



College Ready English and Math

- Part of Leveraging the Senior Year Initiative
- Provides collegiate-level developmental content to high school seniors
- Serves purpose of course placement requirements at all NDUS institutions
- Counts as core high school graduation requirements in math and English
- **Saves time and money** for students and families by allowing students to take credit-bearing courses towards a college degree upon entering college

Student Need

- Annually between 20% and 40% of ND college freshmen need to take remedial coursework
- Of the 7,000+ ND high school graduates, approximately 85% aspire to enroll in postsecondary education
- Historically, only slightly above 60% of the graduates do enroll – the gap left primarily from those students not meeting ACT minimum criteria (course placement requirements)
- Fully closing this aspirational gap, an additional 1,500+ graduates can enroll in postsecondary

Personalized Platform

- Utilizes online curriculum through postsecondary-recognized Pearson MyFoundationsLab
- Courses adapts and design to students' specific needs through diagnostic testing
- Students advance independently at their own pace
- Local schools and districts can design the course specific to their own students' needs
- Students are identified through ACT English and math scores

CREAM Impact

- To date has served nearly 700 students statewide
- Delivers coursework for **free to students and school districts**
- Includes funding to cover trainings as well as staff stipends for additional contractual duties
- Over 1,600 college credit fees saved
- Result is an estimated **cost savings for families of over \$400,000**, plus multiple semesters of coursework, for individual students spent on courses not counting towards their degree
- Students can fulfill NDUS course placement requirements without high stakes testing
- Students desiring to retake ACT exam have consistently increased cumulative ACT scores

How many students are taking CREAM/CLEM courses in North Dakota high schools?

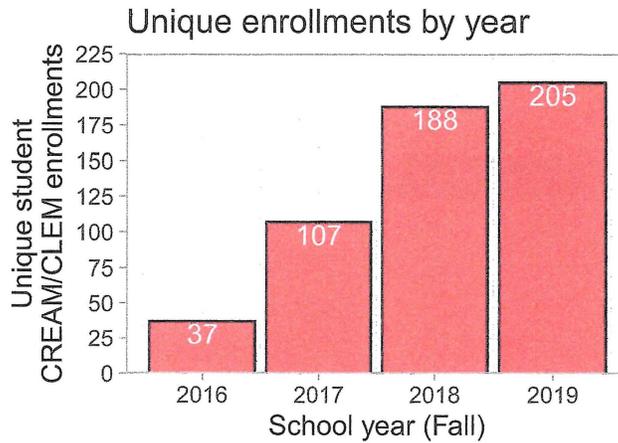


Figure 1: Unique CREAM/CLEM enrollments by school year

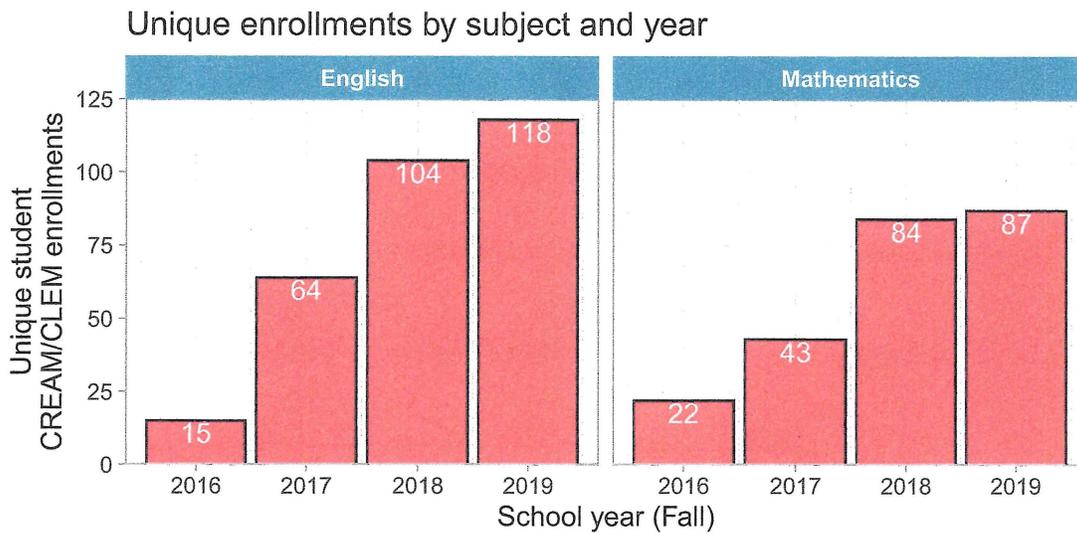


Figure 2: Unique CREAM/CLEM enrollments by subject and year

What are the pass rates for CREAM/CLEM courses in North Dakota high schools?

