

North Dakota Department of Public Instruction

Kirsten Baesler
State Superintendent

Testimony to the House Appropriations Committee



January 2021

600 E Boulevard Avenue, Dept. 201
Bismarck, ND 58505-0440
<http://www.dpi.state.nd.us>

Testimony on HB 1013 - House Appropriations

Education and Environment Division

January 13 & 14, 2021

ND Department of Public Instruction

Kirsten Baesler, State Superintendent

Agenda

Opening Remarks – State Superintendent Kirsten Baesler

Administrative Funding – Jamie Mertz, Director of Fiscal Management

School Finance – Adam Tescher, School Finance Officer

State Library – Mary Soucie, State Librarian

Cynthia Clairmont-Schmidt, Assistant State Librarian

Vision Services – Paul Olson, Superintendent

Tami Purcell, Business Manager

School for the Deaf – Connie Hovendick, Superintendent

Michael Loff, Business Manager

Department of Public Instruction (201)

Kirsten Baesler, State Superintendent

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PK-12 Education Strategic Vision Framework

Our vision is that all students will graduate choice ready with the knowledge, skills and disposition to be successful

- Increase students who enter kindergarten prepared to learn
- Increase students who demonstrate reading proficiency in 3rd grade
- Increase students who meet expected learning gains each year
- Increase students who engage in learning
- Increase students who graduate choice ready
- Reduce the disparity in achievement for students in poverty and for Native American students

We will make progress toward this vision by achieving these long-term outcomes for students

We will drive improvement on these outcomes through focused effort within these strategic themes

Quality early childhood education

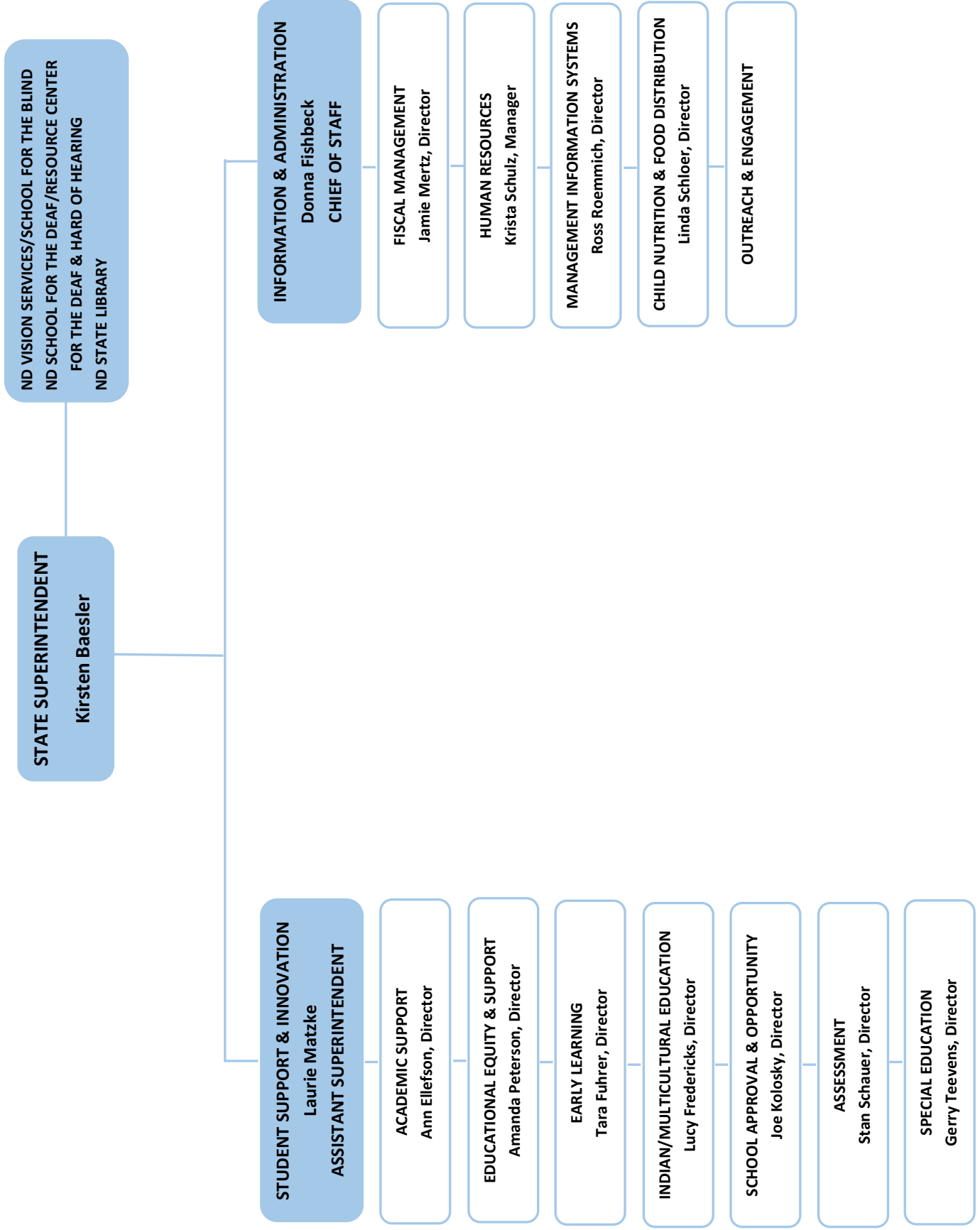
Support for safe and healthy behaviors

Career awareness, exploration and development

Quality education personnel

Quality Student-centered Instruction

NDDPI ORGANIZATIONAL CHART— MAY 2020



DEPARTMENT OF PUBLIC INSTRUCTION AUDIT FINDINGS

Finding 2019-01 – Lack of Guidance and Monitoring for School District Transportation Funding

Recommendation: Recommend the Department of Public Instruction improve guidance to school districts on how to report miles and rides as well as strengthen procedures surrounding the minoring of transportation data submitted by the school district.

Action taken: We are working on updating our guidance which will include a clearer definition of total annual miles and ride and reposted to STARS to be made available by Spring of 2021. We are also implementing procedures to enhance our data submission review processes.

Finding 2018-037 – Non-Performance of Monitoring of Mathematics and Science Partnerships Subrecipients

Recommendation: Recommend the Department of Public Instruction ensure on-site monitoring or adequate desk reviews are completed for all subrecipients under the Mathematics and Science Partnerships program,

Action taken: No action could be taken as the Mathematics and Science Partnerships has been ended by the Federal Government.

Finding 2018-038 – Incorrect Allocation of Title IIA Funds for the 2016-17 and 2017-18 School Years

Recommendation: Recommend the Department of Public Instruction properly follow all Federal regulations when allocating the Supporting Effective Instruction State Grants program funds to schools as well as ensuring the allocation is properly approved.

Action taken: The Department of Public Instruction worked with the US Department of Education to make the proper adjustments for the 2016-17 and 2017-18 school years be included in the allocations for the 2020-21 school year. We also reviewed the 2018-19 and 2019-20 allocations and no errors were found.

Finding 2018-039 – Payment of Child Nutrition Payments Outside of Performance Period

Recommendation: Recommend the Department of Public Instruction ensure that payments of the Child and Nutrition Cluster are not made after the period of performance.

Action taken: We have implemented changes to improve our reconciliation processes as well as made changes in NDFOODS to prevent this from reoccurring.

Finding 2018-040 – Incorrect Preparation of Schedule of Federal Awards

Recommendation: Recommend the Department of Public Instruction accurately prepare the Schedule of Expenditures of Federal Awards

Action taken: We completely rewrote our procedures for completing this schedule.

Finding 2018-041 – Incomplete Subrecipient Audit Review

Recommendation: Recommend the Department of Public Instruction:

- Ensure all subrecipients obtain audits in accordance with 2 CFR 200 Part F if they meet the requirements;
- Issue management decisions within a timely manner;
- Ensure subrecipients took timely corrective action on deficiencies identified in the audits.

Action taken: We reviewed Part F of 2 CFR 200 and implemented changes to ensure our audit review program is in compliance with these federal regulations

Finding 2018-042 – Incomplete Federal Grant Awards to Subrecipients

Recommendation: Recommend the Department of Public Instruction ensure that subrecipients are made aware of all required grant award information.

Action taken: We have implemented the WebGrants Grant Management System for managing our federal grants. This generates the grant award notifications for all federal grants that are managed within this system. This will eliminate the human error that was the cause of this finding.

Department of Public Instruction (201)
2021-2023 Biennial Budget Request / Funding Analysis

	1 2019-2021 Appropriation	2 Base Level	3 Agency Request	4 Exec Budget
1 Administration:				
2 Salaries & Wages	\$ 18,027,035.00	\$ 18,027,035.00	\$ 18,575,649.00	\$ 18,575,649.00
3 Operating Expense	33,970,947.00	33,770,947.00	50,491,331.00	35,503,599.00
4 Total	\$ 51,997,982.00	\$ 51,797,982.00	\$ 69,066,980.00	\$ 54,079,248.00
5 Integrated Formula Payment				
6 Funding : General	\$ 1,610,438,429.00	\$ 1,610,438,429.00	\$ 1,486,204,733.00	\$ 1,486,204,733.00
7 Special	487,764,000.00	487,764,000.00	575,329,972.00	626,020,000.00
8 Total	\$ 2,098,202,429.00	\$ 2,098,202,429.00	\$ 2,061,534,705.00	\$ 2,112,224,733.00
9 Grants - Special Education				
	\$ 24,000,000.00	\$ 24,000,000.00	\$ 27,000,000.00	\$ 27,000,000.00
10 Grants - Transportation				
	\$ 56,500,000.00	\$ 56,500,000.00	\$ 56,500,000.00	\$ 56,500,000.00
11 Rapid Enrollment Grants				
	\$ 3,000,000.00	\$ -	\$ -	\$ -
12 Power School				
	\$ 5,500,000.00	\$ 5,500,000.00	\$ 5,500,000.00	\$ 5,250,000.00
13 Grants - Program Grants				
14 Adult Education Matching Funds	\$ 4,400,000.00	\$ 4,400,000.00	\$ 4,400,000.00	\$ 4,400,000.00
15 Reduced Breakfast Program Funds	200,000.00	200,000.00	200,000.00	200,000.00
16 School Lunch Matching Funds	1,380,000.00	1,380,000.00	1,380,000.00	1,380,000.00
17 Grant Pool	1,700,000.00	1,700,000.00	1,700,000.00	4,100,000.00
18 Total	\$ 7,680,000.00	\$ 7,680,000.00	\$ 7,680,000.00	\$ 10,080,000.00

Department of Public Instruction (201)
2021-2023 Biennium Additional Funding Requests

	Funding			Total
	General	Federal	Special	
Compensation Changes*	\$ 174,879	\$ 372,696	\$ 1,039	\$ 548,614
New NDIT Customer Fee*	288,000	-	-	288,000
OMB Rent Model Change*	137,450	-	-	137,450
Annual STARS Maintenance	200,000	-	-	200,000
MS365 Increase*	2,495	-	-	2,495
Extend 2020 ESSER*	-	27,500,000	-	27,500,000
New ESSER Funding	-	135,924,393	-	135,924,393
Increase Special Education Line*	3,000,000	-	-	3,000,000
Teacher Support Program*	-	-	3,000,000	3,000,000
	<u>\$ 3,802,824</u>	<u>\$ 163,797,089</u>	<u>\$ 3,001,039</u>	<u>\$ 170,600,952</u>

*Included in Governor's Proposed Budget

DEPARTMENT OF PUBLIC INSTRUCTION (201)
ONE-TIME FUNDING

2019-2021		
PROJECT	APPROPRIATION	SPENT
STARS Rewrite	\$ 1,200,000	\$ 415,420
Rapid Enrollment Grants	3,000,000	3,000,000
Music Education Grants	800,000	800,000
School State Aid Rewrite	200,000	-

2021-2023		
PROJECT	OPERATING	GRANTS - OTHER GRANTS
ESSER Funding	\$ 16,092,439	\$ 147,331,954

Department of Public Instruction (201)
2021-2023 Submitted General Fund Reductions

Operating Expenses		
Cognia	1,112,000	
ACT*	780,000	
Misc Operating	<u>83,293</u>	
		1,975,293
Program Grants		
Continuing Ed - Counselors	100,000	
Continuing Ed - Pre-School	100,000	
School Retool	100,000	
Teacher/Principal Evaluation	<u>300,000</u>	
		600,000
Pass-thru Grants		
Heritage Grants	6,000	
ND Museum of Art	54,000	
North Central Council for School Television	35,700	
Northern Plains Writing Project	3,750	
Red River Writing Project	3,750	
Teacher Support System	318,865	
We the People	<u>7,500</u>	
		429,565
Power School**		<u>825,000</u>
		<u><u>3,829,858</u></u>

*Restored in Executive Budget

**Partially restored in Executive Budget - \$575,000

ND Department of Public Instruction (201)
Federal Funds Summary
Fiscal Year 2019-2020

Catalog #	Grant Name	Administrative Funds	Grant Funds to School Districts	Grant Funds to Others	Total Grant Award
10.178	Trade Mitigation - TEFAP	\$ 100,276.25	\$ -	\$ -	\$ 100,276.25
10.534	Child and Adult Care Food Program	22,041.85	100.00	12,369.69	34,511.54
10.541	Child Nutrition Training and TA	18,175.24	-	-	18,175.24
10.553	School Breakfast Program	-	4,648,329.71	165,914.90	4,814,244.61
10.555	School Lunch Program	-	16,727,397.39	349,447.07	17,076,844.46
10.556	Special Milk Program	-	10,938.03	11,206.48	22,144.51
10.558	Child and Adult Care Food Program	219,532.88	541,050.64	7,226,138.98	7,986,722.50
10.559	Summer Food Service	46,635.82	14,071,901.34	334,499.21	14,453,036.37
10.560	State Administrative Expenses for Nutrition Programs	1,159,646.22	580,368.56	4,300.96	1,744,315.74
10.565	Commodity Supplemental Food Program	55,448.63	840.00	50,195.96	106,484.59
10.567	Food Distribution Program on Indian Reservations	529,804.00	-	851,633.62	1,381,437.62
10.568	The Emergency Food Assistance Program	94,752.59	13,130.00	70,329.24	178,211.83
10.579	Direct Certification	-	46,409.00	2,020.00	48,429.00
10.582	Fresh Fruits & Vegetables	104,734.29	1,722,526.45	11,127.31	1,838,388.05
84.002	Adult Education	171,699.60	753,960.05	253,864.33	1,179,523.98
	Title I, Part A Improving Education for the				
84.010	Disadvantaged	522,875.66	38,865,938.02	-	39,388,813.68
84.011	Migrant Programs	181,913.82	277,678.42	82,000.00	541,592.24
84.013	Neglected/Delinquent	-	-	117,135.00	117,135.00
84.027	IDEA-B (Special Education)	3,508,092.47	15,824.00	29,476,005.04	32,999,921.51
84.144	Migrant Consortium	67,866.76	15,286.16	-	83,152.92
84.173	Preschool (IDEA)	38,273.24	-	881,172.16	919,445.40
84.196	Homeless Children	107,123.27	129,855.60	129,855.60	366,834.47
84.287	21st Century Community Learning Centers	254,396.60	6,189,398.48	6,203,333.44	12,647,128.52
84.358	Rural, Low Income Schools	-	81,257.04	-	81,257.04
84.365	Title III, English Language Learners	172,590.87	250,638.70	-	423,229.57
84.367	Title IIA, Teacher Quality	49,900.78	8,714,125.80	182,694.79	8,946,721.37
84.369	State Assessments	2,293,112.76	-	12,475.00	2,305,587.76
84.371	Striving Readers	359,201.32	8,905,492.76	-	9,264,694.08
84.372	SLDS	1,558,106.72	-	-	1,558,106.72
84.377	School Improvement	14,792.00	484,221.23	-	499,013.23
84.424	Student Support & Academic Enrichment	36,315.80	4,718,211.89	-	4,754,527.69
84.425	Elementary and Secondary School Emergency Relief	-	1,352,355.46	-	1,352,355.46
93.079	School-Based Surveillance	96,261.15	-	-	96,261.15
93.434	ESSA Preschool Development	1,115,286.54	-	-	1,115,286.54
93.600	Head Start	112,824.87	-	-	112,824.87
	NCES/NAEP	131,830.16	-	-	131,830.16
Total Federal		\$ 12,871,188.66	\$ 104,468,805.02	\$ 46,249,434.19	\$ 163,589,427.87

ND Department of Public Instruction (201)
Federal Funds Summary
Fiscal Year 2018-2019

Catalog #	Grant Name	Administrative Funds	Grant Funds to School Districts	Grant Funds to Others	Total Grant Award
10.178	Trade Mitigation - TEFAP	\$ 8,673.12	\$ -	\$ 8,636.34	\$ 17,309.46
10.534	Child and Adult Care Food Program	10,656.36	-	7,160.95	17,817.31
10.553	School Breakfast Program	-	5,921,112.91	192,871.39	6,113,984.30
10.555	School Lunch Program	-	21,498,125.47	394,725.19	21,892,850.66
10.556	Special Milk Program	-	9,991.37	13,015.61	23,006.98
10.558	Child and Adult Care Food Program	161,326.27	729,689.82	8,751,116.66	9,642,132.75
10.559	Summer Food Service	42,395.27	636,136.54	299,231.82	977,763.63
10.560	State Administrative Expenses for Nutrition Programs	1,467,397.61	255,406.56	9,959.87	1,732,764.04
10.565	Commodity Supplemental Food Program	44,106.16	-	162,684.74	206,790.90
10.567	Food Distribution Program on Indian Reservations	450,258.62	-	895,717.67	1,345,976.29
10.568	The Emergency Food Assistance Program	75,174.89	-	201,703.23	276,878.12
10.574	Team Nutrition	-	10,813.52	5,194.14	16,007.66
10.575	Farm to School	-	41,920.93	-	41,920.93
10.579	Direct Certification	17,883.04	109,671.45	3,334.10	130,888.59
10.582	Fresh Fruits & Vegetables	70,033.29	1,698,771.07	12,661.66	1,781,466.02
50.400	Enhanced Assessment Grant	36,325.92	-	-	36,325.92
84.002	Adult Education	200,616.79	744,399.71	223,321.15	1,168,337.65
	Title I, Part A Improving Education for the				
84.010	Disadvantaged	493,757.38	37,934,814.45	-	38,428,571.83
84.011	Migrant Programs	151,331.73	224,156.63	61,500.00	436,988.36
84.013	Neglected/Delinquent	-	-	111,974.00	111,974.00
84.027	IDEA-B (Special Education)	2,457,174.08	45,074.23	29,460,845.68	31,963,093.99
84.144	Migrant Consortium	10,928.28	-	53,000.00	63,928.28
84.173	Preschool (IDEA)	45,682.59	-	695,554.37	741,236.96
84.196	Homeless Children	100,032.17	94,734.22	-	194,766.39
84.287	21st Century Community Learning Centers	300,082.36	7,219,716.23	-	7,519,798.59
84.358	Rural, Low Income Schools	5,815.83	34,792.16	-	40,607.99
84.365	Title III, English Language Learners	151,812.96	327,666.81	-	479,479.77
84.366	Title IIB, Math & Science Partnerships	740.39	-	321,803.39	322,543.78
84.367	Title IIA, Teacher Quality	104,798.34	10,478,021.69	109,247.59	10,692,067.62
84.369	State Assessments	3,610,736.93	-	-	3,610,736.93
84.371	Striving Readers	399,042.20	5,054,325.07	-	5,453,367.27
84.372	SLDS	1,237,051.37	-	-	1,237,051.37
84.377	School Improvement	17,826.87	908,797.73	-	926,624.60
84.424	Student Support & Academic Enrichment	9,812.80	3,960,807.39	-	3,970,620.19
93.079	School-Based Surveillance	97,616.62	-	-	97,616.62
93.600	Head Start	123,512.07	-	-	123,512.07
	NCES/NAEP	128,693.82	-	-	128,693.82
Total Federal		\$ 11,883,272.83	\$ 92,017,833.05	\$ 41,786,590.87	\$ 145,687,696.75

DEPARTMENT OF PUBLIC INSTRUCTION (201)
COVID-19 RELATED FEDERAL FUNDING

Grant Program	AVAILABLE		
	Grants to Districts	State Discretionary	Administration
Elementary and Secondary School Emergency Relieve Fund	\$ 30,063,929	\$ 3,067,281	\$ 166,489
Governor's Emergency Education Relief Fund	-	950,000	-
Broadband Grants	500,000	-	-
Education Corps Grants	30,000,000	-	-
K-12 COVID Resiliency Grants	33,816,217	-	-
Elementary and Secondary School Emergency Relieve Fund II	122,331,954	12,912,817	679,622
	<u>\$ 216,712,100</u>	<u>\$ 16,930,098</u>	<u>\$ 846,111</u>

