2001 HOUSE APPROPRIATIONS

HB 1013

2001 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. 1013

House Appropriations Committee
Education and Environment Division

❑ Conference Committee

Hearing Date 01-09-01

Tape Number	Side A	Side B	Meter #
Tape #1	x	X	End
Tape #2	x		1,300
Committee Clerk Signature	Judy Schaak		

Minutes:

Representative Ole Aarsvold, Representative James Boehm, Representative Pam Gulleson Representative Bob Martinson, Representative David Monson, Representative Frances Wald, and Representative Janet Wentz.

Chairman Janet Wentz : We will call the House Appropriation Education and Environment to order and open the hearing on HB 1013.

Jerry Coleman; (250) DPI School finances. (370) General Organizational Structure . See attached.

Representative Wald: (1010) Page 4 The census shows 115,300 and DAM 113,541 , that leaves 1759 students. Is this all schools , private, parochial and home schooled?

Colemann: The census does not include kindergarten only 6-17 .The count was taken in May of 1999. In the fall of 2000 the count for BIA 1800, non public 1500, and 411 correctional.

Representative Aarsvold: (1195) The total K-12 enrollment , the line after census, back in 85 shows 4400 and now 7000 differential FY00. Please explain.

Colemann: (1235) Go back to the odd nu mber of years. The census is taken every two years. That narrows it up. Continue with attached.

Hand out - 1999-2000 Biennium. See attached. (1765)

Colemann: continues on page 6 (1925)

Representative Gulleson: (1980) Which group is growing the fastest?

Tom Decker: (2033) In my handout yesterday we show 2000-2005 a slight growth enrollment in high school, and shows declining enrollment in the smaller schools.

Representative Wald: (2145) Your showing no waiting for grades 7 - 8, and 1-6, and 9-12 show no waiting. What is the rational for no waiting for 7-8?

Tom Decker: (2210) These categories were originally set in the late 60's early 70's and reconstructed in a major way. The categories which we wait haven't changed since. I expect that experience at that time was difference cost for 7-8, so they got the same factor. They are not high cost to teach.

Jerry Colemann: (2340) Continue with changing enrollment. Page 7

Representative Aarsvold: (2720) Reciprocal agreement referenced in your language here is that between the rest of the states?

Tom Decker: (2750) We do have reciprocal agreement with Minnesota, S.D border canceled legislature We are on a District to district and Montana plans to dump state laws and too will be district to district.

Representative Aarsvold: What is the experience of compact as opposed to district to district relationships?

Tom Decker: We have good luck with Minnesota and we do the best with S.D. and Montana, which they are trying to fix, Montana was taking N.D. students, were double dipping . They

were getting Montana state aid as well as N.D. We should give the parent the choice and I do thing we would have more going in ND.

Representative Wald: (3050) How do schools like Home on the Range get reimburse to Beach? Many are from out of state as well as in state.

Tom Decker: It is a court placement so they are paid by the resident school district and out of state I assume pays there own.

Representative Gulleson: Do school districts have to sign off when going out of state?

Tom Decker: The statue reads if students live with in 40 miles they are grandfathered in if going to school in 1991, and siblings are also grandfathered in. Those who don't fall into that category need permission from their district.

Jerry Colemann: Continue on page 8.

Representative Gulleson: (3475) Consider factoring in some type income, because a flaw in owning property is equivalent to income. Are there any other states that factor income? I would like a study done on this, and which states removed property.

Tom Decker: I am not aware of anywhere income is a factor in the formula

Jerry Colemann: Continue attached page 9.

Representative Wentz: What would be the reason a school might not be accredited?

Tom Decker: A faculty member teaching out of their trained area.

Representative Wald: Do we have any non accredited and would someone with a degree in English

And would teach another subject, would that disqualify that school?

Jerry Colemann: There may be one and yes, to your last question with a warning the 1st year.

Continue on page 9.

Representative Monson: (4415) Has any move been made to increase transpiration aid?

Tom Decker: It has not been proposed at this time. There is a greater need for family transportation.

Representative Monson: Are you changing any rules for family transportation, such as a child driver or car pooling?

Tom Decker: The requirement for a driver is 18 years of age, due to liability.

Jerry Colemann: Continue with transportation aid.

Representative Aarsvold: (5130) Is it still a problem with administrators not putting the numbers in the proper form?

Jerry Colemann: I believe it has gotten better. We have developed some guide lines.

Representative Wald: Is there any mechanism in place to prevent small schools from buying large buses, and have we had a study done.

Tom Decker: Its a difficult issue. Not designed for efficiency. The kind of buses the districts have depends on the districts wealth.

Representative Wald: Have we had a study done to be more efficient with a small group, and the issue of pooling or a senior in high school., family vehicle reimbursement.

Tom Decker: There are to many small districts running their own transportation system. We will not make significant progression this issue until we get to a payment that rewards efficiency.

Representative Wald: As these districts get larger we are traveling greater distances and at 67 cents the costs rise. We will not get there with out a program to present to us. We need to look at this.

Representative Aarsvold: Parents want the bus to stop for convenience, but may not use it very often throughout the year, and drive themselves.

Representative Monson: I have a comment to not assume smaller buses are more efficient . My larger bus for fuel is less for a month.

Jerry Colemann: Continue on page 10 with summer school payments.

Representative Wentz: What students would fall under home based instruction?

Jerry Colmann: They would be home schooled.

Representative Wald: Are the home schooled supervised and if so what does it consist of and are there any that are not?

Gary Gronberg: One hour per month for first child and half hour for each additional child by a certified licensed teacher. There are cases that home schooled is not supervised by the district.. I would guess the majority are not supervised by school districts. There are certified parents qualified. The local school district can hire whom ever is licensed teacher.

Representative Wald: You get census reimburse for that child, plus one half of the Foundation Aid, what ever category they fall in.

Jerry Colemann: Continue page 11.

Representative Aarsvold: On tuition apportionment, I was told the land department can attribute a portion of proceeds to principal as opposed to distributing them in the year received and put it in a trust fund, and are they statutory limited?

Tom Decker: I don't know that answer but I will find out.

Joe Morrissette: The ND Century Code 150305.2 gives the land board that discretion. They can choose how much of the current income they want to distribute and how much they want to retain as part of the principal to build the fund up, based on what ever goals they have established. They can't reduce distribution from the past year.

Jerry Colemann: Continue page 11. Supplemental equity. (1625)

Continue with attachment Supplemental Revenue Payments History and Public Schools Districts Summary of Facts.

Representative Wald: Page 1, What does if spent out column mean?

Jerry Colemann: We could spend that much. The next column is what was left over and will be turned back. Its a what if.

Representative Aarsvold: (2200) Looking at the criteria, obviously the larger the more efficient you are in terms of cost per student.

Jerry Colemann: I agree its not a perfect formula. (2327) Continue with page 12 and hand out on Public School Districts Summary of facts. Page A-2 Local Sources should be Other Sources.

Representative Aarsvold: On page A-2. On fund group A Local Sources. Do you have any data on the range of highest or lowest on the distribution to local school districts?

Jerry Colemann: Not sure what the highest is, but the lowest some of the lowest support themselves. It will be on the web the end of January. Continue on Page 53.

Representative Monson: Is this an executive recommendation you have of Governor Schafer? Does the supplemental payment you just gave us , does it have anything in it about declining enrollments? How much will you be paying out for those incentives if we reach the cap?

Jerry Colemann: Yes, this is Governor Schafer's recommendation. And the other answer is no. One million of the three million went out on decline enrollments and the remainder went out on a straight ADM allocation. Butte did go nonoperating and was paid on census plus mill levy.

Decker: We had three districts who's consolidations will become effective July 1, 2001 who qualified for bonuses. The total amount is 1.165 million.

Jerry Colemann: Continue on Page 53 and 54. Also Handout on Student Payment Projection for 2011-03, based on Governor Schafer's recommendation.

Representative Gulleson: Page 2 School district, Apple Creek, is an example of K-8 gets non high school and graded elementary. There is a 7.8% increase the second year and 3.8 increase the first year. They have a low enrollment. Are they not contributing to a high school district. I look at those large schools who do make an effort to consolidate, are lucky to break even. And we should not penalize them for making that effort.

Jerry Colemann: K-8 districts are expected to pay full tuition for their students to go to a out of district high school.

Tom Decker: In Burleigh county there are 11 school districts. Bismarck has 97.56% of the enrollment. The other 10 districts have 2.44% of the enrollment. Most efficient school districts are the large class B's

Representative Wald: (5830) Has the department ever looked at county superintendent , or Superintendent of Schools to manage all shops to cut administrative salaries and put it into Foundation Aid. I think we need to think how a business would operate this? As we look at the declining enrollment, there has got to be some efficiencies. Possibly going to county system.

Tom Decker: I read in Dickinson paper in which the editor suggested that we go back to County Superintendents. I think he had in mind was, county administrative units, where a superintendent and a school district board would manage the education for students in the county. We will have hough retirements coming up in the next 10 years. The research is clear. The greatest source of resistance that consolidation comes from current district employees.

Jerry Colemann: See attached Status Report. (491)

Representative Aarsvold: (665) Do I understand we have overspent the child placement?

Jerry Colemann: Actually it means we didn't budget for it correctly the first time, it all comes out of the foundation levy anyway. This ends presentation. Hand outs on general information on

high school enrollment, school finances. I have a Revenue History for the last 1981-82 to current Attachment from Tom Decker on ND Public School size.

Representativ Wentz: Any other questions? Concludes this hearing. Adjourned.

2001 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. 1013

House Appropriations Committee
Education and Environment Division

☐ Conference Committee

Hearing Date January 16, 2001

Tape Number	Side A	Side B	Meter #
1 of 2	x	x	
2 of 2	x		4,412

Committee Clerk Signature

Minutes: Representative Ole Aarsvold, Representative James Boehm, Representative Pam Gulleson, Representative Bob Martinson, Representative David Monson, Representative Frances Wald, and Representative Janet Wentz.

Chairman Representative Wentz: We will call the House committee on Education to order and open the hearing on HB1013.

Larry Klundt: ND Council of Educational Leaders: The question was raised yesterday on the numbers and usefulness of Superintendents. Possibly we need a serious study and how we ought to be. We would participate fully. ND suffers of a too many phenomena, colleges, counties etc. Consolidation means sharing. It is extremely important to get input from parents, tax payers and students. Parents have fear of loosing connections. Most important to resolve needs to be better and benefits better. Sharing might have difficulties. Sharing administrative can be done. Maybe it ought to be a local decision.

Representative Wald: (1015) We share concerns, but we need to learn to think outside the boxes as the saying goes. People can pay only so much even if they want more.

Representative Gulleson: (1190) Once a decision has been made to close or combine schools, there should be rewards. They need incentives. How are they going to be better off because of it.

Deb Nielson: (1320) With School Board Association. Staff is one of the barriers that resists to consolidation. Biggest barrier is the differentiated tax levies in different districts. People who enjoy lower mill levy, property and land owners often resist to a combined effort. How do we level off mill levy's if we tae entire counties. A word about board members and how they feel about sharing Superintendents. They are volunteered, unpaid officials who come together once or twice a month. Their Superintendent is their leader and resource person. As that persons time gets spread out, and geographically is spread out. They become less assessable.

Representative Wald: (1827) It has worked. When a female President was elected to Valley City and Mayville. I for one did not expect it to work. She does it without a problem. We need to look at something more efficient. We can not continue business as usual.

Representative Aarsvold: (1980) Deb feels a levy being in fact a measure of effort. I would suggest a levy is not a measure of effort. It is tax consequences for the tax payer which is the measure of effort.

Bob Rutten: Special Education Director. See attached.

Representative Wentz: (2909) Is that a trend or is that just the last year this has happened? Are there any theories being put forth that have credibility?

Bob Rutten: It was startling when looking at the declining enrollment. We have seen a significant rise. Yes, for a number of years we have served more. There are theories The National Institute of Health finds autism has increased 500%. Rise has to do with medical and

professionals can identify better. Also the advances in medical sciences and technology, and disabilities in the past were hushed.

Representative Aarsvold: (3600) Do you have data dating back to ARC' lawsuit, and the consequences it has on school districts?

Robert Rutten: We could provide that.

Representative Monson: I really question the 11.2% of students receiving special ed. Are you counting in the cost of transportation? If so why not clump it together?

Bob Rutten: Yes, you must consider transportation if they are requiring it.

Representative Gulleson: (3819) Do these numbers reflect just general fund spending?

Bob Rutten: This is a representation of total expenses. Continue with attachment.

Representative Monson: (4208) Something seems wrong with your numbers. If 62.3% funding for special Ed is local. We don't pick up that kind of local share for regular education.

Ralph Messmer: (4320) Assistant to Bob. The off set we are dealing with are identified strictly special Ed expenditures. There are other costs such as salaries for teachers and aids.

Representative Monson: Salaries for aids and teachers is not considered as part of the costs you were figuring here? Do these numbers count transportation to the cost of special ed. If so schools may not be coding correctly.

Ralph Messmer: Yes it is.

Larry Klundt: (4680) Refer to page 56 in the department budget Left side of 3rd arrow.

Bob Rutten: (4900) Continue page 2 and 3 of handout.

Representative Wentz: (5350) Give an example of extraordinary costs.

Bob Rutten: A child with great needs, as shown on page 5. Examples physical, and speech therapy. Continue with attachment.

Representative Monson: All things listed here are considered part of the educational costs of the special Ed student.

Bob Rutten: Yes, based on the educational needs of the student. Some require therapy beyond what is expected through their individualized education program. Those would not be considered education costs. Schools are obliged under law to provide these types of services.

Continue page 5.

Tape turned side B Continue.

Representative Aarsvold: (28) On the Agency placements. Do they bare any costs in the special education area? Or if a placement is for reasons other than special Ed, such as court placement. Would the agency than bare costs?

Bob Rutten: No, to both questions. (100) Continue on page 5.

Representative Gulleson: (800) You made reference in you overall presentation of increased federal funds for special ed. Have they been factored into this?

Bob Rutten: No.

Representative Aarsvold: (1048) Page 57 on hand out from Monday. Special Ed units were listed and the percentage of State support from 7.7% to 45.7%. Why do we have that huge variation in state support for those various programs. Also would the range of services provided by that district impact the percentage of support?

Bob Rutten: Partly based on size of the unit. Some are listed. In answer to your question all special Ed units regardless if rural or urban have that same expectation to identify all children with disabilities.

Representative Monson: (1235) When you talk about state support for special Ed unit. Are you talking about the ADM special dollars that flow directly to Upper Valley Special Ed? Is that the

portion your talking about? State also pays a regular payment to my school district for ADM per pupil payment, tuition apportionment. 27% isn't really correct.

Bob Rutten: Yes

Ralph Messmer: The amount that we put in is for special ed.

Representative Monson: these numbers really aren't very accurate. If you are totally forgetting about per pupil payments that come from the state that we just funnel on to special ed. I can see why you come up with small percentage support for special Ed from the state.

Ralph Messmer: We've always done it that way.

David Massey: Division Manager, Targeted Services Adult Education. See attached.

Representative Wentz: (2445) The funds that were lost. Are they Federal funds, and does the Division of Independent Studies provide some of these services?

David Massey: Yes to both. Services can be provided on a one and one and we do have the Adult Learning Center.

Representative Gulleson: Where are your Adult Learning Centers, and how is the overhead.

David Massey: Some are in colleges, public schools. It is voluntary, and what ever the community would offer. With these places the overhead is low. Some need separate buildings and they pay overhead.

Representative Wentz: We will certainly consider your request for the additional appropriations.

Bob Rutten: (2790) ND Governor's School. See attached.

Representative Aarsvold: (3200) I have had a number of letter from students in my district who have participated and have found it a wonderful experience.

Bonnie Miller: (3310) Fiscal Director for DPI. Introduction on grants and special line items. See attached.

Deb Sisco: (3520) Director of Teachers Center Network. See attached.

Representative Gulleson: (4105) What is the process by which a school becomes a member and why would a public school in ND not want to be a member with all the resources that become available with that subscription?

Deb Sisco: Membership letters are sent out once a year. If a school decides not to join most schools will have one or two teachers are members. Some times they are too far away from a center. Most of the time it ranges $10.00 per teacher.

Harold Nelson: Director of Northern Plains Project. Several handouts attached. This programs changes teachers live. It helps teachers to learn more about teaching language art. A grass root program in which teachers teach teachers. See attachments.

Jane Kurtz: (5130) Writing Director of Red River Valley Project.

Becoming a strong writer is one of the main things we can do to prepare our students to go out and prepare them for the world they enter in. We are a young project in the East. We get $25,000 in federal and are asking 10,000 from the state.

Jan Jelliff: Red River Writing Project, out reach coordinator, retired English teacher. This is a well trained project. I hope to meet all Principals in our surrounding area, with a two fold purpose. One to make them recruiters with me, for teachers to come to the summer institute. The other is to make them aware that the teacher consultants who have already completed the institute are available to come out and do work shops , seminars, curriculum, or what ever we can help to improvements in instruction and writing in their schools.

NEW TAPE

Representative Aarsvold: Are you adequately able to cover the entire state with the two projects under way now?

Harold Nelson: Yes, with increased funding.

Dr. Richard Ott: (235) ND Council of Educational Leaders. LEAD See attached.

Tom Morth: Research analyst for FINDET. See attachment and status report.

Representative Aarsvold: (1090) Would any of this data fall into inappropriate hands?

Tom Morth: Information we do receive from the agencies as you would expect, they have to take care of that information. When they transfer it to my department to find it , we have to maintain those same standards or exceed them. W e do not track individuals. We do follow up on aggregate groups.

Curt Eresver: (1224) ND Geographical Alliance. See attached.

Dr. Eric Clausen: (1746) ND Geographic Alliance Resources and Endowment Fund Options. See attachment.

Marilyn Weiser: (2145) Minot teacher. See attached.

Janet Welk: (3020) Director of the Education Standards and Practices Board. See attached.

Representative Monson: (3535) Am I to understand you are going to give the teachers that have completed a bonus of $7,000 between them?

Janet Welk: Yes

Representative Wentz: (3630) I have a question on the Geographic Education Program, on the budget. When your budget was prepared, your 50,000 request was based on business as usual? Since than you have heard that you are matching money from the National Geographic Society is not forth coming. Is that correct? Have you had any conversation with Governor Hoeven on which scenario?

Curt Fresver: Yes, We are operating under the old guidelines. What they have told us, they want the State to go to the Foundation. I have sent a letter last week to the Governor's office addressing this.

Max Laird (3838) President of ND Association . As you'll note in the budget the number of biennium's. These budgets tend to stand out alone as orphaned budgets. I encourage you to take a good look at the base and additional funding.

Representative Aarsvold: (4282) Do local schools districts afford any additional compensation to those folks who are Nationally certified?

Max Laird: No

Representative Wentz: No other questions, the meeting is adjourned.

2001 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. HB1013

House Appropriations Committee
Education and Environment Division

☐ Conference Committee

Hearing Date January 11,2001

Tape Number	Side A	Side B	Meter #
1 of 2	x	x	
2 of 2	x	x	900

Committee Clerk Signature

Minutes:

Representative Ole Aarsvold, Representative James Boehm, Representative Pam Gulleson, Representative Bob Martinson, Representative David Monson, and Representative Janet Wentz.

Representative Wentz: We will call the House committee to order and open the hearing on HB1013.

Carmen Suminski: (160) Superintendent of the ND Vision Services/School for the Blind. See attached.

Representative Aarsvold: (4100) I asked this question 2 years ago. I have concerns about the Center based verses outreach approach interns of teaching skills. What a re you finding in terms of teaching Braille skills to ND citizens?

Carmen Suminski: We are finding that students need strong concentration of that Braille literacy, and need to be incorporated into the daily activities. The issue is getting a combination of that. In terms of 2 years ago. It is better because we have added better recourses, and

additional regional teachers, who are able to get to those students on a regular basis. We are also doing mer in service training.

Representative Wentz: (4485) Do you employee visually impaired, and what is your age break down.

Carmen Suminski: Yes, one. The majority of out students are school age.

Rocklyn Cofer: (4870) Superintendent of School for the Deaf. A 71/2 minute video on the history of the school. Also see attached.

Representative Wentz: (1703) Introduces Senator Jack Trainor. from Devils Lake.

Senator Trainor: Spoke about the location being quite suitable, and how impressed with the school and the loving environment. I hope the committee will look favorably toward the school.

Rocklyn Cofer: Back to attached.

Representative Wentz: (2745) What is you count number of students. It says 51? That seems unusually high. Does that number track with the ratio nationally?

Rocklyn Cofer: It is not unusual. We will have a new census count this spring. Our majority age group is 14-21.

Representative Aarsvold: (2920) A question from the video. The proceeds from the land sale back in the 50s, how was that handled. Did it go to the land department for distrubution?

Rocklyn Cofer: I am sure it probably did and one of the stipulations that went with that land was only to be used for educational purposes and has been. Continue attachment. (3016)

Representative Aarsvold: (4379) Last session there was a request from your campus for a house for home like atmosphere. Has that been resolved?

Rocklyn Cofer: No, but one of the options we have available is the Administrators residence on campus. I have chosen to live in my own house. I felt that I was never called for any emergency

situations in the two years I did live on campus. We may chose to turn that into an independent living cottage.

Wayne Sandstead: I want to commend and tell you how pleased I am with the leadership and the team work of these schools.

Joe Lenertz: Currently Acting State Librarian due to unexpected death of past Librarian. He speaks about the web page and all of the availability's how it is money saving to the schools being able to look up in information or things of interest in magazines etc. We need to find funding to continue this service after this year.

Cindy Larson: (5768) Assistant State Librarian of ND. See attached.

Representative Aarsvold: (435) Attachment B, Library Vision 2004 a grant of 18,000 to Trinity Bible College. Do we grant to private institutions as well?

Cindy Larson: Yes, they are part of the rights system.

Charlene Weis: (600) Librarian of United Tribes. See attached.

Charlene Weis reads testimony for Sally Dockter, President of ND Library Association. See Attached

Tom Jones: (1248) Library Director of Bismarck Public Library. See attached.

Representative Aarsvold: (1788) Are library levies capped locally, property tax levies for library use? Could you get a list of the levies for the various libraries, counties, and city libraries?

Tom Jones: I believe the statutory limits for county libraries is 4 mills. In order to go above that the library would need approval. Yes, I can get that for you.

Representative Monson: (1875) I am on your State Library site now. Do you charge libraries for your service line? I am checking on your magazines, why would anyone purchase when they

can look at them here? I would think the schools should be able to cut back on magazines. Can anyone print any article out of any on these magazines?

Cindy Larsen: Funds used to pay for this comes from about 20 libraries. It is more cost effective this way. The smaller libraries wouldn't have the resources to give to there students if they had not banded together. Some don't have the money to put into their local level to access this information. If you would continue to provide the funding for this service I would guess down the road local libraries would see the ability to reduce. They would have a broader base of information ,plus they could look to reduce their subscription costs. And yes, you can print out any article in a magazine.

Doris Ott: (2400) By purchasing on a state bases, we have bee able to negotiate a better price. Because we have purchased them as a region, we have included every State citizen in that contract. That gives us the copy right clearance to reproduce those articles to use them for inter library loans.

Dennis Page: (2530) Director of Grand Forks Library. In support of the 2004 funding that it is vital to smaller libraries in community and state as a whole. They are moving into a technology society. Dennis presents a letter from Bonnie MacIver of Leach. See attached.

Mary Bianco: (3135) Librarian for Standing Rock and Sitting Bull College. I would like you to know 10% of the people on the reservation have phones. I spend my budget on technology. I live in fear that data base won't be funded. They walk to the library. I have seven computers on line available. They know how to do the full text searching. The printer goes daily. This is public. I needed to go to the classes to show new students how to search. The college is a big hub for the Standing Rock Reservation.

Representative Aarsvold: Recognizing your limited resources. What funding do you have now?

Mary Bianco: I do have some federal funds. I am affiliated with the college and I write grants.

Wayne Sandstead: (3350) Encourages continued funding and the great services.

Neil Howe: Director of the Division of Independent Study. See attached.

Representative Gulleson: (side B 16) Page 15 on your annual report where you have the completion rates. Is that for this year or reflect average completion rates.

Neil Howe: Those completion rates are for school year 99-2000. Completion rates on all levels are not a shining point for us. It is something we work on very hard.

Representative Gulleson: Do you have yours broken down. Have you been on line long enough to be able take care of those formats?

Neil Howe: No

Representative Gulleson: Regarding your on line courses, are they interactive at all to chat rooms?

Neil Howe: We were one of the first high schools to have classes on line. We have a number of classes where the teacher can chat with the students. Chat rooms will be suitable for certain courses.

Representative Wentz: You requested 55,000 to repair the roof. Yet the amount in the budget is 27,000.

Neil Howe: Governor Schafer and Hoeven allowed 27,500 and we would need to collect the other 27,500 from special funds.

Representative Monson: (455) What are your plans in the budget to expand courses offered to elementary, and what would the costs be?

Neil Howe: I recommended in the budget we receive 150,00 to do further on line courses. I also requested 130,000 to complete 1-4.

Representative Wentz: I see in your annual report you list graduate 84 and 89 years old.

Representative Aarsvold: (727) Looking at enrollment by high school district across the state. Have you ever plotted that against actual enrollment.

Neil Howe: We have never platted them out quite the way your explaining it, but when you look at those numbers and the schools using it. The one thing that stands out and somewhat frustrates the staff. is that historically the division was created primarily to help the smaller schools. If the large schools are using it the most.

Representative Wentz: We will close the hearing on the particular budget.

2001 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. Committee work overview

House Appropriations Committee
Education and Environment Division

☐ Conference Committee

Hearing Date January 29, 2001

Tape Number	Side A	Side B	Meter #
1 of 1	2,590		3,015
Committee Clerk Signature	Judy Kitsch		

Minutes:

Representatives Aarsvold, Boehm, Gulleson, Martinson, Monson, Wald, Wentz.

Representative Wentz: I would like a report on the subcommittee chairs.

Representative Monson: HB1013. We have pretty much come to the consensus on The School for the Deaf, The School for the Blind, The Geography Alliance. All the little parts of the bill we have taken care of. We have not found a whole lot of money we could change or take out. They will be coming on I believe the way Governor Hoeven has in his budget. The main part, DPI budget, we have some general things we have been working on, but nothing concrete. We have quite a lot of work left in the main office.

Representative Wald: Did we get a job description like we did two years ago in previous sessions on all the people on DPI.

Representative Monson: Yes. I have them all if you would like to see them.

Representative Wentz: Max Leir dropped off a copy of salary and fringe benefits survey, and analysis of salary schedule in ND schools on what he described as a condensed version of the two documents. It does include static's in rank order. There will be copies for every one on the committee.

Representative Gulleson: Does it break down as to what additional responsibilities administrators have as to if they have class room responsibilities, coaching etc. I understand that information is collected by DPI and I think we should try to access as well.

Legislative Council will get this.

Representative Martinson: We should have Historical pretty much ready to go. Parks and Rec. should be ready this week.

Representative Wentz: Committee is adjourned.

2001 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. HB 1013

House Appropriations Committee

☐ Conference Committee

Hearing Date ~~January~~ Feb 8, 2001

Tape Number	Side A	Side B	Meter #
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Committee Clerk Signature			

Minutes:

The committee was called to order. Vice-chairman Wald presiding. This is an overview of the Department of Public Instruction, it is not a formal hearing. It is an overview, and later on this budget will be assigned to the Education section.

Dr. Wayne Sanstead, State Superintendent of the Schools in North Dakota: A number or staff members are present to answer an specific questions. He highlighted a few priorities. **(1)** Top priority is to secure funding to comply with the federal Elementary and Secondary Education Act Title I, accountability requirement. This provision requires states to administer now standards based assessments in both reading and math. These assessments would provide some local data to the local school districts and the public on student achievement standing. In relation to state standards and especially in the areas of math and reading. These assessments are now required as a federal mandate as a condition for states to continue to receive any Title I dollars. Without funding to implement these assessments, we could risk some $43 million

dollars in federal funds this biennium. This funding currently provides educational services in ND to 20,781 pupils, and supports 629 school district personnel. Based on a December 2000 report, on our 2001 assessment plan the department is requesting $247,000 in additional funds which were not included in the governor's budget. **(2)** As always, special education is a priority. This state has only provided about 29% of the costs of special education in the local districts. The state provides close to 50% of regular education costs. We must move to address this disparity now. **(3)** The staff of the department are dedicated to their jobs, and he urges the committee to fund at the level in the Governor's budget. **(4)** The division of independent study is an important educational institution in ND, and rather unique in the states. For a number of years this division has been in the national forefront in developing curriculum for distance education. The division is a fully accredited school, and now has 59 of the 147 courses online available to the school districts in the state to use. Adequate development funds are needed for this division to continue providing the best to the schools.

The major problem facing ND schools is declining enrollment. It will be a continuing issue for all the schools. There will be significant cuts in budgets in small districts due to declining enrollment. Between 1994 and this fall, we lost 10,500 students. Projecting through the year 2006, we will loose approximately 12,500 additional students. We need to make sure we adequately fund our schools to try to survive such as scenario. We need to make sure the schools are staffed properly, administratively and in teaching. He believes there need to be incentives to draw teachers and keep teachers. Monetary incentives and increased recognition to the teachers will help. Must not diminish requirements, laws, or standards that maintain high quality student work. We need access to improve standards and assessments. Last year the legislature asked the department to reduce the operational costs in postage and continued

development of district reporting forms and informational use of the Web. The department has increased web usage and have therefore reduced postage and printing costs. The major report forms are available and used on the web. So is the educational directory and many other documents and forms. The president-elect has placed education as his number one approach to congress. He is pleased with that. Governor Hoeven also has this priority.

Rep. Wald: Please introduce your staff. (They were introduced).

Bonnie Miller, Fiscal Director, DPI: Will be going over the budget and highlighting some of the items for you, referring to pages prepared in the DPI handout. She will go over the budget summary, and then other staff will present testimony on other issues.

(Bonnie began her budget summary with FTE line, page 1, line 1; and then on pages 15 and 16 a summary of FTE's appear. She then went through many different budget lines, explaining many of them to the committee. On pages 16 through 18 she listed the staff constitutional and statutory duties. She moves from page 1 to page 2).

Rep. Byerly: On page 1, why is the school supplemental payments reduced to -0-? What are school supplemental payments?

Bonnie Miller: The reason why it is zeroed out, for budget purposes only, we moved this $3.4 million to line 11, revenue supplement. It was the department's intent to have this applied toward consolidation bonuses for districts. In the original budget request, we asked for $6.6 million, and the executive recommendation funded just $3.4 million.

Response, Tom Decker: School supplemental payments are payments put in a couple years ago for districts that are below state average mill levy. A program to provide equity.

Rep. Byerly: Gives a bit of history. Three sessions ago, as a result of the lawsuit, chairman Dalrymple and he came up with a formula to help property poor school districts. There

are four parts of the formula to qualify for that money. Basically they are property poor districts that have unusual expenses. It helped bridge a gap that the funding formula didn't solve. Finds it interesting that the schools now want to remove the program from the system.

Tom Decker: Was not the intent to remove the program, but do intend to continue funding it. There may need to be some discussion where the various pools of money go for bonuses or supplemental program. Our original request was for $6 million which would have covered both.

Rep. Wald: Are we talking about the same dollars, line 11 and line 13, are really one and the same. Did revenue supplement exist last biennium?

Tom Decker: He says maybe they have more lines in the budget that they need, and they combined two funds into one.

Bonnie Miller: Correct. It was out intent to move it all into line 11. Revenue supplement was $3.1 million appropriated for revenue supplement, and $3.5 million for school supplemental payments last biennium. Through the process we combined those into one line, and that line was reduced in the executive recommendation process.

Rep. Byerly: Wasn't the revenue supplement put into place last time for school consolidation, to bribe some districts into consolidating.

Response, Tom Decker: They can bring in later a list of payments that Rep. Byerly is talking about. There were a couple pools of money for bonuses and for payments to declining enrollment districts and so on.

Rep. Byerly: Basically these fulfill two different functions. Now we are combining them into one line item, that I don't think addresses the two different situations that were occurring. I have some real concerns about what has occurred.

Rep. Monson: Believe the revenue supplement line was for declining enrollment incentive to consolidate districts, and didn't that come out of the foundation aid and transportation line item.

Tom Decker: All those dollars came out of the foundation aid line. $2 million was allocated for bonuses, $2 million for declining enrollment, and another piece for something else (escapes him at the moment). Plus the program that Rep. Byerly talked about, that was revenue supplements.

Bonnie Miller (continuing): As Tom mentioned, the total dollars we have currently is $6.6 million, it is our intent to make this a budget request. On page 2, line 40, it compares the current budget to the recommendation, and you'll see both the total dollar increase and the percentage increase.

Rep. Delzer: Where and what are "other funds"?

Bonnie Miller: The other funds primarily come from revenue from the division of independent study, and we also get some school district money that flows into the department. The department contracts for processing of commodity products, such as turkeys and chickens into strips and patties.

Rep. Wald: Do you have a better breakdown of that item? When you are talking those kinds of dollars, we would like to know what it consists of.

Bonnie Miller: The biggest item in the other funds category would be tuition apportionment. In addition there is the independent study, and about $1 million for the food processing. I don't have a breakdown, but can supply one to the committee.

Rep. Delzer: In the budget book, page 354, there is the breakdown.

Celeste, OMB: On page 354, the DPI department 201, the request and recommendation appear here for special funds.

Bonnie Miller (continuing): She continues on page 2, line 23 of the budget. Moves on to page 3, a breakdown of the general fund dollars. The increase in salaries and wages is coming primarily from the executive recommendation for the 5% increase for state employees, and the related benefit increases. The increase in general fund operating is due to the executive recommendation, the assessment testing priority. The recommendation also includes $412,500 funding for a development of a student data base for the department.

Rep. Kempenich: What is the student data base? What are you going to accomplish?

Bonnie Miller: This would be a joint project with vocational ed and the University systems to track student date. Currently there is not a system in place to adequately track that data. The department originally requested $825,000, and the recommendation was to fund half of that.

Rep. Kempenich: What would the schools be required to do for this, how would this data be collected?

Bonnie Miller: It would all be collected online, currently the districts submit financial data on line on an annual basis. The entire system would collect this data. There is a more detailed description on page 11, and she reads this information to the committee.

Rep. Wald: What would this data consist of?

Response, Duane Schell, Director of Management Information Systems: That data base would include student data, demographic information, to help track where the students are, student movement within the state, various achievement data, to evaluate certain program success and failures.

Rep. Gulleson: Would this be a follow up to the Find-it project, so it would be easier to track the students from K-12 through college, and into the workplace.

Response, Duane Schell: That is the intent, to all allow this process to happen much more easily, to have the data at one spot instead of having to get the data from all individual districts and other entities involved in that project.

Rep. Wald: What is the definition of a unique identification number.

Duane Schell: That needs to be defined. Something that all participants would define. This most likely would be a state assigned identifier. The University system has a similar number scheme.

Rep. Byerly: Will a parent have the ability to opt out? This information being collected will be very detailed, that some parents may not wish a st 'e ageI ' r a period of K-16. There will be sensitive data in here, right. What about students not going to public school, will their information be required to be entered into this database.

Duane Schell: There will be detailed information. Our desire would be to have as much information as we could, and we would have to take precautions. We would have to consider an opt out possibility. We would like to have all the information included in out student database.

Rep. Wald: If there were legislation tied to this that said there was an opt out option, and if 20% of the students opted out, this will skew your data base.

Duane Schell: Yes, that is correct. We want to have as much data as possible, with less than 100% we can still do some statistical research.

Rep. Skarphol: I assume this information is for statistical purposes only. Couldn't you guarantee anonymity? Couldn't you disconnect the number to the name.

Duane Schell: They would use the information for a number of reasons, including research, to replace some data collection with this, to track program failures and successes. Yes, they could leave the name out, although it might make manual checks of the system more difficult. Name is not a required field for the process.

Rep. Wald: Is there any testing involved to generate the data base?

Duane Schell: We would go through an application process of the system before anything would be implemented.

Rep. Wald: Would any of this information be given to a school counselor to make scholastic decisions.

Duane Schell: Yes, it is our desire to make this data available to all level decision makers. Some controls would have to be set.

Rep. Boehm: Home many different state agencies would have access to this information

Duane Schell: The desire is to have higher ed, vocational ed, Find-it, and our department to be involved in this process.

Rep. Wald: If Find-it has it, then its really floating out there throughout the universe and cyberspace, right.

Duane Schell: Find-it has some ND statutory security requirements on the data they have, and any data we would provide to them they would have to honor our required security requirements. They would be gathering data from places that we don't have access to. Like job service, and employment-type data.

Rep. Byerly: When would the information be purged from the system? Find-it is set up so that once your in the system you're in the system forever.

Duane Schell: The data would remain in their system for a very long time, probably at least 10 - 20 years after the student leaves the system.

Rep. Delzer: What is your total budget on that, is that the $412,500, or more than that. Does higher ed have any requested funds for this. Any federal funds?

Duane Schell: Our initial request was $825,000, and it was reduced to $412,000, general funds. Higher ed already is building what they refer to as their data warehouse. Has no idea as to their funding request. Our desire would be to build a system to enable us to collect this data and then add on to their data warehousing project. No federal funds.

Rep. Wald: Has there been litigation in other states where parents want to opt out, that the information was very sensitive.

Duane Schell: Does not remember specifics, but yes there was some thing of that nature in California. Would consider that information when designing this data base.

Rep. Skarphol: I'd like to back up to this "other" category discussed earlier. He questions the $5 million from the tobacco settlement moneys. Is that simply the interest off the tobacco settlement moneys that you have accumulated.

Bonnie Miller: Does not know.

Celeste, from OMB: Yes, it is. That is the total interest that would have accumulated if the projections are correct.

Bonnie Miller (continuing): She returns to page 3 of the budget worksheets, where she is going through the line items; moves to page 4 and notes row 21, column 2 and 4; on page 5 she refers to agency operations breakdown, and independent study; page 6 is the amendment request, and look at row 3, column 3 - the items to be included in the amendment are listed in rows 4

through 13, amendments to operating. Pages 10 and 11 have an explanation. Other amendments are covered by page 6, row 9. 10, 11, 12, 13, 20, 21, and 22.

Rep. Wald: In special ed, the state picks up what percentage of that total cost?

Response, Bonnie and Bob Rutten: The state pays 28.1%, and the feds pay 9.6%, and local districts pay 62.3%.

Rep. Delzer: They were talking about three or four new federal programs, but you haven't said what they were for, but is there any way of moving some of that money to special ed instead of starting new programs. Can we pressure the federal programs to help more with special education that starting new programs.

Response, Bonnie: Those federal programs are marked for specific purposes, and I will go over them later.

Response, Bob Rutten: It is probably worth noting that based on the federal budget just passed ND can expect to receive an additional 26% of its previous allocation from the federal government, so we are seeing some increase at the federal level. It is our intention to continue to encourage the federal government to increase its percentage of funding for special education.

Bonnie Miller (continuing): On page 7 of the handout, one additional amendment for an additional $200,000 in matching funds for the adult education program, to support federal funding for that program.

On page 8, row 48, column 4 shows the total amended budget request. That represents a total of 9.5% increase over what the department currently has. The governor's recommendation increased the budget by 4.6%, and this adds on an additional 4.9%.

Rep. Byerly: Are you saying column 3 reflects both what the governor allowed to go forward in your budget and the optional requests? So in addition to the increase that Governor Schafer gave to your department, you are asking for an additional $36.5 million.

Response: Column 3 only represents the additional requests of the department over the governor's (Schafer) recommendation. Yes. A majority of that is coming from foundation aid and special ed. There is $1.3 million in the other items in the optional package.

Rep. Aarsvold: Is having trouble charting the source of funds for the roof project of the independent study facility. $27.5 is general fund and $27.5 is from other funds. What are those other funds?

Response: That would come out of the revenue from the sale of courses from the division.

Rep. Gulleson: On the IT line items in the budget, page 7, line 24, the line has been -0- out. is that money being transferred into the IT division. Are there other technology dollars that have taken out of your budget and transferred to ITD? Any FTE transfers?

Response: Yes. It has been -0- from this budget and a portion of that has been transferred to ITD. No other transfers. No FTE's have been transferred.

Rep. Skarphol: The overall figure that you are recommending, $824,000,000, I would assume does not make any provisions for this $3,500 salary increase for teachers.

Response: Yes.

Bonnie Miller (continuing): Pages 9 through 12 highlight some of the state, federal and other funded grants, special line items and additional budget requests, for instance the Governor's school. We will be getting into this in more detail later this week.

Rep. Wald: To follow up on Rep. Gulleson's questions, what other programs are being transferred to communications, what else is being moved from your agency?

Response: At this time, it is just $6 million in general fund grant money, removed and transferred to ITD.

Rep. Delzer: That $6 million was just grant money could apply for and get for hardware and internet access, right. With that not being in your department is there any chance of there being a reduction in FTE's, how much time was spent on that program.

Response, Joe Leonard: It was my responsibility as deputy, and there were no FTE's associated with that $6 million.

Bonnie Miller (continuing): On pages 15 through 17, we covered some, but not entirely; page 15 lists the FTE's assigned to the major programs, and breaks out the funding. It also gives a summary of the duties of the various units. Page 16 presents in detail the state statutory and constitutional authority given. Page 18 summarizes major activities and services provided. Page 19 is a listing of the federal programs, and the total is given on page 20. Total grants that will flow to the districts is $146,527,146.

