MICROFILM DIVIDER

OMB/RECORDS MANAGEMENT DIVISION
SFN 2053 (2/85) 5M

ROLL NUMBER

DESCRIPTION

2013

2007 SENATE APPROPRIATIONS

SB 2013

2007 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2013

Senate Appropriations Committee

☐ Check here for Conference Committee

Hearing Date: 01/18/07

Recorder Job Number: 1378

Committee Clerk Signature

Minutes:

Chairman Holmberg opened the hearing on SB 2013 with the calling of roll call. He indicated there will be a subcommittee including Senators Holmberg, Wardner and Robinson. He also indicated that Senators Robinson and Fischer will be in and out testifying on other bills this morning.

Dr. Wayne G. Sanstead, State Superintendent, Department of Public Instruction (DPI) presented written testimony (1, 2) discussing the DPI educational services and reforms to the education finance policy, ND education today, DPI responsibilities, and the five year strategic plan. He then introduced Bonnie Miller, financial manager, to discuss the budget.

Chairman Holmberg commented that he appreciated the chart that took out the big eight school districts.

Senator Robinson asked that the subject of Reorganization and consolidation be further discussed and without naming schools do we have any being reorganized or consolidated. The response was yes there are and it depends school size, numbers of students as a part of the consideration.

Senator Grindberg asked that additional comments be provided as to where ND is compared to other states. where the P16 is and where it is going. The response was there was a year

long study on P16 which resulted in a statewide perspective with 26 proposals, a number of which are in bills.

Senator Mathern indicated he had heard that Minnesota will have every high school granduate earning one year of college by the time they are finished with high school. How does that compare with our ND. The response was that is a movement taking place in our state. Students take enough college courses to complete one or two years of college.

Senator Robinson questioned students choosing not to take electives and the suggestions in some states that grade 12 be eliminated and more money be put into early childhood education. The response was that there are a number of P16 proposals dealing with early childhood education. The early part of education is clearly the best part to eliminate a lot of issues the children have had.

Chairman Holmberg questioned the attitude of people relating to P16 and whether it has changed since a few years ago when an early childhood education licensing bill was introduced and it was extremely difficult educating legislators. The response was that early education is taking on every greater meaning.

Senator Tallackson indicated the healthy living issue had not been discussed. The response was it is the Department's responsibility and school encouragement to prepare students to a healthy lifestyle. There is also federal responsibility which has resulted in some changes in the schools.

Bonnie Miller, Fiscal Director, DPI, provided written testimony (1) regarding the budget request for 2007-09 biennium. She discussed the administrative funding and indicated other individuals would be talking about other areas of the budget. She indicated the first three pages of the handout page 1-3 show the legislative appropriation for 2005-07 biennium, the executive recommendation for 2007-09, and page 4 is the executive recommendation

summary spreadsheet. She further discussed the budget recommendations: 1) to withdraw a request for 3.5 FTE's, 2) to withdraw the salary line for those positions, 3) to increase the federal appropriation authority on the grants, and 4) to increase the federal appropriation authority to the operating expenses on the 2005-07 budget. She then discussed the request for 2 FTE's which is in the current budget, the FTE withdrawal requests, the listing of current FTE's, the federal grant information listing page 11, the detail description of each of the grants, the optional request summary page 22, the optional request narratives,

Chairman Holmberg suggested she work with Roxanne to develop the first three amendments.

Greg Gallagher, Director of Standards and Achievements, DPI, addressed Priority 5, the optional requests related to the State Assessment System (page 27), indicating state and federal law require assessment systems. He stated the assessment in the state funds would constitute one fifth of one percent of the overall outlay on education funding in the state.

Chairman Holmberg asked that a matrix of the testing system of ND be provided.

Other questions asked included clarification of the amount of money requested, whether this is a new situation or whether the Governor's Office agreed to this,

Mr. Sanstead responded to the testimony and questions indicating Priority 5 retrospectively takes on a greater meaning and needs to take a higher priority.

Lt. Governor Dalrymple, discussed some concerns about SB 2200 bringing out one mechanical issue. The bill was heard in Senate Education and will be coming to Senate Appropriations. One item is that an amendment will need to be put on SB 2013 because SB 2200 contains a recommendation of the education commission regarding school construction and remodeling of the program. It recommends a series of interest rate buy down incentives

for school construction in which the terms and amounts get stronger as a school is classified as an equity school.

Chairman Holmberg indicated Roxanne is aware of this and it will not fall through the cracks. In the end the two bills will reconcile each other.

Irish Linnertz, DPI, testified on priority 2, the salary equity increases on page 23, discussing the accomplishments of the agency and what has happened during the last two years and the requests for funding to assist in the recruitment and retention efforts and the appropriation authority in general fund money.

Bonnie Miller did indicate the Governor did approve funding in his budget, and the priorities indicate the optional funding. She indicated the chart on page 25 shows the general operating fund obligations for 2007-09.

Chairman Holmberg asked that the subcommittee be provided with a document indicating the cost associated with both P16 and commission on education improvement, including a rock cost of what the additional IT time could be legitimately said this is because of the involvement in the P15 and governor's commission. We as a committee don't have a good handle on IT and the impact it has on various agencies.

Tom Decker, DPI, discussed priority 3, the school finance unit, discussed the additional FTE in the finance unit and the demographics and school organization update. He further discussed the duties of the department and justified the addition of one FTE. He presented an overview of the demographics indicating the student count is down 1500 students from last year, discussing the charts on pages 34, 35, 36, and 37 which reflect a decline in the enrollments. The only district growing is West Fargo.

Questions included what the percentage of decline is in the districts other then the big eight, discussing the chart on page 34 and the projects for the budget in the future there will be

increases have there been modeling done as to a reconciliation of factors, whether SB 2200 will require school districts to affiliate with high schools, discuss how data is collected on home schools and private schools, what is the student to teacher ratio and correlation with the declining needs, and if schools of same size, same number of teachers have the same payments.

The responses were the big eight was 8 percent and the others were 23 percent; there has been documentation as to shared services in the education realm annually districts and regional districts will systematically review the services needed and there will be a continuing shift of services for cost effectiveness, no districts do not have to affiliate with high schools, there is s similar decline in public and private schools and there is no real data on home schools, there are basic core curriculum needs, basic teacher needs, and there has been a lot of discussion on declining enrollments, and lastly, the formula used for foundation payments has a pretty significant difference from district to district.

Tracy Korsmo, Director, Management Information Systems, DPI, discussed the foundation aid re-write indicating the Governor's Commission on Education Improvement recommended changes in the funding formulas used by the foundation aid. He also discussed the migration of DPI data from the main frame and the budget to support this objective.

Janet Welk, Education Standards and Practices Board, DPI, distributed written testimony (3), providing information on the migration of DPI data and reports as well as ESPB teacher licensure system. She discussed the Teacher Quality Enhancement Grant of 2002, the amendment in 2003, the denial off the fifth year extension, the preparation of the Governor's Budget prior to the denial of the extension, and the optional budget request to carry out this project.

Bonnie Miller discussed priority 7 request for the limited English Proficient Student Program Administration. She indicated there had previously been no appropriation but to carry out the requirements, there needs to be funding.

Bob Rutten, Director, Special Education Department, DPI, discussed the special education service needs. He indicated in the past few years, the state has been unable to fully reimburse for the costs in special education. He briefly discussed the Governor's Commission on Education Improvement, the large discrepancy in special education compensation compared to other states, and the increase in the special education funding.

Senator Seymour asked about the special education alignment. The response was that yes this was raised as an issue and there is language to reduce the numbers.

Bonnie Miller indicated on page 30 of the handout, there is a chart showing the current budget and what is being requested.

Lonnie Haas, Director, Governor's School of North Dakota, distributed written testimony (4) and presented members of the Governor's School program.

Shawn Affolter, Senior, Century High School, Bismarck, participated in the business and entrepreneurship program.

Hunter Martin, Washburn High School, participated in the mathematics program in the 2005 Governor's School.

Becky Maier, Century High School, Bismarck, participated in the math program in 2005.

Nicole Robertson, Grand Forks Central, participated in the 2005 performing Arts program.

Hannah Johnson, Senior Century High School, Bismarck, participated in the math portion of the 2005 Governor's School.

Anna Lee Hulm, senior, Linton High School, participated in the business portion of the Governor's School in 2006. She further described the purpose of the program.

Marty Odermann Gardner, ND Teachers Center Network, distributed written testimony of a brochure (5) requesting additional funds to be added to the budget as seed money for the teacher centers.

Walter Kibler, representing ND Pleasure Writing Project and the Red River Valley Writing Project, located in Grand Forks. Indicated they were requesting an increase for the biennium for each site. He described the writing projects indicating they are to increase professional development for teaching.

Matt Wallace, ND Museum of Art, distributed written testimony (7) as to the rural school iniative and what the museum does and funds they are requesting.

Senator Mathern asked how this is coordinated with the Plains Art Center in Fargo. The response was that the Plains Art is a one day affair and the Museum of Art goes into communities and does a week long display.

Senator Holmberg indicated that part of this fund helps districts bring students into the exhibit.

Chairman Holmberg called for a short break and indicated the School for the Blind and School for the Deaf would each have a half hour.

Dennis J. Fogelson, Superintendent, ND School for the Deaf, Devils Lake, presented written testimony (8) describing information included in his testimony handout. He discussed the program, and a chart of services. He then introduced the next speaker.

Carol Lybeck, Director of Education and Outreach, presented an overview of the services and background related to those services. She indicated there has been an expansion of the program and discussed major accomplishments in each area. Far more service is being provided then the 26 students at the school.

Chairman Holmberg indicated OMB was presenting the committee with a copy of the breakdown as to money that goes to outreach and the students at the school.

Eric Lysne, Business Manager, School for the Deaf, testified in support of SB 2013 and presented an overview of the budget, indicating monies would be turned back to the general fund and one FTE position and an optional adjustment was unfunded.

Senator Krauter asked about the unfunded FTE positions and how many were left vacant. The response was that the unfunded positions are not in the budget.

Dennis Fogelson, Superintendent, ND School for the Deaf, Indicated in the 2007-09 budget request there was one vacant teaching position unfunded. There are vacant positions under review for future needs. If the positions do not need to be filled we are asking for an amendment to allow the flexibility to transfer the salary savings and redirect it to the capital asset account to take care of immediate needs. He then described the specific needs.

Carmen Grove Suminski, Superintendent, ND Vision Services, School for the Blind, Grand Forks, presented written testimony (9) indicating that the school will celebrate 100 years in 2008. She further discussed the mission and history of the school, the advisory committee, the strategic plan, the organizational status, the accreditation status, the organizational status study of Roger Worner, diabetic statistics, services provided by region.

Tami Purcell, Business Manager, School for the Blind, presented written testimony (9) on the requested budget and the needs for capital improvements.

Carmen Grove Suminski, Superintendent, discussed the critical need to supply services to the state of ND, to meet the needs of the aging population, the technology center, national recognition and affiliations, crediting Dr. Sanstead and the legislature for their support of the school.

Several questions were raised regarding the facility its use, the current leasing of the facility, the historical perspective of the buildings and facility changes, and requested comments on the combination of the School for the Blind and School for the Deaf.

Bruce Murry, lawyer, ND Protection and Advocacy Project (P&A), presented written testimony (10) in support of SB 2013 requested continued support of the policy of services, funding of the services adequately and expect that vision services continue to move toward their goal.

Bruce McComish, District 8, distributed written testimony (11) supporting the SB 2013. He presented personal testimony about his daughter's experience with Braille, the technologies available, and his support of the school's services provided.

Allen Peterson, Legislative Liaison for the ND Education for the Blind, presented written testimony (12) introducing a proposal for two additional instructors to provide rehabilitation skills and training to adults. He testified to the justification for the positions, the current status of rehabilitation for adults and a proposed budget. He also indicated he is not supportive of the combination of the two schools.

Zelda Gebhard, Edgeley, presented written testimony (13) indicating she is legally blind, very involved on the Governor's Advisory board for the State Rehabilitation Council, and in support of SB 2013.

Chairman Holmberg closed the hearing for the morning to reconvene in the afternoon. The afternoon session reconvened.

Doris Ott, State Library of ND, presented written testimony (15) in support of SB 2013. She discussed the library card and what services it provides, the budget and its optional budget, disability services, and additional staffing needs. She then read testimony (16) from **Brian Knorr and Dakota Anderson, students,** whom could not attend the hearing.

Kelly Steckler, Legislative Chair, ND Library Association, provided written testimony (17) in support of the SB 2013 as well as the specific inclusion of additional money for State Aid for

Public Libraries. She then read written testimony (18) from **Marlene Anderson, ND Library Association,** who was in support of SB 2013.

Tom Jones, Director, Bismarck Veteran's Memorial Public Library, Bismarck, presented written testimony (19) in support of SB 2013 indicating state aid makes a very big difference in purchasing power of local libraries.

Written testimony (20, 21) from **Bonnie Krenz, Direcotr, Griggs County Public Library, Cooperstown and Jerry Kaup, Library Director, Minot Public Library Board**, was distributed in support of SB 2013.

Senator Wardner asked if the requested funds were in the governor's budget. The response was yes.

Chairman Holmberg closed the hearing on SB 2013.

2007 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2013

Senate Appropriations Committee

☐ Check here for Conference Committee

Hearing Date: 01-18-07

Recorder Job Number: 1395

Committee Clerk Signature Alice Delzer

Minutes:

Chairman Holmberg opened the hearing on SB 2013 on January 18, 2007 regarding the Department of Instruction. Testimony will be on behalf of the State Library.

Doris Ott, State Librarian of North Dakota gave oral testimony and written testimony (1) in support of SB 2013.

The North Dakota State Library is a service agency for the citizens and all type of libraries. Our product is access to information. We currently serve 83 public libraries, 500 school libraries, state government and North Dakota citizens. We are an advisor to libraries and local government, a facilitator and coordinator for a state wide services and new ideas and a catalyst for the use of new technology and the delivery of information. The proposed budget maintains the existing library services and recommends an increase of $200,000 for state agency public libraries and an authorization for an additional FTE to provide outreach training for students, librarians, teachers and citizens relating to accessing Online Library Resources. Today I have three goals: 1. to impress upon you how important libraries are to the educational process and economic development of North Dakota community; 2. to peak your interest in library issues and 3. to inform you about the return you will receive on dollars you invest in library. Her testimony included information concerning the world wide web and how it has changed the way the library works. She also read written testimony (2) fro Brian Knoor and

Dakota Anderson, students from Velva High School saying thank you for the support already given and asking for passing this bill concerning the State Library. We are asking that you continue to support the base budget of the North Dakota State Library. Some of the services that are included in the base budget are:

1. Leadership and Library Development.
2. Workshops and Continuing Education.
3. Reference and Interlibrary Loan Services.
4. Training and Technical Assistance.
5. Services to State Agencies.
6. Disability Services.
7. Staff. (We do not use of outsource or contracted employees).
8. State Aid to Public Libraries.
9. Training.

We are requesting that you support Governor Hoeven's budget item that provides an increase of $200,000 for State Aid to Public Libraries. We are also asking that you support the $84,450 in the Executive Budget Recommendation for an additional staff member to provide outreach training relating to accessing the online Library Resources. In written testimony that was submitted at earlier testimony is a survey that was taken relative to the State Library (attachment B) We live in an information-based economy. Libraries are the information providers. I would like to thank you for the support you've given to the State Library in the past and for your consideration today. We appreciate your support and passing SB 2013.

Kelly Steckler Director, Mandan Public Library and Legislative Chair for the North Dakota Library Association gave written testimony (3) and oral testimony in support of SB 2013. She passed out written testimony (4) of Marlene Anderson in support of SB 2013.

Tom Jones, Director Bismarck Vetereans memorial Public Library, Bismarck presented written testimony (5) and oral testimony in support of SB 21013.

Chairman Holmberg stated there will be subcommittee that will be looking at your budget along with the other parts of this bill.

Doris Ott passed out written testimony (6) from Jerry Kaup, Minot Public Library Board, and written testimony (7) from Bonnie Krenz, Library Director for Griggs County Public Library, Cooperstown, ND. . Both testimonies were submitted in support of SB 2013.

Senator Warder had questions regarding the $84,450 for the FTE was in the Governor's budget. He was told yes.

Chairman Holmberg closed the hearing on SB 2013.

2007 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2013

Senate Appropriations Committee

☐ Check here for Conference Committee

Hearing Date: 01/31/07

Recorder Job Number: 2389

Committee Clerk Signature

Minutes:

Senator Holmberg opened the sub-committee hearing on SB 2013, Department of Public Instruction, and discussed various topics that would be covered today.

Bonnie Miller testified that the State Auditor determined that the library was not doing their reports correctly, subsequently they did not get state funding because of that. This bill is now on a match basis so they get their funding from HB 1103 and 1309 because the formula to apply funding is different.

Regarding SB 2013, OMB was asked to present a breakdown of costs associated with the education of the resident students versus the outreach students, the School for the Deaf optional budget, the requested language to be flexible with the salaries to deferred maintenance,.

Senator Holmberg asked Bonnie to provide a breakdown of costs for FTE's and other costs for the flexibility in the School for Blind, the rational for the work load a breakdown of the costs for the Governor's Commission, and a handout for expenses incurred by the Education Commission.

Senator Holmberg indicated there are several areas to consider; a list of budget requests from within and outside the agency, the agency requests, the optional items on page 30 of Bonnie's testimony, the priority list with #5 being top priority now, the list of equity positions

and optional equity positions for DPI, the foundation aid rewrite in addition to redoing the system, number six on the green sheet, several items on the budget, policy issues, the application replacement as it relates to the main frame becoming more user friendly, the refugee program, . The areas of concern mentioned here were further discussed by members of the department. Senator Holmberg indicated to Roxanne to include an addition to the amendment. He also indicated he had talked with the policy committee in the house and there will be a recommendation to them to look at this and get recommendations to us on policy issues.

Senator Robinson indicated ITD gets beat up a lot, but they are a fee for service agency.

Joe indicated there is an additional proposal from ITD and **Roxanne** asked to include an amendment.

Senator Holmberg indicated the amendment could not be finished until after SB 2200 has been done. The other areas of concern were discussed including the art program, the teacher center network, the lead center, the Northern Plains writing program and the Red River Writers Program, the Rural Art Project, the North Central Council of School Television, and the Social Studies and Civic Ed program for new textbooks

Chairman Holmberg closed the subcommittee hearing on SB 2013 indicating the next meeting may not be until after SB 2200 is heard.

2007 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2013

Senate Appropriations Committee

☐ Check here for Conference Committee

Hearing Date: 02-08-07

Recorder Job Number: 3228

Committee Clerk Signature Alice Delzer

Minutes:

Chairman Holmberg opened the hearing on SB 2013 on February 8, 2007 in reference to the Department of Public Instruction (DPI) the school for the deaf, ND vision services –school for the blind, and the state library. He stated that two sets of amendments are being presented to the committee and explained the 1st amendment to the committee.

Senator Grindberg made the motion to pass the 1st amendment. Senator Wardner seconded. The motion carried.

Senator Robinson presented the 2nd amendment to the committee. There was further discussion regarding kindergarten (KK) in the schools and the dollar amount in the amendment. He stated he thought it was a fair estimate from DPI. SB 2200 was also discussed at this time.

Senator Grindberg made the motion to pass the 2nd amendment. Senator Krebsbach seconded. The motion carried.

Senator Mathern questioned why this request was not presented in the Kindergarten bill.

Chairman Holmberg stated that the prime sponsor of the KK bill is aware of this bill.

Further discussion followed regarding At Risk children, SB 2200, equity issues, if any federal funding is available or if total funding is from the state. Also there were concerns about the schools having room and funds to support KK programs. Senator Robinson stated it is not

mandatory, but KK should be on the high priority list. He also addressed problems the smaller school districts have regarding this bill. He stated free KK pays for itself in the long run.

Senator Mathern stated he has concerns for our youngsters and we need to provide them every opportunity to advance in their education.

Senator Wardner said the family structure is different now then a few years ago.

Chairman Holmberg shared that years ago children started 1st grade when they were five years old and there was no KK back then. Discussion also followed regarding SB 2240.

Senator Robinson moved a DO PASS AS AMENDED , Senator Wardner seconded. A roll call vote was taken resulting in 13 yeas, 0 nays, and 1 absent. Senator Holmberg will carry the bill.

The hearing on SB 2013 closed.

FISCAL NOTE

Requested by Legislative Council
01/02/2007

Bill/Resolution No.: SB 2013

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

	2005-2007 Biennium		2007-2009 Biennium		2009-2011 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
Revenues	$0	$0	$0	$0	$0	$0
Expenditures	$0	$0	$10,764	$0	$10,764	$0
Appropriations	$0	$0	$10,764	$0	$10,764	$0

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

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

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

The Governor's 2007-2009 compensation package includes an additional $10,764 for the Superintendent's salary increase, which is maintained in subsequent bienniums.

B. **Fiscal impact sections:** *Identify and provide a brief description of the sections of the measure which have fiscal impact. Include any assumptions and comments relevant to the analysis.*

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 2007-2009 compensation package includes an additional $10,764 for the Superintendent's salary increase, which is maintained in subsequent bienniums.

C. **Appropriations:** *Explain the appropriation amounts. Provide detail, when appropriate, for each agency and fund affected. Explain the relationship between the amounts shown for expenditures and appropriations. Indicate whether the appropriation is also included in the executive budget or relates to a continuing appropriation.*

Name:	Bonnie J. Miller	**Agency:**	Public Instruction
Phone Number:	328-2346	**Date Prepared:**	01/08/2007

78037.0103
Title.
Fiscal No. 3

Prepared by the Legislative Council staff for
Senator Holmberg
February 7, 2007

PROPOSED AMENDMENTS TO SENATE BILL NO. 2013

Page 1, line 3, replace the second "and" with "to provide for transfers;"

Page 1, line 5, after "instruction" insert "; and to declare an emergency"

Page 3, line 10, replace "1,754,242" with "1,350,102"

Page 3, line 11, replace "6,195,986" with "6,075,986"

Page 3, line 18, replace "19,531,723" with "19,702,723"

Page 3, line 20, replace "1,000,000" with "(1,000,000)"

Page 3, line 21, replace "105,322,951" with "102,969,811"

Page 3, line 22, replace "30,180,812" with "29,776,672"

Page 3, line 23, replace "75,142,139" with "73,193,139"

Page 4, line 11, replace "177,735" with "281,139"

Page 4, line 12, replace "13,452" with "33,492"

Page 4, line 14, replace "265,817" with "389,261"

Page 4, line 16, replace "268,147" with "391,591"

Page 4, line 17, replace "76,359,321" with "74,533,765"

Page 4, line 18, replace "30,037,707" with "29,633,567"

Page 4, line 19, replace "106,397,028" with "104,167,332"

Page 4, line 29, replace "11,811,194" with "11,407,054"

Page 4, line 30, replace "21,088,294" with "20,968,294"

Page 5, line 3, replace "227,530,806" with "227,701,806"

Page 5, remove line 4

Page 5, line 7, replace "1,037,666,173" with "1,035,313,033"

Page 5, line 8, replace "326,080,447" with "325,676,307"

Page 5, line 9, replace "711,585,726" with "709,636,726"

Page 5, line 28, replace "2,874,015" with "2,977,419"

Page 5, line 29, replace "620,758" with "640,798"

Page 5, line 31, replace "3,636,873" with "3,760,317"

Page 6, line 2, replace "2,792,756" with "2,916,200"

Page 6, line 3, replace "724,199,696" with "722,374,140"

Page 6, line 4, replace "329,770,326" with "329,366,186"

Page 6, line 5, replace "1,053,970,022" with "1,051,740,326"

Page 6, after line 5, insert:

"**SECTION 4. APPROPRIATION.** There is appropriated from special funds derived from federal funds and other income the sum of $22,000,000, or so much of the sum as may be necessary, to the superintendent of public instruction for operating expenses and for providing grants for the period beginning with the effective date of this Act and ending June 30, 2007."

Page 7, after line 10, insert:

"**SECTION 11. LINE ITEM TRANSFER AUTHORITY.** Notwithstanding section 54-16-04, the director of the office of management and budget may make transfers of funds up to $240,000 from the salaries and wages line item to the operating expenses and capital assets line items in subdivision 3 of section 3 of this Act for the school for the deaf as may be requested by the superintendent of public instruction for increased instructional costs and extraordinary repair needs."

Page 7, after line 21, insert:

"**SECTION 14. EMERGENCY.** Section 4 of this Act is declared to be an emergency measure."

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2013 - Summary of Senate Action

	EXECUTIVE BUDGET	SENATE CHANGES	SENATE VERSION
Department of Public Instruction			
Total all funds	$1,037,666,173	($2,353,140)	$1,035,313,033
Less estimated income	326,080,447	(404,140)	325,676,307
General fund	$711,585,726	($1,949,000)	$709,636,726
State Library			
Total all funds	$5,861,312	$0	$5,861,312
Less estimated income	1,881,600		1,881,600
General fund	$3,979,712	$0	$3,979,712
School for the Deaf			
Total all funds	$6,805,664	$0	$6,805,664
Less estimated income	964,162		964,162
General fund	$5,841,502	$0	$5,841,502

Vision Services - School for the Blind			
Total all funds	$3,636,873	$123,444	$3,760,317
Less estimated income	844,117		844,117
General fund	$2,792,756	$123,444	$2,916,200
Bill Total			
Total all funds	$1,053,970,022	($2,229,696)	$1,051,740,326
Less estimated income	329,770,326	(404,140)	329,366,186
General fund	$724,199,696	($1,825,556)	$722,374,140

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

	EXECUTIVE BUDGET	SENATE CHANGES	SENATE VERSION
Salaries and wages	$11,811,194	($404,140)	$11,407,054
Operating expenses	21,088,294	(120,000)	20,968,294
Grants - State school aid	724,165,879		724,165,879
Grants - Special education contracts	17,500,000		17,500,000
Grants - Transportation	33,500,000		33,500,000
Grants - Other grants	227,530,806	171,000	227,701,806
JPA incentives	2,000,000	(2,000,000)	
Transportation efficiency	30,000		30,000
National board certification	40,000		40,000
Total all funds	$1,037,666,173	($2,353,140)	$1,035,313,033
Less estimated income	326,080,447	(404,140)	325,676,307
General fund	$711,585,726	($1,949,000)	$709,636,726
FTE	98.25	(3.50)	94.75

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

	REMOVES 3.5 FTE POSITIONS AND RELATED SALARIES AND WAGES FUNDING [1]	INCREASES FUNDING FOR THE STATE SCHOOL AID COMPUTER SYSTEM REWRITE [2]	INCREASES FUNDING FOR THE TEACHER LICENSURE APPLICATION REWRITE [3]	DECREASES FUNDING FOR THE STATE ASSESSMENT PROGRAM [4]	INCREASES FUNDING FOR OTHER GRANTS [5]	REMOVES FUNDING FOR JPA INCENTIVES [6]
Salaries and wages	($404,140)					
Operating expenses		$100,000	$230,000	($450,000)		
Grants - State school aid						
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants					$171,000	
JPA incentives						($2,000,000)
Transportation efficiency						
National board certification						
Total all funds	($404,140)	$100,000	$230,000	($450,000)	$171,000	($2,000,000)
Less estimated income	(404,140)					
General fund	$0	$100,000	$230,000	($450,000)	$171,000	($2,000,000)
FTE	(3.50)	0.00	0.00	0.00	0.00	0.00

	TOTAL SENATE CHANGES
Salaries and wages	($404,140)
Operating expenses	(120,000)
Grants - State school aid	
Grants - Special education contracts	
Grants - Transportation	
Grants - Other grants	171,000
JPA incentives	(2,000,000)
Transportation efficiency	
National board certification	
Total all funds	($2,353,140)
Less estimated income	(404,140)
General fund	($1,949,000)
FTE	(3.50)

[1] This amendment removes 3.5 FTE positions and related salaries and wages funding from special funds sources.

2 This amendment increases funding from the general fund for the rewrite of the state school aid computer system by $100,000, from $400,000 to $500,000.

3 This amendment increases funding from the general fund for the rewrite of the teacher licensure application used by the Department of Public Instruction and the Education Standards and Practices Board by $230,000, from $500,000 to $730,000. The increase in funding will fund the estimated cost of the project, including the Education Standards and Practices Board portion of the project.

4 This amendment decreases funding for the state assessment program by $450,000, from $1,667,928 as recommended in the executive budget to $1,217,928, the same level of funding appropriated for the 2005-07 biennium.

5 This amendment increases funding for the grants - other grants line item by $171,000 from the general fund to reflect increases in the following grants:

	2005-07 APPROPRIATION	2007-09 EXECUTIVE BUDGET	2007-09 SENATE VERSION	INCREASE FROM EXECUTIVE BUDGET
North Dakota Governor's School	$270,000	$270,000	$320,000	$50,000
Teacher center network	$230,000	$230,000	$276,000	$46,000
LEAD Center	$235,000	$235,000	$245,000	$10,000
Northern Plains writing project	$48,000	$48,000	$58,000	$10,000
Red River Valley writing project	$40,000	$40,000	$50,000	$10,000
North Dakota Museum of Art - Rural art outreach project	$250,000	$250,000	$295,000	$45,000

6 This amendment removes funding of $2 million from the general fund provided for joint powers agreement incentives. This funding is included in Senate Bill No. 2200.

This amendment also adds a section appropriating $22 million of special funds to the department for operating expenses ($2 million) and providing grants to school districts ($20 million) during the 2005-07 biennium.

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

This amendment adds a section to the bill allowing the School for the Deaf to transfer up to $240,000 from the salaries and wages line item to the operating expenses and capital assets line items for increased instructional costs and extraordinary repair needs.

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

	EXECUTIVE BUDGET	SENATE CHANGES	SENATE VERSION
Salaries and wages	$2,874,015	$103,404	$2,977,419
Operating expenses	620,758	20,040	640,798
Capital assets	142,100		142,100
Total all funds	$3,636,873	$123,444	$3,760,317
Less estimated income	844,117		844,117
General fund	$2,792,756	$123,444	$2,916,200
FTE	27.00	1.00	28.00

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

	PROVIDES FUNDING FOR ADDITIONAL ADULT SERVICES [1]	TOTAL SENATE CHANGES
Salaries and wages	$103,404	$103,404
Operating expenses	20,040	20,040
Capital assets		
Total all funds	$123,444	$123,444
Less estimated income		
General fund	$123,444	$123,444
FTE	1.00	1.00

1 This amendment provides funding of $123,444 from the general fund for providing additional adult services, including $103,404 for salaries and wages, of which $94,938 is for 1 new FTE position and $8,466 is for additional teacher and houseparent salaries and wages, and $20,040 for related operating expenses.

Date:
Roll Call Vote #:

2007 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2013

Senate Appropriations Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken 1st Amendment

Motion Made By Grenbrig Seconded By Wardner

Senators	Yes	No	Senators	Yes	No
Senator Ray Holmberg, Chrm			Senator Aaron Krauter	✓	
Senator Bill Bowman, V Chrm			Senator Elroy N. Lindaas		
Senator Tony Grindberg, V Chrm			Senator Tim Mathern		
Senator Randel Christmann			Senator Larry J. Robinson		
Senator Tom Fischer			Senator Tom Seymour		
Senator Ralph L. Kilzer			Senator Harvey Tallackson		
Senator Karen K. Krebsbach					
Senator Rich Wardner					

Total (Yes) all in Favor No _____

Absent _____

Floor Assignment _____

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

Date: 2-8-07
Roll Call Vote #:

2007 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2013.

Senate Appropriations Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken 2nd Amendment.

Motion Made By Grindberg Seconded By Krebsbach.

Senators	Yes	No	Senators	Yes	No
Senator Ray Holmberg, Chrm			Senator Aaron Krauter		
Senator Bill Bowman, V Chrm			Senator Elroy N. Lindaas		
Senator Tony Grindberg, V Chrm			Senator Tim Mathern		
Senator Randel Christmann			Senator Larry J. Robinson		
Senator Tom Fischer			Senator Tom Seymour		
Senator Ralph L. Kilzer			Senator Harvey Tallackson		
Senator Karen K. Krebsbach					
Senator Rich Wardner					

Total (Yes) 12 No 1

Absent _____

Floor Assignment _____

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

Date: 2/8/07
Roll Call Vote #:

2007 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2013

Senate Appropriations Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number

Action Taken do pass as amended

Motion Made By Robinson Seconded By Wardner.

Senators	Yes	No	Senators	Yes	No
Senator Ray Holmberg, Chrm	✓		Senator Aaron Krauter	✓	
Senator Bill Bowman, V Chrm	✓		Senator Elroy N. Lindaas	✓	
Senator Tony Grindberg, V Chrm	✓		Senator Tim Mathern	✓	
Senator Randel Christmann	✓		Senator Larry J. Robinson	✓	
Senator Tom Fischer	✓		Senator Tom Seymour	✓	
Senator Ralph L. Kilzer	✓		Senator Harvey Tallackson		
Senator Karen K. Krebsbach	✓				
Senator Rich Wardner	✓				

Total (Yes) 13. No

Absent 1

Floor Assignment Sen. Holmberg

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

REPORT OF STANDING COMMITTEE

SB 2013: Appropriations Committee (Sen. Holmberg, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (13 YEAS, 0 NAYS, 1 ABSENT AND NOT VOTING). SB 2013 was placed on the Sixth order on the calendar.

Page 1, line 3, replace the second "and" with "to provide for transfers;"

Page 1, line 4, after "15.1-02-02" insert "and subsection 5 of section 15.1-27-07"

Page 1, line 5, after "instruction" insert "and per student payments for kindergarten students; and to declare an emergency"

Page 3, line 10, replace "1,754,242" with "1,350,102"

Page 3, line 11, replace "6,195,986" with "6,075,986"

Page 3, line 12, replace "240,112,120" with "242,112,120"

Page 3, line 18, replace "19,531,723" with "19,702,723"

Page 3, line 20, replace "1,000,000" with "(1,000,000)"

Page 3, line 21, replace "105,322,951" with "104,969,811"

Page 3, line 22, replace "30,180,812" with "29,776,672"

Page 3, line 23, replace "75,142,139" with "75,193,139"

Page 4, line 11, replace "177,735" with "281,139"

Page 4, line 12, replace "13,452" with "33,492"

Page 4, line 14, replace "265,817" with "389,261"

Page 4, line 16, replace "268,147" with "391,591"

Page 4, line 17, replace "76,359,321" with "76,533,765"

Page 4, line 18, replace "30,037,707" with "29,633,567"

Page 4, line 19, replace "106,397,028" with "106,167,332"

Page 4, line 29, replace "11,811,194" with "11,407,054"

Page 4, line 30, replace "21,088,294" with "20,968,294"

Page 4, line 31, replace "724,165,879" with "726,165,879"

Page 5, line 3, replace "227,530,806" with "227,701,806"

Page 5, remove line 4

Page 5, line 7, replace "1,037,666,173" with "1,037,313,033"

Page 5, line 8, replace "326,080,447" with "325,676,307"

Page 5, line 9, replace "711,585,726" with "711,636,726"

Page 5, line 28, replace "2,874,015" with "2,977,419"

Page 5, line 29, replace "620,758" with "640,798"

Page 5, line 31, replace "3,636,873" with "3,760,317"

Page 6, line 2, replace "2,792,756" with "2,916,200"

Page 6, line 3, replace "724,199,696" with "724,374,140"

Page 6, line 4, replace "329,770,326" with "329,366,186"

Page 6, line 5, replace "1,053,970,022" with "1,053,740,326"

Page 6, after line 5, insert:

"**SECTION 4. APPROPRIATION.** There is appropriated from special funds derived from federal funds and other income the sum of $22,000,000, or so much of the sum as may be necessary, to the superintendent of public instruction for operating expenses and for providing grants for the period beginning with the effective date of this Act and ending June 30, 2007."

Page 7, after line 10, insert:

"**SECTION 11. LINE ITEM TRANSFER AUTHORITY.** Notwithstanding section 54-16-04, the director of the office of management and budget may make transfers of funds up to $240,000 from the salaries and wages line item to the operating expenses and capital assets line items in subdivision 3 of section 3 of this Act for the school for the deaf as may be requested by the superintendent of public instruction for increased instructional costs and extraordinary repair needs."

Page 7, after line 21, insert:

"**SECTION 14. AMENDMENT.** Subsection 5 of section 15.1-27-07 of the North Dakota Century Code is amended and reenacted as follows:

5. a. Each school district operating a half-day kindergarten ~~as provided for in section 15.1-22-02~~ is entitled to receive the amount of money that results from multiplying the factor representing the five-year average cost of education per student for ~~this category~~ half-day kindergartens, as determined by the superintendent of public instruction, by the number of half-day kindergarten students in average daily membership in the district, times the per student payment provided for in section 15.1-27-04. The payment provided for in this subsection is applicable only to the first twenty-five students in average daily membership per classroom or per teacher.

b. In order to receive the ~~full~~ per student payment available under ~~this section~~ subdivision a, a district must operate a kindergarten program that provides the equivalent of ninety full days of classroom instruction during a twelve-month period. A district is entitled to a prorated payment ~~under this section~~ if it operates a kindergarten program of shorter duration.

c. Each school district operating a full-day kindergarten is entitled to receive the amount of money that results from multiplying the factor representing the five-year average cost of education per student for full-day kindergartens, as determined by the superintendent of public instruction, by the number of full-day kindergarten students in average daily membership in the district, times the per student payment provided for in section 15.1-27-04. The payment provided for in this subsection is applicable only to the first twenty-five students in average daily membership per classroom or per teacher.

d. In order to receive the per student payment available under subdivision c, a district must operate a kindergarten program in accordance with the school calendar requirements provided in section 15.1-06-04.

SECTION 15. EMERGENCY. Section 4 of this Act is declared to be an emergency measure."

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2013 - Summary of Senate Action

	EXECUTIVE BUDGET	SENATE CHANGES	SENATE VERSION
Department of Public Instruction			
Total all funds	$1,037,666,173	($353,140)	$1,037,313,033
Less estimated income	326,080,447	(404,140)	325,676,307
General fund	$711,585,726	$51,000	$711,636,726
State Library			
Total all funds	$5,861,312	$0	$5,861,312
Less estimated income	1,881,600		1,881,600
General fund	$3,979,712	$0	$3,979,712
School for the Deaf			
Total all funds	$6,805,664	$0	$6,805,664
Less estimated income	964,162		964,162
General fund	$5,841,502	$0	$5,841,502
Vision Services - School for the Blind			
Total all funds	$3,636,873	$123,444	$3,760,317
Less estimated income	844,117		844,117
General fund	$2,792,756	$123,444	$2,916,200
Bill Total			
Total all funds	$1,053,970,022	($229,696)	$1,053,740,326
Less estimated income	329,770,326	(404,140)	329,366,186
General fund	$724,199,696	$174,444	$724,374,140

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

	EXECUTIVE BUDGET	SENATE CHANGES	SENATE VERSION
Salaries and wages	$11,811,194	($404,140)	$11,407,054
Operating expenses	21,088,294	(120,000)	20,968,294
Grants - State school aid	724,165,879	2,000,000	726,165,879
Grants - Special education contracts	17,500,000		17,500,000
Grants - Transportation	33,500,000		33,500,000
Grants - Other grants	227,530,806	171,000	227,701,806
JPA incentives	2,000,000	(2,000,000)	
Transportation efficiency	30,000		30,000
National board certification	40,000		40,000

Total all funds	$1,037,666,173	($353,140)	$1,037,313,033
Less estimated income	326,080,447	(404,140)	325,676,307
General fund	$711,585,726	$51,000	$711,636,726
FTE	98.25	(3.50)	94.75

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

	REMOVES 3.5 FTE POSITIONS AND RELATED SALARIES AND WAGES FUNDING [1]	INCREASES FUNDING FOR THE STATE SCHOOL AID COMPUTER SYSTEM REWRITE [2]	INCREASES FUNDING FOR THE TEACHER LICENSURE APPLICATION REWRITE [3]	DECREASES FUNDING FOR THE STATE ASSESSMENT PROGRAM [4]	INCREASES FUNDING FOR OTHER GRANTS [5]	REMOVES FUNDING FOR JPA INCENTIVES [6]
Salaries and wages	($404,140)					
Operating expenses		$100,000	$230,000	($450,000)		
Grants - State school aid						
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants					$171,000	
JPA incentives						($2,000,000)
Transportation efficiency						
National board certification						
Total all funds	($404,140)	$100,000	$230,000	($450,000)	$171,000	($2,000,000)
Less estimated income	(404,140)					
General fund	$0	$100,000	$230,000	($450,000)	$171,000	($2,000,000)
FTE	(3.50)	0.00	0.00	0.00	0.00	0.00

	PROVIDES FUNDING FOR FULL-DAY KINDERGARTEN [7]	TOTAL SENATE CHANGES
Salaries and wages		($404,140)
Operating expenses		(120,000)
Grants - State school aid	$2,000,000	2,000,000
Grants - Special education contracts		
Grants - Transportation		
Grants - Other grants		171,000
JPA incentives		(2,000,000)
Transportation efficiency		
National board certification		
Total all funds	$2,000,000	($353,140)
Less estimated income		(404,140)
General fund	$2,000,000	$51,000
FTE	0.00	(3.50)

[1] This amendment removes 3.5 FTE positions and related salaries and wages funding from special funds sources.

[2] This amendment increases funding from the general fund for the rewrite of the state school aid computer system by $100,000, from $400,000 to $500,000.

[3] This amendment increases funding from the general fund for the rewrite of the teacher licensure application used by the Department of Public Instruction and the Education Standards and Practices Board by $230,000, from $500,000 to $730,000. The increase in funding will fund the estimated cost of the project, including the Education Standards and Practices Board portion of the project.

[4] This amendment decreases funding for the state assessment program by $450,000, from $1,667,928 as recommended in the executive budget to $1,217,928, the same level of funding appropriated for the 2005-07 biennium.

[5] This amendment increases funding for the grants - other grants line item by $171,000 from the general fund to reflect increases in the following grants:

	INCREASE

	2005-07 APPROPRIATION	2007-09 EXECUTIVE BUDGET	2007-09 SENATE VERSION	FROM EXECUTIVE BUDGET
North Dakota Governor's School	$270,000	$270,000	$320,000	$50,000
Teacher center network	$230,000	$230,000	$276,000	$46,000
LEAD Center	$235,000	$235,000	$245,000	$10,000
Northern Plains writing project	$48,000	$48,000	$58,000	$10,000
Red River Valley writing project	$40,000	$40,000	$50,000	$10,000
North Dakota Museum of Art - Rural art outreach project	$250,000	$250,000	$295,000	$45,000

6 This amendment removes funding of $2 million from the general fund provided for joint powers agreement incentives. This funding is included in Senate Bill No. 2200.

7 This amendment provides funding of $2 million from the general fund and amends North Dakota Century Code Section 15.1-27-07(5) relating to full-day kindergarten.

This amendment also adds a section appropriating $22 million of special funds to the department for operating expenses ($2 million) and providing grants to school districts ($20 million) during the 2005-07 biennium.

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

This amendment adds a section to the bill allowing the School for the Deaf to transfer up to $240,000 from the salaries and wages line item to the operating expenses and capital assets line items for increased instructional costs and extraordinary repair needs.

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

	EXECUTIVE BUDGET	SENATE CHANGES	SENATE VERSION
Salaries and wages	$2,874,015	$103,404	$2,977,419
Operating expenses	620,758	20,040	640,798
Capital assets	142,100		142,100
Total all funds	$3,636,873	$123,444	$3,760,317
Less estimated income	844,117		844,117
General fund	$2,792,756	$123,444	$2,916,200
FTE	27.00	1.00	28.00

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

	PROVIDES FUNDING FOR ADDITIONAL ADULT SERVICES [1]	TOTAL SENATE CHANGES
Salaries and wages	$103,404	$103,404
Operating expenses	20,040	20,040
Capital assets		
Total all funds	$123,444	$123,444
Less estimated income		
General fund	$123,444	$123,444
FTE	1.00	1.00

[1] This amendment provides funding of $123,444 from the general fund for providing additional adult services, including $103,404 for salaries and wages, of which $94,938 is for 1 new FTE position and $8,466 is for additional teacher and houseparent salaries and wages and $20,040 for related operating expenses.

2007 HOUSE APPROPRIATIONS

SB 2013

2007 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. SB 2013

House Appropriations Committee
Education and Environment Division

☐ Check here for Conference Committee

Hearing Date: February 21, 2007

Recorder Job Number: 3584

Committee Clerk Signature Shirley Banning

Minutes:

Chairman Wald: Called the meeting to order on SB 2013. He began the meeting by recognizing the Legislative Council's efforts on compiling a new Analysis of Changes to the Governor's Budget manual with the Senate and House bills. On page 104 of the manual is SB 2013 and it shows the Senate changes to the Executive budget. **Roxanne Woeste**, Legislative Council Representative was asked to give a brief explanation of changes since the first half of the session.

The hearing on SB 2013 Department of Public Instruction (DPI) began with the introduction of **Dr. Wayne Sanstead**, State Superintendent.

Dr. Sanstead: Began his testimony (See handout # 2, pages 1-4 SB 2013, DPI) with an overview of the Department's role in advancing quality educational services and facilitating educational reforms for all students and schools within North Dakota. The responsibilities of the Department, within the requirements of the No Child Left Behind Act, were highlighted. The pamphlet titled A Call for Educational Leadership and Action (Handout # 3, SB 2013, DPI) details how the schools shine academically and how we must do better. On page 4 of the pamphlet the challenges are presented. A chart on page 6 shows the declining population of North Dakota students. The five year strategic plan is on the final page.

Representative Gulleson: Attending a meeting on the No Child Left Behind Act many concerns were expressed regarding the movement, especially from the special ed teacher, from the one-on-one instruction of students into a testing mode. There is a tremendous amount of paper work involved. Another concern is the resources to those schools and that the portfolio option to meet the requirements for teachers..... Have you, as a department, thought about what you can provide as an alternative to that?

Dr. Sanstead: We are in reauthorization for No Child Left Behind. We are making recommendations on behalf of the states to the congress and the requirements for all students to achieve will be addressed. On the question of portfolios, that is the Highly Qualified Teacher part of the law, **Janet Welk**, Executive Director of the Education Standards and Practices Board (ESPB) will speak to that.

Chairman Wald: Introduced Mrs. Shirley Monson, Vice Chairman Monson's mother. The next presenter **Bonnie Miller,** Director of Fiscal Management was introduced.

Miller: Provided testimony (See handout # 1, pages 1-50 SB 2013, DPI) regarding the budget overview with the aid of a spread sheet format on pages 1-3 of the handout. Currently there are 92.75 FTE and we asked for another 5.5 FTEs and we asked the Senate to amend out 3.5 of those FTE because they were to be federally funded and related to federal grants which were not received. There are still two FTE included, one is for an new grant in special ed and one is for the school finance unit under Tom Decker.

Chairman Wald: The Senate put in one and the emergency commission another, where is that emergency commission going to be recorded?

Miller: It is in the special unit and recorded in the 94.75

Vice Chairman Monson: Really what the Senate did is just gave you one more and confirmed the other one.

Miller: Yes, going on, with pages 4 and 5, giving a point of reference on the Executive recommendation. A list of amendments presented to the budget shows a shortage on the federal grants line. Another $20m in authority is needed. That is authority to pay out to the school districts in existing federal money.

Chairman Wald: These are carry over funds that will be expended in the 07-09 biennium.

Miller: These will be expended in 05-07 because we are short in the federal authority to pay out.

Representative Klein: In what particular area were those grants? Specific or general?

Miller: General. We don't have enough authority to pay out the rest of those grants. We are also short in federal authority in our operating line, spending more admin money than we had anticipated when we prepared that budget...

Vice Chairman Monson: Do you have the authority to receive that money?

Miller: The money has already been received including all of the grants. Two years ago we were in the same situation and we had to ask for authority to spend.

Vice Chairman Monson: $20m is a lot of money. How did you miss it by so far?

Miller: There were errors in the projections that we made for the current biennium. For the special Part B IDEA money we estimated low. Other times when we prepare the budget and we estimate the federal moneys we use what we have that year, and the carry over amounts are lower. That is, they are being expended at a quicker rate than they used to.

Representative Aarsvold: If some of this was unanticipated revenue....

Representative Klein: In relation to the total federal grant, this $20m is what...say 10% of the total?

Miller: It is less than that; the total anticipated is over $200m for the next biennium in federal revenue.

Representative Aarsvold: What about the distribution, are they all distributed to the school districts or are some in-house dollars?

Miller: The U S Dept. designates what is to be retained by the agency for administrative purposes.

Representative Aarsvold: Do you have a specific amount that you're allowed to withhold for administration?

Miller: That too varies from grant to grant. It can be a percentage or a flat amount.

Chairman Wald: You have $20m from the federal government, why do you need authority from us to spend it?

Miller: We receive, as part of the process, the authority to spend a certain dollar amount. If we go over the dollar amount that was appropriated for this biennium, we have an audit finding meaning we have overspent what was allotted.

Chairman Wald: Is there an emergency clause on that part of the bill in here?

Miller: Yes, we are not entirely out of authority, we still have some authority but the projections that the fiscal staff has done at this point indicate that we aren't going to have quite enough.

Chairman Wald: How is this going to impact local school districts when they put their budgets together for next fall?

Miller: This doesn't impact the districts at all; it only would if we don't have the authority to pay out their requests. It won't impact their budget. Right now the department is preparing allocations for the various programs. It is simply the authority to spend money that already exists.

Representative Hawken: Did you think of going to the emergency commission with this?

Miller: That is another option; the emergency wouldn't meet again until May. We have the same situation on the operating line; we are going to be $2m short in authority to spend.

Representative Gulleson: Just a comment, this department takes 4-5% off the top of a federal grant to administer and the universities take 35-45% to administer federal grants.

Miller: The amount to administer any grants is set by the USDOE in the rigs, not determined by the department. Continuing through pages 6-12 of Handout # 1 SB 2013, DPI, the FTEs, how the department is staffed and state personnel development grants were reviewed.

Representative Aarsvold: Is the school lunch program all cash? There is no in-kind from the Ag Department or whatever.

Steph Gullickson, Assistant Director of Fiscal Management: Grants.

Vice Chairman Monson: There's commodities, that's FDA.

Gullickson: There is a commodity part of this, but that is also federal funds that purchase those commodities. There is no in-kind as with state money. There is a state grant but not for the milk program. There are state matching funds available that go out as grants that go out to the schools, but no in-kind match for the district.

Representative Aarsvold: Is any of that reflected in the dollar amount, the commodities and so on?

Gullickson: The commodities are considered cash; they are a separate line item. The are not considered actual federal dollars but food that goes out to the district.

Chairman Wald: Would this be reflected in the ag budget?

Gullickson: No, It comes through the state. It doesn't have anything to do with the state ag department.

Representative Klein: Was the personnel development grant because of the change in the law that they provided some money? What was the reason for that?

Bob Rutten, Director of Special Education: No, that was not new federal money in terms of a new grant program, however, the purpose is to recruit, train and retain special education teachers primarily for rural North Dakota. It is primarily a mentoring program.

Representative Hawken: English language acquisition and 50% of that goes to administration, I'll talk to you about that later.

Miller: On pages 13-21, Handout #1 SB 2013, DPI, is a list of all the grants and page 22 is the spreadsheet of optional request summary.

Irish Linnertz, Director of Human Resources: Referring to page 23, Handout #1 SB 2013, DPI. Discussed salary equity increases at a total of $64,300 in general funds to assist "us" in our recruitment and retention efforts and to make "us" more competitive in hard to fill job markets. Also an increase of $137,000 in salary appropriation line in addition to $10m in the compensation package is requested.

Vice Chairman Monson: Did I hear you right, how many people have you lost since the budget was put together?

Linnertz: Twenty three. Some of those positions are people moving from one position to another but it is still recruiting, training, and hiring. It is about 12% turn-over. With a pie-chart display, the salary increases were displayed.

Representative Martinson: I see here that you lost three IT positions, did they leave state government or did they go to another agency?

Linnertz: I believe all three went to other state agencies.

Addy Schmaltz, Assistant Director of Human Resources: I will be the Director of Human Resources within DPI.. See Handout #4 SB 2013, DPI for testimony and chart.

Miller: Continuing with priority 2 on page 24 through priority 7 on page 28 (See Handout #1 SB 2013, DPI). Page 30 contains the optional request summary.

Tracy Korsmo, Director of Management and Information Systems: Addressed the Foundation aid rewrite on pages 26-27 of Handout #1 SB 2013, DPI.

Representative Aarsvold: Do school districts have the necessary equipment to communicate with the new system that you are proposing?

Korsmo: Yes, web based computers. It will provide more on line as opposed to manual processes that they have to do to report to us today.

Representative Klein: You are $100,000 short.

Korsmo: Yes.

Greg Gallagher, Director of Standards and Achievement: provided an overview on the state assessment system on page 27 of Handout #1 SB 2013, DPI. The Senate zeroed out the Executive recommendation and that causes us concern. Currently we are funding only about 13% of over all assessment costs. It should be raised to about 25%. The rest is picked up by federal funds.

Chairman Wald: Who in the Senate was on your budget?

Gallagher: Senator Holmberg, Robinson, and Wardner.

Representative Klein: Does this tie in with the standards of No Child Left Behind?

Gallagher: It is integrated, one in the same. It is the state's share of funding the standards based assessments that are used for the over all report on achievement required under No Child Left Behind and under state law.

Korsmo: Discussed priority #6, found on pages 27 and 28 of Handout #1 SB 2013, DPI, allowing a re-write to a shared computer system for school approval and accreditation.

Vice Chairman Monson: Right now you are running ORS, STARS and the Mainframe legacy and ESPB is doing STARS and Mainframe. If we were to give you the money to move everything off of the mainframe onto STARS, how much money would you save and FTEs?

Korsmo: Just to keep the Mainframe lit is $20,000 and that is on a year that has no programming requests.

Vice Chairman Monson: I would like to see some good estimates of what we might be able to save in the long-run.

Representative Hawken: This re-write would also affect the department as well as what they are getting from the districts, to be used in keeping teacher information, etc.

Representative Klein: Complaints are heard regarding the amounts of data that DPI requires in various formats, can you respond.

Korsmo: A lot of information is required because of the disparity at which our systems sit.

Chairman Wald: Did you make a recommendation to OMB when you put your budget request together?

Korsmo: Yes, and last biennium there was a request to re-write the mainframe system as well. Because the systems are so tightly integrated it is difficult for one to move without the other. It would be cost effective to move them together.

Vice Chairman Monson: On page 28, you are asking for $521,664 and that would do the whole complete transfer?

Korsmo: Between the two, about $733,000.

Representative Klein: This is number 6 priority, it seems to me it should be higher up in your system.

Janet Welk, Executive Director of ESPB: Provided testimony (See handout # 5, SB 2013, DPI) regarding the migration of DPI data and reports and ESPB teacher licensures systems from the mainframe. ESPB is an independent agency, the only source of income being teacher licensure. Teachers pay $25 per year or $125 for five years for their license.

Vice Chairman Monson: Did the Senate decide to fund the 212?

Welk: They included $230,000.

Vice Chairman Monson: You have $230,000 above the governor's budget now and your agency is 100% special funded?

Welk: We also get flow through dollars for national board certification. That comes from the state to DPI to us.

Chairman Wald: Was there ever a request to increase that cost for the teacher license?

Welk: Every five years we raise the fees for teacher licensure. We like to keep it equivalent to the salaries.

Miller: Priority number 7 on page 28,is for $40,000 to administer the state money for English language learners. Title III moneys can no longer be used to pay salaries for this program.

Representative Hawken: Knowing that, why wasn't it put in the budget?

Miller: This is an optional item because it would increase the amount of general funds that would have been made available to the department.

Tom Decker, Director of School Finance and Reorganization: Discussed the additional FTE and the finance unit. The finance unit needs another FTE to take up the load. On page 35 the demographics of declining enrollment are graphically displayed. The disparity of rural to urban continues to grow.

Chairman Wald: Are you familiar with the South Dakota plan with regard to school size?

Decker: Yes, they are in the process of developing regional support systems as a way of dealing with this disparity of capability.

Rutten: (See handout # 1, pages 43 and 44, SB 2013, DPI) Where there has been an overall decline in enrollment in North Dakota schools, there is an increase in the number of students identified as having disabilities and who require special education services. The state funding is only 22%. The Governor's commission supports bringing the state's expenditure closer to the national average of 45%.

Representative Hawken: If we change what we did in 1997, where would our percentage be? Do you have a copy of that report?

Rutten: Yes, electronic or paper.

Vice Chairman Monson: What did the Senate Change?

Rutten: $37m is the current funding for average daily membership that has been appropriated by the legislature.

Vice Chairman Monson: Going from average daily membership so the $37m looks like a decrease because they are moving it to a different.....

Miller: Page 30 has a spread sheet showing another group of optional request items included in the governor's budget. The Senate added an increase, shown in column 7.

Lonnie Hass, Governor's School Director: (See handout # 1, pages 31 and 32, SB 2013, DPI) provided testimony about the value of Governor's school held during the summer for six weeks and the budget requests.

Hunter Martin and Shawn Hoffer, students who have attended Governor's School: Provided testimony about their experiences in Governor's School.

AnnaLee Hulm, Governor's School student: (See handout # 7, SB 2013, DPI).

Representative Klein: How did you find out about it and what did you go through to be selected?

Student responses: Through posters at school, talking to graduates and friends. (See handout #9, SB 2013, DPI)

Marty Odermann-Gardner, Director, Extended Campus and West River Teacher Center: (See handout # 9, SB 2013, DPI). Provided testimony related to the teacher center network. (See handout # 1, page 32, SB 2013, DPI). The purpose is to provide services to teachers in order for them to be relicensed. The budget request is $276,000. State funds are 31% of the budget.

Vice Chairman Monson: On the back of the handout you have state funds of $99,000, which is 10.5% of the budget.

Odermann-Gardner: Will have to research this further and respond by email.

Representative Hawken: Sad to see that the Fargo Center is gone.

Representative Aarsvold: You are the delivery system for other agencies and services. Can you elaborate on that a bit?

Odermann-Gardner: Other agencies, like the State Health Department may offer classes and funnel them through the Teacher Centers. We are the glue that holds it all together.

Vice Chairman Monson: You mentioned briefly the JPAs. It seems the role of JPAs has increased and Teacher Centers has decreased. Can you tell us how your role is going to change?

Odermann-Gardner: We have a different function, but share directors. We meet on a regular basis.

Chairman Wald: Thanked DPI for its presentation and stated that Vice **Chairman Monson** will be spearheading the subcommittee to review that budget.

He introduced the next speaker, **Doris Ott**, State Librarian of North Dakota.

Ott: See handout # 9a, pages 1 to 26 and attachments A-B2, SB 2013, DPI) provided testimony. Included in the presentation was information on disability services on page 15 of the testimony, including talking books, radio information service and on-line libraries.

Representative Gulleson: How is the radio show accessed?

Ott: There is a closed circuit connection with Prairie Public Radio and we provide the radios.

Representative Gulleson: How does one qualify?

Ott: We can approve them; they may need a dr's. referral.

Representative Klein: How many radios are out there right now?

Ott: We have 2000 patrons and 500 radios.

The next item discussed was personnel needed to maintain the library. One new FTE is requested for the on-line library because usage has increased by 125%.

Representative Klein: The new FTE how will "she" be used to expand online services?

Ott: That person will go out to schools or libraries to help make efficient search strategies.

Vice Chairman Monson: The Green Sheet shows $1m for grants to libraries last biennium and the governor's budget increased that by 20%. HB 1309 has $200,000 in it. What happened to the size of the grants that were given out to the other libraries of the $1m?

Ott: The libraries that were eligible received a greater amount.

Vice Chairman Monson: If we pass this budget with the extra $200,000 in it they will get the same amount they got last biennium plus a little more.

Ott: We have a bill introduced to change the language within the law so that all will be eligible. All will receive a percentage of that.

Chairman Wald: That was supposedly because their mill levies weren't high enough.

Ott: Because of the last Attorney General's ruling, many were ineligible because they did not meet the mill levy. Because it happened in the middle of a biennium, there was no opportunity to change the law. The funds would be equal among all of them if the law passes to change the language.

Representative Klein: The $200,000 is going to make those who didn't get the money whole? But what about the other $200,000?

Ott: The $200,000 that is in our budget is an ongoing amount, the $200,000 that is 1309 is a one-time.

Jan Wysocki, a librarian from Bottineau: (See handout #10, SB 2013, DPI) representing higher education provided testimony prepared by Marlene Anderson in support of SB 2013.

Iris Swedlund, President North Dakota Library Coordinating Council: (See handout # 11, SB 2013, DPI)provided testimony on behalf of students from Velva in support of SB 2013.

Representative Aarsvold: Is there a tendency to plagiarize?

Wysocki: Though it is a challenge, there are ways for faculty and teachers verify the authenticity of the students' work.

Bonnie Mac Iver, Wahpeton and member of the State Library Board: (See handout # 11, SB 2013, DPI) Provided testimony on behalf of Brian Knorr and Dakota Anderson for the Minot Public Library Board.

Chairman Wald: Called a recess to SB 2013 to resume after floor session.

2007 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. SB 2013

House Appropriations Committee
Education and Environment Division

☐ Check here for Conference Committee

Hearing Date: February 21, 2007

Recorder Job Number: 3613

Committee Clerk Signature Shirley Branning

Minutes:

Chairman Wald: Called the Appropriations Committee to order after a noon recess to finish hearing the State Library portion of SB 2013.

Kelly Steckler, Legislative Chair for the North Dakota Library Association and Director of the Mandan Public Library: (See Handout # 12, SB 2013) Provided testimony in favor of SB 2013, a request for $200,000 in the State Library's next biennium budget for State Aid for Public Libraries.

Representative Aarsvold: What is your policy for folks who live outside of Mandan and Morton County? Do you let them get a library card and check out materials?

Steckler: We belong to the North Dakota Library Network and we have libraries in different areas. We do interlibrary loan.

Tom Jones, Director, Bismarck Veterans Memorial Public Library: (See Handout # 13, SB 2013) Provided testimony in support of the budget.

Vice Chairman Monson: Do all libraries in North Dakota get T 1 lines?

Jones: I believe that most of them do, I understand that the state legislature mandated that ...

Ott: Some of the public libraries have T 1 lines, some have DSL lines and some are not part of State Net.

Vice Chairman Monson: Are they free?

Ott: They are funded through Federal and State dollars through ITD.

Chairman Wald: Hearing no further testimony or questions, this portion of the meeting is closed. We will move next to the hearing on the North Dakota School for the Deaf (NDSD).

Dennis Fogelson, Superintendent: (See Handout # 15, pages 1-12, SB 2013) Provided testimony regarding the biennium comparison of our educational and outreach services.

Carol Lybeck, Director of Educational Programs and Outreach Coordinator: (See Handout #s 15 and 16, SB 2013) Shared information about the programs available at NDSD. She called attention to Handout # 15a, a letter from parents of two children who are deaf/hard of hearing.

Representative Gulleson: Going back to the first sheet and clarify, numbers in the first line, the students PreK-21, is that the resident students?

Lybeck: The on-campus per biennium.

Representative Gulleson: The second line is the combination of all individuals that you serve.

Lybeck: From the parent-infant program through adult services. We have not started adult services yet.

Representative Gulleson: Are you finding that the loss of hearing is being caught earlier?

Lybeck: Infant screening is not mandated in North Dakota, but through Minot State all birthing hospitals were given money to buy the equipment and the training. More babies are being identified closer to birth.

Representative Aarsvold: The 57 students that you show from 5-7, is that a biennial number and how many are there currently?

Lybeck: It is a biennial number and there are 27 currently.

Chairman Wald: The increase in deafness, is that any relationship to mothers on drugs, is there a trend.

Lybeck: What we are seeing is a lot of unknown loss and it may be attributed to drugs.

Representative Klein: Looking at footnote 5 on the green sheet, repairs, etc. Provides extraordinary repairs funding for the 2007-2009 biennium of $150,000, and $100,000 is one-time funding. I think all $150,000 would be one-time funding.

Eric Lysne, Business Manager: (See Handout # 12, pages 10 and 11 SB 2013) In our budget request we submitted $50,000 and the Governor's budget added $100,000 to address one-time maintenance cost per agency discretion.

Joe Morrissette, OMB Representative: Stated that only the $100,000 being one-time because we viewed the $50,000 as on-going maintenance.

Lysne: (See Handout # 15, pages 10 and 11 and the budget spreadsheet, SB 2013). Revenue opportunities include leases on several buildings. Salaries take up 75% of the appropriation.

Vice Chairman Monson: Are you still flying kids home on weekends?

Lysne: Yes, we contract and fly to two locations to Bismarck and Dickinson and to Minot and Williston. There are three ground routes, one to Belcourt area, another to Grand Forks/Hillsboro and Cleveland/Valley City.

Representative Klein: How many facilities do you have and how are they utilized?

Lysne: We have 20 buildings on campus and most are utilized with the exception of 8 sleeping rooms and a vacant trades building.

Representative Klein: Elaborate on the installation of an elevator.

Lysne: The projection was to renovate the trades building and install an elevator to make it ADA accessible and to be able to rent the building out but it was not funded.

Representative Klein: How will that be funded?

Lysne: We are asking for flexibility to transfer moneys to capital assets, if the amendment is passed.

Vice Chairman Monson: Your special funds are going down but you keep talking about the rent revenue but it looks like there is a decrease.

Lysne: The energy improvements and did proceed through the energy savings contract whereby we take out a loan and payments are made out of our existing operating budget. We are using the savings to pay for the loan.

Vice Chairman Monson: Are your enrollments dropping?

Lysne: It is not tied to enrollment but to the states investing in land.

Morrissette: This relates to the change in the distribution methodology in the Land Department distribution of income.

Chairman Wald: How far is your campus from Lake Region?

Lysne: Lake Region is just north of the high school.

Chairman Wald: If they get their wind turbine, would you tie into that?

Lysne: Yes, certainly. Moving on with the budget, we have one unfunded teacher position.

Vice Chairman Monson: How can you unfund a teacher?

Lybeck: A long time teacher resigned and staff positions were combined.

Vice Chairman Monson: What is your average class size?

Lybeck: Three to four.

Vice Chairman Monson: Do you get Foundation aid or is everything funded from the state, or do you get out-of-state tuition?

Lysne: We do get IDEA funds and there is one student who is from out of state.

Representative Klein: How many vacant positions do you have?

Lysne: There are 6 vacant positions, Psychology and audiology are out sourced at 1 to 2 days per month or as needed.

Representative Aarsvold: Are the contracted positions on a retainer or on an hourly basis?

Lysne: On an hourly basis. We contract with MedCenter One in Bismarck for audiological services and with Voc Human Services for psychological.

Representative Gulleson: Are the positions vacant because you had trouble filling those positions?

Lysne: Most positions are extremely hard to fill.

Fogelson: Requests approval of amendment to redirect FTE costs to capital assets.

Representative Gulleson: The language is in the bill that was adopted on the Senate side.

Fogelson: Made his closing remarks.

Chairman Wald: Do you contract for flight service and how do you cover the liability?

Lysne: We review bids annually and cover liability with risk management.

Representative Aarsvold: Do you have staff at your outreach offices?

Lybeck: There are four offices, three with staff. It will be Devils Lake, Minot, Grand Forks, Fargo and Bismarck.

Chairman Wald: Closed the hearing on SB 2013, School for the Deaf and opening the hearing on North Dakota Vision Services/School for the Blind. He introduced **Carmen Grove Suminski**, Superintendent.

Suminski: (See Handout # 17 pages 1-8, SB 2013) Provided testimony in the form of an overview of the mission and vision of the school. Testimonials from former families and students can be found on pages 14 and 15.

Representative Klein: Why are the numbers going down?

Suminski: We have done a better job now that we have one person assimilating all of the data and it has become more accurate.

Chairman Wald: With regard to talking books, what is your responsibility?

Suminski: We disseminate the machines, they are mailed out and this time there are 1,749 machines in use. This is a federal program. The library houses the books.

Representative Aarsvold: The in-service training for public school teachers, I am assuming that would be for teachers who are dealing with blind students.

Suminski: Correct, state-wide in-service training or for a specific need.

Chairman Wald: How many students do you have on campus?

Suminski: We have no students on campus full time, we do not graduate any students. They may come to our school for two weeks of programming a month. We teach Braille, mobility, vocational and life skills. We teach the expanded core curriculum.

Representative Klein: Do out of state students pay?

Suminski: Yes, that fee is set by DPI.

Chairman Wald: Are your students assimilated into special ed?

Suminski: Yes, teachers also go out to the classroom and participate in IEPs.

Representative Gulleson: How do you reach out and get information out?

Suminski: We exhibit and are putting emphasis on the medical piece and making that awareness an ongoing issue.

Tami Purcell, Business Manager: (See Handout # 17, pages 9-11, SB 2013) Provided testimony regarding the budget.

Vice Chairman Monson: Question relating to renovations and asbestos.

Purcell: Windows need to be replaced because not enough money was appropriated during the previous remodeling projects.

Vice Chairman Monson: Have you checked to see if there is any asbestos in those structures?

Suminski: When we did the renovation before in the south wing, there was the issue of asbestos and we looked into that. The West Wing, nothing has been done to that area.

Vice Chairman Monson: On page 10, the window replacement and resulting energy savings, have you built into the budget these energy saving contracts that have been incorporated into other state agencies so that if you did do this you'd see a reduction in your operating and your savings would be used to pay your loan?

Purcell: We did have an energy audit and the savings for the window replacement was greater than 15 years and now it would definitely result in some savings.

Representative Aarsvold: Would the increased energy cost now factor into maybe changing that outcome?

Purcell: Yes. Budget requests are for sidewalk repairs and window replacement, a Braille printer. Revenue includes rent from Grand Forks schools and Higher Ed leases. An amendment is proposed by the Senate found in the footnote on page 9 and page 10 has the optional requests.

Vice Chairman Monson: How many windows?

Purcell: About 40 windows at about $14,000.

Suminiski: Gave her conclusion to the testimony.

Chairman Wald: Would you be happy with what the Senate did?

Suminiski: Yes.

Representative Aarsvold: Grand Forks Public Schools and Higher Ed rent from you. How are those rates determined?

Suminiski: We have a 5 year lease, and the rate is based on what rents are in the area. Charged on a square foot basis.

Vice Chairman Monson: What is your rent per square foot?

Suminiski: Currently, $875 per square foot. This is on target for the Grand Forks area.

Allan Peterson, representing the North Dakota Association for the Blind: (See handout # 18, SB 2020, DPI) provided testimony in support of NDSB's budget, specifically the addition of two FTE.

Vice Chairman Monson: The Senate funded one of two, would both do the same thing?

Peterson: My thought was that one would provide training in area of vocational mobility, white cane training and the other specialize in the area of computer skills.

Representative Gulleson: What would you say is the success in transitioning in helping someone who has lost vision in their later years, to be able to transition into the workforce?

Peterson: That is a big challenge, the training provided by the school is vital. Those knowing how to use Braille are much more successful than those who don't.

Representative Gulleson: There aren't many Seeing Eye dogs anymore. Is that a trend away?

Peterson: Guide dogs are fairly prevalent.

Representative Aarsvold: The best way to teach Braille is in a residential setting as opposed to an outreach setting. Can you help me better understand what strategy is preferable in teaching Braille?

Peterson: It depends on the individual.

Suminiski: Braille is best taught by the immersion process.

Chairman Wald: If there are no further comments or questions, this closes the hearing on SB 2020.

2007 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. SB 2013

House Appropriations Committee
Education and Environment Division

☐ Check here for Conference Committee

Hearing Date: March 23, 2007

Recorder Job Number: 5530

Committee Clerk Signature Shirley Branning

Minutes:

Chairman Wald: Called the meeting to order to take up SB 2013, amendment .0215.

Vice Chairman Monson: Moved to adopt amendment .0215 of SB 2013.

Representative Klein: Second

Vice Chairman Monson: Explained changes to sections 12, 13, 14, 15, 16, 17, 28.

Representative Aarsvold: The distribution of $1m on a per pupil basis, what is the formula there?

Vice Chairman Monson: It will go out to the school districts that pay dues to the Joint Powers Agreement.

Chairman Wald: We will take a voice vote to adopt the amendment .0215 of SB 2013. All in favor say "I". Motion carried. Entertain a motion to **Do Pass** as amended.

Vice Chairman Monson: So Move

Representative Aarsvold: Second

Chairman Wald: Clerk will call the roll.

Vote: 6 yes, 0 No, 0 Absent. Motion Carried **Carrier: Vice Chairman Monson**

2007 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. SB 2013

House Appropriations Committee
Education and Environment Division

☐ Check here for Conference Committee

Hearing Date: March 26, 2007

Recorder Job Number: 5569

Committee Clerk Signature Shirley Branning

Minutes:

Chairman Wald: Called the meeting to order to consider the amendment .0217 to Engrossed SB 2013 by asking **Vice Chairman Monson** to explain the amendment.

Vice Chairman Monson: Explained the changes in the amendment, stating that the only changes are moving monies from the general fund to the '05-'07 contingency fund to reduce the governor's budget by $3m.

Representative Klein: Will this put it below the $80m?

Vice Chairman Monson: It should reduce it, lower the Senate version by $1.703m. It does not remove the money, it transfers it back to contingencies. A motion was made to reconsider the earlier amendments.

Representative Martinson: Second.

Chairman Wald: Any further discussion? A voice vote Carried the motion.

Vice Chairman Monson: Move a **Do Pass** amendment .0217 on SB 2013.

Representative Martinson: Second

Representative Aarsvold: Stated that he wants the minutes to show that he opposes the movement of funds into the contingency funds and should be spent more directly on kids; however, he will support the bill.

Chairman Wald: Any further discussion? Call the roll.

Vote: 7 yes, 0 No 0 Absent, Motion Carried **Carrier: Vice Chairman Monson**

2007 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. SB 2013

House Appropriations Committee

☐ Check here for Conference Committee

Hearing Date: March 26, 2007

Recorder Job Number: 5573

Committee Clerk Signature Shelley N. Arnold

Minutes:

Chm. Svedjan opened the hearing on SB 2013.

Rep. Monson distributed amendment .0217 (Attachment A).

Rep. Monson motioned to adopt amendment .0217. Rep. Hawken seconded the motion.

Rep. Monson: This is the funding portion of this bill. It started off with $80.6 million in the Governor's budget and the Senate added $2 million to include all-day kindergarten in the last year of the biennium for everyone, not just at-risk. Rep. Monson reviewed Section 28 – Contingency. The contingency is the left over money from the 05-07 biennium. That's why it did not fit in SB 2200. Section 28, subsections 1 and 2 are already in law. Of the 12 contingencies, three are existing language, nine are new.

Rep. Monson: I understand that a Senate committee has taken another $1 million and we don't have that language here, but that's for the Health Dept. to supply school nurses which we killed in the House but the Senate added that (Ref. 4:09). Rep. Monson continued his review of the contingencies. Subsection 5a was in SB 2200. When we took the money out of SB 2200 we had originally intended for that $2 million to go over to SB 2013. When we took it out of SB 2013 and stuck it into this contingency fund it appears that it disappeared. It's no longer in SB

2200 and it's not in SB 2013 in the new money because it's coming out of old money. Subsection 6 may cause some argument. This is really one-time money to move the software package off of the mainframe. Subsection 7 – we moved this from the current 07-09 funding to the 05-07 contingency. Subsection 8 covers teachers who fell through the cracks.

Audio difficulties – (Ref. 9:17)

Rep. Monson continued his reviewed the Statement of Purpose of Amendment .0217. There is a general fund reduction of $1,703,000.

Roxanne Woeste, Legislative Council: This amendment removes Section 14 of the bill.

The motion to adopt amendment .0217 carried by a voice vote and the amendment was adopted.

Rep. Monson distributed amendment .0213 (Attachment B) and motioned to adopt the amendment. Rep. Klein seconded the motion.

Rep. Monson explained that amendment .0213 removes funding for all-day kindergarten.

Rep. Thoreson requested a minority report and a roll call vote was taken. The roll call vote was 11 ayes, 13 nays and 0 absent and not voting.

Rep. Monson distributed amendment .0212 (Attachment C) and motioned to adopt the amendment. Rep. Carlson seconded the motion.

Rep. Monson explained the amendment.

The motion to adopt amendment .0212 failed by a roll call vote of 6 ayes, 18 nays and 0 absent and not voting.

Rep. Wald motioned for a Do Pass as Amended. Rep. Monson seconded the motion.

The motion carried by a roll call vote of 22 ayes, 2 nays and 0 absent and not voting.

Rep. Monson was designated to carry the bill.

2007 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. SB 2013

House Appropriations Committee

☐ Check here for Conference Committee

Hearing Date: March 28, 2007

Recorder Job Number: 5603

Committee Clerk Signature Holly N. Hamm

Minutes:

Chm. Svedjan called the House Appropriations Committee to order.

Chm. Svedjan explained that the reason for the meeting was to ask for the reconsideration of SB 2013 and SB 2032. In both cases minority reports were requested. Both of those minority reports were requested after we had adopted the amendment that was brought in from the section on which I did not take a roll call vote. When the minority report was requested I took a roll call vote. When we moved the bill out of Committee, some of those who had either supported or not supported the item in question that would lead to the minority report, voted for the bill to get it out of the Committee. In all cases for minority reports you have to have four people supporting the minority position. In both cases I have only two. So we can't do the minority report. I am requesting that we move to reconsider and then we will take the amendments that were offered for those bills and I'll take roll call votes on them and then I'll take a roll call vote on moving the bill out of Committee. That will give us what we need, hopefully to get the minority reports. Keep in mind we have to have four people on the minority side in order to facilitate the minority report.

Rep. Monson motioned to reconsider the action by which SB 2013 was passed. Rep. Wieland seconded the motion.

Rep. Wald: What was the minority report going to be?

Chm. Svedjan: The minority report on SB 2013 was the removal of $2 million for all-day kindergarten.

The motion to reconsider SB 2013 carried by a voice vote.

Chm. Svedjan: Rep. Monson, what we would need to do next is move amendment .0217.

Rep. Martinson: Wouldn't it be just as easy to send the bill out with either a "Do Pass" or "Do Not Pass" and those that want all-day kindergarten ask for it to be divided on the floor of the House?

Chm. Svedjan: We considered that. The problem is that the $2 million is embedded in grants state school aid and I have been advised that it wouldn't be possible to do that. So that's why the Speaker and Legislative Council have advised that we go this direction.

Rep. Monson motioned to adopt amendment .0217. Rep. Ekstrom seconded the motion.

Rep. Monson: These are the basic changes that we made to SB 2013 that were adopted in our Section and they do have $2 million in there for all-day kindergarten for the second year of the biennium.

Chm. Svedjan: That's correct. There is no sleight of hand here. What I need to get is a roll call vote on this. I did not have a roll call.

Rep. Carlisle: For those of us that want that divided report, we vote against this amendment and if there are four of us then it goes a minority report. Is that right?

Chm. Svedjan: That's right. We have to have four or more.

Rep. Monson: I'm still a little confused because the amendment that actually removes the $2 million for the all-day kindergarten is . . .

Chm. Svedjan: We'll take that up next.

Rep. Hawken: That amendment was defeated on a roll call vote. If we are going to start down this road there are several I would like to reconsider and have a chance to put other amendments on. The one we passed is this one. That's a perfectly fine one to vote on. But to take up one we already defeated to me doesn't mean appropriate.

Chm. Svedjan: Well the fact is on the one we defeated, we have a roll call vote. We don't have it on .0217. And as I said, when we voted this bill out of Committee there were people who supported the "Do Pass as Amended" but we didn't have enough people for the minority report.

Rep. Wald: I think the confusion comes in that they like the bill except the kindergarten – and I'm not speaking for or against it – I'm simply saying that they voted for the bill and hoped they could take kindergarten out and that would be a separate vote but they didn't understand it that way.

Chm. Svedjan: That's exactly the case.

Rep. Monson: I'm still confused and a little bit following what Rep. Hawken said because all of the other amendments that are in .0217 I believe everybody is fine with. It's just the one portion of .0217 that deals with the $2 million for the all-day, everyday kindergarten that is the point of contention. So if people vote "no" on .0217 then what is left?

Chm. Svedjan: When we voted out .0217 I didn't record that vote. (Sidebar discussion) It was 22-2? Then we took up .0213 which was the amendment to remove all-day kindergarten. That motion failed 11-13. My read on this was, if we're reconsidering the bill, we would need to re-adopt .0217 and it would seem to me that we would have to take up .0213 again, . . . , we

wouldn't? I've got the roll call vote on that, but then once we adopt .0217 with a roll call vote, then we could move the bill out but I've got to take a roll call vote.

Jim Smith, Legislative Council: You've got the amendment .0217 before you. Those that want to file a minority report, my understanding is they have to vote against that amendment. So that's why you need a recorded roll call vote to see who voted against the amendment. If there's four or more they can file a minority report.

Chm. Svedjan: That's right. So we don't have to take up .0213 again.

Mr. Smith: That's right.

Rep. Monson: There is a lot more in .0213, . . . , that amendment was really meant to be a further amendment to .0217 because if it's .0213 vs. .0217 the only thing that will happen with .0213 if it passed is $2 million will come out and all the other stuff will still stay in the budget and none of these other transfers will happen.

Rep. Wald: All we're trying to accomplish is to allow Rep. Thoreson to have the right to take out kindergarten and under the rules, I believe, if you look in our House rules, he has the right to do that and that's all we're trying to do is accommodate his request so he can get kindergarten out of the bill, right?

Chm. Svedjan: Right.

Rep. Glassheim: I think the way to do that, first of all, what we have before us is the bill as amended. We've just reconsidered the "Do Pass." We have the bill as amended before us, so we don't have to redo .0217. It's on the bill now. He could move to further amend to take out the kindergarten and then you could record that vote and he could make that on the floor. Would that work?

Chm. Svedjan: What I'm missing is a roll call vote on .0217. Don't I need that for the majority report? That's what I've been informed according to the rules. I need that roll call vote because the way it is right now ....

Rep. Glassheim: Well then wouldn't we have to reconsider our action by which we put .0217 on? We have the bill as amended before us, now.

Rep. Martinson: I think if we just ... the simplest way to do this . . . if we have the bill before us right now with all the amendments on it, have Rep. Thoreson make a motion that we delete the reference to all-day kindergarten and the money that goes with it and then ask for a recorded roll call vote on that. There you've got your record. You don't need to worry about those other ones because he's moving to further amend only the kindergarten and the money. And then you'll have a vote. It doesn't really matter how we voted on those other ones. Then he'll have a record of that vote that's only on the kindergarten issue.

Chm. Svedjan: We have the recorded roll call vote on that now. What we don't have, when the bill was voted out of Committee, we only had two "no" votes. That's why I've been informed we need to get a recorded roll call vote on .0217.

Rep. Martinson: Well this should be .0218 then, because if he makes a motion to further amend you've got another amendment.

Chm. Svedjan: I hear what you're saying.

Rep. Martinson: Then it only affects kindergarten and the money. But then we would have another amendment.

Chm. Svedjan: Jim, do you have any further clarification?

Rep. Pollert: The easy thing is to take a vote on .0217. If you don't get four votes, you don't get a minority report. I myself, even though I'm not really supportive of full-day kindergarten I'm

still going to vote "yes" for .0217. I'm not going to be on a minority report that way. If it doesn't make it, there's not going to be a minority report. And there's your recorded roll call.

Mr. Smith: I think what you need to do is go back to your bill before the .0217 because you didn't have a roll call on that amendment and you should have for purposes of a minority report.

Chm. Svedjan: We've got the bill in front of us right now. Do we need to vote to strip the amendments?

Mr. Smith: To reconsider your actions...

Rep. Glassheim: Yes.

Audio difficulties Ref. 16:15 – 23:12

Rep. Monson withdrew his motion to adopt amendment .0217. Rep. Ekstrom withdrew her second.

Rep. Glassheim motioned to reconsider the action by which .0217 was adopted. Rep. Skarphol seconded the motion.

Chm. Svedjan: Then there was amendment .0213 that we could do the same . . . that wasn't adopted, but that's the amendment that removed all-day kindergarten. So we could try that again. It's that amendment that has been requested as the minority report.

Rep. Martinson: I would go back to my original thought then that we keep .0217, because if you're on a minority report on that, that's all or nothing. Then, let Blair make his motion to further amend to delete the reference and if that's what that amendment is we didn't adopt it so

we can't . . . let him make that motion to just reference all-day kindergarten and the money. That's where you want your minority report. Not on .0217.

Chm. Svedjan: Yes. That's after we adopt and take a roll call vote on .0217. Which we have to do now because we stripped that amendment. I've got to get a roll call vote on .0217. That's the problem.

Rep. Carlisle: So we can vote for that and then further amend and get a recorded roll call vote on that, enough people and then get a minority report. Is that the plan?

Rep. Skarphol: I think Rep. Carlisle is correct. But when we do the vote on the bill as amended is when you need to have four people vote "no" in order for Rep. Thoreson to have four people on that minority report. Is that not correct?

Chm. Svedjan: That's my understanding.

(Sidebar discussion).

Rep. Skarphol: I think he has to have four people vote "no" in order to have a minority report – I think is the point of Legislative Council.

Mr. Smith: I think it's on the majority report amendments. You need to have four or more vote against that to file their own minority report. In effect they are objecting to what the majority is suggesting or recommending and that enables them to file their own report. And I believe what's been done for Rep. Thoreson, he can file that as a minority report by indicating to the Committee that he wants to do that, as long as he's on record as against the majority report.

Rep. Carlisle: Then where's the minority report to sign? I haven't signed anything. There should be a sheet to sign.

Chm. Svedjan: Rep. Thoreson has indicated that he wants a minority report that takes out the funding and the language for all-day kindergarten. He has that amendment available. That will become the minority report.

Rep. Carlisle: It's usually read on the floor who signed the majority report and who signed the minority report.

Chm. Svedjan: The people in this room who do not want all-day kindergarten should vote "no" on the adoption of the .0217.

Rep. Carlisle: You might lose your whole amendment then.

(Sidebar discussion)

Chm. Svedjan: I want to get this done and done right. So I'm going to go back to Council. If we take a roll call vote on this, we run the risk of losing the amendment I suppose. But we need four or more to vote "no" on this in order to facilitate the minority report.

Mr. Smith: Those individuals would be those that would support the minority report. Then their report would include everything that's .0217 except the funding for all-day kindergarten.

Rep. Skarphol: How do we know what the minority report is? Because if there hasn't been a motion made to identify what the minority report is the discussion on the whole amendment is only germane to the whole amendment. We cannot like the whole amendment so we vote against it. Now how do we know what the minority report is unless there's a motion made to identify what the topic is going to be different from ....

(Sidebar discussion)

The motion to adopt amendment .0217 carried by a roll call vote of 22 ayes, 1 nay and 1 absent and not voting.

Rep. Thoreson motioned to further amend to delete those sections which reference all-day every day kindergarten and the associated funding which would go along with that. (Chm. Svedjan: It's .0213 that we had the other day). Rep. Carlisle seconded the motion.

Rep. Thoreson: Just to be clear, if we wish to support the minority position we would vote "yes" on this amendment?

Chm. Svedjan: That's correct.

The motion to further amend failed by a roll call vote of 10 ayes, 13 nays and 1 absent and not voting.

Chm. Svedjan: We'll do the minority report on that.

Rep. Skarphol: Now do you need four votes in opposition to the bill? You do not. So we can vote however we wish on the bill even though we voted in favor of removing the kindergarten we can vote in favor of the bill now?

Rep. Skarphol: Do we need have four "no" votes on the bill who will sign the minority report? Or does that not matter now? Can everybody vote in favor of the bill and still have a minority report?

Mr. Smith: The rules say that, we are talking about a divided committee report, the majority and the minority may each make a report so that would report would be "Do Pass as Amended" in two different fashions.

Chm. Svedjan: So we need four or more negative votes in order to facilitate the minority report.

Mr. Smith: I think the Committee's report is "Do Pass as Amended."

Chm. Svedjan: Well, we don't have it yet, but it probably will be.

Mr. Smith: Jay can help me out here.

Rep. Hawken: The amendment to delete kindergarten has now failed twice.

Chm. Svedjan: Yes.

Rep. Hawken: So, I'm not sure then where you go from here unless it's simply a division.

Chm. Svedjan: We're going to call on Mr. Buringrud.

Jay Buringrud, Legislative Council: I don't know what the question is.

Chm. Svedjan: We have a situation where we voted out SB 2013. We first adopted the amendments that came to us from the EE Section and those amendments included the language and the money for all-day kindergarten. We adopted those amendments, but I did it on a voice vote. Then we took up amendment .0213 which stripped all-day kindergarten, the language and the money. That failed. Then a minority report was requested. We did consider one other amendment that failed but ultimately a "Do Pass as Amended" was moved to get the bill out of Committee, but only two people voted "no." So I had a situation where I didn't have a roll call vote on the adoption of the amendment that came to us from the EE Section and I had only two people vote against the bill when we voted it out of Committee.

Mr. Buringrud: When was the minority report requested?

Chm. Svedjan: It was after I had taken the voice vote on the amendment that came from EE Section.

Rep. Skarphol: It was after that amendment failed to strip all-day kindergarten. And it failed on a roll call vote 11-13.

Chm. Svedjan: The amendment that was defeated, .0213, was defeated by a vote of 11-13. And then when we put a "Do Pass as Amended" on the bill the vote was 22-2.

Mr. Buringrud: But as you described it to me the minority report was requested before that amendment?

Chm. Svedjan: Before which amendment? We had first adopted .0217 on a voice vote. We had not yet had a request for a minority report. When we took up .0213 which would have stripped all-day kindergarten and the money, we did a roll call vote on that but it failed.

Mr. Buringrud: But you have a roll call vote on that. Then a minority report was requested.

Chm. Svedjan: Yes.

Mr. Buringrud: From that standpoint if you look at the rules just to interpret trying to clean some of these up – and I don't know what decisions have been made – you'd look at the persons who voted "no" on accepting that report.

Chm. Svedjan: Which report?

Mr. Buringrud: The one that you have the roll call vote on immediately before asking for a minority report.

Chm. Svedjan: That's what I've been saying all along.

Mr. Buringrud: Then after they've adopted the minority report, then whoever voted for the minority report shouldn't have voted for the "Do Pass as Amended."

Chm. Svedjan: That's where the problem is. So what we've done here is: we first voted to reconsider the bill and that passed. Then we voted to strip the .0217 amendment then we moved to readopt it and took a roll call vote. Then Rep. Thoreson moved to further amend which happens to be the same as .0213 that we defeated the other day which we did have a roll call vote on. We took a roll call vote on that motion again today and it failed 10-13. So I've got all the roll call votes now. Next we need to vote this out as a "Do Pass as Amended" and what I hear you saying is that the people who support the minority position shouldn't vote for this bill going out of Committee.

Mr. Buringrud: Yeah.

Chm. Svedjan: I was told that we need four to sign a minority report and we had only two.

Mr. Buringrud: Trying to apply the rules so they make sense. What's happened is you've moved from minority report before you've adopted the main report. Normally the main report would be there and then you ask for the minority report. But you had amendments. Then you had amendments that failed with a roll call vote and then they asked for a minority report to take the portion of the roll call . . . . which would be o.k. the ones who voted for the amendments that failed and they wanted the minority report so they could add the amendments to it. Everything follows there. But then, they shouldn't have voted for the majority report as "Do Pass." But now you've reconsidered everything which puts it back to the beginning.

Chm. Svedjan: We voted to reconsider. We stripped the amendment that was attached and readopted it. So I could get a roll call on that.

Mr. Buringrud: Right. Now who voted against that?

Chm. Svedjan: That was 22-1. And that amendment includes all-day kindergarten. Then Rep. Thoreson moved to strip the all-day kindergarten and the money and that motion failed on a roll call vote of 10-13.

Mr. Buringrud: But right now there's no minority report on that because you reconsidered everything. And you want to put a minority report on it? I need a map to follow all this. You have an amendment that failed and you want to have a minority report to take that out. (Sidebar) O.K. you have that. So what's the question?

Chm. Svedjan: We can put a "Do Pass as Amended" on this bill, but do we need four or more people to vote against the adoption of the – which would be the majority position?

Mr. Buringrud: Yes. The ones who voted for the minority position shouldn't vote for "Do Pass" on this bill. That's your question, right?

Chm. Svedjan: Then the bill won't pass.

Rep. Skarphol: If you vote for the proposed amendment that would eventually be the minority report, you have an option of whether or not to sign that minority report I believe, even if you were to support it all the way through. So let's say we make a "Do Pass as Amended" 14-10 then we've got ten people that could conceivably sign that minority report. Not all of those ten need to sign it. They could say no.

Chm. Svedjan: The rules say you have to sign it.

Rep. Skarphol: I think you can refuse to sign it. But you have to have at least four people to sign it in order for a minority report to come forward. I don't think you are required to sign it.

Rep. Carlisle: Then they acknowledge on the floor that that person didn't sign it. You want to sign it.

Rep. Martinson: We know who wants the minority and who wants the majority on the amendment. So it's only going to be on the 6th order where the minority wants to replace the majority amendments. So it really shouldn't matter how anybody votes on final passage because the debates going to be on the 6th order. The vote would seem to me to be on the final vote it wouldn't matter how we vote because it's only on the minority report on the amendment we're concerned about.

Mr. Buringrud: Right.

Chm. Svedjan: And that's what we had even before we came down here. That's what I was arguing earlier and I was told otherwise. I had a roll call vote on .0213.

Mr. Buringrud: As long as the people that sign the minority report don't sign the majority report.

Chm. Svedjan: We can't do that.

Mr. Buringrud: You can't do that. You shouldn't.

Chm. Svedjan: So we're in a position now that I can entertain a motion for "Do Pass as Amended" and people can vote the way they wish.

Mr. Buringrud: Yes.

Rep. Carlisle: We can vote for the bill because a minority report has been requested.

Audio difficulties 43:48 – 45:17

Rep. Monson motioned for a Do Pass as Amended.

Rep. Monson: I voted for the minority report. But if I vote "Do Pass as Amended" no problem? I'm still the bill carrier?

Chm. Svedjan: Correct.

Rep. Kreidt seconded the motion for a Do Pass as Amended. The motion carried by a roll call vote of 22 ayes, 1 nay and 1 absent and not voting. Rep. Monson was designated to carry the bill.

Rep. Thoreson: Thank you for your time on this matter.

Chm. Svedjan: My read on this now is that we wouldn't have had to take the time.

2007 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. SB 2013

House Appropriations Committee

☐ Check here for Conference Committee

Hearing Date: March 29, 2007

Recorder Job Number: 5623

Committee Clerk Signature Holly N. Stenvold

Minutes:

Chm. Svedjan called the Full House Appropriations Committee to order. Following the roll call, **Chm. Svedjan** introduced Alex Windjue, Executive Chair, Young Conservatives of America.

Chm. Svedjan explained to the Committee that the reason he had called them back in was to discuss the three bills for which there have been minority reports requested. In order to know what has to be done in order to be procedurally correct. Mr. Buringrud has outlined what exactly has to happen to get SB 2013, SB 2021 and SB 2032 out of the Full Committee appropriately.

Chm. Svedjan called Mr. Buringrud to the podium for a briefing.

Jay Buringrud, Assistant Director, Legislative Council: The issue with respect to SB 2013 is the majority and the minority report. Apparently there is confusion as to majority amendments and minority amendments. When the Committee is considering amendments it doesn't matter how you vote procedurally, yes or no, in order to request a minority report. An adoption of amendments has nothing to do with requesting a minority or majority report. When you vote on the report of the Committee, if you want to have a minority report submitted you must vote "no" on that and there must be a roll call vote on the report. So when you're adopting amendments you can vote "yes" on all the amendments. If you're proposing some substitute amendments or to amend the amendments you can vote "yes" on all those or "no" on all those.

Once you get to the situation where you've got your amendments and you're going to prepare your report for the Committee, if you want to have a minority report to adopt some amendments that have been previously adopted or to do something else other that what the majority is, you need to vote "no" on that. In order to have a minority report you need to have at least four "no" votes. So you can't vote for the majority report because under House Rule 602, if you vote for a majority report, you can't vote for a minority report. And you can't vote for any other report. If at least four members of the Committee vote against the majority report, then they can request that a minority report be prepared and if there's more than four, you need to take a roll call vote on that because each roll call vote must be included with that report. If you request a minority report and there have been at least four members that voted against the majority report they can vote for or against that particular minority report. They don't have to vote for the minority report. When you request one, you have to have at least four people support a minority report to have a minority report.

Chm. Svedjan: The way I understand this, what we have to do first on SB 2013 is to have a motion to reconsider the action by which we passed SB 2013.

Mr. Buringrud: Yes, by which you recommended "Do Pass as Amended."

Chm. Svedjan: And then we'll take a vote on that. Then what I need is a motion for a "Do Pass as Amended" to SB 2013.

Mr. Buringrud: That's correct.

Chm. Svedjan: Now it's that motion, anyone who desires a minority report, they have to vote against that motion.

Mr. Buringrud: That's correct.

Chm. Svedjan: Thereafter, I need a motion that requests the minority report.

Mr. Buringrud: That's correct.

Chm. Svedjan: And the members who voted for the majority report cannot vote for the minority report. In other words, they can't vote to support the minority report if they voted to support the majority report.

Mr. Buringrud: Yes, either they're out of the room and don't vote or they vote "no." They can't vote "yes."

Chm. Svedjan: That's the simplest explanation of all of this so I would be open for a motion to reconsider the action by which we put a "Do Pass as Amended" on SB 2013.

Rep. Skarphol: Before we do that, if five people – and I'm one of them – vote "no" on the bill and then there's a request for a minority report and we take the roll and I vote with those other four people, that does not mean that I have to sign the minority report, does it?

Mr. Buringrud: If you vote for a report you have to sign it.

Chm. Svedjan: I stated that yesterday that I thought that if you were on the minority report you had to sign it.

Rep. Aarsvold: That has not always been the case. We have had folks refuse to sign a minority report in the past.

Chm. Svedjan: Does anyone wish to move reconsideration?

Rep. Skarphol motioned to reconsider the action by which we passed SB 2013 as amended. Rep. Carlisle seconded the motion. The motion carried by a voice vote.

Chm. Svedjan: We need a motion to put a "Do Pass as Amended" on SB 2013.

Rep. Skarphol motioned for a Do Pass as Amended to SB 2013. Rep. Carlisle seconded the motion.

Chm. Svedjan: I just want to remind you, I'm not asking for you to vote one way or another on this, but if there is anyone who is desirous of a minority report you have to vote against this motion.

Mr. Buringrud: That's correct.

Rep. Wald: Would you refresh our memories on what the issue was?

Chm. Svedjan: The issue on SB 2013 is the matter of all-day kindergarten and the funding that goes with it.

Rep. Skarphol: I did ask Mr. Buringrud just now, since I made the motion for the "Do Pass" I do not have to vote in favor of that motion even though I made the motion.

Mr. Buringrud: That's right.

Chm. Svedjan: And if you vote against it, then he would have to sign the minority report?

Mr. Buringrud: Not on that motion.

The motion for a Do Pass as Amended carried by a roll call vote of 15 ayes, 7 nays and 2 absent and not voting.

Chm. Svedjan: Procedurally, since we have put a "Do Pass as Amended" on this bill for anyone who wishes a minority report, I would ask that you move that the minority report be prepared which would be the majority report less the reference to all-day kindergarten and the removal of the associated money.

Mr. Buringrud: That's correct.

Rep. Carlisle motioned for a minority report. Rep. Kreidt seconded the motion.

Rep. Martinson: I've been reading the rule book today. I'm curious how would you know that it's about all-day kindergarten? How do you know that? What if I asked for a minority report and it has nothing to do with kindergarten?

Chm. Svedjan: The only thing I can say about that is that when we took this issue up before, amendment .0213 I believe it was, was defeated and it was at that point that there was a request for a minority report.

Rep. Martinson: But I think you could take a minority report then if there were no amendments. So I'm just asking Jay, how do you know what the minority . . . what if I want to ask for a minority report that has nothing to do with kindergarten?

Mr. Buringrud: That would be fine. The minority report you are asking for presumably is a minority report to do something that hasn't been done to the bill yet. And your minority report presumably has been what you've adopted before and that's to remove the funding for kindergarten. The motion could be for the minority report to add money to kindergarten. It can be anything as long as it's clear what your motion is. I think you have the specific amendments in front of you with respect to removing the funding.

Rep. Martinson: Then doesn't the request have to be specific?

Chm. Svedjan: That's what I just stated. That the motion would need to request a minority report, which would be the majority report less what that person wants to be taken out.

Rep. Bellew: Since this is a motion, if the motion fails does that mean the minority report fails?

Mr. Buringrud: The only ones who can vote against, . . . the ones who voted for the majority report cannot vote for this motion. They have to vote against it. The ones who voted against the majority report can vote for or against this motion. If they vote against this motion they

don't sign the minority report. You don't have to vote for a minority report. At least four members have to support this motion.

Rep. Carlisle: Just a minute. We've done this a lot of times and it's usually the minority party requests it. There isn't any vote. We just request it in the record. It's printed up. We sign it. It's presented on the floor. It gives the people a chance to vote. That's all it is for floor members. I've never heard that we have to vote on this.

Chm. Svedjan: I can try to explain this one more time. I thought I had this covered because we had the vote on the amendment request that virtually constituted the minority report. I was later told that we cannot generate a minority report on a vote on the amendment. So when the bill was passed out of Committee with a "Do Pass as Amended" we didn't have four people to generate a minority report. Consequently, here we are.

Mr. Buringrud: Rep. Carlisle, the rule specifically says "a recorded roll call vote must be taken on the majority report and each minority report." So you may have been a little flexible in the past.

Rep. Carlisle: Well it's been for a lot of sessions.

Chm. Svedjan: That's the same for me. I don't ever remember doing it this way.

Rep. Carlisle: I just want to know, if I want this minority, you're going to call the roll on the minority report. Any of us that want it vote "yes," right? And if there are four of us, we've got it covered.

Chm. Svedjan: Members who voted for the majority report cannot vote for the minority report.

Rep. Glassheim: Those who voted against the majority report do not have to vote for the minority report – they may, but they don't have to.

Chm. Svedjan: That's correct.

The roll call vote for the motion for a minority report was 7 ayes, 13 nays and 4 absent and not voting.

Mr. Buringrud: This motion does not require a majority of the members of the Committee (Ref. 20:41).

Chm. Svedjan: It's just to establish the minority.

Mr. Buringrud: It's just to establish the report.

Rep. Skarphol: As long as we've spent all this time discussing this issue, I'm assuming there could also be another minority report if there were another issue that a legislator felt strongly enough about that they wanted to separate from this particular piece of legislation. Is that correct?

Mr. Buringrud: It would be, but everybody's taken care of in the votes now.

Rep. Skarphol: If it was a different issue.

Mr. Buringrud: Let's say there were eight votes against the majority report and so a member of the eight requested a minority report and four people supported that and the other four voted against it, those other four can also request another minority report. As long as you have four people signing a report and they haven't voted for any other report. You can only vote for one report. In Appropriations Committee you need at least four members to sign a report. That's why if you have at least eight, you can have three reports coming out of this Committee.

Rep. Skarphol: It is possible to do, but not in this situation.

Mr. Buringrud: Not in this situation anymore.

Chm. Svedjan: That concludes our reconsideration of SB 2013.

78037.0215
Title.
Fiscal No. 6

Prepared by the Legislative Council staff for
Representative Monson
March 23, 2007

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

Page 1, line 4, after "transfers" insert "; to provide for a legislative council study; to provide legislative intent" and remove "and subsection 5 of section 15.1-27-07"

Page 1, line 5, after "Code" insert "and section 28 of chapter 167 of the 2005 Session Laws"

Page 1, line 6, replace "per student payments for kindergarten students" with "contingent distributions of per student payments"

Page 3, line 18, replace "19,702,723" with "20,147,723"

Page 3, line 20, replace "(1,000,000)" with "1,000,000"

Page 3, line 21, replace "104,969,811" with "107,414,811"

Page 3, line 22, replace "29,776,672" with "29,856,672"

Page 3, line 23, replace "75,193,139" with "77,558,139"

Page 4, line 3, replace "$105,779" with "($292,221)"

Page 4, line 6, replace "$113,302" with "($284,698)"

Page 4, line 7, replace "(363,103)" with "(288,103)"

Page 4, line 8, replace "476,405" with "3,405"

Page 4, line 17, replace "76,533,765" with "78,425,765"

Page 4, line 18, replace "29,633,567" with "29,788,567"

Page 4, line 19, replace "106,167,332" with "108,214,332"

Page 5, line 3, replace "227,701,806" with "228,146,806"

Page 5, after line 3, insert:

"JPA incentives 2,000,000"

Page 5, line 6, replace "1,037,313,033" with "1,039,758,033"

Page 5, line 7, replace "325,676,307" with "325,756,307"

Page 5, line 8, replace "711,636,726" with "714,001,726"

Page 5, line 19, replace "5,141,381" with "4,743,381"

Page 5, line 22, replace "6,805,664" with "6,407,664"

Page 5, line 23, replace "964,162" with "1,039,162"

Page 5, line 24, replace "5,841,502" with "5,368,502"

Page 6, line 2, replace "724,374,140" with "726,266,140"

Page 6, line 3, replace "329,366,186" with "329,521,186"

Page 6, line 4, replace "1,053,740,326" with "1,055,787,326"

Page 7, remove lines 3 through 8

Page 7, after line 25, insert:

"**SECTION 12. ONE-TIME FUNDING - EFFECT ON BASE BUDGET - REPORT TO THE SIXTY-FIRST LEGISLATIVE ASSEMBLY.** The total general fund appropriation line item in section 3 of this Act includes $1,250,000 for the one-time funding items identified in this section. This amount is not a part of the agencies' base budgets to be used in preparing the 2009-11 executive budget. The department of public instruction and school for the deaf shall report to the appropriations committees of the sixty-first legislative assembly on the use of this one-time funding for the biennium beginning July 1, 2007, and ending June 30, 2009.

