2001 HOUSE APPROPRIATIONS

HB 1013

2001 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. 1013

House Appropriations Committee
Education and Environment Division

❑ Conference Committee

Hearing Date 01-09-01

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| Committee Clerk Signature | Judy Schaak | | |

Minutes:

Representative Ole Aarsvold, Representative James Boehm, Representative Pam Gulleson Representative Bob Martinson, Representative David Monson, Representative Frances Wald, and Representative Janet Wentz.

Chairman Janet Wentz : We will call the House Appropriation Education and Environment to order and open the hearing on HB 1013.

Jerry Coleman: (250) DPI School finances. (370) General Organizational Structure . See attached.

Representative Wald: (1010) Page 4 The census shows 115,300 and DAM 113,541 , that leaves 1759 students. Is this all schools , private, parochial and home schooled?

Colemann: The census does not include kindergarten only 6-17 .The count was taken in May of 1999. In the fall of 2000 the count for BIA 1800, non public 1500, and 411 correctional.

Representative Aarsvold: (1195) The total K-12 enrollment , the line after census, back in 85 shows 4400 and now 7000 differential FY00. Please explain.

Colemann: (1235) Go back to the odd nu mber of years. The census is taken every two years. That narrows it up. Continue with attached.

Hand out - 1999-2000 Biennium. See attached. (1765)

Colemann: continues on page 6 (1925)

Representative Gulleson: (1980) Which group is growing the fastest?

Tom Decker: (2033) In my handout yesterday we show 2000-2005 a slight growth enrollment in high school, and shows declining enrollment in the smaller schools.

Representative Wald: (2145) Your showing no waiting for grades 7 - 8, and 1-6, and 9-12 show no waiting. What is the rational for no waiting for 7-8?

Tom Decker: (2210) These categories were originally set in the late 60's early 70's and reconstructed in a major way. The categories which we wait haven't changed since. I expect that experience at that time was difference cost for 7-8, so they got the same factor. They are not high cost to teach.

Jerry Colemann: (2340) Continue with changing enrollment. Page 7

Representative Aarsvold: (2720) Reciprocal agreement referenced in your language here is that between the rest of the states?

Tom Decker: (2750) We do have reciprocal agreement with Minnesota, S.D border canceled legislature We are on a District to district and Montana plans to dump state laws and too will be district to district.

Representative Aarsvold: What is the experience of compact as opposed to district to district relationships?

Tom Decker: We have good luck with Minnesota and we do the best with S.D. and Montana, which they are trying to fix, Montana was taking N.D. students, were double dipping . They

were getting Montana state aid as well as N.D. We should give the parent the choice and I do thing we would have more going in ND.

Representative Wald: (3050) How do schools like Home on the Range get reimburse to Beach? Many are from out of state as well as in state.

Tom Decker: It is a court placement so they are paid by the resident school district and out of state I assume pays there own.

Representative Gulleson: Do school districts have to sign off when going out of state?

Tom Decker: The statue reads if students live with in 40 miles they are grandfathered in if going to school in 1991, and siblings are also grandfathered in. Those who don't fall into that category need permission from their district.

Jerry Colemann: Continue on page 8.

Representative Gulleson: (3475) Consider factoring in some type income, because a flaw in owning property is equivalent to income. Are there any other states that factor income? I would like a study done on this, and which states removed property.

Tom Decker: I am not aware of anywhere income is a factor in the formula

Jerry Colemann: Continue attached page 9.

Representative Wentz: What would be the reason a school might not be accredited?

Tom Decker: A faculty member teaching out of their trained area.

Representative Wald: Do we have any non accredited and would someone with a degree in English

And would teach another subject, would that disqualify that school?

Jerry Colemann: There may be one and yes, to your last question with a warning the 1st year.

Continue on page 9.

Representative Monson: (4415) Has any move been made to increase transpiration aid?

Tom Decker: It has not been proposed at this time. There is a greater need for family transportation.

Representative Monson: Are you changing any rules for family transportation, such as a child driver or car pooling?

Tom Decker: The requirement for a driver is 18 years of age, due to liability.

Jerry Colemann: Continue with transportation aid.

Representative Aarsvold: (5130) Is it still a problem with administrators not putting the numbers in the proper form?

Jerry Colemann: I believe it has gotten better. We have developed some guide lines.

Representative Wald: Is there any mechanism in place to prevent small schools from buying large buses, and have we had a study done.

Tom Decker: Its a difficult issue. Not designed for efficiency. The kind of buses the districts have depends on the districts wealth.

Representative Wald: Have we had a study done to be more efficient with a small group, and the issue of pooling or a senior in high school., family vehicle reimbursement.

Tom Decker: There are to many small districts running their own transportation system. We will not make significant progression this issue until we get to a payment that rewards efficiency.

Representative Wald: As these districts get larger we are traveling greater distances and at 67 cents the costs rise. We will not get there with out a program to present to us. We need to look at this.

Representative Aarsvold: Parents want the bus to stop for convenience, but may not use it very often throughout the year, and drive themselves.

Representative Monson: I have a comment to not assume smaller buses are more efficient . My larger bus for fuel is less for a month.

Jerry Colemann: Continue on page 10 with summer school payments.

Representative Wentz: What students would fall under home based instruction?

Jerry Colmann: They would be home schooled.

Representative Wald: Are the home schooled supervised and if so what does it consist of and are there any that are not?

Gary Gronberg: One hour per month for first child and half hour for each additional child by a certified licensed teacher. There are cases that home schooled is not supervised by the district.. I would guess the majority are not supervised by school districts. There are certified parents qualified. The local school district can hire whom ever is licensed teacher.

Representative Wald: You get census reimburse for that child, plus one half of the Foundation Aid, what ever category they fall in.

Jerry Colemann: Continue page 11.

Representative Aarsvold: On tuition apportionment, I was told the land department can attribute a portion of proceeds to principal as opposed to distributing them in the year received and put it in a trust fund, and are they statutory limited?

Tom Decker: I don't know that answer but I will find out.

Joe Morrissette: The ND Century Code 150305.2 gives the land board that discretion. They can choose how much of the current income they want to distribute and how much they want to retain as part of the principal to build the fund up, based on what ever goals they have established. They can't reduce distribution from the past year.

Jerry Colemann: Continue page 11. Supplemental equity. (1625)

Continue with attachment Supplemental Revenue Payments History and Public Schools Districts Summary of Facts.

Representative Wald: Page 1, What does if spent out column mean?

Jerry Colemann: We could spend that much. The next column is what was left over and will be turned back. Its a what if.

Representative Aarsvold: (2200) Looking at the criteria, obviously the larger the more efficient you are in terms of cost per student.

Jerry Colemann: I agree its not a perfect formula. (2327) Continue with page 12 and hand out on Public School Districts Summary of facts. Page A-2 Local Sources should be Other Sources.

Representative Aarsvold: On page A-2. On fund group A Local Sources. Do you have any data on the range of highest or lowest on the distribution to local school districts?

Jerry Colemann: Not sure what the highest is, but the lowest some of the lowest support themselves. It will be on the web the end of January. Continue on Page 53.

Representative Monson: Is this an executive recommendation you have of Governor Schafer? Does the supplemental payment you just gave us , does it have anything in it about declining enrollments? How much will you be paying out for those incentives if we reach the cap?

Jerry Colemann: Yes, this is Governor Schafer's recommendation. And the other answer is no. One million of the three million went out on decline enrollments and the remainder went out on a straight ADM allocation. Butte did go nonoperating and was paid on census plus mill levy.

Decker: We had three districts who's consolidations will become effective July 1, 2001 who qualified for bonuses. The total amount is 1.165 million.

Jerry Colemann: Continue on Page 53 and 54. Also Handout on Student Payment Projection for 2011-03, based on Governor Schafer's recommendation.

Representative Gulleson: Page 2 School district, Apple Creek, is an example of K-8 gets non high school and graded elementary. There is a 7.8% increase the second year and 3.8 increase the first year. They have a low enrollment. Are they not contributing to a high school district. I look at those large schools who do make an effort to consolidate, are lucky to break even. And we should not penalize them for making that effort.

Jerry Colemann: K-8 districts are expected to pay full tuition for their students to go to a out of district high school.

Tom Decker: In Burleigh county there are 11 school districts. Bismarck has 97.56% of the enrollment. The other 10 districts have 2.44% of the enrollment. Most efficient school districts are the large class B's

Representative Wald: (5830) Has the department ever looked at county superintendent , or Superintendent of Schools to manage all shops to cut administrative salaries and put it into Foundation Aid. I think we need to think how a business would operate this? As we look at the declining enrollment, there has got to be some efficiencies. Possibly going to county system.

Tom Decker: I read in Dickinson paper in which the editor suggested that we go back to County Superintendents. I think he had in mind was, county administrative units, where a superintendent and a school district board would manage the education for students in the county. We will have hough retirements coming up in the next 10 years. The research is clear. The greatest source of resistance that consolidation comes from current district employees.

Jerry Colemann: See attached Status Report. (491)

Representative Aarsvold: (665) Do I understand we have overspent the child placement?

Jerry Colemann: Actually it means we didn't budget for it correctly the first time, it all comes out of the foundation levy anyway. This ends presentation. Hand outs on general information on

high school enrollment, school finances. I have a Revenue History for the last 1981-82 to current Attachment from Tom Decker on ND Public School size.

Representativ Wentz: Any other questions? Concludes this hearing. Adjourned.

2001 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. 1013

House Appropriations Committee
Education and Environment Division

☐ Conference Committee

Hearing Date January ~~9~~ 16, 2001

| Tape Number | Side A | Side B | Meter # |
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Committee Clerk Signature

Minutes: Representative Ole Aarsvold, Representative James Boehm, Representative Pam Gulleson, Representative Bob Martinson, Representative David Monson, Representative Frances Wald, and Representative Janet Wentz.

Chairman Representative Wentz: We will call the House committee on Education to order and open the hearing on HB1013.

Larry Klundt: ND Council of Educational Leaders: The question was raised yesterday on the numbers and usefulness of Superintendents. Possibly we need a serious study and how we ought to be. We would participate fully. ND suffers of a too many phenomena, colleges, counties etc. Consolidation means sharing. It is extremely important to get input from parents, tax payers and students. Parents have fear of loosing connections. Most important to resolve needs to be better and benefits better. Sharing might have difficulties. Sharing administrative can be done. Maybe it ought to be a local decision.

Representative Wald: (1015) We share concerns, but we need to learn to think outside the boxes as the saying goes. People can pay only so much even if they want more.

Representative Gulleson: (1190) Once a decision has been made to close or combine schools, there should be rewards. They need incentives. How are they going to be better off because of it.

Deb Nielson: (1320) With School Board Association. Staff is one of the barriers that resists to consolidation. Biggest barrier is the differentiated tax levies in different districts. People who enjoy lower mill levy, property and land owners often resist to a combined effort. How do we level off mill levy's if we tae entire counties. A word about board members and how they feel about sharing Superintendents. They are volunteered, unpaid officials who come together once or twice a month. Their Superintendent is their leader and resource person. As that persons time gets spread out, and geographically is spread out. They become less assessable.

Representative Wald: (1827) It has worked. When a female President was elected to Valley City and Mayville. I for one did not expect it to work. She does it without a problem. We need to look at something more efficient. We can not continue business as usual.

Representative Aarsvold: (1980) Deb feels a levy being in fact a measure of effort. I would suggest a levy is not a measure of effort. It is tax consequences for the tax payer which is the measure of effort.

Bob Rutten: Special Education Director. See attached.

Representative Wentz: (2909) Is that a trend or is that just the last year this has happened? Are there any theories being put forth that have credibility?

Bob Rutten: It was startling when looking at the declining enrollment. We have seen a significant rise. Yes, for a number of years we have served more. There are theories The National Institute of Health finds autism has increased 500%. Rise has to do with medical and

professionals can identify better. Also the advances in medical sciences and technology, and disabilities in the past were hushed.

Representative Aarsvold: (3600) Do you have data dating back to ARC' lawsuit, and the consequences it has on school districts?

Robert Rutten: We could provide that.

Representative Monson: I really question the 11.2% of students receiving special ed. Are you counting in the cost of transportation? If so why not clump it together?

Bob Rutten: Yes, you must consider transportation if they are requiring it.

Representative Gulleson: (3819) Do these numbers reflect just general fund spending?

Bob Rutten: This is a representation of total expenses. Continue with attachment.

Representative Monson: (4208) Something seems wrong with your numbers. If 62.3% funding for special Ed is local. We don't pick up that kind of local share for regular education.

Ralph Messmer: (4320) Assistant to Bob. The off set we are dealing with are identified strictly special Ed expenditures. There are other costs such as salaries for teachers and aids.

Representative Monson: Salaries for aids and teachers is not considered as part of the costs you were figuring here? Do these numbers count transportation to the cost of special ed. If so schools may not be coding correctly.

Ralph Messmer: Yes it is.

Larry Klundt: (4680) Refer to page 56 in the department budget Left side of 3rd arrow.

Bob Rutten: (4900) Continue page 2 and 3 of handout.

Representative Wentz: (5350) Give an example of extraordinary costs.

Bob Rutten: A child with great needs, as shown on page 5. Examples physical, and speech therapy. Continue with attachment.

Representative Monson: All things listed here are considered part of the educational costs of the special Ed student.

Bob Rutten: Yes, based on the educational needs of the student. Some require therapy beyond what is expected through their individualized education program. Those would not be considered education costs. Schools are obliged under law to provide these types of services.

Continue page 5.

Tape turned side B Continue.

Representative Aarsvold: (28) On the Agency placements. Do they bare any costs in the special education area? Or if a placement is for reasons other than special Ed, such as court placement. Would the agency than bare costs?

Bob Rutten: No, to both questions. (100) Continue on page 5.

Representative Gulleson: (800) You made reference in you overall presentation of increased federal funds for special ed. Have they been factored into this?

Bob Rutten: No.

Representative Aarsvold: (1048) Page 57 on hand out from Monday. Special Ed units were listed and the percentage of State support from 7.7% to 45.7%. Why do we have that huge variation in state support for those various programs. Also would the range of services provided by that district impact the percentage of support?

Bob Rutten: Partly based on size of the unit. Some are listed. In answer to your question all special Ed units regardless if rural or urban have that same expectation to identify all children with disabilities.

Representative Monson: (1235) When you talk about state support for special Ed unit. Are you talking about the ADM special dollars that flow directly to Upper Valley Special Ed? Is that the

portion your talking about? State also pays a regular payment to my school district for ADM per pupil payment, tuition apportionment. 27% isn't really correct.

Bob Rutten: Yes

Ralph Messmer: The amount that we put in is for special ed.

Representative Monson: these numbers really aren't very accurate. If you are totally forgetting about per pupil payments that come from the state that we just funnel on to special ed. I can see why you come up with small percentage support for special Ed from the state.

Ralph Messmer: We've always done it that way.

David Massey: Division Manager, Targeted Services Adult Education. See attached.

Representative Wentz: (2445) The funds that were lost. Are they Federal funds, and does the Division of Independent Studies provide some of these services?

David Massey: Yes to both. Services can be provided on a one and one and we do have the Adult Learning Center.

Representative Gulleson: Where are your Adult Learning Centers, and how is the overhead.

David Massey: Some are in colleges, public schools. It is voluntary, and what ever the community would offer. With these places the overhead is low. Some need separate buildings and they pay overhead.

Representative Wentz: We will certainly consider your request for the additional appropriations.

Bob Rutten: (2790) ND Governor's School. See attached.

Representative Aarsvold: (3200) I have had a number of letter from students in my district who have participated and have found it a wonderful experience.

Bonnie Miller: (3310) Fiscal Director for DPI. Introduction on grants and special line items. See attached.

Deb Sisco: (3520) Director of Teachers Center Network. See attached.

Representative Gulleson: (4105) What is the process by which a school becomes a member and why would a public school in ND not want to be a member with all the resources that become available with that subscription?

Deb Sisco: Membership letters are sent out once a year. If a school decides not to join most schools will have one or two teachers are members. Some times they are too far away from a center. Most of the time it ranges $10.00 per teacher.

Harold Nelson: Director of Northern Plains Project. Several handouts attached. This programs changes teachers live. It helps teachers to learn more about teaching language art. A grass root program in which teachers teach teachers. See attachments.

Jane Kurtz: (5130) Writing Director of Red River Valley Project.

Becoming a strong writer is one of the main things we can do to prepare our students to go out and prepare them for the world they enter in. We are a young project in the East. We get $25,000 in federal and are asking 10,000 from the state.

Jan Jelliff: Red River Writing Project, out reach coordinator, retired English teacher. This is a well trained project. I hope to meet all Principals in our surrounding area, with a two fold purpose. One to make them recruiters with me, for teachers to come to the summer institute. The other is to make them aware that the teacher consultants who have already completed the institute are available to come out and do work shops , seminars, curriculum, or what ever we can help to improvements in instruction and writing in their schools.

NEW TAPE

Representative Aarsvold: Are you adequately able to cover the entire state with the two projects under way now?

Harold Nelson: Yes, with increased funding.

Dr. Richard Ott: (235) ND Council of Educational Leaders. LEAD See attached.

Tom Morth: Research analyst for FINDET. See attachment and status report.

Representative Aarsvold: (1090) Would any of this data fall into inappropriate hands?

Tom Morth: Information we do receive from the agencies as you would expect, they have to take care of that information. When they transfer it to my department to find it , we have to maintain those same standards or exceed them. W e do not track individuals. We do follow up on aggregate groups.

Curt Eresver: (1224) ND Geographical Alliance. See attached.

Dr. Eric Clausen: (1746) ND Geographic Alliance Resources and Endowment Fund Options. See attachment.

Marilyn Weiser: ( 2145) Minot teacher. See attached.

Janet Welk: (3020) Director of the Education Standards and Practices Board. See attached.

Representative Monson: (3535) Am I to understand you are going to give the teachers that have completed a bonus of $7,000 between them?

Janet Welk: Yes

Representative Wentz: (3630) I have a question on the Geographic Education Program, on the budget. When your budget was prepared, your 50,000 request was based on business as usual? Since than you have heard that you are matching money from the National Geographic Society is not forth coming. Is that correct? Have you had any conversation with Governor Hoeven on which scenario?

Curt Fresver: Yes, We are operating under the old guidelines. What they have told us, they want the State to go to the Foundation. I have sent a letter last week to the Governor's office addressing this.

Max Laird (3838) President of ND Association . As you'll note in the budget the number of biennium's. These budgets tend to stand out alone as orphaned budgets. I encourage you to take a good look at the base and additional funding.

Representative Aarsvold: (4282) Do local schools districts afford any additional compensation to those folks who are Nationally certified?

Max Laird: No

Representative Wentz: No other questions, the meeting is adjourned.

2001 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. HB1013

House Appropriations Committee
Education and Environment Division

☐ Conference Committee

Hearing Date January 11,2001

| Tape Number | Side A | Side B | Meter # |
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| Committee Clerk Signature | | | |

Minutes:

Representative Ole Aarsvold, Representative James Boehm, Representative Pam Gulleson, Representative Bob Martinson, Representative David Monson, and Representative Janet Wentz.

Representative Wentz: We will call the House committee to order and open the hearing on HB1013.

Carmen Suminski: (160) Superintendent of the ND Vision Services/School for the Blind. See attached.

Representative Aarsvold: (4100) I asked this question 2 years ago. I have concerns about the Center based verses outreach approach interns of teaching skills. What a re you finding in terms of teaching Braille skills to ND citizens?

Carmen Suminski: We are finding that students need strong concentration of that Braille literacy, and need to be incorporated into the daily activities. The issue is getting a combination of that. In terms of 2 years ago. It is better because we have added better recourses, and

additional regional teachers, who are able to get to those students on a regular basis. We are also doing mer in service training.

Representative Wentz: (4485) Do you employee visually impaired, and what is your age break down.

Carmen Suminski: Yes, one. The majority of out students are school age.

Rocklyn Cofer: (4870) Superintendent of School for the Deaf. A 71/2 minute video on the history of the school. Also see attached.

Representative Wentz: (1703) Introduces Senator Jack Trainor. from Devils Lake.

Senator Trainor: Spoke about the location being quite suitable, and how impressed with the school and the loving environment. I hope the committee will look favorably toward the school.

Rocklyn Cofer: Back to attached.

Representative Wentz: (2745) What is you count number of students. It says 51? That seems unusually high. Does that number track with the ratio nationally?

Rocklyn Cofer: It is not unusual. We will have a new census count this spring. Our majority age group is 14-21.

Representative Aarsvold: (2920) A question from the video. The proceeds from the land sale back in the 50s, how was that handled. Did it go to the land department for distrubution?

Rocklyn Cofer: I am sure it probably did and one of the stipulations that went with that land was only to be used for educational purposes and has been. Continue attachment. (3016)

Representative Aarsvold: (4379) Last session there was a request from your campus for a house for home like atmosphere. Has that been resolved?

Rocklyn Cofer: No, but one of the options we have available is the Administrators residence on campus. I have chosen to live in my own house. I felt that I was never called for any emergency

situations in the two years I did live on campus. We may chose to turn that into an independent living cottage.

Wayne Sandstead: I want to commend and tell you how pleased I am with the leadership and the team work of these schools.

Joe Lenertz: Currently Acting State Librarian due to unexpected death of past Librarian. He speaks about the web page and all of the availability's how it is money saving to the schools being able to look up in information or things of interest in magazines etc. We need to find funding to continue this service after this year.

Cindy Larson: (5768) Assistant State Librarian of ND. See attached.

Representative Aarsvold: (435) Attachment B, Library Vision 2004 a grant of 18,000 to Trinity Bible College. Do we grant to private institutions as well?

Cindy Larson: Yes, they are part of the rights system.

Charlene Weis: (600) Librarian of United Tribes. See attached.

Charlene Weis reads testimony for Sally Dockter, President of ND Library Association. See Attached

Tom Jones: (1248) Library Director of Bismarck Public Library. See attached.

Representative Aarsvold: (1788) Are library levies capped locally, property tax levies for library use? Could you get a list of the levies for the various libraries, counties, and city libraries?

Tom Jones: I believe the statutory limits for county libraries is 4 mills. In order to go above that the library would need approval. Yes, I can get that for you.

Representative Monson: (1875) I am on your State Library site now. Do you charge libraries for your service line? I am checking on your magazines, why would anyone purchase when they

can look at them here? I would think the schools should be able to cut back on magazines. Can anyone print any article out of any on these magazines?

Cindy Larsen: Funds used to pay for this comes from about 20 libraries. It is more cost effective this way. The smaller libraries wouldn't have the resources to give to there students if they had not banded together. Some don't have the money to put into their local level to access this information. If you would continue to provide the funding for this service I would guess down the road local libraries would see the ability to reduce. They would have a broader base of information ,plus they could look to reduce their subscription costs. And yes, you can print out any article in a magazine.

Doris Ott: (2400) By purchasing on a state bases, we have bee able to negotiate a better price. Because we have purchased them as a region, we have included every State citizen in that contract. That gives us the copy right clearance to reproduce those articles to use them for inter library loans.

Dennis Page: (2530) Director of Grand Forks Library. In support of the 2004 funding that it is vital to smaller libraries in community and state as a whole. They are moving into a technology society. Dennis presents a letter from Bonnie MacIver of Leach. See attached.

Mary Bianco: (3135) Librarian for Standing Rock and Sitting Bull College. I would like you to know 10% of the people on the reservation have phones. I spend my budget on technology. I live in fear that data base won't be funded. They walk to the library. I have seven computers on line available. They know how to do the full text searching. The printer goes daily. This is public. I needed to go to the classes to show new students how to search. The college is a big hub for the Standing Rock Reservation.

1C13

Representative Aarsvold: Recognizing your limited resources. What funding do you have now?

Mary Bianco: I do have some federal funds. I am affiliated with the college and I write grants.

Wayne Sandstead: (3350) Encourages continued funding and the great services.

Neil Howe: Director of the Division of Independent Study. See attached.

Representative Gulleson: (side B 16) Page 15 on your annual report where you have the completion rates. Is that for this year or reflect average completion rates.

Neil Howe: Those completion rates are for school year 99-2000. Completion rates on all levels are not a shining point for us. It is something we work on very hard.

Representative Gulleson: Do you have yours broken down. Have you been on line long enough to be able take care of those formats?

Neil Howe: No

Representative Gulleson: Regarding your on line courses, are they interactive at all to chat rooms?

Neil Howe: We were one of the first high schools to have classes on line. We have a number of classes where the teacher can chat with the students. Chat rooms will be suitable for certain courses.

Representative Wentz: You requested 55,000 to repair the roof. Yet the amount in the budget is 27,000.

Neil Howe: Governor Schafer and Hoeven allowed 27,500 and we would need to collect the other 27,500 from special funds.

Representative Monson: (455) What are your plans in the budget to expand courses offered to elementary, and what would the costs be?

Neil Howe: I recommended in the budget we receive 150,00 to do further on line courses. I also requested 130,000 to complete 1-4.

Representative Wentz: I see in your annual report you list graduate 84 and 89 years old.

Representative Aarsvold: (727) Looking at enrollment by high school district across the state. Have you ever plotted that against actual enrollment.

Neil Howe: We have never platted them out quite the way your explaining it, but when you look at those numbers and the schools using it. The one thing that stands out and somewhat frustrates the staff. is that historically the division was created primarily to help the smaller schools. If the large schools are using it the most.

Representative Wentz: We will close the hearing on the particular budget.

2001 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. Committee work overview

House Appropriations Committee
Education and Environment Division

☐ Conference Committee

Hearing Date January 29, 2001

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Committee Clerk Signature Judy Kitch

Minutes:

Representatives Aarsvold, Boehm, Gulleson, Martinson, Monson, Wald, Wentz.

Representative Wentz: I would like a report on the subcommittee chairs.

Representative Monson: HB1013. We have pretty much come to the consensus on The School for the Deaf, The School for the Blind, The Geography Alliance. All the little parts of the bill we have taken care of. We have not found a whole lot of money we could change or take out. They will be coming on I believe the way Governor Hoeven has in his budget. The main part, DPI budget, we have some general things we have been working on, but nothing concrete. We have quite a lot of work left in the main office.

Representative Wald: Did we get a job description like we did two years ago in previous sessions on all the people on DPI.

Representative Monson: Yes. I have them all if you would like to see them.

Representative Wentz: Max Leir dropped off a copy of salary and fringe benefits survey, and analysis of salary schedule in ND schools on what he described as a condensed version of the two documents. It does include static's in rank order. There will be copies for every one on the committee.

Representative Gulleson: Does it break down as to what additional responsibilities administrators have as to if they have class room responsibilities, coaching etc. I understand that information is collected by DPI and I think we should try to access as well.

Legislative Council will get this.

Representative Martinson: We should have Historical pretty much ready to go. Parks and Rec. should be ready this week.

Representative Wentz: Committee is adjourned.

2001 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. HB 1013

House Appropriations Committee

☐ Conference Committee

Hearing Date ~~January~~ Feb. 8, 2001

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Minutes:

The committee was called to order. Vice-chairman Wald presiding. This is an overview of the Department of Public Instruction, it is not a formal hearing. It is an overview, and later on this budget will be assigned to the Education section.

Dr. Wayne Sanstead, State Superintendent of the Schools in North Dakota: A number or staff members are present to answer an specific questions. He highlighted a few priorities. **(1)** Top priority is to secure funding to comply with the federal Elementary and Secondary Education Act Title I, accountability requirement. This provision requires states to administer now standards based assessments in both reading and math. These assessments would provide some local data to the local school districts and the public on student achievement standing. In relation to state standards and especially in the areas of math and reading. These assessments are now required as a federal mandate as a condition for states to continue to receive any Title I dollars. Without funding to implement these assessments, we could risk some $43 million

dollars in federal funds this biennium. This funding currently provides educational services in ND to 20,781 pupils, and supports 629 school district personnel. Based on a December 2000 report, on our 2001 assessment plan the department is requesting $247,000 in additional funds which were not included in the governor's budget. **(2)** As always, special education is a priority. This state has only provided about 29% of the costs of special education in the local districts. The state provides close to 50% of regular education costs. We must move to address this disparity now. **(3)** The staff of the department are dedicated to their jobs, and he urges the committee to fund at the level in the Governor's budget. **(4)** The division of independent study is an important educational institution in ND, and rather unique in the states. For a number of years this division has been in the national forefront in developing curriculum for distance education. The division is a fully accredited school, and now has 59 of the 147 courses online available to the school districts in the state to use. Adequate development funds are needed for this division to continue providing the best to the schools.

The major problem facing ND schools is declining enrollment. It will be a continuing issue for all the schools. There will be significant cuts in budgets in small districts due to declining enrollment. Between 1994 and this fall, we lost 10,500 students. Projecting through the year 2006, we will loose approximately 12,500 additional students. We need to make sure we adequately fund our schools to try to survive such as scenario. We need to make sure the schools are staffed properly, administratively and in teaching. He believes there need to be incentives to draw teachers and keep teachers. Monetary incentives and increased recognition to the teachers will help. Must not diminish requirements, laws, or standards that maintain high quality student work. We need access to improve standards and assessments. Last year the legislature asked the department to reduce the operational costs in postage and continued

development of district reporting forms and informational use of the Web. The department has increased web usage and have therefore reduced postage and printing costs. The major report forms are available and used on the web. So is the educational directory and many other documents and forms. The president-elect has placed education as his number one approach to congress. He is pleased with that. Governor Hoeven also has this priority.

Rep. Wald: Please introduce your staff. (They were introduced).

Bonnie Miller, Fiscal Director, DPI: Will be going over the budget and highlighting some of the items for you, referring to pages prepared in the DPI handout. She will go over the budget summary, and then other staff will present testimony on other issues.

(Bonnie began her budget summary with FTE line, page 1, line 1; and then on pages 15 and 16 a summary of FTE's appear. She then went through many different budget lines, explaining many of them to the committee. On pages 16 through 18 she listed the staff constitutional and statutory duties. She moves from page 1 to page 2).

Rep. Byerly: On page 1, why is the school supplemental payments reduced to -0-? What are school supplemental payments?

Bonnie Miller: The reason why it is zeroed out, for budget purposes only, we moved this $3.4 million to line 11, revenue supplement. It was the department's intent to have this applied toward consolidation bonuses for districts. In the original budget request, we asked for $6.6 million, and the executive recommendation funded just $3.4 million.

Response, Tom Decker: School supplemental payments are payments put in a couple years ago for districts that are below state average mill levy. A program to provide equity.

Rep. Byerly: Gives a bit of history. Three sessions ago, as a result of the lawsuit, chairman Dalrymple and he came up with a formula to help property poor school districts. There

are four parts of the formula to qualify for that money. Basically they are property poor districts that have unusual expenses. It helped bridge a gap that the funding formula didn't solve. Finds it interesting that the schools now want to remove the program from the system.

Tom Decker: Was not the intent to remove the program, but do intend to continue funding it. There may need to be some discussion where the various pools of money go for bonuses or supplemental program. Our original request was for $6 million which would have covered both.

Rep. Wald: Are we talking about the same dollars, line 11 and line 13, are really one and the same. Did revenue supplement exist last biennium?

Tom Decker: He says maybe they have more lines in the budget that they need, and they combined two funds into one.

Bonnie Miller: Correct. It was out intent to move it all into line 11. Revenue supplement was $3.1 million appropriated for revenue supplement, and $3.5 million for school supplemental payments last biennium. Through the process we combined those into one line, and that line was reduced in the executive recommendation process.

Rep. Byerly: Wasn't the revenue supplement put into place last time for school consolidation, to bribe some districts into consolidating.

Response, Tom Decker: They can bring in later a list of payments that Rep. Byerly is talking about. There were a couple pools of money for bonuses and for payments to declining enrollment districts and so on.

Rep. Byerly: Basically these fulfill two different functions. Now we are combining them into one line item, that I don't think addresses the two different situations that were occurring. I have some real concerns about what has occurred.

Rep. Monson: Believe the revenue supplement line was for declining enrollment incentive to consolidate districts, and didn't that come out of the foundation aid and transportation line item.

Tom Decker: All those dollars came out of the foundation aid line. $2 million was allocated for bonuses, $2 million for declining enrollment, and another piece for something else (escapes him at the moment). Plus the program that Rep. Byerly talked about, that was revenue supplements.

Bonnie Miller (continuing): As Tom mentioned, the total dollars we have currently is $6.6 million, it is our intent to make this a budget request. On page 2, line 40, it compares the current budget to the recommendation, and you'll see both the total dollar increase and the percentage increase.

Rep. Delzer: Where and what are "other funds"?

Bonnie Miller: The other funds primarily come from revenue from the division of independent study, and we also get some school district money that flows into the department. The department contracts for processing of commodity products, such as turkeys and chickens into strips and patties.

Rep. Wald: Do you have a better breakdown of that item? When you are talking those kinds of dollars, we would like to know what it consists of.

Bonnie Miller: The biggest item in the other funds category would be tuition apportionment. In addition there is the independent study, and about $1 million for the food processing. I don't have a breakdown, but can supply one to the committee.

Rep. Delzer: In the budget book, page 354, there is the breakdown.

Celeste, OMB: On page 354, the DPI department 201, the request and recommendation appear here for special funds.

Bonnie Miller (continuing): She continues on page 2, line 23 of the budget. Moves on to page 3, a breakdown of the general fund dollars. The increase in salaries and wages is coming primarily from the executive recommendation for the 5% increase for state employees, and the related benefit increases. The increase in general fund operating is due to the executive recommendation, the assessment testing priority. The recommendation also includes $412,500 funding for a development of a student data base for the department.

Rep. Kempenich: What is the student data base? What are you going to accomplish?

Bonnie Miller: This would be a joint project with vocational ed and the University systems to track student date. Currently there is not a system in place to adequately track that data. The department originally requested $825,000, and the recommendation was to fund half of that.

Rep. Kempenich: What would the schools be required to do for this, how would this data be collected?

Bonnie Miller: It would all be collected online, currently the districts submit financial data on line on an annual basis. The entire system would collect this data. There is a more detailed description on page 11, and she reads this information to the committee.

Rep. Wald: What would this data consist of?

Response, Duane Schell, Director of Management Information Systems: That data base would include student data, demographic information, to help track where the students are, student movement within the state, various achievement data, to evaluate certain program success and failures.

Rep. Gulleson: Would this be a follow up to the Find-it project, so it would be easier to track the students from K-12 through college, and into the workplace.

Response, Duane Schell: That is the intent, to all allow this process to happen much more easily, to have the data at one spot instead of having to get the data from all individual districts and other entities involved in that project.

Rep. Wald: What is the definition of a unique identification number.

Duane Schell: That needs to be defined. Something that all participants would define. This most likely would be a state assigned identifier. The University system has a similar number scheme.

Rep. Byerly: Will a parent have the ability to opt out? This information being collected will be very detailed, that some parents may not wish a st 'e ageI ' r a period of K-16. There will be sensitive data in here, right. What about students not going to public school, will their information be required to be entered into this database.

Duane Schell: There will be detailed information. Our desire would be to have as much information as we could, and we would have to take precautions. We would have to consider an opt out possibility. We would like to have all the information included in out student database.

Rep. Wald: If there were legislation tied to this that said there was an opt out option, and if 20% of the students opted out, this will skew your data base.

Duane Schell: Yes, that is correct. We want to have as much data as possible, with less than 100% we can still do some statistical research.

Rep. Skarphol: I assume this information is for statistical purposes only. Couldn't you guarantee anonymity? Couldn't you disconnect the number to the name.

Duane Schell: They would use the information for a number of reasons, including research, to replace some data collection with this, to track program failures and successes. Yes, they could leave the name out, although it might make manual checks of the system more difficult. Name is not a required field for the process.

Rep. Wald: Is there any testing involved to generate the data base?

Duane Schell: We would go through an application process of the system before anything would be implemented.

Rep. Wald: Would any of this information be given to a school counselor to make scholastic decisions.

Duane Senell: Yes, it is our desire to make this data available to all level decision makers. Some controls would have to be set.

Rep. Boehm: Home many different state agencies would have access to this information

Duane Schell: The desire is to have higher ed, vocational ed, Find-it, and our department to be involved in this process.

Rep. Wald: If Find-it has it, then its really floating out there throughout the universe and cyberspace, right.

Duane Schell: Find-it has some ND statutory security requirements on the data they have, and any data we would provide to them they would have to honor our required security requirements. They would be gathering data from places that we don't have access to. Like job service, and employment-type data.

Rep. Byerly: When would the information be purged from the system? Find-it is set up so that once your in the system you're in the system forever.

Duane Schell: The data would remain in their system for a very long time, probably at least 10 - 20 years after the student leaves the system.

Rep. Delzer: What is your total budget on that, is that the $412,500, or more than that. Does higher ed have any requested funds for this. Any federal funds?

Duane Schell: Our initial request was $825,000, and it was reduced to $412,000, general funds. Higher ed already is building what they refer to as their data warehouse. Has no idea as to their funding request. Our desire would be to build a system to enable us to collect this data and then add on to their data warehousing project. No federal funds.

Rep. Wald: Has there been litigation in other states where parents want to opt out, that the information was very sensitive.

Duane Schell: Does not remember specifics, but yes there was some thing of that nature in California. Would consider that information when designing this data base.

Rep. Skarphol: I'd like to back up to this "other" category discussed earlier. He questions the $5 million from the tobacco settlement moneys. Is that simply the interest off the tobacco settlement moneys that you have accumulated.

Bonnie Miller: Does not know.

Celeste, from OMB: Yes, it is. That is the total interest that would have accumulated if the projections are correct.

Bonnie Miller (continuing): She returns to page 3 of the budget worksheets, where she is going through the line items; moves to page 4 and notes row 21, column 2 and 4; on page 5 she refers to agency operations breakdown, and independent study; page 6 is the amendment request, and look at row 3, column 3 - the items to be included in the amendment are listed in rows 4

through 13, amendments to operating. Pages 10 and 11 have an explanation. Other amendments are covered by page 6, row 9. 10, 11, 12, 13, 20, 21, and 22.

Rep. Wald: In special ed, the state picks up what percentage of that total cost?

Response, Bonnie and Bob Rutten: The state pays 28.1%, and the feds pay 9.6%, and local districts pay 62.3%.

Rep. Delzer: They were talking about three or four new federal programs, but you haven't said what they were for, but is there any way of moving some of that money to special ed instead of starting new programs. Can we pressure the federal programs to help more with special education that starting new programs.

Response, Bonnie: Those federal programs are marked for specific purposes, and I will go over them later.

Response, Bob Rutten: It is probably worth noting that based on the federal budget just passed ND can expect to receive an additional 26% of its previous allocation from the federal government, so we are seeing some increase at the federal level. It is our intention to continue to encourage the federal government to increase its percentage of funding for special education.

Bonnie Miller (continuing): On page 7 of the handout, one additional amendment for an additional $200,000 in matching funds for the adult education program, to support federal funding for that program.

On page 8, row 48, column 4 shows the total amended budget request. That represents a total of 9.5% increase over what the department currently has. The governor's recommendation increased the budget by 4.6%, and this adds on an additional 4.9%.

Rep. Byerly: Are you saying column 3 reflects both what the governor allowed to go forward in your budget and the optional requests? So in addition to the increase that Governor Schafer gave to your department, you are asking for an additional $36.5 million.

Response: Column 3 only represents the additional requests of the department over the governor's (Schafer) recommendation. Yes. A majority of that is coming from foundation aid and special ed. There is $1.3 million in the other items in the optional package.

Rep. Aarsvold: Is having trouble charting the source of funds for the roof project of the independent study facility. $27.5 is general fund and $27.5 is from other funds. What are those other funds?

Response: That would come out of the revenue from the sale of courses from the division.

Rep. Gulleson: On the IT line items in the budget, page 7, line 24, the line has been -0- out. is that money being transferred into the IT division. Are there other technology dollars that have taken out of your budget and transferred to ITD? Any FTE transfers?

Response: Yes. It has been -0- from this budget and a portion of that has been transferred to ITD. No other transfers. No FTE's have been transferred.

Rep. Skarphol: The overall figure that you are recommending, $824,000,000, I would assume does not make any provisions for this $3,500 salary increase for teachers.

Response: Yes.

Bonnie Miller (continuing): Pages 9 through 12 highlight some of the state, federal and other funded grants, special line items and additional budget requests, for instance the Governor's school. We will be getting into this in more detail later this week.

Rep. Wald: To follow up on Rep. Gulleson's questions, what other programs are being transferred to communications, what else is being moved from your agency?

Response: At this time, it is just $6 million in general fund grant money, removed and transferred to ITD.

Rep. Delzer: That $6 million was just grant money could apply for and get for hardware and internet access, right. With that not being in your department is there any chance of there being a reduction in FTE's, how much time was spent on that program.

Response, Joe Leonard: It was my responsibility as deputy, and there were no FTE's associated with that $6 million.

Bonnie Miller (continuing): On pages 15 through 17, we covered some, but not entirely; page 15 lists the FTE's assigned to the major programs, and breaks out the funding. It also gives a summary of the duties of the various units. Page 16 presents in detail the state statutory and constitutional authority given. Page 18 summarizes major activities and services provided. Page 19 is a listing of the federal programs, and the total is given on page 20. Total grants that will flow to the districts is $146,527,146.

Rep. Wald: Back up to page 17, second item from the bottom, standardized reporting. Superintendents continually ask questions about that. You state that superintendents "shall" develop standardized reporting. It is my impression or mandate about three biennium's ago.

Response: Shall perhaps is not the right word to use here. But they continue to develop publications and forms and documents for the districts to use in reporting to the department, and to make the forms available on the internet.

Rep. Wald: Are they to provide to you a hard copy and electronic format? Is this to be a duplication?

Response: Right now they are doing one or the other. The intent is to do it all on line. We are moving in that direction.

Response, Duane Schell: Yes, we are moving in the direction of getting all the forms available in electronic format, and it is at the option of the school district or entity as to how they want to report to us. We prefer the electronic method. The major forms are now on line, and 90% are being reported on the internet.

Rep. Byerly: You started to talk about pages 19 and 20; are the different columns, the grants are what actually go out to the schools (correct) and the admin is what you actually are allowed or actually spending for administration of those projects.

Response, Bonnie Miller: That is what would be allowed. For some grants its a percentage, for some grants its a fixed dollar amount.

Rep. Byerly: Is there a tie between the admin column on pages 19 and 20, and the FTE's on page 15.

Response: Yes, we do not have a schedule that says this person is administering this, etc. but can get this to you.

Rep. Byerly: I am particularly interested on page 20, the Christa McCauliffe science assessment grant for $560,000 but administration was $1.8 million.

Response: The $1.8 million represents one of the three new federal programs. At this point during the budget process the entire $1.8 million has been included as admin; once the regulations are received from the federal level, some of that may flow through in grants. It will all be used in one form or another to benefit the districts.

Rep. Byerly: To back up, that is a new project, and just setting it up. Go back to page 19, where you have some others, 10.560, Child Nutrition.

Response: That is an amount that the department of agriculture allows to administer the school lunch programs, the programs listed above that, where there are no admin expenses.

Rep. Wald: On page 20 there is another that jumps out, Aids Education Curriculum.

Response: In that program, a large amount of that admin is for contracts with the regional teachers centers, who administer for the department aids related programs in the schools. That large amount of admin is for contracts and training of teachers to provide that service.

Rep. Wald: Is there any money in the health department budget or the human services on this same issue.

Response: Does not have that information, but could try to get it.

Rep. Wald: Also, you're getting $12.1 million on class size reduction and no administrative costs.

Response: The department of education does not allow any admin on class size reduction grants. That grant allows the districts a couple of options - they can either use the money to hire additional teachers to reduce the size of class, or they can use it for professional development of teachers. They do not need to reduce class size.

Rep. Kempenich: On page 27 there is a list of class size reduction.

Rep. Delzer: Historically what percentage of admin dollars have you used in the past.

Response: Doesn't have those numbers, but can get them.

Rep. Skarphol: He would like another column on this page and that's the percentage that the federal government pays in the state of ND on each of those programs.

Response: She can do that, and provide it later.

Bonnie Miller (continuing): The one point to note here in the admin column, that column can be broken out further, between department admin and non department admin. That could

include travel, to monitor and provide technical assistance. Non department travel would include paying teachers on advisory boards, grading and scoring, being used in the field.

She went on to discuss the three new federal programs on page 20, (84.338), (84.926), and (84.215).

Rep. Kempenich: Is there any general fund dollars in this?

Response: No, this schedule is entirely federal dollars.

Rep. Byerly: If you take one of these new programs, its just starting up, will the department set up some sort of board to evaluate grants or does it just go out on a per pupil system, what should happen? Is there some sort of grant application? Any time its based on number of pupils?

Response: Yes, that particular grant focuses on media literacy projects and will involve partnerships between schools and art based organizations to demonstrate new methods. With all the grants, the department has an application process. The school districts have to present a plan for using the funds.

Response, Greg Gallagher: In the Arts in Education grant is anticipating what we would see in the reauthorization of the elementary and secondary education act. That reauthorization has been delayed by about two years. There is an unknown factor of whether the state will be awarded it. We are working on the premise that the grant will go through, and that we will compete with other states to receive it.

Bonnie Miller (continuing): concludes her overview.

Greg Gallagher, Education Improvement Team Leader: He provided written testimony. He is to give a brief overview on the department's supplemental budget requests regarding assessments, and in particular the Title I require assessments in grades 4, 8 and 12 with standards

based assessments. All the figures he will be talking about are embedded into the operations proposed budget. You will note in the department overview at pages 13 and 14, you will find a quick summary of the assessments he will be addressing. Also note in the book at pages 29 and 30, there is his previously written testimony. His separate handout is the most current.

Rep. Wald: What you are presenting now is a supplemental request that is not in the executive recommendation?

Response: It is in the current executive recommendation, and they are asking a slight amount above that.

Greg Gallagher (continuing): The reason he has supplemented his testimony is to give the most updated information of events that have happened in just the last few days. If does impact their requests. On page 1 there is a chart of three forms of assessments. The CTBS is the current form of assessment. On the second line there is Title I Reading and Mathematics - this is a supplemental request for a new, to address the Title I requirement from federal law. The third line is for Supplemental Writing --

Rep. Wald: Please explain to the new persons on the committee what Title I is.

Response: Title I is a federal program that is a key element of the federal elementary and secondary education act, dealing with equity issues in education who are disadvantaged or at risk. If offers additional support services to students in reading and mathematics. Because federal law is so concerned with equity additional funds are made available to the states and money flows through to the districts on a formula for funding. The money is then used to support the salary and support of teachers. Currently we have about 20,000 students impacted by Title I and approximately 629 staff.

Greg Gallagher (continuing): On the chart the executive budget supported our first two requests to maintain the current testing we do on basic skills, and also to move forward on Title I to move forward on standard based assessments. He explains the distinctions between the two, determined by a publishing company, that may not address concerns of the state, but of the publishing company.

Rep. Monson: When you say low end - what is the cost of CTBS test per pupil?

Response: Not sure of the figure, but says that low end because it is the lowest product we could get through bid through the CTB/McGraw Hill company. It covers approximately $400,000, and covers basic skills. It is not driven by questions that are central to educators of the state. The company put this together as a low end cost tool.

Greg Gallagher (continuing): The supplemental writing was not supported, and we saw this as an advancement into an area that is not required but is desirable. The executive budget dropped this out. The basis of our whole request is to support federal funding of Title I. On a biennial basis Title I amounts to $43 million. As a requirement to receive federal Title I dollars, effective this year and in the future, states must implement standards based assessments at grades 4, 8, and 12. All assessments must be driven by the state content standards which are written, prepared, researched, and finalized by the teachers of the state. It is the teachers who determine the standards for ND. Our requirement is then to assess against those standards in two area, reading and math. Pursuant to section 1111 of the elementary and secondary education act states must implement these assessments this year. If they do not, they place the state at risk for loosing some or all of its Title I funds. The grantor, Congress, has set forth its requirements. We have met every requirement to establish our content standards, our performance standards on our state assessments. We are in position to move forward. We do require the state to fund future

administration of these assessments. It is also required of every state to submit its Title I assessment plan to the Department of Education to be reviewed. We submitted our plan in July 2000, and received in January, 2001, the response regarding our plan. On page 2 of the testimony there are two areas that the DOT saw that we have not yet met full compliance of Title I. The first area was to sustain a statewide standards based assessment system. Because the legislature has never appropriated funding for standards based assessments, there exists no precedence or evidence upon which we could submit to say that the state financially supports standards based assessments. This is true of any state that has not had a history of standards based assessing. The DOT is saying now is the time that the state must supply evidence that it will support financially standards based assessing in reading and math.

Rep. Wald: On page 2, you say you received the letter, and approval, and got a pat on the back for being innovative and then go on to say you failed.

Response: That is correct. We received two notices, that we need to supply notice of the financial support. the second is to deal with the Technical Quality Assurances. We put forth the assessments, in what they called an innovative approach to assessing. The DOT stated that we were pushing it as to what would be acceptable methodology, and we disagree. We believe we can maintain the discussions as to a legitimate assessment plan, and get our assessment planned somewhat amended. He moves to page 5 of his testimony, an overview of the proposal, and explains what the changes would entail. We are at a critical point of assessing, and need to move forward so as not to loose Title I funding. If they go with option 1, they are requesting $246,000 above the executive budget, and if they go to option 2, it is $142,000 above the executive recommendation. Our recommendation from the department is to pursue option 1, because of the 6th grade element. With option 1 there is a different benefit to the state.

There is an absolute requirement for us to proceed, if we do not, we will be found to be in noncompliance, and therefore have to work longer with the DOT. We need to fund these assessments, and follow the estimate given to us.

Rep. Delzer: What percentage of the schools are affected by Title I? Is it all?

Response: I believe it is about 95%.

Rep. Delzer: The executive (Schafer) recommendation claims that the $836,000 would manage an assessment for Title I, and the $426,000 would do the CTBS for all the rest, or for every school?

Response: Under that presumption, it would have been for all schools, however, what we see right now is that the original proposal would not meet the favor of the USDOE. That is why we are making these revised requests and recommendations.

Rep. Delzer: With the new administration at the federal level, do you anticipate a difference in attitudes in this?

Response: We have seen insight from the campaign and it would be along the lines that president Bush would raising the stakes by assessing by assessing more. He sees that there is a benefit to test more than what is even currently required. It looks like a reauthorized ESCA should be coming this year.

Rep. Monson: Who gets the CTBS tests now?

Response: Grades 4, 6, 8 and 10.

Rep. Monson: I thought you said Title I reading and math standards, but adding CTBS, isn't that a duplication?

Response: We're putting that in simply as a means of taking what has been done in the past as two separate approaches of assessing, and merging them into one that would achieve a

Title I approval. There is a benefit to looking at grade 6. It is not required from the feds, but the data can still be helpful.

Rep. Monson: Is the grade 12 test like an exit test?

Response: It is not an exit test. The grades 4, 8, and 12 is the grades that the state has set its content standards of what a student should know or be able to do. It is not an exit exam.

Rep. Skarphol: If the state is not in compliance, how long does a state have to get into compliance?

Response: That is a negotiated matter between the states and the USDOE. Generally, there is a set limit of time, about two years to get together, and the state needs to submit the plan, what they will do in a given period of time. If they miss any of the requirements, they get closer to the loss of funds. The DOE is firm about this, and the need to follow the 1994 law. There is a penalty of not following along with assessing.

Rep. Kliniske: In reviewing your numbers, it appears that nearly 20% of our student population is special needs - are they considering ADHD as special needs in qualifying for Title I?

Response: The current number is about 117,000 of both public and private. The Title I can also be used by private schools. In terms of the impact, the 20%, the at risk or disadvantaged status is assessed by teachers. What they look for is that any student is having difficulties with basis curriculum and then offer support services to that student. Now special education is entirely different. If a student is on an IEP plan, they are identified as having a disability. Title I is not a disability status. it is merely as support service to offer students who need additional remedial work. The teachers work together to offer the best support for the student in the areas

of reading and math. Those who would be within special education they would go through the standard education plan, as set forth in the IEP.

Rep. Glassheim: Is the request for additional money for supplemental writing being dropped now, and being put into the total of $1.5.

Response: Correct. We are dispensing with the writing supplemental issue as something that may not be appropriate right now, and focus on the Title I requirement. It would have been a nice long term investment.

Rep. Glassheim: Are we being forced to adopt the textbook standards from McGraw Hill as opposed to testing our own teachers' ideas of what should be mastered?

Response: We would be asked to work within the confines of traditional methodology, and the teachers of the state would decide what would be tested. The assessment would be North Dakota standards. CTBS would give the legitimacy of a methodology that has been tested and found to be acceptable to the USDOE.

Rep. Wald: If we are jeopardizing federal moneys, what happened from the time you met with OMB and putting together this budget, and today.

Response: The report came from the USDOE, received verbally in December, 2000, well after the budget had been discussed with OMB. We received the faxed final letter on Friday, last week.

Celeste, OMB: Agrees with the statement that the budget had been done before the USDOE letter had arrived.

Neil Howe, Director of the Division of Independent Study: Had written testimony included in packet, pages 31 through 39 and charts A through E.. The division is located in Fargo. The division mission is printed on page 31 of the written testimony. The history of the

division is also listed on page 31 of the written testimony. The division has increased by $40 for residents and $42 for nonresidents. Tuition has increased to $63 for residents and $75 for nonresidents. There are also fees for handling and study guides that have increased.

Rep. Monson: Has this had any effect on the numbers of people signing up?

Response: The figures have remained relatively stable. They have experienced cycles. A large tuition increase in 1996-1997 did effect numbers, but the enrollment is back to what was the highest in 1995-1996.

Neil Howe (continuing): Only two other member institutions of those 20 high school programs have higher fees that we do. One is the University of Nebraska at Lincoln, our major competitor, and Griggs University. Enrollments are projected to remain stable although they would decline if another dramatic fee increase were required. The proposed budget is based upon 78% special funds collected from the fees. Further fee increases beyond inflationary costs may jeopardize the divisions ability to collect the special funds because the enrollment would decrease. The division wants to remain competitive at the fees they are now, and the general fund appropriation they have now. He mentions chart A on page 35, which notes course enrollments, and chart B on page 36, which notes student enrollments, also discussed on page 32 of the written testimony.

Rep. Wald: What is the reason for that increase in students?

Response: Probably due to the reduction in general funds, and our need to recruit business, and nonresident increases. In 1987 we had a much larger percentage of state resident enrollments that we no now. Once we started advertising our program beyond the four states we saw a dramatic increase.

Rep. Wald: Hypothetically, if we turned this into a profit center and put you on a commission what would this agency look like?

Response: During the interim period before this session, the interim committee on higher education studied the division, and that was one of their questions, what privatization would do to the division. I believe that if you had access to the interim higher education committee report they indicated no recommendation, and he testified that it would be a detriment to the division. There was a consultant during the interim that reviewed the operation of the division and it was his conclusion that that would be the case as well.

Rep. Delzer: How much do we as a state subsidize out of state students.

Response: Difficult to answer. No concrete figure to give. He has analyzed the moneys that are generated from nonresident fees, the moneys that come to the division from general fund, and it is his conclusion that the fees that the division collects probably subsidizes the program to be offered to ND students. The general fund money is not subsidizing the nonresidents. The nonresident fees are sufficient to cover the costs and probably some of the expenses of offering the program to residents.

Rep. Delzer: What made you decide to go out and recruit nationwide/worldwide, instead of reducing the size of the program.

Response: At that time, going back to the 1980's the division was at a minimal staffing (accredited teachers) so it would have been difficult to reduce staff and downsize and remain accredited. The staff at the division is similar to what it was 13 years ago, but now most is funded through fees collected outside.

Rep. Delzer: How many state students do we have, and how much would it cost our students to get this from somewhere else

Response: The cost for ND residents to get similar courses would be expensive (using the University of Nebraska as an example). We have always been a deal. There are about 20% resident students, or about 1200 students enrolled.

Rep. Byerly: Of these 1200 ND students, are these older than traditional students or students in existing school districts taking special classes.

Response: The profile of a typical ND student using our services is about the same today as it was 20-30 years ago. The majority of students from our state are taking courses to make up a course they may have failed, and can't schedule into their senior year. They may not be able to get a class in their local school. Have an increasing number of students that have dropped out of their local school. There are now more home schoolers taking courses that did not exist years ago.

Rep. Byerly: Do you have a breakdown of those 1200 students into those categories.

Response: No.

Rep. Byerly: Do any of the funds from independent study end up getting passed over into the rest of DPI, or is independent study with the exception of general funds pretty much stand alone.

Response: No. All the funds of the division stay at the division, effectively stand alone.

Rep. Byerly: The courses that you have are high school courses?

Response: Primarily grade 6 through 12. No college courses.

Rep. Byerly: Would like to have provided a breakdown of these instate students by some category of where these students are coming from.

Response: Cannot do this promptly, as the questions has not been asked previously. It would have to be reported in some years later. He could tell only where the students come from,

local schools, private school, etc, but could not tell if the student were taking the course because they failed the course.

Rep. Wald: It sounds like you really don't have any competition. The university of Nebraska charges about $300 for a course, and your fee would have been what?

Response: Our average one semester course for nonresident students is about $150-155. The University of Nebraska is most expensive. What we do each year is go out and look at the top 20 schools that are part of the UCEA. We check to see what each is charging for tuition and other fees, and we try to charge accordingly. University of Nebraska is an extreme.

Rep. Wald: When you increased your fees a few years ago, there was little impact on enrollment and courses sold. What is your total general fund appropriation.

Response: That is the long term result. The current biennium general fund is $695,000.

Rep. Wald: What would you have to do in terms of increasing fees to make up that $695,000. Shouldn't have to be a lot if you are in 50 states and 43 foreign countries.

Response: He hasn't done an analysis, but expects that it would be fairly significant.

Rep. Wald: What is your total revenue?

Response: Total revenue from collections is $3.1 million per biennium. At chart D it shows a part of revenue that is where the division has sold materials to schools. That has an effect on what is charged to tuition, to the benefit of ND students. These material-only sales are to resident and nonresident students.

Rep. Skarphol: Did you say you had no college offerings, but on page 33 you state that in conjunction with NDSU you do.

Response: In collaboration with NDSU dual credit courses. These are listed in the written testimony.

Rep. Skarphol: What percentage of the classes you offer involve these college courses.

Response: The numbers in the courses you see there is extremely small. Averaging 4 or 5 per year.

Rep. Skarphol: If you were to double your tuition rates would you pay your own expenses.

Response: Doubling our tuition would create additional income, but the problem with doubling the tuition is that we would loose a significant amount of enrollments. Therefore the collections would decrease.

Rep. Aarsvold: On page 39 the materials-only sales, those represent sales numbers and not revenue, is that correct?

Response: Yes, those are the numbers, and the written testimony states what it translates into money. We generate roughly $512,000 per year in materials only. Roughly $1 million biennium.

Rep. Aarsvold: Most of those sales are out of state sales?

Response: Believes the percentage is about the same for resident/nonresident.

Neil Howe (continuing): We do have several requests in addition to the governor's recommendation. On page 34 of the written testimony the requests are listed. One request is $150,000 to do the online development of 10 additional courses to be available to the schools. Another request is for $130,000 to complete the curriculum to be grades 1 through 12. And a final request for $13,000 for janitorial services. The division does not have a designated janitor and the services are contracted at a minimal level in the building. The building needs more care.

We have been in the same location since 1962, and the building was built on the NDSU campus for this division. We did get an addition to the building, and some additional property purchase east of the building. They were denied the building request.

Tom Decker, Director of School District Finance and Organization for the Department: Written testimony is at pages 40 through 54 in the packet of papers, and also he had a slide presentation and a written handout of the slides, separate from the packet of papers from the department. Going to talk about the setting of foundation aid, demographics, the number of districts, and some other issues that the schools face. He starts with demographics, the numbers of students. The first couple slides have to do with census numbers, the population of counties and projected population by county. The next few slides deal with public school enrollment, actual and then projected. The peak was in 1994 and then declining. This year was an unpleasant surprise because the decline was much larger than projected. They expect this is due to out migration of families. He has the committee look at the first sheet after the yellow divider of their separate handout, changes by county. On the back side of that sheet, there is birth data from each county, not encouraging.

Rep. Wald: That $3611 is the number we are using in the appropriations process when we say the foundation aid is "x" dollars per student. What are you using for the 2002 portion of the biennium?

Response: That will show up in a slide shortly.

Rep. Aarsvold: Since most rural schools traverse county lines, how do you come up with the data?

Response: The data is rolled up by where the administrative headquarters of the district is. If headquarters is in Stutsman County, that's where the whole district is listed.

Rep. Aarsvold: So the statewide data is precise, but the county data might something less than that.

Response: If you insist on data that is exact on county lines, we can't provide it. School district lines cross county lines. For the most part this gives you a good reading of where we are county by county.

Tom Decker (continuing): The next slide is on projected enrollment, and see no change to the declining enrollment. Doing projections as best as they can with the models they have. The spike in 2001 has to be due to factors not considered in the model, namely out migration. These students are not in public school, home school, or private schools. They are gone. we don't know how to factor this into our next projections.

Rep. Wald: A few bienniums ago we had some money left over and paid the school districts what we said we pay per student. His fear is that now the procedure is whatever we appropriate we pay you, in spite of what the actual enrollment is. And so, the concern is that we will pay for phantom kids again.

Response: There is just some things that we cannot estimate. We have been into declining enrollment before, and Jerry Coleman does our numbers. We do come close, and think we will be close again.

Tom Decker (continuing): ND schools depend on the students that are born here. Declining enrollment will not change unless births change. Huge declining factor unless a large number of students move into the state. Large decline even not factoring in out migration. Went to slide on enrollment by school size, and then nonpublic enrollment. Second handout behind the yellow sheet in the separate packet of papers shows a memo from Steve Hebert regarding district by distort actual enrollment, and projected out. Page 7 of 7 of this memo has the total changes.

Private and parochial school enrollment has been decreasing at about the same rate as public school. Home schooling has been increasing slowly, and represents 1% of the total enrollment in the state. Goes on to look at school districts, and a decline of total districts, due to consolidations and dissolutions.

Rep. Byerly: Are you aware of any bills this session that will address school consolidation? Any prefiled bills?

Response: There have been some discussions, but is not aware of any prefiled bills.

Tom Decker (continuing): The next slide is on ND school districts, how many there are. Nonoperating, K-8, HS, etc. The Air Force base schools are nonoperating, and the military personnel students are included in the counts, in Grand Forks and Minot, mostly. The 12 largest districts have 54% of the enrollment, and are 5.2% of the districts. Again behind the yellow divider, the next sheet (School Finance Facts at a Glance) is a summary to date. A new s' et may be coming shortly. One interesting number on this page is the ending balance of the school districts that increased from $137 million to $149 million.

The other significant factor that ND schools face over the next five or ten years is the retirement among the teaching and administration staffs. It is estimated that 3,400 teachers will retire in the next 10 years in ND, out of a total of 9,300. 91% of current chief administrators will retire over the next 10 years. Adequate numbers of replacements are not in the pipeline. wE have extreme difficulty finding teachers and are in a difficult competitive situation. Some teachers are just leaving the state in the middle of the year, even after they have contracts signed. Any effort to deal with these issues, takes 3-5 years to show impact. The next slide deals with revenue for ND school districts (that excludes federal restricted revenues). The next slide is projected enrollments for foundation aid purposes. These are the numbers asked about earlier by

Rep. Wald. We are expecting to get to 103,000 by the second year of the biennium. We have built these into the budget request. These are actual enrollments, not weighted pupil units.

Rep. Monson: What effect do we have when we put in weighted pupil units which is what we actually get paid on.

Response: Defers to Mr. Coleman to answer the details. However, there is significantly greater number of weighted units than there is enrollment. That is built into the projection. These are students, not weighted units.

Rep. Skarphol: What net effect is that going to have, that decrease on foundation aid payments in the second half of the biennium. I suspect its going to be higher than what it is projected to be, can you tell us how much?

Response: The foundation aid amount the districts are paid is set for both years and will have about $500 million carryover in state aid to pay out at the end of the biennium. This amount is part of the foundation aid appropriation but we appropriate a flat dollar amount, and then we pay it out on a formula, and getting the two to match is sophisticated guesswork. WE always wan to be a little high. The $5 million will be paid out to school districts on an ADM payment at the end of the biennium.

Rep. Skarphol: Every time we set a new bar in foundation aid payments which I anticipate we will increase by "x" amount of % the next time around. When they make the budget projections for this coming biennium they have used a figure for the second half of this biennium. How much is this anticipated decline in enrollment going to affect that figure?

Response: There should be close to $10 million more dollars to distribute to the students we have due to declining enrollment.

Rep. Wald: Your figure, what you have passed out, in the third column, 2001 fall enrollment, your handout shows 109,918, and you show 108,761.

Response: Thanks for bringing that up. The slide is wrong. it has been updated, and the numbers in the paper are right.

Tom Decker (continuing): In the packet you have a history of foundation aid and other payments, that's a useful summary. The impact is that the cost per pupil is going up. On the slide we are just about where the lines cross each other. Concludes: We are still in ND dealing with a foundation aid formula that is based upon a concept of funding equity. That is a concept that holds that it is appropriate to distribute equal dollars across the state per student with consideration for school size and other issues. I am not sure its safe to say we are close to perfect on that concept, we had a narrow escape on the lawsuit, and made some corrections in terms of equity, and there is a piece in your documents entitled equity indicators that will give you more detail. Current research and thinking and court cases deal with the concept of funding adequacy, which takes equity a step higher. The thinking is now that it is no longer to simply spread dollars around equally to students based on school size, and that a more sophisticated approach would require that you define what you want students to know and be able to do when they leave school - what product do you want. And then provide funding on a categorical formula that has second and third tiers to take into account those considerations and fund that way. Believes it is time to do an interim study on an adequacy approach on funding and take a serious look at that.

Rep. Boehm: There are some states that have taken property tax for funding education completely out of the formula. How many have done that, and what is the result?

Response: These states that took property tax out have backed away from that. Michigan tried that, and couldn't raise enough revenue without continuing to rely on property taxes to some degree.

Rep. Monson: When you talk about adequacy funding and where we would be headed if we did an interim study, do you think there would be some results that would show we need to fund instead of per pupil, per classroom , or is this not what you are getting at?

Response: Doesn't know if he can draw any conclusions. Wyoming has gone the furthest in looking at the adequacy concept. They have a funding formula that has a lot of considerations for different characteristics. Not sure it resembles any formulas that we have looked at here, or that we are familiar with.

Bob Rutten, Director of Special Education: He has prepared written testimony in the packet of papers, located at pages 55 through the end. Essentially special education is education for students who have physical or mental or sensory impairments. Education with children with disabilities between the ages of 3 through 21 or the completion of high school. The attempt of special education is to provide a free and appropriate public education for these young people. Would like to note that when he says "free" it is a concept of Congress. Prior to the federal legislation the expense was on the families, and there was significant exclusion of children with disabilities in the schools. Many of the special education students are now graduating from high school, attending higher education, and going to work. (He went through his written testimony fairly closely.) Notes that 1 out of 10 students in ND schools does have a disability. Special education student services are not limited to public school students. About 75 % fall into a couple mild disability categories, primarily speech-language impairments, or specific learning disabilities. The remaining 25% have needs that vary greatly, in a larger number of categories.

He went over the administrative structure for special education services. He then went on to expenditures for special education, and where the funds have come from, federal, state and local. He is proposing a long term plan to incrementally move the percentage of state support for special education on a 1/3% basis to bring special education state support at a par with state support for general education. We are asking in this biennium $59,650,000 in general funds to bring the state percent up from 28% to 33% and then over the next two bienniums to go up by 1/3 and 1/3, to an eventual parody with general education state support.

Rep. Skarphol: Over the past 25 years has the federal contribution to this particular are of education been fairly consistent. Is there any pressure on the national level to get the federal government to contribute a bigger percentage seeing that they are the ones that mandated this?

Response: That is a fair assessment. We are encouraged by a fairly substantial increase made by Congress. This is going to represent the largest single increase from the federal government. Yes, there is a push, by administrative and educator organizations, as well as state legislators and our DPI.

Rep. Glassheim: Are the special education students also included in the per pupil payments? That amount per pupil is already going to the pupils, and then the special ed cost is then additional to that?

Response: It is in addition to the foundation aid.

Rep. Aarsvold: Just a comment, it might be less challenging for the special education services to wait for the general education portion to come down to your level, rather than go the other way.

The chairman closed the hearing on this bill.

2001 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. HB1013

House Appropriations Committee
Education and Environment Division

☐ Conference Committee

Hearing Date February 13, 2001

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Committee Clerk Signature

Minutes:

Representatives Aarsvold, Boehm, Gulleson, Martinson, Monson, Wald, Wentz.

Representative Wentz: Representative Timm would like us to send 1013 to the full committee as soon as we can get it out of this section. When the policy bill comes from the House Education Committee, we will reconcile the two with the full committee.

Representative Monson: The sub section came up with amendments drawn up by Legislative Council. See attached 0104.

Joe L.C.: On the bottom of page 2 of the amendments explains the individual changes. Additions to the bill are on the first page of amendments.

There was some concern about section 6 by Rep Gulleson who feels they are offering some creative on line activities that our younger students may not have access to especially the rural area and doesn't feel this as a negative component.

Some Legislators have concern with out statements like this the DPI could move employees back

and forth. Currently they could move them one way and all they had to do was after the fact tell us about that. This says they can not until they bring it to the budget section and inform us they are going to that. So this is prior approval. They were also asking to expand their mission down to k-4. With out this language they could potentially even move people into there and do that. If they were to do that they would need approval before hand.

There was discussion on 1293 and was there funding for testing in 1013? Funding is and needs to be in 1013 to get the title 1 funds. The authorization to go ahead and develop the process of testing which is in 1293. Could they with hold the title 1 funds if we don't do the testing? There are people in districts that are upset with the new testing. One Representative tried to get a copy of the test they plan to administer, and has not been successful. We could kill 1293 however, that one authorizes the test. We do have to fund it as I understand it. OMB (Celest) We would like language in the bill that they must do the testing even if they find it internally. We would like to insure that the testing will be done, so we don't put our title 1 money at risk. They are in need of another 142,000. OMB is asking to remove revenue from line 19 of HB1013. The test done now is on basic skills. The new tests promoted from the Federal level and mandated are both from the old and Bush Administration , saying we need to test or asses the end product, not just the basic level but the proficiency level. Now they are saying we need to test with a different test . It is not a basic skills test it is an assessment tool for proficiency. Joe from LC said he had spoken with Greg Gallagher and he indicated the money that is in their budget for the next biennium will be used to develop a new testing instrument that will be different than what they are using now. It will have open ended questions rather than the ovals the students will fill in. The money that is in there now will be used to develop the test. He can't provide a copy of what that will be. He can provide a copy of what they are currently using.

Rep Monson recommended not to put in language on this bill mandating the testing since there is still a bill alive that does that and if that one fails, this one will be back in the Senate. I'm sure they will make their case as to why it has to be added over there.

Rep Monson made a motion to pass the adopted amendments. Seconded by Rep Martinson.

Seven yes 0 no, and 0 absent.

Representative Gulleson: I would further amend to remove section six in the amendments.

Representative Aarsvold: Seconded the motion.

Three yes four no, and 0 absent.

Representative Aarsvold: Made a motion to pass amendment 0105. See attached.

Representative Gulleson: Seconded the motion.

Five yes 2 no, and 0 absent.

The committee and Greg Gallagher, DPI Education Improvement Team Leader, discussed the testing program. The way the title I testing is arranged, it must go through a period of review where you set a alignment with you content standards, and also set performance standards. In the proposal that we put before the committee is that we open through a bidding process with a company. Teachers of the state meet with representatives of the company. They will go through a variety of test items that are currently available from the company, so there is complete coverage of all the standards in the state. That would be on more the traditional types of tests. There is a second part of the test that is required. That is to have what are called constructed response questions. These are questions that are laid out by the company, we review them, and we can submit our own. We go through and have them validated out. They are checked for reliability. These are the test where the student actually must compose a response. Unlike the other ones that are reviewed through a computer scan, these are reviewed by human beings. So

the scoring process is different for a constructed response from a traditional one. The bottom line for all that is in order for us to have an except able title I tool it must go through first an alignment with teachers of the state so that we have coverage with all of our standards. Secondly that the tool itself is put together. Third it goes through a process where the performance cut points of what is except able score is reviewed. That is also done with teachers of the state. The state determines its own content areas and sets its own performance standards. For that reason we don't have a test to offer.

There was concern with the committee that the citizens of ND are showing some concerns about the contents of the test as to the personal questions. Mr. Gallagher's responses were, there is absolutely no right of a company or in the development of a state assessment, to confound a ligament response of a student which shows a comprehension verses intrusion into their own personal life. The moment you do that you have a skewed test. It is comprehension not self disclosure that is being put into the tests. That is something we have to be very cautious of. He views it as an issue of fundamental validity of a test and you need to be clear about what is you are trying to do. If the standard is showing comprehension, that is the standard you seek. The teachers that are brought in to help develop the test, are people who have had to deal with the details of what a content standard is about, what a performance standard is and, what testing when well done should try to perform. There also is a training that is required. It is never just one group that agrees. A group does the initial review of it and a second group does a validation activity. Its a face validity review, who has to make certain that the second group believes that the first group correctly intrepid their task, and did in fact align according to the content standards. Whatever may have been developed by those particular projects, would not necessarily become this next test. We are going to have to bid out. Within Title One, there is a

section 1111, that identifies that in order to be a legitimate recipient of Title One Funds, be it the state or school. The two things that need to apply are, the State must have adopted challenging contents standards in the area of minimum reading and math. The other, the State must offer a state assessment that tests students in the area of reading and math against those challenging standards, There is no requirement that a school district adopt content standards, only that the State has them, and that the State assess against them. All students need to be tested against Title One.

(3075) The committee and Greg discussed the DPI Federal Grant Information. See attached. If you were to not give us the 142,000, we would need to be creative to what we would do to make up the difference. The 142,000 is intended to cover the cost of the alignment activities. At this time an appeal would not serve us well.

Additional amendments 0106. See attached. Change section 7 with base added after public instruction.

Representative Monson: Made a motion to pass 0106.

Representative Wald: Seconded the motion.

Four yes, three no, and 0 absent.

Representative Monson: Made a motion to Do Pass as amended.

Representative Wald: Seconded the motion.

Representative Aarsvold: If we are to see some savings realized with the new ITD Kingdom, I think the recommendation should come from ITD back to the Agencies. And identify specifically within the Agencies, not just DPI, where they hope to realize some savings with the data gathering, and other functions they are having. I don't entirely disagree with the intent of

this in terms of Government generally, but to target one Agency three fourth of the way through our budgeting process on this side of the aisle is bothersome. I will resist the amendment.

Representative Monson: I checked with Rep Byerly in his sub section and I said I was intending to do this. Is there any way other departments could be looked at similarly. So it isn't that we are just targeting one department. His response was they have looked at all of those, but that almost every budget that they have worked with has one person. One FTE. Or at the most two that deal with their information systems, where in DPI we have eleven FTE. With a department as large as that, it is much easier for us to intend that maybe we could see some savings, compared to the ones he had. I never got a chance to ask Rep Svedjan. I would hope the other departments are at least looking at possibly the same. When I look at how much money we are putting into this budget increases for professional services and buying the services from ITD. We are funding ITD at huge increases. We are funding each department budget including this one with great increases. I have a really big problem funding them both.

Representative Aarsvold: I think we were generally sold the ITD bill of goods that there was in fact a cost saving to the State and would provide for per systems approaches as opposed to departmental approaches with the whole thing of new technology Perhaps what we are doing is a way to attach this. I am disappointed the ITD promises seemingly are not to be met when we start looking at these agencies budgets. We don't see significant savings in very few of them in regard to data and hardware and software.

The vote was taken. Five yes, two no, and 0 absent. Rep Monson to carry to the full committee.

Representative Wentz: Meeting adjourned.

2001 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. **HB1013**

House Appropriations Committee

☐ Conference Committee

Hearing Date February 19, 2001

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Committee Clerk Signature

Minutes:

**HOUSE APPROPRIATIONS ACTION ON HB1013.**

**Rep. Timm:** Superintendent of Public Instruction budget.

**Lt. Governor, Dalrymple:** There is something that needs to be fixed and as you know this committee is the committee of final action and so this is where we come to get things fixed. There is a line in the HB1013 called the supplemental payment, and for those of you who are new to this committee what tends to happen is that people look at that line and they don't know anything about it and they think that it looks like a nice little thing we could just roll up and put someplace else or use for something, and actually I would make the case that it is the most important funding line they we have in all of K-12. That is the dollars that equalizes the funding to schools and takes care of schools that would be found in a court case to be lacking in the necessary resources to properly finance their school. It's been a very helpful program, it's been a very important program and those of you who represent school districts that use this program

know that this is like a shot of plasma to a wounded soldier, and without these dollars they are in big trouble. The problem is that the statute that governs this program does have a statutory factor in it that limits the distribution of funds, it was originally set at 30% when the program was put together six years ago and that seemed to be what we could afford, and I guess the good news is that things actually getting better in terms of inequities in North Dakota school funding and that means that the 30% factor is now to low and the appropriation that we are bringing forward in this budget which is pretty comparable to original appropriation would allow us to use a factor of about 45%, so we have a lid here that we don't want, the dollars will now carry us further than it used to. Ideally, we should be funding this at %100 and if we ever wind up in court I'm sure that we will be wishing that we did, but this is what we can do for now so what we need Mr. Chairman, I realize this should be all printed up and typed up and ready to go, but if you would consider changing the words from 30% in this section to a factor reflecting the legislative appropriation. I think that would pretty much last as long as we need it. The other thing we need here is the an emergency clause on this particular item because they do have some carry over funds right now that are going to be in surplus over the 30% over the current biennium its not a big deal, its like $300 -$400 thousand dollars, they would like to be able to distribute those funds out to the most needy schools in the state, that's what were asking, if you would like to hold the bill, I can see to it that the proper amendment is drafted, if you just want to adopt this amendment on a voice vote, I will make sure that the paperwork follows this afternoon without any problems.

**Rep. Timm:** I think we should probably have the amendments here in our hand. I think that's best. So we will probably will have to wait and hold this bill until tomorrow morning, because we can only work until 11:30 because we have to eat and be in session by 12:30.

**Lt. Governor, Dalrymple:** Very good Mr. Chairman, I appreciate that. I think that if we would like to see this amendment on the bill before it goes over.

**Rep. Timm:** We can adopt the rest of the amendments, we will go through the whole bill and adopt everything except your amendments and then we will hold the bill until tomorrow morning, until we get the amendment, and then we will discuss that amendment.

**Rep. Aarsvold:** My recollection from the session laws of the "56" session we attributed a million dollars of left over foundation aid if available to the supplemental fund. You mentioned $300 - 400 thousand, my understanding was that it was 1 million.

**Lt. Governor:** There is a confusion there because there is actually two funding distributions that use the term supplemental payment. This is the supplemental payment plan, the supplemental payment that was thrown into the funding bill at the last minute at the last session is a whole different pot of dollars.

**Rep. Gulleson:** Those are the dollars that disseminate any left over moneys that came on I last session?

**Lt. Governor:** That's correct, so when you see that word supplemental, you have to very careful because we actually have two supplemental payments.

**Rep. Monson:** This would be really the equity supplemental payment correct? YES.

**Rep. Kempenich:** If we go through the rest of these amendments are we going to have to keep line 5 on the table, because basically that's where they are at.

**Joe, Legislative Council:** Those amendments will not change the dollar amount that will be in HB1013 so it wouldn't require any change to the face of the bill.

**Rep. Timm:** So we can act on all the other parts of the bill now. Response was Yes. Lets go into the bill and the discussion of the proposed amendments by the Education and Environment committee.

**Rep. Monson:** I think where we are at right now, we will start with amendment .0104 dated Feb. 2, 2001. I think if we just have the amendment in front of us it will be easier. If you go to page 3 to the small numbered lines that is the best way to explain what each of these lines represent and then we can look at the bottom of page 2 as we go along, the detail of house changes and the explanation on page 3 kind of coincides with what's on the bottom of page 2 and the top of page 3 and then if there are questions I'll try to go through them. So on page 3 number 1, the amount provides for a market equity salary increase for the superintendent of public instruction is reduced from $14,528 to $10,979 and the amount included in the bill will provide for monthly increase of $522 per month for the last 18 months of the biennium and as I understand that it is on the bottom of page 2 you can see market equity adjustment salary increase with a small 1 there and it shows a reduction of $3549 and that is because there was an oversight in the wages and salary the way that they were calculating it, so this is simply to correct an error. Number 2, funding is removed for the development of student database, the Schafer budget recommendation includes an appropriation to the Dept. Of Public Instruction, the Hoven budget includes an appropriation to the information technology department for the project, so this change is included in the Hoven budget recommendation and that amounts to $412, 500 as you can see on the bottom of page 2 under removing funding for student database. Number 3, funding is transferred from operating expenses to other grants, line item to increase grants to the lead consortium and this would be from $200,000 to $215,000 and the intent of this is the administrators NDCEL is currently taking over the spelling bee and math counts as we

understand it and lead works with NDCEL so this increase to the budget for lead intended for them to help NDCEL fund the spelling bee and math counts program. Number 4, other funds, spending authority derived from fees generated by the independent study to restore operating expenses to the amount included in the division's base budget request, this change is included in the Hoven budget recommendation and that would be an increase of $27,500 and that would be for some sale of some materials that their developing and so on. Number 5 funding for the governors school program is reduced by $60,000 from $205,000 to $145,000, the $145,000 amount is included in the house version is the same as the amount appropriated for this past biennium. The proposed $205,000 would have been an increase of $60,000 to expand the governor's school program to include a business entrepreneur section and because the budget is as tight as it is your committee felt that we should probably reduce that back to basic math and science governor's school in light of the fact that Dickinson puts on the business challenge, we wouldn't mind seeing the governor's school expand to cover things in business, but because the budget is tight and Dickinson is doing this we took the $60,000 back out and left it the same as it was before. Number 6, funding is removed for the quality schools commission, the Schafer budget recommendation includes an appropriation of $575,192 to the Dept. Of Public Instruction for grants to the commission, Hoven budget recommendation includes an appropriation of $505,197 to the governor's office for the expenses of the commission and this change is included in the Hoven budget recommendation, so there is a reduction from this budget by $575,192. Number 7, funding is added for geographic education grants, the grant will be provided to the North Dakota Geographic Alliance would be matched with approximately $400,000 of other funds from the National Geographic Society and other sources to establish a North Dakota Geographic education endowment fund, the income of the endowment fund will be used to

partially fund the operation of the North Dakota Geographic Alliance which provides Geography instruction training and materials to North Dakota teachers, and this one we increased that spending by $50,000, if you look on the middle of page 2 under the Dept. of Public Instruction - House Action, you can see National Geographic there under that list of grants, historically we have been giving them $50,000 a year to run this operation and we heard testimony that if we could give them a little extra money they could try to get in on some matching grants from Minot State and from National Geographic Society and they would like to have had more, but we felt we could only find $50,000 in this budget and by doing this with those grants that they would access they would be able to set kind of an endowment fund and then henceforth they should not have to come to this group and ask for their regular $50,000 every year, it would only be $25,000 per year so we should be able to save $25,000 every after this by giving them an extra $50,000 this time. Number 8, funding is reduced from $33,000 to $20,000 for a grant to the education centers and practices board for the National Board Certification program, the amount included in the house version is the same as the amount appropriated for 99-2001 biennium, so they were asking for an extra $13,000 to train more teachers and get them nationally board certified and we just felt that we couldn't expand this program and we left it at the $20,000 so we took $13,000 out and if you look right below where I have been reading, this amendment also adds Section 5 and Section 5 allows the Education Centers and Practices board to use up to $7000 of the amount appropriated by the 56th legislative session for the National Board Certification Program to pay stipends to teachers. Rep. Monson went on to explain the rest of the amendment purposes.

**Rep. Delzer:** Does this put HB1344 in this budget too?

**Rep. Monson:** No, we have a series of amendments that will continue to further amend.

**Rep. Delzer:** I have a question after the amendments are done.

**Rep. Warner:** Could you expand upon the idea of moving the student database to ITD?

**Rep. Monson:** This was a proposal by Hoven that this money would be moved to ITD and that was the request from the Hoven budget, so that's what this amendment does.

**Rep. Warner:** I would hope that DPI would have some input on the parameters of the database. I can envision that the goals of ITD and DPI may not be exactly the same and its important that the Dept. of Public Instruction be allowed to put in the kinds of data that they need to obtain out of the system.

**Rep. Monson:** Tom Decker from DPI came down and testified that he had no problem with this so I guess this question came up several times and he said its taken care of.

**Rep. Kempenich:** Is this following the same pattern is what there doing in higher Ed as far as the tracking of this, is this dovetailing in to what we had earlier?

**Rep. Monson:** I think this is just DPI's database that they were worrying about, the other higher Ed one is much more comprehensive and there is another name for it and I can't recall what it is a this time.

**Rep. Delzer:** Was there any discussion in you sub section about data as it relates to this even with the idea of using roll over money and using that to pay for the broad band roll out.

**Rep. Monson:** We talked about how much money was being spent for ITD and we were frustrated by not being able to see any savings in ITD and I have another amendment that will address some of that, but not specifically the broad band roll out.

**Rep. Aarsvold:** It seems as though this is the first budget where we have really addressed at looking at cost savings incurred by an agency as far as the new interactive ITD program is concerned, and surely there must be savings in other agencies as well, and I think of Human

Services in particular and are we in fact making an account of that as we go through other budgets or are we just going to pick out DPI as being the one agency that should be saving money and therefore were going to take some money away.

**Rep. Monson:** I do have another amendment that was a little more controversial and that one is the one that Rep. Aarsvold is addressing, amendment .0104 does not have anything in there, but I will explain more on the next one dealing with trying to find some savings in the department dealing with the ITD.

**Rep. Timm:** I think in answer to Rep. Aarsvold's question is that the ITD budget from what I understand is about $96 million dollars, and in that budget there are funds to cover every department, and rather than put the money into each department that's in that budget, and that's the time we are going to look at that, and we don't have the budget as yet.

**Rep. Gulleson:** What we have already seen is a whole bunch of agency budgets and we have not seen a corresponding decline in their budgets relating to that ITD. This is the first one where we have seen a corresponding appropriated amount taken away directed towards it, so I guess the question and the thing that were asking is, why aren't we seeing it across the board in all of these departments, that's to me what the ITD centralization of those services was about and I think when we do get that budget need to look very closely where all those dollars are coming from.

**Rep. Timm:** I think we intend on doing that, I know we are going to get the budget from the Senate, basically the way it was introduced, but I think we intend on taking a closer look here in the House side.

**Rep. Monson:** The last thing I want to add about this, is that we did not change anything else, on page 2 if you want to look under summary of house action, you can see that no changes were made to the State Library, no changes were made to the School for the Deaf, Nothing for the

School for the Blind, the only changes were to the Dept. Of Public Instruction and they are reflected in what I just went through in talking about Items 1 through 8. I would then move the adoption of amendment (.0104) Dated February 2. Seconded by Rep.Wentz.

**Rep. Timm:** All those in favor of adopting these amendments say AYE. Voice Vote. Motion carried the amendments are adopted.

**Rep. Monson:** The next set of amendments, (.0106) Dated February 13. All this amendment does is removes $100,000 from the salaries and wages line item, and it removes one FTE from the department which would go into effect in the beginning of this biennium on July 1, 2001. This $100,000 coming out of salaries and wages would be general fund money's and it comes out of the frustrations that we found watching the ITD grow and seeing no savings anywhere.

**Rep. Timm:** Any questions on Rep. Monson's presentation of the amendments?

**Rep. Glassheim:** Is this a theoretical saving or do we have any idea what actual reports are actually being replaced and what person is not going to be doing them and whether the department used the reports?

**Rep. Monson:** We are not targeting any one person or any one department in DPI, and the present time the 44 FTE's for ITD have not even been hired so we don't know actually what reports will be generated and requested, but sometime during the next two years we do know that ITD will be increasing a lot of FTE's and since we are putting money into DPI's budget and new money into buying new reports or to by services from ITD, because we could not put our finger on any particular reports or savings I guess out of frustration we just said they sure should be able to find somebody that isn't quite as busy up there as they used to be if they are buying new reports from ITD, and I talked with Rep.Svedjan and Rep.Delzer and I asked them are you doing this with other budgets and the answer was yes in a round about way.

**Rep. Delzer:** My views on this, especially in these bigger budgets, where seeing massive growth in technology and a lot of it comes down to why are they doing this and what do we get for it, and it seems like for the most part all you see is that we get more reports and we get more information and there is no cost savings or anything, and maybe that's what we have to start looking at , and saying up front that you have to produce a cost savings before we are going to allow you to do all of this stuff. Some people can argue that all you want, but we are looking at that in the Human Services budget.

**Rep. Monson:** I did talk to Rep. Byerly to see what their budgets and to see if they were doing something similar and he said that most of their budgets have very few people that are actually making reports generating these kinds of data and information, they may have only one person on staff doing this kind of work, where in DPI they have 11 FTE's doing Management Information System MIS, and some of that of course is gathering data and their going to have to have people to gather that data and send it over to ITD, and my hope would be that ITD would look at some of the people in these different departments that maybe are already generating these and say, hey, these are experienced people doing this work, they know what kind of reports to do so we will just hire them, but I'm not holding my breath that it would happen. I would move the adoption of amendment (.0106) Seconded by Rep. Wald.

**Rep. Timm:** Any discussion?

**Rep. Gulleson:** If this was going to be the approach that we take to these budgets, it should have started with department budgets on day one, because every department has to manage the data and the technology whether its a small amount or a major amount. Proportionally, there is still an effect on those budgets, so I have a real problem with us having acted upon fifteen budgets of departments or so, and passing them out, and now all of a sudden our new mission is to be

finding these, I would have been very cooperative if that had happened on day one, which I think it should have because that's what's building that ITD budget. So I have some real concerns about why suddenly were starting here. I'm not sure I will be supporting it here.

**Rep. Skarphol:** In response to that I would like to say that in the Government Operations section we have talked on every budget about the IT costs, and like Rep. Delzer said, and was mentioned earlier they are very small numbers compared to this budget as far as the cost of IT and those budgets and most are in the $30-40 thousand range and if they are larger its typically its a federally mandated data base collection thing and we can't do anything about them.

**Rep. Glassheim:** I worder about some of the increase in the IT budgets are increased charges for services which really don't help the agencies particularly more, it just an increased charge for services and some of it may be taking new functions that the departments were doing over there, and I suspect in this case it was like that, and then I wonder are building a big bureaucracy and can the stuff be done better in the department if part of the increase is for moving reporting functions or data functions to IT.

**Rep. Svedjan:** It think its true to say that this is one of the major and frustrating areas of budgets, and you have heard it all said here and we keep stacking on more and more dollars for information technology at the expense of services and education and yet were not seeing indications that increased funding in technology is improving our cost effectiveness, so I have listened to the discussion about DPI and I don't happen to think DPI is being picked on here, because when you take a look at what it is we requested, now we haven't adopted amendments yet to house bill 1012 but we have out of the Information Management Division were asking for $350,000 in total funds out of one operating line, were asking for $637,000 in system enhancement money's, were slowing the growth on some of the upgrades their asking for another

$453,000, were slowing the case management systems development which is a technology project and that's another $250,000 and were reducing the equipment funding by $600,000 and we haven't gone into these budgets willy nilly, we have tried to examine them to the extent that we can saying, or I should day trying to answer the question, are these things really accomplishing what needs to be done in these departments, is there a way we can slow the growth so that we don't impede the funds that are necessary to go into these programs and so its just not in DPI and I know you weren't necessarily saying that, I been one who has advocated to for a having a general across the board look at what's happening in ITD, its a big part of the hole that's in our budget now.

**Rep. Gulleson:** My frustration probably doesn't lie nearly as much with this committee and with the departments as it does with the Information Technology Division and I know in visiting with Senators they have not come in with their plan that shows the associated reductions between departments and how they built that budget and I guess that's how we will have to look at it when we come over, but I think that they have in the course of building their new division failed to really support substantiate how they are going have the counter reductions.

**Rep. Svedjan:** We have some agencies that are totally funded by special funds, we have others that are heavily federal funds, so in my experience its been a bit more difficult to make cuts where you have all special or all federal funds that are purchasing this technology items, so that becomes part of the balancing act.

**Rep. Aarsvold:** I guess my concern with this amendment has to do with arbitrarily cutting those two positions, it seems to me that by definition is an executive process and the agency is asked to present a budget that they suggest that will carry out the function that they have constitutionally and statutorily and the governor must review that and make recommendations to this assembly

for our consideration. So it seems that we are blurring the lines pretty heavily here between the executive and legislative branch of governments and I will have difficulty supporting .0106 amendments.

**Rep. Timm:** No further discussion on this particular amendment? All those in favor of adopting this amendment say AYE. Undecided on voice vote. Roll Call vote was taken. (12) YES (9) NO Motion passes, Amendment is adopted.

**Rep. Monson:** The next set of amendments that I have are actually the ones that Rep. Wentz and Rep. Kelsch had drawn up to have HB1344 coincide with HB1013 and these are amendments .0109. These amendments reconcile the bill that we heard this morning, Hb1344 with HB1013. And as far as an explanation I think we have heard the amendments this morning, Rep. Kelsch went through what changes here committee made, so the changes that her committee made to the Hoven Budget to reflect $1750 and $1750 and the special Ed grants, and this is just to reconcile the two bills. I move this amendment .0109, Seconded by Skarphol.

**Rep. Timm:** All those in favor of adopting this amendment say AYE. Voice Vote. Motion carried. Amendments are adopted.

**Rep. Monson:** The only other amendments that I have to present would be what Rep. Dalyrmple just went over and he is going to have them drafted and I don't know if you want to wait until those are drafted, and I don't know if you want to move those amendments or wait until he brings them down but other than that.

**Rep. Timm:** I think we should have them in front of us, so we will just have to leave this bill on hold.

**Rep. Aarsvold:** This did meet muster in the sub section, I was asked to bring it as a separate amendment. We are passing out amendment .0105 and it has to do with the School for the Blind

and it is offered in lieu of the two requested positions for the School for the Blind and those would be outreach positions in western North Dakota they are part of the strategic plan that the school has developed for providing services for those who are blind or are having difficulty with their visual skills and it is part of the new charge from a center based to an outreach program and rather than offer the two positions what we have done here is offer one position to be based in western North Dakota and it has to do with the additional travel time required to provide services to the blind and visually impaired in western part of our state. This position would primarily deal with vocational area to provide some vocational training for those folks who are visually impaired. In addition, in conversion with the School for the Blind they suggest there is a need for some additional help for special education teachers in our public schools, we are frequently called upon to provide vision services to young people in the various schools across our state and of course now with the new technologies we have been talking about this morning there is a need out there it would seem to provide some contact with those visually impaired folks with this new technology, so Mr. Chairman essentially this bill would provide an enhancement to the budget of $74,320 to come from funds that the agency would find within its present budget, so these would require no additional funding, but would rather rely on special funds primarily to provide that funding should that money be available, and with that I would answer questions if there are any. I would move the amendment. Seconded by Rep. Kerzman.

**Rep. Timm:** Any discussion?

**Rep. Skarphol:** Can you enlighten us a little more on the special funds aspect?

**Rep. Aarsvold:** The agency has several sources of special funds available to it, they have some money that comes in from the State of Minnesota for services that they provide to Minnesota residents, they also have the land grant that is part of their funding mechanism, and additionally

they are renting a portion of their building to the Grand Forks public schools and UND for office space, so they would seem to have a substantial array of special funds that may in fact provide them with the necessary funds to fund this position.

**Rep. Timm:** Is there any rationale from the sub section?

**Rep. Monson:** Yes we did turn this down. The indication at first was that did not know how many people would be added, these are not necessarily students they are probably ages 21 to 55 and they will be asked to pick up some services that Human Services used to provide and at first we were told that didn't feel that they needed anybody new because they weren't sure what new things would be added to them. However, we checked testimony that they had given later on to another committee in July of 2000, and at that time they had decided that they needed two FTE's but our discussions were such that we felt, because it was up in the air they don't know how many people they will serve, they don't know what services it will be, and at what costs, we will leave their budget as is until these numbers of people get identified and the costs associated with them are better known.

**Rep. Aarsvold:** I hesitate to correct Rep. Monson, but I do believe it did get a pass recommendation from the committee.

**Rep. Timm:** Any other discussion on the proposed amendment by Rep. Aarsvold?

**Rep. Svedjan:** I have heard it stated here today that the focus of this person's work would be on vocational matters, I have also heard it stated that it would deal largely with a population of people 18 to 55 years of age. My question would be to Rep. Aarsvold, what is it about this position that distinguishes itself from the services provided through Voc Rehab?

**Rep. Aarsvold:** Its my understanding in conversation with folks at the School for the Blind that they in fact provide many of those services directly from the professionals at the School.

**Rep. Delzer:** I served on the interim committee that heard this, and in response to Rep. Svedjan's quest ion, the distinction is between whether their looking for work or not

**Rep. Monson:** We did request a copy of the testimony given by Carmen Gross the superintendent of the School for the Blind and we did get faxed a copy of her testimony of July 2000 and it did say in there that she was asking for two FTE's.

**Rep. Delzer:** I would like to see a copy of that testimony.

**Rep. Timm:** Any other discussion? We are discussing the amendment proposed by Rep. Aarsvold. All those in favor of adopting this amendment say AYE. Voice Vote was in doubt Roll call vote was taken. (11) YES (10) NO. Motion passes and amendments are adopted. Are there any other amendments? Do you feel comfortable on voting on the amendments from Rep. Dalrymple without having them here? Response was YES. The amendments that were proposed by the governors office by Lt. Gov. Dalrymple pertaining to changes in the wording in 15-40.1-07. 8. Is that right Joe? That section would be amended in subsection 4 to replace the current 30% which limits the distribution of funds to words reflecting the legislative appropriation. Moved by Rep. Byerly, seconded by Rep. Wald. That we adopt those amendments, does everybody understand what they are?

**Rep. Warner:** Could someone explain the emergency clause.

**Rep. Timm:** All those in favor of adopting those amendments say AYE. Voice vote. Motion carried, amendments are adopted. Any other amendments for HB1013? Rep. Monson I will entertain a motion for a do pass as amended. Rep. Monson moves a do pass as amended. Seconded by Rep.Wald. Any further discussion?

**Rep. Skarphol:** If you look at the budget detail on this department there is a $5.2 million increase in professional services, I would like to hear a little explanation of that, there is a $154,000 increase in the appropriation for office supplies, $123,000 for dues and professional development, $150,000 for ITD contractual services.

**Rep. Monson:** I wasn't listening to all of those, but a good portion of that, the $5 million approximately that you outlined there is all federal money that is coming through the department on pass through grants, and there is quite an increase in operating and some of that is for the title one testing that's being required and that again we can not use federal funds for that because we have been running on borrowed time there and we were told in testimony that it has to be a general fund item and that's something we really can't touch right now.

**Rep. Timm:** Any other questions? We have a motion for DO PASS as amended. Roll Call vote was taken (18) YES (2) NO (1) Absent and not voting. Motion passes. Rep. Monson will carry the bill to the floor.

**End Committee Action on HB1013.**

# FISCAL NOTE

**Requested by Legislative Council**
04/26/2001

Bill/Resolution No.:

Amendment to: Engrossed HB 1013

1A. **State fiscal effect:** *Identify the state fiscal effect and the fiscal effect on agency appropriations compared to funding levels and appropriations anticipated under current law.*

| | 1999-2001 Biennium | | 2001-2003 Biennium | | 2003-2005 Biennium | |
|---|---|---|---|---|---|---|
| | General Fund | Other Funds | General Fund | Other Funds | General Fund | Other Funds |
| Revenues | $0 | $0 | $0 | $0 | $0 | $0 |
| Expenditures | $0 | $0 | $117,960 | $0 | $117,960 | $0 |
| Appropriations | $0 | $0 | $117,960 | $0 | $117,960 | $0 |

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

| 1999-2001 Biennium | | | 2001-2003 Biennium | | | 2003-2005 Biennium | | |
|---|---|---|---|---|---|---|---|---|
| Counties | Cities | School Districts | Counties | Cities | School Districts | Counties | Cities | School Districts |
| $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 | $0 |

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

The Governor's compensation package includes an additional $8,122 for the Superintendent's salary increase.

Sections 15 and 17 increase the reimbursement rate from 25 cents to 35 cents per mile for in-city busing for schoolbuses with a capacity of 10 or more students. This fiscal impact is $109,838 (549,190.1 miles X $.10).

3. **State fiscal effect detail:** *For information shown under state fiscal effect in 1A, please:*
   A. **Revenues:** *Explain the revenue amounts. Provide detail, when appropriate, for each revenue type and fund affected and any amounts included in the executive budget.*

   B. **Expenditures:** *Explain the expenditure amounts. Provide detail, when appropriate, for each agency, line item, and fund affected and the number of FTE positions affected.*

The Governor's compensation package includes an additional $8,122 for the Superintendent's salary increase.

Sections 15 and 17 increase the reimbursement rate from 25 cents to 35 cents per mile for in-city busing for school buses with a capacity of 10 or more students. This fiscal impact is $109,838 (549,190.1 miles X

$.10).

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

| | | | |
|---|---|---|---|
| **Name:** | Bonnie Miller | **Agency:** | Dept. of Public Instruction |
| **Phone Number:** | 328-2346 | **Date Prepared:** | 04/27/2001 |

# FISCAL NOTE

**Requested by Legislative Council**
12/18/2000

Bill/Resolution No.: HB 1013

Amendment to:

1A. **State fiscal effect:** *Identify the state fiscal effect and the fiscal effect on agency appropriations compared to funding levels and appropriations anticipated under current law.*

| | 1999-2001 Biennium | | 2001-2003 Biennium | | 2003-2005 Biennium | |
|---|---|---|---|---|---|---|
| | General Fund | Other Funds | General Fund | Other Funds | General Fund | Other Funds |
| **Revenues** | $0 | $0 | $0 | $0 | $0 | $0 |
| **Expenditures** | $0 | $0 | $8,122 | $0 | $8,122 | $0 |
| **Appropriations** | $0 | $0 | $8,122 | $0 | $8,122 | $0 |

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

| 1999-2001 Biennium | | | 2001-2003 Biennium | | | 2003-2005 Biennium | | |
|---|---|---|---|---|---|---|---|---|
| Counties | Cities | School Districts | Counties | Cities | School Districts | Counties | Cities | School Districts |
| | | | | | | | | |

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

The Governor's compensation package includes an additional $8,122 for the Superintendent's salary increase.

3. **State fiscal effect detail:** *For information shown under state fiscal effect in 1A, please:*
   A. **Revenues:** *Explain the revenue amounts. Provide detail, when appropriate, for each revenue type and fund affected and any amounts included in the executive budget.*

   B. **Expenditures:** *Explain the expenditure amounts. Provide detail, when appropriate, for each agency, line item, and fund affected and the number of FTE positions affected.*

The Governor's compensation package includes an additional $8,122 for the Superintendent's salary increase.

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

| | | | |
|---|---|---|---|
| **Name:** | Bonnie Miller | **Agency:** | Public Instruction |
| **Phone Number:** | 328-2346 | **Date Prepared:** | 01/04/2001 |

18013.0104
Title.
Fiscal No. 2

Prepared by the Legislative Council staff for
Representative Monson
February 2, 2001

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1013

Page 1, line 3, remove the first "and"

Page 1, line 4, after "instruction" insert "; and to declare an emergency"

Page 1, line 14, replace "12,273,865" with "12,270,316"

Page 1, line 15, replace "17,431,193" with "17,031,193"

Page 1, line 22, replace "149,970,455" with "149,350,263"

Page 1, line 23, replace "50,000" with "100,000"

Page 1, line 24, replace "33,000" with "20,000"

Page 2, line 1, replace "787,839,439" with "786,852,698"

Page 2, line 2, replace "237,017,455" with "237,044,955"

Page 2, line 3, replace "550,821,984" with "549,807,743"

Page 2, line 31, replace "560,965,732" with "559,951,491"

Page 3, line 1, replace "240,995,437" with "241,022,937"

Page 3, line 2, replace "801,961,169" with "800,974,428"

Page 3, line 16, replace "$33,000" with "$20,000"

Page 3, after line 20, insert:

"**SECTION 5. NATIONAL BOARD CERTIFICATION - USE OF FUNDS APPROPRIATED BY THE FIFTY-SIXTH LEGISLATIVE ASSEMBLY.** Notwithstanding section 4 of chapter 35 of the 1999 Session Laws, the education standards and practices board may use up to $7,000 of the amount appropriated by the fifty-sixth legislative assembly for the national board certification program to provide stipends to teachers receiving national board certification during the biennium beginning July 1, 1999, and ending June 30, 2001.

**SECTION 6. LEGISLATIVE INTENT - POSITION TRANSFERS - DIVISION OF INDEPENDENT STUDY.** It is the intent of the fifty-seventh legislative assembly that for the 2001-03 biennium, the department of public instruction be authorized to have no more than 131.95 full-time equivalent positions and that no more than 37.7 of these positions be allocated to the division of independent study. The department of public instruction may not transfer any positions between the division of independent study and other divisions of the department without first obtaining approval of the budget section of legislative council."

Page 5, after line 14, insert:

"**SECTION 15. EMERGENCY.** Section 5 of this Act is declared to be an emergency measure."

Renumber accordingly

## STATEMENT OF PURPOSE OF AMENDMENT:

### House Bill No. 1013 - Summary of House Action

| | EXECUTIVE BUDGET | HOUSE CHANGES | HOUSE VERSION |
|---|---|---|---|
| Department of Public Instruction | | | |
| Total all funds | $787,839,439 | ($986,741) | $786,852,698 |
| Less estimated income | 237,017,455 | 27,500 | 237,044,955 |
| General fund | $550,821,984 | ($1,014,241) | $549,807,743 |
| State Library | | | |
| Total all funds | $4,713,513 | | $4,713,513 |
| Less estimated income | 1,598,857 | | 1,598,857 |
| General fund | $3,114,656 | $0 | $3,114,656 |
| School for the Deaf | | | |
| Total all funds | $6,075,925 | | $6,075,925 |
| Less estimated income | 1,095,624 | | 1,095,624 |
| General fund | $4,980,301 | $0 | $4,980,301 |
| School for the Blind | | | |
| Total all funds | $3,332,292 | | $3,332,292 |
| Less estimated income | 1,283,501 | | 1,283,501 |
| General fund | $2,048,791 | $0 | $2,048,791 |
| Bill Total | | | |
| Total all funds | $801,961,169 | ($986,741) | $800,974,428 |
| Less estimated income | 240,995,437 | 27,500 | 241,022,937 |
| General fund | $560,965,732 | ($1,014,241) | $559,951,491 |

### House Bill No. 1013 - Department of Public Instruction - House Action

| | EXECUTIVE BUDGET | HOUSE CHANGES | HOUSE VERSION |
|---|---|---|---|
| Salaries and wages | $12,270,865 | ($3,549) | $12,270,316 |
| Operating expenses | 17,431,193 | (400,000) | 17,031,193 |
| Equipment | 534,140 | | 534,140 |
| Capital improvements | 55,000 | | 55,000 |
| Grants - Foundation aid and transportation | 485,542,761 | | 485,542,761 |
| Grants - Revenue supplement payments | 3,450,000 | | 3,450,000 |
| Grants - Tuition apportionment | 67,239,025 | | 67,239,025 |
| Grants - Special education | 51,260,000 | | 51,260,000 |
| Grants - Other grants | 149,970,455 | (620,192) | 149,350,263 |
| Geographic education | 50,000 | 50,000 | 100,000 |
| National board certification | 33,000 | (13,000) | 20,000 |
| Total all funds | $787,839,439 | ($986,741) | $786,852,698 |
| Less estimated income | 237,017,455 | 27,500 | 237,044,955 |
| General fund | $550,821,984 | ($1,014,241) | $549,807,743 |
| FTE | 131.95 | 0.00 | 131.95 |

### Dept. 201 - Department of Public Instruction - Detail of House Changes

| | ADJUST MARKET EQUITY SALARY INCREASE [1] | REMOVE FUNDING FOR STUDENT DATA BASE [2] | TRANSFER FUNDING FROM OPERATING EXPENSES - INCREASE GRANTS TO LEAD [3] | INCREASE OPERATING EXPENSES FOR THE DIVISION OF INDEPENDENT STUDY [4] | REDUCE GRANTS FOR THE GOVERNOR'S SCHOOL [5] | REMOVE FUNDING FOR QUALITY SCHOOLS COMMISSION [6] |
|---|---|---|---|---|---|---|
| Salaries and wages | ($3,549) | | | | | |
| Operating expenses | | ($412,500) | ($15,000) | $27,500 | | |
| Equipment | | | | | | |
| Capital improvements | | | | | | |
| Grants - Foundation aid and transportation | | | | | | |
| Grants - Revenue supplement payments | | | | | | |
| Grants - Tuition apportionment | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| Grants - Special education | | | | | | |
| Grants - Other grants | | | 15,000 | | ($60,000) | ($575,192) |
| Geographic education | | | | | | |
| National board certification | | | | | | |
| Total all funds | ($3,649) | ($412,500) | $0 | $27,500 | ($60,000) | ($575,192) |
| Less estimated income | | | | 27,5000 | | |
| General fund | ($3,649) | ($412,500) | $0 | $0 | ($60,000) | ($575,192) |
| FTE | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

| | ADD FUNDING FOR GEOGRAPHIC EDUCATION GRANTS [7] | REDUCE FUNDING FOR NATIONAL BOARD CERTIFICATION PROGRAM [8] | TOTAL HOUSE CHANGES |
|---|---|---|---|
| Salaries and wages | | | ($3,649) |
| Operating expenses | | | (400,000) |
| Equipment | | | |
| Capital improvements | | | |
| Grants - Foundation aid and transportation | | | |
| Grants - Revenue supplement payments | | | |
| Grants - Tuition apportionment | | | |
| Grants - Special education | | | |
| Grants - Other grants | | | (620,192) |
| Geographic education | $50,000 | | 50,000 |
| National board certification | | ($13,000) | (13,000) |
| Total all funds | $50,000 | ($13,000) | ($986,741) |
| Less estimated income | | | 27,500 |
| General fund | $50,000 | ($13,000) | ($1,014,241) |
| FTE | 0.00 | 0.00 | 0.00 |

[1] The amount provided for a market equity salary increase for the Superintendent of Public Instruction is reduced from $14,528 to $10,979. The amount included in the bill will provide for a monthly increase of $522 per month for the last 18 months of the biennium.

[2] Funding is removed for the development of a student data base. The Schafer budget recommendation includes an appropriation to the Department of Public Instruction for the project. The Hoeven budget recommendation includes an appropriation to the Information Technology Department for the project. This change is included in the Hoeven budget recommendation.

[3] Funding is transferred from operating expenses to the other grants line item to increase grants to the LEAD consortium from $200,000 to $215,000. The additional grants are to fund the Spelling Bee and Math Counts programs.

[4] Other funds spending authority, derived from fees generated by the Division of Independent Study, is added to restore operating expenses to the amount included in the division's base budget request. This change is included in the Hoeven budget recommendation.

[5] Funding for the Governor's School program is reduced by $60,000, from $205,000 to $145,000. The $145,000 amount included in the House version is the same as the amount appropriated for the 1999-2001 biennium.

[6] Funding is removed for the Quality Schools Commission. The Schafer executive budget recommendation includes an appropriation of $575,192 to the Department of Public Instruction for a grant to the commission. The Hoeven budget recommendation includes an appropriation of $505,197 to the Governor's office for the expenses of the commission. This change is included in the Hoeven budget recommendation.

[7] Funding is added for geographic education grants. The grant will be provided to the North Dakota Geographic Alliance and will be matched with approximately $400,000 of other funds from the National Geographic Society and other source to establish a North Dakota geographic education endowment fund. The income of the endowment fund will be used to partially fund the operations of the North Dakota Geographic Alliance, which provides geography instruction training and materials to North Dakota teachers.

[8] Funding is reduced from $33,000 to $20,000 for a grant to the Education Standards and Practices Board for the national board certification program. The amount included in the House version is the same as the amount appropriated for the 1999-2001 biennium.

This amendment also adds:

- Section 5, which allows the Education Standards and Practices Board to use up to $7,000 of the amount appropriated by the Fifty-sixth Legislative Assembly for the national board certification program to pay stipends to teachers receiving national board certification during the 1999-2001 biennium. An emergency clause is added to make this section effective upon passage of the bill.
- Section 6, which provides that the department may not transfer any FTE positions between the Division of Independent Study and the other divisions of the department without first obtaining approval of the Budget Section.

Date: 2-6-13
Roll Call Vote #: 1

**2001 HOUSE STANDING COMMITTEE ROLL CALL VOTES**
**BILL/RESOLUTION NO. Appropriations Education and Environment Division**

House _____ Committee

☑ Subcommittee on HB 1013
or
☐ Conference Committee

Legislative Council Amendment Number 0104

Action Taken Do pass Amended

Motion Made By Rep. Monson Seconded By Rep. Martinson

| Representatives | Yes | No | Representatives | Yes | No |
|---|---|---|---|---|---|
| Rep. Janet Wentz -Chairman | ✓ | | | | |
| Rep. James Boehm - Vice Chairman | ✓ | | | | |
| Rep. Ole Aarsvold | ✓ | | | | |
| Rep. Pam Gulleson | ✓ | | | | |
| Rep. Bob Martinson | ✓ | | | | |
| Rep. David Monson | ✓ | | | | |
| Rep. Francis J. Wald | ✓ | | | | |
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Total (Yes) 7 No 0

Absent 0

Floor Assignment _____

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

Date: Feb 13
Roll Call Vote #: 2

**2001 HOUSE STANDING COMMITTEE ROLL CALL VOTES**
**BILL/RESOLUTION NO. Appropriations Education and Enviroment Division**

House _____ Committee

☑ Subcommittee on HB 1013

or

☐ Conference Committee

Legislative Council Amendment Number 01004

Action Taken Motion to Amend section 6 in Amendment

Motion Made By Rep. Gulleson Seconded By Rep. Aarsvold

| Representatives | Yes | No | Representatives | Yes | No |
|---|---|---|---|---|---|
| Rep. Janet Wentz -Chairman | | ✓ | | | |
| Rep. James Boehm - Vice Chairman | | ✓ | | | |
| Rep. Ole Aarsvold | ✓ | | | | |
| Rep. Pam Gulleson | ✓ | | | | |
| Rep. Bob Martinson | ✓ | | | | |
| Rep. David Monson | | ✓ | | | |
| Rep. Francis J. Wald | | ✓ | | | |
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Total (Yes) 3 No 4

Absent 0

Floor Assignment _____

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

18013.0105
Title.
Fiscal No. 3

Prepared by the Legislative Council staff for
Representative Aarsvold
February 12, 2001

# PROPOSED AMENDMENTS TO HOUSE BILL NO. 1013

Page 2, line 24, replace "2,594,638" with "2,668,958"

Page 2, line 28, replace "3,332,292" with "3,406,612"

Page 2, line 29, replace "1,283,501" with "1,357,821"

Renumber accordingly

## STATEMENT OF PURPOSE OF AMENDMENT:

### House Bill No. 1013 - School for the Blind - House Action

| | EXECUTIVE BUDGET | HOUSE CHANGES | HOUSE VERSION |
|---|---|---|---|
| Salaries and wages | $2,594,638 | $74,320 | $2,668,958 |
| Operating expenses | 652,238 | | 652,238 |
| Equipment | 60,000 | | 60,000 |
| Capital improvements | 25,416 | | 25,416 |
| Total all funds | $3,332,292 | $74,320 | $3,406,612 |
| Less estimated income | 1,283,501 | 74,320 | 1,357,821 |
| General fund | $2,048,791 | $0 | $2,048,791 |
| FTE | 28.00 | 1.00 | 29.00 |

### Dept. 253 - School for the Blind - Detail of House Changes

| | ADD TRAINING OFFICER II POSITION [1] | TOTAL HOUSE CHANGES |
|---|---|---|
| Salaries and wages | $74,320 | $74,320 |
| Operating expenses | | |
| Equipment | | |
| Capital improvements | | |
| Total all funds | $74,320 | $74,320 |
| Less estimated income | 74,320 | 74,320 |
| General fund | $0 | $0 |
| FTE | 1.00 | 1.00 |

[1] This amendment adds 1 FTE and other funds spending authority for a training officer II position requested by the agency but not included in the Schafer or Hoeven budget recommendations. The other funds are from special fund sources to be determined by the agency. The position is to provide technology training to agency clients in western North Dakota.

Date: July 3
Roll Call Vote #: 3

**2001 HOUSE STANDING COMMITTEE ROLL CALL VOTES**
**BILL/RESOLUTION NO. Appropriations Education and Enviroment Division**

House _____ Committee

☑ Subcommittee on HB 1013
or
☐ Conference Committee

Legislative Council Amendment Number 0105

Action Taken Pass as amended

Motion Made By Rep Aarsvold Seconded By Rep Gulleson

| Representatives | Yes | No | Representatives | Yes | No |
|---|---|---|---|---|---|
| Rep. Janet Wentz -Chairman | ✓ | | | | |
| Rep. James Boehm - Vice Chairman | ✓ | | | | |
| Rep. Ole Aarsvold | ✓ | | | | |
| Rep. Pam Gulleson | ✓ | | | | |
| Rep. Bob Martinson | ✓ | | | | |
| Rep. David Monson | | ✓ | | | |
| Rep. Francis J. Wald | | ✓ | | | |
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Total (Yes) 5 No 2

Absent 0

Floor Assignment _____

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

18013.0106
Title.
Fiscal No. 4

Prepared by the Legislative Council staff for
Representative Monson
February 13, 2001

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1013

Page 1, line 14, replace "12,273,865" with "12,173,865"

Page 2, line 1, replace "787,839,439" with "787,739,439"

Page 2, line 3, replace "550,821,984" with "550,721,984"

Page 4, after line 17, insert:

"**SECTION 7. LEGISLATIVE INTENT - FULL-TIME EQUIVALENT POSITIONS.** It is the intent of the fifty-seventh legislative assembly that the department of public instruction budget request for the biennium beginning July 1, 2003, and ending June 30, 2005, include no more than 129.95 positions." base

Renumber accordingly

**STATEMENT OF PURPOSE OF AMENDMENT:**

**House Bill No. 1013 - Department of Public Instruction - House Action**

| | EXECUTIVE BUDGET | HOUSE CHANGES | HOUSE VERSION |
|---|---|---|---|
| Salaries and wages | $12,273,865 | ($100,000) | $12,173,865 |
| Operating expenses | 17,431,193 | | 17,431,193 |
| Equipment | 534,140 | | 534,140 |
| Capital improvements | 55,000 | | 55,000 |
| Grants - Foundation aid and transportation | 485,542,761 | | 485,542,761 |
| Grants - Revenue supplement payments | 3,450,000 | | 3,450,000 |
| Grants - Tuition apportionment | 67,239,025 | | 67,239,025 |
| Grants - Special education | 51,260,000 | | 51,260,000 |
| Grants - Other grants | 149,970,455 | | 149,970,455 |
| Geographic education | 50,000 | | 50,000 |
| National board certification | 33,000 | | 33,000 |
| Total all funds | $787,839,439 | ($100,000) | $787,739,439 |
| Less estimated income | 237,017,455 | | 237,017,455 |
| General fund | $550,821,984 | ($100,000) | $550,721,984 |
| FTE | 131.95 | (1.00) | 130.95 |

**Dept. 201 - Department of Public Instruction - Detail of House Changes**

| | REMOVE FTE - REDUCE SALARIES AND WAGES [1] | TOTAL HOUSE CHANGES |
|---|---|---|
| Salaries and wages | ($100,000) | ($100,000) |
| Operating expenses | | |
| Equipment | | |
| Capital improvements | | |
| Grants - Foundation aid and transportation | | |
| Grants - Revenue supplement payments | | |
| Grants - Tuition apportionment | | |
| Grants - Special education | | |
| Grants - Other grants | | |
| Geographic education | | |
| National board certification | | |

| | | |
|---|---|---|
| Total all funds | ($100,000) | ($100,000) |
| Less estimated income | | |
| General fund | ($100,000) | ($100,000) |
| FTE | (1.00) | (1.00) |

1 Funding for salaries and wages is reduced by $100,000 from the general fund to reflect the reduction of 1 FTE position to be determined by the department.

This amendment also adds a new Section 7, which provides legislative intent that the department's 2003-05 biennium budget request contain no more than 129.95 FTE positions, one FTE less than the number authorized in the House version for the 2001-03 biennium. Although the agency is provided the authority to determine the specific position eliminated, the reduction is to reflect potential savings resulting from Information Technology Department statewide initiatives, which may result in a reduction in data collection responsibilities for the Department of Public Instruction.

Date: 2-6-13
Roll Call Vote #: 1

**2001 HOUSE STANDING COMMITTEE ROLL CALL VOTES**
**BILL/RESOLUTION NO. Appropriations Education and Enviroment Division**

House _____ Committee

☑ Subcommittee on HB 1013
or
☐ Conference Committee

Legislative Council Amendment Number 0106

Action Taken Pass Amendment 0106

Motion Made By Rep Monson Seconded By Rep. Wald

| Representatives | Yes | No | Representatives | Yes | No |
|---|---|---|---|---|---|
| Rep. Janet Wentz -Chairman | | ✓ | | | |
| Rep. James Boehm - Vice Chairman | ✓ | | | | |
| Rep. Ole Aarsvold | | ✓ | | | |
| Rep. Pam Gulleson | | ✓ | | | |
| Rep. Bob Martinson | ✓ | | | | |
| Rep. David Monson | ✓ | | | | |
| Rep. Francis J. Wald | ✓ | | | | |
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Total (Yes) 4 No 3

Absent 0

Floor Assignment Rep Monson to full Committee

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

Date: Feb 13
Roll Call Vote #: 1

**2001 HOUSE STANDING COMMITTEE ROLL CALL VOTES**
**BILL/RESOLUTION NO. Appropriations Education and Enviroment Division**

House _____ Committee

☐ Subcommittee on _____
or
☐ Conference Committee

Legislative Council Amendment Number _____

Action Taken Do pass as Amended

Motion Made By Rep Wald Seconded By Rep Monson

| Representatives | Yes | No | Representatives | Yes | No |
|---|---|---|---|---|---|
| Rep. Janet Wentz -Chairman | ✓ | | | | |
| Rep. James Boehm - Vice Chairman | ✓ | | | | |
| Rep. Ole Aarsvold | | ✓ | | | |
| Rep. Pam Gulleson | | ✓ | | | |
| Rep. Bob Martinson | ✓ | | | | |
| Rep. David Monson | ✓ | | | | |
| Rep. Francis J. Wald | ✓ | | | | |
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Total (Yes) 5 No 2

Absent 0

Floor Assignment Rep Monson

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

18013.0110
Title.0200
Fiscal No. 7

Prepared by the Legislative Council staff for
House Appropriations
February 19, 2001

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1013

Page 1, line 3, remove the first "and", after "reenact" insert "subsection 4 of", and after "section" insert "15-40.1-07.8 or in the alternative to amend and reenact subsection 4 of section 15.1-27-11, and section"

Page 1, line 4, after "to" insert "supplemental payments and" and after "instruction" insert "; and to declare an emergency"

Page 1, line 14, replace "12,273,865" with "12,170,316"

Page 1, line 15, replace "17,431,193" with "17,031,193"

Page 1, line 18, replace "485,542,761" with "461,035,668"

Page 1, after line 18, insert:

"Grants - Teacher compensation payments 46,640,055"

Page 1, line 21, replace "51,260,000" with "49,898,695"

Page 1, line 22, replace "149,970,455" with "149,350,263"

Page 1, line 23, replace "50,000" with "100,000"

Page 1, line 24, replace "33,000" with "20,000"

Page 2, line 1, replace "787,839,439" with "807,524,355"

Page 2, line 2, replace "237,017,455" with "237,044,955"

Page 2, line 3, replace "550,821,984" with "570,479,400"

Page 2, line 24, replace "2,594,638" with "2,668,958"

Page 2, line 28, replace "3,332,292" with "3,406,612"

Page 2, line 29, replace "1,283,501" with "1,357,821"

Page 2, line 31, replace "560,965,732" with "580,623,148"

Page 3, line 1, replace "240,995,437" with "241,097,257"

Page 3, line 2, replace "801,961,169" with "821,720,405"

Page 3, line 16, replace "$33,000" with "$20,000"

Page 3, after line 20, insert:

"**SECTION 5. NATIONAL BOARD CERTIFICATION - USE OF FUNDS APPROPRIATED BY THE FIFTY-SIXTH LEGISLATIVE ASSEMBLY.** Notwithstanding section 4 of chapter 35 of the 1999 Session Laws, the education standards and practices board may use up to $7,000 of the amount appropriated by the fifty-sixth legislative assembly for the national board certification program to provide stipends to teachers receiving national board certification during the biennium beginning July 1, 1999, and ending June 30, 2001.

**SECTION 6. LEGISLATIVE INTENT - POSITION TRANSFERS - DIVISION OF INDEPENDENT STUDY.** It is the intent of the fifty-seventh legislative assembly that for the biennium beginning July 1, 2001, and ending June 30, 2003, the department of public instruction be authorized to have no more than 130.95 full-time equivalent positions and that no more than 37.7 of these positions be allocated to the division of independent study. The department of public instruction may not transfer any positions between the division of independent study and other divisions of the department without first obtaining approval of the budget section of the legislative council.

**SECTION 7. LEGISLATIVE INTENT - FULL-TIME EQUIVALENT POSITIONS.** It is the intent of the fifty-seventh legislative assembly that the department of public instruction base budget request for the biennium beginning July 1, 2003, and ending June 30, 2005, include no more than 129.95 full-time equivalent positions."

Page 4, line 4, after "15-40.1-07.6" insert "or 15.1-27-10"

Page 4, line 6, after "15-40.1-07.6" insert "or 15.1-27-10"

Page 4, line 20, after "15-40.1-07.7" insert "or 15.1-27-12" and after "paid" insert "using"

Page 5, after line 7, insert:

"**SECTION 15. AMENDMENT.** If House Bill No. 1045 does not become effective, subsection 4 of section 15-40.1-07.8 of the 1999 Supplement to the North Dakota Century Code is amended and reenacted as follows:

4. Multiply the result determined under subsection 3 by ~~thirty percent~~ a factor determined by the superintendent of public instruction. The result is the supplemental payment to which a high school district is entitled, in addition to any other amount provided under chapter 15-40.1."

Page 5, after line 14, insert:

"**SECTION 17. AMENDMENT.** Subsection 4 of section 15.1-27-11 of the North Dakota Century Code as created by House Bill No. 1045, as approved by the fifty-seventh legislative assembly, is amended and reenacted as follows:

4. Multiply the result determined under subsection 3 by ~~thirty percent~~ a factor determined by the superintendent of public instruction. The result is the supplemental payment to which a high school district is entitled, in addition to any other amount provided under chapter 15.1-27.

**SECTION 18. EMERGENCY.** Sections 5, 15, and 17 of this Act are declared to be an emergency measure."

Renumber accordingly

## STATEMENT OF PURPOSE OF AMENDMENT:

### House Bill No. 1013 - Summary of House Action

| | EXECUTIVE BUDGET | HOUSE CHANGES | HOUSE VERSION |
|---|---|---|---|
| Department of Public Instruction | | | |
| Total all funds | $787,839,439 | $19,684,916 | $807,524,355 |
| Less estimated income | 237,017,455 | 27,500 | 237,044,955 |
| General fund | $550,821,984 | $19,657,416 | $570,479,400 |
| State Library | | | |
| Total all funds | $4,713,513 | $0 | $4,713,513 |
| Less estimated income | 1,598,857 | | 1,598,857 |
| General fund | $3,114,656 | $0 | $3,114,656 |
| School for the Deaf | | | |
| Total all funds | $6,076,925 | $0 | $6,076,925 |
| Less estimated income | 1,095,624 | | 1,095,624 |
| General fund | $4,980,301 | $0 | $4,980,301 |
| School for the Blind | | | |
| Total all funds | $3,332,292 | $74,320 | $3,406,612 |
| Less estimated income | 1,283,501 | 74,320 | 1,357,821 |
| General fund | $2,048,791 | $0 | $2,048,791 |
| Bill Total | | | |
| Total all funds | $801,961,169 | $19,759,236 | $821,720,405 |
| Less estimated income | 240,995,437 | 101,820 | 241,097,257 |
| General fund | $560,965,732 | $19,657,416 | $580,623,148 |

### House Bill No. 1013 - Department of Public Instruction - House Action

| | EXECUTIVE BUDGET | HOUSE CHANGES | HOUSE VERSION |
|---|---|---|---|
| Salaries and wages | $12,273,865 | ($103,549) | $12,170,316 |
| Operating expenses | 17,431,193 | (400,000) | 17,031,193 |
| Equipment | 534,140 | | 534,140 |
| Capital improvements | 55,000 | | 55,000 |
| Grants - Foundation aid and transportation | 485,542,761 | (24,507,093) | 461,035,668 |
| Grants - Teacher compensation payments | | 46,640,055 | 46,640,055 |
| Grants - Revenue supplement payments | 3,450,000 | | 3,450,000 |
| Grants - Tuition apportionment | 67,239,025 | | 67,239,025 |
| Grants - Special education | 51,260,000 | (1,361,305) | 49,898,695 |
| Grants - Other grants | 149,970,455 | (620,192) | 149,350,263 |
| Geographic education | 50,000 | 50,000 | 100,000 |
| National board certification | 33,000 | (13,000) | 20,000 |
| Total all funds | $787,839,439 | $19,684,916 | $807,524,355 |
| Less estimated income | 237,017,455 | 27,500 | 237,044,955 |
| General fund | $550,821,984 | $19,657,416 | $570,479,400 |
| FTE | 131.95 | (1.00) | 130.95 |

### Dept. 201 - Department of Public Instruction - Detail of House Changes

| | ADJUST MARKET EQUITY SALARY INCREASE [1] | REMOVE FUNDING FOR STUDENT DATA BASE [2] | TRANSFER FUNDING FROM OPERATING EXPENSES - INCREASE GRANTS TO LEAD [3] | INCREASE OPERATING EXPENSES FOR THE DIVISION OF INDEPENDENT STUDY [4] | REDUCE GRANTS FOR THE GOVERNOR'S SCHOOL [5] | REMOVE FUNDING FOR QUALITY SCHOOLS COMMISSION [6] |
|---|---|---|---|---|---|---|
| Salaries and wages | ($3,549) | | | | | |
| Operating expenses | | ($412,500) | ($15,000) | $27,500 | | |
| Equipment | | | | | | |
| Capital improvements | | | | | | |
| Grants - Foundation aid and transportation | | | | | | |
| Grants - Revenue supplement payments | | | | | | |
| Grants - Tuition apportionment | | | | | | |
| Grants - Special education | | | | | | |
| Grants - Other grants | | | 15,000 | | ($60,000) | ($575,192) |
| Geographic education | | | | | | |
| National board certification | | | | | | |
| Grants - Teacher compensation payments | | | | | | |
| Total all funds | ($3,549) | ($412,500) | $0 | $27,500 | ($60,000) | ($575,192) |
| Less estimated income | | | | 27,500 | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| General fund | ($3,549) | ($412,500) | $0 | $0 | ($60,000) | ($575,192) |
| FTE | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

| | ADD FUNDING FOR GEOGRAPHIC EDUCATION GRANTS [7] | REDUCE FUNDING FOR FOR NATIONAL BOARD CERTIFICATION PROGRAM [8] | REMOVE FTE - REDUCE SALARIES AND WAGES [9] | DECREASE SPECIAL EDUCATION TO REFLECT TEACHER COMPENSATION PAYMENTS [10] | ADD FUNDING FOR TEACHER COMPENSATION PAYMENTS [10] | DECREASE FOUNDATION AID [10] |
|---|---|---|---|---|---|---|
| Salaries and wages | | | ($100,000) | | | |
| Operating expenses | | | | | | |
| Equipment | | | | | | |
| Capital improvements | | | | | | |
| Grants - Foundation aid and transportation | | | | | | ($24,507,093) |
| Grants - Revenue supplement payments | | | | | | |
| Grants - Tuition apportionment | | | | | | |
| Grants - Special education | | | | ($1,361,305) | | |
| Grants - Other grants | | | | | | |
| Geographic education | $50,000 | | | | | |
| National board certification | | ($13,000) | | | | |
| Grants - Teacher compensation payments | | | | | $46,640,055 | |
| Total all funds | $50,000 | ($13,000) | ($100,000) | ($1,361,305) | $46,640,055 | ($24,507,093) |
| Less estimated income | | | | | | |
| General fund | $50,000 | ($13,000) | ($100,000) | ($1,361,305) | $46,640,055 | ($24,507,093) |
| FTE | 0.00 | 0.00 | (1.00) | 0.00 | 0.00 | 0.00 |

| | TOTAL HOUSE CHANGES |
|---|---|
| Salaries and wages | ($103,549) |
| Operating expenses | (400,000) |
| Equipment | |
| Capital improvements | |
| Grants - Foundation aid and transportation | (24,507,093) |
| Grants - Revenue supplement payments | |
| Grants - Tuition apportionment | |
| Grants - Special education | (1,361,305) |
| Grants - Other grants | (620,192) |
| Geographic education | 50,000 |
| National board certification | (13,000) |
| Grants - Teacher compensation payments | 46,640,055 |
| Total all funds | $19,684,916 |
| Less estimated income | 27,500 |
| General fund | $19,657,416 |
| FTE | (1.00) |

1 The amount provided for a market equity salary increase for the Superintendent of Public Instruction is reduced from $14,528 to $10,979. The amount included in the bill will provide for a monthly increase of $522 per month for the last 18 months of the biennium.

2 Funding is removed for the development of a student data base. The Schafer executive budget recommendation includes an appropriation to the Department of Public Instruction for the project. The Hoeven budget recommendation includes an appropriation to the Information Technology Department for the project. This change is included in the Hoeven budget recommendation.

3 Funding is transferred from operating expenses to the other grants line item to increase grants to the LEAD consortium from $200,000 to $215,000. The additional grants are to fund the Spelling Bee and Math Counts programs.

4 Other funds spending authority, derived from fees generated by the Division of Independent Study, is added to restore operating expenses to the amount included in the division's base budget request. This change is included in the Hoeven budget recommendation.

5 Funding for the Governor's School program is reduced by $60,000, from $205,000 to $145,000. The $145,000 amount included in the House version is the same as the amount appropriated for the 1999-2001 biennium.

6 Funding is removed for the Quality Schools Commission. The Schafer executive budget recommendation includes an appropriation of $575,192 to the Department of Public Instruction for a grant to the commission. The Hoeven budget recommendation includes an appropriation of $505,197 to the Governor's office for the expenses of the commission. This change is included in the Hoeven budget recommendation.

7 Funding is added for geographic education grants. The grant will be provided to the North Dakota geographic alliance and will be matched with approximately $400,000 of other funds from the National Geographic Society and other sources to establish a North Dakota geographic education endowment fund. The income of the endowment fund will be used to partially fund the operations of the North Dakota geographic alliance, which provides geography instruction training and materials to North Dakota teachers.

[8] Funding is reduced from $33,000 to $20,000 for a grant to the Education Standards and Practices Board for the national board certification program. The amount included in the House version is the same as the amount appropriated for the 1999-2001 biennium.

[9] Funding for salaries and wages is reduced by $100,000 from the general fund to reflect the reduction of 1 FTE position to be determined by the department.

[10] The Schafer executive recommendation for foundation aid and special education aid is reduced and funding is added for teacher compensation payments, as follows:

| | SCHAFER EXECUTIVE BUDGET | HOEVEN BUDGET | HOUSE VERSION |
|---|---|---|---|
| Foundation aid | $485,542,761 | $457,665,148 | $401,035,668 |
| Teacher compensation payments | ---------- | 50,009,575 | 46,640,055 |
| Total foundation aid and teacher compensation | $485,542,761 | $507,675,723 | $507,675,723 |
| Special education aid | $51,260,000 | $49,898,695 | $49,898,695 |
| Per student payment amounts | | | |
| First year | $2,323 | $2,240 | $2,255 |
| Second year | $2,420 | $2,250 | $2,278 |
| Teacher payment amounts | | | |
| First year | N/A | $2,000 | $1,750 |
| Second year | N/A | 3,500 | 3,500 |
| Biennium total per teacher FTE | N/A | $5,500 | $5,250 |
| Qualifying teacher FTE positions | N/A | 9,092.65 | 8,883.82 |

This amendment also:

- Adds a new Section 5, which allows the Education Standards and Practices Board to use up to $7,000 of the amount appropriated by the Fifty-sixth Legislative Assembly for the national board certification program to pay stipends to teachers receiving national board certification during the 1999-2001 biennium. An emergency clause is added to make this section effective upon passage of the bill.

- Adds a new Section 6, which provides that the department may not transfer any FTE positions between the Division of Independent Study and the other divisions of the department without first obtaining approval of the Budget Section.

- Adds a new Section 7, which provides legislative intent that the department's 2003-05 biennium budget request contain no more than 129.95 FTE positions, 1 FTE less than the number authorized in the House version for the 2001-03 biennium. Although the agency is provided the authority to determine the specific position eliminated, the reduction is to reflect potential savings resulting from Information Technology Department statewide initiatives, which may result in a reduction in data collection responsibilities for the Department of Public Instruction.

- Adds new Sections 15 and 17 to provide statutory changes relating to the supplemental payment program currently authorized by North Dakota Century Code Section 15-40.1-07.8. The statutory formula limits the payment to each qualifying district and for the 1999-2001 biennium will result in the Department of Public Instruction being unable to distribute the entire legislative appropriation. This amendment allows the department to adjust the formula to allow the distribution of all appropriated funds. An emergency clause is added for this section to allow the 1999-2001 biennium appropriation for these payments to be distributed.

**House Bill No. 1013 - School for the Blind - House Action**

| | EXECUTIVE BUDGET | HOUSE CHANGES | HOUSE VERSION |
|---|---|---|---|
| Salaries and wages | $2,594,638 | $74,320 | $2,668,958 |
| Operating expenses | 652,238 | | 652,238 |
| Equipment | 60,000 | | 60,000 |
| Capital improvements | 25,416 | ---------- | 25,416 |
| Total all funds | $3,332,292 | $74,320 | $3,406,612 |
| Less estimated income | 1,283,501 | 74,320 | 1,357,821 |
| General fund | $2,048,791 | $0 | $2,048,791 |
| FTE | 28.00 | 1.00 | 28.00 |

## Dept. 253 - School for the Blind - Detail of House Changes

| | ADD TRAINING OFFICER II POSITION 1 | TOTAL HOUSE CHANGES |
|---|---|---|
| Salaries and wages | $74,320 | $74,320 |
| Operating expenses | | |
| Equipment | | |
| Capital improvements | | |
| Total all funds | $74,320 | $74,320 |
| Less estimated income | 74,320 | 74,320 |
| General fund | $0 | $0 |
| FTE | 1.00 | 1.00 |

1 This amendment adds 1 FTE and other funds spending authority for a training officer II position requested by the agency but not included in the Schafer or Hoeven budget recommendations. The other funds are from special fund sources to be determined by the agency. The position is to provide technology training to agency clients in western North Dakota.

Date: 2-19-01
Roll Call Vote #:

## 2001 HOUSE STANDING COMMITTEE ROLL CALL VOTES
## BILL/RESOLUTION NO. HB1013

House APPROPRIATIONS Committee

☐ Subcommittee on _____

or

☐ Conference Committee

Legislative Council Amendment Number Amendment # .0105 - AARSVOLD

Action Taken _____

Motion Made By AARSVOLD Seconded By KERZMAN.

| Representatives | Yes | No | Representatives | Yes | No |
|---|---|---|---|---|---|
| Timm - Chairman | | ✓ | | | |
| Wald - Vice Chairman | | ✓ | | | |
| | | | | | |
| Rep - Aarsvold | ✓ | | Rep - Koppelman | | ✓ |
| Rep - Boehm | | ✓ | Rep - Martinson | ✓ | |
| Rep - Byerly | ✓ | | Rep - Monson | | ✓ |
| Rep - Carlisle | ✓ | | Rep - Skarphol | | ✓ |
| Rep - Delzer | | ✓ | Rep - Svedjan | | ✓ |
| Rep - Glassheim | ✓ | | Rep - Thoreson | | ✓ |
| Rep - Gulleson | ✓ | | Rep - Warner | ✓ | ● |
| Rep - Huether | ✓ | | Rep - Wentz | ✓ | |
| Rep - Kempenich | ✓ | | | | |
| Rep - Kerzman | ✓ | | | | |
| Rep - Kliniske | | ✓ | | | |

Total (Yes) 11 No 10

Absent _____

Floor Assignment _____

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

ADOPTED Amendments

Date: 2/15/01
Roll Call Vote #:

## 2001 HOUSE STANDING COMMITTEE ROLL CALL VOTES
## BILL/RESOLUTION NO. HB1013

House APPROPRIATIONS Committee

☐ Subcommittee on _____

or

☐ Conference Committee

Legislative Council Amendment Number _____

Action Taken DO PASS AS AMENDED

Motion Made By MONSON. Seconded By WALD

| Representatives | Yes | No | Representatives | Yes | No |
|---|---|---|---|---|---|
| Timm - Chairman | ✓ | | | | |
| Wald - Vice Chairman | ✓ | | | | |
| | | | | | |
| Rep - Aarsvold | ✓ | | Rep - Koppelman | ✓ | |
| Rep - Boehm | ✓ | | Rep - Martinson | ✓ | |
| Rep - Byerly | ✓ | | Rep - Monson | ✓ | |
| Rep - Carlisle | ✓ | | Rep - Skarphol | | ✓ |
| Rep - Delzer | | ✓ | Rep - Svedjan | ✓ | |
| Rep - Glassheim | ✓ | | Rep - Thoreson | ✓ | |
| Rep - Gulleson | | | Rep - Warner | ✓ | |
| Rep - Huether | ✓ | | Rep - Wentz | ✓ | |
| Rep - Kempenich | ✓ | | | | |
| Rep - Kerzman | ✓ | | | | |
| Rep - Kliniske | ✓ | | | | |

Total (Yes) 18 No 2

Absent 1

Floor Assignment MONSON

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

| | | | |
|---|---|---|---|
| Lake Region Human Service Center | | | |
| Department of Human Services | [illegible] | [illegible] | [illegible] |
| Northeast Human Service Center | | | |
| Department of Human Services | [illegible] | [illegible] | [illegible] |
| Southeast Human Service Center | | | |
| Department of Human Services | [illegible] | [illegible] | [illegible] |
| South Central Human Service Center | | | |
| Department of Human Services | [illegible] | [illegible] | [illegible] |
| West Central Human Service Center | | | |
| Department of Human Services | [illegible] | [illegible] | [illegible] |
| Badlands Human Service Center | | | |
| Total other funds | $57,323,879 | ($369,478) | $56,954,401 |

**House Bill No. 1012 - Human Service Centers - All Funds Summary**

| | EXECUTIVE BUDGET | HOUSE CHANGES * | HOUSE VERSION |
|---|---|---|---|
| Department of Human Services | $8,328,987 | ($271,554) | $8,057,433 |
| Northwest Human Service Center | | | |
| Department of Human Services | [illegible] | [illegible] | [illegible] |
| North Central Human Service Center | | | |
| Department of Human Services | [illegible] | [illegible] | [illegible] |
| Lake Region Human Service Center | | | |
| Department of Human Services | [illegible] | [illegible] | [illegible] |
| Northeast Human Service Center | | | |
| Department of Human Services | [illegible] | [illegible] | [illegible] |
| Southeast Human Service Center | | | |
| Department of Human Services | [illegible] | [illegible] | [illegible] |
| South Central Human Service Center | | | |
| Department of Human Services | [illegible] | [illegible] | [illegible] |
| West Central Human Service Center | | | |
| Department of Human Services | [illegible] | [illegible] | [illegible] |
| Badlands Human Service Center | | | |
| Total all funds | $110,367,403 | ($1,237,393) | $109,130,010 |
| FTE | 904.33 | (5.00) | 899.33 |

* Human service center changes include:

| | FTE | GENERAL FUND | ESTIMATED INCOME | TOTAL |
|---|---|---|---|---|
| **Northwest Human Service Center - House changes:** | | | | |
| Removes addiction program positions no longer being requested by the agency. The center will use the funding to contract with a private provider for these services. The funding removed relates to the recommended compensation package increase for these positions. | (5.00) | ($271,554) | | ($271,554) |
| Reduces funding for rent | | [illegible] | ($35,000) | [illegible] |
| Reduces funding for other operating expenses | | [illegible] | ($35,000) | [illegible] |
| Reduces funding for DD infant development grants | | [illegible] | ($2,500) | [illegible] |
| Total House changes - Northwest Human Service Center | (5.00) | $99,054 | ($72,500) | ($171,554) |
| **North Central Human Service Center - House changes:** | | | | |
| Adds a community home counselor for the Open Doors program | 1.00 | $53,606 | | $53,606 |
| Removes a portion of the funding relating to a human service program administrative position added in Dakota 2/45 to assist with business office functions | | [illegible] | ($3,684) | [illegible] |
| Reduces operating expense funding | | [illegible] | [illegible] | [illegible] |
| Reduces grants funding for short-term inpatient hospitalization services | | [illegible] | [illegible] | [illegible] |
| Total House changes - North Central Human Service Center | 1.00 | ($110,708) | ($95,934) | ($206,642) |
| **Lake Region Human Service Center - House changes:** | | | | |
| Reduces salaries relating to a human resource coordinator position that has been reclassified | | ($13,800) | ($10,840) | ($24,640) |
| Reduces operating expense funding | | [illegible] | [illegible] | [illegible] |
| Reduces grants funding | | [illegible] | | [illegible] |
| Total House changes - Lake Region Human Service Center | [illegible] | [illegible] | [illegible] | [illegible] |
| **Northeast Human Service Center - House changes:** | | | | |
| Reduces funding for adult protective services | | [illegible] | | [illegible] |
| Reduces operating expense funding | | [illegible] | | [illegible] |
| Reduces grants funding | | [illegible] | ($29,500) | [illegible] |
| Reduces grants funding | | [illegible] | [illegible] | [illegible] |
| Total House changes - Northeast Human Service Center | [illegible] | [illegible] | ($67,500) | ($200,700) |
| **Southeast Human Service Center - House changes:** | | | | |



| | | | | |
|---|---|---|---|---|
| Reduces funding for adult protective services | | [illegible] | | [illegible] |
| Reduces operating expense funding | | [illegible] | [illegible] | [illegible] |
| Reduces grants funding | | [illegible] | | [illegible] |
| Total House changes - Southeast Human Service Center | [illegible] | [illegible] | [illegible] | [illegible] |
| **South Central Human Service Center - House changes:** | | | | |
| Reduces funding for adult protective services | | [illegible] | | [illegible] |
| Reduces funding for temporary and overtime salaries | | [illegible] | [illegible] | [illegible] |
| Reduces operating expense funding | | [illegible] | [illegible] | [illegible] |
| Reduces funding for grants | | [illegible] | | [illegible] |
| Total House changes - South Central Human Service Center | 0.00 | [illegible] | [illegible] | [illegible] |
| **West Central Human Service Center - House changes:** | | | | |
| Reduces funding for adult protective services | | [illegible] | | [illegible] |
| Reduces funding for assistant director position | [illegible] | [illegible] | [illegible] | [illegible] |
| Reduces operating expense funding | | [illegible] | [illegible] | [illegible] |
| Reduces grants funding | | [illegible] | | [illegible] |
| Total House changes - West Central Human Service Center | [illegible] | [illegible] | [illegible] | [illegible] |
| **Badlands Human Service Center - House changes:** | | | | |
| Reduces funding for adult protective services | | ($20,400) | | ($20,400) |
| Reduces operating expense funding | | [illegible] | ($15,900) | [illegible] |
| Reduces funding for respite care grants | | ($5,000) | | ($5,000) |
| Reduces psychiatric services | | ($75,000) | | ($75,000) |
| Adds funding for chemical dependency alcohol and drug services | | 8,400 | 11,600 | 20,000 |
| Total House changes - Badlands Human Service Center | 0.00 | ($146,100) | ($34,300) | ($50,400) |

**REPORT OF STANDING COMMITTEE**

**HB 1013: Appropriations Committee (Rep. Timm, Chairman)** recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (18 YEAS, 2 NAYS, 1 ABSENT AND NOT VOTING). HB 1013 was placed on the Sixth order on the calendar.

Page 1, line 3, remove the first "and", after "reenact" insert "subsection 4 of", and after "section" insert "15-40.1-07.6 or in the alternative to amend and reenact subsection 4 of section 15.1-27-11, and section"

Page 1, line 4, after "to" insert "supplemental payments and" and after "instruction" insert "; and to declare an emergency"

Page 1, line 14, replace "12,273,865" with "12,170,316"

Page 1, line 15, replace "17,431,193" with "17,031,193"

Page 1, line 18, replace "485,542,761" with "461,035,668"

Page 1, after line 18, insert:
"Grants - Teacher compensation payments 46,640,055"

Page 1, line 21, replace "51,260,000" with "49,898,695"

Page 1, line 22, replace "149,970,455" with "149,350,263"

Page 1, line 23, replace "50,000" with "100,000"

Page 1, line 24, replace "[illegible]" with "[illegible]"

Page 2, line 1, replace "767,839,436" with "767,524,355"

Page 2, line 2, replace "237,012,455" with "237,044,955"

Page 2, line 3, replace "550,821,984" with "570,479,400"

Page 2, line 24, replace "2,594,638" with "2,668,956"

Page 2, line 28, replace "3,332,292" with "3,406,612"

Page 2, line 29, replace "1,283,501" with "1,357,821"

Page 2, line 31, replace "560,965,732" with "580,623,148"

Page 3, line 1, replace "240,995,437" with "241,097,257"

Page 3, line 2, replace "801,961,169" with "821,720,405"

Page 3, line 16, replace "$33,000" with "$20,000"

Page 3, after line 20, insert:

"**SECTION 5. NATIONAL BOARD CERTIFICATION - USE OF FUNDS APPROPRIATED BY THE FIFTY-SIXTH LEGISLATIVE ASSEMBLY.** Notwithstanding section 4 of chapter 35 of the 1999 Session Laws, the education standards and practices board may use up to $7,000 of the amount appropriated by the fifty-sixth legislative assembly for the national board certification program to provide stipends to teachers receiving national board certification during the biennium beginning July 1, 1999, and ending June 30, 2001.

**SECTION 6. LEGISLATIVE INTENT - POSITION TRANSFERS - DIVISION OF INDEPENDENT STUDY.** It is the intent of the fifty-seventh legislative assembly that for the biennium beginning July 1, 2001, and ending June 30, 2003, the department of public instruction be authorized to have no more than 130.95 full-time equivalent positions and that no more than 37.7 of these positions be allocated to the division of independent study. The department of public instruction may not transfer any positions between the division of independent study and other divisions of the department without first obtaining approval of the budget section of the legislative council.

**SECTION 7. LEGISLATIVE INTENT - FULL-TIME EQUIVALENT POSITIONS.** It is the intent of the fifty-seventh legislative assembly that the department of public instruction base budget request for the biennium beginning July 1, 2003, and ending June 30, 2005, include no more than 129.95 full-time equivalent positions."

Page 4, line 4, after "15-40.1-07.6" insert "or 15.1-27-10"

Page 4, line 6, after "15-40.1-07.6" insert "or 15.1-27-10"

Page 4, line 20, after "15-40.1-07.7" insert "or 15.1-27-12" and after "paid" insert "using"

Page 5, after line 7, insert:

"**SECTION 15. AMENDMENT.** If House Bill No. 1045 does not become effective, subsection 4 of section 15-40.1-07.8 of the 1999 Supplement to the North Dakota Century Code is amended and reenacted as follows:

4. Multiply the result determined under subsection 3 by ~~thirty percent~~ a factor determined by the superintendent of public instruction. The result is the supplemental payment to which a high school district is entitled, in addition to any other amount provided under chapter 15-40.1."

Page 5, after line 14, insert:

"**SECTION 17. AMENDMENT.** Subsection 4 of section 15.1-27-11 of the North Dakota Century Code as created by House Bill No. 1045, as approved by the fifty-seventh legislative assembly, is amended and reenacted as follows:

4. Multiply the result determined under subsection 3 by ~~thirty percent~~ a factor determined by the superintendent of public instruction. The result is the supplemental payment to which a high school district is entitled, in addition to any other amount provided under chapter 15.1-27.

**SECTION 18. EMERGENCY.** Sections 5, 15, and 17 of this Act are declared to be an emergency measure."

Renumber accordingly



**STATEMENT OF PURPOSE OF AMENDMENT:**

House Bill No. 1013 - Summary of House Action

| | EXECUTIVE BUDGET | HOUSE CHANGES | HOUSE VERSION |
|---|---|---|---|
| Department of Public Instruction | | | |
| Total all funds | $78[illegible] | $[illegible] | $[illegible] |
| Less estimated income | [illegible] | [illegible] | [illegible] |
| General fund | $550,821,984 | $[illegible] | $[illegible] |
| State Library | | | |
| Total all funds | $4,713,513 | $0 | $4,[illegible] |
| Less estimated income | [illegible] | [illegible] | [illegible] |
| General fund | $3,[illegible] | $0 | $3,[illegible] |
| School for the Deaf | | | |
| Total all funds | $6,[illegible] | $0 | $6,[illegible] |
| Less estimated income | [illegible] | [illegible] | [illegible] |
| General fund | $4,[illegible] | $0 | $4,[illegible] |
| [illegible] | | | |
| Total all funds | $[illegible] | $[illegible] | $[illegible] |
| Less estimated income | [illegible] | [illegible] | [illegible] |
| General fund | $[illegible] | $[illegible] | $[illegible] |
| [illegible] | | | |
| Total all funds | $[illegible] | $[illegible] | $[illegible] |
| Less estimated income | [illegible] | [illegible] | [illegible] |
| General fund | $[illegible] | $[illegible] | $[illegible] |

House Bill No. 1013 - Department of Public Instruction - House Action

| | EXECUTIVE BUDGET | HOUSE CHANGES | HOUSE VERSION |
|---|---|---|---|
| Salaries and wages | $[illegible] | $[illegible] | $[illegible] |
| Operating expenses | [illegible] | [illegible] | [illegible] |
| Equipment | 504,140 | | 504,140 |
| Capital improvements | 35,000 | | 35,000 |
| Grants - Foundation aid and transportation | 465,542,761 | (24,507,093) | 441,035,668 |
| Grants - Teacher compensation payments | | 46,645,255 | 46,645,255 |
| Grants - Revenue supplement payments | 3,456,300 | | 3,456,300 |
| Grants - Tuition apportionment | 6,729,225 | | 6,729,225 |
| Grants - Special education | 51,260,305 | (1,361,305) | 49,899,000 |
| Grants - Other grants | 148,913,455 | (620,192) | 148,293,263 |
| Geographic education | 50,000 | 50,000 | 100,000 |
| National board certification | 33,000 | (13,000) | 20,000 |
| Total all funds | $78[illegible] | $[illegible] | $[illegible] |
| Less estimated income | [illegible] | [illegible] | [illegible] |
| General fund | $[illegible] | $[illegible] | $[illegible] |
| FTE | 131.95 | (1.00) | 130.95 |

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

| | ADJUST SALARY INCREASE | ADJUST FUNDING FOR GEOGRAPHIC | ADJUST FUNDING FOR NATIONAL BOARD | TRANSFER FUNDING FROM OPERATING EXPENSES TO GRANTS | INCREASE GRANTS - REVENUE SUPPLEMENT PAYMENTS | INCREASE GRANTS - TUITION APPORTIONMENT | REDUCE GRANTS - SPECIAL EDUCATION | REDUCE GRANTS - OTHER GRANTS | REDUCE NATIONAL BOARD APPROPRIATION | TOTAL HOUSE CHANGES |
|---|---|---|---|---|---|---|---|---|---|---|
| Salaries and wages | ($3,549) | | | | | | | | | |
| Operating expenses | | $50,000 | $12,000 | $13,000 | | | | | | |
| Equipment | | | | | | | | | | |
| Capital improvements | | | | | | | | | | |
| Grants - Foundation aid and transportation | | | | | | | | | | |
| Grants - Revenue supplement payments | | | | | | | | | | |
| Grants - Tuition apportionment | | | | | | | | | | |
| [illegible] | | | | | | | | | | |
| [illegible] | | | | | | | | | | |
| [illegible]

| | EDUCATION GRANTS [7] | CERTIFICATION PROGRAM [8] | SALARIES AND WAGES [9] | COMPENSATION PAYMENTS [10] | COMPENSATION PAYMENTS [10] | FOUNDATION AID [10] |
|---|---|---|---|---|---|---|
| Salaries and wages | | | ($100,000) | | | |
| Operating expenses | | | | | | |
| Equipment | | | | | | |
| Capital improvements | | | | | | |
| Grants - Foundation aid and transportation | | | | | | ($24,507,093) |
| Grants - Revenue supplement payments | | | | | | |
| Grants - Tuition apportionment | | | | | | |
| Grants - Special education | | | | ($1,361,305) | | |
| Grants - Other grants | | | | | | |
| Geographic education | $50,000 | | | | | |
| National board certification | | ($13,000) | | | | |
| Grants - Teacher compensation payments | | | | | $46,640,055 | |
| Total all funds | $50,000 | ($13,000) | ($100,000) | ($1,361,305) | $46,640,055 | ($24,507,093) |
| Less estimated income | | | | | | |
| General fund | $50,000 | ($13,000) | ($100,000) | ($1,361,305) | $46,640,055 | ($24,507,093) |
| FTE | 0.00 | 0.00 | (1.00) | 0.00 | 0.00 | 0.00 |

| | TOTAL HOUSE CHANGES |
|---|---|
| Salaries and wages | ($103,349) |
| Operating expenses | (400,000) |
| Equipment | |
| Capital improvements | |
| Grants - Foundation aid and transportation | (24,507,093) |
| Grants - Revenue supplement payments | |
| Grants - Tuition apportionment | |
| Grants - Special education | (1,361,305) |
| Grants - Other grants | (620,192) |
| Geographic education | 50,000 |
| National board certification | (13,000) |
| Grants - Teacher compensation payments | 46,640,055 |
| Total all funds | $19,684,916 |
| Less estimated income | 27,500 |
| General fund | $19,657,416 |
| FTE | (1.00) |

1 The amount provided for a market equity salary increase for the Superintendent of Public Instruction is reduced from $14,528 to $10,979. The amount included in the bill will provide for a monthly increase of $522 per month for the last 18 months of the biennium.

2 Funding is removed for the development of a student data base. The Schafer executive budget recommendation includes an appropriation to the Department of Public Instruction for the project. The Hoeven budget recommendation includes an appropriation to the Information Technology Department for the project. This change is included in the Hoeven budget recommendation.

3 Funding is transferred from operating expenses to the other grants line item to increase grants to the LEAD consortium from $250,000 to $719,305. The addational grants are to fund the Spelling Bee and Math Counts programs.

4 Other funds spending authority, derived from fees generated by the Division of Independent Study, is added to restore operating expenses to the amount included in the division's base budget request. This change is included in the Hoeven budget recommendation.

5 Funding for the Governor's School program is reduced by $60,000, from $205,000 to $145,000. The $145,000 amount included in the House version is the same as the amount appropriated for the 1999-2001 biennium.

6 Funding is removed for the Quality Schools Commission. The Schafer executive budget recommendation includes an appropriation of $[illegible] to the Department of Public Instruction for a grant to the commission. The Hoeven budget recommendation includes an appropriation of $505,192 to the Governor's office for the expenses of the commission. This change is included in the Hoeven budget recommendation.

7 Funding is added for geographic education grants. The grant will be provided to the North Dakota geographic alliance and will be matched with approximately $400,000 of other funds from the National Geographic Society and other sources to establish a North Dakota geographic education endowment fund. The income of the endowment fund will be used to partially fund the operations of the North Dakota geographic alliance which provides geography instruction training and materials to North Dakota teachers.

8 Funding is reduced from $30,000 to $20,000 for a grant to the Education Standards and Practices Board for the national board certification program. The amount included in the House version is the same as the amount appropriated for the 1999-2001 biennium.

9 Funding for salaries and wages is reduced by $100,000 from the general fund to reflect the reduction of 1 FTE position to be determined by the department.

10 The Schafer executive recommendation for foundation aid and special education aid is reduced and funding is added for teacher compensation payments, as follows:

| | SCHAFER EXECUTIVE BUDGET | HOEVEN BUDGET | HOUSE VERSION |
|---|---|---|---|
| Foundation aid | $485,542,761 | $457,666,148 | $461,035,668 |
| Teacher compensation payments | | 50,009,575 | 46,640,055 |



| | [illegible] | [illegible] | [illegible] |
|---|---|---|---|
| Total foundation aid and teacher compensation | $485,542,761 | $507,675,723 | $507,675,723 |
| Special education aid | $51,000,000 | $49,638,695 | $49,638,695 |
| Per student payment amounts: | | | |
| First year | $2,527 | $2,471 | $2,471 |
| Second year | $2,627 | $2,570 | $2,570 |
| Teacher payment amounts: | | | |
| First year | N/A | $2,500 | $2,500 |
| Second year | N/A | 2,500 | 2,500 |
| Biennium total per teacher FTE | N/A | $5,000 | $5,000 |
| Qualifying teacher FTE positions | N/A | [illegible] | [illegible] |

This amendment also:

- Adds a new Section 5, which allows the Education Standards and Practices Board to use up to $7,000 of the amount appropriated by the Fifty-sixth Legislative Assembly for the national board certification program to pay stipends to teachers receiving national board certification during the 1999-2001 biennium. An emergency clause is added to make this section effective upon passage of the bill.

- Adds a new Section 6, which provides that the department may not transfer any FTE positions between the Division of Independent Study and the other divisions of the department without first obtaining approval of the Budget Section.

- Adds a new Section 7, which provides legislative intent that the department's 2003-05 biennium budget request submitted to the Budget Section [illegible] FTE positions [illegible] FTE less than the number authorized in the House version for the 2001-03 biennium. Although the agency is provided the authority to determine the specific position eliminated, the reduction is to reflect current or past vacant positions in information technology, Department Statewide Technology Access for Students, or other areas that result in a reduction in data processing responsibilities for the Department of Public Instruction.

- Adds new Sections 15 and 16 to provide statutory changes relating to the supplemental payment program currently authorized by North Dakota Century Code Section 15.1-27-07.2. The statutory formula limits the payment to each qualifying district and for the 1999-2001 biennium will result in the Department of Public Instruction being unable to distribute the entire legislative appropriation. This amendment allows the department to adjust the formula to allow the distribution of all appropriated funds. An emergency clause is added for this section to allow the 1999-2001 biennium appropriation for these payments to be distributed.

House Bill No. 1013 - School for the Blind - House Action

| | [illegible] | [illegible] | [illegible] |
|---|---|---|---|
| [illegible] | $[illegible] | $[illegible] | $[illegible] |
| [illegible] | [illegible] | [illegible] | [illegible] |
| [illegible] | [illegible] | | [illegible] |
| [illegible] | [illegible] | | [illegible] |
| [illegible] | $[illegible] | $[illegible] | $[illegible] |
| [illegible] | [illegible] | [illegible] | [illegible] |
| [illegible] | $[illegible] | $ | $[illegible] |
| [illegible] | [illegible] | [illegible] | [illegible] |

Dept. 253 - School for the Blind - Detail of House Changes

| | [illegible] | [illegible] |
|---|---|---|
| [illegible] | $[illegible] | $[illegible] |
| [illegible] | [illegible] | |
| [illegible] | [illegible] | |
| [illegible] | [illegible] | |
| [illegible] | $[illegible] | $[illegible] |
| [illegible] | [illegible] | [illegible] |
| [illegible] | $ | $ |
| [illegible] | [illegible] | [illegible] |

[illegible] This amendment adds [illegible] and other funds spending authority to the agency. [illegible] is added to restore operating expenses to the amount included in the agency's base budget request. The other funds are from [illegible] and are to be determined by the agency. The addition is to provide technology training to agency clients of computer [illegible] schools.

2001 SENATE APPROPRIATIONS

HB 1013

2001 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. HB 1013

Senate Appropriations Committee

☐ Conference Committee

Hearing Date March 7, 2001

| Tape Number | Side A | Side B | Meter # |
|---|---|---|---|
| 1 | X | | 0.0-54.1 |
| | | X | 0.0-17.3 |
| | | X | 18.2-50.0 |
| 2 | X | | 0.0-54.9 |
| | | X | 0.0-33.7 |

Committee Clerk Signature

Minutes:

Senator Nething opened the hearing on HB 1013.

Senator John Traynor, District 15, Devils Lake, ND, testified requesting that the committee do the right with this institution that is well run.

SCHOOL FOR THE DEAF

Rocklyn Cofer, Superintendent, ND School for the Deaf, testified in favor and consideration of our budget (testimony and maps attached; and The North Dakota Banner). A video was shown to the committee on the school. Also attached are two letters from parents praising the school (Amanda Bohm and Michelle Bohm; and Kathy Nahe.)

Senator Tallackson: From the presentation video, are you still flying students home?

Rocklyn Cofer: Yes, we have two charter flights contracted with Flight Services. Some fly from school on Fridays and return on Sundays; we also have four ground transportation routes.

Senator Tallackson: Are the kids confined?

Rocklyn Cofer: There are trends. We look at the least restrictive environments; programing students with communication needs. Isolation factor, socialization skills, are all taken into consideration.

Rocklyn Cofer: Testimony continued.

Senator Nething: Are you satisfied with the House amendments?

Rocklyn Cofer: Concerns with one line item; we had put in for money for Deaf blind project. This was part of the budget for education, not certain now with federal funds in optional adjustment.

Senator Holmberg: Can you provide the committee with a chart of the head count for the last six years and the salaries of the teachers to get this resolved, more competitive in all schools with the same study.

Rocklyn Cofer: Yes we can get that to you.

Senator Holmberg: The Governor's recommendation is to include a $3,500 teacher compensation increase; do you contemplate that for the School for the Blind?

Rocklyn Cofer: No. This is budgeted for public schools with school boards. We are looking into it and trying to promote legislation for our teachers so they are included in the increase in the Governor's bill.

Senator Holmberg: You just hired an instructor, was this for a general course?

Rocklyn Cofer: This position was open for several years, and for math. This past Summer the position was changed to a special needs position and now the position is filled.

Senator Nething: We are aware that your school and the School for the Blind were not included for teachers increase and also teachers at WCC, so our intentions will be to follow through for those schools for that increase.

Tape #1, Side A, meter 25.6

SCHOOL FOR THE BLIND

Carmen Grove Suminski, Superintendent, ND Vision Services/School for the Blind, testified and gave an overview (testimony attached and outreach manual).

Senator Holmberg: You lease an area to the Grand Forks Public Schools for parking; couldn't you do adjustments to allow them to assist with the $10,000 expense for the parking lot expansion?

Carmen Suminski: Not at this point; when we started renting to them, they did paid the entire expense to pave the large parking lot.

Senator Tallackson: Do you have enough in your budget for travel costs? Do you use the State Motor Pool?

Carmen Suminski: Yes we do use the State Motor Pool; we have allowed for travel in our budget under Operating expenses. The additional $10,000 we requested would help with the increases.

STATE LIBRARY

Cynthia Larson, Assistant State Librarian, ND State Library, testified (testimony attached).

End Tape #1, Side A, meter 54.1

Start Tape #1, Side B, meter 0.0

Testimony continued Cynthia Larson.

Senator Holmberg: Did you present the two enhancements to the House or are they new?

Cynthia Larson: Yes we presented to the House Committee but there were decisions on the funding and they decided not to fund these.

Senator Solberg: The full text data base, does this hook to the state wide network; does it take the full $1 million to do this?

Cynthia Larson: Yes; schools are part of the network for records search and borrow the data base for magazine articles available and contract with the vendor for different services. The $1 million part state aid.

Senator Andrist: Is it possible to have the library charge a fee to access to help with funding?

Cynthia Larson: Yes it is possible; right now there are 20 libraries that are funding this for their use but not after June 30, 2001.

Senator Andrist: Is the $363,000 a recurring cost?

Cynthia Larson: Yes for every biennium.

Senator Tomac: The grant line item, is this the same?

Cynthia Larson: Yes ongoing the $880,000 for State Aid to public libraries, this has been since 1979 for public libraries. $250,000 for Library Vision 2004 funds, the Internet and records project.

Senator Tomac: The $363,000?

Cynthia Larson: $363,000 additional general funds to support full-text database services for libraries and all citizens throughout the state.

Tape #1, Side B, meter 6.5

Tom Jones, Bismarck Public Library, Veterans Memorial Library, Bismarck, ND, spoke in support of the funding for State Aid and the formula (testimony attached).

Senator Andrist: I understand the $1.00 per capita but I don't understand the $5.00 per square mile, can you explain this?

Tom Jones: The intention was to encourage county level services for the poorest counties.

Charlene Weis, Librarian at United Tribes Technical College, Bismarck, ND, (testimony attached). Also gave a brief summary or example of a person showing how beneficial the database would be for research. Asked committee to consider the two additional requests. There are surrounding states where libraries are receiving this funds from state funding.

Connie Whiteman, Librarian with the Bismarck School District, testified asking the committee to support the funding for the database which is very useful to students. Bismarck Schools used other databases but they did not give the wide variety like the state database. This database is very beneficial to the small school districts that have no money for these services.

With no further testimony, Senator Solberg recessed the hearing until this afternoon for the Department of Public Instruction.

Tape #1, Side B, meter 17.3.

Senator Nething reconvened the hearing on HB 1013 for Department of Public Instruction.

DEPARTMENT OF PUBLIC INSTRUCTION

INTRODUCTION

Dr. Wayne Sanstead, State Superintendent, of Department of Public Instruction, testified (testimony attached) and gave an overview of the Department of Public Instruction budget.

Senator Holmberg: Has the transition for form documents on line been very successful?

Dr. Sanstead: Yes they have.

BUDGET SUMMARY

Bonnie Miller, Fiscal Director, Department of Public Instruction, spoke on the budget (attached handout for all departments and charts). Gave summary of the Executive Budget and House recommendations on increases/decreases.

Senator Holmberg: Superintendent Sanstead mentioned the additional $167,367 general funding needed; was this explained in the House?

Bonnie Miller: It was on pages 29 and 30 of the handout; and in Appendix C, pages 83-87.

Senator Holmberg: Did the House change geographic education by department?

Bonnie Miller: We asked for $50,000, options presented will generate and will decrease funding to state. The handout to the House is available.

Senator Holmberg: On pages 19-25, money is different for budget with tobacco; request to give us further information on drugs free schools money, some in Human Service of $570,000. This list $3.162 million Title I drug free money. Can this information be supplied to the committee?

End Tape #1, Side B, meter 50.0

Start Tape #2, Side A, meter 0.0

Bonnie Miller: Yes we will supply this to the committee.

Senator Grindberg: The $60,000 reduction and why?

Bonnie Miller: We felt the program was a duplication with Dickinson State, reduction by House.

Dr. Sanstead: The House did deliberate on this. The Governor's school at NDSU campus for gifted and talented students (attached) was funded by private/economic development, by NDSU, was for one operating school year.

Senator Grindberg: No money this biennium for Governor's School?

Dr. Sanstead: No. Continued is the long time program for Math and Science with $145,000 being funded.

STANDARDS-BASED ASSESSMENT

Greg Gallagher, Education Improvement Team Leader, testified (testimony pages 29-30 of handout). Also referred committee to page 13 of the handout on the Title I assessment, stating Federal Law has two requirements: establish standards by state by teachers and the assessing requirements for grades 4, 8 and 12. State and local funds need to be there, if state funds are not there then we need to go local counties. Commitment from the state for assessments on funding are long term for Title I of $1.432 million.

Senator Grindberg: Assessed every 5 years and hasn't been done since 1994; is this authority right or pushed off to 7th year?

Greg Gallagher: Has been pushed further.

Senator Grindberg: When did we start this process of Title I, we dealt with it in the 1997 session.

Greg Gallagher: We received a waiver this year; the assessments are in play to meet requirements.

Senator Grindberg: The January letter, how do you get the schools attention with this concern?

Greg Gallagher: Communications, steps review by July, 2000, submit plan by December 20, 2000, and receive final recommendation. There is a lot of discussion out there, professional groups not from the department, didn't know this in December, 2000. Substantial issue, this year full implementation probably as an issue, I do not know the facts.

Senator Bowman: Since there is a new administration and head man, are the big issues coming down and with changes do you know for what your talking about will be looked at or could it change?

Greg Gallagher: We have a good idea what will happen. I can give the committee an initial draft of Title I from the new administration. The math and reading will stay in place, and in 4-5 years the science will be added. Expand assessing of grad 3-8 standards by the state, all assessed for assurances for all children in country. Congress has not retreated these principles but has advanced every student the same rigor of academics. Assessing bases to advance this in the classroom for the best assessing with teacher/student.

Senator Holmberg: Agree, that we put budget together by the law before us, the January 3, 2001 letter to share with the committee and put state in standards with federal requirements.

Greg Gallagher: That's right, North Dakota must have these standards effective with math and reading which we do. The federal law is improving America Schools Act.

Senator Holmberg: By passing Option 2, is this dumping 10th grade?

Greg Gallagher: One assessment effort for grades 4, 8 & 12.

Senator Holmberg: New additional test?

Greg Gallagher: To push the limit and not allow us to do it; follow the tool assessment by state standards by teachers in the state.

DIVISION OF INDEPENDENT STUDY

Neil Howe, Director of the Division of Independent Study, in Fargo, ND, a unit of the Department of Public Instruction, testified (testimony attached with booklet on Independent Online Courses) and asked the committee for their continued support.

Senator Holmberg: There is one issue I am wrestling with, the School Deaf Blind, HB 1344, deals with enhanced compensation and that those 17 in that division are not in the initial package and those people should be included.

Neil Howe: Yes, the division teachers should be part of the package. Teachers at the division meet the requirements, are licensed, MISO 3 Form. The only difference is they are not classified state employees.

SPECIAL EDUCATION

Bob Rutten, Special Education, with Department of Public Instruction, testified (testimony pages 55-79 of handout).

Senator Thane: Are you assessing all federal dollars available, is there something between state of ND and Federal funds, and take a look at why ND is not getting money?

Bob Rutten: We requested additional funds from US Department of Education for Special Education, need direct contact with ND delegation. This is based on national appropriation.

End Tape #2, Side A, meter 54.9

Start Tape #2, Side B, meter 0.0

Senator Tallackson: Special Education is a huge amount and at one time costing districts too much. Are the school systems to refund for special education students?

Bob Rutten: Depends on the circumstances. There are obligations to the districts to educate the children.

Senator Thane: The Department of Public Instruction, we are paying more property taxes, the moneys are received, wasn't this for special education?

Bob Rutten: I'm not sure but I could find out.

STATE AID TO SCHOOLS

Jerry Coleman, testified (attached-State Aid to Schools), gave an overview of the biennium appropriation, the Schafer and Hoeven Budgets and the House version with fiscal note.

Senator Andrist: Looking at the table, House version, most schools have significant reduction in foundation aid?

Jerry Coleman: If negative, FTE proposal more, this is favorable, meaning there is declining enrollment into this program.

Thomas Decker, Director, School Organization and Finance, Department of Public Instruction, testified (attached presentation and figures).

Senator Tomac: Are these estimates or actual?

Thomas Decker: Estimates on data, actual numbers worse, these will look optimistic.

Testimony continued by Thomas Decker.

Senator Robinson: In the next five years another reduction of 12,000 student enrollment, is this speeding up?

Thomas Decker: Correct, we saw a slowing beginning in mid 1990's. Enrollment this year is down 3,600, estimates for the biennium is 8,700.

Senator Robinson: In the Fargo area, how many students went from the public system to private?

Thomas Decker: If you look at the graphs, private has been declining. This year private is holding their own and public is declining.

Testimony Thomas Decker continued.

Senator Andrist: Seeing that rural areas, with the situation of birth rate disappearing and schools declining, does your department have a vision on how to educate ND tomorrow?

Thomas Decker: That is not an easy answer with the depressed pattern of schools for reorganization. In 1947 we had 2200 school districts and now 230 school districts. With the

flexibility, technology, the key function of schools is the human relation aspect. We need the key role of the teacher to stay with the students.

Senator Tallackson: Will students be taught solely by technology in the future?

Thomas Decker: We never expect any student to learn only by technology especially K-12.

Senator Robinson: The small schools have more one on one teaching and they are getting smaller and smaller. Why the Midwest?

Thomas Decker: From background data, we measure characteristics and research shows success with educational from family structure, education, time with television. ND came out the top 5 and this will account why we do good with education and the quality of students. The resource issue we can't afford.

Senator Andrist: Are we looking at the use of computers between home and schooling and public schooling?

Thomas Decker: Yes, it is all possible with technology but we need to continue structure with geography.

Dr. Sanstead: Thanked the committee for patience and questions. Spoke on student competitions (attached sheet), and asked committee to add the $15,000 which was removed from DPI's budget to administer the Spelling Bee and Math Counts competitions in ND.

Senator Schobinger: Who decides if sport events can go past midnight?

Dr. Sanstead: The Activities Association decides this as they make there own rules.

Janet Welk, Executive Director of the Education Standards and Practices Board, testified (testimony attached) and thanked the committee for their consideration on this appropriation.

With no further testimony, the hearing on HB 1013 was closed.

Tape #2, Side B, meter 33.2

4-20-01 Full Committee Action (Tape #2, Side A, Meter # 46,4- 55.0 and Tape # 2, Side B, Meter # 0.0 - 15.7.

Senator Nething reopened the hearing on HB1013 (Department of Public Instruction), 12:30 pm, on Friday, April 20th.

Senator Holmberg, Chair of the Subcommittee presented the overview of the subcommittee's findings and presented proposed amendments # 18013.0217 ( a copy is attached). He went through the amendments, and distributed additional document regarding foundation aid, teacher compensation

Senator Holmberg moved the adoption of amendments; second by Senator Robinson. Discussion. Call for the vote: Voice vote, amendments approved. Discussion on the bill; Call for the vote: Roll Call Vote: 12 yes; 2 no; 0 absent and not voting. Senator Holmberg accepted the floor assignment.

Prepared by the Legislative Council staff for
Senator Holmberg
April 19, 2001

PROPOSED AMENDMENTS TO ENGROSSED HOUSE BILL NO. 1013

Page 1, line 3, after the semicolon insert "and" and replace "4" with "1"

Page 1, line 4, replace "15-40.1-07.8" with "15-40.1-16", replace "4" with "1", and replace "15.1-27-11" with "15.1-27-26"

Page 1, line 5, replace "supplemental" with "transportation"

Page 1, line 6, remove "; and to declare an emergency"

Page 1, line 16, replace "12,170,316" with "9,085,148"

Page 1, line 17, replace "17,031,193" with "15,210,080"

Page 1, line 18, replace "534,140" with "344,140"

Page 1, remove line 19

Page 1, line 20, replace "461,035,668" with "488,166,148"

Page 1, remove line 21

Page 1, line 22, replace "3,450,000" with "2,200,000"

Page 2, line 1, replace "149,350,263" with "149,420,263"

Page 2, line 2, replace "100,000" with "50,000"

Page 2, remove line 3

Page 2, line 4, replace "807,524,355" with "781,613,499"

Page 2, line 5, replace "237,044,955" with "232,691,705"

Page 2, line 6, replace "570,479,400" with "548,921,794"

Page 2, after line 6, insert:

"Subdivision 2.

DIVISION OF INDEPENDENT STUDY

| | |
|---|---|
| Salaries and wages | $3,280,718 |
| Operating expenses | 1,718,498 |
| Equipment | 190,000 |
| Capital improvements | 55,000 |
| Total all funds | $5,244,216 |
| Less estimated income | 4,353,250 |
| Total general fund appropriation | $890,966" |

Page 2, line 7, replace "2" with "3"

Page 2, line 16, replace "3" with "4"

Page 2, line 18, replace "4,814,058" with "4,911,183"

Page 2, line 22, replace "6,075,925" with "6,173,050"

Page 2, line 24, replace "4,980,301" with "5,077,426"

Page 2, line 25, replace "4" with "5"

Page 2, line 27, replace "2,668,958" with "2,742,721"

Page 2, line 28, replace "652,238" with "662,238"

Page 2, line 31, replace "3,406,612" with "3,490,375"

Page 3, line 2, replace "2,048,791" with "2,132,554"

Page 3, line 3, replace "580,623,148" with "560,137,396"

Page 3, line 5, replace "821,720,405" with "801,234,653"

Page 3, replace lines 18 through 31 with:

"**SECTION 4. RED RIVER VALLEY WRITING PROJECT.** The operating expenses line item in subdivision 1 of section 1 of this Act includes $20,000 from the general fund which must be used to support the Red River valley writing project during the biennium beginning July 1, 2001, and ending June 30, 2003.

**SECTION 5. STANDARDS-BASED STUDENT TESTING.** The operating expenses line item in subdivision 1 of section 1 of this Act includes $1,217,928 from the general fund which must be used to develop and administer student tests aligned with the state content standards and to report the results of the tests during the biennium beginning July 1, 2001, and ending June 30, 2003.

**SECTION 6. COMPENSATION PAYMENTS TO TEACHERS AT STATE INSTITUTIONS.** In addition to amounts otherwise appropriated for salary increases for teachers at the division of independent study, the school for the deaf, and the school for the blind, the amounts appropriated for salaries and wages in subdivisions 2, 4, and 5 of section 1 of this Act include the following general fund amounts which must be used to increase teacher compensation by $1,750 per year the first year of the biennium and by an additional $1,750 per year the second year of the biennium:

| | |
|---|---|
| Division of independent study | $95,550 |
| School for the deaf | $97,125 |
| School for the blind | $73,763" |

Page 4, remove lines 1 through 6

Page 4, line 10, replace "129.95" with "94.25"

Page 5, line 6, remove "These grants must be administered under the direction of the educational"

Page 5, remove line 7

Page 5, line 10, replace "$450,000" with "$650,000"

Page 5, line 21, replace "2" with "3"

Page 5, line 25, replace "4" with "5"

Page 5, ~~remove~~ reduce lines 28 through 30

Page 6, ~~replace~~ remove lines 1 through 4 with:

"**SECTION 15. AMENDMENT.** If House Bill No. 1045 does not become effective, subsection 1 of section 15-40.1-16 of the 1999 Supplement to the North Dakota Century Code is amended and reenacted as follows:

1. There must be paid from state funds to each school district providing schoolbus transportation in contract schoolbuses or in district-owned and operated schoolbuses, and to school districts with students riding commercial buses to and from school, the following amounts:

   a. For schoolbuses and school vehicles transporting students who live outside the incorporated limits of the city in which the students' school is located, a sum equal to twenty-five cents per mile [1.61 kilometers] for vehicles having a capacity of nine or fewer students and sixty-seven cents per mile [1.61 kilometers] for schoolbuses having a capacity of ten or more students ~~and~~, for schoolbuses and school vehicles having a capacity of nine or fewer students and transporting students who live within the incorporated limits of a city in which the students' school is located, a sum equal to twenty-five cents per mile [1.61 kilometers], and for schoolbuses and school vehicles having a capacity of ten or more students and transporting students who live within the incorporated limits of a city in which the students' school is located, a sum equal to thirty-five cents per mile [1.61 kilometers]. School districts qualifying for payments for buses having a capacity of ten or more students are entitled to an amount equal to forty cents per day for each public school student living outside the city limits who is transported in such buses.

   b. For students who ride schoolbuses or commercial buses to or from school and who live within the incorporated limits of the city within which the school that the students attend is located, a sum equal to twenty cents per student per one-way trip.

   The mileage payments provided for in this subsection must be made to each school district for transporting students to and from school. Payments may be made only to school districts operating schoolbuses in accordance with the laws of this state relating to standards for schoolbuses, and to the qualifications of schoolbus drivers. Certification as to compliance with the laws of this state in regard to schoolbuses and their drivers must be made in such manner and detail as the superintendent of public instruction may require at the time an application is made for payments provided under this subsection."

Page 6, replace lines 12 through 20 with:

"**SECTION 17. AMENDMENT.** Subsection 1 of section 15.1-27-26 of the North Dakota Century Code as created by House Bill No. 1045, as approved by the fifty-seventh legislative assembly, is amended and reenacted as follows:

1. Each school district providing transportation to students in contract schoolbuses or in district-owned and operated schoolbuses, and each school district with students riding commercial buses to and from school is entitled to receive the following amounts:

   a. Twenty-five cents per mile [1.61 kilometers] for each schoolbus and school vehicle having a capacity of nine or fewer students and transporting students who reside outside the incorporated limits of the city in which the students' school is located.

   b. Sixty-seven cents per mile [1.61 kilometers] for each schoolbus and school vehicle having a capacity of ten or more students and transporting students who reside outside the incorporated limits of the city in which the students' school is located.

   c. Twenty-five cents per mile [1.61 kilometers] for each schoolbus and school vehicle having a capacity of nine or fewer students and transporting students who reside within the incorporated limits of a city in which the students' school is located.

   d. Thirty-five cents per mile [1.61 kilometers] for each schoolbus and school vehicle having a capacity of ten or more students and transporting students who reside within the incorporated limits of a city in which the students' school is located.

   e. Twenty cents for each one-way trip by a student who rides a schoolbus or a commercial bus to or from school and who resides within the incorporated limits of the city in which the student's school is located."

