseline funding. A district's baseline
23 funding consists of:
- 24 a. All state aid received by the district in accordance with chapter 15.1-27 during the
25 2018-19 school year;
 - 26 b. An amount equal to the property tax deducted by the superintendent of public
27 instruction to determine the 2018-19 state aid payment;
 - 28 c. An amount equal to seventy-five percent of the revenue received by the school
29 district during the 2017-18 school year for the following revenue types:

- 1 (1) Revenue reported under code 2000 of the North Dakota school district
2 financial accounting and reporting manual, as developed by the
3 superintendent of public instruction in accordance with section 15.1-02-08;
- 4 (2) Mineral revenue received by the school district through direct allocation from
5 the state treasurer and not reported under code 2000 of the North Dakota
6 school district financial accounting and reporting manual, as developed by
7 the superintendent of public instruction in accordance with section
8 15.1-02-08;
- 9 (3) Tuition reported under code 1300 of the North Dakota school district
10 financial accounting and reporting manual, as developed by the
11 superintendent of public instruction in accordance with section 15.1-02-08,
12 with the exception of revenue received specifically for the operation of an
13 educational program provided at a residential treatment facility, tuition
14 received for the provision of an adult farm management program, and
15 beginning in the 2021-22 school year, seventeen percent of tuition received
16 under an agreement to educate students from a school district on an
17 air force base with funding received through federal impact aid, and an
18 additional seventeen percent of tuition received under an agreement to
19 educate students from a school district on an air force base with funding
20 received through federal impact aid each school year thereafter, until the
21 2024-25 school year when sixty-eight percent of tuition received under an
22 agreement to educate students from a school district on an air force base
23 with funding received through federal impact aid must be excluded from the
24 tuition calculation under this paragraph;
- 25 (4) Revenue from payments in lieu of taxes on the distribution and transmission
26 of electric power;
- 27 (5) Revenue from payments in lieu of taxes on electricity generated from
28 sources other than coal; and
- 29 (6) Revenue from the leasing of land acquired by the United States for which
30 compensation is allocated to the state under 33 U.S.C. 701(c)(3);

- 1 d. An amount equal to the total revenue received by the school district during the
2 2017-18 school year for the following revenue types:
- 3 (1) Mobile home tax revenue;
- 4 (2) Telecommunications tax revenue; and
- 5 (3) Revenue from payments in lieu of taxes and state reimbursement of the
6 homestead credit and disabled veterans credit; and
- 7 e. Beginning with the 2020-21 school year, the superintendent shall reduce the
8 baseline funding for any school district that becomes an elementary district
9 pursuant to section 15.1-07-27 after the 2012-13 school year. The reduction must
10 be proportional to the number of weighted student units in the grades that are
11 offered through another school district relative to the total number of weighted
12 student units the school district offered in the year before the school district
13 became an elementary district. The reduced baseline funding applies to the
14 calculation of state aid for the first school year in which the school district
15 becomes an elementary district and for each year thereafter. For districts that
16 become an elementary district prior to the 2020-21 school year, the
17 superintendent shall use the reduced baseline funding to calculate state aid for
18 the 2020-21 school year and for each year thereafter.
- 19 2. a. The superintendent shall divide the district's baseline funding determined in
20 subsection 1 by the district's 2017-18 weighted student units to determine the
21 district's baseline funding per weighted student unit.
- 22 b. For any school district that becomes an elementary district pursuant to section
23 15.1-07-27 after the 2017-18 school year, the superintendent shall adjust the
24 district's baseline funding per weighted student unit used to calculate state aid.
25 The superintendent shall divide the district's baseline funding determined in
26 subsection 1 by the district's weighted student units after the school district
27 becomes an elementary district to determine the district's adjusted baseline
28 funding per weighted student unit. The superintendent shall use the district's
29 adjusted baseline funding per weighted student unit in the calculation of state aid
30 for the first school year in which the school district becomes an elementary
31 district and for each year thereafter.