State school aid system rewrite - Department of public instruction	$500,000
Teachers licensure application rewrite - Department of public instruction	650,000
Deferred maintenance - School for the deaf	100,000
Total	$1,250,000

SECTION 13. ELIGIBLE EDUCATIONAL ASSOCIATIONS. The sum of $2,000,000, included in JPA incentives line item in subdivision 1 of section 3 of this Act, is for the purpose of providing payments to school districts that are members of eligible educational associations, for the biennium beginning July 1, 2007, and ending June 30, 2009. Each year of the biennium, the superintendent of public instruction shall distribute fifty percent of the money appropriated to eligible school districts on a per student basis. The superintendent shall make the distribution at the same time and in the same manner as other state aid payments under section 15.1-27-01. For purposes of this section, an "eligible educational association" is one that is governed by a joint powers agreement that the superintendent of public instruction has reviewed and verified as meeting the requirements of section 15.1-07-28.

SECTION 14. LEGISLATIVE COUNCIL STUDY - SERVICES TO STUDENTS WHO ARE DEAF OR HEARING-IMPAIRED. The legislative council shall consider studying, during the 2007-08 interim, the provision of services to children and adults who are deaf or hearing-impaired, including the role of the North Dakota school for the deaf in the provision of educational and rehabilitative services, the short-term and long-term viability of existing state facilities, and alternative approaches that might enhance the scope and breadth of service availability. The study, if conducted, must include the feasibility of combining the administration and delivery of services of the school for the deaf with other area school districts, educational associations governed by joint powers agreements, special education units, and North Dakota vision services - school for the blind. The study should examine alternative uses for the buildings on the school for the deaf campus beyond the scope of the school's present mission. The

legislative council shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-first legislative assembly.

SECTION 15. LEGISLATIVE INTENT - REPORT TO THE SIXTY-FIRST LEGISLATIVE ASSEMBLY. It is the intent of the legislative assembly that the school for the deaf collaborate with Lake Region state college on the college's wind energy project and determine the feasibility of the school for the deaf accessing any available energy, including identifying any related costs. The school for the deaf should provide a report on the status of this collaboration to the appropriations committees of the sixty-first legislative assembly.

SECTION 16. ADULT EDUCATION PER STUDENT FUNDING STUDY. The commission on education improvement shall consider studying, during the 2007-08 interim, changes to the state school aid formula to provide per student payments to school districts offering an adult education program.

SECTION 17. AMENDMENT. Section 28 of chapter 167 of the 2005 Session Laws is amended and reenacted as follows:

SECTION 28. CONTINGENCY. If any moneys appropriated for per student payments and transportation payments in the grants - state school aid line item in House Bill No. 1013, as approved by the fifty-ninth legislative assembly, remain after payment of all statutory obligations for per student and transportation payments during the biennium beginning July 1, 2005, and ending June 30, 2007, and after the superintendent of public instruction has fulfilled any directives contained in section 27 of this Act, the superintendent shall distribute the remaining moneys as follows:

1. The superintendent of public instruction shall use the first $450,000, or so much of that amount as may be necessary, to provide additional payments to school districts serving English language learners in accordance with section 15.1-27-12.

2. The superintendent of public instruction shall use the next $1,000,000, or so much of that amount as may be necessary, for the purpose of providing additional per student payments to school districts participating in eligible educational associations in accordance with section 32 of this Act.

3. The superintendent of public instruction shall use the next $25,748, or so much of that amount as may be necessary, for the purpose of reimbursing eligible school districts that received reduced amounts of state aid. For the purposes of this subsection, an eligible school district is one that received a reduction in state aid during the 2005-07 biennium because the district's general fund levy fell below one hundred forty mills as the result of an accounting oversight.

4. The superintendent of public instruction shall use the next $200,000, or so much of that amount as may be necessary, for the purpose of providing additional payments to school districts offering an adult education program during the 2005-07 biennium.

5. The superintendent of public instruction shall use the next $77,000, or so much of that amount as may be necessary, for providing funding to the education standards and practices board for providing payments to recipients of national board certification and scholarships to individuals seeking national board certification in accordance with Senate Bill No. 2057 as approved by the sixtieth legislative assembly.

6. The superintendent of public instruction shall use the next $400,000, or so much of that amount as may be necessary, to purchase automated

external defibrillators and place one in each public and nonpublic school in the state.

7. The superintendent of public instruction shall use the remainder of the moneys to provide additional per student payments on a prorated basis according to the latest available average daily membership of each school district."

Page 8, remove lines 1 through 28

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2013 - Summary of House Action

	EXECUTIVE BUDGET	SENATE VERSION	HOUSE CHANGES	HOUSE VERSION
Department of Public Instruction				
Total all funds	$1,037,666,173	$1,037,313,033	$2,445,000	$1,039,758,033
Less estimated income	326,080,447	325,676,307	80,000	325,756,307
General fund	$711,585,726	$711,636,726	$2,365,000	$714,001,726
State Library				
Total all funds	$5,861,312	$5,861,312	$0	$5,861,312
Less estimated income	1,881,600	1,881,600		1,881,600
General fund	$3,979,712	$3,979,712	$0	$3,979,712
School for the Deaf				
Total all funds	$6,805,664	$6,805,664	($398,000)	$6,407,664
Less estimated income	964,162	964,162	75,000	1,039,162
General fund	$5,841,502	$5,841,502	($473,000)	$5,368,502
Vision Services - School for the Blind				
Total all funds	$3,636,873	$3,760,317	$0	$3,760,317
Less estimated income	844,117	844,117		844,117
General fund	$2,792,756	$2,916,200	$0	$2,916,200
Bill Total				
Total all funds	$1,053,970,022	$1,053,740,326	$2,047,000	$1,055,787,326
Less estimated income	329,770,326	329,366,186	155,000	329,521,186
General fund	$724,199,696	$724,374,140	$1,892,000	$726,266,140

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

	EXECUTIVE BUDGET	SENATE VERSION	HOUSE CHANGES	HOUSE VERSION
Salaries and wages	$11,811,194	$11,407,054		$11,407,054
Operating expenses	21,088,294	20,968,294		20,968,294
Grants - State school aid	724,165,879	726,165,879		726,165,879
Grants - Special education contracts	17,500,000	17,500,000		17,500,000
Grants - Transportation	33,500,000	33,500,000		33,500,000
Grants - Other grants	227,530,806	227,701,806	$445,000	228,146,806
JPA incentives	2,000,000		2,000,000	2,000,000
Transportation efficiency	30,000	30,000		30,000
National board certification	40,000	40,000		40,000
Total all funds	$1,037,666,173	$1,037,313,033	$2,445,000	$1,039,758,033
Less estimated income	326,080,447	325,676,307	80,000	325,756,307
General fund	$711,585,726	$711,636,726	$2,365,000	$714,001,726
FTE	98.25	94.75	0.00	94.75

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

	INCREASES FUNDING FOR OTHER GRANTS [1]	PROVIDES FUNDING FOR JPA INCENTIVES [2]	PROVIDES FOR A FUNDING SOURCE CHANGE [3]	TOTAL HOUSE CHANGES
Salaries and wages				
Operating expenses				
Grants - State school aid				
Grants - Special education contracts				
Grants - Transportation				
Grants - Other grants	$445,000			$445,000
JPA incentives		$2,000,000		2,000,000
Transportation efficiency				
National board certification				
Total all funds	$445,000	$2,000,000		$2,445,000
Less estimated income			$80,000	80,000
General fund	$445,000	$2,000,000	($80,000)	$2,365,000
FTE	0.00	0.00	0.00	0.00

[1] This amendment provides funding of $445,000 from the general fund for a grant to the North Central Council of School Television for licensing of educational television programs for classroom use by North Dakota elementary and secondary schools, assisting with the North Dakota studies project, and other operating expenses ($395,000) and for a grant for the Atlantik-Brucke international teacher exchange program ($50,000).

[2] This amendment provides funding of $2 million from the general fund for joint powers agreement incentives. This funding was previously included in Engrossed Senate Bill No. 2200.

[3] This amendment changes the funding source for the rewrite of the teacher licensure application used by the Department of Public Instruction and the Education Standards and Practices Board to $650,000 from the general fund and $80,000 of special funds from the Education Standards and Practices Board. The following is a summary of the funding for the rewrite project:

	2007-09 EXECUTIVE BUDGET	2007-09 SENATE VERSION	2007-09 HOUSE VERSION
General fund	$500,000	$730,000	$650,000
Special funds			80,000
Total	$500,000	$730,000	$730,000

This amendment also:

- Adds a section to the bill identifying one-time funding for the 2007-09 biennium.
- Adds a section providing that the Commission on Education Improvement consider studying changes to the state school aid formula to provide per student payments to school districts offering an adult education program.
- Adds a section to amend and reenact Section 28 of Chapter 167 of the 2005 Session Laws relating to contingent distributions of per student payments.
- Removes Section 8 of the engrossed bill relating to English language learners.
- Removes Section 14 of the engrossed bill relating to full-day kindergarten.

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

	EXECUTIVE BUDGET	SENATE VERSION	HOUSE CHANGES	HOUSE VERSION
Salaries and wages	$5,141,381	$5,141,381	($398,000)	$4,743,381
Operating expenses	1,514,283	1,514,283		1,514,283
Capital assets	150,000	150,000		150,000
Total all funds	$6,805,664	$6,805,664	($398,000)	$6,407,664
Less estimated income	964,162	964,162	75,000	1,039,162
General fund	$5,841,502	$5,841,502	($473,000)	$5,368,502
FTE	48.44	48.44	(4.50)	43.94

Dept. 252 - School for the Deaf - Detail of House Changes

	REMOVES VACANT FTE POSITIONS [1]	REDUCES FUNDING FOR SALARIES AND WAGES [2]	FUNDING SOURCE CHANGE	TOTAL HOUSE CHANGES
Salaries and wages	($323,000)	($75,000)		($398,000)
Operating expenses				
Capital assets				
Total all funds	($323,000)	($75,000)		($398,000)
Less estimated income			$75,000	$75,000
General fund	($323,000)	($75,000)	($75,000)	($473,000)
FTE	(4.50)	0.00	0.00	(4.50)

1 This amendment removes 4.5 vacant FTE positions.

2 This amendment reduces funding for the salaries and wages line item by $75,000 from the general fund relating to anticipated attrition.

This amendment also:

- Adds a section to the bill identifying one-time funding for the 2007-09 biennium.
- Adds a section to the bill to provide for a Legislative Council study of services to students who are deaf or hearing-impaired.
- Add a section to the bill to provide legislative intent that the School for the Deaf collaborate with Lake Region State College on the college's wind energy project.

Date: March 23, 2007
Roll Call Vote #:

2007 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. SB 2013

House **Appropriations Education and Environment Division**

☐ Check here for Conference Committee

Legislative Council Amendment Number .0215

Action Taken Do pass as amended

Motion Made By Rep Monson **Seconded By** Rep. Aarsvold

Representatives	Yes	No	Representatives	Yes	No
Chairman Wald	✓		Representative Aarsvold:	✓	
Vice Chairman Monson	✓		Representative Gulleson	✓	
Representative Hawken					
Representative Klein	✓				
Representative Martinson:	✓				

Total Yes 6 **No** 0

Absent 1

Floor Assignment Rep. Monson

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

Do pass as amended

Attachment A

78037.0217
Title.
Fiscal No. 7

Prepared by the Legislative Council staff for
Representative Monson
March 26, 2007

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

Page 1, line 4, after "transfers" insert "; to provide for a legislative council study; to provide legislative intent" and remove "and subsection 5 of section 15.1-27-07"

Page 1, line 5, after "Code" insert "and section 28 of chapter 167 of the 2005 Session Laws"

Page 1, line 6, replace "per student payments for kindergarten students" with "contingent distributions of per student payments"

Page 3, line 11, replace "6,075,986" with "4,845,986"

Page 3, line 21, replace "104,969,811" with "103,739,811"

Page 3, line 23, replace "75,193,139" with "73,963,139"

Page 4, line 3, replace "$105,779" with "($292,221)"

Page 4, line 6, replace "$113,302" with "($284,698)"

Page 4, line 7, replace "(363,103)" with "(288,103)"

Page 4, line 8, replace "476,405" with "3,405"

Page 4, line 17, replace "76,533,765" with "74,830,765"

Page 4, line 18, replace "29,633,567" with "29,708,567"

Page 4, line 19, replace "106,167,332" with "104,539,332"

Page 4, line 30, replace "20,968,294" with "19,738,294"

Page 5, line 6, replace "1,037,313,033" with "1,036,083,033"

Page 5, line 8, replace "711,636,726" with "710,406,726"

Page 5, line 19, replace "5,141,381" with "4,743,381"

Page 5, line 22, replace "6,805,664" with "6,407,664"

Page 5, line 23, replace "964,162" with "1,039,162"

Page 5, line 24, replace "5,841,502" with "5,368,502"

Page 6, line 2, replace "724,374,140" with "722,671,140"

Page 6, line 3, replace "329,366,186" with "329,441,186"

Page 6, line 4, replace "1,053,740,326" with "1,052,112,326"

Page 7, remove lines 3 through 8

Page 7, after line 25, insert:

"**SECTION 12. ONE-TIME FUNDING - EFFECT ON BASE BUDGET - REPORT TO THE SIXTY-FIRST LEGISLATIVE ASSEMBLY.** The total general fund appropriation line item in section 3 of this Act includes $100,000 for the one-time funding item identified in this section. This amount is not a part of the agency's base budget to be used in preparing the 2009-11 executive budget. The school for the deaf shall report to the appropriations committees of the sixty-first legislative assembly on the use of this one-time funding for the biennium beginning July 1, 2007, and ending June 30, 2009.

Deferred maintenance - School for the deaf	$100,000

SECTION 13. LEGISLATIVE COUNCIL STUDY - SERVICES TO STUDENTS WHO ARE DEAF OR HEARING-IMPAIRED. The legislative council shall consider studying, during the 2007-08 interim, the provision of services to children and adults who are deaf or hearing-impaired, including the role of the North Dakota school for the deaf in the provision of educational and rehabilitative services, the short-term and long-term viability of existing state facilities, and alternative approaches that might enhance the scope and breadth of service availability. The study, if conducted, must include the feasibility of combining the administration and delivery of services of the school for the deaf with other area school districts, educational associations governed by joint powers agreements, special education units, and North Dakota vision services - school for the blind. The study should examine alternative uses for the buildings on the school for the deaf campus beyond the scope of the school's present mission. The legislative council shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-first legislative assembly.

SECTION 14. LEGISLATIVE INTENT - REPORT TO THE SIXTY-FIRST LEGISLATIVE ASSEMBLY. It is the intent of the legislative assembly that the school for the deaf collaborate with Lake Region state college on the college's wind energy project and determine the feasibility of the school for the deaf accessing any available energy, including identifying any related costs. The school for the deaf should provide a report on the status of this collaboration to the appropriations committees of the sixty-first legislative assembly.

SECTION 15. ADULT EDUCATION PER STUDENT FUNDING STUDY. The commission on education improvement shall consider studying, during the 2007-08 interim, changes to the state school aid formula to provide per student payments to school districts offering an adult education program.

SECTION 16. AMENDMENT. Section 28 of chapter 167 of the 2005 Session Laws is amended and reenacted as follows:

SECTION 28. CONTINGENCY. If any moneys appropriated for per student payments and transportation payments in the grants - state school aid line item in House Bill No. 1013, as approved by the fifty-ninth legislative assembly, remain after payment of all statutory obligations for per student and transportation payments during the biennium beginning July 1, 2005, and ending June 30, 2007, and after the superintendent of public instruction has fulfilled any directives contained in section 27 of this Act, the superintendent shall distribute the remaining moneys as follows:

1. The superintendent of public instruction shall use the first $450,000, or so much of that amount as may be necessary, to provide additional payments to school districts serving English language learners in accordance with section 15.1-27-12.

2. The superintendent of public instruction shall use the next $1,000,000, or so much of that amount as may be necessary, for the purpose of providing additional per student payments to school districts participating in eligible educational associations in accordance with section 32 of this Act.

3. The superintendent of public instruction shall use the next $25,748, or so much of that amount as may be necessary, for the purpose of reimbursing eligible school districts that received reduced amounts of state aid. For the purposes of this subsection, an eligible school district is one that received a reduction in state aid during the 2005-07 biennium because the district's general fund levy fell below one hundred forty mills as the result of an accounting oversight.

4. The superintendent of public instruction shall use the next $200,000, or so much of that amount as may be necessary, for the purpose of providing additional payments to school districts offering an adult education program during the 2005-07 biennium.

5. a. The superintendent of public instruction shall use the next $2,000,000, or so much of that sum as may be necessary, for the purpose of providing payments to school districts that are members of eligible educational associations, for the biennium beginning July 1, 2007, and ending June 30, 2009.

   b. Each year of the biennium, the superintendent of public instruction shall distribute fifty percent of the moneys appropriated to eligible school districts on a per student basis. The superintendent shall make the distribution at the same time and in the same manner as other state aid payments under section 15.1-27-01.

   c. For purposes of this subsection, an "eligible educational association" is one that is governed by a joint powers agreement that the superintendent of public instruction has reviewed and verified as meeting the requirements of section 15.1-07-28.

6. The superintendent of public instruction shall use the next $500,000, or so much of that amount as may be necessary, for the purpose of funding the rewrite of the state school aid computer system.

7. The superintendent of public instruction shall use the next $650,000, or so much of that amount as may be necessary, for the purpose of funding the rewrite of the teacher licensure application used by the department and the education standards and practices board. The education standards and practices board will pay the remaining $80,000 of the anticipated total project cost.

8. The superintendent of public instruction shall use the next $77,000, or so much of that amount as may be necessary, for providing funding to the education standards and practices board for providing payments to recipients of national board certification and scholarships to individuals seeking national board certification in accordance with Senate Bill No. 2057 as approved by the sixtieth legislative assembly.

9. The superintendent of public instruction shall use the next $400,000, or so much of that amount as may be necessary, to purchase automated

external defibrillators and place one in each public and nonpublic school in the state.

10. The superintendent of public instruction shall use the next $395,000, or so much of that sum as may be necessary, for the purpose of providing a grant to the north central council of school television for licensing of education television programs for classroom use by North Dakota elementary and secondary schools, assisting with the North Dakota studies project, and other operating expenses.

11. The superintendent of public instruction shall use the next $50,000, or so much of that sum as may be necessary, for the purpose of providing a grant for the Atlantik-Brucke teacher exchange program.

12. The superintendent of public instruction shall use the remainder of the moneys to provide additional per student payments on a prorated basis according to the latest available average daily membership of each school district."

Page 8, remove lines 1 through 28

Page 8, line 29, replace "Section" with "Sections" and after "4" insert "and 16"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2013 - Summary of House Action

	EXECUTIVE BUDGET	SENATE VERSION	HOUSE CHANGES	HOUSE VERSION
Department of Public Instruction				
Total all funds	$1,037,668,173	$1,037,313,033	($1,230,000)	$1,036,083,033
Less estimated income	326,080,447	325,676,307		325,676,307
General fund	$711,585,726	$711,636,726	($1,230,000)	$710,406,726
State Library				
Total all funds	$5,861,312	$5,861,312	$0	$5,861,312
Less estimated income	1,881,600	1,881,600		1,881,600
General fund	$3,979,712	$3,979,712	$0	$3,979,712
School for the Deaf				
Total all funds	$6,805,664	$6,805,664	($398,000)	$6,407,664
Less estimated income	964,162	964,162	75,000	1,039,162
General fund	$5,841,502	$5,841,502	($473,000)	$5,368,502
Vision Services - School for the Blind				
Total all funds	$3,636,873	$3,760,317	$0	$3,760,317
Less estimated income	844,117	844,117		844,117
General fund	$2,792,756	$2,916,200	$0	$2,916,200
Bill Total				
Total all funds	$1,053,970,022	$1,053,740,326	($1,628,000)	$1,052,112,326
Less estimated income	329,770,326	329,366,186	75,000	329,441,186
General fund	$724,199,696	$724,374,140	($1,703,000)	$722,671,140

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

	EXECUTIVE BUDGET	SENATE VERSION	HOUSE CHANGES	HOUSE VERSION
Salaries and wages	$11,811,194	$11,407,054		$11,407,054
Operating expenses	21,088,294	20,968,294	($1,230,000)	19,738,294
Grants - State school aid	724,165,879	726,165,879		726,165,879
Grants - Special education contracts	17,500,000	17,500,000		17,500,000
Grants - Transportation	33,500,000	33,500,000		33,500,000
Grants - Other grants	227,530,806	227,701,806		227,701,806
JPA incentives	2,000,000			
Transportation efficiency	30,000	30,000		30,000
National board certification	40,000	40,000		40,000

Total all funds	$1,037,666,173	$1,037,313,033	($1,230,000)	$1,036,083,033
Less estimated income	326,080,447	325,676,307		325,676,307
General fund	$711,585,726	$711,636,726	($1,230,000)	$710,406,726
FTE	98.25	94.75	0.00	94.75

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

	REMOVES FUNDING FOR COMPUTER SYSTEM REWRITE PROJECTS [1]	TOTAL HOUSE CHANGES
Salaries and wages		
Operating expenses	($1,230,000)	($1,230,000)
Grants - State school aid		
Grants - Special education contracts		
Grants - Transportation		
Grants - Other grants		
JPA incentives		
Transportation efficiency		
National board certification		
Total all funds	($1,230,000)	($1,230,000)
Less estimated income		
General fund	($1,230,000)	($1,230,000)
FTE	0.00	0.00

[1] This amendment removes funding from the general fund for the state school aid rewrite project ($500,000) and the teachers' licensure application rewrite project ($730,000) and provides that those projects be funded from the 2005-07 per student and transportation aid contingent distributions.

This amendment also:

- Adds a section to the bill identifying one-time funding for the 2007-09 biennium.
- Adds a section providing that the Commission on Education Improvement consider studying changes to the state school aid formula to provide per student payments to school districts offering an adult education program.
- Removes Section 8 of the engrossed bill relating to English language learners.
- Removes Section 14 of the engrossed bill relating to full-day kindergarten.

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

	EXECUTIVE BUDGET	SENATE VERSION	HOUSE CHANGES	HOUSE VERSION
Salaries and wages	$5,141,381	$5,141,381	($398,000)	$4,743,381
Operating expenses	1,514,283	1,514,283		1,514,283
Capital assets	150,000	150,000		150,000
Total all funds	$6,805,664	$6,805,664	($398,000)	$6,407,664
Less estimated income	964,162	964,162	75,000	1,039,162
General fund	$5,841,502	$5,841,502	($473,000)	$5,368,502
FTE	48.44	48.44	(4.50)	43.94

Dept. 252 - School for the Deaf - Detail of House Changes

	REMOVES VACANT FTE POSITIONS [1]	REDUCES FUNDING FOR SALARIES AND WAGES [2]	FUNDING SOURCE CHANGE	TOTAL HOUSE CHANGES
Salaries and wages	($323,000)	($75,000)		($398,000)
Operating expenses				
Capital assets				
Total all funds	($323,000)	($75,000)		($398,000)
Less estimated income			$75,000	75,000
General fund	($323,000)	($75,000)	($75,000)	($473,000)
FTE	(4.50)	0.00	0.00	(4.50)

1 This amendment removes 4.5 vacant FTE positions.

2 This amendment reduces funding for the salaries and wages line item by $75,000 from the general fund relating to anticipated attrition.

This amendment also:

- Adds a section to the bill identifying one-time funding for the 2007-09 biennium.
- Adds a section to the bill to provide for a Legislative Council study of services to students who are deaf or hearing-impaired.
- Add a section to the bill to provide legislative intent that the School for the Deaf collaborate with Lake Region State College on the college's wind energy project.

Date: March 26,
Roll Call Vote #:

2007 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. SB 2013 Engrossed

House **Appropriations Education and Environment Division**

☐ Check here for Conference Committee

Legislative Council Amendment Number Amendment. 0217

Action Taken Do pass as amended

Motion Made By Rep. Monson **Seconded By** Rep. Martinson

Representatives	Yes	No	Representatives	Yes	No
Chairman Wald	✓		Representative Aarsvold:	✓	
Vice Chairman Monson	✓		Representative Gulleson	✓	
Representative Hawken	✓				
Representative Klein	✓				
Representative Martinson:	✓				

Total **Yes** 7 **No** 0

Absent 0

Floor Assignment Rep. Monson

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

Date: 3/26/07
Roll Call Vote #: 1

2007 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2013

House Appropriations Full Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number 78037.0217

Action Taken Adopt Amendment .0217

Motion Made By Monson Seconded By Hawken

Representatives	Yes	No	Representatives	Yes	No
Chairman Svedjan					
Vice Chairman Kempenich					
Representative Wald			Representative Aarsvold		
Representative Monson			Representative Gulleson		
Representative Hawken					
Representative Klein					
Representative Martinson					
Representative Carlson			Representative Glassheim		
Representative Carlisle			Representative Kroeber		
Representative Skarphol			Representative Williams		
Representative Thoreson					
Representative Pollert			Representative Ekstrom		
Representative Bellew			Representative Kerzman		
Representative Kreidt			Representative Metcalf		
Representative Nelson					
Representative Wieland					

Total (Yes) _____ No _____

Absent _____

Floor Assignment _____

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

Voice Vote - carries

Attachment B

78037.0213
Title.
Fiscal No. 3

Prepared by the Legislative Council staff for
Representative Monson
March 22, 2007

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

Page 3, line 12, replace "242,112,120" with "240,112,120"

Page 3, line 21, replace "104,969,811" with "102,969,811"

Page 3, line 23, replace "75,193,139" with "73,193,139"

Page 4, line 17, replace "76,533,765" with "74,533,765"

Page 4, line 19, replace "106,167,332" with "104,167,332"

Page 4, line 31, replace "726,165,879" with "724,165,879"

Page 5, line 6, replace "1,037,313,033" with "1,035,313,033"

Page 5, line 8, replace "711,636,726" with "709,636,726"

Page 6, line 2, replace "724,374,140" with "722,374,140"

Page 6, line 4, replace "1,053,740,326" with "1,051,740,326"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2013 - Summary of House Action

	EXECUTIVE BUDGET	SENATE VERSION	HOUSE CHANGES	HOUSE VERSION
Department of Public Instruction				
Total all funds	$1,037,666,173	$1,037,313,033	($2,000,000)	$1,035,313,033
Less estimated income	326,080,447	325,676,307		325,676,307
General fund	$711,585,726	$711,636,726	($2,000,000)	$709,636,726
State Library				
Total all funds	$5,861,312	$5,861,312	$0	$5,861,312
Less estimated income	1,881,600	1,881,600		1,881,600
General fund	$3,979,712	$3,979,712	$0	$3,979,712
School for the Deaf				
Total all funds	$6,805,664	$6,805,664	$0	$6,805,664
Less estimated income	964,162	964,162		964,162
General fund	$5,841,502	$5,841,502	$0	$5,841,502
Vision Services - School for the Blind				
Total all funds	$3,636,873	$3,760,317	$0	$3,760,317
Less estimated income	844,117	844,117		844,117
General fund	$2,792,756	$2,916,200	$0	$2,916,200
Bill Total				
Total all funds	$1,053,970,022	$1,053,740,326	($2,000,000)	$1,051,740,326
Less estimated income	329,770,326	329,366,186		329,366,186
General fund	$724,199,696	$724,374,140	($2,000,000)	$722,374,140

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

	EXECUTIVE BUDGET	SENATE VERSION	HOUSE CHANGES	HOUSE VERSION
Salaries and wages	$11,811,194	$11,407,054		$11,407,054
Operating expenses	21,088,294	20,968,294		20,968,294
Grants - State school aid	724,165,879	726,165,879	($2,000,000)	724,165,879
Grants - Special education contracts	17,500,000	17,500,000		17,500,000
Grants - Transportation	33,500,000	33,500,000		33,500,000
Grants - Other grants	227,530,806	227,701,806		227,701,806
JPA incentives	2,000,000			
Transportation efficiency	30,000	30,000		30,000
National board certification	40,000	40,000		40,000
Total all funds	$1,037,666,173	$1,037,313,033	($2,000,000)	$1,035,313,033
Less estimated income	326,080,447	325,676,307		325,676,307
General fund	$711,585,726	$711,636,726	($2,000,000)	$709,636,726
FTE	98.25	94.75	0.00	94.75

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

	REDUCES FUNDING FOR STATE SCHOOL AID [1]	TOTAL HOUSE CHANGES
Salaries and wages		
Operating expenses		
Grants - State school aid	($2,000,000)	($2,000,000)
Grants - Special education contracts		
Grants - Transportation		
Grants - Other grants		
JPA incentives		
Transportation efficiency		
National board certification		
Total all funds	($2,000,000)	($2,000,000)
Less estimated income		
General fund	($2,000,000)	($2,000,000)
FTE	0.00	0.00

[1] This amendment removes funding of $2 million from the general fund added by the Senate for the state school aid program.

Date: 3/24/07
Roll Call Vote #: 2

2007 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2013

House Appropriations Full Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number 78037.0213

Action Taken Adopt Amendment Voice Vote

Motion Made By Monson Seconded By Klein

Representatives	Yes	No	Representatives	Yes	No
Chairman Svedjan		✓			
Vice Chairman Kempenich	✓				
Representative Wald	✓		Representative Aarsvold		✓
Representative Monson	✓		Representative Gulleson		✓
Representative Hawken		✓			
Representative Klein	✓				
Representative Martinson		✓			
Representative Carlson	✓		Representative Glassheim		✓
Representative Carlisle	✓		Representative Kroeber		✓
Representative Skarphol	✓		Representative Williams		✓
Representative Thoreson	✓				
Representative Pollert	✓		Representative Ekstrom		✓
Representative Bellew		✓	Representative Kerzman		✓
Representative Kreidt	✓		Representative Metcalf		✓
Representative Nelson		✓			
Representative Wieland	✓				

Total (Yes) 11 No 13

Absent

Floor Assignment

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

removal of $2m for all-day K

minority Report (Thoreson)

Attachment C

78037.0212
Title.
Fiscal No. 4

Prepared by the Legislative Council staff for
Representative Monson
March 22, 2007

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

Page 3, line 12, replace "242,112,120" with "237,112,120"

Page 3, line 21, replace "104,969,811" with "99,969,811"

Page 3, line 23, replace "75,193,139" with "70,193,139"

Page 4, line 17, replace "76,533,765" with "71,533,765"

Page 4, line 19, replace "106,167,332" with "101,167,332"

Page 4, line 31, replace "726,165,879" with "721,165,879"

Page 5, line 6, replace "1,037,313,033" with "1,032,313,033"

Page 5, line 8, replace "711,636,726" with "706,636,726"

Page 6, line 2, replace "724,374,140" with "719,374,140"

Page 6, line 4, replace "1,053,740,326" with "1,048,740,326"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2013 - Summary of House Action

	EXECUTIVE BUDGET	SENATE VERSION	HOUSE CHANGES	HOUSE VERSION
Department of Public Instruction				
Total all funds	$1,037,666,173	$1,037,313,033	($5,000,000)	$1,032,313,033
Less estimated income	326,080,447	325,676,307		325,676,307
General fund	$711,585,726	$711,636,726	($5,000,000)	$706,636,726
State Library				
Total all funds	$5,861,312	$5,861,312	$0	$5,861,312
Less estimated income	1,881,600	1,881,600		1,881,600
General fund	$3,979,712	$3,979,712	$0	$3,979,712
School for the Deaf				
Total all funds	$6,805,664	$6,805,664	$0	$6,805,664
Less estimated income	964,162	964,162		964,162
General fund	$5,841,502	$5,841,502	$0	$5,841,502
Vision Services - School for the Blind				
Total all funds	$3,636,873	$3,760,317	$0	$3,760,317
Less estimated income	844,117	844,117		844,117
General fund	$2,792,756	$2,916,200	$0	$2,916,200
Bill Total				
Total all funds	$1,053,970,022	$1,053,740,326	($5,000,000)	$1,048,740,326
Less estimated income	329,770,326	329,366,186		329,366,186
General fund	$724,199,696	$724,374,140	$5,000,000	$719,374,140

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

	EXECUTIVE BUDGET	SENATE VERSION	HOUSE CHANGES	HOUSE VERSION
Salaries and wages	$11,811,194	$11,407,054		$11,407,054
Operating expenses	21,088,294	20,968,294		20,968,294
Grants - State school aid	724,165,879	726,165,879	($5,000,000)	721,165,879
Grants - Special education contracts	17,500,000	17,500,000		17,500,000
Grants - Transportation	33,500,000	33,500,000		33,500,000
Grants - Other grants	227,530,806	227,701,806		227,701,806
JPA incentives	2,000,000			
Transportation efficiency	30,000	30,000		30,000
National board certification	40,000	40,000		40,000
Total all funds	$1,037,666,173	$1,037,313,033	($5,000,000)	$1,032,313,033
Less estimated income	326,080,447	325,676,307		325,676,307
General fund	$711,585,726	$711,636,726	($5,000,000)	$706,636,726
FTE	98.25	94.75	0.00	94.75

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

	REDUCES FUNDING FOR STATE SCHOOL AID [1]	TOTAL HOUSE CHANGES
Salaries and wages		
Operating expenses		
Grants - State school aid	($5,000,000)	($5,000,000)
Grants - Special education contracts		
Grants - Transportation		
Grants - Other grants		
JPA incentives		
Transportation efficiency		
National board certification		
Total all funds	($5,000,000)	($5,000,000)
Less estimated income		
General fund	($5,000,000)	($5,000,000)
FTE	0.00	0.00

1 This amendment reduces funding for the state school aid program by $5 million from the general fund, from $726,165,879 as provided for by the Senate to $721,165,879.

Date: 3/26/07
Roll Call Vote #: 3

2007 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2013

House Appropriations Full Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number 78037.0212

Action Taken Adopt Amendment

Motion Made By Monson Seconded By Carlson

Representatives	Yes	No	Representatives	Yes	No
Chairman Svedjan	✓				
Vice Chairman Kempenich	✓				
Representative Wald		✓	Representative Aarsvold		✓
Representative Monson		✓	Representative Gulleson		✓
Representative Hawken		✓			
Representative Klein		✓			
Representative Martinson		✓			
Representative Carlson		✓	Representative Glassheim		✓
Representative Carlisle	✓		Representative Kroeber		✓
Representative Skarphol	✓		Representative Williams		✓
Representative Thoreson		✓			
Representative Pollert	✓		Representative Ekstrom		✓
Representative Bellew		✓	Representative Kerzman		✓
Representative Kreidt	✓		Representative Metcalf		✓
Representative Nelson		✓			
Representative Wieland		✓			

Total (Yes) 4 No 18

Absent 0

Floor Assignment

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

failed

Majority Report

Date: 3/26/07
Roll Call Vote #: 4

2007 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2013

House Appropriations Full Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number

Action Taken Do Pass As Amended by 0217

Motion Made By Wald Seconded By Monson

Representatives	Yes	No	Representatives	Yes	No
Chairman Svedjan	✓				
Vice Chairman Kempenich		✓			
Representative Wald	✓		Representative Aarsvold	✓	
Representative Monson	✓		Representative Gulleson	✓	
Representative Hawken	✓				
Representative Klein	✓				
Representative Martinson	✓				
Representative Carlson	✓		Representative Glassheim	✓	
Representative Carlisle	✓		Representative Kroeber	✓	
Representative Skarphol		✓	Representative Williams	✓	
Representative Thoreson	✓				
Representative Pollert	✓		Representative Ekstrom	✓	
Representative Bellew	✓		Representative Kerzman	✓	
Representative Kreidt	✓		Representative Metcalf	✓	
Representative Nelson	✓				
Representative Wieland	✓				

Total (Yes) 22 No 2

Absent 0

Floor Assignment Monson

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

Date: 3/28/07 pm
Roll Call Vote #: 1

2007 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2013

House Appropriations Full Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken Reconsideration of 2013

Motion Made By Monson Seconded By Wieland

Representatives	Yes	No	Representatives	Yes	No
Chairman Svedjan					
Vice Chairman Kempenich					
Representative Wald			Representative Aarsvold		
Representative Monson			Representative Gulleson		
Representative Hawken					
Representative Klein					
Representative Martinson					
Representative Carlson			Representative Glassheim		
Representative Carlisle			Representative Kroeber		
Representative Skarphol			Representative Williams		
Representative Thoreson					
Representative Pollert			Representative Ekstrom		
Representative Bellew			Representative Kerzman		
Representative Kreidt			Representative Metcalf		
Representative Nelson					
Representative Wieland					

Total (Yes) _____ No _____

Absent _____

Floor Assignment _____

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

Voice Vote - carries

Withdrawn

Date: 3/28/07 pm
Roll Call Vote #: 2

2007 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2013

House Appropriations Full Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number 78137.0217

Action Taken Adopt Amendment 0217

Motion Made By Monson Seconded By Ekstrom

Representatives	Yes	No	Representatives	Yes	No
Chairman Svedjan					
Vice Chairman Kempenich					
Representative Wald			Representative Aarsvold		
Representative Monson			Representative Gulleson		
Representative Hawken					
Representative Klein					
Representative Martinson					
Representative Carlson			Representative Glassheim		
Representative Carlisle			Representative Kroeber		
Representative Skarphol			Representative Williams		
Representative Thoreson					
Representative Pollert			Representative Ekstrom		
Representative Bellew			Representative Kerzman		
Representative Kreidt			Representative Metcalf		
Representative Nelson					
Representative Wieland					

Total (Yes) _____ No _____

Absent _____

Floor Assignment _____

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

Date: 3/28 (pm)
Roll Call Vote #: 3

2007 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2013

House Appropriations Full Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken Reconsideration motion by which 0217 was adopted

Motion Made By Glassheim Seconded By Skarphol

Representatives	Yes	No	Representatives	Yes	No
Chairman Svedjan					
Vice Chairman Kempenich					
Representative Wald			Representative Aarsvold		
Representative Monson			Representative Gulleson		
Representative Hawken					
Representative Klein					
Representative Martinson					
Representative Carlson			Representative Glassheim		
Representative Carlisle			Representative Kroeber		
Representative Skarphol			Representative Williams		
Representative Thoreson					
Representative Pollert			Representative Ekstrom		
Representative Bellew			Representative Kerzman		
Representative Kreidt			Representative Metcalf		
Representative Nelson					
Representative Wieland					

Total (Yes) _____ No _____

Absent _____

Floor Assignment _____

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

Voice Vote - carries

Majority Report

Date: 3/28/07 pm
Roll Call Vote #: 4

2007 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 208

House Appropriations Full Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken Adopt amendment 0217

Motion Made By Monson Seconded By Gulleson

Representatives	Yes	No	Representatives	Yes	No
Chairman Svedjan	✓				
Vice Chairman Kempenich		✓			
Representative Wald	✓		Representative Aarsvold	✓	
Representative Monson	✓		Representative Gulleson	✓	
Representative Hawken	✓				
Representative Klein	—				
Representative Martinson	✓				
Representative Carlson	✓		Representative Glassheim	✓	
Representative Carlisle	✓		Representative Kroeber	✓	
Representative Skarphol	✓		Representative Williams	✓	
Representative Thoreson	✓				
Representative Pollert	✓		Representative Ekstrom	✓	
Representative Bellew	✓		Representative Kerzman	✓	
Representative Kreidt	✓		Representative Metcalf	✓	
Representative Nelson	✓				
Representative Wieland	✓				

Total (Yes) 22 No 1

Absent 1

Floor Assignment _____

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

Minority Report

Date: 3/28/07 pm
Roll Call Vote #: 5

2007 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2013

House Appropriations Full Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken Further Amend

Motion Made By Thoreson Seconded By Carlisle

Representatives	Yes	No	Representatives	Yes	No
Chairman Svedjan /		✓			
Vice Chairman Kempenich 2	✓				
Representative Wald 3	✓		Representative Aarsvold 6		✓
Representative Monson 5	✓		Representative Gulleson 7		✓
Representative Hawken 2		✓			
Representative Klein	—				
Representative Martinson 3		✓			
Representative Carlson 5	✓		Representative Glassheim 8		✓
Representative Carlisle 6	✓		Representative Kroeber 9		✓
Representative Skarphol 7	✓		Representative Williams 10		✓
Representative Thoreson 1	✓				
Representative Pollert 8	✓		Representative Ekstrom 11		✓
Representative Bellew 4		✓	Representative Kerzman 12		✓
Representative Kreidt 9	✓		Representative Metcalf 13		✓
Representative Nelson 5		✓			
Representative Wieland 10	✓				

Total (Yes) 10 No 13

Absent 1

Floor Assignment _____

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

Delete sections that ref. all-day every day K and $2m

maj

Date: 3/28/07 (pm)
Roll Call Vote #: 6

2007 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2013

House Appropriations Full Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken Do Pass as Amended

Motion Made By Monson Seconded By Kreidt

Representatives	Yes	No	Representatives	Yes	No
Chairman Svedjan	✓				
Vice Chairman Kempenich		✓			
Representative Wald	✓		Representative Aarsvold	✓	
Representative Monson	✓		Representative Gulleson	✓	
Representative Hawken	✓				
Representative Klein	—				
Representative Martinson	✓				
Representative Carlson	✓		Representative Glassheim	✓	
Representative Carlisle	✓		Representative Kroeber	✓	
Representative Skarphol	✓		Representative Williams	✓	
Representative Thoreson	✓				
Representative Pollert	✓		Representative Ekstrom	✓	
Representative Bellew	✓		Representative Kerzman	✓	
Representative Kreidt	✓		Representative Metcalf	✓	
Representative Nelson	✓				
Representative Wieland	✓				

Total (Yes) 22 No 1

Absent 1

Floor Assignment Monson

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

Date: 3/29/07
Roll Call Vote #: 1

2007 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2013

House Appropriations Full Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number —

Action Taken Reconsider action by which SB 2013 was passed as amended.

Motion Made By Skarphol Seconded By Carlisle

Representatives	Yes	No	Representatives	Yes	No
Chairman Svedjan					
Vice Chairman Kempenich					
Representative Wald			Representative Aarsvold		
Representative Monson			Representative Gulleson		
Representative Hawken					
Representative Klein					
Representative Martinson					
Representative Carlson			Representative Glassheim		
Representative Carlisle			Representative Kroeber		
Representative Skarphol			Representative Williams		
Representative Thoreson					
Representative Pollert			Representative Ekstrom		
Representative Bellew			Representative Kerzman		
Representative Kreidt			Representative Metcalf		
Representative Nelson					
Representative Wieland					

Total (Yes) _____ No _____

Absent _____

Floor Assignment _____

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

Voice Vote – carried

Date: 3/29/07
Roll Call Vote #: 2

2007 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2013

House Appropriations Full Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken Do Pass as Amended

Motion Made By Skarphol Seconded By Carlisle

Representatives	Yes	No	Representatives	Yes	No
Chairman Svedjan	✓				
Vice Chairman Kempenich	✓				
Representative Wald		✓	Representative Aarsvold	✓	
Representative Monson	—	—	Representative Gulleson	✓	
Representative Hawken	✓				
Representative Klein	—	—			
Representative Martinson	✓				
Representative Carlson		✓	Representative Glassheim	✓	
Representative Carlisle		✓	Representative Kroeber	✓	
Representative Skarphol		✓	Representative Williams	✓	
Representative Thoreson		✓			
Representative Pollert	✓		Representative Ekstrom	✓	
Representative Bellew	✓		Representative Kerzman	✓	
Representative Kreidt		✓	Representative Metcalf	✓	
Representative Nelson	✓				
Representative Wieland		✓			

Total (Yes) 15 No 7

Absent 2

Floor Assignment Rep. Monson

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

78037.0218
Title. 0400
Fiscal No. 8

Prepared by the Legislative Council staff for
Representative Thoreson - Minority Report
March 26, 2007

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

Page 1, line 4, after "transfers" insert "; to provide for a legislative council study; to provide legislative intent" and remove "and subsection 5 of section 15.1-27-07"

Page 1, line 5, after "Code" insert "and section 28 of chapter 167 of the 2005 Session Laws"

Page 1, line 6, replace "per student payments for kindergarten students" with "contingent distributions of per student payments"

Page 3, line 11, replace "6,075,986" with "4,845,986"

Page 3, line 12, replace "242,112,120" with "240,112,120"

Page 3, line 21, replace "104,969,811" with "101,739,811"

Page 3, line 23, replace "75,193,139" with "71,963,139"

Page 4, line 3, replace "$105,779" with "($292,221)"

Page 4, line 6, replace "$113,302" with "($284,698)"

Page 4, line 7, replace "(363,103)" with "(288,103)"

Page 4, line 8, replace "476,405" with "3,405"

Page 4, line 17, replace "76,533,765" with "72,830,765"

Page 4, line 18, replace "29,633,567" with "29,708,567"

Page 4, line 19, replace "106,167,332" with "102,539,332"

Page 4, line 30, replace "20,968,294" with "19,738,294"

Page 4, line 31, replace "726,165,879" with "724,165,879"

Page 5, line 6, replace "1,037,313,033" with "1,034,083,033"

Page 5, line 8, replace "711,636,726" with "708,406,726"

Page 5, line 19, replace "5,141,381" with "4,743,381"

Page 5, line 22, replace "6,805,664" with "6,407,664"

Page 5, line 23, replace "964,162" with "1,039,162"

Page 5, line 24, replace "5,841,502" with "5,368,502"

Page 6, line 2, replace "724,374,140" with "720,671,140"

Page 6, line 3, replace "329,366,186" with "329,441,186"

Page 6, line 4, replace "1,053,740,326" with "1,050,112,326"

Page 7, remove lines 3 through 8

Page 7, after line 25, insert:

"**SECTION 12. ONE-TIME FUNDING - EFFECT ON BASE BUDGET - REPORT TO THE SIXTY-FIRST LEGISLATIVE ASSEMBLY.** The total general fund appropriation line item in section 3 of this Act includes $100,000 for the one-time funding item identified in this section. This amount is not a part of the agency's base budget to be used in preparing the 2009-11 executive budget. The school for the deaf shall report to the appropriations committees of the sixty-first legislative assembly on the use of this one-time funding for the biennium beginning July 1, 2007, and ending June 30, 2009.

Deferred maintenance - School for the deaf	$100,000

SECTION 13. LEGISLATIVE COUNCIL STUDY - SERVICES TO STUDENTS WHO ARE DEAF OR HEARING-IMPAIRED. The legislative council shall consider studying, during the 2007-08 interim, the provision of services to children and adults who are deaf or hearing-impaired, including the role of the North Dakota school for the deaf in the provision of educational and rehabilitative services, the short-term and long-term viability of existing state facilities, and alternative approaches that might enhance the scope and breadth of service availability. The study, if conducted, must include the feasibility of combining the administration and delivery of services of the school for the deaf with other area school districts, educational associations governed by joint powers agreements, special education units, and North Dakota vision services - school for the blind. The study should examine alternative uses for the buildings on the school for the deaf campus beyond the scope of the school's present mission. The legislative council shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-first legislative assembly.

SECTION 14. LEGISLATIVE INTENT - REPORT TO THE SIXTY-FIRST LEGISLATIVE ASSEMBLY. It is the intent of the legislative assembly that the school for the deaf collaborate with Lake Region state college on the college's wind energy project and determine the feasibility of the school for the deaf accessing any available energy, including identifying any related costs. The school for the deaf should provide a report on the status of this collaboration to the appropriations committees of the sixty-first legislative assembly.

SECTION 15. ADULT EDUCATION PER STUDENT FUNDING STUDY. The commission on education improvement shall consider studying, during the 2007-08 interim, changes to the state school aid formula to provide per student payments to school districts offering an adult education program.

SECTION 16. AMENDMENT. Section 28 of chapter 167 of the 2005 Session Laws is amended and reenacted as follows:

SECTION 28. CONTINGENCY. If any moneys appropriated for per student payments and transportation payments in the grants - state school aid line item in House Bill No. 1013, as approved by the fifty-ninth legislative assembly, remain after

payment of all statutory obligations for per student and transportation payments during the biennium beginning July 1, 2005, and ending June 30, 2007, and after the superintendent of public instruction has fulfilled any directives contained in section 27 of this Act, the superintendent shall distribute the remaining moneys as follows:

1. The superintendent of public instruction shall use the first $450,000, or so much of that amount as may be necessary, to provide additional payments to school districts serving English language learners in accordance with section 15.1-27-12.

2. The superintendent of public instruction shall use the next $1,000,000, or so much of that amount as may be necessary, for the purpose of providing additional per student payments to school districts participating in eligible educational associations in accordance with section 32 of this Act.

3. The superintendent of public instruction shall use the next $25,748, or so much of that amount as may be necessary, for the purpose of reimbursing eligible school districts that received reduced amounts of state aid. For the purposes of this subsection, an eligible school district is one that received a reduction in state aid during the 2005-07 biennium because the district's general fund levy fell below one hundred forty mills as the result of an accounting oversight.

4. The superintendent of public instruction shall use the next $200,000, or so much of that amount as may be necessary, for the purpose of providing additional payments to school districts offering an adult education program during the 2005-07 biennium.

5. a. The superintendent of public instruction shall use the next $2,000,000, or so much of that sum as may be necessary, for the purpose of providing payments to school districts that are members of eligible educational associations, for the biennium beginning July 1, 2007, and ending June 30, 2009.

   b. Each year of the biennium, the superintendent of public instruction shall distribute fifty percent of the moneys appropriated to eligible school districts on a per student basis. The superintendent shall make the distribution at the same time and in the same manner as other state aid payments under section 15.1-27-01.

   c. For purposes of this subsection, an "eligible educational association" is one that is governed by a joint powers agreement that the superintendent of public instruction has reviewed and verified as meeting the requirements of section 15.1-07-28.

6. The superintendent of public instruction shall use the next $500,000, or so much of that amount as may be necessary, for the purpose of funding the rewrite of the state school aid computer system.

7. The superintendent of public instruction shall use the next $650,000, or so much of that amount as may be necessary, for the purpose of funding the rewrite of the teacher licensure application used by the department and the education standards and practices board. The education standards and practices board will pay the remaining $80,000 of the anticipated total project cost.

8. The superintendent of public instruction shall use the next $77,000, or so much of that amount as may be necessary, for providing funding to the education standards and practices board for providing payments to recipients of national board certification and scholarships to individuals

seeking national board certification in accordance with Senate Bill No. 2057 as approved by the sixtieth legislative assembly.

9. The superintendent of public instruction shall use the next $400,000, or so much of that amount as may be necessary, to purchase automated external defibrillators and place one in each public and nonpublic school in the state.

10. The superintendent of public instruction shall use the next $395,000, or so much of that sum as may be necessary, for the purpose of providing a grant to the north central council of school television for licensing of education television programs for classroom use by North Dakota elementary and secondary schools, assisting with the North Dakota studies project, and other operating expenses.

11. The superintendent of public instruction shall use the next $50,000, or so much of that sum as may be necessary, for the purpose of providing a grant for the Atlantik-Brucke teacher exchange program.

12. The superintendent of public instruction shall use the remainder of the moneys to provide additional per student payments on a prorated basis according to the latest available average daily membership of each school district."

Page 8, remove lines 1 through 28

Page 8, line 29, replace "Section" with "Sections" ~~and~~, after "4" insert "and 16", and replace "is" with "are"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2013 - Summary of House Action

	EXECUTIVE BUDGET	SENATE VERSION	HOUSE CHANGES	HOUSE VERSION
Department of Public Instruction				
Total all funds	$1,037,666,173	$1,037,313,033	($3,230,000)	$1,034,083,033
Less estimated income	326,080,447	325,676,307		325,676,307
General fund	$711,585,726	$711,636,726	($3,230,000)	$708,406,726
State Library				
Total all funds	$5,861,312	$5,861,312	$0	$5,861,312
Less estimated income	1,881,600	1,881,600		1,881,600
General fund	$3,979,712	$3,979,712	$0	$3,979,712
School for the Deaf				
Total all funds	$6,805,664	$6,805,664	($398,000)	$6,407,664
Less estimated income	964,162	964,162	75,000	1,039,162
General fund	$5,841,502	$5,841,502	($473,000)	$5,368,502
Vision Services - School for the Blind				
Total all funds	$3,636,873	$3,760,317	$0	$3,760,317
Less estimated income	844,117	844,117		844,117
General fund	$2,792,756	$2,916,200	$0	$2,916,200
Bill Total				
Total all funds	$1,053,970,022	$1,053,740,326	($3,628,000)	$1,050,112,326
Less estimated income	329,770,326	329,366,186	75,000	329,441,186
General fund	$724,199,696	$724,374,140	($3,703,000)	$720,671,140

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

	EXECUTIVE BUDGET	SENATE VERSION	HOUSE CHANGES	HOUSE VERSION
Salaries and wages	$11,811,194	$11,407,054		$11,407,054
Operating expenses	21,088,294	20,968,294	($1,230,000)	19,738,294

Grants - State school aid	724,165,879	726,165,879	(2,000,000)	724,165,879
Grants - Special education contracts	17,500,000	17,500,000		17,500,000
Grants - Transportation	33,500,000	33,500,000		33,500,000
Grants - Other grants	227,530,806	227,701,806		227,701,806
JPA incentives	2,000,000			
Transportation efficiency	30,000	30,000		30,000
National board certification	40,000	40,000		40,000
Total all funds	$1,037,666,173	$1,037,313,033	($3,230,000)	$1,034,083,033
Less estimated income	326,080,447	325,676,307		325,676,307
General fund	$711,585,726	$711,636,726	($3,230,000)	$708,406,726
FTE	98.25	94.75	0.00	94.75

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

	REMOVES FUNDING FOR COMPUTER SYSTEM REWRITE PROJECTS [1]	REDUCES FUNDING FOR STATE SCHOOL AID [2]	TOTAL HOUSE CHANGES
Salaries and wages			
Operating expenses	($1,230,000)		($1,230,000)
Grants - State school aid		($2,000,000)	(2,000,000)
Grants - Special education contracts			
Grants - Transportation			
Grants - Other grants			
JPA incentives			
Transportation efficiency			
National board certification			
Total all funds	($1,230,000)	($2,000,000)	($3,230,000)
Less estimated income			
General fund	($1,230,000)	($2,000,000)	($3,230,000)
FTE	0.00	0.00	0.00

[1] This amendment removes funding from the general fund for the state school aid rewrite project ($500,000) and the teachers' licensure application rewrite project ($730,000) and provides that those projects be funded from the 2005-07 per student and transportation aid contingent distributions.

[2] This amendment removes funding of $2 million from the general fund added by the Senate for the state school aid program.

This amendment also:

- Adds a section to the bill identifying one-time funding for the 2007-09 biennium.
- Adds a section providing that the Commission on Education Improvement consider studying changes to the state school aid formula to provide per student payments to school districts offering an adult education program.
- Removes Section 8 of the engrossed bill relating to English language learners.
- Removes Section 14 of the engrossed bill relating to full-day kindergarten.

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

	EXECUTIVE BUDGET	SENATE VERSION	HOUSE CHANGES	HOUSE VERSION
Salaries and wages	$5,141,381	$5,141,381	($398,000)	$4,743,381
Operating expenses	1,514,283	1,514,283		1,514,283
Capital assets	150,000	150,000		150,000
Total all funds	$6,805,664	$6,805,664	($398,000)	$6,407,664
Less estimated income	964,162	964,162	75,000	1,039,162
General fund	$5,841,502	$5,841,502	($473,000)	$5,368,502
FTE	48.44	48.44	(4.50)	43.94

Dept. 252 - School for the Deaf - Detail of House Changes

	REMOVES VACANT FTE POSITIONS [1]	REDUCES FUNDING FOR SALARIES AND WAGES [2]	FUNDING SOURCE CHANGE	TOTAL HOUSE CHANGES
Salaries and wages	($323,000)	($75,000)		($398,000)
Operating expenses				
Capital assets				
Total all funds	($323,000)	($75,000)		($398,000)
Less estimated income			$75,000	75,000
General fund	($323,000)	($75,000)	($75,000)	($473,000)
FTE	(4.50)	0.00	0.00	(4.50)

[1] This amendment removes 4.5 vacant FTE positions.

[2] This amendment reduces funding for the salaries and wages line item by $75,000 from the general fund relating to anticipated attrition.

This amendment also:

- Adds a section to the bill identifying one-time funding for the 2007-09 biennium.
- Adds a section to the bill to provide for a Legislative Council study of services to students who are deaf or hearing-impaired.
- Add a section to the bill to provide legislative intent that the School for the Deaf collaborate with Lake Region State College on the college's wind energy project.

0218

Date: 3/29/07
Roll Call Vote #: 3

2007 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2013

House Appropriations Full Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number

Action Taken Request Minority Report

Motion Made By Carlisle Seconded By Kreidt

Representatives	Yes	No	Representatives	Yes	No
Chairman Svedjan		✓			
Vice Chairman Kempenich		✓			
Representative Wald	✓		Representative Aarsvold		✓
Representative Monson	—	—	Representative Gulleson	—	—
Representative Hawken	—	—			
Representative Klein	—	—			
Representative Martinson		✓			
Representative Carlson	✓		Representative Glassheim		✓
Representative Carlisle	✓		Representative Kroeber		✓
Representative Skarphol	✓		Representative Williams		✓
Representative Thoreson	✓				
Representative Pollert		✓	Representative Ekstrom		✓
Representative Bellew		✓	Representative Kerzman		✓
Representative Kreidt	✓		Representative Metcalf		✓
Representative Nelson		✓			
Representative Wieland	✓				

Total (Yes) 7 No 13

Absent 4

Floor Assignment Rep. Monson

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

Majority less language for all-day kindergarten and associated funding.

78037.0219
Title.0300
Fiscal No. 7

Prepared by the Legislative Council staff for
Representative Monson - Majority Report
March 26, 2007

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

Page 1, line 4, after "transfers" insert "; to provide for a legislative council study; to provide legislative intent" and remove "and subsection 5 of section 15.1-27-07"

Page 1, line 5, after "Code" insert "and section 28 of chapter 167 of the 2005 Session Laws"

Page 1, line 6, replace "per student payments for kindergarten students" with "contingent distributions of per student payments"

Page 3, line 11, replace "6,075,986" with "4,845,986"

Page 3, line 21, replace "104,969,811" with "103,739,811"

Page 3, line 23, replace "75,193,139" with "73,963,139"

Page 4, line 3, replace "$105,779" with "($292,221)"

Page 4, line 6, replace "$113,302" with "($284,698)"

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Page 5, line 22, replace "6,805,664" with "6,407,664"

Page 5, line 23, replace "964,162" with "1,039,162"

Page 5, line 24, replace "5,841,502" with "5,368,502"

Page 6, line 2, replace "724,374,140" with "722,671,140"

Page 6, line 3, replace "329,366,186" with "329,441,186"

Page 6, line 4, replace "1,053,740,326" with "1,052,112,326"

Page 7, remove lines 3 through 8

Page 7, after line 25, insert:

"**SECTION 12. ONE-TIME FUNDING - EFFECT ON BASE BUDGET - REPORT TO THE SIXTY-FIRST LEGISLATIVE ASSEMBLY.** The total general fund appropriation line item in section 3 of this Act includes $100,000 for the one-time funding item identified in this section. This amount is not a part of the agency's base budget to be used in preparing the 2009-11 executive budget. The school for the deaf shall report to the appropriations committees of the sixty-first legislative assembly on the use of this one-time funding for the biennium beginning July 1, 2007, and ending June 30, 2009.

Deferred maintenance - School for the deaf	$100,000

SECTION 13. LEGISLATIVE COUNCIL STUDY - SERVICES TO STUDENTS WHO ARE DEAF OR HEARING-IMPAIRED. The legislative council shall consider studying, during the 2007-08 interim, the provision of services to children and adults who are deaf or hearing-impaired, including the role of the North Dakota school for the deaf in the provision of educational and rehabilitative services, the short-term and long-term viability of existing state facilities, and alternative approaches that might enhance the scope and breadth of service availability. The study, if conducted, must include the feasibility of combining the administration and delivery of services of the school for the deaf with other area school districts, educational associations governed by joint powers agreements, special education units, and North Dakota vision services - school for the blind. The study should examine alternative uses for the buildings on the school for the deaf campus beyond the scope of the school's present mission. The legislative council shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-first legislative assembly.

SECTION 14. LEGISLATIVE INTENT - REPORT TO THE SIXTY-FIRST LEGISLATIVE ASSEMBLY. It is the intent of the legislative assembly that the school for the deaf collaborate with Lake Region state college on the college's wind energy project and determine the feasibility of the school for the deaf accessing any available energy, including identifying any related costs. The school for the deaf should provide a report on the status of this collaboration to the appropriations committees of the sixty-first legislative assembly.

SECTION 15. ADULT EDUCATION PER STUDENT FUNDING STUDY. The commission on education improvement shall consider studying, during the 2007-08 interim, changes to the state school aid formula to provide per student payments to school districts offering an adult education program.

SECTION 16. AMENDMENT. Section 28 of chapter 167 of the 2005 Session Laws is amended and reenacted as follows:

SECTION 28. CONTINGENCY. If any moneys appropriated for per student payments and transportation payments in the grants - state school aid line item in House Bill No. 1013, as approved by the fifty-ninth legislative assembly, remain after payment of all statutory obligations for per student and transportation payments during the biennium beginning July 1, 2005, and ending June 30, 2007, and after the superintendent of public instruction has fulfilled any directives contained in section 27 of this Act, the superintendent shall distribute the remaining moneys as follows:

1. The superintendent of public instruction shall use the first $450,000, or so much of that amount as may be necessary, to provide additional payments to school districts serving English language learners in accordance with section 15.1-27-12.

2. The superintendent of public instruction shall use the next $1,000,000, or so much of that amount as may be necessary, for the purpose of providing additional per student payments to school districts participating in eligible educational associations in accordance with section 32 of this Act.

3. The superintendent of public instruction shall use the next $25,748, or so much of that amount as may be necessary, for the purpose of reimbursing eligible school districts that received reduced amounts of state aid. For the purposes of this subsection, an eligible school district is one that received a reduction in state aid during the 2005-07 biennium because the district's general fund levy fell below one hundred forty mills as the result of an accounting oversight.

4. The superintendent of public instruction shall use the next $200,000, or so much of that amount as may be necessary, for the purpose of providing additional payments to school districts offering an adult education program during the 2005-07 biennium.

5. a. The superintendent of public instruction shall use the next $2,000,000, or so much of that sum as may be necessary, for the purpose of providing payments to school districts that are members of eligible educational associations, for the biennium beginning July 1, 2007, and ending June 30, 2009.

   b. Each year of the biennium, the superintendent of public instruction shall distribute fifty percent of the moneys appropriated to eligible school districts on a per student basis. The superintendent shall make the distribution at the same time and in the same manner as other state aid payments under section 15.1-27-01.

   c. For purposes of this subsection, an "eligible educational association" is one that is governed by a joint powers agreement that the superintendent of public instruction has reviewed and verified as meeting the requirements of section 15.1-07-28.

6. The superintendent of public instruction shall use the next $500,000, or so much of that amount as may be necessary, for the purpose of funding the rewrite of the state school aid computer system.

7. The superintendent of public instruction shall use the next $650,000, or so much of that amount as may be necessary, for the purpose of funding the rewrite of the teacher licensure application used by the department and the education standards and practices board. The education standards and practices board will pay the remaining $80,000 of the anticipated total project cost.

8. The superintendent of public instruction shall use the next $77,000, or so much of that amount as may be necessary, for providing funding to the education standards and practices board for providing payments to recipients of national board certification and scholarships to individuals seeking national board certification in accordance with Senate Bill No. 2057 as approved by the sixtieth legislative assembly.

9. The superintendent of public instruction shall use the next $400,000, or so much of that amount as may be necessary, to purchase automated

external defibrillators and place one in each public and nonpublic school in the state.

10. The superintendent of public instruction shall use the next $395,000, or so much of that sum as may be necessary, for the purpose of providing a grant to the north central council of school television for licensing of education television programs for classroom use by North Dakota elementary and secondary schools, assisting with the North Dakota studies project, and other operating expenses.

11. The superintendent of public instruction shall use the next $50,000, or so much of that sum as may be necessary, for the purpose of providing a grant for the Atlantik-Brucke teacher exchange program.

12. The superintendent of public instruction shall use the remainder of the moneys to provide additional per student payments on a prorated basis according to the latest available average daily membership of each school district."

Page 8, remove lines 1 through 28

Page 8, line 29, replace "Section" with "Sections", after "4" insert "and 16", and replace "is" with "are"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2013 - Summary of House Action

	EXECUTIVE BUDGET	SENATE VERSION	HOUSE CHANGES	HOUSE VERSION
Department of Public Instruction				
Total all funds	$1,037,666,173	$1,037,313,033	($1,230,000)	$1,036,083,033
Less estimated income	326,080,447	325,676,307		325,676,307
General fund	$711,585,726	$711,636,726	($1,230,000)	$710,406,726
State Library				
Total all funds	$5,861,312	$5,861,312	$0	$5,861,312
Less estimated income	1,881,600	1,881,600		1,881,600
General fund	$3,979,712	$3,979,712	$0	$3,979,712
School for the Deaf				
Total all funds	$6,805,664	$6,805,664	($398,000)	$6,407,664
Less estimated income	964,162	964,162	75,000	1,039,162
General fund	$5,841,502	$5,841,502	($473,000)	$5,368,502
Vision Services - School for the Blind				
Total all funds	$3,636,873	$3,760,317	$0	$3,760,317
Less estimated income	844,117	844,117		844,117
General fund	$2,792,756	$2,916,200	$0	$2,916,200
Bill Total				
Total all funds	$1,053,970,022	$1,053,740,326	($1,628,000)	$1,052,112,326
Less estimated income	329,770,326	329,366,186	75,000	329,441,186
General fund	$724,199,696	$724,374,140	($1,703,000)	$722,671,140

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

	EXECUTIVE BUDGET	SENATE VERSION	HOUSE CHANGES	HOUSE VERSION
Salaries and wages	$11,811,194	$11,407,054		$11,407,054
Operating expenses	21,088,294	20,968,294	($1,230,000)	19,738,294
Grants - State school aid	724,165,879	726,165,879		726,165,879
Grants - Special education contracts	17,500,000	17,500,000		17,500,000
Grants - Transportation	33,500,000	33,500,000		33,500,000
Grants - Other grants	227,530,806	227,701,806		227,701,806
JPA incentives	2,000,000			
Transportation efficiency	30,000	30,000		30,000
National board certification	40,000	40,000		40,000

Total all funds	$1,037,666,173	$1,037,313,033	($1,230,000)	$1,036,083,033
Less estimated income	326,080,447	325,676,307		325,676,307
General fund	$711,585,726	$711,636,726	($1,230,000)	$710,406,726
FTE	98.25	94.75	0.00	94.75

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

	REMOVES FUNDING FOR COMPUTER SYSTEM REWRITE PROJECTS [1]	TOTAL HOUSE CHANGES
Salaries and wages		
Operating expenses	($1,230,000)	($1,230,000)
Grants - State school aid		
Grants - Special education contracts		
Grants - Transportation		
Grants - Other grants		
JPA incentives		
Transportation efficiency		
National board certification		
Total all funds	($1,230,000)	($1,230,000)
Less estimated income		
General fund	($1,230,000)	($1,230,000)
FTE	0.00	0.00

[1] This amendment removes funding from the general fund for the state school aid rewrite project ($500,000) and the teachers' licensure application rewrite project ($730,000) and provides that those projects be funded from the 2005-07 per student and transportation aid contingent distributions.

This amendment also:

- Adds a section to the bill identifying one-time funding for the 2007-09 biennium.
- Adds a section providing that the Commission on Education Improvement consider studying changes to the state school aid formula to provide per student payments to school districts offering an adult education program.
- Removes Section 8 of the engrossed bill relating to English language learners.
- Removes Section 14 of the engrossed bill relating to full-day kindergarten.

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

	EXECUTIVE BUDGET	SENATE VERSION	HOUSE CHANGES	HOUSE VERSION
Salaries and wages	$5,141,381	$5,141,381	($398,000)	$4,743,381
Operating expenses	1,514,283	1,514,283		1,514,283
Capital assets	150,000	150,000		150,000
Total all funds	$6,805,664	$6,805,664	($398,000)	$6,407,664
Less estimated income	964,162	964,162	75,000	1,039,162
General fund	$5,841,502	$5,841,502	($473,000)	$5,368,502
FTE	48.44	48.44	(4.50)	43.94

Dept. 252 - School for the Deaf - Detail of House Changes

	REMOVES VACANT FTE POSITIONS [1]	REDUCES FUNDING FOR SALARIES AND WAGES [2]	FUNDING SOURCE CHANGE	TOTAL HOUSE CHANGES
Salaries and wages	($323,000)	($75,000)		($398,000)
Operating expenses				
Capital assets				
Total all funds	($323,000)	($75,000)		($398,000)
Less estimated income			$75,000	75,000
General fund	($323,000)	($75,000)	($75,000)	($473,000)
FTE	(4.50)	0.00	0.00	(4.50)

[1] This amendment removes 4.5 vacant FTE positions.

[2] This amendment reduces funding for the salaries and wages line item by $75,000 from the general fund relating to anticipated attrition.

This amendment also:

- Adds a section to the bill identifying one-time funding for the 2007-09 biennium.
- Adds a section to the bill to provide for a Legislative Council study of services to students who are deaf or hearing-impaired.
- Add a section to the bill to provide legislative intent that the School for the Deaf collaborate with Lake Region State College on the college's wind energy project.

REPORT OF STANDING COMMITTEE (MAJORITY)

SB 2013, as engrossed: Appropriations (Rep. K. Svedjan, Chairman) A **MAJORITY** of your committee (Reps. Svedjan, Kempenich, Hawken, Martinson, Pollert, Bellew, Nelson, Aarsvold, Gulleson, Glassheim, Kroeber, Williams, Ekstrom, Kerzman, Metcalf) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS.**

Page 1, line 4, after "transfers" insert "; to provide for a legislative council study; to provide legislative intent" and remove "and subsection 5 of section 15.1-27-07"

Page 1, line 5, after "Code" insert "and section 28 of chapter 167 of the 2005 Session Laws"

Page 1, line 6, replace "per student payments for kindergarten students" with "contingent distributions of per student payments"

Page 3, line 11, replace "6,075,986" with "4,845,986"

Page 3, line 21, replace "104,969,811" with "103,739,811"

Page 3, line 23, replace "75,193,139" with "73,963,139"

Page 4, line 3, replace "$105,779" with "($292,221)"

Page 4, line 6, replace "$113,302" with "($284,698)"

Page 4, line 7, replace "(363,103)" with "(288,103)"

Page 4, line 8, replace "476,405" with "3,405"

Page 4, line 17, replace "76,533,765" with "74,830,765"

Page 4, line 18, replace "29,633,567" with "29,708,567"

Page 4, line 19, replace "106,167,332" with "104,539,332"

Page 4, line 30, replace "20,968,294" with "19,738,294"

Page 5, line 6, replace "1,037,313,033" with "1,036,083,033"

Page 5, line 8, replace "711,636,726" with "710,406,726"

Page 5, line 19, replace "5,141,381" with "4,743,381"

Page 5, line 22, replace "6,805,664" with "6,407,664"

Page 5, line 23, replace "964,162" with "1,039,162"

Page 5, line 24, replace "5,841,502" with "5,368,502"

Page 6, line 2, replace "724,374,140" with "722,671,140"

Page 6, line 3, replace "329,366,186" with "329,441,186"

Page 6, line 4, replace "1,053,740,326" with "1,052,112,326"

Page 7, remove lines 3 through 8

Page 7, after line 25, insert:

"**SECTION 12. ONE-TIME FUNDING - EFFECT ON BASE BUDGET - REPORT TO THE SIXTY-FIRST LEGISLATIVE ASSEMBLY.** The total general fund appropriation line item in section 3 of this Act includes $100,000 for the one-time funding item identified in this section. This amount is not a part of the agency's base budget to be used in preparing the 2009-11 executive budget. The school for the deaf shall report to the appropriations committees of the sixty-first legislative assembly on the use of this one-time funding for the biennium beginning July 1, 2007, and ending June 30, 2009.

Deferred maintenance - School for the deaf	$100,000

SECTION 13. LEGISLATIVE COUNCIL STUDY - SERVICES TO STUDENTS WHO ARE DEAF OR HEARING-IMPAIRED. The legislative council shall consider studying, during the 2007-08 interim, the provision of services to children and adults who are deaf or hearing-impaired, including the role of the North Dakota school for the deaf in the provision of educational and rehabilitative services, the short-term and long-term viability of existing state facilities, and alternative approaches that might enhance the scope and breadth of service availability. The study, if conducted, must include the feasibility of combining the administration and delivery of services of the school for the deaf with other area school districts, educational associations governed by joint powers agreements, special education units, and North Dakota vision services - school for the blind. The study should examine alternative uses for the buildings on the school for the deaf campus beyond the scope of the school's present mission. The legislative council shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-first legislative assembly.

SECTION 14. LEGISLATIVE INTENT - REPORT TO THE SIXTY-FIRST LEGISLATIVE ASSEMBLY. It is the intent of the legislative assembly that the school for the deaf collaborate with Lake Region state college on the college's wind energy project and determine the feasibility of the school for the deaf accessing any available energy, including identifying any related costs. The school for the deaf should provide a report on the status of this collaboration to the appropriations committees of the sixty-first legislative assembly.

SECTION 15. ADULT EDUCATION PER STUDENT FUNDING STUDY. The commission on education improvement shall consider studying, during the 2007-08 interim, changes to the state school aid formula to provide per student payments to school districts offering an adult education program.

SECTION 16. AMENDMENT. Section 28 of chapter 167 of the 2005 Session Laws is amended and reenacted as follows:

SECTION 28. CONTINGENCY. If any moneys appropriated for per student payments and transportation payments in the grants - state school aid line item in House Bill No. 1013, as approved by the fifty-ninth legislative assembly, remain after payment of all statutory obligations for per student and transportation payments during the biennium beginning July 1, 2005, and ending June 30, 2007, and after the superintendent of public instruction has fulfilled any directives contained in section 27 of this Act, the superintendent shall distribute the remaining moneys as follows:

1. The superintendent of public instruction shall use the first $450,000, or so much of that amount as may be necessary, to provide additional payments to school districts serving English language learners in accordance with section 15.1-27-12.

2. The superintendent of public instruction shall use the next $1,000,000, or so much of that amount as may be necessary, for the purpose of providing additional per student payments to school districts participating in eligible educational associations in accordance with section 32 of this Act.

3. The superintendent of public instruction shall use the next $25,748, or so much of that amount as may be necessary, for the purpose of reimbursing eligible school districts that received reduced amounts of state aid. For the purposes of this subsection, an eligible school district is one that received a reduction in state aid during the 2005-07 biennium because the district's general fund levy fell below one hundred forty mills as the result of an accounting oversight.

4. The superintendent of public instruction shall use the next $200,000, or so much of that amount as may be necessary, for the purpose of providing additional payments to school districts offering an adult education program during the 2005-07 biennium.

5. a. The superintendent of public instruction shall use the next $2,000,000, or so much of that sum as may be necessary, for the purpose of providing payments to school districts that are members of eligible educational associations, for the biennium beginning July 1, 2007, and ending June 30, 2009.

   b. Each year of the biennium, the superintendent of public instruction shall distribute fifty percent of the moneys appropriated to eligible school districts on a per student basis. The superintendent shall make the distribution at the same time and in the same manner as other state aid payments under section 15.1-27-01.

   c. For purposes of this subsection, an "eligible educational association" is one that is governed by a joint powers agreement that the superintendent of public instruction has reviewed and verified as meeting the requirements of section 15.1-07-28.

6. The superintendent of public instruction shall use the next $500,000, or so much of that amount as may be necessary, for the purpose of funding the rewrite of the state school aid computer system.

7. The superintendent of public instruction shall use the next $650,000, or so much of that amount as may be necessary, for the purpose of funding the rewrite of the teacher licensure application used by the department and the education standards and practices board. The education standards and practices board will pay the remaining $80,000 of the anticipated total project cost.

8. The superintendent of public instruction shall use the next $77,000, or so much of that amount as may be necessary, for providing funding to the education standards and practices board for providing payments to recipients of national board certification and scholarships to individuals seeking national board certification in accordance with Senate Bill No. 2057 as approved by the sixtieth legislative assembly.

9. The superintendent of public instruction shall use the next $400,000, or so much of that amount as may be necessary, to purchase automated

external defibrillators and place one in each public and nonpublic school in the state.

10. The superintendent of public instruction shall use the next $395,000, or so much of that sum as may be necessary, for the purpose of providing a grant to the north central council of school television for licensing of education television programs for classroom use by North Dakota elementary and secondary schools, assisting with the North Dakota studies project, and other operating expenses.

11. The superintendent of public instruction shall use the next $50,000, or so much of that sum as may be necessary, for the purpose of providing a grant for the Atlantik-Brucke teacher exchange program.

12. The superintendent of public instruction shall use the remainder of the moneys to provide additional per student payments on a prorated basis according to the latest available average daily membership of each school district."

Page 8, remove lines 1 through 28

Page 8, line 29, replace "Section" with "Sections", after "4" insert "and 16", and replace "is" with "are"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2013 - Summary of House Action

	EXECUTIVE BUDGET	SENATE VERSION	HOUSE CHANGES	HOUSE VERSION
Department of Public Instruction				
Total all funds	$1,037,666,173	$1,037,313,033	($1,230,000)	$1,036,083,033
Less estimated income	326,080,447	325,676,307		325,676,307
General fund	$711,585,726	$711,636,726	($1,230,000)	$710,406,726
State Library				
Total all funds	$5,861,312	$5,861,312	$0	$5,861,312
Less estimated income	1,881,600	1,881,600		1,881,600
General fund	$3,979,712	$3,979,712	$0	$3,979,712
School for the Deaf				
Total all funds	$6,805,664	$6,805,664	($398,000)	$6,407,664
Less estimated income	964,162	964,162	75,000	1,039,162
General fund	$5,841,502	$5,841,502	($473,000)	$5,368,502
Vision Services - School for the Blind				
Total all funds	$3,636,873	$3,760,317	$0	$3,760,317
Less estimated income	844,117	844,117		844,117
General fund	$2,792,756	$2,916,200	$0	$2,916,200
Bill Total				
Total all funds	$1,053,970,022	$1,053,740,326	($1,628,000)	$1,052,112,326
Less estimated income	329,770,326	329,366,186	75,000	329,441,186
General fund	$724,199,696	$724,374,140	($1,703,000)	$722,671,140

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

	EXECUTIVE BUDGET	SENATE VERSION	HOUSE CHANGES	HOUSE VERSION
Salaries and wages	$11,811,194	$11,407,054		$11,407,054

Operating expenses	21,088,294	20,968,294	($1,230,000)	19,738,294
Grants - State school aid	724,165,879	726,165,879		726,165,879
Grants - Special education contracts	17,500,000	17,500,000		17,500,000
Grants - Transportation	33,500,000	33,500,000		33,500,000
Grants - Other grants	227,530,806	227,701,806		227,701,806
JPA incentives	2,000,000			
Transportation efficiency	30,000	30,000		30,000
National board certification	40,000	40,000		40,000
Total all funds	$1,037,666,173	$1,037,313,033	($1,230,000)	$1,036,083,033
Less estimated income	326,080,447	325,676,307		325,676,307
General fund	$711,585,726	$711,636,726	($1,230,000)	$710,406,726
FTE	98.25	94.75	0.00	94.75

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

	REMOVES FUNDING FOR COMPUTER SYSTEM REWRITE PROJECTS [1]	TOTAL HOUSE CHANGES
Salaries and wages		
Operating expenses	($1,230,000)	($1,230,000)
Grants - State school aid		
Grants - Special education contracts		
Grants - Transportation		
Grants - Other grants		
JPA incentives		
Transportation efficiency		
National board certification		
Total all funds	($1,230,000)	($1,230,000)
Less estimated income		
General fund	($1,230,000)	($1,230,000)
FTE	0.00	0.00

[1] This amendment removes funding from the general fund for the state school aid rewrite project ($500,000) and the teachers' licensure application rewrite project ($730,000) and provides that those projects be funded from the 2005-07 per student and transportation aid contingent distributions.

This amendment also:

- Adds a section to the bill identifying one-time funding for the 2007-09 biennium.
- Adds a section providing that the Commission on Education Improvement consider studying changes to the state school aid formula to provide per student payments to school districts offering an adult education program.
- Removes Section 8 of the engrossed bill relating to English language learners.
- Removes Section 14 of the engrossed bill relating to full-day kindergarten.

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

	EXECUTIVE BUDGET	SENATE VERSION	HOUSE CHANGES	HOUSE VERSION
Salaries and wages	$5,141,381	$5,141,381	($398,000)	$4,743,381
Operating expenses	1,514,283	1,514,283		1,514,283
Capital assets	150,000	150,000		150,000

Total all funds	$6,805,664	$6,805,664	($398,000)	$6,407,664
Less estimated income	964,162	964,162	75,000	1,039,162
General fund	$5,841,502	$5,841,502	($473,000)	$5,368,502
FTE	48.44	48.44	(4.50)	43.94

Dept. 252 - School for the Deaf - Detail of House Changes

	REMOVES VACANT FTE POSITIONS [1]	REDUCES FUNDING FOR SALARIES AND WAGES [2]	FUNDING SOURCE CHANGE	TOTAL HOUSE CHANGES
Salaries and wages	($323,000)	($75,000)		($398,000)
Operating expenses				
Capital assets				
Total all funds	($323,000)	($75,000)		($398,000)
Less estimated income			$75,000	75,000
General fund	($323,000)	($75,000)	($75,000)	($473,000)
FTE	(4.50)	0.00	0.00	(4.50)

[1] This amendment removes 4.5 vacant FTE positions.

[2] This amendment reduces funding for the salaries and wages line item by $75,000 from the general fund relating to anticipated attrition.

This amendment also:

- Adds a section to the bill identifying one-time funding for the 2007-09 biennium.
- Adds a section to the bill to provide for a Legislative Council study of services to students who are deaf or hearing-impaired.
- Add a section to the bill to provide legislative intent that the School for the Deaf collaborate with Lake Region State College on the college's wind energy project.

78037.0220
Title.0400
Fiscal No. 8

Prepared by the Legislative Council staff for
Representative Thoreson - Minority Report
March 26, 2007

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

Page 1, line 4, after "transfers" insert "; to provide for a legislative council study; to provide legislative intent" and remove "and subsection 5 of section 15.1-27-07"

Page 1, line 5, after "Code" insert "and section 28 of chapter 167 of the 2005 Session Laws"

Page 1, line 6, replace "per student payments for kindergarten students" with "contingent distributions of per student payments"

Page 3, line 11, replace "6,075,986" with "4,845,986"

Page 3, line 12, replace "242,112,120" with "240,112,120"

Page 3, line 21, replace "104,969,811" with "101,739,811"

Page 3, line 23, replace "75,193,139" with "71,963,139"

Page 4, line 3, replace "$105,779" with "($292,221)"

Page 4, line 6, replace "$113,302" with "($284,698)"

Page 4, line 7, replace "(363,103)" with "(288,103)"

Page 4, line 8, replace "476,405" with "3,405"

Page 4, line 17, replace "76,533,765" with "72,830,765"

Page 4, line 18, replace "29,633,567" with "29,708,567"

Page 4, line 19, replace "106,167,332" with "102,539,332"

Page 4, line 30, replace "20,968,294" with "19,738,294"

Page 4, line 31, replace "726,165,879" with "724,165,879"

Page 5, line 6, replace "1,037,313,033" with "1,034,083,033"

Page 5, line 8, replace "711,636,726" with "708,406,726"

Page 5, line 19, replace "5,141,381" with "4,743,381"

Page 5, line 22, replace "6,805,664" with "6,407,664"

Page 5, line 23, replace "964,162" with "1,039,162"

Page 5, line 24, replace "5,841,502" with "5,368,502"

Page 6, line 2, replace "724,374,140" with "720,671,140"

Page 6, line 3, replace "329,366,186" with "329,441,186"

Page 6, line 4, replace "1,053,740,326" with "1,050,112,326"

Page 7, remove lines 3 through 8

Page 7, after line 25, insert:

"SECTION 12. ONE-TIME FUNDING - EFFECT ON BASE BUDGET - REPORT TO THE SIXTY-FIRST LEGISLATIVE ASSEMBLY. The total general fund appropriation line item in section 3 of this Act includes $100,000 for the one-time funding item identified in this section. This amount is not a part of the agency's base budget to be used in preparing the 2009-11 executive budget. The school for the deaf shall report to the appropriations committees of the sixty-first legislative assembly on the use of this one-time funding for the biennium beginning July 1, 2007, and ending June 30, 2009.

Deferred maintenance - School for the deaf	$100,000

SECTION 13. LEGISLATIVE COUNCIL STUDY - SERVICES TO STUDENTS WHO ARE DEAF OR HEARING-IMPAIRED. The legislative council shall consider studying, during the 2007-08 interim, the provision of services to children and adults who are deaf or hearing-impaired, including the role of the North Dakota school for the deaf in the provision of educational and rehabilitative services, the short-term and long-term viability of existing state facilities, and alternative approaches that might enhance the scope and breadth of service availability. The study, if conducted, must include the feasibility of combining the administration and delivery of services of the school for the deaf with other area school districts, educational associations governed by joint powers agreements, special education units, and North Dakota vision services - school for the blind. The study should examine alternative uses for the buildings on the school for the deaf campus beyond the scope of the school's present mission. The legislative council shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-first legislative assembly.

SECTION 14. LEGISLATIVE INTENT - REPORT TO THE SIXTY-FIRST LEGISLATIVE ASSEMBLY. It is the intent of the legislative assembly that the school for the deaf collaborate with Lake Region state college on the college's wind energy project and determine the feasibility of the school for the deaf accessing any available energy, including identifying any related costs. The school for the deaf should provide a report on the status of this collaboration to the appropriations committees of the sixty-first legislative assembly.

SECTION 15. ADULT EDUCATION PER STUDENT FUNDING STUDY. The commission on education improvement shall consider studying, during the 2007-08 interim, changes to the state school aid formula to provide per student payments to school districts offering an adult education program.

SECTION 16. AMENDMENT. Section 28 of chapter 167 of the 2005 Session Laws is amended and reenacted as follows:

SECTION 28. CONTINGENCY. If any moneys appropriated for per student payments and transportation payments in the grants - state school aid line item in House Bill No. 1013, as approved by the fifty-ninth legislative assembly, remain after

payment of all statutory obligations for per student and transportation payments during the biennium beginning July 1, 2005, and ending June 30, 2007, and after the superintendent of public instruction has fulfilled any directives contained in section 27 of this Act, the superintendent shall distribute the remaining moneys as follows:

1. The superintendent of public instruction shall use the first $450,000, or so much of that amount as may be necessary, to provide additional payments to school districts serving English language learners in accordance with section 15.1-27-12.

2. The superintendent of public instruction shall use the next $1,000,000, or so much of that amount as may be necessary, for the purpose of providing additional per student payments to school districts participating in eligible educational associations in accordance with section 32 of this Act.

3. The superintendent of public instruction shall use the next $25,748, or so much of that amount as may be necessary, for the purpose of reimbursing eligible school districts that received reduced amounts of state aid. For the purposes of this subsection, an eligible school district is one that received a reduction in state aid during the 2005-07 biennium because the district's general fund levy fell below one hundred forty mills as the result of an accounting oversight.

4. The superintendent of public instruction shall use the next $200,000, or so much of that amount as may be necessary, for the purpose of providing additional payments to school districts offering an adult education program during the 2005-07 biennium.

5. a. The superintendent of public instruction shall use the next $2,000,000, or so much of that sum as may be necessary, for the purpose of providing payments to school districts that are members of eligible educational associations, for the biennium beginning July 1, 2007, and ending June 30, 2009.

   b. Each year of the biennium, the superintendent of public instruction shall distribute fifty percent of the moneys appropriated to eligible school districts on a per student basis. The superintendent shall make the distribution at the same time and in the same manner as other state aid payments under section 15.1-27-01.

   c. For purposes of this subsection, an "eligible educational association" is one that is governed by a joint powers agreement that the superintendent of public instruction has reviewed and verified as meeting the requirements of section 15.1-07-28.

6. The superintendent of public instruction shall use the next $500,000, or so much of that amount as may be necessary, for the purpose of funding the rewrite of the state school aid computer system.

7. The superintendent of public instruction shall use the next $650,000, or so much of that amount as may be necessary, for the purpose of funding the rewrite of the teacher licensure application used by the department and the education standards and practices board. The education standards and practices board will pay the remaining $80,000 of the anticipated total project cost.

8. The superintendent of public instruction shall use the next $77,000, or so much of that amount as may be necessary, for providing funding to the education standards and practices board for providing payments to recipients of national board certification and scholarships to individuals

seeking national board certification in accordance with Senate Bill No. 2057 as approved by the sixtieth legislative assembly.

9. The superintendent of public instruction shall use the next $400,000, or so much of that amount as may be necessary, to purchase automated external defibrillators and place one in each public and nonpublic school in the state.

10. The superintendent of public instruction shall use the next $395,000, or so much of that sum as may be necessary, for the purpose of providing a grant to the north central council of school television for licensing of education television programs for classroom use by North Dakota elementary and secondary schools, assisting with the North Dakota studies project, and other operating expenses.

11. The superintendent of public instruction shall use the next $50,000, or so much of that sum as may be necessary, for the purpose of providing a grant for the Atlantik-Brucke teacher exchange program.

12. The superintendent of public instruction shall use the remainder of the moneys to provide additional per student payments on a prorated basis according to the latest available average daily membership of each school district."

Page 8, remove lines 1 through 28

Page 8, line 29, replace "Section" with "Sections", after "4" insert "and 16", and replace "is" with "are"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2013 - Summary of House Action

	EXECUTIVE BUDGET	SENATE VERSION	HOUSE CHANGES	HOUSE VERSION
Department of Public Instruction				
Total all funds	$1,037,666,173	$1,037,313,033	($3,230,000)	$1,034,083,033
Less estimated income	326,080,447	325,676,307		325,676,307
General fund	$711,585,726	$711,636,726	($3,230,000)	$708,406,726
State Library				
Total all funds	$5,861,312	$5,861,312	$0	$5,861,312
Less estimated income	1,881,600	1,881,600		1,881,600
General fund	$3,979,712	$3,979,712	$0	$3,979,712
School for the Deaf				
Total all funds	$6,805,664	$6,805,664	($398,000)	$6,407,664
Less estimated income	964,162	964,162	75,000	1,039,162
General fund	$5,841,502	$5,841,502	($473,000)	$5,368,502
Vision Services - School for the Blind				
Total all funds	$3,636,873	$3,760,317	$0	$3,760,317
Less estimated income	844,117	844,117		844,117
General fund	$2,792,756	$2,916,200	$0	$2,916,200
Bill Total				
Total all funds	$1,053,970,022	$1,053,740,326	($3,628,000)	$1,050,112,326
Less estimated income	329,770,326	329,366,186	75,000	329,441,186
General fund	$724,199,696	$724,374,140	($3,703,000)	$720,671,140

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

	EXECUTIVE BUDGET	SENATE VERSION	HOUSE CHANGES	HOUSE VERSION
Salaries and wages	$11,811,194	$11,407,054		$11,407,054
Operating expenses	21,088,294	20,968,294	($1,230,000)	19,738,294

Grants - State school aid	724,165,879	726,165,879	(2,000,000)	724,165,879
Grants - Special education contracts	17,500,000	17,500,000		17,500,000
Grants - Transportation	33,500,000	33,500,000		33,500,000
Grants - Other grants	227,530,806	227,701,806		227,701,806
JPA incentives	2,000,000			
Transportation efficiency	30,000	30,000		30,000
National board certification	40,000	40,000		40,000
Total all funds	$1,037,666,173	$1,037,313,033	($3,230,000)	$1,034,083,033
Less estimated income	326,080,447	325,676,307		325,676,307
General fund	$711,585,726	$711,636,726	($3,230,000)	$708,406,726
FTE	98.25	94.75	0.00	94.75

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

	REMOVES FUNDING FOR COMPUTER SYSTEM REWRITE PROJECTS [1]	REDUCES FUNDING FOR STATE SCHOOL AID [2]	TOTAL HOUSE CHANGES
Salaries and wages			
Operating expenses	($1,230,000)		($1,230,000)
Grants - State school aid		($2,000,000)	(2,000,000)
Grants - Special education contracts			
Grants - Transportation			
Grants - Other grants			
JPA incentives			
Transportation efficiency			
National board certification			
Total all funds	($1,230,000)	($2,000,000)	($3,230,000)
Less estimated income			
General fund	($1,230,000)	($2,000,000)	($3,230,000)
FTE	0.00	0.00	0.00

[1] This amendment removes funding from the general fund for the state school aid rewrite project ($500,000) and the teachers' licensure application rewrite project ($730,000) and provides that those projects be funded from the 2005-07 per student and transportation aid contingent distributions.

[2] This amendment removes funding of $2 million from the general fund added by the Senate for the state school aid program.

This amendment also:

- Adds a section to the bill identifying one-time funding for the 2007-09 biennium.
- Adds a section providing that the Commission on Education Improvement consider studying changes to the state school aid formula to provide per student payments to school districts offering an adult education program.
- Removes Section 8 of the engrossed bill relating to English language learners.
- Removes Section 14 of the engrossed bill relating to full-day kindergarten.

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

	EXECUTIVE BUDGET	SENATE VERSION	HOUSE CHANGES	HOUSE VERSION
Salaries and wages	$5,141,381	$5,141,381	($398,000)	$4,743,381
Operating expenses	1,514,283	1,514,283		1,514,283
Capital assets	150,000	150,000		150,000
Total all funds	$6,805,664	$6,805,664	($398,000)	$6,407,664
Less estimated income	964,162	964,162	75,000	1,039,162
General fund	$5,841,502	$5,841,502	($473,000)	$5,368,502
FTE	48.44	48.44	(4.50)	43.94

Dept. 252 - School for the Deaf - Detail of House Changes

	REMOVES VACANT FTE POSITIONS [1]	REDUCES FUNDING FOR SALARIES AND WAGES [2]	FUNDING SOURCE CHANGE	TOTAL HOUSE CHANGES
Salaries and wages	($323,000)	($75,000)		($398,000)
Operating expenses				
Capital assets				
Total all funds	($323,000)	($75,000)		($398,000)
Less estimated income			$75,000	75,000
General fund	($323,000)	($75,000)	($75,000)	($473,000)
FTE	(4.50)	0.00	0.00	(4.50)

[1] This amendment removes 4.5 vacant FTE positions.

[2] This amendment reduces funding for the salaries and wages line item by $75,000 from the general fund relating to anticipated attrition.

This amendment also:

- Adds a section to the bill identifying one-time funding for the 2007-09 biennium.
- Adds a section to the bill to provide for a Legislative Council study of services to students who are deaf or hearing-impaired.
- Add a section to the bill to provide legislative intent that the School for the Deaf collaborate with Lake Region State College on the college's wind energy project.

REPORT OF STANDING COMMITTEE-DIVIDED (430)
March 29, 2007 4:36 p.m.

Module No: HR-59-6721
Carrier: Monson
Insert LC: 78037.0220 Title: .0400

REPORT OF STANDING COMMITTEE (MINORITY)

SB 2013, as engrossed: Appropriations (Rep. K. Svedjan, Chairman) A **MINORITY** of your committee (Reps. Wald, Carlson, Carlisle, Skarphol, Thoreson, Kreidt, Wieland) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS.**

Page 1, line 4, after "transfers" insert "; to provide for a legislative council study; to provide legislative intent" and remove "and subsection 5 of section 15.1-27-07"

Page 1, line 5, after "Code" insert "and section 28 of chapter 167 of the 2005 Session Laws"

Page 1, line 6, replace "per student payments for kindergarten students" with "contingent distributions of per student payments"

Page 3, line 11, replace "6,075,986" with "4,845,986"

Page 3, line 12, replace "242,112,120" with "240,112,120"

Page 3, line 21, replace "104,969,811" with "101,739,811"

Page 3, line 23, replace "75,193,139" with "71,963,139"

Page 4, line 3, replace "$105,779" with "($292,221)"

Page 4, line 6, replace "$113,302" with "($284,698)"

Page 4, line 7, replace "(363,103)" with "(288,103)"

Page 4, line 8, replace "476,405" with "3,405"

Page 4, line 17, replace "76,533,765" with "72,830,765"

Page 4, line 18, replace "29,633,567" with "29,708,567"

Page 4, line 19, replace "106,167,332" with "102,539,332"

Page 4, line 30, replace "20,968,294" with "19,738,294"

Page 4, line 31, replace "726,165,879" with "724,165,879"

Page 5, line 6, replace "1,037,313,033" with "1,034,083,033"

Page 5, line 8, replace "711,636,726" with "708,406,726"

Page 5, line 19, replace "5,141,381" with "4,743,381"

Page 5, line 22, replace "6,805,664" with "6,407,664"

Page 5, line 23, replace "964,162" with "1,039,162"

Page 5, line 24, replace "5,841,502" with "5,368,502"

Page 6, line 2, replace "724,374,140" with "720,671,140"

Page 6, line 3, replace "329,366,186" with "329,441,186"

Page 6, line 4, replace "1,053,740,326" with "1,050,112,326"

Page 7, remove lines 3 through 8

Page 7, after line 25, insert:

"**SECTION 12. ONE-TIME FUNDING - EFFECT ON BASE BUDGET - REPORT TO THE SIXTY-FIRST LEGISLATIVE ASSEMBLY.** The total general fund appropriation line item in section 3 of this Act includes $100,000 for the one-time funding item identified in this section. This amount is not a part of the agency's base budget to be used in preparing the 2009-11 executive budget. The school for the deaf shall report to the appropriations committees of the sixty-first legislative assembly on the use of this one-time funding for the biennium beginning July 1, 2007, and ending June 30, 2009.

Deferred maintenance - School for the deaf	$100,000

SECTION 13. LEGISLATIVE COUNCIL STUDY - SERVICES TO STUDENTS WHO ARE DEAF OR HEARING-IMPAIRED. The legislative council shall consider studying, during the 2007-08 interim, the provision of services to children and adults who are deaf or hearing-impaired, including the role of the North Dakota school for the deaf in the provision of educational and rehabilitative services, the short-term and long-term viability of existing state facilities, and alternative approaches that might enhance the scope and breadth of service availability. The study, if conducted, must include the feasibility of combining the administration and delivery of services of the school for the deaf with other area school districts, educational associations governed by joint powers agreements, special education units, and North Dakota vision services - school for the blind. The study should examine alternative uses for the buildings on the school for the deaf campus beyond the scope of the school's present mission. The legislative council shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-first legislative assembly.

SECTION 14. LEGISLATIVE INTENT - REPORT TO THE SIXTY-FIRST LEGISLATIVE ASSEMBLY. It is the intent of the legislative assembly that the school for the deaf collaborate with Lake Region state college on the college's wind energy project and determine the feasibility of the school for the deaf accessing any available energy, including identifying any related costs. The school for the deaf should provide a report on the status of this collaboration to the appropriations committees of the sixty-first legislative assembly.

SECTION 15. ADULT EDUCATION PER STUDENT FUNDING STUDY. The commission on education improvement shall consider studying, during the 2007-08 interim, changes to the state school aid formula to provide per student payments to school districts offering an adult education program.

SECTION 16. AMENDMENT. Section 28 of chapter 167 of the 2005 Session Laws is amended and reenacted as follows:

SECTION 28. CONTINGENCY. If any moneys appropriated for per student payments and transportation payments in the grants - state school aid line item in House Bill No. 1013, as approved by the fifty-ninth legislative assembly, remain after payment of all statutory obligations for per student and transportation payments during the biennium beginning July 1, 2005, and ending June 30, 2007, and after the superintendent of public instruction has fulfilled any directives contained in section 27 of this Act, the superintendent shall distribute the remaining moneys as follows:

1. The superintendent of public instruction shall use the first $450,000, or so much of that amount as may be necessary, to provide additional payments to school districts serving English language learners in accordance with section 15.1-27-12.

2. The superintendent of public instruction shall use the next $1,000,000, or so much of that amount as may be necessary, for the purpose of providing additional per student payments to school districts participating in eligible educational associations in accordance with section 32 of this Act.

3. The superintendent of public instruction shall use the next $25,748, or so much of that amount as may be necessary, for the purpose of reimbursing eligible school districts that received reduced amounts of state aid. For the purposes of this subsection, an eligible school district is one that received a reduction in state aid during the 2005-07 biennium because the district's general fund levy fell below one hundred forty mills as the result of an accounting oversight.

4. The superintendent of public instruction shall use the next $200,000, or so much of that amount as may be necessary, for the purpose of providing additional payments to school districts offering an adult education program during the 2005-07 biennium.

5. a. The superintendent of public instruction shall use the next $2,000,000, or so much of that sum as may be necessary, for the purpose of providing payments to school districts that are members of eligible educational associations, for the biennium beginning July 1, 2007, and ending June 30, 2009.

   b. Each year of the biennium, the superintendent of public instruction shall distribute fifty percent of the moneys appropriated to eligible school districts on a per student basis. The superintendent shall make the distribution at the same time and in the same manner as other state aid payments under section 15.1-27-01.

   c. For purposes of this subsection, an "eligible educational association" is one that is governed by a joint powers agreement that the superintendent of public instruction has reviewed and verified as meeting the requirements of section 15.1-07-28.

6. The superintendent of public instruction shall use the next $500,000, or so much of that amount as may be necessary, for the purpose of funding the rewrite of the state school aid computer system.

7. The superintendent of public instruction shall use the next $650,000, or so much of that amount as may be necessary, for the purpose of funding the rewrite of the teacher licensure application used by the department and the education standards and practices board. The education standards and practices board will pay the remaining $80,000 of the anticipated total project cost.

8. The superintendent of public instruction shall use the next $77,000, or so much of that amount as may be necessary, for providing funding to the education standards and practices board for providing payments to recipients of national board certification and scholarships to individuals seeking national board certification in accordance with Senate Bill No. 2057 as approved by the sixtieth legislative assembly.

9. The superintendent of public instruction shall use the next $400,000, or so much of that amount as may be necessary, to purchase automated external defibrillators and place one in each public and nonpublic school in the state.

10. The superintendent of public instruction shall use the next $395,000, or so much of that sum as may be necessary, for the purpose of providing a grant to the north central council of school television for licensing of education television programs for classroom use by North Dakota elementary and secondary schools, assisting with the North Dakota studies project, and other operating expenses.

11. The superintendent of public instruction shall use the next $50,000, or so much of that sum as may be necessary, for the purpose of providing a grant for the Atlantik-Brucke teacher exchange program.

12. The superintendent of public instruction shall use the remainder of the moneys to provide additional per student payments on a prorated basis according to the latest available average daily membership of each school district."

Page 8, remove lines 1 through 28

Page 8, line 29, replace "Section" with "Sections", after "4" insert "and 16", and replace "is" with "are"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2013 - Summary of House Action

	EXECUTIVE BUDGET	SENATE VERSION	HOUSE CHANGES	HOUSE VERSION
Department of Public Instruction				
Total all funds	$1,037,666,173	$1,037,313,033	($3,230,000)	$1,034,083,033
Less estimated income	326,080,447	325,676,307		325,676,307
General fund	$711,585,726	$711,636,726	($3,230,000)	$708,406,726
State Library				
Total all funds	$5,861,312	$5,861,312	$0	$5,861,312
Less estimated income	1,881,600	1,881,600		1,881,600
General fund	$3,979,712	$3,979,712	$0	$3,979,712
School for the Deaf				
Total all funds	$6,805,664	$6,805,664	($398,000)	$6,407,664
Less estimated income	964,162	964,162	75,000	1,039,162
General fund	$5,841,502	$5,841,502	($473,000)	$5,368,502
Vision Services - School for the Blind				
Total all funds	$3,636,873	$3,760,317	$0	$3,760,317
Less estimated income	844,117	844,117		844,117
General fund	$2,792,756	$2,916,200	$0	$2,916,200
Bill Total				
Total all funds	$1,053,970,022	$1,053,740,326	($3,628,000)	$1,050,112,326
Less estimated income	329,770,326	329,366,186	75,000	329,441,186
General fund	$724,199,696	$724,374,140	($3,703,000)	$720,671,140

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

	EXECUTIVE BUDGET	SENATE VERSION	HOUSE CHANGES	HOUSE VERSION
Salaries and wages	$11,811,194	$11,407,054		$11,407,054
Operating expenses	21,088,294	20,968,294	($1,230,000)	19,738,294
Grants - State school aid	724,165,879	726,165,879	(2,000,000)	724,165,879
Grants - Special education contracts	17,500,000	17,500,000		17,500,000
Grants - Transportation	33,500,000	33,500,000		33,500,000
Grants - Other grants	227,530,806	227,701,806		227,701,806
JPA incentives	2,000,000			
Transportation efficiency	30,000	30,000		30,000
National board certification	40,000	40,000		40,000
Total all funds	$1,037,666,173	$1,037,313,033	($3,230,000)	$1,034,083,033
Less estimated income	326,080,447	325,676,307		325,676,307
General fund	$711,585,726	$711,636,726	($3,230,000)	$708,406,726
FTE	98.25	94.75	0.00	94.75

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

	REMOVES FUNDING FOR COMPUTER SYSTEM REWRITE PROJECTS [1]	REDUCES FUNDING FOR STATE SCHOOL AID [2]	TOTAL HOUSE CHANGES
Salaries and wages			
Operating expenses	($1,230,000)		($1,230,000)
Grants - State school aid		($2,000,000)	(2,000,000)
Grants - Special education contracts			
Grants - Transportation			
Grants - Other grants			
JPA incentives			
Transportation efficiency			
National board certification			
Total all funds	($1,230,000)	($2,000,000)	($3,230,000)
Less estimated income			
General fund	($1,230,000)	($2,000,000)	($3,230,000)
FTE	0.00	0.00	0.00

[1] This amendment removes funding from the general fund for the state school aid rewrite project ($500,000) and the teachers' licensure application rewrite project ($730,000) and provides that those projects be funded from the 2005-07 per student and transportation aid contingent distributions.