Sublevel	2016	2017	2018	2019
English	93.3%	95.3%	89.4%	98.3%
Mathematics	77.3%	79.1%	96.4%	97.7%

Table 1: CREAM/CLEM pass rates by subject and year

Of students who enrolled in CREAM/CLEM, how many eventually enrolled in NDUS?

Figure 3 below shows the enrollment rates in the North Dakota University System by students who enrolled in the fall semester immediately following high school graduation.

- Community Colleges: Bismarck State College, Williston State College, Dakota State College, Lake Region State University, North Dakota State College of Science
- Regional Universities: Dickinson State University, Mayville State University, Valley City State University, Minot State University
- Research Universities: North Dakota State University, University of North Dakota

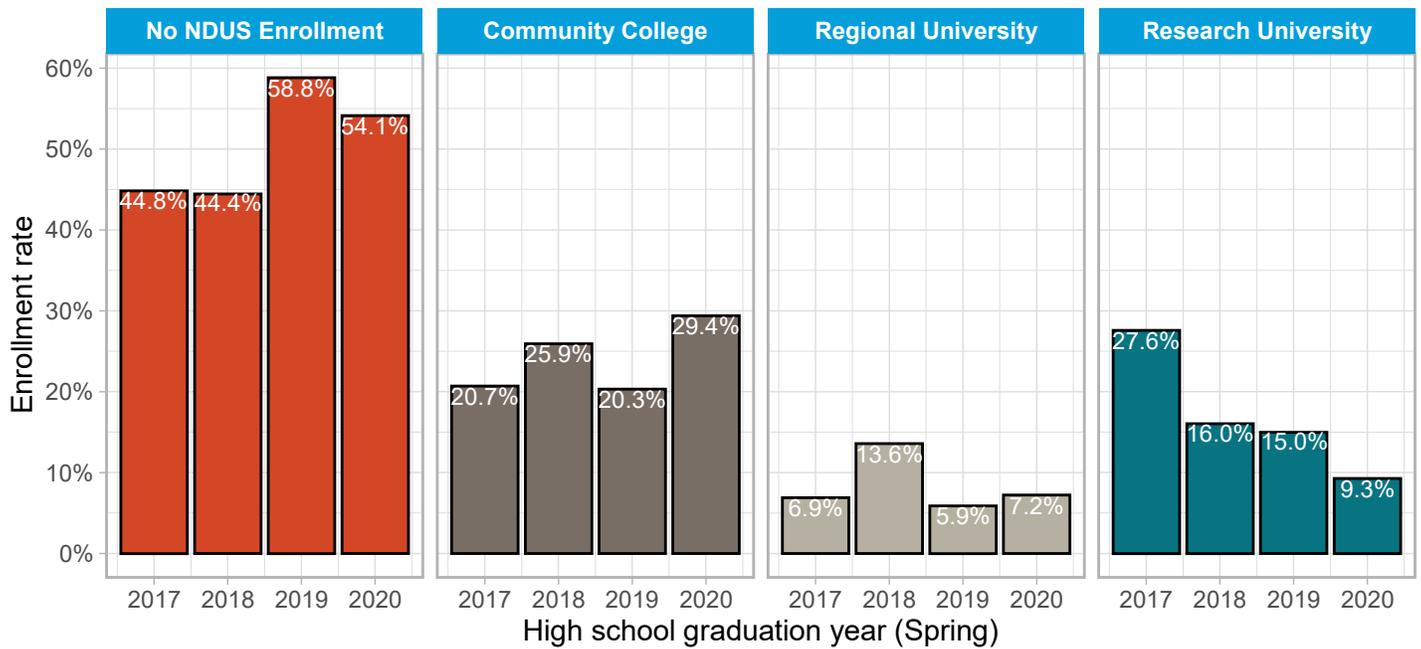


Figure 3: NDUS enrollments in the fall semester following high school graduation by institution type and year

Of the CREAM/CLEM students who enrolled in NDUS, what percentage were retained to a second year?

NDUS Institution Type	Count	Retention Rate
Community College	65	75.4%
Regional University	24	83.3%
Research University	49	83.7%

Table 2: NDUS retention rate to second year of CREAM/CLEM students who enrolled immediately in NDUS following high school graduation between 2017-2019

How do CREAM/CLEM students who enroll in NDUS do in Math 103 or English 110?