Grant Program	SPENT AS OF 1/6/2021		
	Grants to Districts	State Discretionary	Administration
Elementary and Secondary School Emergency Relieve Fund	\$ 6,681,569	\$ 967,404	\$ 34,570
Governor's Emergency Education Relief Fund	-	611,643	-
Broadband Grants	250,784	-	-
Education Corps Grants	22,157,888	-	-
K-12 COVID Resiliency Grants	25,629,074	-	-
Elementary and Secondary School Emergency Relieve Fund II	-	-	-
	<u>\$ 54,719,315</u>	<u>\$ 1,579,047</u>	<u>\$ 34,570</u>

ND Public K-12 Enrollment Cohorts
Unduplicated Fall Enrollment Count

	2014	2015	2016	2017	2018	2019	2020	2021	---> projected	
									2022	2023
Kindergarten	8,822	9,033	8,925	8,814	9,271	9,324	9,620	8,992	9,449	9,362
Grade 1	8,605	8,901	9,051	8,720	8,736	9,178	9,173	9,057	9,522	9,345
Grade 2	8,401	8,642	8,871	8,840	8,709	8,745	9,212	8,843	9,203	9,558
Grade 3	7,853	8,417	8,663	8,760	8,871	8,740	8,823	8,912	9,281	9,271
Grade 4	7,817	7,989	8,433	8,666	8,774	8,884	8,748	8,567	8,839	9,302
Grade 5	7,531	7,953	7,984	8,452	8,739	8,850	8,920	8,558	8,823	8,912
Grade 6	7,462	7,809	8,096	8,121	8,563	8,846	8,954	8,755	9,065	8,954
Grade 7	7,585	7,661	7,948	8,196	8,291	8,617	8,911	8,909	9,068	9,167
Grade 8	7,335	7,638	7,694	7,924	8,220	8,228	8,650	8,833	8,918	9,092
Grade 9	7,776	7,672	7,931	7,983	8,174	8,397	8,508	8,804	8,908	9,194
Grade 10	7,707	7,678	7,607	7,769	7,728	7,985	8,160	8,310	8,272	8,675
Grade 11	7,414	7,458	7,434	7,258	7,533	7,500	7,706	7,828	7,911	8,022
Grade 12	7,348	7,427	7,433	7,339	7,336	7,548	7,473	7,677	7,722	7,949
Total	101,656	104,278	106,070	106,842	108,945	110,842	112,858	112,045	114,981	116,803
Change	2,464	2,622	1,792	772	2,103	1,897	2,016	(813)	2,936	1,822
	2.48%	2.58%	1.72%	0.73%	1.97%	1.74%	1.82%	-0.72%	2.62%	1.58%

North Dakota Resident Births

County of Residence	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
ADAMS	18	25	17	22	17	29	19	20	30	27	19	23	27	20	24	23
BARNES	113	101	107	100	111	112	112	113	117	130	102	112	117	96	95	87
BENSON	147	153	168	149	147	122	131	143	162	137	160	153	183	139	151	140
BILLINGS	6	8	7	9	NR	7	NR	NR	10	19	16	18	10	11	11	10
BOTTINEAU	62	64	63	65	64	64	62	63	60	73	83	67	63	68	62	71
BOWMAN	30	27	28	38	39	37	38	37	45	44	48	43	41	35	33	38
BURKE	15	18	24	15	20	20	21	25	36	32	42	44	40	36	24	29
BURLEIGH	948	956	1017	1055	1024	1069	1086	1134	1211	1224	1371	1367	1347	1220	1234	1133
CASS	1794	1934	2006	2055	2096	2170	2156	2239	2363	2463	2569	2561	2629	2525	2450	2435
CAVALIER	30	36	37	29	27	34	27	49	31	45	48	41	62	53	54	36
DICKEY	68	76	75	68	78	68	54	26	62	62	62	75	65	65	62	60
DIVIDE	18	13	20	18	9	19	18	26	23	33	32	32	22	19	30	27
DUNN	32	37	28	33	32	32	41	41	48	62	71	70	68	67	69	83
EDDY	21	22	27	27	21	23	24	19	27	28	26	31	35	35	37	21
EMMONS	27	34	29	34	24	22	33	20	25	29	29	28	35	32	22	41
FOSTER	34	50	46	38	27	32	28	25	38	39	31	38	42	38	39	37
GOLDEN VALLEY	17	8	16	11	22	17	19	19	23	20	23	27	22	32	17	23
GRAND FORKS	904	883	950	956	994	908	978	904	965	959	1062	1056	1009	992	975	907
GRANT	17	20	22	11	20	21	22	23	22	33	25	25	31	36	19	26
GRIGGS	17	20	23	26	15	25	23	19	17	23	16	23	17	23	21	23
HETTINGER	23	16	17	15	20	21	27	30	25	41	29	31	42	38	35	32
KIDDER	14	29	22	28	21	24	32	21	29	31	29	24	31	26	33	30
LAMOUR	49	47	41	53	35	28	38	23	48	46	50	46	43	53	53	48
LOGAN	14	15	17	17	18	17	18	16	22	18	24	20	23	21	27	26
McHENRY	57	50	49	57	55	55	63	58	83	63	76	65	72	71	72	60
McINTOSH	29	34	20	27	25	24	33	14	25	30	30	22	22	25	29	27
McKENZIE	69	60	64	60	80	91	53	109	114	176	228	228	245	253	237	278
McLEAN	74	78	78	67	76	82	101	102	128	99	134	112	119	119	115	102
MERCER	67	69	93	66	74	107	99	92	99	102	116	89	111	83	105	89
MORTON	307	340	350	367	364	390	362	401	431	424	457	503	517	466	413	457
MOUNTRAIL	117	88	115	108	127	113	128	143	160	142	159	173	181	186	197	178
NELSON	31	17	29	19	22	28	32	33	29	33	32	29	28	26	21	32
OLIVER	16	19	7	24	18	18	16	20	18	26	21	27	21	21	28	16
PEMBINA	71	85	70	84	65	81	73	78	74	70	93	77	85	84	63	68
PIERCE	38	44	32	43	53	41	37	43	51	58	45	50	36	47	37	37
RAMSEY	136	138	154	139	162	141	167	172	141	143	180	152	150	176	179	146
RANSOM	62	69	60	70	70	54	61	61	73	53	69	66	55	57	43	56
RENVILLE	28	20	24	13	25	34	32	32	29	33	37	28	38	20	22	21
RICHLAND	207	213	190	206	203	184	191	95	183	190	189	186	207	191	199	181
ROLETTE	316	305	317	289	319	299	311	297	292	313	302	272	274	251	230	221
SARGENT	41	48	31	44	49	31	38	23	38	42	44	45	40	41	49	49
SHERIDAN	NR	7	6	11	7	9	12	7	11	18	10	11	16	16	9	15
SIOUX	95	122	118	103	97	98	87	98	107	80	117	95	89	87	78	68
SLOPE	NR	6	0	9	6	16	11	7	8	12	6	8	9	10	11	NR
STARK	302	256	265	290	289	306	301	339	398	484	543	546	549	493	526	549
STEELE	17	18	21	13	24	12	19	19	25	17	19	30	28	28	15	26
STUTSMAN	224	218	218	236	219	222	232	216	227	255	235	233	221	220	243	212
TOWNER	16	18	19	16	19	18	14	19	32	30	29	17	26	22	22	20
TRAIL	83	84	95	100	98	91	91	103	89	100	94	93	108	91	87	93
WALSH	109	144	138	139	146	132	122	114	144	149	149	150	152	130	130	123
WARD	985	968	968	1003	1039	1028	998	1070	1109	1210	1266	1270	1152	1152	1112	1056
WELLS	33	35	36	36	30	43	29	43	44	35	42	37	57	50	40	40
WILLIAMS	224	236	246	306	284	305	353	372	471	580	655	703	712	643	741	838
Total	8179	8381	8616	8818	8931	8974	9088	9234	10072	10591	11352	11265	11364	10738	10630	10447

North Dakota Public K-12 Enrollment

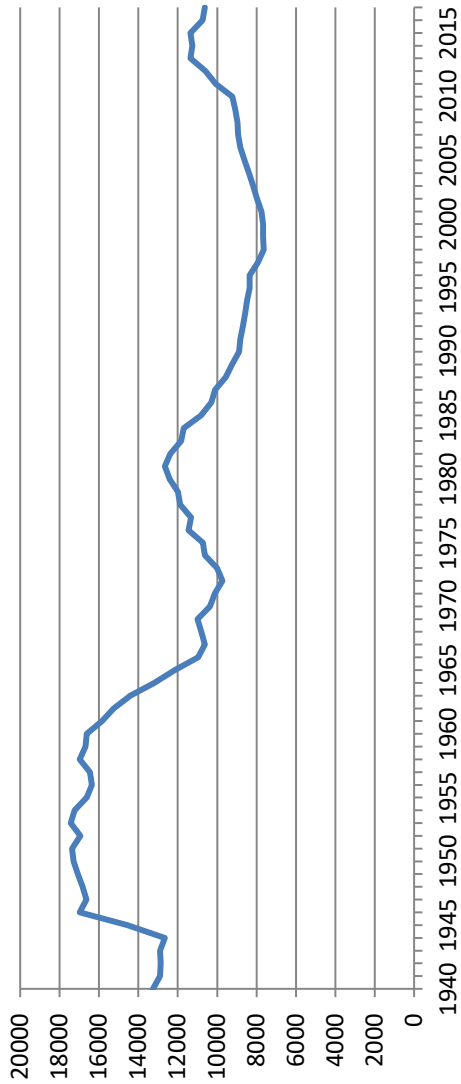
School Year	Other	Big 9	Grand Total
1998	59,504	56,599	116,103
1999	58,111	55,818	113,929
2000	56,460	55,245	111,705
2001	54,120	53,974	108,094
2002	52,082	53,135	105,217
2003	50,444	52,569	103,013
2004	49,000	52,137	101,137
2005	47,568	51,756	99,324
2006	45,958	51,162	97,120
2007	44,560	51,040	95,600
2008	43,379	50,678	94,057
2009	42,306	51,100	93,406
2010	41,914	51,801	93,715
2011	41,878	52,851	94,729
2012	42,274	53,504	95,778
2013	43,590	55,602	99,192
2014	44,116	57,540	101,656
2015	44,839	59,439	104,278
2016	45,423	60,647	106,070
2017	45,373	61,490	106,863
2018	46,057	62,888	108,945
2019	46,721	64,121	110,842
2020	47,291	65,567	112,858
2021	47,125	64,920	112,045
2022	48,244	66,737	114,981
2023	48,927	67,876	116,803

Prepared by School Finance, 12/2020

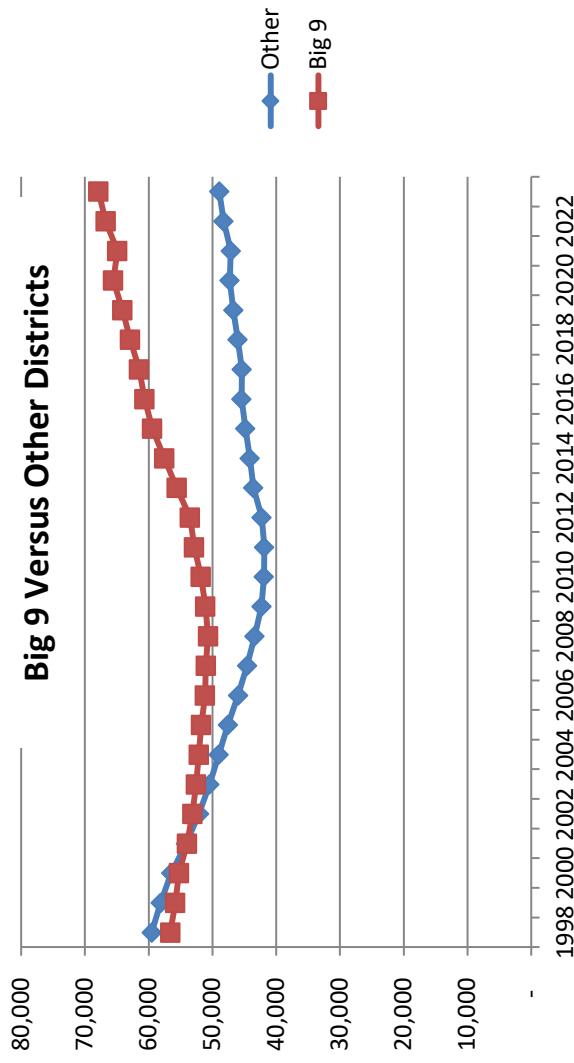
2022 and 2023 projected using 4 year cohort survival routine using 2020 as the base year

2021 finalized October 2020

North Dakota Resident Births



Big 9 Versus Other Districts



Big 9 - Fargo, Bismarck, Grand Forks, West Fargo, Minot, Mandan, Dickinson, Williston, Jamestown (enr. over 2,000).

Public School Districts Enrollment by County, Past 10 Years																
County Number	County Name											One Year				
		2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	Students	Percent			
53	Williams	3,695	4,106	4,627	4,913	5,287	5,447	5,792	6,267	6,548	6,346	(202)	-3.2%			x
08	Burleigh	11,264	11,675	11,926	12,244	12,575	12,936	12,960	13,162	13,527	13,407	(120)	-0.9%			x
09	Cass	20,434	21,295	21,912	22,562	23,090	23,542	24,402	24,924	25,439	25,492	53	0.2%			x
18	Grand Forks	8,342	8,506	8,587	8,720	8,818	8,908	9,068	9,004	9,167	9,165	(2)	0.0%			x
30	Morton	4,102	4,223	4,391	4,398	4,522	4,530	4,593	4,791	4,890	4,971	81	1.6%			x
40	Rolette	2,780	2,904	2,877	2,881	2,923	2,928	2,938	2,933	2,896	2,923	27	0.9%			x
51	Ward	8,992	9,428	9,708	10,119	10,155	10,110	10,092	10,320	10,362	10,337	(25)	-0.2%			x
39	Richland	2,287	2,250	2,251	2,234	2,228	2,217	2,195	2,211	2,248	2,241	(7)	-0.3%			x
47	Stutsman	2,575	2,558	2,548	2,591	2,613	2,592	2,581	2,552	2,628	2,640	12	0.5%			x
45	Stark	3,404	3,562	3,897	4,209	4,265	4,208	4,498	4,679	4,908	4,615	(293)	-6.3%			x
14	Eddy	320	340	319	312	296	315	293	298	307	308	1	0.3%			x
52	Wells	542	548	544	543	531	560	563	552	536	528	(8)	-1.5%			x
20	Griggs	365	370	368	376	385	413	410	423	412	414	2	0.5%			x
48	Towner	265	261	272	269	273	286	271	271	275	297	22	7.4%			x
22	Kidder	375	370	368	353	350	366	358	351	352	353	1	0.3%			x
31	Mountrail	1,564	1,616	1,591	1,787	1,817	1,873	1,965	2,005	1,995	1,917	(78)	-4.1%			x
43	Sioux	413	421	424	438	469	478	469	374	396	376	(20)	-5.3%			x
602	Barnes	1,506	1,492	1,471	1,475	1,424	1,441	1,416	1,425	1,466	1,427	(39)	-2.7%			x
32	Nelson	449	443	455	439	414	419	429	420	440	440	-	0.0%			x
36	Ramsey	1,743	1,759	1,764	1,748	1,772	1,790	1,768	1,772	1,723	1,729	6	0.3%			x
10	Cavalier	442	428	435	438	472	476	475	480	499	468	(31)	-6.6%			x
26	McIntosh	379	377	384	374	359	361	354	368	359	381	22	5.8%			x
29	Mercer	1,241	1,276	1,312	1,282	1,289	1,294	1,278	1,267	1,292	1,267	(25)	-2.0%			x
05	Bottineau	761	795	820	861	844	847	859	867	857	890	33	3.7%			x
27	McKenzie	1,038	1,275	1,476	1,783	1,875	1,881	2,069	2,356	2,472	2,377	(95)	-4.0%			x
34	Pembina	1,260	1,231	1,195	1,147	1,130	1,132	1,140	1,109	1,116	1,075	(41)	-3.8%			x
12	Divide	280	340	354	356	340	340	368	356	379	385	6	1.6%			x
44	Slope	15	16	23	22	21	21	17	13	21	19	(2)	-10.5%			x
25	McHenry	857	909	954	953	969	969	978	963	955	930	(25)	-2.7%			x
23	LaMoure	631	650	653	643	644	641	649	672	636	630	(6)	-1.0%			x
41	Sargent	664	649	638	615	608	605	606	584	581	578	(3)	-0.5%			x
03	Benson	1,022	1,022	1,052	1,024	980	972	947	957	976	981	5	0.5%			x
49	Trail	1,274	1,329	1,315	1,329	1,302	1,293	1,356	1,343	1,349	1,334	(15)	-1.1%			x
50	Walsh	1,528	1,575	1,544	1,558	1,578	1,561	1,536	1,568	1,548	1,560	12	0.8%			x
01	Adams	248	280	277	266	268	267	275	261	277	261	(16)	-6.1%			x
24	Logan	343	355	345	342	341	337	345	336	322	321	(1)	-0.3%			x
38	Renville	604	596	601	607	630	615	574	565	565	530	(35)	-6.6%			x
28	McLean	1,484	1,582	1,546	1,600	1,623	1,569	1,613	1,576	1,601	1,685	84	5.0%			x
16	Foster	539	543	520	520	517	502	498	493	509	515	6	1.2%			x

Public School Districts Enrollment by County, Past 10 Years																	
County Number	County Name	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	One Year		Frontier	WDEA	Big 10	
		603	583	573	604	613	595	629	630	587	598	Students	Percent				
35	Pierce	548	595	612	593	604	585	596	599	607	607	-	0.0%	x	x		
06	Bowman	945	929	955	963	952	918	918	915	927	938	11	1.2%	x	x		
37	Ransom	822	826	815	814	842	809	829	826	837	809	(28)	-3.5%	x	x		
11	Dickey	269	319	331	363	378	364	359	364	375	375	-	0.0%	x	x		
07	Burke	409	421	424	451	468	451	473	470	467	489	22	4.5%	x	x		
21	Hettinger	238	237	221	212	225	226	223	210	222	205	(17)	-8.3%	x	x		
19	Grant	548	544	548	528	535	505	503	499	514	499	(15)	-3.0%	x	x		
15	Emmons	452	476	516	527	534	504	560	615	646	609	(37)	-6.1%	x	x		
13	Dunn	100	106	103	104	115	108	113	106	105	104	(1)	-1.0%	x	x		
42	Sheridan	55	67	76	73	80	75	68	74	76	83	7	8.4%	x	x		
04	Billings	210	200	227	208	224	210	221	228	243	244	1	0.4%	x	x		
33	Oliver	319	313	320	321	335	314	311	294	285	289	4	1.4%	x	x		
17	Golden Valley	233	221	191	186	168	157	144	144	138	83	(55)	-66.3%	x	x		
46	Steele																
Total		95,778	99,192	101,656	104,278	106,070	106,863	108,945	110,842	112,858	112,045	(813)	-0.8%	38	20	10	

One Year Change
Students Percent

17

		Change from 2011-12												
		One Year Change						Percent						
		Students		Percent		Students		Percent		Students		Percent		
Non Frontier Counties	75,167	77,938	80,130	82,263	83,841	84,797	86,473	88,218	89,991	89,454	(537)	-0.6%	14,287	19.4%
Frontier Counties	20,611	21,254	21,526	22,015	22,229	22,066	22,472	22,624	22,867	22,591	(276)	-1.2%	1,980	9.8%

¹Counties with less than seven persons per square mile (Based on 2018 estimates)

One Year Change
Students Percent

	Change from 2011-12					One Year Change								
	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent				
² Western Dakota Energy	26,445	28,172	29,692	31,294	32,006	31,944	32,966	34,139	34,931	34,255	(676)	-2.0%	7,810	31.3%
Non-Western Dakota Energy	69,333	71,020	71,964	72,984	74,064	74,919	75,979	76,703	77,927	77,790	(137)	-0.2%	8,457	12.3%