[2] This amendment removes funding of $2 million from the general fund added by the Senate for the state school aid program.

This amendment also:

- Adds a section to the bill identifying one-time funding for the 2007-09 biennium.
- Adds a section providing that the Commission on Education Improvement consider studying changes to the state school aid formula to provide per student payments to school districts offering an adult education program.
- Removes Section 8 of the engrossed bill relating to English language learners.
- Removes Section 14 of the engrossed bill relating to full-day kindergarten.

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

	EXECUTIVE BUDGET	SENATE VERSION	HOUSE CHANGES	HOUSE VERSION
Salaries and wages	$5,141,381	$5,141,381	($398,000)	$4,743,381
Operating expenses	1,514,283	1,514,283		1,514,283
Capital assets	150,000	150,000		150,000
Total all funds	$6,805,664	$6,805,664	($398,000)	$6,407,664
Less estimated income	964,162	964,162	75,000	1,039,162
General fund	$5,841,502	$5,841,502	($473,000)	$5,368,502
FTE	48.44	48.44	(4.50)	43.94

Dept. 252 - School for the Deaf - Detail of House Changes

	REMOVES VACANT FTE POSITIONS [1]	REDUCES FUNDING FOR SALARIES AND WAGES [2]	FUNDING SOURCE CHANGE	TOTAL HOUSE CHANGES
Salaries and wages	($323,000)	($75,000)		($398,000)
Operating expenses				
Capital assets				
Total all funds	($323,000)	($75,000)		($398,000)
Less estimated income			$75,000	75,000
General fund	($323,000)	($75,000)	($75,000)	($473,000)
FTE	(4.50)	0.00	0.00	(4.50)

[1] This amendment removes 4.5 vacant FTE positions.

[2] This amendment reduces funding for the salaries and wages line item by $75,000 from the general fund relating to anticipated attrition.

This amendment also:

- Adds a section to the bill identifying one-time funding for the 2007-09 biennium.
- Adds a section to the bill to provide for a Legislative Council study of services to students who are deaf or hearing-impaired.
- Add a section to the bill to provide legislative intent that the School for the Deaf collaborate with Lake Region State College on the college's wind energy project.

The reports of the majority and the minority were placed on the Seventh order of business on the calendar for the succeeding legislative day.

2007 SENATE APPROPRIATIONS

CONFERENCE COMMITTEE

SB 2013

2007 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2013

Senate Appropriations Committee

☑ Check here for Conference Committee

Hearing Date: 04-06-07

Recorder Job Number: 5811

Committee Clerk Signature Janet Pinks

Minutes:

Chairman Holmberg opened the conference committee on SB 2013 with roll call indicating that typically when we look at a bill we wait and look at the policy which in this case is SB 2020. He indicated Roxanne, Legislative Council, would keep the group on the straight and narrow to have the proper money in SB 2013. He requested the House to discuss their amendment and changes.

Representative Monson discussed the House amendment 0219 indicating that on Section 12, page 2 they have placed their standard language stating this is one time funding of $100,000 for maintenance for the School for the Deaf. Section 13 is about the Legislative Council study for the School for the Deaf which was proposed by Representative Judy Lee who indicated they are in need of social services, drug treatment and other needs and she was looking for a building to house some of this. Representative Price was in some of those discussions about a buildings not being utilized to the fullest extent. The school needs money to install an elevator, do remodeling and continue heating them. We thought we could do a study to see about the groups utilizing the structures and other groups making use of those structures.

Chairman Holmberg questioned if the state constitution could divest itself of some of those properties. The response was it says in the constitution that the school for the deaf is to be in Ramsey County and it doesn't say how big it has to be or how many buildings or how big the grounds are.

Representative Monson indicated that perhaps buildings could be sold or fixed up for private individuals and the buildings could be rented out. They have done studies before to combine both Schools for the Deaf and Blind and the School for the Blind has been removed from the constitution. There was a bill in the Senate to move the School for the Blind to Devils Lake.

Chairman Holmberg questioned if it would be more accurate to say the Constitution state it could be at Bathgate or where ever the Legislature determines.

Representative Monson thinks the study may determine there could be some sharing as far as how to do more outreach. The School for Blind is entirely outreach now. It is our hope that the school for the deaf could expand services to a lot more people. There are many adults that could have services provided. Section 14, I'm not sure is relevant at this time. But it is our intent that the windmill could generate electricity that could be sold or shared with other facilities; i.e., career and tech, School for the Deaf.

Chairman Holmberg indicated he didn't know if in the final analysis if this would come out, and there still might be that project.

Representative Monson indicated many of these project pay for themselves.

Representative Monson stated he was told that private investors such as DMI in Fargo and Allan Glass Fiber in Grand Forks and the big wind farm in Northeast ND may be able to get some things donated or help from private industry to get this project off the ground. It is part of Lake Region State College's desire that by getting the windmill they would be able to train people. This would make an addition to their curriculum. He discussed Section 15, adult education funding and projects around the state. Dave Massey in DPI is in charge of those, the House felt they would like to fund them more permanently then in the past. This would figure out a formula that could use state aid money not paid out in foundation funds could go to the adult education programs.

Senator Wardner questioned what is being done now with the kids dropping out of regular high school and go to the alternative high schools and if the money follows them there. The response was it does.

Chairman Holmberg indicated the school in Grand Forks is a part of the foundation aid payment. Section 16 refers to Section 28 and ties them together. Section 28 is the most controversial section of the bill. It is contingency money leftover at the end of 05-07 budget periods relating to per pupil payments. The money is turned over to the contingency fund which has never been as large as now. Part of the problem is when Jerry Colemen runs figures he has a fudge factor to cover all contingencies. He thinks that someday there may be an increase in Senator Krauter-12 students but now a large contingency fund.

Chairman Holmberg indicated this is money going out to schools the Senate looks at whether this is just taken out of context.

Representative continued to discuss the various sections of the bill and funding formulas and contingencies.

Chairman Holmberg questioned whether this section of the bill requires an emergency. The response was yes.

Chairman Holmberg indicated we will stop there and start next time. All will depend on how pure we want to be when we are done.

Chairman Holmberg closed the hearing on SB 2013.

2007 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2013

Senate Appropriations Committee

☑ Check here for Conference Committee

Hearing Date: 04-10-07

Recorder Job Number: 5847

Committee Clerk Signature

Minutes:

Chairman Holmberg opened the Conference Committee on SB 2013 SB 2013 with roll call. He indicated at the last conference committee we were on page 3 and had gone through contingency items. The last point he had were the funds don't go directly to schools but are education related.

Representative Monson indicated on page 3 of 0219, #8 indicated this is $77,000 dollars in SB 2057 and this is a new to fund the ESPD for teachers that fell through the cracks before we had enough money to pay teachers their stipend for getting their national board certification. Number 9 superintendent of public instruction is to use funds to purchase defibrillators and this would be in each public and non public school in the state.

Representative Aarsvold brought information today that it will not work for us to use contingency funds because this is foundation aid money and non public schools cannot receive any foundation aid money. If we continue with this language we will have to move a portion of the money needed to supply non public schools to another source.

Chairman Holmberg indicated we had language from Senator Christmann's bill about that has language, is that still around. The response was yes it is 2313 and that has the language and this has money.

Representative Aarsvold indicated 2313 was the basis of the Attorney General's discussion not 2013 and I am not sure if the language here to identifying non public schools as a recipient would have impact on that opinion. The DPI and Attorney General's Office will be reacting to that.

Chairman Holmberg indicated various players will look at the language to see if we need to address this.

Representative Monson page4 section 10 --- is new. In the past we have funded money for the North Central school tv for licensing of educational television programs. This has been in many different budgets over the years. Each time we have estimated $1 per student per year for the cost of basic membership. This time they are increasing their mission along with Edutech, division of independent study, and various groups that work on putting together video streaming to go with the program. That is the balance of the fund in this item. In order to keep things legal they are doing the licensing part. Number 2 of the contingency started in 06 is the teacher exchange program with Germany and this would fund that for two more years and school board association sets this up. Number 12 is old language indicating that after all payments have been made the funds go to ADM per pupil payments. How much is left is unknown. There is one more bill floating around that the Health Department would access $1 ml for the school nurses.

Chairman Holmberg indicated there used to be fights of money left in per pupil payment and school feel it is their money and they want it. What is now number12 now used to be number one. Now up to 13 different items but there is more money then in the past. These are school issues.

Representative Monson said rationale was school district got there per pupil payment so people on both sides of issue is that the state came to front to help and when we end up with a surplus then money should go back to the state but this was started 3-4 biennium ago.

Representative Wald on issue local school boards, they base their budget on what we say should be. We upheld our end of bargain.

Senator Robinson indicated that we went down this road with JPA's. What have we received from policy committees on this issue? He is concerned about the precedent we are establishing and is there any end.

Chairman Holmberg indicated the policy committees have also used this for funding of things of extreme importance to them as long as they were education related.

Senator Robinson indicated this is a significant amount of money.

Representative Aarsvold indicated there was one biennium that we did not meet the payments to school distributed in about 81 or 82.

Chairman Holmberg indicated there was a string in 80'swhen schools got less then before.

Representative Monson in response to Senator Robinson, stated he can't disagree and will share comments from the House when hearing how much actually was left in the contingent fund and ways to balance budget. There were people that said we have to cut so much money out of 2013. This was our way to say we will fund those contingencies, but don't have to cut money in 2013 for the newly funded in 2200. This was a compromise to people who say we put too much money in k-12.

Senator Robinson asked what the best guess estimate is of the money left in here after all is said and done. The response was aabout $12 million. Jerry Coleman hesitates to say what amount will be there and it could be $14 million before the contingency funding. So $7 million could be left after the contingency.

Chairman Holmberg asked what the unanticipated per pupil payment that would go out to the schools with $6 million in change. The response was about $10 per kid per $1 million.

Chairman Holmberg questioned Representative Monson that as a superintendent of schools how he would advise his school to spend $50 per child. The response was his school is currently deficit spending way more then that and he feels most school districts are. As I understand it, this money would get paid out under the old formula.

Senator Robinson asked that as school admin, I am hear from schools about the issue of transportation. How are you in your setting with the current energy crisis offsetting those expenses? The response was the last few years their district has paid out transportation on a block grant and haven't reduced the grants to match the declining enrollment. We are still going the same distance, the price has gone up. Some places have to curb the number of bus routes. In my school there have been three routes forever and had 192 kids and now have 125 kids. Have gone to newer buses with better mileage and have become more efficient. Cavalier has cut out three routes and gone to 80 min for a ride.

Chairman Holmberg indicated there was a story in the press about three districts in the state that are not required to have busing, Grand Forks, Bismarck, and Dickinson.

Representative Aarsvold indicated with reorganizations in the state we are driving up the transportation routes.

Chairman Holmberg there was a letter distributed from the Superintendent of DPI that you should review prior to our next meeting.

Senator Robinson indicated he would like to talk about the status of the School of the Deaf – have we decided on a course of action and call for study. I want to get a handle on that.

Chairman Holmberg indicated if we could get these scheduled ahead of time we could maybe include those folks. However, we may have to depend on folks here to get additional input.

Let's have a meeting and if we have specific questions for them we could get those answered.

We could possibly ask for a scheduled time. We will try.

Chairman Holmberg adjourned the subcommittee session on SB 2013..

2007 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. SB 2013

Senate Appropriations Committee

☒ Check here for Conference Committee

Hearing Date: April 12, 2007

Recorder Job Number: 5968

Committee Clerk Signature	Alice Delzer (SH)

Minutes:

Chairman Holmberg opened the Conference Committee on SB 2013, a bill for an act to provide an appropriation for defraying the expenses of the department of public instruction, the school for the deaf, North Dakota vision services – school for the blind, and the state library; to provide for the distribution of special education payments; to provide for transfers; to provide for a legislative council study; to provide legislative intent; to amend and reenact section 15.1-02-02 of the North Dakota Century Code and section 28 of chapter 167 of the 2005 Session Laws, relating to the salary of the superintendent of public instruction and contingent distributions of per student payments; and to declare an emergency. All committee members were present.

Chairman Holmberg explained that the one topic they were going to look at today is the issue of what the budget did for the School for the Deaf. He said that if the committee has any questions the Superintendent, Dennis and business persons Eric and Carol are connected by phone. He asked Rep. Monson to walk the committee through the changes.

Rep. Monson asked if they had the amendment .0219 because that is what they will be working off of. He said that on page 2 of that amendment is the first real reference to the School of the Deaf. Section 12 deals with one time funding and the deferred maintenance of $100,000 in the budget. This maintenance fund is in the budget as it was in the governor's

budget. This is one time funding and will not become part of their future baseline budget. On page 2, section 13 it talks about a Legislative Council Study and this would be services to students and outreach. The LC would consider studying during the 2007-08 interim various provisions of delivery of services to students who are deaf or hearing impaired. The study would also study the needs to remodel or upgrade buildings for alternative uses and look at the possibilities of other state agencies using these buildings. The study must include the feasibility of combining the administration and delivery of services to the School of the Deaf with other area school districts, educational associations governed by joint power agreements, special ed. units, ND vision services and School for the Blind. The study would examine alternative uses for the buildings on the School for the Deaf campus beyond the scope of the school's present mission.

Senator Holmberg clarified that this was separate from any budgetary things.

Rep. Monson said it has nothing to do with budget.

Dennis Vogelson, Superintendent ND School for the Deaf thought maybe the statement is too broad. He said that when you say school districts, there are 18 school districts surrounding Devils Lake. He said that it might be more sensible to zero in on the DL Public School. He said if you want to keep it broad they have no problem in participating in this kind of study. He said he thought it was prudent to do this as far as the state is concerned.

Senator Holmberg asked Dennis how many sq. ft. they have that is owned by the State on the campus at DL and how many sq. ft. they utilize of that for the services they are providing today?

Dennis or Eric said they have one building that they are leasing out to the early head start program that is about fifty five hundred sq. ft. Also, they have a trade building that they are leasing, about 900 to 1000 sq. ft. on the second floor and in total that building has about 6000

ft. on main floor and 6000 ft. on second floor so that is about 12,000 sq. ft that would be available. He offered to get more information if the committee would want it.

Senator Holmberg said that would be something the study would want to focus in on.

Senator Robinson asked how many total buildings they have on the campus and of the total how many are sitting ideal.

Eric said that in addition to the trades building there is the former infirmary but that is not being used because it would need a lot of work. Other than that they have a small house that has been converted into three different apartment buildings and they are renting those units out. Also there is a barn that is not utilized but there is no heat in it and a couple storage garages that are not heated. He said most of the facilities are being utilized.

Rep. Monson said that in section 14 it says that the school for the deaf would try to collaborate with Lake Region State College on the wind project if it goes ahead and is feasible for the school of the deaf. Some funds have been removed from Lake Region budget for the wind power project and they may not go ahead with it unless they get some more money. They may try to access some private funds. If Lake Region State College doesn't build a windmill there isn't any teeth in section 14. He said that as far as the money issues dealing with the School for the Deaf on page 5 it shows the House action and a reduction in the salary and wages line item of $398,000, the bulk of that is 6 vacant positions (4.5 FTEs). In addition there was another $75,000 that was not specified. He stated that these are the House changes that were made to the budget.

Dennis said that if they had their way they would keep all the positions and in addition the $75,000 that they loose because of attrition. He referenced the Senate amendment that was passed that would allow them to maintain those positions and in the event that they were not filled they would want the flexibility to transfer up to $240,000 in salary savings and redirect

this amount toward an elevator that would make the trade building handi-cap assessable and they could utilize it more or rent it out.

Rep. Monson asked if the deferred maintenance for $100,000 was for putting in an elevator. What is the $100,000 going to be used for?

Dennis said that they need to spend sixty to ninety thousand to repair a pool and some of their other needs are siding, windows and replace wires.

Senator Robinson asked what his estimate of an installation of a new elevator would be.

Dennis said the elevator portion was about $240,000 however he said that was an exterior elevator and interior would be at least $120,000.

Rep. Aarsvold asked how they saw their program and offerings changes if this budget goes through as proposed by the House.

Dennis said that it would cramp their style. He said that there were a number of things that needed to be fixed and upgraded. He referred to the Blue Ribbon Task Force and some of their recommendation turning some of their facilities into a usable area and the possibilities of leasing out the properties that are leas able. He also said that they would like to extend their outreach programs and services but this would be difficult with the cuts.

Senator Holmberg adjourned the Conference Committee.

2007 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. SB 2013

Senate Appropriations Committee

☒ Check here for Conference Committee

Hearing Date: April 16, 2007

Recorder Job Number: 6049

Committee Clerk Signature Alice Delzer (SH)

Minutes:

Chairman Holmberg opened the Conference Committee on SB 2013.

The record is not on. All members were present.

Discussed two things: Letter received from DPI regarding the school of nurses and where are we at. One million dollars appropriations came from excess school payment. Conference committee removed that from Health Dept.

Record turned on.

Chairman Holmberg said that there is no million dollars for nursing.

Rep. Aarsvold moved that they appropriate one million dollars from the contingency fund (carry over dollars) and include that for the dept of health to distribute on a grant bases.

Senator Robinson seconded the motion.

Senator Holmberg said that is an issue that has passed the Senate but not sure if it has ever passed the House.

The clerk called the roll 3-3-0.

Motion failed.

Senator Holmberg said let's look at the letter and the question about ELL, if you recall we got a memo dated the 10th about $40,000 for the administration of the State English Language Learning program. There is no funding appropriated specifically for the administration of the

program. The letter said that no additional FTE are requested, current staff funded through federal programs will be used. He said that Mari Rasmusson was there if they had any questions. There is an appropriation in SB 2013 of $450,000 from the contingency for ELL. He asked Mari to reconcile the $450,000 that is there versus this request for another $40,000.

Mari said that SB 2200 will be reconciled with 2013. She added that this funding does not include the funding for administration.

Senator Holmberg asked Mari if what she is asking for is money to administer the program. The money for the program is elsewhere.

Mari said that the money is in the school districts and elsewhere. She said that part of what they are asking for is funding to respond to legislation that was passed in the 2003-2005 session. Committee members have a copy of the administrative rules with requirements for school districts and also requirements for the state dept of education. There are costs related to all of this. There is also cost of monitoring and review. Currently there is a complaint from a parent that is sighting that his adopted daughters are not getting appropriate services in the school district. There is an administrative cost to responding to that.

Rep. Monson said the $40,000 seemed to be a little excessive; what happens if you don't get the $40,000? He asked her if her job would change.

Mari said that they are stretched very thin to respond to both of these pieces. There does need to be more administrative oversight of that funding that goes out to the school districts. We have been using Federal funding and we did get cited by the Title III office that we can not do that. There is no state funding for this so we are a little bit between a rock and a hard place.

Rep. Monson asked her if the letter from the Feds said that the state has to kick in money for administration.

Mari answered that they said that you can only charge to the federal program the work specifically for that program. If it is work on any other program whether it is federal or state you can not charge to that program. So we have a state ELL program requirements but no administrative funding for it.

Senator Holmberg asked if this is the only case where the dept. can demonstrate that we are asking them to do something and not specifically earmarking administrative costs.

Bonnie said that it was her understanding this is the only one.

Rep. Monson asked how much money in Title III goes for the ELL program.

Mari said that Title III is for limited proficient students and she thinks it is a grant of $500,000, $350,000 goes out in grants to schools and we maintain $150,000 for various activities, administration, consultants, training, workshops and a number of various activities.

Rep. Wald asked her to repeat it.

Mari said the grant is $500,000: $350,000 is grants to schools; $150,000 retained for administration etc.

Rep. Wald said so about one third goes to administration.

Mari answered yes.

Senator Robinson said that in her explanation, administration was much more than actual administration costs.

Senator Holmberg said that even with the information he still needs more information to be persuaded that we should add this in when I know the past history has been pretty tight on operating expenses in the department and we haven't had that in this session.

Senator Holmberg said that until Roxanne tells us that SB 2200 is resolved we can't do much.

Roxanne said Anita's been working on SB 2200.

Senator Holmberg said that in the end Roxanne will help us resolve those differences.

He asked Roxanne if there was any duplication in what we have in 2013 and what they have put into 2200.

Roxanna said that she had not kept up with the discussions on SB 2200. She said she thought they were talking contingency. She doesn't believe at this time there is duplication.

Senator Holmberg said there was a bill killed on a pilot mentor program and Senator Robinson would like to bring it up.

Senator Robinson said that they would like to start the programs in Dickinson and Mayville.

Senator Holmberg said that we will meet again.

Rep. Monson said that the only differences are the pecking order of contingencies. He asked if there was something else.

Senator Holmberg said there are a couple other things to be brought up. Rep. Aarsvold has one. This will be one of the last bills.

Senator Holmberg adjourned the conference committee.

2007 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. SB 2013

Senate Appropriations Committee

☒ Check here for Conference Committee

Hearing Date: April 21, 2007

Recorder Job Number: 6259

Committee Clerk Signature Alice Delzer (SH)

Minutes:

Senator Holmberg opened the Conference Committee on SB 2013. All committee members were present. He said they had a question for Legislative Council. He asked if they resolve the issues that they have in front of them: a couple of amendments and a few tweaks, do they have to meet again after they have settled 2200 or can Legislative Council be the mechanical stuff and present us with an amendment on Monday.

Some committee members said that they were done on 2200.

Senator Holmberg said that they can finish this. He called on Rep. Kelsch.

Rep. Kelsch brought to the committee amendment .0226. She brought to the committee a synopsis of all of the contingency money that the conference committee on 2200 put into 2013 in conjunction with what you had already put in or the House had put in or Senate and they had agreed upon. She walked through the amendment: Sub section 2, division A is a new amendment. It takes the one million dollars that was old language from the last language that was included in HB 1013 and we take out the appropriate $45,000 of that one million. The superintendent of public instruction shall distribute during the 2007-2009 biennium $45,000 or so much of that amount as may be necessary, as grants in the amount of five thousand dollars each to any educational association that commits to the development and implementation of a teacher mentoring program for first-year, second-year, and third-year teachers employed by

school districts participating in the association. The JPA came to us and said it would be a good project for them to help develop and work with mentoring programs. She said we have $45,000 coming out of that one million that is already appropriated from last biennium for Joint Powers.

Rep. Wald on page 1, item A, didn't we have a teacher monitor thing on the floor that died.

Rep. Kelsch said that we did because there was not enough money. That bill was $25,000 and the JPA said if you give each of the JPAs $5000 that they could work to develop a mentoring program and help out some of these small school districts and so it is coming out of the JP money that they are sit to receive.

Rep. Wald so you are saying it died because there wasn't enough money.

Rep. Kelsch that was the statement on the floor.

Rep. Monson the latest version for the JPA's are that it all goes out on ADM, other than this $45,000, so there is no $50,000 minimum.

Rep. Kelsch said no, that amendment was offered in the committee and it was rejected. She said on page 2, #3 is the $600,000 that goes towards increasing transition minimum on the base line for the new formula.

#4 is two million dollars to go toward funding for transportation.

#5 is a million dollars to go out to JPA . Division B states that 50% will go out the first year and 50% will go out the second year.

#6 is $200,000 that will go to the commission on education improvement. It will be up to $200,000 and there will be an adequacy study done during the interim. Studies were done a few years back and we aren't totally convinced they are the only voice. We were told it will probably be better to put $200,000 in there to be used to bring in experts rather than short ourselves. The rest of it , if not used it goes out based on the ADM.

#7 is language that the House Education put in.

.Numbers 7, 8, 9 were all done by the House Education Appropriation section.

On page 3, numbers 10, 11, 12 were put in by Education Appropriation sub section.

#13 is based on a piece of legislation that passed both the House and Senate and signed by the governor.

#14 is the $90,000 that will go to individuals that would help them get into a masters program for administration.

#15 is old language that the House appropriation sub section put in.

#16 distributes the money.

Senator Holmberg mechanically, Roxanne, if we were going to do this, we would then attach this to 2013.

Rep. Kelsch the reason that I brought this to you, Senator Freborg and I sat down and discussed and said that many of these issues are dollar amounts, some of these are policy issues and some of them we believe were more important and need to be placed higher up on the priority list. We wanted to put on a piece of paper what our priorities were based on in the education policy committee.

Rep. Monson you mentioned that the amendment that we had attached in House Appropriations to have 50% of the amount in # 16 go out as base line 2006-2007 school year that the funding formula in 2200 uses is gone because the amount now is down to a level where it is pretty much a normal amount or slightly over a normal amount now?

Rep. Kelsch said that is correct. When we tried to factor in that amendment it threw the whole funding formula into real irradical distributions of the money that it was virtually unworkable and because we felt the monies had been taken down to an amount that is kind of a typical send back to the school, we felt that amendment was no longer necessary.

Rep. Wald going back to page 2, item 6, when you say study education adequacy are we talking about curriculum or classroom hours or not enough money.

Rep. Kelsch when it comes to adequacy, those are all the issues. It comes down to: are students in the classroom enough; do we have a vigorous enough course work; what is the dollar amount that should be spent on education to provide an adequate education. So when you look at adequacy you think comprehensive total package that you are looking at. It is not just based on money. It is based on course work and everything else that goes into education.

Senator Holmberg, Rep. Wald, one of the reasons I think during this legislative session that the line item for operations of the department was given a deficiency appropriation was in part because they have been bearing the brunt of the research and that kind of thing on the study that went on now, and it was also additional money the governor put in his budget for operations.

Rep. Aarsvold # 9 the defibrillator language, there was some discussion in the House about public and non public. Have we reached a resolution on whether or not the non public schools qualify or not.

Rep. Kelsch the language that came out of the conference committee was that they shall distribute to all school districts.

Rep. Monson said that I believe it was decided that the $400,000 used to distribute AED to public schools is foundation aid money and the attorney general or some one has ruled that because it is foundation aid money it can't go to private schools. But the AED would be given to the public schools and they could place one in every place where they play games and so on. Which means that the private schools would be able to get one through the public's schools.

Rep. Kelsch said that she believes him correct and that we have already passed that.

Senator Holmberg said the original language that had been in this laundry list prior said that they should place one in each public and non public school. That language has evolved because of those constitutional questions.

Rep. Monson I'm not sure that we are going to move these in their entirety but if we did I would say that what ever language does go into # 9 we have to make sure to attach this amendment. To make it very clear that it has to be inside with what we passed in the AED bill.

Rep. Kelsch said that was already done.

Rep. Wald said this reads to school district and private schools aren't classified as districts.

Rep. Kelsch said it would go to the school district and the school district could distribute it to all of the venues where they have activities.

Rep. Monson # 9 I thought there was suppose to be something in there that said that any money that was left over were suppose to paid out to the schools like I see in # 6.

Rep. Kelsch it does say "If any of this amount remains after meeting the requirements of this subsection, the superintendent shall distribute that remaining amount as additional per student payments on a prorated basis according to the latest available average daily membership of each school district."

Senator Holmberg thanked Rep. Kelsch and said that they had a few more amendments and she suggested that if they are attached to the bill they should be attached right after # 5. Because these were done April 16 this whole sheet has evolved. So what you will be looking at on the sheet I'm handing out is actually # 12 on this sheet that would be added to the list that Rep. Kelsch suggested follow # 5. Because this was not on the floor of the Senate I will hold up some of the visual aids. This goes back to the issue of Social Studies being kind of the step child of National focus.

Rep. Aarsvold #12 essentially reads that we would distribute $30,000 for the division of independent study for enhancing the civic education program that began last session. He said materials are at a premium to provide instructions for that really important area.

Rep. Aarsvold moved amendment .0225 and specific #12.

Senator Robinson seconded the motion.

Rep. Monson I was under the impression that this one was almost done.

Rep. Aarsvold said that he has had conversation with the folks doing the independent study and they are continuing to evolve the entire curriculum and I know that there is a website being developed and they are digitizing a number of their materials into a format that they can use. There are ongoing costs.

Senator Holmberg said that Minot State is where the authors are from. They have been doing other things, they helped underwrite a Social Studies program. They are doing more than the text.

Rep. Wald asked how are we combining .0225 and .0226. What are the mechanics?

Senator Holmberg said Rep. Aarsvold motion is to take from .0225 sub section #12 and make that that sub section #6 and blend it in the other one.

Voice vote passed.

Senator Holmberg said that the final one that he had is amendment .0224, #12. The ND museum of Art has a rural outreach program that has been funded for a number of years by the Legislature. They also have had a new exhibit that deals with Disappear – which is a South American problem during the 1980"s where tens of thousands of people in Argentina disappeared. That particular exhibit, I had the honor of being at the opening of that exhibit in Uruguay last November and a few months ago it was in New York. About 2 ½ months ago the New York Times gave them a rave review and that the curators of big museums should go and

see this show from a small art gallery in North Dakota. The Times also said if there was a better exhibit in NY this year...he hasn't seen it. He continued to talk about the exhibit and its popularity. They need to raise $40,000 to $50,000 because their exhibit is worn out. This project shows ND at it's finest. This would allow them $15,000 of one time money for enhancing that particular travel exhibit. It would go around ND and around the world.

Rep. Aarsvold not many of us remember the interim camps in ND and this exhibit has a teaching component for school children. I would hope the committee would adopt this modest investment.

Rep. Wald moved the amendment .0224.

Senator Wardner seconded the motion.

Voice vote...passed.

Rep. Monson said we are not giving any money to administration of EEL.

Rep. Monson moved $20,000 for administration of EEL.

Rep. Aarsvold seconded the motion.

Voice vote...passed.

Rep. Monson moved a do pass on SB 2013 as amended.

Senator Robinson seconded the motion.

The clerk called the roll on a Do Pass as amended on SB 2013....6-0-0.

Senator Holmberg adjourned the Conference Committee.

2007 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2013

Senate Appropriations Committee

☒ Check here for Conference Committee

Hearing Date: 04-23-07

Recorder Job Number: 6286

Committee Clerk Signature Alice Dilzer

Minutes:

Chairman Holmberg opened the Conference Committee hearing on SB 2013 on April 23, 2007. All conferees were present. He stated amendments are in concept but Roxanne was able to walk through them for the committee. There are two amendments on the bill.

Roxanne Woeste, Legislative Council said the first amendment would be to incorporate some funding for 2046 which passed late last week That bill is for Teacher's Fund Retirement and provide some additional employer contributions for one year, the 2nd year of the biennium and as you know that affects some of our state agencies. There are 5, Division of independent Studies, School for the Deaf, Vision Services, Corrections and Career and Career and Technical but those employees have the option of transferring to the PERS Retirement system. So to fund those additional contributions required by 2046 we need to include $22,480.00 of which $14,618 is from the general fund.

Chairman Holmberg said would we even though in this budget only includes School for the Deaf and Vision Services, we would include the benefits for Corrections and for IT. He was informed that is correct.

Representative Aarvold moved the concept. He was reminded by the Chairman that we have to reconsider our action taken earlier.

Senator Wardner moved we reconsider our actions. Seconded by Representative Monson.

Representative Monson stated one other amendment I would like to see is the amendment that addresses the School for the Deaf and the funding regarding employees. The House took out $75,000 from salary line item and **I would so further move we put back $20,000 for salary line item, Seconded by Representative Wald. An oral vote was taken with all yeas. The motion was the HOUSE RECEDES from their amendments. A roll call vote was taken resulting in 6 yeas, 0 nays. The motion carried.**

Roxanne stated she will prepare the amendments. The hearing on SB 2013 closed.

2007 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2013

Senate Appropriations Committee

☒ Check here for Conference Committee

Hearing Date: 04-25-07

Recorder Job Number: 6317

Committee Clerk Signature Alice Delzer

Minutes:

Chairman Holmberg opened the Conference Committee Hearing on SB 2013 on April 24, 2007. Let the record show that Representative R. Kelsch has been assigned to the committee replacing Representative Wald. All conferees were present. The first thing we need is a motion by which we reconsider the action, The motion was made by Representative Kelsch and seconded by Senator Wardner. All in favor say aye. The motion carried. He asked Representative Kelsch to explain the amendment.

Representative Kelsch explained the amendment .0229 stating go to page 6 and section 19 regarding the use of new money – teacher compensation increases – reports to Legislative Council. (meter 2.41) She was asked if that is a motion. Representative said that is a motion. Seconded by Senator Wardner. An oral vote was taken resulting in 6 yeas.

Representative Aarsvold asked if there is any impact on the distribution as a consequence of this page. He was told no there is not.

Representative Monson asked also if nothing would change regarding the numbers that are out there. That was confirmed.

Senator Wardner commented that he was glad to see this was put into the bill.

Representative Monson moved THE HOUSE RECEDE FROM THE HOUSE AMENDMENTS AND ADOPT THE NEW AMENDMENT. Seconded by Representative Arvsvold. A roll call vote was taken resulting in 6 yeas, 0 nays. The motion carried.

Chairman Holmberg dissolved the Conference Committee and closed the hearing on SB 2013.

Prepared by the Legislative Council staff for
Representative Monson
April 13, 2007

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

That the House recede from its amendments as printed on pages 1143-1148 of the Senate Journal and pages 1291-1295 of the House Journal and that Engrossed Senate Bill No. 2013 be amended as follows:

Page 1, line 5, after "Code" insert "and section 28 of chapter 167 of the 2005 Session Laws"

Page 1, line 6, replace the first "and" with a comma and after "students" insert ", and contingent distributions of per student payments"

Page 8, after line 28, insert:

"**SECTION 15. AMENDMENT.** Section 28 of chapter 167 of the 2005 Session Laws is amended and reenacted as follows:

SECTION 28. CONTINGENCY. If any moneys appropriated for per student payments and transportation payments in the grants - state school aid line item in House Bill No. 1013, as approved by the fifty-ninth legislative assembly, remain after payment of all statutory obligations for per student and transportation payments during the biennium beginning July 1, 2005, and ending June 30, 2007, and after the superintendent of public instruction has fulfilled any directives contained in section 27 of this Act, the superintendent shall distribute the remaining moneys as follows:

1. The superintendent of public instruction shall use the first $450,000, or so much of that amount as may be necessary, to provide additional payments to school districts serving English language learners in accordance with section 15.1-27-12.

2. The superintendent of public instruction shall use the next $1,000,000, or so much of that amount as may be necessary, for the purpose of providing additional per student payments to school districts participating in eligible educational associations in accordance with section 32 of this Act.

3. The superintendent of public instruction shall use the next $25,748, or so much of that amount as may be necessary, for the purpose of reimbursing eligible school districts that received reduced amounts of state aid. For the purposes of this subsection, an eligible school district is one that received a reduction in state aid during the 2005-07 biennium because the district's general fund levy fell below one hundred forty mills as the result of an accounting oversight.

4. The superintendent of public instruction shall use the next $200,000, or so much of that amount as may be necessary, for the purpose of providing additional payments to school districts offering an adult education program during the 2005-07 biennium.

5. a. The superintendent of public instruction shall use the next $2,000,000, or so much of that amount as may be necessary, for the purpose of providing payments to school districts that are members of eligible educational associations, for the biennium beginning July 1, 2007, and ending June 30, 2009.

RM 4/13/07

b. Each year of the biennium, the superintendent of public instruction shall distribute fifty percent of the payments under this subsection to the school districts on a per student basis. The superintendent shall make the distribution at the same time and in the same manner as other state aid payments under section 15.1-27-01.

c. For purposes of this subsection, an "eligible educational association" is one that is governed by a joint powers agreement that the superintendent of public instruction has reviewed and verified as meeting the requirements of section 15.1-07-28.

6. The superintendent of public instruction shall use the next $500,000, or so much of that amount as may be necessary, for the purpose of funding the rewrite of the state school aid computer system and if any of this amount remains after meeting the requirements of this subsection, the superintendent shall distribute those funds as per student payments on a prorated basis according to the latest available average daily membership of each school district.

7. The superintendent of public instruction shall use the next $650,000, or so much of that amount as may be necessary, for the purpose of funding the rewrite of the teacher licensure application used by the department and the education standards and practices board and if any of this amount remains after meeting the requirements of this subsection, the superintendent shall distribute those funds as per student payments on a prorated basis according to the latest available average daily membership of each school district. The education standards and practices board will pay the remaining $80,000 of the anticipated total project cost.

8. The superintendent of public instruction shall use the next $77,000, or so much of that amount as may be necessary, for providing funding to the education standards and practices board for providing payments to recipients of national board certification and scholarships to individuals seeking national board certification in accordance with Senate Bill No. 2057 as approved by the sixtieth legislative assembly.

9. The superintendent of public instruction shall use the next $400,000, or so much of that amount as may be necessary, to purchase automated external defibrillators and place one in each public and nonpublic school in the state and if any of this amount remains after meeting the requirements of this subsection, the superintendent shall distribute those funds as per student payments on a prorated basis according to the latest available average daily membership of each school district.

10. The superintendent of public instruction shall use the next $395,000, or so much of that amount as may be necessary, for the purpose of providing a grant to the north central council of school television for licensing of education television programs for classroom use by North Dakota elementary and secondary schools, assisting with the North Dakota studies project, and other operating expenses.

11. The superintendent of public instruction shall use the next $50,000, or so much of that amount as may be necessary, for the purpose of providing a grant for the Atlantik-Brucke teacher exchange program.

12. The superintendent of public instruction shall use the remainder of the moneys to provide additional per student payments on a prorated basis according to the latest available average daily membership of each school district."

Renumber accordingly

REPORT OF CONFERENCE COMMITTEE
(ACCEDE/RECEDE)

Bill Number 2013 (, as (re)engrossed): Date: 4/16/07

Your Conference Committee Sen. app.

For the Senate:		4/16 VOTE 4/16		For the House:		4/16 VOTE	
Holmberg	/	no		Monson	/	no	
Wardner	/	yes		Wald	/	no	
Robinson	/	yes		Carlisle	yes		

recommends that the (SENATE/HOUSE) (ACCEDE to) (RECEDE from)

the (Senate/House) amendments on (SJ/HJ) page(s) _____ -- _____

____ and place _____ on the Seventh order.

____, adopt (further) amendments as follows, and place _____ on the Seventh order:

having been unable to agree, recommends that the committee be discharged and a new committee be appointed.

((Re)Engrossed) _____ was placed on the Seventh order of business on the calendar.

DATE: _____
HOUSE CARRIER: _____ **SENATE CARRIER:** _____

LC NO. of amendment
LC NO. of engrossment
Emergency clause added or deleted
Statement of purpose of amendment

MOTION MADE BY: Carlisle. did not pass
SECONDED BY: Robinson
VOTE COUNT: ____ **YES** ____ **NO** ____ **ABSENT**

Revised 4/22/05

78037.0224
Title.

Prepared by the Legislative Council staff for
Senator Holmberg and Representative
Aarsvold

April 16, 2007

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

That the House recede from its amendments as printed on pages 1143-1148 of the Senate Journal and pages 1291-1295 of the House Journal and that Engrossed Senate Bill No. 2013 be amended as follows:

Page 1, line 5, after "Code" insert "and section 28 of chapter 167 of the 2005 Session Laws"

Page 1, line 6, replace the first "and" with a comma and after "students" insert ", and contingent distributions of per student payments"

Page 8, after line 28, insert:

"**SECTION 15. AMENDMENT.** Section 28 of chapter 167 of the 2005 Session Laws is amended and reenacted as follows:

SECTION 28. CONTINGENCY. If any moneys appropriated for per student payments and transportation payments in the grants - state school aid line item in House Bill No. 1013, as approved by the fifty-ninth legislative assembly, remain after payment of all statutory obligations for per student and transportation payments during the biennium beginning July 1, 2005, and ending June 30, 2007, and after the superintendent of public instruction has fulfilled any directives contained in section 27 of this Act, the superintendent shall distribute the remaining moneys as follows:

1. The superintendent of public instruction shall use the first $450,000, or so much of that amount as may be necessary, to provide additional payments to school districts serving English language learners in accordance with section 15.1-27-12.

2. The superintendent of public instruction shall use the next $1,000,000, or so much of that amount as may be necessary, for the purpose of providing additional per student payments to school districts participating in eligible educational associations in accordance with section 32 of this Act.

3. The superintendent of public instruction shall use the next $25,748, or so much of that amount as may be necessary, for the purpose of reimbursing eligible school districts that received reduced amounts of state aid. For the purposes of this subsection, an eligible school district is one that received a reduction in state aid during the 2005-07 biennium because the district's general fund levy fell below one hundred forty mills as the result of an accounting oversight.

4. The superintendent of public instruction shall use the next $200,000, or so much of that amount as may be necessary, for the purpose of providing additional payments to school districts offering an adult education program during the 2005-07 biennium.

5. a. The superintendent of public instruction shall use the next $2,000,000, or so much of that amount as may be necessary, for the purpose of providing payments to school districts that are members of eligible

educational associations, for the biennium beginning July 1, 2007, and ending June 30, 2009.

b. Each year of the biennium, the superintendent of public instruction shall distribute fifty percent of the moneys appropriated to eligible school districts on a per student basis. The superintendent shall make the distribution at the same time and in the same manner as other state aid payments under section 15.1-27-01.

c. For purposes of this subsection, an "eligible educational association" is one that is governed by a joint powers agreement that the superintendent of public instruction has reviewed and verified as meeting the requirements of section 15.1-07-28.

6. The superintendent of public instruction shall use the next $500,000, or so much of that amount as may be necessary, for the purpose of funding the rewrite of the state school aid computer system.

7. The superintendent of public instruction shall use the next $650,000, or so much of that amount as may be necessary, for the purpose of funding the rewrite of the teacher licensure application used by the department and the education standards and practices board. The education standards and practices board will pay the remaining $80,000 of the anticipated total project cost.

8. The superintendent of public instruction shall use the next $77,000, or so much of that amount as may be necessary, for providing funding to the education standards and practices board for providing payments to recipients of national board certification and scholarships to individuals seeking national board certification in accordance with Senate Bill No. 2057 as approved by the sixtieth legislative assembly.

9. The superintendent of public instruction shall use the next $400,000, or so much of that amount as may be necessary, to purchase automated external defibrillators and place one in each public and nonpublic school in the state.

10. The superintendent of public instruction shall use the next $395,000, or so much of that amount as may be necessary, for the purpose of providing a grant to the north central council of school television for licensing of education television programs for classroom use by North Dakota elementary and secondary schools, assisting with the North Dakota studies project, and other operating expenses.

11. The superintendent of public instruction shall use the next $50,000, or so much of that amount as may be necessary, for the purpose of providing a grant for the Atlantik-Brucke teacher exchange program.

12. The superintendent of public instruction shall use the next $15,000, or so much of that amount as may be necessary, for the purpose of providing a one-time grant to the North Dakota museum of art for enhancing the snow country prisons travel exhibit.

13. The superintendent of public instruction shall use the remainder of the moneys to provide additional per student payments on a prorated basis according to the latest available average daily membership of each school district."

Page 8, line 29, replace "Section" with "Sections", after "4" insert "and 15", and replace "is" with "are"

Renumber accordingly

REPORT OF CONFERENCE COMMITTEE
(ACCEDE/RECEDE)

Bill Number 2013 (, as (re)engrossed): Date: 4/21/07

Your Conference Committee _____

For the Senate: **For the House:**

recommends that the (SENATE/HOUSE) (ACCEDE to) (RECEDE from)

the (Senate/House) amendments on (SJ/HJ) page(s) _____ -- _____

____ and place _____ on the Seventh order.

____, adopt (further) amendments as follows, and place _____ on the Seventh order:

having been unable to agree, recommends that the committee be discharged and a new committee be appointed.

((Re)Engrossed) _____ was placed on the Seventh order of business on the calendar.

DATE: _____
HOUSE CARRIER: _____ **SENATE CARRIER:** _____

LC NO. of amendment
LC NO. of engrossment
Emergency clause added or deleted
Statement of purpose of amendment

MOTION MADE BY: Wald
SECONDED BY: Waldron
VOTE COUNT: ___ **YES** ___ **NO** ___ **ABSENT**

Amend-0224
carried all yes

Revised 4/22/05

Prepared by the Legislative Council staff for
Senator Holmberg and Representative
Aarsvold

April 16, 2007

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

That the House recede from its amendments as printed on pages 1143-1148 of the Senate Journal and pages 1291-1295 of the House Journal and that Engrossed Senate Bill No. 2013 be amended as follows:

Page 1, line 5, after "Code" insert "and section 28 of chapter 167 of the 2005 Session Laws"

Page 1, line 6, replace the first "and" with a comma and after "students" insert ", and contingent distributions of per student payments"

Page 8, after line 28, insert:

"**SECTION 15. AMENDMENT.** Section 28 of chapter 167 of the 2005 Session Laws is amended and reenacted as follows:

SECTION 28. CONTINGENCY. If any moneys appropriated for per student payments and transportation payments in the grants - state school aid line item in House Bill No. 1013, as approved by the fifty-ninth legislative assembly, remain after payment of all statutory obligations for per student and transportation payments during the biennium beginning July 1, 2005, and ending June 30, 2007, and after the superintendent of public instruction has fulfilled any directives contained in section 27 of this Act, the superintendent shall distribute the remaining moneys as follows:

1. The superintendent of public instruction shall use the first $450,000, or so much of that amount as may be necessary, to provide additional payments to school districts serving English language learners in accordance with section 15.1-27-12.

2. The superintendent of public instruction shall use the next $1,000,000, or so much of that amount as may be necessary, for the purpose of providing additional per student payments to school districts participating in eligible educational associations in accordance with section 32 of this Act.

3. The superintendent of public instruction shall use the next $25,748, or so much of that amount as may be necessary, for the purpose of reimbursing eligible school districts that received reduced amounts of state aid. For the purposes of this subsection, an eligible school district is one that received a reduction in state aid during the 2005-07 biennium because the district's general fund levy fell below one hundred forty mills as the result of an accounting oversight.

4. The superintendent of public instruction shall use the next $200,000, or so much of that amount as may be necessary, for the purpose of providing additional payments to school districts offering an adult education program during the 2005-07 biennium.

5. a. The superintendent of public instruction shall use the next $2,000,000, or so much of that amount as may be necessary, for the purpose of providing payments to school districts that are members of eligible

educational associations, for the biennium beginning July 1, 2007, and ending June 30, 2009.

b. Each year of the biennium, the superintendent of public instruction shall distribute fifty percent of the moneys appropriated to eligible school districts on a per student basis. The superintendent shall make the distribution at the same time and in the same manner as other state aid payments under section 15.1-27-01.

c. For purposes of this subsection, an "eligible educational association" is one that is governed by a joint powers agreement that the superintendent of public instruction has reviewed and verified as meeting the requirements of section 15.1-07-28.

6. The superintendent of public instruction shall use the next $500,000, or so much of that amount as may be necessary, for the purpose of funding the rewrite of the state school aid computer system.

7. The superintendent of public instruction shall use the next $650,000, or so much of that amount as may be necessary, for the purpose of funding the rewrite of the teacher licensure application used by the department and the education standards and practices board. The education standards and practices board will pay the remaining $80,000 of the anticipated total project cost.

8. The superintendent of public instruction shall use the next $77,000, or so much of that amount as may be necessary, for providing funding to the education standards and practices board for providing payments to recipients of national board certification and scholarships to individuals seeking national board certification in accordance with Senate Bill No. 2057 as approved by the sixtieth legislative assembly.

9. The superintendent of public instruction shall use the next $400,000, or so much of that amount as may be necessary, to purchase automated external defibrillators and place one in each public and nonpublic school in the state.

10. The superintendent of public instruction shall use the next $395,000, or so much of that amount as may be necessary, for the purpose of providing a grant to the north central council of school television for licensing of education television programs for classroom use by North Dakota elementary and secondary schools, assisting with the North Dakota studies project, and other operating expenses.

11. The superintendent of public instruction shall use the next $50,000, or so much of that amount as may be necessary, for the purpose of providing a grant for the Atlantik-Brucke teacher exchange program.

12. The superintendent of public instruction shall use the next $30,000, or so much of that amount as may be necessary, for the purpose of providing a grant to the division of independent study for enhancing civic education.

13. The superintendent of public instruction shall use the remainder of the moneys to provide additional per student payments on a prorated basis according to the latest available average daily membership of each school district."

Page 8, line 29, replace "Section" with "Sections", after "4" insert "and 15", and replace "is" with "are"

Renumber accordingly

REPORT OF CONFERENCE COMMITTEE
(ACCEDE/RECEDE)

Bill Number 2013 (, as (re)engrossed): Date: 4/21/07

Your Conference Committee Sen app. yes Vote w amend 225.

For the Senate:				For the House:			
Sen Holmberg	✓			Monson	yes ✓		
Wardner	✓			Wald	✓		
Robinson	✓			Aarsvold	✓		

recommends that the (SENATE/HOUSE) (ACCEDE to) (RECEDE from)

the (Senate/House) amendments on (SJ/HJ) page(s) _____ -- _____

____ and place _____ on the Seventh order.

____, adopt (further) amendments as follows, and place _____ on the Seventh order:

having been unable to agree, recommends that the committee be discharged and a new committee be appointed.

((Re)Engrossed) _____ was placed on the Seventh order of business on the calendar.

DATE: _____
HOUSE CARRIER: _____ **SENATE CARRIER:** _____

LC NO. of amendment
LC NO. of engrossment
Emergency clause added or deleted
Statement of purpose of amendment

MOTION MADE BY: Aarsvold
SECONDED BY: Robinson.
VOTE COUNT: ___ YES ___ NO ___ ABSENT

Carried amend 225.
amend 0224

Revised 4/22/05

78037.0226
Title.

Prepared by the Legislative Council staff

April 21, 2007

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

That the House recede from its amendments as printed on pages 1143-1148 of the Senate Journal and pages 1291-1295 of the House Journal and that Engrossed Senate Bill No. 2013 be amended as follows:

Page 1, line 5, after "Code" insert "and section 28 of chapter 167 of the 2005 Session Laws"

Page 1, line 6, replace the first "and" with a comma and after "students" insert ", and contingent distributions of per student payments"

Page 8, after line 28, insert:

"**SECTION 15. AMENDMENT.** Section 28 of chapter 167 of the 2005 Session Laws is amended and reenacted as follows:

SECTION 28. CONTINGENCY. If any moneys appropriated for per student payments and transportation payments in the grants - state school aid line item in House Bill No. 1013, as approved by the fifty-ninth legislative assembly, remain after payment of all statutory obligations for per student and transportation payments during the biennium beginning July 1, 2005, and ending June 30, 2007, and after the superintendent of public instruction has fulfilled any directives contained in section 27 of this Act, the superintendent shall distribute the remaining moneys as follows:

1. The superintendent of public instruction shall use the first $450,000, or so much of that amount as may be necessary, to provide additional payments to school districts serving English language learners in accordance with section 15.1-27-12.

2. The superintendent of public instruction shall use the next $1,000,000, or so much of that amount as may be necessary, for the purpose of providing additional ~~per student~~ payments to school districts participating in eligible educational associations in accordance with section 32 of this Act.

   a. The superintendent of public instruction shall distribute during the 2007-09 biennium $45,000, or so much of that amount as may be necessary, as grants in the amount of five thousand dollars each to any educational association that commits to the development and implementation of a teacher mentoring program for first-year, second-year, and third-year teachers employed by school districts participating in the association. If any of this amount remains after meeting the requirements of this subdivision, the superintendent shall distribute those funds as additional per student payments on a prorated basis to school districts participating in educational associations.

   b. The superintendent of public instruction shall distribute $955,000, or so much of that amount as may be necessary, as additional per student payments to school districts participating in eligible educational associations as provided in section 32 of chapter 167 of the 2005 Session Laws.

3. The superintendent of public instruction shall use the next $600,000, or so much of that amount as may be necessary, to provide for increases over the established baselines in the minimum percentage of state aid payable to a district per weighted student unit during the 2007-09 biennium. If any of this amount remains after meeting the requirements of this subsection, the superintendent shall distribute that remaining amount as additional per student payments on a prorated basis according to the latest available average daily membership of each school district.

4. The superintendent of public instruction shall use the next $2,000,000, or so much of that amount as may be necessary, for the purpose of providing additional transportation grants to school districts as provided in Senate Bill No. 2200, as approved by the sixtieth legislative assembly. If any of this amount remains after meeting the requirements of this subsection, the superintendent shall distribute that remaining amount as per student payments on a prorated basis according to the latest available average daily membership of each school district.

5. a. The superintendent of public instruction shall use the next $1,000,000, or so much of that amount as may be necessary, for the purpose of providing payments to school districts that are members of regional education associations, for the biennium beginning July 1, 2007, and ending June 30, 2009.

   b. Each year of the biennium, the superintendent of public instruction shall distribute fifty percent of the payments under this subsection to the school districts that are members of regional education associations on a per student basis. The superintendent shall make the distribution at the same time and in the same manner as other state aid payments under section 15.1-27-01.

6. The superintendent of public instruction shall use the next $200,000, or so much of that amount as may be necessary, to pay for the services of professionals and experts with whom the commission on education improvement contracts, during the 2007-08 interim, for assistance with its study of educational adequacy. If any of this amount remains after meeting the requirements of this subsection, the superintendent shall distribute that remaining amount as additional per student payments on a prorated basis according to the latest available average daily membership of each school district.

7. The superintendent of public instruction shall use the next $77,000, or so much of that amount as may be necessary, for providing funding to the education standards and practices board for providing payments to recipients of national board certification and scholarships to individuals seeking national board certification in accordance with Senate Bill No. 2057, as approved by the sixtieth legislative assembly.

8. The superintendent of public instruction shall use the next $200,000, or so much of that amount as may be necessary, for the purpose of providing additional payments to school districts offering an adult education program during the 2005-07 biennium.

9. The superintendent of public instruction shall use the next $400,000, or so much of that amount as may be necessary, to purchase and distribute to school districts automated external defibrillators. If any of this amount remains after meeting the requirements of this subsection, the superintendent shall distribute that remaining amount as additional per student payments on a prorated basis according to the latest available average daily membership of each school district.

10. The superintendent of public instruction shall use the next $395,000, or so much of that amount as may be necessary, for the purpose of providing a grant to the north central council of school television for licensing of education television programs for classroom use by North Dakota elementary and secondary schools, assisting with the North Dakota studies project, and other operating expenses.

11. The superintendent of public instruction shall use the next $500,000, or so much of that amount as may be necessary, for the purpose of funding the rewrite of the state school aid computer system. If any of this amount remains after meeting the requirements of this subsection, the superintendent shall distribute that remaining amount as additional per student payments on a prorated basis according to the latest available average daily membership of each school district.

12. The superintendent of public instruction shall use the next $650,000, or so much of that amount as may be necessary, for the purpose of funding the rewrite of the teacher licensure application used by the superintendent of public instruction and the education standards and practices board. The education standards and practices board shall pay the remaining $80,000 of the anticipated total project cost. If any of this amount remains after meeting the requirements of this subsection, the superintendent shall distribute that remaining amount as additional per student payments on a prorated basis according to the latest available average daily membership of each school district.

13. The superintendent of public instruction shall use the next $25,748, or so much of that amount as may be necessary, for the purpose of reimbursing eligible school districts that received reduced amounts of state aid. For the purposes of this subsection, an eligible school district is one that received a reduction in state aid during the 2005-07 biennium because the district's general fund levy fell below one hundred forty mills as the result of an accounting oversight.

14. a. The superintendent of public instruction shall use the next $90,000, or so much of that amount as may be necessary, for the purpose of providing grants in the amount of $1,000 to North Dakota residents who:

(1) Are licensed to teach by the education standards and practices board;

(2) Have taught in this state during each of the last five school years; and

(3) Are enrolled in either a master of education program in educational leadership or a program leading to a specialist diploma in educational leadership.

b. If any of this amount remains after meeting the requirements of this subsection, the superintendent of public instruction shall distribute that amount as additional per student payments on a prorated basis, according to the latest available average daily membership of each school district.

15. The superintendent of public instruction shall use the next $50,000, or so much of that amount as may be necessary, for the purpose of providing a grant for the Atlantik-Brucke teacher exchange program.

16. The superintendent of public instruction shall use the remainder of the moneys to provide additional per student payments on a prorated basis according to the latest available average daily membership of each school district."

Renumber accordingly

REPORT OF CONFERENCE COMMITTEE
(ACCEDE/RECEDE)

Bill Number 2013 (, as (re)engrossed): Date: 4/21/07

Your Conference Committee _____

For the Senate:		**For the House:**	
Holmberg	Yes	Monson	yes
Waldrist	Yes	Wald	Yes
Robinson	Yes	Aarsvold	Yes

recommends that the (SENATE/HOUSE) (ACCEDE to) (RECEDE from)

the (Senate/House) amendments on (SJ/HJ) page(s) _____ -- _____

____ and place _____ on the Seventh order.

____ , adopt (further) amendments as follows, and place _____ on the Seventh order:

having been unable to agree, recommends that the committee be discharged and a new committee be appointed.

((Re)Engrossed) _____ was placed on the Seventh order of business on the calendar.

DATE: _____
HOUSE CARRIER: _____ **SENATE CARRIER:** _____

LC NO. of amendment
LC NO. of engrossment
Emergency clause added or deleted
Statement of purpose of amendment

Roll call Vote on the Bill
Do pass as amended -

MOTION MADE BY: Monson
SECONDED BY: Robinson
VOTE COUNT: 6 **YES** ___ **NO** ___ **ABSENT**

Revised 4/22/05

REPORT OF CONFERENCE COMMITTEE

SB 2013, as engrossed: Your conference committee (Sens. Holmberg, Wardner, Robinson and Reps. Monson, Wald, Aarsvold) recommends that the **HOUSE RECEDE** from the House amendments on SJ pages 1143-1148, adopt amendments as follows, and place SB 2013 on the Seventh order:

That the House recede from its amendments as printed on pages 1143-1148 of the Senate Journal and pages 1291-1295 of the House Journal and that Engrossed Senate Bill No. 2013 be amended as follows:

Page 1, line 4, after "transfers" insert "; to provide for a legislative council study; to provide for legislative intent; to provide an exemption" and remove "and subsection 5 of section 15.1-27-07"

Page 1, line 5, after "Code" insert "and section 28 of chapter 167 of the 2005 Session Laws"

Page 1, line 6, replace "per student payments for kindergarten students" with "contingent distributions of per student payments"

Page 3, line 10, replace "1,350,102" with "1,370,102"

Page 3, line 11, replace "6,075,986" with "4,845,986"

Page 3, line 21, replace "104,969,811" with "103,759,811"

Page 3, line 23, replace "75,193,139" with "73,983,139"

Page 4, line 3, replace "$105,779" with "($292,221)"

Page 4, line 6, replace "$113,302" with "($284,698)"

Page 4, line 7, replace "(363,103)" with "(288,103)"

Page 4, line 8, replace "476,405" with "3,405"

Page 4, line 17, replace "76,533,765" with "74,850,765"

Page 4, line 18, replace "29,633,567" with "29,708,567"

Page 4, line 19, replace "106,167,332" with "104,559,332"

Page 4, line 29, replace "11,407,054" with "11,427,054"

Page 4, line 30, replace "20,968,294" with "19,738,294"

Page 5, line 6, replace "1,037,313,033" with "1,036,103,033"

Page 5, line 8, replace "711,636,726" with "710,426,726"

Page 5, line 19, replace "5,141,381" with "4,743,381"

Page 5, line 22, replace "6,805,664" with "6,407,664"

Page 5, line 23, replace "964,162" with "1,039,162"

Page 5, line 24, replace "5,841,502" with "5,368,502"

Page 6, line 2, replace "724,374,140" with "722,691,140"

Page 6, line 3, replace "329,366,186" with "329,441,186"

Page 6, line 4, replace "1,053,740,326" with "1,052,132,326"

Page 7, remove lines 3 through 8

Page 7, after line 25, insert:

"**SECTION 12. ONE-TIME FUNDING - EFFECT ON BASE BUDGET - REPORT TO THE SIXTY-FIRST LEGISLATIVE ASSEMBLY.** The total general fund appropriation line item in section 3 of this Act includes $100,000 for the one-time funding item identified in this section. This amount is not a part of the agency's base budget to be used in preparing the 2009-11 executive budget. The school for the deaf shall report to the appropriations committees of the sixty-first legislative assembly on the use of this one-time funding for the biennium beginning July 1, 2007, and ending June 30, 2009.

Deferred maintenance - School for the deaf	$100,000

SECTION 13. LEGISLATIVE COUNCIL STUDY - SERVICES TO STUDENTS WHO ARE DEAF OR HEARING-IMPAIRED. The legislative council shall consider studying, during the 2007-08 interim, the provision of services to children and adults who are deaf or hearing-impaired, including the role of the North Dakota school for the deaf in the provision of educational and rehabilitative services, the short-term and long-term viability of existing state facilities, and alternative approaches that might enhance the scope and breadth of service availability. The study, if conducted, must include the feasibility of combining the administration and delivery of services of the school for the deaf with other area school districts, educational associations governed by joint powers agreements, special education units, and North Dakota vision services - school for the blind. The study should examine alternative uses for the buildings on the school for the deaf campus beyond the scope of the school's present mission. The legislative council shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-first legislative assembly.

SECTION 14. LEGISLATIVE INTENT - REPORT TO THE SIXTY-FIRST LEGISLATIVE ASSEMBLY. It is the intent of the legislative assembly that the school for the deaf collaborate with Lake Region state college on the college's wind energy project and determine the feasibility of the school for the deaf accessing any available energy, including identifying any related costs. The school for the deaf should provide a report on the status of this collaboration to the appropriations committees of the sixty-first legislative assembly.

SECTION 15. ADULT EDUCATION PER STUDENT FUNDING STUDY. The commission on education improvement shall consider studying, during the 2007-08 interim, changes to the state school aid formula to provide per student payments to school districts offering an adult education program.

SECTION 16. EXEMPTION. Any amounts distributed pursuant to section 17 of this Act that will not be expended before June 30, 2007, are not subject to the provisions of section 54-44.1-11 and may be expended during the biennium beginning July 1, 2007, and ending June 30, 2009, for the purposes provided in section 17 of this Act.

SECTION 17. AMENDMENT. Section 28 of chapter 167 of the 2005 Session Laws is amended and reenacted as follows:

SECTION 28. CONTINGENCY. If any moneys appropriated for per student payments and transportation payments in the grants - state school aid line item in House Bill No. 1013, as approved by the fifty-ninth legislative assembly, remain after payment of all statutory obligations for per student and transportation payments during the biennium beginning July 1, 2005, and ending June 30, 2007, and after the superintendent of public instruction has fulfilled any directives contained in section 27 of this Act, the superintendent shall distribute the remaining moneys as follows:

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2. The superintendent of public instruction shall use the next $1,000,000, or so much of that amount as may be necessary, for the purpose of providing additional ~~per student~~ payments to school districts participating in eligible educational associations in accordance with section 32 of this Act.

   a. The superintendent of public instruction shall distribute during the 2007-09 biennium $45,000, or so much of that amount as may be necessary, as grants in the amount of $5,000 each to any educational association that commits to the development and implementation of a teacher mentoring program for first-year, second-year, and third-year teachers employed by school districts participating in the association. If any of this amount remains after meeting the requirements of this subdivision, the superintendent shall distribute those funds as additional per student payments on a prorated basis to school districts participating in educational associations.

   b. The superintendent of public instruction shall distribute $955,000, or so much of that amount as may be necessary, as additional per student payments to school districts participating in eligible educational associations as provided in section 32 of chapter 167 of the 2005 Session Laws.

3. The superintendent of public instruction shall use the next $600,000, or so much of that amount as may be necessary, to provide for increases over the established baselines in the minimum percentage of state aid payable to a district per weighted student unit during the 2007-09 biennium. If any of this amount remains after meeting the requirements of this subsection, the superintendent shall distribute that remaining amount as additional per student payments on a prorated basis according to the latest available average daily membership of each school district.

4. The superintendent of public instruction shall use the next $2,000,000, or so much of that amount as may be necessary, for the purpose of providing additional transportation grants to school districts as provided in Senate Bill No. 2200, as approved by the sixtieth legislative assembly. If any of this amount remains after meeting the requirements of this subsection, the superintendent shall distribute that remaining amount as per student payments on a prorated basis according to the latest available average daily membership of each school district.

5. a. The superintendent of public instruction shall use the next $1,000,000, or so much of that amount as may be necessary, for the purpose of providing payments to school districts that are members of regional education associations, for the biennium beginning July 1, 2007, and ending June 30, 2009.

   b. Each year of the biennium, the superintendent of public instruction shall distribute fifty percent of the payments under this subsection to the school districts that are members of regional education associations on a per student basis. The superintendent shall make the distribution at the same time and in the same manner as other state aid payments under section 15.1-27-01.

6. The superintendent of public instruction shall use the next $30,000, or so much of that amount as may be necessary, for the purpose of providing a grant to the division of independent study for enhancing civic education.

7. The superintendent of public instruction shall use the next $15,000, or so much of that amount as may be necessary, for the purpose of providing a one-time grant to the North Dakota museum of art for enhancing the snow country prisons travel exhibit.

8. The superintendent of public instruction shall use the next $200,000, or so much of that amount as may be necessary, to pay for the services of professionals and experts with whom the commission on education improvement contracts, during the 2007-08 interim, for assistance with its study of educational adequacy. If any of this amount remains after meeting the requirements of this subsection, the superintendent shall distribute that remaining amount as additional per student payments on a prorated basis according to the latest available average daily membership of each school district.

9. The superintendent of public instruction shall use the next $77,000, or so much of that amount as may be necessary, for providing funding to the education standards and practices board for providing payments to recipients of national board certification and scholarships to individuals seeking national board certification in accordance with Senate Bill No. 2057, as approved by the sixtieth legislative assembly.

10. The superintendent of public instruction shall use the next $200,000, or so much of that amount as may be necessary, for the purpose of providing additional payments to school districts offering an adult education program during the 2005-07 biennium.

11. The superintendent of public instruction shall use the next $400,000, or so much of that amount as may be necessary, to purchase and distribute to school districts automated external defibrillators. If any of this amount remains after meeting the requirements of this subsection, the superintendent shall distribute that remaining amount as additional per student payments on a prorated basis according to the latest available average daily membership of each school district.

12. The superintendent of public instruction shall use the next $395,000, or so much of that amount as may be necessary, for the purpose of providing a grant to the north central council of school television for licensing of education television programs for classroom use by North Dakota

elementary and secondary schools, assisting with the North Dakota studies project, and other operating expenses.

13. The superintendent of public instruction shall use the next $500,000, or so much of that amount as may be necessary, for the purpose of funding the rewrite of the state school aid computer system. If any of this amount remains after meeting the requirements of this subsection, the superintendent shall distribute that remaining amount as additional per student payments on a prorated basis according to the latest available average daily membership of each school district.

14. The superintendent of public instruction shall use the next $650,000, or so much of that amount as may be necessary, for the purpose of funding the rewrite of the teacher licensure application used by the superintendent of public instruction and the education standards and practices board. The education standards and practices board shall pay the remaining $80,000 of the anticipated total project cost. If any of this amount remains after meeting the requirements of this subsection, the superintendent shall distribute that remaining amount as additional per student payments on a prorated basis according to the latest available average daily membership of each school district.

15. The superintendent of public instruction shall use the next $25,748, or so much of that amount as may be necessary, for the purpose of reimbursing eligible school districts that received reduced amounts of state aid. For the purposes of this subsection, an eligible school district is one that received a reduction in state aid during the 2005-07 biennium because the district's general fund levy fell below one hundred forty mills as the result of an accounting oversight.

16. a. The superintendent of public instruction shall use the next $90,000, or so much of that amount as may be necessary, for the purpose of providing grants in the amount of $1,000 to North Dakota residents who:

(1) Are licensed to teach by the education standards and practices board;

(2) Have taught in this state during each of the last five school years; and

(3) Are enrolled in either a master of education program in educational leadership or a program leading to a specialist diploma in educational leadership.

b. If any of this amount remains after meeting the requirements of this subsection, the superintendent of public instruction shall distribute that amount as additional per student payments on a prorated basis, according to the latest available average daily membership of each school district.

17. The superintendent of public instruction shall use the next $50,000, or so much of that amount as may be necessary, for the purpose of providing a grant for the Atlantik-Brucke teacher exchange program.

18. The superintendent of public instruction shall use the remainder of the moneys to provide additional per student payments on a prorated basis

according to the latest available average daily membership of each school district."

Page 8, remove lines 1 through 28

Page 8, line 29, replace "Section" with "Sections", after "4" insert "and 17", and replace "is" with "are"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2013 - Summary of Conference Committee Action

	EXECUTIVE BUDGET	SENATE VERSION	CONFERENCE COMMITTEE CHANGES	CONFERENCE COMMITTEE VERSION	HOUSE VERSION	COMPARISON TO HOUSE
Department of Public Instruction						
Total all funds	$1,037,666,173	$1,037,313,033	($1,210,000)	$1,036,103,033	$1,036,083,033	$20,000
Less estimated income	326,080,447	325,676,307		325,676,307	325,676,307	
General fund	$711,585,726	$711,636,726	($1,210,000)	$710,426,726	$710,406,726	$20,000
State Library						
Total all funds	$5,861,312	$5,861,312	$0	$5,861,312	$5,861,312	$0
Less estimated income	1,881,600	1,881,600		1,881,600	1,881,600	
General fund	$3,979,712	$3,979,712	$0	$3,979,712	$3,979,712	$0
School for the Deaf						
Total all funds	$6,805,664	$6,805,664	($398,000)	$6,407,664	$6,407,664	$0
Less estimated income	964,162	964,162	75,000	1,039,162	1,039,162	
General fund	$5,841,502	$5,841,502	($473,000)	$5,368,502	$5,368,502	$0
Vision Services - School for the Blind						
Total all funds	$3,636,873	$3,760,317	$0	$3,760,317	$3,760,317	$0
Less estimated income	844,117	844,117		844,117	844,117	
General fund	$2,792,756	$2,916,200	$0	$2,916,200	$2,916,200	$0
Bill Total						
Total all funds	$1,053,970,022	$1,053,740,326	($1,608,000)	$1,052,132,326	$1,052,112,326	$20,000
Less estimated income	329,770,326	329,366,186	75,000	329,441,186	329,441,186	
General fund	$724,199,696	$724,374,140	($1,683,000)	$722,691,140	$722,671,140	$20,000

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

	EXECUTIVE BUDGET	SENATE VERSION	CONFERENCE COMMITTEE CHANGES	CONFERENCE COMMITTEE VERSION	HOUSE VERSION	COMPARISON TO HOUSE
Salaries and wages	$11,811,194	$11,407,054	$20,000	$11,427,054	$11,407,054	$20,000
Operating expenses	21,088,294	20,968,294	(1,230,000)	19,738,294	19,738,294	
Grants - State school aid	724,165,879	726,165,879		726,165,879	726,165,879	
Grants - Special education contracts	17,500,000	17,500,000		17,500,000	17,500,000	
Grants - Transportation	33,500,000	33,500,000		33,500,000	33,500,000	
Grants - Other grants	227,530,806	227,701,806		227,701,806	227,701,806	
JPA incentives	2,000,000					
Transportation efficiency	30,000	30,000		30,000	30,000	
National board certification	40,000	40,000		40,000	40,000	
Total all funds	$1,037,666,173	$1,037,313,033	($1,210,000)	$1,036,103,033	$1,036,083,033	$20,000
Less estimated income	326,080,447	325,676,307		325,676,307	325,676,307	
General fund	$711,585,726	$711,636,726	($1,210,000)	$710,426,726	$710,406,726	$20,000
FTE	98.25	94.75	0.00	94.75	94.75	0.00

Dept. 201 - Department of Public Instruction - Detail of Conference Committee Changes

	INCREASES FUNDING FOR SALARIES AND WAGES [1]	REMOVES FUNDING FOR COMPUTER SYSTEM REWRITE PROJECTS [2]	TOTAL CONFERENCE COMMITTEE CHANGES
Salaries and wages	$20,000		$20,000
Operating expenses		($1,230,000)	(1,230,000)
Grants - State school aid			
Grants - Special education contracts			
Grants - Transportation			
Grants - Other grants			
JPA incentives			
Transportation efficiency			
National board certification			
Total all funds	$20,000	($1,230,000)	($1,210,000)
Less estimated income			
General fund	$20,000	($1,230,000)	($1,210,000)
FTE	0.00	0.00	0.00

[1] This amendment increases funding for salaries and wages by $20,000 from the general fund to provide funding for administration of the state English language learner program. This increase was not included in either the Senate or House version.

[2] This amendment removes funding from the general fund for the state school aid rewrite project ($500,000) and the teachers licensure application rewrite project ($730,000) and provides that those projects be funded from the 2005-07 per student and transportation aid contingent distributions, same as the House version.

This amendment also:

- Adds a section providing that the Commission on Education Improvement consider studying changes to the state school aid formula to provide per student payments to school districts offering an adult education program, same as the House version.
- Adds a section amending Section 28 of Chapter 167 of the 2005 Session Laws relating to contingent distributions of per student payments for the 2005-07 biennium. This section was also amended in the House version of the bill.
- Adds a section providing an exemption for contingent distributions of per student payments for the 2005-07 biennium.
- Removes Section 8 of the engrossed bill relating to English language learners, same as the House version.
- Removes Section 14 of the engrossed bill relating to full-day kindergarten, same as the House version.

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

	EXECUTIVE BUDGET	SENATE VERSION	CONFERENCE COMMITTEE CHANGES	CONFERENCE COMMITTEE VERSION	HOUSE VERSION	COMPARISON TO HOUSE
Salaries and wages	$5,141,381	$5,141,381	($398,000)	$4,743,381	$4,743,381	
Operating expenses	1,514,283	1,514,283		1,514,283	1,514,283	
Capital assets	150,000	150,000		150,000	150,000	
Total all funds	$6,805,664	$6,805,664	($398,000)	$6,407,664	$6,407,664	$0
Less estimated income	964,162	964,162	75,000	1,039,162	1,039,162	
General fund	$5,841,502	$5,841,502	($473,000)	$5,368,502	$5,368,502	$0

FTE	48.44	48.44	(4.50)	43.94	43.94	0.00

Dept. 252 - School for the Deaf - Detail of Conference Committee Changes

	REMOVES VACANT FTE POSITIONS [1]	REDUCES FUNDING FOR SALARIES AND WAGES [2]	FUNDING SOURCE CHANGE [3]	TOTAL CONFERENCE COMMITTEE CHANGES
Salaries and wages	($323,000)	($75,000)		($398,000)
Operating expenses				
Capital assets				
Total all funds	($323,000)	($75,000)	$0	($398,000)
Less estimated income			75,000	75,000
General fund	($323,000)	($75,000)	($75,000)	($473,000)
FTE	(4.50)	0.00	0.00	(4.50)

1 This amendment removes 4.5 vacant FTE positions, same as the House version.

2 This amendment reduces funding for the salaries and wages line item by $75,000 from the general fund relating to anticipated attrition, same as the House version.

3 This change was also included in the House version.

This amendment also:

- Adds a section to the bill identifying one-time funding for the 2007-09 biennium, same as the House version.
- Adds a section to the bill to provide for a Legislative Council study of services to students who are deaf or hearing-imparied, same as the House version.
- Adds a section to the bill to provide legislative intent that the School for the Deaf collaborate with Lake Region State College on the college's wind energy project, same as the House version.

Engrossed SB 2013 was placed on the Seventh order of business on the calendar.

REPORT OF CONFERENCE COMMITTEE
(ACCEDE/RECEDE)

Bill Number 2013 (, as (re)engrossed): Date: 4/23/07

Your Conference Committee Sen approp.

For the Senate:	4/23	4/23 vote.		For the House:	4/23	4/23 vote.	
Holmberg	✓	yes		Monson	✓	yes	
Wardner	✓	yes		Wald	✓	yes	
Robinson	✓	yes		Aarsvold	✓	yes	

recommends that the (SENATE/HOUSE) (ACCEDE to) (RECEDE from)

the (Senate/House) amendments on (SJ/HJ) page(s) _____ -- _____

____ and place _____ on the Seventh order.

____, adopt (further) amendments as follows, and place _____ on the Seventh order:

having been unable to agree, recommends that the committee be discharged and a new committee be appointed.

((Re)Engrossed) _____ was placed on the Seventh order of business on the calendar.

amend - Monson
second - Wald.

DATE: _____
HOUSE CARRIER: _____ **SENATE CARRIER:** _____

LC NO. of amendment
LC NO. of engrossment
Emergency clause added or deleted
Statement of purpose of amendment

Approve sending new amend before we do report

MOTION MADE BY: Robinson
SECONDED BY: Monson
VOTE COUNT: 6 **YES** 0 **NO** 0 **ABSENT**

Motion on the bill.

Revised 4/22/05

REPORT OF CONFERENCE COMMITTEE

SB 2013, as engrossed: Your conference committee (Sens. Holmberg, Wardner, Robinson and Reps. Monson, Wald, Aarsvold) recommends that the **HOUSE RECEDE** from the House amendments on SJ pages 1143-1148, adopt amendments as follows, and place SB 2013 on the Seventh order:

That the House recede from its amendments as printed on pages 1143-1148 of the Senate Journal and pages 1291-1295 of the House Journal and that Engrossed Senate Bill No. 2013 be amended as follows:

Page 1, line 3, after "library" insert "; to provide an appropriation relating to teachers' retirement contributions"

Page 1, line 4, after "transfers" insert "; to provide for a legislative council study; to provide for legislative intent; to provide an exemption" and remove "and subsection 5 of section 15.1-27-07"

Page 1, line 5, after "Code" insert "and section 28 of chapter 167 of the 2005 Session Laws"

Page 1, line 6, replace "per student payments for kindergarten students" with "contingent distributions of per student payments"

Page 3, line 10, replace "1,350,102" with "1,370,102"

Page 3, line 11, replace "6,075,986" with "4,845,986"

Page 3, line 21, replace "104,969,811" with "103,759,811"

Page 3, line 23, replace "75,193,139" with "73,983,139"

Page 4, line 3, replace "$105,779" with "($272,221)"

Page 4, line 6, replace "$113,302" with "($264,698)"

Page 4, line 7, replace "(363,103)" with "(288,103)"

Page 4, line 8, replace "476,405" with "23,405"

Page 4, line 17, replace "76,533,765" with "74,870,765"

Page 4, line 18, replace "29,633,567" with "29,708,567"

Page 4, line 19, replace "106,167,332" with "104,579,332"

Page 4, line 29, replace "11,407,054" with "11,427,054"

Page 4, line 30, replace "20,968,294" with "19,738,294"

Page 5, line 6, replace "1,037,313,033" with "1,036,103,033"

Page 5, line 8, replace "711,636,726" with "710,426,726"

Page 5, line 19, replace "5,141,381" with "4,763,381"

Page 5, line 22, replace "6,805,664" with "6,427,664"

Page 5, line 23, replace "964,162" with "1,039,162"

Page 5, line 24, replace "5,841,502" with "5,388,502"

Page 6, after line 1, insert:

"Total general fund appropriation - Section 3	$722,711,140
Total estimated income appropriation - Section 3	$329,441,186
Total all funds appropriation - Section 3	$1,052,152,326"

Page 6, line 2, replace "724,374,140" with "722,725,758"

Page 6, line 3, replace "329,366,186" with "329,449,048"

Page 6, line 4, replace "1,053,740,326" with "1,052,174,806"

Page 6, after line 4, insert:

"**SECTION 4. 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 other funds derived from federal funds and other income, to the following departments for the purpose of funding the additional employer retirement contribution for teachers' fund for retirement members required by Senate Bill No. 2046, as approved by the sixtieth legislative assembly, for the biennium beginning July 1, 2007, and ending June 30, 2009, as follows:

DEPARTMENT	GENERAL FUND	OTHER FUNDS	TOTAL
Division of independent study		$7,560	$7,560
School for the deaf	$4,760		4,760
North Dakota vision services - School for the blind	2,600		2,600
Department of Corrections and Rehabilitation	7,258	302	7,560
Total	$14,618	$7,862	$22,480"

Page 7, remove lines 3 through 8

Page 7, after line 25, insert:

"**SECTION 13. ONE-TIME FUNDING - EFFECT ON BASE BUDGET - REPORT TO THE SIXTY-FIRST LEGISLATIVE ASSEMBLY.** The total general fund appropriation line item in section 3 of this Act includes $100,000 for the one-time funding item identified in this section. This amount is not a part of the agency's base budget to be used in preparing the 2009-11 executive budget. The school for the deaf shall report to the appropriations committees of the sixty-first legislative assembly on the use of this one-time funding for the biennium beginning July 1, 2007, and ending June 30, 2009.

Deferred maintenance - School for the deaf	$100,000

SECTION 14. LEGISLATIVE COUNCIL STUDY - SERVICES TO STUDENTS WHO ARE DEAF OR HEARING-IMPAIRED. The legislative council shall consider studying, during the 2007-08 interim, the provision of services to children and adults who are deaf or hearing-impaired, including the role of the North Dakota school for the deaf in the provision of educational and rehabilitative services, the short-term and

long-term viability of existing state facilities, and alternative approaches that might enhance the scope and breadth of service availability. The study, if conducted, must include the feasibility of combining the administration and delivery of services of the school for the deaf with other area school districts, educational associations governed by joint powers agreements, special education units, and North Dakota vision services - school for the blind. The study should examine alternative uses for the buildings on the school for the deaf campus beyond the scope of the school's present mission. The legislative council shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-first legislative assembly.

SECTION 15. LEGISLATIVE INTENT - REPORT TO THE SIXTY-FIRST LEGISLATIVE ASSEMBLY. It is the intent of the legislative assembly that the school for the deaf collaborate with Lake Region state college on the college's wind energy project and determine the feasibility of the school for the deaf accessing any available energy, including identifying any related costs. The school for the deaf should provide a report on the status of this collaboration to the appropriations committees of the sixty-first legislative assembly.

SECTION 16. ADULT EDUCATION PER STUDENT FUNDING STUDY. The commission on education improvement shall consider studying, during the 2007-08 interim, changes to the state school aid formula to provide per student payments to school districts offering an adult education program.

SECTION 17. EXEMPTION. Any amounts distributed pursuant to section 18 of this Act that will not be expended before June 30, 2007, are not subject to the provisions of section 54-44.1-11 and may be expended during the biennium beginning July 1, 2007, and ending June 30, 2009, for the purposes provided in section 18 of this Act.

SECTION 18. AMENDMENT. Section 28 of chapter 167 of the 2005 Session Laws is amended and reenacted as follows:

SECTION 28. CONTINGENCY. If any moneys appropriated for per student payments and transportation payments in the grants - state school aid line item in House Bill No. 1013, as approved by the fifty-ninth legislative assembly, remain after payment of all statutory obligations for per student and transportation payments during the biennium beginning July 1, 2005, and ending June 30, 2007, and after the superintendent of public instruction has fulfilled any directives contained in section 27 of this Act, the superintendent shall distribute the remaining moneys as follows:

1. The superintendent of public instruction shall use the first $450,000, or so much of that amount as may be necessary, to provide additional payments to school districts serving English language learners in accordance with section 15.1-27-12.

2. The superintendent of public instruction shall use the next $1,000,000, or so much of that amount as may be necessary, for the purpose of providing additional ~~per student~~ payments to school districts participating in eligible educational associations in accordance with section 32 of this Act.

   a. The superintendent of public instruction shall distribute during the 2007-09 biennium $45,000, or so much of that amount as may be necessary, as grants in the amount of $5,000 each to any educational association that commits to the development and implementation of a teacher mentoring program for first-year, second-year, and third-year teachers employed by school districts participating in the association.

If any of this amount remains after meeting the requirements of this subdivision, the superintendent shall distribute those funds as additional per student payments on a prorated basis to school districts participating in educational associations.

b. The superintendent of public instruction shall distribute $955,000, or so much of that amount as may be necessary, as additional per student payments to school districts participating in eligible educational associations as provided in section 32 of chapter 167 of the 2005 Session Laws.

3. The superintendent of public instruction shall use the next $600,000, or so much of that amount as may be necessary, to provide for increases over the established baselines in the minimum percentage of state aid payable to a district per weighted student unit during the 2007-09 biennium. If any of this amount remains after meeting the requirements of this subsection, the superintendent shall distribute that remaining amount as additional per student payments on a prorated basis according to the latest available average daily membership of each school district.

4. The superintendent of public instruction shall use the next $2,000,000, or so much of that amount as may be necessary, for the purpose of providing additional transportation grants to school districts as provided in Senate Bill No. 2200, as approved by the sixtieth legislative assembly. If any of this amount remains after meeting the requirements of this subsection, the superintendent shall distribute that remaining amount as per student payments on a prorated basis according to the latest available average daily membership of each school district.

5. a. The superintendent of public instruction shall use the next $1,000,000, or so much of that amount as may be necessary, for the purpose of providing payments to school districts that are members of regional education associations, for the biennium beginning July 1, 2007, and ending June 30, 2009.

b. Each year of the biennium, the superintendent of public instruction shall distribute fifty percent of the payments under this subsection to the school districts that are members of regional education associations on a per student basis. The superintendent shall make the distribution at the same time and in the same manner as other state aid payments under section 15.1-27-01.

6. The superintendent of public instruction shall use the next $30,000, or so much of that amount as may be necessary, for the purpose of providing a grant to the division of independent study for enhancing civic education.

7. The superintendent of public instruction shall use the next $15,000, or so much of that amount as may be necessary, for the purpose of providing a one-time grant to the North Dakota museum of art for enhancing the snow country prisons travel exhibit.

8. The superintendent of public instruction shall use the next $200,000, or so much of that amount as may be necessary, to pay for the services of professionals and experts with whom the commission on education improvement contracts, during the 2007-08 interim, for assistance with its study of educational adequacy. If any of this amount remains after meeting the requirements of this subsection, the superintendent shall

distribute that remaining amount as additional per student payments on a prorated basis according to the latest available average daily membership of each school district.

9. The superintendent of public instruction shall use the next $77,000, or so much of that amount as may be necessary, for providing funding to the education standards and practices board for providing payments to recipients of national board certification and scholarships to individuals seeking national board certification in accordance with Senate Bill No. 2057, as approved by the sixtieth legislative assembly.

10. The superintendent of public instruction shall use the next $200,000, or so much of that amount as may be necessary, for the purpose of providing additional payments to school districts offering an adult education program during the 2005-07 biennium.

11. The superintendent of public instruction shall use the next $400,000, or so much of that amount as may be necessary, to purchase and distribute to school districts automated external defibrillators. If any of this amount remains after meeting the requirements of this subsection, the superintendent shall distribute that remaining amount as additional per student payments on a prorated basis according to the latest available average daily membership of each school district.

12. The superintendent of public instruction shall use the next $395,000, or so much of that amount as may be necessary, for the purpose of providing a grant to the north central council of school television for licensing of education television programs for classroom use by North Dakota elementary and secondary schools, assisting with the North Dakota studies project, and other operating expenses.

13. The superintendent of public instruction shall use the next $500,000, or so much of that amount as may be necessary, for the purpose of funding the rewrite of the state school aid computer system. If any of this amount remains after meeting the requirements of this subsection, the superintendent shall distribute that remaining amount as additional per student payments on a prorated basis according to the latest available average daily membership of each school district.

14. The superintendent of public instruction shall use the next $650,000, or so much of that amount as may be necessary, for the purpose of funding the rewrite of the teacher licensure application used by the superintendent of public instruction and the education standards and practices board. The education standards and practices board shall pay the remaining $80,000 of the anticipated total project cost. If any of this amount remains after meeting the requirements of this subsection, the superintendent shall distribute that remaining amount as additional per student payments on a prorated basis according to the latest available average daily membership of each school district.

15. The superintendent of public instruction shall use the next $25,748, or so much of that amount as may be necessary, for the purpose of reimbursing eligible school districts that received reduced amounts of state aid. For the purposes of this subsection, an eligible school district is one that received a reduction in state aid during the 2005-07 biennium because the district's general fund levy fell below one hundred forty mills as the result of an accounting oversight.

16. a. The superintendent of public instruction shall use the next $90,000, or so much of that amount as may be necessary, for the purpose of providing grants in the amount of $1,000 to North Dakota residents who:

(1) Are licensed to teach by the education standards and practices board;

(2) Have taught in this state during each of the last five school years; and

(3) Are enrolled in either a master of education program in educational leadership or a program leading to a specialist diploma in educational leadership.

b. If any of this amount remains after meeting the requirements of this subsection, the superintendent of public instruction shall distribute that amount as additional per student payments on a prorated basis, according to the latest available average daily membership of each school district.

17. The superintendent of public instruction shall use the next $50,000, or so much of that amount as may be necessary, for the purpose of providing a grant for the Atlantik-Brucke teacher exchange program.

18. The superintendent of public instruction shall use the remainder of the moneys to provide additional per student payments on a prorated basis according to the latest available average daily membership of each school district."

Page 8, remove lines 1 through 28

Page 8, line 29, replace "Section" with "Sections", replace "4" with "5 and 18", and replace "is" with "are"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2013 - Summary of Conference Committee Action

	EXECUTIVE BUDGET	SENATE VERSION	CONFERENCE COMMITTEE CHANGES	CONFERENCE COMMITTEE VERSION	HOUSE VERSION	COMPARISON TO HOUSE
Information Technology Department						
Total all funds	$0	$0	$7,560	$7,560	$0	$7,560
Less estimated income			7,560	7,560		$7,560
General fund	$0	$0	$0	$0	$0	$0
Department of Public Instruction						
Total all funds	$1,037,666,173	$1,037,313,033	($1,210,000)	$1,036,103,033	$1,036,083,033	$20,000
Less estimated income	326,080,447	325,676,307		325,676,307	325,676,307	
General fund	$711,585,726	$711,636,726	($1,210,000)	$710,426,726	$710,406,726	$20,000
State Library						
Total all funds	$5,861,312	$5,861,312	$0	$5,861,312	$5,861,312	$0
Less estimated income	1,881,600	1,881,600		1,881,600	1,881,600	

General fund	$3,979,712	$3,979,712	$0	$3,979,712	$3,979,712	$0
School for the Deaf						
Total all funds	$6,805,664	$6,805,664	($373,240)	$6,432,424	$6,407,664	$24,760
Less estimated income	964,162	964,162	75,000	1,039,162	1,039,162	
General fund	$5,841,502	$5,841,502	($448,240)	$5,393,262	$5,368,502	$24,760
Vision Services - School for the Blind						
Total all funds	$3,636,873	$3,760,317	$2,600	$3,762,917	$3,760,317	$2,600
Less estimated income	844,117	844,117		844,117	844,117	
General fund	$2,792,756	$2,916,200	$2,600	$2,918,800	$2,916,200	$2,600
Department of Corrections and Rehabilitation						
Total all funds	$0	$0	$7,560	$7,560	$0	$7,560
Less estimated income			302	302		302
General fund	$0	$0	$7,258	$7,258	$0	$7,258
Bill Total						
Total all funds	$1,053,970,022	$1,053,740,326	($1,565,520)	$1,052,174,806	$1,052,112,326	$62,480
Less estimated income	329,770,326	329,366,186	82,862	329,449,048	329,441,186	7,862
General fund	$724,199,696	$724,374,140	($1,648,382)	$722,725,758	$722,671,140	$54,618

Senate Bill No. 2013 - Information Technology Department - Conference Committee Action

	EXECUTIVE BUDGET	SENATE VERSION	CONFERENCE COMMITTEE CHANGES	CONFERENCE COMMITTEE VERSION	HOUSE VERSION	COMPARISON TO HOUSE
Division of Independent Study			$7,560	$7,560		$7,560
Total all funds	$0	$0	$7,560	$7,560	$0	$7,560
Less estimated income			7,560	7,560		7,560
General fund	$0	$0	$0	$0	$0	$0
FTE	0.00	0.00	0.00	0.00	0.00	0.00

Dept. 112 - Information Technology Department - Detail of Conference Committee Changes

	ADDS FUNDING RELATING TO TEACHERS' RETIREMENT CHANGES [1]	TOTAL CONFERENCE COMMITTEE CHANGES
Division of Independent Study	$7,560	$7,560
Total all funds	$7,560	$7,560
Less estimated income	7,560	7,560
General fund	$0	$0
FTE	0.00	0.00

[1] This amendment provides funding of $7,560 from special funds for funding the additional employer retirement contribution for teachers' fund for retirement members required by Senate Bill No. 2046, as approved by the 60th Legislative Assembly.

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

	EXECUTIVE BUDGET	SENATE VERSION	CONFERENCE COMMITTEE CHANGES	CONFERENCE COMMITTEE VERSION	HOUSE VERSION	COMPARISON TO HOUSE
Salaries and wages	$11,811,194	$11,407,054	$20,000	$11,427,054	$11,407,054	$20,000
Operating expenses	21,088,294	20,968,294	(1,230,000)	19,738,294	19,738,294	
Grants - State school aid	724,165,879	726,165,879		726,165,879	726,165,879	
Grants - Special education contracts	17,500,000	17,500,000		17,500,000	17,500,000	
Grants - Transportation	33,500,000	33,500,000		33,500,000	33,500,000	
Grants - Other grants	227,530,806	227,701,806		227,701,806	227,701,806	
JPA incentives	2,000,000					
Transportation efficiency	30,000	30,000		30,000	30,000	
National board certification	40,000	40,000		40,000	40,000	
Total all funds	$1,037,666,173	$1,037,313,033	($1,210,000)	$1,036,103,033	$1,036,083,033	$20,000

Less estimated income	326,080,447	325,676,307		325,676,307	325,676,307	
General fund	$711,585,726	$711,636,726	($1,210,000)	$710,426,726	$710,406,726	$20,000
FTE	98.25	94.75	0.00	94.75	94.75	0.00

Dept. 201 - Department of Public Instruction - Detail of Conference Committee Changes

	INCREASES FUNDING FOR SALARIES AND WAGES [1]	REMOVES FUNDING FOR COMPUTER SYSTEM REWRITE PROJECTS [2]	TOTAL CONFERENCE COMMITTEE CHANGES
Salaries and wages	$20,000		$20,000
Operating expenses		($1,230,000)	(1,230,000)
Grants - State school aid			
Grants - Special education contracts			
Grants - Transportation			
Grants - Other grants			
JPA incentives			
Transportation efficiency			
National board certification			
Total all funds	$20,000	($1,230,000)	($1,210,000)
Less estimated income			
General fund	$20,000	($1,230,000)	($1,210,000)
FTE	0.00	0.00	0.00

[1] This amendment increases funding for salaries and wages by $20,000 from the general fund to provide funding for administration of the state English language learner program. This increase was not included in either the Senate or House version.

[2] This amendment removes funding from the general fund for the state school aid rewrite project ($500,000) and the teachers' licensure application rewrite project ($730,000) and provides that those projects be funded from the 2005-07 per student and transportation aid contingent distributions, same as the House version.

This amendment also:

- Adds a section providing that the Commission on Education Improvement consider studying changes to the state school aid formula to provide per student payments to school districts offering an adult education program, same as the House version.
- Adds a section amending Section 28 of Chapter 167 of the 2005 Session Laws relating to contingent distributions of per student payments for the 2005-07 biennium. This section was also amended in the House version of the bill.
- Adds a section providing an exemption for contingent distributions of per student payments for the 2005-07 biennium.
- Removes Section 8 of the engrossed bill relating to English language learners, same as the House version.
- Removes Section 14 of the engrossed bill relating to full-day kindergarten, same as the House version.

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

	EXECUTIVE BUDGET	SENATE VERSION	CONFERENCE COMMITTEE CHANGES	CONFERENCE COMMITTEE VERSION	HOUSE VERSION	COMPARISON TO HOUSE
Salaries and wages	$5,141,381	$5,141,381	($373,240)	$4,768,141	$4,743,381	$24,760
Operating expenses	1,514,283	1,514,283		1,514,283	1,514,283	
Capital assets	150,000	150,000		150,000	150,000	

Total all funds	$6,805,664	$6,805,664	($373,240)	$6,432.424	$6,407,664	$24,760
Less estimated income	964,162	964,162	75,000	1,039,162	1,039,162	
General fund	$5,841,502	$5,841,502	($448,240)	$5,393,262	$5,368,502	$24,760
FTE	48.44	48.44	(4.50)	43.94	43.94	0.00

Dept. 252 - School for the Deaf - Detail of Conference Committee Changes

	REMOVES VACANT FTE POSITIONS [1]	REDUCES FUNDING FOR SALARIES AND WAGES [2]	FUNDING SOURCE CHANGE [3]	ADDS FUNDING RELATING TO TEACHERS' RETIREMENT CHANGES [4]	TOTAL CONFERENCE COMMITTEE CHANGES
Salaries and wages	($323,000)	($55,000)		$4,760	($373,240)
Operating expenses					
Capital assets					
Total all funds	($323,000)	($55,000)	$0	$4,760	($373,240)
Less estimated income			75,000		75,000
General fund	($323,000)	($55,000)	($75,000)	$4,760	($448,240)
FTE	(4.50)	0.00	0.00	0.00	(4.50)

[1] This amendment removes 4.5 vacant FTE positions, same as the House version.

[2] This amendment reduces funding for the salaries and wages line item by $55,000 from the general fund relating to anticipated attrition. The House version reduced funding for the salaries and wages line item by $75,000 from the general fund.

[3] This change was also included in the House version.

[4] This amendment provides funding of $4,760 from the general fund for funding the additional employer retirement contribution for teachers' fund for retirement members required by Senate Bill No. 2046, as approved by the 60th Legislative Assembly.

This amendment also:

- Adds a section to the bill identifying one-time funding for the 2007-09 biennium, same as the House version.
- Adds a section to the bill to provide for a Legislative Council study of services to students who are deaf or hearing-impaired, same as the House version.
- Adds a section to the bill to provide legislative intent that the School for the Deaf collaborate with Lake Region State College on the college's wind energy project, same as the House version.

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

	EXECUTIVE BUDGET	SENATE VERSION	CONFERENCE COMMITTEE CHANGES	CONFERENCE COMMITTEE VERSION	HOUSE VERSION	COMPARISON TO HOUSE
Salaries and wages	$2,874,015	$2,977,419	$2,600	$2,980,019	$2,977,419	$2,600
Operating expenses	620,758	640,798		640,798	640,798	
Capital assets	142,100	142,100		142,100	142,100	
Total all funds	$3,636,873	$3,760,317	$2,600	$3,762,917	$3,760,317	$2,600
Less estimated income	844,117	844,117		844,117	844,117	
General fund	$2,792,756	$2,916,200	$2,600	$2,918,800	$2,916,200	$2,600
FTE	27.00	28.00	0.00	28.00	28.00	0.00

Dept. 253 - Vision Services - School for the Blind - Detail of Conference Committee Changes

	ADDS FUNDING RELATING TO TEACHERS' RETIREMENT CHANGES [1]	TOTAL CONFERENCE COMMITTEE CHANGES
Salaries and wages	$2,600	$2,600
Operating expenses		
Capital assets		
Total all funds	$2,600	$2,600
Less estimated income		
General fund	$2,600	$2,600
FTE	0.00	0.00

[1] This amendment provides funding of $2,600 from the general fund for funding the additional employer retirement contribution for teachers' fund for retirement members required by Senate Bill No. 2046, as approved by the 60th Legislative Assembly.

Senate Bill No. 2013 - Department of Corrections and Rehabilitation - Conference Committee Action

	EXECUTIVE BUDGET	SENATE VERSION	CONFERENCE COMMITTEE CHANGES	CONFERENCE COMMITTEE VERSION	HOUSE VERSION	COMPARISON TO HOUSE
Youth services			$7,560	$7,560		$7,560
Total all funds	$0	$0	$7,560	$7,560	$0	$7,560
Less estimated income			302	302		302
General fund	$0	$0	$7,258	$7,258	$0	$7,258
FTE	0.00	0.00	0.00	0.00	0.00	0.00

Dept. 530 - Department of Corrections and Rehabilitation - Detail of Conference Committee Changes

	ADDS FUNDING RELATING TO TEACHERS' RETIREMENT CHANGES [1]	TOTAL CONFERENCE COMMITTEE CHANGES
Youth services	$7,560	$7,560
Total all funds	$7,560	$7,560
Less estimated income	302	302
General fund	$7,258	$7,258
FTE	0.00	0.00

[1] This amendment provides funding of $7,560, of which $7,258 is from the general fund, for funding the additional employer retirement contribution for teachers' fund for retirement members required by Senate Bill No. 2046, as approved by the 60th Legislative Assembly.

Engrossed SB 2013 was placed on the Seventh order of business on the calendar.

REPORT OF CONFERENCE COMMITTEE
(ACCEDE/RECEDE)

Bill Number 2013 (, as (re)engrossed): Date: 4/24/07

Your Conference Committee _____

For the Senate:	Yes Vote	For the House:	Yes Vote
Holmberg	V	Monson	V
Wardner	V	Kelsch	V
Robinson	V	Oarsvold	V

recommends that the (SENATE/HOUSE) (ACCEDE to) (RECEDE from)

the (Senate/House) amendments on (SJ/HJ) page(s) 1143 -- 1148

V and place 2013 on the Seventh order.

____, adopt (further) amendments as follows, and place _____ on the Seventh order:

having been unable to agree, recommends that the committee be discharged and a new committee be appointed.

((Re)Engrossed) _____ was placed on the Seventh order of business on the calendar.

DATE: _____
HOUSE CARRIER: _____ **SENATE CARRIER:** _____

LC NO.	of amendment
LC NO.	of engrossment
Emergency clause added or deleted	
Statement of purpose of amendment	

do pass as amended.

MOTION MADE BY: Monson
SECONDED BY: Oarsvold.
VOTE COUNT: 6 **YES** ___ **NO** __ **ABSENT**

Revised 4/22/05

REPORT OF CONFERENCE COMMITTEE
(ACCEDE/RECEDE)

Bill Number 2013 (, as (re)engrossed): Date: 4/24/07

Your Conference Committee _____

For the Senate:	4/24			For the House:	4/24		
Holmberg	✓			Monson	✓		
Wardner	✓			Keiser	✓		
Robinson	✓			Arnold	✓		

recommends that the (SENATE/HOUSE) (ACCEDE to) (RECEDE from)

the (Senate/House) amendments on (SJ/HJ) page(s) _____ -- _____

____ and place _____ on the Seventh order.

____, adopt (further) amendments as follows, and place _____ on the Seventh order:

having been unable to agree, recommends that the committee be discharged and a new committee be appointed.

((Re)Engrossed) _____ was placed on the Seventh order of business on the calendar.

.229

DATE: _____
HOUSE CARRIER: _____ **SENATE CARRIER:** Amd Passed

LC NO. of amendment
LC NO. of engrossment
Emergency clause added or deleted
Statement of purpose of amendment

MOTION MADE BY: Robinson Yes oral Vote
SECONDED BY: Wardner
VOTE COUNT: ___ **YES** ___ **NO** ___ **ABSENT**

Revised 4/22/05

REPORT OF CONFERENCE COMMITTEE

SB 2013, as engrossed: Your conference committee (Sens. Holmberg, Wardner, Robinson and Reps. Monson, R. Kelsch, Aarsvold) recommends that the **HOUSE RECEDE** from the House amendments on SJ pages 1143-1148, adopt amendments as follows, and place SB 2013 on the Seventh order:

That the House recede from its amendments as printed on pages 1143-1148 of the Senate Journal and pages 1291-1295 of the House Journal and that Engrossed Senate Bill No. 2013 be amended as follows:

Page 1, line 3, after "library" insert "; to provide an appropriation relating to teachers' retirement contributions"

Page 1, line 4, after "transfers" insert "; to provide for a legislative council study; to provide for legislative intent; to provide an exemption" and remove "and subsection 5 of section 15.1-27-07"

Page 1, line 5, after "Code" insert ", section 28 of chapter 167 of the 2005 Session Laws, and section 52 of Senate Bill No. 2200, as approved by the sixtieth legislative assembly"

Page 1, line 6, replace "and per student payments for kindergarten students" with ", contingent distributions of per student payments, and teacher compensation payments"

Page 3, line 10, replace "1,350,102" with "1,370,102"

Page 3, line 11, replace "6,075,986" with "4,845,986"

Page 3, line 21, replace "104,969,811" with "103,759,811"

Page 3, line 23, replace "75,193,139" with "73,983,139"

Page 4, line 3, replace "$105,779" with "($272,221)"

Page 4, line 6, replace "$113,302" with "($264,698)"

Page 4, line 7, replace "(363,103)" with "(288,103)"

Page 4, line 8, replace "476,405" with "23,405"

Page 4, line 17, replace "76,533,765" with "74,870,765"

Page 4, line 18, replace "29,633,567" with "29,708,567"

Page 4, line 19, replace "106,167,332" with "104,579,332"

Page 4, line 29, replace "11,407,054" with "11,427,054"

Page 4, line 30, replace "20,968,294" with "19,738,294"

Page 5, line 6, replace "1,037,313,033" with "1,036,103,033"

Page 5, line 8, replace "711,636,726" with "710,426,726"

Page 5, line 19, replace "5,141,381" with "4,763,381"

Page 5, line 22, replace "6,805,664" with "6,427,664"

Page 5, line 23, replace "964,162" with "1,039,162"

Page 5, line 24, replace "5,841,502" with "5,388,502"

Page 6, after line 1, insert:

"Total general fund appropriation - Section 3	$722,711,140
Total estimated income appropriation - Section 3	$329,441,186
Total all funds appropriation - Section 3	$1,052,152,326"

Page 6, line 2, replace "724,374,140" with "722,725,758"

Page 6, line 3, replace "329,366,186" with "329,449,048"

Page 6, line 4, replace "1,053,740,326" with "1,052,174,806"

Page 6, after line 4, insert:

"**SECTION 4. 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 other funds derived from federal funds and other income, to the following departments for the purpose of funding the additional employer retirement contribution for teachers' fund for retirement members required by Senate Bill No. 2046, as approved by the sixtieth legislative assembly, for the biennium beginning July 1, 2007, and ending June 30, 2009, as follows:

DEPARTMENT	GENERAL FUND	OTHER FUNDS	TOTAL
Division of independent study		$7,560	$7,560
School for the deaf	$4,760		4,760
North Dakota vision services - School for the blind	2,600		2,600
Department of Corrections and Rehabilitation	7,258	302	7,560
Total	$14,618	$7,862	$22,480"

Page 7, remove lines 3 through 8

Page 7, after line 25, insert:

"**SECTION 13. ONE-TIME FUNDING - EFFECT ON BASE BUDGET - REPORT TO THE SIXTY-FIRST LEGISLATIVE ASSEMBLY.** The total general fund appropriation line item in section 3 of this Act includes $100,000 for the one-time funding item identified in this section. This amount is not a part of the agency's base budget to be used in preparing the 2009-11 executive budget. The school for the deaf shall report to the appropriations committees of the sixty-first legislative assembly on the use of this one-time funding for the biennium beginning July 1, 2007, and ending June 30, 2009.