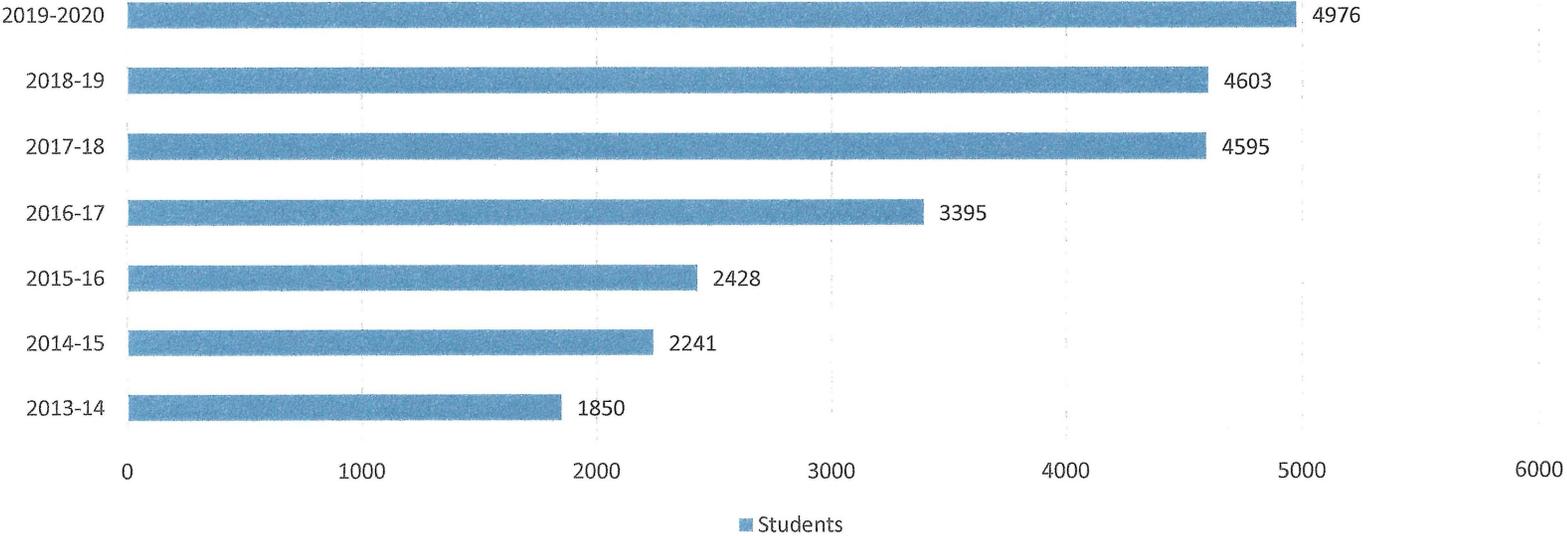
Math 103 Grade	Count
A	9
B	7
C	7
D	4
F	5

Table 3: Math 103 grades for CREAM/CLEM students in NDUS, Fall 2017 - Fall 2019

English 110 Grade	Count
A	21
B	21
C	6
D	3
F	6
U	1

Table 4: English 110 grades for CREAM/CLEM students in NDUS, Fall 2017 - Fall 2019