1 c. Beginning with the 2021-22 school year and for each school year thereafter, the
2 superintendent shall reduce the district's baseline funding per weighted student
3 unit. Each year the superintendent shall calculate the amount by which the
4 district's baseline funding per weighted student unit exceeds the payment per
5 weighted student unit provided in subsection 3. The superintendent shall reduce
6 the district's baseline funding per weighted student unit by fifteen percent of the
7 amount by which the district's baseline funding per weighted student unit exceeds
8 the payment per weighted student unit for the 2021-22 school year. For each
9 year thereafter, the reduction percentage is increased by an additional fifteen
10 percent. However, the district's baseline funding per weighted student unit, after
11 the reduction, may not be less than the payment per weighted student unit
12 provided in subsection 3.

13 3. a. For the 2021-22 school year, the superintendent shall calculate state aid as the
14 greater of:

15 (1) The district's weighted student units multiplied by ten thousand one hundred
16 thirty-six dollars;

17 (2) One hundred two percent of the district's baseline funding per weighted
18 student unit, as established in subsection 2, multiplied by the district's
19 weighted student units, not to exceed the district's 2017-18 baseline
20 weighted student units, plus any weighted student units in excess of the
21 2017-18 baseline weighted student units multiplied by ten thousand
22 one hundred thirty-six dollars; or

23 (3) The district's baseline funding as established in subsection 1 less the
24 amount in paragraph 1, with the difference reduced by fifteen percent and
25 then the difference added to the amount determined in paragraph 1.

26 b. For the 2022-23 school year and each school year thereafter, the superintendent
27 shall calculate state aid as the greater of:

28 (1) The district's weighted student units multiplied by ten thousand two hundred
29 thirty-seven dollars;

30 (2) One hundred two percent of the district's baseline funding per weighted
31 student unit, as established in subsection 2, multiplied by the district's

- 1 weighted student units, not to exceed the district's 2017-18 baseline
2 weighted student units, plus any weighted student units in excess of the
3 2017-18 baseline weighted student units multiplied by ten thousand
4 two hundred thirty-seven dollars; or
- 5 (3) The district's baseline funding as established in subsection 1 less the
6 amount in paragraph 1, with the difference reduced by thirty percent for the
7 2022-23 school year and the reduction percentage increasing by fifteen
8 percent each school year thereafter until the difference is reduced to zero,
9 and then the difference added to the amount determined in paragraph 1.
- 10 c. The superintendent also shall adjust state aid determined in this subsection to
11 ensure the amount does not exceed the transition maximum as follows:
- 12 (1) For the 2021-22 school year, the transition maximum rate is one hundred
13 ten percent of the district's baseline funding per weighted student unit, as
14 established in subsection 2, multiplied by the district's weighted student
15 units from the previous school year.
- 16 (2) For the 2022-23 school year, the transition maximum rate is one hundred
17 ten percent of the district's baseline funding per weighted student unit, as
18 established in subsection 2, multiplied by the district's weighted student
19 units from the previous school year.
- 20 (3) For the 2023-24 school year, the transition maximum rate is one hundred
21 ten percent of the district's baseline funding per weighted student unit, as
22 established in subsection 2, plus twenty percent of the difference between
23 the rate under paragraph 1 of subdivision b of this subsection and
24 one hundred ten percent of the district's baseline funding per weighted
25 student unit. The transition maximum is determined by multiplying the
26 transition maximum rate, which may not exceed the rate under paragraph 1
27 of subdivision b of this subsection, by the district's weighted student units
28 from the previous school year.
- 29 (4) For the 2024-25 school year, the transition maximum rate is one hundred
30 ten percent of the district's baseline funding per weighted student unit, as
31 established in subsection 2, plus forty percent of the difference between the

1 rate under paragraph 1 of subdivision b of this subsection and one hundred
2 ten percent of the district's baseline funding per weighted student unit. The
3 transition maximum is determined by multiplying the transition maximum
4 rate, which may not exceed the rate under paragraph 1 of subdivision b of
5 this subsection, by the district's weighted student units from the previous
6 school year.