²Members of Western Dakota Energy Association

One Year Change
Students Percent

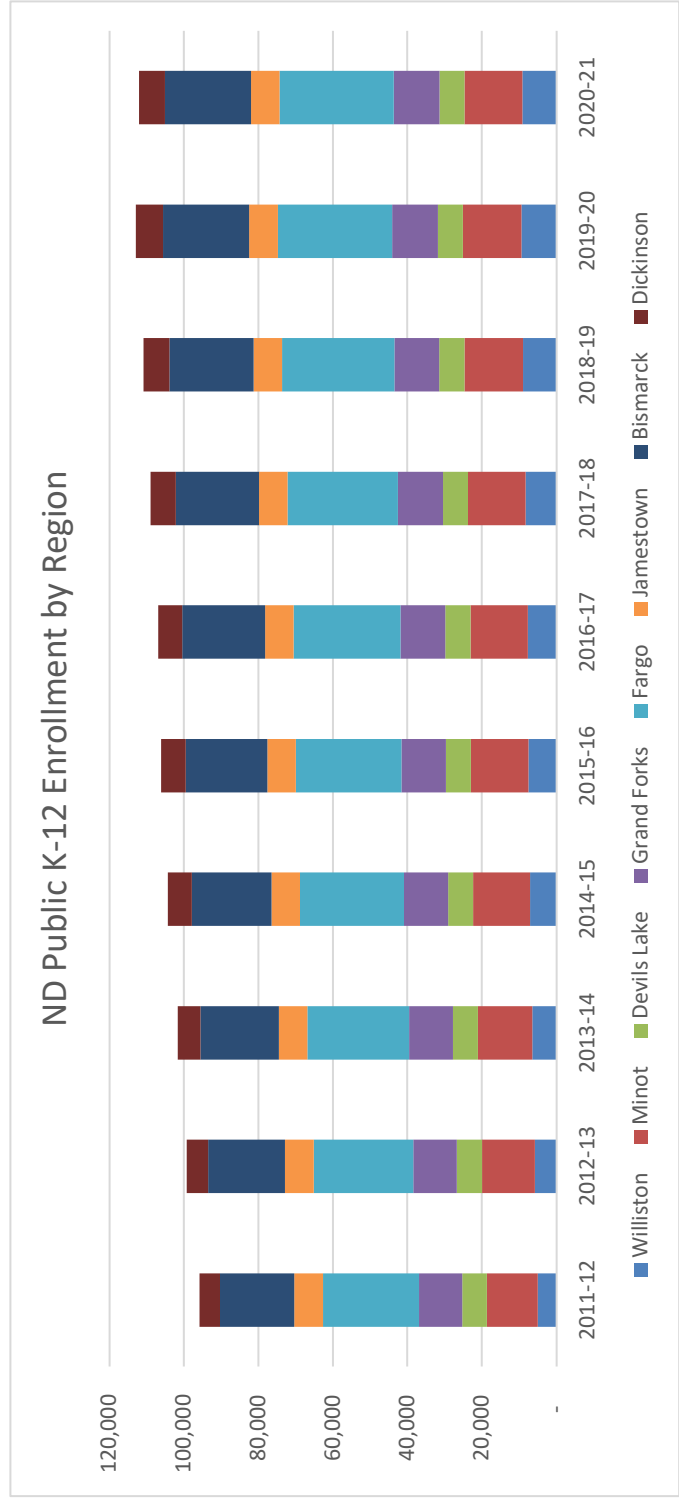
		Change from 2011-12												
		One Year Change					Change from 2011-12							
		Students		Percent		Students		Percent		Students		Percent		
³ Largest 10 Counties	67,875	70,507	72,724	74,871	76,476	77,418	79,119	80,843	82,613	82,137	(476)	-0.6%	14,262	21.6%
All Other Counties	27,903	28,685	28,932	29,407	29,594	29,445	29,826	29,999	30,245	29,908	(337)	-1.1%	2,005	7.2%

³Counties containing school districts with enrollment exceeding 2,000 students.

ND Public K-12 Enrollment by Region

State planning regions

Region Number	Region Name	2011-12 to 2020-21										One Year Change		Change from 2011-12	
		2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	Students	Percent	Students	Percent
1	Williston	5,013	5,721	6,457	7,052	7,502	7,668	8,229	8,979	9,399	9,108	(291)	-3.2%	4,095	81.7%
2	Minot	13,650	14,246	14,578	15,294	15,406	15,373	15,456	15,714	15,696	15,577	(119)	-0.8%	1,927	14.1%
3	Devils Lake	6,572	6,714	6,719	6,672	6,716	6,767	6,692	6,711	6,676	6,706	30	0.4%	134	2.0%
4	Grand Forks	11,579	11,755	11,781	11,864	11,940	12,020	12,173	12,101	12,271	12,240	(31)	-0.3%	661	5.7%
5	Fargo	25,837	26,673	27,262	27,889	28,348	28,732	29,621	30,121	30,682	30,666	(16)	-0.1%	4,829	18.7%
6	Jamestown	7,702	7,719	7,648	7,678	7,656	7,656	7,645	7,647	7,705	7,665	(40)	-0.5%	(37)	-0.5%
7	Bismarck	19,975	20,634	21,066	21,367	21,927	22,222	22,331	22,564	23,142	23,111	(31)	-0.1%	3,136	15.7%
8	Dickinson	5,450	5,730	6,145	6,462	6,575	6,425	6,798	7,005	7,287	6,972	(315)	-4.5%	1,522	27.9%
Total		95,778	99,192	101,656	104,278	106,070	106,863	108,945	110,842	112,858	112,045	(813)	-0.7%	16,267	17.0%
Change		1,049	3,414	2,464	2,622	1,792	793	2,082	1,897	2,016	(813)				



North Dakota K-12 School Funding Formula

In 2013, the state implemented a K-12 funding formula tied to the cost of providing an adequate education and funded it with a combination of state and local taxes. Local property tax levy authority was decreased significantly with statewide taxes making up the difference. Statewide taxes are now funding approximately 75% of the cost of education.

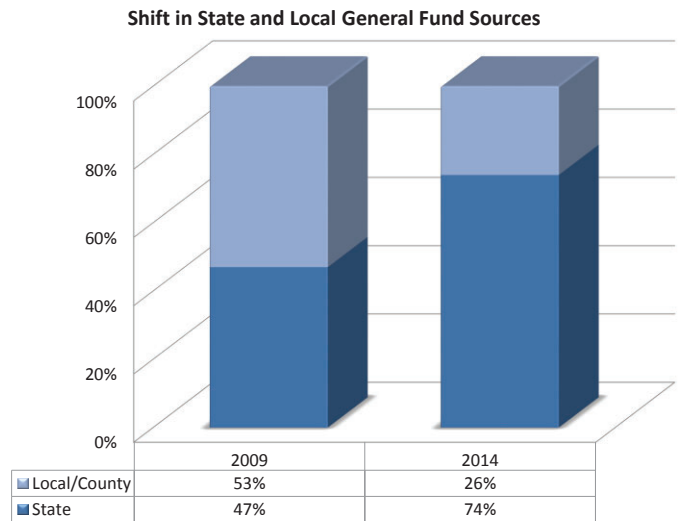
The local share is 60 mills on taxable valuation and 75%-100% of other local in-lieu of property tax revenue. The state funds the remainder up to the adequate amount.

The formula is student driven and uses various weights to account for the increased costs associated with school district size and serving students with special needs. A base per student funding rate is set by the legislature designed to generate the resources necessary to educate students to state standards. In addition, there are transitional adjustments included to minimize budget impacts that inevitably occur when making major changes.

In the end, North Dakota's K-12 funding formula provides a base of financial support per student sufficient to provide an adequate education by school districts, regardless of where the student lives or what the taxable valuation is of the district.

The Legislature, through the interim Education Funding Committee, contracted with Picus-Odden and Associates to conduct a recalibration study to confirm the adequacy of that base level of support.

The consultants use an evidenced – based (EB) model to determine the resources necessary to educate students to college and career ready proficiency. Included in the model are all of the components necessary to meet the standards. This includes core staffing, administration, operations, professional development, technology and instruction materials. Their report was presented to the Interim Education Funding Committee in June, 2014. The report can be found in the meeting minutes at <http://www.legis.nd.gov/assembly/63-2013/interim/15-5088-03000-meeting-minutes.pdf?20141016152129>.



K-12 School Funding Formula		
<i>Part One: Calculate Base Funding Amount</i>		Example
	Student Membership (ADM)	300
+	Other Program Weighted ADM	30
=	Weighted ADM	330
x	School District Size Factor	1.13
=	Weighted Student Units	373
x	Per Student Rate	9,092
=	Total Formula Amount	3,391,316
+/-	Transition Adjustments	-
=	Total Adjusted Formula Amount	3,391,316
<i>Part Two: Determine State Aid Payment</i>		
Local Share	60 mills times taxable valuation	600,000
	75%-100% of other local in-lieu revenue	60,000
State Share	Difference is State Aid Payment	2,731,316

Statewide Statistical Summary

North Dakota Department of Public Instruction

Office of School Finance

2019-21 Budget to Actual

	Budget Year 2019-20 Statewide		Budget Year 2020-21 Statewide		Actual @ Jun 2020 Year 2019-20 Statewide		Actual Dec 2020 Year 2020-21 Statewide	
	Weighted ADM	Entitlement	Weighted ADM	Entitlement	Weighted ADM	Entitlement	Weighted ADM	Entitlement
Student Membership								
1 Pk Special Education	1,218.06	11,984,492	1,218.06	12,224,450	1,328.02	13,066,389	1,259.17	12,637,030
2 Kindergarten	9,360.62	92,099,140	10,396.91	104,343,389	9,400.79	92,494,373	9,696.76	97,316,683
3 Grade 1-6	53,633.56	527,700,597	54,660.32	548,570,972	53,506.46	526,450,060	54,135.05	543,299,362
4 Grade 7-8	16,946.27	166,734,351	17,946.41	180,110,171	16,917.56	166,451,843	17,608.44	176,718,304
5 Grade 9-12	30,683.50	301,894,957	31,625.15	317,390,005	30,315.88	298,277,943	30,828.71	309,396,934
6 Alternative High School	787.62	7,749,393	787.62	7,904,554	696.98	6,857,586	691.23	6,937,184
7 Total Average Daily Membership (ADM)	112,629.63	1,108,162,930	116,634.47	1,170,543,541	112,165.69	1,103,598,194	114,219.36	1,146,305,497
Other Program Membership								
8 Alt High School	196.92	1,937,496	196.92	1,976,289	174.28	1,714,741	172.84	1,734,622
9 Special Ed ADM	9,235.64	90,869,462	9,564.03	95,984,605	9,197.58	90,494,990	9,365.95	93,996,674
10 PK Special Ed ADM	207.03	2,036,968	207.03	2,077,753	225.79	2,221,548	214.06	2,148,306
11 On Time Funding							555.75	5,577,507
12 Regional Education Association	225.12	2,214,956	233.12	2,339,592	223.81	2,202,067	228.38	2,292,022
13 ELL Level 1	146.12	1,437,675	146.12	1,466,460	164.15	1,615,072	149.66	1,501,988
14 ELL Level 2	186.13	1,831,333	186.13	1,868,001	180.40	1,774,956	157.59	1,581,573
15 ELL Level 3	91.23	897,612	91.23	915,584	91.66	901,843	82.66	829,576
16 At Risk	1,053.63	10,366,666	1,088.97	10,928,903	969.15	9,535,467	991.58	9,951,497
17 Home-Education (district supervised)	14.16	139,320	14.16	142,110	13.26	130,465	12.01	120,532
18 Alternative Middle School	1.28	12,594	1.28	12,846	0.80	7,871	1.00	10,036
Summer Programs								
19 - Summer School	1,281.94	12,613,008	1,281.94	12,865,550	1,295.77	12,749,081	1,119.25	11,232,793
20 - Special Ed ESY	70.68	695,421	70.68	709,344	59.85	588,864	36.98	371,131
Isolated Schools								
21 >275 sq miles and < 100 ADM	109.75	1,079,830	102.13	1,024,977	110.93	1,091,440	109.97	1,103,659
22 > 600 sq miles and < 50 ADM	-	-	-	-	-	-	-	-
23 Total Weighted Average Daily Membersh	125,449.26	1,234,295,269	129,818.21	1,302,855,556	124,873.12	1,228,626,598	127,417.04	1,278,757,413
24 School Size Adjustment Factor	5,179.47	50,960,805	5,084.93	51,032,357	5,161.18	50,780,880	5,202.69	52,214,197
25 Total Weighted Student Units	130,628.73		134,903.14		130,034.30		132,619.73	
Per Student Payment Rate	\$9,839		\$10,036		\$9,839		\$10,036	
Rate Increase								
Total Formula Amount		1,285,256,074		1,353,887,913		1,279,407,478		1,330,971,610
Transition Maximum Adjustment	1.05	(10,676,505)	1.10	(9,752,180)	1.05	(10,546,326)	1.10	(9,794,949)
Transition Minimum Adjustment	1.01	49,192,486	1.02	46,885,221	1.01	49,527,782	1.02	46,409,758
Adjusted Formula Amount		1,323,772,055		1,391,020,954		1,318,388,934		1,367,586,419
Contribution from Property Tax	60	(262,540,341)	60	(275,459,632)	60	(263,866,383)	60	(279,630,979)
Contribution from In-Lieu of Property T	75%	(50,080,713)	75%	(49,968,613)	75%	(58,302,048)	75%	(64,111,645)
Ending Fund Balance Offset	35%		35%		35%	(4,646,859)	35%	(1,733,045)
State Aid Payment		1,011,151,001		1,065,592,709		991,573,644		1,022,110,750
State Aid Payment Biennium				2,076,743,711				2,013,684,394
2019-21 Budget to Actual								(63,059,317)

FOUNDATION AID STATUS

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

12-2020

FISCAL YEAR 2019-2020	A		B		C		D		E		F		G	
	Biennial Appropriation 2019-2021		Yearly Appropriation 2019-2020		Actual Obligations to date 2019-2020		Estimated Additional Obligations 2019-2020		Estimated Total Obligations 2019-2020 (Col C + Col D)		Variance Est. to Actual 2019-2020 (Col B - Col E)		Amount Available 2020-2021 (Col A - Col E)	
State Aid Formula Payments	2,087,852,429.00		1,016,905,361.00		991,573,644.26		-		991,573,644.26		25,331,716.74		1,096,278,784.74	
State Child Placement - Public	6,800,000.00		3,300,000.00		2,939,848.93		-		2,939,848.93		360,151.07		3,860,151.07	
State Child Placement - Non-public	2,400,000.00		1,200,000.00		1,193,846.40		-		1,193,846.40		6,153.60		1,206,153.60	
SD Cross Border	350,000.00		175,000.00		16,824.00		-		16,824.00		158,176.00		333,176.00	
Gifted and Talented	800,000.00		400,000.00		400,000.00		-		400,000.00		-		400,000.00	
State School Aid	2,098,202,429.00		1,021,980,361.00		996,124,163.59		-		996,124,163.59		25,856,197.41		1,102,078,265.41	
Transportation	56,500,000.00		28,250,000.00		28,348,692.62		-		28,348,692.62		(98,692.62)		28,151,307.38	
Special Education Contracts	24,000,000.00		11,800,000.00		11,932,880.68		-		11,932,880.68		(132,880.68)		12,067,119.32	
TOTAL	2,178,702,429.00		1,062,030,361.00		1,036,405,736.89		-		1,036,405,736.89		25,624,624.11		1,142,296,692.11	
FISCAL YEAR 2020-2021	H		I		J		K		L		M		N	
	Amount Available 2020-2021 (From Col G)		Yearly Appropriation 2020-2021		Actual Obligations to date 2020-2021		Estimated Additional Obligations 2020-2021		Estimated Total Obligations 2020-2021 (Col J + Col K)		Variance Est. to Actual 2020-2021 (Col I - Col L)		Remaining Balance (Col H - Col L)	
State Aid Formula Payments	1,096,278,784.74		1,070,947,068.00		1,022,110,749.35		-		1,022,110,749.35		48,836,318.65		74,168,035.39	
State Child Placement - Public	3,860,151.07		3,500,000.00				3,500,000.00		3,500,000.00		-		360,151.07	
State Child Placement - Non-public	1,206,153.60		1,200,000.00				1,200,000.00		1,200,000.00		-		6,153.60	
SD Cross Border	333,176.00		175,000.00				175,000.00		175,000.00		-		158,176.00	
Gifted and Talented	400,000.00		400,000.00				400,000.00		400,000.00		-		-	
State School Aid	1,102,078,265.41		1,076,222,068.00		1,022,110,749.35		5,275,000.00		1,027,385,749.35		48,836,318.65		74,692,516.06	
Transportation	28,151,307.38		28,250,000.00				21,099,965.87		21,099,965.87		7,150,034.13		7,051,341.51	
Special Education Contracts	12,067,119.32		12,200,000.00				12,067,119.32		12,067,119.32		132,880.68		-	
TOTAL	1,142,296,692.11		1,116,672,068.00		1,022,110,749.35		38,442,085.19		1,060,552,834.54		56,119,233.46		81,743,857.57	



Statewide Statistical Summary
North Dakota Department of Public Instruction
Office of School Finance
Cost to Continue

	ADM less On Time 115,111							
	Budget April 2019		Budget April 2019		Preliminary Budget Projections			
	Year 2019-20 Statewide		Year 2020-21 Statewide		Year 2021-22 Statewide		Year 2022-23 Statewide	
	Weighted		Weighted		Weighted		Weighted	
Student Membership	ADM	Entitlement	ADM	Entitlement	ADM	Entitlement	ADM	Entitlement
1 Pk Special Education	1,218.06	11,984,492	1,218.06	12,224,450	1,259.17	12,637,030	1,259.17	12,637,030
2 Kindergarten	9,360.62	92,099,140	10,396.91	104,343,389	9,063.71	90,963,394	9,006.00	90,384,216
3 Grade 1-6	53,633.56	527,700,597	54,660.32	548,570,972	53,081.55	532,726,436	53,934.12	541,282,828
4 Grade 7-8	16,946.27	166,734,351	17,946.41	180,110,171	17,845.87	179,101,151	18,347.94	184,139,926
5 Grade 9-12	30,683.50	301,894,957	31,625.15	317,390,005	31,972.65	320,877,515	33,023.19	331,420,735
6 Alternative High School	787.62	7,749,393	787.62	7,904,554	691.23	6,937,184	691.23	6,937,184
7 Total Average Daily Membership (ADM)	112,629.63	1,108,162,930	116,634.47	1,170,543,541	113,914.18	1,143,242,710	116,261.65	1,166,801,919
			3.6%		-2.3%		2.1%	
Other Program Membership								
8 Alt High School	196.92	1,937,496	196.92	1,976,289	172.84	1,734,622	172.84	1,734,622
9 Special Ed ADM	9,235.64	90,869,462	9,564.03	95,984,605	9,340.92	93,745,473	9,533.51	95,678,306
10 PK Special Ed ADM	207.03	2,036,968	207.03	2,077,753	214.06	2,148,306	214.06	2,148,306
11 Regional Education Association	225.12	2,214,956	233.12	2,339,592	227.82	2,286,402	232.46	2,332,969
12 On Time Funding	-	-	-	-	1,482.11	14,874,456	1,409.07	14,141,427
13 On Time Adjustment	-	-	-	-	-	-	-	-
14 ELL Level 1	146.12	1,437,675	146.12	1,466,460	149.66	1,501,988	149.66	1,501,988
15 ELL Level 2	186.13	1,831,333	186.13	1,868,001	157.59	1,581,573	157.59	1,581,573
16 ELL Level 3	91.23	897,612	91.23	915,584	82.66	829,576	82.66	829,576
17 At Risk	1,053.63	10,366,666	1,088.97	10,928,903	989.30	9,928,615	1,008.68	10,123,112
18 Home-Education (district supervised)	14.16	139,320	14.16	142,110	13.47	135,185	13.47	135,185
19 Alternative Middle School	1.28	12,594	1.28	12,846	1.00	10,036	1.00	10,036
Summer Programs								
20 - Summer School	1,281.94	12,613,008	1,281.94	12,865,550	1,115.32	11,193,352	1,115.32	11,193,352
21 - Special Ed ESY	70.68	695,421	70.68	709,344	33.31	334,299	33.31	334,299
Isolated Schools								
22 >275 sq miles and < 100 ADM	109.75	1,079,830	102.13	1,024,977	99.64	999,987	103.90	1,042,740
23 > 600 sq miles and < 50 ADM	-	-	-	-	-	-	-	-
24 Total Weighted Average Daily Membership	125,449.26	1,234,295,269	129,818.21	1,302,855,556	127,993.88	1,284,546,580	130,489.18	1,309,589,410
25 School Size Adjustment Factor	5,179.47	50,960,805	5,084.93	51,032,357	5,187.31	52,059,843	5,121.41	51,398,471
26 Total Weighted Student Units	130,628.73		134,903.14		133,181.19		135,610.59	
Per Student Payment Rate	\$9,839		\$10,036		\$10,036		\$10,036	
Rate Increase			2.0%		0.0%		0.0%	
Total Formula Amount		1,285,256,074		1,353,887,913		1,336,606,423		1,360,987,881
Transition Maximum Adjustment	1.05	(10,676,505)	1.10	(9,752,180)	1.10	(9,888,334)	1.10	(9,940,602)
Transition Minimum Adjustment	1.01	49,192,486	1.02	46,885,221	1.02	40,466,795	1.02	33,053,618
Adjusted Formula Amount		1,323,772,055		1,391,020,954		1,367,184,884		1,384,100,898
Contribution from Property Tax	60	(262,540,341)	60	(275,459,632)	60	(296,499,836)	60	(316,318,721)
Contribution from In-Lieu of Property Tax	75%	(50,080,713)	75%	(49,968,613)	75%	(49,226,358)	75%	(49,164,880)
Ending Fund Balance Offset	35%		35%	-	35%		35%	
State Aid Payment		1,011,151,001		1,065,592,709		1,021,458,690		1,018,617,297
								(36,667,723)

