

1999 SENATE EDUCATION

SB 2381

1999 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2381

Senate Education Committee

Conference Committee

Hearing Date 2/1/99

Tape Number	Side A	Side B	Meter #
DEFECTIVE TAPE			
2/1 2		X	1471-2250
Committee Clerk Signature <i>Linda Christman</i>			

Minutes:

Senator Freborg opened the hearing on SB 2381.

Senator Flakoll spoke in favor of the bill. Testimony attached.

Senator Freborg: What is total appropriation?

Senator Flakoll: \$300,000, this reflects additional and increases for new refugees.

Representative Kathy Hawken, Fargo urged a Do Pass, no written.

Senator O'Connell: How many are sponsored by Lutheran Social Services?

Kathy: The majority.

Senator Kelsh: When did the state start helping with these programs.

Kathy: The program is about 2 years old, that is when we received an appropriation.

Dan Hoffman, a teacher from Grand Forks, spoke in favor of the bill. Questioned the policy in section 7. Should that be increased. Urged a Do Pass and refer to appropriations.

Senator Kelsh: Where would you anticipate cutting and where will the money come from.

Hoffman: Money will not come from foundation aid. There could be incentives that could be cut to enhance the bill.

Dan Huffman, Asst. Supt. Fargo Public Schools, spoke in favor of the bill. Testimony attached.

Senator Redlin: Are there remedial English or special classes offered.

Huffman: Yes, a variety of special needs classes.

Senator Kelsh: Isn't there federal dollars involved?

Huffman: Yes there are additional federal funds.

Senator Cook: How about parents?

Huffman: Most of them are enrolled in the Massey Adult Education Program.

Senator Cook: How is this cost covered?

Huffman: State and federal funds.

Senator Cook: What is the difference between levels 1, 2, and 3.

Huffman: It is a sliding scale on their abilities.

Mari Rasmussen, Bilingual DPI, spoke in favor of the bill. Testimony attached.

Closed hearing on SB 2381.

Discussion

Senator Cook: You want to double the amount?

Senator Freborg: Can spend up to \$800,000.

Senator Cook: If we pass this bill out will it go to appropriations?

Senator Kelsh: Even if it's in the Governor's budget?

Senator Freborg: It has to be referred.

Senator Wanzek: I'm not disputing it's merits. Does each student count in the weighting factor, foundation aid, special education, etc. How many dollars.

Senator Kelsh: Lutheran Social Services help ends at the time of settlement. Then social services takes over.

Senator Cook: I move we leave appropriations at \$300 per student, amend line 2.

Senator Wanzek: Second

Vote: 3 Yes, 4 No

Motion failed.

Hearing closed.

Senator Flakoll: I move that on page 1, line 22 strike the \$800,000 to \$400,000.

Senator Cook: 2nd.

Senator Freborg: Amending line 9 & 22.

Senator O'Connell: How much money did we appropriate last time.

Senator Freborg: \$300,000.

Senator O'Connell: This is for level 1 and 2, it won't expand the program.

Senator Freborg: I assume it will be. Motion is to amend SB 2381, line 9 and make the \$800,000, \$400,000 on line 22.

Vote: 6 (yes) 1 (no)

Senator Freborg: We have amended bill before us.

Senator Cook: Do Pass as Amended.

Senator Flakoll: 2 nd. Vote: 7 (yes) 0 (no)

CARRIER: SENATOR FLAKOLL

FISCAL NOTE

(Return original and 14 copies)

Bill/Resolution No.: _____ Amendment to: SB 2381

Requested by Legislative Council Date of Request: 02/04/99

- Please estimate the fiscal impact (in dollar amounts) of the above measure for state general or special funds, counties, cities, and school districts.

Narrative:

This bill moves the payment rate for limited English proficient (LEP) students from \$300 to \$400 per student. The Department estimates 500 eligible students in ADM for each year of the biennium. The estimated cost to the state is \$400,000 (1,000 ADM times \$400).

Presently \$300,000 is budgeted for LEP under the foundation aid and transportation line item in the executive budget. The fiscal impact of the bill is therefore \$100,000 (\$400,000 - 300,000). The appropriation caps the amount at \$400,000.

- State** fiscal effect in dollar amounts:

1997-99 Biennium		1999-2001 Biennium		2001-03 Biennium	
General Fund	Special Fund	General Fund	Special Funds	General Fund	Special Funds

Revenues:

Expenditures: 100,000 100,000

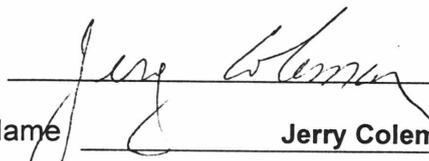
- What, if any, is the effect of this measure on the appropriation for your agency or department:

- For rest of 1997-99 biennium: _____
- For the 1999-2001 biennium: _____ 100,000
- For the 2001-03 biennium: _____ 100,000

- County, City, and School District** fiscal effect in dollar amounts:

1997-99 Biennium			1999-2001 Biennium			2001-03 Biennium		
Counties	Cities	School Districts	Counties	Cities	School Districts	Counties	Cities	School Districts
					100,000			100,000

If additional space is needed, attach a supplemental sheet.

Signed 

Typed Name Jerry Coleman

Department ND Dept of Public Instruction

Date Prepared: 02/05/99

Phone Number 328-4051

FISCAL NOTE

(Return original and 14 copies)

Bill/Resolution No.: SB 2381

Amendment to: _____

Requested by Legislative Council

Date of Request: 01/25/99

1. Please estimate the fiscal impact (in dollar amounts) of the above measure for state general or special funds, counties, cities, and school districts.

Narrative:

This bill moves the payment rate for limited English proficient (LEP) students from \$300 to \$600 per student. The Department estimates 500 eligible students in ADM for each year of the biennium. The estimated cost to the state is \$600,000 (1,000 ADM times \$600).

Presently \$300,000 is budgeted for LEP under the foundation aid and transportation line item in the executive budget. The fiscal impact of the bill is therefore \$300,000 (\$600,000 - 300,000). The appropriation caps the amount at \$800,000.

2. **State** fiscal effect in dollar amounts:

1997-99 Biennium		1999-2001 Biennium		2001-03 Biennium	
General Fund	Special Fund	General Fund	Special Funds	General Fund	Special Funds

Revenues:

Expenditures:	300,000	300,000
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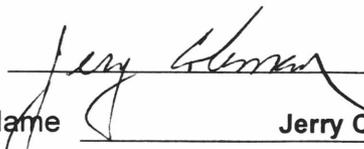
3. What, if any, is the effect of this measure on the appropriation for your agency or department:

- a. For rest of 1997-99 biennium: _____
- b. For the 1999-2001 biennium: _____ 300,000
- c. For the 2001-03 biennium: _____ 300,000

4. **County, City, and School District** fiscal effect in dollar amounts:

1997-99 Biennium			1999-2001 Biennium			2001-03 Biennium		
Counties	Cities	School Districts	Counties	Cities	School Districts	Counties	Cities	School Districts
					300,000			300,000

If additional space is needed, attach a supplemental sheet.

Signed 

Typed Name Jerry Coleman

Date Prepared: 01/27/99

Department ND Dept of Public Instruction

Phone Number 328-4051

Date: 2/1/99
Roll Call Vote #: _____

1999 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. SB 2381

Senate EDUCATION Committee

Subcommittee on _____
or
 Conference Committee

Legislative Council Amendment Number _____

Action Taken Motion amend line 21 \$800,000 to \$300,000

Motion Made By Cook Seconded By Wanzek

Senators	Yes	No	Senators	Yes	No
Senator Freborg, Chairman	✓				
Senator Cook, Vice Chairman	✓				
Senator Flakoll		✓			
Senator Wanzek	✓				
Senator Kelsh		✓			
Senator O'Connell		✓			
Senator Redlin		✓			

Total (Yes) 3 No 4

Absent _____

Floor Assignment _____

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

Date: 2/1/99
 Roll Call Vote #: _____

1999 SENATE STANDING COMMITTEE ROLL CALL VOTES
 BILL/RESOLUTION NO. SB 2381

Senate EDUCATION Committee

- Subcommittee on _____
 or
 Conference Committee

Need from Council

Legislative Council Amendment Number _____

Action Taken to amend bill ^{SB 2381} ~~more change~~ _{line} 9-22 from 800,000 to 400,000

Motion Made By Flakoll Seconded By Cook

Senators	Yes	No	Senators	Yes	No
Senator Freborg, Chairman	✓				
Senator Cook, Vice Chairman	✓				
Senator Flakoll	✓				
Senator Wanzek	✓				
Senator Kelsh	✓				
Senator O'Connell	✓				
Senator Redlin		✓			

Total (Yes) 6 No 1

Absent _____

Floor Assignment _____

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

Date: 2/1
Roll Call Vote #: 2

1999 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. SB 2381

Senate EDUCATION Committee

Subcommittee on _____
or
 Conference Committee

Legislative Council Amendment Number _____

Action Taken Do Pass as amended.

Motion Made By Cook Seconded By Wanzek

Senators	Yes	No	Senators	Yes	No
Senator Freborg, Chairman	✓				
Senator Cook, Vice Chairman	✓				
Senator Flakoll	✓				
Senator Wanzek	✓				
Senator Kelsh	✓				
Senator O'Connell	✓				
Senator Redlin	✓				

Total (Yes) 7 No 0

Absent _____

Floor Assignment Flakoll

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

REPORT OF STANDING COMMITTEE

SB 2381: Education Committee (Sen. Freborg, Chairman) recommends AMENDMENTS AS FOLLOWS and when so amended, recommends **DO PASS** (7 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). SB 2381 was placed on the Sixth order on the calendar.

Page 1, line 9, replace "six" with "four"

Page 1, line 22, replace "\$800,000" with "\$400,000"

Renumber accordingly

1999 HOUSE EDUCATION

SB 2381

1999 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2381

House Education Committee

Conference Committee

Hearing Date 2-24-99

Tape Number	Side A	Side B	Meter #
Tape # 1		x	16.4 to end
Tape # 2	x		0.1 to 4.3
Committee Clerk Signature <i>Joan Dietz</i>			

Minutes:

Chairman R Kelsch , Vice Chair Drovdal , Rep Brusegaard , Rep Brandenburg , Rep Haas , Rep Johnson , Rep Nelson , Rep Nottestad , Rep L Thoreson , Rep Grumbo , Rep. Hanson , Rep. Lundgren , Rep. Mueller , Rep. Nowatzki .

Chairman R Kelsch : We will open the hearing on SB 2381 and ask the clerk to read the title.

Senator Flakoll: District 44 (See attached testimony) .

Rep. Nowatzki : Why is Fargo a settling point , why are they not disbursed around the state?