Deferred maintenance - School for the deaf $100,000

SECTION 14. LEGISLATIVE COUNCIL STUDY - SERVICES TO STUDENTS WHO ARE DEAF OR HEARING-IMPAIRED. The legislative council shall consider studying, during the 2007-08 interim, the provision of services to children and adults who are deaf or hearing-impaired, including the role of the North Dakota school for the

deaf in the provision of educational and rehabilitative services, the short-term and long-term viability of existing state facilities, and alternative approaches that might enhance the scope and breadth of service availability. The study, if conducted, must include the feasibility of combining the administration and delivery of services of the school for the deaf with other area school districts, educational associations governed by joint powers agreements, special education units, and North Dakota vision services - school for the blind. The study should examine alternative uses for the buildings on the school for the deaf campus beyond the scope of the school's present mission. The legislative council shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-first legislative assembly.

SECTION 15. LEGISLATIVE INTENT - REPORT TO THE SIXTY-FIRST LEGISLATIVE ASSEMBLY. It is the intent of the legislative assembly that the school for the deaf collaborate with Lake Region state college on the college's wind energy project and determine the feasibility of the school for the deaf accessing any available energy, including identifying any related costs. The school for the deaf should provide a report on the status of this collaboration to the appropriations committees of the sixty-first legislative assembly.

SECTION 16. ADULT EDUCATION PER STUDENT FUNDING STUDY. The commission on education improvement shall consider studying, during the 2007-08 interim, changes to the state school aid formula to provide per student payments to school districts offering an adult education program.

SECTION 17. EXEMPTION. Any amounts distributed pursuant to section 18 of this Act that will not be expended before June 30, 2007, are not subject to the provisions of section 54-44.1-11 and may be expended during the biennium beginning July 1, 2007, and ending June 30, 2009, for the purposes provided in section 18 of this Act.

SECTION 18. AMENDMENT. Section 28 of chapter 167 of the 2005 Session Laws is amended and reenacted as follows:

SECTION 28. CONTINGENCY. If any moneys appropriated for per student payments and transportation payments in the grants - state school aid line item in House Bill No. 1013, as approved by the fifty-ninth legislative assembly, remain after payment of all statutory obligations for per student and transportation payments during the biennium beginning July 1, 2005, and ending June 30, 2007, and after the superintendent of public instruction has fulfilled any directives contained in section 27 of this Act, the superintendent shall distribute the remaining moneys as follows:

1. The superintendent of public instruction shall use the first $450,000, or so much of that amount as may be necessary, to provide additional payments to school districts serving English language learners in accordance with section 15.1-27-12.

2. The superintendent of public instruction shall use the next $1,000,000, or so much of that amount as may be necessary, for the purpose of providing additional ~~per student~~ payments to school districts participating in eligible educational associations in accordance with section 32 of this Act.

   a. The superintendent of public instruction shall distribute during the 2007-09 biennium $45,000, or so much of that amount as may be necessary, as grants in the amount of $5,000 each to any educational association that commits to the development and implementation of a teacher mentoring program for first-year, second-year, and third-year

teachers employed by school districts participating in the association. If any of this amount remains after meeting the requirements of this subdivision, the superintendent shall distribute those funds as additional per student payments on a prorated basis to school districts participating in educational associations.

b. The superintendent of public instruction shall distribute $955,000, or so much of that amount as may be necessary, as additional per student payments to school districts participating in eligible educational associations as provided in section 32 of chapter 167 of the 2005 Session Laws.

3. The superintendent of public instruction shall use the next $600,000, or so much of that amount as may be necessary, to provide for increases over the established baselines in the minimum percentage of state aid payable to a district per weighted student unit during the 2007-09 biennium. If any of this amount remains after meeting the requirements of this subsection, the superintendent shall distribute that remaining amount as additional per student payments on a prorated basis according to the latest available average daily membership of each school district.

4. The superintendent of public instruction shall use the next $2,000,000, or so much of that amount as may be necessary, for the purpose of providing additional transportation grants to school districts as provided in Senate Bill No. 2200, as approved by the sixtieth legislative assembly. If any of this amount remains after meeting the requirements of this subsection, the superintendent shall distribute that remaining amount as per student payments on a prorated basis according to the latest available average daily membership of each school district.

5. a. The superintendent of public instruction shall use the next $1,000,000, or so much of that amount as may be necessary, for the purpose of providing payments to school districts that are members of regional education associations, for the biennium beginning July 1, 2007, and ending June 30, 2009.

b. Each year of the biennium, the superintendent of public instruction shall distribute fifty percent of the payments under this subsection to the school districts that are members of regional education associations on a per student basis. The superintendent shall make the distribution at the same time and in the same manner as other state aid payments under section 15.1-27-01.

6. The superintendent of public instruction shall use the next $30,000, or so much of that amount as may be necessary, for the purpose of providing a grant to the division of independent study for enhancing civic education.

7. The superintendent of public instruction shall use the next $15,000, or so much of that amount as may be necessary, for the purpose of providing a one-time grant to the North Dakota museum of art for enhancing the snow country prisons travel exhibit.

8. The superintendent of public instruction shall use the next $200,000, or so much of that amount as may be necessary, to pay for the services of professionals and experts with whom the commission on education improvement contracts, during the 2007-08 interim, for assistance with its study of educational adequacy. If any of this amount remains after

meeting the requirements of this subsection, the superintendent shall distribute that remaining amount as additional per student payments on a prorated basis according to the latest available average daily membership of each school district.

9. The superintendent of public instruction shall use the next $77,000, or so much of that amount as may be necessary, for providing funding to the education standards and practices board for providing payments to recipients of national board certification and scholarships to individuals seeking national board certification in accordance with Senate Bill No. 2057, as approved by the sixtieth legislative assembly.

10. The superintendent of public instruction shall use the next $200,000, or so much of that amount as may be necessary, for the purpose of providing additional payments to school districts offering an adult education program during the 2005-07 biennium.

11. The superintendent of public instruction shall use the next $400,000, or so much of that amount as may be necessary, to purchase and distribute to school districts automated external defibrillators. If any of this amount remains after meeting the requirements of this subsection, the superintendent shall distribute that remaining amount as additional per student payments on a prorated basis according to the latest available average daily membership of each school district.

12. The superintendent of public instruction shall use the next $395,000, or so much of that amount as may be necessary, for the purpose of providing a grant to the north central council of school television for licensing of education television programs for classroom use by North Dakota elementary and secondary schools, assisting with the North Dakota studies project, and other operating expenses.

13. The superintendent of public instruction shall use the next $500,000, or so much of that amount as may be necessary, for the purpose of funding the rewrite of the state school aid computer system. If any of this amount remains after meeting the requirements of this subsection, the superintendent shall distribute that remaining amount as additional per student payments on a prorated basis according to the latest available average daily membership of each school district.

14. The superintendent of public instruction shall use the next $650,000, or so much of that amount as may be necessary, for the purpose of funding the rewrite of the teacher licensure application used by the superintendent of public instruction and the education standards and practices board. The education standards and practices board shall pay the remaining $80,000 of the anticipated total project cost. If any of this amount remains after meeting the requirements of this subsection, the superintendent shall distribute that remaining amount as additional per student payments on a prorated basis according to the latest available average daily membership of each school district.

15. The superintendent of public instruction shall use the next $25,748, or so much of that amount as may be necessary, for the purpose of reimbursing eligible school districts that received reduced amounts of state aid. For the purposes of this subsection, an eligible school district is one that received a reduction in state aid during the 2005-07 biennium because the

district's general fund levy fell below one hundred forty mills as the result of an accounting oversight.

16. a. The superintendent of public instruction shall use the next $90,000, or so much of that amount as may be necessary, for the purpose of providing grants in the amount of $1,000 to North Dakota residents who:

(1) Are licensed to teach by the education standards and practices board;

(2) Have taught in this state during each of the last five school years; and

(3) Are enrolled in either a master of education program in educational leadership or a program leading to a specialist diploma in educational leadership.

b. If any of this amount remains after meeting the requirements of this subsection, the superintendent of public instruction shall distribute that amount as additional per student payments on a prorated basis, according to the latest available average daily membership of each school district.

17. The superintendent of public instruction shall use the next $50,000, or so much of that amount as may be necessary, for the purpose of providing a grant for the Atlantik-Brucke teacher exchange program.

18. The superintendent of public instruction shall use the remainder of the moneys to provide additional per student payments on a prorated basis according to the latest available average daily membership of each school district.

SECTION 19. AMENDMENT. Section 52 of Senate Bill No. 2200, as approved by the sixtieth legislative assembly, is amended and reenacted as follows:

SECTION 52. USE OF NEW MONEY - TEACHER COMPENSATION INCREASES - REPORTS TO LEGISLATIVE COUNCIL.

1. During the 2007-09 biennium, the board of each school district shall use an amount equal to at least seventy percent of all new money received by the district for per student payments to increase the compensation paid to teachers and to provide compensation to teachers who begin employment with the district on or after July 1, 2007.

2. For purposes of this section, the superintendent of public instruction shall calculate the amount of new money received by a district during the 2007-09 biennium by:

a. Determining the total amount of state dollars received by each district during the 2005-07 biennium as per student payments, tuition apportionment payments, special education per student payments, ~~and~~ English language learner payments, extended educational program payments, summer education program payments, migrant summer program payments, payments for home-based education programs monitored by the school district, and teacher compensation payments;

b. Determining the total amount of state dollars received by each district during the 2007-09 biennium as per student payments, provided that neither equity payments under section 15.1-27-11 nor contingency distributions are to be included in the total; and

c. Subtracting the amount arrived at under subdivision a from the amount arrived at under subdivision b.

3. School districts providing educational services under a cooperative agreement approved by the superintendent of public instruction must, for purposes of this section, be treated as a single district.

4. a. The provisions of this section do not apply to a school district if the board of the school district, after a public hearing at which public testimony and documentary evidence are accepted, determines in its discretion and by an affirmative vote of two-thirds of the members of the board that complying with the provisions of subsection 1 would place the school district in the position of having insufficient fiscal resources to meet the school district's other obligations.

b. Within ten days of the vote required by subdivision a, the school board shall notify the superintendent of public instruction of its action and shall file a report detailing the grounds for its determination and action.

c. The superintendent of public instruction shall report all notices received under this subsection to an interim committee designated by the legislative council."

Page 8, remove lines 1 through 28

Page 8, line 29, replace "Section 4" with "Sections 5 and 18" and replace "is" with "are"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2013 - Summary of Conference Committee Action

	EXECUTIVE BUDGET	SENATE VERSION	CONFERENCE COMMITTEE CHANGES	CONFERENCE COMMITTEE VERSION	HOUSE VERSION	COMPARISON TO HOUSE
Information Technology Department						
Total all funds	$0	$0	$7,560	$7,560	$0	$7,560
Less estimated income			7,560	7,560		$7,560
General fund	$0	$0	$0	$0	$0	$0
Department of Public Instruction						
Total all funds	$1,037,666,173	$1,037,313,033	($1,210,000)	$1,036,103,033	$1,036,083,033	$20,000
Less estimated income	326,080,447	325,676,307		325,676,307	325,676,307	
General fund	$711,585,726	$711,636,726	($1,210,000)	$710,426,726	$710,406,726	$20,000
State Library						
Total all funds	$5,861,312	$5,861,312	$0	$5,861,312	$5,861,312	$0
Less estimated income	1,881,600	1,881,600		1,881,600	1,881,600	
General fund	$3,979,712	$3,979,712	$0	$3,979,712	$3,979,712	$0
School for the Deaf						
Total all funds	$6,805,664	$6,805,664	($373,240)	$6,432,424	$6,407,664	$24,760
Less estimated income	964,162	964,162	75,000	1,039,162	1,039,162	

General fund	$5,841,502	$5,841,502	($448,240)	$5,393,262	$5,368,502	$24,760
Vision Services - School for the Blind						
Total all funds	$3,636,873	$3,760,317	$2,600	$3,762,917	$3,760,317	$2,600
Less estimated income	844,117	844,117		844,117	844,117	
General fund	$2,792,756	$2,916,200	$2,600	$2,918,800	$2,916,200	$2,600
Department of Corrections and Rehabilitation						
Total all funds	$0	$0	$7,560	$7,560	$0	$7,560
Less estimated income			302	302		302
General fund	$0	$0	$7,258	$7,258	$0	$7,258
Bill Total						
Total all funds	$1,053,970,022	$1,053,740,326	($1,565,520)	$1,052,174,806	$1,052,112,326	$62,480
Less estimated income	329,770,326	329,366,186	82,862	329,449,048	329,441,186	7,862
General fund	$724,199,696	$724,374,140	($1,648,382)	$722,725,758	$722,671,140	$54,618

Senate Bill No. 2013 - Information Technology Department - Conference Committee Action

	EXECUTIVE BUDGET	SENATE VERSION	CONFERENCE COMMITTEE CHANGES	CONFERENCE COMMITTEE VERSION	HOUSE VERSION	COMPARISON TO HOUSE
Division of Independent Study			$7,560	$7,560		$7,560
Total all funds	$0	$0	$7,560	$7,560	$0	$7,560
Less estimated income			7,560	7,560		7,560
General fund	$0	$0	$0	$0	$0	$0
FTE	0.00	0.00	0.00	0.00	0.00	0.00

Dept. 112 - Information Technology Department - Detail of Conference Committee Changes

	ADDS FUNDING RELATING TO TEACHERS' RETIREMENT CHANGES [1]	TOTAL CONFERENCE COMMITTEE CHANGES
Division of Independent Study	$7,560	$7,560
Total all funds	$7,560	$7,560
Less estimated income	7,560	7,560
General fund	$0	$0
FTE	0.00	0.00

[1] This amendment provides funding of $7,560 from special funds for funding the additional employer retirement contribution for teachers' fund for retirement members required by Senate Bill No. 2046, as approved by the 60th Legislative Assembly.

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

	EXECUTIVE BUDGET	SENATE VERSION	CONFERENCE COMMITTEE CHANGES	CONFERENCE COMMITTEE VERSION	HOUSE VERSION	COMPARISON TO HOUSE
Salaries and wages	$11,811,194	$11,407,054	$20,000	$11,427,054	$11,407,054	$20,000
Operating expenses	21,088,294	20,968,294	(1,230,000)	19,738,294	19,738,294	
Grants - State school aid	724,165,879	726,165,879		726,165,879	726,165,879	
Grants - Special education contracts	17,500,000	17,500,000		17,500,000	17,500,000	
Grants - Transportation	33,500,000	33,500,000		33,500,000	33,500,000	
Grants - Other grants	227,530,806	227,701,806		227,701,806	227,701,806	
JPA incentives	2,000,000					
Transportation efficiency	30,000	30,000		30,000	30,000	
National board certification	40,000	40,000		40,000	40,000	
Total all funds	$1,037,666,173	$1,037,313,033	($1,210,000)	$1,036,103,033	$1,036,083,033	$20,000
Less estimated income	326,080,447	325,676,307		325,676,307	325,676,307	
General fund	$711,585,726	$711,636,726	($1,210,000)	$710,426,726	$710,406,726	$20,000
FTE	98.25	94.75	0.00	94.75	94.75	0.00

Dept. 201 - Department of Public Instruction - Detail of Conference Committee Changes

	INCREASES FUNDING FOR SALARIES AND WAGES [1]	REMOVES FUNDING FOR COMPUTER SYSTEM REWRITE PROJECTS [2]	TOTAL CONFERENCE COMMITTEE CHANGES
Salaries and wages	$20,000		$20,000
Operating expenses		($1,230,000)	(1,230,000)
Grants - State school aid			
Grants - Special education contracts			
Grants - Transportation			
Grants - Other grants			
JPA incentives			
Transportation efficiency			
National board certification			
Total all funds	$20,000	($1,230,000)	($1,210,000)
Less estimated income			
General fund	$20,000	($1,230,000)	($1,210,000)
FTE	0.00	0.00	0.00

[1] This amendment increases funding for salaries and wages by $20,000 from the general fund to provide funding for administration of the state English language learner program. This increase was not included in either the Senate or House version.

[2] This amendment removes funding from the general fund for the state school aid rewrite project ($500,000) and the teachers' licensure application rewrite project ($730,000) and provides that those projects be funded from the 2005-07 per student and transportation aid contingent distributions, same as the House version.

This amendment also:

- Adds a section providing that the Commission on Education Improvement consider studying changes to the state school aid formula to provide per student payments to school districts offering an adult education program, same as the House version.
- Adds a section amending Section 28 of Chapter 167 of the 2005 Session Laws relating to contingent distributions of per student payments for the 2005-07 biennium. This section was also amended in the House version of the bill.
- Adds a section providing an exemption for contingent distributions of per student payments for the 2005-07 biennium.
- Removes Section 8 of the engrossed bill relating to English language learners, same as the House version.
- Removes Section 14 of the engrossed bill relating to full-day kindergarten, same as the House version.

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

	EXECUTIVE BUDGET	SENATE VERSION	CONFERENCE COMMITTEE CHANGES	CONFERENCE COMMITTEE VERSION	HOUSE VERSION	COMPARISON TO HOUSE
Salaries and wages	$5,141,381	$5,141,381	($373,240)	$4,768,141	$4,743,381	$24,760
Operating expenses	1,514,283	1,514,283		1,514,283	1,514,283	
Capital assets	150,000	150,000		150,000	150,000	
Total all funds	$6,805,664	$6,805,664	($373,240)	$6,432.424	$6,407,664	$24,760
Less estimated income	964,162	964,162	75,000	1,039,162	1,039,162	
General fund	$5,841,502	$5,841,502	($448,240)	$5,393,262	$5,368,502	$24,760

FTE	48.44	48.44	(4.50)	43.94	43.94	0.00

Dept. 252 - School for the Deaf - Detail of Conference Committee Changes

	REMOVES VACANT FTE POSITIONS [1]	REDUCES FUNDING FOR SALARIES AND WAGES [2]	FUNDING SOURCE CHANGE [3]	ADDS FUNDING RELATING TO TEACHERS' RETIREMENT CHANGES [4]	TOTAL CONFERENCE COMMITTEE CHANGES
Salaries and wages	($323,000)	($55,000)		$4,760	($373,240)
Operating expenses					
Capital assets					
Total all funds	($323,000)	($55,000)	$0	$4,760	($373,240)
Less estimated income			75,000		75,000
General fund	($323,000)	($55,000)	($75,000)	$4,760	($448,240)
FTE	(4.50)	0.00	0.00	0.00	(4.50)

[1] This amendment removes 4.5 vacant FTE positions, same as the House version.

[2] This amendment reduces funding for the salaries and wages line item by $55,000 from the general fund relating to anticipated attrition. The House version reduced funding for the salaries and wages line item by $75,000 from the general fund.

[3] This change was also included in the House version.

[4] This amendment provides funding of $4,760 from the general fund for funding the additional employer retirement contribution for teachers' fund for retirement members required by Senate Bill No. 2046, as approved by the 60th Legislative Assembly.

This amendment also:

- Adds a section to the bill identifying one-time funding for the 2007-09 biennium, same as the House version.
- Adds a section to the bill to provide for a Legislative Council study of services to students who are deaf or hearing-impaired, same as the House version.
- Adds a section to the bill to provide legislative intent that the School for the Deaf collaborate with Lake Region State College on the college's wind energy project, same as the House version.

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

	EXECUTIVE BUDGET	SENATE VERSION	CONFERENCE COMMITTEE CHANGES	CONFERENCE COMMITTEE VERSION	HOUSE VERSION	COMPARISON TO HOUSE
Salaries and wages	$2,874,015	$2,977,419	$2,600	$2,980,019	$2,977,419	$2,600
Operating expenses	620,758	640,798		640,798	640,798	
Capital assets	142,100	142,100		142,100	142,100	
Total all funds	$3,636,873	$3,760,317	$2,600	$3,762,917	$3,760,317	$2,600
Less estimated income	844,117	844,117		844,117	844,117	
General fund	$2,792,756	$2,916,200	$2,600	$2,918,800	$2,916,200	$2,600
FTE	27.00	28.00	0.00	28.00	28.00	0.00

Dept. 253 - Vision Services - School for the Blind - Detail of Conference Committee Changes

	ADDS FUNDING RELATING TO TEACHERS'	TOTAL CONFERENCE

	RETIREMENT CHANGES [1]	COMMITTEE CHANGES
Salaries and wages	$2,600	$2,600
Operating expenses		
Capital assets		
Total all funds	$2,600	$2,600
Less estimated income		
General fund	$2,600	$2,600
FTE	0.00	0.00

[1] This amendment provides funding of $2,600 from the general fund for funding the additional employer retirement contribution for teachers' fund for retirement members required by Senate Bill No. 2046, as approved by the 60th Legislative Assembly.

Senate Bill No. 2013 - Department of Corrections and Rehabilitation - Conference Committee Action

	EXECUTIVE BUDGET	SENATE VERSION	CONFERENCE COMMITTEE CHANGES	CONFERENCE COMMITTEE VERSION	HOUSE VERSION	COMPARISON TO HOUSE
Youth services			$7,560	$7,560		$7,560
Total all funds	$0	$0	$7,560	$7,560	$0	$7,560
Less estimated income			302	302		302
General fund	$0	$0	$7,258	$7,258	$0	$7,258
FTE	0.00	0.00	0.00	0.00	0.00	0.00

Dept. 530 - Department of Corrections and Rehabilitation - Detail of Conference Committee Changes

	ADDS FUNDING RELATING TO TEACHERS' RETIREMENT CHANGES [1]	TOTAL CONFERENCE COMMITTEE CHANGES
Youth services	$7,560	$7,560
Total all funds	$7,560	$7,560
Less estimated income	302	302
General fund	$7,258	$7,258
FTE	0.00	0.00

[1] This amendment provides funding of $7,560, of which $7,258 is from the general fund, for funding the additional employer retirement contribution for teachers' fund for retirement members required by Senate Bill No. 2046, as approved by the 60th Legislative Assembly.

Engrossed SB 2013 was placed on the Seventh order of business on the calendar.

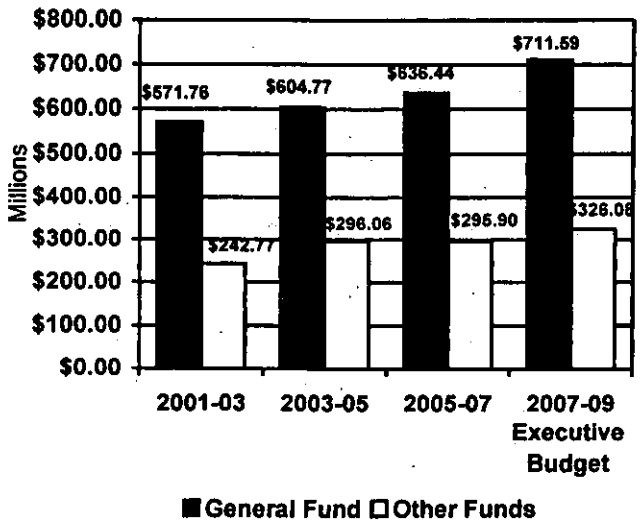
2007 TESTIMONY

SB 2013

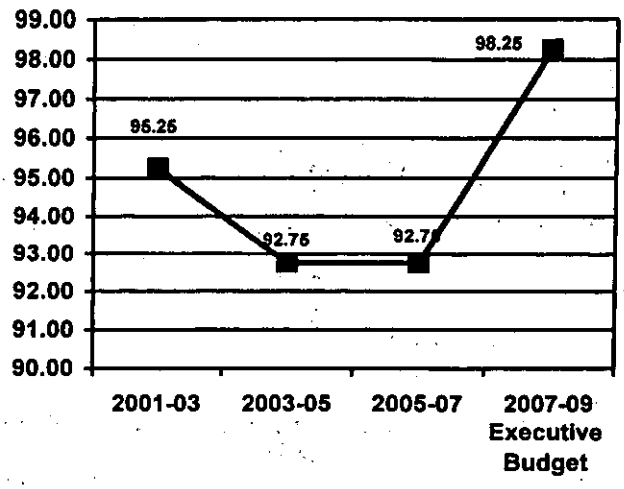
Department 201 - Department of Public Instruction
Senate Bill No. 2013

	FTE Positions	General Fund	Other Funds	Total
2007-09 Executive Budget	98.25	$711,585,726	$326,080,447	$1,037,666,173
2005-07 Legislative Appropriations	92.75	636,443,587	295,899,635	932,343,222
Increase (Decrease)	5.50	$75,142,139	$30,180,812	$105,322,951

Agency Funding



FTE Positions



Executive Budget Highlights

	General Fund	Other Funds	Total
Salaries and wages			
1. Adds 1 new FTE research analyst III position ($99,932) and related operating expenses ($23,400) for the administration and school district support services program	$123,332		$123,332
2. Adds the following 2 new FTE positions for the education improvement program:			
1 FTE education program administrator III		$117,250	$117,250
1 FTE assistant director primary/secondary education programs		127,369	127,369
Total		$244,619	$244,619
3. Adds the following 2.5 new FTE positions for the educational support and community learning program:			
1 FTE education program administrator III		$117,250	$117,250
1 FTE education information process analyst		127,369	127,369
.5 FTE administrative assistant I		42,271	42,271
Total		$286,890	$286,890

4. Includes the statutory changes necessary to increase the Superintendent's salary as follows:

Annual salary authorized by the 2005 Legislative Assembly:

July 2005-June 2006	$80,531
July 2006-June 2007	$83,753

Proposed annual salary recommended in the 2007-09 executive budget:

July 2007-June 2008	$87,103
July 2008-June 2009	$90,587

Operating expenses			
5. Increases funding for operating expenses	$350,000		$350,000

6. Provides funding for the rewrite of the state school aid computer system required as a result of the proposed new funding plan **(executive budget identified as one-time funding)**	$400,000		$400,000
7. Provides funding for the rewrite of the teacher licensure application used by the department and the Education Standards and Practices Board to collect teacher licensure information required by the No Child Left Behind Act. This funding provides for only the department's share of the estimated costs. The Education Standards and Practices Board portion of the application will be paid with other funds provided by the Education Standards and Practices Board **(executive budget identified as one-time funding)**.	$500,000		$500,000
8. Increases funding for the maintenance of effort for the state assessment program from $1,200,000 to $1,650,000	$450,000		$450,000
9. Adjusts funding for professional services to account for estimated federal funds carryover from the 2005-07 biennium of $2,089,212 and an anticipated special funds decrease of $800,000		$1,289,212	$1,289,212
10. Increases funding for operating fees and services to account for increases in storage and handling fees for the United States Department of Agriculture commodities		$980,000	$980,000
11. Adjusts funding for information technology-related expenses as follows: Contractual services - $3,075,000 Software - ($990,000) Data processing - $158,374 Communications - ($40,000)	($174,332)	$2,377,706	$2,203,374
Grants			
12. Consolidates funding for the **state school aid program**, including per student payments, teacher compensation payments, special education average daily membership payments, revenue supplemental payments, and tuition apportionment payments, into a new state school aid funding formula and increases funding from the general fund and the state tuition fund	$71,000,000	$4,600,000	$75,600,000
13. Provides funding of $33.5 million from the general fund for **transportation aid payments**, the same level of funding provided for in the 2005-07 biennium			
14. Increases funding for **special education contracts** from $15.5 million to $17.5 million	$2,000,000		$2,000,000
15. Increases funding for **joint powers agreement incentives** from $1 million to $2 million	$1,000,000		$1,000,000
16. Removes funding for **reorganization bonus** payments	($759,000)		($759,000)
17. Increases federal funding for **other grants** by $19.5 million from $204.5 million to $224 million relating to an increase for IDEA Part B special education grants		$19,531,723	$19,531,723

State School Aid Program

The executive budget recommends consolidating funding for the state school aid program, including per student payments, teacher compensation payments, special education average daily membership payments, revenue supplemental payments, and tuition apportionment payments, into a new state school aid funding formula. In addition, the executive budget recommends providing funding of $16.5 million from the general fund for equity payments to school districts and $3 million from the general fund for full-day kindergarten for at-risk students beginning with the 2008-09 school year. The funding for the state school aid program is summarized as follows:

	2005-07 Legislative Appropriation	2007-09 Executive Budget	Increase (Decrease)
Per student formula payments	$484,053,759[1]	$661,665,879[1]	$177,612,120
Teacher compensation payments	50,912,120		(50,912,120)
Special education - Average daily membership	37,000,000[2]	43,000,000[2]	6,000,000
Revenue supplemental payments	5,000,000		(5,000,000)
Equity payments		16,500,000	16,500,000
Full-day kindergarten for at-risk students		3,000,000	3,000,000
Tuition apportionment	71,600,000		(71,600,000)
Subtotal	$648,565,879	$724,165,879	$75,600,000

	2005-07 Legislative Appropriation	2007-09 Executive Budget	Increase (Decrease)
Transportation aid payments	$33,500,000	$33,500,000	
ecial education - Contracts	15,500,000	17,500,000	$2,000,000
nt powers agreement incentives	1,000,000	2,000,000	1,000,000
Subtotal	$50,000,000	$53,000,000	$3,000,000
Total - State school aid program	$698,565,879	$777,165,879	$78,600,000
General fund	$626,965,879	$700,965,879	$74,000,000
State tuition fund	71,600,000	76,200,000	4,600,000
Total	$698,565,879	$777,165,879	$78,600,000

[1]Includes $650,000 for payments to school districts educating English language learner students as provided for in North Dakota Century Code (NDCC) Section 15.1-27-12.

[2]Includes $400,000 for special education gifted and talented programs.

Other Sections in Bill

Special education gifted and talented programs - Section 6 provides that $400,000 of the amount appropriated for state school aid must be used to reimburse school districts or special education units for gifted and talented programs upon the submission of an application that is approved in accordance with guidelines adopted by the Superintendent of Public Instruction.

Payments for English language learner students - Section 7 provides that $650,000 of the amount appropriated for state school aid is for payments to school districts educating English language learner students as provided in NDCC Section 15.1-27-12.

Continuing Appropriations

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

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

Major Related Legislation

nate Bill No. 2023 - This bill provides a $275,000 general fund deficiency appropriation for the 2005-07 biennium for operating enses for the department.

Senate Bill No. 2108 - This bill changes the definition of a student with a disability for special education purposes to align the definition with federal regulations.

Senate Bill No. 2184 - This bill increases the length of the school calendar.

Senate Bill No. 2200 - This bill includes the provisions for a new state school aid program, including consolidating per student payments, teacher compensation payments, special education average daily membership payments, revenue supplemental payments, and tuition apportionment payments into a new state school aid funding formula. The bill also includes:

- A $2 million general fund appropriation to the Superintendent of Public Instruction for providing joint powers agreement incentives.
- A $1.2 million general fund appropriation to the State Board for Career and Technical Education for providing grants to assist with the establishment of two area career and technology centers.
- A $800,000 general fund appropriation to the State Board for Career and Technical Education for funding the cooperative delivery of career and technical education.
- A $10 million general fund appropriation to the Superintendent of Public Instruction for awarding school districts deferred maintenance and physical plant improvement grants.
- Contingent distributions of state school aid funding appropriated for the 2007-09 biennium.
- A contingent transfer from Bank of North Dakota earnings and accumulated and undivided profits in the amount the Superintendent of Public Instruction determines necessary to fully reimburse school districts for the excess costs of serving the 1 percent of special education students statewide who require the greatest school district expenditures.

Senate Bill No. 2240 - This bill provides for per student payments for kindergarten students.

House Bill No. 1169 - This bill removes the requirement that the Superintendent of Public Instruction hold a valid North Dakota professional teaching license.

House Bill No. 1178 - This bill amends the contingent distribution provisions for funds appropriated for reorganization bonuses for the 2005-07 biennium.

use Bill No. 1320 - This bill provides a $500,000 general fund appropriation for providing grants to school districts offering kindergarten programs and for administrative fees and monitoring expenses.

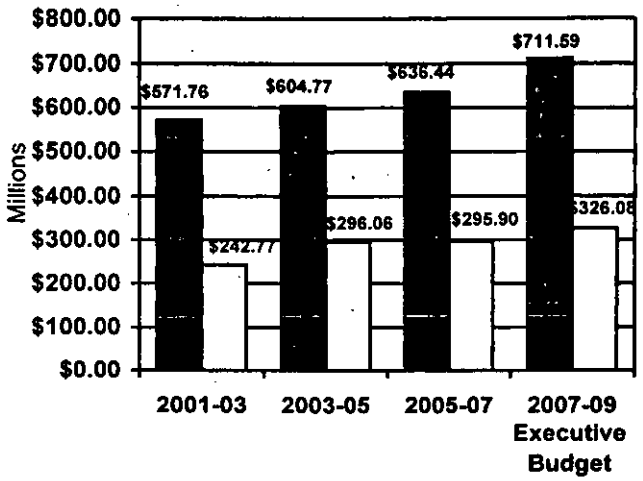
House Bill No. 1370 - This bill provides a $250,000 general fund appropriation for afterschool learning program grants.

House Bill No. 1372 - This bill provides a $250,000 general fund appropriation for a teacher mentoring program.

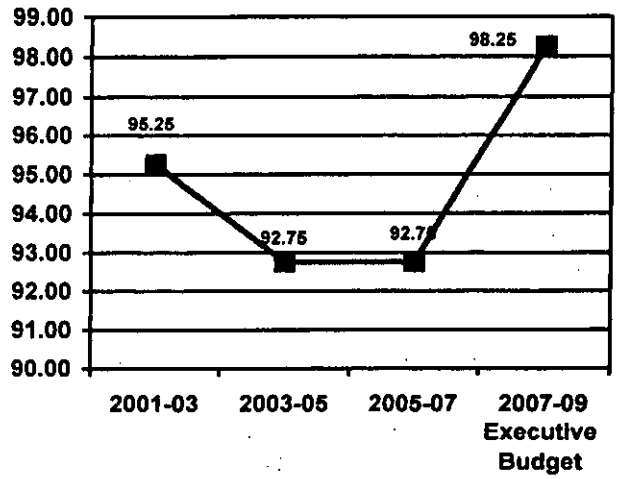
Department 201 - Department of Public Instruction
Senate Bill No. 2013

	FTE Positions	General Fund	Other Funds	Total
2007-09 Executive Budget	98.25	$711,585,726	$326,080,447	$1,037,666,173
2005-07 Legislative Appropriations	92.75	636,443,587	295,899,635	932,343,222
Increase (Decrease)	5.50	$75,142,139	$30,180,812	$105,322,951

Agency Funding



FTE Positions



First House Action

Attached is a summary of first house changes.

Executive Budget Highlights
(With First House Changes in Bold)

	General Fund	Other Funds	Total
Salaries and wages			
1. Adds 1 new FTE research analyst III position ($99,932) and related operating expenses ($23,400) for the administration and school district support services program	$123,332		$123,332
2. Adds the following 2 new FTE positions for the education improvement program:			
1 FTE education program administrator III **The Senate removed this position and the related funding.**		$117,250	$117,250
1 FTE assistant director primary/secondary education programs		127,369	127,369
Total		$244,619	$244,619
3. Adds the following 2.5 new FTE positions for the educational support and community learning program:			
1 FTE education program administrator III		$117,250	$117,250
1 FTE education information process analyst		127,369	127,369
.5 FTE administrative assistant I		42,271	42,271
Total **The Senate removed these positions and the related funding.**		$286,890	$286,890

4. Includes the statutory changes necessary to increase the Superintendent's salary as follows:

Annual salary authorized by the 2005 Legislative Assembly:

July 2005-June 2006	$80,531
July 2006-June 2007	$83,753

Proposed annual salary recommended in the 2007-09 executive budget:

July 2007-June 2008	$87,103
July 2008-June 2009	$90,587

Operating expenses			
5. Increases funding for operating expenses	$350,000		$350,000
6. Provides funding for the rewrite of the state school aid computer system required as a result of the proposed new funding plan **(executive budget identified as one-time funding). The Senate increased funding by $100,000, from $400,000 to $500,000.**	$400,000		$400,000
7. Provides funding for the rewrite of the teacher licensure application used by the department and the Education Standards and Practices Board to collect teacher licensure information required by the No Child Left Behind Act. This funding provides for only the department's share of the estimated costs. The Education Standards and Practices Board portion of the application will be paid with other funds provided by the Education Standards and Practices Board **(executive budget identified as one-time funding). The Senate increased funding by $230,000, from $500,000 to $730,000.**	$500,000		$500,000
8. Increases funding for the maintenance of effort for the state assessment program from $1,217,928 to $1,667,928. **The Senate removed the additional funding of $450,000.**	$450,000		$450,000
9. Adjusts funding for professional services to account for estimated federal funds carryover from the 2005-07 biennium of $2,089,212 and an anticipated special funds decrease of $800,000		$1,289,212	$1,289,212
10. Increases funding for operating fees and services to account for increases in storage and handling fees for the United States Department of Agriculture commodities		$980,000	$980,000
11. Adjusts funding for information technology-related expenses as follows: Contractual services - $3,075,000 Software - ($990,000) Data processing - $158,374 Communications - ($40,000)	($174,332)	$2,377,706	$2,203,2
Grants			
12. Consolidates funding for the **state school aid program**, including per student payments, teacher compensation payments, special education average daily membership payments, revenue supplemental payments, and tuition apportionment payments, into a new state school aid funding formula and increases funding from the general fund and the state tuition fund. **The Senate increased funding by $2 million from the general fund for full-day kindergarten.**	$71,000,000	$4,600,000	$75,600,000
13. Provides funding of $33.5 million from the general fund for **transportation aid payments**, the same level of funding provided for in the 2005-07 biennium			
14. Increases funding for **special education contracts** from $15.5 million to $17.5 million	$2,000,000		$2,000,000
15. Increases funding for **joint powers agreement incentives** from $1 million to $2 million. **The Senate removed this funding as it is included in Senate Bill No. 2200.**	$1,000,000		$1,000,000
16. Removes funding for **reorganization bonus** payments	($759,000)		($759,000)
17. Increases federal funding for **other grants** by $19.5 million from $204.5 million to $224 million relating to an increase for IDEA Part B special education grants		$19,531,723	$19,531,723

State School Aid Program

The executive budget recommends consolidating funding for the state school aid program, including per student payments, teacher compensation payments, special education average daily membership payments, revenue supplemental payments, and tuition apportionment payments, into a new state school aid funding formula. In addition, the executive budget recommends providing funding of $16.5 million from the general fund for equity payments to school districts and $3 million from the general fund for full-day

kindergarten for at-risk students beginning with the 2008-09 school year. The funding for the state school aid program is summarized as follows:

	2005-07 Legislative Appropriation	2007-09 Executive Budget	2007-09 Senate Version	2007-09 Senate Version Increase (Decrease) to 2005-07 Appropriation	2007-09 Senate Version Increase (Decrease) to 2007-09 Executive Budget
Per student formula payments	$484,053,759[1]	$661,665,879[1]	$612,753,759[1]	$128,700,000	($48,912,120)
Teacher compensation payments	50,912,120		50,912,120	0	50,912,120
Special education - Average daily membership	37,000,000[2]	43,000,000[2]	43,000,000[2]	6,000,000	
Revenue supplemental payments	5,000,000			(5,000,000)	
Equity payments		16,500,000	16,500,000	16,500,000	
Full-day kindergarten for at-risk students		3,000,000	3,000,000	3,000,000	
Tuition apportionment	71,600,000			(71,600,000)	
Subtotal	$648,565,879	$724,165,879	$726,165,879	$77,600,000	$2,000,000
Transportation aid payments	$33,500,000	$33,500,000	$33,500,000		
Special education - Contracts	15,500,000	17,500,000	17,500,000	$2,000,000	
Joint powers agreement incentives	1,000,000	2,000,000	2,000,000	1,000,000	
Subtotal	$50,000,000	$53,000,000	$53,000,000	$3,000,000	$0
Total - State school aid program	$698,565,879	$777,165,879	$779,165,879	$80,600,000	$2,000,000
General fund	$626,965,879	$700,965,879	$702,965,879	$76,000,000	$2,000,000
State tuition fund	71,600,000	76,200,000	76,200,000	4,600,000	
Total	$698,565,879	$777,165,879	$779,165,879	$80,600,000	$2,000,000

[1]Includes $650,000 for payments to school districts educating English language learner students as provided for in North Dakota Century Code (NDCC) Section 15.1-27-12.

[2]Includes $400,000 for special education gifted and talented programs.

Other Sections in Bill

2005-07 appropriation - Section 4 provides a $22 million special funds appropriation to the Department of Public Instruction for operating expenses ($2 million) and providing grants to school districts ($20 million) during the 2005-07 biennium.

Special education gifted and talented programs - Section 7 provides that $400,000 of the amount appropriated for state school aid must be used to reimburse school districts or special education units for gifted and talented programs upon the submission of an application that is approved in accordance with guidelines adopted by the Superintendent of Public Instruction.

Payments for English language learner students - Section 8 provides that $650,000 of the amount appropriated for state school aid is for payments to school districts educating English language learner students as provided in NDCC Section 15.1-27-12.

Continuing Appropriations

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

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

Major Related Legislation

Senate Bill No. 2023 - This bill provides a $275,000 general fund deficiency appropriation for the 2005-07 biennium for operating expenses for the department.

Senate Bill No. 2108 - This bill changes the definition of a student with a disability for special education purposes to align the definition with federal regulations.

Senate Bill No. 2184 - This bill increases the length of the school calendar.

Senate Bill No. 2200 - This bill includes the provisions for a new state school aid program, including consolidating per student payments, teacher compensation payments, special education average daily membership payments, revenue supplemental payments, and tuition apportionment payments into a new state school aid funding formula. The bill also includes:

- A $2 million general fund appropriation to the Superintendent of Public Instruction for providing joint powers agreement incentives.
- A $1.2 million general fund appropriation to the State Board for Career and Technical Education for providing grants to assist with the establishment of two area career and technology centers.

- A $800,000 general fund appropriation to the State Board for Career and Technical Education for funding the cooperative delivery of career and technical education.
- A $10 million general fund appropriation to the Superintendent of Public Instruction for awarding school districts deferred maintenance and physical plant improvement grants contingent upon an ending balance exceeding $30 million.
- Contingent distributions of state school aid funding appropriated for the 2007-09 biennium.
- A contingent transfer from Bank of North Dakota earnings and accumulated and undivided profits in the amount ı. Superintendent of Public Instruction determines necessary to fully reimburse school districts for the excess costs of serving the 1 percent of special education students statewide who require the greatest school district expenditures.

Senate Bill No. 2309 - This bill increases high school coursework requirements.

Senate Bill No. 2388 - This bill changes the contingent distribution provisions for state school aid funding for the 2005-07 biennium.

House Bill No. 1169 - This bill removes the statutory requirement that the Superintendent of Public Instruction hold a valid North Dakota professional teaching license.

House Bill No. 1178 - This bill amends the contingent distribution provisions for funds appropriated for reorganization bonuses for the 2005-07 biennium.

House Bill No. 1320 - This bill provides a $225,000 general fund appropriation for providing grants to school districts offering prekindergarten programs and for administrative fees and monitoring expenses.

House Bill No. 1372 - This bill provides for a Legislative Council study of teacher mentoring programs.

ATTACH:1

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2013 - Funding Summary

	Executive Budget	Senate Changes	Senate Version
Department of Public Instruction			
Salaries and wages	$11,811,194	($404,140)	$11,407,054
Operating expenses	21,088,294	(120,000)	20,968,294
Grants - State school aid	724,165,879	2,000,000	726,165,879
Grants - Special education contracts	17,500,000		17,500,000
Grants - Transportation	33,500,000		33,500,000
Grants - Other grants	227,530,806	171,000	227,701,806
JPA incentives	2,000,000	(2,000,000)	
Transportation efficiency	30,000		30,000
National board certification	40,000		40,000
Total all funds	$1,037,666,173	($353,140)	$1,037,313,033
Less estimated income	326,080,447	(404,140)	325,676,307
General fund	$711,585,726	$51,000	$711,636,726
FTE	98.25	(3.50)	94.75
State Library			
Salaries and wages	$2,631,040		$2,631,040
Operating expenses	1,477,772		1,477,772
Grants	1,752,500		1,752,500
Total all funds	$5,861,312	$0	$5,861,312
Less estimated income	1,881,600	0	1,881,600
General fund	$3,979,712	$0	$3,979,712
FTE	29.75	0.00	29.75
School for the Deaf			
Salaries and wages	$5,141,381		$5,141,381
Operating expenses	1,514,283		1,514,283
Capital assets	150,000		150,000
Total all funds	$6,805,664	$0	$6,805,664
Less estimated income	964,162	0	964,162
General fund	$5,841,502	$0	$5,841,502
FTE	48.44	0.00	48.44
Vision Services - School for the Blind			
Salaries and wages	$2,874,015	$103,404	$2,977,419
Operating expenses	620,758	20,040	640,798
Capital assets	142,100		142,100
Total all funds	$3,636,873	$123,444	$3,760,317
Less estimated income	844,117	0	844,117
General fund	$2,792,756	$123,444	$2,916,200
FTE	27.00	1.00	28.00
Bill Total			
Total all funds	$1,053,970,022	($229,696)	$1,053,740,326
Less estimated income	329,770,326	(404,140)	329,366,186
General fund	$724,199,696	$174,444	$724,374,140
FTE	203.44	(2.50)	200.94

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

	Executive Budget	Senate Changes	Senate Version
Salaries and wages	$11,811,194	($404,140)	$11,407,054
Operating expenses	21,088,294	(120,000)	20,968,294
Grants - State school aid	724,165,879	2,000,000	726,165,879
Grants - Special education contracts	17,500,000		17,500,000
Grants - Transportation	33,500,000		33,500,000
Grants - Other grants	227,530,806	171,000	227,701,806
JPA incentives	2,000,000	(2,000,000)	
Transportation efficiency	30,000		30,000
National board certification	40,000		40,000
Total all funds	$1,037,666,173	($353,140)	$1,037,313,033
Less estimated income	326,080,447	(404,140)	325,676,307
General fund	$711,585,726	$51,000	$711,636,726
FTE	98.25	(3.50)	94.75

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

	Removes 3.5 FTE Positions and Related Salaries and Wages Funding[1]	Increases Funding for the State School Aid Computer System Rewrite[2]	Increases Funding for the Teacher Licensure Application Rewrite[3]	Decreases Funding for the State Assessment Program[4]	Increases Funding for Other Grants[5]	Removes Funding for JPA Incentives[6]
Salaries and wages	($404,140)					
Operating expenses		100,000	230,000	(450,000)		
Grants - State school aid						
Grants - Special education contracts						
Grants - Transportation						
Grants - Other grants					171,000	
JPA incentives						(2,000,000)
Transportation efficiency						
National board certification						
Total all funds	($404,140)	$100,000	$230,000	($450,000)	$171,000	($2,000,000)
Less estimated income	(404,140)	0	0	0	0	0
General fund	$0	$100,000	$230,000	($450,000)	$171,000	($2,000,000)
FTE	(3.50)	0.00	0.00	0.00	0.00	0.00

	Provides Funding for Full-Day Kindergarten[7]	Total Senate Changes
Salaries and wages		($404,140)
Operating expenses		(120,000)
Grants - State school aid	2,000,000	2,000,000
Grants - Special education contracts		
Grants - Transportation		
Grants - Other grants		171,000
JPA incentives		(2,000,000)
Transportation efficiency		
National board certification		
Total all funds	$2,000,000	($353,140)
Less estimated income	0	(404,140)
General fund	$2,000,000	$51,000
FTE	0.00	(3.50)

[1] This amendment removes 3.5 FTE positions and related salaries and wages funding from special fund sources.

[2] This amendment increases funding from the general fund for the rewrite of the state school aid computer system by $100,000, from $400,000 to $500,000.

[3] This amendment increases funding from the general fund for the rewrite of the teacher licensure application used by the Department of Public Instruction and the Education Standards and Practices Board by $230,000, from $500,000 to $730,000. The increase in funding will fund the estimated cost of the project, including the Education Standards and Practices Board portion of the project.

This amendment decreases funding for the state assessment program by $450,000, from $1,667,928 as recommended in the executive budget to $1,217,928, the same level of funding appropriated for the 2005-07 biennium.

[5] This amendment increases funding for the grants - other grants line item by $171,000 from the general fund to reflect increases in the following grants:

	2005-07 Appropriation	2007-09 Executive Budget	2007-09 Senate Version	Increase from Executive Budget
North Dakota Governor's School	$270,000	$270,000	$320,000	$50,000
Teacher center network	$230,000	$230,000	$276,000	$46,000
LEAD Center	$235,000	$235,000	$245,000	$10,000
Northern Plains Writing Project	$48,000	$48,000	$58,000	$10,000
Red River Valley Writing Project	$40,000	$40,000	$50,000	$10,000
North Dakota Museum of Art - Rural art outreach project	$250,000	$250,000	$295,000	$45,000

[6] This amendment removes funding of $2 million from the general fund provided for joint powers agreement incentives. This funding is included in Senate Bill No. 2200.

[7] This amendment provides funding of $2 million from the general fund and amends North Dakota Century Code Section 15.1-27-07(5) relating to full-day kindergarten.

This amendment also adds a section appropriating $22 million of special funds to the department for operating expenses ($2 million) and providing grants to school districts ($20 million) during the 2005-07 biennium.

Senate Bill No. 2013 - State Library - Senate Action

The Senate did not change the executive budget recommendation for the State Library.

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

This amendment adds a section to the bill allowing the School for the Deaf to transfer up to $240,000 from the salaries and wages line items to the operating expenses and capital assets line items for increased instructional costs and extraordinary repair needs.

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

	Executive Budget	Senate Changes	Senate Version
Salaries and wages	$2,874,015	$103,404	$2,977,419
Operating expenses	620,758	20,040	640,798
Capital assets	142,100		142,100
Total all funds	$3,636,873	$123,444	$3,760,317
Less estimated income	844,117	0	844,117
General fund	$2,792,756	$123,444	$2,916,200
FTE	27.00	1.00	28.00

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

	Provides Funding for Additional Adult Services[1]	Total Senate Changes
Salaries and wages	$103,404	$103,404
Operating expenses	20,040	20,040
Capital assets		
Total all funds	$123,444	$123,444
Less estimated income	0	0
General fund	$123,444	$123,444
FTE	1.00	1.00

[1] This amendment provides funding of $123,444 from the general fund for providing additional adult services, including $103,404 for salaries and wages, of which $94,938 is for 1 new FTE position and $8,466 is for additional teacher and houseparent salaries and wages and $20,040 for related operating expenses.

Prepared by the North Dakota Legislative Council
staff for Representative Svedjan
March 29, 2007

PROCEDURES ON MAJORITY AND MINORITY REPORTS FOR SENATE BILL NOS. 2013, 2021, AND 2032

This memorandum lists the steps to have majority and minority reports prepared for Senate Bill Nos. 2013, 2021, and 2032, which are in the House Appropriations Committee.

Senate Bill No. 2013

If members want a minority report prepared for Senate Bill No. 2013:

1. A member who voted for the majority report must move for reconsideration of the report (which was for do pass as amended).
2. Upon passage of the motion for reconsideration, Senate Bill No. 2013, as amended by the House Appropriations Committee, is before the committee for consideration.
3. A motion is in order to recommend Senate Bill No. 2013 do pass, as amended by the committee. If members desire a minority report to be prepared (for example, to remove funding for full-day kindergarten), those members must vote against the motion to recommend do pass, as amended. **Roll call vote is taken.**
4. If at least four members vote against the motion to recommend Senate Bill No. 2013 do pass, as amended, a motion is in order to prepare a minority report, recommending do pass, as amended, without funding for full-day kindergarten. Members who voted for the majority report cannot vote for the minority report. Members who voted against the majority report can vote for or against the minority report. **Roll call vote is taken.**
5. If at least four members vote for the motion for a minority report recommending do pass as amended without funding for full-day kindergarten, a minority report will be prepared, signed by those members voting for the minority report.

Senate Bill No. 2021

Because a roll call vote was taken on the majority report for Senate Bill No. 2021, which indicates more than four members voted against the majority report, under House Rule 602(2) a roll call vote is needed on adoption of a minority report:

1. A motion is in order to recommend a minority report on Senate Bill No. 2021 (removing the spending authority section relating to employee awards).
2. **Roll call vote is taken**. Members who voted for the majority report cannot vote for the minority report. Members who voted against the majority report can vote for or against the minority report.
3. If at least four members vote for the minority report, a minority report is prepared, signed by those members voting for the minority report.

Senate Bill No. 2032

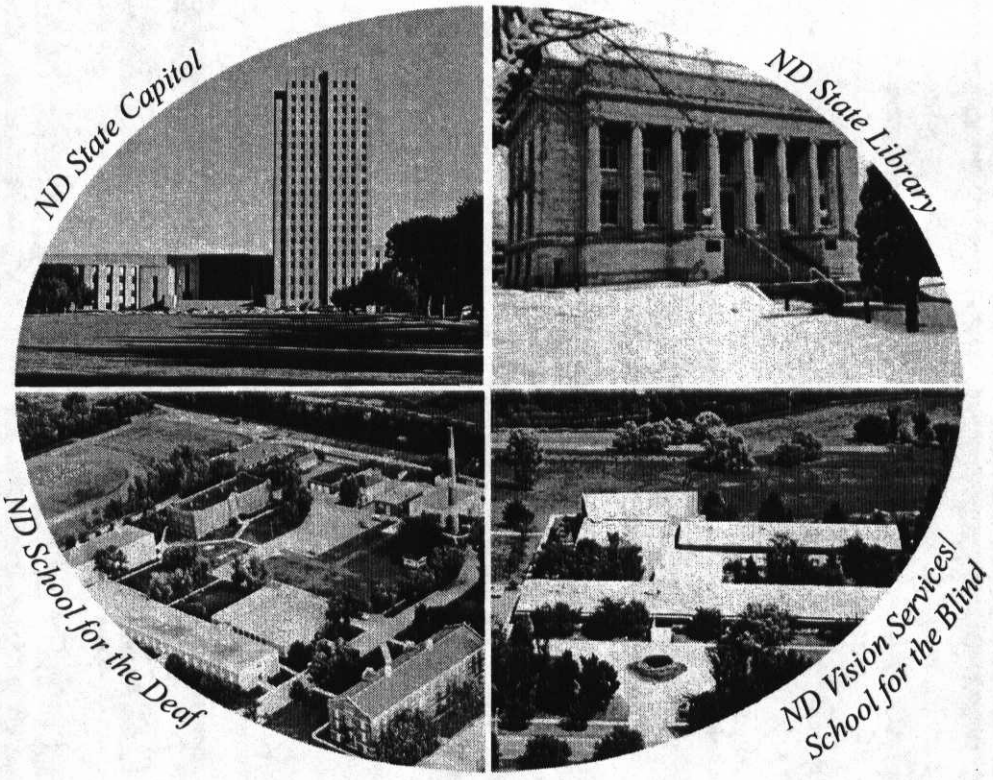
Because a roll call vote was taken on the majority report for Senate Bill No. 2032, which indicates more than four members voted against the majority report, under House Rule 602(2) a roll call vote is needed on adoption of a minority report:

1. A motion is in order to recommend a minority report on Senate Bill No. 2032 (removing the sunset clause).
2. **Roll call vote is taken**. Members who voted for the majority report cannot vote for the minority report. Members who voted against the majority report can vote for or against the minority report.
3. If at least four members vote for the minority report, a minority report is prepared, signed by those members voting for the minority report.

North Dakota Department of Public Instruction

Dr. Wayne G. Sanstead
State Superintendent

Testimony to the Senate Appropriations Committee



January 18, 2007

600 E Boulevard Avenue, Dept. 201
Bismarck, ND 58505-0440
http://www.dpi.state.nd.us

With the exception of these pages, same testimony
given to Senate and House

Department of Public Instruction (201)
Overview Presentation to the Senate Appropriations Committee
January 18, 2007

		1	2	3	4	5	
		2005-2007 LEGISLATIVE APPROPRIATION	2005-2007 ESTIMATED EXPENDITURES	2005-2007 EXPENDITURES TO APPROPRIATION VARIANCE	2007-2009 EXECUTIVE RECOMMENDATION	2007-2009 RECOMMENDATION TO 2005-2007 APPROPRIATION VARIANCE	
1	**FTE Employees**	**92.75**	**92.75**	**0**	**98.25**	**5.5**	1
	Operations:						
2	Salaries & Wages	$10,056,952	$10,056,952	$0	$11,811,194	$1,754,242	2
3	Operating Expenses	$14,892,308	$14,892,308	$0	$21,088,294	$6,195,986	3
4	Capital Assets	$0	$0	$0	$0	$0	
5	**Total**	**$24,949,260**	**$24,949,260**	**$0**	**$32,899,488**	**$7,950,228**	
	Funding Sources:						
6	General Fund	$5,407,585	$5,407,585	$0	$7,308,730	$1,901,145	
7	Federal Funds	$17,666,412	$17,666,412	$0	$24,514,702	$6,848,290	
8	Other Funds	$1,875,261	$1,875,261	$0	$1,076,056	($799,205)	
	Grants:						
	State						
9	Foundation Aid & Transportation	$517,553,759	$517,553,759	$0	$647,965,879	$130,412,120	4
10	Revenue Supplement	$5,000,000	$5,000,000	$0	$0	($5,000,000)	5
11	Special Education	$52,500,000	$52,500,000	$0	$17,500,000	($35,000,000)	6
12	Transportation	$0	$0	$0	$33,500,000	$33,500,000	7
13	Governor's School	$270,000	$270,000	$0	$270,000	$0	
14	LEAD Consortium	$235,000	$235,000	$0	$235,000	$0	
15	Teacher Center Network	$230,000	$230,000	$0	$230,000	$0	
16	FINDET	$33,117	$33,117	$0	$33,117	$0	
17	Adult Education Matching Funds	$1,055,000	$1,055,000	$0	$1,055,000	$0	
18	School Lunch Matching Funds	$1,080,000	$1,080,000	$0	$1,080,000	$0	
19	North Dakota Museum of Art	$250,000	$250,000	$0	$250,000	$0	
20	Northern Plains Writing Project	$48,000	$48,000	$0	$48,000	$0	
21	Red River Writing Project	$40,000	$40,000	$0	$40,000	$0	
22	**Total**	**$578,294,876**	**$578,294,876**	**$0**	**$702,206,996**	**$123,912,120**	
23	**Federal**	**$204,517,966**	**$204,517,966**	**$0**	**$224,049,689**	**$19,531,723**	

Department of Public Instruction (201)
Overview Presentation to the Senate Appropriations Committee
January 18, 2007

		1	2	3	4	5	
		2005-2007 LEGISLATIVE APPROPRIATION	2005-2007 ESTIMATED EXPENDITURES	2005-2007 EXPENDITURES TO APPROPRIATION VARIANCE	2007-2009 EXECUTIVE RECOMMENDATION	2007-2009 RECOMMENDATION TO 2005-2007 APPROPRIATION VARIANCE	
	Other						
24	Tuition Apportionment	$71,600,000	$71,600,000	$0	$76,200,000	$4,600,000	8
25	Displaced Homemakers	$240,000	$240,000	$0	$240,000	$0	
26	**Total**	**$71,840,000**	**$71,840,000**	**$0**	**$76,440,000**	**$4,600,000**	
	Funding Sources:						
27	General Fund	$578,294,876	$578,294,876	$0	$702,276,996	$123,982,120	
28	Federal Funds	$204,517,966	$204,517,966	$0	$224,049,689	$19,531,723	
29	Other Funds	$71,840,000	$71,840,000	$0	$76,440,000	$4,600,000	
	Special Line Items:						
30	Teacher Compensation	$50,912,120	$50,912,120	$0	$0	($50,912,120)	9
31	JPA Incentives	$1,000,000	$1,000,000	$0	$2,000,000	$1,000,000	10
32	Reorganization Bonuses	$759,000	$759,000	$0	$0	($759,000)	11
33	National Board Certification (ESPB)	$40,000	$40,000	$0	$40,000	$0	
34	Data Envelopment Analysis	$30,000	$30,000	$0	$30,000	$0	
35	**Total**	**$52,741,120**	**$52,741,120**	**$0**	**$2,070,000**	**($50,671,120)**	
	Funding Sources:						
36	General Fund	$52,741,120	$52,741,120	$0	$2,070,000	($50,671,120)	
37	Federal Funds	$0	$0	$0	$0	$0	
38	Other Funds	$0	$0	$0	$0	$0	
39	**Total**	**$932,343,222**	**$932,343,222**	**$0**	**$1,037,666,173**	**$105,322,951**	
	Funding Sources:						
41	General Fund	$636,443,581	$636,443,581	$0	$711,585,726	$75,142,145	
42	Federal Funds	$222,184,380	$222,184,380	$0	$248,564,391	$26,380,011	
43	Other Funds	$73,715,261	$73,715,261	$0	$77,516,056	$3,800,795	
44	**Total Funding Source**	**$932,343,222**	**$932,343,222**	**$0**	**$1,037,666,173**	**$105,322,951**	

Column 3 - Variance between 2005-07 legislative appropriation and the 2005-05 estimated expenditures:
None - all appropriations are estimated to be expended

Column 5 - Variance between 2005-07 legislative appropriation and the 2007-09 recommendation:
1 DPI had amended the budget request to reduce the proposed FTEs. 2.0 FTEs are requested. See Budget Amendment page and FTE Request

Department of Public Instruction (201)
Overview Presentation to the Senate Appropriations Committee
January 18, 2007

	1	2	3	4	5
	2005-2007 LEGISLATIVE APPROPRIATION	2005-2007 ESTIMATED EXPENDITURES	2005-2007 EXPENDITURES TO APPROPRIATION VARIANCE	2007-2009 EXECUTIVE RECOMMENDATION	2007-2009 RECOMMENDATION TO 2005-2007 APPROPRIATION VARIANCE

included in Executive Recommendation document.

2 Provides for salary for the requested FTE's and staff increases. This amount has been amended as a result of withdrawl of 3.5 FTE requests. See Amendment Page

3 Increase in operating provides for optional requests and an increase in federal program administrative funds. (See Optional Request Narrative for details.)

4 Increase in general funds for the proposed new state school aid program.

5 Included in the proposed new state school aid program.

6 Included in the proposed new state school aid program.

7 Increase in general funds as part of the new state school aid program.

8 Additional special funds available for tuition apportionment.

9 Included in the proposed new state school aid program.

10 Increase in general funds to be used for incentives to districts participating in Joint Powers Agreements.

11 Special Line item that was discontinued.

DEPARTMENT (201) PUBLIC INSTRUCTION
OPTIONAL REQUEST SUMMARY

1	2	3	4		5	6	7
OPTIONAL REQUEST	FTE CHANGE	2005-07 PRESENT BUDGET	2007-09 REQUESTED INCREASE		2007-09 TOTAL REQUESTED BUDGET	2007-09 EXECUTIVE RECOMMENDED INCREASE	2007-09 TOTAL EXECUTIVE RECOMMENDATION
North Dakota Governor's School	0.00	$270,000	$90,000		$360,000	$0	$270,000
North Dakota Teacher Center Network	0.00	$230,000	$46,000		$276,000	$0	$230,000
North Dakota LEAD Center	0.00	$235,000	$5,000	[1]	$240,000	$0	$235,000
Northern Plains Writing Project	0.00	$48,000	$10,000		$58,000	$0	$48,000
TOTAL GENERAL FUNDS	**0.00**	**$783,000**	**$151,000**		**$934,000**	**$0**	**$783,000**

[1] The North Dakota LEAD Center submitted a request for a $5,000 funding increase but did not identify that amount as an annual increase. Thus, the biennial funding request was understated by $5,000. The total amount requested is $10,000.

(1)

TESTIMONY ON SB 2013
SENATE APPROPRIATIONS COMMITTEE
January 18, 2007
Dr. Wayne G. Sanstead, State Superintendent
(701) 328-4570
Department of Public Instruction

same to House

Mr. Chairman and Members of the Senate Appropriations Committee,

I am Dr. Wayne G. Sanstead, State Superintendent. It is my privilege, on behalf of the Department of Public Instruction, to provide this overview of the Department's 2007-09 biennial budget presented in SB 2013. Although Bonnie Miller, Fiscal Management Director, and other Department staff members will provide a more detailed presentation on the various aspects of our Department's operational budget and the supplemental requests contained within SB 2013, I welcome this opportunity to offer comments regarding the Department's role in advancing quality educational services and facilitating educational reforms for all students and schools within North Dakota.

Our educational system needs to be responsive to our students. They must become skilled in basic core areas, proficient in communications, teamwork, problem-solving, and they must be able to compete in a global society. We need to increase academic requirements – invest in foreign language – fund early education programs, strengthen math and science, provide career counseling, and improve reading and language skills.

Throughout this past year, education and community leaders have been engaged in an extensive study to reform the state's long-standing education finance policy to better ensure an equitable distribution of the state's resources to our schools. This study, initiated as a result of a lawsuit by school districts statewide, has produced a series of proposals that will be debated by this legislative assembly, including certain elements that emerge within SB 2013. Our Department's budget serves as the carrier for the appropriations of any resulting school finance formula and, as such, represents a collaborative effort to advance historic educational finance reform for this state. Although all elements of this finance reform will be properly deliberated, this move to reform the financing of our schools cannot be diminished in importance. These proposals and this bill, SB 2013, stand as the latest expressions of education reform and the call for greater accountability that has emerged in recent years.

This past week we observed the fifth anniversary of the enactment of the *No Child Left Behind Act*, the reauthorizing legislation for the *Elementary and Secondary Education Act of 1965*. For these past five years, the institutions of education have undergone a period of profound transition, and this transition has had all the feel of a revolution. The public and the public's representatives, both in Washington and with this legislative assembly, have placed upon educators new expectations for performance. And being the good stewards they are, educators have met the call to honor this mandate. These past several years have not been business as usual.

Educators have traditionally approached the work of teaching with a unique sense of mission, driven by both an embrace of tradition and a cautious openness to innovation. For generations the public has financially supported education without question and with little recourse. Resources have been allotted to education on the presumption that educators would see to it that the job of education got done. Education has run historically on a "trust me" attitude. As long as schools were open, certain classes were taught, and students moved along in a largely predictable pattern, all was right with the world.

Recent changes in federal and state legislation underscore the point that what was once acceptable in a largely agrarian or industrial society is no longer palatable today. Education has now joined most other sectors of the economy where the public's expectations have evolved in sophistication and where accountability for results is now demanded. Over the past two decades, through the balanced initiatives of educational research and federal and state law, an over-riding principle of accountability has emerged: the education system must account for measured achievement against challenging standards. The true value of education is no longer evaluated by what is professed, but rather, by what is evidenced.

The public and policymakers have demanded accountability throughout education. And many aspects of the regulation of standards and the monitoring for accountability compliance have fallen upon the Department of Public Instruction. Ensuring a fair, high-quality educational accountability system is hard, demanding work. Compared with the past, educational accountability is increasingly sophisticated, researched, and properly obsessed with issues of validity and reliability. The Department of Public Instruction, with its statutory mission to monitor for compliance with state and federal law, assumes these duties with a sense of adherence, balance, and proportionality.

It is the responsibility of the Department to draft, with consultation of educators and citizens statewide, appropriate standards for academic content, achievement, and school requirements.

It is the responsibility of the Department to provide appropriate measures of academic achievement through valid and reliable academic assessments for all students, including students with disabilities and students with limited English proficiency.

It is the responsibility of the Department to provide appropriate measures of school and school district performance through annual adequate yearly progress reports and detailed school profile reports.

It is the responsibility of the Department to ensure that all schools meet approval and accreditation requirements, including standards of highly qualified teachers, health, safety, and academic capacity.

It is the responsibility of the Department to ensure that all schools meet minimal federal and state safety and nutritional standards regarding the provision of appropriate school food services to all students.

It is the responsibility of the Department to collect, compile, analyze, and issue all required public reports regarding the capacity and performance of our state's schools and school districts and to distribute accurate payments for all foundation aid and federal grant compensation.

It is the responsibility of the Department to ensure that all school finance procedures, federal grant finances and program activities, and related matters are conducted according to established financial rules and undergo periodic compliance audits.

It is the responsibility of the Department to ensure that all federal and state mandated performance reports are properly compiled, validated, and submitted to the state's legislative council, the U.S. Department of Education, other third-party organizations, and the public.

It is the responsibility of the Department to ensure that accurate, validated information and technical assistance is provided to all schools, school districts, the legislative assembly, other state and federal agencies, and the wider public regarding all aspects of our state's educational system.

It is the responsibility of the Department to study future education initiatives, with the consultation of interested parties statewide, to anticipate and meet future educational needs.

It is my job, as Superintendent, to provide educational leadership and to inform you, as policy makers, about the state of education in North Dakota, and as such, I refer you to the document "A Call for Leadership and Action." Page 2 of the document is key in that it describes North Dakota Education today. While it begins with "Where We Shine Academically " it moves on to state "What We Must Do Better" and in doing so, forewarns us about cracks appearing in our educational system; Page 4 describes our current strengths but also outlines challenges

relating to student well-being. Page 6 demonstrates, sad to say, a continuing decline in our student population. These facts are presented as a blueprint for action.

These are but a few of the many responsibilities that the Department of Public Instruction is held responsible for administering for the purposes of ensuring compliance with existing laws and regulations and for pursuing longer term, statewide school improvement measures.

Providing these services and administering these duties, rests with the qualified and dedicated staff members who make up the Department of Public Instruction. I am honored to supervise the performance of their duties.

Mr. Chairman, public service is a difficult and humbling calling; it is demanding work. For the state to advance the public's good, the educational efforts of department staff must be recognized, supported, and funded. It is these fellow North Dakota citizens who administer the will of policymakers and conduct the peoples' business.

The budget contained in SB 2013 provides for the conduct of the peoples' business. I ask that you consider its provisions with care and act favorably on its adoption. My staff and I are available to you to answer all questions you might have throughout your deliberations. As always, Mr. Chairman and members of the Senate Appropriations Committee, I look forward to a constructive relationship with you as we, together, proceed to do the peoples' business.

Mr. Chairman, this completes my testimony. I am available to answer any questions. Following any questions, I wish to introduce Bonnie Miller, Financial Management Director within the Department of Public Instruction, who will continue with a detailed overview of the provisions contained within SB 2013. Thank you.

Handout # 3

Senate Bill 2013
February 21, 2007

NORTH DAKOTA

DEPARTMENT OF PUBLIC INSTRUCTION

A CALL FOR EDUCATIONAL LEADERSHIP AND ACTION

Dr. Wayne G. Sanstead, Superintendent

ACADEMIC ACHIEVEMENT
Standards> proficiency>

GLOBAL ECONOMY
International competition

TRANSITIONS
Post-secondary expectations

ALIGNMENT
P-16 graduation requirements

ESSENTIAL INFORMATION ON NORTH DAKOTA EDUCATION
FOR
POLICY MAKERS

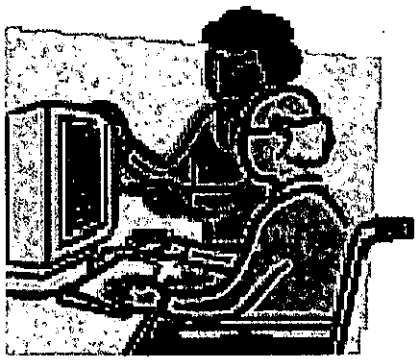
ND Dept of Public Instruction
600 E Boulevard Avenue Dept 201
Bismarck, ND 58505-0440

INTRODUCTION

EDUCATIONAL PARTNERSHIPS



Staff members of the ND Department of Public Instruction have partnered with members of the P-16 Education Task Force, and support the various principles developed by Task Force Members. The Task Force was initiated by the Joint Boards on Public Education in September of 2005 whose vision is "All ND students will be educated in an innovative, relevant, integrated and challenging system providing world-class quality to prepare them to be good citizens and to take full advantage of all opportunities available to them in their lives."



The Department of Public Instruction strongly supports the vision, mission and goals of the Task Force. Staff members are currently in the process of adopting specific P-16 recommendations relevant to DPI authority into our five year Strategic Plan. The premise of our Plan is in keeping with a major task force principle – "In order to compete throughout their lives, ND students require an education that is competitive on an international basis."

DPI STRATEGIC PLANNING

The purpose and design of DPI's Plan is the result of agency-wide efforts to develop rigorous activities deemed necessary to realize improved outcomes for students. Demographic, economic, technological and political trends were assessed and linked to federal grant programs and state and federal mandates. Other state plans and national objectives for K-12 education were reviewed. Before plan adoption, directors involved their staff members in aligning agency goals with individual unit performance measurements.

Plan development is ongoing. DPI staff continues to develop timelines, desired outcomes and performance indicators. We are committed to achieving our vision for ND schools "All students achieve their maximum potential and become lifelong learners through school and community partnerships."

The Department of Public Instruction does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. John Dasovick, Assistant Director, Child Nutrition and Food Distribution, 600 E Boulevard Avenue, Department 201, Bismarck, ND 58505-0440, 701-328-2260, has been designated to handle inquiries regarding nondiscrimination.

ND EDUCATION TODAY

(Excerpts from the P-16 Draft)

North Dakotans have always, justifiably, taken great pride in their education system. They have come to take for granted that the education provided in the State is of high quality, and some even suggest it is "second to none." North Dakota has the second highest rate of high school graduation in the country and has the highest percentage in the country of its high school graduates going on to post-secondary education. In a variety of state, regional and national assessments, North Dakota elementary students, in particular, are highly ranked.

Task Force members educated themselves about education issues and needs in North Dakota and spread the word to their respective constituencies. Current data shows that cracks appear in North Dakota's educational system and students are falling through them. North Dakota students do well through the 4th grade. Nationally, we have the highest-ranking "raw material" coming into our classrooms. But in the end, we do not have the best product. North Dakota is below the national average in what it currently requires schools to offer for high school graduation. We continue to maintain the status quo in achievement. Many ND students are ill prepared to go on to college or to enter the workforce after graduation from high school.

WHERE WE SHINE ACADEMICALLY

North Dakota students are number 1 in the nation, in the percentage of students who graduate from high school and go on to post-secondary education

The 2005 ACT scores show North Dakota's fourth and eighth grade students above the national average in reading, mathematics and science

North Dakota leads the nation in percentage of citizens with post-secondary degrees

WHAT WE MUST DO BETTER

2005 ACT scores report North Dakota students have fallen below the national average in writing;

Approximately 28% of ND students in post-secondary education institutions need to take remediation classes in order to prepare them for college credit courses.

North Dakota students drop to 38th in the nation in the percentage of students who graduate from two and four-year post-secondary education institutions within 3 and 6 years respectively.

In 2006, only 23% of ND students were considered prepared for success in post-secondary education in all four ACT core areas tested – English, mathematics, reading and science

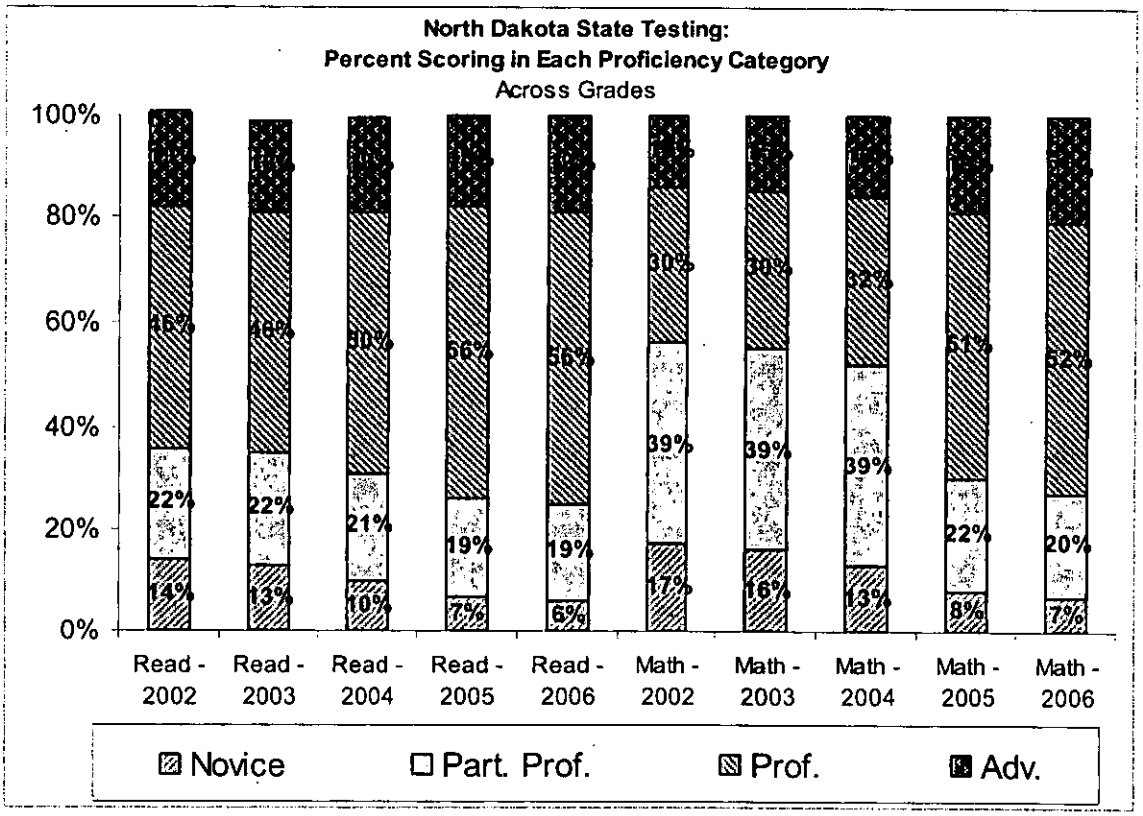
WHERE DO WE GO FROM HERE?

Policy makers, community representatives, parents and school districts must work in partnership with the business community to strengthen academic skills that prepare students for employment now and into the future. Specifically, we must develop well-rounded students skilled not only in basic core areas, but who are also proficient in communications, teamwork, problem-solving and analysis.

North Dakota students' ACT scores have remained essentially flat for the last 15 years. For example, ACT composite scores in 2001 were 21.4. Their ACT composite scores in 2006 are 21.4, while composite scores nationally increased by .2 in 2006 alone.

According to ACT, only 52% of ND high school graduates were considered ready for college-level reading in 2006

North Dakota State Testing Results
Results Across Grades 3-8, 11 (2005-2006)
and Grades 4, 8, 12 (2002-2004)



STUDENT WELL-BEING

Excerpts from Education Week
Quality Counts 2007

SUCCESS INDICATORS

Education Week released its annual report on January 3, 2007. According to the national report, ND tied with Kansas and Illinois for 12th place in its "Chance for Success Index." The index identifies precursors of educational success and includes family incomes, degrees achieved by children and parents, English fluency, test scores, high school graduation rates and employment. The nine areas in which North Dakota ranked well include English fluency (97%); high school graduation rate (83.1%); 2 – 4 year college enrolled or degreed young adults (57.7%); degreed adults (43.4%). The report shows that the state lags in income at or above the national average (42.2%); and in preschool enrollment (26%).

CURRENT STRENGTHS

Two parent families benefit from strong parental employment rates
Most children in ND live with 2 parents
ND students have a low drop out rate
ND ranks fifth in the nation for low birth weight
ND ranks sixth in the nation for low teen birth rate
ND students are less likely to watch daily TV, lack exercise, or be at risk of being overweight.

IMPORTANT CHALLENGES

The number of children in ND has been declining
Increasing numbers of children live with single parents or grandparents
ND's youngest children and minority children are most likely to live in poverty
About 14% of ND children are poor but only 6.66% receive assistance.
In contrast to declining enrollment, the number of children in early childhood and special education programs is growing.
ND youth are more likely to binge drink, drive after drinking, and ride in a car with a driver who has been drinking.

CREATE AN ENVIRONMENT FOR CHILDREN TO THRIVE AND EXCEL

Provide social support and economic opportunities to single parents, grandparents and child care workers

Make income eligibility guidelines less restrictive

Provide needed primary and preventive health and dental care to low income children

BUILD CAPACITY TO OVERCOME BARRIERS

Develop community partnerships to address the range of problems

experienced by children weighed down by environmental factors such as language, housing, health and safety.

Achievement gaps open before children reach school age. Early childhood education can help mitigate the disparities in school readiness that exist between children with different socioeconomic backgrounds. The Department plans to build close partnerships with other agencies that directly affect student health and welfare needs so that minority students and the poor succeed, emotionally and socially. If all children are to succeed, it is imperative for them to become informed, participating citizens with the knowledge and skills necessary to gain a place in the global economy.

PROMOTE HIGH STANDARDS AND ACCOUNTABILITY

Studies show that students are capable of achieving at much higher levels when challenged. Increasing student expectations while in high school will help prepare them as they go on to college and the workplace. The state needs to increase academic requirements - invest in foreign language – fund early education programs, strengthen math and science requirements, improve reading and language skills - rather than fund remediation programs in subsequent years.

The P-16 Education Task Force and the Governor's Commission on Education Improvement parallel the efforts of other states that are focusing on connections between all facets of education - early childhood education, teacher preparation, career counseling, postsecondary education and training, and workforce and economic development.

PROFICIENCY

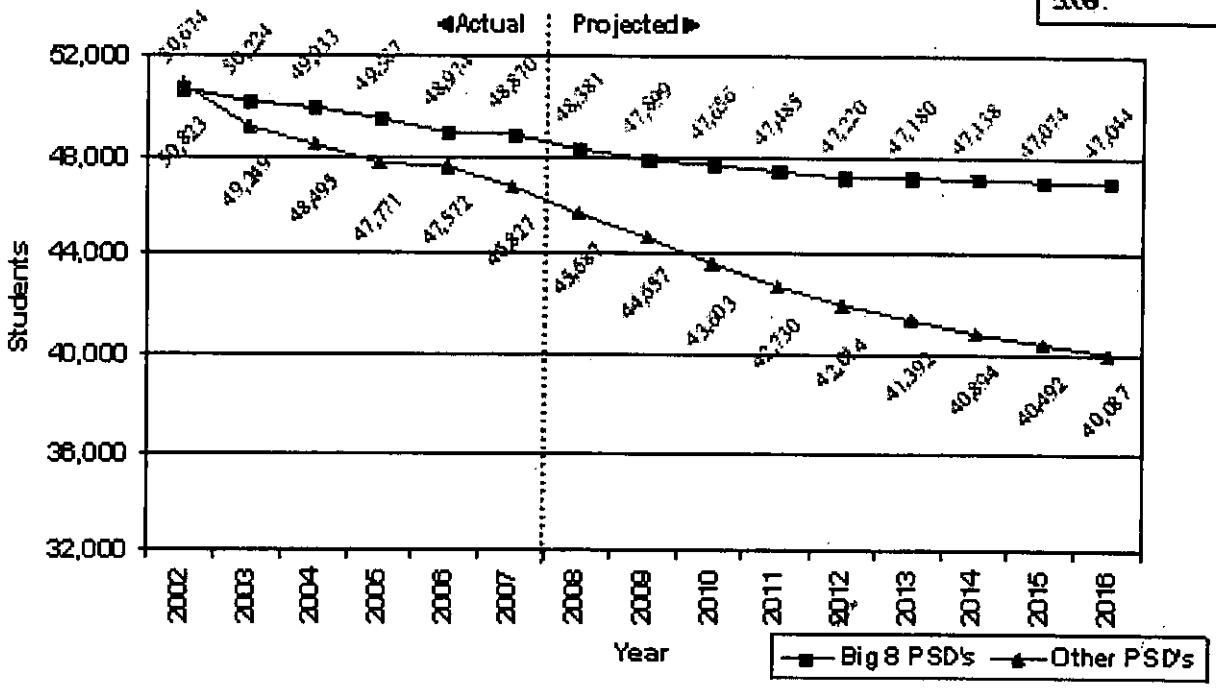
America's workforce is competing for jobs with individuals from around the world. The global job market requires that young people attain higher levels of proficiency and educational attainment. An educated workforce with knowledge and skills is an economic reality if ND students are to participate in a technology- driven world in which companies are looking for talent and job positioning throughout the globe.



ND Public K-12 Enrollment: Actual & Projected

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION
OFFICE OF SCHOOL FINANCE AND ORGANIZATION

Big 8 PSD's: Fargo, Bismarck, Grand Forks, Minot, West Fargo, Mandan, Dickinson, and Jamestown Public School Districts as of 2009.



SUMMARY

The future growth of our State is tied inextricably to economic development. Economic development is dependent on a highly educated and skilled workforce, able to think critically, innovate, be technologically literate, and productive. Our students, to be successful, must be nurtured by family and supported by their community. They must learn to be good citizens in a global environment.

The ND Department of Public Instruction continues to collaborate with members of the P-16 Education Task Force and the Governor's Commission on Education Improvement to turn study recommendations into action. Together we face North Dakota's educational issues and concerns, respond to challenges, look for solutions, and speak with one voice to insure ongoing progress towards our common goal of helping all students reach their full potential. *For more information on the P-16 Education Task Force go to www.agree.org*
For more information on the Governor's Commission on Education go to www.governor.nd.gov

2006-2011	NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION FIVE-YEAR STRATEGIC PLAN

Mission:

"To ensure a uniform, statewide system for effective learning."

Guiding Principles:

→ Partner with schools to help all students reach their full potential.

→ Establish a culture of customer service that recognizes and values the opinions and needs of all of our stakeholders.

→ Provide operational excellence to support North Dakota's local education agencies and school districts.

→ Create enriching opportunities for parents and communities to participate as partners in the pursuit of educational excellence.

Vision:

"All students achieve their maximum potential and become lifelong learners through school and community partnerships."

Goals: Student Achievement - Accountability - Community Partnerships - Support

I. Align all elements of public education to help students achieve academic success.

II. Promote health and wellness initiatives that provide a safe and nurturing environment that encourages community involvement and embraces diversity.

III. Ensure a comprehensive system of accountability for results-based decision making.

IV. Build capacity to ensure a uniform educational system that meets or exceeds established standards.

Beliefs:

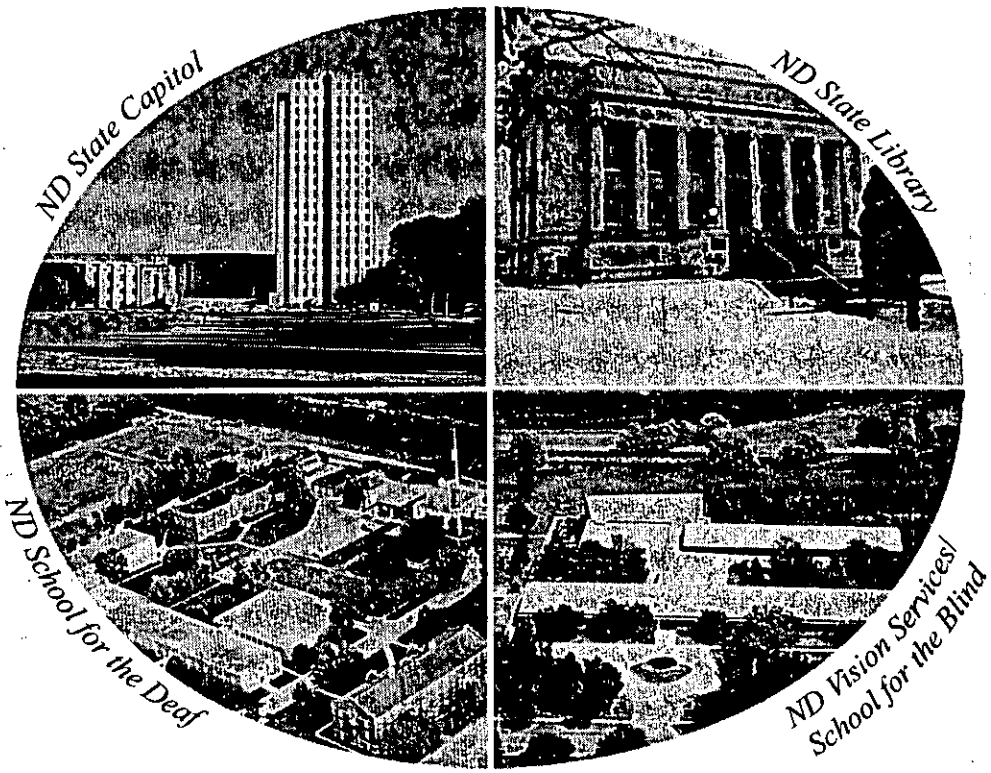
All students must be ready to learn.	All students must be prepared for post-secondary education and/or work.	Schools must partner with and support parents and communities.	A high quality education system must be accountable to the public.

SB 2013
February 21, 2007
Handout #1

North Dakota Department of Public Instruction

Dr. Wayne G. Sanstead
State Superintendent

Testimony to the House Appropriations Committee



February 21, 2007

600 E Boulevard Avenue, Dept. 201
Bismarck, ND 58505-0440
http://www.dpi.state.nd.us

TESTIMONY ON SB 2013
HOUSE APPROPRIATIONS COMMITTEE
WEDNESDAY, FEBRUARY 21, 2007

DEPARTMENT OF PUBLIC INSTRUCTION

AGENDA

Opening Remarks – *Dr. Wayne G. Sanstead*

Administrative Funding – *Bonnie Miller* ***Page 1***

Optional Adjustments (Part I) – *Bonnie Miller* ***Page 22***

Salary Equity Increase – *Irish Linnertz*
General Fund Operating Increase – *Bonnie Miller*
FTE for School Finance Unit – *Tom Decker*
Foundation Aid Re-Write – *Tracy Korsmo*
Standards-Based Assessments – *Greg Gallagher*
Application Replacement – DPI & ESPB – *Tracy Korsmo & Janet Welk*
Limited English Proficient Student Program Administration – *Bonnie Miller*

Demographics & School Organization Update – *Tom Decker* ***Page 34***

Special Education Services – *Bob Rutten* ***Page 43***

Optional Adjustments (Part II) – *Bonnie Miller* **Page 30**

Governor's School – *Lonnie Hass*
Teacher Center Network – *Marty Odermann-Gardner*
ND LEAD Consortium – *Doug Johnson*
Northern Plains Writing Project – *Dr. Robert Kibler*

School for the Deaf – *Dennis Fogelson & Eric Lysne*

Vision Services/School for the Blind – *Carmen Grove Suminski & Tami Purcell*

State Library – *Doris Ott & Cindy Larson*

Department of Public Instruction (201)
Overview Presentation to the House Appropriations Committee
February 21, 2007

		1	2	3	4	5		6	
		2005-2007 LEGISLATIVE APPROPRIATION	2005-2007 ESTIMATED EXPENDITURES	2005-2007 EXPENDITURES TO APPROPRIATION VARIANCE	2007-2009 EXECUTIVE RECOMMENDATION	2007-2009 RECOMMENDATION TO 2005-2007 APPROPRIATION VARIANCE		2007-2009 SENATE VERSION	
1	**FTE Employees**	92.75	92.75	0	98.25	5.5	1	94.75	
	Operations:								
2	Salaries & Wages	$10,056,952	$10,056,952	$0	$11,811,194	$1,754,242	2	$11,407,054	
3	Operating Expenses	$14,892,308	$14,892,308	$0	$21,088,294	$6,195,986	3	$20,968,294	a
4	Capital Assets	$0	$0	$0	$0	$0		$0	
5	**Total**	**$24,949,260**	**$24,949,260**	**$0**	**$32,899,488**	**$7,950,228**		**$32,375,348**	
	Funding Sources:								
6	General Fund	$5,407,585	$5,407,585	$0	$7,308,730	$1,901,145		$7,188,730	
7	Federal Funds	$17,666,412	$17,666,412	$0	$24,514,702	$6,848,290		$24,110,562	
8	Other Funds	$1,875,261	$1,875,261	$0	$1,076,056	($799,205)		$1,076,056	
	Grants:								
	State								
9	Foundation Aid & Transportation	$517,553,759	$517,553,759	$0	$647,965,879	$130,412,120	4	$649,965,879	b
10	Revenue Supplement	$5,000,000	$5,000,000	$0	$0	($5,000,000)	5	$0	
11	Special Education	$52,500,000	$52,500,000	$0	$17,500,000	($35,000,000)	6	$17,500,000	
12	Transportation	$0	$0	$0	$33,500,000	$33,500,000	7	$33,500,000	
13	Governor's School	$270,000	$270,000	$0	$270,000	$0		$320,000	c
14	LEAD Consortium	$235,000	$235,000	$0	$235,000	$0		$245,000	c
15	Teacher Center Network	$230,000	$230,000	$0	$230,000	$0		$276,000	c
16	FINDET	$33,117	$33,117	$0	$33,117	$0		$33,117	
17	Adult Education Matching Funds	$1,055,000	$1,055,000	$0	$1,055,000	$0		$1,055,000	
18	School Lunch Matching Funds	$1,080,000	$1,080,000	$0	$1,080,000	$0		$1,080,000	
19	North Dakota Museum of Art	$250,000	$250,000	$0	$250,000	$0		$295,000	c
20	Northern Plains Writing Project	$48,000	$48,000	$0	$48,000	$0		$58,000	c
21	Red River Writing Project	$40,000	$40,000	$0	$40,000	$0		$50,000	c
22	**Total**	**$578,294,876**	**$578,294,876**	**$0**	**$702,206,996**	**$123,912,120**		**$704,377,996**	
23	**Federal**	**$204,517,966**	**$204,517,966**	**$0**	**$224,049,689**	**$19,531,723**		**$224,049,689**	

Department of Public Instruction (201)
Overview Presentation to the House Appropriations Committee
February 21, 2007

		1	2	3	4	5		6	
		2005-2007 LEGISLATIVE APPROPRIATION	2005-2007 ESTIMATED EXPENDITURES	2005-2007 EXPENDITURES TO APPROPRIATION VARIANCE	2007-2009 EXECUTIVE RECOMMENDATION	2007-2009 RECOMMENDATION TO 2005-2007 APPROPRIATION VARIANCE		2007-2009 SENATE VERSION	
	Other								
24	Tuition Apportionment	$71,600,000	$71,600,000	$0	$76,200,000	$4,600,000	8	$76,200,000	b
25	Displaced Homemakers	$240,000	$240,000	$0	$240,000	$0		$240,000	
26	**Total**	**$71,840,000**	**$71,840,000**	**$0**	**$76,440,000**	**$4,600,000**		**$76,440,000**	
	Funding Sources:								
27	General Fund	$578,294,876	$578,294,876	$0	$702,276,996	$123,982,120		$704,447,996	
28	Federal Funds	$204,517,966	$204,517,966	$0	$224,049,689	$19,531,723		$224,049,689	
29	Other Funds	$71,840,000	$71,840,000	$0	$76,440,000	$4,600,000		$76,440,000	
	Special Line Items:								
30	Teacher Compensation	$50,912,120	$50,912,120	$0	$0	($50,912,120)	9	$0	
31	JPA Incentives	$1,000,000	$1,000,000	$0	$2,000,000	$1,000,000	10	$0	
32	Reorganization Bonuses	$759,000	$759,000	$0	$0	($759,000)	11	$0	
33	National Board Certification (ESPB)	$40,000	$40,000	$0	$40,000	$0		$40,000	
34	Data Envelopment Analysis	$30,000	$30,000	$0	$30,000	$0		$30,000	
35	**Total**	**$52,741,120**	**$52,741,120**	**$0**	**$2,070,000**	**($50,671,120)**		**$70,000**	
	Funding Sources:								
36	General Fund	$52,741,120	$52,741,120	$0	$2,070,000	($50,671,120)		$70,000	
37	Federal Funds	$0	$0	$0	$0	$0		$0	
38	Other Funds	$0	$0	$0	$0	$0		$0	
39	**Total**	**$932,343,222**	**$932,343,222**	**$0**	**$1,037,666,173**	**$105,322,951**		**$1,037,313,033**	
	Funding Sources:								
41	General Fund	$636,443,581	$636,443,581	$0	$711,585,726	$75,142,145		$711,636,726	
42	Federal Funds	$222,184,380	$222,184,380	$0	$248,564,391	$26,380,011		$248,160,251	
43	Other Funds	$73,715,261	$73,715,261	$0	$77,516,056	$3,800,795		$77,516,056	
44	**Total Funding Source**	**$932,343,222**	**$932,343,222**	**$0**	**$1,037,666,173**	**$105,322,951**		**$1,037,313,033**	

Column 3 - Variance between 2005-07 legislative appropriation and the 2005-05 estimated expenditures:
None - all appropriations are estimated to be expended

Column 5 - Variance between 2005-07 legislative appropriation and the 2007-09 recommendation:
1 DPI had amended the budget request to reduce the proposed FTEs. 2.0 FTEs are requested. See Budget Amendment page and FTE Request

Department of Public Instruction (201)
Overview Presentation to the House Appropriations Committee
February 21, 2007

	1	2	3	4	5	6
	2005-2007 LEGISLATIVE APPROPRIATION	2005-2007 ESTIMATED EXPENDITURES	2005-2007 EXPENDITURES TO APPROPRIATION VARIANCE	2007-2009 EXECUTIVE RECOMMENDATION	2007-2009 RECOMMENDATION TO 2005-2007 APPROPRIATION VARIANCE	2007-2009 SENATE VERSION

included in Executive Recommendation document.

2 Provides for salary for the requested FTE's and staff increases. This amount has been amended as a result of withdrawl of 3.5 FTE requests. See Amendment Page
3 Increase in operating provides for optional requests and an increase in federal program administrative funds. (See Optional Request Narrative for details.)
4 Increase in general funds for the proposed new state school aid program.
5 Included in the proposed new state school aid program.
6 Included in the proposed new state school aid program.
7 Increase in general funds as part of the new state school aid program.
8 Additional special funds available for tuition apportionment.
9 Included in the proposed new state school aid program.
10 Increase in general funds to be used for incentives to districts participating in Joint Powers Agreements.
11 Special Line item that was discontinued.

Senate Changes

a Operating line was reduced by $ 120,000. Operating was increased by $100,000 for Foundation aid rewrite, increased by $230,000 for ESPB/DPI teacher licensure rewrite, decreased by $450,000 for state assessment program for a net reduction of $120,000.
b The State Aid line on this spreadsheet does not include the Tuition Apportionment amount. When these two lines are added it equals the $ 726,165,879 in SB 2013
c These flow-thru grants were increased by the Senate.

201 - Department of Public Instruction - Request and Executive Recommendation Summary

	2003-05	2005-07	2007-09 Request	Inc/(Dec)	% Chg 05-07	2007-09 Rec	Inc/(Dec) from Request	% Chg Request	Inc/(Dec) from 2005-07	% Chg 05-07	Adjusting Entries 1 Tuition Increase	2 Operating	3 Finance FTE	4 School Aid Rewrite	5 At-Risk Kindergarten	6 School Aid Increase	7 Student Testing	8 DPI/ESPB Rewrite	9 Special Ed	10 Exec Recom 4% + 4%
MAJOR PROGRAMS																				
Admin and School Support	$567,010,147	$649,763,045	$759,624,392	$109,861,347	16.9%	$780,895,116	$21,270,724	2.8%	$131,132,071	20.2%	$4,600,000	$50,000	$120,724		3,000,000	$9,000,000		$500,000	4,000,000	
Educational Improvement	207,813,030	204,765,679	174,864,401	(29,901,278)	-14.6%	175,314,401	450,000	0.3%	(29,451,278)	-14.4%							450,000			
Ed. Support and Community Learning	69,561,084	77,814,498	79,938,336	2,123,838	2.7%	80,638,336	700,000	0.9%	2,823,838	3.6%		300,000		400,000						
TOTAL	$844,384,261	$932,343,222	$1,014,427,129	$82,083,907	8.8%	$1,036,847,853	$22,420,724	2.2%	$104,504,631	11.2%	$4,600,000	$350,000	$120,724	$400,000	$3,000,000	$9,000,000	$450,000	$500,000	$4,000,000	$818,320
LINE ITEMS																				
Salaries and Wages	$8,834,578	$10,056,952	$10,895,550	$838,598	8.3%	$10,992,874	$97,324	0.9%	$935,922	9.3%			$97,324							818,320
Operating Expenses	13,038,877	14,892,308	19,364,894	4,472,586	30.0%	21,088,294	1,723,400	8.9%	6,195,958	41.6%		350,000	23,400	400,000			450,000	500,000		
Capital Assets	14,271	0	0	0		0	0		0											
Grants - State School Aid	489,379,990	517,553,759	754,565,879	237,012,120	45.8%	775,165,879	20,600,000	2.7%	257,612,120	49.8%	4,600,000				3,000,000	9,000,000			4,000,000	
Grants - Tuition	69,272,576	71,600,000	0	(71,600,000)	-100.0%	0	0		(71,600,000)	-100.0%										
Grants - Special Education	49,898,217	52,500,000	0	(52,500,000)	-100.0%	0	0		(52,500,000)	-100.0%										
Grants - Revenue Supplement	5,000,000	5,000,000	0	(5,000,000)	-100.0%	0	0		(5,000,000)	-100.0%										
Grants - Other Grants	208,365,752	207,999,083	227,530,806	19,531,723	9.4%	227,530,806	0	0.0%	19,531,723	9.4%										
Grants - Teacher Compensation	0	50,912,120	0	(50,912,120)	-100.0%	0	0		(50,912,120)	-100.0%										
Reorganization Bonuses	500,000	759,000	0	(759,000)	-100.0%	0	0		(759,000)	-100.0%										
JPA Incentives	0	1,000,000	2,000,000	1,000,000	100.0%	2,000,000	0	0.0%	1,000,000	100.0%										
Transportation Efficiency	40,000	30,000	30,000	0	0.0%	30,000	0	0.0%	0	0.0%										
National Board Certification	40,000	40,000	40,000	0	0.0%	40,000	0	0.0%	0	0.0%										
TOTAL	$844,384,261	$932,343,222	$1,014,427,129	$82,083,907	8.8%	$1,036,847,853	$22,420,724	2.2%	$104,504,631	11.2%	$4,600,000	$350,000	$120,724	$400,000	$3,000,000	$9,000,000	$450,000	$500,000	$4,000,000	$818,320
FUNDING SOURCES																				
General	$552,964,025	$636,443,587	$693,519,878	$57,076,291	9.0%	$711,340,602	$17,820,724	2.6%	$74,897,015	11.8%		$350,000	$120,724	$400,000	$3,000,000	$9,000,000	$450,000	500,000	4,000,000	245,124
Federal	220,522,493	222,184,374	247,991,694	25,807,320	11.6%	247,991,694	0	0.0%	25,807,320	11.6%										572,697
Special	70,897,743	73,715,261	72,915,557	(799,704)	-1.1%	77,515,557	4,600,000	6.3%	3,800,296	5.2%	4,600,000									499
TOTAL	$844,384,261	$932,343,222	$1,014,427,129	$82,083,907	8.8%	$1,036,847,853	$22,420,724	2.2%	$104,504,631	11.2%	$4,600,000	$350,000	$120,724	$400,000	$3,000,000	$9,000,000	$450,000	$500,000	$4,000,000	$818,320
FTE	95.25	92.75	97.25	4.50	4.9%	98.25	1.00	1.0%	6.50	5.9%			1.00							

RECOMMENDATIONS:

1. State School Aid - Tuition fund increase not included in the Commission on Education Improvement recommendation.
2. General funds for operating - Increase to offset reductions incurred in prior bienniums. Inflationary increases and increased IT costs have resulted in a shortfall.
3. School finance FTE - Additional FTE to provide assistance to the Assistant Director and provide some depth of knowledge in the school finance program.
4. School aid IT rewrite - Necessary to accommodate new funding model
5. At-risk kindergarten - As an optional priority, the Commission recommends $3 million to support full-day kindergarten for at-risk students.
6. The Commission's first optional priority is to add $5 million to the formula payments to reduce the number of schools subject to the minimum hold harmless payments.
7. Student testing - DPI is required to add grade levels and subject areas to the NCLB testing. This was done in the current biennium using accumulated federal funds. Future federal funds will not be adequate to support this required testing.
8. DPI/ESPB application - This is funding to rewrite a mainframe application. DPI is required to utilize this information collected by ESPB to determine state compliance with highly qualified teacher provisions of NCLB.
9. Special education increase - An additional $4 million is added for special education, $3 million for ADM payments and $1 million for contracts.

Department (201) Public Instruction
Budget Amendments

- An amendment to withdraw the request for 3.5 federal funded FTE's included in the 2007-09 budget. DPI anticipated receiving three additional federal grants. However, these grants did not become available. A listing of the FTE's to be withdrawn is included on Page 7 of the overview document.

- The withdrawal of 3.5 FTE's also requires an amendment to decrease the salary line by $404,140 in federal funds. This decrease results in a total salary request of $11,407,054.

- An amendment to increase the federal appropriation authority on the Grants – Other Grants line of the 2005-07 budget.

The 59th Legislative Assembly appropriated $204,548,094 to provide federal grants to North Dakota school districts. However, based on current fiscal projections of spending by the school districts, an additional $20,000,000 in authority to spend existing federal funds is necessary for the purpose of providing grants for the period ending June 30, 2007.

Although the total amount of grant funds available to each of the school districts in any fiscal year is known, it is extremely difficult to estimate how much will be spent given that the "Tydings Amendment" allows any funds that are not obligated at the end of the federal funding period (i.e., 15 months) to remain available for obligation for an additional period of 12 months.

- An amendment to increase the federal appropriation authority on the Operating Expenses line of the 2005-07 budget.

The 59th Legislative Assembly appropriated $10,803,003 for federal operating expenditures. However, based on current fiscal projections of spending an additional $2,000,000 in authority to spend existing federal funds is necessary for operating expenses for the period ending June 30, 2007.