Renumber accordingly

**STATEMENT OF PURPOSE OF AMENDMENT:**

**House Bill No. 1013 - Summary of Senate Action**

| | EXECUTIVE BUDGET | HOUSE VERSION | SENATE CHANGES | SENATE VERSION |
|---|---|---|---|---|
| Department of Public Instruction | | | | |
| Total all funds | $787,839,439 | $807,524,355 | ($25,910,856) | $781,613,499 |
| Less estimated income | 237,017,455 | 237,044,955 | (4,353,250) | 232,691,705 |
| General fund | $550,821,984 | $570,479,400 | ($21,557,606) | $548,921,794 |
| Division of Independent Study | | | | |
| Total all funds | $0 | $0 | $5,244,216 | $5,244,216 |
| Less estimated income | | | 4,353,250 | 4,353,250 |
| General fund | $0 | $0 | $890,966 | $890,966 |
| State Library | | | | |
| Total all funds | $4,713,513 | $4,713,513 | $0 | $4,713,513 |
| Less estimated income | 1,598,857 | 1,598,857 | | 1,598,857 |
| General fund | $3,114,656 | $3,114,656 | $0 | $3,114,656 |
| School for the Deaf | | | | |
| Total all funds | $6,075,925 | $6,075,925 | $97,125 | $6,173,050 |
| Less estimated income | 1,095,624 | 1,095,624 | | 1,095,624 |
| General fund | $4,980,301 | $4,980,301 | $97,125 | $5,077,426 |
| School for the Blind | | | | |
| Total all funds | $3,332,292 | $3,406,612 | $83,763 | $3,490,375 |
| Less estimated income | 1,283,501 | 1,357,821 | | 1,357,821 |
| General fund | $2,048,791 | $2,048,791 | $83,763 | $2,132,554 |
| Bill Total | | | | |
| Total all funds | $801,961,169 | $821,720,405 | ($20,485,752) | $801,234,653 |
| Less estimated income | 240,995,437 | 241,097,257 | | 241,097,257 |
| General fund | $560,965,732 | $580,623,148 | ($20,485,752) | $560,137,396 |

## House Bill No. 1013 - Department of Public Instruction - Senate Action

| | EXECUTIVE BUDGET | HOUSE VERSION | SENATE CHANGES | SENATE VERSION |
|---|---|---|---|---|
| Salaries and wages | $12,273,865 | $12,170,316 | ($3,085,168) | $9,085,148 |
| Operating expenses | 17,431,193 | 17,031,193 | (1,821,113) | 15,210,080 |
| Equipment | 534,140 | 534,140 | (190,000) | 344,140 |
| Capital improvements | 55,000 | 55,000 | (55,000) | |
| Grants - Foundation aid and transportation | 485,542,761 | 461,035,668 | 27,130,480 | 488,166,148 |
| Grants - Teacher compensation payments | | 46,640,055 | (46,640,055) | |
| Grants - Revenue supplement payments | 3,450,000 | 3,450,000 | (1,250,000) | 2,200,000 |
| Grants - Tuition apportionment | 67,239,025 | 67,239,025 | | 67,239,025 |
| Grants - Special education | 51,260,000 | 49,898,695 | | 49,898,695 |
| Grants - Other grants | 149,970,455 | 149,350,263 | 70,000 | 149,420,263 |
| Geographic education | 50,000 | 100,000 | (50,000) | 50,000 |
| National board certification | 33,000 | 20,000 | (20,000) | |
| Total all funds | $787,839,439 | $807,524,355 | ($25,910,856) | $781,613,499 |
| Less estimated income | 237,017,455 | 237,044,955 | (4,353,250) | 232,691,705 |
| General fund | $550,821,984 | $570,479,400 | ($21,557,606) | $548,921,794 |
| FTE | 131.95 | 130.95 | (35.70) | 95.25 |

## Dept. 201 - Department of Public Instruction - Detail of Senate Changes

| | RESTORE FTE AND FUNDING REMOVED BY HOUSE | REDUCE OPERATING EXPENSES | ADD FUNDING FOR DUES TO THE EDUCATION COMMISSION OF THE STATES | REDUCE FUNDING FOR TITLE I TESTING [1] | ADD FUNDING FOR LIMITED ENGLISH PROFICIENCY PAYMENTS [2] | REDUCE SUPPLEMENTAL PAYMENTS [3] |
|---|---|---|---|---|---|---|
| Salaries and wages | $100,000 | | | | | |
| Operating expenses | | ($120,000) | $89,100 | ($71,715) | | |
| Equipment | | | | | | |
| Capital improvements | | | | | | |
| Grants - Foundation aid and transportation | | | | | $200,000 | |
| Grants - Teacher compensation payments | | | | | | |
| Grants - Revenue supplement payments | | | | | | ($1,250,000) |
| Grants - Tuition apportionment | | | | | | |
| Grants - Special education | | | | | | |
| Grants - Other grants | | | | | | |
| Geographic education | | | | | | |
| National board certification | | | | | | |
| Total all funds | $100,000 | ($120,000) | $89,100 | ($71,715) | $200,000 | ($1,250,000) |
| Less estimated income | | | | | | |
| General fund | $100,000 | ($120,000) | $89,100 | ($71,715) | $200,000 | ($1,250,000) |
| FTE | 1.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

| | RESTORE FUNDING FOR GOVERNOR'S SCHOOL | REDUCE FUNDING FOR GEOGRAPHIC EDUCATION [4] | REMOVE FUNDING FOR TEACHER CERTIFICATION PROGRAM [5] | ADD FUNDING FOR TEACHER CENTERS | REMOVE INDEPENDENT STUDY [6] | REMOVE TEACHER COMPENSATION PAYMENTS AND INCREASE FOUNDATION AID [7] |
|---|---|---|---|---|---|---|
| Salaries and wages | | | | | ($3,185,168) | |
| Operating expenses | | | | | (1,718,498) | |
| Equipment | | | | | (190,000) | |
| Capital improvements | | | | | (55,000) | |
| Grants - Foundation aid and transportation | | | | | | $26,930,480 |
| Grants - Teacher compensation payments | | | | | | (46,640,055) |
| Grants - Revenue supplement payments | | | | | | |
| Grants - Tuition apportionment | | | | | | |
| Grants - Special education | | | | | | |
| Grants - Other grants | $60,000 | | | $10,000 | | |
| Geographic education | | ($50,000) | | | | |
| National board certification | | | ($20,000) | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| Total all funds | $60,000 | ($50,000) | ($20,000) | $10,000 | ($5,148,666) | ($19,709,575) |
| Less estimated income | | | | | (4,353,250) | |
| General fund | $60,000 | ($50,000) | ($20,000) | $10,000 | ($795,416) | ($19,709,575) |
| FTE | 0.00 | 0.00 | 0.00 | 0.00 | (37.70) | 0.00 |

| | ADD FTE FOR DEVELOPING SCHOOL DISTRICT COMPENSATION REPORT [8] | TOTAL SENATE CHANGES |
|---|---|---|
| Salaries and wages | | ($3,085,168) |
| Operating expenses | | (1,821,113) |
| Equipment | | (190,000) |
| Capital improvements | | (55,000) |
| Grants - Foundation aid and transportation | | 27,130,480 |
| Grants - Teacher compensation payments | | (46,640,055) |
| Grants - Revenue supplement payments | | (1,250,000) |
| Grants - Tuition apportionment | | |
| Grants - Special education | | |
| Grants - Other grants | | 70,000 |
| Geographic education | | (50,000) |
| National board certification | | (20,000) |
| Total all funds | $0 | ($25,910,856) |
| Less estimated income | | (4,353,250) |
| General fund | $0 | ($21,557,606) |
| FTE | 1.00 | (35.70) |

1 The House version of House Bill No. 1013 included a general fund appropriation of $1,269,643 for developing and administering standards based assessments, as required for the state to be eligible to continue receiving federal Title I funding. The Department of Public Instruction has received a proposal to develop and administer the required tests at a cost of $1,212,928 for the 2001-03 biennium. In addition, the department has indicated that the cost of reporting the results, as required by House Bill No. 1293, will be an additional $5,000. The Senate version of House Bill No. 1013 provides $1,217,928 to fully fund the federal Title I testing and the requirements of House Bill No. 1293.

2 The Senate amendment increases the appropriation for limited English proficiency payments from $450,000 to $650,000 to fund the payment levels specified in House Bill No. 1321, as passed by the Senate.

3 North Dakota Century Code (NDCC) Section 15-40.1-07.8 provides a formula for the distribution of supplemental payments to school districts. The formula limits the amount each district qualifies for and does not provide a mechanism to allow the distribution of any remaining funds. For the 1999-2001 biennium, the department estimates that $420,838 will remain unspent and will be general fund turnback. For the 2001-03 biennium, the department estimates that the statutory formula will only allow the distribution of approximately $2.2 million. The House amended NDCC Section 15-40.1-07.8 to allow the department to adjust the formula to distribute all supplemental payment funds appropriated for the 1999-2001 biennium and future biennums. The Senate amendment removes this statutory change and reduces the appropriation accordingly.

4 The Senate amendment removes $50,000 added by the House for geographic education, reducing the line item to $50,000 as included in the Schafer and Hoeven budget recommendations.

5 The Schafer and Hoeven budget recommendations included $31,000 for the teacher certification program. The House reduced the funding to $20,000, which is the same as the amount appropriated for the 1999-2001 biennium. House Bill No. 1344 as amended by the Senate, includes $83,000 for this program. Consequently, this amendment removes the funding from this bill.

6 The funding and FTE authority relating to the Division of Independent Study is removed from the Department of Public Instruction and is reflected in a separate subdivision of the bill.

7 The teacher compensation payments line item is removed and the foundation aid line item is increased to reflect per student payments of $2,349 the first year of the biennium and $2,411 the second year, as provided in House Bill No. 1344 with Senate amendments. In addition, House Bill No. 1344 with Senate amendments includes a general fund appropriation of $20.8 million for teacher bonus payments.

8 House Bill No. 1344 with Senate amendments appropriates $200,000 to the Department of Public Instruction for developing a school district employee compensation report. The appropriation provides salaries and related expenses for a new FTE position at the department.

This amendment changes Section 7 of the engrossed bill, which limits the number of FTE positions to be included in the department's 2003-05 biennium base budget request, to reflect the removal to the FTE positions relating to the Division of Independent Study. The base budget request for the 2003-05 biennium will be limited to 94.25 FTEs, one less than the Senate version for the 2001-03 biennium.

This amendment also adds new sections, as follows:

- Section 4 directs the Department of Public Instruction to use $20,000 of the amount appropriated for operating expenses to fund the Red River Valley writing project. The Schafer and Hoeven executive recommendations and the House version included $10,000 for this project. The Senate amendment directs the department to spend an additional $10,000 for this project, but does not provide additional funding.

- Section 5 directs the department to spend $1,217,928 of the amount appropriated for operating expenses to develop and administer student tests aligned with the state content standards and to report the results of the tests.

- Section 6 provides that, in addition to other salary increases appropriated by the Legislative Assembly, teachers at the Division of Independent Study, the School for the Blind, and the School for the Deaf will be provided salary increases of $1,750 for the first year of the biennium and an additional $1,750 for the second year of the biennium (total of $5,250 per teacher for the biennium). The amounts included in the salaries and wages line items for the respective agencies are:

  Division of Independent Study - $95,550

  School for the Deaf - $97,125

  School for the Blind - $73,763

- Sections 15 and 17 increase the reimbursement rate from 25 cents to 35 cents per mile for in-city busing for schoolbuses with a capacity of 10 or more students.

## House Bill No. 1013 - Division of Independent Study - Senate Action

| | EXECUTIVE BUDGET | HOUSE VERSION | SENATE CHANGES | SENATE VERSION |
|---|---|---|---|---|
| Salaries and wages | | | $3,280,718 | $3,280,781 |
| Operating expenses | | | 1,718,498 | 1,718,498 |
| Equipment | | | 190,000 | 190,000 |
| Capital improvements | | | 55,000 | 55,000 |
| Total all funds | $0 | $0 | $5,244,216 | $5,244,216 |
| Less estimated income | | | 4,353,250 | 4,353,250 |
| General fund | $0 | $0 | $890,966 | $890,966 |
| FTE | 0.00 | 0.00 | 37.70 | 37.70 |

## Dept. 202 - Division of Independent Study - Detail of Senate Changes

| | SEPARATE FUNDING FOR DIVISION OF INDEPENDENT STUDY [1] | ADD FUNDING FOR TEACHER COMPENSATION PAYMENTS [2] | TOTAL SENATE CHANGES |
|---|---|---|---|
| Salaries and wages | $3,185,168 | $95,550 | $3,280,718 |
| Operating expenses | 1,718,498 | | 1,718,498 |
| Equipment | 190,000 | | 190,000 |
| Capital improvements | 55,000 | | 55,000 |
| Total all funds | $5,148,666 | $95,550 | $5,244,216 |
| Less estimated income | 4,353,250 | | 4,353,250 |
| General fund | $795,416 | $95,550 | $890,966 |
| FTE | 37.70 | 0.00 | 37.70 |

[1] Funding for the Division of Independent Study is moved to a separate subdivision of the bill. The House version for the division is reduced by $400,000 ($115,285 for salaries, $4,715 for operating expenses, and $280,000 for grants) for a federal grant which the department has indicated must continue to be administered by the Department of Public Instruction after authority for the division is moved from the Department of Public Instruction to the Educational Technology Council, as provided in Senate Bill No. 2251.

[2] The Senate amendment increases the salaries and wages line item by $95,550 to provide additional compensation payments of $1,750 per year for teachers at the Division of Independent Study.

## House Bill No. 1013 - School for the Deaf - Senate Action

| | EXECUTIVE BUDGET | HOUSE VERSION | SENATE CHANGES | SENATE VERSION |
|---|---|---|---|---|
| Salaries and wages | $4,814,058 | $4,814,058 | $97,125 | $4,911,183 |
| Operating expenses | 1,156,267 | 1,156,267 | | 1,156,267 |
| Equipment | 60,190 | 60,190 | | 60,190 |
| Capital improvements | 45,410 | 45,410 | | 45,410 |
| Total all funds | $6,075,925 | $6,075,925 | $97,125 | $6,173,050 |
| Less estimated income | 1,095,624 | 1,095,624 | | 1,095,624 |
| General fund | $4,980,301 | $4,980,301 | $97,125 | $5,077,426 |

| | | | | |
|---|---|---|---|---|
| FTE | 53.10 | 53.10 | 0.00 | 53.10 |

## Dept. 252 - School for the Deaf - Detail of Senate Changes

| | ADD FUNDING FOR TEACHER COMPENSATION PAYMENTS [1] | TOTAL SENATE CHANGES |
|---|---|---|
| Salaries and wages | $97,125 | $97,125 |
| Operating expenses | | |
| Equipment | | |
| Capital improvements | | |
| Total all funds | $97,125 | $97,125 |
| Less estimated income | | |
| General fund | $97,125 | $97,125 |
| FTE | 0.00 | 0.00 |

[1] The Senate amendment increases the salaries and wages line item by $97,125 to provide additional compensation payments of $1,750 per year for teachers at the School for the Deaf.

## House Bill No. 1013 - School for the Blind - Senate Action

| | EXECUTIVE BUDGET | HOUSE VERSION | SENATE CHANGES | SENATE VERSION |
|---|---|---|---|---|
| Salaries and wages | $2,594,638 | $2,668,958 | $73,763 | $2,742,721 |
| Operating expenses | 652,238 | 652,238 | 10,000 | 662,238 |
| Equipment | 60,000 | 60,000 | | 60,000 |
| Capital improvements | 25,416 | 25,416 | | 25,416 |
| Total all funds | $3,332,292 | $3,406,612 | $83,763 | $3,490,375 |
| Less estimated income | 1,283,501 | 1,357,821 | | 1,357,821 |
| General fund | $2,048,791 | $2,048,791 | $83,763 | $2,132,554 |
| FTE | 28.00 | 29.00 | 0.00 | 29.00 |

## Dept. 253 - School for the Blind - Detail of Senate Changes

| | ADD FUNDING FOR TEACHER COMPENSATION PAYMENTS [1] | ADD OPERATING EXPENSES FOR NEW FTE AND OTHER COSTS [2] | TOTAL SENATE CHANGES |
|---|---|---|---|
| Salaries and wages | $73,763 | | $73,763 |
| Operating expenses | | $10,000 | 10,000 |
| Equipment | | | |
| Capital improvements | | | |
| Total all funds | $73,763 | $10,000 | $83,763 |
| Less estimated income | | | |
| General fund | $73,763 | $10,000 | $83,763 |
| FTE | 0.00 | 0.00 | 0.00 |

[1] The Senate amendment increases the salaries and wages line item by $73,763 to provide additional compensation payments of $1,750 per year for teachers at the School for the Blind.

[2] The House added a new training officer II position. The Senate amendment adds $10,000 for operating expenses relating to the position and for other costs incurred by the agency.

Date: 4-20-01

Roll Call Vote #:

**2001 SENATE STANDING COMMITTEE ROLL CALL VOTES**
**BILL/RESOLUTION NO.** SB 2013

Senate Appropriations Committee

☐ Subcommittee on

or

☐ Conference Committee

Legislative Council Amendment Number 1 8013.0217

Action Taken Do pass as amended

Motion Made By Senator Holmberg Seconded By Senator Thane

| Senators | Yes | No | Senators | Yes | No |
|---|---|---|---|---|---|
| Dave Nething, Chairman | ✓ | | | | |
| Ken Solberg, Vice-Chairman | ✓ | | | | |
| Randy A. Schobinger | ✓ | | | | |
| Elroy N. Lindaas | ✓ | | | | |
| Harvey Tallackson | ✓ | | | | |
| Larry J. Robinson | ✓ | | | | |
| Steven W. Tomac | | ✓ | | | |
| Joel C. Heitkamp | | ✓ | | | |
| Tony Grindberg | ✓ | | | | |
| Russell T. Thane | ✓ | | | | |
| Ed Kringstad | ✓ | | | | |
| Ray Holmberg | ✓ | | | | |
| Bill Bowman | ✓ | | | | |
| John M. Andrist | ✓ | | | | |

Total Yes 12 No 2

Absent 0

Floor Assignment Senator Holmberg

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

## REPORT OF STANDING COMMITTEE

**HB 1013, as engrossed: Appropriations Committee (Sen. Nething, Chairman)** recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (12 YEAS, 2 NAYS, 0 ABSENT AND NOT VOTING). Engrossed HB 1013 was placed on the Sixth order on the calendar.

Page 1, line 3, after the semicolon insert "and" and replace "4" with "1"

Page 1, line 4, replace "15-40.1-07.8" with "15-40.1-16", replace "4" with "1", and replace "15.1-27-11" with "15.1-27-26"

Page 1, line 5, replace "supplemental" with "transportation"

Page 1, line 6, remove "; and to declare an emergency"

Page 1, line 16, replace "12,170,316" with "9,085,148"

Page 1, line 17, replace "17,031,193" with "15,210,080"

Page 1, line 18, replace "534,140" with "344,140"

Page 1, remove line 19

Page 1, line 20, replace "461,035,668" with "488,166,148"

Page 1, remove line 21

Page 1, line 22, replace "3,450,000" with "2,200,000"

Page 2, line 1, replace "149,350,263" with "149,420,263"

Page 2, line 2, replace "100,000" with "50,000"

Page 2, remove line 3

Page 2, line 4, replace "807,524,355" with "781,613,499"

Page 2, line 5, replace "237,044,955" with "232,691,705"

Page 2, line 6, replace "570,479,400" with "548,921,794"

Page 2, after line 6, insert:

"Subdivision 2.

DIVISION OF INDEPENDENT STUDY

| | |
|---|---|
| Salaries and wages | $3,280,718 |
| Operating expenses | 1,718,498 |
| Equipment | 190,000 |
| Capital improvements | 55,000 |
| Total all funds | $5,244,216 |
| Less estimated income | 4,353,250 |
| Total general fund appropriation | $890,966" |

Page 2, line 7, replace "2" with "3"

Page 2, line 16, replace "3" with "4"

Page 2, line 18, replace "4,814,058" with "4,911,183"

Page 2, line 22, replace "6,075,925" with "6,173,050"

Page 2, line 24, replace "4,980,301" with "5,077,426"

Page 2, line 25, replace "4" with "5"

Page 2, line 27, replace "2,668,958" with "2,742,721"

Page 2, line 28, replace "652,238" with "662,238"

Page 2, line 31, replace "3,406,612" with "3,490,375"

Page 3, line 2, replace "2,048,791" with "2,132,554"

Page 3, line 3, replace "580,623,148" with "560,137,396"

Page 3, line 5, replace "821,720,405" with "801,234,653"

Page 3, replace lines 18 through 31 with:

"**SECTION 4. RED RIVER VALLEY WRITING PROJECT.** The operating expenses line item in subdivision 1 of section 1 of this Act includes $20,000 from the general fund which must be used to support the Red River valley writing project during the biennium beginning July 1, 2001, and ending June 30, 2003.

**SECTION 5. STANDARDS-BASED STUDENT TESTING.** The operating expenses line item in subdivision 1 of section 1 of this Act includes $1,217,928 from the general fund which must be used to develop and administer student tests aligned with the state content standards and to report the results of the tests during the biennium beginning July 1, 2001, and ending June 30, 2003.

**SECTION 6. COMPENSATION PAYMENTS TO TEACHERS AT STATE INSTITUTIONS.** In addition to amounts otherwise appropriated for salary increases for teachers at the division of independent study, the school for the deaf, and the school for the blind, the amounts appropriated for salaries and wages in subdivisions 2, 4, and 5 of section 1 of this Act include the following general fund amounts which must be used to increase teacher compensation by $1,750 per year the first year of the biennium and by an additional $1,750 per year the second year of the biennium:

| | |
|---|---|
| Division of Independent study | $95,550 |
| School for the deaf | $97,125 |
| School for the blind | $73,763" |

Page 4, remove lines 1 through 6

Page 4, line 10, replace "129.95" with "94.25"

Page 5, line 6, remove "These grants must be administered under the direction of the educational"

Page 5, remove line 7

Page 5, line 10, replace "$450,000" with "$650,000"

Page 5, line 21, replace "2" with "3"

Page 5, line 25, replace "4" with "5"

Page 5, replace lines 28 through 30 with:

"**SECTION 15. AMENDMENT.** If House Bill No. 1045 does not become effective, subsection 1 of section 15-40.1-16 of the 1999 Supplement to the North Dakota Century Code is amended and reenacted as follows:

1. There must be paid from state funds to each school district providing schoolbus transportation in contract schoolbuses or in district-owned and operated schoolbuses, and to school districts with students riding commercial buses to and from school, the following amounts:

   a. For schoolbuses and school vehicles transporting students who live outside the incorporated limits of the city in which the students' school is located, a sum equal to twenty-five cents per mile [1.61 kilometers] for vehicles having a capacity of nine or fewer students and sixty-seven cents per mile [1.61 kilometers] for schoolbuses having a capacity of ten or more students ~~and~~, for schoolbuses and school vehicles having a capacity of nine or fewer students and transporting students who live within the incorporated limits of a city in which the students' school is located, a sum equal to twenty-five cents per mile [1.61 kilometers], and for schoolbuses and school vehicles having a capacity of ten or more students and transporting students who live within the incorporated limits of a city in which the students' school is located, a sum equal to thirty-five cents per mile [1.61 kilometers]. School districts qualifying for payments for buses having a capacity of ten or more students are entitled to an amount equal to forty cents per day for each public school student living outside the city limits who is transported in such buses.

   b. For students who ride schoolbuses or commercial buses to or from school and who live within the incorporated limits of the city within which the school that the students attend is located, a sum equal to twenty cents per student per one-way trip.

   The mileage payments provided for in this subsection must be made to each school district for transporting students to and from school. Payments may be made only to school districts operating schoolbuses in accordance with the laws of this state relating to standards for schoolbuses, and to the qualifications of schoolbus drivers. Certification as to compliance with the laws of this state in regard to schoolbuses and their drivers must be made in such manner and detail as the superintendent of public instruction may require at the time an application is made for payments provided under this subsection."

Page 6, remove lines 1 through 4

Page 6, replace lines 12 through 20 with:

"**SECTION 17. AMENDMENT.** Subsection 1 of section 15.1-27-26 of the North Dakota Century Code as created by House Bill No. 1045, as approved by the fifty-seventh legislative assembly, is amended and reenacted as follows:

1. Each school district providing transportation to students in contract schoolbuses or in district-owned and operated schoolbuses, and each school district with students riding commercial buses to and from school is entitled to receive the following amounts:

   a. Twenty-five cents per mile [1.61 kilometers] for each schoolbus and school vehicle having a capacity of nine or fewer students and transporting students who reside outside the incorporated limits of the city in which the students' school is located.

   b. Sixty-seven cents per mile [1.61 kilometers] for each schoolbus and school vehicle having a capacity of ten or more students and transporting students who reside outside the incorporated limits of the city in which the students' school is located.

   c. Twenty-five cents per mile [1.61 kilometers] for each schoolbus and school vehicle having a capacity of nine or fewer students and transporting students who reside within the incorporated limits of a city in which the students' school is located.

   d Thirty-five cents per mile [1.61 kilometers] for each schoolbus and school vehicle having a capacity of ten or more students and transporting students who reside within the incorporated limits of a city in which the students' school is located.

   e. Twenty cents for each one-way trip by a student who rides a schoolbus or a commercial bus to or from school and who resides within the incorporated limits of the city in which the student's school is located."

Renumber accordingly

**STATEMENT OF PURPOSE OF AMENDMENT:**

**House Bill No. 1013 - Summary of Senate Action**

| | EXECUTIVE BUDGET | HOUSE VERSION | SENATE CHANGES | SENATE VERSION |
|---|---|---|---|---|
| Department of Public Instruction | | | | |
| Total all funds | $787,839,439 | $807,524,355 | ($25,910,856) | $781,613,499 |
| Less estimated income | 237,017,455 | 237,044,955 | (4,353,250) | 232,691,705 |
| General fund | $550,821,984 | $570,479,400 | ($21,557,606) | $548,921,794 |
| Division of Independent Study | | | | |
| Total all funds | $0 | $0 | $5,244,216 | $5,244,216 |
| Less estimated income | | | 4,353,250 | 4,353,250 |
| General fund | $0 | $0 | $890,966 | $890,966 |
| State Library | | | | |
| Total all funds | $4,713,513 | $4,713,513 | $0 | $4,713,513 |
| Less estimated income | 1,598,857 | 1,598,857 | | 1,598,857 |
| General fund | $3,114,656 | $3,114,656 | $0 | $3,114,656 |
| School for the Deaf | | | | |
| Total all funds | $6,075,926 | $6,075,925 | $97,125 | $6,173,050 |
| Less estimated income | 1,095,624 | 1,095,624 | | 1,095,624 |
| General fund | $4,980,301 | $4,980,301 | $97,125 | $5,077,426 |
| School for the Blind | | | | |
| Total all funds | $3,332,292 | $3,400,612 | $83,763 | $3,490,375 |
| Less estimated income | 1,283,501 | 1,357,821 | | 1,357,821 |
| General fund | $2,048,791 | $2,048,791 | $83,763 | $2,132,554 |
| Bill Total | | | | |
| Total all funds | $801,961,169 | $821,720,405 | ($20,485,752) | $801,234,653 |
| Less estimated income | 240,995,437 | 241,097,257 | | 241,097,257 |

| | | | | |
|---|---|---|---|---|
| General fund | $560,065,732 | $560,623,148 | ($20,485,752) | $560,137,396 |

## House Bill No. 1013 - Department of Public Instruction - Senate Action

| | EXECUTIVE BUDGET | HOUSE VERSION | SENATE CHANGES | SENATE VERSION |
|---|---|---|---|---|
| Salaries and wages | $12,273,865 | $12,170,316 | ($3,085,168) | $9,085,148 |
| Operating expenses | 17,431,193 | 17,031,193 | (1,821,113) | 15,210,080 |
| Equipment | 534,140 | 534,140 | (190,000) | 344,140 |
| Capital improvements | 55,000 | 55,000 | (55,000) | |
| Grants - Foundation aid and transportation | 485,542,761 | 461,035,668 | 27,130,480 | 488,166,148 |
| Grants - Teacher compensation payments | | 46,640,055 | (46,640,055) | |
| Grants - Revenue supplement payments | 3,450,000 | 3,450,000 | (1,250,000) | 2,200,000 |
| Grants - Tuition apportionment | 67,239,025 | 67,239,025 | | 67,239,025 |
| Grants - Special education | 51,260,000 | 49,898,695 | | 49,898,695 |
| Grants - Other grants | 149,970,455 | 149,350,263 | 70,000 | 149,420,263 |
| Geographic education | 50,000 | 100,000 | (50,000) | 50,000 |
| National board certification | 33,000 | 20,000 | (20,000) | |
| Total all funds | $787,839,439 | $807,524,355 | ($25,910,856) | $781,613,499 |
| Less estimated income | 237,017,455 | 237,044,955 | (4,353,250) | 232,691,705 |
| General fund | $550,821,984 | $570,479,400 | ($21,557,606) | $548,921,794 |
| FTE | 131.95 | 130.95 | (35.70) | 95.25 |

## Dept. 201 - Department of Public Instruction - Detail of Senate Changes

| | RESTORE FTE AND FUNDING REMOVED BY HOUSE | REDUCE OPERATING EXPENSES | ADD FUNDING FOR DUES TO THE EDUCATION COMMISSION OF THE STATES | REDUCE FUNDING FOR TITLE I TESTING [1] | ADD FUNDING FOR LIMITED ENGLISH PROFICIENCY PAYMENTS [2] | REDUCE SUPPLEMENTAL PAYMENTS [3] |
|---|---|---|---|---|---|---|
| Salaries and wages | $100,000 | | | | | |
| Operating expenses | | ($120,000) | $89,100 | ($71,715) | | |
| Equipment | | | | | | |
| Capital improvements | | | | | | |
| Grants - Foundation aid and transportation | | | | | $200,000 | |
| Grants - Teacher compensation payments | | | | | | |
| Grants - Revenue supplement payments | | | | | | ($1,250,000) |
| Grants - Tuition apportionment | | | | | | |
| Grants - Special education | | | | | | |
| Grants - Other grants | | | | | | |
| Geographic education | | | | | | |
| National board certification | | | | | | |
| Total all funds | $100,000 | ($120,000) | $89,100 | ($71,715) | $200,000 | ($1,250,000) |
| Less estimated income | | | | | | |
| General fund | $100,000 | ($120,000) | $89,100 | ($71,715) | $200,000 | ($1,250,000) |
| FTE | 1.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

| | RESTORE FUNDING FOR GOVERNOR'S SCHOOL | REDUCE FUNDING FOR GEOGRAPHIC EDUCATION [4] | REMOVE FUNDING FOR TEACHER CERTIFICATION PROGRAM [5] | ADD FUNDING FOR TEACHER CENTERS | REMOVE INDEPENDENT STUDY [6] | REMOVE TEACHER COMPENSATION PAYMENTS AND INCREASE FOUNDATION AID [7] |
|---|---|---|---|---|---|---|
| Salaries and wages | | | | | ($3,185,168) | |
| Operating expenses | | | | | (1,718,498) | |
| Equipment | | | | | (190,000) | |
| Capital improvements | | | | | (55,000) | |
| Grants - Foundation aid and transportation | | | | | | $26,930,480 |
| Grants - Teacher compensation payments | | | | | | (46,640,055) |
| Grants - Revenue supplement payments | | | | | | |
| Grants - Tuition appor- | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| tionment | | | | | | |
| Grants - Special education | | | | | | |
| Grants - Other grants | $60,000 | | | $10,000 | | |
| Geographic education | | ($50,000) | | | | |
| National board certification | | | ($20,000) | | | |
| Total all funds | $60,000 | ($50,000) | ($20,000) | $10,000 | ($5,148,666) | ($19,208,578) |
| Less estimated income | | | | | (4,353,250) | |
| General fund | $60,000 | ($50,000) | ($20,000) | $10,000 | ($795,416) | ($19,208,578) |
| FTE | 0.00 | 0.00 | 0.00 | 0.00 | (37.70) | 0.00 |

| | ADD FTE FOR DEVELOPING SCHOOL DISTRICT COMPENSATION REPORT [8] | TOTAL SENATE CHANGES |
|---|---|---|
| Salaries and wages | | ($3,085,168) |
| Operating expenses | | (1,821,113) |
| Equipment | | (190,000) |
| Capital improvements | | (55,000) |
| Grants - Foundation aid and transportation | | 27,130,480 |
| Grants - Teacher compensation payments | | (46,640,055) |
| Grants - Revenue supplement payments | | (1,250,000) |
| Grants - Tuition apportionment | | |
| Grants - Special education | | |
| Grants - Other grants | | 70,000 |
| Geographic education | | (50,000) |
| National board certification | | (20,000) |
| Total all funds | $0 | ($25,910,856) |
| Less estimated income | | (4,353,250) |
| General fund | $0 | ($21,557,606) |
| FTE | 1.00 | (35.70) |

1 The House version of House Bill No. 1013 included a general fund appropriation of $1,289,643 for developing and administering standards based assessments, as required for the state to be eligible to continue receiving federal Title I funding. The Department of Public Instruction has received a proposal to develop and administer the required tests at a cost of $1,212,928 for the 2001-03 biennium. In addition, the department has indicated that the cost of reporting the results, as required by House Bill No. 1293, will be an additional $5,000. The Senate version of House Bill No. 1013 provides $1,217,928 to fully fund the federal Title I testing and the requirements of House Bill No. 1293.

2 The Senate amendment increases the appropriation for limited English proficiency payments from $450,000 to $650,000 to fund the payment levels specified in House Bill No. 1321, as passed by the Senate.

3 North Dakota Century Code (NDCC) Section 15-40.1-07.8 provides a formula for the distribution of supplemental payments to school districts. The formula limits the amount each district qualifies for and does not provide a mechanism to allow the distribution of any remaining funds. For the 1999-2001 biennium, the department estimates that $420,838 will remain unspent and will be general fund turnback. For the 2001-03 biennium, the department estimates that the statutory formula will only allow the distribution of approximately $2.2 million. The House amended NDCC Section 15-40.1-07.8 to allow the department to adjust the formula to distribute all supplemental payment funds appropriated for the 1999-2001 biennium and future biennia. The Senate amendment removes this statutory change and reduces the appropriation accordingly.

4 The Senate amendment removes $50,000 added by the House for geographic education, reducing the line item to $50,000, as included in the Schafer and Hoeven budget recommendations.

5 The Schafer and Hoeven budget recommendations included $33,000 for the teacher certification program. The House reduced the funding to $20,000, which is the same as the amount appropriated for the 1999-2001 biennium. House Bill No. 1344, as amended by the Senate, includes $83,000 for this program. Consequently, this amendment removes the funding from this bill.

6 The funding and FTE authority relating to the Division of Independent Study is removed from the Department of Public Instruction and is reflected in a separate subdivision of the bill.

7 The teacher compensation payments line item is removed and the foundation aid line item is increased to reflect per student payments of $2,349 the first year of the biennium and $2,411 the second year, as provided in House Bill No. 1344 with Senate amendments. In addition, House Bill No. 1344 with Senate amendments includes a general fund appropriation of $20.8 million for teacher bonus payments.

8 House Bill No. 1344 with Senate amendments appropriates $200,000 to the Department of Public Instruction for developing a school district employee compensation report. The appropriation provides salaries and related expenses for a new FTE position at the department.

This amendment changes Section 7 of the engrossed bill, which limits the number of FTE positions to be included in the department's 2003-05 biennium base budget request, to reflect the removal to the FTE positions relating to the Division of Independent Study. The base budget request for the 2003-05 biennium will be limited to 94.25 FTEs, one less than the Senate version for the 2001-03 biennium.

This amendment also adds new sections, as follows:

- Section 4 directs the Department of Public Instruction to use $20,000 of the amount appropriated for operating expenses to fund the Red River Valley writing project. The Schafer and Hoeven executive recommendations and the House version included $10,000 for this project. The Senate amendment directs the department to spend an additional $10,000 for this project, but does not provide additional funding.

- Section 5 directs the department to spend $1,217,928 of the amount appropriated for operating expenses to develop and administer student tests aligned with the state content standards and to report the results of the tests.

- Section 6 provides that, in addition to other salary increases appropriated by the Legislative Assembly, teachers at the Division of Independent Study, the School for the Blind, and the School for the Deaf will be provided salary increases of $1,750 for the first year of the biennium and an additional $1,750 for the second year of the biennium (total of $5,250 per teacher for the biennium). The amounts included in the salaries and wages line items for the respective agencies are:

  Division of Independent Study - $95,550
  School for the Deaf - $97,125
  School for the Blind - $73,763

- Sections 15 and 17 increase the reimbursement rate from 25 cents to 35 cents per mile for in-city busing for schoolbuses with a capacity of 10 or more students.

**House Bill No. 1013 - Division of Independent Study - Senate Action**

| | EXECUTIVE BUDGET | HOUSE VERSION | SENATE CHANGES | SENATE VERSION |
|---|---|---|---|---|
| Salaries and wages | | | $3,280,718 | $3,280,781 |
| Operating expenses | | | 1,718,498 | 1,718,498 |
| Equipment | | | 190,000 | 190,000 |
| Capital improvements | | | 55,000 | 55,000 |
| Total all funds | $0 | $0 | $5,244,216 | $5,244,216 |
| Less estimated income | | | 4,353,250 | 4,353,250 |
| General fund | $0 | $0 | $890,966 | $890,966 |
| FTE | 0.00 | 0.00 | 37.70 | 37.70 |

**Dept. 202 - Division of Independent Study - Detail of Senate Changes**

| | SEPARATE FUNDING FOR DIVISION OF INDEPENDENT STUDY [1] | ADD FUNDING FOR TEACHER COMPENSATION PAYMENTS [2] | TOTAL SENATE CHANGES |
|---|---|---|---|
| Salaries and wages | $3,185,168 | $95,550 | $3,280,718 |
| Operating expenses | 1,718,498 | | 1,718,498 |
| Equipment | 190,000 | | 190,000 |
| Capital improvements | 55,000 | | 55,000 |
| Total all funds | $5,148,666 | $95,550 | $5,244,216 |
| Less estimated income | 4,353,250 | | 4,353,250 |

| | | | |
|---|---|---|---|
| General fund | $795,416 | $95,550 | $890,966 |
| FTE | 37.70 | 0.00 | 37.70 |

1 Funding for the Division of Independent Study is moved to a separate subdivision of the bill. The House version for the division is reduced by $400,000 ($119,285 for salaries, $4,715 for operating expenses, and $280,000 for grants) for a federal grant which the department has indicated must continue to be administered by the Department of Public Instruction after authority for the division is moved from the Department of Public Instruction to the Educational Technology Council, as provided in Senate Bill No. 2251.

2 The Senate amendment increases the salaries and wages line item by $95,550 to provide additional compensation payments of $1,750 per year for teachers at the Division of Independent Study.

## House Bill No. 1013 - School for the Deaf - Senate Action

| | EXECUTIVE BUDGET | HOUSE VERSION | SENATE CHANGES | SENATE VERSION |
|---|---|---|---|---|
| Salaries and wages | $4,814,058 | $4,814,058 | $97,125 | $4,911,183 |
| Operating expenses | 1,156,267 | 1,156,267 | | 1,156,267 |
| Equipment | 60,190 | 60,190 | | 60,190 |
| Capital improvements | 45,410 | 45,410 | | 45,410 |
| Total all funds | $6,075,925 | $6,075,925 | $97,125 | $6,173,050 |
| Less estimated income | 1,095,624 | 1,095,624 | | 1,095,624 |
| General fund | $4,980,301 | $4,980,301 | $97,125 | $5,077,426 |
| FTE | 53.10 | 53.10 | 0.00 | 53.10 |

## Dept. 252 - School for the Deaf - Detail of Senate Changes

| | ADD FUNDING FOR TEACHER COMPENSATION PAYMENTS 1 | TOTAL SENATE CHANGES |
|---|---|---|
| Salaries and wages | $97,125 | $97,125 |
| Operating expenses | | |
| Equipment | | |
| Capital improvements | | |
| Total all funds | $97,125 | $97,125 |
| Less estimated income | | |
| General fund | $97,125 | $97,125 |
| FTE | 0.00 | 0.00 |

1 The Senate amendment increases the salaries and wages line item by $97,125 to provide additional compensation payments of $1,750 per year for teachers at the School for the Deaf.

## House Bill No. 1013 - School for the Blind - Senate Action

| | EXECUTIVE BUDGET | HOUSE VERSION | SENATE CHANGES | SENATE VERSION |
|---|---|---|---|---|
| Salaries and wages | $2,594,638 | $2,668,958 | $73,763 | $2,742,721 |
| Operating expenses | 652,238 | 652,238 | 10,000 | 662,238 |
| Equipment | 60,000 | 60,000 | | 60,000 |
| Capital improvements | 25,416 | 25,416 | | 25,416 |
| Total all funds | $3,332,292 | $3,406,612 | $83,763 | $3,490,375 |
| Less estimated income | 1,283,501 | 1,357,821 | | 1,357,821 |
| General fund | $2,048,791 | $2,048,791 | $83,763 | $2,132,554 |
| FTE | 28.00 | 29.00 | 0.00 | 29.00 |

## Dept. 253 - School for the Blind - Detail of Senate Changes

| | ADD FUNDING FOR TEACHER | ADD OPERATING EXPENSES FOR | TOTAL |
|---|---|---|---|

| | COMPENSATION PAYMENTS [1] | NEW FTE AND OTHER COSTS [2] | SENATE CHANGES |
|---|---|---|---|
| Salaries and wages | $73,763 | | $73,763 |
| Operating expenses | | $10,000 | 10,000 |
| Equipment | | | |
| Capital improvements | | | |
| Total all funds | $73,763 | $10,000 | $83,763 |
| Less estimated income | | | |
| General fund | $73,763 | $10,000 | $83,763 |
| FTE | 0.00 | 0.00 | 0.00 |

[1] The Senate amendment increases the salaries and wages line item by $73,763 to provide additional compensation payments of $1,750 per year for teachers at the School for the Blind.

[2] The House added a new training officer II position. The Senate amendment adds $10,000 for operating expenses relating to the position and for other costs incurred by the agency.

2001 HOUSE APPROPRIATIONS

CONFERENCE COMMITTEE

HB 1013

2001 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. HB1013

House Appropriations Committee
Education and Environment Division

☒ Conference Committee

Hearing Date April 26, 2001

| Tape Number | Side A | Side B | Meter # |
|---|---|---|---|
| 1 of 1 | x | | 5,095 |
| | | | |
| | | | |

Committee Clerk Signature Judy Dehlbom

Minutes:

Representatives Monson, Aarsvold, Kelsch, Senators Holmberg, Robinson, Cook.

Representative Monson: I will call the conference committee on HB1013 to order. I and Senator Holmberg met for about a half hour yesterday, and we went through the changes and I think I will ask him to go over those with us now. Senator Holmberg explains. (155) This is difficult to follow as we have passed SB2251. Turn to the amendments page 5. (330) Rep Monson asks about the 120,000 and how much of that was federal, how much was general funds? Senator Holmberg says it is all general fund money and continues. (515) If you look at the engrossed blue, House version, you will see on page 1 line 6. The Senate removed the emergency clause. (1450) That was in three sections, two concepts. Rep Aarsvold asks what circumstance occurred during the biennium that did not require the distribution of the full supplemental payment amount. (1665) Senator Holmberg explains. Rep Kelsch asks why would we now want to change the supplemental payments and change the formula and to change the way the

distributions would go out. (1900) Senator Holmberg explains it does not change the formula. Continuing with the bottom of page 5. (2040) Discussion follows about Governors school. The next on number 6 is actually a bookkeeping amendment. (2860) Joe from L.C explains during the discussion. Continuing on page 6and 7 with discussion.. (3290) Continuing on Section 6, 15 and 17. (4545) See attachments. We are ready for ajournment. We had a good explanation from Senator Holmberg.

2001 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. HB1013

House Appropriations Committee
Education and Environment Division

☒ Conference Committee

Hearing Date April 28, 2001

| Tape Number | Side A | Side B | Meter # |
|---|---|---|---|
| 1 of 1 | x | | 4,935 |
| | | | |
| | | | |

Committee Clerk Signature Judy Schuck

Minutes:

Representatives Monson, Aarsvold, Kelsch, Senators Holmberg, Robinson, Cook.

Representative Monson: We will call the conference committee meeting to order. We will not be able to finish 1013 as we are waiting the final version of 1344. We have several issues we can start on and come to some agreements. Jump in with discussions whenever you have questions. Lets work of the yellow or all three if need be. Lets just use the blue sheet. Rep Aarsvold says they all received a letter from the agency expressing concern about the reduction. If the Senators could identify particular functions that would reflect that adjustment. Senator Holmberg says the Senate did not identify specifics feeling if we did that would be a directive to the agency to cut transportation or to cut printing or to cut other particular areas. It was left up to the administration. I did receive the same latter and did visit with the agency and said , the Senate restored 100,000 in salary and wages. Would you be comfortable with us transferring some of that money, I used the figure 50,000, to operating? There response was that no they would prefer

to stand by their letter. I would hope that the record that is made of this conference committee accurately reflects that that offer was made to the department and they chose to follow their letter. The reason that is in the record is obviously regarding the emergency commission and any thing that might happen in the future. They had their option at this time and chose to leave it in salary and wages. (ends 875) Rep Aarsvold feels we sometimes encourage agencies to do phantom things with budgets when we do things like this. Agencies generally I think tend to enhance their budget somewhat in anticipation of these kinds of moves. More discussion to follow with committee. We don't have the luxury to add a lot of money to this budget. It is possible by moving some things around. Continue on. (1300) Section 15 and 17 need to come out. (1565) Senator feels he needs to say for the record (1635) I don't know the final number regarding 1344, but if you recall money in the Hoeven budget was taken out of special education payments to pay for teacher compensation. In vocation education in 2020 there was a gap of some tens of thousands of dollars that disappeared from that budget and did not come back, totally into payments in vocation education. The same thing holds true in this budget. I have to make this point the budget is slightly less than the Hoeven budget by roughly 240,000, depending on the teacher increase. More discussion with the committee. (1800) Continuing with changes and discussion on the 60,000 in Governors school setting. (2500) Some discussion on not being able to make some changes until 1344 was finished. Discussion on coming to some kind of agreement on the Governors school and the National Geographic. Continue on. We will adjourn.

2001 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. HB1013

House Appropriations Committee
Education and Environment Division

☐ Conference Committee

Hearing Date April 28, 2001

| Tape Number | Side A | Side B | Meter # |
|---|---|---|---|
| 1 of 1 | Starting at 4940 | | 5,751 |
| | | | |
| | | | |
| Committee Clerk Signature | | | |

Minutes:

Representative Monson, Aarsvold, Kelsch, Senators Holmberg, Robinson, Cook.

Representative Monson: We will call our last meeting to order. Senator Holmberg has asked Joe to draw up some amendments.

Senator Holmberg says he had another meeting with DPI, as you recall I put on the record the statement that we had given them the offer. After we put on record they would have a tough time switching it over in the emergency commission, they came back and said they prefer to have that 100,000 in operating expenses and they would find the money in their budget. That is one of the changes . The changes in the amendments are a net gain to the general fund of 840.00. See amendments for changes. Any other discussions.

Representative Monson: I would entertain a motion. Senator Holmberg makes a motion Senate recede from Senate amendments 18013.0218. Senator cook seconds the motion. Rep Monson

asks for any further discussion. The vote was taken, 6 yes, 0 no, 0 absent. Rep Monson to carry to the floor. Meeting is adjourned, and thank you very much committee.

18013.0218
Title.0400
Fiscal No. 1

Prepared by the Legislative Council staff for
Senator Holmberg
April 28, 2001

VR
4/28/01
1pg

CONFERENCE COMMITTEE AMENDMENTS TO ENGROSSED HB1013

That the Senate recede from its amendments as printed on pages 1618-1625 of the House Journal and pages 1479-1485 of the Senate Journal and that Engrossed House Bill No. 1013 be amended as follows:

Page 1, line 2, after "instruction" insert ", the division of independent study", remove "and" and after "library" insert ", and the state board for vocational and technical education"

Page 1, line 3, after the semicolon insert "and" and replace "4" with "1"

Page 1, line 4, replace "15-40.1-07.8" with "15-40.1-16", replace "4" with "1", and replace "15.1-27-11" with "15.1-27-26"

Page 1, line 5, replace "supplemental" with "transportation"

Page 1, line 6, remove "; and to declare an emergency"

Page 1, line 11, after the second comma insert "the division of independent study,"

Page 1, line 16, replace "12,170,316" with "8,985,148"

Page 1, line 17, replace "17,031,193" with "15,310,080"

Page 1, line 18, replace "534,140" with "344,140"

Page 1, remove line 19

Page 1, line 20, replace "461,035,668" with "473,971,648"

Page 1, line 21, replace "46,640,055" with "35,036,000"

Page 1, line 22, replace "3,450,000" with "2,200,000"

Page 2, line 1, replace "149,350,263" with "149,420,263"

Page 2, line 2, replace "100,000" with "100,000"

Page 2, remove line 3

Page 2, line 4, replace "807,524,355" with "802,504,999"

Page 2, line 5, replace "237,044,955" with "232,691,705"

Page 2, line 6, replace "570,479,400" with "569,813,294"

Page 2, after line 6, insert:

"Subdivision 2.

DIVISION OF INDEPENDENT STUDY

| | |
|---|---|
| Salaries and wages | $3,257,968 |

| | |
|---|---|
| Operating expenses | 1,718,498 |
| Equipment | 190,000 |
| Capital improvements | 55,000 |
| Total all funds | $5,221,466 |
| Less estimated income | 4,353,250 |
| Total general fund appropriation | $868,216" |

Page 2, line 7, replace "2" with "3"

Page 2, line 16, replace "3" with "4"

Page 2, line 18, replace "4,814,058" with "4,888,058"

Page 2, line 22, replace "6,075,925" with "6,149,925"

Page 2, line 24, replace "4,980,301" with "5,054,301"

Page 2, line 25, replace "4" with "5"

Page 2, line 27, replace "2,668,958" with "2,725,158"

Page 2, line 28, replace "652,238" with "662,238"

Page 2, line 31, replace "3,406,612" with "3,472,812"

Page 3, line 2, replace "2,048,791" with "2,114,991"

Page 3, line 3, replace "580,623,148" with "580,978,458"

Page 3, line 5, replace "821,720,405" with "822,075,715"

Page 3, replace lines 18 through 31 with:

"**SECTION 4. RED RIVER VALLEY WRITING PROJECT.** The operating expenses line item in subdivision 1 of section 1 of this Act includes $20,000 from the general fund which must be used to support the Red River valley writing project during the biennium beginning July 1, 2001, and ending June 30, 2003.

**SECTION 5. STANDARDS-BASED STUDENT TESTING.** The operating expenses line item in subdivision 1 of section 1 of this Act includes $1,217,928 from the general fund which must be used to develop and administer student tests aligned with the state content standards and to report the results of the tests during the biennium beginning July 1, 2001, and ending June 30, 2003.

**SECTION 6. COMPENSATION PAYMENTS TO TEACHERS AT STATE INSTITUTIONS.** In addition to amounts otherwise appropriated for salary increases for teachers at the division of independent study, the school for the deaf, and the school for the blind, the amounts appropriated for salaries and wages in subdivisions 2, 4, and 5 of section 1 of this Act include the following general fund amounts which must be used to increase teacher compensation by $1,000 per year the first year of the biennium and by an additional $2,000 per year the second year of the biennium:

| | |
|---|---|
| Division of independent study | $72,800 |
| School for the deaf | $74,000 |
| School for the blind | $56,200" |

Page 4, remove lines 1 through 6

Page 4, line 10, replace "129.95" with "94.25"

Page 5, line 6, remove "These grants must be administered under the direction of the educational"

Page 5, remove line 7

Page 5, line 10, replace "$450,000" with "$650,000"

Page 5, line 21, replace "2" with "3"

Page 5, line 25, replace "4" with "5"

Page 5, replace lines 28 through 30 with:

"**SECTION 15. AMENDMENT.** If House Bill No. 1045 does not become effective, subsection 1 of section 15-40.1-16 of the 1999 Supplement to the North Dakota Century Code is amended and reenacted as follows:

1. There must be paid from state funds to each school district providing schoolbus transportation in contract schoolbuses or in district-owned and operated schoolbuses, and to school districts with students riding commercial buses to and from school, the following amounts:

   a. For schoolbuses and school vehicles transporting students who live outside the incorporated limits of the city in which the students' school is located, a sum equal to twenty-five cents per mile [1.61 kilometers] for vehicles having a capacity of nine or fewer students and sixty-seven cents per mile [1.61 kilometers] for schoolbuses having a capacity of ten or more students ~~and~~, for schoolbuses and school vehicles having a capacity of nine or fewer students and transporting students who live within the incorporated limits of a city in which the students' school is located, a sum equal to twenty-five cents per mile [1.61 kilometers], and for schoolbuses and school vehicles having a capacity of ten or more students and transporting students who live within the incorporated limits of a city in which the students' school is located, a sum equal to thirty-five cents per mile [1.61 kilometers]. School districts qualifying for payments for buses having a capacity of ten or more students are entitled to an amount equal to forty cents per day for each public school student living outside the city limits who is transported in such buses.

   b. For students who ride schoolbuses or commercial buses to or from school and who live within the incorporated limits of the city within which the school that the students attend is located, a sum equal to twenty cents per student per one-way trip.

   The mileage payments provided for in this subsection must be made to each school district for transporting students to and from school. Payments may be made only to school districts operating schoolbuses in accordance with the laws of this state relating to standards for schoolbuses, and to the qualifications of schoolbus drivers. Certification as to compliance with the laws of this state in regard to schoolbuses and their drivers must be made in such manner and detail as the superintendent of public instruction may require at the time an application is made for payments provided under this subsection."

Page 6, remove lines 1 through 4

Page 6, replace lines 12 through 20 with:

"**SECTION 17. AMENDMENT.** Subsection 1 of section 15.1-27-26 of the North Dakota Century Code as created by House Bill No. 1045, as approved by the fifty-seventh legislative assembly, is amended and reenacted as follows:

1. Each school district providing transportation to students in contract schoolbuses or in district-owned and operated schoolbuses, and each school district with students riding commercial buses to and from school is entitled to receive the following amounts:

   a. Twenty-five cents per mile [1.61 kilometers] for each schoolbus and school vehicle having a capacity of nine or fewer students and transporting students who reside outside the incorporated limits of the city in which the students' school is located.

   b. Sixty-seven cents per mile [1.61 kilometers] for each schoolbus and school vehicle having a capacity of ten or more students and transporting students who reside outside the incorporated limits of the city in which the students' school is located.

   c. Twenty-five cents per mile [1.61 kilometers] for each schoolbus and school vehicle having a capacity of nine or fewer students and transporting students who reside within the incorporated limits of a city in which the students' school is located.

   d. Thirty-five cents per mile [1.61 kilometers] for each schoolbus and school vehicle having a capacity of ten or more students and transporting students who reside within the incorporated limits of a city in which the students' school is located.

   e. Twenty cents for each one-way trip by a student who rides a schoolbus or a commercial bus to or from school and who resides within the incorporated limits of the city in which the student's school is located.

**SECTION 18. APPROPRIATION - STATE BOARD FOR VOCATIONAL AND TECHNICAL EDUCATION.** There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of $13,000, or so much of the sum as may be necessary, to the state board for vocational and technical education for the purpose of providing grants to support vocational education programs for the biennium beginning July 1, 2001, and ending June 30, 2003."

Renumber accordingly

**STATEMENT OF PURPOSE OF AMENDMENT:**

**House Bill No. 1013 - Summary of Conference Committee Action**

| | EXECUTIVE BUDGET | HOUSE VERSION | CONFERENCE COMMITTEE CHANGES | CONFERENCE COMMITTEE VERSION | SENATE VERSION | COMPARISON TO SENATE |
|---|---|---|---|---|---|---|
| Department of Public Instruction | | | | | | |
| Total all funds | $787,839,439 | $807,524,355 | ($5,019,356) | $802,504,999 | $781,613,499 | $20,891,500 |
| Less estimated income | 237,017,455 | 237,044,955 | (4,953,250) | 232,691,705 | 232,691,705 | |
| General fund | $550,821,984 | $570,479,400 | ($66,106) | $569,813,294 | $548,921,794 | $20,891,500 |
| Division of Independent Study | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| Total all funds | $0 | $0 | $5,221,466 | $5,221,466 | $5,244,216 | ($22,750) |
| Less estimated income | | | 4,353,250 | 4,353,250 | 4,353,250 | |
| General fund | $0 | $0 | $868,216 | $868,216 | $890,966 | ($22,750) |
| State Library | | | | | | |
| Total all funds | $4,713,513 | $4,713,513 | $0 | $4,713,513 | $4,713,513 | $0 |
| Less estimated income | 1,598,857 | 1,598,857 | | 1,598,857 | 1,598,857 | |
| General fund | $3,114,656 | $3,114,656 | $0 | $3,114,656 | $3,114,656 | $0 |
| School for the Deaf | | | | | | |
| Total all funds | $6,075,925 | $6,075,925 | $74,000 | $6,149,925 | $6,173,050 | ($23,125) |
| Less estimated income | 1,095,624 | 1,095,624 | | 1,095,624 | 1,095,624 | |
| General fund | $4,980,301 | $4,980,301 | $74,000 | $5,054,301 | $5,077,426 | ($23,125) |
| School for the Blind | | | | | | |
| Total all funds | $3,332,292 | $3,408,612 | $66,200 | $3,472,812 | $3,490,375 | ($17,563) |
| Less estimated income | 1,283,501 | 1,357,821 | | 1,357,821 | 1,357,821 | |
| General fund | $2,048,791 | $2,048,791 | $66,200 | $2,114,991 | $2,132,554 | ($17,563) |
| Vocational Education | | | | | | |
| Total all funds | $0 | $0 | $13,000 | $13,000 | $0 | $13,000 |
| Less estimated income | | | | | | |
| General fund | $0 | $0 | $13,000 | $13,000 | $0 | $13,000 |
| Bill Total | | | | | | |
| Total all funds | $801,961,169 | $821,720,405 | $355,310 | $822,075,715 | $801,234,653 | $20,841,062 |
| Less estimated income | 240,995,437 | 241,097,257 | | 241,097,257 | 241,097,257 | |
| General fund | $560,965,732 | $580,623,148 | $355,310 | $580,978,458 | $560,137,396 | $20,841,062 |

## House Bill No. 1013 - Department of Public Instruction - Conference Committee Action

| | EXECUTIVE BUDGET | HOUSE VERSION | CONFERENCE COMMITTEE CHANGES | CONFERENCE COMMITTEE VERSION | SENATE VERSION | COMPARISON TO SENATE |
|---|---|---|---|---|---|---|
| Salaries and wages | $12,273,865 | $12,170,316 | ($3,185,168) | $8,985,148 | $9,085,148 | ($100,000) |
| Operating expenses | 17,431,193 | 17,031,193 | (1,721,113) | 15,310,080 | 15,210,080 | 100,000 |
| Equipment | 534,140 | 534,140 | (190,000) | 344,140 | 344,140 | |
| Capital improvements | 55,000 | 55,000 | (55,000) | | | |
| Grants - Foundation aid and transportation | 485,542,781 | 461,035,568 | 12,935,380 | 473,971,648 | 488,166,148 | (14,194,500) |
| Grants - Teacher compensation payments | | 46,640,055 | (11,604,055) | 35,036,000 | | 35,036,000 |
| Grants - Revenue supplement payments | 3,450,000 | 3,450,000 | (1,250,000) | 2,200,000 | 2,200,000 | |
| Grants - Tuition apportionment | 67,239,025 | 67,239,025 | | 67,239,025 | 67,239,025 | |
| Grants - Special education | 51,260,000 | 49,898,695 | | 49,898,695 | 49,898,695 | |
| Grants - Other grants | 149,970,455 | 149,350,263 | 70,000 | 149,420,263 | 149,420,263 | |
| Geographic education | 50,000 | 100,000 | | 100,000 | 50,000 | 50,000 |
| National board certification | 33,000 | 20,000 | (20,000) | | | |
| Total all funds | $787,839,439 | $807,524,355 | ($5,019,356) | $802,504,999 | $781,613,499 | $20,891,500 |
| Less estimated income | 237,017,455 | 237,044,955 | (4,353,250) | 232,691,705 | 232,691,705 | |
| General fund | $550,821,984 | $570,479,400 | ($666,106) | $569,813,294 | $548,921,794 | $20,891,500 |
| FTE | 131.95 | 130.95 | (35.70) | 95.25 | 95.25 | 0.00 |

## Dept. 201 - Department of Public Instruction - Detail of Conference Committee Changes

| | RESTORE FTE AND REDUCE OPERATING EXPENSES [1] | ADD FUNDING FOR DUES TO THE EDUCATION COMMISSION OF THE STATES [2] | REDUCE FUNDING FOR TITLE I TESTING [3] | ADD FUNDING FOR LIMITED ENGLISH PROFICIENCY PAYMENTS [4] | REDUCE SUPPLEMENTAL PAYMENTS [5] | RESTORE FUNDING FOR GOVERNOR'S SCHOOL [6] |
|---|---|---|---|---|---|---|
| Salaries and wages | | | | | | |
| Operating expenses | ($20,000) | $89,100 | ($71,715) | | | |
| Equipment | | | | | | |
| Capital improvements | | | | | | |
| Grants - Foundation aid and transportation | | | | $200,000 | | |
| Grants - Teacher compensation payments | | | | | | |
| Grants - Revenue supplement payments | | | | | ($1,250,000) | |
| Grants - Tuition apportionment | | | | | | |
| Grants - Special education | | | | | | |
| Grants - Other grants | | | | | | $60,000 |
| Geographic education | | | | | | |
| National board certification | | | | | | |
| Total all funds | ($20,000) | $89,100 | ($71,715) | $200,000 | ($1,250,000) | $60,000 |
| Less estimated income | | | | | | |
| General fund | ($20,000) | $89,100 | ($71,715) | $200,000 | ($1,250,000) | $60,000 |
| FTE | 1.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

| | REMOVE FUNDING FOR TEACHER CERTIFICATION PROGRAM [7] | ADD FUNDING FOR TEACHER CENTERS [8] | REMOVE INDEPENDENT STUDY [9] | REMOVE TEACHER COMPENSATION PAYMENTS AND INCREASE FOUNDATION AID [10] | ADD FTE FOR DEVELOPING SCHOOL DISTRICT COMPENSATION REPORT [11] | TOTAL CONFERENCE COMMITTEE CHANGES |
|---|---|---|---|---|---|---|
| Salaries and wages | | | ($3,185,168) | | | ($3,185,168) |
| Operating expenses | | | (1,718,498) | | | (1,721,113) |
| Equipment | | | (190,000) | | | (190,000) |
| Capital improvements | | | (55,000) | | | 55,000 |
| Grants - Foundation aid and transportation | | | | $12,735,380 | | $12,735,380 |
| Grants - Teacher compensation payments | | | | (11,604,055) | | (11,604,055) |
| Grants - Revenue supplement payments | | | | | | (1,250,000) |
| Grants - Tuition apportionment | | | | | | |
| Grants - Special education | | | | | | |
| Grants - Other grants | | $10,000 | | | | 10,000 |
| Geographic education | | | | | | |
| National board certification | ($20,000) | | | | | ($20,000) |
| Total all funds | ($20,000) | $10,000 | ($5,148,666) | $1,131,325 | $0 | ($5,019,356) |
| Less estimated income | | | (4,353,250) | | | (4,353,250) |
| General fund | ($20,000) | $10,000 | ($795,416) | $1,131,325 | $0 | ($666,106) |
| FTE | 0.00 | 0.00 | (37.70) | 0.00 | 1.00 | (36.70) |

[1] The Conference Committee amendment restores one FTE removed by the House and reduces operating expenses by $20,000. The Senate restored $100,000 to salaries and wages reduced by the House and the FTE position removed by the House. In addition, the Senate removed $120,000 from the operating expenses line item.

[2] The Conference Committee amendment includes the Senate change to add funding for dues to the Education Commission of the States.

[3] The House version of House Bill No. 1013 included a general fund appropriation of $1,289,643 for developing and administering standards-based assessments, as required for the state to be eligible to continue receiving federal Title I funding. The Department of Public Instruction has received a proposal to develop and administer the required tests at a cost of $1,212,928 for the 2001-03 biennium. In addition, the department has indicated that the cost of reporting the results, as required by House Bill No. 1293, will be an additional $5,000. The Conference Committee and Senate versions provide $1,217,928 to fully fund the federal Title I testing and the requirements of House Bill No. 1293.

[4] The Conference Committee and Senate versions increase the appropriation for limited English proficiency payments from $450,000 to $650,000 to provide for the payment levels specified in House Bill No. 1321.

[5] North Dakota Century Code (NDCC) Section 15-40.1-07.8 provides a formula for the distribution of supplemental payments to school districts. The formula limits the amount each district qualifies for and does not provide a mechanism to allow the distribution of any remaining funds. For the 1999-2001 biennium, the department estimates that $420,838 will remain unspent and will be general fund turnback. For the 2001-03 biennium the department estimates that the statutory formula will only allow the distribution of approximately $2.2 million. The House amended NDCC Section 15-40.1-07.8 to allow the department to adjust the formula to distribute all supplemental payment funds appropriated for the 1999-2001 biennium and future bienniums. The Senate and Conference Committee versions remove the statutory changes proposed by the House and reduce the appropriation accordingly.

[6] The Conference Committee amendment includes the Senate change to increase funding for the Governor's school program by $60,000, as included in the Schafer and Hoeven executive budget recommendations.

[7] The Schafer and Hoeven budget recommendations included $33,000 for the teacher certification program. The House reduced the funding to $20,000, which is the same as the amount appropriated for the 1999-2001 biennium. House Bill No. 1344 includes $41,500 for this program. Consequently, this amendment removes the funding from this bill.

[8] The Conference Committee amendment includes the Senate change to increase funding for teacher centers.

[9] In the Conference Committee and Senate versions, funding and FTE authority relating to the Division of Independent Study are removed from the Department of Public Instruction and reflected in a separate subdivision of the bill.

[10] The teacher compensation payments line item is reduced and foundation aid is increased to reflect the payment levels provided in House Bill No. 1344.

[11] House Bill No. 1344 appropriates $200,000 to the Department of Public Instruction for developing a school district employee compensation report. The appropriation provides salaries and related expenses for a new FTE position at the department.

## House Bill No. 1013 - Division of Independent Study - Conference Committee Action

| | EXECUTIVE BUDGET | HOUSE VERSION | CONFERENCE COMMITTEE CHANGES | CONFERENCE COMMITTEE VERSION | SENATE VERSION | COMPARISON TO SENATE |
|---|---|---|---|---|---|---|
| Salaries and wages | | | $3,257,968 | $3,257,968 | $3,280,718 | ($22,750) |
| Operating expenses | | | 1,718,498 | 1,718,498 | 1,718,498 | |
| Equipment | | | 190,000 | 190,000 | 190,000 | |
| Capital improvements | | | 55,000 | 55,000 | 55,000 | |
| Total all funds | $0 | $0 | $5,221,466 | $5,221,466 | $5,244,216 | ($22,750) |
| Less estimated income | | | 4,353,250 | 4,353,250 | 4,353,250 | |
| General fund | $0 | $0 | $868,216 | $868,216 | $890,966 | ($22,750) |
| FTE | 0.00 | 0.00 | 37.70 | 37.70 | 37.70 | 0.00 |

## Dept. 202 - Division of Independent Study - Detail of Conference Committee Changes

| | SEPARATE FUNDING FOR DIVISION OF INDEPENDENT STUDY [1] | ADD FUNDING FOR TEACHER COMPENSATION PAYMENTS [2] | TOTAL CONFERENCE COMMITTEE CHANGES |
|---|---|---|---|
| Salaries and wages | $3,185,168 | $72,800 | $3,257,968 |
| Operating expenses | 1,718,498 | | 1,718,498 |
| Equipment | 190,000 | | 190,000 |
| Capital improvements | 55,000 | | 55,000 |
| Total all funds | $5,148,666 | $72,800 | $5,221,466 |
| Less estimated income | 4,353,250 | | 4,353,250 |
| General fund | $795,416 | $72,800 | $868,216 |
| FTE | 37.70 | 0.00 | 37.70 |

[1] Funding for the Division of Independent Study is moved to a separate subdivision of the bill. The House version for the division is reduced by $400,000 ($115,285 for salaries, $4,715 for operating expenses, and $280,000 for grants) for a federal grant which the department has indicated must continue to be administered by the Department of Public Instruction after authority for the division is moved from the Department of Public Instruction to the Educational Technology Council, as provided in Senate Bill No. 2251.

[2] The Conference Committee amendment increases the salaries and wages line item by $72,800 (compared to $95,500 in the Senate version) to provide additional compensation payments of $1,750 per year for teachers at the Division of Independent Study.

## House Bill No. 1013 - School for the Deaf - Conference Committee Action

| | EXECUTIVE BUDGET | HOUSE VERSION | CONFERENCE COMMITTEE CHANGES | CONFERENCE COMMITTEE VERSION | SENATE VERSION | COMPARISON TO SENATE |
|---|---|---|---|---|---|---|
| Salaries and wages | $4,814,058 | $4,814,058 | $74,000 | $4,888,058 | $4,911,183 | ($23,125) |
| Operating expenses | 1,156,267 | 1,156,267 | | 1,156,267 | 1,156,267 | |
| Equipment | 60,190 | 60,190 | | 60,190 | 60,190 | |
| Capital improvements | 45,410 | 45,410 | | 45,410 | 45,410 | |
| Total all funds | $6,075,925 | $6,075,925 | $74,000 | $6,149,925 | $6,173,050 | ($23,125) |
| Less estimated income | 1,095,624 | 1,095,624 | | 1,095,624 | 1,095,624 | |
| General fund | $4,980,301 | $4,980,301 | $74,000 | $5,054,301 | $5,077,426 | ($23,125) |
| FTE | 53.10 | 53.10 | 0.00 | 53.10 | 53.10 | 0.00 |

## Dept. 252 - School for the Deaf - Detail of Conference Committee Changes

| | ADD FUNDING FOR TEACHER COMPENSATION PAYMENTS [1] | TOTAL CONFERENCE COMMITTEE CHANGES |
|---|---|---|
| Salaries and wages | $74,000 | $74,000 |
| Operating expenses | | |
| Equipment | | |
| Capital improvements | | |
| Total all funds | $74,000 | $74,000 |
| Less estimated income | | |
| General fund | $74,000 | $74,000 |
| FTE | 0.00 | 0.00 |

[1] The Conference Committee amendment increases the salaries and wages line item by $74,000 (compared to $37,125 in the Senate version) to provide additional compensation payments for teachers at the School for the Deaf.

## House Bill No. 1013 - School for the Blind - Conference Committee Action

| | EXECUTIVE BUDGET | HOUSE VERSION | CONFERENCE COMMITTEE CHANGES | CONFERENCE COMMITTEE VERSION | SENATE VERSION | COMPARISON TO SENATE |
|---|---|---|---|---|---|---|
| Salaries and wages | $2,594,638 | $2,668,958 | $56,200 | $2,725,158 | $2,742,721 | ($17,563) |
| Operating expenses | 652,238 | 652,238 | 10,000 | 662,238 | 662,238 | |
| Equipment | 60,000 | 60,000 | | 60,000 | 60,000 | |
| Capital improvements | 25,416 | 25,416 | | 25,416 | 25,416 | |
| Total all funds | $3,332,292 | $3,406,612 | $66,200 | $3,472,812 | $3,490,375 | ($17,563) |
| Less estimated income | 1,283,501 | 1,357,821 | | 1,357,821 | 1,357,821 | |
| General fund | $2,048,791 | $2,048,791 | $66,200 | $2,114,991 | $2,132,554 | ($17,563) |
| FTE | 28.00 | 29.00 | 0.00 | 29.00 | 29.00 | 0.00 |

**Dept. 253 - School for the Blind - Detail of Conference Committee Changes**

| | ADD FUNDING FOR TEACHER COMPENSATION PAYMENTS [1] | ADD OPERATING EXPENSES FOR NEW FTE AND OTHER COSTS [2] | TOTAL CONFERENCE COMMITTEE CHANGES |
|---|---|---|---|
| Salaries and wages | $56,200 | | $56,200 |
| Operating expenses | | $10,000 | 10,000 |
| Equipment | | | |
| Capital improvements | | | |
| Total all funds | $56,200 | $10,000 | $66,200 |
| Less estimated income | | | |
| General fund | $56,200 | $10,000 | $66,200 |
| FTE | 0.00 | 0.00 | 0.00 |

[1] The Senate amendment increases the salaries and wages line item by $56,200 (compared to $73,762 in the Senate version) to provide additional compensation payments for teachers at the School for the Blind.

[2] The House added a new training officer II position. The Senate amendment adds $10,000 for operating expenses relating to the position and for other costs incurred by the agency.

This amendment changes Section 7 of the engrossed bill, which limits the number of FTE positions to be included in the department's 2003-05 biennium base budget request, to reflect the removal of the FTE positions relating to the Division of Independent Study and other FTE changes. The base budget request for the 2003-05 biennium will be limited to 94.25 FTE, one less than the Conference Committee version for the 2001-03 biennium.

This amendment also adds new sections as follows:

- Section 4 directs the Department of Public Instruction to use $20,000 of the amount appropriated for operating expenses to fund the Red River Valley writing project. The Schafer and Hoeven executive recommendations and the House version included $10,000 for this project. The Senate amendment directs the department to spend an additional $10,000 for this project but does not provide additional funding.

- Section 5 directs the department to spend $1,217,928 of the amount appropriated for operating expenses to develop and administer student tests aligned with the state content standards and to report the results of the tests.

- Section 6 provides that, in addition to other salary increases appropriated by the Legislative Assembly, teachers at the Division of Independent Study, the School for the Blind, and the School for the Deaf will be provided salary increases of $1,000 for the first year of the biennium and an additional $2,000 for the second year of the biennium (total of $4,000 per teacher for the biennium). The Senate version provided a total of $5,250 per teacher for the biennium. The amounts included in the salaries and wages line items for the respective agencies are:

  Division of Independent Study - $72,800

  School for the Deaf - $74,000

  School for the Blind - $56,200

- Sections 15 and 17 increase the reimbursement rate from 25 cents to 35 cents per mile for in-city busing for schoolbuses with a capacity of 10 or more students.

- Section 18, which appropriates $13,000 from the general fund to the State Board for Vocational and Technical Education for grants.

Date: April 28, 01
Roll Call Vote #

**2001 HOUSE STANDING COMMITTEE ROLL CALL VOTES**
**BILL/RESOLUTION NO.**

House _____ Committee

☐ Subcommittee on _____

*or*

☒ Conference Committee

Legislative Council Amendment Number 18013.0218

Action Taken Rec pass on Hms. dms. to

Motion Made By Senator Holmberg Seconded By Senator Cook

| Representatives | Yes | No | SENATORS | Yes | No |
|---|---|---|---|---|---|
| Rep. Monson | ✓ | | Senator Holmberg | ✓ | |
| Rep Aarsvold | ✓ | | Senator Cook | ✓ | |
| Rep. Kelsch | ✓ | | Senator Kilzer | ✓ | |
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| | | | | | |
| | | | | | |

Total (Yes) 6 No 0

Absent 0

Floor Assignment Rep Monson

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

## SECOND READING OF SENATE BILL

**SB 2003:** A BILL for an Act to provide an appropriation for defraying the expenses of the North Dakota university system; to provide for legislative council studies; to provide statements of legislative intent; to authorize the University of North Dakota to purchase certain land in Grand Forks County; to amend and reenact sections 15-10-12, 54-44.1-04, subsection 7 of section 54-44.1-06, and section 54-44.1-11 of the North Dakota Century Code, relating to higher education institutions' special revenue funds, budget requests and block grant appropriations, and unexpended appropriations; to repeal section 2 of House Bill No. 1283, section 2 of House Bill No. 1444, and section 22 of chapter 37 of the 1999 Session Laws, relating to a technology occupations student loan program, a student loan forgiveness program, and the university of North Dakota winter sports facility maintenance fund; to provide an expiration date; and to declare an emergency

## ROLL CALL

The question being on the final passage of the amended bill, which has been read, and has committee recommendation of DO PASS, the roll was called and there were 82 YEAS, 9 NAYS, 0 EXCUSED, 7 ABSENT AND NOT VOTING.

**YEAS:** Aarsvold; Bellew; Belter; Berg; Boucher; Brandenburg; Brekke; Brusegaard; Carlisle Carlson; Clark; Cleary; DeKrey; Delmore; Devlin; Disrud; Dosch; Eckre; Ekstrom Fairfield; Froelich; Froseth; Galvin; Glassheim; Grande; Grosz; Grumbo; Gulleson Gunter; Hanson; Hawken; Herbel; Huether; Hunskor; Johnson, D.; Johnson, N.; Kasper Keiser; Kelsch, R.; Kelsh, S.; Kerzman; Kingsbury; Klein, F.; Klein, M.; Klemin; Klinisky Koppang; Kretschmar; Kroeber; Lemieux; Mahoney; Maragos; Martinson; Meier Metcalf; Monson; Mueller; Nelson; Nicholas; Niemeier; Nottestad; Onstad; Pietsch; Pollert; Price; Rennerfeldt; Sandvig; Severson; Svedjan; Thoreson, B.; Thoreson, L.; Thorpe; Tieman; Timm; Wald; Warner; Weiler; Weiss; Wentz; Wikenheiser; Winrich; Speaker Bernstein

**NAYS:** Boehm; Byerly; Delzer; Drovdal; Haas; Kempenich; Porter; Ruby; Skarphol

**ABSENT AND NOT VOTING:** Jensen; Koppelman; Lloyd; Renner; Schmidt; Solberg; Wrangham

Engrossed SB 2003 passed and the title was agreed to

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## REPORT OF CONFERENCE COMMITTEE

**HB 1013, as engrossed:** Your conference committee (Sens. Holmberg, Cook, Robinson and Reps. Monson, R. Kelsch, Aarsvold) recommends that the **SENATE RECEDE** from the Senate amendments on HJ pages 1618-1625, adopt further amendments as follows and place HB 1013 on the Seventh order

That the Senate recede from its amendments as printed on pages 1618-1625 of the House Journal and pages 1479-1485 of the Senate Journal and that Engrossed House Bill No. 1013 be amended as follows

Page 1, line 2, after "instruction" insert ", the division of independent study", remove "and" and after "library" insert ", and the state board for vocational and technical education"

Page 1, line 3, after the semicolon insert "and" and replace "4" with "1"

Page 1, line 4, replace "15-40.1-07.8" with "15-40.1-16", replace "4" with "1", and replace "15.1-27-11" with "15.1-27-26"

Page 1, line 5, replace "supplemental" with "transportation"

Page 1, line 6, remove ", and to declare an emergency"

Page 1, line 11, after the second comma insert "the division of independent study,"

Page 1, line 16, replace "12,170,316" with "8,985,148"

Page 1, line 17, replace "17,031,193" with "15,310,080"

Page 1, line 18, replace "534,140" with "344,140"

Page 1, remove line 19



Page 1, line 20, replace "461,035,668" with "473,971,648"

Page 1, line 21, replace "46,640,055" with "35,036,000"

Page 1, line 22, replace "3,450,000" with "2,200,000"

Page 2, line 1, replace "149,350,263" with "149,420,263"

Page 2, line 2, replace "100,000" with "100,000"

Page 2, remove line 3

Page 2, line 4, replace "807,524,355" with "802,504,999"

Page 2, line 5, replace "237,044,955" with "232,681,705"

Page 2, line 6, replace "570,479,400" with "569,813,294"

Page 2, after line 6, insert

"Subdivision 2

DIVISION OF INDEPENDENT STUDY

| | |
|---|---|
| Salaries and wages | $3,257,968 |
| Operating expenses | 1,718,496 |
| Equipment | 190,000 |
| Capital improvements | 55,000 |
| Total all funds | $5,221,466 |
| Less estimated income | 4,353,250 |
| Total general fund appropriation | $868,216" |

Page 2, line 7, replace "2" with "3"

Page 2, line 16, replace "3" with "4"

Page 2, line 18, replace "4,814,058" with "4,886,058"

Page 2, line 22, replace "6,075,925" with "6,149,925"

Page 2, line 24, replace "4,980,301" with "5,054,301"

Page 2, line 25, replace "4" with "5"

Page 2, line 27, replace "2,668,958" with "2,725,758"

Page 2, line 28, replace "652,238" with "662,238"

Page 2, line 31, replace "3,406,612" with "3,472,812"

Page 3, line 2, replace "2,048,791" with "2,114,991"

Page 3, line 3, replace "580,623,148" with "580,978,458"

Page 3, line 5, replace "821,720,405" with "822,075,715"

Page 3, replace lines 18 through 31 with

"**SECTION 4. RED RIVER VALLEY WRITING PROJECT.** The operating expenses line item in subdivision 1 of section 1 of this Act includes $20,000 from the general fund which must be used to support the Red River valley writing project during the biennium beginning July 1, 2001, and ending June 30, 2003

**SECTION 5. STANDARDS-BASED STUDENT TESTING.** The operating expenses line item in subdivision 1 of section 1 of this Act includes $1,217,928 from the general fund which must be used to develop and administer student tests aligned with the state content standards and to report the results of the tests during the biennium beginning July 1, 2001, and ending June 30, 2003

**SECTION 6. COMPENSATION PAYMENTS TO TEACHERS AT STATE INSTITUTIONS.** In addition to amounts otherwise appropriated for salary increases for teachers at the division of independent study, the school for the deaf, and the school for the blind, the amounts appropriated for salaries and wages in subdivisions 2, 4, and 5 of section 1 of this Act include the following general fund amounts which must be used to increase teacher compensation by $1,000 per year the first year of the biennium and by an additional $2,000 per year the second year of the biennium:

| | |
|---|---|
| Division of independent study | $72,800 |
| School for the deaf | $74,000 |
| School for the blind | $56,200" |

Page 4, remove lines 1 through 6

Page 4, line 10, replace "129.95" with "54.25"

Page 5, line 6, remove "These grants must be administered under the direction of the educational"

Page 5, remove line 7

Page 5, line 10, replace "$450,000" with "$650,000"

Page 5, line 21, replace "2" with "3"

Page 5, line 25, replace "4" with "5"

Page 5, replace lines 28 through 30 with:

"**SECTION 15. AMENDMENT.** If House Bill No. 1045 does not become effective, subsection 1 of section 15.40.1-16 of the 1999 Supplement to the North Dakota Century Code is amended and reenacted as follows:

1. There must be paid from state funds to each school district providing schoolbus transportation in contract schoolbuses or in district-owned and operated schoolbuses, and to school districts with students riding commercial buses to and from school, the following amounts:

   a. For schoolbuses and school vehicles transporting students who live outside the incorporated limits of the city in which the students' school is located, a sum equal to twenty-five cents per mile [1.61 kilometers] for vehicles having a capacity of nine or fewer students and sixty-seven cents per mile [1.61 kilometers] for schoolbuses having a capacity of ten or more students ~~and~~, for schoolbuses and school vehicles having a capacity of nine or fewer students and transporting students who live within the incorporated limits of a city in which the students' school is located, a sum equal to twenty-five cents per mile [1.61 kilometers], and for schoolbuses and school vehicles having a capacity of ten or more students and transporting students who live within the incorporated limits of a city in which the students' school is located, a sum equal to thirty-five cents per mile [1.61 kilometers]. School districts qualifying for payments for buses having a capacity of ten or more students are entitled to an amount equal to forty cents per day for each public school student living outside the city limits who is transported in such buses.

   b. For students who ride schoolbuses or commercial buses to or from school and who live within the incorporated limits of the city within which the school that the students attend is located, a sum equal to twenty cents per student per one-way trip.

   The mileage payments provided for in this subsection must be made to each school district for transporting students to and from school. Payments may be made only to school districts operating schoolbuses in accordance with the laws of this state relating to standards for schoolbuses, and to the qualifications of schoolbus drivers. Certification as to compliance with the laws of this state in regard to schoolbuses and their drivers must be made in such manner and detail as the superintendent of public instruction may require at the time an application is made for payments provided under this subsection."



Page 6, remove lines 1 through 4

Page 6, replace lines 12 through 30 with:

"**SECTION 17. AMENDMENT.** Subsection 1 of section 15.1-27.26 of the North Dakota Century Code as created by House Bill No. 1045, as approved by the fifty-seventh legislative assembly, is amended and reenacted as follows:

1. Each school district providing transportation to students in contract schoolbuses or in district-owned and operated schoolbuses, and each school district with students riding commercial buses to and from school is entitled to receive the following amounts:

   a. Twenty-five cents per mile [1.61 kilometers] for each schoolbus and school vehicle having a capacity of nine or fewer students and transporting students who reside outside the incorporated limits of the city in which the students' school is located.

   b. Sixty-seven cents per mile [1.61 kilometers] for each schoolbus and school vehicle having a capacity of ten or more students and transporting students who reside outside the incorporated limits of the city in which the students' school is located.

   c. Twenty-five cents per mile [1.61 kilometers] for each schoolbus and school vehicle having a capacity of nine or fewer students and transporting students who reside within the incorporated limits of a city in which the students' school is located.

   d. Thirty-five cents per mile [1.61 kilometers] for each schoolbus and school vehicle having a capacity of ten or more students and transporting students who reside within the incorporated limits of a city in which the students' school is located.

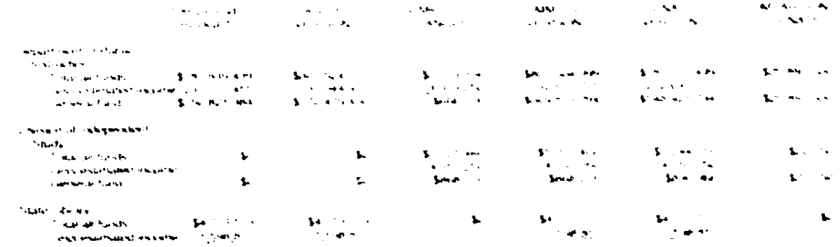
   e. Twenty cents for each one-way trip by a student who rides a schoolbus or a commercial bus to or from school and who resides within the incorporated limits of the city in which the student's school is located.

**SECTION 18. APPROPRIATION - STATE BOARD FOR VOCATIONAL AND TECHNICAL EDUCATION.** There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of $[illegible] or so much of the sum as may be necessary, to the state board for vocational and technical education for the purpose of providing grants to support vocational education programs for the biennium beginning July 1, 2001, and ending June 30, 2003."

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT

House Bill No. 1013 - Summary of Conference Committee Action



House Bill No. 1013 - Department of Public Instruction - Conference Committee Action

Dept. 201 - Department of Public Instruction - Detail of Conference Committee Changes



House Bill No. 1013 - Division of Independent Study - Conference Committee Action

Dept. 202 - Division of Independent Study - Detail of Conference Committee Changes

| | | | |
|---|---|---|---|
| Other estimated income | $4,350,256 | | $4,350,256 |
| General fund | $794,415 | $72,600 | $866,215 |
| FTE | 37.70 | 0.00 | 37.70 |

Funding for the Division of Independent Study is moved to a separate subdivision of the bill. The House version for the division is reduced by $400,000 ($115,280 for salaries, $4,715 for operating expenses, and $280,005 for grants) for a federal grant which the department has indicated must continue to be administered by the Department of Public Instruction after authority for the division is moved from the Department of Public Instruction to the Educational Technology Council, as provided in Senate Bill No. 2251.

The Conference Committee amendment increases the salaries and wages line item by $72,600 (compared to $36,500 in the Senate version) to provide additional compensation payments of $1,750 per year for teachers at the Division of Independent Study.

## House Bill No. 1013 - School for the Deal - Conference Committee Action

| | [illegible] Budget | House Version | Conference Committee Changes | Conference Committee Version | Senate Version | Increase (Decrease) from Base Budget |
|---|---|---|---|---|---|---|
| Salaries and wages | $4,914,058 | $4,914,058 | $74,000 | $4,988,058 | $4,914,058 | ($74,000) |
| Operating expenses | 1,756,267 | 1,756,267 | | 1,756,267 | 1,756,267 | |
| Grants | 62,700 | 62,700 | | 62,700 | 62,700 | |
| Capital improvements | 45,470 | 45,470 | | 45,470 | 45,470 | |
| Total all funds | $6,778,495 | $6,778,495 | $74,000 | $6,852,495 | $6,778,495 | ($74,000) |
| Less estimated income | 1,999,624 | 1,999,624 | | 1,999,624 | 1,999,624 | |
| General fund | $4,778,871 | $4,778,871 | $74,000 | $4,852,871 | $4,778,871 | ($74,000) |
| FTE | 53.10 | 53.10 | 0.00 | 53.10 | 53.10 | 0.00 |

## Dept. 252 - School for the Deaf - Detail of Conference Committee Changes

| | Adds Funding for Salary Increases and Benefits Payments [1] | TOTAL Conference Committee Changes [2] |
|---|---|---|
| Salaries and wages | $74,000 | $74,000 |
| Operating expenses | | |
| Grants | | |
| Capital improvements | | |
| Total all funds | $74,000 | $74,000 |
| Less estimated income | | |
| General fund | $74,000 | $74,000 |
| FTE | 0.00 | 0.00 |

[illegible] Conference Committee amendment increases the salaries and wages line item by $74,000 (compared to $36,500 in the Senate version) to provide additional compensation payments of $1,750 per year for teachers at the School for the Deaf.

## House Bill No. 1013 - School for the Blind - Conference Committee Action

| | [illegible] Budget | House Version | Conference Committee Changes | Conference Committee Version | Senate Version | Increase (Decrease) from Base Budget |
|---|---|---|---|---|---|---|
| Salaries and wages | $3,[illegible] | $3,[illegible] | $74,000 | $3,[illegible] | $3,[illegible] | $74,000 |
| Operating expenses | [illegible] | [illegible] | | [illegible] | [illegible] | |
| Grants | [illegible] | [illegible] | | [illegible] | [illegible] | |
| Capital improvements | [illegible] | [illegible] | | [illegible] | [illegible] | |
| Total all funds | $3,[illegible] | $3,[illegible] | $74,000 | $3,[illegible] | $3,[illegible] | $74,000 |
| Less estimated income | [illegible] | [illegible] | | [illegible] | [illegible] | |
| General fund | $3,[illegible] | $3,[illegible] | $74,000 | $3,[illegible] | $3,[illegible] | $74,000 |
| FTE | [illegible] | [illegible] | 0.00 | [illegible] | [illegible] | 0.00 |

## Dept. 253 - School for the Blind - Detail of Conference Committee Changes

| | Adds Funding for Salary Increases and Benefits Payments [1] | Adds Funding for Salary Increases and Benefits Payments [2] | TOTAL Conference Committee Changes [3] |
|---|---|---|---|
| Salaries and wages | $74,000 | $[illegible] | $74,000 |
| Operating expenses | | | |
| Grants | | | |
| Capital improvements | | | |
| Total all funds | $74,000 | $[illegible] | $74,000 |
| Less estimated income | | | |
| General fund | $74,000 | $[illegible] | $74,000 |
| FTE | 0.00 | 0.00 | 0.00 |

[1] The Senate amendment increases the salaries and wages line item by $36,500 (compared to $37,500 in the Senate version) to provide additional compensation payments for teachers at the School for the Blind.

[2] The House added a new training officer II position. The Senate amendment adds $10,000 for operating expenses relating to the position and to other costs incurred by the agency.



This amendment changes Section 7 of the engrossed bill, which limits the number of FTE positions to be included in the department's 2003-05 biennium base budget request, to reflect the removal of the FTE positions relating to the Division of Independent Study and other FTE changes. The base budget request for the 2003-05 biennium will be limited to 54.25 FTE, one less than the Conference Committee version for the 2001-03 biennium.

This amendment also adds new sections as follows:

- Section 4 directs the Department of Public Instruction to use $20,000 of the amount appropriated for operating expenses to fund the Red River Valley writing project. The Senate and Governor executive recommendations and the House version included $10,000 for this project. The Senate amendment directs the department to spend an additional $10,000 for this project but does not provide additional funding.

- Section 5 directs the department to spend $1,[illegible] of the amount appropriated for operating expenses to develop and administer student tests aligned with the state content standards and to report the results of the tests.

- Section 6 provides that, in addition to other salary increases appropriated by the Legislative Assembly, teachers at the Division of Independent Study, the School for the Blind, and the School for the Deaf will be provided salary increases of $1,000 for the first year of the biennium and an additional $2,000 for the second year of the biennium (total of $4,000 per teacher for the biennium). The Senate version provided a total of $5,250 per teacher for the biennium. The amounts included in the salaries and wages line items for the respective agencies are:

  Division of Independent Study $[illegible]
  School for the Deaf $[illegible]
  School for the Blind $[illegible]

- [illegible] the [illegible] appropriation the monthly payment rate [illegible] cents per mile for [illegible] [illegible] [illegible]

2001 TESTIMONY

HB 1013

Prepared by the North Dakota Legislative Council staff for House Appropriations
January 3, 2001

## Department 201 - Department of Public Instruction
## House Bill No. 1013

| | FTE Positions | General Fund | Other Funds | Total |
|---|---|---|---|---|
| 2001-03 Executive Budget | 131.95 | $550,821,984 | $237,017,455 | $787,839,439 |
| 1999-2001 Legislative Appropriations | 131.95 | 547,053,909 | 204,269,173 | 751,323,082 |
| Increase (Decrease) | 0.00 | $3,768,075 | $32,748,282 | $36,516,357 |

The 1999-2001 appropriation amounts include $191,664, of which $67,082 is from the general fund, for the agency's share of the $5.4 million funding pool appropriated to the Office of Management and Budget (OMB) for special market equity adjustments for classified employees and $7,902, of which $1,182 is from the general fund, for the agency's share of the $1.4 million funding pool appropriated to OMB for assisting agencies in providing $35 per month minimum salary increases in July 1999 and July 2000. The 1999-2001 appropriation amounts do not include additional other funds spending authority of $1,736,469 authorized by the Emergency Commission during the 1999-2001 biennium and general fund spending authority of $70,400 carried over from the 1997-99 biennium pursuant to Section 12 of 1999 Senate Bill No. 2013.

### Major Items Affecting Department of Public Instruction 2001-03 Budget

| | General Fund | Other Funds | Total |
|---|---|---|---|
| **Grants** | | | |
| 1. Increases by 1.4 percent, from $479,006,259 to $485,542,761, funding for foundation aid (including transportation aid and payments for limited English proficient students). | $6,536,502 | | $6,536,502 |
| 2. Increases by 25.6 percent, from $53,528,217 to $67,239,025, spending authority for tuition fund payments to schools to reflect the executive recommendation that the Board of University and School Lands distribute all income relating to tobacco settlement proceeds deposited in the common schools trust fund. | | $13,710,808 | $13,710,808 |
| 3. Increases by 11.3 percent, from $3.1 million to $3.45 million, funding for supplemental revenue payments to schools pursuant to North Dakota Century Code Section 15-40.1-07.8. | $350,000 | | $350,000 |
| 4. Increases by 10 percent, from $46.6 million to $51.26 million, funding for general fund special education grants. | $4,660,000 | | $4,660,000 |
| 5. Removes funding for supplemental payments to certain districts with declining enrollment and to all districts on the basis of average daily membership (ADM) (1999 Senate Bill No. 2162). | ($3,500,000) | | ($3,500,000) |
| 6. Removes funding for grants to the SENDIT computer network (a general fund appropriation of $1,973,669 is included in the recommended appropriation for the Information Technology Department). | ($496,669) | ($50,000) | ($546,669) |
| 7. Removes funding for general fund grants distributed by the Educational Telecommunications Council (a general fund appropriation of $3.5 million is included in the recommended appropriation for the Information Technology Department). | ($6,000,000) | | ($6,000,000) |
| 8. Provides funding for a grant to the quality schools fund, which is also appropriated in House Bill No. 1157 to the Quality Schools Commission for expenses of the commission in implementing a quality assessment process for North Dakota elementary and secondary schools. | $575,192 | | $575,192 |
| 9. Increases, from $145,000 to $205,000, funding for the Governor's school program. | $60,000 | | $60,000 |
| 10. Increases, from $20,000 to $33,000, funding for the teacher certification program. | $13,000 | | $13,000 |

| | | | |
|---|---|---|---|
| 11. Increases, from $23,780 to $33,117, funding for FINDET to replace federal school-to-work funds which were previously used to support the program but are no longer available. | $9,337 | | $9,337 |
| 12. Increases by 8.3 percent, from $135.3 million (adjusted appropriation amount) to $146.5 million, federal funding for grants to reflect changes in the following federal programs: | | | |
| School food services | | ($2,234,250) | ($2,234,250) |
| Class-size reduction | | 941,892 | 941,892 |
| Adult education | | 624,563 | 624,563 |
| Aids prevention programs | | 260,500 | 260,500 |
| Special education - Individuals With Disabilities Education Act (IDEA) Part B | | 6,280,852 | 6,280,852 |
| Special education - IDEA Part D | | (250,000) | (250,000) |
| Special education - Preschool programs | | 260,893 | 260,893 |
| Special education - State improvement | | 600,000 | 600,000 |
| Title I | | 5,137,671 | 5,137,671 |
| Drug-free schools | | (653,244) | (653,244) |
| Other | | 267,633 | 267,633 |
| Total federal grants changes | | $11,236,510 | $11,236,510 |
| **Operating expenses** | | | |
| 13. Removes funding for dues to the Education Commission of the States. | ($40,000) | | ($40,000) |
| 14. Increases federal funds spending authority to reflect a federal grant anticipated to be available to fund information technology improvements relating to school nutrition programs. | | $150,000 | $150,000 |
| 15. Provides funding for the development of a student data base. | $412,500 | | $412,500 |
| 16. Provides funding to reflect an anticipated increase, from $403,643 to $453,643, in costs relating to the standardized achievement testing program. | $50,000 | | $50,000 |
| 17. Increases, from $1.3 million to $6.8 million, federal funds spending authority for operating expenses for the school improvement division to reflect federal grants anticipated to be available to contract with teachers for the development of curriculum and instructional strategies, to provide professional development for teachers, and for other school improvement activities | | $5,498,776 | $5,498,776 |
| 18. Provides funding for the design and implementation of a standards-based assessment program for reading and mathematics for students in grades 4, 8, and 12, as required to allow the state to continue receiving federal Title I funding. | $836,000 | | $836,000 |
| 19. Decreases by 4.4 percent, from $1,773,201 to $1,695,713, funding for operating expenses of the Division of Independent Study. | | ($77,488) | ($77,488) |
| **Salaries and wages** | | | |
| 20. Provides funding for an equity salary increase of $522 per month for the Superintendent of Public Instruction effective January 1, 2002 (the amount included in the executive budget is $3,549 more than the required amount of $10,979). | $14,528 | | $14,528 |
| 21. Provides funding for salary equity adjustments, in addition to the executive budget compensation package, to increase salaries to new pay range minimums established by Central Personnel. | $405 | $31,382 | $31,787 |
| **Other** | | | |
| 22. Increases by 7.7 percent, from $496,036 to $534,140, funding for equipment ($59,228 increase for the Division of Independent Study; $21,124 decrease for all other divisions). | ($11,274) | $49,378 | $38,104 |
| 23. Provides funding to resurface the roof of the Division of Independent Study building. | $27,500 | $27,500 | $55,000 |

## Major Legislation Affecting the Department of Public Instruction

**House Bill No. 1141 - Reorganization bonuses** - This bill provides that school districts may receive an advance of $15,000 per district for the purpose of studying and planning for reorganization. If the districts reorganize, the money advanced will be deducted from their reorganization bonus. If the districts do not reorganize, the money advanced does not have to be repaid. The bill also provides that reorganization bonuses for the 2001-03 biennium will be paid from moneys appropriated by the 2001 Legislative Assembly for foundation aid, if money is available after all statutory obligations have been met. Reorganization bonus payments are limited to a total of $5 million for the biennium and no more than $500,000 per reorganized district.

**House Bill No. 1145 - Weighting factors** - This bill adjusts the weighting factors used to distribute foundation aid payments. The intent of the executive recommendation is to adjust weighting factors for the first year of the 2001-03 biennium by 85 percent of the difference between the statutory factor and the factor representing the five-year average cost of education, as determined by the Department of Public Instruction. Weighting factors for the second year of the biennium are intended to be the factor representing the five-year average cost of education. Current law provides that weighting factors are adjusted by 75 percent of the difference between the statutory factor and the five-year average cost of education.

**House Bill No. 1146 - Per student payments** - This bill increases per student foundation aid payments from $2,230 in 2000-01 to $2,323 in 2001-02 and to $2,420 in 2002-03.

**House Bill No. 1157 - Quality Schools Commission** - This bill establishes a Quality Schools Commission to implement and direct a quality assessment process for elementary and secondary schools in the state. The bill also creates a quality schools fund and appropriates to the commission $575,192 from the fund. House Bill No. 1013 appropriates $575,192 from the general fund to the Department of Public Instruction for a grant which will be transferred to the quality schools fund.

Prepared by the North Dakota Legislative Council staff for Senate Appropriations
March 7, 2001

**Department 201 - Department of Public Instruction**
**House Bill No. 1013**

| | FTE Positions | General Fund | Other Funds | Total |
|---|---|---|---|---|
| 2001-03 Schafer Executive Budget | 131.95 | $550,821,984 | $237,017,455 | $787,839,439 |
| 1999-2001 Legislative Appropriations | 131.95 | 547,053,909 | 204,269,173 | 751,323,082 |
| Increase (Decrease) | 0.00 | $3,768,075 | $32,748,282 | $36,516,357 |
| 2001-03 Hoeven Executive Budget | 131.95 | $570,605,949 | $237,044,955 | $807,650,904 |
| Hoeven Increase (Decrease) to Schafer | 0.00 | $19,783,965 | $27,500 | $19,811,465 |

The 1999-2001 appropriation amounts include $191,664, of which $67,082 is from the general fund, for the agency's share of the $5.4 million funding pool appropriated to the Office of Management and Budget (OMB) for special market equity adjustments for classified employees and $7,902, of which $1,182 is from the general fund, for the agency's share of the $1.4 million funding pool appropriated to OMB for assisting agencies in providing $35 per month minimum salary increases in July 1999 and July 2000. The 1999-2001 appropriation amounts do not include additional other funds spending authority of $1,736,469 authorized by the Emergency Commission during the 1999-2001 biennium and general fund spending authority of $70,400 carried over from the 1997-99 biennium pursuant to Section 12 of 1999 Senate Bill No. 2013.

**Major Schafer Recommendations Affecting Department of Public Instruction 2001-03 Budget**

| | General Fund | Other Funds | Total |
|---|---|---|---|
| **Grants** | | | |
| 1. Increases by 1.4 percent, from $479,006,259 to $485,542,761, funding for foundation aid (including transportation aid and payments for limited English proficient students). (The House reduced the appropriation for foundation aid by $24,507,093, to $461,035,668.) | $6,536,502 | | $6,536,502 |
| 2. Increases by 25.6 percent, from $53,528,217 to $67,239,025, spending authority for tuition fund payments to schools to reflect the executive recommendation that the Board of University and School Lands distribute all income relating to tobacco settlement proceeds deposited in the common schools trust fund. | | $13,710,808 | $13,710,808 |
| 3. Increases by 11.3 percent, from $3.1 million to $3.45 million, funding for supplemental revenue payments to schools pursuant to North Dakota Century Code Section 15-40.1-07.8. | $350,000 | | $350,000 |
| 4. Increases by 10 percent, from $46.6 million to $51.26 million, funding for general fund special education grants. (The House reduced the appropriation for special education by $1,361,305, to $49,898,695.) | $4,660,000 | | $4,660,000 |
| 5. Removes funding for supplemental payments to certain districts with declining enrollment and to all districts on the basis of average daily membership (ADM) (1999 Senate Bill No. 2162). | ($3,500,000) | | ($3,500,000) |
| 6. Removes funding for grants to the SENDIT computer network (a general fund appropriation of $1,973,669 is included in the recommended appropriation for the Information Technology Department). | ($496,669) | ($50,000) | ($546,669) |
| 7. Removes funding for general fund grants distributed by the Educational Telecommunications Council (a general fund appropriation of $3.5 million is included in the recommended appropriation for the Information Technology Department). | ($6,000,000) | | ($6,000,000) |

| | | | |
|---|---|---|---|
| 8. Provides funding for a grant to the quality schools fund, which is also appropriated in House Bill No. 1157 to the Quality Schools Commission for expenses of the commission in implementing a quality assessment process for North Dakota elementary and secondary schools. (The House removed this funding.) | $575,192 | | $575,192 |
| 9. Increases, from $145,000 to $205,000, funding for the Governor's school program. (The House reduced funding for the Governor's school by $60,000, to $145,000.) | $60,000 | | $60,000 |
| 10. Increases, from $20,000 to $33,000, funding for the teacher certification program. (The House reduced funding for the teacher certification program by $13,000, to $20,000.) | $13,000 | | $13,000 |
| 11. Increases, from $23,780 to $33,117, funding for FINDET to replace federal school-to-work funds which were previously used to support the program but are no longer available. | $9,337 | | $9,337 |
| 12. Increases by 8.3 percent, from $135.3 million (adjusted appropriation amount) to $146.5 million, federal funding for grants to reflect changes in the following federal programs: | | | |
| School food services | | ($2,234,250) | ($2,234,250) |
| Class-size reduction | | 941,892 | 941,892 |
| Adult education | | 624,563 | 624,563 |
| Aids prevention programs | | 260,500 | 260,500 |
| Special education - Individuals With Disabilities Education Act (IDEA) Part B | | 6,280,852 | 6,280,852 |
| Special education - IDEA Part D | | (250,000) | (250,000) |
| Special education - Preschool programs | | 260,893 | 260,893 |
| Special education - State improvement | | 600,000 | 600,000 |
| Title I | | 5,137,671 | 5,137,671 |
| Drug-free schools | | (653,244) | (653,244) |
| Other | | 267,633 | 267,633 |
| Total federal grants changes | | $11,236,510 | $11,236,510 |
| **Operating expenses** | | | |
| 13. Removes funding for dues to the Education Commission of the States. | ($40,000) | | ($40,000) |
| 14. Increases federal funds spending authority to reflect a federal grant anticipated to be available to fund information technology improvements relating to school nutrition programs. | | $150,000 | $150,000 |
| 15. Provides funding for the development of a student data base. (The House removed this funding.) | $412,500 | | $412,500 |
| 16. Provides funding to reflect an anticipated increase, from $403,643 to $453,643, in costs relating to the standardized achievement testing program. | $50,000 | | $50,000 |
| 17. Increases, from $1.3 million to $6.8 million, federal funds spending authority for operating expenses for the school improvement division to reflect federal grants anticipated to be available to contract with teachers for the development of curriculum and instructional strategies, to provide professional development for teachers, and for other school improvement activities. | | $5,498,776 | $5,498,776 |
| 18. Provides funding for the design and implementation of a standards-based assessment program for reading and mathematics for students in grades 4, 8, and 12, as required to allow the state to continue receiving federal Title I funding. | $836,000 | | $836,000 |
| 19. Decreases by 4.4 percent, from $1,773,201 to $1,695,713, funding for operating expenses of the Division of Independent Study. (The House increased funding for operating expenses of the Division of Independent Study by $27,500 from other funds.) | | ($77,488) | ($77,488) |

| | | | | |
|---|---|---|---|---|
| **Salaries and wages** | | | | |
| 20 | Provides funding for an equity salary increase of $522 per month for the Superintendent of Public Instruction effective January 1, 2002 (the amount included in the executive budget is $3,549 more than the required amount of $10,979). (The House reduced this amount by $3,549.) | $14,528 | | $14,528 |
| 21 | Provides funding for salary equity adjustments, in addition to the executive budget compensation package, to increase salaries to new pay range minimums established by Central Personnel. | $405 | $31,382 | $31,787 |
| **Other** | | | | |
| 22 | Increases by 7.7 percent, from $496,036 to $534,140, funding for equipment ($59,228 increase for the Division of Independent Study, $21,124 decrease for all other divisions) | ($11,274) | $49,378 | $38,104 |
| 23 | Provides funding to resurface the roof of the Division of Independent Study building. | $27,500 | $27,500 | $55,000 |

**Major Hoeven Recommendations Affecting Department of Public Instruction 2001-03 Budget Compared to the Bill as Introduced (Schafer Budget)**

| | | General Fund | Other Funds | Total |
|---|---|---|---|---|
| 1 | Decreases foundation aid to provide funding for the proposed FTE payment program. (Compared to the Schafer executive budget, per student payments are decreased the first year of the biennium from $2,323 to $2,240 and the second year from $2,420 to $2,250.) (The House reduced foundation aid by $24,507,093 to provide per student payments of $2,255 and $2,278.) | ($27,876,613) | | ($27,876,613) |
| 2 | Decreases special education aid to provide funding for the proposed FTE payment program. (The House reduced special education funding by this amount.) | ($1,361,305) | | ($1,361,305) |
| 3 | Removes funding for the Quality Schools Commission. (The appropriation is reduced to $505,192 and is transferred to the Governor's office. The Office of Management and Budget has indicated that the $70,000 reduction is for data gathering services and is included in the recommended appropriation for the Information Technology Department.) (The House removed this funding.) | ($575,192) | | ($575,192) |
| 4. | Removes funding for the development of a student data base. (The Office of Management and Budget has indicated that the recommended appropriation for the Information Technology Department now includes funding for this project.) (The House removed this funding.) | ($412,500) | | ($412,500) |
| 5. | Adds funding to restore operating expenses to the amount included in the agency's base budget request. (The funding was transferred from operating expenses to capital improvements in the Schafer recommendation.) (The House added this funding.) | | $27,500 | $27,500 |
| 6. | Adds funding for a proposed teacher compensation payment program, whereby school districts will receive payments of $2,000 and $3,500 the first and second years of the 2001-03 biennium, respectively, for each teacher and administrator in the school district. (The House added $46,640,055 for teacher compensation payments to provide for payments of $1,750 the first year and $3,500 the second year based on the number of qualifying teachers in each district.) | $50,009,575 | | $50,009,575 |

**Major Legislation Affecting the Department of Public Instruction**

**House Bill No. 1141 - Reorganization bonuses** - This bill provides that school districts may receive an advance of $15,000 per district for the purpose of studying and planning for reorganization. If the districts reorganize, the money advanced will be deducted from their reorganization bonus. If the districts do not reorganize, the money advanced must be repaid. The fiscal note indicates a 2001-03 biennium general fund cost of $30,000.

**House Bill No. 1145 - Weighting factors** - This bill adjusts the weighting factors used to distribute foundation aid payments. Weighting factors are adjusted for the first year of the 2001-03 biennium by 85 percent of the difference between the statutory factor and the factor representing the five-year average cost of education. Weighting factors for the second year of the biennium are the factors representing the five-year average cost of education. Current law provides that weighting factors are adjusted by 75 percent of the difference between the statutory factor and the five-year average cost of education.

**House Bill No. 1293 - Standards-based assessments** - This bill directs the Department of Public Instruction to administer standards-based student achievement tests, report the compiled results to the Legislative Council, and offer technical assistance to school districts to interpret the test results. The fiscal note indicates an anticipated 2001-03 biennium general fund cost of $1,457,010, which is $167,367 more than the amount provided in House Bill No. 1013.

**House Bill No. 1301 - Reorganization bonuses** - This bill excludes $2 million from the amount to be distributed from unspent foundation aid at the end of the 1999-2001 biennium and provides a general fund appropriation of $3 million for the 2001-03 biennium for reorganization bonus payments to qualifying school districts (see Senate Bill No. 2200).

**House Bill No. 1321 - Limited English proficiency payments** - This bill changes the formula for the distribution of limited English proficiency payments. The fiscal note indicates a 2001-03 biennium general fund cost of $800,000, which is $350,000 more than the amount appropriated in House Bill No. 1013.

**House Bill No. 1344 - Foundation aid and teacher compensation payments** - This bill increases per student foundation aid payments to $2,255 the first year of the 2001-03 biennium and $2,278 the second year and provides a formula for the distribution of teacher compensation payments. The appropriations for foundation aid and teacher compensation are included in House Bill No. 1013.

**Senate Bill No. 2200 - Reorganization bonuses** - This bill excludes $3 million from the amount to be distributed from unspent foundation aid at the end of the 1999-2001 biennium and provides a general fund appropriation of $3 million for the 2001-03 biennium for reorganization bonus payments to qualifying school districts (see House Bill No. 1301).

**Senate Bill No. 2268 - Data envelopment analysis** - This bill provides a $100,000 general fund appropriation to the Department of Public Instruction for continuing the data envelopment analysis project.

**Summary of Legislative Changes to Bill as Introduced**

See attached Statement of Purpose of Amendment.

## FOUNDATION AID, OTHER GRANTS, DEPARTMENT OF PUBLIC INSTRUCTION ADMINISTRATION, AND DIVISION OF INDEPENDENT STUDY COMPARISON OF 2001-03 EXECUTIVE BUDGET TO 1999-2001 APPROPRIATION AND ESTIMATED EXPENDITURES

| | 1999-2001 Appropriation\1 | 1999-2001 Estimated Expenditures\2 | 2001-03 Executive Budget | 2001-03 Executive Budget Increase (Decrease) Compared to 1999-2001 Estimated Expenditures | 2001-03 Executive Budget Increase (Decrease) Compared to 1999-2001 Appropriation |
|---|---|---|---|---|---|
| **Foundation aid** | | | | | |
| Statutory per student payments | $520,678,909 | $516,406,104 | $532,704,091 | $16,297,987 | $12,025,182 |
| Less mill deduct (32 mills) and excess fund balance deduct | 78,072,650 | 78,069,217 | 83,611,330 | 5,542,113 | 5,538,680 |
| General fund per student payments | $442,606,259 | $438,336,887 | $449,092,761 | $10,755,874 | $6,486,502 |
| Limited English proficient student payments | 400,000 | 400,000 | 450,000 | 50,000 | 50,000 |
| Transportation payments | 36,000,000 | 35,146,101 | 36,000,000 | 853,899 | |
| Total foundation aid regular distributions - General fund | $479,006,259 | $473,882,988 | $485,542,761 | $11,659,773 | $6,536,502 |
| Foundation aid contingent distributions | | 5,123,271 \3 | | (5,123,271) | |
| Total foundation aid - General fund | $479,006,259 | $479,006,259 | $485,542,761 | $6,536,502 | $6,536,502 |
| **Other grants - General fund** | | | | | |
| Special education | $45,600,000 | $46,600,000 | $51,260,000 | $4,660,000 | $4,660,000 |
| ADM and declining enrollment payments (1999 SB 2162) | 3,500,000 | 3,500,000 | | (3,500,000) | (3,500,000) |
| Supplemental payments | 3,100,000 | 2,679,162 \4 | 3,450,000 | 770,838 | 350,000 |
| Teacher center network | 210,000 | 210,000 | 210,000 | | |
| School food services | 1,080,000 | 1,080,000 | 1,080,000 | | |
| Adult education grants | 900,000 | 900,000 | 900,000 | | |
| Educational Telecommunications Council grants | 6,000,000 | 6,000,000 | \5 | (6,000,000) | (6,000,000) |
| LEAD consortium | 200,000 | 200,000 | 200,000 | | |
| Governor's school | 145,000 | 145,000 | 205,000 | 60,000 | 60,000 |
| Geographic education | 50,000 | 50,000 | 50,000 | | |
| SENDIT computer network | 496,669 | 496,669 | \6 | (496,669) | (496,669) |
| National board certification | 20,000 | 20,000 | 33,000 | 13,000 | 13,000 |
| Quality schools commission | | | 575,192 \7 | 575,192 | 575,192 |
| FINDET | 23,780 | 23,780 | 33,117 | 9,337 | 9,337 |
| Total other grants - General fund | $62,325,449 | $61,904,611 | $57,996,309 | ($3,908,302) | ($4,329,140) |
| Total foundation aid and other grants - General fund | $541,331,708 | $540,910,870 | $543,539,070 | $2,628,200 | $2,207,362 |
| **Other grants - Other funds** | | | | | |
| Federal grants | $134,530,636 | $135,290,636 \8 | $146,527,146 | $11,236,510 | $11,996,510 |
| State tuition fund | 53,528,217 | 57,275,123 \9 | 67,239,025 \10 | 9,963,902 | 13,710,808 |
| Displaced homemaker program | 229,247 | 229,247 | 240,000 | 10,753 | 10,753 |
| SENDIT computer network | 50,000 | 50,000 | | (50,000) | (50,000) |

| | 1999-2001 Appropriation\1 | 1999-2001 Estimated Expenditures\2 | 2001-03 Executive Budget | 2001-03 Executive Budget Increase (Decrease) Compared to 1999-2001 Estimated Expenditures | 2001-03 Executive Budget Increase (Decrease) Compared to 1999-2001 Appropriation |
|---|---|---|---|---|---|
| Total other grants - Other funds | $188,338,100 | $192,845,006 | $214,006,171 | $21,161,165 | $25,668,071 |
| Total other grants - All funds | $250,663,549 | $254,749,617 | $272,002,480 | $17,252,863 | $21,338,931 |
| **Total foundation aid and other grants - All funds** | $729,669,808 | $733,755,876 | $757,545,241 | $23,789,365 | $27,875,433 |
| **Agency administration (excluding Division of Independent Study)** | | | | | |
| Administration (salaries, operating, equipment) - General fund | $4,860,228 | $5,114,771 \2 | $6,487,498 | $1,372,727 | $1,627,270 |
| Administration (salaries, operating, equipment) - Other funds | 11,724,030 | 12,530,533 \2 | 18,565,534 | 6,035,001 | 6,841,504 |
| Total agency administration - All funds | $16,584,258 | $17,645,304 \2 | $25,053,032 | $7,407,728 | $8,468,774 |
| **Division of Independent Study** | | | | | |
| Salaries, operating, equipment - General fund | $861,973 | $677,830 \2 | $767,916 | $90,086 | ($94,057) |
| Salaries, operating, equipment - Other funds | 4,207,043 | 4,377,009 \2 | 4,418,250 | 41,241 | 211,207 |
| Capital projects - General fund | | | 27,500 | 27,500 | 27,500 |
| Capital projects - Other funds | | | 27,500 | 27,500 | 27,500 |
| Total Division of Independent Study - All funds\9 | $5,069,016 | $5,054,839 \2 | $5,241,166 | $186,327 | $172,150 |
| **Total Department of Public Instruction - All funds** | $751,323,082 | $756,456,019 | $787,839,439 | $31,383,420 | $36,516,357 |
| General fund | $547,053,909 | $546,703,471 | $550,821,984 | $4,118,513 | $3,768,075 |
| Other funds | 204,269,173 | 209,752,548 | 237,017,455 | 27,264,907 | 32,748,282 |
| Total | $751,323,082 | $756,456,019 | $787,839,439 | $31,383,420 | $36,516,357 |
| FTE | 131.95 | 131.95 | 131.95 | | |

\1 1999-2001 appropriation - The 1999-2001 appropriation amounts include $191,664, of which $67,082 is from the general fund, for the agency's share of the $5.4 million funding pool appropriated to the Office of Management and Budget (OMB) for special market equity adjustments for classified employees and $7,902, of which $1,182 is from the general fund, for the agency's share of the $1.4 million funding pool appropriated to OMB for assisting agencies in providing $35 per month minimum salary increases in July 1999 and July 2000.

The 1999-2001 appropriation amounts do not include additional other funds spending authority of $1,736,469 authorized by the Emergency Commission during the 1999-2001 biennium and general fund spending authority of $70,400 carried over from the 1997-99 biennium pursuant to Section 12 of 1999 Senate Bill No. 2013.

\2 1999-2001 estimated expenditures - The amounts shown have been adjusted to reflect the following amounts:

$70,400 from the general fund for operating expenses carried over from the 1997-99 biennium pursuant to Section 12 of 1999 Senate Bill No. 2013.

$976,469 from other funds for salaries and wages, operating expenses, and equipment authorized by the Emergency Commission.

$760,000 from other funds for grants authorized by the Emergency Commission.

$3,746,906 from the state tuition fund anticipated to be distributed in addition to the legislative appropriation.

($420,838) from the general fund for supplemental payment grants not anticipated to be distributed during the 1999-2001 biennium.

[3] Contingent foundation aid distributions - Senate Bill No. 2162 (1999) provides that if any of the funds appropriated by the 1999 Legislative Assembly for foundation aid remain unspent after all statutory obligations have been met, the remaining funds shall be distributed as follows

1. The first $1 million as supplemental payments on the basis of average daily membership (ADM)
2. The second $1 million to assist school districts that have experienced declining enrollment
3. The next $2 million to school districts eligible to receive reorganization bonuses pursuant to Senate Bill No. 2441
4. Any remaining amount as supplemental payments on the basis of ADM

[4] Supplemental payments - The 1999 Legislative Assembly appropriated $3.1 million for supplemental payments to school districts that are below the statewide average taxable property valuation per student and below the statewide average educational expenditure per student, as provided in North Dakota Century Code Section 15-40.1-07.8. The formula provided in Section 15-40.1-07.8 does not provide a mechanism to distribute any appropriated funds remaining unspent after the formula distributions.

The department estimates that $420,838 will remain unspent at the end of the 1999-2001 biennium, primarily as a result of the Grand Forks district not qualifying for payments due to educational expenditures per student being in excess of the state average. In the three previous fiscal years, the Grand Forks district qualified for payments of $336,000 to $412,000 per year.

[5] Educational Telecommunications Council grants - The 2001-03 biennium executive recommendation includes $3.5 million from the general fund for Educational Telecommunications Council grants. The appropriation is included in the executive budget for the Information Technology Department.

[6] SENDIT computer network - The 2001-03 biennium executive recommendation includes $1,973,669 from the general fund for grants to the SENDIT network. The appropriation is included in the executive recommendation for the Information Technology Department.

[7] Quality Schools Commission - This amount is to be transferred to the quality schools fund and is appropriated to the Quality Schools Commission for the 2001-03 biennium for expenses of the commission in implementing a quality assessment process for North Dakota elementary and secondary schools.

[8] State tuition fund - The executive recommendation includes the distribution of $67.2 million from the state tuition fund, $13.7 million more than the amount appropriated by the 1999 Legislative Assembly. The 2001-03 executive recommendation amount is based on the assumption that the Board of University and School Lands will distribute all income relating to tobacco settlement moneys which have been or will be deposited in the common schools trust fund.

[9] Division of Independent Study - The amounts shown for the Division of Independent Study do not include grants distributed by the division. Grants distributed by the division are included in the "other grants" section of this schedule.

## PER STUDENT FOUNDATION AID AND TUITION FUND PAYMENTS, WEIGHTED STUDENT UNITS, AND MILL DEDUCTS FOR THE 1999-2001 AND 2001-03 BIENNIUMS

| | 1999-2001 Appropriation | 1999-2001 Actual | 2001-03 Executive Budget |
|---|---|---|---|
| **First-Year Payments** | | | |
| Per student foundation aid payments | $2,145 | $2,145 | $2,323 |
| Tuition fund distributions | 220 | 248 | 300 |
| Total first-year payments | $2,365 | $2,393 | $2,623 |
| **Second-Year Payments** | | | |
| Per student foundation aid payments | $2,230 | $2,230 | $2,420 |
| Tuition fund distributions | 220 | 250 \1 | 300 |
| Total second-year payments | $2,450 | $2,480 | $2,720 |
| **Weighted Student Units** | | | |
| First year | 119,430 | 118,831 | 112,903 |
| Second year | 117,718 | 115,795 \1 | 110,350 |
| **Mill Levy Deducts** | | | |
| First year | 32 mills | 32 mills | 32 mills |
| Second year | 32 mills | 32 mills | 32 mills |

\1 Estimated

Prepared by the North Dakota Legislative Council staff for Senator Holmberg
April 2001

# FOUNDATION AID, TEACHER COMPENSATION PAYMENTS, AND OTHER GENERAL FUND APPROPRIATIONS - HOUSE BILL NOS. 1013 AND 1344

## COMPARISON OF 2001-03 SENATE AND HOUSE VERSIONS

| | 2001-03 Hoeven Budget | 2001-03 House Version | 2001-03 Senate Version | Senate Version Increase (Decrease) to Hoeven | Senate Version Increase (Decrease) to House |
|---|---|---|---|---|---|
| **House Bill No. 1013** | | | | | |
| Foundation aid | $457,666,148 | $461,035,668 | $488,166,148 | $30,500,000 | $27,130,480 |
| Teacher compensation payments | 50,009,575 | 46,640,055 | | (50,009,575) | (46,640,055) |
| Other Department of Public Instruction appropriations (including Independent Study) | 62,930,226 | 62,803,677 | 61,646,612 | (1,283,614) | (1,157,065) |
| State Library | 3,114,656 | 3,114,656 | 3,114,656 | | |
| School for the Deaf | 4,980,301 | 4,980,301 | 5,077,426 | 97,125 | 97,125 |
| School for the Blind | 2,048,791 | 2,048,791 | 2,132,554 | 83,763 | 83,763 |
| Total general fund appropriations - House Bill No. 1013 | $580,749,697 | $580,623,148 | $560,137,396 | ($20,612,301) | ($20,485,752) |
| **House Bill No. 1344** | | | | | |
| Teacher bonus payments | | | $20,800,000 | $20,800,000 | $20,800,000 |
| Other appropriations | | | 283,000 | 283,000 | 283,000 |
| Total general fund appropriations - House Bill No. 1344 | | | $21,083,000 | $21,083,000 | $21,083,000 |
| Total general fund appropriations - House Bill Nos. 1013 and 1344 | $580,749,697 | $580,623,148 | $581,220,396 [1] | $470,699 [1] | $597,248 [1] |
| Per student payments | | | | | |
| First year | $2,240 | $2,255 | $2,349 | $109 | $94 |
| Second year | $2,250 | $2,278 | $2,411 | $161 | $133 |

[1] The Senate version will result in additional 2001-03 biennium general fund revenues of $427,838 due to Senate amendments which removed the following sections of the engrossed bill. Section 5 of the engrossed bill would have allowed the Education Standards and Practices Board to spend $7,000 of its 1999-2001 biennium appropriation for teacher stipends. Without this authority, the $7,000 will be additional turnback.

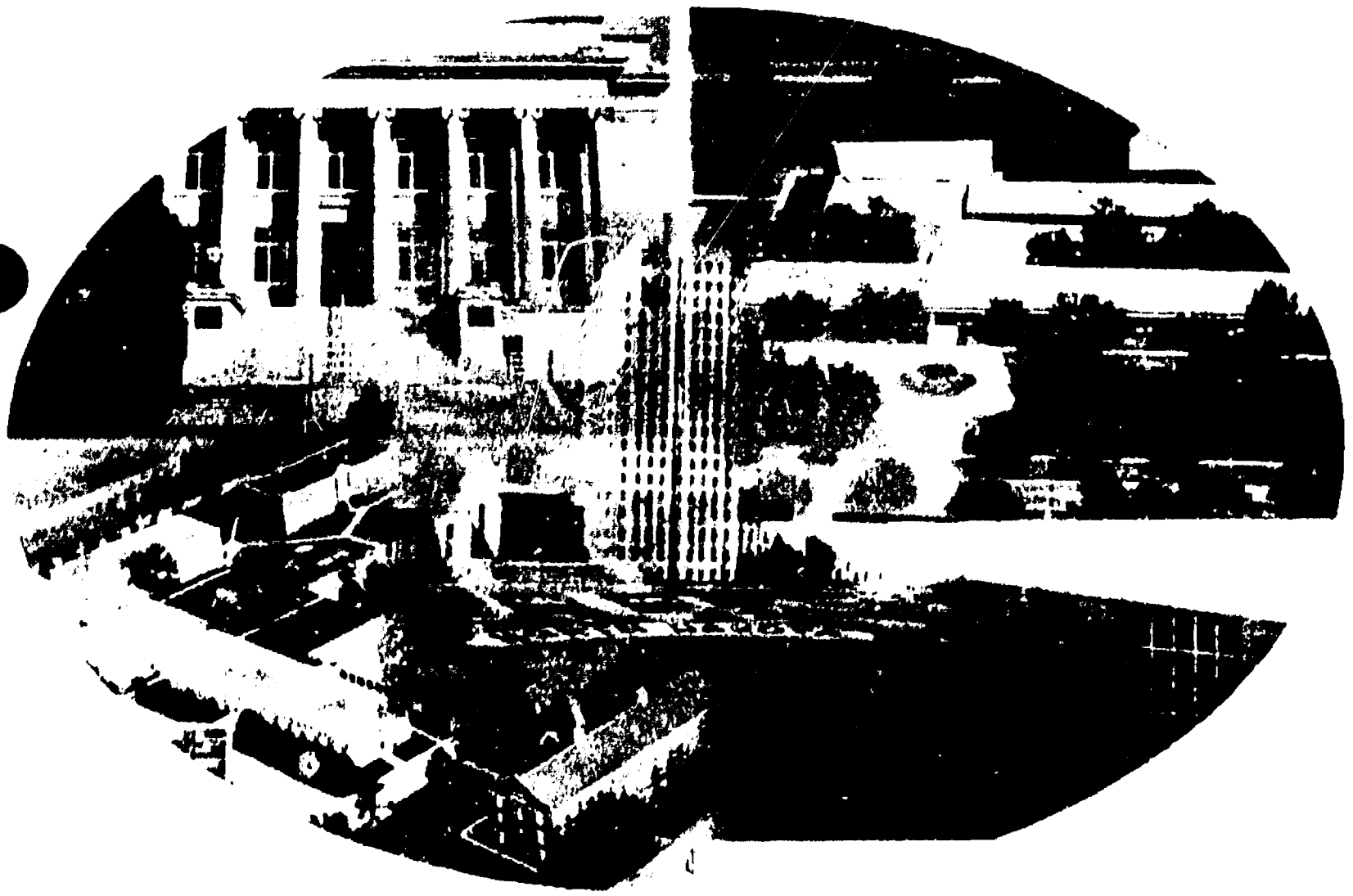
Sections 15 and 17 of the engrossed bill provided statutory changes to allow the Department of Public Instruction to adjust the formula provided in Section 15-40.1-07.8 to allow the distribution of all moneys appropriated for supplemental payments. The department estimates that $420,838 will not be distributed during the 1999-2001 biennium without this statutory change.

1-8-01
HB 1013

# North Dakota Department of Public Instruction

Dr. Wayne G. Sanstead
State Superintendent

## Testimony to the House Appropriations Committee



## January 8, 2001

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## DEPARTMENT (201) PUBLIC INSTRUCTION
## PRESENT / RECOMMENDED BUDGET COMPARISON SUMMARY

| | Biennium: 2001-2003<br>Bill #: HB 1013 | 1<br>1999-2001<br>PRESENT<br>BUDGET | 2<br>2001-2003<br>EXECUTIVE<br>BUDGET<br>RECOMMENDATION | 3<br>2001-2003<br>BUDGET<br>$ INCREASE /<br>(DECREASE) | 4<br>2001-2003<br>BUDGET<br>% INCREASE /<br>(DECREASE) |
|---|---|---|---|---|---|
| 1 | **FTE Employees** | **131.95** | **131.95** | **0** | **0.0%** |
| | **Operations:** | | | | |
| 2 | Salaries & Wages | $11,483,456 | $12,273,865 | $790,409 | 6 9% |
| 3 | Operating Expenses | $10,720,651 | $17,431,193 | $6,710,542 | 62 6% |
| 4 | Equipment | $496,036 | $534,140 | $38,104 | 7 7% |
| 5 | Capital Improvements | $0 | $55,000 | $55,000 | 0 0% |
| 6 | **Total** | **$22,700,143** | **$30,294,198** | **$7,594,055** | **33.5%** |
| | **Funding Sources:** | | | | |
| 7 | General Fund | $5,792,601 | $7,282,912 | $1,490,311 | 25 7% |
| 8 | Federal Funds | $11,869,902 | $17,618,052 | $5,748,150 | 48 4% |
| 9 | Other Funds | $5,037,640 | $5,393,234 | $355,594 | 7 1% |
| | **Grants:** | | | | |
| | **State** | | | | |
| 10 | Foundation Aid & Transportation | $479,006,259 | $485,542,761 | $6,536,502 | 1 4% |
| 11 | Revenue Supplement | $3,100,000 | $3,450,000 | $350,000 | 11 3% |
| 12 | Special Education | $46,600,000 | $51,260,000 | $4,660,000 | 10 0% |
| 13 | School Supplemental Payments | $3,500,000 | $0 | ($3,500,000) | -100 0% |
| 14 | Educational Telecommunications Council | $6,000,000 | $0 | ($6,000,000) | -100 0% |
| 15 | Quality Schools Commission | $0 | $575,192 | $575,192 | 0 0% |
| 16 | Governor's School | $145,000 | $205,000 | $60,000 | 41 4% |
| 17 | LEAD Consortium | $200,000 | $200,000 | $0 | 0 0% |
| 18 | Teacher Center Network | $210,000 | $210,000 | $0 | 0 0% |
| 19 | FINDET | $23,780 | $33,117 | $9,337 | 39 3% |
| 20 | Adult Education Matching Funds | $900,000 | $900,000 | $0 | 0 0% |
| 21 | School Lunch Matching Funds | $1,080,000 | $1,080,000 | $0 | 0 0% |
| | **Total** | **$540,765,039** | **$543,456,070** | **$2,691,031** | **0.5%** |
| 22 | **Federal** | **$135,290,636** | **$146,527,146** | **$11,236,510** | **8.3%** |

## DEPARTMENT (201) PUBLIC INSTRUCTION
## PRESENT / RECOMMENDED BUDGET COMPARISON SUMMARY

| | Biennium: 2001-2003<br>Bill #: HB 1013 | 1<br>1999-2001<br>PRESENT BUDGET | 2<br>2001-2003<br>EXECUTIVE BUDGET RECOMMENDATION | 3<br>2001-2003<br>BUDGET $ INCREASE / (DECREASE) | 4<br>2001-2003<br>BUDGET % INCREASE / (DECREASE) |
|---|---|---|---|---|---|
| | **Other** | | | | |
| 23 | Tuition Apportionment | $53,528,217 | $67,239,025 | $13,710,808 | 25.6% |
| 24 | Displaced Homemakers | $229,247 | $240,000 | $10,753 | 4.7% |
| 25 | **Total** | **$53,757,464** | **$67,479,025** | **$13,721,561** | **25.5%** |
| | **Funding Sources:** | | | | |
| 26 | General Fund | $540,765,039 | $543,456,070 | $2,691,031 | 0.5% |
| 27 | Federal Funds | $135,290,636 | $146,527,146 | $11,236,510 | 8.3% |
| 28 | Other Funds | $53,757,464 | $67,479,025 | $13,721,561 | 25.5% |
| | **Special Line Items:** | | | | |
| 29 | Geographic Education | $50,000 | $50,000 | $0 | 0.0% |
| 30 | SENDIT | $546,669 | $0 | ($546,669) | -100.0% |
| 31 | National Board Certification | $20,000 | $33,000 | $13,000 | 65.0% |
| 32 | **Total** | **$616,669** | **$83,000** | **($533,669)** | **-86.5%** |
| | **Funding Sources:** | | | | |
| 33 | General Fund | $566,669 | $83,000 | ($483,669) | -85.4% |
| 34 | Federal Funds | $0 | $0 | $0 | |
| 35 | Other Funds | $50,000 | $0 | ($50,000) | -100.0% |
| 36 | **Total** | **$753,129,951** | **$787,839,439** | **$34,709,488** | **4.6%** |
| | **Funding Sources:** | | | | |
| 37 | General Fund | $547,124,309 | $550,821,982 | $3,697,673 | 0.7% |
| 38 | Federal Funds | $147,160,538 | $164,145,198 | $16,984,660 | 11.5% |
| 39 | Other Funds | $58,845,104 | $72,872,259 | $14,027,155 | 23.8% |
| 40 | **Total Funding Source** | **$753,129,951** | **$787,839,439** | **$34,709,488** | **4.6%** |

# DEPARTMENT (201) PUBLIC INSTRUCTION
# PRESENT / RECOMMENDED BUDGET COMPARISON
# GENERAL FUND

**Biennium: 2001-2003**
**Bill #: HB 1013**

| | 1999-01 BIENNIUM GENERAL FUND | | | 2001-03 BIENNIUM GENERAL FUND | |
|---|---|---|---|---|---|
| General Fund Appropriation | $547,124,309 | | General Fund Recommendation | $550,821,984 | |
| Less Foundation Aid | ($479,006,259) | | Less Foundation Aid | ($485,542,761) | |
| Less Special Education | ($46,600,000) | | Less Special Education Grants | ($51,260,000) | |
| **General Fund** | **$21,518,050** | | **General Fund** | **$14,019,223** | |
| | **Appropriation** | **% of General Fund** | | **Recommendation** | **% of General Fund** |
| **GRANTS** | | | **GRANTS** | | |
| Revenue Supplement | $3,100,000 | 14.41% | Revenue Supplement | $3,450,000 | 24.61% |
| School Supplemental Payments | $3,500,000 | 16.27% | School Supplemental Payments | $0 | |
| Technology Grants | $6,000,000 | 27.88% | Technology Grants | $0 | 0.00% |
| Quality Schools Commission | $0 | | Quality Schools Commission | $575,192 | 4.10% |
| Governor's School | $145,000 | 0.67% | Governor's School | $205,300 | 1.46% |
| LEAD Consortium | $200,000 | 0.93% | LEAD Consortium | $200,000 | 1.43% |
| Teacher Center Network | $210,000 | 0.98% | Teacher Center Network | $210,000 | 1.50% |
| FINDET | $23,780 | 0.11% | FINDET | $33,117 | 0.24% |
| Adult Education Matching Funds | $900,000 | 4.18% | Adult Education Matching Funds | $900,000 | 6.42% |
| School Lunch Matching Funds | $1,080,000 | 5.02% | School Lunch Matching Funds | $1,080,000 | 7.70% |
| Geographic Education | $50,000 | 0.23% | Geographic Education | $50,000 | 0.36% |
| SENDIT | $496,669 | 2.31% | SENDIT | $0 | 0.00% |
| National Teacher Certification | $20,000 | 0.09% | National Teacher Certification | $33,000 | 0.24% |
| Subtotal | $15,725,449 | 73.08% | Subtotal | $6,736,309 | 48.05% |
| **OPERATIONS** | | | **OPERATIONS** | | |
| Salaries & Wages | $3,606,832 | 16.76% | Salaries & Wages | $3,829,053 | 27.31% |
| Operating | $2,061,133 | 9.58% | Operating | $3,312,999 | 23.63% |
| Equipment | $124,636 | 0.58% | Equipment | $113,362 | 0.81% |
| | | | Capital Improvement | $27,500 | 0.20% |
| Subtotal | $5,792,601 | 26.92% | Subtotal | $7,282,914 | 51.95% |
| **General Fund** | **$21,518,050** | **100.00%** | **General Fund** | **$14,019,223** | **100.00%** |

# DEPARTMENT (201) PUBLIC INSTRUCTION
# PRESENT / RECOMMENDED BUDGET COMPARISON
# GENERAL, FEDERAL, & OTHER FUNDS

Biennium: 2001-2003
Bill #: HB 1013

| | | 1999-01 BIENNIUM | | 2001-03 BIENNIUM | |
|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 |
| | | Appropriation | % of Total Appropriation | Recommendation | % of Total Recommendation |
| 1 | **SALARIES & WAGES** | **$11,483,456** | **1.52%** | **$12,273,886** | **1.56%** |
| 2 | GENERAL FUND | $3,576,733 | | $3,829,053 | |
| 3 | FEDERAL FUND | $5,427,726 | | $5,857,030 | |
| 4 | OTHER FUND | $2,478,997 | | $2,587,782 | |
| 5 | **OPERATING** | **$10,720,681** | **1.42%** | **$17,431,193** | **2.21%** |
| 6 | GENERAL FUND | $2,091,232 | | $3,312,999 | |
| 7 | FEDERAL FUND | $6,201,546 | | $11,530,242 | |
| 8 | OTHER FUND | $2,427,871 | | $2,587,952 | |
| 9 | **EQUIPMENT** | **$496,036** | **0.07%** | **$534,140** | **0.07%** |
| 10 | GENERAL FUND | $124,636 | | $113,362 | |
| 11 | FEDERAL FUND | $240,628 | | $230,778 | |
| 112 | OTHER FUND | $130,772 | | $190,000 | |
| 13 | **CAPITAL IMPROVEMENTS** | **$0** | **0.00%** | **$55,000** | **0.01%** |
| 14 | GENERAL FUND | $0 | | $27,500 | |
| 15 | FEDERAL FUND | $0 | | $0 | |
| 16 | OTHER FUND | $0 | | $27,500 | |
| 17 | **TOTAL OPERATIONS** | **$22,700,143** | **3.01%** | **$30,294,198** | **3.85%** |
| 18 | GENERAL FUND | $5,792,601 | | $7,282,914 | |
| 19 | FEDERAL FUND | $11,869,902 | | $17,618,050 | |
| 20 | OTHER FUND | $5,037,640 | | $5,393,234 | |
| 21 | **GRANTS** | **$729,813,139** | **96.90%** | **$757,462,241** | **96.14%** |
| 22 | GENERAL FUND | $540,765,039 | | $543,456,070 | |
| 23 | FEDERAL FUND | $135,290,636 | | $146,527,146 | |
| 24 | OTHER FUND | $53,757,464 | | $67,479,025 | |
| 25 | **SPECIAL LINE ITEMS** | **$616,669** | **0.08%** | **$83,000** | **0.01%** |
| 26 | GENERAL FUND | $566,669 | | $83,000 | |
| 27 | FEDERAL FUND | $0 | | $0 | |
| 28 | OTHER FUND | $50,000 | | $0 | |
| 29 | **TOTAL APPROPRIATION / RECOMMENDATION** | **$753,129,951** | **100.00%** | **$787,839,439** | **100.00%** |
| 30 | GENERAL FUND | $547,124,309 | | $550,821,984 | |
| 31 | FEDERAL FUND | $147,160,538 | | $164,145,196 | |
| 32 | OTHER FUND | $58,845,104 | | $72,872,259 | |

# DEPARTMENT (201) PUBLIC INSTRUCTION
# EXECUTIVE RECOMMENDATION
# AGENCY OPERATIONS

**Biennium: 2001-2003**
**Bill #: HB 1013**

| | | Department of Public Instruction | | Division of Independent Study | |
|---|---|---|---|---|---|
| | | Recommendation | % of Total | Recommendation | % of Total |
| 1 | **Salaries & Wages** | **$8,973,412** | **35.8%** | **$3,300,453** | **63.0%** |
| 2 | General Fund | $3,232,152 | | $596,901 | |
| 3 | Federal Funds | $5,735,867 | | $121,163 | |
| 4 | Special Funds | $5,393 | | $2,582,389 | |
| 5 | **Operating Expenses** | **$15,735,480** | **62.8%** | **$1,695,713** | **32.4%** |
| 6 | General Fund | $3,141,984 | | $171,015 | |
| 7 | Federal Funds | $11,525,527 | | $4,715 | |
| 8 | Special Funds | $1,067,969 | | $1,519,983 | |
| 9 | **Equipment** | **$344,140** | **1.4%** | **$190,000** | **3.6%** |
| 10 | General Fund | $113,362 | | $0 | |
| 11 | Federal Funds | $230,778 | | $0 | |
| 12 | Special Funds | $0 | | $190,000 | |
| 13 | **Capital Improvements** | **$0** | **0.0%** | **$55,000** | **1.0%** |
| 14 | General Fund | $0 | | $27,500 | |
| 15 | Federal Funds | $0 | | $0 | |
| 16 | Special Funds | $0 | | $27,500 | |
| 17 | **Total** | **$25,053,032** | **100.0%** | **$5,241,166** | **100.0%** |
| 18 | **General Fund** | **$6,487,498** | **25.9%** | **$795,416** | **15.2%** |
| 19 | **Federal Funds** | **$17,492,172** | **69.8%** | **$125,878** | **2.4%** |
| 20 | **Special Funds** | **$1,073,362** | **4.3%** | **$4,319,872** | **82.4%** |

# DEPARTMENT (201) PUBLIC INSTRUCTION
# EXECUTIVE RECOMMENDATION AMENDMENT REQUEST

| | | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| | Biennium: 2001-2003<br>Bill #: HB 1013 | 1999-2001<br>PRESENT BUDGET | 2001-2003<br>EXECUTIVE BUDGET RECOMMENDATION | 2001-2003<br>BUDGET AMENDMENT REQUEST (By Line Item) | 2001-2003<br>BUDGET AMENDMENT REQUEST (In Total) | 2001-2003<br>BUDGET AMENDMENT % INCREASE / (DECREASE) |
| 1 | **FTE Employees** | **131.95** | **131.95** | **0** | **0** | **0.0%** |
| | **Operations:** | | | | | |
| 2 | Salaries & Wages | $11,483,456 | $12,273,865 | $0 | $12,273,865 | 6.9% |
| 3 | Operating Expenses | $10,720,651 | $17,431,193 | $1,342,500 | $18,773,693 | 75.1% |
| | Amendments: | | | | | |
| 4 | Writing Standards-Based Assessment | $0 | $0 | $412,000 | $0 | $0 |
| 5 | Online Course Development | $0 | $0 | $150,000 | $0 | $0 |
| 6 | Grades 1-4 Distance Education Courses | $0 | $0 | $130,000 | $0 | $0 |
| 7 | Student Data Base Development | $0 | $412,500 | $412,500 | $0 | $0 |
| 8 | Data Envelopment Analysis Project | $0 | $0 | $100,000 | $0 | $0 |
| 9 | Janitorial Services | $0 | $0 | $13,000 | $0 | $0 |
| 10 | 2001 Century School Code | $0 | $0 | $48,000 | $0 | $0 |
| 11 | Division of Independent Study - Budget Adjustment | $0 | ($27,500) | $27,500 | $0 | $0 |
| 12 | Red River Valley Writing Project Matching Funds | $10,000 | $10,000 | $10,000 | $0 | $0 |
| 13 | Northern Plains Writing Project Matching Funds | $28,000 | $28,000 | $12,000 | $0 | $0 |
| 14 | Equipment | $496,036 | $534,140 | $0 | $534,140 | 7.7% |
| 15 | Capital Improvements | $0 | $55,000 | $27,500 | $27,500 | 0.0% |
| 16 | **Total** | **$22,700,143** | **$30,294,198** | **$1,342,500** | **$31,636,698** | **39.4%** |
| | **Funding Sources:** | | | | | |
| 17 | General Fund | $5,792,601 | $7,282,912 | $1,315,000 | $8,597,912 | 48.4% |
| 18 | Federal Funds | $11,869,902 | $17,618,052 | $0 | $17,618,052 | 48.4% |
| 19 | Other Funds | $5,037,640 | $5,393,234 | $27,500 | $5,420,734 | 7.6% |
| | **Grants:** | | | | | |
| | State | | | | | |
| 20 | Foundation Aid & Transportation | $479,006,259 | $485,542,761 | $23,004,088 | $508,546,849 | 6.2% |
| 21 | Revenue Supplement | $3,100,000 | $3,450,000 | $3,150,000 | $6,600,000 | 112.9% |
| 22 | Special Education | $46,600,000 | $51,260,000 | $8,790,000 | $60,050,000 | 28.9% |
| 23 | School Supplemental Payments | $3,500,000 | $0 | $0 | $0 | -100.0% |

## DEPARTMENT (201) PUBLIC INSTRUCTION
## EXECUTIVE RECOMMENDATION AMENDMENT REQUEST

| | Biennium: 2001-2003<br>Bill #: HB 1013 | 1<br>1999-2001<br>PRESENT BUDGET | 2<br>2001-2003<br>EXECUTIVE BUDGET RECOMMENDATION | 3<br>2001-2003<br>BUDGET AMENDMENT REQUEST (By Line Item) | 4<br>2001-2003<br>BUDGET AMENDMENT REQUEST (In Total) | 5<br>2001-2003<br>BUDGET AMENDMENT % INCREASE / (DECREASE) |
|---|---|---|---|---|---|---|
| 24 | Educational Telecommunications Council | $6,000,000 | $0 | $0 | $0 | -100.0% |
| 25 | Quality Schools Commission | $0 | $575,192 | $0 | $575,192 | 0.0% |
| 26 | Governor's School | $145,000 | $205,000 | $0 | $205,000 | 41.4% |
| 27 | LEAD Consortium | $200,000 | $200,000 | $0 | $200,000 | 0.0% |
| 28 | Teacher Center Network | $210,000 | $210,000 | $0 | $210,000 | 0.0% |
| 29 | FINDET | $23,780 | $33,117 | $0 | $33,117 | 39.3% |
| 30 | Adult Education Matching Funds | $900,000 | $900,000 | $200,000 | $1,100,000 | 22.2% |
| 31 | School Lunch Matching Funds | $1,080,000 | $1,080,000 | $0 | $1,080,000 | 0.0% |
| | **Total** | **$540,765,039** | **$543,456,070** | **$35,144,088** | **$578,600,158** | **7.0%** |
| 32 | **Federal** | **$135,290,636** | **$146,527,146** | **$0** | **$146,527,146** | **8.3%** |
| | **Other** | | | | | |
| 33 | Tuition Apportionment | $53,528,217 | $67,239,025 | $0 | $67,239,025 | 25.6% |
| 34 | Displaced Homemakers | $229,247 | $240,000 | $0 | $240,000 | 4.7% |
| | **Total** | **$53,757,464** | **$67,479,025** | **$0** | **$67,479,025** | **25.5%** |
| | **Funding Sources:** | | | | | |
| 35 | General Fund | $540,765,039 | $543,456,070 | $36,459,088 | $579,915,158 | 7.2% |
| 36 | Federal Funds | $135,290,636 | $146,527,146 | $0 | $146,527,146 | 8.3% |
| 37 | Other Funds | $53,757,464 | $67,479,025 | $27,500 | $67,506,525 | 25.6% |
| | **Special Line Items:** | | | | | |
| 38 | Geographic Education | $50,000 | $50,000 | $0 | $50,000 | 0.0% |
| 39 | SENDIT | $546,669 | $0 | $0 | $0 | -100.0% |
| 40 | National Board Certification | $20,000 | $33,000 | $0 | $33,000 | 65.0% |
| | **Total** | **$616,669** | **$83,000** | **$0** | **$83,000** | **-86.5%** |

## DEPARTMENT (201) PUBLIC INSTRUCTION
## EXECUTIVE RECOMMENDATION AMENDMENT REQUEST

| | Biennium: 2001-2003<br>Bill #: HB 1013 | 1<br>1999-2001<br>PRESENT BUDGET | 2<br>2001-2003<br>EXECUTIVE BUDGET RECOMMENDATION | 3<br>2001-2003<br>BUDGET AMENDMENT REQUEST (By Line Item) | 4<br>2001-2003<br>BUDGET AMENDMENT REQUEST (In Total) | 5<br>2001-2003<br>BUDGET AMENDMENT % INCREASE / (DECREASE) |
|---|---|---|---|---|---|---|
| | **Funding Sources:** | | | | | |
| 41 | General Fund | $566,669 | $83,000 | $0 | $83,000 | -85.4% |
| 42 | Federal Funds | $0 | $0 | $0 | $0 | 0.0% |
| 43 | Other Funds | $50,000 | $0 | $0 | $0 | -100.0% |
| 44 | **Total** | **$753,129,951** | **$787,839,439** | **$36,486,588** | **$824,326,027** | **9.5%** |
| | **Funding Sources:** | | | | | |
| 45 | General Fund | $547,124,309 | $550,821,982 | $36,459,088 | $587,281,070 | 7.3% |
| 46 | Federal Funds | $147,160,538 | $164,145,198 | $0 | $164,145,198 | 11.5% |
| 47 | Other Funds | $58,845,104 | $72,872,259 | $27,500 | $72,899,759 | 23.9% |
| 48 | **Total Funding Source** | **$753,129,951** | **$787,839,439** | **$36,486,588** | **$824,326,027** | **9.5%** |

# DEPARTMENT (201) PUBLIC INSTRUCTION
# STATE, FEDERAL & OTHER FUNDED GRANTS, SPECIAL LINE ITEMS & ADDITIONAL BUDGET REQUESTS

## STATE, FEDERAL, AND OTHER FUNDED GRANTS

**FOUNDATION AID, REVENUE SUPPLEMENT PAYMENTS & TUITION APPORTIONMENT GRANTS**
See pages 40-54

**SPECIAL EDUCATION GRANTS:**
See pages 55-77

**GOVERNOR'S SCHOOL:**

| | |
|---|---|
| **Present Budget -** | **$ 145,000** |
| **Exec Recommendation** | **$ 205,000** |

Governor's School will present program information between 8:30 a.m. and 11:00 a.m. on January 10, 2001.

**LEAD:**

| | |
|---|---|
| **Present Budget** | **$ 200,000** |
| **Exec Recommendation** | **$ 200,000** |

LEAD will present program information between 2:30pm – 4:30pm on January 10, 2001.

**TEACHER CENTER NETWORK:**

| | |
|---|---|
| **Present Budget** | **$ 210,000** |
| **Exec Recommendation** | **$ 210,000** |

Teacher Center Network will present program information between 2:30pm – 4:30pm on January 10, 2001.

**FOLLOW-UP INFORMATION ON NORTH DAKOTA EDUCATION & TRAINING (FINDET):**

| | |
|---|---|
| **Present Budget** | **$ 23,780** |
| **Exec Recommendation** | **$ 33,117** |

FINDET will present program information between 2:30pm – 4:30pm on January 10, 2001.

**ADULT EDUCATION:**

| | |
|---|---|
| **Present Budget** | **$ 900,000** |
| **Exec Recommendation** | **$ 900,000** |
| **Additional Request** | **$ 200,000** |

The Adult Education and Literacy Program provides services to North Dakota citizens throughout the State by funding over 45 program sites. Each year over 3,000 individuals, 16 years of age on up, are served through Adult Education Programs.

North Dakota receives a little over one million federal dollars per year for Adult Education services. The Department of Public Instruction funds programs to provide basic skills upgrade and preparation for the GED exam.

This request for a modest increase of $200,000 in State funding is for grants to communities that offer adult education services. This increase will assure the State's 25% required match for federal funding. It will also allow the State to meet the maintenance of effort requirement in order to receive federal funds.

There has been no State funding increase for Adult Education Programs in the last three bienniums.

**SCHOOL LUNCH MATCHING:**

| | |
|---|---|
| **Present Budget** | **$ 1,080,000** |
| **Exec Recommendation** | **$ 1,080,000** |

Federal regulations require that state agencies that administer the National School Lunch Program match Section 4 funding with state appropriated general funds. The United States Department of Agriculture determines the amount of annual matching funds through a calculation, which factors in per capita income. The matching amount has increased because North Dakota's economy is strong and per capita income is higher which results in a greater state-matching requirement. Failure to meet the required match of $1,080,000 will result in the loss of Federal Section 4 funds, which are estimated to be $4,800,000 for the 2001-2003 biennium. The total National School Lunch Program is expected to provide $22,000,000 to schools during the next biennium.

**FEDERAL GRANTS:**

| | |
|---|---|
| **Present Budget** | **$ 135,290,636** |
| **Exec Recommendation** | **$ 146,527,146** |

Total federal funds to subrecipients were estimated at $ 146,527,146 for the 2001-2003 biennium. See Federal Grants information (see pages 19-20).

## SPECIAL LINE ITEMS

**GEOGRAPHIC EDUCATION**

| | |
|---|---|
| **Present Budget** | **$ 50,000** |
| **Exec Recommendation** | **$ 50,000** |

Geographic Education will present program information between 2:30pm – 4:30pm on January 10, 2001.

**NATIONAL TEACHER CERTIFICATION**

| | |
|---|---|
| **Present Budget** | **$ 20,000** |
| **Exec Recommendation** | **$ 33,000** |

Education Standards & Practice Board (ESPB) will present program information between 2:30pm – 4:30pm on January 10, 2001.

## ADDITIONAL BUDGET REQUESTS

**WRITING – STANDARDS-BASED ASSESSMENT**

| | |
|---|---|
| **Present Budget** | **$ -0-** |
| **Exec Recommendation** | **$ -0-** |
| **Additional Request** | **$ 412,000** |

See Supplemental Requests for Assessments (pages 29-30).

**DATA ENVELOPMENT ANALYSIS PROJECT**

| | |
|---|---|
| **Present Budget** | **$ -0-** |
| **Exec Recommendation** | **$ -0-** |
| **Additional Request** | **$ 100,000** |

School districts in North Dakota are facing a crisis driven by declining enrollments. Demographic studies clearly indicate that factors such as reduced birth rates and migration to the larger cities are producing these declines. This trend results in the need for large numbers of districts to enter into planning processes aimed at identifying promising solutions that will ensure a high quality education for the children they serve. Under the proposed project, computer software and analytical procedures would be developed to help local schools in establishing these solutions.

Since the 1997 legislative session, the SCHOOLMAPS software system for mapping of North Dakota school districts and associated reporting of their characteristics has been undergoing expansion to incorporate significant new capabilities. The new capabilities are focused on providing procedures for assessing efficiencies of operation that are achievable by school districts, particularly in transportation. Achievable efficiency in various school operations depends on many factors, but student enrollment level always plays a central role. In transportation, some of the other more important factors that drive efficiency include the geographical distribution of students within the district, locations and conditions of roads, location of school plants, and school district size and shape.

Under the proposed project, the following activities would be carried out:

1) Re-hosting of the Schoolmaps system to the World Wide Web, making it possible for school districts throughout the state to carry out analysis that support their own planning processes. This re-hosting would also make it much easier to widely disseminate and support the releasing of current versions of the Schoolmaps program.

2) Integrate the Schoolmaps system with the locational capabilities of the 911 emergency telephone system, leading to the capability of knowing where students live geographically. This is helpful in the development of spatial analysis aimed at identifying promising areas in which districts could combine or expand, with resultant gains in efficiency and viability.

3) Integrate the Schoolmaps system with the statewide Geographical Information System (GIS) road network database under development by the State Department of Transportation. This is useful in analyses aimed at identifying possibilities for school district combinations, as well as determining areas of the state that are isolated in terms of access.

**ONLINE COURSE DEVELOPMENT**

| | |
|---|---|
| **Present Budget** | **$ -0-** |
| **Exec Recommendation** | **$- 0-** |
| **Additional Request** | **$ 150,000** |

See Division of Independent Study (pages 31-39).

**GRADES 1-4 DISTANCE EDUCATION COURSES**

| | |
|---|---|
| **Present Budget** | **$ -0-** |
| **Exec Recommendation** | **$ -0-** |
| **Additional Request** | **$ 130,000** |

See Division of Independent Study (pages 31-39 ).

**STUDENT DATA BASE DEVELOPMENT**

| | |
|---|---|
| **Present Budget** | **$- 0-** |
| **Exec Recommendation** | **$412,500** |
| **Additional Request** | **$ 412,500** |

DPI, in cooperation with the North Dakota University System and the North Dakota State Board for Vocational and Technical Education, is committed to the development and implementation of a comprehensive education data base system for grades K-16. The system would be designed to generate data from a database that included individual student information tied to a unique identification number for students from all school districts in the state.

The information on which to make data driven decisions regarding policy, organizational and funding issues is not available to the state nor to the vast majority of school districts in the current data systems.

The proposed comprehensive system would allow a jointly held student data warehouse to accumulate and aggregate student data for districts, agencies and the legislature under well defined protocols.

The budget request includes one FTE to assist with development and management of the system. The budget line includes contracted expertise for development of the data fields, acquisition of necessary related hardware and software, and training and technical assistance to schools for implementation.

**JANITORIAL SERVICES**

| | |
|---|---|
| **Present Budget** | **$ -0-** |
| **Exec Recommendation** | **$ -0-** |
| **Additional Request** | **$ 13,000** |

See Division of Independent Study (pages 31-39 ).

**RED RIVER VALLEY WRITING PROJECT**

| | |
|---|---|
| **Present Budget** | **$ 10,000** |
| **Exec Recommendation** | **$ 10,000** |
| **Additional Request** | **$ 10,000** |

Red River Valley Writing Project will present program information between 2:30pm – 4:30pm on January 10, 2001.

**NORTHERN PLAINS WRITING PROJECT**

| | |
|---|---|
| **Present Budget** | **$ 28,000** |
| **Exec Recommendation** | **$ 28,000** |
| **Additional Request** | **$ 12,000** |

Northern Plains Writing Project will present program information between 2:30pm – 4:30pm on January 10, 2001.

**2001 CENTURY SCHOOL CODE**

| | |
|---|---|
| **Present Budget** | **$- 0-** |
| **Exec Recommendation** | **$- 0-** |
| **Additional Request** | **$ 48,000** |

The 2001 edition of the North Dakota Century School Code - 2001 is the fifth in the series of decennial publications of school laws. This volume is a complete set of the North Dakota statutes which impact on schools and education. The number of requests that come to the Department concerning school laws emphasize the need for a ready reference on North Dakota school law.

Based upon current costs and the projected size of the next edition of the North Dakota Century School Code, LEXIS Publishing estimates the cost of 1,000 copies of the 2001 Edition at $48,000. This estimate is based on publishing a book in the same style and with the same features as the 1991 Edition. The estimate reflects increases in paper and labor costs over the ten years since a new edition was last produced.

# SUPPLEMENTAL REQUESTS FOR ASSESSMENTS

**READ & MATH-STANDARDS-BASED ASSESSMENT**

| | |
|---|---|
| **Present Budget** | **$ -0-** |
| **Exec Recommendation** | **$ 836,000** |

The Department of Public Instruction recommends the approval of a supplemental initiative designed to implement reading and mathematics standards-based assessment for students in grades four, eight and 12. These proposed assessments would supply data to local schools on student achievement in relationship to the state's reading and mathematics content standards and offer a basis for determining school program improvements. This information is required within ESEA to secure the state's allocation of ESEA Title I funding.

According to Title I regulations, states are required to supply a method for schools to assess student progress against state standards in reading and mathematics. The state's traditional tool, the CTBS/Terra Nova, is a national, norm-referenced tool that does not measure student progress against the state's content standards. Through separate grant funding and aid of several hundred North Dakota teachers, the state has developed standard-based assessment in English language arts and mathematics to measure students' progress in their skills and knowledge of critical standards. This proposed supplemental initiative would fund the actual implementation of the assessments to 9,000 students per grade level (grades four and eight) and approximately 500 grades 12 Title I students.

The state is allocated approximately $40,000,000 for ESEA Title I for the 2001-2003 biennium. As a condition for receiving this allocation, the state must show evidence that it has implemented statewide assessments in reading and mathematics in terms of state standards. If the state were not able to evidence the implementation statewide of these assessments, it would be at risk of losing its Title I funding. This supplemental proposal is intended to secure the state's Title I funding, in addition to supplying the state's schools with invaluable information concerning their students' progress against the standards. The anticipated cost of implementing the reading assessment for the biennium is $412,000. The anticipated cost of implementing the mathematics assessment for the biennium is $424,000. The total cost of implementing both assessments during the 2001-2003 biennium is $836,000.

**STATEWIDE TESTING PROGRAM**

| | |
|---|---|
| **Present Budget** | **$403,643** |
| **Exec Recommendation** | **$453,643** |

Goal # 1 of Governor Schafer's "North Dakota Delivers" message states: "Make North Dakota a leader in student achievement and academic excellence." The success indicators listed for this goal are:
1. Percentage of fourth grade students reading at or above grade level.
2. Student scores and national ranking on standard assessment tests.

The current testing program includes norm-referenced standardized achievement tests and the companion group ability tests. These tests are the TerraNova, also known as the ComprehensiveTests of Basic Skills, fifth edition and the Test of Cognitive Skills, second edition.

In order to continue this testing program, an additional $50,000 in general funds is needed. The present budget includes $403,643 of general funds for testing costs. However, the projected cost for the 2001-03 biennium is $453,643 or an increase of $50,000.

**WRITING – STANDARDS-BASED ASSESSMENT**

| | |
|---|---|
| **Present Budget** | **$ -0-** |
| **Exec Recommendation** | **$ -0-** |
| **Additional Request** | **$ 412,000** |

The Department of Public Instruction recommends the approval of a supplemental initiative designed to implement writing standards-based assessments for students in grades four, eight and 12. These proposed assessments would supply data to local schools on student achievement in terms of the state's writing content standards and offer a basis of determining school program improvements. This information is not required within ESEA to secure the state's allocation of ESEA Title I funding; however, writing performance is identified as a critical skill area to monitor against state standards.

The state's traditional tool, the CTBS/Terra Nova, is a national, norm-referenced tool that does not measure student progress against the state's content standards. Through separate grant funding and aid of several hundred North Dakota teachers, the state has developed a standards-based assessment in writing to measure students' progress in their skills and knowledge of critical standards. This proposed supplemental initiative would fund the actual implementation of the assessments to 9,000 students per grade level (grades four, and eight) and approximately 500 grades 12 Title I students.

This supplemental proposal is intended to supply the state's schools with invaluable information concerning their students' progress against the writing standards. It is anticipated that the implementation of the state writing assessment would cost approximately $412,000 for the 2001-2003 biennium

# FTE'S ASSIGNED TO ADMINISTRATIVE UNITS

| | |
|---|---|
| Management Information Systems<br>4.85 GF<br>6.15 F | 11.0 Management Information System personnel are responsible for information technology and data management services, including administration and support of the local area network, hardware and software, remote connections with school systems and local agencies; training for users; and communications with the state's Information Technology Division; application development, consulting services and systems support. They collect, process, analyze and distribute data; provide technical support and services to state and local agencies, school personnel, and legislators; and communicate federal and state security and reporting requirements. |
| School Finance & Organization<br>3.0 GF | 3.0 School Finance and Organization personnel supervise the distribution of state aid, assist schools with the implementation of the uniform accounting system; provide technical assistance to schools and school districts regarding annexation, reorganization, and dissolution procedures; administer Title VIII Impact Aid; provide support and technical assistance for dual credit and open enrollment; supervise the school bus transportation program; approve school construction and manage school construction loan programs; and provide administrative support to the State Board for Public School Education. |
| Child Nutrition & Food Distribution<br>1.7 GF 10.8 F | 12.5 Child Nutrition and Food Distribution personnel are responsible for the administration of 7 USDA child nutrition programs, nutrition education and training programs, and commodity assistance for schools, institutions and low-income individuals. |
| Education Technology<br>1.0 F | One staff member administers state and federal technology programs; supervises coordination of competitive Title III grant funds to school districts; and provides support to the Education Telecommunications Council, which is charged with developing and maintaining a statewide education telecommunications system. |
| School Approval & Accreditation<br>8.05 GF 0.20 F | 8.25 Approval and Accreditation personnel are responsible for assisting K-12 schools in providing quality education; administering a statewide accreditation program; reviewing public and nonpublic schools for statutory compliance; administering the statewide standardized achievement testing program; providing technical assistance to local education agencies regarding state and federal legislation; and for the issuance of credentials for administrators, counselors, library media and driver education personnel. |
| School Improvement<br>4.15 GF 6.85 F | 11.0 School Improvement personnel are responsible for the overall administration of the Department's school improvement efforts; the administration of the state's Goals 2000 funding and statewide planning efforts, including grant awards to local school districts/consortia; administration of Title VI grants to local districts to improve student achievement; the coordination of department conferences related to educational improvement; administration of the math assessment project, a federally funded program to develop and implement state math tests, and the administration of the class size reduction grant which includes provisions for statewide professional development opportunities. |
| Targeted Services<br>4.12 GF 30.63 F | 34.75 personnel are assigned to the Targeted Services Division, which includes the following programs: Special Education; Compensatory Education; School Health Programs; Native American & Bilingual Education; Adult Education and Literacy; and the Early Childhood Tracking System. Personnel coordinate and supervise programs that target services to support the unique educational needs of this diverse population. |
| General Management<br>7.25 GF<br>5.5 F | 12.75 General Management personnel are responsible for management of general administrative and fiscal functions, including the preparation and submission of the biennial budget, department payroll, internal accounting, preparation of financial statements and various fiscal reports, maintenance of the department budget, grant and contract files, process and issuance of all payments, receipt of all revenue, coordination of school districts and other sub-recipient audits; personnel administration, and internal operational functions, including: printing, mail distribution, telephone coverage, purchase of office supplies, and business communications. The Superintendent and an administrative assistant are included in the General Management Budget, as are constitutional boards and functions and the administration of the ND Schools for the Deaf and Blind, and the State Library. |
| Division of Independent Study<br>6.05 GF 1.15 F<br>30.50 Other | 37.7 employees of the Division of Independent Study operate the 6th largest public high school distance education program in the U.S. The Division serves students from 50 states and 43 foreign countries. Required and elective courses are offered to supplement grades 5 through 12 curricula and to provide an alternate method of earning a high school diploma. Curriculum materials and library resources are available to teachers, administrators and parents. The Division is North Central Association accredited. 21.0 DIS staff are certified teachers who provide 171 one-semester courses in grades 5-12. During the 99-00 school year, the Division had 9,592 course enrollments. |

## DPI STAFFING

The following depicts the major responsibilities assigned to personnel for the administration of Department of Public Instruction programs and services and the associated full time staff equivalencies (FTEs) assigned to carry out departmental functions. Currently, 39.17 FTEs fulfill state mandates and administer state general fund dollars amounting to $547,124,309.

There are 92.78 positions responsible for the administration of federal (62.28) and other (30.50) funded programs totaling $206,005,642 dollars. The federal government does not allow states to use federal dollars to fund state mandates, or to administer state rules and regulations. Federal grants are dedicated to specific needs and restrict the ways in which funds may be spent. In some instances, the federal government requires that states show a good faith effort by requiring matching funds.

Personnel also administer and/or sponsor a number of supplemental programs that provide for educator awards, teacher fellowships, student scholarships and academic competitions that would not otherwise be available to students and teachers in North Dakota. Should the legislature cut positions from the Department of Public Instruction, current program activities and specific functions will have to be eliminated or statutes revised.

## STATE STATUTORY & CONSTITUTIONAL AUTHORITY

**Administration of the Division of Independent Study, the Schools for the Deaf and Blind and the State Library.** In July of 1989, authority for the Division of Independent Study was transferred to the superintendent. Effective January of 1991, authority for the supervision of the state Schools for the Deaf and Blind and the State Library was transferred to the Office of the Superintendent.

**Adult Education:** The superintendent is responsible for coordinating all adult basic education programs, including the administration of state and federal funding of 21 adult learning centers.

**Approval and Accreditation:** Schools are required to meet 4 statutes: teacher certification NDCC 15-36-11; subjects offered in accordance with NDCC 15-38-07; Assurance of a 180 day term consisting of 5 ½ hour school days, 6 hours for secondary and 173 contact days NDCC 15.1-06-04; compliance with state and municipal health, fire and safety codes.

**Annexation and Reorganization:** The superintendent directs school district annexation, reorganization and dissolution, and NDCC 15.1-06-13 provides administrative support to the State Board of Public School Education

**Biennial Report:** The superintendent must prepare a biennial report that shows the number of districts, students, attendance records and studies offered. The report also illustrates the financial condition of the schools, receipts and expenditures.

**Board of Higher Education Nominating Committee:** The Superintendent chairs the Board of Higher Education Nominating Committee. This committee provides nominees to the governor for selection as members of the Board of Higher Education.

**Boards and Commissions:** The superintendent serves as a member and as Executive Director and Secretary of the State Board of Public School Education, as a member of the State Board for Vocational/Technical Education, the Board of University and School Lands, the Teachers' Fund for Retirement and the Children's Services Coordinating Committee. The education fact-finding commission is funded in the Superintendent's budget to assist school boards and its teachers negotiate terms and conditions of employment should an impasse occur.

**Child Nutrition and Food Distribution:** The superintendent, through a partnership of federal, state and local agencies, delivers benefits to nearly one in three North Dakotans in schools, childcare centers, homes, institutions and low income food assistance settings. In addition, the department enters into agreements for the warehousing and transportation of commodity foods donated by the USDA to create an efficient and cost effective, statewide commodity warehousing and distribution system.

**Educational Telecommunication Council:** The superintendent or his designee is a member of the ETC, which is responsible for planning and implementing statewide educational telecommunications systems. The agency also provides administrative support to the ETC.

**Federal Agreements**: The superintendent enters into agreements with agencies of the federal government for or on behalf of the public school districts of North Dakota and adopts necessary rules of administration to ensure proper and efficient operation of such agreements and to comply with the conditions necessary for the state to receive full benefits of federal programs.

**Home Education**: The superintendent ensures that the requirements of NDCC 15-34.1-06 are met as they relate to services provided by resident school districts and the awarding of a high school diploma to home schooled students.

**School Buildings**: The superintendent approves school plans for construction, purchase, repair, improvement or renovation of any school building with an estimated cost of $25,000 or more.

**School Accounting**: The superintendent is required by law to implement a uniform system of accounting, budgeting and reporting for all school districts. All districts are required to submit reports as required by the superintendent.

**School District Aid**: The superintendent certifies to the ND Office of Management and Budget a list of all districts and the amounts due each school district and each school district is paid within the limits of legislative appropriation.

**Special Education**: The superintendent establishes general state policy and coordinates all available resources to ensure cooperative special education services throughout the state.

**State Tuition Fund**: The state superintendent apportions such funds, as required by law, among the state's school districts in proportion to the number of children of school age in each district.

**Textbooks**: Any firm, person or corporation, before offering for selection any school textbook, is required to file the book with the superintendent with a price list and a surety bond of not less than $2000.

**Transportation Aid**: The Superintendent assures certification of school buses and drivers prior to making payment of transportation funds.

**Tuition Agreements**: The superintendent enters into reciprocal master agreements with appropriate agencies of bordering states to provide for payment on a per pupil basis for students attending schools in bordering states NDCC 15-40.2-10.

**Rulemaking**: The superintendent will adopt rules as prescribed by North Dakota law to implement statutory changes relating to provisions or statutes administered or enforced by the department NDCC 28-32-03.1.

**Standardized Reporting Forms**: The superintendent shall develop standardized reporting forms in both hard copy and electronic format, prescribing the manner in which school district personnel must account for and report all required data.

**Electronic Access**: The department shall provide school districts with electronic access to all publications and other documents produced for distribution to schools, and to the extent possible, electronically prepare and transfer all reports and information required by the Department of Public Instruction.

## MAJOR ACTIVITIES AND SERVICES

Technical Assistance: Interpret/disseminate state and federal guidelines, laws and regulations; provide teacher, business manager, food nutritionist, safety and technology inservice training; conduct workshops and conferences dedicated to administrative leadership; assist schools in the development and delivery of hardware and software for on-line data collection and reporting; assist schools to plan for emergencies, make schools safe, and license bus drivers; provide schools with alternatives and options to deal with declining enrollment.

Teaching and Learning: Support Adult Education Centers through the state; administer GED Testing at selected sites throughout the state; develop curriculum and on-line coursework; provide Independent Study Correspondence and Distance Education for high school students; offer supplemental programs for student scholarships and educational enhancement.

Resource Development: Create program manuals, guides, and directories; develop statewide educational frameworks, standards and assessments; propose legislation based on assessment of educational needs; write supplemental grants to enhance state funding and broaden student opportunities.

Professional Development: Support Teacher Center Network; sponsor the Leadership in Education Administration Development (LEAD) Program; offer a number of grant programs designed to further teacher training opportunities in the areas of Special Education, Math and Science; offer supplemental programs to reward and recognize teachers and award-winning schools.

Health and Nutrition: Administer and fund health education programs, including AIDS education, risk prevention and development of safe school policies and procedures; Safe and Drug Free Schools Programming and funding; school lunch, day care and summer feeding programs.

Collaboration: Advocate for educational programs and interagency coordination; provide research and conduct assessments pertaining to statewide needs; promote parental and community involvement in educational planning.

Administration: Insure accountability in the management of $700 million budget; monitor programs and funds to insure compliance with laws and grants; budget and allocate funds in accordance with legislative intent; prepare and disseminate reports required by state and federal law; account for student achievement through statewide testing; credential, approve and accredit schools and educators, in accordance with state law; propose legislation and adopt rules as required by law.

# DEPARTMENT OF PUBLIC INSTRUCTION
## Federal Grant Information
### 2001-2003 Executive Recommendation

| Catalog # | Title | U.S. Dept. | Grants | Admin |
|---|---|---|---|---|
| 10.553 | School Breakfast | Agriculture | 3,600,000 | |
| 10.555 | National School Lunch Program | Agriculture | 22,350,000 | |
| 10.556 | Special Milk Program for Children | Agriculture | 169,000 | |
| 10.558 | Child & Adult Care Food Program | Agriculture | 18,859,221 | 80,779 |
| 10.559 | Summer Food Service for Children | Agriculture | 720,090 | 41,910 |
| 10.560 | State Administrative Expense for Child Nutrition | Agriculture | | 1,111,500 |
| 10.567 | Food Distribution Program on Indian Reservations | Agriculture | 1,090,600 | 554,305 |
| 10.568 | Temporary Emergency Food Assistance | Agriculture | 95,000 | 140,000 |
| 84.002 | Adult Basic Education | Education | 2,649,223 | 262,011 |
| 84.010 | Title I - Compensatory Education | Education | 39,064,251 | 1,293,086 |
| 84.011 | Migrant Education, | Education | 614,020 | 104,498 |
| 84.013 | Title I Program for Neglected & Delinquent Children | Education | 70,171 | 2,217 |
| 84.025 | Services for Children with Deaf - Blindness | Education | 174,614 | |
| 84.027 | Special Education - IDEA, Part B & State Improvement Grant | Education | 22,777,829 | 2,330,277 |
| 84.162 | Emergency Immigrant Education | Education | 200,000 | |
| 84.173 | Special Education - IDEA - Preschool Program | Education | 1,546,386 | 334,507 |
| 84.181 | Special Ed, IDEA, Part H-Program for Infants & Families with Disabilities | Education | | 625,882 |
| 84.185 | Byrd Scholarship Program | Education | 205,000 | |
| 84.184 | Title IV Drug Free Schools & Communities Act | Education | 3,162,077 | 266,615 |
| 84.194 | Bilingual Education | Education | | 235,513 |
| 84.196 | Education of Homeless Children & Youth | Education | 113,600 | 86,400 |

| Catalog # | Title | U.S. Dept. | Grants | Admin |
|---|---|---|---|---|
| 84.213 | Title I, IASA 1994, Even Start | Education | 1,325,250 | 69,750 |
| 84.279 | English & Math Assessment | Education | | 347,154 |
| 84.216 | Title I, IASA 1994, Capital Expenses | Education | 50,468 | |
| 84.276 | Goals 2000 - State & LEA Systemic Improvement | Education | 3,484,847 | 391,512 |
| 84.281 | Title II Eisenhower Professional Development | Education | 2,543,386 | 120,224 |
| 84.298 | Title VI - Innovation in Education | Education | 3,134,177 | 510,190 |
| 84.318 | Title III Technology Literacy | Education | 4,037,500 | 145,067 |
| 84.332 | Part E - Federal Supplemental Education Opportunity Grants | Education | 1,076,736 | |
| 99.003 | Nat Coop Educational Statistics (NCES) | Education | | 49,452 |
| 93.938 | Aids Educational Curriculum | Center for Disease | 80,000 | 837,363 |
| 84.340 | National Class Size Reduction | Education | 12,188,086 | |
| 93.576 | Refugee Entrant Assistance | HHS | 540,000 | |
| 84.338 | Reading Excellence | Education | | 3,775,000 |
| 84.926 | Art in Education | Education | | 692,900 |
| 84.215 | Christa McCauliffe, Science Assessment & Partnerships in Character Education | Education | 567,495 | 1,829,982 |
| 99.002 | Miscellaneous Indirect Costs | Ed. & Ag. | | 1,303,720 |
| | | **Total** | **$146,527,146** | **$17,618,052** |

| CATALOG # | TITLE | US DEPT |
|---|---|---|
| 10.550 | Food Distribution – Food Donation Program | Agriculture |

Food is available for distribution to qualifying outlets such as food banks, schools, child and adult care centers, etc. USDA provides funding to DPI for storage and delivery of food products valued at approximately, $6,000,000 per year. No cash grants are made to participating outlets.

| | | |
|---|---|---|
| 10.553 | School Breakfast | Agriculture |

Funds are available to reimburse participating public and nonprofit private schools of high school grade or under for breakfast. The rates of reimbursement are adjusted on an annual basis. All participating schools must agree to supply free and reduced price meals to eligible students.

| | | |
|---|---|---|
| 10.555 | National School Lunch Program | Agriculture |

Funds are available to reimburse participating, public and nonprofit private schools, of high school age or under, including residential child care institutions, for lunches. Schools may be reimbursed for meal supplements served to children enrolled in after school hour care programs.

| | | |
|---|---|---|
| 10.556 | Special Milk Program for Children | Agriculture |

The objective is to encourage the consumption of milk by children. Any public and nonprofit private school or child care institution of high school grade or under, including public and private nonprofit nursery schools, child-care centers, settlement houses, summer camps and similar nonprofit institutions, may participate.

| | | |
|---|---|---|
| 10.558 | Child & Adult Care Food Program | Agriculture |

Funds are available to eligible institutions to reimburse their costs in providing meals and snacks to children and adults participating in nonresidential day care. Generally the program is limited to children 12 years old and younger in child care institutions. However, adult day care centers functionally impaired adults 18 years and older, and adults 60 years old or older, who are not serving residents of an institution, are eligible.

| | | |
|---|---|---|
| 10.559 | Summer Food Service for Children | Agriculture |

Funds are available to eligible institutions to provide free meals to low-income children during the summer months and at other approved times, when area schools are closed for vacation. The program is for children 18 years and under, and children 18 years and under who participate in State approved programs for persons with disabilities.

| CATALOG # | TITLE | US DEPT |
|---|---|---|
| 10.564 | Nutrition Education and Training | Agriculture |

Provides for the nutritional training of education and food service personnel, the food service management training of school food service personnel, and the conduct of nutrition education activities.

| | | |
|---|---|---|
| 10.567 | Food Distribution Program on Indian Reservations | Agriculture |

Food distribution for Indian households living in a designated area near an Indian reservation. The area must be certified by local authorities as having inadequate income and resources. Administrative funds support warehousing transportation and other administrative costs at the tribal and state level.

| | | |
|---|---|---|
| 10.568 | Emergency Food Assistance Program | Agriculture |

Funds are made available for the processing, storage and distribution cost incurred for providing food assistance to needy persons.

| | | |
|---|---|---|
| 84.002 | Adult Basic Education | Education |

Funds are used to improve educational opportunities for out-of-school adults who are 16 years old and older or who are beyond the age of compulsory school attendance and who lack sufficient mastery of basic educational skills to enable them to function effectively in society and who have not graduated from secondary school. Special emphasis is given to programs of instruction in computational skills and in speaking, reading or writing English. Of the monies received 5% is awarded to DPI and 95% is distributed to Adult Learning Centers. Method for allocation of funds is based on a competitive application process.

| CATALOG # | TITLE | US DEPT |
|---|---|---|
| 84.010 | Title I Compensatory Education | Education |

Title I of the Elementary and Secondary Education Act provides financial assistance to state and local educational agencies to meet the needs of the educationally deprived, at-risk children. The goal of Title I is to provide instructional services and activities to meet the needs of disadvantaged children identified as failing or most at risk of failing the state's challenging performance standards. This includes programs for Migrant Education, Education of Homeless Children, Neglected & Delinquent Program, and the Even Start Intergenerational Literacy Program. States are allowed to withhold 1% or a flat amount for states declared a small state minimum for administrative purposes. The remaining amount is distributed to local school districts. . Method for allocation of funds is based on free and reduced meals, foster count and census data.

| | | |
|---|---|---|
| 84.011 | Title I Migrant Education | Education |

Funds are used to support educational programs that address the needs of migratory children, ages 0 through 21. Of the monies received 19% is awarded to DPI and 81% is distributed to school districts. Method for allocation of funds is based on enrollment.

| | | |
|---|---|---|
| 84.013 | Title I Program for Neglected & Delinquent Children & Youth | Education |

Funds are used to meet the special educational needs of children in institutions or community day school programs for neglected or delinquent children and youth in adult correctional institutions. Services must be used to supplement those normally provided with state funds. Of the monies received 2.19% is awarded to DPI and 97.81% is distributed to school districts. Method for allocation of funds is calculated by Department of Education based on adjusted enrollment.

| | | |
|---|---|---|
| 84.025 | Services for Children with Deaf-Blindness | Education |

Funds are used to provide technical assistance and support to parents, families and service providers of children with deaf-blindness

| | | |
|---|---|---|
| 84.027 | Special Education Act (IDEA), Part B | Education |

Funds are used by state and local educational agencies to help provide the special education and related services needed to make a free appropriate public education available to all eligible children with one or more of thirteen specified disabilities. An amount equal to 86.4% of the total grant amount is distributed to school districts. Allocations are made to special education units based on the number of children with disabilities aged 3 years through 21 years.

| CATALOG # | TITLE | US DEPT |
|---|---|---|
| 84.029 | Part D of IDEA State Program Improvement Grants For Children with Disabilities | Education |

The grant is to assist state educational agencies and their partners in reforming and improving their systems for providing educational, early intervention and transitional services; including their systems for professional development, technical assistance, and dissemination of knowledge about best practices, to improve results for children with disabilities.

| | | |
|---|---|---|
| 84.162 | Emergency Immigrant Education | Education |

Provides assistance to states for educational services and costs for immigrant children enrolled in elementary and secondary public and nonpublic schools whose enrollment is at least 500 or three percent of the total enrollment. Also provides inservice training for personnel instruction immigrant children.

| | | |
|---|---|---|
| 84.173 | Special Education IDEA Preschool Program | Education |

Funds are used by state and local educational agencies to help provide special education and related services to children with disabilities aged 3 years through 5 years a free appropriate public education. Allocations are made to special education units based on the amount received for fiscal yeai 1997 plus 85% of the remaining amount based on the relative number of children enrolled in the schools and within the special education unit. Remaining 15% is allocated on the number of children in the unit eligible for free and reduced meals.

| | | |
|---|---|---|
| 84.181 | IDEA – Part C Grants for Infants and Toddlers with Disabilities | Education |

Funds are used by states to assist in maintaining and implementing a statewide, comprehensive, coordinated, multidisciplinary, interagency system to provide early intervention services for infants and toddlers with disabilities and their families.

| | | |
|---|---|---|
| 84.185 | Byrd Scholarship Program | Education |

Provides scholarships to outstanding high school seniors that show promise of continued academic achievement in an effort to recognize and promote student excellent and achievement. Annual scholarships of $1,500 are awarded to support a maximum of four years of study at an eligible institution of higher education.

| CATALOG # | TITLE | US DEPT |
|---|---|---|
| 84.186 | Title IV<br>Drug Free Schools and<br>Communities Act | Education |

Funds are made available to establish, operate, and improve local programs of school drug and violence prevention, early intervention, rehabilitation referral and education in elementary and secondary schools. The funds support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco, and drugs; involve parents and are coordinated with related federal, state, and community efforts and resources. Of the monies received 5% is used at the state level for technical assistance, 4% is awarded to DPI for administration, and 91% is distributed to school districts. Method for allocation of funds is based on school enrollment.

| | | |
|---|---|---|
| 84.196 | Title I<br>Education for Homeless<br>Children and Youth | Education |

The grant funds for this program are used to ensure that all homeless children and youth in the state have equal access to the same free, appropriate public education provided to other children and youth. The state educational agency provides services and subgrants to local educational agencies to ensure the removal or revision of policies, which prove to be barriers to the enrollment, attendance, and success of homeless children and youth in schools. Of the monies received 10% is awarded to DPI for administrative purposes, 40% is awarded to local shelters and agencies serving homeless children and 50% is distributed to school districts. Method for allocation of funds is based on a competitive application process.

| | | |
|---|---|---|
| 84.213 | Title I, IASA<br>Even Start | Education |

Funds are used to provide family-centered education projects. Even Start provides integrated programming in early childhood education, adult basic education, parenting education, and Parent and Child Time Together (PACT). This program help parents become partners in the education of their children, helps children reach their full potential as learners and helps provide literacy training for parents. Of the monies received 5% is awarded to DPI and 95% is distributed to school districts. Method for allocation of funds is based on a competitive application process.

| | | |
|---|---|---|
| 84.216 | Title I, ISSA 1994 Capital<br>Expenses | Education |

Assist local educational agencies pay for the additional capital costs incurred since July 1, 1985, associated with providing equitable Title I services to eligible private school children and to increase the number or percentage of private school children being served. Funds are used for such costs as the purchase, lease and renovation of real and personal property, insurance, maintenance costs, transportation and comparable goods and services. Of the monies received 100% is distributed to school districts. Method for allocation of funds is based on a competitive application process.

| CATALOG # | TITLE | US DEPT |
|---|---|---|
| 84.276 | Goals 2000 State and LEA Systemic Improvement | Education |

Grants are provided to state education agencies (SEA's) on a formula basis to support the development and implementation of comprehensive reform plans at the state, local and school levels to improve the teaching and learning of all children. At least 90% of the grant must be used to make subgrants to local education agencies for the implementation of state and local improvement plans, to improve educator preservice programs, and for professional development activities. Remaining funds are to be used for state activities designed to implement state improvement plans. Of the monies received 10% is awarded to DPI and 90% is distributed to school districts. Method for allocation of funds is based on a competitive application process.

| | | |
|---|---|---|
| 84.281 | Title II Eisenhower, Mathematics and Science | Education |

Funds are made available to school districts and state agencies for higher education to support professional development activities to improve teaching and student learning in core academic subjects. Activities should provide sustained and intensive high-quality professional development that can help students achieve to high academic standards. Of the monies received 5% is for statewide projects, 5% is awarded to DPI for administration, and 90% is distributed to school districts. Method for allocation of funds is based on school enrollment and free and reduced meals.

| | | |
|---|---|---|
| 84.298 | Title VI School Improvement | Education |

Funds are made available to assist local educational reform efforts that are consistent with and support statewide reform efforts under Goals 2000; to support state and local efforts to accomplish the national education goals; to implement promising educational reform programs; to provide a continuing source of innovation and educational improvement, including support for library services and instructional and media materials; and to meet the special educational needs of at-risk and high cost students.. Of the monies received 11-1/4% is for statewide education reform activities, 3-3/4% is awarded to DPI for administration, and 85% is distributed to school districts. Method for allocation of funds is based on school enrollment and free and reduced meals.

| | | |
|---|---|---|
| 84.318 | Title III Technology Literacy Challenge Fund | Education |

Grants are provided to school districts to speed the implementation of the integration of technology with school curricula and to make all students literate in reading, math science and other core academic skills. Of the monies received 5% is awarded to DPI and 95% is distributed to school districts. Method for allocation of funds is based on a competitive application process.

| CATALOG # | TITLE | US DEPT |
|---|---|---|
| 84.332 | Comprehensive School Reform Demonstration Program (Title 1-Part E) | Education |

Funds are awarded to states based upon the completion of an extensive application process and rigorous peer review. An amount equal to 5% of the total award may be retained at the state level and the remaining 95% is allocated to schools based on a competitive application process. The program provides incentives to schools to develop or adopt comprehensive improvements based on research and effective practices. The funds are targeted to schools that need to substantially improve student achievement, particularly Title I schools.

| | | |
|---|---|---|
| 93.938 | School Health Programs | Center for Disease |

To support the development and implementation of school health programs, to prevent serious health problems for youth, parents, preserve education and communities. Of the monies received, approximately 13% is distributed to Teacher Centers for providing statewide training programs. The method for allocation of funds is based on a competitive application process.

| | | |
|---|---|---|
| 93.596 | Child Care Before/After School Programs | Health & Human Service |

Annual funds of $31,000 are allocated to school districts for developing before-and-after school programs. The funds are targeted to assist low-income families.

| | | |
|---|---|---|
| 84.340A | Class Size Reduction | Education |

Funds are distributed to state education agencies based on a formula using the greater of the state's share of ESEA Title I or Title II funds. Schools will use the funds to carry out effective approaches to reducing class sizes, particularly, in the early elementary grades. Schools can use their funds to recruit, hire, and train teachers; and test new teachers for academic content knowledge and to provide professional development activities to teachers. The federal funds must "supplement" expenditures that would have been made in the absence of the program.

| | |
|---|---|
| 84.215 | Partnerships in Character Education |

The purpose of the Fund for the Improvement of Education (FIE) is to support nationally significant programs to improve the quality of education, assist all students to meet challenging State content standards, and contribute to the achievement of the National Education Goals. This grant supports pilot projects that design and implement character education programs as a way to address the broader FIE objectives. Under this program, State educational agencies provide technical and professional assistance to local educational agencies in the development and implementation of curriculum materials, teacher training, and other activities related to character education.

| CATALOG # | TITLE | US DEPT |
|---|---|---|
| 93.576 | Refugee Children School Impact Grant | Health & Human Services |

Provides funds to school districts that are impacted by refugee students. These funds may be used to assist refugee students in achieving academic success and English language proficiency through participation in after school tutoring and extracurricular activities. This program provides grants to local education agencies that experience large increases in their student population due to immigration and refugee resettlement.

| | | |
|---|---|---|
| 84.338 | Reading Excellence | Education |

The Reading Excellence Act amends Title II of the Elementary and Secondary Education Act of 1965 by adding a reading component. The reading Excellence Act will enable State educational agencies to fund local reading improvement activities and tutorial assistance activities. The four primary activities to be supported are: (1) professional development; (2) tutoring; (3) family literacy; and (4) transition programs for kindergarten students. The Reading Excellence Act places an emphasis on the importance of scientifically based reading research, including findings related to phonemic awareness, systematic phonics, fluency, reading comprehension, and motivation. States must have a reading and literacy partnership to be eligible for a grant.

| | | |
|---|---|---|
| 84.926 | Art in Education | Education |

This grant focuses on media literacy projects that include opportunities for youth to engage in non-violent, innovative arts programming. These projects will support model partnerships between schools and arts-based organizations to demonstrate new methods of improving the interpretive and creative skills of young people in dealing with the media arts. Young people will learn how to interpret the messages they receive on a daily basis through the media, and also how to engage in the creative process in developing better alternatives to media programming that include violent content.

| | | |
|---|---|---|
| 84.215 | Science Assessment | Education |

The objective of the Fund for the Improvement of Education (FIE) is to conduct significant programs to improve the qualify of education, assist all students to meet challenging State content standards, and contribute to the achievement of the National Education Goals. This award focuses on science assessment development projects.