Rep. Wald: Back up to page 17, second item from the bottom, standardized reporting. Superintendents continually ask questions about that. You state that superintendents "shall" develop standardized reporting. It is my impression or mandate about three biennium's ago.

Response: Shall perhaps is not the right word to use here. But they continue to develop publications and forms and documents for the districts to use in reporting to the department, and to make the forms available on the internet.

Rep. Wald: Are they to provide to you a hard copy and electronic format? Is this to be a duplication?

Response: Right now they are doing one or the other. The intent is to do it all on line. We are moving in that direction.

Response, Duane Schell: Yes, we are moving in the direction of getting all the forms available in electronic format, and it is at the option of the school district or entity as to how they want to report to us. We prefer the electronic method. The major forms are now on line, and 90% are being reported on the internet.

Rep. Byerly: You started to talk about pages 19 and 20; are the different columns, the grants are what actually go out to the schools (correct) and the admin is what you actually are allowed or actually spending for administration of those projects.

Response, Bonnie Miller: That is what would be allowed. For some grants its a percentage, for some grants its a fixed dollar amount.

Rep. Byerly: Is there a tie between the admin column on pages 19 and 20, and the FTE's on page 15.

Response: Yes, we do not have a schedule that says this person is administering this, etc. but can get this to you.

Rep. Byerly: I am particularly interested on page 20, the Christa McCauliffe science assessment grant for $560,000 but administration was $1.8 million.

Response: The $1.8 million represents one of the three new federal programs. At this point during the budget process the entire $1.8 million has been included as admin; once the regulations are received from the federal level, some of that may flow through in grants. It will all be used in one form or another to benefit the districts.

Rep. Byerly: To back up, that is a new project, and just setting it up. Go back to page 19, where you have some others, 10.560, Child Nutrition.

Response: That is an amount that the department of agriculture allows to administer the school lunch programs, the programs listed above that, where there are no admin expenses.

Rep. Wald: On page 20 there is another that jumps out, Aids Education Curriculum.

Response: In that program, a large amount of that admin is for contracts with the regional teachers centers, who administer for the department aids related programs in the schools. That large amount of admin is for contracts and training of teachers to provide that service.

Rep. Wald: Is there any money in the health department budget or the human services on this same issue.

Response: Does not have that information, but could try to get it.

Rep. Wald: Also, you're getting $12.1 million on class size reduction and no administrative costs.

Response: The department of education does not allow any admin on class size reduction grants. That grant allows the districts a couple of options - they can either use the money to hire additional teachers to reduce the size of class, or they can use it for professional development of teachers. They do not need to reduce class size.

Rep. Kempenich: On page 27 there is a list of class size reduction.

Rep. Delzer: Historically what percentage of admin dollars have you used in the past.

Response: Doesn't have those numbers, but can get them.

Rep. Skarphol: He would like another column on this page and that's the percentage that the federal government pays in the state of ND on each of those programs.

Response: She can do that, and provide it later.

Bonnie Miller (continuing): The one point to note here in the admin column, that column can be broken out further, between department admin and non department admin. That could

include travel, to monitor and provide technical assistance. Non department travel would include paying teachers on advisory boards, grading and scoring, being used in the field.

She went on to discuss the three new federal programs on page 20, (84.338), (84.926), and (84.215).

Rep. Kempenich: Is there any general fund dollars in this?

Response: No, this schedule is entirely federal dollars.

Rep. Byerly: If you take one of these new programs, its just starting up, will the department set up some sort of board to evaluate grants or does it just go out on a per pupil system, what should happen? Is there some sort of grant application? Any time its based on number of pupils?

Response: Yes, that particular grant focuses on media literacy projects and will involve partnerships between schools and art based organizations to demonstrate new methods. With all the grants, the department has an application process. The school districts have to present a plan for using the funds.

Response, Greg Gallagher: In the Arts in Education grant is anticipating what we would see in the reauthorization of the elementary and secondary education act. That reauthorization has been delayed by about two years. There is an unknown factor of whether the state will be awarded it. We are working on the premise that the grant will go through, and that we will compete with other states to receive it.

Bonnie Miller (continuing): concludes her overview.

Greg Gallagher, Education Improvement Team Leader: He provided written testimony. He is to give a brief overview on the department's supplemental budget requests regarding assessments, and in particular the Title I require assessments in grades 4, 8 and 12 with standards

based assessments. All the figures he will be talking about are embedded into the operations proposed budget. You will note in the department overview at pages 13 and 14, you will find a quick summary of the assessments he will be addressing. Also note in the book at pages 29 and 30, there is his previously written testimony. His separate handout is the most current.

Rep. Wald: What you are presenting now is a supplemental request that is not in the executive recommendation?

Response: It is in the current executive recommendation, and they are asking a slight amount above that.

Greg Gallagher (continuing): The reason he has supplemented his testimony is to give the most updated information of events that have happened in just the last few days. If does impact their requests. On page 1 there is a chart of three forms of assessments. The CTBS is the current form of assessment. On the second line there is Title I Reading and Mathematics - this is a supplemental request for a new, to address the Title I requirement from federal law. The third line is for Supplemental Writing --

Rep. Wald: Please explain to the new persons on the committee what Title I is.

Response: Title I is a federal program that is a key element of the federal elementary and secondary education act, dealing with equity issues in education who are disadvantaged or at risk. If offers additional support services to students in reading and mathematics. Because federal law is so concerned with equity additional funds are made available to the states and money flows through to the districts on a formula for funding. The money is then used to support the salary and support of teachers. Currently we have about 20,000 students impacted by Title I and approximately 629 staff.

Greg Gallagher (continuing): On the chart the executive budget supported our first two requests to maintain the current testing we do on basic skills, and also to move forward on Title I to move forward on standard based assessments. He explains the distinctions between the two, determined by a publishing company, that may not address concerns of the state, but of the publishing company.

Rep. Monson: When you say low end - what is the cost of CTBS test per pupil?

Response: Not sure of the figure, but says that low end because it is the lowest product we could get through bid through the CTB/McGraw Hill company. It covers approximately $400,000, and covers basic skills. It is not driven by questions that are central to educators of the state. The company put this together as a low end cost tool.

Greg Gallagher (continuing): The supplemental writing was not supported, and we saw this as an advancement into an area that is not required but is desirable. The executive budget dropped this out. The basis of our whole request is to support federal funding of Title I. On a biennial basis Title I amounts to $43 million. As a requirement to receive federal Title I dollars, effective this year and in the future, states must implement standards based assessments at grades 4, 8, and 12. All assessments must be driven by the state content standards which are written, prepared, researched, and finalized by the teachers of the state. It is the teachers who determine the standards for ND. Our requirement is then to assess against those standards in two area, reading and math. Pursuant to section 1111 of the elementary and secondary education act states must implement these assessments this year. If they do not, they place the state at risk for loosing some or all of its Title I funds. The grantor, Congress, has set forth its requirements. We have met every requirement to establish our content standards, our performance standards on our state assessments. We are in position to move forward. We do require the state to fund future

administration of these assessments. It is also required of every state to submit its Title I assessment plan to the Department of Education to be reviewed. We submitted our plan in July 2000, and received in January, 2001, the response regarding our plan. On page 2 of the testimony there are two areas that the DOT saw that we have not yet met full compliance of Title I. The first area was to sustain a statewide standards based assessment system. Because the legislature has never appropriated funding for standards based assessments, there exists no precedence or evidence upon which we could submit to say that the state financially supports standards based assessments. This is true of any state that has not had a history of standards based assessing. The DOT is saying now is the time that the state must supply evidence that it will support financially standards based assessing in reading and math.

Rep. Wald: On page 2, you say you received the letter, and approval, and got a pat on the back for being innovative and then go on to say you failed.

Response: That is correct. We received two notices, that we need to supply notice of the financial support. the second is to deal with the Technical Quality Assurances. We put forth the assessments, in what they called an innovative approach to assessing. The DOT stated that we were pushing it as to what would be acceptable methodology, and we disagree. We believe we can maintain the discussions as to a legitimate assessment plan, and get our assessment planned somewhat amended. He moves to page 5 of his testimony, an overview of the proposal, and explains what the changes would entail. We are at a critical point of assessing, and need to move forward so as not to loose Title I funding. If they go with option 1, they are requesting $246,000 above the executive budget, and if they go to option 2, it is $142,000 above the executive recommendation. Our recommendation from the department is to pursue option 1, because of the 6th grade element. With option 1 there is a different benefit to the state.

There is an absolute requirement for us to proceed, if we do not, we will be found to be in noncompliance, and therefore have to work longer with the DOT. We need to fund these assessments, and follow the estimate given to us.

Rep. Delzer: What percentage of the schools are affected by Title I? Is it all?

Response: I believe it is about 95%.

Rep. Delzer: The executive (Schafer) recommendation claims that the $836,000 would manage an assessment for Title I, and the $426,000 would do the CTBS for all the rest, or for every school?

Response: Under that presumption, it would have been for all schools, however, what we see right now is that the original proposal would not meet the favor of the USDOE. That is why we are making these revised requests and recommendations.

Rep. Delzer: With the new administration at the federal level, do you anticipate a difference in attitudes in this?

Response: We have seen insight from the campaign and it would be along the lines that president Bush would raising the stakes by assessing by assessing more. He sees that there is a benefit to test more than what is even currently required. It looks like a reauthorized ESCA should be coming this year.

Rep. Monson: Who gets the CTBS tests now?

Response: Grades 4, 6, 8 and 10.

Rep. Monson: I thought you said Title I reading and math standards, but adding CTBS, isn't that a duplication?

Response: We're putting that in simply as a means of taking what has been done in the past as two separate approaches of assessing, and merging them into one that would achieve a

Title I approval. There is a benefit to looking at grade 6. It is not required from the feds, but the data can still be helpful.

Rep. Monson: Is the grade 12 test like an exit test?

Response: It is not an exit test. The grades 4, 8, and 12 is the grades that the state has set its content standards of what a student should know or be able to do. It is not an exit exam.

Rep. Skarphol: If the state is not in compliance, how long does a state have to get into compliance?

Response: That is a negotiated matter between the states and the USDOE. Generally, there is a set limit of time, about two years to get together, and the state needs to submit the plan, what they will do in a given period of time. If they miss any of the requirements, they get closer to the loss of funds. The DOE is firm about this, and the need to follow the 1994 law. There is a penalty of not following along with assessing.

Rep. Kliniske: In reviewing your numbers, it appears that nearly 20% of our student population is special needs - are they considering ADHD as special needs in qualifying for Title I?

Response: The current number is about 117,000 of both public and private. The Title I can also be used by private schools. In terms of the impact, the 20%, the at risk or disadvantaged status is assessed by teachers. What they look for is that any student is having difficulties with basis curriculum and then offer support services to that student. Now special education is entirely different. If a student is on an IEP plan, they are identified as having a disability. Title I is not a disability status. it is merely as support service to offer students who need additional remedial work. The teachers work together to offer the best support for the student in the areas

of reading and math. Those who would be within special education they would go through the standard education plan, as set forth in the IEP.

Rep. Glassheim: Is the request for additional money for supplemental writing being dropped now, and being put into the total of $1.5.

Response: Correct. We are dispensing with the writing supplemental issue as something that may not be appropriate right now, and focus on the Title I requirement. It would have been a nice long term investment.

Rep. Glassheim: Are we being forced to adopt the textbook standards from McGraw Hill as opposed to testing our own teachers' ideas of what should be mastered?

Response: We would be asked to work within the confines of traditional methodology, and the teachers of the state would decide what would be tested. The assessment would be North Dakota standards. CTBS would give the legitimacy of a methodology that has been tested and found to be acceptable to the USDOE.

Rep. Wald: If we are jeopardizing federal moneys, what happened from the time you met with OMB and putting together this budget, and today.

Response: The report came from the USDOE, received verbally in December, 2000, well after the budget had been discussed with OMB. We received the faxed final letter on Friday, last week.

Celeste, OMB: Agrees with the statement that the budget had been done before the USDOE letter had arrived.

Neil Howe, Director of the Division of Independent Study: Had written testimony included in packet, pages 31 through 39 and charts A through E.. The division is located in Fargo. The division mission is printed on page 31 of the written testimony. The history of the

division is also listed on page 31 of the written testimony. The division has increased by $40 for residents and $42 for nonresidents. Tuition has increased to $63 for residents and $75 for nonresidents. There are also fees for handling and study guides that have increased.

Rep. Monson: Has this had any effect on the numbers of people signing up?

Response: The figures have remained relatively stable. They have experienced cycles. A large tuition increase in 1996-1997 did effect numbers, but the enrollment is back to what was the highest in 1995-1996.

Neil Howe (continuing): Only two other member institutions of those 20 high school programs have higher fees that we do. One is the University of Nebraska at Lincoln, our major competitor, and Griggs University. Enrollments are projected to remain stable although they would decline if another dramatic fee increase were required. The proposed budget is based upon 78% special funds collected from the fees. Further fee increases beyond inflationary costs may jeopardize the divisions ability to collect the special funds because the enrollment would decrease. The division wants to remain competitive at the fees they are now, and the general fund appropriation they have now. He mentions chart A on page 35, which notes course enrollments, and chart B on page 36, which notes student enrollments, also discussed on page 32 of the written testimony.

Rep. Wald: What is the reason for that increase in students?

Response: Probably due to the reduction in general funds, and our need to recruit business, and nonresident increases. In 1987 we had a much larger percentage of state resident enrollments that we no now. Once we started advertising our program beyond the four states we saw a dramatic increase.

Rep. Wald: Hypothetically, if we turned this into a profit center and put you on a commission what would this agency look like?

Response: During the interim period before this session, the interim committee on higher education studied the division, and that was one of their questions, what privatization would do to the division. I believe that if you had access to the interim higher education committee report they indicated no recommendation, and he testified that it would be a detriment to the division. There was a consultant during the interim that reviewed the operation of the division and it was his conclusion that that would be the case as well.

Rep. Delzer: How much do we as a state subsidize out of state students.

Response: Difficult to answer. No concrete figure to give. He has analyzed the moneys that are generated from nonresident fees, the moneys that come to the division from general fund, and it is his conclusion that the fees that the division collects probably subsidizes the program to be offered to ND students. The general fund money is not subsidizing the nonresidents. The nonresident fees are sufficient to cover the costs and probably some of the expenses of offering the program to residents.

Rep. Delzer: What made you decide to go out and recruit nationwide/worldwide, instead of reducing the size of the program.

Response: At that time, going back to the 1980's the division was at a minimal staffing (accredited teachers) so it would have been difficult to reduce staff and downsize and remain accredited. The staff at the division is similar to what it was 13 years ago, but now most is funded through fees collected outside.

Rep. Delzer: How many state students do we have, and how much would it cost our students to get this from somewhere else

Response: The cost for ND residents to get similar courses would be expensive (using the University of Nebraska as an example). We have always been a deal. There are about 20% resident students, or about 1200 students enrolled.

Rep. Byerly: Of these 1200 ND students, are these older than traditional students or students in existing school districts taking special classes.

Response: The profile of a typical ND student using our services is about the same today as it was 20-30 years ago. The majority of students from our state are taking courses to make up a course they may have failed, and can't schedule into their senior year. They may not be able to get a class in their local school. Have an increasing number of students that have dropped out of their local school. There are now more home schoolers taking courses that did not exist years ago.

Rep. Byerly: Do you have a breakdown of those 1200 students into those categories.

Response: No.

Rep. Byerly: Do any of the funds from independent study end up getting passed over into the rest of DPI, or is independent study with the exception of general funds pretty much stand alone.

Response: No. All the funds of the division stay at the division, effectively stand alone.

Rep. Byerly: The courses that you have are high school courses?

Response: Primarily grade 6 through 12. No college courses.

Rep. Byerly: Would like to have provided a breakdown of these instate students by some category of where these students are coming from.

Response: Cannot do this promptly, as the questions has not been asked previously. It would have to be reported in some years later. He could tell only where the students come from,

local schools, private school, etc, but could not tell if the student were taking the course because they failed the course.

Rep. Wald: It sounds like you really don't have any competition. The university of Nebraska charges about $300 for a course, and your fee would have been what?

Response: Our average one semester course for nonresident students is about $150-155. The University of Nebraska is most expensive. What we do each year is go out and look at the top 20 schools that are part of the UCEA. We check to see what each is charging for tuition and other fees, and we try to charge accordingly. University of Nebraska is an extreme.

Rep. Wald: When you increased your fees a few years ago, there was little impact on enrollment and courses sold. What is your total general fund appropriation.

Response: That is the long term result. The current biennium general fund is $695,000.

Rep. Wald: What would you have to do in terms of increasing fees to make up that $695,000. Shouldn't have to be a lot if you are in 50 states and 43 foreign countries.

Response: He hasn't done an analysis, but expects that it would be fairly significant.

Rep. Wald: What is your total revenue?

Response: Total revenue from collections is $3.1 million per biennium. At chart D it shows a part of revenue that is where the division has sold materials to schools. That has an effect on what is charged to tuition, to the benefit of ND students. These material-only sales are to resident and nonresident students.

Rep. Skarphol: Did you say you had no college offerings, but on page 33 you state that in conjunction with NDSU you do.

Response: In collaboration with NDSU dual credit courses. These are listed in the written testimony.

Rep. Skarphol: What percentage of the classes you offer involve these college courses.

Response: The numbers in the courses you see there is extremely small. Averaging 4 or 5 per year.

Rep. Skarphol: If you were to double your tuition rates would you pay your own expenses.

Response: Doubling our tuition would create additional income, but the problem with doubling the tuition is that we would loose a significant amount of enrollments. Therefore the collections would decrease.

Rep. Aarsvold: On page 39 the materials-only sales, those represent sales numbers and not revenue, is that correct?

Response: Yes, those are the numbers, and the written testimony states what it translates into money. We generate roughly $512,000 per year in materials only. Roughly $1 million biennium.

Rep. Aarsvold: Most of those sales are out of state sales?

Response: Believes the percentage is about the same for resident/nonresident.

Neil Howe (continuing): We do have several requests in addition to the governor's recommendation. On page 34 of the written testimony the requests are listed. One request is $150,000 to do the online development of 10 additional courses to be available to the schools. Another request is for $130,000 to complete the curriculum to be grades 1 through 12. And a final request for $13,000 for janitorial services. The division does not have a designated janitor and the services are contracted at a minimal level in the building. The building needs more care.

We have been in the same location since 1962, and the building was built on the NDSU campus for this division. We did get an addition to the building, and some additional property purchase east of the building. They were denied the building request.

Tom Decker, Director of School District Finance and Organization for the Department: Written testimony is at pages 40 through 54 in the packet of papers, and also he had a slide presentation and a written handout of the slides, separate from the packet of papers from the department. Going to talk about the setting of foundation aid, demographics, the number of districts, and some other issues that the schools face. He starts with demographics, the numbers of students. The first couple slides have to do with census numbers, the population of counties and projected population by county. The next few slides deal with public school enrollment, actual and then projected. The peak was in 1994 and then declining. This year was an unpleasant surprise because the decline was much larger than projected. They expect this is due to out migration of families. He has the committee look at the first sheet after the yellow divider of their separate handout, changes by county. On the back side of that sheet, there is birth data from each county, not encouraging.

Rep. Wald: That $3611 is the number we are using in the appropriations process when we say the foundation aid is "x" dollars per student. What are you using for the 2002 portion of the biennium?

Response: That will show up in a slide shortly.

Rep. Aarsvold: Since most rural schools traverse county lines, how do you come up with the data?

Response: The data is rolled up by where the administrative headquarters of the district is. If headquarters is in Stutsman County, that's where the whole district is listed.

Rep. Aarsvold: So the statewide data is precise, but the county data might something less than that.

Response: If you insist on data that is exact on county lines, we can't provide it. School district lines cross county lines. For the most part this gives you a good reading of where we are county by county.

Tom Decker (continuing): The next slide is on projected enrollment, and see no change to the declining enrollment. Doing projections as best as they can with the models they have. The spike in 2001 has to be due to factors not considered in the model, namely out migration. These students are not in public school, home school, or private schools. They are gone. we don't know how to factor this into our next projections.

Rep. Wald: A few bienniums ago we had some money left over and paid the school districts what we said we pay per student. His fear is that now the procedure is whatever we appropriate we pay you, in spite of what the actual enrollment is. And so, the concern is that we will pay for phantom kids again.

Response: There is just some things that we cannot estimate. We have been into declining enrollment before, and Jerry Coleman does our numbers. We do come close, and think we will be close again.

Tom Decker (continuing): ND schools depend on the students that are born here. Declining enrollment will not change unless births change. Huge declining factor unless a large number of students move into the state. Large decline even not factoring in out migration. Went to slide on enrollment by school size, and then nonpublic enrollment. Second handout behind the yellow sheet in the separate packet of papers shows a memo from Steve Hebert regarding district by distort actual enrollment, and projected out. Page 7 of 7 of this memo has the total changes.

Private and parochial school enrollment has been decreasing at about the same rate as public school. Home schooling has been increasing slowly, and represents 1% of the total enrollment in the state. Goes on to look at school districts, and a decline of total districts, due to consolidations and dissolutions.

Rep. Byerly: Are you aware of any bills this session that will address school consolidation? Any prefiled bills?

Response: There have been some discussions, but is not aware of any prefiled bills.

Tom Decker (continuing): The next slide is on ND school districts, how many there are. Nonoperating, K-8, HS, etc. The Air Force base schools are nonoperating, and the military personnel students are included in the counts, in Grand Forks and Minot, mostly. The 12 largest districts have 54% of the enrollment, and are 5.2% of the districts. Again behind the yellow divider, the next sheet (School Finance Facts at a Glance) is a summary to date. A new s' et may be coming shortly. One interesting number on this page is the ending balance of the school districts that increased from $137 million to $149 million.

The other significant factor that ND schools face over the next five or ten years is the retirement among the teaching and administration staffs. It is estimated that 3,400 teachers will retire in the next 10 years in ND, out of a total of 9,300. 91% of current chief administrators will retire over the next 10 years. Adequate numbers of replacements are not in the pipeline. wE have extreme difficulty finding teachers and are in a difficult competitive situation. Some teachers are just leaving the state in the middle of the year, even after they have contracts signed. Any effort to deal with these issues, takes 3-5 years to show impact. The next slide deals with revenue for ND school districts (that excludes federal restricted revenues). The next slide is projected enrollments for foundation aid purposes. These are the numbers asked about earlier by

Rep. Wald. We are expecting to get to 103,000 by the second year of the biennium. We have built these into the budget request. These are actual enrollments, not weighted pupil units.

Rep. Monson: What effect do we have when we put in weighted pupil units which is what we actually get paid on.

Response: Defers to Mr. Coleman to answer the details. However, there is significantly greater number of weighted units than there is enrollment. That is built into the projection. These are students, not weighted units.

Rep. Skarphol: What net effect is that going to have, that decrease on foundation aid payments in the second half of the biennium. I suspect its going to be higher than what it is projected to be, can you tell us how much?

Response: The foundation aid amount the districts are paid is set for both years and will have about $500 million carryover in state aid to pay out at the end of the biennium. This amount is part of the foundation aid appropriation but we appropriate a flat dollar amount, and then we pay it out on a formula, and getting the two to match is sophisticated guesswork. WE always wan to be a little high. The $5 million will be paid out to school districts on an ADM payment at the end of the biennium.

Rep. Skarphol: Every time we set a new bar in foundation aid payments which I anticipate we will increase by "x" amount of % the next time around. When they make the budget projections for this coming biennium they have used a figure for the second half of this biennium. How much is this anticipated decline in enrollment going to affect that figure?

Response: There should be close to $10 million more dollars to distribute to the students we have due to declining enrollment.

Rep. Wald: Your figure, what you have passed out, in the third column, 2001 fall enrollment, your handout shows 109,918, and you show 108,761.

Response: Thanks for bringing that up. The slide is wrong. it has been updated, and the numbers in the paper are right.

Tom Decker (continuing): In the packet you have a history of foundation aid and other payments, that's a useful summary. The impact is that the cost per pupil is going up. On the slide we are just about where the lines cross each other. Concludes: We are still in ND dealing with a foundation aid formula that is based upon a concept of funding equity. That is a concept that holds that it is appropriate to distribute equal dollars across the state per student with consideration for school size and other issues. I am not sure its safe to say we are close to perfect on that concept, we had a narrow escape on the lawsuit, and made some corrections in terms of equity, and there is a piece in your documents entitled equity indicators that will give you more detail. Current research and thinking and court cases deal with the concept of funding adequacy, which takes equity a step higher. The thinking is now that it is no longer to simply spread dollars around equally to students based on school size, and that a more sophisticated approach would require that you define what you want students to know and be able to do when they leave school - what product do you want. And then provide funding on a categorical formula that has second and third tiers to take into account those considerations and fund that way. Believes it is time to do an interim study on an adequacy approach on funding and take a serious look at that.

Rep. Boehm: There are some states that have taken property tax for funding education completely out of the formula. How many have done that, and what is the result?

Response: These states that took property tax out have backed away from that. Michigan tried that, and couldn't raise enough revenue without continuing to rely on property taxes to some degree.

Rep. Monson: When you talk about adequacy funding and where we would be headed if we did an interim study, do you think there would be some results that would show we need to fund instead of per pupil, per classroom , or is this not what you are getting at?

Response: Doesn't know if he can draw any conclusions. Wyoming has gone the furthest in looking at the adequacy concept. They have a funding formula that has a lot of considerations for different characteristics. Not sure it resembles any formulas that we have looked at here, or that we are familiar with.

Bob Rutten, Director of Special Education: He has prepared written testimony in the packet of papers, located at pages 55 through the end. Essentially special education is education for students who have physical or mental or sensory impairments. Education with children with disabilities between the ages of 3 through 21 or the completion of high school. The attempt of special education is to provide a free and appropriate public education for these young people. Would like to note that when he says "free" it is a concept of Congress. Prior to the federal legislation the expense was on the families, and there was significant exclusion of children with disabilities in the schools. Many of the special education students are now graduating from high school, attending higher education, and going to work. (He went through his written testimony fairly closely.) Notes that 1 out of 10 students in ND schools does have a disability. Special education student services are not limited to public school students. About 75 % fall into a couple mild disability categories, primarily speech-language impairments, or specific learning disabilities. The remaining 25% have needs that vary greatly, in a larger number of categories.

He went over the administrative structure for special education services. He then went on to expenditures for special education, and where the funds have come from, federal, state and local. He is proposing a long term plan to incrementally move the percentage of state support for special education on a 1/3% basis to bring special education state support at a par with state support for general education. We are asking in this biennium $59,650,000 in general funds to bring the state percent up from 28% to 33% and then over the next two bienniums to go up by 1/3 and 1/3, to an eventual parody with general education state support.

Rep. Skarphol: Over the past 25 years has the federal contribution to this particular are of education been fairly consistent. Is there any pressure on the national level to get the federal government to contribute a bigger percentage seeing that they are the ones that mandated this?

Response: That is a fair assessment. We are encouraged by a fairly substantial increase made by Congress. This is going to represent the largest single increase from the federal government. Yes, there is a push, by administrative and educator organizations, as well as state legislators and our DPI.

Rep. Glassheim: Are the special education students also included in the per pupil payments? That amount per pupil is already going to the pupils, and then the special ed cost is then additional to that?

Response: It is in addition to the foundation aid.

Rep. Aarsvold: Just a comment, it might be less challenging for the special education services to wait for the general education portion to come down to your level, rather than go the other way.

The chairman closed the hearing on this bill.

2001 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. HB1013

House Appropriations Committee
Education and Environment Division

☐ Conference Committee

Hearing Date February 13, 2001

Tape Number	Side A	Side B	Meter #
2 of 2	Starting 425	x	
	x		350

Committee Clerk Signature

Minutes:

Representatives Aarsvold, Boehm, Gulleson, Martinson, Monson, Wald, Wentz.

Representative Wentz: Representative Timm would like us to send 1013 to the full committee as soon as we can get it out of this section. When the policy bill comes from the House Education Committee, we will reconcile the two with the full committee.

Representative Monson: The sub section came up with amendments drawn up by Legislative Council. See attached 0104.

Joe L.C.: On the bottom of page 2 of the amendments explains the individual changes. Additions to the bill are on the first page of amendments.

There was some concern about section 6 by Rep Gulleson who feels they are offering some creative on line activities that our younger students may not have access to especially the rural area and doesn't feel this as a negative component.

Some Legislators have concern with out statements like this the DPI could move employees back

and forth. Currently they could move them one way and all they had to do was after the fact tell us about that. This says they can not until they bring it to the budget section and inform us they are going to that. So this is prior approval. They were also asking to expand their mission down to k-4. With out this language they could potentially even move people into there and do that. If they were to do that they would need approval before hand.

There was discussion on 1293 and was there funding for testing in 1013? Funding is and needs to be in 1013 to get the title 1 funds. The authorization to go ahead and develop the process of testing which is in 1293. Could they with hold the title 1 funds if we don't do the testing? There are people in districts that are upset with the new testing. One Representative tried to get a copy of the test they plan to administer, and has not been successful. We could kill 1293 however, that one authorizes the test. We do have to fund it as I understand it. OMB (Celest) We would like language in the bill that they must do the testing even if they find it internally. We would like to insure that the testing will be done, so we don't put our title 1 money at risk. They are in need of another 142,000. OMB is asking to remove revenue from line 19 of HB1013. The test done now is on basic skills. The new tests promoted from the Federal level and mandated are both from the old and Bush Administration , saying we need to test or asses the end product, not just the basic level but the proficiency level. Now they are saying we need to test with a different test . It is not a basic skills test it is an assessment tool for proficiency. Joe from LC said he had spoken with Greg Gallagher and he indicated the money that is in their budget for the next biennium will be used to develop a new testing instrument that will be different than what they are using now. It will have open ended questions rather than the ovals the students will fill in. The money that is in there now will be used to develop the test. He can't provide a copy of what that will be. He can provide a copy of what they are currently using.

Rep Monson recommended not to put in language on this bill mandating the testing since there is still a bill alive that does that and if that one fails, this one will be back in the Senate. I'm sure they will make their case as to why it has to be added over there.

Rep Monson made a motion to pass the adopted amendments. Seconded by Rep Martinson.

Seven yes 0 no, and 0 absent.

Representative Gulleson: I would further amend to remove section six in the amendments.

Representative Aarsvold: Seconded the motion.

Three yes four no, and 0 absent.

Representative Aarsvold: Made a motion to pass amendment 0105. See attached.

Representative Gulleson: Seconded the motion.

Five yes 2 no, and 0 absent.

The committee and Greg Gallagher, DPI Education Improvement Team Leader, discussed the ' sting program. The way the title I testing is arranged, it must go through a period of review where you set a alignment with you content standards, and also set performance standards. In the proposal that we put before the committee is that we open through a bidding process with a company. Teachers of the state meet with representatives of the company. They will go through a variety of test items that are currently available from the company, so there is complete coverage of all the standards in the state. That would be on more the traditional types of tests. There is a second part of the test that is required. That is to have what are called constructed response questions. These are questions that are laid out by the company, we review them, and we can submit our own. We go through and have them validated out. They are checked for reliability. These are the test where the student actually must compose a response. Unlike the other ones that are reviewed through a computer scan, these are reviewed by human beings. So

the scoring process is different for a constructed response from a traditional one. The bottom line for all that is in order for us to have an except able title I tool it must go through first an alignment with teachers of the state so that we have coverage with all of our standards. Secondly that the tool itself is put together. Third it goes through a process where the performance cut points of what is except able score is reviewed. That is also done with teachers of the state. The state determines its own content areas and sets its own performance standards. For that reason we don't have a test to offer.

There was concern with the committee that the citizens of ND are showing some concerns about the contents of the test as to the personal questions. Mr. Gallagher's responses were, there is absolutely no right of a company or in the development of a state assessment, to confound a ligament response of a student which shows a comprehension verses intrusion into their own personal life. The moment you do that you have a skewed test. It is comprehension not self disclosure that is being put into the tests. That is something we have to be very cautious of. He views it as an issue of fundamental validity of a test and you need to be clear about what is you are trying to do. If the standard is showing comprehension, that is the standard you seek. The teachers that are brought in to help develop the test, are people who have had to deal with the details of what a content standard is about, what a performance standard is and, what testing when well done should try to perform. There also is a training that is required. It is never just one group that agrees. A group does the initial review of it and a second group does a validation activity. Its a face validity review, who has to make certain that the second group believes that the first group correctly intrepid their task, and did in fact align according to the content standards. Whatever may have been developed by those particular projects, would not necessarily become this next test. We are going to have to bid out. Within Title One, there is a

section 1111, that identifies that in order to be a legitimate recipient of Title One Funds, be it the state or school. The two things that need to apply are, the State must have adopted challenging contents standards in the area of minimum reading and math. The other, the State must offer a state assessment that tests students in the area of reading and math against those challenging standards. There is no requirement that a school district adopt content standards, only that the State has them, and that the State assess against them. All students need to be tested against Title One.

(3075) The committee and Greg discussed the DPI Federal Grant Information. See attached. If you were to not give us the 142,000, we would need to be creative to what we would do to make up the difference. The 142,000 is intended to cover the cost of the alignment activities. At this time an appeal would not serve us well.

Additional amendments 0106. See attached. Change section 7 with base added after public instruction.

Representative Monson: Made a motion to pass 0106.

Representative Wald: Seconded the motion.

Four yes, three no, and 0 absent.

Representative Monson: Made a motion to Do Pass as amended.

Representative Wald: Seconded the motion.

Representative Aarsvold: If we are to see some savings realized with the new ITD Kingdom, I think the recommendation should come from ITD back to the Agencies. And identify specifically within the Agencies, not just DPI, where they hope to realize some savings with the data gathering, and other functions they are having. I don't entirely disagree with the intent of

this in terms of Government generally, but to target one Agency three fourth of the way through our budgeting process on this side of the aisle is bothersome. I will resist the amendment.

Representative Monson: I checked with Rep Byerly in his sub section and I said I was intending to do this. Is there any way other departments could be looked at similarly. So it isn't that we are just targeting one department. His response was they have looked at all of those, but that almost every budget that they have worked with has one person. One FTE. Or at the most two that deal with their information systems, where in DPI we have eleven FTE. With a department as large as that, it is much easier for us to intend that maybe we could see some savings, compared to the ones he had. I never got a chance to ask Rep Svedjan. I would hope the other departments are at least looking at possibly the same. When I look at how much money we are putting into this budget increases for professional services and buying the services from ITD. We are funding ITD at huge increases. We are funding each department budget including this one with great increases. I have a really big problem funding them both.

Representative Aarsvold: I think we were generally sold the ITD bill of goods that there was in fact a cost saving to the State and would provide for per systems approaches as opposed to departmental approaches with the whole thing of new technology Perhaps what we are doing is a way to attach this. I am disappointed the ITD promises seemingly are not to be met when we start looking at these agencies budgets. We don't see significant savings in very few of them in regard to data and hardware and software.

The vote was taken. Five yes, two no, and 0 absent. Rep Monson to carry to the full committee.

Representative Wentz: Meeting adjourned.

2001 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. **HB1013**

House Appropriations Committee

☐ Conference Committee

Hearing Date February 19, 2001

Tape Number	Side A	Side B	Meter #
2	x		0 - 6233
2		x	0 - 992

Committee Clerk Signature

Minutes:

HOUSE APPROPRIATIONS ACTION ON HB1013.

Rep. Timm: Superintendent of Public Instruction budget.

Lt. Governor, Dalrymple: There is something that needs to be fixed and as you know this committee is the committee of final action and so this is where we come to get things fixed. There is a line in the HB1013 called the supplemental payment, and for those of you who are new to this committee what tends to happen is that people look at that line and they don't know anything about it and they think that it looks like a nice little thing we could just roll up and put someplace else or use for something, and actually I would make the case that it is the most important funding line they we have in all of K-12. That is the dollars that equalizes the funding to schools and takes care of schools that would be found in a court case to be lacking in the necessary resources to properly finance their school. It's been a very helpful program, it's been a very important program and those of you who represent school districts that use this program

know that this is like a shot of plasma to a wounded soldier, and without these dollars they are in big trouble. The problem is that the statute that governs this program does have a statutory factor in it that limits the distribution of funds, it was originally set at 30% when the program was put together six years ago and that seemed to be what we could afford, and I guess the good news is that things actually getting better in terms of inequities in North Dakota school funding and that means that the 30% factor is now to low and the appropriation that we are bringing forward in this budget which is pretty comparable to original appropriation would allow us to use a factor of about 45%, so we have a lid here that we don't want, the dollars will now carry us further than it used to. Ideally, we should be funding this at %100 and if we ever wind up in court I'm sure that we will be wishing that we did, but this is what we can do for now so what we need Mr. Chairman, I realize this should be all printed up and typed up and ready to go, but if you would consider changing the words from 30% in this section to a factor reflecting the legislative appropriation. I think that would pretty much last as long as we need it. The other thing we need here is the an emergency clause on this particular item because they do have some carry over funds right now that are going to be in surplus over the 30% over the current biennium its not a big deal, its like $300 -$400 thousand dollars, they would like to be able to distribute those funds out to the most needy schools in the state, that's what were asking, if you would like to hold the bill, I can see to it that the proper amendment is drafted, if you just want to adopt this amendment on a voice vote, I will make sure that the paperwork follows this afternoon without any problems.

Rep. Timm: I think we should probably have the amendments here in our hand. I think that's best. So we will probably will have to wait and hold this bill until tomorrow morning, because we can only work until 11:30 because we have to eat and be in session by 12:30.

Lt. Governor, Dalrymple: Very good Mr. Chairman, I appreciate that. I think that if we would like to see this amendment on the bill before it goes over.

Rep. Timm: We can adopt the rest of the amendments, we will go through the whole bill and adopt everything except your amendments and then we will hold the bill until tomorrow morning, until we get the amendment, and then we will discuss that amendment.

Rep. Aarsvold: My recollection from the session laws of the "56" session we attributed a million dollars of left over foundation aid if available to the supplemental fund. You mentioned $300 - 400 thousand, my understanding was that it was 1 million.

Lt. Governor: There is a confusion there because there is actually two funding distributions that use the term supplemental payment. This is the supplemental payment plan, the supplemental payment that was thrown into the funding bill at the last minute at the last session is a whole different pot of dollars.

Rep. Gulleson: Those are the dollars that disseminate any left over moneys that came on I last session?

Lt. Governor: That's correct, so when you see that word supplemental, you have to very careful because we actually have two supplemental payments.

Rep. Monson: This would be really the equity supplemental payment correct? YES.

Rep. Kempenich: If we go through the rest of these amendments are we going to have to keep line 5 on the table, because basically that's where they are at.

Joe, Legislative Council: Those amendments will not change the dollar amount that will be in HB1013 so it wouldn't require any change to the face of the bill.

Rep. Timm: So we can act on all the other parts of the bill now. Response was Yes. Lets go into the bill and the discussion of the proposed amendments by the Education and Environment committee.

Rep. Monson: I think where we are at right now, we will start with amendment .0104 dated Feb. 2, 2001. I think if we just have the amendment in front of us it will be easier. If you go to page 3 to the small numbered lines that is the best way to explain what each of these lines represent and then we can look at the bottom of page 2 as we go along, the detail of house changes and the explanation on page 3 kind of coincides with what's on the bottom of page 2 and the top of page 3 and then if there are questions I'll try to go through them. So on page 3 number 1, the amount provides for a market equity salary increase for the superintendent of public instruction is reduced from $14,528 to $10,979 and the amount included in the bill will provide for monthly increase of $522 per month for the last 18 months of the biennium and as I understand that it is on the bottom of page 2 you can see market equity adjustment salary increase with a small 1 there and it shows a reduction of $3549 and that is because there was an oversight in the wages and salary the way that they were calculating it, so this is simply to correct an error. Number 2, funding is removed for the development of student database, the Schafer budget recommendation includes an appropriation to the Dept. Of Public Instruction, the Hoven budget includes an appropriation to the information technology department for the project, so this change is included in the Hoven budget recommendation and that amounts to $412, 500 as you can see on the bottom of page 2 under removing funding for student database. Number 3, funding is transferred from operating expenses to other grants, line item to increase grants to the lead consortium and this would be from $200,000 to $215,000 and the intent of this is the administrators NDCEL is currently taking over the spelling bee and math counts as we

understand it and lead works with NDCEL so this increase to the budget for lead intended for them to help NDCEL fund the spelling bee and math counts program. Number 4, other funds, spending authority derived from fees generated by the independent study to restore operating expenses to the amount included in the division's base budget request, this change is included in the Hoven budget recommendation and that would be an increase of $27,500 and that would be for some sale of some materials that their developing and so on. Number 5 funding for the governors school program is reduced by $60,000 from $205,000 to $145,000, the $145,000 amount is included in the house version is the same as the amount appropriated for this past biennium. The proposed $205,000 would have been an increase of $60,000 to expand the governor's school program to include a business entrepreneur section and because the budget is as tight as it is your committee felt that we should probably reduce that back to basic math and science governor's school in light of the fact that Dickinson puts on the business challenge, we wouldn't mind seeing the governor's school expand to cover things in business, but because the budget is tight and Dickinson is doing this we took the $60,000 back out and left it the same as it was before. Number 6, funding is removed for the quality schools commission, the Schafer budget recommendation includes an appropriation of $575,192 to the Dept. Of Public Instruction for grants to the commission, Hoven budget recommendation includes an appropriation of $505,197 to the governor's office for the expenses of the commission and this change is included in the Hoven budget recommendation, so there is a reduction from this budget by $575,192. Number 7, funding is added for geographic education grants, the grant will be provided to the North Dakota Geographic Alliance would be matched with approximately $400,000 of other funds from the National Geographic Society and other sources to establish a North Dakota Geographic education endowment fund, the income of the endowment fund will be used to

partially fund the operation of the North Dakota Geographic Alliance which provides Geography instruction training and materials to North Dakota teachers, and this one we increased that spending by $50,000, if you look on the middle of page 2 under the Dept. of Public Instruction - House Action, you can see National Geographic there under that list of grants, historically we have been giving them $50,000 a year to run this operation and we heard testimony that if we could give them a little extra money they could try to get in on some matching grants from Minot State and from National Geographic Society and they would like to have had more, but we felt we could only find $50,000 in this budget and by doing this with those grants that they would access they would be able to set kind of an endowment fund and then henceforth they should not have to come to this group and ask for their regular $50,000 every year, it would only be $25,000 per year so we should be able to save $25,000 every after this by giving them an extra $50,000 this time. Number 8, funding is reduced from $33,000 to $20,000 for a grant to the education centers and practices board for the National Board Certification program, the amount included in the house version is the same as the amount appropriated for 99-2001 biennium, so they were asking for an extra $13,000 to train more teachers and get them nationally board certified and we just felt that we couldn't expand this program and we left it at the $20,000 so we took $13,000 out and if you look right below where I have been reading, this amendment also adds Section 5 and Section 5 allows the Education Centers and Practices board to use up to $7000 of the amount appropriated by the 56th legislative session for the National Board Certification Program to pay stipends to teachers. Rep. Monson went on to explain the rest of the amendment purposes.