DPI understated the federal expenditures when preparing the 2005-07 budget request. In addition, federal regulations allow dollars provided to DPI for technical assistance to be granted to school districts. The districts then use those funds for professional development. Although the dollars go to the districts in the form of grants, the resulting expenditures go against the operating expense appropriation.

Department of Public Instruction (201)
FTE Requests included in the Executive Recommendation

1 Primary/Secondary Education Programs Director
Special Education Personnel Development Grant
(FTE was previously approved by Emergency Commission on 11/27/06)

Critical Job Functions Include:
40% Plan and implement grant goals and activities
20% Provide statewide coordination of personnel development activities
20% Monitor schools for compliance with federal and state laws relevant to the grant
20% Provide technical assistance and training to school administrators, teachers, DPI staff and the community regarding programs and services

1 Research Analyst III
School Finance Office – **General Funded**
(This FTE is included in the Executive Budget Recommendation)

Critical Job Functions Include:
30% Assistance in the administration of state aid to education, special ed, transportation, and state responsible student payments to school districts.
30% Managing teacher and school employee compensation and program data collection and reporting.
20% Development of charts, spreadsheets and other aids to present and analyze data
20% Plan and conduct studies and surveys to assist in forecasting changing trends, based on demographic data.

Department of Public Instruction (201)
FTE Requests Withdrawn from Budget Request

1 Primary/Secondary Education Program Coordinator
Character Education Grant

Critical Job Functions Include:
50% Plan, coordinate and implement federal grant programs
20% Allocate and administer program funds, including grant awards to districts
20% Plan, conduct monitoring reviews, provide technical assistance
10% Write grant requests and funding proposals

1 Primary/Secondary Education Program Coordinator
Title I Math Program Grant

Critical Job Functions Include:
50% Plan, coordinate and implement federal grant programs
20% Allocate and administer program funds, including grant awards to districts
20% Plan, conduct monitoring reviews, provide technical assistance
10% Write grant requests and funding proposals

.5 Administrative Assistant I
Character Education Grant

Critical Job Functions Include:
20% Meeting planning and coordination
15% Agenda preparation, record minutes
15% Screen documents for accuracy and to verify data
50% Provide general office support

1 Education Information Process Analyst
Management Information Systems, EDEN Grant

Critical Job Functions Include:
60% Re-engineering of data collection, reporting and dissemination processes to enable efficient collection & sharing of information within and among federal, state, and local education agencies.
30% Collaborate with units within the department to design and plan for automated data processing development.
10% Develop and issue guidelines & provide technical assistance and direction in the collection, analysis, and dissemination of program services statistical data.

Current FTEs
December 2006

Superintendent

2.0 The Superintendent and an executive assistant are included in the FTE count. The Superintendent is responsible for constitutional boards and functions, and the administration of the ND School for the Deaf, ND Division of Vision Services, and the State Library.

Human Resources

3.75 Staff are responsible for human resource administration and internal operational functions, including: reception duties, internal mail distribution, and payroll and employee benefit administration.

Fiscal Management

1.0 Full time director supervises all operational activities, including fiscal, grants management, printing, mail, receptionist, human resources, business communications, and procurement.
4.0 Fiscal Management personnel are responsible for management of general administrative and fiscal functions, including the preparation and submission of the biennial budget, internal accounting, preparation of financial statements and various fiscal reports; purchasing, 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.
3.5 Grants Management positions, previously assigned to Special Ed, Child Nutrition, and Federal Title programs have been reorganized into the fiscal unit.
1.0 The purchasing agent, previously assigned to office services in the HR unit, has been reassigned to the fiscal office.
.75 Business Communications Specialist provides quality control for multi-media communications, web documents, and the design and format of documents within stated guidelines.

School Finance and Organization

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; provide technical support and assistance on open enrollment; supervise the school bus transportation program; approve school construction and manage school construction loan programs; provide administrative support to the State Board for Public School Education; and collect and report teacher compensation data. This unit now rolls into the General Management budget.

Title I

10.0 This unit provides financial assistance to state and local educational agencies to meet the needs of 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.

Standards and Achievement

8.25 Standards and Achievement personnel are responsible for the overall administration of the department's school improvement efforts; administration of Title VI and Title II grants to local districts to improve student achievement and provide professional development opportunities to teachers; the coordination of department conferences related to educational improvement; the development and design of statewide content standards and assessments; and the administration of "No Child Left Behind" federal legislation. Language acquisition and programs for immigration are also administered through this unit.
2.0 Staff members administer the statewide testing program and the new federal NAEP testing program.

School Approval and Accreditation

7.5 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; providing technical assistance to local education agencies regarding dual credit; and issuing credentials for administrators, counselors, library media, and driver education personnel. An assistant director was assigned to the unit to develop and implement a monitoring system. Education Technology was reassigned to Standards and Achievements.
1.0 Federal Monitor coordinates state and federal monitoring of SEIP programs.

Special Education

13.25 Staff members provide special education and related services needed to make a free, appropriate public education available to all eligible children with one or more of 13 specified disabilities. This also includes one additional assistant director to administer the new SPD Grant approved by the Emergency Commission on November 27, 2006.

Management Information Systems

9.0 Management Information Systems staff provides information technology and data management services to state and local agencies, school personnel, and legislators. This includes administration and support of the local area network, hardware and software, and remote connections with school systems and local agencies; training for users; and coordinates with the ND Information Technology Department. This unit also provides application development and consulting services.
4.0 Positions conduct research and provide data analysis services.

Adult Education and Community Learning

3.0 FTEs support the activities of Adult Education and Literacy, Even Start, 21st Century Learning Centers, and the Learn and Serve Grants. These grants support nine Even Start programs, fourteen 21st Century Learning Center community programs, one new Learn and Serve program, twenty GED testing sites and twenty-two adult learning centers.

Coordinated School Health

5.35 Staff members are responsible to help provide a safe and healthy learning environment for students and faculty.

Child Nutrition and Food Distribution

11.40 Child Nutrition and Food Distribution personnel are responsible for the administration of 8 USDA child nutrition programs, nutrition education and training programs, and commodity assistance for schools, institutions, and low-income individuals.

DEPARTMENT OF PUBLIC INSTRUCTION

Federal Grant Information [1]

2007-2009 Executive Recommendation

Catalog #	Title	U.S. Dept.	Grants	Admin
10.553	School Breakfast	Agriculture	2,500,000	
10.555	National School Lunch Program	Agriculture	26,201,872	
10.556	Special Milk Program for Children	Agriculture	165,000	
10.558	Child & Adult Care Food Program	Agriculture	18,208,598	276,306
10.559	Summer Food Service for Children	Agriculture	1,335,000	55,000
10.560	State Administrative Expense for Child Nutrition	Agriculture		1,123,742
10.565	Commodity Supplemental Food Program	Agriculture	189,152	206,262
10.567	Food Distribution Program on Indian Reservations	Agriculture	1,179,457	304,305
10.568	Temporary Emergency Food Assistance	Agriculture	140,000	130,000
10.574	Team Nutrition Training Grant	Agriculture	200,000	142,817
17.267	Workforce Investment Act-Incentive Grants	Education	125,000	24,000
84.002	Adult Basic Education	Education	2,641,179	262,011
84.007	Title I, Part F Comprehensive School Reform	Education	1,365,926	72,858
84.010	Title I Basic Grants Improving the Academic Achievement of the Disadvantaged	Education	57,974,638	2,451,149
84.011	Title I Migrant Education	Education	480,280	185,813
84.013	Title I Neglected & Delinquent Children & Youth	Education	577,688	
84.025	Services for Children with Deaf - Blindness	Education	174,614	
84.027	Special Education - IDEA, Part B State Improvement Grant	Education	51,098,090 821,310	2,927,457
84.173	Special Education IDEA - Preschool Program	Education	1,558,708	324,643
84.185	Byrd Scholarship Program	Education	205,000	

Catalog #	Title	U.S. Dept.	Grants	Admin
84.186	Safe & Drug Free Schools & Community Service Grants	Education	3,411,322	258,480
84.196	Title I Education for Homeless Children	Education	150,000	150,000
84.213	Title I Even Start	Education	2,119,700	137,360
84.287	Title IV 21ST Century Community Learning Centers	Education	7,669,042	427,406
84.298	Title V Innovative Programs	Education	3,371,463	131,092
84.318	Title II D Enhancing Education Through Technology	Education	6,286,628	117,112
84.323A	State Personnel Development Grant *	Education	1,000,000	302,000
84.326	IDEA General Enhancement Grant	Education	283,572	
84.357	Reading First Grant	Education	4,739,204	875,992
84.358	Title VI Part B Rural and Low-Income Schools	Education	167,576	8,548
84.365	Title III English Language Acquisition	Education	650,000	301,246
84.367	Title II Part A Teacher and Principal Training and Recruiting	Education	26,455,968	556,195
84.369	Title VI Part A State Assessment Program	Education		6,935,041
99.003	Nat Coop Educational Statistics (NCES)	Education		64,122
93.576	Refugee Children School Impact Grant	HHS	306,000	51,562
93.938	School Health Programs	Center for Disease	1,269,796	576,863
94.004	Learn and Serve Grants	Education	27,906	
99.002	Miscellaneous Indirect Costs	Ed. & Ag.		2,010,912
		Total	**$225,049,689**	**$21,390,294**

[1] Estimated federal funding

* Approved by Emergency Commission on 11/27/06

DEPARTMENT OF PUBLIC INSTRUCTION
FEDERAL GRANTS TO SCHOOLS AND OTHER ENTITIES
DESCRIPTION OF PROGRAMS

CATALOG #	TITLE	US DEPT
10.550	Food Distribution – Food Donation Program	Agriculture

Commodities are available for distribution to qualifying agencies such as community action agencies, Indian reservations, charitable institutions, schools, and child and adult care centers. DPI distributes commodities in a one year period valued at approximately $6,000,000. USDA provides funding to DPI for storage and delivery of commodities to community action agencies and Indian reservations. 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. Participation is limited to agencies that serve children who do not have access to breakfast and lunch in school and to summer camps.

10.558	Child & Adult Care Food Program	Agriculture

Funds are available to eligible institutions to reimburse 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
10.565	Commodity Supplemental Food Program	Agriculture

Food distribution for individuals and households that meet income eligibility guidelines. This is a program that provides nutritious commodities to supplement other foods available to participants, primarily the elderly.

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.

10.574	Team Nutrition Training Grants	Agriculture

Funds are used to support the Child Nutrition Programs through training and technical assistance for foodservice, nutrition education for children and caregivers, and school and community support for healthy eating and physical activity. Team Nutrition's goal is to improve children's lifelong eating and physical activity habits.

17.267	Incentive Award Grants WIA	Education

Funding for eight projects through Adult Learning Centers to offer services to adults to enhance their employment outlook.

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 federal monies received, 5 percent is awarded to DPI and 95 percent is distributed to Adult Learning Centers. Method for allocation of funds is based on a competitive application process.

CATALOG #	TITLE	US DEPT
84.007	Title I, School Reform	Education

Funds are targeted to schools that need to substantially improve student achievement, particularly Title I schools. The program provides incentives to schools to develop or adopt comprehensive improvements based on research and effective practices.

84.010	Title I Basic Grants Improving the Academic Achievement of the Disadvantaged	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. Four percent of the state allocation must be set aside for schools that are identified as needing program improvement of which 95 percent is distributed to school districts and 5 percent may be used for administration. Five percent of the difference between the current and previous year's Title I allocations may be used for awards to schools and/or teachers. States are allowed to withhold 1 percent or a flat amount of $400,000 for states declared a small state minimum for administrative purposes. The remaining amount is distributed to local school districts. The method for allocating funds to school districts is based on free and reduced meal counts, foster count, and census data.

Also, funds are distributed to local school districts for neglected and delinquent students. The method for allocating funds for neglected students is based on free meal counts and enrollment. The method for allocating funds for delinquent students is based on a competitive application process.

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 funds received, 78 percent is distributed to school districts. The remaining 16 percent is for service agreements to provide health services to migrant students to participate in consortia that benefit the migrant students and to pay for a migrant database to count the migrant students that is required by the U.S. Department of Education. Six percent of the funds is for administration. The method for allocation of funds is a weighted formula based on the number of migrant students, needs of migrant students, statutory priority for service, and availability of other funds.

CATALOG #	TITLE	US DEPT
84.013	Title I 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. Funds are distributed to state agencies serving neglected and delinquent students. The method for allocation of funds is calculated by the U.S. Department of Education based on adjusted enrollment.

84.025	Services for Children with Deaf-Blindness	Education

Funds are intended for technical assistance and support projects for parents, families and service providers of children with deaf-blindness.

84.027A	Special Education Act IDEA-Part B – State Grants	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 in thirteen categories. In the most recent allocation, an amount equal to 92.5 percent of the total grant amount was distributed to special education units based on the federal formula. Allocations are made to special education units based on 75 percent of the amount received for FFY 1999 plus 85 percent of the remaining amount available for distribution based on the relative number of children enrolled in elementary and secondary schools within the special education unit. The remaining 15 percent is allocated on the number of children in the unit eligible for free and reduced meals.

84.173A	Special Education Act IDEA-Part B – 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 75 percent of the amount received for FFY 1997 plus 85 percent of the remaining amount available for distribution based on the relative number of children enrolled in elementary and secondary schools within the special education unit. The remaining 15 percent is allocated on the number of children in the unit eligible for free and reduced meals.

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 Part A Safe and Drug-Free Schools and Communities	Education

Funds are made available to LEA's to establish, operate, and improve local programs of school drug and violence prevention and early interventions 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 to foster a safe and drug-free learning environment that supports student academic achievement. Of the monies received, 4 percent is used at the state level for technical assistance, 3 percent is awarded to DPI for administration, and 93 percent is distributed to school districts. Method for allocation of funds is based on school enrollment and poverty levels as determined by Title I.

84.196	Title I Education for Homeless 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 sub grants 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, 50 percent is distributed to school districts, 25 percent is awarded to local shelters and agencies serving homeless children, and 25 percent is for administration. The method for allocation of funds is based on a competitive application process.

84.213	Title I Even Start	Education

Funds are available 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 helps 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, 94 percent is distributed to school districts, 3 percent is for technical assistance, and 3 percent is for administration. The method for allocation of funds is based on a competitive application process.

CATALOG #	TITLE	US DEPT
84.287	Title IV 21ST Century Community Learning Centers	Education

The 21st Century Community Learning Centers Program is to establish or expand community-learning centers that provide students with academic enrichment opportunities along with activities designed to complement the students' regular academic program. Community learning centers must also offer families of these students literacy and related educational development. Centers provide a range of high-quality services to support student learning and development, including tutoring and mentoring, homework help, academic enrichment (such as hands-on science or technology programs), and community service opportunities, as well as music, arts, sports, and cultural activities. Programs can be located in public elementary or secondary schools or other similarly accessible facilities. Centers must provide academic enrichment activities to students that attend high-poverty (at least 40 percent free or reduced lunch) or Title I schoolwide schools to help them meet state and local standards in core subjects especially reading and mathematics. At the same time, centers help working parents by providing a safe environment for students when school is not in session.

84.298	Title V Innovative Programs	Education

Funds are made available to assist local educational reform efforts that are consistent with and support statewide education reform efforts; to provide funding to implement promising educational reform programs and school improvement programs based on scientifically based research; to provide a continuing source of innovation and educational improvement, including support programs to provide library services and instructional and media materials; to meet the educational needs of all students, including at-risk youth; to develop and implement education programs to improve school, student, and teacher performance, including advancement of hiring and retention incentives; support for professional development activities; and reduction of class sizes. Of the monies received, 85 percent is distributed to school districts, 12.75 percent is for statewide education reform activities, and 2.25 percent is for administration. The method for allocation of funds is based on school enrollment, Title I low-income units, and geographic spar city.

84.318	Title II D Enhancing Education Through Technology	Education

Grants are provided to school districts to improve student academic achievement through the use of technology in elementary and secondary schools, to assist every student in becoming technologically literate by the end of 8th grade, and to encourage the effective integration of technology resources and systems with professional development and curriculum development to promote research-based instructional methods that can be widely replicated. Of the monies received, 95 percent is distributed to school districts, 2 percent is for statewide technical assistance programs, and 3 percent is for administration. Half of the amount available for school districts is distributed based on school enrollment and percentage of Title I allocations. The other half is distributed to school districts on a competitive application process.

CATALOG #	TITLE	US DEPT
84.323A	State Personnel Development Grant	Education

The State Personnel Development Grant will assist SEAs in reforming and improving their personnel preparation and professional development systems for teachers and related services personnel. North Dakota will develop and implement a personnel development program that addresses needs identified through baseline data in our ND State Performance Plan (SPP) and the ND Annual Performance Report (APR) as well as capturing data required under the Government Performance and Results Act (GPRA). North Dakota will utilize professional development activities to improve the knowledge and skills of special education teachers and speech language pathologists in ND.

84.326	IDEA General Enhancement	Education

The intent of this grant is to develop a model of consolidated/coordinated educational service improvement processes that result in more efficient and effective methods to ensure quality outcomes for infants, toddlers and youth with disabilities.

84.332	Title I Comprehensive School Reform	Education

This program was not funded in 2006-07, but there is still carryover to use up. Funds are awarded to school districts to provide financial incentives to develop comprehensive school reforms based upon scientifically based research and effective practices that include an emphasis on basic academics and parental involvement so that all children can meet challenging state academic content and achievement standards. Districts must complete an extensive application process and rigorous peer review. Of the monies received, 95 percent is allocated to schools and 5 percent is for administration. The method of allocation of funds is based on a competitive application process.

84.357	Title I, Reading First	Education

Funds are used to implement a core reading program within Grades K-3. This reading program includes instruction in the five essential reading components, assessing students' reading skills in the five essential components, and professional development on reading instruction for school staff. Services and subgrants are provided to local education agencies to ensure that all students know how to read well by the end of the third grade.

84.358	Title VI Part B Rural and Low-Income Schools	Education

Funds are provided to eligible school districts to address the needs of rural, low-income schools for teacher recruitment and retention, teacher professional development, educational technology, parental involvement, or authorized activities under Title IV Part A, Title I Part A, or Title III. Of these monies, 95 percent is distributed to school districts and 5 percent is for administration. The method of allocation is based on a competitive application process.

CATALOG #	TITLE	US DEPT
84.365	Title III English Language Acquisition	Education

Funds to improve the education of limited English proficient (LEP) children and youth by helping them learn English and meeting challenging state academic content and academic achievement standards. No Child Left Behind combined Emergency Immigrant and Bilingual programs under Improving America Schools Act into one program.

84.367	Title II Part A Teacher and Principal Training and Recruiting	Education

Funds are made available to school districts and state agencies for higher education to support class size reduction and professional development activities to increase student academic achievement through strategies such as, improving teacher and principal quality, increasing the number of highly qualified teachers in the classroom and high qualified principals and assistant principals in schools, and to hold local educational agencies and schools accountable for improvements in student academic achievement. Activities should provide sustained and intensive high-quality professional development that can help students achieve to high academic standards. Of the monies received, 95 percent is distributed to school districts, 2.5 percent is for higher education projects, 2.5 percent is for statewide projects, and 1 percent is for administration. The method for allocation of funds is based on the previous year's Title II Part A allocations and on school enrollment and Title I low-income units.

84.369	Title VI Part A State Assessment Program	Education

Funds are provided to the state to supplement the development and implementation of statewide assessments that advance the state's uniform accountability system, as required under the NCLBA. Appropriate activities supported with Title VI funds include the development and implementation of the following: state content standards; state achievement standards; state assessment replacement test items; state assessment validity studies; the expansion of the state assessment into grades 3-8 and 12 in math and reading/English language arts; the roll out of new science assessments; accountability reporting at the district and state level; and the analysis of student achievement and well being data. The state is to maintain its current funding commitments for the State Assessment and its supporting reports."

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.

CATALOG #	TITLE	US DEPT
93.938	School Health Programs	Center for Disease

The purpose of the Coordinated School Health Unit's agreement with Centers for Disease Control is to support the development and implementation of school health programs to prevent serious health problems for youth. Of the monies received, approximately 22 percent is distributed to Teacher Centers for providing statewide training programs. In addition, contractors are hired on a competitive application process to fulfill other objectives of this award.

94.004	Learn and Serve	Education

The purpose of this grant is to provide opportunity for students to get involved with their communities in a tangible way by integrating service projects with classroom learning.

DEPARTMENT (201) PUBLIC INSTRUCTION
OPTIONAL REQUEST SUMMARY

1	2	3	4	5	6	7	8	9
PRIORITY	OPTIONAL REQUEST	FTE CHANGE	2005-07 PRESENT BUDGET	2007-09 REQUESTED INCREASE	2007-09 TOTAL REQUESTED BUDGET	2007-09 EXECUTIVE RECOMMENDED INCREASE	2007-09 TOTAL EXECUTIVE RECOMMENDATION	2007-09 TOTAL SENATE VERSION
1	Salary Equity Increases	0.00	$0	$64,300	$64,300	$0	$0	$0
2	Increase in General Fund Operating	0.00	$2,221,336	$350,000	$2,571,336	$350,000	$2,571,336	$2,571,336
3	New FTE for School Finance Unit	1.00	$0	$120,724	$120,724	$120,724	$120,724	$120,724
4	Computer Application - Foundation Aid Rewrite	0.00	$0	$500,000	$500,000	$400,000	$400,000	$500,000
5	State Assessment Program	0.00	$1,217,928	$1,000,000	$2,217,928	$450,000	$1,667,928	$1,217,928
6	Application Replacement - DPI & ESPB	0.00	$0	$1,000,000 [1]	$1,000,000	$500,000	$500,000	$730,000
7	Limited English Proficient Student Program	0.00	$0	$40,000	$40,000	$0	$0	$0
	TOTAL GENERAL FUNDS	**1.00**	**$3,439,264**	**$3,075,024**	**$6,514,288**	**$1,820,724**	**$5,259,988**	**$5,139,988**

[1] A revised estimate indicates the costs are now $521,664 for DPI's system and $211,640 for the ESPB system for a total of $733,304.

Department of Public Instruction (201)
Optional Request Narratives
2007-2009 Biennial Budget Request

Salary Equity Increases
Priority 1

Hiring individuals for our education classifications continue to be our most difficult area of recruitment, especially positions that require a master's in education and 3-5 years of administrative experience. Because we are an education agency, we must compete with the same pool of candidates as do school districts. Not only are we not competitive with the regional market for educators, we are substantially behind in the area market and our salaries fall below the average state compensation ratio.

Another hard-to-fill area within state government is in the IT field. Because DPI is non-competitive in salary, we lost 3 IT positions, including our director, our research analyst and web developer.

Overall, in reviewing DPI's compensation ratio to other employees in state government with comparable years of experience, our salaries continue to fall, on average, 4 percent below other state employees in similar grades and positions.

Additionally, state salary ranges fall below the area market, yet state requirements for all levels of employment, require skills and abilities above those of the private sector.

Retention is of major concern – as is succession planning. From July 1 of 2005, through July 24, 2006, 19 positions were vacated. One staff member left due to a retirement, one received a buy out, 11 found other positions, and six individuals left their positions for internal promotions. We have experienced a continuous round of recruitment and training, both of which can be costly in areas of time and money and at the expense of efficiency.

Currently, major contributors to DPI management are eligible, or close to being eligible, to retire. These individuals contain the long term memory and history of North Dakota education. They are the individuals that legislators, schools and other educational constituents rely on for their knowledge and training. We need to provide valuable, long term employees, with incentives to remain and assist us in succession planning.

These are but a few reasons that we are requesting $64,300 in general fund monies and an additional increase of $137,000 (total of $201,300) to our salary appropriation line to address inequities, among both state employees and area markets. Federal dollars are available to fund equity adjustments for federal supported employees.

The Department is hereby requesting an additional $ 64,300.00 in General Fund money for the Salary Equity Increases.

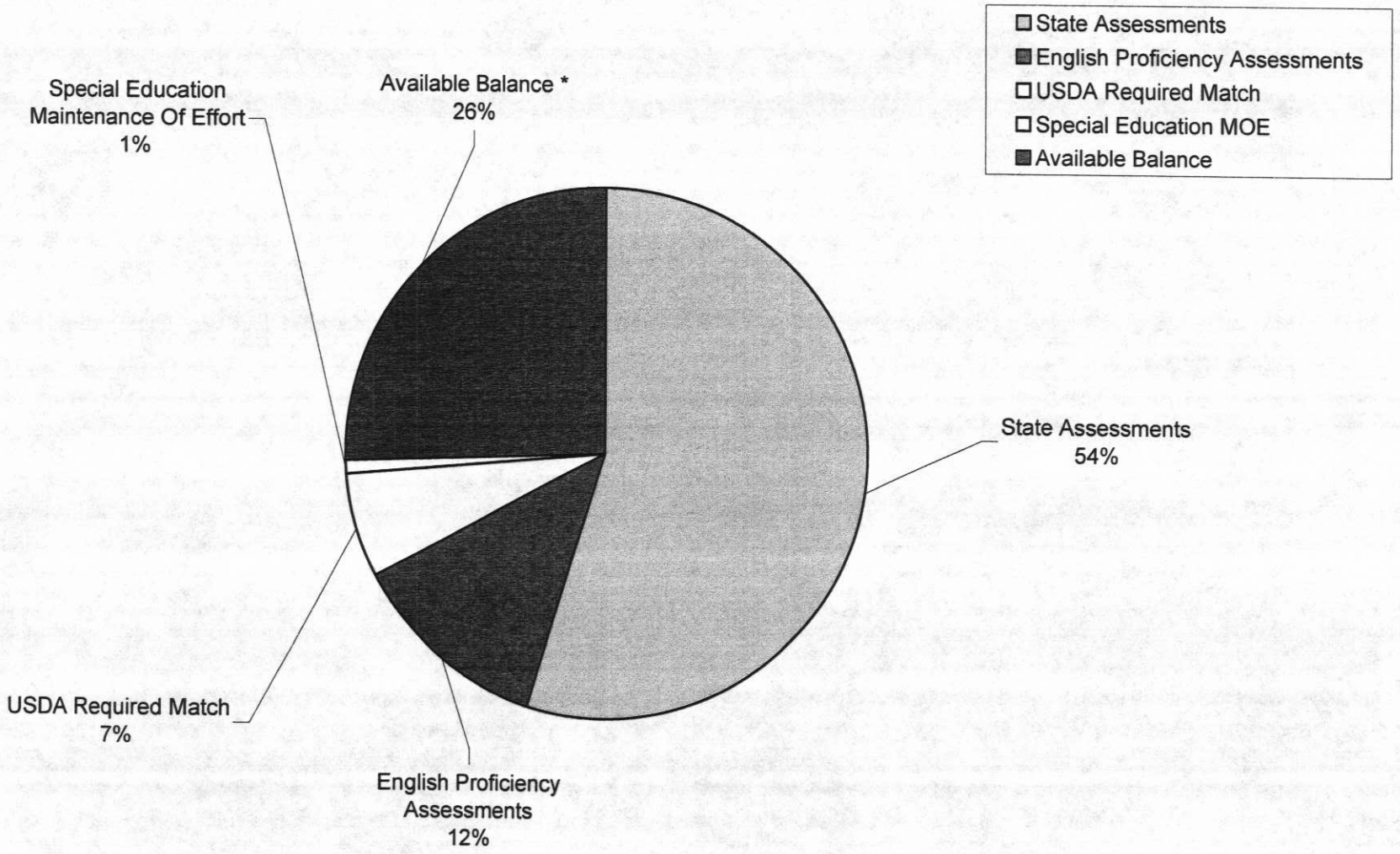
Increase in General Fund Operating
Priority 2

The 2005 Legislative Assembly reduced the department's operating budget by $275,000. This decrease in general funds severely limited the department's ability to pay its 2005-07 biennium monthly IT data processing charges which included Connect ND charges of $7,000 per month or $168,000 for the biennium. This reduction, along with an increase in the 2007-09 biennium IT charges, including a $1,500 per month or $36,000 for the biennium Connect ND charge necessitates an increase to the operating budget for IT Data Processing of $300,000.

In addition, other operating costs such as general supplies, paper and equipment have increased. We are requesting an additional $25,000 to account for these increased costs. There is also additional travel required of the Department's staff for the P16 Commission and the Commission on Education Improvement. The other area showing an increase is the non-employee travel line to reimburse county committee members for attending committee meetings. The significant increase is in the area of meetings for school district annexations, dissolutions, and reorganizations. These additional expenditures are expected to continue and in some areas increase into the new biennium so we are requesting an additional $25,000.

The Department hereby requests an additional <u>$350,000.00</u> in General Fund Money for the Operating Line.

DPI General Operating Fund Obligations 2007-09
Total Available $ 2,221,336.



* Available Balance is used for state expenditures including data processing, travel, phone, printing, postage, supplies, etc.

New FTE for School Finance Unit
Priority 3

The Finance & Organization unit is critically understaffed in the area of Foundation Aid Payments calculation and monitoring. Currently, the Assistant Director of the School Finance & Organization Unit is the only person who holds the knowledge to reliably structure programming etc. to send approximately $700,000,000 out to school districts and other entities each biennium. The recent discussions about Bird Flu Pandemic Planning drives home the point of how much of a problem we would have if the Assistant Director were suddenly out of the loop.

In addition, the Assistant Director has been spending increasing amounts of time on evenings and weekends just to get the basic work done. His job expectations are beyond 1 FTE. The additional work that the unit is doing related to JPA development, increasing numbers of the state responsible students and management of student ID's has made his job unmanageable. The additional FTE would provide backup for the Assistant Director's work plus allow the unit to handle the growing work load in a more satisfactory way. Additional data collection and management related to state responsible students and tuition reimbursements, school transportation, and JPA support, could and should be undertaken.

Also, there is a very real possibility that we will have a whole new foundation aid formula to implement after the 2007 session. The business of developing a new program to run it, get it debugged and answer endless questions from the field will require more help in the unit.

Finally, we need to plan for retirements and turnovers in the unit. We need to recruit and train personnel so the continuity of service can be maintained.

The Department hereby requests an additional $ 97,324.00 in Salary and an additional $ 23,400 in Operating for a total increase of $120,724.00 in General Fund money for a new FTE.

Computer Application Foundation Aid Re-Write
Priority 4

The Governor's Commission on Education Improvement has recommended changes in the funding formulas used by the State Aid Payment System (Foundation Aid) for K-12 education. Implementing the Commission's changes will require a rewrite of the existing 11 year old system (last updated in 1996 created in the early 1980's) now residing on the mainframe. Due to the age, complexity and legacy architecture it is not cost effective or a long term solution to update the existing system.

Today, Foundation Aid calculations are created through multiple processes, many of these manual and time consuming. Creating a new payment system with the ability to provide online services such as district access to financial reports, a new entitlement calculation system capable of meeting legislative changes to funding formulas in a cost effective and timely manner, and an online financial data collection system is required to meet the

Commission's recommended changes as well as provide a system needed by DPI, Legislators and Districts today. The new architecture will also allow for the addition of modules such as a Contracts system the can be affordably integrated into the new Foundation Aid system.

The new Foundation Aid system will modernize the current payment system allowing for better integration with the existing online reporting system used by school districts today. Moving this system to a modern architecture will allow for more cost effective maintenance and flexible reporting.

DPI anticipates that Foundation Aid will require a rewrite in a short period of time to accommodate the funding needed to distribute fall payments to districts. A phased implementation of this system will be used to meet this objective. Additional maintenance funding may be required to complete the system through the biennium as funding calculations currently change in the second year of the biennium. DPI has based its estimates on the Commission's funding formulas; the formulas passed by the legislature may affect the budget of this project depending on the complexity of the formulas.

The Department hereby requests an additional $ 500,000 in General Fund money to re-write the Foundation Aid Payment System.

State Assessment Program
Priority 5

We request an increase in our general fund budget for the 2007-09 biennium in the amount of $500,000 per year for maintenance of effort of our State Assessment Program (e.g. an increase in grades tested) and to advance writing (e.g. writing assessment development).

During the 2005-07 biennium, the state allocated $1.2 million dollars for the implementation of state assessments. If approved, this optional budget request would raise the 2005-07 allocation from $1.2 million dollars to $2.2 million dollars for the 2007-09 biennium.

The Department hereby requests an additional $ 1,000,000.00 in General Funds in for State Assessments.

Application Replacement – DPI & Education Standards & Practices Board (ESPB)
Priority 6

The Department of Public Instruction is requesting funding to complete the migration of its district, plant and personnel systems from the mainframe to a more modern architecture that will allow for technology enhancements such as increased district online services to replace existing paper reports.

Eight years ago DPI wrote an online data collection system called ORS and is now moving to a newer system called STARS (State Automated Reporting System) for the purpose of

reducing and consolidating the burden of data reporting by the districts and schools. STARS is a highly successful system for the collection of information, however has not been able to achieve its goal of a total migration from the mainframe due to other mainframe systems that require information from DPI and mainframe data that DPI requires from the Education Standards and Practices Board (ESPB).

Today DPI transfers personnel, district and school information from STARS to the mainframe. The data is being stored, maintained and generates reports from the mainframe instead of STARS largely due to the need to share information with ESPB and Foundation Aid. This is a costly duplication of data for DPI to maintain; additionally, state and federal reporting demands for this data are costly to extract and report from the mainframe environment.

ESPB is committed to rewriting their system in conjunction with DPI and migrating from the mainframe as their own requirements demand the need for a modern technology capable of expanding initiatives such as imaging. Due to the data dependency ESPB and DPI share, there is a great need to coordinate migration from the mainframe. This would allow DPI and ESPB to share data in modern relational database systems that integrate required data sharing without duplicating information collected from schools. If DPI or ESPB migrate independently of each other this would result in costly data interfaces, high demand on programming staff and the potential of requiring duplicate data collections.

DPI and ESPB are reliant on diminishing legacy mainframe programmers to maintain data, produce reports and extract data. As the demand for this data increases as required by state and federal entities, it is becoming increasingly expensive and difficult to maintain the mainframe system to accommodate these requests. By moving these systems from the mainframe to modern databases and languages, DPI and ESPB will more cost effectively collect and report educational data as well as provide enhanced online services to districts, schools and teachers. Moving to relational systems will allow DPI and ESPB to align and contribute their data to the priorities of the P16 Education Task Force and the Governors Commission on Education Improvement of producing statewide longitudinal data systems for data driven decision making in ND.

The Department hereby requests an additional $ 521,664.00 in General Fund money for School Approval & Accreditation to re-write the shared computer system.

Administration of Limited English Proficient Student Program
***Priority** 7*

Title III, Part A - English Language Acquisition

The legislature appropriated $650,000 to be distributed equally each year of the biennium for school districts in North Dakota with students who are limited in English language proficiency because of non-English language backgrounds.

The state superintendent establishes general state policy and responsibilities of school districts, appoints a state advisory board, establishes standards, ensures service, and assists school districts with the development of programs for English language learners. Because no administrative funds are appropriated, department staff charge their time to the Title III, Part A – English Language Acquisition program.

The question of whether Title III federal funds could be used to pay for work that was focused on state funded Bilingual/English Language Acquisition program was raised during a U.S. Department of Education monitoring visit.

The monitoring report references OMB Circular A-87 which states personnel costs charged to a federal grant must be reasonable, necessary, and allocable. Thus, if an employee of a state only works part time on a grant, for example 50%, then no more than 50% of his/her salary can be charged to that grant. Only employees that work full time on Title III activities can have their full salary charged to the Title III program.

The monitoring report recommends the state carefully document all personnel time allocations to insure that time charges for Title III are directly related to Title III work only. Thus, the department request $40,000 to be used to support the state English Language Learner Program administrative functions. Additional Salary of $29,260.00 and Operating costs of $ 10,740.00.

The Department hereby requests an additional $ 29,260.00 for Salary and an additional $ 10,740.00 for Operating for a total increase of $ 40,000.00 in General Fund Money for Administration of Limited English Proficient Students Program.

DEPARTMENT (201) PUBLIC INSTRUCTION
OPTIONAL REQUEST SUMMARY

	1	2	3	4	5	6	7	8
	OPTIONAL REQUEST	FTE CHANGE	2005-07 PRESENT BUDGET	2007-09 REQUESTED INCREASE	2007-09 TOTAL REQUESTED BUDGET	2007-09 EXECUTIVE RECOMMENDED INCREASE	2007-09 INCREASE FROM EXECUTIVE BUDGET	2007-09 TOTAL SENATE VERSION
1	North Dakota Governor's School	0.00	$270,000	$90,000	$360,000	$0	$50,000	$320,000
2	North Dakota Teacher Center Network	0.00	$230,000	$46,000	$276,000	$0	$46,000	$276,000
3	North Dakota LEAD Center	0.00	$235,000	$5,000 [1]	$240,000	$0	$10,000	$245,000
4	Northern Plains Writing Project	0.00	$48,000	$10,000	$58,000	$0	$10,000	$58,000
5	**TOTAL GENERAL FUND**	**0.00**	**$783,000**	**$151,000**	**$934,000**	**$0**	**$116,000**	**$899,000**
6	Red River Valley Writing Project	0.00	$40,000	0.00	$40,000	0.00	$10,000	$50,000
7	North Dakota Museum of Art	0.00	$250,000	0.00	$250,000	0.00	$45,000	$295,000
8	**TOTAL GENERAL FUND**	**0.00**	**$1,073,000**	**$151,000**	**$1,224,000**	**0.00**	**$171,000**	**$1,244,000**

[1] The North Dakota LEAD Center submitted a request for a $5,000 funding increase but did not identify that amount as an annual increase. Thus, the biennial funding request was understated by $5,000. The total amount requested is $10,000.

North Dakota Governor's School Program

Governor's School for the Arts

The aim is to continue the Governor's School for the Arts in succeeding years and have it be supported by the state Legislature. As in the other Governor's Schools, 20 students are to be admitted to the Governor's School for the Arts based on recommendations of instructors, personal essays and recommendations of a review committee. The school will run for six weeks, concurrent with the science, mathematics and business school sessions. The first five weeks will consist of classes, rehearsals and work sessions. During the final week, the students will tour a theatrical production throughout the state.

Three faculty members will serve both as instructors and as part of the creative team on the final production. During the fifth week of the Governor's School, performing arts students will work intensively on their production on the NDSU campus. Touring of sites in rural North Dakota will begin the weekend between the fifth and sixth weeks of the school, and culminate in performances for the other Governor's School participants and family members at NDSU.

Every other year the school will change its focus to visual arts alone. Students will immerse themselves in different medium such as printmaking, drawing, sculpting, and visual graphics. The outcome of these concentrations will be to do public displays at gallery locations and perhaps at local shopping malls.

We also will do a mini experience of bringing students on campus for a period of 2-5 days to open the opportunity of them attending the following year.

Our increase over the last request is $55,000 for the biennium, to cover increases in travel and supplies for the School for the Arts.

Governor's School in Business, Mathematics and Science

Every effort is being made to enhance the quality of the Governor's Schools. We need to compensate the science mentors for the first time. We will compensate them by an amount of 20 X 250 = $5000 per year

Also our outreach to area schools needs to increase. Recruiting of new students and the continued educational support of the students in the year after attending Governor's School. The students should continue to interact with each other in the academic program that they experienced; we will create an intern position to work with pre and post students.

Cost of Stipend and Tuition for intern - $10,000 per year

Increase in Transportation, personnel, materials, etc. - $2500.00 per year

Additional amount of $35,000 for the biennium for Business, Mathematics and Science.

North Dakota Governor's School Program hereby requests an additional $ 90.000.00 in General Fund Money.

North Dakota Teacher Center Network

The Teacher Center Network (TCN) is requesting a 20% increase in funding ($46,000). As districts consolidate and cooperate with JPA's, the Teacher Center's play a critical role in providing coordinated services by way of supplementary classroom material and curriculum distribution. Another critical area includes the provision of professional development opportunities to meet individual district and JPA priorities to provide increased opportunities for teachers to maintain their highly qualified status. Lastly, increased funds would benefit technology needs as the existing Centers would benefit from upgraded computers and library related equipment which can better serve educators (i.e., change VHS materials to CD's and DVD's). For some teacher centers, funds would be used to extend the hours of the centers, and allow Directors to visit member schools regarding curricular, program, activity and professional development needs.

The North Dakota Teacher Center Network hereby requests an additional $ 46,000.00 in General Fund Money.

North Dakota LEAD Center

The ND LEAD Center provides valuable professional development programs and services to school districts and works with the universities to help identify and develop school leaders. The LEAD Center's latest efforts involve high school reform, particularly increasing academic rigor in high schools. In addition, LEAD continues to work with administrators and teachers to address the challenges of No Child Left Behind. The justification for the increase is simply to adjust for increased operating costs.

The North Dakota LEAD Center thereby requests an additional **$ 5,000.00** in General Fund Money.

At the time of the budget submission, there was a miscommunication. As a result, the North Dakota LEAD Center will be requesting an additional $ 5,000.00 for a total increase of $ 10,000.00 for the 2007-09 Biennium.

Northern Plains Writing Project – Minot State University

The Northern Plains Writing Project (NPWP) is requesting a $10,000.00 biennial budget increase in General Fund money. The present projects are helping serve the needs of North Dakota educators and students, but more funding would allow us to increase and strengthen our current statewide efforts, appropriately fund recent initiatives, and afford us the means to research and develop new ones that well ought to be brought to life for our educators, for our students, and for the good of the state overall.

Since its new beginning in 2003-2004, the NPWR has served scores of teachers and hundreds of students across ND. Over the course of the last three years, NPWP Planning Team Members have offered In-Service workshops to scores, even hundreds of state educators. Likewise, NPWP Planning Team Members have envisioned, planned and enacted several learning activities specifically dedicated to helping students improve their writing and critical thinking skills. There are also new initiatives underway that will benefit from increased funding. We have also established contact with teachers and administrators in New Town in hopes of developing a branch site. If this branch site gets underway, we are eligible for additional federal funds but these must be matched 1:1 with state and university funding.

The NPWP hereby requests an additional $ 10,000.00 in General Fund Money.

Enrollment Projections By District Type

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION
OFFICE OF MANAGEMENT INFORMATION SYSTEMS
(12/28/2005)

Run Date: 12/27/2006

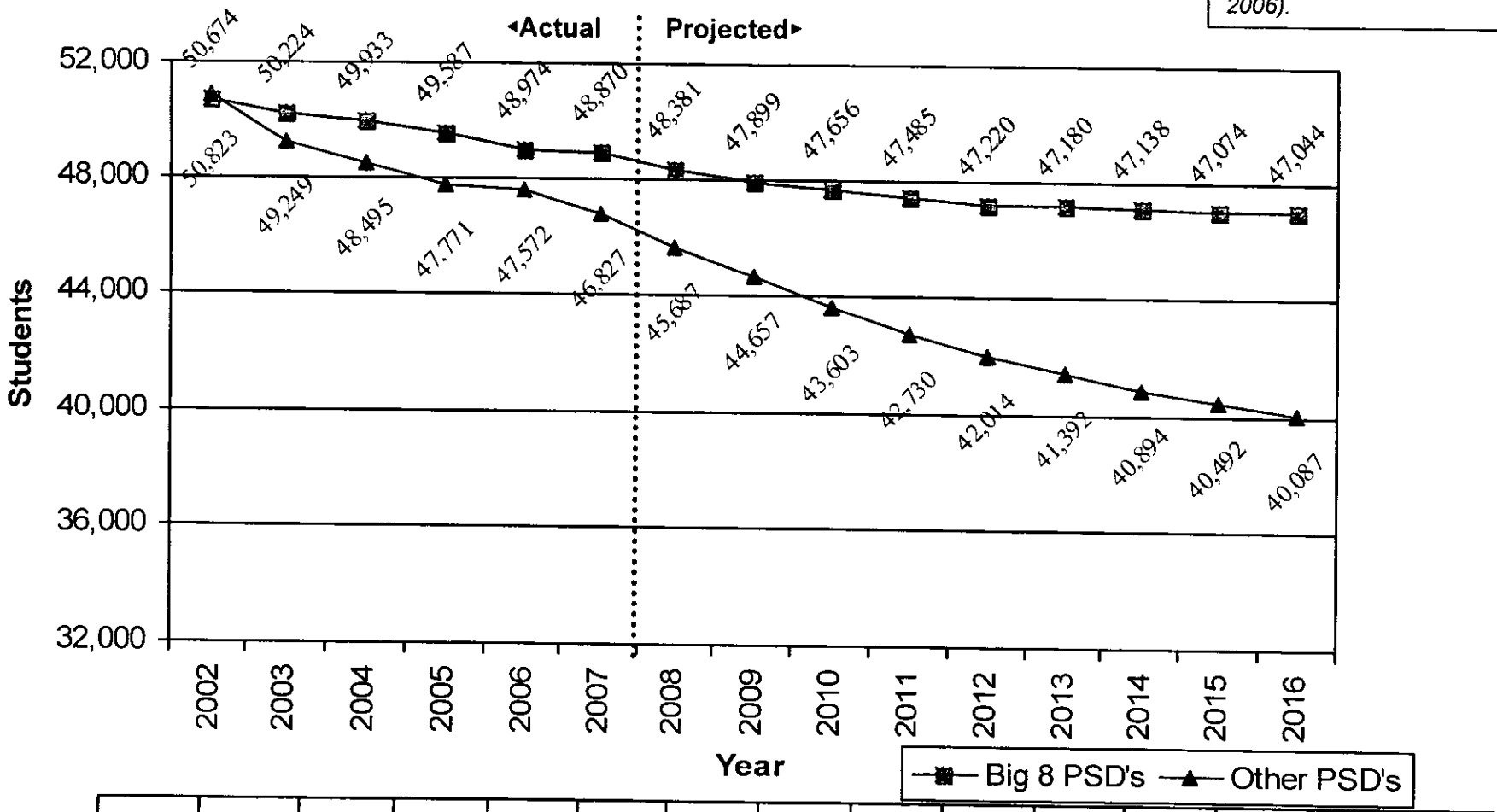
District Type Public

Year	EnrK	Enr1	Enr2	Enr3	Enr4	Enr5	Enr6	Enr7	Enr8	Enr9	Enr10	Enr11	Enr12	Public Total
2000	7,234	7,619	7,519	7,599	7,735	7,920	8,073	8,139	8,553	9,102	8,821	8,914	8,765	105,993
2001	6,812	7,311	7,305	7,375	7,568	7,701	7,811	8,136	8,124	8,742	8,871	8,499	8,612	102,867
2002	6,810	6,949	7,047	7,379	7,475	7,583	7,703	8,115	8,204	8,568	8,701	8,656	8,307	101,497
2003	6,803	6,975	6,798	6,984	7,303	7,503	7,574	7,903	8,078	8,599	8,312	8,311	8,330	99,473
2004	6,734	6,979	6,873	6,851	7,040	7,401	7,614	7,826	7,989	8,589	8,361	8,143	8,028	98,428
2005	6,517	6,988	6,831	6,918	6,913	7,191	7,576	7,865	7,933	8,364	8,336	8,009	7,917	97,358
2006	6,515	6,865	6,878	6,881	6,976	7,033	7,267	7,829	7,944	8,404	8,183	7,952	7,819	96,546
2007	6,629	6,717	6,761	6,921	6,940	7,012	7,130	7,465	7,868	8,281	8,189	7,968	7,816	95,697
2008	6,569	6,783	6,600	6,763	6,929	7,012	7,066	7,306	7,470	8,170	7,922	7,773	7,705	94,068
2009	6,497	6,777	6,675	6,595	6,746	6,998	7,044	7,219	7,312	7,735	7,861	7,559	7,538	92,556
2010	6,431	6,742	6,678	6,683	6,586	6,815	7,038	7,200	7,227	7,578	7,458	7,498	7,325	91,259
2011	6,371	6,695	6,649	6,695	6,674	6,653	6,865	7,197	7,207	7,516	7,313	7,117	7,263	90,215
2012	6,317	6,646	6,607	6,673	6,689	6,748	6,696	7,022	7,217	7,484	7,258	6,985	6,892	89,234
2013	6,268	6,598	6,563	6,638	6,671	6,766	6,801	6,852	7,041	7,458	7,215	6,931	6,770	88,572
2014	6,224	6,554	6,520	6,600	6,640	6,751	6,827	6,958	6,877	7,276	7,208	6,876	6,721	88,032
2015	6,185	6,514	6,480	6,562	6,606	6,722	6,819	6,986	6,990	7,116	7,030	6,888	6,668	87,566
2016	6,150	6,478	6,443	6,528	6,572	6,690	6,796	6,978	7,023	7,213	6,870	6,716	6,673	87,131
2017	6,119	6,446	6,411	6,497	6,542	6,659	6,769	6,957	7,020	7,232	6,971	6,560	6,505	86,688
2018	6,092	6,419	6,383	6,470	6,516	6,630	6,742	6,932	7,003	7,217	6,995	6,662	6,345	86,406

ND Public K-12 Enrollment: Actual & Projected

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION
OFFICE OF SCHOOL FINANCE AND ORGANIZATION

Big 8 PSD's: *Fargo, Bismarck, Grand Forks, Minot, West Fargo, Mandan, Dickinson, and Jamestown Public School Districts (as of 2006).*

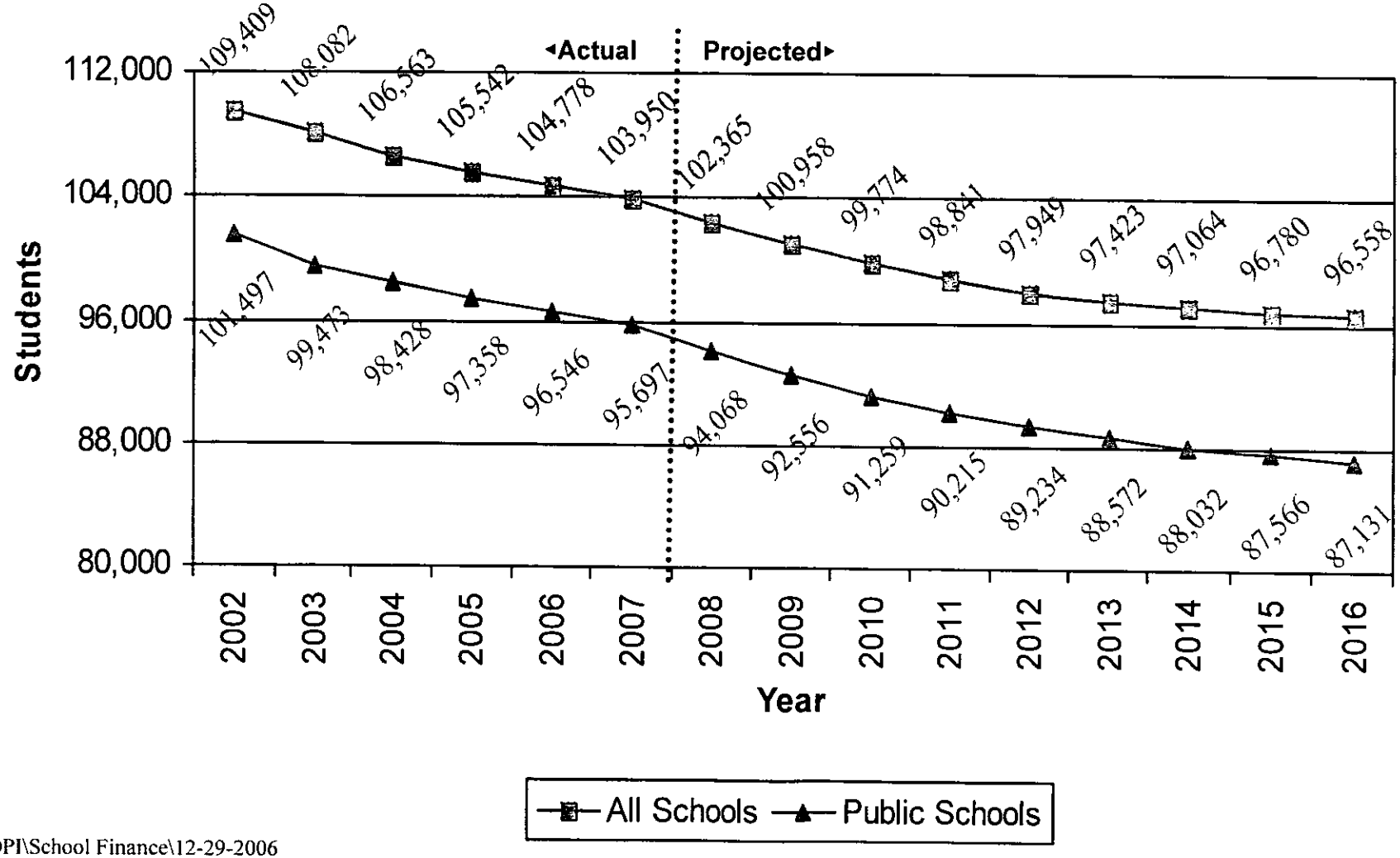


	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Total Enrollment	102,229	100,165	99,068	97,983	97,079	95,388	93,803	92,285	90,817	89,540	88,309	87,396	86,627	85,837	85,087

NDDPI\School Finance\12-29-2006

ND K-12 Enrollment: Actual & Projected

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION
OFFICE OF SCHOOL FINANCE AND ORGANIZATION



NDDPI\School Finance\12-29-2006

Public School Enrollment Count by District (Final @ 12/01/2006)

Sum of K12 Enr	SchoolYear								
DName	1999	2000	2001	2002	2003	2004	2005	2006	2007
01013 Hettinger 13	472	453	406	385	364	355	347	336	312
02002 Valley City 2	1,302	1,285	1,260	1,221	1,211	1,205	1,176	1,136	1,094
02013 Oriska 13	105	95	61	72	68	-	-	-	-
02046 Litchville-Marion 46	-	-	-	-	-	194	173	179	165
02052 Litchville 52	101	95	99	94	89	-	-	-	-
02065 North Central 65	216	204	190	177	158	150	141	144	148
02082 Wimbledon-Courtenay 82	222	204	176	166	163	152	153	149	150
03005 Minnewaukan 5	139	134	148	128	117	144	169	181	217
03006 Leeds 6	234	219	202	183	188	196	183	172	167
03009 Maddock 9	236	237	233	221	228	213	205	196	183
03016 Oberon 16	32	56	43	57	50	45	39	44	40
03029 Warwick 29	255	234	229	212	203	214	192	195	189
03030 Ft Totten 30	164	175	164	191	185	212	183	171	176
04001 Billings Co 1	93	81	79	73	73	76	56	50	48
05001 Bottineau 1	832	801	801	782	797	764	759	712	667
05013 Willow City 13	102	98	86	71	52	-	-	-	-
05017 Westhope 17	184	164	167	163	151	146	129	117	117
05035 Lansford 35	47	52	37	36	32	31	-	-	-
05054 Newburg-United 54	102	91	85	83	79	80	78	73	73
06001 Bowman Co 1	473	466	445	424	425	427	407	375	442
06017 Rhame 17	125	110	96	92	80	73	75	65	-
06033 Scranton 33	181	181	198	187	176	163	164	150	163
07014 Bowbells 14	119	122	114	107	102	88	85	76	68
07027 Powers Lake 27	145	128	128	116	118	115	102	103	118
07036 Burke Central 36	135	125	114	101	108	91	89	84	87
08001 Bismarck 1	10,697	10,663	10,476	10,534	10,399	10,370	10,394	10,549	10,650
08002 Regan 2	20	14	15	13	9	-	-	-	-
08025 Naughton 25	7	4	5	5	5	5	5	11	3
08028 Wing 28	77	71	75	76	77	90	81	84	90
08029 Baldwin 29	13	14	14	19	22	26	21	17	19
08033 Menoken 33	39	34	34	30	21	19	18	12	12
08034 McKenzie 34	9	6	6	-	-	-	-	-	-
08035 Sterling 35	41	34	37	39	43	38	29	33	38
08036 Driscoll 36	35	29	19	-	-	-	-	-	-
08039 Apple Creek 39	46	48	45	42	49	44	51	51	55
08045 Manning 45	16	12	12	6	4	5	4	4	5
09001 Fargo 1	11,685	11,556	11,382	11,223	11,095	11,142	11,151	10,747	10,646
09002 Kindred 2	721	732	726	706	712	688	720	675	691
09004 Maple Valley 4	227	203	212	203	199	264	256	262	261
09006 West Fargo 6	4,867	4,914	5,025	5,112	5,207	5,372	5,461	5,677	5,901

Public School Enrollment Count by District (Final @ 12/01/2006)

Sum of K12 Enr	SchoolYear								
DName	1999	2000	2001	2002	2003	2004	2005	2006	2007
09007 Mapleton 7	105	102	111	113	105	96	87	76	67
09017 Central Cass 17	804	818	826	853	841	835	827	821	822
09080 Page 80	156	154	148	136	129	126	106	107	98
09097 Northern Cass 97	448	462	485	473	457	461	482	486	505
10014 Border Central 14	44	31	32	30	33	28	26	-	-
10019 Munich 19	151	160	155	133	126	117	112	108	106
10023 Langdon Area 23	679	639	640	553	548	496	483	472	449
11040 Ellendale 40	417	427	390	388	374	363	355	358	358
11041 Oakes 41	547	568	555	525	519	527	545	522	527
12001 Divide County 1	391	363	332	313	302	299	280	265	237
13008 Dodge 8	72	65	51	58	47	36	30	19	15
13016 Killdeer 16	381	376	364	359	365	403	397	383	360
13019 Halliday 19	105	104	93	78	79	34	28	30	28
13037 Twin Buttes 37	51	58	49	54	46	56	41	41	44
14001 New Rockford 1	408	395	373	385	397	386	389	375	-
14002 New Rockford-Sheyenne 2	-	-	-	-	-	-	-	-	421
14012 Sheyenne 12	169	177	145	141	115	91	103	93	-
15006 Hazelton-Moffit-Braddock 6	179	177	161	141	142	146	144	143	137
15010 Bakker 10	12	12	10	7	8	6	7	5	4
15012 Union 12	5	5	5	8	5	4	-	-	-
15015 Strasburg 15	249	235	233	225	207	193	184	172	161
15036 Linton 36	378	372	375	379	377	375	343	339	326
16010 Carrington 10	763	755	706	688	651	643	614	-	-
16049 Carrington 49	-	-	-	-	-	-	-	647	616
17003 Beach 3	412	377	392	366	341	336	325	300	289
17006 Lone Tree 6	50	54	55	52	51	45	42	41	33
18001 Grand Forks 1	8,701	8,559	8,351	8,084	8,008	7,899	7,634	7,453	7,316
18044 Larimore 44	593	613	583	583	573	541	522	528	489
18061 Thompson 61	555	527	518	502	481	438	428	413	425
18125 Manvel 125	222	212	192	186	176	154	151	142	147
18127 Emerado 127	146	151	116	114	98	104	113	68	67
18128 Midway 128	360	349	328	324	323	298	271	264	257
18129 Northwood 129	372	359	359	331	315	311	318	315	295
19018 Roosevelt 18	151	151	141	137	124	113	147	153	135
19049 Elgin-New Leipzig 49	283	268	248	260	244	242	173	164	169
20007 Midkota 7	234	230	210	179	168	150	147	140	118
20018 Griggs County Central 18	396	381	355	348	341	335	336	322	297
21001 Mott-Regent 1	-	-	-	-	294	288	274	248	242
21006 Mott 6	242	254	235	225	-	-	-	-	-
21009 New England 9	273	246	230	220	199	190	192	170	169

Public School Enrollment Count by District (Final @ 12/01/2006)

Sum of K12 Enr	SchoolYear								
DName	1999	2000	2001	2002	2003	2004	2005	2006	2007
21014 Regent 14	108	109	98	96	-	-	-	-	-
22011 Pettibone-Tuttle 11	41	33	24	22	18	15	10	9	6
22014 Robinson 14	13	12	14	13	10	8	9	11	7
22020 Tuttle-Pettibone 20	85	83	75	67	58	49	38	28	23
22026 Steele-Dawson 26	266	252	263	279	274	276	287	292	282
22028 Tappen 28	127	132	121	119	110	105	107	95	90
23003 Edgeley 3	282	276	271	274	260	243	236	221	216
23007 Kulm 7	171	161	157	156	131	136	134	120	121
23008 LaMoure 8	381	408	396	375	363	349	326	330	321
23009 Marion 9	127	113	109	114	108	-	-	-	-
23011 Verona 11	86	74	72	61	50	47	29	-	-
24002 Napoleon 2	268	267	266	255	244	236	245	232	245
24056 Gackle-Streeter 56	209	197	176	165	153	127	116	103	101
25001 Velva 1	483	470	467	447	454	434	430	422	410
25014 Anamoose 14	107	102	96	92	83	81	80	95	79
25057 Drake 57	166	164	152	157	141	138	136	123	129
25060 TGU 60	443	437	411	368	373	385	383	366	344
26004 Zeeland 4	61	60	65	56	60	65	58	55	52
26009 Ashley 9	222	214	203	189	185	172	167	153	148
26019 Wishek 19	285	276	264	267	266	257	230	249	230
27001 McKenzie Co 1	681	669	657	635	617	585	579	549	539
27002 Alexander 2	128	109	105	86	80	68	49	46	41
27014 Yellowstone 14	84	84	82	64	54	47	48	48	47
27018 Earl 18	8	4	10	6	7	5	5	8	3
27019 Bowline Butte 19	3	2	2	4	6	4	3	-	-
27032 Horse Creek 32	7	7	4	10	10	6	5	6	6
27036 Mandaree 36	246	238	232	230	190	198	191	208	174
28001 Montefiore 1	291	280	233	222	218	207	203	217	216
28004 Washburn 4	468	456	409	391	375	336	314	305	305
28008 Underwood 8	339	307	273	248	230	226	211	206	210
28050 Max 50	177	169	168	181	179	170	166	156	145
28051 Garrison 51	435	403	362	363	369	351	354	340	331
28072 Turtle Lake-Mercer 72	214	209	207	207	200	191	182	173	166
28085 White Shield 85	167	165	164	145	145	140	123	121	124
29003 Hazen 3	892	876	808	793	769	735	704	652	640
29020 Golden Valley 20	76	64	71	63	55	50	40	46	37
29022 Stanton 22	105	101	93	95	87	47	-	-	-
29027 Beulah 27	1,058	1,041	1,021	981	915	862	812	761	726
30001 Mandan 1	3,682	3,621	3,495	3,424	3,351	3,250	3,263	3,165	3,144
30004 Little Heart 4	33	30	28	27	32	25	23	25	16

Public School Enrollment Count by District (Final @ 12/01/2006)

Sum of K12 Enr	SchoolYear								
DName	1999	2000	2001	2002	2003	2004	2005	2006	2007
30007 New Salem 7	398	389	397	372	354	373	378	340	329
30008 Sims 8	37	35	35	38	39	34	24	20	20
30013 Hebron 13	212	200	196	190	171	168	147	164	162
30017 Sweet Briar 17	15	12	7	9	12	10	11	9	9
30039 Flasher 39	290	263	251	234	231	221	223	211	220
30048 Glen Ullin 48	256	251	235	213	210	212	193	197	173
31001 New Town 1	758	765	745	749	761	772	726	731	707
31002 Stanley 2	449	429	425	406	376	363	340	340	350
31003 Parshall 3	327	314	328	289	302	307	282	276	270
31137 Plaza 137	67	68	24	26	26	-	-	-	-
32001 Dakota Prairie 1	455	418	399	343	324	325	314	292	273
32066 Lakota 66	290	292	295	270	264	257	243	232	217
33001 Center-Stanton 1	-	-	-	-	-	-	281	265	255
33018 Center 18	334	320	282	270	248	250	-	-	-
34001 Pembina 1	151	155	156	149	149	138	154	-	-
34006 Cavalier 6	667	660	633	623	555	521	538	510	431
34012 Valley 12	174	163	164	159	158	151	161	160	162
34019 Drayton 19	252	237	248	229	209	189	178	153	144
34027 Walhalla 27	355	332	301	306	314	300	298	-	-
34043 St Thomas 43	131	129	124	132	141	135	130	105	119
34055 Neche 55	137	129	121	102	102	104	86	-	-
34100 North Border 100	-	-	-	-	-	-	-	485	477
35001 Wolford 1	56	68	66	73	60	58	49	48	46
35005 Rugby 5	757	743	665	647	605	587	560	546	528
36001 Devils Lake 1	2,042	2,038	2,010	1,976	1,906	1,866	1,865	1,810	1,756
36002 Edmore 2	139	136	113	114	101	93	90	80	79
36044 Starkweather 44	133	140	121	113	113	100	92	95	87
37002 Sheldon 2	56	57	44	44	40	33	27	25	21
37006 Ft Ransom 6	31	29	24	18	20	23	12	16	23
37010 Safund 10	7	7	6	4	-	-	-	-	-
37019 Lisbon 19	700	694	690	661	662	646	636	640	641
37022 Enderlin 22	392	373	352	349	339	340	311	308	305
38001 Mohall-Lansford-Sherwood 1	-	-	-	-	-	-	345	332	317
38002 Sherwood 2	143	130	130	118	106	106	-	-	-
38009 Mohall 9	297	280	269	256	248	230	-	-	-
38026 Glenburn 26	326	324	320	297	302	293	279	291	260
39005 Mantador 5	23	24	22	19	11	11	-	-	-
39008 Hankinson 8	345	344	318	325	328	329	320	318	312
39018 Fairmount 18	144	147	134	132	126	106	108	108	125
39028 Lidgerwood 28	280	272	251	233	236	227	211	197	196

Public School Enrollment Count by District (Final @ 12/01/2006)

Sum of K12 Enr	SchoolYear								
DName	1999	2000	2001	2002	2003	2004	2005	2006	2007
39037 Wahpeton 37	1,650	1,580	1,586	1,507	1,519	1,494	1,409	1,378	1,295
39042 Wyndmere 42	355	338	313	297	280	265	257	242	242
39044 Richland 44	324	326	320	308	309	304	335	327	317
40001 Dunseith 1	512	563	547	548	523	484	448	405	423
40003 St John 3	317	285	282	286	294	295	303	313	315
40004 Mt Pleasant 4	210	199	349	333	331	322	315	281	259
40007 Belcourt 7	1,897	1,850	1,762	1,766	1,763	1,727	1,686	1,683	1,625
40029 Rolette 29	218	216	216	217	192	185	182	173	168
41002 Milnor 2	306	322	337	305	294	311	291	293	292
41003 North Sargent 3	200	203	187	193	198	190	204	226	234
41006 Sargent Central 6	359	347	349	334	321	306	303	285	273
42016 Goodrich 16	71	65	62	54	55	51	47	44	41
42019 McClusky 19	150	140	135	118	113	111	99	94	102
43003 Solen 3	216	197	195	173	153	146	160	171	157
43004 Ft Yates 4	240	201	192	168	136	227	212	223	198
43008 Selfridge 8	91	82	74	69	58	70	90	42	44
44012 Marmarth 12	23	18	15	10	10	12	10	9	10
44014 Sheets 14	5	5	9	6	6	7	2	-	-
44032 Central Elem 32	13	7	11	12	11	9	4	4	6
45001 Dickinson 1	3,045	3,012	2,906	2,755	2,717	2,670	2,626	2,592	2,599
45009 South Heart 9	296	274	274	267	257	251	247	244	236
45013 Belfield 13	350	318	308	274	258	233	235	211	204
45034 Richardton-Taylor 34	336	342	316	311	301	286	280	271	256
46010 Hope 10	180	156	154	147	145	146	140	133	120
46019 Finley-Sharon 19	186	184	181	175	164	178	186	173	171
47001 Jamestown 1	2,685	2,635	2,671	2,589	2,542	2,477	2,419	2,346	2,237
47003 Medina 3	199	192	170	168	151	159	157	154	160
47010 Pingree-Buchanan 10	136	141	163	163	156	155	159	163	156
47014 Montpelier 14	152	140	121	108	116	99	108	95	111
47019 Kensal 19	98	87	93	81	66	61	63	55	50
47026 Spiritwood 26	12	13	14	14	11	7	15	18	10
48002 Bisbee-Egeland 2	130	125	111	99	93	85	78	69	56
48008 Southern 8	344	302	308	295	278	259	224	208	204
48028 North Central 28	98	89	78	72	69	69	69	76	62
49003 Central Valley 3	325	323	311	307	288	277	291	274	263
49007 Hatton 7	272	283	270	250	257	253	241	240	221
49009 Hillsboro 9	510	480	476	444	426	426	406	410	405
49014 May-Port CG 14	707	691	664	618	618	600	593	583	565
50003 Grafton 3	1,138	1,095	1,010	958	911	907	953	947	895
50005 Fordville-Lankin 5	-	-	-	-	-	-	-	103	94

Public School Enrollment Count by District (Final @ 12/01/2006)

Sum of K12 Enr	SchoolYear								
DName	1999	2000	2001	2002	2003	2004	2005	2006	2007
50020 Minto 20	286	263	260	228	238	222	238	231	236
50039 Lankin 39	71	71	63	57	56	58	47	-	-
50051 Nash 51	28	29	27	27	25	17	19	15	18
50078 Park River 78	484	485	454	445	429	413	418	404	415
50079 Fordville 79	94	86	97	96	86	79	84	-	-
50106 Edinburg 106	179	170	144	148	138	138	136	128	122
50128 Adams 128	116	119	113	92	91	95	76	75	67
51001 Minot 1	7,531	7,493	7,175	6,953	6,905	6,753	6,639	6,476	6,411
51004 Nedrose 4	265	259	248	245	246	253	260	239	224
51007 United 7	702	680	673	655	618	602	574	563	545
51010 Bell 10	137	136	129	145	142	151	148	147	157
51016 Sawyer 16	182	169	165	160	152	132	126	123	134
51019 Eureka 19	12	9	16	11	21	13	9	11	10
51028 Kenmare 28	389	380	364	347	318	296	288	273	283
51041 Surrey 41	480	476	439	425	419	395	364	352	332
51054 Berthold 54	210	218	215	214	215	-	-	-	-
51070 South Prairie 70	137	133	136	142	154	151	153	146	141
51158 North Shore 158	111	108	121	111	112	-	-	-	-
51161 Lewis and Clark 161	-	-	-	-	-	383	398	383	370
52025 Fessenden-Bowdon 25	310	289	272	252	237	225	191	184	186
52035 Pleasant Valley 35	30	27	25	22	17	21	20	16	16
52038 Harvey 38	604	590	556	533	517	490	448	464	436
52039 Sykes 39	89	85	72	79	79	72	56	-	-
53001 Williston 1	2,629	2,499	2,493	2,461	2,345	2,204	2,169	2,157	2,136
53002 Nesson 2	230	208	198	194	179	173	163	158	159
53006 Eight Mile 6	191	191	201	209	219	232	219	230	225
53008 New 8	247	247	224	211	224	220	228	204	202
53015 Tioga 15	379	346	311	294	280	257	245	244	234
53091 Wildrose-Alamo 91	68	65	62	53	49	50	40	37	-
53099 Grenora 99	97	87	75	73	65	62	61	49	53
Grand Total	113,315	111,116	108,089	105,217	103,013	101,137	99,324	97,120	95,600
District Count	221	221	221	219	217	211	206	198	195

Special Education Services for Students with Disabilities
Bob Rutten, Director of Special Education

When Governor Hoeven announced the creation of the North Dakota Commission on Education Improvement last January, he mentioned that joint work with the state and plaintiff districts in the school funding lawsuit would lead to increased funding "to ensure a quality education for all of our children." Parents of children who have disabilities and professionals who work in special education frequently say, "all means all", so it was very encouraging to hear our Governor use the phrase "all of our children." This includes those children and youth in our state who have disabilities.

In order to ensure that everyone is clear about what is meant by special education, some background information is necessary. The United States has a national special education law, the *Individuals with Disabilities Education Act* (IDEA). The purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living. The ND Department of Public Instruction is charged with the general supervision requirements for implementing the IDEA in our state. Under the provisions of this federal law, 13,883 North Dakota children and youth ages 3 – 21 were reported during the past school year as students with disabilities who required special education and related services. This figure represents approximately 14 % of the overall North Dakota public school enrollment. In order to qualify for special education services, a child must have one of 13 disability categories that includes autism, deaf-blindness, deafness, emotional disturbance, hearing impairment, mental retardation, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury, visual

impairment, or non-categorical delay. Some children have multiple disabilities and consequently require multiple services.

There are various formulas used across the nation to fund special education. In North Dakota we currently have a two-part system. Approximately 75% of North Dakota's special education funding is provided in a flat grant amount per total enrollment in each district. This is referred to as a census-based system or the ADM (average daily membership) component. The second part of our current formula, approximately 25% of North Dakota's appropriation for special education, is meant to cover extraordinarily high costs for certain students. This is known in our state as the student contract system and is often described as an insurance policy in the event a school district has students whose special education needs are very great.

In addition to these funds appropriated by the state for special education, North Dakota also receives federal funding. The percentage of federal funding for special education has nearly doubled in the past 5 years. However, the largest percentage of funding for special education in North Dakota, greater than half, comes from local sources.

An unusual demographic trend became apparent over the last six years. In the face of declining overall student enrollment in the public schools of North Dakota, there has been a simultaneous increase in the number of identified children and youth with disabilities who require special education and related services.

ND Comparison by Disability for Dec. 1999 through Dec. 2005							
Disability	**Dec 1999**	**Dec 2000**	**Dec 2001**	**Dec 2002**	**Dec 2003**	**Dec 2004**	**Dec 2005**
Autism	112	135	160	197	240	278	320
Deaf	43	38	38	35	0	2	0
Deaf/Blind	3	4	4	4	1	2	2
Emotional Disturbance	973	1,037	1,096	1,123	1,193	1,278	1,127
Hearing Impairment	111	106	102	102	147	137	139
Mental Retardation	1,241	1,246	1,200	1,169	1,142	1,092	970
Non-Categorical Delay 3-5	216	271	305	325	397	423	451
Non-Categorical Delay 6-9		49	132	223	260	361	433
Other Health Impairment	542	640	781	960	1,086	1,236	1,296
Orthopedic Impairment	177	158	159	158	137	182	148
Speech Impairment	4,416	4,251	4,204	4,262	4,301	4,619	4,307
Specific Learning Disability	5,686	5,620	5,353	5,247	5,043	4,973	4,594
Traumatic Brain Injury	31	35	33	35	41	46	51
Visual Impairment	61	60	63	61	56	52	45
TOTAL	**13,612**	**13,650**	**13,630**	**13,901**	**14,044**	**14,681**	**13,883**

However, state funding has remained relatively flat during this same period. Local school districts have experienced higher than anticipated costs for students with disabilities placed by agencies, including boarding care costs for these students, and extended school year services as well.

For the last several school years the Department of Public Instruction was unable to fully reimburse local school districts for the expenses they submitted with their special education student contracts. In accordance with North Dakota School Century Code 15.1-32-18, the State can only reimburse school districts for these student contracts "within the limits of legislative appropriations." Despite the legislature's increase in the appropriation for reimbursement of student contracts during the last session of the legislature, the amount is still insufficient to meet the amounts submitted for state reimbursement by the local school districts. At the end of the 2003 – 04 school year, the shortage in state funds for the student contract system amounted to $1,558,300; for the 2004 – 05 school year, the shortage in state funds for student contracts amounted to $1,076,800. This cumulative shortfall has resulted in increased strain on local school district funds. A number of local school special education unit administrators, the ND Special

Education Study Council, and individual legislators expressed their concerns to the Department of Public Instruction about the shortage of state funding for student contracts.

In light of an increased number of North Dakota students receiving special education and related services, increased numbers of students with high intensity needs, and increased concerns from local administrators, the Department of Public Instruction began pursuing an in-depth study of special education funding in our state. Prior to the last legislative session we consulted with Dr. Thomas Parrish, Co-Director of the Center for Special Education Finance at the American Institutes for Research. Dr. Parrish is a national expert who has written extensively on special education finance and co-authored the most respected book in the nation on this highly specialized topic.

After the last legislative assembly the Department of Public Instruction conferred again with Dr. Parrish and his assistant, Dr. Jenifer Harr, about obtaining a national level policy analysis of our current system of state fiscal support for students with disabilities. When this effort began to take shape, five primary goals were identified.

1. Obtain objective critical stakeholder input regarding the merits and shortcomings of our current funding formula for special education, including student contracts;
2. Obtain a neutral analysis of the efficiency of our current funding formula;
3. Obtain national professional recommendations for improvements in our current system;
4. Prepare appropriations requests for the 2007 ND legislative session based, in part, on the study's recommendations; and

5. Prepare possible draft legislation to revise the current ND special education funding formula as contained in the ND Century School Code.

The ND Department of Public Instruction subsequently contracted with the American Institutes for Research to conduct a formal study of this topic. In order to obtain a wide range of perspectives on the subject of special education finance, the Department of Public Instruction assembled a work group to help with this analysis. The work group included local special education unit administrators, school district and special education unit business managers, a state legislator who expressed concerns about special education funding, disability advocates and a parent of children with disabilities, school district superintendents, administrators from rural and urban parts of the state, a representative of the State Office of Management and Budget, and management, fiscal, and special education personnel from the Department of Public Instruction. A total of 25 individuals served on this stakeholder committee during the 2005 – 06 school year. Please keep in mind that this work group was created nearly half a year prior to the formation of the North Dakota Commission on Education Improvement. The importance of the stakeholder group that contributed to this study cannot be over-emphasized. The individual members worked very hard and spoke passionately, freely, and candidly. Multiple points of view were expressed during the meetings and in telephone interviews conducted by the researchers. Drs. Parrish & Harr spent many hours poring over statewide data made available to them through the DPI offices of fiscal management and school finance and organization.

Three members of the Governor's North Dakota Commission on Education Improvement, Dr. Sanstead, Superintendent Warren Larson from Williston Public Schools, and Mark Lemer, West Fargo Public School District business manager, were also involved with the special education finance work group. They are

knowledgeable about the deliberations of the work group and have read the final report.

The work group initially met in Bismarck with Drs. Parrish & Harr in September, 2005. Preliminary information about the special education finance study was presented to the ND interim education committee on December 15, 2005. Background information about this study was also presented to the special education/ELL subcommittee of the North Dakota Commission on Education Improvement, last June, and to the full commission in July. In the final report that was released on July 17, 2006, our independent researchers wrote:

"While they can be informed by data, the five research objectives outlined...relate to policy issues that cannot be answered by data analysis alone. Any approach to addressing these kinds of policy questions must reflect the unique context in which North Dakota operates, and this involves soliciting the perspectives of local, district, and state stakeholders. Thus, in addition to thorough analyses of extant data, the investigative part of this study relied heavily on the information, comments, and opinions of the stakeholder committee convened for this study. We conducted analyses on these state data and synthesized findings from the committee deliberations. Our final analyses and proposed recommendations are based on our knowledge of federal special education policy and law, the history and current practice of special education funding across the 50 states, as well as an objective analysis of the information gathered for this project considered in the context of prior practice, current issues and goals for the future in North Dakota as articulated by this Stakeholder group." (*Special Education Funding in North Dakota: An Assessment of Current Practice and Recommendations for the Future* – July 17, 2006, American Institutes for Research, Dr. Thomas Parrish & Dr. Jenifer J. Harr).

Subsequently the North Dakota Commission on Education Improvement endorsed the recommendations in the study *Special Education Funding in North*

Dakota. The recommendations from the report relating to fiscal appropriations are as follows:

Recommendations

1. The Commission recommends that the Legislative Assembly combine special education per student payments with general education per student payments, and raise the special education percentage over time. Because the consultants may be correct in saying that the current funding level is inadequate for most school districts, the Commission recommends an increase of $3 million in state funds over the amount appropriated for the 2005-2007 biennium for special education ADM distribution. This would bring the funding level from $37,000,000 to $40,000,000 per biennium, including funds for Gifted and Talented programs.
2. The Commission recommends that the Legislative Assembly guarantee the excess costs incurred by school districts in serving the top 1 percent of most costly students in the special education population. In order to guarantee these funds, the following steps should be taken in order: 1) Appropriate an amount that accurately reflects the forecasted cost of serving these students and reimbursing 100 percent of the excess costs to school districts; 2) If this amount proves to be deficient, make up the shortfall through a first claim on any surplus state aid available at the end of the biennium; 3) If there are inadequate surplus funds available, make up any shortfall with a special authority to draw funds from the Bank of North Dakota and present a deficiency request to the 2009 Legislative Assembly. Overall the Commission recommends an increase of $1 million in state funds for special education contracts over the amount appropriated for the 2005-2007 biennium. This would bring the funding level from $15,500,000 to $16,500,000 in state funds per biennium. The Commission recommends that the Legislative Assembly raise the threshold payment required of school

districts to the multiplier currently estimated at 5.0 times the state average cost per student, the factor necessary to limit the "excess cost" pool to the most severe 1 percent of students under school-placed contracts. This recommendation assumes a copay of 0 percent and it assumes that "allowable costs" exclude equipment and transportation only.

When President Bush initiated the national *President's Commission on Excellence in Special Education* in 2001, the resulting report included three primary recommendations for improving special education:

1. Embrace a model of prevention, not a model of failure;
2. Focus on results, not process; and
3. Remember that children with disabilities are general education children first.

While each of these issues is significant, the third recommendation fits very well with the work of our own North Dakota Commission on Education Improvement. As I mentioned at the beginning of my remarks, when the needs of all students are considered, it should be a given that the needs of students with disabilities are included in those considerations.

(4)

Position Paper:
Reform Must Accompany School Funding Increases

Recommendations regarding the funding of North Dakota's public education system have been thoroughly studied, discussed, formally proposed, and are currently under the intense scrutiny of our elected leaders in the North Dakota legislature.

As our leaders are inundated with voluminous recommendations concerning how revenue for schools should be secured and distributed, it is appropriate to consider the basic facts, publicly expressed concerns, and reasonable solutions.

Facts:

- K-12 schools are the only local entity for which funding support is mandated by our state's constitution.
- K-12 schools are, therefore, the local entity that should most logically be considered for supplemental funding from state coffers.
- K-12 schools represented 50% of 2005 local mill levies (187.56 / 382.09 = 0.5)

County Levy Average	104.87
School Levy Average	187.56
City Levy Average	79.04
Park District Levy Average	10.62
Total of Averages	382.09

- The Minnesota legislature is considering limiting administrative costs for public K-12 education to 30% of the budget, devoting a minimum of 70% to classroom teachers.
- City, County, and Park District elected leaders almost unanimously subscribe to the concept of increasing property taxes in proportion to the increase in property valuation (even if in double digits) rather than limiting property taxes to the previous year's increase in the Midwest Consumer Price Index (CPI).
- Legislation currently proposed to provide property tax relief represents a $116 million "one-time fix" that is possible because of increased tax revenues from a healthy state economy.
- Education is a significant factor in nourishing a healthy economy.
- Considerable Higher Education funds have been expended and increased spending is proposed to maintain aging higher education facilities.
- Involuntary closure of the most inefficient schools in higher education would be devastating to the economies of the localities in which they exist.
- A relatively few local elected officials have presented their property tax records "out of context" during re-election campaigns.
- Tuition increases in North Dakota higher education have been unacceptable; the engine of our economy must be reasonably affordable for our children and grandchildren.
- Local home rule allowed sales/use taxes above 1% are beginning to cripple the economies of those cities that have felt forced to levy above 1%.

Concerns:

- Administrative costs for Public K-12 education in North Dakota are closer to 50% (depending on how the data is manipulated) than the 20% that is typical for private schools.
- Property tax relief currently proposed for local entities may not be possible to continue in the next biennium.
- Higher education in North Dakota is increasingly becoming an option only for upper middle class students.
- Inefficient higher education locations continue to drain precious resources from our education system.
- As local conditions get worse, local sales/use taxes will be increased to make up the shortfall, what we call "Community Economic Suicide".
- Transparency of the actions of public officials is paramount to good governance.

Solutions:

- Provide state funding of local K-12 school property taxes at 50% of 2006 school property taxes; this provides a reduction in total property taxes of about 25% statewide.
- Condition such payments on:
    - Local School Property tax reduction by an equivalent 50%
    - Subsequent annual increases in all local entity property taxes not to exceed the change in Midwest CPI (2.37% average for last six years)
    - Limit higher education tuition increases to change in Midwest CPI.
    - Condition increased funding for higher education ($20 million+) on major (i.e. 50%) reductions in spending for "existing building renovations" for higher education and transfer such savings into a "school infrastructure conversion incentive fund" to promote conversion of least viable higher education facilities to other use AT LOCAL OPTION only.
    - Reveal all local mill levies and/or associated receipts for the last ten years on all property tax statements.
    - Quadruple property tax relief to the elderly and disabled as proposed initially in the first sections of HB1449.
    - Cap Home Rule tax rates at 1% with a 4-year "ramping down period" for those cities currently over 1%. We must not further enable cities to increase sales taxes to "supplement" school funding.
    - Limit K-12 administrative costs to 25%; we can do better than Minnesota.

Summary:

Proposals for costly one-time property tax bailout of local entities with no accompanying controls to stop excessive and insatiable spending by local elected officials threatens our vibrant economy in the long term. The above reforms would insure that the supplemental support for schools and its associated cutting of property taxes by one-fourth would not become problematic in the future during times of lesser economic prosperity.

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

MEMO TO: Shirley Branning
Legislative Council

FROM: Steph Gullickson, Assistant Director
Fiscal Management

RE: DPI Staff Names and Titles

As requested during our budget hearing, following is the listing of all staff with their titles that testified on SB 2013 for the House Appropriations Committee:

Dr. Wayne G. Sanstead, State Superintendent
Bonnie Miller, Director of Fiscal Management
Irish Linnertz, Director of Human Resources
Addy Schmaltz, Assistant Director of Human Resources
Tom Decker, Director of School Finance and Reorganization
Tracy Korsmo, Director of Management and Information Systems
Janet Welk, Executive Director of ESPB
Greg Gallagher, Director of Standards and Achievement
Bob Rutten, Director of Special Education

If you need any additional information, please contact Bonnie at 328-2346 or me at 328-2176. Thank you.

Handout #4

Senate Bill 2013
February 21, 2007

Department of Public Instruction
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Dr. Wayne G. Sanstead
State Superintendent

February 21, 2007

Memo To: House Appropriations Committee

From: Dr. Wayne G. Sanstead

Re: DPI Salary Comparisons with School District Personnel

I am submitting the attached chart comparing DPI licensed personnel with school district personnel for your perusal and edification.

Teacher salary information is taken from the 2005-06 teacher compensation report and salary information for superintendents is taken from 2005-06 employee compensation. DPI salary information is derived from current actual personnel records.

Superintendents are contracted for days averaging between 200-260 annually, thus the reason for using a daily average in our comparisons. Although teachers are paid for additional assignments, the average full time teacher salary is based on 180 contract days for the school year. DPI full time staff members work 260 days annually.

The compensation package for benefits paid to superintendents is not readily available. However, percentage averages for benefits paid teachers is comparable to benefits paid to licensed DPI state employees.

Licensed DPI coordinators, assistant directors, directors and assistant superintendents carry out statewide responsibilities for programs, including development of proposals to meet state and federal requirements; interpretation of federal grants, teacher training at the district level and grant implementation; statewide monitoring of state and federal rules and regulations; development of legislative proposals to meet statewide needs and the identification of national trends. Licensed staff members are recruited from the same competitive pool of applicants serving school districts.

I believe if the state education agency is to attract and retain licensed individuals capable of performing statewide expectations, staff members must be treated equitably and fairly. They must be paid for the work that they do and given the respect they deserve for the high quality work they perform and the professionalism demonstrated throughout the year.

School[redacted]ct Personnel
Local Area Responsibility
Association Representation

	Average Days Worked	State Average	Avg Educ Level	GF	Beulah	Minot	Bismarck	Dickinson	Fargo	Mandan	Williston	Daily Avg
180	**Teacher Average Base**	40,193	BA+	41,565	41,815	42,175	41,480	38,991	45,608	34,838	35,073	223.30
	Other Salary	1,443		923	1,770	1,304	2,563	1,307	873	1,241	1,559	
	Total Average Salary	41,636		42,488	43,585	43,479	44,043	40,298	46,481	36,079	36,633	
	Benefits	10,607		9,914	10,533	11,452	12,675	10,138	7,466	10,885	11,789	
	Total Compensation	52,243		52,402	54,117	54,931	56,718	50,436	53,947	46,964	48,422	
235	**Superintendent Salary**		MA+	180,381	108,393	151,182	142,660	112,115	145,000	111,395	107,100	562.89

Department of Public Instruction Personnel
Statewide Responsibility

260 All Bismarck Positions

Coordinators	BA+	50,694	194.98
Assistant Director/Director	MA+	49,928	192.03
Assistant Superintendent	MA+	82,278	316.45
Fiscal/Operations	BA+	48,816	187.75
State Superintendent	Ed.D	83,753.04	322.13

Handout # 5

Senate Bill 2013
February 21, 2007

EDUCATION
STANDARDS
and PRACTICES BOARD

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Testimony on SB 2013

By

Janet Placek Welk

Good morning, Mister Chairman and Members of the House Appropriations Committee. For the record, I am Janet Welk, Executive Director of the Education Standards and Practices Board and wish to provide information regarding the migration of DPI data and reports and ESPB teacher licensure system from the mainframe.

In 2002, the Governor's Office received the Teacher Quality Enhancement Grant which was administered by the Education Standards and Practices Board. The grant had three goals including standards alignment between DPI and ESPB. As part of this goal, the grant was amended in 2003 to include computer programming for both DPI and SPB to document the status of the teacher's qualifications on the second page of their license. This computer programming also provides DPI information to document the status of the teacher in the classroom as identified on the MIS03. North Dakota schools and teachers are held accountable based on this information. This data is reported to the U.S. Department of Education.

As part of the Teacher Quality Grant, ESPB and DPI received a bid to migrate off the mainframe to be able to provide the data needed by

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the U.S. Dept of Education as well as to meet the needs for more modern technology capable of providing online renewal systems and imaging. We then requested a fifth year extension for the Teacher Quality Grant to complete the migration process. This request was not honored. The grant expired on September 30, 2006.

The Governor's Budget was prepared prior to the knowledge the grant would not be extended and we all felt ESPB would have dollars to fund their share of the migration process. Consequently, the Governor's Budget did not include the $212,000 for the ESPB share.

The Education Standards and Practices Board is an independent agency. Teacher licensure fees are the only source of income. Presently, teachers pay $25.00 per year for their license or $125.00 for a five-year license. Funding $212,000 for the migration from the ESPB budget would be a huge strain on the profession and the small agency.

We asked Senate Appropriations to have the $212,000 included in the fiscal note of SB 2013 so that North Dakota will be able to provide the data needed to meet the growing accountability needs of the education profession. We are asking you to support the inclusion of the dollars to fund this one-time need.

Thank you for the opportunity to testify today and I would be happy to answer any questions. If you have questions after my testimony today, I can be reached at 328-9646 or jwelk@nd.gov.

2013 (R)

Department of Public Instruction (201)
Expenses Incurred for Education Commission and P16 Initiative

Governor's Commission on Education Improvement

DPI Staff Salaries	$ 29,516.34
Staff Travel	$ 1,087.16
Total	**$ 30,603.50**

P16 Initiative

DPI Staff Salaries	$ 9,129.76

Total Expenses Incurred **$ 39,733.26**

DPI MIS work efforts to support the Governors Commission on Education Improvement

DPI MIS efforts

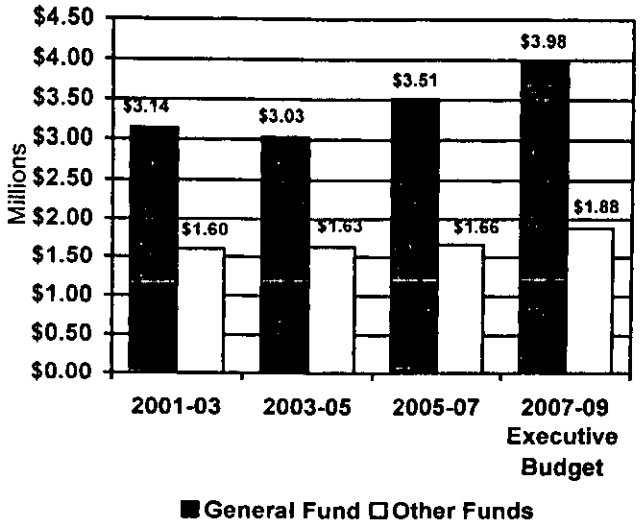
Staff Time:	approx. 250 hours
Mainframe:	The data provided to the commission was processed from extracts from the mainframe. These extracts are part of our normal operating costs of moving data from the mainframe to perform analysis.
GIS:	The commission requested maps from the GIS system – we have a yearly license for software and no additional cpu charges have been attributed to the Commission, only employee time.

Prepared by the North Dakota Legislative Council staff for House Appropriations
February 19, 2007

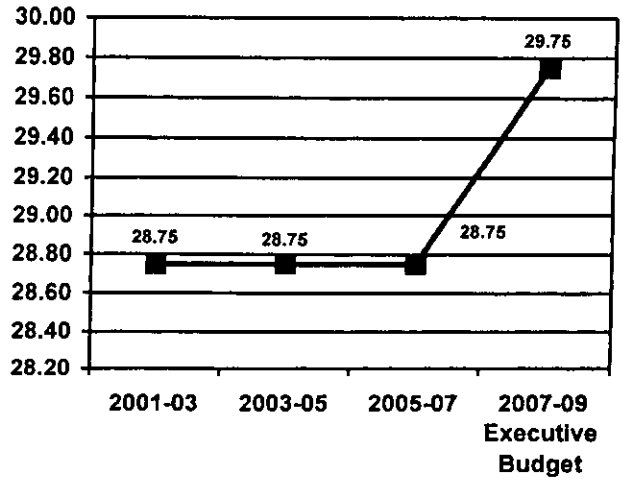
Department 250 - State Library
Senate Bill No. 2013

	FTE Positions	General Fund	Other Funds	Total
2007-09 Executive Budget	29.75	$3,979,712	$1,881,600	$5,861,312
2005-07 Legislative Appropriations	28.75	3,507,082	1,659,272	5,166,354
Increase (Decrease)	1.00	$472,630	$222,328	$694,958

Agency Funding



FTE Positions



First House Action

The Senate did not change the executive budget recommendation for the State Library.

Executive Budget Highlights

	General Fund	Other Funds	Total
1. Adds 1 librarian II FTE position	$87,932		$87,932
2. Increases funding for operating expenses, including professional material and supplies ($50,000), information technology data processing ($2,000), information technology communications ($4,000), and fees and professional services ($40,000)	$80,203	$15,797	$96,000
3. Increases funding for state aid to public libraries from $1 million to $1.2 million	$200,000		$200,000

Continuing Appropriations

No continuing appropriations for this agency.

Major Related Legislation

House Bill No. 1103 - This bill modifies the maintenance of effort requirement for public libraries receiving state aid.

House Bill No. 1309 - This bill provides an appropriation to the State Library for providing state aid to public libraries.

(1s-)

NORTH DAKOTA STATE LIBRARY

604 E. Boulevard Avenue - Dept. 250, Bismarck, North Dakota 58505-0800 - (701) 328-2492 - FAX: (701) 328-2040

DORIS OTT, STATE LIBRARIAN

TESTIMONY TO

SENATE APPROPRIATIONS COMMITTEE

SENATE BILL 2013

2007-2009 APPROPRIATION

NORTH DAKOTA STATE LIBRARY

January 18, 2007

TESTIMONY ON SB 2013
SENATE APPROPRIATIONS COMMITTEE

January 18, 2007
Doris Ott, State Librarian
North Dakota State Library
(701) 328-2492

Mister Chairman and Members of the Committee:

My name is Doris Ott and I am the State Librarian of North Dakota. I am here today in support of SB 2013, the 2007-2009 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 currently serve 83 public libraries, 500 school libraries, state government, and North Dakota citizens. 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 the existing State Library services and recommends an increase of $200,000 for State Aid to Public Libraries and authorization for an additional FTE to provide outreach training for students, librarians, teachers, and citizens relating to accessing Online Library Resources.

Today, I have three goals: (1) to impress upon you how important libraries are to the educational process and the economic development of North Dakota communities; (2) to pique your interest in library issues; and (3) to inform you about the return you will receive on the dollars you invest in libraries.

Even at a time when books can be ordered online relatively cheaply, information can be accessed through the Internet, and many bookstores function as libraries with cafes, libraries maintain an important role in the citizen's daily life in their community.

Traditionally, library patrons have come to the library looking for knowledge (or at least information), and looking for guidance in their searches by librarians who knew the secrets of traditional knowledge organization. The World Wide Web has changed the way the library works. While print materials are still the core of most reading collections, print resources are quickly becoming less used for ready-reference work or scientific work.

What all of this means is that there is a perception that there is no longer any really compelling reason to visit the library in person, and that is a fundamental change that is affecting the traditional model of library service. None of this means that people don't need the library or that they

don't use it—if you look at all modes of access, you'll find that library resources are getting more use than ever. Internet users also use the library; library users also use the Internet. If you are asking, "Why build libraries?" Because according to a study done by the Urban Library Council, three-quarters (3/4) of the people who use the net also use libraries. Survey respondents thought libraries were more likely to provide accurate information, protect privacy and confidentiality, and offer helpful assistance.

Libraries are no longer a warehouse of books, they are a supermarket of ideas! Libraries can be the ultimate shopping experience. Our collections are no longer just in case, but just in time. The library's role as a building full of books and magazines that patrons visit physically is being replaced by a new role: the library is now, and will increasingly be in the future, a portal that authenticated users pass through so they can get to information that is held and administered elsewhere. Their library card gives them access to more and higher-quality information than they could get otherwise. In the eyes of our patrons, one of the beautiful things about this new arrangement is that they don't necessarily have to be physically present in the library in order to get the information they need.

This adds the role of a broker to libraries as well as a physical distributor and central access point. Lots and lots of patrons now take

advantage of remote access. This type of service is being delivered in most parts of the country and specifically to every county in North Dakota.

There remains a profound gap between the knowledge and skills most students learn in school and the knowledge and skills they need in typical 21st century communities and workplaces. Successful businesses are looking for employees who can adapt to changing needs, juggle multiple responsibilities, and make decisions on their own. Workers must be equipped not simply with technical know-how but also with the ability to create, analyze, and transform information and to interact effectively with others. Moreover, that learning will increasingly be a "life-long activity."

If North Dakota communities hope to produce globally competitive citizens and/or attract people and businesses to their cities, North Dakota needs to provide high quality library services so that the needed skills can be attained. Citizens expect quality local library services, and people moving to North Dakota communities expect them also.

Librarians have always been known for their ability to help patrons locate obscure facts, gather relevant articles, or just find another book you'll enjoy. Given the enormity and disorganization of the World Wide Web and the low quality of so much that it offers, librarians have tended to see that part of their jobs as becoming increasingly, not decreasingly, important.

Even a casual observer of the world today realizes that human knowledge is increasing at an explosive rate. It is believed that human knowledge is now doubling every two-and-a-half years. As this knowledge is published or distributed on computer networks, additional pressure is placed on North Dakota libraries to either purchase it or provide their communities with expanded access and delivery services. Yet the cost of purchasing or providing information is rising at rates far in excess of the rate of inflation.

Services In The State Library Budget

We are asking that you continue to support the base budget of the North Dakota State Library. The State Library will be utilizing all of the current appropriation for the following services, so we foresee no turn back. Let me highlight some of the services included in the base budget:

Leadership and Library Development

The State Library's Vision Statement "Leading the way in information opportunities," and the first of our four goals "Serve as a leader in the library and information field," help define our role in providing leadership and information opportunities in North Dakota. We partner with many library and information organizations to extend, improve, and develop information opportunities to citizens and librarians throughout the state. Our partnership with the Online Dakota Information Network (ODIN), the

Central Dakota Cooperating Libraries (Bismarck area), and the North Central Library Authority (Minot area) has resulted in adding eighty (80) libraries to the statewide online library catalog, many using the funds provided by Library Vision 2010. We have developed strong agreements with academic, school, public, and special libraries to loan materials to any citizen who asks for information. We work closely with the North Dakota Library Coordinating Council (NDLCC) in developing quality grant opportunities for school and public libraries.

We cooperate with the North Dakota Library Association (NDLA) in providing continuing education opportunities to librarians. We have regional and national partnerships with the American Library Association (ALA) and the Mountain Plains Library Association (MPLA) to develop continuing educational opportunities for librarians. We partner with the ND Information Technology Department (ITD) to provide public libraries access to the Internet through the North Dakota Statewide Technology Access for Government and Education network (STAGEnet), and with filtering software.

We provide workshops and continuing education opportunities for librarians, trustees, teachers, and educators in online access, planning, marketing, and library skills. These are delivered in multiple locations

throughout the state. Our professional library staff provides technical assistance to librarians in all areas of librarianship, including becoming automated, reference, cataloging, marketing, funding, personnel, and information technology.

Reference and Interlibrary Loan Services

Coordinating the sharing of books and other library material is an important and well-used service of the State Library. The provision of library material has been and continues to be a vital service in resource-poor libraries and towns. In addition to providing material, the State Library's critical role is to ensure that materials, whether located in the state or out of state, are accessible to every North Dakotan. Technology assists in this process. The development of services, including the addition of records to the statewide online catalog, the availability of Online Library Resources such as full-text magazines, newspapers, and reference sources, and connectivity of service via the Internet, is making it more feasible and economical for libraries to request directly from the library that owns the material or from online resources. In working with the library community to deliver Library Vision 2010 services, direct borrowing continues to be facilitated by the State Library and contributing libraries.

A North Dakota teacher said it well, "It gives us as teachers any material we need through the State Library." The interlibrary loan services of the State Library provide all teachers, as well as all North Dakota citizens, with access to virtually "any material they need." Items not owned by the State Library are borrowed from other North Dakota libraries or from out-of-state libraries.

I'd like to share with you a couple quotes from a survey completed by schools and public libraries that are recipients of the State Library's training program. When asked, "How would you replace the service (interlibrary loan and reference) if it were not available through the State Library?" Some of the answers were: "We couldn't replace the program"; "We could not afford to"; "Beg, plead, borrow, and steal. I don't know. Our students really use them!"

The Interlibrary Loan services are used in a variety of ways by North Dakota citizens. Here are some of the responses to our survey: "One man was pursuing his doctorate in education and used NDSL to get 'required reading' materials that were quite expensive"; "We have several patrons, who perhaps incorrectly, are thought to read more heady stuff than the rest of us, and we have been able to get about 90 percent of the books they are looking for"; "One of our patrons is disabled and living in a nursing home.

He requests many ILL books each month. Being able to access more material he wants to read has improved his quality of life." (See Attachment B for comments from North Dakota librarians and citizens.)

North Dakota libraries partner with libraries from all fifty states to share materials through interlibrary loan. I'd like to share a true story from a Minnesota resident. "After my grandmother passed away in November, my mother found some old letters addressed to Grandma from a male suitor dated toward the end of World War II. These letters were filled with history, hope, and love but were never mentioned to us while Grandma was alive. This gentleman mentioned a few times in his letters that he was working on a novel, a psychological novel to be precise, and had previously published some short stories. Based on that information, I searched MnLINK (the equivalent of North Dakota's ODIN) and found the one existing copy of a book written by him located in the North Dakota library system. We now have a picture of this man complete with mini-biography from the back cover (he subsequently married another and adopted 3 children). And in reading the novel, I look for obvious reference to my grandmother. Thank you for connecting an old love story for us."

The North Dakota State Library processed over 71,000 reference and interlibrary loan requests during the last biennium.

Online Library Resources

Users expect information to be delivered to them. They expect to have information wherever they are. The Online Library Resources fill that need. Any North Dakotan with a library card can access the Resources from any place that has an Internet connection.

Participating North Dakota libraries are continuing to purchase and finance three online packages—Gale Group (resources for children), EBSCO (magazines, journals, and reference sources), and ProQuest (newspapers). Through these three packages, librarians, students, and individual citizens have direct, online access via the Internet to thousands of magazines, newspapers, and reference sources. If a medium-sized public library (population 25,000 to 100,000) were to purchase these three packages on their own, the cost would be approximately $72,000 per library per year. Schools would pay approximately $29,000 per building per year.

Three additional Online Library Resources have been purchased with state dollars appropriated last Legislative Session. They are: Health and Wellness (medical resource written in non-technical language), Opposing Viewpoints (resource giving both sides of thousands of issues), and Ancestry

Library Edition (genealogy resource). These resources are very much appreciated and are used heavily throughout the state. In the past year, these three online resources have been used by North Dakotans to perform 547,182 searches.

We can't afford duplication of resources that can be shared. There is a great economy of scale if the Online Library Resources are purchased via a statewide contract. The Online Library Resources are delivered to every North Dakota citizen that wishes to use them and are used by citizens, students, faculty, and librarians. By using state dollars, it "levels the playing field"; it is a step toward diminishing the digital divide.

There is a connection between what education is trying to do, and what libraries are doing. The North Dakota Online Library Resources contract includes providing these resources to schools. School libraries are classrooms in which students and teachers learn through reading, using print, and Online Library Resources. School libraries are places in which students are instructed by school librarians to use recorded knowledge and information for projects and reports efficiently, effectively, and ethically, with the goal of developing lifelong learning and literacy skills and strategies. Our schools could not begin to individually purchase the

resources that are available to them by participating in the joint purchasing venture used to purchase the Online Library Resources.

These online resources are indexed so desired information can be located in a matter of minutes. Locating the information on the Internet is more time consuming because you need to search individual Web sites. The online resources save time, are accurate, and can be accessed twenty-four hours per day, seven days a week from any computer with Internet access.

North Dakota has invested heavily in its technology infrastructure. Online Library Resources provide the "content" for our technology infrastructure.

You may be asking, "Why not use Google instead?" Google's major users are advertisers. Libraries work with learners and researchers not advertisers. Accuracy of information is vital and is guaranteed with the Online Library Resources because editors check information for accuracy. Google gives the most popular answer—the most popular answer is not always right. If you want information "to go," Google it. If you want quality information from trained professionals, visit your library either in person or online. Google will give you a million answers to any inquiry—a librarian will give you one. Google is like getting a drink out of a fire

hose—using the library is like getting a drink from the kitchen faucet. The information received from a library comes in much more manageable gulps.