On Time Funding was not set up, need to subtract on time WSUs to compare

Projection Notes

- ADM is projected using a four year cohort survival routine with 2019-20 fall enrollment as the base year.
- Taxable Valuations were based on 2020 actual valuations and 2021 estimated valuations using a 2 year average change.
 - Max increase of 8%
 - Floor of 0%
 - Districts that received land due to dissolutions were capped at 4.1% (State Average)
- Delayed changes from SB 2265 were implemented for the cost to continue
 - Changes to On Time Funding
 - Increases in the deduction from property taxes
 - Decreases to the transition minimum
- OGPT is adjusted to reflect 6 months distributed July - December 2020
- Other Statistical data was based on data supporting the 2019-20 payment

State School Aid Budget

Appropriation	2019-20	2020-21 (Budget)	2019-2021 Biennium	2021-2022	2022-2023	2021-2023 Biennium	Biennium Change
State Aid Formula Payments	1,011,151,002	1,065,592,709	2,076,743,711	1,021,458,690	1,018,617,297	2,040,075,987	(36,667,723)
Available for Formula	1,011,151,002	1,065,592,709	2,076,743,711	1,021,458,690	1,018,617,297	2,040,075,987	(36,667,723)
<i>Budget Variance</i>	5,504,359	5,504,359	11,008,718	5,304,359	5,304,359	10,608,718	(400,000)
Alternative Ed 15 yr old	-	-	-	-	-	-	-
Isolated Hold Harmless	-	-	-	-	-	-	-
REA Grants	250,000	250,000	500,000	250,000	250,000	500,000	-
State Child Placement-Public	3,300,000	3,500,000	6,800,000	3,300,000	3,500,000	6,800,000	-
State Child Placement-Nonpublic	1,200,000	1,200,000	2,400,000	1,200,000	1,200,000	2,400,000	-
Gifted and Talented	400,000	400,000	800,000	400,000	400,000	800,000	-
SD Tuition Payment	175,000	175,000	350,000	175,000	175,000	350,000	-
Cooperative Agreement Adj	-	(400,000)	(400,000)	-	-	-	400,000
Grants - Integrated formula payments	1,021,980,361	1,076,222,068	2,098,202,429	1,032,088,049	1,029,446,656	2,061,534,705	(36,667,723)
Grants - transportation	28,250,000	28,250,000	56,500,000	28,250,000	28,250,000	56,500,000	-
Grants - special education contracts	11,800,000	12,200,000	24,000,000	13,300,000	13,700,000	27,000,000	3,000,000
Rapid enrollment grants	3,000,000	-	3,000,000	-	-	-	(3,000,000)
Music Education Grants	800,000	-	-	-	-	-	(800,000)
Literacy Intervention	200,000	-	-	-	-	-	(200,000)
PowerSchool	2,750,000	2,750,000	5,500,000	2,625,000	2,625,000	5,250,000	(250,000)
Appropriation to Actual Expenditure Reconciliation							
State Aid Formula	991,573,644	1,022,110,749	2,013,684,394	1,021,458,690	1,018,617,297	2,040,075,987	26,391,594
Budget Variance	25,606,198	48,461,837	74,068,035	5,304,359	5,304,359	10,608,718	(63,459,317)
SB 2015 Contingent Transp Distribution	-	-	-	-	-	-	-
Isolated HH	-	-	-	-	-	-	-
REA Grants	250,000	250,000	500,000	250,000	250,000	500,000	-
State Child Placement - Public	2,939,849	3,860,151	6,800,000	3,300,000	3,500,000	6,800,000	-
State Child Placement - Private	1,193,846	1,206,154	2,400,000	1,200,000	1,200,000	2,400,000	-
Gifted and Talented	400,000	400,000	800,000	400,000	400,000	800,000	-
SD Tuition Payment	16,824	333,176	350,000	175,000	175,000	350,000	-
Powerschool Refund	-	-	-	-	-	-	-
Other	-	(400,000)	(400,000)	-	-	-	400,000
Grants - Integrated formula payments	1,021,980,361	1,076,222,067	2,098,202,429	1,032,088,049	1,029,446,656	2,061,534,705	(36,667,723)
	(0)	0	-	-	-	-	0

Projection Notes

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- Other Statistical data was based on data supporting the 2019-20 payment



STATE AID TO SCHOOLS PAYMENT WORKSHEET

North Dakota Department of Public Instruction
Office of Fiscal Management - SFO

District Name	County District Number	Payment Month	School Year
Williams County 8	53-008	January	2020-2021

A STATE AID FORMULA:

Student membership includes regular school year average daily membership (ADM). ADM for students attending school in Montana and Minnesota (NDCC 15.1-29.01), South Dakota students attending school in North Dakota (NDCC 15.1-29-02.1) under cross border attendance agreements, and students in private or out-of-state placements for purposes other than education (NDCC 15.1-29-14) are also included.

Student Membership

- 1 Pk Special Education
- 2 Kindergarten
- 3 Grade 1-6
- 4 Grade 7-8
- 5 Grade 9-12
- 6 Alternative High School
- 7 Total Average Daily Membership (ADM)

ADM	Weighting Factor	Weighted ADM
8.93	1.000	8.93
95.63	1.000	95.63
534.70	1.000	534.70
141.50	1.000	141.50
-	1.000	-
-	1.000	-
		780.76

Other Program Membership

- 8 Alt High School (from line 6)
- 9 Special Ed ADM (from line 7)
- 10 PK Special Ed ADM (from line 1)
- 11 Regional Education Association (if member from line 7)
- 12 2021 Fall Enrollment above 2020 ADM
- 13 Spring 2021 ADM Adjustment
- 14 ELL Level 1
- 15 ELL Level 2
- 16 ELL Level 3
- 17 At Risk
- 18 Home-Education (district supervised)
- 19 Alt Middle School
- Summer Programs
- 20 Summer School
- 21 Special Ed ESY
- Isolated School District
- 22 >275 sq miles and <100 ADM
- 23 >600 sq miles and <50 ADM

-	0.250	-
780.76	0.082	64.02
8.93	0.170	1.52
780.76	0.002	1.56
-	0.500	-
-	-	-
8.11	0.400	3.24
1.58	0.280	0.44
22.46	0.070	1.57
229.54	0.025	5.74
-	0.200	-
-	0.150	-
-	0.600	-
-	1.000	-
-	0.100	-
-	1.100	-

- 24 Total Weighted Average Daily Membership (add lines 7 through 23)
- 25 School District Size Weighting Factor
- 26 Total Weighted Student Units
- 27 Per Student Payment Rate
- 28 Total Formula Payment

858.85
1.0000
858.85
\$10,036.00
8,619,418.60

Formula Adjustments

- 29 Transition Maximum Adjustment (from line 68)
- 30 Transition Minimum Adjustment (from line 75)
- 31 Total Adjusted Formula Amount (total lines 28, 29 and 30)
- 32 Contribution from Property Tax (from line 48)
- 33 Contribution from Other Local Revenue (from line 41)
- 34 State Aid Payment (line 31 minus lines 32 and 33)

16,454,081.05	-
12,740,722.45	4,121,303.85
	12,740,722.45
	4,480,184.75
	1,219,871.21
	7,040,666.49

State School Aid Summary

- 1 State Aid Formula Payment (from line 34)
- 2 Transportation (from line 64)
- 3 State Child Placement
- 4 Special Education Contracts - Agency
- 5 Special Education Contracts - School Placed
- 6 Special Education Contracts - Boarding
- 7 Special Education - Gifted and Talented

Entitlement	EFB Offset	Net Entitlement
7,040,666.49	-	7,040,666.49
151,434.58	-	151,434.58
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
7,192,101.07	-	7,192,101.07

Total State Aid

Excess Fund Balance Offset (from line 52)

24

-

B CONTRIBUTION FROM OTHER LOCAL REVENUE				
	Total Revenue	Apportioned Revenue	Percent	
35 1300 Tuition	-	-	75%	-
36 2999 County	854,509.32	854,509.32	75%	640,881.99
37 US Flood	9,296.35	9,296.35	75%	6,972.26
38 Electric Generation, Distribution and Transmission Tax	720,262.03	720,262.03	75%	540,196.52
39 Mobile Home and Other In-Lieu Taxes	8,166.31	8,166.31	75%	6,124.73
40 Telecommunications	34,260.95	34,260.95	75%	25,695.71
41 Contribution from Other Local Revenue				1,219,871.21
	S & I Levy	Total Levy	Non S & I Percentage	
	-	70.29	100.00%	

C CONTRIBUTION FROM PROPERTY TAX				
42 District Taxable Valuation				130,035,969
43 Contribution Mill Rate				60
44 Contribution from Property Tax (line 42 times line 43 divided by 1000)				7,802,158.14
45 Minimum Local Effort Adjustment (NDCC 15.1-27-04.2)		-		-
46 Maximum Contribution Increase Adjustment (NDCC 15.1-27-04.1.4.a.)		4,111,076.59		(3,691,081.55)
47 Local Effort Adjustment NDCC 15.1-27-04.3				369,108.16
48 Adjusted Contribution from Property Tax (total lines 44, 45 and 46)				4,480,184.75

D EXCESS FUND BALANCE OFFSET				
49 General Fund Ending Balance				4,202,891.79
50 General Fund Expenditures				12,269,365.27
51 35% of General Fund Expenditures + \$50,000				4,344,277.84
52 Excess Fund Balance Offset (line 49 minus line 51, if less than zero enter zero)				-

E TRANSPORTATION WORKSHEET				
	Rate	Miles	Rides	Total
53 Small Bus Miles	0.520	0.0	xxxxx	-
54 Large Bus Miles	1.110	100,278.0	xxxxx	111,308.58
55 Rural Rides	0.300	xxxxx	122,052	36,615.60
56 Small In-City Miles	0.520	0.0	xxxxx	-
57 Large In-City Miles	1.110	0.0	xxxxx	-
58 In-City Rides	0.300	xxxxx	0	-
59 Family - To School	0.250	14,041.6	xxxxx	3,510.40
60 Family - To Bus	0.250	0.0	xxxxx	-
61 Not Reimbursable	-	0.0	0	
62 Total Transportation Reimbursement				151,434.58
63 Reimbursement Cap --- 90% of transportation expenditures				565,764.45
64 Transportation Grant Total (lesser of 90% cap or total)				151,434.58

F BASELINE FUNDING - MINIMUM AND MAXIMUM PAYMENTS				
65 Baseline Funding (2018-19 Formula Payment)				9,287,058.52
66 Baseline Weighted Student Units (2018-19)				533.23
67 Baseline Funding Rate				\$17,416.61

	Baseline Funding Rate	Maximum Percent	Weighted Student Units	
Adjustment for Maximum				
68 Maximum Increase Amount	\$17,416.61	110%	858.85	16,454,081.05

	Baseline Funding Rate	Minimum Percent	Weighted Student Units	
Adjustment for Minimum				
69 Minimum Increase Per Student	\$17,416.61	102%	533.23	9,472,800.13
70 WSUs Above Baseline	\$10,036.00		325.62	3,267,922.32
71 Baseline Funding Per Student				12,740,722.45
72 Baseline Funding (from line 65)				9,287,058.52
73 Minimum Funding Percentage				100%
74 Minimum Funding Amount				9,287,058.52
75 Minimum Increase Amount (greater of line 71 or line 74)				12,740,722.45

State Aid To Schools

	Biennial Appropriation 2011-2013	Biennial Appropriation 2013-2015	Biennial Appropriation 2015-2017	Biennial Appropriation 2017-2019	Biennial Appropriation 2019-2021	Exec Rec 2021-2023
*Grants - State school aid	918,459,478	1,752,100,000	1,915,332,000	1,935,204,163	2,098,202,429	2,061,534,705
Grants - Transportation	48,500,000	53,500,000	57,108,000	55,400,000	56,500,000	56,500,000
Grants - Special education aid	16,000,000	16,500,000	18,500,000	19,300,000	24,000,000	27,000,000
Grants - Teacher compensation payments						
Grants - Tuition apportionment						
Grants - Revenue supplement payments						
Grants - Supplemental operations						
K-12 State Aid Formula Payments	982,959,478	1,822,100,000	1,990,940,000	2,009,904,163	2,178,702,429	2,145,034,705
Other Appropriations						
ITD Powerschool			6,000,000	5,500,000	5,500,000	5,250,000
Grants - Mill Levy Reduction	341,790,000					
Grants - Supplemental one-time						
Grants - Federal one-time Education Jobs Fur	21,517,716					
Grants - Rapid Enrollment	5,000,000	13,600,000	14,800,000	6,000,000	3,000,000	-
Grants - Safety Grants		3,000,000				
Grants - ELL			1,000,000	500,000		
Grants - REA merger incentive				100,000		
Grants - Reorganization bonuses						
Grants - JPA incentives (SB 2200)						
Supplemental Appropriations						
Additional Tuition Apportionment	2,214,423					
Deferred Maintenance and Physical Improvement Grants						
Supplemental Transportation Payments						
Deficiency Appropriation - Mill Levy Reduction	1,362,481,617	1,847,700,000	2,012,740,000	2,022,004,163	2,187,202,429	2,150,284,705
Total Appropriated						

*The 2015-17 appropriation reflects transfers from Grants-State school aid to Grants-Transportation and Grants-Special education aid approved by the 2017 legislature.

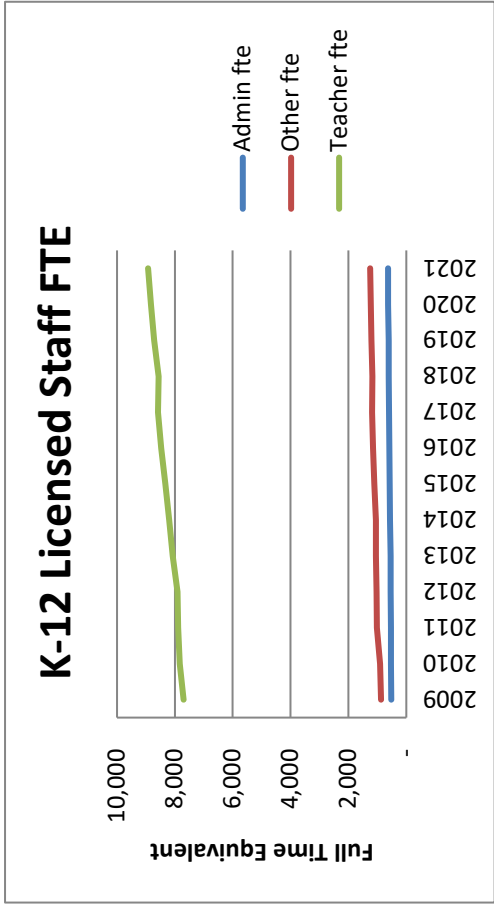
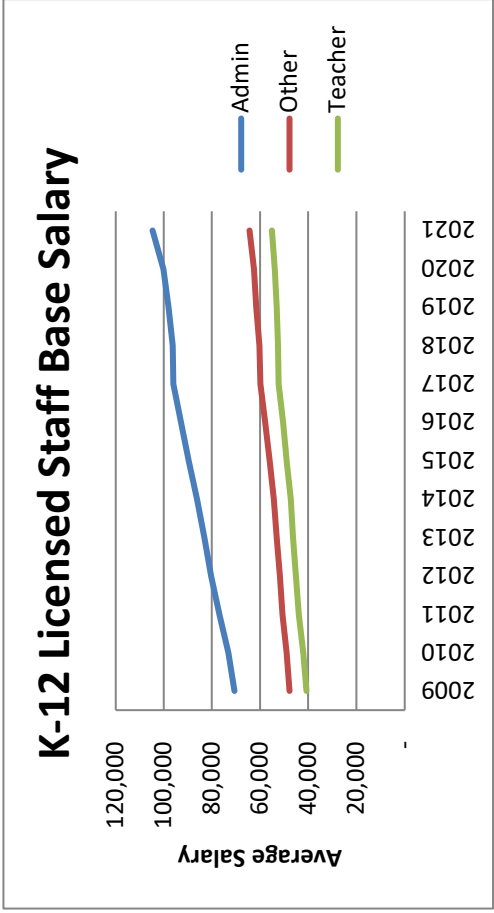
	2013-15	2015-17	2017-19	2019-21	2021-23
State School Aid Program	Appropriation	Appropriation	Appropriation	Appropriation	Cost to Cont.
State School Aid - Integrated Formula Payments	1,752,100,000	1,916,640,000	1,935,204,163	2,098,202,429	2,061,534,705
Transportation	53,500,000	57,000,000	55,400,000	56,500,000	56,500,000
Rapid Enrollment Grants	13,600,000	14,800,000	6,000,000	3,000,000	-
Special Education - Contracts	16,500,000	18,500,000	19,300,000	24,000,000	27,000,000
Total - State School Aid Program	1,835,700,000	2,006,940,000	2,015,904,163	2,181,702,429	2,145,034,705
General Fund	1,695,374,000	1,787,806,000	1,409,357,258	1,690,938,429	1,569,704,733
State Tuition Fund	140,326,000	219,134,000	305,546,905	377,764,000	433,020,000
Foundation Aid Stabilization Fund	-	-	301,000,000	113,000,000	142,309,972
Total - State School Aid Program	1,835,700,000	2,006,940,000	2,015,904,163	2,181,702,429	2,145,034,705

ND Teacher Base Salary and FTE History

School Year	Licensed FTE			Average Salary		Teacher	Enr/FTE	
	Admin fte	Other fte	Teacher fte	Admin	Other		K-12 Enr	Ratio
2009	517	866	7,697	70,608	47,794	40,750	93,406	10.3
2010	521	902	7,829	73,156	48,923	41,977	93,715	10.1
2011	528	1,006	7,881	76,885	50,635	43,852	94,729	10.1
2012	535	1,017	7,911	80,268	51,711	45,072	95,778	10.1
2013	533	1,045	8,076	83,074	53,124	46,275	99,192	10.3
2014	552	1,039	8,192	86,115	54,245	47,231	101,656	10.4
2015	565	1,100	8,330	89,534	56,004	48,893	104,278	10.4
2016	577	1,145	8,474	92,826	57,842	50,455	106,070	10.4
2017	587	1,176	8,580	96,008	59,898	52,235	106,863	10.3
2018	597	1,168	8,563	96,193	60,305	52,534	108,945	10.5
2019	603	1,195	8,718	97,953	61,516	53,061	110,842	10.5
2020	619	1,217	8,823	100,035	62,519	53,897	112,858	10.5
2021	627	1,251	8,926	104,683	64,357	55,155	112,045	10.4

Licensed personnel (FTE)

- Teachers include classroom teachers, MR special education, SLD and ED, physical education, music, art, career and technology, Title I and any other type of teacher.
- Other licensed staff includes assistant directors, coordinators, counselors or counselor designates, county superintendents and assistant or deputy county superintendents, directors, instructional programmers, library media specialist, pupil personnel, school psychologist, speech pathologist and supervisors.
- Administrators include principals and assistant principals, superintendents and assistant or deputy superintendents.