Rep. Delzer: Does this put HB1344 in this budget too?

Rep. Monson: No, we have a series of amendments that will continue to further amend.

Rep. Delzer: I have a question after the amendments are done.

Rep. Warner: Could you expand upon the idea of moving the student database to ITD?

Rep. Monson: This was a proposal by Hoven that this money would be moved to ITD and that was the request from the Hoven budget, so that's what this amendment does.

Rep. Warner: I would hope that DPI would have some input on the parameters of the database. I can envision that the goals of ITD and DPI may not be exactly the same and its important that the Dept. of Public Instruction be allowed to put in the kinds of data that they need to obtain out of the system.

Rep. Monson: Tom Decker from DPI came down and testified that he had no problem with this so I guess this question came up several times and he said its taken care of.

Rep. Kempenich: Is this following the same pattern is what there doing in higher Ed as far as the tracking of this, is this dovetailing in to what we had earlier?

Rep. Monson: I think this is just DPI's database that they were worrying about, the other higher Ed one is much more comprehensive and there is another name for it and I can't recall what it is a this time.

Rep. Delzer: Was there any discussion in you sub section about data as it relates to this even with the idea of using roll over money and using that to pay for the broad band roll out.

Rep. Monson: We talked about how much money was being spent for ITD and we were frustrated by not being able to see any savings in ITD and I have another amendment that will address some of that, but not specifically the broad band roll out.

Rep. Aarsvold: It seems as though this is the first budget where we have really addressed at looking at cost savings incurred by an agency as far as the new interactive ITD program is concerned, and surely there must be savings in other agencies as well, and I think of Human

Services in particular and are we in fact making an account of that as we go through other budgets or are we just going to pick out DPI as being the one agency that should be saving money and therefore were going to take some money away.

Rep. Monson: I do have another amendment that was a little more controversial and that one is the one that Rep. Aarsvold is addressing, amendment .0104 does not have anything in there, but I will explain more on the next one dealing with trying to find some savings in the department dealing with the ITD.

Rep. Timm: I think in answer to Rep. Aarsvold's question is that the ITD budget from what I understand is about $96 million dollars, and in that budget there are funds to cover every department, and rather than put the money into each department that's in that budget, and that's the time we are going to look at that, and we don't have the budget as yet.

Rep. Gulleson: What we have already seen is a whole bunch of agency budgets and we have not seen a corresponding decline in their budgets relating to that ITD. This is the first one where we have seen a corresponding appropriated amount taken away directed towards it, so I guess the question and the thing that were asking is, why aren't we seeing it across the board in all of these departments, that's to me what the ITD centralization of those services was about and I think when we do get that budget need to look very closely where all those dollars are coming from.

Rep. Timm: I think we intend on doing that, I know we are going to get the budget from the Senate, basically the way it was introduced, but I think we intend on taking a closer look here in the House side.

Rep. Monson: The last thing I want to add about this, is that we did not change anything else, on page 2 if you want to look under summary of house action, you can see that no changes were made to the State Library, no changes were made to the School for the Deaf, Nothing for the

School for the Blind, the only changes were to the Dept. Of Public Instruction and they are reflected in what I just went through in talking about Items 1 through 8. I would then move the adoption of amendment (.0104) Dated February 2. Seconded by Rep.Wentz.

Rep. Timm: All those in favor of adopting these amendments say AYE. Voice Vote. Motion carried the amendments are adopted.

Rep. Monson: The next set of amendments, (.0106) Dated February 13. All this amendment does is removes $100,000 from the salaries and wages line item, and it removes one FTE from the department which would go into effect in the beginning of this biennium on July 1, 2001. This $100,000 coming out of salaries and wages would be general fund money's and it comes out of the frustrations that we found watching the ITD grow and seeing no savings anywhere.

Rep. Timm: Any questions on Rep. Monson's presentation of the amendments?

Rep. Glassheim: Is this a theoretical saving or do we have any idea what actual reports are actually being replaced and what person is not going to be doing them and whether the department used the reports?

Rep. Monson: We are not targeting any one person or any one department in DPI, and the present time the 44 FTE's for ITD have not even been hired so we don't know actually what reports will be generated and requested, but sometime during the next two years we do know that ITD will be increasing a lot of FTE's and since we are putting money into DPI's budget and new money into buying new reports or to by services from ITD, because we could not put our finger on any particular reports or savings I guess out of frustration we just said they sure should be able to find somebody that isn't quite as busy up there as they used to be if they are buying new reports from ITD, and I talked with Rep.Svedjan and Rep.Delzer and I asked them are you doing this with other budgets and the answer was yes in a round about way.

Rep. Delzer: My views on this, especially in these bigger budgets, where seeing massive growth in technology and a lot of it comes down to why are they doing this and what do we get for it, and it seems like for the most part all you see is that we get more reports and we get more information and there is no cost savings or anything, and maybe that's what we have to start looking at , and saying up front that you have to produce a cost savings before we are going to allow you to do all of this stuff. Some people can argue that all you want, but we are looking at that in the Human Services budget.

Rep. Monson: I did talk to Rep. Byerly to see what their budgets and to see if they were doing something similar and he said that most of their budgets have very few people that are actually making reports generating these kinds of data and information, they may have only one person on staff doing this kind of work, where in DPI they have 11 FTE's doing Management Information System MIS, and some of that of course is gathering data and their going to have to have people to gather that data and send it over to ITD, and my hope would be that ITD would look at some of the people in these different departments that maybe are already generating these and say, hey, these are experienced people doing this work, they know what kind of reports to do so we will just hire them, but I'm not holding my breath that it would happen. I would move the adoption of amendment (.0106) Seconded by Rep. Wald.

Rep. Timm: Any discussion?

Rep. Gulleson: If this was going to be the approach that we take to these budgets, it should have started with department budgets on day one, because every department has to manage the data and the technology whether its a small amount or a major amount. Proportionally, there is still an effect on those budgets, so I have a real problem with us having acted upon fifteen budgets of departments or so, and passing them out, and now all of a sudden our new mission is to be

finding these, I would have been very cooperative if that had happened on day one, which I think it should have because that's what's building that ITD budget. So I have some real concerns about why suddenly were starting here. I'm not sure I will be supporting it here.

Rep. Skarphol: In response to that I would like to say that in the Government Operations section we have talked on every budget about the IT costs, and like Rep. Delzer said, and was mentioned earlier they are very small numbers compared to this budget as far as the cost of IT and those budgets and most are in the $30-40 thousand range and if they are larger its typically its a federally mandated data base collection thing and we can't do anything about them.

Rep. Glassheim: I worder about some of the increase in the IT budgets are increased charges for services which really don't help the agencies particularly more, it just an increased charge for services and some of it may be taking new functions that the departments were doing over there, and I suspect in this case it was like that, and then I wonder are building a big bureaucracy and can the stuff be done better in the department if part of the increase is for moving reporting functions or data functions to IT.

Rep. Svedjan: It think its true to say that this is one of the major and frustrating areas of budgets, and you have heard it all said here and we keep stacking on more and more dollars for information technology at the expense of services and education and yet were not seeing indications that increased funding in technology is improving our cost effectiveness, so I have listened to the discussion about DPI and I don't happen to think DPI is being picked on here, because when you take a look at what it is we requested, now we haven't adopted amendments yet to house bill 1012 but we have out of the Information Management Division were asking for $350,000 in total funds out of one operating line, were asking for $637,000 in system enhancement money's, were slowing the growth on some of the upgrades their asking for another

$453,000, were slowing the case management systems development which is a technology project and that's another $250,000 and were reducing the equipment funding by $600,000 and we haven't gone into these budgets willy nilly, we have tried to examine them to the extent that we can saying, or I should day trying to answer the question, are these things really accomplishing what needs to be done in these departments, is there a way we can slow the growth so that we don't impede the funds that are necessary to go into these programs and so its just not in DPI and I know you weren't necessarily saying that, I been one who has advocated to for a having a general across the board look at what's happening in ITD, its a big part of the hole that's in our budget now.

Rep. Gulleson: My frustration probably doesn't lie nearly as much with this committee and with the departments as it does with the Information Technology Division and I know in visiting with Senators they have not come in with their plan that shows the associated reductions between departments and how they built that budget and I guess that's how we will have to look at it when we come over, but I think that they have in the course of building their new division failed to really support substantiate how they are going have the counter reductions.

Rep. Svedjan: We have some agencies that are totally funded by special funds, we have others that are heavily federal funds, so in my experience its been a bit more difficult to make cuts where you have all special or all federal funds that are purchasing this technology items, so that becomes part of the balancing act.

Rep. Aarsvold: I guess my concern with this amendment has to do with arbitrarily cutting those two positions, it seems to me that by definition is an executive process and the agency is asked to present a budget that they suggest that will carry out the function that they have constitutionally and statutorily and the governor must review that and make recommendations to this assembly

for our consideration. So it seems that we are blurring the lines pretty heavily here between the executive and legislative branch of governments and I will have difficulty supporting .0106 amendments.

Rep. Timm: No further discussion on this particular amendment? All those in favor of adopting this amendment say AYE. Undecided on voice vote. Roll Call vote was taken. (12) YES (9) NO Motion passes, Amendment is adopted.

Rep. Monson: The next set of amendments that I have are actually the ones that Rep. Wentz and Rep. Kelsch had drawn up to have HB1344 coincide with HB1013 and these are amendments .0109. These amendments reconcile the bill that we heard this morning, Hb1344 with HB1013. And as far as an explanation I think we have heard the amendments this morning, Rep. Kelsch went through what changes here committee made, so the changes that her committee made to the Hoven Budget to reflect $1750 and $1750 and the special Ed grants, and this is just to reconcile the two bills. I move this amendment .0109, Seconded by Skarphol.

Rep. Timm: All those in favor of adopting this amendment say AYE. Voice Vote. Motion carried. Amendments are adopted.

Rep. Monson: The only other amendments that I have to present would be what Rep. Dalyrmple just went over and he is going to have them drafted and I don't know if you want to wait until those are drafted, and I don't know if you want to move those amendments or wait until he brings them down but other than that.

Rep. Timm: I think we should have them in front of us, so we will just have to leave this bill on hold.

Rep. Aarsvold: This did meet muster in the sub section, I was asked to bring it as a separate amendment. We are passing out amendment .0105 and it has to do with the School for the Blind

and it is offered in lieu of the two requested positions for the School for the Blind and those would be outreach positions in western North Dakota they are part of the strategic plan that the school has developed for providing services for those who are blind or are having difficulty with their visual skills and it is part of the new charge from a center based to an outreach program and rather than offer the two positions what we have done here is offer one position to be based in western North Dakota and it has to do with the additional travel time required to provide services to the blind and visually impaired in western part of our state. This position would primarily deal with vocational area to provide some vocational training for those folks who are visually impaired. In addition, in conversion with the School for the Blind they suggest there is a need for some additional help for special education teachers in our public schools, we are frequently called upon to provide vision services to young people in the various schools across our state and of course now with the new technologies we have been talking about this morning there is a need out there it would seem to provide some contact with those visually impaired folks with this new technology, so Mr. Chairman essentially this bill would provide an enhancement to the budget of $74,320 to come from funds that the agency would find within its present budget, so these would require no additional funding, but would rather rely on special funds primarily to provide that funding should that money be available, and with that I would answer questions if there are any. I would move the amendment. Seconded by Rep. Kerzman.

Rep. Timm: Any discussion?

Rep. Skarphol: Can you enlighten us a little more on the special funds aspect?

Rep. Aarsvold: The agency has several sources of special funds available to it, they have some money that comes in from the State of Minnesota for services that they provide to Minnesota residents, they also have the land grant that is part of their funding mechanism, and additionally

they are renting a portion of their building to the Grand Forks public schools and UND for office space, so they would seem to have a substantial array of special funds that may in fact provide them with the necessary funds to fund this position.

Rep. Timm: Is there any rationale from the sub section?

Rep. Monson: Yes we did turn this down. The indication at first was that did not know how many people would be added, these are not necessarily students they are probably ages 21 to 55 and they will be asked to pick up some services that Human Services used to provide and at first we were told that didn't feel that they needed anybody new because they weren't sure what new things would be added to them. However, we checked testimony that they had given later on to another committee in July of 2000, and at that time they had decided that they needed two FTE's but our discussions were such that we felt, because it was up in the air they don't know how many people they will serve, they don't know what services it will be, and at what costs, we will leave their budget as is until these numbers of people get identified and the costs associated with them are better known.

Rep. Aarsvold: I hesitate to correct Rep. Monson, but I do believe it did get a pass recommendation from the committee.

Rep. Timm: Any other discussion on the proposed amendment by Rep. Aarsvold?

Rep. Svedjan: I have heard it stated here today that the focus of this person's work would be on vocational matters, I have also heard it stated that it would deal largely with a population of people 18 to 55 years of age. My question would be to Rep. Aarsvold, what is it about this position that distinguishes itself from the services provided through Voc Rehab?

Rep. Aarsvold: Its my understanding in conversation with folks at the School for the Blind that they in fact provide many of those services directly from the professionals at the School.

Rep. Delzer: I served on the interim committee that heard this, and in response to Rep. Svedjan's quest ion, the distinction is between whether their looking for work or not

Rep. Monson: We did request a copy of the testimony given by Carmen Gross the superintendent of the School for the Blind and we did get faxed a copy of her testimony of July 2000 and it did say in there that she was asking for two FTE's.

Rep. Delzer: I would like to see a copy of that testimony.

Rep. Timm: Any other discussion? We are discussing the amendment proposed by Rep. Aarsvold. All those in favor of adopting this amendment say AYE. Voice Vote was in doubt Roll call vote was taken. (11) YES (10) NO. Motion passes and amendments are adopted. Are there any other amendments? Do you feel comfortable on voting on the amendments from Rep. Dalrymple without having them here? Response was YES. The amendments that were proposed by the governors office by Lt. Gov. Dalrymple pertaining to changes in the wording in 15-40.1-07. 8. Is that right Joe? That section would be amended in subsection 4 to replace the current 30% which limits the distribution of funds to words reflecting the legislative appropriation. Moved by Rep. Byerly, seconded by Rep. Wald. That we adopt those amendments, does everybody understand what they are?

Rep. Warner: Could someone explain the emergency clause.

Rep. Timm: All those in favor of adopting those amendments say AYE. Voice vote. Motion carried, amendments are adopted. Any other amendments for HB1013? Rep. Monson I will entertain a motion for a do pass as amended. Rep. Monson moves a do pass as amended. Seconded by Rep.Wald. Any further discussion?

Rep. Skarphol: If you look at the budget detail on this department there is a $5.2 million increase in professional services, I would like to hear a little explanation of that, there is a $154,000 increase in the appropriation for office supplies, $123,000 for dues and professional development, $150,000 for ITD contractual services.

Rep. Monson: I wasn't listening to all of those, but a good portion of that, the $5 million approximately that you outlined there is all federal money that is coming through the department on pass through grants, and there is quite an increase in operating and some of that is for the title one testing that's being required and that again we can not use federal funds for that because we have been running on borrowed time there and we were told in testimony that it has to be a general fund item and that's something we really can't touch right now.

Rep. Timm: Any other questions? We have a motion for DO PASS as amended. Roll Call vote was taken (18) YES (2) NO (1) Absent and not voting. Motion passes. Rep. Monson will carry the bill to the floor.

End Committee Action on HB1013.

FISCAL NOTE

Requested by Legislative Council
04/26/2001

Bill/Resolution No.:

Amendment to: Engrossed HB 1013

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

	1999-2001 Biennium		2001-2003 Biennium		2003-2005 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
Revenues	$0	$0	$0	$0	$0	$0
Expenditures	$0	$0	$117,960	$0	$117,960	$0
Appropriations	$0	$0	$117,960	$0	$117,960	$0

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

1999-2001 Biennium			2001-2003 Biennium			2003-2005 Biennium		
Counties	Cities	School Districts	Counties	Cities	School Districts	Counties	Cities	School Districts
$0	$0	$0	$0	$0	$0	$0	$0	$0

2. **Narrative:** *Identify the aspects of the measure which cause fiscal impact and include any comments relevant to your analysis.*

The Governor's compensation package includes an additional $8,122 for the Superintendent's salary increase.

Sections 15 and 17 increase the reimbursement rate from 25 cents to 35 cents per mile for in-city busing for schoolbuses with a capacity of 10 or more students. This fiscal impact is $109,838 (549,190.1 miles X $.10).

3. **State fiscal effect detail:** *For information shown under state fiscal effect in 1A, please:*
   A. **Revenues:** *Explain the revenue amounts. Provide detail, when appropriate, for each revenue type and fund affected and any amounts included in the executive budget.*

   B. **Expenditures:** *Explain the expenditure amounts. Provide detail, when appropriate, for each agency, line item, and fund affected and the number of FTE positions affected.*

The Governor's compensation package includes an additional $8,122 for the Superintendent's salary increase.

Sections 15 and 17 increase the reimbursement rate from 25 cents to 35 cents per mile for in-city busing for school buses with a capacity of 10 or more students. This fiscal impact is $109,838 (549,190.1 miles X

$.10).

C. **Appropriations:** *Explain the appropriation amounts. Provide detail, when appropriate, of the effect on the biennial appropriation for each agency and fund affected and any amounts included in the executive budget. Indicate the relationship between the amounts shown for expenditures and appropriations.*

Name:	Bonnie Miller	**Agency:**	Dept. of Public Instruction
Phone Number:	328-2346	**Date Prepared:**	04/27/2001

FISCAL NOTE

Requested by Legislative Council
12/18/2000

Bill/Resolution No.: HB 1013

Amendment to:

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

	1999-2001 Biennium		2001-2003 Biennium		2003-2005 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
Revenues	$0	$0	$0	$0	$0	$0
Expenditures	$0	$0	$8,122	$0	$8,122	$0
Appropriations	$0	$0	$8,122	$0	$8,122	$0

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

1999-2001 Biennium			2001-2003 Biennium			2003-2005 Biennium		
Counties	Cities	School Districts	Counties	Cities	School Districts	Counties	Cities	School Districts

2. **Narrative:** *Identify the aspects of the measure which cause fiscal impact and include any comments relevant to your analysis.*

The Governor's compensation package includes an additional $8,122 for the Superintendent's salary increase.

3. **State fiscal effect detail:** *For information shown under state fiscal effect in 1A, please:*
   A. **Revenues:** *Explain the revenue amounts. Provide detail, when appropriate, for each revenue type and fund affected and any amounts included in the executive budget.*

   B. **Expenditures:** *Explain the expenditure amounts. Provide detail, when appropriate, for each agency, line item, and fund affected and the number of FTE positions affected.*

The Governor's compensation package includes an additional $8,122 for the Superintendent's salary increase.

   C. **Appropriations:** *Explain the appropriation amounts. Provide detail, when appropriate, of the effect on the biennial appropriation for each agency and fund affected and any amounts included in the executive budget. Indicate the relationship between the amounts shown for expenditures and appropriations.*

Name:	Bonnie Miller	**Agency:**	Public Instruction
Phone Number:	328-2346	**Date Prepared:**	01/04/2001

18013.0104
Title.
Fiscal No. 2

Prepared by the Legislative Council staff for
Representative Monson
February 2, 2001

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1013

Page 1, line 3, remove the first "and"

Page 1, line 4, after "instruction" insert "; and to declare an emergency"

Page 1, line 14, replace "12,273,865" with "12,270,316"

Page 1, line 15, replace "17,431,193" with "17,031,193"

Page 1, line 22, replace "149,970,455" with "149,350,263"

Page 1, line 23, replace "50,000" with "100,000"

Page 1, line 24, replace "33,000" with "20,000"

Page 2, line 1, replace "787,839,439" with "786,852,698"

Page 2, line 2, replace "237,017,455" with "237,044,955"

Page 2, line 3, replace "550,821,984" with "549,807,743"

Page 2, line 31, replace "560,965,732" with "559,951,491"

Page 3, line 1, replace "240,995,437" with "241,022,937"

Page 3, line 2, replace "801,961,169" with "800,974,428"

Page 3, line 16, replace "$33,000" with "$20,000"

Page 3, after line 20 insert:

"**SECTION 5. NATIONAL BOARD CERTIFICATION - USE OF FUNDS APPROPRIATED BY THE FIFTY-SIXTH LEGISLATIVE ASSEMBLY.** Notwithstanding section 4 of chapter 35 of the 1999 Session Laws, the education standards and practices board may use up to $7,000 of the amount appropriated by the fifty-sixth legislative assembly for the national board certification program to provide stipends to teachers receiving national board certification during the biennium beginning July 1, 1999, and ending June 30, 2001.

SECTION 6. LEGISLATIVE INTENT - POSITION TRANSFERS - DIVISION OF INDEPENDENT STUDY. It is the intent of the fifty-seventh legislative assembly that for the 2001-03 biennium, the department of public instruction be authorized to have no more than 131.95 full-time equivalent positions and that no more than 37.7 of these positions be allocated to the division of independent study. The department of public instruction may not transfer any positions between the division of independent study and other divisions of the department without first obtaining approval of the budget section of legislative council."

Page 5, after line 14, insert:

"**SECTION 15. EMERGENCY.** Section 5 of this Act is declared to be an emergency measure."

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

House Bill No. 1013 - Summary of House Action

	EXECUTIVE BUDGET	HOUSE CHANGES	HOUSE VERSION
Department of Public Instruction			
Total all funds	$787,839,439	($986,741)	$786,852,698
Less estimated income	237,017,455	27,500	237,044,955
General fund	$550,821,984	($1,014,241)	$549,807,743
State Library			
Total all funds	$4,713,513		$4,713,513
Less estimated income	1,598,857		1,598,857
General fund	$3,114,656	$0	$3,114,656
School for the Deaf			
Total all funds	$6,076,925		$6,076,925
Less estimated income	1,095,624		1,095,624
General fund	$4,980,301	$0	$4,980,301
School for the Blind			
Total all funds	$3,332,292		$3,332,292
Less estimated income	1,283,501		1,283,501
General fund	$2,048,791	$0	$2,048,791
Bill Total			
Total all funds	$801,961,169	($986,741)	$800,974,428
Less estimated income	240,995,437	27,500	241,022,937
General fund	$560,965,732	($1,014,241)	$559,951,491

House Bill No. 1013 - Department of Public Instruction - House Action

	EXECUTIVE BUDGET	HOUSE CHANGES	HOUSE VERSION
Salaries and wages	$12,273,865	($3,549)	$12,270,316
Operating expenses	17,431,193	(400,000)	17,031,193
Equipment	534,140		534,140
Capital improvements	55,000		55,000
Grants - Foundation aid and transportation	485,542,761		485,542,761
Grants - Revenue supplement payments	3,450,000		3,450,000
Grants - Tuition apportionment	67,239,025		67,239,025
Grants - Special education	51,260,000		51,260,000
Grants - Other grants	149,970,455	(620,192)	149,350,263
Geographic education	50,000	50,000	100,000
National board certification	33,000	(13,000)	20,000
Total all funds	$787,839,439	($986,741)	$786,852,698
Less estimated income	237,017,455	27,500	237,044,955
General fund	$550,821,984	($1,014,241)	$549,807,743
FTE	131.95	0.00	131.95

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

	ADJUST MARKET EQUITY SALARY INCREASE [1]	REMOVE FUNDING FOR STUDENT DATA BASE [2]	TRANSFER FUNDING FROM OPERATING EXPENSES - INCREASE GRANTS TO LEAD [3]	INCREASE OPERATING EXPENSES FOR THE DIVISION OF INDEPENDENT STUDY [4]	REDUCE GRANTS FOR THE GOVERNOR'S SCHOOL [5]	REMOVE FUNDING FOR QUALITY SCHOOLS COMMISSION [6]
Salaries and wages	($3,549)					
Operating expenses		($412,500)	($15,000)	$27,500		
Equipment						
Capital improvements						
Grants - Foundation aid and transportation						
Grants - Revenue supplement payments						
Grants - Tuition apportionment						

Grants - Special education						
Grants - Other grants			15,000		($60,000)	($575,192)
Geographic education						
National board certification						
Total all funds	($3,649)	($412,500)	$0	$27,500	($60,000)	($575,192)
Less estimated income				27,5000		
General fund	($3,649)	($412,500)	$0	$0	($60,000)	($575,192)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	ADD FUNDING FOR GEOGRAPHIC EDUCATION GRANTS [7]	REDUCE FUNDING FOR NATIONAL BOARD CERTIFICATION PROGRAM [8]	TOTAL HOUSE CHANGES
Salaries and wages			($3,649)
Operating expenses			(400,000)
Equipment			
Capital improvements			
Grants - Foundation aid and transportation			
Grants - Revenue supplement payments			
Grants - Tuition apportionment			
Grants - Special education			
Grants - Other grants			(620,192)
Geographic education	$50,000		50,000
National board certification		($13,000)	(13,000)
Total all funds	$50,000	($13,000)	($986,741)
Less estimated income			27,500
General fund	$50,000	($13,000)	($1,014,241)
FTE	0.00	0.00	0.00

[1] The amount provided for a market equity salary increase for the Superintendent of Public Instruction is reduced from $14,528 to $10,979. The amount included in the bill will provide for a monthly increase of $522 per month for the last 18 months of the biennium.

[2] Funding is removed for the development of a student data base. The Schafer budget recommendation includes an appropriation to the Department of Public Instruction for the project. The Hoeven budget recommendation includes an appropriation to the Information Technology Department for the project. This change is included in the Hoeven budget recommendation.

[3] Funding is transferred from operating expenses to the other grants line item to increase grants to the LEAD consortium from $200,000 to $215,000. The additional grants are to fund the Spelling Bee and Math Counts programs.

[4] Other funds spending authority, derived from fees generated by the Division of Independent Study, is added to restore operating expenses to the amount included in the division's base budget request. This change is included in the Hoeven budget recommendation.

[5] Funding for the Governor's School program is reduced by $60,000, from $205,000 to $145,000. The $145,000 amount included in the House version is the same as the amount appropriated for the 1999-2001 biennium.

[6] Funding is removed for the Quality Schools Commission. The Schafer executive budget recommendation includes an appropriation of $575,192 to the Department of Public Instruction for a grant to the commission. The Hoeven budget recommendation includes an appropriation of $505,197 to the Governor's office for the expenses of the commission. This change is included in the Hoeven budget recommendation.

[7] Funding is added for geographic education grants. The grant will be provided to the North Dakota Geographic Alliance and will be matched with approximately $400,000 of other funds from the National Geographic Society and other source to establish a North Dakota geographic education endowment fund. The income of the endowment fund will be used to partially fund the operations of the North Dakota Geographic Alliance, which provides geography instruction training and materials to North Dakota teachers.

[8] Funding is reduced from $33,000 to $20,000 for a grant to the Education Standards and Practices Board for the national board certification program. The amount included in the House version is the same as the amount appropriated for the 1999-2001 biennium.

This amendment also adds:

- Section 5, which allows the Education Standards and Practices Board to use up to $7,000 of the amount appropriated by the Fifty-sixth Legislative Assembly for the national board certification program to pay stipends to teachers receiving national board certification during the 1999-2001 biennium. An emergency clause is added to make this section effective upon passage of the bill.
- Section 6, which provides that the department may not transfer any FTE positions between the Division of Independent Study and the other divisions of the department without first obtaining approval of the Budget Section.

Date: 2-6-13
Roll Call Vote #: 1

2001 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. Appropriations Education and Environment Division

House _____ Committee

☑ Subcommittee on HB 1013
or
☐ Conference Committee

Legislative Council Amendment Number 21014

Action Taken Do pass Amended

Motion Made By Rep. Monson Seconded By Rep. Martinson

Representatives	Yes	No	Representatives	Yes	No
Rep. Janet Wentz -Chairman	✓				
Rep. James Boehm - Vice Chairman	✓				
Rep. Ole Aarsvold	✓				
Rep. Pam Gulleson	✓				
Rep. Bob Martinson	✓				
Rep. David Monson	✓				
Rep. Francis J. Wald	✓				

Total (Yes) 7 No 0

Absent 0

Floor Assignment _____

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

Date: Feb 13
Roll Call Vote #: 2

2001 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. Appropriations Education and Enviroment Division

House _____ Committee

☑ Subcommittee on HB 1013
or
☐ Conference Committee

Legislative Council Amendment Number 0104

Action Taken Motion to Amend section 6 in Amendment

Motion Made By Rep. Gulleson Seconded By Rep. Aarsvold

Representatives	Yes	No	Representatives	Yes	No
Rep. Janet Wentz -Chairman		✓			
Rep. James Boehm - Vice Chairman		✓			
Rep. Ole Aarsvold	✓				
Rep. Pam Gulleson	✓				
Rep. Bob Martinson	✓				
Rep. David Monson		✓			
Rep. Francis J. Wald		✓			

Total (Yes) 3 No 4

Absent 0

Floor Assignment _____

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

18013.0105
Title.
Fiscal No. 3

Prepared by the Legislative Council staff for
Representative Aarsvold
February 12, 2001

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1013

Page 2, line 24, replace "2,594,638" with "2,668,958"

Page 2, line 28, replace "3,332,292" with "3,406,612"

Page 2, line 29, replace "1,283,501" with "1,357,821"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

House Bill No. 1013 - School for the Blind - House Action

	EXECUTIVE BUDGET	HOUSE CHANGES	HOUSE VERSION
Salaries and wages	$2,594,638	$74,320	$2,668,958
Operating expenses	652,238		652,238
Equipment	60,000		60,000
Capital improvements	25,416		25,416
Total all funds	$3,332,292	$74,320	$3,406,612
Less estimated income	1,283,501	74,320	1,357,821
General fund	$2,048,791	$0	$2,048,791
FTE	28.00	1.00	29.00

Dept. 253 - School for the Blind - Detail of House Changes

	ADD TRAINING OFFICER II POSITION [1]	TOTAL HOUSE CHANGES
Salaries and wages	$74,320	$74,320
Operating expenses		
Equipment		
Capital improvements		
Total all funds	$74,320	$74,320
Less estimated income	74,320	74,320
General fund	$0	$0
FTE	1.00	1.00

[1] This amendment adds 1 FTE and other funds spending authority for a training officer II position requested by the agency but not included in the Schafer or Hoeven budget recommendations. The other funds are from special fund sources to be determined by the agency. The position is to provide technology training to agency clients in western North Dakota.

Date: 7-11-13
Roll Call Vote #: 3

2001 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. Appropriations Education and Enviroment Division

House _____ Committee

☑ Subcommittee on HB 1013
or
☐ Conference Committee

Legislative Council Amendment Number 0105

Action Taken Pass as amended

Motion Made By Rep Aarsvold Seconded By Rep Gulleson

Representatives	Yes	No	Representatives	Yes	No
Rep. Janet Wentz -Chairman	✓				
Rep. James Boehm - Vice Chairman	✓				
Rep. Ole Aarsvold	✓				
Rep. Pam Gulleson	✓				
Rep. Bob Martinson	✓				
Rep. David Monson		✓			
Rep. Francis J. Wald		✓			

Total (Yes) 5 No 2

Absent 0

Floor Assignment _____

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

18013.0106
Title.
Fiscal No. 4

Prepared by the Legislative Council staff for
Representative Monson
February 13, 2001

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1013

Page 1, line 14, replace "12,273,865" with "12,173,865"

Page 2, line 1, replace "787,839,439" with "787,739,439"

Page 2, line 3, replace "550,821,984" with "550,721,984"

Page 4, after line 17, insert:

"**SECTION 7. LEGISLATIVE INTENT - FULL-TIME EQUIVALENT POSITIONS.** It is the intent of the fifty-seventh legislative assembly that the department of public instruction budget request for the biennium beginning July 1, 2003, and ending June 30, 2005, include no more than 129.95 positions." base

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

House Bill No. 1013 - Department of Public Instruction - House Action

	EXECUTIVE BUDGET	HOUSE CHANGES	HOUSE VERSION
Salaries and wages	$12,273,865	($100,000)	$12,173,865
Operating expenses	17,431,193		17,431,193
Equipment	534,140		534,140
Capital improvements	55,000		55,000
Grants - Foundation aid and transportation	485,542,761		485,542,761
Grants - Revenue supplement payments	3,450,000		3,450,000
Grants - Tuition apportionment	67,239,025		67,239,025
Grants - Special education	51,260,000		51,260,000
Grants - Other grants	149,970,455		149,970,455
Geographic education	50,000		50,000
National board certification	33,000		33,000
Total all funds	$787,839,439	($100,000)	$787,739,439
Less estimated income	237,017,455		237,017,455
General fund	$550,821,984	($100,000)	$550,721,984
FTE	131.95	(1.00)	130.95

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

	REMOVE FTE - REDUCE SALARIES AND WAGES [1]	TOTAL HOUSE CHANGES
Salaries and wages	($100,000)	($100,000)
Operating expenses		
Equipment		
Capital improvements		
Grants - Foundation aid and transportation		
Grants - Revenue supplement payments		
Grants - Tuition apportionment		
Grants - Special education		
Grants - Other grants		
Geographic education		
National board certification		

Total all funds	($100,000)	($100,000)
Less estimated income		
General fund	($100,000)	($100,000)
FTE	(1.00)	(1.00)

1 Funding for salaries and wages is reduced by $100,000 from the general fund to reflect the reduction of 1 FTE position to be determined by the department.

This amendment also adds a new Section 7, which provides legislative intent that the department's 2003-05 biennium budget request contain no more than 129.95 FTE positions, one FTE less than the number authorized in the House version for the 2001-03 biennium. Although the agency is provided the authority to determine the specific position eliminated, the reduction is to reflect potential savings resulting from Information Technology Department statewide initiatives, which may result in a reduction in data collection responsibilities for the Department of Public Instruction.

Date: 2-6-13
Roll Call Vote #: 1

2001 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. Appropriations Education and Enviroment Division

House _____ Committee

☑ Subcommittee on HB 1013
or
☐ Conference Committee

Legislative Council Amendment Number 0106

Action Taken Pass Amendment 0106

Motion Made By Rep Monson Seconded By Rep. Wald

Representatives	Yes	No	Representatives	Yes	No
Rep. Janet Wentz -Chairman		✓			
Rep. James Boehm - Vice Chairman	✓				
Rep. Ole Aarsvold		✓			
Rep. Pam Gulleson		✓			
Rep. Bob Martinson	✓				
Rep. David Monson	✓				
Rep. Francis J. Wald	✓				

Total (Yes) 4 No 3

Absent 0

Floor Assignment Rep Monson to full Committee

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

Date: Feb 13
Roll Call Vote #: 1

2001 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. Appropriations Education and Enviroment Division

House _____ Committee

☐ Subcommittee on _____
or
☐ Conference Committee

Legislative Council Amendment Number _____

Action Taken Do pass as Amended

Motion Made By Rep Wald Seconded By Rep Monson

Representatives	Yes	No	Representatives	Yes	No
Rep. Janet Wentz -Chairman	✓				
Rep. James Boehm - Vice Chairman	✓				
Rep. Ole Aarsvold		✓			
Rep. Pam Gulleson		✓			
Rep. Bob Martinson	✓				
Rep. David Monson	✓				
Rep. Francis J. Wald	✓				

Total (Yes) 5 No 2

Absent 0

Floor Assignment Rep Monson

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

18013.0110
Title.0200
Fiscal No. 7

Prepared by the Legislative Council staff for
House Appropriations
February 19, 2001

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1013

Page 1, line 3, remove the first "and", after "reenact" insert "subsection 4 of", and after "section" insert "15-40.1-07.8 or in the alternative to amend and reenact subsection 4 of section 15.1-27-11, and section"

Page 1, line 4, after "to" insert "supplemental payments and" and after "instruction" insert "; and to declare an emergency"

Page 1, line 14, replace "12,273,865" with "12,170,316"

Page 1, line 15, replace "17,431,193" with "17,031,193"

Page 1, line 18, replace "485,542,761" with "461,035,668"

Page 1, after line 18, insert:

"Grants - Teacher compensation payments 46,640,055"

Page 1, line 21, replace "51,260,000" with "49,898,695"

Page 1, line 22, replace "149,970,455" with "149,350,263"

Page 1, line 23, replace "50,000" with "100,000"

Page 1, line 24, replace "33,000" with "20,000"

Page 2, line 1, replace "787,839,439" with "807,524,355"

Page 2, line 2, replace "237,017,455" with "237,044,955"

Page 2, line 3, replace "550,821,984" with "570,479,400"

Page 2, line 24, replace "2,594,638" with "2,668,958"

Page 2, line 28, replace "3,332,292" with "3,406,612"

Page 2, line 29, replace "1,283,501" with "1,357,821"

Page 2, line 31, replace "560,965,732" with "580,623,148"

Page 3, line 1, replace "240,995,437" with "241,097,257"

Page 3, line 2, replace "801,961,169" with "821,720,405"

Page 3, line 16, replace "$33,000" with "$20,000"

Page 3, after line 20, insert:

"**SECTION 5. NATIONAL BOARD CERTIFICATION - USE OF FUNDS APPROPRIATED BY THE FIFTY-SIXTH LEGISLATIVE ASSEMBLY.** Notwithstanding section 4 of chapter 35 of the 1999 Session Laws, the education standards and practices board may use up to $7,000 of the amount appropriated by the fifty-sixth legislative assembly for the national board certification program to provide stipends to teachers receiving national board certification during the biennium beginning July 1, 1999, and ending June 30, 2001.

SECTION 6. LEGISLATIVE INTENT - POSITION TRANSFERS - DIVISION OF INDEPENDENT STUDY. It is the intent of the fifty-seventh legislative assembly that for the biennium beginning July 1, 2001, and ending June 30, 2003, the department of public instruction be authorized to have no more than 130.95 full-time equivalent positions and that no more than 37.7 of these positions be allocated to the division of independent study. The department of public instruction may not transfer any positions between the division of independent study and other divisions of the department without first obtaining approval of the budget section of the legislative council.

SECTION 7. LEGISLATIVE INTENT - FULL-TIME EQUIVALENT POSITIONS. It is the intent of the fifty-seventh legislative assembly that the department of public instruction base budget request for the biennium beginning July 1, 2003, and ending June 30, 2005, include no more than 129.95 full-time equivalent positions."

Page 4, line 4, after "15-40.1-07.6" insert "or 15.1-27-10"

Page 4, line 6, after "15-40.1-07.6" insert "or 15.1-27-10"

Page 4, line 20, after "15-40.1-07.7" insert "or 15.1-27-12" and after "paid" insert "using"

Page 5, after line 7, insert:

"**SECTION 15. AMENDMENT.** If House Bill No. 1045 does not become effective, subsection 4 of section 15-40.1-07.8 of the 1999 Supplement to the North Dakota Century Code is amended and reenacted as follows:

4. Multiply the result determined under subsection 3 by ~~thirty percent~~ a factor determined by the superintendent of public instruction. The result is the supplemental payment to which a high school district is entitled, in addition to any other amount provided under chapter 15-40.1."

Page 5, after line 14, insert:

"**SECTION 17. AMENDMENT.** Subsection 4 of section 15.1-27-11 of the North Dakota Century Code as created by House Bill No. 1045, as approved by the fifty-seventh legislative assembly, is amended and reenacted as follows:

4. Multiply the result determined under subsection 3 by ~~thirty percent~~ a factor determined by the superintendent of public instruction. The result is the supplemental payment to which a high school district is entitled, in addition to any other amount provided under chapter 15.1-27.

SECTION 18. EMERGENCY. Sections 5, 15, and 17 of this Act are declared to be an emergency measure."