Librarians want patrons to use our services, to drive us crazy with questions, to access our Online Library Resources and check out our materials, and keep us busy from morning to night, and even better, to be able to keep accessing and using our services after we have locked up the building and gone home.

North Dakotans are using the Online Library Resources heavily and are clamoring for more, demonstrated by their usage of 3,238,976 searches in 2006.

The Online Library Resources are available to you and your family as well as for every North Dakota resident. In case you do not have a library card from a North Dakota library, you will receive a North Dakota State Library card that will enable you to access these valuable resources. We also offer training sessions should you be interested in learning how to search more effectively.

Training 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. Providing library education and training opportunities remain a high priority. We currently have ten professional librarians that assist in local training. Training sessions are delivered by the staff of the North Dakota State Library to staff and students at North Dakota schools, North Dakota librarians, and North Dakota state employees.

I'd like to share with you a couple quotes from a survey completed by schools and public libraries that are recipients of the State Library's training program. The survey question was, "What difference has the service (technical assistance) made in your library?" One librarian responded, "The greatest contribution the State Library has made to our library was during our automation phase about 12 years ago. Without their guidance and expertise, we would never have been able to accomplish that project. The help we received was phenomenal as they assisted with advice about weeding our collection as well as training us in how to convert our records to MARC format." Another one answered, "In the 38 years as a librarian in ND, presently we have more services than ever (from the State Library)." The complete survey with the answers we received are in your packet if you wish to read more of them.

Services to State Agencies

The publications of state agencies are an important source of information that 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. Since many state documents are now being published only in electronic form, the State Library is retrieving, storing, and cataloging the electronic documents. The catalog record of each document contains a link that enables citizens to view the entire document. The State Library has also worked with state agencies, such as the Water Commission and the Prevention Resource Center, to have their internal collections cataloged and maintained by the State Library to provide accessibility of their information and materials to all North Dakota citizens.

Disability Services

Senior citizens are an important and fast growing segment of the state's population, and the trend continues. The Disability Services Program provides talking books to over 2,000 vision or learning impaired residents and circulates over 64,000 talking books a year. The Dakota Radio Information Service (DRIS), serving 278 people, provides local news, senior

center activities, and lunch menus, as well as obituaries and grocery ads, which are broadcast daily and allow citizens with disabilities 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 over 4,500 hours of service per year.

Library Vision 2010 Grants

How should North Dakota libraries look by the year 2010? That is a question librarians asked themselves as they updated Library Vision 2004. The top priority of Library Vision 2010 continues to be to connect public, school, academic, and special libraries to the state's online library catalog. This project provides an automated catalog, circulation, and interlibrary loan capability to participating libraries. The statewide catalog is available to all North Dakota citizens seven days a week and twenty-four hours per day. The plan is working and it has had a positive impact on library services and citizen's lives. Library Vision 2010 has also provided state funds to school and public libraries for Internet access grants. Library Vision 2010 is being used to add the records of individual libraries to the statewide online library catalog. This means thousands of additional informational items have been made available to every citizen, either from a library or through their

computer. Attachment A lists the grant awards in 2004-2006 utilizing Library Vision 2010 and LSTA (Library Services and Technology Act) funds.

I'd like to share a quote with you from a school librarian whose library is part of the statewide library catalog. "I often borrow videos and books for my classes through ILL (interlibrary loan) to expose my students to a wider variety of information than what is available in their textbooks. I have teachers that borrow books for lesson plans through ILL. Many students borrow through ILL for research materials for classes and speech, as well as for personal use. Another instance would be students using the magazine databases for research in classes."

Staff

Without qualified, trained, and dedicated staff, none of the before-mentioned services would be possible. The number of librarians retiring or leaving the profession is exceeding the number of people graduating from programs of library and information studies. More than 83,000 librarians in the country are projected to retire by 2010, with about half of the library workforce expected to retire every 20 years. The supply of new professionals is further reduced by generally low salaries of librarians, the fact that there are no graduate library programs available in North Dakota,

and the fact that North Dakota state employees have during recent years received no salary increase. Consequently, recruiting professional librarians is a difficult job for the State Library, and training is a costly process.

The Harvard Business Review tells us that it costs the average business six to seven times more to acquire a new customer than it does to retain an existing one. In my opinion, the same principle applies to recruiting and training new employees versus retaining existing staff.

Stephen R. Covey in The 7 Habits of Highly Effective People says, "The Seven Habits are habits of *effectiveness*. Because they are based on principles, they bring the maximum long-term beneficial results possible." He uses Aesop's fable "The Goose and the Golden Egg" as an example. "The Goose and the Golden Egg" is about a poor farmer who finds that his goose is laying golden eggs. Every morning the farmer gathers one golden egg from the goose and gradually becomes fabulously wealthy. As he grows rich, however, he grows impatient. In an attempt to get all the golden eggs in the goose at once, he cuts off its head and reaches inside, only to find nothing. Like the farmer we often emphasize short-term results (golden eggs) at the expense of long-term prosperity (the goose). If you forget to feed the golden goose, it stops producing golden eggs.

I cannot emphasize enough how important it is that we adequately compensate the employees we already have. If North Dakota plans to produce golden eggs, the goose needs to be fed.

State Aid to Public Libraries

Local public libraries serve as important links to the community. They assist with job creation and training programs, as well as assisting with business development initiatives. For many, the library provides resources and assistance they could not otherwise access or afford.

Rural and small town libraries, those serving fewer than 25,000 people, make up 80 percent of all public library systems in the United States. In North Dakota, rural and small town libraries make up 96 percent of all public libraries. In more recent years, they offer their patrons access to computers and the Internet. Eighty (80) percent of North Dakota's public libraries offer Internet access to their community and to tourists. Public libraries provide North Dakotans with accurate and reliable information through the use of books, magazines, audio/video materials, and Online Library Resources.

Seattle's "Starbucks on every corner" idea is successful because neighbors want a place to meet. Likewise, public libraries provide persons in the community with a place to gather and visit with their neighbors. The

public library is the place in all communities that is a primary resource for those seeking employment, considering a career change, and seeking information. North Dakotans visited their public libraries over 2,269,126 times in 2005; an eight percent increase from 2003. Information literacy is critical to success in today's job market. Public libraries teach citizens how to critically evaluate information. Information smart citizens use the latest and best information to develop sound goals. They know when a book may be more helpful than a computer. They have learned from librarians how to find, evaluate, and use information in all forms. Information smart people know how to find quality information that will help them through family, medical, or job crises. Today's librarians can help patrons find the best source of information, whether it's online or in a book or pamphlet. In order to assist patrons with finding accurate and reliable information, public libraries must have the financial resources to either acquire or have access to the best sources of information.

Helping businesses is the library's role in community economic development. Economic development is the growth of business in a variety of ways. It can include activities to create wealth, generate rising real income, and increase employment. Without even realizing it, libraries have participated in these activities for decades with little fanfare. Economic

development, like charity, begins at home. North Dakota communities are making efforts at economic development. In a knowledge-based economy, educated and skilled people provide the principle competitive edge. Those people are not simply reporting to work each day and doing what is laid out for them. Instead they are asking why, questioning procedures, and developing new methods. Change requires information—information that public libraries can supply. Having information available and getting it to those who need it are challenges librarians face. By strengthening our public libraries, North Dakota can be in a stronger position to attract and grow in offering the highest value location for businesses.

The public library is actually one of the few municipal centers that returns money to the local economy. It does this in several ways. The library is often one of the few employers that hires students. Secondly, the library provides an opportunity for citizens to learn how to better earn a living. Most owners of a small business have, at one time or another, used the library to learn about a product or service that they might be able to sell or offer. Business reference services in libraries provide a valuable resource to business people and other professionals. In recent years, as the office/home business has proliferated, the library has become a place where people who cannot afford to rent office space or set up a home office

conduct their work. The library offers work space. It provides access to office equipment, computers, photocopiers, and other resources. This is really nothing new. What is new is the number of people who view the library as their office. For a start-up, cash-strapped entrepreneur, the public library becomes the first step toward economic success.

Why should libraries get tax dollars when there are such needs for health care, criminal justice, jobs, police, and fire protection? Libraries are part of the solution to many of these problems. Libraries help children and adults become liberated, productive citizens. They provide after school and other programs for children, adult literacy classes, job information centers, books, magazines, Online Library Resources, and the expertise to assist people of all ages who use these resources to lead productive, satisfying lives.

Small libraries work with limited funds. Ten thousand dollars ($10,000) is the average revenue for a library that serves 1,500 people. They spend an average of $4,100 per year on materials for their collection. Show me a shelf three feet long and give me $1,000 to buy books, and I'll still have plenty of room for more books. Most rural librarians are staffed by those with no college training as librarians. The majority are just people interested in libraries and are willing to put in hours to provide that service

to their communities. Rural libraries generally are doing a fantastic job. Through interlibrary loan and the Online Library Resources, you can find things at small rural libraries, just like you can at larger libraries.

We are requesting that you support Governor Hoeven's budget item that provides an increase of $200,000 for State Aid to Public Libraries. These funds would strengthen North Dakota's public libraries as they work to strengthen North Dakota to compete in the expanding global market.

The public library has been called "one of the seven sustainable wonders of the world." The written wisdom of the world is at the fingertips for anyone with a library card.

Training

For democracy to flourish, citizens need free and open access to information. In today's digital age, this includes access to information online.

We ask that you support the $84,450 in the Executive Budget Recommendation for an additional staff member to provide outreach training relating to accessing the Online Library Resources. The North Dakota State Library is requesting the additional staff member to assist with informing North Dakotans about the availability of Online Library Resources and how to use them effectively. Even though the Online Library Resources are very

user friendly, few of us are born knowing how to construct effective and efficient searching strategies. Persons attending training sessions will benefit by being able to find the exact information they are seeking in the least amount of time. As we all know, "time is money." When searching from a remote site, one does not have a librarian there to assist or do the searching for them. As North Dakotans demand that more and more of their information be delivered online, we find that training librarians, teachers, students, and citizens has become a necessity. Trained patrons can find high-quality information without having to ask for help. The State Library is presently offering training classes around the state and to state employees and will be adding Webinar training in the near future. If you compare the Online Library Resources usage statistics from 2004 with 2006, you find that the usage has increased by 125 percent (2004 – 1,440,981 searches; 2006 – 3,238,976 searches). Funding this position will assist us in meeting our goal of keeping up with the demand for training.

I want to emphasize the need to appropriate new money for the new FTE ($84,450) and additional State Aid to Public Libraries ($200,000). Taking dollars from existing library services and grants would weaken or destroy them. It might also jeopardize the cooperation that allowed library services to develop so well in the last several years.

In closing, I would like to ask, "Why *schlep* to a library? There's nothing there to tempt you except books, magazines, newspapers, movies, music, computer training, tax preparation forms, children's story time, grown-up reading groups, guidance through the World Wide Wilderness, and a politely enforced atmosphere of peace and quiet." But if you still do not want to *schlep* to the library, visit us on the Web!

Appreciation for Support

Through the budget process, we have the opportunity to think about how we do our work, and how we deliver services to the citizens of our state. The goal is more than determining the right amount to spend, it is ensuring that money is spent on the right priorities and that we are achieving desired outcomes. We evaluate what is being spent, measure the results of that spending, and establish clear statewide priorities for allocating taxpayer dollars.

As you deliberate, know that in order to keep a strong educational system or be able to attract economic development to our communities, we need a strong library infrastucture to add content to our technology infrastructure.

We live in an information-based economy. Libraries are the information providers. If we are to have globally competitive citizens,

libraries need to be funded in such a way that they can keep pace with inflation and new technologies. It is the connection of people to knowledge that keeps us all going, despite economic ups and downs.

Thank you for the support you have given to the State Library in the past and for your consideration today. I would be pleased to answer any questions.

Attachment A

Library Grants Awarded
2004-2006

June 2004

Participate in the Statewide Online Library Catalog

Beulah Public School	$27,702	Join statewide library catalog
Cavalier Public School	$33,445	Join statewide library catalog
Rugby Public Library	$24,655	Join statewide library catalog
Larimore Public School	$32,541	Join statewide library catalog
Minot Public Schools (7)	$94,250	Join statewide library catalog
Napoleon Public School	$ 5,351	Join statewide library catalog
Northwood Public School	$27,747	Join statewide library catalog
Underwood Public Library	$ 7,522	Join statewide library catalog

November 2005

Strengthen Public Access Services

Bowman Public Library	$ 1,400	Computer
Carrington Public Library	$ 7,000	Expanded hours
Devils Lake Public Library	$ 5,964	Microfilm reader/printer
Edgeley Public Library	$ 1,138	Computer
Enderlin Public Library	$ 1,753	Expanded hours
Minot Public Library	$ 2,400	Planning grant
Minot Public Library	$ 5,600	Audio books
Minot Public Library	$ 2,550	Computers
Velva School/Public Lib.	$10,190	Computers, special project

August 2006

Participate in the Statewide Online Library Catalog

Carrington Public Library	$35,493	Join statewide library catalog
Divide County Public Lib.	$66,308	Join statewide library catalog
Maple Valley School	$ 7,650	Join statewide library catalog
Max Public Library	$ 6,064	Join statewide library catalog
Max School Library	$ 6,647	Join statewide library catalog
Pilot Project - Worldcat	$50,000	Glen Ullin School Library, Hebron Public Library, Hebron School Library
Turtle Lake Public Library	$13,367	Join statewide library catalog
Underwood School Lib.	$ 8,260	Join statewide library catalog
Washburn Public Library	$12,649	Join statewide library catalog
Wishek School/Public Lib.	$45,657	Join statewide library catalog

August 2006

Strengthen Public Access Services

Bismarck Public Library	$ 6,000	Space planning grant
Inkster School Library	$ 3,600	Expanding services
Underwood Public Library	$ 2,850	Community programming
Wahpeton Public Library	$ 4,288	Expansion of services

August 2006

Technology

Beulah Public Library	$ 500	Printer
Buffalo Public Library	$ 1,850	Computer, printer
Burlington-Des Lacs El. Lib.	$ 1,800	Computer, printer
Dunn Center Public Library	$ 1,900	Computer, printer
Enderlin Public Library	$ 1,900	Computer, printer
Hankinson School Library	$ 1,598	Computer, printer
Hazen Public Library	$ 1,310	Computer
Rugby Public Library	$ 2,398	Computers
Hebron Public Library	$ 4,456	Computers
Linton School Library	$ 3,255	Computers
Lisbon Public Library	$ 1,400	Computer
Mandan Schools Libs.	$ 5,263	Computers
Midway Public School	$ 3,300	Computers
Mohall School Library	$ 3,300	Computers
Surrey Public School	$ 3,380	Computers
Turtle Lake Public Library	$ 1,380	Computer
Ward County Public Lib.	$ 1,554	Computer
West Fargo Public Library	$ 1,400	Computer
Fessenden-Bowdon School	$ 3,300	Computers

What they're saying about Disability Services (DRIS) at the North Dakota State Library:

Use it all the time.
Great service.
Grocery ads helpful.
Just wonderful—have told many others about it.
Wonderful thing.
Very happy with it.
Appreciate service.
Moving to Minnesota—really hate to leave. You People have done so much.
Absolutely satisfied with everything.
Very happy to have it.
Very happy with all services being provided.
Pleased with personal service when contacting the State Library.
Great way to stay in touch.
Would miss it if it were gone.
Doesn't replace human contact but next best thing.
Excellent programs.
Will listen more when I get old.
Very good.
It's wonderful.
It's my companionship.
Great programs—use them frequently.
Wonderful service.
Good program.
Adds enjoyment to my life.
A positive contribution.
Great program.
Glad we have something like this.
I like it very much.
Wonderful.
Just love them.
Have enjoyed it very much.
Really enjoy and appreciate them.
Use a lot.
Thanks to all the people who make this possible.
Keep 'em coming.
Tremendous program – Fantastic – I love it.
I use them every day.
Very pleasant.
I love it.
Tremendous folks.
A life saver.

Really enjoy.
Don't know how I ever got along without them.
It's great.
Use a lot—would not want to be without.
You guys do a bang-up job—great job.
Wonderful idea.
You guys are really good when we call.
Use all the time—don't know what I'd do without them.
Love 'em—don't know what I'd do without them.
Best thing ever invented for people who like to read but can't see.
You bet I use the service.
Wonderful—great asset to the state.
Good program.
Use all the time.
Best blessing of my life.
Couldn't live without them.
You guys rock.
Everything is fine.
Really like Talking Books.
Really great.
A wonderful thing.
Enjoy.
Very good.
Wonderful.
Love it.
Truly a godsend.
Service good—keeps me busy.

What they're saying about the impact of getting money from the North Dakota State Library:

1. List the changes in your community that have occurred because of the grant from the State Library.

The changes that we have had in our schools because of this grant would be that students have used the new computers for their research because they can access resources so much faster. They are using the online services on the ND State Library Web site more extensively now. They research other libraries if we do not have the sources that they need. They realize how far they can go to get the information that they need. They have learned and are more willing to do the research themselves.

The grant provided videoconferencing, a new service available to community-at-large using the statewide government-funded network. Our library is located centrally in this community and available for convenient use seven days each week.

We supply local access to college level distance education courses from NDSU, UND, and Minot State University. This allows individuals to pursue specialty courses and advanced degrees without having to travel great distances. Several higher education courses have been offered at this site over recent semesters. One state agency held a hearing using this site to connect throughout the site. Another state agency used the site for a meeting with remote locations. The Central Dakota Library Network libraries (spread across four counties) have held several meetings during inclement weather, resulting in a savings in gasoline and travel time.

We have added a few community people to our patron list. We have also hosted the Genealogy Club and helped them search for information.

This grant was awarded to increase our computer lab capacity from 2 to 3 computers. This computer is situated at our service desk. This allows us to serve more patrons in less time, while still serving patrons at the service desk. This is particularly important since 90 percent of the time there is only one librarian on duty. Previously we had patrons waiting to check out materials while we were at the other end of the library assisting patrons on the computer.

Because we have patrons who are not computer literate, they often ask us to do searches for them. This unit allows us to do so without leaving the desk, keeping the other two units free for other patrons. It also allows for more privacy because of where the computer is situated. This unit is secure from the general public's use in that it is behind the service desk and accessible only with the librarian's permission. This unit enables the librarians to work online, keep records, order books from NDSL, and do other tasks without worrying about the privacy of our files.

There has been more access to the Internet for everyone in the community, including students.

We now have direct line access to the Internet.

Changes in our community include more students and adults using the library because of the computers purchased.

The LSTA grant allowed us to create a ten-workstation computer lab which has been heavily used by the public. The funds for this grant paid for tables and furnishings for our new computer lab and allowed us to leverage a technology grant from the Gates Foundation to create a state of the art facility. As a result of this new lab, we have been able to play host to a number of training sessions for the public on such topics as computer basics, searching the Internet, and genealogical research. We are able to offer our citizen's greater access to information technology resources than ever before, this has had a beneficial impact on many of our community's poorest and most vulnerable citizens who have been able to find jobs, start a small business, or research various health problems using the equipment paid for with this grant.

We have only had three videoconferences held (one more will be held in two days). These three videoconferences were library conferences that covered the following: Info*lynx internal items, a class on the magazine index, and a class on Internet security. There really have been no community changes.

Our students and teachers are viewing library services in a more comprehensive manner. Students now look both in the physical stacks for information as well as go to the State Library and utilize the LaND resources. I have been emphasizing the Big6 research process with students in grades 4-12. Sixth grade students are now able to look at a question and go through the process of researching it. The inclusion of newer computers has created an atmosphere of exploration and access which we were lacking in our library before.

Our grant was for putting our elementary library on ODIN so that both libraries would be on the same system. As a result, our patrons are able to see what is available in both libraries. Another plus is that anyone with Internet access in our communities can now see what is housed in the elementary library. They could not do this before.

The students move from using the elementary library to using the high school library more comfortably because both libraries are on the same system. In the past, there was a lag time when the students moved to the high school building because the system was new to them.

After announcing our successful bid for a library grant, we have increased our patronage by 18 percent over the past year. The new computers make accessing the global information network faster.

No changes, just in the phase of making copies of books to be put on ODIN. Over 50 percent completed.

The students in our school like to use the computers for research. The students find it much easier to research with faster computers and a printer hooked to those computers.

Through the grant, we have been able to link students and teachers to the resources they need. Our library community may now access our library resources at home. They can also search for books at home, place holds on books from home and search the databases of the participating ODIN libraries in the consortia. We have also been able to provide students with the opportunity to learn how to order supplemental materials from remote locations which meet their learning needs.

There have not been many changes in the community, but many in the school. Students have been using these two PCs in the library a lot. They have access to them all day and after school. Our lab is locked unless there is a teacher in it, so having these machines in the library has been a big help especially during science fair and geography fair when the seniors do their stocks with reports and during study halls.

With the grant, we are able to provide training to individuals, library staff, and librarians in this area of the state. Many of the people participating in the training are senior citizens. After the training, we have noticed that these individuals are now using the library's online catalog and even placing reserves from their home. We are also able to provide computer lab training for staff on the use of the various databases the library provides.

Our students are able to find a wider variety of resources for leisure reading and research. Those who use ODIN are amazed at what is available to them and have been pleased with the system.

Our students have been able to do much of their research at home using the online access to materials from other libraries and the databases. I know that they, in turn, have taught their parents how to use the system to find information they may want. Recently, a preschool opened in our community, and the teacher needed to easily find books and other information. She was thrilled with the quick access and ability to find what she needed.

The library is being utilized at a more frequent basis by both our student population and adult community. Classroom teachers are bringing in their students to the library for research and study.

Many patrons in our community come to the library to do research, purchase items on e-bay, pay bills, check e-mail or just find a book or audio tape. This sentence represents 2000 libraries. Because of this grant, we now have a library that is available 24 hours a day—7 days a week. We added our records to ODIN, a large network of libraries, and our community enjoys a library of the 2000's.

Our community would be grades K-12. In the elementary grades, the additional computers gotten from the Visions 2010 grant enabled me to do classroom instruction on how to use the online card catalog for our school. I am now able to have a single student on the computer while another student goes and looks for the book they found on the

computer program. Previously we had three to four students on each computer. In the high school, we now have entire classes in to do research. This is so important with ODIN and other Internet sources of information needed for research papers.

The study halls are sending more students to do homework on the computers where before they had to go to the computer lab and see if there was space for them to work.

We have seen more adults use our computers to access the Internet than what we had seen in the past.

2. Did this project result in any new partners for your library; and if so, describe them and how they benefit your community.

Certainly has resulted in greater awareness in the university community of the benefits of collaborating with a public library site. Community is accustomed to "one-stop shopping" at the library for so many things and this provides one additional available service. This library now has contacts with NDSU, UND, and Minot State University.

We have been able to get information from libraries outside our community to help fill a need for our students and for community members.

This unit has not directly added new partners for our library.

I don't feel we have any new partners in the community because of the grant.

No.

No new partners.

Yes, as a result of the creation of the computer lab, we established a partnership with Job Service North Dakota to provide training on the basics of using a computer and searching the Internet; more than 200 people have benefited directly from this partnership. We have also strengthened our existing partnerships with the public schools by making them aware of the print and electronic resources we offer and providing training sessions and workshops for many of their teachers in the lab facility. These workshops have made the public schools teachers more aware of the resources we offer and have helped build a synergistic relationship between us and the schools. The computer lab has also been used extensively by the Emporia State University distance education program to train a new generation of librarians in providing informational services not just to residents of this community, but across the state and region.

No new partners.

As far as partnerships with people or organizations outside of the school, it did not result in new partners. However, the teachers are now aware of the offerings of the State Library and have a reliable means of accessing it.

No new partnerships were established because of this grant funding.

Not as of yet.

This project did not result in any new partners for our library.

We have developed partnerships with other participating ODIN libraries. We've done this through our participating in the interlibrary loan process. The list-serv has also been an avenue for members of the consortia to discuss issues of concern and discuss questions of interest to the circ users and reference users group, especially now that we have been migrating to ALEPH. Through the consortia, we have also been able to participate in the decision making processes regarding the selection of licensed resources.

No.

No.

During the last year, we provided training for the Sons of Norway, Alliance of Foundations, and Grant Writers Group. As a result, members of these organizations have used the resources of the library for books on grant writing, research granting sources, and using our genealogy online database (Ancestry Plus).

No, there are not any new partners.

When we started the process of applying for the grant, we also combined with our city library at the same time. The system has allowed our local patrons, as well as the students, to have infinitely more materials available to them. Community members are extremely proud of our "up-to-date" technology.Various teachers within our school district and neighboring school districts were trained in the use of the Big6 program. There is now a network of teachers who are willing and able to work together to enhance the education of their students using the philosophy of the Big6.

New partners—all the many new patrons we can share our materials with in North Dakota.

No. We don't get any outside help for our school library.

The grant has not established any new partners for our school/city library.

3. How have you promoted this service and informed your target audience of its availability?

We have e-mailed staff and instructed both staff and students about the availability of the new computers and faster connectivity to the Internet and State Library site. We developed a brochure for our libraries informing our patrons of all the sources they could be using. We have instructed our patrons on the online resources available to everyone through the State Library site.

Service has been promoted on library Web site, which is linked to the city site. City department heads were initially invited to use service as needed. Service is also promoted on in-house video information screens available at all times for public viewing. Service has been listed in library newsletters and handout literature. Because of our state-supported telecommunications and previous legislative restrictions, we have promoted usage so as not to "compete" with the private sector. Usage is slowly picking up. Other "connected" CDLN libraries include: Mandan Public Library and Beulah and Hazen Public Libraries.

We have offered a class to the public to help them learn how to use ODIN and the Internet. We have also sent letters home to the parents telling them how to connect to ODIN through our Web site and how their children can now research from home. We have also had an article on its use in our district newsletter.

We promote this service in our brochure which is given to all new residents and is available at various places of business in the community.

The service has been promoted by word of mouth. Workers at local restaurants have spread the word to residents and travelers alike. An open house is being planned during Library Week.

Yes.

We have put up posters around the community letting patrons know that we have open library.

We have promoted the computer lab with press releases and with a variety of paid print advertising for various programs using the facility. We have also used word of mouth to promote the lab, and it has quickly become a very popular and integral part of our library services. In one particular instance the lab was filled to overflowing with representatives of various local nonprofit agencies who attended training on the use of our FC Search grant software, a number of these individuals expressed their delight in finding out about this resource and the other resources available through the library.

We attended a Chamber of Commerce meeting and explained the use of it and how it could enhance the training and cut travel costs for local businesses and service organizations. We also put two articles in the local newspaper. The first article was about being awarded the grant and what the grant was for. The second article was explaining the use of the videoconference equipment when the equipment was activated. We also put an ad on our local community access television channel.

I consistently offer classes utilizing our new hardware and the LaND resources. For high school students, these courses occur approximately once every semester, for junior high students, once every nine weeks, and for elementary students, approximately once per month.

After announcing our successful bid for a library grant, our local newspaper was prompted to send a reporter and do a more complete story on the school/community

library and the new computers purchased with grant dollars. Additionally, we advertise our library hours on our local cable access channel and have covered the story of the new library technologies in our school newsletter.

In-service held with all staff on 1-17-2005.

We have informed patrons by handing out information at Parent-Teacher conferences. We also sent information home with students. This information has also been included in the superintendent's newsletter. It was also in the Board of Education meeting minutes. The link to the State Library is also on our school Web site, which is also linked to the city Web site.

Our students in grades 3-12 are instructed in how to search the online catalog using basic searching techniques, how to use the electronic licensed resources and also how to integrate these resources into their research. We have also worked with the staff to inform them of resources available for curriculum-related materials and full-text articles for classes they may be taking.

Our target audience was the elementary students and staff. The service is basically promoted when the students and staff come in weekly for library classes. When staff and students are looking for particular items, the promotion becomes a one-to-one situation. These times encourage them to become a more independent user.

Just by having the PCs in the library, the students can see if there is someone using them or not. I have not had to promote these computers much. The students have done that themselves.

Talk to the teachers one on one; publish in brochure.

We promote training in the use of the Library Online Catalog, databases the library subscribes to, using the Internet for doing research, and using e-mail by distributing flyers at the library and sponsoring promotional booths. We have promoted the training at the annual Tech Show and two shows for senior citizens. Using these two methods of promotion, we have a waiting list for training.

I have posted signs in the library on how to use the system and have also instructed students and faculty on the many features of the system.

As the high school English teacher, I teach accessing information on the databases and finding sources in other libraries to our students. Students are very good about sharing with other community members how to learn the same skills. We have also published articles periodically in the local newspaper promoting the library and its technology as well as held open houses.

Each month in our school newsletter, the librarian keeps the community abreast of all the new technology available through the library. The local newspaper is another tool in which area patrons are informed of all updates. In-school reading programs have

promoted the use of the grant items. The librarian, through the use of the school's intranet system, keeps the local teachers current of all new upgrades and information.

Promoted the service through the local newspaper and librarian has been a guest at several community groups—city Women's Club, Lions, Senior Citizens, Chamber of Commerce, Homemaker group, and church groups.

First of all, I took pictures and had a write up about our new computers in our local paper. Then I took your training workshops offered last spring and this fall on the use of the license resource section of ODIN. When we got the computers, I brought all the classes into the library and showed them the computers and explained how their classroom could use and benefit from them. I especially spent time with the English teachers and their classes to make sure they knew how to use the research section and the new EBSCO section of ODIN. This has also increased the use of our library computers. Now our students know how to find and utilize the programs that they will not only need now, but in the future when they are in a college setting.

We hosted an open house for our community in the spring of 2004. I have also invited adults that were taking an adult computer class into our computer lab, to feel free to use our library computers. We also promote our library in our school newsletter.

4. Identify the funding and staffing you have committed to continue this project.

We have committed to automating out library and have gotten a grant through the State Library to get our libraries online so they will be accessible 7 days a week and 24 hours a day for our patrons. We have committed to fund whatever is necessary to continue automating when the initial grant is completed.

We remodeled a storage room for our Executive (video) Conference Suite. The room was gutted, cleaned, painted, carpeted, and given a new ceiling and high efficient lighting. We designed and built a custom rack to house the equipment. The room was also given a whiteboard and computer. Our total cost for materials and labor was around $3,000. Ongoing support funding will come from the library operating budget. The Library Technology Coordinator handles scheduling of videoconference site and readies equipment as needed. Repeat use groups receive necessary training to perform basic use functions.

A line item has been added to our school district budget to cover the costs of ODIN.

We are available to assist patrons with searches such as map quest, the school district site, ODIN, travel planners, and other searches from our desk area.

There has been no new staffing. Immediate staff helps individuals when necessary. There has been more funding for connections.

We are using Internet funds; we charge so much for using the Internet, plus so much per copy.

We received funding from Title II, Part D, through our County Consortium to help purchase the five computers. Staffing for the open library hours after school is through the 21st Century grant.

The library has a regular technology replacement budget which is used to maintain and expand our computer offerings and to replace machines as they fail. We work closely with the staff of the city's Information Technology department to insure that the computers are kept up and running. In addition to this, the library has a full-time staff member who is primarily dedicated to managing the library's IT resources, troubleshooting, and installing upgrades.

Our staff coordinates all scheduling through Vern Mastel at Bismarck Public Library and he sets up the routing, etc. Because of our consortium (CDLN), his funding is part of our annual system fee.

Our school district has committed to maintain the services of this grant through our technology and library budgets. I have requested, but not yet received, the dollar value of these amounts.

We have been able to maintain our staffing and have improved our connectivity to the new library computers with high-speed switches. We are also making the move toward wireless network resources.

The general fund will continue with project after grant is done. Library staff will not change.

The funding to continue this project will come as a part of our technology budget. We have a 5-mill technology levy to be used for technology software, hardware, training, and upkeep.

Our school board is committed to continuing our relationship with ODIN. Our IT department has committed to maintaining and installing software and network upgrades as needed and updating student and staff accounts.

One full time librarian, 1.5 library aides, and postage.

We will keep buying the ink cartridges for the color printer. As librarian and technology coordinator, I will do maintenance on these machines.

Approximately $3,000 per year; 250 hours of staff time/year.

The school spends approximately $1,800 a year for the project. I am the only staff, a K-12 librarian, who also teaches two social studies classes.

The school and city share expenses for the library. I cannot tell you the exact dollars we spend on the library—I do not have to deal with the financial part of it. But I do know that between the superintendent of our school and the library council, I have received everything I have asked for in the library. This includes hundreds of books, new shelving,

new computers, scanner, printer, and a new preschool section. Our school board and city council have committed themselves to making this one of the top small school libraries in the state. We have one librarian for when the library is open to the public; one librarian for the school; and five volunteer student aids. We are also in the process of hiring someone part-time to assist during the school day. I feel we would then be adequately staffed for our needs.

A part-time librarian is available throughout the school week along with a full-time technology coordinator to keep the community and school staff educated on all upgrades and updates to the system. These two individuals are paid solely through the school district's funding. All hardware and software are also paid through these same funds. With the implementation of the Big6 workshops, there are on staff teachers who are able to be a resource for the community.

Funding—Staffing—Because of the extended service, we continue to need extra full time staff and to continue, we need to continue to budget funds for the ODIN system for cataloging our books.

Our school contributed the wiring for our computers networking system and licenses for the programs like Library Pro and Accelerated Reading, as well as our Microsoft use and our security systems. We are responsible for the installation and upkeep of the computers and have also provided the computer desks that were needed for the new computers. Our technical person has done a great deal of work to see that everything is running correctly and all the programs were put on the computers in a timely manner so we could begin using them as quickly as possible.

The school continues to provide maintenance on the computers. We also provide supplies for the new printer.

5. Did this project result in new patrons using your library?

More students and staff have used these new computers because of their faster connectivity to the Internet and all the resources and multiple databases they have available in this way.

Definitely yes. Some of the college (nursing) students would otherwise not directly connect to this library. Government officials would not be in this facility in an official capacity without this new method for conducting business (i.e. ND state agencies).

Yes, a few community people have asked for library cards and our ILL requests from other libraries have increased.

While we cannot say that this project has resulted in new patrons, we can say that our regular patrons have benefited from it.

Yes. When individuals come in to use the computers, they also look around the library and may check out materials or find something to use in house.

No.

Yes—more students and some community patrons. Our teachers are bringing students in to do research.

Anecdotal evidence would suggest yes, in the two years since the lab became operational, the overall usage of the library has increased dramatically. Following the opening of the lab, our number of computer users nearly doubled and growth has continued to be strong.

Not really, although it brought over some librarians who had never been in our library before.

Yes, our usage has increased in both junior high and high school. Teachers are now requiring a research-based project for semester tests at a higher rate than before.

There is a mix of both new patronage and more usage by the established patron base.

N/A at this time.

I do not think any new patrons are using the library, but the patrons are using the library more for research purposes.

Through Interlibrary loan, we have patrons not in the consortia requesting materials from us as well.

Since the elementary children come in once a week for class, the usage among that group is mainly unchanged. The increase has been seen with teachers, special ed. staff, head start staff, etc...because it is easier to find a list of materials to fit their curriculum needs. Some teachers use ILL more often because the material is sent to the elementary school.

No. It did result in many more students and staff in the library using the computers and color printer.

About 40 percent of the individuals taking training already have a library card. Another 30 percent have signed up for a library card since taking the training, but in spot checking the use of their library card, no circulations have resulted. They may be using the library or the computers but not checking materials out. Others may be using the library's database from their home.

While the project really didn't result in new patrons, it did result in the current patrons using the library more due to the availability of ODIN.

I think we have added new patrons. Our community is so small that many people who would go to the library already did. Where I think we have increased traffic is from people going through town. We are situated right on the Canadian border. Between people going through the border and increased traffic due to Homeland Security, we have many people using our library who wouldn't have used it before. Partly because it is new and more accessible, but mainly because we are technologically up-to-date. Also, I

believe students come into the library more in the summer and after hours. This was almost unheard of before.

The majority of the library use is from our student population. However, a few adult community members are using the grant facilities to further their education.

New patrons—many...I'd say...the younger patrons enjoy it most. Many times students bring parents to the library to show them how to use the library.

Since the entire school has always used the library, it did not result in new patrons, but it has definitely created more use of the library from everyone in grades K-12. In the past I might have two to three periods a day when no one came into the library, but since we got the new computers, the library is busy almost every period, if not from study hall then from a class looking up information.

More visitors to the community have been using the library because of the new computers and the access that we provide. Tourists to the community have been using the computers to access business contacts while on vacation. People with relatives in the hospital and retirement home also have used the library for business purposes. Others have used the computers for accessing e-mail and reading online newspapers.

6. By what percent has this project increased the usage of your library?

Our students have to sign in to use the computers in the library. The percentage has increased about 20 percent. We serve about 820 K-12 students and 122 staff, and most of the students do one type of research or another during the month. The staff uses Web sites and the State Library for classroom enhancement.

With an average of 6,000 users coming into the library for all purposes each week, the numbers impact of this service is negligible.

ILL requests have more than doubled.

While we cannot say that this project has resulted in new patrons, we can say that our regular patrons have benefited from it.

We estimate an increase of 25 percent in the usage of the library—mostly in-house use.

None.

Our after school usage has improved by 5 to 10 percent and classroom usage has improved up to 50 percent.

The number of people signing up to use the Internet increased by nearly 100 percent when the computer lab opened.

N/A.

Specific assignments which utilized the Big6 criteria in grades 7-12 increased by around 8 percent.

Our patronage usage has increased 18 percent over the past year. The use of technology (computers) in the library has increased as follows: 45 percent increase in usage in the high school; 25 percent increase in usage in the elementary school; teacher utilization of library computers is up 12 percent over baseline numbers; and public patron usage is up over 7 percent as the public has become aware of the availability of new computers.

N/A at this time.

Twenty-five percent.

Our circulation reports would reflect an increase of in-house usage of our libraries, though it does not show use at home.

About 5 percent.

I am not sure but I would say around 30 percent.

We have increased usage from existing customers taking the training and from individuals taking the training given on genealogy resources and the Foundation Grant Center Database. Use of Ancestry Plus has increased substantially and more people seeking grants are using our Grant Materials and the grants database in house.

I would say about 15 percent of the books I check out are interlibrary loans. Students also use the available research databases.

It is hard to determine how the project has increased the usage because the city and school combined libraries the same time the grant began. Based on a count kept by the city library during its hours, use has increased about 25 percent. Use during the school day by students has increased about 150 percent simply because they can use the technology to search for materials. This is also due to various assignments by teachers, but they have altered their requirements because the students have the access now.

Prior to this grant, the library did not have any computers available to the students. After one year, the usage of the equipment was up 100 percent. However, by the next year, the usage tapered down due to restriction of usage by the administration and librarian. Misuse of the system should not be considered in the overall percentage.

Twenty-five percent.

Estimate—20 percent.

I think the use of the library has improved by about 40-50 percent. Computers are such an important part of libraries today and were needed so desperately that it has doubled the amount of time people spend in this room. We are now servicing students who went to the computer lab or worked at home on their personal computers.

The increase in library usage is about 30 percent.

7. How many people does this project serve in a month?

We have no specific stories other than favorable comments made by students when they are able to use the new computers—"faster," "more sources to get to for their research," and "fun to use."

Number served each month averages approximately 75-100 persons.

Approximately 500.

The project serves about 75 people per month, mostly computer usage.

Approximately 10-15, depending on the time of year.

Based on our total number of Internet users and using the 10 workstations in the lab as a percentage of our total number of workstations, I would estimate that the total number served in a month averages between 1,500 and 2,000.

Very streaky. Many months none, a few months 12 to 15 or so.

The project is available to around 410 patrons per month.

This project serves about 46 public patrons and about 1,340 (67 per day—20 school days per month) school patrons each month.

528 K-12 students and approximately 60 adults. Once online, the number of adults should rise as they access at home.

This project serves our school population—grades 7-12, students and faculty—approximately 130 people daily.

Our district population consists of 3,600 students and 200 staff members. Through the English/Language Arts and Library/Technology curriculum standards, students are served by our school libraries.

About 220 students and adults.

In the month of February 2004, there were 190 students that used the two computers and 105 staff. This was the month of Science Fair so the printer was being used for the color graphs and pictures a lot also. We are at Science Fair time again, so the computers are being used for looking up science projects and soon for printing the projects. Then we will be at Geography Fair time and they will be used much more again.

Thirty-six individuals.

There are 117 students and approximately 30 staff being served by the project.

This project serves approximately 198 patrons a month. Our community population is approximately 625 people.

Our public school library serves 166 students, 32 staff and auxiliary staff members, and the patrons of the school district.

This is an estimate—700-800 traffic. Larger amount of usage during the school year. (Not everyone checks out material.) But it's more about "service"...e-mail, or available-not available. Many cases...the word is spreading of "services" available.

Our student body is about 300 students in grades K-12. Because of the accelerated reading program that we have for grades K-12, every student uses the computers at some time or another during the month.

These computers are available to over 100 students daily, as well as the community.

8. Share stories of how your library's services supported by the grant have made a difference to patrons in your community.

College and post graduate students access advanced courses scheduled here because other area facilities were booked up. Opportunities of this system offer promise for those seeking advanced and specialized degrees and, also, to smaller organizations seeking to expand training horizons. CDLN libraries have held several meetings already during inclement weather (winter) and one scheduled technical training workshop which was attended in all locations.

It has made more resources readily available to our students and their families. This in turn has made it easier for out students to do their homework and research for special projects.

One great advantage has been that we can now do NDSL searches from our desk and the patron will know immediately whether or not a particular item is currently available, and we now are able to do searches in a more timely matter, not waiting for one of the other computers to become free. Several of our patrons regularly request searches for addresses, travel information, and more. We even have checked e-bay for a patron.

More people are able to send personal and business e-mails. Several have come to the library when their own computers are not working. They hardly ever have to wait. Some have used them for college courses including tests. People have even done their banking from the library.

Many people have complimented us on the computer lab and how helpful it has been. A number of the patrons who attended the workshops offered by Job Service North Dakota were elderly and this constituted their first experience with the computer. I remember one particular individual who was very excited and happy because now she would be able to

send and receive e-mail to her grandson who was serving in Iraq. I don't know the particular names, but I do know of at least a couple of individuals who have found employment using our computers. The lab has been used by librarians from across the state for training as well as by the police and fire departments. I would say the overall impact on our citizens has been considerable and having the lab has allowed us to better fulfill our mission to the public.

The videoconference we held on the magazine index gave our staff a good hands-on lesson in utilizing the index which, in turn, we offer to our patrons when they come in with reference questions. Our Internet security/safety conference gave all of us in attendance the tools needed to maintain the computers not only in our libraries, but in our homes, in secure fashions. This will also enable us to share this information with our patrons and probably, in the future, put on an Internet security videoconference and open it up to our patrons and the business community. Wish I could say we have used the equipment bunches of times, but as the technology is new to people here, it will take time to get people used to it.

The teachers that utilize the computers that this grant was able to purchase love having new computers which the students can operate. They feel it has lessened the frustration level for both themselves and their students, allowing access to explore topics more thoroughly. I have utilized the computers on a regular basis emphasizing the use of LaND for research and for evaluation of Internet and other resources.

The following examples have occurred within the last month. One patron in our community was very interested in the religious aspects of the Middle East and how these aspects were playing a part in the war in Iraq. Although he was an older gentleman and had no computer experience, he was able to find the information, print it out, and take it home with him to read and digest at his own pace. Another patron uses the library computers to complete the homework she is doing for a college computer class because she does not have a computer available to her at home. A third patron is using the library computers to access information to complete a college course that she is taking concerning the Israeli/Palestine conflict in which she needs to complete a 25-page paper.

N/A at this time. Once online with books and patrons learn how to use the system, patron use will increase.

Students come to the library first rather than going to the computer room first to do research.

Students and staff are not leaving the library empty handed when they come in to do a research quest. Our offerings have expanded with the interlibrary loan feature and our increased access to online databases which have given instantaneous and seemingly limitless information. When we have to tell a student that "no, we don't have that book," it is nice to be able to add "but I can get it for you through interlibrary loan."

Because their barcode IDs stay with them from K-12, students know they can check out materials from either library. EIE students borrow books from the elementary library to read in their classrooms. One upper elementary student became interested in Sherlock

Holmes and after he read the books in the elementary library, he checked out books from the high school library. A 7th grade student is coming to the elementary library to check out Lemony Snicket books. A mother of a preschool child comes to check out books using her local patron ID.

There are times when students are waiting to use the machines in the library. They know that these machines are always available to them. There were some very nice science fair and geography fair projects done in color last year. We do try to limit the color printing to when it is necessary. Our college English class uses the computers to check their grades from their teacher. Before school, there are always students using these machines to check stocks, quickly finish a report, or for looking up things. By having these computers in the library, we have helped students be able to complete their school work. Staff members can also use these computers during their prep time if they lose their room to another class.

The following are short stories about people who registered for and attended a complete session of computer classes at our public library. They were first-time users of the public library and did not have library cards.

> A gentlemen, approaching retirement age, has been actively involved in a local investment club. When he attended beginning computer classes at the library, his goal was to locate Internet sites which presented information on values of stocks. He continues to use the basic computer skills he learned to more actively participate electronically in the activities of the local investment club.
>
> A mother / daughter gives care to her elderly mother while raising her young children. She registered and completed beginning computer classes at the this library so she could learn how to research a family health problem. Both she and her mother have breast cancer. After each class, we privately showed her some Internet sites she could check out that might have pertinent information. She used the knowledge she learned in classes to become a more informed patient when visiting the doctor.
>
> A retired English professor registered for and completed beginning computer classes at this public library. These classes make a difference in how he locates current research information in his field. He is able to retrieve the information faster and more cost efficiently. Because he is more computer literate, he is able to converse with his peers concerning technological research methods.
>
> Three people in their mid 50s, approaching retirement age, all have home computers, but felt computer illiterate. After registering and attending beginning computer classes at this public library, they were able to achieve their goals. One was interested in booking her travel accommodations online and the other two became more proficient in using the library catalog and email.
>
> Spouses registered and attended beginning computer classes. Two couples were interested in communicating with their grandchildren through the computer. They purchased home computers and wanted to actively use them every day to establish

electronic communication with their extended family. After learning how to use the library catalog and searching subscription databases, they became more confident in their computer skills and could troubleshoot their home computer set up problems. One of the men delighted us by logging onto an association Web site of which he was a member.

Another couple helped one another during beginning computer classes at this public library. The man helped his wife use the mouse effectively (her hand would shake) and she could point out links more effectively on the computer screen to her husband (his vision was slightly impaired). They learned together and became a team when searching subscription databases during classes. This couple learned how to use their home computer more effectively.

One such instance would be with my social studies teaching. I often borrow videos and books for my classes through ILL to expose my students to a wider variety of information than what is available in their textbooks. I have teachers that borrow books for lesson plans through ILL. Many students borrow through ILL for research materials for classes and speech, as well as for personal use. Another instance would be students using the magazine databases for research in classes.

Students would not be using the library as a research tool without the use of the computers. Our library is unable to supply the most up-to-date, hard copy reference and research tools that the students need. This grant enabled many students who do not have a computer or the Internet at home to fulfill school requirements.

An adult student uses the library to take college online tests.

The librarian is able to integrate classroom studies into her library lessons. The teaching of our own library's system and the State Library's system is now a reality.

This school and public library is like every library...to some patrons, we are their best friends. So these friends of the library like to show off the library. One patron brought a visiting friend from Washington in. The visiting friend is very familiar with the Gates Foundation. They were very pleased to see Gates computers while they utilized the $30,000 ODIN grant at this library. Thank you...for without this grant the new 24 hours a day, 7 days a week library would not be available in this library. We are getting used to the new word now—"Aleph."

One of the ways that this has really helped our composition class is that the teacher had to split her time from the computer lab and the library (the computer lab is 5 rooms down the hall from the library). Now with the extra computers, she is able to stay in the library and work with her students in whatever form of research they are trying to use. Our journalism class has found the newspapers and magazines on EBSCO and the Gale Group very helpful in looking at and comparing the different formats of each paper. They have been able to discuss how one topic is shared and or written differently by different papers. All of this was not possible before our new computers and we definitely thank you for choosing this public school library for this grant. My main concern now is what

will we do when these computers become old and need to be replaced. Hopefully there will be another grant because small schools do not have the funds to continually supply the essential needs of technology that are required to educate students in today's modern educational system.

Some patrons are using the library computers to learn a foreign language. Others who don't own a computer are learning how to use a computer. Students without computers at home are coming in during public library times to do research and write papers.

What they're saying about ILL and Reference Services at the North Dakota State Library:

How often have you used the State Library's interlibrary loan and/or reference services during the past five years?

Public Libraries

Quite often.
I don't know—we have gotten a few books when someone requests a book we don't have.
Estimate – 250.
At least once a week. More often during the school year, especially for home schoolers.
230.
Since my hiring, November 2005, 188.
Once.
Approximately 150-200 times in the last 5 years.
There were approximately 2,400 ILL requests between Sept. 27, 2001, and Sept. 27, 2006.
I've used it every year, several times.
About 200 regular requests and 15-20 large print books every 2 months.
We use your services at least 20 times a year.
Each week I have used the service of interlibrary loan.
There were 1,935 actual transactions of materials. Many more requests were made for information by telephone for information but these were not tracked.
We use the interlibrary service weekly.
Interlibrary loan = 1,541, reference services = 154 (est.), Total = 1,695.
35 books or videos have been sent out.
Daily—during open hours.
30 times.
Because this is a college town, most people order ILL through there; we have used both ILL and Reference services on occasion.
We use it very often to get books for our patrons we do not have on hand.
Approximately 65 times.
Approximately once every three months.
Probably hundreds of times...whenever we haven't found items in the ODIN database.
1-5 times per month.
Twice.
Several times; maybe once a month; maybe even more; it depends on what is needed.
2 or 3 times a month.
Approximately 300 items.
More than 1,000 times.
Average 5 days.
300-400 times a year.
Several times a week.
Approximately once a month.
50 times approximately.
On the average: 15 times per year.

Schools

Daily for one year – new librarian.
I am new to this library but by looking back at records, this library did use this service several times.
About once a month.
5 years ago, very limited use.
On Average, 10-20/yr.
0.
Not very often—probably 100 times.
Several thousand times!!
0--I did use it a few times when I was the library media specialist at another school ten years ago.
I am part of the ODIN ILL system so I borrow and lend books throughout the state, throughout the school year. The service is always prompt and accurate. The staff is always very helpful and friendly.
This is used in combination with our public library.
About 50.
50-100 times—possibly more often.
Interlibrary loan a lot – 30-40 books a year.
Approximately once a month—September-May; weekly/daily – October/November.
Approximately once a week during the school year.
Approximately 50.
This is my second year as librarian. Last year we used the ILL at least a dozen times. Students, staff, and community had access to ODIN 24/7.
We enjoy the use of interlibrary loan on the average of 1-2 times per month from our very small school library.
Often—but this is only my second year as a LMS.
On a weekly basis during the school year.
Last year was my first year as librarian. I used ILL between 75 and 100 times last year.
Twice; school year 2005-2006.
Approximately 40 times, but the English class orders many books when they do their research papers in Nov./Dec.
We have used ILL extensively—for students doing term papers.
The usage has increased every year from several times a semester to monthly to bimonthly.
3 to 20 times per school year.
I am new to the library. I cannot answer these questions-sorry.
2 yrs./10-15 times.
0.
50.
50-100 times.
I am new to ND teaching—I haven't used these services yet.
1 or 2 times.
50-75 times (includes a # of phone calls).
Three times.
30/year.
At least 160 different requests were processed and received.
Very often—4-5 times a school year, ordering up to 20 books each time.
12.
Two.

None.
We have borrowed at least 100 books through the ILL services for our students. This has decreased in the last 2 years as we encourage our 12th graders to obtain their own card and borrow their own materials.
Once or twice a week.
10-12 times.
Once.
Approximately 5-10 a year.
Probably about 5-7 times.
At least once a week, sometimes more often.
During the school year 2-3 times a month, on average.
Less than ten times.
Several.
I am a brand new librarian/teacher this year--cannot give much feedback.
66 times.
Every week during the school year.
Very frequently, both for books and electronic resources.
I have been at this public school for one month, in this time I have not used services; the previous librarian did—how often?? I did at my previous library.
Several times.
On a regular basis—probably monthly.
We use the interlibrary loan service on a regular basis throughout the school year.
We use ILL throughout the whole school year; statistical information is available through the State Library as to how many requests we have made yearly.
3-4 times weekly during the school year.

Unidentified

I use it on a weekly basis--approximately 200 ILL's per year. I use it less now than five years ago since e-books and the Online Services have really beefed up their offerings. Five years ago my figures were closer to 400 per year.
Every week we have at least request.
Frequently, I really haven't kept track.
Probably about a hundred and ten times.
We have ordered many books through interlibrary loan.
We average 27 to 30 requests per month.
I think I have used the State Library's interlibrary loan service about five times during the last five years.
8-10 times.
Several times a year.
Don't know—don't keep stats that long.
Once.
Daily.
I've only been at the library since June, so I'm not sure I know anything about the interlibrary loan and reference services. Can you send me some information on it?

How often have you used the State Library's interlibrary loan and/or reference services during the past year?

Public Libraries

Probably 200 times.
67 times, year to date.
At least once a week, more often during the school year.
33.
Since my hiring, November 2005, 188.
N/A.
Approximately 15 to 20 times this last year.
480 times.
We've used it extensively for books to complete term papers. It's an absolute necessity for our students.
Forty-six individual book requests plus 15 large print books requested every 2 months.
I used these services quite often in my 1st year as librarian to fill in gaps in educational materials and secure books requested by students and teachers or tapes needed for special education students.
We use your services at least 20 times a year.
Since I have been on Horizon I have found most of all books I need and have not used State Library interlibrary loan as much. Once a month.
There were 415 actual transactions of materials received.
We average about 115 loans per year.
Interlibrary loan = 232, reference services = 23 (est.), Total = 255.
14 books and books on tape.
Daily—during open hours.
20 times.
14 or 15 times possibly.
We use it usually once a month or so!
Approximately 12 times.
Approximately once every three months.
Dozens of times.
1-5 times per month.
Once.
I use the State Library's interlibrary loan services several times a month. Whenever a patron needs books just for themselves to pleasure read or if a patron is looking for something specific and we don't have it.
Many times!
Since January 1, 2006, we have ordered 62 items.
More than 200 times.
4 years.
300 times.
I do not have the number, but estimate 90 times or more.
12.
10 times.
Approximately 5.

Schools

Daily.
Several.
About 12 times.
Once or twice a week.
Twice—as we just began the school year. I anticipate the same usage as before.
0.
25 times.
350 times—particularly online databases.
0.
Last year was not a normal school year because I only did ILL starting in February. Statistics from past years are borrowing 20-30; lending 115-125.
This is used in combination with our public library.
About 6.
5-10 times.
30-40 a year.
Approximately once a month—September-May; weekly/daily – October/November.
App. once a week during the school year.
Approximately 10 times.
ILL - once a week.
No ILL yet this year but students and staff are using ODIN for research. I personally used ODIN to research censorship.
We used the interlibrary loan services about 18 times last school year. We use the online references often. I can't say how often!
Weekly.
Last year was my first year as librarian. I used ILL between 75 and 100 times last year.
2 times.
Several; maybe 3.
Through ODIN we request items daily during the school year.
Weekly—sometimes daily.
3 to 20 times per school year.
Min. 10 times.
0.
10.
10-20 times.
Maybe once.
Four.
Once.
30 – I don't really keep track but am dependent on the help and material.
Sixteen (16) requests were made and received during the 2005-2006 school year of nine (9) months.
Very often—4-5 times a school year, ordering up to 20 books each time.
3.
0.
None.
We have borrowed 20 books/audio materials since September 2005.
Once or twice a week.
Couple of times.

None.
2005/6: 7 times.
2 times.
At least once a week, sometimes more often; both teachers and students make use of ILL—service is great.
A dozen or more times.
0.
Once or twice.
42.
Every week I'm ordering something.
6 or 7 times a month.
I have not – my usage for previous year was sent in for each month.
25 times (+).
On a regular basis—monthly.
Last year we requested 46 items through the interlibrary loan.

Unidentified
Approximately 200 times per year.
Every week!
I know that we borrowed 76 items this last year and loaned out 33.
About 15 times.
I would say we use it at least once a week or more.
We have been averaging 31 per month.
I haven't had to use this service yet this year.
A week doesn't go by that we don't have to do an ILL through the State Library ODIN network because our Union Catalog doesn't have the material requested.
20+ times.
2 or 3 times.
I have used your ILL over 15 times since Aug. 25, 2006.
10—OCLC requests were filled by the State Library for us; haven't needed MINITEX lately.
None.
331 items.
Haven't.

What is your overall evaluation of the service(s)?

Public Libraries
Excellent.
No opinion.
Very satisfied. In the past year, it seems to take longer to receive the items.
Quick turnaround in most cases. In fact, I recently ordered Romanian language tapes on Monday and received them on Tuesday. I do however have a terrible time using the new system. Sometimes, I just give up and call the request in. Especially if the patron is standing here waiting for me. I hate looking dumber than I really am.
Excellent.

If I understand correctly, if the State Library owns a book and it's out, it will not be requested from another library. Again, this slows down the ILL delivery date to the library's patron. If it's available from another, it should be borrowed so ILL patrons can be served quicker. Ill—to slow for about 8 months, leaving this library's patrons believing we were not providing the best service. Tech service – wonderful.

Excellent help.

I consider the service we get from the interlibrary loan dept. as EXCELLENT.

Excellent.

Excellent.

Reliable, supplying the needs that a small, rural library can't afford.

The patrons really like the option of ordering the books, if we don't have them.

I like it when we can't find what a patron needs. Service is very helpful.

It is an excellent service in all of the areas. Our public library could not function as well as it does without them.

The State Library is very helpful. The new online ODIN system is slower than the old system and not as efficient. It is my understanding that the "bugs" are still being worked out.

Excellent.

Slow, but State Library reps are <u>always</u> <u>courteous</u> to us. I was floored when they were going to charge us $51.00 for a dog-eared paperback. Luckily the nursing home finally finished reading it to residents and our letters and book crossed in the mail. Our library board was appalled 25 years ago when Grafton was charging us $20.00 for a paperback that normally cost $1.25 at that time, so we bought the book for them which we expected to do. It's making us think twice about using the State Library and within budget limits, buy our own when we have a request that we can't handle. (Let's say the $51.00 got our attention!!)

Good, once we learned the system.

Very helpful for a library with a limited collection.

Excellent.

Overall evaluation of this service is excellent! We always get prompt and complete information.

The service is very good and NDSL staff is very helpful.

Excellent service on interlibrary loan.

It is fast and efficient.

Fantastic.

Very efficient..

Good.

Excellent.

Great.

Very good.

Excellent.

I like it.

Excellent.

Outstanding.

Excellent.

Very useful, very efficient and timely.

Happy with it—even though a little confusing.

Schools

Great.
I have not used it yet.
Good.
Good.
I began to use confirmation mail as some of our returns were misplaced. I liked the old ODIN system better—it seemed easier.
Excellent.
Excellent.
Good.
Excellent; I think the ILL system through ODIN is fantastic.
Excellent.
Excellent.
I feel the service has been excellent.
Now with the new system it would take 2 weeks to receive an item compared to the old of 2-3 days.
Good.
Good; there have been a few problems with the new library software, but as a whole the service is good.
Good.
We have been frustrated by the length of time it takes to receive materials. Research papers for last spring were difficult to research due to the length of time it would take to receive the materials—most teachers only give 2-3 weeks for a paper.
Excellent.
We are very pleased to be able to use the services you offer as our budgets for purchases are very limited! Your materials/services are very organized and easy for us to use.
It is a wonderful service and for the most part materials have arrived in a very timely fashion.
Excellent.
Excellent – they have <u>always</u> been there to help me!
Excellent.
Services have been great; I always get the materials in a short or reasonable amount of time.
They always try to fulfill requests.
Very satisfied.
Good.
Sometimes great/fast; others – slow and no notification that ILL was cancelled.
N/A.
Excellent.
Good.
Good.
I have no complaints.
Good.
The library services provided are wonderful. The online services the past five years have enhanced the services our small rural public school offers our students and staff as well as to me as a librarian.
Excellent and prompt.
Excellent.
Not sure what you have.

This is a great service for our students. We are able to borrow materials that we do not have access to in our district. The materials are received in a timely fashion.
Prior to 2005-2006 it was great. Last year it was a nightmare!
Excellent.
Hard to use.
Overall excellent-I have had problems previously where materials were returned but not check in.
I am impressed and I think they do a fine job.
I am very pleased with the service. I can check our account(s) which I find helpful.
Fairly good, some times it took longer than expected to receive a book. And, there might not be a notice that a book would not be sent. That can be improved on.
Excellent – everyone has always been helpful.
There was confusion about who was lending from you between myself and the vision teacher.
Excellent—great service, friendly staff.
Very good.
Fairly good, some difficulty with lag time between sending in materials and account being credited.
Very good—prompt, helpful (my previous experience).
Good.
Excellent.
The service is very good. It is easy for me to order online and the material usually arrives within 2-5 days.
I am finding it harder to use the new ODIN but I am slowly learning. I do not have the success I had in the past. I encourage all my juniors and seniors to get their own library card, so they access state from home to research, so I do not know about their usage. Also most of my faculty have their own cards. It is not as fast as it was a few years ago.

Unidentified

It works very well for me; I have rarely experienced any glitches.
I believe they try hard to find books in our "state" collection and even going out of state. We have gotten books that were supposed to go to other libraries with similar name and our requests have gone to other libraries!
Very good, timely in sending out items; we usually had the material in 3 days.
We are very pleased with the service. The State Library does a great job!!
Excellent.
I believe the State Library and its services are of great value to me and to all rural communities. It gives a connection with many other libraries that can provide us with information that we do not have here in our small library.
Excellent.
In the past service of interlibrary loan has been much faster, lately it has taken over 3 weeks and many materials are already checked out, we continue to try.
Some delays.
The service has been wonderful this year. Last year it was extremely slow and sometimes we wouldn't get material or reply.
The staff is very helpful—not crazy about the "double shipping." Would prefer to direct ship rather than through the State Library. Double postage and time shipping and returning.
Very good.
Constant staff turnover has created a loss of rapport.
Sounds like something I would be interested in and willing to try.

How would you replace the service(s) if it were not available through the State Library?

Public Libraries

Pretty hard (no major funding).
No.
I'm not sure we could replace the service. We would probably have to do without some things.
We either would not get the items or if they were items we thought we would use often, we would have to purchase them.
Internet; ILL through OCLC.
I don't think I could find a replacement.
Barnes & Noble or local bookstore.
I just don't know how we would replace this service!!
These services would be replaced (and are currently augmented) by my personal collection and my out-of-state library affiliations.
Not sure.
They would probably not be replaced.
We couldn't replace the program.
I would go to Horizon.
Most of the services could not be replaced for various reasons. Local budget would not cover the expense required. The library budget could not staff the technical people necessary for the services. The community would not experience what is available in larger communities.
There would be no replacement.
ILL – send e-mails to libraries that have materials in ODIN; Reference services – spend lots of wasted time looking for answers (on Internet, I suppose).
We couldn't—we wouldn't.
Check a few local options—local libraries (within 30 miles) or just tell patrons that I can't help them.
We would have no replacement.
There would not be a way to replace this service! Our patrons would not be able to obtain titles we don't have or can't afford to buy.
Searches would need to be done through individual libraries which would be very time consuming, our library has only one employee.
Don't know.
I don't think we could replace the service we get through the State Library; we rely on them to find things that we are unable to locate.
I'm not sure. If I had to search other libraries, I don't know if they would loan items to me and I would probably have to pick up the items.
None.
The library would probably order the books from a book ordering place like Barnes & Noble or Amazon or go out of town.
Not sure if that is possible.
I don't know.
With reference service we would try to do the best we can with what we have; without ILL through the State Library, we would most probably not do much with ILL in which case, our patrons would be truly lacking.
We wouldn't.
I don't know.

We could not afford this service.
Unknown.
Probably would not have the service.
Would only be able to use regional resources.

Schools

Not sure.
Would not be able to replace the State Library system.
Call neighboring schools—or invest in particular titles.
It is irreplaceable in rural areas.
Couldn't replace service.
Impossible.
Staff would have to use alternative titles that covered the same topic.
N/A, since I am an ILL library, but I want to say that it was the State Library that trained me on the new ILL system and they were very thorough and patient. They always remain helpful.
I don't know.
We would not be able to replace it, as any other service would be too expensive.
We do have a consortium in which we share sources within our 7 libraries but the State Library ODIN is so handy.
I don't know.
I would have to develop some sort of a network in the area. It would be a nightmare.
I believe students would have to do without.
I have been calling local libraries in the area and accessing books that way.
We could not afford to. We would not be able to replace these services.
Beg, plead, borrow, and steal; I do not know. Our students really use them!
I have no idea at the present how these services could be replaced.
We would not be able to replace these services.
I don't know. I would need to research this question – would I order the books from a vendor as needed?
WorldCat, BUT it would not be as convenient.
Not sure.
We could not afford all the material available to our patrons in terms of dollars spent as a public school/public library.
I couldn't.
I don't know, bookmobile services or do without.
Public library checkout.
N/A.
I don't know. It's not economical to have everything such as books and magazines and journals in our little library. We would have to go without.
Unsure.
Local libraries (North West Consortium).
We would be unable to replace them.
We wouldn't have anything because our budget would not allow.
They would not be replaced at the local level.
As a small, rural school library, we would have to rely on the county bookmobile, which is limited.
Public Library.

We would have to try to anticipate or restrict the choices of research topics that our students make so that we could purchase materials.

It would be very difficult. It is almost impossible to receive a library card from all the libraries throughout the state since they require you to live in their lending area. Therefore, how would I be able to get these books for my patrons?

Make it more user-friendly to find what you need.

We would have to purchase more materials—many of which would be one-time usage; this would be cost prohibitive for our small school.

I would have to go public libraries.

I do not know for sure.

I wouldn't.

Don't know.

I wouldn't replace it. I just felt frustrated explaining the mix up.

Difficult to replace-hopefully the Internet.

We wouldn't have near the materials available to us—we couldn't replace it!

Would not be able to replace the service, provides materials that are vital to curriculum and students' learning.

Public libraries (county seat).

I would have to purchase the materials or students and staff would have to go without access to those materials.

Not sure—trying to stay connected to other libraries to get information.

I don't know that we would be able to. We are a very small school with a small library budget.

Without access to materials from other libraries our teachers would be more limited in what they could do in their classes.

I don't know of any other service that could replace it. I guess we would have to go back to borrowing from neighboring schools that would be willing to do this and use the telephone to communicate.

Unidentified

I would not be able to replace the service, my patrons would do without.

Could not replace.

It is not replaceable, out patrons would just not have this information available to them. I cannot afford to purchase materials to be used by just a couple people in a year.

We wouldn't be able to fill the patrons request as we couldn't afford to buy the books that are requested.

We wouldn't be able to replace this service.

We would not be able to replace this service.

I would not be able to replace these services since the funding would not be available to me.

I we can't get a book through our Union Catalog, we go to the State Library. If that wasn't available to us, we would probably have to do without.

More S spent on purchases; it would be very difficult, our library has limited funds—the students would not have as much offered I'm afraid.

This is a service that is extraordinarily useful to ND schools – it is irreplaceable!!

We do most of our borrowing through OCLC and our local consortium database, Internet access and online periodical databases available.

Probably not.

Services are irreplaceable.

I'm sure we wouldn't.

What difference has it made in your community?

Public Libraries

Gives patrons the use of books and materials they couldn't otherwise afford.

Not much.

Offers options to people; ease in receiving items.

My home schoolers especially appreciate it. It has brought great diversity to our readership. We are able to get items that we either would never or could never purchase.

Allowed our patrons access to materials that we do not have in our collection.

More people coming in because they've heard this library has the State Library to request materials from. ILL wasn't used much prior to my hiring.

The patron served was highly impressed with the service.

To be able to order/request virtually any book that is needed or wanted by a member of our community is remarkable and amazes many of our patrons!

The difference is that we are able to meet user's information needs. These satisfied users spread the word in their family and social circles, thereby generating more interest in library services.

It's enabled both adults and students to get material needed for research, to complete class assignments, as well as leisure reading.

Patrons have wide access to books that we can't purchase. Sight-impaired patrons have many more books to choose from.

I think it makes a great deal of differences in our communities by giving people living in more rural areas away from larger metropolitan centers access to resources that they wouldn't ordinarily have.

It's made a big difference; they are able to get a book/audio that we don't have available in your library.

It has made a big difference to our community to get almost any book for our patrons.

Patrons are able to request materials that would not be purchased for a public library of our size. Highly technical books and journals are now requested by our patrons. These would not be a part of our media budget.

It is helpful to both the students within the school doing research and to community members that are interested in a book that we do not have in our system.

Helped people with genealogical requests, start businesses, make investments, assist education, etc.

Tremendous—many people choose to use ILL over purchasing a book. We offer it as soon as we find that we don't own it.

More patrons are coming in and requesting material so it increases traffic and usage. Our reputation grows as we are able to say yes to requests of patrons.

Another excellent resource for the community to utilize library services.

This has made a big difference—books of any source are available with a phone call or online!

A patron who was originally from India, was studying to become a U.S. citizen. Through interlibrary loan from the State Library, I was able to borrow a videocassette that provided the patron with practice questions and other useful information to help her prepare.

We have home school families that request certain items based on the curriculum they are using. It is nice to be able to search many library collections for the items.

I'm sure it has impacted our whole community as all the libraries—school, public, and academic—rely on the State Library to deliver any and all materials that we need.

It has been very beneficial to our patrons, as they are not allowed to leave the premises.
None.
It has made a big difference to our community. If we don't have the books, we use the interlibrary loan services.
It improves the community.
We've been able to provide our patrons with books/videos that we would not have purchased for lack of dollars.
In addition to providing ILL services to our folks in our rural county, we especially help the local branch of the State Prison, we order their ILLs.
Our patrons use the library more.
Patrons are pleased to obtain a title we do not own in a timely manner. Many exclaim when it comes from a far-off state.
Especially important for REAL academic material, people working on masters, doctors, etc.
It makes more materials available to our patrons that we can have the assistance of NDSL to get things we don't have on our shelves.
Patrons know they can get the item through ILL if other means fail.
Wider range of materials for patrons.

Schools

Information now.
Important for students doing graduate study.
It's been a tremendous plus for our school community. Teachers appreciate the service.
I believe our community is a richer place because of this service.
It has provided materials we couldn't afford.
Students have access to databases and materials that aren't available in our library.
People have access to a greater selection of material.
Here at our high school, some of our advanced classes use interlibrary loans for higher level research.
A huge difference.
Our H.S. students and staff have felt it is excellent.
It has helped our students with assignments and reports and in writing papers.
A way to get out of print books, I cannot order any more for my collection.
Support from ILL/reference has allowed our students access to research not available in local libraries.
It gives our students and teachers access to needed information and books that would otherwise not be easily available. We are a small school and a small community lacking in resources to provide our patrons with all that is needed in educating students.
I don't believe we would notice it at our school.
It definitely has a very positive impact on education and providing a variety of resources and opinions to students and staff.
Outside of our school, I can't say; our teachers and students both have accessed material for educational activities, educational and personal growth. Having access to well-organized information and services is vital to us!
Community members are able to order books from the State Library when they do not have a library card or Internet access.
This resource has helped students – especially when doing research projects and papers.
Provided nice, easy access to specialized materials.

Some parents have also made requests through me as well as our teachers. I also use it personally.

It helps make our patrons happy when we can get material we don't have.

My students understand how much more is available to them.

Uncertain.

Community - none; school – increased availability for reports/research.

N/A.

Students that go to the local Community College can do their research here and not have to travel 70 miles.

It has broadened our library.

Probably made a difference more at the public library than our school library.

The service has made a number of our students happy and enabled more complete research projects.

It has been helpful to a few people.

I only know about our school but we have enjoyed resources that we would not have had.

The teachers and students using the services of interlibrary loan are dependent on supplementary materials for their classroom and research that our school library does not have available. Many of the students and teachers have applied for their own library cards as a result of using interlibrary loan or our school's subscription to the Gale Resources through the State Library.

Enhances our ability to serve our clients.

Some people have used it.

ILL services have allowed us to provide materials for our students that the district would not be able to finance.

Not as much as I would like. Students in the school system take advantage of the service. Adults in the community are not as eager or are unable to come to the school library for this service during school hours. That is why I encourage them to get a State Library card. If our community had a public library this service would be utilized more. I do believe the adults go to the public library to use this service.

N/A.

Patrons have been able to pursue many individual interests which they otherwise would not have been able to do.

I have been able to fill a couple requests for teachers.

Not so much that I can see. In my new position at the HS lib. I have informed students and some are using the loan services.

The more people know about it, the more they take advantage of it. They have gotten books that our library never would order.

Given more access to materials.

I used or tried to borrow books for a student in school.

This service allows our students access to thousands of materials that we otherwise could not afford.

It has helped our school's research program.

It has helped enrich the school, staff, as well as student learning.

I don't know for this school – a great help where I was previously to school staff and students.

It helps get access to more books than we have.

Teachers have access to a wide range of materials. Most often they use it to obtain videos to show to classes. Students will use the service to find sources for research reports.

Our students have access to just as many resources as students in larger districts; they really appreciate and use this service for research and entertainment.
Students are able to get research materials in a timely and inexpensive manner.
I put in requests from patrons in our community besides my school staff and students.

Unidentified

We have many people who participate in distance and online educational opportunities. These people use the ILL service before having to buy books for classes and research papers.
I know that people in our community access state from our public library – I do not know how often. I have been able to help a few.
It is a valuable service to our community. We are able to receive most of the request materials.
We have patrons using the free material (LP) for the visually impaired and they are very appreciative.
Students and adults alike are now able to tap into these resources for all kinds of information. The books are usually available and are sent out in a time manner.
The community has not used it.
As both school and community (public) small town library, community patrons access our library and I often am using the State Library to get books and/or help with reference questions.
I live in a larger community so the impact is less now than it was when I was in a smaller town. Then we were much more dependent on NDSL!
We have community members who do use the service—especially history and geography areas.
Not very much.
Large print – Able to provide service as needed in a short time.
I don't know.

Please include a real-life story that demonstrates how this service has benefited a person in your community.

Public Libraries

One man was pursuing his doctorate in education and used NDSL to get "required reading" materials that were quite expensive.
We have one family in particular who are home schoolers and they are able to borrow almost every book recommended by their association for their curriculum. They are so appreciative of this service. We also have several patrons, who perhaps incorrectly, are thought to read more heady stuff than the rest of us, and we have been able to get about 90 percent of the books they are looking for. This is a really huge benefit for us.
One of our patrons is disabled and living in a nursing home. He requests many ILL books each month. Being able to access more material he wants to read has improved his quality of life.
We have a fellow in town (considered a genius) who is "heavy" into solar heating, organic gardening, and a variety of eclectic activities. There is no way that we would be able to accommodate his needs if we didn't have the interlibrary loan service!
Two weeks ago two students from an area university stopped in for assistance with their papers for a particular class; fortunately, the papers were not due immediately! Resources from

the local collection and ILL items met their needs. I do wonder, however, why they drove a 90 mile round trip in the middle of the week instead of using their university library services.

Students need more reference or information to successfully complete class work than is available in our small collection. Adults have used books to complete home projects. One mother received enough information to help make a determination if her child suffered from a mental illness.

We have a sight-impaired patron that is also hard of hearing, so large print books are his favorite pastime. As a small library, we cannot supply his needs so we order 15 large-print Westerns for him every 2 months.

I was able to help a teacher in my school access texts that she needed for a graduate school even though she was taking classes long distance. As more teachers become aware of these services and how they and their students can benefit from them, they will be able to teach and model for their students additional ways of securing resources.

I have a patron that is in a nursing home that is not able to get around, and so that patron tells me what materials he would like to read. I look them up using the online catalog, they usually send them in 1-2 weeks, and a person from the home comes and picks them up for him. If our library didn't have this service, he wouldn't be able to check out books that interest him.

We have a patron that likes to do research in World War II and it helps to go interlibrary loan to find this patron's books.

Medical information has been obtained for a family needing help with their doctor's diagnosis. Many books were requested and received to help explain the condition and also on how to copy with the aspects of the condition. These specialized books would not have been a part of our library collection.

One example would be one of our older patrons that still loves to read but has failing eyesight. She often requests large print books and most often we are able to get them for her through interlibrary loan.

We have many instances in which we have a lot of home-schooled families, and they tend to use books that are older in copyright and we can usually find them in the system so we order them in as they don't always need to have one in their possession.

A high school student who is a bit of a "loner" requested books in his area of interest. He has increasingly used this service and been more involved in the library and opened up more to people since then. A young mother wanted information to help her children deal with grief at the loss of their grandfather.

One of our patrons loved to read, but her vision was getting worse! For many months, we obtained large print books for her to read and she was absolutely thrilled!

Many of our instructors are the heaviest users of ILL through the State Library as they often request materials that we do not own. This service has especially been beneficial to any and all of our professors who are working on advanced degrees.

A teacher who comes home for summer used it, so she does not have to go all over looking for books she needs.

There is no specific person who has benefited from this. This service has benefited the ones who use it. There are some patrons who use this service several times depending on what they are requesting. Most of it is for leisure reading or watching a movie, or listening to an audio book. That is the main reason this service is used for.

N/A.

We have a man who is very interested in hunting and the cougar, since one has been spotted near us in N.D. Our selection is very limited, so he has asked for several books—we have ordered and received 13 different books he has asked for. We would not have been able to provide him with these materials if not for ILL.

A patron wanted the last book in a series and we didn't have it. We got it from ILL.

A patron has received textbooks for an online class she was taking and was pleased that she did not have to purchase them. A patron will often request mechanic repair books for a certain vehicle and proceed to do his own repair. Hobbies, how-to books, home-schooling help books... these are all areas that we have received material through interlibrary loan. Keep up the good work!

The North Dakota State Library staff is very helpful. They make me look REAL good. I often tell library patrons we can get any material needed...and—yes—NDSL staff have solved some major reference questions, found the impossible books, and made many patrons happy. I always remember our patron who had purchased a horse at a big horse sale. She loved the horse, but she had an accident and the horse was killed. The horse had a "BRAND." We described the horse, the Brand, etc. and found the owner in another state. Our library patron was able to purchase more of this type of horse. Happy Story. ☺

Unknown.

Schools

I have not used the library as of yet. It is a good program and once the representative comes on October 6th I am planning on having my students use the service for papers throughout the rest of the year. I will have a better idea of all the services after our training in October.

Up-to-date information on cancer.

On a personal level, I have used the interlibrary loan to get materials necessary for working on my LMO2 credential.

Many graduate students have used the State Library system with our help to know how to first use online application and then how to search the databases.

It provides weekly help to our teachers as well as those taking college graduate studies classes.

I know a great grandma, who can't get out anymore, enjoys a particular author; ILLs make her happy and connected.

This is my first month as librarian at this school or any school, so not much help. Sorry.

We have a learning disabled student who was able to use audio books for reading assignments.

Several students are taking dual credit classes which require reading materials on a college level. Several students have successfully completed coursework, thanks to materials available online!

A fourth-grade teacher had a specific book that she liked to use at the beginning of each year that is no longer in print so cannot be purchased. Students were also able to get material for their science fair projects.

At this high school, our AP Literature class does a special in-depth paper on Margaret Atwood. The type of research the students need for this assignment isn't materials that we would have in our high school book collection. The students research the entire ODIN card catalog for informational books for their research. We then interlibrary loan books from many of the universities from across the state. This works out extremely well for supplementing the teacher's curriculum for this literature class. The experience for the students doing this research is invaluable.

There are teachers in this school system who have used this service. Sometimes, there are materials that would be impossible to find, but were available.

Our high school history teacher writes a considerable amount for the local paper. Much of his information is gleaned from interlibrary loan materials.

A patron raised sheep and wanted books in weaving with wool, etc. We had no resource at that time and turned to the State Library for books on that subject. They were sent and the patron was delighted with books that helped them make decisions with their wool.

In the last 2 years some of our students have needed specialized information to complete their reports for science fair projects. We were able to access information for them through book loans and online resources. Our students won many awards for their projects on the regional and state level.

The English teacher and the Social Studies teacher use the ODIN resources quite a bit and place ILL orders on a regular basis. This benefits many students as our library does not have much material to support current high school curriculum. One of our teachers went through years of caring for an aging parent who eventually was diagnosed with Alzheimer's. Through ODIN and ILL this teacher researched Alzheimer's to learn how to understand, deal with, and come to terms with Alzheimer's. After the passing of her mother, she went on to start an awareness and support group through the local hospital and conducts fundraising memory strolls for the Alzheimer's Foundation.

We have many students that request materials we do not have in our collection; one has used the service to finish reading a series of books that we could only offer the first two titles of. She was so excited to be able to borrow these as she could not find them anywhere around here to borrow or purchase and doesn't shop online.

An elderly lady was looking for a story about a little red school house which she remembered from her childhood. Our library was able to find this story for her by using interlibrary loan through the State Library.

Our English teacher brings his class to the library when grade 12 students complete their term papers. They search for books and use the online resources (periodicals). From their research for books, I am able to request books.

Sorry, neither student who borrowed books for reports commented on them other than to say they did use them.

The wife of our previous Baptist minister contacted me about a book she wanted to read and I did an interlibrary loan for her with you. She was very pleased.

We have patrons who want to read all the books by a certain author. Through ILL we are usually able to provide what the patron wants.

We have a small school library with a small budget. Evelyn is a voracious, jr. high school reader. She especially loves books that are in series, so she orders books from the NDSL to satisfy her appetite for reading. The NDSL has been so helpful to her and other students.

One elementary student came in looking for information on feeding cattle for a science fair project. We could not keep such specifics. The State Library provided resources—for the success of his project!

N/A.

The 5th grade students have an assignment to do / report each year. Our library is not large enough to have all of the materials so the students are taught how to use ILL to get more information.

A young man, a bit of an outsider, was a huge Charles Bukowski fan. Through ILL, I was able to keep him happy for months.

An instructor at our school was looking for books he needed for a graduate class. He was able to get them through ODIN.

Because of the materials available through the State Library, our students can learn to write better papers. They can begin to learn about research projects and processes which will be a definite benefit to them in college.

A most recent experience took place this past week when one of our teachers was injured and needed a substitute for several weeks. The substitute was able to request a video through interlibrary loan to supplement this teacher's lesson plans to provide instructions to her students in her absence.

Our associate principal was an amateur magician. He had seen a presentation in which the presenter (magician) had referred to a book. The book was out of print and the only place I could find its record was at the LOC. I entered the information on an ILL request, and shortly thereafter received the book from a library in California. My principal was "blown away!"

Each year most students are required to participate in the science fair or science Olympiad. Our library is not equipped to handle the wide variety of projects that are covered. We turn to the State Library interlibrary loan system for help.

I have found a couple books through ILL that were beneficial to the teachers in our school. I have also used ILL for myself for library courses through the university.

Budgets are tight in our public school so funds to purchase library materials are low. At our Jr. High/Sr. High school students are using ILL to get books we do not presently have. They are so appreciative that I can honor their requests, most of the time. It has broadened their usage, making so many books available to them.

Had a young man repairing snowmobiles who came in, and we were able to locate 2 repair manuals for him.

A student was doing research on an obscure subject and we were able to find information for him through the State Library's interlibrary loan system.

Our Composition class is required to order at least one book from the State Library. We want them to become familiar with the College Card Catalog system. We have had several students that would have had to pick a different topic without books they got through ODIN and magazine articles they got from the databases.

We are trying to do a project based on the life story of Owney, a postal dog in Albany, New York. The students are writing postcards to each state that Owney will be visiting. The project helps students to interact and learn the geography of their country. We requested the book A small dog's big life: around the world with Owney as the basis of the project.

I don't know here. I do know that H.S. principal here ordered books for her course of studies. The principal in my previous school used interlibrary loan a lot for books in his masters/doc. program. One student requested art books for his class.

I use this to get books for students doing research projects.

I cannot give one specific story; the ILL service has benefited countless students that need to find additional research materials for course work; the ILL service has allowed them a broader collection from which to work.

This past week I have borrowed four books on interlibrary loan for students and faculty. These are books required for a college bound class dual credit she is taking at our high school. She was very pleased and I could not afford to buy them just for her use.

We have a number of students that are taking online college courses and need reference materials we are able to get through ILL. It is a much needed service for our area.

I had a patron who asked me to do an interlibrary loan for her. Since she reads a lot, I suggested that she get her own library card so that she could borrow books herself. She lives in the country so it saved her trips to town or calls to me. She seemed really satisfied with the service she got. I used ILL to obtain books about stars/constellations and planets for a day care in our town. My school library did not have many books on this subject for this level for early childhood providers.

We have a student in our high school setting that is EMH. He has found that through interlibrary loan there are many book titles that can be found on tape and movie format about his passion for wilderness and the outdoors. We have seen a new excitement come from being able to access these materials for him to use in his specialized setting. He also used these materials at home with parents and siblings. His attitude has changed, and these books are so helpful due to his disabilities.

One of our teachers is a religion instructor at her church. She was able to interlibrary loan several books for her classes. These books were not available anywhere locally.

Unidentified

Big community asset.

We bring LP books to local assisted living complexes. The residents are so grateful for the FREE service.

Large print books made a huge difference for elderly, visually limited residents. Also, the books on tape—a way for elderly blind to maintain some independence.

One of the adults here was doing so much ILL activity that he chose to get his own card so that he could access from home.

Recently called your reference desk and asked for help locating tapes of English as a second language. "You" found some at another library for us and that allowed us to help a new resident in town applying for a job. Personal service is so much nicer than a machine!

Patrons are amazed where the books are located.

The previous librarian has cancer and is too sick to share information or stories with me.

What they're saying about Masters of Library Science (MLS) grants from the North Dakota State Library:

...I believe this training taught me how to be a better communicator to my patrons, co-workers, and supervisors. It has greatly improved my searching skills with databases, and I am better at identifying quality in my search for information. I created web pages and a digital library that included various components that I use today in my new professional position. My writing skills improved, partly because my critics included my fellow classmates. I was thoroughly drawn into the technology component of the program; it taught me the effective use of computer technology.

...About six months after I received my MLS, I was hired by the Rural Assistance Center (RAC) in the Medical School. I went from being a paraprofessional in a small, slow-paced Geology Library at the University of North Dakota to one of three professionals in a national information center working to actively get information out to the people who need it. My work flow has become fast and furious, but I love it, thanks to the MLS!

...The MLS Grant partially funded my MLS degree. This has given me opportunities to build my knowledge and skills in the library profession. I have become much more involved in library issues. I have contributed solutions to such problems as the preservation and accessibility of electronic state documents and the migration of our state's online catalog to new software. I taught librarians and educators how to improve their skills for searching the state's online library catalog and the Online Library Resources and informed librarians how they can better help their patrons. This grant showed me that the State Library is focused on recruiting and developing librarians within North Dakota.

...Without this grant I may not have finished my schooling due to the cost of the program. I learned how to be efficient, direct, and manage everyday library activities on the job. It also gave me additional skills to be involved in the various library organizations, including the North Dakota Library Association, the Mountain Plains Library Association, and the American Library Association. I have gained a better understanding about libraries and self-confidence as a librarian. The position of director became available at my library, and because I had my MLS, I was the successful applicant in acquiring the position. Without the MLS, I would not have been offered the job.

...This grant allowed me to pursue and get my MLS, an absolutely essential educational background for today's reference librarian. My program gave me a working knowledge of information sources, both print and Internet, to help me with library clientele. My course of study also included training in youth librarianship, which has assisted me in developing programming for teens. I have developed a summer teen reading program, and created a teen volunteer program. I am now an active member of the North Dakota Library Association and recently joined the Mountain Plains Library Association.

...When I began working in this library, I shelved books and was a fill-in reference person. Now I serve the reference desk during the busiest hours, coordinate programming, teach classes, and create displays that market our books and services.

...The MLS grant has increased my effectiveness as a librarian, increased my confidence, and encouraged me to study new trends in the library world. I feel that I am given more respect by my colleagues. I am a better mentor to other librarians and I am able to offer better advice to beginning librarians. I would encourage other people to get their MLS.

...My MLS assisted me in getting a new job in the very department where I was working. My salary increased by 65 percent. I now feel I can contribute to the library profession.

...My last class in the MLS program was an independent study in relational databases. I learned about relational databases and structured query language, and how to create a database. I lectured on relational databases to a class of incoming graduate students. It has greatly increased my effectiveness as an information scientist. As a result, I have been appointed the assistant System Administrator of our library network. I use the knowledge I have gained to maintain the system's automation network. Thank you for awarding me this grant.

...This grant has allowed me to become an effective cataloger and a better teacher. I learned how to assign Dewey Decimal call numbers and how to catalog using the MARC format. The theory classes gave me a deeper background into librarianship. I have gained confidence and the realization that I am very organized and dedicated to getting the job done. I use the skills that I have gained every day, and they have contributed to my overall effectiveness as a librarian. I am a volunteer to be an email mentor for a student who attends UIUC. It is very satisfying to help an MLS student and give them a taste of what it is like to work in a state library.

What they're saying about Technical Assistance Services at the North Dakota State Library:

The North Dakota State Library offers technical assistance to libraries in many different forms. Some examples are:

- **Development of selection policies.**
- **Technology assistance.**
- **Statistical information for reports.**
- **Facilitating retrospective conversion for libraries participating in the statewide online library catalog.**
- **Facilitating contracts for the statewide Online Library Resources.**
- **Providing a unified voice for legislative issues.**
- **Assistance with cataloging.**

Are you using any of these services?

Public Libraries

Yes.
No.
Yes.
All of the services except conversion and development; we will hopefully get to that point soon.
Yes.
We're currently in the process of automation.
We are using ProQuest through technology assistance. Called about grant help and information to apply for new computers.
Yes.
Not at this time.
Yes.
When I can't find a book in our system I will go to interlibrary loan to search for it. I have called to the State Library also.
Yes, the ones used most often are development of selection policies, technology assistance, facilitating contracts for the statewide Online Library Resources, and providing a unified voice for legislative issues.
Yes.
Databases—training available, free training to community (last spring '05) and this October '06.
Yes.
Yes – assistance with cataloging.
Yes we have had help for technology assistance, development of selection policies, and providing a unified voice for legislative issues.
Yes, we are using your technology services through the IT program. I can call any time with my questions.
No.
Not at this time.
Yes.
Yes.

No.
No.
Yes.
Yes.
Yes.
Assistance with cataloging.
Yes—all of the services.
Interlibrary loan service at present; we are a small library with a staff of one with a substitute librarian on standby.
Yes.
Tech. Assistance / assistance with cataloging.

Schools

I am not using any of the services as of this time. I am looking forward to using the State Library and am hoping that the students and community find them useful tools.
Yes.
Assistance with cataloging.
Yes, cataloging, statistical information for reports, legislative issues.
Yes.
We are presently involved with cataloging services.
No.
Yes.
Yes.
Assistance with cataloging.
Yes (Technology assistance, Statistical information for reports, Facilitating contracts...Resources, Assistance with cataloging.) Note: Many years ago when I first became part of the ODIN system, the State Library assisted me in every step of the way. They had representatives come here for meetings. They helped with cost estimates and were a tremendous help with retrospective conversion.
We are in the process of the conversion and cataloging.
No.
Not at this time.
No.
No.
Online Library Resources through ODIN.
Yes.
I use it as the librarian to help me with cataloging often, for help in creating a selection policy for our library, and to find statistics occasionally. Online Resources regularly.
I use the Online Library Resources with students.
Yes.
I have requested information on selection policies and (hopefully in the future) automating on ODIN.
No.
No, not too much. I do use the site as a reference on cataloging when I have questions.
Yes.
Not directly; I have attended some workshops on these topics offered by the NDSL.
No.
No.

No.
Yes, Online Library Resources.
Assistance with cataloging. Technology assistance.
Yes, Online Library Resources.
Not directly, but I have participated in surveys for choosing databases and appreciate the efforts with the legislature. I have been assisted when connections to databases have been broken.
No.
We use the Online Resources constantly. Some of our teachers have incorporated this resource into lessons. I use First Search almost every time we get new material.
Yes; I often check on the marc records of a book title when cataloging an item. The reference staff from the North Dakota State Library came to our school to provide a training session for our teachers on accessing and searching the electronic resources of the State Library.
Online Library Resources.
We use the Online Library Resources and count on legislative lobbying from the State Library.
The Online Library Resources are very important to our district. I have also used technology support at the State Library. I have used ODIN to assist me in some of my cataloging issues.
Yes.
No.
No.
We make wide usage of the Thompson-Gale databases available through ODIN.
No.
No.
No.
Technology.
I am a brand new librarian/teacher this year! Cannot give much feedback.
No.
Unable to complete this—sorry.
Not yet, I did not before either.
No.
Not currently.
Yes.
We use the Online Library Resources / databases constantly. We use ODIN if we can't find books and/or videos through our Union Catalog. This year we received a technology grant that will help us purchase computers for the library which are greatly needed.
ODIN – I use MARC records to help me in cataloging for my library! I call and communicate with the State Library on technology, cataloging, and legislative issues. (Facilitating contracts...Resources / plan on using this year.)

Unidentified

Not at this time.
Technology assistance – with problems we have with networking, statistical information, and inquiry into statewide Online Library Resources.
Assistance with cataloging.
I have used the technology assistance and support them on the unified voice for legislative issues. I didn't know about cataloging assistance, but will take advantage of it in the future.

Yes.

Yes, but we use your interlibrary loan service the most. Development of selection policies - (other policies); Technical assistance – (yes); Statistical information for reports - (on occasion); Facilitating retrospective conversion...catalog – (no, but got us started on our own with Precision One and Winnebago. Grant for technology received); Facilitating contracts...catalog – (unable to use); Providing...issues – (I hope this will pay off for state grant next year); Assistance with cataloging – (I use State Library catalog to verify cataloging of books, especially ND items).

No.

Facilitating contracts...Resources, and Providing...issues = very much.

Not really.

No.

Technology assistance, Statistical information for reports, Facilitating contracts for the Statewide Online Library Resources, and Providing a unified voice for legislative issues.

Yes, assistance with cataloging.

Not as many as I should. Our library has been out of touch with services available. Too busy to explore other ventures.

Technology assistance, assistance with cataloging and statistical information for reports.

If yes, what is your overall evaluation of the service(s) you are using?

Public Libraries

Great.

No opinion.

Very helpful and beneficial.

Good to excellent.

Excellent.

Thorough, competent, and ready to quickly answer any question we may have.

Excellent.

Satisfactory.

Good.

They are easy to use.

Our overall evaluation of the services the library is using is excellent. Positive results have been obtained whenever possible. This has given small libraries wonderful guidelines also.

Very good.

Excellent from NDSL; turnout last spring not so hot (2 "civilians" and 4 library employees).

Great.

Sometimes the online response is slow and confusing but I usually can find the help I need.

Very good.

It is fine—it works—and the children are not able to go online to undesirable sites.

The State Library has always provided excellent and timely service.

Very good results—I use the cataloging service.

It has been very helpful.

Very good.

Excellent.

Very good.

Outstanding.

Excellent.
Very useful.
Good.

Schools

Great.
Very helpful.
Excellent.
Great.
Great job.
Very helpful.
Great resources.
Excellent.
Excellent.
We are pleased.
It is fabulous—we utilize the database with classes several times a day.
I am very pleased with the professionalism and helpfulness of staff. Any questions are answered well and thoroughly. NSDL provides free training for ODIN which is great for our students, staff, and community. Our school library received grant funds for computers and a printer in support of our subscription to ODIN.
Very pleased.
I think this is a wonderful service provided by our state to schools and residents throughout our state.
Very good.
Very helpful; you have so much to offer our small rural libraries and communities.
We are very pleased with the overall assistance that the State Library gives us in the tech. areas.
N/A.
Excellent.
Great.
Fantastic—I use it when researching information for speeches and term papers for students (teach them how to use it).
Good.
Wonderful.
Very good---excellent.
Excellent.
With the limited services we ask for, we are very happy.
They are great and have been very useful. I still have a few issues with the new ODIN format. Not as easy to use.
I greatly appreciate the cataloging service.
Excellent—I have had only positive experiences.
The programs are excellent.
N/A.
No.
The class teaching me how to use the various online resources was good.
I use the online catalog quite a bit to check on Dewey numbers for books I catalogue. Sometimes when the books are older, that's the only way I can find a number for them. It's simpler than having to make up a number on my own.
Excellent.

Satisfactory or better.

Unidentified

When asking about Online Library Resources and "joining" the state's online card catalog—person wasn't sure of initial cost or ongoing cost when given estimate of items. We decided not to do it.

Excellent; very speedy and easy to work with.

State is always courteous, helpful, and makes you feel like you are not asking a "stupid" question and is good to follow-up to see that they gave you the right information.

Good.

Excellent.

Critical for residents of ND.

Useful—have always received fast help from the State Library.

Excellent.

Administrative and financial information is always provided promptly when requested.

Great, making labels for our cataloging makes our files neater.

What difference has the service(s) made in your library?

Public Libraries

Made items available to patrons (including filtered services).

Not much.

Answered questions; provided information.

Made my work much easier, nice to have an expert at the end of the phone line.

It has enabled us to grow, keep up with technology, fill our users' needs, and save money through sharing resources and cooperative purchasing.

It's totally changing our library for the better.

All the difference in the world. Library was knowledgeable in areas of needing help or advice. It has made a big difference to patrons who seek computer access information.

Assistance with the conventional library areas is helpful; additionally, the North Dakota perspective is generally interesting in and of itself.

The Online Library Resources have provided rural students with research access from their homes.

It helps us because we are a rural library and have to go to larger library's to find what our patrons need.

Our library is able to implement these services locally. This raises standards for our small rural/urban community. State of the art services are at our fingertips daily.

Having someone to refer to with questions is very important when you are a small library in western North Dakota.

Unknown—can't tell (haven't asked) how many have used the Lake Region Public Library's MINITEX databases (# times used unknown).

We are able to offer more services as well as enhance the existing ones.

It has helped me, as a librarian, catalog more efficiently and precisely.

We were able to obtain a computer way back in 1989 or 1990 through a grant and that needs to be updated. We haven't updated due to budget cuts (State Aid, etc.).

The children were upset their games were blocked, the games being quite violent! But they understood why.

The greatest contribution the State Library has made to our library was during our automation phase about 12 years ago. Without their guidance and expertise, we would never have been able to accomplish that project. The help we received was phenomenal as they assisted with advice about weeding our collection as well as training us in how to convert our records to MARC format. Since we are not a full OCLC library, the State Library provides us assistance with our CatExpress as they negotiate a contract for all small libraries and keep us informed about any procedures that we need to know to use this service.

It has made the library more efficient and streamlined the processing of books and other library materials.

N/A.

Online Library Resources is a must for a small library with limited resources.

It has saved us $, as we would have to pay for these services ourselves if not for the help and grants from the State Library.

Having our collection in the statewide online library catalog has been of great benefit to our patrons who live out in the rural areas of this county, and we've been able to share our collection with other folks in the state via ILL. Our library could never be able to provide by itself the Online Library Resources that the State Library contracts for all of us. Providing a unified voice for legislative issues—since our Legislature meets during the winter months and it is 100 miles one way to travel to the state Capitol in Bismarck—folks from our library, especially me, are not very excited to travel that far in the winter; hence, without the efforts of the State Library, we would have no voice at the State legislature. Assistance with cataloging and policy development and basically anything else needed to run a library is available for the asking from the State Library. We need such a service in our state since most libraries cannot afford to have professionally trained librarians and even when we do have an MLS, it's often so very important to have someone with whom to share, collaborate, and verify information.

We know where to go if we need help.

In the 38 years as a librarian in ND, presently we have more services than ever. Communication from the NDSL informing librarians of their availability makes a big difference.

It has helped us keep up with new developments in technology. Reduced costs of online resources.

Gives us a place to go when we can't find an answer.

Schools

Very important for us to have the original cataloging service.

Allows me to concentrate more on teaching.

It will take our library into the future.

Gave me some leverage when speaking to groups about library needs.

I have been part of a selection policy development committee that used the model used by the State Library.

Being able to look up how someone else has cataloged a book makes our cataloging process much easier.

The assistance with setting up CatExpress and cataloging has been outstanding. I had a mix-up with my MINITEX contract and the staff at the State Library worked with MINITEX until the situation was reconciled.

N/A yet.

I am able to help students find reliable information.

I am assisted in the day-to-day running of my library. We have access to a very good system of databases via ODIN for a very reasonable rate indeed. I am kept informed of important information within the ND library community.

I am able to speed up my cataloging procedures, compare our policies to others, and find information pertaining to our state and State Library easily.

It has helped me teach students about how to search other databases and helps prepare students for using these resources at college. etc.

We do not have to catalog our new acquisitions.

It's nice to have materials available to us that we can't provide as a small library.

Our libraries have benefited from the Online Library Resources! We could not afford these resources as a public school or public library.

N/A.

It fills the gaps that we have in our library.

It has helped me get my books out there for the students and I feel very comfortable getting support with any problems I have.

Extremely helpful for students—they access current information.

I do like knowing there are people I can contact about problems.

Our library can provide more assistance to students and staff.

It has provided services to me as a professional librarian and to the staff and students of our school that I rely on and hope will continue in the future.

Provides a great resource for students doing research.

The subscription databases open up the world to us.

The Online Library Resources give our students access to current materials that we would not be able to afford. The databases are invaluable to us.

It makes my job easier.

Our library is very small and we were able to get materials we don't have on hand.

It has helped me to quickly find information for our school's patrons.

We have little room to store back issues of periodicals and only so much money to spend on subscriptions. This service opens up the world to our students.

N/A.

We will be teaching our students how to use them.

The State Library as a whole has been a great service for those of us in rural areas. Students get information for projects or papers that they are doing since we don't always have what they need here. I get help with my cataloging.

Our students from grades 2-12 use our databases constantly from Kids Infobits to EBSCO. We incorporate the teaching of these databases into our Library Skills curriculum.

Shortcuts in my own library automation of books; State Library electronic resources are awesome!!!

Unidentified

As far as technology and problems—great. We have gotten statistical information quickly, also.

I have more time to team with the teachers and to help the students with research and computer projects.

Our school is small and cannot keep up with all the new technologies and printed materials—we need to be able to get this from state as too many ND schools and public libraries cannot afford it otherwise.

It has been very helpful.

The difference between knowing and not knowing the information requested.

Access to online resources that we could not afford on our own.
Saves me time and money from doing it myself.
Added to our efficiency.
Would appreciate on-site visits and recommendations from State Library personnel.
Sold duplicate books over Internet that our library didn't want, which was beneficial for our financial status.

How would you replace the service(s) if it were not available through the State Library?

<u>Public Libraries</u>
Couldn't.
They couldn't be replaced.
Would not be able to financially in most cases; therefore we would have to do without.
Don't know.
Not a clue.
Individuals would have to join ancestry on their own. We had not been able to replace our computers that needed updating.
These services would be replaced through other professional contacts, including organizations, individuals, and institutions. Presently, North Dakota State Library services are already augmented by these contacts.
Couldn't afford to replace.
Go to the Horizon system.
Technical assistance would be contracted at a lower level in the library budget. Online databases would not be possible to contract for with our local library budget.
There would not be a replacement.
Very difficult, would have to try and join a different consortium in order to get competitive pricing for the many databases.
We wouldn't—databases would be not available to our library mostly because of money and also not qualified staff.
I would call another library, probably.
Unsure. Possibly for this library, would be the college library if they indeed have all the above available, doubtful though.
I have no idea!
I don't think any other entity in the state would have had the resources to give us assistance with this project.
I would have to do these myself and it would be very time consuming.
N/A.
I couldn't.
If funds allowed we would have to purchase from other sources.
We wouldn't. We'd just make do with whatever we had. It would be pretty much the "dark ages" of library land.
I don't think we could.
We do not have the <u>funds</u>. We would be without.
Some could be replaced using other sources such as hiring computer technicians, paying more for cataloging. Some would be dropped.
Regional services.

Schools

Not sure.
Very expensive to find an alternative to State Library services.
Need help from volunteers—invest in a circulation system.
It is irreplaceable.
Pretty hard to do.
Pretty difficult to do.
We would have to look at other state libraries, Library of Congress, or makeup our own cataloging.
?
?
I would have to purchase a database—much more expensive!
We would have to pay more for other databases. We would not have enough funds to pay for all the kinds of information sources ODIN provides. We would have less service. For questions I need answers for I would have to utilize Schlibtalk and call library friends and hope I would find the information I needed.
We would have a much greater expense locally for cataloging services elsewhere, I'm not sure if our district could afford this on its own. We would have to purchase some of the paper copies of newspapers and magazines available for our students to use for research, but we would not be able to get many!
I have no idea at the present how these services could be replaced.
We would have to keep track of our own statistics and catalog the books.
We would have to do our own cataloging. Legislative issues would go by the wayside because one voice is not as strong as many. We would not be able to afford all the Online Library Resources!
N/A.
We wouldn't. There is no money available for those services.
Unsure.
I'm not sure.
I am using OCLC for help in cataloging.
It wouldn't be possible.
Our small rural school library depends on services from the State Library and could not replace their services.
School district subscriptions at a much greater expense.
It would be impossible.
We would have to budget for one of the databases. This would limit our students' choices for materials. It would also cut into the dollars available for printed materials.
Probably would not be able to; I would be floundering in many areas.
I don't know.
N/A.
We would not be able to!
We would have to pay individually and would not be able to afford them.
I don't know. Minot P.L. was a great help in setting up my previous library to be automated and gave us continued assistance.
I don't think that I could replace the service as the funding for such things is not available in my community.

We would have to purchase the databases ourselves which would be expensive so we would be limited in what databases to provide for our students. We would do without in many cases because our school wouldn't finance computers, etc. for the library.

Go on the Internet / pay for more records or tech service to our school and library.

