

00.81% of HB1013



| | What it is? | How we know it works? | What was provided (23-25)? | What has been obligated/spent? | Why do need to keep funding it? | 25-27 Request |
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| 1 | Superintendent Grant Pool - This pool of funding provides a variety of support to legislative and department priorities including: Leveraging the Senior Year (LSY CREAM and AP), Building Tomorrow's Leaders (BTL), Family Engagement, etc. | For LSY-CREAM in 23-24, we had 341 students participate, providing a \$205,056 savings to students in college expenses. For LSY-AP in 23-24, we had 3,060 exam participants, providing a \$1,812,663 savings to students in college expenses. For both LSY-CREAM and AP the 24-25 numbers are trending upward. For BTL, 11 schools applied to do the program in SY 23-24 and 24-25. According to pre and post surveys, about 150 students participated and most demonstrated growth in the skills covered by the program. | \$1,200,000 | 823,400 (AS only - not sure about others) | This grant pool allows the state superintendent to respond to fulfill legislative and department priorities that provide solid outcomes for students, schools, and families. BTL civics education prepares students for every pathway in the Choice Ready model. It sets students up to be well informed and engaged members of society. | \$1,700,000 |
| 2 | Adult Education Match Funds (IET Grants): Program for ND citizens (established 1967) that provides, at no cost, educational and work-based classes/instruction to improve skills, prepare for GED testing, and increase employment opportunities. This "second chance" is orchestrated by 8 Regional Adult Learning Centers and 5 Correctional sites and is supported through partnership with other state agencies. | GED Pass Rate in ND is typically top 3- 5 in the country and 10% above national average. Over a 5 year span our major accountability metrics (Employment 2nd/ 4th Quarter after exit, Median Earnings 2nd Quarter after exit, and Measurable Skill Gains) are all trending up. Have gained 1000 additional students when comparing '20-'21 to '23-'24. | \$5,500,000 (\$500,000 specifically for IET grants) | 21-23: \$5,000,000 provided and all spent. 23-25: All obligated & \$3,508,555.73 spent so far. (100% of funding is granted out) | Adult Education acts as a pressure valve for those students, year over year, who do not finish high school. It allows a second chance by providing an academic and workforce path, minding the ND in-demand occupations, for those who typically have multiple barriers. The studies on earnings by individuals with/without a high school education are astonishing. Adult Education creates a two-fold ROI: 1. remove folks from state services by increasing earned wages/better employment and 2. increase funding to the state tax base. We also assist folks who are still learning to speak, read, or write in English to assist them in earning employment/furthering their education. The majority of students are over 16, not enrolled in high school, and did not earn a high school diploma. | \$6,000,000 (around 90% of budget is spent on salary and benefits for teachers/instructors) |
| 3 | Be Legendary School Board Training - program designed for governing teams that are dedicated to continually sharpening and cultivating their focus on one objective: improving student outcomes. | 30% of districts completed the two day training; of those 55% are participating in one and two year coaching. Boards have identified three goals and are monitoring progress. There is positive movement at the local level and the goals are aligned to the ND aspirational goals. | \$1,500,000 | \$1,346,000 | School board members are leaders in their school system and have the power to dramatically improve student achievement. We want to scale the program state-wide. | \$1,500,000 |
| 4 | Dyslexia Training Program - ND schools are required to screen for dyslexia characteristics. The Dyslexia training program provides teacher and leader training specific to the implementation of the law and serving students with dyslexia characteristics. | 392 participants have increased their knowledge, alignment to science of reading, 6 dyslexia credentials issued, 12 individuals pursuing dyslexia credential | \$279,000 | \$241,500 | Of the schools participating there is a continued need for professional development and growth. We have not seen engagement from all schools/districts from across the state. | \$300,000 |
| 5 | Free School Meals - Expanded the eligibility level to 200% of the poverty level for those families to receive meals at no cost. | Approximately 1,700 additional students qualified to receive meals at no cost during the 23-24 school year. 7,250 students reduced-priced students had the .30 breakfast and .40 lunch fee paid by the State | \$6,000,000 | \$2,300,000 | This helps many working class families who fall just over the reduced priced guidelines. All families who earn up to 200% of the poverty level receive meals at no cost. | \$4,500,000 |