Flakoll: We are at the mercy of LSS and the federal government as to where they are placed, and they are placed where there are a number of resources.

Vice Chair Drovdal : How do we judge the student and their ability to speak and understand English, is there a test?

Flakoll: This is targeted for level one and level two students. These levels do not speak english. There is a test - Woodcock-Munoz.

Rep Hawken: District 46, sponsor of SB 2381. (See attached testimony blue, pink, yellow)

Rep Nottestad : Are you tapping the resources of the original refugees?

Hawken: Yes, these are people who are mentoring other families.

Rep L Thoreson : Have you had conversations with LSS as to the leveling off of the numbers, do you know what their goals are?

Hawken: We have tried, but have not been successful. Do we have any idea, no.

Rep L Thoreson : What happens to the adults, are they on welfare or are they employed?

Hawken: The pink handout talks more about the community and you can see that some people work two and three jobs while about sixty per cent have a difficult time.

Rep L Thoreson : There is a certain percentage that is employable?

Hawken: Yes, one of the other things that was mentioned was that there are so many cultural differences.

Rep Grumbo : Who educates the parents in the English language.

Hawken: There is a major effort to work with the adults.

Rep Grumbo : Are these students in the special education programs?

Hawken: There are a number of them yes, but not all children. The problem is that some of these children have never been in school and do not speak english.

Michael Lindblom: Bismarck-Mandan Chamber of Commerce testified in support of SB 2381.

Mari Rasmussen: Assistant Director Bilingual Education DPI (See attached testimony) .

Rep Haas : Do you have any numbers for this year yet?

Rasmussen: It would be reflected in the handout.

Rep Grumbo : In Clinton education bill is there anything to increase federal share.

Ramussen: I only work with one program where there is federal funding and that is minimal.

Rep Brusegaard : The funding in this bill, is it used to teach the kids english?

Rasmussen: It is primarily used to teach the kids english.

Rep Brusegaard : All the kids are pretty much main streamed>

Rasmussen: Yes, that is the policy now, there is a little bit of assistance with using a teacher assistant on a pull out basis.

Rep Nottestad : Have you(DPI and the Fargo school board) put pressure on LSS to take some responsibility?

Rasmussen: Our department follows our mission statement, providing quality instruction for the students in North Dakota.

End of tape 1 side B begin Tape 2 side A

Rep Nottestad : Have you met with or sent letters to LSS telling them of the problem.

Rasmussen: I think they are aware the needs including Fargo's impact.

Rep Nottestad : Are you saying no you have not met or yes you have?

Rasmussen: I have been in dialogue with them.

Rep. Mueller : I need some help on the fiscal note.

Rasmussen: The fiscal note is appropriated to 400 thousand.

Chairman R Kelsch : Look at the revised fiscal note.

Rasmussen: This is based on five hundred students and we have a total of five hundred nineteen.

Page 4

House Education Committee

Bill/Resolution Number Sb 2381

Hearing Date 2-24-99

Chairman R Kelsch : Will you fund all the five hundred nineteen students, so the payments will be less.

Rasmussen: We are ok for this year, we did not use the full amount from last year.

Rep Nelson : There is a difference of numbers presented and you explain.

Hawkens: That number includes all levels, but we will fund only level one and two.

Rep Nelson : What kind of needs are required for level three through five?

Hawkens: At level three they are more proficient in english, you are starting to make some progress.

Rep Nelson : Level three, are they totally mainstreamed in to the classroom.

Rasmussen: They are at levels three through five.

Chairman R Kelsch : Anyone else wishing to appear in support of SB 2381? Anyone wishing to appear in opposition of SB 2381? Hearing none we will close the hearing on SB 2381.

1999 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2381-3-4-99

House Education Committee

Conference Committee

Hearing Date 3-1-99

Tape Number	Side A	Side B	Meter #
Tape # 2		x	9.3 to 24.0
Committee Clerk Signature <i>Joan Diers</i>			

Minutes:

Chairman R Kelsch , Vice Chair Drovdal , Rep Brandenburg , Rep Brusegaard , Rep Haas , Rep Johnson , Rep Nelson , Rep Nottestad , Rep L Thoreson , Rep Grumbo , Rep. Hanson , Rep. Lundgren , Rep. Mueller , Rep. Nowatzki , Rep. Solberg .

Chairman R Kelsch : We will take up SB 2381, what are the wishes of the committee?

Discussion was held on the bill.

Rep L Thoreson : Move a DO PASS and referred to appropriation

Rep. Lundgren : Second.

Chairman R Kelsch : Discussion. The clerk will call the roll on a DO PASS motion.

The motion passes 8 YES 7 NO 0 Absent Floor assignment Rep L Thoreson .

Date: 3-1-99
Roll Call Vote #: 1

1999 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. SB-2381

House Education Committee

Subcommittee on _____
or
 Conference Committee

Legislative Council Amendment Number _____

Action Taken Do Pass to re-referred to Appropriations

Motion Made By Thoreson Seconded By Lundgren

Representatives	Yes	No	Representatives	Yes	No
Rep. ReaAnn Kelsch-Chairperson		✓	Rep. Dorvan Solberg	✓	
Rep. David Drovdal-Vice Chair		✓			
Rep. Michael D. Brandenburg		✓			
Rep. Thomas T. Brusegaard		✓			
Rep. C. B. Haas		✓			
Rep. Dennis E. Johnson		✓			
Rep. Jon O. Nelson		✓			
Rep. Darrell D. Nottestad	✓				
Rep. Laurel Thoreson	✓				
Rep. Howard Grumbo	✓				
Rep. Lyle Hanson	✓				
Rep. Deb Lundgren	✓				
Rep. Phillip Mueller	✓				
Rep. Robert E. Nowatzki	✓				

Total (Yes) 8 No 7

Absent 0

Floor Assignment Thoreson

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

VR
3/16/99

HOUSE AMENDMENTS TO ENGROSSED SENATE BILL NO. 2381 **EDU 3-17-99**

Page 1, line 2, replace "; and to provide an" with a period

Page 1, remove line 3

Page 1, remove lines 21 through 23

HOUSE AMENDMENTS TO ENGROSSED SENATE BILL NO. 2381 EDU 3-17-99

Page 2, remove lines 1 and 2

Renumber accordingly

Date: 3-16-99
Roll Call Vote #: 2

1999 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. SB-2381

House Education Committee

Subcommittee on _____
or
 Conference Committee

Legislative Council Amendment Number 90807.0201

Action Taken Do Pass as amended

Motion Made By Thoreson Seconded By Mueller

Representatives	Yes	No	Representatives	Yes	No
Rep. ReaAnn Kelsch-Chairperson	✓		Rep. Dorvan Solberg	✓	
Rep. David Drovdal-Vice Chair	✓				
Rep. Michael D. Brandenburg	✓				
Rep. Thomas T. Brusegaard					
Rep. C. B. Haas	✓				
Rep. Dennis E. Johnson	✓				
Rep. Jon O. Nelson	✓				
Rep. Darrell D. Nottestad	✓				
Rep. Laurel Thoreson	✓				
Rep. Howard Grumbo	✓				
Rep. Lyle Hanson	✓				
Rep. Deb Lundgren	✓				
Rep. Phillip Mueller	✓				
Rep. Robert E. Nowatzki	✓				

Total (Yes) 14 No 0

Absent 1

Floor Assignment Thoreson

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

REPORT OF STANDING COMMITTEE

SB 2381, as engrossed: Education Committee (Rep. R. Kelsch, Chairman) recommends AMENDMENTS AS FOLLOWS and when so amended, recommends DO PASS (14 YEAS, 0 NAYS, 1 ABSENT AND NOT VOTING). Engrossed SB 2381 was placed on the Sixth order on the calendar.

Page 1, line 2, replace "; and to provide an" with a period

Page 1, remove line 3

Page 1, remove lines 21 through 23

Page 2, remove lines 1 and 2

Renumber accordingly

1999 HOUSE APPROPRIATIONS

SB 2381

1999 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2381

House Appropriations Committee
Education and Environment Division

Conference Committee

Hearing Date March 25, 1999

Tape Number	Side A	Side B	Meter #
1	x		25.0-end
Committee Clerk Signature <i>Casey Davis</i>			

Minutes:

SB 2381 A bill for an act to amend and reenact section 15-40.1-07.7 of the ND Century Code, relating to per student payments for limited English proficient students; and to provide an appropriation.

CHAIRMAN WENTZ opened the hearing on SB 2381.

1A: 25.0 SEN. TIM FLAKOLL introduced the bill and testified in support. (See testimony.)

1A: 28.0 CHAIRMAN WENTZ asked what the requested appropriation is. Sen. Flakoll replied that it is \$400,000. This is an increase of \$100,000 from last time.

1A: 28.7 CHAIRMAN WENTZ noted that SB 2013 also contains the \$400,000 in Section 8, page 4 of the bill. Chet Nelson, Legislative Council, said that the appropriation is in both. However, there is a repealer in SB 2013, in Section 20, page 7 of SB 2013, which says that the appropriation in SB 2381 would be repealed.

1A: 31.6 REP. AARSVOLD asked what happens to the money which is not used. Sandy Paulson, DPI replied that those funds stay and are in the turnback to Foundation Aid. She said they do not estimate any money remaining this year.

1A: 34.5 REP. KATHY HAWKIN testified in support of the bill. There are over 600 ESL students in her district. There are many ESL students in the major cities because the refugees' relatives are there, and Lutheran Social Services is there.

1A: 37.2 REP. CARLSON asked if ESL students are mainstreamed. Rep. Hawkin replied that it is a combination. Those students are pulled out for intensive English, and they are also in the classroom.

1A: 37.9 REP. NICHOLS asked if the refugees will keep coming at the same rate. Rep. Hawkin replied that this is unknown. The refugees do not always come when the school year starts.

1A: 40.3 REP. AARSVOLD asked about those ESL students in other school districts. Rep. Hawkin replied that they would be just as likely to qualify, depending on the level each student is placed at.

CHAIRMAN WENTZ closed the hearing.

General Discussion

- Committee on Committees
- Rules Committee
- Confirmation Hearings
- Delayed Bills Committee
- House Appropriations
- Senate Appropriations
- Other

Date April 1, 1999			
Tape Number	Side A	B Side	Meter #
2	x		23.0-end
Committee Clerk Signature <i>Casey Davis</i>			

Minutes:

SB 2381

CHAIRMAN WENTZ opened discussion on the bill.

2A: 23.5 REP. MONSON moved for a Do Pass on the bill. The motion was seconded by Rep. Carlson. A roll call vote was taken and the motion carried with 7 yeas and 0 nays. Rep. Carlson will carry the bill to the full committee.