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

House Bill No. 1013 - Summary of House Action

	EXECUTIVE BUDGET	HOUSE CHANGES	HOUSE VERSION
Department of Public Instruction			
Total all funds	$787,839,439	$19,684,916	$807,524,355
Less estimated income	237,017,455	27,500	237,044,955
General fund	$550,821,984	$19,657,416	$570,479,400
State Library			
Total all funds	$4,713,513	$0	$4,713,513
Less estimated income	1,598,857		1,598,857
General fund	$3,114,656	$0	$3,114,656
School for the Deaf			
Total all funds	$6,076,925	$0	$6,076,925
Less estimated income	1,095,624		1,095,624
General fund	$4,980,301	$0	$4,980,301
School for the Blind			
Total all funds	$3,332,292	$74,320	$3,406,612
Less estimated income	1,283,501	74,320	1,357,821
General fund	$2,048,791	$0	$2,048,791
Bill Total			
Total all funds	$801,961,169	$19,759,236	$821,720,405
Less estimated income	240,995,437	101,820	241,097,257
General fund	$560,965,732	$19,657,416	$580,623,148

House Bill No. 1013 - Department of Public Instruction - House Action

	EXECUTIVE BUDGET	HOUSE CHANGES	HOUSE VERSION
Salaries and wages	$12,273,865	($103,549)	$12,170,316
Operating expenses	17,431,193	(400,000)	17,031,193
Equipment	534,140		534,140
Capital improvements	55,000		55,000
Grants - Foundation aid and transportation	485,542,761	(24,507,093)	461,035,668
Grants - Teacher compensation payments		46,640,055	46,640,055
Grants - Revenue supplement payments	3,450,000		3,450,000
Grants - Tuition apportionment	67,239,025		67,239,025
Grants - Special education	51,260,000	(1,361,305)	49,898,695
Grants - Other grants	149,970,455	(620,192)	149,350,263
Geographic education	50,000	50,000	100,000
National board certification	33,000	(13,000)	20,000
Total all funds	$787,839,439	$19,684,916	$807,524,355
Less estimated income	237,017,455	27,500	237,044,955
General fund	$550,821,984	$19,657,416	$570,479,400
FTE	131.95	(1.00)	130.95

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

	ADJUST MARKET EQUITY SALARY INCREASE [1]	REMOVE FUNDING FOR STUDENT DATA BASE [2]	TRANSFER FUNDING FROM OPERATING EXPENSES - INCREASE GRANTS TO LEAD [3]	INCREASE OPERATING EXPENSES FOR THE DIVISION OF INDEPENDENT STUDY [4]	REDUCE GRANTS FOR THE GOVERNOR'S SCHOOL [5]	REMOVE FUNDING FOR QUALITY SCHOOLS COMMISSION [6]
Salaries and wages	($3,649)					
Operating expenses		($412,500)	($15,000)	$27,500		
Equipment						
Capital improvements						
Grants - Foundation aid and transportation						
Grants - Revenue supplement payments						
Grants - Tuition apportionment						
Grants - Special education						
Grants - Other grants			15,000		($60,000)	($575,192)
Geographic education						
National board certification						
Grants - Teacher compensation payments						
Total all funds	($3,649)	($412,500)	$0	$27,500	($60,000)	($575,192)
Less estimated income				27,500		

General fund	($3,549)	($412,500)	$0	$0	($60,000)	($575,192)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	ADD FUNDING FOR GEOGRAPHIC EDUCATION GRANTS [7]	REDUCE FUNDING FOR FOR NATIONAL BOARD CERTIFICATION PROGRAM [8]	REMOVE FTE - REDUCE SALARIES AND WAGES [9]	DECREASE SPECIAL EDUCATION TO REFLECT TEACHER COMPENSATION PAYMENTS [10]	ADD FUNDING FOR TEACHER COMPENSATION PAYMENTS [10]	DECREASE FOUNDATION AID [10]
Salaries and wages			($100,000)			
Operating expenses						
Equipment						
Capital improvements						
Grants - Foundation aid and transportation						($24,507,093)
Grants - Revenue supplement payments						
Grants - Tuition apportionment						
Grants - Special education				($1,361,305)		
Grants - Other grants						
Geographic education	$50,000					
National board certification		($13,000)				
Grants - Teacher compensation payments					$46,640,055	
Total all funds	$50,000	($13,000)	($100,000)	($1,361,305)	$46,640,055	($24,507,093)
Less estimated income						
General fund	$50,000	($13,000)	($100,000)	($1,361,305)	$46,640,055	($24,507,093)
FTE	0.00	0.00	(1.00)	0.00	0.00	0.00

	TOTAL HOUSE CHANGES
Salaries and wages	($103,549)
Operating expenses	(400,000)
Equipment	
Capital improvements	
Grants - Foundation aid and transportation	(24,507,093)
Grants - Revenue supplement payments	
Grants - Tuition apportionment	
Grants - Special education	(1,361,305)
Grants - Other grants	(620,192)
Geographic education	50,000
National board certification	(13,000)
Grants - Teacher compensation payments	46,640,055
Total all funds	$19,684,916
Less estimated income	27,500
General fund	$19,657,416
FTE	(1.00)

1 The amount provided for a market equity salary increase for the Superintendent of Public Instruction is reduced from $14,528 to $10,979. The amount included in the bill will provide for a monthly increase of $522 per month for the last 18 months of the biennium.

2 Funding is removed for the development of a student data base. The Schafer executive budget recommendation includes an appropriation to the Department of Public Instruction for the project. The Hoeven budget recommendation includes an appropriation to the Information Technology Department for the project. This change is included in the Hoeven budget recommendation.

3 Funding is transferred from operating expenses to the other grants line item to increase grants to the LEAD consortium from $200,000 to $215,000. The additional grants are to fund the Spelling Bee and Math Counts programs.

4 Other funds spending authority, derived from fees generated by the Division of Independent Study, is added to restore operating expenses to the amount included in the division's base budget request. This change is included in the Hoeven budget recommendation.

5 Funding for the Governor's School program is reduced by $60,000, from $205,000 to $145,000. The $145,000 amount included in the House version is the same as the amount appropriated for the 1999-2001 biennium.

6 Funding is removed for the Quality Schools Commission. The Schafer executive budget recommendation includes an appropriation of $575,192 to the Department of Public Instruction for a grant to the commission. The Hoeven budget recommendation includes an appropriation of $505,197 to the Governor's office for the expenses of the commission. This change is included in the Hoeven budget recommendation.

7 Funding is added for geographic education grants. The grant will be provided to the North Dakota geographic alliance and will be matched with approximately $400,000 of other funds from the National Geographic Society and other sources to establish a North Dakota geographic education endowment fund. The income of the endowment fund will be used to partially fund the operations of the North Dakota geographic alliance, which provides geography instruction training and materials to North Dakota teachers.

[8] Funding is reduced from $33,000 to $20,000 for a grant to the Education Standards and Practices Board for the national board certification program. The amount included in the House version is the same as the amount appropriated for the 1999-2001 biennium.

[9] Funding for salaries and wages is reduced by $100,000 from the general fund to reflect the reduction of 1 FTE position to be determined by the department.

[10] The Schafer executive recommendation for foundation aid and special education aid is reduced and funding is added for teacher compensation payments, as follows:

	SCHAFER EXECUTIVE BUDGET	HOEVEN BUDGET	HOUSE VERSION
Foundation aid	$485,542,761	$457,665,148	$401,035,668
Teacher compensation payments	----------	50,009,575	46,640,055
Total foundation aid and teacher compensation	$485,542,761	$507,675,723	$507,675,723
Special education aid	$51,260,000	$49,898,695	$49,898,695
Per student payment amounts			
First year	$2,323	$2,240	$2,255
Second year	$2,420	$2,250	$2,278
Teacher payment amounts			
First year	N/A	$2,000	$1,750
Second year	N/A	3,500	3,500
Biennium total per teacher FTE	N/A	$5,500	$5,250
Qualifying teacher FTE positions	N/A	9,092 65	8,883 82

This amendment also:

- Adds a new Section 5, which allows the Education Standards and Practices Board to use up to $7,000 of the amount appropriated by the Fifty-sixth Legislative Assembly for the national board certification program to pay stipends to teachers receiving national board certification during the 1999-2001 biennium. An emergency clause is added to make this section effective upon passage of the bill.

- Adds a new Section 6, which provides that the department may not transfer any FTE positions between the Division of Independent Study and the other divisions of the department without first obtaining approval of the Budget Section.

- Adds a new Section 7, which provides legislative intent that the department's 2003-05 biennium budget request contain no more than 129.95 FTE positions, 1 FTE less than the number authorized in the House version for the 2001-03 biennium. Although the agency is provided the authority to determine the specific position eliminated, the reduction is to reflect potential savings resulting from Information Technology Department statewide initiatives, which may result in a reduction in data collection responsibilities for the Department of Public Instruction.

- Adds new Sections 15 and 17 to provide statutory changes relating to the supplemental payment program currently authorized by North Dakota Century Code Section 15-40.1-07.8. The statutory formula limits the payment to each qualifying district and for the 1999-2001 biennium will result in the Department of Public Instruction being unable to distribute the entire legislative appropriation. This amendment allows the department to adjust the formula to allow the distribution of all appropriated funds. An emergency clause is added for this section to allow the 1999-2001 biennium appropriation for these payments to be distributed.

House Bill No. 1013 - School for the Blind - House Action

	EXECUTIVE BUDGET	HOUSE CHANGES	HOUSE VERSION
Salaries and wages	$2,594,638	$74,320	$2,668,958
Operating expenses	652,238		652,238
Equipment	60,000		60,000
Capital improvements	25,416	----------	25,416
Total all funds	$3,332,292	$74,320	$3,406,612
Less estimated income	1,283,501	74,320	1,357,821
General fund	$2,048,791	$0	$2,048,791
FTE	28.00	1.00	28.00

Dept. 253 - School for the Blind - Detail of House Changes

	ADD TRAINING OFFICER II POSITION [1]	TOTAL HOUSE CHANGES
Salaries and wages	$74,320	$74,320
Operating expenses		
Equipment		
Capital improvements		
Total all funds	$74,320	$74,320
Less estimated income	74,320	74,320
General fund	$0	$0
FTE	1.00	1.00

[1] This amendment adds 1 FTE and other funds spending authority for a training officer II position requested by the agency but not included in the Schafer or Hoeven budget recommendations. The other funds are from special fund sources to be determined by the agency. The position is to provide technology training to agency clients in western North Dakota.

Date: 2-19-01
Roll Call Vote #:

2001 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. HB1013

House APPROPRIATIONS Committee

☐ Subcommittee on _____

or

☐ Conference Committee

Legislative Council Amendment Number Amendment # .0105 - AARSVOLD

Action Taken _____

Motion Made By AARSVOLD Seconded By KERZMAN.

Representatives	Yes	No	Representatives	Yes	No
Timm - Chairman		✓			
Wald - Vice Chairman		✓			
Rep - Aarsvold	✓		Rep - Koppelman		✓
Rep - Boehm		✓	Rep - Martinson	✓	
Rep - Byerly	✓		Rep - Monson		✓
Rep - Carlisle	✓		Rep - Skarphol		✓
Rep - Delzer		✓	Rep - Svedjan		✓
Rep - Glassheim	✓		Rep - Thoreson		✓
Rep - Gulleson	✓		Rep - Warner	✓	
Rep - Huether	✓		Rep - Wentz	✓	
Rep - Kempenich	✓				
Rep - Kerzman	✓				
Rep - Kliniske		✓			

Total (Yes) 11 No 10

Absent _____

Floor Assignment _____

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

ADOPTED Amendments

Date: 2/15/01
Roll Call Vote #:

2001 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. HB1013

House APPROPRIATIONS Committee

☐ Subcommittee on _____

or

☐ Conference Committee

Legislative Council Amendment Number _____

Action Taken DO PASS AS AMENDED

Motion Made By MONSON. Seconded By WALD

Representatives	Yes	No	Representatives	Yes	No
Timm - Chairman	✓				
Wald - Vice Chairman	✓				
Rep - Aarsvold	✓		Rep - Koppelman	✓	
Rep - Boehm	✓		Rep - Martinson	✓	
Rep - Byerly	✓		Rep - Monson	✓	
Rep - Carlisle	✓		Rep - Skarphol		✓
Rep - Delzer		✓	Rep - Svedjan	✓	
Rep - Glassheim	✓		Rep - Thoreson	✓	
Rep - Gulleson			Rep - Warner	✓	
Rep - Huether	✓		Rep - Wentz	✓	
Rep - Kempenich	✓				
Rep - Kerzman	✓				
Rep - Kliniske	✓				

Total (Yes) 18 No 2

Absent 1

Floor Assignment MONSON

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

Lake Region Human Service Center			
Department of Human Services			
Northwest Human Service Center			
Department of Human Services			
Southeast Human Service Center			
Department of Human Services			
South Central Human Service Center			
Department of Human Services			
West Central Human Service Center			
Department of Human Services			
Badlands Human Service Center			
Total other funds	$57,323,879	($369,478)	$56,954,401

House Bill No. 1012 - Human Service Centers - All Funds Summary

	EXECUTIVE BUDGET	HOUSE CHANGES *	HOUSE VERSION
Department of Human Services Northwest Human Service Center	$8,328,987	($271,554)	$8,057,433
Department of Human Services North Central Human Service Center			
Department of Human Services Lake Region Human Service Center			
Department of Human Services Northeast Human Service Center			
Department of Human Services Southeast Human Service Center			
Department of Human Services South Central Human Service Center			
Department of Human Services West Central Human Service Center			
Department of Human Services Badlands Human Service Center			
Total all funds	$710,367,403	($1,237,393)	$709,130,010
FTE	904.33	(5.00)	899.33

* Human service center changes include:

	FTE	GENERAL FUND	ESTIMATED INCOME	TOTAL
Northwest Human Service Center - House changes:				
Removes addiction program positions no longer being requested by the agency. The center will use the funding to contract with a private provider for these services. The funding removed relates to the recommended compensation package increase for these positions.	(5.00)	($271,554)		($271,554)
Reduces funding for rent				
Reduces funding for other operating expenses				
Reduces funding for DD infant development grants				
Total House changes - Northwest Human Service Center	(5.00)			
North Central Human Service Center - House changes:				
Adds a community home counselor for the Open Door program	1.00	$53,606		$53,606
Removes a portion of the funding relating to a human service program administration position added in Q&A 246 to assist with business office functions				
Reduces operating expense funding				
Reduces grants funding for short-term inpatient hospitalization services				
Total House changes - North Central Human Service Center	1.00			
Lake Region Human Service Center - House changes:				
Reduces salaries relating to a human resource coordinator position that has been reclassified				
Reduces operating expense funding				
Reduces grants funding				
Total House changes - Lake Region Human Service Center				
Northeast Human Service Center - House changes:				
Reduces funding for adult protective services				
Reduces operating expense funding				
Reduces grants funding				
Reduces grants funding				
Total House changes - Northeast Human Service Center				
Southeast Human Service Center - House changes:				

Reduces funding for adult protective services				
Reduces operating expense funding				
Reduces grants funding				
Total House changes - Southeast Human Service Center				
South Central Human Service Center - House changes:				
Reduces funding for adult protective services				
Reduces funding for temporary and overtime salaries				
Reduces operating expense funding				
Reduces funding for grants				
Total House changes - South Central Human Service Center				
West Central Human Service Center - House changes:				
Reduces funding for adult protective services				
Reduces funding for temporary and overtime salaries				
Reduces operating expense funding				
Reduces grants funding				
Total House changes - West Central Human Service Center				
Badlands Human Service Center - House changes:				
Reduces funding for adult protective services		($20,400)		($20,400)
Reduces operating expense funding				
Reduces funding for respite care grants		($5,000)		($5,000)
Reduces psychiatric services		($75,000)		($75,000)
Adds funding for chemical dependency alcohol and drug services		$8,400	$11,600	$20,000
Total House changes - Badlands Human Service Center				

REPORT OF STANDING COMMITTEE

HB 1013: Appropriations Committee (Rep. Timm, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (18 YEAS, 2 NAYS, 1 ABSENT AND NOT VOTING). HB 1013 was placed on the Sixth order on the calendar.

Page 1, line 3, remove the first "and", after "reenact" insert "subsection 4 of", and after "section" insert "15-40.1-07.6 or in the alternative to amend and reenact subsection 4 of section 15.1-27-11, and section"

Page 1, line 4, after "to" insert "supplemental payments and" and after "instruction" insert "; and to declare an emergency"

Page 1, line 14, replace "12,273,865" with "12,170,316"

Page 1, line 15, replace "17,431,193" with "17,031,193"

Page 1, line 18, replace "485,542,761" with "461,035,668"

Page 1, after line 18, insert:
"Grants - Teacher compensation payments 46,840,055"

Page 1, line 21, replace "51,260,000" with "49,898,695"

Page 1, line 22, replace "149,970,455" with "149,250,265"

Page 1, line 23, replace "50,000" with "100,000"

Page 1, line 24, replace "[illegible]" with "[illegible]"

Page 2, line 1, replace "757,839,439" with "[illegible]"

Page 2, line 2, replace "237,012,455" with "237,044,955"

Page 2, line 3, replace "550,821,984" with "570,479,400"

Page 2, line 24, replace "2,594,638" with "2,668,956"

Page 2, line 28, replace "3,332,292" with "3,406,612"

Page 2, line 29, replace "1,283,501" with "1,357,821"

Page 2, line 31, replace "560,965,732" with "580,623,148"

Page 3, line 1, replace "240,995,437" with "241,097,257"

Page 3, line 2, replace "801,961,169" with "821,720,405"

Page 3, line 16, replace "$33,000" with "$20,000"

Page 3, after line 20, insert:

"**SECTION 5. NATIONAL BOARD CERTIFICATION - USE OF FUNDS APPROPRIATED BY THE FIFTY-SIXTH LEGISLATIVE ASSEMBLY.** Notwithstanding section 4 of chapter 35 of the 1999 Session Laws, the education standards and practices board may use up to $7,000 of the amount appropriated by the fifty-sixth legislative assembly for the national board certification program to provide stipends to teachers receiving national board certification during the biennium beginning July 1, 1999, and ending June 30, 2001.

SECTION 6. LEGISLATIVE INTENT - POSITION TRANSFERS - DIVISION OF INDEPENDENT STUDY. It is the intent of the fifty-seventh legislative assembly that for the biennium beginning July 1, 2001, and ending June 30, 2003, the department of public instruction be authorized to have no more than 130.95 full-time equivalent positions and that no more than 37.7 of these positions be allocated to the division of independent study. The department of public instruction may not transfer any positions between the division of independent study and other divisions of the department without first obtaining approval of the budget section of the legislative council.

SECTION 7. LEGISLATIVE INTENT - FULL-TIME EQUIVALENT POSITIONS. It is the intent of the fifty-seventh legislative assembly that the department of public instruction base budget request for the biennium beginning July 1, 2003, and ending June 30, 2005, include no more than 129.95 full-time equivalent positions."

Page 4, line 4, after "15-40.1-07.6" insert "or 15.1-27-10"

Page 4, line 6, after "15-40.1-07.6" insert "or 15.1-27-10"

Page 4, line 20, after "15-40.1-07.7" insert "or 15.1-27-12" and after "paid" insert "using"

Page 5, after line 7, insert:

"**SECTION 15. AMENDMENT.** If House Bill No. 1045 does not become effective, subsection 4 of section 15-40.1-07.8 of the 1999 Supplement to the North Dakota Century Code is amended and reenacted as follows:

4. Multiply the result determined under subsection 3 by ~~thirty percent~~ a factor determined by the superintendent of public instruction. The result is the supplemental payment to which a high school district is entitled, in addition to any other amount provided under chapter 15-40.1."

Page 5, after line 14, insert:

"**SECTION 17. AMENDMENT.** Subsection 4 of section 15.1-27-11 of the North Dakota Century Code as created by House Bill No. 1045, as approved by the fifty-seventh legislative assembly, is amended and reenacted as follows:

4. Multiply the result determined under subsection 3 by ~~thirty percent~~ a factor determined by the superintendent of public instruction. The result is the supplemental payment to which a high school district is entitled, in addition to any other amount provided under chapter 15.1-27.

SECTION 18. EMERGENCY. Sections 5, 15, and 17 of this Act are declared to be an emergency measure."

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

House Bill No. 1013 - Summary of House Action

	EXECUTIVE BUDGET	HOUSE CHANGES	HOUSE VERSION
Department of Public Instruction			
Total all funds	$78,836,439	$79,684,917	$80,524,356
Less estimated income	23,017,456	27,500	23,044,956
General fund	$55,818,983	$79,657,417	$80,479,400
State Library			
Total all funds	$4,713,513	$0	$4,713,513
Less estimated income	1,356,857	0	1,356,857
General fund	$3,356,656	$0	$3,356,656
School for the Deaf			
Total all funds	$6,613,305	$0	$6,613,305
Less estimated income	1,256,451	0	1,256,451
General fund	$5,356,854	$0	$5,356,854
North Dakota Vision Services - School for the Blind			
Total all funds	$5,178,276	$54,000	$5,232,276
Less estimated income	1,440,000	0	1,440,000
General fund	$3,738,276	$54,000	$3,792,276
TOTAL			
Total all funds	$95,341,533	$79,738,917	$96,883,450
Less estimated income	26,070,764	27,500	26,098,264
General fund	$69,270,769	$79,711,417	$70,785,186

House Bill No. 1013 - Department of Public Instruction - House Action

	EXECUTIVE BUDGET	HOUSE CHANGES	HOUSE VERSION
Salaries and wages	$17,213,882	$160,349	$17,374,231
Operating expenses	11,417,150	400,000	11,817,150
Equipment	324,142		324,142
Capital improvements	30,000		30,000
Grants - Foundation aid and transportation	465,542,761	(24,567,293)	440,975,468
Grants - Teacher compensation payments		46,845,255	46,845,255
Grants - Revenue supplement payments	3,456,300		3,456,300
Grants - Tuition apportionment	6,729,225		6,729,225
Grants - Special education	21,262,000	(1,362,305)	19,899,695
Grants - Other grants	148,913,453	(826,797)	148,086,656
Geographic education	50,000	50,000	100,000
National board certification	33,000	(13,000)	20,000
Total all funds	$78,839,439	$79,684,916	$80,524,356
Less estimated income	23,017,456	27,500	23,044,956
General fund	$55,821,983	$79,657,416	$80,479,400
FTE	131.95	(1.00)	130.95

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

	ADJUST SALARY INCREASE	RESTORE FUNDING FOR 2.0% SALARY INCREASE	TRANSFER FUNDING FROM OPERATING EXPENSES TO GRANTS	INCREASE GRANTS - FUNDING FOR NATIONAL BOARD	REDUCE GRANTS - ADMINISTRATIVE COSTS	REDUCE GRANTS - ADMINISTRATIVE COSTS
Salaries and wages	($3,949)					
Operating expenses		$412,949	($12,949)			
Equipment						
Capital improvements						
Grants - Foundation aid and transportation						
Grants - Revenue supplement payments						
Grants - Tuition apportionment						
Grants - Special education						
Grants - Other grants						
Geographic education						
National board certification						
Total all funds	$3,949	$412,949	$12,949	$0	$0	$0
Less estimated income						
General fund	$3,949	$412,949	$12,949	$0	$0	$0
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	ADD FUNDING FOR GEOGRAPHIC	RESTORE FUNDING FOR NATIONAL BOARD	REDUCE FTE	REDUCE GRANTS - ADMINISTRATIVE COSTS	ADJUST FUNDING SOURCE	TOTAL HOUSE CHANGES
Salaries and wages						($3,949)
Operating expenses						$400,000
Equipment						
Capital improvements						
Grants - Foundation aid and transportation						($24,567,293)
Grants - Revenue supplement payments						$46,845,255
Grants - Tuition apportionment						
Grants - Special education						($1,362,305)
Grants - Other grants						($826,797)
Geographic education						$50,000
National board certification						($13,000)
Total all funds	$0	$0	$0	$0	$0	$79,684,916
Less estimated income						$27,500
General fund	$0	$0	$0	$0	$0	$79,657,416
FTE	0.00	0.00	(1.00)	0.00	0.00	(1.00)

	EDUCATION GRANTS [7]	CERTIFICATION PROGRAM [8]	SALARIES AND WAGES [9]	COMPENSATION PAYMENTS [10]	COMPENSATION PAYMENTS [10]	FOUNDATION AID [10]
Salaries and wages			($100,000)			
Operating expenses						
Equipment						
Capital improvements						
Grants - Foundation aid and transportation						($24,507,093)
Grants - Revenue supplement payments						
Grants - Tuition apportionment						
Grants - Special education				($1,361,305)		
Grants - Other grants						
Geographic education	$50,000					
National board certification		($13,000)				
Grants - Teacher compensation payments					$46,640,055	
Total all funds	$50,000	($13,000)	($100,000)	($1,361,305)	$46,640,055	($24,507,093)
Less estimated income						
General fund	$50,000	($13,000)	($100,000)	($1,361,305)	$46,640,055	($24,507,093)
FTE	0.00	0.00	(1.00)	0.00	0.00	0.00

	TOTAL HOUSE CHANGES
Salaries and wages	($103,549)
Operating expenses	(400,000)
Equipment	
Capital improvements	
Grants - Foundation aid and transportation	(24,507,093)
Grants - Revenue supplement payments	
Grants - Tuition apportionment	
Grants - Special education	(1,361,305)
Grants - Other grants	(629,192)
Geographic education	50,000
National board certification	(13,000)
Grants - Teacher compensation payments	46,640,055
Total all funds	$19,684,916
Less estimated income	27,500
General fund	$19,657,416
FTE	(1.00)

1 The amount provided for a market equity salary increase for the Superintendent of Public Instruction is reduced from $14,528 to $10,979. The amount included in the bill will provide for a monthly increase of $522 per month for the last 18 months of the biennium.

2 Funding is removed for the development of a student data base. The Schafer executive budget recommendation includes an appropriation to the Department of Public Instruction for the project. The Hoeven budget recommendation includes an appropriation to the Information Technology Department for the project. This change is included in the Hoeven budget recommendation.

3 Funding is transferred from operating expenses to the other grants line item to increase grants to the LEAD consortium from $200,000 to $215,000. The additional grants are to fund the Spelling Bee and Math Counts programs.

4 Other funds spending authority, derived from fees generated by the Division of Independent Study, is added to restore operating expenses to the amount included in the division's base budget request. This change is included in the Hoeven budget recommendation.

5 Funding for the Governor's School program is reduced by $60,000, from $205,000 to $145,000. The $145,000 amount included in the House version is the same as the amount appropriated for the 1999-2001 biennium.

6 Funding is removed for the Quality Schools Commission. The Schafer executive budget recommendation includes an appropriation of $5,75[illegible] to the Department of Public Instruction for a grant to the commission. The Hoeven budget recommendation includes an appropriation of $505,19[illegible] to the Governor's office for the expenses of the commission. This change is included in the Hoeven budget recommendation.

7 Funding is added for geographic education grants. The grant will be provided to the North Dakota geographic alliance and will be matched with approximately $400,000 of other funds from the National Geographic Society and other sources to establish a North Dakota geographic education endowment fund. The income of the endowment fund will be used to partially fund the operations of the North Dakota geographic alliance which provides geography instruction training and materials to North Dakota teachers.

8 Funding is reduced from $33,000 to $20,000 for a grant to the Education Standards and Practices Board for the national board certification program. The amount included in the House version is the same as the amount appropriated for the 1999-2001 biennium.

9 Funding for salaries and wages is reduced by $100,000 from the general fund to reflect the reduction of 1 FTE position to be determined by the department.

10 The Schafer executive recommendation for foundation aid and special education aid is reduced and funding is added for teacher compensation payments, as follows:

	SCHAFER EXECUTIVE BUDGET	HOEVEN BUDGET	HOUSE VERSION
Foundation aid	$485,542,761	$457,666,148	$461,035,668
Teacher compensation payments		50,009,575	46,640,055

Total foundation aid and teacher compensation	$485,542,761	$507,675,723	$507,675,723
School education aid	$51,250,000	$49,[illegible]	$49,[illegible]
Per student payment amounts:			
First year	$[illegible]	$[illegible]	$[illegible]
Second year	$[illegible]	$[illegible]	$[illegible]
Per teacher payment amounts:			
First year	N/A	$[illegible]	$[illegible]
Second year	N/A	[illegible]	[illegible]
Premium total per teacher FTE	N/A	$[illegible]	$[illegible]
Qualifying teacher FTE positions	N/A	[illegible]	[illegible]

This amendment also:

- Adds a new Section 5, which allows the Education Standards and Practices Board to use up to $7,000 of the amount appropriated by the Fifty-sixth Legislative Assembly for the national board certification program to pay stipends to teachers receiving national board certification during the 1999-2001 biennium. An emergency clause is added to make this section effective upon passage of the bill.

- Adds a new Section 6, which provides that the department may not transfer any FTE positions between the Division of Independent Study and the other divisions of the department without first obtaining approval of the Budget Section.

- Adds a new Section 7, which provides legislative intent that the department's 2003-05 biennium budget request contain no more than 129.95 FTE positions. FTE positions that may be authorized in the House version for the 2001-03 biennium. Although the addition is provided the authority to determine the specific position eliminated, the reduction is to reflect current or past vacancies resulting from Information Technology Department studies or initiatives and not result in a reduction in duties or existing responsibilities for the Department of Public Instruction.

- Adds new Sections 15 and 17 to provide statutory changes relating to the supplemental payment program currently authorized by North Dakota Century Code Section 15-40.1-07.2. The statutory formula limits the payment to each qualifying district and for the 1999-2001 biennium will result in the Department of Public Instruction being unable to distribute the entire legislative appropriation. This amendment allows the department to adjust the formula to allow the distribution of all appropriated funds. An emergency clause is added for this section to allow the 1999-2001 biennium appropriation for these payments to be distributed.

House Bill No. 1013 - School for the Blind - House Action

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	$[illegible]	$[illegible]	$[illegible]
[illegible]	[illegible]		[illegible]
[illegible]	[illegible]		[illegible]
[illegible]	[illegible]		[illegible]
[illegible]	$[illegible]	$[illegible]	$[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	$[illegible]	$	$[illegible]
[illegible]	[illegible]	[illegible]	[illegible]

Dept. 253 - School for the Blind - Detail of House Changes

[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	$[illegible]	$[illegible]
[illegible]		
[illegible]		
[illegible]	$[illegible]	$[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	$	$
[illegible]	[illegible]	[illegible]

[illegible] This amendment adds [illegible] and other funds spending authority to the [illegible] Other funds [illegible] the agency's [illegible] budget recommendation. The other funds are from [illegible] and will be used [illegible] the agency. The [illegible] provide an energy training [illegible] agency [illegible] equipment fund [illegible].

2001 SENATE APPROPRIATIONS

HB 1013

2001 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. HB 1013

Senate Appropriations Committee

☐ Conference Committee

Hearing Date March 7, 2001

Tape Number	Side A	Side B	Meter #
1	X		0.0-54.1
		X	0.0-17.3
		X	18.2-50.0
2	X		0.0-54.9
		X	0.0-33.7

Committee Clerk Signature

Minutes:

Senator Nething opened the hearing on HB 1013.

Senator John Traynor, District 15, Devils Lake, ND, testified requesting that the committee do the right with this institution that is well run.

SCHOOL FOR THE DEAF

Rocklyn Cofer, Superintendent, ND School for the Deaf, testified in favor and consideration of our budget (testimony and maps attached; and The North Dakota Banner). A video was shown to the committee on the school. Also attached are two letters from parents praising the school (Amanda Bohm and Michelle Bohm; and Kathy Nahe.)

Senator Tallackson: From the presentation video, are you still flying students home?

Rocklyn Cofer: Yes, we have two charter flights contracted with Flight Services. Some fly from school on Fridays and return on Sundays; we also have four ground transportation routes.

Senator Tallackson: Are the kids confined?

Rocklyn Cofer: There are trends. We look at the least restrictive environments; programing students with communication needs. Isolation factor, socialization skills, are all taken into consideration.

Rocklyn Cofer: Testimony continued.

Senator Nething: Are you satisfied with the House amendments?

Rocklyn Cofer: Concerns with one line item; we had put in for money for Deaf blind project. This was part of the budget for education, not certain now with federal funds in optional adjustment.

Senator Holmberg: Can you provide the committee with a chart of the head count for the last six years and the salaries of the teachers to get this resolved, more competitive in all schools with the same study.

Rocklyn Cofer: Yes we can get that to you.

Senator Holmberg: The Governor's recommendation is to include a $3,500 teacher compensation increase; do you contemplate that for the School for the Blind?

Rocklyn Cofer: No. This is budgeted for public schools with school boards. We are looking into it and trying to promote legislation for our teachers so they are included in the increase in the Governor's bill.

Senator Holmberg: You just hired an instructor, was this for a general course?

Rocklyn Cofer: This position was open for several years, and for math. This past Summer the position was changed to a special needs position and now the position is filled.

Senator Nething: We are aware that your school and the School for the Blind were not included for teachers increase and also teachers at WCC, so our intentions will be to follow through for those schools for that increase.

Tape #1, Side A, meter 25.6

SCHOOL FOR THE BLIND

Carmen Grove Suminski, Superintendent, ND Vision Services/School for the Blind, testified and gave an overview (testimony attached and outreach manual).

Senator Holmberg: You lease an area to the Grand Forks Public Schools for parking; couldn't you do adjustments to allow them to assist with the $10,000 expense for the parking lot expansion?

Carmen Suminski: Not at this point; when we started renting to them, they did paid the entire expense to pave the large parking lot.

Senator Tallackson: Do you have enough in your budget for travel costs? Do you use the State Motor Pool?

Carmen Suminski: Yes we do use the State Motor Pool; we have allowed for travel in our budget under Operating expenses. The additional $10,000 we requested would help with the increases.

STATE LIBRARY

Cynthia Larson, Assistant State Librarian, ND State Library, testified (testimony attached).

End Tape #1, Side A, meter 54.1

Start Tape #1, Side B, meter 0.0

Testimony continued Cynthia Larson.

Senator Holmberg: Did you present the two enhancements to the House or are they new?

Cynthia Larson: Yes we presented to the House Committee but there were decisions on the funding and they decided not to fund these.

Senator Solberg: The full text data base, does this hook to the state wide network; does it take the full $1 million to do this?

Cynthia Larson: Yes; schools are part of the network for records search and borrow the data base for magazine articles available and contract with the vendor for different services. The $1 million part state aid.

Senator Andrist: Is it possible to have the library charge a fee to access to help with funding?

Cynthia Larson: Yes it is possible; right now there are 20 libraries that are funding this for their use but not after June 30, 2001.

Senator Andrist: Is the $363,000 a recurring cost?

Cynthia Larson: Yes for every biennium.

Senator Tomac: The grant line item, is this the same?

Cynthia Larson: Yes ongoing the $880,000 for State Aid to public libraries, this has been since 1979 for public libraries. $250,000 for Library Vision 2004 funds, the Internet and records project.

Senator Tomac: The $363,000?

Cynthia Larson: $363,000 additional general funds to support full-text database services for libraries and all citizens throughout the state.

Tape #1, Side B, meter 6.5

Tom Jones, Bismarck Public Library, Veterans Memorial Library, Bismarck, ND, spoke in support of the funding for State Aid and the formula (testimony attached).

Senator Andrist: I understand the $1.00 per capita but I don't understand the $5.00 per square mile, can you explain this?

Tom Jones: The intention was to encourage county level services for the poorest counties.

Charlene Weis, Librarian at United Tribes Technical College, Bismarck, ND, (testimony attached). Also gave a brief summary or example of a person showing how beneficial the database would be for research. Asked committee to consider the two additional requests. There are surrounding states where libraries are receiving this funds from state funding.

Connie Whiteman, Librarian with the Bismarck School District, testified asking the committee to support the funding for the database which is very useful to students. Bismarck Schools used other databases but they did not give the wide variety like the state database. This database is very beneficial to the small school districts that have no money for these services.

With no further testimony, Senator Solberg recessed the hearing until this afternoon for the Department of Public Instruction.

Tape #1, Side B, meter 17.3.

Senator Nething reconvened the hearing on HB 1013 for Department of Public Instruction.

DEPARTMENT OF PUBLIC INSTRUCTION

INTRODUCTION

Dr. Wayne Sanstead, State Superintendent, of Department of Public Instruction, testified (testimony attached) and gave an overview of the Department of Public Instruction budget.

Senator Holmberg: Has the transition for form documents on line been very successful?

Dr. Sanstead: Yes they have.

BUDGET SUMMARY

Bonnie Miller, Fiscal Director, Department of Public Instruction, spoke on the budget (attached handout for all departments and charts). Gave summary of the Executive Budget and House recommendations on increases/decreases.

Senator Holmberg: Superintendent Sanstead mentioned the additional $167,367 general funding needed; was this explained in the House?

Bonnie Miller: It was on pages 29 and 30 of the handout; and in Appendix C, pages 83-87.

Senator Holmberg: Did the House change geographic education by department?

Bonnie Miller: We asked for $50,000, options presented will generate and will decrease funding to state. The handout to the House is available.

Senator Holmberg: On pages 19-25, money is different for budget with tobacco; request to give us further information on drugs free schools money, some in Human Service of $570,000. This list $3.162 million Title I drug free money. Can this information be supplied to the committee?

End Tape #1, Side B, meter 50.0

Start Tape #2, Side A, meter 0.0

Bonnie Miller: Yes we will supply this to the committee.

Senator Grindberg: The $60,000 reduction and why?

Bonnie Miller: We felt the program was a duplication with Dickinson State, reduction by House.

Dr. Sanstead: The House did deliberate on this. The Governor's school at NDSU campus for gifted and talented students (attached) was funded by private/economic development, by NDSU, was for one operating school year.

Senator Grindberg: No money this biennium for Governor's School?

Dr. Sanstead: No. Continued is the long time program for Math and Science with $145,000 being funded.

STANDARDS-BASED ASSESSMENT

Greg Gallagher, Education Improvement Team Leader, testified (testimony pages 29-30 of handout). Also referred committee to page 13 of the handout on the Title I assessment, stating Federal Law has two requirements: establish standards by state by teachers and the assessing requirements for grades 4, 8 and 12. State and local funds need to be there, if state funds are not there then we need to go local counties. Commitment from the state for assessments on funding are long term for Title I of $1.432 million.

Senator Grindberg: Assessed every 5 years and hasn't been done since 1994; is this authority right or pushed off to 7th year?

Greg Gallagher: Has been pushed further.

Senator Grindberg: When did we start this process of Title I, we dealt with it in the 1997 session.

Greg Gallagher: We received a waiver this year; the assessments are in play to meet requirements.

Senator Grindberg: The January letter, how do you get the schools attention with this concern?

Greg Gallagher: Communications, steps review by July, 2000, submit plan by December 20, 2000, and receive final recommendation. There is a lot of discussion out there, professional groups not from the department, didn't know this in December, 2000. Substantial issue, this year full implementation probably as an issue, I do not know the facts.

Senator Bowman: Since there is a new administration and head man, are the big issues coming down and with changes do you know for what your talking about will be looked at or could it change?

Greg Gallagher: We have a good idea what will happen. I can give the committee an initial draft of Title I from the new administration. The math and reading will stay in place, and in 4-5 years the science will be added. Expand assessing of grad 3-8 standards by the state, all assessed for assurances for all children in country. Congress has not retreated these principles but has advanced every student the same rigor of academics. Assessing bases to advance this in the classroom for the best assessing with teacher/student.

Senator Holmberg: Agree, that we put budget together by the law before us, the January 3, 2001 letter to share with the committee and put state in standards with federal requirements.

Greg Gallagher: That's right, North Dakota must have these standards effective with math and reading which we do. The federal law is improving America Schools Act.

Senator Holmberg: By passing Option 2, is this dumping 10th grade?

Greg Gallagher: One assessment effort for grades 4, 8 & 12.

Senator Holmberg: New additional test?

Greg Gallagher: To push the limit and not allow us to do it; follow the tool assessment by state standards by teachers in the state.

DIVISION OF INDEPENDENT STUDY

Neil Howe, Director of the Division of Independent Study, in Fargo, ND, a unit of the Department of Public Instruction, testified (testimony attached with booklet on Independent Online Courses) and asked the committee for their continued support.

Senator Holmberg: There is one issue I am wrestling with, the School Deaf Blind, HB 1344, deals with enhanced compensation and that those 17 in that division are not in the initial package and those people should be included.

Neil Howe: Yes, the division teachers should be part of the package. Teachers at the division meet the requirements, are licensed, MISO 3 Form. The only difference is they are not classified state employees.

SPECIAL EDUCATION

Bob Rutten, Special Education, with Department of Public Instruction, testified (testimony pages 55-79 of handout).

Senator Thane: Are you assessing all federal dollars available, is there something between state of ND and Federal funds, and take a look at why ND is not getting money?

Bob Rutten: We requested additional funds from US Department of Education for Special Education, need direct contact with ND delegation. This is based on national appropriation.

End Tape #2, Side A, meter 54.9

Start Tape #2, Side B, meter 0.0

Senator Tallackson: Special Education is a huge amount and at one time costing districts too much. Are the school systems to refund for special education students?

Bob Rutten: Depends on the circumstances. There are obligations to the districts to educate the children.

Senator Thane: The Department of Public Instruction, we are paying more property taxes, the moneys are received, wasn't this for special education?

Bob Rutten: I'm not sure but I could find out.

STATE AID TO SCHOOLS

Jerry Coleman, testified (attached-State Aid to Schools), gave an overview of the biennium appropriation, the Schafer and Hoeven Budgets and the House version with fiscal note.

Senator Andrist: Looking at the table, House version, most schools have significant reduction in foundation aid?

Jerry Coleman: If negative, FTE proposal more, this is favorable, meaning there is declining enrollment into this program.

Thomas Decker, Director, School Organization and Finance, Department of Public Instruction, testified (attached presentation and figures).

Senator Tomac: Are these estimates or actual?