Unidentified

We have a local tech person, but he is going to retire in the next few years. Statistics would be very difficult to find. Not sure it could be done without you.

No, I would have to do it.

Probably very poorly or not much at all.

We would have to go elsewhere for help. We do need these services.

Good question.

We'd be without many of the critical resources...online databases.

We would have to purchase cataloging books or a subscription.

Would be difficult to replace, but we would survive somehow. Example: State Aid to public libraries—one word made difference.

Probably wouldn't, because we don't have the funds for technology equipment.

Please include a real-life story that demonstrates how this service (assistance) has benefited a person in your community.

Public Libraries

Since we're not up and running on the state system yet, I don't have an individual's story. But I can say that the whole community is excited about the library's upcoming transition!

Library users were benefits of the additional state aid funding to our library this year. All of this money goes into building the collection, and, therefore, library users benefited.

The ancestry.com has helped two families in our community with family research. It brought one of the families into the library for the first time and they have become library users.

A patron came into our library to find a research book; I called NDSL for their help to find the book the patron wanted. The assistance was very helpful in this matter. She had to go out of state to get the book I needed for the patron. This service was very helpful to our library.

Nursing students have used the databases at our library for locating medical journals and information for their academic studies. The online databases were used for this.

An older gentleman in our community was writing a book and needed information not available within the state of ND. Because of the help from the State Library, we were able to locate and borrow the information he needed to complete his project.

Various students and adults certainly have benefited from accessing health-related articles (but no names); also a <u>few</u> students may have benefited from additional reference sources.

Our real-life story was given at the spring think tank.

The employees at the State Library have been very helpful and polite when helping me over the phone. A few interloan requests have been misplaced—one book requested in February, I got after 2 more calls, sometime in May. It has been better after than incident. I'm very thankful for this service.!

There is no one person who has benefited—but rather about a dozen children who come regularly after school! I can monitor the sites they go on much more thoroughly with the filter in place.

This service has benefited our entire campus community; I don't think we would have survived as a campus without our library automation.

N/A.

The initial grants several years ago helped us with computers for our use and for the use of our patrons, since the matching grants are available it has allowed us to update our computers.

Our most recent experience has been with a teacher out in the country who is working on earning her library/media credential. She can use our online library catalog to search for items she needs for her classes; request them and we deliver them via our bookmobile service to her town.

We used it to find the correct accession number.

In the school, our students and teachers use the Online Library Resources daily. It is not unusual to be called at my home (librarian's home) for the remote barcode and password. We now have bookmarks with Online Library Resources barcode . . . Online Card Catalog . . . Wow! 24 hours-7 days a week, Velva School & Public Library is available!

Schools

Being that I am new to the library system, I have a few questions on cataloging and am able to get them answered by another staff person.

In the future, I see our students accessing the needed materials themselves.

I have been able to prepare a selection policy that seems "airtight" for the elementary library.

I was the 3rd to the last ODIN library to switch over to the Aleph software. Because of this I was a year behind in my cataloging and absolutely clueless how to do the new cataloging. The State Library agreed to help me with my backlog of cataloging. The project went smoothly and quickly. Not only did I benefit, but my dedicated readers were so excited about all the new books, that they were checking daily for new books to read.

None, yet.

I am a beginning school library media specialist taking classes through VCSU and learning to operate a K-12 library. I have had many questions regarding selection, weeding, cataloging, using ODIN, grant writing, information to do assignments for my classes, and many other "library" questions. The NDSL has been a great professional support for me and my school library.

A member of our community was taking library coursework and used the State Library records to help with cataloging assignments and for examples of what she was learning.

I have ordered additional books in a series for a student that was really interested in them and we only had a few. It kept her reading!

We have had a number of people use the Online Library Resources when searching for information about their ancestors.

N/A.

0.

The cataloging itself has made a major impact for me to get my library books out and on the shelves.

I haven't used these services yet—but have used the bookmobile—thanks. Since we are a small rural school, it's great to know there is this resource.

I use First Search to find MARC records and have found several that weren't available through Library of Congress. I was able to point another librarian who had trucks of books but no cataloging resource, in your direction. We both enjoy because it makes cataloging so much easier.

In the past five years two library aides at our small public school of 450 students catalog library materials by referring to the marc records of the State Library.

No.

There are so many, it is hard to pick just one.

Could I get a list of elementary books of it you have a web site we could look at. Also, can we check out books on tape?

We had a student who had seen a news report and wanted to use the information in a paper. The teacher required either a printed transcript or a video copy. The student was able to get the transcript through eLibrary. Our other choice was to request a transcript from ABC which would have taken 6 to 8 weeks. The student did not have that much time. Both the student and the teacher were very impressed with eLibrary and it has become a favorite of many of our students and teachers.

When I had a question about our school's collection, I was quickly sent material to read about small schools and their collections.

A student's uncle was diagnosed with level four T-type Non-Hodgkin's lymphoma (I think that's the right name). Using this service and Internet sources, the student was able to find very reliable information to help him and his family understand what was going on with the uncle.

N/A.

Several patrons have obtained their library cards online and have been able to use the services at home.

We have had online training for our school's staff during our beginning inservice meetings. I had done a workshop to our Study Club on the online databases. This gives them access to reliable, current, valid information.

Unidentified

We have various people who use our Internet services and when problems arise with our networking with state—they are very grateful that it is up and running quickly.

Cannot think of an incident recently.

The services have made it much easier overall for our library.

Patrons and staff are very grateful for the new and updated computers obtained through a Gates Grant facilitated by the State Library. Customers also appreciate the ability to search the Ancestry site which we may use from the State Library Web site. One patron in particular had us searching for her entire family tree with some good results. We appreciated the on-site help from a State Technologist to familiarize us with the new State Library catalog and get us going with other resources. You are most patient and helpful when we call with questions.

Patrons are coming in to look up genealogy information on the computers and are able to run their information on a new compatible printer.

Don't know—probably couldn't replace it.

Patrons are very appreciative—and so are we.

College students have come to the library to take tests, rather than driving miles to the school.

What they're saying about online resources at the North Dakota State Library:

Both groups were given an opportunity to provide a real life story on how they have used the online resources. Comments are as follows:

State Employees:

I have not had a chance to do much research with the online services. Initially I was very impressed with the variety available and shared that info with a family member. I think I would use the genealogy program if you could access this off site. Although the library is close to the Capitol, it is difficult to find time to go over to the State Library.

I have a child in 4th grade and one in 2nd grade. This has been an excellent source of information on all the projects we have had to do research on.

I was researching the history of forestry in North Dakota to develop a summary of related events that have lead to today's situation. I was surprised by the amount of information that was available through the State Library and the amount of assistance that was provided by the staff. Actually, without the assistance of the staff, I may not have learned that the first department of forestry in ND was aligned to the Superintendent of Irrigation, Forestry and Meteorology. I was completely unaware of this. It led my research into some interesting avenues and changed the date we thought was aligned to the origins of the North Dakota Forest Service.

To obtain information regarding health concerns.

I wanted to learn how to prepare some German food, so I used the ODIN catalog to check if there were any cookbooks at the State Library. There were some cookbooks, and I learned how to make knoephla soup!

I need to look up current research on historical sites and resources all the time. I use WorldCat to see what references are available on a specific topic. A specific recent example was a review of a report on German-Russian stone and earth architecture in the Dakotas. I felt the report had outdated references and used WorldCat to get specific libraries where newer books and articles were available in the region.

My husband and a co-worker were looking into a business venture. I used the library's resources to do some research into the industry and to determine whether there was a potential market for them.

Census searches.

Shared the Health and Wellness Resource Center with our special education professionals at a staff meeting, they were happy to know that this resource is available to them.

I use it more for my students right now. I am teaching my classes, grades 4-12, how to use the system.

Most research involves how a business conducts business in past years. The information I have been able to use allows us to close audits.

Public Trainings:

I work in a school system and shared the information with 6th grade students who are working on projects for social studies. They are required to create posters about each decade as they study the decade.

I was able to locate service records of my grandfather. It was interesting to read the census of the years available for my county. I found the marriage documentation of my grandmother from South Dakota records. This site is helpful as well as interesting. Thanks.

We are using the online library resource to do research for any essay in my College Prep. English class.

I do a ND State Library online database update in all of my school's English classes, plus I weekly teach library skills to my elementary students so they are constantly looking up information using these databases.

My daughter is involved in student congress and she of many has found this the online library resources to be very helpful.

I do ILL here at our public library, and we have just started doing our own ILLs online.

I have my sophomore students use the e-library when they research information for their research papers. They find it to be a great tool, and it deters them from just using information from the Internet that may not be credible!

After the training I have started to teach the 5th and 6th graders how to get into the online library resources and find the information they need.

A classroom teacher was beginning a unit on war and the pros and cons of countries involving themselves with such - the Newspaper database and the opposing viewpoints proved most helpful to his students.

I have used Online Library Resources to find articles for class and to do research on different topics for class.

I have used the Online Library Resources lately to find information for students on science projects. In the past I have found the Online Library Resources very valuable to the small rural school district where I taught. It was truly a lifeline to getting current information to the students.

I have used the Online Library Resources for professional and personal needs. Students have used it for research papers and have found it easy to manipulate. Thanks.

Hoping the above comments reach you. Also, I use them to identify items available elsewhere for purchase (earlier at a school library), and to tell patrons of interlibrary possibilities, and to identify a missing or new title of their favorite authors so they can request its purchase. Your trainers were TOP-- knowledge of resources and computer, responsive. I have attended other ND Library training, usually in a larger group, and this was the best! (Far better than ProQuest guest, also.)

I use Opposing Viewpoints with my Speech classes-two last semester and two this semester. I also use ODIN to help student's access resources not available in our library and for personal reading.

Our students use the online resources all day, every day. It is impossible to single out just one story. I have tried to emphasize the difference in sources found on LaND with sources obtained from simply doing a Google search. Thank you for this wonderful resource for the students of North Dakota.

I live in a rural area without access to a bookstore or library that carries current books. I love being able to get books to read from the State Library. However, it seems I have to wait longer to receive ordered material since going to the new system. Also, I have had trouble using the limit search feature.... it gives me all formats instead of just the one I'm looking for.

We were helping a patron find an article on the microfilm that we have, and she was "sure" of the date of this article. To narrow it down, we went to the Ancestry.com resource and found that she was off a bit, but were able to locate it once we had the correct date.

A patron came in and asked how to go about finding something on ancestry. I showed her the page to go to.

I had my seventh graders track their family in North Dakota by using the Ancestry database.

I used them to write the first three chapters of my thesis for my introduction to graduate studies class this past summer.

Students are using the database handout when researching for one of my psychology class projects.

I helped a patron with Ancestry. She was very pleased to be able to print out forms to aid in compiling each generation in the family.

We referred the debate coach to this resource for her students.

All of our students and teachers have their own IPAQ handheld computers. One teacher in particular was interested in the E-Books, so I showed him where to access those books. It is one area that I hope to get the students more interested in (since they are much better at reading the tiny screens!).

I now know how to print a page using Ancestry and not get two pages with part of the requested information on one and the rest on the other so to me that was a big thing.

I set up a school library web page and the Online Library Resources have direct links on my lib web site.

When I lived in a town that didn't have a library and only a monthly bookmobile visit, I used the State Library and found books online frequently. Then I moved and worked at the local library and used it a few times helping kids find science articles.

Our elementary librarian and I have discussed the various resources.

I used the Online Library Resources when I was working on my thesis for a masters in US history.

I work in our public library very part-time and felt I had no knowledge to assist patrons before the training. Now I can help patrons and feel confident in how I assist them. Thank you.

Mainly helping students with reports. I did help a man just yesterday to look microfilm from a newspaper in 1882 and we did an ILL for him.

I have used the library to research articles that I need for my Master classes.

As library media specialist, I use the interlibrary loan feature frequently. In the fall, I conducted training for student's in grades 9-12 about searching the web, including a portion about the electronic resources from the NDSL. Some teachers have specifically created assignments to use certain databases.

I am a librarian at 5 elementary schools. Teachers are always requesting book titles and subject matter that I do not have. I also teach the service to 5-6 graders. They especially like that they can email an article to themselves and take their time going over it at home.

I've shared the information with teachers in my building.

Help student research.

One of the 8th grade teams (about 100 students) was doing research about one of the U.S. presidents. I shared with the students how to use the state library online resources to find information.

Basically I just help the students to become acquainted and comfortable with it. In our 7-12 classes, we do a great deal of research and it is a valuable tool.

As a grad school student, elibrary is invaluable. As a side note, there is, however, a glitch in the system that does not allow me to continue to order through the ND State Library while having access to Minot State's library.

A student needed to get research for his paper and we went into Odin Library Resources. We were able to find what he needed.

Just today 8th grade students were in doing a report on innovations of the Industrial Revolution. They were directed to the Discovery collection, and found information. It seems we are using one resource or another every day.

Looking for library materials at the public Library.

I needed some information on any legal laws that the state or Burleigh might have concerning "light pollution." There wasn't any in the library system but someone at the State Library e-mailed me an e-mail address of a state agency that could help me. I really appreciated the extra effort they went to.

For research for my master's degree; I use it all the time.

I have provided training for staff at the elementary schools. I have also assisted teachers when they are using these products with students. One teacher is doing a heritage project with her fifth graders. Ancestry.com was wonderful.

My juniors do research papers. We use the online resources from the NDSL as a major source for their papers. Each year I type up an updated access sheet for them so that they can navigate the resources easily. They have found the resources to be credible and helpful in their research.

We taught the 7th and 8th graders how to use the resources in conjunction with their History Day research papers.

To look up who has what books.

I believe it is very, very useful when researching different projects.

College Comp students are doing papers on the day they were born. Instructor has had them in the library to get national and regional newspaper articles for those specific days. I can't count the number of times we help students search the online resources.

2-16

Velva Students Support SB 2013

Good morning Chairman Ray Holmberg and members of the Senate Appropriations Committee. I am Brian Knorr, and I am Dakota Anderson. We are students at Velva High School, and we represent North Dakota High Schools and their students. We are here to inform you about the wonderful advantages of using the North Dakota State Library Online Resources, otherwise known as e-library in our school. Not only would we like to ask for continued funding, but we also would like to send our sincere thanks for the opportunities we have been able to have in our North Dakota libraries.

The North Dakota State Library website hosts Online Library Resources. These databases are full of valuable reference materials. These materials include newspapers, magazines, and references. They are not only accessed quickly and easily, but also provide users with accurate and up to date information. This is a great asset for students in North Dakota. We can quickly view newspapers, such as the New York Times and the Washington Post. We can also view many informative resources such as Time Magazine and the US News and World Report. These newspapers and magazines would otherwise be very difficult to find in a small town in North Dakota.

Brian and I have found online resources to be extremely helpful as aides in writing term papers. Without online library resources, term papers would not only be difficult to construct, but the papers themselves would not contain as much current and up-to-date information as we can now include. The North Dakota State Library needs funding for the Online Library Resources to continue to be available to students. Your committee helps make this funding possible.

(12)

TESTIMONY ON SB2013
SENATE APPROPRIATIONS COMMITTEE

January 18, 2007
Kelly Steckler, NDLA Legislative Chair
c/o Mandan Public Library
667-5365

Same testimony to House

Dear Chairperson and Members of the Committee:

My name is Kelly Steckler and I am the Legislative Chair for the North Dakota Library Association. We support the North Dakota State Library budget SB2013 and specifically inclusion of an additional $200,000 in the State Library's next biennium budget for State Aid for Public Libraries.

North Dakota public libraries are specifically concerned about the additional State Aid dollars because support in all locales is below the national average of more than $30 per capita. We know that public libraries serve a greater majority of local citizens than most other publicly funded institutions. Public libraries fill an important role in encouraging and sustaining livable and appealing local communities and these dollars are essential in achieving this goal.

Other valuable services included in this budget are: interlibrary loan, reference, Library Vision 2010 grant funds, services to persons with disabilities, and trainers for online library resources.

We urge you to support SB2013 to fully fund this budget request.

Sincerely,

Kelly Steckler

Kelly Steckler

Handout #14

SB 2013
February 21, 2007

STATE AID TO PUBLIC LIBRARIES

Biennium		General Fund Appropriation
1985-87		$1,025,000
1987-89		1,014,000
1989-91		1,000,000
1991-93		1,000,000
1993-95		893,000
1995-97		880,000
1997-99		935,521
1999-2001		888,745
2001-03		888,745
2003-05		844,307
2005-07		1,000,000
2007-09	***Recommendation***	**1,200,000**

(16)

Same testimony given to House

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Good morning Chairman Ray Holmberg and members of the Senate Appropriations Committee. I am Brian Knorr, and I am Dakota Anderson. We are students at Velva High School, and we represent North Dakota High Schools and their students. We are here to inform you about the wonderful advantages of using the North Dakota State Library Online Resources, otherwise known as e-library in our school. Not only would we like to ask for continued funding, but we also would like to send our sincere thanks for the opportunities we have been able to have in our North Dakota libraries.

The North Dakota State Library website hosts Online Library Resources. These databases are full of valuable reference materials. These materials include newspapers, magazines, and references. They are not only accessed quickly and easily, but also provide users with accurate and up to date information. This is a great asset for students in North Dakota. We can quickly view newspapers, such as the New York Times and the Washington Post. We can also view many informative resources such as Time Magazine and the US News and World Report. These newspapers and magazines would otherwise be very difficult to find in a small town in North Dakota.

Brian and I have found online resources to be extremely helpful as aides in writing term papers. Without online library resources, term papers would not only be difficult to construct, but the papers themselves would not contain as much current and up-to-date information as we can now include. The North Dakota State Library needs funding for the Online Library Resources to continue to be available to students. Your committee helps make this funding possible.

Libraries can play a very important part in the economic development of a community. The Online Library resources are a good example of what people expect to find in a community. As we mentioned earlier, without your support, many libraries will not be able to afford these resources. Theses resources are very expensive but are very important to all of the students at our state's libraries and schools. Small schools can not afford these resources and would be forced to give them up if funding is not continued.

Please show your support for the educational needs of today's students. Libraries and students need efficient access to accurate resources in order to do research, and to compete in today's technology-savvy world. Please continue to show the students across the state that you believe in education and are willing to continue to fund this important tool. Thank you and please vote "Yes" on Senate Bill 2013.

18

TO: Senate Appropriations Committee
FROM: Marlene Anderson
AFFILIATION: North Dakota Library Association (NDLA)
BILL & POSITION: **SB 2013 - In Favor**
DATE: January 18, 2007

Same speech to House

Mr. Chairman and Members of the Committee:

My name is Marlene Anderson. I am a practicing librarian and a member of the North Dakota Library Association. This is my written testimony in favor of SB 2013, a bill for an act to provide an appropriation for defraying the expenses of the department of public instruction, the school for the deaf, North Dakota Vision Services - school for the blind, and the state library. My particular interest is in supporting the services and programs offered by the North Dakota State Library.

As outlined in its goals and vision and mission statements, the State Library takes a lead role in providing information opportunities, access to information, and information services in our mostly rural state. It is an essential link in meeting the information needs of *all* citizens of North Dakota. Citizens living in towns and counties that lack public libraries are especially reliant on the State Library. Among the many services it provides are:

- **Document delivery and reference services**
- **State Document Depository Program**
- **State Aid to Public Libraries**
- **Online library resources**
- **Disability services**
- **Statewide cataloging services**
- **MINITEX Library Information Network contracts**

I believe our state and nation are strong and enjoy a high standard of living because we recognize that an educated, literate society is essential in a free society. Libraries play a key role in creating and maintaining an educated, literate populace. Your vote in support of SB 2013 to fully fund the North Dakota State Library's budget request will enable the State Library to fulfill its vision, mission, and goals.

(19)

Same testimony to House

BISMARCK PUBLIC LIBRARY
515 North Fifth Street
Bismarck, North Dakota 58501-4081

January 18, 2007

To: ND SENATE APPROPRIATIONS COMMITTEE

By: TOM JONES, DIRECTOR 222-6403
BISMARCK VETERANS MEMORIAL PUBLIC LIBRARY (www.bismarcklibrary.org)

Re: **SUPPORT FOR SB 2013 (ST LIBRARY BUDGET/ STATE AID FOR PUBLIC LIBRARIES)**

Chairman Holmberg,
Members of the Committee:

I urge support of this budget, particularly the State Aid for Public Libraries funding at the $1,200,000 level. Since 1979 when funding was first at one million dollars, **PL State Aid has made a really big difference in the purchasing power of our local libraries.**

Looking back 28 years ago, then about 40,000 books were being published annually in the US. Now, the total is well over 150,000 each year. . . . in regular print. Then, there are all the other formats: large print, plus books-on-tape/CD, e-books (electronic books available directly online), and also music and other learning tools in CD, films in VHS and now DVD formats . . plus all of the copyrighted electronic tools we need to purchase----from literary source materials, local newspaper access, to automobile repair, etc. State aid dollars translate directly into more and better resources for our users. (At Bismarck Public Library, they are about 7,000 per week throughout the year.)

Thank you for your consideration.

(20)

TESTIMONY ON SB2013
SENATE APPROPRIATIONS COMMITTEE

January 18, 2007
Bonnie Krenz, Library Director
Griggs County Public Library
PO Box 546
Cooperstown, ND 58425
797-2214

Dear Chairperson and Members of the Committee:

My name is Bonnie Krenz and I am the Library Director for the Griggs County Public Library, a small rural library in Cooperstown. I support of SB2013

At a local PEO meeting four years ago I was asked to present the databases that are available to our patron through the State Library. After this presentation the PEO has pledge to support the cost the Library pays each year which is about $300.00. This year at the annual Women's Showcase sponsored by the local PEO held in Cooperstown each fall, I was asked to make the presentation to the community. Interest was generated at the presentation and patrons have visited the library using especially the ancestry.com database. The adult education program is planning to ask the State Library to conduct a class on the use of the databases this winter. Our small library would never be able to afford the cost of the databases at $72,000.

This service and the others provided through the lending of books helps the small rural libraries provide service to many patrons. The Griggs County Public Library Board of Directors, Staff, and Patrons would appreciate your support of the State Library Budget.

Sincerely,

Bonnie Krenz
Griggs County Public Library Director

(21)

Gone to House

MINOT PUBLIC LIBRARY

516 SECOND AVE. SW • MINOT, NORTH DAKOTA 58701-3792 • PHONE 701-852-1045 • FAX 701-852-2595

Senate Appropriations Committee
January 18, 2007

SB 2013
State Library Budget

Mr. Chairman and Committee Members:

My name is Jerry Kaup, Library Director, from Minot representing the Minot Public Library Board. We support the Governor's Budget for the State Library. In specific I am testifying in support of State Aid to Public Libraries.

The Minot Public Library received its first State Aid funding of $42,000 in 1979. In 2004 the Minot Public Library received $22,000 in State Aid. The State Aid portion of the Library budget in 1979 was 15.5% and by 2004 State Aid represented 2.4% of the Library budget. State funding for State Aid to Public Libraries was $1,000,000 in the 1979-81 and in the 2005-2007 Biennium. Inflation since 1979 has been over 150%

The Minot Public Library has used State Aid funds for the purchase of books, materials, and electronic databases. Without this funding we would not have been able to provide our citizens, both in the Minot Area and in the State, with the selection of books and databases they use for their informational needs and to enhance their lives.

The Minot Public Library Board supports SB 2013 and the State Aid funding of $1,200,000 proposed by Governor Hoeven. Thank you for your consideration.

Handout #9a

NORTH DAKOTA STATE LIBRARY

604 E. Boulevard Avenue - Dept. 250, Bismarck, North Dakota 58505-0800 - (701) 328-2492 - FAX: (701) 328-2040

DORIS OTT, STATE LIBRARIAN

With the exception of the following pages same testimony given to House and Senate

TESTIMONY TO

HOUSE APPROPRIATIONS COMMITTEE

EDUCATION AND ENVIRONMENTAL DIVISION

SENATE BILL 2013

2007-2009 APPROPRIATION

NORTH DAKOTA STATE LIBRARY

February 21, 2007

The Harvard Business Review tells us that it costs the average business six to seven times more to acquire a new customer than it does to retain an existing one. In my opinion, the same principle applies to recruiting and training new employees versus retaining existing staff.

Stephen R. Covey in The 7 Habits of Highly Effective People says, "The Seven Habits are habits of *effectiveness*. Because they are based on principles, they bring the maximum long-term beneficial results possible." He uses Aesop's fable "The Goose and the Golden Egg" as an example. "The Goose and the Golden Egg" is about a poor farmer who finds that his goose is laying golden eggs. Every morning the farmer gathers one golden egg from the goose and gradually becomes fabulously wealthy. As he grows rich, however, he grows impatient. In an attempt to get all the golden eggs in the goose at once, he cuts off its head and reaches inside, only to find nothing. Like the farmer we often emphasize short-term results (golden eggs) at the expense of long-term prosperity (the goose). If you forget to feed the golden goose, it stops producing golden eggs.

The compensation package you passed is a big step in the right direction in assisting agencies in recruiting and retaining excellent state employees.

Vision

Leading the way
in information opportunities

Mission

Provide access to information
for North Dakota

Goals

Serve as a leader in the
library and information field

Promote and advocate library
awareness

Provide and develop library and
information services statewide

Achieve customer satisfaction

North Dakota State Library
Established 1890

North Dakota State Library
604 E. Boulevard Ave.
Bismarck, ND 58505-0800

Administration.....(701) 328-2492
Information Requests.....(701) 328-4622
Toll-Free.....1-800-472-2104
Disability Services.....(701) 328-1408
Toll-Free..... 1-800-843-9948
TDD (local).....(701) 328-4923
TDD (Toll-Free).....1-800-892-8622
Fax.....(701) 328-2040
NDSL Web Page ....http://ndsl.lib.state.nd.us

Open Monday-Friday
8:00 a.m. - 5:00 p.m.
Tours are available upon request

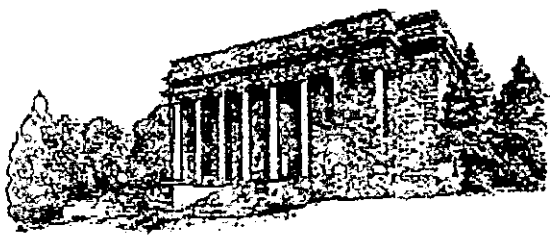
Doris Ott
State Librarian

A division of the North Dakota
Department of Public Instruction
Wayne G. Sanstead, Superintendent

The North Dakota State Library does not discriminate on the basis of race, color, national origin, sex, age, or disability in employment or the provision of services.

May 2006

North Dakota State Library Long Range Plan



2006-2011

Goal: Serve as a leader in the library and information field

- Develop a statewide catalog
- Develop partnerships for statewide coordinated services that enhance services and reduce costs
- Promote librarianship as a profession
- Plan and coordinate improvements for library and information services
- Provide opportunities for professional development for librarians and staff
- Secure and administer funding to improve library services
- Provide leadership to library-related groups
- Provide leadership in emerging technologies to enhance library services

Goal: Promote and advocate library awareness

- Promote libraries as a valuable community asset
- Develop partnerships among libraries and with other entities
- Provide information on legislative issues that affect libraries
- Assist other libraries with promotional activities
- Advocate the North Dakota State Library's mission to state government, citizens, and libraries

Goal: Provide and develop library and information services statewide

- Provide consultation and technical assistance to libraries
- Provide training opportunities
- Develop and coordinate statewide resource sharing for libraries
- Provide and enhance access to online electronic resources
- Retrieve, catalog, maintain, and provide access to available documents published by North Dakota state agencies and maintain a depository program
- Collect, maintain, and distribute materials and information to all citizens and libraries of North Dakota

Goal: Achieve customer satisfaction

- Provide excellent customer service
- Provide a welcoming, accessible, and safe environment
- Secure financial resources to provide services
- Secure adequate staffing
- Incorporate up-to-date technology in library services
- Develop the collection to respond to user needs

Performance Measures

To annually award, monitor, and evaluate Library Vision 2010 and LSTA grant funds according to federal guidelines, North Dakota legislative intent, and guidelines set by the North Dakota Library Coordinating Council.

To award annual grant scholarships to Master of Library Science candidates.

To increase the number of partnerships by one annually.

To evaluate and negotiate statewide library contracts annually.

To sponsor focus groups biennially to gather information from librarians, library board members, and citizens of North Dakota for the purpose of improving statewide library services.

To inform citizens of library services by sponsoring booths annually at various conferences and preparing timely press releases and public service announcements.

To publish the Flickertale newsletter bimonthly.

To track legislative bills daily during legislative sessions and update libraries on pertinent legislative issues weekly during the legislative session.

To annually offer training sessions to 300 librarians and citizens on the use of the Online Library Resources.

To offer continuing education workshops annually for library board members and librarians.

To process requests and provide accurate responses to questions within two working days with at least a ninety percent fill rate.

To complete cataloging of new items within one week of receipt by creating accurate cataloging records according to national standards.

To review the collection development policy every three years.

To annually review and update the Library Science collection.

To provide a radio reading service daily to visually impaired citizens.

To annually review adequacy of current technology.

To be responsive to patron needs by having two phones in the agency staffed continually between 8:00 a.m. and 5:00 p.m. Monday through Friday and returning telephone calls within one working day.

To mail all outgoing items on the same day they arrive in the mailroom.

To collect feedback annually to measure customer satisfaction regarding North Dakota State Library services.

To report all building and [illegible] problems within one day of occurrence.

To add five to seven new libraries to the statewide [illegible] each biennium.

Doris Ott, State Librarian
North Dakota State Library
604 East Boulevard Avenue - Dept. 250
Bismarck ND 58505-0800

A division of the Department of
Public Instruction,
Dr. Wayne Sanstead, Superintendent

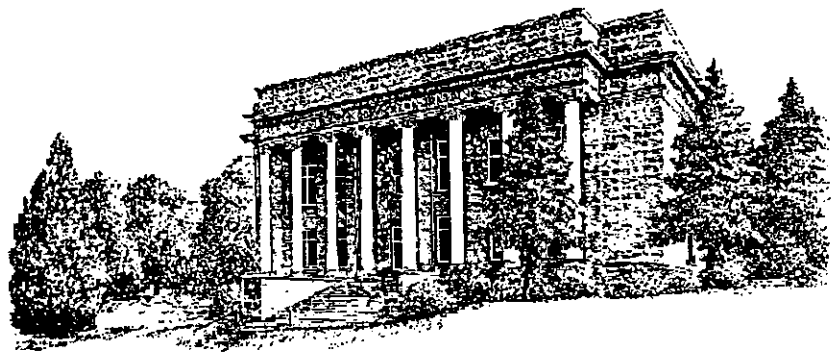
The North Dakota State Library does not discriminate on the basis of race, color, national origin, sex, age, or disability in employment or the provision of services.

February 2005

Library Vision 2010

North Dakota Library Coordinating Council

Through the statewide community of libraries all citizens of North Dakota will have convenient and timely access to information for education, work, and recreation.



Adopted November 15, 2002
Printed February 2005

North Dakota Library Coordinating Council Members Contributing to Library Vision 2010

Quincee Baker - disabled, economically disadvantaged, minority populations

Phyllis Bratton - private higher education institution libraries

Thomas Bremer - public higher education institution libraries (Chair)

Michelle "Mickey" Butz - school libraries

Jerry Kaup - public libraries (Vice Chair)

Phyllis Kuno - private higher education institution libraries

Ilene Larson - citizen-at-large

LaDean Moen - Past President North Dakota Library Association

Doris Ott - State Librarian

Dennis Page - public libraries

Lila Pedersen - special libraries

Kaaren Pupino - President North Dakota Library Association

Iris Swedlund - school libraries

Cheryl Tollefson - public libraries

Rita Traynor - citizen-at-large

Introduction

In October of 1995, in consultation with the State Library staff and the officers of North Dakota Library Association, Eric Sakariassen, Chair of the ND Governor's Advisory Council on Libraries, formed a Library Study Steering Committee to discuss concerns and issues within the state's library community. The goal was to present a clear picture of where North Dakota library services stood at that time and how they might look in the future. From the beginning, committee participants took it upon themselves to go beyond these initial directives and defined a set of priorities in a planning document for statewide library services entitled *Library Vision 2004*. The committee met six times, sponsored four statewide open forums, two in Bismarck, one each in Minot and Carrington, and created as many as five working subcommittees in preparing recommendations. The resulting *Library Vision 2004* document became a recognized and accepted framework for local, regional, and statewide library planning efforts.

Library Vision 2004 stated objectives and recommendations to meet those objectives, for six interdependent priorities necessary in providing what was identified as essential library services in North Dakota in the year 2004 and beyond. The plan was designed to fit an eight-year time frame, spreading implementation across four legislative bienniums. *Library Vision 2004* recommendations improved North Dakota libraries and enhanced citizen access to information services in support of education, economic vitality, and life-long learning. The purpose of *Library Vision 2004* was to provide people with improved access to information in a welcoming environment where they could obtain the guidance of trained librarians. The proposal addressed problems which were serious and growing: the knowledge explosion, the increasing costs of information, declining

financial resources for libraries, providing all citizens with access to networked information, advancing North Dakota's competitiveness in the global society, and preparing North Dakota for its future.

In tackling the difficult business of planning for the implementation of a statewide comprehensive database, recommendations were divided into three contributing elements. Each of these elements was necessary to building a complete library computer information network and each was dependent upon the others in making the plan function.

First, and by far the most expensive element, was Internet connectivity. Connectivity served as the foundation for accessing the statewide comprehensive database and allowed for access to the whole extent of information and services available on the Internet. The plan built on the North Dakota Information Network infrastructure already in place by connecting public and school libraries to the system. This effort was well under way with the receipt of the Educational Telecommunications Council (ETC) grant for a network assessment and planning project.

The second element in the plan was to connect existing databases through telecommunications software and hardware that would allow concurrent searching of multiple databases but would appear to the user as if all records accessed resided locally.

The third element in the plan was to create or convert and load electronic records into existing library online catalogs. This was perhaps the second most costly part of implementing the statewide comprehensive database and also one whose cost was difficult to estimate until the total number of library holdings was known.

E[redacted]n the committee discussions, the need to create a structure for the governance and administration of the shared responsibilities and efforts outside current structures operating in the state was identified. It was recognized that, in statewide coordination of a comprehensive database, Internet connectivity, statewide interlibrary loan, and document delivery, among other things, a way was needed to ensure participation without interfering in local governance of libraries. The consensus reached in how to achieve this goal took the form of a North Dakota Library Coordinating Council. The committee worked hard to avoid a top-down governance structure and opted instead for one with a participatory representation.

The North Dakota Library Coordinating Council (NDLCC) was established July 1,1997 (NDCC 54-24.4-01).

The factors that affect library services in North Dakota are in a state of constant change and although *Library Vision 2004* has served its purpose well, NDLCC felt it was time to once again visit the topic and determine what revisions needed to be made to keep the document a viable and useful tool for the library community of North Dakota.

NDLCC held a meeting in Carrington, ND, on March 7, 2002. At that meeting, NDLCC decided to continue a process of examination and revision that actually had been happening since *Library Vision 2004* first came into existence, and to create a new document to be called *Library Vision 2010.*

North Dakota's library community was invited to participate in "think tanks" held in Minot and Valley City. Approximately fifty people attended each session and both sessions demonstrated how interested and concerned the library community is about the future of the state's libraries and librarians. Using creative ideas generated from these sessions and from the documents referenced at the end of

this introduction, NDLCC created a rough draft of *Library Vision 2010.*

This draft was widely distributed to the library community. NDLCC sought additional feedback via e-mail, the 2002 NDLA meeting in Fargo, and an additional meeting in Dickinson. NDLCC considered, evaluated, and incorporated this feedback into the final document.

The North Dakota Library Coordinating Council accepted and adopted *Library Vision 2010* on November 15, 2002.

References

The following documents were used to develop *Library Vision 2010*:

Library Vision 2004

North Dakota Century Code

North Dakota Library Coordinating Council Minutes

Think Tank Session I, April 26, 2002; Minot

Think Tank Session II, May 3, 2002; Valley City

Priority #1

Create a statewide community of libraries working together to provide quality library services in North Dakota.

Libraries must rely on cooperation and networking of all material, staff, and electronic resources to meet the information needs of North Dakota citizens. Twenty-first century libraries working together will enable North Dakotans to face the growing challenges of global interdependence and global competition; the ever-increasing information explosion; the continuing evolution in technology; and the increased need for lifelong learning, job retraining, and recreation.

Objectives:

Develop a comprehensive statewide online library catalog.

Promote statewide resource sharing.

Develop a statewide collection development policy.

Promote networking among all types of libraries.

Provide training to library staff and citizens in using information resources.

Provide shared electronic resources accessible to all citizens in all locations.

Promote the preservation of materials created by North Dakotans and about North Dakota.

Recommendations:

1. Provide direct access to a comprehensive statewide online library catalog of standardized bibliographic records from all North Dakota libraries. A comprehensive statewide online library catalog is a single database or group of databases configured so that all North Dakota citizens can access the holdings of the state's libraries with one seamless, unmediated search.

2. Maintain and enhance the hardware and software allowing concurrent searching of multiple online library catalogs.

3. Develop partnerships to realize economies of scale.

4. Support protocols for connectivity, communication, bibliographic format (MARC 21), document delivery, interlibrary loan equity, and Internet access.

5. Build on existing structures and networks to achieve *Library Vision 2010.*

6. Create and maintain an accessible North Dakota digital archive of historical and government documents, photographs, maps, newspapers, etc.

7. Foster collection development activities.

8. Promote training and education for library personnel and library users.

Priority #2

Strengthen the North Dakota State Library in its role of coordinating and enriching library service in the state.

The State Library proactively extends library services to meet the goals of Library Vision 2010 and makes all information resources accessible to North Dakota residents.

Objectives:

Assess the needs of constituents and adapt services and training to meet those needs.

Lead in encouraging and assisting the development of library cooperative ventures (consortia, regional associations, partnerships, etc.) for resource sharing, upgrading of library services, and fiscal efficiency.

Lead in the establishment of basic levels of North Dakota library service and develop standards and guidelines defining the libraries' and citizens' basic obligations.

Foster communication and cooperation among all types of libraries in North Dakota.

Recommendations:

1. Coordinate and lead library advocacy efforts within the state.
2. Facilitate the development of library services.
3. Strengthen the State Library's role in training and educating library personnel and libraries' governing entities statewide.
4. Assist local libraries in determining priorities for collection development and encourage collection specialization to reduce unnecessary duplication.
5. Request state funding for retrospective conversion of library bibliographic records for the statewide online library catalog.
6. Establish requirements for city, county, and school district support for participation in the statewide system.
7. Develop and implement a long-range strategic State Library plan based on constituent needs assessment.
8. Coordinate resource sharing.
9. Create and enhance web and other resources available specifically for ND libraries.
10. Secure optimum funding to support State Library programs.

Priority #3

Support and strengthen library cooperative ventures (consortia, regional associations, partnerships, etc.) in their role of extending and improving library service in the state.

Library cooperative ventures will facilitate resource sharing, promote educational opportunities, and work together to achieve networking on a local, regional, and statewide level to meet the goals of Library Vision 2010.

Objectives:

Assess the needs of member libraries and patrons and adapt services and training to meet those needs.

Facilitate communication among libraries statewide.

Ensure member libraries' participation in collection development, resource sharing, information technology, and the statewide online library catalog.

Recommendations:

1. Participate in the statewide interlibrary loan and document delivery system.
2. Assist the State Library in implementing statewide networking and the development of the statewide online library catalog.
3. Provide, in cooperation with the State Library, training and education to member libraries.
4. Encourage cooperative purchasing and collection development.
5. Secure funding to support library cooperative ventures in meeting the goals of *Library Vision 2010.*
6. Ensure libraries retain local control on all policies and practices, such as setting their own circulation loan periods, collection development decisions, and interlibrary loan policies.

Priority #4

Assure equitable access to information resources and library services to individuals throughout the state.

Access to information and library services is of paramount importance to the individual and to society for survival in an information age.

Objectives:

Provide library and information access and services for all citizens regardless of age, economic status, location, literacy level, ethnicity, or disability.

Collaborate with local literacy educators and volunteer providers to develop and deliver services.

Recommendations:

1. Maintain and enhance responsible Internet access to all libraries.
2. Provide ongoing training in Internet and other searching procedures to assure information competency and literacy.
3. Promote library collections and services available to special populations.
4. Encourage libraries to provide space for literacy tutoring and collections for adult readers and English as a second language.
5. Promote library-sponsored family literacy programs.

Priority #5

Promote the services of libraries and librarians.

Inform citizens of the important role that libraries and librarians play in the world of changing information needs. Funding programs and services for the common good must become a priority to maintain an informed citizenry.

Objectives:

Involve the people and governing bodies of North Dakota in advocating for the priorities, objectives, and recommendations outlined in *Library Vision 2010.*

Create public awareness of the changing role of libraries and librarians in the information age.

Emphasize the role of libraries as an integral part of the economic development of a viable community.

Highlight the necessity of libraries for learning and recreation for all ages.

Secure continuation funding from the state necessary to achieve *Library Vision 2010* priorities.

Recommendations:

1. Establish local public awareness campaigns to promote North Dakota libraries.

2. Promote competitive library staff salaries.

3. Promote the use of current standards and technologies.

4. Promote libraries, librarians, and library services and their important role in economic development.

5. Communicate the needs of libraries to governing bodies.

6. Seek full funding for the existing state aid formula to public libraries.

7. Provide necessary funding for *Library Vision 2010.*

8. Promote librarianship as a career.

Priority #6

Coordinate statewide library services.

The North Dakota Library Coordinating Council was established by the 1997 ND Legislature (NDCC 54-24.3-03 and NDCC 54-24.4) and represents all types of libraries and all areas of the state.

Objective:

The North Dakota Library Coordinating Council assists in planning, coordinating, evaluating, promoting, and implementing local, regional, and statewide library services (*NDCC* 54-24.4-05).

Recommendations:

1. Assure representation from all regions of the state: public, academic, school, special libraries, State Library, and citizens-at-large.

2. Provide a mechanism for presenting a unified voice for state funding.

3. Provide a forum to enable the library community to plan for new issues affecting library and information services as they emerge.

4. Direct the distribution of funding for coordinated statewide library services administered by the State Library in accordance with legislative intents and the priorities of *Library Vision 2010.*

5. Facilitate the implementation of the statewide online library catalog.

North Dakota Library Coordinating Council Members

Quincee Baker (2001-present) - disabled, economically disadvantaged, minority populations

Mary Bianco (1997-2000) - disabled, economically disadvantaged, minority populations

Phyllis Bratton (1997-2002) - private higher education institution libraries

Thomas Bremer (1998-present) - public higher education institution libraries (Chair)

Michelle "Mickey" Butz (2000-2002) - school libraries

Sally Dockter (2000-2001) - President North Dakota Library Association

Celeste Ertelt (1997-2000) - special libraries

Mike Jaugstetter (1997-2000) - State Librarian

Marilyn Johnson (1999-2000) - President North Dakota Library Association

Jerry Kaup (1997-2002) - public libraries

Phyllis Kuno (2002-present) - private higher education institution libraries

Barbara Knight (1998-1999) - President North Dakota Library Association

Ellen Kotrba (1997-1998) - President North Dakota Library Association

North Dakota Library Coordinating Council Members (cont.)

Ilene Larson (2002-present) - citizen-at-large

Joe Linnertz (2000-2001) - Acting State Librarian

La Dean Moen (1997-2000) - school libraries

La Dean Moen (2001-2002) - President North Dakota Library Association

Doris Ott (2001-present) - State Librarian

Dennis Page (1997-present) - public libraries

Lila Pedersen (2000-present) - special libraries

Kaaren Pupino (2002-present) - President North Dakota Library Association

Bernnett Reinke (1997-1998) - public higher education institution libraries

Iris Swedlund (2002-present) - school libraries

Cheryl Tollefson- (2002-present) - public libraries

Rita Traynor (1997-present) - citizen-at-large

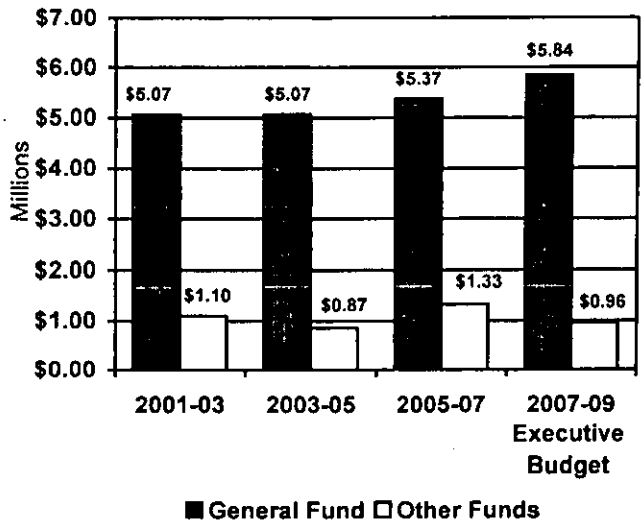
Notes

Prepared by the North Dakota Legislative Council staff for House Appropriations
February 20, 2007

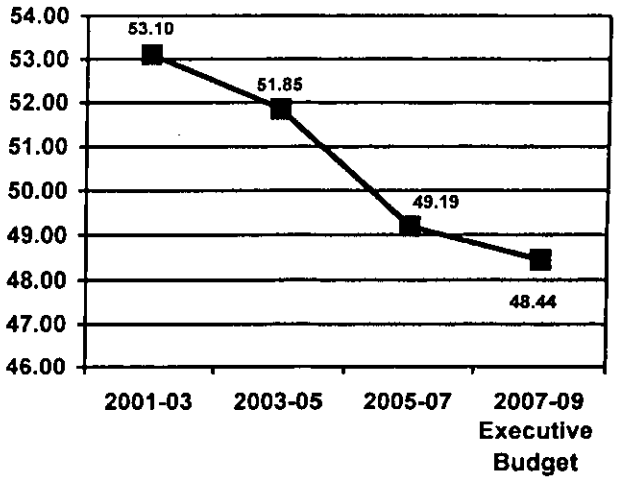
Department 252 - School for the Deaf
Senate Bill No. 2013

	FTE Positions	General Fund	Other Funds	Total
2007-09 Executive Budget	48.44	$5,841,502	$964,162	$6,805,664
2005-07 Legislative Appropriations	49.19	5,365,097	1,327,265	6,692,362
Increase (Decrease)	(0.75)	$476,405	($363,103)	$113,302

Agency Funding



FTE Positions



First House Action

Attached is a summary of first house changes.

Executive Budget Highlights (With First House Changes in Bold)

	General Fund	Other Funds	Total
1. Deletes .75 FTE faculty position not requested by the agency	($92,891)		($92,891)
2. Provides funding to fund the agency's teachers according to the 2007-09 salary schedule	$49,568	$10,274	$59,842
3. Adjusts funding for operating expenses as follows: Travel - $82,056 Miscellaneous supplies - $6,988 Utilities - $36,253 Information technology data processing - $7,624 Information technology communications - $11,991 Operating fees and services - ($16,794) Fees - Professional services - $6,017 Other - $2,883	$286,047	($149,029)	$137,018
4. Removes funding provided in the 2005-07 biennium for extraordinary repairs	($46,645)	($232,850)	($279,495)
5. Provides extraordinary repairs funding for the 2007-09 biennium, including $40,000 for roof repair, $10,000 for repair of roads and parking lots, and $100,000 for other extraordinary repairs **($100,000 is considered to be one-time funding)**	$150,000		$150,000

Other Sections in Bill

Line item transfer authority - Section II allows the School for the Deaf to transfer up to $240,000 from the salaries and wages line item to the operating expenses and capital assets line items for increased instructional costs and extraordinary repair needs.

Continuing Appropriations

No continuing appropriations for this agency.

Major Related Legislation

House Bill No. 1459 - This bill provides an appropriation to the School for the Deaf for extraordinary repairs.

ATTACH:1

Handout #15

SB 2013
February 21, 2007

SB 2013
HOUSE APPROPRIATIONS
EDUCATION AND ENVIRONMENTAL DIVISION
FRANCIS WALD, CHAIRMAN

FEBRUARY 21, 2007

NORTH DAKOTA SCHOOL FOR THE DEAF

AGENCY 252

DENNIS J. FOGELSON, SUPERINTENDENT







North Dakota School for the Deaf and Resource Center

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.** As per recent legislation (ND Century Code 25-07-12), the school for the deaf may collaborate (not compete) with public and private entities for the provision of services to adult individuals who are deaf or hard-of-hearing.

Educational and Outreach Services (Biennium Comparison)

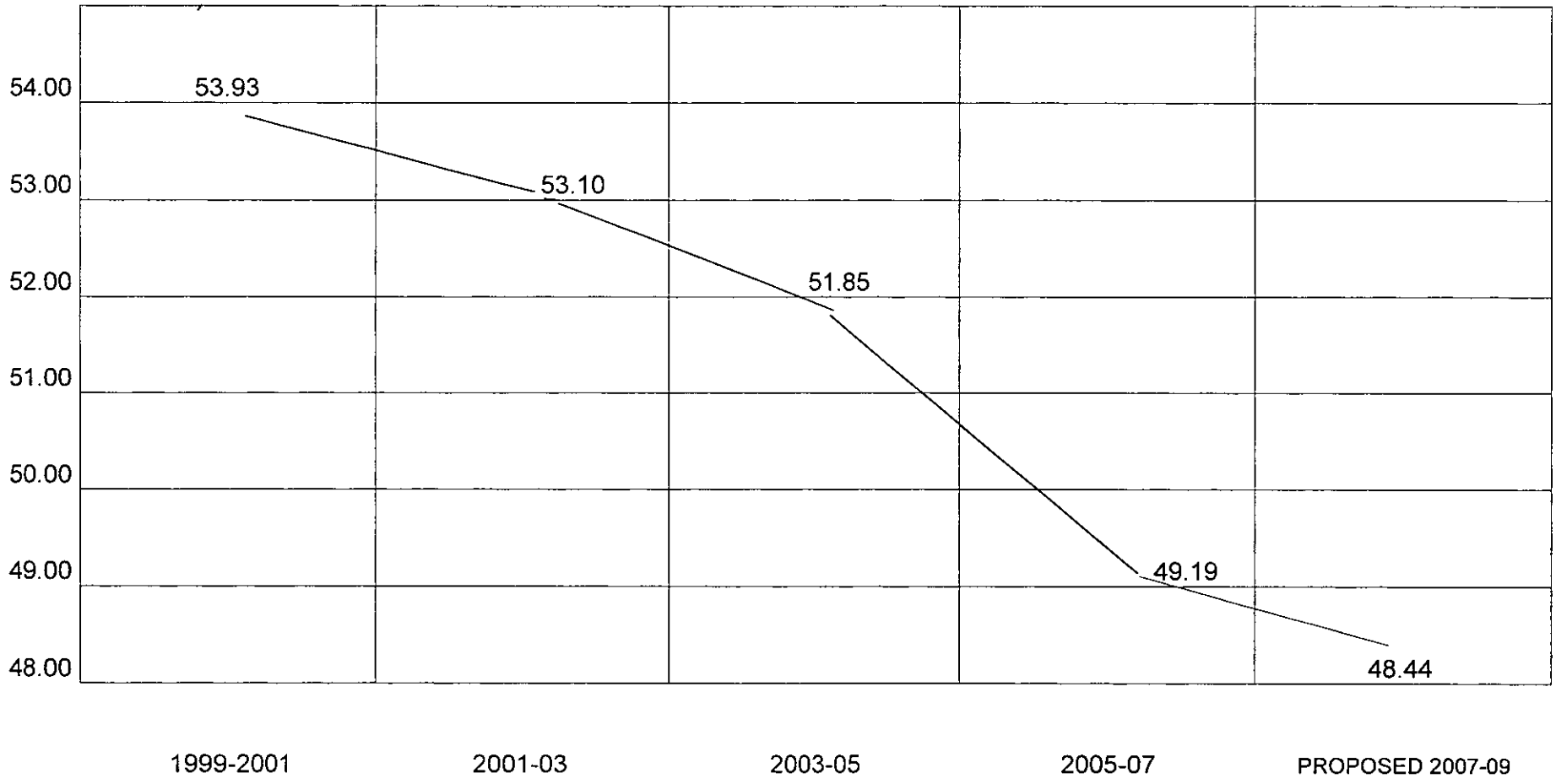
Service	2001-03	2003-05	2005-07*
Students Served by NDSD (PreK-Age 21)	67	59	57*
TOTAL # of Individuals Served by NDSD Outreach Programs	4301	6055	6383
Reverse Mainstream/Swimming & PE	**	**	30*
American Sign Language (ASL) Students On Campus & Video Conference Sites	147	415	363*
Video Conferencing (IVN) (meetings/workshops/classes) **(Implemented 11-02)**	40	397	537*
Interpreter Services On & Off Campus	221	359	335*
ND Captioning Services	**	101	70*
NDSD/Headstart Students & Staff Individual Meals Served per day **(Headstart Started 9-04)**	77	180	298*
Captioned Media Program	2,058	3,067	1,242*
Deaf-Blind Services Project: **(No Coord. Dec '04- Sept '05)**			
▪ Individuals Served	78	74	75*
▪ Indirect Services:			
Resources/Brochures	210	13	778*
Newsletters	6,919	4,437	1,623*
▪ Direct Services:			
In-services/Trainings	29	8	40*
Consultations	33	2	152*
Needs Survey	160	169	162*
Collaboration w/Agencies	22	20	26*
Outreach Dept & Parent-Infant Program:			
▪ Individuals Served:			
Infants & Toddlers	32	36	26*
Parent-Infant Program (PIP) Contacts (audiology appt., transitions, home visits, etc.)	100	750	508*
Otoacoustic emissions (OAE) Off Campus	0	0	225*
School-Aged Students (Number of Contacts)	14	19	25*
▪ Indirect Services:			
Consultations (phone, e-mail, etc.)	100	198	327*
Connection Newsletter	2,500	2,500	1,250*
▪ Direct Services:			
Audiological (Otoacoustic emissions (OAE))	200	173	75*
Evaluations	14	16	5*
Instruction	0	37	23*
Summer Camps	30	24	30*
Family Vacation/Deaf Socials/Mom's Night Out	10	40	75*
In-Service Training/Presentations (# Offered)	120	28	54*
(# Individuals Attending)	1,000	237	1,543*
Classes (# Offered)	6	16	37*
(# Individuals Attending)	295	300	945*
Adult Services (# Offered)	0	0	19*
(# Individuals Attending)	0	0	59*

NOTE: * Figures above are based on biennium totals through 12-06
** Not yet Implemented

SCHOOL FOR THE DEAF 252

Description	*2001-03 Biennium Expenditures*	*2003-05 Biennium Expenditures*	*2005-07 Biennium Appropriation*	*2007-09 Biennium Request*	*2007-09 Executive Recommendation*	*2007-09 As Passed By The Senate*
SALARIES AND WAGES	4,585,615	4,501,198	5,035,602	4,846,904	5,141,381	5,141,381
OPERATING EXPENSES	1,100,663	1,096,825	1,377,265	1,514,283	1,514,283	1,514,283
CAPITAL ASSETS	74,683	61,911	279,495	50,000	150,000	150,000
CAPITAL CONSTRUCTION CARRYOVER	8,210					
TOTAL LINE ITEMS	5,769,171	5,659,934	6,692,362	6,411,187	6,805,664	6,805,664
General Funds	5,001,133	4,992,628	5,365,097	5,461,352	5,841,502	5,841,502
Federal Funds	269,035	199,650	274,786	257,242	271,569	271,569
Special Funds	499,003	467,656	1,052,479	692,593	692,593	692,593
TOTAL FUNDING SOURCE	5,769,171	5,659,934	6,692,362	6,411,187	6,805,664	6,805,664
TOTAL FTE	53.10	51.82	49.19	48.44	48.44	48.44

FTE Positions



INTRODUCTION

Honorable Representative Wald, Chairman and members of the House Appropriations Committee:

Good morning and Greetings from the North Dakota School for the Deaf. My name is Dennis Fogelson and I am the Superintendent at NDSD.

Each of you has been given a green folder containing information of importance regarding the North Dakota School for the Deaf. We will speak about several of our programs today and you can refer to this folder of materials for printed flyers explaining each program.

The focal point of our presentation today centers around the Biennium Comparison of our Educational and Outreach Services. We want to verify the growth that has taken place in several of our service areas comparing 2001-2003 to 2003-2005 to 2005-present statistics.

The second line of the Biennium Comparison indicates the Total number of Individuals Served by NDSD Outreach Programs. Our Outreach Programs are identified in blue on this sheet and with six months remaining in the 2005-2007 biennium, you will note that NDSD has already surpassed the other two biennium's.

I would like to now introduce our Director of Education Programs/Outreach Coordinator, Carol Lybeck, who will share information regarding our Programs.

PROGRAMS

The North Dakota School for the Deaf (NDSD) was established in 1890 by the North Dakota Constitution and is located in Devils Lake. NDSD is under the direction, control, and management of the North Dakota Department of Public Instruction. NDSD is a resource/educational and all hearing loss outreach facility established for the education of deaf and hard of hearing individuals who are residents of North Dakota. Out-of state students are accepted on a tuition basis.

The North Dakota School for the Deaf has a strong commitment to the education of individuals in North Dakota who are deaf, hard of hearing, and deaf-blind. The NDSD programs have a history of change and growth and continue to evolve today. In recent years we have seen many national and state changes in the field, including universal newborn hearing screening, significantly improved assistive technology, technological advances in general, medical interventions, legal mandates to special education, increased demand for educational options by families, mental health issues among deaf/hard of hearing, larger numbers of late deafened persons with hearing loss, and the need for professionals with the knowledge necessary to address these changes. The very diverse needs of individuals who are deaf, hard of hearing or deaf-blind will continue to impact

the field of deaf education and subsequently our programs. The North Dakota School for the Deaf recognizes the responsibility and importance to serve all persons who are deaf, hard of hearing or deaf-blind with non-duplicated expertise.

Hearing loss or deafness does not affect a person's intellectual ability to learn. However, children who are deaf, hard of hearing or deaf-blind generally require some form of special education services in order to receive an adequate education. Because of special challenges, some require adjustments, additions, or changes to their programs and may need extraordinary levels of specialized support. The North Dakota School for the Deaf promotes and shares the best practices among our collaborative partners serving deaf/hard of hearing and deaf-blind in North Dakota.

The North Dakota School for the Deaf requires specialized curriculum and teaching methods and a highly trained educational staff to deliver information directly to students using signed and/or oral communication as per the specific language needs of the children. The school provides comprehensive educational programming that covers a broad range of disciplines including traditional academics, vocational education, special studies, physical education, and art. The major emphasis in all programming at NDSD is the focus on receptive and expressive language acquisition with a hands-on/experiential approach to learning. NDSD is fully accredited by the North Dakota Department of Public Instruction, North Central Accreditation, and the Conference of Educational Administrators Serving the Deaf.

A vital part of meeting the needs of our students in developing language and social skills is the opportunity to be involved in activities within the local community. Students are mainstreamed when appropriate with their hearing peers in classes offered at the Devils Lake Public Schools and Lake Area Career and Technology Center. Hearing students from the public schools are able to attend select classes at NDSD in a reverse mainstream program. American Sign Language classes are currently being offered throughout the day. Other opportunities open to students in the community include co-curricular and extra-curricular activities, church activities, scouting, 4H, Devils Lake Park Board Recreation, dance, skating, and so forth.

The residential program at the North Dakota School for the Deaf provides services that enable students who are deaf and hard of hearing to develop essential skills that will allow them to be as independent as possible upon completion of their requirements. We provide an environment where students can develop intellectually as well as emotionally and socially. The residential, extracurricular, and recreational programs enable students to learn about and experience Deaf Culture through activities with their deaf peers and with deaf adults in the community. Students learn and benefit from the trained staff, role models, and peers that are deaf in an environment that provides communication among individuals working at or attending our school. In this way, the NDSD residential learning environment enhances the students' incidental learning, cultural learning, and communication skills. The students' social needs are met and NDSD minimizes their feelings of isolation.

Holistic care—assessment, planning, implementation, and evaluation—is provided to all students through the nursing process. Services provided include assessment and treatment of injuries and acute illnesses, health promotion/teaching and disease prevention, emergency care, and control of communicable diseases.

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 citizens of North Dakota.

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 and deaf-blind 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 agencies, health/medical organizations, parents, families, and a variety of other interested individuals and/or groups
- Provide services, in conjunction with other adult service agencies, for adult hearing impaired individuals through outreach programming

MAJOR ACCOMPLISHMENTS DURING THE LAST TWO YEARS

Strategic Plan

- The Committee met and revised the plan in accordance with the Blue Ribbon Task Force recommendations.

Educational Programming

- NCA Accreditation
- Secondary students are involved in our Work Experience Program.

- Special Needs students are learning cooking safety skills, improving their working on the job skills and other special projects.
- Participate in National and State Close Up.
- Enhanced Backpack Reading Program.
- National Drop Everything and Read
- Utilization of mainstream opportunities.
- Expanded and provided reverse mainstream opportunities
- Student teacher and practicum site.
- Participated in extra curricular activities.
- Participated in community service activities.

Communications Department

- Expanded the American Sign Language and Interpreter Training Program (in collaboration with Lake Region State College) from a one-year program to a two-year program of study.
- Provided (and continue to provide) mentoring services to interpreter trainees and/or graduates of the Interpreter Training Program at Lake Region State College.
- Expanded (and continue to expand) the American Sign Language class offerings through Interactive Video Network (IVN) and presented instruction to 32 communities in the state as of 1/2007.
- Provided (and continue to provide) captioning services free to all ND public schools, state agencies and to non-profit agencies. The department is known as North Dakota Captioning Services.
- Expanded interpreter referral and interpreter services to include the adult deaf population (per last legislative session).
- Developed a self-study course for those interested in learning basic conversational sign language. The self-study taped lessons may be obtained free of charge (either VHS or DVD format) by contacting the Communications Coordinator.

Maintenance

- Entered into a guaranteed energy savings contract. Most facility energy improvement work has been completed.
- Replaced roofing materials on the kitchen/dining room and the pool building.
- Repaired and painted several buildings on campus.
- Remodeled all of the Dining Room cabinets.

Technology

- Researched, purchased and installed new Network SERVER and upgraded software to Windows Server 2003.
- Updated NDSD1 Interactive Video Network (IVN) equipment (VSX 8000).
- Completed migration of MS Office Pro 2003 as standardized application campus-wide.
- Purchased a SMART Board unit to be used for classroom instruction as well as for training purposes for staff.
- Researched and purchased an LCD Projector with Closed Caption ability.
- Upgraded computers and replaced AV equipment as needed and specified in NDSD Technology Plan.
- Continue to collaborate with local school districts, area agencies and college in providing IVN classes, workshops, and services.
- Collaborated with LRSC to install and implement a second Interactive Video Network (IVN) room.

Food Services

- Began providing Head Start Food Services for over an additional 100 children.
- Received outstanding rating from Child Nutrition on recent evaluation of meals.
- Received an excellent review from State Health Department inspection.

Resident-Living

- Continued development of behavior learning and levels of responsibility program, dormitory shop project, and backpack reading program.

- Implemented Community Integration Vocational Development Program for NDSD students 14 years and older which gave the student trainees functional training to develop on-the-job skills, the opportunity to deal with people outside the home and school environment, and the self-confidence and experience to pursue gainful employment after leaving NDSD. The students did their training with local businesses.

- Participated in the sign language evaluation and improvement program.

- Provided language development, independent living skills, and leisure activities for dorm students.

- Sorenson video relay system was introduced and has virtually replaced the TTY. Students are able to communicate more efficiently with their expressions interpreted also.

- Continued involvement with the Lake Region State College and the University of North Dakota American Sign Language classes in "Deaf World" assembly programs held in Grand Forks, North Dakota.

- Successfully combined all students into one dormitory with a more "family" atmosphere.

- Moved to a more healthy school by introducing a fun way to get exercise through "Dance, Dance Revolution" aerobic dancing to improve student health and the elimination of pop machines in the dormitory which were replaced with water and juice machines.

Health Services

- **Wellness Policy at NDSD**— Promoting a healthy lifestyle to students and staff. Various health professionals come to NDSD to speak on different health topics and to provide health education.

Outreach Services

Through the Outreach services, NDSD assists families, educational and state agencies in meeting the needs of deaf, hard of hearing, deaf-blind individuals. NDSD provides specialized expertise and resources to meet statewide needs.

- **NDSD increased our role to serve as a resource center providing information and leadership**
- Program/staff development
- Consultation
- Technical assistance
- Curriculum adaptation
- IEP development
- Assessments
- Communication strategies/skill
- Language strategies/techniques
- Sign Language
- Use of Assistive Technology
- Captioned media
- Professional library
- In-services
- Workshops
- Summer camps

Parent Infant Program

Continue to enhance home based program for young deaf, hard of hearing and deaf-blind children ages birth to three years, and their families.

- Family centered
- Individualized to family needs and child's learning—IFSP
- Educates parents so better able to meet needs of their child
- Provide information to family on issues related to the unique needs of their child

- Communication
- Listening skills/use of residual hearing
- Language
- Speech
- Sign Language
- Use of assistive devices (hearing aids)
- Social development
- Impact of hearing loss
- Goal setting
- Identification of hearing loss as close to birth as possible
- Available resources

Adult Services

Adult services provide assistance to/for deaf, hard of hearing, late-deafened adults from diverse backgrounds and with a wide range of needs. The programs offer a variety of services/resources to individuals in developing and maintaining appropriate supports for living and working. These services are designed to support the challenges presented by the loss of hearing and assist individuals of all ages who are learning to cope with the ramifications of their hearing loss.

Services are individualized and dependent upon the person's needs . . . they include:

- Technology services
- Assessment
- Consultation & Resource Provision
- Communication Strategies
- Aural Rehabilitation
- Working with an interpreter
- Accessibility Laws

- Professional development training for vocational rehabilitation center(s) staff, and other service providers working with adults who are deaf and hard of hearing.

- Team service provision during the assessment process of identifying the strengths and needs of clients who are deaf and hard of hearing in order to begin planning appropriate support services. This may include direct provision of assessment tools to clients.

- Provision of resources, consultation and expertise related to hearing loss to case managers, care givers and community services providers to ensure successful school or job placement (Examples: Technology, Auditory Training, Speech Reading).

- Training to current and potential employers regarding accommodations and strategies for hiring a person who is deaf or hard of hearing.

Deaf-Blind Services Project

- Increased our participation of collaborative efforts and partnerships with regional, state, and interstate service agencies, federal projects, and organizations that are involved with deaf-blindness such as Pathfinders, Transition Steering Committee, Infant Development, NDCPD, DPI, Anne Carlsen Center, Family Voices, AER, NTAC, Helen Keller National Center.

- Provided support services such as training and consultations for families, teachers, and service providers and increased their skills & knowledge to meet the cultural and educational needs of American Indian children who are deaf-blind in our state.

- Identified additional children/young adults with deaf-blindness throughout our state.

- Increased our statewide technical assistance through the form of information, identification, training/workshops, consultation services, and service delivery to educational staff/service providers and families of children/young adults with deaf-blindness.

- Disseminated more information to parents, families, and educational staff/service providers throughout the state by providing a resource lending library that has books, curricula, video-tapes, journals and other educational material.

STATUS OF THE 2005-2007 BUDGET

1. The 2005-07 expenditures to date are within budget estimates.

2. **Revenue** - The school is in the 3rd year of leasing the former school building to Head Start. Beginning with the 2004-05 school year, we converted available space on the 2nd floor of the Smith building to classrooms and moved those NDSD classes from the Spear school building to the Smith building. Additional space is also leased to Protection & Advocacy, Lake Region School of Martial Arts and three apartment units are rented.

3. **Salaries & Wages** – Represent 75.2% of the current appropriation. Three positions (teacher, psychologist, and administrative assistant) were unfunded in the 2005-07 biennium. The school has vacant positions, which will be evaluated to decide potential future needs. (see p. 12, Amendment)

4. **Operating Expenses** – Represent 20.6% of the current appropriation. Major costs are the Weekend Transportation Program, Utilities, Food, Data Processing, and Telecommunications.

5. **Capital Assets** - Represent 4.2% of the current appropriation. Re-roofing the pool building was completed. The school's physical plant continues to be maintained in good condition. With the exception of major extraordinary repairs, most work is done by the school's maintenance staff.

- **General Fund Turnback**- We are anticipating a turnback to the general fund of over $100,000 at the end of the current biennium.

2007-2009 BASE BUDGET REQUEST

For 2007-09 the school presented a 100% general fund budget request in accordance with executive guidelines. In addition, the school presented an optional adjustment request to renovate the Trades Building.

The budget request was for $6,411,187—a 4.2% **decrease** from the current appropriation.

Salaries & Wages – The 3.7% decrease reflects un-funding of a vacant teacher position.

Operating Expenses – The 9.9% increase reflects the anticipated increase in travel and utilities costs due to the rising fuel prices and rate increases for Data Processing and Telecommunications.

Capital Assets – An 82.1 % decrease from the current appropriation. The request is for replacement of the gym building roof and road repairs.

2007-09 OPTIONAL ADJUSTMENTS

Capital Assets - $1,627,363 was requested to remodel the Trades Building.

2007-09 SB2013 AS PASSED BY THE SENATE

We appreciate the funding of $100,000 for deferred maintenance projects per agency discretion.

We have a list of maintenance items that will be addressed.

In addition to the extraordinary repairs to be completed with these funds, we submitted a list of additional outstanding deferred maintenance items per Legislative request that are not covered in the executive recommendation.

USE OF OUTSOURCED/CONTRACTED EMPLOYEES

NDSD contracts for Audiology and Psychology services in lieu of hiring FTE employees. Services for Audiology are provided 1-2 days per month, depending on the need. Psychology Services are scheduled as needed also.

The school previously had full-time positions for both an Audiologist and a Psychologist but were unfunded and the current arrangement appears to sufficient for our needs at this time.

Amendment (Passed by Senate)

In our 2007-09 budget request, we unfunded one vacant teaching position. We have vacant positions that are under review for future needs.

If it is determined that any of these positions won't need to be filled, we are asking you to consider an amendment (passed by the Senate) to allow us the flexibility to transfer up to $240,000 in salary savings and redirect this amount to:

Capital Assets

- Installation of electric chair lift from basement to 2nd floor in the stairwell of the Smith building to make this handicap accessible
- Installation of an elevator in the Trades Building to provide for handicap accessibility. (The Trades Building has been an underutilized state building in recent years.)
- Replace asphalt and sub base in the north parking lot with new material for better drainage
- Repair and paint surface of the tennis/basketball court

Operating Expenses

- For increased instructional costs

CLOSING REMARKS

On behalf of our Legislative Team, we want to thank you for the opportunity to present our information regarding the North Dakota School for the Deaf. Many entities have focused their opinions on the fact that NDSD has 26 resident students. As you have seen from our testimony, the North Dakota School for the Deaf's commitment has been not only to our Educational and Residential programs but to our entire Outreach area that has been growing by leaps and bounds.

The North Dakota School for the Deaf has, since 1890, been committed to providing quality services and I want to assure you that we will continue to provide deaf and hard of hearing individuals in North Dakota these services that they need and deserve.

Thank you in advance for your continued support of the North Dakota School for the Deaf.

February
20,
2007

Members of the House and Senate:

We are the parents of two deaf/hard of hearing boys who attend the North Dakota School for the Deaf. We are concerned about the future of NDSD and would like you to hear our story.

Our youngest son, Jordan, attended our local preschool handicapped program from ages 3-7. He then attended a mainstream kindergarten program with support from a teacher of the hearing impaired. When he was ready to start first grade our school was not sure that there would be speech services available, there was no teacher of the hearing impaired to work with him, and the first grade teacher did not feel that Jordan belonged in our school because of his severe hearing loss and little intelligible speech. We had visited the School for the Deaf several times with our oldest son and decided to send Jordan there where all the needed services were available.

Our oldest son, Collin, is 16 and has been attending NDSD for 2 1/2 years now. Collin was able to get through seventh grade in our home school district of Milnor with the help of a teacher of the hearing impaired and a paraprofessional. By the end of seventh grade the gap between Collin and his peers had grown both academically and socially and we knew the gap would only continue to get wider. The caseload for the teacher of the hearing impaired who was serving Collin had also grown. She was serving 5 students in 4 different school districts. We decided to send Collin to NDSD where he could get more help from people who are trained in deaf education and who know deaf culture.

Although it has not been easy having both our boys so far away from home, we know that NDSD is the right place for both of them. They are succeeding academically and socially with peers who are also deaf and teachers and support staff that can communicate without barriers. The entire staff at NDSD can communicate with our boys; teachers, dorm staff, kitchen staff, office staff, janitorial staff, everyone. In Milnor Jordan was only able to communicate with the teacher of the hearing impaired who worked with him and us.

We know that the cost of educating our boys at NDSD is quite high, but the cost of educating all of the students at NDSD in their home schools would be even greater. We know that there is a shortage of qualified teachers of the hearing impaired and interpreters in the state of North Dakota, especially in our rural schools. We are concerned that the students who are currently enrolled at NDSD would receive less than a quality education if they had to return to their home schools because of this shortage.

We are asking for you to continue to support the North Dakota School for the Deaf and give our boys and the rest of the students the quality education that has long been the standard at NDSD.

Thank you for your continued support!

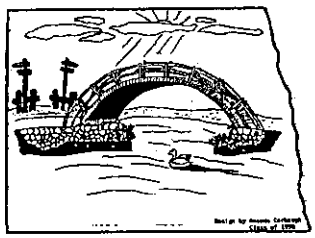
Sincerely,

Bill & Dorothy Pribula

SB 2013 - ND School for the Deaf
One-time Deferred Maintenance Projects
$100,000 Executive Recommendation

Project	Estimated Cost
1) Swimming Pool Replace iron piping with PVC piping and replace D.E. type filter system with sand filters. Repair and paint pool.	$55,000
2) Superintendent Residence Replace original (1973) windows and siding. Replace roofing.	$15,000
3) Smith Building North Staff rooms and breezeway Replace original (1965) single pane windows with new energy efficient windows and doors.	$20,000
4) Electrical Transformer Sub Station Replace all exposed wire on the main electrical sub station transformers that serve the campus.	$10,000
TOTAL	$100,000

NORTH DAKOTA SCHOOL FOR THE DEAF



NORTH DAKOTA SCHOOL FOR THE DEAF

Resources on Hearing Loss

North Dakota School for the Deaf
A Resource on Hearing Loss

As a state agency and as a center of expertise on deafness, the North Dakota School for the Deaf has a responsibility to serve all citizens of the state of North Dakota. North Dakota School for the Deaf serves in its traditional role of service provider to deaf and hard of hearing students plus as a resource center on deafness.

North Dakota School for the Deaf offers printed and professional resources in a variety of areas related to deafness. Resources include:

Material Resources:



- Brochures
- Professional library
- Video tapes
- Depository of Captioned Videos for the Deaf
- National publications
- Vertical file on various issues related to hearing loss
- Curriculums
- Captioning Program



Parent Services:

- Regional parent contacts
- Family Learning Vacation
- Parent-Infant Program

Public Information:



- Speakers bureau
- Tours of NDSD
- In-services
- Deaf Awareness Program



Summer Camp Programs:

- 7 to 12 years old
- 13 to 18 years old

Sign Language/Interpreting:



- Interpreter referral
- Regional sign language classes - on site and by video conference
- Materials: printed and video
- Workshops for interpreters



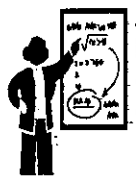
Consultation/Assessments:

- Audiology
- Psychology
- Speech and Language
- Sign Language
- Classroom/Teacher modification
- Developing an appropriate IEP/IFSP

Alerting and Communication Devices:



- Devices for demonstrative purposes
- Materials on companies and products
- General information brochures



Adult Education Programs:

- Workshops
- Printed materials and classes for late-deafened adults
- Information on state and national services for adults with hearing loss

Contact the regional outreach office near you for more information:

North Dakota School for the Deaf

Coordinator
1401 College Drive N.
Devils Lake, North Dakota 58301
(701) 665-4400

Southeast:
1621 South University Dr. #210
Fargo, North Dakota 58103
(701) 239-7116

Southwest:
418 East Broadway, Suite 228
Bismarck, North Dakota 58501
(701) 328-3987

Northeast
151 S. 4th Street, Suite S542
Grand Forks, North Dakota 58201
(701) 795-3168

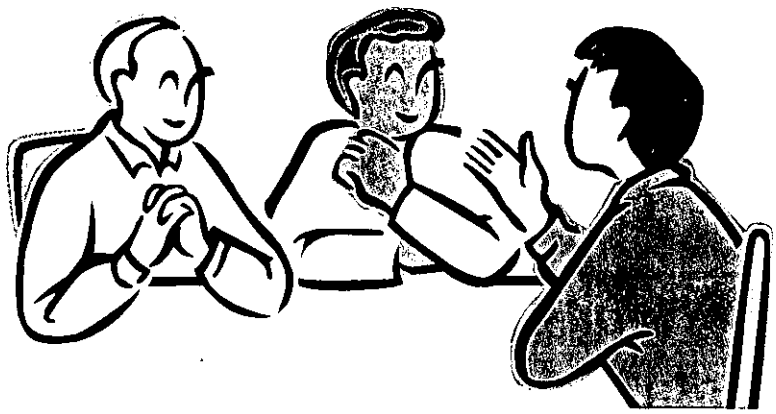
Northwest
Memorial Hall
500 University Avenue West
Minot, North Dakota 58707
(701) 858-3357

Outreach Program Expansion: Adult Services

AVAILABLE SERVICES

- ASSESSMENT
- CONSULTATION & RESOURCE PROVISION
- AURAL REHABILITATION & COMMUNICATION STRATEGIES
- ASSISSTIVE TECHNOLOGY SUPPORT

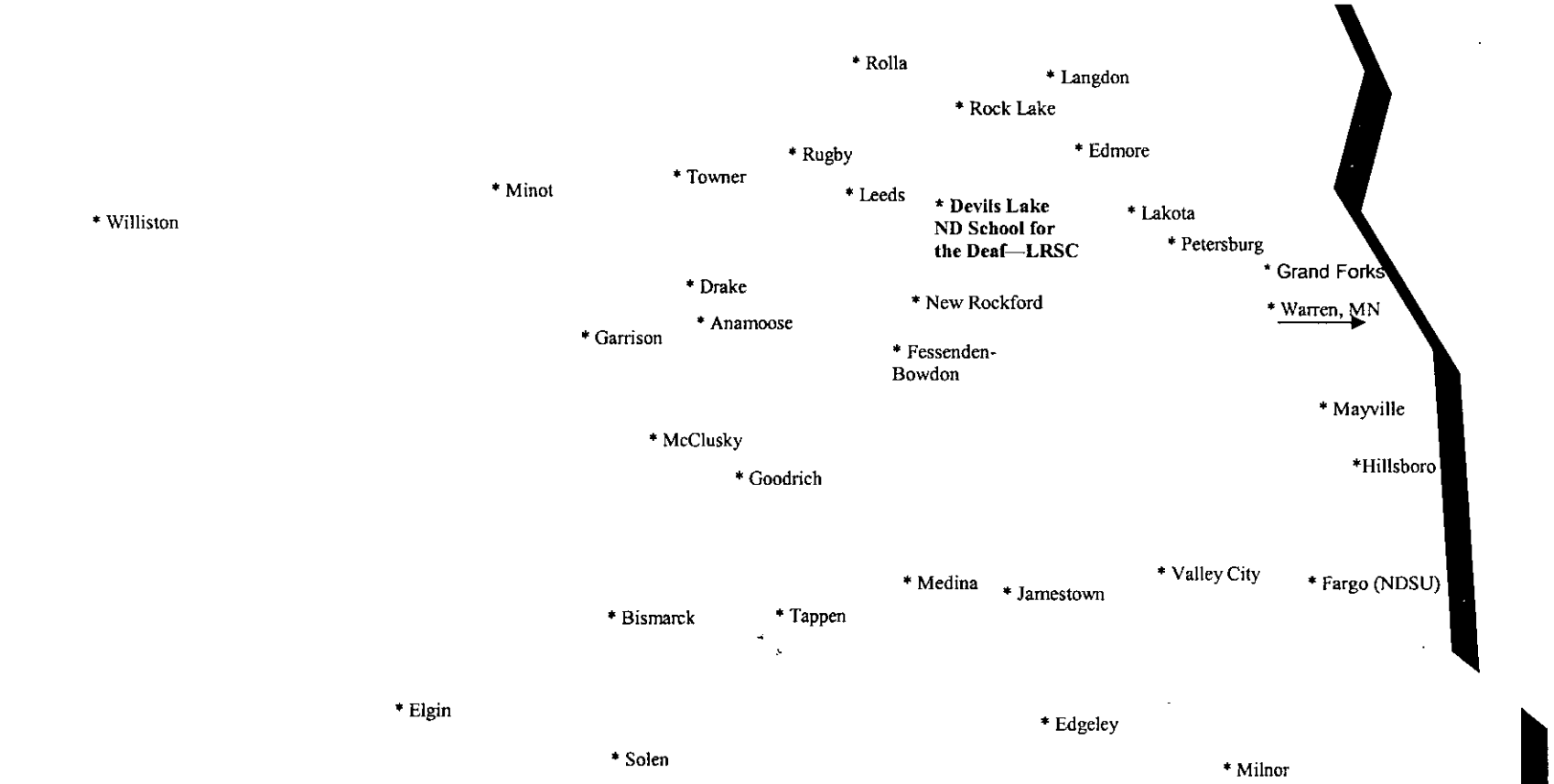
For more information contact
NDSD Outreach
at (701) 665-4400



With legislative approval granted to expand outreach activities to include services to adults, NDSD has been working to develop needed services for this population. While their needs differ, both individuals with life-long hearing loss and those with later acquired hearing loss are being served.

Needs assessments are ongoing and NDSD staff is implementing these services by continuing to strengthen collaborative partnerships with a variety of local and state agencies who also serve adults with hearing loss. These agencies include vocational rehabilitation, audiologists and physicians, nursing and other care facilities, and communication services for the deaf.

American Sign Language (ASL) outreach IVN sites since January-2004



Map updated: January, 2007
Since January of 2004, the above communities have linked into **ND School for the Deaf** to receive sign language instruction

*These interactive video network (IVN) sign language classes are taught from the Communications Department at the North Dakota School for the Deaf in cooperation with Lake Region State College (LRSC).
Courses provided include: American Sign Language I, American Sign Language II and Basic Sign Language.

North Dakota School for the Deaf
Communications Department

The Communication Department at the North Dakota School for the Deaf provides a variety of support services and resources. The main areas of support are in the following: sign language instruction, tutor and note-taker services, interpreting, and captioning. A brief description of each is provided below.

Sign Language and Interpreter Studies Program: this two year associates program is delivered through a partnership between Lake Region State College (LRSC) and the North Dakota School for the Deaf (NDSD). The Sign Language and Interpreter Studies program provides classes in: American Sign Language, Levels I – VI, in addition to a variety of other interpreter related courses.

American Sign Language Instruction: students from Devils Lake High School (DLHS) are able to attend classes at the North Dakota School for the Deaf (NDSD). Interested students may enroll in two levels of sign language instruction: American Sign Language, Level I and American Sign Language, Level II. The classes have been well attended and additional class times have been added to meet the high demand of students wishing to enroll in sign language class at NDSD. Classes are offered during periods 2, 4, 6, and 8, Monday through Friday.

Interpreter Services: the Communications Department provides sign language interpreter services for deaf students, ages 3 through 21 years. Interpreters attend public school classes with students who are deaf and provide interpreter services so the students are able to understand the communication and interaction of the teacher and other hearing students in the classroom.

Interpreter services are also provided for after school and extra-curricular activities. Some of the activities that have been interpreted include: sports activities including all practices and games, Future Business Leaders of America (FBLA) meetings/activities, Vocational-Industrial Clubs of American (VICA) meetings/activities, CPR and Lifeguard instruction and certification, and driver's education.

Tutor Services: remedial and tutor services are provided to deaf students enrolled in mainstream classes. Students may receive help with their homework during study hall and after school hours.

Notetaker Services: deaf students enrolled in mainstream classes require the use of note-taking services because they are unable to attend to an interpreter while writing notes. The interpreter assigned to the class assists the teacher in determining when such services are needed and chooses an appropriate note-taker for the deaf student.

(More on back)

Interpreter Referral: numerous calls are received at the North Dakota School for the Deaf from individuals requesting interpreter services. The demand for interpreter services is quite regular. Some of events that require interpreter services include: funerals, weddings, meetings/workshops, CPR courses, driver's license department, town meetings, political functions, law enforcement, Human Services, Hunter Safety, etc. The Communications Department assists individuals seeking interpreter services, determines how interpreter services can be arranged and refers individuals to freelance interpreters and/or professional agencies providing such services.

Staff Development: sign language courses, from beginner to advanced levels, are provided by the members of the Communications Department. Videotape or DVD self-paced lessons are also provided for those staff members who are unable to attend class because of scheduling conflicts.

Outreach Services: members of the Communications Department provide workshops and inservices to a variety of agencies on the following topics: deaf culture, assistive listening devices, communication tips to use with individuals who have hearing loss, how to work with a sign language interpreter, use of tutors and note-takers, and basic instruction in sign language. The Communications Department also distributes videotapes and DVD's that provide basic sign language instruction (developed in the Communications Department) that are free to the public.

Interactive Video Network (IVN) Instruction of Sign Language Statewide: the North Dakota School for the Deaf (NDSD) has implemented Interactive Teleconference Network (IVN) courses in order to provide unique educational opportunities for individuals in our state. Since 2004 school year, NDSD has provided IVN outreach courses in Basic American Sign Language via teleconference instruction to 32 communities (see map included in this packet).

North Dakota Captioning Services: many educational films used in public school classrooms are not closed-captioned (scripted) for deaf students. When films are used in a classroom without captions, deaf students need to rely on an interpreter to sign what is being said or be given a copy of the script to read. The Communications Department purchased captioning equipment and software that encodes captions onto un-captioned films. Several staff members have been trained to use the software and have been transcribing and captioning educational films for deaf and hard-of-hearing students enrolled in the state's public schools. This valuable service has been greatly appreciated by both staff and students.

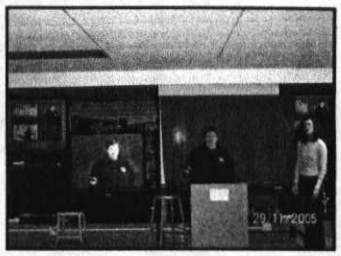
The North Dakota School for the Deaf is the state's resource center on hearing loss and deafness. Members of the Communications Department at the North Dakota School for the Deaf are committed to providing quality support services and resources to all the citizens of North Dakota.

Technology @ NDSD

NDSD uses technology in a variety of ways and will continue to integrate and improve technology throughout the entire campus including educational, residential, and business areas. NDSD, as a state agency, submits its IT Plan to the state and as a K-12 school submits a plan to the Educational Technology Council (ETC). These plans are reviewed and updated as goals are attained and new needs are identified.



* **SMARTBoard** implementation in the classroom and for usage during workshop/training opportunities.



* **Interactive Video Network (IVN)** used for instruction, conferences /workshops, training and meetings. NDSD currently utilizes two IVN rooms on campus.

* **Computer lab** equipped with the most recently upgraded computers on campus. The lab is also equipped with a scanner, LCD projector and printers. All students and staff have access to the lab and the numerous programs installed such as MS Office Pro Suite, educational programs, internet, and email.





* **Video Relay Service via D-Link** allows deaf students/staff to make a call via the Internet by actually seeing the signing operator (interpreter) on the screen. This device provides more access to the deaf community and allows students to make their own private calls.



* **TTYs** are also used to make phone calls and are located near phones around campus. This method requires the user to type his/her conversation verses the D-Link where conversations are signed.

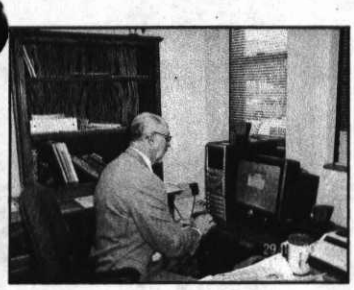
***Captioning Center** provides the service of captioning educational videos for schools, families, agencies, etc. working with the deaf and hard of hearing. NDSD is researching the ability to caption DVDs and hopes to provide the service in the near future.



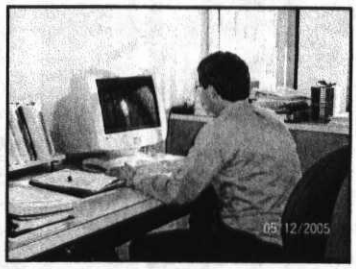
The center includes two transcription workstations (*left*) and a captioning station (*right*). This center was made possible from grant dollars and has proven to be a beneficial service to the deaf population of the state.



* The various **offices** on campus use technology in a number of ways including use of the Internet to utilize the state accounting system and other web based files/programs, email correspondence, on-campus time system and other software programs to maintain an up-to-date operation. NDSD upgrades software programs when needed.







* **Peripheral Equipment** such as camcorders, digital cameras, LCD projectors and scanners are available for teachers and dorm staff to use as needed to implement technology into the classrooms and residential areas. These tools are used as another method to assist the deaf students in obtaining visual information. NDSD recently purchased an LCD projector with Closed Captioning abilities.



* **TV DVD/VCR units** along with captioning devices and/or TV equipped with caption decoders allow deaf students /staff to view VHS/DVD tapes that are captioned rather than relying on an Interpreter.



* **NDSD's web page** is hosted by the state's Information Technology Department (ITD) and the technology coordinator works continually with them in keeping the information current. Check out the site:

http://www.nd.gov/ndsd/

1-4-07

Philosophy: "Looking forward with confidence."

Through a caring, nurturing, 24-hour residential and academic program and through outreach programming, the North Dakota School for the Deaf provides educational and social opportunities which assist all students to their fullest potential. Emphasis is placed on meeting the unique needs of each child, fostering positive values, good health and community involvement, and encouraging each student to view learning as a lifelong endeavor in an ever-changing world.

Each child's program emphasizes the development

Outreach Services

The North Dakota School for the Deaf functions as a resource center on deafness serving all citizens of North Dakota who are hearing impaired. NDSD offers an assortment of printed and professional resources. The NDSD Resource Center contains books, brochures, videos tapes and DVDs in a variety of areas related to deafness. NDSD houses a depository of Captioned Videos for the Deaf.

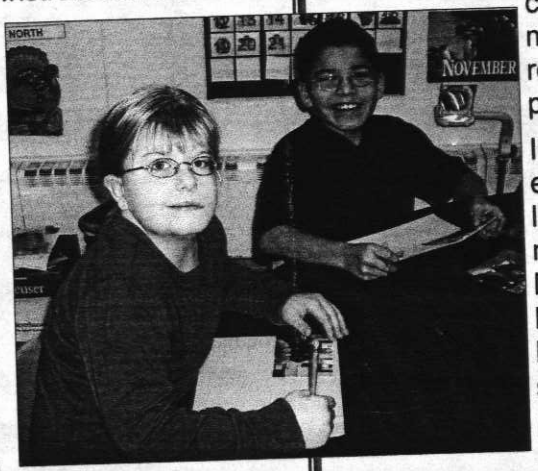
Consultation services are provided to education programs, state agencies and businesses throughout North Dakota to meet the needs of individuals who are deaf or hard of hearing and their families. Presentations, classes, in-services and evaluations are provided by NDSD professionals with expertise in audiology, psychology, sign language and deaf education.

During the summer months, NDSD

History:

"Looking back with Pride"

The North Dakota School for the Deaf, established in 1890 by the North Dakota Constitution, operates under the direction, control and management of the Department of Public Instruction. NDSD is an educational institution for students, age 3 to 21, with hearing impairment and are residents of North Dakota. The Parent-Infant Program serves ages 0 to 3 and their families.



The North Dakota School for the Deaf was first housed in a building in downtown Devils Lake, furnished free by the Citizens of Devils Lake. By the end of the first year, 23 children were enrolled. In 1891 funds were appropriated for a permanent building and for expenses for a two-year period. The Great Northern Railroad donated an 18-acre tract of land one mile north of the heart of Devils Lake for the permanent site of NDSD. The main part of the first building, Old Main, and one wing were finished during the fall of 1893. Over 1275 students have attended NDSD since its founding.

Educational Programs

The North Dakota School for the Deaf is a school using specialized methods of instruction for youth who are hearing impaired based upon each child's individual education plan. The school provides a comprehensive academic program covering a broad spectrum of disciplines including traditional academic offerings, vocational preparatory education, special studies, physical education and art. Use of visual, auditory, and kinesthetic channels for communication and learning through experience are the bases of instructional methodology. Further educational opportunities are presented through the residential, athletic and recreational programs. A major emphasis of the program is on the development of expressive and receptive language skills.

In order to educate students who are hearing impaired in the least restrictive environment, while at the same time providing a total environment rich in language acquisition opportunities, the school participates in programs to mainstream students with their hearing peers in a supportive manner in the Devils Lake Public Schools. Hearing children attend selected classes at NDSD in reverse mainstream programs.

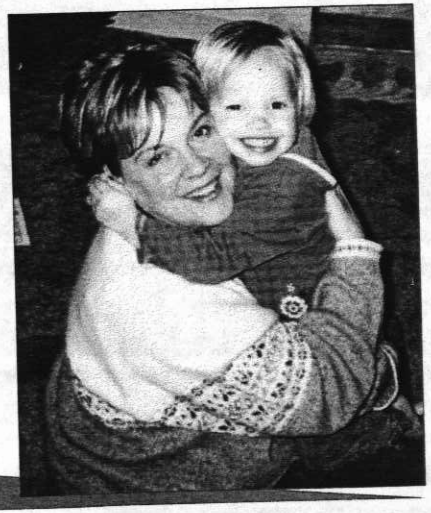
Health services are available 24 hours per day by a professional health care staff. Attention is focused on the total wellness of the student by a monitoring program for each student's medical, dental and optometric needs.

The North Dakota School for the Deaf is fully accredited by the Conference of Educational Administrators Serving the Deaf, the North Central Accreditation Association and the State of North Dakota

Parent-Infant Program

The North Dakota School for the Deaf supports a Parent-Infant Program for children with a hearing loss, ages birth to three years. This program, conducted in the home, utilizes the SKI-HI Curriculum to instruct families of hearing impaired infants in the areas of audiology, speech, language, auditory training and education options for their hearing impaired child.

NDSD hosts regional support groups and provides an assortment of printed and video/DVD resources for parents.



To make a referral or for more information, please contact the Outreach Specialist in your area.

Coordinator
1401 College Drive N.
Devils Lake, ND 58301
Phone: 701-665-4400

Minot:
Memorial Hall, Room 388
500 University Avenue West
Minot, ND 58701
Phone: 701-858-3357

Bismarck:
418 East Broadway, Suite 228
Bismarck, ND 58501
Phone: 701-328-3987

Fargo:
1621 S. University Dr., Suite 210
Fargo, ND 58103
Phone: 701-239-7116

Grand Forks
151 S. 4th Street, Suite S542
Grand Forks, ND 58201
Phone: 701-795-3168

North Dakota School for the Deaf

A Division of the Department of
Public Instruction

North Dakota School for the Deaf

Comprehensive Assessment Services for Children with Hearing Loss



"One of the most crucial elements in the design and selection of a program or placement for a student who is deaf or hard of hearing is a complete and accurate assessment."

-NASDSE Education Service Guidelines

The Outreach Department of the North Dakota School for the Deaf provides comprehensive assessment services for children with hearing losses. This assessment assists school teams in using the assessment information to make educational decisions for children who are deaf or hard of hearing.

Why Should You Call Us?

"The law requires that individuals involved in testing be trained in or have certification in the area of hearing impairment..."

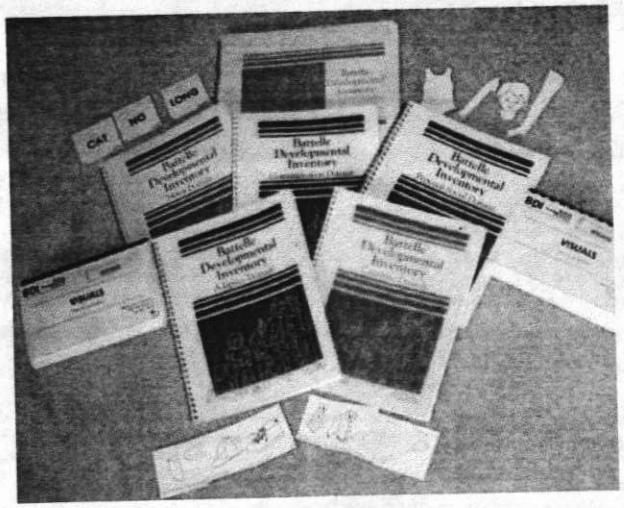
- The child's home school team would like assistance in evaluating the total impact of the child's hearing loss and/or how to plan for future programming needs.
- The child is in need of a thorough evaluation of language skills including oral, written and signed communication, speech and use of residual hearing and how these impact academic functioning.
- People working with the child are in need of additional strategies or ideas.



What Specialists Are Available to the Team?

- Child's home school team
- Audiologist
- Early Childhood Teacher of the Deaf/ Hard of Hearing
- School-age Teacher of the Deaf/Hard of Hearing
- School Psychologist
- Interpreter Services
- Input from individuals who are deaf/ hard of hearing

Additional specialists may be consulted to meet the needs of each individual child.



What Are the Steps In An Assessment?

1) Information gathering/ pre-assessment meeting
2) Assessment
3) Information sharing/results meeting
4) IEP

Who Can Receive An Evaluation?

Any child between the ages of birth through 21 with a diagnosed hearing loss and a need for more specific educationally based information can receive an evaluation. Anyone can request assistance by contacting the Outreach Specialist listed on the back of this brochure.

What Is The Cost?

The Outreach Department provides comprehensive assessments assistance at **NO COST** to families or agencies. Referral sources are responsible to arrange transportation, lodging and/or meals as necessary.

The NDDSP is housed at the North Dakota School for the Deaf in Devils Lake, ND. You may reach the project by mail, phone, fax, e-mail, or on the web. Please contact the project coordinator for more information or to be added to our mailing list.

Carmen Grove Suminski, Project Director
ND Vision Services/School for the Blind
500 Stanford Road
Grand Forks, ND 58203
701-795-2700 or 1-800-421-1181
E-mail: csuminsk@state.nd.us

Sherri Nelson, Project Coordinator
ND School for the Deaf
1401 College Drive North
Devils Lake, ND 58301-1596
701-665-4401 or 1-877-630-6214
E-mail: sherri.nelson@sendit.nodak.edu
Website: www.nd.gov/deafblind/



IDEAs that Work
Office of Special Education Programs

This project is supported by the U.S. Department of Education, Office of Special Education Programs (OSEP). Opinions expressed herein are those of the authors and do not necessarily represent the position of the U.S. Department of Education.

North Dakota Deaf-Blind Services Project

Serving infants, children, and young adults who are deaf-blind

North Dakota Department of Public Instruction
Dr. Wayne G. Sanstead, State Superintendent
600 E Boulevard Avenue, Dept. 201
Bismarck, North Dakota 58505-0440

Overview

Technical Assistance

Deaf-Blindness

The North Dakota Deaf-Blind Services Project (NDDSP) is a federally funded free resource designed to enhance the provision of services for children and young adults, birth through age 21, who are deaf-blind. The mission statement of the NDDSP is to improve the education and services for children with deaf-blindness and their families in North Dakota. We accomplish this through training, mentorship, resource dissemination and technical assistance.

Who Benefits from Services?

- Individuals who have a mild to severe hearing loss and vision impairment that require adaptations or modifications
- Individuals who have a diagnosis which places them at risk for developing a hearing loss and vision impairment
- Individuals with multiple disabilities who may demonstrate inconsistent responses during evaluations or in the natural environment
- Individuals who have been diagnosed as deaf and blind (deaf-blindness does not need to be the primary disability)

Who Benefits from Services?

- Individuals who have a hearing and vision loss
- Parents and family members
- Educational personnel
- Personnel from state and community agencies
- Other care providers

What can the project do for you?

The NDDSP provides technical assistance and training to families and service providers. Members of the Statewide Technical Assistance Team provide the technical assistance. Each region of the state has identified team members.

The NDDSP equips families, local educators and other professionals with the knowledge and skills needed to improve child outcomes by offering the following:

- On-site observations
- Program consultations
- Workshops/conferences
- In-services
- Resource library materials
- Assistance in identification
- Newsletter and project mailings
- Community resource referrals
- Deaf-blind registry data
- Links to other families

How Can I Access Information on the Web?

Information is available at the following website:

www.state.nd.us/deafblind

The website will connect you to information about upcoming events, technical assistance, the resource library and referral forms.

Deaf-Blindness

Deaf-blindness is a loss in both the hearing and vision senses. The loss may range from a mild impairment to profound deafness and low vision to total blindness. Deaf-blindness is also known as dual sensory impairment. Deaf-blindness has over 70 known causes such as prematurity, viral infections, brain diseases, Usher's Syndrome, and CHARGE syndrome. Education must address both the hearing loss and vision impairment as well as any other disabilities that may be present.

Children who are deaf-blind may exhibit a wide range of behaviors during interactions with family, friends, and their environment as a result of sensory losses. The losses may occur in varying degrees, and a child need not exhibit all of the behaviors identified in this brochure to be considered deaf-blind. The combined effects of both of these sensory losses, even if both are mild, will qualify a child as deaf-blind.

Parents and professionals may need assistance in confirming the sensory loss. The North Dakota Deaf-blind Services Project (NDDSP) is the first step to securing assistance.



Deaf-Blind Census

The U.S. Department of Education mandates the project to annually identify and collect information on children who meet criteria for being reported on the Deaf-blind Census. The census provides information that is used for regional and statewide planning to develop appropriate services and funding for infants, children, and youth who are deaf-blind.

Behaviors that may Indicate a Dual Sensory Impairment

The following questions are designed to help parents and professionals determine if there is a possibility of a hearing and vision loss. Every child who is suspected of having an impairment should receive complete hearing and vision assessments.

Does the child or student...

- Often bump into persons and objects?
- Have difficulty walking or crawling smoothly across shadows or areas that are different like carpet or tile?
- Need to touch or have an object close to the face to identify it?
- Prefer only brightly colored or shiny objects?
- Have difficulty reaching for and grasping objects in a coordinated manner?
- Squint, cover, or close one eye when looking at objects?
- Lose interest or tire easily when performing near tasks?
- Usually turn toward a light source?
- Fail to recognize and respond to familiar faces?
- Have difficulty following moving objects with eyes?
- Have eyes that are red or watery, not clear?
- Fail to react to loud noise?
- Frequently ask to have things repeated or follow directions incorrectly?
- Have difficulty locating the sources of sound?
- Seem confused when verbal directions are given in noisy environments such as playgrounds or school cafeterias?
- Indicate agreement (nods head) when you know the individual does not understand what was said?
- Fail to recognize and respond appropriately to words or common home noises (telephone, door knock)?
- Understand better when looking directly at the speaker?

[redacted]chnical Assistance:

- Is a communication and problem solving process
- Expands family and service provider care
- Engages in collaborative planning
- Enables knowledge to be shared
- Is individualized

Who is Eligible for Technical Assistance?

Children and young adults (birth through 21 years of age) who

- Have a documented hearing and vision loss or
- Are highly suspect of having a dual sensory impairment and
- Are on the deaf-blind census

How are Referrals Made?

Referrals are made by contacting one of the following:

- ND Deaf-blind Services Project (NDDSP)
- ND School for the Deaf
- [redacted] Vision Services/School for the Blind

Who Can Refer?

- Parents and family members
- Educational personnel
- Service providers from agencies
- Parents
- Teachers
- Agency members
- School staff
- Families

Who Provides TA?

The Statewide Technical Assistance Team members who have specific skills in deaf-blindness, communication, mobility, cognitive development, early childhood, and several other areas provide technical assistance. The outreach consultants from the ND School for the Deaf and ND Vision Services/School for the Blind provide most of the on-site technical assistance.

Where is TA Provided?

Technical assistance is provided throughout the state of North Dakota in the child's home, early intervention agency, or school. The location is based on the request.

What TA Activities Are Offered?

- Workshops and conferences
- Consultations to families and programs in the home, at school, or by the telephone
- Information dissemination of the newsletter the "Informer" and up-to-date books and videotapes on research-based practices
- Information and referral on census related questions and general deaf-blind questions
- Compilation of the ND Deaf-Blind Census
- Collaboration with schools, human service agencies, and organizations to improve services and support to families of children with deaf-blindness

Technical Assistance



Sponsored by

Outreach Services

The North Dakota Parent-Infant Program for Children Who are Deaf and Hard of Hearing, Age Birth to Three Years Old, and Their Families

"Serving all of North Dakota"

A Division of the Department of Public Instruction



Parent-Infant Program

A Family-Centered Approach for Supporting Families with Infants and Toddlers who are Deaf or Hard of Hearing

"Serving all of North Dakota"

Services Provided by Teachers of the Deaf Parent-Infant Specialist

- Empower parents with specialized knowledge and skill about the impact of hearing loss.
- Reinforce and support families with helpful local, state and national resources.
- Integrate play activities in a family's lifestyle to encourage communication, language, audition and speech skills.
- Identify strengths and needs of families to have full participation in the intervention plan that have appropriate outcomes.
- Collaborate through parent and professional partnerships to maintain consistency.



- Support parents in understanding the audiogram and how to monitor the use and care of their child's hearing aids.
- Provide information regarding communication and educational options to assist with the transition out of the early intervention program(s).

A Parent-Infant Specialist combines fun with learning in a supportive environment for you and your family.

Parent-Infant/ Outreach Offices

Please direct referrals and questions to the Parent-Infant Program Specialist in your area:



Coordinator:
1401 College Drive
Devils Lake, ND 58301
Phone: 701-665-4400

Minot:
Memorial Hall, Room 388
500 University Avenue West
Minot, ND 58707
Phone: 701-858-3357

Bismarck:
418 East Broadway, Suite 228
Bismarck, ND 58501
Phone: 701-328-3987

Fargo:
1621 S. University Dr, Ste 210
Fargo, ND 58103
Phone: 701-239-7116

Grand Forks:
151 S. 4th Street, Suite S542
Grand Forks, ND 58201
Phone: 701-795-3168

Why Early Intervention?