Students Participating in AP Exams

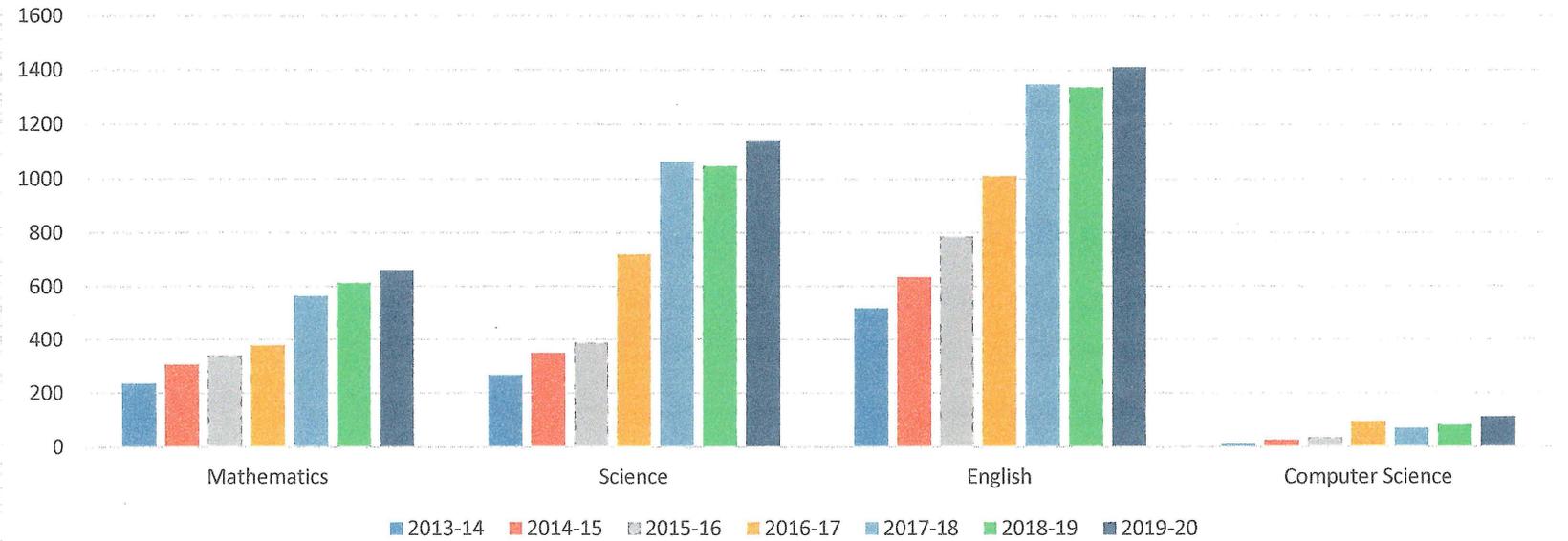


Student Participation in STEM AP Exams 2013-2019

School Year	Biology	Calculus AB	Calculus BC	Chemistry	Computer Science A	Computer Science Principals	English Language and Composition	English Literature and Composition	Environmental Science	Physics 1	Physics 2	Physics C: Mechanics	Physics C: Electricity and Magnetism	Statistics	AP Capstone Seminar	AP Capstone Research
2013-2014	157	204	32	77	13	0	276	241	1	0	0	31	1	1	0	0
2014-2015	158	251	53	89	25	0	304	331	3	58	11	29	1	2	0	0
2015-2016	130	304	36	98	34	0	414	372	4	124	1	22	9	1	0	0
2016-2017	337	326	51	140	38	56	575	437	3	165	14	44	16	2	0	0
2017-2018	465	432	45	269	54	15	720	627	15	251	12	35	16	87	0	0
2018-2019	503	399	69	230	33	49	784	552	45	217	15	22	16	146	0	1
2019-2020	606	427	61	230	38	74	839	571	51	236	2	9	9	173	0	0

Data from the College Board Yearly Summary Report

Participation in STEM Related Discipline AP Exams



Data from the College Board Yearly Summary Report

Number of School Districts

Year Districts

1985	312
1990	280
1993	265
1994	258
1995	243
1996	238
1997	234
1998	231
1999	231
2000	231
2001	223
2002	222
2003	217
2004	210
2005	206
2006	201
2007	195
2008	188
2009	186
2010	184
2011	183
2012	181
2013	180
2014	180
2015	179
2016	179
2017	178
2018	178
2019	178
2020	175

Approved ND School District Reorganizations – 1990 To January 2021

Merged School Districts	Date Merger Took Effect
Mayville Portland/Clifford Galesburg (Mayport CG #14)	July 1, 1993
Aneta, McVile, Michigan, Tolna, Unity (Dakota Prairie #1)	July 1, 1993
Binford, Glenfield (Midkota #7)	July 1, 1994
Central Cass, Chaffee (Central Cass #17)	July 1, 1994
Cooperstown, Hannaford (Griggs County Central #18)	July 1, 1997
Cass Valley North, Dakota (Northern Cass #97)	July 1, 1997
Elgin, New Leipzig (Elgin-New Leipzig #49)	July 1, 1998
East Central, West Central (Bisbee-Egeland #3)	July 1, 1998
Taylor, Richardton (Richardton-Taylor #34)	July 1, 2001
Newport, Granville, Upham (TGU #60)	July 1, 2001
Langdon, Milton, Osnabrock (Langdon Area #23)	July 1, 2001
Fessenden, Bowdon (Fessenden-Bowdon #25)	July 1, 2001
Mott, Regent (Mott-Regent #1)	July 1, 2001
Litchville/Marion (Litchville-Marion #46)	July 1, 2003
Maple Valley/Oriska (Maple Valley #4)	July 1, 2003
Berthold/North Shore/Plaza (Lewis & Clark #161)	July 1, 2003
Lansford/Mohall/Sherwood (Mohall-Lansford-Sherwood #1)	July 1, 2004
Center/Stanton (Center-Stanton #1)	July 1, 2004
Nече/Pembina/Walhalla (North Border #100)	July 1, 2005

Merged School Districts	Date Merger Took Effect
Carrington/Sykeston (Carrington #49)	July 1, 2005
Fordville/Lankin (Fordville-Lankin #5)	July 1, 2005
New Rockford/Sheyenne (New Rockford-Sheyenne #2)	July 1, 2006
Bowman/Rhame	July 1, 2006
Enderlin/Sheldon (Enderlin Area School District #24)	July 1, 2007
Spiritwood/Wimbleton-Courtenay/North Central 65	July 1, 2007
Bisbee- Egeland and Southern	July 1, 2008
Pettibone, Steele-Dawson & Tappen (Kidder County)	July 1, 2008
Almont (Sims) & New Salem	July 1, 2009
Valley & Edinburg	July 1, 2010
Adams & Park River	July 1, 2013
Hope and Page (Hope-Page)	July 1, 2020
Grafton-St. Thomas (Grafton No. 18)	July 1, 2021
Williston-Williams County No. 8 (Williston Basin No. 007)	July 1, 2021