Thomas Decker: Estimates on data, actual numbers worse, these will look optimistic.

Testimony continued by Thomas Decker.

Senator Robinson: In the next five years another reduction of 12,000 student enrollment, is this speeding up?

Thomas Decker: Correct, we saw a slowing beginning in mid 1990's. Enrollment this year is down 3,600, estimates for the biennium is 8,700.

Senator Robinson: In the Fargo area, how many students went from the public system to private?

Thomas Decker: If you look at the graphs, private has been declining. This year private is holding their own and public is declining.

Testimony Thomas Decker continued.

Senator Andrist: Seeing that rural areas, with the situation of birth rate disappearing and schools declining, does your department have a vision on how to educate ND tomorrow?

Thomas Decker: That is not an easy answer with the depressed pattern of schools for reorganization. In 1947 we had 2200 school districts and now 230 school districts. With the

flexibility, technology, the key function of schools is the human relation aspect. We need the key role of the teacher to stay with the students.

Senator Tallackson: Will students be taught solely by technology in the future?

Thomas Decker: We never expect any student to learn only by technology especially K-12.

Senator Robinson: The small schools have more one on one teaching and they are getting smaller and smaller. Why the Midwest?

Thomas Decker: From background data, we measure characteristics and research shows success with educational from family structure, education, time with television. ND came out the top 5 and this will account why we do good with education and the quality of students. The resource issue we can't afford.

Senator Andrist: Are we looking at the use of computers between home and schooling and public schooling?

Thomas Decker: Yes, it is all possible with technology but we need to continue structure with geography.

Dr. Sanstead: Thanked the committee for patience and questions. Spoke on student competitions (attached sheet), and asked committee to add the $15,000 which was removed from DPI's budget to administer the Spelling Bee and Math Counts competitions in ND.

Senator Schobinger: Who decides if sport events can go past midnight?

Dr. Sanstead: The Activities Association decides this as they make there own rules.

Janet Welk, Executive Director of the Education Standards and Practices Board, testified (testimony attached) and thanked the committee for their consideration on this appropriation.

With no further testimony, the hearing on HB 1013 was closed.

Tape #2, Side B, meter 33.2

4-20-01 Full Committee Action (Tape #2, Side A, Meter # 46,4- 55.0 and Tape # 2, Side B, Meter # 0.0 - 15.7.

Senator Nething reopened the hearing on HB1013 (Department of Public Instruction), 12:30 pm, on Friday, April 20th.

Senator Holmberg, Chair of the Subcommittee presented the overview of the subcommittee's findings and presented proposed amendments # 18013.0217 (a copy is attached). He went through the amendments, and distributed additional document regarding foundation aid, teacher compensation

Senator Holmberg moved the adoption of amendments; second by Senator Robinson. Discussion. Call for the vote: Voice vote, amendments approved. Discussion on the bill; Call for the vote: Roll Call Vote: 12 yes; 2 no; 0 absent and not voting. Senator Holmberg accepted the floor assignment.

18013.0217
Title.0300
Fiscal No. 7

Prepared by the Legislative Council staff for
Senator Holmberg
April 19, 2001

PROPOSED AMENDMENTS TO ENGROSSED HOUSE BILL NO. 1013

Page 1, line 3, after the semicolon insert "and" and replace "4" with "1"

Page 1, line 4, replace "15-40.1-07.8" with "15-40.1-16", replace "4" with "1", and replace "15.1-27-11" with "15.1-27-26"

Page 1, line 5, replace "supplemental" with "transportation"

Page 1, line 6, remove "; and to declare an emergency"

Page 1, line 16, replace "12,170,316" with "9,085,148"

Page 1, line 17, replace "17,031,193" with "15,210,080"

Page 1, line 18, replace "534,140" with "344,140"

Page 1, remove line 19

Page 1, line 20, replace "461,035,668" with "488,166,148"

Page 1, remove line 21

Page 1, line 22, replace "3,450,000" with "2,200,000"

Page 2, line 1, replace "149,350,263" with "149,420,263"

Page 2, line 2, replace "100,000" with "50,000"

Page 2, remove line 3

Page 2, line 4, replace "807,524,355" with "781,613,499"

Page 2, line 5, replace "237,044,955" with "232,691,705"

Page 2, line 6, replace "570,479,400" with "548,921,794"

Page 2, after line 6, insert:

"Subdivision 2.

DIVISION OF INDEPENDENT STUDY

Salaries and wages	$3,280,718
Operating expenses	1,718,498
Equipment	190,000
Capital improvements	55,000
Total all funds	$5,244,216
Less estimated income	4,353,250
Total general fund appropriation	$890,966"

Page 2, line 7, replace "2" with "3"

Page 2, line 16, replace "3" with "4"

Page 2, line 18, replace "4,814,058" with "4,911,183"

Page 2, line 22, replace "6,075,925" with "6,173,050"

Page 2, line 24, replace "4,980,301" with "5,077,426"

Page 2, line 25, replace "4" with "5"

Page 2, line 27, replace "2,668,958" with "2,742,721"

Page 2, line 28, replace "652,238" with "662,238"

Page 2, line 31, replace "3,406,612" with "3,490,375"

Page 3, line 2, replace "2,048,791" with "2,132,554"

Page 3, line 3, replace "580,623,148" with "560,137,396"

Page 3, line 5, replace "821,720,405" with "801,234,653"

Page 3, replace lines 18 through 31 with:

"**SECTION 4. RED RIVER VALLEY WRITING PROJECT.** The operating expenses line item in subdivision 1 of section 1 of this Act includes $20,000 from the general fund which must be used to support the Red River valley writing project during the biennium beginning July 1, 2001, and ending June 30, 2003.

SECTION 5. STANDARDS-BASED STUDENT TESTING. The operating expenses line item in subdivision 1 of section 1 of this Act includes $1,217,928 from the general fund which must be used to develop and administer student tests aligned with the state content standards and to report the results of the tests during the biennium beginning July 1, 2001, and ending June 30, 2003.

SECTION 6. COMPENSATION PAYMENTS TO TEACHERS AT STATE INSTITUTIONS. In addition to amounts otherwise appropriated for salary increases for teachers at the division of independent study, the school for the deaf, and the school for the blind, the amounts appropriated for salaries and wages in subdivisions 2, 4, and 5 of section 1 of this Act include the following general fund amounts which must be used to increase teacher compensation by $1,750 per year the first year of the biennium and by an additional $1,750 per year the second year of the biennium:

Division of independent study	$95,550
School for the deaf	$97,125
School for the blind	$73,763"

Page 4, remove lines 1 through 6

Page 4, line 10, replace "129.95" with "94.25"

Page 5, line 6, remove "These grants must be administered under the direction of the educational"

Page 5, remove line 7

Page 5, line 10, replace "$450,000" with "$650,000"

Page 5, line 21, replace "2" with "3"

Page 5, line 25, replace "4" with "5"

Page 5, ~~remove~~ reduce lines 28 through 30

Page 6, ~~replace~~ remove lines 1 through 4 with:

"**SECTION 15. AMENDMENT.** If House Bill No. 1045 does not become effective, subsection 1 of section 15-40.1-16 of the 1999 Supplement to the North Dakota Century Code is amended and reenacted as follows:

1. There must be paid from state funds to each school district providing schoolbus transportation in contract schoolbuses or in district-owned and operated schoolbuses, and to school districts with students riding commercial buses to and from school, the following amounts:

   a. For schoolbuses and school vehicles transporting students who live outside the incorporated limits of the city in which the students' school is located, a sum equal to twenty-five cents per mile [1.61 kilometers] for vehicles having a capacity of nine or fewer students and sixty-seven cents per mile [1.61 kilometers] for schoolbuses having a capacity of ten or more students ~~and~~, for schoolbuses and school vehicles having a capacity of nine or fewer students and transporting students who live within the incorporated limits of a city in which the students' school is located, a sum equal to twenty-five cents per mile [1.61 kilometers], and for schoolbuses and school vehicles having a capacity of ten or more students and transporting students who live within the incorporated limits of a city in which the students' school is located, a sum equal to thirty-five cents per mile [1.61 kilometers]. School districts qualifying for payments for buses having a capacity of ten or more students are entitled to an amount equal to forty cents per day for each public school student living outside the city limits who is transported in such buses.

   b. For students who ride schoolbuses or commercial buses to or from school and who live within the incorporated limits of the city within which the school that the students attend is located, a sum equal to twenty cents per student per one-way trip.

   The mileage payments provided for in this subsection must be made to each school district for transporting students to and from school. Payments may be made only to school districts operating schoolbuses in accordance with the laws of this state relating to standards for schoolbuses, and to the qualifications of schoolbus drivers. Certification as to compliance with the laws of this state in regard to schoolbuses and their drivers must be made in such manner and detail as the superintendent of public instruction may require at the time an application is made for payments provided under this subsection."

Page 6, replace lines 12 through 20 with:

"**SECTION 17. AMENDMENT.** Subsection 1 of section 15.1-27-26 of the North Dakota Century Code as created by House Bill No. 1045, as approved by the fifty-seventh legislative assembly, is amended and reenacted as follows:

1. Each school district providing transportation to students in contract schoolbuses or in district-owned and operated schoolbuses, and each school district with students riding commercial buses to and from school is entitled to receive the following amounts:

   a. Twenty-five cents per mile [1.61 kilometers] for each schoolbus and school vehicle having a capacity of nine or fewer students and transporting students who reside outside the incorporated limits of the city in which the students' school is located.

   b. Sixty-seven cents per mile [1.61 kilometers] for each schoolbus and school vehicle having a capacity of ten or more students and transporting students who reside outside the incorporated limits of the city in which the students' school is located.

   c. Twenty-five cents per mile [1.61 kilometers] for each schoolbus and school vehicle having a capacity of nine or fewer students and transporting students who reside within the incorporated limits of a city in which the students' school is located.

   d. Thirty-five cents per mile [1.61 kilometers] for each schoolbus and school vehicle having a capacity of ten or more students and transporting students who reside within the incorporated limits of a city in which the students' school is located.

   e. Twenty cents for each one-way trip by a student who rides a schoolbus or a commercial bus to or from school and who resides within the incorporated limits of the city in which the student's school is located."

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

House Bill No. 1013 - Summary of Senate Action

	EXECUTIVE BUDGET	HOUSE VERSION	SENATE CHANGES	SENATE VERSION
Department of Public Instruction				
Total all funds	$787,839,439	$807,524,355	($25,910,856)	$781,613,499
Less estimated income	237,017,455	237,044,955	(4,353,250)	232,691,705
General fund	$550,821,984	$570,479,400	($21,557,606)	$548,921,794
Division of Independent Study				
Total all funds	$0	$0	$5,244,216	$5,244,216
Less estimated income			4,353,250	4,353,250
General fund	$0	$0	$890,966	$890,966
State Library				
Total all funds	$4,713,513	$4,713,513	$0	$4,713,513
Less estimated income	1,598,857	1,598,857		1,598,857
General fund	$3,114,656	$3,114,656	$0	$3,114,656
School for the Deaf				
Total all funds	$6,075,925	$6,075,925	$97,125	$6,173,050
Less estimated income	1,095,624	1,095,624		1,095,624
General fund	$4,980,301	$4,980,301	$97,125	$5,077,426
School for the Blind				
Total all funds	$3,332,292	$3,406,612	$83,763	$3,490,375
Less estimated income	1,283,501	1,357,821		1,357,821
General fund	$2,048,791	$2,048,791	$83,763	$2,132,554
Bill Total				
Total all funds	$801,961,169	$821,720,405	($20,485,752)	$801,234,653
Less estimated income	240,995,437	241,097,257		241,097,257
General fund	$560,965,732	$580,623,148	($20,485,752)	$560,137,396

House Bill No. 1013 - Department of Public Instruction - Senate Action

	EXECUTIVE BUDGET	HOUSE VERSION	SENATE CHANGES	SENATE VERSION
Salaries and wages	$12,273,865	$12,170,316	($3,085,168)	$9,085,148
Operating expenses	17,431,193	17,031,193	(1,821,113)	15,210,080
Equipment	534,140	534,140	(190,000)	344,140
Capital improvements	55,000	55,000	(55,000)	
Grants - Foundation aid and transportation	485,542,761	461,035,668	27,130,480	488,166,148
Grants - Teacher compensation payments		46,640,055	(46,640,055)	
Grants - Revenue supplement payments	3,450,000	3,450,000	(1,250,000)	2,200,000
Grants - Tuition apportionment	67,239,025	67,239,025		67,239,025
Grants - Special education	51,260,000	49,898,695		49,898,695
Grants - Other grants	149,970,455	149,350,263	70,000	149,420,263
Geographic education	50,000	100,000	(50,000)	50,000
National board certification	33,000	20,000	(20,000)	
Total all funds	$787,839,439	$807,524,355	($25,910,856)	$781,613,499
Less estimated income	237,017,455	237,044,955	(4,353,250)	232,691,705
General fund	$550,821,984	$570,479,400	($21,557,606)	$548,921,794
FTE	131.95	130.95	(35.70)	95.25

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

	RESTORE FTE AND FUNDING REMOVED BY HOUSE	REDUCE OPERATING EXPENSES	ADD FUNDING FOR DUES TO THE EDUCATION COMMISSION OF THE STATES	REDUCE FUNDING FOR TITLE I TESTING [1]	ADD FUNDING FOR LIMITED ENGLISH PROFICIENCY PAYMENTS [2]	REDUCE SUPPLEMENTAL PAYMENTS [3]
Salaries and wages	$100,000					
Operating expenses		($120,000)	$89,100	($71,715)		
Equipment						
Capital improvements						
Grants - Foundation aid and transportation					$200,000	
Grants - Teacher compensation payments						($1,250,000)
Grants - Revenue supplement payments						
Grants - Tuition apportionment						
Grants - Special education						
Grants - Other grants						
Geographic education						
National board certification						
Total all funds	$100,000	($120,000)	$89,100	($71,715)	$200,000	($1,250,000)
Less estimated income						
General fund	$100,000	($120,000)	$89,100	($71,715)	$200,000	($1,250,000)
FTE	1.00	0.00	0.00	0.00	0.00	0.00

	RESTORE FUNDING FOR GOVERNOR'S SCHOOL	REDUCE FUNDING FOR GEOGRAPHIC EDUCATION [4]	REMOVE FUNDING FOR TEACHER CERTIFICATION PROGRAM [5]	ADD FUNDING FOR TEACHER CENTERS	REMOVE INDEPENDENT STUDY [6]	REMOVE TEACHER COMPENSATION PAYMENTS AND INCREASE FOUNDATION AID [7]
Salaries and wages					($3,185,168)	
Operating expenses					(1,718,498)	
Equipment					(190,000)	
Capital improvements					(55,000)	
Grants - Foundation aid and transportation						$26,930,480
Grants - Teacher compensation payments						(46,640,055)
Grants - Revenue supplement payments						
Grants - Tuition apportionment						
Grants - Special education				$10,000		
Grants - Other grants	$60,000					
Geographic education		($50,000)				
National board certification			($20,000)			

Total all funds	$60,000	($50,000)	($20,000)	$10,000	($5,148,666)	($19,709,575)
Less estimated income					(4,353,250)	
General fund	$60,000	($50,000)	($20,000)	$10,000	($795,416)	($19,709,575)
FTE	0.00	0.00	0.00	0.00	(37.70)	0.00

	ADD FTE FOR DEVELOPING SCHOOL DISTRICT COMPENSATION REPORT [8]	TOTAL SENATE CHANGES
Salaries and wages		($3,085,168)
Operating expenses		(1,821,113)
Equipment		(190,000)
Capital improvements		(55,000)
Grants - Foundation aid and transportation		27,130,480
Grants - Teacher compensation payments		(46,640,055)
Grants - Revenue supplement payments		(1,250,000)
Grants - Tuition apportionment		
Grants - Special education		
Grants - Other grants		70,000
Geographic education		(50,000)
National board certification		(20,000)
Total all funds	$0	($25,910,856)
Less estimated income		(4,353,250)
General fund	$0	($21,557,606)
FTE	1.00	(35.70)

[1] The House version of House Bill No. 1013 included a general fund appropriation of $1,289,643 for developing and administering standards based assessments, as required for the state to be eligible to continue receiving federal Title I funding. The Department of Public Instruction has received a proposal to develop and administer the required tests at a cost of $1,212,928 for the 2001-03 biennium. In addition, the department has indicated that the cost of reporting the results, as required by House Bill No. 1293, will be an additional $5,000. The Senate version of House Bill No. 1013 provides $1,217,928 to fully fund the federal Title I testing and the requirements of House Bill No. 1293.

[2] The Senate amendment increases the appropriation for limited English proficiency payments from $450,000 to $650,000 to fund the payment levels specified in House Bill No. 1321, as passed by the Senate.

[3] North Dakota Century Code (NDCC) Section 15-40.1-07.8 provides a formula for the distribution of supplemental payments to school districts. The formula limits the amount each district qualifies for and does not provide a mechanism to allow the distribution of any remaining funds. For the 1999-2001 biennium, the department estimates that $420,838 will remain unspent and will be general fund turnback. For the 2001-03 biennium, the department estimates that the statutory formula will only allow the distribution of approximately $2.2 million. The House amended NDCC Section 15-40.1-07.8 to allow the department to adjust the formula to distribute all supplemental payment funds appropriated for the 1999-2001 biennium and future biennums. The Senate amendment removes this statutory change and reduces the appropriation accordingly.

[4] The Senate amendment removes $50,000 added by the House for geographic education, reducing the line item to $50,000 as included in the Schafer and Hoeven budget recommendations.

[5] The Schafer and Hoeven budget recommendations included $31,000 for the teacher certification program. The House reduced the funding to $20,000, which is the same as the amount appropriated for the 1999-2001 biennium. House Bill No. 1344 as amended by the Senate, includes $83,000 for this program. Consequently, this amendment removes the funding from this bill.

[6] The funding and FTE authority relating to the Division of Independent Study is removed from the Department of Public Instruction and is reflected in a separate subdivision of the bill.

[7] The teacher compensation payments line item is removed and the foundation aid line item is increased to reflect per student payments of $2,349 the first year of the biennium and $2,411 the second year, as provided in House Bill No. 1344 with Senate amendments. In addition, House Bill No. 1344 with Senate amendments includes a general fund appropriation of $20.8 million for teacher bonus payments.

[8] House Bill No. 1344 with Senate amendments appropriates $200,000 to the Department of Public Instruction for developing a school district employee compensation report. The appropriation provides salaries and related expenses for a new FTE position at the department.

This amendment changes Section 7 of the engrossed bill, which limits the number of FTE positions to be included in the department's 2003-05 biennium base budget request, to reflect the removal to the FTE positions relating to the Division of Independent Study. The base budget request for the 2003-05 biennium will be limited to 94.25 FTEs, one less than the Senate version for the 2001-03 biennium.

This amendment also adds new sections, as follows:

- Section 4 directs the Department of Public Instruction to use $20,000 of the amount appropriated for operating expenses to fund the Red River Valley writing project. The Schafer and Hoeven executive recommendations and the House version included $10,000 for this project. The Senate amendment directs the department to spend an additional $10,000 for this project, but does not provide additional funding.

- Section 5 directs the department to spend $1,217,928 of the amount appropriated for operating expenses to develop and administer student tests aligned with the state content standards and to report the results of the tests.

- Section 6 provides that, in addition to other salary increases appropriated by the Legislative Assembly, teachers at the Division of Independent Study, the School for the Blind, and the School for the Deaf will be provided salary increases of $1,750 for the first year of the biennium and an additional $1,750 for the second year of the biennium (total of $5,250 per teacher for the biennium). The amounts included in the salaries and wages line items for the respective agencies are:

  Division of Independent Study - $95,550

  School for the Deaf - $97,125

  School for the Blind - $73,763

- Sections 15 and 17 increase the reimbursement rate from 25 cents to 35 cents per mile for in-city busing for schoolbuses with a capacity of 10 or more students.

House Bill No. 1013 - Division of Independent Study - Senate Action

	EXECUTIVE BUDGET	HOUSE VERSION	SENATE CHANGES	SENATE VERSION
Salaries and wages			$3,280,718	$3,280,781
Operating expenses			1,718,498	1,718,498
Equipment			190,000	190,000
Capital improvements			55,000	55,000
Total all funds	$0	$0	$5,244,216	$5,244,216
Less estimated income			4,353,250	4,353,250
General fund	$0	$0	$890,966	$890,966
FTE	0.00	0.00	37.70	37.70

Dept. 202 - Division of Independent Study - Detail of Senate Changes

	SEPARATE FUNDING FOR DIVISION OF INDEPENDENT STUDY [1]	ADD FUNDING FOR TEACHER COMPENSATION PAYMENTS [2]	TOTAL SENATE CHANGES
Salaries and wages	$3,185,168	$95,550	$3,280,718
Operating expenses	1,718,498		1,718,498
Equipment	190,000		190,000
Capital improvements	55,000		55,000
Total all funds	$5,148,666	$95,550	$5,244,216
Less estimated income	4,353,250		4,353,250
General fund	$795,416	$95,550	$890,966
FTE	37.70	0.00	37.70

[1] Funding for the Division of Independent Study is moved to a separate subdivision of the bill. The House version for the division is reduced by $400,000 ($115,285 for salaries, $4,715 for operating expenses, and $280,000 for grants) for a federal grant which the department has indicated must continue to be administered by the Department of Public Instruction after authority for the division is moved from the Department of Public Instruction to the Educational Technology Council, as provided in Senate Bill No. 2251.

[2] The Senate amendment increases the salaries and wages line item by $95,550 to provide additional compensation payments of $1,750 per year for teachers at the Division of Independent Study.

House Bill No. 1013 - School for the Deaf - Senate Action

	EXECUTIVE BUDGET	HOUSE VERSION	SENATE CHANGES	SENATE VERSION
Salaries and wages	$4,814,058	$4,814,058	$97,125	$4,911,183
Operating expenses	1,156,267	1,156,267		1,156,267
Equipment	60,190	60,190		60,190
Capital improvements	45,410	45,410		45,410
Total all funds	$6,075,925	$6,075,925	$97,125	$6,173,050
Less estimated income	1,095,624	1,095,624		1,095,624
General fund	$4,980,301	$4,980,301	$97,125	$5,077,426

FTE	53.10	53.10	0.00	53.10

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

	ADD FUNDING FOR TEACHER COMPENSATION PAYMENTS [1]	TOTAL SENATE CHANGES
Salaries and wages	$97,125	$97,125
Operating expenses		
Equipment		
Capital improvements		
Total all funds	$97,125	$97,125
Less estimated income		
General fund	$97,125	$97,125
FTE	0.00	0.00

[1] The Senate amendment increases the salaries and wages line item by $97,125 to provide additional compensation payments of $1,750 per year for teachers at the School for the Deaf.

House Bill No. 1013 - School for the Blind - Senate Action

	EXECUTIVE BUDGET	HOUSE VERSION	SENATE CHANGES	SENATE VERSION
Salaries and wages	$2,594,638	$2,668,958	$73,763	$2,742,721
Operating expenses	652,238	652,238	10,000	662,238
Equipment	60,000	60,000		60,000
Capital improvements	25,416	25,416		25,416
Total all funds	$3,332,292	$3,406,612	$83,763	$3,490,375
Less estimated income	1,283,501	1,357,821		1,357,821
General fund	$2,048,791	$2,048,791	$83,763	$2,132,554
FTE	28.00	29.00	0.00	29.00

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

	ADD FUNDING FOR TEACHER COMPENSATION PAYMENTS [1]	ADD OPERATING EXPENSES FOR NEW FTE AND OTHER COSTS [2]	TOTAL SENATE CHANGES
Salaries and wages	$73,763		$73,763
Operating expenses		$10,000	10,000
Equipment			
Capital improvements			
Total all funds	$73,763	$10,000	$83,763
Less estimated income			
General fund	$73,763	$10,000	$83,763
FTE	0.00	0.00	0.00

[1] The Senate amendment increases the salaries and wages line item by $73,763 to provide additional compensation payments of $1,750 per year for teachers at the School for the Blind.

[2] The House added a new training officer II position. The Senate amendment adds $10,000 for operating expenses relating to the position and for other costs incurred by the agency.

Date: 4-20-01

Roll Call Vote #:

2001 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. SB 2013

Senate Appropriations Committee

☐ Subcommittee on

or

☐ Conference Committee

Legislative Council Amendment Number 1801302.17

Action Taken Do pass as amended

Motion Made By Senator Holmberg Seconded By Senator Thane

Senators	Yes	No	Senators	Yes	No
Dave Nething, Chairman	✓				
Ken Solberg, Vice-Chairman	✓				
Randy A. Schobinger	✓				
Elroy N. Lindaas	✓				
Harvey Tallackson	✓				
Larry J. Robinson	✓				
Steven W. Tomac		✓			
Joel C. Heitkamp		✓			
Tony Grindberg	✓				
Russell T. Thane	✓				
Ed Kringstad	✓				
Ray Holmberg	✓				
Bill Bowman	✓				
John M. Andrist	✓				

Total Yes 12 No 2

Absent 0

Floor Assignment Senator Holmberg

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

REPORT OF STANDING COMMITTEE

HB 1013, as engrossed: Appropriations Committee (Sen. Nething, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (12 YEAS, 2 NAYS, 0 ABSENT AND NOT VOTING). Engrossed HB 1013 was placed on the Sixth order on the calendar.

Page 1, line 3, after the semicolon insert "and" and replace "4" with "1"

Page 1, line 4, replace "15-40.1-07.8" with "15-40.1-16", replace "4" with "1", and replace "15.1-27-11" with "15.1-27-26"

Page 1, line 5, replace "supplemental" with "transportation"

Page 1, line 6, remove "; and to declare an emergency"

Page 1, line 16, replace "12,170,316" with "9,085,148"

Page 1, line 17, replace "17,031,193" with "15,210,080"

Page 1, line 18, replace "534,140" with "344,140"

Page 1, remove line 19

Page 1, line 20, replace "461,035,668" with "488,166,148"

Page 1, remove line 21

Page 1, line 22, replace "3,450,000" with "2,200,000"

Page 2, line 1, replace "149,350,263" with "149,420,263"

Page 2, line 2, replace "100,000" with "50,000"

Page 2, remove line 3

Page 2, line 4, replace "807,524,355" with "781,613,499"

Page 2, line 5, replace "237,044,955" with "232,691,705"

Page 2, line 6, replace "570,479,400" with "548,921,794"

Page 2, after line 6, insert:

"Subdivision 2.

DIVISION OF INDEPENDENT STUDY

Salaries and wages	$3,280,718
Operating expenses	1,718,498
Equipment	190,000
Capital improvements	55,000
Total all funds	$5,244,216
Less estimated income	4,353,250
Total general fund appropriation	$890,966"

Page 2, line 7, replace "2" with "3"

Page 2, line 16, replace "3" with "4"

Page 2, line 18, replace "4,814,058" with "4,911,183"

Page 2, line 22, replace "6,075,925" with "6,173,050"

Page 2, line 24, replace "4,980,301" with "5,077,426"

Page 2, line 25, replace "4" with "5"

Page 2, line 27, replace "2,668,958" with "2,742,721"

Page 2, line 28, replace "652,238" with "662,238"

Page 2, line 31, replace "3,406,612" with "3,490,375"

Page 3, line 2, replace "2,048,791" with "2,132,554"

Page 3, line 3, replace "580,623,148" with "560,137,396"

Page 3, line 5, replace "821,720,405" with "801,234,653"

Page 3, replace lines 18 through 31 with:

"**SECTION 4. RED RIVER VALLEY WRITING PROJECT.** The operating expenses line item in subdivision 1 of section 1 of this Act includes $20,000 from the general fund which must be used to support the Red River valley writing project during the biennium beginning July 1, 2001, and ending June 30, 2003.

SECTION 5. STANDARDS-BASED STUDENT TESTING. The operating expenses line item in subdivision 1 of section 1 of this Act includes $1,217,928 from the general fund which must be used to develop and administer student tests aligned with the state content standards and to report the results of the tests during the biennium beginning July 1, 2001, and ending June 30, 2003.

SECTION 6. COMPENSATION PAYMENTS TO TEACHERS AT STATE INSTITUTIONS. In addition to amounts otherwise appropriated for salary increases for teachers at the division of independent study, the school for the deaf, and the school for the blind, the amounts appropriated for salaries and wages in subdivisions 2, 4, and 5 of section 1 of this Act include the following general fund amounts which must be used to increase teacher compensation by $1,750 per year the first year of the biennium and by an additional $1,750 per year the second year of the biennium:

Division of Independent study	$95,550
School for the deaf	$97,125
School for the blind	$73,763"

Page 4, remove lines 1 through 6

Page 4, line 10, replace "129.95" with "94.25"

Page 5, line 6, remove "These grants must be administered under the direction of the educational"

Page 5, remove line 7

Page 5, line 10, replace "$450,000" with "$650,000"

Page 5, line 21, replace "2" with "3"

Page 5, line 25, replace "4" with "5"

Page 5, replace lines 28 through 30 with:

"**SECTION 15. AMENDMENT.** If House Bill No. 1045 does not become effective, subsection 1 of section 15-40.1-16 of the 1999 Supplement to the North Dakota Century Code is amended and reenacted as follows:

1. There must be paid from state funds to each school district providing schoolbus transportation in contract schoolbuses or in district-owned and operated schoolbuses, and to school districts with students riding commercial buses to and from school, the following amounts:

   a. For schoolbuses and school vehicles transporting students who live outside the incorporated limits of the city in which the students' school is located, a sum equal to twenty-five cents per mile [1.61 kilometers] for vehicles having a capacity of nine or fewer students and sixty-seven cents per mile [1.61 kilometers] for schoolbuses having a capacity of ten or more students ~~and~~, for schoolbuses and school vehicles having a capacity of nine or fewer students and transporting students who live within the incorporated limits of a city in which the students' school is located, a sum equal to twenty-five cents per mile [1.61 kilometers], and for schoolbuses and school vehicles having a capacity of ten or more students and transporting students who live within the incorporated limits of a city in which the students' school is located, a sum equal to thirty-five cents per mile [1.61 kilometers]. School districts qualifying for payments for buses having a capacity of ten or more students are entitled to an amount equal to forty cents per day for each public school student living outside the city limits who is transported in such buses.

   b. For students who ride schoolbuses or commercial buses to or from school and who live within the incorporated limits of the city within which the school that the students attend is located, a sum equal to twenty cents per student per one-way trip.

   The mileage payments provided for in this subsection must be made to each school district for transporting students to and from school. Payments may be made only to school districts operating schoolbuses in accordance with the laws of this state relating to standards for schoolbuses, and to the qualifications of schoolbus drivers. Certification as to compliance with the laws of this state in regard to schoolbuses and their drivers must be made in such manner and detail as the superintendent of public instruction may require at the time an application is made for payments provided under this subsection."

Page 6, remove lines 1 through 4

Page 6, replace lines 12 through 20 with:

"**SECTION 17. AMENDMENT.** Subsection 1 of section 15.1-27-26 of the North Dakota Century Code as created by House Bill No. 1045, as approved by the fifty-seventh legislative assembly, is amended and reenacted as follows:

1. Each school district providing transportation to students in contract schoolbuses or in district-owned and operated schoolbuses, and each school district with students riding commercial buses to and from school is entitled to receive the following amounts:

   a. Twenty-five cents per mile [1.61 kilometers] for each schoolbus and school vehicle having a capacity of nine or fewer students and transporting students who reside outside the incorporated limits of the city in which the students' school is located.

   b. Sixty-seven cents per mile [1.61 kilometers] for each schoolbus and school vehicle having a capacity of ten or more students and transporting students who reside outside the incorporated limits of the city in which the students' school is located.

   c. Twenty-five cents per mile [1.61 kilometers] for each schoolbus and school vehicle having a capacity of nine or fewer students and transporting students who reside within the incorporated limits of a city in which the students' school is located.

   d Thirty-five cents per mile [1.61 kilometers] for each schoolbus and school vehicle having a capacity of ten or more students and transporting students who reside within the incorporated limits of a city in which the students' school is located.

   e. Twenty cents for each one-way trip by a student who rides a schoolbus or a commercial bus to or from school and who resides within the incorporated limits of the city in which the student's school is located."

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

House Bill No. 1013 - Summary of Senate Action

	EXECUTIVE BUDGET	HOUSE VERSION	SENATE CHANGES	SENATE VERSION
Department of Public Instruction				
Total all funds	$787,839,439	$807,524,355	($25,910,856)	$781,613,499
Less estimated income	237,017,455	237,044,955	(4,353,250)	232,691,705
General fund	$550,821,984	$570,479,400	($21,557,606)	$548,921,794
Division of Independent Study				
Total all funds	$0	$0	$5,244,216	$5,244,216
Less estimated income			4,353,250	4,353,250
General fund	$0	$0	$890,966	$890,966
State Library				
Total all funds	$4,713,513	$4,713,513	$0	$4,713,513
Less estimated income	1,598,857	1,598,857		1,598,857
General fund	$3,114,656	$3,114,656	$0	$3,114,656
School for the Deaf				
Total all funds	$6,075,926	$6,075,925	$97,125	$6,173,050
Less estimated income	1,095,624	1,095,624		1,095,624
General fund	$4,980,301	$4,980,301	$97,125	$5,077,426
School for the Blind				
Total all funds	$3,332,292	$3,400,612	$83,763	$3,490,375
Less estimated income	1,283,501	1,357,821		1,357,821
General fund	$2,048,791	$2,048,791	$83,763	$2,132,554
Bill Total				
Total all funds	$801,961,169	$821,720,405	($20,485,752)	$801,234,653
Less estimated income	240,995,437	241,097,257		241,097,257

General fund	$560,065,732	$580,623,148	($20,485,752)	$560,137,396

House Bill No. 1013 - Department of Public Instruction - Senate Action

	EXECUTIVE BUDGET	HOUSE VERSION	SENATE CHANGES	SENATE VERSION
Salaries and wages	$12,273,865	$12,170,316	($3,085,168)	$9,085,148
Operating expenses	17,431,193	17,031,193	(1,821,113)	15,210,080
Equipment	534,140	534,140	(190,000)	344,140
Capital improvements	55,000	55,000	(55,000)	
Grants - Foundation aid and transportation	485,542,761	461,035,668	27,130,480	488,166,148
Grants - Teacher compensation payments		46,640,055	(46,640,055)	
Grants - Revenue supplement payments	3,450,000	3,450,000	(1,250,000)	2,200,000
Grants - Tuition apportionment	67,239,025	67,239,025		67,239,025
Grants - Special education	51,260,000	49,898,695		49,898,695
Grants - Other grants	149,970,455	149,350,263	70,000	149,420,263
Geographic education	50,000	100,000	(50,000)	50,000
National board certification	33,000	20,000	(20,000)	
Total all funds	$787,839,439	$807,524,355	($25,910,856)	$781,613,499
Less estimated income	237,017,456	237,044,955	(4,353,250)	232,691,705
General fund	$550,821,984	$570,479,400	($21,557,606)	$548,921,794
FTE	131.95	130.95	(35.70)	95.25

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

	RESTORE FTE AND FUNDING REMOVED BY HOUSE	REDUCE OPERATING EXPENSES	ADD FUNDING FOR DUES TO THE EDUCATION COMMISSION OF THE STATES	REDUCE FUNDING FOR TITLE I TESTING [1]	ADD FUNDING FOR LIMITED ENGLISH PROFICIENCY PAYMENTS [2]	REDUCE SUPPLEMENTAL PAYMENTS [3]
Salaries and wages	$100,000					
Operating expenses		($120,000)	$89,100	($71,715)		
Equipment						
Capital improvements						
Grants - Foundation aid and transportation					$200,000	
Grants - Teacher compensation payments						
Grants - Revenue supplement payments						($1,250,000)
Grants - Tuition apportionment						
Grants - Special education						
Grants - Other grants						
Geographic education						
National board certification						
Total all funds	$100,000	($120,000)	$89,100	($71,715)	$200,000	($1,250,000)
Less estimated income						
General fund	$100,000	($120,000)	$89,100	($71,715)	$200,000	($1,250,000)
FTE	1.00	0.00	0.00	0.00	0.00	0.00

	RESTORE FUNDING FOR GOVERNOR'S SCHOOL	REDUCE FUNDING FOR GEOGRAPHIC EDUCATION [4]	REMOVE FUNDING FOR TEACHER CERTIFICATION PROGRAM [5]	ADD FUNDING FOR TEACHER CENTERS	REMOVE INDEPENDENT STUDY [6]	REMOVE TEACHER COMPENSATION PAYMENTS AND INCREASE FOUNDATION AID [7]
Salaries and wages					($3,185,168)	
Operating expenses					(1,718,498)	
Equipment					(190,000)	
Capital improvements					(55,000)	
Grants - Foundation aid and transportation						$26,930,480
Grants - Teacher compensation payments						(46,640,055)
Grants - Revenue supplement payments						
Grants - Tuition appor-						

tionment						
Grants - Special education						
Grants - Other grants	$60,000			$10,000		
Geographic education		($50,000)				
National board certification			($20,000)			
Total all funds	$60,000	($50,000)	($20,000)	$10,000	($5,148,666)	($19,289,179)
Less estimated income					(4,353,250)	
General fund	$60,000	($50,000)	($20,000)	$10,000	($795,416)	($19,289,179)
FTE	0.00	0.00	0.00	0.00	(17.70)	0.00

	ADD FTE FOR DEVELOPING SCHOOL DISTRICT COMPENSATION REPORT [8]	TOTAL SENATE CHANGES
Salaries and wages		($3,085,168)
Operating expenses		(1,821,113)
Equipment		(190,000)
Capital improvements		(55,000)
Grants - Foundation aid and transportation		27,130,480
Grants - Teacher compensation payments		(46,640,055)
Grants - Revenue supplement payments		(1,250,000)
Grants - Tuition apportionment		
Grants - Special education		
Grants - Other grants		70,000
Geographic education		(50,000)
National board certification		(20,000)
Total all funds	$0	($25,910,856)
Less estimated income		(4,353,250)
General fund	$0	($21,557,606)
FTE	1.00	(35.70)

1 The House version of House Bill No. 1013 included a general fund appropriation of $1,289,643 for developing and administering standards based assessments, as required for the state to be eligible to continue receiving federal Title I funding. The Department of Public Instruction has received a proposal to develop and administer the required tests at a cost of $1,212,928 for the 2001-03 biennium. In addition, the department has indicated that the cost of reporting the results, as required by House Bill No. 1293, will be an additional $5,000. The Senate version of House Bill No. 1013 provides $1,217,928 to fully fund the federal Title I testing and the requirements of House Bill No. 1293.

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4 The Senate amendment removes $50,000 added by the House for geographic education, reducing the line item to $50,000, as included in the Schafer and Hoeven budget recommendations.

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8 House Bill No. 1344 with Senate amendments appropriates $200,000 to the Department of Public Instruction for developing a school district employee compensation report. The appropriation provides salaries and related expenses for a new FTE position at the department.

This amendment changes Section 7 of the engrossed bill, which limits the number of FTE positions to be included in the department's 2003-05 biennium base budget request, to reflect the removal to the FTE positions relating to the Division of Independent Study. The base budget request for the 2003-05 biennium will be limited to 94.25 FTEs, one less than the Senate version for the 2001-03 biennium.

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- Section 4 directs the Department of Public Instruction to use $20,000 of the amount appropriated for operating expenses to fund the Red River Valley writing project. The Schafer and Hoeven executive recommendations and the House version included $10,000 for this project. The Senate amendment directs the department to spend an additional $10,000 for this project, but does not provide additional funding.

- Section 5 directs the department to spend $1,217,928 of the amount appropriated for operating expenses to develop and administer student tests aligned with the state content standards and to report the results of the tests.

- Section 6 provides that, in addition to other salary increases appropriated by the Legislative Assembly, teachers at the Division of Independent Study, the School for the Blind, and the School for the Deaf will be provided salary increases of $1,750 for the first year of the biennium and an additional $1,750 for the second year of the biennium (total of $5,250 per teacher for the biennium). The amounts included in the salaries and wages line items for the respective agencies are:

  Division of Independent Study - $95,550
  School for the Deaf - $97,125
  School for the Blind - $73,763

- Sections 15 and 17 increase the reimbursement rate from 25 cents to 35 cents per mile for in-city busing for schoolbuses with a capacity of 10 or more students.

House Bill No. 1013 - Division of Independent Study - Senate Action

	EXECUTIVE BUDGET	HOUSE VERSION	SENATE CHANGES	SENATE VERSION
Salaries and wages			$3,280,718	$3,280,781
Operating expenses			1,718,498	1,718,498
Equipment			190,000	190,000
Capital improvements			55,000	55,000
Total all funds	$0	$0	$5,244,216	$5,244,216
Less estimated income			4,353,250	4,353,250
General fund	$0	$0	$890,966	$890,966
FTE	0.00	0.00	37.70	37.70

Dept. 202 - Division of Independent Study - Detail of Senate Changes

	SEPARATE FUNDING FOR DIVISION OF INDEPENDENT STUDY [1]	ADD FUNDING FOR TEACHER COMPENSATION PAYMENTS [2]	TOTAL SENATE CHANGES
Salaries and wages	$3,185,168	$95,550	$3,280,718
Operating expenses	1,718,498		1,718,498
Equipment	190,000		190,000
Capital improvements	55,000		55,000
Total all funds	$5,148,666	$95,550	$5,244,216
Less estimated income	4,353,250		4,353,250

General fund	$795,416	$95,550	$890,966
FTE	37.70	0.00	37.70

1 Funding for the Division of Independent Study is moved to a separate subdivision of the bill. The House version for the division is reduced by $400,000 ($116,285 for salaries, $4,715 for operating expenses, and $280,000 for grants) for a federal grant which the department has indicated must continue to be administered by the Department of Public Instruction after authority for the division is moved from the Department of Public Instruction to the Educational Technology Council, as provided in Senate Bill No. 2251.