7 (5) For the 2025-26 school year, the transition maximum rate is one hundred
8 ten percent of the district's baseline funding per weighted student unit, as
9 established in subsection 2, plus sixty percent of the difference between the
10 rate under paragraph 1 of subdivision b of this subsection and one hundred
11 ten percent of the district's baseline funding per weighted student unit. The
12 transition maximum is determined by multiplying the transition maximum
13 rate, which may not exceed the rate under paragraph 1 of subdivision b of
14 this subsection, by the district's weighted student units from the previous
15 school year.

16 (6) For the 2026-27 school year, the transition maximum rate is one hundred
17 ten percent of the district's baseline funding per weighted student unit, as
18 established in subsection 2, plus eighty percent of the difference between
19 the rate under paragraph 1 of subdivision b of this subsection and
20 one hundred ten percent of the district's baseline funding per weighted
21 student unit. The transition maximum is determined by multiplying the
22 transition maximum rate, which may not exceed the rate under paragraph 1
23 of subdivision b of this subsection, by the district's weighted student units
24 from the previous school year.

25 4. After determining the product in accordance with subsection 3, the superintendent of
26 public instruction shall:

27 a. Subtract an amount equal to sixty mills multiplied by the taxable valuation of the
28 school district, except the amount in dollars subtracted for purposes of this
29 subdivision may not exceed the previous year's amount in dollars subtracted for
30 purposes of this subdivision by more than twelve percent, adjusted pursuant to
31 section 15.1-27-04.3; and

- 1 b. Subtract an amount equal to seventy-five percent of all revenue types listed in
2 subdivisions c and d of subsection 1. Before determining the deduction for
3 seventy-five percent of all revenue types, the superintendent of public instruction
4 shall adjust revenues as follows:
- 5 (1) Tuition revenue shall be adjusted as follows:
- 6 (a) In addition to deducting tuition revenue received specifically for the
7 operation of an educational program provided at a residential
8 treatment facility, tuition revenue received for the provision of an adult
9 farm management program, tuition received for the education of
10 high-cost and special education students, and tuition received under
11 an agreement to educate students from a school district on an air
12 force base with funding received through federal impact aid as
13 directed each school year in paragraph 3 of subdivision c of
14 subsection 1, the superintendent of public instruction also shall reduce
15 the total tuition reported by the school district by the amount of tuition
16 revenue received for the education of students not residing in the
17 state and for which the state has not entered a cross-border education
18 contract; and
- 19 (b) The superintendent of public instruction also shall reduce the total
20 tuition reported by admitting school districts meeting the requirements
21 of subdivision e of subsection 2 of section 15.1-29-12 by the amount
22 of tuition revenue received for the education of students residing in an
23 adjacent school district.
- 24 (2) After adjusting tuition revenue as provided in paragraph 1, the
25 superintendent shall reduce all remaining revenues from all revenue types
26 by the percentage of mills levied in 2020 by the school district for sinking
27 and interest relative to the total mills levied in 2020 by the school district for
28 all purposes.
- 29 5. The amount remaining after the computation required under subsection 4 is the
30 amount of state aid to which a school district is entitled, subject to any other statutory
31 requirements or limitations.

- 1 6. On or before June thirtieth of each year, the school board shall certify to the
2 superintendent of public instruction the final average daily membership for the current
3 school year.
- 4 7. For purposes of the calculation in subsection 4, each county auditor, in collaboration
5 with the school districts, shall report the following to the superintendent of public
6 instruction on an annual basis:
 - 7 a. The amount of revenue received by each school district in the county during the
8 previous school year for each type of revenue identified in subdivisions c and d of
9 subsection 1;
 - 10 b. The total number of mills levied in the previous calendar year by each school
11 district for all purposes; and
 - 12 c. The number of mills levied in the previous calendar year by each school district
13 for sinking and interest fund purposes.