General Discussion

- Committee on Committees
- Rules Committee
- Confirmation Hearings
- Delayed Bills Committee
- House Appropriations
- Senate Appropriations
- Other

Date April 2, 1999			
Tape Number	Side A	B Side	Meter #
2	x		24.5-36.2
Committee Clerk Signature <i>Roxanne Kohl</i>			

Minutes:

Chairman Dalrymple opened the discussion on Senate Bill 2381.

2A: 24.8 Rep. Carlson said this is the bill for supplemental payments for students with limited English proficiency or the ESL bill. The bill was originally introduced in the Senate at the same level of last biennium at \$300 for each student. The Senate raised that to \$400 for each student. That's the way the bill is before us at this time. Moved for a DO PASS. **Rep. Wentz** 2nd the motion.

2A: 25.5 Chairman Dalrymple asked if this \$400 equates to \$400,000 in spending. **Rep. Carlson** replied yes that language has been removed in section 2 because the dollar figure itself shows up in 2013. The per pupil part shows up in 2381.

2A: 26.9 Rep. Carlisle moved to further amend: change \$400 to \$500. **Rep. Carlson** 2nd the motion. **Rep. Carlisle** said that would increase the payments for the students.

2A: 27.6 Rep. Monson asked what if the numbers of students increases dramatically. Is there still a cap on the number of dollars appropriated to this? **Chairman Dalrymple** said it would be limited by the number of appropriated dollars. It is controlled by the appropriation.

2A: 28.4 Rep. Delzer said he would support the amendment. In the Human Services budget we had a number of things that went on with refugees and English proficiency and we grilled them and tried to find some money that would go to student age people. Because if we could help them they can help their parents. It gets everyone into the mainstream a whole lot faster. I also think when we look at the school districts that have a large number of these people and it's mostly Fargo and Bismarck, but they're taking away from those students who know English. The teachers are spending extra time on these poor students that do not know English and taking away from the other students. I think this is a good investment for all the kids. I'm going to go ahead and support this.

2A: 29.5 Rep. Carlson commented there are 18 districts in the state that have ESL students. Estimated cost is about \$1300 extra to educate those kids. It would be nice to get more and we do appreciate what we've got. We have 600 kids in Fargo today. In 1983 there was 73.

2A: 31.3 Rep. Aarsvold said he does not see language that would resolve the problem if the overall appropriation is not adequate to meet the commitment to meet the \$500. **Chairman Dalrymple** replied he is assuming that if we vote for this we really should be prepared to vote for an increase of \$500,000 in 2013 as well.

2A: 32.3 Rep. Gulleon said she has all the compassion in the world for other school districts with their struggles and such. Just think we shouldn't go overboard here. Last time we came in and supported them with the \$300. I think the Senate version is sufficient personally. Not trying to be mean spirited but every school district has their thing. And ours happens to be poverty, losing kids, and increased property taxes. I think we need to be reasonable for what we're asking for here.

2A: 33.0 On a Voice Vote the motion fails.

2A: 33.8 On a Roll Call Vote the motion carried.

19 voting YES

1 voting NO

Carrier: Rep. Carlson

Date: 4-1-99
 Roll Call Vote #: 1

1999 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2381

House Appropriations Committee

- Subcommittee on Education and Environment
 or
 Conference Committee

Legislative Council Amendment Number _____

Action Taken Do Pass

Motion Made By MONSON Seconded By CARLSON

Representatives	Yes	No	Representatives	Yes	No
Chairperson Janet Wentz	X				
Vice Chairman Ed Lloyd	X				
Rep. Ole Aarsvold	X				
Rep. James Boehm	X				
Rep. Al Carlson	X				
Rep. David Monson	X				
Rep. Ronald Nichols	X				

Total (Yes) 7 No 0

Absent _____

Floor Assignment Carlson to full committee

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

Date: 4-2-99
 Roll Call Vote #: 1

1999 HOUSE STANDING COMMITTEE ROLL CALL VOTES
 BILL/RESOLUTION NO. 2381

House Appropriations Committee

Subcommittee on _____
 or
 Conference Committee

Legislative Council Amendment Number _____

Action Taken DO PASS

Motion Made By CARLSON Seconded By WENTZ

Representatives	Yes	No	Representatives	Yes	No
Chairman Dalrymple	✓		Nichols	✓	
Vice-Chairman Byerly	✓		Poolman	✓	
Aarsvold	✓		Svedjan	✓	
Bernstein	✓		Timm	✓	
Boehm	✓		Tollefson	✓	
Carlson	✓		Wentz	✓	
Carlisle	✓				
Delzer	✓				
Gulleson		✓			
Hoffner	✓				
Huether	✓				
Kerzman	✓				
Lloyd	✓				
Monson	✓				

Total (Yes) 19 No 1

Absent 0

Floor Assignment REP. CARLSON

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

REPORT OF STANDING COMMITTEE (410)
April 2, 1999 12:34 p.m.

Module No: HR-60-6377
Carrier: Carlson
Insert LC: . Title: .

REPORT OF STANDING COMMITTEE

SB 2381, as engrossed: Appropriations Committee (Rep. Dalrymple, Chairman) recommends **DO PASS** (19 YEAS, 1 NAY, 0 ABSENT AND NOT VOTING). Engrossed SB 2381 was placed on the Fourteenth order on the calendar.

1999 SENATE EDUCATION

SB 2381

CONFERENCE COMMITTEE

1999 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB2381CC

Senate Education Committee

Conference Committee

Hearing Date April 7, 1999

Tape Number	Side A	Side B	Meter #
1	x		0-585

Committee Clerk Signature *Junda Christman*

Minutes:

CONFERENCE COMMITTEE

SENATOR FLAKOLL REP. H. BYERLY

SENATOR WANZEK REP. DELZER

SENATOR REDLIN REP. KERZMAN

SENATOR FREBORG opened the Conference Committee on SB2381. All members present.

SENATOR FLAKOLL : It is my understanding that the bone of contention was SENATOR FREBORG had some concern related to 2381 with the appropriation and to make sure that it was not taken out of foundation aid but was over and above foundation aid as a separate line item and maybe someone from the Appropriations Committee can explain what was done that way. I think there was some effort not to duplicate the funding, the intent was to put the \$400,000 in there over and above foundation aid. So in essence it would be \$400,000 plus \$400,000.

REP. DELZER: We voiced our concerns on appropriations bills when there are appropriations on another bill that is considered with it, so sometimes we will take the appropriations out of the other bill and make sure that the money is in. In this case it would be the DPI budget bill which is 2013 and part of the concern, look on page 152 of the Governor's budget book it will show you there that we added \$100,000 to the payment foundation aid grants line in 2013. The reason \$400,000 instead of \$400,000 is cause the Governor's budget already had \$300,000. This is over and above what would normally go to the schools. This does not take away from foundation aid and it leaves the \$400,000 in which is the \$400 per student. Everything is the way it ought to be.

REP. DELZER: As I said the \$300,000 is in the Governor's budget and we added the \$100,000. They took it out of 2381 so there would not be any chance of double appropriating the \$400,000.

SENATOR REDLIN : The \$300,000 was hanging out there someplace not a part of anything.

REP. DELZER: It was in the Governor's budget recommendation.

SENATOR REDLIN : For what.

REP. DELZER: For the ESL. For English as a Second Language. This bill is required to adopt what level you pay at, \$400 per student but the money in this bill originally was \$300 per student and the Senate amended it \$400. And all we needed to make the money match was add the \$100,000 to the grants line item for foundation aid because the Governor already had \$300,000 over and above the normal foundation aid payments. We had to take it out of this bill so that there was no chance of double appropriations.

SENATOR REDLIN : Then the other \$100,000 comes from where, the General Fund.

Page 3
Senate Education Committee
Bill/Resolution Number SB2381CC
Hearing Date April 7, 1999

SENATOR WANZEK : If we leave it in this bill there is a risk of potentially doubling up we'd have \$700,000 appropriated. \$300,000 in the Governor's executive budget and another \$400,000 here. By this amendment and by also amending in another \$100,000 into the line item on 2013 we're getting the \$400,000.

REP. BYERLY: To reiterate this is the enabling legislation in what amounts to be the funding formula bill for ESL. But the money itself is in the DPI budget 2013 in the full amount of \$400,000.

SENATOR FLAKOLL : In 2013 it has the appropriation listed in there.

SENATOR REDLIN : In no way does it affect the foundation payment money then.

SENATOR FLAKOLL : This is over and above. If I can just reference section 7 of engrossed bill 2013 references also., part of the line item.

SENATOR WANZEK : I move Senate accede to House amendments.

REP. DELZER: 2

VOTE: 6 Yes 0 No

CARRIER: SENATOR FLAKOLL

SENATOR FLAKOLL adjourned the Conference Committee on SB2381

REPORT OF CONFERENCE COMMITTEE
(ACCEDE/RECEDE) - 420

07398

(Bill Number) SB 2381 (, as (re)engrossed):

Your Conference Committee

For the Senate:

Sen. Glakoll ✓ Yes
Sen. Wanzel ✓ Yes
Sen. Redlin ✓ Yes

For the House:

Rep. H. Buerly ✓ Yes
Rep. Delzer ✓ Yes
Rep. Ketzman ✓ Yes 6-0

recommends that the (SENATE/HOUSE) (ACCEDE to) (RECEDE from)
723/724 725/726 S724/H726 S723/H725
the (Senate/House) amendments on (S/J/HJ) page(s) 1105 - _____

and place SB2381 on the Seventh order.
727

, adopt (further) amendments as follows, and place
_____ on the Seventh order:

having been unable to agree, recommends that the committee be discharged
and a new committee be appointed. 690/515

((Re)Engrossed) _____ was placed on the Seventh order of business on the
calendar.

DATE: 4 / 7 / 99

CARRIER: Glakoll

LC NO. _____ of amendment

LC NO. _____ of engrossment

Emergency clause added or deleted _____

Statement of purpose of amendment _____

(1) LC (2) LC (3) DESK (4) COMM.

Insert LC: .

REPORT OF CONFERENCE COMMITTEE

SB 2381, as engrossed: Your conference committee (Sens. Flakoll, Wanzek, Redlin and Reps. Byerly, Delzer, Kerzman) recommends that the **SENATE ACCEDE** to the House amendments on SJ page 1105 and place SB 2381 on the Seventh order.

Engrossed SB 2381 was placed on the Seventh order of business on the calendar.

1999 TESTIMONY

SB 2381

Senate Bill 2381

(Relates to per student payment for ESL students)

February 1, 1999

Testimony of Senator Tim Flakoll, bill sponsor.

Chairman Freborg and members of the Senate Education Committee. I am Tim Flakoll, Senator from District 44 on Fargo.

Every day the Senate Education committee struggles with issues related to philosophical priorities, program costs and benefits. SB2381 deals with the discussion of issues relate to how short term solutions can have positive long term effects.