2 The Senate amendment increases the salaries and wages line item by $95,550 to provide additional compensation payments of $1,750 per year for teachers at the Division of Independent Study.

House Bill No. 1013 - School for the Deaf - Senate Action

	EXECUTIVE BUDGET	HOUSE VERSION	SENATE CHANGES	SENATE VERSION
Salaries and wages	$4,814,058	$4,814,058	$97,125	$4,911,183
Operating expenses	1,156,267	1,156,267		1,156,267
Equipment	60,190	60,190		60,190
Capital improvements	45,410	45,410		45,410
Total all funds	$6,075,925	$6,075,925	$97,125	$6,173,050
Less estimated income	1,095,624	1,095,624		1,095,624
General fund	$4,980,301	$4,980,301	$97,125	$5,077,426
FTE	53.10	53.10	0.00	53.10

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

	ADD FUNDING FOR TEACHER COMPENSATION PAYMENTS [1]	TOTAL SENATE CHANGES
Salaries and wages	$97,125	$97,125
Operating expenses		
Equipment		
Capital improvements		
Total all funds	$97,125	$97,125
Less estimated income		
General fund	$97,125	$97,125
FTE	0.00	0.00

1 The Senate amendment increases the salaries and wages line item by $97,125 to provide additional compensation payments of $1,750 per year for teachers at the School for the Deaf.

House Bill No. 1013 - School for the Blind - Senate Action

	EXECUTIVE BUDGET	HOUSE VERSION	SENATE CHANGES	SENATE VERSION
Salaries and wages	$2,594,638	$2,668,958	$73,763	$2,742,721
Operating expenses	652,238	652,238	10,000	662,238
Equipment	60,000	60,000		60,000
Capital improvements	25,416	25,416		25,416
Total all funds	$3,332,292	$3,406,612	$83,763	$3,490,375
Less estimated income	1,283,501	1,357,821		1,357,821
General fund	$2,048,791	$2,048,791	$83,763	$2,132,554
FTE	28.00	29.00	0.00	29.00

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

	ADD FUNDING FOR TEACHER	ADD OPERATING EXPENSES FOR	TOTAL

	COMPENSATION PAYMENTS [1]	NEW FTE AND OTHER COSTS [2]	SENATE CHANGES
Salaries and wages	$73,763		$73,763
Operating expenses		$10,000	10,000
Equipment			
Capital improvements			
Total all funds	$73,763	$10,000	$83,763
Less estimated income			
General fund	$73,763	$10,000	$83,763
FTE	0.00	0.00	0.00

[1] The Senate amendment increases the salaries and wages line item by $73,763 to provide additional compensation payments of $1,750 per year for teachers at the School for the Blind.

[2] The House added a new training officer II position. The Senate amendment adds $10,000 for operating expenses relating to the position and for other costs incurred by the agency.

2001 HOUSE APPROPRIATIONS

CONFERENCE COMMITTEE

HB 1013

2001 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. HB1013

House Appropriations Committee
Education and Environment Division

☒ Conference Committee

Hearing Date April 26, 2001

Tape Number	Side A	Side B	Meter #
1 of 1	x		5,095
Committee Clerk Signature	Judy Bekeck		

Minutes:

Representatives Monson, Aarsvold, Kelsch, Senators Holmberg, Robinson, Cook.

Representative Monson: I will call the conference committee on HB1013 to order. I and Senator Holmberg met for about a half hour yesterday, and we went through the changes and I think I will ask him to go over those with us now. Senator Holmberg explains. (155) This is difficult to follow as we have passed SB2251. Turn to the amendments page 5. (330) Rep Monson asks about the 120,000 and how much of that was federal, how much was general funds? Senator Holmberg says it is all general fund money and continues. (515) If you look at the engrossed blue, House version, you will see on page 1 line 6. The Senate removed the emergency clause. (1450) That was in three sections, two concepts. Rep Aarsvold asks what circumstance occurred during the biennium that did not require the distribution of the full supplemental payment amount. (1665) Senator Holmberg explains. Rep Kelsch asks why would we now want to change the supplemental payments and change the formula and to change the way the

distributions would go out. (1900) Senator Holmberg explains it does not change the formula. Continuing with the bottom of page 5. (2040) Discussion follows about Governors school. The next on number 6 is actually a bookkeeping amendment. (2860) Joe from LC explains during the discussion. Continuing on page 6and 7 with discussion.. (3290) Continuing on Section 6, 15 and 17. (4545) See attachments. We are ready for ajournment. We had a good explanation from Senator Holmberg.

2001 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. HB1013

House Appropriations Committee
Education and Environment Division

☒ Conference Committee

Hearing Date April 28, 2001

Tape Number	Side A	Side B	Meter #
1 of 1	x		4,935

Committee Clerk Signature Judy Schuck

Minutes:

Representatives Monson, Aarsvold, Kelsch, Senators Holmberg, Robinson, Cook.

Representative Monson: We will call the conference committee meeting to order. We will not be able to finish 1013 as we are waiting the final version of 1344. We have several issues we can start on and come to some agreements. Jump in with discussions whenever you have questions. Lets work of the yellow or all three if need be. Lets just use the blue sheet. Rep Aarsvold says they all received a letter from the agency expressing concern about the reduction. If the Senators could identify particular functions that would reflect that adjustment. Senator Holmberg says the Senate did not identify specifics feeling if we did that would be a directive to the agency to cut transportation or to cut printing or to cut other particular areas. It was left up to the administration. I did receive the same latter and did visit with the agency and said , the Senate restored 100,000 in salary and wages. Would you be comfortable with us transferring some of that money, I used the figure 50,000, to operating? There response was that no they would prefer

to stand by their letter. I would hope that the record that is made of this conference committee accurately reflects that that offer was made to the department and they chose to follow their letter. The reason that is in the record is obviously regarding the emergency commission and any thing that might happen in the future. They had their option at this time and chose to leave it in salary and wages. (ends 875) Rep Aarsvold feels we sometimes encourage agencies to do phantom things with budgets when we do things like this. Agencies generally I think tend to enhance their budget somewhat in anticipation of these kinds of moves. More discussion to follow with committee. We don't have the luxury to add a lot of money to this budget. It is possible by moving some things around. Continue on. (1300) Section 15 and 17 need to come out. (1565) Senator feels he needs to say for the record (1635) I don't know the final number regarding 1344, but if you recall money in the Hoeven budget was taken out of special education payments to pay for teacher compensation. In vocation education in 2020 there was a gap of some tens of thousands of dollars that disappeared from that budget and did not come back, totally into payments in vocation education. The same thing holds true in this budget. I have to make this point the budget is slightly less than the Hoeven budget by roughly 240,000, depending on the teacher increase. More discussion with the committee. (1800) Continuing with changes and discussion on the 60,000 in Governors school setting. (2500) Some discussion on not being able to make some changes until 1344 was finished. Discussion on coming to some kind of agreement on the Governors school and the National Geographic. Continue on. We will adjourn.

2001 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. HB1013

House Appropriations Committee
Education and Environment Division

☐ Conference Committee

Hearing Date April 28, 2001

Tape Number	Side A	Side B	Meter #
1 of 1	Starting at 4940		5,751

Committee Clerk Signature Judy Schuck

Minutes:

Representative Monson, Aarsvold, Kelsch, Senators Holmberg, Robinson, Cook.

Representative Monson: We will call our last meeting to order. Senator Holmberg has asked Joe to draw up some amendments.

Senator Holmberg says he had another meeting with DPI, as you recall I put on the record the statement that we had given them the offer. After we put on record they would have a tough time switching it over in the emergency commission, they came back and said they prefer to have that 100,000 in operating expenses and they would find the money in their budget. That is one of the changes . The changes in the amendments are a net gain to the general fund of 840.00. See amendments for changes. Any other discussions.

Representative Monson: I would entertain a motion. Senator Holmberg makes a motion Senate recede from Senate amendments 18013.0218. Senator cook seconds the motion. Rep Monson

asks for any further discussion. The vote was taken, 6 yes, 0 no, 0 absent. Rep Monson to carry to the floor. Meeting is adjourned, and thank you very much committee.

18013.0218
Title.0400
Fiscal No. 1

Prepared by the Legislative Council staff for
Senator Holmberg
April 28, 2001

VR
4/28/01
1pg

CONFERENCE COMMITTEE AMENDMENTS TO ENGROSSED HB1013

That the Senate recede from its amendments as printed on pages 1618-1625 of the House Journal and pages 1479-1485 of the Senate Journal and that Engrossed House Bill No. 1013 be amended as follows:

Page 1, line 2, after "instruction" insert ", the division of independent study", remove "and" and after "library" insert ", and the state board for vocational and technical education"

Page 1, line 3, after the semicolon insert "and" and replace "4" with "1"

Page 1, line 4, replace "15-40.1-07.8" with "15-40.1-16", replace "4" with "1", and replace "15.1-27-11" with "15.1-27-26"

Page 1, line 5, replace "supplemental" with "transportation"

Page 1, line 6, remove "; and to declare an emergency"

Page 1, line 11, after the second comma insert "the division of independent study,"

Page 1, line 16, replace "12,170,316" with "8,985,148"

Page 1, line 17, replace "17,031,193" with "15,310,080"

Page 1, line 18, replace "534,140" with "344,140"

Page 1, remove line 19

Page 1, line 20, replace "461,035,668" with "473,971,648"

Page 1, line 21, replace "46,640,055" with "35,036,000"

Page 1, line 22, replace "3,450,000" with "2,200,000"

Page 2, line 1, replace "149,350,263" with "149,420,263"

Page 2, line 2, replace "100,000" with "100,000"

Page 2, remove line 3

Page 2, line 4, replace "807,524,355" with "802,504,999"

Page 2, line 5, replace "237,044,955" with "232,691,705"

Page 2, line 6, replace "570,479,400" with "569,813,294"

Page 2, after line 6, insert:

"Subdivision 2.

DIVISION OF INDEPENDENT STUDY

Salaries and wages	$3,257,968

Operating expenses	1,718,498
Equipment	190,000
Capital improvements	55,000
Total all funds	$5,221,466
Less estimated income	4,353,250
Total general fund appropriation	$868,216"

Page 2, line 7, replace "2" with "3"

Page 2, line 16, replace "3" with "4"

Page 2, line 18, replace "4,814,058" with "4,888,058"

Page 2, line 22, replace "6,075,925" with "6,149,925"

Page 2, line 24, replace "4,980,301" with "5,054,301"

Page 2, line 25, replace "4" with "5"

Page 2, line 27, replace "2,668,958" with "2,725,158"

Page 2, line 28, replace "652,238" with "662,238"

Page 2, line 31, replace "3,406,612" with "3,472,812"

Page 3, line 2, replace "2,048,791" with "2,114,991"

Page 3, line 3, replace "580,623,148" with "580,978,458"

Page 3, line 5, replace "821,720,405" with "822,075,715"

Page 3, replace lines 18 through 31 with:

"**SECTION 4. RED RIVER VALLEY WRITING PROJECT.** The operating expenses line item in subdivision 1 of section 1 of this Act includes $20,000 from the general fund which must be used to support the Red River valley writing project during the biennium beginning July 1, 2001, and ending June 30, 2003.

SECTION 5. STANDARDS-BASED STUDENT TESTING. The operating expenses line item in subdivision 1 of section 1 of this Act includes $1,217,928 from the general fund which must be used to develop and administer student tests aligned with the state content standards and to report the results of the tests during the biennium beginning July 1, 2001, and ending June 30, 2003.

SECTION 6. COMPENSATION PAYMENTS TO TEACHERS AT STATE INSTITUTIONS. In addition to amounts otherwise appropriated for salary increases for teachers at the division of independent study, the school for the deaf, and the school for the blind, the amounts appropriated for salaries and wages in subdivisions 2, 4, and 5 of section 1 of this Act include the following general fund amounts which must be used to increase teacher compensation by $1,000 per year the first year of the biennium and by an additional $2,000 per year the second year of the biennium:

Division of independent study	$72,800
School for the deaf	$74,000
School for the blind	$56,200"

Page 4, remove lines 1 through 6

Page 4, line 10, replace "129.95" with "94.25"

Page 5, line 6, remove "These grants must be administered under the direction of the educational"

Page 5, remove line 7

Page 5, line 10, replace "$450,000" with "$650,000"

Page 5, line 21, replace "2" with "3"

Page 5, line 25, replace "4" with "5"

Page 5, replace lines 28 through 30 with:

"**SECTION 15. AMENDMENT.** If House Bill No. 1045 does not become effective, subsection 1 of section 15-40.1-16 of the 1999 Supplement to the North Dakota Century Code is amended and reenacted as follows:

1. There must be paid from state funds to each school district providing schoolbus transportation in contract schoolbuses or in district-owned and operated schoolbuses, and to school districts with students riding commercial buses to and from school, the following amounts:

   a. For schoolbuses and school vehicles transporting students who live outside the incorporated limits of the city in which the students' school is located, a sum equal to twenty-five cents per mile [1.61 kilometers] for vehicles having a capacity of nine or fewer students and sixty-seven cents per mile [1.61 kilometers] for schoolbuses having a capacity of ten or more students ~~and~~, for schoolbuses and school vehicles having a capacity of nine or fewer students and transporting students who live within the incorporated limits of a city in which the students' school is located, a sum equal to twenty-five cents per mile [1.61 kilometers], and for schoolbuses and school vehicles having a capacity of ten or more students and transporting students who live within the incorporated limits of a city in which the students' school is located, a sum equal to thirty-five cents per mile [1.61 kilometers]. School districts qualifying for payments for buses having a capacity of ten or more students are entitled to an amount equal to forty cents per day for each public school student living outside the city limits who is transported in such buses.

   b. For students who ride schoolbuses or commercial buses to or from school and who live within the incorporated limits of the city within which the school that the students attend is located, a sum equal to twenty cents per student per one-way trip.

The mileage payments provided for in this subsection must be made to each school district for transporting students to and from school. Payments may be made only to school districts operating schoolbuses in accordance with the laws of this state relating to standards for schoolbuses, and to the qualifications of schoolbus drivers. Certification as to compliance with the laws of this state in regard to schoolbuses and their drivers must be made in such manner and detail as the superintendent of public instruction may require at the time an application is made for payments provided under this subsection."

Page 6, remove lines 1 through 4

Page 6, replace lines 12 through 20 with:

"**SECTION 17. AMENDMENT.** Subsection 1 of section 15.1-27-26 of the North Dakota Century Code as created by House Bill No. 1045, as approved by the fifty-seventh legislative assembly, is amended and reenacted as follows:

1. Each school district providing transportation to students in contract schoolbuses or in district-owned and operated schoolbuses, and each school district with students riding commercial buses to and from school is entitled to receive the following amounts:

   a. Twenty-five cents per mile [1.61 kilometers] for each schoolbus and school vehicle having a capacity of nine or fewer students and transporting students who reside outside the incorporated limits of the city in which the students' school is located.

   b. Sixty-seven cents per mile [1.61 kilometers] for each schoolbus and school vehicle having a capacity of ten or more students and transporting students who reside outside the incorporated limits of the city in which the students' school is located.

   c. Twenty-five cents per mile [1.61 kilometers] for each schoolbus and school vehicle having a capacity of nine or fewer students and transporting students who reside within the incorporated limits of a city in which the students' school is located.

   d. Thirty-five cents per mile [1.61 kilometers] for each schoolbus and school vehicle having a capacity of ten or more students and transporting students who reside within the incorporated limits of a city in which the students' school is located.

   e. Twenty cents for each one-way trip by a student who rides a schoolbus or a commercial bus to or from school and who resides within the incorporated limits of the city in which the student's school is located.

SECTION 18. APPROPRIATION - STATE BOARD FOR VOCATIONAL AND TECHNICAL EDUCATION. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of $13,000, or so much of the sum as may be necessary, to the state board for vocational and technical education for the purpose of providing grants to support vocational education programs for the biennium beginning July 1, 2001, and ending June 30, 2003."

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

House Bill No. 1013 - Summary of Conference Committee Action

	EXECUTIVE BUDGET	HOUSE VERSION	CONFERENCE COMMITTEE CHANGES	CONFERENCE COMMITTEE VERSION	SENATE VERSION	COMPARISON TO SENATE
Department of Public Instruction						
Total all funds	$787,839,439	$807,524,355	($5,019,356)	$802,504,999	$781,613,499	$20,891,500
Less estimated income	237,017,455	237,044,955	(4,453,250)	232,691,705	232,691,705	
General fund	$550,821,984	$570,479,400	($566,106)	$569,813,294	$548,921,794	$20,891,500
Division of Independent Study						

Total all funds	$0	$0	$5,221,466	$5,221,466	$5,244,216	($22,750)
Less estimated income			4,353,250	4,353,250	4,353,250	
General fund	$0	$0	$868,216	$868,216	$890,966	($22,750)
State Library						
Total all funds	$4,713,513	$4,713,513	$0	$4,713,513	$4,713,513	$0
Less estimated income	1,598,857	1,598,857		1,598,857	1,598,857	
General fund	$3,114,656	$3,114,656	$0	$3,114,656	$3,114,656	$0
School for the Deaf						
Total all funds	$6,075,925	$6,075,925	$74,000	$6,149,925	$6,173,050	($23,125)
Less estimated income	1,095,624	1,095,624		1,095,624	1,095,624	
General fund	$4,980,301	$4,980,301	$74,000	$5,054,301	$5,077,426	($23,125)
School for the Blind						
Total all funds	$3,332,292	$3,406,612	$66,200	$3,472,812	$3,490,375	($17,563)
Less estimated income	1,283,501	1,357,821		1,357,821	1,357,821	
General fund	$2,048,791	$2,048,791	$66,200	$2,114,991	$2,132,554	($17,563)
Vocational Education						
Total all funds	$0	$0	$13,000	$13,000	$0	$13,000
Less estimated income						
General fund	$0	$0	$13,000	$13,000	$0	$13,000
Bill Total						
Total all funds	$801,961,169	$821,720,405	$355,310	$822,075,715	$801,234,653	$20,841,062
Less estimated income	240,995,437	241,097,257		241,097,257	241,097,257	
General fund	$560,965,732	$580,623,148	$355,310	$580,978,458	$560,137,396	$20,841,062

House Bill No. 1013 - Department of Public Instruction - Conference Committee Action

	EXECUTIVE BUDGET	HOUSE VERSION	CONFERENCE COMMITTEE CHANGES	CONFERENCE COMMITTEE VERSION	SENATE VERSION	COMPARISON TO SENATE
Salaries and wages	$12,273,865	$12,170,316	($3,185,168)	$8,985,148	$9,085,148	($100,000)
Operating expenses	17,431,193	17,031,193	(1,721,113)	15,310,080	15,210,080	100,000
Equipment	534,140	534,140	(190,000)	344,140	344,140	
Capital improvements	55,000	55,000	(55,000)			
Grants - Foundation aid and transportation	485,542,761	461,035,668	12,935,380	473,971,648	488,166,148	(14,194,500)
Grants - Teacher compensation payments		46,640,055	(11,604,055)	35,036,000		35,036,000
Grants - Revenue supplement payments	3,450,000	3,450,000	(1,250,000)	2,200,000	2,200,000	
Grants - Tuition apportionment	67,239,025	67,239,025		67,239,025	67,239,025	
Grants - Special education	51,260,000	49,898,695		49,898,695	49,898,695	
Grants - Other grants	149,970,455	149,350,263	70,000	149,420,263	149,420,263	
Geographic education	50,000	100,000		100,000	50,000	50,000
National board certification	33,000	20,000	(20,000)			
Total all funds	$787,839,439	$807,524,355	($5,019,356)	$802,504,399	$781,613,499	$20,891,500
Less estimated income	237,017,455	237,044,955	(4,353,250)	232,691,705	232,691,705	
General fund	$550,821,984	$570,479,400	($666,106)	$569,813,294	$548,921,794	$20,891,500
FTE	131.95	130.95	(35.70)	95.25	95.25	0.00

Dept. 201 - Department of Public Instruction - Detail of Conference Committee Changes

	RESTORE FTE AND REDUCE OPERATING EXPENSES [1]	ADD FUNDING FOR DUES TO THE EDUCATION COMMISSION OF THE STATES [2]	REDUCE FUNDING FOR TITLE I TESTING [3]	ADD FUNDING FOR LIMITED ENGLISH PROFICIENCY PAYMENTS [4]	REDUCE SUPPLEMENTAL PAYMENTS [5]	RESTORE FUNDING FOR GOVERNOR'S SCHOOL [6]
Salaries and wages						
Operating expenses	($20,000)	$89,100	($71,715)			
Equipment						
Capital improvements						
Grants - Foundation aid and transportation				$200,000		
Grants - Teacher compensation payments						
Grants - Revenue supplement payments					($1,250,000)	
Grants - Tuition apportionment						
Grants - Special education						
Grants - Other grants						$60,000
Geographic education						
National board certification						
Total all funds	($20,000)	$89,100	($71,715)	$200,000	($1,250,000)	$60,000
Less estimated income						
General fund	($20,000)	$89,100	($71,715)	$200,000	($1,250,000)	$60,000
FTE	1.00	0.00	0.00	0.00	0.00	0.00

	REMOVE FUNDING FOR TEACHER CERTIFICATION PROGRAM [7]	ADD FUNDING FOR TEACHER CENTERS [8]	REMOVE INDEPENDENT STUDY [9]	REMOVE TEACHER COMPENSATION PAYMENTS AND INCREASE FOUNDATION AID [10]	ADD FTE FOR DEVELOPING SCHOOL DISTRICT COMPENSATION REPORT [11]	TOTAL CONFERENCE COMMITTEE CHANGES
Salaries and wages			($3,185,168)			($3,185,168)
Operating expenses			(1,718,498)			(1,721,113)
Equipment			(190,000)			(190,000)
Capital improvements			(55,000)			55,000)
Grants - Foundation aid and transportation				$12,735,380		12,735,380
Grants - Teacher compensation payments				(11,604,055)		(11,604,055)
Grants - Revenue supplement payments						(1,250,000)
Grants - Tuition apportionment						
Grants - Special education						
Grants - Other grants		$10,000				10,000
Geographic education						
National board certification	($20,000)					($20,000)
Total all funds	($20,000)	$10,000	($5,148,666)	$1,131,325	$0	($5,013,356)
Less estimated income			(4,353,250)			(4,353,250)
General fund	($20,000)	$10,000	($795,416)	$1,131,325	$0	($660,106)
FTE	0.00	0.00	(37.70)	0.00	1.00	(36.70)

[1] The Conference Committee amendment restores one FTE removed by the House and reduces operating expenses by $20,000. The Senate restored $100,000 to salaries and wages reduced by the House and the FTE position removed by the House. In addition, the Senate removed $120,000 from the operating expenses line item.

[2] The Conference Committee amendment includes the Senate change to add funding for dues to the Education Commission of the States.

[3] The House version of House Bill No. 1013 included a general fund appropriation of $1,289,643 for developing and administering standards-based assessments, as required for the state to be eligible to continue receiving federal Title I funding. The Department of Public Instruction has received a proposal to develop and administer the required tests at a cost of $1,212,928 for the 2001-03 biennium. In addition, the department has indicated that the cost of reporting the results, as required by House Bill No. 1293, will be an additional $5,000. The Conference Committee and Senate versions provide $1,217,928 to fully fund the federal Title I testing and the requirements of House Bill No. 1293.

[4] The Conference Committee and Senate versions increase the appropriation for limited English proficiency payments from $450,000 to $650,000 to provide for the payment levels specified in House Bill No. 1321.

[5] North Dakota Century Code (NDCC) Section 15-40.1-07.8 provides a formula for the distribution of supplemental payments to school districts. The formula limits the amount each district qualifies for and does not provide a mechanism to allow the distribution of any remaining funds. For the 1999-2001 biennium, the department estimates that $420,838 will remain unspent and will be general fund turnback. For the 2001-03 biennium the department estimates that the statutory formula will only allow the distribution of approximately $2.2 million. The House amended NDCC Section 15-40.1-07.8 to allow the department to adjust the formula to distribute all supplemental payment funds appropriated for the 1999-2001 biennium and future biennia. The Senate and Conference Committee versions remove the statutory changes proposed by the House and reduce the appropriation accordingly.

[6] The Conference Committee amendment includes the Senate change to increase funding for the Governor's school program by $60,000, as included in the Schafer and Hoeven executive budget recommendations.

[7] The Schafer and Hoeven budget recommendations included $33,000 for the teacher certification program. The House reduced the funding to $20,000, which is the same as the amount appropriated for the 1999-2001 biennium. House Bill No. 1344 includes $41,500 for this program. Consequently, this amendment removes the funding from this bill.

[8] The Conference Committee amendment includes the Senate change to increase funding for teacher centers.

[9] In the Conference Committee and Senate versions, funding and FTE authority relating to the Division of Independent Study are removed from the Department of Public Instruction and reflected in a separate subdivision of the bill.

[10] The teacher compensation payments line item is reduced and foundation aid is increased to reflect the payment levels provided in House Bill No. 1344.

[11] House Bill No. 1344 appropriates $200,000 to the Department of Public Instruction for developing a school district employee compensation report. The appropriation provides salaries and related expenses for a new FTE position at the department.

House Bill No. 1013 - Division of Independent Study - Conference Committee Action

	EXECUTIVE BUDGET	HOUSE VERSION	CONFERENCE COMMITTEE CHANGES	CONFERENCE COMMITTEE VERSION	SENATE VERSION	COMPARISON TO SENATE
Salaries and wages			$3,257,968	$3,257,968	$3,280,718	$22,750
Operating expenses			1,718,498	1,718,498	1,718,498	
Equipment			190,000	190,000	190,000	
Capital improvements			55,000	55,000	55,000	
Total all funds	$0	$0	$5,221,466	$5,221,466	$5,244,216	$22,750
Less estimated income			4,353,250	4,353,250	4,353,250	
General fund	$0	$0	$868,216	$868,216	$890,966	$22,750
FTE	0.00	0.00	37.70	37.70	37.70	0.00

Dept. 202 - Division of Independent Study - Detail of Conference Committee Changes

	SEPARATE FUNDING FOR DIVISION OF INDEPENDENT STUDY [1]	ADD FUNDING FOR TEACHER COMPENSATION PAYMENTS [2]	TOTAL CONFERENCE COMMITTEE CHANGES
Salaries and wages	$3,185,168	$72,800	$3,257,968
Operating expenses	1,718,498		1,718,498
Equipment	190,000		190,000
Capital improvements	55,000		55,000
Total all funds	$5,148,666	$72,800	$5,221,466
Less estimated income	4,353,250		4,353,250
General fund	$795,416	$72,800	$868,216
FTE	37.70	0.00	37.70

[1] Funding for the Division of Independent Study is moved to a separate subdivision of the bill. The House version for the division is reduced by $400,000 ($115,285 for salaries, $4,715 for operating expenses, and $280,000 for grants) for a federal grant which the department has indicated must continue to be administered by the Department of Public Instruction after authority for the division is moved from the Department of Public Instruction to the Educational Technology Council, as provided in Senate Bill No. 2251.

[2] The Conference Committee amendment increases the salaries and wages line item by $72,800 (compared to $95,500 in the Senate version) to provide additional compensation payments of $1,750 per year for teachers at the Division of Independent Study.

House Bill No. 1013 - School for the Deaf - Conference Committee Action

	EXECUTIVE BUDGET	HOUSE VERSION	CONFERENCE COMMITTEE CHANGES	CONFERENCE COMMITTEE VERSION	SENATE VERSION	COMPARISON TO SENATE
Salaries and wages	$4,814,058	$4,814,058	$74,000	$4,888,058	$4,911,183	($23,125)
Operating expenses	1,156,267	1,156,267		1,156,267	1,156,267	
Equipment	60,190	60,190		60,190	60,190	
Capital improvements	45,410	45,410		45,410	45,410	
Total all funds	$6,075,925	$6,075,925	$74,000	$6,149,925	$6,173,050	($23,125)
Less estimated income	1,095,624	1,095,624		1,095,624	1,095,624	
General fund	$4,980,301	$4,980,301	$74,000	$5,054,301	$5,077,426	($23,125)
FTE	53.10	53.10	0.00	53.10	53.10	0.00

Dept. 252 - School for the Deaf - Detail of Conference Committee Changes

	ADD FUNDING FOR TEACHER COMPENSATION PAYMENTS [1]	TOTAL CONFERENCE COMMITTEE CHANGES
Salaries and wages	$74,000	$74,000
Operating expenses		
Equipment		
Capital improvements		
Total all funds	$74,000	$74,000
Less estimated income		
General fund	$74,000	$74,000
FTE	0.00	0.00

[1] The Conference Committee amendment increases the salaries and wages line item by $74,000 (compared to $37,125 in the Senate version) to provide additional compensation payments for teachers at the School for the Deaf.

House Bill No. 1013 - School for the Blind - Conference Committee Action

	EXECUTIVE BUDGET	HOUSE VERSION	CONFERENCE COMMITTEE CHANGES	CONFERENCE COMMITTEE VERSION	SENATE VERSION	COMPARISON TO SENATE
Salaries and wages	$2,594,638	$2,668,958	$58,200	$2,725,158	$2,742,721	($17,563)
Operating expenses	652,238	652,238	10,000	662,238	662,238	
Equipment	60,000	60,000		60,000	60,000	
Capital improvements	25,416	25,416		25,416	25,416	
Total all funds	$3,332,292	$3,406,612	$68,200	$3,472,812	$3,490,375	($17,563)
Less estimated income	1,283,501	1,357,821		1,357,821	1,357,821	
General fund	$2,048,791	$2,048,791	$68,200	$2,114,991	$2,132,554	($17,563)
FTE	28.00	29.00	0.00	29.00	29.00	0.00

Dept. 253 - School for the Blind - Detail of Conference Committee Changes

	ADD FUNDING FOR TEACHER COMPENSATION PAYMENTS [1]	ADD OPERATING EXPENSES FOR NEW FTE AND OTHER COSTS [2]	TOTAL CONFERENCE COMMITTEE CHANGES
Salaries and wages	$56,200		$56,200
Operating expenses		$10,000	10,000
Equipment			
Capital improvements			
Total all funds	$56,200	$10,000	$66,200
Less estimated income			
General fund	$56,200	$10,000	$66,200
FTE	0.00	0.00	0.00

[1] The Senate amendment increases the salaries and wages line item by $56,200 (compared to $73,762 in the Senate version) to provide additional compensation payments for teachers at the School for the Blind.

[2] The House added a new training officer II position. The Senate amendment adds $10,000 for operating expenses relating to the position and for other costs incurred by the agency.

This amendment changes Section 7 of the engrossed bill, which limits the number of FTE positions to be included in the department's 2003-05 biennium base budget request, to reflect the removal of the FTE positions relating to the Division of Independent Study and other FTE changes. The base budget request for the 2003-05 biennium will be limited to 94.25 FTE, one less than the Conference Committee version for the 2001-03 biennium.

This amendment also adds new sections as follows:

- Section 4 directs the Department of Public Instruction to use $20,000 of the amount appropriated for operating expenses to fund the Red River Valley writing project. The Schafer and Hoeven executive recommendations and the House version included $10,000 for this project. The Senate amendment directs the department to spend an additional $10,000 for this project but does not provide additional funding.

- Section 5 directs the department to spend $1,217,928 of the amount appropriated for operating expenses to develop and administer student tests aligned with the state content standards and to report the results of the tests.

- Section 6 provides that, in addition to other salary increases appropriated by the Legislative Assembly, teachers at the Division of Independent Study, the School for the Blind, and the School for the Deaf will be provided salary increases of $1,000 for the first year of the biennium and an additional $2,000 for the second year of the biennium (total of $4,000 per teacher for the biennium). The Senate version provided a total of $5,250 per teacher for the biennium. The amounts included in the salaries and wages line items for the respective agencies are:

  Division of Independent Study - $72,800

  School for the Deaf - $74,000

  School for the Blind - $56,200

- Sections 15 and 17 increase the reimbursement rate from 25 cents to 35 cents per mile for in-city busing for schoolbuses with a capacity of 10 or more students.

- Section 18, which appropriates $13,000 from the general fund to the State Board for Vocational and Technical Education for grants.

Date: April 28. 01
Roll Call Vote #

2001 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO.

House _____ Committee

[X] Subcommittee on _____
or
[X] Conference Committee

Legislative Council Amendment Number 18013.0218

Action Taken Do pass on Amendments

Motion Made By Senator Holmberg Seconded By Senator Cook

Representatives	Yes	No	SENATORS	Yes	No
Rep. Monson	✓		Senator Robinson	✓	
Rep Aarsvold	✓		Senator Cook	✓	
Rep. Kelsch	✓		Senator Holmberg	✓	

Total (Yes) 6 No 0

Absent 0

Floor Assignment Rep Monson

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

SECOND READING OF SENATE BILL

SB 2003: A BILL for an Act to provide an appropriation for defraying the expenses of the North Dakota university system; to provide for legislative council studies; to provide statements of legislative intent; to authorize the University of North Dakota to purchase certain land in Grand Forks County; to amend and reenact sections 15-10-12, 54-44.1-04, subsection 7 of section 54-44.1-06, and section 54-44.1-11 of the North Dakota Century Code, relating to higher education institutions' special revenue funds, budget requests and block grant appropriations, and unexpended appropriations; to repeal section 2 of House Bill No. 1283, section 2 of House Bill No. 1444, and section 22 of chapter 37 of the 1999 Session Laws, relating to a technology occupations student loan program, a student loan forgiveness program, and the university of North Dakota winter sports facility maintenance fund; to provide an expiration date; and to declare an emergency.

ROLL CALL

The question being on the final passage of the amended bill, which has been read, and has committee recommendation of DO PASS, the roll was called and there were 82 YEAS, 9 NAYS, 0 EXCUSED, 7 ABSENT AND NOT VOTING.

YEAS: Aarsvold; Bellew; Belter; Berg; Boucher; Brandenburg; Brekke; Brusegaard; Carlisle; Carlson; Clark; Cleary; DeKrey; Delmore; Devlin; Disrud; Dosch; Eckre; Ekstrom; Fairfield; Froelich; Froseth; Galvin; Glassheim; Grande; Grosz; Grumbo; Gulleson; Gunter; Hanson, Hawken; Herbel; Huether; Hunskor; Johnson, D.; Johnson, N.; Kasper; Keiser; Kelsch, R.; Kelsh, S.; Kerzman; Kingsbury; Klein, F.; Klein, M.; Klemin; Kliniske; Koppang; Kretschmar; Kroeber; Lemieux; Mahoney; Maragos; Martinson; Meier; Metcalf; Monson; Mueller; Nelson; Nicholas; Niemeier; Nottestad; Onstad; Pietsch; Pollert; Price; Rennerfeldt; Sandvig; Severson; Svedjan; Thoreson, B.; Thoreson, L.; Thorpe; Tieman; Timm; Wald; Warner; Weiler; Weiss; Wentz; Wikenheiser; Winrich; Speaker Bernstein

NAYS: Boehm; Byerly; Delzer; Drovdal; Haas; Kempenich; Porter; Ruby; Skarphol

ABSENT AND NOT VOTING: Jensen; Koppelman; Lloyd; Renner; Schmidt; Solberg; Wrangham

Engrossed SB 2003 passed and the title was agreed to

REPORT OF CONFERENCE COMMITTEE

HB 1013, as engrossed: Your conference committee (Sens. Holmberg, Cook, Robinson and Reps. Monson, R. Kelsch, Aarsvold) recommends that the **SENATE RECEDE** from the Senate amendments on HJ pages 1618-1625, adopt further amendments as follows, and place HB 1013 on the Seventh order.

That the Senate recede from its amendments as printed on pages 1618-1625 of the House Journal and pages 1479-1485 of the Senate Journal and that Engrossed House Bill No. 1013 be amended as follows:

Page 1, line 2, after "instruction" insert ", the division of independent study", remove "and" and after "library" insert ", and the state board for vocational and technical education"

Page 1, line 3, after the semicolon insert "and" and replace "4" with "1"

Page 1, line 4, replace "15-40.1-07.8" with "15-40.1-16", replace "4" with "1", and replace "15.1-27-11" with "15.1-27-26"

Page 1, line 5, replace "supplemental" with "transportation"

Page 1, line 6, remove ", and to declare an emergency"

Page 1, line 11, after the second comma insert "the division of independent study,"

Page 1, line 16, replace "12,170,316" with "8,985,148"

Page 1, line 17, replace "17,031,193" with "15,310,060"

Page 1, line 18, replace "534,140" with "344,140"

Page 1, remove line 19

Page 1, line 20, replace "461,035,668" with "473,971,648"

Page 1, line 21, replace "46,640,055" with "35,036,000"

Page 1, line 22, replace "3,450,000" with "2,200,000"

Page 2, line 1, replace "149,350,263" with "149,420,263"

Page 2, line 2, replace "100,000" with "100,000"

Page 2, remove line 3

Page 2, line 4, replace "807,524,355" with "802,504,999"

Page 2, line 5, replace "237,044,955" with "232,691,705"

Page 2, line 6, replace "570,479,400" with "569,813,294"

Page 2, after line 6, insert

"Subdivision 2

DIVISION OF INDEPENDENT STUDY

Salaries and wages	$3,257,968
Operating expenses	1,718,498
Equipment	190,000
Capital improvements	55,000
Total all funds	$5,221,466
Less estimated income	4,353,250
Total general fund appropriation	$868,216"

Page 2, line 7, replace "2" with "3"

Page 2, line 16, replace "3" with "4"

Page 2, line 18, replace "4,814,058" with "4,888,058"

Page 2, line 22, replace "6,075,925" with "6,149,925"

Page 2, line 24, replace "4,980,301" with "5,054,301"

Page 2, line 25, replace "4" with "5"

Page 2, line 27, replace "2,668,958" with "2,725,158"

Page 2, line 28, replace "652,238" with "662,238"

Page 2, line 31, replace "3,406,612" with "3,472,812"

Page 3, line 2, replace "2,048,791" with "2,114,991"

Page 3, line 3, replace "580,623,148" with "580,978,456"

Page 3, line 5, replace "821,720,405" with "822,075,713"

Page 3, replace lines 18 through 31 with

"**SECTION 4. RED RIVER VALLEY WRITING PROJECT.** The operating expenses line item in subdivision 1 of section 1 of this Act includes $20,000 from the general fund which must be used to support the Red River valley writing project during the biennium beginning July 1, 2001, and ending June 30, 2003.

SECTION 5. STANDARDS-BASED STUDENT TESTING. The operating expenses line item in subdivision 1 of section 1 of this Act includes $1,217,928 from the general fund which must be used to develop and administer student tests aligned with the state content standards and to report the results of the tests during the biennium beginning July 1, 2001, and ending June 30, 2003.

SECTION 6. COMPENSATION PAYMENTS TO TEACHERS AT STATE INSTITUTIONS. In addition to amounts otherwise appropriated for salary increases for teachers at the division of independent study, the school for the deaf, and the school for the blind, the amounts appropriated for salaries and wages in subdivisions 2, 4, and 5 of section 1 of this Act include the following general fund amounts which must be used to increase teacher compensation by $1,000 per year the first year of the biennium and by an additional $2,000 per year the second year of the biennium:

Division of independent study	$72,800
School for the deaf	$74,000
School for the blind	$56,200"

Page 4, remove lines 1 through 6

Page 4, line 10, replace "129.95" with "54.25"

Page 5, line 6, remove "These grants must be administered under the direction of the educational"

Page 5, remove line 7

Page 5, line 10, replace "$450,000" with "$650,000"

Page 5, line 21, replace "2" with "3"

Page 5, line 25, replace "4" with "5"

Page 5, replace lines 28 through 30 with:

"**SECTION 15. AMENDMENT.** If House Bill No. 1045 does not become effective, subsection 1 of section 15.40.1-16 of the 1999 Supplement to the North Dakota Century Code is amended and reenacted as follows:

1. There must be paid from state funds to each school district providing schoolbus transportation in contract schoolbuses or in district-owned and operated schoolbuses, and to school districts with students riding commercial buses to and from school, the following amounts:

   a. For schoolbuses and school vehicles transporting students who live outside the incorporated limits of the city in which the students' school is located, a sum equal to twenty-five cents per mile [1.61 kilometers] for vehicles having a capacity of nine or fewer students and sixty-seven cents per mile [1.61 kilometers] for schoolbuses having a capacity of ten or more students ~~and~~, for schoolbuses and school vehicles having a capacity of nine or fewer students and transporting students who live within the incorporated limits of a city in which the students' school is located, a sum equal to twenty-five cents per mile [1.61 kilometers], and for schoolbuses and school vehicles having a capacity of ten or more students and transporting students who live within the incorporated limits of a city in which the students' school is located, a sum equal to thirty-five cents per mile [1.61 kilometers]. School districts qualifying for payments for buses having a capacity of ten or more students are entitled to an amount equal to forty cents per day for each public school student living outside the city limits who is transported in such buses.

   b. For students who ride schoolbuses or commercial buses to or from school and who live within the incorporated limits of the city within which the school that the students attend is located, a sum equal to twenty cents per student per one-way trip.