The first months and years of a child's life provide the foundation for later learning. Research tells us the period between birth through age five is a critical window for development. Children learn from their environment - absorbing language, thinking skills, and social skills as they experience the world with their families and caregivers.



Infants and young children with hearing loss have many of the same needs as other young children, however, the impact of hearing loss creates unique developmental needs. Qualified early interventionists provide support for families and caregivers to help them recognize their strengths and weaknesses.

What Parents are saying about PIP

"No words could ever express our gratitude for all you have done and sacrificed for [my daughter]. Having two hearing impaired children and seeing the differences at the same age due to the times (ages) each were identified and the solid foundation [my daughter] now has just warms my heart."

- Hettinger -



"The Parent-Infant Program has been a very valuable program for our family. It has provided us with countless resources on hearing impairment, put us in contact with other parents of hearing impaired children, provided valuable one on one training, and given us hope, support and encouragement in our struggle to deal with raising children who are hearing impaired. Our boys have gotten a great start thanks to the Parent-Infant Program."

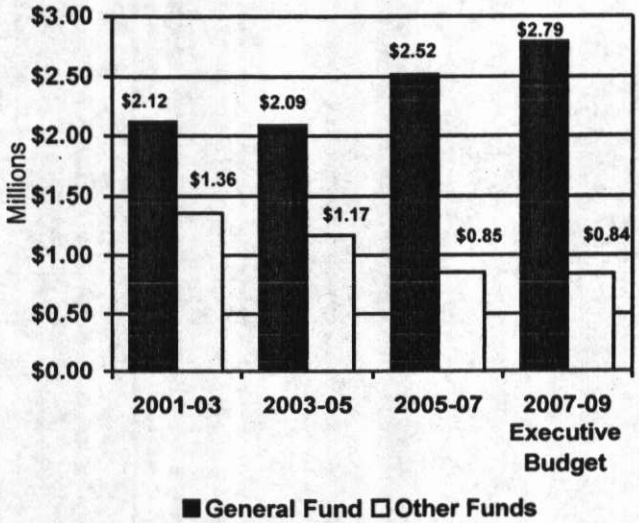
- Milnor -

Prepared by the North Dakota Legislative Council staff for House Appropriations
February 20, 2007

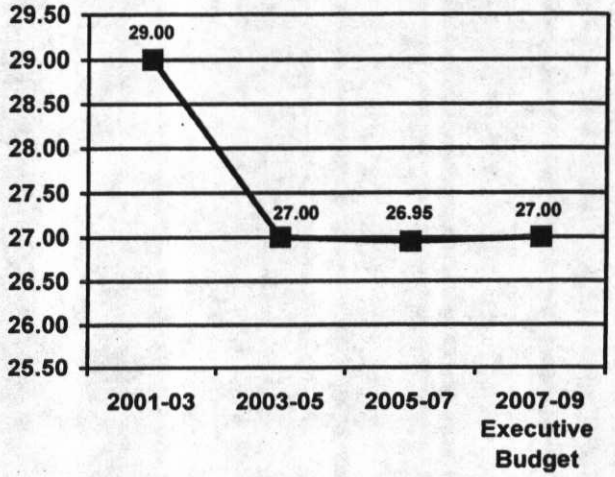
Department 253 - North Dakota Vision Services - School for the Blind
Senate Bill No. 2013

	FTE Positions	General Fund	Other Funds	Total
2007-09 Executive Budget	27.00	$2,792,758	$844,115	$3,636,873
2005-07 Legislative Appropriations	26.95	2,524,609	846,447	3,371,056
Increase (Decrease)	0.05	$268,149	($2,332)	$265,817

Agency Funding



FTE Positions



First House Action

Attached is a summary of first house changes.

Executive Budget Highlights (With First House Changes in Bold)

	General Fund	Other Funds	Total
1. Adds .05 FTE position **The Senate added $123,444 from the general fund including 1 new FTE position for providing additional adult services.**			
2. Provides funding to fund the agency's teachers according to the 2007-09 salary schedule	$81,662		$81,662
3. Increases operating expenses for utilities ($10,000) and information technology data processing ($3,452)	$22,525	($9,073)	$13,452
4. Removes capital assets funding provided in the 2005-07 biennium, including $57,470 for equipment over $5,000 and $10,000 for extraordinary repairs	($42,380)	($25,090)	($67,470)
5. Provides capital assets funding for the 2007-09 biennium, including $6,000 for equipment over $5,000 and $135,600 for extraordinary repairs **($110,000 of the funding from the general fund provided for extraordinary repairs is one-time funding)**	$119,600	$22,500	$142,100

Continuing Appropriations

Visual aid and appliance fund - NDCC Section 25-06-10 - A revolving fund for adaptive aids for those who are blind and visually impaired.

Major Related Legislation

House Bill No. 1459 - This bill provides an appropriation to North Dakota Vision Services - School for the Blind for extraordinary repairs.

ATTACH:1

#9

North Dakota Vision Services/ School for the Blind

A Division of the Department of Public Instruction

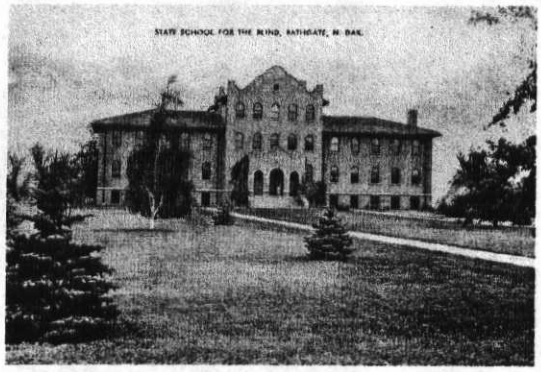
Testimony to the Senate Appropriations Committee Senate Bill #2013

With the exception of the Same Passed Senate

Carmen Grove Suminski, Superintendent
and
Tami Purcell, Business Manager

January 18, 2007

1908



Serving Blind and Visually Impaired
In North Dakota For 100 Years



2008

500 Stanford Road
Grand Forks, ND 58203
www.ndvisionservices.com

ND Vision Services/School fc Blind 2007- 09 Budget Request

Line Item:	Expenditures 2001-2003	Expenditures 2003-2005	Appropriation 2005-2007	Base Budget Request 2007-09	Optional Request 2007-2009	Executive Recommendation 2007-2009	Variance from Exec. and Requested 2007-2009
Salary	$ 2,489,390.00	$ 2,540,292.00	$ 2,696,280.00	$ 2,739,508.00	$ -	$ 2,874,015.00	$ 134,507.00
Operating	$ 556,153.00	$ 698,683.00	$ 607,306.00	$ 620,758.00	$ -	$ 620,758.00	$ -
Capital Assets	$ 37,050.00	$ 18,233.00	$ 67,470.00	$ 32,100.00	$ 110,000.00	$ 142,100.00	$ 110,000.00
Total	**$ 3,082,593.00**	**$ 3,257,208.00**	**$ 3,371,056.00**	**$ 3,392,366.00**	**$ 110,000.00**	**$ 3,636,873.00**	**$ 244,507.00**
Funding Sources:							
General	$ 2,101,390.00	$ 2,089,825.00	$ 2,524,609.00	$ 2,579,336.00	$ 110,000.00	$ 2,792,756.00	$ 213,420.00
Federal	$ 32,040.00						$ -
Special	$ 949,163.00	$ 1,167,383.00	$ 846,447.00	$ 813,030.00	$ -	$ 844,117.00	$ 31,087.00
Total	**$ 3,082,593.00**	**$ 3,257,208.00**	**$ 3,371,056.00**	**$ 3,392,366.00**	**$ 110,000.00**	**$ 3,636,873.00**	**$ 244,507.00**
FTE	29	27	27	27	27	27	-

The base budget Salary request includes teachers placed on the 07-09 Composite Salary Schedule and temporary dollars to staff a psych intern.

The base Operating budget increase includes increases for utilities and ITD charges.

The base budget request for Capital Assets includes a Braille printer, carpet replacement, window replacement, and sidewalk repairs.

The two primary sources of Special Fund revenue are rental income and land department income.
It is projected that NDVS/SB will generate $635,758 for Special Funds during 2007-09. The balance is carryover from 05-07.
Land Department revenue projections are down approximately $40,000.

Our success is serving people with blindness and visual impairment across the state of North Dakota comes from a commitment and passion to fulfill our mission, making a difference for each person, and continually looking at ways to be more cost and time efficient.

We are grateful to the 2007 Lawmakers of North Dakota, Dr. Wayne Sanstead and the Department of Public Instruction, our staff, students and families, consumers, and all related entities and request your continued support. **Dr. Sanstead wrote: "I believe that today's outreach model at NDVS/SB is one in which the state can be proud and has been noticed nation-wide as a positive action for all concerned."** Dr. Sanstead is absolutely correct. We have presented on our programming nationally numerous times and have had individuals from other states visit our facility for implementation of programming within their specific states.

As a recent member of the International Board of the Association of Education and Rehabilitation of the Blind and Visually Impaired, current president of the Council of Schools for the Blind, and a member of the National Accreditation Council, I have had an opportunity to visit many schools and review related type programming, and I am assured even more how specialized our programming is, and how unique it is to the population of North Dakota.

- Are we totally cost efficient and successful with every person that is blind with whom we work?
- Do we provide totally equitable services statewide?
- Is this a perfect model of service delivery? **No**

- Do we have great joy and satisfaction in the achievements of the persons we serve?
- Do we collaborate with related agencies?
- Do the services we provide have a direct impact on the person and correlate with our vision and mission?

- Are we the primary agency in the state of North Dakota that serves persons who are blind and visually impaired and has the expertise in braille, orientation and mobility, vocational, assistive technology, daily living skills, and low vision with qualified staff with state and national certifications?
  Absolutely, Yes

Your ongoing support is truly appreciated; yet, as we have discussed, challenges exist. It is imperative that appropriate services be provided to the people of our state who are blind or visually impaired. Please help us to make this a reality.

Thank you.

What does the North Dakota Vision Services/School for the Blind represent?

B Belief
L Leadership
I Independence
N Needs
D Dedication

NDVS/SB S[illegible]EY NOV 2006

EVALUATION REPORT COVERS SERVICES FROM JULY 1, 2006 THROUGH OCTOBER 31, 2006

Number of Surveys sent	62
Number of Surveys returned	31

#	QUESTION	VERY GOOD	GOOD	FAIR	POOR	N/A
1	Overall quality of service you received	21	10	0	0	0
2	Timeliness of service provided	21	9	1	0	0
3	Courtesy and respect shown to you	24	6	0	0	1
4	Usefulness of information received (reports, etc)	24	6	0	0	1
5	Usefulness of materials and equipment provided	20	8	0	0	3
6	Coordination with schools/agencies	23	6	0	0	2

Would you recommend NDVS/SB services?	YES	NO	Not Answered
	30	0	1

#11

Good morning Senator Holmberg and committee members.
My name is Bruce McComish, District 8.

I am here to testify in support of Senate Bill 2013 with the following concerns.

North Dakota Vision Services/School for the Blind (NDVS/SB) operates as a vision out reach and support roll. Since 1993 it has not been an accredited school where the vision students from around the state can go to receive their K to 12 education. This misconception is held by the public and school system staff. However, being an out reach program has not diminished their importance in the roll of supporting vision impaired students in North Dakota.

I would like a show of hands of all those who can read Braille that DO NOT work with vision students – why would we, we can read print. I don't even pretend to struggle to read Braille.

Christina, my daughter, struggles to read. Struggles with print because of her vision and struggles to read Braille because of an uninformed education system. Why? Fear, misconceptions, lack of staff that can read or teach Braille, but you will never hear the main reason – cost. Unfortunately for my daughter and many vision impaired students, Braille is all too often not a choice.

Vision students need more time to do the same work. Reading Brailler takes longer than reading print. Listening to tapes is often faster than reading Braille. However when answering questions on worksheets, tapes/CD are very hard to scan to find the answer. For our daughter, homework takes her about three to four times as long as a typical student.

The school year is 36 weeks long. Christina was expected to miss 4 to 6 weeks of school to attend Specific Skills Weeks in Grand Forks. I don't think there are many educators that would encourage all of their students to miss 4 to 6 weeks of school.

These skills weeks should be held during the summer months. However, the funding isn't there to run these programs.

Their focus is to provide support and expertise for the students, aids, teachers as well as administrations and let's not forget the parents who have to support the students at home. This should allow the students to remain in their own school and at home.

This focus needs to start as soon as possible. It very labor intensive to lay a solid foundation for the vision impaired individual to build upon. This is the same concept that the schools stress, mastering reading, math and technology skills in the lower elementary grades. When a firm foundation is set, service requirements will be less in the following years.

To build a firm foundation, NDVS/SB needs additional funding to:

- Increase staff for training and support of school district staff, administrators and boards.
- Remain up to date in technology – both hardware and software.
- Increase staffing for at NDVS/SB for technology support and teaching staff.

  A large district has more local staff and resources to help meet their needs. Much of NDVS/SB's training and support will probably be to the smaller districts. NDVS/SB staff will and do spend a lot of drive time driving to fulfill their support role. Time spent driving is still a cost to provide the service.

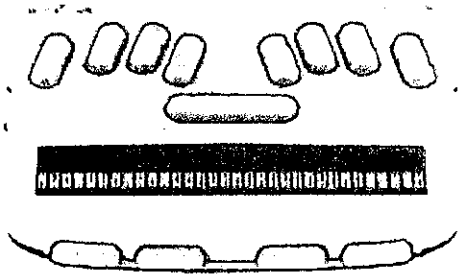
- Provide staff to support vision students to attend the same camps as their peers.
- Provide summer programs which will enhance vision specific skills

  It was stated by one of the staff at NDVS/SB we often learn from our students. So why not pull the students together during the summer months so they can learn form the staff and each other. Most people like to help others especially if they think they can teach the teacher.

My daughter has a piece of amazing technology, a BrailleNote. It is like a Braille laptop. The BrailleNote can:

- Take a "Word" document and have it read it to her
- Convert a "Word" document to Braille
- Convert Braille into a "Word" document
- Take a document and print it for a sighted person or emboss it for a Braille reader
- Hook up and cruise the internet, and get E-mail
- There is even a optional GPS based street map and address system to help one get around down town.

But to me the most amazing thing is Christina can type on her BrailleNote, and I can read right along on my PC in "print". If Christina is reading Braille and needs help, a teacher does not have to know Braille to know what Christina is doing. You can read what she is reading; **the fear of Braille is gone.** When it comes time to enter the job market, Christina will have to demonstrate that with the help of technology, she can do the job with minimal help from the potential employer.



A study has been proposed to combine the School for the Deaf and Vision Services. Combine for savings, yes. However we need to be sure those savings go to programs to help the students – not to once again institutionalize students because there are "beds available". Any beds should be put to good use during the summer months for summer learning and sharing.

Students need to stay in their home schools. Adults that require vision services need to have these services provided in their own home and communities. A considerable amount of money was spent to adapt the buildings in Grand Forks for the vision impaired. Other public and private buildings are not and likely will not ever be adapted to this degree.

Our daughter has attended an out of state institution for the blind. She would have much rather stayed at home with her family and attended school with her friends. NDVS/SB needs expanded funding because they can not fulfill their mandated tasks. North Dakota in four years spent over $105,000 of our tax money to support a South Dakota program. That is 3.8% of this year's budget.

The attached charts will walk you through the above $105,000 expenditure. Note that there was a fiscal incentive for the school district to send our daughter out of state for the first four years.

However, on the 5th year, the incentive was to bring her back to the district. This is the year that South Dakota raised their tuition rates significantly. In the 5th year, the cost would have been $41,500 to the taxpayer. This is 1.5% of this year's budget of $2,792,756 for North Dakota Vision Services/School for the Blind.

Thank you for taking the time to be here and listening.

AN ESTIMATE OF THE MONEY A NORTH DAKOTA SCHOOL DISTRICT SAVED BY SENDING A STUDENT OUT OF DISTRICT TO THE SOUTH DAKOTA SCHOOL FOR THE BLIND AND VISUALLY IMPAIRED.

Amount the District paid to place a student out of District / Out of State.

Year	Actual **SDSBVI** Tuition	Estimated DPI Contribution	Estimated Amount Of Tuition That District Paid
1st Year	17,571	6,000	11,571
2nd Year	15,169	6,000	9,169
3rd Year	15,700	6,000	9,700
4th Year	22,639	6,000	16,639
Total	71,079	24,000	47,079
5th Year	28,299	6,000	22,299

Amount of money the District would have spent to hire a Braille teacher.

Year	Estimated Teacher Salary *(1)* Raise at 2% /yr	Estimated Benefit Loading At 25%	Estimated Cost For District To Hire Teacher
1st Year	24,480	6,120	30,600
2nd Year	24,970	6,242	31,212
3rd Year	25,469	6,367	31,836
4th Year	25,978	6,495	32,473
Total	100,897	25,224	126,121
5th Year	26,498	6,624	33,122

Final "cost" for out of District placement compared to in District placement.

Year	Estimated Cost For District To Hire Teacher	Estimated Amount Of Tuition That District Paid	Estimated District Savings (Cost)	Transportation Paid For Student Placement	Estimated Final District **Savings** (Cost)	*Estimated Actual Cost For Out Of District Placement (2)*
1st Year	30,600	11,571	19,029	6,858	12,171	*24,429*
2nd Year	31,212	9,169	22,043	6,165	15,878	*21,334*
3rd Year	31,836	9,700	22,136	8,580	13,556	*24,280*
4th Year	32,473	16,639	15,834	12,854	2,980	*35,493*
Total	126,121	47,079	**79,042**	34,457	**44,585**	*105,536*
5th Year *(3, 4)*	33,122	22,299	10,823	13,200	**(2,377)**	*41,499*

NOTES: *1) Estimated Teacher Salary used was from the 2006 Job Service posting for the actual position.*
2) Total Cost For Out Of District Placement taken as Tuition plus Transportation
3) Note that 5th year Transportation is estimated at 13,200
4) Student was brought back into her home District AFTER the 4th year, prior to start of 5th year.
South **D**akota **S**chool for the **B**lind and **V**isually Impaired **SDSBVI**

13

Testimony for Hearing on ND Senate Bill 2013

To: Senate Appropriations Committee, Ray Holmberg, Chairman

By: Zelda Gebhard
Home Address: 8169 66th Street SE, Edgeley, ND 58433

This testimony is in support of the addition of staff to the North Dakota Vision Services/School for the Blind to more effectively meet the intensive rehabilitation skills training needs for adults who are blind or visually impaired.

My experiences relative to this issue:

- Region VI representative on the State Rehabilitation Council, a governor-appointed advisory board to Vocational Rehabilitation, from 1999 to the present. Past Chairman.
- Past career in the medical field as a medical transcriptionist, clinic manager and healthcare network director of outpatient services
- Member of the North Dakota Association of the Blind
- Former client of the Services for the Blind and Visually Impaired in SD
- Client of North Dakota Vocational Rehabilitation

1. Those providing vision rehabilitation skills training in North Dakota do so very efficiently.

For example: Each regional Vocational Rehabilitation office is served by a vision specialist through the "Older Blind Services". This is for those 55 and older. The purpose of Older Blind Services is to provide training, accommodation and support in daily living activities to individuals with visual impairments so that they can maintain independence in their home environment. This program is federally funded. Because of our state's population, we are "minimally allocated" which results in a funding amount that does not increase. This amount is $250,000/year. In 2005, 984 people were served at an average of $254/year. This covers all costs including vision specialist salaries, mileage, visual aids, etc.

2. I am convinced that there are many in North Dakota who are unserved and underserved by vision services.

Health care providers are either unaware of skills training available or unwilling to make referrals.
The majority of people wish to remain self reliant and independent and are reluctant to ask for help. When services are absolutely necessary and help is sought, we tend to accept any services even though they may not be adequate to meet the needs because "that is all that is available". I was legally blind and

unable to drive for several years before I sought services. I am appreciative for the help I received but frustrated at the same time. Over the years I have been provided with several different kinds of magnification software but have never received training on how to use it.

3. As our population in North Dakota ages we will see an increased need for vision services.

These services result in more of our elderly gaining the skills necessary to live independently decreasing the need for nursing home care.

4. We have no extensive training programs available in ND.

This has resulted in our residents in need of this level of training either going without or seeking services outside of our state. We are still financially responsible for this training but when it is done out of state we give up control of the quality and cost.

5. It is difficult in the present circumstances to recruit and retain qualified vision specialists.

In my region we have had three in less than 10 years and times when we didn't have any. Twice the position was "underfilled" because of the difficulty in recruiting someone willing to work at the present salary.

I was raised in North Dakota and my husband and I have chosen to come back and raise our four sons here. I am proud of our state. I trust you are as concerned as I am about keeping all of our residents productive and independent. It is well worth our efforts. We cannot afford to neglect our most valuable resource.

#10

TESTIMONY – PROTECTION AND ADVOCACY PROJECT
SENATE BILL 2013 (2007)

SENATE APPROPRIATIONS COMMITTEE
Honorable Ray Holmberg, Chairman

January 18, 2007

Chairman Holmberg, and members of the Senate Appropriations Committee, I am Bruce Murry, a lawyer with the North Dakota Protection and Advocacy Project (P&A).

Several legislative sessions ago, this body announced the policy of the State of North Dakota about the School for the Blind. Now known mainly as North Dakota Vision Services, the agency was to move from a residential institution to an outreach based education center. Students would be able to visit for a week at a time for intensive, "compensatory" sessions. I am pleased to report the Superintendent of the School strongly supports that vision.

All institutions require time to change. P&A has observed that several key administrators and professionals remain fixated with the institutional model in which they began their careers. This has extended to seeking placements in expensive, distant residential institutions for students capable of testifying before the Legislature.

We ask three things of the Legislature. Please continue to support the policy of services in the least restrictive environment with students remaining with their parents. Please fund those services adequately. And finally, please expect that Vision Services continue to move toward that goal.

Handout #1

SB 2013
February 21, 2007

North Dakota Vision Services/ School for the Blind

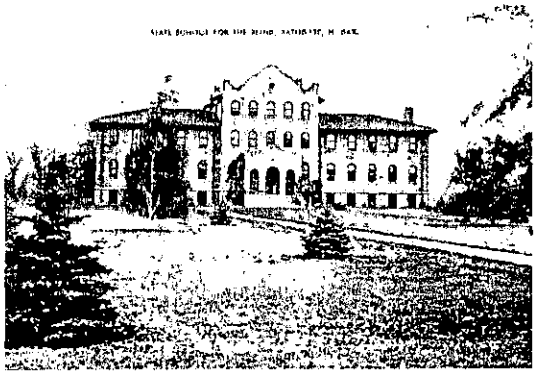
A Division of the Department of Public Instruction

Testimony to the House Appropriations Committee Education & Environmental Division Senate Bill #2013

Carmen Grove Suminski, Superintendent
and
Tami Purcell, Business Manager

February 21, 2007

1908



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CONTENTS

History. 1

Introduction – Carmen Grove Suminski 2, 3, 4

Diabetes Statistics for North Dakota
American Foundation for the Blind. 5, 6

Client Services Data 7

Clients Served by Regions 8

Budget Request with Historical Data –
Tami Purcell. 9

Optional Request Justification –
Tami Purcell 10

Summary – Carmen Grove Suminski. 11, 12, 13

Testimonials. 14, 15

Evaluation Survey Summary 16

Organizational Status Study by. . . . . Attachment
Dr. Roger B. Worner

North Dakota Vision Services
School For The Blind

A Division of the Department of Public

HISTORY

North Dakota Vision Services/School for the Blind has followed an interesting path to the dynamic outreach/center-based programming format followed today. Below are some highlights from that varied history.

1908 North Dakota School for the Blind opens in Bathgate with 25 residential students

1961 Modern facility opens, with relocation to Grand Forks

1967 NDSB Band performs at the Multi-District Lions Convention in Regina, Saskatchewan; they end their visit with a "Command Performance" for Princess Alexandra, cousin of the Queen

1974 The school obtains its first piece of adaptive equipment--a talking calculator

1980 NDSB Pop Singers ... accompanying themselves with electric guitars, bass, drums and keyboard ... perform at the opening session of the Helen Keller Congress held in Boston on her 100th birthday

1980 NDSB begins an annual tradition of sending students to Close Up in Washington, D.C.

1991 NDSB becomes a division of the ND Department of Public Instruction

1994 State legislature changes programming focus to outreach model

1996 Major renovation converts former residence facility into instructional centers and offices

1997 State legislation enables operation of The Store to provide a convenient source of low-vision aids

1998 Major renovation converts former pool building to accommodate center-based programming needs

1999 Braille Access Center begins operation

2001 State legislature officially changes name to North Dakota Vision Services/School for the Blind

2001 Legislature clarifies mandate for NDVS/SB to serve persons of all ages

Introduction

Chairman Francis Wald and Members of the Education and Environmental Division of the House Appropriations Committee:

My name is Carmen Grove Suminski. I am the current superintendent of the ND Vision Services/School for the Blind (NDVS/SB). Tami Purcell, Business Manager of NDVS/SB, and I will provide testimony relative to Senate Bill #2013.

It is a pleasure to speak before you today. We are grateful to each of you for this time allocation and the many ways you as individual legislators have supported services of NDVS/SB. 2008 marks a significant milestone at which time our school will celebrate its centennial. We are proud of our mission and vision, accomplishments, and significant role that we have made in the educational opportunities for persons who are blind or visually impaired residing in North Dakota.

Mission of NDVS/SB: To function as a statewide comprehensive resource working cooperatively with related agencies in providing a full range of services to persons of all ages who are blind or visually impaired, including those with additional disabilities.

Vision of NDVS/SB: To be recognized as state and national leaders in the field of visual impairment.

The mission was reviewed and the vision established during a Strategic Planning session in October, 2006. It truly exemplifies what we do and is the basis of the services that we provide.

The historical page illustrates the **significant transition** that this agency has experienced from a traditional residential school, to an outreach program, and now to a combination program. We are truly a **"school with no walls."** We have responded to statewide needs and have not been apprehensive of making changes. With these changes we have every effort to be **highly accountable** through several means including:

- Collaboration Advisory Team which meets three times per year
- Program Evaluation survey (See attached summary.)
- Ongoing Strategic Plan with four primary objectives (Technology and Work Skills, Public Awareness, Programming, and Evaluation)
- Compilation of data as it relates to persons served
- Accreditation process through the National Accreditation Council for Agencies Serving the Blind and Visually Impaired
- Organizational Study by Dr. Roger Worner, dated June 30, 2003, (See attached summary.)

The collaboration between NDVS/SB and UND has been ongoing but has been strengthened during this biennium through partnerships with the Counseling and Psychology Departments. Student interns participate in our programming and work with staff, students, family members, and clients providing counseling and adjustment to blindness. This adjustment is vital, as it impacts their likelihood for success and independence. This is done on a personal and group basis during programming, plus ongoing therapy takes place via the telephone. One adult client expressed that this tele-therapy had "saved her life." An extremely powerful statement!

As you are aware there is a significant onset of diabetes in our state. A complication of diabetes is vision loss. Indicative of that is during the last Adult Week held in December, 2006, six adults were in Grand Forks for training, and four of those six persons had a diagnosis of diabetic retinopathy.

Data as presented by Dr. Kay Ferrell, Associate Director, Policy and Research with the American Foundation for the Blind is included on pages 5-6. It states:

- The estimated number of North Dakota adults (aged 18 and over) with diabetes is between **25,008** and **29,509.**
- The estimated number of North Dakota adults (aged 18 and over) with visual impairment due to diabetes is between **5,502** and **6,492.**

Based on this data, **22 per cent** of North Dakota adults with diabetes also have a visual impairment.

As an agency that serves the entire state, we pay close attention to the number of children and adults that are served throughout the year. This allows us to detect trends and allocate resources where they are necessary. Our real successes, however, are measured by the individual stories of our students and clients.

One "real person" that comes to mind is a 50 year old woman who has been struggling with diabetes and vision loss. Diabetes is never easy to manage, but the additional loss of vision is extremely challenging. Not only is it difficult getting around or pouring a cup of coffee, one may not be able to read a standard blood glucose meter or draw insulin easily or accurately. These are skills that a diabetic must master to manage the diabetes effectively for health and life. NDVS/SB helped this woman by providing training enabling her to:

- Walk with a cane both indoors and outdoors to shop, visit friends and for medical appointments
- Regain independence in her own home – especially in the kitchen
- Use a computer to write letters and 'surf" the web with a voice access program
- Use Braille for functional purposes like labeling cans and boxes of food
- Check her blood glucose with a talking glucose meter and draw her insulin

All of these things have restored her ability to take care of herself and to maintain her dignity not to mention the fact that her health costs are likely to be greatly reduced in the future.

There is a Senate amendment allocating funding for additional adult services.

Additional testimonials of services are on pages 14-15.

AFB American Foundation for the Blind

Expanding possibilities for people with vision loss

Public Policy Center
820 First Street, NE
Suite 400
Washington, DC 20002

Tel 202.408.0200
Fax 202.289.7880
www.afb.org

TO: Carmen Grove Suminski, Superintendent
North Dakota Vision Services/School for the Blind

FROM: Kay Alicyn Ferrell, Associate Director, Policy Research

DATE: December 21, 2006

RE: Diabetes Statistics for North Dakota

Thank you for contacting the American Foundation for the Blind. I hope this information will be helpful to you.

You requested information on the prevalence of visual impairment among adults with diabetes. These figures came from the Centers for Disease Control's Diabetes Public Health Resource page on diabetes statistics at **http://www.cdc.gov/diabetes/statistics/index.htm**. To summarize:

- In 2003, 3 million adults with diabetes aged 18 years and older reported visual impairment (i.e., trouble seeing even with their glasses or contact lenses).
- In 2003, 22.0% of adults with diabetes aged 18 years and older reported visual impairment (i.e., trouble seeing even with their glasses or contact lenses).

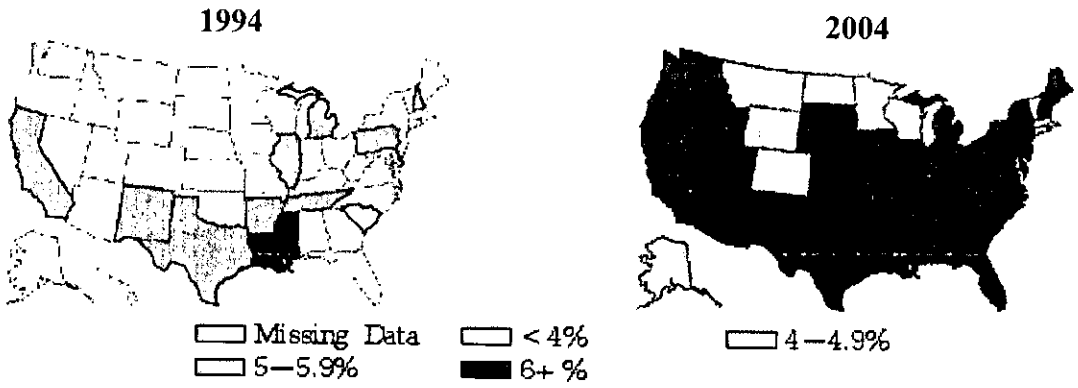
For North Dakota, where the adult population (18 years and older) was estimated by the Census Bureau to be 500,159 as of July 1, 2005 (US Census Bureau, Population Division, 2006), this means that:

- The estimated number of North Dakota adults (aged 18 and over) with diabetes is between **25,008 and 29,509**.
- The estimated number of North Dakota adults (aged 18 and over) with visual impairment due to diabetes is between **5502 and 6492**.

You may already know that the prevalence of diagnosed diabetes per 100 adult population in North Dakota has increased from less than 4% in 1994 to between 5-5.9% in 2004 (see Figure 1).

5

Figure 1. Age-Adjusted Prevalence of Diagnosed Diabetes per 100 Adult Population, by State, United States, 1994 and 2004



I thought the information below might also be of interest to you. These pieces, too, are directly from the Center for Disease Control's website.

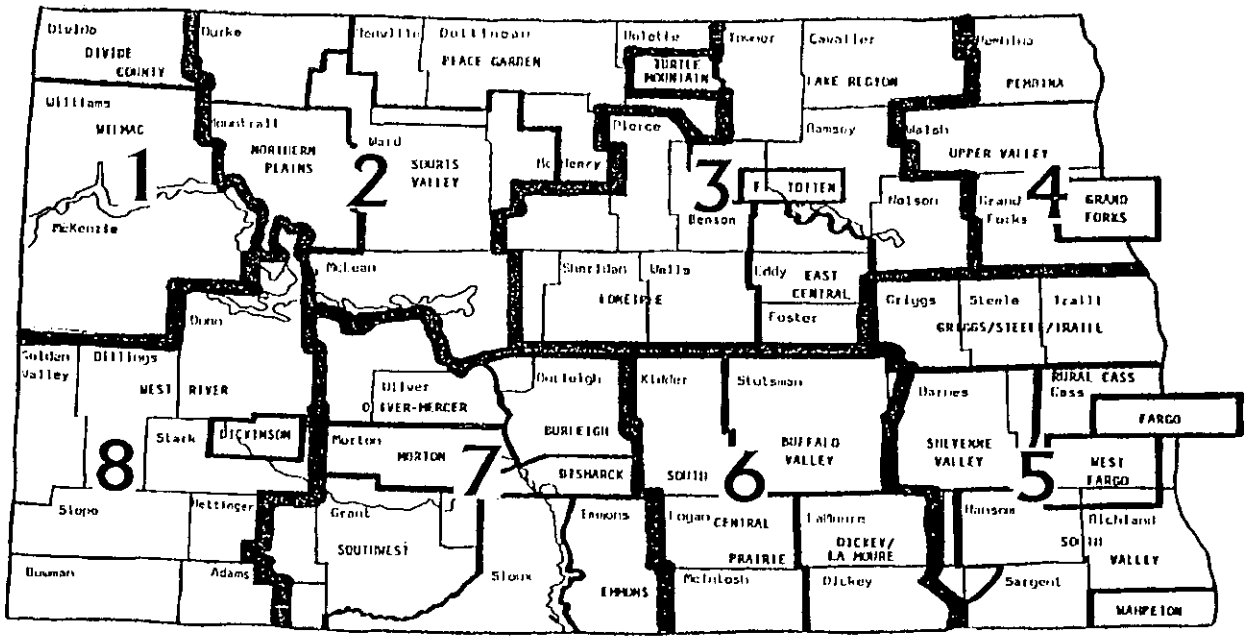
- Diabetes is becoming more common in the United States. From 1980 through 2004, the number of Americans with diabetes more than doubled (from 5.8 million to 14.7 million).
- The prevalence of visual impairment (i.e., trouble seeing even with their glasses or contact lenses) among adults aged 18 years and older with diabetes was somewhat lower in 2003 than in 1997 for all age groups. Across the time period, the percent of visually impaired adults was highest among those aged 75 years and older and lowest among those aged 18–44 years. In 2003, 28.7% of adults with diabetes aged 75 years and older reported visual impairment compared to 16.0% of adults with diabetes ages 18–44 years. [The 22% figure I used above to calculate the estimates for North Dakota is the overall prevalence of visual impairment among adults aged 18 years and older with disabetes.]
- In 2004, half (50%) of the adults with diabetes aged 18-79 years reported being diagnosed with diabetes between the ages of 40 and 59 years, about one quarter (26.9%) reported being diagnosed at younger than 40 years, and about one quarter (23%) reported being diagnosed between the ages of 60 and 79 years.

CDC's National Diabetes Fact Sheet for 2005 provides a wealth of national data on diabetes (http://www.cdc.gov/diabetes/pubs/factsheet05.htm), too. If you do not have time to explore the entire web site, at least download this 10-page fact sheet. It really highlights the problems and issues well.

ND Vision Services/School for the Blind

Services Provided	2001-2003 Biennium	2003-2005 Biennium	7/1/05-12/31/06 18 Months
Clients Served (Unduplicated):			
Infants/Students	403	328	274
Adults	174	189	134
Total	577	517	408
Vision Resource Center:			
Items Circulated	26,867	31,141	24,243
Talking Book Machines (quarterly)	2,056	1,932	1,748
"Reaching Out" Newsletter (circulated quarterly)	1,300	1,450	1,425
APH Federal Registry	260	263	244
Store Sales	448	426	395
Braille Access Center (pages)	23,150	25,220	22,700
Short-term Center Based Programs (Attendees):			
Specific Skills	71	45	45
Compensatory Skills	36	64	41
Adult Week	24	20	29
Summer Camps	60	56	23
Evaluations, Consultations and Instructions (Duplicated):			
Consultations	3,171	1,979	1,031
Evaluations	442	305	242
Instruction	4,529	4,688	4,537
In-Service Training	221	669	826

ND Vision Services/School for the Blind
Clients Served (Unduplicated)
July 1, 2005, to December 31, 2006



Region 1
Infants/Students – 24
Adults – 1
Total: 25

Region 2
Infants/Students – 40
Adults – 23
Total: 63

Region 3
Infants/Students – 38
Adults – 11
Total: 49

Region 4
Infants/Students – 22
Adults – 43
Total: 65

Region 5
Infants/Students – 53
Adults – 20
Total: 73

Region 6
Infants/Students – 25
Adults – 12
Total: 37

Region 7
Infants/Students – 54
Adults – 7
Total: 61

Region 8
Infants/Students – 12
Adults – 5
Total: 17

Relocated/Out of State
Infants/Students – 6
Adults – 12
Total: 18

Total Infants/Students Served: 274
Total Adults Served: 134
Total Persons Served: 408

ND Vision Services/School for the Blind 2007- 09 Budget Request

Line Item:	Expenditures 2001-2003	Expenditures 2003-2005	Appropriation 2005-2007	Base Budget Request 2007-09	Optional Request 2007-2009	Executive Recommendation 2007-2009	Summary of Senate Action	Variance from Exec. and Senate Version 2007-2009
Salary	$ 2,489,390.00	$ 2,540,292.00	$ 2,696,280.00	$ 2,739,508.00	$ -	$ 2,874,015.00	$ 2,977,419.00	$ 103,404.00
Operating	$ 556,153.00	$ 698,683.00	$ 607,306.00	$ 620,758.00	$ -	$ 620,758.00	$ 640,798.00	$ 20,040.00
Capital Assets	$ 37,050.00	$ 18,233.00	$ 67,470.00	$ 32,100.00	$ 110,000.00	$ 142,100.00	$ 142,100.00	$ -
Total	**$ 3,082,593.00**	**$ 3,257,208.00**	**$ 3,371,056.00**	**$ 3,392,366.00**	**$ 110,000.00**	**$ 3,636,873.00**	**$ 3,760,317.00**	**$ 123,444.00**
Funding Sources:								
General	$ 2,101,390.00	$ 2,089,825.00	$ 2,524,609.00	$ 2,579,336.00	$ 110,000.00	$ 2,792,756.00	$ 2,916,200.00	$ 123,444.00
Federal	$ 32,040.00							$ -
Special	$ 949,163.00	$ 1,167,383.00	$ 846,447.00	$ 813,030.00	$ -	$ 844,117.00	$ 844,117.00	$ -
Total	**$ 3,082,593.00**	**$ 3,257,208.00**	**$ 3,371,056.00**	**$ 3,392,366.00**	**$ 110,000.00**	**$ 3,636,873.00**	**$ 3,760,317.00**	**$ 123,444.00**
FTE	29	27	27	27	27	27	28	1

The base budget Salary request includes teachers placed on the 07-09 Composite Salary Schedule and temporary dollars to staff a psych intern.

The base Operating budget increase includes increases for utilities and ITD charges.

The base budget request for Capital Assets includes a Braille printer, carpet replacement, window replacement, and sidewalk repairs.

The two primary sources of Special Fund revenue are rental income and land department income.
It is projected that NDVS/SB will generate $635,758 for Special Funds during 2007-09. The balance is carryover from 05-07.
Land Department revenue projections are down approximately $40,000.

The Senate amendment provides funding of $123,444 from the general fund for providing additional adult services. This includes $103,404 for salaries and wages of which $94,938 is for 1 new FTE position and $8,466 is for additional teacher and houseparent salaries and wages and $20,040 for related operating expenses.

NDVS/SB 2007-09 Optional Request Justification

	Request	Amount	Need	Funding Source
1	Carpeting for West Wing	$34,000	Very High	General
2	Window Replacement for South Wing	$40,000	Very High	General
3	Ceiling Tiles for Gym	$6,000	High	General
4	Driveway Extension	$30,000	Medium	General
	Total	$110,000		

All of the above are included in the Executive/Senate Action Budget

1. **Carpeting for West Wing** Request is to replace the balance of carpeting in the West Wing of the property. Carpet is very worn and starting to have holes becoming a safety issue.

2. **Window Replacement** Request is to replace the balance of windows on the South Wing of property. This would result in energy savings. The windows were installed during the original construction of the property in the 1960's.

3. **Ceiling Tiles for Gym** Request is to replace the ceiling tiles in the Gymnasium. NDVS/SB is upgrading the gymnasium area. The tiles are the original from 1971 when the gymnasium was constructed.

4. **Driveway Extension** Request is to extend the driveway to allow a second entrance to the parking lot. This would allow large vehicles (buses and delivery trucks) to enter and exit without having to back up the vehicle.

SUMMARY

It is critical that NDVS/SB continue to:

- Provide quality services to the specific population of persons who are blind or visually impaired throughout the state of North Dakota

Individuals served from 7/1/05 – 12/31/06	
Ages 0 – 3	74
Ages 4 – 6	45
Ages 7 – 18	137
Ages 19 – 54	98
Ages 55 +	54
Total	408

- Maintain and update the existing building and grounds to ensure its safety and meet the needs of the current mission
- Maintain state-of-the-art assistive technology equipment
- Meet the needs of the ever-growing number of people with age-related vision loss due to macular degeneration, diabetes, cataracts and glaucoma
- Collaborate with diabetes educators statewide

From Visual Impairment Among North Dakotans, 2005 Report, by Dr. Richard Rathge and Ramona Danielson:

Visual Impairment Among North Dakotans Ages 15 and Older	
2000 Estimates	10,396 persons
2010 Projections	13,011 persons
2015 Projections	14,335 persons

Our success is serving people with blindness and visual impairment across the state of North Dakota comes from a commitment and passion to fulfill our mission, making a difference for each person, and continually looking at ways to be more cost and time efficient.

The amendment as introduced by the North Dakota Association of the Blind and approved by the Senate would provide funding of $123,444 from the general fund for providing additional adult services, including $103,404 for salaries and wages of which $94,938 is for one new FTE position and $8,466 is for additional teacher and houseparent salaries and wages and $20,040 for related operating expenses.

This would enable our agency to improve services to adults statewide and provide two additional weeks of intense adult training which would be tailored to the individual needs. This would also reduce the expenditure of contracting with out-of state agencies and is in compliance with the mission of serving persons of all ages as per legislative intent in 2001.

We are grateful to the 2007 Lawmakers of North Dakota, Dr. Wayne Sanstead and the Department of Public Instruction, our staff, students and families, consumers, and all related entities and request your continued support. **Dr. Sanstead wrote: "I believe that today's outreach model at NDVS/SB is one in which the state can be proud and has been noticed nation-wide as a positive action for all concerned."** Dr. Sanstead is absolutely correct. We have presented on our programming nationally numerous times and have had individuals from other states visit our facility for implementation of programming within their specific states.

As a recent member of the International Board of the Association of Education and Rehabilitation of the Blind and Visually Impaired, current president of the Council of Schools for the Blind, and a member of the National Accreditation Council, I have had an opportunity to visit many schools and review related type programming, and I am assured even more how specialized our programming is, and how unique it is to the population of North Dakota.

- Are we totally cost efficient and successful with every person that is blind with whom we work?
- Do we provide totally equitable services statewide?
- Is this a perfect model of service delivery? **No**

- Do we have great joy and satisfaction in the achievements of the persons we serve?
- Do we collaborate with related agencies?
- Do the services we provide have a direct impact on the person and correlate with our vision and mission?
- Are we the primary agency in the state of North Dakota that serves persons who are blind and visually impaired and has the expertise in braille, orientation and mobility, vocational, assistive technology, daily living skills, and low vision with qualified staff with state and national certifications? **Absolutely, Yes**

Your ongoing support is truly appreciated; yet, as we have discussed, challenges exist. It is imperative that appropriate services be provided to the people of our state who are blind or visually impaired. Please help us to make this a reality.

Thank you.

What does the North Dakota Vision Services/School for the Blind represent?

B Belief
L Leadership
I Independence
N Needs
D Dedication

TESTIMONIAL #1

Our daughter was born 16 weeks premature and developed a serious eye condition called Retinopathy of Prematurity. She received two sight-saving surgeries before she was 4-months old. Kaylyn is labeled as visually impaired and hearing impaired but is doing exceptionally well thanks to the parent-infant services provided though the North Dakota School for the Blind. Kaylyn visits with a ND School for the Blind staff member once a month. We have been taught to help Kaylyn utilize her vision to the best of her ability through activities, toys, games, books, etc. We have also been able to connect with local families and children with visual impairments.

Kaylyn is a remarkable young child who is making huge strides towards living a productive life. We owe so much to the professionals we have had the opportunity to get to know and love.

As a rural school administrator, I have also seen the impact of the services available through the school for the blind that help provide the technology and supplies necessary to educate visually impaired children. The ND School for the Blind also offers support services by trained staff members for teachers and paraprofessionals working in our schools with special need students.

Cory and Kara MacIver

TESTIMONIAL #2

My name is Lori Mattick. My family moved to North Dakota last year. I have a 5 year old daughter, Quincie, who was born with a genetic condition called Leber's Congenital Amaurosis. This means that she was born with only light perception. So, needless to say, having to move to a new location meant that we were overwhelmed with concerns and worries about the services that would be available for our daughter. We were relocating from Canada, so we really were uncertain of how "the system" works and what to expect for programs.

I have been completely thrilled with the services that we have been receiving from the North Dakota Vision Services! My daughter's life has been forever changed in such a positive way with our move to North Dakota. Quincie receives individual sessions with a NDVS children's worker every week. While they eat lunch together, they work on many daily living skills. These skills are so essential for Quincie to learn so that she fits in with her peers and grows to become an independent adult! Many times our daughter has come home from school to proudly show us how she can do things. She has explained to us that she can do whatever all the other kids are doing, she just needs someone to help her figure it out first!

Even though we live 4 hours away from the NDVS Orientation and Mobility teacher, Quincie receives individual sessions with this teacher one or two times per month! These sessions are so vital to promote independence in our daughter. Quincie has learned so much about using her cane properly and continues to learn so many other skills necessary for her to become an independent adult.

Quincie's Vision Teacher within the school system often accesses NDVS for ideas, materials, technology assistance, activities, games and additional aids to make Quincie's programming as effective as possible. We also access NDVS for our home. We have books, descriptive videos and many other things that Quincie uses on a regular basis. We look forward to using the NDVS/School for the Blind as Quincie gets older and is able to attend the intensive programming offered at the school. We also look forward to Quincie developing many friendships as she attends the summer camps organized by the NDVS.

The NDVS will continue to share their knowledge and change our daughter's life. It also fills our entire family with knowledge and encouragement on how to raise a blind child in a sighted world. I know our daughter will grow up to be the great individual she can be with help along the way from such terrific agencies as the NDVS/School for the Blind.

Lori Mattick

NDVS/SB [illegible]VEY NOV 2006

EVALUATION REPORT COVERS SERVICES FROM JULY 1, 2006 THROUGH OCTOBER 31, 2006

Number of Surveys sent	62
Number of Surveys returned	35

#	QUESTION	VERY GOOD	GOOD	FAIR	POOR	N/A
1	Overall quality of service you received	22	11	2	0	0
2	Timeliness of service provided	22	10	3	0	0
3	Courtesy and respect shown to you	28	6	0	0	1
4	Usefulness of information received (reports, etc)	25	7	2	0	1
5	Usefulness of materials and equipment provided	21	9	2	0	3
6	Coordination with schools/agencies	24	9	0	0	2

Would you recommend NDVS/SB services?	YES	NO	Not Answered
	33	1	1

NORTH DAKOTA VISION SERVICES/SCHOOL FOR THE BLIND

ORGANIZATIONAL STATUS STUDY

Prepared for
Carmen Grove Suminski
Superintendent
North Dakota Vision Services/School for the Blind
and
Dr. Wayne G. Sanstead
State Superintendent
North Dakota Department of Public Instruction

By
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Sartell, Minnesota

June, 2003

TABLE OF CONTENTS

Section	Page
Chapter I: Design of the Study	1
1.0 Purpose of the Study	1
1.1 Need for the Study	2
1.2 Methodology	4
1.3 Geographic Setting	6
1.4 Questions of the Study	9
1.5 Assumptions	10
1.6 Role of Independent Third Party Neutral	12
1.7 Organization of the Study	13
Chapter II: Findings	15
2.0 Introduction	15
2.1 Historical References	15
2.2 Enrollment/Clients	17
2.3 Finances	22
2.4 Organizational Configuration	30
2.5 Staffing	35
2.6 Programs and Services	39
2.7 Facilities	45
2.8 Collaboration/Cooperation	47
2.9 Marketing	48
2.10 Strategic Planning	49
2.11 Accreditation	50
2.12 Internal Organizational Ratings	51
Chapter III: Conclusions, Alternatives, and Recommendations	54
3.0 Introduction	54

3.1 Conclusions 55
3.2 Alternatives 65
3.3 Recommendations 65

CHAPTER III

CONCLUSIONS, ALTERNATIVES, AND RECOMMENDATIONS

3.0 Introduction

The **Organizational Status Study** was conducted to establish a 2002-03 status profile of the North Dakota Vision Services/School for the Blind organization which could be used as a basis for further strategic planning, organizational self-improvement, and longitudinal organizational self-evaluation.

The strategic goal for conducting the **Organizational Status Study** was to provide external third-party neutral assistance to the leadership of the North Dakota Vision Services/School for the Blind in order to enhance organizational effectiveness, efficiency, and cost/effectiveness in the delivery of programs and services to the State's blind and visually impaired pre-school, school-aged, and adult populations.

The 2002-03 study was conducted to gather data, provide for its analysis, draw conclusions, identify alternatives (very limited), and tender recommendations to the State Superintendent of the North Dakota Department of Public Instruction and the Superintendent of the North Dakota Vision Services/School for the Blind. The questions specified below provided direction to the Project Consultant during the conduct of the study and were intended to be addressed by the study:

- What is the current status of the North Dakota Vision Services/School for the Blind's enrollment/clients, finances, programs and services, staffing, facilities, and other organizational characteristics?

- What are the Project Consultant's conclusions about the current status of the North Dakota Vision Services/School for the Blind?

- What are the Project Consultant's alternatives to increase the North Dakota Vision Services/School for the Blind's effectiveness, efficiency, and cost/effectiveness in the future?

- What recommendations does the Project Consultant tender to the Superintendent of the North Dakota Vision Services/School for the Blind and the State Superintendent of the North Dakota Department of Public Instruction as preferred, cost/effective, qualitative directions for the organization to pursue to maintain or enhance the delivery of quality programs and services for the pre-school, school-aged, and adult populations served by the North Dakota Vision Services/School for the Blind?

3.1 Conclusions

The Project Consultant derived the following conclusions through the conduct of the **Organizational Status Study**:

- The organization's unduplicated clients in the 0-21 age category increased from 211 to 286 clients, a gain of +75 clients or +35.5%, between 1999-00 and 2002-03.

- The organization's unduplicated adult clients increased from 92 (1999-00) to 120 clients (2002-03), a net gain of +28 clients or +30.4%.

- The organization's unduplicated clients served between 1999-00 and 2002-03 increased from 303 to 388 clients, a net gain of +85 clients or +28.1%.

- From 1991-92 through 2002-03, the organization realized a 13-fold increase in unduplicated clients served in the 0-21 age category, an 8-fold increase in adult clients served, and a 12-fold increase in the total number of clients served.

- The number of pre-school, school-aged, and adult clients served (unduplicated) by the organization during the 1999-00/2002-03 span staggeringly exceeded the number of clients served during the 1991-92/1994-95 time span.

- The North Dakota State Legislature's intent to expand the number of blind and vision impaired North Dakotans served by the organization's staff, programs, and services through altering the organization's delivery model

has been clearly fulfilled.

- The organization's total clients served (duplicated) increased from 837 in 1995-96 to 6,688 in 2002-03, a net gain of +5,851 clients served (duplicated) or +699%.

- The organization's consultations (duplicated) increased from 386 in 1995-96 to 2,391 in 2002-03, a net gain of +2,005 or +519.4%.

- The organization's evaluations (duplicated) increased from 190 in 1995-96 to 396 in 2002-03, a net gain of +206 evaluations or +108.4%.

- The organization's instructions (duplicated) increased from 261 in 1995-96 to 3,901 in 2002-03, a net gain of +3,640 instructions or +1,394.6%.

- The growth in the number of clients served by the organization – both unduplicated and duplicated counts – is truly remarkable and worthy of the highest level of commendation.

- Over the five biennia or ten fiscal years from 1991-93 through 2001-03, the organization's total expenditures increased by +$428,789 or +14.1%.

- The organization's average annual increase in expenditures amounted to a diminutive 1.41%/year between 1991-93 and 2001-03.

- The average annual increase in organizational expenditure over the ten year span of time from 1991-93 (base) through 2001-03 is particularly significant when considered in light of the dramatic increase in the number of clients served during the same span of time.

- The organization has demonstrated prudent and accountable fiscal management over the five biennia from 1991-93 through 2001-03.

- Despite less than inflationary increases in the organization's expenditure budget, programs and services have been maintained (in fact, increased), and clients served has substantially (and continuously) grown to record levels.

- In 1991-93, the organization expended $1,942,944 for salaries/wages/benefits. By 2001-03, salaries/wages/benefits amounted to $2,712,426, a ten year increase of +$769,482 or +39.6%.

- The organization's salaries/wages/benefits increased by an average annual rate of 3.96%/year, a figure that was within reasonable cost parameters during the period of nearly historic growth in the nation's economy.

- The organization has demonstrated prudence in accountability in maintaining salary/wage/benefit cost containment over the five biennia

from 1991-93 (base biennia) through 2001-03.

- The leadership of the organization is commended for its prudent fiscal management.

- The organization's General Fund revenue/appropriations declined from $2,272,358 in the 1991-93 biennium to $2,102,259 in the 2001-03 biennium, a decrease of -$170,099 or -7.5%.

- The organization's General Fund revenue appropriation from the State of North Dakota during the 2003-05 biennium will further decline by -$12,434 or -.6% from the 2001-03 General Fund revenue appropriation figure.

- The organization's General Fund revenue appropriation from the State of North Dakota has decreased in four successive biennia or eight successive years.

- The organization operates under the jurisdiction, direction, control, and management of the North Dakota Department of Public Instruction and its State Superintendent.

- The organization's hierarchical structure is comparatively flat.

- The organization's structure is well defined and understandable,

enhancing the flow of internal communication.

- The organization's Outreach Division is the largest programmatic and personnel component, allocating 16 full-time staff members to instruction, assessment, assessment/evaluation, consultation, in-service training/staff development, technical assistance, instructional technology, vocational preparedness, orientation and mobility, and related functions.

- The organization's Vision Resource Center is the second largest division with five employees.

- The organization's Superintendent has a reasonable "span of control" (number of individuals supervised).

- The organization's staff members have excellent grasps of their own job responsibilities and, as well, the job responsibilities of others.

- There is substantial evidence that the organization's staff members are highly goal-oriented, self-starting, and responsible to expectations placed on them by the Superintendent and division heads.

- The organizational configuration/structure functions successfully with high levels of productivity and accountability.

- The organization employed 30 staff members or 28.3 full-time equivalent

members during the 2002-03 organizational year.

- The largest cadre of organizational staff members is found in the teaching ranks with 12 employees or 11.8 full-time equivalent staff members employed.

- The organization's staff has sufficiently diversified background, experience, training, and expertise to deliver the array of programs and services necessary to fulfill its statutory mandates and furnish assistance to service-providing organizations and families that is unduplicated by other organizations and, indeed, would be unavailable if the organization were not to exist.

- The organization's staff decreased from 35.0 full-time equivalents in 1992-93 to 28.3 full-time equivalents in 2002-03, a decline of -6.7 staff members or a -19.1%.

- The organization has experienced substantial personnel reductions between 1992-93 and 2002-03. The staff losses have occurred despite the fact that the organization's clientele and the breadth and scope of organizational programs and services have dramatically increased over the same span of time.

- It is predicted by the Project Consultant that the breadth, scope, and

geographic span of the organization's programs, services, and clientele will outstrip the staff allocation and budgetary resources necessary for the organization to furnish qualitative services in the future.

- The organization provides a comprehensive array of programs and services.

- Center-based instructional programs and services include Compensatory Skills, Specific Skills, Summer Adventure, and Life Experiences Advance People (LEAP) Program.

- The organization operates the comprehensive Vision Resource Center, an all-purpose, multi-functional resource asset that serves the organization's professional staff, field-based outreach staff, public school district and non-public school staffs, special education cooperative staff, families, collaborative service-providing organizations, and blind and vision impaired clients/students.

- The organization operates a comprehensive Technology Center to provide assistance and information to those who are visually impaired and who wish to use technology to meet their needs at school, work, or home.

- The organization's mission, focuses, programs, and services do not

duplicate those of other organizations in the State of North Dakota and are not matched in kind or quality by any other State agency, organization, or entity, either private or public.

- The organization's facility is comprised of 44,946 square feet of teaching/learning, support, office, residence, and rental/lease spaces.

- The organization's facility was constructed in 1959 and received subsequent additions in 1975 and 1977.

- The organization leases/rents building space to the Grand Forks School District, University of North Dakota, and the North Dakota University System, Higher Education Computer Network, Student Information System. Substantial revenue is generated by the organization through rental of its excess teaching/learning, support, and office spaces to the aforementioned entities.

- The organization's lease/rental rate is $8.50/square foot, effective July 1, 2003.

- The organization is a highly collaborative educational organization.

- The organization extensively markets its programs and services to North Dakota organizations which provide service to blind and vision-impaired students/clients throughout the State of North Dakota.

- The organization has developed (and maintains) a comprehensive strategic plan, including objectives and strategies.

- The organization has instituted continuous self-improvement processes and in April, 2002 underwent an extensive (and successful) accreditation process.

- The organization's staff rates the North Dakota Vision Services/School for the Blind as a highly effective and qualitative organization.

- The State Superintendent of the North Dakota Department of Public Instruction and his executive level administrative staff are highly supportive of the Superintendent of the North Dakota Vision Services/School for the Blind, her staff, and the organization's programs and services. The State Superintendent and his executive level staff meet with the Superintendent of the North Dakota Vision Services/School for the Blind on a quarterly basis, formally, and on numerous other occasions, informally, to discuss organizational progress, new organizational initiatives, organizational improvement efforts, legislative initiatives, and other matters of mutual interest to the Department and School.

3.2 Alternatives

The North Dakota Vision Services/School for the Blind is an effective, efficient, and cost/effective organization. Its conversion from a center-based to an outreach-based/center-based (combination) model in the mid-1990's was a brilliant decision, largely responsible for increasing the school's cost/effectiveness and its staggering increase in clients (unduplicated or duplicated) served. The organization is **perfectly suited to its current market niche.**

It is the Project Consultant's assessment, however, that the North Dakota Vision Services/School for the Blind's growth in clientele (both individuals and organizations requiring services) will outstrip the capabilities of the staff to continue to provide quality programs and services and, likely, will result in greater staff turnover and emerging morale issues in the future. If this scenario were to unfold, the State of North Dakota – through under-funding and under-staffing the organization – will have weakened a superlative organization of its own making. That would be tragic.

3.3 Recommendations

The Project Consultant tenders the following recommendations to the State Superintendent of the North Dakota Department of Public Instruction and the Superintendent of the North Dakota Vision Services/School for the Blind:

- That increased funding be sought from the State of North Dakota Legislature to expand staffing, programs, and services to serve an increasing number of blind and visually impaired clients and related service-providing organizations.

- That the organization allocate additional time and resources for the entire staff (center-based and outreach-based) to engage in strategic and curricular planning.

- That the organization expand its marketing endeavors to increase general awareness of the quality programs and services delivered by the North Dakota Vision Services/School for the Blind.

- That the organization increase its exploration, adoption, and generalized usage of technology as a vehicle for enhancing learning and improving the quality of life of the blind and visually impaired.

- That the organization expand the breadth and scope of its efforts to further refine evaluations of its programs and services and, hence, increase organizational quality.

Hand + #17a

SB 2013
February 21, 2007

ND Vision Services/School for the Blind
Amendment Included in SB 2013 as Proposed by the ND Association of the Blind (NDAB)

	2007-08	2008-09	Total
Salaries:			
One FTE (services throughout the state)	$ 46,506.00	$ 48,432.00	$ 94,938.00
Additional Teacher days for 2 weeks center based training for adults	$ 2,014.00	$ 2,052.00	$ 4,066.00
Houseparent salaries for 2 weeks center based training (140 hours)	$ 2,200.00	$ 2,200.00	$ 4,400.00
Total Salaries	$ 50,720.00	$ 52,684.00	$ 103,404.00
Operating:			
Travel (based on One FTE)	$ 6,000.00	$ 6,000.00	$ 12,000.00
Telephone & Data processing (based on One FTE)	$ 720.00	$ 720.00	$ 1,440.00
Education Supplies	$ 2,500.00	$ 2,500.00	$ 5,000.00
Food supplies for 2 week additional center based programming	$ 800.00	$ 800.00	$ 1,600.00
Total Operating	$ 10,020.00	$ 10,020.00	$ 20,040.00
Total Amount Requested for Adult Services	$ 60,740.00	$ 62,704.00	$ 123,444.00

Handout # 18

SB 2013
February 21, 2007

Testimony for Senate Bill 2013
For Biennial Years of 2007 through 2009

TO: North Dakota House of Representatives, Education and Environment Division of the House Appropriations Committee, Francis Wald, Chair

From: Allan Peterson, Legislative Liaison
North Dakota Association of the Blind

This testimony is offered in support of North Dakota School for the Blind's Budget for the upcoming biennium of 2007 through 2009,. It is our proposal that the NDVS/SB Budget be amended so that two FTE's could be added to the staff; the responsibilities of the two additional staff members would be devoted to provide a comprehensive set of blindness rehabilitation skills training to adults of North Dakota who experience blindness and sight loss.

Current Status of Rehabilitation Skills Training for Adults in North Dakota:

Responsibility for adult blindness rehabilitation skills training is shared by North Dakota Vocational Rehabilitation (VR) and North Dakota Vision Services / School for the Blind (NDVS/SB).

The focus of the State VR vision service program is directed toward serving adults with sight loss who are over the age of 54. The training that the VR program offers teaches techniques that help people to adjust to sight loss and live more independently within their own home environment. Typically, a VR vision specialist will spend two to three hours with a client once or twice a month. This level of contact is dictated by the number of clients that are seeking service plus the travel time that is needed to get to a client's home.

Alternatively, NDVS/SB provides an intensive center based program that offers skills training in a number of areas that are critical to people seeking greater independence and opportunities for employment. During the year, training sessions for adults at the School are limited to two one week sessions and a third session that runs for a week and a half. The limitation on the length of time for an adult training program is due to availability of staff for this program and the School's primary mission which is to serve the educational needs of school aged children with sight loss.

The training programs administered by both VR and the School are vital to help citizens of our state to cope with adjustments to sight loss. The problem that often faces many, who become blind or visually impaired, is that they need a greater level of blindness rehabilitation skills training than is currently available in North Dakota. Although the training skill set which they need is available at Vision Services / School for the Blind, there isn't enough time for them to adequately learn all that they would need to help them achieve a greater level of independence.

The most recent study of the state's services for people who are blind and visually impaired, was done during the interim between the 1999 and the 2001 State Legislative Assemblies. As a consequence of this study, legislation was passed that gave NDVS/SB formal authorization to provide vision services to North Dakota adults who become blind or visually impaired. At that time there was no increase in the School's budget to accommodate its expanded role in providing adult blindness rehabilitation skills training.

The 1999 - 2001 study of vision services, also, revealed that there was a population of people between the ages of 21 and 54 with sight loss who were ineligible for services from VR because they didn't have an identifiable employment goal. Life circumstances, such as health and family situations, in some cases, make it difficult or even impossible for a person to seek an employment goal.

Proposal:

North Dakota Association of the Blind is proposing that two additional instructors be added to the staff at North Dakota Vision Services / School for the Blind. Duties of these additional instructors would be dedicated to provide blindness rehabilitation skills training to adults. The supervision and administration of the additional teaching staff would be performed by NDVS/SB, within the Department of Public Instruction.

It is our suggestion that the focus of the set of teaching skills, for the two additional staff members at NDVS/SB, be primarily directed toward teaching (1) mobility and orientation and (2) computer and technology skills to deal with blindness. In today's society, these two areas are most crucial for a person who is blind to achieve success in becoming employed.

We are proposing that, to improve and strengthen the adult program at NDVS/SB, that the School's budget be increased by $245,760 for the 2007-2009 biennium. A budget proposal is attached which details these additional costs. The travel that is included in the proposed budget is primarily to cover in-state travel to do one-on-one training, conduct seminars and help market the training program.

Justification:

Our neighboring states (Minnesota, South Dakota and Montana) offer significantly more intensive blindness skills training to its citizens with sight loss than does North Dakota. Each person has different needs but the average length of intensive blindness rehabilitation skills training provided at the South Dakota Training Center is nine weeks.

Teaching the skills needed to deal with sight loss takes time and effort from both the instructor and student. Each individual has a different capacity for learning; therefore, instruction is best done on a one-to-one basis.

Contracting with agencies outside North Dakota can and has cost a significant amount of the state's resources. If an intensive rehabilitation skills training program were in place, the costs that have been proposed herein could be recovered (instead of contracting with an agency outside of North Dakota) with as few as a half a dozen clients per year that were successfully served.

The aging of our population and the increase of sight loss that is associated with advancing age, also, means that there will be a much larger segment of our state's population that will be dealing with the affects of blindness and sight loss in the not to distant future. See the population projections that have been done by the NDSU Data Census Center.

Proposal for Additional Adult Services

	2007-08	2008-09	Total
Salaries:			
One FTE (services throughout the state)	$ 48,741.00	$ 51,178.00	$ 99,919.00
Second FTE	$ 48,741.00	$ 48,741.00	$ 97,482.00
Additional Teacher days for 3 weeks center based training for adults	$ 2,513.00	$ 2,566.00	$ 5,079.00
Houseparent salaries for 3 weeks center based training (140 hours)	$ 3,300.00	$ 3,300.00	$ 6,600.00
Total Salaries	$ 103,295.00	$ 105,785.00	$209,080.00
Operating:			
Travel (based on One FTE)	$ 6,000.00	$ 6,000.00	$ 12,000.00
Travel Second FTE	$ 6,000.00	$ 6,000.00	$ 12,000.00
Telephone & Data processing (based on One FTE)	$ 720.00	$ 720.00	$ 1,440.00
Telephone & DP Second FTE	$ 720.00	$ 720.00	$ 1,440.00
Education Supplies	$ 3,600.00	$ 3,600.00	$ 7,200.00
Food supplies for 3 week additional programming	$ 1,300.00	$ 1,300.00	$ 2,600.00
Total Operating	$ 18,340.00	$ 18,340.00	$ 6,680.00
Total Amount Requested for Adult Services	$ 121,635.00	$ 124,125.00	$245,760.00

N D A B

The North Dakota Association of the Blind

NDAB Resolution 2006-01. Blindness Rehabilitative Skills Training:

Whereas, diseases and injuries that result in blindness and permanent sight loss are universally recognized as being severe life altering disabilities that require intensive rehabilitation skills training for people to cope with this condition and;

Whereas, it has been shown that persons with blindness and visual impairments who receive intensive "center based" rehabilitation skills training are employable and do function independently and;

Whereas, the option of a more intensive "center based" blindness rehabilitation skills training program for citizens of North Dakota, was lost when the center headed by Ed Christensen was closed more than a decade ago and:

Whereas, citizens of North Dakota who seek the option of a more intensive center based program of blindness skills training often must go out of the state to acquire these services and;

Whereas, a program that provides all facets of a center based blindness rehabilitation skills training program is available through North Dakota Vision Services / School for the Blind in Grand Forks but is only available to adults for three and a half weeks a year;

Now, therefore, be it resolved that the North Dakota Association of the Blind in convention assembled at the Airport International Inn in Williston, North Dakota on this date of Sunday June 11th, 2006 urge and direct the parties that have responsibility for the blindness rehabilitation skills training program in North Dakota to work together to offer an intensive center based program of services of such length and scope that it meets the individual needs of people in North Dakota who experience blindness and visual impairments and seek the availability of this type of training. The Association requests the assistance and cooperation of the Governor, the State Legislature, the North Dakota Superintendent of Public Instruction, administrators in Vocational Rehabilitation, and the Departments of Human Services and Public Instruction to establish and maintain such a program of service.

It is with pride and total commitment that NDVS/SB continue to provide leadership and an array of highly specialized vision specific services. We have strengthened what we do best and will continually identify innovative and progressive ways to ensure that the persons who are blind or visually impaired residing in the state of North Dakota receive appropriate services based on their individualized needs.

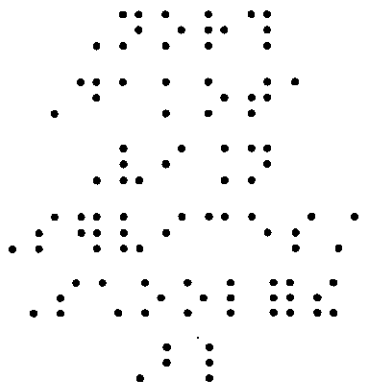
Carmen Grove Suminski
Superintendent

NDVS/SB is a
Division of The Department of
Public Instruction
Dr. Wayne Sanstead,
State Superintendent

Serving the Visually Impaired Since 1908

NDVS/SB does not discriminate on the basis of race, color, national origin, sex, age, or disability in employment or provision of services

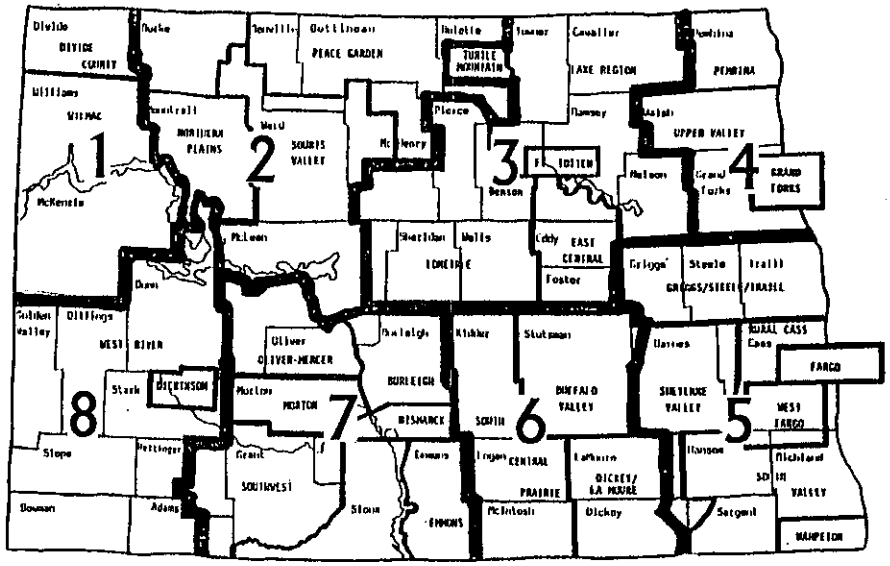
North Dakota Vision Services/ School for the Blind



North Dakota Vision Services
School For The Blind

500 Stanford Road
Grand Forks, ND 58203
701-795-2700
1-800-421-1181
www.ndvisionservices.com

Serving Visually Impaired Persons throughout the state of North Dakota



REGION 1 & 2
Dianne Giessinger, Coordinator
1600 2nd Ave. SW, Suite 4
Minot, ND 58701
701-857-7635

REGION 3
Linda Kraft, Coordinator
300 2nd Ave. NE Suite #208
Jamestown, ND 58401
701-253-3012

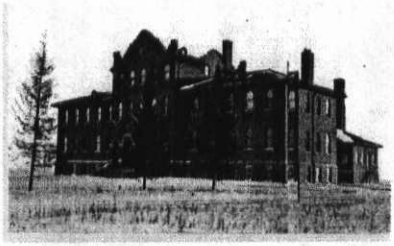
REGION 4
Katrina Wendel, Coordinator
500 Stanford Road
Grand Forks, ND 58203
701-795-2716

REGION 5
Marie Topp, Coordinator
SE Human Service Center
2624 9th Ave. SW Rm 232
Fargo, ND 58104
701-298-4428

REGION 6
Lanna Slaby, Coordinator
300 2nd Ave. NE Suite #208
Jamestown, ND 58401
701-253-3012

REGION 7 & 8
Mary Verlinde, Coordinator
418 E. Broadway Ave. Suite #228
Bismarck, ND 58501
701-328-3986

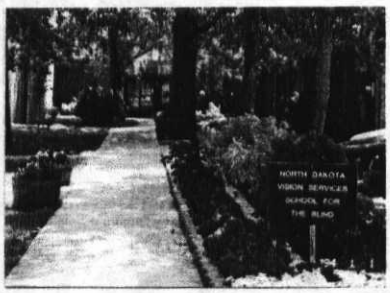
History



North Dakota's first School for the Blind was constructed in Bathgate for $24,197. In 1959 a bill was passed to relocate the school to Grand Forks, and the new education building and residence hall were opened in 1961.



In 1995, renovation was completed consisting of outreach and administrative offices and centers in the vision specific areas including daily living skills, technology, vision resources, vocational, and music. In 1998, additional renovation was done which includes two apartments, two suites, conference room, commons area, two offices, and instructional center.



Our Mission

To function as a statewide comprehensive resource center and to work cooperatively with related agencies in providing a full range of services to all persons who are blind or visually impaired, including those with multiple disabilities.

Our Services

North Dakota Vision Services/School for the Blind (NDVS/SB) provides regionalized outreach services and center based programming to persons of all ages; infants and their families, students and adults. Also available is information about services and products that can help in maintaining independence.



Eligibility: Any individual with an impairment in vision, which even with correction, affects the individual's functional ability.

How to Access Services:

Contact the Regional Coordinator in your area or call NDVS/SB at 1-800-421-1181.

Evaluations, Consultations, and Instruction:

- Adaptive Technology
- Braille and Braille Music
- Daily Living Skills
- Functional Vision Evaluations
- Low Vision/Adaptive Techniques/Aids
- Orientation and Mobility
- Recreation/Leisure
- Vocational/Career Education

Housing is available for students and adults while participating in programming.



Vision specific and technology equipment are available on loan to persons who are blind or visually impaired, families, local school districts, private schools, vocational rehabilitation, and related entities.

Vision Resource Center

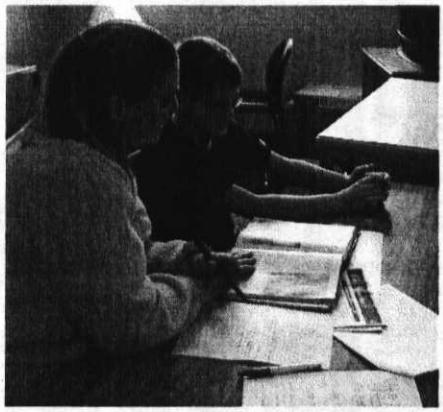
- Consumer and Professional Library
- American Printing House Quota Funds and Materials
- Talking Book Machine Lending Agency
- Descriptive Videos
- Toy/Adaptive Equipment Lending Library
- Access to Information
- The Store (adaptive aids for sale)
- Braille Access Center

Programs

- Specific Skills
- Compensatory Skills
- Summer Adventure
- Career Week
- Independent Living
- Adult Weeks

Speakers Bureau

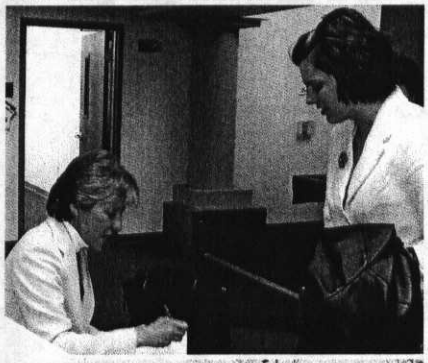
Inservice Training



Handout #8

SB 2013
February 21, 2007













North Dakota Teacher Center Network

Mission

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.

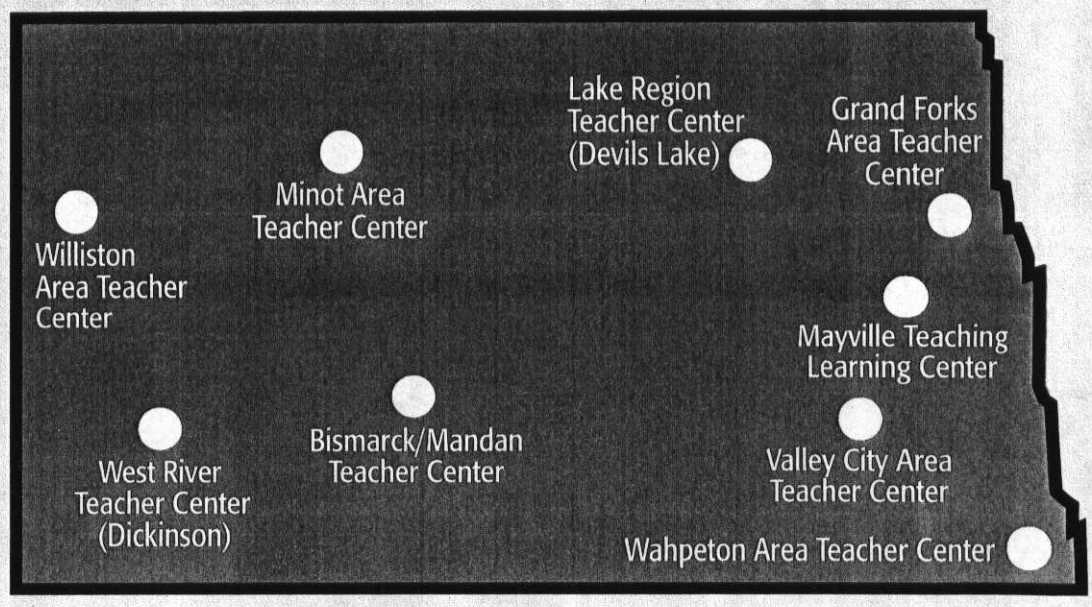
Goals

1. Deliver professional development based on research and best practices.
2. Facilitate joint projects and exchange of services between K-12 schools, state agencies and institutions of higher education for professional development of preservice and inservice teachers.
3. Communicate via print and/or electronic mediums to all constituents.

Results

For 30 years, the NDTCN has been providing quality professional development to educators throughout North Dakota. During the 2005-2006 school year, the NDTCN:

- Served 7,416 teachers, 1,090 pre-service teachers and 60,599 students.
- Supported 305 dues-paying members, including public school districts, non-public schools and individuals.
- Distributed 9,144 newsletters monthly.
- Made available for check out 48,833 educational resources.
- Offered 217 educational courses to 6,126 participants.
- Partnered with 94 non-school educational agencies within North Dakota and Minnesota.

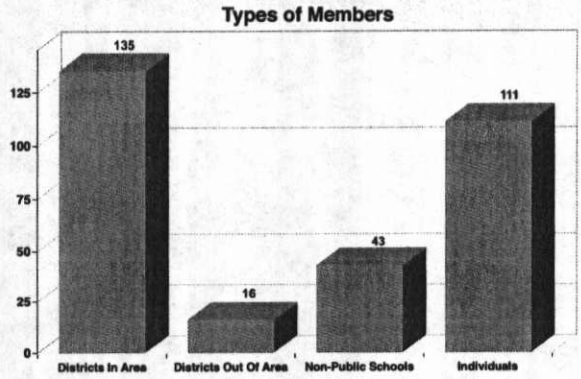


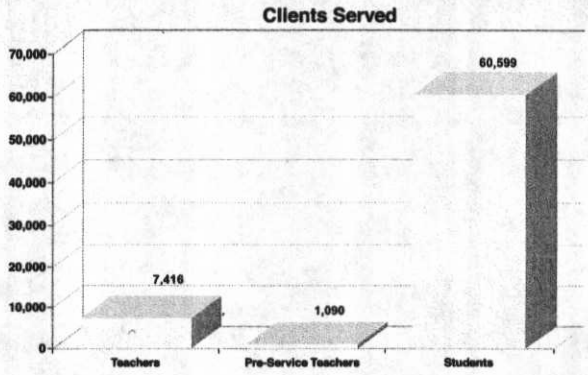
www.sendit.nodak.edu/tcn • 701.483.2166

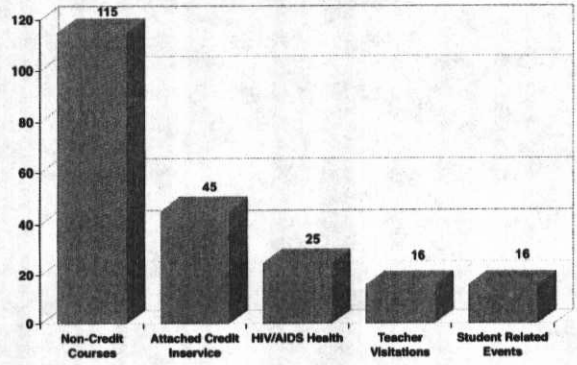
More NDTCN Results

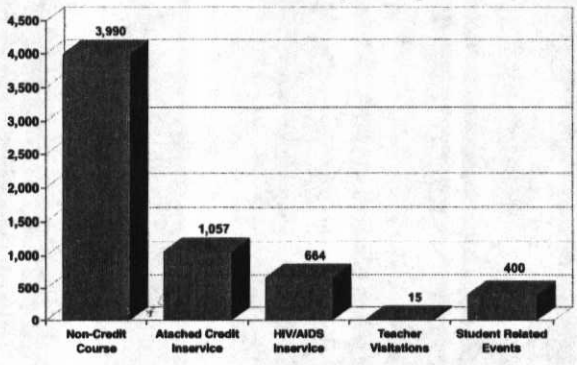
NDTCN

The nine centers had a total of 305 dues-paying members for Fiscal Year 2005-2006. All nine centers sponsored professional development programs with 6,126 participants in 217 courses.



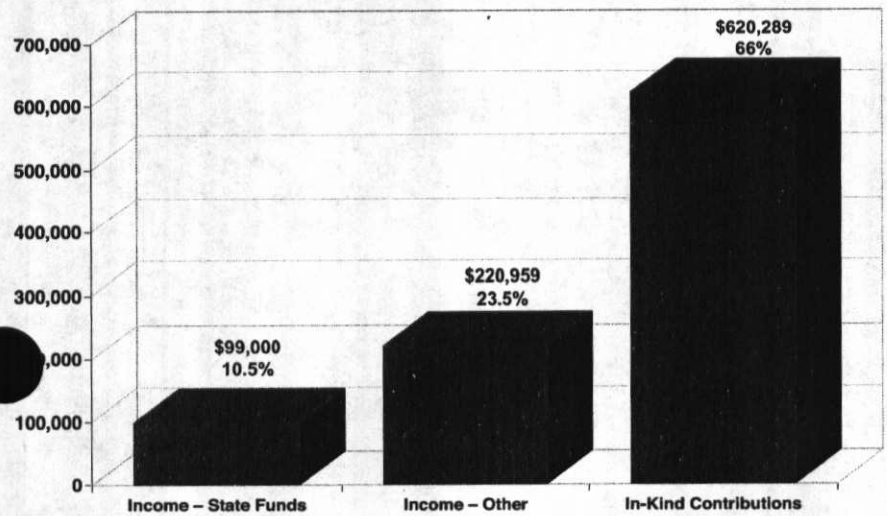


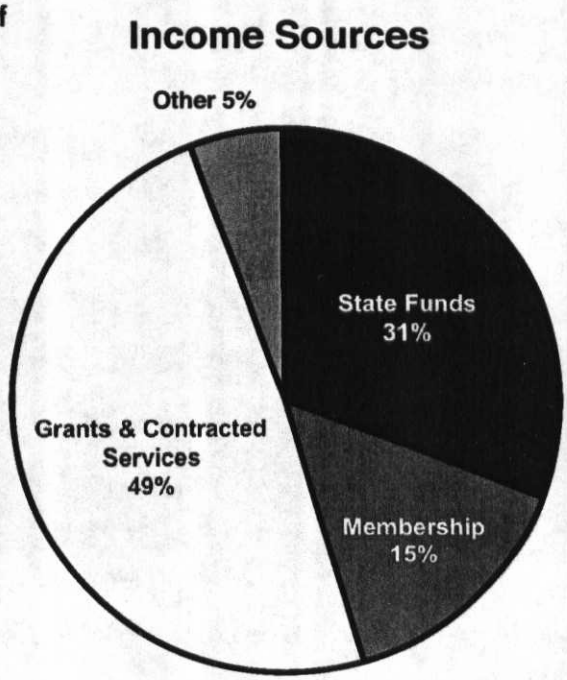




Financial Support

The centers rely on two types of financial support: income and in-kind contributions. In 2005-2006, the nine centers reported combined income and in-kind contributions of $940,248. Both sources are critical to the continued operation of the centers.





Mission

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.

Goals

1. Deliver professional development based on research and best practices.
2. Facilitate joint projects and exchange of services between K-12 schools, state agencies and institutions of higher education for professional development of preservice and inservice teachers.
3. Communicate via print and/or electronic mediums to all constituents.

Information

www.sendit.nodak.edu/tcn
sdt-tcn@listserv.nodak.edu

Teacher Centers

Bismarck/Mandan Teacher Center
(701) 355-3075
library.educ8.org/teachercenterservices.asp

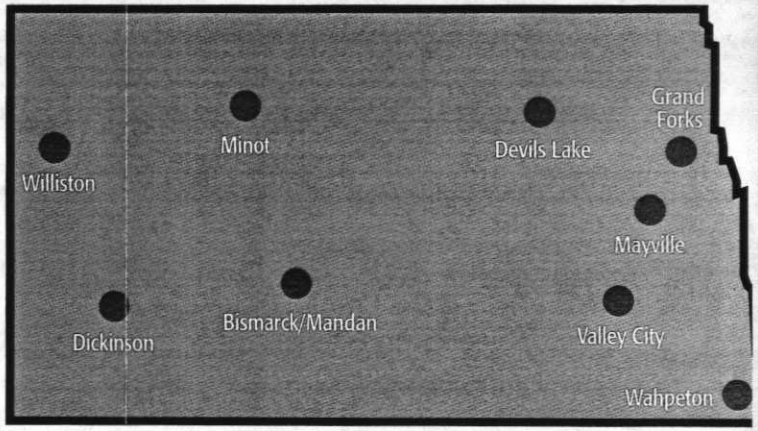
Grand Forks Area Teacher Center
(701) 777-4394
www.und.nodak.edu/dept/tcenter

Lake Region Teacher Center (Devils Lake)
(701) 662-7690
www.lrtc.dlschools.org

Mayville Teaching Learning Center
(701) 788-4796

Minot Area Teacher Center
(701) 857-4467
www.minot.k12.nd.us/tlc

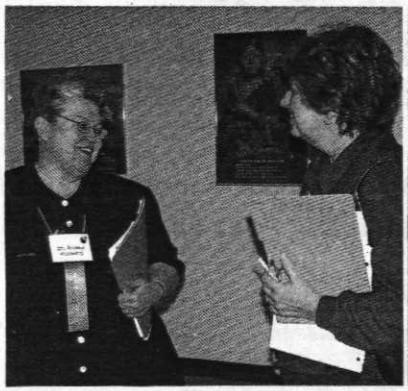
Valley City Area Teacher Center
(701) 845-7221
teachercenter.vcsu.edu

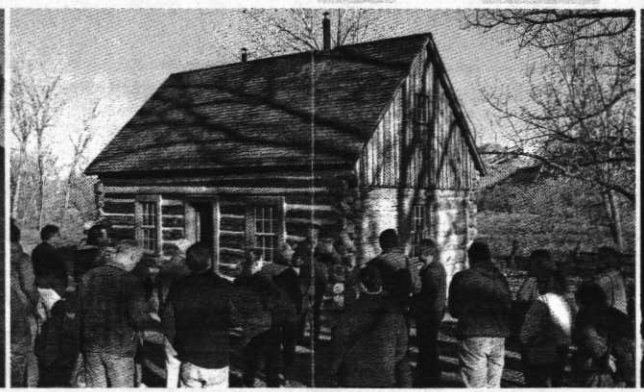


Wahpeton Area Teacher Center
(701) 671-2242
www.wahpeton.k12.nd.us/

West River Teacher Center (Dickinson)
(701) 483-2166
www.dickinsonstate.edu/WRTC.asp

Williston Area Teacher Learning Center
(701) 774-4270
www.wsc.nodak.edu/alumnifriends/TLC/









Handout #8a SB 2013
January 21, 2007

"Our local [redacted] a teacher center is an invaluable w[redacted] of resources for rural teachers. Not only does our teacher center put the physical teaching resources at our fingertips, but it also keeps us informed of professional development opportunities."

– Mary Fuka
Board Member,
Wahpeton Area Teacher Center

Services

- Staff development programs
- Resource materials
- Distance learning
- Graduate credit classes
- Workshops on various topics
- Assistance in facilitating state and federal programs and grants
- Updates on accreditation changes
- Teacher exchange/visitation
- Curriculum enhancement
- Technology
- Guest speakers
- Conferences/festivals for students
- Programs for parents and children
- Regular newsletters
- Support for pre-service teachers
- Referral services
- Starlab portable planetarium
- Coordination with educational agencies across North Dakota

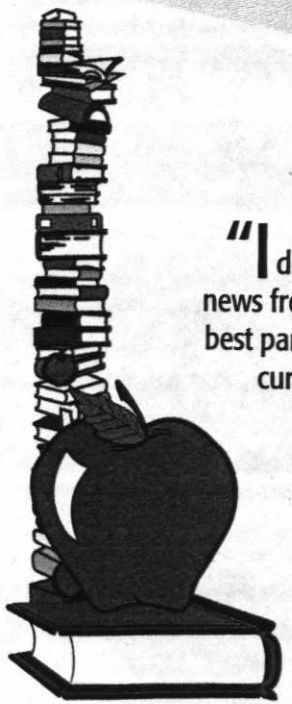
NDTCN[redacted]

... is an education link between educators, schools, higher education, state and national educational support agencies and communities, which enhances the 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.

"North Dakota Teacher Centers do a fine job of providing pertinent, up-to-date educational information for our staff members, along with some excellent professional development opportunities."

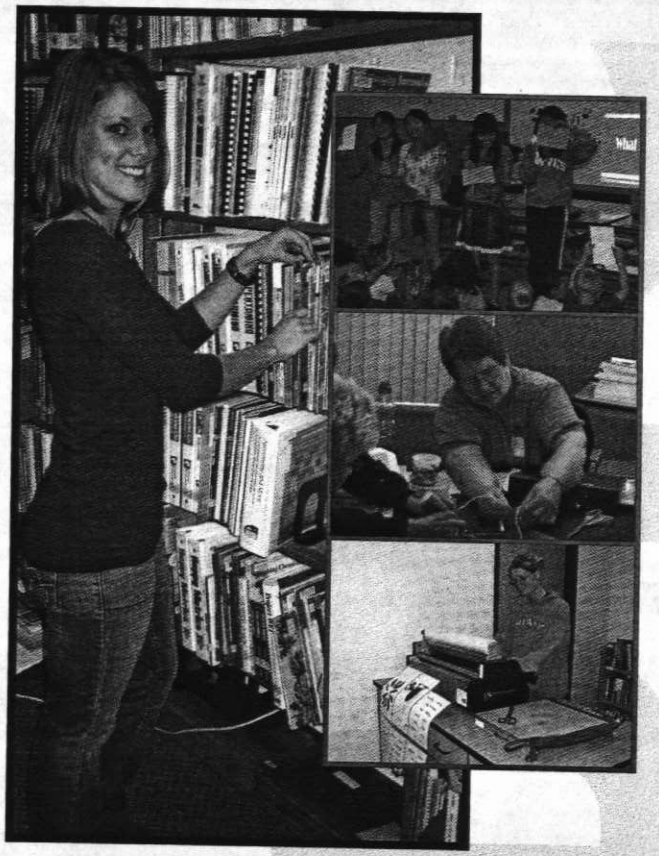
– Dean Koppelman
Superintendent,
Valley City Public Schools



"I do so appreciate getting the news from the teacher center. The best part for me is seeing the new curriculum available and also the classes that are going to be offered in our area. Everything is always so promptly taken care of."

– Margaret Vollmuth
Teacher, Maple Valley
Elementary, Buffalo

NDTCN



North Dakota Teacher Center Network

Handout # 6

SB 2013
February 21, 2006

Governor's School - Why it should continue

Comments by past students

Governor's school is an awesome program, that you not only enhance in your learning skills, but also have the time of your life. The first week literally felt like a month, and it felt like I've known the people that I was with for my whole life; That's how close we got in such a short period of time. After the first week, the time just flies by, and before you know it, your at the graduating ceremony crying with all of your friends that you'll have for the rest of your life! **Michelle Kramer Math**

I expected to learn a lot, meet some new people, and have a "pre-college" experience. I got a lot more than I expected. I learned an amazing amount in such a short amount of time. Megan Altizer

I came to Governor's School for a challenge. High School was becoming very routine. Coming to Governor's School has taught me how to motivate myself. To bring 60 or so kids together that have so many things in common and get them to work together towards the same goal is great for today's youth. Aaron Jaeger

Governor's School is a very beneficial program. It taught me many essential facts and knowledge that I need as a student and a teenager to succeed, not only now but also in my future. It was very wonderful to meet those friendly classmates and staff members. Especially those classmates who have the same interests as me and share the same dream. Jie Zhang

I like Gov. School and it's important to me because it's an awesome experience. I met so many new people who are like me that are now my friends, and I learned a lot of interesting things about business. Jenise Anderson Walhalla

I went to gov school to experience a whole new level of acting. I'm from a small school, so gov. school was a wonderful opportunity for me to expand my horizons in acting. I also went to meet new people. I like meeting people, especially if their people from all around the state!! Angela Dufner

After spending six weeks at Governor School I know that it was the truth. It had a subtle way of changing everyone with each passing day, and by the last day I was a different person. I wouldn't trade the experience for anything in the world. It was the best summer of my life. Megan Krause

"There hasn't been a single day since Governor's School, that I haven't thought back on the time we spent at NDSU. It was the best choice I've ever made, to give 6 weeks of my summer for something SO much more. The only downfall of Governor's School....is when they make you leave!" Alisha Sagaser

Handout #7

SB 2013
February 21, 2006

Governor's School

AnnaLee Hulm-Linton (Business)

Governor's School is a six-week program that allows some of the brightest minds in North Dakota to be challenged and pushed academically. The program offers four different areas of study, including mathematics, science, business, and performing arts, which has recently become visual arts. Each discipline allows students to experience opportunities many high school students would not otherwise be granted. Governor's School ultimately gives students from class A and B schools a chance to experience a higher and more accelerated level of learning that they are not able to receive in their schools. The program allows them to focus on one specialized area and push themselves to levels they did not know they could reach. Students are exposed to more advanced techniques of learning and are taught by college professors. By working in a specialized area, students not only grow academically, but they also grow in their own aspirations. Some students' ambitions are further confirmed through this program, while others realize that there is a different aspect of their field they would like to further explore. While at Governor's School, students experience personal growth. The students find a strong support group among each other and are able to work with others who have similar career aspirations and educational goals. The students here learn from each other and share views on today's pressing issues.

I personally could not imagine what my life would be like had I not attended Governor's School. I was greatly amazed by the effort my teachers and directors exerted in propelling my contemporaries and me to new levels. I learned so much and made many great friends. By attending Governor's School, I gained more confidence in my ability to adapt to a college lifestyle and have become more independent. This program made me realize my full potential and showed me the importance of pursuing my ambitions. Governor's School has benefited and deeply affected many of North Dakota's finest students, and it would be a tragedy if the magnitude of this program was ever hindered.

Handout # 8

SB 2013
February 21, 2006

The Magnitude of Governor's School

"Governor's School has helped me to know just how much I want to get out of this world. I will never forget coming, and the things I learned here, I will take with me for the rest of my life."
-Kayla Fuchs, Dickinson

"Governor's School has helped me realize that there are more people outside of my hometown that have the same interests and dreams as I do."
-Aaron Jaeger, Washburn

"When I came here I didn't really know much about business. After learning about entrepreneurship in class and at my internship, I've learned more about the risks and the benefits of owning your own business, so I've come to realize that this is what I want to do."
-Anna Oleksik, Williston

"I think this valuable experience will be carried on in me forever and it will drive me to work harder to achieve my goals."
-Jie (Ben) Zhang, Dickinson

"Through Governor's School I learned a lot of course about math but I also learned how to get along with every one and had a good experience about college life. I became more independent in my life."
-John Xing, Casselton

"Governor's School has assured me that science is what I want to pursue as a career."
-Megan Altizer, Williston

"I at first thought that it was going to be something less than it sounded, but when I started the program it was more than I could possibly have imagined. This program helped give me knowledge about what it was actually like in a real lab. There were many great experiences and friends gained. This is a program that helped me learn and discover not only about the vast world of science but even about one's self. I know that this program will help many other great minds in the future."
-Jacob Nordquist, Walcott

"My experience at Governor's School has given me an early look at what pharmacy research is like. My lab work showed me that the work can be tedious but the results always pay off in the end.
–Alyssa Emerson, Minot

"I believe Governor's School had a big impact on my life, and it gave me a different outlook on my future. I once had no intensions of ever looking into a career field that involved plants and agriculture, but after my study it has become one of my main options. At Governor's School, students receive help and advice from college professors and major business owners. A student at a high school would rarely get the chance to experience that. Their knowledge and experience push you and guide you to be your best."
-Lydia Lowe, Dickinson

"Governor's School has opened my eyes to more things that I could do with my life. It has given me more choices than anything else ever has."
-Danielle Schumacher, Minot

"My lab has influenced me immensely- I never knew what I wanted to become until working there."
-Jimmy Uhlich, Kief

"Governor's School is and may forever be the most influential experience of my life. Not only is it a wonderful pre-college experience and a great way to make life long friends, but it is also a good way for students to be challenged in an area of their choice. I was able to receive not only a great science-centered educational experience, but also a better feel for independent life and a new confidence in my own responsibilities and my ability to fulfill them."
-Charles Schutt, Stirum

NPWP at a Glance

The Northern Plains Writing Project (NPWP) is a non-profit professional development network that promotes the National Writing Project (NWP) model of "teachers teaching teachers". Its goal is to promote literacy education and educational reform in North Dakota by offering programs following the NPWP model, as well as by helping North Dakota teachers develop professional networks that will help them as they teach. NPWP especially promotes exemplary classroom instruction of writing through teacher participation in the Summer Institute and Advanced Institute.



Minot State UNIVERSITY

Northern Plains Writing Project
Robert Kibler, Director

Contact NPWP

How can we help?

We're here to answer your questions.
Please contact Robert Kibler at

701-858-3876

www.misu.nodak.edu/npwp
robert.kibler@minotstateu.edu

Be seen. Be heard.



The Northern Plains Writing Project

2007 Summer Institutes

Minot State UNIVERSITY

Northern Plains Writing Project
Teachers Teaching Teachers!

Programs We Offer

Two of the exciting programs offered by the Northern Plains Writing Project are the Summer Institute and the Advanced Institute. These institutes provide opportunities for teachers to obtain graduate credit and advanced degrees as they strengthen their skills in the classroom.







Benefits

Institute participants can earn credit towards a degree through Minot State University's Master of Education Program, which offers major courses of study in overall teaching pedagogy, and formal coursework in School Psychology, Mathematics, Science, Education, Music, Communication Disorders, Criminal Justice, English, Management, and Business.

Working in groups, as well as individually, Institute participants will examine their classroom practices and delve into the latest research on writing. The Institutes also allow ample time for teaching fellows to develop their own personal writing skills and teaching visions.

Summer Institute: July 10-August 5, 2007 (on campus)
Advanced Institute: July 10-July 20, 2007 (on campus)
Final projects due August 15th for both Institutes.

Helping Others

After attending the Summer Institutes, NPWP helps teaching fellows bring their knowledge out into the public, through demonstrations, workshops, and in-service activities that continue throughout the year. NPWP also helps teaching fellows stay connected with one another through ongoing continuity workshops.





North Dakota Museum of Art — Rural School Initiative

In the fall of 2004 the North Dakota Museum of Art launched an educational outreach program to encourage and empower rural school children and their teachers to actively participate in learning through the arts. Because most students attend schools without art programs, or live far from the Museum, which is located in Grand Forks, the North Dakota Museum of Art takes its exhibitions to them, augmented with a rich assortment of ancillary programs. Thus far the Museum has toured *Snow Country Prison: Interned in North Dakota* (Installed in twelve towns with thirty-six additional communities participating), *Shelterbelts* (installed in thirteen towns with twenty-six additional communities participating), and *Artists Self-Portraits* (currently booked into seven towns and an additional five to be added. From five to seven outlying communities participate at each site). The Museum staff is currently developing the next exhibition even though the above three continue to tour. The interest in hosting exhibitions has ballooned over the past year which has led to multiple exhibitions touring simultaneously.

Specifically, the Museum staff:

- Organizes touring exhibitions of art, relevant to the local communities, that are integrated into school curricula and that can withstand less-than-optimal conditions and handling. Each exhibition targets specific age groups within the K-12 spectrum but all class levels are encouraged to visit and participate in the exhibition.
- Work with local schools and sponsors to mount the exhibitions in rural communities that do not have facilities for art shows—thus the less-than-optimal conditions.
- Help educators to develop materials and interactive sessions that are useful for non-art educated classroom teachers.
- Train volunteers to staff the exhibitions and serve as tour guides.
- Include visiting artists as often as possible to work directly with students in a workshop setting.
- Encourage classroom teachers to take continuing education classes for credit wherein they explore ways to use museum exhibitions in the classroom. Classes held in the Museum of Art.
- Publish tabloids for insertion into local newspapers to introduce the exhibition ideas to the community at large, including the parents of targeted children. It is important to emphasize that mounting an exhibition in a rural community is a community-wide event, even if the ancillary programs are developed for specific age groups.
- Provide bussing money as needed.

Each exhibition remains at the host site for approximately two weeks to one month, depending on the size of town, number of available volunteers, and time of year. It is not uncommon for the host organization to have to pay for heat in a donated space.

The Museum's Rural School Initiative continues to grow and expand into small communities in North Dakota. Because of continuing demand for *Snow Country Prison*, the Museum applied for and received $35,000 from the Bremer Foundation (spring 2006) to refurbish the exhibition so it can continue touring to rural schools. In addition, the *Shelterbelt* show continues its tour and the newest exhibition, *Introductions: Artists Self-Portraits,* began to tour in February 2007, opening at Mohall. The *Self-Portrait* exhibition includes the work of thirty-five artists, many of whom live or have roots in the state. They are often invited to attend the exhibition openings and to participate in classroom activities surrounding the exhibition.

The North Dakota Council on the Arts has asked to collaborate by funding a visiting artist in five rural schools in conjunction with the *Introductions* show. This past year the Museum brought visiting artists into several of the sites with State Arts Council funding. Now they have formalized the relationship. These exhibitions take the Museum and its programs into venues in the smallest, most remote communities, often located as far as 400 miles from the Museum's home base in Grand Forks.

SNOW COUNTRY PRISON: INTERNED IN NORTH DAKOTA

Original Tour:
United Tribes Technical College, original camp site, Bismarck
North Dakota Museum of Art, Grand Forks
Taube Art Center, Minot
Heritage Hjemkomst Interpretive Center, Moorhead

Rural School Initiative Tour: exhibition site followed by participating schools
Crosby (Noonan, Wildrose, Grenora, Ray, Powers Lake, Bowbells)
Bowman (Mott, Regent, Marmoth, Amidon, Scranton, Rhame)
Washburn (St. Thomas, Max, Mandan, New Salem, Center)
Cavalier (Neche, Rocklake, Calvin)
Cooperstown (summer venue)
Valley City (summer venue)
Jamestown (Montpelier)
Dickinson
Casselton (upcoming)
Minnewauken (upcoming)
Devils Lake (seeking suitable venue)

SHELTERBELTS

Opened at the North Dakota Museum of Art in Grand Forks

Rural School Initiative Tour:
Crosby (Grenora, Wildrose), Visiting Artist Greg Blair
Rugby (Esmond, Maddock, Towner), Visiting Artist Greg Blair
Mayville (Hatton, Portland, Galesburg, Buxton, Hillsboro)
Cavalier (Langdon, Walhalla, Crystal)
Stanley (Ross, Palermo, Berthold, Minot)
Bottineau (Wolford) In conjunction with North Dakota School of Forestry centennial and an exhibition about shelterbelts organized by the Smithsonian Museum.
Linton
Hettinger (New England)
Ft. Yates
Cando (Rollette)
Pekin (Warwick, McVille, Northwood, Petersburg, Lakota, Binford)
Washburn (upcoming)
Bowman (upcoming)

ARTISTS SELF-PORTRAITS

Opened at the North Dakota Museum of Art in Grand Forks

Rural School Initiative Tour: The following have booked the exhibition between February and June 2007
Mohall
Lamoure
Hankinson
Washburn
Jamestown

Booking exhibition sites is on going throughout the year. All schools within a fifty-mile radius of the exhibition site are invited by the host organization and the Museum. Reimbursement for mileage, bus drivers, and substitute teachers is available for participating schools.