14 **Baseline funding - Establishment - Determination of state aid. (Effective after**
15 **June 30, 2025)**

- 16 1. To determine the amount of state aid payable to each district, the superintendent of
17 public instruction shall establish each district's baseline funding. A district's baseline
18 funding consists of:
 - 19 a. All state aid received by the district in accordance with chapter 15.1-27 during the
20 2018-19 school year;
 - 21 b. An amount equal to the property tax deducted by the superintendent of public
22 instruction to determine the 2018-19 state aid payment;
 - 23 c. An amount equal to seventy-five percent of the revenue received by the school
24 district during the 2017-18 school year for the following revenue types:
 - 25 (1) Revenue reported under code 2000 of the North Dakota school district
26 financial accounting and reporting manual, as developed by the
27 superintendent of public instruction in accordance with section 15.1-02-08;
 - 28 (2) Mineral revenue received by the school district through direct allocation from
29 the state treasurer and not reported under code 2000 of the North Dakota
30 school district financial accounting and reporting manual, as developed by

- 1 the superintendent of public instruction in accordance with section
2 15.1-02-08;
- 3 (3) Tuition reported under code 1300 of the North Dakota school district
4 financial accounting and reporting manual, as developed by the
5 superintendent of public instruction in accordance with section 15.1-02-08,
6 with the exception of revenue received specifically for the operation of an
7 educational program provided at a residential treatment facility, tuition
8 received for the provision of an adult farm management program, and
9 beginning in the 2025-26 school year, eighty-five percent of tuition received
10 under an agreement to educate students from a school district on an
11 air force base with funding received through federal impact aid, until the
12 2026-27 school year, and each school year thereafter, when all tuition
13 received under an agreement to educate students from a school district on
14 an air force base with funding received through federal impact aid must be
15 excluded from the tuition calculation under this paragraph;
- 16 (4) Revenue from payments in lieu of taxes on the distribution and transmission
17 of electric power;
- 18 (5) Revenue from payments in lieu of taxes on electricity generated from
19 sources other than coal; and
- 20 (6) Revenue from the leasing of land acquired by the United States for which
21 compensation is allocated to the state under 33 U.S.C. 701(c)(3); and
- 22 d. An amount equal to the total revenue received by the school district during the
23 2017-18 school year for the following revenue types:
- 24 (1) Mobile home tax revenue;
- 25 (2) Telecommunications tax revenue; and
- 26 (3) Revenue from payments in lieu of taxes and state reimbursement of the
27 homestead credit and disabled veterans credit.
- 28 e. Beginning with the 2020-21 school year, the superintendent shall reduce the
29 baseline funding for any school district that becomes an elementary district
30 pursuant to section 15.1-07-27 after the 2012-13 school year. The reduction must
31 be proportional to the number of weighted student units in the grades that are

1 offered through another school district relative to the total number of weighted
2 student units the school district offered in the year before the school district
3 became an elementary district. The reduced baseline funding applies to the
4 calculation of state aid for the first school year in which the school district
5 becomes an elementary district and for each year thereafter. For districts that
6 become an elementary district prior to the 2020-21 school year, the
7 superintendent shall use the reduced baseline funding to calculate state aid for
8 the 2020-21 school year and for each year thereafter.

9 2. a. The superintendent shall divide the district's baseline funding determined in
10 subsection 1 by the district's 2017-18 weighted student units to determine the
11 district's baseline funding per weighted student unit.

12 b. For any school district that becomes an elementary district pursuant to section
13 15.1-07-27 after the 2017-18 school year, the superintendent shall adjust the
14 district's baseline funding per weighted student unit used to calculate state aid.
15 The superintendent shall divide the district's baseline funding determined in
16 subsection 1 by the district's weighted student units after the school district
17 becomes an elementary district to determine the district's adjusted baseline
18 funding per weighted student unit. The superintendent shall use the district's
19 adjusted baseline funding per weighted student unit in the calculation of state aid
20 for the first school year in which the school district becomes an elementary
21 district and for each year thereafter.