   The mileage payments provided for in this subsection must be made to each school district for transporting students to and from school. Payments may be made only to school districts operating schoolbuses in accordance with the laws of this state relating to standards for schoolbuses, and to the qualifications of schoolbus drivers. Certification as to compliance with the laws of this state in regard to schoolbuses and their drivers must be made in such manner and detail as the superintendent of public instruction may require at the time an application is made for payments provided under this subsection."

Page 6, remove lines 1 through 4

Page 6, replace lines 12 through 30 with:

"**SECTION 17. AMENDMENT.** Subsection 1 of section 15.1-27.26 of the North Dakota Century Code as created by House Bill No. 1045, as approved by the fifty-seventh legislative assembly, is amended and reenacted as follows:

1. Each school district providing transportation to students in contract schoolbuses or in district-owned and operated schoolbuses, and each school district with students riding commercial buses to and from school is entitled to receive the following amounts:

   a. Twenty-five cents per mile [1.61 kilometers] for each schoolbus and school vehicle having a capacity of nine or fewer students and transporting students who reside outside the incorporated limits of the city in which the students' school is located.

   b. Sixty-seven cents per mile [1.61 kilometers] for each schoolbus and school vehicle having a capacity of ten or more students and transporting students who reside outside the incorporated limits of the city in which the students' school is located.

   c. Twenty-five cents per mile [1.61 kilometers] for each schoolbus and school vehicle having a capacity of nine or fewer students and transporting students who reside within the incorporated limits of a city in which the students' school is located.

   d. Thirty-five cents per mile [1.61 kilometers] for each schoolbus and school vehicle having a capacity of ten or more students and transporting students who reside within the incorporated limits of a city in which the students' school is located.

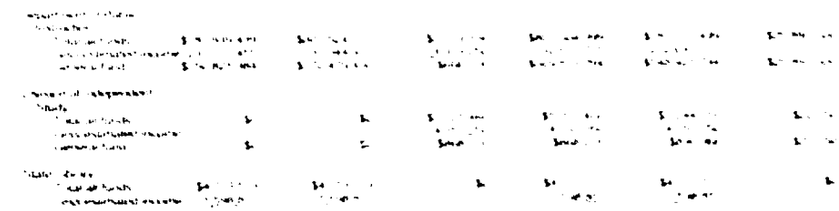
   e. Twenty cents for each one-way trip by a student who rides a schoolbus or a commercial bus to or from school and who resides within the incorporated limits of the city in which the student's school is located.

SECTION 18. APPROPRIATION - STATE BOARD FOR VOCATIONAL AND TECHNICAL EDUCATION. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of $1,000,000, or so much of the sum as may be necessary, to the state board for vocational and technical education for the purpose of providing grants to support vocational education programs for the biennium beginning July 1, 2001, and ending June 30, 2003."

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT

House Bill No. 1013 - Summary of Conference Committee Action



General fund	$3,114,636	$3,114,636	$0	$3,114,636	$3,114,636	$0
School for the Deaf						
Total all funds	$[illegible]	$[illegible]	$14,000	$[illegible]	$[illegible]	($23,125)
Less estimated income	[illegible]	[illegible]		[illegible]	[illegible]	
General fund	$[illegible]	$[illegible]	$14,000	$[illegible]	$[illegible]	($23,125)
School for the Blind						
Total all funds	$[illegible]	$[illegible]	$66,[illegible]	$[illegible]	$[illegible]	($17,562)
Less estimated income	[illegible]	[illegible]		[illegible]	[illegible]	
General fund	$[illegible]	$[illegible]	$66,[illegible]	$[illegible]	$[illegible]	($17,562)
Vocational Education						
Total all funds	$0	$0	$13,000	$13,000	$0	$13,000
Less estimated income						
General fund	$0	$0	$13,000	$13,000	$0	$13,000
Bill Total						
Total all funds	$[illegible]	$[illegible]	$[illegible]	$[illegible]	$[illegible]	$20,841,[illegible]
Less estimated income	[illegible]	[illegible]		[illegible]	[illegible]	
General fund	$[illegible]	$[illegible]	$[illegible]	$[illegible]	$[illegible]	$20,841,[illegible]

House Bill No. 1012 - Department of Public Instruction - Conference Committee Action

	EXECUTIVE BUDGET	HOUSE VERSION	CONFERENCE COMMITTEE CHANGES	CONFERENCE COMMITTEE VERSION	SENATE VERSION	COMPARISON TO SENATE
Salaries and wages	$12,[illegible]	$12,[illegible]	($[illegible])	$[illegible]	$[illegible]	$[illegible]
Operating expenses	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Equipment	[illegible]	[illegible]	([illegible])	144,140	144,140	
Capital improvements	55,000	55,000	(55,000)			
Grants - Foundation aid and transportation	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Grants - Teacher compensation payments		46,[illegible]	([illegible])	35,[illegible]		35,[illegible]
Grants - Revenue supplemental payments	3,450,000	3,450,000	([illegible])	2,200,000	2,200,000	
Grants - Tuition apportionment	67,[illegible]	67,[illegible]		67,[illegible]	67,[illegible]	
Grants - Special education	[illegible]	[illegible]		[illegible]	[illegible]	
Grants - Other grants	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	
Geographic education	50,000	100,000		100,000	50,000	[illegible]
National board certification	33,000	[illegible]	([illegible])			
Total all funds	$[illegible]	$[illegible]	($[illegible])	$[illegible]	$[illegible]	$20,[illegible]
Less estimated income	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	
General fund	$[illegible]	$[illegible]	($[illegible])	$[illegible]	$[illegible]	$20,[illegible]
FTE	[illegible]	[illegible]	([illegible])	[illegible]	[illegible]	0.00

Dept. 201 - Department of Public Instruction - Detail of Conference Committee Changes

	RESTORE FTE AND RELATED OPERATING EXPENSES 1	ADD FUNDING FOR DUES TO THE EDUCATION COMMISSION OF THE STATES 2	REDUCE FUNDING FOR TITLE I TESTING 3	ADD FUNDING FOR LIMITED ENGLISH PROFICIENCY PAYMENTS 4	REDUCE SUPPLEMENTAL PAYMENTS 5	RESTORE FUNDING FOR GOVERNOR'S SCHOOL 6
Salaries and wages						
Operating expenses	$20,000	$[illegible]	($[illegible])			
Equipment						
Capital improvements						
Grants - Foundation aid and transportation				$200,000		
Grants - Teacher compensation payments						
Grants - Revenue supplemental payments					($1,250,000)	
Grants - Tuition apportionment						
Grants - Special education						
Grants - Other grants						$60,000
Geographic education						
National board certification						
Total all funds	$20,000	$[illegible]	$[illegible]	$200,000	($1,250,000)	$60,000
Less estimated income						
General fund	$20,000	$[illegible]	$[illegible]	$200,000	($1,250,000)	$60,000
FTE	[illegible]	[illegible]	0.00	0.00	0.00	0.00

	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	TOTAL CONFERENCE COMMITTEE CHANGES
Salaries and wages			$[illegible]			($[illegible])
Operating expenses			[illegible]			[illegible]
Equipment			[illegible]			[illegible]
Capital improvements			[illegible]			[illegible]
Grants - Foundation aid and transportation				$12,[illegible]		[illegible]
Grants - Teacher compensation payments				([illegible])		([illegible])

Salaries and wages						
Operating expenses						
Equipment						
Capital improvements						
Grants - Foundation aid and transportation						
Grants - Teacher compensation payments						[illegible]
Grants - Revenue supplemental payments						
Grants - Tuition apportionment						
Grants - Special education						
Grants - Other grants		$[illegible]				[illegible]
Geographic education						
National board certification	[illegible]					[illegible]
Total all funds	$20,000	$[illegible]	$[illegible]	$[illegible]	$0	$[illegible]
Less estimated income			[illegible]			[illegible]
General fund	$20,000	$[illegible]	$[illegible]	$[illegible]	$0	$[illegible]
FTE	0.00	[illegible]	[illegible]	[illegible]	0.00	[illegible]

1 [illegible]

2 The Conference Committee amendment includes the Senate change to add funding for dues to the Education Commission of the States.

3 [illegible]

4 [illegible]

5 [illegible]

6 [illegible]

7 [illegible]

8 The Conference Committee amendment includes the Senate change to increase funding for teacher centers.

9 [illegible]

10 [illegible]

11 [illegible]

House Bill No. 1013 - Division of Independent Study - Conference Committee Action

	EXECUTIVE BUDGET	HOUSE VERSION	CONFERENCE COMMITTEE CHANGES	CONFERENCE COMMITTEE VERSION	SENATE VERSION	COMPARISON TO SENATE
Salaries and wages			$[illegible]	$[illegible]	$[illegible]	$[illegible]
Operating expenses			[illegible]	[illegible]	[illegible]	
Equipment			[illegible]	[illegible]	[illegible]	
Capital improvements			[illegible]	[illegible]	[illegible]	
Total all funds	$[illegible]	$[illegible]	$[illegible]	$[illegible]	$[illegible]	$[illegible]
Less estimated income			[illegible]	[illegible]	[illegible]	
General fund	$[illegible]	$[illegible]	$[illegible]	$[illegible]	$[illegible]	$[illegible]
FTE	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	

Dept. 202 - Division of Independent Study - Detail of Conference Committee Changes

	[illegible]	[illegible]	[illegible]
Salaries and wages	$[illegible]	$[illegible]	$[illegible]
Operating expenses	[illegible]		[illegible]
Equipment			[illegible]
Capital improvements			[illegible]
Total all funds	$[illegible]	$[illegible]	$[illegible]

[illegible] income	4,350,250		4,350,250
[illegible] fund	$7[illegible]	$72,500	$[illegible]
FTE	57.70	0.00	57.70

Funding for the Division of Independent Study is moved to a separate subdivision of the bill. The House version for the division is reduced by $400,000 ($113,280 for salaries, $4,715 for operating expenses, and $282,005 for grants) for a federal grant which the department has indicated must continue to be administered by the Department of Public Instruction after authority for the division is moved from the Department of Public Instruction to the Educational Technology Council, as provided in Senate Bill No. 2251.

The Conference Committee amendment increases the salaries and wages line item by $72,500 (compared to $39,500 in the Senate version) to provide additional compensation payments of $1,750 per year for teachers at the Division of Independent Study.

House Bill No. 1013 - School for the Deaf - Conference Committee Action

	EXECUTIVE BUDGET	HOUSE VERSION	CONFERENCE COMMITTEE CHANGES	CONFERENCE COMMITTEE VERSION	SENATE VERSION	INCREASE (DECREASE) OVER SENATE
Salaries and wages	$4,814,058	$4,814,058	$74,000	$4,888,058	$4,814,058	$74,000
Operating expenses	1,196,267	1,196,267		1,196,267	1,196,267	
Grants	742,780	742,780		742,780	682,780	60,000
Capital improvements	45,870	45,870		45,870	45,870	
Total all funds	$6,798,975	$6,798,975	$74,000	$6,872,975	$6,739,975	$134,000
Less estimated income	1,999,924	1,999,924		1,999,924	1,999,924	
General fund	$4,799,051	$4,799,051	$74,000	$4,873,051	$4,740,051	$133,000
FTE	53.70	53.70	0.00	53.70	53.70	0.00

Dept. 252 - School for the Deaf - Detail of Conference Committee Changes

	ADJUSTMENTS TO EXECUTIVE BUDGET RECOMMENDATIONS PREVIOUSLY APPROVED	TOTAL CONFERENCE COMMITTEE CHANGES
Salaries and wages	$74,000	$74,000
Operating expenses		
Grants		
Capital improvements		
Total all funds	$74,000	$74,000
Less estimated income		
General fund	$74,000	$74,000
FTE	0.00	0.00

The conference committee amendment increases the salaries and wages line item by $74,000 (compared to $39,500 in the Senate version) to provide additional compensation payments for teachers at the School for the Deaf.

House Bill No. 1013 - School for the Blind - Conference Committee Action

	EXECUTIVE BUDGET	HOUSE VERSION	CONFERENCE COMMITTEE CHANGES	CONFERENCE COMMITTEE VERSION	SENATE VERSION	INCREASE (DECREASE) OVER SENATE
Salaries and wages	$2,[illegible]	$2,[illegible]	$[illegible]	$[illegible]	$[illegible]	$[illegible]
Operating expenses	[illegible]	[illegible]		[illegible]	[illegible]	
Grants	[illegible]	[illegible]		[illegible]	[illegible]	
Capital improvements	[illegible]	25,410		25,410	25,410	
Total all funds	$3,[illegible]	$3,[illegible]	$[illegible]	$3,[illegible]	$3,[illegible]	$[illegible]
Less estimated income	[illegible]	[illegible]		[illegible]	[illegible]	
General fund	$[illegible]	$[illegible]	$[illegible]	$[illegible]	$[illegible]	$[illegible]
FTE	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

Dept. 253 - School for the Blind - Detail of Conference Committee Changes

	ADJUSTMENTS TO EXECUTIVE BUDGET RECOMMENDATIONS PREVIOUSLY APPROVED	TOTAL CONFERENCE COMMITTEE CHANGES
Salaries and wages	$[illegible]	$[illegible]
Operating expenses		
Grants		
Capital improvements		
Total all funds	$[illegible]	$[illegible]
Less estimated income		
General fund	$[illegible]	$[illegible]
FTE	[illegible]	[illegible]

The Senate amendment increases the salaries and wages line item by $[illegible] (compared to $[illegible] in the Senate version) to provide additional compensation payments for teachers at the School for the Blind.

The House added a new training officer II position. The Senate amendment adds $10,000 for operating expenses relating to the position and for other costs incurred by the agency.

This amendment changes Section 7 of the engrossed bill, which limits the number of FTE positions to be included in the department's 2003-05 biennium base budget request, to reflect the removal of the FTE positions relating to the Division of Independent Study and other FTE changes. The base budget request for the 2003-05 biennium will be limited to 94.25 FTE, one less than the Conference Committee version for the 2001-03 biennium.

This amendment also adds new sections as follows:

- Section 4 directs the Department of Public Instruction to use $20,000 of the amount appropriated for operating expenses to fund the Red River Valley writing project. The Senate and House executive recommendations and the House version included $10,000 for this project. The Senate amendment directs the department to spend an additional $10,000 for this project but does not provide additional funding.

- Section 5 directs the department to spend $1,[illegible] of the amount appropriated for operating expenses to develop and administer student tests aligned with the state content standards and to report the results of the tests.

- Section 6 provides that, in addition to other salary increases appropriated by the Legislative Assembly, teachers at the Division of Independent Study, the School for the Blind, and the School for the Deaf will be provided salary increases of $1,000 for the first year of the biennium and an additional $2,000 for the second year of the biennium (total of $4,000 per teacher for the biennium). The Senate version provided a total of $5,250 per teacher for the biennium. The amounts included in the salaries and wages line items for the respective agencies are:

  Division of Independent Study - $[illegible]
  School for the Deaf - $[illegible]
  School for the Blind - $[illegible]

- [illegible] the [illegible] payments for [illegible] to all certified [illegible] for [illegible] [illegible] and [illegible] students.

- [illegible] $[illegible] from the general fund to the State Board for Vocational and Technical Education for grants.

Engrossed HB 1013 was placed on the Seventh order of business on the calendar.

CONSIDERATION OF CONFERENCE COMMITTEE REPORT

REP. MONSON MOVED that the conference committee report on Engrossed HB 1013 as printed on HJ pages 1618-1625 be adopted, which motion prevailed on a voice vote.

Engrossed HB 1013, as amended, was placed on the Eleventh order.

SECOND READING OF HOUSE BILL

HB 1013: A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the division of independent study, the school for the deaf, the school for the blind, the state library, and the state board for vocational and technical education; to provide statements of legislative intent; and to amend and reenact subsection 1 of section 15-40.1-16 or, in the alternative, to amend and reenact subsection 1 of section 15-1-27.2[illegible] and section 15-1-22.2 of the North Dakota Century Code, relating to transportation payments and the salary of the superintendent of public instruction.

ROLL CALL

The question being on the final passage of the amended bill, which has been read and has committee recommendation of DO PASS, the roll was called and there were 92 YEAS, 0 NAYS, 0 EXCUSED, 6 ABSENT AND NOT VOTING.

YEAS: Aarsvold, Bellew, Belter, Berg, Boehm, Boucher, Brandenburg, Brekke, Brusegaard, Byerly, Carlisle, Carlson, Clark, Conrad, Delmore, Delmore, Gerhardt, Devlin, Dietrich, Dosch, Drovdal, Eckre, Eastman, Fairfield, Froelich, Froseth, Galvin, Glassheim, Grande, Grosz, Grumbo, Gulleson, Gunter, Haas, Hanson, Hawken, Herbel, Huether, Hunskor, Johnson D., Johnson N., Kasper, Keiser, Keisch, R., Keisch, S., Kempenich,

2001 TESTIMONY

HB 1013

Prepared by the North Dakota Legislative Council staff for House Appropriations
January 3, 2001

Department 201 - Department of Public Instruction
House Bill No. 1013

	FTE Positions	General Fund	Other Funds	Total
2001-03 Executive Budget	131.95	$550,821,984	$237,017,455	$787,839,439
1999-2001 Legislative Appropriations	131.95	547,053,909	204,269,173	751,323,082
Increase (Decrease)	0.00	$3,768,075	$32,748,282	$36,516,357

The 1999-2001 appropriation amounts include $191,664, of which $67,082 is from the general fund, for the agency's share of the $5.4 million funding pool appropriated to the Office of Management and Budget (OMB) for special market equity adjustments for classified employees and $7,902, of which $1,182 is from the general fund, for the agency's share of the $1.4 million funding pool appropriated to OMB for assisting agencies in providing $35 per month minimum salary increases in July 1999 and July 2000. The 1999-2001 appropriation amounts do not include additional other funds spending authority of $1,736,469 authorized by the Emergency Commission during the 1999-2001 biennium and general fund spending authority of $70,400 carried over from the 1997-99 biennium pursuant to Section 12 of 1999 Senate Bill No. 2013.

Major Items Affecting Department of Public Instruction 2001-03 Budget

	General Fund	Other Funds	Total
Grants			
1. Increases by 1.4 percent, from $479,006,259 to $485,542,761, funding for foundation aid (including transportation aid and payments for limited English proficient students).	$6,536,502		$6,536,502
2. Increases by 25.6 percent, from $53,528,217 to $67,239,025, spending authority for tuition fund payments to schools to reflect the executive recommendation that the Board of University and School Lands distribute all income relating to tobacco settlement proceeds deposited in the common schools trust fund.		$13,710,808	$13,710,808
3. Increases by 11.3 percent, from $3.1 million to $3.45 million, funding for supplemental revenue payments to schools pursuant to North Dakota Century Code Section 15-40.1-07.8.	$350,000		$350,000
4. Increases by 10 percent, from $46.6 million to $51.26 million, funding for general fund special education grants.	$4,660,000		$4,660,000
5. Removes funding for supplemental payments to certain districts with declining enrollment and to all districts on the basis of average daily membership (ADM) (1999 Senate Bill No. 2162).	($3,500,000)		($3,500,000)
6. Removes funding for grants to the SENDIT computer network (a general fund appropriation of $1,973,669 is included in the recommended appropriation for the Information Technology Department).	($496,669)	($50,000)	($546,669)
7. Removes funding for general fund grants distributed by the Educational Telecommunications Council (a general fund appropriation of $3.5 million is included in the recommended appropriation for the Information Technology Department).	($6,000,000)		($6,000,000)
8. Provides funding for a grant to the quality schools fund, which is also appropriated in House Bill No. 1157 to the Quality Schools Commission for expenses of the commission in implementing a quality assessment process for North Dakota elementary and secondary schools.	$575,192		$575,192
9. Increases, from $145,000 to $205,000, funding for the Governor's school program.	$60,000		$60,000
10. Increases, from $20,000 to $33,000, funding for the teacher certification program.	$13,000		$13,000

11. Increases, from $23,780 to $33,117, funding for FINDET to replace federal school-to-work funds which were previously used to support the program but are no longer available.	$9,337		$9,337
12. Increases by 8.3 percent, from $135.3 million (adjusted appropriation amount) to $146.5 million, federal funding for grants to reflect changes in the following federal programs:			
School food services		($2,234,250)	($2,234,250)
Class-size reduction		941,892	941,892
Adult education		624,563	624,563
Aids prevention programs		260,500	260,500
Special education - Individuals With Disabilities Education Act (IDEA) Part B		6,280,852	6,280,852
Special education - IDEA Part D		(250,000)	(250,000)
Special education - Preschool programs		260,893	260,893
Special education - State improvement		600,000	600,000
Title I		5,137,671	5,137,671
Drug-free schools		(653,244)	(653,244)
Other		267,633	267,633
Total federal grants changes		$11,236,510	$11,236,510
Operating expenses			
13. Removes funding for dues to the Education Commission of the States.	($40,000)		($40,000)
14. Increases federal funds spending authority to reflect a federal grant anticipated to be available to fund information technology improvements relating to school nutrition programs.		$150,000	$150,000
15. Provides funding for the development of a student data base.	$412,500		$412,500
16. Provides funding to reflect an anticipated increase, from $403,643 to $453,643, in costs relating to the standardized achievement testing program.	$50,000		$50,000
17. Increases, from $1.3 million to $6.8 million, federal funds spending authority for operating expenses for the school improvement division to reflect federal grants anticipated to be available to contract with teachers for the development of curriculum and instructional strategies, to provide professional development for teachers, and for other school improvement activities		$5,498,776	$5,498,776
18. Provides funding for the design and implementation of a standards-based assessment program for reading and mathematics for students in grades 4, 8, and 12, as required to allow the state to continue receiving federal Title I funding.	$836,000		$836,000
19. Decreases by 4.4 percent, from $1,773,201 to $1,695,713, funding for operating expenses of the Division of Independent Study.		($77,488)	($77,488)
Salaries and wages			
20. Provides funding for an equity salary increase of $522 per month for the Superintendent of Public Instruction effective January 1, 2002 (the amount included in the executive budget is $3,549 more than the required amount of $10,979).	$14,528		$14,528
21. Provides funding for salary equity adjustments, in addition to the executive budget compensation package, to increase salaries to new pay range minimums established by Central Personnel.	$405	$31,382	$31,787
Other			
22. Increases by 7.7 percent, from $496,036 to $534,140, funding for equipment ($59,228 increase for the Division of Independent Study; $21,124 decrease for all other divisions).	($11,274)	$49,378	$38,104
23. Provides funding to resurface the roof of the Division of Independent Study building.	$27,500	$27,500	$55,000

Major Legislation Affecting the Department of Public Instruction

House Bill No. 1141 - Reorganization bonuses - This bill provides that school districts may receive an advance of $15,000 per district for the purpose of studying and planning for reorganization. If the districts reorganize, the money advanced will be deducted from their reorganization bonus. If the districts do not reorganize, the money advanced does not have to be repaid. The bill also provides that reorganization bonuses for the 2001-03 biennium will be paid from moneys appropriated by the 2001 Legislative Assembly for foundation aid, if money is available after all statutory obligations have been met. Reorganization bonus payments are limited to a total of $5 million for the biennium and no more than $500,000 per reorganized district.

House Bill No. 1145 - Weighting factors - This bill adjusts the weighting factors used to distribute foundation aid payments. The intent of the executive recommendation is to adjust weighting factors for the first year of the 2001-03 biennium by 85 percent of the difference between the statutory factor and the factor representing the five-year average cost of education, as determined by the Department of Public Instruction. Weighting factors for the second year of the biennium are intended to be the factor representing the five-year average cost of education. Current law provides that weighting factors are adjusted by 75 percent of the difference between the statutory factor and the five-year average cost of education.

House Bill No. 1146 - Per student payments - This bill increases per student foundation aid payments from $2,230 in 2000-01 to $2,323 in 2001-02 and to $2,420 in 2002-03.

House Bill No. 1157 - Quality Schools Commission - This bill establishes a Quality Schools Commission to implement and direct a quality assessment process for elementary and secondary schools in the state. The bill also creates a quality schools fund and appropriates to the commission $575,192 from the fund. House Bill No. 1013 appropriates $575,192 from the general fund to the Department of Public Instruction for a grant which will be transferred to the quality schools fund.

Prepared by the North Dakota Legislative Council staff for Senate Appropriations
March 7, 2001

Department 201 - Department of Public Instruction
House Bill No. 1013

	FTE Positions	General Fund	Other Funds	Total
2001-03 Schafer Executive Budget	131.95	$550,821,984	$237,017,455	$787,839,439
1999-2001 Legislative Appropriations	131.95	547,053,909	204,269,173	751,323,082
Increase (Decrease)	0.00	$3,768,075	$32,748,282	$36,516,357
2001-03 Hoeven Executive Budget	131.95	$570,605,949	$237,044,955	$807,650,904
Hoeven Increase (Decrease) to Schafer	0.00	$19,783,965	$27,500	$19,811,465

The 1999-2001 appropriation amounts include $191,664, of which $67,082 is from the general fund, for the agency's share of the $5.4 million funding pool appropriated to the Office of Management and Budget (OMB) for special market equity adjustments for classified employees and $7,902, of which $1,182 is from the general fund, for the agency's share of the $1.4 million funding pool appropriated to OMB for assisting agencies in providing $35 per month minimum salary increases in July 1999 and July 2000. The 1999-2001 appropriation amounts do not include additional other funds spending authority of $1,736,469 authorized by the Emergency Commission during the 1999-2001 biennium and general fund spending authority of $70,400 carried over from the 1997-99 biennium pursuant to Section 12 of 1999 Senate Bill No. 2013.

Major Schafer Recommendations Affecting Department of Public Instruction 2001-03 Budget

	General Fund	Other Funds	Total
Grants			
1. Increases by 1.4 percent, from $479,006,259 to $485,542,761, funding for foundation aid (including transportation aid and payments for limited English proficient students). (The House reduced the appropriation for foundation aid by $24,507,093, to $461,035,668.)	$6,536,502		$6,536,502
2. Increases by 25.6 percent, from $53,528,217 to $67,239,025, spending authority for tuition fund payments to schools to reflect the executive recommendation that the Board of University and School Lands distribute all income relating to tobacco settlement proceeds deposited in the common schools trust fund.		$13,710,808	$13,710,808
3. Increases by 11.3 percent, from $3.1 million to $3.45 million, funding for supplemental revenue payments to schools pursuant to North Dakota Century Code Section 15-40.1-07.8.	$350,000		$350,000
4. Increases by 10 percent, from $46.6 million to $51.26 million, funding for general fund special education grants. (The House reduced the appropriation for special education by $1,361,305, to $49,898,695.)	$4,660,000		$4,660,000
5. Removes funding for supplemental payments to certain districts with declining enrollment and to all districts on the basis of average daily membership (ADM) (1999 Senate Bill No. 2162).	($3,500,000)		($3,500,000)
6. Removes funding for grants to the SENDIT computer network (a general fund appropriation of $1,973,669 is included in the recommended appropriation for the Information Technology Department).	($496,669)	($50,000)	($546,669)
7. Removes funding for general fund grants distributed by the Educational Telecommunications Council (a general fund appropriation of $3.5 million is included in the recommended appropriation for the Information Technology Department).	($6,000,000)		($6,000,000)

8. Provides funding for a grant to the quality schools fund, which is also appropriated in House Bill No. 1157 to the Quality Schools Commission for expenses of the commission in implementing a quality assessment process for North Dakota elementary and secondary schools. (The House removed this funding.)	$575,192		$575,192
9. Increases, from $145,000 to $205,000, funding for the Governor's school program. (The House reduced funding for the Governor's school by $60,000, to $145,000.)	$60,000		$60,000
10. Increases, from $20,000 to $33,000, funding for the teacher certification program. (The House reduced funding for the teacher certification program by $13,000, to $20,000.)	$13,000		$13,000
11. Increases, from $23,780 to $33,117, funding for FINDET to replace federal school-to-work funds which were previously used to support the program but are no longer available.	$9,337		$9,337
12. Increases by 8.3 percent, from $135.3 million (adjusted appropriation amount) to $146.5 million, federal funding for grants to reflect changes in the following federal programs:			
School food services		($2,234,250)	($2,234,250)
Class-size reduction		941,892	941,892
Adult education		624,563	624,563
Aids prevention programs		260,500	260,500
Special education - Individuals With Disabilities Education Act (IDEA) Part B		6,280,852	6,280,852
Special education - IDEA Part D		(250,000)	(250,000)
Special education - Preschool programs		260,893	260,893
Special education - State improvement		600,000	600,000
Title I		5,137,671	5,137,671
Drug-free schools		(653,244)	(653,244)
Other		267,633	267,633
Total federal grants changes		$11,236,510	$11,236,510
Operating expenses			
13. Removes funding for dues to the Education Commission of the States.	($40,000)		($40,000)
14. Increases federal funds spending authority to reflect a federal grant anticipated to be available to fund information technology improvements relating to school nutrition programs.		$150,000	$150,000
15. Provides funding for the development of a student data base. (The House removed this funding.)	$412,500		$412,500
16. Provides funding to reflect an anticipated increase, from $403,643 to $453,643, in costs relating to the standardized achievement testing program.	$50,000		$50,000
17. Increases, from $1.3 million to $6.8 million, federal funds spending authority for operating expenses for the school improvement division to reflect federal grants anticipated to be available to contract with teachers for the development of curriculum and instructional strategies, to provide professional development for teachers, and for other school improvement activities.		$5,498,776	$5,498,776
18. Provides funding for the design and implementation of a standards-based assessment program for reading and mathematics for students in grades 4, 8, and 12, as required to allow the state to continue receiving federal Title I funding.	$836,000		$836,000
19. Decreases by 4.4 percent, from $1,773,201 to $1,695,713, funding for operating expenses of the Division of Independent Study. (The House increased funding for operating expenses of the Division of Independent Study by $27,500 from other funds.)		($77,488)	($77,488)

Salaries and wages				
20	Provides funding for an equity salary increase of $522 per month for the Superintendent of Public Instruction effective January 1, 2002 (the amount included in the executive budget is $3,549 more than the required amount of $10,979). (The House reduced this amount by $3,549.)	$14,528		$14,528
21	Provides funding for salary equity adjustments, in addition to the executive budget compensation package, to increase salaries to new pay range minimums established by Central Personnel.	$405	$31,382	$31,787
Other				
22	Increases by 7.7 percent, from $496,036 to $534,140, funding for equipment ($59,228 increase for the Division of Independent Study, $21,124 decrease for all other divisions)	($11,274)	$49,378	$38,104
23	Provides funding to resurface the roof of the Division of Independent Study building.	$27,500	$27,500	$55,000

Major Hoeven Recommendations Affecting Department of Public Instruction 2001-03 Budget Compared to the Bill as Introduced (Schafer Budget)

		General Fund	Other Funds	Total
1	Decreases foundation aid to provide funding for the proposed FTE payment program. (Compared to the Schafer executive budget, per student payments are decreased the first year of the biennium from $2,323 to $2,240 and the second year from $2,420 to $2,250.) (The House reduced foundation aid by $24,507,093 to provide per student payments of $2,255 and $2,278.)	($27,876,613)		($27,876,613)
2	Decreases special education aid to provide funding for the proposed FTE payment program. (The House reduced special education funding by this amount.)	($1,361,305)		($1,361,305)
3	Removes funding for the Quality Schools Commission. (The appropriation is reduced to $505,192 and is transferred to the Governor's office. The Office of Management and Budget has indicated that the $70,000 reduction is for data gathering services and is included in the recommended appropriation for the Information Technology Department.) (The House removed this funding.)	($575,192)		($575,192)
4.	Removes funding for the development of a student data base. (The Office of Management and Budget has indicated that the recommended appropriation for the Information Technology Department now includes funding for this project.) (The House removed this funding.)	($412,500)		($412,500)
5.	Adds funding to restore operating expenses to the amount included in the agency's base budget request. (The funding was transferred from operating expenses to capital improvements in the Schafer recommendation.) (The House added this funding.)		$27,500	$27,500
6.	Adds funding for a proposed teacher compensation payment program, whereby school districts will receive payments of $2,000 and $3,500 the first and second years of the 2001-03 biennium, respectively, for each teacher and administrator in the school district. (The House added $46,640,055 for teacher compensation payments to provide for payments of $1,750 the first year and $3,500 the second year based on the number of qualifying teachers in each district.)	$50,009,575		$50,009,575

Major Legislation Affecting the Department of Public Instruction

House Bill No. 1141 - Reorganization bonuses - This bill provides that school districts may receive an advance of $15,000 per district for the purpose of studying and planning for reorganization. If the districts reorganize, the money advanced will be deducted from their reorganization bonus. If the districts do not reorganize, the money advanced must be repaid. The fiscal note indicates a 2001-03 biennium general fund cost of $30,000.

House Bill No. 1145 - Weighting factors - This bill adjusts the weighting factors used to distribute foundation aid payments. Weighting factors are adjusted for the first year of the 2001-03 biennium by 85 percent of the difference between the statutory factor and the factor representing the five-year average cost of education. Weighting factors for the second year of the biennium are the factors representing the five-year average cost of education. Current law provides that weighting factors are adjusted by 75 percent of the difference between the statutory factor and the five-year average cost of education.

House Bill No. 1293 - Standards-based assessments - This bill directs the Department of Public Instruction to administer standards-based student achievement tests, report the compiled results to the Legislative Council, and offer technical assistance to school districts to interpret the test results. The fiscal note indicates an anticipated 2001-03 biennium general fund cost of $1,457,010, which is $167,367 more than the amount provided in House Bill No. 1013.

House Bill No. 1301 - Reorganization bonuses - This bill excludes $2 million from the amount to be distributed from unspent foundation aid at the end of the 1999-2001 biennium and provides a general fund appropriation of $3 million for the 2001-03 biennium for reorganization bonus payments to qualifying school districts (see Senate Bill No. 2200).

House Bill No. 1321 - Limited English proficiency payments - This bill changes the formula for the distribution of limited English proficiency payments. The fiscal note indicates a 2001-03 biennium general fund cost of $800,000, which is $350,000 more than the amount appropriated in House Bill No. 1013.

House Bill No. 1344 - Foundation aid and teacher compensation payments - This bill increases per student foundation aid payments to $2,255 the first year of the 2001-03 biennium and $2,278 the second year and provides a formula for the distribution of teacher compensation payments. The appropriations for foundation aid and teacher compensation are included in House Bill No. 1013.

Senate Bill No. 2200 - Reorganization bonuses - This bill excludes $3 million from the amount to be distributed from unspent foundation aid at the end of the 1999-2001 biennium and provides a general fund appropriation of $3 million for the 2001-03 biennium for reorganization bonus payments to qualifying school districts (see House Bill No. 1301).

Senate Bill No. 2268 - Data envelopment analysis - This bill provides a $100,000 general fund appropriation to the Department of Public Instruction for continuing the data envelopment analysis project.

Summary of Legislative Changes to Bill as Introduced

See attached Statement of Purpose of Amendment.

FOUNDATION AID, OTHER GRANTS, DEPARTMENT OF PUBLIC INSTRUCTION ADMINISTRATION, AND DIVISION OF INDEPENDENT STUDY COMPARISON OF 2001-03 EXECUTIVE BUDGET TO 1999-2001 APPROPRIATION AND ESTIMATED EXPENDITURES

	1999-2001 Appropriation\1	1999-2001 Estimated Expenditures\2	2001-03 Executive Budget	2001-03 Executive Budget Increase (Decrease) Compared to 1999-2001 Estimated Expenditures	2001-03 Executive Budget Increase (Decrease) Compared to 1999-2001 Appropriation
Foundation aid					
Statutory per student payments	$520,678,909	$516,406,104	$532,704,091	$16,297,987	$12,025,182
Less mill deduct (32 mills) and excess fund balance deduct	78,072,650	78,069,217	83,611,330	5,542,113	5,538,680
General fund per student payments	$442,606,259	$438,336,887	$449,092,761	$10,755,874	$6,486,502
Limited English proficient student payments	400,000	400,000	450,000	50,000	50,000
Transportation payments	36,000,000	35,146,101	36,000,000	853,899	
Total foundation aid regular distributions - General fund	$479,006,259	$473,882,988	$485,542,761	$11,659,773	$6,536,502
Foundation aid contingent distributions		5,123,271 \3		(5,123,271)	
Total foundation aid - General fund	$479,006,259	$479,006,259	$485,542,761	$6,536,502	$6,536,502
Other grants - General fund					
Special education	$45,600,000	$46,600,000	$51,260,000	$4,660,000	$4,660,000
ADM and declining enrollment payments (1999 SB 2162)	3,500,000	3,500,000		(3,500,000)	(3,500,000)
Supplemental payments	3,100,000	2,679,162 \4	3,450,000	770,838	350,000
Teacher center network	210,000	210,000	210,000		
School food services	1,080,000	1,080,000	1,080,000		
Adult education grants	900,000	900,000	900,000		
Educational Telecommunications Council grants	6,000,000	6,000,000	\5	(6,000,000)	(6,000,000)
LEAD consortium	200,000	200,000	200,000		
Governor's school	145,000	145,000	205,000	60,000	60,000
Geographic education	50,000	50,000	50,000		
SENDIT computer network	496,669	496,669	\6	(496,669)	(496,669)
National board certification	20,000	20,000	33,000	13,000	13,000
Quality schools commission			575,192 \7	575,192	575,192
FINDET	23,780	23,780	33,117	9,337	9,337
Total other grants - General fund	$62,325,449	$61,904,611	$57,996,309	($3,908,302)	($4,329,140)
Total foundation aid and other grants - General fund	$541,331,708	$540,910,870	$543,539,070	$2,628,200	$2,207,362
Other grants - Other funds					
Federal grants	$134,530,636	$135,290,636 \2	$146,527,146	$11,236,510	$11,996,510
State tuition fund	53,528,217	57,275,123 \2	67,239,025 \8	9,963,902	13,710,808
Displaced homemaker program	229,247	229,247	240,000	10,753	10,753
SENDIT computer network	50,000	50,000		(50,000)	(50,000)

	1999-2001 Appropriation\1	1999-2001 Estimated Expenditures\2	2001-03 Executive Budget	2001-03 Executive Budget Increase (Decrease) Compared to 1999-2001 Estimated Expenditures	2001-03 Executive Budget Increase (Decrease) Compared to 1999-2001 Appropriation
Total other grants - Other funds	$188,338,100	$192,845,006	$214,006,171	$21,161,165	$25,668,071
Total other grants - All funds	$250,663,549	$254,749,617	$272,002,480	$17,252,863	$21,338,931
Total foundation aid and other grants - All funds	$729,669,808	$733,755,876	$757,545,241	$23,789,365	$27,875,433
Agency administration (excluding Division of Independent Study)					
Administration (salaries, operating, equipment) - General fund	$4,860,228	$5,114,771 \2	$6,487,498	$1,372,727	$1,627,270
Administration (salaries, operating, equipment) - Other funds	11,724,030	12,530,533 \2	18,565,534	6,035,001	6,841,504
Total agency administration - All funds	$16,584,258	$17,645,304 \2	$25,053,032	$7,407,728	$8,468,774
Division of Independent Study					
Salaries, operating, equipment - General fund	$861,973	$677,830 \2	$767,916	$90,086	($94,057)
Salaries, operating, equipment - Other funds	4,207,043	4,377,009 \2	4,418,250	41,241	211,207
Capital projects - General fund			27,500	27,500	27,500
Capital projects - Other funds			27,500	27,500	27,500
Total Division of Independent Study - All funds\9	$5,069,016	$5,054,839 \2	$5,241,166	$186,327	$172,150
Total Department of Public Instruction - All funds	$751,323,082	$756,456,019	$787,839,439	$31,383,420	$36,516,357
General fund	$547,053,909	$546,703,471	$550,821,984	$4,118,513	$3,768,075
Other funds	204,269,173	209,752,548	237,017,455	27,264,907	32,748,282
Total	$751,323,082	$756,456,019	$787,839,439	$31,383,420	$36,516,357
FTE	131.95	131.95	131.95		

\1 1999-2001 appropriation - The 1999-2001 appropriation amounts include $191,664, of which $67,082 is from the general fund, for the agency's share of the $5.4 million funding pool appropriated to the Office of Management and Budget (OMB) for special market equity adjustments for classified employees and $7,902, of which $1,182 is from the general fund, for the agency's share of the $1.4 million funding pool appropriated to OMB for assisting agencies in providing $35 per month minimum salary increases in July 1999 and July 2000.

The 1999-2001 appropriation amounts do not include additional other funds spending authority of $1,736,469 authorized by the Emergency Commission during the 1999-2001 biennium and general fund spending authority of $70,400 carried over from the 1997-99 biennium pursuant to Section 12 of 1999 Senate Bill No. 2013.

\2 1999-2001 estimated expenditures - The amounts shown have been adjusted to reflect the following amounts:

$70,400 from the general fund for operating expenses carried over from the 1997-99 biennium pursuant to Section 12 of 1999 Senate Bill No. 2013.

$976,469 from other funds for salaries and wages, operating expenses, and equipment authorized by the Emergency Commission.

$760,000 from other funds for grants authorized by the Emergency Commission.

$3,746,906 from the state tuition fund anticipated to be distributed in addition to the legislative appropriation.

($420,838) from the general fund for supplemental payment grants not anticipated to be distributed during the 1999-2001 biennium.