SB 2381 allows additional money for ESL payments. Communication is a precursor to their entire education process. Without the ability to learn English, students can't tell the difference between the Ten Commandments and a David Letterman Top Ten List.

SB 2381 has been tabbed by some as a "Fargo bill" or a "bill for the largest cities" of our state. There is a great deal of truth in that statement. Currently there are 19 schools in the Fargo School District with ESL students. Of that group, more than 60 different languages are spoken. The Fargo Schools District alone has over 580 ESL students. This number would place them at approximately as the 28th largest school district in the entire state of North Dakota. If this bill passes, it certainly will have a positive effect on those schools and communities who have a refugee population. However, if it fails it does have the potential to become a state wide problem. It may be a Fargo problem

today . . . but if we don't fix it will become a North Dakota problem tomorrow.

If we look at the data for the past 5 years, most refugees that come to our state the greatest influx comes from war torn countries, or countries with political unrest such as Bosnia, Somalia, Armenia and Vietnam. Without the ability to learn English these refugees likely will become locked out of a chance for advancement in our country. They will then in turn be a drain on our economy, not a positive addition to our economy.

One of the best ways we can welcome the refugees is to give them the best education possible. We need to insure that the resources are there for these students so that they are not forgotten or pushed off to the side. If we can provide them with the proper background they can have the same positive impact on our state that our grandparents and great-grandparents had when they came to this county as immigrants.

Currently there is \$300/pupil in the budget and we are asking for an additional \$300/student. By providing this appropriation, we can be sure that the \$2,200/student that we provide in foundation aid is not wasted.

I think it is also important to remember that children who we teach in schools, usually in turn go home and help teach their parents our language. So, we often get a two for one benefit for dollars spent teaching English.

This bill can provide a long term benefit to our state and I encourage your support.

SENATE BILL NO. 2381

February 1, 1999

Mari B. Rasmussen, Assistant Director of Bilingual Education

(701) 328-2958

Department of Public Instruction

April 17, 1997, Governor Edward T. Schafer signed Senate Bill 2029, a bill to provide payments to schools with students having limited English proficiency (LEP). To qualify for this payment of \$300.00 per student, a school district must have students who are classified at a level I or II on the Woodcock Munoz Language Survey. This information must be submitted to the North Dakota State Superintendent of Public Instruction by October 1st of the school year.

Nine school districts in North Dakota applied for this funding during the 1997 - 1998 school year and a total of \$119,352 was paid out in the spring of 1998. Those school districts are listed below.

LEP PAYMENT PROGRAM 1997 - 1998				
SCHOOL DISTRICT	CONTACT PERSON	LEVEL	AVERAGE DAILY MEMBER-SHIP	PAYMENT
Beulah Public	Art Schilke	4	4	\$1,200.00
Bismarck Public	Teresa Delorme	35	42.18	\$12,654.00
Grand Forks Public	Carrie Kasowski	27	20.06	\$6,018.00
Fargo Public	Michele Vannote	340	300.32	\$90,096.00
Hazen Public	Buster Langowski	1	1	\$300.00
Oakes	Arthur Conklin	5	0.9	\$270.00
St. Thomas School District	Steven Dick	8	3.59	\$1,077.00
Wahpeton	Norma Nosek	4	2.98	\$894.00
West Fargo	Charles Cheney	15	22.81	\$6,843.00
TOTAL		439	397.84	\$119,352.00

Eighteen school districts sent in applications for funding October 1, 1998. Approximately \$155,700 will be paid out to these schools in May of 1999. We can only estimate because the funding is dependent upon the daily membership of the students listed. Schools may also add new students who have arrived after the October 1 deadline. School districts who have applied for this school year are listed below.

LEP PAYMENT PROGRAM 1998 - 1998 (ESTIMATES)					
SCHOOL DISTRICT	CONTACT PERSON	LEVEL 1	LEVEL 2	AVERAGE DAILY MEMBER-SHIP	ESTIMATED PAYMENT
Beulah Public	Art Schilke		7	7	\$2,100.00
Bismarck Public	Teresa Delorme	20	18	38	\$11,400.00
Grand Forks Public	Carrie Kasowski	15	11	26	\$7,800.00
Fairmont	Bruce Schumacher	0	1	1	\$300.00
Fargo Public	Michele Vannote	232	125	357	\$107,100.00
Grafton Public	Julian Bjornson	0	8	8	\$2,400.00
Hazen Public	Buster Langowski	0	2	2	\$600.00
Jamestown Public	David Haney	1	1	2	\$600.00
Nash Elementary	Lois Olson	0	2	2	\$600.00
Northern Cass	Duane Silseth	0	1	1	\$300.00
Midway-Inkster	Nancy Brueckner	2	18	20	\$6,000.00
Minot Public	Jeffrey Holm	3	1	4	\$1,200.00
Minto Public	Vernon Schreiner	0	3	3	\$900.00
Oakes	Arthur Conklin	0	4	4	\$1,200.00
Park River	Richard Holand	4	5	9	\$2,700.00
St. Thomas School District	Jeanette Martin	0	6	6	\$1,800.00
Wahpeton	Norma Nosek	0	5	5	\$1,500.00
West Fargo	Charles Cheney	13	8	21	\$6,300.00
				0	\$0.00
TOTAL		291	228	519	\$155,700.00



Representing the Diocese of Fargo
and the Diocese of Bismarck

Christopher T. Dodson
Executive Director

To: Senate Education Committee
From: Christopher T. Dodson, Executive Director
Subject: SB 2381 (Limited English Proficiency Payments)
Date: February 1, 1999

The North Dakota Catholic Conference supports SB 2381.

Every child has a right to a basic education and society has a duty to assist in the provision of that education. Moreover, those with special needs deserve special attention. These are some of the reasons why we should support programs addressing the needs of those with limited English proficiency.

A just and caring society does not turn away from children with limited English speaking skills hoping they will "pick it up as they go along." Unfortunately, too many do not "pick it up" in a manner that permits them to fully take advantage of educational opportunities. That is why a just and caring society assists these students so that they can develop in our country to their full potential.

When we do this, we help create the conditions for full participation in society. In our society, a person's ability to do such activities as hold a job, pay a mortgage, contribute to a child's education and participate in the community depends on our ability to speak English. This is why assistance with English for children should be considered a fundamental building block in our education programs.

We urge a **Do Pass** recommendation on Senate Bill 2381.

227 W. Broadway, Suite 2
Fargo, ND 58501

23-2519
(701) 223-6075

**Fifty- sixth Legislative Assembly
North Dakota Legislature
Senate Education Committee
Senate Bill 2381**

Over the past fifteen years, the Fargo Schools have seen a dramatic increase in the number of students that come to us with limited English proficiency. In 1984-85 we had 73 students. In 1994-95 we had 407 students. This year we have 583 students. These students come from all over the world; Bosnia, and other Eastern European countries, Kurdistan, Somalia, Iraq, Iran, Southeast Asia, and many other places where unrest exists. They speak many different languages, sometimes up to 60 different dialects of 27 different languages. These students also have many unique problems which must be solved. Some have not been in school for years because they have been in hiding. Others have special educational needs that can't even be identified until the language barriers are solved.

Besides language issues, that need to be addressed on an individual basis, because they students all have different needs, and come to us through-out the year, these students need assistance in adjusting to a different measurement system, new math, a completely new history (US history), a new set of social issues, and many other concepts that are totally different to them. On the average it takes a minimum of seven (7) years to adjust to school in this country and become academically literate in the English language. During this seven year period it costs our district about \$1100 per student per year in additional costs, more in the early years, less as the student becomes more proficient and better adjusted to life in our country.

Up until two years ago this cost was the responsibility of the Fargo property tax payer. The last legislative session provided us with some help in the form of \$300 per student for those students with the most serious needs. This assistance provided us with about 25% of the revenue we needed to educate that 65 % of the population that tested in Level I & II of the assessment test. Senate bill 2381 would provide us with state support that would cover about 50% of the estimated cost for the next two years.

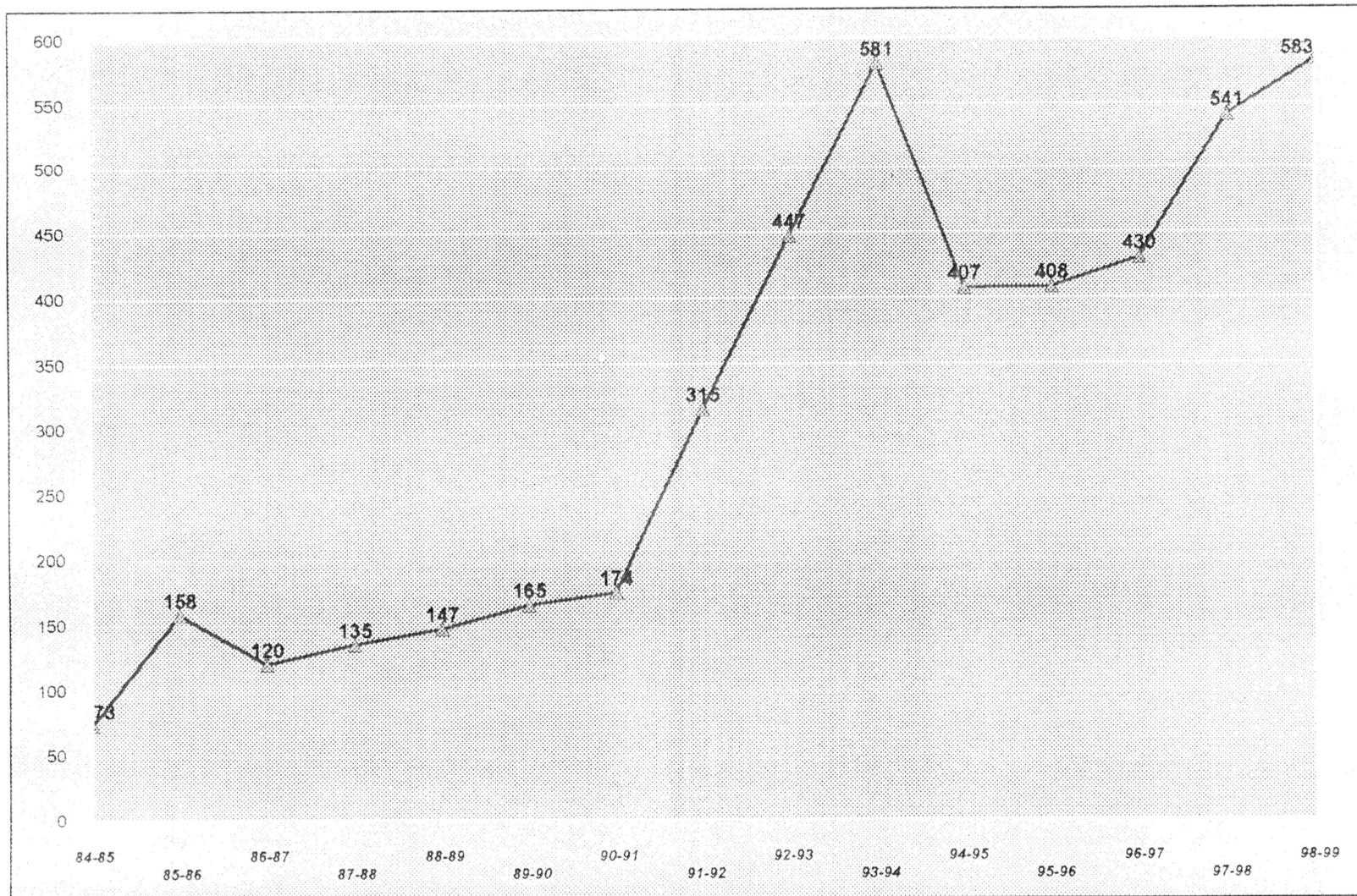
As drafted, the \$800,000 fiscal note has the resources to expand the payment to cover Level III students also, which was the intent of the request. If approved, this funding would provide us with some of the financial assistance for those students which need the most help.