## Supplemental Requests for Assessments

Greg Gallagher,
Education Improvement Team Leader

The Department of Public Instruction has submitted three separate supplemental budget requests to support norm-referenced and standards-based assessments.

I. *Norm-referenced, Standardized Achievement Assessments.*

Historically the State has funded norm-referenced, standardized achievement assessments as a means of monitoring school improvement efforts within districts. During the 1999-2001 biennium, $403,850 has been allocated to conduct general, norm-referenced assessments for students in grades 4, 6, 8, and 10 within limited core content areas. The State has contracted with CTB/McGraw-Hill to administer the CTBS/*Terra Nova*, an off-the-shelf assessment tool. The *Terra Nova* offers test items set by the company for general assessment purposes, which accounts for its low cost. The *Terra Nova* reports all student achievement in terms of group norms; the *Terra Nova* does not report student achievement in terms of state developed standards.

An advisory committee of education representatives from across the state has recommended that the State change the administration of the *Terra Nova* to grades 3, 7, and 11 to complement the required Title I standards-based assessments in grades 4, 8, and 12. This will afford districts additional information regarding student achievement upon which to base their school improvement efforts.

To maintain a comparable level of norm-referenced, standardized achievement testing at grades 3, 7, and 11 with supporting reports to students, parents, districts and the State, an additional $50,000 is requested.

II. *Title I Reading and Mathematics Assessments.*

A priority supplemental budget request, totaling $836,000, would fund the statewide administration of the State's standards-based assessments in reading and mathematics at grades 4, 8, and 12. These assessments would supply data to local schools on student achievement in relation to the State's reading and mathematics content standards and offer a basis for determining school program improvements. These assessments are required within Title I of the Elementary and Secondary Education Act (ESEA) as a condition for the State to receive its Title I allocation.

Pursuant to ESEA Section 1111, states are required to set state content standards in reading and mathematics and to assess student academic performance in terms of these standards. The State's traditional tool, the CTBS/*Terra Nova*, is a national, norm-

referenced tool that does not measure student progress against the State's content standards and, therefore, does not meet Title I requirements. To achieve the federal requirements, the State must provide an assessment tool that is fully aligned to the state's standards in reading and mathematics and that meets all validity and accountability standards acceptable to the U.S. Department of Education.

This supplemental request would fund the administration of standards-based assessments in reading and mathematics for all students in grades 4, 8, and 12. Furthermore, this request will fund the detailed reporting of student achievement to students, parents, schools, districts, and the state. These reports would meet all federal reporting requirements and supply districts with critical information to be used for their school improvement efforts.

III. *Writing Assessment*

A secondary supplemental budget request, totaling $412,000, would fund the statewide administration of the State's standards-based assessments in writing at grades 4, 8, and 12. These writing assessments are not required under Title I; however, they would complement the reading and mathematics assessments. These tests would supply data to local schools on student achievement in relationship to the State's writing content standards and offer a basis for determining school program improvements. The writing tests have been designed by State teachers to be valid and reliable tools to assess student performance in terms of the State's writing standards. Specially trained North Dakota teachers would score these writing standards. Student achievement results would be reported to students, parents, schools, districts, and the State.

*Summary*

The Department of Public Instruction submits these assessment proposals to advance the State's efforts in measuring true student performance statewide. One of North Dakota's long-standing accreditation principles states that meaningful school improvement must be based on credible data. If schools are to improve, then schools must enhance their curriculum and instruction based on data that is predicated on accepted standards.

Historically, the State has minimally funded assessment activities. Within a biennial budget approximating $753 million, the State allocates approximately .07% (much less than 1%) of the budget to conduct statewide assessments. Any meaningful improvements begin with meaningful data. Similarly, any efforts to establish meaningful accountability within the State stands on a foundation of relevant data. To upgrade our current assessment efforts will require increased funding. The Department respectfully submits these budget requests for your favorable consideration.

# DIVISION OF INDEPENDENT STUDY

**Neil D. Howe, State Director**

The **Division of Independent Study** (NDIS) is a unit of the North Dakota Department of Public Instruction.

The mission of the Division of Independent Study is to provide personalized distance learning services and educational resources to the citizens of North Dakota. The Division exists to:

- Provide a complete middle and high school supervised distance education curricula free of time and place constraints;
- Offer quality distance education courses in print and online formats;
- Provide equitable educational opportunities for all students, including the opportunity to earn a high school diploma in an alternative setting;
- Provide an online core curricula on the Internet which encompasses all the courses required for high school graduation;
- Expand distance education course offerings to the K – 4 grade levels;
- Develop courses based on content standards;
- Expand the Division's share of the K – 12 distance education global market;
- Provide curriculum assistance to schools;
- Improve communication and cooperative efforts with other state agencies to better utilize resources and prevent duplication of services.

## *Independent Study Center*

The Division of Independent Study was established in 1935 by the North Dakota Legislative Assembly to provide distance education courses for students in grades K – 12 and adults. The Division is regionally accredited through the North Central Association of Colleges and Schools (NCA) and is an institutional member of the *Community of Practice* division of the University Continuing Education Association (UCEA). NDIS is the sixth largest of the 20 UCEA member high schools.

The Division recognizes and respects the legislative intent for the Division to increase nonresident tuition. Since July 1, 1997, fees per one-half credit course have increased by $40 for residents and by $42 for non-residents. These amounts mark the highest increases in fees in Division history. During this period, tuition has increased from $40 to $63 for residents and from $50 to $75 for nonresidents. Handling fees have increased from $10 to $21; the study guide fee has increased from $25 to $31.

The 1998-99 UCEA "*Independent Study Program Profiles*" indicates that only two other member institutions providing high school courses charge higher tuition fees—the University of Nebraska-Lincoln and Griggs University. Although enrollments for this year are projected to remain stable, they would certainly decline if another dramatic fee increase were required next biennium. The necessity to significantly raise fees during the last three years has been due, in large part, to the reduction in general fund appropriations to the Division over the last several biennia. Since the 1991-93 biennium, the Division has experienced a 16% reduction in general fund monies.

The proposed 2001-03 budget is based on 78% special funds collected from fees. Further fee increases beyond inflationary costs may seriously jeopardize the Division's ability to collect these special funds. To remain competitive in the distance education marketplace, it will be necessary for the Division to maintain its current general fund amount so that fee increases are minimal.

## *Independent Study Center Services*

### *Elementary, Middle, and High School Distance Education Courses*

The Division offers 139 one-semester high school, 30 one-semester middle school, and 4 one-year Grade 5 distance education courses. Enrollments have increased from 3,556 in 1987-88 to 9,592 in 1999-2000. (See Chart A.) During this same period, the number of students has increased from 2,919 to 6,092. (See Chart B.) The number of lessons evaluated by instructors has increased from 45,484 in 1987-88 to 117,008 in 1999-2000. (See Chart C.) During 1999-2000, Division instructors had an average workload of 795 active student enrollments.

During 1999-2000, students were enrolled from all 50 states, Washington, D.C., Puerto Rico, and 43 foreign countries. Students from 179 of North Dakota's 209 public, private, and BIA high schools were enrolled. In 2000, 119 students graduated from the Division, and 17 attended the commencement ceremony on June 10.

Revenue has increased from $429,184 in 1987-88 to $1,930,850 in 1999-2000. (See Chart D.)

***The Division offers its courses to students via two delivery systems:***

- The traditional print-based distance education course whereby the student completes written work and mails, faxes, or e-mails it to the Independent Study Center for evaluation by Division instructors. The work is then mailed, faxed, or e-mailed back to the student. The student has a local supervisor who administers and mails all test work to the Division.

- Online courses available over the Internet allow students to complete their work from a personal computer. Presently fifty-six one-semester courses are available. Online course enrollments increased from two in 1995-96 to 838 during the 1999-

2000 school year. Enrollments between 1998-99 and 1999-2000, alone, rose from 432 to 838—a 94% increase. The Division's Internet address is: www.dls.dpi.state.nd.us

***During the biennium, the Division has been involved in two new distance education initiatives:***

- The Division, in cooperation with North Dakota State University's Department of Continuing Education, offers students the opportunity to earn dual credit in four online university courses: Math 101 - Intermediate Algebra; Engineering 196 - A Social History of Western Technology; Computer 146 - Business Uses of Computers; and Computer 147 - Microcomputer Packages.

- The Division, in cooperation with the Fargo Public Schools, is in the process of writing, developing, and designing ten (10) online distance education courses. The courses include two semesters each of American Government, Chemistry, Geometry, First Year Spanish, and Second Year Spanish.

***Purchase of Materials-Only and WWW Site Licenses***

Public, private, and home schools may purchase curriculum supplies listed in the Division's Course Catalog. In addition, schools may purchase site licenses to the online courses. Keys to study guides, unit tests, and final examinations may also be purchased by schools. These materials-only sales have increased from 7,322 items valued at $304,058 during 1997-98 to 12,282 items valued at $512,088 during the 1999-2000 school year. (See Chart E.)

## *Partnerships in Character Education Grants to Schools*

The Partnerships in ***Character Education Pilot Projects Grant*** from the U.S. Department of Education is administered through the Department of Public Instruction's Division of Independent Study. Thirty percent of the grant goes to the state department to coordinate activities between the partner schools, develop a clearinghouse, disseminate information, bring in additional partners, and carry out activities necessary for reports. All of these duties are required by the grant guidelines. The grant stipulates that of this money for the state level, only 10% be spent for actual administration.

A portion of this money is used to pay a part-time project director, clearinghouse director, and a secretary. In year one of the grant, this personnel was considered 50% for the grant. In year two, this decreased to 40%, and by years three and four it will decrease to 35%.

North Dakota currently has thirteen partner schools involved in the grant efforts. They are as follows:

| | | |
|---|---|---|
| Anamoose | Bottineau | Grand Forks |
| Belcourt | Carrington | Minot |
| Beulah | Dakota Prairie | Sargent Central |
| Bismarck | Fargo | Valley City |
| | | Yellowstone Trail Consortium |

These schools use 70% of the grant money for local work. Each has established a local coalition to advise them. Then, in turn, each partner sends two representatives to the Coalition for Character Education of North Dakota (CCEND) to advise state efforts. The project director coordinates these meetings.

## The 2001-2003 Budget Request

The Division's 2001-2003 budget request is for $5,357,204. This amount includes a $55,000 capital improvement request to repair/resurface the roof of the Division's original 1962 structure with a vapor barrier/membrane roofing system.

In addition, the Division has the following requests:

**$150,000 is requested for online course development.**

- This would include the writing and web development of 10 one-semester online courses during the biennium in order to provide convenient and inexpensive online access to courses for students and schools throughout North Dakota. The Division is in a unique position to provide students and schools of North Dakota with basic and elective curricular offerings in an online delivery format.

**$130,000 is requested for development of print and online distance education courses for Grades 1 – 4.**

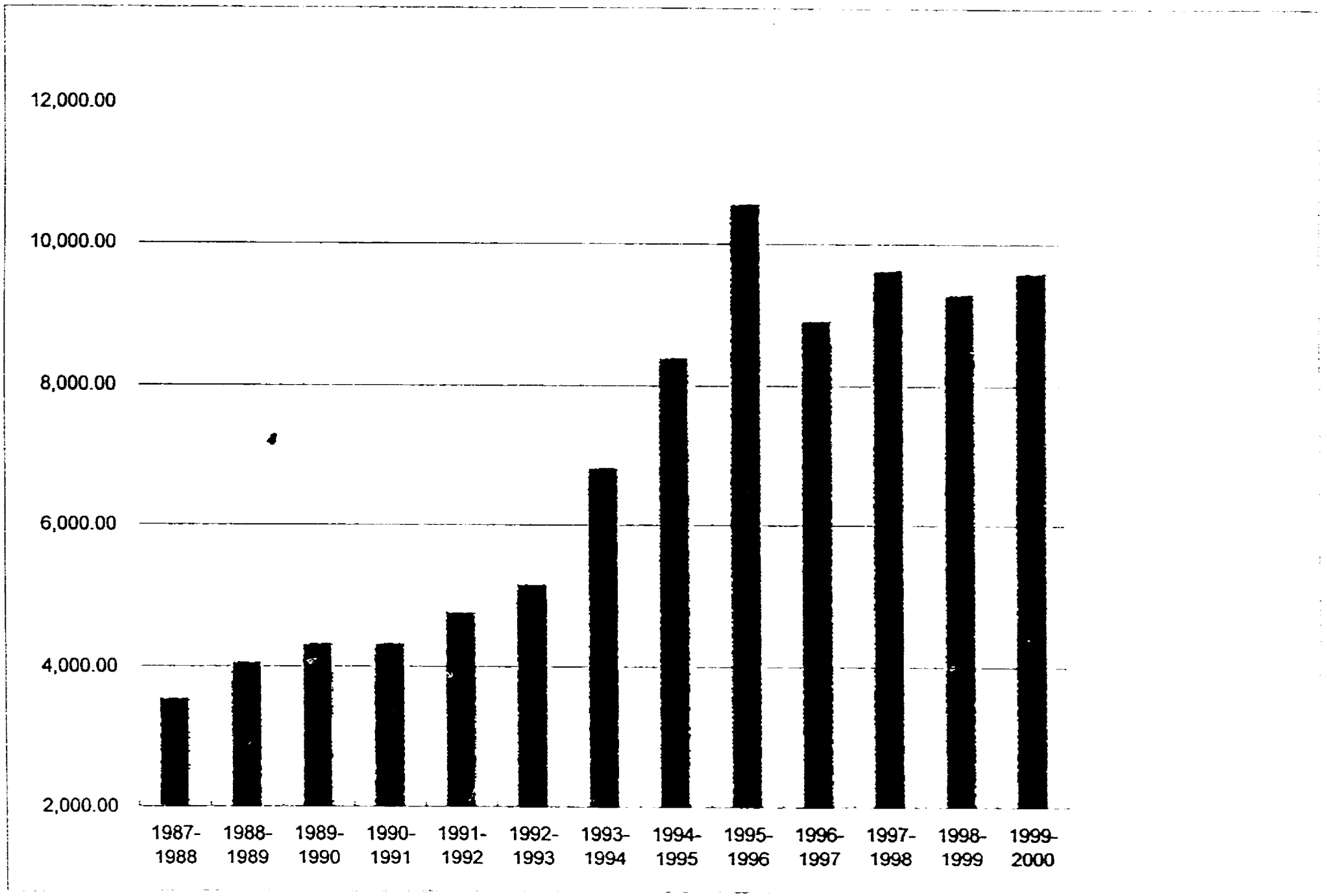
- The Division does not have the resources to develop these courses. With declining student numbers and the growing number of home educated students, quality, accredited, distance education courses are of growing importance. The Division provides state-approved, regionally accredited courses and teaching services to schools and home-educated students. The Division offers a quality curricula as an alternative to religious, proprietary, and often unaccredited distance education courses. The development and offering of Grades 1 – 4 would complement the current program for Grades 5 – 12.

**$13,000 is requested for janitorial services.**

- Thordarson Hall houses 41 Division employees and four DPI outreach staff. As a result, the building requires more daily upkeep than what can be accomplished by the current contracted service provider. In addition, the Division building is now nearly 40 years old and requires more attention, more minor repairs, and more daily maintenance than in the past.

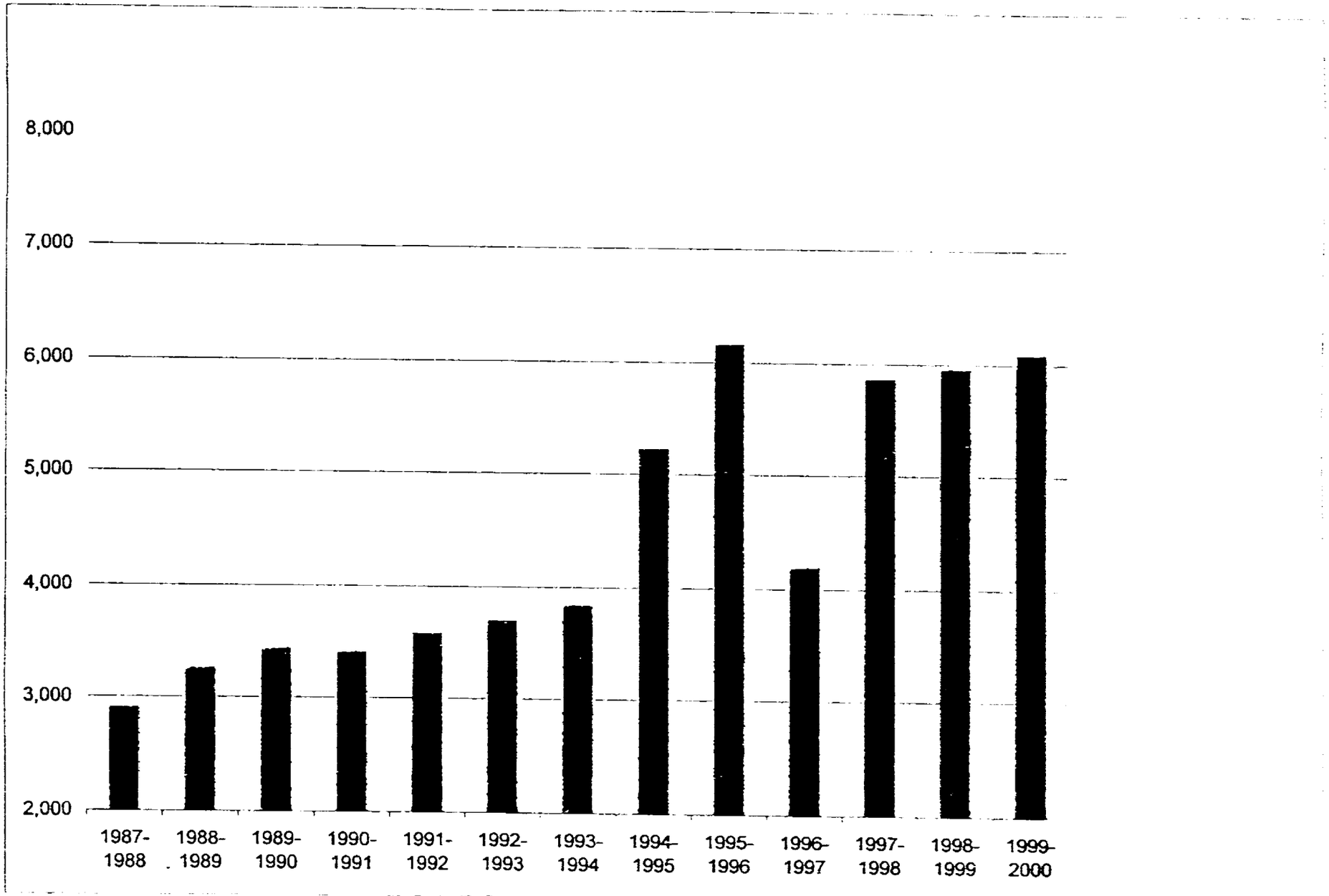
Division of Independent Study
1987-2000

## CHART A
### COURSE ENROLLMENTS



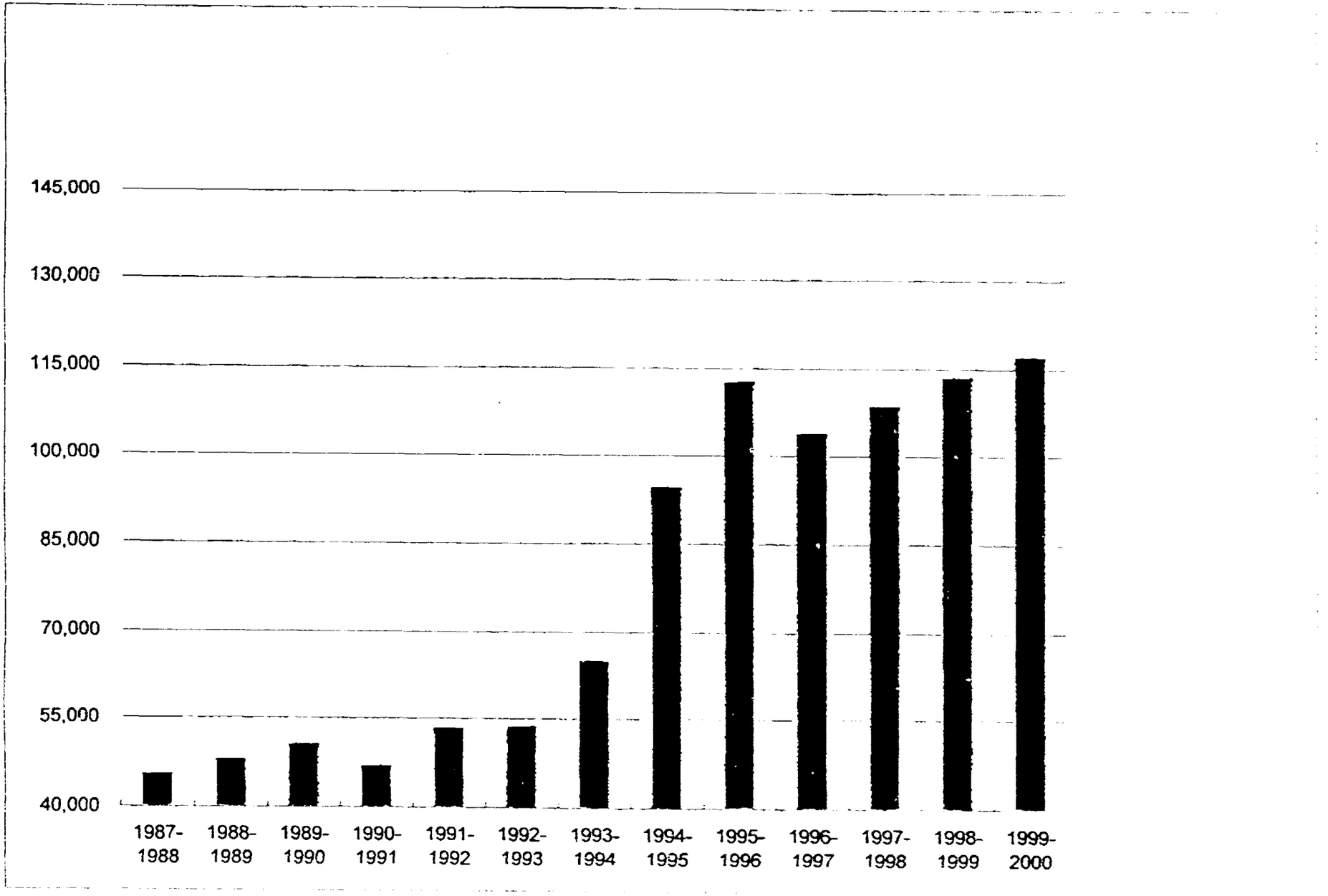
Di[redacted]of Independent Study
1987-2000

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STUDENT ENROLLMENTS



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1987-2000

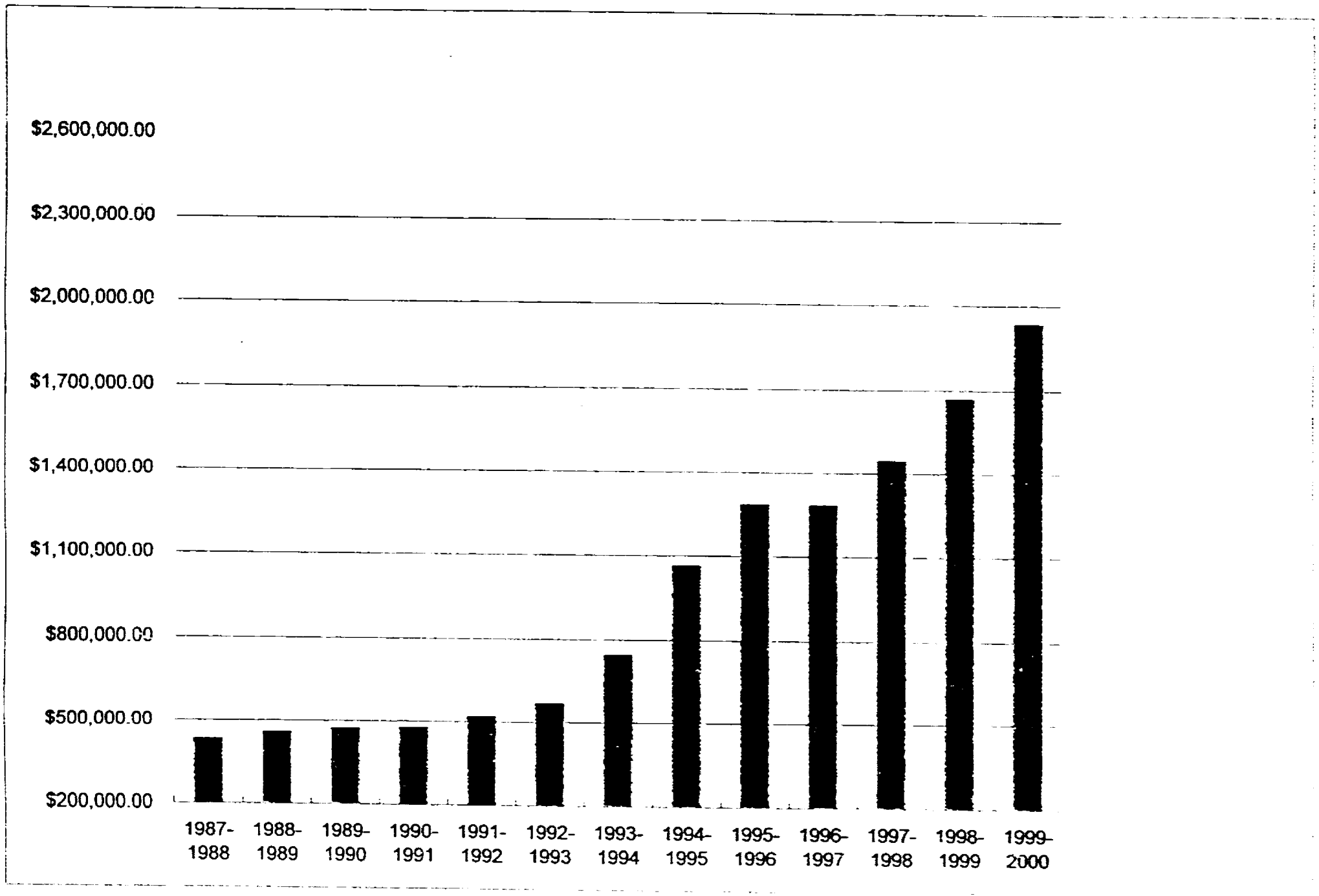
[redacted]RT C
LESSON COUNTS



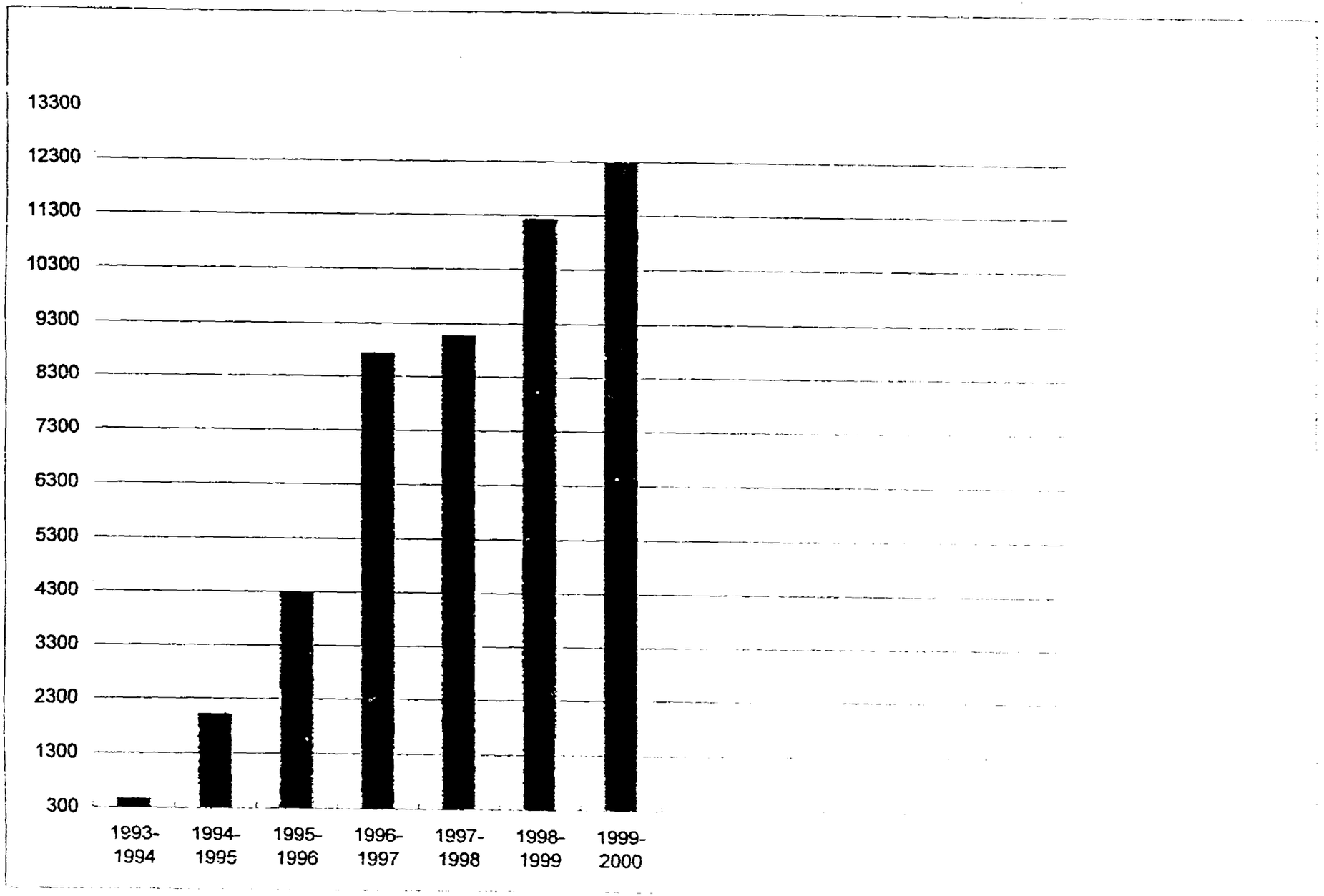
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COLLECTIONS

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MATERIALS-ONLY SALES



# State School Aid

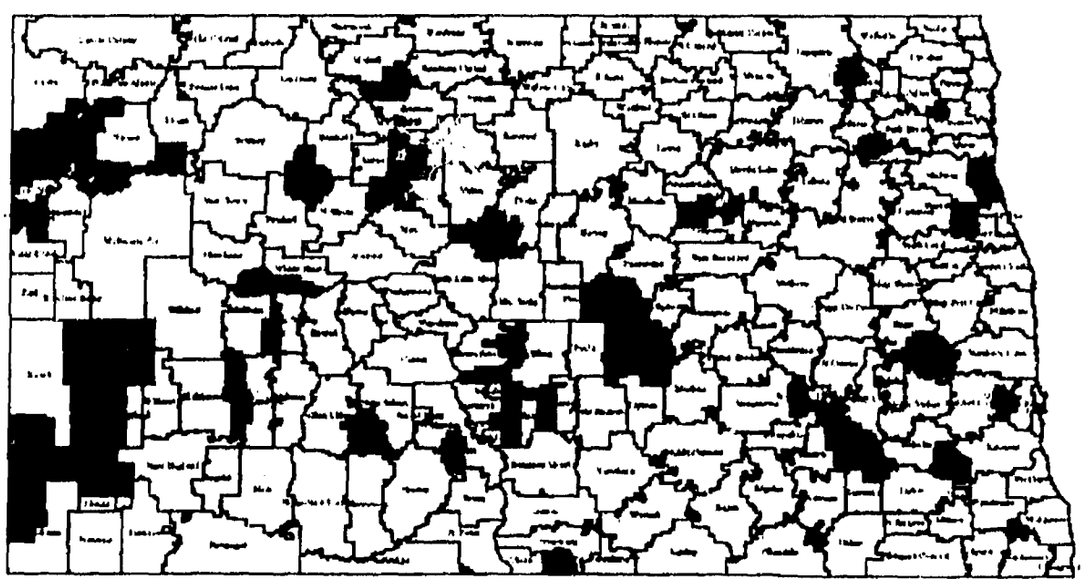
The purpose of the foundation aid system is to provide a level of financial support for elementary and secondary education programs from state funds based on the educational cost per student. The educational cost per student is defined at NDCC 15-40.1. The state average cost was $4,555 in 1998-99. It includes regular programs, special education programs, vocational programs, federal programs and undistributed district-wide expenses. Expenditures not included are extracurricular activities, transportation, capital costs, debt service, tuition and assessments and food services.

Educational support per student is established by the legislature. The base payment amount is set at $2,145 for 1999-2000 and $2,230 for 2000-2001.

Beginning 2000-01, there are 230 public school districts in North Dakota. In 1985, there were 311 public school districts. The following table lists school districts by type. A high school district offers grades K-12. Elementary districts may offer grades through eight. One room rural districts have only one or two teachers for grades through eight. The three nonoperating districts are the air force bases at Minot and Grand Forks and the Butte district.

| | |
|---|---|
| High School Districts | 176 |
| Elementary Districts | 41 |
| One Room Rural Districts | 10 |
| Nonoperating districts | 3 |
| Total North Dakota School Districts | 230 |

*North Dakota School Districts*



High School
Elementary
Rural
Non-Operating

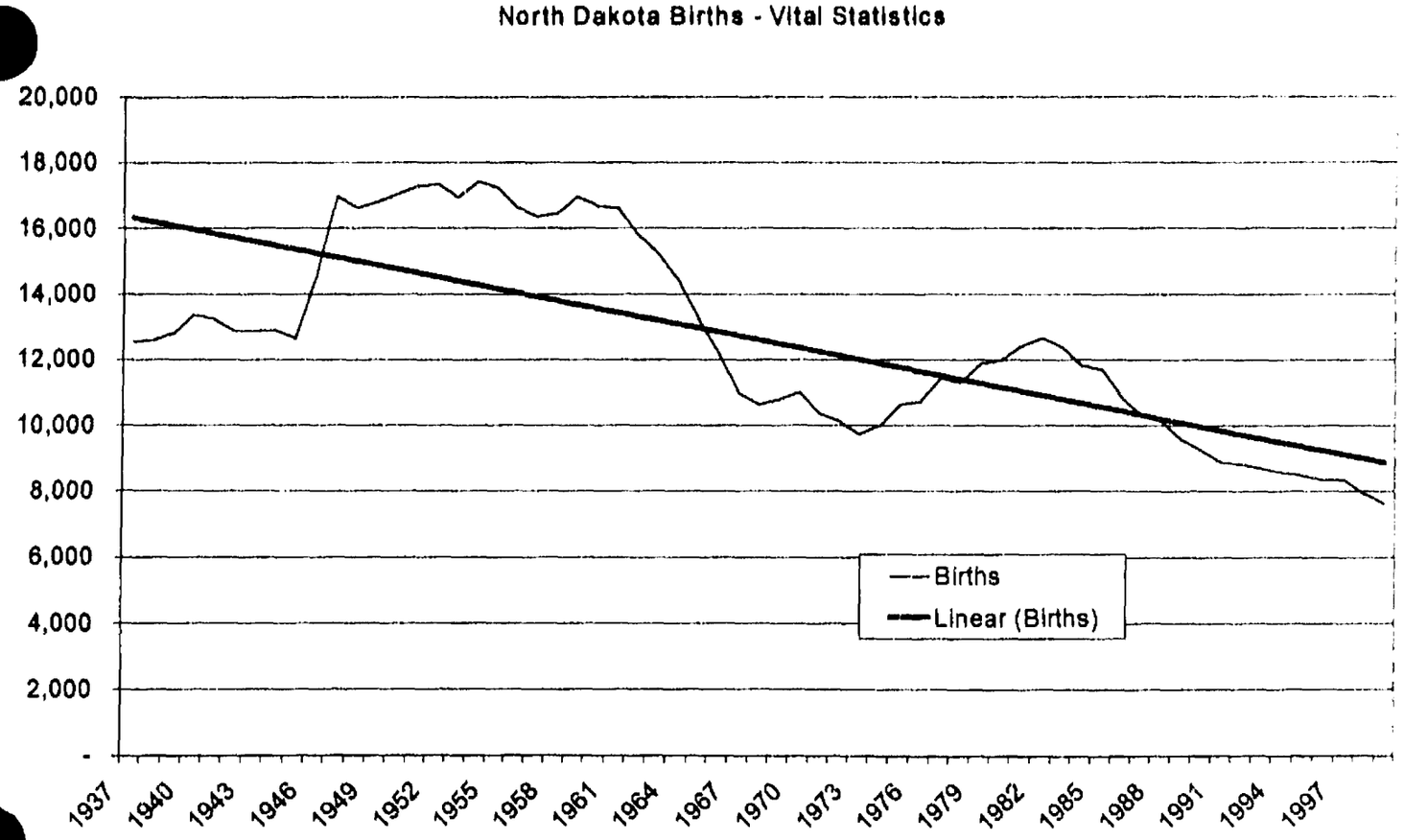
as of July 1, 2000

The State of North Dakota
*Department of Public Instruction*
*Office of School District Finance and Organization*
*Dr. Wayne G. Sanstead, State Superintendent*
Bismarck, North Dakota 58505-0440

***Striking demographic changes we are facing are:***

- A declining birth rate
- An aging population
- Rapid rural to urban migration
- Out-migration of the state's youth
- Overall reduction in the number of school districts
- An increase in the number and percentage of students served by the 15 largest districts and a decrease in the number and percentage of students served in the remaining school districts
- Projections that K-12 enrollment in and graduates from public high schools will substantially decline over the next fifteen years

Public enrollment remained relatively stable from 1985-86 through 1995-96. However, beginning in 1995-96, a dramatic decline in school age children is occurring. North Dakota had 118,565 public schools in fall of 1995. In the fall of 2000, the K-12 count was 108,094, a loss of over 10,000 students in just six years. These declines will continue. Birth rates have dropped steadily since 1982 and the outmigration from our rural areas continues. At present birth rates, today's public school population of 108,094 public K-12 students will decrease to 100,000 in the year 2005.



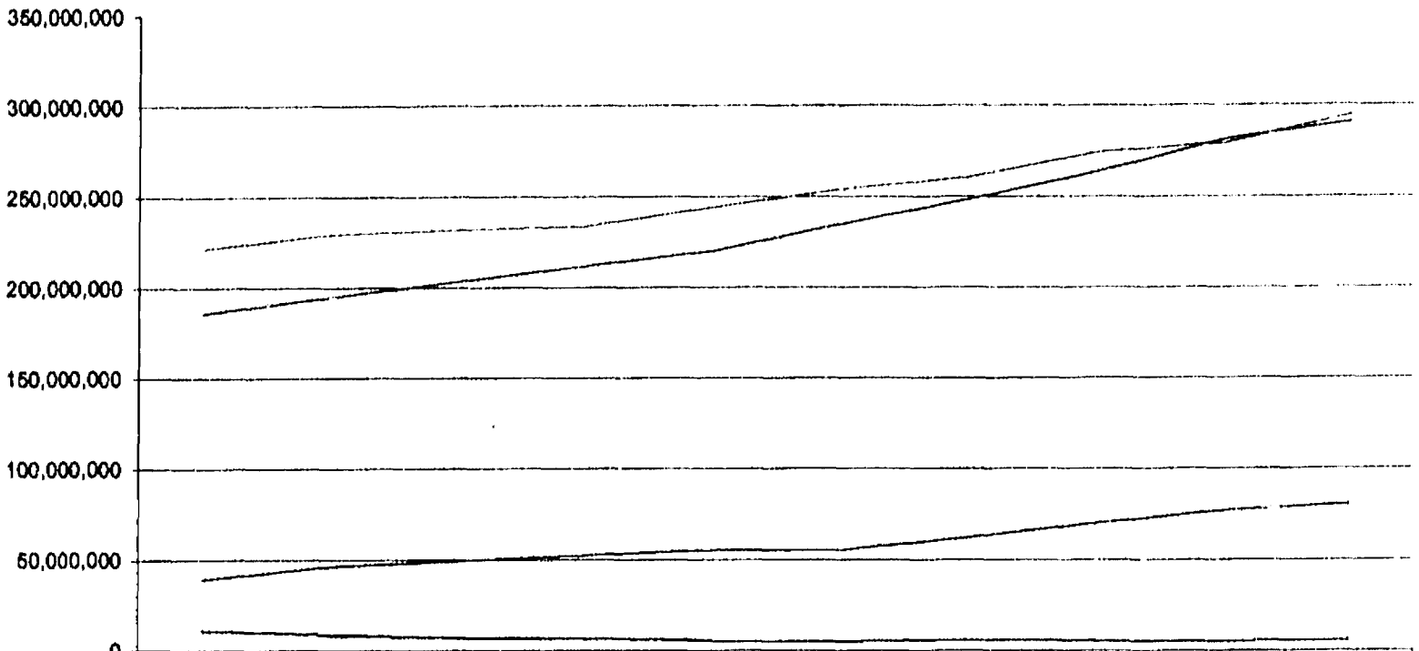
## *School District Funding*

School districts fund their programs and services through local, county, state, and federal sources. In 1985, local sources provided approximately 35% of the total funding available for schools. In 2000 the local contribution rose to approximately 43%. As the graphic below illustrates, funding for K-12 education has become increasingly reliant on local sources (property tax).

Local revenue is raised primarily from levies on property. Since property values vary greatly across districts, the state versus local share debate becomes an increasingly important equity concern for financing the uniform system of free public schools throughout the state.

Disparities in current revenue per student are the result of variations in school district wealth. The range of funding per student, after eliminating both the high and low extemes is $3,883 to $6,266, over $2,000 per student (based on 1998-99 financial data).

**Public School General Fund Revenue History**




| | 1991 | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 |
|---|---|---|---|---|---|---|---|---|---|---|
| Local | 185,846,623 | 194,957,616 | 203,447,039 | 212,006,654 | 219,938,170 | 235,159,404 | 248,438,314 | 263,560,983 | 281,643,836 | 290,852,105 |
| County | 8,568,695 | 7,587,322 | 7,680,984 | 6,623,551 | 6,686,209 | 6,980,973 | 8,072,343 | 7,204,005 | 6,823,010 | 8,385,634 |
| State | 221,422,380 | 229,440,260 | 231,819,414 | 233,948,663 | 244,200,926 | 254,466,423 | 260,649,726 | 274,547,973 | 279,576,308 | 294,723,948 |
| Federal | 39,213,596 | 46,444,566 | 49,365,613 | 52,355,399 | 55,086,311 | 55,086,440 | 62,039,032 | 69,815,960 | 76,637,955 | 80,210,981 |
| Other | 10,863,711 | 8,696,944 | 7,260,388 | 6,588,862 | 5,161,923 | 4,893,470 | 6,095,749 | 5,312,187 | 5,009,687 | 5,530,335 |

The table below was compiled from Department of Public Instruction enrollment, census, average daily membership, taxable valuation, mill levies, revenue and expenditure data. It provides state level information for the past five years with 1985 presented as a base year.

## School Finance Facts at a Glance

| Data | FY'85 | FY'96 | FY'97 | FY'98 | FY'99 | FY'00 |
|---|---|---|---|---|---|---|
| K Enrollment | 10,081 | 8,304 | 8,177 | 7,917 | 7,559 | 7,144 |
| 1-6 Enrollment | 65,256 | 62,580 | 61,241 | 49,957 | 48,919 | 47,099 |
| 7-8 Enrollment | 17,760 | 19,255 | 18,740 | 18,318 | 17,652 | 17,099 |
| 9-12 Enrollment | 34,868 | 37,677 | 37,946 | 37,737 | 37,575 | 36,563 |
| Total K-12 Enrollment | 117,965 | 117,816 | 116,103 | 113,929 | 111,705 | 108,094 |
| 6-17 Census | 121,398 | 120,965 | 121,708 | 121,708 | 115,300 | 115,300 |
| PK-12 Avg Daily Membership | 118,090 | 120,638 | 119,895 | 117,996 | 115,987 | 113,541 |
| Taxable Valuation | 980,108,754 | 1,107,165,252 | 1,148,999,564 | 1,189,838,388 | 1,232,806,111 | |
| Taxable Valuation Per Pupil | 8,073 | 9,163 | 9,441 | 9,776 | 10,692 | |
| General Fund Levy | 83 | 187 | 188 | 189 | 190 | |
| Total Levy | 134 | 206 | 214 | 216 | 218 | |
| Gen Fund Local Revenue | 131,844,518 | 235,169,404 | 248,438,314 | 263,560,983 | 281,643,843 | 290,852,105 |
| Gen Fund County Revenue | 10,276,620 | 6,980,973 | 8,072,343 | 7,204,005 | 6,823,011 | 8,385,634 |
| Gen Fund State Revenue | 207,103,794 | 264,466,423 | 260,649,726 | 274,547,973 | 279,576,301 | 294,723,948 |
| Gen Fund Federal Revenue | 27,326,467 | 65,086,440 | 62,039,032 | 69,815,960 | 76,637,963 | 80,210,981 |
| Gen Fund Other Revenue | 2,499,510 | 4,893,470 | 6,095,749 | 5,312,167 | 5,009,692 | 5,530,335 |
| Gen Fund Total Revenue | 379,050,907 | 556,596,710 | 585,295,164 | 620,441,088 | 649,690,810 | 679,703,003 |
| Instructional Expenditures | 336,698,340 | 464,283,897 | 485,726,641 | 505,245,174 | 528,309,327 | 559,241,723 |
| Gen Fund Expenditures | 381,676,223 | 550,448,197 | 579,434,909 | 604,707,812 | 636,149,085 | 666,363,372 |
| Gen Fund End Balance | 108,921,076 | 103,533,592 | 109,064,624 | 124,391,331 | 137,876,842 | 149,322,288 |
| Cost of Ed Per Pupil (all districts) | 2,736 | 3,852 | 4,051 | 4,282 | 4,565 | 4,925 |

1 Source: NDDPI Finance Facts. Fiscal year relates to financial data. Enrollment and tax levy data are one year ahead.

### *Basic Foundation Aid Formula*

The basic foundation aid formula consists of a base pupil rate, an adjustment for cost differences based on grade levels and district size (calculated as weighted pupil units), and a deduction for minimum local effort based on district taxable valuation.

**Basic Foundation Aid Formula**

***Part One:*** *Calculating gross entitlement*

| | | |
|---|---|---|
| | Student membership | |
| x | Weighting factor | |
| = | Weighted pupil units (WPU) | adjusts for cost differences |
| x | Base pupil payment | |
| = | Gross entitlement | |

**Part Two:** *Deductions from foundation aid entitlements*

| | | |
|---|---|---|
| - | Mill deduct | adjusts for local resources |
| - | Other deductions | |
| = | Net entitlement | |

### *Calculating weighted pupil units*

The first part of the formula is concerned with the calculation of weighted pupil units. The objective is to provide additional funding to school districts based on need. This need is currently determined by district size and class category.

Weighted pupil units are calculated on prior year average daily membership (ADM) and the current year fall enrollment. The higher weighted units are used as the basis for foundation aid payments. The following describes some of the common terms and conditions associated with calculating weighted pupil units.

*Average daily membership*

Average daily membership (ADM) is education language for full time equivalent. ADM is based on a 180 day year. As an example, if a student was a member of a district for 90 days, ADM would be 90/180 or .50. ADM includes approved holidays, NDEA days, parent teacher days and absent days and cannot exceed 1.00 ADM for an individual student (180/180 days). ADM is collected on the year end student membership reports due August 1 of each year.

*Fall enrollment*

Enrollment data is reported to the Department on the fall enrollment (MISO) reports in September of each year. School districts are to report the actual number of students that enrolled in their school district at the beginning of the school year. The one exception is special education students placed in other school districts. In this case the resident school district reports the student as if they were actually enrolled in their school district.

*School weighting factors*

Weighting factors are set at a percentage of the difference between an established statutory factor and the five-year average cost factor. The five year average cost factor is the ratio of the average cost for each category divided by the statewide average cost of education for all the categories.

Districts are divided into the following categories for purposes of applying weighting factors to enrollment and average daily membership. The table below shows the eleven categories of weighting factors in effect for the 1999-2001 biennium.

| Category | Statutory Factors | 1999-00 75 % Factors | 2000-01 75% Factors | 2000-01 5 Yr Avg. Factors |
|---|---|---|---|---|
| Preschool | 1.0100 | 1.2377 | 1.2145 | 1.2827 |
| Kindergarten | .5000 | 0.5761 | 0.5799 | 0.6065 |
| One-room rural (Grades 1-8) | 1.2800 | 1.3107 | 1.2997 | 1.3062 |
| Grades 1-6 (Less than 100) | 1.0900 | 1.2071 | 1.2138 | 1.2550 |
| Grades 1-6 (100-999) | .9050 | 0.9510 | 0.9519 | 0.9675 |
| Grades 1-6 (1000 or more) | .9500 | 0.9828 | 0.9898 | 1.0031 |
| Grades 7-8 | 1.0100 | 0.9790 | 0.9785 | 0.9680 |
| Grades 9-12 (less than 75) | 1.6250 | 1.4795 | 1.4779 | 1.4289 |
| Grades 9-12 (75-149) | 1.3350 | 1.1921 | 1.1888 | 1.1400 |
| Grades 9-12 (150-549) | 1.2450 | 1.0705 | 1.0482 | 0.9843 |
| Grades 9-12 (550 or more) | 1.1400 | 1.0480 | 1.0479 | 1.0172 |

The factors are adjusted to 75% of the difference between the statutory factor and the most recent five year average.

***Program guarantees***

The funding formula allows for certain enhancements or payment guarantees. These guarantees are:

- Weighting factor categories
- Changing enrollment
- Small but necessary schools
- Cooperating or reorganized districts
- North Dakota students attending out of state

*Weighting factor categories*

There are three categories of elementary schools (grades one through six) and four categories of high schools (grades nine through twelve). A separate weighting factor is calculated for each of the categories. The law provides that a school district must receive at least as much in total payments for as it would have received had it had the highest number of students in the next lowest category.

For example, if a school district had average daily membership of 78 high school students, it would qualify for the second weighting factor for high school districts (75-149). The 1999-2000 factor for this category is 1.1921. 78 students x 1.1921 = 92.98 weighted pupil units. If the district had only 74 students (the highest number of students in the next lowest category), weighted pupil units would be 74 students x 1.4795 = 109.48. Therefore this district would be paid based on 109.48 weighted pupil units.

In this case the school district is paid for 74 students at the next lower category, not the 78 students they actually had because it results in a higher payment. These student's are termed "off formula" and is an important reconciling item in the Department's budgeting process.

*Changing enrollment*
School districts are paid on the higher of their fall enrollment (wpu) or the previous year average daily membership (wpu), whichever is greater.

However in the subsequent year, the payment made is adjusted to actual average daily membership for that year, unless the previous year average daily membership is higher. This payment arrangement is designed to give districts one year to adjust to declining enrollments. It also provides money to districts with increasing enrollments (when fall enrollment is higher than the previous year average daily membership) at the time they are actually serving those students. A district's foundation aid payment basis is always at least the prior year's ADM.

*Cooperating or reorganized school districts*
Larger school districts, due to larger average class sizes, operate at a lower per pupil cost than smaller districts. This is reflected in the weighting factors assigned to elementary and high school districts based on district size.

In order to not discourage districts from entering into cooperative agreements for the provision of educational services or from reorganizing with other districts, the foundation aid system guarantees that pupil payments will be at least as much as they would have been had they not cooperated or reorganized. This guarantee is for a four year period for cooperating districts and six years for reorganized districts.

*Small but necessary schools*
In recognition of the higher cost of operating schools in isolated areas, eligible school districts receive an adjustment to their weighting factors.

Any school district with elementary enrollment of under 50 students with 15% or more of its enrollment living in an area identified as 15 or more radius miles from the next nearest elementary school are allowed an increase of 20% in their weighting factor for the first 15 students. Payment is guaranteed for 15 students.

The school district with a high school enrollment of under 35 students with 15% or more of its enrollment living in an area identified as 20 or more radius miles from the next nearest high school are allowed an increase of 20% in there weighting factor for the first 20 students. Payment is guaranteed for 20 students.

*ND students attending out-of-state schools*
Foundation aid payment for students attending school in bordering states is made to the North Dakota school district they live in. The school district pays tuition to the educating school district under a reciprocal agreement in place with our bordering states, if one exists. If a reciprocol agreement does not exist, the district will negotiate the tuition amount.

The weighting factors for students attending school out of state are increased 20 percent. The per pupil payment for these students is made directly to the resident school district.

***Deductions from foundation aid entitlements***

In a given year, foundation aid payments have the following items may be deducted from the gross entitlement (WPU x Base Payment).

- Mill levy deduct
- Excess fund balance
- Non-accreditation
- School approval
- Prior year payment adjustment

*Mill levy deduct - local property tax equalization*

The most significant deduction is the mill levy deduct. The concept of the mill deduct is to equalize a portion of the revenue generated by local property taxes, that is effectively treat the revenue as a state source. This is accomplished by increasing the base payment rate to distribute the amount generated by the mill deduct

The mill deduct is computed by taking a district's taxable valuation times a statutory mill rate. The mill deduct adjusts the amount of foundation aid paid to a district by an amount the district can raise through property tax. At the present time, the mill deduct (32 mills) is set at about 17 percent of the statewide average general fund levy (190 mills in 1998-99).

In districts with a relatively high taxable valuation per pupil, a larger amount of aid is subtracted from the district's gross entitlement. Conversely, a district with a lower taxable valuation per pupil will receive a relatively higher payment.

The table shows the funding sources for two districts educating the same number of students but having different taxable valuations. District A receives less state aid than District B but can make up the difference with a lower mill rate.

| | District A | District B |
|---|---|---|
| Enrollment | 250 | 250 |
| Taxable Valuation | 3,500,000 | 2,500,000 |
| Taxable Valuation Per Pupil | 14,000 | 10,000 |
| | | |
| Base Payment | 2,000 | 2,000 |
| Mill Deduct | 32 | 32 |
| | | |
| Gross Entitlement | 500,000 | 500,000 |
| Mill Deduct Amount | 112,000 | 80,000 |
| Net Foundation Aid | 388,000 | 420,000 |
| Local Revenue | 612,000 | 580,000 |
| District Budget | 1,000,000 | 1,000,000 |
| | | |
| Local Levy | 175 | 232 |

*Excess fund balance*

This deduct limits state aid to wealthy districts that maintain large ending fund balances. The amount that the unobligated general fund balance of a school district on the preceding June 30th is in excess of 75 percent of the actual expenditures, plus an additional $20,000 must be subtracted from the total of tuition apportionment, foundation aid, special education aid, and transportation aid for which a school district is eligible.

*Non-accreditation*

School districts operating high schools that are not accredited are supported at the base payment amounts in the year they become unaccredited, but the weighting factors may not be applied. For the second year the high school remains unaccredited, the amount of aid the school district receives is reduced an additional $200 per student. A reduction of an additional $200 per student is made for each additional year the school remains unaccredited. If the school becomes accredited, the school is entitled to payments for the entire school year in which the school becomes accredited.

Foundation aid payments to school districts operating elementary schools that are not accredited are reduced $200 per student times the number of students in the school each year that the elementary school is unaccredited. As with the high schools, the school is entitled to payments for the entire school year in which the school becomes accredited.

*School approval*

School districts operating high schools that do not meet minimum curriculum requirements or teacher qualifications are entitled to receive only a $220 base payment per student. In order to receive payments, a school district must submit a Certificate of Compliance meeting the following standards:

- Minimum curriculum.
- Teacher certification.
- School calendar (180 day year).
- Compliance with health, fire and safety codes.

***Prior year payment adjustments***

While school districts are paid in the current year based on the higher of the previous year average daily membership or current fall enrollment, an adjustment is made in the following year to the higher of actual average daily membership for the year or the previous year average daily membership, whichever is greater. Districts paid on enrollment last year are always subject to adjustment. Districts paid on ADM last year are adjusted only if actual ADM for the payment year was higher.

***Transportation Aid***

Transportation aid is used to compensate school districts for school bus transportation. Districts may provide schoolbus transportation in contract schoolbuses or in district-owned and operated schoolbuses. The following is the authorized transportation aid payment schedule.

| | |
|---|---|
| Small vehicles (Rural) | .25 per mile |
| Large Vehicles (Rural) | .67 per mile |
| Pupil Per Day (Rural) | .40 per student |
| In-city miles | .25 per mile |
| In-city rides | .20 per ride |
| Family transportation | .40 per mile (one way, for each mile over two miles) |

Transportation payments are capped at 90 percent of the current transportation operating cost plus the eight-year average cost of transportation equipment. Translated, districts are reimbursed on mileage and ridership, but the reimbursement cannot exceed 90 percent of their actual cost of transportation.

Transportation payment to school districts are made at the same time as the foundation aid payment. The payment is based on the prior school year transportation reports.

***Other foundation aid payments***

The foundation aid appropriation is also used to pay for state responsible and excess cost students, for eligible summer school programs and for district supervised home schooled students. The 1997 Legislature also provided a payment for students with limited English proficiency.

*Summer School Payment*

Approved summer school programs are eligible for foundation aid. In the past this has been for only high school programs, but the 1999 Legislative Assembly opened it up to remedial elementary programs.

The proportionate payment made during the biennium for approved summer programs may not exceed one and one-half percent of the total amount appropriated by the Legislative Assembly for foundation aid and transportation aid during the biennium. In addition, 75 percent may be used for high school programs, 25 percent may be used for remedial elementary programs.

Payments are also made for migrant summer school and extended year special education programs approved by the Department.

*State responsible and excess cost students*

A number of students are placed under NDCC 15-40.2 for purposes other than education. These students are typically placed in foster care homes or residential child care facilities by other government agencies such as the Division of Juvenile Services or County Social Services. The resident school district is liable for education and related costs for these students, however this liability is limited to the state average cost per day. The remainder of the cost is paid from funds appropriated for foundation aid.

In cases where there are no legal parents or both parents have left the state, the entire amount is paid from foundation aid funds.

*Home-Based Instruction Supervised by District*
District supervised home schooled students receive state aid at one half the base pupil payment rate. Weighting factors are applied based on district size the same as regular per pupil payments.

*Out of district special education students*
Students with disabilities who are receiving special education services must be deemed to be regularly enrolled in the school district of residence and must be included in the determination of payments from the state foundation aid program whether or not the students regularly attend school in the school or school district receiving the payments.

*Limited English Proficiency*
Students assessed eligible through a standardized test must be reported to the Department by October 1 of the school year. Districts can receive up to $400 for each student. The payment is made in May.

*Tuition Apportionment*
Tuition apportionment money comes from the income generated from the investment of proceeds from the sale of school lands and from a portion of fines and penalties. The Land Department manages these funds for the state. The Land Department transfers income to a special fund for distribution.

Tuition apportionment payments are made out in September, November, January, March and May. It is paid based on a census of all children ages 6-17 year living in the school district. It includes both public and private students. The census is taken by the school districts, certified by the county superintendent, and reported to the Department of Public Instruction.

The census is adjusted for open enrolled students. For each open enrolled student at September 15th, one is added to the admitting district and one is subtracted from the resident district.

***Supplemental Equity Payment***

High school districts whose taxable valuation per student and cost of education per student are both below the statewide average are entitled to receive a supplemental payment. The sum of $3,100,000 was appropriated for supplemental payments for the 1999-01 biennium.

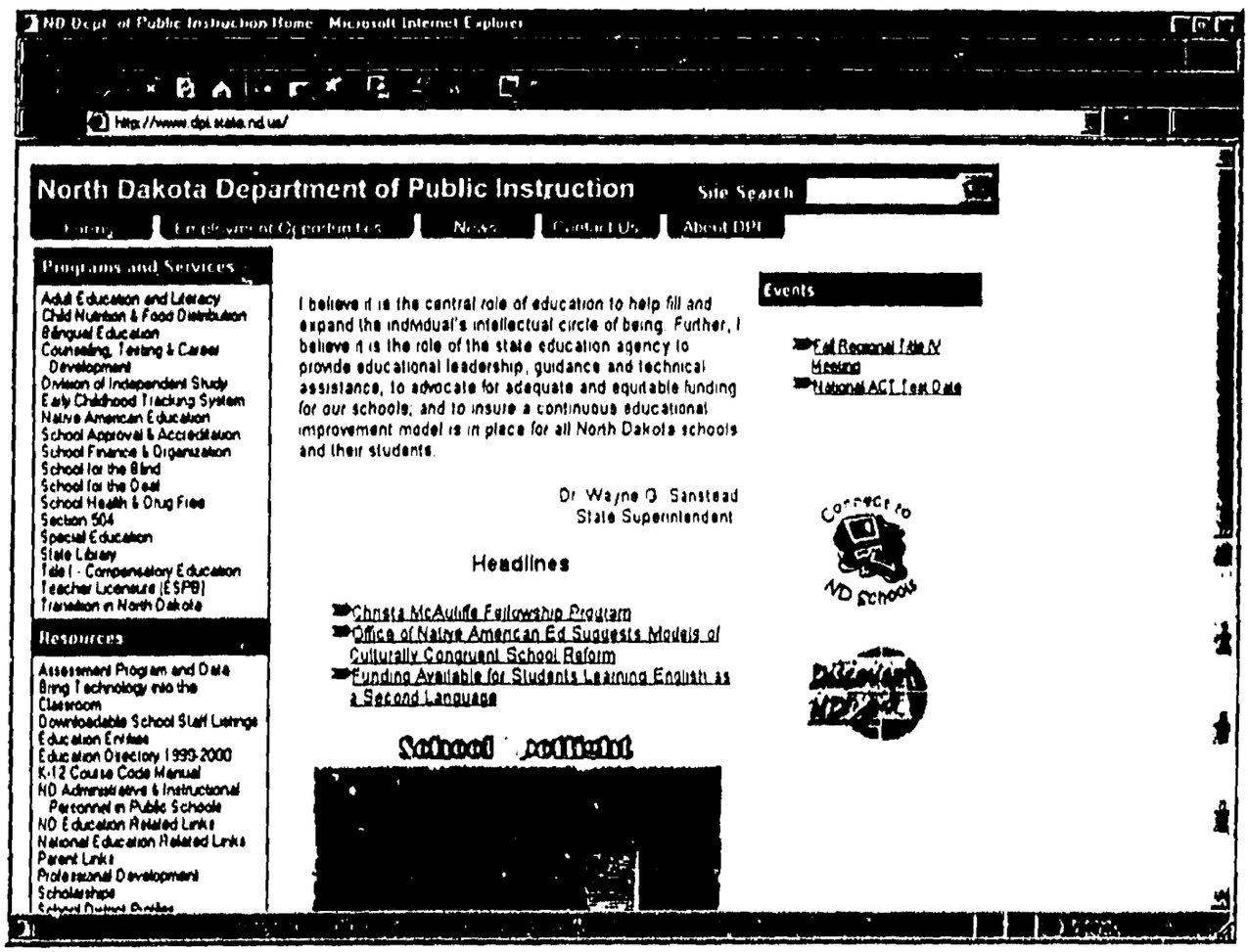
The formula for calculating the average valuation of property per student is as follows:
<u>To be eligible, both of the following conditions are met:</u>
v The high school district's educational cost per student is less than the statewide average.
v The most recent net assessed and equalized property valuation/ADM in grades 1-12 are less than the statewide average.

<u>Supplemental payment calculation:</u>

v Multiply the difference in taxable valuation times by ADM times the number of mills levied in excess of 150 (not to exceed 210) times 30 percent.

## *Web Resources:*

The DPI WEB site provides a conveinient place to access information and publications related to North Dakota schools, as well links to other education information sites nationally. The educational directory, school district profiles and school finance facts publications are among the most popular and can be located in the resources section. The site address is www.dpi.state.nd.us.



# Comparison of School Funding Proposals

| | Current Funding System | DPI Proposal | Executive Recommendation |
|---|---|---|---|
| Weighting Factors (Foundation Aid) | Statutory factors adjusted by 75% toward the 5-year average for 1999-00 and 75% for 2000-01. | Statutory factors adjusted by 85% toward the 5-year average for 2001-02 and 100% for 2002-03. | Statutory factors adjusted by 85% toward the 5-year average for 2001-02 and 100% for 2002-03. |
| Weighting Categories (Foundation Aid) | 11 categories;<br>Pre-kindergarten,<br>Kindergarten,<br>Rural (Grades 1-8)<br>3 categories for grades 1-6,<br>Grade 7-8, and<br>4 categories for grades 9-12 | | |
| Method of equalization | Mill deduct set at 32 mills for 1997-98 and 1998-99. | | |
| How computed | Multiply the taxable valuation times the mill deduct. Subtracted from the total of foundation aid, transportation, tuition apportionment and special education ADM payments. | | |
| Amount of proposed additional equalization | $3.1 million | $3.6 million | $3.45 million |
| In lieu dollars | No deduct for in lieu funds received by the district. | | |
| Per Pupil Payment | Pupil payments of $2,145 for 1999-00 and $2,230 for 2000-01. | Pupil payments of $2,364 for 2001-02 and $2,506 for 2002-03 (based on original wpu estimate - 226,866). | Pupil payments of $2,323 for 2001-02 and $2,420 for 2002-03. (based on revised wpu estimate in Nov - 223,253). |
| Transportation | Payments based on $.40 per pupil transported and $.67 per mile for vehicles of capacity 10 or more. Payments based on $.25 per mile for vehicles capacity less than 10. Payments based on $.40 per one-way mile for family transportation. Payments of $.20 per in-city ride. | | |
| Tuition Apportionment | Distributed on the basis of the school census for students age 6 - 17.<br><br>$53,528,217 | Distributed on the basis of Average Daily Membership<br><br>$61,346,025 | Continue to distribute on the census basis.<br><br>Includes distribution of all interest earned on tobacco settlement proceeds<br><br>$67,239,025 |
| Foundation Aid Appropriation | $479,006,259<br><br>$443,006,259 for foundation aid<br><br>$36,000,000 for transportation | $508,546,137<br><br>$471,946,137 for foundation aid<br><br>$36,600,000 for transportation | $485,542,761<br><br>$449,542,761 for foundation aid<br><br>$36,000,000 for transportation |

## Comparison of School Funding Proposals

| | Current Funding System | DPI Proposal | Executive Recommendation |
|---|---|---|---|
| ADM adjustment | District paid on the greater of ADM or enrollment weighted pupil units (wpu) | | |
| Isolation Factor | Small, necessary elementary schools that have fewer than 50 students and 15% of the students served live 15 miles or more from another school. Increases payment by 20% for first 15 students.<br><br>Small, necessary high schools are similar, except have 35 or fewer students, the mileage factor is 20 and payment is made for the first 20 students. | | |
| Approved Reorganized/Cooperating Districts | Districts reorganized or in an approved cooperative will not r[illegible]e less in per student p[illegible]ents under [illegible]e formula than they would h[illegible] had they not changed organizational status for a specified number of years.<br><br>Applies to high school students only if reorganized before August 1, 1997.<br><br>Applies to all students if reorganized after July 31, 1997. | | |
| Approved alternative high school programs | Approved alternative high school programs are treated as separate high schools for purposes of applying the weighting factors. | | |
| Approved high school summer school programs | Funding limited to 1.5% of the foundation aid and transportation appropriation. | | |
| Other extended school year programs | Proportionate foundation aid payment for children of migratory workers and special education students beyond the regular school year. | | |
| ND students attending bordering states | Increase weighting factors 20%. Payment goes to the resident district. | | |
| Home-based instruction | District supervised home schooled students are paid on wpu at 50% of the base pupil payment. | | |
| Students also enrolled in nonpublic schools | Allows proportionate payments to each public school district educating students from nonpublic schools. | | |

**Special Education Services for Students with Disabilities**
Bob Rutten, Special Education

Most of us know or have known persons with disabilities. The office of Special Education within the Department of Public Instruction is charged with ensuring that students ages three through 21 who have disabilities receive an appropriate education. Special education and related services are the system of supports that make it possible for students with disabilities to participate and progress in the local school districts and special schools of our state. In years gone by, many of these students were excluded not only from schools but also from the general life of our communities. In a November 29, 2000 news release from the United States Department of Education it was noted that "Some states actually had laws that specifically excluded certain children. Today we are bridging these gaps and students with disabilities are not only attending classes alongside their nondisabled peers, they are graduating with regular diplomas and moving on to higher education and the world of work." A basic premise for providing special education services is that if students with disabilities learn job skills within the K-12 school system, they are more likely to become self-sufficient and will require fewer services from other agencies as adults.

Nationally the number of children who receive special education services continues to rise at about three percent a year with the greatest growth occurring among preschool children. In the 1998-99 school year, 6.1 million students had disabilities and required the support services of special education. In that same year in North Dakota, 13-181 students received special education services. Of our state's total school population, this number represents 10.8 percent. Special education services are not limited to those students who attend public schools but are also available to those enrolled in private schools as well as those who are involved in home education.

In North Dakota, approximately 75percent of the children receiving special education services have relatively mild learning problems resulting from speech-language impairments or learning disabilities. Most of the children with these disabilities are able to attend general education classes with supportive services from special education personnel. The remaining 25percent of students with disabilities have widely varied needs resulting from mental retardation, visual impairment, deafness, emotional disturbance, orthopedic impairment, autism, certain health impairments, or traumatic brain injury.
The administrative structure that currently exists for supplying special education services includes 31 special education units. Twenty-four of these are multidistrict cooperatives, and seven are single district units.

Expenditures for special education services in North Dakota amounted to 11.5 percent of the total education expenditures during the 1998-99 school year. During that school year the state of North Dakota supplied 43 percent of the resources for general education in the state. Local school districts supplied 45 percent. Unfortunately the state only supplied 28.1percent of the revenue for special education and local districts were asked to supply 62.3 percent of these costs. In order to lessen this gap, the Department of Public Instruction has formulated a plan to move the state percentage of reimbursement for special education costs from the present 28 percent of total expenditures to 43 percent by school year 2006-2007. The request for $59, 650,000 in general funds will bring the state percentage to approximately 33 percent for the next biennium. During the next two legislative sessions the Department intends to ask the legislature to increase the state percentage of reimbursement for special education by increments of one-third towards alignment with state funding for general education at 43 percent.

# North Dakota Special Education Data

## 1998-99

1998-99 Enrollment and Cost Data and Sources of Funds for Special Education
November 2000

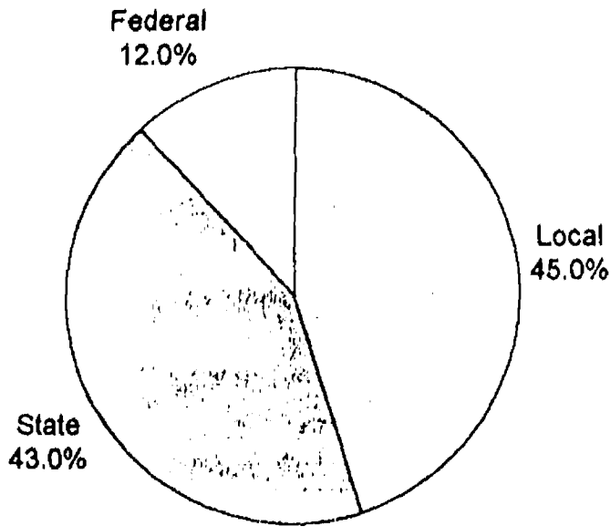
### Enrollment and Cost Data

| | | |
|---|---|---|
| ➔ | Total public, nonpublic and state school enrollment (public: 114,597, nonpublic and state: 7901) *Excludes Grant BIA* | 122,498 |
| ➔ | Number of students in special education services | 13,181 |
| ➔ | Percentage of all students in special education services per total school population | 10.8% |
| ➔ | Total school district fund group 1 expenditures for education | $636,149,078 |
| ➔ | Total school district expenditures for special education | $ 73,376,128 |
| ➔ | Percentage of total expenditures attributed to special education | 11.5% |

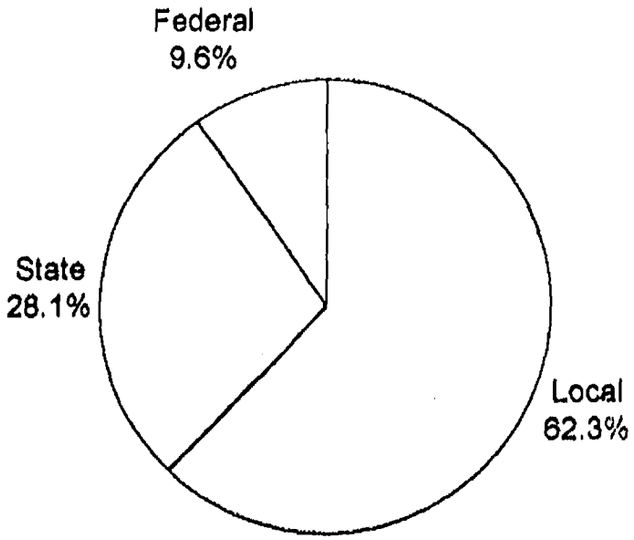
### Sources of Funds for Special Education

| | |
|---|---|
| $45,716,675 (Local) | 62.30% |
| $20,623,626 (State) | 28.11% |
| $ 7,035,827 (Federal) | 9.59% |

## Revenue Sources for General Education 1998-99




## Revenue Sources for Special Education 1998-99




| Special Education Unit | 1998-99 Percentage of State Support |
|---|---|
| Bismarck | 23.7% |
| Buffalo Valley | 27.0% |
| Burleigh County | 18.2% |
| Dickey-LaMoure | 24.4% |
| Dickinson | 26.3% |
| Divide County | 37.9% |
| East Central | 42.4% |
| Emmons County | 29.2% |
| Fargo | 23.5% |
| Fort Totten | 25.4% |
| Grand Forks | 22.7% |
| G/S/T | 30.7% |
| Lake Region | 29.1% |
| Lonetree | 31.7% |
| Morton/Sioux | 26.4% |
| Northern Plains | 28.5% |
| Oliver/Mercer | 22.0% |
| Peace Garden | 32.0% |
| Pembina County | 20.9% |
| Rural Cass | 34.9% |
| Sheyenne Valley | 26.2% |
| Souris Valley | 27.5% |
| South Central Prairie | 39.6% |
| South Valley | 26.0% |
| Southwest | 45.7% |
| Turtle Mountain | 7.7% |
| Upper Valley | 22.7% |
| Wahpeton | 28.1% |
| West Fargo | 30.7% |
| West River | 26.6% |
| Wilmac | 23.3% |

## Special Education State Funding 2001 - 2003

| | *Executive Budget* | *DPI Request* |
|---|---|---|
| Total Request | $51,260,000 | $60,050,000 |
| Less Gifted/Talented | 400,000 | 400,000 |
| Less Student Contracts | 12,665,000 | 12,000,000 |
| Remaining Amount | $38,195,000 | $47,650,000 |

| | *Executive Budget* | | *DPI Request* | |
|---|---|---|---|---|
| | 2001 - 2002 | 2002 - 2003 | 2001 - 2002 | 2002 - 2003 |
| Est. Annual Amounts | $19,097,500 | $19,097,500 | $23,825,000 | $23,825,000 |
| Estimated ADM | $104,656 | $102,261 | $104,656 | $102,261 |
| Per ADM Amount | $182 | $187 | $227 | $233 |

| | 99-00 ADM | Est 00 - 01 | Est 01 - 02 |
|---|---|---|---|
| 99-00 Regular Year ADM | $106,926 | | |
| 99-00 Special Ed ADM | 491 | | |
| Est. Total | $107,417 | $104,656 | $102,261 |

## EXPLANATION OF
## SPECIAL EDUCATION PAYMENT PRINTOUT
December 8, 2000

The attached printouts for each year of the 2001-2003 biennium contain estimated payments for Special Education based on estimated average daily membership. Funds used are those from the executive budget recommendation of $51,260,000 less $400,000 for gifted/talented programs and $12,665,000 for student contracts compared with the DPI request of $60,050,000 less $400,000 for gifted/talented programs (LOS) and $12,000,000 for students contracts.

A description of the columns on the reports is as follows:

| | |
|---|---|
| CODIST | County and system number for the school district or special education unit |
| NAME | Name of the school district |
| PERCENT | The percent of the payment that goes to the school district and unit |
| ADM_TOT | Estimated average daily membership (ADM) for grades PK-12 |
| ADM_PMTG | These are the estimated payments based on the executive budget. The estimated payment for 2001-2002 is based on $182 per full-time equivalent ADM and the payment for 2002-2003 is based on $187. |
| ADM_PMTD | These are the estimated payments based on the DPI request. The estimated payment for 2001-2002 is based on $227 per full-time equivalent ADM and the payment for 2002-2003 is based on $233. |

# Estimated

# Special Education

# Entitlement

# 2002-2003

2002-2003 ESTIMATED SE ENTITLEMENT
COMPARING EXECUTIVE BUDGET WITH DPI REQUEST
EXECUTIVE BUDGET: 187
DPI REQUEST: 233

UNIT_NO=2727

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 1 | 2002 | VALLEY CITY 2 | 1.00 | 1,185.64 | 221,714.53 | 276,253.93 |
| 2 | 2013 | ORISKA 13 | 1.00 | 54.27 | 10,148.13 | 12,644.46 |
| 3 | 2065 | N CENTRAL 65 | 1.00 | 185.82 | 34,748.05 | 43,295.70 |
| 4 | 9004 | MAPLE VALLEY 4 | 1.00 | 256.21 | 47,911.94 | 59,697.77 |
| 5 | 9080 | PAGE 80 | 1.00 | 138.07 | 25,818.33 | 32,169.37 |
| 6 | 11041 | OAKES 41 | 1.00 | 509.32 | 95,243.17 | 118,671.98 |
| 7 | 46010 | HOPE 10 | 1.00 | 149.09 | 27,879.31 | 34,737.32 |
| 8 | 2727 | SHEYENNE VALLEY | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NO | | | | 2,478.41 | 463,463.46 | 577,470.53 |

UNIT_NO=3736

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 9 | 3030 | FT TOTTEN 30 | 1.00 | 165.95 | 31,032.23 | 38,665.83 |
| 10 | 3736 | FORT TOTTEN | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NO | | | | 165.95 | 31,032.23 | 38,665.83 |

UNIT_NO=5726

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 11 | 5001 | BOTTINEAU 1 | 1.00 | 737.65 | 137,941.22 | 171,873.28 |
| 12 | 5013 | WILLOW CITY 13 | 1.00 | 89.74 | 16,781.74 | 20,909.87 |
| 13 | 5017 | WESTHOPE 17 | 1.00 | 156.31 | 29,229.54 | 36,419.76 |
| 14 | 5054 | NEWBURG UNITED 54 | 1.00 | 82.07 | 15,347.78 | 19,123.17 |
| 15 | 25029 | UPHAM 29 | 1.00 | 58.24 | 10,890.94 | 13,569.99 |
| 16 | 35001 | WOLFORD 1 | 1.00 | 59.42 | 11,111.82 | 13,845.21 |
| 17 | 38002 | SHERWOOD 2 | 1.00 | 126.92 | 23,734.20 | 29,572.56 |
| 18 | 38009 | MOHALL 9 | 1.00 | 273.60 | 51,162.84 | 63,748.35 |
| 19 | 40001 | DUNSEITH 1 | 1.00 | 473.50 | 88,543.66 | 110,324.46 |
| 20 | 40003 | ST JOHN 3 | 1.00 | 253.79 | 47,459.49 | 59,134.01 |
| 21 | 40004 | MT PLEASANT 4 | 1.00 | 355.51 | 66,480.33 | 82,833.79 |
| 22 | 40029 | ROLETTE 29 | 1.00 | 197.89 | 37,004.97 | 46,107.80 |
| 23 | 5726 | PEACE GARDEN | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NO | | | | 2,804.64 | 535,688.53 | 667,462.19 |

UNIT_NO=8702

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 24 | 8002 | REGAN 2 | 0.00 | 13.81 | 0.00 | 0.00 |
| 25 | 8025 | NAUGHTON 25 | 0.00 | 2.86 | 0.00 | 0.00 |
| 26 | 8028 | WING 28 | 0.00 | 65.39 | 0.00 | 0.00 |
| 27 | 8029 | BALDWIN 29 | 0.00 | 13.34 | 0.00 | 0.00 |
| 28 | 8033 | MENOKEN 33 | 0.00 | 32.39 | 0.00 | 0.00 |
| 29 | 8034 | MCKENZIE 34 | 0.00 | 5.72 | 0.00 | 0.00 |
| 30 | 8035 | STERLING 35 | 0.00 | 28.67 | 0.00 | 0.00 |
| 31 | 8036 | DRISCOLL 36 | 0.00 | 22.27 | 0.00 | 0.00 |
| 32 | 8039 | APPLE CREEK 39 | 0.00 | 44.67 | 0.00 | 0.00 |
| 33 | 8045 | MANNING 45 | 0.00 | 11.38 | 0.00 | 0.00 |
| 34 | 30004 | LITTLE HEART 4 | 0.00 | 27.31 | 0.00 | 0.00 |
| 35 | 8702 | BURLEIGH COUNTY | 1.00 | 0.00 | 50,079.80 | 62,598.89 |
| UNIT_NO | | | | 267.81 | 50,079.80 | 62,598.89 |

UNIT_NO=8711

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 36 | 8001 | BISMARCK 1 | 1.00 | 9,755.12 | 1,820,992.65 | 2,276,815.98 |

2002-2003 ESTIMATED SE ENTITLEMENT
COMPARING EXECUTIVE BUDGET WITH DPI REQUEST
EXECUTIVE BUDGET: 187
DPI REQUEST: 233

UNIT_NO=8711 (continued)

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 37 | 8711 | BISMARCK | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NO | | | | 9,733.12 | 1,820,092.65 | 2,267,815.98 |

UNIT_NO=9717

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 38 | 9002 | KINDRED 2 | 0.00 | 657.13 | 0.00 | 0.00 |
| 39 | 9007 | MAPLETON 7 | 0.00 | 90.80 | 0.00 | 0.00 |
| 40 | 9017 | CENTRAL CASS 17 | 0.00 | 754.05 | 0.00 | 0.00 |
| 41 | 9097 | NORTHERN CASS 97 | 0.00 | 424.97 | 0.00 | 0.00 |
| 42 | 9717 | RURAL CASS | 1.00 | 0.00 | 360,339.77 | 448,979.49 |
| UNIT_NO | | | | 1,926.95 | 360,339.77 | 448,979.49 |

UNIT_NO=9730

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 43 | 9001 | FARGO 1 | 1.00 | 10,602.58 | 1,982,681.88 | 2,470,488.42 |
| 44 | 9730 | FARGO | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NO | | | | 10,602.58 | 1,982,681.88 | 2,470,488.42 |

UNIT_NO=9734

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 45 | 9006 | WEST FARGO 6 | 1.00 | 4,516.84 | 844,649.92 | 1,052,424.77 |
| 46 | 9734 | WEST FARGO | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NO | | | | 4,516.84 | 844,649.92 | 1,052,424.77 |

UNIT_NO=12738

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 47 | 12001 | DIVIDE COUNTY 1 | 1.00 | 329.66 | 61,645.85 | 76,818.88 |
| 48 | 12738 | DIVIDE COUNTY | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NO | | | | 329.66 | 61,645.85 | 76,818.88 |

UNIT_NO=14712

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 49 | 3016 | OBERON 16 | 1.00 | 45.15 | 8,443.42 | 10,520.41 |
| 50 | 14001 | NEW ROCKFORD 1 | 1.00 | 362.28 | 67,746.85 | 84,411.85 |
| 51 | 14012 | SHEYENNE 12 | 1.00 | 158.76 | 29,687.34 | 36,990.11 |
| 52 | 16010 | CARRINGTON 10 | 1.00 | 676.41 | 126,489.16 | 157,584.15 |
| 53 | 47019 | KENSAL 19 | 1.00 | 81.04 | 15,155.49 | 18,883.47 |
| 54 | 14712 | EAST CENTRAL | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NO | | | | 1,323.65 | 247,522.17 | 308,409.99 |

UNIT_NO=15722

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 55 | 15006 | HAZELTON MOFFIT B | 1.00 | 165.84 | 31,012.64 | 38,641.41 |

2002-2003 ESTIMATED SE ENTITLEMENT
COMPARING EXECUTIVE BUDGET WITH DPI REQUEST
EXECUTIVE BUDGET: 187
DPI REQUEST: 233

UNIT_NO=15722 (continued)

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 56 | 15010 | BAKKER 10 | 1.00 | 20.20 | 3,778.16 | 4,707.55 |
| 57 | 15012 | UNION 12 | 1.00 | 14.76 | 2,761.03 | 3,440.22 |
| 58 | 15015 | STRASBURG 15 | 1.00 | 218.38 | 40,836.57 | 50,881.93 |
| 59 | 15036 | LINTON 36 | 1.00 | 338.56 | 63,311.38 | 78,885.30 |
| 60 | 15722 | EMMONS COUNTY | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NO | | | | 757.75 | 141,699.78 | 176,556.41 |

UNIT_NO=18733

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 61 | 18001 | GRAND FORKS 1 | 1.00 | 7,757.13 | 1,450,582.69 | 1,807,410.52 |
| 62 | 18061 | THOMPSON 61 | 1.00 | 485.32 | 90,754.27 | 113,078.85 |
| 63 | 18733 | GRAND FORKS | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NO | | | | 8,242.44 | 1,541,336.96 | 1,920,489.37 |

UNIT_NO=21709

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 64 | 19018 | ROOSEVELT 18 | 0.00 | 137.10 | 0.00 | 0.00 |
| 65 | 19049 | ELGIN-NEW LEIPZIG | 0.00 | 248.93 | 0.00 | 0.00 |
| 66 | 21066 | MOTT 6 | 0.00 | 232.70 | 0.00 | 0.00 |
| 67 | 30039 | FLASHER 39 | 0.00 | 242.77 | 0.00 | 0.00 |
| 68 | 21709 | SOUTHWEST | 1.00 | 0.00 | 161,101.83 | 200,731.16 |
| UNIT_NO | | | | 861.51 | 161,101.83 | 200,731.16 |

UNIT_NO=23724

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 69 | 2052 | LITCHVILLE 52 | 0.00 | 85.58 | 0.00 | 0.00 |
| 70 | 11040 | ELLENDALE 40 | 0.00 | 368.02 | 0.00 | 0.00 |
| 71 | 23003 | EDGELEY 3 | 0.00 | 253.16 | 0.00 | 0.00 |
| 72 | 23007 | KULM 7 | 0.00 | 151.44 | 0.00 | 0.00 |
| 73 | 23008 | LAMOURE 8 | 0.00 | 371.71 | 0.00 | 0.00 |
| 74 | 23009 | MARION 9 | 0.00 | 107.90 | 0.00 | 0.00 |
| 75 | 23011 | VERONA 11 | 0.00 | 72.28 | 0.00 | 0.00 |
| 76 | 23724 | DICKEY-LAMOURE | 1.00 | 0.00 | 263,685.79 | 328,549.68 |
| UNIT_NO | | | | 1,410.08 | 263,685.79 | 328,549.68 |

UNIT_NO=24718

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 77 | 22011 | PETTIBONE 11 | 0.00 | 27.72 | 0.00 | 0.00 |
| 78 | 22014 | ROBINSON 14 | 0.00 | 11.12 | 0.00 | 0.00 |
| 79 | 22020 | TUTTLE 20 | 0.00 | 77.82 | 0.00 | 0.00 |
| 80 | 22026 | STEELE 26 | 0.00 | 225.69 | 0.00 | 0.00 |
| 81 | 22028 | TAPPEN 28 | 0.00 | 114.75 | 0.00 | 0.00 |
| 82 | 24002 | NAPOLEON 2 | 0.00 | 245.01 | 0.00 | 0.00 |
| 83 | 24056 | GACKLE STREETER 5 | 0.00 | 177.15 | 0.00 | 0.00 |
| 84 | 26004 | ZEELAND 4 | 0.00 | 54.13 | 0.00 | 0.00 |
| 85 | 26009 | ASHLEY 9 | 0.00 | 200.55 | 0.00 | 0.00 |
| 86 | 26019 | WISHEK 19 | 0.00 | 252.11 | 0.00 | 0.00 |
| 87 | 24718 | S CENTRAL PRAIRIE | 1.00 | 0.00 | 259,187.98 | 322,945.45 |
| UNIT_NO | | | | 1,586.03 | 259,187.98 | 322,945.45 |

2002-2003 ESTIMATED SE ENTITLEMENT
COMPARING EXECUTIVE BUDGET WITH DPI REQUEST
EXECUTIVE BUDGET: 187
DPI REQUEST: 233

UNIT_NO=29715

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 88 | 13008 | DODGE 8 | 0.00 | 59.63 | 0.00 | 0.00 |
| 89 | 29003 | HAZEN 3 | 0.00 | 802.51 | 0.00 | 0.00 |
| 90 | 29020 | GOLDEN VALLEY 20 | 0.00 | 58.51 | 0.00 | 0.00 |
| 91 | 29022 | STANTON 22 | 0.00 | 90.93 | 0.00 | 0.00 |
| 92 | 29027 | BEULAH 27 | 0.00 | 959.14 | 0.00 | 0.00 |
| 93 | 33018 | CENTER 18 | 0.00 | 295.26 | 0.00 | 0.00 |
| 94 | 29715 | OLIVER-MERCER | 1.00 | 0.00 | 423,738.43 | 527,973.55 |
| UNIT_NO | | | | 2,265.98 | 423,738.43 | 527,973.55 |

UNIT_NO=30725

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 95 | 30001 | MANDAN 1 | 1.00 | 3,296.06 | 616,364.14 | 767,983.12 |
| 96 | 30007 | NEW SALEM 7 | 1.00 | 364.24 | 68,112.82 | 84,866.84 |
| 97 | 30008 | SIMS 8 | 1.00 | 30.83 | 5,766.11 | 7,184.51 |
| 98 | 30013 | HEBRON 13 | 1.00 | 183.71 | 34,354.38 | 42,805.19 |
| 99 | 30017 | SWEET BRIAR 1 | 1.00 | 10.80 | 2,020.01 | 2,516.91 |
| 100 | 30048 | GLEN ULLIN 48 | 1.00 | 230.09 | 43,027.58 | 53,611.91 |
| 101 | 43003 | SOLEN 3 | 1.00 | 194.86 | 36,438.51 | 45,402.00 |
| 102 | 43004 | FT YATES 4 | 1.00 | 189.96 | 35,522.92 | 44,261.18 |
| 103 | 43008 | SELFRIDGE 8 | 1.00 | 107.16 | 20,039.76 | 24,969.32 |
| 104 | 30725 | MORTON-SIOUX | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NO | | | | 4,607.73 | 861,645.43 | 1,073,600.98 |

UNIT_NO=31706

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 105 | 7014 | BOWBELLS 14 | 1.00 | 113.52 | 21,227.89 | 26,449.73 |
| 106 | 7027 | POWERS LAKE 27 | 1.00 | 115.64 | 21,625.12 | 26,944.67 |
| 107 | 7036 | BURKE CENTRAL 36 | 1.00 | 116.79 | 21,838.88 | 27,211.81 |
| 108 | 31002 | STANLEY 2 | 1.00 | 394.67 | 73,803.31 | 91,958.13 |
| 109 | 31706 | NORTHERN PLAINS | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NO | | | | 740.62 | 138,495.20 | 172,563.54 |

UNIT_NO=34707

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 110 | 34001 | PEMBINA 1 | 0.00 | 158.66 | 0.00 | 0.00 |
| 111 | 34006 | CAVALIER 6 | 0.00 | 574.35 | 0.00 | 0.00 |
| 112 | 34012 | VALLEY 12 | 0.00 | 148.97 | 0.00 | 0.00 |
| 113 | 34019 | DRAYTON 19 | 0.00 | 207.24 | 0.00 | 0.00 |
| 114 | 34027 | WALHALLA 27 | 0.00 | 293.81 | 0.00 | 0.00 |
| 115 | 34043 | ST THOMAS 43 | 0.00 | 122.98 | 0.00 | 0.00 |
| 116 | 34055 | NECHE 55 | 0.00 | 113.44 | 0.00 | 0.00 |
| 117 | 34707 | PEMBINA | 1.00 | 0.00 | 302,707.21 | 377,169.94 |
| UNIT_NO | | | | 1,618.76 | 302,707.21 | 377,169.94 |

UNIT_NO=36714

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 118 | 3005 | MINNEWAUKAN 5 | 0.00 | 120.10 | 0.00 | 0.00 |
| 119 | 3006 | LEEDS 6 | 0.00 | 201.22 | 0.00 | 0.00 |
| 120 | 3029 | WARWICK 29 | 0.00 | 210.04 | 0.00 | 0.00 |
| 121 | 10001 | OSNABROCK 1 | 0.00 | 23.57 | 0.00 | 0.00 |
| 122 | 10014 | BORDER CENTRAL 14 | 0.00 | 29.53 | 0.00 | 0.00 |
| 123 | 10019 | MUNICH 19 | 0.00 | 146.70 | 0.00 | 0.00 |

2002-2003 ESTIMATED SE ENTITLEMENT
COMPARING EXECUTIVE BUDGET WITH DPI REQUEST
EXECUTIVE BUDGET: 187
DPI REQUEST: 233

UNIT_NO=36714 (continued)

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 124 | 10023 | LANGDON 23 | 0.00 | 550.95 | 0.00 | 0.00 |
| 125 | 10030 | MILTON 30 | 0.00 | 30.19 | 0.00 | 0.00 |
| 126 | 32001 | DAKOTA PRAIRIE 1 | 0.00 | 384.56 | 0.00 | 0.00 |
| 127 | 32066 | LAKOTA 66 | 0.00 | 270.06 | 0.00 | 0.00 |
| 128 | 36001 | DEVILS LAKE 1 | 0.00 | 1,870.59 | 0.00 | 0.00 |
| 129 | 36002 | EDMORE 2 | 0.00 | 122.82 | 0.00 | 0.00 |
| 130 | 36044 | STARKWEATHER 44 | 0.00 | 123.36 | 0.00 | 0.00 |
| 131 | 48002 | BISBEE-EGELAND 2 | 0.00 | 112.06 | 0.00 | 0.00 |
| 132 | 48008 | SOUTHERN 8 | 0.00 | 275.99 | 0.00 | 0.00 |
| 133 | 48028 | N CENTRAL 28 | 0.00 | 85.10 | 0.00 | 0.00 |
| 134 | 36714 | LAKE REGION | 1.00 | 0.00 | 852,127.87 | 1,001,742.21 |
| UNIT_NO | | | | 4,556.83 | 852,127.87 | 1,001,742.21 |

UNIT_NO=39728

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 135 | 37002 | SHELDON 2 | 0.00 | 52.64 | 0.00 | 0.00 |
| 136 | 37006 | FT RANSOM 6 | 0.00 | 26.42 | 0.00 | 0.00 |
| 137 | 37010 | SALUND 10 | 0.00 | 6.34 | 0.00 | 0.00 |
| 138 | 37019 | LISBON 19 | 0.00 | 641.03 | 0.00 | 0.00 |
| 139 | 37022 | ENDERLIN 22 | 0.00 | 336.34 | 0.00 | 0.00 |
| 140 | 39005 | MANTADOR 5 | 0.00 | 21.91 | 0.00 | 0.00 |
| 141 | 39008 | HANKINSON 8 | 0.00 | 317.76 | 0.00 | 0.00 |
| 142 | 39018 | FAIRMOUNT 18 | 0.00 | 136.62 | 0.00 | 0.00 |
| 143 | 39028 | LIDGERWOOD 28 | 0.00 | 244.73 | 0.00 | 0.00 |
| 144 | 39042 | WYNDMERE 42 | 0.00 | 304.64 | 0.00 | 0.00 |
| 145 | 39044 | RICHLAND 44 | 0.00 | 298.60 | 0.00 | 0.00 |
| 146 | 41002 | MILNOR 2 | 0.00 | 290.69 | 0.00 | 0.00 |
| 147 | 41003 | N SARGENT 3 | 0.00 | 180.13 | 0.00 | 0.00 |
| 148 | 41006 | SARGENT CENTRAL 6 | 0.00 | 313.10 | 0.00 | 0.00 |
| 149 | 39728 | SOUTH VALLEY | 1.00 | 0.00 | 592,970.17 | 738,834.49 |
| UNIT_NO | | | | 3,170.96 | 592,970.17 | 738,834.49 |

UNIT_NO=39737

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 150 | 39037 | WAHPETON 37 | 1.00 | 1,462.85 | 273,552.48 | 340,843.46 |
| 151 | 39737 | WAHPETON | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NO | | | | 1,462.85 | 273,552.48 | 340,843.46 |

UNIT_NO=40719

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 152 | 40007 | BELCOURT 7 | 1.00 | 1,666.50 | 311,635.14 | 388,294.05 |
| 153 | 40719 | TURTLE MOUNTAIN | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NO | | | | 1,666.50 | 311,635.14 | 388,294.05 |

UNIT_NO=45701

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 154 | 1013 | HETTINGER 13 | 1.00 | 421.27 | 78,776.73 | 98,154.96 |
| 155 | 4001 | BILLINGS CO 1 | 1.00 | 83.89 | 15,688.01 | 19,547.10 |
| 156 | 6001 | BOWMAN 1 | 1.00 | 425.64 | 79,594.35 | 99,173.71 |
| 157 | 6017 | RHAME 17 | 1.00 | 105.56 | 19,740.50 | 24,596.45 |
| 158 | 6033 | SCRANTON 33 | 1.00 | 168.92 | 31,588.00 | 39,358.31 |

2002-2003 ESTIMATED SE ENTITLEMENT
COMPARING EXECUTIVE BUDGET WITH DPI REQUEST
EXECUTIVE BUDGET: 187
DPI REQUEST: 233

UNIT_NO=45701 (continued)

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 159 | 13016 | KILLDEER 16 | 1.00 | 349.67 | 65,388.39 | 81,473.24 |
| 160 | 13019 | HALLIDAY 19 | 1.00 | 93.01 | 17,392.73 | 21,671.15 |
| 161 | 13037 | TWIN BUTTES 37 | 1.00 | 53.29 | 9,964.66 | 12,415.86 |
| 162 | 17003 | BEACH 3 | 1.00 | 330.30 | 61,766.98 | 76,961.00 |
| 163 | 17006 | LONE TREE 6 | 1.00 | 49.21 | 9,202.26 | 11,465.91 |
| 164 | 21009 | NEW ENGLAND 9 | 1.00 | 225.23 | 42,117.33 | 52,477.75 |
| 165 | 21014 | REGENT 14 | 1.00 | 100.71 | 18,832.03 | 23,464.50 |
| 166 | 44012 | MARMARTH 12 | 1.00 | 17.20 | 3,217.05 | 4,008.41 |
| 167 | 44014 | SHEETS 14 | 1.00 | 4.76 | 890.66 | 1,109.75 |
| 168 | 44032 | CENTRAL ELEMENTAR | 1.00 | 5.24 | 979.72 | 1,220.72 |
| 169 | 45003 | TAYLOR 3 | 1.00 | 130.23 | 24,352.31 | 30,342.72 |
| 170 | 45004 | RICHARDTON 4 | 1.00 | 183.58 | 34,329.44 | 42,774.11 |
| 171 | 45009 | SOUTH HEART 9 | 1.00 | 260.40 | 48,695.72 | 60,674.34 |
| 172 | 45013 | BELFIELD 13 | 1.00 | 291.20 | 54,454.79 | 67,849.97 |
| 173 | 45701 | WEST RIVER | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NO | | | | 3,299.31 | 616,971.57 | 768,739.96 |

UNIT_NO=45735

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 174 | 45001 | DICKINSON 1 | 1.00 | 2,736.42 | 511,710.29 | 637,585.55 |
| 175 | 45735 | DICKINSON | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NO | | | | 2,736.42 | 511,710.29 | 637,585.55 |

UNIT_NO=47721

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 176 | 2082 | WIMBLEDON COURTEN | 1.00 | 182.43 | 34,113.90 | 42,505.56 |
| 177 | 47001 | JAMESTOWN 1 | 1.00 | 2,525.78 | 472,320.15 | 588,505.85 |
| 178 | 47003 | MEDINA 3 | 1.00 | 165.32 | 30,914.66 | 38,519.34 |
| 179 | 47010 | PINGREE 10 | 1.00 | 129.28 | 24,175.96 | 30,122.99 |
| 180 | 47014 | MONTPELIER 14 | 1.00 | 121.39 | 22,699.26 | 28,283.03 |
| 181 | 47026 | SPIRITWOOD 26 | 1.00 | 13.05 | 2,440.40 | 3,040.71 |
| 182 | 47721 | BUFFALO VALLEY | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NO | | | | 3,137.24 | 586,664.33 | 730,977.48 |

UNIT_NO=49723

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 183 | 18129 | NORTHWOOD 129 | 0.00 | 329.29 | 0.00 | 0.00 |
| 184 | 20007 | MIDKOTA 7 | 0.00 | 209.82 | 0.00 | 0.00 |
| 185 | 20018 | GRIGGS COUNTY CEN | 0.00 | 347.48 | 0.00 | 0.00 |
| 186 | 46019 | FINLEY SHARON 19 | 0.00 | 170.64 | 0.00 | 0.00 |
| 187 | 49003 | CENTRAL VALLEY 3 | 0.00 | 291.49 | 0.00 | 0.00 |
| 188 | 49007 | HATTON 7 | 0.00 | 259.72 | 0.00 | 0.00 |
| 189 | 49009 | HILLSBORO 9 | 0.00 | 461.70 | 0.00 | 0.00 |
| 190 | 49014 | MAY-PORT CG 14 | 0.00 | 632.81 | 0.00 | 0.00 |
| 191 | 49723 | GRIGGS-STEELE-TRA | 1.00 | 0.00 | 505,452.54 | 629,788.46 |
| UNIT_NO | | | | 2,702.95 | 505,452.54 | 629,788.46 |

UNIT_NO=50729

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 192 | 18044 | LARIMORE 44 | 0.00 | 556.91 | 0.00 | 0.00 |
| 193 | 18125 | MANVEL 125 | 0.00 | 193.93 | 0.00 | 0.00 |

2002-2003 ESTIMATED SE ENTITLEMENT
COMPARING EXECUTIVE BUDGET WITH DPI REQUEST
EXECUTIVE BUDGET: 187
DPI REQUEST: 233

UNIT_NO=50729 (continued)

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 194 | 18127 | EMERADO 127 | 0.00 | 133.79 | 0.00 | 0.00 |
| 195 | 18128 | MIDWAY 128 | 0.00 | 292.73 | 0.00 | 0.00 |
| 196 | 50003 | GRAFTON 3 | 0.00 | 951.62 | 0.00 | 0.00 |
| 197 | 50020 | MINTO 20 | 0.00 | 245.88 | 0.00 | 0.00 |
| 198 | 50039 | LANKIN 39 | 0.00 | 69.15 | 0.00 | 0.00 |
| 199 | 50051 | NASH 51 | 0.00 | 24.20 | 0.00 | 0.00 |
| 200 | 50078 | PARK RIVER 78 | 0.00 | 425.77 | 0.00 | 0.00 |
| 201 | 50079 | FORDVILLE 79 | 0.00 | 78.84 | 0.00 | 0.00 |
| 202 | 50106 | EDINBURG 106 | 0.00 | 149.44 | 0.00 | 0.00 |
| 203 | 50128 | ADAMS 128 | 0.00 | 106.67 | 0.00 | 0.00 |
| 204 | 50729 | UPPER VALLEY | 1.00 | 0.00 | 603,809.45 | 752,340.12 |
| UNIT_NO | | | | 3,228.93 | 603,809.45 | 752,340.12 |

UNIT_NO=51708

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 205 | 5035 | LANSFORD 35 | 1.00 | 41.12 | 7,689.92 | 9,56[illegible].56 |
| 206 | 25001 | VELVA 1 | 1.00 | 433.91 | 81,140.53 | 101,100.23 |
| 207 | 25004 | NEWPORT 4 | 1.00 | 192.57 | 36,011.00 | 44,869.32 |
| 208 | 25025 | GRANVILLE 25 | 1.00 | 136.23 | 25,474.[illegible]4 | 31,741.08 |
| 209 | 28001 | MONTEFIORE 1 | 1.00 | 250.76 | 46,891.[illegible]5 | 58,426.00 |
| 210 | 28004 | WASHBURN 4 | 1.00 | 414.12 | 77,440.75 | 96,490.34 |
| 211 | 28008 | UNDERWOOD 8 | 1.00 | 279.39 | 52,245.87 | 65,097.80 |
| 212 | 28050 | MAX 50 | 1.00 | 155.86 | 29,145.82 | 36,315.38 |
| 213 | 28051 | GARRISON 51 | 1.00 | 375.55 | 70,228.21 | 87,503.60 |
| 214 | 28062 | BUTTE 62 | 1.00 | 0.00 | 0.00 | 0.00 |
| 215 | 28085 | WHITE SHIELD 85 | 1.00 | 122.19 | 22,848.89 | 28,469.47 |
| 216 | 31001 | NEW TOWN 1 | 1.00 | 700.50 | 130,994.10 | 163,217.25 |
| 217 | 31003 | PARSHALL 3 | 1.00 | 273.62 | 51,166.40 | 63,752.78 |
| 218 | 31137 | PLAZA 137 | 1.00 | 57.67 | 10,784.06 | 13,436.82 |
| 219 | 38026 | GLENBURN 26 | 1.00 | 296.33 | 55,413.04 | 69,044.06 |
| 220 | 51001 | MINOT 1 | 1.00 | 6,802.31 | 1,272,031.13 | 1,584,937.19 |
| 221 | 51004 | NEDROSE 4 | 1.00 | 230.03 | 43,015.12 | 53,596.37 |
| 222 | 51007 | UNITED 7 | 1.00 | 637.73 | 119,255.26 | 148,590.77 |
| 223 | 51010 | BELL 10 | 1.00 | 122.26 | 22,863.14 | 28,487.22 |
| 224 | 51016 | SAWYER 16 | 1.00 | 148.87 | 27,838.34 | 34,686.27 |
| 225 | 51019 | EUREKA 19 | 1.00 | 11.30 | 2,112.64 | 2,632.32 |
| 226 | 51028 | KENMARE 28 | 1.00 | 350.97 | 65,630.65 | 81,775.09 |
| 227 | 51041 | SURREY 41 | 1.00 | 438.24 | 81,951.03 | 102,110.10 |
| 228 | 51054 | BERTHOLD 54 | 1.00 | 198.49 | 37,117.19 | [illegible]8,247.62 |
| 229 | 51070 | S PRAIRIE 70 | 1.00 | 116.85 | 21,851.35 | 27,226.55 |
| 230 | 51158 | N SHORE 158 | 1.00 | 98.35 | 18,392.04 | 22,915.29 |
| 231 | 51708 | SOURIS VALLEY | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NO | | | | 12,885.20 | 2,409,532.27 | 3,002,251.40 |

UNIT_NO=52705

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 232 | 3009 | MADDOCK 9 | 0.76 | 219.92 | 31,255.11 | 38,943.53 |
| 233 | 25014 | ANAMOOSE 14 | 0.76 | 93.92 | 13,348.44 | 16,632.01 |
| 234 | 25057 | DRAKE 57 | 0.76 | 148.66 | 21,127.35 | 26,324.46 |
| 235 | 28072 | TURTLE LAKE MERCE | 0.76 | 192.40 | 27,343.99 | 34,070.32 |
| 236 | 35005 | RUGBY 5 | 0.76 | 675.01 | 95,952.76 | 119,531.19 |
| 237 | 42016 | GOODRICH 16 | 0.76 | 59.06 | 8,393.54 | 10,458.26 |
| 238 | 42019 | MCCLUSKY 19 | 0.76 | 130.01 | 18,476.62 | 23,021.67 |
| 239 | 52023 | BOWDON 23 | 0.76 | 84.76 | 12,046.08 | 15,009.29 |
| 240 | 52035 | PLEASANT VALLEY 3 | 0.76 | 25.38 | 3,606.51 | 4,493.68 |
| 241 | 52038 | HARVEY 38 | 0.76 | 539.84 | 76,722.38 | 95,595.26 |
| 242 | 52039 | SYKES 39 | 0.76 | 78.42 | 11,144.46 | 13,885.87 |
| 243 | 52040 | FESSENDEN 40 | 0.76 | 182.95 | 26,001.02 | 32,397.00 |
| 244 | 52705 | LONE TREE | 0.24 | 0.00 | 109,073.14 | 135,903.96 |

2002-2003 ESTIMATED SE ENTITLEMENT
COMPARING EXECUTIVE BUDGET WITH DPI REQUEST
EXECUTIVE BUDGET: 187
DPI REQUEST: 233

UNIT_NO=52705 (continued)

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| UNIT_NO | | | | 2,430.33 | 454,471.40 | 566,266.50 |

UNIT_NO=53720

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 245 | 27001 | MCKENZIE CO 1 | 0.00 | 621.13 | 0.00 | 0.00 |
| 246 | 27002 | ALEXANDER 2 | 0.00 | 102.85 | 0.00 | 0.00 |
| 247 | 27014 | YELLOWSTONE 14 | 0.00 | 97.52 | 0.00 | 0.00 |
| 248 | 27018 | EARL 18 | 0.00 | 4.76 | 0.00 | 0.00 |
| 249 | 27019 | BOWLINE BUTTE 19 | 0.00 | 1.33 | 0.00 | 0.00 |
| 250 | 27032 | HORSE CREEK 32 | 0.00 | 14.29 | 0.00 | 0.00 |
| 251 | 27036 | MANDAREE 36 | 0.00 | 210.66 | 0.00 | 0.00 |
| 252 | 53001 | WILLISTON 1 | 0.00 | 2,333.24 | 0.00 | 0.00 |
| 253 | 53002 | NESSON 2 | 0.00 | 186.83 | 0.00 | 0.00 |
| 254 | 53006 | EIGHT MILE 6 | 0.00 | 195.54 | 0.00 | 0.00 |
| 255 | 53008 | NEW 8 | 0.00 | 225.31 | 0.00 | 0.00 |
| 256 | 53015 | TIOGA 15 | 0.00 | 322.67 | 0.00 | 0.00 |
| 257 | 53091 | WILDROSE 91 | 0.00 | 60.81 | 0.00 | 0.00 |
| 258 | 53099 | GRENORA 99 | 0.00 | 97.04 | 0.00 | 0.00 |
| 259 | 53720 | WILMAC | 1.00 | 0.00 | 836,637.58 | 1,042,441.48 |
| UNIT_NO | | | | 4,474.00 | 836,637.58 | 1,042,441.48 |
| | | | | 101,852.03 | 19,046,329.96 | 23,731,523.41 |

# Estimated

# Special Education

# Entitlement

# 2001-2002

2001-2002 ESTIMATED SE ENTITLEMENT
COMPARING EXECUTIVE BUDGET WITH DPI REQUEST
EXECUTIVE BUDGET: 182
DPI REQUEST: 227

UNIT_NO=2727

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 1 | 2002 | VALLEY CITY 2 | 1.00 | 1,212.68 | 220,708.12 | 275,278.81 |
| 2 | 2013 | ORISKA 13 | 1.00 | 55.51 | 10,102.07 | 12,599.83 |
| 3 | 2065 | N CENTRAL 65 | 1.00 | 190.06 | 34,590.32 | 43,142.87 |
| 4 | 9004 | MAPLE VALLEY 4 | 1.00 | 262.06 | 47,694.46 | 59,487.85 |
| 5 | 9080 | PAGE 80 | 1.00 | 141.22 | 25,701.14 | 32,055.81 |
| 6 | 11041 | OAKES 41 | 1.00 | 520.94 | 94,810.85 | 118,253.09 |
| 7 | 46010 | HOPE 10 | 1.00 | 152.49 | 27,752.76 | 34,614.71 |
| 8 | 2727 | SHEYENNE VALLEY | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NO | | | | 2,534.94 | 461,359.72 | 575,432.17 |

UNIT_NO=3736

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 9 | 3030 | FT TOTTEN 30 | 1.00 | 169.73 | 30,891.37 | 38,529.35 |
| 10 | 3736 | FORT TOTTEN | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NO | | | | 169.73 | 30,891.37 | 38,529.35 |

UNIT_NO=5726

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 11 | 5001 | BOTTINEAU 1 | 1.00 | 754.48 | 137,315.07 | 171,[illegible].60 |
| 12 | 5013 | WILLOW CITY 13 | 1.00 | 91.79 | 16,705.56 | 20,836.86 |
| 13 | 5017 | WESTHOPE 17 | 1.00 | 159.87 | 29,096.87 | 36,291.15 |
| 14 | 5054 | NEWBURG UNITED 54 | 1.00 | 83.95 | 15,278.12 | 19,055.67 |
| 15 | 25029 | UPHAM 29 | 1.00 | 59.57 | 10,841.50 | 13,522.10 |
| 16 | 35001 | WOLFORD 1 | 1.00 | 60.78 | 11,061.38 | 13,796.34 |
| 17 | 38002 | SHERWOOD 2 | 1.00 | 129.82 | 23,626.46 | 29,468.17 |
| 18 | 38009 | MOHALL 9 | 1.00 | 279.84 | 50,930.60 | 63,523.33 |
| 19 | 40001 | DUNSEITH 1 | 1.00 | 484.30 | 88,141.74 | 109,935.03 |
| 20 | 40003 | ST JOHN 3 | 1.00 | 259.58 | 47,244.06 | 58,925.28 |
| 21 | 40004 | MT PLEASANT 4 | 1.00 | 363.62 | 66,178.57 | 82,541.40 |
| 22 | 40029 | ROLETTE 29 | 1.00 | 202.40 | 36,837.00 | 45,945.85 |
| 23 | 5726 | PEACE GARDEN | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NO | | | | 2,929.98 | 533,256.93 | 665,186.18 |

UNIT_NO=8702

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 24 | 8002 | REGAN 2 | 0.00 | 14.13 | 0.00 | 0.00 |
| 25 | 8025 | NAUGHTON 25 | 0.00 | 2.92 | 0.00 | 0.00 |
| 26 | 8028 | WING 28 | 0.00 | 66.89 | 0.00 | 0.00 |
| 27 | 8029 | BALDWIN 29 | 0.00 | 13.64 | 0.00 | 0.00 |
| 28 | 8033 | MENOKEN 33 | 0.00 | 33.13 | 0.00 | 0.00 |
| 29 | 8034 | MCKENZIE 34 | 0.00 | 5.85 | 0.00 | 0.00 |
| 30 | 8035 | STERLING 35 | 0.00 | 29.33 | 0.00 | 0.00 |
| 31 | 8036 | DRISCOLL 36 | 0.00 | 22.78 | 0.00 | 0.00 |
| 32 | 8039 | APPLE CREEK 39 | 0.00 | 45.68 | 0.00 | 0.00 |
| 33 | 8045 | MANNING 45 | 0.00 | 11.64 | 0.00 | 0.00 |
| 34 | 30004 | LITTLE HEART 4 | 0.00 | 27.93 | 0.00 | 0.00 |
| 35 | 8702 | BURLEIGH COUNTY | 1.00 | 0.00 | 49,852.48 | 62,178.64 |
| UNIT_NO | | | | 273.91 | 49,852.48 | 62,178.64 |

UNIT_NO=8711

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 36 | 8001 | BISMARCK 1 | 1.00 | 9,955.11 | 1,811,830.90 | 2,259,811.07 |

2001-2002 ESTIMATED SE ENTITLEMENT
COMPARING EXECUTIVE BUDGET WITH DPI REQUEST
EXECUTIVE BUDGET: 182
DPI REQUEST: 227

UNIT_NO=8711 (continued)

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 37 | 8711 | BISMARCK | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NO | | | | 9,955.11 | 1,811,830.98 | 2,259,611.87 |

UNIT_NO=9717

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 38 | 9002 | KINDRED 2 | 0.00 | 672.12 | 0.00 | 0.00 |
| 39 | 9007 | MAPLETON 7 | 0.00 | 92.87 | 0.00 | 0.00 |
| 40 | 9017 | CENTRAL CASS 17 | 0.00 | 771.25 | 0.00 | 0.00 |
| 41 | 9097 | NORTHERN CASS 97 | 0.00 | 434.66 | 0.00 | 0.00 |
| 42 | 9717 | RURAL CASS | 1.00 | 0.00 | 358,704.11 | 447,394.69 |
| UNIT_NO | | | | 1,970.90 | 358,704.11 | 447,394.69 |

UNIT_NO=9730

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 43 | 9001 | FARGO 1 | 1.00 | 10,844.41 | 1,973,682.11 | 2,461,680.43 |
| 44 | 9730 | FARGO | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NO | | | | 10,844.41 | 1,973,682.11 | 2,461,680.43 |

UNIT_NO=9734

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 45 | 9006 | WEST FARGO 6 | 1.00 | 4,619.87 | 840,815.89 | 1,048,709.93 |
| 46 | 9734 | WEST FARGO | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NO | | | | 4,619.87 | 840,815.89 | 1,048,709.93 |

UNIT_NO=12738

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 47 | 12001 | DIVIDE COUNTY 1 | 1.00 | 337.18 | 61,366.03 | 76,538.95 |
| 48 | 12738 | DIVIDE COUNTY | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NO | | | | 337.18 | 61,366.03 | 76,538.95 |

UNIT_NO=14712

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 49 | 3016 | OBERON 16 | 1.00 | 46.18 | 8,405.09 | 10,483.27 |
| 50 | 14001 | NEW ROCKFORD 1 | 1.00 | 370.55 | 67,439.33 | 84,113.69 |
| 51 | 14012 | SHEYENNE 12 | 1.00 | 162.38 | 29,552.58 | 36,859.54 |
| 52 | 16010 | CARRINGTON 10 | 1.00 | 691.84 | 125,915.01 | 157,047.84 |
| 53 | 47019 | KENSAL 19 | 1.00 | 82.89 | 15,086.61 | 18,816.81 |
| 54 | 14712 | EAST CENTRAL | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NO | | | | 1,353.84 | 246,398.62 | 307,321.35 |

UNIT_NO=15722

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 55 | 15006 | HAZELTON MOFFIT B | 1.00 | 169.63 | 30,871.86 | 38,505.02 |

2001-2002 ESTIMATED SE ENTITLEMENT
COMPARING EXECUTIVE BUDGET WITH DPI REQUEST
EXECUTIVE BUDGET: 182
DPI REQUEST: 227

UNIT_NO=15722 (continued)

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 56 | 15010 | BAKKER 10 | 1.00 | 20.66 | 3,761.01 | 4,690.93 |
| 57 | 15012 | UNION 12 | 1.00 | 15.10 | 2,748.50 | 3,428.07 |
| 58 | 15015 | STRASBURG 15 | 1.00 | 223.36 | 40,651.21 | 50,702.33 |
| 59 | 15036 | LINTON 36 | 1.00 | 346.29 | 63,024.00 | 78,606.86 |
| 60 | 15722 | EMMONS COUNTY | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NO | | | | 775.41 | 141,050.58 | 175,933.21 |

UNIT_NO=18733

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 61 | 18001 | GRAND FORKS 1 | 1.00 | 7,934.06 | 1,443,998.22 | 1,801,030.75 |
| 62 | 18061 | THOMPSON 61 | 1.00 | 496.39 | 90,342.32 | 112,679.70 |
| 63 | 18733 | GRAND FORKS | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NO | | | | 8,430.44 | 1,534,340.54 | 1,913,710.45 |

UNIT_NO=21709

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 64 | 19018 | ROOSEVELT 18 | 0.00 | 148.23 | 0.00 | 0.00 |
| 65 | 19049 | ELGIN-NEW LEIPZIG | 0.00 | 254.60 | 0.00 | 0.00 |
| 66 | 21006 | MOTT 6 | 0.00 | 238.01 | 0.00 | 0.00 |
| 67 | 30039 | FLASHER 39 | 0.00 | 248.31 | 0.00 | 0.00 |
| 68 | 21709 | SOUTHWEST | 1.00 | 0.00 | 160,370.56 | 200,022.62 |
| UNIT_NO | | | | 881.16 | 160,370.56 | 200,022.62 |

UNIT_NO=23724

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 69 | 2052 | LITCHVILLE 52 | 0.00 | 87.53 | 0.00 | 0.00 |
| 70 | 11040 | ELLENDALE 40 | 0.00 | 376.41 | 0.00 | 0.00 |
| 71 | 23003 | EDGELEY 3 | 0.00 | 258.93 | 0.00 | 0.00 |
| 72 | 23007 | KULM 7 | 0.00 | 154.89 | 0.00 | 0.00 |
| 73 | 23008 | LAMOURE 8 | 0.00 | 380.19 | 0.00 | 0.00 |
| 74 | 23009 | MARION 9 | 0.00 | 110.36 | 0.00 | 0.00 |
| 75 | 23011 | VERONA 11 | 0.00 | 73.93 | 0.00 | 0.00 |
| 76 | 23724 | DICKEY-LAMOURE | 1.00 | 0.00 | 262,488.87 | 327,389.97 |
| UNIT_NO | | | | 1,442.25 | 262,488.87 | 327,389.97 |

UNIT_NO=24718

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 77 | 22011 | PETTIBONE 11 | 0.00 | 28.35 | 0.00 | 0.00 |
| 78 | 22014 | ROBINSON 14 | 0.00 | 11.37 | 0.00 | 0.00 |
| 79 | 22020 | TUTTLE 20 | 0.00 | 79.59 | 0.00 | 0.00 |
| 80 | 22026 | STEELE 26 | 0.00 | 230.84 | 0.00 | 0.00 |
| 81 | 22028 | TAPPEN 28 | 0.00 | 117.36 | 0.00 | 0.00 |
| 82 | 24002 | NAPOLEON 2 | 0.00 | 250.60 | 0.00 | 0.00 |
| 83 | 24056 | GACKLE STREETER 5 | 0.00 | 181.19 | 0.00 | 0.00 |
| 84 | 26004 | ZEELAND 4 | 0.00 | 55.36 | 0.00 | 0.00 |
| 85 | 26009 | ASHLEY 9 | 0.00 | 205.12 | 0.00 | 0.00 |
| 86 | 26019 | WISNEK 19 | 0.00 | 257.86 | 0.00 | 0.00 |
| 87 | 24718 | S CENTRAL PRAIRIE | 1.00 | 0.00 | 258,011.48 | 321,805.52 |
| UNIT_NO | | | | 1,417.65 | 258,011.48 | 321,805.52 |

2001-2002 ESTIMATED SE ENTITLEMENT
COMPARING EXECUTIVE BUDGET WITH DPI REQUEST
EXECUTIVE BUDGET: 182
DPI REQUEST: 227

UNIT_NO=29715

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 88 | 13008 | DODGE 8 | 0.00 | 60.99 | 0.00 | 0.00 |
| 89 | 29003 | HAZEN 3 | 0.00 | 820.82 | 0.00 | 0.00 |
| 90 | 29020 | GOLDEN VALLEY 20 | 0.00 | 59.84 | 0.00 | 0.00 |
| 91 | 29022 | STANTON 22 | 0.00 | 93.01 | 0.00 | 0.00 |
| 92 | 29027 | BEULAH 27 | 0.00 | 981.01 | 0.00 | 0.00 |
| 93 | 33018 | CENTER 18 | 0.00 | 301.99 | 0.00 | 0.00 |
| 94 | 29715 | OLIVER-MERCER | 1.00 | 0.00 | 421,815.00 | 526,109.92 |
| UNIT_NO | | | | 2,317.66 | 421,815.00 | 526,109.92 |

UNIT_NO=30725

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 95 | 30001 | MANDAN 1 | 1.00 | 3,371.24 | 613,566.34 | 765,272.30 |
| 96 | 30007 | NEW SALEM 7 | 1.00 | 372.54 | 67,802.84 | 84,567.28 |
| 97 | 30008 | SIMS 8 | 1.00 | 31.54 | 5,739.93 | 7,159.15 |
| 98 | 30013 | HEBRON 13 | 1.00 | 187.90 | 34,198.44 | 42,654.09 |
| 99 | 30017 | SWEET BRIAR 1 | 1.00 | 11.05 | 2,010.84 | 2,508.02 |
| 100 | 30048 | GLEN ULLIN 48 | 1.00 | 235.34 | 42,832.27 | 53,422.67 |
| 101 | 43003 | SOLEN 3 | 1.00 | 199.30 | 36,273.11 | 45,241.74 |
| 102 | 43004 | FT YATES 4 | 1.00 | 194.29 | 35,361.67 | 44,104.94 |
| 103 | 43008 | SELFRIDGE 8 | 1.00 | 109.61 | 19,948.79 | 24,881.19 |
| 104 | 30725 | MORTON-SIOUX | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NO | | | | 4,712.83 | 857,734.23 | 1,069,811.38 |

UNIT_NO=31706

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 105 | 7014 | BOWBELLS 14 | 1.00 | 116.11 | 21,131.53 | 26,356.36 |
| 106 | 7027 | POWERS LAKE 27 | 1.00 | 118.28 | 21,526.96 | 26,849.56 |
| 107 | 7036 | BURKE CENTRAL 36 | 1.00 | 119.45 | 21,739.75 | 27,114.96 |
| 108 | 31002 | STANLEY 2 | 1.00 | 403.67 | 73,468.30 | 91,633.54 |
| 109 | 31706 | NORTHERN PLAINS | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NO | | | | 757.51 | 137,866.54 | 171,954.42 |

UNIT_NO=34707

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 110 | 34001 | PEMBINA 1 | 0.00 | 162.28 | 0.00 | 0.00 |
| 111 | 34006 | CAVALIER 6 | 0.00 | 587.55 | 0.00 | 0.00 |
| 112 | 34012 | VALLEY 12 | 0.00 | 152.37 | 0.00 | 0.00 |
| 113 | 34019 | DRAYTON 19 | 0.00 | 211.97 | 0.00 | 0.00 |
| 114 | 34027 | WALHALLA 27 | 0.00 | 299.69 | 0.00 | 0.00 |
| 115 | 34043 | ST THOMAS 43 | 0.00 | 125.78 | 0.00 | 0.00 |
| 116 | 34055 | NECHE 55 | 0.00 | 116.03 | 0.00 | 0.00 |
| 117 | 34707 | PEMBINA | 1.00 | 0.00 | 301,333.16 | 375,838.61 |
| UNIT_NO | | | | 1,655.68 | 301,333.16 | 375,838.61 |

UNIT_NO=36714

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 118 | 3005 | MINNEWAUKAN 5 | 0.00 | 122.84 | 0.00 | 0.00 |
| 119 | 3006 | LEEDS 6 | 0.00 | 205.81 | 0.00 | 0.00 |
| 120 | 3029 | WARWICK 29 | 0.00 | 214.83 | 0.00 | 0.00 |
| 121 | 10001 | OSNABROCK 1 | 0.00 | 24.10 | 0.00 | 0.00 |
| 122 | 10014 | BORDER CENTRAL 14 | 0.00 | 30.20 | 0.00 | 0.00 |
| 123 | 16019 | MUNICH 19 | 0.00 | 150.04 | 0.00 | 0.00 |

2001-2002 ESTIMATED SE ENTITLEMENT
COMPARING EXECUTIVE BUDGET WITH DPI REQUEST
EXECUTIVE BUDGET: 182
DPI REQUEST: 227

UNIT_NO=36714 (continued)

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 124 | 10023 | LANGDON 23 | 0.00 | 563.52 | 0.00 | 0.00 |
| 125 | 10030 | MILTON 30 | 0.00 | 30.88 | 0.00 | 0.00 |
| 126 | 32001 | DAKOTA PRAIRIE 1 | 0.00 | 393.33 | 0.00 | 0.00 |
| 127 | 32066 | LAKOTA 66 | 0.00 | 276.22 | 0.00 | 0.00 |
| 128 | 36001 | DEVILS LAKE 1 | 0.00 | 1,913.25 | 0.00 | 0.00 |
| 129 | 36002 | EDMORE 2 | 0.00 | 125.62 | 0.00 | 0.00 |
| 130 | 36044 | STARKWEATHER 44 | 0.00 | 126.17 | 0.00 | 0.00 |
| 131 | 48002 | BISBEE-EGELAND 2 | 0.00 | 114.62 | 0.00 | 0.00 |
| 132 | 48008 | SOUTHERN 8 | 0.00 | 282.28 | 0.00 | 0.00 |
| 133 | 48028 | N CENTRAL 28 | 0.00 | 87.04 | 0.00 | 0.00 |
| 134 | 36714 | LAKE REGION | 1.00 | 0.00 | 848,259.89 | 1,057,994.48 |
| UNIT_NO | | | | 4,660.77 | 848,259.89 | 1,057,994.48 |

UNIT_NO=39728

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 135 | 37002 | SHELDON 2 | 0.00 | 55.84 | 0.00 | 0.00 |
| 136 | 37006 | FT RANSOM 6 | 0.00 | 27.03 | 0.00 | 0.00 |
| 137 | 37010 | SALUND 10 | 0.00 | 6.49 | 0.00 | 0.00 |
| 138 | 37019 | LISBON 19 | 0.00 | 655.66 | 0.00 | 0.00 |
| 139 | 37022 | ENDERLIN 22 | 0.00 | 344.02 | 0.00 | 0.00 |
| 140 | 39005 | MANTADOR 5 | 0.00 | 22.41 | 0.00 | 0.00 |
| 141 | 39008 | HANKINSON 8 | 0.00 | 325.01 | 0.00 | 0.00 |
| 142 | 39018 | FAIRMOUNT 18 | 0.00 | 139.73 | 0.00 | 0.00 |
| 143 | 39028 | LIDGERWOOD 28 | 0.00 | 250.31 | 0.00 | 0.00 |
| 144 | 39042 | WYNDMERE 42 | 0.00 | 311.59 | 0.00 | 0.00 |
| 145 | 39044 | RICHLAND 44 | 0.00 | 305.41 | 0.00 | 0.00 |
| 146 | 41002 | MILNOR 2 | 0.00 | 297.32 | 0.00 | 0.00 |
| 147 | 41003 | N SARGENT 3 | 0.00 | 184.24 | 0.00 | 0.00 |
| 148 | 41006 | SARGENT CENTRAL 6 | 0.00 | 320.24 | 0.00 | 0.00 |
| 149 | 39728 | SOUTH VALLEY | 1.00 | 0.00 | 590,278.56 | 736,226.56 |
| UNIT_NO | | | | 3,243.29 | 590,278.56 | 736,226.56 |

UNIT_NO=39737

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 150 | 39037 | WAHPETON 37 | 1.00 | 1,496.21 | 272,310.77 | 339,640.36 |
| 151 | 39737 | WAHPETON | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NO | | | | 1,496.21 | 272,310.77 | 339,640.36 |

UNIT_NO=40719

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 152 | 40007 | BELCOURT 7 | 1.00 | 1,704.51 | 310,220.57 | 386,923.46 |
| 153 | 40719 | TURTLE MOUNTAIN | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NO | | | | 1,704.51 | 310,220.57 | 386,923.46 |

UNIT_NO=45701

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 154 | 1013 | HETTINGER 13 | 1.00 | 430.87 | 78,419.15 | 97,808.50 |
| 155 | 4001 | BILLINGS CO 1 | 1.00 | 85.81 | 15,616.80 | 19,478.10 |
| 156 | 6001 | BOWMAN 1 | 1.00 | 435.35 | 79,233.06 | 98,823.65 |
| 157 | 6017 | RHAME 17 | 1.00 | 107.97 | 19,650.89 | 24,509.63 |
| 158 | 6033 | SCRANTON 33 | 1.00 | 172.77 | 31,444.62 | 39,219.38 |

2001-2002 ESTIMATED SE ENTITLEMENT
COMPARING EXECUTIVE BUDGET WITH DPI REQUEST
EXECUTIVE BUDGET: 182
DPI REQUEST: 227

UNIT_NO=45701 (continued)

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 159 | 13016 | KILLDEER 16 | 1.00 | 357.65 | 65,091.58 | 81,185.65 |
| 160 | 13019 | HALLIDAY 19 | 1.00 | 95.13 | 17,313.78 | 21,594.66 |
| 161 | 13037 | TWIN BUTTES 37 | 1.00 | 54.50 | 9,919.43 | 12,372.03 |
| 162 | 17003 | BEACH 3 | 1.00 | 337.84 | 61,486.61 | 76,689.35 |
| 163 | 17006 | LONE TREE 6 | 1.00 | 50.33 | 9,160.49 | 11,425.44 |
| 164 | 21009 | NEW ENGLAND 9 | 1.00 | 230.36 | 41,926.16 | 52,292.51 |
| 165 | 21014 | REGENT 14 | 1.00 | 103.00 | 18,746.55 | 23,381.68 |
| 166 | 44012 | MARMARTH 12 | 1.00 | 17.60 | 3,202.45 | 3,994.26 |
| 167 | 44014 | SHEETS 14 | 1.00 | 4.87 | 886.61 | 1,105.83 |
| 168 | 44032 | CENTRAL ELEMENTAR | 1.00 | 5.36 | 975.27 | 1,216.41 |
| 169 | 45003 | TAYLOR 3 | 1.00 | 133.20 | 24,241.77 | 30,235.62 |
| 170 | 45004 | RICHARDTON 4 | 1.00 | 187.77 | 34,173.61 | 42,623.13 |
| 171 | 45009 | SOUTH HEART 9 | 1.00 | 266.34 | 48,474.68 | 60,460.18 |
| 172 | 45013 | BELFIELD 13 | 1.00 | 297.84 | 54,207.52 | 67,610.48 |
| 173 | 45701 | WEST RIVER | 0.00 | 9.00 | 0.00 | 0.00 |
| UNIT_NO | | | | 5,374.57 | 614,171.03 | 766,026.49 |

UNIT_NO=45735

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 174 | 45001 | DICKINSON 1 | 1.00 | 2,798.83 | 509,387.54 | 635,335.01 |
| 175 | 45735 | DICKINSON | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NO | | | | 2,798.83 | 509,387.54 | 635,335.01 |

UNIT_NO=47721

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 176 | 2082 | WIMBLEDON COURTEN | 1.00 | 186.59 | 33,959.05 | 42,355.52 |
| 177 | 47001 | JAMESTOWN 1 | 1.00 | 2,583.39 | 470,176.19 | 586,428.55 |
| 178 | 47003 | MEDINA 3 | 1.00 | 169.09 | 30,774.34 | 38,383.38 |
| 179 | 47010 | PINGREE 10 | 1.00 | 132.23 | 24,066.22 | 30,016.66 |
| 180 | 47014 | MONTPELIER 14 | 1.00 | 124.16 | 22,596.22 | 28,183.20 |
| 181 | 47026 | SPIRITWOOD 26 | 1.00 | 13.35 | 2,429.32 | 3,029.98 |
| 182 | 47721 | BUFFALO VALLEY | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NO | | | | 3,208.80 | 584,001.34 | 728,397.29 |

UNIT_NO=49723

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 183 | 18129 | NORTHWOOD 129 | 0.00 | 336.80 | 0.00 | 0.00 |
| 184 | 20007 | MIDKOTA 7 | 0.00 | 214.61 | 0.00 | 0.00 |
| 185 | 20018 | GRIGGS COUNTY CEN | 0.00 | 355.41 | 0.00 | 0.00 |
| 186 | 46019 | FINLEY SHARON 19 | 0.00 | 174.54 | 0.00 | 0.00 |
| 187 | 49003 | CENTRAL VALLEY 3 | 0.00 | 298.14 | 0.00 | 0.00 |
| 188 | 49007 | HATTON 7 | 0.00 | 265.64 | 0.00 | 0.00 |
| 189 | 49009 | HILLSBORO 9 | 0.00 | 472.23 | 0.00 | 0.00 |
| 190 | 49014 | MAY-PORT CG 14 | 0.00 | 647.25 | 0.00 | 0.00 |
| 191 | 49723 | GRIGGS-STEELE-TRA | 1.00 | 0.00 | 503,158.20 | 627,565.44 |
| UNIT_NO | | | | 2,764.61 | 503,158.20 | 627,565.44 |

UNIT_NO=50729

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 192 | 18044 | LARIMORE 44 | 0.00 | 569.61 | 0.00 | 0.00 |
| 193 | 18125 | MANVEL 125 | 0.00 | 198.36 | 0.00 | 0.00 |

2001-2002 ESTIMATED SE ENTITLEMENT
COMPARING EXECUTIVE BUDGET WITH DPI REQUEST
EXECUTIVE BUDGET: 182
DPI REQUEST: 227

UNIT_NO=50729 (continued)

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 194 | 18127 | EMERADO 127 | 0.00 | 136.84 | 0.00 | 0.00 |
| 195 | 18128 | MIDWAY 128 | 0.00 | 299.40 | 0.00 | 0.00 |
| 196 | 50003 | GRAFTON 3 | 0.00 | 973.33 | 0.00 | 0.00 |
| 197 | 50020 | MINTO 20 | 0.00 | 251.49 | 0.00 | 0.00 |
| 198 | 50039 | LANKIN 39 | 0.00 | 70.72 | 0.00 | 0.00 |
| 199 | 50051 | NASH 51 | 0.00 | 24.75 | 0.00 | 0.00 |
| 200 | 50078 | PARK RIVER 78 | 0.00 | 435.48 | 0.00 | 0.00 |
| 201 | 50079 | FORDVILLE 79 | 0.00 | 80.64 | 0.00 | 0.00 |
| 202 | 50106 | EDINBURG 106 | 0.00 | 152.85 | 0.00 | 0.00 |
| 203 | 50128 | ADAMS 128 | 0.00 | 109.10 | 0.00 | 0.00 |
| 204 | 50729 | UPPER VALLEY | 1.00 | 0.00 | 601,068.64 | 749,684.52 |
| UNIT_NO | | | | 3,302.57 | 601,068.64 | 749,684.52 |

UNIT_NO=51708

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 205 | 5035 | LANSFORD 35 | 1.00 | 42.06 | 7,655.02 | 9,547.74 |
| 206 | 25001 | VELVA 1 | 1.00 | 443.80 | 80,772.22 | 100,743.37 |
| 207 | 25004 | NEWPORT 4 | 1.00 | 196.96 | 35,847.54 | 44,710.94 |
| 208 | 25025 | GRANVILLE 25 | 1.00 | 139.33 | 25,358.91 | 31,628.96 |
| 209 | 28001 | MONTEFIORE 1 | 1.00 | 256.47 | 46,678.40 | 58,219.76 |
| 210 | 28004 | WASHBURN 4 | 1.00 | 423.57 | 77,089.23 | 96,149.75 |
| 211 | 28008 | UNDERWOOD 8 | 1.00 | 285.76 | 52,008.72 | 64,868.02 |
| 212 | 28050 | MAX 50 | 1.00 | 159.41 | 29,013.52 | 36,187.20 |
| 213 | 28051 | GARRISON 51 | 1.00 | 384.12 | 69,909.44 | 87,194.73 |
| 214 | 28062 | BUTTE 62 | 1.00 | 0.00 | 0.00 | 0.00 |
| 215 | 28085 | WHITE SHIELD 85 | 1.00 | 124.97 | 22,745.17 | 28,368.98 |
| 216 | 31001 | NEW TOWN 1 | 1.00 | 716.48 | 130,399.49 | 162,641.13 |
| 217 | 31003 | PARSHALL 3 | 1.00 | 279.86 | 50,934.14 | 63,527.75 |
| 218 | 31137 | PLAZA 137 | 1.00 | 58.98 | 10,735.11 | 13,389.40 |
| 219 | 38026 | GLENBURN 26 | 1.00 | 303.09 | 55,161.51 | 68,800.35 |
| 220 | 51001 | MINOT 1 | 1.00 | 6,957.46 | 1,266,257.14 | 1,579,342.70 |
| 221 | 51004 | NEDROSE 4 | 1.00 | 235.27 | 42,819.86 | 53,407.19 |
| 222 | 51007 | UNITED 7 | 1.00 | 652.27 | 118,713.93 | 148,066.28 |
| 223 | 51010 | BELL 10 | 1.00 | 125.05 | 22,759.36 | 28,386.67 |
| 224 | 51016 | SAWYER 16 | 1.00 | 152.26 | 27,711.98 | 34,563.84 |
| 225 | 51019 | EUREKA 19 | 1.00 | 11.56 | 2,103.05 | 2,623.03 |
| 226 | 51028 | KENMARE 28 | 1.00 | 358.97 | 65,332.74 | 81,486.44 |
| 227 | 51041 | SURREY 41 | 1.00 | 448.24 | 81,579.04 | 101,749.68 |
| 228 | 51054 | BERTHOLD 54 | 1.00 | 203.01 | 36,948.71 | 46,084.38 |
| 229 | 51070 | S PRAIRIE 70 | 1.00 | 119.52 | 21,752.16 | 27,130.45 |
| 230 | 51158 | N SHORE 158 | 1.00 | 100.60 | 18,308.56 | 22,835.40 |
| 231 | 51708 | SOURIS VALLEY | 0.90 | 0.00 | 0.00 | 0.00 |
| UNIT_NO | | | | 13,179.09 | 2,398,594.95 | 2,991,654.14 |

UNIT_NO=52705

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 232 | 3009 | MADDOCK 9 | 0.76 | 224.94 | 51,113.24 | 38,806.07 |
| 233 | 25014 | ANAMOOSE 14 | 0.76 | 96.07 | 13,287.85 | 16,573.30 |
| 234 | 25057 | DRAKE 57 | 0.76 | 152.05 | 21,031.45 | 26,231.54 |
| 235 | 28072 | TURTLE LAKE MERCE | 0.76 | 196.79 | 27,219.87 | 33,950.06 |
| 236 | 35005 | RUGBY 5 | 0.76 | 690.41 | 95,497.30 | 119,109.27 |
| 237 | 42016 | GOODRICH 16 | 0.76 | 60.41 | 8,355.44 | 10,421.35 |
| 238 | 42019 | MCCLUSKY 19 | 0.76 | 132.97 | 18,392.75 | 22,940.41 |
| 239 | 52023 | BOWDON 23 | 0.76 | 86.69 | 11,991.41 | 14,956.31 |
| 240 | 52035 | PLEASANT VALLEY 3 | 0.76 | 25.96 | 3,590.14 | 4,477.82 |
| 241 | 52038 | HARVEY 38 | 0.76 | 552.16 | 76,374.12 | 95,257.83 |
| 242 | 52039 | SYKES 39 | 0.76 | 80.20 | 11,093.87 | 13,836.86 |
| 243 | 52040 | FESSENDEN 40 | 0.76 | 187.12 | 25,883.00 | 32,282.64 |
| 244 | 52705 | LONE TREE | 0.24 | 0.00 | 108,578.03 | 135,424.25 |

2001-2002 ESTIMATED SE ENTITLEMENT
COMPARING EXECUTIVE BUDGET WITH DPI REQUEST
EXECUTIVE BUDGET: 182
DPI REQUEST: 227

UNIT_NO=52705 (continued)

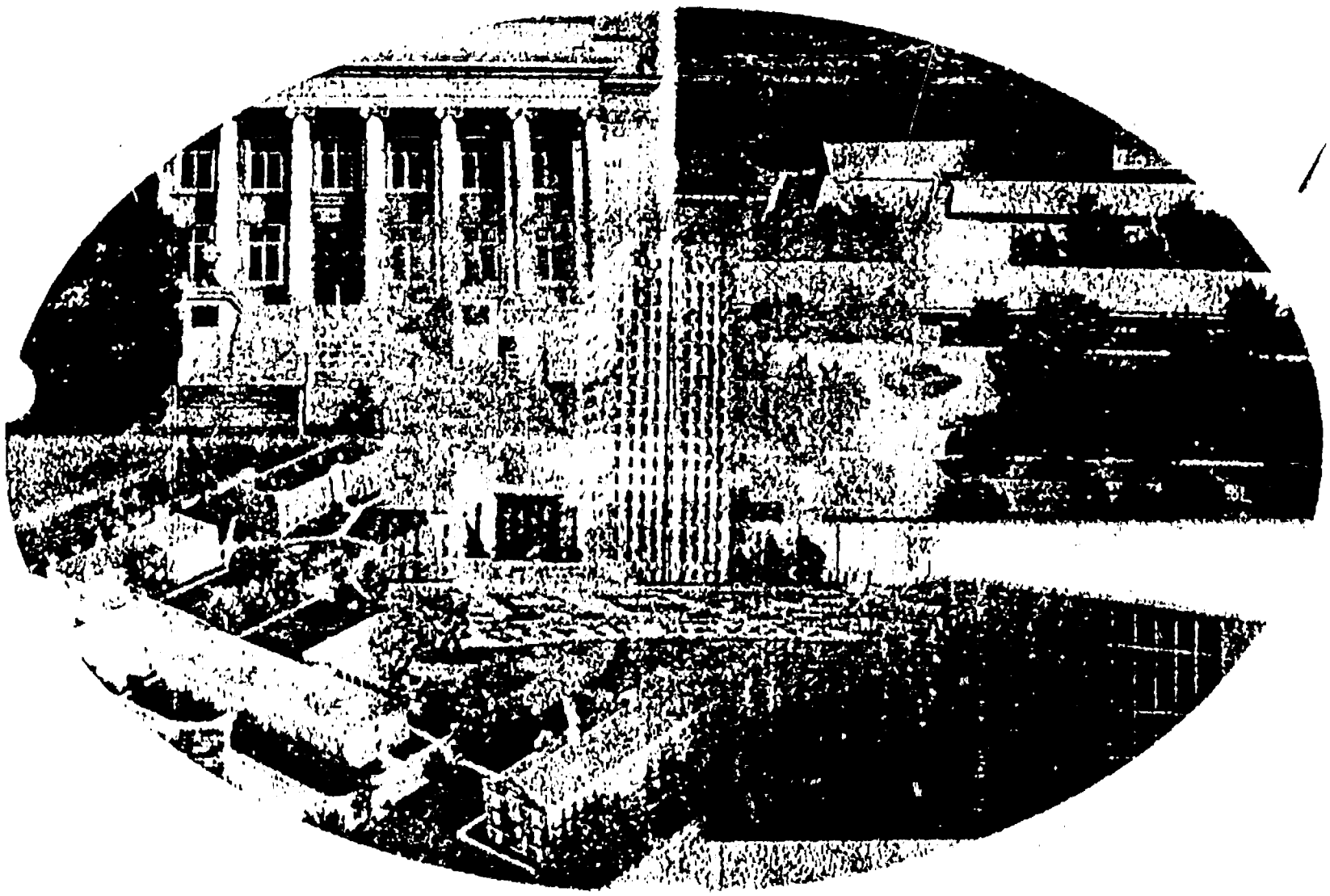
| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| UNIT_NO | | | | 2,485.76 | 452,408.47 | 564,267.71 |

UNIT_NO=53720

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTG | ADM_PMTD |
|---|---|---|---|---|---|---|
| 245 | 27001 | MCKENZIE CO 1 | 0.00 | 635.29 | 0.00 | 0.00 |
| 246 | 27002 | ALEXANDER 2 | 0.00 | 105.20 | 0.00 | 0.00 |
| 247 | 27014 | YELLOWSTONE 14 | 0.00 | 99.75 | 0.00 | 0.00 |
| 248 | 27018 | EARL 18 | 0.00 | 4.87 | 0.00 | 0.00 |
| 249 | 27019 | BOWLINE BUTTE 19 | 0.00 | 1.36 | 0.00 | 0.00 |
| 250 | 27032 | HORSE CREEK 32 | 0.00 | 14.61 | 0.00 | 0.00 |
| 251 | 27036 | MANDAREE 36 | 0.00 | 215.47 | 0.00 | 0.00 |
| 252 | 53001 | WILLISTON 1 | 0.00 | 2,386.46 | 0.00 | 0.00 |
| 253 | 53002 | NESSON 2 | 0.00 | 191.09 | 0.00 | 0.00 |
| 254 | 53006 | EIGHT MILE 6 | 0.00 | 200.00 | 0.00 | 0.00 |
| 255 | 53008 | NEW 8 | 0.00 | 230.45 | 0.00 | 0.00 |
| 256 | 53015 | TIOGA 15 | 0.00 | 330.03 | 0.00 | 0.00 |
| 257 | 53091 | WILDROSE 91 | 0.00 | 62.28 | 0.00 | 0.00 |
| 258 | 53099 | GRENORA 99 | 0.00 | 99.25 | 0.00 | 0.00 |
| 259 | 53720 | WILMAC | 1.00 | 0.00 | 832,839.92 | 1,038,761.88 |
| UNIT_NO | | | | 4,576.04 | 832,839.92 | 1,038,761.88 |
| | | | | 104,175.14 | 18,959,875.00 | 23,647,756.20 |

# North Dakota Department of Public Instruction

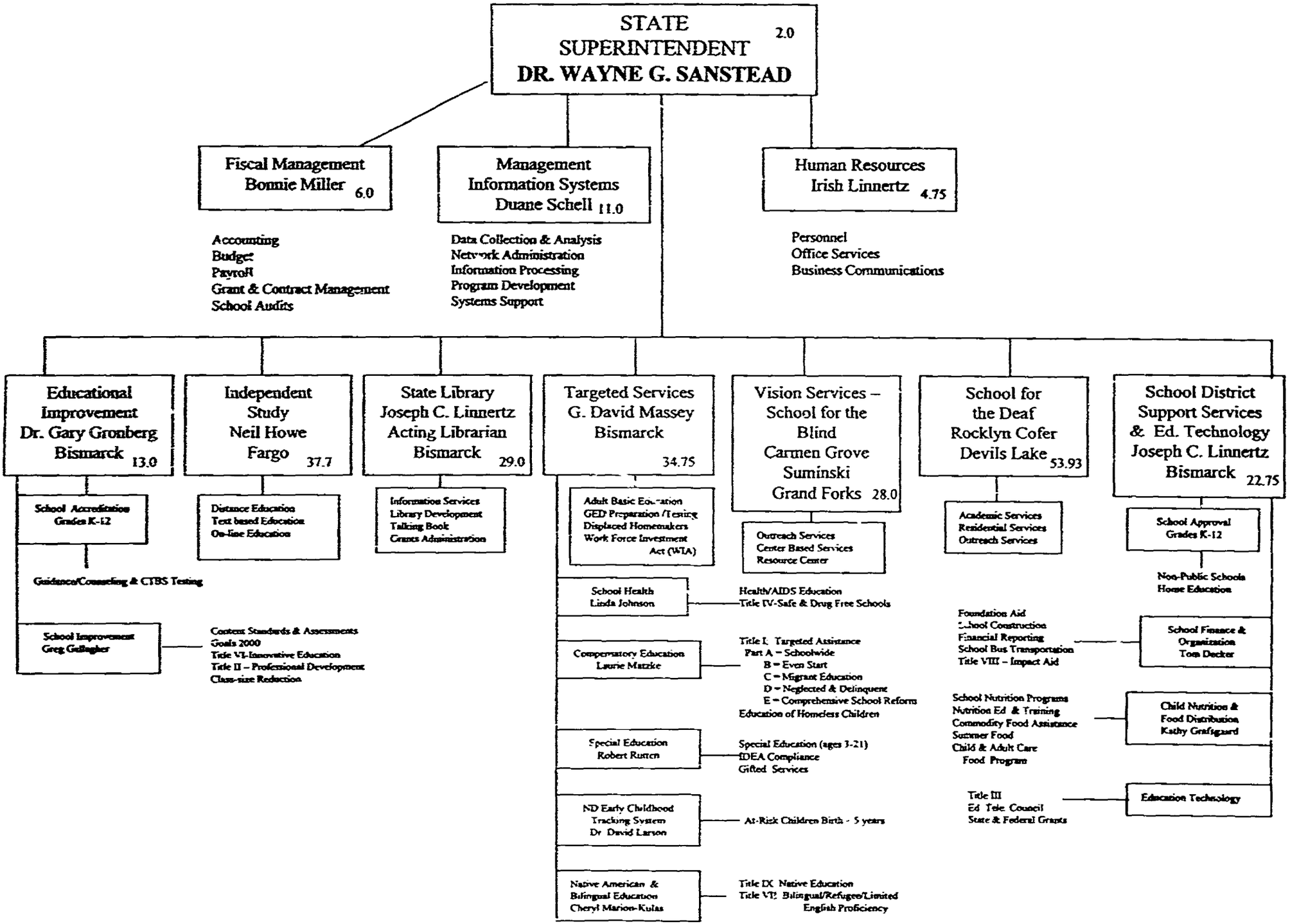
Dr. Wayne G. Sanstead
State Superintendent



## February 22, 2001

600 E Boulevard Avenue, Dept. 201
Bismarck, ND 58505-0440
http://www.dpi.state.nd.us

# NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION
## ORGANIZATIONAL CHART
## JANUARY 2001



# State Aid To Schools

| | Biennial Appropriation 1999-2001 | Schafer Excecutive Budget | Hoeven Budget | House Version |
|---|---|---|---|---|
| Grants - foundation aid and transportation | 479,006,259 | 485,542,761 | 457,666,148 | 461,035,668 |
| Grants - teacher compensation payments | | | 50,009,575 | 46,640,055 |
| **Total foundation aid and teacher compensation** | **479,006,259** | **485,542,761** | **507,675,723** | **507,675,723** |
| Grants - special education aid | 46,600,000 | 51,260,000 | 49,898,695 | 49,898,695 |
| Grants - tuition apportionment | 53,528,217 | 67,239,025 | 67,239,025 | 67,239,025 |
| Grants - revenue supplement payments | 3,100,000 | 3,450,000 | 3,450,000 | 3,450,000 |
| Grants - ADM supplemental pmt (SB2162) | 2,500,000 | | | |
| Grants - declining enrollment supp pmt (SB2162) | 1,000,000 | | | |
| **Total state aid to schools** | **585,734,476** | **607,491,786** | **628,263,443** | **628,263,443** |
| | | | | |
| **First year:** | | | | |
| Per student payment amounts | 2,145 | 2,323 | 2,240 | 2,255 |
| Tuition apportionment payments | 220 | 300 | 300 | 300 |
| Teacher FTE payments | N/A | N/A | 2,000 | 1,750 |
| | | | | |
| **Second year:** | | | | |
| Per student payment amounts | 2,230 | 2,420 | 2,250 | 2,278 |
| Tuition apportionment payments | 220 | 300 | 300 | 300 |
| Teacher FTE payments | N/A | N/A | 3,500 | 3,500 |
| | | | | |
| Qualifying teacher FTE Positions | N/A | N/A | 9,093 | 8,884 |

# State Aid To Schools

| | Schafer Excecutive Budget | Hoeven Budget | House Version |
|---|---|---|---|
| Grants - foundation aid and transportation | 485,542,761 | 457,666,148 | 461,035,668 |
| Grants - teacher compensation payments | | 50,009,575 | 46,640,055 |
| **Total foundation aid and teacher compens** | **485,542,761** | **507,675,723** | **507,675,723** |
| Grants - special education aid | 51,260,000 | 49,898,695 | 49,898,695 |
| Grants - tuition apportionment | 67,239,025 | 67,239,025 | 67,239,025 |
| Grants - revenue supplement payments | 3,450,000 | 3,450,000 | 3,450,000 |
| **Total state aid to schools** | **607,491,786** | **628,263,443** | **628,263,443** |
| | | | |
| **First year:** | | | |
| Per student payment amounts | 2,323 | 2,240 | 2,255 |
| Tuition apportionment payments | 300 | 300 | 300 |
| Teacher FTE payments | N/A | 2,000 | 1,750 |
| | | | |
| **Second year:** | | | |
| Per student payment amounts | 2,420 | 2,250 | 2,278 |
| Tuition apportionment payments | 300 | 300 | 300 |
| Teacher FTE payments | N/A | 3,500 | 3,500 |
| | | | |
| Qualifying teacher FTE Positions | N/A | 9,093 | 8,884 |

# DPI BACKGROUND MEMO ON HOUSE ACTIONS REGARDING HB 1013

## FUNDING REQUEST NEEDED

$167,367 in additional general funds to secure the state's allocation of Title 1 funding. The Executive Recommendation is $1.2 million and was supported by the House. However, a total of $1.4 is necessary to retain Title 1 funding. The $167,367 was not included in DPI's original budget request as complete information was unavailable at the time of budget submission. (This amount is needed to fund HB 1293, passed by the House) **Refer to Attachment A.**

## RESTORATION NEEDED

$100,000 of general fund salary dollars to support a professional position during the 2001-03 biennium General funds currently support 33.12 of 94.25 FTE's that are responsible to administer state general fund dollars amounting to $547,000,000. The loss of a general-funded position means the termination of a staff member that will further curtail services to schools, the legislature, parents and students. Current staffing levels already jeopardize the department's ability to carry out numerous state mandates and constitutional responsibilities. **Refer to Attachment B.**

One FTE was eliminated for the 2003-05 biennium because of anticipated services offered by the enlarged ITD agency. To our knowledge, ITD has not outlined or shared their intent to replace department, legislative, or school district data collection or accountability needs. We are unaware of any proposals to eliminate current DPI data management functions. **Refer to Attachment C.**

$60,000 to support the Governor School's business and entrepreneurial program that encourages sophmores and juniors who have demonstrated outstanding achievement in academics, extracurricular and personal activities to remain in this state. Programs support a collaborative relationship between the university system and high schools. Governors Schafer and Hoeven both approved the $60,000 requested in our optional adjustment budget proposal.

$15,000 transferred from School Improvement's operating budget to the LEAD Center to support Spelling Bee and Math Counts. These supplemental programs have been supported in the past through fund raising efforts and partnerships with non-government sponsors. DPI prefers that general fund dollars be used to fund existing programs that support all North Dakota students, rather than supporting supplemental programs for a limited number of students.

## HOUSE ADDITIONS

An additional $50,000 was added to DPI's budget request by the House to collaborate with National Geographic to create an endowment fund. This money may provide additional matching funds from National Geographic this biennium.

## HOUSE REMOVED/TRANSFERRED FROM DPI'S ORIGINAL REQUEST

$6,000,000 in general fund dollars for educational technology. Governor Hoeven's budget transferred $2.2 million to ITD. Concern that additional reductions to educational technology will occur based on ITD's need to recover administrative costs. How will school districts be charged? Restore $3.8 million in educational technology funding for ND school districts.

SB 2251 offered by the Information Technology Interim Committee proposes to transfer the Division of Independent Study to the newly formed ETC. Since DIS is primarily an educational institution, it should remain under the supervision of the state superintendent. (Reference SB 2251)

## OTHER

$412,500 student database, one-half of DPI's original request, was included in Governor Schafer's budget. Governor Hoeven's budget transferred this amount to ITD. DPI's original budget request was intended to collaborate with higher education to build a comprehensive student database. DPI supported ITD's coordination of a comprehensive database, K-16.

Request removal of the language in Section 6 that states: "These grants must be administered under the direction of the educational telecommunications council." The language is in violation of Public Law 103-382 that states funds are to be administered by the state education agency for the purposes of grants to local education agencies.

Dr. Wayne Sanstead, State Superintendent 2-21-01

**MEMO TO:** Senator Gary Nelson
Senator Layton Freborg

**FROM:** Laurie Matzke, Director, Title I

**RE:** Information Regarding Title I

**DATE:** February 19, 2001

I am providing you with this updated information because several Department of Public Instruction staff members, including myself, have received inquiries from Senate members regarding the future status of the federal Title I program.

Beginning with the 2001-2002 school year, Title I law requires that states administer assessments that measure all students against state content standards in reading and mathematics. The current North Dakota CTBS testing does not meet the Title I requirements. The Department of Public Instruction must secure funding during the 2001 Legislative Session to administer standards-based assessments in order to remain in compliance with federal requirements and to retain its Title I funding. You may have received letters from Title I teachers, parents, administrators expressing their concern.

The appropriations request for Title I funding approximates $1.4 million and resides within HB 1013, the Department of Public Instructions' operating budget.
The Department has given testimony to the House regarding this issue. We look forward to presenting this testimony to the Senate after the cross over period.

There is additional information regarding this issue available on the Department Website at http://www.dpi.state.nd.us/title1/legislate.shtm. The Website includes information from the U.S. Department of Education regarding these requirements and other pertinent information.

If you need additional information or clarification regarding this issue, please do not hesitate to e-mail me at lmatzke@mail.dpi.state.nd.us or call me at (701) 328-2284 or Greg Gallagher at 328-1838.

CC: Senator Dave Nething

# DPI GENERAL FUNDED POSTIONS
1999-01

BISMARCK OFFICE: 94.25 FTE authorized positions of which 33.12 are general funded.

4.85 FTE
Are responsible for information technology and data management services.

3.0 FTE
Supervise the distribution of state aid, provide technical assistance to school districts regarding annexation, reorganization and dissolution procedures, administer Impact Aid, dual credit and open enrollment programs, supervise the school bus transportation program, approve school construction and provide administrative support to the State Board for Public School Education.

1.7 FTE
Administer USDA child nutrition programs necessary to meet federal matching requirements.

8.05 FTE
Are responsible for administering statewide accreditation programs, approving schools for statutory compliance, issuing administrative credentials for administrators, counselors, library media and driver education personnel, and administering the standardized achievement testing program.

4.15 FTE
Are responsible for the overall administration of the department's school improvement efforts, coordination of educational conferences, and the development of curriculum standards and assessments.

4.12 FTE
Provide services to Native American learners, administer GED testing programs and sites, and administer adult education and special education programs.

7.25 FTE
Are responsible for fiscal, personnel, purchasing, mailing, printing and other internal departmental operations. This number includes the state superintendent and his appointed assistant.

DIVISION OF INDEPENDENT STUDY:

37.70 FTE authorized positions of which 6.05 are general funded.

**ATTACHMENT C**

DEPARTMENT OF PUBLIC INSTRUCTION
MANAGEMENT INFORMATION SYSTEMS PERSONNEL

**11.0 FTEs**

1.0 The department's **Information Systems Administrator** develops the IT budget; manages MIS staff; develops the department's IT plan; coordinates technology purchases; establishes IT policies and procedures; acts as liaison to ITD; plays a key role in application development; and network administration; coordinates collection of school district data with State Board for Vocational and Technical Education.

3.0 **Programmer Analysts** develop and maintain the department's custom software applications; support web-based reporting systems, dual credit programs, federal program allocations, USDA child nutrition programs, school improvement programs, adult education and various other software programs specific to the needs of the department. These positions create applications that streamline transactions and reports between DPI and local education agencies and coordinate programs developed and hosted by ITD that support DPI's approval and accreditation process and the foundation aid payment system.

2.0 **Data Processing Coordinators** maintain the department's local area network and 127 network devices (desktop computers, shared printers and servers) as well as the software deployed on them.

1.0 A **Training Officer** provides specialized training to department staff on software utilization; assists in the development and maintenance of the department's web site; provides advanced word processing and desktop publishing skills for department personnel; and assists staff in the development of workshop/conference materials centered on training teachers and administrative personnel in school districts.

1.0 An **Information Processing Specialist** is responsible for providing advanced word processing and desktop publishing skills to department staff; assists in the development and maintenance of the department's web site, used extensively to disseminate information to local education agencies and to the public; and provides user level software support to department users.

3.0 **Research Analyst/Technicians** provide a significant amount of data reporting and analysis for local education agencies, legislators, the general public and all department personnel; collect information from local education agencies required for the department to administer the foundation aid formula and the approval and accreditation processes; and complete the general reporting requirements for the US Department of Education. In the year 2000, these positions satisfied 2004 data requests coming from external customers.

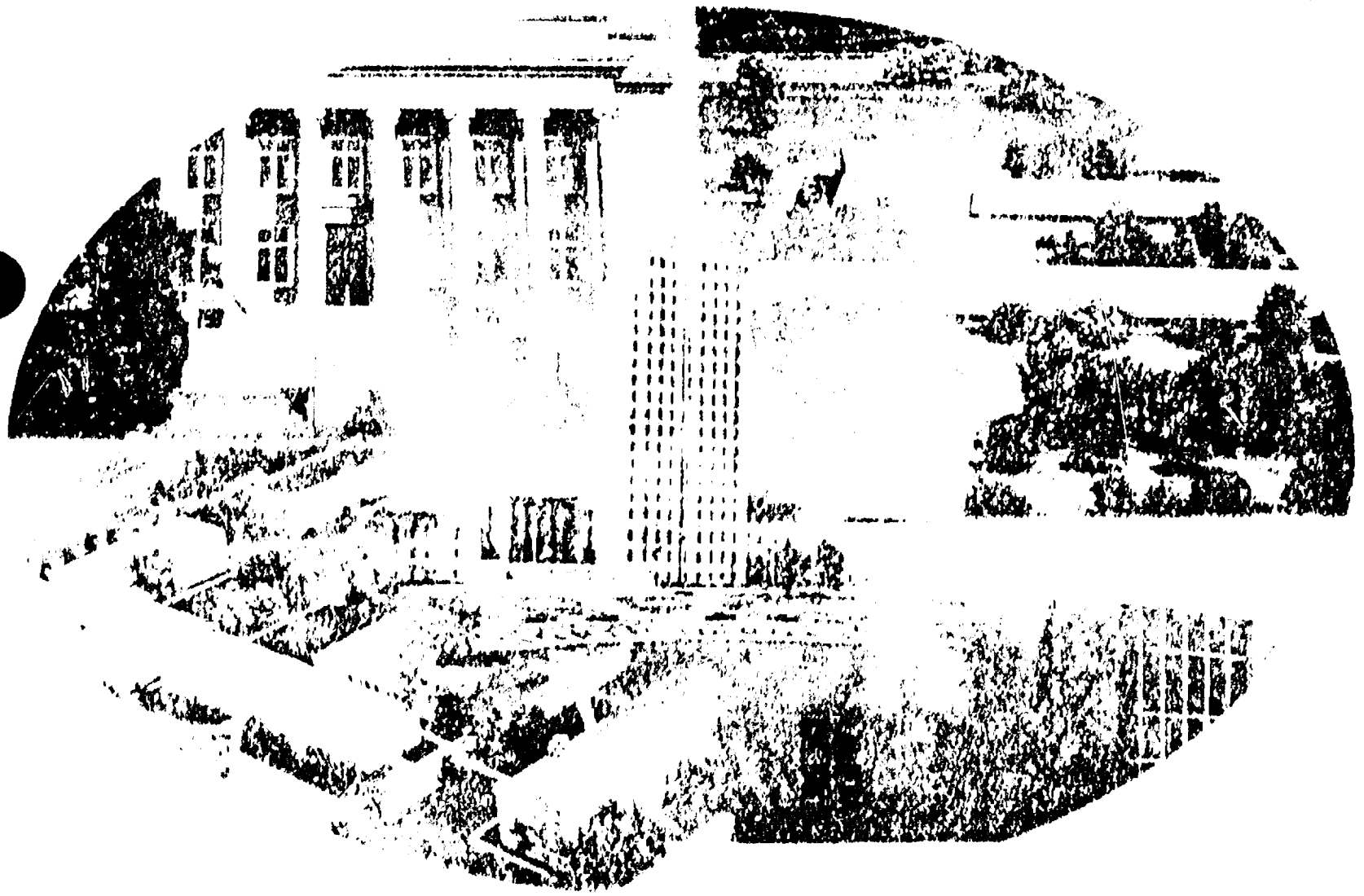
# DEPARTMENT (201) PUBLIC INSTRUCTION (DPI)
# EXECUTIVE RECOMMENDATION / HOUSE VERSION COMPARISON SUMMARY

| | Biennium: 2001-2003<br>Bill #: HB 1013 | 1<br>2001-2003<br>EXECUTIVE RECOMMENDATION | 2<br>2001-2003<br>HOUSE VERSION | 3<br>2001-2003<br>BUDGET $ INCREASE / (DECREASE) | 4<br>2001-2003<br>BUDGET % INCREASE / (DECREASE) |
|---|---|---|---|---|---|
| 24 | Tuition Apportionment | $67,239,025 | $67,239,025 | $0 | 0.0% |
| 25 | Displaced Homemakers | $240,000 | $240,000 | $0 | 0.0% |
| 26 | **Total** | **$67,479,025** | **$67,479,025** | **$0** | **0.0%** |
| | **Funding Sources:** | | | | |
| 27 | General Fund | $543,456,070 | $563,607,535 | $20,151,465 | 3.7% |
| 28 | Federal Funds | $146,527,146 | $146,527,146 | $0 | 0.0% |
| 29 | Other Funds | $67,479,025 | $67,479,025 | $0 | 0.0% |
| | **Special Line Items:** | | | | |
| 30 | Geographic Education | $50,000 | $100,000 | $50,000 | 100.0% |
| 31 | SENDIT | $0 | $0 | $0 | 0.0% |
| 32 | National Board Certification | $33,000 | $20,000 | ($13,000) | -39.4% |
| 33 | **Total** | **$83,000** | **$120,000** | **$37,000** | **44.6%** |
| | **Funding Sources:** | | | | |
| 34 | General Fund | $83,000 | $120,000 | $37,000 | 44.6% |
| 35 | Federal Funds | $0 | $0 | $0 | 0.0% |
| 36 | Other Funds | $0 | $0 | $0 | 0.0% |

# North Dakota Department of Public Instruction

Dr. Wayne G. Sanstead
State Superintendent

## Testimony to the Senate Appropriations Committee



## March 7, 2001

600 E Boulevard Avenue, Dept. 201
Bismarck, ND 58505-0440
http://www.dpi.state.nd.us

HB 1013

**TESTIMONY ON HB 1013**
**SENATE APPROPRIATIONS COMMITTEE**
**March 7, 2001**
**Dr. Wayne G. Sanstead, State Superintendent**
**328-4570**
**Department of Public Instruction**

---

Mr. Chairman and members of the Senate Appropriations Committee:

For the record, I am Dr. Wayne G. Sanstead, State Superintendent for the Department of Public Instruction. Thank you for this opportunity to present an overview of the Department of Public Instruction budget. A number of staff members are available here today to answer specific questions you may have regarding any of the program areas covered by this budget. Bonnie Miller, DPI fiscal director, who has labored long and hard on the comprehensive document before you will go through the budget request with you in a few minutes. But, before I turn the podium over to Bonnie I would like to highlight a few priorities that are very important for the coming biennium and also raise a few concerns about House Appropriation action.

As you know a top priority for the Dept. is to secure funding to comply with the federal Elementary and Secondary Education Act. Title I accountability requirement. This provision requires states to administer standards-based assessments in reading and mathematics. These assessments would supply data to local schools and the public on student achievement in relation to the state's standings in reading and mathematics standards. The assessments are required by Federal law as a condition for our state to continue to receive our Title I allocation amounting to some 43 million dollars. This funding currently provides educational services to 20,781 students and supports 629 school district personnel working in our schools.

So the most important item in our budget request to you is the need for an additional $167,367 in general funds to secure the state's allocation of Title I federal funding. The Executive Recommendation for statewide assessments was $1,289,643, which was supported by the House. However, we now know that a total of $1,457,010 is necessary to retain Title I funding. The $167,367 was not included in DPI's original budget request as complete testing

information costs were unavailable at the time of budget submission. The amount needed to fund HB 1013 is $142,367. Further, an additional $25,000 is needed to fund the reporting and school services provision found in HB 1293, for a total of $167,367.

I also want to use this opportunity to say just a word or two about the staff of the Department. They are assigned the task of not only distributing the funds that you appropriate but also they must see that laws that you pass to ensure educational quality are also carried out. Ensuring that state laws are in fact followed is not always popular but they exist for a very important government purpose: to continue to maintain an educational system that North Dakotan's can be proud of. I've always believed that you best judge a leader by the people they have around them. My point is that we have a professional and dedicated state DPI staff and appropriate operational funding is a vital component of a quality system of education so I urge you to fund the Dept. at the Governor's recommended level.

You will note that House Appropriations Committee financial action removes one more professional position from DPI for this biennium (thus $100,000 in general fund dollars) is removed from staffing as provided for in the Executive budget recommendations. The loss of this general funded position will mean that we must once again look for ways to reduce our state services to schools as current staffing levels are skeleton at best. Further, an additional FTE loss is mandated by the House Committee action to be eliminated for the 2003-2005 biennium attributed to anticipated services offered by the enlarged ITD agency. To our knowledge, ITD has not outlined or shared their intent to replace department, legislative, or school district data collection or accountability needs. We are unaware of any proposals to curtail current DPI data management functions and therefore, respectfully ask you to set aside section seven of HB 1013. I am providing a one page staffing analysis hand out covering departmental positions, in place, both state and federal, from 1993 to the present.

From a student perspective I must also advocate for the $60,000 removed by the House to support the Governor School's business and entrepreneurial program that encourages sophomores and juniors who have demonstrated outstanding achievement in academics, extracurricular and personal activities to remain in this state. Programs support a collaborative relationship between the university system and high schools. Governors

Schafer and Hoeven both approved the $60,000 requested in our optional adjustment budget proposal and I believe it should be restored.

The Division of Independent Study is an important educational institution in North Dakota. For a number of years the Division has been in the forefront nationally in developing curriculum for distance education. The Division is a fully accredited school and now has 59 of its 147 courses available online. Adequate development funds are needed for the Division to continue providing the latest and best in curricula to schools and students. Division Director Neil Howe will make further information available to you.

I don't need to tell you that declining enrollment will continue to be a prime issue for most of our schools. Between 1994 and this fall we lost 10,500 students. Projections thru the year 2006 suggest that we will loose a potential 12,500 additional students and this student loss is not just centered in our rural areas but extends as well to all but one of our city districts.

Now for the good news, last session the Legislature asked the Dept. to reduce costs such as postage and to continue development of district reporting forms and information on the World Wide Web. I am pleased to inform you that we have accomplished a noticeable and substantial increase in web usage and we have been able to reduce postage and printing costs in like measure. The MISO1, MISO2, which are major school district report forms are available on the web, as is our state Educational Directory and many other department documents and forms. We will have the MISO3 available online to school districts this fall. Thank you for the opportunity to address you today and as you have specific questions please feel free to ask staff members who are present.

I am pleased to turn the podium over to Bonnie Miller, Department fiscal director, who will provide you with a further overview perspective of the budget for the Dept. of Public Instruction.

**DEPARTMENT (201) PUBLIC INSTRUCTION**
**GENERAL FUNDED POSITIONS**

| | | | | **Present | Request | House Version |
|---|---|---|---|---|---|---|
| | 93-95 | 95-97 | 97-99 | 99-01 | 01-03 | 01-03 |
| *** General Fund** | **(47.65)** | **(42.00)** | **(41.17)** | **(39.17)** | **(39.17)** | **(38.17)** |
| Federal/Other | 88.8 | 92.95 | 94.28 | 92.78 | 92.78 | 92.78 |
| Total FTE | 136.45 | 134.95 | 135.45 | 131.95 | 131.95 | ***130.95 |
| | Reductions in General Fund FTE's | | | | | |
| | (1.5) Sch. Fin/Org. | (1.0) Assist. Dir. Secondary Ed. | (1.0) Deputy | | | (1.0) Position to be determined |
| | (3.0) Teacher Certification | 83% General Funded | (1.0)Assist. Dir. Elem. Ed. | | | |
| | (1.0) Telecomm. Dir. | | | | | |
| | (.15) Secretary | | | | | |
| Total General Fund Reductions 9.65 | 5.65 | 1.0 | 2.0 | 0 | 0 | 1.0 |

*Includes general funded positions at both the Bismarck office and the Division of Independent Study

**There are 33.12 positions in the Bismarck office and 6.05 at the Division of Independent Study, totaling 39.17

***The House has proposed an additional 1.0 reduction for the 2003-05 biennium equaling 129.95 FTE

Biennium: 2001-2003

# Department of Public Instruction
# Federal Grants Administered
# And Assigned FTE's*

| Admin. Unit | Federal Grant Amount | Total $ Administered | Total FTE's |
|---|---|---|---|
| Child Nutrition & Food Distribution | 7 USDA grants | $48,554,024.00 | 10.8 |
| School Technology | (Title III) | $4,177,917.00 | 1.0 |
| School Improvement | | | |
| Arts | $692,900.00 | | |
| Byrd Scholarship | $205,000.00 | | |
| Class Size Reduction | $12,188,086.00 | | |
| Eisenhower Math/Science Title II | $2,683,610.00 | | |
| Christa McAuliffe | $49,400.00 | | |
| Science Assessment | $1,708,500.00 | | |
| Goals 2000 | $4,122,963.00 | | |
| Innovative Strategies Title VI | $3,591,759.00 | | |
| Reading Excellence | $3,775,000.00 | $29,017,218.00 | 6.85 |
| School App. & Accreditation Title VI | Testing | $52,608.00 | .20 |
| DIS – Ed. Improvement | $400,000.00 | $400,000.00 | 1.15 |
| Adult Education | $2,891,934.00 | $2,891,934.00 | 1.28 |
| Native American & Bilingual Education | | | |
| Bilingual Education | $227,473.00 | | |
| Immigrant Education | $200,000.00 | | |
| Refugee | $540,000.00 | $967,473.00 | 1.60 |
| Title I (Disadvantaged) | 8 separate grants | $43,761,425.00 | 9.5 |
| School Health | | | |
| CDC Aids grant | $917,363.00 | | |
| Title IV, Safe & Drug Free Schools | $3,428,692.00 | $4,346,055.00 | 2.0 |
| Special Education (Disabled) | 4 separate grants | $27,645,187.00 | 16.25 |
| TOTALS | | $161,813,841.00 | 50.63 |
| INDIRECT COST | | $714,373.00 | 5.50 |
| IT, INCLUDING INDIRECT | | $1,321,169.00 | 6.15 |
| **GRAND TOTAL** | | $163,849,383.00 | 62.28 |

*Few staff are assigned to one program. Most share responsibilities for programs and activities within their assigned administrative unit.

In addition to the 50.63 FTE's, 11.65 positions provide internal support in the areas of fiscal, personnel, office services, information technology and data management. These positions are funded by federal indirect cost dollars.