33 Reorganizations Affecting 76 Districts

Coop Agreements

	<u>Start</u>	<u>End</u>	
Flasher and Roosevelt (Carson)	2014-15	Current	
Max and Sawyer	2017-18	Current	
Halliday and Killdeer	2017-18	Current	
Goodrich and McClusky	2020-21	Current	
Anamoose & Drake	2010-11	Current	
Hope Page	2014-15	6/30/2020	Reorganized
Kensal Midkota	2016-17	6/30/2020	Dissolved Coop
Elgin-New Leipzig and Roosevelt (Carson)	2010-11	2014-15	Dissolved Coop

ND School District DISSOLUTIONS

1990	5
1991	0
1992	7
1993	11
1994	4
1995	4
1996	2
1997	1
1998	0
1999	0
2000	1
2001	1
2002	1
2003	4
2004	0
2005	2
2006	4
2007	3
2008	1
2009	1
2010	1
2011	0
2012	2
2013	0
2014	1
2015	0
2016	1
2017	0
2018	0
2019	1
2020	0
Total	58

ND School District DISSOLUTIONS

1990 - DISSOLUTIONS
Grass Lake #3 attached to:
Wilton #1
Regan #2
Donnybrook attached to:
Kenmare #28
Churches Ferry #3 attached to:
Devils Lake #1
Leeds
Southern (Cando)
Starkweather
<u>1991 DISSOLUTIONS</u>
<u>None</u>
1992 - DISSOLUTIONS
Odessa #9 attached to: (Dissolution by Annexation)
Linton #36
Strasburg #15
Palermo # 83 attached to:
Stanley #2
Cottonwood Lake #64 attached to: (Dissolution by Annexation)
Wildrose #91
Grenora #99
Willow Lake # to: (Dissolution by Annexation)
Hope #10
North Central #65

ND School District DISSOLUTIONS

Valley City #32
Oriska #13
Cooperstown #18
Hannaford #22
Eldridge #12 attached to: (Dissolution by Annexation)
Jamestown #1
Kenniston #6 attached to: (Dissolution by Annexation)
Edgeley #3
Jud #5
Karlsruhe #54 attached to: (Dissolution by Annexation)
Velva #1
1993 - DISSOLUTIONS
Monango # attached to:
Fullerton #37
Edgeley #3
Ellendale #40
Kathryn # attached to: (Dissolution by Annexation)
Valley City #2
Litchville #52
Braddock # attached to: (Dissolution by Annexation)
Napoleon #2
Steele-Dawson #26
Hazelton-Moffit #6
Balta # attached to:
Rugby #5
Harvey #38
Central Cass #17

ND School District DISSOLUTIONS

Woodworth # attached to:
Medina #3
Carrington #10
Sykeston #39
Pettibone #11
Pingree-Buchanan #10
Fullerton # 37 attached to:
LaMoure #8
Ellendale #40
Oakes #41
Jud #5 attached to:
Edgeley #3
Kulm #7
Gackle #14
Hague #30 attached to:
Strasburg #15
Zeeland #3
Lefor #27 attached to:
Dickinson #1
New England #9
Taylor #3
Springbrook #14 attached to:
New Salem #7
Hazen #3
Center #18
Leonard # attached to: (Dissolution by Annexation)
Kindred #2

ND School District DISSOLUTIONS

1994 - DISSOLUTIONS
Oak Coulee #35 attached to: (Dissolution by Annexation)
Flasher #39
Riverdale #89 attached to:
Hazen #3
Underwood #8
Esmond #25 attached to:
Maddock #9
Harvey #38
Rugby #5
Leeds #6
Souris #29 attached to: (Dissolution by Annexation)
1995 - DISSOLUTIONS
Streeter #42 attached to:
Gackle #14
Napoleon #2
Medina #3
Tappen #28
Thursby Butte #37 attached to:
Surrey #26
Glenburn #26
Granville #25
Mud Butte #3 attached to:
Rhame #17
Leahy #34 attached to:
Flasher #39
Roosevelt #18 (Carson)