22 c. Beginning with the 2021-22 school year and for each school year thereafter, the
23 superintendent shall reduce the district's baseline funding per weighted student
24 unit. Each year the superintendent shall calculate the amount by which the
25 district's baseline funding per weighted student unit exceeds the payment per
26 weighted student unit provided in subsection 3. The superintendent shall reduce
27 the district's baseline funding per weighted student unit by fifteen percent of the
28 amount by which the district's baseline funding per weighted student unit exceeds
29 the payment per weighted student unit for the 2021-22 school year. For each
30 year thereafter, the reduction percentage is increased by an additional fifteen
31 percent. However, the district's baseline funding per weighted student unit, after

- 1 the reduction, may not be less than the payment per weighted student unit
2 provided in subsection 3.
- 3 3. a. For the 2021-22 school year, the superintendent shall calculate state aid as the
4 greater of:
- 5 (1) The district's weighted student units multiplied by ten thousand one hundred
6 thirty-six dollars;
- 7 (2) One hundred two percent of the district's baseline funding per weighted
8 student unit, as established in subsection 2, multiplied by the district's
9 weighted student units, not to exceed the district's 2017-18 baseline
10 weighted student units, plus any weighted student units in excess of the
11 2017-18 baseline weighted student units multiplied by ten thousand
12 one hundred thirty-six dollars; or
- 13 (3) The district's baseline funding as established in subsection 1 less the
14 amount in paragraph 1, with the difference reduced by fifteen percent and
15 then the difference added to the amount determined in paragraph 1.
- 16 b. For the 2022-23 school year and each school year thereafter, the superintendent
17 shall calculate state aid as the greater of:
- 18 (1) The district's weighted student units multiplied by ten thousand two hundred
19 thirty-seven dollars;
- 20 (2) One hundred two percent of the district's baseline funding per weighted
21 student unit, as established in subsection 2, multiplied by the district's
22 weighted student units, not to exceed the district's 2017-18 baseline
23 weighted student units, plus any weighted student units in excess of the
24 2017-18 baseline weighted student units multiplied by ten thousand
25 two hundred thirty-seven dollars; or
- 26 (3) The district's baseline funding as established in subsection 1 less the
27 amount in paragraph 1, with the difference reduced by thirty percent for the
28 2022-23 school year and the reduction percentage increasing by fifteen
29 percent each school year thereafter until the difference is reduced to zero,
30 and then the difference added to the amount determined in paragraph 1.

1 c. The superintendent also shall adjust state aid determined in this subsection to
2 ensure the amount does not exceed the transition maximum as follows:

3 (1) For the 2021-22 school year, the transition maximum rate is one hundred
4 ten percent of the district's baseline funding per weighted student unit, as
5 established in subsection 2, multiplied by the district's weighted student
6 units from the previous school year.

7 (2) For the 2022-23 school year, the transition maximum rate is one hundred
8 ten percent of the district's baseline funding per weighted student unit, as
9 established in subsection 2, multiplied by the district's weighted student
10 units from the previous school year.

11 (3) For the 2023-24 school year, the transition maximum rate is one hundred
12 ten percent of the district's baseline funding per weighted student unit, as
13 established in subsection 2, plus twenty percent of the difference between
14 the rate under paragraph 1 of subdivision b of this subsection and
15 one hundred ten percent of the district's baseline funding per weighted
16 student unit. The transition maximum is determined by multiplying the
17 transition maximum rate, which may not exceed the rate under paragraph 1
18 of subdivision b of this subsection, by the district's weighted student units
19 from the previous school year.