This really is a state issue, because the agency that has placement responsibility, has responsibility for placement in all of North Dakota. These students could show up in any district in the state at any time. As a district and a community responsible for educating these students, we support this bill and request a do pass recommendation from the Senate Education Committee.

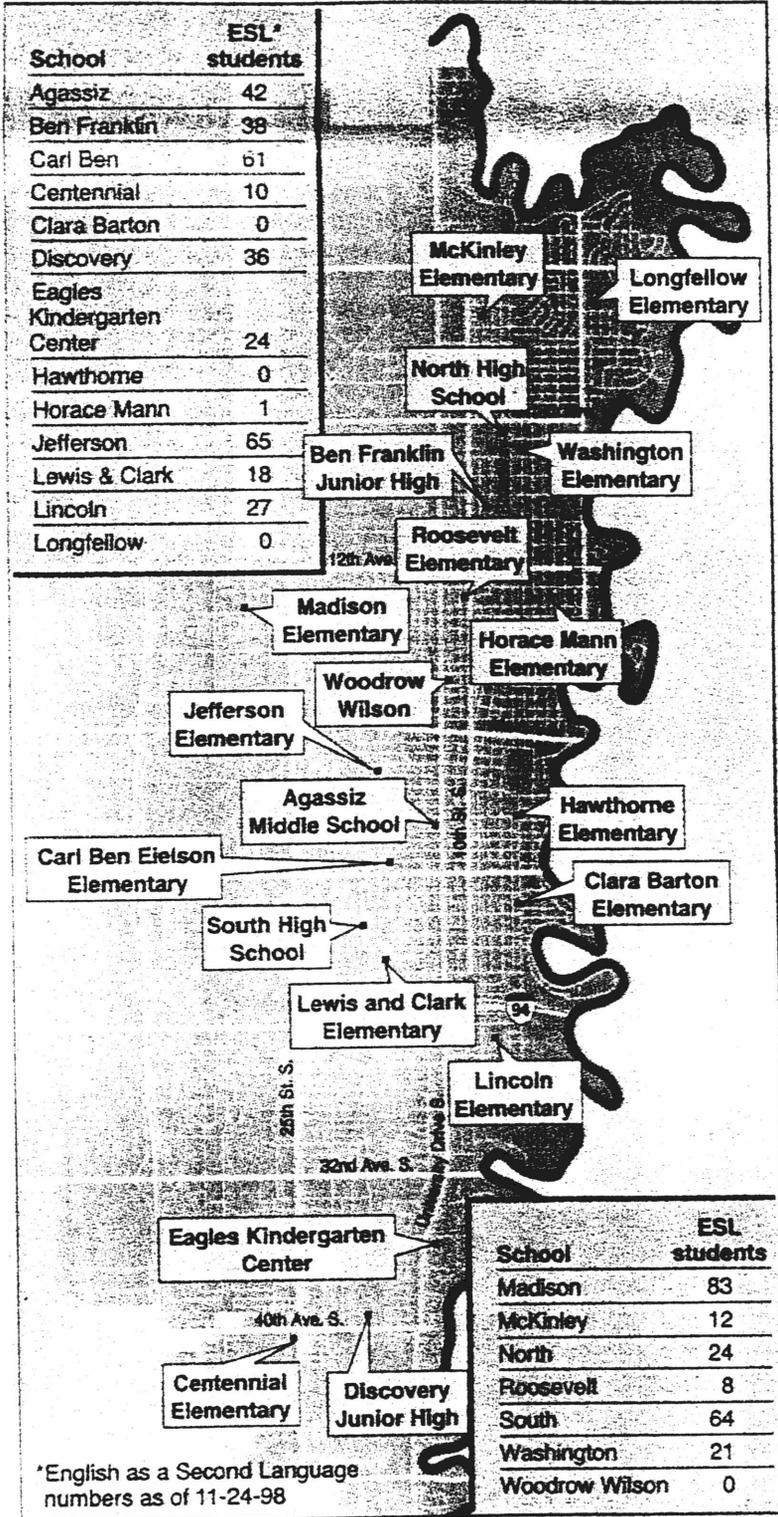
Fargo Public School District #1

Refugee and Non-English Speaking Students

1984-85 through 1998-99



ESL students in the Fargo School District



Source: Fargo Public Schools

Dawn Brehm / Forum Graphics Editor

Refugees and their destinations, 1992-1997

1992

Refugee background:

Kurdish	230
Vietnamese	129
Armenian/Former Soviet Union	104
Afghan	10
Iraqi	2
Eastern European	2
African	1
Central American	1

Destination:

Fargo	382
Bismarck	52
Wahpeton	11
Jamestown	10
Minot	10
Valley City	7
Grand Forks	7

1993

Refugee background:

Vietnamese	134
Kurdish	81
Armenian/Former Soviet Union	75
Iraqi	23
Bosnian	19
African	23

Destination:

Fargo	264
Bismarck	62
Minot	15
Grand Forks	9
Jamestown	5
Wahpeton	5

1994

Refugee background:

Bosnian	119
Vietnamese	73
Haitian	66
Iraqi	49
Armenian	29
Kurdish	22
African	14
Cuban	6
Cambodian	2

Destination:

Fargo	304
Bismarck	35
Grand Forks	11
Wahpeton	11
Jamestown	9
Valley City	7
Minot	3

1995

Refugee background:

Bosnian	105
Vietnamese	79
Sudanese	67
Cuban	59
Haitian	28
Former Soviet Union	19
Armenian	13
Iraqi	11
Iranian	8
Somali	6
Togolese	5
Croatian	4
Liberian	4
Ukrainian	4
Kenyan	3
Zairian	1
Central African Republic	1
Kuwaiti	1
Yugoslavian	1

Destination:

Fargo	294
Bismarck	100
Grand Forks	15
Valley City	7
Minot	2
Jamestown	1

1996

Refugee background:

Somali	127
Bosnian	124
Cuban	29
Sudanese	19
Armenian	11
Former Soviet Union	3
Iraqi	6
Vietnamese	6
Ethiopian	1

Destination:

Fargo	247
Bismarck	52
Grand Forks	19
Wahpeton	10
Jamestown	4

1997

Refugee background:

Bosnian	197
Kurdish	186
Somali	72
Cuban	18
Vietnamese	13
Iraqi	12
Sudanese	6
Ethiopian	4
Former Soviet Union	4
Amerasian	3
Angolan	1

Destination:

Fargo	364
Bismarck	116
Grand Forks	27
Wahpeton	9

Number of refugees from these countries in 1998

Bosnia	305	Cuba	11
Sudan	62	Liberia	7
Somalia	56	Burundi	6
Armenia/Former Soviet Union	31	Haiti	5
Djibouti	17	Iraq	5
Iran	17	Ethiopia	1
Vietnam	14	Total	537

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Refugees in N.D.: Too many, too fast?

By Deneen Gilmour
The Forum - 12/27/1998

Editor's note: This is the first story of a three-part series.

A new life in a new land. It was a real-life saga for 537 new North Dakotans this year - all of them refugees. Because of war, sadistic dictators or ethnic unrest at home, each of the 537 men, women and children has been to hell. All they want is to get back.

Back to a roof over their heads, food on their table and children sleeping securely in warm beds, minus the living nightmare of gunfire outside.

Maybe, just maybe, they're reaching for the American dream ... the age-old hope that life will be better for their children than it was for them.

That's the ideal. Today's reality is that 1998's influx of 537 refugees puts North Dakota's per capita resettlement at more than double the national rate.

Three-fourths of those refugees live in Fargo. Fleeing 14 troubled nations, they speak at least as many languages - and English usually isn't one of them. They arrive with no money and few clothes - whatever they clung to and crammed in a suitcase.

The effects of North Dakota's above-average resettlement rate go much deeper than flavoring Fargo's lefse- and knoephla-laden melting pot with African, Kurdish and Bosnian cultures.

Because of sheer numbers, refugee resettlement evolved in the early 1990s from a church mission to a government welfare responsibility.

E A 1995 Cass County study showed that 50 percent of refugees placed in the county were still receiving some type of public assistance five years later. That compares to 14 percent of the general population.

E One-third of students at Fargo's Madison Elementary School need special classes to learn English.

E Certain low-rent areas of Fargo are becoming densely populated with refugee families either on welfare or working minimum-wage jobs. The combination of poverty and segregation gives rise to concern that ghettos could evolve near Madison and Jefferson elementary schools on the western edge of Fargo.

Why here?

Why Fargo and why so many?

Lutheran Social Services' answer boils down to: Because we have so much and they need so much.

"It's an integral part of who we are as an agency of the church," said Barry Nelson, refugee resettlement director for Lutheran Social Services of North Dakota, the state's only resettlement agency. "There's something so graphically biblical about welcoming the stranger.

"Personally, it's more than a job. It's a ministry. It seems so right that the opportunity is being afforded to get to know people ... the individuals to whom services are afforded are sharing with us. As a community, we're doing good for ourselves. In the giving, you become enriched. It's joining us to the world. Even if it's not a perfect system or an all-inclusive system, it's the system we have and we have to help these people."

The church has been involved with refugee resettlement since Joseph, Mary and Jesus fled to Egypt, said Ralston Deffenbaugh Jr., executive director of Lutheran Immigration and Refugee Service in New York.

Fargo is one of the Lutheran refugee service's preferred settlement cities, Deffenbaugh said, because of its robust economy, wholesome family life, hospitality toward past refugees and low cost of living.

Other favored cities are Greensboro, N.C., Utica, N.Y., Tampa and Jacksonville, Fla., Phoenix, Sioux Falls, S.D., and Des Moines and Waterloo, Iowa, Deffenbaugh said.