ND School District DISSOLUTIONS

1996 - DISSOLUTIONS
Crary #3 attached to:
Devils Lake #1
Lakota #66
Dakota Prairie #1
Telfer # to:
Hazelton-Braddock-Moffit #6
Menoken #33
1997 - DISSOLUTIONS
Lehr #10 attached to:
Ashley #9
Gackle/Streeter #56
Kulm #7
Wishek #19
1998 - DISSOLUTIONS
None
1999 - DISSOLUTIONS
None
2000 – DISSOLUTIONS:
Reeder #3 attached to:
Hettinger #13
Scranton #33

ND School District DISSOLUTIONS

<u>2001 DISSOLUTIONS:</u>
Driscoll #36 attached to:
Sterling #35
Steele-Dawson #26
<u>2002 DISSOLUTIONS:</u>
McKenzie #34 attached to:
Sterling #35
Menoken #33
Hazelton-Moffit-Braddock #6
<u>2003 DISSOLUTIONS:</u>
Salund #10 attached to:
Lisbon #19
Willow City # 13 attached to:
Bottineau #1
TGU #61
Regan #2 attached to:
Wing #28
Montefiore #1 (Wilton)
Butte #62 attached to:
Drake #57
Turtle Lake #72
Velva #1
<u>2004 DISSOLUTIONS:</u>
None
<u>2005 DISSOLUTIONS:</u>
Union #12 attached to:
Bakker #10
Strasburg #15

ND School District DISSOLUTIONS

Sheets #14 attached to:
Bowman #1
<u>2006 DISSOLUTIONS</u>
Verona #11 attached to:
Lisbon #19
Oakes #41
Bowline Butte #19 attached to
McKenzie #1
Border Central #14
Langdon
Munich
North Central
Mantador #5 attached to
Hankinson #8
Lidgerwood #28
Wahpeton #37
Wyndmere #42
<u>2007 DISSOLUTIONS</u>
Golden Valley # 20 attached to:
Beulah #27
Dodge #008 attached to:
Beulah #27
Richardton-Taylor #34
Wildrose/Alamo # 91 attached to:
Nesson (Ray)
Divide County
Grenora
Tioga

ND School District DISSOLUTIONS

<u>2008 DISSOLUTIONS</u>
Bell #10 attached to
Minot # 21
Sawyer # 16
<u>2009 DISSOLUTIONS</u>
Nash #51 attached to:
Valley #12
Park River #78
Grafton #3
<u>2010 DISSOLUTIONS</u>
Eureka #19 attached to:
Minot #1
United #7
Glenburn #26
<u>2011 DISSOLUTIONS</u>
<u>None</u>
<u>2012 DISSOLUTIONS</u>
North Central # 28 attached to:
Mt. Pleasant #4
Munich #19
North Star #10
Baldwin #29 attached to:
Wilton #1
Bismarck #1
<u>2013 DISSOLUTIONS</u>
None

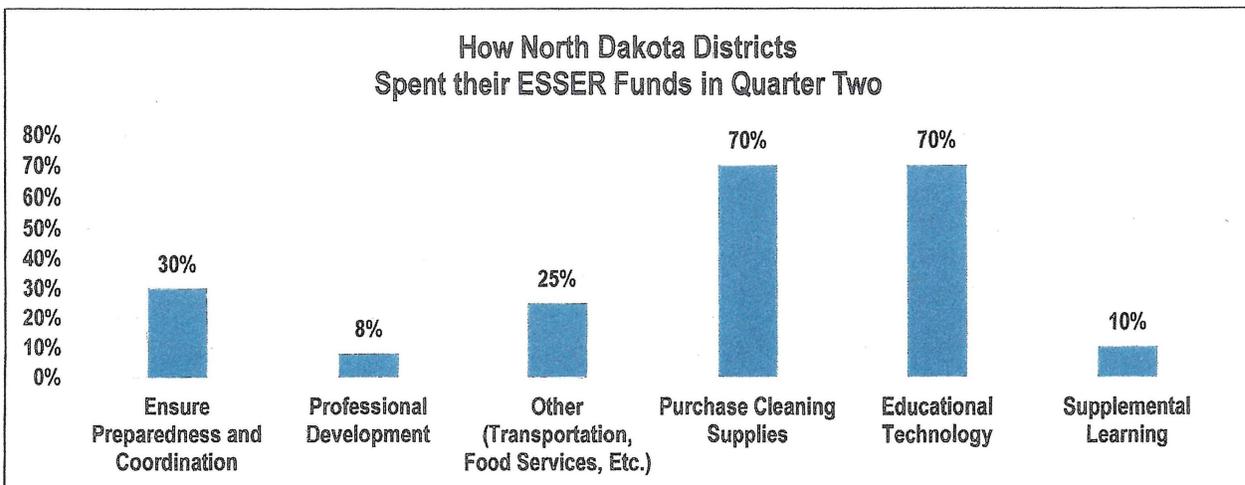
ND School District DISSOLUTIONS

<u>2014 DISSOLUTIONS</u>
Pleasant Valley #35 attached to:
Harvey
<u>2015 DISSOLUTIONS</u>
None
<u>2016 DISSOLUTIONS</u>
Robinson #14 and attached to:
Kidder County #1
<u>2017 DISSOLUTIONS</u>
None.
<u>2018 DISSOLUTIONS</u>
None.
<u>2019 DISSOLUTIONS</u>
Wolford
<u>2020 DISSOLUTIONS</u>
None.