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| 6 | <p>Para 2 Professional - Due to the dire teacher shortage, SB 2032 was passed in the 2023 Legislative Session. This program provides NDDPI with 3 million to help paraprofessionals become licensed teachers. Any paraprofessional in a ND school can apply to NDDPI for a scholarship to attend an approved ND University to take online courses approved through ESPB that lead to a teaching degree.</p> | <p>This program has been extremely successful from its inception. Within three months of opening the application process, all funds were obligated. Our model uses a Grow Your Own approach, which allows paraprofessionals to remain in their home community, work in their school district to support themselves and their families, while they work on getting their teaching degree.</p> | \$3,000,000 | \$3,000,000 | <p>North Dakota, like most other states, continues to grapple with a severe teacher shortage, especially in the area of Special Education. We need to keep funding this program, as there is significant interest across the state from paraprofessional to participate in this program to become a licensed teacher. Continuing to fund this program will provide the state with a flood of new teachers over the next several years.</p> | \$3,000,000 |
| 7 | <p>Science of Reading - 2021-2024 funded through ESSER funds. 2023 session provided funding to support the professional learning specific to the science of reading and implementing systematic direct literacy instruction.</p> | <p>In partnership with the REAs, over 6,000 educators have participated in training opportunities. Over 50% of ND K-3 educators have been trained in LETRS.</p> | \$1,000,000 | \$758,826 | <p>During the NDDPI SOR report review, 90 of 172 schools continue to struggle with implementation of the SOR statute. The state's literacy rates continue to hover around 40%. Districts implementing strong science of reading practices are seeing growth locally. There is a continued need for educator assistance, leadership training, and implementation support.</p> | \$1,000,000 |
| 8 | <p>Statewide Reading Tool - Amira is the world's first, most widely used and most studied AI-powered reading assistant. Amira provides students with a hyper-personalized reading tutor and provides teachers with detailed data in student reading ability. Students read aloud to Amira, Amira listens and assesses, and when the student struggles Amira provides in-the-moment Science of Reading aligned tutoring support. At the conclusion of each reading session, Amira provides teachers with immediately updated data and links to instructional materials that can be used outside of the tool to further personalize learning. Amira also provides an approved dyslexia screener.</p> | <p>Independent evaluations consistently demonstrate the ability of Amira to match or exceed the impact of a human tutor (a 0.37 effect size, which is approximately 5 additional months of learning). A recent evaluation of Amira conducted by Columbia University found that students who worked with Amira regularly experienced an effect size 0.45. Another recent evaluation commissioned by the Utah State Board of Education found similarly large effect sizes ranging from 0.25 to 0.45.</p> <p>Most importantly, a recent efficacy analysis of Amira found that North Dakota students working regularly with Amira experienced significant performance increases in the NDSA reading tests in grades 3, 4 and 5. For example, 3rd grade students who read with Amira on a regular basis saw an average of a 15-point gain on NDSA, 4th grade regular users saw a 17-point NDSA gain and 5th grade regular users saw a 10-point NDSA gain.</p> | \$1,600,000 | \$1,410,000 | <p>First, the data show that Amira works. A recent analysis of Amira in North Dakota demonstrated significant gains for regular Amira users (up to 15 NDSA points in 3rd grade, 17 NDSA points in 4th grade and 10 NDSA points in 5th grade).</p> <p>Second, interest from districts remains high. In SY 23-24, 109 districts used Amira and in SY 24-25 103 districts continue to use Amira. The 95% retention rate of districts between SY 23-24 and SY 24-25 demonstrates continued demand. More than 44,000 students have benefited from Amira, with 33,000 users this school year. ND students have read more than 1.2 million minutes with Amira since August 2024.</p> <p>Third, we believe that once the new evidence of effectiveness for ND students is communicated to districts, more districts and students will make use of Amira and continue to increase usage levels.</p> <p>NDDPI has prioritized use of federal ESSER funds to continue Amira for SY25-26. State funding is requested to continue Amira for SY26-27.</p> | \$500,000 |