20 (4) For the 2024-25 school year, the transition maximum rate is one hundred
21 ten percent of the district's baseline funding per weighted student unit, as
22 established in subsection 2, plus forty percent of the difference between the
23 rate under paragraph 1 of subdivision b of this subsection and one hundred
24 ten percent of the district's baseline funding per weighted student unit. The
25 transition maximum is determined by multiplying the transition maximum
26 rate, which may not exceed the rate under paragraph 1 of subdivision b of
27 this subsection, by the district's weighted student units from the previous
28 school year.

29 (5) For the 2025-26 school year, the transition maximum rate is one hundred
30 ten percent of the district's baseline funding per weighted student unit, as
31 established in subsection 2, plus sixty percent of the difference between the

1 rate under paragraph 1 of subdivision b of this subsection and one hundred
2 ten percent of the district's baseline funding per weighted student unit. The
3 transition maximum is determined by multiplying the transition maximum
4 rate, which may not exceed the rate under paragraph 1 of subdivision b of
5 this subsection, by the district's weighted student units from the previous
6 school year.

7 (6) For the 2026-27 school year, the transition maximum rate is one hundred
8 ten percent of the district's baseline funding per weighted student unit, as
9 established in subsection 2, plus eighty percent of the difference between
10 the rate under paragraph 1 of subdivision b of this subsection and
11 one hundred ten percent of the district's baseline funding per weighted
12 student unit. The transition maximum is determined by multiplying the
13 transition maximum rate, which may not exceed the rate under paragraph 1
14 of subdivision b of this subsection, by the district's weighted student units
15 from the previous school year.

16 4. After determining the product in accordance with subsection 3, the superintendent of
17 public instruction shall:

- 18 a. Subtract an amount equal to sixty mills multiplied by the taxable valuation of the
19 school district; and
20 b. Subtract an amount equal to seventy-five percent of all revenue types listed in
21 subdivisions c and d of subsection 1. Before determining the deduction for
22 seventy-five percent of all revenue types, the superintendent of public instruction
23 shall adjust revenues as follows:

24 (1) Tuition revenue shall be adjusted as follows:

- 25 (a) In addition to deducting tuition revenue received specifically for the
26 operation of an educational program provided at a residential
27 treatment facility, tuition revenue received for the provision of an adult
28 farm management program, tuition received for the education of
29 high-cost and special education students, and tuition received under
30 an agreement to educate students from a school district on an air
31 force base with funding received through federal impact aid as

1 directed each school year in paragraph 3 of subdivision c of
2 subsection 1, the superintendent of public instruction also shall reduce
3 the total tuition reported by the school district by the amount of tuition
4 revenue received for the education of students not residing in the
5 state and for which the state has not entered a cross-border education
6 contract; and

7 (b) The superintendent of public instruction also shall reduce the total
8 tuition reported by admitting school districts meeting the requirements
9 of subdivision e of subsection 2 of section 15.1-29-12 by the amount
10 of tuition revenue received for the education of students residing in an
11 adjacent school district.

12 (2) After adjusting tuition revenue as provided in paragraph 1, the
13 superintendent shall reduce all remaining revenues from all revenue types
14 by the percentage of mills levied in 2020 by the school district for sinking
15 and interest relative to the total mills levied in 2020 by the school district for
16 all purposes.

17 5. The amount remaining after the computation required under subsection 4 is the
18 amount of state aid to which a school district is entitled, subject to any other statutory
19 requirements or limitations.

20 6. On or before June thirtieth of each year, the school board shall certify to the
21 superintendent of public instruction the final average daily membership for the current
22 school year.

23 7. For purposes of the calculation in subsection 4, each county auditor, in collaboration
24 with the school districts, shall report the following to the superintendent of public
25 instruction on an annual basis:

26 a. The amount of revenue received by each school district in the county during the
27 previous school year for each type of revenue identified in subdivisions c and d of
28 subsection 1;

29 b. The total number of mills levied in the previous calendar year by each school
30 district for all purposes; and

- 1 c. The number of mills levied in the previous calendar year by each school district
2 for sinking and interest fund purposes.