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# DEPARTMENT (201) PUBLIC INSTRUCTION (DPI)
# EXECUTIVE RECOMMENDATION / HOUSE VERSION COMPARISON SUMMARY

| | | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| | Biennium: 2001-2003<br>Bill #: HB 1013 | 2001-2003<br>EXECUTIVE RECOMMENDATION | 2001-2003<br>HOUSE VERSION | 2001-2003 BUDGET<br>$ INCREASE / (DECREASE) | 2001-2003 BUDGET<br>% INCREASE / (DECREASE) |
| 1 | **FTE Employees** | **131.95** | **130.95** | **(1)** | **(1)** |
| | **Operations:** | | | | |
| 2 | Salaries & Wages | $12,273,865 | $12,170,316 | ($103,549) | -0.8% |
| 3 | Operating Expenses | $17,431,193 | $17,031,193 | ($400,000) | -2.3% |
| 4 | Equipment | $534,140 | $534,140 | $0 | 0.0% |
| 5 | Capital Improvements | $55,000 | $55,000 | $0 | 0.0% |
| 6 | **Total** | **$30,294,198** | **$29,790,649** | **($503,549)** | **-1.7%** |
| | **Funding Sources:** | | | | |
| 7 | General Fund | $7,282,312 | $6,751,863 | ($531,049) | -7.3% |
| 8 | Federal Funds | $17,618,052 | $17,618,052 | $0 | 0.0% |
| 9 | Other Funds | $5,393,234 | $5,420,734 | $27,500 | 0.5% |
| | **Grants:** | | | | |
| | **State** | | | | |
| 10 | Foundation Aid & Transportation | $485,542,761 | $461,035,668 | ($24,507,093) | -5.0% |
| 11 | Teacher Compensation Payments | $0 | $46,640,055 | $46,640,055 | 0.0% |
| 12 | Revenue Supplement | $3,450,000 | $3,450,000 | $0 | 0.0% |
| 13 | Special Education | $51,260,000 | $49,898,695 | ($1,361,305) | -2.7% |
| 14 | School Supplemental Payments | $0 | $0 | $0 | 0.0% |
| 15 | Educational Telecommunications Council | $0 | $0 | $0 | 0.0% |
| 16 | Quality Schools Commission | $575,192 | $0 | ($575,192) | -100.0% |
| 17 | Governor's School | $205,000 | $145,000 | ($60,000) | -29.3% |
| 18 | LEAD Consortium | $200,000 | $215,000 | $15,000 | 7.5% |
| 19 | Teacher Center Network | $210,000 | $210,000 | $0 | 0.0% |
| 20 | FINDET | $33,117 | $33,117 | $0 | 0.0% |
| 21 | Adult Education Matching Funds | $900,000 | $900,000 | $0 | 0.0% |
| 22 | School Lunch Matching Funds | $1,080,000 | $1,080,000 | $0 | 0.0% |
| | **Total** | **$543,456,070** | **$563,807,535** | **$20,151,465** | **3.7%** |
| 23 | **Federal** | **$146,527,148** | **$146,527,148** | **$0** | **0.0%** |
| | **Other** | | | | |

# DEPARTMENT (201) PUBLIC INSTRUCTION (DPI)
## EXECUTIVE RECOMMENDATION / HOUSE VERSION COMPARISON SUMMARY

| | Biennium: 2001-2003<br>Bill #: HB 1013 | 1<br>2001-2003<br>EXECUTIVE RECOMMENDATION | 2<br>2001-2003<br>HOUSE VERSION | 3<br>2001-2003 BUDGET $ INCREASE / (DECREASE) | 4<br>2001-2003 BUDGET % INCREASE / (DECREASE) |
|---|---|---|---|---|---|
| 24 | Tuition Apportionment | $67,239,025 | $67,239,025 | $0 | 0.0% |
| 25 | Displaced Homemakers | $240,000 | $240,000 | $0 | 0.0% |
| 26 | **Total** | **$67,479,025** | **$67,479,025** | **$0** | **0.0%** |
| | **Funding Sources:** | | | | |
| 27 | General Fund | $543,456,070 | $563,607,535 | $20,151,465 | 3.7% |
| 28 | Federal Funds | $146,527,146 | $146,527,146 | $0 | 0.0% |
| 29 | Other Funds | $67,479,025 | $67,479,025 | $0 | 0.0% |
| | **Special Line Items:** | | | | |
| 30 | Geographic Education | $50,000 | $100,000 | $50,000 | 100.0% |
| 31 | SENDIT | $0 | $0 | $0 | 0.0% |
| 32 | National Board Certification | $33,000 | $20,000 | ($13,000) | -39.4% |
| 33 | **Total** | **$83,000** | **$120,000** | **$37,000** | **44.6%** |
| | **Funding Sources:** | | | | |
| 34 | General Fund | $83,000 | $120,000 | $37,000 | 44.6% |
| 35 | Federal Funds | $0 | $0 | $0 | 0.0% |
| 36 | Other Funds | $0 | $0 | $0 | 0.0% |
| | | | | $0 | 0.0% |
| 37 | **Total** | **$787,839,439** | **$807,524,355** | **$19,684,916** | **2.5%** |
| | **Funding Sources:** | | | | |
| 38 | General Fund | $550,821,982 | $570,479,398 | $19,657,416 | 3.6% |
| 39 | Federal Funds | $164,145,198 | $164,145,198 | $0 | 0.0% |
| 40 | Other Funds | $72,872,259 | $72,899,759 | $27,500 | 0.0% |
| | | | | $0 | 0.0% |
| 41 | **Total Funding Source** | **$787,839,439** | **$807,524,355** | **$19,684,916** | **2.5%** |

# DEPARTMENT (201) PUBLIC INSTRUCTION
# EXECUTIVE RECOMMENDATION / HOUSE VERSION COMPARISON
# GENERAL FUND

**Biennium: 2001-2003**
**Bill #: HB 1013**

| | EXECUTIVE RECOMMENDATION 2001-03 BIENNIUM GENERAL FUND | | | HOUSE VERSION 2001-03 BIENNIUM GENERAL FUND | |
|---|---|---|---|---|---|
| General Fund | $550,821,984 | | General Fund | $570,479,400 | |
| Less Foundation Aid | ($485,542,761) | | Less Foundation Aid | ($461,035,668) | |
| Less Teacher Compensation | $0 | | Less Teacher Compensation | ($46,640,055) | |
| Less Special Education | ($51,260,000) | | Less Special Education Grants | ($49,898,695) | |
| **General Fund** | **$14,019,223** | | **General Fund** | **$12,904,982** | |
| | **Executive Recommendation** | **% of General Fund** | | **House Version** | **% of General Fund** |
| **GRANTS** | | | **GRANTS** | | |
| Revenue Supplement | $3,450,000 | 24.61% | Revenue Supplement | $3,450,000 | 26.73% |
| School Supplemental Payments | $0 | 0.00% | School Supplemental Payments | $0 | 0.00% |
| Technology Grants | $0 | 0.00% | Technology Grants | $0 | 0.00% |
| Quality Schools Commission | $575,192 | 4.10% | Quality Schools Commission | $0 | 0.00% |
| Governor's School | $205,000 | 1.46% | Governor's School | $145,000 | 1.12% |
| LEAD Consortium | $200,000 | 1.43% | LEAD Consortium | $215,000 | 1.67% |
| Teacher Center Network | $210,000 | 1.50% | Teacher Center Network | $210,000 | 1.63% |
| FINDET | $33,117 | 0.24% | FINDET | $33,117 | 0.26% |
| Adult Education Matching Funds | $900,000 | 6.42% | Adult Education Matching Funds | $900,000 | 6.97% |
| School Lunch Matching Funds | $1,080,000 | 7.70% | School Lunch Matching Funds | $1,080,000 | 8.37% |
| Geographic Education | $50,000 | 0.36% | Geographic Education | $100,000 | 0.77% |
| SENDIT | $0 | 0.00% | SENDIT | $0 | 0.00% |
| National Teacher Certification | $33,000 | 0.24% | National Teacher Certification | $20,000 | 0.15% |
| Subtotal | $6,736,309 | 48.05% | Subtotal | $6,153,117 | 47.68% |
| **OPERATIONS** | | | **OPERATIONS** | | |
| Salaries & Wages | $3,829,053 | 27.31% | Salaries & Wages | $3,725,504 | 28.87% |
| Operating | $3,312,999 | 23.63% | Operating | $2,885,499 | 22.36% |
| Equipment | $113,362 | 0.81% | Equipment | $113,362 | 0.88% |
| Capital Improvement | $27,500 | 0.20% | Capital Improvement | $27,500 | 0.21% |
| Subtotal | $7,282,914 | 51.95% | Subtotal | $6,751,865 | 52.32% |
| **General Fund** | **$14,019,223** | **100.00%** | **General Fund** | **$12,904,982** | **100.00%** |

# DEPARTMENT (201) PUBLIC INSTRUCTION
# EXECUTIVE RECOMMENDATION / HOUSE VERSION COMPARISON
# GENERAL, FEDERAL, & OTHER FUNDS

**Biennium: 2001-2003**
**Bill #: HB 1013**

| | | 2001-03 BIENNIUM | | 2001-03 BIENNIUM | |
|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 |
| | | Executive Recommendation | % of Total Executive Recommendation | House Version | % of Total House Version |
| 1 | **SALARIES & WAGES** | **$12,273,866** | **1.56%** | **$12,170,316** | **1.51%** |
| 2 | GENERAL FUND | $3,829,053 | | $3,725,504 | |
| 3 | FEDERAL FUND | $5,857,030 | | $5,857,030 | |
| 4 | OTHER FUND | $2,587,782 | | $2,587,782 | |
| 5 | **OPERATING** | **$17,431,193** | **2.21%** | **$17,031,193** | **2.11%** |
| 6 | GENERAL FUND | $3,312,999 | | $2,885,499 | |
| 7 | FEDERAL FUND | $11,530,242 | $0 | $11,530,242 | |
| 8 | OTHER FUND | $2,587,952 | | $2,615,452 | |
| 9 | **EQUIPMENT** | **$534,140** | **0.07%** | **$534,140** | **0.07%** |
| 10 | GENERAL FUND | $113,362 | | $113,362 | |
| 11 | FEDERAL FUND | $230,778 | | $230,778 | |
| 12 | OTHER FUND | $190,000 | | $190,000 | |
| 13 | **CAPITAL IMPROVEMENTS** | **$55,000** | **0.00%** | **$55,000** | **0.01%** |
| 14 | GENERAL FUND | $27,500 | | $27,500 | |
| 15 | FEDERAL FUND | $0 | | $0 | |
| 16 | OTHER FUND | $27,500 | | $27,500 | |
| 17 | **TOTAL OPERATIONS** | **$30,294,198** | **3.85%** | **$29,790,649** | **3.69%** |
| 18 | GENERAL FUND | $7,282,914 | | $6,751,865 | |
| 19 | FEDERAL FUND | $17,618,050 | | $17,618,050 | |
| 20 | OTHER FUND | $5,393,234 | | $5,420,734 | |
| 21 | **GRANTS** | **$757,462,241** | **96.14%** | **$777,613,706** | **96.30%** |
| 22 | GENERAL FUND | $543,456,070 | | $563,607,535 | |
| 23 | FEDERAL FUND | $146,527,146 | | $146,527,146 | |
| 24 | OTHER FUND | $67,479,025 | | $67,479,025 | |
| 25 | **SPECIAL LINE ITEMS** | **$83,000** | **0.01%** | **$120,000** | **0.01%** |
| 26 | GENERAL FUND | $83,000 | | $120,000 | |
| 27 | FEDERAL FUND | $0 | | $0 | |
| 28 | OTHER FUND | $0 | | $0 | |
| 29 | **TOTAL RECOMMENDATION/ HOUSE VERSION** | **$787,839,439** | **100.00%** | **$807,524,355** | **100.00%** |
| 30 | GENERAL FUND | $550,621,984 | | $570,479,400 | |
| 31 | FEDERAL FUND | $164,145,196 | | $164,145,196 | |
| 32 | OTHER FUND | $72,872,259 | | $72,899,759 | |

# DEPARTMENT (201) PUBLIC INSTRUCTION
# STATE, FEDERAL & OTHER FUNDED GRANTS, SPECIAL LINE ITEMS & ADDITIONAL BUDGET REQUESTS

## STATE, FEDERAL, AND OTHER FUNDED GRANTS

**FOUNDATION AID, REVENUE SUPPLEMENT PAYMENTS & TUITION APPORTIONMENT GRANTS**
See pages 40-54

**SPECIAL EDUCATION GRANTS:**
See pages 55-79

**GOVERNOR'S SCHOOL:**

| | |
|---|---|
| **Present Budget -** | **$ 145,000** |
| **Exec Recommendation** | **$ 205,000** |

The North Dakota Governor's School, specializing in science and mathematics education, began in 1990. In 1999, an important new program in business and entrepreneurship was added. To date, the new program has been supported by the Governor and by private and NDSU funds. The school is now called the North Dakota Governor's Schools in Business/Entrepreneurship, Mathematical Sciences and Laboratory Sciences.

The Schools are conducted annually on the campus of North Dakota State University (NDSU). Fifty-four highly capable and skilled North Dakota high school students were selected to participate in the 2000 summer program. These students participated in a variety of individualized and group projects that highlighted many of the most exciting areas of scientific research, mathematical thinking, and entrepreneurship.

The additional funds will support 36 to 40 new students in the business and entrepreneurship program for the 2001-03 biennium.

**LEAD:**

| | |
|---|---|
| **Present Budget** | **$ 200,000** |
| **Exec Recommendation** | **$ 200,000** |

The North Dakota LEAD (Leadership in Educational Administration) Consortium is a collaborative effort to improve schools through in-service and staff development training of school administrators and educational staff. One of the most consistent findings of educational research on successful schools is the positive effect of sound leadership on student achievement. The consortium board includes representation from the Department of Public Instruction, the State Board for Vocational Education, the universities, school administrator associations, and private sector.

**TEACHER CENTER NETWORK:**

| | |
|---|---|
| **Present Budget** | **$ 210,000** |
| **Exec Recommendation** | **$ 210,000** |

The ten North Dakota Teacher Centers are located in Bismarck/Mandan, Devils Lake, Dickinson, Fargo, Grand Forks, Mayville, Minot, Valley City, Wahpeton, and Williston. Each center has a full or part-time director who works with a local policy board in definition of programs.

Although each center is unique, a number of services are common to all centers: monthly newsletter to ND teachers; specialized teaching materials are available and distributed; teacher-requested workshops and programs are offered to professional communities; and collaborations are facilitated among teachers, teacher education students, teacher educators, parents, administrators, state education leaders, and educational service providers.

**FOLLOW-UP INFORMATION ON NORTH DAKOTA EDUCATION & TRAINING (FINDET):**

| | |
|---|---|
| **Present Budget** | **$ 23,780** |
| **Exec Recommendation** | **$ 33,117** |

FINDET is an interagency cooperative effort to provide comprehensive follow-up on North Dakota education and training Programs by electronically linking the various databases of educational institutions and state agencies for the purpose of improving instruction and other programs. The system includes safeguards to protect the privacy and confidentiality of personal information. The follow-up is on programs, not individuals.

Cooperating agencies are: North Dakota University System, Department of Public Instruction, State Board for Vocational-Technical Education, Job Service North Dakota, Department of Economic Development and Finance, Department of Human Services.

Because the School-to-Work funds are being phased out, the amount for each of the participating agencies has increased.

**ADULT EDUCATION:**

| | |
|---|---|
| **Present Budget** | **$ 900,000** |
| **Exec Recommendation** | **$ 900,000** |
| **Additional Request** | **$ 200,000** |

The Adult Education and Literacy Program provides services to North Dakota citizens throughout the State by funding over 45 program sites. Each year over 3,000 individuals, 16 years of age on up, are served through Adult Education Programs.

North Dakota receives a little over one million federal dollars per year for Adult Education services. The Department of Public Instruction funds programs to provide basic skills upgrade and preparation for the GED exam.

This request for a modest increase of $200,000 in State funding is for grants to communities that offer adult education services. This increase will assure the State's 25% required match for federal funding. It will also allow the State to meet the maintenance of effort requirement in order to receive federal funds.

There has been no State funding increase for Adult Education Programs in the last three bienniums.

**SCHOOL LUNCH MATCHING:**

| | |
|---|---|
| **Present Budget** | **$ 1,080,000** |
| **Exec Recommendation** | **$ 1,080,000** |

Federal regulations require that state agencies that administer the National School Lunch Program match Section 4 funding with state appropriated general funds. The United States Department of Agriculture determines the amount of annual matching funds through a calculation, which factors in per capita income. The matching amount has increased because North Dakota's economy is strong and per capita income is higher which results in a greater state-matching requirement. Failure to meet the required match of $1,080,000 will result in the loss of Federal Section 4 funds, which are estimated to be $4,800,000 for the 2001-2003 biennium. The total National School Lunch Program is expected to provide $22,000,000 to schools during the next biennium.

**FEDERAL GRANTS:**

| | |
|---|---|
| **Present Budget** | **$ 135,290,636** |
| **Exec Recommendation** | **$ 146,527,146** |

Total federal funds to subrecipients were estimated at $ 146,527,146 for the 2001-2003 biennium. See Federal Grants information (see pages 19-20).

## SPECIAL LINE ITEMS

**GEOGRAPHIC EDUCATION**

| | |
|---|---|
| **Present Budget** | **$ 50,000** |
| **Exec Recommendation** | **$ 50,000** |

The North Dakota Geographic Alliance promotes geographic education in the state. The Alliance offers teacher-development programs that serve 1300 members and their students. Among these are annual summer Geography Institutes, the North Dakota Geography Bee, Seeds of Change workshops, summer field trips, and the promotion of standards for geographic education.

**NATIONAL TEACHER CERTIFICATION**

| | |
|---|---|
| **Present Budget** | **$ 20,000** |
| **Exec Recommendation** | **$ 33,000** |

This line item supports the National Teacher Certification Program. The funding pays one-half of the registration fees for North Dakota teachers working toward national certification. The additional funding will provide stipends to North Dakota teachers receiving national certification.

## ADDITIONAL BUDGET REQUESTS

**WRITING - STANDARDS-BASED ASSESSMENT**

| | |
|---|---|
| **Present Budget** | **$ -0-** |
| **Exec Recommendation** | **$ -0-** |

See Supplemental Requests for Assessments (pages 29-30).

| | |
|---|---|
| **Additional Request** | **$ 412,000** |

**DATA DEVELOPMENT ANALYSIS PROJECT**

| | |
|---|---|
| **Present Budget** | **$ -0-** |
| **Exec Recommendation** | **$ -0-** |
| **Additional Request** | **$ 100,000** |

School districts in North Dakota are facing a crisis driven by declining enrollments. Demographic studies clearly indicate that factors such as reduced birth rates and migration to the larger cities are producing these declines This trend results in the need for large numbers of districts to enter into planning processes aimed at identifying promising solutions that will ensure a high quality education for the children they serve. Under the proposed project, computer software and analytical procedures would be developed to help local schools in establishing these solutions.

Since the 1997 legislative session, the SCHOOLMAPS software system for mapping of North Dakota school districts and associated reporting of their characteristics has been undergoing expansion to incorporate significant new capabilities. The new capabilities are focused on providing procedures for assessing efficiencies of operation that are achievable by school districts, particularly in transportation. Achievable efficiency in various school operations depends on many factors, but student enrollment level always plays a central role. In transportation, some of the other more important factors that drive efficiency include the geographical distribution of students within the district, locations and conditions of roads, location of school plants, and school district size and shape.

Under the proposed project, the following activities would be carried out:

1) Re-hosting of the Schoolmaps system to the World Wide Web, making it possible for school districts throughout the state to carry out analysis that support their own planning processes. This re-hosting would also make it much easier to widely disseminate and support the releasing of current versions of the Schoolmaps program.

2) Integrate the Schoolmaps system with the locational capabilities of the 911 emergency telephone systems, leading to the capability of knowing where students live geographically. This is helpful in the development of spatial analysis aimed at identifying promising areas in which districts could combine or expand, with resultant gains in efficiency and viability.

3) Integrate the Schoolmaps system with the statewide Geographical Information System (GIS) road network database under development by the State Department of Transportation. This is useful in analyses aimed at identifying possibilities for school district combinations, as well as determining areas of the state that are isolated in terms of access.

**ONLINE COURSE DEVELOPMENT**

| | |
|---|---|
| **Present Budget** | **$ -0-** |
| **Exec Recommendation** | **$- 0-** |
| **Additional Request** | **$ 150,000** |

See Division of Independent Study (pages 31-39).

**GRADES 1-4 DISTANCE EDUCATION COURSES**

| | |
|---|---|
| **Present Budget** | **$ -0-** |
| **Exec Recommendation** | **$ -0-** |
| **Additional Request** | **$ 130,000** |

See Division of Independent Study (pages 31-39).

**STUDENT DATA BASE DEVELOPMENT**

| | |
|---|---|
| **Present Budget** | **$- 0-** |
| **Exec Recommendation** | **$412,500** |
| **Additional Request** | **$ 412,500** |

DPI, in cooperation with the North Dakota University System and the North Dakota State Board for Vocational and Technical Education, is committed to the development and implementation of a comprehensive education data base system for grades K-16. The system would be designed to generate data from a database that included individual student information tied to a unique identification number for students from all school districts in the state.

The information on which to make data driven decisions regarding policy, organizational and funding issues is not available to the state nor to the vast majority of school districts in the current data systems.

The proposed comprehensive system would allow a jointly held student data warehouse to accumulate and aggregate student data for districts, agencies and the legislature under well defined protocols.

The budget request includes one FTE to assist with development and management of the system. The budget line includes contracted expertise for development of the data fields, acquisition of necessary related hardware and software, and training and technical assistance to schools for implementation.

**JANITORIAL SERVICES**

| | |
|---|---|
| **Present Budget** | **$ -0-** |
| **Exec Recommendation** | **$ -0-** |
| **Additional Request** | **$ 13,000** |

See Division of Independent Study (pages 31-39).

**RED RIVER VALLEY WRITING PROJECT**

| | |
|---|---|
| **Present Budget** | **$ 10,000** |
| **Exec Recommendation** | **$ 10,000** |
| **Additional Request** | **$ 10,000** |

The Red River Valley Writing Project (University of North Dakota) is a site of the National Writing Project (NWP), a professional development effort supported by federal funds and local matches.

The purpose of any NWP site is to improve the writing abilities of students in the region by helping teachers at all grade levels and in all subjects to improve their practice as teachers of writing. To that end, the local site hosts a summer institute in which area teachers come together on a college campus to help each other improve their practice through study and demonstrations. These teachers then become consultants who are able to work with other teachers in the region.

The additional funds will help in two areas: (1) hiring a part-time in-service coordinator to arrange more extensive school-year activities; and (2) developing a "sister site" in the Fargo area (perhaps by working through NDSU or the tri-college system in Fargo-Moorhead) to serve teachers in the southern part of the Red River Valley.

**NORTHERN PLAINS WRITING PROJECT**

| | |
|---|---|
| **Present Budget** | **$ 28,000** |
| **Exec Recommendation** | **$ 28,000** |
| **Additional Request** | **$ 12,000** |

The Northern Plains Writing Project (Minot State University) is also a site of the National Writing Project (NWP), a professional development effort supported by federal funds and local matches.

The additional funds will support in-service programs in specific school districts, and develop and maintain new leadership positions in the project. Teachers who step into the leadership positions will facilitate the in-service programs.

**2001 CENTURY SCHOOL CODE**

| | |
|---|---|
| **Present Budget** | **$- 0-** |
| **Exec Recommendation** | **$- 0-** |
| **Additional Request** | **$ 48,000** |

The 2001 edition of the North Dakota Century School Code - 2001 is the fifth in the series of decennial publications of school laws. This volume is a complete set of the North Dakota statutes which impact on schools and education. The number of requests that come to the Department concerning school laws emphasize the need for a ready reference on North Dakota school law.

Based upon current costs and the projected size of the next edition of the North Dakota Century School Code, LEXIS Publishing estimates the cost of 1,000 copies of the 2001 Edition at $48,000. This estimate is based on publishing a book in the same style and with the same features as the 1991 Edition. The estimate reflects increases in paper and labor costs over the ten years since a new edition was last produced.

## SUPPLEMENTAL REQUESTS FOR ASSESSMENTS

**READ & MATH-STANDARDS-BASED ASSESSMENT**

| | |
|---|---|
| **Present Budget** | **$ -0-** |
| **Exec Recommendation** | **$ 836,000** |

The Department of Public Instruction recommends the approval of a supplemental initiative designed to implement reading and mathematics standards-based assessment for students in grades four, eight and 12. These proposed assessments would supply data to local schools on student achievement in relationship to the state's reading and mathematics content standards and offer a basis for determining school program improvements. This information is required within ESEA to secure the state's allocation of ESEA Title I funding.

According to Title I regulations, states are required to supply a method for schools to assess student progress against state standards in reading and mathematics. The state's traditional tool, the CTBS/Terra Nova, is a national, norm-referenced tool that does not measure student progress against the state's content standards. Through separate grant funding and aid of several hundred North Dakota teachers, the state has developed standard-based assessment in English language arts and mathematics to measure students' progress in their skills and knowledge of critical standards. This proposed supplemental initiative would fund the actual implementation of the assessments to 9,000 students per grade level (grades four and eight) and approximately 500 grades 12 Title I students.

The state is allocated approximately $40,000,000 for ESEA Title I for the 2001-2003 biennium. As a condition for receiving this allocation, the state must show evidence that it has implemented statewide assessments in reading and mathematics in terms of state standards. If the state were not able to evidence the implementation statewide of these assessments, it would be at risk of losing its Title I funding. This supplemental proposal is intended to secure the state's Title I funding, in addition to supplying the state's schools with invaluable information concerning their students' progress against the standards. The anticipated cost of implementing the reading assessment for the biennium is $412,000. The anticipated cost of implementing the mathematics assessment for the biennium is $424,000. The total cost of implementing both assessments during the 2001-2003 biennium is $836,000.

**STATEWIDE TESTING PROGRAM**

| | |
|---|---|
| **Present Budget** | **$403,643** |
| **Exec Recommendation** | **$453,643** |

Goal # 1 of Governor Schafer's "North Dakota Delivers" message states: "Make North Dakota a leader in student achievement and academic excellence." The success indicators listed for this goal are:
1. Percentage of fourth grade students reading at or above grade level.
2. Student scores and national ranking on standard assessment tests.

The current testing program includes norm-referenced standardized achievement tests and the companion group ability tests. These tests are the TerraNova, also known as the ComprehensiveTests of Basic Skills, fifth edition and the Test of Cognitive Skills, second edition.

In order to continue this testing program, an additional $50,000 in general funds is needed. The present budget includes $403,643 of general funds for testing costs. However, the projected cost for the 2001-03 biennium is $453,643 or an increase of $50,000.

**WRITING – STANDARDS-BASED ASSESSMENT**

| | |
|---|---|
| **Present Budget** | **$ -0-** |
| **Exec Recommendation** | **$ -0-** |
| **Additional Request** | **$ 412,000** |

The Department of Public Instruction recommends the approval of a supplemental initiative designed to implement writing standards-based assessments for students in grades four, eight and 12. These proposed assessments would supply data to local schools on student achievement in terms of the state's writing content standards and offer a basis of determining school program improvements. This information is not required within ESEA to secure the state's allocation of ESEA Title I funding; however, writing performance is identified as a critical skill area to monitor against state standards.

The state's traditional tool, the CTBS/Terra Nova, is a national, norm-referenced tool that does not measure student progress against the state's content standards. Through separate grant funding and aid of several hundred North Dakota teachers, the state has developed a standards-based assessment in writing to measure students' progress in their skills and knowledge of critical standards. This proposed supplemental initiative would fund the actual implementation of the assessments to 9,000 students per grade level (grades four, and eight) and approximately 500 grades 12 Title I students.

This supplemental proposal is intended to supply the state's schools with invaluable information concerning their students' progress against the writing standards. It is anticipated that the implementation of the state writing assessment would cost approximately $412,000 for the 2001-2003 biennium

# DEPARTMENT OF PUBLIC INSTRUCTION
## Federal Grant Information
### 2001-2003 Executive Recommendation

| Catalog # | Title | U.S. Dept. | Grants | Admin | Local Cost-Sharing Reqd |
|---|---|---|---|---|---|
| 10.553 | School Breakfast | Agriculture | 3,600,000 | | See Note 1 |
| 10.555 | National School Lunch Program | Agriculture | 22,350,000 | | See Note 1 |
| 10.556 | Special Milk Program for Children | Agriculture | 169,000 | | See Note 1 |
| 10.558 | Child & Adult Care Food Program | Agriculture | 18,859,221 | 80,779 | See Note 1 |
| 10.559 | Summer Food Service for Children | Agriculture | 720,090 | 41,910 | See Note 1 |
| 10.560 | State Administrative Expense for Child Nutrition | Agriculture | | 1,111,500 | No |
| 10.567 | Food Distribution Program on Indian Reservations | Agriculture | 1,090,600 | 554,305 | No |
| 10.568 | Temporary Emergency Food Assistance | Agriculture | 95,000 | 140,000 | No |
| 84.002 | Adult Basic Education | Education | 2,649,223 | 262,011 | No |
| 84.010 | Title I - Compensatory Education | Education | 39,064,251 | 1,293,086 | No |
| 84.011 | Migrant Education, | Education | 614,020 | 104,498 | No |
| 84.013 | Title I Program for Neglected & Delinquent Children | Education | 70,171 | 2,217 | No |
| 84.025 | Services for Children with Deaf - Blindness | Education | 174,614 | | No |
| 84.027 | Special Education - IDEA, Part B | Education | 22,777,829 | 2,330,277 | 62.3% |
| 84.325 | State Improvement Grant | Education | | | No |
| 84.162 | Emergency Immigrant Education | Education | 200,000 | | No |
| 84.173 | Special Education - IDEA - Preschool Program | Education | 1,546,386 | 334,507 | No |
| 84.181 | Special Ed, IDEA., Part H-Program for Infants & Families with Disabilities | Education | | 625,882 | No |
| 84.185 | Byrd Scholarship Program | Education | 205,000 | | No |
| 84.184 | Title IV Drug Free Schools & Communities Act | Education | 3,162,077 | 266,615 | No |

| Catalog # | Title | U.S. Dept. | Grants | Admin | Local Cost-Sharing Reqd |
|---|---|---|---|---|---|
| 84.194 | Bilingual Education | Education | | 235,513 | No |
| 84.196 | Education of Homeless Children & Youth | Education | 113,600 | 86,400 | No |
| 84.213 | Title I, IASA 1994, Even Start | Education | 1,325,250 | 69,750 | 10% - 50% See Note 2 |
| 84.279 | English & Math Assessment | Education | | 347,154 | No |
| 84.216 | Title I, IASA 1994, Capital Expenses | Education | 50,468 | | No |
| 84.276 | Goals 2000 - State & LEA Systemic Improvement | Education | 3,484,847 | 391,512 | No |
| 84.281 | Title II Eisenhower Professional Development | Education | 2,543,386 | 120,224 | 33% See Note 3 |
| 84.298 | Title VI - Innovation in Education | Education | 3,134,177 | 510,190 | No |
| 84.318 | Title III Technology Literacy | Education | 4,037,500 | 145,067 | No |
| 84.332 | Part E - Federal Supplemental Education Opportunity Grants | Education | 1,076,736 | | No |
| 99.003 | Nat Coop Educational Statistics (NCES) | Education | | 49,452 | No |
| 93.938 | Aids Educational Curriculum | Center for Disease | 80,000 | 837,363 | No |
| 84.340 | National Class Size Reduction | Education | 12,188,086 | | No |
| 93.576 | Refugee Entrant Assistance | HHS | 540,000 | | No |
| 84.338 | Reading Excellence | Education | | 3,775,000 | No |
| 84.926 | Art in Education | Education | | 692,900 | No |
| 84.215 | Christa McCauliffe, Science Assessment & Partnerships in Character Education | Education | 567,495 | 1,829,982 | No |
| 99.002 | Miscellaneous Indirect Costs | Ed. & Ag. | | 1,303,720 | No |
| | | **Total** | **$146,527,146** | **$17,618,052** | |

**Notes:**

1 Although not specifically addressed, the U.S. Department of Agriculture regulations infer local payments (student payments) to assist in covering the cost of meals. The federal payment is not intended to cover the entire cost.

2 Even Start requires a local cost-sharing of 10% the first year, 20% in the second year, 30% in the third year, 40% in the fourth year, and 50% in any subsequent year. This requirement can be met with in-kind support and/or dollars from non-federal sources.

3 The local cost-sharing requirement can be met with in-kind support, dollars from other federal programs, and/or dollars from non-federal sources.

# Special Education Services for Students with Disabilities

Bob Rutten, Special Education

Most of us know or have known persons with disabilities. The office of special education within the Department of Public Instruction is charged with ensuring that students ages 3 through 21 who have disabilities receive an appropriate education. Special education and related services are the system of supports that make it possible for students with disabilities to participate and progress in the local school districts and special schools of our state. In years gone by many of these students were excluded not only from schools but also from the general life of our communities. In a November 29, 2000 news release from the United States Department of Education it was noted that in the past "some states actually had laws that specifically excluded certain children. Today, we are bridging these gaps, and students with disabilities are not only attending classes alongside their nondisabled peers they are graduating with regular diplomas and moving on to higher education and the world of work." A basic premise for providing special education services is that if students with disabilities learn job skills within the K-12 school system, they are more likely to become self-sufficient and will require fewer services from other agencies as adults.

Nationally the number of children who receive special education services continues to rise at about three percent a year with the greatest growth occurring among preschool children. In the 1998-99 school year 6.1 million students had disabilities and required the supportive services of special education. In that same year in North Dakota, 13, 181

students received special education services. Of our state's total school population, this number represents 10.8%. During the 1999-2000 school year, 13,612 students received special education services. Of the total school population during 1999-2000, this number represents 11.3%. Special education services are not limited to those students who attend public schools but are also available to those enrolled in private schools as well as those who are involved in home education.

In North Dakota, approximately 80% of the children receiving special education services have relatively mild learning problems resulting from speech-language impairments or learning disabilities. Most of the children with these disabilities are able to attend general education classes with supportive services from special education personnel. The remaining 20% of students with disabilities have widely varied needs resulting from mental retardation, visual impairment, deafness, emotional disturbance, orthopedic impairment, autism, certain health impairments, or traumatic brain injury.

The administrative structure that currently exists for supplying special education services in our state includes thirty-one special education units. Twenty-seven of these are multidistrict cooperatives, and 4 are single district units.

Expenditures for special education services in North Dakota amounted to 11.5% of the total school district expenditures during the 1998-99 school year. During that school year the state of North Dakota supplied 43% of the resources for general education in our state. Local school districts supplied 45%. Unfortunately the state only supplied 28.1%

of the revenue for special education and local districts were asked to supply 62.3% (59.6% in 1999-2000) of these costs. The Department of Public Instruction has formulated a plan to move the state percentage of reimbursement for special education costs from the present 28% (29.5% in 1999-2000) of total expenditures to 43% by school year 2006-2007. The request for $59, 650,000 in general funds will bring the state percentage to approximately 33% for the next biennium. During the next two legislative sessions the Department intends to ask the legislature to increase the state percentage of reimbursement for special education by increments of one-third towards alignment with state funding for general education at 43%.

# North Dakota Special Education Data

## 1999-00

1999-00 Enrollment and Cost Data and Sources of Funds for Special Education
December 2000

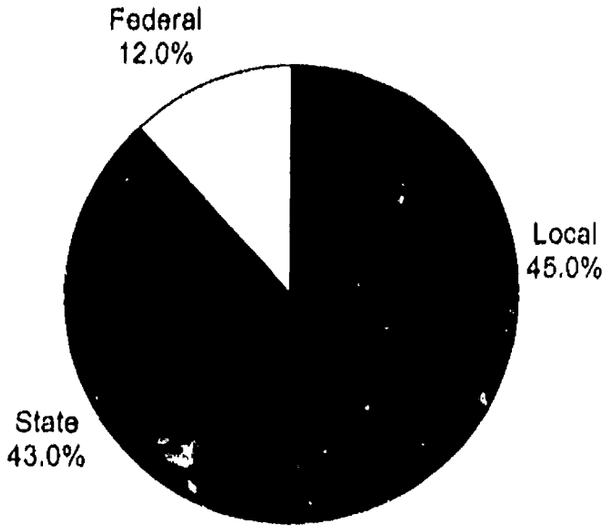
### Enrollment and Cost Data

| | |
|---|---|
| ➡ Total public and nonpublic school enrollment (public: 112,349, nonpublic and state: 7680) *Excludes Grant/BIA* | 120,029 |
| ➡ Number of students in special education services | 13,612 |
| ➡ % of all students in special education services per total school population | 11.3% |
| ➡ Total school district fund group 1 expenditures for education | $666,363,372 |
| ➡ Total school district/unit expenditures for special education | $ 76,804,236 |
| ➡ % of total expenditures attributed to special education | 11.5% |

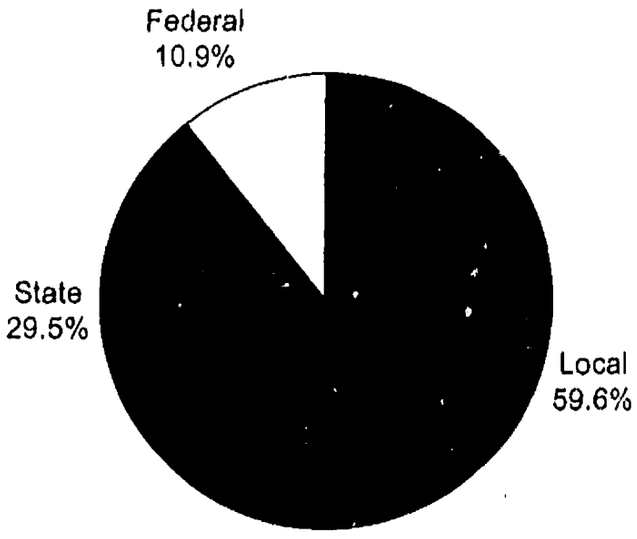
### Sources of Funds for Special Education

| | |
|---|---|
| $45,753,552 (Local) | 59.57% |
| $22,648,382 (State) | 29.49% |
| $ 8,402,302 (Federal) | 10.94% |

## Revenue Sources for General Education 1999-00




## Revenue Sources for Special Education 1999-00




| Special Education Unit | 1999-00 Percentage of State Support |
|---|---|
| Bismarck | 23.9% |
| Buffalo Valley | 28.4% |
| Burleigh County | 13.8% |
| Dickey-LaMoure | 33.5% |
| Dickinson | 29.2% |
| Divide County | 37.1% |
| East Central | 45.5% |
| Emmons County | 33.1% |
| Fargo | 24.4% |
| Fort Totten | 19.4% |
| Grand Forks | 25.2% |
| G/S/T | 25.8% |
| Lake Region | 28.6% |
| Lonetree | 34.7% |
| Morton/Sioux | 26.7% |
| Northern Plains | 29.3% |
| Oliver/Mercer | 28.0% |
| Peace Garden | 35.0% |
| Pembina County | 22.0% |
| Rural Cass | 34.1% |
| Sheyenne Valley | 31.0% |
| Souris Valley | 24.9% |
| South Central Prairie | 39.1% |
| South Valley | 28.7% |
| Southwest | 35.8% |
| Turtle Mountain | 12.0% |
| Upper Valley | 23.3% |
| Wahpeton | 30.6% |
| West Fargo | 31.1% |
| West River | 31.0% |
| Wilmac | 23.7% |

# Special Education State Funding 2001 - 2003

| | *House Version* | *Executive Budget Gov. Hoeven* | *DPI Request* |
|---|---|---|---|
| Total Request | 49,898,695 | 49,898,695 | 60,050,000 |
| Less Gifted/Talented | 400,000 | 400,000 | 400,000 |
| Less Student Contracts | 12,665,000 | 12,665,000 | 12,000,000 |
| Remaining Amount | 36,833,695 | 36,833,695 | 47,650,000 |

| | *House Version* | | *Executive Budget Gov. Hoeven* | | *DPI Request* | |
|---|---|---|---|---|---|---|
| | 2001 - 2002 | 2002 - 2003 | 2001 - 2002 | 2002 - 2003 | 2001 - 2002 | 2002 - 2003 |
| Est. Annual Amounts | 18,416,847 | 18,416,848 | 18,416,847 | 18,416,848 | 23,825,000 | 23,825,000 |
| Estimated ADM | 104,656 | 102,261 | 104,656 | 102,261 | 104,656 | 102,261 |
| Per ADM Amount | 176 | 180 | 176 | 180 | 227 | 233 |

| | 99-00 ADM | Est 00 - 01 | Est 01 - 02 |
|---|---|---|---|
| 99-00 Regular year ADM | 106,926 | | |
| 99-00 Special Ed ADM | 491 | | |
| Est. Total | 107,417 | 104,656 | 102,261 |

## EXPLANATION OF
## SPECIAL EDUCATION PAYMENT PRINTOUT
February 22, 2001

The attached printouts for each year of the 2001-2003 biennium contain estimated payments for special education based on estimated average daily membership. Funds used are those from the House version of $49,898,695 less $400,000 for Gifted/Talented Programs and $12,665,000 for student contracts compared with the executive budget recommendation (Gov. Hoeven) of $49,898,695 less $400,000 for Gifted/Talented Programs and $12,665,000 for student contracts compared with the DPI request of $60,050,000 less $400,000 for Gifted/Talented Programs (LOS) and $12,000,000 for students contracts.

A description of the columns on the reports is as follows:

| | |
|---|---|
| CODIST | County and system number for the school district or special ed. unit |
| NAME | Name of the school district |
| PERCENT | The percent of the payment that goes to the school district and unit |
| ADM_TOT | Estimated average daily membership (ADM) for grades PK-12 |
| ADM_PMTH | These are the estimated payments based on the House version. The estimated payment for 2001-2002 is based on $176 per full-time equivalent ADM and the payment for 2002-2003 is based on $180. |
| ADM_PMTE | These are the estimated payments based on the executive budget (Gov. Hoeven). The estimated payment for 2001-2002 is based on $176 per full-time equivalent ADM and the payment for 2002-2003 is based on $180. |
| ADM_PMTD | These are the estimated payments based on the DPI request. The estimated payment for 2001-2002 is based on $227 per full-time equivalent ADM and the payment for 2002-2003 is based on $233. |

# Estimated

# Special Education

# Entitlement

# 2001-2002

2001-2002 ESTIMATED SE ENTITLEMENT
COMPARING HOUSE VERSION, EXECUTIVE BUDGET & DPI REQUEST
HOUSE VERSION: 176
EXECUTIVE BUDGET(HOEVEN): 176
DPI REQUEST: 227

UNIT_NAM=BISMARCK

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 1 | 8001 | BISMARCK 1 | 1.00 | 9,955.11 | 1,752,180.21 | 1,752,180.21 | 2,259,811.07 |
| 2 | 8711 | BISMARCK | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NAM | | | | 9,955.11 | 1,752,180.21 | 1,752,180.21 | 2,259,811.07 |

UNIT_NAM=BUFFALO VALLEY

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 3 | 2082 | WIMBLEDON COURTEN | 1.00 | 186.59 | 32,839.52 | 32,839.52 | 42,355.52 |
| 4 | 47001 | JAMESTOWN 1 | 1.00 | 2,583.39 | 454,675.88 | 454,675.88 | 586,428.55 |
| 5 | 47003 | MEDINA 3 | 1.00 | 169.09 | 29,759.88 | 29,759.80 | 38,383.38 |
| 6 | 47010 | PINGREE 10 | 1.00 | 132.23 | 23,272.83 | 23,272.83 | 30,016.66 |
| 7 | 47014 | MONTPELIER 14 | 1.00 | 124.16 | 21,851.29 | 21,851.29 | 28,183.20 |
| 8 | 47026 | SPIRITWOOD 26 | 1.00 | 13.35 | 2,349.23 | 2,349.23 | 3,029.98 |
| 9 | 47721 | BUFFALO VALLEY | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NAM | | | | 3,208.80 | 564,748.55 | 564,748.55 | 728,397.29 |

UNIT_NAM=BURLEIGH COUNTY

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 10 | 8002 | REGAN 2 | 0.00 | 14.13 | 0.00 | 0.00 | 0.00 |
| 11 | 8025 | NAUGHTON 25 | 0.00 | 2.92 | 0.00 | 0.00 | 0.00 |
| 12 | 8028 | WING 28 | 0.00 | 66.89 | 0.00 | 0.00 | 0.00 |
| 13 | 8029 | BALDWIN 29 | 0.00 | 13.64 | 0.00 | 0.00 | 0.00 |
| 14 | 8033 | MENOKEN 33 | 0.00 | 33.13 | 0.00 | 0.00 | 0.00 |
| 15 | 8034 | MCKENZIE 34 | 0.00 | 5.85 | 0.00 | 0.00 | 0.00 |
| 16 | 8035 | STERLING 35 | 0.00 | 29.33 | 0.00 | 0.00 | 0.00 |
| 17 | 8036 | DRISCOLL 36 | 0.00 | 22.78 | 0.00 | 0.00 | 0.00 |
| 18 | 8039 | APPLE CREEK 39 | 0.00 | 45.68 | 0.00 | 0.00 | 0.00 |
| 19 | 8045 | MANNING 45 | 0.00 | 11.64 | 0.00 | 0.00 | 0.00 |
| 20 | 38004 | LITTLE HEART 4 | 0.00 | 27.93 | 0.00 | 0.00 | 0.00 |
| 21 | 8702 | BURLEIGH COUNTY | 1.00 | 0.00 | 48,208.99 | 48,208.99 | 62,178.64 |
| UNIT_NAM | | | | 273.91 | 48,208.99 | 48,208.99 | 62,178.64 |

UNIT_NAM=DICKEY-LAMOURE

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 22 | 2052 | LITCHVILLE 52 | 0.00 | 87.53 | 0.00 | 0.00 | 0.00 |
| 23 | 11040 | ELLENDALE 40 | 0.00 | 376.41 | 0.00 | 0.00 | 0.00 |
| 24 | 23003 | EDGELEY 3 | 0.00 | 258.93 | 0.00 | 0.00 | 0.00 |
| 25 | 23007 | KULM 7 | 0.00 | 154.89 | 0.00 | 0.00 | 0.00 |
| 26 | 23008 | LAMOURE 8 | 0.00 | 380.19 | 0.00 | 0.00 | 0.00 |
| 27 | 23009 | MARION 9 | 0.00 | 110.36 | 0.00 | 0.00 | 0.00 |
| 28 | 23011 | VERONA 11 | 0.00 | 73.93 | 0.00 | 0.00 | 0.00 |
| 29 | 23724 | DICKEY-LAMOURE | 1.00 | 0.00 | 253,835.39 | 253,835.39 | 327,389.97 |
| UNIT_NAM | | | | 1,442.25 | 253,835.39 | 253,835.39 | 327,389.97 |

UNIT_NAM=DICKINSON

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 30 | 45001 | DICKINSON 1 | 1.00 | 2,798.83 | 492,594.54 | 492,594.54 | 635,335.81 |
| 31 | 45735 | DICKINSON | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NAM | | | | 2,798.83 | 492,594.54 | 492,594.54 | 635,335.81 |

2001-2002 ESTIMATED SE ENTITLEMENT
COMPARING HOUSE VERSION, EXECUTIVE BUDGET & DPI REQUEST
HOUSE VERSION: 176
EXECUTIVE BUDGET(HOEVEN): 176
DPI REQUEST: 227

UNIT_NAM=DIVIDE COUNTY

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 32 | 12001 | DIVIDE COUNTY 1 | 1.00 | 337.18 | 59,342.98 | 59,342.98 | 76,538.95 |
| 33 | 12738 | DIVIDE COUNTY | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NAM | | | | 337.18 | 59,342.98 | 59,342.98 | 76,538.95 |

UNIT_NAM=EAST CENTRAL

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 34 | 3016 | OBERON 16 | 1.00 | 46.18 | 8,128.00 | 8,128.00 | 10,483.27 |
| 35 | 14001 | NEW ROCKFORD 1 | 1.00 | 370.55 | 65,216.06 | 65,216.06 | 84,113.89 |
| 36 | 14012 | SHEYENNE 12 | 1.00 | 162.38 | 28,578.32 | 28,578.32 | 36,859.54 |
| 37 | 16010 | CARRINGTON 10 | 1.00 | 691.84 | 121,763.96 | 121,763.96 | 157,047.84 |
| 38 | 47019 | KENSAL 19 | 1.00 | 82.89 | 14,589.25 | 14,589.25 | 18,816.81 |
| 39 | 14712 | EAST CENTRAL | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NAM | | | | 1,353.84 | 238,275.59 | 238,275.59 | 307,321.35 |

UNIT_NAM=EMMONS COUNTY

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 40 | 15006 | HAZELTON MOFFIT B | 1.00 | 169.63 | 29,854.11 | 29,854.11 | 38,505.02 |
| 41 | 15010 | BAKKER 10 | 1.00 | 20.66 | 3,637.02 | 3,637.02 | 4,690.93 |
| 42 | 15012 | UNION 12 | 1.00 | 15.10 | 2,657.89 | 2,657.89 | 3,428.07 |
| 43 | 15015 | STRASBURG 15 | 1.00 | 223.36 | 39,311.06 | 39,311.06 | 50,702.33 |
| 44 | 15036 | LINTON 36 | 1.00 | 346.29 | 60,946.28 | 60,946.28 | 78,606.86 |
| 45 | 15722 | EMMONS COUNTY | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NAM | | | | 775.04 | 136,406.36 | 136,406.36 | 175,933.21 |

UNIT_NAM=FARGO

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 46 | 9001 | FARGO 1 | 1.00 | 10,844.41 | 1,908,615.66 | 1,908,615.66 | 2,461,680.43 |
| 47 | 9730 | FARGO | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NAM | | | | 10,844.41 | 1,908,615.66 | 1,908,615.66 | 2,461,680.43 |

UNIT_NAM=FORT TOTTEN

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 48 | 3030 | FT TOTTEN 30 | 1.00 | 169.73 | 29,872.97 | 29,872.97 | 38,529.35 |
| 49 | 3736 | FORT TOTTEN | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NAM | | | | 169.73 | 29,872.97 | 29,872.97 | 38,529.35 |

UNIT_NAM=GRAND FORKS

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 50 | 18001 | GRAND FORKS 1 | 1.00 | 7,934.06 | 1,396,393.88 | 1,396,393.88 | 1,801,030.75 |
| 51 | 18061 | THOMPSON 61 | 1.00 | 496.39 | 87,364.00 | 87,364.00 | 112,679.70 |
| 52 | 18733 | GRAND FORKS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NAM | | | | 8,430.44 | 1,483,757.88 | 1,483,757.88 | 1,913,710.45 |

2001-2002 ESTIMATED SE ENTITLEMENT
COMPARING HOUSE VERSION, EXECUTIVE BUDGET & DPI REQUEST
HOUSE VERSION: 176
EXECUTIVE BUDGET(HOEVEN): 176
DPI REQUEST: 227

UNIT_NAM=GRIGGS-STEELE-TRAILL

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 53 | 18129 | NORTHWOOD 129 | 0.00 | 336.80 | 0.00 | 0.00 | 0.00 |
| 54 | 28007 | MIDKOTA 7 | 0.00 | 214.61 | 0.00 | 0.00 | 0.00 |
| 55 | 28018 | GRIGGS COUNTY CEN | 0.00 | 355.41 | 0.00 | 0.00 | 0.00 |
| 56 | 46019 | FINLEY SHARON 19 | 0.00 | 174.54 | 0.00 | 0.00 | 0.00 |
| 57 | 49003 | CENTRAL VALLEY 3 | 0.00 | 298.14 | 0.00 | 0.00 | 0.00 |
| 58 | 49007 | HATTON 7 | 0.00 | 265.64 | 0.00 | 0.00 | 0.00 |
| 59 | 49009 | HILLSBORO 9 | 0.00 | 472.23 | 0.00 | 0.00 | 0.00 |
| 60 | 49014 | MAY-PORT CG 14 | 0.00 | 647.25 | 0.00 | 0.00 | 0.00 |
| 61 | 49725 | GRIGGS-STEELE-TRA | 1.00 | 0.00 | 486,570.56 | 486,570.56 | 627,565.44 |
| UNIT_NAM | | | | 2,764.61 | 486,570.56 | 486,570.56 | 627,565.44 |

UNIT_NAM=LAKE REGION

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 62 | 3005 | MINNEWAUKAN 5 | 0.00 | 122.84 | 0.00 | 0.00 | 0.00 |
| 63 | 3006 | LEEDS 6 | 0.00 | 205.81 | 0.00 | 0.00 | 0.00 |
| 64 | 3029 | WARWICK 29 | 0.00 | 214.83 | 0.00 | 0.00 | 0.00 |
| 65 | 10001 | OSNABROCK 1 | 0.00 | 24.10 | 0.00 | 0.00 | 0.00 |
| 66 | 10014 | BORDER CENTRAL 14 | 0.00 | 30.20 | 0.00 | 0.00 | 0.00 |
| 67 | 10019 | MUNICH 19 | 0.00 | 150.04 | 0.00 | 0.00 | 0.00 |
| 68 | 10023 | LANGDON 23 | 0.00 | 563.52 | 0.00 | 0.00 | 0.00 |
| 69 | 10038 | MILTON 38 | 0.00 | 30.38 | 0.00 | 0.00 | 0.00 |
| 70 | 32001 | DAKOTA PRAIRIE 1 | 0.00 | 393.33 | 0.00 | 0.00 | 0.00 |
| 71 | 32066 | LAKOTA 66 | 0.00 | 276.22 | 0.00 | 0.00 | 0.00 |
| 72 | 36001 | DEVILS LAKE 1 | 0.00 | 1,913.25 | 0.00 | 0.00 | 0.00 |
| 73 | 36002 | EDMORE 2 | 0.00 | 125.62 | 0.00 | 0.00 | 0.00 |
| 74 | 36044 | STARKWEATHER 44 | 0.00 | 126.17 | 0.00 | 0.00 | 0.00 |
| 75 | 48002 | MTSBEE-EGELAND 2 | 0.00 | 114.62 | 0.00 | 0.00 | 0.00 |
| 76 | 48008 | SOUTHERN 8 | 0.00 | 282.28 | 0.00 | 0.00 | 0.00 |
| 77 | 48028 | N CENTRAL 28 | 0.00 | 87.04 | 0.00 | 0.00 | 0.00 |
| 78 | 36716 | LAKE REGION | 1.00 | 0.00 | 820,295.28 | 820,295.28 | 1,057,994.48 |
| UNIT_NAM | | | | 4,660.77 | 820,295.28 | 820,295.28 | 1,057,994.48 |

UNIT_NAM=LONE TREE

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 79 | 3009 | MADDOCK 9 | 0.76 | 224.94 | 30,087.53 | 30,087.53 | 38,886.07 |
| 80 | 25014 | ANAMOOSE 14 | 0.76 | 96.07 | 12,849.79 | 12,849.79 | 16,573.30 |
| 81 | 25057 | DRAKE 57 | 0.76 | 152.05 | 20,338.11 | 20,338.11 | 26,231.54 |
| 82 | 28072 | TURTLE LAKE MERCE | 0.76 | 196.79 | 26,322.51 | 26,322.51 | 33,950.06 |
| 83 | 35005 | RUGBY 5 | 0.76 | 690.41 | 92,349.04 | 92,349.04 | 119,189.27 |
| 84 | 42016 | GOODRICH 16 | 0.76 | 60.41 | 8,079.99 | 8,079.99 | 10,421.35 |
| 85 | 42019 | MCCLUSKY 19 | 0.76 | 132.97 | 17,786.40 | 17,786.40 | 22,940.41 |
| 86 | 52023 | BOWDON 23 | 0.76 | 86.69 | 11,596.08 | 11,596.08 | 14,956.31 |
| 87 | 52035 | PLEASANT VALLEY 3 | 0.76 | 25.96 | 3,471.79 | 3,471.79 | 4,477.82 |
| 88 | 52038 | HARVEY 38 | 0.76 | 552.16 | 73,856.29 | 73,856.29 | 95,257.83 |
| 89 | 52039 | SYKES 39 | 0.76 | 80.20 | 10,728.14 | 10,728.14 | 13,836.86 |
| 90 | 52048 | FESSENDEN 48 | 0.76 | 187.12 | 25,029.71 | 25,029.71 | 32,282.64 |
| 91 | 52705 | LONE TREE | 0.24 | 0.00 | 104,998.54 | 104,998.54 | 135,424.25 |
| UNIT_NAM | | | | 2,485.76 | 437,493.92 | 437,493.92 | 564,267.71 |

UNIT_NAM=MORTON-SIOUX

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 92 | 30001 | MANDAN 1 | 1.00 | 3,371.24 | 593,338.88 | 593,338.88 | 765,272.30 |
| 93 | 30007 | NEW SALEM 7 | 1.00 | 372.54 | 65,567.58 | 65,567.58 | 84,567.28 |
| 94 | 30008 | SIMS 8 | 1.00 | 31.54 | 5,550.70 | 5,550.70 | 7,159.15 |
| 95 | 30013 | HEBRON 13 | 1.00 | 187.90 | 33,071.02 | 33,071.02 | 42,654.09 |

2001-2002 ESTIMATED SE ENTITLEMENT
COMPARING HOUSE VERSION, EXECUTIVE BUDGET & DPI REQUEST
HOUSE VERSION: 176
EXECUTIVE BUDGET(HOEVEN): 176
DPI REQUEST: 227

UNIT_NAM=MORTON-SIOUX (continued)

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 96 | 30017 | SWEET BRIAR 1 | 1.00 | 11.05 | 1,944.55 | 1,944.55 | 2,508.02 |
| 97 | 30048 | GLEN ULLIN 48 | 1.00 | 235.34 | 41,428.22 | 41,428.22 | 53,422.67 |
| 98 | 43003 | SOLEN 3 | 1.00 | 199.30 | 35,077.29 | 35,077.29 | 45,241.74 |
| 99 | 43004 | FT YATES 4 | 1.00 | 194.29 | 34,195.90 | 34,195.90 | 44,104.94 |
| 100 | 43008 | SELFRIDGE 8 | 1.00 | 109.61 | 19,291.14 | 19,291.14 | 24,881.19 |
| 101 | 30725 | MORTON-SIOUX | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NAM | | | | 4,712.83 | 829,457.28 | 829,457.28 | 1,069,811.38 |

UNIT_NAM=NORTHERN PLAINS

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 102 | 7014 | BOWBELLS 14 | 1.00 | 116.11 | 20,434.89 | 20,434.89 | 26,356.36 |
| 103 | 7027 | POWERS LAKE 27 | 1.00 | 118.28 | 20,817.28 | 20,817.28 | 26,849.56 |
| 104 | 7036 | BURKE CENTRAL 36 | 1.00 | 119.45 | 21,023.06 | 21,023.06 | 27,124.96 |
| 105 | 31002 | STANLEY 2 | 1.00 | 403.67 | 71,046.27 | 71,046.27 | 91,633.54 |
| 106 | 31706 | NORTHERN PLAINS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NAM | | | | 757.51 | 133,321.50 | 133,321.50 | 171,954.42 |

UNIT_NAM=OLIVER-MERCER

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 107 | 13008 | DODGE 8 | 0.00 | 60.99 | 0.00 | 0.00 | 0.00 |
| 108 | 29003 | HAZEN 3 | 0.00 | 820.82 | 0.00 | 0.00 | 0.00 |
| 109 | 29020 | GOLDEN VALLEY 20 | 0.00 | 59.84 | 0.00 | 0.00 | 0.00 |
| 110 | 29022 | STANTON 22 | 0.00 | 93.01 | 0.00 | 0.00 | 0.00 |
| 111 | 29027 | BEULAH 27 | 0.00 | 981.01 | 0.00 | 0.00 | 0.00 |
| 112 | 33018 | CENTER 18 | 0.00 | 301.99 | 0.00 | 0.00 | 0.00 |
| 113 | 29715 | OLIVER-MERCER | 1.00 | 0.00 | 407,909.01 | 407,909.01 | 526,109.92 |
| UNIT_NAM | | | | 2,317.66 | 407,909.01 | 407,909.01 | 526,109.92 |

UNIT_NAM=PEACE GARDEN

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 114 | 5001 | BOTTINEAU 1 | 1.00 | 754.48 | 132,788.20 | 132,788.20 | 171,266.60 |
| 115 | 5013 | WILLOW CITY 13 | 1.00 | 91.79 | 16,154.83 | 16,154.83 | 20,836.06 |
| 116 | 5017 | WESTHOPE 17 | 1.00 | 159.87 | 28,137.63 | 28,137.63 | 36,291.15 |
| 117 | 5054 | MEWBURG UNITED 54 | 1.00 | 83.95 | 14,774.44 | 14,774.44 | 19,055.67 |
| 118 | 25029 | UPHAM 29 | 1.00 | 59.57 | 10,484.09 | 10,484.09 | 13,522.10 |
| 119 | 35001 | WOLFORD 1 | 1.00 | 68.78 | 10,696.72 | 10,696.72 | 13,796.34 |
| 120 | 38002 | SHERWOOD 2 | 1.00 | 129.82 | 22,847.57 | 22,847.57 | 29,468.17 |
| 121 | 38009 | MOHALL 9 | 1.00 | 279.84 | 49,251.57 | 49,251.57 | 63,523.33 |
| 122 | 40001 | DUNSEITH 1 | 1.00 | 484.30 | 85,235.97 | 85,235.97 | 109,935.03 |
| 123 | 40003 | ST JOHN 3 | 1.00 | 259.58 | 45,686.56 | 45,686.56 | 58,925.28 |
| 124 | 40004 | MT PLEASANT 4 | 1.00 | 363.62 | 63,996.86 | 63,996.86 | 82,541.40 |
| 125 | 40029 | ROLETTE 29 | 1.00 | 202.40 | 35,622.59 | 35,622.59 | 45,945.05 |
| 126 | 5726 | PEACE GARDEN | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NAM | | | | 2,929.98 | 515,677.03 | 515,677.03 | 665,106.18 |

UNIT_NAM=PEMBINA

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 127 | 34001 | PEMBINA 1 | 0.00 | 162.28 | 0.00 | 0.00 | 0.00 |
| 128 | 34006 | CAVALIER 6 | 0.00 | 587.55 | 0.00 | 0.00 | 0.00 |
| 129 | 34012 | VALLEY 12 | 0.00 | 152.37 | 0.00 | 0.00 | 0.00 |

2001-2002 ESTIMATED SE ENTITLEMENT
COMPARING HOUSE VERSION, EXECUTIVE BUDGET & DPI REQUEST
HOUSE VERSION: 176
EXECUTIVE BUDGET(HOEVEN): 176
DPI REQUEST: 227

UNIT_NAM=PEMBINA (continued)

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 130 | 34019 | DRAYTON 19 | 0.00 | 211.97 | 0.00 | 0.00 | 0.00 |
| 131 | 34027 | VALHALLA 27 | 0.00 | 299.69 | 0.00 | 0.00 | 0.00 |
| 132 | 34043 | ST THOMAS 43 | 0.00 | 125.78 | 0.00 | 0.00 | 0.00 |
| 133 | 34055 | NECHE 55 | 0.00 | 116.03 | 0.00 | 0.00 | 0.00 |
| 134 | 34707 | PEMBINA | 1.00 | 0.00 | 291,399.10 | 291,399.10 | 375,838.61 |
| UNIT_NAM | | | | 1,655.68 | 291,399.10 | 291,399.10 | 375,838.61 |

UNIT_NAM=RURAL CASS

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 135 | 9002 | KINDRED 2 | 0.00 | 672.12 | 0.00 | 0.00 | 0.00 |
| 136 | 9007 | MAPLETON 7 | 0.00 | 92.87 | 0.00 | 0.00 | 0.00 |
| 137 | 9017 | CENTRAL CASS 17 | 0.00 | 771.25 | 0.00 | 0.00 | 0.00 |
| 138 | 9097 | NORTHERN CASS 97 | 0.00 | 434.66 | 0.00 | 0.00 | 0.00 |
| 139 | 9717 | RURAL CASS | 1.00 | 0.00 | 346,878.70 | 346,878.70 | 447,394.69 |
| UNIT_NAM | | | | 1,970.90 | 346,878.70 | 346,878.70 | 447,394.69 |

UNIT_NAM=S CENTRAL PRAIRIE

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 140 | 22011 | PETTIBONE 11 | 0.00 | 28.35 | 0.00 | 0.00 | 0.00 |
| 141 | 22014 | ROBINSON 14 | 0.00 | 11.37 | 0.00 | 0.00 | 0.00 |
| 142 | 22020 | TUTTLE 20 | 0.00 | 79.59 | 0.00 | 0.00 | 0.00 |
| 143 | 22026 | STEELE 26 | 0.00 | 230.84 | 0.00 | 0.00 | 0.00 |
| 144 | 22028 | TAPPEN 28 | 0.00 | 117.36 | 0.00 | 0.00 | 0.00 |
| 145 | 24302 | NAPOLEON 2 | 0.00 | 250.60 | 0.00 | 0.00 | 0.00 |
| 146 | 24856 | GACKLE STREETER 5 | 0.00 | 181.19 | 0.00 | 0.00 | 0.00 |
| 147 | 26004 | ZEELAND 4 | 0.00 | 55.36 | 0.00 | 0.00 | 0.00 |
| 148 | 26009 | ASHLEY 9 | 0.00 | 205.12 | 0.00 | 0.00 | 0.00 |
| 149 | 26019 | WISHEK 19 | 0.00 | 257.86 | 0.00 | 0.00 | 0.00 |
| 150 | 24718 | S CENTRAL PRAIRIE | 1.00 | 0.00 | 249,505.60 | 249,505.60 | 321,805.52 |
| UNIT_NAM | | | | 1,417.65 | 249,505.60 | 249,505.60 | 321,805.52 |

UNIT_NAM=SHEYENNE VALLEY

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 151 | 2002 | VALLEY CITY 2 | 1.00 | 1,212.68 | 213,432.03 | 213,432.03 | 275,278.81 |
| 152 | 2013 | ORISKA 13 | 1.00 | 55.51 | 9,769.03 | 9,769.03 | 12,599.83 |
| 153 | 2065 | N CENTRAL 65 | 1.00 | 198.06 | 33,449.98 | 33,449.98 | 43,142.87 |
| 154 | 9004 | MAPLE VALLEY 4 | 1.00 | 262.06 | 46,122.11 | 46,122.11 | 59,487.05 |
| 155 | 9080 | PAGE 80 | 1.00 | 141.22 | 24,853.85 | 24,853.85 | 32,055.81 |
| 156 | 11041 | OAKES 41 | 1.00 | 520.94 | 91,685.22 | 91,685.22 | 118,253.09 |
| 157 | 46010 | HOPE 10 | 1.00 | 152.49 | 26,837.83 | 26,837.83 | 34,614.71 |
| 158 | 2727 | SHEYENNE VALLEY | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NAM | | | | 2,534.94 | 446,150.05 | 446,150.05 | 575,432.17 |

UNIT_NAM=SOURIS VALLEY

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 159 | 5035 | LANSFORD 35 | 1.00 | 42.06 | 7,402.65 | 7,402.65 | 9,547.74 |
| 160 | 25001 | VELVA 1 | 1.00 | 443.80 | 78,109.40 | 78,109.40 | 100,743.37 |
| 161 | 25004 | NEWPORT 4 | 1.00 | 196.96 | 34,665.75 | 34,665.75 | 44,710.94 |
| 162 | 25025 | GRANVILLE 25 | 1.00 | 139.33 | 24,522.90 | 24,522.90 | 31,628.96 |
| 163 | 28001 | MONTEFIORE 1 | 1.00 | 256.47 | 45,139.55 | 45,139.55 | 58,219.76 |

2001-2002 ESTIMATED SE ENTITLEMEN
COMPARING HOUSE VERSION, EXECUTIVE BUDGET & [redacted]QUEST
HOUSE VERSION: 176
EXECUTIVE BUDGET(HOEVEN): 176
DPI REQUEST: 227

UNIT_NAM=SOURIS VALLEY (continued)

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 164 | 28004 | WASHBURN 4 | 1.00 | 423.57 | 74,547.82 | 74,547.82 | 96,149.75 |
| 165 | 28008 | UNDERWOOD 8 | 1.00 | 285.76 | 50,294.15 | 50,294.15 | 64,868.82 |
| 166 | 28050 | MAX 50 | 1.00 | 159.41 | 28,057.03 | 28,057.03 | 36,187.28 |
| 167 | 28051 | GARRISON 51 | 1.00 | 384.12 | 67,604.73 | 67,604.73 | 87,194.73 |
| 168 | 28062 | BUTTE 62 | 1.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 169 | 28085 | WHITE SHIELD 85 | 1.00 | 124.97 | 21,995.33 | 21,995.33 | 28,368.98 |
| 170 | 31001 | NEW TOWN 1 | 1.00 | 716.48 | 126,100.61 | 126,100.61 | 162,641.13 |
| 171 | 31003 | MARSHALL 3 | 1.00 | 279.86 | 49,255.00 | 49,255.00 | 63,527.75 |
| 172 | 31137 | PLAZA 137 | 1.00 | 58.98 | 10,381.21 | 10,381.21 | 13,389.40 |
| 173 | 38026 | GLENBURN 26 | 1.00 | 303.09 | 53,343.00 | 53,343.00 | 68,800.35 |
| 174 | 51001 | MINOT 1 | 1.00 | 6,957.46 | 1,224,512.40 | 1,224,512.40 | 1,579,342.70 |
| 175 | 51004 | NEDROSE 4 | 1.00 | 235.27 | 41,408.22 | 41,408.22 | 53,407.19 |
| 176 | 51007 | UNITED 7 | 1.00 | 652.27 | 114,800.29 | 114,800.29 | 148,066.28 |
| 177 | 51010 | BELL 10 | 1.00 | 125.05 | 22,009.05 | 22,009.05 | 28,386.67 |
| 178 | 51016 | SAWYER 16 | 1.00 | 152.26 | 26,798.39 | 26,798.39 | 34,563.84 |
| 179 | 51019 | EUREKA 19 | 1.00 | 11.56 | 2,033.71 | 2,033.71 | 2,623.03 |
| 180 | 51028 | KENMARE 28 | 1.00 | 358.97 | 63,178.91 | 63,178.91 | 81,486.44 |
| 181 | 51041 | SURREY 41 | 1.00 | 448.24 | 78,889.62 | 78,889.62 | 101,749.68 |
| 182 | 51054 | BERTHOLD 54 | 1.00 | 203.01 | 35,730.62 | 35,730.62 | 46,084.38 |
| 183 | 51070 | S PRAIRIE 70 | 1.00 | 119.52 | 21,035.06 | 21,035.06 | 27,130.45 |
| 184 | 51158 | N SHORE 158 | 1.00 | 100.60 | 17,704.98 | 17,704.98 | 22,835.40 |
| 185 | 51708 | SOURIS VALLEY | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NAM | | | | 13,179.09 | 2,319,520.38 | 2,319,520.38 | 2,991,654.14 |

UNIT_NAM=SOUTH VALLEY

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 186 | 37002 | SHELDON 2 | 0.00 | 53.84 | 0.00 | 0.00 | 0.00 |
| 187 | 37006 | FT RANSOM 6 | 0.00 | 27.03 | 0.00 | 0.00 | 0.00 |
| 188 | 37010 | SALUND 10 | 0.00 | 6.49 | 0.00 | 0.00 | 0.00 |
| 189 | 37019 | LISBON 19 | 0.00 | 655.66 | 0.00 | 0.00 | 0.00 |
| 190 | 37022 | ENDERLIN 22 | 0.00 | 344.02 | 0.00 | 0.00 | 0.00 |
| 191 | 39005 | MANTADOR 5 | 0.00 | 22.41 | 0.00 | 0.00 | 0.00 |
| 192 | 39008 | HANKINSON 8 | 0.00 | 325.01 | 0.00 | 0.00 | 0.00 |
| 193 | 39018 | FAIRMOUNT 18 | 0.00 | 139.73 | 0.00 | 0.00 | 0.00 |
| 194 | 39028 | LIDGERWOOD 28 | 0.00 | 250.31 | 0.00 | 0.00 | 0.00 |
| 195 | 39042 | WYNDMERE 42 | 0.00 | 311.59 | 0.00 | 0.00 | 0.00 |
| 196 | 39044 | RICHLAND 44 | 0.00 | 305.41 | 0.00 | 0.00 | 0.00 |
| 197 | 41002 | MILNOR 2 | 0.00 | 297.32 | 0.00 | 0.00 | 0.00 |
| 198 | 41003 | N SARGENT 3 | 0.00 | 184.24 | 0.00 | 0.00 | 0.00 |
| 199 | 41006 | SARGENT CENTRAL 6 | 0.00 | 328.24 | 0.00 | 0.00 | 0.00 |
| 200 | 39728 | SOUTH VALLEY | 1.00 | 0.00 | 570,818.83 | 570,818.83 | 736,226.56 |
| UNIT_NAM | | | | 3,243.29 | 570,818.83 | 570,818.83 | 736,226.56 |

UNIT_NAM=SOUTHWEST

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 201 | 19018 | ROOSEVELT 18 | 0.00 | 148.23 | 0.00 | 0.00 | 0.00 |
| 202 | 19049 | ELGIN-NEW LEIPZIG | 0.00 | 254.60 | 0.00 | 0.00 | 0.00 |
| 203 | 21006 | MOTT 6 | 0.00 | 238.01 | 0.00 | 0.00 | 0.00 |
| 204 | 30039 | FLASHER 39 | 0.00 | 248.31 | 0.00 | 0.00 | 0.00 |
| 205 | 21709 | SOUTHWEST | 1.00 | 0.00 | 155,083.62 | 155,083.62 | 200,022.62 |
| UNIT_NAM | | | | 881.16 | 155,083.62 | 155,083.62 | 200,022.62 |

2001-2002 ESTIMATED SE ENTITLEMENT
COMPARING HOUSE VERSION, EXECUTIVE BUDGET & DPI REQUEST
HOUSE VERSION: 176
EXECUTIVE BUDGET(HOEVEN): 176
DPI REQUEST: 227

UNIT_NAM=TURTLE MOUNTAIN

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 206 | 48007 | BELCOURT 7 | 1.00 | 1,704.51 | 299,993.52 | 299,993.52 | 386,923.46 |
| 207 | 48719 | TURTLE MOUNTAIN | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NAM | | | | 1,704.51 | 299,993.52 | 299,993.52 | 386,923.46 |

UNIT_NAM=UPPER VALLEY

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 208 | 18044 | LARIMORE 44 | 0.00 | 569.61 | 0.00 | 0.00 | 0.00 |
| 209 | 18125 | MANVEL 125 | 0.00 | 198.36 | 0.00 | 0.00 | 0.00 |
| 210 | 18127 | EMERADO 127 | 0.00 | 136.84 | 0.00 | 0.00 | 0.00 |
| 211 | 18128 | MIDWAY 128 | 0.00 | 299.40 | 0.00 | 0.00 | 0.00 |
| 212 | 50003 | GRAFTON 3 | 0.00 | 973.33 | 0.00 | 0.00 | 0.00 |
| 213 | 50020 | MINTO 20 | 0.00 | 251.49 | 0.00 | 0.00 | 0.00 |
| 214 | 50039 | LANGDON 39 | 0.00 | 70.72 | 0.00 | 0.00 | 0.00 |
| 215 | 50051 | NASH 51 | 0.00 | 24.75 | 0.00 | 0.00 | 0.00 |
| 216 | 50078 | PARK RIVER 78 | 0.00 | 435.48 | 0.00 | 0.00 | 0.00 |
| 217 | 50079 | FORDVILLE 79 | 0.00 | 80.64 | 0.00 | 0.00 | 0.00 |
| 218 | 50106 | EDINBURG 106 | 0.00 | 152.85 | 0.00 | 0.00 | 0.00 |
| 219 | 50128 | ADAMS 128 | 0.00 | 109.10 | 0.00 | 0.00 | 0.00 |
| 220 | 50729 | UPPER VALLEY | 1.00 | 0.00 | 581,253.19 | 581,253.19 | 749,684.52 |
| UNIT_NAM | | | | 3,302.57 | 581,253.19 | 581,253.19 | 749,684.52 |

UNIT_NAM=WAHPETON

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 221 | 39037 | WAHPETON 37 | 1.00 | 1,496.21 | 263,333.49 | 263,333.49 | 339,640.36 |
| 222 | 39737 | WAHPETON | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NAM | | | | 1,496.21 | 263,333.49 | 263,333.49 | 339,640.36 |

UNIT_NAM=WEST FARGO

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 223 | 9006 | WEST FARGO 6 | 1.00 | 4,619.87 | 813,896.69 | 813,896.69 | 1,048,789.93 |
| 224 | 9734 | WEST FARGO | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NAM | | | | 4,619.87 | 813,896.69 | 813,896.69 | 1,048,789.93 |

UNIT_NAM=WEST RIVER

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 225 | 1013 | HETTINGER 13 | 1.00 | 430.87 | 75,833.90 | 75,833.90 | 97,808.58 |
| 226 | 4001 | BILLINGS CO 1 | 1.00 | 85.81 | 15,101.96 | 15,101.96 | 19,478.10 |
| 227 | 6001 | BOWMAN 1 | 1.00 | 435.35 | 76,620.98 | 76,620.98 | 98,825.65 |
| 228 | 6017 | RHAME 17 | 1.00 | 107.97 | 19,003.06 | 19,003.06 | 24,509.63 |
| 229 | 6033 | SCRANTON 33 | 1.00 | 172.77 | 30,407.98 | 30,407.98 | 39,219.38 |
| 230 | 13016 | KILLDEER 16 | 1.00 | 357.65 | 62,945.70 | 62,945.70 | 81,185.65 |
| 231 | 13019 | HALLIDAY 19 | 1.00 | 95.13 | 16,742.99 | 16,742.99 | 21,594.66 |
| 232 | 13037 | TWIN BUTTES 37 | 1.00 | 54.58 | 9,592.41 | 9,592.41 | 12,372.03 |
| 233 | 17003 | BEACH 3 | 1.00 | 337.84 | 59,459.58 | 59,459.58 | 76,689.35 |
| 234 | 17006 | LONE TREE 6 | 1.00 | 50.33 | 8,858.49 | 8,858.49 | 11,426.44 |
| 235 | 21009 | NEW ENGLAND 9 | 1.00 | 230.36 | 40,543.97 | 40,543.97 | 52,292.51 |
| 236 | 21014 | REGENT 14 | 1.00 | 103.00 | 18,128.53 | 18,128.53 | 23,381.68 |
| 237 | 44012 | MARMARTH 12 | 1.00 | 17.60 | 3,096.87 | 3,096.87 | 3,994.26 |
| 238 | 44014 | SHEETS 14 | 1.00 | 4.87 | 857.38 | 857.38 | 1,105.83 |
| 239 | 44032 | CENTRAL ELEMENTAR | 1.00 | 5.36 | 943.12 | 943.12 | 1,216.41 |
| 240 | 45003 | TAYLOR 3 | 1.00 | 133.28 | 23,442.59 | 23,442.59 | 30,235.62 |

2001-2002 ESTIMATED SE ENTITLEMEN
COMPARING HOUSE VERSION, EXECUTIVE BUDGET & [redacted]EQUEST
HOUSE VERSION: 176
EXECUTIVE BUDGET(HOEVEN): 176
DPI REQUEST: 227

UNIT_NAM=WEST RIVER (continued)

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 241 | 45004 | RICHARDTON 4 | 1.00 | 187.77 | 33,047.81 | 33,047.81 | 42,623.13 |
| 242 | 45009 | SOUTH HEART 9 | 1.00 | 266.34 | 46,876.61 | 46,876.61 | 60,460.18 |
| 243 | 45013 | BELFIELD 13 | 1.00 | 297.84 | 52,420.46 | 52,420.46 | 67,610.43 |
| 244 | 45701 | WEST RIVER | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NAM | | | | 3,374.57 | 593,923.59 | 593,923.59 | 766,626.49 |

UNIT_NAM=WILMAC

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 245 | 27001 | MCKENZIE CO 1 | 0.00 | 635.29 | 0.00 | 0.00 | 0.00 |
| 246 | 27002 | ALEXANDER 2 | 0.00 | 105.20 | 0.00 | 0.00 | 0.00 |
| 247 | 27014 | YELLOWSTONE 14 | 0.00 | 99.75 | 0.00 | 0.00 | 0.00 |
| 248 | 27018 | EARL 18 | 0.00 | 4.87 | 0.00 | 0.00 | 0.00 |
| 249 | 27019 | BOWLINE BUTTE 19 | 0.00 | 1.36 | 0.00 | 0.00 | 0.00 |
| 250 | 27032 | HORSE CREEK 32 | 0.00 | 14.61 | 0.00 | 0.00 | 0.00 |
| 251 | 27036 | MANDAREE 36 | 0.00 | 215.47 | 0.00 | 0.00 | 0.00 |
| 252 | 53001 | WILLISTON 1 | 0.00 | 2,386.46 | 0.00 | 0.00 | 0.00 |
| 253 | 53002 | NESSON 2 | 0.00 | 191.09 | 0.00 | 0.00 | 0.00 |
| 254 | 53006 | EIGHT MILE 6 | 0.00 | 208.00 | 0.00 | 0.00 | 0.00 |
| 255 | 53008 | NEW 8 | 0.00 | 230.45 | 0.00 | 0.00 | 0.00 |
| 256 | 53015 | TIOGA 15 | 0.00 | 330.83 | 0.00 | 0.00 | 0.00 |
| 257 | 53091 | WILDROSE 91 | 0.00 | 62.20 | 0.00 | 0.00 | 0.00 |
| 258 | 53099 | GRENORA 99 | 0.00 | 99.25 | 0.00 | 0.00 | 0.00 |
| 259 | 53720 | WILMAC | 1.00 | 0.00 | 805,383.66 | 805,383.66 | 1,038,761.88 |
| UNIT_NAM | | | | 4,576.04 | 805,383.66 | 805,383.66 | 1,038,761.88 |
| | | | | 104,175.14 | 18,334,824.12 | 18,334,824.12 | 23,647,756.20 |

# Estimated

# Special Education

# Entitlement

# 2002-2003

2002-2003 ESTIMATED SE ENTITL[illegible]
COMPARING HOUSE VERSION, EXECUTIVE BUDGE[illegible]I REQUEST
HOUSE VERSION: 1
EXECUTIVE BUDGET(HOEVEN): 180
DPI REQUEST: 233

UNIT_NAM=BISMARCK

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 1 | 8001 | BISMARCK 1 | 1.00 | 9,733.12 | 1,751,960.84 | 1,751,960.84 | 2,267,815.98 |
| 2 | 8711 | BISMARCK | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NAM | | | | 9,733.12 | 1,751,960.84 | 1,751,960.84 | 2,267,815.98 |

UNIT_NAM=BUFFALO VALLEY

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 3 | 2002 | WIMBLEDON COURTEN | 1.00 | 182.43 | 32,836.91 | 32,836.91 | 42,505.56 |
| 4 | 47001 | JAMESTOWN 1 | 1.00 | 2,525.78 | 454,639.71 | 454,639.71 | 588,505.85 |
| 5 | 47003 | MEDINA 3 | 1.00 | 165.32 | 29,757.43 | 29,757.43 | 38,519.34 |
| 6 | 47010 | PINGREE 10 | 1.00 | 129.28 | 23,270.98 | 23,270.98 | 30,122.99 |
| 7 | 47014 | MONTPELIER 14 | 1.00 | 121.39 | 21,849.55 | 21,849.55 | 28,283.83 |
| 8 | 47026 | SPIRITWOOD 26 | 1.00 | 13.05 | 2,349.05 | 2,349.05 | 3,040.71 |
| 9 | 47721 | BUFFALO VALLEY | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NAM | | | | 3,137.24 | 564,703.63 | 564,703.63 | 730,977.48 |

UNIT_NAM=BURLEIGH COUNTY

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 10 | 8002 | REGAN 2 | 0.00 | 13.81 | 0.00 | 0.00 | 0.00 |
| 11 | 8025 | NAUGHTON 25 | 0.00 | 2.86 | 0.00 | 0.00 | 0.00 |
| 12 | 8028 | WING 28 | 0.00 | 65.39 | 0.00 | 0.00 | 0.00 |
| 13 | 8029 | BALDWIN 29 | 0.00 | 13.34 | 0.00 | 0.00 | 0.00 |
| 14 | 8033 | MENOKEN 33 | 0.00 | 32.39 | 0.00 | 0.00 | 0.00 |
| 15 | 8034 | MCKENZIE 34 | 0.00 | 5.72 | 0.00 | 0.00 | 0.00 |
| 16 | 8035 | STERLING 35 | 0.00 | 28.67 | 0.00 | 0.00 | 0.00 |
| 17 | 8036 | DRISCOLL 36 | 0.00 | 22.27 | 0.00 | 0.00 | 0.00 |
| 18 | 8039 | APPLE CREEK 39 | 0.00 | 44.67 | 0.00 | 0.00 | 0.00 |
| 19 | 8045 | MANNING 45 | 0.00 | 11.36 | 0.00 | 0.00 | 0.00 |
| 20 | 38004 | LITTLE HEART 4 | 0.00 | 27.31 | 0.00 | 0.00 | 0.00 |
| 21 | 8702 | BURLEIGH COUNTY | 1.00 | 0.00 | 48,205.15 | 48,205.15 | 62,398.89 |
| UNIT_NAM | | | | 267.81 | 48,205.15 | 48,205.15 | 62,398.89 |

UNIT_NAM=DICKEY-LAMOURE

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 22 | 2052 | LITCHVILLE 52 | 0.00 | 85.58 | 0.00 | 0.00 | 0.00 |
| 23 | 11040 | ELLENDALE 40 | 0.00 | 368.82 | 0.00 | 0.00 | 0.00 |
| 24 | 23003 | EDGELEY 3 | 0.00 | 253.16 | 0.00 | 0.00 | 0.00 |
| 25 | 23007 | KULM 7 | 0.00 | 151.44 | 0.00 | 0.00 | 0.00 |
| 26 | 23008 | LAMOURE 8 | 0.00 | 371.71 | 0.00 | 0.00 | 0.00 |
| 27 | 23009 | MARION 9 | 0.00 | 107.90 | 0.00 | 0.00 | 0.00 |
| 28 | 23011 | VERONA 11 | 0.00 | 72.26 | 0.00 | 0.00 | 0.00 |
| 29 | 23724 | DICKEY-LAMOURE | 1.00 | 0.00 | 253,815.20 | 253,815.20 | 328,549.68 |
| UNIT_NAM | | | | 1,410.88 | 253,815.20 | 253,815.20 | 328,549.68 |

UNIT_NAM=DICKINSON

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 30 | 45001 | DICKINSON 1 | 1.00 | 2,736.42 | 492,555.36 | 492,555.36 | 637,585.55 |
| 31 | 45735 | DICKINSON | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NAM | | | | 2,736.42 | 492,555.36 | 492,555.36 | 637,585.55 |

2002-2003 ESTIMATED SE ENTITLEMENT
COMPARING HOUSE VERSION, EXECUTIVE BUDGET & DPI REQUEST
HOUSE VERSION: 180
EXECUTIVE BUDGET(HOEVEN): 180
DPI REQUEST: 233

UNIT_NAM=DIVIDE COUNTY

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 32 | 12001 | DIVIDE COUNTY 1 | 1.00 | 329.66 | 59,338.26 | 59,338.26 | 76,810.08 |
| 33 | 12738 | DIVIDE COUNTY | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NAM | | | | 329.66 | 59,338.26 | 59,338.26 | 76,810.08 |

UNIT_NAM=EAST CENTRAL

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 34 | 3016 | OBERON 16 | 1.00 | 45.15 | 8,127.35 | 8,127.35 | 10,520.41 |
| 35 | 14001 | NEW ROCKFORD 1 | 1.00 | 362.28 | 65,210.87 | 65,210.87 | 84,411.85 |
| 36 | 14012 | SHEYENNE 12 | 1.00 | 158.76 | 28,576.05 | 28,576.05 | 36,998.11 |
| 37 | 16010 | CARRINGTON 10 | 1.00 | 676.41 | 121,754.28 | 121,754.28 | 157,604.15 |
| 38 | 47019 | KENSAL 19 | 1.00 | 81.04 | 14,588.09 | 14,588.09 | 18,883.47 |
| 39 | 14712 | EAST CENTRAL | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NAM | | | | 1,323.65 | 238,256.64 | 238,256.64 | 308,409.99 |

UNIT_NAM=EMMONS COUNTY

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 40 | 15006 | HAZELTON MOFFIT B | 1.00 | 165.84 | 29,851.74 | 29,851.74 | 38,641.41 |
| 41 | 15010 | BAKKER 10 | 1.00 | 20.20 | 3,636.73 | 3,636.73 | 4,707.55 |
| 42 | 15012 | UNION 12 | 1.00 | 14.76 | 2,657.68 | 2,657.68 | 3,440.22 |
| 43 | 15015 | STRASBURG 15 | 1.00 | 218.38 | 39,307.93 | 39,307.93 | 50,881.93 |
| 44 | 15036 | LINTON 36 | 1.00 | 338.56 | 60,941.44 | 60,941.44 | 78,885.30 |
| 45 | 15722 | EMMONS COUNTY | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NAM | | | | 757.75 | 136,395.52 | 136,395.52 | 176,556.41 |

UNIT_NAM=FARGO

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 46 | 9001 | FARGO 1 | 1.00 | 10,602.58 | 1,908,463.84 | 1,908,463.84 | 2,470,400.42 |
| 47 | 9738 | FARGO | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NAM | | | | 10,602.58 | 1,908,463.84 | 1,908,463.84 | 2,470,400.42 |

UNIT_NAM=FORT TOTTEN

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 48 | 3038 | FT TOTTEN 30 | 1.00 | 165.95 | 29,870.60 | 29,870.60 | 38,665.83 |
| 49 | 3736 | FORT TOTTEN | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NAM | | | | 165.95 | 29,870.60 | 29,870.60 | 38,665.83 |

UNIT_NAM=GRAND FORKS

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 50 | 18001 | GRAND FORKS 1 | 1.00 | 7,757.13 | 1,396,282.81 | 1,396,282.81 | 1,807,410.52 |
| 51 | 18861 | THOMPSON 61 | 1.00 | 485.32 | 87,357.05 | 87,357.05 | 113,078.85 |
| 52 | 18733 | GRAND FORKS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NAM | | | | 8,242.44 | 1,483,639.86 | 1,483,639.86 | 1,920,489.37 |

2002-2003 ESTIMATED SE ENTITL[illegible]
COMPARING HOUSE VERSION, EXECUTIVE BUDGE[illegible]I REQUEST
HOUSE VERSION: 18[illegible]
EXECUTIVE BUDGET(HOEVEN): 180
DPI REQUEST: 233

UNIT_NAM=GRIGGS-STEELE-TRAILL

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 53 | 18129 | NORTHWOOD 129 | 0.00 | 329.29 | 0.00 | 0.00 | 0.00 |
| 54 | 28007 | HIDKOTA 7 | 0.00 | 209.82 | 0.00 | 0.00 | 0.00 |
| 55 | 28018 | GRIGGS COUNTY CEN | 0.00 | 347.48 | 0.00 | 0.00 | 0.00 |
| 56 | 46019 | FINLEY SHARON 19 | 0.00 | 170.64 | 0.00 | 0.00 | 0.00 |
| 57 | 49003 | CENTRAL VALLEY 3 | 0.00 | 291.49 | 0.00 | 0.00 | 0.00 |
| 58 | 49007 | HATTON 7 | 0.00 | 259.72 | 0.00 | 0.00 | 0.00 |
| 59 | 49009 | HILLSBORO 9 | 0.00 | 461.70 | 0.00 | 0.00 | 0.00 |
| 60 | 49014 | MAY-PORT CG 14 | 0.00 | 632.81 | 0.00 | 0.00 | 0.00 |
| 61 | 49725 | GRIGGS-STEELE-TRA | 1.00 | 0.00 | 486,531.86 | 486,531.86 | 629,788.46 |
| UNIT_NAM | | | | 2,702.95 | 486,531.86 | 486,531.86 | 629,788.46 |

UNIT_NAM=LAKE REGION

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 62 | 3005 | MINNEWAUKAN 5 | 0.00 | 120.10 | 0.00 | 0.00 | 0.00 |
| 63 | 3006 | LEEDS 6 | 0.00 | 201.22 | 0.00 | 0.00 | 0.00 |
| 64 | 3029 | WARWICK 29 | 0.00 | 218.04 | 0.00 | 0.00 | 0.00 |
| 65 | 10001 | OSNABROCK 1 | 0.00 | 23.57 | 0.00 | 0.00 | 0.00 |
| 66 | 10014 | BORDER CENTRAL 14 | 0.00 | 29.53 | 0.00 | 0.00 | 0.00 |
| 67 | 10019 | MUNICH 19 | 0.00 | 146.70 | 0.00 | 0.00 | 0.00 |
| 68 | 10023 | LANGDON 23 | 0.00 | 550.95 | 0.00 | 0.00 | 0.00 |
| 69 | 10038 | MILTON 38 | 0.00 | 38.19 | 0.00 | 0.00 | 0.00 |
| 70 | 32001 | DAKOTA PRAIRIE 1 | 0.00 | 384.56 | 0.00 | 0.00 | 0.00 |
| 71 | 32066 | LAKOTA 66 | 0.00 | 270.06 | 0.00 | 0.00 | 0.00 |
| 72 | 36001 | DEVILS LAKE 1 | 0.00 | 1,870.59 | 0.00 | 0.00 | 0.00 |
| 73 | 36002 | EDMORE 2 | 0.00 | 122.82 | 0.00 | 0.00 | 0.00 |
| 74 | 36044 | STARKWEATHER 44 | 0.00 | 123.36 | 0.00 | 0.00 | 0.00 |
| 75 | 48002 | BISBEE-EGELAND 2 | 0.00 | 112.06 | 0.00 | 0.00 | 0.00 |
| 76 | 48008 | SOUTHERN 8 | 0.00 | 275.99 | 0.00 | 0.00 | 0.00 |
| 77 | 48028 | N CENTRAL 28 | 0.00 | 85.10 | 0.00 | 0.00 | 0.00 |
| 78 | 36714 | LAKE REGION | 1.00 | 0.00 | 820,230.03 | 820,230.03 | 1,061,742.21 |
| UNIT_NAM | | | | 4,556.83 | 820,230.03 | 820,230.03 | 1,061,742.21 |

UNIT_NAM=LONE TREE

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 79 | 3009 | HADDOCK 9 | 0.76 | 219.92 | 30,085.13 | 30,085.13 | 38,943.53 |
| 80 | 25014 | ANAMOOSE 14 | 0.76 | 93.92 | 12,848.76 | 12,848.76 | 16,632.81 |
| 81 | 25057 | DRAKE 57 | 0.76 | 148.66 | 20,336.49 | 20,336.49 | 26,324.46 |
| 82 | 28072 | TURTLE LAKE MERCE | 0.76 | 192.40 | 26,320.42 | 26,320.42 | 34,070.32 |
| 83 | 35005 | RUGBY 5 | 0.76 | 675.01 | 92,341.69 | 92,341.69 | 119,531.19 |
| 84 | 42016 | GOODRICH 16 | 0.76 | 59.06 | 8,079.34 | 8,079.34 | 10,458.26 |
| 85 | 42019 | MCCLUSKY 19 | 0.76 | 130.01 | 17,784.98 | 17,784.98 | 23,021.67 |
| 86 | 52023 | BOWDON 23 | 0.76 | 84.76 | 11,595.16 | 11,595.16 | 15,009.29 |
| 87 | 52035 | PLEASANT VALLEY 3 | 0.76 | 25.38 | 3,471.51 | 3,471.51 | 4,493.68 |
| 88 | 52038 | HARVEY 38 | 0.76 | 539.84 | 73,850.42 | 73,850.42 | 95,595.26 |
| 89 | 52039 | SYKES 39 | 0.76 | 78.42 | 10,727.28 | 10,727.28 | 13,885.87 |
| 90 | 52040 | FESSENDEN 40 | 0.76 | 182.95 | 25,027.72 | 25,027.72 | 32,397.08 |
| 91 | 52705 | LONE TREE | 0.24 | 0.00 | 104,990.18 | 104,990.18 | 135,903.96 |
| UNIT_NAM | | | | 2,430.33 | 437,459.08 | 437,459.08 | 566,266.50 |

UNIT_NAM=MORTON-SIOUX

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 92 | 38001 | MANDAN 1 | 1.00 | 3,296.06 | 593,291.68 | 593,291.68 | 767,983.12 |
| 93 | 38007 | NEW SALEM 7 | 1.00 | 364.24 | 65,562.37 | 65,562.37 | 84,866.84 |
| 94 | 38008 | SIMS 8 | 1.00 | 30.83 | 5,550.26 | 5,550.26 | 7,184.51 |
| 95 | 38013 | HEBRON 13 | 1.00 | 183.71 | 33,068.38 | 33,068.38 | 42,805.19 |

2002-2003 ESTIMATED SE ENTITLEMENT
COMPARING HOUSE VERSION, EXECUTIVE BUDGET & DPI REQUEST
HOUSE VERSION: 188
EXECUTIVE BUDGET(HOEVEN): 188
DPI REQUEST: 233

UNIT_NAM=MORTON-SIOUX (continued)

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 96 | 30017 | SWEET BRIAR 1 | 1.00 | 10.80 | 1,944.39 | 1,944.39 | 2,516.91 |
| 97 | 38048 | GLEN ULLIN 48 | 1.00 | 230.09 | 41,416.93 | 41,416.93 | 53,611.91 |
| 98 | 43003 | SOLEN 3 | 1.00 | 194.86 | 35,074.50 | 35,074.50 | 45,402.80 |
| 99 | 43004 | FT YATES 4 | 1.00 | 189.96 | 34,193.18 | 34,193.18 | 44,261.18 |
| 100 | 43008 | SELFRIDGE 8 | 1.00 | 107.16 | 19,289.61 | 19,289.61 | 24,969.32 |
| 101 | 30725 | MORTON-SIOUX | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NAM | | | | 4,607.7, | 829,391.30 | 829,391.30 | 1,073,600.98 |

UNIT_NAM=NORTHERN PLAINS

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 102 | 7014 | BOWBELLS 14 | 1.00 | 113.52 | 20,433.26 | 20,433.26 | 26,449.73 |
| 103 | 7027 | POWERS LAKE 27 | 1.00 | 115.64 | 20,815.63 | 20,815.63 | 26,944.67 |
| 104 | 7036 | BURKE CENTRAL 36 | 1.00 | 116.79 | 21,021.38 | 21,021.38 | 27,211.01 |
| 105 | 31002 | STANLEY 2 | 1.00 | 394.67 | 71,040.62 | 71,040.62 | 91,958.13 |
| 106 | 31706 | NORTHERN PLAINS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NAM | | | | 740.62 | 133,310.89 | 133,310.89 | 172,563.54 |

UNIT_NAM=OLIVER-MERCER

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 107 | 13008 | DODGE 8 | 0.00 | 59.63 | 0.00 | 0.00 | 0.00 |
| 108 | 29003 | HAZEN 3 | 0.00 | 802.51 | 0.00 | 0.00 | 0.00 |
| 109 | 29020 | GOLDEN VALLEY 20 | 0.00 | 58.51 | 0.00 | 0.00 | 0.00 |
| 110 | 29022 | STANTON 22 | 0.00 | 90.93 | 0.00 | 0.00 | 0.00 |
| 111 | 29027 | BEULAH 27 | 0.00 | 959.14 | 0.00 | 0.00 | 0.00 |
| 112 | 33018 | CENTER 18 | 0.00 | 295.26 | 0.00 | 0.00 | 0.00 |
| 113 | 29715 | OLIVER-MERCER | 1.00 | 0.00 | 407,876.56 | 407,876.56 | 527,973.55 |
| UNIT_NAM | | | | 2,265.98 | 407,876.56 | 407,876.56 | 527,973.55 |

UNIT_NAM=PEACE GARDEN

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 114 | 5001 | BOTTINEAU 1 | 1.00 | 737.65 | 132,777.64 | 132,777.64 | 171,873.28 |
| 115 | 5013 | WILLOW CITY 13 | 1.00 | 89.74 | 16,153.54 | 16,153.54 | 20,909.87 |
| 116 | 5017 | WESTHOPE 17 | 1.00 | 156.31 | 28,135.39 | 28,135.39 | 36,419.70 |
| 117 | 5054 | NEWBURG UNITED 54 | 1.00 | 82.07 | 14,773.27 | 14,773.27 | 19,123.17 |
| 118 | 25029 | UPHAM 29 | 1.00 | 58.24 | 10,483.26 | 10,483.26 | 13,569.99 |
| 119 | 35001 | WOLFORD 1 | 1.00 | 59.42 | 10,695.87 | 10,695.87 | 13,845.21 |
| 120 | 38002 | SHERWOOD 2 | 1.00 | 126.92 | 22,845.75 | 22,845.75 | 29,572.56 |
| 121 | 38009 | MOHALL 9 | 1.00 | 273.68 | 49,247.65 | 49,247.65 | 63,748.35 |
| 122 | 48001 | DUNSEITH 1 | 1.00 | 473.50 | 85,229.19 | 85,229.19 | 110,324.46 |
| 123 | 48003 | ST JOHN 3 | 1.00 | 253.79 | 45,682.93 | 45,682.93 | 59,134.81 |
| 124 | 48004 | MT PLEASANT 4 | 1.00 | 355.51 | 63,991.77 | 63,991.77 | 82,833.79 |
| 125 | 48029 | ROLETTE 29 | 1.00 | 197.89 | 35,619.76 | 35,619.76 | 46,107.80 |
| 126 | 5726 | PEACE GARDEN | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NAM | | | | 2,864.66 | 515,636.02 | 515,636.02 | 667,462.19 |

UNIT_NAM=PEMBINA

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 127 | 34001 | PEMBINA 1 | 0.00 | 158.66 | 0.00 | 0.00 | 0.00 |
| 128 | 34006 | CAVALIER 6 | 0.00 | 574.45 | 0.00 | 0.00 | 0.00 |
| 129 | 34012 | VALLEY 12 | 0.00 | 148.97 | 0.00 | 0.00 | 0.00 |

2002-2003 ESTIMATED SE ENTITLEMENT
COMPARING HOUSE VERSION, EXECUTIVE BUDGET & DPI REQUEST
HOUSE VERSION: 180
EXECUTIVE BUDGET(HOEVEN): 180
DPI REQUEST: 235

UNIT_NAM=PEMBINA (continued)

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 130 | 34019 | DRAYTON 19 | 0.00 | 207.24 | 0.00 | 0.00 | 0.00 |
| 131 | 34027 | WALHALLA 27 | 0.00 | 293.01 | 0.00 | 0.00 | 0.00 |
| 132 | 34043 | ST THOMAS 43 | 0.00 | 122.98 | 0.00 | 0.00 | 0.00 |
| 133 | 34055 | NECHE 55 | 0.00 | 113.44 | 0.00 | 0.00 | 0.00 |
| 134 | 34707 | PEMBINA | 1.00 | 0.00 | 291,375.92 | 291,375.92 | 377,169.94 |
| UNIT_NAM | | | | 1,618.76 | 291,375.92 | 291,375.92 | 377,169.94 |

UNIT_NAM=RURAL CASS

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 135 | 9002 | KINDRED 2 | 0.00 | 657.13 | 0.00 | 0.00 | 0.00 |
| 136 | 9007 | MAPLETON 7 | 0.00 | 90.80 | 0.00 | 0.00 | 0.00 |
| 137 | 9017 | CENTRAL CASS 17 | 0.00 | 754.85 | 0.00 | 0.00 | 0.00 |
| 138 | 9097 | NORTHERN CASS 97 | 0.00 | 424.97 | 0.00 | 0.00 | 0.00 |
| 139 | 9717 | RURAL CASS | 1.00 | 0.00 | 346,851.11 | 346,851.11 | 448,979.49 |
| UNIT_NAM | | | | 1,926.95 | 346,851.11 | 346,851.11 | 448,979.49 |

UNIT_NAM=S CENTRAL PRAIRIE

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 140 | 22011 | PETTIBONE 11 | 0.00 | 27.72 | 0.00 | 0.00 | 0.00 |
| 141 | 22014 | ROBINSON 14 | 0.00 | 11.12 | 0.00 | 0.00 | 0.00 |
| 142 | 22020 | TUTTLE 20 | 0.00 | 77.82 | 0.00 | 0.00 | 0.00 |
| 143 | 22026 | STEELE 26 | 0.00 | 225.69 | 0.00 | 0.00 | 0.00 |
| 144 | 22028 | TAPPEN 28 | 0.00 | 114.75 | 0.00 | 0.00 | 0.00 |
| 145 | 24002 | NAPOLEON 2 | 0.00 | 245.01 | 0.00 | 0.00 | 0.00 |
| 146 | 24056 | GACKLE STREETER 5 | 0.00 | 177.15 | 0.00 | 0.00 | 0.00 |
| 147 | 26004 | ZEELAND 4 | 0.00 | 54.13 | 0.00 | 0.00 | 0.00 |
| 148 | 26009 | ASHLEY 9 | 0.00 | 200.55 | 0.00 | 0.00 | 0.00 |
| 149 | 26019 | WISHEK 19 | 0.00 | 252.11 | 0.00 | 0.00 | 0.00 |
| 150 | 24718 | S CENTRAL PRAIRIE | 1.00 | 0.00 | 249,485.76 | 249,485.76 | 322,945.45 |
| UNIT_NAM | | | | 1,386.03 | 249,485.76 | 249,485.76 | 322,945.45 |

UNIT_NAM=SHEYENNE VALLEY

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 151 | 2002 | VALLEY CITY 2 | 1.00 | 1,185.64 | 213,415.05 | 213,415.05 | 276,253.93 |
| 152 | 2013 | ORISKA 13 | 1.00 | 54.27 | 9,768.26 | 9,768.26 | 12,644.46 |
| 153 | 2065 | N CENTRAL 65 | 1.00 | 185.82 | 33,447.32 | 33,447.32 | 43,295.70 |
| 154 | 9004 | MAPLE VALLEY 4 | 1.00 | 256.21 | 46,118.45 | 46,118.45 | 59,697.77 |
| 155 | 9080 | PAGE 80 | 1.00 | 138.07 | 24,851.87 | 24,851.87 | 32,169.37 |
| 156 | 11041 | OAKES 41 | 1.00 | 509.32 | 91,677.92 | 91,677.92 | 118,671.98 |
| 157 | 46010 | HOPE 10 | 1.00 | 149.09 | 26,835.70 | 26,835.70 | 34,737.32 |
| 158 | 2727 | SHEYENNE VALLEY | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NAM | | | | 2,478.41 | 446,114.57 | 446,114.57 | 577,470.53 |

UNIT_NAM=SOURIS VALLEY

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 159 | 5035 | LANSFORD 35 | 1.00 | 41.12 | 7,402.06 | 7,402.06 | 9,581.56 |
| 160 | 25001 | VELVA 1 | 1.00 | 433.91 | 78,103.18 | 78,103.18 | 101,100.23 |
| 161 | 25004 | NEWPORT 4 | 1.00 | 192.57 | 34,662.99 | 34,662.99 | 44,869.32 |
| 162 | 25025 | GRANVILLE 25 | 1.00 | 136.23 | 24,520.95 | 24,520.95 | 31,741.00 |
| 163 | 28001 | MONTEFIORE 1 | 1.00 | 250.76 | 45,135.96 | 45,135.96 | 58,426.00 |

2002-2003 ESTIMATED SE ENTITLEMENT
COMPARING HOUSE VERSION, EXECUTIVE BUDGET & DPI REQUEST
HOUSE VERSION: 180
EXECUTIVE BUDGET(HOEVEN): 180
DPI REQUEST: 233

UNIT_NAM=SOURIS VALLEY (continued)

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PNTH | ADM_PNTE | ADM_PNTD |
|---|---|---|---|---|---|---|---|
| 164 | 28004 | WASHBURN 4 | 1.00 | 414.12 | 74,541.89 | 74,541.89 | 96,498.34 |
| 165 | 28008 | UNDERWOOD 8 | 1.00 | 279.39 | 50,290.14 | 50,290.14 | 65,097.81 |
| 166 | 28050 | MAX 50 | 1.00 | 155.86 | 28,054.80 | 28,054.80 | 36,315.36 |
| 167 | 28051 | GARRISON 51 | 1.00 | 375.55 | 67,599.35 | 67,599.35 | 87,523.60 |
| 168 | 28062 | BUTTE 62 | 1.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 169 | 28085 | WHITE SHIELD 85 | 1.00 | 122.19 | 21,993.58 | 21,993.58 | 28,469.47 |
| 170 | 31001 | NEW TOWN 1 | 1.00 | 700.50 | 126,090.58 | 126,090.58 | 163,217.25 |
| 171 | 31003 | PARSHALL 3 | 1.00 | 273.62 | 49,251.88 | 49,251.88 | 63,752.78 |
| 172 | 31137 | PLAZA 137 | 1.00 | 57.67 | 10,380.38 | 10,380.38 | 13,436.82 |
| 173 | 38026 | GLENBURN 26 | 1.00 | 296.33 | 53,338.76 | 53,338.76 | 69,044.06 |
| 174 | 51001 | MINOT 1 | 1.00 | 6,802.31 | 1,224,414.99 | 1,224,414.99 | 1,584,937.19 |
| 175 | 51004 | NEDROSE 4 | 1.00 | 230.03 | 41,404.92 | 41,404.92 | 53,596.37 |
| 176 | 51007 | UNITED 7 | 1.00 | 637.73 | 114,791.16 | 114,791.16 | 148,590.77 |
| 177 | 51010 | BELL 10 | 1.00 | 122.26 | 22,007.30 | 22,007.30 | 28,487.22 |
| 178 | 51016 | SAWYER 16 | 1.00 | 148.87 | 26,796.26 | 26,796.26 | 34,686.27 |
| 179 | 51019 | EUREKA 19 | 1.00 | 11.30 | 2,033.55 | 2,033.55 | 2,632.32 |
| 180 | 51028 | KENMARE 28 | 1.00 | 350.97 | 63,173.89 | 63,173.89 | 81,775.09 |
| 181 | 51041 | SURREY 41 | 1.00 | 438.24 | 78,883.34 | 78,883.34 | 102,110.10 |
| 182 | 51054 | BERTHOLD 54 | 1.00 | 198.49 | 35,727.78 | 35,727.78 | 46,247.62 |
| 183 | 51070 | S PRAIRIE 70 | 1.00 | 116.85 | 21,033.39 | 21,033.39 | 27,226.55 |
| 184 | 51158 | N SHORE 158 | 1.00 | 98.35 | 17,703.57 | 17,703.57 | 22,916.29 |
| 185 | 51708 | SOURIS VALLEY | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NAM | | | | 12,885.20 | 2,319,335.85 | 2,319,335.85 | 3,002,251.40 |

UNIT_NAM=SOUTH VALLEY

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PNTH | ADM_PNTE | ADM_PNTD |
|---|---|---|---|---|---|---|---|
| 186 | 37002 | SHELDON 2 | 0.00 | 52.64 | 0.00 | 0.00 | 0.00 |
| 187 | 37006 | FT RANSOM 6 | 0.00 | 26.42 | 0.00 | 0.00 | 0.00 |
| 188 | 37010 | SALUND 10 | 0.00 | 6.34 | 0.00 | 0.00 | 0.00 |
| 189 | 37019 | LISBON 19 | 0.00 | 641.03 | 0.00 | 0.00 | 0.00 |
| 190 | 37022 | ENDERLIN 22 | 0.00 | 336.34 | 0.00 | 0.00 | 0.00 |
| 191 | 39005 | MANTADOR 5 | 0.00 | 21.91 | 0.00 | 0.00 | 0.00 |
| 192 | 39008 | HANKINSON 8 | 0.00 | 317.76 | 0.00 | 0.00 | 0.00 |
| 193 | 39018 | FAIRMOUNT 18 | 0.00 | 136.62 | 0.00 | 0.00 | 0.00 |
| 194 | 39028 | LIDGERWOOD 28 | 0.00 | 244.73 | 0.00 | 0.00 | 0.00 |
| 195 | 39042 | WYNDMERE 42 | 0.00 | 304.64 | 0.00 | 0.00 | 0.00 |
| 196 | 39044 | RICHLAND 44 | 0.00 | 298.60 | 0.00 | 0.00 | 0.00 |
| 197 | 41002 | MILNOR 2 | 0.00 | 290.69 | 0.00 | 0.00 | 0.00 |
| 198 | 41003 | N SARGENT 3 | 0.00 | 188.13 | 0.00 | 0.00 | 0.00 |
| 199 | 41006 | SARGENT CENTRAL 6 | 0.00 | 313.10 | 0.00 | 0.00 | 0.00 |
| 200 | 39728 | SOUTH VALLEY | 1.00 | 0.00 | 570,773.42 | 570,773.42 | 738,834.49 |
| UNIT_NAM | | | | 3,170.96 | 570,773.42 | 570,773.42 | 738,834.49 |

UNIT_NAM=SOUTHWEST

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PNTH | ADM_PNTE | ADM_PNTD |
|---|---|---|---|---|---|---|---|
| 201 | 19018 | ROOSEVELT 18 | 0.00 | 137.18 | 0.00 | 0.00 | 0.00 |
| 202 | 19049 | ELGIN-NEW LEIPZIG | 0.00 | 248.93 | 0.00 | 0.00 | 0.00 |
| 203 | 21006 | MOTT 6 | 0.00 | 232.70 | 0.00 | 0.00 | 0.00 |
| 204 | 30039 | FLASHER 39 | 0.00 | 242.77 | 0.00 | 0.00 | 0.00 |
| 205 | 21709 | SOUTHWEST | 1.00 | 0.00 | 155,071.28 | 155,071.28 | 200,731.16 |
| UNIT_NAM | | | | 861.51 | 155,071.28 | 155,071.28 | 200,731.16 |

2002-2003 ESTIMATED SE ENTITL[illegible]
COMPARING HOUSE VERSION, EXECUTIVE BUDGE[illegible]I REQUEST
HOUSE VERSION: [illegible]
EXECUTIVE BUDGET(HOEVEN): 188
DPI REQUEST: 255

UNIT_NAM=TURTLE MOUNTAIN

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 206 | 40007 | BELCOURT 7 | 1.00 | 1,666.50 | 299,969.65 | 299,969.65 | 388,294.85 |
| 207 | 40719 | TURTLE MOUNTAIN | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NAM | | | | 1,666.50 | 299,969.65 | 299,969.65 | 388,294.85 |

UNIT_NAM=UPPER VALLEY

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 208 | 18044 | LARIMORE 44 | 0.00 | 556.91 | 0.00 | 0.00 | 0.00 |
| 209 | 18125 | MANVEL 125 | 0.00 | 193.93 | 0.00 | 0.00 | 0.00 |
| 210 | 18127 | EMERADO 127 | 0.00 | 133.79 | 0.00 | 0.00 | 0.00 |
| 211 | 18128 | MIDWAY 128 | 0.00 | 292.73 | 0.00 | 0.00 | 0.00 |
| 212 | 50003 | GRAFTON 3 | 0.00 | 951.62 | 0.00 | 0.00 | 0.00 |
| 213 | 50020 | MINTO 20 | 0.00 | 245.88 | 0.00 | 0.00 | 0.00 |
| 214 | 50039 | LANKIN 39 | 0.00 | 69.15 | 0.00 | 0.00 | 0.00 |
| 215 | 50051 | NASH 51 | 0.00 | 24.20 | 0.00 | 0.00 | 0.00 |
| 216 | 50078 | PARK RIVER 78 | 0.00 | 425.77 | 0.00 | 0.00 | 0.00 |
| 217 | 50079 | FORDVILLE 79 | 0.00 | 78.84 | 0.00 | 0.00 | 0.00 |
| 218 | 50106 | EDINBURG 106 | 0.00 | 149.44 | 0.00 | 0.00 | 0.00 |
| 219 | 50128 | ADAMS 128 | 0.00 | 106.67 | 0.00 | 0.00 | 0.00 |
| 220 | 50729 | UPPER VALLEY | 1.00 | 0.00 | 581,206.96 | 581,206.96 | 752,340.12 |
| UNIT_NAM | | | | 3,228.93 | 581,206.96 | 581,206.96 | 752,340.12 |

UNIT_NAM=WAHPETON

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 221 | 39037 | WAHPETON 37 | 1.00 | 1,462.85 | 263,312.55 | 263,312.55 | 340,843.46 |
| 222 | 39737 | WAHPETON | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NAM | | | | 1,462.85 | 263,312.55 | 263,312.55 | 340,843.46 |

UNIT_NAM=WEST FARGO

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 223 | 9006 | WEST FARGO 6 | 1.00 | 4,516.84 | 813,032.01 | 813,032.01 | 1,052,424.77 |
| 224 | 9734 | WEST FARGO | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NAM | | | | 4,516.84 | 813,032.01 | 813,032.01 | 1,052,424.77 |

UNIT_NAM=WEST RIVER

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 225 | 1013 | HETTINGER 13 | 1.00 | 421.27 | 75,827.87 | 75,827.87 | 98,154.96 |
| 226 | 4001 | BILLINGS CO 1 | 1.00 | 83.89 | 15,100.76 | 15,100.76 | 19,547.16 |
| 227 | 6001 | BOWMAN 1 | 1.00 | 425.64 | 76,614.88 | 76,614.88 | 99,173.71 |
| 228 | 6017 | RHAME 17 | 1.00 | 105.56 | 19,001.55 | 19,001.55 | 24,596.45 |
| 229 | 6033 | SCRANTON 33 | 1.00 | 168.92 | 30,405.56 | 30,405.56 | 39,358.31 |
| 230 | 13016 | KILLDEER 16 | 1.00 | 349.67 | 62,940.70 | 62,940.70 | 81,473.24 |
| 231 | 13019 | HALLIDAY 19 | 1.00 | 93.31 | 16,741.66 | 16,741.66 | 21,671.15 |
| 232 | 13037 | TWIN BUTTES 37 | 1.00 | 53.29 | 9,591.65 | 9,591.65 | 12,415.86 |
| 233 | 17003 | BEACH 3 | 1.00 | 330.30 | 59,454.85 | 59,454.85 | 76,961.00 |
| 234 | 17006 | LONE TREE 6 | 1.00 | 49.21 | 8,857.79 | 8,857.79 | 11,465.91 |
| 235 | 21009 | NEW ENGLAND 9 | 1.00 | 225.23 | 40,540.75 | 40,540.75 | 52,477.75 |
| 236 | 21014 | REGENT 14 | 1.00 | 100.71 | 18,127.09 | 18,127.09 | 23,464.50 |
| 237 | 44012 | MARMARTH 12 | 1.00 | 17.20 | 3,096.62 | 3,096.62 | 4,008.41 |
| 238 | 44014 | SHEETS 14 | 1.00 | 4.76 | 857.32 | 857.32 | 1,109.75 |
| 239 | 44032 | CENTRAL ELEMENTAR | 1.00 | 5.24 | 943.85 | 943.85 | 1,220.72 |
| 240 | 45003 | TAYLOR 3 | 1.00 | 130.23 | 23,440.73 | 23,440.73 | 30,342.72 |

2002-2003 ESTIMATED SE ENTITLEMENT
COMPARING HOUSE VERSION, EXECUTIVE BUDGET & DPI REQUEST
HOUSE VERSION: 180
EXECUTIVE BUDGET(HOEVEN): 180
DPI REQUEST: 233

UNIT_NAM=WEST RIVER (continued)

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 241 | 45004 | RICHARDTON 4 | 1.00 | 183.58 | 33,044.38 | 33,044.38 | 42,774.11 |
| 242 | 45009 | SOUTH HEART 9 | 1.00 | 260.40 | 46,872.88 | 46,872.88 | 60,674.34 |
| 243 | 45013 | BELFIELD 13 | 1.00 | 291.20 | 52,416.29 | 52,416.29 | 67,849.97 |
| 244 | 45701 | WEST RIVER | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| UNIT_NAM | | | | 3,299.31 | 593,876.38 | 593,876.38 | 768,739.96 |

UNIT_NAM=WILMAC

| OBS | CODIST | NAME | PERCENT | ADM_TOT | ADM_PMTH | ADM_PMTE | ADM_PMTD |
|---|---|---|---|---|---|---|---|
| 245 | 27001 | MCKENZIE CO 1 | 0.00 | 621.13 | 0.00 | 0.00 | 0.00 |
| 246 | 27002 | ALEXANDER 2 | 0.00 | 102.85 | 0.00 | 0.00 | 0.00 |
| 247 | 27014 | YELLOWSTONE 14 | 0.00 | 97.52 | 0.00 | 0.00 | 0.00 |
| 248 | 27018 | EARL 18 | 0.00 | 4.76 | 0.00 | 0.00 | 0.00 |
| 249 | 27019 | BOWLINE BUTTE 19 | 0.00 | 1.33 | 0.00 | 0.00 | 0.00 |
| 250 | 27032 | HORSE CREEK 32 | 0.00 | 14.29 | 0.00 | 0.00 | 0.00 |
| 251 | 27036 | MANDAREE 36 | 0.00 | 210.66 | 0.00 | 0.00 | 0.00 |
| 252 | 53001 | WILLISTON 1 | 0.00 | 2,333.24 | 0.00 | 0.00 | 0.00 |
| 253 | 53002 | NESSON 2 | 0.00 | 186.83 | 0.00 | 0.00 | 0.00 |
| 254 | 53006 | EIGHT MILE 6 | 0.00 | 195.54 | 0.00 | 0.00 | 0.00 |
| 255 | 53008 | NEW 8 | 0.00 | 225.31 | 0.00 | 0.00 | 0.00 |
| 256 | 53015 | TIOGA 15 | 0.00 | 322.67 | 0.00 | 0.00 | 0.00 |
| 257 | 53091 | WILDROSE 91 | 0.00 | 60.81 | 0.00 | 0.00 | 0.00 |
| 258 | 53099 | GRENORA 99 | 0.00 | 97.04 | 0.00 | 0.00 | 0.00 |
| 259 | 53720 | WILMAC | 1.00 | 0.00 | 805,319.60 | 805,319.60 | 1,042,441.48 |
| UNIT_NAM | | | | 4,474.00 | 805,319.60 | 805,319.60 | 1,042,441.48 |
| | | | | 101,852.83 | 18,333,365.78 | 18,333,365.78 | 23,731,523.41 |

# DEPARTMENT (201) PUBLIC INSTRUCTION (DPI)
# BUDGET COMPARISON SUMMARY

| | | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| | | 1999-2001 | 2001-2003 | 2001-2003 | 2001-2003 | 2001-2003 |
| | Biennium: 2001-2003<br>Bill #: HB 1013 | DPI<br>BUDGET | DPI<br>REQUEST | SCHAFER<br>RECOMMENDATION | HOEVEN<br>RECOMMENDATION | HOUSE<br>VERSION |
| 1 | **FTE Employees** | **131.95** | **131.95** | **131.95** | **131.95** | **130.95** |
| | **Operations:** | | | | | |
| 2 | Salaries & Wages | $11,483,456 | $11,610,042 | $12,273,865 | $12,273,865 | $12,170,316 |
| 3 | Operating Expenses | $10,720,651 | $16,208,532 | $17,431,193 | $17,045,193 | $17,031,193 |
| 4 | Equipment | $496,036 | $534,140 | $534,140 | $534,140 | $534,140 |
| 5 | Capital Improvements | $0 | $55,000 | $55,000 | $55,000 | $55,000 |
| 6 | Total | **$22,700,143** | **$28,407,714** | **$30,294,198** | **$29,909,198** | **$29,790,649** |
| | **Funding Sources:** | | | | | |
| 7 | General Fund | $5,792,601 | $5,847,591 | $7,282,912 | $6,870,412 | $6,751,863 |
| 8 | Federal Funds | $11,869,902 | $17,322,237 | $17,618,052 | $17,618,052 | $17,618,052 |
| 9 | Other Funds | $5,037,640 | $5,237,876 | $5,393,234 | $5,420,734 | $5,420,734 |
| | **Grants:** | | | | | |
| | **State** | | | | | |
| 10 | Foundation Aid & Transportation | $479,006,259 | $508,546,849 | $485,542,761 | $457,666,148 | $461,035,668 |
| 11 | Teacher Compensation Payments | $0 | $0 | $0 | $50,009,575 | $46,640,955 |
| 12 | Revenue Supplement | $3,100,000 | $6,600,000 | $3,450,000 | $3,450,000 | $3,450,000 |
| 13 | Special Education | $46,600,000 | $60,050,000 | $51,260,000 | $49,898,695 | $49,898,695 |
| 14 | School Supplemental Payments | $3,500,000 | $0 | $0 | $0 | $0 |
| 15 | Educational Telecommunications Council | $6,000,000 | $6,000,000 | $0 | $0 | $0 |
| 16 | Quality Schools Commission | $0 | $0 | $575,192 | $0 | $0 |
| 17 | Governor's School | $145,000 | $145,000 | $205,000 | $205,000 | $145,000 |
| 18 | LEAD Consortium | $200,000 | $200,000 | $200,000 | $200,000 | $215,000 |
| 19 | Teacher Center Network | $210,000 | $210,000 | $210,000 | $210,000 | $210,000 |
| 20 | FINDET | $23,780 | $23,780 | $33,117 | $33,117 | $33,117 |
| 21 | Adult Education Matching Funds | $900,000 | $900,000 | $900,000 | $900,000 | $900,000 |
| 22 | School Lunch Matching Funds | $1,080,000 | $1,080,000 | $1,080,000 | $1,080,000 | $1,080,000 |
| | Total | **$540,765,039** | **$583,755,629** | **$543,456,070** | **$583,652,535** | **$583,687,535** |
| 23 | **Federal** | **$135,290,636** | **$146,527,146** | **$146,527,146** | **$146,527,146** | **$146,527,146** |
| | **Other** | | | | | |

# DEPARTMENT (201) PUBLIC INSTRUCTION (DPI)
# BUDGET COMPARISON SUMMARY

| | | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| | | 1999-2001 | 2001-2003 | 2001-2003 | 2001-2003 | 2001-2003 |
| | Biennium: 2001-2003<br>Bill #: HB 1013 | DPI<br>BUDGET | DPI<br>REQUEST | SCHAFER<br>RECOMMENDATION | HOEVEN<br>RECOMMENDATION | HOUSE<br>VERSION |
| 24 | Tuition Apportionment | $53,528,217 | $61,346,025 | $67,239,025 | $67,239,025 | $57,239,025 |
| 25 | Displaced Homemakers | $229,247 | $240,000 | $240,000 | $240,000 | $240,000 |
| 26 | **Total** | **$53,757,464** | **$61,586,025** | **$67,479,025** | **$67,479,025** | **$67,479,025** |
| | **Funding Sources:** | | | | | |
| 27 | General Fund | $540,765,039 | $583,755,629 | $543,456,070 | $563,652,535 | $563,607,535 |
| 28 | Federal Funds | $135,290,636 | $146,527,146 | $146,527,146 | $146,527,146 | $146,527,146 |
| 29 | Other Funds | $53,757,464 | $61,586,025 | $67,479,025 | $67,479,025 | $67,479,025 |
| | **Special Line Items:** | | | | | |
| 30 | Geographic Education | $50,000 | $50,000 | $50,000 | $50,000 | $100,000 |
| 31 | SENDIT | $546,669 | $546,669 | $0 | $0 | $0 |
| 32 | National Board Certification | $20,000 | $20,000 | $33,000 | $33,000 | $20,000 |
| 33 | **Total** | **$616,669** | **$616,669** | **$83,000** | **$83,000** | **$120,000** |
| | **Funding Sources:** | | | | | |
| 34 | General Fund | $566,669 | $566,669 | $83,000 | $83,000 | $120,000 |
| 35 | Federal Funds | $0 | $0 | $0 | $0 | $0 |
| 36 | Other Funds | $50,000 | $50,000 | $0 | $0 | $0 |
| 37 | **Total** | **$753,129,951** | **$820,893,183** | **$787,839,439** | **$807,650,904** | **$807,524,355** |
| | **Funding Sources:** | | | | | |
| 38 | General Fund | $547,124,309 | $590,169,889 | $550,821,982 | $570,605,947 | $570,479,398 |
| 39 | Federal Funds | $147,160,538 | $163,849,383 | $164,145,198 | $164,145,198 | $164,145,198 |
| 40 | Other Funds | $58,845,104 | $66,873,901 | $72,872,259 | $72,899,759 | $72,899,759 |
| 41 | **Total Funding Source** | **$753,129,951** | **$820,893,173** | **$787,839,439** | **$807,650,904** | **$807,524,355** |

# DEPARTMENT (201) PUBLIC INSTRUCTION
# HOUSE VERSION
# AGENCY OPERATIONS

**Biennium: 2001-2003**
**Bill #: HB 1013**

| | | Department of Public Instruction | | Division of Independent Study | |
|---|---|---|---|---|---|
| | | Recommendation | % of Total | Recommendation | % of Total |
| 1 | **Salaries & Wages** | **$8,869,863** | **36.1%** | **$3,300,453** | **63.0%** |
| 2 | General Fund | $3,128,603 | | $596,901 | |
| 3 | Federal Funds | $5,735,867 | | $121,163 | |
| 4 | Special Funds | $5,393 | | $2,582,389 | |
| 5 | **Operating Expenses** | **$15,335,480** | **62.5%** | **$1,695,713** | **32.4%** |
| 6 | General Fund | $2,741,984 | | $171,015 | |
| 7 | Federal Funds | $11,525,527 | | $4,715 | |
| 8 | Special Funds | $1,067,969 | | $1,519,983 | |
| 9 | **Equipment** | **$344,140** | **1.4%** | **$190,000** | **3.6%** |
| 10 | General Fund | $113,362 | | $0 | |
| 11 | Federal Funds | $230,778 | | $0 | |
| 12 | Special Funds | $0 | | $190,000 | |
| 13 | **Capital Improvements** | **$0** | **0.0%** | **$55,000** | **1.0%** |
| 14 | General Fund | $0 | | $27,500 | |
| 15 | Federal Funds | $0 | | $0 | |
| 16 | Special Funds | $0 | | $27,500 | |
| 17 | **Total** | **$24,549,483** | **100.0%** | **$5,241,166** | **100.0%** |
| 18 | General Fund | $5,983,949 | 24.4% | $795,416 | 15.2% |
| 19 | Federal Funds | $17,492,172 | 71.3% | $125,878 | 2.4% |
| 20 | Special Funds | $1,073,362 | 4.4% | $4,319,872 | 82.4% |

Afternoon Session

# DEPARTMENT (201) PUBLIC INSTRUCTION
# BUDGET COMPARISON SUMMARY

## STATE GRANTS & SPECIAL LINE ITEMS
## (Pass-Through Funds)

| | | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| | | 1999-2001 | 2001-2003 | 2001-2003 | 2001-2003 | 2001-2003 | 2001-2003 |
| | Biennium: 2001-2003<br>Bill #: HB 1013 | PRESENT BUDGET | BUDGET REQUEST | EXECUTIVE ** BUDGET RECOMMENDATION | BUDGET AMENDMENT REQUEST (By Line Item) | BUDGET AMENDMENT REQUEST (In Total) | BUDGET AMENDMENT % INCREASE / -DECREASE |
| | **STATE GRANTS (Pass-Through Funds):** | | | | | | |
| 1 | Teacher Center Network | $210,000 | $210,000 | $210,000 | $0 | $210,000 | 0.0% |
| 2 | Northern Plains Writing Project | $28,000 | $40,000 | $28,000 | $12,000 | $40,000 | 42.9% |
| 3 | Red River Valley Writing Project | $10,000 | $20,000 | $10,000 | $10,000 | $20,000 | 100.0% |
| 4 | Leadership in Education Administration (LEAD) | $200,000 | $200,000 | $200,000 | $0 | $200,000 | 0.0% |
| 5 | Follow Up Information on North Dakota Education & Training (FINDET) | $23,780 | $33,117 | $33,117 | $0 | $33,117 | 0.0% |
| | **SPECIAL LINE ITEMS (Pass-Through Funds):** | | | | | | |
| 6 | Geographic Education | $50,000 | $50,000 | $50,000 | $0 | $50,000 | 0.0% |
| 7 | Education Standards & Practices Board (ESPB) | $20,000 | $20,000 | $33,000 | $0 | $33,000 | 0.0% |
| 8 | **Total** | **$541,780** | **$573,117** | **$564,117** | **$22,000** | **$586,117** | **3.9%** |
| | **Funding Sources:** | | | | | | |
| 9 | General Fund | $541,780 | $573,117 | $564,117 | $22,000 | $586,117 | 3.9% |
| 10 | Federal Funds | $0 | $0 | $0 | $0 | $0 | 0.0% |
| 11 | Other Funds | $0 | $0 | $0 | $0 | $0 | 0.0% |
| 12 | **Total Funding Source** | **$541,780** | **$573,117** | **$564,117** | **$22,000** | **$586,117** | **3.9%** |

** Schafer & Hoeven

1/10/01 Prepared by Bonnie Miller, Fiscal Director
328-2346

from DPI Joe D. Th, 83276 Rod Backman

**DEPARTMENT OF EDUCATION**
**Funds for State Formula-Allocated and Selected Student Aid Programs for North Dakota**

| | 2000 Appropriation | 2001 Appropriation | Difference |
|---|---|---|---|
| Technology Literacy Challenge Fund | 2,125,000 | 2,250,000 | 125,000 |
| Goals 2000--State and Local Education Systemic Improvement | 1,678,843 | 0 | -1,678,843 |
| ESEA Title I--Grants to Local Educational Agencies | 19,820,741 | 20,964,834 | 1,144,093 |
| ESEA Title I--Accountability Grants | 343,793 | 569,199 | 225,406 |
| ESEA Title I--Capital Expenses for Private School Children | 25,234 | 12,617 | -12,617 |
| ESEA Title I--Even Start | 697,500 | 1,172,500 | 475,000 |
| ESEA Title I--Migrant | 263,459 | 282,721 | 19,262 |
| ESEA Title I--Neglected and Delinquent | 43,619 | 47,773 | 4,154 |
| ESEA Title I--Demonstrations of Comprehensive School Refor | 416,500 | 500,473 | 83,973 |
| Subtotal, Education for the Disadvantaged | 21,610,846 | 23,550,117 | 1,939,271 |
| Impact Aid--Basic Support Payments | 17,834,121 | 22,952,133 | 5,118,012 |
| Impact Aid--Payments for Children with Disabilities | 1,085,362 | 959,603 | -125,759 |
| Subtotal, Impact Aid | 18,919,483 | 23,911,736 | 4,992,253 |
| Eisenhower Professional Development State Grants | 1,656,518 | 2,169,810 | 513,292 |
| Innovative Education Program Strategies State Grants | 1,815,949 | 1,911,525 | 95,576 |
| Class Size Reduction | 6,094,043 | 7,605,780 | 1,511,737 |
| School Renovation Grants | 0 | 5,483,750 | 5,483,750 |
| Safe and Drug-Free Schools and Communities--State Grants | 2,142,933 | 2,142,933 | 0 |
| Education for Homeless Children and Youth | 100,000 | 100,000 | 0 |
| Indian Education--Grants to Local Educational Agencies | 1,004,970 | 1,502,194 | 497,224 |
| Immigrant Education | 101,630 | 101,630 | 0 |
| Special Education--Grants to States | 10,686,617 | 13,738,268 | 3,051,651 |
| Special Education--Preschool Grants | 839,536 | 839,536 | 0 |
| Special Education--Grants for Infants and Families | 1,836,562 | 1,878,520 | 41,958 |
| Subtotal, Special Education | 13,362,715 | 16,456,324 | 3,093,609 |
| Vocational Rehabilitation State Grants | 7,718,624 | 7,919,307 | 200,683 |
| Client Assistance State Grants | 111,025 | 118,241 | 7,216 |
| Protection and Advocacy of Individual Rights | 127,186 | 138,633 | 11,447 |
| Supported Employment State Grants | 300,000 | 300,000 | 0 |
| Independent Living State Grants | 297,581 | 297,581 | 0 |
| Services for Older Blind Individuals | 225,000 | 225,000 | 0 |
| Protection and Advocacy for Assistive Technology | 50,000 | 50,000 | 0 |
| Subtotal, Rehabilitation Services and Disability Researc | 8,829,416 | 9,048,762 | 219,346 |
| Vocational Education State Grants | 4,214,921 | 4,214,921 | 0 |
| Vocational Education--Tech-Prep Education | 370,742 | 370,742 | 0 |
| Adult Education State Grants | 1,110,596 | 1,204,609 | 94,013 |
| English Literacy and Civics Education State Grants | 0 | 60,000 | 60,000 |
| State Grants for Incarcerated Youth Offenders | 19,775 | 24,013 | 4,238 |
| Subtotal, Vocational and Adult Education | 5,716,034 | 5,874,285 | 158,251 |
| Federal Pell Grants | 27,100,000 | 31,300,000 | 4,200,000 |
| Federal Supplemental Educational Opportunity Grants | 2,698,705 | 3,002,907 | 304,202 |
| Federal Work-Study | 3,297,140 | 3,568,960 | 271,820 |
| Federal Perkins Loans--Capital Contributions | 451,746 | 451,746 | 0 |
| Leveraging Educational Assistance Partnership | 0 | 147,249 | 147,249 |
| Byrd Honors Scholarships | 100,500 | 93,000 | -7,500 |
| Fund for the Improvement of Education--Comprehensive School Reform | 121,868 | 113,637 | -8,231 |
| Total | 118,928,039 | 140,786,345 | 21,858,305 |

NOTE: Of the amount for School Renovation Grants in fiscal year 2001, 25% may be used for Part B of the Individuals with Disabilities Education Act (IDEA) and/or technology activities carried out in connection with school repair and renovation. At the national level, there is an additional $25 million, not allocated for State grants, to provide assistance in the financing of Charter School facilities.

Prepared by Budget Service on December 15, 2000

Prepared by the North Dakota Legislative Council
staff for House Appropriations
January 17, 2001

**Department 201 - Department of Public Instruction**
**House Bill No. 1013**

| | FTE Positions | General Fund | Other Funds | Total |
|---|---|---|---|---|
| 2001-03 Schafer Executive Budget | 131.95 | $550,821,984 | $237,017,455 | $787,839,439 |
| 1999-2001 Legislative Appropriations | 131.95 | 547,053,909 | 204,269,173 | 751,323,082[1] |
| Increase (Decrease) | 0.00 | $3,768,075 | $32,748,282 | $36,516,357 |
| 2001-03 Hoeven Executive Budget | 131.95 | $570,605,949 | $237,044,955 | $807,650,904 |
| Hoeven Increase (Decrease) to Schafer | 0.00 | $19,783,965 | $27,500 | $19,811,465 |

[1] The 1999-2001 appropriation amounts include $191,664, of which $67,082 is from the general fund, for the agency's share of the $5.4 million funding pool appropriated to the Office of Management and Budget (OMB) for special market equity adjustments for classified employees and $7,902, of which $1,182 is from the general fund, for the agency's share of the $1.4 million funding pool appropriated to OMB for assisting agencies in providing $35 per month minimum salary increases in July 1999 and July 2000. The 1999-2001 appropriation amounts do not include additional other funds spending authority of $1,736,469 authorized by the Emergency Commission during the 1999-2001 biennium and general fund spending authority of $70,400 carried over from the 1997-99 biennium pursuant to Section 12 of 1999 Senate Bill No. 2013.

**Major Schafer Recommendations Affecting Department of Public Instruction 2001-03 Budget**

| | General Fund | Other Funds | Total |
|---|---|---|---|
| **Grants** | | | |
| 1. Increases by 1.4 percent, from $479,006,259 to $485,542,761, funding for foundation aid (including transportation aid and payments for limited English proficient students). | $6,536,502 | | $6,536,502 |
| 2. Increases by 25.6 percent, from $53,528,217 to $67,239,025, spending authority for tuition fund payments to schools to reflect the executive recommendation that the Board of University and School Lands distribute all income relating to tobacco settlement proceeds deposited in the common schools trust fund. | | $13,710,808 | $13,710,808 |
| 3. Increases by 11.3 percent, from $3.1 million to $3.45 million, funding for supplemental revenue payments to schools pursuant to North Dakota Century Code Section 15-40.1-07.8. | $350,000 | | $350,000 |
| 4. Increases by 10 percent, from $46.6 million to $51.26 million, funding for general fund special education grants. | $4,660,000 | | $4,660,000 |
| 5. Removes funding for supplemental payments to certain districts with declining enrollment and to all districts on the basis of average daily membership (ADM) (1999 Senate Bill No. 2162). | ($3,500,000) | | ($3,500,000) |
| 6. Removes funding for grants to the SENDIT computer network (a general fund appropriation of $1,973,669 is included in the recommended appropriation for the Information Technology Department). | ($496,669) | ($50,000) | ($546,669) |
| 7. Removes funding for general fund grants distributed by the Educational Telecommunications Council (a general fund appropriation of $3.5 million is included in the recommended appropriation for the Information Technology Department). | ($6,000,000) | | ($6,000,000) |
| 8. Provides funding for a grant to the quality schools fund, which is also appropriated in House Bill No. 1157 to the Quality Schools Commission for expenses of the commission in implementing a quality assessment process for North Dakota elementary and secondary schools. | $575,192 | | $575,192 |

| | | | |
|---|---|---|---|
| 9. Increases, from $145,000 to $205,000, funding for the Governor's school program. | $60,000 | | $60,000 |
| 10. Increases, from $20,000 to $33,000, funding for the teacher certification program. | $13,000 | | $13,000 |
| Increases, from $23,780 to $33,117, funding for FINDET to replace federal school-to-work funds which were previously used to support the program but are no longer available. | $9,337 | | $9,337 |
| 12. Increases by 8.3 percent, from $135.3 million (adjusted appropriation amount) to $146.5 million, federal funding for grants to reflect changes in the following federal programs: | | | |
| School food services | | ($2,234,250) | ($2,234,250) |
| Class-size reduction | | 941,892 | 941,892 |
| Adult education | | 624,563 | 624,563 |
| Aids prevention programs | | 260,500 | 260,500 |
| Special education - Individuals With Disabilities Education Act (IDEA) Part B | | 6,280,852 | 6,280,852 |
| Special education - IDEA Part D | | (250,000) | (250,000) |
| Special education - Preschool programs | | 260,893 | 260,893 |
| Special education - State improvement | | 600,000 | 600,000 |
| Title I | | 5,137,671 | 5,137,671 |
| Drug-free schools | | (653,244) | (653,244) |
| Other | | 267,633 | 267,633 |
| Total federal grants changes | | $11,236,510 | $11,236,510 |
| **Operating expenses** | | | |
| 13. Removes funding for dues to the Education Commission of the States. | ($40,000) | | ($40,000) |
| 14. Increases federal funds spending authority to reflect a federal grant anticipated to be available to fund information technology improvements relating to school nutrition programs. | | $150,000 | $150,000 |
| Provides funding for the development of a student data base. | $412,500 | | $412,500 |
| Provides funding to reflect an anticipated increase, from $403,643 to $453,643, in costs relating to the standardized achievement testing program. | $50,000 | | $50,000 |
| 17. Increases, from $1.3 million to $6.8 million, federal funds spending authority for operating expenses for the school improvement division to reflect federal grants anticipated to be available to contract with teachers for the development of curriculum and instructional strategies, to provide professional development for teachers, and for other school improvement activities. | | $5,498,776 | $5,498,776 |
| 18. Provides funding for the design and implementation of a standards-based assessment program for reading and mathematics for students in grades 4, 8, and 12, as required to allow the state to continue receiving federal Title I funding. | $836,000 | | $836,000 |
| 19. Decreases by 4.4 percent, from $1,773,201 to $1,695,713, funding for operating expenses of the Division of Independent Study. | | ($77,488) | ($77,488) |
| **Salaries and wages** | | | |
| 20. Provides funding for an equity salary increase of $522 per month for the Superintendent of Public Instruction effective January 1, 2002 (the amount included in the executive budget is $3,549 more than the required amount of $10,979). | $14,528 | | $14,528 |
| 21. Provides funding for salary equity adjustments, in addition to the executive budget compensation package, to increase salaries to new pay range minimums established by Central Personnel. | $405 | $31,382 | $31,787 |
| **er** | | | |
| Increases by 7.7 percent, from $496,036 to $534,140, funding for equipment ($59,228 increase for the Division of Independent Study; $21,124 decrease for all other divisions). | ($11,274) | $49,378 | $38,104 |

| | | | |
|---|---|---|---|
| 23. Provides funding to resurface the roof of the Division of Independent Study building. | $27,500 | $27,500 | $55,000 |

**Major Hoeven Recommendations Affecting Department of Public Instruction 2001-03 Budget Compared to the Bill as Introduced (Schafer Budget)**

| | General Fund | Other Funds | Total |
|---|---|---|---|
| 1. Decreases foundation aid to provide funding for the proposed FTE payment program. (Compared to the Schafer executive budget, per student payments are decreased the first year of the biennium from $2,323 to $2,240 and the second year from $2,420 to $2,250.) | ($27,876,613) | | ($27,876,613) |
| 2. Decreases special education aid to provide funding for the proposed FTE payment program. | ($1,361,305) | | ($1,361,305) |
| 3. Removes funding for the Quality Schools Commission. (The appropriation is reduced to $505,192 and is transferred to the Governor's office. The Office of Management and Budget has indicated that the $70,000 reduction is for data gathering services and is included in the recommended appropriation for the Information Technology Department.) | ($575,192) | | ($575,192) |
| 4. Removes funding for the development of a student data base. (The Office of Management and Budget has indicated that the recommended appropriation for the Information Technology Department now includes funding for this project.) | ($412,500) | | ($412,500) |
| 5. Adds funding to restore operating expenses to the amount included in the agency's base budget request. (The funding was transferred from operating expenses to capital improvements in the Schafer recommendation.) | | $27,500 | $27,500 |
| 6. Adds funding for a proposed teacher compensation payment program, whereby school districts will receive payments of $2,000 and $3,500 the first and second years of the 2001-03 biennium, respectively, for each teacher and administrator in the school district. | $50,009,575 | | $50,009,575 |

**Major Legislation Affecting the Department of Public Instruction**

**House Bill No. 1141 - Reorganization bonuses** - This bill provides that school districts may receive an advance of $15,000 per district for the purpose of studying and planning for reorganization. If the districts reorganize the money advanced will be deducted from their reorganization bonus. If the districts do not reorganize, the money advanced does not have to be repaid. The bill also provides that reorganization bonuses for the 2001-03 biennium will be paid from moneys appropriated by the 2001 Legislative Assembly for foundation aid if money is available after all statutory obligations have been met. Reorganization bonus payments are limited to a total of $5 million for the biennium and no more than $500,000 per reorganized district.

**House Bill No. 1145 - Weighting factors** - This bill adjusts the weighting factors used to distribute foundation aid payments. The intent of the executive recommendation is to adjust weighting factors for the first year of the 2001-03 biennium by 85 percent of the difference between the statutory factor and the factor representing the five-year average cost of education, as determined by the Department of Public Instruction. Weighting factors for the second year of the biennium are intended to be the factor representing the five-year average cost of education. Current law provides that weighting factors are adjusted by 75 percent of the difference between the statutory factor and the five-year average cost of education.

**House Bill No. 1146 - Per student payments** - This bill increases per student foundation aid payments from $2,230 in 2000-01 to $2,323 in 2001-02 and to $2,420 in 2002-03.

**House Bill No. 1157 - Quality Schools Commission** - This bill establishes a Quality Schools Commission to implement and direct a quality assessment process for elementary and secondary schools in the state. The bill also creates a quality schools fund and appropriates to the commission $575,192 from the fund.

**House Bill No. 1188 - Transportation** - This bill increases payments for family transportation and provides that the department will not reimburse school districts for the transportation of a student whose one-way schoolbus route is in excess of one hour.

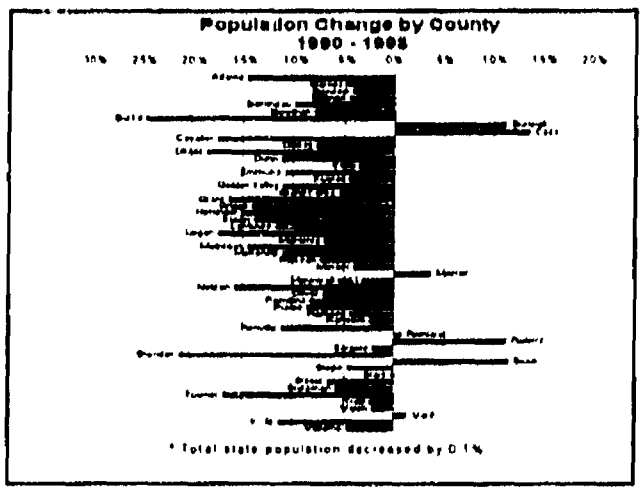
**Senate Bill No. 2200 - Reorganization bonuses** - This bill excludes $2 million from the amount to be distributed from unspent foundation aid at the end of the 1999-2001 biennium and provides a general fund appropriation of $3 million for the 2001-03 biennium for reorganization bonus payments to qualifying school districts.

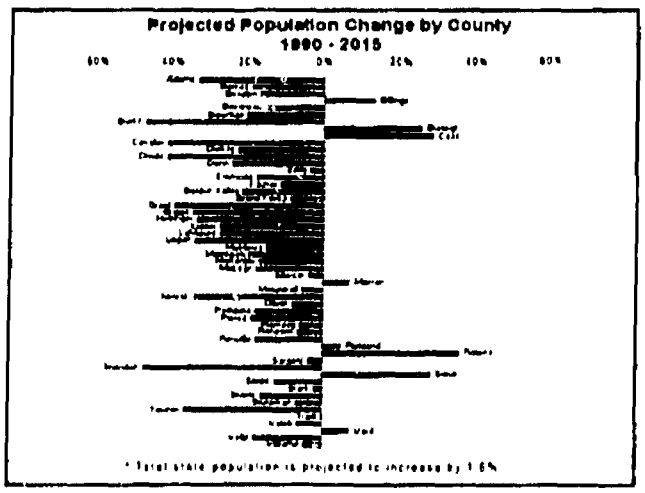
1-8-01
HB 1013

Presentation to the
# House Appropriations Committee
# ND Legislature

January 8, 2000

Presented by
Thomas G. Decker
Director
School Organization and Finance
Department of Public Instruction




School Organization & Finance

## Public School Enrollment
## Actual - 1994-2001

| Year | Enrollment | Change |
|---|---|---|
| 1994 | 118,649 | |
| 1998 | 116,103 | -2,546 |
| 1999 | 113,929 | -2,174 |
| 2000 | 111,705 | -2,224 |
| 2001 | 108,094 | -3,611 |
| | Total Decline | -10,555 |

## Public School Enrollment
## Projected - 2001-2006

| Year | Projected Enrollment | Change |
|---|---|---|
| 2001 | 108,094 | |
| 2002 | 106,063 | -2,031 |
| 2003 | 103,433 | -2,630 |
| 2004 | 100,580 | -2,853 |
| 2005 | 97,754 | -2,826 |
| 2006 | 95,229 | -2,525 |
| | Projected Decline | -12,865 |

## Birth and School Enrollment

| | |
|---|---|
| 7,635 x 13 = 99,255 | School age population |
| - 7,023 | Private/parochial enrollment |
| 92,223 | |
| - 1,200 | Home educated students |
| 91,023 | Public school enrollment |

**IF:**

- **BIRTHS REMAIN AT 7,635 PER YEAR**
- **OUTMIGRATION STOPS**

## *Projected Enrollment by School Size Category

| Category | 2000 | 2005 |
|---|---|---|
| K-8 | 2,853 | 2,989 |
| HS<75 | 9,255 | 9,775 |
| HS 75-149 | 18,104 | 16,171 |
| HS 150-549 | 20,780 | 17,247 |
| HS 550 + | 60,713 | 54,893 |

*Based on 6 years cohort turn (by district, rolled up to county totals

## Nonpublic Enrollment

| Setting | 96-97 | 97-98 | 98-99 | 99-00 | 00-01 |
|---|---|---|---|---|---|
| BIA/Grant | 1,562 | 1,616 | 1,635 | 1,694 | 1,801 |
| Parochial/Private | 7,908 | 7,760 | 7,571 | 7,278 | 7,023 |
| State Institution | 126 | 140 | 327 | 399 | 411 |
| Home Education | 840 | 964 | 1,038 | | |

## North Dakota School Districts

| Type of District | 1979-80 | 2000-01 |
|---|---|---|
| Operating Districts | 303 | 227 |
| Non-operating Districts | 34 | 3 |
| One-room Rural | 18 | 10 |
| Graded Elementary | 43 | 41 |
| High School | 242 | 176 |
| Total Public School Districts | 337 | 230 |

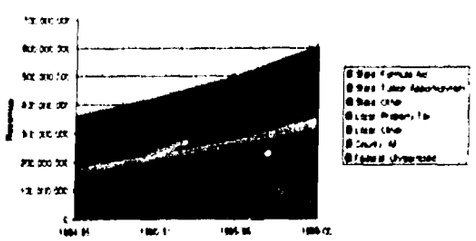
## North Dakota School Districts 2000-2001

| District Category | No. / Districts | Enroll Category | Avg. Enroll / District | % Total Enroll | % / Districts |
|---|---|---|---|---|---|
| Non-operating | 3 | 0 | 0 | 0 | 1.3 |
| K-8 | 51 | 2,695 | 53 | 2.5 | 22.1 |
| HS < 75 | 70 | 8,854 | 126 | 8.2 | 30.4 |
| HS 75-149 | 62 | 17,504 | 282 | 16.2 | 27.0 |
| HS 150-549 | 32 | 19,709 | 616 | 18.2 | 13.9 |
| HS 550+ | 12 | 59,332 | 4,944 | 54.9 | 5.2 |
| TOTALS | 230 | 108,094 | 468.4 | 100.0 | 99.9 |

## Teacher/Administrator Retirements Next 10 Years

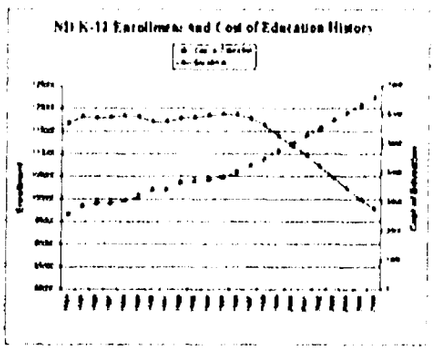
- Teachers: 3,400 in the next 10 years.
- Administrators: 91% of current administrators will retire in the next 10 years
- *Based on a ratio of 30% of actual retirements to eligible retirements, 3,916 active members are projected to retire in the next 10 years.

**Sources of Current Revenue for North Dakota School Districts (Excludes Federal Restricted Revenue)**



## Projected Enrollments for Foundation Aid from 2001-2003 DPI Budget

| | 1998-99 Fall Enrollment Actual | 1999-00 Fall Enrollment Actual | 2000-01 Fall Enrollment Projection | 2001-02 Fall Enrollment Projection | 2002-03 Fall Enrollment Projection |
|---|---|---|---|---|---|
| Total Enrollment | 114,657 | 112,369 | 109,919 | 107,730 | 105,820 |
| Student Losses | 2,294 | 2,288 | 2,451 | 2,188 | 1,910 |
| Percentage Changes | 1.96% | 2.00% | 2.18% | 1.99% | 1.77% |




## School Finance – Equity vs. Adequacy

- **Equity**: focuses on reducing disparities in funding that result from property taxes. Revenue seen as an input.
- **Adequacy**: focuses on the sufficiency of funding for desired educational outcomes. Revenue viewed as a key factor in achieving certain outcomes.
- Adequacy approach still assumes a relatively uniform distribution of available revenue.

Presentation to the

# Senate Appropriations Committee

# ND Legislature

March 7, 2001

Presented by

Thomas G. Decker

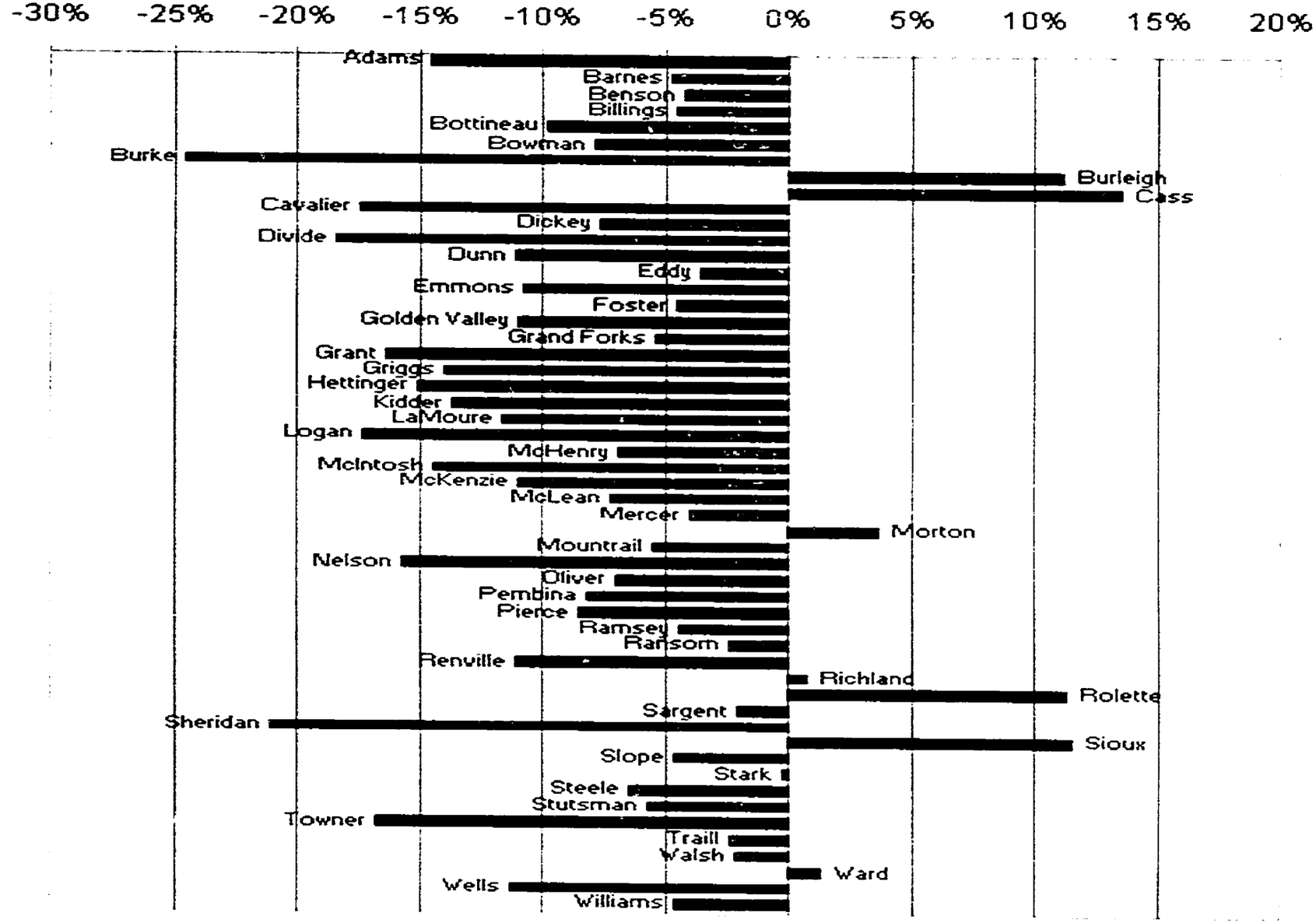
Director

School Organization and Finance

Department of Public Instruction

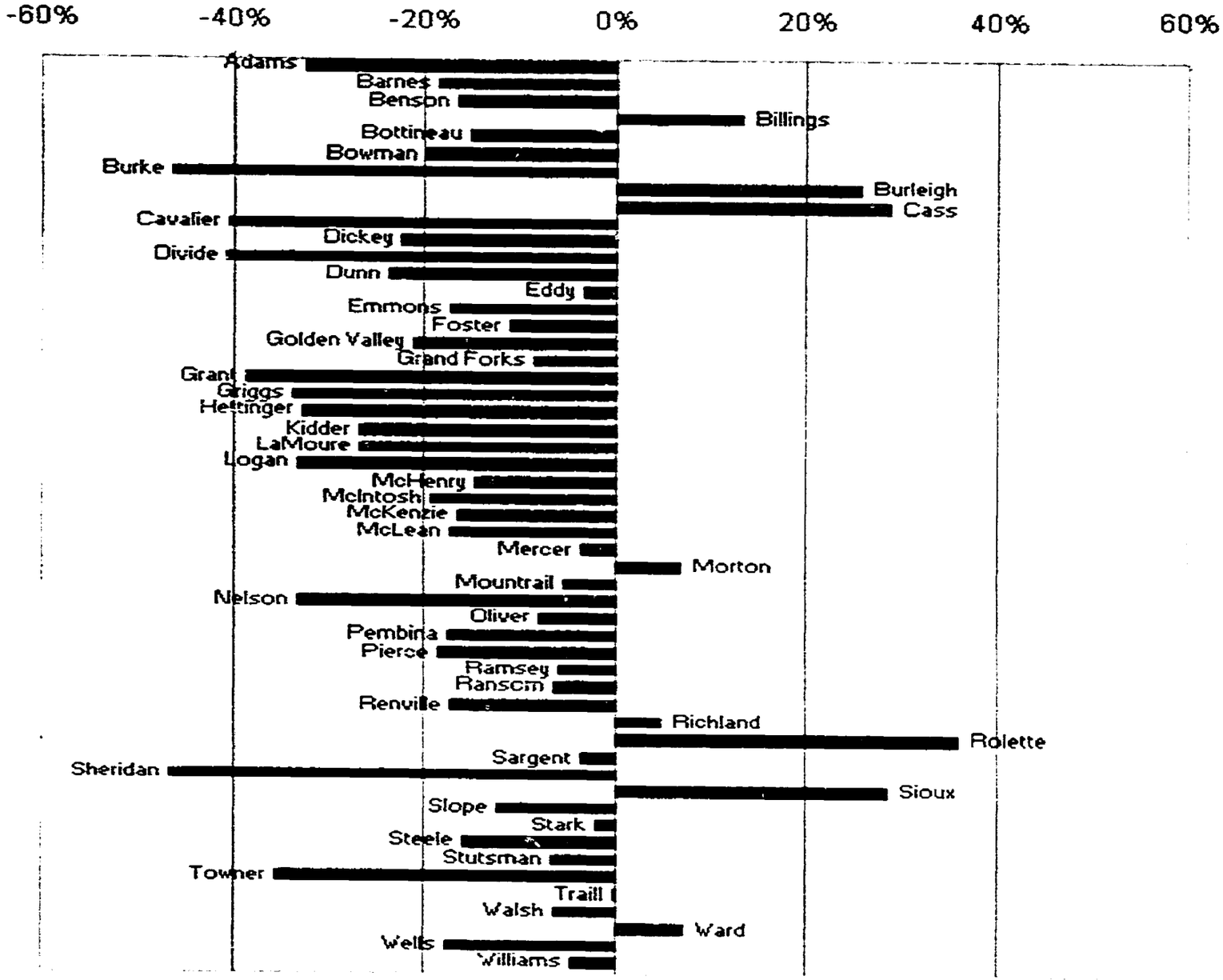
HB 1012
Tom Decker

# Population Change by County
## 1990 - 1998




* Total state population decreased by 0.1%

# Projected Population Change by County
## 1990 - 2015




* Total state population is projected to increase by 1.6%

# Public School Enrollment
# Actual - 1994-2001

| Year | Enrollment | Change |
|---|---|---|
| 1994 | 118,649 | |
| 1998 | 116,103 | -2,546 |
| 1999 | 113,929 | -2,174 |
| 2000 | 111,705 | -2,224 |
| 2001 | 108,094 | -3,611 |
| | Total Decline | -10,555 |

# Public School Enrollment
# Projected - 2001-2006

| Year | Projected Enrollment | Change |
|---|---|---|
| 2001 | 108,094 | |
| 2002 | 106,063 | -2,031 |
| 2003 | 103,433 | -2,630 |
| 2004 | 100,580 | -2,853 |
| 2005 | 97,754 | -2,826 |
| 2006 | 95,229 | -2,525 |
| | Projected Decline | -12,865 |

# Birth and School Enrollment

| | | |
|---|---|---|
| 7,635 x 13 = | 99,255 | School age population |
| | - 7,023 | Private/parochial enrollment |
| | 92,223 | |
| | - 1,200 | Home educated students |
| | 91,023 | Public school enrollment |

**IF:**

- **BIRTHS REMAIN AT 7,635 PER YEAR**
- **OUTMIGRATION STOPS**

# *Projected Enrollment by School Size Category

| Category | 2000 | 2005 |
|---|---|---|
| K-8 | 2,853 | 2,989 |
| HS<75 | 9,255 | 9,775 |
| HS 75-149 | 18,104 | 16,171 |
| HS 150-549 | 20,780 | 17,247 |
| HS 550 + | 60,713 | 54,893 |

*Based on 6 years cohort survival by district, rolled up to county totals.

# Nonpublic Enrollment

| Setting | 96-97 | 97-98 | 98-99 | 99-00 | 00-01 |
|---|---|---|---|---|---|
| BIA/Grant | 1,552 | 1,616 | 1,635 | 1,694 | 1,801 |
| Parochial/Private | 7,[illegible]3 | 7,760 | 7,571 | 7,278 | 7,299 |
| State Institution | 126 | 140 | 327 | 399 | 411 |
| Home Education | 840 | 964 | 1,038 | 1,237 | 1,304 |

# North Dakota School Districts

| Type of District | 1979-80 | 2000-01 |
|---|---|---|
| Operating Districts | 303 | 227 |
| Non-operating Districts | 34 | 3 |
| One-room Rural | 18 | 10 |
| Graded Elementary | 43 | 41 |
| High School | 242 | 176 |
| Total Public School Districts | 337 | 230 |

# North Dakota School Districts 2000-2001

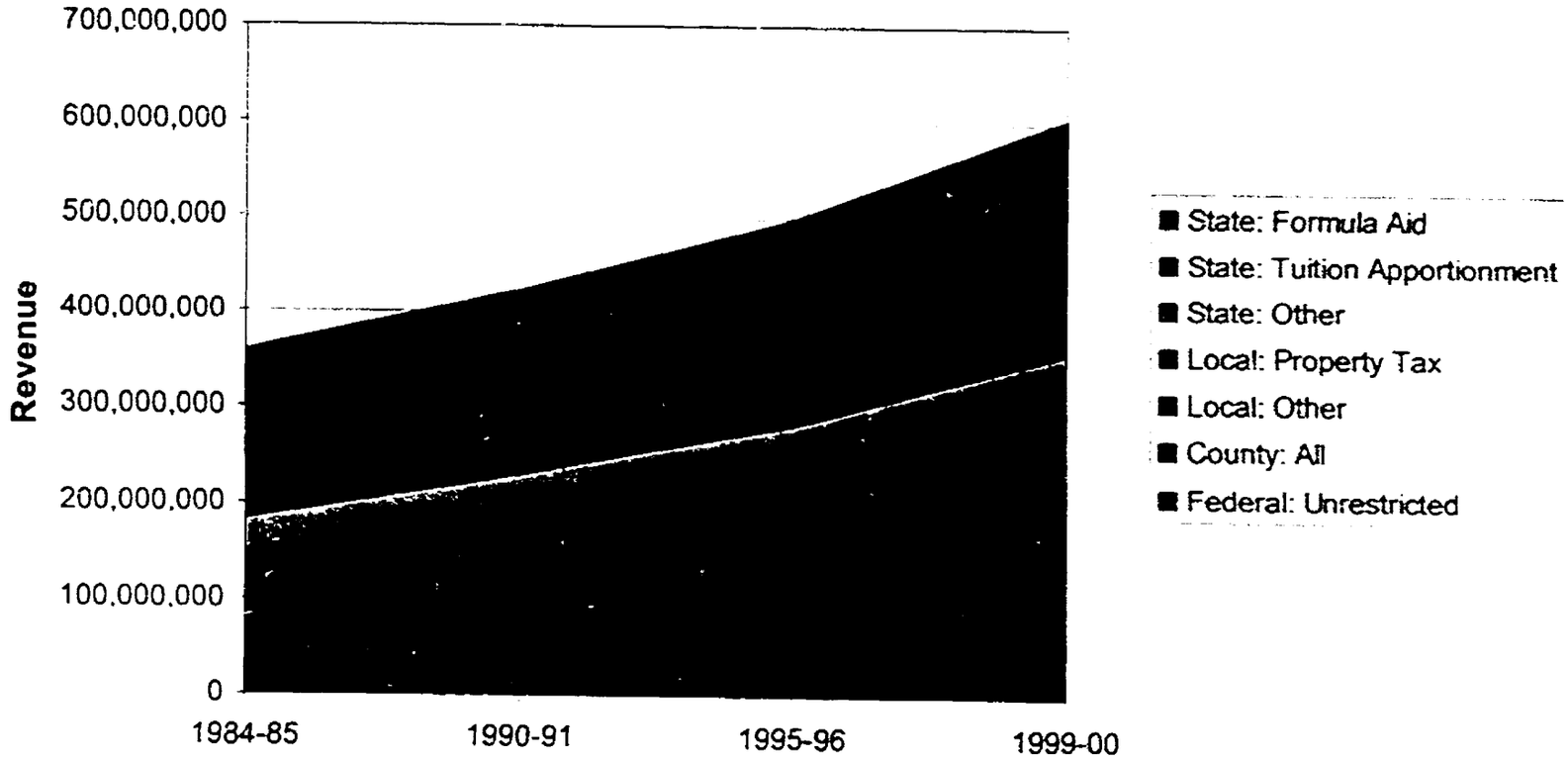
| District Category | No./ Districts | Enroll/ Category | Avg. Enroll/ District | %/Total Enroll | %/Districts | % Total Taxable Valuation |
|---|---|---|---|---|---|---|
| Non-operating | 3 | 0 | 0 | 0 | 1.3 | .1 |
| K-8 | 51 | 2,695 | 53 | 2.5 | 22.1 | 5.5 |
| HS < 75 | 70 | 8,854 | 126 | 8.2 | 30.4 | 12.7 |
| HS 75-149 | 62 | 17,504 | 282 | 16.2 | 27.0 | 19.3 |
| HS 150-549 | 32 | 19,700 | 616 | 18.2 | 13.9 | 16.0 |
| HS 550+ | 12 | 59,332 | 4,944 | 54.9 | 5.2 | 46.3 |
| **TOTALS** | 230 | 108,094 | 468.4 | 100.0 | 99.9 | 99.9 |

# Teacher/Administrator Retirements Next 10 Years

- Teachers: 3,400 in the next 10 years.
- Administrators: 91% of current administrators will retire in the next 10 years.
- Other administrators: 57% other administrators will retire in the next 10 years.

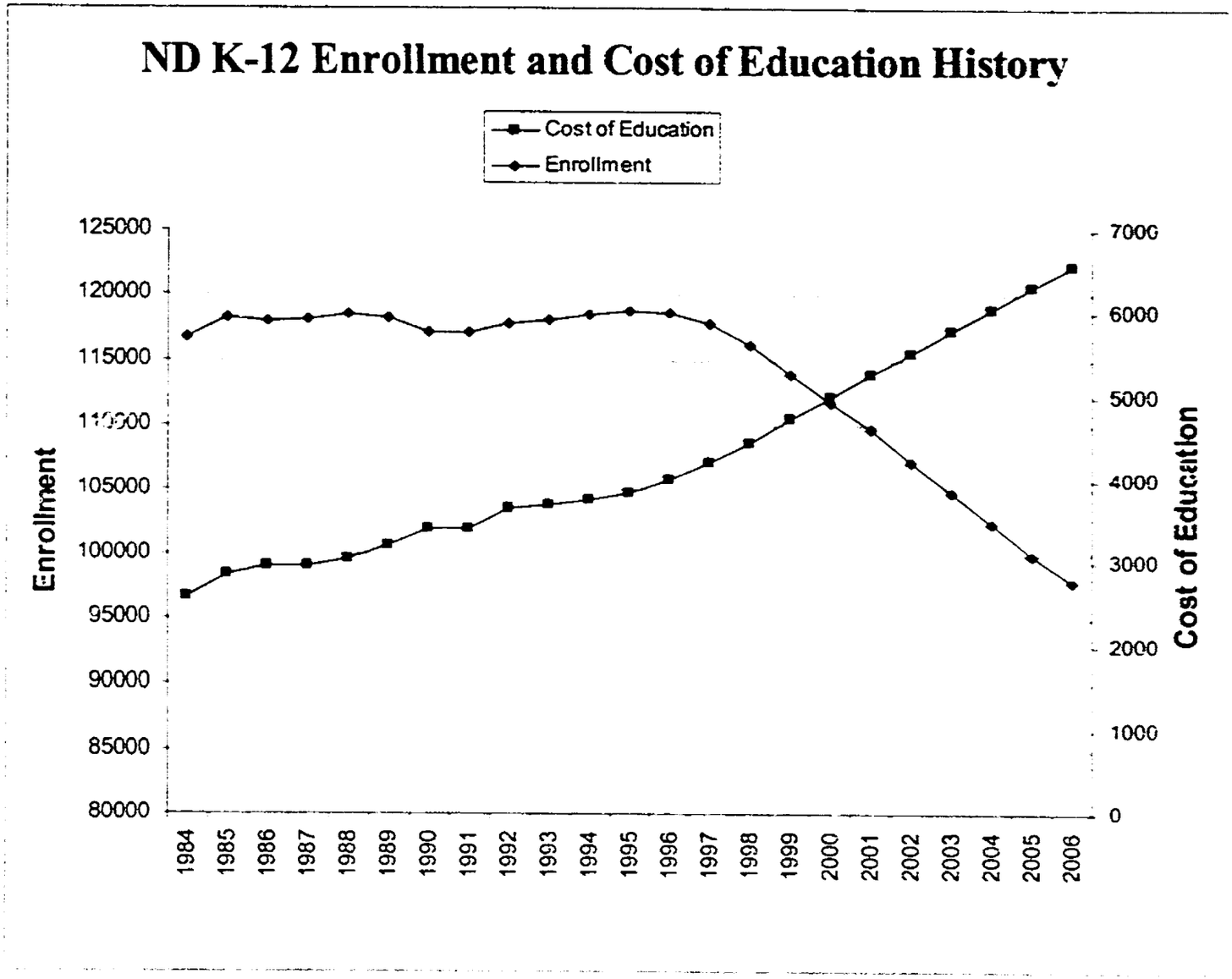
*Based on a ratio of 30% of actual retirements to eligible retirements, 3,916 active members are projected to retire in the next 10 years.

# Sources of Current Revenue for North Dakota School Districts (Excludes Federal Restricted Revenue)



# Projected Enrollments for Foundation Aid from 2001-2003 DPI Budget

| | 1998-99 Fall Enrollment Actual | 1999-00 Fall Enrollment Actual | 2000-01 Fall Enrollment Projection | 2001-02 Fall Enrollment Projection | 2002-03 Fall Enrollment Projection |
|---|---|---|---|---|---|
| Total Enrollment | 114,657 | 112,369 | 108,761 | 105,969 | 103,604 |
| Student Losses | 2,294 | 2,288 | 3,608 | 2,792 | 2,365 |
| Percentage Changes | 1.96% | 2.00% | 3.21% | 2.57% | 2.23% |


ND K-12 Enrollment and Cost of Education History
Cost of Education
Enrollment
125000
120000
115000
110000
105000
100000
95000
90000
85000
80000
Enrollment
7000
6000
5000
4000
3000
2000
1000
0
Cost of Education
1984
1985
1986
1987
1988
1989
1990
1991
1992
1993
1994
1995
1996
1997
1998
1999
2000
2001
2002
2003
2004
2005
2006

# School Finance – Equity vs. Adequacy

- **Equity**: focuses on reducing disparities in funding that result from property taxes; Revenue seen as an input.
- **Adequacy**: focuses on the sufficiency of funding for desired educational outcomes. Revenue viewed as a key factor in achieving certain outcomes.
- Adequacy approach still assumes a relatively uniform distribution of available revenue.

School Finance Facts at a Glance

| Select | (All) |
|---|---|

| | | FY | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| DNAME | Data | 1985 | 1990 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 |
| Total PK-12 Avg Daily Membership | | 118.089 | 118.086 | 119.955 | 120.411 | 120.440 | 120.538 | 119.895 | 118.041 | 115.987 | 113.541 |
| Total GF State Revenue | | 207,103,807 | 206,079,872 | 231,819,414 | 233,948,663 | 244,200,928 | 254,466,423 | 260,649,726 | 274,699,455 | 279,576,301 | 294,723,948 |
| Total GF Total Revenue | | 379,050,929 | 435,395,827 | 499,573,438 | 511,523,129 | 531,075,541 | 556,586,710 | 585,295,164 | 622,207,364 | 649,690,810 | 679,703,003 |
| Total GF EXPENDITURES | | 379,647,548 | 449,216,615 | 502,104,051 | 513,243,771 | 527,334,861 | 550,448,197 | 579,434,909 | 606,353,474 | 636,149,085 | 666,363,372 |
| Total General Fund Ending Balance | | 108,921,087 | 94,066,388 | 96,779,493 | 94,034,098 | 97,611,970 | 103,533,592 | 109,064,624 | 124,511,361 | 137,876,842 | 149,322,268 |
| Percent Ending Fund Balance to Expenditures | | 29% | 21% | 19% | 18% | 19% | 19% | 19% | 21% | 22% | 22% |

## North Dakota Public High School Enrollments in 2000-2001

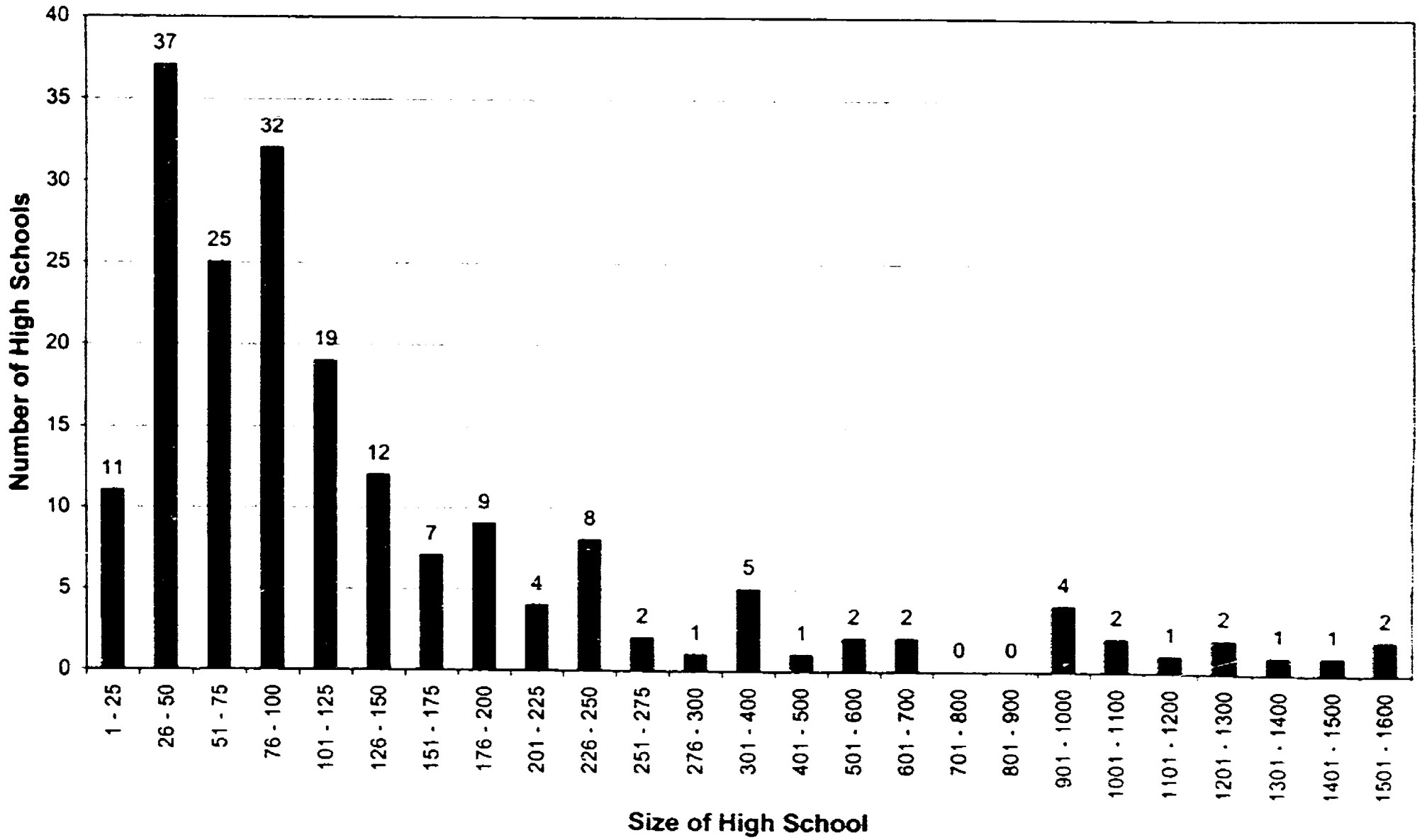
| Enr=1-25 | Enr=26-50 | Enr=51-75 | Enr=76-100 | Enr=101-125 | Enr=126-150 | Enr=151-175 | Enr=176-200 | Enr=201-225 | Enr=226-250 |
|---|---|---|---|---|---|---|---|---|---|
| Adol/ChildCtr | Adams | Alexander | Central Valley | Belfield | Center | Bowman | Beach | Carrington | Bottineau Jr-Sr |
| Border Central | Anamoose | Ashley | Drayton | Cando | Community Alt | Dakota Prairie | Dunseith | Des Lacs-Burlng | Cavalier |
| Driscoll | Bisbee-Egeland | Berthold | Edgeley | Divide County | Enderlin | Four Winds Comm | Harvey | Kindred | Central Cass |
| Enk Ramstad | Bowbells | Drake | Eight Mile | Ellendale | Garrison | Hettinger | New Town | Minot Souris Rvr | Langdon |
| Goodrich | Burke Central | Edinburg | Elgin | Fessenden | Glenburn | Hillsboro | Oakes | | Lanmore |
| Milton-OsnaBrock | Edmore | Finley-Sharon | Flasher | Hankinson | Griggs Co Central | Velva | Park River | | Lisbon |
| Selfridge | Fairmount | Fordville | Gackle-Streeter | Hope Elem | Kenmare | Washburn | Stanley | | May-Port CG |
| Sykes | Golden Valley | Ft Yates | Glen Ullin | Linton | Killdeer | | Surrey | | Watford City |
| Wildrose-Alamo | Granville | Hazelton-Mof-Brad | Hatton | Midway | LaMoure | | Thompson | | |
| Wolford | Grenora | Hebron | Lakota | Minor | New Salem | | | | |
| Zeeland | Halliday | Kulm | Leeds | Mohall | Richardton-Taylor | | | | |
| | Kensal | McClusky | Lidgerwood | Mt Pleasant Elem | Trioga | | | | |
| | Max | Medina | Litchville-Marion | New Rockford | | | | | |
| | Minnewaukan | Mott | Maddock | Northwood | | | | | |
| | Montpelier | Powers Lake | Mandaree | Parshall | | | | | |
| | Munich | Rolette | Maple Valley | Sargent Central | | | | | |
| | Neche | Sawyer | Midkota | Underwood | | | | | |
| | Newburg-United | Sherwood | Minto | Walhalla | | | | | |
| | North Central | South Central Alt | Napoleon | Wyndmere | | | | | |
| | North Sargent | Turtle Lake-Mercer | New England | | | | | | |
| | North Shore | Tuttle-Pettibone | North Central | | | | | | |
| | Pembina | Valley | Ray | | | | | | |
| | Pingree-Buchanan | Warwick | Richland Jr-Sr | | | | | | |
| | Regent | Westhope | Scranton | | | | | | |
| | Rhame | Wimbledon-Courtny | South Heart | | | | | | |
| | Roosevelt | | St John | | | | | | |
| | Sheyenne | | Steele-Dawson | | | | | | |
| | Solen | | Strasburg | | | | | | |
| | St Thomas | | Towner | | | | | | |
| | Stanton | | Wilton | | | | | | |
| | Starkweather | | Wishek | | | | | | |
| | Tappen | | Woodrow Wilson Alt | | | | | | |
| | Upham | | | | | | | | |
| | Verona | | | | | | | | |
| | White Shield | | | | | | | | |
| | Willow City | | | | | | | | |
| | Wing | | | | | | | | |

| Enr=251-275 | Enr=276-300 | Enr=301-400 | Enr=401-500 | Enr=501-600 | Enr=501-700 |
|---|---|---|---|---|---|
| Hughes Middle | Wachter Middle | Fargo B Franklin | Valley City | Fargo Discovery | Devils Lake |
| Rugby | | Beulah | | Wahpeton | Turtle Mt Comm |
| | | Grafton | | | |
| | | Hazen | | | |
| | | Simle Middle | | | |

| Enr=701-800 | Enr=801-900 | Enr=901-1000 | Enr=1001-1100 | Enr=1101-1200 | Enr=1201-1300 |
|---|---|---|---|---|---|
| | | Dickinson | Minot Central | Mandan | Bismarck Century |
| | | Fargo North | Minot Magic City | | GF Central |
| | | Jamestown | | | |
| | | Williston | | | |

| Enr=1301-1400 | Enr=1401-1500 | Enr=1501-1600 |
|---|---|---|
| GF Red River | Bismarck High | Fargo South |
| | | West Fargo |

## North Dakota Public High Schools by Size (2000-2001)



# Projected Enrollments for Foundation Aid from 2001-2003 DPI Budget

| | 1998-99 Fall Enrollment Actual | 1999-00 Fall Enrollment Actual | 2000-01 Fall Enrollment Projection | 2001-02 Fall Enrollment Projection | 2002-03 Fall Enrollment Projection |
|---|---|---|---|---|---|
| Total Enrollment | 114,657 | 112,369 | 108,761 | 105,969 | 103,604 |
| Student Losses | 2,294 | 2,288 | 3,608 | 2,792 | 2,365 |
| Percentage Changes | 1.96% | 2.00% | 3.21% | 2.57% | 2.23% |

School Finance Facts at a Glance

| Total K-12 Enrollment | FY | | | | | | | | | | 2000-1999 | 2000-1999 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CNAME | 1985 | 1990 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | Change | Percent |
| Adams | 635 | 582 | 550 | 545 | 526 | 526 | 510 | 494 | 474 | 406 | -68 | -14.3% |
| Barnes | 2,181 | 2,124 | 2,120 | 2,165 | 2,121 | 2,078 | 2,031 | 1,946 | 1,883 | 1,786 | -97 | -5.2% |
| Benson | 1,276 | 1,087 | 1,070 | 1,097 | 1,092 | 1,060 | 1,093 | 1,060 | 1,055 | 1,019 | -36 | -3.4% |
| Billings | 97 | 141 | 138 | 126 | 117 | 112 | 106 | 107 | 93 | 79 | -14 | -15.1% |
| Bottineau | 1,791 | 1,311 | 1,383 | 1,385 | 1,340 | 1,319 | 1,298 | 1,267 | 1,206 | 1,176 | -30 | -2.5% |
| Bowman | 983 | 833 | 786 | 760 | 758 | 765 | 775 | 779 | 757 | 739 | -18 | -2.4% |
| Burke | 736 | 601 | 539 | 511 | 487 | 447 | 422 | 399 | 375 | 356 | -19 | -5.1% |
| Burleigh | 10,286 | 10,999 | 11,379 | 11,190 | 11,260 | 11,281 | 11,070 | 11,000 | 10,929 | 10,738 | -191 | -1.7% |
| Cass | 15,066 | 16,984 | 17,938 | 18,183 | 18,376 | 18,627 | 18,928 | 19,139 | 19,076 | 18,920 | -156 | -0.8% |
| Cavalier | 1,079 | 1,007 | 949 | 920 | 928 | 926 | 938 | 874 | 830 | 827 | -3 | -0.4% |
| Dickey | 1,330 | 1,075 | 1,032 | 994 | 1,008 | 1,002 | 996 | 984 | 995 | 945 | -50 | -5.0% |
| Divide | 511 | 439 | 464 | 457 | 458 | 447 | 408 | 391 | 363 | 332 | -31 | -8.5% |
| Dunn | 779 | 671 | 697 | 676 | 655 | 653 | 618 | 609 | 603 | 557 | -46 | -7.6% |
| Eddy | 565 | 584 | 586 | 589 | 608 | 589 | 593 | 577 | 572 | 518 | -54 | -9.4% |
| Emmons | 1,040 | 859 | 828 | 814 | 804 | 814 | 810 | 823 | 801 | 784 | -17 | -2.1% |
| Foster | 926 | 842 | 819 | 715 | 702 | 745 | 757 | 763 | 755 | 706 | -49 | -6.5% |
| Golden Valley | 537 | 504 | 521 | 516 | 484 | 470 | 484 | 462 | 431 | 447 | 16 | 3.7% |
| Grand Forks | 10,778 | 11,539 | 12,010 | 12,202 | 12,196 | 12,006 | 11,469 | 10,949 | 10,770 | 10,447 | -323 | -3.0% |
| Grant | 708 | 577 | 533 | 508 | 472 | 455 | 450 | 434 | 419 | 389 | -30 | -7.2% |
| Griggs | 613 | 566 | 631 | 728 | 694 | 672 | 670 | 630 | 611 | 565 | -46 | -7.5% |
| Hettinger | 687 | 583 | 662 | 661 | 669 | 640 | 650 | 623 | 609 | 563 | -46 | -7.6% |
| Kidder | 725 | 709 | 654 | 643 | 613 | 591 | 572 | 532 | 512 | 497 | -15 | -2.9% |
| LaMoure | 1,258 | 1,224 | 1,177 | 1,191 | 1,179 | 1,144 | 1,104 | 1,047 | 1,032 | 1,005 | -27 | -2.6% |
| Logan | 591 | 507 | 492 | 483 | 526 | 515 | 497 | 477 | 464 | 442 | -22 | -4.7% |
| McHenry | 1,542 | 1,363 | 1,339 | 1,338 | 1,306 | 1,270 | 1,226 | 1,199 | 1,173 | 1,126 | -47 | -4.0% |
| McIntosh | 753 | 713 | 679 | 664 | 672 | 635 | 594 | 568 | 550 | 532 | -18 | -3.3% |
| McKenzie | 1,595 | 1,309 | 1,205 | 1,218 | 1,203 | 1,199 | 1,177 | 1,157 | 1,113 | 1,092 | -21 | -1.9% |
| McLean | 2,683 | 2,395 | 2,425 | 2,425 | 2,350 | 2,318 | 2,245 | 2,137 | 2,023 | 1,816 | -207 | -10.2% |
| Mercer | 2,455 | 2,246 | 2,363 | 2,348 | 2,277 | 2,298 | 2,261 | 2,131 | 2,082 | 1,993 | -89 | -4.3% |
| Morton | 4,636 | 4,900 | 5,035 | 5,069 | 5,129 | 5,001 | 4,991 | 4,923 | 4,801 | 4,644 | -157 | -3.3% |
| Mountrail | 1,699 | 1,690 | 1,669 | 1,708 | 1,689 | 1,655 | 1,660 | 1,601 | 1,576 | 1,522 | -54 | -3.4% |
| Nelson | 983 | 931 | 915 | 876 | 869 | 813 | 775 | 745 | 710 | 694 | -16 | -2.3% |
| Oliver | 472 | 462 | 434 | 408 | 412 | 392 | 364 | 334 | 320 | 282 | -38 | -11.9% |
| Pembina | 2,069 | 2,099 | 2,036 | 1,995 | 2,038 | 1,996 | 1,915 | 1,867 | 1,805 | 1,747 | -58 | -3.2% |
| Pierce | 990 | 883 | 884 | 868 | 864 | 835 | 840 | 813 | 811 | 731 | -80 | -9.9% |
| Ramsey | 2,379 | 2,413 | 2,512 | 2,495 | 2,493 | 2,399 | 2,352 | 2,314 | 2,314 | 2,244 | -70 | -3.0% |
| Ransom | 1,274 | 1,275 | 1,236 | 1,243 | 1,286 | 1,284 | 1,232 | 1,186 | 1,160 | 1,116 | -44 | -3.8% |
| Renville | 807 | 807 | 784 | 803 | 773 | 769 | 743 | 766 | 734 | 719 | -15 | -2.0% |
| Richland | 2,925 | 3,134 | 3,253 | 3,273 | 3,302 | 3,273 | 3,217 | 3,121 | 3,031 | 2,944 | -87 | -2.9% |
| Rolette | 2,766 | 2,908 | 3,122 | 3,236 | 3,173 | 3,306 | 3,316 | 3 342 | 3,296 | 3,156 | -140 | -4.2% |
| Sargent | 985 | 885 | 845 | 821 | 880 | 875 | 873 | 865 | 872 | 873 | 1 | 0.1% |
| Sheridan | 322 | 260 | 271 | 268 | 239 | 249 | 234 | 221 | 205 | 197 | -8 | -3.9% |
| Sioux | 494 | 481 | 511 | 565 | 602 | 563 | 541 | 547 | 480 | 461 | -19 | -4.0% |
| Slope | 70 | 69 | 53 | 41 | 38 | 47 | 46 | 41 | 30 | 35 | 5 | 16.7% |
| Stark | 4,388 | 4,157 | 4,145 | 4,090 | 4,053 | 4,085 | 4,032 | 4,027 | 3,946 | 3,804 | -142 | -3.6% |
| Steele | 397 | 356 | 387 | 387 | 387 | 369 | 363 | 366 | 340 | 335 | -5 | -1.5% |
| Stutsman | 3,932 | 3,752 | 3,670 | 3,654 | 3,528 | 3,484 | 3,467 | 3,394 | 3,314 | 3,232 | -82 | -2.5% |
| Towner | 690 | 633 | 645 | 649 | 639 | 611 | 577 | 572 | 516 | 497 | -19 | -3.7% |
| Traill | 1,806 | 1,846 | 1,817 | 1,843 | 1,846 | 1,847 | 1,814 | 1,814 | 1,777 | 1,721 | -56 | -3.2% |
| Walsh | 2,562 | 2,436 | 2,437 | 2,542 | 2,498 | 2,487 | 2,448 | 2,396 | 2,318 | 2,168 | -150 | -6.5% |
| Ward | 10,734 | 10,584 | 10,395 | 10,343 | 10,537 | 10,539 | 10,433 | 10,156 | 10,061 | 9,681 | -380 | -3.8% |
| Wells | 1,236 | 1,048 | 1,060 | 1,081 | 1,090 | 1,086 | 1,065 | 1,033 | 991 | 925 | -66 | -6.7% |
| Williams | 5,173 | 4,588 | 4,445 | 4,349 | 4,319 | 4,249 | 4,053 | 3,947 | 3,741 | 3,564 | -177 | -4.7% |
| Grand Total | 117,995 | 116,951 | 118,512 | 118,649 | 118,565 | 117,816 | 116,103 | 113,929 | 111,705 | 108,094 | -3,611 | -3.2% |

North Dakota

**Department of Public Instruction**
600 E Boulevard Ave., Dept. 201, Bismarck, ND 58505-0440
(701) 328-2260 Fax - (701) 328-2461
http://www.dpi.state.nd.us

Dr. Wayne G. Sanstead
State Superintendent

To: Tom Decker, Director of School Finance and Organization

From: Steve Hiebert, Research Analyst, MIS

Re: ND Public School Enrollment Projections by County

Date: December 13, 2000

**Introduction:**

The Department of Public Instruction (DPI) has traditionally used the Cohort-Survival Method to perform enrollment projections. It is commonly used by a number of other states, and has generally given one-year projections for North Dakota within ± 1% for the total K-12 public school enrollment

**The Cohort-Survival Method:**

This method uses past trends to project the future. If in 1990 there were 20 2nd graders and in 1991 there were 19 3rd graders, then the survival rate is 95% from 2nd to 3rd grade. Accuracy in estimating the survival rate can be increased by averaging the survival rate over many years. Historically, the survival rate from 11th grade to 12th grade is lower than that from 2nd grade to 3rd grade due to dropouts. At DPI, six years of past data are used to project enrollments.