Too many, too fast

The good-hearted people of Cass County have indeed shown hospitality, said county social service director Kathy Hogan. And the Cass County Commission has "been willing to spend the money to provide quality services to refugees," she said.

Yet, Hogan believes Cass County is receiving more refugees than it can effectively absorb. Welcoming refugees is good, Hogan said, but resettling too many, too fast is neither good for refugees nor life-long residents.

While Fargo social workers, health-care professionals and educators genuinely want to help refugees toward a better life, some worry Fargo is so saturated with refugees that services are spread too thin for the next wave.

"The bottom line is they end up in Fargo at a much higher rate than other North Dakota communities," said Alice Swenson, Cass County's supervisor of economic assistance. "We feel refugees should be able to expect a decent quality of life ... better than what they fled. Refugees have shared stories about what they've come to, an apartment with not much in it, and paying rent more than their public assistance grant. We are creating a new

disadvantaged segment of our community."

LSS coordinators said each refugee family arriving in Fargo leaves the airport headed for a home or apartment rented for 30 days by LSS and equipped with beds, a sofa, phone, cooking basics, blankets, a week's worth of food and personal hygiene items. LSS works from a checklist to ensure each home is adequately furnished.

Two to three days after landing at Hector International Airport, refugees visit the Family Healthcare Center for a physical exam and shots, apply for Social Security cards "and they come to us to apply for benefits," Swenson said. "LSS is real good about telling us who's coming, so we have interpreters available."

The single biggest impact is on economic assistance, Hogan said, "because every single refugee who comes to this community comes through our front door. Some get jobs in three to six months and we never see them again. But the ones who have trouble, we see again and again."

Some refugees confide to county social workers they were told they'd get more help in America, particularly with learning to speak English, Hogan said. Some regret coming here because they're learning that being poor in Fargo isn't much better than the desperate situation they fled.

People, not numbers

"We see the people as individuals, so it's hard for us to come at it as number counting," said Amy Scott, Lutheran Social Services' coordinator of refugee reception. "I always tell people to come to the airport and they'll never see refugees as numbers again."

"What motivates me is seeing families reunite ... to work with individuals that have suffered the things they have and then to see their success. To see a young couple who arrived a year ago (from Bosnia). Now she's at Josef's School of Hair Design and he's studying computer science at NDSU. Last week her parents and brother came and there was so much joy at the airport. It's easy to see you've made a difference."

Too much for churches

Refugee resettlement began outpacing church volunteers' capabilities in 1992, Hogan said, when Kurds began escaping Saddam Hussein's persecution. Since that time, North Dakota has become home to 3,022 refugees. Lutheran Social Services, as well, realized the volume was more than volunteers could handle, said Nelson.

A few committed churches continue to help refugee families in Fargo, Grand Forks and Wahpeton, but food and shelter have largely become the work of government welfare offices and agencies like LSS.

Churches "still have a lot of people who transport people but that

support doesn't last very long. I think we at the county and LSS have always disagreed on the length of (LSS's) service," Swenson said. She noted that LSS is making an effort to expand the length and amount of services it provides to refugees.

Today, refugees make up 17 percent of Cass County's monthly welfare caseload, Swenson said, most qualifying for Temporary Assistance to Needy Families (formerly known as Aid to Families with Dependent Children). Eight percent of Cass County's food stamp and Medicaid caseload is refugees, Swenson said.

Overall, Cass County's welfare caseload is shrinking because federal welfare reform forces people to work. However, as welfare reform trims caseload, the percentage of recipients who are refugees increases.

When cultures collide

Diversity is healthy for Fargo, Hogan said. Yet sometimes this newfound diversity foists county social workers into a "cultural rub."

"You need to respect and value different cultural paradigms but as a county social service agency, we are often the enforcer of our community values, whether it be child abuse and child-care standards, elderly care or employment."

For example, women in some Muslim cultures are not encouraged or even permitted to work outside their home, Hogan said. "But in our culture, we say able-bodied people have to work. Then our agency is called culturally insensitive" because stepping into the work world is stressful for women who've been raised to defer to men or regard child-rearing as their only role.

Nelson said those women find it excruciating when welfare programs require them to find a job and put their children in day care. Many mothers are extremely distraught when told shortly after arriving in a strange place they must put their children in the care of strangers, he said.

About 10 female refugees have filed appeals against Cass County, asking to be excused from federal welfare reform employment requirements because of their culture, Hogan said. "We struggle with how to enforce our rules but still be sensitive," she said.

Another example of cultural rub arises with refugees from places where child care is a community responsibility. Sometimes these refugees leave young children unsupervised when they go to work or run errands, assuming neighbors will tend to the children.

In America, "when neighbors see problems, they tend to call social services," Hogan said. Then social workers have difficulty explaining to refugees that they did something wrong when they assumed others would watch out for their children.

In yet another example of cultural collision, Cass County's welfare staff noticed few Vietnamese refugees qualified for benefits.

Eventually, case workers learned some Vietnamese people are taught it's impolite to respond to queries by saying "no." Asked questions on welfare applications, they always responded "yes," unwittingly disqualifying themselves from benefits.

Caseworkers then changed the way they posed questions to Vietnamese refugees, Hogan said.

(Reporter Sarah Coomber contributed to this story.)

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Refugee influx turning Madison school into mini-U.N.

*By Patrick Condon
The Forum - 12/28/1998*

Mrs. Law is worried about Mach. He's having a bad day and being stubborn about completing his reading assignment.

It's not that the first-grader, a recent refugee from the Sudan, is a troublemaker, or doesn't want to learn. Mrs. Law, Mach's English as a Second Language teacher, is worried that he's hungry.

"I don't think he had breakfast this morning," Mrs. Law whispers as she watches the boy's troubled progress.

"Mach, you're acting silly today," Mrs. Law says. "Get to work and concentrate on it."

Mach may not understand the words, but his teacher hopes he recognizes her stern tone.

But, Lani Law says privately Mach probably won't accomplish much until after lunch.

This is the kind of thing teachers at Madison Elementary in Fargo worry about. A full one-third of Madison students are enrolled in ESL classes, and many have lived in the United States less than a year.

The school resembles a miniature United Nations; on any given afternoon you're likely to hear small voices chirping on the playground in a dozen languages.

The neighborhood around Madison, with plenty of inexpensive and government-subsidized housing, is a veritable melting pot for refugee families.

At the end of November there were 83 students enrolled in ESL classes at Madison, out of 265 students in the school.

"We don't have any say in where these families are placed," said Dan Huffman, the school district's assistant superintendent for business. "We'd certainly like it to be a little more even."

At Longfellow Elementary, to the north and west, there are no ESL students. None at Hawthorne either. Horace Mann has one ESL student; Centennial on the south side of town, with more than 900 kindergarten through fifth grade students, has only 10.

"Madison is a special case in many ways," said Linda McKibben, who took over as principal there at the beginning of this school year.

It means that teachers like Lani Law, who's taught ESL classes for seven years, have to do more than just teach.

There are a hundred stories about students like Mach, who often seem hungry or tired; about a little boy bearing a nasty, untreated bruise on his nose after being kicked in the face by his older brother; about another child who showed up one day in a snowmobile suit - with no clothes under it.

"You're dealing with social behavior, with manners, health care, everything," Law said. "We're doing social work as much as anything else."

A district problem

The explosion in non-English speaking students over the past 15 years has created a complex set of issues for the entire Fargo School District, which has found its resources taxed by this growing population.

In the 1984-85 school year, there were 73 refugee and non-English speaking students in Fargo schools. By 1993-94, that number had shot up to 581, an increase of almost 700 percent in less than a decade.

Then the number fell slightly, leveling off at about 400 for several years. It began rising again two years ago, hitting 583 students this year - an all-time record.

"Looking back, I can surely say we never saw it coming," said Michelle Vannote, principal of the Eagles Kindergarten Center and the district's director of ESL programs.

It costs the school district about \$1,300 a year more to educate ESL students than a traditional student, according to Huffman.

"That's a figure that we have no control over," he said. "Once the kids are here, they are part of our school district and we are going to educate them. There's no question of that."

But in the 1997-98 school year, that meant \$450,000 in costs for the school district - even after subtracting \$118,000 in state and federal grants for ESL students.

"It's simply a budget item that didn't exist 15 years ago," Huffman said.

Huffman and other district officials have had to fight for every penny of state and federal support for ESL students.

In three consecutive sessions, the North Dakota Legislature refused to appropriate any money to assist districts in educating ESL students. Only in 1997 did legislators finally approve state spending of \$300 per ESL student - but not without a fight.

Huffman said the school district will return to Bismarck in the

upcoming session to ask for more money for ESL students.

The problem for the Fargo district is that it educates about 90 percent of all ESL students in the state. Many districts in the state, especially rural ones, have no ESL students.

"I know the rest of the state doesn't recognize it," Huffman said. "It was a shock to me even when I came here in 1992."

Huffman likes to cite a figure that drives home the depth of the challenge for the district: Fargo schools have more ESL students than 87 percent of school districts in the state have students. Total.

"I think that's an amazing number," Huffman said.

Forced innovations

The flood of refugee and immigrant families into Fargo has led to challenges - and rewards - that teachers and school administrators would not have imagined 15 years ago.

In the past 10 years district officials have had to develop literally hundreds of accommodations, both large and small, to deal with the exploding ESL population.

Many of the policies have been codified; probably just as many are on-the-fly decisions made daily by the teachers and principals on the front lines.

"We've learned to be very resourceful," said Angela Jordahl-Olson, the head ESL teacher at Madison. "You learn the tricks of the trade."

The start of winter is always a formidable task for educators; many refugee students hail from tropical climates.

Often, a young student will show up at school without winter clothing after the first snowfall. How do you explain snow boots to a kid who's never seen snow - especially if he doesn't speak English?

The first thing an ESL teacher does is tell the student that in Fargo we must dress warm when the snow starts falling. If the message doesn't get across, the teacher might ask a bilingual student from the same country for assistance.

If that doesn't work, Madison and Jefferson schools share a home-school liaison who will make contact with the student's family and attempt to explain the concept of winter clothing.

"There's no definite, set procedure," Jordahl-Olson said. "It's different every time."

In an attempt to communicate with refugee and immigrant families, the district sends out a set of letters and instructions that are translated into the six languages most commonly spoken by

these families.

"These letters deal with everything from library books to snow days, meal plans, transportation, all the things that we think these families will need to know," said Verlene Dvoracek, ESL coordinator for the district. "It seems like every day something new comes up."

Of course, many ESL students have a lot more to worry about than snow boots and library books.

Many come from families torn apart by war. Many left their homes with no more than the clothes on their backs. Many spent their childhood hiding out, running, or in captivity - some, perhaps, were tortured.