3 **SECTION 19. AMENDMENT.** Section 15.1-32-01 of the North Dakota Century Code is
4 amended and reenacted as follows:

5 **15.1-32-01. Definitions.**

6 As used in this chapter:

- 7 1. "Major life activities" include learning, walking, talking, breathing, and caring for
8 oneself.
- 9 2. "Related services" means transportation and developmental and corrective or
10 supportive services required to assist a student with disabilities to benefit from special
11 education.
- 12 2-3. "Special education" means instruction designed to meet the needs of a student with
13 disabilities, transportation, and corrective and supporting services required to assist a
14 student with disabilities in taking advantage of, or responding to, educational programs
15 and opportunities.
- 16 3-4. "Student who is gifted" means an individual who is identified by qualified professionals
17 as being capable of high performance and who needs educational programs and
18 services beyond those normally provided in a regular education program.
- 19 4-5. a. "Student with a disability" means an individual who is at least three years of age
20 but who has not reached the age of twenty-one before August first of the year in
21 which the individual turns twenty-one and who requires special education and
22 related services because of:
- 23 (1) An intellectual disability;
 - 24 (2) A hearing impairment, including deafness;
 - 25 (3) Deaf-blindness;
 - 26 (4) A speech or language impairment;
 - 27 (5) A visual impairment, including blindness;
 - 28 (6) An emotional disturbance;
 - 29 (7) An orthopedic impairment;
 - 30 (8) Autism;
 - 31 (9) A traumatic brain injury;

1 (10) Other health impairment; or

2 (11) A specific learning disability.

3 b. "Student with a disability" includes a student age eighteen through twenty-one
4 who is incarcerated in an adult correctional facility and who, in the last
5 educational placement prior to incarceration, was identified as being a student
6 with a disability and did not have an individualized education program or was
7 identified as being a student with a disability and had an individualized education
8 program.

9 6. "Student with a significant medical condition" means a student with a physical or
10 mental impairment, whether permanent or temporary, which substantially limits one or
11 more major life activities and who is not entitled to special education and related
12 services.

13 **SECTION 20. AMENDMENT.** Section 15.1-32-14 of the North Dakota Century Code is
14 amended and reenacted as follows:

15 **15.1-32-14. ~~Special education students—Contracts for placement~~ High-cost students.**

16 1. If in the opinion of an individualized education program team or a services plan team a
17 student with a disability or a student with a significant medical condition is unable to
18 attend a public school in ~~the special education unit to which~~ the student's school
19 district of residence ~~belongs~~, the student's school district of residence shall
20 ~~contract~~ release the student at the time deemed necessary to begin attendance with
21 another public school that:

22 a. ~~Does not belong to the same special education unit;~~

23 ~~b.~~ Is located in this state;

24 ~~e.b.~~ Is willing to admit the student; and

25 ~~d.c.~~ Is able to provide appropriate services to the student.

26 2. ~~The superintendent of public instruction shall approve in advance the terms of the~~
27 ~~contract and the services to be provided by the admitting school.~~

28 ~~3.~~ The contract must provide that the student's school district of residence is liable for the
29 cost of educating the student.

30 ~~4.3.~~ Upon being notified by the district in which the student receives services that the
31 student's school district of residence has not paid for services that were provided to

1 the student, the superintendent of public instruction, after verification, shall withhold all
2 state aid payments to which the student's school district of residence is entitled, until
3 the required payments have been made.