**The Projections:**

The projections estimate a 12.1% drop in K-6 public school enrollment between the years 2001 and 2006, and an 11.7% drop in 7-12 grade enrollments. During that time, only four counties are projected to have minor increases in enrollment. These projections show greater decreases than the projections from last year, due primarily to an increase in out-migration.

**Conclusion:**

Any projection model assumes that the thing being tracked follows trends. As long as the trends of out-migration continue at the same rate that they have for the last six years, North Dakota can expect a drop of about 2.5% in public school enrollment each year.

h shieber out:rpts\TomDecker\Projections2001 doc

**North Dakota Public School District Enrollment Projections (K-12) by District**

12/14/2000

| | | Actual | | | Projected | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ID | District | 1985 | 1990 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | Chg99-01 | Chg01-06 |
| 1013 | Hettinger 13 | 491 | 512 | 472 | 453 | 406 | 404 | 391 | 369 | 351 | 331 | -13.98% | -18.36% |
| 2002 | Valley City 2 | 1367 | 1404 | 1302 | 1285 | 1260 | 1208 | 1195 | 1150 | 1114 | 1084 | -3.23% | -13.97% |
| 2013 | Oriska 13 | 145 | 116 | 105 | 95 | 61 | 76 | 94 | 112 | 126 | 145 | -41.90% | 137.44% |
| 2052 | Litchville 52 | 120 | 114 | 101 | 95 | 99 | 89 | 90 | 91 | 72 | 73 | -1.98% | -26.46% |
| 2065 | N Central 65 | 260 | 265 | 216 | 204 | 190 | 177 | 163 | 150 | 141 | 139 | -12.04% | -27.04% |
| 2082 | Wimbledon-Courtenay 82 | 200 | 217 | 222 | 204 | 176 | 175 | 176 | 174 | 168 | 167 | -20.72% | -5.32% |
| 3005 | Minnewaukan 5 | 185 | 158 | 139 | 134 | 148 | 161 | 163 | 169 | 179 | 188 | 6.47% | 27.08% |
| 3006 | Leeds 6 | 238 | 247 | 234 | 219 | 202 | 184 | 173 | 150 | 134 | 118 | -13.68% | -41.45% |
| 3009 | Maddock 9 | 245 | 219 | 236 | 237 | 233 | 231 | 229 | 218 | 213 | 222 | -1.27% | -4.88% |
| 3016 | Oberon 16 | 32 | 38 | 32 | 56 | 43 | 55 | 58 | 66 | 74 | 84 | 34.38% | 95.78% |
| 3029 | Warwick 29 | 220 | 202 | 255 | 234 | 229 | 220 | 225 | 224 | 221 | 217 | -10.20% | -5.20% |
| 3030 | Ft Totten 30 | 254 | 206 | 164 | 175 | 164 | 175 | 182 | 181 | 178 | 180 | 0.00% | 10.04% |
| 4001 | Billings Co 1 | 102 | 140 | 107 | 93 | 79 | 95 | 84 | 75 | 76 | 70 | -26.17% | -11.69% |
| 5001 | Bottineau 1 | 920 | 857 | 832 | 801 | 801 | 807 | 801 | 792 | 788 | 768 | -3.73% | -4.15% |
| 5013 | Willow City 13 | 150 | 135 | 102 | 98 | 86 | 83 | 79 | 78 | 69 | 64 | -15.69% | -25.37% |
| 5017 | Westhope 17 | 290 | 258 | 184 | 164 | 167 | 157 | 142 | 133 | 127 | 119 | -9.24% | -28.44% |
| 5035 | Lansford 35 | 131 | 106 | 47 | 52 | 37 | 43 | 45 | 49 | 49 | 50 | -21.28% | 35.18% |
| 5054 | Newburg-United 54 | | | 102 | 91 | 85 | 81 | 80 | 81 | 79 | 78 | -16.67% | -8.23% |
| 6001 | Bowman 1 | 621 | 529 | 473 | 466 | 445 | 449 | 445 | 422 | 419 | 394 | -5.92% | -11.38% |
| 6017 | Rhame 17 | 135 | 129 | 125 | 110 | 96 | 94 | 87 | 83 | 84 | 77 | -23.20% | -19.28% |
| 6033 | Scranton 33 | 221 | 181 | 181 | 181 | 198 | 191 | 191 | 190 | 191 | 195 | 9.39% | -1.69% |
| 7014 | Bowbells 14 | 191 | 163 | 119 | 122 | 114 | 121 | 116 | 114 | 116 | 117 | -4.20% | 2.38% |
| 7027 | Powers Lake 27 | 234 | 211 | 145 | 128 | 128 | 117 | 104 | 98 | 92 | 87 | -11.72% | -32.03% |
| 7036 | Burke Central 36 | 157 | 179 | 135 | 125 | 114 | 107 | 99 | 97 | 91 | 82 | -15.56% | -28.14% |
| 8001 | Bismarck 1 | 9391 | 10479 | 10697 | 10663 | 10476 | 10332 | 10209 | 10061 | 9957 | 9904 | -2.07% | -5.46% |
| 8002 | Regan 2 | 20 | 16 | 20 | 14 | 15 | 17 | 19 | 20 | 20 | 20 | -25.00% | 32.31% |
| 8025 | Naughton 25 | 17 | 13 | 7 | 4 | 5 | 9 | 12 | 15 | 20 | 25 | -28.57% | 408.18% |
| 8028 | Wing 28 | 168 | 142 | 77 | 71 | 75 | 69 | 68 | 66 | 59 | 58 | -2.60% | -22.35% |
| 8029 | Baldwin 29 | 30 | 29 | 13 | 14 | 14 | 19 | 20 | 21 | 22 | 24 | 7.69% | 72.51% |
| 8033 | Menoken 33 | 44 | 24 | 39 | 34 | 34 | 37 | 32 | 27 | 24 | 23 | -12.82% | -32.73% |
| 8034 | McKenzie 34 | 27 | 20 | 9 | 6 | 6 | 7 | 8 | 7 | 7 | 8 | -33.33% | 34.17% |
| 8035 | Sterling 35 | 35 | 35 | 41 | 34 | 37 | 38 | 37 | 38 | 35 | 32 | -9.76% | -14.60% |
| 8036 | Driscoll 36 | 77 | 58 | 35 | 29 | 19 | 17 | 13 | 11 | 11 | 7 | -45.71% | -61.76% |

| | | Actual | | | Projected | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ID | District | 1985 | 1990 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | Chg99-01 | Chg01-06 |
| 8039 | Apple Creek 39 | 25 | 28 | 46 | 48 | 45 | 44 | 50 | 55 | 61 | 61 | -2 17% | 35 09% |
| 8045 | Manning 45 | 10 | 14 | 16 | 12 | 12 | 12 | 13 | 13 | 14 | 16 | -25 00% | 31 88% |
| 9001 | Fargo 1 | 8559 | 9920 | 11763 | 11645 | 11382 | 11463 | 11388 | 11257 | 11059 | 10960 | -3 24% | -3 71% |
| 9002 | Kindred 2 | 467 | 532 | 721 | 732 | 726 | 730 | 752 | 782 | 816 | 833 | 0 69% | 14 76% |
| 9004 | Maple Valley 4 | 256 | 249 | 275 | 249 | 212 | 212 | 197 | 179 | 162 | 132 | -22 91% | -37 65% |
| 9006 | West Fargo 6 | 3774 | 4147 | 4867 | 4914 | 5025 | 5057 | 5093 | 5164 | 5210 | 5321 | 3.25% | 5 88% |
| 9007 | Mapleton 7 | 137 | 161 | 105 | 102 | 116 | 135 | 149 | 150 | 157 | 164 | 10 48% | 41 37% |
| 9017 | Central Cass 17 | 656 | 618 | 804 | 818 | 826 | 852 | 897 | 924 | 961 | 997 | 2.74% | 20 75% |
| 9080 | Page 80 | 153 | 156 | 156 | 154 | 148 | 165 | 179 | 200 | 226 | 215 | -5.13% | 45 02% |
| 9097 | Northern Cass 97 | | | 448 | 462 | 485 | 473 | 461 | 450 | 438 | 427 | 8.26% | -11 89% |
| 10001 | Osnabrock 1 | 71 | 57 | 23 | 25 | 19 | 22 | 23 | 20 | 15 | 14 | -17 39% | -27 47% |
| 10014 | Border Central 14 | 140 | 90 | 44 | 31 | 32 | 28 | 25 | 23 | 20 | 17 | -27 27% | -46 11% |
| 10019 | Munich 19 | 205 | 198 | 151 | 160 | 155 | 144 | 135 | 127 | 119 | 105 | 2 65% | -32 20% |
| 10023 | Langdon 23 | 654 | 660 | 624 | 583 | 589 | 569 | 545 | 495 | 437 | 389 | -5 61% | -33 89% |
| 10030 | Milton 30 | 44 | 28 | 32 | 31 | 32 | 29 | 26 | 23 | 18 | 13 | 0 00% | -58 07% |
| 11040 | Ellendale 40 | 436 | 457 | 417 | 427 | 390 | 386 | 374 | 367 | 359 | 349 | -6 47% | -10 45% |
| 11041 | Oakes 41 | 723 | 598 | 547 | 568 | 555 | 551 | 551 | 564 | 582 | 603 | 1 46% | 8 58% |
| 12001 | Divide County 1 | 516 | 448 | 391 | 363 | 332 | 309 | 286 | 264 | 242 | 206 | -15 09% | -37 97% |
| 13008 | Dodge 8 | 81 | 69 | 72 | 65 | 51 | 57 | 54 | 46 | 43 | 30 | -29 17% | -40 51% |
| 13016 | Killdeer 16 | 496 | 417 | 381 | 376 | 364 | 347 | 340 | 334 | 337 | 324 | -4 46% | -10 94% |
| 13019 | Halliday 19 | 193 | 149 | 105 | 104 | 93 | 88 | 82 | 85 | 79 | 72 | -11 43% | -22 60% |
| 13037 | Twin Buttes 37 | 51 | 37 | 51 | 58 | 49 | 57 | 67 | 76 | 85 | 86 | -3 92% | 75 10% |
| 14001 | New Rockford 1 | 410 | 431 | 408 | 395 | 373 | 373 | 350 | 334 | 326 | 298 | -8 58% | -20 05% |
| 14012 | Sheyenne 12 | 143 | 141 | 169 | 177 | 145 | 143 | 127 | 126 | 121 | 112 | -14 20% | -22 93% |
| 15006 | Hazelton-Moffit-Braddock 6 | 179 | 151 | 179 | 177 | 161 | 169 | 176 | 179 | 178 | 181 | -10 06% | 12 50% |
| 15010 | Bakker 10 | 44 | 36 | 12 | 12 | 10 | 17 | 19 | 24 | 29 | 36 | -16 67% | 255 75% |
| 15012 | Union 12 | | 9 | 5 | 5 | 5 | 4 | 4 | 5 | 6 | 7 | 0 00% | 40 00% |
| 15015 | Strasburg 15 | 230 | 201 | 249 | 235 | 233 | 209 | 190 | 177 | 161 | 143 | -6 43% | -38 52% |
| 15036 | Linton 36 | 506 | 410 | 378 | 372 | 375 | 398 | 394 | 402 | 405 | 415 | -0 79% | 10 66% |
| 16010 | Carrington 10 | 750 | 638 | 763 | 755 | 706 | 719 | 701 | 673 | 657 | 626 | -7 47% | -11 27% |
| 17003 | Beach 3 | 458 | 447 | 412 | 377 | 392 | 378 | 361 | 352 | 338 | 330 | -4 85% | -15 84% |
| 17006 | Lone Tree 6 | 81 | 67 | 50 | 54 | 55 | 63 | 67 | 75 | 80 | 85 | 10 00% | 55 21% |
| 18001 | Grand Forks 1 | 8569 | 9084 | 8701 | 8559 | 8351 | 8027 | 7679 | 7289 | 6967 | 6664 | -4 02% | -20 20% |
| 18044 | Larimore 44 | 666 | 672 | 593 | 613 | 583 | 575 | 540 | 507 | 456 | 414 | -1 69% | -29 06% |
| 18061 | Thompson 61 | 419 | 480 | 555 | 527 | 518 | 500 | 483 | 456 | 420 | 381 | -6 67% | -26 39% |

| | | Actual | | | | Projected | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ID | District | 1985 | 1990 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | Chg99-01 | Chg01-06 |
| 18125 | Manvel 125 | 160 | 199 | 222 | 212 | 192 | 199 | 209 | 205 | 211 | 210 | -13.51% | 9.22% |
| 18127 | Emerado 127 | 160 | 133 | 146 | 151 | 116 | 118 | 122 | 126 | 129 | 129 | -20.55% | 11.56% |
| 18128 | Midway 128 | 319 | 362 | 360 | 349 | 328 | 326 | 319 | 316 | 312 | 308 | -8.89% | -6.22% |
| 18129 | Northwood 129 | 397 | 435 | 372 | 359 | 359 | 343 | 347 | 330 | 322 | 309 | -3.49% | -14.06% |
| 19018 | Roosevelt 18 | 240 | 193 | 151 | 151 | 141 | 147 | 134 | 126 | 125 | 120 | -6.62% | -14.59% |
| 19049 | Elgin-New Leipzig 49 | | | 283 | 268 | 248 | 242 | 236 | 230 | 224 | 219 | -12.37% | -11.89% |
| 20007 | Midkota 7 | | | 234 | 230 | 210 | 187 | 159 | 134 | 122 | 100 | -10.26% | -52.23% |
| 20018 | Griggs County Central 18 | 377 | 374 | 396 | 381 | 355 | 345 | 329 | 321 | 312 | 295 | -10.35% | -16.92% |
| 21006 | Mott 6 | 314 | 243 | 242 | 254 | 235 | 253 | 258 | 269 | 277 | 268 | -2.89% | 14.21% |
| 21009 | New England 9 | 249 | 225 | 273 | 246 | 230 | 214 | 195 | 189 | 179 | 160 | -15.75% | -30.54% |
| 21014 | Regent 14 | 163 | 132 | 108 | 109 | 98 | 98 | 89 | 86 | 83 | 78 | -9.26% | -20.89% |
| 22011 | Pettibone-Tuttle 11 | 66 | 69 | 41 | 33 | 24 | 28 | 26 | 18 | 16 | 12 | -41.46% | -51.19% |
| 22014 | Robinson 14 | 83 | 78 | 13 | 12 | 14 | 17 | 17 | 15 | 14 | 13 | 7.69% | -4.09% |
| 22020 | Tuttle-Pettibone 20 | 130 | 138 | 85 | 83 | 75 | 68 | 60 | 56 | 46 | 41 | -11.76% | -45.62% |
| 22026 | Steele-Dawson 26 | 284 | 292 | 266 | 252 | 263 | 261 | 254 | 253 | 256 | 255 | -1.13% | -2.88% |
| 22028 | Tappen 28 | 143 | 132 | 127 | 132 | 121 | 116 | 111 | 109 | 108 | 98 | -4.72% | -19.02% |
| 23003 | Edgeley 3 | 275 | 304 | 282 | 276 | 271 | 259 | 245 | 235 | 228 | 217 | -3.90% | -19.84% |
| 23007 | Kulm 7 | 178 | 184 | 171 | 161 | 157 | 148 | 139 | 134 | 133 | 124 | -8.19% | -21.14% |
| 23008 | LaMoure 8 | 424 | 417 | 381 | 408 | 396 | 387 | 378 | 371 | 365 | 374 | 3.94% | -5.59% |
| 23009 | Marion 9 | 184 | 158 | 127 | 113 | 109 | 98 | 87 | 77 | 63 | 51 | -14.17% | -53.25% |
| 23011 | Verona 11 | 96 | 96 | 86 | 74 | 72 | 65 | 59 | 51 | 44 | 34 | -16.28% | -52.18% |
| 24002 | Napoleon 2 | 417 | 354 | 268 | 267 | 266 | 262 | 254 | 244 | 236 | 222 | -0.75% | -16.72% |
| 24056 | Gackle-Streeter 56 | | | 209 | 197 | 176 | 172 | 167 | 163 | 159 | 155 | -15.79% | -11.89% |
| 25001 | Velva 1 | 437 | 390 | 483 | 470 | 467 | 463 | 456 | 452 | 454 | 443 | -3.31% | -5.24% |
| 25004 | Newport 4 | 312 | 280 | 210 | 217 | 202 | 190 | 180 | 173 | 163 | 160 | -3.81% | -20.72% |
| 25014 | Anamoose 14 | 173 | 136 | 107 | 102 | 96 | 89 | 82 | 74 | 61 | 52 | -10.28% | -46.33% |
| 25025 | Granville 25 | 194 | 176 | 164 | 156 | 142 | 148 | 156 | 163 | 171 | 175 | -13.41% | 23.24% |
| 25029 | Upham 29 | 120 | 123 | 69 | 64 | 67 | 59 | 53 | 46 | 42 | 41 | -2.90% | -38.66% |
| 25057 | Drake 57 | 186 | 154 | 166 | 164 | 152 | 145 | 131 | 109 | 92 | 85 | -8.43% | -43.95% |
| 26004 | Zeeland 4 | 104 | 113 | 61 | 60 | 65 | 60 | 63 | 68 | 66 | 75 | 6.56% | 15.85% |
| 26009 | Ashley 9 | 282 | 247 | 222 | 214 | 203 | 194 | 194 | 193 | 192 | 195 | -8.56% | -4.05% |
| 26019 | Wishek 19 | 297 | 289 | 285 | 276 | 264 | 261 | 252 | 249 | 237 | 241 | -7.37% | -8.58% |
| 27001 | McKenzie Co 1 | 1099 | 895 | 681 | 669 | 657 | 637 | 616 | 593 | 558 | 529 | -3.52% | -19.45% |
| 27002 | Alexander 2 | 168 | 120 | 128 | 109 | 105 | 95 | 83 | 71 | 62 | 48 | -17.97% | -54.39% |
| 27014 | Yellowstone 14 | 143 | 120 | 84 | 84 | 82 | 83 | 83 | 74 | 62 | 48 | -2.38% | -41.46% |

| | | Actual | | | Projected | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ID | District | 1985 | 1990 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | Chg99-01 | Chg01-06 |
| 27018 | Earl 18 | 16 | 7 | 8 | 4 | 10 | 7 | 7 | 8 | 7 | 8 | 25 00% | -19 25% |
| 27019 | Bowline Butte 19 | 4 | 6 | 3 | 2 | 2 | 3 | 4 | 5 | 6 | 7 | -33 33% | 250 00% |
| 27032 | Horse Creek 32 | 5 | 4 | 7 | 7 | 4 | 7 | 9 | 11 | 11 | 13 | -42 86% | 215 47% |
| 27036 | Mandaree 36 | 182 | 184 | 246 | 238 | 232 | 229 | 225 | 216 | 196 | 190 | -5 69% | -18 31% |
| 28001 | Montefiore 1 | 326 | 276 | 291 | 280 | 233 | 235 | 223 | 220 | 218 | 215 | -19 93% | -7 76% |
| 28004 | Washburn 4 | 567 | 549 | 468 | 456 | 409 | 384 | 356 | 329 | 310 | 294 | -12 61% | -28 14% |
| 28008 | Underwood 8 | 379 | 344 | 339 | 307 | 273 | 255 | 238 | 214 | 197 | 181 | -19 47% | -33 74% |
| 28050 | Max 50 | 298 | 210 | 177 | 169 | 168 | 167 | 159 | 156 | 146 | 131 | -5 08% | -22 08% |
| 28051 | Garrison 51 | 575 | 475 | 435 | 403 | 362 | 341 | 315 | 292 | 262 | 224 | -16 78% | -38 11% |
| 28072 | Turtle Lake-Mercer 72 | 382 | 327 | 214 | 209 | 207 | 205 | 198 | 189 | 173 | 162 | -3 27% | -21 71% |
| 28085 | White Shield 85 | | | 167 | 165 | 164 | 169 | 171 | 168 | 174 | 174 | -1 80% | 6 08% |
| 29003 | Hazen 3 | 961 | 953 | 892 | 876 | 808 | 789 | 743 | 707 | 673 | 619 | -9 42% | -23 39% |
| 29020 | Golden Valley 20 | 107 | 52 | 76 | 64 | 71 | 66 | 74 | 76 | 81 | 88 | -6 58% | 23 85% |
| 29022 | Stanton 22 | 233 | 172 | 105 | 101 | 93 | 89 | 83 | 76 | 72 | 70 | -11 43% | -25 24% |
| 29027 | Beulah 27 | 1067 | 940 | 1058 | 1041 | 1021 | 981 | 920 | 861 | 806 | 761 | -3 50% | -25 51% |
| 30001 | Mandan 1 | 3220 | 3567 | 3682 | 3621 | 3495 | 3459 | 3390 | 3338 | 3286 | 3241 | -5 08% | -7 26% |
| 30004 | Little Heart 4 | 38 | 10 | 33 | 30 | 28 | 32 | 31 | 30 | 30 | 29 | -15 15% | 3 46% |
| 30007 | New Salem 7 | 423 | 396 | 398 | 389 | 397 | 393 | 389 | 404 | 416 | 425 | -0 25% | 7 13% |
| 30008 | Sims 8 | 47 | 39 | 37 | 35 | 35 | 37 | 36 | 34 | 31 | 30 | -5 41% | -15 09% |
| 30013 | Hebron 13 | 320 | 272 | 212 | 200 | 196 | 194 | 191 | 186 | 186 | 188 | -7 55% | -3 85% |
| 30017 | Sweet Briar 17 | 11 | 12 | 15 | 12 | 7 | 8 | 8 | 7 | 6 | 5 | -53 33% | -28 57% |
| 30039 | Flasher 39 | 293 | 281 | 290 | 263 | 251 | 231 | 216 | 193 | 170 | 146 | -13 45% | -41 82% |
| 30048 | Glen Ullin 48 | 335 | 283 | 256 | 251 | 235 | 223 | 213 | 212 | 210 | 207 | -8 20% | -12 12% |
| 31001 | New Town 1 | 628 | 642 | 758 | 765 | 745 | 757 | 757 | 731 | 712 | 694 | -1 72% | -6 86% |
| 31002 | Stanley 2 | 641 | 576 | 449 | 429 | 425 | 400 | 366 | 344 | 315 | 300 | -5 35% | -29 52% |
| 31003 | Parshall 3 | 364 | 379 | 327 | 314 | 328 | 321 | 323 | 323 | 318 | 312 | 0 31% | -4 87% |
| 31137 | Plaza 137 | 103 | 104 | 67 | 68 | 24 | 22 | 24 | 26 | 26 | 26 | -64 18% | 7 80% |
| 32001 | Dakota Prairie 1 | | | 455 | 418 | 399 | 339 | 296 | 269 | 222 | 186 | -12 31% | -53 31% |
| 32066 | Lakota 66 | 282 | 298 | 290 | 292 | 295 | 294 | 301 | 294 | 281 | 272 | 1 72% | -7 93% |
| 33018 | Center 18 | 448 | 476 | 334 | 320 | 282 | 273 | 245 | 216 | 183 | 159 | -15 57% | -43 58% |
| 34001 | Pembina 1 | 188 | 165 | 151 | 155 | 156 | 146 | 142 | 134 | 130 | 105 | 3 31% | -32 64% |
| 34006 | Cavalier 6 | 656 | 697 | 667 | 660 | 633 | 630 | 605 | 586 | 570 | 552 | -5 10% | -12 87% |
| 34012 | Valley 12 | 214 | 213 | 174 | 163 | 164 | 166 | 162 | 161 | 157 | 154 | -5 75% | -6 03% |
| 34019 | Drayton 19 | 306 | 296 | 252 | 237 | 248 | 247 | 240 | 233 | 232 | 226 | -1 59% | -8 70% |
| 34027 | Walhalla 27 | 362 | 422 | 355 | 332 | 301 | 283 | 262 | 241 | 216 | 195 | -15 21% | -35 16% |

| | | Actual | | | Projected | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ID | District | 1985 | 1990 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | Chg99-01 | Chg01-06 |
| 34043 | St Thomas 43 | 166 | 143 | 131 | 129 | 124 | 118 | 110 | 97 | 87 | 77 | -5.34% | -37.57% |
| 34055 | Neche 55 | 160 | 193 | 137 | 129 | 121 | 109 | 99 | 87 | 77 | 68 | -11.68% | -43.75% |
| 35001 | Wolford 1 | 93 | 84 | 56 | 68 | 66 | 76 | 80 | 85 | 92 | 104 | 17.86% | 58.23% |
| 35005 | Rugby 5 | 848 | 799 | 757 | 743 | 665 | 640 | 607 | 585 | 566 | 545 | -12.15% | -18.10% |
| 36001 | Devils Lake 1 | 1868 | 2027 | 2042 | 2038 | 2010 | 1972 | 1912 | 1882 | 1845 | 1831 | -1.57% | -8.92% |
| 36002 | Edmore 2 | 208 | 192 | 139 | 136 | 113 | 107 | 98 | 90 | 84 | 79 | -18.71% | -30.33% |
| 36044 | Starkweather 44 | 169 | 178 | 133 | 140 | 121 | 124 | 121 | 114 | 108 | 103 | -9.02% | -15.16% |
| 37002 | Sheldon 2 | 103 | 99 | 56 | 57 | 44 | 44 | 39 | 32 | 26 | 21 | -21.43% | -53.03% |
| 37006 | Ft Ransom 6 | 42 | 35 | 31 | 29 | 24 | 24 | 24 | 18 | 16 | 12 | -22.58% | -49.65% |
| 37010 | Salund 10 | 3 | 7 | 7 | 7 | 6 | 8 | 9 | 10 | 10 | 9 | -14.29% | 53.36% |
| 37019 | Lisbon 19 | 734 | 728 | 700 | 694 | 690 | 671 | 669 | 665 | 656 | 654 | -1.43% | -5.17% |
| 37022 | Enderlin 22 | 397 | 431 | 392 | 373 | 352 | 344 | 332 | 318 | 304 | 290 | -10.20% | -17.56% |
| 38002 | Sherwood 2 | 122 | 156 | 143 | 130 | 130 | 127 | 126 | 129 | 133 | 141 | -9.09% | 8.32% |
| 38009 | Mohall 9 | 342 | 345 | 297 | 280 | 269 | 252 | 229 | 210 | 198 | 185 | -9.43% | -31.19% |
| 38026 | Glenburn 26 | 300 | 308 | 326 | 324 | 320 | 317 | 321 | 316 | 311 | 310 | -1.84% | -3.16% |
| 39005 | Mantador 5 | 29 | 45 | 23 | 24 | 22 | 23 | 23 | 22 | 17 | 17 | -4.35% | -22.67% |
| 39008 | Hankinson 8 | 370 | 368 | 345 | 344 | 318 | 316 | 315 | 307 | 291 | 281 | -7.83% | -11.76% |
| 39018 | Fairmount 18 | 144 | 161 | 144 | 147 | 134 | 129 | 122 | 114 | 115 | 113 | -6.94% | -16.04% |
| 39028 | Lidgerwood 28 | 344 | 284 | 280 | 272 | 251 | 238 | 227 | 208 | 178 | 157 | -10.36% | -37.61% |
| 39037 | Wahpeton 37 | 1448 | 1624 | 1659 | 1580 | 1586 | 1507 | 1459 | 1410 | 1349 | 1290 | -3.88% | -18.65% |
| 39042 | Wyndmere 42 | 272 | 301 | 355 | 338 | 313 | 301 | 287 | 263 | 244 | 224 | -11.83% | -28.45% |
| 39044 | Richland 44 | 277 | 286 | 324 | 326 | 320 | 325 | 320 | 305 | 294 | 283 | -1.23% | -11.52% |
| 40001 | Dunseith 1 | 422 | 509 | 512 | 563 | 547 | 531 | 532 | 530 | 543 | 550 | 6.84% | 0.59% |
| 40003 | St John 3 | 246 | 274 | 317 | 285 | 282 | 291 | 297 | 293 | 290 | 287 | -11.04% | 1.70% |
| 40004 | Mt Pleasant 4 | 410 | 391 | 398 | 382 | 349 | 325 | 318 | 303 | 290 | 267 | -12.31% | -23.64% |
| 40007 | Belcourt 7 | 1349 | 1361 | 1897 | 1850 | 1762 | 1790 | 1787 | 1743 | 1681 | 1636 | -7.12% | -7.14% |
| 40029 | Rolette 29 | 336 | 266 | 218 | 216 | 216 | 217 | 203 | 200 | 195 | 192 | -0.92% | -11.07% |
| 41002 | Milnor 2 | 274 | 249 | 306 | 322 | 337 | 333 | 343 | 348 | 335 | 338 | 10.13% | 0.21% |
| 41003 | N Sargent 3 | 269 | 231 | 200 | 203 | 187 | 206 | 223 | 237 | 246 | 266 | -6.50% | 42.22% |
| 41006 | Sargent Central 6 | 440 | 418 | 359 | 347 | 349 | 342 | 336 | 333 | 323 | 316 | -2.79% | -9.52% |
| 42016 | Goodrich 16 | 115 | 94 | 71 | 65 | 62 | 63 | 62 | 60 | 57 | 56 | -12.68% | -10.08% |
| 42019 | McClusky 19 | 219 | 171 | 150 | 140 | 135 | 123 | 114 | 100 | 89 | 72 | -10.00% | -46.81% |
| 43003 | Solen 3 | 201 | 195 | 216 | 197 | 195 | 195 | 188 | 185 | 183 | 181 | -9.72% | -7.22% |
| 43004 | Ft Yates 4 | 196 | 230 | 240 | 201 | 192 | 190 | 176 | 168 | 150 | 129 | -20.00% | -32.63% |
| 43008 | Selfridge 8 | 80 | 113 | 91 | 82 | 74 | 75 | 71 | 71 | 70 | 67 | -18.68% | -10.08% |

| | | Actual | | | Projected | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ID | District | 1985 | 1990 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | Chg99-01 | Chg01-06 |
| 44012 | Marmarth 12 | 37 | 28 | 23 | 18 | 15 | 15 | 18 | 18 | 23 | 26 | -34 78% | 71 85% |
| 44014 | Sheets 14 | 8 | 7 | 5 | 5 | 9 | 7 | 8 | 5 | 6 | 3 | 80 00% | -66 67% |
| 44032 | Central Elem 32 | 21 | 24 | 13 | 7 | 11 | 9 | 8 | 7 | 10 | 8 | -15 38% | -27 73% |
| 45001 | Dickinson 1 | 3276 | 3174 | 3045 | 3012 | 2906 | 2878 | 2848 | 2786 | 2772 | 2771 | -4 56% | -4 64% |
| 45003 | Taylor 3 | 144 | 146 | 153 | 149 | 129 | 119 | 106 | 98 | 90 | 81 | -15 69% | -37 03% |
| 45004 | Richardton 4 | 167 | 125 | 183 | 193 | 187 | 188 | 178 | 175 | 160 | 166 | 2 19% | -11 29% |
| 45009 | S Heart 9 | 382 | 379 | 296 | 274 | 274 | 262 | 247 | 237 | 222 | 214 | -7 43% | -22 02% |
| 45013 | Belfield 13 | 384 | 318 | 350 | 318 | 308 | 316 | 321 | 313 | 316 | 316 | -12 00% | 2 68% |
| 46010 | Hope 10 | 164 | 138 | 180 | 156 | 154 | 134 | 118 | 102 | 78 | 84 | -14 44% | -45 73% |
| 46019 | Finley-Sharon 19 | 259 | 207 | 186 | 184 | 181 | 182 | 184 | 188 | 190 | 191 | -2 69% | 5 71% |
| 47001 | Jamestown 1 | 3167 | 3087 | 2797 | 2741 | 2671 | 2624 | 2614 | 2587 | 2585 | 2577 | -4 50% | -3 53% |
| 47003 | Medina 3 | 211 | 162 | 199 | 192 | 170 | 171 | 172 | 163 | 151 | 140 | -14 57% | -17 39% |
| 47010 | Pingree-Buchanan 10 | 61 | 139 | 136 | 141 | 163 | 163 | 158 | 154 | 152 | 147 | 19 85% | -9 96% |
| 47014 | Montpelier 14 | 137 | 143 | 152 | 140 | 121 | 113 | 110 | 105 | 99 | 83 | -20 39% | -31 79% |
| 47019 | Kensal 19 | 108 | 98 | 98 | 87 | 93 | 86 | 83 | 80 | 77 | 70 | -5 10% | -24 58% |
| 47026 | Spiritwood 26 | 23 | 27 | 12 | 13 | 14 | 17 | 17 | 16 | 16 | 15 | 16 67% | 4 31% |
| 48002 | Bisbee-Egeland 2 | 89 | 71 | 130 | 125 | 111 | 103 | 96 | 87 | 80 | 67 | -14 62% | -39 92% |
| 48008 | Southern 8 | 419 | 373 | 344 | 302 | 308 | 305 | 291 | 287 | 272 | 276 | -10 47% | -10 43% |
| 48028 | N Central 28 | 147 | 124 | 98 | 89 | 78 | 71 | 69 | 65 | 62 | 61 | -20 41% | -21 99% |
| 49003 | Central Valley 3 | 330 | 299 | 325 | 323 | 311 | 315 | 308 | 296 | 297 | 285 | -4 31% | -8 23% |
| 49007 | Hatton 7 | 241 | 280 | 272 | 283 | 270 | 270 | 267 | 268 | 264 | 268 | -0 74% | -0 78% |
| 49009 | Hillsboro 9 | 518 | 473 | 510 | 480 | 476 | 472 | 456 | 438 | 425 | 407 | -6 67% | -14 55% |
| 49014 | May-Port CG 14 | | | 707 | 691 | 664 | 628 | 601 | 561 | 530 | 494 | -6 08% | -25 65% |
| 50003 | Grafton 3 | 1220 | 1156 | 1138 | 1095 | 1010 | 986 | 933 | 877 | 832 | 776 | -11 25% | -23 20% |
| 50020 | Minto 20 | 238 | 230 | 286 | 263 | 260 | 245 | 242 | 221 | 208 | 187 | -9 09% | -28 06% |
| 50039 | Lankin 39 | 68 | 78 | 71 | 71 | 63 | 67 | 70 | 65 | 63 | 57 | -11 27% | -9 40% |
| 50051 | Nash 51 | 27 | 33 | 28 | 29 | 27 | 33 | 40 | 40 | 45 | 49 | -3 57% | 80 69% |
| 50078 | Park River 78 | 520 | 517 | 484 | 485 | 454 | 443 | 418 | 403 | 387 | 373 | -6 20% | -17 94% |
| 50079 | Fordville 79 | 119 | 82 | 94 | 86 | 97 | 93 | 91 | 92 | 99 | 103 | 3 19% | 6 29% |
| 50106 | Edinburg 106 | 197 | 184 | 179 | 170 | 144 | 144 | 133 | 128 | 119 | 113 | -19 55% | -21 77% |
| 50128 | Adams 128 | 147 | 133 | 116 | 119 | 113 | 114 | 118 | 127 | 130 | 142 | -2 59% | 25 51% |
| 51001 | Minot 1 | 7750 | 7730 | 7531 | 7493 | 7175 | 7014 | 6875 | 6645 | 6414 | 6226 | -4 73% | -13 23% |
| 51004 | Nedrose 4 | 227 | 253 | 265 | 259 | 248 | 253 | 249 | 241 | 218 | 204 | -6 42% | -17 87% |
| 51007 | United 7 | 632 | 657 | 702 | 680 | 673 | 667 | 658 | 651 | 630 | 609 | -4 13% | -9 51% |
| 51010 | Bell 10 | 168 | 168 | 137 | 136 | 129 | 135 | 138 | 145 | 148 | 156 | -5 84% | 20 59% |

| | | Actual | | | Projected | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ID | District | 1985 | 1990 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | Chg99-01 | Chg01-06 |
| 51016 | Sawyer 16 | 268 | 213 | 182 | 169 | 165 | 160 | 155 | 150 | 143 | 138 | -9 34% | -16.27% |
| 51019 | Eureka 19 | 27 | 17 | 12 | 9 | 16 | 22 | 23 | 26 | 29 | 28 | 33.33% | 77 69% |
| 51028 | Kenmare 28 | 402 | 397 | 389 | 380 | 364 | 369 | 357 | 338 | 332 | 324 | -6 43% | -10 96% |
| 51041 | Surrey 41 | 399 | 380 | 480 | 476 | 439 | 435 | 429 | 427 | 412 | 407 | -8.54% | -7.36% |
| 51054 | Berthold 54 | 237 | 207 | 210 | 218 | 215 | 220 | 217 | 220 | 219 | 228 | 2 38% | 6.27% |
| 51070 | S Prairie 70 | 121 | 107 | 137 | 133 | 136 | 146 | 150 | 165 | 170 | 184 | -0.73% | 35.09% |
| 51158 | N Shore 158 | 181 | 135 | 111 | 108 | 121 | 125 | 133 | 140 | 150 | 153 | 9.01% | 26.83% |
| 52023 | Bowdon 23 | 128 | 109 | 101 | 91 | 75 | 61 | 43 | 38 | 32 | 28 | -25.74% | -62.57% |
| 52035 | Pleasant Valley 35 | 16 | 23 | 30 | 27 | 25 | 25 | 19 | 17 | 15 | 13 | -16.67% | -48.94% |
| 52038 | Harvey 38 | 751 | 665 | 604 | 590 | 556 | 549 | 519 | 489 | 464 | 431 | -7.95% | -22.56% |
| 52039 | Sykes 39 | 103 | 85 | 89 | 85 | 72 | 78 | 79 | 74 | 70 | 65 | -19.10% | -9.76% |
| 52040 | Fessenden 40 | 258 | 224 | 209 | 198 | 197 | 193 | 173 | 155 | 118 | 122 | -5.74% | -38.32% |
| 53001 | Williston 1 | 3506 | 3104 | 2735 | 2597 | 2493 | 2411 | 2307 | 2226 | 2141 | 2064 | -8.85% | -17 23% |
| 53002 | Nesson 2 | 209 | 264 | 230 | 208 | 198 | 183 | 176 | 171 | 167 | 170 | -13.91% | -14 15% |
| 53006 | Eight Mile 6 | 304 | 238 | 191 | 191 | 201 | 194 | 188 | 179 | 171 | 172 | 5 24% | -14 68% |
| 53008 | New 8 | 282 | 257 | 247 | 247 | 224 | 222 | 215 | 203 | 195 | 181 | -9.31% | -19 00% |
| 53015 | Tioga 15 | 565 | 513 | 379 | 346 | 311 | 296 | 263 | 237 | 220 | 206 | -17 94% | -33.71% |
| 53091 | Wildrose-Alamo 91 | 56 | 53 | 68 | 65 | 62 | 59 | 54 | 50 | 46 | 39 | -8 82% | -37 40% |
| 53099 | Grenora 99 | 148 | 140 | 97 | 87 | 75 | 58 | 48 | 42 | 34 | 29 | -22.68% | -61 96% |
| | North Dakota * | 118213 | 117016 | 113929 | 111705 | 108094 | 106063 | 103433 | 100580 | 97754 | 95229 | -5 12% | -11 90% |

Note: North Dakota Totals are calculated from county level projections rather than district level projections. Frequent mergers and dissolutions of districts makes projection difficult.

| FY | 2000 |
|---|---|

| | Stype | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| CNAME | Data | Dissolved | HS < 75 | HS 75-149 | K-8 | Non-operatin | HS 150-549 | HS 550+ | Grand Total |
| Total K Enrollment | | 0 | 527 | 996 | 255 | 0 | 1,180 | 4,186 | 7,144 |
| Total 1-6 Enrollment | | 0 | 3,634 | 7,046 | 2,030 | 0 | 8,175 | 26,403 | 47,288 |
| Total 7-8 Enrollment | | 0 | 1,526 | 2,923 | 410 | 0 | 3,253 | 8,987 | 17,099 |
| Total 9-12 Enrollment | | 0 | 3,167 | 6,539 | 0 | 0 | 7,101 | 19,756 | 36,563 |
| Total Total K-12 Enrollment | | 0 | 8,854 | 17,504 | 2,695 | 0 | 19,709 | 59,332 | 108,094 |
| Total 6-17 Census | | 0 | 9,300 | 17,523 | 4,458 | 2,882 | 19,808 | 61,329 | 115,300 |
| Total PK-12 Avg Daily Membership | | 22 | 9,318 | 18,134 | 3,015 | 34 | 20,517 | 62,501 | 113,541 |
| Total Taxable Valuation | | 0 | 165,081,544 | 250,966,253 | 71,132,268 | 1,596,240 | 207,870,903 | 600,978,242 | 1,297,625,450 |
| Total Taxable Valuation Per Pupil | | | 17,751 | 14,322 | 15,956 | 554 | 10,494 | 9,799 | 11,254 |
| Total GF Levy | | | 160 | 164 | 123 | 66 | 173 | 222 | 190 |
| Total Total Levy | | | 171 | 182 | 171 | 66 | 199 | 259 | 218 |
| Total GF Local Revenue | | 195,430 | 30,405,932 | 46,855,716 | 13,050,168 | 274,897 | 41,374,175 | 158,695,787 | 290,852,105 |
| Total GF County Revenue | | 83 | 975,928 | 1,850,383 | 827,521 | 10,523 | 3,396,153 | 1,325,042 | 8,385,633 |
| Total GF State Revenue | | 49,461 | 29,424,099 | 49,676,405 | 8,228,041 | 822,456 | 53,303,983 | 153,219,502 | 294,723,948 |
| Total GF Federal Revenue | | 14,807 | 8,282,276 | 10,620,933 | 3,613,731 | 17,605,033 | 11,053,586 | 29,020,616 | 80,210,981 |
| Total GF Other Revenue | | 0 | 1,393,251 | 1,867,387 | 379,422 | 16,959 | 869,790 | 1,003,528 | 5,530,335 |
| Total GF Total Revenue | | 259,781 | 70,481,486 | 110,870,824 | 26,098,882 | 18,729,867 | 109,997,687 | 343,264,475 | 679,703,003 |
| Total GF Educational Expenditures | | 237,129 | 56,221,926 | 89,837,857 | 17,597,656 | 573,696 | 90,481,302 | 304,292,156 | 559,241,723 |
| Total GF Expenditures | | 332,919 | 68,085,655 | 107,269,633 | 26,074,692 | 18,592,337 | 108,439,532 | 337,568,603 | 666,363,372 |
| Total GF Ending Balance | | 94,683 | 23,686,460 | 27,368,896 | 13,303,840 | 530,843 | 25,529,791 | 58,807,774 | 149,322,288 |
| Total Cost of Ed Per Pupil | | 11,029 | 6,034 | 4,954 | 5,836 | 16,859 | 4,410 | 4,869 | 4,925 |
| Total District Count | | 1 | 70 | 62 | 51 | 3 | 32 | 12 | 231 |

# North Dakota K-12 School Districts
# Equity Indicators

Based on tables prepared by John Augenblick for the Equity Lawsuit
Updated by the Department of Public Instruction

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**Table 3**
**Proportion of Total Revenue by Major Source for North Dakota School Districts**

| | 1984-85 | 1990-91 | 1995-96 | 1997-98 | 1998-99 | 1999-00 |
|---|---|---|---|---|---|---|
| 1. State Support | 57.7% | 52.3% | 50.9% | 49.6% | 48.4% | 48.8% |
| Formula Aid | 42.0% | 39.9% | 38.4% | 37.1% | 36.4% | 36.0% |
| Tuition Apportionment | 6.9% | 5.5% | 4.9% | 4.6% | 4.6% | 4.6% |
| Other | 8.8% | 7.0% | 7.6% | 7.8% | 7.4% | 8.2% |
| 2. Local Support | 36.3% | 44.2% | 46.4% | 47.7% | 48.9% | 48.2% |
| Property Tax | 29.3% | 35.5% | 39.4% | 39.0% | 39.3% | 39.2% |
| Other | 7.0% | 8.7% | 7.0% | 8.7% | 9.6% | 9.1% |
| 3. County Support | 2.9% | 2.0% | 1.4% | 1.3% | 1.2% | 1.4% |
| 4. Federal Support | | | | | | |
| Unrestricted | 3.0% | 1.4% | 1.3% | 1.4% | 1.5% | 1.6% |
| Restricted | | | | | | |
| 5. Total Current Revenue | | | | | | |
| 6. Total Current Revenue Excluding Federal Restricted Revenue | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

**Table 4B**
**Change in Per Pupil Revenue of North Dakota Revenue Sources from 1984-85**

| | 1984-85 | 1990-91 | 1995-96 | 1997-98 | 1998-99 | 1999-00 |
|---|---|---|---|---|---|---|
| 1. State Support | Base Year | 7.0% | 23.0% | 32.8% | 35.2% | 42.6% |
| Formula Aid | Base Year | 12.1% | 27.6% | 36.6% | 39.7% | 44.7% |
| Tuition Apportionment | Base Year | -6.3% | -1.7% | 3.9% | 7.2% | 12.6% |
| Other | Base Year | -6.6% | 20.7% | 37.4% | 35.9% | 56.1% |
| 2. Local Support | Base Year | 43.7% | 78.2% | 103.0% | 116.9% | 124.0% |
| Property Tax | Base Year | 43.0% | 87.4% | 105.7% | 116.3% | 125.5% |
| Other | Base Year | 46.9% | 39.5% | 92.0% | 119.8% | 118.0% |
| 3. County Support | Base Year | -16.6% | -31.9% | -29.8% | -33.5% | -18.2% |
| 4. Federal Support | Base Year | 17.2% | 64.5% | 93.9% | 98.8% | 129.2% |
| Unrestricted | Base Year | -43.9% | -39.4% | -30.1% | -21.5% | -10.4% |
| Restricted | Base Year | 57.4% | 133.1% | 175.6% | 178.2% | 221.3% |
| 5. Total Current Revenue | Base Year | 19.9% | 43.7% | 60.0% | 66.4% | 75.6% |
| 6. Total Current Revenue Excluding Federal Restricted Revenue | Base Year | 18.1% | 39.6% | 54.6% | 61.2% | 68.8% |

**Table 7**
**Indicators of Variation in Per Pupil Current Revenue (Excluding Federal Restricted Revenue) for North Dakota School Districts**

| | 1984-85 | 1990-91 | 1995-96 | 1997-98 | 1998-99 | 1999-00 |
|---|---|---|---|---|---|---|
| All K-12 Districts | | | | | | |
| 1. 5th Percentile | 2,324 | 2,786 | 3,279 | 3,764 | 3,883 | 4,621 |
| 2. 95th Percentile | 4,024 | 4,798 | 5,365 | 6,085 | 6,266 | 7,160 |
| 3. 5th-95th Range | 1,700 | 2,012 | 2,086 | 2,321 | 2,383 | 2,539 |
| 4. 5th-95th Ratio | 1.73 | 1.72 | 1.64 | 1.62 | 1.61 | 1.55 |
| K-12 Districts Excluding Those in Which Unrestricted Federal Revenue Exceeds $500 per ADM | | | | | | |
| 1. 5th Percentile | 2,324 | 2,786 | 3,279 | 3,764 | 3,883 | 4,621 |
| 2. 95th Percentile | 3,884 | 4,721 | 5,258 | 5,884 | 6,157 | 7,103 |
| 3. 5th-95th Range | 1,560 | 1,935 | 1,979 | 2,120 | 2,274 | 2,482 |
| 4. 5th-95th Ratio | 1.67 | 1.69 | 1.60 | 1.56 | 1.59 | 1.54 |
| Elementary Distncts | | | | | | |
| 1. 5th Percentile | [illegible]7 | | 3,004 | 4,473 | 4,614 | 4,765 |
| 2. 95th Percentile | 894 | 1[illegible] | 8,307 | 10,752 | 11,177 | 12,724 |
| 3. 5th-95th Range | 121 | 9,003 | 5,303 | 6,279 | 6,563 | 7,959 |
| 4. 5th-95th Ratio | 3.21 | 3.75 | 2.77 | 2.40 | 2.42 | 2.67 |

**Table 9**
**Indicators of Variation in the Operating Levy in Mills**
**for North Dakota School Districts**

| | 1984-85 | 1990-91 | 1995-96 | 1997-98 | 1998-99 | 1999-00 |
|---|---|---|---|---|---|---|
| All K-12 Districts | | | | | | |
| 1. 5th Percentile | 70.9 | 109.3 | 143.0 | 140.6 | 140.5 | 140.8 |
| 2. 95th Percentile | 169.5 | 213.6 | 269.9 | 289.5 | 287.8 | 295.2 |
| 3. 5th-95th Range | 98.6 | 104.3 | 126.9 | 148.9 | 147.3 | 154.4 |
| 4. 5th-95th Ratio | 2.4 | 2.0 | 1.9 | 2.1 | 2.0 | 2.1 |
| K-12 Districts Excluding Those in Which Unrestricted Federal Revenue Exceeds $500 per ADM | | | | | | |
| 1. 5th Percentile | 71.7 | 109.3 | 142.4 | 140.6 | 140.5 | 141.1 |
| 2. 95th Percentile | 169.5 | 213.6 | 269.9 | 289.5 | 287.8 | 295.2 |
| 3. 5th-95th Range | 97.8 | 104.3 | 127.5 | 148.9 | 147.3 | 154.1 |
| 4. 5th-95th Ratio | 2.4 | 2.0 | 1.9 | 2.1 | 2.0 | 2.1 |
| Elementary Districts | | | | | | |
| 1. 5th Percentile | 11.7 | 15.0 | 19.8 | 82.4 | 88.4 | 40.8 |
| 2. 95th Percentile | 120.0 | 259.9 | 293.9 | 245.4 | 233.2 | 239.8 |
| 3. 5th-95th Range | 108.3 | 244.9 | 274.1 | 163.0 | 144.8 | 199.0 |
| 4. 5th-95th Ratio | 10.3 | 17.3 | 14.8 | 3.0 | 2.6 | 5.9 |

North Dakota

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Dr. Wayne G. Sanstead
State Superintendent

**To:** Tom Decker, Director
School Finance and Organization
**From:** Jerry Coleman, Assistant Director
School Finance and Organization
**Date:** 1/7/01
**Re:** District Level Projections for Foundation Aid

---

The attached printout is a simulation distributing per student aid to schools under the foundation aid formula. The simulation includes a comparison of payments for the current school year and the next two years of the biennium based on fall 2000 enrollment.

Calculations for the current and projected school year are based the fall enrollment used for foundation aid. The actual weighted pupil units (wpu) the district was paid on for the current year is listed for reference purposes. (NOTE: Actual wpu may include adjustments for prior year ADM if higher, small isolated schools, alternative high schools, reorganized districts, and ND students attending bordering states).

| Payment Factors | 2000-01 | 2001-02 | 2002-03 |
|---|---|---|---|
| 1. Per student payments | $ 2,230 | $ 2,323 | $ 2,420 |
| 2. Taxable valuation increase | | 3.6% | 3.6% |
| 3. Mill deduct | 0.032 | 0.032 | 0.032 |
| 4. Weighting factor percent of five year average | 75% | 85% | 100% |
| 5. Funding Proposal: Executive Budget | | | $ 485,542,761 |

Projection assumptions:

1. Fall 2000 enrollments were used as the base year to project changes.
2. Projected enrollment change percentages were calculated for each county for each year of the 2001-03 biennium. The county percentages were then used to project enrollment changes to districts based on their county identification number.
3. Enrollment projections are based on the six year cohort survival projection routine.

# Column description for Foundation Aid Per Student Payment Projection

| | |
|---|---|
| DNAME | District name. |
| DTYPE | District type. 1 = high school, 2 = graded elementary, 3 = one room rural (grades K-8). |
| Actual Pay 00-01 | The actual net entitlement for the district for the current school year. Reconciles to (lines 5a + 5b) - (lines 6a + 6b) on the PI3-940 Foundation Aid Payment report. It is included for reference purposes. It includes the wpu adjustments identified in the NOTE below that are not included in the projection. |
| Actual Pay wpu 00-01 | The actual weighted pupil units (wpu) the district payments were based on for the current school year. It is included for reference purposes. |

---

**Repeat for each of the three years presented. xxxx represents the school year end.**

| | |
|---|---|
| Enr xxxx | Actual/projected school district enrollment. Actual enrollments are from line 10 of the PI3-940 Foundation Aid Payment report. |
| Enr wpu xxxx | Weighted pupil units calculated by applying the appropriate weighting factor for each district size/grade-level category based on enrollments.<br><br>NOTE: The weighted unit calculations do not include adjustments for prior year ADM if higher, small isolated schools, alternative high schools, reorganized districts, or ND students attending bordering states. These are estimated at the state level. |
| Gross Pay xxxx | Weighted pupil units multiplied by the base per student rate. |
| Deduct xxxx | Taxable valuation times the mill deduct rate. This line also includes the excess fund balance deduct. |
| Net Pay xxxx | Projected school district payment after deducts. (*Gross Pay xxxx* minus *Deduct xxxx*). |

---

| | |
|---|---|
| Year 1 change | Computes the percentage change from the current payment year to the first year of the next biennium. |
| Year 2 change | Computes the percentage change from the first year of the next biennium to the second year of the next biennium. |

## Foundation Aid Per Student Payment Projection for 2001-03 Biennium Budget

| Executive Budget | | | 1. 2000-01 Actual Net Entitlement | | 2. 2000-01 Payment Year Based on 2000 Fall Enr. | | | $ 2,238 rate | 0.032 mill deduct | 3. 2001-2002 Projection Projected from 2000 Fall Enr. | | | $ 2,323 rate | 0.032 mill deduct | 4. 2002-2003 Projection Projected from 2000 Fall Enr. | | | $ 2,420 rate | 0.032 mill deduct | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ID | DNAME | DTYPE | Actual Pay 00-01 | Actual Pay wpu 00-01 | Enr 00-01 | Enr wpu 00-01 | Gross Pay 00-01 | Deduct 00-01 | Net Pay 00-01 | Proj Enr 01-02 | Proj wpu 01-02 | Gross Pay 01-02 | Deduct 01-02 | Net Pay 01-02 | Proj Enr 02-03 | Proj wpu 02-03 | Gross Pay 02-03 | Deduct 02-03 | Net Pay 02-03 | Year 1 change | Year 2 change |
| 1073 | Hettinger 13 | 1 | 865,486 | 470 | 410 | 418 | 932,185 | 183,283 | 748,902 | 373 | 380 | 882,368 | 189,882 | 692,486 | 345 | 348 | 843,180 | 196,737 | 646,363 | 2.5% | 6.7% |
| 2702 | Valley City 2 | 1 | 2,446,425 | 1,250 | 1,262 | 1,224 | 2,729,721 | 363,308 | 2,366,413 | 1,216 | 1,154 | 2,703,391 | 376,387 | 2,327,004 | 1,192 | 1,128 | 2,729,554 | 389,537 | 2,340,017 | 1.7% | 0.6% |
| 2013 | Omnic 13 | 2 | 95,428 | 68 | 50 | 58 | 151,105 | 55,677 | 95,428 | 57 | 65 | 152,017 | 57,681 | 94,336 | 56 | 66 | 48,728 | 59,758 | 98,970 | 1.1% | 4.9% |
| 2052 | Litchville 52 | 2 | 153,845 | 110 | 94 | 106 | 236,046 | 92,012 | 144,034 | 90 | 103 | 239,269 | 95,325 | 143,944 | 88 | 103 | 248,158 | 98,356 | 149,802 | 0.1% | 4.1% |
| 2065 | N Central 65 | 1 | 391,477 | 235 | 190 | 223 | 497,062 | 132,907 | 364,150 | 181 | 219 | 507,994 | 137,692 | 370,302 | 180 | 215 | 519,951 | 142,689 | 377,312 | 1.7% | 1.9% |
| 2182 | Wimbledon Courtenay 82 | 1 | 444,423 | 244 | 175 | 214 | 477,755 | 98,649 | 379,106 | 168 | 205 | 476,029 | 102,200 | 373,829 | 165 | 202 | 489,469 | 105,879 | 383,590 | 1.4% | 2.6% |
| 3005 | Mercer/Hebron 5 | 1 | 368,294 | 184 | 147 | 181 | 404,155 | 42,515 | 361,640 | 141 | 174 | 403,761 | 44,047 | 359,714 | 137 | 170 | 411,011 | 45,633 | 365,380 | 0.5% | 1.6% |
| 3006 | Leeds 6 | 1 | 455,405 | 262 | 201 | 243 | 541,756 | 127,873 | 413,883 | 193 | 239 | 554,129 | 132,477 | 421,652 | 190 | 232 | 563,634 | 137,246 | 426,388 | 1.9% | 0.6% |
| 3009 | Maddock 9 | 1 | 484,736 | 269 | 233 | 268 | 597,707 | 114,265 | 483,442 | 224 | 271 | 628,372 | 118,378 | 509,994 | 219 | 261 | 630,991 | 122,640 | 508,351 | 5.5% | 0.3% |
| 3015 | Oberon 15 | 2 | 96,603 | 56 | 43 | 50 | 111,678 | 28,455 | 83,223 | 42 | 49 | 114,756 | 29,480 | 85,276 | 39 | 47 | 112,966 | 30,541 | 82,425 | 2.5% | 3.3% |
| 3029 | Wilmarth 29 | 1 | 536,483 | 255 | 229 | 254 | 565,773 | 32,948 | 532,825 | 222 | 252 | 585,164 | 34,134 | 551,030 | 215 | 255 | 616,319 | 35,363 | 581,156 | 3.4% | 5.5% |
| 3030 | Ft Totten 30 | 1 | 480,099 | 217 | 158 | 177 | 395,000 | 2,964 | 392,036 | 147 | 170 | 394,654 | 3,070 | 391,584 | 153 | 167 | 405,126 | 3,181 | 402,145 | 0.1% | 2.7% |
| 4001 | Billings Co 1 | 2 | - | 101 | 79 | 88 | 196,818 | 2,964,312 | | 76 | 86 | 199,337 | 3,091,788 | | 72 | 83 | 200,884 | 3,293,051 | - | #DIV/0! | #DIV/0! |
| 5001 | Bottineau 1 | 1 | 1,514,028 | 785 | 805 | 780 | 1,739,801 | 238,730 | 1,501,071 | 775 | 743 | 1,725,966 | 247,324 | 1,478,642 | 743 | 705 | 1,706,608 | 246,229 | 1,460,380 | 1.5% | 1.9% |
| 5013 | Willow City 13 | 1 | 206,514 | 118 | 85 | 106 | 236,536 | 57,273 | 179,263 | 82 | 103 | 238,595 | 59,335 | 179,260 | 78 | 98 | 227,106 | 51,671 | 175,125 | 0.0% | 1.7% |
| 5017 | Westhope 17 | 1 | 364,000 | 212 | 167 | 208 | 464,152 | 107,645 | 356,507 | 161 | 201 | 466,203 | 111,520 | 354,683 | 157 | 196 | 474,973 | 115,535 | 359,438 | 0.5% | 1.3% |
| 5035 | Lansford 35 | 2 | 53,726 | 52 | 36 | 43 | 96,024 | 52,791 | 43,233 | 34 | 41 | 96,258 | 54,692 | 41,566 | 32 | 40 | 96,140 | 56,661 | 39,479 | 3.8% | 4.6% |
| 5054 | Newburg United 54 | 1 | 129,917 | 111 | 85 | 105 | 233,615 | 116,654 | 116,961 | 82 | 101 | 235,436 | 120,554 | 114,882 | 80 | 99 | 239,580 | 125,294 | 114,286 | 2.0% | 0.2% |
| 5091 | Bowman 1 | 1 | 880,794 | 454 | 444 | 444 | 990,009 | 131,715 | 858,293 | 433 | 428 | 994,778 | 136,457 | 858,321 | 426 | 428 | 1,035,933 | 141,370 | 894,463 | 0.0% | 4.2% |
| 5017 | Rhame 17 | 1 | 261,540 | 146 | 94 | 119 | 264,277 | 63,104 | 200,973 | 92 | 116 | 269,654 | 65,583 | 204,071 | 89 | 111 | 268,595 | 67,944 | 200,652 | 1.5% | 1.7% |
| 5033 | Scranton 33 | 1 | 402,256 | 227 | 183 | 227 | 505,251 | 102,985 | 402,266 | 179 | 222 | 514,637 | 106,693 | 407,944 | 173 | 217 | 525,092 | 110,538 | 414,554 | 1.4% | 1.6% |
| 5014 | Bowbells 14 | 1 | 250,892 | 152 | 115 | 142 | 316,593 | 89,294 | 227,299 | 106 | 131 | 303,620 | 92,301 | 211,269 | 99 | 121 | 293,889 | 93,628 | 197,425 | 7.1% | 6.4% |
| 5027 | Powers Lake 27 | 1 | 299,004 | 162 | 128 | 162 | 361,617 | 62,613 | 299,004 | 118 | 149 | 345,705 | 64,867 | 280,238 | 109 | 136 | 328,805 | 66,802 | 261,603 | 6.3% | 6.6% |
| 5036 | Burke Central 36 | 1 | 240,854 | 155 | 114 | 144 | 322,101 | 104,206 | 217,895 | 103 | 130 | 302,526 | 107,957 | 194,869 | 97 | 121 | 293,947 | 111,448 | 182,173 | 10.6% | 6.5% |
| 6001 | Bismarck 1 | 1 | 19,805,095 | 10,413 | 10,562 | 10,374 | 23,135,001 | 3,415,761 | 19,719,240 | 10,385 | 10,168 | 23,619,103 | 3,538,729 | 20,080,374 | 10,208 | 10,011 | 24,256,629 | 3,666,123 | 20,590,506 | 1.8% | 2.4% |
| 6002 | Regan 2 | 2 | 37,386 | 17 | 15 | 17 | 38,490 | 21,104 | 17,386 | 15 | 18 | 40,222 | 21,464 | 18,858 | 15 | 18 | 43,052 | 22,651 | 20,401 | 8.5% | 8.2% |
| 6025 | Naughton 25 | 1 | 7,774 | 6 | 5 | 6 | 12,889 | 6,409 | 6,480 | 5 | 6 | 13,613 | 6,640 | 6,973 | 5 | 6 | 14,278 | 7,179 | 7,099 | 7.6% | 1.8% |
| 6028 | Wing 28 | 1 | 160,004 | 97 | 78 | 91 | 207,702 | 55,818 | 151,884 | 73 | 92 | 212,647 | 57,988 | 154,659 | 71 | 90 | 214,462 | 59,930 | 154,532 | 1.9% | -0.1% |
| 6029 | Baldhill 29 | 2 | 467 | 17 | 14 | 17 | 37,375 | 36,908 | 467 | 14 | 17 | 39,677 | 39,237 | 1,440 | 14 | 17 | 42,157 | 39,633 | 2,524 | 208.5% | 75.3% |
| 6033 | Napoleon 33 | 2 | 59,428 | 39 | 34 | 39 | 87,327 | 28,412 | 58,915 | 34 | 40 | 92,134 | 29,835 | 62,298 | 33 | 39 | 94,538 | 30,474 | 64,064 | 5.8% | 2.8% |
| 6034 | McKenzie 34 | 1 | 1,106 | 8 | 6 | 7 | 15,788 | 14,682 | | 6 | 7 | 16,670 | 15,218 | | 6 | 7 | 17,412 | 14,887 | | #DIV/0! | #DIV/0! |
| 6035 | Sterling 35 | 2 | 58,005 | 43 | 37 | 41 | 89,423 | 31,881 | 57,542 | 37 | 41 | 94,709 | 32,883 | 61,826 | 35 | 40 | 96,918 | 33,565 | 63,353 | 7.5% | 2.4% |

# Foundation Aid Per Student Payment Projection for 2001-03 Biennium Budget

| Executive Budget | | | 1. 2000-01 Actual Net Entitlement | | 2. 2000-01 Payment Year | | $ 2,236 | 0.032 | 3. 2001-2002 Projection | | $ 2,323 | .032 | 4. 2002-2003 Projection | | $ 2,429 | 0.032 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Based on 2000 Fall Enr. | | rate | mill deduct | Projected from 2000 Fall Enr. | | rate | mill deduct | Projected from 2000 Fall Enr. | | rate | mill deduct | | |
| ID | DISTRICT | DTYPE | Actual Pay 00-01 | Actual Pay wpu 00-01 | Enr 00-01 | Enr wpu 00-01 | Gross Pay 00-01 | Deduct 00-01 | Net Pay 00-01 | Proj Enr 01-02 | Proj wpu 01-02 | Gross Pay 01-02 | Deduct 01-02 | Net Pay 01-02 | Proj Enr 02-03 | Proj wpu 02-03 | Gross Pay 02-03 | Deduct 02-03 | Net Pay 02-03 | Year 1 change | Year 2 change |
| 9036 | Drescoll 36 | 1 | 40,004 | 29 | 19 | 24 | 53,208 | 24,488 | 28,720 | 19 | 24 | 55,171 | 25,369 | 29,802 | 19 | 24 | 57,288 | 26,782 | 30,806 | 3.8% | 3.4% |
| 9039 | Apple Creek 39 | 2 | 93,744 | 59 | 45 | 50 | 110,497 | 36,756 | 73,741 | 44 | 49 | 114,617 | 38,079 | 76,538 | 44 | 50 | 121,992 | 39,450 | 82,542 | 3.8% | 7.8% |
| 9045 | Manning 45 | 3 | 29,941 | 15 | 12 | 15 | 33,182 | 4,513 | 28,669 | 12 | 15 | 35,008 | 4,675 | 30,333 | 12 | 15 | 36,711 | 4,844 | 31,867 | 5.8% | 5.1% |
| 9091 | Fargo 1 | 1 | 20,761,653 | 11,312 | 11,441 | 11,175 | 24,922,257 | 4,463,928 | 20,458,329 | 11,474 | 11,186 | 25,958,268 | 4,624,630 | 21,359,638 | 11,422 | 11,172 | 27,037,087 | 4,791,116 | 22,245,971 | 4.8% | 4.1% |
| 9082 | Kindred 2 | 1 | 1,285,356 | 694 | 724 | 694 | 1,546,639 | 263,179 | 1,283,460 | 723 | 686 | 1,592,811 | 272,653 | 1,320,158 | 724 | 681 | 1,647,197 | 282,468 | 1,364,729 | 2.9% | 3.4% |
| 9004 | Maple Valley 4 | 1 | 559,006 | 321 | 209 | 250 | 558,347 | 157,337 | 401,010 | 209 | 250 | 580,564 | 163,001 | 417,563 | 210 | 250 | 605,726 | 168,869 | 436,857 | 4.1% | 4.6% |
| 9006 | West Fargo 6 | 1 | 9,390,889 | 4,983 | 5,065 | 4,956 | 11,051,077 | 1,721,781 | 9,329,296 | 5,058 | 4,959 | 11,519,757 | 1,783,765 | 9,735,992 | 5,059 | 4,954 | 11,989,721 | 1,847,980 | 10,141,741 | 4.4% | 4.2% |
| 9007 | Mapleton 7 | 2 | 221,626 | 131 | 118 | 134 | 295,396 | 71,326 | 227,070 | 117 | 135 | 313,721 | 73,894 | 239,827 | 116 | 137 | 330,524 | 76,554 | 253,970 | 5.6% | 5.9% |
| 9017 | Central Cass 17 | 1 | 1,497,644 | 807 | 842 | 807 | 1,798,740 | 301,096 | 1,497,644 | 841 | 797 | 1,851,942 | 311,936 | 1,540,006 | 841 | 791 | 1,915,236 | 323,165 | 1,592,071 | 2.8% | 3.4% |
| 9087 | Page 89 | 2 | 279,578 | 168 | 148 | 161 | 358,785 | 95,709 | 263,075 | 148 | 163 | 378,695 | 99,154 | 279,541 | 147 | 154 | 397,170 | 102,726 | 294,446 | 6.3% | 5.3% |
| 9097 | Northern Cass | 1 | 887,261 | 523 | 487 | 483 | 1,076,934 | 278,092 | 798,842 | 487 | 480 | 1,114,645 | 288,103 | 826,542 | 487 | 478 | 1,157,220 | 298,475 | 858,745 | 3.5% | 3.9% |
| 9001 | Osnabrock 1 | 2 | 27,948 | 29 | 19 | 22 | 50,019 | 36,142 | 13,877 | 18 | 22 | 50,270 | 37,443 | 12,827 | 16 | 20 | 47,384 | 38,791 | 8,593 | -7.6% | -33.0% |
| 9014 | Border Central 14 | 1 | 4,342 | 43 | 32 | 40 | 88,821 | 92,284 | - | 31 | 39 | 89,552 | 95,606 | - | 30 | 37 | 88,911 | 99,048 | - | #DIV/0! | #DIV/0! |
| 9019 | Munich 19 | 1 | 338,864 | 194 | 155 | 188 | 419,753 | 94,202 | 325,551 | 149 | 182 | 422,414 | 97,593 | 324,821 | 145 | 175 | 424,153 | 101,107 | 323,046 | 0.2% | 0.5% |
| 9023 | Langdon 23 | 1 | 1,005,397 | 581 | 590 | 579 | 1,290,769 | 290,412 | 1,000,357 | 569 | 550 | 1,277,394 | 300,867 | 976,527 | 553 | 527 | 1,274,759 | 311,698 | 963,061 | 2.4% | 1.4% |
| 9030 | Milton 30 | 1 | 63,629 | 43 | 32 | 43 | 95,444 | 31,815 | 63,629 | 31 | 41 | 95,684 | 32,960 | 62,724 | 32 | 41 | 99,123 | 34,145 | 64,977 | 1.4% | 3.6% |
| 9040 | Ellendale 40 | 1 | 715,062 | 398 | 387 | 389 | 867,604 | 171,608 | 695,996 | 378 | 376 | 873,982 | 177,786 | 696,196 | 370 | 365 | 884,220 | 184,187 | 700,033 | 0.0% | 0.6% |
| 9041 | Oakes 41 | 1 | 1,006,624 | 539 | 557 | 534 | 1,190,664 | 196,350 | 994,314 | 544 | 519 | 1,205,521 | 203,418 | 1,002,103 | 534 | 516 | 1,248,478 | 210,741 | 1,037,737 | 0.8% | 3.5% |
| 9081 | Divide County 1 | 1 | 610,481 | 364 | 333 | 344 | 767,365 | 200,837 | 566,528 | 300 | 314 | 728,702 | 208,067 | 520,635 | 274 | 306 | 739,552 | 215,558 | 523,994 | 8.1% | 0.6% |
| 9008 | Dodge 8 | 2 | 149,073 | 75 | 51 | 62 | 138,037 | 17,151 | 120,886 | 47 | 58 | 135,199 | 17,768 | 117,431 | 43 | 54 | 131,575 | 18,408 | 113,167 | 2.9% | 3.6% |
| 9016 | Hebron 16 | 1 | 662,409 | 387 | 364 | 374 | 835,068 | 200,579 | 634,489 | 338 | 345 | 801,574 | 207,800 | 593,774 | 316 | 331 | 801,649 | 215,281 | 586,368 | 6.4% | 1.2% |
| 9019 | Halliday 19 | 1 | 220,162 | 122 | 92 | 115 | 255,580 | 52,478 | 203,102 | 87 | 109 | 252,789 | 54,367 | 198,422 | 82 | 102 | 247,263 | 56,324 | 190,879 | 2.3% | 1.8% |
| 9037 | Twin Buttes 37 | 2 | 143,504 | 65 | 49 | 56 | 125,081 | 643 | 124,438 | 44 | 51 | 119,333 | 667 | 118,666 | 41 | 48 | 117,322 | 691 | 116,631 | 4.6% | 1.7% |
| 9091 | New Rockford 1 | 1 | 759,366 | 400 | 377 | 381 | 848,560 | 133,415 | 715,145 | 367 | 367 | 853,679 | 138,218 | 715,461 | 348 | 345 | 835,662 | 143,193 | 692,469 | 0.0% | 1.7% |
| 9072 | Sheyenne 12 | 1 | 423,666 | 211 | 144 | 178 | 396,137 | 45,882 | 350,255 | 141 | 175 | 405,364 | 47,534 | 357,830 | 131 | 151 | 390,757 | 49,245 | 341,512 | 2.2% | 4.5% |
| 9086 | Hazelton-Moffit-B | 1 | 393,637 | 220 | 161 | 204 | 454,875 | 97,431 | 357,444 | 155 | 196 | 454,843 | 100,938 | 353,905 | 149 | 188 | 455,613 | 104,522 | 351,041 | 1.0% | 0.8% |
| 9010 | Baldwin 10 | 2 | 47,974 | 29 | 17 | 22 | 49,105 | 16,986 | 32,119 | 17 | 22 | 51,152 | 17,598 | 33,554 | 15 | 19 | 46,730 | 18,231 | 28,499 | 4.5% | 15.1% |
| 9012 | Union 12 | 3 | 44,562 | 27 | 18 | 23 | 52,137 | 15,759 | 36,378 | 18 | 23 | 54,196 | 16,326 | 37,870 | 17 | 22 | 52,535 | 16,914 | 35,721 | 4.1% | 5.7% |
| 9015 | Strasburg 15 | 1 | 525,253 | 277 | 233 | 255 | 591,485 | 81,218 | 510,267 | 225 | 261 | 607,302 | 84,142 | 523,160 | 217 | 256 | 619,544 | 87,171 | 532,373 | 2.5% | 1.8% |
| 9036 | Linton 36 | 1 | 699,498 | 381 | 375 | 377 | 840,777 | 151,202 | 689,575 | 360 | 358 | 832,331 | 156,646 | 675,685 | 350 | 346 | 837,417 | 162,285 | 675,132 | -2.0% | -0.1% |
| 9010 | Carrington 10 | 1 | 1,324,187 | 710 | 709 | 682 | 1,519,923 | 258,533 | 1,261,390 | 711 | 676 | 1,571,068 | 267,840 | 1,303,228 | 706 | 665 | 1,609,736 | 277,482 | 1,332,254 | 3.3% | 2.2% |
| 9091 | Beach 1 | 1 | 725,996 | 378 | 374 | 378 | 841,297 | 115,301 | 725,996 | 368 | 362 | 840,229 | 121,523 | 718,706 | 365 | 352 | 852,760 | 126,898 | 725,862 | 1.0% | 1.0% |

# Foundation Aid Per Student Payment Projection for 2001-03 Biennium Budget

| Executive Budget | | | 1. 2000-01 Actual Net Entitlement | | 2. 2000-01 Payment Year Based on 2000 Fall Enr. | | $ 2,230 rate | 0.832 mill deduct | 3. 2001-2002 Projection Projected from 2000 Fall Enr. | | $ 2,323 rate | 0.832 mill deduct | 4. 2002-2003 Projection Projected from 2000 Fall Enr. | | $ 2,420 rate | 0.832 mill deduct | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ID | DNAME | DTYPE | Actual Pay 00-01 | Actual Pay wpu 00-01 | Enr 00-01 | Enr wpu 00-01 | Gross Pay 00-01 | Deduct 00-01 | Net Pay 00-01 | Proj Enr 01-02 | Proj wpu 01-02 | Gross Pay 01-02 | Deduct 01-02 | Net Pay 01-02 | Proj Enr 02-03 | Proj wpu 02-03 | Gross Pay 02-03 | Deduct 02-03 | Net Pay 02-03 | Year 1 change | Year 2 change |
| 17006 | [illegible] | 2 | 95,075 | 61 | 53 | 60 | 133,086 | 40,891 | 92,195 | 53 | 61 | 142,237 | 42,363 | 99,874 | 53 | 63 | 151,613 | 43,888 | 107,725 | 8.3% | 7.9% |
| 18001 | Grand Forks 1 | 1 | 15,906,269 | 8,282 | 8,338 | 8,172 | 18,273,276 | 2,563,528 | 15,659,698 | 7,985 | 7,828 | 18,184,578 | 2,655,815 | 15,529,163 | 7,706 | 7,536 | 18,736,902 | 2,751,424 | 15,485,478 | -0.8% | -0.3% |
| 18044 | Larimore 44 | 1 | 1,099,663 | 564 | 584 | 572 | 1,275,961 | 203,282 | 1,072,680 | 559 | 540 | 1,253,468 | 210,600 | 1,042,868 | 541 | 515 | 1,246,348 | 218,181 | 1,028,167 | -2.8% | -1.4% |
| 18067 | Thompson 67 | 1 | 991,231 | 505 | 518 | 503 | 1,121,624 | 136,413 | 985,411 | 497 | 477 | 1,108,629 | 141,324 | 967,305 | 479 | 463 | 1,119,516 | 146,411 | 973,105 | 1.8% | 0.6% |
| 18125 | Manvel 125 | 2 | 342,108 | 196 | 195 | 184 | 409,996 | 94,057 | 315,939 | 186 | 176 | 407,872 | 97,443 | 310,429 | 179 | 175 | 422,726 | 100,951 | 321,775 | -1.7% | 3.7% |
| 18127 | Emerado 127 | 2 | 298,923 | 159 | 116 | 127 | 284,080 | 54,616 | 229,464 | 111 | 123 | 285,985 | 56,582 | 229,403 | 107 | 120 | 291,441 | 58,619 | 232,822 | 0.0% | 1.5% |
| 18179 | Midway 179 | 1 | 573,975 | 331 | 328 | 331 | 737,773 | 163,798 | 573,975 | 314 | 314 | 729,259 | 169,695 | 559,564 | 303 | 301 | 728,323 | 175,804 | 552,519 | -2.5% | -1.3% |
| 18180 | Northwood 180 | 1 | 667,940 | 365 | 359 | 363 | 808,576 | 153,601 | 654,975 | 344 | 344 | 798,996 | 159,131 | 639,865 | 333 | 333 | 805,884 | 164,860 | 641,024 | -2.3% | 0.2% |
| 18140 | Grand Forks AFB 1 | 4 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | #DIV/0! | #DIV/0! |
| 19018 | Portsmouth 18 | 1 | 347,560 | 185 | 145 | 181 | 403,995 | 64,247 | 338,848 | 137 | 172 | 399,161 | 66,560 | 332,601 | 129 | 151 | 389,662 | 68,956 | 320,906 | -1.8% | -3.5% |
| 19049 | Elgin New Leipzig 49 | 1 | 615,974 | 331 | 248 | 282 | 627,745 | 122,518 | 505,227 | 237 | 288 | 671,774 | 126,929 | 494,845 | 221 | 250 | 605,240 | 131,499 | 473,791 | -2.1% | -4.3% |
| 20007 | Mohall 7 | 1 | 415,441 | 259 | 210 | 237 | 529,603 | 162,396 | 367,207 | 198 | 231 | 537,705 | 168,243 | 369,462 | 191 | 229 | 553,577 | 174,299 | 379,278 | 0.6% | 2.6% |
| 20058 | Grenora County Central | 1 | 696,931 | 368 | 355 | 360 | 803,536 | 167,261 | 636,275 | 339 | 340 | 789,053 | 173,263 | 615,770 | 324 | 322 | 778,030 | 179,521 | 598,509 | -3.2% | -2.8% |
| 21004 | Mott 4 | 1 | 517,349 | 285 | 239 | 282 | 628,570 | 118,893 | 509,677 | 228 | 277 | 644,158 | 123,173 | 520,995 | 217 | 266 | 644,301 | 127,607 | 516,694 | 2.2% | 0.8% |
| 21009 | New England 9 | 1 | 471,145 | 274 | 227 | 255 | 568,382 | 134,410 | 433,972 | 219 | 245 | 569,228 | 139,249 | 429,979 | 210 | 236 | 571,168 | 144,262 | 426,906 | -0.9% | -0.7% |
| 21014 | Regent 14 | 1 | 234,218 | 134 | 98 | 122 | 272,439 | 65,160 | 207,279 | 95 | 119 | 276,089 | 67,506 | 208,583 | 91 | 112 | 271,814 | 69,936 | 201,878 | 0.6% | -3.2% |
| 22011 | Petersburg-Tuttle | 2 | | 35 | 24 | 28 | 62,128 | 80,629 | - | 23 | 27 | 63,162 | 83,532 | | 22 | 27 | 64,154 | 86,539 | - | #DIV/0! | #DIV/0! |
| 22014 | Robinson 14 | 2 | 1,970 | 15 | 11 | 13 | 29,771 | 31,680 | - | 10 | 12 | 28,759 | 32,821 | | 10 | 13 | 30,613 | 34,003 | - | #DIV/0! | #DIV/0! |
| 22070 | Tuttle-Pettibone | 1 | 203,337 | 108 | 75 | 102 | 228,241 | 37,481 | 190,760 | 73 | 98 | 228,444 | 38,830 | 189,614 | 68 | 90 | 217,437 | 40,228 | 177,209 | -0.6% | -6.5% |
| 22026 | Steele-Dawson 26 | 1 | 545,558 | 289 | 253 | 289 | 644,247 | 98,689 | 545,558 | 253 | 288 | 667,979 | 102,241 | 565,738 | 241 | 281 | 678,834 | 105,922 | 572,912 | 3.7% | 1.3% |
| 22028 | Tappen 28 | 1 | 294,887 | 157 | 120 | 141 | 314,876 | 44,346 | 270,530 | 115 | 135 | 315,324 | 45,947 | 269,382 | 111 | 132 | 318,917 | 47,596 | 271,021 | -0.4% | 0.6% |
| 23003 | Edgeley 3 | 1 | 526,498 | 303 | 275 | 299 | 666,213 | 150,362 | 515,851 | 265 | 293 | 679,594 | 155,275 | 523,519 | 255 | 289 | 699,356 | 161,383 | 537,973 | 1.5% | 2.7% |
| 23007 | Kulm 7 | 1 | 338,817 | 207 | 155 | 195 | 435,995 | 122,458 | 313,537 | 153 | 187 | 435,823 | 129,867 | 306,556 | 148 | 181 | 432,879 | 131,434 | 306,175 | 1.3% | -0.8% |
| 23018 | LaMoure 8 | 1 | 779,892 | 410 | 398 | 403 | 897,642 | 133,940 | 763,702 | 381 | 391 | 888,642 | 138,762 | 750,180 | 372 | 385 | 892,645 | 143,757 | 748,691 | -1.8% | -0.2% |
| 23033 | Marion 3 | 1 | 251,526 | 144 | 109 | 138 | 307,160 | 69,302 | 237,858 | 103 | 134 | 310,701 | 71,993 | 238,908 | 97 | 127 | 306,227 | 74,382 | 231,845 | 0.4% | 3.0% |
| 23011 | Verona 11 | 1 | 163,366 | 98 | 72 | 91 | 203,331 | 54,834 | 148,497 | 69 | 87 | 201,892 | 56,808 | 145,084 | 66 | 83 | 200,336 | 58,853 | 141,523 | -2.3% | -2.5% |
| 24002 | Napoleon 2 | 1 | 535,767 | 282 | 265 | 281 | 627,589 | 112,763 | 514,826 | 251 | 282 | 655,365 | 116,823 | 538,542 | 252 | 285 | 690,696 | 121,078 | 569,858 | 4.6% | 5.8% |
| 24056 | Gackle 56 | 1 | 356,063 | 219 | 176 | 212 | 472,983 | 133,804 | 339,179 | 173 | 205 | 483,161 | 138,621 | 344,540 | 167 | 204 | 503,191 | 143,611 | 359,580 | 1.6% | 4.4% |
| 25001 | Velva 1 | 1 | 867,950 | 456 | 420 | 460 | 1,026,179 | 153,975 | 872,204 | 451 | 444 | 1,037,527 | 155,518 | 882,009 | 433 | 428 | 1,035,228 | 165,261 | 869,952 | 0.1% | -0.3% |
| 25004 | Newport 4 | 1 | 868,620 | 247 | 205 | 241 | 537,586 | 86,703 | 450,884 | 197 | 235 | 545,560 | 89,824 | 455,756 | 190 | 229 | 554,112 | 93,057 | 461,075 | 1.1% | 1.2% |
| 25010 | Anamoose 10 | 1 | 277,688 | 172 | 96 | 118 | 263,274 | 50,508 | 212,766 | 93 | 114 | 264,799 | 51,326 | 213,473 | 89 | 109 | 264,095 | 54,210 | 209,885 | -0.1% | -1.2% |
| 25025 | Granville 25 | 1 | 184,584 | 181 | 145 | 178 | 396,498 | 61,075 | 335,419 | 138 | 169 | 392,935 | 61,273 | 329,662 | 133 | 164 | 396,201 | 65,551 | 330,651 | 1.7% | 0.3% |

## Foundation Aid Per Student Payment Projection for 2001-03 Biennium Budget

| Executive Budget | | | 1. 2000-01 Actual Net Entitlement | | 2. 2000-01 Payment Year Based on 2000 Fall Enr | | | $ 2,270 rate | 0.032 mill deduct | 3. 2001-2002 Projection Projected from 2000 Fall Enr. | | | $ 2,323 rate | 0.032 mill deduct | 4. 2002-2003 Projection Projected from 2000 Fall Enr | | | $ 2,420 rate | 0.032 mill deduct | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ID | DNAME | DTYPE | Actual Pay 00-01 | Actual Pay wpu 00-01 | Enr 00-01 | Enr wpu 00-01 | Gross Pay 00-01 | Deduct 00-01 | Net Pay 00-01 | Proj Enr 01-02 | Proj wpu 01-02 | Gross Pay 01-02 | Deduct 01-02 | Net Pay 01-02 | Proj Enr 02-03 | Proj wpu 02-03 | Gross Pay 02-03 | Deduct 02-03 | Net Pay 02-03 | Year 1 change | Year 2 change |
| [illegible] | [illegible] | 1 | 135,474 | 85 | [illegible] | [illegible] | 180,519 | 52,184 | 127,335 | 84 | 78 | 181,496 | 55,098 | 126,398 | 81 | 74 | 179,733 | 57,082 | 122,651 | 0.7% | 3.0% |
| [illegible] | [illegible] | 1 | 358,847 | 198 | [illegible] | [illegible] | 432,263 | 83,501 | 348,762 | 145 | 184 | 428,547 | 86,507 | 342,040 | 140 | 179 | 430,929 | 89,621 | 341,309 | 1.9% | 0.2% |
| [illegible] | [illegible] | 1 | 107,126 | 82 | [illegible] | [illegible] | 177,962 | 78,752 | 99,210 | 84 | 76 | 175,387 | 77,443 | 97,944 | 81 | 73 | 176,466 | 80,231 | 96,235 | 1.3% | 1.7% |
| [illegible] | [illegible] | 1 | 460,821 | 255 | 264 | 250 | 557,143 | 108,833 | 448,310 | 200 | 242 | 561,585 | 112,751 | 448,834 | 194 | 239 | 577,412 | 116,810 | 460,602 | 0.1% | 2.6% |
| [illegible] | [illegible] | 1 | 537,350 | 294 | 264 | 267 | 639,763 | 117,869 | 521,894 | 257 | 286 | 664,943 | 122,112 | 542,831 | 252 | 275 | 665,282 | 126,508 | 538,774 | 4.1% | 0.7% |
| [illegible] | [illegible] | 1 | 1,189,762 | 657 | 655 | 639 | 1,425,104 | 274,992 | 1,150,112 | 634 | 607 | 1,409,620 | 284,851 | 1,124,729 | 619 | 595 | 1,439,862 | 296,147 | 1,143,715 | 2.2% | 0.3% |
| [illegible] | [illegible] | 2 | 282,829 | 146 | 114 | 119 | 308,231 | 43,095 | 265,136 | 110 | 134 | 310,655 | 44,646 | 266,009 | 107 | 131 | 316,512 | 46,253 | 270,259 | 0.3% | 1.6% |
| [illegible] | [illegible] | 3 | | 13 | 11 | 12 | 27,474 | 1,037,598 | | 11 | 12 | 28,898 | 1,074,952 | | 11 | 13 | 30,298 | 1,113,650 | | #DIV/0! | #DIV/0! |
| [illegible] | [illegible] | 3 | | 4 | 4 | 4 | 9,611 | 76,504 | | 4 | 4 | 9,826 | 79,258 | | 4 | 4 | 10,430 | 82,111 | | #DIV/0! | #DIV/0! |
| [illegible] | [illegible] | 3 | | 23 | 4 | 5 | 11,596 | 72,137 | | 4 | 5 | 12,242 | 74,734 | | 4 | 5 | 12,862 | 77,429 | | #DIV/0! | #DIV/0! |
| [illegible] | [illegible] | 1 | 614,317 | 277 | 272 | 272 | 608,389 | 2,290 | 606,099 | 221 | 231 | 629,394 | 2,372 | 627,022 | 212 | 261 | 631,589 | 2,456 | 629,093 | 3.4% | 1.3% |
| [illegible] | [illegible] | 1 | 565,498 | 295 | 232 | 267 | 595,944 | 71,927 | 524,017 | 214 | 257 | 597,034 | 74,102 | 522,932 | 208 | 251 | 607,759 | 76,220 | 530,589 | 0.2% | 1.5% |
| [illegible] | [illegible] | 1 | 854,335 | 436 | 411 | 402 | 896,772 | 117,164 | 779,608 | 391 | 385 | 895,075 | 121,382 | 773,693 | 369 | 371 | 898,594 | 125,752 | 772,842 | 0.8% | 0.1% |
| [illegible] | [illegible] | 1 | 607,852 | 328 | 290 | 319 | 710,969 | 124,158 | 586,811 | 275 | 308 | 715,925 | 128,628 | 587,297 | 262 | 296 | 719,546 | 133,258 | 586,288 | 0.1% | 0.9% |
| [illegible] | [illegible] | 1 | 377,162 | 205 | 165 | 202 | 457,263 | 79,030 | 378,233 | 189 | 192 | 445,946 | 81,875 | 364,071 | 181 | 182 | 441,384 | 84,822 | 356,562 | 2.2% | 2.1% |
| [illegible] | [illegible] | 1 | 756,815 | 415 | 0 | 378 | 842,811 | 169,921 | 673,302 | 345 | 354 | 823,387 | 175,676 | 647,711 | 329 | 332 | 823,198 | 182,000 | 641,198 | 3.8% | 4.1% |
| [illegible] | [illegible] | 4 | 56,394 | 48 | | | | 50,646 | | | | | 52,469 | | | | | 54,358 | | #DIV/0! | #DIV/0! |
| [illegible] | [illegible] | 1 | 453,030 | 254 | 206 | 254 | 566,952 | 113,814 | 452,138 | 193 | 241 | 558,251 | 117,911 | 440,340 | 184 | 227 | 548,445 | 122,156 | 426,289 | 2.5% | 3.3% |
| [illegible] | [illegible] | 1 | 434,107 | 198 | 161 | 196 | 438,106 | 6,808 | 431,298 | 154 | 184 | 431,054 | 2,054 | 429,000 | 148 | 177 | 429,316 | 2,307 | 427,009 | 1.2% | 1.2% |
| [illegible] | [illegible] | 1 | 1,752,676 | 894 | 811 | 786 | 1,972,939 | 352,239 | 1,620,261 | 784 | 757 | 1,758,279 | 157,739 | 1,600,560 | 753 | 727 | 1,774,866 | 163,392 | 1,572,489 | 1.1% | 1.8% |
| [illegible] | [illegible] | 1 | 175,947 | 93 | 77 | 91 | 208,394 | 32,446 | 175,948 | 69 | 89 | 207,158 | 33,614 | 173,574 | 64 | 83 | 201,489 | 34,829 | 166,664 | 1.1% | 4.0% |
| [illegible] | [illegible] | 1 | 268,499 | 123 | 93 | 114 | 294,599 | 29,479 | 265,120 | 98 | 131 | 257,830 | 30,540 | 227,290 | 86 | 106 | 251,101 | 31,640 | 219,461 | 3.0% | 0.8% |
| [illegible] | [illegible] | 1 | 2,016,041 | 1,011 | 1,003 | 957 | 2,292,103 | 238,689 | 1,961,414 | 962 | 918 | 2,179,147 | 247,282 | 1,931,065 | 942 | 891 | 2,241,563 | 256,184 | 1,859,799 | 1.6% | 2.1% |
| [illegible] | [illegible] | 1 | 6,589,072 | 3,525 | 3,401 | 3,412 | 7,654,364 | 1,011,187 | 6,643,177 | 3,427 | 3,161 | 7,807,510 | 1,047,590 | 6,759,920 | 3,331 | 3,299 | 7,983,677 | 1,085,303 | 6,898,374 | 1.8% | 2.0% |
| [illegible] | [illegible] | 2 | 69,508 | 33 | 29 | 31 | 72,119 | 24,027 | 48,091 | 27 | 27 | 73,430 | 24,892 | 48,538 | 27 | 27 | 73,658 | 25,789 | 47,870 | 0.9% | 6.9% |
| [illegible] | [illegible] | 1 | 900,909 | 406 | 391 | 474 | 983,522 | 103,660 | 879,862 | 386 | 392 | 909,617 | 107,192 | 802,225 | 367 | 367 | 921,956 | 111,258 | 810,698 | 0.9% | 1.3% |
| [illegible] | [illegible] | 2 | 89,850 | 42 | 35 | 39 | 85,164 | 41,830 | 43,334 | 33 | 38 | 87,391 | 45,408 | 41,983 | 33 | 38 | 92,686 | 47,043 | 45,643 | 1.6% | 8.7% |
| [illegible] | [illegible] | 1 | 446,193 | 246 | 194 | 241 | 543,979 | 101,324 | 438,655 | 191 | 236 | 549,204 | 107,043 | 442,161 | 183 | 232 | 561,483 | 110,897 | 449,586 | 0.8% | 1.8% |
| [illegible] | [illegible] | 1 | 24,511 | 15 | 7 | 9 | 20,793 | 8,248 | 12,545 | 7 | 9 | 21,418 | 8,545 | 12,873 | 7 | 9 | 22,409 | 8,852 | 13,557 | 6.9% | 5.3% |
| [illegible] | [illegible] | 1 | 573,666 | 258 | 254 | 242 | 620,215 | 90,249 | 529,928 | 249 | 276 | 648,953 | 93,498 | 555,455 | 241 | 270 | 668,673 | 96,564 | 572,109 | 3.1% | 2.9% |
| [illegible] | [illegible] | 1 | 518,780 | 282 | 236 | 278 | 620,587 | 114,164 | 506,423 | 231 | 271 | 643,587 | 118,274 | 525,313 | 228 | 268 | 661,572 | 122,532 | 539,040 | 3.7% | 2.6% |

# Foundation Aid Per Student Payment Projection for 2001-03 Biennium Budget

| Executive Budget | | | 1 2000-01 Actual Net Entitlement | | 2 2000-01 Payment Year Based on 2000 Fall Enr | | $ 2,230 rate | 0.032 mill deduct | 3 2001-2002 Projection Projected from 2000 Fall Enr | | $ 2,323 rate | 0.032 mill deduct | 4 2002-2003 Projection Projected from 2000 Fall Enr | | $ 2,420 rate | 0.032 mill deduct | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ID | DNAME | DTYPE | Actual Pay 00-01 | Actual Pay wpu 00-01 | Enr 00-01 | Enr wpu 00-01 | Gross Pay 00-01 | Deduct 00-01 | Net Pay 00-01 | Proj Enr 01-02 | Proj wpu 01-02 | Gross Pay 01-02 | Deduct 01-02 | Net Pay 01-02 | Proj Enr 02-03 | Proj wpu 02-03 | Gross Pay 02-03 | Deduct 02-03 | Net Pay 02-03 | Year 1 change | Year 2 change |
| [illegible] | [illegible] | 1 | 1,553,904 | 731 | 745 | 717 | 1,587,910 | 75,135 | 1,512,767 | 719 | 695 | 1,621,862 | 78,462 | 1,543,340 | 732 | 688 | 1,664,821 | 81,281 | 1,583,534 | 2.2% | 2.6% |
| [illegible] | [illegible] | 1 | 775,152 | 424 | 427 | 414 | 927,261 | 120,212 | 767,049 | 424 | 407 | 940,029 | 126,340 | 763,689 | 417 | 394 | 956,142 | 102,688 | 773,454 | 1.5% | 1.3% |
| [illegible] | [illegible] | 2 | 646,906 | 334 | 329 | 317 | 740,583 | 96,823 | 643,760 | 326 | 317 | 758,460 | 100,107 | 658,353 | 322 | 305 | 774,352 | 103,918 | 670,434 | 2.2% | 1.9% |
| [illegible] | [illegible] | 2 | 17,068 | 32 | 25 | 26 | 57,252 | 54,983 | 2,274 | 25 | 26 | 61,228 | 56,962 | 4,266 | 25 | 27 | 65,267 | 59,013 | 6,254 | 54.8% | 45.6% |
| [illegible] | [illegible] | 1 | 618,080 | 407 | 395 | 390 | 869,812 | 288,638 | 581,174 | 372 | 361 | 847,849 | 299,029 | 548,820 | 352 | 338 | 866,985 | 309,784 | 557,199 | 5.6% | 1.5% |
| [illegible] | [illegible] | 1 | 538,372 | 299 | 295 | 298 | 665,546 | 132,911 | 532,633 | 276 | 284 | 661,572 | 137,695 | 523,877 | 262 | 288 | 696,719 | 142,652 | 554,066 | 1.7% | 5.8% |
| [illegible] | [illegible] | 1 | 641,906 | 335 | 280 | 317 | 707,914 | 106,059 | 601,855 | 267 | 294 | 681,471 | 105,877 | 575,594 | 257 | 294 | 619,835 | 103,832 | 506,003 | 4.7% | 11.8% |
| [illegible] | [illegible] | 1 | 346,820 | 207 | 155 | 188 | 414,802 | 115,347 | 299,455 | 148 | 179 | 416,793 | 119,500 | 297,293 | 142 | 171 | 433,332 | 123,802 | 289,530 | 0.7% | 2.6% |
| [illegible] | [illegible] | 1 | 1,129,455 | 631 | 635 | 620 | 1,382,511 | 227,742 | 1,154,769 | 612 | 596 | 1,359,548 | 235,981 | 1,123,607 | 585 | 556 | 1,345,617 | 244,435 | 1,101,182 | 1.8% | 2.9% |
| [illegible] | [illegible] | 1 | 386,785 | 202 | 161 | 198 | 433,244 | 103,515 | 329,729 | 154 | 187 | 475,351 | 107,241 | 328,110 | 149 | 180 | 435,648 | 111,102 | 324,546 | 0.5% | 1.1% |
| [illegible] | [illegible] | 1 | 469,853 | 286 | 261 | 281 | 626,942 | 168,925 | 457,967 | 231 | 280 | 626,792 | 175,058 | 451,734 | 221 | 261 | 636,508 | 181,360 | 455,148 | 1.4% | 0.8% |
| [illegible] | [illegible] | 1 | 582,664 | 321 | 299 | 309 | 688,499 | 137,892 | 550,998 | 297 | 301 | 699,412 | 142,442 | 556,990 | 275 | 297 | 718,181 | 147,570 | 570,613 | 1.1% | 2.4% |
| [illegible] | [illegible] | 1 | 279,848 | 164 | 122 | 150 | 334,255 | 86,229 | 248,026 | 118 | 146 | 338,896 | 89,333 | 249,563 | 111 | 139 | 335,557 | 92,549 | 243,008 | 0.6% | -2.6% |
| [illegible] | [illegible] | 1 | 239,746 | 157 | 120 | 147 | 327,141 | 88,857 | 238,284 | 115 | 142 | 329,792 | 102,416 | 226,181 | 110 | 135 | 325,817 | 106,103 | 219,714 | 0.8% | -2.9% |
| [illegible] | [illegible] | 1 | 148,373 | 88 | 66 | 82 | 181,538 | 47,959 | 133,579 | 64 | 79 | 184,423 | 49,683 | 134,740 | 62 | 77 | 186,243 | 51,471 | 134,772 | 0.9% | 0.0% |
| [illegible] | [illegible] | 1 | 1,299,527 | 711 | 672 | 676 | 1,461,837 | 284,231 | 1,177,606 | 651 | 655 | 1,519,510 | 296,935 | 1,161,635 | 629 | 633 | 1,449,101 | 307,211 | 1,142,490 | 1.4% | 1.6% |
| [illegible] | [illegible] | 1 | 3,918,065 | 1,975 | 2,009 | 1,967 | 4,342,145 | 485,125 | 3,857,120 | 1,950 | 1,894 | 4,376,509 | 502,641 | 3,873,868 | 1,887 | 1,835 | 4,392,636 | 520,736 | 3,871,903 | 0.4% | 0.1% |
| [illegible] | [illegible] | 1 | 242,118 | 168 | 133 | 161 | 314,207 | 132,389 | 181,818 | 129 | 157 | 310,367 | 132,155 | 181,212 | 120 | 146 | 312,839 | 142,092 | 170,727 | 0.3% | -3.0% |
| [illegible] | [illegible] | 1 | 285,775 | 164 | 128 | 147 | 327,342 | 79,990 | 247,353 | 123 | 143 | 333,789 | 82,869 | 250,796 | 113 | 138 | 334,904 | 85,852 | 249,052 | 1.2% | -0.5% |
| [illegible] | [illegible] | 1 | 106,294 | 63 | 44 | 53 | 131,480 | 38,805 | 28,575 | 43 | 52 | 133,706 | 36,120 | 81,586 | 42 | 51 | 132,230 | 33,421 | 84,289 | 3.8% | 3.4% |
| [illegible] | [illegible] | 1 | 58,385 | 34 | 24 | 27 | 80,023 | 22,525 | 58,395 | 23 | 27 | 64,579 | 23,579 | 58,332 | 21 | 27 | 66,630 | 24,179 | 47,451 | 0.4% | 8.3% |
| [illegible] | [illegible] | 1 | 15,565 | 8 | 6 | 8 | 17,894 | 3,123 | 14,771 | 6 | 8 | 18,592 | 3,234 | 15,119 | 6 | 8 | 19,239 | 3,350 | 15,889 | 5.9% | 4.9% |
| [illegible] | [illegible] | 1 | 1,299,101 | 671 | 669 | 662 | 1,477,104 | 203,229 | 1,273,875 | 663 | 671 | 1,540,775 | 286,941 | 1,253,834 | 653 | 671 | 1,484,557 | 294,568 | 1,189,989 | 1.5% | 1.5% |
| [illegible] | [illegible] | 1 | 201,882 | 127 | 153 | 164 | 341,044 | 135,911 | 205,133 | 159 | 168 | 344,067 | 144,067 | 199,423 | 165 | 181 | 399,423 | 149,243 | 250,180 | 2.4% | 3.8% |
| [illegible] | [illegible] | 1 | 168,250 | 121 | 137 | 131 | 305,377 | 28,320 | 276,957 | 135 | 134 | 313,455 | 42,368 | 271,087 | 128 | 131 | 309,414 | 84,061 | 225,353 | 1.5% | -0.1% |
| [illegible] | [illegible] | 1 | 611,445 | 336 | 291 | 301 | 648,523 | 137,282 | 511,241 | 291 | 294 | 676,864 | 142,229 | 534,635 | 294 | 299 | 724,779 | 147,140 | 577,639 | 1.1% | 0.7% |
| [illegible] | [illegible] | 1 | 671,867 | 147 | 318 | 149 | 709,317 | 140,823 | 568,494 | 314 | 147 | 729,637 | 138,141 | 591,496 | 297 | 139 | 718,777 | 139,269 | 579,508 | 0.1% | 1.1% |
| [illegible] | [illegible] | 1 | 13,100 | 29 | 21 | 24 | 48,852 | 10,127 | 37,885 | 21 | 23 | 53,490 | 11,274 | 42,216 | 21 | 25 | 52,359 | 12,129 | 40,059 | 8.1% | 0.7% |
| [illegible] | [illegible] | 1 | 670,734 | 351 | 320 | 336 | 749,079 | 135,146 | 613,933 | 309 | 325 | 754,677 | 139,679 | 615,012 | 304 | 321 | 782,767 | 123,843 | 658,924 | 0.3% | 4.1% |
| [illegible] | [illegible] | 1 | 142,668 | 187 | 127 | 159 | 327,214 | 60,364 | 267,174 | 125 | 153 | 341,109 | 72,870 | 268,239 | 123 | 148 | 358,264 | 75,028 | 283,236 | 1.1% | 1.1% |
| [illegible] | [illegible] | 1 | 547,177 | 288 | 250 | 279 | 622,772 | 96,236 | 526,536 | 241 | 273 | 634,564 | 98,004 | 536,560 | 233 | 264 | 641,564 | 101,125 | 540,439 | 2.4% | 1.1% |
| [illegible] | [illegible] | 1 | 2,928,872 | 1,552 | 1,398 | 1,540 | 3,435,193 | 492,321 | 2,942,872 | 1,431 | 1,474 | 3,421,231 | 459,374 | 2,961,856 | 1,333 | 1,420 | 3,441,050 | 479,858 | 2,961,192 | 1.4% | 0.0% |

NED Elementary Public Secondary

Budget Section

Page [illegible]

# Foundation Aid Per Student Payment Projection for 2001-03 Biennium Budget

| Executive Budget | | | 1 2000-01 Actual Net Entitlement | | 2 2000-01 Payment Year Based on 2000 Fall Enr | | | $ 2,230 rate | 8.832 mill deduct | 3 2001-2002 Projection Projected from 2000 Fall Enr | | | $ 2,323 rate | 8.832 mill deduct | 4 2002-2003 Projection Projected from 2000 Fall Enr | | | $ 2,429 rate | 8.832 mill deduct | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ID | DNAME | DTYPE | Actual Pay 00-01 | Actual Pay wpu 00-01 | Enr 00-01 | Enr wpu 00-01 | Gross Pay 00-01 | Deduct 00-01 | Net Pay 00-01 | Proj Enr 01-02 | Proj wpu 01-02 | Gross Pay 01-02 | Deduct 01-02 | Net Pay 01-02 | Proj Enr 02-03 | Proj wpu 02-03 | Gross Pay 02-03 | Deduct 02-03 | Net Pay 02-03 | Year 1 change | Year 2 change |
| [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | [illegible]

# Foundation Aid Per Student Payment Projection for 2001-03 Biennium Budget

| Executive Budget | | | 1 2000-01 Actual Net Entitlement | | 2 2000-01 Payment Year Based on 2000 Fall Enr | | | $ 2,230 rate | 0.032 mill deduct | 3 2001-2002 Projection Projected from 2000 Fall Enr | | | $ 2,323 rate | 0.032 mill deduct | 4 2002-2003 Projection Projected from 2000 Fall Enr | | | $ 2,420 rate | 0.032 mill deduct | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ID | DNAME | DTYPE | Actual Pay 00-01 | Actual Pay wpu 00-01 | Enr 00-01 | Enr wpu 00-01 | Gross Pay 00-01 | Deduct 00-01 | Net Pay 00-01 | Proj Enr 01-02 | Proj wpu 01-02 | Gross Pay 01-02 | Deduct 01-02 | Net Pay 01-02 | Proj Enr 02-03 | Proj wpu 02-03 | Gross Pay 02-03 | Deduct 02-03 | Net Pay 02-03 | Year 1 change | Year 2 change |
| 48008 | [illegible] | [illegible] | 608,749 | 326 | 317 | 326 | 726,088 | 117,339 | 608,749 | 301 | 315 | 732,279 | 121,563 | 610,716 | 297 | 305 | 727,819 | 120,919 | 607,517 | 1.1% | -1.5% |
| 48009 | [illegible] | [illegible] | 168,295 | 115 | 78 | 95 | 232,450 | 64,362 | 168,088 | 76 | 93 | 226,573 | 70,305 | 156,268 | 73 | 88 | 232,218 | 72,836 | 159,382 | -1.2% | 4.4% |
| 49001 | Central Valley 1 | [illegible] | 522,848 | 330 | 321 | 322 | 728,987 | 163,677 | 565,310 | 313 | 335 | 732,349 | 169,569 | 562,780 | 307 | 307 | 743,424 | 175,673 | 567,751 | 0.4% | 0.9% |
| 49007 | Hatton 2 | [illegible] | 532,516 | 285 | 270 | 276 | 635,257 | 103,748 | 531,509 | 263 | 276 | 640,660 | 107,483 | 533,177 | 257 | 275 | 665,819 | 111,352 | 554,467 | 4.2% | 4.0% |
| 49009 | Hillsboro 3 | [illegible] | 888,127 | 496 | 492 | 491 | 1,072,824 | 225,363 | 847,512 | 484 | 464 | 1,078,011 | 233,476 | 844,535 | 479 | 459 | 1,108,842 | 241,992 | 866,850 | 0.4% | 2.7% |
| 49014 | May Port CG 14 | [illegible] | 1,206,087 | 670 | 667 | 646 | 1,439,488 | 287,277 | 1,152,411 | 650 | 620 | 1,441,212 | 292,619 | 1,148,593 | 635 | 602 | 1,455,848 | 308,333 | 1,147,515 | 0.8% | 0.3% |
| 50002 | Grafton 7 | [illegible] | 1,943,941 | 999 | 1,010 | 923 | 2,369,679 | 284,898 | 1,884,781 | 968 | 922 | 2,141,086 | 296,154 | 1,845,932 | 948 | 876 | 2,120,477 | 305,780 | 1,814,697 | 2.1% | 1.7% |
| 50020 | Minto 20 | [illegible] | 577,853 | 278 | 260 | 228 | 620,230 | 108,622 | 511,608 | 250 | 228 | 645,283 | 112,532 | 532,751 | 240 | 220 | 675,567 | 116,583 | 558,984 | 4.1% | 4.9% |
| 50039 | Larimore 7A | [illegible] | 169,485 | 88 | 61 | 76 | 220,526 | 37,041 | 183,487 | 59 | 73 | 169,238 | 28,014 | 141,704 | 53 | 72 | 174,434 | 29,023 | 145,411 | 1.2% | 2.6% |
| 50051 | North 51 | [illegible] | 49,894 | 32 | 22 | 31 | 69,252 | 24,835 | 44,917 | 26 | 31 | 71,200 | 25,708 | 45,492 | 25 | 30 | 72,624 | 26,634 | 45,990 | 1.3% | 1.1% |
| 50078 | Park River 2 | [illegible] | 838,519 | 448 | 434 | 441 | 987,531 | 163,251 | 824,280 | 436 | 419 | 978,011 | 169,128 | 808,883 | 419 | 401 | 994,137 | 175,217 | 819,016 | 2.4% | 1.6% |
| 50079 | Fordville 79 | [illegible] | 198,291 | 113 | 96 | 111 | 252,726 | 54,432 | 198,294 | 94 | 110 | 254,833 | 56,392 | 198,441 | 91 | 104 | 250,567 | 58,422 | 192,145 | 0.1% | -3.2% |
| 50108 | Edinburg 108 | [illegible] | 389,925 | 199 | 183 | 179 | 398,925 | 52,925 | 346,000 | 178 | 171 | 397,721 | 54,831 | 342,890 | 173 | 164 | 396,251 | 56,804 | 339,447 | -0.9% | -1.0% |
| 50128 | Adams 128 | [illegible] | 299,545 | 185 | 136 | 143 | 319,845 | 58,374 | 264,471 | 132 | 126 | 319,900 | 56,311 | 263,589 | 128 | 122 | 319,706 | 58,359 | 261,347 | 0.3% | -0.8% |
| 51001 | Minot 1 | [illegible] | 14,217,185 | 7,269 | 7,258 | 7,095 | 15,822,982 | 1,971,526 | 13,851,463 | 7,095 | 6,942 | 16,126,034 | 2,042,501 | 14,083,533 | 6,951 | 6,790 | 16,430,687 | 2,116,031 | 14,314,656 | 1.7% | 1.6% |
| 51004 | Northrop 4 | [illegible] | 618,185 | 235 | 242 | 221 | 651,804 | 170,356 | 481,448 | 232 | 212 | 663,335 | 174,329 | 488,786 | 223 | 204 | 539,227 | 138,445 | 400,282 | 1.9% | -18.0% |
| 51007 | Dunseith 7 | [illegible] | 1,339,485 | 665 | 623 | 647 | 1,441,180 | 321,312 | 1,219,868 | 656 | 626 | 1,454,175 | 175,348 | 1,278,827 | 641 | 608 | 1,471,433 | 185,800 | 1,285,633 | 0.3% | 0.8% |
| 51010 | Bell 10 | [illegible] | 267,238 | 145 | 130 | 143 | 318,756 | 56,803 | 261,953 | 127 | 142 | 329,690 | 58,848 | 270,842 | 124 | 141 | 345,801 | 60,967 | 284,834 | 3.4% | 5.2% |
| 51015 | Towner 15 | [illegible] | 395,940 | 205 | 164 | 205 | 454,503 | 65,775 | 388,728 | 160 | 200 | 463,671 | 68,163 | 395,508 | 155 | 195 | 473,997 | 70,596 | 403,401 | 1.7% | 1.5% |
| 51019 | Eureka 19 | [illegible] | 29,959 | 19 | 15 | 19 | 43,107 | 22,148 | 20,959 | 16 | 20 | 45,619 | 23,152 | 22,467 | 17 | 19 | 45,967 | 23,986 | 21,981 | 9.1% | -4.1% |
| 51029 | Rawmacon 29 | [illegible] | 621,465 | 388 | 365 | 377 | 839,939 | 191,647 | 648,292 | 356 | 361 | 841,458 | 193,540 | 648,918 | 345 | 351 | 851,485 | 205,688 | 645,798 | 0.5% | -0.4% |
| 51041 | Surrey 41 | [illegible] | 904,127 | 463 | 443 | 430 | 976,677 | 73,457 | 883,178 | 430 | 414 | 968,554 | 77,356 | 891,198 | 421 | 404 | 982,881 | 80,352 | 902,529 | 0.0% | 2.7% |
| 51054 | Berthold 54 | [illegible] | 485,275 | 251 | 215 | 243 | 581,027 | 114,791 | 466,236 | 210 | 231 | 597,096 | 118,924 | 478,162 | 205 | 218 | 604,171 | 121,209 | 482,964 | 1.5% | 1.0% |
| 51070 | [illegible] 70 | [illegible] | 259,111 | 150 | 131 | 150 | 337,670 | 78,523 | 259,199 | 124 | 141 | 353,503 | 77,204 | 276,303 | 119 | 133 | 363,833 | 74,983 | 288,848 | 4.8% | 4.5% |
| 51158 | N Prairie 158 | [illegible] | 229,182 | 140 | 139 | 140 | 315,847 | 86,661 | 229,186 | 134 | 137 | 376,233 | 89,827 | 286,284 | 128 | 132 | 324,111 | 93,063 | 231,470 | 1.3% | -1.8% |
| 51161 | Minot AFB 161 | [illegible] | | | | | | | | | | | | | | | | | | #DIV/0! | #DIV/0! |
| 52023 | Bowdon 23 | [illegible] | 167,434 | 92 | 78 | 78 | 173,937 | 49,850 | 123,687 | 78 | 78 | 183,540 | 51,642 | 131,898 | 72 | 73 | 177,745 | 53,509 | 124,241 | 6.6% | -5.8% |
| 52035 | Wishek 35 | [illegible] | 44,451 | 33 | 25 | 26 | 58,726 | 28,456 | 30,270 | 25 | 26 | 61,350 | 29,610 | 31,740 | 24 | 25 | 62,293 | 30,511 | 31,780 | 5.3% | 0.1% |
| 52038 | Mercer 38 | [illegible] | 1,056,455 | 568 | 555 | 538 | 1,339,679 | 210,083 | 989,562 | 540 | 516 | 1,399,620 | 217,686 | 981,934 | 520 | 497 | 1,387,132 | 220,881 | 962,231 | 0.7% | -2.0% |
| 52039 | Zeeland 39 | [illegible] | 126,624 | 102 | 72 | 84 | 192,538 | 50,497 | 142,041 | 69 | 81 | 192,855 | 52,314 | 140,541 | 67 | 81 | 196,183 | 54,198 | 142,185 | -1.1% | 1.2% |
| 52040 | Flasher 40 | [illegible] | 405,522 | 245 | 197 | 230 | 512,922 | 140,260 | 372,662 | 188 | 217 | 504,927 | 145,303 | 359,624 | 180 | 207 | 511,960 | 150,543 | 361,419 | 1.5% | 1.1% |
| 53001 | Williston 1 | [illegible] | 4,969,525 | 2,451 | 2,431 | 2,414 | 5,474,477 | 464,539 | 4,918,938 | 2,368 | 2,291 | 5,525,812 | 486,857 | 4,839,015 | 2,329 | 2,248 | 5,591,685 | 504,181 | 4,689,106 | -1.9% | -3.1% |

ND Department of Public Instruction



[illegible] district 1 projection from 03 [illegible].xls

## Foundation Aid Per Student Payment Projection for 2001-03 Biennium Budget

| Executive Budget | | | 1. 2000-01 Actual Net Entitlement | | 2. 2000-01 Payment Year | | | $ 2,730 rate | 0.032 mill deduct | 3. 2001-2002 Projection | | | $ 2,323 rate | 0.032 mill deduct | 4. 2002-2003 Projection | | | $ 2,420 rate | 0.032 mill deduct | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Based on 2000 Fall Enr. | | | | | Projected from 2000 Fall Enr | | | | | Projected from 2000 Fall Enr | | | | | | |
| ID | DNAME | DTYPE | Actual Pay 00-01 | Actual Pay wpu 00-01 | Enr 00-01 | Enr wpu 00-01 | Gross Pay 00-01 | Deduct 00-01 | Net Pay 00-01 | Proj Enr 01-02 | Proj wpu 01-02 | Gross Pay 01-02 | Deduct 01-02 | Net Pay 01-02 | Proj Enr 02-03 | Proj wpu 02-03 | Gross Pay 02-03 | Deduct 02-03 | Net Pay 02-03 | Year 1 change | Year 2 change |
| 5.3002 | Namsen 2 | 1 | 431,932 | 236 | 196 | 235 | 523,515 | 94,945 | 428,570 | 187 | 229 | 531,529 | 98,163 | 433,366 | 176 | 239 | 529,222 | 101,994 | 427,228 | 1.5% | -1.4% |
| 5.3006 | Eight Mile 6 | 1 | 543,432 | 263 | 209 | 245 | 545,926 | 43,794 | 502,132 | 199 | 239 | 554,407 | 45,321 | 509,086 | 187 | 232 | 566,312 | 47,094 | 519,218 | 1.4% | 2.0% |
| 5.3008 | Nine 8 | 2 | 320,080 | 237 | 243 | 230 | 512,387 | 207,872 | 304,515 | 232 | 220 | 510,386 | 205,356 | 305,030 | 220 | 209 | 505,523 | 203,109 | 302,414 | 0.1% | 4.4% |
| 5.3015 | Fargo 15 | 1 | 627,874 | 352 | 311 | 336 | 748,455 | 168,303 | 580,152 | 295 | 328 | 751,491 | 168,961 | 582,530 | 277 | 306 | 739,415 | 166,438 | 572,977 | 0.5% | 1.7% |
| 5.3091 | Wilkinson Alamo 91 | 1 | 163,404 | 91 | 67 | 76 | 168,499 | 58,880 | 109,619 | 59 | 77 | 166,291 | 60,999 | 105,292 | 54 | 66 | 158,532 | 61,135 | 97,397 | 1.5% | 9.8% |
| 5.3099 | Grenora 99 | 1 | 215,065 | 145 | 92 | 114 | 254,800 | 107,926 | 146,874 | 87 | 108 | 249,769 | 111,851 | 137,918 | 83 | 107 | 246,743 | 115,890 | 130,853 | 6.1% | 5.5% |
| | Statewide Total | | 212,949,442 | 113,296 | 108,780 | 110,379 | 246,144,552 | 43,909,924 | 206,593,891 | 105,989 | 107,443 | 249,590,325 | 45,490,682 | 208,616,549 | 103,603 | 104,928 | 253,925,566 | 47,178,346 | 211,469,983 | 1.0% | 1.4% |

# FOUNDATION AID STATUS — NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION — Jan-01

| FISCAL YEAR 1999-2000 | A<br>Biennial Appropriation 1999-2001 | B<br>Yearly Appropriation 1999-2000 | C<br>Actual Obligations to date 1999 2000 | D<br>Estimated Additional Obligations 1999-2000 | E<br>Estimated Total Obligations 1999-2000 (Col C + Col D) | F<br>Variance Est to Actual 1999-2000 (Col B - Col E) | G<br>Amount Available for 2000-2001 (Col A - Col E) |
|---|---|---|---|---|---|---|---|
| Pupil Payment | 430,837,028 00 | 213,064,386 00 | 211,973,539 12 | 0 00 | 211,973,539 12 | 1,090,846 88 | 218,863,488 88 |
| Transportation Payment | 36,000,000 00 | 18,000,000 00 | 17,706,903 42 | 0 00 | 17,706,903 42 | 293,096 58 | 18,293,096 58 |
| State Child Placement | 1,332,500 00 | 650,000 00 | 1,090,121 24 | 0 00 | 1,090,121 24 | (440,121 24) | 242,378 76 |
| Excess Cost Reimbursement | 1,742,500 00 | 850,000 00 | 919,047 23 | 0 00 | 919,047 23 | (69,047 23) | 823,452 77 |
| Summer School Payment | 7,185,094 00 | 3,555,903 00 | 3,357,491 35 | 0 00 | 3,357,491 35 | 198,411 65 | 3,827,602 65 |
| Migrant/ESY | 743,633 00 | 364,593 00 | 286,464 75 | 0 00 | 286,464 75 | 78,128 25 | 457,168 25 |
| Home Based Instruction | 765,504 00 | 375,316 00 | 361,207 46 | 0 00 | 361,207 46 | 14,108 54 | 404,296 54 |
| Limited English Proficiency | 400,000 00 | 200,000 00 | 216,284 00 | 0 00 | 216,284 00 | (16,284 00) | 183,716 00 |
| TOTAL | 479,006,259 00 | 237,060,198 00 | 235,911,058 57 | 0 00 | 235,911,058 57 | 1,149,139 43 | 243,095,200 43 |
| Special Ed ADM Payments | 34,700,000 00 | 17,350,000 00 | 17,220,564 72 | 0 00 | 17,220,564 72 | 129,435 28 | 17,479,435 28 |
| Revenue Supplement Payments | 3,099,999 22 | 1,504,388 22 | 1,504,388 22 | 0 00 | 1,504,388 22 | 0 00 | 1,595,611 00 |
| ADM Supplement Payments | 2,500,000 00 | 1,750,000 00 | 1,750,000 00 | 0 00 | 1,750,000 00 | 0 00 | 750,000 00 |
| Declining Enrollment Supp Paym | 1,000,000 00 | 1,000,000 00 | 1,000,000 00 | 0 00 | 1,000,000 00 | 0 00 | 0 00 |
| Total Supplemental Payments | 6,599,999 22 | 4,254,388 22 | 4,254,388 22 | 0 00 | 4,254,388 22 | 0 00 | 2,345,611 00 |

| FISCAL YEAR 2000-2001 | H<br>Amount Available for 2000-2001 (From Col G) | I<br>Yearly Appropriation 2000-2001 | J<br>Actual Obligations to date 2000-2001 | K<br>Estimated Additional Obligations 2000-2001 | L<br>Estimated Total Obligations 2000-2001 (Col J + Col K) | M<br>Variance Est to Actual 2000-2001 (Col I - Col L) | N<br>Remaining Balance (Col H - Col L) |
|---|---|---|---|---|---|---|---|
| Pupil Payment | 218,863,488 88 | 217,772,642 00 | 212,003,557 54 | 1,786,121 25 | 213,789,678 79 | 3,982,963 21 | 5,073,810 09 |
| Transportation Payment | 18,293,096 58 | 18,000,000 00 | 17,461,755 44 | 50,000 00 | 17,511,755 44 | 488,244 56 | 781,341 14 |
| State Child Placement | 242,378 76 | 682,500 00 | 148,036 98 | 1,051,096 38 | 1,199,133 36 | (516,633 36) | (956,754 60) |
| Excess Cost Reimbursement | 823,452 77 | 892,500 00 | 265,241 67 | 745,710 28 | 1,010,951 95 | (118,451 95) | (187,499 18) |
| Summer School Payment | 3,827,602 65 | 3,629,191 00 | 3,549,241 20 | 278,361 45 | 3,827,602 65 | (198,411 65) | 0 00 |
| Migrant/ESY | 457,168 25 | 379,040 00 | 216,577 60 | 0 00 | 216,577 60 | 162,462 40 | 240,590 65 |
| Home Based Instruction | 404,296 54 | 390,188 00 | 0 00 | 375,532 00 | 375,532 00 | 14,656 00 | 28,764 54 |
| Limited English Proficiency | 183,716 00 | 200,000 00 | 0 00 | 183,716 00 | 183,716 00 | 16,284 00 | 0 00 |
| TOTAL | 243,095,200 43 | 241,946,061 00 | 233,644,410 43 | 4,470,537 37 | 238,114,947 80 | 3,831,113 20 | **4,980,252 64** |
| Special Ed ADM Payments | 17,479,435 28 | 17,350,000 00 | 16,983,283 68 | 496,151 60 | 17,479,435 28 | (129,435 28) | **0 00** |
| Revenue Supplement Payments | 1,595,611 00 | 1,595,611 00 | 1,174,773 06 | 0 00 | 1,174,773 06 | 420,837 94 | **420,837 94** |
| ADM Supplement Payments | 750,000 00 | 750,000 00 | 727,076 84 | 22,923 16 | 750,000 00 | 0 00 | **0 00** |
| Declining Enrollment Supp Paym | 0 00 | 0 00 | 0 00 | 0 00 | 0 00 | 0 00 | **0 00** |

**NOTES:**

1. The statutory base payment for 1999-2000 is $2,145, and for 2000-2001 is $2,230
2. Weighted pupil units for 1999-2000 were 116.964 compared to the estimate of 117.426 used to establish the appropriation
3. Weighted pupil units for 2000-2001 are projected at 113.806 compared to the estimate of 115.670 used to establish the appropriation
4. The fall enrollment for 1999-2000 is 112,774
5. Estimated fall enrollment for 2000-2001 is 108,992
6. The special education payments for 1999-2000 were computed based upon $156 00 per ADM
7. The special education payments for 2000-20001 are estimated at $159 00 per ADM

# *Foundation Aid Per Pupil and Transportation Payments*

## *1999 - 2001 Biennium*

| FOUNDATION AID PAYMENTS | 1999-2000 | | 2000-2001 | |
|---|---|---|---|---|
| Base Payment | $2,145 | | $2,230 | |
| | Weighting Factor | Weighted Payment | Weighting Factor | Weighted Payment |
| Preschool | 1.2377 | $2,654.87 | 1.2145 | $2,708.34 |
| Kindergarten | 0.5761 | $1,235.73 | 0.5799 | $1,293.18 |
| Oneroom rural (Grades 1-8) | 1.3107 | $2,811.45 | 1.2997 | $2,898.33 |
| Grades 1-6 (Less than 100) | 1.2071 | $2,589.23 | 1.2138 | $2,706.77 |
| Grades 1-6 (100-999) | 0.9510 | $2,039.90 | 0.9519 | $2,122.74 |
| Grades 1-6 (1000 or more) | 0.9828 | $2,108.11 | 0.9898 | $2,207.25 |
| Grades 7-8 | 0.9790 | $2,099.96 | 0.9785 | $2,182.06 |
| Grades 9-12 (Less than 75) | 1.4795 | $3,173.53 | 1.4779 | $3,295.72 |
| Grades 9-12 (75-149) | 1.1921 | $2,557.05 | 1.1888 | $2,651.02 |
| Grades 9-12 (150-549) | 1.0705 | $2,296.22 | 1.0482 | $2,337.49 |
| Grades 9-12 (550 or more) | 1.0480 | $2,247.96 | 1.0479 | $2,336.82 |

| OTHER PAYMENT RATES | 1999-2000 | 2000-01(Interim) |
|---|---|---|
| Summer School Programs - High School (wpu) | $1,330 | $1,200 |
| Summer School Programs - Remedial Elem (wpu) | $2,145 | $2,000 |
| Special Education (ADM) | $156 | $159 |
| Tuition Apportionment (6-17 census) | $247.50 | $250 |
| Home education (wpu) | $1,072.50 | $1,115 |
| Limited English Proficiency (student) | $400 | $340 |
| Local Share (mill deduct) | 32 mills | 32 mills |

Note: 2000-01 (Interim) rates will be finalized at year end.

**TRANSPORTATION AID PAYMENTS**

| | 1999-2000 | 2000-2001 |
|---|---|---|
| Small Vehicles (Rural) | $ 0.25 per mile | $ 0.25 per mile |
| Large Vehicles (Rural) | $ 0.67 per mile | $ 0.67 per mile |
| Pupil Per Day (Rural) | $ 0.40 per student | $ 0.40 per student |
| In-city Miles | $ 0.25 per mile | $ 0.25 per mile |
| Incity Rides | $ 0.20 per ride | $ 0.20 per ride |
| Family Transportation (one way per day) | $ 0.40 per mile | $ 0.40 per mile |

Note: Transportation payments will be capped at 90% of the current transportation operating cost plus the eight year average of transportation equipment.

FISCAL NOTE:

1. This bill sets the per student payment amount for foundation aid at $1,[illegible] the first year and $1,[illegible] the second year of the 2011-13 biennium and adds new sections to chapter 15-40.1 relating to the reimbursement of school districts for increases in teacher compensation.

2. a Expenditures under this bill are projected at $[illegible] for foundation aid and $46,640,[illegible] for teacher salary reimbursement.

NOTE: Section 3 of the bill limits the reimbursement provided to an amount arrived at by multiplying the number of full time equivalent teachers (FTE) times $1,[illegible] the first year and $3,[illegible] the second year. Section 2 defines a teacher as an individual who:
1. Is licensed to teach or approved to teach by the education standards and practices board; but
2. Excludes administrators, assistant or associate administrators, principals, assistant or associate principals, special education directors, vocational education directors, directors of multi-district special education units, vocational and technology centers, and athletic or activity directors.

FTE projection:
1. There were 8,883.81 FTE that fall under the definition of "Teacher" in Section 2 of the bill. MIS system as of January 15, 2011

| | | |
|---|---|---|
| 2011-12 | 8,883.81 x $1,750 = | $15,546,668 |
| 2012-13 | 8,883.81 x $3,500 = | 31,093,340 |
| Total | 8,883.81 x $5,250 = | 46,640,008 |

| Foundation aid projections: | 2011-13 | 2011-12 | 2012-13 |
|---|---|---|---|
| 1. Per student payments | $5,291 | $5,295 | $5,278 |
| 2. Taxable valuation increase | | | 3.6% |
| 3. Mill deduct | 1,010 | 1,010 | 1,010 |
| 4. Weighting factor percent of five year average | 75% | 85% | 110% |
| 5. Percentage of appropriation paid each year | | 51.51% | 48.51% |
| 6. Foundation aid funding required = $461,[illegible] | | | |

| Reconciliation: | Foundation aid | FTE | Total |
|---|---|---|---|
| Schafer Executive Budget | 485,540,940 | 0 | 485,540,940 |
| Hoeven Executive Budget | 45[illegible],666,148 | 5[illegible],[illegible]19,575 | 51[illegible],675,723 |
| Projection HB1344 | 461,035,668 | 46,640,055 | 51[illegible],675,723 |

3. C This results in a total increase to the Schafer executive budget of $22,132,8[illegible] decrease foundation aid $24,5[illegible],[illegible]75 and create a new line item for teacher salary reimbursement of $46,640,055.

- Positive numbers favor all districts in formula.
- Negative numbers favor the FTE plan.

# District Level Projection - Per Student Payments - Various Funding Proposals

| | BASE RATES | | Restated to Fall 2000 Enr $ 2,230 | Schafer Exec Budget at 485.5 Million $ 2,328 | $ 2,426 | End Aid @ $507.7 Million $ 2,464 | $ 2,488 | HB 1344 2nd Engr $461 M $ 2,255 | $ 2,279 | | $ 1,750 | $ 3,500 | Two year H formula - H FTE $ | Two year H formula - H FTE % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ID | DNAME | OTYPE | 2000-01 | 2001-02 | 2002-03 | 2001-02 | 2002-03 | 2001-02 | 2002-03 | 1999-00 FTE | 2001-02 | 2002-03 | | |
| 1013 | Hettinger 13 | 1 | 748,902 | 700,132 | 654,215 | 751,553 | 675,744 | 672,416 | 602,957 | 33.9 | 59,703 | 118,405 | [illegible] | [illegible] |
| 2002 | Valley City 2 | 1 | 2,366,413 | 2,321,561 | 2,334,546 | 2,479,163 | 2,404,288 | 2,276,613 | 2,168,499 | 74.0 | 129,550 | 259,006 | [illegible] | [illegible] |
| 2013 | Oriska 13 | 2 | 95,428 | 94,856 | 99,530 | 103,716 | 103,583 | 90,021 | 89,879 | 9.0 | 15,693 | 41,326 | [illegible] | [illegible] |
| 2052 | Litchville 52 | 2 | 141,335 | 135,288 | 143,833 | 152,078 | 150,105 | 130,854 | 128,894 | 10.9 | 19,075 | 38,150 | [illegible] | [illegible] |
| 2055 | N Central 55 | 1 | 364,160 | 358,727 | 365,316 | 388,337 | 378,596 | 342,757 | 333,698 | 15.0 | 31,530 | 63,126 | [illegible] | [illegible] |
| 2062 | Wimbledon-Courtenay 62 | 1 | 376,408 | 349,644 | 358,418 | 377,235 | 370,846 | 334,773 | 328,831 | 17.2 | 30,030 | 60,060 | [illegible] | [illegible] |
| 3005 | Minnewaukan 5 | 1 | 361,649 | 361,370 | 367,077 | 384,906 | 377,575 | 348,684 | 342,083 | 13.0 | 22,785 | 45,570 | [illegible] | [illegible] |
| 3006 | Leeds 6 | 1 | 413,883 | 426,795 | 429,707 | 459,066 | 444,647 | 409,384 | 395,548 | 18.2 | 31,868 | 63,735 | [illegible] | [illegible] |
| 3009 | Maddock 9 | 1 | 483,442 | 512,685 | 510,543 | 548,716 | 525,662 | 492,341 | 472,185 | 20.7 | 36,155 | 72,310 | [illegible] | [illegible] |
| 3016 | Oberon 16 | 2 | 83,223 | 85,989 | 83,161 | 92,678 | 86,086 | 82,383 | 76,291 | 6.9 | 11,813 | 23,625 | [illegible] | [illegible] |
| 3029 | Warwick 29 | 1 | 532,825 | 552,613 | 582,815 | 586,721 | 598,560 | 534,229 | 545,327 | 20.9 | 36,494 | 72,975 | [illegible] | [illegible] |
| 3030 | Ft Totten 30 | 1 | 392,036 | 392,359 | 402,911 | 415,354 | 413,258 | 379,365 | 378,277 | 21.9 | 38,220 | 76,530 | [illegible] | [illegible] |
| 4001 | Billings Co 1 | 2 | - | - | - | - | - | | | 14.0 | 24,500 | 49,000 | [illegible] | [illegible] |
| 5001 | Bottineau 1 | 1 | 1,501,071 | 1,487,253 | 1,459,333 | 1,587,882 | 1,502,936 | 1,433,014 | 1,355,521 | 60.1 | 105,105 | 210,210 | [illegible] | [illegible] |
| 5013 | Willow City 13 | 1 | 179,263 | 182,927 | 178,995 | 195,934 | 185,064 | 174,531 | 164,547 | 12.1 | 21,595 | 43,190 | [illegible] | [illegible] |
| 5017 | Westhope 17 | 1 | 356,507 | 360,547 | 365,573 | 387,727 | 377,708 | 345,898 | 336,681 | 18.5 | 32,463 | 64,925 | [illegible] | [illegible] |
| 5035 | Lansford 35 | 2 | 43,233 | 44,086 | 42,237 | 49,609 | 44,598 | 41,060 | 36,379 | 4.8 | 8,313 | 16,625 | [illegible] | [illegible] |
| 5054 | Newburg-United 54 | 1 | 116,961 | 105,751 | 105,242 | 119,473 | 111,362 | 98,354 | 90,573 | 12.6 | 22,435 | 44,870 | [illegible] | [illegible] |
| 6001 | Bowman 1 | 1 | 858,293 | 857,519 | 893,709 | 915,560 | 920,164 | 826,267 | 830,723 | 33.7 | 58,975 | 117,950 | [illegible] | [illegible] |
| 6017 | Rhame 17 | 1 | 200,973 | 203,562 | 199,996 | 219,222 | 206,856 | 195,030 | 183,665 | 12.7 | 22,225 | 44,450 | [illegible] | [illegible] |
| 6033 | Scranton 33 | 1 | 402,266 | 408,961 | 415,607 | 438,958 | 429,013 | 392,792 | 383,573 | 20.6 | 35,980 | 71,960 | [illegible] | [illegible] |
| 7014 | Bowbells 14 | 1 | 227,499 | 215,655 | 202,356 | 233,356 | 209,854 | 206,115 | 184,904 | 14.5 | 25,603 | 51,205 | [illegible] | [illegible] |
| 7027 | Powers Lake 27 | 1 | 299,004 | 283,876 | 265,339 | 303,992 | 273,717 | 273,033 | 245,321 | 15.0 | 26,158 | 52,315 | [illegible] | [illegible] |
| 7036 | Burke Central 36 | 1 | 217,895 | 200,003 | 187,429 | 217,655 | 194,979 | 193,489 | 169,643 | 15.5 | 29,645 | 59,290 | [illegible] | [illegible] |
| 8001 | Bismarck 1 | 1 | 19,721,961 | 20,074,746 | 20,552,284 | 21,452,019 | 21,136,357 | 19,332,343 | 19,083,389 | 722.7 | 1,267,793 | 2,527,586 | [illegible] | [illegible] |
| 8002 | Regan 2 | 2 | 17,386 | 19,437 | 21,007 | 21,811 | 22,107 | 18,752 | 18,985 | 1.5 | 3,135 | 6,270 | [illegible] | [illegible] |
| 8025 | Naughton 25 | 3 | 6,480 | 6,916 | 7,347 | 7,710 | 7,705 | 6,480 | 6,473 | 1.4 | 2,450 | 4,900 | [illegible] | [illegible] |
| 8028 | Wing 28 | 1 | 151,864 | 156,521 | 156,351 | 168,965 | 161,878 | 149,390 | 143,311 | 10.2 | 13,638 | 27,275 | [illegible] | [illegible] |
| 8029 | Baldwin 29 | 2 | 467 | 1,978 | 3,058 | 4,291 | 4,134 | 721 | 407 | 1.7 | 2,975 | 5,950 | [illegible] | [illegible] |
| 8033 | Menoken 33 | 2 | 58,915 | 62,643 | 63,841 | 68,025 | 66,257 | 59,743 | 55,988 | 3.9 | 6,825 | 13,650 | [illegible] | [illegible] |
| 8034 | McKenzie 34 | 3 | - | - | | | | - | | 0.9 | 1,575 | 3,150 | [illegible] | [illegible] |

# District Level Projection - Per Student Payments - Various Funding Proposals

| | BASE RATES | | Restated to Fall 2000 Enr | Schafer Exec Budget at 485.5 Million | | End Aid @ $507.7 Million | | HB 1344 2nd Engr $461 M | | | | | Two year H formula - H | Two year H formula - H |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | $ 2,230 | $ 2,328 | $ 2,426 | $ 2,464 | $ 2,488 | $ 2,255 | $ 2,279 | 1999-00 | $ 1,750 | $ 3,500 | | |
| ID | DNAME | DTYPE | 2000-01 | 2001-02 | 2002-03 | 2001-02 | 2002-03 | 2001-02 | 2002-03 | FTE | 2001-02 | 2002-03 | FTE $ | FTE % |
| 8035 | Sterling 35 | 2 | 61,542 | 63,241 | 64,692 | 63,761 | 67,177 | 60,266 | 58,776 | 3.4 | 5,898 | 11,795 | (797) | -0.6% |
| 8036 | Driscoll 36 | 1 | 28,720 | 30,630 | 31,669 | 33,847 | 33,128 | 28,897 | 28,197 | 7.0 | 12,250 | 24,500 | (26,869) | -40.1% |
| 8039 | Apple Creek 39 | 2 | 73,741 | 75,010 | 81,005 | 81,689 | 84,121 | 71,410 | 73,586 | 3.3 | 5,775 | 11,550 | 3,489 | 2.1% |
| 8045 | Manning 45 | 3 | 28,669 | 30,158 | 31,669 | 32,199 | 32,606 | 29,058 | 29,437 | 0.9 | 1,575 | 3,150 | 1,585 | 2.4% |
| 9001 | Fargo 1 | 1 | 20,458,329 | 21,316,120 | 22,203,791 | 22,830,920 | 22,894,480 | 20,499,639 | 20,559,349 | 793.9 | 1,389,290 | 2,778,580 | 498,542 | 1.1% |
| 9002 | Kindred 2 | 1 | 1,280,762 | 1,311,841 | 1,356,157 | 1,404,526 | 1,398,169 | 1,261,887 | 1,256,184 | 46.4 | 81,235 | 162,470 | 40,913 | 1.5% |
| 9004 | Maple Valley 4 | 1 | 401,010 | 407,694 | 426,684 | 441,534 | 447,156 | 389,453 | 389,846 | 18.2 | 31,868 | 63,735 | 8,787 | 1.0% |
| 9006 | West Fargo 6 | 1 | 9,329,296 | 9,615,048 | 10,017,954 | 10,286,689 | 10,324,283 | 9,253,031 | 9,288,623 | 330.9 | 579,093 | 1,158,185 | 332,041 | 1.6% |
| 9007 | Mapleton 7 | 2 | 210,747 | 220,923 | 234,190 | 238,735 | 242,184 | 211,592 | 215,158 | 9.7 | 16,888 | 33,775 | 3,907 | 0.6% |
| 9017 | Central Cass 17 | 1 | 1,497,644 | 1,538,580 | 1,591,000 | 1,646,622 | 1,639,969 | 1,480,345 | 1,474,413 | 50.4 | 88,218 | 176,435 | 57,181 | 2.0% |
| 9080 | Page 80 | 2 | 263,076 | 277,664 | 292,532 | 299,737 | 302,676 | 265,766 | 268,380 | 13.0 | 22,750 | 45,500 | 17 | 0.0% |
| 9097 | Northern Cass | 1 | 798,842 | 828,746 | 861,136 | 893,711 | 890,691 | 793,730 | 790,769 | 35.2 | 61,583 | 123,165 | 15,156 | 0.8% |
| 10001 | Osnabrock 1 | 2 | 13,877 | 14,517 | 10,213 | 17,447 | 11,523 | 12,937 | 7,432 | 3.2 | 5,653 | 11,305 | (8,357) | -28.8% |
| 10014 | Border Central 14 | 1 | - | - | - | 2,205 | - | - | - | 7.5 | 13,125 | 26,250 | (37,170) | -1685.8% |
| 10019 | Munich 19 | 1 | 325,551 | 329,659 | 328,109 | 354,230 | 338,974 | 316,389 | 302,305 | 14.4 | 25,113 | 50,225 | (916) | -0.1% |
| 10023 | Langdon 23 | 1 | 1,000,357 | 983,863 | 977,028 | 1,064,362 | 1,009,691 | 949,739 | 899,476 | 44.0 | 76,983 | 153,965 | (6,109) | -0.3% |
| 10030 | Milton 30 | 1 | 63,629 | 64,001 | 66,310 | 69,578 | 68,841 | 60,995 | 60,282 | 5.2 | 9,100 | 18,200 | (10,158) | -7.3% |
| 11040 | Ellendale 40 | 1 | 695,996 | 695,607 | 699,423 | 746,540 | 722,002 | 668,154 | 645,664 | 31.5 | 55,055 | 110,110 | (10,441) | -0.7% |
| 11041 | Oakes 41 | 1 | 994,314 | 998,118 | 1,033,744 | 1,068,389 | 1,055,635 | 960,241 | 957,816 | 33.5 | 58,625 | 117,250 | 40,092 | 1.9% |
| 12001 | Divide County 1 | 1 | 569,227 | 527,588 | 531,261 | 570,220 | 550,223 | 504,610 | 486,116 | 30.0 | 52,448 | 104,895 | (27,626) | -2.5% |
| 13008 | Dodge 8 | 2 | 120,886 | 117,118 | 112,840 | 124,399 | 116,201 | 112,870 | 104,839 | 5.4 | 9,503 | 19,005 | (5,017) | -2.1% |
| 13016 | Killdeer 16 | 1 | 634,489 | 586,532 | 578,640 | 633,251 | 599,113 | 561,350 | 530,096 | 31.1 | 54,373 | 108,745 | (22,009) | -1.8% |
| 13019 | Halliday 19 | 1 | 203,102 | 195,181 | 187,515 | 209,916 | 193,829 | 187,239 | 172,482 | 11.3 | 19,758 | 39,515 | (15,219) | -3.8% |
| 13037 | Twin Buttes 37 | 2 | 124,438 | 118,355 | 116,826 | 125,811 | 119,823 | 115,106 | 109,691 | 12.0 | 21,000 | 42,000 | (42,163) | -17.2% |
| 14001 | New Rockford 1 | 1 | 715,145 | 710,961 | 697,778 | 760,740 | 709,131 | 684,130 | 636,918 | 28.4 | 49,718 | 99,435 | (359) | -0.0% |
| 14012 | Sheyenne 12 | 1 | 350,255 | 359,701 | 343,429 | 383,330 | 353,410 | 346,966 | 319,666 | 13.1 | 22,855 | 45,710 | 1,663 | 0.2% |
| 15006 | Hazelton Moffit B | 1 | 357,444 | 356,338 | 353,578 | 382,850 | 365,164 | 342,047 | 325,822 | 18.0 | 31,411 | 62,825 | (14,993) | -1.4% |
| 15010 | Bakker 10 | 2 | 32,119 | 33,698 | 28,686 | 36,627 | 29,880 | 32,092 | 25,844 | 2.0 | 3,500 | 7,000 | (1,873) | -1.9% |
| 15012 | Union 12 | 3 | 36,378 | 38,062 | 35,895 | 41,222 | 37,239 | 36,359 | 32,695 | 1.0 | 1,663 | 3,325 | 4,423 | 5.5% |
| 15015 | Strasburg 15 | 1 | 510,267 | 524,410 | 533,667 | 559,816 | 549,491 | 505,330 | 495,962 | 18.1 | 32,081 | 64,165 | 11,502 | 1.1% |
| 15036 | Linton 36 | 1 | 689,575 | 676,948 | 675,427 | 725,455 | 697,812 | 650,802 | 625,512 | 29.5 | 51,555 | 103,110 | (7,713) | -0.6% |

## District Level Projection - Per Student Payments - Various Funding Proposals

| | BASE RATES | | Restated to Fall 2000 Enr | Schafer Exec Budget at 485.5 Million | | End Aid @ $507.7 Million | | HB 1344 2nd Engr $461 M | | | | | Two year H formula - H | Two year H formula - H |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | $ 2,230 | $ 2,326 | $ 2,426 | $ 2,464 | $ 2,488 | $ 2,255 | $ 2,279 | | $ 1,750 | $ 3,500 | | |
| ID | DNAME | DTYPE | 2000-01 | 2001-02 | 2002-03 | 2001-02 | 2002-03 | 2001-02 | 2002-03 | 1999-00 FTE | 2001-02 | 2002-03 | FTE $ | FTE % |
| 16010 | Carrington 19 | 1 | 1,251,390 | 1,293,434 | 1,322,272 | 1,385,945 | 1,363,605 | 1,244,056 | 1,224,338 | 50.8 | 88,953 | 177,905 | (3,199) | 0.5% |
| 17003 | Beach 3 | 1 | 725,996 | 719,739 | 727,791 | 768,710 | 749,565 | 693,344 | 675,949 | 36.0 | 63,000 | 126,000 | (40,018) | 2.5% |
| 17006 | Lone Tree 6 | 2 | 92,195 | 101,299 | 109,202 | 109,590 | 113,074 | 96,830 | 99,983 | 5.5 | 9,625 | 19,250 | (3,074) | 1.4% |
| 18001 | Grand Forks 1 | 1 | 15,662,418 | 15,501,120 | 15,458,037 | 16,561,677 | 15,924,141 | 14,929,478 | 14,348,303 | 688.2 | 1,204,350 | 2,408,700 | (405,013) | 1.2% |
| 18044 | Larimore 44 | 1 | 1,064,563 | 1,043,384 | 1,028,479 | 1,115,968 | 1,060,091 | 1,004,261 | 953,217 | 42.3 | 74,050 | 148,120 | (3,599) | 0.2% |
| 18061 | Thompson 61 | 1 | 985,411 | 968,574 | 974,404 | 1,033,184 | 1,002,993 | 933,749 | 906,338 | 33.7 | 58,905 | 117,810 | 19,375 | 1.0% |
| 18125 | Manvel 125 | 2 | 315,839 | 309,820 | 321,264 | 333,609 | 332,071 | 296,998 | 295,536 | 14.7 | 25,778 | 51,555 | (4,187) | 0.6% |
| 18127 | Emerado 127 | 2 | 224,045 | 225,052 | 228,159 | 241,412 | 235,458 | 216,234 | 210,781 | 12.1 | 21,088 | 42,175 | (13,408) | 2.8% |
| 18128 | Midway 128 | 1 | 573,975 | 560,639 | 553,626 | 603,137 | 572,225 | 537,732 | 509,346 | 25.1 | 43,873 | 87,745 | (3,334) | 0.3% |
| 18129 | Northwood 129 | 1 | 654,975 | 640,534 | 641,708 | 687,096 | 662,287 | 615,436 | 592,712 | 27.5 | 48,125 | 96,250 | (3,140) | 0.2% |
| 18140 | Grand Forks AFB 1 | 4 | - | - | - | - | - | - | - | - | - | - | - | #DIV/0! |
| 19018 | Roosevelt 18 | 1 | 341,546 | 336,869 | 325,431 | 368,300 | 335,469 | 324,240 | 301,538 | 15.9 | 27,790 | 55,580 | (13,382) | 1.9% |
| 19049 | Elgin-New Leipzig 49 | 1 | 505,227 | 497,212 | 476,272 | 533,448 | 491,730 | 477,682 | 439,467 | 27.1 | 47,338 | 94,675 | (35,983) | 3.1% |
| 20007 | Midkota 7 | 1 | 367,207 | 369,673 | 379,426 | 401,015 | 393,563 | 352,779 | 345,768 | 21.0 | 36,750 | 73,500 | (14,219) | 1.8% |
| 20018 | Griggs County Central | 1 | 636,275 | 617,049 | 599,780 | 663,037 | 619,647 | 592,264 | 552,479 | 27.7 | 48,475 | 96,950 | (7,489) | 0.6% |
| 21006 | Mott 6 | 1 | 509,677 | 575,058 | 520,998 | 562,528 | 537,467 | 504,809 | 481,786 | 16.6 | 32,550 | 65,100 | 15,948 | 1.4% |
| 21009 | New England 9 | 1 | 433,977 | 434,036 | 431,179 | 467,210 | 445,757 | 415,155 | 396,447 | 22.8 | 39,918 | 79,835 | (19,378) | 2.1% |
| 21014 | Regent 14 | 1 | 207,279 | 210,176 | 203,527 | 226,269 | 210,473 | 201,502 | 186,997 | 12.0 | 20,965 | 41,930 | (14,656) | 3.4% |
| 22011 | Pettibone-Tuttle | 2 | - | - | - | - | - | - | - | 5.0 | 8,750 | 17,500 | (25,250) | #DIV/0! |
| 22014 | Robinson 14 | 2 | - | - | - | - | - | - | - | 3.7 | 5,163 | 10,325 | (15,488) | #DIV/0! |
| 22020 | Tuttle-Pettibone | 1 | 190,760 | 190,755 | 178,323 | 204,070 | 183,875 | 183,578 | 165,103 | 7.6 | 13,230 | 26,460 | (426) | 0.1% |
| 22026 | Steele-Dawson 26 | 1 | 545,558 | 566,090 | 573,275 | 605,027 | 590,613 | 545,103 | 531,993 | 24.7 | 43,225 | 86,450 | (31,133) | 0.9% |
| 22028 | Tappen 28 | 1 | 270,530 | 268,453 | 270,076 | 286,837 | 278,216 | 258,546 | 250,699 | 14.3 | 25,025 | 50,050 | (19,221) | 3.4% |
| 23003 | Edgeley 3 | 1 | 515,851 | 525,194 | 539,515 | 564,827 | 557,389 | 503,831 | 496,959 | 21.2 | 37,065 | 74,130 | 10,231 | 0.9% |
| 23007 | Kulm 7 | 1 | 312,637 | 310,195 | 307,866 | 335,585 | 319,048 | 296,509 | 281,245 | 16.7 | 29,295 | 58,590 | (11,096) | 1.1% |
| 23008 | LaMoure 8 | 1 | 763,702 | 749,213 | 747,649 | 801,032 | 779,445 | 721,282 | 693,377 | 27.6 | 48,370 | 96,740 | (1,028) | 0.0% |
| 23009 | Marion 9 | 1 | 237,858 | 236,350 | 229,173 | 254,459 | 236,994 | 226,598 | 210,553 | 10.7 | 18,743 | 37,485 | (7,916) | 0.4% |
| 23011 | Verona 11 | 1 | 148,497 | 146,642 | 143,117 | 158,412 | 148,235 | 140,300 | 130,932 | 8.4 | 14,613 | 29,225 | (9,423) | 2.7% |
| 24002 | Napoleon 7 | 1 | 514,626 | 547,545 | 574,082 | 580,744 | 591,728 | 521,255 | 532,070 | 23.7 | 41,473 | 82,945 | (5,521) | 0.5% |
| 24056 | Gackle 14 | 1 | 339,179 | 347,893 | 363,066 | 376,056 | 375,917 | 332,714 | 332,468 | 19.0 | 33,250 | 66,500 | (12,359) | 1.7% |
| 25001 | Velva 1 | 1 | 872,204 | 875,586 | 872,650 | 935,777 | 899,095 | 843,143 | 809,686 | 34.7 | 60,725 | 121,450 | (134) | 0.0% |

# District Level Projection - Per Student Payments - Various Funding Proposals

| | BASE RATES | | Restated to Fall 2000 Enr $ 2,230 | Schafer Exec Budget at 485.5 Million $ 2,328 | $ 2,426 | End Aid @ $507.7 Million $ 2,464 | $ 2,488 | HB 1344 2nd Engr $461 M $ 2,255 | $ 2,279 | | $ 1,750 | $ 3,500 | Two year H formula - H FTE $ | Two year H formula - H FTE % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ID | DNAME | OTYPE | 2000-01 | 2001-02 | 2002-03 | 2001-02 | 2002-03 | 2001-02 | 2002-03 | 1999-00 FTE | 2001-02 | 2002-03 | | |
| 25004 | Newport 4 | 1 | 450,884 | 437,725 | 442,455 | 469,541 | 456,617 | 420,576 | 408,739 | 19.4 | 33,898 | 67,795 | (4,650) | 0.5% |
| 25014 | Anamoose 14 | 1 | 212,766 | 211,972 | 209,373 | 227,413 | 216,121 | 203,650 | 193,307 | 12.3 | 21,455 | 42,910 | (17,788) | -4.0% |
| 25025 | Granville 25 | 1 | 327,302 | 325,871 | 326,454 | 348,304 | 336,353 | 313,780 | 302,885 | 16.9 | 29,575 | 59,150 | (20,734) | -3.0% |
| 25029 | Upham 29 | 1 | 127,335 | 117,826 | 113,748 | 128,405 | 118,338 | 112,123 | 102,818 | 9.5 | 16,660 | 33,320 | (18,178) | -7.4% |
| 25057 | Drake 57 | 1 | 348,762 | 339,629 | 338,134 | 364,009 | 349,139 | 325,565 | 311,932 | 18.2 | 31,903 | 63,805 | (20,057) | -2.8% |
| 26004 | Zeeland 4 | 1 | 99,210 | 95,531 | 93,720 | 105,755 | 98,227 | 90,021 | 82,989 | 9.7 | 16,993 | 33,985 | (20,005) | -9.8% |
| 26009 | Ashley 9 | 1 | 448,310 | 449,165 | 460,995 | 481,925 | 475,746 | 431,538 | 425,876 | 19.9 | 34,755 | 69,510 | (4,008) | 0.4% |
| 26019 | Wishek 19 | 1 | 521,294 | 545,415 | 541,576 | 584,166 | 558,568 | 524,528 | 501,119 | 21.1 | 36,925 | 73,850 | 6,312 | 0.6% |
| 27001 | McKenzie Co 1 | 1 | 1,150,112 | 1,118,093 | 1,114,733 | 1,200,175 | 1,150,925 | 1,073,711 | 1,028,365 | 49.4 | 86,363 | 172,725 | (10,264) | -0.4% |
| 27002 | Alexander 2 | 1 | 219,931 | 213,110 | 219,058 | 230,388 | 226,857 | 203,797 | 200,489 | 13.3 | 23,328 | 46,655 | (17,024) | -3.7% |
| 27014 | Yellowstone 14 | 2 | 265,136 | 266,378 | 270,689 | 284,485 | 278,773 | 256,618 | 251,440 | 9.0 | 15,803 | 31,605 | 7,793 | 1.4% |
| 27018 | Earl 18 | 3 | - | - | - | - | - | - | - | 1.2 | 2,100 | 4,200 | (6,300) | #DIV/0! |
| 27019 | Bowline Butte 19 | 3 | - | - | - | - | - | - | - | 1.0 | 1,750 | 3,500 | (5,250) | #DIV/0! |
| 27032 | Horse Creek 32 | 3 | - | - | - | - | - | - | - | 1.0 | 1,750 | 3,500 | (5,250) | #DIV/0! |
| 27036 | Mandaree 36 | 1 | 606,299 | 628,525 | 636,615 | 665,212 | 652,898 | 608,750 | 597,846 | 35.4 | 61,915 | 123,830 | (74,231) | -5.6% |
| 28001 | Montefiore 1 | 1 | 524,017 | 524,828 | 532,971 | 559,628 | 548,494 | 506,071 | 496,014 | 22.7 | 39,690 | 79,380 | (13,033) | -1.2% |
| 28004 | Washburn 4 | 1 | 779,608 | 777,170 | 776,406 | 829,343 | 799,357 | 749,048 | 721,763 | 28.7 | 50,295 | 100,590 | 7,004 | 0.4% |
| 28008 | Underwood 8 | 1 | 586,811 | 591,481 | 586,844 | 633,300 | 605,166 | 568,940 | 543,221 | 26.0 | 45,518 | 91,035 | (10,248) | -0.6% |
| 28050 | Max 50 | 1 | 372,233 | 365,689 | 358,264 | 391,682 | 369,538 | 351,679 | 331,421 | 15.0 | 26,303 | 52,605 | (788) | -0.1% |
| 28051 | Garrison 51 | 1 | 673,302 | 651,119 | 624,756 | 699,134 | 645,282 | 625,239 | 575,986 | 28.1 | 49,245 | 98,490 | (4,444) | -0.3% |
| 28062 | Butte 62 | 4 | - | - | - | - | - | - | - | - | - | - | - | #DIV/0! |
| 28072 | Turtle Lake Mercer | 1 | 452,138 | 444,356 | 429,850 | 476,926 | 443,858 | 426,300 | 396,500 | 22.3 | 38,990 | 77,980 | (19,434) | -2.1% |
| 28085 | White Shield 85 | 1 | 431,298 | 426,572 | 421,602 | 451,813 | 432,542 | 412,067 | 395,556 | 25.6 | 44,800 | 89,600 | (58,436) | -6.0% |
| 29003 | Hazen 3 | 1 | 1,622,261 | 1,606,494 | 1,578,633 | 1,709,000 | 1,622,985 | 1,551,227 | 1,473,036 | 50.4 | 88,130 | 176,260 | 43,312 | 1.6% |
| 29020 | Golden Valley 20 | 1 | 175,948 | 171,815 | 164,859 | 183,691 | 170,005 | 165,306 | 152,605 | 6.3 | 11,095 | 22,190 | 2,201 | 0.8% |
| 29022 | Stanton 22 | 1 | 225,120 | 228,745 | 227,000 | 243,772 | 233,567 | 220,646 | 211,364 | 10.4 | 18,183 | 36,365 | (9,219) | -3.3% |
| 29027 | Beulah 27 | 1 | 1,963,414 | 1,897,887 | 1,855,317 | 2,024,853 | 1,910,125 | 1,829,453 | 1,724,827 | 51.6 | 102,783 | 215,565 | 57,351 | 1.5% |
| 30001 | Mandan 1 | 1 | 6,640,478 | 6,759,769 | 6,808,957 | 7,214,814 | 7,102,761 | 6,514,498 | 6,413,387 | 234.3 | 410,025 | 820,050 | 159,415 | 1.1% |
| 30004 | Little Heart 4 | 2 | 48,091 | 48,553 | 52,001 | 52,932 | 53,984 | 46,346 | 47,279 | 2.9 | 5,075 | 10,150 | (7,934) | -1.9% |
| 30007 | New Salem 7 | 1 | 797,862 | 802,086 | 812,589 | 855,095 | 836,183 | 773,514 | 756,413 | 29.7 | 51,905 | 103,810 | 5,536 | 0.3% |
| 30008 | Sims 8 | 2 | 41,334 | 41,697 | 45,361 | 46,791 | 47,729 | 38,952 | 39,725 | 5.2 | 9,170 | 18,340 | (11,665) | -12.1% |

## District Level Projection - Per Student Payments - Various Funding Proposals

| | BASE RATES | | Restated to Fall 2000 Enr | Schafer Exec Budget at 485 5 Million | | End Aid @ $507 7 Million | | HB 1344 2nd Engr $461 M | | | | | Two year H formula - H FTE $ | Two year H formula - H FTE % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | $ 2,230 | $ 2,328 | $ 2,426 | $ 2,464 | $ 2,488 | $ 2,255 | $ 2,279 | | $ 1,750 | $ 3,500 | | |
| ID | DNAME | DTYPE | 2000-01 | 2001-02 | 2002-03 | 2001-02 | 2002-03 | 2001-02 | 2002-03 | 1999-00 FTE | 2001-02 | 2002-03 | | |
| 30013 | Hebron 13 | 1 | 438,655 | 440,955 | 448,758 | 472,966 | 463,083 | 423,701 | 414,551 | 18 2 | 31,850 | 63,700 | 2 147 | 0 2% |
| 30017 | Sweet Briar 17 | 3 | 12,045 | 11,694 | 12,362 | 12,941 | 12,935 | 11,022 | 10,999 | 0 7 | 1,225 | 2,450 | 180 | 0 7% |
| 30039 | Flasher 39 | 1 | 537,518 | 558,643 | 575,029 | 596,470 | 592,105 | 536,255 | 534,374 | 21 4 | 37,433 | 74,865 | 3 649 | 0 3% |
| 30048 | Glen Ullin 48 | 1 | 506,423 | 525,342 | 540,182 | 562,859 | 557,109 | 505,120 | 499,882 | 19 3 | 33,810 | 67,620 | 13 536 | 1 2% |
| 31001 | New Town 1 | 1 | 1,511,267 | 1,549,737 | 1,590,111 | 1,644,281 | 1,632,635 | 1,498,778 | 1,488,867 | 65 9 | 115,238 | 230,475 | (56 442) | -1 7% |
| 31002 | Stanley 2 | 1 | 752,049 | 766,361 | 778,219 | 823,161 | 802,641 | 738,824 | 720 074 | 32 1 | 56,123 | 112,245 | (1 464) | -0 1% |
| 31003 | Parshall 3 | 1 | 643,762 | 661,575 | 673,967 | 705,790 | 693,747 | 637,743 | 626 875 | 28 2 | 45,850 | 91 700 | (2 631) | 0 2% |
| 31137 | Plaza 137 | 2 | 76 | 3 787 | 5,627 | 7 202 | 7,221 | 1,947 | 1 834 | 3 5 | 6,125 | 12 250 | (7 733) | 53 6% |
| 32001 | Dakota Prairie 1 | 1 | 581,174 | 562,413 | 571,250 | 611,822 | 593,388 | 535 781 | 518,542 | 34 4 | 60 113 | 120 225 | (23 451) | 2 4% |
| 32066 | Lakota 66 | 1 | 532,633 | 528,859 | 559,672 | 567,399 | 577,467 | 508,086 | 517 305 | 20 4 | 35,665 | 71 330 | 12 480 | 1 1% |
| 33018 | Center 18 | 1 | 601,855 | 575,544 | 597,817 | 615,376 | 623,644 | 554,074 | 470 135 | 24 6 | 42,998 | 85,995 | (14 187) | 1 2% |
| 34001 | Pembina 1 | 1 | 299,455 | 296,903 | 291,254 | 323,195 | 301,812 | 285,809 | 266,117 | 15 5 | 27,125 | 54,250 | (5 294) | 1 3% |
| 34006 | Cavalier 6 | 1 | 1,154,769 | 1,138,068 | 1,105,861 | 1,217,906 | 1,140,237 | 1,095,035 | 1,024 016 | 48 4 | 84,700 | 169,400 | (35 006) | 0 5% |
| 34012 | Valley 12 | 1 | 329,729 | 330,377 | 326,882 | 355,751 | 338,008 | 316,701 | 300 393 | 17 0 | 29,750 | 59,500 | (17 588) | 1 5% |
| 34019 | Drayton 19 | 1 | 457,967 | 460,116 | 463,849 | 496,650 | 480,106 | 440,424 | 425 142 | 22 9 | 40,058 | 80 115 | (9 983) | 0 9% |
| 34027 | Walhalla 27 | 1 | 545,579 | 555,441 | 568,799 | 595,890 | 586,991 | 533,638 | 525 485 | 25 8 | 45,220 | 90,440 | (11 962) | 1 0% |
| 34043 | St Thomas 43 | 1 | 242,607 | 245,476 | 239,701 | 265,911 | 248,124 | 236,000 | 219 645 | 13 1 | 22,995 | 45,990 | (10 556) | 2 1% |
| 34055 | Neche 55 | 1 | 228,284 | 226,774 | 220,208 | 245,039 | 228,532 | 216,445 | 200,390 | 15 2 | 26,600 | 53,200 | (22 164) | 4 1% |
| 35001 | Wolford 1 | 1 | 133,878 | 136,523 | 136,605 | 147,273 | 141,362 | 130,729 | 125,280 | 10 1 | 17,658 | 35,315 | (20 347) | 7 0% |
| 35005 | Rugby 5 | 1 | 1,177,586 | 1,169,360 | 1,150,617 | 1,254,399 | 1,187,669 | 1,123,524 | 1,062,407 | 53 9 | 94,238 | 188,475 | (26 571) | 1 1% |
| 36001 | Devils Lake 1 | 1 | 3,857,170 | 3,884,441 | 3,883,173 | 4,139,578 | 3,995,392 | 3,746,921 | 3,615,992 | 136 2 | 238,350 | 476,700 | 57 907 | 0 2% |
| 36002 | Edmore 2 | 1 | 181,818 | 183,329 | 177,952 | 201,885 | 185,070 | 173,327 | 158,523 | 15 4 | 26,915 | 53,830 | (24 743) | 6 4% |
| 36044 | Starkweather 44 | 1 | 247,353 | 251,543 | 250,309 | 270,961 | 258,862 | 241,935 | 229,944 | 10 3 | 18,078 | 36,155 | 4 573 | 0 9% |
| 37002 | Sheldon 2 | 2 | 78,575 | 84,031 | 87,288 | 90,893 | 90,403 | 80,332 | 79,857 | 4 1 | 7,053 | 14,175 | (1 503) | 9 7% |
| 37006 | Ft Ransom 6 | 2 | 38,195 | 39,025 | 42,175 | 42,619 | 43,851 | 37,988 | 38,184 | 3 0 | 5,250 | 10,500 | (4 552) | 9 3% |
| 37010 | Salund 10 | 3 | 14,273 | 15,414 | 16,174 | 16,484 | 16,665 | 14,937 | 15,305 | 0 9 | 1,575 | 3,150 | (1 418) | 4 8% |
| 37019 | Lisbon 19 | 1 | 1,275,579 | 1,251,520 | 1,285,789 | 1,336,776 | 1,303,734 | 1,205,567 | 1,175,514 | 49 3 | 84,490 | 168,980 | 5 979 | 0 2% |
| 37022 | Enderlin 22 | 1 | 661,095 | 639,845 | 664,050 | 685,809 | 684,945 | 615,020 | 614,307 | 27 8 | 48,668 | 97,335 | (4 521) | 0 3% |
| 38002 | Sherwood 2 | 1 | 306,957 | 300,003 | 302,896 | 327,349 | 312,837 | 287,959 | 279,224 | 16 3 | 28,543 | 57,085 | (17 678) | 2 8% |
| 38009 | Mohall 9 | 1 | 549,941 | 540,605 | 544,492 | 580,178 | 562,195 | 519,113 | 502,344 | 25 7 | 44,940 | 89,880 | (13 ...) | 1 2% |
| 38026 | Glenburn 26 | 1 | 658,856 | 639,295 | 677,765 | 714,169 | 697,735 | 645,712 | 630,218 | 27 5 | 48,113 | 96,225 | (1 ...) | 0 2% |

# District Level Projection - Per Student Payments - Various Funding Proposals

| | BASE RATES | | Restated to Fall 2000 Enr | Schafer Exec Budget at 485.5 Million | | End Aid @ $507.7 Million | | HB 1344 2nd Engr $461 M | | | | | Two year H formula - H FTE $ | Two year H formula - H FTE % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | $ 2,230 | $ 2,328 | $ 2,426 | $ 2,464 | $ 2,488 | $ 2,255 | $ 2,279 | | $ 1,750 | $ 3,500 | | |
| ID | DNAME | DTYPE | 2000-01 | 2001-02 | 2002-03 | 2001-02 | 2002-03 | 2001-02 | 2002-03 | 1999-00 FTE | 2001-02 | 2002-03 | | |
| 39005 | Mantador 5 | 2 | 27,881 | 27,260 | 26,979 | 30,849 | 28,576 | 25,325 | 23,177 | 3.2 | 5,513 | 11,025 | (5,615) | -9.4% |
| 39008 | Hankinson 8 | 1 | 633,694 | 623,899 | 650,757 | 667,687 | 670,746 | 600,297 | 603,165 | 24.5 | 42,875 | 85,750 | 6,346 | 0.5% |
| 39018 | Fairmount 18 | 1 | 277,374 | 265,007 | 273,846 | 285,212 | 283,009 | 254,117 | 252,052 | 12.6 | 22,313 | 44,625 | (4,895) | -0.9% |
| 39028 | Lidgerwood 28 | 1 | 521,220 | 533,592 | 541,955 | 570,564 | 556,462 | 513,664 | 502,656 | 19.9 | 34,695 | 69,390 | 5,021 | 0.7% |
| 39037 | Wahpeton 37 | 1 | 2,902,827 | 2,877,835 | 2,894,767 | 3,076,802 | 2,962,877 | 2,770,591 | 2,684,990 | 106.3 | 185,938 | 371,875 | 46,266 | 0.8% |
| 39042 | Wyndmere 42 | 1 | 558,172 | 535,693 | 556,634 | 576,367 | 575,140 | 513,759 | 512,574 | 21.6 | 37,800 | 75,600 | 11,764 | 1.0% |
| 39044 | Richland 44 | 1 | 574,691 | 571,385 | 577,403 | 612,985 | 595,916 | 546,962 | 533,325 | 23.8 | 41,563 | 83,125 | 1,927 | 0.2% |
| 40001 | Dunseith 1 | 1 | 1,488,934 | 1,509,335 | 1,534,953 | 1,599,704 | 1,575,242 | 1,460,627 | 1,439,028 | 46.0 | 80,500 | 161,000 | 33,791 | 1.1% |
| 40003 | St John 3 | 1 | 618,245 | 632,120 | 661,964 | 670,131 | 679,399 | 611,633 | 620,453 | 23.7 | 41,510 | 83,020 | (7,086) | -0.5% |
| 40004 | Mt Pleasant 4 | 1 | 685,289 | 695,863 | 707,797 | 743,263 | 728,979 | 670,314 | 657,365 | 31.0 | 54,215 | 108,430 | (18,062) | -1.2% |
| 40007 | Belcourt 7 | 1 | 3,788,882 | 3,868,549 | 3,952,699 | 4,094,131 | 4,053,694 | 3,746,960 | 3,712,244 | 202.5 | 354,078 | 708,155 | (373,612) | 4.6% |
| 40029 | Rolette 29 | 1 | 511,189 | 524,506 | 537,026 | 560,097 | 552,960 | 505,370 | 499,044 | 20.6 | 35,960 | 71,950 | 633 | 0.1% |
| 41002 | Milnor 2 | 1 | 650,301 | 669,099 | 699,279 | 713,112 | 719,413 | 645,376 | 651,342 | 19.0 | 33,163 | 66,325 | 36,329 | 2.5% |
| 41003 | N Sargent 3 | 1 | 422,591 | 446,923 | 474,554 | 477,634 | 488,789 | 430,370 | 440,662 | 17.7 | 30,975 | 61,950 | 2,456 | 0.3% |
| 41006 | Sargent Central 6 | 1 | 605,215 | 620,602 | 650,858 | 667,528 | 672,361 | 595,309 | 599,662 | 26.3 | 45,990 | 91,980 | 6,948 | 0.5% |
| 42016 | Goodrich 16 | 1 | 118,149 | 114,973 | 113,538 | 124,625 | 117,777 | 109,771 | 103,445 | 10.3 | 17,938 | 35,875 | (24,827) | -10.2% |
| 42019 | McClusky 19 | 1 | 301,446 | 290,479 | 288,861 | 311,678 | 298,176 | 279,053 | 266,583 | 13.5 | 24,115 | 48,230 | (5,227) | -1.3% |
| 43003 | Solen 3 | 1 | 478,902 | 455,002 | 457,427 | 484,001 | 470,235 | 439,371 | 426,932 | 29.0 | 50,750 | 101,500 | (64,317) | -6.7% |
| 43004 | Ft Yates 4 | 1 | 379,099 | 372,316 | 370,458 | 401,831 | 383,467 | 356,497 | 339,485 | 25.0 | 43,750 | 87,500 | (41,844) | -5.3% |
| 43008 | Selfridge 8 | 1 | 243,698 | 236,926 | 241,268 | 253,126 | 248,515 | 228,194 | 224,014 | 14.0 | 24,500 | 49,000 | (24,067) | -4.8% |
| 44012 | Marmarth 12 | 2 | - | - | - | - | - | - | - | 2.0 | 3,483 | 6,965 | (10,448) | #DIV/0! |
| 44014 | Sheets 14 | 3 | 8,262 | 12,522 | 19,760 | 13,914 | 20,365 | 11,772 | 17,843 | 1.1 | 1,890 | 3,780 | (805) | -2.3% |
| 44032 | Central Elem 32 | 2 | - | - | - | - | - | - | - | 1.5 | 2,670 | 5,329 | (7,999) | #DIV/0! |
| 45001 | Dickinson 1 | 1 | 5,697,475 | 5,819,758 | 5,921,302 | 6,203,047 | 6,092,540 | 5,613,164 | 5,513,509 | 214.8 | 375,655 | 751,730 | 41,219 | 0.2% |
| 45003 | Taylor 3 | 2 | 247,877 | 264,251 | 282,564 | 282,218 | 299,944 | 254,567 | 262,611 | 11.8 | 20,663 | 41,325 | (5,774) | -1.0% |
| 45004 | Richardton 4 | 1 | 398,120 | 393,420 | 386,434 | 420,649 | 398,347 | 378,635 | 356,073 | 16.2 | 28,298 | 56,595 | (2,405) | -0.3% |
| 45009 | S Heart 9 | 1 | 584,275 | 607,919 | 632,333 | 647,625 | 650,421 | 585,517 | 589,256 | 21.3 | 37,258 | 74,515 | 10,691 | 0.9% |
| 45013 | Belfield 13 | 1 | 684,948 | 706,487 | 717,919 | 750,168 | 737,391 | 682,943 | 671,560 | 23.2 | 40,663 | 81,325 | 11,319 | 0.8% |
| 46010 | Hope 10 | 1 | 304,426 | 318,206 | 305,670 | 342,699 | 316,177 | 305,904 | 280,654 | 15.8 | 27,650 | 55,300 | (9,732) | -1.5% |
| 45019 | Finley-Sharon 19 | 1 | 367,321 | 376,701 | 377,787 | 405,940 | 390,741 | 360,941 | 346,943 | 18.5 | 32,340 | 64,680 | (9,208) | -1.3% |
| 47001 | Jamestown 1 | 1 | 5,158,820 | 5,318,164 | 5,462,569 | 5,675,449 | 5,544,064 | 5,125,585 | 5,098,069 | 190.1 | 332,745 | 665,490 | 97,623 | 0.9% |

# District Level Projection - Per Student Payments - Various Funding Proposals

| | BASE RATES | | Restated to Fall 2000 Enr $ 2,230 | Schafer Exec Budget at 485.5 Million $ 2,328 | $ 2,426 | End Aid @ $507.7 Million $ 2,464 | $ 2,488 | HB 1344 2nd Engr $461 M $ 2,255 | $ 2,279 | | $ 1,759 | $ 3,500 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ID | DNAME | DTYPE | 2000-01 | 2001-02 | 2002-03 | 2001-02 | 2002-03 | 2001-02 | 2002-03 | 1999-00 FTE | 2001-02 | 2002-03 | Two year H formula - H FTE $ | Two year H formula - H FTE % |
| 47003 | Medina 3 | 1 | 378,430 | 388,413 | 403,777 | 416,504 | 416,563 | 373,272 | 373,334 | 18.0 | 31,413 | 62,825 | (7,727) | -0.9% |
| 47010 | Pingree-Buchanan | 1 | 348,428 | 359,677 | 378,504 | 385,713 | 390,472 | 345,644 | 350,008 | 14.2 | 24,833 | 49,665 | 6,036 | 0.8% |
| 47014 | Montpelier 14 | 1 | 243,995 | 251,919 | 261,948 | 270,558 | 270,434 | 241,872 | 241,746 | 12.5 | 22,103 | 44,205 | (8,934) | -1.7% |
| 47019 | Kensal 19 | 1 | 194,603 | 191,847 | 198,607 | 206,741 | 205,364 | 183,818 | 182,516 | 9.4 | 16,520 | 33,040 | (3,791) | -0.9% |
| 47026 | Spiritwood 26 | 2 | - | - | - | - | - | - | - | 2.8 | 4,900 | 9,800 | (14,700) | #DIV/0! |
| 48002 | Bisbee-Egeland | 1 | 204,950 | 203,012 | 187,872 | 220,934 | 195,436 | 193,351 | 169,864 | 14.1 | 24,745 | 49,490 | (21,080) | -5.1% |
| 48008 | Southern 8 | 1 | 608,749 | 612,826 | 603,807 | 655,522 | 622,396 | 589,812 | 559,548 | 24.8 | 43,313 | 86,625 | (1,350) | -0.1% |
| 48028 | N Central 28 | 1 | 144,590 | 145,944 | 139,519 | 158,568 | 144,952 | 139,139 | 126,584 | 10.7 | 18,655 | 37,310 | (19,168) | -6.0% |
| 49003 | Central Valley 3 | 1 | 565,310 | 561,465 | 566,438 | 604,175 | 585,437 | 538,444 | 521,203 | 19.3 | 33,688 | 67,375 | 29,963 | 2.4% |
| 49007 | Hatton 7 | 1 | 511,509 | 533,275 | 554,568 | 570,619 | 571,573 | 513,146 | 514,080 | 20.3 | 35,490 | 70,980 | 8,496 | 0.7% |
| 49009 | Hillsboro 9 | 1 | 847,512 | 829,335 | 851,319 | 892,159 | 879,636 | 795,473 | 783,899 | 30.9 | 54,058 | 108,115 | 39,257 | 1.7% |
| 49014 | May-Port CG 14 | 1 | 1,152,411 | 1,135,090 | 1,138,806 | 1,219,105 | 1,175,947 | 1,089,505 | 1,050,259 | 43.9 | 76,808 | 153,615 | 24,516 | 1.0% |
| 50003 | Grafton 3 | 1 | 1,884,781 | 1,854,759 | 1,823,807 | 1,979,553 | 1,877,965 | 1,787,494 | 1,694,664 | 61.3 | 107,240 | 214,480 | 53,440 | 1.4% |
| 50020 | Minto 20 | 1 | 511,608 | 533,968 | 560,287 | 571,582 | 577,542 | 513,624 | 519,286 | 18.9 | 32,988 | 65,975 | 17,263 | 1.5% |
| 50039 | Lankin 39 | 2 | 143,457 | 142,068 | 145,760 | 151,961 | 150,235 | 136,736 | 135,174 | 7.8 | 13,553 | 27,125 | (10,402) | -3.4% |
| 50051 | Nash 51 | 2 | 44,917 | 45,785 | 46,275 | 49,936 | 48,130 | 43,548 | 41,859 | 3.0 | 5,250 | 10,500 | (3,391) | -3.2% |
| 50078 | Park River 78 | 1 | 824,282 | 808,416 | 822,559 | 866,187 | 847,945 | 777,617 | 762,111 | 29.8 | 52,220 | 104,440 | 16,547 | 1.0% |
| 50079 | Fordville 79 | 1 | 198,294 | 198,914 | 192,632 | 213,768 | 199,032 | 190,908 | 177,394 | 7.5 | 13,125 | 26,250 | 6,123 | 1.2% |
| 50106 | Edinburg 106 | 1 | 343,301 | 341,581 | 337,962 | 364,608 | 348,009 | 329,170 | 314,041 | 15.3 | 26,828 | 53,655 | (11,077) | -1.6% |
| 50128 | Adams 128 | 1 | 264,471 | 264,598 | 262,472 | 283,261 | 270,647 | 254,538 | 243,009 | 12.5 | 21,875 | 43,750 | (9,264) | -1.7% |
| 51001 | Minot 1 | 1 | 13,856,880 | 14,126,921 | 14,361,818 | 15,067,625 | 14,781,864 | 13,519,878 | 13,361,745 | 561.5 | 982,608 | 1,965,215 | (79,957) | -0.3% |
| 51004 | Nedrose 4 | 2 | 381,448 | 387,203 | 398,670 | 416,526 | 411,918 | 373,398 | 367,127 | 18.5 | 32,428 | 64,855 | (7,362) | -0.9% |
| 51007 | United 7 | 1 | 1,270,568 | 1,277,595 | 1,288,530 | 1,362,351 | 1,326,171 | 1,231,911 | 1,199,056 | 51.1 | 89,373 | 178,745 | (10,523) | -0.4% |
| 51010 | Bell 10 | 2 | 259,255 | 267,978 | 281,878 | 287,038 | 290,636 | 257,704 | 261,020 | 12.2 | 21,263 | 42,525 | (4,836) | -0.8% |
| 51016 | Sawyer 16 | 1 | 390,728 | 397,262 | 405,231 | 424,287 | 415,486 | 382,695 | 374,529 | 15.9 | 27,738 | 55,475 | (665) | -0.1% |
| 51019 | Eureka 19 | 2 | 20,959 | 22,732 | 21,759 | 25,415 | 22,932 | 21,266 | 18,969 | 2.0 | 3,430 | 6,860 | (2,156) | -4.5% |
| 51028 | Kenmare 28 | 1 | 648,289 | 649,919 | 652,930 | 699,081 | 674,727 | 623,421 | 601,035 | 31.9 | 55,678 | 111,355 | (18,871) | -1.3% |
| 51041 | Surrey 41 | 1 | 883,378 | 881,676 | 901,121 | 937,687 | 926,232 | 851,486 | 841,333 | 33.0 | 57,768 | 115,535 | (2,204) | -0.1% |
| 51054 | Berthold 54 | 1 | 466,236 | 474,805 | 462,841 | 509,316 | 498,276 | 456,204 | 445,092 | 22.4 | 39,130 | 78,260 | (12,044) | -1.2% |
| 51070 | S Prairie 70 | 2 | 256,500 | 264,925 | 276,270 | 285,245 | 285,540 | 253,973 | 254,200 | 11.4 | 19,950 | 39,900 | 2,452 | 0.5% |
| 51158 | N Shore 158 | 1 | 226,342 | 231,856 | 236,186 | 250,455 | 244,527 | 221,830 | 216,305 | 13.8 | 24,115 | 48,230 | (15,521) | -3.1% |

## District Level Projection - Per Student Payments - Various Funding Proposals

| ID | DNAME | DTYPE | Restated to Fall 2000 Enr | Schafer Exec Budget at 485.5 Million | | End Aid @ $507.7 Million | | HB 1344 2nd Engr $461 M | | | | | Two year H formula - H FTE $ | Two year H formula - H FTE % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| BASE RATES | | | $ 2,230 | $ 2,328 | $ 2,426 | $ 2,464 | $ 2,488 | $ 2,255 | $ 2,279 | | $ 1,750 | $ 3,500 | | |
| | | | 2000-01 | 2001-02 | 2002-03 | 2001-02 | 2002-03 | 2001-02 | 2002-03 | 1999-00 FTE | 2001-02 | 2002-03 | | |
| 51160 | Minot AFB 160 | 4 | - | - | - | - | - | - | - | | - | - | - | =C7/C6 |
| 52023 | Bowdon 23 | 2 | 123,687 | 132,535 | 124,876 | 143,234 | 129,415 | 129,769 | 114,067 | 8.0 | 14,000 | 28,000 | (10,187) | -8.7% |
| 52035 | Pleasant Valley 3 | 2 | 30,270 | 31,877 | 31,751 | 35,454 | 33,352 | 29,949 | 27,972 | 3.1 | 5,338 | 10,675 | (5,128) | -7.5% |
| 52038 | Harvey 38 | 1 | 586,542 | 972,952 | 952,846 | 1,042,851 | 983,180 | 935,245 | 889,625 | 45.9 | 80,238 | 160,475 | (30,553) | -1.5% |
| 52039 | Sykes 39 | 1 | 142,041 | 141,179 | 142,861 | 152,420 | 147,876 | 135,121 | 130,919 | 10.0 | 17,448 | 34,895 | (18,087) | -6.0% |
| 52040 | Fessenden 40 | 1 | 372,662 | 350,820 | 354,268 | 380,245 | 367,390 | 334,969 | 323,024 | 21.1 | 36,890 | 73,780 | (21,019) | -2.8% |
| 53001 | Williston 1 | 1 | 4,934,934 | 4,853,081 | 4,703,571 | 5,164,523 | 4,836,226 | 4,685,752 | 4,387,730 | 161.9 | 282,273 | 566,545 | 76,452 | 0.5% |
| 53002 | Nesson 2 | 1 | 428,570 | 432,884 | 427,119 | 463,864 | 440,638 | 416,185 | 394,932 | 16.5 | 32,323 | 64,645 | (3,583) | -0.4% |
| 53005 | Eight Mile 6 | 1 | 502,132 | 507,738 | 512,616 | 540,082 | 526,967 | 490,304 | 478,472 | 24.1 | 42,228 | 84,455 | (28,419) | -2.7% |
| 53008 | New 8 | 2 | 304,515 | 292,611 | 279,635 | 322,359 | 292,539 | 276,576 | 248,911 | 22.0 | 38,500 | 77,000 | (25,089) | -4.2% |
| 53015 | Tioga 15 | 1 | 590,152 | 577,173 | 559,266 | 620,967 | 576,160 | 553,567 | 514,282 | 27.8 | 48,665 | 97,370 | (14,777) | -1.2% |
| 53091 | Wildrose-Alamo 91 | 1 | 109,619 | 107,922 | 97,603 | 117,643 | 101,654 | 102,682 | 87,959 | 9.0 | 15,750 | 31,500 | (18,594) | -8.5% |
| 53099 | Grenora 99 | 1 | 146,824 | 141,260 | 133,867 | 155,818 | 140,157 | 133,413 | 118,890 | 13.2 | 23,170 | 46,340 | (25,838) | -9.7% |
| | **District Total** | | 206,520,768 | 208,442,802 | 211,304,702 | 222,956,498 | 217,774,595 | 200,619,990 | 195,900,718 | 8,523.7 | 14,916,475 | 29,832,950 | (537,040) | -0.1% |
| Voed and Special Education Units | | | | | | | | | | | | | | |
| 2515 | Valley City Area | 5 | | | | | | | | 11.0 | 19,268 | 38,535 | | |
| 8500 | Bismarck | 5 | | | | | | | | 12.0 | 21,000 | 42,000 | | |
| 11542 | Southeast Area | 5 | | | | | | | | 8.0 | 14,000 | 28,000 | | |
| 36502 | Lake Area | 5 | | | | | | | | 18.5 | 32,288 | 64,575 | | |
| 39538 | Richland County Area | 5 | | | | | | | | 11.8 | 20,668 | 41,335 | | |
| 47528 | James Valley Area | 5 | | | | | | | | 9.3 | 16,345 | 32,690 | | |
| 50504 | North Valley Area | 5 | | | | | | | | 9.0 | 15,750 | 31,500 | | |
| 2727 | SHEYENNE VALLEY | 7 | | | | | | | | 19.8 | 34,650 | 69,300 | | |
| 5726 | PEACE GARDEN | 7 | | | | | | | | 6.3 | 11,008 | 22,015 | | |
| 8702 | BURLEIGH COUNTY | 7 | | | | | | | | 3.0 | 5,250 | 10,500 | | |
| 8711 | BISMARCK | 7 | | | | | | | | 8.0 | 14,000 | 28,000 | | |
| 9717 | RURAL CASS | 7 | | | | | | | | 17.0 | 29,750 | 59,500 | | |
| 14712 | EAST CENTRAL | 7 | | | | | | | | 8.3 | 14,473 | 28,945 | | |
| 15722 | EMMONS COUNTY | 7 | | | | | | | | 0.5 | 875 | 1,750 | | |
| 18733 | GRAND FORKS | 7 | | | | | | | | 11.0 | 19,250 | 38,500 | | |

## District Level Projection - Per Student Payments - Various Funding Proposals

| ID | DNAME | DTYPE | Restated to Fall 2000 Enr | Schafer Exec Budget at 485.5 Million | | End Aid @ $507.7 Million | | HB 1344 2nd Engr $461 M | | | | | Two year H formula - H FTE $ | Two year H formula - H FTE % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | BASE RATES | | $ 2,230 | $ 2,328 | $ 2,426 | $ 2,464 | $ 2,488 | $ 2,255 | $ 2,279 | | $ 1,750 | $ 3,500 | | |
| | | | 2000-01 | 2001-02 | 2002-03 | 2001-02 | 2002-03 | 2001-02 | 2002-03 | 1999-00 FTE | 2001-02 | 2002-03 | | |
| 21709 | SOUTHWEST | 7 | | | | | | | | - | - | - | | |
| 23724 | DICKEY LAMOURE | 7 | | | | | | | | 12.5 | 22,050 | 44,100 | | |
| 24718 | SOUTH CENTRAL PRAIRI | 7 | | | | | | | | - | - | - | | |
| 29715 | OLIVER MERCER | 7 | | | | | | | | 21.1 | 36,925 | 73,850 | | |
| 30725 | MORTON-SIOUX | 7 | | | | | | | | 4.0 | 7,000 | 14,000 | | |
| 34707 | PEMBINA | 7 | | | | | | | | - | - | - | | |
| 36714 | LAKE REGION | 7 | | | | | | | | 28.2 | 49,350 | 98,700 | | |
| 39728 | SOUTH VALLEY | 7 | | | | | | | | 31.0 | 54,250 | 108,500 | | |
| 45701 | WEST RIVER | 7 | | | | | | | | 3.8 | 6,650 | 13,300 | | |
| 47721 | BUFFALO VALLEY | 7 | | | | | | | | 6.0 | 10,500 | 21,000 | | |
| 49723 | GST | 7 | | | | | | | | 20.6 | 35,963 | 71,925 | | |
| 50729 | UPPER VALLEY | 7 | | | | | | | | 31.8 | 55,650 | 111,300 | | |
| 51708 | SOURIS VALLEY | 7 | | | | | | | | 16.9 | 29,575 | 59,150 | | |
| 52705 | LONETREE | 7 | | | | | | | | 4.0 | 7,000 | 14,000 | | |
| 53720 | WILMAC | 7 | | | | | | | | 26.7 | 46,725 | 93,450 | | |
| | Unit Totals | | | | | | | - | - | 360.1 | 630,210 | 1,260,420 | (1,890,630) | |
| | Statewide Totals | | 206,520,768 | 208,442,802 | 211,304,702 | 222,958,498 | 217,774,595 | 200,619,990 | 195,900,718 | 8,853.8 | 15,546,565 | 31,093,370 | 2,427,679 | 0.6% |
| | Other pupil payments | | 11,688,624 | 12,105,731 | 12,550,692 | 12,894,254 | 12,903,460 | 11,679,534 | 11,696,510 | | | | 2,427,679 | 9.4% |
| | Transportation | | 17,511,755 | 18,000,000 | 18,000,000 | 18,000,000 | 18,000,000 | 18,000,000 | 18,000,000 | | | | | 0.0% |
| | Tuition Reimbursement | | 2,210,085 | 2,298,488 | 2,390,428 | 2,298,488 | 2,390,428 | 2,298,488 | 2,390,428 | | | | | 0.0% |
| | Limited English Proficient Studen | | 183,716 | 225,000 | 225,000 | 225,000 | 225,000 | 225,000 | 225,000 | | | | | 0.0% |
| | Adjustments for over/under paym | | 4,980,253 | - | - | - | - | - | - | | | | | 0.0% |
| | Total Foundation Aid and Transp | | 243,095,201 | 241,072,022 | 244,470,821 | 256,376,240 | 251,299,483 | 232,823,012 | 228,212,656 | 8,684 | 15,546,565 | 31,093,370 | | 0.0% |
| | 1999-00 Payment Yr | | 235,911,059 | | | | | | | | | | | |
| | Total Foundation Aid and Transp | | 479,006,260 | | 485,542,843 | | 507,675,723 | | 461,035,668 | | | 46,640,055 | | 0.0% |
| | | | | | | | Hoeven proposal | | 457,666,148 | | | 50,009,575 | | |
| | | | | | | | | | 3,369,520 | | | (3,369,520) | | |

## Historical Per Pupil Expenditure, Pupil Payment, Tuition Apportionment and Mill Deduct Data

| School Year | Actual Per Pupil Expenditures | Statutory Per Pupil Payment | Actual Per Pupil Payment | Tuition Apportionment | Actual Per Pupil Payment and Tuition Apportionment | Local Share Mill Levy Deduct | Taxable Valuation | ADM | Mill Deduct/ ADM | Net Per Pupil and Tuition Apport. Pmt | Net Percent from Pupil and Tuition Apport. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1973-74 | 831 | 540 | 540 | 31 | 571 | 0.020 | 658,235,947 | 138,076 | (92) | 479 | 57.6% |
| 1974-75 | 938 | 540 | 540 | 42 | 582 | 0.020 | 671,209,499 | 133,625 | (99) | 483 | 51.5% |
| 1975-76 | 1,097 | 640 | 640 | 38 | 678 | 0.020 | 714,225,794 | 132,737 | (101) | 577 | 52.6% |
| 1976-77 | 1,212 | 690 | 690 | 47 | 737 | 0.020 | 735,673,642 | 130,121 | (110) | 627 | 51.8% |
| 1977-78 | 1,376 | 775 | 775 | 47 | 822 | 0.020 | 775,281,443 | 126,254 | (117) | 705 | 51.3% |
| 1978-79 | 1,544 | 850 | 850 | 53 | 903 | 0.020 | 803,767,456 | 122,126 | (127) | 776 | 50.3% |
| 1979-80 | 1,741 | 903 | 903 | 80 | 983 | 0.020 | 830,442,532 | 118,574 | (136) | 847 | 48.7% |
| 1980-81 | 1,957 | 970 | 970 | 106 | 1,076 | 0.020 | 869,904,028 | 117,313 | (142) | 934 | 47.7% |
| 1981-82 | 2,392 | 1,425 | 1,425 | 98 | 1,523 | 0.020 | 917,920,637 | 117,185 | (148) | 1,375 | 57.5% |
| 1982-83 | 2,477 | 1,591 | 1,353 | 158 | 1,511 | 0.020 | 938,686,969 | 117,320 | (156) | 1,355 | 54.7% |
| 1983-84 | 2,577 | 1,400 | 1,400 | 176 | 1,576 | 0.020 | 951,779,114 | 117,444 | (160) | 1,416 | 55.0% |
| 1984-85 | 2,851 | 1,350 | 1,350 | 202 | 1,552 | 0.020 | 998,380,663 | 118,090 | (161) | 1,391 | 48.8% |
| 1985-86 | 2,960 | 1,425 | 1,425 | 209 | 1,634 | 0.020 | 980,108,754 | 118,024 | (169) | 1,465 | 49.5% |
| 1986-87 | 2,949 | 1,455 | 1,367 | 216 | 1,583 | 0.020 | 976,761,047 | 117,981 | (166) | 1,417 | 48.0% |
| 1987-88 | 3,041 | 1,400 | 1,400 | 215 | 1,615 | 0.020 | 973,962,097 | 118,376 | (165) | 1,450 | 47.7% |
| 1988-89 | 3,213 | 1,412 | 1,385 | 206 | 1,591 | 0.020 | 962,760,380 | 118,536 | (164) | 1,427 | 44.4% |
| 1989-90 | 3,427 | 1,525 | 1,411 | 199 | 1,610 | 0.021 | 959,536,307 | 118,097 | (171) | 1,439 | 42.0% |
| 1990-91 | 3,425 | 1,545 | 1,480 | 198 | 1,678 | 0.022 | 956,278,185 | 118,883 | (178) | 1,500 | 43.8% |
| 1991-92 | 3,676 | 1,552 | 1,552 | 197 | 1,749 | 0.022 | 943,144,462 | 119,509 | (176) | 1,573 | 42.8% |
| 1992-93 | 3,701 | 1,608 | 1,542 | 198 | 1,740 | 0.022 | 941,390,009 | 119,955 | (173) | 1,567 | 42.3% |
| 1993-94 | 3,772 | 1,570 | 1,570 | 198 | 1,768 | 0.023 | 958,547,588 | 120,411 | (180) | 1,588 | 42.1% |
| 1994-95 | 3,850 | 1,636 | 1,682 | 198 | 1,880 | 0.024 | 995,155,293 | 120,440 | (191) | 1,689 | 43.9% |
| 1995-96 | 4,016 | 1,757 | 1,757 | 207 | 1,964 | 0.028 | 1,030,810,153 | 120,538 | (231) | 1,732 | 43.1% |
| 1996-97 | 4,223 | 1,862 | 1,862 | 209 | 2,071 | 0.032 | 1,107,165,252 | 119,895 | (275) | 1,796 | 42.5% |
| 1997-98 | 4,464 | 1,954 | 1,954 | 216 | 2,170 | 0.032 | 1,148,999,564 | 117,996 | (300) | 1,870 | 41.9% |
| 1998-99 | 4,747 | 2,032 | 2,032 | 223 | 2,255 | 0.032 | 1,189,838,386 | 115,987 | (317) | 1,938 | 40.8% |
| 1999-00 | 5,137 | 2,145 | 2,145 | 248 | 2,393 | 0.032 | 1,232,806,611 | 113,576 | (335) | 2,057 | 40.0% |
| 2000-01 | | 2,230 | | | | 0.032 | 1,297,625,450 | | | | |

The schedule shows the relationship of net state per pupil aid (base student payment plus tuition apportionment minus the mill deduct per student) to the total cost of education per pupil. It does not consider all state aid (e.g., transportation, summer school or special education).