[Annual Reports](#) > [Digest of Education Statistics](#) > [Table 211.60. Estimated average annual salary of teachers in public elementary and secondary schools, by state: Selected years, 1969-70 through 2018-19](#)



DIGEST of EDUCATION STATISTICS

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Table 211.60. Estimated average annual salary of teachers in public elementary and secondary schools, by state: Selected years, 1969-70 through 2018-19

State	Current dollars							Constant 2018-19 dollars ¹							Percent change, 1999-2000 to 2018-19
	1969-70	1979-80	1989-90	1999-2000	2009-10	2017-18	2018-19	1969-70	1979-80	1989-90	1999-2000	2009-10	2017-18	2018-19	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
United States	\$8,626	\$15,970	\$31,367	\$41,807	\$55,370	\$60,477	\$61,730	\$57,834	\$52,100	\$62,566	\$62,545	\$64,703	\$61,730	\$61,730	-1.3
Alabama	6,818	13,060	24,828	36,689	47,571	50,568	50,810	45,712	42,607	49,523	54,888	55,590	51,616	50,810	-7.4
Alaska	10,560	27,210	43,153	46,462	59,672	69,682	70,277	70,801	88,769	86,074	69,509	69,730	71,126	70,277	1.1
Arizona	8,711	15,054	29,402	36,902	46,952	48,723	49,892	58,404	49,112	58,646	55,207	54,866	49,733	49,892	-9.6
Arkansas	6,307	12,299	22,352	33,386	46,700	50,544	51,019	42,286	40,124	44,584	49,947	54,572	51,591	51,019	2.1
California	10,315	18,020	37,998	47,680	68,203	80,680	82,282	69,158	58,788	75,792	71,331	79,699	82,352	82,282	15.4
Colorado	7,761	16,205	30,758	38,163	49,202	52,701	53,301	52,035	52,867	61,351	57,093	57,496	53,793	53,301	-6.6
Connecticut	9,262	16,229	40,461	51,780	64,350	74,517	76,465	62,098	52,945	80,705	77,465	75,197	76,061	76,465	-1.3
Delaware	9,015	16,148	33,377	44,435	57,080	61,795	62,308	60,442	52,681	66,575	66,477	66,701	63,076	62,308	-6.3
District of Columbia	10,285	22,190	38,402	47,076	64,548	76,486	78,477	68,957	72,392	76,598	70,428	75,428	78,071	78,477	11.4
Florida	8,412	14,149	28,803	36,722	46,708	48,168	48,395	56,399	46,159	57,451	54,938	54,581	49,166	48,395	-11.9
Georgia	7,276	13,853	28,006	41,023	53,112	56,329	57,137	48,783	45,194	55,862	61,372	62,065	57,496	57,137	-6.9
Hawaii	9,453	19,920	32,047	40,578	55,063	57,866	59,757	63,379	64,987	63,922	60,706	64,344	59,065	59,757	-1.6
Idaho	6,890	13,611	23,861	35,547	46,283	49,225	50,757	46,195	44,404	47,594	53,180	54,084	50,245	50,757	-4.6
Illinois	9,569	17,601	32,794	46,486	62,077	65,721	66,600	64,157	57,421	65,412	69,545	72,541	67,083	66,600	-4.2
Indiana	8,833	15,599	30,902	41,850	49,986	50,614	50,937	59,222	50,890	61,638	62,609	58,412	51,663	50,937	-18.6
Iowa	8,355	15,203	26,747	35,678	49,626	57,018	58,140	56,017	49,598	53,350	53,376	57,991	58,200	58,140	8.9
Kansas	7,612	13,690	28,744	34,981	46,657	49,754	49,800	51,036	44,662	57,334	52,333	54,522	50,785	49,800	-4.8
Kentucky	6,953	14,520	26,292	36,380	49,543	52,952	53,434	46,617	47,370	52,443	54,426	57,894	54,049	53,434	-1.8
Louisiana	7,028	13,760	24,300	33,109	48,903	50,359	50,923	47,120	44,890	48,469	49,532	57,146	51,403	50,923	2.8
Maine	7,572	13,071	26,881	35,561	46,106	53,815	54,974	50,768	42,643	53,618	53,201	53,878	54,930	54,974	3.3
Maryland	9,383	17,558	36,319	44,048	63,971	69,627	70,463	62,910	57,281	72,443	65,898	74,754	71,070	70,463	6.9
Massachusetts	8,764	17,253	34,712	46,580	69,273	80,357	82,042	58,760	56,286	69,238	69,686	80,950	82,022	82,042	17.7
Michigan	9,826	19,663	37,072	49,044	57,958	61,911	61,825	65,880	64,148	73,945	73,372	67,727	63,194	61,825	-15.7
Minnesota	8,658	15,912	32,190	39,802	52,431	57,782	58,221	58,049	51,911	64,207	59,545	61,269	58,979	58,221	-2.2
Mississippi	5,798	11,850	24,292	31,857	45,644	44,926	45,574	38,874	38,659	48,454	47,659	53,338	45,857	45,574	-4.4
Missouri	7,799	13,682	27,094	35,656	45,317	49,304	50,064	52,290	44,636	54,042	53,343	52,956	50,326	50,064	-6.1
Montana	7,606	14,537	25,081	32,121	45,759	52,776	54,034	50,996	47,425	50,027	48,054	53,472	53,870	54,034	12.4
Nebraska	7,375	13,516	25,522	33,237	46,227	54,213	54,506	49,447	44,094	50,907	49,724	54,019	55,336	54,506	9.6
Nevada	9,215	16,295	30,590	39,390	51,524	54,280	54,280	61,783	53,160	61,016	58,929	60,209	55,405	54,280	-7.9
New Hampshire	7,771	13,017	28,986	37,734	51,443	57,833	58,146	52,102	42,466	57,816	56,452	60,114	59,031	58,146	3.0
New Jersey	9,130	17,161	35,676	52,015	65,130	69,917	70,212	61,213	55,986	71,160	77,817	76,108	71,366	70,212	-9.8
New Mexico	7,796	14,887	24,756	32,554	46,258	47,152	47,826	52,269	48,567	49,379	48,702	54,055	48,129	47,826	-1.8
New York	10,336	19,812	38,925	51,020	71,633	84,227	85,889	69,299	64,634	77,641	76,328	83,708	85,972	85,889	12.5
North Carolina	7,494	14,117	27,883	39,404	46,850	51,231	53,975	50,245	46,055	55,616	58,950	54,747	52,293	53,975	-8.4
North Dakota	6,696	13,263	23,016	29,863	42,964	52,850	53,434	44,894	43,269	45,908	44,676	50,206	53,945	53,434	19.6
Ohio	8,300	15,269	31,218	41,436	55,958	58,000	57,799	55,649	49,813	62,268	61,990	65,390	59,202	57,799	-6.8
Oklahoma	6,882	13,107	23,070	31,298	47,691	46,300	52,412	46,141	42,760	46,016	46,823	55,730	47,259	52,412	11.9
Oregon	8,818	16,266	30,840	42,336	55,224	63,061	64,385	59,122	53,066	61,514	63,336	64,533	64,368	64,385	1.7
Pennsylvania	8,858	16,515	33,338	48,321	59,156	67,535	68,141	59,390	53,878	66,497	72,290	69,127	68,935	68,141	-5.7
Rhode Island	8,776	18,002	36,057	47,041	59,686	66,758	67,040	58,840	58,729	71,920	70,375	69,747	68,141	67,040	-4.7
South Carolina	6,927	13,063	27,217	36,081	47,508	50,182	50,395	46,443	42,616	54,288	53,979	55,516	51,222	50,395	-6.6
South Dakota	6,403	12,348	21,300	29,071	38,837	47,631	48,786	42,930	40,284	42,486	43,491	45,383	48,618	48,786	12.2
Tennessee	7,050	13,972	27,052	36,328	46,290	50,900	51,714	47,268	45,582	53,959	54,348	54,093	51,955	51,714	-4.8
Texas	7,255	14,132	27,496	37,567	48,261	53,334	54,155	48,642	46,104	54,844	56,202	56,396	54,439	54,155	-3.6
Utah	7,644	14,909	23,686	34,946	45,885	49,655	50,342	51,250	48,639	47,245	52,281	53,619	50,684	50,342	-3.7
Vermont	7,968	12,484	29,012	37,758	49,084	60,556	61,027	53,423	40,727	57,868	56,488	57,358	61,811	61,027	8.0
Virginia	8,070	14,060	30,938	38,744	50,015	51,994	52,466	54,106	45,869	61,710	57,963	58,446	53,071	52,466	-9.5
Washington	9,225	18,820	30,457	41,043	53,003	55,693	72,965	61,850	61,398	60,750	61,402	61,937	56,847	72,965	18.8
West Virginia	7,650	13,710	22,842	35,009	45,959	45,642	47,681	51,291	44,727	45,561	52,375	53,706	46,588	47,681	-9.0
Wisconsin	8,963	16,006	31,921	41,153	51,264	51,469	51,453	60,094	52,218	63,671	61,567	59,905	52,536	51,453	-16.4
Wyoming	8,232	16,012	28,141	34,127	55,861	58,352	58,618	55,193	52,237	56,131	51,055	65,277	59,561	58,618	14.8

¹ Constant dollars based on the Consumer Price Index (CPI), prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis. The CPI does not account for differences in inflation rates from state to state. For more information about adjusting for differences in the cost of living from state to state, see the American Community Survey Comparable Wage Index for Teachers (ACS-CWIFT) at https://nces.ed.gov/programs/edge/Docs/EDGE_ACS_CWIFT2015_FILEDOC.pdf.

NOTE: Some data have been revised from previously published figures. Standard errors are not available for these estimates, which are based on state reports.

SOURCE: National Education Association, *Estimates of School Statistics*, selected years 1970 through 2019. (This table was prepared September 2019.)

[Annual Reports](#) > [Digest of Education Statistics](#) > [Table 236.75. Total and current expenditures per pupil in fall enrollment in public elementary and secondary schools, by function and state or jurisdiction: 2016-17](#)


[2019 Tables and Figures](#)
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[Most Recent Full Issue of the Digest](#)

Table 236.75. Total and current expenditures per pupil in fall enrollment in public elementary and secondary schools, by function and state or jurisdiction: 2016-17

State or jurisdiction	Current expenditures, capital expenditures, and interest on school debt per pupil															
	Total ¹	Current expenditures											Food services	Enterprise operations ³	Capital outlay ²	Interest on school debt
		Total	Instruction	Support services												
				Total	Student support ⁴	Instructional staff ⁵	General administration	School administration	Operation and maintenance	Student transportation	Other support services					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
United States	\$13,834	\$12,258	\$7,445	\$4,311	\$712	\$577	\$244	\$684	\$1,137	\$502	\$455	\$477	\$25	\$1,213	\$363	
Alabama	10,615	9,528	5,436	3,441	599	401	245	594	886	492	224	651	0	856	232	
Alaska	19,396	17,838	9,538	7,638	1,383	1,481	255	1,091	2,138	608	683	579	83	1,277	281	
Arizona	9,374	8,053	4,337	3,295	618	390	156	452	986	334	360	420	1	1,095	226	
Arkansas	11,332	10,004	5,612	3,847	541	841	253	525	1,014	368	306	533	11	1,072	256	
California	13,796	12,151	7,203	4,463	729	774	119	806	1,200	266	569	456	30	1,184	461	
Colorado	11,662	9,849	5,513	3,945	555	567	160	751	900	293	720	338	53	1,306	506	
Connecticut	21,354	19,929	12,563	6,755	1,280	627	447	1,166	1,711	1,004	520	438	172	1,197	227	
Delaware	16,096	14,892	9,317	5,078	665	273	234	944	1,590	738	633	497	0	1,042	162	
District of Columbia	30,115	22,561	12,113	9,629	1,002	1,133	1,649	1,572	2,222	1,366	687	809	9	5,934	1,621	
Florida	10,405	9,374	5,789	3,118	412	590	86	522	905	361	242	467	0	813	218	
Georgia	11,512	10,274	6,269	3,421	534	534	131	648	772	480	321	554	30	1,111	127	
Hawaii	15,210	14,322	8,373	5,228	1,348	483	72	1,029	1,593	348	355	721	0	889	0	
Idaho	8,599	7,554	4,452	2,731	422	439	190	434	714	330	202	368	4	847	197	
Illinois	16,985	15,517	9,673	5,461	1,093	560	583	808	1,204	659	554	383	0	995	473	
Indiana	11,145	9,823	5,660	3,690	512	395	203	640	1,107	594	238	474	0	1,042	280	
Iowa	13,282	11,456	6,912	4,023	669	716	292	648	950	402	346	508	13	1,595	231	
Kansas	12,694	10,428	6,219	3,715	664	431	280	606	1,019	424	292	494	0	1,775	491	
Kentucky	11,404	10,083	5,781	3,614	492	562	227	587	898	575	272	660	27	1,054	267	
Louisiana	12,502	11,379	6,354	4,425	692	567	295	731	1,149	650	341	600	0	964	160	
Maine	15,568	14,633	8,562	5,482	1,003	827	498	772	1,472	719	192	588	2	682	253	
Maryland	16,508	14,933	9,515	4,992	672	689	145	1,008	1,260	781	438	425	0	1,396	179	
Massachusetts	18,490	17,718	11,314	5,908	1,317	818	286	759	1,490	805	433	496	0	526	246	
Michigan	12,639	11,256	6,460	4,380	890	570	253	628	988	471	579	415	0	910	473	
Minnesota	15,554	12,635	8,175	3,872	370	646	474	508	853	714	306	534	54	2,465	454	
Mississippi	9,611	8,755	4,968	3,250	464	407	294	533	898	418	235	536	0	746	111	
Missouri	11,943	10,684	6,303	3,882	482	489	396	627	1,068	553	267	499	0	917	341	
Montana	12,964	11,538	6,773	4,234	791	409	366	643	1,159	542	325	514	18	1,265	160	
Nebraska	15,169	12,662	8,198	3,606	484	407	371	599	1,081	374	289	527	330	2,206	301	
Nevada	10,475	9,120	5,393	3,372	500	504	148	669	844	357	349	355	0	1,009	346	
New Hampshire	17,006	15,958	10,168	5,406	1,228	525	575	890	1,279	704	206	384	0	796	252	
New Jersey	20,980	19,585	11,762	7,190	2,026	613	399	971	1,905	808	467	438	196	923	472	
New Mexico	11,596	9,949	5,694	3,774	1,005	272	237	590	1,039	309	323	475	7	1,647	0	
New York	24,377	22,861	15,911	6,495	732	589	370	876	2,102	1,154	673	455	0	967	550	
North Carolina	9,886	8,995	5,625	2,895	489	309	156	533	740	367	301	475	0	877	14	
North Dakota	16,526	13,767	8,261	4,484	554	473	594	712	1,181	548	422	640	381	2,462	298	
Ohio	14,028	12,569	7,428	4,727	851	501	394	695	1,076	597	613	413	1	1,097	362	
Oklahoma	8,935	7,921	4,428	2,888	539	320	237	441	831	250	271	524	80	918	96	
Oregon	13,298	11,252	6,577	4,282	854	454	157	718	892	495	711	388	5	1,429	617	
Pennsylvania	17,479	15,782	9,767	5,433	891	565	476	703	1,445	751	602	515	67	1,152	545	
Rhode Island	17,345	16,620	10,046	6,118	1,750	637	249	794	1,290	720	679	452	4	449	277	
South Carolina	12,525	10,419	5,777	4,080	803	646	101	675	1,023	394	438	534	27	1,668	438	
South Dakota	11,478	10,117	5,990	3,552	563	359	339	492	1,053	360	385	524	51	1,118	243	
Tennessee	10,318	9,246	5,643	3,087	416	546	192	560	767	347	260	516	0	847	225	
Texas	11,985	9,520	5,490	3,499	469	489	140	546	1,003	277	574	531	0	1,833	632	
Utah	8,794	7,206	4,576	2,252	281	289	81	474	656	213	259	362	16	1,408	180	
Vermont	20,207	19,480	12,523	6,447	1,506	807	410	1,228	1,455	642	398	489	22	623	104	
Virginia	12,992	11,885	7,237	4,188	602	787	193	697	1,061	612	236	458	3	1,032	75	
Washington	14,483	11,971	6,940	4,555	879	776	205	726	1,016	448	505	364	111	2,114	399	
West Virginia	12,566	11,745	6,727	4,261	610	464	201	630	1,267	872	218	756	0	768	53	
Wisconsin	13,315	11,962	7,099	4,424	598	631	346	603	1,109	507	631	439	0	1,167	185	
Wyoming	20,264	16,513	9,772	6,249	995	914	348	881	1,599	828	684	485	7	3,727	25	
Other jurisdictions																
American Samoa	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Guam	11,753	9,700	4,624	4,424	911	538	156	593	1,252	258	717	652	0	1,652	402	
Northern Marianas	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	

Department of Public Instruction (201)
2019-21 Passthrough Grants

Heritage Grants	\$ 40,000
ND Museum of Art	360,000
North Central Council for Educational Media Services	238,000
Northern Plains Writing Project	25,000
Red River Writing Project	25,000
Teacher Support System	2,125,764
We the People	50,000

PEMBINA GORGE FOUNDATION



February 26th, 2020

ND Dept. of Public Instruction
Office of Fiscal Management
600 E Blvd Ave. Dept 201
Bismarck, ND 58505-0440
c/o Jamie Mertz

Dear Jamie,

Thank you for your assistance in helping the Pembina Gorge Foundation with the KANO Project grant process.

The Pembina Gorge Foundation Board of Directors voted to approve moving forward with the grant for purposes of supporting the development of the KANO Youth Project, to develop curriculum for courses and/or a day camp program. The project is led by Mary Stammen and David Paukert. Both have long-term relations with Frost Fire and the Pembina Gorge Foundation, as well the North Dakota State University System.

In 2020, funds are estimated to be spent in the creation of a minimum of 10 (ten) standard-based lessons related to language arts, math, social studies, science and the arts. The standards will be developed by university personnel. The curriculum may be piloted in a 3 to 5 day camp setting at Frost Fire Park in the summer of 2020 and potentially 2021. Funds will be used to pay for curriculum creation, instructors, materials & equipment, program coordinators, and miscellaneous expenses not anticipated. It is anticipated that in addition to summer camps, an outcome will be to establish on-going camps, with the addition of Friday and/or Saturday classes added to the annual Frost Fire Park calendar in conjunction with the School Days recreation programming.

Please let me know if the above explanation is adequate or if you would like more detail related to the budget or other components of the proposed project. We are excited to move forward with development of the KANO project and are hopeful this will be a hit with the region's young people.

Sincerely,

Kristi (Mishler) Wilfahrt
Interim Foundation Director

p.s. The Pembina Gorge Foundation owns and operates Frost Fire Park. The Foundation's mission is to preserve and enhance the experience of the Pembina Gorge while connecting people to positive, life changing experiences. We develop and support history, culture, education, nature, interpretive and recreation opportunities in the Gorge.

Investing in the Future: Developing A Cultural & Environmental Learning Center

Children's mental health and how they use their leisure time has become very hot topics in this era of technology. Educators, clinicians and researchers have indicated a need to balance a child's education with outdoor activities and hands-on learning experiences that nurture creativity, problem solving and teamwork in a back-to-basics approach to discovery learning.

As concerned parents, teachers and community members, we continue exploring additional ways to help youth find creative, hands-on discovery and outdoor recreational and learning opportunities that promote our back-to-basics philosophy. We can't control all the many factors that determine how a child uses his or her leisure time. But we can promote and influence alternatives that will foster growth, learning, creativity and good mental health.

VISION: Bringing together a community of students and instructors to share knowledge and skills related to human history, traditions, natural environment and the arts

MISSION: Enriching lives and building community by teaching the cultural, historical, and geographical significance of our region in a student- centered environment that inspires meaningful living by providing opportunities to learn broadly, think deeply, and live passionately.

Goal & Purpose

Traditions - Learning to make things from different materials using hand-tools helps us understand artisans' crafts which were once a necessity for survival and are now often done for enjoyment or to express cultural values. (food, clothing, tools and building)

Ex. Sacred Hoops: Art of the Native American Dream Catcher

- What is a Dream Catcher?
- Discuss the meaning and origin of a Dream Catcher?
- Design and create your own Dream Catcher.



Human History - Learning about a place and the people that lived there helps students understand where we are now, how we got here and where we are going in the future (primitive people, settlers and traders)

Ex. Band-Aide Brigade: Construct Your Own Drum and Feel the Beat

- Learn about the history of how drums were used to communicate
- Create your own drum
- Learn how to play various rhythm patterns on your drum



Natural Environment - Spending time in the outdoors and observing nature in action helps students to understand how nature operates. (geology, plants, animals and ecology)

Ex. Arbor Day Adventure: How to Plant a Tree

- Identify different varieties of trees that grow in our region
- Discuss the importance of trees in our environment
- Correct method for planting a sapling



Arts - Providing a variety of visual and performing arts experiences that promotes and inspires creativity and a better understanding of the world we live in.

Ex. The Cable Years: North Dakota Pottery in Review

- Who was Margaret Cable?
- What is the history of North Dakota-made pottery?
- Create your own hand-built coil pot



What might a Cultural & Environmental Learning Center Include?

DARE
-to-
DREAM
-&all-**THINGS**
BECOME
POSSIBLE

Promoting an unplugged, back-to-basics approach to learning that inspires meaningful living by providing opportunities to learn broadly, think deeply, and live passionately

FACILITY

Performing Arts Space
History Museum
Artist Studios
Instructional Classrooms
Heritage Exhibits
Botanical Gardens
Memorial Garden Walk
Produce Gardens
Library
Visual Arts Gallery

What's On Your
Wishlist?
(Add Below)

PROGRAMMING

Classes
Concerts
Recitals
Symposiums
Gallery Talks
Traditional Craft Workshops
Gardening & Planting Events
Chautauqua Events
Genealogy Center

What's On Your
Wishlist?
(Add Below)

Partnerships: Connecting the Community to Our Vision

ND University Departments of Education: Curriculum Development and Potential Instructors
North Dakota Department of Public Instruction: Alignment of Educational Standards and Funding
North Dakota Schools: Connecting students and Potential Instructors
North Dakota Councils and Agencies: Extension of Existing Programs.
ND Museum of Art: Co-programming and guidance
Area Farmers: Inreach and Outreach opportunities
Area Artists: Craftsmen, Naturalists, Historians: Instructors and guidance
Area Business: Expertise and Support
Area Arts Centers: Co-programming and guidance
Science Centers: Co-programming and guidance
Myra Museum and other Regional Historical Societies: Co-programming and guidance
Corporations: Financial Support

Information provided by: Mary Stammen, Amy Jo & David Paukert

Mertz, Jamie D.