NDDPI Quarterly Report Overview LEA ESSER Funding Quarterly Report Two (July 1, 2020 – September 30, 2020)

Quarterly Report Overview	
LEAs Accepted ESSER Funding	166
LEAs Submitted First ESSER Quarter Report	166
North Dakota State ESSER Allocation	\$33,297,699.00
Amount of ESSER Funds Spent in First Quarter	\$6,292,966.89
How Many LEAs Spent:	
All of Their ESSER Funding through September 30, 2020:	30
Some of Their ESSER Funding this quarter:	117
None of Their ESSER Funding this Quarter:	38
None of their ESSER Funding through September 30, 2020:	29
Of the 117 LEAs that reported Spending ESSER Funding:	
LEAs Reported Using ESSER Funds for Distance Learning:	50
LEAs Reported Using ESSER Funds to Provide Internet Service:	3
LEAs Reported Using ESSER Funds for Contracted Services:	5
LEAs Reported Using ESSER Funds to Purchase Technology Devices:	58
LEAs Reported Using ESSER Funds to Hire Staff:	9



CRRSA ESSER and GEER Maintenance of Effort Requirements

The Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) was enacted on December 27, 2020. CRRSA provides significant new funding for the GEER and ESSER fund programs originally created by the Coronavirus Aid, Relief, and Economic Security Act (CARES). To receive this supplemental relief funding, states must assure they will maintain a certain level of state spending on education. This is known as a **maintenance of effort (MOE)** requirement and is summarized below. Please contact Peter.Zamora@ccsso.org with questions.

What is CRRSA's MOE requirement? To receive new GEER or ESSER funds under CRRSA, states must assure that in fiscal year (FY) 2022 they will spend the same proportion of their state budgets on elementary and secondary education and higher education¹ as they did on average in FYs 2017, 2018 and 2019. For example, if a state spent on average 30% of its state budget on education in FYs 2017, 2018 and 2019, then it must spend at least 30% of its state budget on education in FY 2022.

Please note this is different from CARES's MOE, which requires states to spend at least the same *amount* of state money on education in FYs 2020 and 2021 as they did on average in FYs 2017, 2018 and 2019. For example, if a state spent on average \$10 billion in state money on education in FYs 2017, 2018 and 2019, then it was required to spend at least \$10 billion on education in FY 2021.

What does the CRRSA's MOE mean in practice? In practice, states that receive GEER or ESSER funds may reduce their state spending on education in FY 2022, but not at a greater percentage than reductions to other state-funded activities. For example, consider a state that spent on average \$10 billion of state funds on education in FYs 2017, 2018 and 2019, which amounted to 30% of the state's budget. In FY 2022, the state plans to reduce its state spending on education to \$9.5 billion, but since it is reducing other parts of its budget too, spending on education will still amount to 30% of the state's budget. This would satisfy CRRSA's maintenance of effort requirement because the state did not reduce its *proportion* of education spending although it reduced the *amount*.

Please note neither the GEER nor ESSER fund programs contain a supplement not supplant provision. This means that as long as a state meets its MOE obligations, it can use GEER and ESSER funds to pay for allowable expenses that were previously supported with state funds. (School districts and other entities that receive GEER and ESSER funds can also use those funds to pay for allowable expenses previously supported with state or local funds.)

Is there any flexibility to the MOE requirement? The U.S. Department of Education can waive CRRSA's MOE requirement to relieve fiscal burdens on states that have experienced a precipitous decline in financial resources. The Department has not yet provided guidance on what factors it will consider when reviewing waiver requests.

Are there other federal laws that affect state spending? Other federal laws including the Elementary and Secondary Education Act (ESEA), the Individuals with Disabilities Education Act (IDEA), and the Carl D. Perkins Career and Technical Education Act (Perkins), also have rules that require states to spend a certain amount of state money on education as a condition of receiving funds. These rules are different from CRRSA; therefore, even if state spending reductions satisfy CRRSA's MOE requirements, states must also ensure they separately satisfy the spending minimums required by other federal education laws. Spending CRRSA funds will not count towards satisfying ESEA, IDEA, or Perkins's requirements because CRRSA funds are considered to be federal, not state, funds.

¹¹ This includes state funding to institutions of higher education and state need-based financial aid, but not support for capital projects or for research and development or tuition and fees paid by students.