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| 9 | <p>Teacher Retention Program - In the 2023-25 biennium, \$2.3M was appropriated from carryover funds to address our state's teacher retention crisis through a statewide pilot through Vital Network. The statewide teacher retention program provides grants to districts to help them gather educator feedback to support districts in their journey to improve daily practices and enhance employee engagement. The educator retention program through Vital Network tackles educator burnout and helps retain talent through a collaborative and data-driven process designed around each school community's unique context. The pilot has been successful: more than 5,000 of North Dakota educators across 221 schools have participated, representing about half of the state's schools and educators.</p> | <p>Schools and districts that started in the fall or winter of 2023-24 are beginning to get their results back, and we are seeing improvements in their data. Full results of this cohort will be known when schools take the baseline again in Fall 2025. Research suggests it takes 3-5 years for any kind of extensive school improvement to take hold; results in the 2026-27 school year will thus be particularly useful for this interim outcome. The improvement of the working conditions of educators in partnering districts and schools is an interim outcome of this program. See baseline data for North Dakota here. The ultimate outcome will be the retention of educators in partnering districts in schools. This ultimate outcome takes 3-5 years to manifest, given that workforce decisions are often made over time. The 2026-27 and 2027-28 data will be particularly useful for assessing this outcome. A database has been created for merging data, and baseline data has been collected.</p> | \$2,300,000 | \$1,930,000 | <p>To achieve the ultimate outcome of educator retention statewide, continued funding is needed to enable the 221 schools in the pilot to continue to build cultures of retention over the necessary 3-5 year period and for the remaining 228 schools who have not yet opted into the pilot to participate. Expanded funding allows Vital Network to build a North Dakota field staff to serve participating schools. Finally, increased funding allows Vital to continue to innovate with districts to bring successful retention strategies being deployed into board oversight, HR and talent management, and district office operations.</p> | \$2,300,000 |
| 10 | <p>Native American Essential Understandings</p> | <p>Created in the Spring 2015 where we gathered NA elders from the ND Tribal Nations to develop the 7 EU. This initiative is closing the gap between Native and Non-Native students. The NDNAEU integrates NA perspectives into classrooms through culturally responsive teaching, lesson plans, elder interviews and training for educators, fostering cross-cultural understanding and improving educational outcomes</p> | \$300,000 | EP scores and graduation rate for | <p>The teaching of our elders website has several resources that teachers can use in implementing culturally responsive practices. The trajectory of success continues to improve with the NDNAEU work. This model underscores that cultural identity enhances learning for all students.</p> | \$300,000 |
| 11 | <p>Indians into STEM</p> | <p>In partnership with VCSU to increase awareness and interest in STEM careers among ND Native American 7-12 students.</p> | Previous funding was Philanthropy and ESSER | | | \$300,000 |
| 12 | <p>Science of Math - Recognizing the decline in mathematics post pandemic, the NDDPI prioritized ESSER funding in fall 2023 to provide mathematics supports in a similar structure as science of reading. These training opportunities focused on explicit instruction strategies with modeling, procedural skill and fluency, and the instructional analysis of the current math textbook using the "Textbook Effective Math Instruction Scoring Rubric" developed by NDREA partners.</p> | <p>In partnership with the REAs, over 500 educators have participated in science of math training opportunities. Many of these educators have continued their learning to in-depth training opportunities. One district required all elementary staff to participate in the "Features of Effective Math Instruction" training and monitored implementation after the training saw a significant increase in elementary math achievement (from 20% proficient to 47% proficient) after one year of implementation.</p> | \$0 | NA | <p>The state's math proficiency rate continues to hover around 45% for grade 4 and 33% for grade 8. The conversation and training focused on effective math instruction is needed throughout the state in addition to educator assistance, leadership training, and implementation support. SB 2213 also references this funding to support mathematics programming and requirements.</p> | \$1,000,000 |

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| 13 | National Board Certification MargIns 2 Center Program | So far the MargIns 2 Center Program has supported 7 NA teachers out of a total of around 50 teachers. The program is designed to support teachers who serve in traditionally marginalized areas – Native American communities, rural or remote communities, teachers of color, etc. We have worked to support all teachers who wanted to participate in the program, as ND as a whole is very rural/remote. | We have used funding from the MargIns 2 Center Grant that the National Board for Professional Teaching Standards received from the US Dep of Ed to support teachers serving in traditionally marginalized areas. Compass, Partners in Learning (Scott and Sharla with support of Joann Stephens) was chosen as a partner site by the NBPTS to provide this opportunity to teachers across ND. The funding from this grant has supported ND teachers in the 23-24 and 24-25 school year, and the funding ends in September 2025. | | There is great interest from teachers across ND to continue to receive support through the mentoring, work retreats, etc. that we have offered the past two years. Students taught by NBCTs are 1-2 months ahead of their peers in academic progress. Quality instruction by NBCTs fosters higher student engagement, helping to meet North Dakota's goal of achieving a statewide behavioral engagement score of 150 points by 2025-26. By improving the quality of instruction and fostering deeper learning, NBCTs contribute to higher graduation rates and ensure students are Choice Ready, aligning with North Dakota's goal of all students graduating Choice Ready by 2029-30. | \$200,000 |
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