From: Bethlehem Gronneberg <bgronneberg@ucodegirl.org>
Sent: Saturday, September 12, 2020 2:09 PM
To: Mertz, Jamie D.
Subject: Re: 2019-2021 State Grant

CAUTION: This email originated from an outside source. Do not click links or open attachments unless you know they are safe.

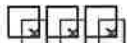
Hi Jamie,

Please the answers below

1. How did you expend the funds for the first year of the grant?
 1. We had implemented the STEM Mentorship program for Girls
2. How did your actual outcomes compare to the expected outcomes that were submitted at the beginning of the year?
 1. It was consistent with our expected outcome
3. How do you plan to expend the funds in the second year?
 1. To plan and implement the 4th annual STEM mentorship for girls program
4. What are your expected outcomes of the use of this grant?
 1. To inspire students about STEM careers, connect them with female STEM professionals in the area, and enrich them with practical skills and knowledge of STEM fields.

Best

Bethlehem



Bethlehem Gronneberg

Founder and CEO, uCodeGirl

Bush Foundation Leadership Fellow | PhD Candidate | Lecturer of Computer Science

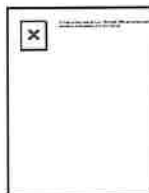
YWCA Woman of the Year in Science and Technology |

Inspiring Speaker | Software Engineer turned Social Entrepreneur

Mobile: (701) 446 8269

Email: bgronneberg@ucodegirl.org

Website: www.ucodegirl.org



+++++

ABOUT UCODEGIRL

The vision of uCodeGirl is to inspire and equip young women to become the future face of innovation in technology. uCodeGirl is a US 501(c)3 non-profit organization uniquely designed to inspire, engage and equip young women with computational design thinking skills, leadership traits, and an entrepreneurial mindset. uCodeGirl strives to remove roadblocks and bridge the gender gap in technology so that young women can confidently pursue opportunities suitable for the 21st century. By building confidence, enhancing skill set and tapping into their intellect and curiosity, uCodeGirl helps young women chart a pathway to the T of STEM careers. More information here:- www.ucodegirl.org

Kirsten Baesler
State Superintendent

Dr. Donna Fishbeck
Chief of Staff

Laurie Matzke
Assistant Superintendent



**NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION**

600 E Boulevard Ave., Dept. 201
Bismarck, ND 58505-0440
Phone (701) 328-2260
Fax (701) 328-2461
<http://www.nd.gov/dpi>

February 13, 2020

Dear Ms. Gronneberg

The uCodeGirl has been awarded a grant in the amount of \$7,500 from the 66th Legislative Assembly of North Dakota for the biennium beginning July 1, 2019 and ending June 30, 2021. For this biennium, the Legislative Assembly has added a few conditions to receive this grant. The first is that no more than one-half of the of funding may be provided each year of the biennium. The second condition is that grantees must establish performance measures for the grant before it is awarded and disbursed. In conversations with members of the legislature, answering the following questions will satisfy this condition.

1. How do you plan to expend the funds?

Consistent with the vision of uCodeGirl to inspire and equip young women to become the future face of innovation in technology, we will use the funds for implementing our-year round project-based and problem-based STEM programs such as Crack the Code: Tech Camp for Girls as well as Crack the Code: STEM Mentorship for Girls. The uniquely designed programs help girls get the foundational concepts of Computer Science, Leadership traits and practice entrepreneurship to develop solutions to problems in their communities using technology. The funds will help uCodeGirl provide the programming free of charge through scholarships for young women with financial needs.

2. What are your expected outcomes of the use of this grant?

The grant will help uCodeGirl support young women get exposure to the various aspects of computing and STEM fields, build their confidence in contributing in the field through repeated experience and support, enhance their skill set and by tapping into their intellect and curiosity, and finally provide professional mentors and role models to help young women chart a pathway to STEM careers, suitable for the 21st century.

Through our programming and funds, uCodeGirl strives to remove roadblocks that separate the girls from pursuing STEM fields such as lack of exposure to skillset, peer pressure and lack of mentors and role models.

The legislature has also put the condition that grantees shall report annually regarding the performance based on the questions above. We may not distribute the grant payment for the second year of the biennium until the annual report for the first year of the biennium is submitted. The following questions will need to be answered in this annual report.

ND School for the Deaf/RCDHH
Devils Lake, ND
(701) 665-4400

ND State Library
Bismarck, ND
(701) 328-2492

ND Vision Services/School for the Blind
Grand Forks, ND
(701)795-2700

Kirsten Baesler
State Superintendent

Dr. Donna Fishbeck
Chief of Staff

Laurie Matzke
Assistant Superintendent



**NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION**

600 E Boulevard Ave., Dept. 201
Bismarck, ND 58505-0440
Phone (701) 328-2260
Fax (701) 328-2461
<http://www.nd.gov/dpi>

1. How did you expend the funds for the first year of the grant?
2. How did your actual outcomes compare to the expected outcomes that were submitted at the beginning of the year?

When I receive your responses to the first set of questions and the signed grant award notification, I will return to you a copy of the fully signed grant award as well as a request for funds form. Please let me know if you have any questions on your grant.

Sincerely,

/Jamie Mertz/
Jamie Mertz
Fiscal Director

December 11, 2019

Ms. Mertz,

Thank you for the opportunity for this grant. I have shared this information with my principal and we are grateful to be able to share these opportunities with our students.

"The arts are an essential element of education just like reading, writing, and arithmetic...music, dance, painting, and theatre are all keys that unlock profound human understanding and accomplishment"-William Bennett, Former US Secretary of Education

We plan to use these funds for Artists in Residence who would come into the schools to present various forms of art.

We have a wonderful Artist coming into our school in March. He will be presenting the Ukrainian Kaleidoscope. We would like to expand these opportunities and introduce the children to various forms of art. Some possibilities are some Native American artistry and cultural experiences. Ali LaRock is a local artist who could present painting, book making, and clay. She is very accommodating and has worked with school children across the state. There are other options we can look into. Perhaps some music, theatre, and dancing.

All students in grades K-5 will be included in this grant opportunity. We will request all classrooms participate fully with the artist. At the conclusion of the experience, the projects will be shared with parents and other stakeholders. We would like to have an Artist in Residence experience every year.

Thank you again for giving Highland Acres the opportunity to expose our students to various forms of art during the school day.

Tana Banker

2nd Grade Teacher

Highland Acres Elementary

Rural Arts Report to State 2019.20.21
North Dakota Museum of Art — Rural Arts Initiative

Plans to expend funding

The North Dakota Museum of Art's Rural Arts Initiative is an educational outreach program to encourage and empower rural school children, their teachers, families and communities to actively participate in learning through the arts.

2019

How did you expend the funds for the first year of the grant?

The funds were used to:

- 1) Launch two new exhibitions – a) Elmer Thompson: Inventor – a black and white photo exhibition about Elmer Thompson, official photographer for the State Normal and Industrial School in Ellendale, ND, and inventor. Mr. Thompson held over 30 patents, including the first wireless radio remote control (Philco's "Mystery Control") and a phonograph that transferred the signal from record to the amplifier by means of an optical sensor (the "Beam of Light" system). b) Frank Sampson: Retrospective – an exhibition by North Dakota-native Frank Sampson of Edmore, ND. Frank was raised on a farm outside of Edmore. He graduated and eventually took a teaching position in Boulder, CO, where he taught until he retired. At age 94, Sampson still returns to the farm for two months a year to paint.
- 2) Paid salaries for Rural Arts Director and development of on-line lesson plans 35% time Assistant to the Director 15% time Exhibition Coordinator who crated, delivered, installed, trained volunteers, and deinstall the exhibitions and delivered to next site 35% time Curator of exhibition 10% of time.
- 3) Created signage and labels for exhibitions
- 4) Rental of vans and trucks to transport exhibitions including fuel and insurance
- 5) Staff travel, including hotels and per diem
- 6) Reimbursed bussing costs to schools within a fifty-mile radius of venue as well as substitute teachers if needed to free up teachers accompanying groups to see exhibitions.
- 7) Statewide marketing as well as develop materials for local marketing at each venue.
- 8) Purchase a laptop for Rural Arts staff to use during travel and installations at venues.

2019

How did your actual outcomes compare to the expected outcomes that were submitted at the beginning of the year?

2019 Expected Outcome: Real art rather than posters and reproductions will be seen for the first time by some children and teenagers from K–12, their teachers and families, and their communities. This is a rare experience outside of North Dakota's urban centers. The nationally noteworthy art in these exhibitions is created by artists who show in museums and galleries throughout the United States. Importantly, the artists from elsewhere are shown in tandem with art by our best North Dakota artists.

2020 Actual Outcome: We met our projected outcomes by installing museum quality exhibitions in over 10 locations throughout North Dakota. More locations were booked, however, COVID-19 produced many cancelations. We are currently working to re-book for this upcoming year.

2019 Expected Outcome: Incorporate for each exhibition skills for "learning to look at art" in lesson plans and training for volunteers. Other participants will deepen and enrich their budding experience of art, building on what the Museum's Rural Initiative has brought to their communities in the past.

2020 Actual Outcome: The Museum included "Learning to Look at Art" activities in all lesson plans. These lesson plans are made available as a download for all teachers attending exhibitions. Lesson plans meet North Dakota education standards. In addition, staff provides in-person training sessions to all volunteers and community members, so they are confident in speaking about art to school children and the greater community.

2019 Expected Outcome: Develop exhibitions that augment related fields of study such as science and history.

2020 Actual Outcome: The exhibition Elmer Thompson: The Inventor showcased North Dakota innovation through science and technology. Many communities loved how Elmer used his rural know-how to assist in developing some

of the most cutting-edge technology of the day, which includes wireless radio technology. The exhibition also highlighted early photographic techniques not used much at that time.

2019 Tangible Goal:

Increase participation by 30% during the 2019-2020 season. We currently average nine venues a year. We will add three more to the schedule.

2020 Actual: The Museum installed in ten venues and had contracts in hand for an additional four venues (postponed due to pandemic).

2019 Tangible Goal: We will book three venues in Western North Dakota. Because of the sparse population and fewer towns, this is always a challenge. Among those we target are Crosby, Bowman, Dickinson, and Williston. We will work hard to see that schools from the surrounding area participate by continuing to support.

2020 Tangible Goal: The Museum installed exhibitions in Bowman and Dickinson, as well as in Underwood and Bismarck.

2021

How do you plan to expend the funds in the second year?

- 1) Organize three touring exhibitions relevant to local communities. These exhibitions include one on endangered species, as it pertains to all living creatures; works from the permanent collection highlighting African artwork; and a possible folk-art exhibition. These may change as the pandemic continues and we switch to alternative ways of presenting art.
- 2) 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. Only requirement is the space must be heated in the winter, secured, and an attendant must be present whenever open to the public.
- 3) Provide on-line lesson plans that meet the criteria for North Dakota curriculum standards and are useful for non-art educated classroom teachers. Given the uncertainty of the pandemic, the Museum looks to expand online information if necessary. Our primary goal is to provide a setting in which school children are able to experience the artwork in person.
- 4) Train volunteers to staff the exhibitions and serve as tour guides.
- 5) Include visiting artists or educators to work directly with students in a workshop setting. 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 area is a community-wide event, even if the ancillary programs are developed for specific age groups. These tabloids are where we are able to highlight our partnership with the State Legislature.
- 6) Provide bussing money as needed for schools within a fifty-mile radius of the exhibit. Larger cities may host shows if they coordinate rural school children to participate.

2021

What are your expected outcomes of the use of this grant?

- 1) To increase the Museum's outreach to underserved rural communities in the State, especially in western North Dakota.
- 2) Maintain relationships and exhibitions in communities we have cultivated since 2004, when the State first funded the Rural Arts Initiative. For example, we plan to bring our 2021 exhibition on endangered species back to the Wahpeton zoo, something we've done often for the month of May when thousands of North Dakota school children visit.
- 3) We look to expand into communities we have never installed in before. For example, this year we installed exhibitions in Underwood, Lakota, and the Peace Gardens, all new venues. There were plans for a week-long schedule of activities around the exhibition in the Peace Gardens, however, those had to be postponed, but we plan to reschedule as soon as possible.

North Dakota Museum of Art Rural Art Outreach Program

Plans to expend funding

North Dakota Museum of Art's Rural Arts Initiative is an educational outreach program to encourage and empower rural school children, their teachers, families and communities to actively participate in learning through the arts.

The Museum staff will:

- Organize touring exhibitions of art, relevant to the local communities be they regional, national, or international, that are integrated into school curricula and that can withstand less-than-optimal conditions and handling. Exhibitions are open to the whole community from two to four weeks.
- 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. The only requirement is they must be heated in the winter, secured, and an attendant must be present whenever open to the public.
- Provide on-line lesson plans that meet the criteria for North Dakota curriculum standards and are useful for non-art educated classroom teachers.
- Train volunteers to staff the exhibitions and serve as tour guides.
- Include visiting artists or educators to work directly with students in a workshop setting.
- 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 area is a community-wide event, even if the ancillary programs are developed for specific age groups.
- Provide bussing money as needed for schools within a fifty-mile radius of the exhibit.
- Larger cities may host shows if they coordinate rural school children to participate.

Specifically, the money will be used to:

1. Launch two exhibitions each in the fall of 2019 and 2020 to tour to twenty-four sites in North Dakota over the biennium.
2. Pay salaries for
 - Rural Arts Director and development of on-line lesson plans 35% time
 - Assistant to the Director 15% time
 - Exhibition Coordinator who will crate deliver, install, train volunteers, and de-install the exhibitions and deliver to next site 35% time
 - Curator of exhibition and writer of tabloid, 10% of time.
3. Print and insert 8-page tabloid for each exhibition into newspapers within a fifty-mile radius of venue.
4. Create proper signage and labels for exhibitions.
5. Rental of vans and small trucks to deliver exhibitions including fuel and insurance.
6. Staff travel on the road including hotels and per diem.
7. Reimbursement for bussing costs to schools within a fifty-mile radius of venue as well as substitute teachers if needed to free up teachers accompanying groups visiting exhibitions.
8. Statewide marketing as well as develop materials for local marketing at each venue.
9. Purchase iPad to introduce Survey Monkey and online check-in at exhibition locations to
- allow better tracking of attendance.

10. Purchase a laptop for Rural Arts staff to use during travel and installations at venues.

Expected Outcomes

Outcomes difficult to evaluate:

Original art, rather than posters and reproductions, will be seen for the first time in many rural communities. This is a rare experience outside of North Dakota's urban centers. Artists who show in museums and galleries throughout the United States and the world create the noteworthy art included in these exhibitions. Importantly, our best North Dakota artists show in tandem with these artists from elsewhere.

- Continue to tour exhibitions of the quality of the Museum's in-house programming.

If people are to let art become part of their lives it cannot happen via the Internet or by reproductions. Art is not just images as seen on the Internet but the full range of experience taken in by the senses: texture, nuance of color, form, tone, and the presence of ever-changing light including transparency and denseness. This is not lost on young people even though they may not be able to verbalize the difference. They will learn how to engage with art, a lifetime skill.

Other participants will deepen and enrich their budding experience of art, building on what the Museum's Rural Initiative and their own local artists have contributed prior to their communities.

- Incorporate for each exhibition skills for "learning to look at art" in lesson plans and training for volunteers

The exhibitions are equally valuable to expand the young people's understanding of history, which is more apt to become alive when the words are accompanied by visual images. Exhibitions such as the current touring show *Elmer Thompson: The inventor*, which captures the History of Photography and how this played out in North Dakota. Or the earlier exhibition *Snow Country Prison: Interned in North Dakota*, which shed light on a time in history that was hardly known or remembered by North Dakota people—most though it was a POW camp. It toured for four years through the Rural Arts Initiative as dozens of schools and communities requested it.

- Develop exhibitions that augment related fields of study such as science and history

Tangible goals include:

- Increase participation by 30% during the 2019-2020 season. We currently average nine venues a year. We will add three more to the schedule each year.
- We will book three venues in Western North Dakota. Because of the sparse population and fewer towns, this is always a challenge. Among those we target are Crosby, Bowman, Dickinson, Tioga, and Williston. We will work hard to see that schools from the surrounding area participate through the on-line lesson plans and by bussing to the shows.

Submitted by Laurel Reuter, Director, North Dakota Museum of Art
261 Centennial Drive Stop 7305, Grand Forks, ND 58202
701 777-4195, ljreuter@ndmoa.com



Prairie Public provides quality radio, television, and public media services that educate, involve, and inspire the people of the prairie region. Prairie Public is the North Dakota member station of PBS and NPR.

The funds are expended through North Central Council for Educational Media Services (NCCEMS) to provide educational resources and to support transformative education for the children, parents, and teachers of Prairie Public's broadcast region utilizing Prairie Public's staff and resources.

NCCEMS includes every North Dakota school district, and the board of directors is comprised of 12 North Dakota school administrators, some elected and some appointed. This board serves in an advisory capacity to Prairie Public's Education Services department and is an important link to the education community throughout the state. Prairie Public is part of the Public Broadcasting System (PBS), which provides free digital resources with access to research-based content and productivity tools. PBS LearningMedia is the main digital platform accessible to teachers and students at no cost. Its content includes resources produced within North Dakota, and has been shown to have a positive impact on student outcomes when integrated into an existing curriculum.

PBS and Prairie Public support teachers, caregivers, and parents, because research shows that when parents and teachers are engaged, kids' learning is accelerated, especially in low-income communities.

In addition, Prairie Public Education Services supports teachers' use of PBS LearningMedia by providing training, updates and ideas for using the free platform. PBS LearningMedia serves thousands of North Dakota educators and students, and nationwide stats show that more than 1 million teachers, students and parents per month are served during a typical school year.

According to a 2019 nationwide survey, for the 17th year in a row, Americans ranked PBS and its member stations the most trusted institution, above courts of law, commercial cable and broadcast television, newspapers, digital platforms and others.

PBS KIDS was ranked the #1 educational media brand for children, compared with a host of other children's media providers.

83% of parents agreed that PBS KIDS helps prepare children for success in school

81% of parents agreed that PBS KIDS is the most trusted and safe source for children to watch television and play digital games and mobile apps.

A study conducted in 2015 by the Education Development Center examined the impact of PBS Learning Media content on student performance in four core subject areas – science, math, English language arts and social studies.

Key Findings:

1. On average students outperformed national assessment norms by 10 percentage points overall
2. On average students outperformed state assessment norms by 11 percentage points overall
3. More than half (56%) of students showed an increase in critical thinking.

Utilizing PBS LearningMedia and other Prairie Public resources, the NCCEMS will provide preK-12 teachers, students and parents increased awareness, access, and training regarding media and digital resources that have been proven in national surveys to positively affect student performance.

The numbers of PBS LearningMedia users in the US soared to over 3 million per month in March & April, 2020, with content such as a new collection of Ken Burns resources designed for classroom use aligned to state and national standards, as well as increased localization of content that is created regionally.

User data for Prairie Public and North Dakota followed the national trend accordingly, as these data below will show. PBS LearningMedia compiles Prairie Public's numbers from North Dakota, Minnesota, Montana and South Dakota. Prior to April 2020, all data was lumped together in the Total numbers. Beginning in April, numbers were also split out by state. Users include teachers, students, school staff and parents.

Prairie Public PBS LearningMedia User Data 2020

Month	Total Users	Total Page Views	ND Users	ND Page Views
January	6063	11163		

February	5857	9326		
March	9766	19760	*	
April	13350	24687	9838	18691
May	5242	9310	3156	5141
June	1443	2390	1206	1993
July	1030	1732	806	1434
August	2790	5015	2246	4058

* = note: PBS LearningMedia began differentiating data by state in April 2020

PBS is a trusted partner to families and educators, especially in challenging times. In the first month following COVID-19 related school closures, more than 19 million children and parents tuned in to their local PBS station, and more than 20 million children, parents, and educators engaged with digital content for at-home learning. At the time of this unprecedented demand, Prairie Public Education Services has strengthened partnerships with North Dakota DPI, EduTech, colleges and universities in delivering content and supporting educators and students.