"A lot of these children carry scars that we will never comprehend," Vannote said.

A rewarding job

Teachers of refugee students may not understand what their kids went through - but they certainly know about it.

Any educator at Madison can tell you the life story of each ESL child - about the little boy who was left behind for a few years when the rest of his family fled their country during a civil war; about the little girl whose parents don't speak English, but they both work two jobs, trying to make a respectable life for their family.

"Teachers in the district might not ask to transfer to Madison," Jordahl-Olson said. "But once they get here, they never want to leave."

Indeed, educators who work at Madison are quick to point out that the diversity within the halls of the school is beneficial to all students.

"These kids add so much to our school," Jordahl-Olson said. "We learn so much more about the world around us than, I would say, any other school around here."

ESL students in junior and senior high often encounter more problems than their younger brothers and sisters. They're prone to feel more isolated, and many form gangs with kids from similar backgrounds.

That's not so much the case at Madison, where on any day a visitor to the cafeteria can see kids of different nationalities sitting together at the long lunch-tables. Even though many are separated by the language barrier, they share body language and gestures common to all children.

"We try to stress not just a tolerance of differences, but an appreciation of all cultures," McKibben said.

ESL teachers love their students to the point of open affection,

rooting for them at every turn. Though the job is stressful, they say they take home rewards perhaps not experienced by other teachers.

"Every time you give these kids a cookie, a sticker, or even just a word of support, it absolutely means the world to them," Jordahl-Olson said. "And that means the world to me."

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Senate Bill 2381

(Relates to per student payment for ESL students)

February 24, 1999

For the record I am Senator Tim Flakoll of District 44 of Fargo.

Madam Chairman and members of the House Education Committee.

The ability to communicate verbally and in writing is the greatest “invention” in the history of the world.

SB2381 deals with issues related to how short term solutions can have positive long term effects.

SB 2381 provides additional money for English as a Second Language (a.k.a. ESL) payments for vital school programs.

Communication is a precursor to a student’s entire education process. Without the ability to learn English, students can’t tell the difference between the Ten Commandments and a David Letterman Top Ten List.

SB 2381 has been tabbed by some as a “Fargo bill” or a “bill for the largest cities” of our state. There is a great deal of truth in that statement. Currently there are 19 schools in the Fargo School District with ESL students. Of that group, **more than 60 different languages are spoken. The Fargo Schools District alone has over 580 ESL students.** This number would place

them at approximately as the 20-28th largest school district in the entire state of North Dakota.

If this bill passes, it certainly will have a positive effect on those schools and communities who have a refugee population. However, if it fails it does have the potential to become a state wide problem. It may be a big city problem today . . . but if we don't fix it will become a **North Dakota** problem tomorrow.

If we look at the data for the past 5 years, most refugees that come to our state the greatest influx comes from war torn countries, or countries with political unrest such as Bosnia, Somalia, Armenia and Vietnam. Without the ability to learn English these refugees likely will become locked out of a chance for advancement in our country. They will then in turn be a drain on the North Dakota economy, not a positive addition to our economy.

One of the best ways we can welcome the refugees is to give them the best education possible. We need to insure that the resources are there for these students so that they are not forgotten or pushed off to the side. If we can provide them with the proper background they can have the same positive impact on our state that our grandparents and great-grandparents had when they came to this county as immigrants.

The bill calls for an increase in the per pupil payment from \$300 to \$400 and the appropriation is changed to reflect that per pupil charge. The current additional cost per pupil over the federal funds is \$1,100/ESL student.

By providing this support for ESL programs, we can be sure that the nearly \$2,200/student that we provide in foundation aid is not wasted.

I think it is also important to remember that children who we teach in schools, usually in turn, go home and help teach their parents our language. So, we often get a two for one benefit for dollars spent teaching English.

The Education Committee vote 7-0 Do Pass and the bill passed 48-0 on the Senate side and we ask you to give it your thoughtful consideration and hope that you follow suite.

**Fifty- sixth Legislative Assembly
North Dakota Legislature
House Education Committee
Senate Bill 2381**

Over the past fifteen years, the Fargo Schools have seen a dramatic increase in the number of students that come to us with limited English proficiency. In 1984-85 we had 73 students. In 1994-95 we had 407 students. This year we have 583 students. These students come from all over the world; Bosnia, and other Eastern European countries, Kurdistan, Somalia, Iraq, Iran, Southeast Asia, and many other places where unrest exists. They speak many different languages, sometimes up to 60 different dialects of 27 different languages. These students also have many unique problems which must be solved. Some have not been in school for years because they have been in hiding. Others have special educational needs that can't even be identified until the language barriers are solved.

Besides language issues, that need to be addressed on an individual basis, because they students all have different needs, and come to us through-out the year. these students need assistance in adjusting to a different measurement system, new math, a completely new history (US history), a new set of social issues, and many other concepts that are totally different to them. On the average it takes a minimum of seven (7) years to adjust to school in this country and become academically literate in the English language. During this seven year period it costs our district about \$1100 per student per year in additional excess costs. more in the early years, less as the student becomes more proficient and better adjusted to life in our country. This totals approximately \$650,000 this year in extra costs incurred by the Fargo schools.

Up until two years ago this cost was the responsibility of the Fargo property tax payer. The last legislative session provided us with some help in the form of \$300 per student for those students with the most serious needs. This assistance provided us with about 25% of the revenue we needed to educate that 65 % of the population that tested in Level I & II of the assessment test.

As originally drafted, the \$800,000 fiscal note had the resources to expand the payment to cover Level III students also, which was the intent of the request. As amended to \$400,000, this funding would provide us with some of the additional financial assistance for those students which need the most help, but was not expanded to cover Level III students. At \$400,000 there is not sufficient revenue to cover more students. With an increase from \$300,000 per biennium to \$400,000 per biennium, we anticipate an additional \$38.000 per year for our district.

This really is a state issue, because the agency that has placement responsibility, has responsibility for placement in all of North Dakota. These students could show up in any district in the state at any time. As a district and a community responsible for educating these students, we support this bill and request a do pass recommendation from the House Education Committee.

TESTIMONY ON SB2381
HOUSE EDUCATION COMMITTEE
February 24, 1999
by Mari Rasmussen, Assistant Director of Bilingual Education
328-2958
Department of Public Instruction

Madam Chairman Kelsch and members of the committee:

My name is Mari Rasmussen and I am the Assistant Director of Bilingual Education for the Department of Public Instruction. I am here to offer information and speak in support of SB2381, a bill relating to per student payments for limited English proficient students.

SB2381 would be a wonderful enhancement to a program that is already benefiting school districts in North Dakota. The North Dakota Limited English Proficient Student Payment Program was implemented in 1997 when Governor Edward T. Schafer signed SB2029, providing payments to schools with students having limited English proficiency (LEP).

To qualify for this payment of \$300.00 per student, a school district must have students who are classified at a level 1 or 2 on the Woodcock-Munoz Language Survey. This information must be submitted to the North Dakota State Superintendent of Public Instruction by October 1st of the school year.

Nine school districts in North Dakota applied for this funding during the 1997 - 1998 school year and a total of \$119,352 was paid out in the spring of 1998. Those school districts are listed below:

LEP PAYMENT PROGRAM 1997 - 1998				
SCHOOL DISTRICT	CONTACT PERSON	STUDENT NUMBERS	AVERAGE DAILY MEMBERSHIP	PAYMENT
Beulah Public	Art Schilke	4	4	\$1,200.00
Bismarck Public	Teresa Delorme	35	42.18	\$12,654.00
Grand Forks Public	Carrie Kasowski	27	20.06	\$6,018.00
Fargo Public	Michele Vannote	340	300.32	\$90,096.00
Hazen Public	Buster Langowski	1	1	\$300.00
Oakes Public	Arthur Conklin	5	0.9	\$270.00
St. Thomas Public	Steven Dick	8	3.59	\$1,077.00
Wahpeton Public	Norma Nosek	4	2.98	\$894.00
West Fargo Public	Charles Cheney	15	22.81	\$6,843.00
TOTAL		439	397.84	\$119,352.00

Eighteen school districts sent in applications for funding as of October 1, 1998. Approximately \$155,700 will be paid out to these schools in May of 1999. We can only estimate because the funding is dependent upon the daily membership of the students listed. Schools may also add new students who have arrived after the October 1 deadline. School districts who have applied for this school year are listed below:

LEP PAYMENT PROGRAM 1998 - 1999					
(ESTIMATES)					
SCHOOL DISTRICT	CONTACT PERSON	LEVEL 1	LEVEL 2	AVERAGE DAILY MEMBER-SHIP	ESTIMATED PAYMENT
Beulah Public	Art Schilke		7	7	\$2,100.00
Bismarck Public	Teresa Delorme	20	18	38	\$11,400.00
Grand Forks Public	Carrie Kasowski	15	11	26	\$7,800.00
Fairmont Public	Bruce Schumacher	0	1	1	\$300.00
Fargo Public	Michele Vannote	232	125	357	\$107,100.00
Grafton Public	Julian Bjornson	0	8	8	\$2,400.00
Hazen Public	Buster Langowski	0	2	2	\$600.00
Jamestown Public	David Haney	1	1	2	\$600.00
Nash Elementary	Lois Olson	0	2	2	\$600.00
Northern Cass Public	Duane Silseth	0	1	1	\$300.00
Midway-Inkster Public	Nancy Brueckner	2	18	20	\$6,000.00
Minot Public	Jeffrey Holm	3	1	4	\$1,200.00
Minto Public	Vernon Schreiner	0	3	3	\$900.00
Oakes Public	Arthur Conklin	0	4	4	\$1,200.00
Park River Public	Richard Holand	4	5	9	\$2,700.00
St. Thomas Public	Jeanette Martin	0	6	6	\$1,800.00
Wahpeton Public	Norma Nosek	0	5	5	\$1,500.00
West Fargo Public	Charles Cheney	13	8	21	\$6,300.00
TOTAL		291	228	519	\$155,700.00