Source: Summary of Facts; School Finance Facts, the North Dakota Century Code and Session Law.

**Actual Per Pupil Expenditures** - Includes regular, federal, special education, vocational education, administration and plant operation costs divided by total average daily membership (finance ADM - 120,538 for 1995-96). This is the standard educational cost per student calculation.

**Statutory Per Pupil Payment** - The per student payment rate specified in the North Dakota Century Code 15-40.1-06.

**Actual Per Pupil Payment** - The actual per student payment rate made for the school year (foundation aid is paid on weighted pupil units - 122,612 for 1995-96).

**Tuition Apportionment** - The payment rate used to distribute tuition apportionment funds (6-17 public and private school age census is the basis for the tuition apportionment distribution - 120,966 for 1995-96).

**Actual Per Pupil Payment and Tuition Apportionment** - Actual Per Pupil Payment plus Tuition Apportionment.

**Local Share Mill Levy Deduct** - The local mill levy deduct specified in the North Dakota Century Code 15-40.1-06.

**Taxable Valuation** - The taxable property valuation for the local school district. Taxable value listed is the taxable value used for the local property tax. Taxable value used for the foundation aid mill deduct is one year behind the taxable value for the local property tax.

**ADM** - Average Daily Membership includes ALL students educated in the district for regular, special education, district supervised home school education and summer school programs. This ADM is referred to as finance ADM.

**Mill Deduct/ADM** - Local share mill deduct multiplied by taxable valuation [for foundation aid] divided by ADM.

**Net Per Pupil and Tuition Apport. Pmt** - Actual Per Pupil Payment plus Tuition Apportionment minus Mill Deduct/ADM.

**Net Percent from Pupil and Tuition** - Net Per Pupil and Tuition Apportionment divided by Actual Per Pupil Expend.

# Projected Supplemental Payments to High School Districts under 15-40.1-07.5

Districts with educational expenditures per student less than the state average ($4,555) are listed.
The column entitlement MAX_STAT is the projected entitlement under existing law.
Column descriptions are at the end of the report.

| ID | DNAME | TYPE | TAXVAL | ADM12 | GFLEVY | HSTUIT | HSTRAN | TOT_GEN | NET_ADDL | MAX_STAT | COEPP | TVALPADM |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 01003 | Reeder 3 | 2 | 979,205 | 18.88 | 153.19 | 19.10 | - | 172.29 | | - | 10,255.84 | 51 864 87 |
| 01013 | Hettinger 13 | 1 | 5,414,262 | 470.06 | 159.40 | 8.32 | - | 167.72 | 1,506.88 | [illegible]06 | 4,068.33 | 11,516.24 |
| 02002 | Valley City 2 | 1 | 11,353,380 | 1,209.98 | 188.40 | 2.64 | - | 191.04 | 115,008.94 | 34,502.68 | 3,895.41 | 9,383.11 |
| 02013 | Oriska 13 | 1 | 1,739,901 | 91.44 | 172.40 | - | - | 172.40 | | - | 4,907.26 | 19,027.79 |
| 02052 | Litchville 52 | 2 | 2,875,382 | 91.17 | 118.59 | - | - | 118.59 | | - | 6,422.68 | 31,538.69 |
| 02065 | N Central 65 | 1 | 4,153,354 | 202.80 | 163.78 | - | - | 163.78 | | - | 4,901.57 | 20,480.05 |
| 02082 | Wimbledon-Courtenay | 1 | 3,082,775 | 201.55 | 171.92 | - | - | 171.92 | | - | 4,666.68 | 15,295.34 |
| 03005 | Minnewaukan 5 | 1 | 1,328,640 | 127.48 | 185.00 | 10.54 | - | 195.54 | | - | 5,054.10 | 10,422.34 |
| 03006 | Leeds 6 | 1 | 3,996,041 | 220.71 | 157.65 | - | - | 157.65 | | - | 4,770.96 | 18,105.39 |
| 03009 | Maddock 9 | 1 | 3,570,767 | 217.50 | 167.12 | - | - | 167.12 | | - | 4,702.10 | 16,417.42 |
| 03016 | Oberon 16 | 2 | 889,234 | 32.39 | 116.42 | 25.31 | - | 141.73 | | - | 8,595.95 | 27,453.97 |
| 03029 | Warwick 29 | 1 | 1,029,621 | 214.38 | 148.58 | - | - | 148.58 | | - | 4,969.24 | 4,802.78 |
| 03030 | Ft Totten 30 | 1 | 92,618 | 161.44 | 185.00 | 118.77 | - | 303.77 | | - | 10,301.19 | 573.70 |
| 04001 | Billings Co 1 | 2 | 4,349,341 | 95.14 | - | 40.60 | - | 40.60 | | - | 11,873.26 | 45,715.17 |
| 05001 | Bottineau 1 | 1 | 7,460,312 | 788.30 | 176.40 | - | - | 176.40 | 46,520.14 | 13,956.04 | 4,161.15 | 9,463.80 |
| 05013 | Willow City 13 | 1 | 1,789,776 | 92.58 | 172.65 | - | - | 172.65 | | - | 6,117.87 | 19,332.21 |
| 05017 | Westhope 17 | 1 | 3,363,908 | 178.30 | 155.07 | - | - | 155.07 | | - | 4,822.27 | 18,866.56 |
| 05035 | Lansford 35 | 2 | 1,649,726 | 41.90 | 78.80 | 99.41 | - | 178.21 | | - | 4,998.19 | 39,372.94 |
| 05054 | Newburg-United 5 | 1 | 3,645,441 | 94.21 | 158.22 | 0.99 | - | 159.21 | | - | 7,085.49 | 38,694.84 |
| 06001 | Bowman 1 | 1 | 4,116,112 | 446.68 | 167.63 | - | - | 167.63 | | - | 4,773.26 | 9,214.90 |
| 06017 | Rhame 17 | 1 | 1,978,253 | 110.74 | 116.26 | - | - | 116.26 | | - | 5,874.47 | 17,863.94 |
| 06033 | Scranton 33 | 1 | 2,552,429 | 163.87 | 138.30 | - | - | 138.30 | | - | 5,668.13 | 15,575.94 |
| 07014 | Bowbells 14 | 1 | 2,784,174 | 103.94 | [illegible]35 | - | - | 162.35 | | - | 6,040.67 | 26,756.36 |
| 07027 | Powers Lake 27 | 1 | 1,956,658 | 133.84 | [illegible]00 | - | - | 185.00 | | - | 5,544.10 | 14,619.38 |
| 07036 | Burke Central 36 | 1 | 3,256,436 | 128.42 | [illegible] | - | - | 156.61 | | - | 6,196.47 | 25,357.70 |
| 08001 | Bismarck 1 | 1 | 106,742,541 | 9,825.02 | [illegible] | - | - | 234.49 | 492,109.71 | 147,632.91 | 4,332.74 | 10,864.36 |
| 08002 | Regan 2 | 2 | 659,504 | 16.49 | [illegible]74 | - | - | 150.34 | | - | 6,612.21 | 39,994.18 |
| 08025 | Naughton 25 | 3 | 200,277 | 6.84 | [illegible] | - | - | 174.76 | | - | 5,841.34 | 29,280.25 |
| 08028 | Wing 28 | 1 | 1,744,924 | 72.44 | 154.74 | - | - | 154.74 | | - | 7,355.54 | 24,087.85 |
| 08029 | Baldwin 29 | 2 | 503,063 | 13.56 | 177.71 | 45.72 | - | 223.43 | | - | 5,476.69 | 37,099.04 |
| 08033 | Menoken 33 | 2 | 887,870 | 39.00 | 154.17 | 28.16 | - | 182.33 | | - | 4,586.34 | 22,765.90 |
| 08034 | McKenzie 34 | 3 | 549,423 | 6.44 | 85.54 | 36.40 | - | 121.94 | | - | 7,694.95 | 85,314.13 |
| 08035 | Sterling 35 | 2 | 871,288 | 24.44 | 160.80 | 13.77 | 13.77 | 188.34 | | - | 3,624.98 | 35,650.08 |
| 08036 | Driscoll 36 | 1 | 765,236 | 29.55 | 192.39 | - | - | 192.39 | | - | 7,179.40 | 25,896.31 |
| 08039 | Apple Creek 39 | 2 | 1,148,622 | 46.15 | 100.48 | 125.85 | - | 226.33 | | - | 4,468.79 | 24,868.58 |

| ID | DNAME | TYPE | TAXVAL | ADM112 | GFLEVY | HSTUIT | HSTRAN | TOT_GEN | NET_ADDL | MAX_STAT | COEPP | TVALPADM |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 08045 | Manning 45 | 3 | 141,024 | 16.00 | 213.08 | 58.12 | - | 271.20 | | - | 3,436.76 | 8,814.00 |
| 09001 | Fargo 1 | 1 | 139,497,757 | 10,326.13 | 287.81 | - | - | 287.81 | | - | 5,072.32 | 13,127.80 |
| 09002 | Kindred 2 | 1 | 8,224,330 | 673.22 | 170.35 | - | - | 170.35 | | - | 3,443.94 | 12,216.41 |
| 09004 | Maple Valley 4 | 1 | 4,916,772 | 250.12 | 176.95 | - | - | 176.95 | | - | 4,797.16 | 19,657.65 |
| 09006 | West Fargo 6 | 1 | 53,805,645 | 4,456.38 | 185.00 | 5.22 | - | 190.22 | | - | 4,088.36 | 12,073.55 |
| 09007 | Mapleton 7 | 2 | 2,228,952 | 84.20 | 133.70 | 112.16 | - | 245.86 | | - | 5,375.71 | 26,472.11 |
| 09017 | Central Cass 17 | 1 | 9,409,252 | 727.50 | 157.58 | - | - | 157.58 | | - | 3,567.99 | 12,933.58 |
| 09080 | Page 80 | 1 | 2,990,897 | 157.14 | 170.52 | - | - | 170.52 | | - | 5,393.72 | 19,033.33 |
| 09097 | Northern Cass 97 | 1 | 8,690,378 | 411.94 | 163.64 | - | - | 163.64 | | - | 5,102.16 | 21,096.22 |
| 10001 | Osnabrock 1 | 2 | 1,129,439 | 21.41 | 177.74 | - | - | 177.74 | | - | 10,568.62 | 52,752.87 |
| 10014 | Border Central 1 | 1 | 2,883,871 | 41.00 | 153.44 | - | - | 153.44 | | - | 11,171.00 | 70,338.32 |
| 10019 | Munich 19 | 1 | 2,943,816 | 145.29 | 147.77 | - | - | 147.77 | | - | 4,789.97 | 20,261.66 |
| 10023 | Langdon 23 | 1 | 9,075,365 | 585.88 | 177.33 | - | - | 177.33 | | - | 4,503.65 | 15,490.14 |
| 10030 | Milton 30 | 1 | 994,204 | 31.40 | 179.94 | - | - | 179.94 | | - | 8,534.05 | 31,662.55 |
| 11040 | Ellendale 40 | 1 | 5,362,764 | 380.55 | 148.81 | - | - | 148.81 | | - | 3,891.44 | 14,092.14 |
| 11041 | Oakes 41 | 1 | 6,135,931 | 509.05 | 180.99 | - | - | 180.99 | | - | 3,537.09 | 12,053.66 |
| 12001 | Divide County 1 | 1 | 6,276,161 | 363.52 | 152.64 | - | - | 152.64 | | - | 4,969.56 | 17,264.97 |
| 13008 | Dodge 8 | 2 | 535,960 | 60.77 | 185.00 | - | - | 185.00 | | - | 5,192.96 | 8,819.48 |
| 13016 | Killdeer 16 | 1 | 6,268,099 | 349.66 | 147.57 | - | - | 147.57 | | - | 4,568.68 | 17,926.27 |
| 13019 | Halliday 19 | 1 | 1,639,929 | 98.75 | 164.65 | - | - | 164.65 | | - | 5,812.21 | 16,606.88 |
| 13037 | Twin Buttes | 2 | 20,106 | 42.42 | - | - | - | - | | - | - | 473.97 |
| 14001 | New Rockford 1 | 1 | 4,169,209 | 376.56 | 191.96 | - | - | 191.96 | 9,911.94 | 2,973.58 | 3,889.74 | 11,071.93 |
| 14012 | Sheyenne 12 | 1 | 1,433,823 | 154.70 | 163.90 | - | - | 163.90 | 5,226.89 | 1,568.07 | 4,164.76 | 9,258.41 |
| 15006 | Hazelton-Moffit-Braddock | 1 | 3,044,715 | 162.26 | 164.73 | - | - | 164.73 | | - | 5,378.96 | 18,764.42 |
| 15010 | Bakker 10 | 2 | 530,821 | 15.00 | 83.08 | 64.65 | - | 147.73 | | - | 5,848.12 | 35,386.07 |
| 15012 | Union 12 | 3 | 492,470 | 16.00 | 81.22 | 26.04 | - | 107.26 | | - | 6,736.07 | 30,779.38 |
| 15015 | Strasburg 15 | 1 | 2,538,057 | 239.42 | 143.81 | - | - | 143.81 | | - | 3,570.85 | 10,600.86 |
| 15036 | Linton 36 | 1 | 4,725,072 | 345.14 | 182.48 | - | - | 182.48 | | - | 4,436.90 | 13,690.31 |
| 16010 | Carrington 10 | 1 | 8,079,154 | 698.48 | 160.75 | - | - | 160.75 | 994.07 | 298.22 | 3,593.18 | 11,566.76 |
| 17003 | Beach 3 | 1 | 3,665,645 | 355.42 | 185.00 | - | - | 185.00 | | - | 5,507.53 | 10,313.56 |
| 17006 | Lone Tree 6 | 2 | 1,277,835 | 41.00 | 117.39 | 47.74 | - | 165.13 | | - | 4,590.75 | 31,156.71 |
| 18001 | Grand Forks 1 | 1 | 80,110,238 | 7,968.78 | 200.97 | - | - | 200.97 | | - | 4,770.50 | 10,053.01 |
| 18044 | Larimore 44 | 1 | 6,352,547 | 546.47 | 181.08 | - | - | 181.08 | 1,264.65 | 379.40 | 3,929.25 | 11,624.59 |
| 18061 | Thompson 61 | 1 | 4,262,899 | 522.36 | 170.07 | - | - | 170.07 | 37,094.71 | 11,128.41 | 3,475.70 | 8,160.86 |
| 18125 | Manvel 125 | 2 | 2,939,294 | 192.72 | 96.67 | 89.77 | 11.66 | 198.10 | | - | 3,031.97 | 15,251.63 |
| 18127 | Emerado 127 | 2 | 1,706,758 | 125.27 | 146.85 | 73.18 | 8.78 | 228.81 | | - | 4,367.67 | 13,624.53 |
| 18128 | Midway 128 | 1 | 5,118,695 | 305.49 | 169.93 | - | - | 169.93 | | - | 4,624.33 | 16,755.69 |
| 18129 | Northwood 129 | 1 | 4,800,044 | 360.12 | 162.41 | - | - | 162.41 | | - | 4,255.47 | 13,329.01 |
| 18140 | Grand Forks AFB | 4 | - | - | - | - | - | - | | - | - | #DIV/0! |
| 19018 | Roosevelt 18 | 1 | 2,007,729 | 139.92 | 185.00 | 5.68 | - | 190.68 | | - | 4,603.85 | 14,349.12 |
| 19049 | Elgin-New Leipzig | 1 | 3,328,701 | 265.25 | 205.00 | - | - | 205.00 | | - | 5,646.97 | 14,434.31 |

| ID | DNAME | TYPE | TAXVAL | ADM112 | GFLEVY | HSTUIT | HSTRAN | TOT_GEN | NET_ADDL | MAX_STAT | COEPP | TVALPADM |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 20007 | Midkota 7 | 1 | 5,074,889 | 217.43 | 204.69 | - | - | 204.69 | | - | 6,465.73 | 23,340.33 |
| 20018 | Griggs County Ce | 1 | 5,226,911 | 369.36 | 190.11 | - | - | 190.11 | | - | 4,596.95 | 14,151.26 |
| 21006 | Mott 6 | 1 | 3,715,400 | 224.08 | 139.15 | - | - | 139.15 | | - | 4,643.54 | 16,580.69 |
| 21009 | New England 9 | 1 | 4,200,309 | 256.16 | 145.94 | - | - | 145.94 | | - | 4,999.66 | 16,397.21 |
| 21014 | Regent 14 | 1 | 2,036,248 | 108.25 | 149.79 | - | - | 149.79 | | - | 5,458.20 | 18,810.61 |
| 22011 | Pettibone-Tuttle | 2 | 971,100 | 38.52 | 174.76 | - | - | 174.76 | | - | 6,236.55 | 25,210.26 |
| 22014 | Robinson 14 | 2 | 990,014 | 10.00 | 195.00 | 15.81 | - | 210.81 | | - | 17,030.46 | 99,001.40 |
| 22020 | Tuttle-Pettibone | 1 | 1,171,269 | 84.05 | 180.43 | - | - | 180.43 | | - | 5,954.66 | 13,935.38 |
| 22026 | Steele-Dawson 26 | 1 | 3,084,017 | 247.08 | 167.17 | - | - | 167.17 | | - | 4,879.75 | 12,481.86 |
| 22028 | Tappen 28 | 1 | 1,385,801 | 113.69 | 176.79 | - | - | 176.79 | | - | 4,886.67 | 12,189.30 |
| 23003 | Edgeley 3 | 1 | 4,698,814 | 266.83 | 155.36 | - | - | 155.36 | | - | 4,584.99 | 17,609.77 |
| 23007 | Kulm 7 | 1 | 3,826,826 | 161.13 | 157.87 | - | - | 157.87 | | - | 5,624.43 | 23,749.93 |
| 23008 | LaMoure 8 | 1 | 4,185,615 | 365.20 | 177.99 | - | - | 177.99 | 2,432.72 | 729.62 | 3,842.99 | 11,461.16 |
| 23009 | Marion 9 | 1 | 2,165,697 | 127.50 | 149.05 | - | - | 149.05 | | - | 5,089.23 | 16,985.86 |
| 23011 | Verona 11 | 1 | 1,713,558 | 81.50 | 173.91 | - | - | 173.91 | | - | 5,767.75 | 21,025.25 |
| 24002 | Napoleon 2 | 1 | 3,523,849 | 252.29 | 167.43 | - | - | 167.43 | | - | 4,544.80 | 13,957.45 |
| 24056 | Gackle-Streeter | 1 | 4,181,367 | 200.87 | 137.37 | - | - | 137.37 | | - | 4,569.77 | 20,616.26 |
| 25011 | Velva 1 | 1 | 4,811,718 | 447.64 | 140.28 | - | - | 140.28 | | - | 3,481.00 | 10,749.08 |
| 25004 | Newport 4 | 1 | 2,709,453 | 199.18 | 143.94 | - | - | 143.94 | | - | 4,253.91 | 13,603.04 |
| 25014 | Anamoose 14 | 1 | 1,578,373 | 99.52 | 157.80 | - | - | 157.80 | | - | 5,939.50 | 15,859.86 |
| 25025 | Granville 25 | 1 | 1,908,584 | 149.88 | 177.67 | - | - | 177.67 | | - | 4,963.71 | 12,734.68 |
| 25029 | Upham 29 | 1 | 1,661,998 | 66.53 | 152.83 | - | - | 152.83 | | - | 8,019.93 | 24,981.03 |
| 25057 | Drake 57 | 1 | 2,609,411 | 155.84 | 132.05 | 0.81 | - | 132.86 | | - | 5,305.05 | 16,744.17 |
| 26004 | Zeeland 4 | 1 | 2,335,999 | 59.12 | 120.94 | - | - | 120.94 | | - | 7,257.96 | 39,512.64 |
| 26009 | Ashley 9 | 1 | 3,401,025 | 207.03 | 167.03 | 2.04 | - | 169.07 | | - | 4,375.80 | 16,427.69 |
| 26019 | Wishek 19 | 1 | 3,683,402 | 269.57 | 171.90 | - | - | 171.90 | | - | 4,505.16 | 13,663.99 |
| 27001 | McKenzie Co 1 | 1 | 8,593,487 | 628.73 | 162.96 | - | - | 162.96 | | - | 5,155.96 | 13,668.01 |
| 27002 | Alexander 2 | 1 | 2,444,365 | 120.70 | 168.06 | - | - | 168.06 | | - | 6,297.86 | 20,251.57 |
| 27014 | Yellowstone 14 | 2 | 1,346,710 | 112.71 | 144.39 | 43.54 | 2.75 | 190.68 | | - | 5,505.53 | 11,948.45 |
| 27018 | Earl 18 | 3 | 495,316 | 8.00 | - | - | - | - | | - | 8,511.43 | 61,914.50 |
| 27019 | Bowline Butte 19 | 3 | 492,839 | 3.00 | 75.08 | 14.20 | 12.17 | 101.45 | | - | 15,696.53 | 164,279.67 |
| 27032 | Horse Creek 32 | 3 | 981,896 | 15.00 | 25.46 | 59.58 | - | 85.04 | | - | 8,238.37 | 65,469.73 |
| 27036 | Mandaree 36 | 1 | 71,556 | 224.81 | 97.83 | - | - | 97.83 | | - | 13,704.82 | 318.30 |
| 28001 | Montefiore 1 | 1 | 2,235,221 | 273.10 | 174.03 | - | - | 174.03 | 23,064.43 | 6,919.33 | 4,257.32 | 8,184.62 |
| 28004 | Washburn 4 | 1 | 3,661,383 | 442.65 | 136.56 | - | - | 136.56 | | - | 3,966.99 | 8,271.51 |
| 28008 | Underwood 8 | 1 | 3,879,939 | 325.07 | 181.70 | 9.02 | - | 190.72 | | - | 4,720.70 | 11,935.70 |
| 28050 | Max 50 | 1 | 2,469,673 | 168.11 | 152.96 | - | - | 152.96 | | - | 4,877.33 | 14,690.62 |
| 28051 | Garrison 51 | 1 | 5,299,105 | 407.93 | 163.26 | - | - | 163.26 | | - | 4,409.90 | 12,990.23 |
| 28062 | Butte 62 | 1 | 1,582,685 | 45.48 | 129.53 | - | - | 129.53 | | - | 8,832.45 | 34,799.58 |
| 28072 | Turtle Lake-Mercer | 1 | 3,556,687 | 204.57 | 106.17 | - | - | 106.17 | | - | 4,955.34 | 17,356.16 |
| 28085 | White Shield 85 | 1 | 212,764 | 134.66 | 185.00 | - | - | 185.00 | 47,592.52 | 14,307.78 | 4,264.90 | 1,560.01 |

| ID | DNAME | TYPE | TAXVAL | ADM112 | GFLEVY | HSTUIT | HSTRAN | TOT_GEN | NET_ADDL | MAX_STAT | COEPP | TVALPADM |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 29003 | Hazen 3 | 1 | 4,757,460 | 852.20 | 180.91 | - | - | 180.91 | 161,120.17 | 48,336.05 | 3,663.64 | 5,582.56 |
| 29020 | Golden Valley 20 | 1 | 1,013,948 | 71.89 | 147.94 | - | - | 147.94 | | - | 4,936.02 | 14,104.16 |
| 29022 | Stanton 22 | 1 | 921,218 | 99.75 | 224.43 | - | - | 224.43 | | - | 5,281.15 | 9,235.27 |
| 29027 | Beulah 27 | 1 | 7,459,039 | 1,005.45 | 181.66 | - | - | 181.66 | 136,260.49 | 40,878.15 | 3,943.07 | 7,418.61 |
| 30001 | Mandan 1 | 1 | 31,599,596 | 3,412.88 | 171.80 | - | - | 171.80 | 181,555.03 | 54,466.51 | 3,849.35 | 9,259.92 |
| 30004 | Little Heart 4 | 2 | 750,847 | 27.00 | 74.58 | 38.62 | 7.33 | 120.53 | | - | 3,319.70 | 27,809.15 |
| 30007 | New Salem 7 | 1 | 3,239,373 | 374.37 | 163.61 | - | - | 163.61 | 15,521.38 | 4,656.41 | 4,101.92 | 8,652.86 |
| 30008 | Sims 8 | 2 | 1,369,701 | 31.00 | 107.70 | 53.73 | 16.79 | 178.22 | | - | 6,581.78 | 44,183.90 |
| 30013 | Hebron 13 | 1 | 3,228,865 | 201.28 | 154.85 | - | - | 154.85 | | - | 5,381.57 | 16,041.56 |
| 30017 | Sweet Briar 17 | 3 | 257,713 | 14.00 | 46.56 | 77.60 | - | 124.16 | | - | 2,563.80 | 18,410.21 |
| 30039 | Flasher 39 | 1 | 2,820,296 | 272.01 | 187.04 | - | - | 187.04 | 13,408.14 | 4,022.44 | 4,000.28 | 10,366.35 |
| 30048 | Glen Ullin 48 | 1 | 3,567,640 | 230.41 | 156.19 | - | - | 156.19 | | - | 4,824.21 | 15,483.86 |
| 31001 | New Town 1 | 1 | 2,366,734 | 764.97 | 161.83 | - | - | 161.83 | | - | 4,600.67 | 3,093.89 |
| 31002 | Stanley 2 | 1 | 5,319,128 | 425.90 | 164.69 | - | - | 164.69 | | - | 4,444.44 | 12,489.15 |
| 31003 | Parshall 3 | 1 | 3,025,655 | 299.25 | 196.32 | - | - | 196.32 | | - | 4,613.13 | 10,110.79 |
| 31137 | Plaza 137 | 1 | 1,718,214 | 63.01 | 202.54 | - | - | 202.54 | | - | 7,129.15 | 27,268.91 |
| 32001 | Dakota Prairie 1 | 1 | 9,019,931 | 422.73 | 185.00 | - | - | 185.00 | | - | 4,938.32 | 21,337.33 |
| 32066 | Lakota 66 | 1 | 4,153,456 | 281.01 | 186.15 | - | - | 186.15 | | - | 4,419.76 | 14,780.46 |
| 33018 | Center 18 | 1 | 3,314,334 | 325.27 | 166.34 | - | - | 166.34 | | - | 4,724.13 | 10,189.49 |
| 34001 | Pembina 1 | 1 | 3,604,602 | 147.46 | 174.21 | 1.50 | - | 175.71 | | - | 5,434.48 | 24,444.61 |
| 34006 | Cavalier 6 | 1 | 7,116,936 | 595.31 | 185.00 | - | - | 185.00 | | - | 4,807.64 | 11,955.01 |
| 34012 | Valley 12 | 1 | 3,234,834 | 164.37 | 184.72 | 13.42 | - | 198.14 | | - | 5,893.95 | 19,680.20 |
| 34019 | Drayton 19 | 1 | 5,280,465 | 231.28 | 159.62 | - | - | 159.62 | | - | 5,440.22 | 22,931.45 |
| 34027 | Walhalla 27 | 1 | 4,296,637 | 330.33 | 199.26 | - | - | 199.26 | | - | 4,732.71 | 13,007.11 |
| 34043 | St Thomas 43 | 1 | 2,694,655 | 129.87 | 186.68 | 14.84 | 1.86 | 203.38 | | - | 5,663.41 | 20,748.86 |
| 34055 | Neche 55 | 1 | 3,089,277 | 125.84 | 178.04 | 0.97 | - | 179.01 | | - | 6,478.03 | 24,549.25 |
| 35001 | Wolford 1 | 1 | 1,498,636 | 54.43 | 177.09 | - | - | 177.09 | | - | 6,003.15 | 27,533.27 |
| 35005 | Rugby 5 | 1 | 8,944,720 | 715.74 | 182.23 | 4.47 | 1.12 | 187.82 | | - | 4,099.99 | 12,497.16 |
| 36001 | Devils Lake 1 | 1 | 15,161,716 | 1,874.42 | 188.26 | - | - | 188.26 | 258,920.95 | 77,676.29 | 4,055.64 | 8,088.75 |
| 36002 | Edmore 2 | 1 | 4,137,149 | 133.49 | 139.47 | - | - | 139.47 | | - | 6,355.84 | 30,992.20 |
| 36044 | Starkweather 44 | 1 | 2,499,672 | 120.88 | 154.18 | - | - | 154.18 | | - | 4,852.29 | 20,678.95 |
| 37002 | Sheldon 2 | 2 | 1,089,540 | 52.09 | 202.92 | 30.29 | - | 233.21 | | - | 4,612.25 | 20,916.49 |
| 37006 | Ft Ransom 6 | 2 | 703,988 | 30.00 | 153.13 | 8.66 | - | 161.79 | | - | 4,785.72 | 23,466.27 |
| 37010 | Salund 10 | 3 | 97,545 | 6.00 | 143.99 | 61.71 | - | 205.70 | | - | 4,302.59 | 16,257.50 |
| 37019 | Lisbon 19 | 1 | 6,305,579 | 656.06 | 186.44 | - | - | 186.44 | 49,914.35 | 14,974.30 | 3,791.36 | 9,611.29 |
| 37022 | Enderlin 22 | 1 | 4,345,334 | 363.13 | 185.00 | - | - | 185.00 | | - | 3,987.18 | 11,966.33 |
| 38002 | Sherwood 2 | 1 | 2,447,512 | 129.45 | 142.55 | - | - | 142.55 | | - | 5,540.97 | 18,907.01 |
| 38009 | Mohall 9 | 1 | 4,289,931 | 284.01 | 119.69 | - | - | 119.69 | | - | 4,735.73 | 15,104.96 |
| 38026 | Glenburn 26 | 1 | 3,166,899 | 311.79 | 109.26 | - | - | 109.26 | | - | 4,073.23 | 10,457.75 |
| 39005 | Mantador 5 | 2 | 941,288 | 21.00 | 144.83 | 59.49 | - | 204.32 | | - | 7,031.39 | 44,823.24 |
| 39008 | Hankinson 8 | 1 | 3,605,797 | 323.02 | 184.22 | - | - | 184.22 | 5,929.01 | 1,779.70 | 3,913.81 | 11,160.33 |

| ID | DNAME | TYPE | TAXVAL | ADM112 | GFLEVY | HSTUIT | HSTRAN | TOT_GEN | NET_ADDL | MAX_STAT | COEPP | TVALPADM |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 39018 | Fairmount 18 | 1 | 2,184,498 | 132.86 | 184.28 | - | - | 184.28 | | - | 4,491.38 | 16,442.10 |
| 39028 | Lidgerwood 28 | 1 | 3,004,160 | 260.80 | 192.12 | - | - | 192.12 | 1,978.71 | 593.61 | 4,054.72 | 11,519.02 |
| 39037 | Wahpeton 37 | 1 | 16,639,567 | 1,531.10 | 182.25 | 1.45 | - | 183.70 | 42,900.18 | 12,870.05 | 3,669.12 | 10,867.72 |
| 39042 | Wyndmere 42 | 1 | 4,517,753 | 328.89 | 210.28 | - | - | 210.28 | | - | 3,758.87 | 13,736.36 |
| 39044 | Richland 44 | 1 | 4,379,262 | 305.88 | 185.00 | - | - | 185.00 | | - | 4,099.72 | 14,316.93 |
| 40001 | Dunseith 1 | 1 | 1,337,076 | 687.40 | 157.06 | 9.59 | - | 166.65 | | - | 5,537.51 | 1,945.12 |
| 40003 | St John 3 | 1 | 646,713 | 275.30 | 170.09 | - | - | 170.09 | 51,712.93 | 15,513.88 | 4,231.58 | 2,349.12 |
| 40004 | Mt Pleasant 4 | 1 | 3,638,791 | 356.38 | 159.12 | 2.75 | - | 161.87 | 6,297.67 | 1,889.30 | 4,130.89 | 10,210.42 |
| 40007 | Belcourt 7 | 1 | 296,858 | 1,716.93 | - | - | - | - | | - | 6,325.38 | 172.90 |
| 40029 | Rolette 29 | 1 | 2,608,211 | 211.25 | 172.54 | - | - | 172.54 | | - | 4,777.81 | 12,346.56 |
| 41002 | Milnor 2 | 1 | 2,369,030 | 274.09 | 170.13 | - | - | 170.13 | 16,660.66 | 5,058.20 | 3,707.79 | 8,643.26 |
| 41003 | N Sargent 3 | 1 | 2,277,198 | 178.96 | 195.53 | 4.39 | - | 199.92 | | - | 4,999.94 | 12,724.62 |
| 41006 | Sargent Central | 1 | 5,228,188 | 321.94 | 185.00 | - | - | 185.00 | | - | 4,321.68 | 16,239.63 |
| 42016 | Goodrich 16 | 1 | 1,568,568 | 65.47 | 181.06 | 2.20 | - | 183.26 | | - | 7,164.01 | 23,958.56 |
| 42019 | McClusky 19 | 1 | 2,264,328 | 143.48 | 177.49 | - | - | 177.49 | | - | 5,925.00 | 15,781.49 |
| 43003 | Solen 3 | 1 | 1,089,617 | 199.66 | 136.34 | - | - | 136.34 | | - | 9,950.27 | 5,457.36 |
| 43004 | Ft Yates 4 | 1 | 459,811 | 212.34 | 164.89 | - | - | 164.89 | | - | 7,734.48 | 2,165.45 |
| 43008 | Selfridge 8 | 1 | 1,299,573 | 115.38 | 186.05 | - | - | 186.05 | | - | 5,971.23 | 11,263.42 |
| 44012 | Marmarth 12 | 2 | 979,194 | 26.99 | 30.20 | 58.21 | - | 88.41 | | - | 5,117.39 | 36,279.88 |
| 44014 | Sheets 14 | 3 | 356,462 | 5.00 | 86.97 | 33.66 | 1.40 | 122.03 | | - | 8,208.71 | 71,292.40 |
| 44032 | Central Elem 32 | 2 | 1,284,159 | 11.28 | 26.48 | 43.22 | 10.12 | 79.82 | | - | 7,093.08 | 113,843.88 |
| 45001 | Dickinson 1 | 1 | 23,239,984 | 2,791.39 | 185.00 | | - | 185.00 | 329,591.28 | 98,877.38 | 4,057.23 | 8,325.60 |
| 45003 | Taylor 3 | 2 | 1,315,325 | 128.58 | 171.71 | - | - | 171.71 | | - | 4,140.16 | 10,229.62 |
| 45004 | Richardton 4 | 1 | 2,318,577 | 185.10 | 176.15 | - | - | 176.15 | | - | 5,357.71 | 12,526.08 |
| 45009 | S Heart 9 | 1 | 2,219,777 | 277.66 | 151.65 | - | - | 151.65 | 1,697.20 | 509.16 | 3,737.44 | 7,994.59 |
| 45013 | Belfield 13 | 1 | 1,351,844 | 319.62 | 149.05 | - | - | 149.05 | | - | 3,650.99 | 4,229.54 |
| 46010 | Hope 10 | 2 | 3,098,029 | 154.94 | 178.50 | - | - | 178.50 | | - | 5,080.65 | 19,995.02 |
| 46019 | Finley-Sharon 19 | 1 | 3,832,959 | 173.37 | 185.00 | - | - | 185.00 | | - | 5,407.23 | 22,108.55 |
| 47001 | Jamestown 1 | 1 | 24,285,952 | 2,624.76 | 176.43 | 3.00 | - | 179.43 | 188,984.79 | 56,695.44 | 3,854.78 | 9,252.64 |
| 47003 | Medina 3 | 1 | 2,797,273 | 178.80 | 157.30 | - | - | 157.30 | | - | 4,962.08 | 15,644.70 |
| 47010 | Pingree-Buchanan | 1 | 2,649,824 | 125.00 | 165.66 | - | - | 165.66 | | - | 5,163.00 | 21,198.59 |
| 47014 | Montpelier 14 | 1 | 2,052,670 | 139.00 | 167.44 | - | - | 167.44 | | - | 5,057.45 | 14,767.41 |
| 47019 | Kensal 19 | 1 | 1,681,870 | 89.84 | 171.23 | - | - | 171.23 | | - | 5,696.72 | 18,720.73 |
| 47026 | Spiritwood 26 | 2 | 2,904,618 | 9.04 | 130.37 | 6.89 | 6.89 | 144.15 | | - | 14,533.40 | 321,307.30 |
| 48002 | Bisbee-Egeland 2 | 1 | 3,114,614 | 126.27 | 163.71 | - | - | 163.71 | | - | 6,022.55 | 24,666.30 |
| 48008 | Southern 8 | 1 | 3,666,834 | 322.29 | 162.27 | 3.27 | - | 165.54 | 1,611.25 | 483.37 | 3,719.92 | 11,377.44 |
| 48028 | N Central 28 | 1 | 2,120,696 | 89.18 | 163.35 | - | - | 163.35 | | - | 6,096.02 | 23,779.95 |
| 49003 | Central Valley 3 | 1 | 5,114,893 | 303.06 | 171.07 | - | - | 171.07 | | - | 4,798.59 | 16,877.49 |
| 49007 | Hatton 7 | 1 | 3,242,121 | 260.89 | 172.73 | - | - | 172.73 | | - | 4,484.50 | 12,427.16 |
| 49009 | Hillsboro 9 | 1 | 7,042,606 | 488.69 | 158.73 | - | - | 158.73 | | - | 4,085.32 | 14,411.19 |
| 49014 | May-Port CG 14 | 1 | 8,977,395 | 673.11 | 185.00 | - | - | 185.00 | | - | 4,108.16 | 13,337.19 |

| ID | DNAME | TYPE | TAXVAL | ADM112 | GFLEVY | HSTUIT | HSTRAN | TOT_GEN | NET_ADDL | MAX_STAT | COEPP | TVALPADM |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 50003 | Grafton 3 | 1 | 8,903,053 | 1,019.97 | 212.11 | 4.13 | 4.69 | 220.93 | 181,783.75 | 54,535.12 | 3,806.57 | 8,726.74 |
| 50020 | Minto 20 | 1 | 3,394,433 | 268.97 | 174.40 | 2.00 | - | 176.40 | | - | 4,122.54 | 12,620.12 |
| 50039 | Lankin 39 | 2 | 845,020 | 73.28 | 182.88 | - | 8.28 | 191.16 | | - | 4,899.76 | 11,531.39 |
| 50051 | Nash 51 | 2 | 775,470 | 22.05 | 167.64 | 33.53 | - | 201.17 | | - | 5,937.55 | 35,168.71 |
| 50078 | Park River 78 | 1 | 5,101,597 | 449.97 | 174.88 | 1.94 | - | 176.82 | 4,362.77 | 1,308.83 | 3,774.60 | 11,337.64 |
| 50079 | Fordville 79 | 1 | 1,701,013 | 81.14 | 168.43 | - | - | 168.43 | | - | 5,274.90 | 20,963.93 |
| 50106 | Edinburg 106 | 1 | 1,653,914 | 166.82 | 199.31 | - | - | 199.31 | 14,681.49 | 4,404.45 | 4,039.90 | 9,914.36 |
| 50128 | Adams 128 | 1 | 1,699,176 | 107.01 | 178.56 | - | - | 178.56 | | - | 5,600.81 | 15,876.67 |
| 51001 | Minot 1 | 1 | 61,610,191 | 6,867.95 | 168.02 | 8.68 | - | 176.70 | 500,331.18 | 150,099.35 | 4,383.30 | 8,970.68 |
| 51004 | Negrose 4 | 2 | 3,448,625 | 241.64 | 110.19 | 103.23 | - | 213.42 | | - | 3,332.74 | 14,271.75 |
| 51007 | United 7 | 1 | 5,409,739 | 656.12 | 140.49 | - | - | 140.49 | | - | 3,485.99 | 5,245.05 |
| 51010 | Bell 10 | 2 | 1,775,101 | 122.35 | 110.60 | 116.42 | 2.79 | 229.81 | | - | 4,052.51 | 14,508.39 |
| 51016 | Sawyer 16 | 1 | 2,055,472 | 168.08 | 181.84 | - | - | 181.84 | | - | 5,320.13 | 12,229.13 |
| 51019 | Eureka 19 | 2 | 698,364 | 10.51 | 44.39 | 88.78 | - | 133.17 | | - | 6,967.45 | 66,447.57 |
| 51028 | Kenmare 28 | 1 | 5,988,790 | 361.14 | 185.00 | - | - | 185.00 | | - | 4,956.23 | 16,583.01 |
| 51041 | Surrey 41 | 1 | 2,334,273 | 449.27 | 173.37 | - | - | 173.37 | 68,282.58 | 20,484.77 | 3,027.86 | 5,195.70 |
| 51054 | Berthold 54 | 1 | 3,587,234 | 193.27 | 141.05 | - | - | 141.05 | | - | 5,148.43 | 18,560.74 |
| 51070 | S Prairie 70 | 2 | 2,328,787 | 121.96 | 127.53 | 51.53 | 6.18 | 185.24 | | - | 4,417.00 | 19,094.68 |
| 51158 | N Shore 158 | 1 | 2,709,546 | 99.71 | 181.88 | - | - | 181.88 | | - | 6,602.91 | 27,174.27 |
| 51160 | Minot AFB 160 | 4 | - | - | - | - | - | - | | - | - | #DIV/0! |
| 52023 | Bowdon 23 | 2 | 1,557,878 | 92.64 | 178.80 | - | - | 178.80 | | - | 4,136.85 | 16,816.47 |
| 52035 | Pleasant Valley | 2 | 888,929 | 27.18 | 186.59 | - | - | 186.59 | | - | 4,886.19 | 32,705.26 |
| 52038 | Harvey 38 | 1 | 6,565,081 | 561.67 | 169.62 | - | - | 169.62 | 117.36 | 35.21 | 4,459.27 | 11,688.50 |
| 52039 | Sykes 39 | 1 | 1,578,017 | 78.28 | 180.52 | - | - | 180.52 | | - | 5,740.64 | 20,158.62 |
| 52040 | Fessenden 40 | 1 | 4,383,126 | 193.37 | 147.16 | - | - | 147.16 | | - | 5,440.47 | 22,667.04 |
| 53001 | Williston 1 | 1 | 14,685,588 | 2,536.36 | 233.45 | - | - | 233.45 | 999,259.34 | 269,777.60 | 3,945.53 | 5,790.03 |
| 53002 | Nesson 2 | 1 | 2,967,035 | 216.83 | 183.76 | - | - | 183.76 | | - | 4,895.86 | 13,683.69 |
| 53006 | Eight Mile 6 | 1 | 1,368,565 | 169.28 | 181.21 | - | - | 181.21 | | - | 9,803.29 | 8,084.62 |
| 53008 | New 8 | 2 | 6,496,015 | 233.25 | 152.89 | 34.42 | 4.05 | 191.36 | | - | 5,837.65 | 27,850.01 |
| 53015 | Tioga 15 | 1 | 5,259,456 | 358.23 | 181.20 | - | - | 181.20 | | - | 4,725.74 | 14,681.79 |
| 53091 | Wildrose-Alamo 9 | 1 | 1,839,985 | 67.26 | 152.18 | - | - | 152.18 | | - | 6,461.33 | 27,356.30 |
| 53099 | Grenora 99 | 1 | 3,374,255 | 90.74 | 180.78 | - | - | 180.78 | | - | 7,628.36 | 37,155.97 |
| | | | 1,232,806,611 | 105,775.71 | | | | | 3,915,910.27 | 1,174,773.06 | 4,554.89 | 11,599.15 |

| ID | DNAME | TYPE | TAXVAL | ADM112 | GFLEVY | HSTUIT | HSTRAN | TOT_GEN | NET_ADDL | MAX_STAT | COEPP | TVALPADM |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Formula Factors...NDCC 15-40.1-07.5 | | | | | | | | | | | | |
| TVALPP | 11,699.15 | = State average taxable valuation per ADM [Gr 1-12] | | | | | | | | | | |
| COEPP | 4,554.89 | = State average cost of education per student [finance facts] | | | | | | | | | | |
| MINLEVY | 150 | = Minimum levy required for eligibility | | | | | | | | | | |
| MAXLEVY | 210 | = Maximum levy | | | | | | | | | | |
| FUNDING | 30% | = Statutory funding percentage | | | | | | | | | | |

**Table Headings**

| | |
|---|---|
| TVAL | = District taxable valuation |
| ADM112 | = ADM grades 1-12 from PI3940 foundation aid |
| GFLEVY | = General fund levy |
| HSTUIT | = General fund high school tuition levy |
| HSTRAN | = General fund transportation levy |
| TOT_GEN | = GFLEVY + HSTUIT + HSTRAN levies |
| NET_ADDL | = [State TVALPP - District TVALPP] * ADM112 * [TOT_GEN(between 150 and 210)/1000] |
| MAX_STAT | = NET_ADDL * 30% funding factor |
| COEPP | = State average cost of education per student [finance facts] |
| TVALPADM | = TVAL / ADM112 |

**Eligibilty test [must meet all three]:**

Be a high school district levying over 150 mills;
Have taxable valuation per ADM [Gr 1-12] is less than the state average; and
Spend less than the state average on education per student.

**The formula for calculating the average valuation of property per student is as follows:**

Multiply the difference in taxable valuation per ADM [from the state average taxable valuation] times the ADM times the number of mills levied in excess of 150 (not to exceed 210).
Multiply the result by a 30% factor (limited to legislative appropriation).

# Supplemental Revenue Payments History

| ID | District | 1997-98 Supp Pmt $ | 1998-99 Supp Pmt | 1999-00 Supp Pmt | 2000-01 Supp Pmt | 2000-01 If Spent Out | Difference |
|---|---|---|---|---|---|---|---|
| 1013 | Hettinger 13 | | | | 452.06 | 614.01 | 161.95 |
| 02002 | Valley City 2 | 51,366.10 | 38,748.62 | 40,802.35 | 34,502.68 | 46,862.57 | 12,359.89 |
| 05001 | Bottineau 1 | 5,065.79 | 5,834.03 | 11,999.20 | 13,956.04 | 18,955.51 | 4,999.47 |
| 08001 | Bismarck 1 | 184,842.50 | 176,417.79 | 176,066.39 | 147,632.91 | 200,519.42 | 52,886.51 |
| 9006 | West Fargo 6 | 11,297.59 | - | - | - | - | - |
| 14001 | New Rockford 1 | | | 3,460.79 | 2,973.58 | 4,038.81 | 1,065.23 |
| 14012 | Sheyenne 12 | 482.23 | - | 1,183.99 | 1,568.07 | 2,129.80 | 561.73 |
| 16010 | Carrington 10 | | | | 298.22 | 405.05 | 106.83 |
| 18001 | Grand Forks 1 | 348,635.19 | 412,437.84 | 336,200.91 | - | - | - |
| 18044 | Larimore 44 | 1,140.69 | 3,415.74 | - | 379.40 | 515.31 | 135.91 |
| 18061 | Thompson 61 | 5,728.45 | 14,658.17 | 9,772.21 | 11,128.41 | 15,114.94 | 3,986.53 |
| 23008 | LaMoure 8 | | | | 729.82 | 991.26 | 261.44 |
| 26001 | Velva 1 | 742.71 | 904.62 | 66.66 | - | - | - |
| 28001 | Montefiore 1 | 448.32 | 2,110.68 | 2,966.65 | 6,919.33 | 9,398.04 | 2,478.71 |
| 28004 | Washburn 4 | 6,366.35 | 134.58 | - | - | - | - |
| 28008 | Underwood 8 | 2,917.11 | 1,931.18 | - | - | - | - |
| 28085 | White Shield 85 | - | 4,579.10 | 14,308.86 | 14,307.76 | 19,433.22 | 5,125.46 |
| 29003 | Hazen 3 | 73,111.40 | 65,042.59 | 65,403.94 | 48,336.05 | 65,651.46 | 17,315.41 |
| 29027 | Beulah 27 | 34,301.14 | 44,362.86 | 44,272.62 | 40,878.15 | 55,521.92 | 14,643.77 |
| 30001 | Mandan 1 | 43,867.72 | 40,701.18 | 42,948.46 | 54,466.51 | 73,978.03 | 19,511.52 |
| 30007 | New Salem 7 | 566.63 | 1,038.17 | 3,615.44 | 4,656.41 | 6,324.48 | 1,668.07 |
| 30039 | Flasher 39 | 236.88 | 2,479.97 | 3,568.04 | 4,022.44 | 5,463.40 | 1,440.96 |
| 31002 | Stanley 2 | 485.31 | - | - | - | - | - |
| 31003 | Parshall 3 | | | 5,800.15 | - | - | - |
| 33018 | Center 18 | 1,238.06 | 868.34 | - | - | - | - |
| 36001 | Devils Lake 1 | 73,954.34 | 64,952.01 | 68,553.78 | 77,676.29 | 105,502.24 | 27,825.95 |
| 37019 | Lisbon 19 | 5,438.68 | 10,810.31 | 9,276.66 | 14,974.30 | 20,338.55 | 5,364.25 |
| 39008 | Hankinson 8 | 3,152.09 | 1,417.62 | 2,305.45 | 1,778.70 | 2,415.89 | 637.19 |
| 39028 | Lidgerwood 28 | | | | 593.61 | 806.26 | 212.65 |
| 39037 | Wahpeton 37 | 18,185.32 | 18,632.66 | 14,238.31 | 12,870.06 | 17,480.49 | 4,610.43 |
| 40003 | St John 3 | - | 9,412.11 | 20,050.83 | 15,513.88 | 21,071.41 | 5,557.53 |
| 40004 | Mt Pleasant 4 | - | 1,394.62 | 1,797.56 | 1,889.30 | 2,566.11 | 676.81 |
| 41002 | Milnor 2 | 3,336.01 | 2,440.48 | 2,090.72 | 5,058.20 | 6,870.20 | 1,812.00 |
| 45001 | Dickinson 1 | 119,029.02 | 98,479.54 | 99,640.51 | 98,877.38 | 134,298.21 | 35,420.83 |
| 45009 | S Heart 9 | 8,892.36 | 6,172.36 | 2,566.68 | 509.16 | 691.56 | 182.40 |
| 45013 | Belfield 13 | 7,596.93 | 2,778.07 | 6,028.58 | - | - | - |
| 47001 | Jamestown 1 | 77,287.15 | 72,482.26 | 65,062.80 | 56,695.44 | 77,005.43 | 20,309.99 |
| 48008 | Southern 8 | | | | 483.37 | 656.53 | 173.16 |
| 50003 | Grafton 3 | 38,860.65 | 46,728.34 | 46,372.49 | 54,535.12 | 74,071.23 | 19,536.11 |
| 50078 | Park River 78 | 1,653.43 | 3,376.24 | 3,231.88 | 1,308.83 | 1,777.69 | 468.86 |
| 50106 | Edinburg 106 | 1,001.76 | - | 2,406.24 | 4,404.45 | 5,982.25 | 1,577.80 |
| 51001 | Minot 1 | 157,864.62 | 142,766.88 | 128,317.35 | 150,099.35 | 203,869.41 | 53,770.06 |
| 51016 | Sawyer 16 | - | 375.84 | 421.16 | - | - | - |
| 51041 | Surrey 41 | - | 5,426.31 | 18,386.39 | 20,484.77 | 27,823.03 | 7,338.26 |
| 52038 | Harvey | | | 390.70 | 35.21 | 47.82 | 12.61 |
| 53001 | Williston 1 | 256,688.08 | 251,014.01 | 250,322.57 | 269,777.80 | 366,420.24 | 96,642.44 |
| 53002 | Nesson 2 | 94.37 | - | - | - | - | - |
| | Statewide | 1,545,874.98 | 1,554,125.01 | 1,504,388.22 | 1,174,773.06 | 1,595,611.78 | 420,838.72 |

Fund Group 1 (General Fund) Ending Fund Balance and Total Expenditures
Source: School District Financial Reports - 1999-2000 data not finalized

| Codist | Dname | Type | 1999-2000 9. ADM | 1999-2000 6. Ending Fund Balance - Fund 1 | 1999-2000 7. Total Fund Group 1 Expend | 1999-2000 Percent | 1998-1999 6. Ending Fund Balance - Fund 1 | 1998-1999 7. Total Fund Group 1 Expend | 1998-1999 Percent | Dollar change | Percent |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 37010 | SALUND | 3 | 7.16 | 4,145 | 62,910 | 7% | 22,893 | 46,273 | 49% | (18,748) | -452% |
| 27036 | MANDAREE | 1 | 225.94 | 261,918 | 3,844,206 | 7% | 1,354,280 | 3,685,725 | 37% | (1,092,362) | -417% |
| 28001 | MONTEFIORE | 1 | 270.77 | 21,138 | 1,469,497 | 1% | 58,503 | 1,369,018 | 4% | (37,365) | -177% |
| 3030 | FT TOTTEN | 1 | 179.56 | 216,322 | 2,399,765 | 9% | 491,624 | 1,763,587 | 28% | (275,301) | -127% |
| 13008 | DODGE | 2 | 65.10 | 78,089 | 420,908 | 19% | 162,557 | 425,534 | 38% | (84,468) | -108% |
| 1003 | REEDER | dissol | 21.50 | 94,683 | 332,919 | 28% | 167,820 | 327,753 | 51% | (73,137) | -77% |
| 8045 | MANNING | 3 | 13.41 | 16,747 | 113,293 | 15% | 26,859 | 93,060 | 29% | (10,112) | -60% |
| 25029 | UPHAM | 1 | 64.14 | 152,452 | 645,948 | 24% | 224,186 | 628,504 | 36% | (71,734) | -47% |
| 8002 | REGAN | 2 | 14.50 | 94,877 | 199,324 | 48% | 129,456 | 163,380 | 79% | (34,579) | -36% |
| 50078 | PARK RIVER | 1 | 460.97 | 715,593 | 2,601,594 | 28% | 973,006 | 2,180,488 | 45% | (257,412) | -36% |
| 52023 | BOWDON | 2 | 89.98 | 53,082 | 703,413 | 9% | 66,709 | 673,272 | 10% | (13,627) | -26% |
| 25057 | DRAKE | 1 | 159.70 | 240,824 | 1,139,097 | 21% | 301,914 | 1,096,873 | 28% | (61,090) | -25% |
| 11041 | OAKES | 1 | 580.48 | 98,107 | 2,790,441 | 4% | 122,334 | 2,528,555 | 5% | (24,227) | -25% |
| 19049 | ELGIN-NEW LEIPZIG | 1 | 273.56 | 317,516 | 2,048,856 | 15% | 394,885 | 2,008,587 | 20% | (77,369) | -24% |
| 38002 | SHERWOOD | 1 | 142.94 | 96,417 | 954,604 | 10% | 119,015 | 931,671 | 13% | (22,598) | 23% |
| 41003 | NORTH SARGENT | 1 | 200.20 | 201,789 | 1,217,039 | 17% | 248,339 | 1,123,351 | 22% | (46,549) | -23% |
| 45004 | RICHARDTON | 1 | 193.72 | 232,304 | 1,274,014 | 18% | 284,088 | 1,377,045 | 21% | (51,783) | -22% |
| 8036 | DRISCOLL | 1 | 25.92 | 97,216 | 317,364 | 31% | 118,675 | 294,385 | 40% | (21,459) | -22% |
| 28004 | WASHBURN | 1 | 448.81 | 359,229 | 2,052,661 | 18% | 432,628 | 1,980,474 | 22% | (73,398) | -20% |
| 52038 | HARVEY | 1 | 586.86 | 573,962 | 3,207,397 | 18% | 685,007 | 3,019,457 | 23% | (111,045) | -19% |
| 8035 | STERLING | 2 | 35.11 | 46,183 | 326,048 | 14% | 54,836 | 281,545 | 19% | (8,653) | -19% |
| 20018 | GRIGGS COUNTY CENTRAL | 1 | 377.46 | 336,296 | 2,238,819 | 15% | 398,084 | 2,195,194 | 18% | (61,789) | -18% |
| 44014 | SHEETS | 3 | 5.00 | 11,661 | 63,845 | 18% | 13,700 | 54,621 | 25% | (2,039) | -17% |
| 4001 | BILLINGS COUNTY | 2 | 90.22 | 4,288,767 | 1,896,178 | 226% | 5,022,483 | 1,927,970 | 261% | (733,716) | -17% |
| 9097 | NORTHERN CASS | 1 | 466.83 | 580,630 | 2,773,387 | 21% | 677,096 | 2,714,752 | 25% | (96,467) | -17% |
| 5013 | WILLOW CITY | 1 | 96.71 | 226,078 | 734,768 | 31% | 262,038 | 705,509 | 37% | (35,961) | -16% |
| 50079 | FORDVILLE | 1 | 88.43 | 85,680 | 629,212 | 14% | 98,976 | 600,093 | 16% | (13,297) | -16% |
| 35005 | RUGBY | 1 | 723.61 | 1,075,327 | 4,210,533 | 26% | 1,232,767 | 3,728,818 | 33% | (157,440) | -15% |
| 38009 | MOHALL | 1 | 293.99 | 417,556 | 1,797,358 | 23% | 477,792 | 1,650,535 | 29% | (60,236) | -14% |
| 10001 | OSNABROCK | 2 | 26.74 | 83,722 | 302,561 | 28% | 95,546 | 318,608 | 30% | (11,824) | -14% |
| 28072 | TURTLE LAKE-MERCER | 1 | 217.30 | 537,163 | 1,411,541 | 38% | 606,991 | 1,271,123 | 48% | (69,828) | -13% |
| 18128 | MIDWAY | 1 | 317.49 | 182,066 | 1,897,852 | 10% | 204,204 | 1,772,679 | 12% | (22,137) | -12% |
| 8034 | MCKENZIE | 3 | 6.00 | 44,538 | 89,736 | 50% | 49,718 | 96,363 | 52% | (5,180) | -12% |
| 22028 | TAPPEN | 1 | 125.00 | 121,915 | 759,418 | 16% | 135,897 | 693,596 | 20% | (13,982) | -11% |
| 53008 | NEW | 2 | 241.04 | 783,582 | 2,235,109 | 35% | 872,481 | 2,166,154 | 40% | (88,899) | -11% |

Fund Group I (General Fund) End[illegible]und Balance and Total Expenditures
Source: School District Financial Reports - 1999-2000 data not finalized

| Codist | Dname | Type | 1999-2000 9. ADM | 1999-2000 6. Ending Fund Balance - Fund I | 1999-2000 7. Total Fund Group 1 Expend | 1999-2000 Percent | 1998-1999 6. Ending Fund Balance - Fund I | 1998-1999 7. Total Fund Group 1 Expend | 1998-1999 Percent | Dollar change | Percent |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 5035 | LANSFORD | 2 | 45.96 | 111,436 | 523,194 | 21% | 123,710 | 463,744 | 27% | (12,273) | -11% |
| 46010 | HOPE | 2 | 154.07 | 329,365 | 1,194,944 | #DIV/0! | 365,274 | 1,145,978 | 32% | (35,910) | -11% |
| 23011 | VERONA | 1 | 76.87 | 73,929 | 602,396 | 12% | 81,881 | 589,969 | 14% | (7,952) | -11% |
| 51070 | SOUTH PRAIRIE | 2 | 131.18 | 177,453 | 941,300 | 19% | 195,987 | 849,433 | 23% | (18,534) | -10% |
| 8025 | NAUGHTON | 3 | 4.00 | 57,354 | 73,142 | 78% | 62,776 | 82,024 | 77% | (5,422) | -9% |
| 15015 | STRASBURG | 1 | 239.72 | 487,665 | 1,290,717 | 38% | 526,220 | 1,111,296 | 47% | (38,555) | -8% |
| 51010 | BELL | 2 | 136.33 | 119,688 | 871,562 | 14% | 129,145 | 866,345 | 15% | (9,457) | -8% |
| 49014 | MAY-PORT CG | 1 | 680.91 | 831,747 | 3,708,255 | 22% | 891,845 | 3,461,976 | 26% | (60,098) | -7% |
| 37022 | ENDERLIN | 1 | 372.12 | 452,352 | 2,051,926 | 21% | 462,454 | 2,046,185 | 23% | (30,101) | -7% |
| 13016 | KILLDEER | 1 | 386.61 | 663,762 | 2,337,946 | 28% | 709,456 | 2,023,650 | 35% | (45,694) | -7% |
| 29027 | BEULAH | 1 | 1,037.44 | 2,324,120 | 5,470,180 | 42% | 2,471,477 | 5,041,536 | 49% | (147,357) | -6% |
| 8033 | MENOKEN | 2 | 34.00 | 136,546 | 290,547 | 47% | 145,167 | 244,157 | 59% | (8,621) | -6% |
| 10014 | BORDER CENTRAL | 1 | 31.00 | 165,869 | 572,052 | 29% | 174,930 | 550,797 | 32% | (9,062) | -5% |
| 6017 | RHAME | 1 | 113.23 | 486,264 | 910,087 | 53% | 507,685 | 900,492 | 56% | (21,621) | -4% |
| 25014 | ANAMOOSE | 1 | 99.93 | 365,787 | 720,558 | 51% | 381,771 | 718,652 | 53% | (15,984) | -4% |
| 52040 | FESSENDEN | 1 | 198.24 | 239,071 | 1,657,621 | 15% | 249,483 | 1,596,695 | 16% | (10,412) | -4% |
| 42016 | GOODRICH | 1 | 65.00 | 131,365 | 581,791 | 23% | 137,011 | 554,452 | 25% | (5,645) | -4% |
| 34019 | DRAYTON | 1 | 226.16 | 383,852 | 1,660,720 | 23% | 396,895 | 1,664,417 | 24% | (13,044) | -3% |
| 31001 | NEW TOWN | 1 | 781.77 | 1,358,048 | 5,309,640 | 26% | 1,403,978 | 4,290,997 | 33% | (45,930) | -3% |
| 13019 | HALLIDAY | 1 | 103.13 | 409,482 | 792,075 | 52% | 423,212 | 723,194 | 59% | (13,730) | -3% |
| 36002 | EDMORE | 1 | 131.84 | 348,920 | 1,116,937 | 31% | 360,408 | 1,082,505 | 33% | (11,488) | -3% |
| 35001 | WOLFORD | 1 | 74.74 | 253,699 | 528,940 | 48% | 260,522 | 476,085 | 55% | (6,822) | -3% |
| 51019 | EUREKA | 2 | 11.86 | 60,858 | 135,445 | 45% | 62,470 | 140,846 | 44% | (1,612) | -3% |
| 18001 | GRAND FORKS | 1 | 8,877.04 | 13,886,530 | 52,025,588 | 27% | 14,172,133 | 48,362,739 | 29% | (285,603) | -2% |
| 34006 | CAVALIER | 1 | 660.42 | 561,057 | 3,732,834 | 15% | 565,627 | 3,659,282 | 16% | (8,570) | -2% |
| 30013 | HEBRON | 1 | 204.59 | 652,221 | 1,392,075 | 47% | 661,753 | 1,336,097 | 50% | (9,532) | -1% |
| 30048 | GLEN ULLIN | 1 | 250.88 | 951,468 | 1,633,755 | 58% | 964,651 | 1,465,719 | 66% | (13,183) | -1% |
| 28062 | BUTTE | 1 | 34.03 | 227,090 | 456,106 | 50% | 229,141 | 496,250 | 46% | (2,052) | -1% |
| 21006 | MOTT | 1 | 256.74 | 588,904 | 1,499,931 | 39% | 591,832 | 1,399,737 | 42% | (2,928) | 0% |
| 49009 | HILLSBORO | 1 | 485.82 | 776,527 | 2,601,353 | 30% | 778,287 | 2,658,841 | 29% | (1,760) | 0% |
| 40029 | ROLETTE | 1 | 224.91 | 434,828 | 1,371,947 | 32% | 435,438 | 1,280,572 | 34% | (661) | 0% |
| 9017 | CENTRAL CASS | 1 | 840.87 | 1,061,073 | 3,689,568 | 29% | 1,062,133 | 3,506,503 | 30% | (1,060) | 0% |
| 27018 | EARL | 3 | 4.00 | 1,089,475 | 63,636 | 1712% | 1,089,488 | 77,292 | 1410% | (13) | 0% |
| 49007 | HATTON | 1 | 283.97 | 308,640 | 1,520,887 | 20% | 306,207 | 1,405,613 | 22% | 2,433 | 1% |
| 45003 | TAYLOR | 2 | 146.63 | 69,328 | 700,848 | 10% | 68,646 | 701,038 | 10% | 682 | 1% |

## Fund Group I (General Fund) Ending Fund Balance and Total Expenditures
*Source: School District Financial Reports - 1999-2000 data not finalized*

| Codist | Dname | Type | 1999-2000 9. ADM | 1999-2000 6. Ending Fund Balance - Fund I | 1999-2000 7. Total Fund Group 1 Expend | 1999-2000 Percent | 1998-1999 6. Ending Fund Balance - Fund I | 1998-1999 7. Total Fund Group 1 Expend | 1998-1999 Percent | Dollar change | Percent |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 15012 | UNION | 3 | 5.00 | 87,481 | 130,230 | 67% | 86,488 | 129,507 | 67% | 993 | 1% |
| 3016 | OBERON | 2 | 52.57 | 167,320 | 429,682 | 39% | 165,147 | 340,183 | 49% | 2,172 | 1% |
| 23003 | EDGELEY | 1 | 276.76 | 474,942 | 1,553,156 | 31% | 468,636 | 1,507,204 | 31% | 6,306 | 1% |
| 39044 | RICHLAND | 1 | 326.92 | 475,755 | 1,743,100 | 27% | 469,111 | 1,630,398 | 29% | 6,644 | 1% |
| 47001 | JAMESTOWN | 1 | 2,846.54 | 3,960,122 | 13,236,412 | 30% | 3,884,980 | 13,090,861 | 30% | 75,142 | 2% |
| 34001 | PEMBINA | 1 | 163.41 | 581,895 | 1,170,657 | 50% | 570,411 | 1,032,662 | 55% | 11,484 | 2% |
| 21009 | NEW ENGLAND | 1 | 242.55 | 214,891 | 1,773,085 | 12% | 210,359 | 1,660,953 | 13% | 4,532 | 2% |
| 15006 | HAZELTON-MOFFIT-BRADDOCK | 1 | 179.08 | 317,192 | 1,151,506 | 28% | 310,433 | 1,146,842 | 27% | 6,758 | 2% |
| 22011 | PETTIBONE-TUTTLE | 2 | 31.64 | 317,411 | 330,476 | 96% | 308,874 | 331,402 | 93% | 8,537 | 3% |
| 39028 | LIDGERWOOD | 1 | 262.59 | 447,321 | 1,485,831 | 30% | 433,894 | 1,299,071 | 33% | 13,427 | 3% |
| 47003 | MEDINA | 1 | 184.86 | 403,469 | 1,234,556 | 33% | 391,210 | 1,140,743 | 34% | 12,259 | 3% |
| 11040 | ELLENDALE | 1 | 400.86 | 433,673 | 1,997,840 | 22% | 419,627 | 1,921,296 | 22% | 14,046 | 3% |
| 34027 | WALHALLA | 1 | 319.56 | 715,546 | 1,976,715 | 36% | 691,500 | 1,937,422 | 36% | 24,046 | 3% |
| 26004 | ZEELAND | 1 | 58.82 | 346,805 | 499,998 | 69% | 332,993 | 477,968 | 70% | 13,812 | 4% |
| 16010 | CARRINGTON | 1 | 731.79 | 844,552 | 3,562,885 | 24% | 809,888 | 3,296,879 | 25% | 34,663 | 4% |
| 50128 | ADAMS | 1 | 121.56 | 297,154 | 785,721 | 38% | 284,203 | 782,221 | 36% | 12,952 | 4% |
| 12001 | DIVIDE COUNTY | 1 | 362.33 | 440,091 | 2,266,428 | 19% | 417,050 | 2,159,284 | 19% | 23,041 | 5% |
| 10019 | MUNICH | 1 | 159.98 | 410,391 | 1,039,812 | 39% | 388,254 | 966,041 | 40% | 22,136 | 5% |
| 40007 | BELCOURT | 1 | 1,779.13 | 4,257,093 | 12,072,704 | 32% | 4,013,042 | 12,722,587 | 32% | 244,051 | 6% |
| 8028 | WING | 1 | 71.32 | 284,090 | 682,923 | 42% | 267,795 | 689,195 | 39% | 16,294 | 6% |
| 26009 | ASHLEY | 1 | 217.03 | 791,079 | 1,336,709 | 59% | 744,646 | 1,225,697 | 61% | 46,432 | 6% |
| 53091 | WILDROSE-ALAMO | 1 | 64.84 | 315,300 | 611,418 | 52% | 296,353 | 584,140 | 51% | 18,946 | 6% |
| 14001 | NEW ROCKFORD | 1 | 392.76 | 486,521 | 2,002,735 | 24% | 456,720 | 1,993,854 | 23% | 29,801 | 6% |
| 34055 | NECHE | 1 | 122.57 | 224,896 | 1,025,305 | 22% | 211,115 | 996,888 | 21% | 13,781 | 6% |
| 2052 | LITCHVILLE | 2 | 96.07 | 177,727 | 778,973 | 23% | 166,683 | 800,203 | 21% | 11,044 | 6% |
| 3009 | MADDOCK | 1 | 252.13 | 444,414 | 1,597,638 | 28% | 416,026 | 1,366,719 | 30% | 28,388 | 6% |
| 2082 | WIMBLEDON-COURTENAY | 1 | 196.64 | 450,184 | 1,275,598 | 35% | 420,466 | 1,279,561 | 33% | 29,718 | 7% |
| 9007 | MAPLETON | 2 | 104.46 | 170,133 | 874,227 | 19% | 158,747 | 861,907 | 18% | 11,386 | 7% |
| 18127 | EMERADO | 2 | 148.90 | 298,824 | 912,700 | 33% | 278,716 | 819,449 | 34% | 20,108 | 7% |
| 28051 | GARRISON | 1 | 402.45 | 694,463 | 2,473,986 | 28% | 647,235 | 2,319,228 | 28% | 47,228 | 7% |
| 27002 | ALEXANDER | 1 | 111.44 | 710,885 | 959,048 | 74% | 662,110 | 957,134 | 69% | 48,775 | 7% |
| 30001 | MANDAN | 1 | 3,740.86 | 1,233,696 | 16,616,915 | 7% | 1,148,765 | 16,003,076 | 7% | 84,931 | 7% |
| 51007 | UNITED | 1 | 688.32 | 394,579 | 2,884,173 | 14% | 365,751 | 2,736,143 | 13% | 28,828 | 7% |
| 7036 | BURKE CENTRAL | 1 | 129.19 | 733,939 | 1,003,833 | 73% | 678,981 | 960,753 | 71% | 54,958 | 7% |
| 53015 | TIOGA | 1 | 349.20 | 712,285 | 2,116,329 | 34% | 658,058 | 2,076,093 | 32% | 54,227 | 3% |

## Fund Group I (General Fund) End[illegible] Fund Balance and Total Expenditures
Source: School District Financial Reports - 1999-2000 data not finalized

| Codist | Dname | Type | 1999-2000 9. ADM | 1999-2000 6. Ending Fund Balance - Fund I | 1999-2000 7. Total Fund Group 1 Expend | 1999-2000 Percent | 1998-1999 6. Ending Fund Balance - Fund I | 1998-1999 7. Total Fund Group 1 Expend | 1998-1999 Percent | Dollar change | Percent |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 47019 | KENSAL | 1 | 86.24 | 230,813 | 665,142 | 35% | 213,054 | 614,295 | 35% | 17,760 | 8% |
| 34043 | ST THOMAS | 1 | 132.88 | 166,725 | 946,756 | 18% | 153,767 | 930,117 | 17% | 12,958 | 8% |
| 9002 | KINDRED | 1 | 718.69 | 615,695 | 3,433,259 | 18% | 567,757 | 3,137,684 | 18% | 47,938 | 8% |
| 53002 | NESSON | 1 | 212.39 | 279,965 | 1,296,608 | 22% | 258,053 | 1,295,974 | 20% | 21,912 | 8% |
| 51158 | NORTH SHORE | 1 | 106.74 | 441,879 | 898,112 | 49% | 406,848 | 853,285 | 48% | 35,031 | 8% |
| 30004 | LITTLE HEART | 2 | 30.00 | 74,593 | 207,076 | 36% | 68,485 | 172,494 | 40% | 6,108 | 8% |
| 9080 | PAGE | 1 | 154.15 | 261,587 | 1,006,426 | 26% | 239,736 | 1,004,397 | 24% | 21,851 | 8% |
| 18125 | MANVEL | 2 | 241.52 | 278,158 | 1,378,912 | 20% | 254,855 | 1,252,330 | 20% | 23,303 | 8% |
| 29020 | GOLDEN VALLEY | 1 | 62.47 | 371,434 | 515,350 | 72% | 339,802 | 484,001 | 70% | 31,632 | 9% |
| 18044 | LARIMORE | 1 | 599.90 | 1,110,471 | 3,073,099 | 36% | 1,013,201 | 2,852,257 | 36% | 97,269 | 9% |
| 22020 | TUTTLE-PETTIBONE | 1 | 81.69 | 290,547 | 611,959 | 47% | 264,928 | 597,118 | 44% | 25,619 | 9% |
| 6033 | SCRANTON | 1 | 184.08 | 342,890 | 1,167,373 | 29% | 312,493 | 1,109,806 | 28% | 30,396 | 9% |
| 30039 | FLASHER | 1 | 261.27 | 846,890 | 1,547,002 | 55% | 770,846 | 1,576,837 | 49% | 76,044 | 9% |
| 29003 | HAZEN | 1 | 952.38 | 1,049,296 | 4,331,997 | 24% | 954,877 | 4,337,691 | 22% | 94,419 | 9% |
| 50106 | EDINBURG | 1 | 165.70 | 213,294 | 909,451 | 23% | 193,911 | 867,379 | 22% | 19,382 | 9% |
| 5001 | BOTTINEAU | 1 | 833.88 | 1,293,351 | 4,294,838 | 30% | 1,174,838 | 4,048,989 | 29% | 118,513 | 9% |
| 51004 | NEDROSE | 2 | 252.48 | 349,190 | 1,607,477 | 22% | 316,714 | 1,496,218 | 21% | 32,475 | 9% |
| 3006 | LEEDS | 1 | 223.32 | 442,955 | 1,422,030 | 31% | 398,650 | 1,375,149 | 29% | 44,305 | 10% |
| 39005 | MANTADOR | 2 | 24.00 | 126,704 | 275,379 | 46% | 114,019 | 253,861 | 45% | 12,685 | 10% |
| 53001 | WILLISTON | 1 | 2,631.77 | 1,483,507 | 12,929,294 | 11% | 1,332,342 | 12,841,029 | 10% | 151,165 | 10% |
| 48002 | BISBEE-EGELAND | 1 | 123.17 | 365,998 | 1,052,253 | 35% | 328,673 | 1,021,709 | 32% | 37,324 | 10% |
| 51016 | SAWYER | 1 | 162.63 | 512,437 | 1,075,154 | 48% | 458,168 | 1,122,289 | 41% | 54,268 | 11% |
| 25001 | VELVA | 1 | 468.06 | 465,290 | 2,093,018 | 22% | 415,572 | 1,972,949 | 21% | 49,718 | 11% |
| 8001 | BISMARCK | 1 | 11,129.95 | 7,813,154 | 57,638,041 | 14% | 6,966,473 | 53,479,375 | 13% | 846,680 | 11% |
| 51041 | SURREY | 1 | 486.12 | 425,757 | 1,959,231 | 22% | 379,002 | 1,712,363 | 22% | 46,755 | 11% |
| 50020 | MINTO | 1 | 264.45 | 346,616 | 1,361,000 | 25% | 307,748 | 1,358,258 | 23% | 38,867 | 11% |
| 48008 | SOUTHERN | 1 | 303.20 | 426,509 | 1,475,012 | 29% | 378,578 | 1,421,449 | 27% | 47,931 | 11% |
| 52039 | SYKES | 1 | 83.03 | 138,230 | 655,576 | 21% | 122,687 | 584,232 | 21% | 15,543 | 11% |
| 27019 | BOWLINE BUTTE | 3 | 2.00 | 156,879 | 101,528 | 155% | 139,130 | 102,913 | 135% | 17,749 | 11% |
| 32001 | DAKOTA PRAIRIE | 1 | 424.66 | 904,620 | 2,977,528 | 30% | 800,482 | 3,083,474 | 26% | 104,138 | 12% |
| 31137 | PLAZA | 1 | 90.86 | 210,201 | 548,260 | 38% | 185,612 | 566,395 | 33% | 24,590 | 12% |
| 53006 | EIGHT MILE | 1 | 206.55 | 917,918 | 1,754,044 | 81% | 810,128 | 2,024,614 | 40% | 107,790 | 12% |
| 3029 | WARWICK | 1 | 229.38 | 769,471 | 1,771,811 | 43% | 678,288 | 1,611,314 | 42% | 91,183 | 12% |
| 39037 | WAHPETON | 1 | 1,683.91 | 1,123,548 | 7,688,286 | 15% | 990,210 | 7,379,695 | 13% | 133,339 | 12% |
| 10023 | LANGDON | 1 | 605.61 | 667,971 | 3,218,066 | 21% | 588,169 | 3,313,895 | 18% | 79,802 | 12% |

## Fund Group I (General Fund) End[illegible] Fund Balance and Total Expenditures
Source: School District Financial Reports - 1999-2000 data not finalized

| Codist | Dname | Type | 1999-2000 9. ADM | 1999-2000 6. Ending Fund Balance - Fund I | 1999-2000 7. Total Fund Group 1 Expend | 1999-2000 Percent | 1998-1999 6. Ending Fund Balance - Fund I | 1998-1999 7. Total Fund Group 1 Expend | 1998-1999 Percent | Dollar change | Percent |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 15036 | LINTON | 1 | 379.90 | 314,933 | 2,011,189 | 15% | 276,478 | 1,984,084 | 14% | 38,456 | 12% |
| 38026 | GLENBURN | 1 | 321.06 | 265,758 | 1,663,900 | 16% | 233,071 | 1,564,070 | 15% | 32,687 | 12% |
| 41002 | MILNOR | 1 | 317.79 | 300,288 | 1,315,259 | 23% | 263,292 | 1,206,763 | 22% | 36,996 | 12% |
| 29022 | STANTON | 1 | 98.02 | 34,612 | 649,618 | 5% | 30,213 | 649,864 | 5% | 4,399 | 13% |
| 46019 | FINLEY-SHARON | 1 | 188.03 | 538,353 | 1,279,627 | 42% | 469,129 | 1,218,573 | 38% | 69,224 | 13% |
| 47010 | PINGREE-BUCHANAN | 1 | 139.57 | 419,100 | 974,693 | 43% | 364,604 | 879,810 | 41% | 54,496 | 13% |
| 53099 | GRENORA | 1 | 86.71 | 333,381 | 1,046,099 | 32% | 289,452 | 1,028,950 | 28% | 43,929 | 13% |
| 27032 | HORSE CREEK | 3 | 7.00 | 201,889 | 188,230 | 107% | 174,364 | 201,188 | 87% | 27,525 | 14% |
| 45009 | SOUTH HEART | 1 | 277.06 | 568,128 | 1,399,504 | 41% | 490,268 | 1,315,704 | 37% | 77,860 | 14% |
| 15010 | BAKKER | 2 | 11.52 | 30,480 | 161,049 | 19% | 26,281 | 151,735 | 17% | 4,199 | 14% |
| 39008 | HANKINSON | 1 | 339.39 | 401,496 | 1,680,944 | 24% | 345,911 | 1,692,317 | 20% | 55,585 | 14% |
| 20007 | MIDKOTA | 1 | 224.29 | 492,323 | 1,797,622 | 27% | 421,847 | 1,870,120 | 23% | 70,476 | 14% |
| 24002 | NAPOLEON | 1 | 265.71 | 548,360 | 1,588,536 | 35% | 469,184 | 1,619,401 | 29% | 79,176 | 14% |
| 8039 | APPLE CREEK | 2 | 49.39 | 61,185 | 406,367 | 15% | 52,153 | 367,572 | 14% | 9,032 | 15% |
| 9004 | MAPLE VALLEY | 1 | 240.19 | 335,358 | 1,573,507 | 21% | 284,556 | 1,547,582 | 18% | 50,802 | 15% |
| 51001 | MINOT | 1 | 7,627.63 | 13,136,915 | 41,580,628 | 32% | 11,107,878 | 36,961,905 | 30% | 2,029,038 | 15% |
| 5017 | WESTHOPE | 1 | 169.47 | 346,374 | 1,152,236 | 30% | 292,361 | 1,089,324 | 27% | 54,012 | 16% |
| 31002 | STANLEY | 1 | 431.81 | 391,044 | 2,467,068 | 16% | 329,973 | 2,275,412 | 15% | 61,070 | 16% |
| 36001 | DEVILS LAKE | 1 | 2,072.23 | 1,671,337 | 10,149,016 | 16% | 1,409,294 | 9,419,343 | 15% | 262,043 | 16% |
| 41006 | SARGENT CENTRAL | 1 | 343.60 | 556,993 | 1,989,726 | 28% | 468,204 | 1,931,673 | 24% | 88,789 | 16% |
| 37006 | FT RANSOM | 2 | 28.50 | 83,452 | 244,839 | 34% | 69,967 | 245,350 | 29% | 13,485 | 16% |
| 5054 | NEWBURG UNITED | 1 | 87.99 | 287,205 | 927,151 | 31% | 240,595 | 902,975 | 27% | 46,610 | 16% |
| 2013 | ORISKA | 1 | 86.90 | 317,150 | 626,526 | 51% | 265,116 | 643,096 | 41% | 52,034 | 16% |
| 1013 | HETTINGER | 1 | 451.80 | 512,955 | 2,534,760 | 20% | 428,668 | 2,521,510 | 17% | 84,287 | 16% |
| 27001 | MCKENZIE COUNTY | 1 | 664.41 | 1,728,906 | 4,117,179 | 42% | 1,437,028 | 4,329,812 | 33% | 291,879 | 17% |
| 9006 | WEST FARGO | 1 | 4,987.73 | 1,320,138 | 24,232,914 | 5% | 1,096,752 | 22,194,475 | 5% | 223,386 | 17% |
| 44032 | CENTRAL ELEMENTARY | 2 | 7.00 | 126,467 | 168,062 | 75% | 104,540 | 170,886 | 61% | 21,927 | 17% |
| 51028 | KENMARE | 1 | 378.53 | 506,782 | 2,275,974 | 22% | 418,737 | 2,287,567 | 18% | 88,045 | 17% |
| 23007 | KULM | 1 | 165.06 | 449,186 | 1,096,068 | 41% | 370,720 | 1,124,405 | 33% | 78,466 | 17% |
| 33018 | CENTER | 1 | 346.34 | 349,240 | 1,885,152 | 19% | 287,971 | 1,885,417 | 15% | 61,269 | 18% |
| 2065 | NORTH CENTRAL | 1 | 200.13 | 539,859 | 1,362,394 | 40% | 442,889 | 1,409,588 | 31% | 96,970 | 18% |
| 18129 | NORTHWOOD | 1 | 355.24 | 486,552 | 1,881,563 | 26% | 398,799 | 1,867,845 | 21% | 87,753 | 18% |
| 52035 | PLEASANT VALLEY | 2 | 26.64 | 183,599 | 264,294 | 69% | 149,905 | 237,392 | 63% | 33,694 | 18% |
| 49003 | CENTRAL VALLEY | 1 | 309.10 | 652,218 | 1,727,358 | 38% | 530,939 | 1,618,865 | 33% | 121,279 | 19% |
| 27014 | YELLOWSTONE | 2 | 82.71 | 279,227 | 741,947 | 38% | 226,756 | 743,396 | 31% | 52,471 | 19% |

## Fund Group I (General Fund) End[illegible]und Balance and Total Expenditures
Source: School District Financial Reports - 1999-2000 data not finalized

| Codist | Dname | Type | 1999-2000 9. ADM | 1999-2000 6. Ending Fund Balance - Fund I | 1999-2000 7. Total Fund Group 1 Expend | 1999-2000 Percent | 1998-1999 6. Ending Fund Balance - Fund I | 1998-1999 7. Total Fund Group 1 Expend | 1998-1999 Percent | Dollar change | Percent |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 6001 | BOWMAN | 1 | 467.7[illegible] | 943,934 | 2,461,286 | 38% | 766,120 | 2,593,191 | 30% | 177,815 | 19% |
| 9001 | FARGO | 1 | 12,091.66 | 7,201,072 | 74,354,502 | 10% | 5,805,459 | 68,480,857 | 8% | 1,395,613 | 19% |
| 44012 | MARMARTH | 2 | 15.31 | 235,427 | 184,696 | 127% | 189,793 | 204,654 | 93% | 45,634 | 19% |
| 37002 | SHELDON | 2 | 58.76 | 295,994 | 438,286 | 68% | 237,489 | 427,287 | 56% | 58,505 | 20% |
| 43008 | SELFRIDGE | 1 | 89.26 | 405,105 | 910,901 | 44% | 324,353 | 894,960 | 36% | 80,752 | 20% |
| 43004 | FT YATES | 1 | 196.79 | 2,045,522 | 2,539,921 | 81% | 1,635,899 | 2,177,339 | 75% | 409,623 | 20% |
| 47026 | SPIRITWOOD | 2 | 13.89 | 485,857 | 322,567 | 151% | 387,114 | 309,084 | 125% | 98,743 | 20% |
| 17006 | LONE TREE | 2 | 55.17 | 236,015 | 407,838 | 58% | 185,327 | 368,198 | 50% | 50,688 | 21% |
| 51054 | BERTHOLD | 1 | 218.71 | 308,881 | 1,215,317 | 25% | 242,276 | 1,180,578 | 21% | 66,605 | 22% |
| 2002 | VALLEY CITY | 1 | 1,324.99 | 669,332 | 6,247,537 | 11% | 522,088 | 6,027,130 | 9% | 147,244 | 22% |
| 10030 | MILTON | 1 | 31.75 | 42,758 | 338,931 | 13% | 33,310 | 337,155 | 10% | 9,447 | 22% |
| 30007 | NEW SALEM | 1 | 395.50 | 457,620 | 1,989,394 | 23% | 355,324 | 1,934,726 | 18% | 102,296 | 22% |
| 8029 | BALDWIN | 2 | 14.00 | 145,603 | 139,724 | 104% | 112,911 | 128,341 | 88% | 32,693 | 22% |
| 18061 | THOMPSON | 1 | 531.29 | 465,749 | 2,179,197 | 21% | 357,678 | 2,145,907 | 17% | 108,071 | 23% |
| 43003 | SOLEN | 1 | 229.68 | 5[illegible]1,026 | 2,325,902 | 25% | 453,230 | 2,618,592 | 17% | 137,796 | 23% |
| 28050 | MAX | 1 | 165.61 | 439,658 | 955,827 | 46% | 335,445 | 1,055,640 | 32% | 104,214 | 24% |
| 24056 | GACKLE-STREETER | 1 | 194.84 | 685,645 | 1,234,121 | 56% | 519,020 | 1,113,961 | 47% | 166,625 | 24% |
| 45001 | DICKINSON | 1 | 3,032.53 | 1,720,662 | 15,044,307 | 11% | 1,299,443 | 14,184,220 | 9% | 421,219 | 24% |
| 45013 | BELFIELD | 1 | 320.79 | 447,063 | 1,442,553 | 31% | 331,758 | 1,375,053 | 24% | 115,305 | 26% |
| 14012 | SHEYENNE | 1 | 174.03 | 138,269 | 933,901 | 15% | 102,463 | 868,130 | 12% | 35,806 | 26% |
| 26019 | WISHEK | 1 | 275.16 | 375,763 | 1,510,848 | 25% | 274,060 | 1,476,586 | 19% | 101,703 | 27% |
| 30017 | SWEET BRIAR | 3 | 12.00 | 56,001 | 60,046 | 93% | 40,555 | 57,123 | 71% | 15,446 | 28% |
| 32066 | LAKOTA | 1 | 296.97 | 306,547 | 1,567,735 | 20% | 221,159 | 1,649,831 | 13% | 85,388 | 28% |
| 7027 | POWERS LAKE | 1 | 125.15 | 219,919 | 925,467 | 24% | 156,486 | 932,625 | 17% | 63,433 | 29% |
| 42019 | MCCLUSKY | 1 | 140.70 | 448,765 | 871,465 | 51% | 314,251 | 1,058,684 | 30% | 134,514 | 30% |
| 48028 | NORTH CENTRAL | 1 | 91.59 | 249,816 | 766,931 | 33% | 174,380 | 738,855 | 24% | 75,436 | 30% |
| 36044 | STARKWEATHER | 1 | 132.60 | 271,285 | 835,895 | 32% | 186,869 | 848,949 | 22% | 84,416 | 31% |
| 28008 | UNDERWOOD | 1 | 306.88 | 500,921 | 1,736,760 | 29% | 342,901 | 1,829,973 | 19% | 158,020 | 32% |
| 3005 | MINNEWAUKAN | 1 | 133.58 | 154,891 | 872,995 | 18% | 103,961 | 788,651 | 13% | 50,930 | 33% |
| 40001 | DUNSEITH | 1 | 517.46 | 1,993,049 | 3,723,410 | 54% | 1,323,161 | 3,764,433 | 35% | 669,888 | 34% |
| 31003 | PARSHALL | 1 | 298.92 | 296,982 | 1,691,451 | 18% | 194,541 | 1,685,875 | 12% | 102,441 | 34% |
| 39018 | FAIRMOUNT | 1 | 150.99 | 101,319 | 915,147 | 11% | 66,229 | 891,441 | 7% | 35,090 | 35% |
| 37019 | LISBON | 1 | 691.74 | 98,127 | 3,123,212 | 3% | 63,602 | 3,154,137 | 2% | 34,525 | 35% |
| 23009 | MARION | 1 | 117.11 | 117,948 | 750,783 | 16% | 76,361 | 785,213 | 10% | 41,587 | 35% |
| 22014 | ROBINSON | 2 | 13.17 | 213,788 | 273,197 | 78% | 137,817 | 325,159 | 42% | 75,972 | 36% |

Fund Group I (General Fund) Ending Fund Balance and Total Expenditures
Source: School District Financial Reports - 1999-2000 data not finalized

| Codist | Dname | Type | 1999-2000 9. ADM | 1999-2000 6. Ending Fund Balance - Fund I | 1999-2000 7. Total Fund Group 1 Expend | 1999-2000 Percent | 1998-1999 6. Ending Fund Balance - Fund I | 1998-1999 7. Total Fund Group 1 Expend | 1998-1999 Percent | Dollar change | Percent |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 19018 | ROOSEVELT | 1 | 148.74 | 259,612 | 1,006,558 | 26% | 163,413 | 984,990 | 17% | 96,199 | 37% |
| 25004 | NEWPORT | 1 | 206.31 | 388,295 | 1,089,826 | 36% | 244,044 | 1,046,237 | 23% | 144,251 | 37% |
| 7014 | BOWBELLS | 1 | 122.14 | 239,109 | 836,524 | 29% | 148,627 | 814,461 | 18% | 90,483 | 38% |
| 50051 | NASH | 2 | 26.74 | 90,689 | 216,365 | 42% | 55,408 | 216,596 | 26% | 35,281 | 39% |
| 17003 | BEACH | 1 | 370.33 | 990,844 | 2,458,077 | 40% | 596,226 | 2,720,315 | 22% | 394,618 | 40% |
| 25025 | GRANVILLE | 1 | 149.66 | 21,083 | 976,425 | 2% | 12,589 | 985,608 | 1% | 8,494 | 40% |
| 23008 | LAMOURE | 1 | 406.75 | 281,770 | 1,847,518 | 15% | 161,165 | 1,878,329 | 9% | 120,605 | 43% |
| 51160 | MINOT AFB | 4 | - | 303,754 | 8,481,948 | 4% | 164,172 | 12,530,090 | 1% | 139,581 | 46% |
| 39042 | WYNDMERE | 1 | 332.65 | 450,085 | 1,664,754 | 27% | 236,076 | 1,653,954 | 14% | 214,009 | 48% |
| 22026 | STEELE-DAWSON | 1 | 246.42 | 428,599 | 1,466,491 | 29% | 223,695 | 1,444,725 | 15% | 204,903 | 48% |
| 40003 | ST JOHN | 1 | 277.90 | 892,169 | 1,605,420 | 56% | 453,361 | 1,523,325 | 30% | 438,808 | 49% |
| 50003 | GRAFTON | 1 | 1,088.28 | 13,157 | 5,525,489 | 0% | 6,398 | 5,503,346 | 0% | 6,759 | 51% |
| 28085 | WHITE SHIELD | 1 | 161.07 | 72,057 | 967,346 | 7% | 34,452 | 914,657 | 4% | 37,605 | 52% |
| 30008 | SIMS | 2 | 33.87 | 21,639 | 407,107 | 5% | 9,837 | 414,611 | 2% | 11,801 | 55% |
| 34012 | VALLEY | 1 | 160.80 | 138,214 | 1,210,317 | 11% | 56,389 | 1,247,655 | 5% | 81,824 | 59% |
| 50039 | LANKIN | 2 | 72.59 | 29,586 | 443,755 | 7% | 11,344 | 440,115 | 3% | 18,243 | 62% |
| 13037 | TWIN BUTTES | 2 | 58.22 | 206,055 | 1,783,430 | 12% | 76,028 | 1,668,941 | 5% | 130,027 | 63% |
| 47014 | MONTPELIER | 1 | 137.81 | 90,596 | 882,340 | 10% | 13,196 | 968,117 | 1% | 77,400 | 85% |
| 40004 | MT PLEASANT | 1 | 384.49 | 131,955 | 1,816,937 | 7% | 1,603 | 1,817,694 | 0% | 130,351 | 99% |
| 21014 | REGENT | 1 | 105.72 | 1,457 | 895,628 | 0% | (28,974) | 736,972 | -4% | 30,431 | 2088% |
| 18140 | GRAND FORKS AFB | 4 | - | - | 9,654,283 | 0% | - | 10,737,722 | 0% | - | |
| Statewide | | | 113,540.67 | 149,322,288 | 666,363,372 | 22% | 137,952,872 | 637,818,019 | 22% | 11,369,416 | 8% |

# School District Fund Group 1 (General Fund) History

| District Revenues | 99-00 | 98-99 | 97-98 | 96-97 | 95-96 | 94-95 | 93-94 | 92-93 | 91-92 |
|---|---|---|---|---|---|---|---|---|---|
| **Local** | | | | | | | | | |
| Taxes | 243,888,516 | 233,690,003 | 221,807,709 | 210,777,146 | 201,682,039 | 188,566,032 | 179,882,024 | 171,737,708 | 159,612,519 |
| Tuition | 27,258,588 | 30,475,624 | 24,631,553 | 21,508,969 | 17,773,337 | 17,182,774 | 20,051,240 | 18,515,707 | 18,279,968 |
| Transportation | 429,456 | 411,951 | 427,678 | 456,990 | 486,937 | 580,745 | 550,605 | 434,787 | 467,161 |
| In Lieu of Taxes | 549,398 | 462,99[illegible] | 234,802 | 196,251 | 166,541 | 160,764 | 758 327 | 624,218 | 475,428 |
| Other Revenue | 18,726,147 | 16,603,259 | 16,459,244 | 15,498,952 | 15,050,550 | 13,447,858 | 10,760 475 | 12,[illegible]34,620 | 16,122,540 |
| **Local Sources** | **290,852,105** | **281,643,836** | **263,560,986** | **248,438,308** | **235,159,404** | **219,938,173** | **212,002,871** | **203,447,040** | **194,957,616** |
| Equalization Fund | | | | | | | | | |
| Oil and Gas | 4,475,065 | 3,259,531 | 3,872,371 | 4,738,118 | 3,683,778 | 3,235,386 | 3,110,406 | 4,229,101 | 4,311,993 |
| Coal Production | 2,343,356 | 2,310,066 | 2,342,558 | 2,175,890 | 2,211,655 | 2,397,871 | 2,305,681 | 2,290,084 | 2,150,738 |
| Coal Conversion | 911,961 | 899,680 | 856,302 | 934,519 | 954,447 | 925,022 | 1,066,524 | 938,838 | 947,769 |
| Other Revenue | 655,251 | 353,733 | 132,771 | 223,815 | 13[illegible],090 | 129,930 | 139,729 | 222,963 | 176,822 |
| **County Sources** | **8,385,633** | **6,823,010** | **7,204,002** | **8,072,342** | **6,980,970** | **6,688,209** | **6,622,340** | **7,680,986** | **7,587,322** |
| Tuition Apportionment | 28,455,709 | 27,111,027 | 26,276,358 | 25,251,229 | 24,939,366 | 23,993,469 | 23,924,122 | 24,104,901 | 23,943,813 |
| Pupil Aid | 217,102,488 | 212,339,651 | 207,649,213 | 199,060,203 | 193,587,576 | 187,179,150 | 174,750,823 | 173,461,388 | 171,122,576 |
| Transportation | 17,381,171 | 17,442,180 | 17,583,138 | 17,810,492 | 17,498,529 | 17,196,155 | 16,764,542 | 17,167,452 | 17,551,020 |
| Vocational Education | 3,552,751 | 2,899,874 | 3,082,664 | 2,899,179 | 2,998,886 | 2,683,676 | 3,063,660 | 2,958,352 | 3,857,098 |
| Special Education | 17,195,295 | 15,890,572 | 14,925,800 | 14,463,423 | 14,163,769 | 11,650,902 | 12,824,969 | 11,616,200 | 9,379,075 |
| Other Revenue | 11,036,534 | 3,893,003 | 5,030,797 | 1,165,199 | 1,278,290 | 1,497,576 | 2,622,407 | 2,511,127 | 3,586,698 |
| **State Sources** | **294,723,948** | **279,576,307** | **274,547,970** | **260,649,725** | **254,466,416** | **244,200,928** | **233,950,523** | **231,819,420** | **229,440,280** |
| **Federal Sources** | **80,210,981** | **76,637,955** | **69,815,959** | **62,039,027** | **55,086,439** | **55,086,317** | **52,357,425** | **49,365,609** | **46,444,566** |
| **Other Sources** | **5,530,335** | **5,009,687** | **5,312,168** | **6,095,749** | **4,893,470** | **5,161,922** | **6,616,431** | **7,260,388** | **8,896,944** |
| **Total District Revenue** | **679,703,002** | **649,690,795** | **620,441,085** | **585,295,151** | **556,586,699** | **531,075,549** | **511,549,589** | **499,573,443** | **487,326,728** |
| Percent to Total | | | | | | | | | |
| Local Sources | 42.8% | 43.4% | 42.5% | 42.4% | 42.3% | 41.4% | 41.4% | 40.7% | 40.0% |
| County Sources | 1.2% | 1.1% | 1.2% | 1.4% | 1.3% | 1.3% | 1.3% | 1.5% | 1.6% |
| State Sources | 43.4% | 43.0% | 44.3% | 44.5% | 45.7% | 46.0% | 45.7% | 46.4% | 47.1% |
| Federal Sources | 11.8% | 11.8% | 11.3% | 10.6% | 9.9% | 10.4% | 10.2% | 9.9% | 9.5% |
| Other Sources | 0.8% | 0.8% | 0.9% | 1.0% | 0.9% | 1.0% | 1.3% | 1.5% | 1.8% |
| **Total Sources** | **100.0%** | **100.0%** | **100.0%** | **100.0%** | **100.0%** | **100.0%** | **100.0%** | **100.0%** | **100.0%** |



Annual Fund Fiscal Data

# School District Fund Group (General Fund) History

| District Revenues | 90-91 | 89-90 | 88-89 | 87-88 | 86-87 | 85-86 | 84-85 | 83-84 | 82-83 | 81-82 |
|---|---|---|---|---|---|---|---|---|---|---|
| **Local** | | | | | | | | | | |
| Taxes | 153,679,424 | 143,707,590 | 134,120,179 | 127,061,456 | 122,897,695 | 114,421,933 | 107,650,034 | 98,751,497 | 93,518,338 | 63,541,544 |
| Tuition | 13,444,040 | 8,678,572 | 7,455,010 | 6,947,020 | 7,630,347 | 7,370,904 | 6,491,652 | 5,442,731 | 2,921,713 | 1,062,609 |
| Transportation | 469,448 | 383,995 | 392,928 | 439,114 | 296,300 | 324,954 | 360,059 | 352,223 | 363,929 | 326,366 |
| In Lieu of Taxes | 1,049,406 | 1,041,978 | 904,430 | 1,033,852 | 763,655 | 670,190 | 534,501 | 443,888 | 547,815 | 2,926,684 |
| Other Revenue | 17,204,305 | 17,475,325 | 16,170,394 | 15,080,623 | 14,134,729 | 15,826,926 | 16,808,270 | 15,029,831 | 8,609,677 | 14,700,603 |
| **Local Sources** | **185,846,623** | **171,287,460** | **159,042,941** | **150,562,065** | **145,722,726** | **138,614,907** | **131,844,516** | **120,020,170** | **105,961,472** | **82,557,806** |
| Equalization Fund | | | | | 98,562 | 242,946 | 270,669 | 417,398 | 812,272 | 2,142,551 |
| Oil and Gas | 5,500,042 | 4,529,328 | 3,922,830 | 4,682,218 | 4,064,658 | 6,322,081 | 7,531,943 | 7,849,949 | 6,529,949 | 7,870,221 |
| Coal Production | 2,033,685 | 2,151,984 | 2,150,740 | 1,734,763 | 1,454,957 | 1,434,013 | 1,221,362 | 1,001,474 | | |
| Coal Conversion | 919,479 | 913,195 | 854,063 | 1,221,914 | 979,926 | 773,930 | 613,924 | 612,198 | | |
| Other Revenue | 115,488 | 143,649 | 921,676 | 1,159,458 | 1,762,302 | 283,192 | 439,122 | 751,147 | 2,412,594 | 2,646,585 |
| **County Sources** | **8,568,694** | **7,738,156** | **7,849,309** | **8,798,353** | **8,360,405** | **9,056,162** | **10,276,620** | **10,632,166** | **9,754,815** | **12,659,356** |
| Tuition Apportionment | 23,774,275 | 23,720,585 | 24,894,911 | 26,008,805 | 26,464,096 | 25,515,645 | 24,755,015 | 21,313,173 | 19,545,953 | 13,046,663 |
| Pupil Aid | 168,166,653 | 153,790,961 | 151,758,116 | 155,058,786 | 150,053,462 | 156,823,987 | 150,095,679 | 156,694,400 | 170,809,751 | 183,075,020 |
| Transportation | 17,169,062 | 16,245,543 | 18,089,258 | 18,431,620 | 18,360,512 | 19,557,474 | 19,270,588 | 18,518,752 | | |
| Vocational Education | 3,231,729 | 3,784,788 | 3,501,311 | 3,668,472 | 3,583,577 | 3,954,829 | 3,727,772 | 3,440,159 | 3,655,722 | 3,861,928 |
| Special Education | 7,407,192 | 7,110,820 | 6,547,580 | 6,825,636 | 5,592,629 | 7,034,850 | 7,717,732 | 5,781,174 | 6,523,541 | 6,317,540 |
| Other Revenue | 1,673,469 | 1,427,176 | 1,167,766 | 1,786,136 | 1,797,622 | 1,464,019 | 1,537,008 | 1,102,451 | 1,140,325 | 1,181,506 |
| **State Sources** | **221,422,380** | **206,079,873** | **205,958,942** | **211,779,455** | **205,851,898** | **214,370,804** | **207,103,794** | **206,850,109** | **201,675,292** | **207,482,658** |
| **Federal Sources** | **39,213,596** | **35,743,082** | **31,947,298** | **28,539,800** | **29,275,528** | **27,489,413** | **27,326,467** | **25,645,977** | **23,552,555** | **23,411,706** |
| **Other Sources** | **10,863,711** | **14,547,245** | **7,517,379** | **5,032,476** | **3,888,006** | **3,711,378** | **2,499,510** | **1,911,478** | **8,270,924** | **28,705,098** |
| **Total District Revenue** | **465,915,004** | **435,395,816** | **412,315,869** | **404,712,149** | **393,098,563** | **393,242,664** | **379,050,907** | **365,059,900** | **349,215,059** | **354,816,624** |
| | | | | | | | | | | |
| Percent to Total | | | | | | | | | | |
| Local Sources | 39.9% | 39.3% | 38.6% | 37.2% | 37.1% | 35.2% | 34.8% | 32.9% | 30.3% | 23.3% |
| County Sources | 1.8% | 1.8% | 1.9% | 2.2% | 2.1% | 2.3% | 2.7% | 2.9% | 2.8% | 3.6% |
| State Sources | 47.5% | 47.3% | 50.0% | 52.3% | 52.4% | 54.5% | 54.6% | 56.7% | 57.8% | 58.5% |
| Federal Sources | 8.4% | 8.2% | 7.7% | 7.1% | 7.4% | 7.0% | 7.2% | 7.0% | 6.7% | 6.6% |
| Other Sources | 2.3% | 3.3% | 1.8% | 1.2% | 1.0% | 0.9% | 0.7% | 0.5% | 2.4% | 8.1% |
| **Total Sources** | **100.0%** | **100.0%** | **100.0%** | **100.0%** | **100.0%** | **100.0%** | **100.0%** | **100.0%** | **100.0%** | **100.0%** |

# PUBLIC SCHOOL DISTRICTS
# Summary of Facts

Type of School Districts (Fall of 2000)

| | |
|---|---|
| High School Districts | 176 |
| Graded Elementary Districts | 41 |
| One-Room Rural Districts | 10 |
| Districts not operating school | 3 |
| Total Number of School Districts | 230 |

Type of School Plants in Session (Fall of 2000)

| | |
|---|---|
| Elementary Schools | 187 |
| Middle Level/Junior High Schools | 25 |
| Senior High Schools | 33 |
| Elem/Sec Combination | 153 |
| One Teacher Schools | 14 |

Types of Units and Centers in Session (Fall of 2000)

| | |
|---|---|
| Multidistrict Sp. Ed. Units | 31 |
| Vocational Centers | 7 |

Enrollment by Type of Schools (Fall of 2000)

| | |
|---|---|
| Kindergarten | 7,144 |
| One-Room Rural Schools | 53 |
| Elementary Schools | 64,334 |
| Secondary Schools | 36,563 |
| Total Enrollment K-12 | 108,094 |

Graduates

| | |
|---|---|
| High Schools | 9,058 |

Census - Enumeration

| Age | 1997 | 1999 |
|---|---|---|
| Birth to 5 | 45,234 | 44,033 |
| 6-17 | 121,708 | 115,300 |
| Total | 166,942 | 161,332 |

Full Time Administrative and Instructional Personnel

| | No. of Positions | Average Salary |
|---|---|---|
| Administrators | 173 | 54,736 |
| Sec. Teachers | 2,768 | 29,463 |
| Elem. Teachers | 4,892 | 30,082 |
| One-Room Rural | 14 | 20,118 |
| Other Instr. Staff | 776 | 30,154 |
| Total | 8,623 | 31,501 |

Cost of Education and Average Cost Per Pupil in ADM

| | Cost of Education | Cost Per Pupil |
|---|---|---|
| Presch. Sp. Ed. | 5,752,555 | 6,732.31 |
| Kindergarten | 23,987,622 | 3,142.16 |
| Elementary 1-6 | 255,719,886 | 5,231.11 |
| Elementary 7-8 | 89,331,055 | 5,045.13 |
| Elementary 1-8 | 345,050,941 | 5,181.66 |
| Elementary K-8 | 369,038,563 | 4,971.90 |
| Secondary 9-12 | 208,416,851 | 5,418.87 |
| All Pupils | 583,207,969 | 5,136.56 |

Cost of education figures include per pupil cost expenditures from the public school district, special education units and vocational education centers. Based on average daily membership.

| | |
|---|---|
| Average Daily Membership | 113,540.67 |
| State average capital outlay for tuition purposes | 307.73 |

Transportation

| | |
|---|---|
| Number of Pupils Transported | 46,114 |
| Cost of Transportation | 29,515,603 |
| Average Transportation Cost Per Pupil | 640.06 |
| Average Transportation Cost Per Mile | 1.26 |
| Total Annual Mileage | |

| Taxable Valuation | | |
|---|---|---|
| | 1998-99 | 1,189,838,388 |
| | 1999-00 | 1,233,806,612 |
| | 2000-01 | 1,297,625,450 |

| | |
|---|---|
| Valuation of Buildings and Equipment | 1,363,825,522 |



As of June 30, 2000

## FUND GROUP 1

### REVENUES

| | |
|---|---|
| **Local Sources - 42.79%** | |
| Taxes | 243,868,516 |
| Tuition | 27,258,588 |
| Transportation | 429,456 |
| In Lieu of Taxes | 549,398 |
| Other Revenue | 18,726,147 |
| Total | 290,852,105 |
| **County Sources - 1.23%** | |
| Oil and Gas | 4,475,065 |
| Coal Production | 2,343,356 |
| Coal Conversion | 911,961 |
| Other Revenue | 655,251 |
| Total | 8,385,633 |
| **State Sources - 43.36%** | |
| Tuition Apportionment | 28,455,709 |
| Pupil Aid | 217,102,488 |
| Transportation | 17,381,171 |
| Vocational Education | 3,552,751 |
| Special Education | 17,195,295 |
| Other Revenue | 11,036,534 |
| Total | 294,723,948 |
| **Federal Sources - 11.80%** | 80,210,981 |
| **Other Sources - 0.81%** | 5,530,336 |

### EXPENDITURES

| | |
|---|---|
| **Regular Instructional Programs** | |
| Kindergarten | 10,632,603 |
| Elementary | 155,400,026 |
| 7th and 8th Grade | 53,264,891 |
| Secondary (9-12) | 109,709,103 |
| Total | 329,006,623 |
| **Federal Programs** | |
| Title I | 20,493,387 |
| Innovative Education | 3,296,646 |
| Bilingual | 1,483,025 |
| Gifted/Talented | - |
| Title II | 1,437,190 |
| Nutrition Ed. & Training Program | 29,131 |
| Indian Education | 798,775 |
| Other Federal | 3,266,626 |
| Drug Free | 1,367,781 |
| Headstart/Early Childhood | - |
| Total | 32,172,561 |
| **Undistributed** | |
| Improvement of Instruction | 3,595,496 |
| Instructional Media | 12,282,511 |
| Other Support Staff Service | 2,046,948 |
| School Board | 9,256,222 |
| Exec. Administration | 16,111,586 |
| Special Area Admin. | 2,207,676 |
| Support Service Business | 9,272,761 |
| Operation and Maintenance | 58,300,061 |
| Central Support | 3,242,349 |
| Other Support | 1,132,483 |
| Total | 117,448,093 |
| **Other Programs/Services** | |
| Student Transportation | 26,733,941 |
| Facility/Construction | 3,256,396 |
| Services Provided by Another LEA | 3,273,873 |
| Extracurricular Activities | 12,725,289 |
| Extracurricular Transportation | 1,801,060 |
| Adult Education | 1,630,040 |
| Community Services | 2,885,243 |
| Food Services | 2,450,240 |
| Other Enterprise Service | 521,783 |
| Total | 55,278,865 |
| **Tuition/Assessments** | |
| Preschool Special Ed. Tuition | 72,484 |
| Kindergarten Tuition | 441,561 |
| Elementary (1-6) Tuition | 13,998,611 |
| 7th & 8th Grade Tuition | 1,629,012 |
| Secondary (9-12) Tuition | 6,377,763 |
| Special Education Tuition | 14,894,847 |
| Vocational Education Tuition | 1,726,084 |
| Special Education Transportation | 64,986 |
| Vocational Education Transportation | 13,152 |
| Total | 39,218,500 |
| **Other Uses** | |
| Debt Service | 2,296,891 |
| Transfers | 7,165,148 |
| Other | 64,123 |
| Total | 9,526,162 |
| **Special Programs** | |
| Special Education | 56,964,267 |
| Vocational Education | 26,748,301 |

### Recap - Fund Group 1

| | |
|---|---|
| Beginning Balance | 135,982,657 |
| Revenue | 679,703,003 |
| Expenditures | 666,363,372 |
| Ending Balance | 149,322,288 |

### Cooperative Programs

| | |
|---|---|
| **Special Education - Multidistrict** | |
| Beginning Balance | 3,565,127 |
| Revenue | 26,633,812 |
| Expenditures | 26,279,368 |
| Ending Balance | 3,922,571 |
| **Vocational Education - Multidistrict Centers** | |
| Beginning Balance | 796,673 |
| Revenue | 5,149,051 |
| Expenditures | 5,071,719 |
| Ending Balance | 874,005 |

### Indebtedness

| | |
|---|---|
| Bonds | 125,938,614 |
| Cert. Of Indebtedness | 11,811,479 |
| Construction Fund | 34,228,801 |
| Total Indebtedness | 171,978,894 |

## FUND GROUP 1 - SPECIAL EDUCATION EXPENDITURES

| | District | Cooperative Multidistrict | Total |
|---|---|---|---|
| Preschool Special Education | 4,000,945 | 950,687 | 4,951,632 |
| Educable Mentally Handicapped | 8,286,631 | 1,371,859 | 9,658,490 |
| Trainable Mentally Handicapped | 2,556,840 | 326,010 | 2,882,850 |
| Hearing Impaired | 905,135 | 285,894 | 1,191,029 |
| Deaf | - | 2,889 | 2,889 |
| Visually Impaired | 467,389 | 130,858 | 598,247 |
| Speech Impaired | 7,614,981 | 2,033,176 | 9,648,157 |
| Physically Impaired | 282,563 | 5,950 | 288,513 |
| Autism | 159,660 | 71,474 | 231,134 |
| Traumatic Brain Injury | 35,334 | 560 | 35,894 |
| Other Health Impaired | 214,204 | 27,602 | 241,806 |
| Emotionally Disturbed | 5,267,137 | 575,243 | 5,842,380 |
| Learning Disabled | 12,922,693 | 4,208,574 | 17,131,267 |
| Multiple Handicapped | 756,973 | 450,218 | 1,207,191 |
| Gifted and Talented | 1,654,780 | 79,198 | 1,733,978 |
| Undistributed | | | |
| Social Work | 570,077 | 639,995 | 1,210,072 |
| Counseling Services | 193,124 | 28,470 | 221,594 |
| Adaptive Physical Education | 55,658 | 40,718 | 96,376 |
| Psychological Service/Testing | 1,319,082 | 941,832 | 2,260,914 |
| Audiology | 75,789 | 58,673 | 134,462 |
| Speech Pathology | 101,196 | 609,486 | 710,682 |
| Medical Service Diagnosis and Evaluation | 29,532 | 39,043 | 68,575 |
| Occupational Therapy | 1,063,290 | 719,567 | 1,782,857 |
| Physical Therapy | 530,524 | 343,972 | 874,496 |
| Other Student Support Service | 1,561,756 | 842,253 | 2,404,009 |
| Support Service Instructional Staff | 2,409,871 | 758,526 | 3,168,397 |
| Governance Board | 3,265 | 283,894 | 287,159 |
| Special Area Admin. Service | 1,230,064 | 2,296,726 | 3,526,790 |
| Support Service - Business | 30,632 | 406,557 | 437,189 |
| Operation & Maintenance of Plant | 5,057 | 89,585 | 94,642 |
| Support Service - Central | 1,661 | 353,718 | 355,379 |
| Other Support Services | 71,358 | 318,869 | 390,227 |
| Student Transportation Service | 2,046,868 | 538,027 | 2,584,895 |
| Boarding Care Service | 540,198 | 9,866 | 550,064 |
| Services Provided for Another LEA | - | 872,341 | 872,341 |
| Facility Acquisition/Construction | - | 15,096 | 15,096 |
| Special Education Tuition | - | 5,551,962 | 5,551,962 |
| Total Expenditures | 56,964,267 | 26,279,368 | 83,243,635 |

## FUND GROUP I - VOCATIONAL EDUCATION EXPENDITURES

| | District | Cooperative Multidistrict | Total |
|---|---|---|---|
| Agriculture | 3,584,396 | 267,309 | 3,851,705 |
| Distributive Education | 680,510 | 153,350 | 833,860 |
| Health Occupations | 618,454 | 129,156 | 747,610 |
| Home Economics & Consumer Homemaking | 5,243,940 | 93,948 | 5,337,888 |
| Industrial Arts | 4,221,292 | 47,956 | 4,269,248 |
| Office Occupations | 4,199,694 | 254,254 | 4,453,948 |
| Trades and Industrial Occupation | 2,506,534 | 749,182 | 3,255,716 |
| Vocational Guidance | 1,418,804 | 434,757 | 1,853,561 |
| Diversified Coop Programs | 148,733 | 133,398 | 282,131 |
| JTPA (Classroom) | 51,181 | 5,351 | 56,532 |
| Special Projects | 966,388 | 1,130,782 | 2,097,170 |
| Vocational Special Needs | 1,193,253 | 37,329 | 1,230,582 |
| Undistributed | | | |
| Improvement of Instruction | 423,470 | 35,749 | 459,219 |
| Governance Board | - | 319,958 | 319,958 |
| Special Area Administration | 695,038 | 274,901 | 969,939 |
| Support Service - Business | - | 65,218 | 65,218 |
| Operations/Maintenance | 204,327 | 503,077 | 707,404 |
| Student Transportation Service | 193,270 | 3,497 | 196,767 |
| Other Support Service | 81,232 | 38,494 | 119,726 |
| Adult Education | 317,785 | 365,892 | 683,677 |
| Payments to Member District | - | 28,161 | 28,161 |
| Construction Services | - | - | - |
| Total Expenditures | 26,748,301 | 5,071,719 | 31,820,020 |

## FUND GROUPS 2-7

| | |
|---|---|
| **Fund Group 2 - Special Reserve** | |
| Beginning Balance | 8,955,313 |
| Revenue | |
| Special Reserve Levy | 513,030 |
| Other Tax Revenue | 12 |
| Lieu of Taxes | - |
| Interest on Investments | 392,544 |
| Interfund Transfers | 255,423 |
| Loan Repayments | - |
| Total | 1,161,009 |
| Expenditures | |
| Transfer to Other Funds | 1,191,349 |
| Ending Balance | 8,924,973 |

| | |
|---|---|
| **Fund Group 3 - Capital Projects** | |
| Beginning Balance | 39,375,273 |
| Revenue | |
| Building Fund | 12,213,546 |
| P.L. 81-815 Construction Aid | 280,096 |
| Special Assessments | 1,464,194 |
| Other Tax Revenue | 229,208 |
| Other Local Revenue | 1,542,364 |
| In Lieu of Taxes | 1,499,597 |
| Interest on Investments | 1,185,379 |
| Sale of Bonds | 8,764,831 |
| Interfund Transfers | 2,584,540 |
| School Construction Loans | 1,860,000 |
| Grants | 165,488 |
| Other | 19,816,840 |
| Total | 51,606,083 |
| Expenditures | |
| Fac. Acquisition/Construction | 51,840,009 |
| School Construction Repayments | 2,472,812 |
| Transfer to Other Funds | 4,846,544 |
| Total | 59,159,365 |
| Ending Balance | 31,821,991 |

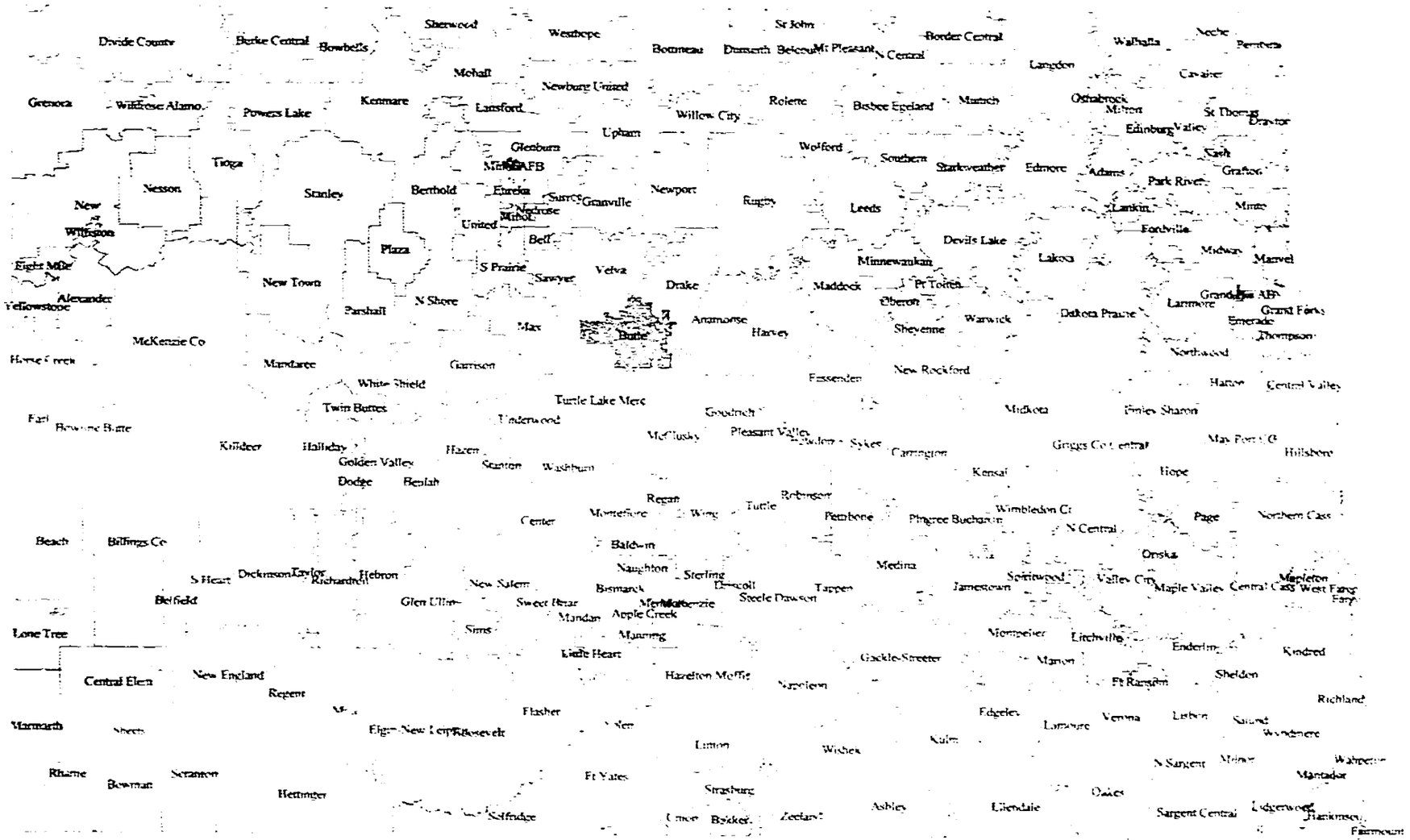
| | |
|---|---|
| **Fund Group 4** | |
| Beginning Balance | 13,650,531 |
| Revenue | |
| Sinking and Interest | 13,776,658 |
| Asbestos Bonding | 640,274 |
| Bond Judgment | - |
| Other Tax Revenue | 299,842 |
| Other Local Revenue | 4,152 |
| Interest on Investments | 583,758 |
| Interfund Transfers | 3,355,338 |
| Proceeds of Refunding Bonds | 23,294 |
| Total | 18,683,316 |
| Expenditures | |
| Debt Service | 17,805,803 |
| Transfer to Other Funds | 649,683 |
| Bond Refunding Transactions | - |
| Total | 18,455,486 |
| Ending Balance | 13,878,361 |

| | |
|---|---|
| **Fund Group 5 - Food Service** | |
| Beginning Balance | 4,525,414 |
| Revenue | |
| Interest on Investments | 180,800 |
| Receipts - Local | 16,893,527 |
| Receipts - State | 859,351 |
| Receipts - Federal | 9,981,571 |
| Other Local Revenue | 586,671 |
| Interfund Transfers | 585,697 |
| Total | 29,087,617 |
| Expenditures | |
| Food Service | 28,355,851 |
| Transfer to Other Funds | 524,250 |
| Total | 28,880,101 |
| Ending Balance | 4,732,930 |

| | |
|---|---|
| **Fund Group 6 - Student Activities** | |
| Beginning Balance | 7,089,093 |
| Revenue | |
| Interest on Investments | 200,696 |
| Student Activity | 18,739,117 |
| Other Local Revenue | 4,099,973 |
| Interfund Transfers | 1,490,163 |
| Total | 24,529,949 |
| Expenditures | |
| Student Transportation Service | 1,685,814 |
| Student Activities | 21,995,426 |
| Transfer to Other Funds | 472,854 |
| Total | 24,154,094 |
| Ending Balance | 7,464,948 |

| | |
|---|---|
| **Fund Group 7 - Trust and Agency** | |
| Beginning Balance | 5,104,870 |
| Revenue | |
| Interest on Investments | 238,789 |
| Other Local Revenue | 4,957,725 |
| State Sources | 822,663 |
| Federal Sources | 4,676,032 |
| Interfund Transfers | 67,872 |
| Total | 10,763,081 |
| Expenditures | |
| Consortium Instructional | 1,446,640 |
| Consortium Support Service | 478,448 |
| Trust and Agency | 9,001,875 |
| Transfer to Other Funds | 214,700 |
| Total | 11,141,663 |
| Ending Balance | 4,726,288 |

# North Dakota School Districts




High School

Elementary

Rural

Non-Operating

*as of July 1, 2000*

The State of North Dakota
*Department of Public Instruction*
*Office of School District Finance and Organization*
*Dr. Wayne G. Sanstead, State Superintendent*
Bismarck, North Dakota 58505-0440

Created by Randall E. Nygard & Richard H. Hospital, Department of Computer Science and Operations Research, North Dakota State University, Fargo, ND

Licensed Staff Excluded and Included by HB 1344
NDDPI 02/21/2001

**Exclusions**

| Pos | Position | Public | Voc Ed | Spec Ed | Total |
|---|---|---|---|---|---|
| 4 | Assistant Director | 4 | | 2 | 6 |
| 5 | Assistant Principal | 50.9 | | | 50.9 |
| 25 | County Superintendent | 0.82 | | | 0.82 |
| 29.1 | Director (Voc Ed or Special Ed) | 10.7 | 5.99 | 19.63 | 36.32 |
| 29.2 | Director (Other) | 39.06 | | 1 | 40.06 |
| 53 | Principal | 348.59 | | | 348.59 |
| 66 | Assistant, Administrative Assistant, or Deputy Superintendent | 12.14 | | | 12.14 |
| 67 | Superintendent of Schools | 136.57 | | | 136.57 |
| | Totals | 602.78 | 5.99 | 22.63 | 631.4 |

**Inclusions**

| Pos | | Public | Voc Ed | Spec Ed | Total |
|---|---|---|---|---|---|
| 22 | Coordinator, Program Coordinator | 96.06 | 3.91 | 24.86 | 124.83 |
| 37 | Guidance Counselor, School Counselor | 235.11 | 11.5 | | 246.61 |
| 38 | Counselor Designate, Guidance Counselor Designate | 21.06 | 1 | | 22.06 |
| 40 | Instructional Programmer | 2.75 | | | 2.75 |
| 41 | Library Media Specialist | 188.74 | | | 188.74 |
| 56 | Pupil Personnel | 3.43 | | | 3.43 |
| 59 | School Psychologist | 32.09 | 0.38 | 15 | 47.47 |
| 62 | Speech/Language Pathologist | 159.53 | | 57 | 216.53 |
| 68 | Supervisor | 11.71 | | 0.4 | 12.11 |
| 70 | Teacher, Special Education Teacher | 7751.42 | 62.82 | 180.25 | 7994.49 |
| 72 | Tutor in Training | 21.8 | | 3 | 24.8 |
| | Totals | 8523.7 | 79.61 | 280.51 | 8883.82 |

| | Public | Voc Ed | Spec Ed | Total |
|---|---|---|---|---|
| **Grand Totals** | 9126.48 | 85.6 | 303.14 | 9515.22 |

Salaries

# Special Education Finance for North Dakota Schools

*North Dakota*
*Department of Public Instruction*
December, 2000

Under IDEA regulation §300.600, all state education agencies have general supervision responsibilities for special education:

- Oversight for all educational programs for children and youth with disabilities
- Procedures for ensuring appropriate use of funds
- State complaint procedures
- IDEA state advisory committee

## Facts About Special Education: 1998-99

- 13,181 students in special education
- 10.8% of students in ND schools
- 11.5% of total expenditures are attributed to special education

Special Edu. Finance

## Facts About Special Education: 1999-00

- 13,612 students in special education
- 11.3% of students in ND schools
- 11.5% of total expenditures are attributed to special education
- The number of students with disabilities increased over 3% from 1998-99.

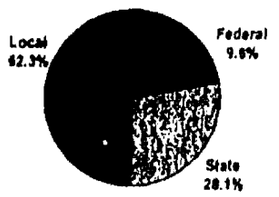
## Who receives special education services in ND?

Children and youth (ages 3-21) who have one or more of the following disabilities:

| | |
|---|---|
| Autism | Non-Categorical Delay (ages 3-5 only) |
| Deaf | Orthopedic Impairment |
| Deaf/Blind | Other Health Impairment |
| Emotional Disturbance | Specific Learning Disability |
| Hearing Impairment | Speech Impairment |
| Mental Retardation | Traumatic Brain Injury |
| Visual Impairment | |

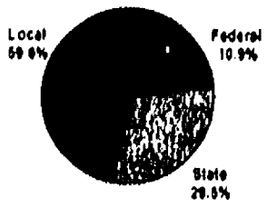
## Sources of Funding for Special Education 1998-99

- Federal - 9.6%
- State - 28.1%
- Local - 62.3%



## Sources of Funding for Special Education 1999-00

- Federal - 10.9%
- State - 29.5%
- Local - 59.6%




## State Funding for Special Education

- *Is a Two-Part System*
- Average Daily Membership (ADM) Block Grant
- Funding for Extraordinary Costs

## ADM Block Grant

*Purpose:* To provide supplemental support to school districts for the excess costs of educating students with disabilities

*Proportion of the Total State Special Education Funding:* For 1998-99 School Year, the ADM Block Grant was 75% of the total state support available

## ADM Block Grant

Options for Distribution of the ADM Block Grant Funding:

- Local special education unit boards have the option of deciding how they would like to receive the block grant funding
- Choices are
  - 100% to school districts
  - 100% to the special education unit
  - a combination (e.g., 70 - 30 split)

## ADM Block Grant

1998-99 Distribution:

- 13 of the 31 special education units funds were distributed to special education units
- 18 cases, the funds were distributed to school districts
- 1 case, the fund distribution was split between the special education unit and the local districts.

## Extraordinary Cost Funding

- *Purpose:* To provide supplemental support to school districts for very high cost cases -- individual students requiring high intensity services. This is also called the ***Student Contract System.***

## Example of a child who has moderate to severe disabilities:

Cerebral Palsy (Orthopedic Impairment)



←Physical Therapy
←Speech/Language Therapy
←Assistive Technology
←Occupational Therapy
←Individual Paraeducator

## Extraordinary Cost Funding

- is an insurance-like system
- districts apply for reimbursement when costs of educating students with moderate to severe disabilities go beyond a specific amount (like a deductible in insurance)
- the threshold amount is 2.5 times the average cost of educating a student. Effective with the 1999-2000 year, districts are responsible for an additional 20% of remaining cost over the 2.5 times.

## Extraordinary Cost Funding

- There are five categories:
  - Within District of Residence
  - School-Placed within Unit, Out-of-District
  - School Placed In-State, Out-of-Unit
  - School Placed in Private Facility or Out-of-State
  - Agency-Placed

## Extraordinary Cost Funding

- The % of the total extraordinary cost funds for each of the five categories in 1998-99:
  - Within District of Residence **(20%)**
  - School-Placed within Unit, Out-of-District **(3%)**
  - School Placed In-State, Out-of-Unit **(2%)**
  - School Placed in Private Facility or Out-of-State **(18%)**
  - Agency-Placed **(57%)**

## Extraordinary Cost Funding

- The % of the total extraordinary cost funds for each of the five categories in 1999-00:
  - Within District of Residence **(23%)**
  - School-Placed within Unit, Out-of-District **(3%)**
  - School Placed In-State, Out-of-Unit **(1%)**
  - School Placed in Private Facility or Out-of-State **(8%)**
  - Agency-Placed **(65%)**

## Extraordinary Cost Funding

- *Proportion of the State Special Education Funding System:* Student Contracts for Extraordinary Costs and Boarding Care made up 25% of the State Special Education Funding in 1998-99

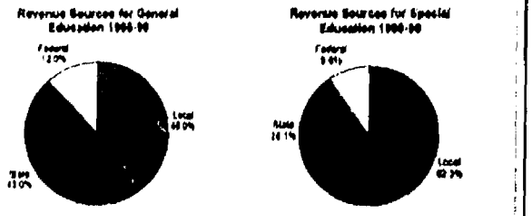
## Special Education Proposals for Current Legislative Session

- **ADM Allocation**

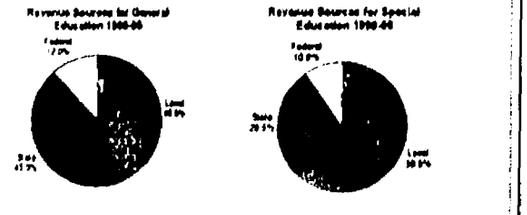
  Propose that the gap between state funding for general education and special education (43% vs. 28%*) be closed by 1/3 during next biennium

*Based on 1998-99 data

## Sources of Funding for General and Special Education




## Sources of Funding for General and Special Education



## Special Education Expenditure Project (SEEP)

- Expenditures associated with the provision of special education services
- Extent to which expenditures vary according to the type of student, placement, school, district, or state.
- Variations across school districts, and states in the rates and patterns of identification of special education students
- The effect of the following issues on the way funds are allocated:
  - addressing the needs of special education students in the least restrictive setting
  - blending of funds from different revenue sources
  - increasing services to preschool students " *Special Education Expenditure Project*

## Special Education Expenditure Project (SEEP)

- Two North Dakota school districts participated in this study.
- ND was given option to expand study to include other ND districts, but DPI considered costs prohibitive.
- When data from the study is made available, if the study is relevant to ND, then DPI would proceed with conducting a ND SEEP study.
- The same questions and study instruments would be used in ND that were used for the national SEEP study.

## State Improvement Grant US Dept. of Ed, OSEP

- **ND Awarded State Improvement Grant**: A five-year grant awarded effective July 1, 2000, $500,000 for each of five years. Goals of the project are:
  - North Dakota will have the necessary personnel to ensure effective services for children and youth with disabilities.

    Preservice and professional development systems will build capacity of general education, special education, educational administration, and related services personnel and families to ensure quality education for all students in the least restrictive.

    Youth with disabilities will attain positive post-school results through consistent statewide transition planning and implementation.

# Testimony on HB 1013

House Appropriation Committee

By

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North Dakota Department of Public Instruction, Bismarck

Madam Chairperson and Members of the House Appropriations Committee:

My name is David Massey, I am the Director of the Adult Education and Literacy Programs and Division Manager for the Targeted Services Division. I am here to speak in favor of House Bill 1013. I will specifically discuss the area of Adult Education.

In North Dakota Adult Basic Education as it was known then, began in 1966 as an evening program, with a small federal grant to North Dakota. Five (5) evening program sites began. The programs enrolled approximately 25 to 30 students statewide to prepare them to read and write or prepare them for taking their GED.

Since its inception, the Adult Education Programs have grown to over 42 sites with service to over 2,600 students each year at a yearly cost of $450,000/year to the State. Over half the programs are now full-time and the other half still serves on a part-time basis. On the average 1,000 to 1,200 students receive their GED or upgrade their basic skills through the Adult Learning Center programs. The average stay for most students is approximately 2-6 months.

In addition to the GED completors the Adult Learning Centers serve over 300 to 400 students who cannot read or write or generally function at less than a 4th grade level. The Centers also provide services to those adults who wish to upgrade their skills in math, reading, writing, computers, and other key skill areas. These individuals are generally unemployed or underemployed and wish to gain employment or upgrade their skills if they are underemployed.

There are several reasons for requesting additional funds for these services:

A) Adult Learning Centers provide a service that no other entity provides at this time.
B) The services are available year-round in many locations.
C) It is cost effective (less than $400/student).
D) These programs provide immediate opportunities for most citizens to enter the job market, enter a college or training program.
E) There has been no State increase of funds for Adult Education for the last six years.
F) The federal grants to the State have increased considerably over the last 4 years. The States are required to match federal funds from non-federal sources and also keep maintenance of effort.
G) No more Job Training Partnership Funds. With the creation of the new Workforce Development Act the State lost over $110,000/year from JTPA. That money was made available to the Centers for instructional purposes.

The final point that I wish to make is that 100% of these funds will be made available to local communities for instructional services.

**Testimony of Janet Welk**

**On**

**House Bill 1013 (NBPTS)**

Good afternoon, Madam Chairman, and members of the Education and Environment Committee. I am Janet Welk, executive director of the Education Standards and Practices Board and will testify on the National Board for Professional Teaching Standards (NBPTS) appropriation in HB 1013, Section 4, page 3, lines 15-20.

Last session, through the DPI budget in SB 2013, the Education Standards and Practices Board received $20,000 for NBPTS certification to pay one-half of the assessment fee of $2,000 for 10 educators in North Dakota for each year of the biennium. Of the appropriation, we were able to fund six applicants each of the two years, with two applicants withdrawing in 2000. Below is the breakdown of the $20,000 funding.

NATIONAL BOARD CERTIFICATION
1999-2001

| | | | |
|---|---|---|---|
| APPROPRIATION/DPI | | | $20,000 |
| 1999-2000 APPLICANTS | | | |
| Jennifer Montgomery | $1,000 | | |
| Myron Masset | $1,000 | | |
| Marianna Malm | $1,000 | | |
| Lee, Delyte | $1,000 | | |
| Ruby Lawler | $1,000 | | |
| Michael Bisenius | $1,000 | | |
| Total | | $6,000 | |
| Balance | | | $14,000 |
| Withdrew: | | | |
| Marianna Malm | | $ 675 | |
| Michael Bisenius | | $ 675 | |

| | | | |
|---|---|---|---|
| Refund from NBPTS to ESPB | | | $ 1,350 |
| Balance | | | $15,350 |
| 2000-2001 APPLICANTS | | | |
| Jan Reisenauer | $1,300 | | |
| Donna Nestoss | $1,300 | | |
| Linda Maize | $1,300 | | |
| Mae Lindenberg | $1,300 | | |
| Robert Kraft | $1,300 | | |
| David Bartz | $1,300 | | |
| Total | | $7,800 | |
| Balance | | | 7,550 |

There were three teachers to complete the entire process in 1999-2000 using the State appropriation and all three were certified. There are Jennifer Montgomery, Bismarck; Myron Masset, Ellendale, and Ruby Lawler, St. John. It is the Board's understanding the fourth teacher has to finish component. North Dakota has seven nationally certified teachers. The percentage of North Dakota educator's funded with state appropriation who have been nationally certified is higher than the national average. At the national level, only 50% of the educators actually receive certification. School year 2000-2001, North Dakota has six educators completing the process for national certification.

The Education Standards and Practices Board again asks for your support of ten educators each year for the next biennium. But there are some changes from last biennium. These changes are: (1) the cost of the assessment fee for national certification rose from $2000 per applicant to $2300 last summer and (2) we are unsure if there will be a federal match for one-half of the assessment fee. At the present time, the federal funding appropriation bill does not outline any match dollars for NBPTS. Dr. Gary

Gronberg with the DPI has been watching for this funding and may be able to speak to the matter. Because of the above circumstances, the Education Standards and Practices Board is asking for the full assessment fee for ten educators for each year of the biennium for a total appropriation of $46,000.

The ESPB also respectfully requests an additional $1,000 one-time stipend for each applicant who has achieved national certification or $20,000 for the biennium. This stipend would be contingent upon the educator continuing to sign a contract in North Dakota. In October, *Education Week* reported a study which found that the day-to-day performance of nationally certified teachers is superior to that of colleagues without the credential. This study gives the absolute highest confidence to parents, elected officials and policymakers that national-board-certified teachers are providing students with a high-quality learning experience, and the ESPB would like to continue this quality for all North Dakota students and also believes this one-time stipend is the incentive needed.

The Board has one final request of you for our educators in North Dakota. On page 2 of my testimony, there is a balance of $7,550 which was not spent during this biennium. The application deadline was December 31, 2000, so these dollars will not be spent on the assessment fees. The Board respectfully requests $7,000 dollars this biennium to pay a one-time stipend for the seven educators in North Dakota who have achieved National Certification. The seven educators who would receive the $1,000 one-time stipend are:

Jennifer Montgomery, Bismarck, ND
Myron Masset, Ellendale, ND
Ruby Lawler, St. John, ND
Ellen Knutson, Bismarck, ND
Amy Benz, Beulah, ND
Kim McVicar, Grand Forks, ND

Jill Grzadiewski, Grand Forks, ND

The total appropriation requested for National Board Certification is $ 73,000.

Thank you for the consideration given to this appropriation request and I would be happy to answer any questions at this time.

NBPTS


# EDUCATION WEEK

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# Bush, Gore Tap Advisers' K-12 Savvy

## *Lesser-Known Experts Flesh Out Proposals*

**By Joetta L. Sack**
*Washington*

When George W. Bush called Sandy Kress to arrange a meeting about Texas education policy in 1993, the Dallas school board vice president was a bit surprised.

After all, Mr. Kress was a former chairman of the Dallas County Democratic Party, and Mr. Bush, then a businessman, was contemplating a run for governor as a Republican.

But Mr. Bush was interested in Mr.

CAMPAIGN 2000

work on a task force that had stud- accountability, and, during their ent afternoon-long meeting, Mr. asked substantive, detailed questions.

"He grilled me—it was like 100 questions," Mr. Kress recalled. Although he still did not sign on to Mr. Bush's 1994 campaign, the two kept working on education issues after the new governor took office.

Now, like his counterparts in the campaign of Vice President Al Gore, Mr. Kress is one of a handful of behind-the-

*Continued on Page 41*




Bob Riha Jr./SonoHeart/AP Photo

**HAVE A HEART: Dr. Doo-Soo Jeon, left, examines a student's heart at Fountain Valley High School in Orange County, Calif. The school hopes to prevent another tragedy like the one that struck last year, when a Fountain Valley student died of heart failure during football practice. See Story, Page 12.**

# Certification Found Valid For Teachers

## *NBPTS Tests Make Right Call, Study Says*

**By Julie Blair**
*Washington*

Teachers certified by the National Board for Professional Teaching Standards are better teachers on a variety of measures than those who tried to meet the standards but fell short, a study released last week concludes.

The study, which examined 13 aspects of teaching practice, provides the first research evidence that the day-to-day performance of nationally certified teachers is superior to that of colleagues without the credential, board officials said.

**WHAT WORKS?:** What teachers do in classrooms matters, report stresses. *Across the Nation* / **24**

"It gives us—parents, elected officials, and policymakers—the absolute highest confidence that national-board-certified teachers are providing students with a high-quality learning experience," Betty Castor, the president of the private, nonprofit organization, said in releasing the report.

To date, 30 states and nearly 200 school districts have spent millions of dollars to create incentives for teachers to attempt such certification and rewards for those who achieve it. But policymakers have lacked evidence that the yearlong assessment process accu-

*Continued on Page 24*

# New Test Probes Superintendents' Leadership Skills

**By Alan Richard**

The first national licensing examination for superintendents made its debut last week, sending a message that instructional leadership is the backbone of the job.

The School Superintendent Assessment was administered Oct. 21 to about 100 graduate students in Missouri, where people who want credentials to be local superintendents must pass the test.

Creators and supporters of the test said an emerging consensus that ators must focus on student rather than simply manage- ent issues.

The belief is that we're going to hold ls accountable for what they learn, and achers accountable for what they ach," said Neil Shipman, a consultant d former education professor who coor- nated the writing of the exam, "so then e also need to be looking at school lead-

INSIDE


- Urban schools deserve credit for gains, AFT report says. *Across the Nation* / **2**
- Voters prepare to decide wide range of local school issues. *Across the Nation* / **8**
- Program seeks to help young Arabs, Jews learn to coexist. *International* / **6**
- Proposed state lottery touted as boon for S.C. schools. *State Capitals* / **27**
- Bush, Gore spar over health insurance for children. *Washington* / **33**


On the Internet: www.edweek.org

# *Plans for 'Universal' Preschool Gain Ground in New York State*

**By Linda Jacobson**

With the idea of universal preschool slowly gaining more attention in the United States, one state has shown in a relatively short amount of time how to bring the public school system and providers of early-childhood education together to give more 4-year-olds educational opportunities.

In just three years, New York has built a voluntary prekindergarten program that is expected to serve more than 62,000 children in 162 school districts this year. And leaders there seem to have gathered enough political support to keep the future of the program secure.

"We are beyond excited about the way this has played out across the state," said Cynthia E. Gallagher, who heads the state

Unlike Georgia's pre-K program, which is supported by a state lottery, financing for New York's program is handled as a regular part of the annual budget process.

Funding for the program this year stands at $225 million; it is expected to reach a peak of $500 million next year and remain at that level, as the legislation was written.

### What Is Universal?

Part of a 1997 education bill that also included full-day kindergarten and class-size reductions, the pre-K initiative in New York state was intended to give 4-year-olds universal access to preschool by the 2001-02 school year.

But the term "universal" preschool means different things to different people

In New York, it means that any school

# National Certification Found Valid Measure Of Skilled Teaching

*Continued from Page 1*

rately judges teachers.

The study compared the work of 31 teachers who were awarded national certification between 1993 and 1999 with that of 34 educators who had attempted but failed to achieve it. Examined were 13 areas of teaching expertise, including teachers' effects on student academic achievement.

"The differences we observed were pervasive, compelling, and consistent," said Lloyd Bond, a researcher at the University of North Carolina at Greensboro who co-directed the study, released Oct. 18.

Board-certified teachers scored higher, in fact, in 11 of the 13 areas, which included the ability to think critically about their students and convey knowledge to them, solve problems and improvise, and articulate high standards and teach lessons that reflect them. The indicators were drawn from research on effective teaching practices.

The $500,000 report was underwritten by the U.S. Department of Education's office of educational research and improvement and by the national board. The board was created in 1987 to establish voluntary, rigorous standards for teachers in more than 30 certificate fields.

The research findings come as the number of nationally certified teachers is growing rapidly, largely because of the financial incentives provided by states and districts. Many states or districts pay the $2,300 fee for teachers to undergo the process, for example.



Betty Castor, right, the president of the National Board for Professional Teaching Standards, discusses the study's results as Ann E. Harman, the director of research and information, looks on.

So far, 4,804 teachers have been certified. Another 9,353 are awaiting word next month on whether they achieved certification. And board officials project that nearly 15,000 teachers will undergo the assessment process this school year.

"The number-one question policymakers asked was, 'Does this matter for kids?'" said Eric Hirsch, a senior policy specialist for the Denver-based National Conference of State Legislatures. "This is beginning evidence that it does."

All of the 65 teachers in the study were assessed by researchers who had no knowledge of their certification status. Each instructor was observed teaching for at least 75 hours, and was interviewed after each observed class. The teachers

# ETS Study Links Effective Teaching Methods to Test-Score Gains

By Julie Blair

Students whose teachers undertake further study and who use certain instructional strategies score higher on tests than students who don't have the benefit of such teacher practices, a study released last week concludes.

The report aims to answer the question of whether effective teachers do things differently. The answer is a resounding yes, said Harold H. Wenglinsky, the report's author and an associate research scientist at the Educational Testing Service.

But policymakers have largely ignored classroom factors, he says, in favor of focusing on such considerations as teacher recruitment and pay.

"In sum, this study shows not only that teachers matter most, but how they must matter," he writes. "What really matters is not where teachers come from, but what they do in the classroom."

The report, released last week by the Princeton, N.J.-based testmaker, linked teachers' classroom practices, professional-development experiences, and educational backgrounds to the performance of 8th graders on the mathematics and sciences portions of the 1996 National Assessment of Educational Progress.

Mr. Wenglinsky said the study illuminates the paths educators should follow to help their pupils make gains in learning.

Students who performed ahead of their peers were taught by educators who integrated hands-on learning, critical thinking, and frequent teacher-developed assessments into their lessons, he found.

However, he said in an interview, "the kinds of [teaching practices] that do seem to be effective seem to be precisely those that are being discouraged, or at least not pursued in most classrooms in the country."

### Hands-On Learning

The study, "How Teaching Matters: Bringing the Classroom Back Into Discussions of Teacher Quality," looked at nearly 15,000 NAEP scores. Using the questionnaires filled out by student test-takers and their teachers and principals, the researcher was able to investigate if what teachers did in their classrooms had an impact on NAEP scores.

Students whose math teachers had employed hands-on learning tested 72 percent ahead of their peers on the assessment, which is given to a sampling of students nationwide. Those whose teachers stressed critical-thinking skills posted scores 39 percent higher.

In science, 8th graders who had completed hands-on learning tasks scored ahead of their other peers by 40 percent.

For both subjects, students whose teachers used frequent in-class tests scored higher than those who used portfolios and projects. But Mr. Wenglinsky said portfolio assessments should not be eliminated, because such methods help track the progress of the entire class.

Unfortunately, the report says, too few teachers use the practices that were associated with higher scores.

Math teachers commonly assign rote work and real-world story problems, it says, but largely ignore writing about math—an important high-order thinking skill. And only a handful of math educators use models or blocks to help students conceptualize problems, it says.

### Misguided Classes?

Science teachers engage students more often in hands-on learning experiences and assign more writing than math instructors do, yet only 59 percent complete a science demonstration each week, Mr. Wenglinsky found.

Time that teachers spent outside the classroom had, in some cases, more impact on students than classroom instruction did, the report says.

Students taught by math teachers who had learned to work with students who came from different cultures, had limited proficiency in English, or had special needs tested more than one full grade level above their peers.

Those teachers likely enjoyed success because they had learned how to individualize their instruction, Mr. Wenglinsky said.

Having such teachers did not improve achievement on science tests, however.

But science instructors who had

**Teacher Quality and Student Test Scores**

This chart shows how various indicators of teacher quality were related to 8th grade students' performance on the mathematics and science portions of the 1996 National Assessment of Educational Progress. The percentages indicate how far ahead or behind their grade-level peers the students scored.

| Aspect of Teacher Quality | Difference in Scores |
|---|---|
| **MATH** | |
| Major/minor in math/math education | 39% |
| Professional development in working with different student populations | 107% |
| Professional development in higher-order thinking skills | 40% |
| Hands-on learning | 72% |
| Higher-order thinking skills | 39% |
| Using portfolios and projects instead of tests | -40% |
| **SCIENCE** | |
| Major/minor in science/science education | 39% |
| Professional development in laboratory skills | 44% |
| Professional development in classroom management | 37% |
| Hands-on learning | 40% |
| Giving frequent tests | 92% |

SOURCE: "How Teaching Matters: Bringing the Classroom Back Into Discussions of Teacher Quality," Educational Testing Service

were required to submit two weeks' worth of lesson plans containing at least five lessons.

The teachers involved in the study lived in Delaware, the District of Columbia, North Carolina, Ohio, and Virginia and were certified or seeking certification in the area of early adolescence/English language arts or middle school/generalist

### Student Work Examined

All of the teachers had similar educational backgrounds and experience in the classroom, but board-certified instructors did better on 11 of the 13 areas of teaching expertise

Teachers' effect on student achievement was measured by looking at students' work. Four students were randomly selected from each teacher's class and required to submit samples of their work for evaluation. In addition, three randomly chosen students were interviewed following a lesson observed by researchers.

Compared with their colleagues who sought but did not receive national certification, the certified teachers proved to have a deeper understanding of why students succeeded or failed, a better ability to improvise when needed, and more passion about their teaching, the study found.

They were judged better able to convey knowledge to students, solve problems, articulate high standards and design lessons that reflect them, and critique their own instructional practices They were also deemed more enthusiastic about their work.

In addition to their superior performance in those areas, board-certified teachers did a better job in understanding verbal and nonverbal responses of children and in offering feedback. But the differences between the groups of teachers in the latter two areas were not statistically significant.

Both board-certified teachers and those who fell short of certification knew their stuff, the study found. Most were classroom veterans, with between 14 and 16 years of experience and master's or bachelor's degrees Given their willingness to undertake the complicated and time-consuming process of seeking certification, they also were judged to be highly motivated

Michael J. Podgursky, the chairman of the economics department at the University of Missouri-Columbia and a frequent critic of the teaching-standards board, said the study offers only unconvincing evidence that certified teachers help students learn more

"You need to link board certification to direct measures of student achievement, like gains made in the National Assessment of Educational Progress and state assessments," Mr Podgursky argued

National board officials contend that the student work samples examined for the study provided valid evidence of teachers' effectiveness But they acknowledged that the study did not provide a comprehensive look at the connections between student achievement and board certification

More research on the subject will be done on the future, said Ann E. Harmon, the director of research and information for the national board, which is based in Arlington, Va

"This study provides initial, very solid evidence that the national board is, in fact certifying teachers who are more expert in their teaching practice," she said, "and who produce students who demonstrate deeper learning."

FOLLOW-UP: "The Certification System of the National Board for Professional Teaching Standards: A Construct and Consequential Validity Study" is available from the national board for $15 by calling (703) 465-2700, or can be found online at www.nbpts.org

learned laboratory skills appeared able to raise student achievement significantly. Their students scored 44 percent higher than others in the same grade.

Despite those findings, a majority of math and science teachers take professional-development classes on cooperative and interdisciplinary instruction, according to the report—methods that it says had little impact on student achievement.

Teachers' educational backgrounds also appear crucial, the study found. Students whose teachers had college majors or minors in either math or science scored 39 percent higher than those whose teachers lacked such preparation.

That finding made sense to James W. Fraser, the dean of the school of education at Northeastern University in Boston.

"If you are going to engage students in active learning, higher-order thinking, and hands-on experiments, all sorts of questions will be generated, and the teacher needs to be ready," he said. "You need to know your stuff."

The report makes one strong recommendation: Improve teaching through high-quality professional development.

"The first step for policymakers," it argues, "is to stop scratching the surface of teaching and learning through superficial policies that manipulate teacher inputs, and instead roll up their sleeves and dig into the nature of teaching and learning by influencing what occurs in the classroom."

FOLLOW-UP: "How Teaching Matters: Bringing the Classroom Back Into Discussions of Teacher Quality" is available from the ETS for $10.50 by calling (800) 734-5694, or online at www.ets.org/research/pic.


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HB 1013

Fifty-seventh
Legislative Assembly
Of North Dakota

**Testimony of Janet Welk**
**On**
**House Bill 1013 (NBPTS)**
**March 7, 2001**

Good afternoon, Mr. Chairman, and members of the Senate Education Committee. I am Janet Welk, executive director of the Education Standards and Practices Board and will testify on the National Board for Professional Teaching Standards (NBPTS) appropriation in Engrossed HB 1013, Section 4 and 5, page 3, lines 18-29.

Last session, through the DPI budget in SB 2013, the Education Standards and Practices Board received $20,000 for NBPTS certification to pay one-half of the assessment fee of $2,000 for 10 educators in North Dakota for each year of the biennium. Of the appropriation, we were able to fund six applicants each of the two years, with two applicants withdrawing in 2000. Below is the breakdown of the $20,000 funding.

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The Education Standards and Practices Board again asks for your support of ten educators each year for the next biennium. But there are some changes from last biennium. These changes are: (1) the cost of the assessment fee for national certification

rose from $2000 per applicant to $2300 last summer and (2) we are unsure if there will be a federal match for one-half of the assessment fee for the second year of the biennum of school year 2002-2003. At the present time, the federal funding appropriation bill does not outline any match dollars for NBPTS for 2002-2003. Because of the above circumstances, the Education Standards and Practices Board is asking for one/half the assessment fee for ten educators for 2001-2002 or $ 11,500 and the full assessment fee for the second year of the biennium or $23,000 for a total of $34,500. It is very likely the assessment fee for school year 2002-2003 will also receive a federal match at 50% but we have not been notified at this point.

The ESPB also respectfully requests an additional $1,000 one-time stipend for each applicant who has achieved national certification or $20,000 for the biennium. This stipend would be contingent upon the educator continuing to sign a contract in North Dakota. In October, *Education Week* reported a study which found that the day-to-day performance of nationally certified teachers is superior to that of colleagues without the credential. This study gives the absolute highest confidence to parents, elected officials and policymakers that national-board-certified teachers are providing students with a high-quality learning experience, and the ESPB would like to continue this quality for all North Dakota students and also believes this one-time stipend is the incentive needed.

The Board has one final request of you for our educators in North Dakota. On page 2 of my testimony, there is a balance of $7,550 which was not spent during this biennium. The application deadline was December 31, 2000, so these dollars will not be spent on the assessment fees. The Board respectfully requests $7,000 dollars this biennium to pay a one-time stipend for the seven educators in North Dakota who have

achieved National Certification. The seven educators who would receive the $1,000 one-time stipend are:

Jennifer Montgomery, Bismarck, ND
Myron Masset, Ellendale, ND
Ruby Lawler, St. John, ND
Ellen Knutson, Bismarck, ND
Amy Benz, Beulah, ND
Kim McVicar, Grand Forks, ND
Jill Grzadiewski, Grand Forks, ND

This $7,000 request has been added to the Engrossed HB 1013 under Section 5 by the House.

The total appropriation requested for National Board Certification is $ 61,500.

| | | |
|---|---|---|
| 2001-2001 | Assessment fee (1/2) for ten applicants at $1150 or | $11,500 |
| 2002-2003 | Assessment fee (full) for ten applicants at $2300 or | $23,000 |
| | $1,000 stipend for 20 applicants for the biennium | $20,000 |
| 1999-2001 | Carryover dollars for seven applicants who have achieved NBPTS | $ 7,000 |

Thank you for the consideration given to this appropriation request and I would be happy to answer any questions at this time.

Madam Chair Wentz and Members of the Committee,

I am Deb Sisco, Director of the Minot Area Teacher Center and chair of the North Dakota Teacher Center Network. I appreciate the opportunity to speak on behalf of the ND Teacher Centers.

The Teacher Center is the Education Connection. There are 10 Teacher Centers strategically located across the state of North Dakota. At a Teacher Center, teachers can find anything from a piece of paper to a $17,000 portable planetarium system. We serve as a clearinghouse for resources and professional development for all school districts in North Dakota and work with 57 constituents. Constituents are any agencies or others we collaborate with to provide communication, training, resources, and more.

We have also developed several working partnerships with programs such as School to Work by facilitating grant money for training, externships and job shadowing. We work with School Health to offer teachers HIV/AIDS prevention training and provide various materials for use in the classroom. ND Game and Fish supplies each Center with a Wild Box and a Whale for use in the classroom and training for teachers when requested. We also work closely with the ND Historical Society, the ND Geographic Alliance, NDEA and ESPB to provide professional development opportunities to improve teaching. In addition we advertise and facilitate classes for the ND University System, ND Forest Service, Water Commission and others. We have just signed an agreement with the World Com Foundation to bring in other activities dealing with technology. The first will be Marco Polo, which helps teachers and students use the Internet. The list could go on and on. The support letters in the portfolio speak for themselves. They are only a small sampling.

You can find additional information in the portfolio we've provided, including:

North Dakota Teacher Center Network History
NDTCN listing of Centers
The Teacher Center Network Advisory Board

NDTCN Membership
NDTCN Goals and Mission Statement
NDTCN Governance Document
Annual Report
NDTCN Brochure
NDTCN Web Page
Letters of Support

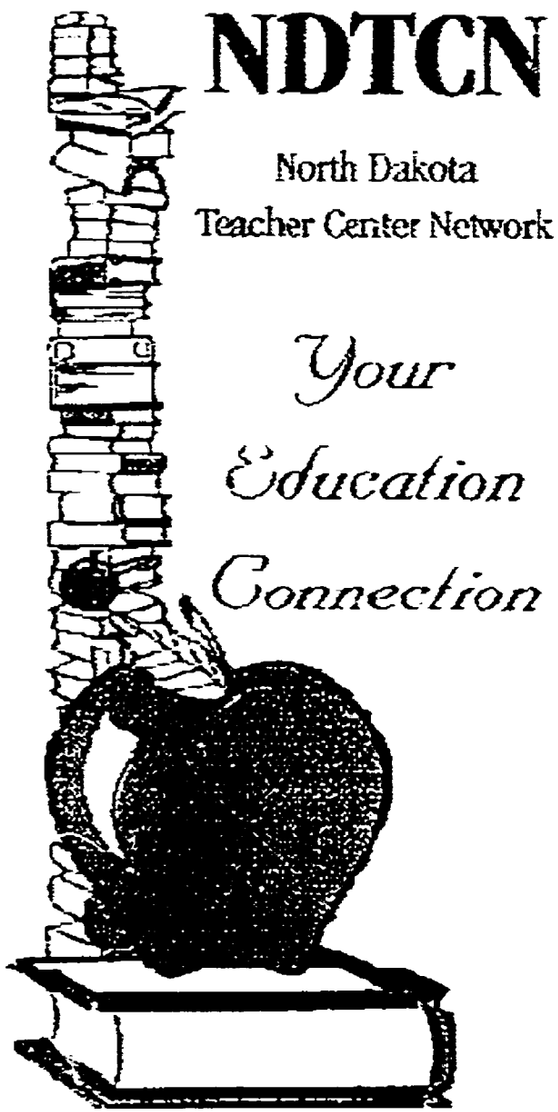
I ask that you continue to support the Teacher Center Network and, with increased funding, we can assure you we will continue to use that funding to benefit education in North Dakota. We have received funding from the School-to-Work (STW) grant the last three years. These funds are now discontinued. This grant has allowed Centers to offer teachers a variety of training so the teachers feel more comfortable incorporating life-after-education into classroom study.

During the 1999-2000 school year, the Network annual report listed receipt of $104,266.70, which is 19% of the total funds we use to benefit education in the state. We report that we serve 10,033 members, which means about $10.00 per year per member spending of state money to provide these services. We provide members with information and training, supply them with materials not otherwise available for their classrooms, and offer them opportunities to grow through visits to other classrooms and much more for the whole year.

The NDTCN will have displays set up in the Memorial Hall here at the State Capitol on March 12. We invite you to stop by and see firsthand how we help education come alive for students; crawl inside a whale, view the stars in the STARLAB, compare five pounds of fat to five pounds of muscle, and much more.

Through our resources and professional development services we help teachers stay on top of their profession so they can provide the best education to tomorrow's leaders.

**"The mission of the North Dakota Teacher Center Network is to assist practicing teachers, education students, and other educational personnel in professional knowledge and skill development to improve the learning of students."**




**Welcome! The North Dakota Teacher Center Network**
... is an education link between educators, schools, higher education, state and national educational support agencies, and the community which enhances quality of teaching and learning throughout North Dakota.
... exists to serve the teachers, administrators, and students of our state by seeking better ways to meet their educational needs. Utilizing all educational modes and reaching all corners of North Dakota, it enables educators to grow. It is an action/reaction effort designed to provide a place, a vision, and an outreach which improves education.

**Select a link to learn more:**

Regional Teacher Center Sites

Directors' Listserv

Services

Biennial Goals

Quicklinks

We look forward to working with you and to helping you meet your needs through new and expanded offerings. We want to be a dynamic part of your classroom instruction and staff development programs, as well as a continuing support to your teachers and your schools.

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*Created: 4/26/98 Updated 11/1/00*

## North Dakota Teacher Center Network - background

In the mid-1970's, federal funds were available for teacher centers. Vito Perrone, then dean of the Center for Teaching and Learning at UND, secured a grant from the Bush Foundation to organize teacher centers in North Dakota. In 1977, the Mayville, Grand Forks, Devils Lake, and Minot centers opened, and a network staff began to work. In 1979, a Small School Center sponsored by the Upper Midwest Small School Consortium opened at UND. In 1980 centers were opened at Bismarck, Fargo, Dickinson, and Valley City. Each teacher center was governed by a local policy board with a majority of teachers. Each board committed itself to provide space for the center, to purchase a collection of materials from a budget to be increased by $1000 each year, and to support a full-time director.

Excitement about the work of the teacher centers enabled the sponsors to secure legislative support when the Bush funding ended in 1985. The following year, the Small School Center was dissolved, and centers opened at Wahpeton and Williston. In 1987, teacher funding was moved to the Department of Public Instruction budget.

A period of growth for teacher centers began with state funding. Service regions were defined, and centers expanded service to districts and schools in their regions. By 1989, virtually every school district and educator in North Dakota was served by a teacher center, and some were served by two or even three centers for different purposes. The Network was recognized as an exemplary program by the National Council for the States on Inservice Education. The award was presented with the tribute that what most impressed the judges about the North Dakota Teacher Center Network was our ability to do so much with so little.

Affiliation with the Department of Public Instruction offered new program opportunities. With the support of DPI liaison, Chuck DeRemer, Teacher Centers became the major vehicle for delivery of National Diffusion Network programs, bringing North Dakota national recognition for growth in participation in NDN. Similarly, many teacher centers took a lead role in coordinating district Dwight D. Eisenhower projects, bringing teachers inservice opportunities in the teaching of science and mathematics. The teacher centers became involved in delivery of workshops offered through the North Dakota BRIDGES Project and through the HIV/AIDS Prevention and school health programs of the state grant from the Center for Disease Control. Each of these compensated teacher centers for services provide at little or no cost to teachers.

Teacher center membership and funding peaked in 1992-93. That year the income of the ten centers was almost $400,000, $100,000 from the state appropriation. Almost 200

school districts were dues-paying members of one or more teacher centers. By 1993, the strain of steady growth without adequate expansion in resources began to show. Some Teacher Center boards appointed directors whose other duties or lack of experience in the field prevented them from providing educational leadership. In some centers, basic services declined and even disappeared for periods of time. New directors struggled to learn their roles. All directors struggled with declining budgets. Dissolution of the National Diffusion Network and changes in leadership of other DPI added to the fund-raising burden. In response to this situation, the Teacher Center network adopted some minimal guidelines for receipt of state funds.

By 1997, the financial situation of the teacher centers had not improved. the amount of the state appropriation was $100,000 per year, the same as it had been in 1985. In the meantime, expectations for the professional development of teachers had increased dramatically. The concept of individually-initiated inservice which had informed the teacher center movement had been replaced by a more complicated concept of professional development planned from a combination of school, district, and individual teacher goals and needs. Teacher Center Network leaders secured a grant from the bush Foundations to explore alternative models for the teacher centers. This grant resulted in the Teacher Center Network setting some goals and developing a mission statement to support teachers and students. During the 1999 Legislative year, an increase of $5000 per year was awarded to the Network funding, the first since its inception.

Expectations for the professional development of teachers has increased dramatically. The concept of individually-initiated inservice which had informed the teacher center movement has been replaced by a more complicated concept of professional development planned from a combination of school, district and individual teacher goals and needs. Each center houses a resource library of materials available for check-out to classroom teachers and undergraduates. Each center designs the materials around the needs of their area. All Centers publish a newsletter to keep teachers aware of upcoming graduate credit, workshops, speakers, new materials, accreditation updates, conferences and so forth. Each center is staffed by a director and governed by a local policy board made up of teachers, administrators, and community members. Some things have changed over the years, but one thing has stayed the same: Each center strives to serve the teachers and students of education in the best way it can.