4 **SECTION 21. AMENDMENT.** Section 15.1-32-18 of the North Dakota Century Code is
5 amended and reenacted as follows:

6 **15.1-32-18. Cost - Liability of school district for special education and other high-cost**
7 **services.**

- 8 1. Each year the superintendent of public instruction shall identify the approximately one
9 percent of ~~special education~~ students with a disability and students with a significant
10 medical condition statewide who are not eligible for cost reimbursement under section
11 15.1-29-14 and who require the greatest school district expenditures ~~in order~~ to
12 provide them with education and services, including special education and related
13 services. This percentage represents the number of students that would qualify for
14 excess cost reimbursement beyond the multiplier that is established in subsection 3.
- 15 2. The excess costs of providing ~~special education and related~~ services to these students
16 are the responsibility of the state and the superintendent of public instruction shall
17 reimburse the school districts for any excess costs incurred in the provision of ~~special-~~
18 ~~education and related~~the services to the identified students.
- 19 3. "Excess costs" are those that exceed four times the state average cost of education
20 per student and which are incurred by the ~~special education~~ students identified in
21 subsection 1.
- 22 4. All costs of providing ~~special education and related~~ services to those students
23 identified in subsection 1, other than excess costs reimbursed by the state, are the
24 responsibility of the student's school district of residence.
- 25 5. In addition to any other reimbursements provided under this section, if a school district
26 expends more than two percent of its annual budget for the provision of ~~special-~~
27 ~~education and related~~ services to one student with a disability or significant medical
28 condition, the district shall notify the superintendent of public instruction. Upon
29 verification, the superintendent shall reimburse the district for the difference between:
30 a. Two percent of the district's annual budget; and
31 b. The lesser of:

- 1 (1) The amount actually expended by the district for the provision of special
- 2 education and related services to that student; or
- 3 (2) The amount representing four times the state average cost of education per
- 4 student.

5 **SECTION 22. AMENDMENT.** Section 54-24.3-01 of the North Dakota Century Code is
6 amended and reenacted as follows:

7 **54-24.3-01. Definitions.**

8 In this chapter, unless the context otherwise requires:

- 9 1. "Academic library" means a library that is part of a college or university that is publicly
10 or privately funded and whose primary role is to provide resources to enrich and
11 support the school's curricula and the research needs of students and faculty.
- 12 2. "Library resource center" means a central service unit, whose location is to be agreed
13 upon by members of the regional library cooperative and which is responsible for
14 extending special services to support members of the regional library cooperative,
15 while meeting all cooperative standards.
- 16 3. "Multitype library authority" means a geographic subdivision within which multitype
17 libraries are organized for the purpose of providing library and information services
18 through cooperation and mutual support.
- 19 4. "Participant library" means any library agreeing to join a regional library cooperative.
- 20 5. "Public library" means a library that is supported with funds derived from taxation and
21 which maintains a balanced collection of materials to serve the lifelong information,
22 reading, and recreational needs of the general population. For purposes of this
23 chapter, "public library" includes tribal libraries.
- 24 6. "Regional library cooperative" means an organization of one or more types of library
25 organized under Article VI of section 54-24.1-01, or a multitype library authority.
- 26 7. "School library media center" means a learning center operated as part of a publicly or
27 privately supported school or school district and whose role is to provide instruction,
28 cooperatively design learning strategies, and provide resources that support and
29 enrich the curriculum, following the North Dakota school library media guidelines.

- 1 8. "Special library" means a public or private sector library whose collection is specialized
2 and limited in scope and size and whose role is to provide information to a limited
3 clientele.

4 **SECTION 23. LEGISLATIVE INTENT - AMENDMENTS TO THE STATE SCHOOL AID**
5 **INTEGRATED FUNDING FORMULA.** It is the intent of the sixty-eighth legislative assembly that
6 the sixty-ninth legislative assembly consider amendments to the state school aid integrated
7 funding formula only in the appropriation bill for the department of public instruction.

8 **SECTION 24. EFFECTIVE DATE.** Senate Bill No. 2269, as approved by the sixty-eighth
9 legislative assembly, becomes effective July 1, 2023. Sections 3, 4, and 7 of Senate Bill No.
10 2050, as approved by the sixty-eighth legislative assembly, become effective May 15, 2023.

11 **SECTION 25. EMERGENCY.** Sections 3, 4, and 7, of Senate Bill No. 2050 and Senate Bill
12 No. 2269, as approved by the sixty-eighth legislative assembly, are declared to be an
13 emergency measure.