In addition, since early April, 2020 Prairie Public, PBS and WGBH partnered to provide a daily, five-hour At-Home Learning Service on television over-the-air. The programming is geared towards students in grades 6-12 and delivered through the WORLD Channel, which is accessible over-the-air, through cable TV and digitally. Prairie Public's Education Services team is continuing to work with ND partners and school districts to provide at-home learning broadcast schedules, which align with resources from PBS KIDS and PBS LearningMedia. This effort is ongoing in the 2020-2021 school year, and Prairie Public Education Services' staff provides regular updates to the North Dakota education community.

Prairie Public is also in a long-term partnership with *Infobase Learning*, which provides a fee-based platform of digital resources to educators and students through *Learn360*. Approximately 50 North Dakota school districts subscribe to *Learn360* in the 2020-2021 school year.

There are three areas from which we can measure performance and impact in the coming 2020-2021 school year:

1. Prairie Public Education Services will continue to produce, moderate, edit and distribute regular 30-60 minute professional development Webchats during the school year. Each Webchat will feature professional education staff from Prairie Public "chatting" on an interactive digital platform with ND and MN teachers sharing resources, best practices, and innovative ideas for the classroom. The web chats are available for one-off inspiration or for CEUs and college credit.
2. Prairie Public Education Services will produce and present synchronous "Integrating and Creating Media in the Classroom" workshops online, attended by teachers immersed in an experience to test and learn media production tools to create video, audio infographics and more with the intention of telling local stories, building community relationships and amplifying student voices. Authentic experiences are provided with professional producers and teachers from Prairie Public, as well as expert storytellers and technicians. Ideally, these will be presented in person when health and safety conditions permit.
3. Prairie Public Education Services will provide custom-designed Educator Innovation Labs, 4-8 hour workshops designed to help teachers tackle classroom (& school/district) challenges and innovate their teaching practice. Part of this series includes a Multi-Media Lab, which utilizes professional media producers and teachers providing other teachers valuable hands-on training in multimedia use and production in the classroom.
4. Prairie Public Education Services will continue to support PBS LearningMedia use in North Dakota classrooms and homes, and will provide trainings and professional development for educators on its use. In addition, Prairie Public will continue to curate and produce educational content for the PBS LearningMedia platform that is produced in North Dakota and Minnesota.

Prairie Public Education Services continues to help North Dakota teachers feel more confident and comfortable with distance learning and using technology and digital resources in education by offering professional development geared towards their needs. All services and programs supported by Prairie Public are free to the user.

Mertz, Jamie D.

From: John Gast <jgast@prairiepublic.org>
Sent: Tuesday, July 30, 2019 4:28 PM
To: Mertz, Jamie D.
Cc: Tim Wollenzien; jharris@prairiepublic.org
Subject: FW: State Grant Award

CAUTION: This email originated from an outside source. Do not click links or open attachments unless you know they are safe.

Attached is the information you requested regarding the two questions related to the grant.
Please let us know if you need any additional information.

John Gast, CPA
Director of Finance
Prairie Public Broadcasting, Inc.

Phone 701-239-7561
Fax 701-239-7650

Email jgast@prairiepublic.org
Web www.prairiepublic.org

Prairie Public provides quality radio, television, and public media services that educate, involve, and inspire the people of the prairie region.

1. How do you plan to expend the funds?

The funds will be expended through North Central Council for Educational Media Services to provide educational resources and to support transformative education for the children, parents, and teachers of Prairie Public's broadcast region utilizing Prairie Public's staff and resources.

NCCEMS includes every North Dakota school district, and the board of directors is comprised of 12 North Dakota school administrators, some elected and some appointed. This board serves in an advisory capacity to Prairie Public's Education Services department and is an important link to the education community throughout the state. Prairie Public is part of the Public Broadcasting System (PBS), which provides free digital resources with access to research-based content and productivity tools. PBS LearningMedia is the main digital platform accessible to teachers and students at no cost. Its content includes resources produced within North Dakota, and has been shown to have a positive impact on student outcomes when integrated into an existing curriculum.

A study conducted by the Education Development Center examined the impact of PBS Learning Media content on student performance in four core subject areas – science, math, English language arts and social studies.

Key Findings:

1. On average students outperformed national assessment norms by 10 percentage points overall
2. On average students outperformed state assessment norms by 11 percentage points overall
3. More than half (56%) of students showed an increase in critical thinking.

Utilizing PBS LearningMedia and other Prairie Public resources, The NCCEMS will provide PreK-12 teachers, students, parents increased awareness, access, and training regarding media and digital resources that have been proven in national surveys to positively access student performance.

2. What are your expected outcomes of the use of this grant?

There are three areas from which we can measure performance and impact:

1. Prairie Public Education Services produces, moderates, edits and distributes 1 or more hour-long Weekly Webchats per week during the school year. Each Weekly Webchat features professional education staff from Prairie Public "chatting" on an interactive digital platform with area teachers sharing resources, best practices, and innovative ideas for the classroom. The web chats are available for one-off inspiration or for CEUs and college credit.
2. Prairie Public Education Services produces and presents in-person "Integrating and Creating Media in the Classroom" workshops, attended by teachers immersed in an experience to test and learn media production tools to create video, audio infographics and more with the intention of telling local stories, building community relationships and amplifying student voices. Authentic experiences are provided with professional producers and teachers, as well as expert storytellers and technicians.
3. Prairie Public Education Services provides custom-designed Educator Innovation Labs, 4-8 hour workshops designed to help teachers tackle classroom (& school/district) challenges and innovate their teaching practice. Part of this series includes a Multi-Media Lab, which utilizes professional media producers and teachers providing teachers valuable hands-on training in multimedia use and production in the classroom.

From: Mertz, Jamie D. <jdmertz@nd.gov>

Sent: Friday, July 19, 2019 7:29 AM

To: John Gast <jgast@prairiepublic.org>

Subject: RE: State Grant Award

Thank you for the update. Have a nice weekend.

Jamie

From: John Gast <jgast@prairiepublic.org>

Sent: Thursday, July 18, 2019 5:11 PM

To: Mertz, Jamie D. <jdmertz@nd.gov>

Subject: RE: State Grant Award

CAUTION: This email originated from an outside source. Do not click links or open attachments unless you know they are safe.

Haven't forgotten to get you this. Tim has some meeting this week, so hopefully we can delay the narrative until next week, when we have time to meet and put something detailed together.

From: Mertz, Jamie D. <jdmertz@nd.gov>
Sent: Tuesday, July 9, 2019 9:11 AM
To: John Gast <jgast@prairiepublic.org>
Subject: RE: State Grant Award

That will work for me. Thank you.

Jamie

From: John Gast <jgast@prairiepublic.org>
Sent: Tuesday, July 9, 2019 9:15 AM
To: Mertz, Jamie D. <jdmertz@nd.gov>
Subject: RE: State Grant Award

CAUTION: This email originated from an outside source. Do not click links or open attachments unless you know they are safe.

We should be able to get this to you by sometime next week, let me know if you need the information sooner.

From: Mertz, Jamie D. <jdmertz@nd.gov>
Sent: Tuesday, July 9, 2019 8:43 AM
To: John Gast <jgast@prairiepublic.org>
Subject: RE: State Grant Award

Good morning John

Thank you for your response, however, I will need additional information for the second question. As I mentioned in my original memo, SB2013 requires that grantees must establish performance measures to receive their grant funds so I would need 2 or 3 items that can be measured and reported on. For the last two legislative sessions, Representative Jim Schmidt has become known for asking his "So what?" question. An entity may have come to testify that they used grant funds to send X number of teachers to training and he would ask "So what?". He was looking for results of sending these teachers to training. This performance measure requirement on grantees is a result of this question.

I hope this helps with what the legislature is looking for with this new requirement. Please let me know if you have any questions.

Jamie

From: John Gast <jgast@prairiepublic.org>
Sent: Monday, July 8, 2019 12:01 PM
To: Mertz, Jamie D. <jdmertz@nd.gov>
Subject: RE: State Grant Award

CAUTION: This email originated from an outside source. Do not click links or open attachments unless you know they are safe.

Below are our answers to the grant related question. Please let me know if you have any questions or need any additional information.

1. How do you plan to expend the funds?

The funds will be expended through North Central Council for Educational Media Services to provide educational resources and to support transformative education for the children, parents, and teachers of Prairie Public's broadcast region utilizing Prairie Public's staff and resources.

2. What are your expected outcomes of the use of this grant?

The expected outcomes of this grant are to increase access to public media educational resources, to provide professional development opportunities for teachers, and to use public media resources as necessary components of equitable, accessible education.

John Gast, CPA
Director of Finance
Prairie Public Broadcasting, Inc.

Phone 701-239-7561
Fax 701-239-7650

Email jgast@prairiepublic.org
Web www.prairiepublic.org

Prairie Public provides quality radio, television, and public media services that educate, involve, and inspire the people of the prairie region.

From: Mertz, Jamie D. <jdmertz@nd.gov>
Sent: Tuesday, July 2, 2019 9:15 AM
To: John Gast <jgast@prairiepublic.org>
Subject: State Grant Award

Mr. Gast

I hope you have had a nice summer so far. Please see the attached letter regarding the state grant awarded to the North Central Council for Educational Media Services.

Sincerely



Jamie Mertz, CMA
Director, Fiscal Management
600 E. Boulevard Ave., Dept. 201
Bismarck, ND 58505-0440
(701) 328-2176
jdmertz@nd.gov
www.nd.gov/dpi



To: Jamie Mertz, Fiscal Director, NDDPI
From: Robert Kibler, Director Northern Plains Writing Project (NPWP)
Subject: Response to NDDPI and Legislative Request for Usage of State Grant to NPWP
Date: 9/23/20

Dear Jamie Mertz,

Thank-you for the opportunity to outline for NDDPI and the legislature our use of state legislative funds for the 2019-2020 year—the first year of the legislative biennium. As we testified before both the Senate and the House under SB 2013, we intended to use state funding for the purpose of bringing teachers from across the state together for our Summer and our Advanced Institutes, held through Minot State University. These Institutes allow teachers to share their educational ideas and practices with other teachers, while creating new or refurbished lesson plans based on the research they undertake during the Institutes. The Institutes also help teachers build professional state and national networks. Such networking allows them to continue and build the dialogue about what does, can, and should happen in our public classrooms, K-16, and eventually, moves ideas into action. To this end, our Institutes culminate in presentations before teachers of English at their annual conference in Mandan, through the North Dakota Teachers of English Conference (NDCTE). This did not happen over the summer because of COVID, but our Institute participants were ready for it. But in effect, we fulfilled or exceeded our expectation for the effective usage of state grant funds.

Teachers selected for the Institutes received professional development credit through Minot State University, and because those professional development credits are of the kind that can be used for graduate degree programs, should they wish, selected teachers could use them as part of degree programs housed at any of our NDUS institutions. State funding will be used to subsidize costs for those attending the Institutes, who afterwards become Teacher Consultants (TCs) in their schools and districts. Minot State University, in support of the legislative commitment to NPWP, offered financial and in-kind support for the work. To date, our funding will not allow us to do any more than begin building up the membership of TCs who are part of the NPWP site, but in the foreseeable future, with more regional, state, and national funding, we intend to begin subsidizing academically sound TC In-Service opportunities in state schools and regions, and once again begin developing ancillary programs, such as our College for Kids offerings and our Young Writers Workshops, and our Celebration of Language Arts Programs (COLA) of the past. This way, the good work we do becomes greater in scope and further perpetuating in its nature. Below and attached is a list of our teacher consultants who have completed the Summer Institute in 2020, with a breakdown of our use of the first allotment of state funds, university funds, funds paid by participants in the Institute., and the school districts where they are employed. We intend to replicate our success in the second year of the biennium, with the hopes that future funding opportunities will allow us to expand the scope of our success and of our tangible commitment to education in North Dakota. Here is the list:

I hope these responses to your questions on behalf of NDDPI and the state legislature are sufficient. If not, I am sure you will let me know. Attached is the list of TCS in the Institute, and the breakdown of expenditures.

Sincerely,

Robert E. Kibler, Director, NPWP
Minot State University
Robert.kibler@ndus.edu/701-858-3876

ITEM TYPE	Northern Plains Writing Project 2020-2021									
FUND/DEPT/PROJECT#	STATE FUND: 40200/2240/MIS0010999									
Project Director	Robert Kibler, Daniel Conn									
Spreadsheet Preparer	Sheila Latham									
NAME	ID#	STATUS (Grd- Ugd)	Enroll Crd Hrs	Summer 2020 Term	TUITION	FEES	Amount for employee waiver- Covered by Institution	amount covered by waivers \$6,099	Amount covered by State Grant	Amount paid by Student
Nicholas Staffileno	1337141	Grad	6 in Summer Institute	Yes	\$ 2,012.34	\$ 375.90		\$ 609.90	\$ 853.65	\$ 924.69
Christopher Brewer	0410119	Grad	6 in Summer Institute	Yes	2,012.34	375.90		609.90	853.65	924.69
Martina Kranz	0400972	Grad	6 in Summer Institute	Yes	2,012.34	375.90		609.90	853.65	924.69
Madison Aiman	1254926	Grad	6 in Summer Institute	Yes	2,012.34	375.90		609.90	853.65	924.69
Robin Jaeger-Hauer	1071275	Grad	6 in Summer Institute	Yes	2,012.34	375.90		609.90	853.65	924.69
Jenna Johnson	0828654	Grad	6 in Summer Institute	Yes	2,012.34	375.90		609.90	853.65	924.69
Joseph Nesdahl	1061198	Grad	6 in Summer Institute	Yes	2,012.34	375.90		609.90	853.65	924.69
Katy Allers	0486872	Grad	6 in Summer Institute	Yes	2,012.34	375.90	1,177.50	-	853.65	357.09
Jocelyn Haman	0944243	Grad	6 in Summer Institute	Yes	2,012.34	375.90		609.90	853.65	924.69
Katie Genetsky	0898461	Grad	6 in Summer Institute	Yes	2,012.34	375.90		609.90	853.65	924.69
Shelly Slater	1311219	Grad	6 in Summer Institute	dropped	-	-		-	-	-
Total					\$ 20,123.40	\$ 3,759.00	\$ 1,177.50	\$ 5,489.10	\$ 8,536.50	8,679.30

The North Dakota Teacher Support System has been awarded a grant in the amount of \$2,125,764 from the 66th Legislative Assembly of North Dakota for the biennium beginning July 1, 2019.

1. How did you expend the funds for the first year of the grant

Expense	budgeted - July 2019 - June 2020	spent - July 2019 - June 2020	remaining
600 rent	\$5,150.00	\$5,115.00	\$35.00
601 5% administration costs	\$53,144.10	\$50,452.22	\$2,691.88
602 equipment	\$1,000.00	\$88.54	\$911.46
603 ITD	\$15,000.00	\$9,687.26	\$5,312.74
606 special projects	\$10,000.00	\$7,749.30	\$2,250.70
607 FYT course responders	\$12,000.00	\$12,810.00	(\$810.00)
609 Beginning Teacher Networks	\$60,000.00	\$54,039.52	\$5,960.48
610 Mentor Stipend	\$485,000.00	\$408,285.00	\$76,715.00
611 sub reimbursements	\$50,000.00	\$20,633.12	\$29,366.88
612 supplies	\$30,000.00	\$8,374.24	\$21,625.76
613 coaches academy	\$65,000	\$77,907.15	(\$12,907.15)
614 trainer expenses	\$0.00	\$620.40	(\$620.40)
615 advanced coach training	\$35,000.00	\$46,142.06	(\$11,142.06)
616 seminar	\$17,000.00	\$12,653.62	\$4,346.38
617 Mentor Professional Development	\$75,000.00	\$43,225.00	\$31,775.00
620 Mentor Training	\$90,000.00	\$79,558.92	\$10,441.08
622 staff travel	\$10,000.00	\$5,487.65	\$4,512.35
624 staff professional development	\$10,000.00	\$2,675.00	\$7,325.00
625 bank fees	\$0.00	\$214.00	(\$214.00)
647 payroll expenses	\$215,000.00	\$213,778.66	\$1,221.34
TOTALS	\$1,238,294.10	\$1,059,496.66	\$178,797.44

What we were able to do with our current funding during the 1st year in the 2019-2021 biennium?

- Support 275 first year teachers with a mentor
- Provide twenty-five hours of training for 250+ mentor teachers
- Provide 8 days of professional development for Instructional Coaches
- Provide grants to Regional Education Associations and districts to supplement the work of mentoring.
- Provide 10 credit hours of coursework for first year teachers, mentors and coaches
- Present at State and National conferences
- Research retention trends and write findings to be published in the Journal of Higher Education Theory and Practice

2. How did your actual outcomes compare to the expected outcomes that were submitted at the beginning of the year?

A. Expected outcome submitted 7/3/2019:

Teacher Retention Study: Our first expected outcome is the retention of beginning teachers who have received a trained mentor through the NDTSS Mentoring Program. We will continue our yearly retention study to track the teachers who have received a mentor. We have compared the retention of teachers in our state who received a mentor in our program to teachers who did not receive a mentor in our program. The data shows, on average we retain 11% more teachers who are mentored compared to those who are not mentored. Currently, it is estimated from a report from the Learning Policy Institute, each teacher who leaves the profession costs the district an average of \$20,000 in recruitment, hiring and training of a replacement. This means that it is costing our state approximately \$1.78 million every three years when first year teachers are not mentored. Please follow this link for a complete summary of our study:
<https://www.nd.gov/espb/welcome-north-dakota-teacher-support-system>



Five-Year Teacher Retention Study 2020



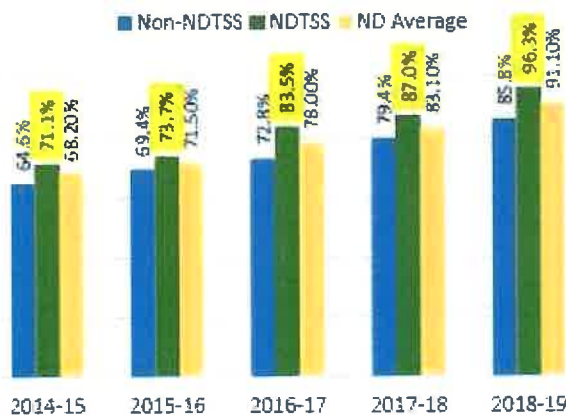
Our Mission

The mission of the North Dakota Teacher Support System is to foster the capacity of teacher leaders to build a system of support for effective teachers in every school in our state.

Overview of the Study

Exact retention data is difficult to obtain; however, studies suggest between 20 to 44% of new teachers leave the profession within their first five years of teaching (Chambers Mack et al., 2019; Ingersoll et al., 2018; Ronfeldt & McQueen, 2017). The Teacher Support System recognizes the importance of supporting new teachers through comprehensive induction centered on a structured, effective mentoring program. With this consideration, the NDTSS conducted a five-year retention study using data from the state MISO3 Form and NDTech to determine and compare retention rates of teachers who participated and teachers who did not participate in the TSS mentoring program during their first year of teaching.

ND Teacher Retention



Impact of Teacher Retention

- Student achievement
- School climate & culture
- Teacher effectiveness
- School improvement efforts
- School recruitment, hiring, and training costs



Estimated ND Cost of Teacher Attrition

Schoolyear	# of not mentored teachers X difference in retention rate	# of teachers
2018 - 19	296 X 10.5% =	31 teachers
2017 - 18	218 X 7.6% =	17 teachers
2016 - 17	265 X 10.7% =	28 teachers
2015 - 16	284 X 4.3% =	12 teachers
2014 - 15	212 X 6.5% =	14 teachers
	TOTAL	102 teachers
Estimated cost per teacher multiplied (\$17,000 to \$22,000) by number of teachers		Cost: \$1,734,000 to \$2,040,000

If all first-year teachers in ND were retained at the rate of those who were mentored in the NDTSS over the past five years, districts would have had the potential of saving over \$2 million in recruitment, hiring, and training new teachers.

NDTSS MENTORING PROGRAM

2718 Gateway Ave. Suite 204, Bismarck, ND 58503
www.nd.gov/espb

B. Expected outcome submitted 7/3/2019:

Third Party evaluation through a survey conducted by Iridium Learning. This survey will address program quality and satisfaction through a number of items on each of the teacher, mentor and administrator surveys. Outcomes that are measured include: job intentions, job satisfaction and commitment, beliefs about teacher and instructional leadership.

Actual outcome for July 2019 - June 2020:

Mentor Teacher Data Results: 184 mentor teachers answered the survey

- 98% of mentors said that they were able to adequately support their first year teacher.
- 98% of mentors agree or strongly agree that being a mentor has positively impacted them as a professional
- 57% of mentors believe that continuing the mentoring into a second year would be beneficial. 35% of mentors believe that it would be good to offer a second year of mentors depending on the needs of the first year teacher. 7% of mentors feel that the first year of mentoring is enough support.