The Teacher Centers are:

*Your Education Connection*

# ND Teacher Center's Membership
## 2000-2001

| Name of Building | Town | Member | Geog. Reg. | TLC |
|---|---|---|---|---|
| Almont Elementary | Almont | √ | 7 | BI |
| Ashley Public School | Ashley | | 7 | BI |
| Baldwin Elementary School | Baldwin | √ | 7 | BI |
| Beulah Public School | Beulah | √ | 7 | BI |
| Prairie Winds Christian Academy | Beulah | | 7 | BI |
| Apple Creek elementary School | Bismarck | √ | 7 | BI |
| Bismarck Public Schools | Bismarck | √ | 7 | BI |
| Bismarck Special Ed Unit | Bismarck | | 7 | BI |
| Bismarck Vocational Center | Bismarck | | 7 | BI |
| Brentwood SDA Elementary School | Bismarck | | 7 | BI |
| Burleigh Co Special Ed Unit | Bismarck | | 7 | BI |
| Catholic of Holy Spirit Elem. School | Bismarck | | 7 | BI |
| Children's Choice elementary School | Bismarck | | 7 | BI |
| Dakota Adventist Academy | Bismarck | | 7 | BI |
| Manning School | Bismarck | √ | 7 | BI |
| Martin Luther Elementary School | Bismarck | √ | 7 | BI |
| Naughton School | Bismarck | √ | 7 | BI |
| Shiloh Christian School | Bismarck | √ | 7 | BI |
| St. Annes Elementary School | Bismarck | | 7 | BI |
| St. Mary's Elementary School | Bismarck | √ | 7 | BI |
| Theo Jamerson Elementary School | Bismarck | | 7 | BI |
| Cannon Ball Elementary School | Cannon Ball | | 7 | BI |
| Roosevelt Public School | Carson | | 7 | BI |
| Center Public School | Center | | 7 | BI |
| Driscoll Public School | Driscoll | √ | 7 | BI |
| Elgin Public School | Elgin | | 7 | BI |
| Flasher Public School | Flasher | √ | 7 | BI |
| Ft Yates Public School | Ft. Yates | | 7 | BI |
| St. Bernards Mission School | Ft. Yates | | 7 | BI |
| Standing Rock Community School | Ft. Yates | | 7 | BI |
| Glen Ullin Public | Glen Ullin | √ | 7 | BI |
| Goodrich Public School | Goodrich | | 7 | BI |
| Twin Buttes Elementary School | Halliday | √ | 7 | BI |
| Bakker Elementary School | Hauge | | 7 | BI |
| Hazelton-Mof-Brad Schools | Hazelton | √ | 7 | BI |
| Hazen Public School | Hazen | | 7 | BI |
| Oliver-Mercer Spec Ed unit | Hazen | | 7 | BI |
| Hurdsfield Elementary School | Hurdsfield | | 7 | BI |
| Emmons Co Spec Ed Unit | Linton | | 7 | BI |
| Linton Public School | Linton | | 7 | BI |
| Christ the King Elementary | Mandan | | 7 | BI |
| Immanuel Christian School | Mandan | √ | 7 | BI |

BI-Bismarck/Mandan; DI-Dickinson; DL-Devils Lake; FA-Fargo/W Fargo; GF-Grand Forks; MA-Mayville; MI-Minot; VC-Valley City; WA-Wahpeton; WI-Williston;

# ND Teacher Center's Membership
## 2000-2001

| Name of Building | Town | Member | Geog. Reg. | TLC |
|---|---|---|---|---|
| Mandan Public School | Mandan | √ | 7 | BI |
| Mor[illegible]-Sioux Spec Ed Unit | Mandan | | 7 | BI |
| NL[illegible]dh Correctional Center | Mandan | √ | 7 | BI |
| Sweet Briar School | Mandan | | 7 | BI |
| McClusky Public Schools | McClusky | | 7 | BI |
| McKenzie Elementary School | McKenzie | √ | 7 | BI |
| Menoken Elementary School | Menoken | √ | 7 | BI |
| Napoleon Public School | Napoleon | √ | 7 | BI |
| So Central Prairie Special Ed | Napoleon | | 7 | BI |
| New Leipzig Elementary School | New Leipzig | | 7 | BI |
| New Salem Public School | New Salem | √ | 7 | BI |
| Pettibone-Tuttle Elementary School | Pettibone | √ | 7 | BI |
| Union School | Pollock | | 7 | BI |
| Regan Elementary School | Regan | √ | 7 | BI |
| Robinson Public School | Robinson | | 7 | BI |
| Selfridge Public School | Selfridge | | 7 | BI |
| Solen High School | Solen | | 7 | BI |
| Little Heart Elementary School | St. Anthony | | 7 | BI |
| Steele-Dawson Public School | Steele | √ | 7 | BI |
| Sterling Elementary School | Sterling | √ | 7 | BI |
| Strasburg Public School | Strasburg | √ | 7 | BI |
| Tappen Public School | Tappen | | 7 | BI |
| Tuttle-Pettibone High School | Tuttle | √ | 7 | BI |
| Washburn Public School | Washburn | | 7 | BI |
| Wilton Public School | Wilton | | 7 | BI |
| Wing Public School | Wing | √ | 7 | BI |
| Wishek Public School | Wishek | √ | 7 | BI |
| Zap Elementary School | Zap | | 7 | BI |
| Zeeland Public School | Zeeland | | 7 | BI |
| Amidon Elementary | Amidon | √ | 8 | DI |
| Beach Public Schools | Beach | Partial | 8 | DI |
| Belfield Public School | Belfield | Partial | 8 | DI |
| Fryburg Elementary School | Belfield | | 8 | DI |
| St. Bernards Elementary | Belfield | | 8 | DI |
| Bowman Public School | Bowman | | 8 | DI |
| Cottage School | Bowman | | 8 | DI |
| Dickinson Adult Learning Center | Dickinson | Partial | 8 | DI |
| Dickinson Public School | Dickinson | | 8 | DI |
| Dickinson Special Ed Unit | Dickinson | | 8 | DI |
| Dickinson Trinity High School | Dickinson | Partial | 8 | DI |
| Early Childhood Center! | Dickinson | Partial | 8 | DI |
| Heart River Elementary School | Dickinson | √ | 8 | DI |

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# ND Teacher Center's Membership
## 2000-2001

| Name of Building | Town | Member | Geog. Reg. | TLC |
|---|---|---|---|---|
| Hope Christian Academy | Dickinson | √ | 8 | DI |
| Jefferson Elementary School | Dickinson | Partial | 8 | DI |
| Lincoln Elementary School | Dickinson | Partial | 8 | DI |
| P S Berg Elementary School | Dickinson | √ | 8 | DI |
| Roosevelt Elementary School | Dickinson | Partial | 8 | DI |
| St. Joseph Elementary School | Dickinson | √ | 8 | DI |
| St. Patricks Elementary School | Dickinson | √ | 8 | DI |
| St. Wenceslaus Elementar School | Dickinson | √ | 8 | DI |
| West River Special Ed Unit | Dickinson | | 8 | DI |
| Dodge Elementary School | Dodge | | 8 | DI |
| Prairie Elementary School | Fairfield | √ | 8 | DI |
| Guardian Angels Academy | Gladstone | | 8 | DI |
| Golden Valley High School | Golden Valley | | 8 | DI |
| Golva Elementary School | Golva | √ | 8 | DI |
| Grassy Butte Elementary School | Grassy Butte | | 8 | DI |
| Halliday Public School | Halliday | Partial | 8 | DI |
| Hazen Public School | Hazen | | 8 | DI |
| Hebron Public School | Hebron | Partial | 8 | DI |
| Hettinger Public School | Hettinger | √ | 8 | DI |
| Killdeer Public School | Killdeer | | 8 | DI |
| Mandaree Public School | Mandaree | Partial | 1 | DI |
| Marmarth Elementary School | Marmarth | | 8 | DI |
| DeMores Elementary School | Medora | √ | 8 | DI |
| Mott Public School | Mott | Partial | 8 | DI |
| St. Vincent Elementary School | Mott | | 8 | DI |
| SW Special Ed Unit | Mott | | 8 | DI |
| New England Public School | New England | √ | 8 | DI |
| St. Marys Elementary | New England | | 8 | DI |
| Reeder Elementary School | Reeder | | 8 | DI |
| Regent Public School | Regent | Partial | 8 | DI |
| Rhame Public School | Rhame | √ | 8 | DI |
| Richardton-Taylor Public School | Richardton | √ | 8 | DI |
| St. Mary's Elementary School | Richardton | | 8 | DI |
| Scranton Public School | Scranton | √ | 8 | DI |
| South Heart Public School | South Heart | Partial | 8 | DI |
| Taylor Elementary School | Taylor | | 8 | DI |
| Faith Alternative School | | Partial | 8 | DI |
| Miles City Public School | | Partial | 8 | DI |
| Redeemer Lutheran Preschool | | Partial | 8 | DI |
| Twin Buttes School | | Partial | 8 | DI |
| Bisbee-Egeland High School | Bisbee | √ | 3 | DL |
| Border Central Public School | Calvin | | 3 | DL |

BI-Bismarck/Mandan; DI-Dickinson; DL-Devils Lake; FA-Fargo/W Fargo; GF-Grand Forks; MA-Mayville; MI-Minot; VC-Valley City; WA-Wahpeton; WI-Williston;

# ND Teacher Center's Membership
## 2000-2001

| Name of Building | Town | Member | Geog. Reg. | TLC |
|---|---|---|---|---|
| Cando Public School | Cando | √ | 3 | DL |
| Carrington Elementary School | Carrington | √ | 3 | DL |
| Devils Lake Public School | Devils Lake | √ | 3 | DL |
| Lake Area Voc Tech Center | Devils Lake | √ | 3 | DL |
| Lake Region Christian Academy | Devils Lake | | 3 | DL |
| Lake Region Special Ed. Unit | Devils Lake | √ | 3 | DL |
| School for the Deaf | Devils Lake | | 3 | DL |
| St. Joseph Elementary School | Devils Lake | | 3 | DL |
| Dunseith Day Elementary School | Dunseith | | 3 | DL |
| Dunseith Public Schools | Dunseith | | 3 | DL |
| Edmore Public School | Edmore | | 3 | DL |
| Wells County Public School | Fessenden | | 3 | DL |
| Fort Totten Public Schools | Fort Totten | | 3 | DL |
| Midkota High School | Glenfield | | 3 | DL |
| Harvey Public Schools | Harvey | | 3 | DL |
| Lonetree Special Ed Unit | Harvey | | 3 | DL |
| Valley High School | Hoople | | 3 | DL |
| Lakota Public School | Lakota | | 3 | DL |
| Langdon Public Schools | Langdon | | 3 | DL |
| St. Alphonsus Elementary School | Langdon | | 3 | DL |
| Leeds Public School | Leeds | √ | 3 | DL |
| Maddock Public Schools | Maddock | | 3 | DL |
| Minnewaukan Public School | Minnewaukan | √ | 3 | DL |
| Munich Public School | Munich | √ | 3 | DL |
| East Central Special Ed Unit | New Rockford | | 3 | DL |
| New Rockford Public School | New Rockford | | 3 | DL |
| Oberon Elementary School | Oberon | √ | 3 | DL |
| North Central Public School | Rock Lake | √ | 3 | DL |
| Rolette Public school | Rolette | √ | 3 | DL |
| Mt. Pleasant Public School | Rolla | | 3 | DL |
| Rugby Public Schools | Rugby | | 3 | DL |
| Sheyenne Public School | Sheyenne | | 3 | DL |
| St. John public School | St. John | | 3 | DL |
| Starkweather Public School | Starkweather | √ | 3 | DL |
| Sykes Public School | Sykeston | | 3 | DL |
| Walhalla Public School | Walhalla | | 3 | DL |
| Warwick Public School | Warwick | √ | 3 | DL |
| Dakota Prairie Schools | | | 3 | DL |
| Central Cass Public School | Casselton | √ | 5 | FA |
| Fargo Public Schools | Fargo | √ | 5 | FA |
| Grace Lutheran Elementary School | Fargo | √ | 5 | FA |
| Holy Spirit Elementary School | Fargo | √ | 5 | FA |

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# ND Teacher Center's Membership
## 2000-2001

| Name of Building | Town | Member | Geog. Reg. | TLC |
|---|---|---|---|---|
| Central Valley Public School | Buxton | √ | 5 | MA |
| Griggs Co. Central | Cooperstown/Hannafc | √ | 5 | MA |
| Emerado Public School | Emerado | √ | 5 | MA |
| Finley-Sharon Public School | Finley | √ | 5 | MA |
| Hatton Public School | Hatton | √ | 5 | MA |
| Hillsboro Public School | Hillsboro | √ | 5 | MA |
| Northern Cass Public School | Hunter | √ | 5 | MA |
| Larimore Public School | Larimore | √ | 5 | MA |
| May-Port CG Public School | Mayville | √ | 5 | MA |
| Northwood Public School | Northwood | √ | 5 | MA |
| Thompson Public School | Thompson | √ | 5 | MA |
| Anamoose Public School | Anamooso | | 2 | MI |
| Ojibwa Indian School | Belcourt | | 2 | MI |
| Turtle Mountain Community School Dist | Belcourt | | 2 | MI |
| Turtle Mountain Spec Ed Unit | Belcourt | | 2 | MI |
| Berthold Public School | Berthold | √ | 2 | MI |
| Bottineau Public School | Bottineau | | 2 | MI |
| Peace Garden Spec Ed Unit | Bottineau | | 2 | MI |
| Bowbells Public School | Bowbells | 1 Ind | 2 | MI |
| United 7 | Burlington-DesLacs | √ | 2 | MI |
| Drake Public | Drake | √ | 3 | MI |
| Garrison Public School | Garrison | | 2 | MI |
| Glenburn Public School | Glenburn | √ | 2 | MI |
| Lynch Immanuel Elementary School | Glenburn | | 2 | MI |
| Granville Public School | Granville | √ | 2 | MI |
| Kenmare Public Schools | Kenmare | √ | 2 | MI |
| Lansford Elementary | Lansford | | 2 | MI |
| North Shore High School | Makoti | √ | 2 | MI |
| Max Public School | Max | 1 Ind | 2 | MI |
| Bible Baptist Academy | Minot | | 2 | MI |
| Burdick Job Corps | Minot | √ | 2 | MI |
| Eureka Elementary School | Minot | √ | 2 | MI |
| Minot Catholic Schools | Minot | √ | 2 | MI |
| Minot Public Schools | Minot | √ | 2 | MI |
| Nedrose Elementary School | Minot | √ | 2 | MI |
| Our Redeemers Christian School | Minot | √ | 2 | MI |
| Souris Valley Special Services | Minot | √ | 2 | MI |
| South Prairie Elementary School | Minot | √ | 2 | MI |
| The Dakota Center School | Minot | | 2 | MI |
| Mohall Public School | Mohall | √ | 2 | MI |
| New Town Public Schools | New Town | 2 Ind | 2 | MI |
| Newburg United 54 | Newburg | | 2 | MI |

BI-Bismarck/Mandan; DI-Dickinson; DL-Devils Lake; FA-Fargo/W Fargo; GF-Grand Forks; MA-Mayville, MI-Minot; VC-Valley City; WA-Wahpeton; WI-Williston;

# ND Teacher Center's Membership
## 2000-2001

| Name of Building | Town | Member | Geog. Reg. | TLC |
|---|---|---|---|---|
| Nativity Elementary School | Fargo | √ | 5 | FA |
| Oak Grove Lutheran High School | Fargo | 1 Ind | 5 | FA |
| Shanley High School | Fargo | √ | 5 | FA |
| Sullivan Middle School | Fargo | √ | 5 | FA |
| Northern Cass Public Schools | Hunter | √ | 5 | FA |
| Kindred Public School | Kindred | √ | 5 | FA |
| Mapleton Elementary School | Mapleton | √ | 5 | FA |
| West Fargo Public Schools | West Fargo | √ | 5 | FA |
| Adams Public School | Adams | √ | 4 | GF |
| Cavalier Public School | Cavalier | | 4 | GF |
| Pembina Spec Ed Unit | Cavalier | | 4 | GF |
| Valley Elementary School | Crystal | | 4 | GF |
| Drayton Public School | Drayton | | 4 | GF |
| Edinburg Public School | Edinburg | √ | 4 | GF |
| Emerado Public School | Emerado | √ | 4 | GF |
| Woe Wisdom Academy | Emerado | | 4 | GF |
| Fordville-Lankin Consolidated Dist | Fordville | √ | 4 | GF |
| Grafton Public Schools | Grafton | √ | 4 | GF |
| Thomas More Academy | Grafton | | 4 | GF |
| Upper Valley Special Ed Unit | Grafton | | 4 | GF |
| Grand Forks Christian School | Grand Forks | | 4 | GF |
| Grand Forks Public Schools | Grand Forks | √ | 4 | GF |
| Holy Family Catholic School | Grand Forks | √ | 4 | GF |
| ND School for the Blind | Grand Forks | √ | 4 | GF |
| St Michael's Catholic School | Grand Forks | √ | 4 | GF |
| St. Marys Catholic School | Grand Forks | √ | 4 | GF |
| Victory Christian Academy | Grand Forks | | 4 | GF |
| Valley High School | Hoople | | 4 | GF |
| Midway Public School | Inkster | √ | 4 | GF |
| Larimore Public Schools | Larimore | √ | 4 | GF |
| New Testament Baptist School | Larimore | | 4 | GF |
| Manvel Public School | Manvel | √ | 4 | GF |
| Minto Public School | Minto | √ | 4 | GF |
| Nash Elementary School | Nash | | 4 | GF |
| Neche Public School | Neche | | 4 | GF |
| Northwood Public School | Northwood | √ | 4 | GF |
| Park River Public School | Park River | √ | 4 | GF |
| Pembina Public School | Pembina | | 4 | GF |
| St Thomas Public School | Saint Thomas | | 4 | GF |
| Thompson Public School | Thompson | √ | 4 | GF |
| Walhalla Public School | Walhalla | √ | 4 | GF |
| Midkota Public School | Binford | √ | 5 | MA |

BI-Bismarck/Mandan; DI-Dickinson; DL-Devils Lake; FA-Fargo/W Fargo; GF-Grand Forks; MA-Mayville; MI-Minot; VC-Valley City; WA-Wahpeton; WI-Williston;

# ND Teacher Center's Membership
## 2000-2001

| Name of Building | Town | Member | Geog. Reg. | TLC |
|---|---|---|---|---|
| Parshall Public Schools | Parshall | | 2 | MI |
| Plaza Public School | Plaza | 4 Ind | 2 | MI |
| White Shield Public School | Roseglen | | 2 | MI |
| North Shore Elementary School | Ryder | √ | 2 | MI |
| Sawyer Public School | Sawyer | √ | 2 | MI |
| Sherwood Public School | Sherwood | | 2 | MI |
| Norther Plains Spec Ed Unit | Stanley | | 2 | MI |
| Stanton Public School | Stanton | | 2 | MI |
| Surrey Public School | Surrey | √ | 2 | MI |
| Towner Public School | Towner | √ | 2 | MI |
| Turtle Lake Public School | Turtle Lake | | 2 | MI |
| Underwood Public School | Underwood | √ | 2 | MI |
| Upham Public School | Upham | | 2 | MI |
| Velva Public School | Velva | √ | 2 | MI |
| Westhope Public School | Westhope | | 2 | MI |
| Willow City Public School | Willow City | Elem Only | 2 | MI |
| Wolford Public School | Wolford | | 2 | MI |
| Griggs Co Public Schools | Cooperstown | √ | 6 | VC |
| Edgeley Public Schools | Edgeley | √ | 6 | VC |
| Ellendale Public Schools | Ellendale | √ | 6 | VC |
| Enderlin Public School | Enderlin | | 6 | VC |
| Sargent Central Public School | Forman | | 6 | VC |
| Fort Ransom Public School | Fort Ranson | √ | 5 | VC |
| Gackle-Streeter Public School | Gackle | √ | 6 | VC |
| North Sargent Public School | Gwinner | √ | 6 | VC |
| Adol & Child Treatment Center | Jamestown | √ | 6 | VC |
| Anne Carlson Center | Jamestown | | 6 | VC |
| Buffalo Valley Special Ed Unit | Jamestown | √ | 6 | VC |
| Hillcrest SDA School | Jamestown | | 6 | VC |
| James Valley Area Voc Tech | Jamestown | √ | 6 | VC |
| Jamestown Public Schools | Jamestown | √ | 6 | VC |
| Our Saviors Lutheran Elementary School | Jamestown | | 6 | VC |
| St. Johns Academy | Jamestown | √ | 6 | VC |
| VesslAmor Elementary School | Jamestown | | 6 | VC |
| Kensal Public School | Kensal | | 6 | VC |
| Kulm Public Schools | Kulm | √ | 6 | VC |
| Dickey-LaMoure Spec Ed unit | LaMoure | | 6 | VC |
| LaMoure Public School | LaMoure | √ | 6 | VC |
| Lisbon Public School | Lisbon | | 5 | VC |
| Litchville-Marion Elementary School | Litchville | √ | 6 | VC |
| Litchville-Marion High School | Marion | √ | 6 | VC |
| Medina Public School | Medina | √ | 6 | VC |

BI-Bismarck/Mandan; DI-Dickinson; DL-Devils Lake; FA-Fargo/W Fargo; GF-Grand Forks; MA-Mayville; MI-Minot; VC-Valley City; WA-Wahpeton; WI-Williston;

# ND Teacher Center's Membership
## 2000-2001

| Name of Building | Town | Member | Geog. Reg. | TLC |
|---|---|---|---|---|
| Minor Public School | Milnor | √ | 5 | VC |
| Montpelier Public School | Montpelier | √ | 6 | VC |
| Oakes Public School | Oakes | √ | 6 | VC |
| SE Area VoTech Center | Oakes | | 6 | VC |
| Oriska Public School | Oriska | √ | 6 | VC |
| Page Public School | Page | √ | 5 | VC |
| Pingree-Buchanan Public School | Pingree | √ | 6 | VC |
| North central Public School | Rogers | √ | 6 | VC |
| Sheldon Elementary School | Sheldon | √ | 5 | VC |
| Spiritwood Elementary School | Spiritwood | √ | 6 | VC |
| Maple Valley Public School | Tower City | √ | 5 | VC |
| Sheyenne Valley Spec! Ed Unit | Valley City | √ | 6 | VC |
| St Catherine Elementary School | Valley City | √ | 6 | VC |
| Valley City Area Voc Tech | Valley City | √ | 6 | VC |
| Valley City Public Schools | Valley City | √ | 6 | VC |
| Verona Public School | Verona | √ | 6 | VC |
| Wimbledon-Courtenay Public School | Wimbledon | √ | 6 | VC |
| Hope Public Schools | Hope | √ | 5 | VC/MA |
| Fairmount Public Schools | Fairmount | √ | 5 | WA |
| Hankinson Public Schools | Hankinson | √ | 5 | WA |
| South Valley Special Ed Unit | Hankinson | √ | 5 | WA |
| Lingerwood Public School | Lidgerwood | √ | 5 | WA |
| Mantador Elementary School | Mantador | √ | 5 | WA |
| Richards SDA Elementary School | Wahpeton | | 5 | WA |
| Richland Co Area VoTech | Wahpeton | √ | 5 | WA |
| St. Johns Elementary School | Wahpeton | √ | 5 | WA |
| Wahpeton Indian School | Wahpeton | | 5 | WA |
| Wahpeton Public School | Wahpeton | √ | 5 | WA |
| Wyndmere Public School | Wyndmere | √ | 5 | WA |
| Alexander Public School | Alexander | √ | 1 | WI |
| Bowbells Public Schools | Bowbells | √ | 2 | WI |
| Horse Creek School | Cartwright | | 1 | WI |
| Divide Co Spec Ed Unit | Crosby | | 1 | WI |
| Divide Co. Elementary & High School | Crosby | √ | 1 | WI |
| East Fairview Elementary School | Fairview | √ | 1 | WI |
| Grassy Butte Elementary School | Grassy Butte | | 1 | WI |
| Grenora Public School | Grenora | √ | 1 | WI |
| Burke Central Public School | Lignite | √ | 1 | WI |
| Powers Lake Elem & High School | Powers Lake | √ | 1 | WI |
| Ray Public School | Ray | √ | 1 | WI |
| Stanley Public Schools | Stanley | √ | 2 | WI |
| Hillcrest Elem. &Tioga High School | Tioga | √ | 1 | WI |

BI-Bismarck/Mandan; DI-Dickinson; DL-Devils Lake; FA-Fargo/W Fargo; GF-Grand Forks; MA-Mayville; MI-Minot; VC-Valley City; WA-Wahpeton; WI-Williston;

# ND Teacher Center's Membership
## 2000-2001

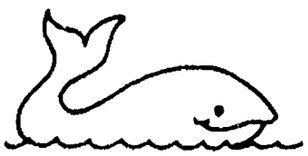
| Name of Building | Town | Member | Geog. Reg. | TLC |
|---|---|---|---|---|
| Eigh Mile Public School | Tranton | √ | 1 | WI |
| Johnson Corners Christian School | Watford City | √ | 1 | WI |
| Watford City School System | Watford City | √ | 1 | WI |
| Wildrose-Alamo Public School | Wildrose | √ | 1 | WI |
| New School District 8 | Williston | √ | 1 | WI |
| St Josephs Elementary School | Williston | √ | 1 | WI |
| Trinity Christian School | Williston | | 1 | WI |
| Upper MO Assoc Retarded Child | Williston | | 1 | WI |
| Williston Public Schools | Williston | √ | 1 | WI |
| Wilmac Spec Ed Unit | Williston | √ | 1 | WI |

BI-Bismarck/Mandan; DI-Dickinson; DL-Devils Lake; FA-Fargo/W Fargo; GF-Grand Forks; MA-Mayville; MI-Minot; VC-Valley City; WA-Wahpeton; WI-Williston;

# SERVICES PROVIDED BY TEACHER LEARNING CENTER

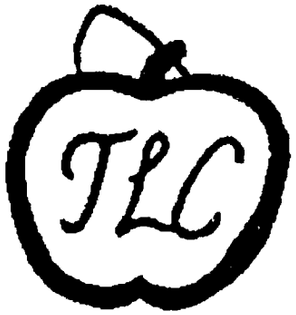
**1107 AIRPORT RD.**
**Bismarck, ND 58501**
**221-3420**
**e-mail: vern_cermak@educ8.org**

* **Laminating of Materials** -- Width 25 inch ($.25 per foot)
* **Allison Die Cut Machine**
  - Letters of the Alphabet
  - Numbers
  - 65 patterns
  - (Work area for teachers to do laminating and die cut)
* **Check-out service for**
  - * STARLAB
  - * Inflatable Whales
  - * Game & Fish Wild Boxes
  - * Project Wet Ground Water Trunks
  - *Electrostatic Generator
  - *350 Videos
  - * Over 1300 Activity books
  - * 100 CD and 3.25 disks
  - * curriculum materials
  - * Bulletin Board Materials
  - *Math and Science hands-on materials
  - *Posters and Charts



**Workshops**
  - * Assist in Scheduling Workshops
  - * Organize workshop details
  - * Complete registration
  - * Submit credit approval to Universities

**Write Grants and Maintain Funds**
  - *HIV/ADS
  - *Teacher Visitation Program
  - *Title II( Burleigh County Consortium)
  - *School-to-Work Funds

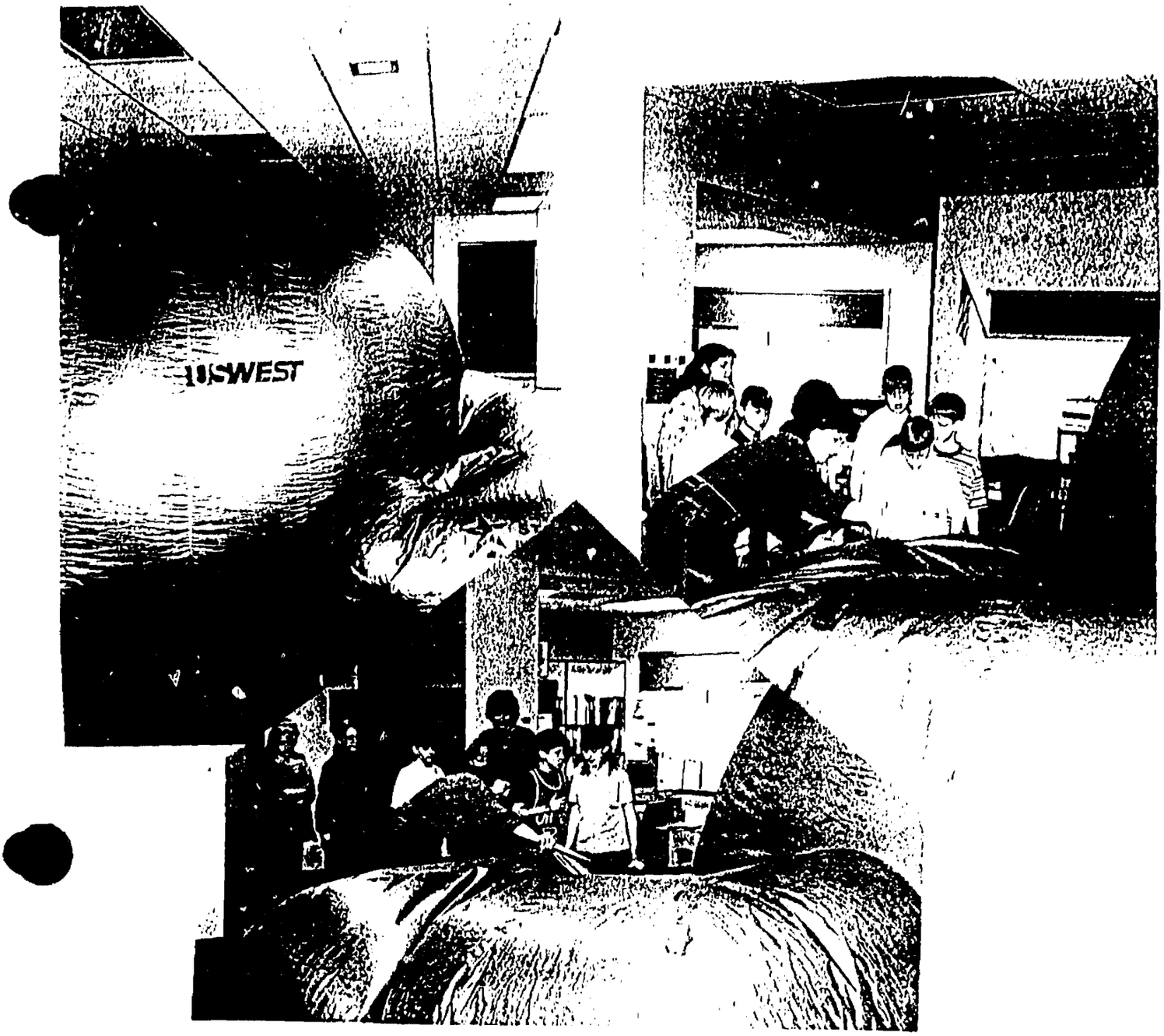


## STARLABS at Centers Available to Local Schools

Bismarck, Dickinson, Minot, and Valley City Teacher Centers offer portable planetariums to locals schools to enhance their reading and science curriculum.

The STARLABS can be checked out by schools for students, parents, and interested community members to explore. Each STARLAB can house a class of approximately 24 elementary students.

The Centers maintain the upkeep and repair of the STARLAB as well as ordering new materials or replacement materials.



# ND Teacher Center Network
## 2000-2001

### Bismarck/Mandan TLC
Vern Cermak W: 221-3420
1107 Airport Road Fax: 221-3454
Bismarck, ND 58504
vern_cermak@educ8.org

### Devils Lake Area Teacher Center
Darren Sheldon W: 662-7670
406 4th Ave Fax: 662-7677
Devils Lake, ND 58301
dsheldon@sendit.nodak.edu

### DPI Liason
Clarence Bina W: 328-2098
600 E. Boulevard Ave Dep 201 Fax: 328-4770
Bismarck, ND 58505-0440
cbina@mail.dpi.state.nd.us

### Fargo/W Fargo Area Teacher Center
Ione Swenson W: 446-5475
% Washington El 1725 N Broadway Fax: 446-5476
Fargo, ND 58102
swensoi@fargo.k12.nd.us

### Grand Forks Area Teacher Center
Lyn Willoughby W: 777-4394
PO Box 7189 Fax: 777-4393
Grand Forks, ND 58202-7189
lwilloug@sendit.nodak.edu

### Mayville Are Teacher Center
Ann Sorteberg W: 786-4796
330 3rd St. NE Fax: 786-4890
Mayville, ND 58257
ann#U#sorteberg@mail.masu.nodak.edu

### Minot Area TLC
Deb Sisco W: 857-4488
1609 4th Ave NW Fax: 875-4489
Minot, ND 58703
sisco@sendit.nodak.edu

### Valley City Area Teacher Center
Pat Beil W: 845-7221
101 College St. Fax: 845-7437
Valley City, ND 58072
pbeil@sendit.nodak.edu

### Wahpeton Area Teacher Center
Nadine Torgerson W: 671-2242
NDSCS 800 N. 6th St. Fax: 671-2145
Wahpeton, ND 58076
ntorgers@sendit.nodak.edu

### West River Teacher Center
Marty Odermann-Gardner W: 483-2139
DSU 1679 6th Ave N Fax: 483-2149
Dickinson, ND 58601-2904
marty_odermann_gardner@dsu.nodak.edu

### Williston Area TLC
Vance Olson W: 774-4270
Box 1326 Williston State College Fax: 774-4275
Williston, ND 58802
volson@sendit.nodak.edu

### Network Treasurer
Teresa Loftesnes W: 858-3862
MSU 500 University Ave W Fax: 858-4343
Minot, ND 58703

*Rev. 8/24/00*

# ND Teacher Center Advisory Board

| Name | Organization |
|---|---|
| Clarence A. Bina | ND Department of Public Instruction |
| Deb Jensen | ESPB |
| Doug LaPlante | Dickinson State University |
| Larry Klundt, Executive Director | ND Council of Ed. Leaders |
| Linda Edwards | NDEA |
| Linda Johnson | DPI |
| Ole Arsvold | Legislator |
| Ray Holmberg | Legislature |
| Teresa Loftesnes | Continuing Education |
| Glenda Fauske | Constituent |

# North Dakota Teacher Center Network Goals

Teacher Centers will:

1. Deliver professional development based on research and best practices.

2. Expand the offering of peer coaching and mentor training programs.

3. Encourage joint projects and exchange of services between K-12 schools, state agencies, and institutions of high education for professional development of preservice and inservice teachers.

## Mission Statement:

The mission of the North Dakota Teacher Center Network is to assist practicing teachers, education students, and other educational personnel in professional knowledge and skill development to improve the learning of students.

# ND Teacher Center Network Governance Document: Minimum Standards for Funding of a Teacher Center

To receive North Dakota Teacher Center Network funds, a Teacher Center will demonstrate on an annual basis the following:

1. An up-to-date governance document which provides for:
    a. A mission focused on inservice education or professional development of teachers.
    b. A policy board composition which is representative of the service area and includes a majority of teachers.
    c. Designation of a director who is or has been a teacher and is hired for a minimum of twenty hours per week during the school term.
    d. Personnel policies which include provision for employment and annual evaluation of the director.

2. An annual statement of goals for the Teacher Center formulated by the policy board- this could be reflected by minutes from meetings outlining goals and projects.

3. That the policy board meetings held regularly a minimum of three times a year.

4. Participation in activities of the Center by teachers distributed within the designated service area or evidence of regular invitations to participate.

5. Distribution of at least six newsletters per year to the service area and other Teacher Centers, DPI and entities that the Center deems necessary.

6. Active participation in activities formally approved by the Teacher Center Network.

7. Develop and maintain for check-out a collection of materials developed according to the Teacher Center and Network goals.

8. Development and coordination of programs for teacher inservices or professional development consistent with the goals of the Teacher Center as determined by the local policy board.

9. Facilitation of linkages with teachers by other agencies (such as Game & Fish, The ND Heritage Center, NASA,etc,) as appropriate to Teacher Center goals.

10. Participation in programs of the Department of Public Instruction related to Teacher Center goals.

11. Commitment to the site is demonstrated by substantial contribution of funds or in-kind resources from local school districts, universities and/or other constituents.

12.Submission of an annual report by September 1 of each year.

13. The annual report will be presented at the October meeting of the Teacher Center Network. A subsequent finalized draft will be reviewed by the Advisory Committee. Teacher Centers found in noncompliance with the Network minimum standards will be dealt with by the Advisory Committee.

CONTACT DEPARTMENT OF PUBLIC INSTRUCTION TO OBTAIN A COPY
OR ONE OF THE TEACHER LEARNING CENTERS

# NORTH DAKOTA TEACHER CENTER NETWORK

## Annual Report 1999-2000

By

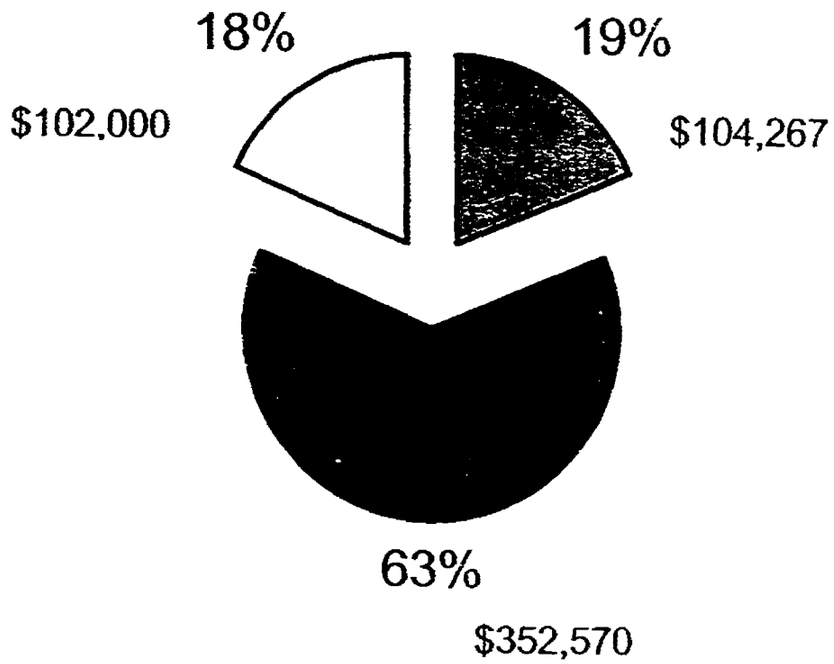
August Ritter

Submitted to

North Dakota Teacher Center Network
Executive Committee
and
Teacher Center Directors

October 2000

# Teacher Center Network Income School Year 1999-2000




Total Income FY 00: $558,837

Education Standards and Practices Board
600 E. Boulevard Ave., Dept. 202
Bismarck, ND 58505-0080
(701) 328-2264 Fax (701) 328-2815
www.state.nd.us/espb

January 5, 2001

57th Legislative Assembly
House Appropriations Committee,
(EE) Education and Environment

Rep. Wentz, Members of the Committee,

This letter is being sent in support of the North Dakota Teacher Center Network (NDTCN) appropriation included in HB1013. The NDTCN is funded through the Other Grants section of the Department of Public Instruction budget. This appropriation line item, while it is a very small portion of what North Dakota spends in support of education, enables a tremendous amount of assistance to teachers and students in our state.

The ten regionally located Centers provide resources and professional development opportunities directly where they are needed in a very cost-effective manner. The state appropriation gives basic operating cost support enabling the Centers to generate a great deal more service through use of federal and private grant funds. The Centers also enable schools to pool resources from grants such as Title II for math and science education, Teaching with Technology, or School-to-Work and make those dollars reach more teachers and have more impact on students. Schools and individual teachers evidence broad-based support for the Centers by paying membership fees to further assist in delivery of information and services.

My position at the Education Standards and Practices Board involves working with the ND colleges of teacher education and ongoing professional development for educators. We have found the NDTCN, working cooperatively with our ND colleges and universities, to be an ideal outreach delivery system for professional development and reeducation opportunities for teachers seeking to renew ND licensure or reeducate to teach in additional areas. This is especially important as North Dakota seeks to retain its high quality teaching force and fill teaching positions.

The NDTCN is currently finishing facilitation of some major grants, such as the School-to-Work initiative, so any additional support the State can give them at this time will be of great help to sustaining this network and the valuable services they provide. We hope the 57th Legislative Assembly will look favorably on their efforts and lend their support.

Sincerely,

Deb Jensen,
Assistant Director

The Education Standards and Practices Board does not advocate, permit, nor practice discrimination on the basis of sex, race, color, national origin, religion, age or disability as required by various state and federal laws.

# SAWYER SCHOOL DISTRICT NO. 16

101 - 2nd Street West
P.O. Box 167
**SAWYER, NORTH DAKOTA 58781**
Telephone 701-624-5167
Fax 701-624-5482

ROBERT W. BRIGGS, Superintendent

ROBERT L. HAENSEL, Secondary Principal

SANDRA McQUEEN, Elementary Principal

January 5, 2001

Deb Sisco, TLC Coordinator
1609 4th Ave NW
Minot ND 58703

Dear Deb.

We at Sawyer Public School very much appreciate the services that are provided by the Teacher Learning Center. You coordinate many classes to provide excellent professional development opportunities through the area. The reasonably priced registration fees enable teachers to attend classes they might not other wise be able to afford. The bottom line is students benefit!!

Sincerely,

Sandra McQueen
Elementary Principal
Sawyer Public School

North Dakota

**Department of Public Instruction**
600 E Boulevard Ave., Dept. 201, Bismarck, ND 58505-0440
(701) 328-2260 Fax - (701) 328-2461
http://www.dpi.state.nd.us

Dr. Wayne G. Sanstead
State Superintendent

January 4, 2001

Dear Sir or Madam:

This is a letter of information about the Teacher Center Network in North Dakota and the School Health Unit's experiences with the network. As a client of the Teacher Center Network since 1991, the School Health Unit of the Department of Public Instruction has used the Network to deliver HIV/AIDS Education Teacher Training to local districts. The Centers have received contracts for administering this training, managed training teams in their regional areas, and advertised for these trainings. Together the Centers educate just under 1000 school staff yearly in the area of HIV/AIDS education under these contracts. The Centers are the delivery vehicle to the districts and without this vehicle, this education project would not be possible.

The Centers have evolved the HID/AIDS Education program from totally a teacher inservice program to one that is equally preservice and inservice education. Last year 453 education majors at North Dakota Universities participated in this training. This assures these future teachers of meeting the requirements of North Dakota Century Code 23-07-16.1 and Century Code Rules 33-06-056.01 concerning education about significant contagious diseases.

The Teacher Centers Network definitely fulfills the roles of the School Health Unit's delivery system to the local level. Besides the training, the Centers store materials and provide library services and information about our programs. We have also used them to secure locations and administer other regional meetings as needed. They fill a very definite role in the total scheme for reaching local schools with professional development.

I would be pleased to answer any questions you might have about the Teacher Centers. My phone number is 328-4138 and email is ljohnson@mail.dpi.state.nd.us.

Sincerely,

Linda L. Johnson

Linda L. Johnson, Director
School Health Programs

From: "SUE EMERY" <emerys@fargo.k12.nd.us>
Date: Wed, 03 Jan 2001 15:13:36 -0600
To: sisco@sendit.sendit.nodak.edu
Subject: thank-you

To ND Legislators:

I just wanted to say thank you for the funding for making it possible for me to attend the Six Traits Writing workshop in Minneapolis this Fall. I really learned a lot of things that I am currently using in my classroom. I feel that my students and I benefitted from this workshop. The workshop motivated me to teach the various traits of writing. I am glad that the Fargo teachers are able to attend professional leave workshops. Thank you for making it possible.

Sincerely,

Sue Emery

**North Dakota State Occupational Information Coordinating Committee**
**(North Dakota SOICC)**
1720 Burnt Boat Drive, Suite 102; PO Box 5507, Bismarck ND 58506-5507
701-328-9733; Fax 701-328-9731; e-mail marrs@sendit.nodak.edu

Member Agencies

North Dakota Department of Economic Development and Finance

Job Service North Dakota

North Dakota Department of Labor

State of North Dakota Department of Public Instruction

North Dakota State Board for Vocational and Technical Education

North Dakota Office Vocational Rehabilitation

North Dakota University System

North Dakota Workforce Development Council

January 8, 2001

North Dakota Legislators:

Over the past three years, the North Dakota Career Resource Network (formerly known as the North Dakota SOICC) has worked closely with the North Dakota Teacher Center Network to deliver products and services to teachers across the state. Their linkages with teachers and administrators have proven extremely valuable, as it's very difficult to effectively reach educational professionals to let them know of products they can use within their curriculum in the area of career planning and development.

An example is a series of career planning curriculum products called the Real Game Series, whereby students learn to budget, create communities, and become involved in the many other aspects of the real world. Since this curriculum is very comprehensive, teachers need to attend an instructional session before using it in their classroom. So we approached the Teacher Center Network and they were quick to respond and become involved. As a consequence of their efforts, over 1,000 teachers are using these curriculum materials across the state.

The Teacher Center Network has also been a very valuable asset to the School-to-Work efforts in North Dakota. They have served as leaders at both the state level and in the regions they serve.

Reaching teachers is obviously the key to reaching students, but when disseminating curriculum materials from the state level and preparing teachers to use those materials, it becomes an overwhelming task. Thanks to the Teacher Center Network, this challenge becomes almost nonexistent, as they are in touch with the educational professionals in their regions and therefore have done an outstanding job in assisting those of us at the state level to reach those professionals.

If you would like to visit with me further about the Teacher Center Network, or have questions, please contact me at 328-9734.

Sincerely,

Dan R. Marrs

Dan R. Marrs

| Post-it® Fax Note 7671 | Date 1-9-01 | # of pages ▶ 1 |
|---|---|---|
| To Vern Cermak | From Dan R Marrs | |
| Co./Dept. Bis Teacher Ctr. | Co. NDCRN | |
| Phone # | Phone # 701-328-9733 | |
| Fax # 701-221-3450 | Fax # 701-328-9731 | |

3526 Jericho Rd
Bismarck, ND 58503
Jan. 8, 2001

Dear Members of the North Dakota Legislature,

My name is Mary Cay Senger. I have been in the teaching profession for over 30 years and served as both teacher and Principal for the Baldwin, ND Elementary School for 3 years. I am writing to ask your continued financial support of the Teacher Learning Center programs in our State.

The Teacher Learning Center in Bismarck has been a wonderful resource to me personally, as well as to the schools in which I have taught. I have been able to check out a wide variety of curriculum support books, filmstrips, videos, cassettes, bulletin board patterns, games, textbooks and more to enhance and enrich my lessons with the students. The Center will provide teachers with specific materials related to a teaching unit. Materials can be mailed to a teacher when distance is a factor. The Starlab, which is a large inflated laboratory for students, teachers and parents, is a resource available from the Center to use in order to view the night sky in a variety of ways, learn about the constellations and the stories from other cultures connected to these constellations.

The Teacher Learning Center in Bismarck publishes a monthly newsletter which is sent to every school on the center's membership list. These newsletters provide educators with listings of workshops, graduate classes and educational materials and opportunities that might be of value from the Internet that is currently being offered in North Dakota. The Center also coordinates classes held locally by North Dakota Universities. Many teachers receive graduate credits through these classes.

Teacher visitation is another way the Centers benefit teachers. A teacher can spend a day in another teacher's classroom, observing new teaching techniques and styles. The Center has been able to pay for the cost of a substitute teacher. This is a great opportunity for professional development and a great way to continue life-long learning.

The Teacher Learning Centers depend upon the money budgeted by the North Dakota State Legislature to continue the programs that support teachers and students in a wide variety of educational experiences. I ask you to seriously consider the importance of these Centers and the necessity of valuable monetary support.

Sincerely,

Mary Cay Senger

Mary Cay Senger

UNIVERSITY OF MARY
Division of Education

7500 University Drive
Bismarck, ND 58504-9652
(701) 255-7500

January 9, 2001

North Dakota State Legislator

Re: Teacher Center Network Funding

I would like to express my support for the Teacher Center Network in North Dakota. As a teacher educator at the University of Mary I feel this is a valuable resources to future and present teachers in the State. The various teacher centers across the State provide materials, resources, and services that many teachers would not otherwise have available.

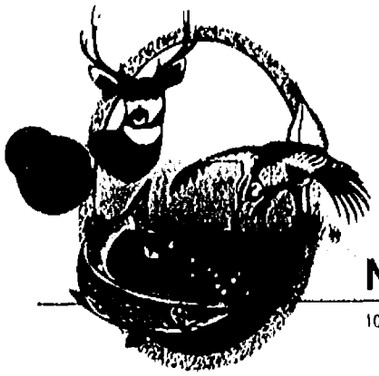
The centers provided materials and resources benefit not only teachers but also children in our state. Our teacher education students at the University of Mary also benefit during their field experiences and student teaching as well as after they graduate and take jobs teaching in North Dakota.

I would like to encourage your continued support and funding of the Teacher Learning Centers throughout the State. Thank you for the many hours you devote to the people of our State and my God bless the legislature during this session as many critical issues are dealt with.

Sincerely,

David M. Martin

Dr. David M. Martin
Associate Professor
Early Childhood Education
University of Mary
7500 University Drive
Bismarck, ND 58504



"VARIETY IN HUNTING AND FISHING"


**NORTH DAKOTA GAME AND FISH DEPARTMENT**

100 NORTH BISMARCK EXPRESSWAY BISMARCK, NORTH DAKOTA 58501-5095 PHONE 701-328-6300 FAX 701-328-6352


January 8, 2001

Dear North Dakota Legislator,

The ten Teacher Centers have been a big help to us at the North Dakota Game and Fish Department over the last 15 years with our education programs. Each one has set up workshops for teachers in their areas. They also check out a 50 foot plastic whale along with WILD boxes and Aquatic boxes to teachers.

Without this help we couldn't conduct workshops for 400 teachers and handle the many requests for the educational boxes and whale. We urge you to continue funding for them in the next biennium.

Best wishes,

Dave

Dave Jensen
Project WILD/Aquatic Education Coordinator

The West River Teacher's Center has been very beneficial to me as a teacher. In my situation, I needed, in a short period of time, several classes to update my teaching certificate. The Teacher's Center offered many classes, from which I was able to choose from, that helped me meet the requirements. Having the center in Dickinson also enabled me to take classes I needed without having to travel great distances or to spend money on lodging.

Also, the center provides many resources for teachers to use in the classroom, including information on new, innovative teaching methods and up and coming "hot topics' in the teaching profession, helping us to stay current on issues which demand our attention.

Joy Bloom
Hope Christian Academy

UNIVERSITY OF UND NORTH DAKOTA

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
P O BOX 7189
GRAND FORKS, NORTH DAKOTA 58202-7189
701 777-2674
FAX 701 777-4393

January 7, 2001

To: Members of the North Dakota Legislative Assembly
From: Dan Rice, Dean, College of Education and Human Development
Re: Continued Funding for North Dakota Teacher Centers

As a member of the Advisory Board for the Grand Forks Area Teacher Center, I want to urge continued funding for the North Dakota Network of Teacher Centers. I know that our Teacher Center here in Grand Forks provides a valuable service to teachers, not only here in Grand Forks proper, but in this corner of the state. The Center is stocked with many valuable resources that are of great value to teachers, many that are not owned by the local school districts.

The Center here in Grand Forks has been an active facilitator of important professional development activities for teachers. One of the most impressive is the Teacher As Scholar project that organizes short-term seminars taught by UND faculty for area teachers. The response to these seminars has been overwhelming. The seminars focus on very specific topics that deepen and enrich the knowledge of the teachers. The topics range across the disciplines from science, to history, to literature and are being taught by some of our most gifted faculty members.

This is just one example of what the Teacher Centers are able to do for North Dakota's teachers. As we face a growing teacher shortage, not only in North Dakota but nation-wide, it will be even more critical that we have such experiences available to our teachers to keep them excited about their work. When our teacher's salaries are among the lowest in the nation, everything we can do to make their working conditions better will be essential.

Therefore, I urge your support for continuation of funding for the Teacher Center Network at present levels. It is an investment worth every cent and, in fact, if they were not present, we would have to spend a great deal more to replace the valuable services they provide, especially to our smaller schools.



UND is an equal opportunity/affirmative action institution

Dickinson Public Schools
"Empowering Students To Succeed"
Dean U. Koppelman, Supt.

# Berg Elementary
www.dickinson.k12.nd.us./Berg

**Becky Meduna**
Principal

307 3rd Avenue West
Dickinson ND 58601
(701) 456-0010
FAX: (701) 456-0039
meduna@sendit.nodak.edu

January 8, 2001

Legislature Appropriations Committee
State Capitol Building
600 East Boulevard Avenue
Bismarck, North Dakota 58505

Committee Members:

I want to take this opportunity to express my support for the West River Teacher Center and the other teacher centers in the state of North Dakota. The Teacher Center Network provides professional development activities to teachers, education students, and other educational personnel. The continuation of these activities will further enhance the quality of teaching and learning in North Dakota by assisting educators in professional knowledge and skill development to improve the learning of their students.

The Teacher Center maintains a library which provides working space, resource materials, and equipment for teachers, administrators, and pre-service teachers to use to create educational materials and teaching aids. It publishes and distributes approximately eight newsletters per year that contain professional articles and listings of programs, graduate courses, and activities.

The availability of these services has helped us, as individuals and as a staff at P.S. Berg Elementary, to address the needs of our students with more confidence and assurance. In collaboration with the center, we are able to promote a more productive learning environment for our children.

I ask you to continue your support of the North Dakota Teacher Center Network. I am certain that it helps address the needs of our educators, students, and community. Thank you.

Sincerely,

Becky Meduna

Becky Meduna
Principal
Dickinson Public Schools

# West River Special Services

2893 3rd Ave. West - Suite 102
P.O. Box 1575
Dickinson, North Dakota 58602-1575
Telephone: (701) 483-1257 Fax: (701) 483-1258
E-mail: wriver@goesp.com

Gary Quintus
*Chairman of the Board*

Merlin Dahl
*Vice Chairman of the Board*

Terry J. Tucker, Director of Special Services
Dorothy H. Martinson, Assistant Director

Loren Mathson
*Executive Board Member*

Melissa Will
*Administrative Assistant*


January 9, 2001

Legislative Appropriation Committee

RE: West River Teacher Center

Dear Committee Members:

On behalf of the West River Special Services Unit, I am submitting this letter of support for the West River Teacher Center budget request. The services provided through the Teacher Center in Southwestern North Dakota have been invaluable. Rural school districts in the area need the support that the Teacher Center continues to provide through making resources available and strengthening professional development in alliance with the North Dakota University system.

The Teacher Center has been a great asset to individual school districts as well as a support system to my office. We utilize their facility and services to assist in the provision of training and inservices for parents and professionals within the region.

My office, in conjunction with it's member school districts, support the intent of the Teacher Center through other activities including regional professional development days and technical supports to meet the needs of individuals and school districts. Feel free to contact my office if any individual committee member or the committee, itself, would like to discuss the importance and value of the West River Teacher Center in Southwestern North Dakota.

Sincerely,

Terry J. Tucker
Director

Reasons We Have the TLC

| | |
|---|---|
| Lucinda Zietz | Offers many classes at reasonable prices |
| Linda Erickson | A convenient location. |
| G. Buckholz | It brings things to the schools |
| D. Rasmussen | Good info. on up + coming stuff. |
| Jennifer Johnson | It offers the Young Authors Conference for children. |
| Deb Jarvis | TLC provides an excellent network between teachers districts, and university activities + coursework |
| Pam Maatad | 857-4489<br>It is an excellent resource. |

e: Mon, 8 Jan 2001 14:33:27
Date: Mon, 8 Jan 2001 14:33:27 -0600
To: sisco@sendit.sendit.nodak.edu
Subject: classes

[redacted]ar Deb,
Our building is most appreciative of the affordable classes that are offered through the TLC. We do make use of them to continue our professional growth.
Leann Hall, Berthold Building Rep.

TO WHOM IT MAY CONCERN:

The Valley City Teacher Center plays a vital role in assisting we teachers to carry out our roles in educating our students. The resources of the Teacher Center that are available to us are outstanding!!

Because of the Teacher Center we are able to have the planetarium in our school for the students to learn about this interesting area of science. Also, we get resources from them to help in planning science experiments for our annual science fair. This give the students many ideas and option.

It is because of the Teacher Center that our school has been fortunate enough to be a part of professional development of staff. One great example is the train the trainer program in the area of technology. Without this, teachers would not be able to share their expertise with their students. Because of our training, students are using computers to enhance their learning.

The Teacher Center provides us with resource materials all year long by sending us boxes with materials for use with our students. This helps enhance student learning.

The Valley City Area Teacher Center Newsletter can only be described as superior quality. This keeps teachers up to date with courses that are being offered to improve

teaching skills with our students. It informs teachers of new resources available. It informs us of classes offered to teachers to help the learning of our students.

THE TEACHER CENTER MAKES A DIFFERENCE IN THE LIVES OF OUR STUDENTS!!!

Charlotte Enger

Charlotte Enger
Teacher Center Contact Person
Montpelier Public School
Montpelier, North Dakota

Dear Legislature:

I am in support of funding for Teacher Centers. They are an important asset to me as a teacher.

I receive Newsletters from three different teacher Centers: Mayville Valley City, and Devils Lake (which I joined as an individual member.) I look forward to getting the Newsletters each month. They keep me informed of upcoming classes and workshops available in my area. The teacher Centers are usually able to offer classes at reasonable rates which is a priority to me on a teacher's salary.

The teacher Centers have made it possible for me to visit other schools.

I have collected alot of valuable information and ideas over the years from the resources made available to me through the teacher Center. If I need material on a certain subject, they find it and get it out to me. This is great for us because we could not afford to buy all of the materials and manipulatives

that we use in teaching our lessons.

Please continue to provide the needed funding for our Teacher Centers !!!

Thanks

Barb Gatheridge

Briggs County Central -

Thomasford

# Maple Valley Public School District # 4

207 Broadway - P.O. Box 168
Tower City, N.D. 58071-0168

Tower City - 749-2570
Fax- 749-2313

Buffalo- 633-5183
Fax - 633-5183

Ron Stahlecker, Superintendent
Stacy Richman, Board President
Linda Milbrandt, Business Manager

Gary Milbrandt, 7-12 Principal
Pat Johnson, K-6 Principal


January 8, 2001

Dear Legislators:

I'm writing this letter in support of full funding for our Teacher Centers throughout the state. The Teacher Centers are a valuable resource for many educators. They provide us with numerous professional development opportunities that benefit all educators across the state. These continuing education classes are extremely important because they relate to the present needs of the teachers. The classes are affordable and placed throughout the state to keep travel cost at a minimum.

Other benefits the Teacher Center provides are providing many resource materials for the classes educators teach. These materials range from a book to a whole educational program. By sharing these resources educators can provide their students with a variety of learning materials. Many dollars are saved by sharing these resources and not being purchased by each individual school district.

It is important that we do not lose the Teacher Centers. If the state does not support the centers the burden will probably go back on the local district, which it cannot afford. This type of program should be funded by the state because it benefits all school districts and all the children of North Dakota.

Thank you for your time and consideration on this important issue

Sincerely,

Ron Stahlecker

Ron Stahlecker, Supt.
Maple Valley Public School

# Jamestown Public Schools

DR. DAVID LOOYSEN, SUPERINTENDENT
120 Second Street Southeast
Jamestown, North Dakota 58401
(701) 252-0559
Fax (701) 251-2011

LARRY URKESTAD
SENIOR HIGH PRINCIPAL

WILLIAM NOLD
ASSISTANT SENIOR HIGH PRINCIPAL

GEORGE HELMSTETLER
DIRECTOR OF ATHLETICS AND ACTIVITIES

January 8, 2001

Pat Bell, Director
Valley City Area Teacher Center
101 College St.
Valley City, ND 58072

Dear Pat:

I am writing to ask that you share my letter with members of the 2001 Legislative Session.

I am asking for continued support of the VC Area Teacher Center due to the fact that it has been a valuable resource for teachers in our school district. The leadership provided to our teachers (myself included) via practical and relevant in-services and workshops has been a great service. Obviously, when teachers are provided with additional tools our students are the ones who benefit.

The Career Explorer workshop held in our building last year is an example of how our students benefit. Several of our teachers were involved in this workshop. They were able to share the web site with their students and all were able to incorporate the use of this site in their classrooms. This is just one example of a practical tool that benefits our students.

Teachers are always looking for ways to improve the product we offer our students. It is my feeling that the Valley City Area Teacher Center, under Pat Bell's leadership is an invaluable resource. Please do what you can to assure that the Center continues to help teachers help kids.

Thanks for your consideration. Feel free to contact me if I can provide further insight.

Sincerely,

Bill Nold

Bill Nold, Assistant Principal
Jamestown High School

"The mission of the Jamestown Public Schools is to provide educational opportunities which encourage students to work toward their potential."
The Jamestown Public School District does not discriminate on the basis of race, color, national origin, age, sex, or handicap in its employment policies/practices.

# Gussner Elementary School

1509 Fourth Street Northeast

Jamestown, North Dakota 58402-0269

701-252-3846

Connie Smith, Principal

cosmith@sendit.nodak.edu


1/08/01

Dear North Dakota Legislators,

I am writing this letter to recommend that the Legislature continue to support and finance our state teacher learning centers.

The teacher learning center networks have always exemplified the word "professional" in their actions with students, staff and community. They have developed many useful materials over the years for classroom use and have always willingly shared class offerings and materials, continually looking to increase teacher usage of the center.

Currently, I serve as an elementary principal and Mrs. Beil's work has been a positive support for those of us using the Valley City based Center. Her dedication to seeing that information is kept current and complete, has been of great benefit to our staff as they seek information on classes and materials related to units of study.

Please consider continuing to support and finance our state teacher learning center networks. They will continue to be used to enhance the curriculum and help to make learning fun and worthwhile for the students of North Dakota.

Respectfully submitted,

Connie Smith

Connie Smith, Principal

Gussner Elementary Staff and Students

Why the Anne Carlsen Center for Children uses the Valley City Teacher Center.

We have used and will continue to use many of the resources the Teacher Center has to offer.

We especially enjoy the planetarium and the whale!!
The planetarium is unique because it enhances the lives of our special needs students. Most are unable to be outside for any length of time due to medical reasons. Many who can go outside may be unable to view the night sky due to visual impairments. Therefore, by using the portable planetarium and the many cylinders, they are able to see the sky up close. It seems as if they can reach out and touch the stars!!

We have also used the whale and wild boxes. Two years in a row we used a whale and our students had a "whale" of a time. We even had library story time in the whale.

As a Media Specialist, I enjoy having a center so close that we can access all of the valuable resources. This really has to receive continued support.

Without the Teacher Centers, many small schools in North Dakota would have very limited resources and not be able to offer interesting educational enhancements for their students.

Submitted by:

Ann Perry
Media Specialist
Anne Carlsen Center for Children
Jamestown, North Dakota

January 8, 2001

Pat Beil
Teacher Center
101 College Street
Valley City, ND 58072

Dear Ms. Beil,

I can't stress enough how beneficial the Teacher Center has been for our school. Verona Public School is small and our budget is very limited. Out staff uses many of your available resources in our classroom and all of them have attended several classes, trainings, workshop, and inservices you've offered.

On a more personal note. I have really implemented the information/resources from the School to Work Program, HIV Training, and the Career Explorer classes you've offered. I also am using many resources from the Life Skills and the ND Roughrider Health Conference you helped promote.

Your newsletter keeps us well informed on new resources, trainings, and educational websites. It also helps us keep up with current issues. And **the best part is that we can pass this information on to our students.**

Thank you, Pat and the Teacher Center, for enhancing our educational process. We appreciate and very much need you!

Sincerely,

Linda Holm-Peterson

Linda Holm-Peterson
FACS/Health Teacher
Verona Public School

# Oriska Public School

502 2nd Avenue
P.O. Box 337
Oriska, North Dakota 58063

Telephone (701) 845-2846
Fax (701) 845-5830

January 8, 2001

To: ND Legislators

From. ND Teacher Center Network Funding

My name is Terry Buringrud and I am the Elementary principal in the Oriska Public School system. I am writing this in behalf of our Teacher Center in the Barnes County area and for all across the state.

With people showing more concern for quality education it is our responsibility as educators and elected officials to show our support by allowing progress to be made in the schools. One way to do so is attract teachers, which the current governor and I hope legislation are trying to do with salary increases. Another way is to fund Teacher Center units across the state.

The Teacher Centers play a vital role in a teachers preparation to teach. Not only do they offer material and resources, but they coordinate workshops and other educational seminars for the teachers to participate in and to expand their knowledge.

Without Teacher Centers a lot of the coordination for workshops and seminars would fall back on the schools, of which schools are already burdened with the daily task of keeping the school operating.

Therefore, without a Teachers Center a piece of the educational puzzle will be missing. So please continue to appropriately fund the centers.

Sincerely,

Terry Buringrud

Terry Buringrud

# Oriska Public School

502 2nd Avenue
P.O. Box 337
Oriska, North Dakota 58063

Telephone (701) 845-2846
Fax (701) 845-5830

January 8, 2001

To: ND Legislators

From: ND Teacher Center Funding

The Oriska School District which is a very small rural school in Barnes County has had a very unique relationship with the Valley City area Teachers Center, for the Teachers Center has provided our school district with professional development for our entire staff. This in service would not be available to our school district in any other way due to financial constraints

We feel the Teachers Centers are delivering educational services in a very effective, efficient and professional manner tailored to meet the needs of the individual school districts they serve You will soon be discussing the funding mechanism that will be used to provide appropriations for the Teachers Centers of North Dakota we strongly recommend that you continue to support and fund the Teachers Centers of North Dakota.

Thank you for your time and concern.

Sincerely,

Roger Mulvaney, Superintendent
Oriska School

AM- 3-01 FRI 8:21 AM

Box G
Kulm, ND 58456
January 8, 2001

North Dakota Legislators
Bismarck , ND

Re: North Dakota Teacher Center Network

Dear Legislators:

Please continue to fund the NDTCN. This valuable service is used by our school to further enhance our lessons and to offer materials and resources that would be otherwise unavailable to my colleagues and me. Like many small schools, our budget limitations cause us to utilize our texts and supplies in a frugal manner. We teachers buy additional supplies and resource books at our own expense to better teach our students However, the NDTCN allows us access of myriad up to date materials, books, videos, experiments, and units that neither our school or the staff would be able to purchase, since it would not be "cost effective."

The Valley City Teacher Center that serves us in Kulm provides a monthly "surprise box" of teachers' resource books. The ideas and run-off pages are excellent Each month many of our staff peruse the books and busily run off various pages from them for use in the curriculum, either to extend or to reteach lessons.

My science units have benefited from the availability of the videos, filmstrips, and books that the Center quickly mails upon request We are to teach to the different modalities of learning. Thus, having the tools to teach to each student allows each one to learn to the best of his/her ability in the fashion best suited to each

The monthly newsletter provides information about classes and the locations of them For maintaining our credentials, all staff benefits from this information The Center does an excellent job of providing classes that are requested, as well Since the information is distributed to a large audience, the classes can usually be held since the numbers needed for minimum enrollment are met

Our school has sent staff to the training sessions, and then used the inflatable whale and the planetarium. The students eagerly embraced the information given and readily comprehended when using such realistic material. Each class in the school was given the opportunity to listen to the presentations and ask questions Long after the units were mailed back, the students were still commenting about these "large" teaching tools Seeing the inflated whale fill the gym floor certainly made an impression!

Legislators, I am asking on behalf of our school and fellow teachers to continue to fund the NDTCN. What price can be put on a child's learning? Having the resources to teach makes all the difference to each one.

Sincerely,

Mrs. Pat Rutschke

Pat Rutschke
Kulm Public School

Barbara Bjorum
VCHS Instructor
Valley City High School
460 North Central Ave.
Valley City, ND 58072

Jan. 8, 2001

Dear ND Legislators,

It is with pleasure that I write on behalf of the Valley City Area Teacher Center. This letter pales in comparison to all that this center has done for our school system and others in our surrounding area.

Many teachers use the resources available through the teacher center to make their units the best they can be for the students they teach. Students get updated materials and hands on activities that they wouldn't have access to if we relied only on our individual school funding. With the sharing of materials, we can better serve the students of North Dakota. I have learned of many great projects and teaching ideas through sharing ideas with those who have used the teacher center.

With a director, such as Pat who knows the material so well, many hours of searching and reviewing are eliminated. Many teachers would use what they already have due to the lack of time - time that Pat saves us when we make a call and ask what is available for a certain unit or topic and she has materials and ideas right away.

I teach an HIV/AIDS class for college students pursuing education majors and in each class we talk about the Teacher Center. Almost every college student knows where the center is and has used it. I think they will continue to use it in their future teaching careers. Without the center, these workshops would be almost impossible to run. It would slow down HIV/AIDS education in our state and that would be a dreadful mistake!

With education in a financial crunch, I find it hard to believe that supporting the Teacher Centers - which houses resources that can be shared - would even be questioned. Our best teachers are those who care enough to share ideas, enthusiasm, concerns and materials. From my experience, the Valley City Area Teacher Center promotes all of these.

I appreciate all that Pat and the Teacher Center has provided. Our students are better educated because of the center. Teachers are better informed as to classes and workshops that are available, grants that are available and materials that are there for their use. I hope you continue to support the Teacher Centers. They are a vital part of our educational system.

Thank you for your time. If you have any questions please contact me.

Sincerely,

Barb Bjorum

Barb Bjorum

# Valley City Area Vocational Technical Center

801 VALLEY AVENUE SOUTHEAST
POST OFFICE BOX 30
VALLEY CITY, NORTH DAKOTA 58072-0030
PHONE (701) 845-0256
FAX (701) 845-0003

Jeff Bopp
Director
Email jebopp@sendit.nodak.edu

Teresa Garnahy
Business Manager
Email tgarnahy@sendit.nodak.edu

January 8, 2001

Dear Legislator:

I am writing this letter in support of funding for the Teacher Centers. I wish to express the importance of the Teacher Centers to the teaching staff and students in our particular region.

The Teacher Center has provided us with many additional resources and teacher contacts as a part of our Greater Barnes County Consortium School-to-Work program. The local Teacher Center provides an avenue to all area teachers that we would not otherwise have. We have worked very closely with the Teacher Center on a number of teacher in-service projects. The Center has an excellent rapport with teachers in the area and as such is a very valuable resource for the Vocational Center.

The Teacher Center in our area is looked on as an integral part of our school systems. All schools have greatly benefited from their efforts. The Center is actively involved with teacher in-services, professional development activities, curriculum materials, job awareness material, local survey and marketing information. The Teacher Center is an excellent example of how collaborative ventures can and do work.

In closing, I urge your continued financial support of the Teacher Centers efforts.

Respectfully,

Jeff Bopp
Director
Valley City Area Vocational Technology Center

VALLEY CITY AREA VO-TECH CENTER
Adult Learning Center

We educate and employ without regard to race, color, religion, national origin, sex age, or handicapping condition.

VALLEY CITY AREA VC VO-TECH CENTER

January 8, 2001

To: ND Legislators

Re: ND Teacher Center Network Funding

This letter is being sent to let you know that I support the funding for the Teacher Center Network around the state. I believe they provide a valuable service to the educational system and the centers need to be funded at or above the same level as previously.

Throughout the years we have found the Teacher Center to be a valuable resource for our school. The staff and students at Verona Public School have benefited from the classes, workshops, information and materials that you are able to provide to the area schools.

Verona Public is a small school and budgeting is very tight. We rely on the Teacher Center for many of our resources that are used in the classroom. The staff at Verona utilizes the Teacher Center for resources or materials that are not available locally for a subject or theme they are teaching. Although the materials come to the school through the request of the teachers, the students of our schools are the major benefactors of the Teacher Center.

Each year we use the Starlab Planetarium for students K-12. Our students enjoy and look forward to the week we schedule the lab.

The staff has attended many of your classes, workshops, or inservices. Because of these educational opportunities they are able to keep abreast with current issues.

The Newsletter keeps us informed on new resources, web sites, classes, workshops, and a wealth of other information about local happenings.

Funding must be set up in such a manner as to assure the continuation of the teacher Center Network.

Sincerely,
Janet Hajek

Janet Hajek

Elementary Principal
Verona Public School

VCSU
VALLEY CITY STATE UNIVERSITY

January 8, 2001

North Dakota Legislators
Bismarck, ND

**RE: North Dakota Teacher Center Network Funding**

The Valley City Area Teacher's Center has been important to my students in several different ways this past year.

My students in the Secondary Science Methods class utilized the K – 12 textbooks and materials in the Center to become familiar with the high school curriculum in their field of study, and to find activities for their future classes.

Teachers from Beach to Fargo have taken Portable Planetarium classes, and the Astronomy of Lewis and Clark class, which have been organized, advertised, and taught through the Teacher's Center for North Dakota State University.

Our Teacher's Center has also sponsored classes given by visiting groups, such as the NASA workshop that helped teachers become familiar with free materials distributed by NASA.

The Teacher Center is important to teachers in our area, to students at VCSU and NDSU, and to the community at large.

I support continued funding for the Valley City Area Teacher's Center.

Sincerely

Eileen M. Starr

Eileen M. Starr, Ph.D.
Associate Professor of Science
Valley City State University

101 College Street SW
Valley City, ND 58072
(701) 845-7452
FAX: (701) 845-7245
E-Mail: Alice_Beauchamp@mail.vcsu.nodak.edu
www.vcsu.nodak.edu

MHS

**Milnor High School**
**Greg Jenkins**
**Principal**
PO Box 169 ~ Milnor, ND 58060
Phone 427-5237 ~ Fax 427-5403 ~ Email gjenkins@sendit.nodak.edu

January 8, 2001

North Dakota Legislators
State Capitol
Bismarck, ND

Dear Legislators:

I am writing this letter in support of the continued funding of the Valley City Teacher Center. Having been associated with the Center for the past 12 years, I have had many occasions to use the services provided by the Teacher Center and feel the services provided are very valuable to a wide range of educators in North Dakota.

I have two distinct roles during my association with the Teacher Center, one as a science teacher, and one as a school administrator. As a science teacher, I have had the opportunity to be involved in several projects that I wouldn't have had the opportunity to experience with out the help of the Teacher Center. Many classes and teaching tools such as lab safety, the portable planetarium, aids workshops and many more have been made available to me when without the Teacher Center I and my students would have been deprived of the learned information.

As an administrator in the rural North Dakota setting, it is workshops like the ones described above in all content areas that as a school we would not be able to provide, but through the Teacher Center, allows my staff the opportunity to grow professionally. The support and information provided by the Teacher center is greatly used and appreciated in many communities.

Thank you for allowing me to express my view on this issue. The continued support and funding of the Valley City Teacher Center is vital for the continued development of teachers and students in rural North Dakota.

Sincerely

Greg Jenkins
Principal
Milnor High School



Fort Ransom School District No.6
135 Mill Road
Fort Ransom, North Dakota 58033-4011

701-973-2591
FAX 701-973-2491

Pat Bell, Director
Valley City Area Teacher Center
101 College Street
Valley City, ND 58072

We are writing this letter to let you know how much we appreciate your services. We have a very small country school. We aren't always able to order text books or current teaching ideas because of our tight budget. You have everything we need! If any of us order supplies for a new unit or theme, you have the order to us in a week! It is just great having you so close to help us out here in Fort Ransom.

I hope you can continue your wonderful service to us teachers. We are always looking for different ideas and skills.

Keep up the good work!

Sincerely,
Ginger, Kathy & Marilyn
The Staff of the Fort Ransom School
Ginger Louden
Kathy Kwapinski
Marilyn Sorby

Valley City, ND 58072
January 9, 2001

To whom it may concern:

I am writing to express support for the Teacher Centers of North Dakota. Continued appropriations for their operating expenses would be an investment in quality education for our state.

While working in the Valley City school system, I found the Valley City Area Teacher Center to be a source of valuable supplemental materials and audio-visuals. These items were current, attractive, and "hands-on" in nature. Many times classroom lessons could be easily modified for special needs students because of the teaching/learning materials found at the Teacher Center.

In Valley City area teachers, student teachers, and college students all enjoy the well-rounded inventory of the Teacher Center. They are motivated and inspired by the opportunity to use quality instructional items in their lessons.

Only those who visit and use our teacher centers on a regular basis can express how truly important they are to the educational needs of our state. Please keep them open and running.

Sincerely,

Noreen Smestad

Noreen Smestad
4311 Co. Rd 21
Valley City, ND
58072

From: lbunn@sendit.nodak.edu (Lynette Bunn)
To: rbeil@sendit.sendit.nodak.edu
Date: Mon, Jan 8, 2001, 4:38 PM
Subject: Teacher Center Funding

---

Dear Legislators,

There are so many reasons to continue to support the Teacher Centers in North Dakota. The Teacher Center provides inservices and classes with credit so teachers don't have to travel so far to pick up the necessary knowledge or skills needed in providing quality education for all students. Also, the Teacher Center provides resources that many local school districts could not afford like the Ellison Machine. The Teacher Center makes available resources to teachers in rural areas such as quality literature, videos, and support materials that are used in the classroom that rural libraries may not have access to. Please continue to support the Teacher Center Network in North Dakota.

Sincerely,
Lynette Bunn

Lynette Bunn
North Sargent
lbunn@sendit.nodak.edu
701-678-2492

North Central of Barnes School
10860 20 1/2 St. SE
Rogers, ND 58479

To: ND Legislators

Re: North Dakota Teacher Center Network Funding

I am writing on behalf of North Central Education Association in regard to the Valley City Area Teacher Center. We are a small school which benefits greatly from the Teacher Center. We are able to access materials and resources which enhance our curriculum that would not be available in our school. Also the Teacher Center coordinates many useful workshops and graduated credit classes which enable our teachers to continue their education. By doing this they enhance the quality of education for our students.

With Valley City Area Teacher Center being at VCSU we are able to use those resources and also future teachers are able to see the many benefits that a Teacher Center can be for them when they are out in the teaching field.

We feel that our Teacher Center is a vital part of our teaching at North Central.

Thank you for your consideration,
North Central Education Association
Diane Kracht

January 9, 2001

Dear North Dakota Legislators:

I am in support of funding for the Teacher Centers. They are very important to teachers across North Dakota.

The teachers in our school receive newsletters every month. In the newsletters there is important important information about upcoming college classes or workshops that we can take so we are able to keep up our certification. This is very important information for teachers to be kept aware of.

I have used materials from the Teacher Center in Valley City many times. The Teacher Center sends us the resource materials to look at to get ideas for our classrooms and to supplement my classroom subjects. I have used these materials also:

Miras
Geoboards
Solar System Models
Washington Rock and Mineral Collection

I have made use of the teacher visitation program. I went to another school to visit to get ideas for my own classroom.

Please do not take this valuable resource away from our North Dakota teachers. Continue to provide funding for the Teacher Centers.

Sincerely,

Toni Anderson

Griggs County Elem.
Hannaford, North Dakota

Fax # 701-857-4405
Deb Sisco From Mavis Coen

To Whom It May Concern:

I would strongly encourage the legislature to appropriate sufficient funding for the N.D. Teacher Center Network. This Network provides a valuable service to schools in N.D. The mission statement indicates the purpose NDTCN is to assist practicing teachers, education students, and other educational personnel in the professional knowledge and skill development to improve the learning of students.

This mission is carried out very effectively throughout the state. Schools K-12 and Institutions of Higher Learning are working together to provide the best education possible to students in the great state of N.D.

Mavis Coen
Washington Elementary, Valley City

# What would I miss if there was no Teacher Center?

**Print and sign your name.**
**Include your school district.**

**RESPONSE:**

I would miss the materials that come monthly, the ellison machine, and the Traveling planetarium - Also information about professional development.

Charlene Knutson

Charlene Knutson
Milnor

**RESPONSE:**

The Teacher Center - initiates, directs, and conducts many excellent staff development activities — such as the "Professional Development Guidelines - Effective Practices". Without them these activities would not take place.

Larry Gegelman, Supt
Larry Gegelman
Central Cass

Response:
COORDINATION OF
MATERIALS to use +
educational WORKshops

K. DONNA JAMES
Donna James

Tracy Heinze
North Central School

What would I miss if there was no Teacher Center?

Yahpeton Teacher Center

Elaine M. Arntson
Elaine M. Arntson
Fairmount School Dist
Fairmount, ND 58075

I would miss:
1. Checkout of supplies
2. Classes set up by center
3. Meeting Teachers
4. Central place for resources.

I would miss having Pat find materials for me that I need at school that I can not find in my 2 elem. school Libraries.

Judi Hillier
Valley City Public Schools

Resources Available via Center that we don't have in our school/can't afford

Ralph Dykness
St Catherine - V.C.

The Professionalley Development Training Workshops made available to us.

Karen Monson St. Kates V.C.

The center works directly with schools
They know the various professional development processes of each school. They offer help and instruction with this process.
The center provides various workshops for teacher improvement + videos, newsletter to update on educational programs for our students, give dates on workshops thru the Ltr.
The center is an "array" of education for the entire "school"!

# What would I miss if there was no Teacher Center?

Print and sign your name.
Include your school district.

**RESPONSE:**

The teacher Center is a wealth of Resource for me. I use the Ground Water Trunk, Skylab Planetarium, Math manipulatives, the Whale & Wildlife trunks.

When planning units they help me enhance the materials I have to build the curriculum in the certain area of interest I teach.

It's helpful in seeing what other teachers are doing thru the teacher exchange program.

It has helped me to plan useful professional development in my area of teaching.

It would be a real ~~tragedy~~ tragedy to not have the teacher Center. It is a viable part of Education in N. D.

Vikki Coombs

VIKKI COOMBS

Griggs Co. Central

# What would I miss if there was no Teacher Center?

***Print*** **and** ***sign*** **your name.**
**Include your school district.**

**RESPONSE:**

Our school is small and cannot afford the resources provided by the teachercenter. I have borrowed many books both for my classroom atmosphere, student reference and teacher reference. I've gotten great help in finding books, tapes and other resources for my special units (The desert, airplane-pilots, magnets, apples, Dr Seuss, appreciated.) It's like having a professional library at my command.

Our school also uses the Planetarium. The cost is too much for a small school to purchase.

The classes that are sponsored are helpful. The newsletter each month really helps keep me up to date on classes and supplies that are available.

Sue Valenta.
Sue Valenta.
Montpelier, ND

Our teacher Center serves as a coordinator of inservices and facilitator of information. Materials are also useful to many teachers. Duplication or omission of inservices may occur.

D. Albers, Jamestown

# What would I miss if there was no Teacher Center?

**Print and sign your name.**
**Include your school district.**

**RESPONSE:**

We would miss the newsletter and packets ~~of~~ of activities for different grade levels. Since our school is 25 miles from the Bis-Mdn TLC, we often cannot get to it before it closes for the day. So being mailed pertinent information is very helpful + we look forward to it each month.

Elizabeth C. Schneider
Elizabeth C. Schneider
Sterling School District #35
P.O. Box 68
Sterling, ND 58572

**RESPONSE:**

I would miss the notification of classes and workshops that are available to us in the local area. Often this is the best compilation and is valuable to proffesional growth.

Brenda Angier
Brenda Angier Sargent Central - Forman

Response:

Information sent on available classes for continuing ed and ideas & supplies for classes in my school.

Jean Peterson
Jean Peterson, Kindred

# What would I miss if there was no Teacher Center?

**Print** and **sign** your name.
Include your school district.

**RESPONSE:**

Eureka Public School

- Schedule of Workshops + available classes for professional development.

- Materials available
- Actual workshops that are sponsored.

The readily available books (Teacher, student) that are requested by our staff.

Workshops & Classes

Newsletter

Pat Johnson
Maple Valley - Principal

Resources available to small schools that wouldn't have the opportunities without the resource center. Teacher library is excellent. Information received through the newsletter is invaluable. The planetarium is also a wonderful opportunity for our students. Many, many other things too numerous to mention.

Pamela Brown

Pamela Brown, Montpelier

- Messages From Hankinson students after using portable planetarium.

ZachF

Dear Legislators,

I loved the planetarium because I learned a lot. I hope you can support the teachers center funding. Because I like to have fun at school.

Dear Legislators,

I enjoyed the plaetaruim and learnin about the stars. I all so liked learning about the people in the staes. Please dont cut funding.

Nick Helgeson

Dear Legislators

Pleas donot tack down the teachers centers becaus the planetarium was fun. I liked it becaus of the stars and infermashon.

from: Britney Sturgess

Dear Legislators,
The Planetarium was great. I liked it very much. Please do not cut the funding of the teacher's center. I thought it was like being in a tent.

From: Whitney
Meth Arnold

Dear Legislators,

I really enjoyed the Planetarium. I learned alot from it. I really liked having it here. Don't cut the funding. Please suport teachers Center.

Jenna Witt

Dear Legislators,
I really enjoyed the planetarium. I thought it was a great experience for the children who went into it. Please do not cut the funding of the Techers Center I thought it was great

From:
Whitney
Krum

*Enjoy the Day*



Relax and enjoy this educational workshop in Dickinson State University's newly renovated and expanded Student Center. Take this opportunity to make use of this new state-of-the-art facility.

**COST:**

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# Opening the Mind:

## *Brain Based Research*

**January 15, 2001**

*Location:*
*Dickinson State University Student Center*

Dickinson State University's
First Annual Winter
In-service for Educators

*Offered by:*
Dickinson State University's
Department of Teacher Education
West River Teachers Center

Dickinson STATE UNIVERSITY

# The Presenters

## Dr. Ed Portham



Dr. Ed Portham is a professional educator who has created programs, curriculums, courses of study and schools for urban, suburban and rural education. He has served as a consultant to three state departments of education and a governor's task force on learning. Ed is a consultant/trainer for the North Dakota LEAD Center and the National Outdoor Leadership School (NOLS). He has also been an adjunct professor for the University of Wyoming, University of North Dakota and the University of St. Thomas. Ed's educational degrees include a B.A. from Hamline University, a M.A. from the University of St. Thomas, and a Doctorate from the University of Northern Colorado. Ed currently owns and operates Designs for Learning.

## Terry Fleck



Terry A. Fleck is a native of North Dakota who has spent twenty-four years in the radio and television industry. Until recently, he was the General Sales Manager and partner with Pro Radio Group and the General Sales Manager for Curnutte Broadcasting. Terry has just retired from broadcasting to pursue a public speaking and consulting career. He has been conducting seminars and training sessions with Bismarck State College for over seven years. Terry is a Rotarian and a Toastmaster.

## Penny Andrist and Gail Benson

Penny Andrist and Gail Benson have been team teaching for 15 years as teachers and now as professional motivational speakers and entertainers. They are currently on the continuing education staff at the University of North Dakota and have trained thousands of parents, students, and teachers. They are popular presenters among educators because of their real-life experience and practical approach to learning. Known for their genuine warmth, humor and spontaneity, Penny and Gail bring a contagious energy to every workshop.

## Betty Neigum

Betty Neigum is a teacher of 22 years, an administrative assistant for three years and Director of Partners in Parenting for five years. She has had the honor of being selected as the 1991 Christa McAuliffe Fellow, tied for 1990 ND Teacher of the Year and was chosen by Learning Magazine '90 as one of the top 100 teachers of that year.

## Valerie Fischer

Valerie Fischer is a Regional Coordinator for the Department of Public Instruction, Office of Special Education. Valerie is responsible for transition and secondary education, the ND residential and correctional facilities, complaint management (mediation, complaints and due process), Section 504, Traineeships, Building Level Support Teams (BLST), the Special Learner Collection and the State Improvement Grant (SIG). She is a certified rehabilitation counselor, a licensed professional counselor and a Fellow in American Board of Vocational Experts.

# Break out Sessions

Session I (Choose one)

**Ed Portham - Strategies for the Classroom: Teaching Brain Based**
- A brief overview of the brain and how it learns.
- Implications of this research for the classroom.
- A new look at how the brain receives and processes communication.
- Implications of this research for the classroom.
- Brain research involving "learning time" in a lesson.
- Strategies for restructuring lessons and the learning day.

**Gail Benson and Penny Andrist – Overview of Multiple Intelligence**
- Explain the theory of multiple intelligences as developed by Gardner and the value of its application in every classroom.
- Identify cognitive dimensions of each intelligence.
- Identify behavioral characteristics of each working intelligence.

**Betty Neigum – Attachment Disorders and Strategies for Teachers**
- More and more children are failing to develop secure attachments to their primary caregivers. These children are left without the most important foundation for healthy development. They are flooding our child welfare system with an overwhelming array of problems – emotional, behavioral, social, cognitive, developmental, physical and moral – and growing up to perpetuate the cycle with their own children.
- This session explores the causes and symptoms as well as some ideas to help the school family: taking care of yourself, creating and maintaining heart to heart connections, avoiding the wrong battles and winning the war against rage, processing feelings, teaching the child how to think and do for himself.

**Valerie Fischer – 504 and its implication in your classroom**
- What is Section 504?
- How does Section 504 define "appropriate education"?
- How does Section 504 define disability?
- Differences between Section 504 and Special Education.
- What does making accommodations mean?
- What is a school district's responsibility under Section 504?

Breakout Session II (Choose one)

**Ed Portham – Strategies for the Classroom II: Teaching Brain Based**
- A brief history of the brain and assumptions on learning.
- Recent brain research, particularly involving retention.
- Implications of this research in the classroom.
- The brain and how it transfers learning.
- Implications of this research and theory in the classroom.
- Creating a brain-compatible learning environment.
- Suggestions for "Peak Performance" during test-taking.

**Gail Benson and Penny Andrist – Multiple Intelligence: Strategies for the Classroom**
- Describe appropriate teaching strategies/models for each intelligence.
- Apply Multiple Intelligence in classroom settings, i.e. instructional, behavioral, attitudinal.

**Betty Neigum – Ghosts from the Nursery**
- This presentation is a call to alarm. It presents data to document what we have long observed that experiences in infancy which result in the child's inability to regulate strong emotions are too often the overlooked source of violence in children and adults. Story after story point to the importance of intrauterine conditions and early experiences, which can lead to future violent behavior.

**Valerie Fischer – Transition Support as a Special Ed Student Exits High School**
- The North Dakota Transition Effort
- Agency collaboration and responsibilities.
- Transfer of rights.
- Evaluating transition – student outcomes.

# Schedule

8:30 a.m. – 9:00 a.m.
Registration

9:00 a.m. – 10:30 a.m.
Keynote Presentation – Ballroom
Ed Portham
Brain Based Research

**Morning Sessions:**

10:45 a.m. – 12:15 p.m.
*Breakout Session I*
*(Choose one)*
- Ed Portham – Ballroom
- Gail Benson and Penny Andrist – Room 31
- Betty Neigum – Lounge
- Valerie Fischer – Room 18

12:30 p.m. – 1:30 p.m.
Lunch featuring Terry Fleck.
The Attitude Doctor – The Attitude Virus
Ballroom

**Afternoon Sessions:**

1:45 p.m. – 3:15 p.m.
*Breakout Session 2*
*(Choose one)*
- Ed Portham – Ballroom
- Gail Benson and Penny Andrist – Room 31
- Betty Neigum – Lounge
- Valerie Fischer – Room 18
- Facilitated Discussions – Applying what we have heard to our own situations

3:20 p.m. – End of day

CONTACT DSU FOR COPY

# West River Teacher Center

## Department of Teacher Education



# Resource Catalog

Dickinson
STATE UNIVERSITY

**HB 1013 TESTIMONY**

by: Dr. Richard Ott, North Dakota Council of Educational Leaders

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I would like to make just a few remarks to refresh your memory about the North Dakota LEAD Center and what it does to advance elementary and secondary education in the state. LEAD's mission is to develop excellent leaders for North Dakota's elementary and secondary schools. Over the past ten years the Center has sought to accomplish that mission by offering high quality leadership and professional development training to school leaders across the state, by working closely with the universities to help prepare new school administrators, and by maintaining a resource library of educational video and audio materials that are loaned to individuals or schools. During the past year approximately 900 people participated in one or more of LEAD's programs, which included topics such as Instructional Leadership, Translating Brain Research into Effective Instructional Practices, Peer Coaching, Communications, Time Management, Change and Conflict Management, Strategic Planning, and Executive Leadership Training such as "The Seven Habits of Highly Effective People" and "Principle Centered Leadership."

In the past several years, the Center has devoted considerable energies to what has been called the "Future Leaders Project." This project involves working closely with the universities to identify and develop the best candidates for future school leadership

positions and at the same time to screen or counsel out the less promising or poor candidates.

In recent years the Center also has increased efforts to promote school and business partnerships in the area of leadership development. For example, during the past year LEAD conducted several courses for local Chambers of Commerce in the area of Time Management, The Seven Habits of Highly Effective People, and Principle Centered Leadership.

Looking to the future, leadership development projects currently in the planning and development stages are Instructional Leadership for Standards, Curriculum Leadership, and Leadership for Consolidation/Reorganization.

The current biennial appropriation for LEAD is $200,000. We appreciate the support from the Legislature in the past and hope that it will continue at a level that is at least the same. The ND LEAD Center remains committed to doing its best to provide needed leadership and professional growth opportunities for school leaders in the state.

1-8-01
HB 1013

# TESTIMONY ON HB 1013
# HOUSE APPROPRIATIONS COMMITTEE
## January 8, 2001

## By Greg Gallagher, Education Improvement Team Leader
## Department of Public Instruction
## 328-1838


In August 2000, the Department of Public Instruction submitted its proposed FY 2001-2003 budget with a combined request for $1,701,643 to cover the administration of state-sponsored assessments. Listed below is a breakdown of the Department's assessment request compared with the Executive recommendation.

| Activity | DPI Proposal | Executive Recommendation | Difference |
|---|---|---|---|
| CTBS/*Terra Nova* | $ 453,643 | $ 453,643 | - 0 - |
| Title I Reading & Mathematics | $ 836,000 | $ 836,000 | - 0 - |
| Supplemental Writing | $ 412,000 | $ 0 | - $412,000 |
| **Total** | $ 1,701.643 | $ 1,289,643 | - $412,000 |

Central to the Department's budget request was a supplemental budget request to cover the cost of complying with the federal Elementary and Secondary Education Act (ESEA), Title I accountability provision that requires states to administer standards-based assessments in reading and mathematics. These assessments would supply data to local schools on student achievement in relationship to the state's reading and mathematics content standards and offer a basis for determining school program improvements. These assessments are required within ESEA, Title I as a condition for the state to receive its Title I allocation. The Title I allocation for North Dakota over the next biennium will approximate $43 million.

Pursuant to ESEA Section 1111, states are required to set state content standards in reading and mathematics and to assess student academic performance in terms of these standards. The state's traditional tool, the CTBS/*Terra Nova*, is a national, norm-referenced tool that does not measure student progress against the state's content standards and, therefore, does not meet federal Title I requirements. To achieve the

federal requirements, the state must provide an assessment tool that is fully aligned to the state's standards in reading and mathematics and that meets all validity and accountability standards acceptable to the U.S. Department of Education.

When ESEA was reauthorized in 1994, states were given five years to establish content standards in at least reading and mathematics and to develop assessments that were aligned to those content standards. North Dakota established its English language arts and mathematics content standards and aligned assessments within the established time frames. North Dakota achieved these benchmarks with federal Goals 2000, Title VI, and special competitive grants.

According to ESEA, by the 2000-2001 school year states were to fully implement statewide, standards-based assessments in at least reading and mathematics. North Dakota sought and received a waiver that granted the state an incremental implementation schedule during the fifth year and allowed the state to use certain federal funds to support the effort. This waiver was a one-time, non-renewable privilege.

Within ESEA Section 1111, each state must submit its Title I assessment plan and assessment tools for review by a panel of peer reviewers to check for overall technical quality assurances, system capacity, and accountability measures. In July 2000, North Dakota submitted its assessment plan and supporting materials to the U.S. Department of Education for the peer review process. In January 2001, the U.S. Department of Education reported its findings on the North Dakota assessment plan. The U.S. Department of Education commended the state for developing an innovative standards-based assessment system based on authentic skills measures. However, the U.S. Department of Education stated that the North Dakota system was neither fully developed or documented according to their preferred methodology, nor assured of annual implementation; therefore, the system did not meet the requirements set forth within ESEA Section 1111. North Dakota would need to address these requirements in order to remain eligible to receive Title I funds.

The U.S. Department of Education in its January 2000 assessment plan review report has identified two critical areas of concern:

1. *Sustaining a statewide standards-based assessment system.* Because North Dakota had not yet obligated state funding for its Title I assessments, there was no

established precedent or evidence of state financial commitment regarding the assessments. As such, the state must evidence financial commitment to Title I assessments by appropriating sufficient funds to establish and sustain the assessments annually. North Dakota is currently assessing students for Title I purposes using federal funding under a waiver that will expire in July 2001. The U.S. Department of Education will seek verification in May 2001, that the state legislature did indeed appropriate funds to administer the Title I assessments from 2001-2003. If the state cannot produce evidence that it has appropriated funding for Title I assessment by May 2001, the U.S. Department of Education will declare the state out-of-compliance and begin a sanctioning process that includes withholding the state's Title I funding.

2. *Technical Quality Assurances.* The U.S. Department of Education commended the state for its innovative approach to assessing; however, it raised issue whether the state's model was the most appropriate for large-scale Title I testing purposes, as it is conducted in other states. The U.S. Department of Education would require the state to submit additional documentation on validity and reliability measures; however, these measures are better suited for states using traditional assessment strategies than they are for our current assessment methodology. This issue of appropriate methodology underscores a fundamental difference that exists between the state and the U.S. Department of Education regarding critical issues of fact and appropriate approaches to assessment. This type of discussion involves technical distinctions regarding definitions of standards, validity and reliability for respective tools. As such, this discussion will require an extended period of time to resolve. Unresolved methodology issues could place the state's Title I assessment plan in a non-compliance status. Although the Department of Public Instruction stands by and is committed to the validity and quality of its performance assessments, it is more appropriate to resolve these matters independently of our efforts to administer approved Title I assessments.

Given the findings of the U.S. Department of Education report on the North Dakota assessment plan, the Department of Public Instruction requests a revision to its FY 2001-2003 budget request to assure the state's proper standing as approved and in full compliance with the law.

The Department's original proposal for Title I reading and mathematics assessments totaled $836,000. This proposal was based on the administration of the state's own standards-based assessments within all Title I impacted schools. The U.S. Department of Education is requiring assessments of all students within grades 4, 8, and 12, that align with our state content standards. The U.S. Department of Education is also effectively moving the state's methodology along more traditional assessment methodology. Because the Title I requirement currently is the most important initiative and because the adoption of standards-based assessments is the only solution to that requirement, the Department of Public Instruction proposes to combine all assessment funding requests into one initiative: Title I standards-based assessments in reading and mathematics.

To accommodate the U.S. Department of Education's request for a more established methodology, the Department of Public Instruction has requested and received from CTB/McGraw-Hill, our current assessment vendor, two optional assessment packages and their estimated costs.

*Option Package 1:* CTB/McGraw-Hill estimates a cost approximating $1.536 million to cover all expenses for developing, aligning, and administering the standards-based assessments at grades 4, 8, and 12; additionally, this proposal would allow for basic skills assessments at grade 6, an identified aid to district's efforts to measure overall student performance. To cover this cost, the Department of Public Instruction proposes to combine the Executive recommendation for the CTBS/*Terra Nova* and the state reading and mathematics assessments, totaling $1,289,643, into one initiative: Title I standards-based, reading and mathematics assessments. In order to fully fund Title I assessments in reading and mathematics within Option 1, the Department of Public Instruction proposes a supplemental request above the Executive recommendation of $246,917.

*Option Package 2:* CTB/McGraw-Hill estimates a cost approximating $1.432 million to cover all expenses for developing, aligning, and administering the standards-based assessments at grades 4, 8, and 12; this option would exclude any basic skills assessment at grade 6 as outlined in Option 1. To cover this cost, the Department of Public Instruction proposes to combine the Executive recommendation for the CTBS/*Terra Nova* and the state reading and mathematics assessments, totaling

$1,289,643, into one initiative: Title I standards-based, reading and mathematics assessments. In order to fully fund Title I assessments in reading and mathematics within Option 2, the Department of Public Instruction proposes a supplemental request above the Executive recommendation of $142,367.

*The Department of Public Instruction respectfully recommends adoption of Option 1 as the best overall assessment package to meet all Title I requirements and to offer additional assessment of basic skills at grade 6.*

| Activity | August, 2000 DPI Proposal | Executive Recommendation | Revised Option 1: Standards-based Grades 4, 8, 12; and basic skills grade 6 | Revised Option 2: Standards-based Grades 4, 8, 12 (Basic skills, grade 6 excluded) |
|---|---|---|---|---|
| CTBS/*Terra Nova* | $ 453,653 | $ 453,643 | - 0 - | - 0 - |
| Title I Reading & Mathematics | $ 836,000 | $ 836,000 | $1,536,560 | $1,432,010 |
| **Total** | $ 1,289,643 | $ 1,289,643 | $1,536,560 | $1,432,010 |
| **Difference from Executive Recommendation** | - 0 - | ---- | + $246,917 | + $142,367 |

This proposal will combine all previous assessment activities and the Title I reading and mathematics assessments into one single assessment. This assessment will align with the state standards in reading and mathematics and comply fully with all Title I requirements. This assessment will supply schools and the public with critical information regarding student performance against the standards. The Department of Public Instruction will resubmit this new state assessment plan for review and approval to the U.S. Department of Education, as required by law.

The U.S. Department of Education has verbally reported that our revised plan would meet the intent of the law. Furthermore, the Department reported that if North Dakota could submit evidence of state funding for the assessment plan, then the state would be allowed to resubmit its assessment plan, with the understanding that the revised assessment system would be implemented in the 2001-2002 school year.

The Department of Public Instruction respectfully submits this supplemental budget request for your favorable consideration.

**Department of Public Instruction**
600 E Boulevard Ave., Dept. 201, Bismarck, ND 58505-0440
(701) 328-2260 Fax - (701) 328-2461
http://www.dpi.state.nd.us

Dr. Wayne G. Sanstead
State Superintendent

TO: House Appropriations Committee

FROM: Greg Gallagher, Education Improvement Team Leader
Department of Public Instruction, 328-1838

SUBJECT: Per test cost to administer the CTBS/*Terra Nova*

DATE: January 9, 2001

During the Department of Public Instruction's testimony regarding assessments on January 8, a question was raised regarding the per test cost of administering the CTBS/*Terra Nova*. The *Terra Nova* is administered to all students in grades 4, 6, 8, and 10 each year.

I contacted Gaylynn Becker, coordinator of the CTBS testing within the state. Gaylynn reported that it costs approximately $5.50 per test to administer the CTBS/*Terra Nova* each year.

If there are any additional questions that arise from this report, please do not hesitate to contact me. I am pleased to be of assistance to the Committee.

**Standards-based Assessments**
**CTB Optional Packages**

**April 24, 2001**

***Option A:*** ***Minimum Title I Requirement***

- *CTBS/Terra Nova, Second Edition*
- *CTBS Supplement, Standards-aligned, full coverage*
- *Reading and Mathematics, Grades 4, 8, 12*
- *State standards alignment process*

| | | |
|---|---|---|
| CTBS Year One: | $679,609 | |
| CTBS Year Two: | $333,319 | |
| Standards alignment process | $200,000 | |
| Total: | | $1,212,928 |

***Option B:*** ***Preferred Curriculum Coverage***

- *CTBS/Terra Nova, Second Edition*
- *CTBS Supplement, standards-aligned, full coverage*
- *Reading and Mathematics, Grades 4, 8, 12*
- *Science and Social Studies Basic, Grades 4, 8, 12, two year*
- *State standards alignment process*

| | | |
|---|---|---|
| CTBS Year One | $762,109 | |
| CTBS Year Two | $436,678 | |
| Standards alignment process | $200,000 | |
| Total | | $1,398,787 |

**Budget Comparisons**

| Recommendations | Total | Difference from Executive | Difference from House | Difference from Senate |
|---|---|---|---|---|
| Executive | $ 1,289,643 | --- | $0 | -$76,715 |
| House | $ 1,289,643 | $ 0 | --- | +$76,715 |
| Senate | $ 1,212,928 | - $76,715 | - $76,715 | --- |
| Option B Alternative | $ 1,398,787 | + $109,144 | +109,144 | +$185,859 |

**TESTIMONY ON HB 1013**
**HOUSE APPROPRIATIONS COMMITTEE**
**Education and Environment Division**
**January 10, 2001**
**Department of Public Instruction**

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Madam Chairman and members of the committee:

My name is Bob Rutten and I am the Director of Special Education for the Department of Public Instruction. I can be reached at 701-328-2277. On behalf of the DPI, I am here to speak in support of the North Dakota Governor's School line item in HB 1013.

The Governor's School is an intensive six-week residential program in business/entrepreneurship, science, and mathematics for North Dakota students who will be entering their junior or senior year of high school. The Governor's School takes place every June and July on the campus of North Dakota State University in Fargo. Twenty students are selected for each of the three areas of business/entrepreneurship, mathematics, and science.

Established in 1990, the Governor's School was made possible when the Department of Public Instruction submitted a competitive grant to the U.S. Department of Education to develop a comprehensive system of services for students considered to be gifted and talented. A Jacob Javits grant was awarded to North Dakota and federal funds were made available to establish the Governor's School in Science and Mathematics. The Governor's School in Business was established in 1999.

In each of the three components of the Governor's School enriching learning activities are presented by NDSU faculty members. The Science students receive an orientation to specific laboratory techniques and work on a research

project culminating in an oral presentation. The focus of the Mathematics students is computer science, mathematics theory, data analysis and technology related to mathematics. In the new Business/Entrepreneurship program the students study general business topics such as economic trends, management techniques, technology in business, and the psychology of the work force. For these students approximately one-half of each day is spent in a Fargo area business.

In addition to these separate activities of the three programs, all students participate in a class on personal and social development issues, enjoy fine arts opportunities, practice team-building, discuss ethics, experience fields trips, and become involved in community service projects.

All costs of instruction, room and board are provided without charge to the students.

The school is presently supported by $145,000 of general funds, per biennium. The Department of Public Instruction proposes to increase the current budget by $60,000, for total state support of $205,000. The additional funds will support 36 to 40 new students in the Business/Entrepreneurship program for the 2001-2003 biennium.

H 13 1013
Senate

North Dakota's leaders in government, education and community affairs recognize the vital role that business and entrepreneurship play in meeting the many challenges of our rural, sparsely populated state. Support, through funding and education, is increasingly available to our citizens, encouraging them to create, maintain, and expand businesses that will allow North Dakotans, particularly our youth, to remain in this state.

It is essential that North Dakota support a continuum of opportunities for our students that will meet their levels of interest and ability. This ranges from those students who are just beginning to explore their career interests to other self-directed students who have high ability and are passionate about pursuing their special interests.

Two opportunities available to North Dakota high school students are Governor's School in Business/Entrepreneurship, and Business Challenge. Both provide excellent information and activities related to business and entrepreneurship. However, *because they fall at different points on the continuum of services, they are complementary rather than competitive opportunities.* This relationship has been recognized by the Business Challenge Advisory Committee, which concluded that Business Challenge and Governor's School are *not* in competition; each targets a different group of students and the time commitment is quite different, with Governor's School providing a significantly more comprehensive program.

Governor's School in Business/Entrepreneurship and Business Challenge differ in the following ways:

- Business Challenge is one week in length. In contrast, Governor's School is six weeks.
- Business Challenge is open to any sophomore, junior or senior who wishes to attend. There is no selection procedure. In contrast, Governor's School is intended for highly able sophomores and juniors who have demonstrated through outstanding achievement in academics, extracurricular and personal activities, and, related, the need for sustained and personalized attention to develop leadership qualities. A selection committee composed of university faculty and high school teachers reviews applications.
- Business Challenge focuses on business. In contrast, Governor's School is comprehensive, addressing additional areas important to responsible business leaders and entrepreneurs, including:
  - participation in community service and appreciation for diversity.
  - study of ethics.
  - personal and social development, and choice of career appropriate to the individual
  - establishment of a network of colleagues. The maintenance of class web sites, frequent reunions, and formal organization of an alumni association verify the close relationship and common aim of Governor's School scholars.
  - participation in and appreciation of fine arts.
  - intensive (1/2 of each day) on-site interaction with business leaders and employees to learn first-hand how and why businesses make their decisions, as well as many aspects of daily operation.
- Governor's School expects to positively impact the curriculum of North Dakota's high schools. There is evidence that this is occurring for math and science as instructors expect and support higher performance of their students to increase the probability that their students will be accepted into this prestigious accelerated program. A similar outcome is anticipated for Governor's School in Business/Entrepreneurship.
- Governor's School promotes a collaborative relationship between the university and high schools as university faculty continue to serve as resources to Governor's School scholars following Governor's School.

In summary, North Dakota actively promotes economic development, encouraging the successful establishment and operation of businesses that will allow its citizens, particularly young people, to remain in the state. Legislative support of Governor's School in Business/Entrepreneurship reinforces and strengthens the state's commitment to this goal by cultivating those students who demonstrate high ability, aptitude and interest—the leaders who are North Dakota's future.

# FINDET

*The Search for Answers*

# FINDET

## *The Search for Answers*

---

- Where are our graduates / program completers?
- How many have stayed in North Dakota?
- How many are employed?
- How much do they earn?
- Are their occupations related to the training they received?
- How many are re-enrolled in education or job training programs?

---

## What is FINDET?

Follow-up Information on North Dakota Education and Training (FINDET) is an education and job training program assessment and planning tool. It was established cooperatively by the leaders of agencies responsible for the administration of North Dakota's education, job training, workforce development, and economic development programs and operates within the office of the State Occupational Information Coordinating Committee (SOICC). FINDET's primary purpose is to serve participating agencies and institutions by providing them with reliable placement outcome information for use in evaluating and improving education and job training programs.

## Background

Prior to FINDET, agencies required or wanting to conduct follow-up information on program graduates had to rely on traditional methods. Typically this involved conducting costly surveys of graduates and/or employers, which often produce limited and questionable data due to poor response rates and inaccurately reported information. Additionally, without interagency cooperation, agencies were duplicating efforts and costs. The result was an overall system of fragmented, incompatible, and costly data that was limited in its usefulness.

Recognizing these problems and the limitations they placed on efforts to accurately evaluate programs, and under increasing demand for accountability in education and job training, the leadership of agencies involved in education and job training assembled a task force to explore possible solutions. It quickly became obvious to the task force members that automated data linking was the solution because nearly all of the information necessary for follow-up evaluation exists within the individual databases of various agencies. FINDET is the mechanism put in place to pull the pieces together.

Simply put, FINDET provides more complete and reliable information more efficiently and cost effectively than traditional follow-up methods. The information is more complete and reliable since it is obtained from agency program records rather than self-reported survey data. The process is more efficient and cost effective because information is linked electronically, eliminating the time, costs, and potential errors associated with collecting, coding, and entering data manually. Also, since FINDET serves all participating agencies, there is no duplication of effort or costs.

## Benefits

Reports generated by FINDET provide:

- Information for agencies to respond to questions of accountability.
- Information for program personnel to evaluate the success of programs and plan improvement strategies.
- Information on actual employment outcomes that students and their parents can use in making education and career planning decisions.
- Information important to economic development initiatives on the relationship between education and job training and businesses and labor markets.

## Data and Procedures

FINDET receives information on groups of education and job training program graduates from participating agencies and institutions, electronically links these data to databases containing placement outcome information, and reports aggregate results back to the appropriate entities. The information FINDET receives on program graduates and from the outcome databases is limited to that which has been determined by participating program personnel to be necessary for thorough follow-up assessment. Generally, it is information necessary to answer the following core set of questions:

Of a particular group of graduates/completers:

- How many are employed?
- Of the employed, how many are employed in the industry or occupation for which they trained/educated?
- What is their average and range of earnings?
- How many are re-enrolled in education, job-training, or other programs?
- How many have stayed in North Dakota over time?

The placement databases to which FINDET currently links are:

- North Dakota Unemployment Insurance wage records to obtain information on North Dakota employment.
- Federal employment databases of the Department of Defense, the Office of Personnel Management, the United States Postal Service.
- Employment and enrollment records of other states with whom FINDET has entered into a data-sharing agreement.
- North Dakota University System enrollment records to obtain information on North Dakota higher education enrollment.
- Other cooperating agency databases.

These links do not encompass all possible placement outcomes for program graduates. Additional potential links are being explored. All data links are performed to acquire information on specific

groups of program graduates as necessary to generate annual or ad hoc reports and are not accumulated into a central database.

**Protecting Information**

Throughout its planning, implementation, and now in practice, everyone involved with FINDET has shared a strong commitment to protecting the confidentiality of all individually identifiable information. The *Interagency Cooperative Agreement* that created FINDET states that "FINDET will be designed to... preclude the publication of individually identifiable data on individuals or their employing entities" and to "maintain security measures that exceed the requirements of participating agencies." Additionally, prior to any exchange of data between FINDET and another entity, both parties sign a contractual *Data Sharing Agreement*, in which the uses of and procedures for protecting the information are clearly defined.

Individuals are never distinguishable in any FINDET report. Individual-level data are never reported, nor are any aggregate results based on fewer than five persons, other than in broad demographical categories. Individuals are not tracked within or across systems over time. Proposed longitudinal studies conducted by FINDET will consist only of aggregate comparisons at more than one point in time. Individuals will not be identifiable from one point in time to the next.

Security is ensured by limiting access to all individually identifiable information used by FINDET to the FINDET Research Analyst, the SOICC Program Administrator, and the SOICC Administrative Secretary. These personnel also sign a "Personnel Agreement to Protect the Confidentiality of Individually Identifiable Information Used in the FINDET System", which explicitly states the responsibilities necessitated by the nature of this information. To prevent unauthorized access, all individually identifiable information is maintained in a single inner office that remains locked at all times when SOICC and FINDET staff are not present, all media containing individually identifiable information are stored in a secure location within the FINDET office, and the FINDET computer is password protected. Additionally, the FINDET computer is a 'stand-alone' machine, and is not networked to any other computers.

## FINDET Confidentiality Legislation

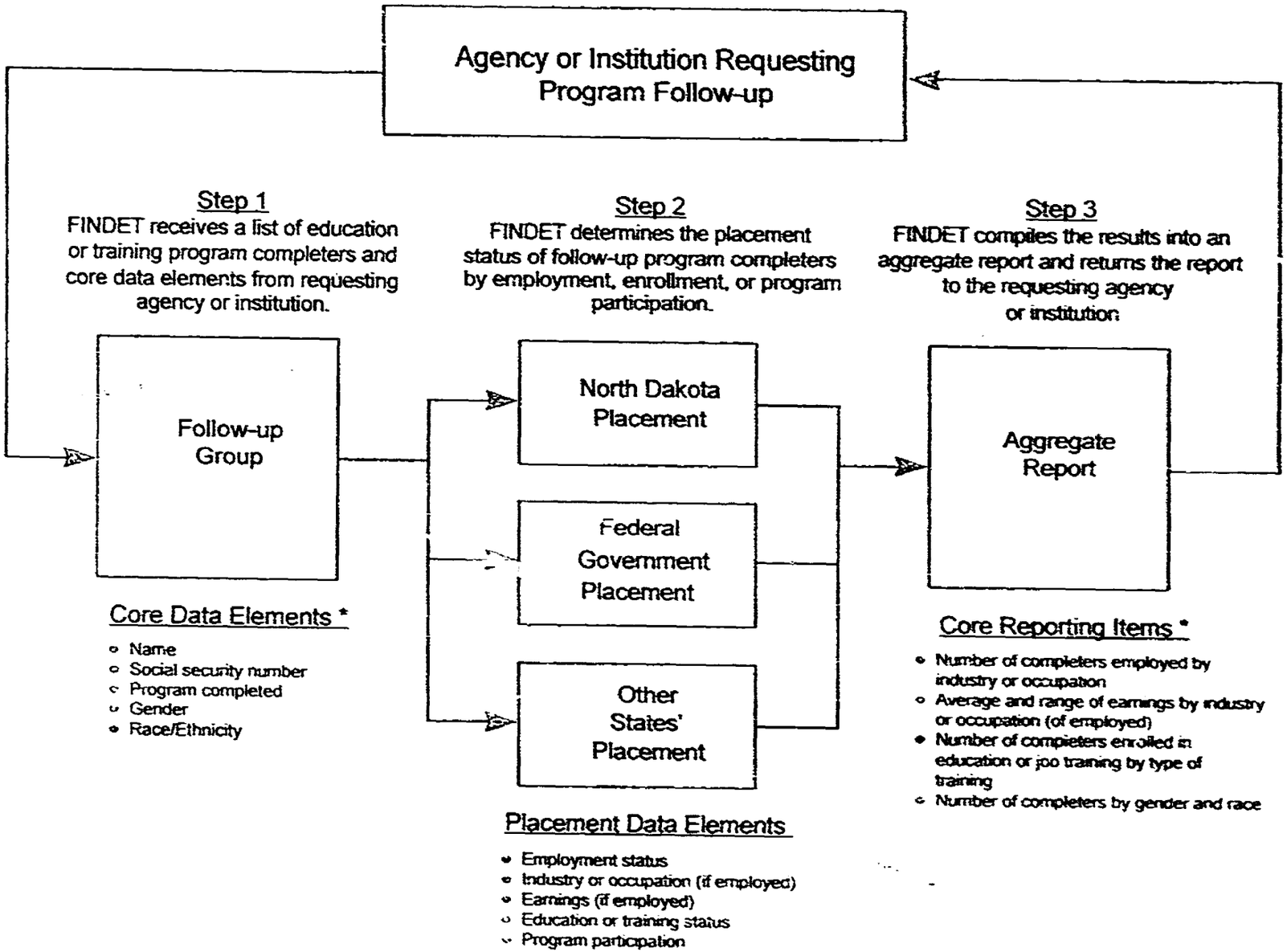
Sections 5 and 7 of SB2017 (Job Service North Dakota Appropriations) as passed by the North Dakota Senate on April 9, 1997 and the North Dakota House on April 10, 1997, relating to FINDET:

**Section 5.** A new section to Chapter 44-04 of the North Dakota Century Code is created and enacted as follows:

**Certain records of the occupational information coordinating committee – Exempt.** Records provided to the North Dakota occupational information coordinating committee by any person for use in the follow-up information on North Dakota education and training system for research or statistical purposes may only be used to prepare aggregate data compilations that do not identify any individual and may not be disclosed to the public by the occupational information coordinating committee. A request for disclosure of the records under Section 44-04-18 or section 6 of Article XI of the Constitution of North Dakota must be directed to the person or entity that has provided the records to the occupational information coordinating committee.

**Section 7. EMERGENCY.** Section 5 of this Act is declared to be an emergency measure.

# FINDET
## Steps in Education and Training Program Follow-up




* "Core Data Elements" and "Core Reporting Items" vary slightly depending upon the follow-up needs of particular agency or program , and placement elements available

01/25/00

# Follow-up Information on North Dakota Education and Training (FINDET)

## Purpose

**FINDET** is an interagency cooperative effort to provide placement information on North Dakota education and training programs. Its purpose is to improve instructional and program planning and to avoid unnecessary duplication of resources among agencies.

## Facts

- **FINDET** is a follow-up system for education and job training programs.
  → **FINDET** is not a tracking system on individuals.
- **FINDET** originated in 1993 through the cooperative efforts of several North Dakota state agencies involved in education and job training.
  → **FINDET** is not a Federal requirement or initiative, nor is it a result of any interstate, regional, or national data collection system.
- **FINDET** reports are based on the employment or education status of specific groups of education or training program completers.
  → **FINDET** does not collect information on all North Dakota citizens, nor does it create "a file" on individuals.
- **FINDET** receives only a small number of very specific data elements as specified by the agencies and placement sources. These data elements are limited to those which have been determined by agency and program personnel to be critical to program evaluation and planning.
  → **FINDET** does not have access to the program files or databases of any state agency or placement source, nor does it receive the elementary or secondary school records of students or any personal background information on individuals or their families.
- **FINDET** reports only aggregate, summary information on groups of completers.
  → **FINDET** never reports any information from which individuals can be identified.
- **FINDET** returns an aggregate report to the requesting agency upon completion of each follow-up request.
  → **FINDET** does not retain data from cooperating agencies beyond the point where the data is no longer needed for analysis or reporting.
- **FINDET** staff are bound by the same legal and ethical obligations to protect individually identifiable information as all other state employees with access to program data. They are further bound by contractual *Interagency Data Sharing Agreements*, which limit the use of data in the FINDET system to the production of aggregate reports.
  → **FINDET** can not disclose any information on any individual.

## Benefits

- **FINDET** provides the information necessary for agency and program personnel to monitor and plan improvements to education and job training programs.
- **FINDET** provides the information necessary for agency and program personnel to respond to the increasing demand for accountability in education and job training.
- **FINDET** provides information on actual employment results that can be used by students and their parents to make more informed educational and career planning choices.
- **FINDET** assists economic development efforts by providing information on the connection between education and job training programs and the business community and labor markets.
- **FINDET** provides program follow-up much more reliably and cost effectively than traditional follow-up methods without duplication of effort or costs among agencies.

Revised 12/15/99

Table 9

North Dakota University System

## Status of Academic Year 1997 Graduates
## One Year After Graduation by Age Group

| Age Group | Graduates | Total Retained in North Dakota 1/ | | Employed in North Dakota Only 2/ | | Re-enrolled in NDUS Only 3/ | | Both Employed in ND and Re-enrolled in NDUS | |
|---|---|---|---|---|---|---|---|---|---|
| | | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Under 20 | 260 | 190 | 73.1% | 130 | 50.0% | 26 | 10.0% | 34 | 13.1% |
| 20-29 | 5,399 | 2,435 | 45.1% | 1,888 | 35.0% | 269 | 5.0% | 278 | 5.1% |
| 30-39 | 806 | 414 | 51.4% | 352 | 43.7% | 31 | 3.9% | 31 | 3.8% |
| 40-49 | 425 | 259 | 60.9% | 224 | 52.7% | 15 | 3.5% | 20 | 4.7% |
| 50 & Over | 82 | 56 | 68.3% | 54 | 65.9% | 0 | 0.0% | 2 | 2.4% |
| Age Unknown | 9 | 5 | 55.6% | 5 | 55.6% | 0 | 0.0% | 0 | 0.0% |
| Total | 6,981 4/ | 3,359 | 48.1% | 2,653 | 38.0% | 341 | 4.9% | 365 | 5.2% |

1/ Does not account for graduates who are in North Dakota but unemployed, employed in jobs not covered by unemployment insurance, or attending private school

2/ Total graduates employed in ND = "Employed in ND Only" + "Both Employed in ND and Re-enrolled in NDUS"

3/ Total graduates re-enrolled in NDUS = "Re-enrolled in NDUS Only" + "Both Employed in ND and Re-enrolled in NDUS"

4/ Excludes 127 graduates for whom invalid social security numbers were reported

Table 10

North Dakota University System

## Status of Academic Year 1997 Graduates
## One Year After Graduation by State of Residency

| State of Residency | Graduates | Total Retained in North Dakota 1/ | | Employed in North Dakota Only 2/ | | Re-enrolled in NDUS Only 3/ | | Both Employed in ND and Re-enrolled in NDUS | |
|---|---|---|---|---|---|---|---|---|---|
| | | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Minnesota | 1,113 | 252 | 22.6% | 171 | 15.4% | 45 | 4.0% | 36 | 3.2% |
| Montana | 191 | 58 | 30.4% | 42 | 22.0% | 7 | 3.7% | 9 | 4.7% |
| North Dakota 4/ | 4,813 | 2,846 | 59.1% | 2,303 | 47.9% | 235 | 4.9% | 308 | 6.4% |
| South Dakota | 91 | 19 | 20.9% | 17 | 18.7% | 2 | 2.2% | 0 | 0.0% |
| Other State | 511 | 80 | 15.7% | 28 | 5.5% | 47 | 9.2% | 5 | 1.0% |
| State Unknown | 262 | 104 | 39.7% | 92 | 35.1% | 5 | 1.9% | 7 | 2.7% |
| Total | 6,981 5/ | 3,359 | 48.1% | 2,653 | 38.0% | 341 | 4.9% | 365 | 5.2% |

1/ Does not account for graduates who are in North Dakota but unemployed, employed in jobs not covered by unemployment insurance, or attending private school

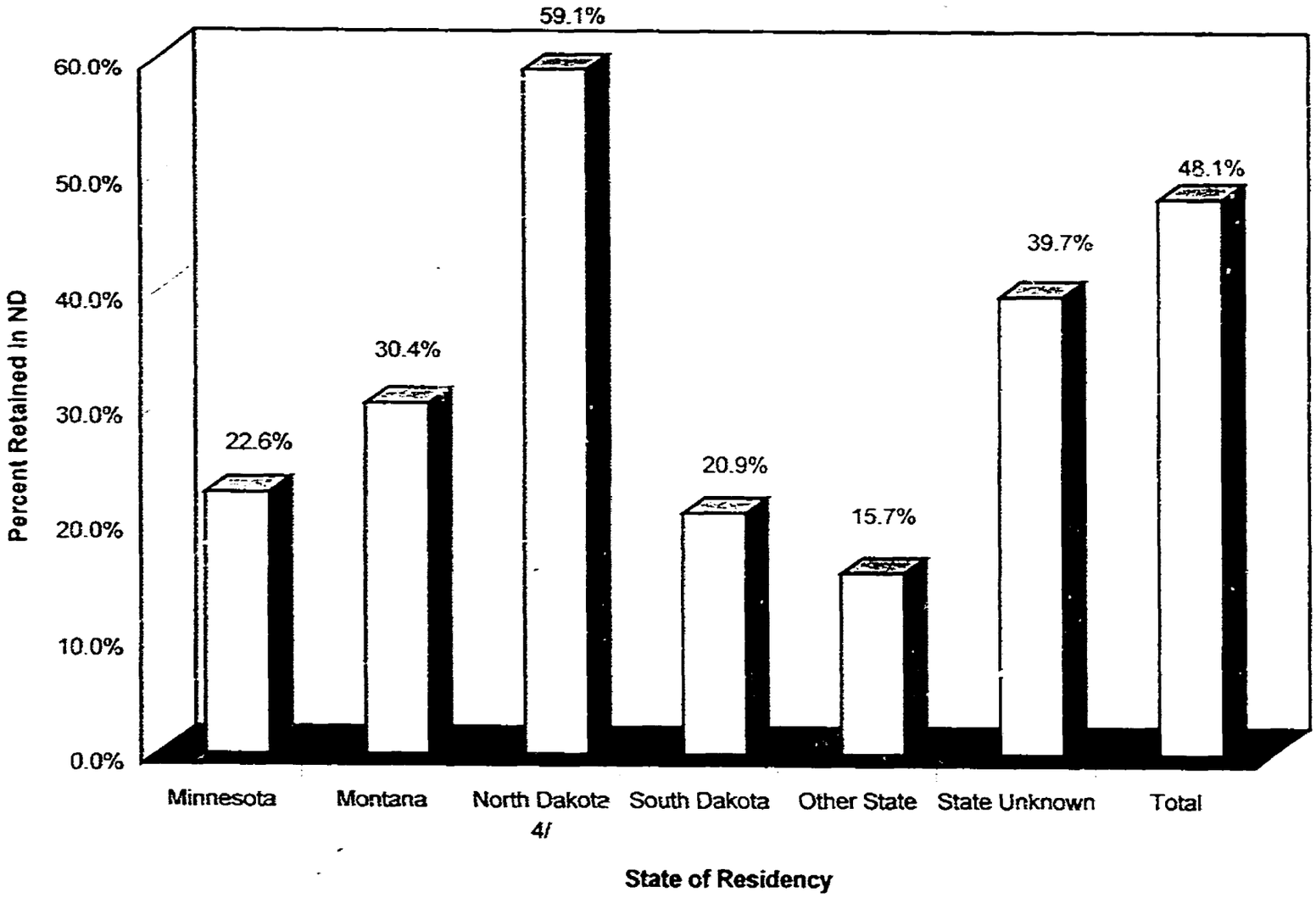
2/ Total graduates employed in ND = "Employed in ND Only" + "Both Employed in ND and Re-enrolled in NDUS"

3/ Total graduates re-enrolled in NDUS = "Re-enrolled in NDUS Only" + "Both Employed in ND and Re-enrolled in NDUS"

4/ Includes military personnel stationed in North Dakota

5/ Excludes 127 graduates for whom invalid social security numbers were reported

**North Dakota University System**
**Percent of Academic Year 1997 Graduates Retained in North Dakota ***
**One Year After Graduation by State of Residency**




* Retained in ND = graduates employed in jobs covered by unemployment insurance and/or re-enrolled in the NDUS.

CONTACT FINDET STAFF FOR COPY

# FINDET

*(Follow-up Information on North Dakota Education and Training)*

## Status Report
## For the period of
## July 1, 1994 through June 30, 2000

Prepared by:
Dan Marrs, Program Administrator
North Dakota SOICC
Tom Morth, Research Analyst
FINDET

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701-328-9735

## HISTORY AND SUCCESSES OF NORTH DAKOTA GEOGRAPHIC ALLIANCE

I come before this committee to talk about a program that has had a tremendous impact on the teachers and students in North Dakota. That program is the North Dakota Geographic Alliance (NDGA).

Let me begin by explaining how the Alliance came into being: In 1987 a Gallup Poll revealed that young American adults had a serious lack of geographic knowledge. According to that survey, 20% of all Americans between the ages of 18 and 24 could not identify the United States on a world map outline. It was found that American school children ranked last of all industrial countries in terms of geographic knowledge. This was deemed very critical because in today's international, interdependent world, it is essential that our young people have a well-founded geographic education.

This situation prompted the National Geographic Society to offer states an incentive of up to $50,000 per year if the states could come up with an acceptable plan of geographic education enhancement and a dollar-for-dollar match. When National Geographic accepted our plan in 1990, we were able to officially become a partner in 1991 when the North Dakota legislature, that year, authorized an expenditure of $25,000 per year for geographic education.

In 1995, NDGA took a big step forward when the Midcontinent Institute at Minot State University, under the direction of Dr. Eric Clausen, agreed to provide a permanent home for the Alliance. They not only donated a facility but also provided staff with which to conduct the business of a dynamic alliance.

North Dakota has been involved in this project for ten years. What has this money enabled us to do this past decade? (Details of these are located in the annual report which are included before you)

**Train North Dakota teachers to become the teaching experts in geographic education.**

It has long been a practice in this state to hire "experts" outside of North Dakota when putting on workshops. NDGA believes that we have the best teachers in the nation and they should be the ones conducting workshops for other North Dakota teachers. The teachers that are trained are called

"teacher consultants" (TCs). They receive training in many aspects of geography education and they are the ones who conduct nearly all or our workshops.

**Conduct annual summer geography institutes.**
Every year we have conducted at least one intensive two-week summer institute to help K-12 teachers become more aware of the content and methods of teaching geography. The sites for these institutes rotate and involve the cooperation of our TCs and college faculty in planning and conducting the institutes.

**Develop and conduct a number of unique in-service workshops and develop and implement new geography curricula.**
Geography TCs have created and conducted a number of in-service workshops that are helpful for teachers interested in certain aspects of geography. Many of these involve working with other disciplines, agencies, and private organizations. These include "Seeds of Change", "Watts of Wind" and methods courses for new teachers. Many of the new programs developed requires new curricula. Some of these have received national recognition.

**Provide a solid model for other North Dakota alliances.**
Other disciplines have looked for a successful model that they can emulate in creating a new alliance. The North Dakota Geographic Alliance is the one that many of them use. Environmental Education, the Math-Science Alliance, and Character Education have all examined NDGA before fully implementing their own alliances.

**Enhance geography awareness in North Dakota.**
Each year in late November, NDGA has conducted Geography Awareness Week. This has been successful in enhancing the importance of geography education in the schools and among the general public.

**Increase cooperation between teachers, schools, and colleges in the sharing of methods, ideas and curricula in geography education.**
The Alliance consists of teachers at the K-12 level and university faculty. It allows the members to share ideas at all levels and to coordinate what is taught. This helps teachers to build on what students have already learned and avoids duplication at various levels.

**Become a national leader in on-line geography education.**
North Dakota became the first state in the nation to develop and on-line, advanced placement course in geography for high school students. This was done at the Division of Independent Study in Fargo through funding from NDGA. Minot State, UND, and Mayville State have also developed on-line courses for teachers in geography education.

**Coordinate geographic activities with other states and Canada.**
For the past three years the North Dakota Alliance has conducted exchanges with teachers from Virginia to share ideas and methods for geography education. We have also conducted workshops with Canada for this purpose.

**Assist other social studies disciplines in getting programs and projects enacted.**
In 1993 NDGA provided a sizable portion of the money needed to print the "North Star Dakotan", the curricula material used in almost all of the junior high schools in the state to teach North Dakota studies. NDGA has provided the bulk of speakers and finances for all of the social studies conferences in North Dakota in the past ten years. Last year it became a major sponsor of History Day in North Dakota and teamed with Environmental Education professionals in producing a "Companion Document" for the standards and benchmarks in Science, Social Studies, Mathematics and Language Arts.

**Write Social Studies Standards, Benchmarks and Performance Levels.**
In 1999 the NDGA was a primary sponsor and the driving force in preparing a guide to assist state teachers and administrators in improving social studies education in the state. Thirty-three of the top social studies teachers at all levels (K-12 and college) were brought together to compose this document.

We believe that we have accomplished a great deal in geography education in North Dakota during the past decade. We have a structure that is currently strong, but is also steadily improving. However, in many ways we have only just begun. There is much more to be accomplished. To continue on this ambitious journey we need your assistance now more than ever. Especially since the National Geographic Society has given us a new map by which to proceed.

Mr. Clausen

## North Dakota Geographic Alliance Resources and Endowment Fund Options

The previous North Dakota Geographic Alliance funding procedure provided $50,000 core income per year ($25,000 from DPI matched by $25,000 from National Geographic Society). This funding formula worked well. Last year, for example, Alliance programs attracted $50,000 additional from the National Geographic Society and more than $50,000 additional from other sources.

Since the DPI budget request was prepared the National Geographic Society (NGS) has informed all Geographic Alliances that matching fund program grants will be replaced by yet to be defined project grant competitions. NGS is also offering each state matching grants of up to $500,000 to establish State Geography Education Funds, income from which can be earmarked for Geographic Alliance programs. The initial contribution needed to receive endowment fund matching dollars is $250,000. Subsequent contributions can be smaller. State Geography Education Funds are managed by NGS. Attached is the NGS Endowment Fund program description and a copy of the agreement recently establishing the Michigan Geography Education Fund.

Existing Funds available to establish a ND Geographic Education Fund - $150,000

$100,000 - Challenge grant made by a private gift being held by the Minot State University Development Foundation.

$25,000 - The Alliance has put a temporary hold on spending its 2000-2001 DPI grant

$25,000 - The Alliance has put a temporary hold on spending $25,000 of the National Geographic Society funds in its 2000-2001 budget

Scenario 1: Legislature approves $50,000 Geography Education grant in DPI budget request.
The Alliance will raise what it can, borrow remaining needed funds, and establish a $500,000 North Dakota Geography Education Fund next July (2001). This will provide core income of approximately $15,000 per year until loans are repaid and approximately $25,000 per year thereafter. The Alliance will have to significantly scale back programs. The Alliance will need to ask future legislatures for additional Endowment contributions.

Scenario 2: Legislature approves $100,000 DPI grant for ND Geography Education Fund.
The Alliance will establish a $500,000 Geography Education Endowment Fund next July (2001). This will provide core income of approximately $25,000 per year (half present core income). The Alliance will have to scale back programs, although not as severely as in scenario 1. The Alliance will need to ask future legislatures for additional Endowment contributions.

Scenario 3: Legislature approves $350,000 DPI grant for ND Geography Education Fund.
The Alliance will establish a $1,000,000 ND Geography Education Fund next July (2001). This will provide core income of approximately $50,000 per year (same core income as now). The Alliance will not need to ask future legislatures for additional Endowment contributions.

Scenario 4: The North Dakota Geographic Alliance is unable to meet the $250,000 threshold
The Alliance will lose the $100,000 challenge grant being held by the Minot State University Development Foundation. The $50,000 temporarily being held in the Alliance's 2000-2001 budget may have to be spent or may be lost. The Alliance will use whatever it can raise to establish a local Endowment without benefit of NGS matching. The Alliance will drastically scale back programs.

NATIONAL GEOGRAPHIC SOCIETY
EDUCATION FOUNDATION

# STATE GEOGRAPHY EDUCATION FUNDS

## THE NEED FOR GEOGRAPHY

The decline in geographic literacy among Americans has been widely recognized and has led to disturbing results. Americans recognize the social and economic value of geographic knowledge. According to a 1988 Gallup study, "9 in 10 American adults think it is important to know something about geography in order to be considered a well-rounded person," and "7 in 10 believe it absolutely necessary to be able to read a map." Yet in 1988 America was dangerously close to geographic illiteracy. The same survey revealed that "1 in 7 could not identify the U.S. from a world map" and "1 in 4 could not identify the Pacific Ocean."

## THE NATIONAL GEOGRAPHIC SOCIETY'S RESPONSE

Alarmed that U.S. students were steadily losing ground in geographic knowledge, the National Geographic Society became convinced that such ignorance was undermining our nation's social, political and environmental leadership potential. As a result, the Society began its second century by making a focused commitment to geography education. At the heart of the effort is a state-by-state network of "geographic alliances" – partnerships between K-12 teachers and universities to provide in-service training in geographic content and teaching skills for practicing teachers. The network is funded by the Society's Education Foundation. Individual alliances support local efforts to restore geography to the curriculum, train teachers, prepare teaching materials, and raise public awareness of the importance of geographic education. Most important, the alliances help ensure that the next generation of students will graduate with the geographic skills and knowledge that will guarantee their readiness to meet the economic, environmental and civic challenges of the 21st Century.

## THE NATIONAL RESPONSE

The National Geographic Society's work in schools has been reflected in both the national and local landscapes. In 1990, the President and the governors included geography in the National Education Goals among the five "core" subjects. States, too, have worked to ensure that geographic literacy is at the forefront of their own educational reform agendas.

## WHY A STATE ENDOWMENT?

Efforts by government and by the Society must be complemented at the local level if the progress is to continue. Support will be necessary to build on and institutionalize the work of the Society in the individual states. Therefore, in addition to the nationwide support it provides annually through its Education Foundation, the Society has pledged to help establish $1 million endowments for geography education in every state in the U.S. and in Puerto Rico, D.C., and Canada. To date, individual "Geography Education Funds," as they are called, have been created in Connecticut, Colorado, Florida, Indiana, Iowa, Kansas, Michigan, Minnesota, Mississippi, Nebraska, Oklahoma, Tennessee, Virginia, Wyoming, and the District of Columbia. Building a statewide endowment is a powerful way to establish a permanent, self-sustaining source of support for teacher training and educational improvement. A state fund will support programs that encourage and improve the teaching of geography in that state and increase and disseminate geographic knowledge more broadly throughout the state.

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## CREATING A STATE ENDOWMENT

The National Geographic Society will match *dollar-for-dollar* -- up to $500,000 -- all local contributions in a state for the express purpose of establishing a total endowment of $1 million for geography education. The earnings of each new endowment may be used only to support geography education in that state. The National Geographic Society Education Foundation invests the funds and covers all administrative costs ensuring that the maximum amount is available for geography education in the state.

All income from an endowment is earmarked for support of educational programs exclusively in the state for which it was created. To ensure local accountability, grants are recommended by a local advisory committee for approval by the Board of Trustees of the National Geographic Society Education Foundation. Once established, an endowment provides an ongoing and growing revenue source for geography education.

Income from a state fund will benefit a broad array of programs, including professional development institutes for teachers and administrators, curriculum materials, exhibitions, and resource collections. To the extent possible, a fund will work through the state's geographic alliance.

## KEY FEATURES

State geography funds are distinguished by a number of features:

**New Funds for Education** — The value of local contributions will be matched dollar-for-dollar by the National Geographic Society, thereby doubling the philanthropic capital available for geography education in each state.

**Permanent Benefits** — A state fund will be established in perpetuity so that future generations will benefit from today's investment.

**Local Accountability** — State Geographic Alliances, which will carry out the programmatic activities, are housed in state universities, governed by local teachers and administrators, and work with local schools.

**Growth** — The corpus of the fund will be invested and any income beyond the annual payout rate will be returned to the fund for use in subsequent years.

**Professional Portfolio Management** — The National Geographic Society's investment record is sound and highly competitive -- the average annual rate of return since the Foundation's inception is 14.2%.

**No Fees** — The Society will pay all administrative costs of operating a state fund.

## FOR MORE INFORMATION

For additional information about the National Geographic Society Education Foundation and the challenge grant to create a geography education fund in your state, please contact Lanny Proffer, Executive Director, National Geographic Society Education Foundation at (202) 828-6689.

NATIONAL GEOGRAPHIC SOCIETY
EDUCATION FOUNDATION

February 16, 2000

**TO:** File

**FROM:** Christopher Shearer
Program Officer

**RE:** **Michigan Geography Education Fund**

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The Geography Education Fund for Michigan was established through a total of $500,000 in legislatively designated grants from the State of Michigan. The National Geographic Society matched this total, raising the corpus of the Fund to an initial $1,000,000.

The state's contributions were made across two fiscal years.

In October 1998, state funds totaling $250,000 were awarded to the Society through the Michigan Geographic Alliance and designated to "to encourage and support geography education in Michigan." The grant was authorized under the Michigan Department of Education's FY 1998-99 Budget Act, P.A. 322. The Society matched the grant dollar-for-dollar to create a total fund of $500,000 in 1998.

In August 1999, a second payment of state funds totaling $250,000 were awarded to the Society through the Michigan Geographic alliance and designated for "the encouragement and support of geography education in Michigan." The grant was authorized under the State of Michigan FY 1999 Supplemental Appropriation Bill, P.A. 137. The Society matched this second payment dollar-for-dollar to create a total fund corpus of $1,000,000 in 1999.

Initial payment of interest in the amount of 5.25% of the fund's 1999 year-end balance will be made to the Michigan Geographic Alliance for programs to be conducted between September 1, 2000—August 31, 2001.

A copy of the Memorandum of Agreement creating the Fund is attached

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# MEMORANDUM OF AGREEMENT CREATING THE MICHIGAN GEOGRAPHY EDUCATION FUND

The Michigan Department of Education (MDE) and the National Geographic Society Education Foundation (the Foundation), a not-for-profit, tax exempt organization established to support the educational goals of the National Geographic Society, hereby agree to establish The Michigan Geography Education Fund as a restricted permanent endowment fund of the Foundation

**Name and Purpose**

The Fund will forever be known as **"The Connie Binsfeld Geography Education Fund"** (the Fund). Its purpose shall be to encourage and support geography education in Michigan.

**Funding and Administration**

The Fund shall be established with a grant to the Foundation of $250,000 by the MDE. The National Geographic Society shall match the MDE contribution by means of a grant of an equivalent amount to the Foundation from the National Geographic Society Challenge Fund. This total of $500,000, together with such other amounts as may be contributed by other entities, will constitute the initial corpus of the Fund. The Foundation may invest the Fund as part of the Foundation's Consolidated Fund in accordance with Foundation investment policies and procedures. The Fund will remain open for additional gifts to principal in the future.

The income earned by the MDE contribution and the matching Foundation grant shall be used in whole or in part to make grants and to support programs to improve geography education conducted by the Michigan Geographic Alliance. The amount of income to be applied for this purpose shall be established annually by the Board of the Foundation. Income not expended for these purposes shall be re-invested in the principal of the Fund according to investment policies The Foundation may adopt in order to protect the value of the principal, or shall be carried over for expenditure in subsequent years. The number and amount of the grants made or other program expenditures will be determined by the Foundation in light of income available from the Fund and program needs.

Recipients of grants generated by the income from this contribution will be selected by the Foundation according to criteria established by the Foundation. The Foundation agrees to establish or recognize a Michigan advisory body committed to the cause of improved geography education which will include a representative of the Michigan Department of Education. To accomplish these purposes, the advisory body shall review the planned projects and budget of the Michigan Geographic Alliance at least once yearly before submission to the Foundation. The advisory body shall make grant recommendations to the Foundation. Final decisions about expenditures from the Fund shall be the responsibility of the Board of the Foundation.

Income at the rate established by the Board of the Foundation shall be made available for expenditure twelve (12) months after the establishment of the Fund.

**Criteria for Expenditure**

It is the intention of the Foundation, acting upon the recommendations of the advisory body, to use the income from this contribution and the Foundation's matching grant to support projects that are consistent with enhancing the teaching of geography in Michigan and are of the highest caliber and merit. Income from this contribution to the Fund and the Foundation's matching grant will be used to support the efforts of the Michigan Geographic Alliance to encourage, increase and improve the teaching of geography in Michigan, especially by providing outreach to and products for elementary and secondary teachers, and to increase and disseminate geographic knowledge more broadly throughout Michigan. In the event the Michigan Geographic Alliance should become inactive, the Foundation may award grants to other organizations committed to improving geographic education in Michigan.

**Recognition and Reporting**

The Foundation agrees to submit to the MDE annually an audited financial statement of the Foundation by an independent auditor together with a report listing the names of grant recipients and the amount and purpose of awards and other expenditures made from the Fund. The Foundation will include the fund's asset, income and expenditures in its audited financial statement and its IRS Form 990.

**Return of Grant Funds**

The MDE's grant to the Foundation is restricted for the purposes described herein. In the event the Foundation materially breaches this Agreement by (1) failing to apply the income of the Fund for the specified purposes, or (2) failing to appropriately consider the recommendations of the advisory body as provided herein, and fails to correct such breach after 60 days written notice by the MDE, the MDE shall have the right to receive a return of grant funds in an amount equal to the MDE's original grant amount and any accumulated and unexpended income thereon.

In the event that the IRS Tax Exempt status of the National Geographic Society Education Foundation should change, the MDE shall be informed in a timely fashion. In such an event, and upon receipt of a written request from the MDE, the Fund shall be dissolved and the appropriate pro rata share of the principal and accumulated income shall be returned to the MDE.

**Approved:**

For the National Geographic Society Education Foundation:

Gilbert M. Grosvenor, Chairman

For the Michigan Department of Education:

Arthur E. Ellis, Superintendent

How has the ND Geographic Alliance affected me and my students?

1. The training I have received has brought me to a higher level of understanding of the world around me. Because my standards and values are directly reflected in my classroom, my students and through their eyes, more clearly see where in the world they are and why.

2. I have been given the opportunity to interact with various ND agencies, leaders of the National Geographic Society and NASA.

3. My association with the Alliance has been a rich experience, broadened my horizons, given me self-confidence and leadership skills to give workshops and presentations, both locally and on the national level.

4. My rich experience with the ND Geographic Alliance has made it very clear that geography education weaves a red thread through all of the curriculum.

5. My students and I have received many classroom resources, including maps, globes, atlases and lesson plans.

6. I have learned skills to actively engage my students in becoming culturally aware and to be involoved in their community.

7. Field trips have taken on a new meaning. After participating in adult field trips through Alliance activities, I can walk my students through the history and geography of ND in a more significant way.

Marilyn Weiser
Grade 4
Jefferson School (857-4600)
Minot
Home Phone (838-6835)

# North Dakota Geographical Alliance 1999-2000 Annual Report Narrative

## EXECUTIVE SUMMARY

The North Dakota Geographic Alliance (NDGA) is a network of 1373 teachers and others who are interested in promoting geography education in the state of North Dakota. This report summarizes activities during the 1999-2000 budget year. Some activity budgets differ from those listed in the 1999-2000 Program Plan due to matching fund considerations. NDGA adopted a new constitution in 1998 and held its third annual NDGA governance meeting May 31-June 1, 2000, in Devils Lake. The annual NDGA Field Trip traveled via Amtrak from Minot to Chicago to attend the NCGE Conference and participants wrote route guides for future Amtrak passengers. NDGA also sent a representative to the NGS Conservation/Geography Awareness Week Workshop in Shepherdstown, West Virginia.

Major curriculum and assessment projects included the following. NDGA began a two-year project with the North Dakota Department of Public Instruction to prepare North Dakota social studies curriculum standards benchmark performance levels. NDGA assisted a consortium of north central North Dakota school districts in developing district standards for social studies disciplines. Another multi-year project with support from the North Dakota Council for Conservation and Environmental Education and the North Dakota Forest Service is developing an environmental education companion document for the new North Dakota science and social studies standards and benchmark. NDGA partnered with the North Dakota History Day organization in an effort to strengthen the North Dakota History Day project. The Alliance also received an NGSEF Incentive Grant and stimulated the development of 1.) a North Dakota Division of Independent Study on-line AP Human Geography Course for High School Students, 2.) a Minot State University on-line Human Geography Course for In-service K-8 Teachers and 3.) a Mayville State University on-line Human Geography Course for Pre-service K-12 Teachers.

Major professional development programs included the following. NDGA partnered with the Minot State University International Business Department to offer an advanced institute related to the economic geography of ND and Canada. Seeds of Change workshops, originally developed in cooperation with the Agriculture in Classroom Project, were held in Bismarck and Williston. NDGA co-sponsored an environmental education workshop in Fargo in cooperation with North Dakota State University. NDGA offered workshops in Grand Forks in conjunction with the ESRI Community Atlas program. Further, NDGA sponsored a North Dakota teacher on the Virginia Geographic Alliance Summer Amtrak Institute and hosted the Virginia Geographic Alliance Amtrak Institute for three days in North Dakota. Combined the 1999-2000 North Dakota Geographic Alliance programs involved 229 teachers (not including the Virginia tour group, with some North Dakota teachers participating in more than one activity). As of August 31, 2000, NDGA has trained 217 teacher consultants. Since 1995 NDGA has provided geography-related professional development programs for more than 1,000 North Dakota teachers.

In the outreach area NDGA sponsored Geography Awareness Week activities, displays, and exhibits across the state and distributed 121,000 maps and geography-related items, including NDGA-written route guides, to travelers passing through the Minot Amtrak depot. The Alliance also assisted with the North Dakota State Geography Bee. The Alliance newsletter, the *Dakota Alliance*, was published five times during the year. While not administered by NDGA, Alliance teacher consultants hosted a Seeds of Change "museum' visited by thousands of North Dakota State Fair visitors. Also, outside the NDGA structure Alliance teacher consultants are known to have offered workshops for at least 100 additional teachers.

**MANAGEMENT NARRATIVE: Administrative Operations and Expenses:**

Governance: The NDGA constitution divides the state into four regions—northeast, northwest, southeast and southwest. NDGA programs rotate as defined by the constitution. Each region has a regional steering committee and is entitled to one voting position on the NDGA Administrative Board. The Administrative Board reviews all program plans and budgets. Administrative Board members are Janet Asheim (Westhope), Virginia George (Bismarck), Patty Gulsvig (Fargo-Moorhead), Deborah Starkey-Medlar (Dickinson), and Douglas Munski (Grand Forks). *Ex officio* nonvoting Administrative Board members are Co-coordinators Eric Clausen (Minot) and Curt Eriksmoen (Fargo) and newsletter editor, Paul Meartz (Mayville). Total governance activities cost during the 1999-00 budget year was $989.93.

Co-Coordinators: Eric Clausen and Curt Eriksmoen served as NDGA Co-Coordinators. Clausen and Eriksmoen were each paid $3,000 directly by the National Geographic Society Education Foundation.

Released Time: Eric Clausen served as part-time Alliance Administrative Director. The Alliance paid him $9,372.85 including fringe benefits for this work (plus $539.94 charged to the 1999 Eisenhower grant and $669.44 charged to the 2000 Eisenhower grant – total salary paid from all sources was $10,582.23).

Administrative Assistance: Toni Schwartz served as Alliance secretary. NDGA is responsible for her salary and benefits. Minot State University provided additional work-study student time without charge. Total 1999-0 non-project-related salary and fringe benefits were $10,799.94. She also received $483.72 from the 1999 Eisenhower Grant Project, $265.49 from the Seeds of Change Program, $2,140.67 from the 2000 Eisenhower Grant Project, $910.25 from the History Day Project, $1,020.11 from the Economic Geography Advanced Institute, and $2,693.73 from the Amtrak depot project. NDGA received $60 credit for her work with the Geography Bee. Total salary and fringe benefits were $18,253.91.

Office: The Alliance Office continues to have exclusive occupancy of the Midcontinent Institute Building at Minot State University. NDGA is billed for postage and telephone expenses. NDGA is responsible for maintenance of office equipment it uses, including the high-speed copier used for newsletter publication. Office expenses also include office supplies and related expenses not charged to specific activities. Total 1999-00 office expenses were $4,869.77

Alliance Meetings: The NDGA Annual Meeting is described as a professional development activity. Other meeting expenses relate to governance meetings, including conference calls (included in governance costs). Total meeting expenses were $4,328.23.

## FINANCIAL NARRATIVE

Carryover from previous year: The Alliance had $45,134.01 carried over from 1998-9.

1999-00 Income: Sources of 1999-00 income were:
The National Geographic Society basic grant—$50,000
The North Dakota Department of Public Instruction (Note 1)—$25,000
Dwight D. Eisenhower Professional Development Program and Goals 2000 grant award (Note 2)—$40,361
Minot State University International Business Department (Note 3) - $10,000
ND Forest Service (Note 4) - $5,000
Ft. Lincoln History Club (Note 5) - $3,000
North Dakota State University (Note 6) - $10,000
Environmental Systems Research Institute, Inc. (Note 7) - $2,400
Other income - (Note 8) - $12,507.29

**Total of 1999-00 budget year income $158,268.29**

1. The Department of Public Instruction basic grant was restricted to teacher education activities for North Dakota teachers as designated in the budget and program plan.
2. The professional development grant is restricted to designated expenses specified in the State Social Studies Benchmark Performance Levels Writing Project.
3. Matching funds for designated expenses for the MSU International Business/Economic Geography of Canada Program.
4. Matching funds for designated expenses for the Investigating and Evaluating Environmental Issues and Actions Program.
5. Matching funds for designated expenses for the ND History Day Project.
6. Matching funds for designated expenses for the Integrated Companion Document Writing Team Program.
7. Grant funds received for the development of the ND portion of the US Community Atlas Project.
8. Other income included $4,550 designated for the Amtrak depot project, $780 from sale of Seeds of Change books, $994.80 related to the Chicago Field Trip, $3,215 workshop participant fees, $50 NDEA Booth refund, $60 Geography Bee office salary, $121.24 related to the Minot Annual Meeting, $274.75 from sale of TC Tool Kits in stock, and $11.50 from sale of ND state map.

Balance in Alliance accounts: The attached letter from Jonelle Watson, Minot State University Grants and Contracts Officer, lists balances in each Alliance account as of August 31, 2000. These carryover funds are all required for bills carried over from 1999-00 budget year and on-going project obligations continuing beyond the 1999-00 budget year.
These accounts and balances are as follows:
4066 - National Geographic Education Foundation grant account ($3,543.13)
4090 - Private gifts account ($1,582.29)
4064 - NGSEF Incentive Grant account ($78.71)
4098 - Seeds of Change book sales income account ($1,342.57)
4097 - Seeds of Change Workshop account ($1,141.15)
4091 - 2000-01 Eisenhower Professional Development Program grant account ($13,619.24)
4081 - ND Forest Service account ($8.75)
4085 - ND Department of Public Instruction grant account ($372.37)
4092 - Goals 2000 grant account (-$2.41)

Total carryover funds on August 31, 2000 $21,685.80

Office of Administration & Finance

September 11, 2000

The National Geographic Society Education Foundation
1145 17th St NW
Washington, DC 20036-4688

To Whom It May Concern:

Minot State University's fiscal year begins July 1 and ends June 30. During the fiscal year we account for revenue and expenses on a cash basis. August revenue and expenses received and expensed in September are not included in the available budget balance. The following budget balances are as of August 31, 2000. If you have any questions please call me at (701)858-3368.

| Fund Name | Fund Number | Budget Balance |
|---|---|---|
| FY '99 Geographic Alliance | 4064 | $ 78.71 |
| Nat'l Geographic | 4066 | 3,543.13 |
| FY '00 ND Forest Service | 4081 | 8.75 |
| FY '00 State Geograhpic | 4085 | 372.37 |
| Nat'l Geographic Private Match | 4090 | 1,582.29 |
| FY '01 IKE 00/10 | 4091 | 13,619.24 |
| FY '00 DPI Geographic | 4092 | (2.41) |
| Seeds of Change FY '00 | 4097 | 1,141.15 |
| 1st Year DOA-Geographic Alliance | 4098 | 1,342.57 |

Sincerely,

Jonelle Watson

Jonelle Watson
Grants & Accounting Analyst

## PROGRAM AREAS, MEASURES OF SUCCESS AND EXPENSES

**Curriculum:**

Integrating and Assessing Geography, Science and Mathematics Classroom Activities Project: This project began during the 1998-9 budget year and was completed in 1999. Project activities were supported in part by a Title II Eisenhower Professional Development grant award (included in carryover funds). Activities during the 1999-2000 program year included holding a public Symposium during which the twenty-one (21) Integrating and Assessing Geography, Science and Mathematics Activities Program participants discussed their individual classroom projects. Symposium papers were printed in a Symposium Proceedings volume. The total spent during 1999-2000 budget year was $9,988.21.

Companion Document Writing Team: NDGA partnered with the North Dakota Council for Conservation and Environmental Education and the North Dakota Forest Service to develop a Companion Document to the North Dakota State Content Standards and Benchmarks in Science, Social Studies, Mathematics and Language Arts. The Companion Document will contain interdisciplinary unit plans to help students achieve state standards in the four core subject areas of math, language arts, science and social studies. Twelve (12) teachers, including NDGA teacher consultants, are actively involved in this on-going project. The total cost of the project during 1999-2000 budget year was $9,851.35.

North Dakota Division of Independent Study on-line Advanced Placement Human Geography Course: A National Geographic Society Education Foundation incentive grant enabled NDGA to support development of an on-line Advanced Placement Human Geography course at the North Dakota Division of Independent Study. NDGA teacher consultants John Skaare and Kathy Pell, with assistance from NDGA member Douglas Munski and Co-Coordinator Curt Eriksmoen, prepared this course. The course is was completed on schedule and currently has students enrolled. Direct cost to NDGA was $21,000.

Minot State University on-line Human Geography Course for Teachers: A National Geographic Society Education Foundation incentive grant enabled NDGA to support development of an on-line "Human Geography Course for Teachers" at Minot State University. NDGA member Patricia Swanson, with assistance from NDGA members, prepared this course. The course was completed on schedule and currently has students enrolled. Direct cost to NDGA during the 1999-2000 budget year was $4,907.21.

Mayville State University on-line Human Geography Course for Pre-service Teachers: A National Geographic Society Education Foundation incentive grant enabled the North Dakota Geography Alliance to support development of an on-line "Human Geography Course for Pre-Service Teachers" at Mayville State University. NDGA member Paul Meartz, with assistance from NDGA members, prepared this course. The course was completed on schedule and currently has students enrolled. Direct cost to NDGA during the 1999-2000 budget year was $1,997.72.

**Training:**

Economic Geography Advanced Institute Project: The Alliance partnered with the Minot State University International Business Department in holding a graduate course in the Fall of 1999 and again in the Spring of 2000 to train NDGA teacher consultants to design and offer an Economic Geography advanced institute. Eleven (11) teachers participated in these training courses. Teacher consultants then designed an advanced institute to study the economic geography of North Dakota and adjacent Canadian businesses. Twenty-nine (29) teachers participated in the summer advanced institute program. Program co-coordinators were Alliance teacher consultants Jeff Beck, Ragene Sovak and Janice Melland. The total cost of the entire advanced institute project was $22,945.26 (including participant fees).

Annual Meeting and Leadership Conference: Responsibility for hosting the 2000 annual meeting rotates from region to region. During the 1999-2000 budget year the Northeast Region was the Annual Meeting host. The two-day annual leadership meeting was held in Devils Lake. Program Coordinator was Alliance teacher-consultant Debbie Dawley. Twenty-six (26) Alliance governance members attended the Devils Lake Annual Meeting. Total cost of the Annual Meeting was $4,328.33.

From the Windy Prairie to the Windy City Field Trip: The Southwest Region was responsible for organizing and operating the year 2000 Alliance summer geography field. Alliance teacher-consultant Maxine Trotter coordinated the trip. Ten (10) teacher-participants took the trip which traveled via Amtrak from Minot, North Dakota, to Chicago, Illinois, to attend the 2000 NCGE Conference. En route trip participants gathered route guide information for inclusion in future NDGA route guides to be distributed to Amtrak passenger (nine teachers earned academic credit). Total field trip cost was $8,073.20.

Seeds of Change Workshops: Two 2-day Seeds of Change summer workshops were held in 2000. Alliance teacher consultants Geraldeen Rude, Bonny Berryman and Dina Laskowski taught the workshops. Nineteen (19) teacher-participants were trained in Bismarck, and eleven (11) teachers were trained in Williston. NDGA member Sarah Nordby raised $2450 for this project. The cost of the Seeds of Change workshops was $4,397.49.

Virginia Geographic Alliance Institute Tour: The 2000 Virginia Geographic Alliance Summer Institute consisted of an Amtrak tour of the United States with stops at various points including North Dakota. The North Dakota Geographic Alliance served as host when the Virginia teacher-participants visited North Dakota. The Virginia Alliance reimbursed the North Dakota Alliance for expenses incurred. Alliance TC Joan Petrick attended the complete Virginia Tour and hosted the area events. Costs were $2,081.25 ($776.26 reimbursed by the Virginia Geographic Alliance and $1,305 paid by the NDGA Amtrak project).

ESRI (Environmental Systems Research Institute, Inc.: The Alliance received a $2,400 grant from ESRI to conduct "US Community Atlas Project" workshops. Thirteen (13) teachers participated in the four classes that were held in March, April, May and October. NDGA teacher consultant Roger Palmer was the instructor of the classes that were held at Red River High School, Grand Forks. The total expenses for the project were $1,094.04 (balance is to be disbursed on October 31, 2000).

Investigating and Evaluating Environmental Issues and Actions Workshop: The Investigating and Evaluating Environmental Issues and Actions Workshop was held at North Dakota State University in Fargo, North Dakota. Nineteen (19) teachers participated in this professional development activity. NDGA teacher consultants Erik Pauly and Julie Costello worked with North Dakota State University Education faculty member Ted May to develop this program. The total cost of the project was $12,793.05.

**Outreach:**

1999 Geography Awareness Week: Alliance teacher consultants Robert Klemisch and Sharleen Stigen coordinated the 1999 Geography Awareness Week Program. A separate Geography Awareness Week report was prepared. Total 1999 Geography Awareness Week expenses charged to the 1999-2000 budget were $2,432.11.

2000 Geography Awareness Week: The 2000 Geography Awareness Week is being coordinated by Alliance TC Julie Costello. She attended the National Geographic Society Education Office Conservation/Geography Awareness Week Workshop in Shepherdstown, West Virginia. Total expenses paid by NDGA during the 1999-2000 budget year for the 2000 GAW program were $ 1,541.58.

*Dakota Alliance*, North Dakota Geographic Alliance Newsletter: Five issues of Volume X of the *Dakota Alliance* were published during the 1999-2000 budget year. Paul Meartz, Geography Professor at Mayville State University, served as editor. Dr. Meartz prepared copy. The Alliance Office handled printing and mailing. All issues were mailed to all 1373 persons on the Alliance mailing list. Total 1999-00 cost of the *Dakota Alliance* was $3,383.58 (not including secretarial costs, but including a $1000 editor's stipend).

Amtrak Geography Outreach Depot Project: The Alliance received several gifts totaling $4,550 for an outreach project at the Minot Amtrak depot. The display racks are stocked with free regional state maps and geographic literature. The project began in late February of 1999. Through August 31, 2000 more than 121,000 free maps and other geographic items had been distributed. The project also provided small grants to stimulate writing projects aimed at generating North Dakota Alliance-produced geographic literature. Project expenses for distribution of maps and geography materials at the Minot Amtrak depot were $3,215.94 (primarily for secretarial time). Also related to the Amtrak project and paid for with contributions received for the Amtrak project were: 1.) $375 mini-grant awarded to the Stanley Public Schools, 2.) $2590 spent for train tickets for the Chicago field trip, and 3.) $1,305 spent to enable a North Dakota teacher to participate on the Virginia Geographic Alliance Amtrak Tour Institute. Total spent for the Amtrak project during 1999-2000 budget year (including carryover funds) was $7,485.94.

North Dakota History Day Program: The Alliance received $3000 in matching funds for the statewide History Day project. Last year approximately 160 North Dakota middle school and high school students entered the Regional competitions, with 90 competing at the State level. Twenty-five (25) students went to Washington, DC to compete at the National level. The Alliance office provided logistics support and bookkeeping for this program. Total expenses for the program was $6,033.83.

**Assessment:**

North Dakota Social Studies Benchmarks Performance Levels Writing Project: The Alliance is leading a North Dakota Social Studies Standards Benchmark Performance Level Writing Team for the North Dakota Department of Public Instruction. Partial funding for this two-year project was received from a Title II Eisenhower Professional Development grant award with additional funds received from a North Dakota Goals 2000 grant award. Thirty-three (33) North Dakota teachers are participating in this multi-year project. Total funds spent during 1999-2000 budget year were $28,970.33.

**Miscellaneous and previous year expenses paid during 1999-00 budget year:**

1999-00 budget year activity bills paid during the 1999-2000 budget year and miscellaneous expenses not otherwise described, include $375 awarded as a mini-grant related to the Stanley Public Schools, $169.63 related to the 1999 Watts of Wind program, and $105 related to the 1999 Jamestown SGI. (Total $649.63).

# PROGRAM BUDGET REPORT
## (September 1, 1999 - August 31, 2000)

| BUDGET ITEM | NGSEF | NON-NGSEF | IN-KIND | TOTAL |
|---|---|---|---|---|
| **Operating Budget:** | | | | |
| Coordinator Honoraria | 6,000.00 | | | 6,000.00 |
| Release Time | 9,372.85 | | | 9,372.85 |
| Administrative Assistance | 10,799.94 | | | 10,799.94 |
| Steering Committee Meetings | 989.93 | | | 989.93 |
| Alliance Meetings | 1,137.29 | 3,190.94 | | 4,328.23 |
| Office Costs: | 4,334.80 | 534.97 | *20,000.00** | 4,869.77 |
| Travel (In Items by Project) | | | | |
| Other | 649.63 | | | 649.63 |
| **Assessment** (In Curriculum) | 2,333.55 | 26,636.78 | | 28,970.33 |
| **Curriculum** | 30,661.14 | 17,083.35 | | 47,744.49 |
| **Outreach** | 10,088.70 | 6,518.34 | | 16,607.04 |
| **Professional Development** | 3,978.18 | 47,406.11 | | 51,384.29 |
| **TOTAL** | $80,346.01 | $101,370.49 | | $181,716.50 |

**Not Included in Balance Totals*

| | | |
|---|---|---|
| Amount Received from NGSEF: | 50,000.00 | |
| Amount Received from Non-NGSEF: | 108,268.29 | |
| In-Kind Contributions: (not included in balance) | *20,000.00** | Office space, Work study students, etc. |
| Roll-over Funds Used this year: | 45,134.01 | |
| **Total Program Budget:** | 181,716.50 | |
| Year End Surplus: | 21,685.80 | |

# NORTH DAKOTA GEOGRAPHIC ALLIANCE 1999-2000 BEST PROGRAM

In one page, please describe the activity and accomplishments of one of your best initiatives this year, addressing project development, implementation, costs, and lessons learned. A compendium of best programs will be shared with the alliance network.

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The North Dakota Geographic Alliance considers all of its 1999-2000 program year programs to be best programs: These include:

The Integrating and Assessing Geography, Science and Mathematics Classroom Project
The Environment Education Companion Document (to North Dakota State Content Standards) Project.
The On Line Advanced Placement Human Geography Course Project
The On Line Human Geography Course for K-8 Teachers Project
The on Line Human Geography Course for Pre-Service 9-12 Teachers Project
The Economic Geography Advanced Institute Project
The Alliance Annual Meeting
The From the Windy Prairie to the Windy City Field Trip
The Seeds of Change Workshop Project
Hosting the Virginia Geographic Alliance Summer Institute Tour
The ESRI Community Atlas Project
The Investigating and Evaluating Environmental Issues and Actions Project
The 1999 and the 2000 Geography Awareness Week Projects
The Dakota Alliance, the North Dakota Geographic Alliance Newsletter
The North Dakota History Day Outreach Project
The Minot Amtrak Depot Geography Outreach Project
The North Dakota Social Studies Benchmarks Performance Levels Writing Project

The North Dakota Geographic Alliance did precisely what the National Geographic Education Foundation asked us to do. We leveraged available NGSEF grant funds to develop a diverse set of seventeen (17) significant programs. Each program was intended for a different audience. Each audience was or will be impacted in a different way. For example, the professional development workshops and institute provided training for 181 teachers. The on line courses are only just beginning to reach their intended audiences. Approximately 70 teacher consultants were active in Alliance governance and or in planning and offering the diverse Alliance programs. The North Dakota Social Studies Benchmarks Performance Levels Project is preparing performance level recommendations that will impact all North Dakota K-12 students. The Environmental Education Companion Document is intended to reach hundreds of North Dakota teachers. The North Dakota History project directly impacted 160 students and indirectly impacted many hundreds of parents, relatives, teachers and friends. The Minot Amtrak Depot project provided maps and geographic interpretative materials to literally tens of thousands of travelers passing through North Dakota. The From the Windy Prairie to the Windy City Field Trip not only enabled ten (10) teacher consultants to attend the NCGE Conference, but also enabled the Alliance to gather valuable information for future Minot Amtrak Depot Project publications (that will reach many tens of thousands of future travelers). We think everything the North Dakota Geographic Alliance did during the 1999-2000 program year was our best program.

## A Unique North Dakota Geographic Alliance Outreach Program

The North Dakota Geographic Alliance's Minot Amtrak Depot Project is a unique experiment and is described here. The idea for the project developed several years ago when NDGA Co-Coordinator, Eric Clausen, was riding an Amtrak train west of Williston, North Dakota. The train was following the Missouri River (and the route of Lewis and Clark). Clausen overheard a conversation between a passenger and an Amtrak employee. The passenger had a map in her hands was asking the Amtrak employee the name of the large river outside her window. The Amtrak employee did not have the slightest clue as to the name of the river and both were trying to locate where the train was on the map. The map did not cover the state where the train was traveling, but the Amtrak employee and the elderly woman passenger were totally unaware of that minor problem.

Realizing that Amtrak trains traveling through North Dakota offer a golden opportunity to educate hundreds of thousands of people each year about geography, Clausen offered to personally provide financing if the North Dakota Geographic Alliance would develop an experimental geography outreach project to reach the Amtrak passengers. To date the North Dakota Geographic Alliance Minot Amtrak Depot Project has been paid for entirely by funds Clausen has contributed. All maps and other geographic information materials, not written and printed by the Alliance, are obtained free of charge from various state transportation and tourism agencies and other organizations (e.g. National Park Service).

Minot is a service stop for Amtrak's Empire Builder. Each train stops for 20 minutes or more to take on water and fuel and to be inspected and for minor repairs as needed. Twice each day approximately 300-400 passengers step off their train briefly into the relatively modest Minot Amtrak Depot. Before the Alliance project began these passengers encountered four barren walls and a small display rack with Amtrak schedules.

The Alliance purchased five display racks to distribute free maps and other types of geographic literature and also put up a North Dakota map and photos on the walls. The Alliance provides maps and geographic literature from all states along the Empire Builder route and other sources thought to be of interest to the passengers. Last spring the Alliance wrote and started putting out Alliance-written route guides for the route west of Minot (traveled during daylight hours). These "homemade" route guides almost instantly became, along with state maps, the fastest moving items. The Alliance has rewritten and expanded its "homemade" geography route guides and has gathered material for more.

The project is an experiment to see what happens. The Alliance is monitoring what Amtrak passengers pick up. Since beginning the project in the spring of 1999 the Alliance has given out more than 135,000 maps and other publications. The maps and the Alliance-written route guides are without question the most popular items. Beautifully printed glossy color brochures describing regional tourist attractions sit almost untouched while adjacent state maps and Alliance-written route guides disappear on a regular basis. If the opportunity arises the Alliance may further develop this project and related publications. Attached is a set of the North Dakota Alliance-written guides as presently being tested.

TB 1-13
Supt Sanstead
in Closing

# STUDENT COMPETITIONS
(Spelling Bee and Math Counts)

DPI staff, for many years, contributed their time and energy to insure North Dakota students were afforded opportunities to compete in the national Spelling Bee and Math Counts competitions. Staff assumed these non-funded, non-mandated responsibilities in addition to their regular work assignments. They devoted countless hours of their own time and the department provided limited in-kind services to insure program continuation.

The loss of two dedicated individuals, coupled with the reduction of two general-funded positions this biennium, inhibited our ability to administer these supplemental programs. As a department, we worked diligently to find new program sponsors because I continue to support the involvement of 106 students from our state to participate in each of these competitions. Unlike agency staff supported with federal dollars, these sponsors have the ability to actively raise funds without creating an audit inquiry. It appears, however, that the new sponsors will be funded out of state dollars removed from DPI's operating budget, essentially creating new program obligations not previously funded with general fund dollars.

The House has moved $15,000 to the LEAD Consortium to administer the Spelling Bee and the Math Counts competitions, yet it is the ND Council of Education Leaders hiring staff and administering the programs. I believe this is an unprecedented departure from previously accepted funding mechanisms.

The $15,000 removed from DPI's operating budget is required to support statewide educational activities. Non-governmental agencies have other means to continue to support supplemental activities. The following figures represent the total costs and funding for program administration, including in-kind services provided by DPI, and other funds raised to support the Spelling Bee and Math Counts competitions. A full analysis is available upon request.

| PROGRAM | TOTAL COST | REGISTRATION FEES | CONTRIBUTIONS | DPI COST IN-Kind Mailing, Supplies, Printing, Staff |
|---|---|---|---|---|
| Math Counts | $8,175 | $2,184 | $3,410 | $2,581 |
| Spelling Bee | 8,453 | 4,285 | 1,603 | 2,565 |
| | 16,628 | 6,469 | 5,013 | 5,146 |

NWP

## National Writing Project
# Fact Sheet

### The National Writing Project:

- Funds ~~181~~ 168 writing project sites in 47 states, Washington, DC, and Puerto Rico
- Generates $6.93 for every federal dollar
- Serves participants at an average cost in federal dollars of $0.80 per contact hour
- Served 181,402 teachers and administrators in 1997–98
- Served over 2 million teachers and administrators from 1973 to 1998

**What is it?** The National Writing Project is a nationwide program that works to:

- improve student writing abilities by improving the teaching and learning of writing in the nation's schools
- provide professional development programs for classroom teachers
- expand the professional roles of teachers

**What does it do?** The National Writing Project operates on a teachers-teaching teachers model. Successful writing teachers attend invitational Summer Institutes at their local universities. During the school year these teachers provide workshops for other teachers in the schools.

**Why is it needed?** Literacy is at the foundation of school and workplace success, of citizenship in a democracy, and of learning in all disciplines. In addition, modern technology has increased the need for students to write and think clearly and coherently. The National Writing Project focuses on the teaching of writing for practicing teachers while providing a model for ongoing professional development that builds independent local programs.

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# Northern Plains Writing Project Fact Sheet

History

Representatives of public schools, teacher centers, DPI, colleges, and universities founded the Northern Plains Writing Project (NPWP) in fall, 1978. Since 1979, NPWP has regularly sponsored programs on teaching language arts in communities across North Dakota.

Programs

About 200 teachers have taken NPWP Summer Institutes on Teaching Reading and Writing. Each five-week Institute is worth nine graduate semester hours. Approximately 2,500 teachers have attended inservices led by Institute "graduates."

Over 2,500 teachers have taken one- to four-day NPWP workshops.

About 18,000 students and about 6,000 adults have contributed manuscripts to NPWP programs including the ND Language Arts Festivals and the ND State Fair Writing Contest.

NPWP was the main sponsor for the Y2K Regional Conference on Literacy Education in Fargo in August, 2000. Twelve other professional organizations, arts councils, and humanities councils co-sponsored the conference.

Key Figures for September, 1999-August, 2000

Programs.....38*

Educators Who Participated in Programs.....325*

Total Contact Hours for All Programs.....10,500*

Total State Funding.....$14,000*

Total Federal Funding.....$25,000*

Estimated Other Funding (In-Kind, Grants, Fees, Other Sources).....$60,000

*Source: Inverness Research Associates, *Preliminary Key Figures for NPWP*

## How does it work?

The National Writing Project's 26 years of success is due to a handful of simple but crucial principles:

- excellent professional development is an ongoing process
- universities and schools accomplish more in partnership
- teachers are key to educational reform
- teachers are the best teachers of other teachers
- effective literacy programs are inclusive—reaching all teachers in order to reach all students
- writing deserves constant attention from kindergarten through university
- exemplary teachers of writing are themselves writers

## Evaluation and Recognition

**The Carnegie Corporation of New York** evaluated the National Writing Project as the best large-scale effort to improve composition instruction now in operation in this country, and certainly the best on which substantial data are available.

**The National Endowment for the Humanities** stated that the National Writing Project has been by far the most effective and cost-effective project in the history of the Endowment's support for elementary and secondary education programs.

**The National Council of Teachers of English** honored the National Writing Project as an exemplary national resource.

**The Council for Basic Education** stated that the National Writing Project is perhaps the most successful and certainly the most far-reaching of all the recent initiatives to improve the condition of writing. The National Writing Project is successful because it is helping teachers become competent writers themselves, and so, to be better teachers of writing.

## Impact on Other Fields

The National Writing Project's teachers-teaching-teachers model has become the model for similar programs in other subject matter fields: science, mathematics, history, literature, foreign languages, and the performing arts.

## Federal Support

The National Writing Project was first authorized for federal funding in 1990 with strong bipartisan support. The 1998–99 appropriation was $5 million.

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E-MAIL: nwp@socrates.berkeley.edu URL: http://nwp.berkeley.edu/

# RED RIVER VALLEY WRITING PROJECT

***WHAT IT IS:*** A site of the National Writing Project, a federally funded professional development effort aimed at improving the teaching of writing in all subjects, on every grade level.

***HOW IT WORKS:*** Each year the writing project site holds a summer institute--in our case, a four week experience on the UND campus--to which we invite 15 to 20 area teachers. They write together and demonstrate for each other their best practice in the teaching of writing. These teachers become "teacher consultants" who can then help other teachers in the schools.

***RRVWP SO FAR:*** We are in our infancy, having hosted only two summer institutes, with a total of 28 teachers now available as consultants to work with other teachers. The list of teachers is on the back of this flyer.

***WHAT WE ARE PREPARED TO DO:*** We can help you form study groups in which teachers read something about the teaching of writing and discuss it. (For example, we can provide money to buy books and provide a discussion leader.) We can help you start a writing group in which teachers do some writing and respond to each other's work. We can offer demonstrations of teaching practice and conduct discussions afterward. We can consult with groups of teachers as they engage in curriculum development related to the teaching of writing. And we can join with school districts in offsetting the cost of professional activities related to the teaching of writing.

***WHO PAYS FOR SERVICES:*** School districts should pay something for the services of teacher consultants and the materials needed for professional development. However, we have funds available for activities during the academic year and would be happy to work with individual schools, as well school districts, to create professional development opportunities for their teachers.

***CONTACT:*** Dan Sheridan at 777-4162 (Daniel_Sheridan@und.nodak.edu)

Jan Jelliff, Outreach Coordinator, at 772-1495 (jjelliff@gtherald.infi.net)

Nancy Devine at Central High School

Judy Sheridan at EGF Senior High

Or contact any of the teachers listed on this flyer.

## NWP Book Order Form

(See book descriptions on reverse.)

| Qty | Title | List Price | Assoc Price | Total |
|---|---|---|---|---|
| | Teachers' Voices | 12.50 | 10.00 | |
| | I Can Write What's on My Mind | 10.50 | 8.40 | |
| | Writing Your Heritage | 8.00 | 6.40 | |
| | Cityscapes | 12.50 | 10.00 | |
| | Writer's Workout Book | 13.00 | 10.40 | |
| | | | Subtotal | |
| | | | CA residents add 8.25% Sales Tax | |
| | | | U.S. & Canada Shipping & Handling ($1.00 for first book, $.50 each additional) | |
| | | | **Associate Donation** ($20/yr. or $50/3 yrs.) | |
| | | | TOTAL | |

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Occupation: _____

Writing project site affiliation, if any: _____

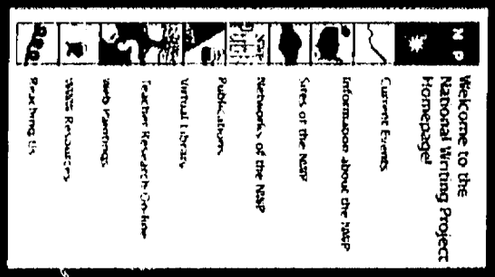
Make check payable to NWP and mail to: **National Writing Project, 6611 Tolman Hall, University of California, Berkeley, CA 94720-1670** If you have questions or would like more information, phone (510) 642-0963 or fax (510) 642-4545

Please charge my Visa ___ MC ___ Card # _____

Exp. Date: _____ Signature: _____

Visit the National Writing Project web site at:

www.gse.berkeley.edu/research/nwp/nwp.html




The National Writing Project is a network of local sites and programs at over 175 colleges and universities and nearly 12 schools



*Writing*

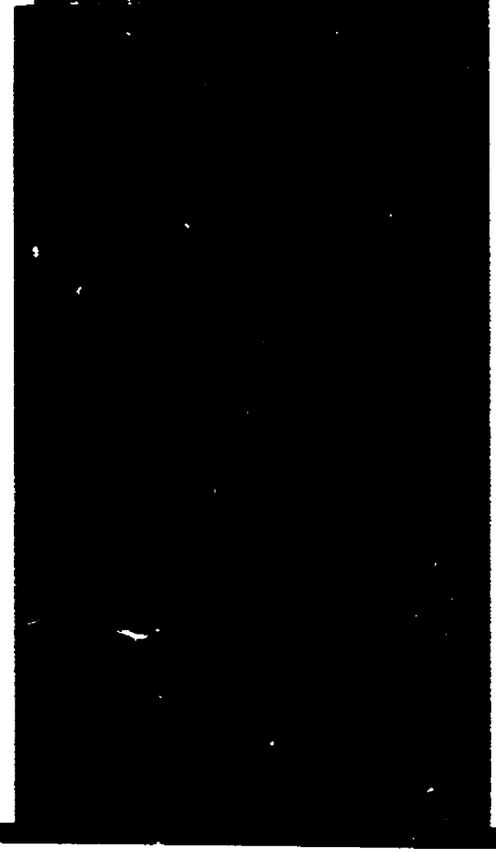
The National Writing Project is a federally funded, nationwide network that works to improve student writing and learning by improving the teaching of writing in the nation's schools.

More than 100,000 teachers across the country participate in National Writing Project programs every year.

Local writing project sites bring teachers together in the summer, on weekends and at the end of the school day to learn from other successful teachers how to improve their own teaching of writing.

Back in their own schools and communities, writing project teachers conduct writing programs for teachers, school administrators, students and parents.





# NWP

For just $20 a year or $50 for three years, receive:

- Four issues of *The Quarterly*
- Three issues of *The Voice*
- A 20% discount on books




***The Quarterly***
Teachers and researchers write about classroom issues in education




***The Voice***
Learn about writing project teachers, programs, and opportunities in the NWP network

**For more information, contact:**

National Writing Project
5511 Tolman Hall
University of California
Berkeley, CA 94720-1670
Phone: (510) 642-0963
Fax: (510) 642-4545
E-mail: nwp@socrates.berkeley.edu
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# NWP Books

**Teachers' Voices**
Portfolios in the Classroom
**Mary Ann Smith, Miriam Yinsaker, Editors**
The ground-breaking work on portfolios that features the stories of 13 teachers of different grade levels and disciplines



**I Can Write What's on My Mind**
Theresa Finds Her Voice
**by Sherry Seale Swain**
A classroom journal of day-to-day life in this outstanding 1st grade teacher's classroom where students work together to transform themselves into readers & writers.



**Writing Your Heritage**
A Sequence of Thinking, Reading & Writing Assignments
**by Deborah Dixon**
A college teacher's students discover more about themselves by exploring and writing about their cultural & ethnic backgrounds.



**Cityscapes**
Eight Views from the Urban Classroom
**Members of the NWP Urban Sites Network**
Eight talented teachers examine their work in urban schools. An honest, inspiring, practical guide for urban educators.



**The Writer's Workout Book**
113 Stretches Toward Better Prose
**by Art Peterson**
An accomplished teacher shares over 100 mini-lessons that push students to powerful prose.




**Please see book order form on reverse.**

## CALL FOR ACTION

American education is at a critical crossroad. Pressure for accountability and reform is intense. Rather than responding by trying to re-create classrooms of the past or by simply intensifying current practices, teachers, administrators, students, parents, and politicians must remain focused on what we have discovered about learning in the best classrooms.

*We reiterate, classrooms where language is used for learning are fundamentally different classrooms. They are places where students talk, read, and write frequently, places where they learn better and their learning lasts longer.*

To improve schools for all learners, we need to have a different destination in mind and we need to walk a different path. How students learn cannot be separated from what they learn.

Students are most likely to become engaged, independent, critical thinkers when their learning is viewed as an opportunity for significant investigation, individual application, and personal reflection. Now is the time for action.

Single copies of this statement are available free upon request, and may be copied without permission from NCTE. Multiple copies are available at a bulk rate of U.S. $7 per 100, prepaid only. Stock #04061. Send request to NCTE Order Department, 1111 W. Kenyon Road, Urbana, IL 61801-1096.

## FOR MORE INFORMATION ON LEARNING THROUGH LANGUAGE

Atwell, Nancie (Ed.). *Coming to Know.* Portsmouth, NH: Heinemann Educational Books, 1988.

Barr, Mary, et al. *What's Going On? Language-Learning Episodes in English and American Classrooms, 4–13.* Portsmouth, NH: Heinemann Educational Books, 1982.

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Driscoll, Marc, and Jere Confrey (Eds.). *Teaching Mathematics: Strategies That Work.* Portsmouth, NH: Heinemann Educational Books, 1988.

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Hynds, Susan, and Donald L. Rubin. *Perspectives on Talk and Learning.* Urbana, IL: National Council of Teachers of English, 1990.

Lester, Nancy, and Cynthia Onore. *Learning Changes: One School District Meets Language Across the Curriculum.* Portsmouth, NH: Heinemann Educational Books, 1990.

Mayher, John S., Nancy Lester, and Gordon Pradl. *Learning to Write Writing to Learn.* Portsmouth, NH: Boynton Cook, 1983.

Mayher, John S. *Uncommon Sense: Theoretical Practice in Language Education.* Portsmouth, NH: Boynton Cook, 1990.

Moffett, James, and Betty Jane Wagner. *Student-Centered Language Arts,* Fourth Edition. Portsmouth, NH: Heinemann Educational Books, 1992.

Osbourne, Roger, and Peter Freyberg. *Learning in Science.* Portsmouth, NH: Heinemann Educational Books, 1985.

Self, Judy (Ed.). *Plain Talk about Learning and Writing Across the Curriculum.* Radford, VA: Virginia Department of Education, 1987.

Thaiss, Christopher. *Language Across the Curriculum in the Elementary Grades.* Urbana, IL: National Council of Teachers of English, 1986.

National Council of Teachers of English
1111 W. Kenyon Road, Urbana, IL 61801-1096

# LEARNING THROUGH LANGUAGE

**A Call for Action in All Disciplines**

**Prepared by**
**Language and Learning Across the Curriculum Committee**

NATIONAL COUNCIL OF TEACHERS OF ENGLISH

Endorsed by the International Reading Association

National Council of Teachers of Mathematics

# LANGUAGE AND LEARNING

Classrooms where language is used for learning are fundamentally different from classrooms you may be familiar with. For many years, teachers and researchers have known that students learn better and that their learning lasts longer in language-intensive classrooms.

*No matter what the subject, the people who read it, write it, and talk it are the ones who learn it best.*

To give students a better learning environment, dramatic changes are needed in how language is used to learn and in what classrooms look and sound like.

# WHAT LANGUAGE-INTENSIVE CLASSROOMS LOOK LIKE

Students learning new concepts and processes try to teach them to others, write a letter or journal entry explaining them, or make a list of what they do and do not understand.

Students work together on a unit of study, talk with their peers, listen for areas of agreement and mutual understanding, negotiate joint goals and plans, read resource materials, prepare written notes for personal use and for sharing with others, jointly draft a group paper, and prepare oral presentations to share their learning with their class or other audiences.

Students sit in circles or other clusters, sometimes with their teacher as one member of the group. The students set questions to guide future discussion and study. Questions for investigation are as likely to be asked by the students as by the teacher.

Students play an active role in choosing topics for study. Students may be reading different materials and pursuing their own questions and topics. They will also decide how to share what they are learning with their peers.

Students maintain learning logs, ongoing journals in which they record frequent observations about their learning. In secondary schools, these observations may focus on learning of a particular subject area. Periodically, students use these logs to look back at their learning over time, to discover what helped and hindered, and to develop more effective learning strategies and goals for the future.

Students develop portfolios of their work, including essays, notes, completed homework, projects, drawings, lab reports, field notes, word problems, research data, proofs, graphs, tests, or selections from their learning logs. Periodically, students review and update the contents of their portfolios, and write about how these materials show what they have learned and what they want to pursue in the future.

# WHAT SHOULD BE DONE

- **Teachers need to reassess their teaching and re-examine their students' learning.** If students are not working and learning, investigate and try out ways to structure more active, language-centered teaching and learning.

- **Teachers can examine language uses in their classrooms.** Who is talking? Who is asking the questions? How many modes of language (talking, listening, writing, reading) are students actively using? What activities and assignments can be introduced to increase the range and extent of student language?

- **Teachers can restructure their teaching and their classrooms,** sharing some of the control over the course of study with students, and can learn alongside their students.

- **Teachers should ground their thinking and teaching** in current language research and theory.

- **Administrators need to support innovative teachers** through professional development opportunities and evaluation criteria which recognize and celebrate innovation.

- **Parents should expect to see different classrooms** from those they remember. They will see classrooms where talk prevails, students often work in groups, and students actively participate in many projects.

- **Parents can evaluate an assignment** for the degree to which it genuinely engages interest, guides students through the learning process, incorporates feedback from teachers and peers, and requires many different ways of using language.

- **Students can join in exploring new ways of learning** with their teachers and share their enthusiasm for active exploration, talking, writing, and reading with others in their school community.

Prepared by the North Dakota Legislative Council staff for House Appropriations - Education and Environment Division
January 15, 2001

**Department 252 - School for the Deaf**
**House Bill No. 1013**

| | FTE Positions | General Fund | Other Funds | Total |
|---|---|---|---|---|
| 2001-03 Schafer Executive Budget | 53.10 | $4,980,301 | $1,095,624 | $6,075,925 |
| 1999-2001 Legislative Appropriations | 53.93 | 4,701,654 | 721,856 | 5,423,510[1] |
| Increase (Decrease) | (0.83) | $278,647 | $373,768 | $652,415 |

| | | | | |
|---|---|---|---|---|
| 2001-03 Hoeven Executive Budget | 53.10 | $4,980,301 | $1,095,624 | $6,075,925 |
| Hoeven Increase (Decrease) to Schafer | 0.00 | $0 | $0 | $0 |

[1]The 1999-2001 appropriation amounts include $18,931, of which $17,978 is from the general fund, for the agency's share of the $5.4 million funding pool appropriated to the Office of Management and Budget (OMB) for special market equity adjustments for classified employees and $2,040 from the general fund for the agency's share of the $1.4 million funding pool appropriated to OMB for assisting agencies in providing $35 per month minimum salary increases in July 1999 and July 2000. The 1999-2001 appropriation amounts do not include additional other funds spending authority of $125,006 authorized by the Emergency Commission during the 1999-2001 biennium and additional general fund spending authority of $36,519 carried over from the 1997-99 biennium for capital projects.