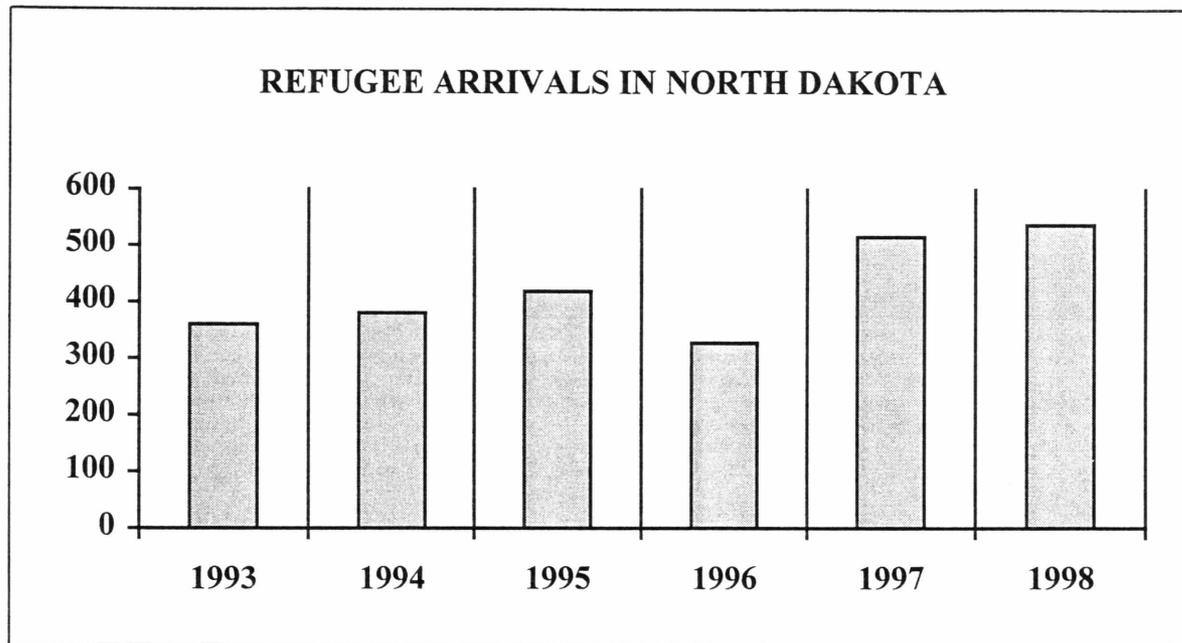
As you can see, though Fargo Public Schools is the primary district to benefit from this program, a number of school districts in the state receive this desperately needed funding.

The students qualifying for this funding score at a level 1 or 2 on the Woodcock-Munoz Language Survey. Following is a description of these levels:

<p>Level 5 Advanced English Cognitive Academic language Proficiency</p>	<p>When compared with others of the same age or grade, a Level 5 individual demonstrates advanced cognitive-academic language proficiency. If provided with monolingual instruction at the subject's chronological age or corresponding grade level, it is expected that a Level 5 student will find the <i>language demands</i> of the learning task very easy.</p>
<p>Level 4 Fluent English Cognitive Academic Language Proficiency</p>	<p>When compared with others of the same age or grade, a Level 4 individual demonstrates fluent cognitive-academic language proficiency. If provided with monolingual instruction at the subjects chronological age or corresponding grade level, it is expected that a Level 4 student will find the <i>language demands</i> of the learning task manageable.</p>
<p>Level 3 Limited English Cognitive Academic Language Proficiency</p>	<p>When compared with others of the same age or grade, a Level 3 individual demonstrates limited cognitive-academic language proficiency. If provided with monolingual instruction at the subject's chronological age or corresponding grade level, it is expected that a Level 3 student will find the <i>language demands</i> of the learning task difficult.</p>
<p>Level 2 Very Limited English Cognitive Academic Language Proficiency</p>	<p>When compared with others of the same age or grade, a Level 2 individual demonstrates very limited cognitive-academic language proficiency. If provided with monolingual instruction at the subject's chronological age or corresponding grade level, it is expected that a Level 2 student will find the <i>language demands</i> of the learning task extremely difficult.</p>
<p>Level 1 Negligible English Cognitive Academic Language Proficiency</p>	<p>When compared with others of the same age or grade, a Level 1 individual demonstrates negligible cognitive-academic language proficiency. If provided with monolingual instruction at the subject's chronological age or corresponding grade level, it is expected that a Level 1 student will find the <i>language demands</i> of the learning task impossible to manage.</p>

(Woodcock & Munoz-Sandoval, 1993)

The limited English proficient student population in North Dakota continues to grow. Following is a chart showing refugee arrivals in North Dakota in the past several years. Other arrivals to our state include immigrants who are not refugees, migrant workers, foreign adopted children, and other children and young adults who come into the state speaking a language other than English.



All children in North Dakota benefit from the increase in funding in this program. When a classroom teacher has additional help for her students who are learning English as a second language, that teacher is better able to attend to the needs of all the children in his or her classroom.

Thank you for taking your time. I urge your support for SB2381.

TO: Sen. Tim Flakoll
FROM: Rebecca Knutson, L.C.V.
RE: S.B. 2381
DATE: 2/24/99

5 pages, including cover.

Here is the information from
Literacy Coalition of the Valley
regarding S.B. 2381, for the
hearing today at 10:00.

-Rebecca Knutson-



LITERACY COALITION OF THE VALLEY

P.O. Box 349 • FARGO, ND 58107 • (701) 237-4855

February 20, 1999

The members of the Literacy Coalition of the Valley urge you to vote yes on Senate Bill No. 2381, which would provide increased funding for English as a second language education in North Dakota public schools. We are a nonprofit organization that advocates adult literacy issues in Fargo and West Fargo. Our 110 members include literacy professionals who work in the public schools, libraries, adult learning centers and other literacy organizations. Many of our members are volunteer tutors who teach English to refugees from around the world.

It is the children of these new immigrants who will benefit from the proposed increase in ESL funding. While our organization focuses on helping adults, we feel very strongly that literacy is a family issue. If children learn to speak, read and write English at school, they will not need literacy training as adults. They will be able to enter the work force with the literacy skills needed to obtain secure jobs and enjoy the benefits of full participation in American society.

If ESL funding is not adequate, we run the risk of graduating students who are struggling with their new language and will continue to struggle in their adult lives. As our tutors have seen, it is much harder for adults to learn English when the demands of work and family consume most of their time and energy.

Funding ESL instruction in the schools will bring long-term benefits to North Dakota by keeping refugees off welfare and building a stronger work force to attract quality businesses to our state. In the short term, the children learning English in the classroom help educate their families. We know of countless examples where children translate for their parents, helping them understand labels in grocery stores, conversations at parent-teacher conferences and phone calls and letters to their homes.

To help these families, today and for the future, please support Senate Bill No. 2381 and continue the American legacy of opportunity for all.

Jeanne B. Kelly
 Naomi Nakamoto
 Bea Bailey
 Sherbanoo Aziz

Theresa McMullen
 Rebecca Kutzbach
 Thomas (Dolan)
 Eliza Poy
 M. J. Hill

Feb. 22, 1999

Dear Representatives:

Ajdin Kulagic couldn't speak a word of English when he came to America as a 12-year-old. Because of the war in Bosnia, he had not been to school for four years. Instead, Ajdin, the oldest of three children, helped his mother scavenge for wood and food while his father was imprisoned in a concentration camp.

His father, one of the first Bosnians resettled in North Dakota, tried to prepare Ajdin for his first day of sixth grade in America by teaching him "hi" and "how are you." Then he started English as a Second Language classes at school. The school's ESL counselor asked Literacy Coalition of the Valley to provide him with weekly tutoring at home, which he has received for three years.

Now, at age 16, Ajdin takes only one ESL class; the rest are regular American classes. Last semester, he had a 2.72 grade point average – and he was disappointed in himself, thinking he should be earning all As.

His remaining ESL class is government, in which he has learned about the House of Representatives, bills, funding and a government where people have a say. When I told him about Senate Bill No. 2381 to provide more money for ESL classes, I said that if he wanted, he could write a letter to the people who will decide whether to pass the bill. He wrote the attached letter and said, "I have even more ideas still in my head."

Thank you for your time and consideration.

Sincerely,



Karyn Spencer
Volunteer tutor
Literacy Coalition of the Valley

Feb. 21, 1999

Dear Representatives:

I came to Fargo, N.D., because there was war going on in Bosnia-Herzegovina. I came here in 1994. I just knew how to say: Hi, bye, good morning, and how are you. My first day of school was not so good, because when I went in an American class, those people were talking English, but I couldn't understand them, what they were saying, and they kept talking and talking.

From sixth through eighth grade, I just felt like I knew, or I was starting to get, English. And then in eighth through tenth grade, I am feeling like I am used to English and all those other hard words.

It is important that you know how to speak English and how you use English words. Because when you go to work, you must understand what your boss is saying.

In school, I learned everything that I need to know. Please vote for this bill because people from other countries, when they come to America and go to school, just need to know more English.

Sincerely,

Ajdin Kulagic
(EYE-din Coo-LAZH-lic)

(Original letter attached)

Senate Bill 2381 ---- March 25, 1999
(Relates to per student payment for ESL students)

For the record I am Senator Tim Flakoll of District 44 of Fargo.

Vice-Chairman Wentz and members of the House Appropriations Committee.

The ability to communicate verbally and in writing is the greatest “invention” in the history of the world.

SB2381 deals with issues related to how short term solutions can have positive long term effects.

SB 2381 provides additional money for English as a Second Language (a.k.a. ESL) payments for vital school programs. The money will be used for those students who test at the lowest in proficiency in the Wilcox-Munoz tests.

Communication is a precursor to a student’s entire education process. Without the ability to learn English, students can’t tell the difference between the Ten Commandments and a David Letterman Top Ten List.

SB 2381 has been tabbed by some as a “Fargo bill” or a “bill for the largest cities” of our state. There is a great deal of truth in that statement. Currently there are 19 schools in the Fargo School District with ESL students. Of that group, **more than 60 different languages are spoken. The Fargo Schools District alone has over 580 ESL** students. This number would place them at approximately as the 20-28th largest school district in the entire state of North Dakota.

If this bill passes, it certainly will have a positive effect on those schools and communities who have a refugee population. However, if it fails it

does have the potential to become a state wide problem. It may be a big city problem today . . . but if we don't fix it will become a **North Dakota** problem tomorrow.

If we look at the data for the past 5 years, most refugees that come to our state the greatest influx comes from war torn countries, or countries with political unrest such as Bosnia, Somalia, Armenia and Vietnam.

Without the ability to learn English these refugees likely will become locked out of a chance for advancement in our country. They will then in turn be a drain on the North Dakota economy, not a positive addition to our economy.

One of the best ways we can welcome the refugees is to give them the best education possible. We need to insure that the resources are there for these students so that they are not forgotten or pushed off to the side. If we can provide them with the proper background they can have the same positive impact on our state that our grandparents and great-grandparents had when they came to this county as immigrants.

The bill calls for an increase in the per pupil payment from \$300 to \$400 and the appropriation is changed to reflect that per pupil charge. **The current additional cost per pupil over the federal funds is \$1,100/ESL student.**

By providing this support for ESL programs, we can be sure that the nearly \$2,200/student that we provide in foundation aid is not wasted.

I think is also important to remember that children who we teach in schools, usually in turn, go home and help teach their parents our language. So, we often get a two for one benefit for dollars spent teaching English.

I would be happy to answer any questions you may have.