Quote from a mentor: "I have become such a better educator and professional due to the mentoring program. The relationships that I have built through the mentoring program have fostered connections that have exceeded the first year of mentoring. Collaboratively problem-solving with a first-year teacher is the best form of professional development for both teachers. Both of you have the opportunity to reach out of your comfort zones and look through multiple resources to look for answers to problems."

Link to the full results: <https://www.surveymonkey.com/results/SM-MD2FC97X7/>

Administrator Data Results: 80 administrators answered the survey

- 91% of administrators rate the communication they have received as 8-10 on a scale of 10 with 10 being excellent
- 56.25 % of administrators reported that their expectations were exceeded and 42.5% said that their expectations were met, when rating the mentor's ability to impact student learning through their work with the beginning teacher.
- 96% of administrators were very satisfied to satisfied with the Mentor Program
- 49% of administrators feel that continuing the mentoring into a second year would be beneficial, while 48% of administrators would like to have a second year of mentoring available depending on the needs of the first year teacher. Only 2% of administrators feel that one year of mentoring is enough support.

Quote from an administrator: "We value and appreciate this program greatly. My mentor teachers take this role seriously and respect the process. Having this be a state initiative where all the work is basically taken care of is a life saver for principals!"

Link to full results: <https://www.surveymonkey.com/results/SM-PPHDW97X7/>

First Year Teacher Data Results: 113 first year teachers answered the survey

- On a scale of 0 -10, 92% of first year teachers scored the support they received with a rating of 7 - 10.
- 97% of first year teachers feel that working with their mentor had an impact on the student learning in their classroom with 34% of first year teachers who said that working with their mentor had a great deal of impact on the student learning in their classroom.
- 71% of first year teachers would like to continue working their mentor in the 2nd year if they were given an opportunity. Only 3% of first years would not like to continue working with the mentor in the 2nd year and 25% of first year teachers chose "other" and explained several factors such as, switching schools or content areas and would want a different mentor.

Quote from a first year teacher: "It was nice knowing there was someone I could always go to for questions, advice, or to discuss ideas with, knowing it was part of her duty to and not like I was wasting someone's time."

Link to the full results: <https://www.surveymonkey.com/results/SM-JLSSR97X7/>

C. Expected outcome submitted 7/3/2019:

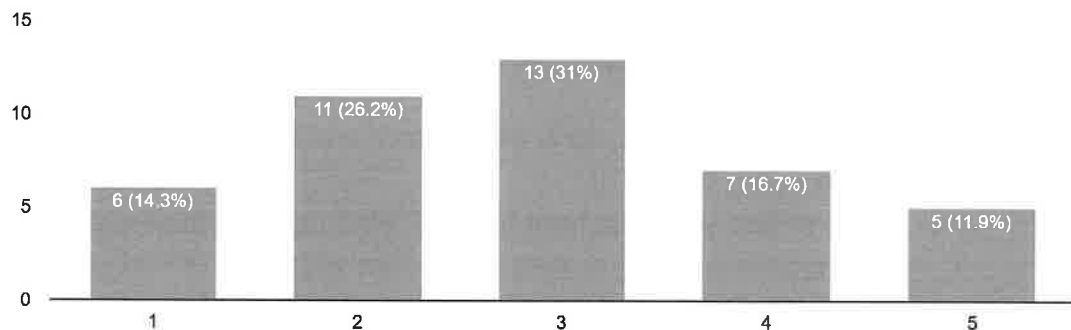
Training survey data is collected at the end of each training. This survey data acts as formative data for program improvement. We use the data from our participants to adjust the format and content of our training. The survey data is also used to inform our trainers on how the training is being received. Surveys are also used to ask non-participating administrators about perceived participation barriers. It is our goal to promote equity and to define possible barriers that may keep some districts from participating. We use the survey data to communicate how we can eliminate these barriers.

Actual outcome for July 2019 - June 2020

Two day new mentor training data sample: full survey data available

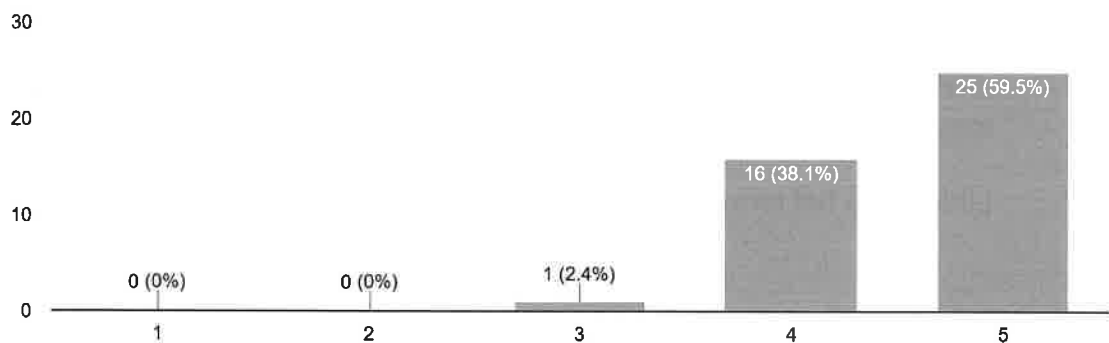
BEFORE attending this training, rate how prepared you felt to be in the mentoring role.

42 responses



AFTER attending this training, rate how prepared you feel to be in the mentoring role.

42 responses



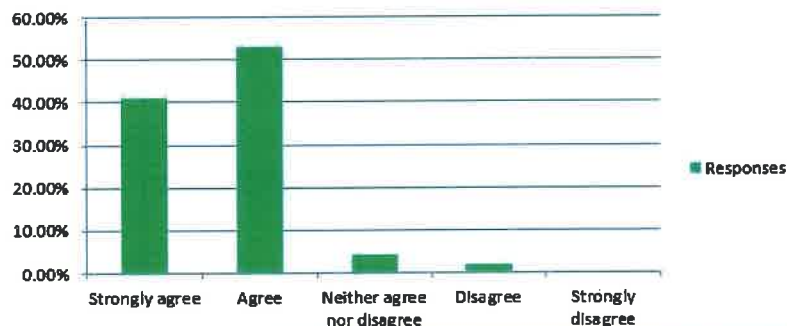
January Webinar data sample: full report available

January ND Webinar Series

The session allowed for adequate opportunities to think about applying what I learned to my mentoring.

Answer Choices	Responses	
Strongly agree	41.03%	48
Agree	52.99%	62
Neither agree nor disagree	4.27%	5
Disagree	1.71%	2
Strongly disagree	0.00%	0
Answered		117
Skipped		0

The session allowed for adequate opportunities to think about applying what I learned to my mentoring.



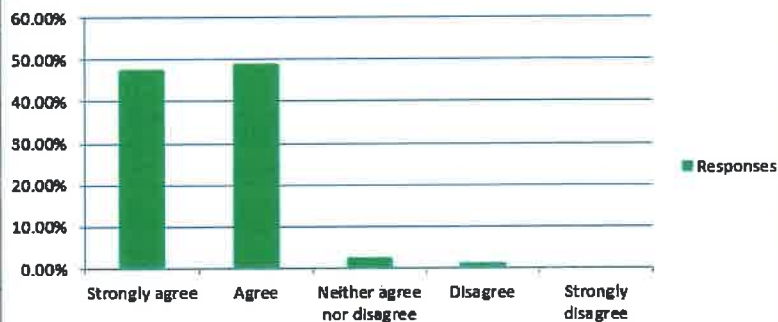
March Webinar data sample: full report available

March ND Webinar Series

The session allowed for adequate opportunities to think about applying what I learned to my mentoring.

Answer Choices	Responses	
Strongly agree	47.62%	40
Agree	48.81%	41
Neither agree nor disagree	2.38%	2
Disagree	1.19%	1
Strongly disagree	0.00%	0
Answered		84
Skipped		1

The session allowed for adequate opportunities to think about applying what I learned to my mentoring.



D. Expected outcome submitted 7/3/2019:

Beginning Teacher Network Grants – these grants make funding available to REAs and districts associated with the NDTSS mentoring program. The grant is an opportunity for REAs and districts to provide a more complete Induction Program for new teachers. The measurable outcome for these grants is included in the final report that includes an evaluation of the work completed and the “lessons learned” during the year.

Actual outcome for July 2019 - June 2020:

Final Reports were submitted by all grantees

District/REA	Network Name	Award Amount	Second Installment	Communication
Central Regional Edu Association (CREA)	CREA New Teacher Support Network	\$6,788= \$3,394 + \$3,394	1,014.53	grant final 6/18/20
Red River Valley Edu Coop (RRVEC)	RRVEC Embarking on Your First Year	\$3,500= \$1,750 + \$1,750	(\$550.00) sent check because they did not spend half	
Roughrider Edu Services Program (RESP)	RESP Beginning Teacher Learning Community	\$4,000= \$2,000 + \$2,000	\$2,000.00	grant final 6/18/20
North Central Edu Cooperative	NCEC Beginning Teacher Network	\$5,000= \$2,500 + \$2,500	\$2,500.00	grant final 6/18/20
Northeast Edu Services Cooperative (NESC)	System NESC Beginning Teacher Network	\$4,625= \$2,312.50 + \$2,312.50	\$2,414.40	grant final 6/18/20
Great Northwest Edu Cooperative	GNWEC Beginning Teacher Network	\$6,450= \$3,225 + \$3,225	\$3,225.00	grant final 6/18/20
Southeast Edu Cooperative	SEEC Beginning Teacher Network	\$10,840= \$5,420 + \$5,420	\$2,933.94	grant final 6/18/20
Bismarck Public Schools	BPS Beginning Teacher Network	\$7,025= \$3,512.50 + \$3,512.50	\$6,240.00 - additional funds requested due to involvement	grant final 6/18/20
West Fargo Public Schools	West Fargo Beginning Teacher Network	\$10,500= \$5,250 + \$5,250	\$4,897.65	grant final 6/18/20
		TOTAL awarded in Fall 2019 = \$29,364.00	TOTAL awarded in Spring 2020 = \$24,675.52	
		TOTAL awarded for BTN 2019-20 = \$58,728.00		TOTAL for BTN 2019-2020 = \$54,039.52
				\$4,688.48 not spent

3. How do you plan to expend the funds in the second year?

The budget listed in the table below is an estimate of how the funds will be expended. These estimates are based on previous years' budgets and expenses. Due to changes in the formats of all our training, we have also made a considerable amount of changes to our budget.

NDTSS July 2020 – June 2021 Budget:

Revenue/Expense	Proposed Budget July 2019 – June 2020
Revenue	\$1,062,882.00
Carryover from 2019-20	\$178,797.44
Rent	\$5,150.00
5% Administration Costs	\$62,084.00
Equipment	\$1,000.00
ITD	\$15,000.00
Special Projects	\$5,000.00
First Year Teacher course	\$13,000.00
Beginning Teacher Network Grants	\$78,325.00
Mentor Stipends	\$560,000.00
Sub Reimbursements	\$30,000.00
Supplies	\$20,000.00
Coaches Academy	\$70,000.00
Mentor Professional Development	\$82,000.00
Mentor Training	\$70,000.00
Travel – coordinators	\$5,000.00
Staff Professional Development	\$5,000.00
Payroll Expenses	\$220,000.00
TOTALS	\$1,241,559.00

4. What are your expected outcomes of the use of this grant?

- a. Teacher Retention Study: Our first expected outcome is the retention of beginning teachers who have received a trained mentor through the NDTSS Mentoring Program. We will continue our yearly retention study to track the teachers who have received a mentor. We have compared the retention of teachers in our state who received a mentor in our program to teachers who did not receive a mentor in our program.
- b. Third Party evaluation through a survey conducted by Iridium Learning. This survey will address program quality and satisfaction through a number of items on each of the teacher, mentor and administrator surveys. Outcomes that are measured include: job intentions, job satisfaction and commitment, beliefs about teacher and instructional leadership.
- c. Training survey data is collected at the end of each training for mentors, coaches and first year teachers. This survey data acts as formative data for program improvement. We use the data from our participants to adjust the format and content of our training.
- d. Beginning Teacher Network Grants – these grants make funding available to REAs and districts associated with the NDTSS mentoring program. The grant is an opportunity for REAs and districts to provide a more complete Induction Program for new teachers. The measurable outcome for these grants is included in the final report that includes an evaluation of the work completed and the “lessons learned” during the year.

Thank you for your consideration of these responses. Please let me know if there is any need for any additional information.

Sincerely,

Erin Jacobson, Coordinator

North Dakota Teacher Support System

ecjacobson@nd.gov

701-328-9644

Dear Mr. Mertz,

The North Dakota Teacher Support System has been awarded a grant in the amount of \$2,125,764 from the 66th Legislative Assembly of North Dakota for the biennium beginning July 1, 2019. Below you will find the answers to the two questions asked by the legislature:

1. How do you plan to expend the funds?

Revenue/Expense	Proposed Budget July 2019 – June 2020
Revenue	\$1,062,882.00
Rent	\$5,150.00
5% Administration Costs	\$53,144.10
Equipment	\$1,000.00
ITD	\$15,000.00
Special Projects	\$10,000.00
First Year Teacher course responders	\$12,000.00
Beginning Teacher Network Grants	\$60,000.00
Mentor Stipends	\$485,000.00
Sub Reimbursements	\$50,000.00
Supplies	\$30,000.00
Coaches Academy	\$65,000.00
Advanced Coach Training	\$35,000.00
Mentor Seminar	\$17,000.00
Mentor Professional Development	\$75,000.00
Mentor Training	\$90,000.00
Travel – coordinators	\$10,000.00
Staff Professional Development	\$10,000.00
Payroll Expenses	\$215,000.00
TOTALS	\$1,238,294.10

The budget listed in the above table is an estimate of how the funds will be expended. These estimates are based on previous years' budgets and expenses. We will be able to provide a trained mentor to 275 first year teachers. We are allowing a maximum of 35 Coaches to attend the Coaches Academy. We have also decided to no longer contract with New Teacher Center due to costs and their ability to meet our needs for professional development. We have decided to contract with Iridium Learning to provide differentiated professional development for our mentors. This change is saving us money and allowing us to be responsive to the needs of our diverse group of mentors.

2. What are your expected outcomes of the use of this grant?

- a. **Teacher Retention Study:** Our first expected outcome is the retention of beginning teachers who have received a trained mentor through the NDTSS Mentoring Program. We will continue our yearly retention study to track the teachers who have received a mentor. We have compared the retention of teachers in our state who received a mentor in our program to teachers who did not receive a mentor in our program. The data shows, on average we retain 11% more teachers who are mentored compared to those who are not mentored. Currently, it is estimated from a report from the Learning Policy Institute, each teacher who leaves the profession costs the district an average of \$20,000 in recruitment, hiring and training of a replacement. This means that it is costing our state approximately \$1.78 million every three years when first year teachers are not mentored. Please follow this link for a complete summary of our study: <https://www.nd.gov/espb/welcome-north-dakota-teacher-support-system>
- b. **Third Party evaluation** through a survey conducted by Iridium Learning. This survey will address program quality and satisfaction through a number of items on each of the teacher, mentor and administrator surveys. Outcomes that are measured include: job intentions, job satisfaction and commitment, beliefs about teacher and instructional leadership.
- c. **Training survey data** is collected at the end of each training. This survey data acts as formative data for program improvement. We use the data from our participants to adjust the format and content of our trainings. The survey data is also used to inform our trainers on how the trainings are being received. Surveys are also used to ask non- participating administrators about perceived participation barriers. It is our goal to promote equity and to define possible barriers that may keep some districts from participating. We use the survey data to communicate how can we eliminate these barriers.
- d. **Beginning Teacher Network Grants** – these grants make funding available to REAs and districts associated with the NDTSS mentoring program. The grant is an opportunity for REAs and districts to provide a more complete Induction Program for new teachers. The measurable outcome for these grants is included in the final report that includes and evaluation of the work completed and the “lessons learned” during the year.

Thank you for your consideration of these responses. Please let me know if there is an need for any additional information.

Sincerely,

Erin Jacobson, Coordinator
North Dakota Teacher Support System
ecjacobson@nd.gov
701-328-9644

Mertz, Jamie D.

From: Sharon Espeland <sharon_espeland@bismarckschools.org>
Sent: Monday, September 14, 2020 3:44 PM
To: Mertz, Jamie D.
Subject: 2019-2021 State Grant

Hi Jamie-

Please see responses below and let me know if this suffices. Does it also work to receive funds for the first half of the grant?

Sharon

From: Mertz, Jamie D. <jdmertz@nd.gov>
Sent: Saturday, September 12, 2020 10:50 AM
Subject: 2019-2021 State Grant

Good morning

We are ready to disburse the second half of your State grant funds for the period 7/1/2019 – 6/30/2021. Before we can do this I will need to collect some legislatively required information regarding the grant. Please answer the questions below and send back to me.

1. How did you expend the funds for the first year of the grant? The funds from the first year went to pay for We The People textbooks and the "American Legacy" (collection of primary documents) for teachers and students. Additionally, funds were spent to host the ND State We The People competition involving approximately 180 students. A small stipend was given to the ND State Coordinator.
2. How did your actual outcomes compare to the expected outcomes that were submitted at the beginning of the year? The goal is to expand civic education throughout the state of North Dakota by providing research based professional development to teachers and providing textbooks and supplemental materials that promote critical thinking, collaboration, and communication. The culminating project would be for students to participate in a simulated congressional hearing either in their classroom, community, or at the state competition. The actual outcomes met the expected outcomes by providing textbooks and supplemental materials to teachers across the state of ND. A state level competition was held where students showcased their knowledge and skills. The only exception was not being able to send the ND State Championship team to Washington, D.C. due to the cancellation of the national finals due to COVID.
3. How do you plan to expend the funds in the second year? The funds will be distributed to teachers/classrooms for sets of We The People textbooks and other needed primary and secondary resources. The funds will also be used to fund the ND State Competition on January 13, 2021. This will be held in person, virtually, or a hybrid format. The hope is to send a ND team to the WTP National Finals in Washington D.C.
4. What are your expected outcomes of the use of this grant? The goal is to expand civic education throughout the state of North Dakota by providing research based professional development to teachers and providing textbooks and supplemental materials that promote critical thinking, collaboration, and communication. The culminating project would be for students to participate in a simulated congressional hearing either in their classroom, community, or at the state competition

Let me know if you have any questions regarding this.

ND CIVIC EDUCATION – We The People

Purpose:

Expand civic education throughout the state of North Dakota by providing research based professional development to teachers and providing textbooks and supplemental materials that promote critical thinking, collaboration, and communication. A culminating project would be for students to participate in a simulated congressional hearing either in their classroom, community, or at the state competition.

The We the People: The Citizen and the Constitution Program promotes civic competence and responsibility among the nation's upper elementary and secondary students. The We the People print textbooks' and enhanced ebooks' interactive strategies, relevant content and the simulated congressional hearing make teaching and learning exciting for both students and teachers. The We the People curriculum is an innovative course of instruction on the history and principles of the United States constitutional democratic republic. The program enjoys active support from state bar associations and foundations, and other educational, professional, business, and community organizations across the nation. Since its inception in 1987, more than 30 million students and 75,000 educators have participated in the We the People program

Sponsored by: a partnership of public and private funding

ND Humanities	Dave and Karla Ehlis
ND State Legislature	American Bank Center
ND Bar Foundation	Scheels
The Center for Civic Education	

Plan for 2019-2020:

- Professional development for social studies teachers to enhance civics education within the state of ND
 - ND We The People Institute –each summer in Bismarck, ND or other suitable location
 - Providing We The People texts and supplemental materials to teachers attending professional development opportunities
 - Provide in-service to dissect We The People state questions in order to prepare teachers and thus students to answer the 18-54 questions requiring critical thinking.
- ND We The People State competition
 - January 15. 2020 (held January of every year)
 - Sending the ND state winning team to the national competition in D.C. – April 2020 (support a team to the national competition on a yearly basis) – matching private funding
- Encouraging non-competing teachers to showcase a simulated congressional hearing within classroom
- Professional development at regional institutes for committed core teachers for deeper learning (if funding remains)
 - Teton summer institute
 - Birmingham Civil Rights institute in Birmingham, AL
 - James Madison institute in Montpelier, VA
 - John Marshall Institute in Richmond, VA

Expected Outcomes:

- Increase teacher participation in We The People Summer Institutes
 - Reach out to teachers in eastern part of ND (underrepresented in use of WTP program and ND State Competition)
 - Recruit teachers from reservation schools
 - Recruit middle school teachers (expand the scope from high school only to include middle school teachers/students)
 - Increase number of class sets of We The People books and supplemental materials distributed to classroom teachers.
- Increase teacher/student participation in ND State We The People competition
- Send a ND team to the national competition (in 2018, ND was one of two states not represented at the National Finals in Washington, D.C.O)
- Master teachers will attend regional and national institutes to expand their knowledge and skill in provide instruction to students