**Major Schafer Recommendations Affecting School for the Deaf 2001-03 Budget**

| | General Fund | Other Funds | Total |
|---|---|---|---|
| 1. Provides funding for salary adjustments, in addition to the executive budget compensation package, to increase salaries to new pay range minimums established by Central Personnel. | $8,182 | | $8,182 |
| 2. Provides funding for salary adjustments, in addition to the executive budget compensation package, to increase teacher salaries pursuant to the salary schedule prepared by Central Personnel. | $22,143 | $100,000 | $122,143 |
| 3. Deletes .83 FTE education programs coordinator. | ($58,423) | | ($58,423) |
| 4. Increases funding for operating expenses from $1,086,884 to $1,156,267 to reflect various changes, including: | | $69,383 | $69,383 |
| a. Increase for information technology - Data processing - $27,270<br>b. Increase for travel, including weekend transportation for students - $50,434<br>c. Increase for utilities - $17,905<br>d. Decrease for operating expenses for the deaf/blind project requested as optional adjustment but not funded - $40,000<br>e. Increase for audiology services being budgeted as contracting expenses rather than as salaries and wages - $31,585 | | | |
| 5. Decreases general fund spending authority and increases other funds spending authority for operating expenses. | ($69,170) | $69,170 | |
| 6. Reduces funding for equipment from $79,404 to $60,190. | ($8,634) | ($10,580) | ($19,214) |
| 7. Provides funding for extraordinary repairs of $45,410. | $9,083 | | $9,083 |

**Major Hoeven Recommendations Affecting School for the Deaf 2001-03 Budget Compared to the Bill as Introduced (Schafer Budget)**

The Hoeven budget recommendation does not change the Schafer executive budget recommendation for this agency.

**Major Legislation Affecting the School for the Deaf**

As of the date of this report, no major legislation has been introduced which affects this agency.

# HOUSE APPROPRIATIONS COMMITTEE

## EDUCATION AND ENVIRONMENT DIVISION

Janet Wentz, Chairman

2001-2003 BUDGET HEARING

## NORTH DAKOTA SCHOOL FOR THE DEAF

HB 1013 Agency 252

JANUARY 11, 2001

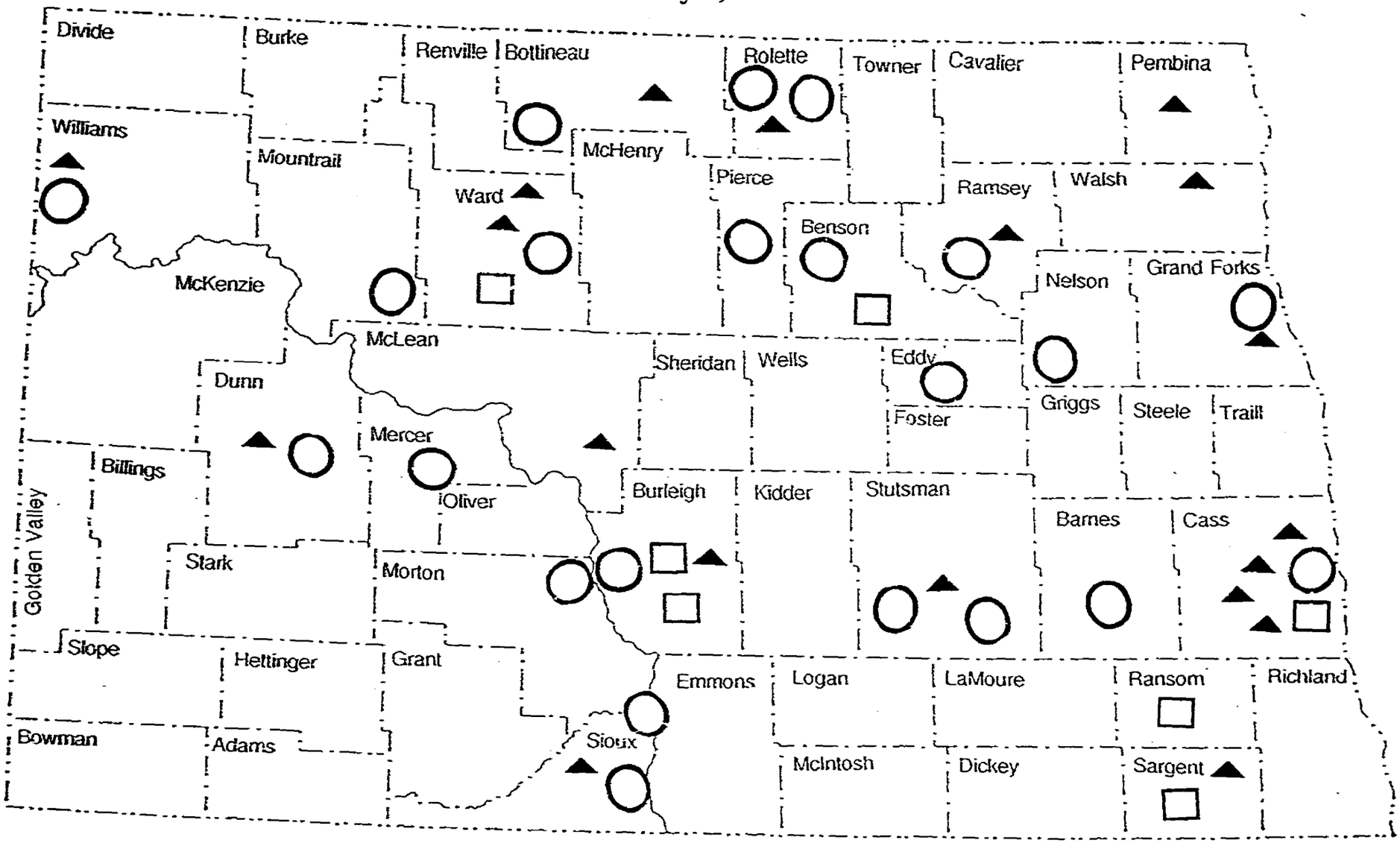
Rocklyn G. Cofer, Supt.

# NORTH DAKOTA SCHOOL FOR THE DEAF

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# North Dakota School for the Deaf
## Geographical Distribution of Students/Families
## January 1, 2001




○ NDSD (35 Students)
□ Parent-Infant Program/Outreach (15 Families)
▲ PIP/Outreach Assessments/Consults/Inservices

## NORTH DAKOTA SCHOOL FOR THE DEAF

### PROGRAM

The North Dakota School for the Deaf, established in 1890 by the North Dakota Constitution and located in Devils Lake, is under the direction, control, and management of the Department of Public Instruction. The school is an educational institution for the education of children with severe to profound hearing loss that are not able to be served in their local neighborhood schools. To be eligible for enrollment, children must be between the ages of 0 and 21 and must be residents of North Dakota. Out-of-state students are accepted on a tuition basis.

The North Dakota School for the Deaf is a school using specialized curriculum and methods of instruction for hearing impaired youth taught by teachers certified in deaf education fluent in sign language. The school provides a comprehensive academic program covering a broad range of disciplines including traditional academic offerings, vocational education, special studies, physical education, and art. Further educational and social opportunities are presented through residential, athletic, and recreation programs. A major emphasis throughout all programs is development of language, receptive and expressive skills. NDSD is fully accredited by the Department of Public Instruction, North Central Accreditation, and the Conference of Educational Administrators Serving the Deaf. Through programming provided by the North Dakota School for the Deaf, hearing impaired students in North Dakota have the opportunity to grow intellectually, socially, and emotionally in a 24 hour per day language rich environment so they will have the necessary skills to integrate into society as productive citizens.

In addition to their classes at NDSD students have the opportunity to participate, as per their Individual Education Plan(IEP), In mainstream programs with their hearing peers for part of the day in Devils Lake Public Schools including academic and vocational classes. Hearing students from the Devils Lake Public Schools also attend selected classes at NDSD in a reverse mainstream program. American Sign Language classes for Devils Lake High School students are offered at the NDSD campus. In addition, children from NDSD participate regularly in community activities and in co-op athletic programs with the public schools.

## NORTH DAKOTA SCHOOL FOR THE DEAF

### (PROGRAM, continued)

NDSD provides residential/dorm services from Sunday night through Friday morning during the school year. Students live in 2 dorm areas and some of the older students have opportunities for Independent Living experience in apartments on campus. Day students also have opportunities to participate in dorm activities after school and in the evenings. Students are transported home weekends and for school vacations.

NDSD Health Services, staffed by professional health providers, offers holistic care. This department offers health promotion and disease prevention through assessment, planning, implementation, and evaluation.

As an outreach/resource center, NDSD provides assessment, evaluation, and consultation services to parents, local education agencies, and other agencies requesting support. NDSD also provides information, technical assistance, and referrals to many other local and state agencies including the medical/health professions and/or any groups interested in learning about the implications of hearing loss. NDSD also supports a home-based Parent Infant Program for hearing impaired children from birth to age three. Through this program, children and their families throughout North Dakota are receiving specialized instruction and support directly related to the child's hearing loss.

NDSD, through it's Outreach Services, provides summer programming to hearing impaired children from throughout the State of North Dakota. During these summer camps, children are given the opportunity to develop self-esteem, self-help, and socialization skills as well as have fun. Siblings of the hearing impaired children may also attend these camps.

In October of 1999, the North Dakota Deafblind Services Project became part of NDSD. This federally funded program provides information and technical assistance to service providers for deafblind individuals, ages 0-21, living in North Dakota, and their parents and families.

## NORTH DAKOTA SCHOOL FOR THE DEAF

## PHILOSOPHY

Through a caring, nurturing 24-hour residential and academic program, NDSD provides educational and social opportunities which advance all students to their fullest potential, emphasizes positive values and good health, and encourages all students to view learning as a lifelong endeavor in an ever changing world.

The primary emphasis of each child's program is the development of functional language which includes both expressive and receptive skills, speech, speech reading, manual communication (sign language and finger spelling), reading, writing, and auditory processing. Each child's program stresses development of positive social and emotional attitudes, achievement in academic areas, vocational exploration, and development of life long independent living skills.

Through the cooperative efforts of the academic and residential living programs, progress towards maximizing each child's potential will be made in:

- development of communication skills for interacting with both hearing and deaf members of society.
- development of skills in identifying problems, thinking effectively about them and acting constructively in developing solutions.
- development of positive attitudes about self and their deafness and their role in their families and society.
- productive use of leisure time such as the acquisition of a broad range of interests, appreciation of recreational reading, hobbies, games, physical skills, fine arts, and extracurricular activities.
- learning self-control in concert with society's standards and development of lasting values of self-esteem, honesty, truthfulness, and respect for authority.
- exploration of pre-vocational, vocational, and post secondary educational alternatives.

## NORTH DAKOTA SCHOOL FOR THE DEAF

### MISSION STATEMENT

Through residential and day programming, the North Dakota School for the Deaf will provide optimum educational, social/emotional, and cultural experiences for deaf and hard of hearing children ages 0-21 and will serve as a resource center for outreach services for all North Dakota citizens.

### MAJOR GOALS

Within the scope of local, state, and federal laws and regulations:

- provide hearing impaired children of North Dakota with comprehensive services designed to promote educational, vocational, and personal/social development.
- develop individual abilities toward self-sufficiency in society.
- provide services and training to parents of deaf children so they can be informed, active participants in their children's educational process.
- provide an outreach program which assists local education agencies with assessment, evaluation, consultation, and resources.
- serve as a state-wide resource center providing information, material, assistance, and referrals to many state agencies, health/medical organizations, parents, families, and a variety of other interested individuals and/or groups.

**NORTH DAKOTA SCHOOL FOR THE DEAF**

**MAJOR PROBLEMS FACING THE SCHOOL**

Recruitment of qualified staff, teachers, interpreters, dorm counselors, nurses, etc., remains one of the greatest challenges. Once hired, the challenge involves planning and providing adequate professional development to bring new staff up to speed and to keep all staff abreast of issues and methods which are critical locally, at the state level and, very importantly, at the national level. This requires regular national level training for the majority of the educational staff.

Salaries for staff with special certification/expertise/skills working with the hearing impaired, fluent sign language skills, knowledge of Deaf culture, etc., is barely minimal and not competitive enough to draw people with these skills to Devils Lake, North Dakota and keep them here. We recruit on a nationwide basis given no special or very limited numbers of professionals with specialized training in North Dakota. The recruitment process is difficult and often potential candidates look elsewhere when they find out about the pay/salary. Devils Lake does not offer many, if any post graduate classes for professionals to continue their education or to maintain licensure. Consequently, people must commute to Grand Forks, Fargo, or Minot for these opportunities or look out-of-state. For deaf individuals, there is limited deaf culture and deaf club activities in Devils Lake due to the small number of deaf people in the area and diversity of ages.

Professional development is and will continue to be paramount for the necessary growth and maintenance of specialized skills of the staff at NDSD. This includes the need for upgrading skills in areas of technology, educational/professional expertise, and sign language skills.

**NORTH DAKOTA SCHOOL FOR THE DEAF**

**(MAJOR PROBLEMS FACING THE SCHOOL, continued)**

Families' Needs - Added to the considerable stresses which today's families experience, parents and families of deaf children face the formidable challenge of accepting, adapting to, and dealing with their child's deafness. Assisting them early in this process and consistently being there through their child's development and all of the related and complicated social and educational issues, is critical. This requires a strong outreach/parent-infant component and adequate linkage with community and state service agencies.

Technology - NDSD has a technology plan which will help address many of the historical disadvantages created for the deaf people by the widespread use of the telephone and to overcome the curriculum and professional development limitations created by a low enrollment. Additional hardware, software, and technical assistance to discover and to employ existing technology for students and staff is important. The advent of Internet communication has enabled the deaf to open doors of communication not available before. The development of skills in the area of computer/technology is a high priority for the staff and students.

Outreach - Responding to NDSD's expanded resource center responsibilities requires additional outreach services such as evaluations, consultation, inservice training, and interpreting-related training, evaluation, and referral. Adequate response requires input and involvement of many NDSD professionals who provide direct services to NDSD students all day, every day during the school term.

## NORTH DAKOTA SCHOOL FOR THE DEAF

## TRENDS

The National Association of the Deaf, the Conference of Educational Administrators Serving the Deaf, and the National Association of State Directors of Special Education are working on plans whereby each state will develop a comprehensive plan of action for services to deaf students. Based on the Commission on Education for the Deaf report, deaf students should be placed according to individual factors and not the least restrictive environment (LRE) meaning closest to home. Emphasis will also be placed on certification of specialized staff, programming, and communication. Consequently, the superintendent predicts that during the 2001-2003 biennium NDSD should have about 45 students on campus and 15 in outreach programs.

Another trend we are seeing at NDSD involves a changing student population. A significant number of the students attending NDSD have more than just concerns about hearing to deal with. Fifty-one percent of our current student population have learning disabilities and secondary handicapping conditions that compound the academic challenges facing these students in their school programming. The staff is having to move beyond traditional methods to find the best way to help these students learn. This again takes additional time and training.

Another significant trend in the education of deaf children is the incorporation of a Bilingual-Bicultural (Bi-Bi) philosophy of language, communication, and culture. This philosophy places emphasis on using American Sign Language (ASL) along with other sign systems for communication starting at a very young age. This would involve requiring all staff to improve their ASL skills along with additional training in deaf culture. Bi-Bi involves setting up sign language competencies for each job and developing an individual evaluation and training program to improve sign skills for each staff member. NDSD will continue to work toward this goal.

## NORTH DAKOTA SCHOOL FOR THE DEAF

## MAJOR ACCOMPLISHMENTS & CHANGES AT NDSD DURING THE LAST TWO YEARS

Salary Administration Plans - A comprehensive salary administration plan for classified staff continues to be updated and utilized by the business administration staff.

The teachers were removed from classified status by the state and are participating in the Combined Schools Advisory Council (CSAC) which includes teachers and administrators from NDSD, School for the Blind and Youth Correctional Center. This past year, CSAC asked Central Personnel to conduct a teacher salary survey of schools in North Dakota and western Minnesota to provide information for a new Target Salary Schedule for teachers. NDSD, as a member of CSAC, used this new salary schedule as a guide in developing the teacher salaries for the biennium. CSAC functions as an advisory group to the Superintendent of the Department of Public Instruction and the Director of Juvenile Services.

Strategic Plan - NDSD's strategic plan as developed and implemented by staff and administration is the foundation for budget and program decisions. NDSD has been working with a consultant on strategic planning and NDSD's plan was reviewed and revised in May, 2000.

Educational Programming - NDSD's curriculum committees have completed updating the curriculum in the areas of social studies, science, and life skills. A comprehensive Language Curriculum for pre-school through 12th grade was developed and integrated into classroom and dormitory programs. A consultant recently worked with NDSD staff to update and enhance this curriculum. A computer generated IEP has been developed and updated and continues to be a valuable tool in the development of student programming. NDSD is in compliance with IDEA regulations .

## NORTH DAKOTA SCHOOL FOR THE DEAF

## (MAJOR ACCOMPLISHMENTS & CHANGES AT NDSD DURING THE LAST TWO YEARS, continued)

Interpreter Program - NDSD is participating in an Interpreter Training Program being sponsored by DPI - Front Range Community College in Colorado and Lake Region State College. This project is to train educational interpreters in the area of child language and development and is for Interpreters currently working in school systems. NDSD has two interpreters in this training program who will graduate this summer.

NDSD is working in partnership with Lake Region State College on starting a Sign Language and Interpreting Studies program in Devils Lake. We are excited to be a partner in this new program that will benefit the hearing impaired population. This program begins this spring semester. Interest in this program seems to be very high and should be a wonderful vocational opportunity for many North Dakotans.

Outreach/PIP Program - Regional Outreach/PIP staff are currently in Fargo, Minot, Bismarck, and Devils Lake. This allows NDSD to provide better coverage statewide. The Outreach/PIP staff have expanded services to include assessments for Hearing Impaired students throughout the state. Assessment by qualified staff is essential to the overall appropriateness of programming for Hearing Impaired students. There have been expanded professional development options for those working with deaf/hard of hearing students. Also NDSD has been providing hearing screening for infants and other hard to screen individuals with it's Otoacoustic Emissions unit. About 165 individuals have been scheduled for this screening procedure to date. The North Dakota Deafblind Services Project is also providing information and technical assistance to professionals and families working with deafblind children as an outreach service of NDSD. There are 51 deafblind students on last year's deafblind project census.

## NORTH DAKOTA SCHOOL FOR THE DEAF

## (MAJOR ACCOMPLISHMENTS & CHANGES AT NDSD DURING THE LAST TWO YEARS, continued)

Technology - A crucial, comprehensive 5-year information technology plan has been developed by the staff and administration to address immediate and future educational technology needs of the students and staff. This plan is regularly reviewed and updated as priorities change and as equipment is added. Significant accomplishments to date are as follows: all classrooms and dorm areas wired for network connectivity, a computer in every classroom, upgraded server and back-up system, remodeled computer lab, added an LCD projector, scanner, and printers in the lab. In addition, the network backbone wiring, hubs and routers are in the process of being updated to handle the additional requirements of highspeed hardware needed to run the state accounting system and other new software programs. Technology training for students and staff continues, computers upgraded in the business area, computer lab, dorms and some classrooms. NDSD participates in the local GOALS 2000 Project for technology training with other Devils Lake area schools. The NDSD teachers participated in the Teaching With Technology initiative this year.

Professional Development- NDSD continues to provide excellent training opportunities for staff development. Training for staff in their various areas of responsibility is made available as needed/recommended. Training in areas of risk management, general safety, technology, and sign language proficiency is provided for all staff each year.

Risk Management Programs - The school's written Risk Management Program with the Workers Compensation Bureau, continues to be followed and includes training of new staff and annual retraining of incumbent staff. In the 2000-01 fiscal year the school added substance abuse training and will qualify for an 8% premium reduction.

## NORTH DAKOTA SCHOOL FOR THE DEAF

### (MAJOR ACCOMPLISHMENTS & CHANGES AT NDSD DURING THE LAST TWO YEARS, continued)

The school is complying with the OMB Risk Management Program also. All insurance coverage has been reviewed through OMB, formats for agreements for use of facilities have been reviewed and revised, contracts are being reviewed and approved by an assistant attorney general. Steps are being taken to identify and minimize other risks through training including sexual harassment, CPR and therapeutic intervention.

Physical Plant - Replaced tubes in the Kewaunee boiler, asbestos was removed from storage tank and associated piping next to powerhouse boiler, energy management system was updated to a Y2K-compliant Windows-based system. A video security system was installed in main buildings on campus, road repairs were completed and six parking spaces were added and paved on the west side of the school building. Roof repairs were completed on administration building (business office wing). A central air system was installed and carpeting replaced in student dorm. The pool chlorination system was changed from gas to granular powder to improve safety.

Other Accomplishments - The school began participating in the Afterschool Snack Program during the 1999-00 school year.

NDSD continues to lease unused space to a private school and began leasing office space to another state agency.

## NORTH DAKOTA SCHOOL FOR THE DEAF

## STATUS OF THE CURRENT APPROPRIATION

Adjustments to the 1999-01 appropriation include 1) carry forward of $36,519 in Capital Improvements for asbestos abatement, boiler repair project and updating the energy management system 2) Emergency Commission increased spending authority of $125,006 to accept federal funds for the ND Deafblind Services Project.

The 1999-01 appropriation appears adequate. A deficiency is not anticipated.

Salaries & Wages represent 77.8% of the current appropriation and the school's most important resource--its specialized staff.

Staff members have received the increases authorized by the 1999 Legislative Assembly providing an average of 3% with a minimum of $35 per month and the balance used for equity for each year of the biennium.

The equity dollars were distributed in accordance with legislative intent through a salary administration plan developed and approved by the staff, the administration, and the Department of Public Instruction. The staff appreciated the improvement in the inequities. The administration hopes that similar discretionary dollars will be included in future appropriations.

The school has experienced several extended vacancies during the biennium (math/computer science teacher, special needs teacher, and audiologist). A national shortage of professionals with specialized training to serve deaf students exists and recruitment to North Dakota remains difficult with the salaries available.

## FOR NORTH DAKOTA SCHOOL THE DEAF

## (STATUS OF THE CURRENT APPROPRIATION, continued)

Operating Expenses represent 19.5% of the current appropriation. Major costs are for the Weekend Transportation Program (motor pool mileage, air charter, misc. travel), Utilities, Educational Supplies, Food, Bldg. & Grounds Mtce. Supplies, Misc. Supplies and Repairs.

Equipment funding represents 1.4% of the current appropriation. Equipment in the school's technology plan is a major portion of the current equipment appropriation.

Capital Improvements funding including the carry forward from the 97-99 appropriation represents 1.3% of the current appropriation. Current projects are scheduled for completion by the end of the biennium.

## NORTH DAKOTA SCHOOL FOR THE DEAF

## 2001-2003 BASE BUDGET REQUEST

The School for the Deaf, its staff, students and parents are grateful to the Governor, legislators and taxpayers of North Dakota for their unfailing support received during its more than 110 years of providing quality educational services to deaf students.

For 2001-03 the school presented a 100% general fund budget request in accordance with executive guidelines. In addition the school presented an optional adjustments request needed to maintain and improve its educational services.

The budget request was for $5,655,301--a 1.3% increase from the current appropriation. The following comments relate to the base request.

Salaries & Wages - The 1.3% increase reflects movement of contracted staff to the updated CSAC salary schedule.

Operating Expenses - The 8.2% increase reflects anticipated increases in travel (mostly for weekend transportation and Outreach/PIP services), Deafblind project, utilities, and data processing.

Equipment - 49.4% decrease-equipment needs are requested in the base budget for Auxiliary Services, Education and the Outreach/PIP programs. Additional equipment needs in accordance with our IT Plan are requested in the optional adjustments.

Capital Improvements - The capital improvement request is a 48.2% decrease from the 99-01 appropriation.

## NORTH DAKOTA SCHOOL FOR THE DEAF

## 2001-2003 OPTIONAL ADJUSTMENTS - TOTAL $336,291

Salaries & Wages - $163,411 requested for the following, including fringe benefits:

1) To place contracted staff on the proper step and lane of the 2001-03 composite salary schedule as developed by the Central Personnel Division.

**Executive Recommendation included $163,411 for contracted staff**

Operating Expenses - $53,780 requested to provide additional funding needed for the following:

1) $13,780 - To update current wiring to improve network allowing for more efficient expansion of the computer network and preventing loss of signal strength between buildings. *The school has identified internal savings and will complete this project during the current biennium.*

2) $40,000 - To replace loss of IDEA Part-B supplemental funds for the Deafblind Services project

Equipment - $32,000 requested to provide funding for equipment needed for the following:

1) Provides funds to replace sixteen computers and monitors (8 per year) according to NDSD's IT Plan

**Executive Recommendation included $20,000 for computer replacements**

Capital Improvements - $87,100 requested to fund the following Extraordinary Repairs:

1) $8,600 - Provides funds for door control access for additional security measures and provide more protection for students and state property

**Executive Recommendation included $7,683 for door control access**

2) $38,500 - Provides for removal of asbestos from breeching, steam pipes, miscellaneous pipes and fittings to make the powerplant asbestos free. Cost of repairs will be lower when not having to follow asbestos (AHERA) regulations.

3) $40,000 - Provides additional parking for expanded use of campus facilities.

## NORTH DAKOTA SCHOOL FOR THE DEAF

## 2001-2003 EXECUTIVE RECOMMENDATION

The school is pleased that the executive recommendation allows 105.1% of the present general fund appropriation.

It appreciates the general salary increases and the funding of $163,411 to place contracted staff on the proper step and lane of the 2001-03 composite salary schedule as developed by the Central Personnel Division.

The school also appreciates the funding of $7,683 for door control access and $20,000 for computer equipment to address technology needs per the IT Plan.

# NORTH DAKOTA SCHOOL FOR THE DEAF

## CURRENT APPROPRIATION & 2001-03 BUDGET REQUEST ANALYSIS

| | 1999-01 ADJUSTED APPROP | 2001-03 BASE REQUEST | 2001-03 OPTIONAL ADJUSTMENTS | 2001-03 TOTAL REQUEST | 2001-03 EXEC RECOMMEND |
|---|---|---|---|---|---|
| **MAJOR PROGRAM** | | | | | |
| AUXILIARY SVCS | $1,234,776 | $1,232,549 | $100,880 | $1,333,429 | $1,285,613 |
| ADMINISTRATION | 692,482 | 701,328 | 0 | 701,328 | 727,963 |
| RESIDENT LIVING | 726,395 | 742,110 | 0 | 742,110 | 789,479 |
| EDUCATION | 2,183,133 | 2,261,924 | 154,132 | 2,416,056 | 2,509,365 |
| OUTREACH SVCS | 748,249 | 717,390 | 81,279 | 798,669 | 763,505 |
| TOTAL | $5,585,035 | $5,655,301 | $336,291 | $5,991,592 | $6,075,925 |
| **LINE ITEM** | | | | | |
| S&W | $4,345,901 | $4,401,117 | $163,411 | $4,564,528 | $4,814,058 |
| OPR. EXP. | 1,086,884 | 1,176,267 | 53,780 | $1,230,047 | 1,156,267 |
| EQUIP. | 79,404 | 40,190 | 32,000 | $72,190 | 60,190 |
| CAP. IMPRV. | 72,846 | 37,727 | 87,100 | $124,827 | 45,410 |
| TOTAL | $5,585,035 | $5,655,301 | $336,291 | $5,991,592 | $6,075,925 |
| **FUNDING** | | | | | |
| GEN. FUNDS | $4,738,173 | $4,665,319 | $336,291 | $5,001,610 | $4,980,301 |
| FED. FUNDS | $367,975 | 324,320 | 0 | $324,320 | 329,962 |
| SPEC. FUNDS | $478,887 | 665,662 | 0 | $665,662 | 765,662 |
| TOTAL | $5,585,035 | $5,655,301 | $336,291 | $5,991,592 | $6,075,925 |

# SENATE APPROPRIATIONS COMMITTEE

David E. Nething, Chairman

2001-03 BUDGET HEARING

## NORTH DAKOTA SCHOOL FOR THE DEAF

HB 1013 Agency 252

MARCH 7, 2001

This is the same testimony given on HB 1013 to the House, except for page 17

Rocklyn G. Cofer, Supt.

HB 1013

## NORTH DAKOTA SCHOOL FOR THE DEAF

## 2001-2003 HB1013 AS PASSED BY THE HOUSE

The school appreciates the general salary increases and the funding of $163,411 to place contracted staff on the proper step and lane of the 2001-03 composite salary schedule as developed by the Central Personnel Division.

Also, for the additional funding of $20,000 for computer equipment to address technology needs per the IT Plan and $7,683 to add door control access.

# North Dakota School for the Deaf

1401 College Drive
Devils Lake, ND 58301-1596
(701) 662-9000 V/TDD Fax (701) 662-9009
Rocklyn J. Cofer, Superintendent


North Dakota
Department of Public Instruction

**TO:** Chairman Nething
Senate Appropriations Committee

**FROM:** Rocklyn Cofer, Superintendent RJC
North Dakota School for the Deaf

**RE:** Enrollment Information as Requested (3/7/01 Hearing)

**DATE:** 3/13/01

## NORTH DAKOTA SCHOOL FOR THE DEAF
## SCHOOL (NDSD) AND PARENT INFANT PROGRAM (P.I.P.)
## ENROLLMENTS
## 1994- PRESENT

| | 1994-95 | 1995-96 | 1996-97 | 1997-98 | 1998-99 | 1999-00 | 2000-01 | 2001-02 |
|---|---|---|---|---|---|---|---|---|
| NDSD Ages 3-21 | 49 | 46 | 47 | 49 | 45 | 42 | 35 | 33* |
| P.I.P. Ages 0-3 | 10 | 10 | 11 | 20 | 11 | 14 | 10 | 12* |

* Estimated

Additional Information- During the 1999-2000 year we lost 3 students through graduation and 3 underclassmen students left when their families moved out of state. We also had one of our elementary students return to the home school district.

| Post-it® Fax Note 7671 | Date 3/13/01 | # of pages ▶ 1 |
|---|---|---|
| To Sen. Nething | From R. Cofer | |
| Co./Dept. Sen. Approp. Comm. | Co. NDSD | |
| Phone # 701-328-2916 | Phone # 701-662-9000 | |
| Fax # 701-328-1997 | Fax # 701-662-9009 | |

Mr Cofer,

P.J. is enrolled at R.I.T. in Rochester, New York, and she is a full time student. Enclosed you will find her grade report.

According to what our letter says that is all the information that is needed to qualify for the Christine B. Smith Scholarship Fund.

I do want you to know that P.J. is doing very well in school. She made the adjustment very well, much better than me.

I also want to thank everyone at NDSD for giving my daughter the ability to do this. I cannot imagine what would have become of her if she had gone to school somewhere else. NDSD gave her all the attention she needed, and I honestly feel that you people are responsible for where she is now.

I will be forever grateful to the people at NDSD.

When I got P.J.'s grade report I honestly didn't know what to expect. I thought she would be doing B+C's. because R.I.T. is the real world. meaning they have large classes. and probably not one on one attention. But mostly because she's on her own. and not in a "family" type atmosphere.

So when I opened it and saw 4 A's and a B I was overwhelmed. in shock. and so very proud.

Once again I have to thank NDSD for giving her the chance she deserves.

Thank-you from the bottom of my heart.

Kathy Nash.

1-15 1013

JANUARY 11, 2001

LINDA EHLERS
2501 VILLA DRIVE
FARGO, ND 58103

DEAR LINDA

YOU HAVE MEANT SO VERY MUCH TO ME AND AMANDA FOR ALL THAT YOU HAVE DONE FOR BOTH OF US.

YOU HAVE BEEN A GREAT RIGHT HAND PERSON IN THE SUPPORT AND ADVICE THAT YOU HAVE SHOWN ME IN THE LAST FIVE YEARS.

I THINK OF GOING OUT TO THE SCHOOL FOR THE DEAF WITH US AND THAT WAS SUCH A WONDERFUL THING FOR AMANDA TO HAVE TAKEN PART IN EVALUATIONS AND CAMP.

YOU ARE GREAT IN YOUR JOB AND WE FEEL YOUR JOB IS VERY MUCH NEEDED AND I WOULD FEEL LOST WITHOUT YOU.

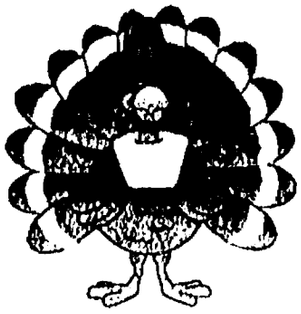
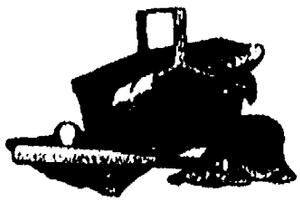
YOUR FRIENDS,
Amanda Bohm

Michelle Bohm
AMANDA BOHM AND
MICHELLE BOHM

CONTACT STATE LIBRARY OR SCHOOL FOR THE DEAF
FOR COPY

# North Dakota BANNER







## Fall 2000

The North Dakota School for the Deaf is a division of
The Department of Public Instruction,
Dr. Wayne G. Sanstead, State Superintendent

Prepared by the North Dakota Legislative Council staff for House Appropriations - Education and Environment Division
January 15, 2001

**Department 253 - School for the Blind**
**House Bill No. 1013**

| | FTE Positions | General Fund | Other Funds | Total |
|---|---|---|---|---|
| 2001-03 Schafer Executive Budget | 28.00 | $2,048,791 | $1,283,501 | $3,332,292 |
| 1999-2001 Legislative Appropriations | 28.00 | 2,196,188 | 1,002,892 | 3,199,080[1] |
| Increase (Decrease) | 0.00 | ($147,397) | $280,609 | $133,212 |

| | | | | |
|---|---|---|---|---|
| 2001-03 Hoeven Executive Budget | 28.00 | $2,048,791 | $1,283,501 | $3,332,292 |
| Hoeven Increase (Decrease) to Schafer | 0.00 | $0 | $0 | $0 |

[1] The 1999-2001 appropriation amounts include $6,245, of which $5,930 is from the general fund, for the agency's share of the $5.4 million funding pool appropriated to the Office of Management and Budget (OMB) for special market equity adjustments for classified employees and $1,030 from the general fund for the agency's share of the $1.4 million funding pool appropriated to OMB for assisting agencies in providing $35 per month minimum salary increases in July 1999 and July 2000.

**Major Schafer Recommendations Affecting School for the Blind 2001-03 Budget**

| | General Fund | Other Funds | Total |
|---|---|---|---|
| 1. Provides funding for salary adjustments, in addition to the executive budget compensation package, to increase salaries to new pay range minimums established by Central Personnel. | $2,621 | $462 | $3,083 |
| 2. Provides funding for salary equity adjustments, in addition to the executive budget compensation package, to increase teacher salaries pursuant to the salary schedule prepared by Central Personnel. | $112,810 | | $112,810 |
| 3. Decreases operating expenses from $678,059 to $652,238 to reflect various changes, including: | ($25,821) | | ($25,821) |
| a. Increase for information technology - Data processing - $19,814<br>b. Increase for information technology - Telephone - $9,299<br>c. Increase for building rent - $15,022<br>d. Decrease for repairs - $12,060<br>e. Decrease for professional supplies - $22,960<br>f. Decrease for miscellaneous supplies - $18,663 | | | |
| 4. Decreases general fund spending authority and increases other funds spending authority for operating expenses. | ($260,979) | $260,979 | $0 |
| 5. Decreases funding for equipment from $70,500 to $60,000. | | ($10,500) | ($10,500) |
| 6. Provides funding for extraordinary repairs of $25,416. | | ($26,374) | ($26,374) |

**Major Hoeven Recommendations Affecting School for the Blind 2001-03 Budget Compared to the Bill as Introduced (Schafer Budget)**

The Hoeven budget recommendation does not change the Schafer executive budget recommendation for this agency.

**Major Legislation Affecting the School for the Blind**

**House Bill No. 1038** - This bill changes the name of the North Dakota School for the Blind to North Dakota Vision Services - School for the Blind and expands the responsibilities of the agency to provide that it is a statewide service, resource, and referral center for all residents of the state who are blind or visually impaired.

**TESTIMONY ON HOUSE BILL 1013**
**HOUSE APPROPRIATIONS COMMITTEE**
**EDUCATION AND ENVIRONMENT DIVISION**
**January 11, 2001**
**By Carmen Grove Suminski, Superintendent**
**North Dakota Vision Services/School for the Blind**
**(701) 795-2703**

Chairman Wentz and Members of the Committee: My name is Carmen Grove Suminski, and I am the Superintendent of the North Dakota Vision Services/School for the Blind.

## Introduction

North Dakota Vision Services/School for the Blind (NDVS/SB) has significantly expanded its outreach services and functions as a statewide, comprehensive resource center. The NDVS/SB works cooperatively and maintains a leadership role with related agencies in providing a full range of services to all persons who are blind or visually impaired, including those with multiple disabilities.

### Historical Overview

1908 School for the Blind established in Bathgate, ND
(25 students enrolled)
1961 School for the Blind relocated to Grand Forks, ND
(Peak enrollment of 54 students;
Average enrollment of 32 students)
1994 Residential program eliminated
1995 Day program discontinued
1996 Major renovation completed converting residence into
instructional centers and offices
1997 Major renovation of former pool building into two suites,
two apartments, commons, and offices

We have undergone major transition – we are truly a regional system providing statewide outreach services; yet have housing for short-term placements for school age children and adults receiving services plus persons participating in inservice training. The NDVS/SB is not only a building located in Grand Forks but rather a **service** and **resource.** Our campus is statewide.

## Services Provided

Our foremost mission is to offer the core curriculum ensuring that vision specific skills are provided. These skills are extremely specialized and include braille, braille music, technology, orientation and mobility, daily living skills, vocational/careers, and recreation leisure. The attached Outreach Manual is a description of services provided.

**Vision Resource Center**

Talking Book Machine Lending Agency
(2,320 patrons)
American Printing House Federal Quota Funds and Materials
(261 registrants)
Consumer and Professional Library
Descriptive videos
Large print and braille textbooks depository
Toy/Adaptive Equipment Lending Library
(1,911 total circulation – October 1 to December 31, 2000)
Reaching Out Newsletter (Mailing list of 1,350)

**The Store** (adaptive aids for sale)
(950 orders July 1, 1997 to date)

**Braille Access Center**

(21,200 pages from July, 1999, to December 2000)
(Reports, agendas and schedules, meeting minutes, journal articles, professional books, cookbooks, menus, membership lists, assessment materials, children's books, training materials, brochures, newsletters, correspondence, contracts, legislation, instructional manuals, textbook materials, catalogs)

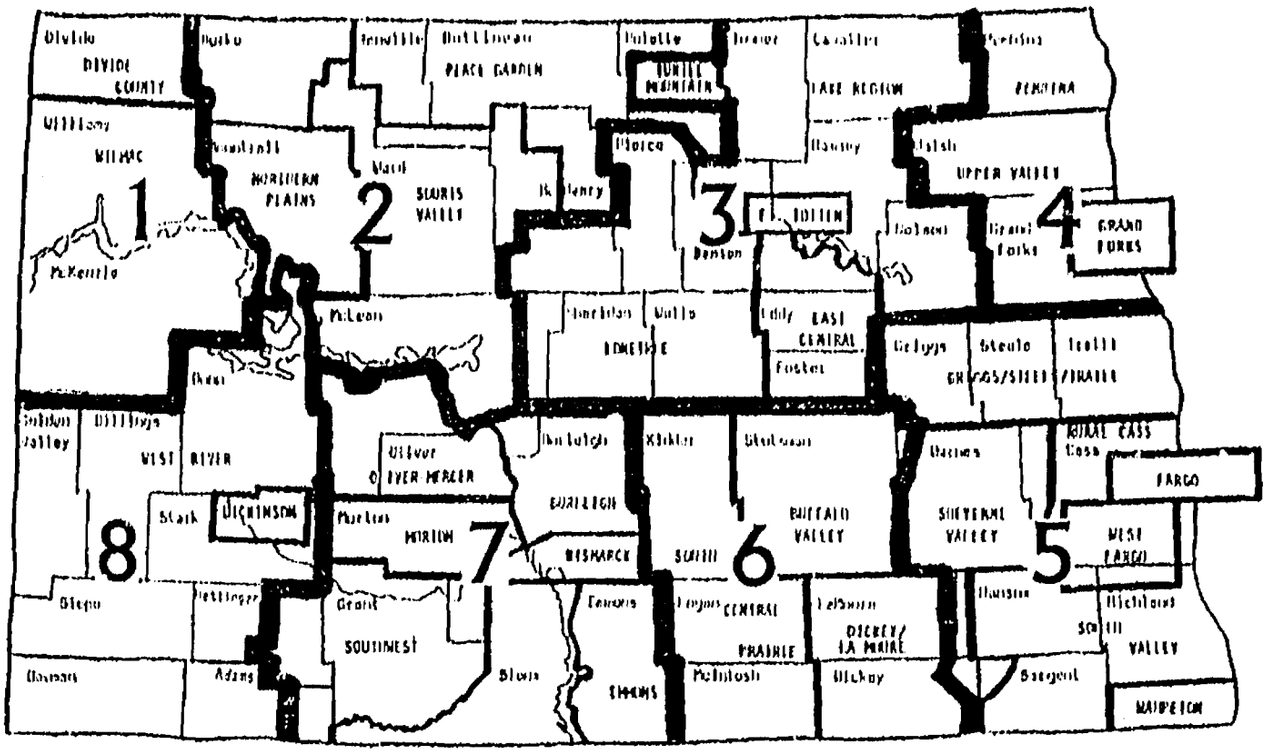
**Evaluations, Consultations, and Instructions**

Braille
Daily Living Skills
Functional Vision
Music
Orientation and Mobility
Recreation/Leisure
Technology
Vocational/Careers

**Family Support**
**Summer Adventure**
**Specific Skills**
**Compensatory Skills**
**Post Secondary**
**LEAP**
**Speakers Bureau**
**Inservice Training**

The attached graph illustrates a duplicated count of vision specific consultations, evaluations, and instructions that have been provided for the last three years.

The map below illustrates the eight regions served by NDVS/SB. Regional offices are located in Minot, Devils Lake, Fargo, Jamestown, and Bismarck with the center base in Grand Forks. Coordinators of each region function as a lead person in communication with local personnel, students and clients, and families in that specific geographic area. All staff travel statewide based on their expertise in the vision specific areas.




Certified specialists provide specialized services to people who are blind or visually impaired. Without appropriate education and training many persons may become isolated and dependent. Children and adults must have the opportunity to achieve and maintain literacy -- that is, the ability to read and write braille; to use a cane or guide dog, to use computers with speech synthesizers, or braille or large print displays; to care for their personal needs, and to maintain productive employment.

As stated by Paul W. Schroeder, with the American Foundation for the Blind, "In short, specialized services are the key to dignity, productivity, and independence for people who are blind or visually impaired. More and more Americans are experiencing vision loss, which increases sharply with age. And, because of medical advances, children born prematurely or with multiple disabilities are now surviving and a high proportion of these children are blind or visually impaired. There are already ten million Americans who

have problems seeing, and this number is growing at an alarming rate - among older people it is expected to more than double by the year 2030."

**1999-2001 Accomplishments**

- Enhancement of inservice training (125 participants)
- Increased number of persons served in vision specific areas
- Additional outreach offices in Jamestown and Devils Lake
- Three staff persons obtained certification in Low Vision
- Braille support groups were established in Grand Forks, Minot, and Fargo
- Completion of the Distance Education Program for Orientation and Mobility Certification (11 persons)
- Staff Training to maintain vision specific expertise
- Ongoing collaboration with the University of North Dakota Vision Training Program
- Ongoing implementation of a Strategic Plan

**General Projections**

The Strategic Plan focuses on our mission and the most critical current needs. The five major objectives of our Strategic Plan are the following:

- Technology
  - Define, refine, and implement technology systems
  - Offer inservice training throughout the state
  - Maintain current specialized equipment
  - Increase awareness of available technology
  - Two additional FTEs to be based in Western North Dakota
- Public Awareness
  - To enable citizens of ND to be aware of the available resources
  - Maintain relationships with vision related state and national organizations
- Programming
  - To enable each person to acquire the most appropriate vision specific services at the most appropriate time
  - Refine structure of outreach delivery model
- Evaluation
  - To develop program evaluation forms
  - Collect and tabulate data
  - Utilize the information to refine the programs/services
- Jobs/Work Skills
  - Explore job trends, placement strategies, and best practices

Technology is essential to all the citizens of our state. Nearly all jobs as well as the tasks of daily life require technology. Additionally, few of us realize that 85% of what we learn comes to us via our vision. Consequently, persons who are blind or visually impaired have a great need for support and training in assistive technology. This may require installation of specialized technologies such as speech, braille output, and large print displays. Such installation and training is extremely specialized and is not a service available through any other means.

Not only is the appropriate equipment necessary but also the training and ongoing support to use the equipment appropriately. Additional staff is required to meet this need enabling the person who is blind or visually impaired to have the same opportunities that you and I have. Training is also required for parents and for personnel within the school districts, vocational rehabilitation and other entities. New techniques and equipment are being developed on an ongoing basis, and it is imperative that all people in North Dakota have equal access. Ideally, these positions would be based in western North Dakota to improve accessibility and reduce "windshield time."

With the innovations of technology and related training we have the potential to impact the 70 percent unemployment rate among people with vision loss. This involves not only the high tech devices but also the low tech. A person may use the computer with speech and screen magnification to prepare a written document but may need a magnifier by the reading chair or the V-Max for watching the basketball game.

I quote from a publication by the National Association of State Directors of Special Education entitled, "Blind and Visually Impaired Students, Educational Service Guidelines."

> **Educators must ensure the availability and use of assistive technology for students who are blind or visually impaired.**
>
> Assistive technology, including high and low technology devices, allows students with visual impairment access to the world of information with the same results as their sighted peers. Technology skills provide students with increased control over their school, home, or work environment. Assistive technology can enlarge print, enable computers to "talk," allow children who are blind to take notes and obtain information through electronic equipment and software that translate print to Braille or speech. Assistive technology also enables children with multiple disabilities to communicate their feelings, desires, and choice. Assistive technology also provides the mechanism for literacy.

For students with visual impairments, literacy through technology at school, home, and work means freedom of choice and independence.

Local Education Agencies (LEA's) and specialized schools for the blind must ensure that all students share in access to the "information superhighway" so that computer-based communication promotes equal opportunity in the classroom. The following principles can be applied in expanding access through technology:

1) LEA's and schools for the blind must ensure appropriate evaluation of student technology needs by persons knowledgeable about assistive technology and visual impairment.

2) LEA's and schools for the blind must ensure that the IEP states the student's need for assistive technology and provides for resources to place the technology at the start of the school year.

3) LEA's and schools for the blind must ensure that assistive technology includes both a student's own individual assistive technology needs (e.g. electronic note takers, cassette recorders, talking calculators, braille writers, communication boards and switches) as well the complete range of assistive technology services, and devices used by sighted peers (e.g. multimedia products, Internet, computer networks, laboratory facilities, or World Wide Web).

4) LEA's and schools for the blind and visually impaired must invest in training of staff and students on the operation and maintenance of the technology.

5) On the basis of need, LEA's and schools for the blind must allow students to take home equipment that will enable them to complete schoolwork assignments.

In summary, the above mentioned is verification of the need for the two technology positions.

**2001-2003 Budget Request**

NDVS/SB has submitted a total budget of $3,348,747. We did not submit any optional adjustment packages. A summary of the budget follows.

| MAJOR PROGRAMS | EXPENDITURES 1997-99 BIENNIUM | 1999-2001 APPROPRIATION | 2001-2003 BUDGET REQUEST | 2001-2003 EXECUTIVE RECOMMEND. |
|---|---|---|---|---|
| Salaries and Wages | 1,919,327.00 | 2,398,731.00 | 2,601,093.00 | 2,594,638.00 |
| Operating Expenses | 602,285.00 | 678,059.00 | 662,238.00 | 662,238.00 |
| Equipment | 51,487.00 | 70,600.00 | 60,000.00 | 60,000.00 |
| Capital Improvements | 471,700.00 | 51,790.00 | 25,416.00 | 25,416.00 |
| Total | 3,044,799.00 | 3,199,080.00 | 3,348,747.00 | 3,332,292.00 |

**Salaries and Wages**

NDVS/SB budget request for salaries reflects an increase of 8.4%. This increase includes a request for two additional technology positions. This would change the FTEs from 28 to 30.

The Executive recommendation has denied the request for the additional two FTEs, and I request that you as a committee seriously consider approving these positions as initially requested.

The salary increases are calculated in a two-part process at NDVS/SB. The initial step deals with non-classified teacher salaries, which comply with a teacher salary schedule that was developed by Central Personnel for the Combined Schools Advisory Committee (comprised of NDVS/SB, North Dakota School for the Deaf, Youth Correctional Center - the agencies that employ non-classified teachers). The second part deals with classified employees. A salary pay plan that is based on years of service and the employee's classification level is prepared in compliance with the legislative appropriation.

There currently is one teacher position that became vacant in December 2000, that is currently advertised. A national shortage of professionals with specialized training to serve visually impaired students exists and recruitment to North Dakota remains difficult.

**Operating Expenses**

NDVS/SB is requesting $662,238, which is $15,821 (2%) less than the current biennium. Major operating costs include building maintenance and utilities, motor pool mileage, educational supplies and materials, and IT-Data processing and telephone costs. The Executive Budget showed a decrease of $10,000. We request that this be reinstated as originally requested.

**Equipment**
NDVS/SB is requesting $60,000 for equipment, which is a decrease of $10,500 (14.8%). The majority of the $60,000 is for technology that relates to the Technology Plan and vision related technology equipment.

**Capital Improvement**
NDVS/SB is requesting $25,416 in capital improvement dollars for the 2001-03 biennium. This is $26,374 (50%) less than the current appropriation. The project descriptions are as follows:

$13,216 – to re-roof the garage
$12,200 – to expand the parking lot

**Special Revenue**
NDVS/SB anticipates generating $1,101,670 during the 2001-03 biennium. The main Sources for revenue are as follows:

Rental Income
The rental income is projected to be $313,220. The NDSB is planning to rent to the same entities as in the current biennium -- the Grand Forks Public Schools, HECN, Child Care Resource & Referral and the University of North Dakota.

Land Department Income
The income from the Land Department is projected to be $302,000. This revenue amount is based on the current biennium projection.

Adult/Client Service
It is anticipated that adult/client fees will generate $48,000. It is difficult to project this number as the majority of these fees are based on referrals from the office of Vocational Rehabilitation.

Sales of Products/Fees for Services
It is anticipated that $6,000 will be generated in miscellaneous fees. The majority of the fees will come from brailling services.

Donations
No major donations are anticipated.

Federal Fund Revenue
The Federal fund income for the 2001-03 biennium is projected to be $50,889. The source of federal funding is Human Services – IPAT.

**Conclusion**

I encourage you to review these materials, and please call me with any questions. I also invite you to visit our center at any time. I am extremely proud of the staff and facility of North Dakota Vision Services/School for the Blind and the expertise that our team does offer in the vision specific areas. We are committed to working as a team with parents and family members, local education agencies, vocational rehabilitation, and related entities to provide the people of North Dakota the best services possible and to making a difference in the life of each person that we serve.

Thank you for the honor of speaking before you today and for the privilege of being the superintendent of this most vital agency.

Carmen Grove Suminski
Superintendent

HB 1013

North Dakota Vision Services



School For The Blind

# Testimony to the Senate Appropriations Committee

## March 7, 2001

This is the same testimony as to the House on 1-11-01 Pgs 1-6

**North Dakota Vision Services/School for the Blind**

⠠⠝⠕⠗⠞⠓ ⠠⠙⠁⠅⠕⠞⠁ ⠠⠧⠊⠎⠊⠕⠝ ⠠⠎⠑⠗⠧⠊⠉⠑⠎⠲⠠⠎⠉⠓⠕⠕⠇ ⠋⠕⠗ ⠠⠞⠓⠑ ⠠⠃⠇⠊⠝⠙

Serving the Visually Impaired since 1908

National Accreditation Council

**2001-2003 Budget Request**

NDVS/SB has submitted a total budget of $3,348,747. This request includes the addition of two FTEs for technology positions in western North Dakota. We did not submit any optional adjustment packages. A summary of the budget follows.

| MAJOR PROGRAMS | EXPENDITURES 1997-99 BIENNIUM | 1999-2001 APPROPRIATION | 2001-2003 BUDGET REQUEST | 2001-2003 EXECUTIVE RECOMMENDATION | 2001-2003 HOUSE ACTION |
|---|---|---|---|---|---|
| Salaries and Wages | 1,919,327.00 | 2,398,731.00 | 2,601,093.00 | 2,594,638.00 | 2,668,958.00 |
| Operating Expenses | 602,285.00 | 678,059.00 | 662,238.00 | 652,238.00 | 652,238.00 |
| Equipment | 51,487.00 | 70,500.00 | 60,000.00 | 60,000.00 | 60,000.00 |
| Capital Improvements | 471,700.00 | 51,790.00 | 25,416.00 | 25,416.00 | 25,416.00 |
| Total | 3,044,799.00 | 3,199,080.00 | 3,348,747.00 | 3,332,292.00 | 3,406,612.00 |

The above chart reflects actions taken by the Executive Recommendation. The changes are the result of denying two FTE requests for the technology positions and operating expenses associated with the positions.

The House action reflects the addition for one of the FTEs with funding sources from special funds to be determined by our agency.

**Salaries and Wages**

NDVS/SB budget request for salaries reflects an increase of 8.4%. This increase includes a request for two additional technology positions. This would change the FTEs from 28 to 30.

As stated above, the House action includes one additional FTE. The recommendations includes salary increases for 2001 and 2002, and salary dollars to cover the additional FTE. The additional FTE salary dollars are from Special Fund sources.

The salary increases are calculated in a two-part process at NDVS/SB. The initial step deals with non-classified teacher salaries, which comply with a teacher salary schedule that was developed by Central Personnel for the Combined Schools Advisory Committee (comprised of NDVS/SB, North Dakota School for the Deaf, Youth Correctional Center -the agencies that employ non-classified teachers).

The second part deals with classified employees. A salary pay plan that is based on years of service and the employee's classification level is prepared in compliance with the legislative appropriation.

As of March 15, there will be one vacant position at NDVS/SB. This position is currently being advertised as the Director of the Vision Resource Center (library) and is based in Grand Forks.

**Operating Expenses**

NDVS/SB is requesting $662,238, which is $15,821 (2%) less than the current biennium. Major operating costs include building maintenance and utilities, motor pool mileage, educational supplies and materials, and IT-Data processing and telephone costs.

The Executive Budget showed a decrease of $10,000. This amount was projected for operating for the two additional FTEs being requested. We request that $5,000 be reinstated for the operating for the one FTE as recommended by the House or $10,000 be reinstated for a second FTE as originally requested.

**Equipment**

NDVS/SB is requesting $60,000 for equipment, which is a decrease of $10,500 (14.8%). The majority of the $60,000 is for technology that relates to the Technology Plan and vision related technology equipment.

**Capital Improvement**

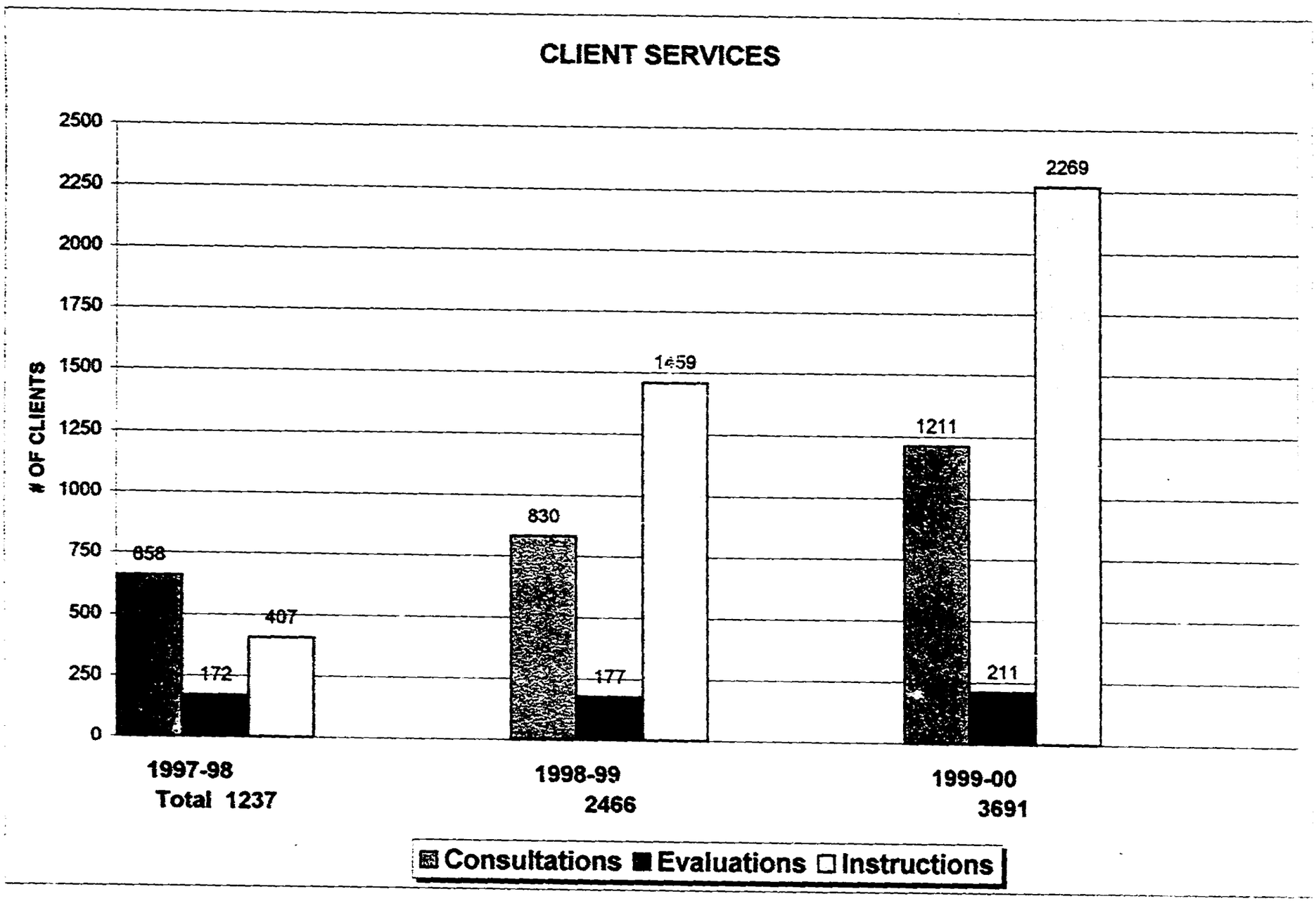
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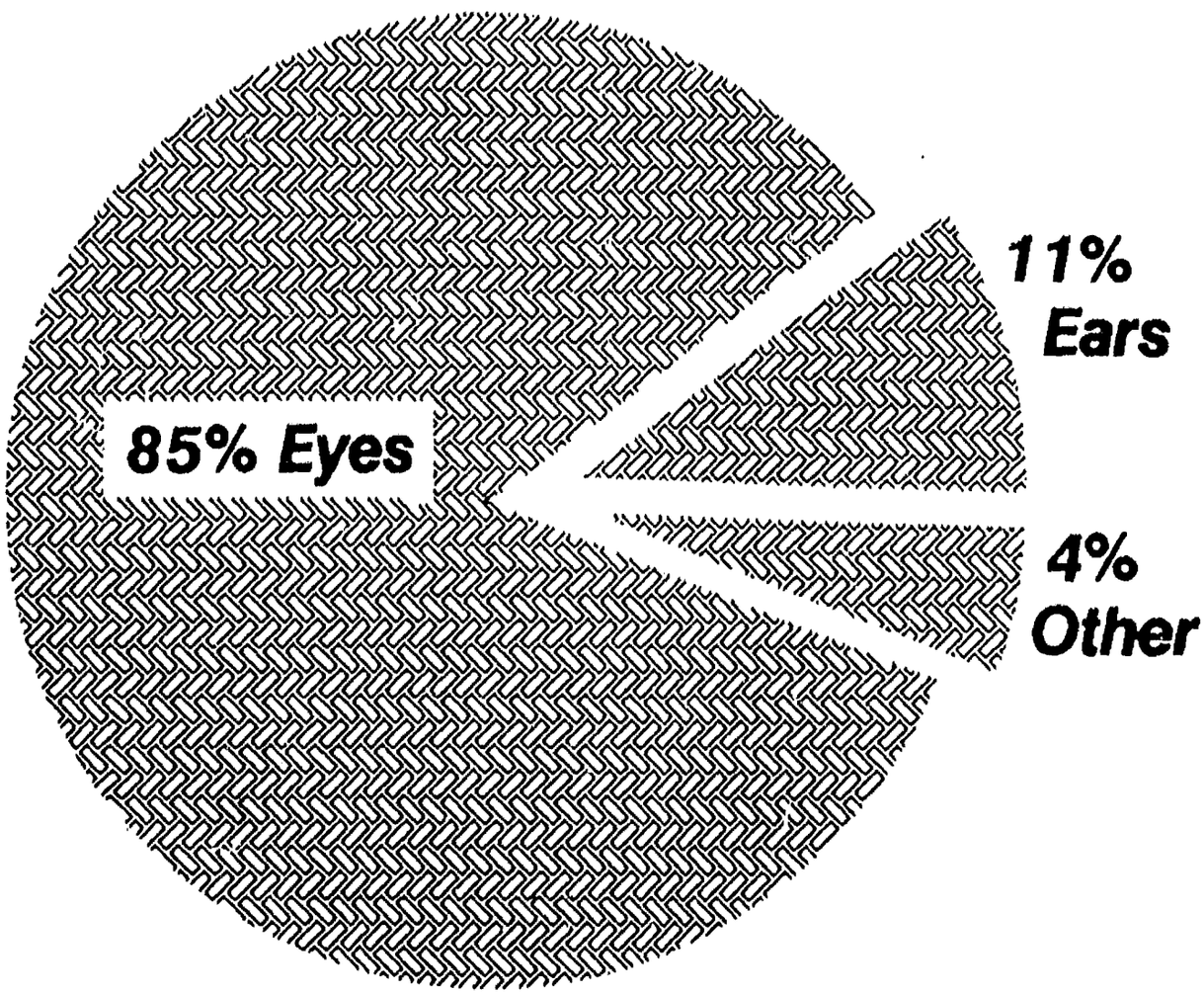
**Special Revenue**

NDVS/SB anticipates generating $1,101,670 (includes $431,084 Special Fund carryover) during the 2001-03 biennium. The main sources for revenue are as follows:

# NORTH DAKOTA VISION S VICES/SCHOOL FOR THE BLIND

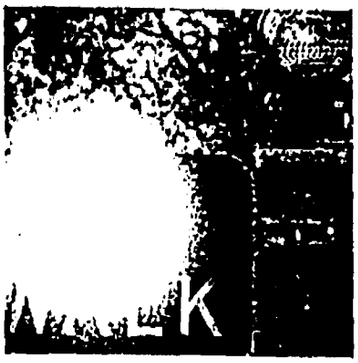


# How We Learn



## Eliminating specialized services—a dangerous and costly idea.

Specialized services are the key to dignity, productivity, and independence for people who are blind or visually impaired. In an age of cost cutting and budget slashing, blind and visually impaired people are increasingly concerned that the services that best serve their needs will be eliminated, and that the only option will be large all-purpose disability and health service organizations—where some blind people have already fallen through the cracks.



Specialized services teach people with macular degeneration the proper techniques that will enable them to cross this busy intersection while safely avoiding that five-ton cement truck that is quickly approaching.

## It's very likely that in your lifetime, you or someone you love will become blind or severely visually impaired.

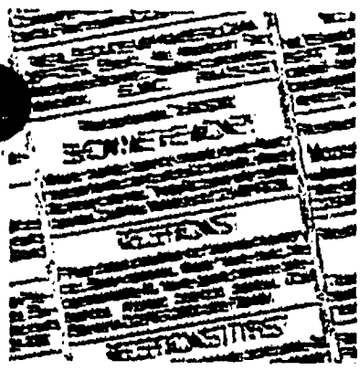
*The loss of specialized services isn't just someone else's problem—we may all feel the effects at some point in our lives.* Because we're living longer than ever before, more and more Americans are experiencing vision loss, which increases sharply with age. And, because of medical advances, children born prematurely or with multiple disabilities are now surviving, and a high proportion of these children are blind or visually impaired.

There are already ten million Americans who have problems seeing, and this number is growing at an alarming rate—among older people it is expected to more than double by the year 2030. And yet, even with a population this large and skyrocketing, America remains a "seeing" society, with few allowances made for the unique needs of people who cannot see or cannot see well. Myths and stereotypes abound when people think about blindness. Blindness is one of the most feared and misunderstood disabilities, distorting both public opinion and the attitudes of professionals who lack specific knowledge about visual impairment.

## What does it mean to be blind?

If you're like most people, you can't imagine how you would function in daily life if you lost your sight. For one thing, you'd learn very quickly that most information is perceived visually. Imagine all the things you're used to doing every day—preparing for work in the morning, reading the newspaper, or riding the train or bus—then imagine doing them without being able to see. Or imagine being a parent of a child who is blind—how would you teach your child the skills he or she would need to grow to be a productive adult?

People who are blind or visually impaired have learned effective solutions to the challenges brought about by vision loss; however, these solutions are not immediately obvious. Although it may be possible to think of some ways to compensate for vision loss, this is not the same as knowing about the specific skills that millions of successful blind people use every day, such as using a long white cane correctly to walk down the street and avoid oncoming traffic, or reading and writing braille to communicate. These skills can best be taught by specialists—professionals who can teach people to adapt to the challenges posed by blindness or visual impairment.



To people who are visually impaired, this is how the "Help Wanted" section appears. With specialized services, they will learn to use magnification devices, like closed-circuit televisions, to see that the job listed here in column three is perfect for them.

## Specialized services are a proven and cost-effective solution to the challenges of blindness and visual impairment.

If you needed major surgery, would you want it performed by a general practitioner, or by a qualified surgeon specially trained in the procedure? You would choose the expert for your care. Blind people have the same right to receive the services they need from qualified specialists.

Specialized services—which enable blind people to receive an effective education and learn the skills that are needed to participate in family and community life—are the alternative to becoming dependent on family and friends or costly government support. Without specialized services, blind people risk what we all fear most: loss of independence and dignity. Society loses, too—we all lose productive, tax-paying workers or active retirees who contribute to family and community.



When you're blind, this is how your medicine looks. Through specialized services, you would learn how to use braille to label the bottles, which would prevent you from taking the white pill when you should be taking the green one.

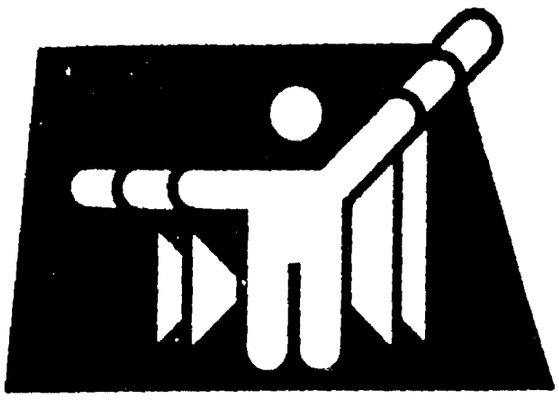
Eliminating specialized services will not mean real savings. It will cost society more in the long run. For example, if you lost your sight, you might find that a general rehabilitation agency can offer you a tape recorder and someone to read your mail for you. However, specialized services would teach you the skills you would need to use "talking" computers and read and write braille. Not only would you keep your privacy, but society will not have to keep paying someone to do for you what you can now do for yourself.

## For the 200 people who lose their vision every day in the United States, specialized services are the key to regaining independence.

*Remember, blindness can affect every one of us.* If you were the parent of a blind child, or the child of an older parent who is losing sight through age-related eye disease, you would want your loved one to lead a life of independence, productivity and dignity. Specialized services are an important step toward that life.

# Support Specialized Services

CONTACT SCHOOL FOR THE BLIND FOR COPY



# OUTREACH

# MANUAL

**North Dakota Vision Services / School for the Blind**
500 Stanford Road
Grand Forks, ND 58203-2799
PHONE: 701 795-2700
FAX: 701 795-2727
1-800-421-1181

CONTACT SCHOOL FOR THE BLIND FOR COPY

# REACHING OUT

North Dakota Department of Public Instruction

North Dakota Vision Services School For The Blind

**Newsletter #49**
**DECEMBER 2000**

North Dakota School for the Blind

600 Stanford Road • Grand Forks, ND 58203-2799 • Phone (701) 795-2700 • FAX (701) 795-2727 • TOLL-FREE (800) 421-1181

## Donna Iszler Receives International Award

Donna Iszler has been named the recipient of the 2000 Alfred Allen Award. This presentation was made to her on July 16, 2000, at the General Meeting of the AER International Conference held at the Adam's Mark Hotel, Denver, Colorado. Presenting the award to Donna was Dr. Michael Bina, Superintendent of the Indiana School for the Blind. Carmen Grove Suminski, Superintendent of North Dakota Vision Services/ School for the Blind, escorted her to the podium.



Mike Bina & Donna Iszler

AER is the Association for Education and Rehabilitation of the Blind and Visually Impaired and is an international membership organization whose mission is to develop and promote professional excellence through support of those who provide services to people with visual impairments.

The Alfred Allen Award was established to honor professionals who have spent their career in direct service to people with visual impairments. Through the extent and quality of the services that they have provided these professionals exemplify the character, dedication, insight and sharing epitomizing the spirit of and commitment of direct service to people with visual impairments.

Donna has provided direct services to persons who are blind and visually impaired from 1956 to the present – a total of 44 years. Her teaching career began in 1956 at the South Dakota School for the Blind in Gary, SD, where she taught music for one year. In 1957, she began teaching music at the North Dakota School for the Blind in Bathgate. The school moved to Grand Forks in 1961, at which time Donna relocated to Grand Forks, and continues to teach there. Her areas of instruction include music, braille, and braille music.

During her career she has taught piano, instrumental and voice lessons. She established "The Pop Singers" group in the 1980's that performed statewide and at the Helen Keller Congress in Boston. She also challenges students with multiple disabilities to vocalize and experience music. As an outreach teacher, she currently provides center-based instruction to students and adults plus travels statewide providing group and individualized instruction.

She is a strong advocate for braille literacy having attended several braille literacy conferences and provided numerous inservice trainings relative to braille literacy. She has organized several Adult Braille Sup-

*(Continued on page 2)*

Prepared by the North Dakota Legislative Council staff for House Appropriations - Education and Environment Division
January 15, 2001

**Department 250 - State Library**
**House Bill No. 1013**

| | FTE Positions | General Fund | Other Funds | Total |
|---|---|---|---|---|
| 2001-03 Schafer Executive Budget | 28.75 | $3,114,656 | $1,598,857 | $4,713,513 |
| 1999-2001 Legislative Appropriations | 29.00 | 3,002,427 | 1,593,833 | 4,596,260[1] |
| Increase (Decrease) | (0.25) | $112,229 | $5,024 | $117,253 |

| | | | | |
|---|---|---|---|---|
| 2001-03 Hoeven Executive Budget | 28.75 | $3,114,656 | $1,598,857 | $4,713,513 |
| Hoeven Increase (Decrease) to Schafer | 0.00 | $0 | $0 | $0 |

[1]The 1999-2001 appropriation amounts include $35,506 from the general fund for the agency's share of the $5.4 million funding pool appropriated to the Office of Management and Budget (OMB) for special market equity adjustments for classified employees and $4,024, of which $4,010 is from the general fund, for the agency's share of the $1.4 million funding pool appropriated to OMB for assisting agencies in providing $35 per month minimum salary increases in July 1999 and July 2000.

**Major Schafer Recommendations Affecting State Library 2001-03 Budget**

| | General Fund | Other Funds | Total |
|---|---|---|---|
| 1. Provides funding for salary adjustments, in addition to the executive budget compensation package, to increase salaries to new pay range minimums established by Central Personnel. | $3,411 | $5,024 | $8,435 |
| 2. Deletes .25 FTE assistant director position to reflect the position currently being filled as a .75 FTE. | ($11,365) | | ($11,365) |
| 3. Increases operating expenses from $1,109,782 to $1,135,660 to reflect increases in costs for resource sharing activities. | $25,878 | | $25,878 |
| 4. Increases general fund spending authority and decreases other funds spending authority for operating expenses. | $56,711 | ($56,711) | $0 |
| 5. Provides general fund grants of $1,138,745 (no change from the amount appropriated for the 1999-2001 biennium) for the following: | | | |
| State aid to public libraries $888,745 | $0 | | $0 |
| Library Vision 2004 grants 250,000 | $0 | | $0 |
| Total recommended general fund grants $1,138,745 | $0 | | $0 |

**Major Hoeven Recommendations Affecting State Library 2001-03 Budget Compared to the Bill as Introduced (Schafer Budget)**

The Hoeven budget recommendation does not change the Schafer executive budget recommendation for this agency.

**Major Legislation Affecting the State Library**

As of the date of this report, no major legislation has been introduced which affects this agency.

ADMINISTRATIVE TEAM
Wade Faul
SUPERINTENDENT

Kirk Ham
SECONDARY PRINCIPAL

Bruce Sedler
ELEMENTARY PRINCIPAL

BUSINESS MANAGER
Tamara Cushman

Griggs County Central

PUBLIC SCHOOL DISTRICT #18
1207 FOSTER AVE NE - PO BOX 487
COOPERSTOWN, NORTH DAKOTA 58425-0487
TELEPHONE (701) 797-3114 HIGH SCHOOL
TELEPHONE (701) 797-2427 GRADE SCHOOL
FAX (701) 797-3130
PO BOX 98 - HANNAFORD ND 58448-0098
TELEPHONE (701) 769-2116 - FAX (701) 769-2233

BOARD OF EDUCATION
Richard Wahl
Chairman

Rick Larson
Vice Chairman

DIRECTORS
Les Winning
LuAndrea Haugen
Pete Francis
Lynn Johnson
Nancy Lunde

December 21, 2000

Dear Stella and Marie,

The administration, staff, and students of Griggs County Central High School would like to thank you for the workshops you presented to us on Internet and ODIN. We are already seeing students using the search engines to research (they caught on to more than you thought). Your workshop on ODIN opened their eyes to the many sources available to them even in our small community. They are enjoying having their own library cards enabling them to be independent to search both at home and at school.

Thanks to the State Library for funding this valuable service and to each of you for providing our school with two very informative days. It was much appreciated.

Merry Christmas to both of you and a Happy New Year.

Sincerely,

Wade Faul

Lois Johnson, Librarian

Griggs County Central School

Griggs County Central Public School District #18 does not discriminate on the basis of race, color, National origin, sex or handicap in its Educational Programs/activities and Employment Policies/Practices.

UNITED TRIBES TECHNICAL COLLEGE
3315 UNIVERSITY DRIVE
BISMARCK, NORTH DAKOTA 58504 • PHONE 701-255-3285

My name is Charlene Weis and I am the librarian of United Tribes Technical College here in Bismarck. My testimony is to support the State Library's budget as it is being presented with two additional requests. An additional $~~368~~,000 for the online periodical database and an additional million dollars for state aid to public libraries.

The libraries of North Dakota banded together for the past year to subscribe to the online database. This allows access to 15 million current magazines and newspapers. This trial has been found to be most successful but it has been at the expense of purchasing other library material. This is a statewide service that can be used by anyone. It can be accessed at a library, at schools, at home or at your workplace. There are indexes for health, business and education. It is user friendly and the information is accurate and trustworthy. The people of this state deserve your consideration of this additional appropriation.

As you all know the cost of everything increases constantly. We in the library world are trying to provide as much as possible to our users. Library users need up-to-date material. They need up-to-date technology to access the Internet. They need qualified staff to help them find the information they need. The one million dollars that you could add to state aid to public libraries could do this for the citizens of North Dakota.

Thank you for your consideration.

**Charlene Weis**
UTTC Librarian
NDLA Legislative Chair

NDLA

P.O. Box 1595
Bismarck, ND 58502-1595

House of Representatives Appropriations Committee
Members: Janet Wentz, James Boehm, Ole Aarsvold, Pam Gulleson, Bob Martinson, David Monson, Francis Wald

As President of the North Dakota Library Association, as president of a small school board, as a reference librarian who has helped thousands of students find information to complete their studies and direct their lives, as a citizen from a small town needing information, and as a parent hoping that raising 3 children in a remote state like North Dakota won't limit their opportunities in life, I strongly encourage this Committee to support the following issues:

1. The preservation of the State Library's base budget as specified in Governor Hoeven's budget and Governor Schafer's budget before him.

2. I also encourage this Committee to include additional state funding of $363,000, to allow statewide 24 hour a day access from any home, office, school or library to national databases containing 15 million current full-text magazine and newspaper resources.

3. I am also requesting that the Committee revisit the State Aid to Public Libraries Formula – established in 1979 as the standard funding formula. Using today's standards, the updated formula should fund public libraries at $1.88 million. Governor Hoeven's budget currently has State Aid funded at $888,745. Full funding would require an additional 1 million dollars. These dollars go directly to local public libraries for staffing, materials, and technology. Local libraries (public and school) also struggle under the constraints of existing property tax bases, along with schools and other governmental functions. How can a small public library that feels fortunate to be able to afford a telephone and keep the place open 10 hours a week expect to provide a decent level of service to its clientele?

Who will benefit from these requests? The business owner who wants to find new ways to remain profitable, the entrepreneur who wants to know if his ideas for a new business will be successful in a remote state like North Dakota, the grandmother who was just diagnosed with congestive heart failure and wants to know as much as she can about the disease, the farmer who wants to know who is behind the poor market prices he receives and what he can do to survive, the elementary student who needs information for a science project, the high school student who needs information on where or whether to go to college, the college student who needs information on what career opportunities are the most promising to him, the divorced single mother who needs to know what legal options are available to her and her children.

All North Dakotans want and need information. Without it we are destined to a future with limited possibilities. The State's 625 public, academic, school and special libraries are the vehicles necessary in providing access to information. That's what we do. Funding statewide access to databases, preserving an adequate budget for the State Library and increasing funding for State aid to all public libraries is a way to insure North Dakota and its citizens are able to compete in the global marketplace.

On behalf of the North Dakota Library Association, which represents all of the state's libraries, I encourage you to review each request as an investment in our future. I hope this Committee keeps in mind the important role our libraries play in encouraging both traditional and technological literacy and information dissemination which is critical to the future of our State's economy and the education of its citizenry.

Thank You

Sally Dockter

Sally Dockter
President, North Dakota Library Association

Asst. Head of Reference & Research Services
Chester Fritz Library
University of North Dakota
Grand Forks, ND 58202

President, Board of Education
Manvel Public School
Manvel, ND 58256

"In North Dakota, we often times wear many hats and sometimes we wear them all at once to keep out the cold."
Anonymous

BISMARCK PUBLIC LIBRARY
515 North Fifth Street
Bismarck, North Dakota 58501-4081

January 10, 2001

To: HOUSE APPROPRIATIONS SUBCOMMITTEE

Re: HOUSE BILL NO. 1013

By: TOM JONES, LIBRARY DIRECTOR
BISMARCK PUBLIC LIBRARY

SPEAKING IN FAVOR OF THIS BILL

Section 1, Appropriation. Page 2, Line 9 Grants

This line includes $888,745 of general fund money to be granted to 90 legally established public libraries based on the formula of $1 per capita for city libraries and $1 per capita and $5 per square mile for county libraries. The formula was funded at the 47% level in the current biennium. [*This formula was established in 1979 and funded at 1 million dollars. NDCC 54-24.2-01 to 06*]

The ND Library Association has asked for full-funding (i.e. 100%) of this statutory formula.

Currently (at the 47% funding level of the formula) Bismarck Public Library, which serves Bismarck and Burleigh County, receives annually $46,000. Mandan Public Library receives $10,000 and Morton County receives $8,200 . Full funding of the formula would more than double these amounts which are used for:

New print books & cassette books (books on tape)
Videotapes
CDs (music and books)
Computer equipment
Online information resources such as
Electric Library and other needed tools

STATE AID TO PUBLIC LIBRARIES IS CRUCIAL BECAUSE THE OVERALL AVERAGE PER CAPITA SUPPORT IS BELOW THE NATIONAL AVERAGE, REPORTED BY *LIBRARY JOURNAL* AS $28.04 IN FISCAL YEAR 2000.

From *NORTH DAKOTA LIBRARY STATISTICS* (Sept 2000) the classes:

| | | |
|---|---|---|
| I | (Fargo, Grand Forks, Minot, Bismarck, Grafton) | = $15.12/capita |
| II | (Dickinson, West Fargo, Bottineau etc.) | = $11.77/capita |
| III | (Rugby, Mayville, Lisbon, Harvey, etc. ) | = $12.67/capita |
| IV | (Casselton, Garrison, Oakes, Rolla) | = $ 7.35/capita |
| V | (Edgeley, Pembina, Enderlin, Max etc.) | = $ 7.88/capita |

Population Served - 25,000 and Over

| CLASS | LIBRARY NAME | INCOME LOCAL | STATE | FEDERAL | OTHER | TOTAL | INCOME PER CAP. |
|---|---|---|---|---|---|---|---|
| I | FARGO PUBLIC LIBRARY | 1,285,747 | 51,454 | - | 55,000 | 1,392,201 | 16.05 |
| I | GRAND FORKS PUBLIC LIBRARY | 705,434 | 52,643 | - | 166,702 | 924,779 | 13.08 |
| I | BISMARCK VETERANS MEMORIAL PUBLIC LIBRARY | 1,053,330 | 46,141 | - | 111,039 | 1,210,510 | 20.13 |
| I | MINOT PUBLIC LIBRARY | 613,827 | 63,997 | 10,633 | 60,611 | 749,068 | 21.68 |
| I | CARNEGIE REGIONAL LIBRARY | 104,824 | 13,914 | - | 8,893 | 127,631 | 4.64 |
| I | AVERAGE | 752,632 | 45,630 | - | 80,449 | 880,838 | 15.12 |

Population Served - 7,500 to 24,999

| CLASS | LIBRARY NAME | INCOME LOCAL | STATE | FEDERAL | OTHER | TOTAL | INCOME PER CAP. |
|---|---|---|---|---|---|---|---|
| II | DICKINSON PUBLIC LIBRARY | 284,133 | 37,609 | 3,352 | 256,923 | 582,017 | 24.31 |
| II | WARD COUNTY PUBLIC LIBRARY | 110,922 | 22,850 | - | 7,968 | 141,740 | 6.07 |
| II | WILLISTON COMMUNITY LIBRARY | 226,274 | 22,822 | - | 54,366 | 303,462 | 14.34 |
| II | McLEAN/MERCER REGIONAL LIBRARY | 100,749 | 23,311 | - | 5,564 | 129,624 | 6.40 |
| II | ALFRED DICKEY PUBLIC LIBRARY | 293,569 | 10,526 | - | 11,852 | 315,947 | 20.29 |
| II | MANDAN PUBLIC LIBRARY | 159,803 | 10,537 | - | 18,080 | 188,420 | 12.41 |
| II | VALLEY CITY/BARNES COUNTY PUBLIC LIBRARY | 91,929 | 10,134 | - | 53,383 | 155,446 | 12.48 |
| II | CARNEGIE PUBLIC LIBRARY | 69,530 | 8,143 | - | 48,050 | 125,723 | 10.16 |
| II | WEST FARGO PUBLIC LIBRARY | 140,943 | 7,109 | - | 10,688 | 158,740 | 12.92 |
| II | LEACH PUBLIC LIBRARY | 59,694 | 5,146 | - | 18,488 | 83,328 | 9.12 |
| II | MORTON COUNTY LIBRARY | 52,436 | 14,637 | - | 7,505 | 74,578 | 8.29 |
| II | SOUTH CENTRAL AREA LIBRARY | 49,880 | 8,383 | - | 2,364 | 60,627 | 7.37 |
| II | BOTTINEAU COUNTY LIBRARY | 56,565 | 9,236 | - | 4,904 | 70,705 | 8.83 |
| II | AVERAGE | 130,494 | 14,649 | - | 38,472 | 183,874 | 11.77 |

Population served - 2,000 to 7,499

| CLASS | LIBRARY NAME | INCOME | | | | | INCOME |
|---|---|---|---|---|---|---|---|
| | | LOCAL | STATE | FEDERAL | OTHER | TOTAL | PER CAP. |
| III | STUTSMAN COUNTY LIBRARY | 77,565 | 14,595 | - | 11,285 | 103,445 | 15.51 |
| III | MCKENZIE COUNTY PUBLIC LIBRARY | 59,158 | 29,263 | - | 3,432 | 91,853 | 14.39 |
| III | CAVALIER COUNTY LIBRARY | 27,047 | 4,729 | - | 1,796 | 33,572 | 5.54 |
| III | HEART OF AMERICA LIBRARY | 62,553 | 5,925 | - | 13,573 | 82,051 | 16.24 |
| III | SIOUX COUNTY LIBRARY | 6,232 | 5,226 | - | 148 | 11,606 | 3.09 |
| III | BEULAH PUBLIC LIBRARY | 25,600 | 2,400 | - | 12,000 | 40,000 | 11.89 |
| III | KIDDER COUNTY LIBRARY | 34,089 | 6,033 | - | - | 40,122 | 12.06 |
| III | GRIGGS COUNTY LIBRARY | 38,005 | 4,633 | - | 12,229 | 54,867 | 16.61 |
| III | ADAMS COUNTY LIBRARY | 17,994 | 6,194 | - | 12,210 | 36,398 | 11.48 |
| III | DIVIDE COUNTY PUBLIC LIBRARY | 31,792 | 9,603 | - | 1,713 | 43,108 | 14.87 |
| III | HAZEN PUBLIC LIBRARY | 13,158 | 5,779 | 8,553 | 16,552 | 44,042 | 15.63 |
| III | CARRINGTON CITY LIBRARY | 16,057 | 1,312 | - | 248 | 17,617 | 7.77 |
| III | HARVEY PUBLIC LIBRARY | 10,175 | 1,020 | - | 27,597 | 38,792 | 17.14 |
| III | LISBON PUBLIC LIBRARY | 17,184 | 3,370 | - | 11,564 | 32,118 | 14.73 |
| III | GOLDEN VALLEY COUNTY LIBRARY | 18,736 | 4,852 | - | 701 | 24,289 | 11.52 |
| III | MAYVILLE PUBLIC LIBRARY | 25,129 | 1,414 | - | 3,217 | 29,760 | 14.23 |
| III | AVERAGE | 30,030 | 6,647 | - | 8,551 | 45,228 | 12.67 |

Population Served - 1,000 to 1,999

| CLASS | LIBRARY NAME | INCOME | | | | | INCOME PER CAP. |
|---|---|---|---|---|---|---|---|
| | | LOCAL | STATE | FEDERAL | OTHER | TOTAL | |
| IV | ELLENDALE PUBLIC LIBRARY | 7,098 | 1,013 | - | 2,850 | 10,961 | 6.10 |
| IV | OAKES SCHOOL & PUBLIC LIBRARY | 7,525 | 800 | - | 478 | 8,803 | 4.96 |
| IV | LAMOURE SCHOOL & PUBLIC LIBRARY | 3,728 | 449 | - | 1,069 | 5,246 | 2.96 |
| IV | CLARA LINCOLN PHELAN MEMORIAL LIBRARY | 9,473 | 981 | - | 1,173 | 11,627 | 6.72 |
| IV | PARK RIVER PUBLIC LIBRARY | 5,194 | 4,139 | - | 3,332 | 12,665 | 7.34 |
| IV | CASSELTON PUBLIC LIBRARY | 12,861 | 722 | - | 128 | 13,711 | 8.31 |
| IV | NEW ROCKFORD PUBLIC LIBRARY | 7,059 | 904 | - | 5,301 | 13,264 | 8.27 |
| IV | CANDO COMMUNITY LIBRARY | 3,705 | 529 | - | 12,414 | 16,648 | 10.64 |
| IV | GARRISON PUBLIC LIBRARY | 4,029 | 6,906 | 2,631 | 8,721 | 22,287 | 14.57 |
| IV | CAVALIER PUBLIC LIBRARY | 7,249 | 680 | - | 4,223 | 12,152 | 8.06 |
| IV | WASHBURN PUBLIC LIBRARY | 5,480 | 697 | - | 6,060 | 12,237 | 8.13 |
| IV | EDNA RALSTON PUBLIC LIBRARY | 5,365 | 717 | - | 283 | 6,365 | 4.35 |
| IV | HARRY L. PETRIE PUBLIC LIBRARY | 10,699 | 953 | - | 3,343 | 14,995 | 10.63 |
| IV | NEW TOWN PUBLIC LIBRARY | 3,253 | 626 | - | 63 | 3,942 | 2.83 |
| IV | ROLLA PUBLIC LIBRARY | 7,192 | 618 | - | 4,803 | 12,613 | 9.20 |
| IV | LINSON MEMORIAL LIBRARY | 5,847 | 1,824 | - | 36 | 7,707 | 5.62 |
| IV | WISHEK PUBLIC LIBRARY | 3,502 | 660 | - | 107 | 4,269 | 3.65 |
| IV | ASHLEY PUBLIC LIBRARY | 2,852 | 356 | - | 300 | 3,508 | 3.05 |
| IV | WALHALLA PUBLIC LIBRARY | 5,003 | 510 | - | 10,931 | 16,444 | 14.53 |
| IV | HANKINSON PUBLIC LIBRARY | 6,132 | 480 | - | 8,831 | 15,443 | 14.88 |
| IV | MOTT PUBLIC LIBRARY | 6,031 | 689 | - | 433 | 7,153 | 7.02 |
| IV | AVERAGE | 6,156 | 1,203 | - | 3,404 | 10,547 | 7.35 |

Population Served - 1 to 999

| CLASS | LIBRARY NAME | INCOME | | | | | INCOME PER CAP. |
|---|---|---|---|---|---|---|---|
| | | LOCAL | STATE | FEDERAL | OTHER | TOTAL | |
| V | ENDERLIN MUNICIPAL LIBRARY | 9,688 | 662 | - | 2,226 | 12,576 | 12.83 |
| V | UNDERWOOD PUBLIC LIBRARY | 3,931 | 628 | - | 4,775 | 9,334 | 9.56 |
| V | VELVA SCHOOL & PUBLIC LIBRARY | 3,510 | 436 | - | 50 | 3,996 | 4.13 |
| V | PARSHALL PUBLIC LIBRARY | 3,463 | 638 | - | - | 4,101 | 4.35 |
| V | MOHALL PUBLIC LIBRARY | 8,578 | 630 | - | 859 | 10,067 | 10.81 |
| V | GLEN ULLIN PUBLIC LIBRARY | 1,000 | - | - | 911 | 1,911 | 2.06 |
| V | HEBRON PUBLIC LIBRARY | 4,196 | 600 | - | 1,162 | 5,958 | 6.62 |
| V | LAKOTA CITY LIBRARY | 5,810 | 623 | - | 3,858 | 10,291 | 11.51 |
| V | HATTON SCHOOL & PUBLIC LIBRARY | 1,800 | 180 | - | - | 1,980 | 2.48 |
| V | LIDGERWOOD CITY LIBRARY | 4,044 | 540 | - | 1,075 | 5,659 | 7.08 |
| V | KILLDEER PUBLIC LIBRARY | 4,814 | 488 | - | - | 5,302 | 7.07 |
| V | TURTLE LAKE PUBLIC LIBRARY | 3,927 | 461 | - | 10,480 | 14,868 | 21.74 |
| V | EDGELEY PUBLIC LIBRARY | 2,578 | 315 | - | 7,100 | 9,993 | 14.70 |
| V | NEW ENGLAND PUBLIC LIBRARY | 2,174 | 384 | - | 2,657 | 5,215 | 7.87 |
| V | SATRE MEMORIAL LIBRARY | 2,784 | 711 | - | 5,270 | 8,765 | 13.46 |
| V | PEMBINA PUBLIC LIBRARY | 3,179 | 409 | - | - | 3,588 | 5.59 |
| V | FORMAN PUBLIC LIBRARY | 3,546 | 407 | - | 1,841 | 5,794 | 9.89 |
| V | MADDOCK COMMUNITY LIBRARY | 1,533 | 252 | - | - | 1,785 | 3.19 |
| V | LEEDS PUBLIC LIBRARY | 1,837 | 306 | - | 168 | 2,311 | 4.26 |
| V | STANTON PUBLIC LIBRARY | 1,200 | 233 | - | 1,383 | 2,816 | 5.42 |
| V | BOWBELLS PUBLIC LIBRARY | 1,600 | - | - | 500 | 2,100 | 4.22 |
| V | GACKLE PUBLIC LIBRARY | 1,498 | 312 | - | 238 | 2,048 | 4.55 |
| V | MINNEWAUKAN PUBLIC LIBRARY | 1,220 | 226 | - | 5,790 | 7,236 | 18.09 |
| V | DRAKE PUBLIC LIBRARY | 512 | 83 | - | 208 | 803 | 2.22 |
| V | FLASHER PUBLIC LIBRARY | 1,161 | 215 | - | 385 | 1,761 | 5.56 |
| V | WATTS FREE LIBRARY | 696 | 105 | - | - | 801 | 2.58 |
| V | MAX COMMUNITY LIBRARY | 1,042 | 139 | - | 3,063 | 4,244 | 14.79 |
| V | GOODRICH PUBLIC LIBRARY | 625 | 130 | - | - | 755 | 3.93 |
| V | AVERAGE | 2,927 | 389 | - | 2,571 | 5,216 | 7.88 |

# LEACH PUBLIC LIBRARY
# 417 2ND AVE N
# WAHPETON ND 58075
**(701) 642-5732 leachplib@702com.net**


Good Morning, my name is Bonnie MacIver and I am the Director of the Leach Public Library in Wahpeton. I am sorry I cannot be there in person to testify, but I do feel that I want to let you know how important LIBRARY VISION 2004 has been to our library.

Leach Library, with about 32,000 volumes, is a city library. Our service area is the city of Wahpeton, however we do service Richland County residents for no charge. In order for us to service the whole county efficiently, it was imperative that we update our services.

The most effective way to update was to become a fully automated library. But doing so, was going to cost a substantial amount of money. (Approximately $45,000) By having Library Vision 2004 available us, we were able to apply for funding to help with this project. What we wanted to do was become part of Odin and also be able to offer the public free access to the interenet.

We applied for funds the Spring of 1999 and were fortunate to be granted one/half of the monies needed. Just as a note, the year we applied for the grant, there were over $300,000 in requests for the $125,000 granted. If more funding would have been available, we would possibly not have had to find other means to finance this project. However we were fortunate to do so. That alone tells you that there is a need for this type of funding.

Our project is nearly completed and we are pleased to say that we are pleased with the outcome. We now have 3 computers available to patrons to search Odin as well as the internet. Also having our records on Odin has also been a plus for our patrons. Through Odin, patrons can search online in the library or in their home, for materials from our library as well as libraries throughout the state of ND and beyond. We have had patrons come in with printouts of items, so we know that they are using this service. Also we feel we can be of help for the State Library in furnishing needed materials for interlibrary loan. This helps take the burden off of the larger libraries.

In closing, I want to thank you legislators for funding the LIBRARY VISION 2004 and ask you to please consider funding this project in the future.

Thank you.
Bonnie R. MacIver
Leach Library Director

**TESTIMONY ON HB 1013**
**SENATE APPROPRIATIONS COMMITTEE**
March 7, 2001
Cynthia C. Larson, Assistant State Librarian
North Dakota State Library
328-2492

Mister Chairman and Members of the Committee:

My name is Cindy Larson and I am the Assistant State Librarian of North Dakota. I am here today in support of HB 1013, the 2001-2003 appropriation for the North Dakota State Library. The North Dakota State Library is a service agency for citizens and all types of libraries. Our product is access to information. We provide information access to the citizens of North Dakota, to the library community, to state government and state employees. We are an advisor to libraries and local government, a facilitator and coordinator for statewide services and new ideas, and a catalyst for the use of new technology in the delivery of information. The proposed executive budget recommendation maintains State Library services including funds to continue the Library Vision 2004 grant program in partnership with the Coordinating Council.

The following outlines our services in the base budget.

**Interlibrary Loan**

Coordinating the sharing of books and other library materials is an important and well used service of the State Library. From the box of books delivered to the local train station in the early years to the out-of-state book that comes in the mail today, the provision of the actual book has been a vital service in resource-poor libraries and towns. As our world changes the State Library, along with the entire library community, is committed to incorporating these changes to improve services to citizens of North Dakota.

In addition to providing material, the State Library's critical role is to ensure that all materials, wherever located in the state, are accessible to every North Dakotan. Technology assists in this process. The development of services including the addition of records to the statewide database, the availability of full-text magazine and newspaper databases, and connectivity of service via the Internet is making it more feasible and economical for libraries to request directly from the holding library or the online information service. In working with the library community to deliver LV 2004 services, direct borrowing continues to be facilitated by the State Library and contributing libraries.

**Reference and Technical Assistance**

Technology is a valuable tool; knowledge of its uses is imperative for the delivery of current and accurate information. The State Library has developed its staffing to reflect its commitment to provide excellent reference service and training opportunities to the librarians and citizens of the state. Each staff person is a representative of the State Library as well as an employee in a particular division. Our professional librarians work in multiple areas. Staff catalog materials, provide reference services, plan and deliver training programs, and provide technical assistance in the field to train local staffs, governmental officials and boards. Education and training opportunities remain a high priority. We currently have eight professionals assigned to assist in local training. Each of these staff persons are familiar with the entire program of service at the State Library, and they provide comprehensive technical assistance to librarians, state employees, and citizens statewide.

**Services to State Agencies**

The publications of state agencies are an important source of information and document the history of state government and the state as a whole. The State Library's State Document Depository Program ensures that publications intended for the citizens of the state are collected and cataloged and that catalog is made accessible on the Internet. The State Library has also worked with state agencies as diverse as the Water Commission and the Prevention Resource Center to have their internal collections cataloged and maintained by the State Library to ensure the accessibility of their information and materials.

**Services for the Disabled**

Senior citizens are an important and fast growing segment of the state's population and the trend continues. The Services for the Disabled program provides talking books to 2,500 vision or learning impaired residents and circulates over 65,000 volumes a year. The Dakota Radio Information Service, serving 600 people, provides local news, senior center activities, and lunch menus as well as obituaries and grocery adds which are broadcast daily and allow disabled citizens to remain attached to normal life. These services provide an invaluable service to the vision impaired by acting as their lifeline to the community. This program is run with the assistance of volunteers providing thousands of hours of service per year. Plans include more outreach to develop an awareness of and participation in this service.

**Library Vision 2004**

There are many aspects to Library Vision 2004, North Dakota's plan for a coordinated statewide system of information and resource sharing. The following highlights

demonstrate that the plan is working and that it has had a positive impact on library services and citizen's lives. LV 2004 provided state funds for twenty-five Internet access grants. Examples of how these grants have had an effect on people's lives include:

*A woman in western North Dakota has no phone. Through the Internet access at the county library, she communicates by e-mail with her out-of-state children.

*A businessman reads a newsletter over e-mail each week at the same county library enabling him to get up-to-date information for his business.

*A high school senior, with the assistance of the librarian, finds the college code necessary to complete an application for financial aid.

*A high school finds a site that helps them design a new gymnasium floor.

*And, in more that one community, high school students are working with senior citizens on their Internet skills - in one case to produce family histories.

Library Vision 2004 is being used to add the records of seventeen individual libraries to the accessible databases of existing statewide networks. This means an additional 300,000 items have been made available to every citizen either through a library or through their home computer. Attachment B lists the grant awards that have been made utilizing Library Vision 2004 funds.

**Advocacy**

Maintaining a strong corps of library advocates is an important part of State Library leadership and requires coordination and communication. To help establish this human network, the State Library utilized a grant from the Libraries for the Future Foundation of New York to conduct Library Advocacy training in four North Dakota communities: Ellendale, Hillsboro, Rugby, and Dickinson. In each community, public meetings were held and experienced library advocates from across the nation helped local

libraries and their patrons determine their future needs and discussed how to gain support for meeting these needs. The Foundation continues to provide a nationwide network of advocates and a toll-free number for assistance to these community leaders.

**Statistics**

Statistics are necessary to help document accountability and plan for the future. The State Library provides a statewide license of software through which public libraries compare their program activities with similar libraries in the state and nationwide. The program instantly produces any format of graphs and tables. The public library directors produce easily comprehensible presentations for patrons and funding bodies. Academic libraries may compare their services and funding to their peers and use this information for further development.

## Services Requiring New General Fund Money

**Full-text Database**

The North Dakota State Library is requesting $363,000 in additional general funds to support full-text database services for libraries and citizens throughout the state. Libraries, students, and individual citizens through these services, will have direct, online access via the Internet to thousands of magazines subscriptions, and newspapers which will allow them to fill many of their information needs efficiently and cost effectively. Libraries statewide have coordinated and agreed upon a full-text database service through the Gale group, and on online newspaper services through Bell and Howell, that will allow all North Dakota citizens online, Internet access to business, education, and technical information that may be printed at their location. Purchased individually, these magazines and subscriptions are cost prohibitive. Purchased collectively, electronically,

they provide North Dakotans with tremendous information resources that are available instantly, conveniently, and geographically statewide.

**State Aid to Public Libraries**

The North Dakota State Library is requesting an additional general fund amount of $1,000,000 for State Aid to Public Libraries for full funding of the formula in the NDCC. Full funding would assist public libraries in purchasing materials that would be made available statewide through the state interlibrary loan system. It would also assist public libraries in expanding hours of service and supporting staffing. Public library funding, which is based on mill levies, has been eroding since the 1980's due to decreases in property value. Full funding of the state aid formula would assist public libraries in developing their collections, upgrading their technology, and enhancing their services to the public.

**Appreciation for Support**

The State Library has helped facilitate the library community's progress and asks for your support to continue to do so. The scope and progress of Library Vision 2004 has made North Dakota a leader not only in library and information services but in collaboration among various types of agencies and libraries. Please support us in continuing to develop a first rate information network through funding our basic budget and providing new money for online information databases and full funding of the state aid formula. The library network supports - in every corner of the state - the quality of rural life, economic development, cooperation and educational opportunities which maintains a nationally recognized superior workforce.

Thank you for your consideration today. I would be pleased to answer any questions.

**Attachment A**

## Full Text Databases

Citizens of North Dakota now have access to new information resources at their fingertips. The articles of hundreds of magazines, newspapers, and journals are now accessible 24 hours a day via the Internet. This venture allows librarians, patrons, and students to download entire articles from any computer with Internet access.

This is a statewide project and is funded through July 2001. Representatives from many libraries and cooperatives agreed to support this pilot project by providing funding for this statewide service. The North Dakota State Library is seeking legislative funding for continued access to these resources in the next biennial budget.

Libraries can obtain a direct connection to this service by registering at the following URL: http://balder.odin.und.nodak.edu/register. The databases can be accessed through the State Library's home page at http://ndsl.lib.state.nd.us as well as the homepage of all participating libraries by using your barcode and password.

This project consists of three different entities:

1. The Gale Group Databases

- General Reference Center Gold: A general interest/business database to search magazines, newspapers, and reference books for information on business, industry, current events, the arts, science, and entertainment.

- Expanded Academic ASAP: Access to scholarly journals, magazines, and newspapers with full-text and images for arts, humanities, social sciences, science, and technology.

- General Business File: Can research all business and management topics. It includes directory listings for over 150,000 companies as well as investment analysts' reports on major companies and industries.

- Health Reference and Center Academic: Use this database to find articles on fitness, pregnancy, medicine, nutrition, diseases, public health, occupational health and safety, alcohol and drug abuse, HMO's, and prescription drugs.

- Computer Database: Find computer-related product introductions, news, and reviews in areas such as hardware, software, electronics, engineering, communication, and the application of technology.

- InfoTrac Student Edition: (Formerly SuperTOM) Designed for schools to search magazines, newspapers, and reference books for information on current events, the arts, science, popular culture, and health.

*(Continued on page 2)*

- InfoTrac Junior Edition: (Formerly SuperTOM Junior) Designed for schools to search magazines, newspapers, and reference books for information on current events, the arts, science, popular culture, and health.

- InfoTrac Kids Edition (K-6): (Formerly PrimaryTOM) Designed for schools to search magazines, newspapers, and reference books for information on current events, the arts, science, popular culture, and health.

- Junior Reference Center: Includes: nearly 12,000 documents, 8,500 photographs and illustrations, 50 video and audio clips, and 3 complete Merriam-Webster's dictionaries (Collegiate, Biographical, and Geographical), the Junior Reference Collection is a complete reference source. It is a comprehensive, cross-curricular research tool. The JRC's search paths are distinguished by subject area including: people, places, subjects, authors, books, timeline, and results are categorized by document type.

- Contemporary Authors: Provides complete biographical information and references on approximately 100,000 U.S. and international authors.

- DISCovering Most-Studied Authors: Provides comprehensive bio-bibliographical and critical information on 380 of the most-studied authors in the North American curricula. Representing a wide variety of nations, cultures, time periods, and genres. The database includes entries on authors such as Hemmingway, Shakespeare, and Maya Angelou.

2. Bell & Howell Information and Learning Databases

- Full-text articles of five major national newspapers including *The Los Angeles Times, The New York Times, The Wall Street Journal, The Washington Post,* and *The Minneapolis Star Tribune.* Access to these publications is available within a day or two of the original publication date.

3. Electronic Books (eBooks)

- Electronic versions of printed books. They have the same information and are enriched with photos and illustrations. They can be viewed online from any computer connected to the Internet. With netLibrary's technology, you cannot only search titles, authors, and keywords, but the entire text of any eBook. This allows you to pinpoint the exact information you need twenty-four hours a day. You can view eBooks for 15 minutes for quick reference, or borrow them and read them at your leisure. These online databases can be accessed through the State Library's home page at http://ndsl.lib.state.nd.us as well as the homepage of all participating libraries. The user will have exclusive access to the item for forty-eight hours and not have to worry about returning them because they automatically return themselves.

# Attachment B

## Library Vision 2004
## Biennium 1997 - 1999

### Grants awarded by the North Dakota State Library and the North Dakota Library Coordinating Council

Internet and Database Connectivity Grants

| | |
|---|---|
| Beulah Public Library | 2,000 |
| Carrington Elementary School Library | 5,000 |
| Ellendale Public Library | 1,175 |
| Enderlin Public Schools Library | 1,750 |
| Glenburn School Library | 5,000 |
| Golden Valley County Library, Beach | 1,240 |
| Goodrich Public School Library | 4,000 |
| Harvey Public Library | 1,900 |
| Hazelton-Moffit Braddock High School Library | 5,000 |
| Heart of America Public Library, Rugby | 1,800 |
| Hettinger Public School Library | 950 |
| Linton Public School Library | 5,000 |
| Maddock Community Library | 1,100 |
| Max Public School Library | 3,500 |
| New Dimensions Information Authority, Williston | 3,750 |
| New Salem Public School Library | 1,890 |
| Rolla Public Library | 1,200 |
| Rugby School Library | 5,000 |
| Stanley Community Public School Library | 1,500 |
| St. Anthony Middle School Library, Fargo | 1,600 |
| Tioga High School Library | 3,900 |
| Turtle Lake Public Library | 1,065 |
| Underwood Public Library | 1,200 |
| Valerie Merrick Memorial Library, Fort Totten | 5,000 |
| Washburn Public Library | 1,000 |
| OCLC Site Search Data Base Connectivity (Z39.50 software) | 58,480 |
| TOTAL | 125,000 |

# Attachment B

## Library Vision 2004
## Biennium 1999 - 2001

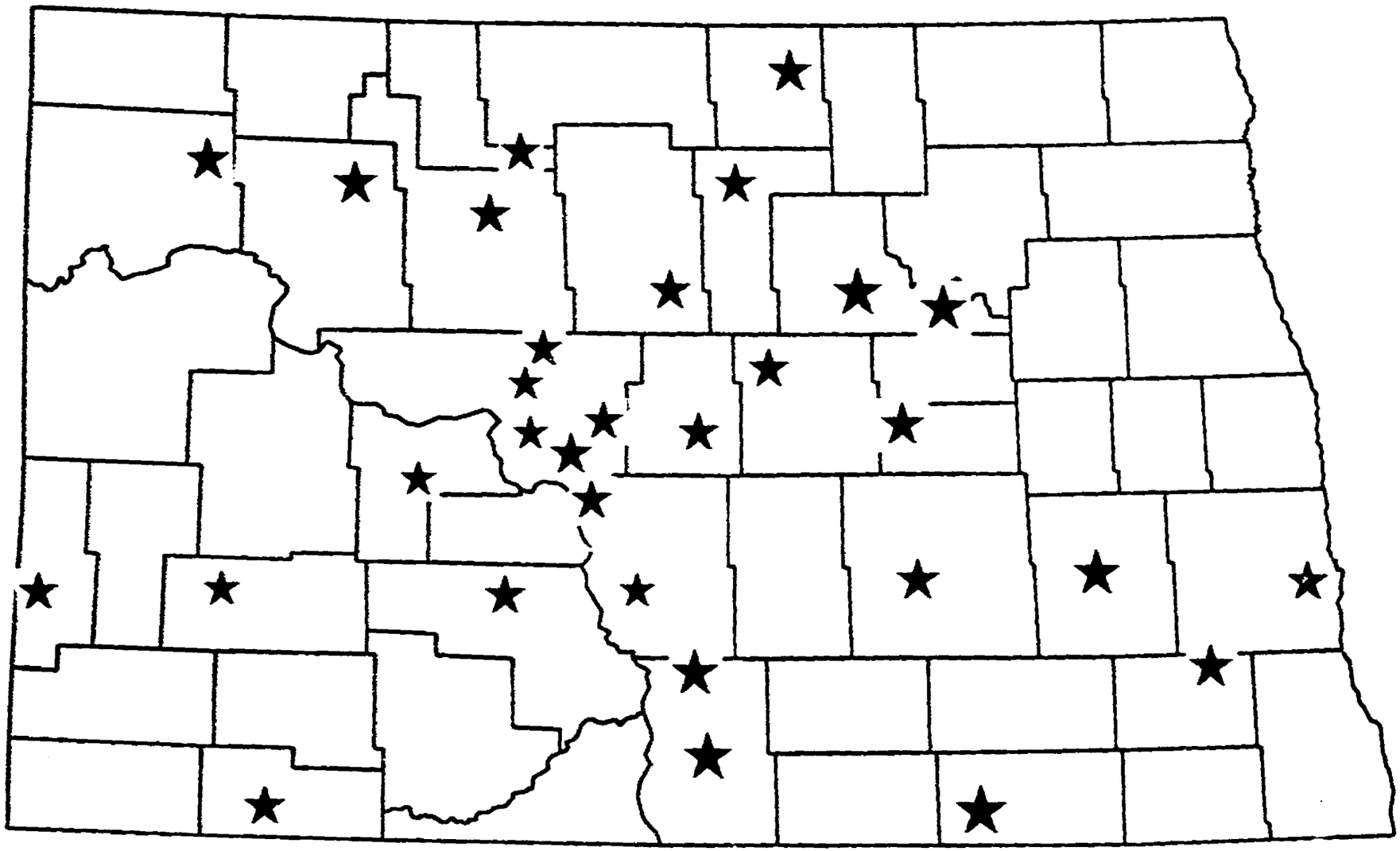
### Grants awarded by the North Dakota State Library and the North Dakota Library Coordinating Council

**Grants to Add Library Records to an Existing North Dakota Library Database**

| | |
|---|---|
| Adams County Public Library, Hettinger | 7,666 |
| Alfred Dickey Public Library, Jamestown | 27,640 |
| Ariel Network-Jamestown College | 5,000 |
| Beulah Public Library | 14,850 |
| Bismarck School Media Library | 2,100 |
| Des Lacs/Burlington School Library | 34,528 |
| Drake Pubic School Library | 19,370 |
| Finley/Sharon School Libraries | 11,514 |
| Garrison Public Library | 6,375 |
| Maple Valley/Oriska School Libraries | 8,092 |
| McLean/Mercer Regional Library, Riverdale | 25,700 |
| ND Historical Society Library, Bismarck | 22,300 |
| ND Historical Society Library, Bismarck | 18,740 |
| New Dimensions Information Authority, Williston | 4,240 |
| Stutsman County Public Library, Jamestown | 15,700 |
| Trinity Bible College Library, Ellendale | 18,735 |
| Valley City State University Library | 7,450 |
| TOTAL | 250,000 |

Attachment B

# North Dakota
# Library Vision 2004 Grants



**Attachment C**

**NORTH DAKOTA STATE LIBRARY: HISTORY OF STATE AID TO PUBLIC LIBRARIES IN NORTH DAKOTA 1980 - 1989**

| | FY 1980 | FY 1981 | FY 1982 | FY 1983 | FY 1984 | FY 1985 | FY 1986 | FY 1987 | FY 1988 | FY 1989 | 10 YR TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|
| ASHLEY CITY | | | | | | | | | | | 0 |
| GOLDEN VALLEY COUNTY-Bea | 3,841 | 2,006 | 4,395 | 5,411 | 5,260 | 6,554 | 6,131 | 6,785 | 6,714 | 6,542 | 53,639 |
| BEULAH CITY | | | | | | | | | 840 | 1,082 | 1,922 |
| BISMARCK CITY | 69,794 | 27,693 | 43,667 | 48,387 | 47,043 | 45,241 | 46,549 | 43,261 | 42,818 | 41,718 | 456,171 |
| BURLEIGH COUNTY-Bismarck | | 11,102 | 14,333 | 13,382 | 13,008 | 12,510 | 12,130 | 11,185 | 11,070 | 10,786 | 109,506 |
| BOTTINEAU COUNTY-Bottineau | 15,199 | 7,970 | 12,550 | 12,783 | 15,531 | 14,936 | 14,482 | 13,355 | 10,574 | 10,302 | 127,682 |
| BOWMAN CITY | 1,544 | 1,038 | 1,626 | 1,502 | 1,460 | 1,755 | 1,701 | 1,569 | 1,242 | 1,210 | 14,547 |
| CARRINGTON CITY | 1,978 | 1,366 | 2,074 | 1,916 | 1,862 | 1,790 | 1,736 | 1,600 | 1,584 | 1,544 | 17,450 |
| CARSON CITY | | | | | | | | | | | 0 |
| CASSELTON CITY | 2,228 | 776 | 1,304 | 1,205 | 1,171 | 1,126 | 1,091 | 1,007 | 996 | 1,213 | 12,117 |
| CAVALIER CITY | | | | | 571 | 510 | 989 | 913 | 903 | 880 | 4,766 |
| COOPERSTOWN CITY | | 969 | 1,027 | 1,186 | 921 | 1,108 | 1,075 | 991 | 981 | 956 | 9,214 |
| GRIGGS COUNTY-Cooperstown | 6,543 | 2,449 | 3,508 | 3,240 | 4,199 | 4,038 | 3,915 | 3,611 | 3,573 | 3,482 | 38,558 |
| DIVIDE COUNTY-Crosby | 11,064 | 5,781 | 7,848 | 7,249 | 7,046 | 6,775 | 6,572 | 6,058 | 7,495 | 7,303 | 73,191 |
| DEVILS LAKE CITY | 7,354 | 3,843 | 5,844 | 5,398 | 5,247 | 6,307 | 4,879 | 4,512 | 5,581 | 5,438 | 54,403 |
| RAMSEY COUNTY-Devils Lake | | | | | | | | | | | 0 |
| DICKINSON CITY | 15,620 | 6,526 | 12,506 | 14,040 | 13,647 | 16,404 | 15,906 | 14,668 | 11,614 | 11,315 | 132,248 |
| STARK COUNTY-Dickinson | | | | | | | | | | | 0 |
| BILLINGS COUNTY-Dickinson | | | | | | | | | | 5,041 | 5,041 |
| DRAKE CITY | | | | | | | | | | | 0 |
| EDGELEY CITY | 888 | 189 | 0 | 0 | 535 | 571 | 555 | 511 | 505 | 493 | 4,247 |
| LAMOURIE COUNTY-Edgeley | | 5,014 | 7,158 | 8,815 | 8,568 | 8,239 | 7,989 | 7,367 | 5,469 | 5,328 | 63,947 |
| LOGAN COUNTY-Edgeley | 18,848 | 4,833 | 6,673 | 6,164 | 5,991 | 5,762 | 5,586 | 5,151 | 5,058 | 4,968 | 69,074 |
| ELLENDALE CITY | 1,340 | 937 | 1,545 | 1,426 | 1,387 | 1,333 | 1,616 | 1,491 | 1,475 | 1,437 | 13,987 |
| ENDERLIN CITY | 1,624 | 572 | 824 | 1,013 | 1,004 | 1,159 | 1,124 | 1,037 | 1,026 | 1,000 | 10,383 |
| FARGO CITY | 69,769 | 36,452 | 60,181 | 55,583 | 54,028 | 51,958 | 50,014 | 46,456 | 55,158 | 44,799 | 524,398 |
| FLASHER CITY | | | 321 | 447 | 434 | 416 | 404 | 311 | 307 | 300 | 2,940 |
| FORMAN CITY | | | | | | | | | | | 0 |
| SIOUX COUNTY-Fort Yates | 7,741 | 3,522 | 4,452 | 5,275 | 7,192 | 4,605 | 5,258 | 3,416 | 3,861 | 3,762 | 49,084 |
| GACKLE CITY | 235 | 123 | 179 | 166 | 401 | 309 | 407 | 300 | 297 | 390 | 2,807 |
| GARRISON CITY | | | | | | | | | | | 0 |
| GLEN ULLIN CITY | | | | | | | | | | | 0 |
| GOODRICH CITY | | | | 262 | 254 | 237 | 230 | 212 | 168 | 164 | 1,527 |
| GRAFTON CITY | 33,755 | 3,058 | 4,157 | 3,839 | 3,732 | 3,588 | 3,899 | 3,595 | 3,558 | 3,467 | 66,648 |
| WALSH COUNTY-Grafton | | 2,933 | 5,758 | 5,318 | 5,169 | 4,971 | 4,996 | 4,608 | 4,560 | 4,443 | 43,756 |
| PEMBINA COUNTY-Grafton | | 3,911 | 5,699 | 3,474 | 3,727 | 4,920 | 5,266 | 4,855 | 4,805 | 4,682 | 41,339 |
| NELSON COUNTY-Grafton | | 2,868 | 4,008 | 3,702 | 3,598 | 3,460 | 3,356 | 3,094 | 3,062 | 2,984 | 30,132 |
| GRAND FORKS CITY | 63,114 | 33,364 | 51,553 | 47,574 | 46,282 | 44,509 | 42,172 | 39,796 | 39,388 | 38,377 | 446,129 |
| GRAND FORKS COUNTY-Grand | | 7,828 | 16,309 | 15,231 | 20,446 | 19,662 | 19,008 | 17,580 | 17,400 | 16,953 | 150,417 |
| HANKINSON CITY | 1,125 | 588 | 770 | 840 | 1,021 | 981 | 761 | 702 | 868 | 846 | 8,502 |
| HARVEY CITY | 3,542 | 1,541 | 2,807 | 2,750 | 2,673 | 2,141 | 2,077 | 1,915 | 1,516 | 1,477 | 22,439 |
| HAZEN CITY | 176 | 172 | 464 | 1,715 | 1,976 | 2,272 | 2,204 | 2,540 | 2,514 | 2,939 | 16,972 |
| HEBRON CITY | 125 | 44 | 157 | 180 | 171 | 94 | 91 | 84 | 0 | 158 | 1,104 |
| ADAMS COUNTY-Hettinger | 8,777 | 4,586 | 8,372 | 6,186 | 7,516 | 7,228 | 7,008 | 6,463 | 6,396 | 6,232 | 68,764 |
| JAMESTOWN CITY | 15,385 | 8,038 | 12,785 | 11,808 | 17,216 | 16,556 | 16,054 | 14,804 | 14,652 | 14,275 | 141,573 |
| STUTSMAN COUNTY-Jamestown | 16,559 | 10,204 | 15,073 | 13,921 | 13,532 | 16,267 | 15,773 | 11,635 | 11,516 | 14,026 | 138,506 |
| KILLDEER CITY | | 321 | 620 | 574 | 557 | 535 | 519 | 479 | 474 | 462 | 4,541 |
| LAKOTA CITY | 1,111 | 657 | 756 | 700 | 678 | 815 | 790 | 729 | 867 | 704 | 7,807 |
| LAMOURE CITY | 476 | 248 | 635 | 587 | 569 | 547 | 708 | 653 | 646 | 630 | 5,699 |
| LANGDON CITY | 1,807 | 862 | 605 | 560 | 543 | 522 | 507 | 467 | 462 | 450 | 6,785 |
| CAVALIER COUNTY-Langdon | | 4,842 | 8,489 | 7,841 | 7,624 | 7,398 | 7,786 | 6,909 | 5,787 | 5,639 | 62,315 |
| LARIMORE CITY | 1,034 | 758 | 896 | 1,105 | 1,343 | 1,033 | 1,002 | 924 | 914 | 891 | 9,902 |

**NORTH DAKOTA STATE LIBRARY: HISTORY OF STATE AID TO PUBLIC LIBRARIES IN NORTH DAKOTA 1980 - 1989**

| | FY 1980 | FY 1981 | FY 1982 | FY 1983 | FY 1984 | FY 1985 | FY 1986 | FY 1987 | FY 1988 | FY 1989 | 10 YR TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|
| LEEDS CITY | 86 | 109 | 176 | 183 | 239 | 151 | 147 | 411 | 406 | 396 | 2,263 |
| LEONARD CITY | 62 | 86 | 169 | 105 | 102 | 64 | 62 | 132 | 0 | 0 | 782 |
| LIDGERWOOD CITY | 1,000 | 522 | 762 | 706 | 685 | 658 | 638 | 588 | 583 | 710 | 6,862 |
| LINTON CITY | 1,580 | 829 | 1,532 | 1,415 | 1,376 | 1,322 | 1,026 | 946 | 1,170 | 1,140 | 12,336 |
| LISBON CITY | 3,135 | 1,638 | 1,793 | 1,655 | 2,012 | 1,935 | 1,876 | 2,076 | 1,712 | 1,668 | 19,500 |
| MADDOCK CITY | | | | | | | | | | | 0 |
| MANDAN CITY | 17,501 | 7,425 | 12,182 | 11,252 | 10,937 | 15,777 | 15,297 | 14,106 | 13,962 | 13,603 | 132,042 |
| MORTON COUNTY-Mandan | 19,185 | 10,023 | 15,128 | 13,970 | 13,581 | 13,060 | 12,664 | 11,678 | 11,558 | 11,261 | 132,108 |
| MAX CITY | | | | | | | | | 142 | 139 | 281 |
| MAYVILLE CITY | 2,554 | 1,139 | 1,499 | 1,636 | 2,449 | 2,293 | 2,223 | 2,050 | 2,029 | 1,977 | 19,849 |
| MINOR CITY | | 133 | 442 | 780 | 631 | 508 | 588 | 543 | 537 | 523 | 4,685 |
| MINNEWAUKAN CITY | 208 | 196 | 362 | 335 | 325 | 312 | 303 | 349 | 345 | 337 | 3,072 |
| MINOT CITY | 41,029 | 21,437 | 38,688 | 35,732 | 34,731 | 33,401 | 32,020 | 29,865 | 29,559 | 28,800 | 325,262 |
| WARD COUNTY-Minot | 17,743 | 12,173 | 13,713 | 18,605 | 18,915 | 19,187 | 21,780 | 20,801 | 20,587 | 20,064 | 183,568 |
| MOUNTRAIL COUNTY-Minot | SEE-W.P. | 7,629 | 8,436 | 11,198 | 10,885 | 10,467 | 10,149 | 9,359 | 9,263 | 9,025 | 86,411 |
| KENMARE CITY | | | 1,072 | 529 | 513 | 493 | 478 | 662 | 655 | 638 | 5,040 |
| MOHALL CITY | 997 | 538 | 824 | 953 | 740 | 711 | 862 | 636 | 629 | 613 | 7,503 |
| MOTT CITY | 1,368 | 714 | 1,033 | 956 | 927 | 891 | 1,081 | 797 | 986 | 961 | 9,714 |
| NEW ENGLAND CITY | 405 | 175 | 258 | 300 | 436 | 280 | 272 | 250 | 247 | 241 | 2,864 |
| NEW ROCKFORD CITY | 492 | 189 | 296 | 165 | 316 | 303 | 295 | 1,086 | 1,074 | 1,047 | 5,263 |
| NEW TOWN CITY | 1,019 | 563 | 884 | 905 | 759 | 838 | 878 | 810 | 801 | 780 | 8,037 |
| NORTHWOOD CITY | 212 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 212 |
| OAKS CITY | 2,017 | 1,054 | 1,659 | 1,532 | 1,489 | 1,431 | 1,388 | 1,280 | 1,267 | 1,234 | 14,351 |
| PARK RIVER CITY | 1,612 | 1,063 | 1,448 | 1,337 | 1,300 | 1,250 | 1,212 | 1,118 | 1,383 | 1,347 | 13,070 |
| PARSHALL CITY | 925 | 814 | 611 | 857 | 757 | 897 | 874 | 803 | 635 | 619 | 7,792 |
| PEMBINA CITY | 53 | 98 | 116 | 160 | 157 | 150 | 146 | 204 | 202 | 197 | 1,483 |
| MCLEAN COUNTY-Riverdale | 24,858 | 9,160 | 16,714 | 15,437 | 15,005 | 14,430 | 13,993 | 12,903 | 12,770 | 12,442 | 147,712 |
| MERCER COUNTY-Riverdale | 6,745 | 7,049 | 8,592 | 10,581 | 10,285 | 12,363 | 15,732 | 11,604 | 11,485 | 11,190 | 105,626 |
| ROLLA CITY | 1,887 | 0 | 906 | 1,110 | 1,065 | 1,303 | 1,011 | 932 | 1,384 | 899 | 10,523 |
| RUGBY CITY | 4,312 | 2,057 | 2,619 | 2,418 | 2,351 | 2,261 | 2,192 | 2,022 | 2,001 | 1,950 | 24,183 |
| PIERCE COUNTY-Rugby | 7,370 | 4,506 | 6,299 | 5,818 | 7,068 | 6,797 | 6,591 | 6,078 | 7,219 | 7,034 | 64,780 |
| STANLEY CITY | 1,407 | 768 | 1,254 | 1,183 | 1,150 | 1,105 | 1,072 | 989 | 978 | 953 | 10,859 |
| STANTON CITY | | | | | | | | | | | 0 |
| KIDDER COUNTY-Steele | 11,152 | 5,827 | 8,344 | 7,705 | 7,489 | 7,202 | 6,984 | 6,440 | 6,373 | 6,210 | 73,726 |
| TURTLE LAKE CITY | | | | 192 | 498 | 678 | 658 | 607 | 721 | 703 | 4,057 |
| UNDERWOOD CITY | 568 | 601 | 617 | 966 | 937 | 901 | 874 | 806 | 797 | 971 | 8,038 |
| VALLEY CITY | 14,402 | 4,097 | 6,105 | 5,639 | 5,481 | 5,270 | 5,110 | 4,713 | 4,664 | 4,544 | 60,025 |
| BARNES COUNTY-Valley City | 7,111 | 7,429 | 10,665 | 9,850 | 9,575 | 9,207 | 8,928 | 8,233 | 8,148 | 7,939 | 87,085 |
| VELVA CITY | | 208 | 266 | 264 | 256 | 246 | 361 | 333 | 254 | 322 | 2,510 |
| WAHPETON CITY | 8,257 | 3,469 | 8,186 | 8,217 | 7,988 | 7,681 | 7,448 | 7,494 | 7,417 | 7,226 | 73,383 |
| WALHALLA CITY | 736 | 378 | 842 | 520 | 504 | 484 | 470 | 434 | 429 | 418 | 5,215 |
| WASHBURN CITY | | | | | | | | | | | 0 |
| WATFORD CITY | 2,169 | 906 | 1,664 | 1,537 | 1,494 | 1,436 | 1,393 | 1,284 | 1,271 | 1,239 | 14,393 |
| MCKENZIE COUNTY-Watford CI | SEE-W.P. | 4,499 | 7,633 | 13,554 | 0 | 6,258 | 9,214 | 8,496 | 11,212 | 10,925 | 71,791 |
| WEST FARGO CITY | 8,448 | 4,413 | 7,931 | 7,325 | 7,120 | 6,847 | 7,258 | 6,693 | 6,624 | 6,454 | 69,113 |
| WILLISTON CITY | 14,714 | 7,688 | 13,091 | 15,379 | 14,949 | 14,376 | 13,940 | 12,854 | 12,722 | 14,873 | 134,586 |
| WILLIAMS COUNTY-Williston | SEE-W.P. | 8,712 | 12,605 | 13,138 | 15,963 | 12,281 | 14,884 | 13,726 | 10,868 | 13,244 | 115,421 |
| TIAOGA CITY-Williston | | 353 | 854 | 1,160 | 1,407 | 1,353 | 1,312 | 1,210 | 1,197 | 1,996 | 10,842 |
| WEST PLAINS-Williston | 38,453 | | | | | | | | | | 38,453 |
| TOTAL | 648,348 | 351,652 | 550,000 | 550,000 | 550,000 | 550,000 | 550,000 | 506,000 | 507,000 | 499,940 | 5,262,940 |

NORTH DAKOTA STATE LIBRARY: HISTORY OF STATE AID TO PUBLIC LIBRARIES IN NORTH DAKOTA 1990 - 2001

| | FY 1980 | FY 1981 | FY 1982 | FY 1983 | FY 1984 | FY 1985 | FY 1986 | FY 1987 | FY 1988 | FY 1989 | FY 2000 | FY 2001 | 90-01 TOTAL | 80-89 TOTAL | 22 YR TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ASHLEY CITY | | | | | | | | 229 | 241 | 243 | 336 | 349 | 1,418 | 0 | 1,418 |
| GOLDEN VALLEY COUNTY-Beach | 5,715 | 5,822 | 4,775 | 5,370 | 4,895 | 4,794 | 4,798 | 4,887 | 4,934 | 4,983 | 4,852 | 4,766 | 80,192 | 53,839 | 113,831 |
| BEULAH CITY | 2,866 | 2,819 | 1,789 | 1,677 | 1,529 | 1,437 | 1,499 | 1,464 | 1,926 | 2,335 | 2,274 | 2,233 | 23,908 | 1,922 | 25,830 |
| BISMARCK CITY | 36,440 | 35,847 | 39,314 | 36,850 | 33,591 | 32,895 | 32,925 | 32,166 | 33,857 | 34,196 | 33,297 | 32,702 | 414,080 | 456,171 | 870,251 |
| BURLEIGH COUNTY-Bismarck | 9,421 | 13,902 | 15,185 | 14,214 | 12,958 | 12,689 | 12,701 | 12,408 | 13,060 | 13,191 | 12,844 | 12,615 | 155,188 | 109,506 | 264,674 |
| BOTTINEAU COUNTY-Bottineau | 11,249 | 11,066 | 10,905 | 10,222 | 9,318 | 9,125 | 9,133 | 8,923 | 9,392 | 9,486 | 9,236 | 9,071 | 117,126 | 127,882 | 244,988 |
| BOWMAN CITY | 1,058 | 1,040 | 1,158 | 1,085 | 989 | 969 | 1,164 | 947 | 1,197 | 1,007 | 961 | 983 | 12,558 | 16,647 | 27,205 |
| CANDO CITY | | | | | | | | | | | 529 | 519 | 1,048 | 0 | 1,048 |
| CARRINGTON CITY | 1,886 | 1,858 | 1,508 | 1,413 | 1,546 | 1,514 | 1,283 | 1,234 | 1,299 | 1,312 | 1,277 | 1,254 | 16,983 | 17,450 | 34,413 |
| CARSON CITY | | | | | 87 | 56 | 86 | 125 | 132 | 177 | 129 | - | 792 | 0 | 792 |
| CASSELTON CITY | 1,272 | 1,043 | 1,065 | 998 | 910 | 891 | 892 | 871 | 917 | 741 | 722 | 708 | 11,031 | 12,117 | 23,148 |
| CAVALIER CITY | 788 | 756 | 802 | 752 | 686 | 671 | 672 | 657 | 691 | 698 | 680 | 667 | 8,500 | 4,786 | 13,286 |
| COOPERSTOWN CITY | 835 | 986 | 996 | 778 | 851 | 833 | 834 | 815 | 857 | 722 | 843 | 828 | 10,178 | 8,214 | 18,392 |
| GRIGGS COUNTY-Cooperstown | 3,042 | 2,982 | 2,983 | 2,796 | 2,549 | 3,744 | 3,747 | 3,661 | 3,853 | 3,892 | 3,780 | 3,722 | 40,771 | 38,558 | 79,329 |
| DIVIDE COUNTY-Crosby | 6,379 | 6,275 | 6,252 | 7,032 | 6,410 | 6,277 | 6,283 | 6,138 | 6,460 | 6,525 | 6,354 | 6,240 | 76,626 | 73,191 | 149,817 |
| DEVILS LAKE CITY | 4,750 | 4,673 | 5,176 | 4,852 | 4,423 | 4,331 | 4,335 | 4,235 | 4,458 | 4,502 | 4,384 | 4,306 | 54,425 | 54,403 | 108,828 |
| RAMSEY COUNTY-Devils Lake | | | | | | | | | 3,722 | 3,759 | 3,660 | 3,595 | 14,736 | 0 | 14,736 |
| DICKINSON CITY | 14,822 | 14,581 | 12,848 | 12,043 | 10,978 | 10,751 | 10,760 | 10,512 | 11,064 | 11,175 | 10,882 | 10,687 | 141,104 | 132,248 | 273,352 |
| STARK COUNTY-Dickinson | | 7,744 | 3,564 | 6,681 | 6,090 | 5,964 | 5,969 | 5,832 | 6,138 | 6,200 | 6,037 | 5,928 | 68,148 | 0 | 68,148 |
| BILLINGS COUNTY-Dickinson | 4,403 | 5,197 | 4,568 | 5,138 | 4,684 | 4,587 | 4,591 | 4,485 | 4,721 | 4,768 | 4,643 | 4,560 | 58,345 | 5,041 | 63,386 |
| DRAKE CITY | | | | | 82 | 81 | 81 | 79 | 83 | 84 | 83 | 80 | 652 | 0 | 652 |
| EDGELEY CITY | 430 | 423 | 362 | 339 | 464 | 303 | 303 | 296 | 312 | 315 | 230 | 301 | 4,077 | 4,247 | 8,324 |
| LAMOURE COUNTY-Edgeley | 4,654 | 4,579 | 4,415 | 4,138 | 5,030 | 4,926 | 4,930 | 4,816 | 3,802 | 3,840 | 3,739 | 3,672 | 52,542 | 63,947 | 116,489 |
| LOGAN COUNTY-Edgeley | 4,339 | 5,336 | 5,223 | 4,895 | 4,462 | 4,370 | 4,374 | 4,273 | 4,498 | 4,543 | 4,423 | 4,344 | 55,080 | 69,074 | 124,154 |
| ELLENDALE CITY | 1,256 | 1,235 | 957 | 1,121 | 1,022 | 1,001 | 1,002 | 979 | 1,236 | 1,248 | 1,013 | 995 | 13,065 | 13,987 | 27,052 |
| ENDERLIN CITY | 582 | 716 | 652 | 746 | 680 | 666 | 667 | 640 | 674 | 680 | 662 | 651 | 8,016 | 10,383 | 18,399 |
| FARGO CITY | 46,958 | 46,194 | 59,152 | 55,445 | 50,546 | 49,491 | 49,540 | 48,398 | 50,940 | 51,452 | 50,100 | 49,239 | 607,454 | 524,398 | 1,131,852 |
| FLASHER CITY | 0 | 258 | 211 | 237 | 216 | 212 | 212 | 207 | 218 | 220 | 215 | 175 | 2,380 | 2,940 | 5,320 |
| FORMAN CITY | | | 468 | 438 | 400 | 391 | 392 | 383 | 403 | 407 | 396 | 324 | 4,002 | 0 | 4,002 |
| SIOUX COUNTY-Fort Yates | 1,920 | 1,926 | 3,531 | 4,626 | 6,326 | 6,195 | 5,167 | 5,048 | 5,310 | 5,367 | 5,226 | 5,132 | 55,774 | 49,084 | 104,858 |
| GACKLE CITY | 316 | 311 | 300 | 281 | 256 | 251 | 301 | 294 | 309 | 312 | 304 | 299 | 3,535 | 2,807 | 6,342 |
| GARRISON CITY | | 690 | 611 | 763 | 696 | 511 | 682 | 666 | 526 | 531 | 517 | 508 | 6,701 | 0 | 6,701 |
| GLEN ULLIN CITY | | | | | 211 | 136 | 136 | 137 | 140 | 142 | 209 | 205 | 1,316 | 0 | 1,316 |
| GOODRICH CITY | 179 | 141 | 102 | 0 | 109 | 128 | 128 | 104 | 132 | 133 | 130 | 127 | 1,413 | 1,527 | 2,940 |
| GRAFTON CITY | 3,029 | 2,979 | 2,575 | 2,414 | 2,891 | 2,831 | 2,833 | 2,768 | 2,913 | 2,942 | 2,865 | 2,814 | 33,855 | 66,648 | 100,503 |
| WALSH COUNTY-Grafton | 5,860 | 5,785 | 8,210 | 7,696 | 7,015 | 6,870 | 6,876 | 6,717 | 6,981 | 5,374 | - | 3,426 | 70,789 | 43,756 | 114,545 |
| PEMBINA COUNTY-Grafton | 4,090 | 4,023 | 3,953 | 3,705 | 3,378 | 3,308 | 3,311 | 3,234 | 3,377 | 3,411 | 3,321 | 3,262 | 42,372 | 41,339 | 83,711 |
| NELSON COUNTY-Grafton | 2,606 | 2,564 | 2,497 | 2,357 | 2,148 | 2,104 | 2,106 | 2,057 | 2,165 | 2,187 | 2,129 | 2,091 | 27,011 | 30,132 | 57,143 |
| GRAND FORKS CITY | 33,521 | 32,976 | 39,449 | 36,976 | 33,707 | 33,008 | 33,038 | 34,059 | 33,973 | 34,314 | 33,412 | 32,815 | 411,247 | 446,129 | 857,376 |
| GRAND FORKS COUNTY-Grand Forks | 18,511 | 21,859 | 18,921 | 21,283 | 19,401 | 18,999 | 19,016 | 18,577 | 19,554 | 19,750 | 19,231 | 18,887 | 233,989 | 150,417 | 384,406 |
| HANKINSON CITY | 739 | 727 | 691 | 647 | 590 | 578 | 483 | 565 | 595 | 480 | 585 | 575 | 7,235 | 8,502 | 15,737 |
| HARVEY CITY | 1,290 | 1,269 | 1,204 | 1,125 | 1,286 | 1,260 | 1,261 | 1,232 | 1,037 | 1,047 | 1,020 | 1,002 | 14,037 | 22,439 | 36,476 |
| HATTON CITY | | | | | | | | | | | 180 | 177 | 357 | 0 | 357 |
| HAZEN CITY | 2,567 | 2,526 | 2,249 | 2,108 | 1,922 | 1,882 | 1,884 | 1,840 | 1,937 | 1,956 | 1,905 | 1,871 | 24,647 | 16,972 | 41,619 |
| HEBRON CITY | 413 | 542 | 473 | 443 | 505 | 593 | 594 | 580 | 610 | 616 | 600 | 590 | 6,560 | 1,104 | 7,664 |
| ADAMS COUNTY-Hettinger | 6,533 | 6,427 | 6,480 | 6,074 | 5,537 | 5,422 | 4,523 | 5,302 | 5,581 | 5,637 | 5,488 | 5,391 | 68,395 | 68,764 | 137,158 |
| JAMESTOWN CITY | 12,489 | 12,267 | 12,428 | 11,649 | 10,619 | 10,399 | 10,409 | 10,169 | 10,703 | 10,810 | 10,526 | 10,338 | 132,786 | 141,573 | 274,359 |
| STUTSMAN COUNTY-Jamestown | 12,251 | 12,052 | 11,966 | 11,216 | 10,224 | 10,012 | 0 | 9,790 | 10,376 | 12,576 | 10,205 | 10,023 | 120,892 | 138,506 | 259,198 |
| KILLDEER CITY | 403 | 496 | 480 | 540 | 492 | 482 | 483 | 393 | 496 | 501 | 488 | 479 | 5,734 | 4,541 | 10,275 |
| LAKOTA CITY | 615 | 505 | 598 | 560 | 511 | 600 | 600 | 586 | 617 | 623 | 607 | 596 | 7,119 | 7,807 | 14,926 |
| LAMOURE CITY | 550 | 541 | 516 | 484 | 441 | 432 | 541 | 422 | 444 | 449 | 437 | 429 | 5,887 | 5,899 | 11,786 |
| LANGDON CITY | 394 | 388 | 0 | 0 | – | – | | | | | - | - | 782 | 6,785 | 7,567 |
| CAVALIER COUNTY-Langdon | 4,925 | 6,460 | 5,437 | 6,795 | 6,194 | 4,549 | 6,071 | 4,448 | 4,682 | 4,729 | 4,605 | 4,523 | 63,418 | 62,315 | 125,733 |
| LARIMORE CITY | 0 | 766 | 779 | 730 | 668 | 652 | 652 | 637 | 671 | 678 | 660 | 648 | 7,536 | 9,902 | 17,440 |

NORTH DAKOTA STATE LIBRARY: HISTORY OF STATE AID TO PUBLIC LIBRARIES IN NORTH DAKOTA 1980 - 2001

| | FY 1980 | FY 1981 | FY 1982 | FY 1983 | FY 1984 | FY 1985 | FY 1986 | FY 1987 | FY 1988 | FY 1989 | FY 2000 | FY 2001 | 90-01 TOTAL | 80-89 TOTAL | 22 YR TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| LEEDS CITY | 348 | 341 | 288 | 270 | 308 | 302 | 302 | 295 | 310 | 314 | 306 | 300 | 3,682 | 2,263 | 5,945 |
| LEONARD CITY | 111 | 145 | 165 | 116 | 108 | 104 | 0 | 67 | 107 | 108 | 106 | 137 | 1,270 | 782 | 2,052 |
| LIDGERWOOD CITY | 820 | 810 | 532 | 598 | 545 | 534 | 534 | 522 | 549 | 555 | 540 | 531 | 6,870 | 6,862 | 13,732 |
| LINTON CITY | 996 | 980 | 1,125 | 1,055 | 982 | 942 | 943 | 921 | 969 | 979 | 953 | 836 | 11,781 | 12,336 | 24,097 |
| LISBON CITY | 1,749 | 1,720 | 1,738 | 1,629 | 1,485 | 1,454 | 1,455 | 1,422 | 1,247 | 1,259 | 1,226 | 1,446 | 17,831 | 19,500 | 37,331 |
| MADDOCK CITY | | | | | | | | 243 | 258 | 259 | 252 | 247 | 1,257 | 0 | 1,257 |
| MANDAN CITY | 11,882 | 11,689 | 12,114 | 11,355 | 10,351 | 10,136 | 10,145 | 9,911 | 10,432 | 10,537 | 10,280 | 10,077 | 128,889 | 132,042 | 260,931 |
| MORTON COUNTY-Mandan | 9,837 | 9,677 | 9,843 | 9,039 | 8,240 | 8,089 | 8,076 | 7,890 | 8,305 | 8,388 | 8,167 | 8,022 | 103,353 | 132,108 | 235,461 |
| MAX CITY | 121 | 158 | 160 | 150 | 137 | 134 | 134 | 131 | 138 | 139 | 136 | 133 | 1,672 | 281 | 1,953 |
| MAYVILLE CITY | 1,727 | 1,699 | 1,670 | 1,585 | 1,427 | 1,397 | 1,398 | 1,366 | 1,438 | 1,452 | 1,414 | 1,388 | 17,943 | 19,849 | 37,792 |
| MILNOR CITY | 457 | 450 | 520 | 406 | 444 | 0 | 435 | 425 | 447 | 452 | 440 | 432 | 4,909 | 4,685 | 9,594 |
| MINNEWAUKAN CITY | 294 | 288 | 287 | 300 | 274 | 268 | 268 | 262 | 276 | 278 | 225 | 266 | 3,268 | 3,072 | 6,340 |
| MINOT CITY | 25,158 | 24,747 | 27,571 | 25,843 | 23,558 | 23,070 | 23,091 | 22,558 | 23,744 | 23,982 | 23,352 | 22,935 | 289,607 | 325,262 | 614,869 |
| WARD COUNTY-Minot | 17,521 | 17,236 | 17,988 | 20,189 | 14,723 | 14,413 | 21,647 | 17,823 | 18,549 | 18,735 | 18,243 | 17,917 | 214,767 | 183,568 | 398,335 |
| MOUNTRAIL COUNTY-Minot | 7,883 | 7,755 | 8,575 | 8,038 | 7,327 | 7,175 | 7,182 | 8,770 | 9,231 | 7,459 | - | 7,133 | 86,528 | 86,411 | 172,939 |
| KENMARE CITY | 558 | 731 | 846 | 757 | 690 | 676 | 676 | 861 | 695 | 562 | 547 | 537 | 7,736 | 5,040 | 12,776 |
| MOHALL CITY | 535 | 791 | 743 | 697 | 635 | 622 | 623 | 608 | 640 | 646 | 630 | 618 | 7,788 | 7,503 | 15,291 |
| MOTT CITY | 1,007 | 990 | 814 | 763 | 695 | 681 | 681 | 666 | 700 | 707 | 689 | 677 | 9,071 | 9,714 | 18,785 |
| NEW ENGLAND CITY | 421 | 518 | 353 | 331 | 377 | 369 | 369 | 361 | 380 | 384 | 374 | 367 | 4,803 | 2,664 | 7,467 |
| NEW ROCKFORD CITY | 914 | 900 | 853 | 800 | 729 | 893 | 893 | 873 | 919 | 928 | 904 | 887 | 10,492 | 5,263 | 15,755 |
| NEW TOWN CITY | 682 | 671 | 739 | 692 | 631 | 618 | 619 | 604 | 636 | 482 | 626 | 614 | 7,613 | 8,037 | 15,650 |
| NORTHWOOD CITY | 0 | 0 | | 0 | 175 | 0 | 0 | - | - | | - | - | 175 | 212 | 387 |
| OAKS CITY | 1,078 | 1,061 | 944 | 885 | 807 | 988 | 791 | 773 | 813 | 822 | 800 | 786 | 10,548 | 14,351 | 24,899 |
| PARK RIVER CITY | 1,177 | 1,158 | 1,147 | 1,075 | 980 | 960 | 961 | 939 | 988 | 998 | 1,166 | - | 11,549 | 13,070 | 24,619 |
| PARSHALL CITY | 676 | 665 | 627 | 706 | 643 | 630 | 525 | 513 | 648 | 655 | 638 | 626 | 7,552 | 7,792 | 15,344 |
| PEMBINA CITY | 0 | 0 | 113 | 320 | 292 | 286 | 286 | 279 | 294 | 297 | 289 | 284 | 2,741 | 1,483 | 4,224 |
| MCLEAN COUNTY-Riverdale | 10,868 | 10,691 | 16,587 | 15,548 | 14,173 | 13,879 | 13,892 | 13,571 | 14,089 | 12,686 | 12,333 | 12,112 | 160,408 | 147,712 | 308,120 |
| MERCER COUNTY-Riverdale | 9,775 | 9,616 | 11,967 | 11,235 | 10,242 | 10,030 | 11,039 | 9,807 | 10,536 | 10,645 | 10,365 | 10,180 | 124,457 | 105,828 | 230,285 |
| ROLETTE CITY | | | | | | | | | | | 141 | 138 | 279 | 0 | 279 |
| ROLLA CITY | 785 | 772 | 856 | 802 | 623 | 610 | 611 | 597 | 628 | 635 | 618 | 607 | 8,144 | 10,523 | 18,667 |
| RUGBY CITY | 1,703 | 2,094 | 1,935 | 1,813 | 1,653 | 1,619 | 1,620 | 1,583 | 1,666 | 1,683 | 1,639 | 1,609 | 20,617 | 24,183 | 44,800 |
| PIERCE COUNTY-Rugby | 6,144 | 6,044 | 5,853 | 5,486 | 5,001 | 4,898 | 4,902 | 4,789 | 4,200 | 4,242 | 4,131 | 4,069 | 60,560 | 64,780 | 126,340 |
| STANLEY CITY | 833 | 1,024 | 912 | 855 | 779 | 783 | 784 | 748 | 785 | 793 | 772 | 759 | 9,786 | 10,859 | 20,645 |
| STANTON CITY | | | | | 176 | 173 | 173 | 169 | 237 | 239 | 233 | 229 | 1,829 | 0 | 1,829 |
| KIDDER COUNTY-Steele | 6,781 | 6,670 | 6,733 | 6,311 | 5,753 | 5,833 | 5,839 | 5,509 | 6,033 | 7,312 | 7,120 | 6,992 | 76,485 | 73,726 | 150,211 |
| TURTLE LAKE CITY | 614 | 604 | 544 | 510 | 485 | 455 | 455 | 445 | 470 | 473 | 461 | 452 | 5,948 | 4,057 | 10,005 |
| UNDERWOOD CITY | 848 | 834 | 849 | 808 | 555 | 543 | 544 | 531 | 559 | 565 | 550 | 540 | 7,326 | 8,038 | 15,364 |
| VALLEY CITY CITY | 3,970 | 4,882 | 4,764 | 4,466 | 4,071 | 3,987 | 3,990 | 3,898 | 4,103 | 4,144 | 4,035 | 3,963 | 50,273 | 60,025 | 110,298 |
| BARNES COUNTY-Valley City | 6,935 | 6,822 | 6,799 | 6,373 | 5,809 | 5,689 | 5,694 | 5,563 | 5,931 | 5,990 | 5,833 | 5,728 | 73,165 | 57,085 | 130,250 |
| VELVA CITY | 281 | 277 | 258 | 241 | 440 | 431 | 431 | 421 | 444 | 448 | 436 | 321 | 4,429 | 2,510 | 6,939 |
| WAHPETON CITY | 8,312 | 8,210 | 5,821 | 5,456 | 4,973 | 4,870 | 5,089 | 4,971 | 5,233 | 5,285 | 5,146 | 5,064 | 64,420 | 73,383 | 137,803 |
| WALHALLA CITY | 385 | 359 | 301 | 282 | 514 | 504 | 504 | 492 | 518 | 523 | 510 | 375 | 5,247 | 5,215 | 10,462 |
| WASHBURN CITY | | | | | | | | 656 | 690 | 697 | 509 | 667 | 3,219 | 0 | 3,219 |
| WATFORD CITY | 1,217 | 1,197 | 949 | 1,335 | 1,217 | – | – | - | | | - | - | 5,915 | 14,393 | 20,308 |
| MCKENZIE COUNTY-Watford City | 7,157 | 9,387 | 7,293 | 9,114 | 8,308 | 11,163 | 11,173 | 10,916 | 14,172 | 11,928 | 13,838 | 11,406 | 125,957 | 71,791 | 197,748 |
| WEST FARGO CITY | 5,638 | 5,780 | 8,173 | 7,660 | 6,983 | 6,838 | 6,844 | 6,687 | 7,038 | 7,109 | 6,922 | 6,796 | 82,469 | 69,113 | 151,582 |
| WILLISTON CITY | 12,992 | 12,781 | 10,481 | 9,824 | 8,955 | 8,770 | 8,778 | 8,575 | 9,026 | 9,116 | 8,877 | 8,718 | 118,893 | 132,586 | 251,479 |
| WILLIAMS COUNTY-Williston | 11,568 | 11,380 | 11,683 | 13,141 | 11,979 | 11,731 | 11,742 | 11,471 | 12,928 | 13,058 | 12,714 | 12,487 | 145,882 | 115,421 | 261,303 |
| TIAOGA CITY-Williston | 1,019 | 1,003 | 1,020 | 956 | 872 | 854 | 854 | 835 | 878 | 887 | 864 | 848 | 10,891 | 10,842 | 21,733 |
| WEST PLAINS-Williston | | | | | | | | - | | | - | - | - | 38,453 | 38,453 |
| WISHEK CITY | | | | | | | | | 671 | 678 | 660 | 516 | 2,526 | 0 | 2,526 |
| TOTAL | 457,859 | 476,651 | 500,669 | 491,331 | 450,603 | 442,397 | 440,000 | 440,000 | 467,760 | 467,761 | 444,372 | 444,373 | 5,523,572 | 5,262,940 | 10,786,512 |

HB 1013

BISMARCK PUBLIC LIBRARY
515 North Fifth Street
Bismarck, North Dakota 58501-4081

March 7, 2001

To: SENATE APPROPRIATIONS COMMITTEE

Re: HOUSE BILL NO. 1013

By: TOM JONES, LIBRARY DIRECTOR
BISMARCK PUBLIC LIBRARY

SPEAKING IN FAVOR OF THIS BILL

Section 1. Appropriation. Page 2, Line 12 Grants

This line includes $888,745 of general fund money to be granted to 90 legally established public libraries based on the formula of $1 per capita for city libraries and $1 per capita and $5 per square mile for county libraries. The formula was funded at the 47% level in the current biennium. [*This formula was established in 1979 and funded at 1 million dollars. NDCC 54-24.2-01 to 06*]

The ND Library Association has asked for full-funding (i.e. 100%) of this statutory formula= AN ADDITIONAL ONE MILLION DOLLARS.

Currently (at the 47% funding level of the formula) Bismarck Public Library, which serves Bismarck and Burleigh County, receives annually $46,000. Mandan Public Library receives $10,000 and Morton County receives $8,200 . Full funding of the formula would more than double these amounts which are used for:

New print books & cassette books (books on tape)
Videotapes
CDs (music and books)
Computer equipment
Online information resources & databases

STATE AID TO PUBLIC LIBRARIES IS CRUCIAL BECAUSE THE OVERALL AVERAGE PER CAPITA SUPPORT IS BELOW THE NATIONAL AVERAGE, REPORTED BY *LIBRARY JOURNAL* AS $28.04 IN FISCAL YEAR 2000.

From *NORTH DAKOTA LIBRARY STATISTICS* (Sept 2000, the classes:

| | | |
|---|---|---|
| I | (Fargo, Grand Forks, Minot, Bismarck, Grafton) | = $15.12/capita |
| II | (Dickinson, West Fargo, Bottineau etc.) | = $11.77/capita |
| III | (Rugby, Mayville, Lisbon, Harvey, etc. ) | = $12.67/capita |
| IV | (Casselton, Garrison, Oakes, Rolla) | = $ 7.35/capita |
| V | (Edgeley, Pembina, Enderlin, Max etc.) | = $ 7.88/capita |

HB 1013

UNITED TRIBES TECHNICAL COLLEGE
3315 UNIVERSITY DRIVE
BISMARCK, NORTH DAKOTA 58504 • PHONE 701-255-3285

# Testimony supporting HB 1013

Senate Appropriations Committee
Dave Nething, Chairman

Good Morning Mr. Chairman and members of the Senate Appropriations Committee

My name is Charlene Weis and I am the librarian of United Tribes Technical College here in Bismarck. My testimony is to support the State Library's budget as it is being presented with two additional requests. An additional $363,000 for the online periodical database and an additional million dollars for state aid to public libraries.

The libraries of North Dakota banded together for the past year to subscribe to the online database. This allows access to 15 million current magazines and newspapers. This trial has been found to be most successful but it has been at the expense of purchasing other library material. This is a statewide service that can be used by anyone. It can be accessed at a library, at schools, at home or at your workplace. There are indexes for health, business and education. It is user friendly and the information is accurate and trustworthy. The people of this state deserve your consideration of the additional appropriation of $363,000.

As you all know the cost of everything increases constantly. We in the library world are trying to provide as much as possible to our users. Library users need up-to-date material. They need up-to-date technology to access the Internet. They need qualified staff to help them find the information they need. The one million dollars that you could add to state aid to public libraries could do this for the citizens of North Dakota.

I would urge you to pass HB 1013 with the additional $1,363,000.

# DPI - Division of Independent Study

**House Appropriations Committee**
**Education and Environment Division**
**January 11, 2001**

My name is Neil Howe. I am the Director of the Division of Independent Study.

The Division of Independent Study is a division of the Department of Public Instruction. It was established in 1935 by the Legislative Assembly to provide educational equity for North Dakota students. The Division has met this purpose by educating over 231,000 students and graduating 2125 students. The 2000 graduating class was 119 students.

The Division is accredited through the Department of Public Instruction and is regionally accredited through the North Central Association of Colleges and Schools. It is the sixth largest of the twenty University Continuing Education Association (UCEA) member distance education high schools.

The mission of the Division of Independent Study is to provide personalized distance learning services and educational resources. The Division's goals are:

- To offer quality distance education courses in print-based and online formats.
- To provide an online core curriculum on the WWW which includes all the courses required for the Division's high school diploma.
- To expand course offerings to K—4 grade levels.

The Division offers its courses to students in two formats:

- The traditional print-based correspondence course whereby the student completes written work and mails, faxes, or e-mails the work to the Division for evaluation by Division instructors. The work is then mailed, faxed, or e-mailed back to the student. The student has a local supervisor who administers and mails all test work to the Division. Nearly all of the Division's 173 courses are available in print-based format.
- Online courses available over the WWW allow students to complete their work from personal computers. Presently, 56 one-semester courses are available in this format.

## *Enrollments*

The Division offers 173 one-semester grades 5—12 distance education courses. During the 1999-2000 school year, the Division received 9592 course enrollments from 6092 students in 50 states and 43 foreign countries. Students were enrolled from all but 30 North Dakota high schools. The two charts that follow show the number of students and course enrollments the Division has received since 1991-1992. Although North Dakota's K—12 student population has declined during this period, resident student and course enrollment numbers have remained relatively stable and represent a greater percentage of the total number of the school population.

**TABLE 1**
**Number of Registered Students:**
**July 1, 1991 — June 30, 2000**

| Fiscal Year | Resident | Nonresident | Total |
|---|---|---|---|
| 1991—92 | 1287 | 2302 | 3589 |
| 1992—93 | 1196 | 2513 | 3709 |
| 1993—94 | 1052 | 2798 | 3850 |
| 1994—95 | 1290 | 3947 | 5237 |
| 1995—96 | 1233 | 4941 | 6174 |
| 1996—97 | 1219 | 3781 | 5000 |
| 1997—98 | 1341 | 4509 | 5850 |
| 1998—99 | 1312 | 4251 | 5563 |
| 1999—00 | 1335 | 4757 | 6092 |

**TABLE 2**
**Number of Course Enrollments:**
**July 1, 1991—June 30, 2000**

| Fiscal Year | Resident | Nonresident | Total |
|---|---|---|---|
| 1991—92 | 1895 | 2873 | 4768 |
| 1992—93 | 1598 | 3598 | 5196 |
| 1993—94 | 1570 | 5272 | 6842 |
| 1994—95 | 1742 | 6653 | 8395 |
| 1995—96 | 1739 | 8850 | 10,589 |
| 1996—97 | 2115 | 6675 | 8790 |
| 1997—98 | 1891 | 7747 | 9638 |
| 1998—99 | 1801 | 7492 | 9293 |
| 1999—00 | 1679 | 7913 | 9592 |

The question of serving nonresident students was discussed during the Division's overview last Monday. Approximately 22% of the Division's student enrollment is from North Dakota. The actual percentage of ND course enrollments, however, is less than this since nonresidents enroll in more courses than residents.

In analyzing the expenditures and revenues for 1999-2001, it is clear that collections from nonresidents support the broad core and elective curriculum offered by the Division.

If the Division depended solely on resident fee collections, maintained a skeletal staff to meet state accreditation status, and performed minimal functions, the following expenditures/revenues would result during the current biennium:

| | | |
|---|---|---|
| Salary and Wages | $1,303,021 | |
| Operating Expenses | $ 197,169 | |
| Equipment | $ 17,000 | |
| **TOTAL EXPENDITURES** | | **$1,517,090** |
| | | |
| General Fund Monies | $ 695,000 | |
| Collections from ND Only | $ 508,669 | |
| **TOTAL REVENUE** | | **$1,203,669** |

This would result in a $313,421 deficit. It is clear that the large amount of special funds collected from nonresidents has allowed the Division to build and modernize a program that would not have been possible without those collections. Without fees collected from nonresidents, the Division could not offer the 173 courses currently available and could not deliver its print-based courses in an online format. North Dakota students have been the direct beneficiaries of the additional services and course offerings made available because of the dramatic increase in the Division's special funds.

Stated differently, without the support of revenue collected from nonresidents, the Division would not be able to offer the following:

- Physics to the five students in Powers Lake,
- First-year Spanish to the three students at Dakota Prairie High School,
- Online Computer Applications to a class of 24 at Minor High School,
- Alternative P.E. courses to more than 36 Turtle Mountain Community High School students,
- Music Theory and Accounting to seven students in Belfield,
- Consumer Math to the five students at Gackle High School, or
- Online courses to students at Souris River Alternative School in Minot.

These, and many more current school year examples, would not be available if the Division existed on funds collected solely from resident students.

Beginning with the 2001-03 biennium, I should note that only 6.05 FTE positions of the Division's 37.7 FTE positions would be funded with general fund monies. Special collections from fees will fund 30.50 FTE positions and these collections are collected primarily from nonresidents.

Over the last several biennia, special funds collected primarily from nonresident fees have allowed the Division these opportunities:

- To become completely computerized,
- To employ a computer analyst and web designer for online course development,
- To design a database unique to a distance education program, and
- To design, develop, and offer 56 online courses.

All of these advances, improvements, and offerings to the Division's program have directly benefited the North Dakota student.

## *Sale of Materials-Only and WWW Site Licenses*

Public, private, and home schools may purchase curriculum materials listed in the Division's Course Catalog. In addition, schools may purchase site licenses to our online courses. Keys to these materials are also sold to these schools. These Materials-Only sales have increased from 7322 items valued at $304,058 during 1997-98 to 12,282 items valued at $512,088 during the 1999-2000 school year.

## *2001-2003 Budget Recommendation*

The Governor's budget recommendation for the Division is $5,241,166. Table 3 outlines the budget descriptions and corresponding requested amounts.

**TABLE 3**
**2001-2003 Budget**

| | | |
|---|---|---|
| Salaries and Wages | | $3,300,453 |
| General Fund | $ 596,901 | |
| Federal Fund | $ 121,163 | |
| Other Funds | $2,582,389 | |
| Operating Expenses | | $1,695,713 |
| General Fund | $ 171,015 | |
| Federal Fund | $ 4,715 | |
| Other Funds | $1,519,983 | |
| Capital Improvement | | $55,000 |
| General Fund | $ 27,500 | |
| Federal Fund | $ 0 | |
| Other Funds | $ 27,500 | |
| Equipment | | $190,000 |
| General Fund | $ 0 | |
| Federal Fund | $ 0 | |
| Other Funds | $ 190,000 | |
| Total Administration | | $5,241,166 |
| General Fund | $ 795,416 | |
| Federal Fund | $ 125,878 | |
| Other Funds | $4,319,872 | |
| **TOTAL UNIT BUDGET** | | **$5,241,166** |

The Division does not operate at a profit and has historically had no carry-over money at the end of a biennium. As a result, the Division is dependent on general fund monies to pay most salary, operating, and equipment expenditures for at least the first several months of a new biennium.

Over the last four biennia, the state has gradually decreased general fund appropriations to the Division and increased the burden of collecting special funds from the Division's customer base. I am concerned that another reduction in general fund appropriations would jeopardize that customer base and the associated revenues. I feel strongly that if the Division is asked to significantly raise fees in order to meet another increase in special funds, this will result in fewer resident and nonresident enrollments, and this will undoubtedly be counterproductive.

I would urge that the general fund appropriation to the Division stabilize as requested in the executive recommendation which has been adjusted for anticipated increases in salary and health care benefits. Under that situation, the Division will be required only to raise its fees in accordance with inflationary costs, and this will help to maintain the customer base at its present level.

## *Future Role for NDIS*

As indicated in Table 2 of this testimony, the Division has maintained a relatively stable number of North Dakota students since 1991. During the same period, the total number of ND students has decreased indicating a greater percentage actually using the services of the Division. Even as these North Dakota resident numbers have remained constant, the level of General Fund appropriation provided to the Division has gradually decreased. Table 4 indicates General Fund appropriations to the Division since the 1991-93 biennium.

**TABLE 4**
**Division General Fund Appropriations**

| | |
|---|---|
| 1991-1993 Biennium | $807,000 |
| 1993-1995 Biennium | $767,000 |
| 1995-1997 Biennium | $785,000 |
| 1997-1999 Biennium | $634,000 |
| 1999-2001 Biennium | $695,000 |

During this same ten-year period, the level of service provided by the Division has greatly increased. Since 1991, the Division has enhanced its delivery, services, and curriculum in the following ways:

- **added 30, one-semester middle school courses for Grades 6-8,**
- **added 4, full-year courses for Grade 5,**
- **added technology staff for computerization and web development,**
- **computerized the entire Division operation,**
- **created an internal database for enrollment, grade book, and inventory records,**
- **converted 56, one-semester print-based courses to online delivery,**
- **and provided for fax and e-mail delivery services.**

The revenue generated from nonresident fee collections and sale of Materials-Only has, in large part, allowed the Division to make these significant advancements to

modernize and provide additional services to all of its students—including North Dakotans. Without these revenues, it would not have been possible to provide the majority of these additional services and enhancements.

### *Authorized FTE, Personnel, and Related Responsibilities*

The Division currently has a total of 37.7 FTE positions, and the Legislative Assembly has capped FTE positions at 38.7.

As of January 1, 2001, the Division has the following personnel: a state director, one business manager, and one administrative assistant. The instructional staff included a .50 FTE elementary principal/teacher, a secondary principal, one academic advisor, and 16.90 licensed teachers. In addition to the instructional staff there are 15.30 FTE support personnel including 2.50 FTE technology staff, 1.00 FTE front office manager, 1.00 FTE registrar, 1.00 FTE bookstore manager, 2.30 FTE desktop publishers, 4.50 FTE office assistants/clerks, 1.00 FTE offset printer/duplicating operator, 1.00 FTE shipping clerk, and 1.00 FTE for the Learning Resource Center.

### *Division Facilities*

The Division operates from a 10,120 sq. ft. building located at 1510 12th Avenue North in Fargo. It is situated in the SW portion of the North Dakota State University campus in what is commonly known as "T" lot. The main structure was constructed with legislatively appropriated funds in 1962 at the urging of the Division's founder, Dr. T.W. Thordarson. This primary

structure was approximately 8800 square feet. In 1976 the Legislative Assembly approved the construction of a 1320 sq. ft. addition to house the State Film Library. Thus, the total office space available to the Division is 10,120 square feet. Prior to 1962, the Division occupied the fourth floor of Minard Hall on the NDSU campus.

In addition to the 40 individuals who comprise the 37.7 FTE positions at the Division, Thordarson Hall is the home to five outreach employees of the Department of Public Instruction: two special education employees, two Early Childhood Tracking employees, and one employee of the School for the Deaf.

Thordarson Hall is a state building, and the Division has no rental expenses. All utilities (heat, air conditioning, lights, water, sewer) are provided by North Dakota State University as the Division's structure is actually located on University property. The Division pays for its telephone system and Internet service—but at greatly reduced charges since they are part of the NDSU system.

Since the Division's physical structure is nearly 40 years old, the Division has requested a capital improvement in the amount of $55,000 to repair the roof of the original 1962 structure.

The Division leases four photocopy machines (including two large copiers) used for duplicating the 20,000 study guides and other publications produced annually. More than six million copies were duplicated on the two large photocopy machines during fiscal 1999-2000. In addition, the Division

leases several Pitney-Bowes machines necessary for the large volume of mailing services provided.

The Division contracts for janitorial services on a monthly basis since no FTE position is available for this activity. This has caused some problems since the amount currently allotted for this does not provide the level of service needed for a building that houses more than 45 employees.

### *Conclusion*

North Dakota citizens and its representative legislature can be justifiably proud of the distance education program built and maintained at the Division.

In the larger picture of state government and relative to our own budget, the Division's general fund request is rather modest. The Division has been frugal with appropriated funds; it has been entrepreneurial in generating income for the state; it provides employment for its valued citizens; and it provides a sixty-five-year-old service that other states are now only beginning to appreciate and envy.

The emerging potential for distance education is created, in part, by factors like home education, choices in education, and the Internet—and this movement is only in its infancy. I encourage an active discussion on how the Division can better serve the citizens of the state. And since the Division has a long, reputable history of delivering distance education, it is crucial

that the school be encouraged, promoted, and supported based on that reputation, the service it provides, and the great potential it holds for education in North Dakota.

The value of distance education and the services provided by the Division is further evident as expressed by the bill proposed by I.T.D. as well as the interest shown by NDSU in the program.

I do not believe North Dakota, with a declining population and a relatively flat economy, should discourage an entrepreneurial institution that employs citizens, generates income, and provides a needed service to its citizens. That seems to be a contradiction to the daily efforts we make in our business communities, the schools, and the economic environment we hope to have for our state.

The Division provides a valuable and needed service to the students of North Dakota and has been successful in strengthening its base and creating a positive image for our state by promoting a valuable North Dakota-made product—education. We have been entrepreneurial, we have sought other sources of revenue, and we have decreased our dependence on state revenues.

I want to thank the Committee for the patience and attention you have given to me today and last Monday.

HB 1013

# DPI - Division of Independent Study

**Senate Appropriations Committee**
**March 7, 2001**

Senator Nething and members of the Committee: My name is Neil Howe and I am the Director of the Division of Independent Study.

Sixty-six years ago next Wednesday—March 14, 1935—the Legislative Assembly enacted legislation creating the Division of Independent Study in order to provide distance education to the high school community. Over the years, the Division has met and expanded this role to include grades 5-8, educated over 231,000 students, and since 1944 has graduated 2125 students. The 2000 graduating class was 119 students.

Today, the Division of Independent Study is a unit of the Department of Public Instruction. The Division is also accredited through the Department of Public Instruction and is regionally accredited through the North Central Association of Colleges and Schools. It is the sixth largest of the twenty University Continuing Education Association (UCEA) member distance education high schools.

The mission of the Division of Independent Study is to provide personalized distance learning services and educational resources. The Division's goals are:

- To offer quality distance education courses in print-based and online formats.
- To provide an online core curriculum on the WWW which includes all the courses required for the Division's high school diploma.
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-

## *Enrollments*

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## *2001-2003 Budget Recommendation*

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| Other Funds | $1,519,983 | |
| Capital Improvement | | $55,000 |
| General Fund | $ 27,500 | |
| Federal Fund | $ 0 | |
| Other Funds | $ 27,500 | |
| Equipment | | $190,000 |
| General Fund | $ 0 | |
| Federal Fund | $ 0 | |
| Other Funds | $ 190,000 | |
| Total Administration | | $5,241,166 |
| General Fund | $ 795,416 | |
| Federal Fund | $ 125,878 | |
| Other Funds | $4,319,872 | |
| **TOTAL UNIT BUDGET** | | **$5,241,166** |

The Division does not operate at a profit and has historically had no carry-over money at the end of a biennium. As a result, the Division is dependent on general fund monies to pay most salary, operating, and equipment expenditures for at least the first several months of a new biennium.

Over the last four biennia, the state has gradually decreased general fund appropriations to the Division and increased the burden of collecting special funds from the Division's customer base. I am concerned that another reduction in general fund appropriations would jeopardize that customer base and the associated revenues. I feel strongly that if the Division is

asked to significantly raise fees in order to meet another increase in special funds, this will result in fewer resident and nonresident enrollments, and this will undoubtedly be counterproductive.

I would urge that the General Fund appropriation to the Division stabilize as requested in the executive recommendation that has been adjusted for anticipated increases in salary and health care benefits. Under that situation, the Division will be required only to raise its fees in accordance with inflationary costs, and this will help to maintain the customer base at its present level.

### *Future Role for NDIS*

The Division has maintained a relatively stable number of North Dakota students since 1991. During the same period, the total number of ND students has decreased indicating a greater percentage actually using the services of the Division. Even as these North Dakota resident numbers have remained constant, the level of General Fund appropriation provided to the Division has gradually decreased. Table 2 indicates General Fund appropriations to the Division since the 1991-93 biennium.

**TABLE 2**
**Division General Fund Appropriations**

| | |
|---|---|
| 1991-1993 Biennium | $807,000 |
| 1993-1995 Biennium | $767,000 |
| 1995-1997 Biennium | $785,000 |
| 1997-1999 Biennium | $634,000 |
| 1999-2001 Biennium | $695,000 |

During this same ten-year period, the level of service provided by the Division has greatly increased. Since 1991, the Division has enhanced its delivery, services, and curriculum in the following ways:

- **added 30, one-semester middle school courses for Grades 6–8,**
- **added 4, full-year courses for Grade 5,**
- **added technology staff for computerization and web development,**
- **computerized the entire Division operation,**
- **created an internal database for enrollment, grade book, and inventory records,**
- **converted 56, one-semester print-based courses to online delivery,**
- **and provided for fax and e-mail delivery services.**

The revenue generated from nonresident fee collections and the sale of Materials-Only has, in large part, allowed the Division to make these significant advancements to modernize and provide additional services to all of its students—including North Dakotans. Without these revenues, it would not have been possible to provide the majority of these additional services and enhancements.

### *Authorized FTE, Personnel, and Related Responsibilities*

The Division currently has a total of 37.7 FTE positions, and the Legislative Assembly has capped FTE positions at that number.

As of January 1, 2001, the Division has the following personnel: a state director, one business manager, and one administrative assistant. The instructional staff included a .50 FTE elementary principal/teacher, a secondary principal, one academic advisor, and 16.90 licensed teachers. In

addition to the instructional staff there are 15.30 FTE support personnel including 2.50 FTE technology staff, 1.00 FTE front office manager, 1.00 FTE registrar, 1.00 FTE bookstore manager, 2.30 FTE desktop publishers, 4.50 FTE office assistants/clerks, 1.00 FTE offset printer/duplicating operator, 1.00 FTE shipping clerk, and 1.00 FTE for the Learning Resource Center.

### *Division Facilities*

The Division operates from a 10,120 sq. ft. building located at 1510 12th Avenue North in Fargo. It is situated in the SW portion of the North Dakota State University campus in what is commonly known as "T" lot. The main structure was constructed with legislatively appropriated funds in 1962 at the urging of the Division's founder, Dr. T.W. Thordarson. This primary structure was approximately 8800 square feet. In 1976 the Legislative Assembly approved the construction of a 1320 sq. ft. addition to house the State Film Library. Thus, the total office space available to the Division is 10,120 square feet. Prior to 1962, the Division occupied the fourth floor of Minard Hall on the NDSU campus.

In addition to the 40 individuals who comprise the 37.7 FTE positions at the Division, Thordarson Hall is the home to five outreach employees of the Department of Public Instruction: two special education employees, two Early Childhood Tracking employees, and one employee of the School for the Deaf.

Thordarson Hall is a state building, and the Division has no rental expenses. All utilities (heat, air conditioning, lights, water, sewer) are provided by North Dakota State University as the Division's structure is actually located on University property. The Division pays for its telephone system and Internet service—but at greatly reduced charges since they are part of the NDSU system.

Since the Division's physical structure is nearly 40 years old, the Division requests a capital improvement in the amount of $55,000 to repair the roof of the original 1962 structure.

The Division leases four photocopy machines (including two large copiers) used for duplicating the 20,000 study guides and other publications produced annually. More than six million copies were duplicated on the two large photocopy machines during fiscal 1999-2000. In addition, the Division leases several Pitney-Bowes machines necessary for the large volume of mailing services provided.

The Division contracts for janitorial services on a monthly basis since no FTE position is available for this activity. This has caused some problems since the amount currently allotted for this does not adequately provide the level of service needed for a building that houses more than 45 employees. As an optional package, I have requested an additional $13,000 for janitorial services for the Division.

## *Senate Bill 2251*

Senate Bill 2251 has passed the Senate on a 46-2-1 vote. This bill not only creates a re-configured Educational Technology Council, it transfers the administration and supervision of the Division of Independent Study from the DPI to the Council.

In the event this bill passes in the House of Representatives and is eventually enacted, I would urge you to also consider my optional package amendment request of $150,000 to develop more online courses. If the intent of the Senate and entire Legislative Assembly is to accelerate and advance the Division's ability to deliver K-12 distance education, this only seems to be a reasonable and logical request.

## *Conclusion*

North Dakota citizens and its representative legislature can be justifiably proud of the distance education program built and maintained at the Division.

In the larger picture of state government and relative to our own budget, the Division's general fund request is rather modest. The Division has been frugal with appropriated funds; it has been entrepreneurial in generating income for the state; it provides employment for its valued citizens; and it provides a 66 year-old service that other states are now only beginning to appreciate and envy.

The emerging potential for distance education is created, in part, by factors like home education, choices in education, and the Internet—and this movement is only in its infancy. I encourage an active discussion on how the Division can better serve the citizens of the state. And since the Division has a long, reputable history of delivering distance education, it is crucial that the school be encouraged, promoted, and supported based on that reputation, the service it provides, and the great potential it holds for education in North Dakota.

The value of distance education and the services provided by the Division are further evident as expressed by the bill proposed by Technology Committee as well as the interest shown by NDSU in the program.

I do not believe North Dakota, with a declining population and a relatively flat economy, should discourage an entrepreneurial institution that employs citizens, generates income, and provides a needed service to its citizens. That seems to be a contradiction to the daily efforts we make in our business communities, the schools, and the economic environment we hope to have for our state.

The Division provides a valuable and needed service to the students of North Dakota and has been successful in strengthening its base and creating a positive image for our state by promoting a valuable North Dakota-made product—education. We have been entrepreneurial, we have sought other sources of revenue, and we have decreased our dependence on state revenues. I am encouraged with the House action on our budget proposal and seek this Committee's continued commitment to the Division program.

# North Dakota Division of
# Independent Study Questionnaire
# High School / Middle School / Elementary School

**To help us better serve the needs of students, please respond to the following questions. Return the questionnaire with your enrollment form. Thank you for your cooperation!**

1. How did you find out about the North Dakota Division of Independent Study?

   ____ parent ____counselor ____home school group ____other
   ____supervisor ____friend ____school administrator

2. Why are you taking this independent study course?

   ____ The course is not offered in the local school.
   ____ To repeat a course failed in the local school.
   ____ Because of a scheduling conflict in the local school.
   ____ Home schooled.
   ____ It is part of the diploma requirements to graduate from NDIS.
   ____ Self-enrichment.

3. What other independent study courses would you like to see offered?

4. The Division offers many courses via the Internet. What courses would you like to see offered by this delivery method?

5. We appreciate constructive criticism, suggestions, and compliments. Please write any comments you wish to share with our staff.

May we use your name and quote in a future NDIS newsletter or catalog?

____ yes ____ no

Signature_____ Date _____

# North Dakota Division of Independent Study
# Questionnaire Survey Results

## Why are you taking this independent study course?

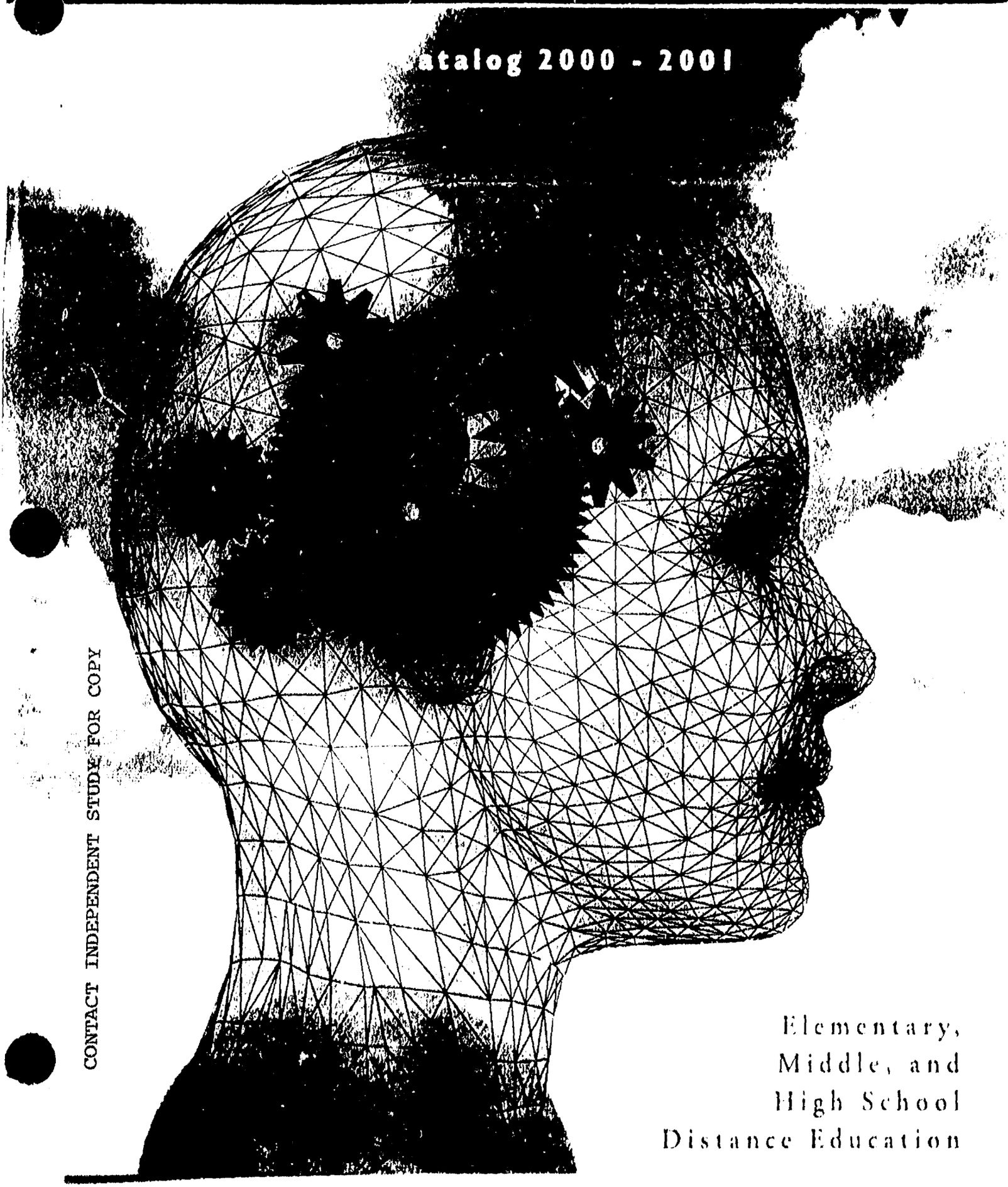
- The course is not offered in the local school. **11%**
- To repeat a course failed in the local school. **24%**
- Because of a scheduling conflict in the local school. **26%**
- Home schooled **22%**
- It is part of the diploma requirements to graduate from NDIS. **5%**
- Self-enrichment. **12%**

*(There were 246 questionnaires used in this survey. )*

# NORTH DAKOTA

## DIVISION OF INDEPENDENT STUDY

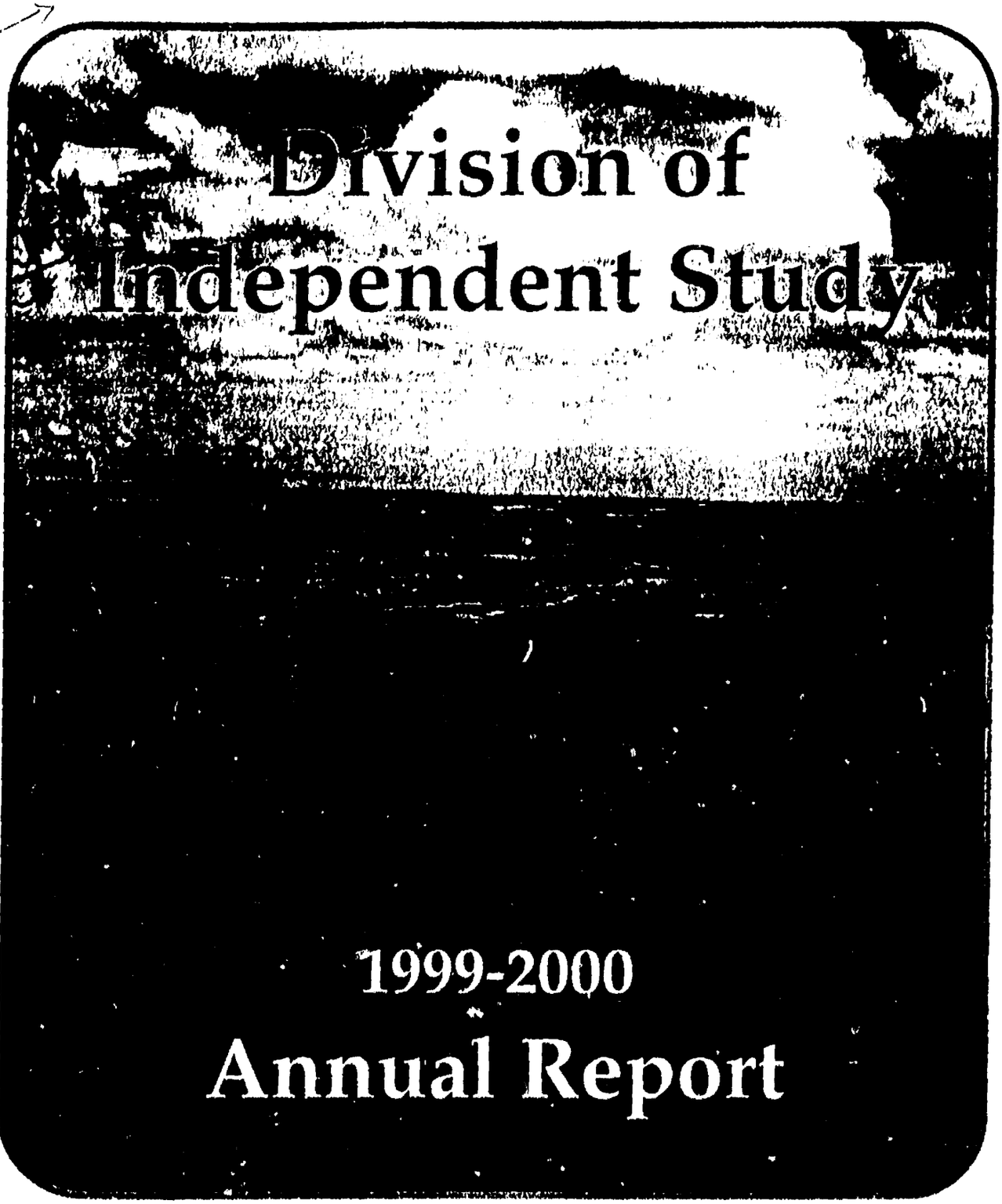
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CONTACT INDEPENDENT STUDY FOR COPY

Elementary,
Middle, and
High School
Distance Education

CONTACT INDEPENDENT STUDY OR STATE LIBRARY FOR A COPY



# Division of Independent Study

## 1999-2000 Annual Report

**ND DIVISION OF INDEPENDENT STUDY**
Neil D. Howe, State Director
DEPARTMENT OF PUBLIC INSTRUCTION
Dr. Wayne G. Sanstead, Superintendent
Fargo, North Dakota 58105-5036

NDIS

Fifty-seventh
Legislative Assembly
of North Dakota

# HOUSE BILL NO. 1014

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 committee on protection and advocacy.

**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, to the committee on protection and advocacy for the purpose of defraying the expenses of protection and advocacy services, for the biennium beginning July 1, 2001, and ending June 30, 2003, as follows:

| | |
|---|---|
| Total all funds | $2,574,768 |
| Less estimated income | 1,693,022 |
| Total general fund appropriation | $881,746 |

# RETAKE

**DATRUE**

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**Mandan, ND 58554**
**701-663-8930**