ALLOWABLE USE OF ESSER (COVID 19) FEDERAL FUNDS

- LEAs can use the funds for any of the following:
 - Any activities authorized under ESSA, IDEA, Perkins, Subtitle B of McKinney-Vento Homeless Assistance Act, Adult Education and Family Literacy Act
 - Coordinate emergency response
 - Ensure preparedness and coordination
 - Purchase cleaning supplies
 - Purchase educational technology
 - Mental health supports
 - Summer learning
 - Professional development for teachers, administrators, staff
 - Distance learning
 - Family Engagement
 - NEW UNDER ESSER II
 - Address learning loss
 - School facility repairs and improvement
 - Improve air quality

Of students who enrolled in CREAM/CLEM, how many eventually enrolled in NDUS?

Figure 3 below shows the enrollment rates in the North Dakota University System by students who enrolled in the fall semester immediately following high school graduation.

- Community Colleges: Bismarck State College, Williston State College, Dakota State College, Lake Region State University, North Dakota State College of Science
- Regional Universities: Dickinson State University, Mayville State University, Valley City State University, Minot State University
- Research Universities: North Dakota State University, University of North Dakota

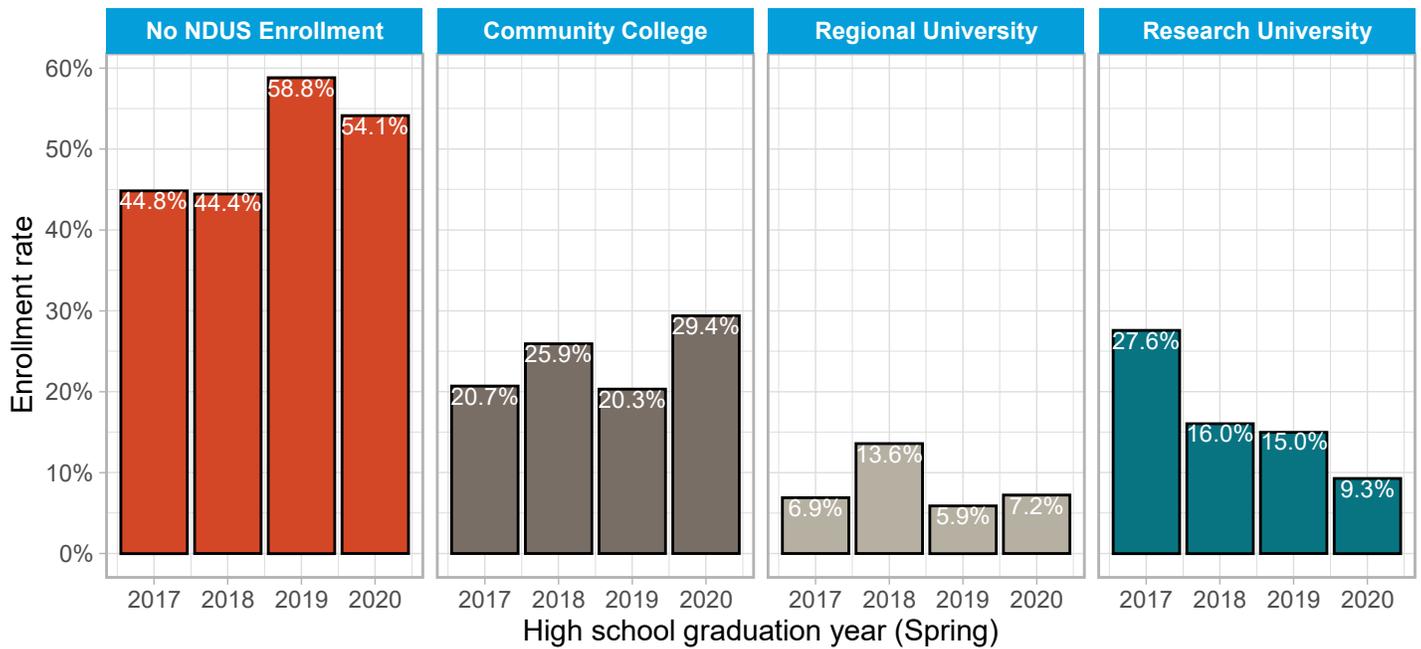


Figure 3: NDUS enrollments in the fall semester following high school graduation by institution type and year

Of the CREAM/CLEM students who enrolled in NDUS, what percentage were retained to a second year?

NDUS Institution Type	Count	Retention Rate
Community College	65	75.4%
Regional University	24	83.3%
Research University	49	83.7%

Table 2: NDUS retention rate to second year of CREAM/CLEM students who enrolled immediately in NDUS following high school graduation between 2017-2019