[3] Contingent foundation aid distributions - Senate Bill No. 2162 (1999) provides that if any of the funds appropriated by the 1999 Legislative Assembly for foundation aid remain unspent after all statutory obligations have been met, the remaining funds shall be distributed as follows

1. The first $1 million as supplemental payments on the basis of average daily membership (ADM)
2. The second $1 million to assist school districts that have experienced declining enrollment
3. The next $2 million to school districts eligible to receive reorganization bonuses pursuant to Senate Bill No. 2441
4. Any remaining amount as supplemental payments on the basis of ADM

[4] Supplemental payments - The 1999 Legislative Assembly appropriated $3.1 million for supplemental payments to school districts that are below the statewide average taxable property valuation per student and below the statewide average educational expenditure per student, as provided in North Dakota Century Code Section 15-40.1-07.8. The formula provided in Section 15-40.1-07.8 does not provide a mechanism to distribute any appropriated funds remaining unspent after the formula distributions.

The department estimates that $420,838 will remain unspent at the end of the 1999-2001 biennium, primarily as a result of the Grand Forks district not qualifying for payments due to educational expenditures per student being in excess of the state average. In the three previous fiscal years, the Grand Forks district qualified for payments of $336,000 to $412,000 per year.

[5] Educational Telecommunications Council grants - The 2001-03 biennium executive recommendation includes $3.5 million from the general fund for Educational Telecommunications Council grants. The appropriation is included in the executive budget for the Information Technology Department.

[6] SENDIT computer network - The 2001-03 biennium executive recommendation includes $1,973,669 from the general fund for grants to the SENDIT network. The appropriation is included in the executive recommendation for the Information Technology Department.

[7] Quality Schools Commission - This amount is to be transferred to the quality schools fund and is appropriated to the Quality Schools Commission for the 2001-03 biennium for expenses of the commission in implementing a quality assessment process for North Dakota elementary and secondary schools.

[8] State tuition fund - The executive recommendation includes the distribution of $67.2 million from the state tuition fund, $13.7 million more than the amount appropriated by the 1999 Legislative Assembly. The 2001-03 executive recommendation amount is based on the assumption that the Board of University and School Lands will distribute all income relating to tobacco settlement moneys which have been or will be deposited in the common schools trust fund.

[9] Division of Independent Study - The amounts shown for the Division of Independent Study do not include grants distributed by the division. Grants distributed by the division are included in the "other grants" section of this schedule.

PER STUDENT FOUNDATION AID AND TUITION FUND PAYMENTS, WEIGHTED STUDENT UNITS, AND MILL DEDUCTS FOR THE 1999-2001 AND 2001-03 BIENNIUMS

First-Year Payments	1999-2001 Appropriation	1999-2001 Actual	2001-03 Executive Budget
Per student foundation aid payments	$2,145	$2,145	$2,323
Tuition fund distributions	220	248	300
Total first-year payments	$2,365	$2,393	$2,623
Second-Year Payments			
Per student foundation aid payments	$2,230	$2,230	$2,420
Tuition fund distributions	220	250 \1	300
Total second-year payments	$2,450	$2,480	$2,720
Weighted Student Units			
First year	119,430	118,831	112,903
Second year	117,718	115,795 \1	110,350
Mill Levy Deducts			
First year	32 mills	32 mills	32 mills
Second year	32 mills	32 mills	32 mills

\1 Estimated

Prepared by the North Dakota Legislative Council staff for Senator Holmberg
April 2001

FOUNDATION AID, TEACHER COMPENSATION PAYMENTS, AND OTHER GENERAL FUND APPROPRIATIONS - HOUSE BILL NOS. 1013 AND 1344

COMPARISON OF 2001-03 SENATE AND HOUSE VERSIONS

	2001-03 Hoeven Budget	2001-03 House Version	2001-03 Senate Version	Senate Version Increase (Decrease) to Hoeven	Senate Version Increase (Decrease) to House
House Bill No. 1013					
Foundation aid	$457,666,148	$461,035,668	$488,166,148	$30,500,000	$27,130,480
Teacher compensation payments	50,009,575	46,640,055		(50,009,575)	(46,640,055)
Other Department of Public Instruction appropriations (including Independent Study)	62,930,226	62,803,677	61,646,612	(1,283,614)	(1,157,065)
State Library	3,114,656	3,114,656	3,114,656		
School for the Deaf	4,980,301	4,980,301	5,077,426	97,125	97,125
School for the Blind	2,048,791	2,048,791	2,132,554	83,763	83,763
Total general fund appropriations - House Bill No. 1013	$580,749,697	$580,623,148	$560,137,396	($20,612,301)	($20,485,752)
House Bill No. 1344					
Teacher bonus payments			$20,800,000	$20,800,000	$20,800,000
Other appropriations			283,000	283,000	283,000
Total general fund appropriations - House Bill No. 1344			$21,083,000	$21,083,000	$21,083,000
Total general fund appropriations - House Bill Nos. 1013 and 1344	$580,749,697	$580,623,148	$581,220,396 [1]	$470,699 [1]	$597,248 [1]
Per student payments					
First year	$2,240	$2,255	$2,349	$109	$94
Second year	$2,250	$2,278	$2,411	$161	$133

[1] The Senate version will result in additional 2001-03 biennium general fund revenues of $427,838 due to Senate amendments which removed the following sections of the engrossed bill. Section 5 of the engrossed bill would have allowed the Education Standards and Practices Board to spend $7,000 of its 1999-2001 biennium appropriation for teacher stipends. Without this authority, the $7,000 will be additional turnback.

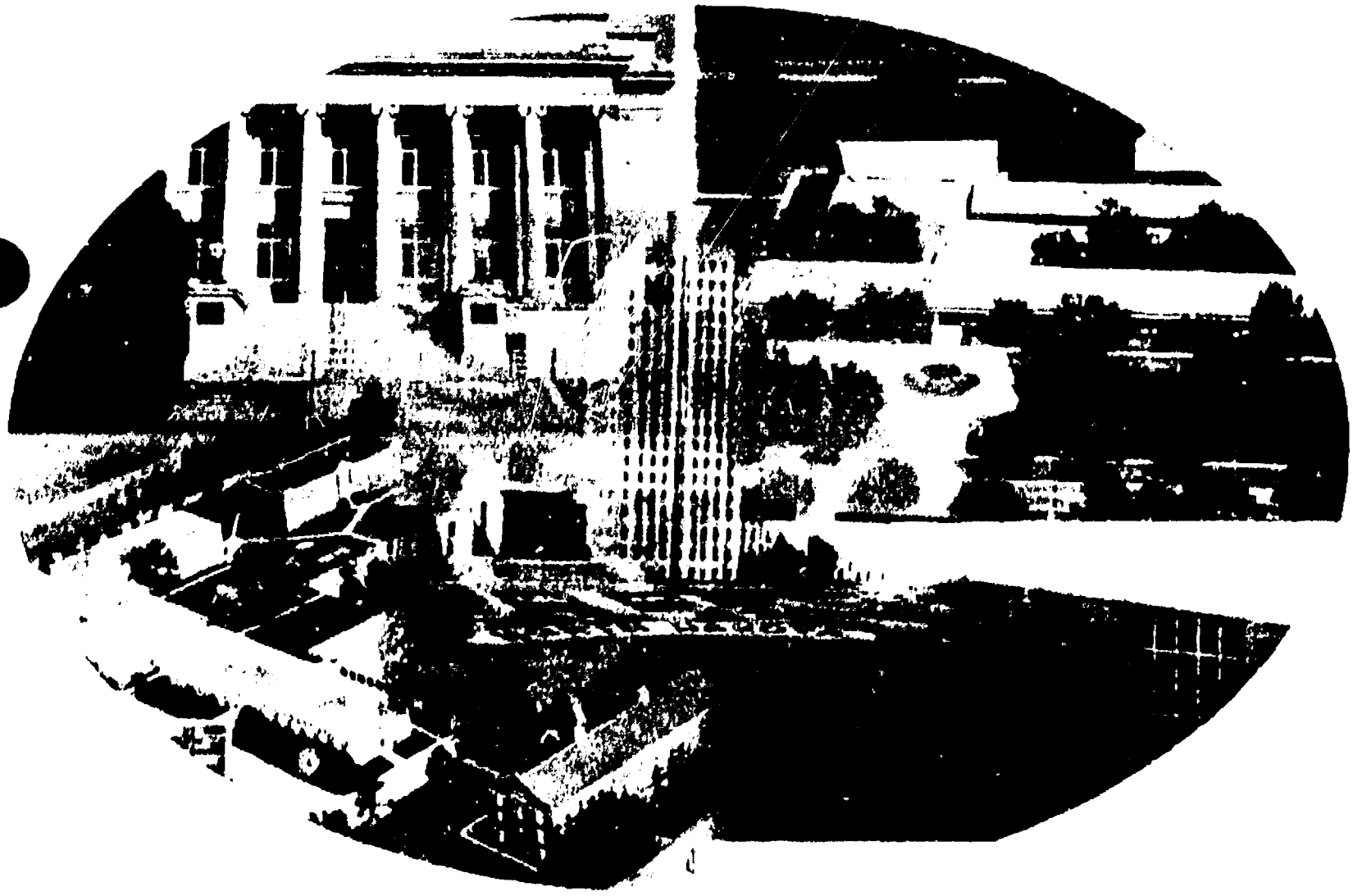
Sections 15 and 17 of the engrossed bill provided statutory changes to allow the Department of Public Instruction to adjust the formula provided in Section 15-40.1-07.8 to allow the distribution of all moneys appropriated for supplemental payments. The department estimates that $420,838 will not be distributed during the 1999-2001 biennium without this statutory change.

1.501
HB 1013

North Dakota Department of Public Instruction

Dr. Wayne G. Sanstead
State Superintendent

Testimony to the House Appropriations Committee



January 8, 2001

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DEPARTMENT (201) PUBLIC INSTRUCTION
PRESENT / RECOMMENDED BUDGET COMPARISON SUMMARY

	Biennium: 2001-2003 Bill #: HB 1013	1 1999-2001 PRESENT BUDGET	2 2001-2003 EXECUTIVE BUDGET RECOMMENDATION	3 2001-2003 BUDGET $ INCREASE / (DECREASE)	4 2001-2003 BUDGET % INCREASE / (DECREASE)
1	**FTE Employees**	**131.95**	**131.95**	**0**	**0.0%**
	Operations:				
2	Salaries & Wages	$11,483,456	$12,273,865	$790,409	6 9%
3	Operating Expenses	$10,720,651	$17,431,193	$6,710,542	62 6%
4	Equipment	$496,036	$534,140	$38,104	7 7%
5	Capital Improvements	$0	$55,000	$55,000	0 0%
6	**Total**	**$22,700,143**	**$30,294,198**	**$7,594,055**	**33.5%**
	Funding Sources:				
7	General Fund	$5,792,601	$7,282,912	$1,490,311	25 7%
8	Federal Funds	$11,869,902	$17,618,052	$5,748,150	48 4%
9	Other Funds	$5,037,640	$5,393,234	$355,594	7 1%
	Grants:				
	State				
10	Foundation Aid & Transportation	$479,006,259	$485,542,761	$6,536,502	1 4%
11	Revenue Supplement	$3,100,000	$3,450,000	$350,000	11 3%
12	Special Education	$46,600,000	$51,260,000	$4,660,000	10 0%
13	School Supplemental Payments	$3,500,000	$0	($3,500,000)	-100 0%
14	Educational Telecommunications Council	$6,000,000	$0	($6,000,000)	-100 0%
15	Quality Schools Commission	$0	$575,192	$575,192	0 0%
16	Governor's School	$145,000	$205,000	$60,000	41 4%
17	LEAD Consortium	$200,000	$200,000	$0	0 0%
18	Teacher Center Network	$210,000	$210,000	$0	0 0%
19	FINDET	$23,780	$33,117	$9,337	39 3%
20	Adult Education Matching Funds	$900,000	$900,000	$0	0 0%
21	School Lunch Matching Funds	$1,080,000	$1,080,000	$0	0 0%
	Total	**$540,765,039**	**$543,456,070**	**$2,691,031**	**0.5%**
22	**Federal**	**$135,290,636**	**$146,527,146**	**$11,236,510**	**8.3%**

DEPARTMENT (201) PUBLIC INSTRUCTION
PRESENT / RECOMMENDED BUDGET COMPARISON SUMMARY

	Biennium: 2001-2003 Bill #: HB 1013	1 1999-2001 PRESENT BUDGET	2 2001-2003 EXECUTIVE BUDGET RECOMMENDATION	3 2001-2003 BUDGET $ INCREASE / (DECREASE)	4 2001-2003 BUDGET % INCREASE / (DECREASE)
	Other				
23	Tuition Apportionment	$53,528,217	$67,239,025	$13,710,808	25.6%
24	Displaced Homemakers	$229,247	$240,000	$10,753	4.7%
25	**Total**	**$53,757,464**	**$67,479,025**	**$13,721,561**	**25.5%**
	Funding Sources:				
26	General Fund	$540,765,039	$543,456,070	$2,691,031	0.5%
27	Federal Funds	$135,290,636	$146,527,146	$11,236,510	8.3%
28	Other Funds	$53,757,464	$67,479,025	$13,721,561	25.5%
	Special Line Items:				
29	Geographic Education	$50,000	$50,000	$0	0.0%
30	SENDIT	$546,669	$0	($546,669)	-100.0%
31	National Board Certification	$20,000	$33,000	$13,000	65.0%
32	**Total**	**$616,669**	**$83,000**	**($533,669)**	**-86.5%**
	Funding Sources:				
33	General Fund	$566,669	$83,000	($483,669)	-85.4%
34	Federal Funds	$0	$0	$0	
35	Other Funds	$50,000	$0	($50,000)	-100.0%
36	**Total**	**$753,129,951**	**$787,839,439**	**$34,709,488**	**4.6%**
	Funding Sources:				
37	General Fund	$547,124,309	$550,921,982	$3,697,673	0.7%
38	Federal Funds	$147,160,538	$164,145,198	$16,984,660	11.5%
39	Other Funds	$58,845,104	$72,872,259	$14,027,155	23.8%
40	**Total Funding Source**	**$753,129,951**	**$787,839,439**	**$34,709,488**	**4.6%**

DEPARTMENT (201) PUBLIC INSTRUCTION
PRESENT / RECOMMENDED BUDGET COMPARISON
GENERAL FUND

Biennium: 2001-2003
Bill #: HB 1013

	1999-01 BIENNIUM GENERAL FUND			2001-03 BIENNIUM GENERAL FUND	
General Fund Appropriation	$547,124,309		General Fund Recommendation	$550,821,984	
Less Foundation Aid	($479,006,259)		Less Foundation Aid	($485,542,761)	
Less Special Education	($46,600,000)		Less Special Education Grants	($51,260,000)	
General Fund	**$21,518,050**		**General Fund**	**$14,019,223**	
	Appropriation	**% of General Fund**		**Recommendation**	**% of General Fund**
GRANTS			**GRANTS**		
Revenue Supplement	$3,100,000	14.41%	Revenue Supplement	$3,450,000	24.61%
School Supplemental Payments	$3,500,000	16.27%	School Supplemental Payments	$0	
Technology Grants	$6,000,000	27.88%	Technology Grants	$0	0.00%
Quality Schools Commission	$0		Quality Schools Commission	$575,192	4.10%
Governor's School	$145,000	0.67%	Governor's School	$205,300	1.46%
LEAD Consortium	$200,000	0.93%	LEAD Consortium	$200,000	1.43%
Teacher Center Network	$210,000	0.98%	Teacher Center Network	$210,000	1.50%
FINDET	$23,780	0.11%	FINDET	$33,117	0.24%
Adult Education Matching Funds	$900,000	4.18%	Adult Education Matching Funds	$900,000	6.42%
School Lunch Matching Funds	$1,080,000	5.02%	School Lunch Matching Funds	$1,080,000	7.70%
Geographic Education	$50,000	0.23%	Geographic Education	$50,000	0.36%
SENDIT	$496,669	2.31%	SENDIT	$0	0.00%
National Teacher Certification	$20,000	0.09%	National Teacher Certification	$33,000	0.24%
Subtotal	$15,725,449	73.08%	Subtotal	$6,736,309	48.05%
OPERATIONS			**OPERATIONS**		
Salaries & Wages	$3,606,832	16.76%	Salaries & Wages	$3,829,053	27.31%
Operating	$2,061,133	9.58%	Operating	$3,312,999	23.63%
Equipment	$124,636	0.58%	Equipment	$113,362	0.81%
			Capital Improvement	$27,500	0.20%
Subtotal	$5,792,601	26.92%	Subtotal	$7,282,914	51.95%
General Fund	**$21,518,050**	**100.00%**	**General Fund**	**$14,019,223**	**100.00%**

DEPARTMENT (201) PUBLIC INSTRUCTION
PRESENT / RECOMMENDED BUDGET COMPARISON
GENERAL, FEDERAL, & OTHER FUNDS

Biennium: 2001-2003
Bill #: HB 1013

		1999-01 BIENNIUM		2001-03 BIENNIUM	
		1	2	3	4
		Appropriation	% of Total Appropriation	Recommendation	% of Total Recommendation
1	**SALARIES & WAGES**	**$11,483,456**	**1.52%**	**$12,273,886**	**1.56%**
2	GENERAL FUND	$3,576,733		$3,829,053	
3	FEDERAL FUND	$5,427,726		$5,857,030	
4	OTHER FUND	$2,478,997		$2,587,782	
5	**OPERATING**	**$10,720,681**	**1.42%**	**$17,431,193**	**2.21%**
6	GENERAL FUND	$2,091,232		$3,312,999	
7	FEDERAL FUND	$6,201,546		$11,530,242	
8	OTHER FUND	$2,427,871		$2,587,952	
9	**EQUIPMENT**	**$496,036**	**0.07%**	**$534,140**	**0.07%**
10	GENERAL FUND	$124,636		$113,362	
11	FEDERAL FUND	$240,628		$230,778	
112	OTHER FUND	$130,772		$190,000	
13	**CAPITAL IMPROVEMENTS**	**$0**	**0.00%**	**$55,000**	**0.01%**
14	GENERAL FUND	$0		$27,500	
15	FEDERAL FUND	$0		$0	
16	OTHER FUND	$0		$27,500	
17	**TOTAL OPERATIONS**	**$22,700,143**	**3.01%**	**$30,294,198**	**3.85%**
18	GENERAL FUND	$5,792,601		$7,282,914	
19	FEDERAL FUND	$11,869,902		$17,618,050	
20	OTHER FUND	$5,037,640		$5,393,234	
21	**GRANTS**	**$729,813,139**	**96.90%**	**$757,462,241**	**96.14%**
22	GENERAL FUND	$540,765,039		$543,456,070	
23	FEDERAL FUND	$135,290,636		$146,527,146	
24	OTHER FUND	$53,757,464		$67,479,025	
25	**SPECIAL LINE ITEMS**	**$616,669**	**0.08%**	**$83,000**	**0.01%**
26	GENERAL FUND	$566,669		$83,000	
27	FEDERAL FUND	$0		$0	
28	OTHER FUND	$50,000		$0	
29	**TOTAL APPROPRIATION / RECOMMENDATION**	**$753,129,951**	**100.00%**	**$787,839,439**	**100.00%**
30	GENERAL FUND	$547,124,309		$550,821,984	
31	FEDERAL FUND	$147,160,538		$164,145,196	
32	OTHER FUND	$58,845,104		$72,872,259	

DEPARTMENT (201) PUBLIC INSTRUCTION
EXECUTIVE RECOMMENDATION
AGENCY OPERATIONS

Biennium: 2001-2003
Bill #: HB 1013

		Department of Public Instruction		Division of Independent Study	
		Recommendation	% of Total	Recommendation	% of Total
1	**Salaries & Wages**	**$8,973,412**	**35.8%**	**$3,300,453**	**63.0%**
2	General Fund	$3,232,152		$596,901	
3	Federal Funds	$5,735,867		$121,163	
4	Special Funds	$5,393		$2,582,389	
5	**Operating Expenses**	**$15,735,480**	**62.8%**	**$1,695,713**	**32.4%**
6	General Fund	$3,141,984		$171,015	
7	Federal Funds	$11,525,527		$4,715	
8	Special Funds	$1,067,969		$1,519,983	
9	**Equipment**	**$344,140**	**1.4%**	**$190,000**	**3.6%**
10	General Fund	$113,362		$0	
11	Federal Funds	$230,778		$0	
12	Special Funds	$0		$190,000	
13	**Capital Improvements**	**$0**	**0.0%**	**$55,000**	**1.0%**
14	General Fund	$0		$27,500	
15	Federal Funds	$0		$0	
16	Special Funds	$0		$27,500	
17	**Total**	**$25,053,032**	**100.0%**	**$5,241,166**	**100.0%**
18	**General Fund**	**$6,487,498**	**25.9%**	**$795,416**	**15.2%**
19	**Federal Funds**	**$17,492,172**	**69.8%**	**$125,878**	**2.4%**
20	**Special Funds**	**$1,073,362**	**4.3%**	**$4,319,872**	**82.4%**

DEPARTMENT (201) PUBLIC INSTRUCTION
EXECUTIVE RECOMMENDATION AMENDMENT REQUEST

	Biennium: 2001-2003 Bill #: HB 1013	1 1999-2001 PRESENT BUDGET	2 2001-2003 EXECUTIVE BUDGET RECOMMENDATION	3 2001-2003 BUDGET AMENDMENT REQUEST (By Line Item)	4 2001-2003 BUDGET AMENDMENT REQUEST (In Total)	5 2001-2003 BUDGET AMENDMENT % INCREASE / (DECREASE)
1	**FTE Employees**	**131.95**	**131.95**	**0**	**0**	**0.0%**
	Operations:					
2	Salaries & Wages	$11,483,456	$12,273,865	$0	$12,273,865	6.9%
3	Operating Expenses	$10,720,651	$17,431,193	$1,342,500	$18,773,693	75.1%
	Amendments:					
4	Writing Standards-Based Assessment	$0	$0	$412,000	$0	$0
5	Online Course Development	$0	$0	$150,000	$0	$0
6	Grades 1-4 Distance Education Courses	$0	$0	$130,000	$0	$0
7	Student Data Base Development	$0	$412,500	$412,500	$0	$0
8	Data Envelopment Analysis Project	$0	$0	$100,000	$0	$0
9	Janitorial Services	$0	$0	$13,000	$0	$0
10	2001 Century School Code	$0	$0	$48,000	$0	$0
11	Division of Independent Study - Budget Adjustment	$0	($27,500)	$27,500	$0	$0
12	Red River Valley Writing Project Matching Funds	$10,000	$10,000	$10,000	$0	$0
13	Northern Plains Writing Project Matching Funds	$28,000	$28,000	$12,000	$0	$0
14	Equipment	$496,036	$534,140	$0	$534,140	7.7%
15	Capital Improvements	$0	$55,000	$27,500	$27,500	0.0%
16	**Total**	**$22,700,143**	**$30,294,198**	**$1,342,500**	**$31,636,698**	**39.4%**
	Funding Sources:					
17	General Fund	$5,792,601	$7,282,912	$1,315,000	$8,597,912	48.4%
18	Federal Funds	$11,869,902	$17,618,052	$0	$17,618,052	48.4%
19	Other Funds	$5,037,640	$5,393,234	$27,500	$5,420,734	7.6%
	Grants:					
	State					
20	Foundation Aid & Transportation	$479,006,259	$485,542,761	$23,004,088	$508,546,849	6.2%
21	Revenue Supplement	$3,100,000	$3,450,000	$3,150,000	$6,600,000	112.9%
22	Special Education	$46,600,000	$51,260,000	$8,790,000	$60,050,000	28.9%
23	School Supplemental Payments	$3,500,000	$0	$0	$0	-100.0%

DEPARTMENT (201) PUBLIC INSTRUCTION
EXECUTIVE RECOMMENDATION AMENDMENT REQUEST

		1	2	3	4	5
	Biennium: 2001-2003 Bill #: HB 1013	1999-2001 PRESENT BUDGET	2001-2003 EXECUTIVE BUDGET RECOMMENDATION	2001-2003 BUDGET AMENDMENT REQUEST (By Line Item)	2001-2003 BUDGET AMENDMENT REQUEST (In Total)	2001-2003 BUDGET AMENDMENT % INCREASE / (DECREASE)
24	Educational Telecommunications Council	$6,000,000	$0	$0	$0	-100.0%
25	Quality Schools Commission	$0	$575,192	$0	$575,192	0.0%
26	Governor's School	$145,000	$205,000	$0	$205,000	41.4%
27	LEAD Consortium	$200,000	$200,000	$0	$200,000	0.0%
28	Teacher Center Network	$210,000	$210,000	$0	$210,000	0.0%
29	FINDET	$23,780	$33,117	$0	$33,117	39.3%
30	Adult Education Matching Funds	$900,000	$900,000	$200,000	$1,100,000	22.2%
31	School Lunch Matching Funds	$1,080,000	$1,080,000	$0	$1,080,000	0.0%
	Total	**$540,765,039**	**$543,456,070**	**$35,144,088**	**$578,600,158**	**7.0%**
32	**Federal**	**$135,290,636**	**$146,527,146**	**$0**	**$146,527,146**	**8.3%**
	Other					
33	Tuition Apportionment	$53,528,217	$67,239,025	$0	$67,239,025	25.6%
34	Displaced Homemakers	$229,247	$240,000	$0	$240,000	4.7%
	Total	**$53,757,464**	**$67,479,025**	**$0**	**$67,479,025**	**25.5%**
	Funding Sources:					
35	General Fund	$540,765,039	$543,456,070	$36,459,088	$579,915,158	7.2%
36	Federal Funds	$135,290,636	$146,527,146	$0	$146,527,146	8.3%
37	Other Funds	$53,757,464	$67,479,025	$27,500	$67,506,525	25.6%
	Special Line Items:					
38	Geographic Education	$50,000	$50,000	$0	$50,000	0.0%
39	SENDIT	$546,669	$0	$0	$0	-100.0%
40	National Board Certification	$20,000	$33,000	$0	$33,000	65.0%
	Total	**$616,669**	**$83,000**	**$0**	**$83,000**	**-86.5%**

DEPARTMENT (201) PUBLIC INSTRUCTION
EXECUTIVE RECOMMENDATION AMENDMENT REQUEST

	Biennium: 2001-2003 Bill #: HB 1013	1 1999-2001 PRESENT BUDGET	2 2001-2003 EXECUTIVE BUDGET RECOMMENDATION	3 2001-2003 BUDGET AMENDMENT REQUEST (By Line Item)	4 2001-2003 BUDGET AMENDMENT REQUEST (In Total)	5 2001-2003 BUDGET AMENDMENT % INCREASE / (DECREASE)
	Funding Sources:					
41	General Fund	$566,669	$83,000	$0	$83,000	-85.4%
42	Federal Funds	$0	$0	$0	$0	0.0%
43	Other Funds	$50,000	$0	$0	$0	-100.0%
44	**Total**	**$753,129,951**	**$787,839,439**	**$36,486,588**	**$824,326,027**	**9.5%**
	Funding Sources:					
45	General Fund	$547,124,309	$550,821,982	$36,459,088	$587,261,070	7.3%
46	Federal Funds	$147,160,538	$164,145,198	$0	$164,145,198	11.5%
47	Other Funds	$58,845,104	$72,872,259	$27,500	$72,899,759	23.9%
48	**Total Funding Source**	**$753,129,951**	**$787,839,439**	**$36,486,588**	**$824,326,027**	**9.5%**

DEPARTMENT (201) PUBLIC INSTRUCTION
STATE, FEDERAL & OTHER FUNDED GRANTS, SPECIAL LINE ITEMS & ADDITIONAL BUDGET REQUESTS

STATE, FEDERAL, AND OTHER FUNDED GRANTS

FOUNDATION AID, REVENUE SUPPLEMENT PAYMENTS & TUITION APPORTIONMENT GRANTS
See pages 40-54

SPECIAL EDUCATION GRANTS:
See pages 55-77

GOVERNOR'S SCHOOL:

Present Budget -	**$ 145,000**
Exec Recommendation	**$ 205,000**

Governor's School will present program information between 8:30 a.m. and 11:00 a.m. on January 10, 2001.

LEAD:

Present Budget	**$ 200,000**
Exec Recommendation	**$ 200,000**

LEAD will present program information between 2:30pm – 4:30pm on January 10, 2001.

TEACHER CENTER NETWORK:

Present Budget	**$ 210,000**
Exec Recommendation	**$ 210,000**

Teacher Center Network will present program information between 2:30pm – 4:30pm on January 10, 2001.

FOLLOW-UP INFORMATION ON NORTH DAKOTA EDUCATION & TRAINING (FINDET):

Present Budget	**$ 23,780**
Exec Recommendation	**$ 33,117**

FINDET will present program information between 2:30pm – 4:30pm on January 10, 2001.

ADULT EDUCATION:

Present Budget	**$ 900,000**
Exec Recommendation	**$ 900,000**
Additional Request	**$ 200,000**

The Adult Education and Literacy Program provides services to North Dakota citizens throughout the State by funding over 45 program sites. Each year over 3,000 individuals, 16 years of age on up, are served through Adult Education Programs.

North Dakota receives a little over one million federal dollars per year for Adult Education services. The Department of Public Instruction funds programs to provide basic skills upgrade and preparation for the GED exam.

This request for a modest increase of $200,000 in State funding is for grants to communities that offer adult education services. This increase will assure the State's 25% required match for federal funding. It will also allow the State to meet the maintenance of effort requirement in order to receive federal funds.

There has been no State funding increase for Adult Education Programs in the last three bienniums.

SCHOOL LUNCH MATCHING:

Present Budget	**$ 1,080,000**
Exec Recommendation	**$ 1,080,000**

Federal regulations require that state agencies that administer the National School Lunch Program match Section 4 funding with state appropriated general funds. The United States Department of Agriculture determines the amount of annual matching funds through a calculation, which factors in per capita income. The matching amount has increased because North Dakota's economy is strong and per capita income is higher which results in a greater state-matching requirement. Failure to meet the required match of $1,080,000 will result in the loss of Federal Section 4 funds, which are estimated to be $4,800,000 for the 2001-2003 biennium. The total National School Lunch Program is expected to provide $22,000,000 to schools during the next biennium.

FEDERAL GRANTS:

Present Budget	**$ 135,290,636**
Exec Recommendation	**$ 146,527,146**

Total federal funds to subrecipients were estimated at $ 146,527,146 for the 2001-2003 biennium. See Federal Grants information (see pages 19-20).

SPECIAL LINE ITEMS

GEOGRAPHIC EDUCATION

Present Budget	**$ 50,000**
Exec Recommendation	**$ 50,000**

Geographic Education will present program information between 2:30pm – 4:30pm on January 10, 2001.

NATIONAL TEACHER CERTIFICATION

Present Budget	**$ 20,000**
Exec Recommendation	**$ 33,000**

Education Standards & Practice Board (ESPB) will present program information between 2:30pm – 4:30pm on January 10, 2001.

ADDITIONAL BUDGET REQUESTS

WRITING – STANDARDS-BASED ASSESSMENT

Present Budget	**$ -0-**
Exec Recommendation	**$ -0-**
Additional Request	**$ 412,000**

See Supplemental Requests for Assessments (pages 29-30).

DATA ENVELOPMENT ANALYSIS PROJECT

Present Budget	**$ -0-**
Exec Recommendation	**$ -0-**
Additional Request	**$ 100,000**

School districts in North Dakota are facing a crisis driven by declining enrollments. Demographic studies clearly indicate that factors such as reduced birth rates and migration to the larger cities are producing these declines. This trend results in the need for large numbers of districts to enter into planning processes aimed at identifying promising solutions that will ensure a high quality education for the children they serve. Under the proposed project, computer software and analytical procedures would be developed to help local schools in establishing these solutions.

Since the 1997 legislative session, the SCHOOLMAPS software system for mapping of North Dakota school districts and associated reporting of their characteristics has been undergoing expansion to incorporate significant new capabilities. The new capabilities are focused on providing procedures for assessing efficiencies of operation that are achievable by school districts, particularly in transportation. Achievable efficiency in various school operations depends on many factors, but student enrollment level always plays a central role. In transportation, some of the other more important factors that drive efficiency include the geographical distribution of students within the district, locations and conditions of roads, location of school plants, and school district size and shape.

Under the proposed project, the following activities would be carried out:

1) Re-hosting of the Schoolmaps system to the World Wide Web, making it possible for school districts throughout the state to carry out analysis that support their own planning processes. This re-hosting would also make it much easier to widely disseminate and support the releasing of current versions of the Schoolmaps program.

2) Integrate the Schoolmaps system with the locational capabilities of the 911 emergency telephone system, leading to the capability of knowing where students live geographically. This is helpful in the development of spatial analysis aimed at identifying promising areas in which districts could combine or expand, with resultant gains in efficiency and viability.

3) Integrate the Schoolmaps system with the statewide Geographical Information System (GIS) road network database under development by the State Department of Transportation. This is useful in analyses aimed at identifying possibilities for school district combinations, as well as determining areas of the state that are isolated in terms of access.

ONLINE COURSE DEVELOPMENT

Present Budget	**$ -0-**
Exec Recommendation	**$- 0-**
Additional Request	**$ 150,000**

See Division of Independent Study (pages 31-39).

GRADES 1-4 DISTANCE EDUCATION COURSES

Present Budget	**$ -0-**
Exec Recommendation	**$ -0-**
Additional Request	**$ 130,000**

See Division of Independent Study (pages 31-39).

STUDENT DATA BASE DEVELOPMENT

Present Budget	**$- 0-**
Exec Recommendation	**$412,500**
Additional Request	**$ 412,500**

DPI, in cooperation with the North Dakota University System and the North Dakota State Board for Vocational and Technical Education, is committed to the development and implementation of a comprehensive education data base system for grades K-16. The system would be designed to generate data from a database that included individual student information tied to a unique identification number for students from all school districts in the state.

The information on which to make data driven decisions regarding policy, organizational and funding issues is not available to the state nor to the vast majority of school districts in the current data systems.

The proposed comprehensive system would allow a jointly held student data warehouse to accumulate and aggregate student data for districts, agencies and the legislature under well defined protocols.

The budget request includes one FTE to assist with development and management of the system. The budget line includes contracted expertise for development of the data fields, acquisition of necessary related hardware and software, and training and technical assistance to schools for implementation.

JANITORIAL SERVICES

Present Budget	**$ -0-**
Exec Recommendation	**$ -0-**
Additional Request	**$ 13,000**

See Division of Independent Study (pages 31-39).

RED RIVER VALLEY WRITING PROJECT

Present Budget	**$ 10,000**
Exec Recommendation	**$ 10,000**
Additional Request	**$ 10,000**

Red River Valley Writing Project will present program information between 2:30pm – 4:30pm on January 10, 2001.

NORTHERN PLAINS WRITING PROJECT

Present Budget	**$ 28,000**
Exec Recommendation	**$ 28,000**
Additional Request	**$ 12,000**

Northern Plains Writing Project will present program information between 2:30pm – 4:30pm on January 10, 2001.

2001 CENTURY SCHOOL CODE

Present Budget	**$- 0-**
Exec Recommendation	**$- 0-**
Additional Request	**$ 48,000**

The 2001 edition of the North Dakota Century School Code - 2001 is the fifth in the series of decennial publications of school laws. This volume is a complete set of the North Dakota statutes which impact on schools and education. The number of requests that come to the Department concerning school laws emphasize the need for a ready reference on North Dakota school law.

Based upon current costs and the projected size of the next edition of the North Dakota Century School Code, LEXIS Publishing estimates the cost of 1,000 copies of the 2001 Edition at $48,000. This estimate is based on publishing a book in the same style and with the same features as the 1991 Edition. The estimate reflects increases in paper and labor costs over the ten years since a new edition was last produced.

SUPPLEMENTAL REQUESTS FOR ASSESSMENTS

READ & MATH-STANDARDS-BASED ASSESSMENT

Present Budget	**$ -0-**
Exec Recommendation	**$ 836,000**

The Department of Public Instruction recommends the approval of a supplemental initiative designed to implement reading and mathematics standards-based assessment for students in grades four, eight and 12. These proposed assessments would supply data to local schools on student achievement in relationship to the state's reading and mathematics content standards and offer a basis for determining school program improvements. This information is required within ESEA to secure the state's allocation of ESEA Title I funding.

According to Title I regulations, states are required to supply a method for schools to assess student progress against state standards in reading and mathematics. The state's traditional tool, the CTBS/Terra Nova, is a national, norm-referenced tool that does not measure student progress against the state's content standards. Through separate grant funding and aid of several hundred North Dakota teachers, the state has developed standard-based assessment in English language arts and mathematics to measure students' progress in their skills and knowledge of critical standards. This proposed supplemental initiative would fund the actual implementation of the assessments to 9,000 students per grade level (grades four and eight) and approximately 500 grades 12 Title I students.

The state is allocated approximately $40,000,000 for ESEA Title I for the 2001-2003 biennium. As a condition for receiving this allocation, the state must show evidence that it has implemented statewide assessments in reading and mathematics in terms of state standards. If the state were not able to evidence the implementation statewide of these assessments, it would be at risk of losing its Title I funding. This supplemental proposal is intended to secure the state's Title I funding, in addition to supplying the state's schools with invaluable information concerning their students' progress against the standards. The anticipated cost of implementing the reading assessment for the biennium is $412,000. The anticipated cost of implementing the mathematics assessment for the biennium is $424,000. The total cost of implementing both assessments during the 2001-2003 biennium is $836,000.

STATEWIDE TESTING PROGRAM

Present Budget	**$403,643**
Exec Recommendation	**$453,643**

Goal # 1 of Governor Schafer's "North Dakota Delivers" message states: "Make North Dakota a leader in student achievement and academic excellence." The success indicators listed for this goal are:
1. Percentage of fourth grade students reading at or above grade level.
2. Student scores and national ranking on standard assessment tests.

The current testing program includes norm-referenced standardized achievement tests and the companion group ability tests. These tests are the TerraNova, also known as the ComprehensiveTests of Basic Skills, fifth edition and the Test of Cognitive Skills, second edition.

In order to continue this testing program, an additional $50,000 in general funds is needed. The present budget includes $403,643 of general funds for testing costs. However, the projected cost for the 2001-03 biennium is $453,643 or an increase of $50,000.

WRITING – STANDARDS-BASED ASSESSMENT

Present Budget	**$ -0-**
Exec Recommendation	**$ -0-**
Additional Request	**$ 412,000**

The Department of Public Instruction recommends the approval of a supplemental initiative designed to implement writing standards-based assessments for students in grades four, eight and 12. These proposed assessments would supply data to local schools on student achievement in terms of the state's writing content standards and offer a basis of determining school program improvements. This information is not required within ESEA to secure the state's allocation of ESEA Title I funding; however, writing performance is identified as a critical skill area to monitor against state standards.

The state's traditional tool, the CTBS/Terra Nova, is a national, norm-referenced tool that does not measure student progress against the state's content standards. Through separate grant funding and aid of several hundred North Dakota teachers, the state has developed a standards-based assessment in writing to measure students' progress in their skills and knowledge of critical standards. This proposed supplemental initiative would fund the actual implementation of the assessments to 9,000 students per grade level (grades four, and eight) and approximately 500 grades 12 Title I students.

This supplemental proposal is intended to supply the state's schools with invaluable information concerning their students' progress against the writing standards. It is anticipated that the implementation of the state writing assessment would cost approximately $412,000 for the 2001-2003 biennium

FTE'S ASSIGNED TO ADMINISTRATIVE UNITS

Management Information Systems 4.85 GF 6.15 F	11.0 Management Information System personnel are responsible for information technology and data management services, including administration and support of the local area network, hardware and software, remote connections with school systems and local agencies; training for users; and communications with the state's Information Technology Division; application development, consulting services and systems support. They collect, process, analyze and distribute data; provide technical support and services to state and local agencies, school personnel, and legislators; and communicate federal and state security and reporting requirements.
School Finance & Organization 3.0 GF	3.0 School Finance and Organization personnel supervise the distribution of state aid, assist schools with the implementation of the uniform accounting system; provide technical assistance to schools and school districts regarding annexation, reorganization, and dissolution procedures; administer Title VIII Impact Aid; provide support and technical assistance for dual credit and open enrollment; supervise the school bus transportation program; approve school construction and manage school construction loan programs; and provide administrative support to the State Board for Public School Education.
Child Nutrition & Food Distribution 1.7 GF 10.8 F	12.5 Child Nutrition and Food Distribution personnel are responsible for the administration of 7 USDA child nutrition programs, nutrition education and training programs, and commodity assistance for schools, institutions and low-income individuals.
Education Technology 1.0 F	One staff member administers state and federal technology programs; supervises coordination of competitive Title III grant funds to school districts; and provides support to the Education Telecommunications Council, which is charged with developing and maintaining a statewide education telecommunications system.
School Approval & Accreditation 8.05 GF 0.20 F	8.25 Approval and Accreditation personnel are responsible for assisting K-12 schools in providing quality education; administering a statewide accreditation program; reviewing public and nonpublic schools for statutory compliance; administering the statewide standardized achievement testing program; providing technical assistance to local education agencies regarding state and federal legislation; and for the issuance of credentials for administrators, counselors, library media and driver education personnel.
School Improvement 4.15 GF 6.85 F	11.0 School Improvement personnel are responsible for the overall administration of the Department's school improvement efforts; the administration of the state's Goals 2000 funding and statewide planning efforts, including grant awards to local school districts/consortia; administration of Title VI grants to local districts to improve student achievement; the coordination of department conferences related to educational improvement; administration of the math assessment project, a federally funded program to develop and implement state math tests, and the administration of the class size reduction grant which includes provisions for statewide professional development opportunities.
Targeted Services 4.12 GF 30.63 F	34.75 personnel are assigned to the Targeted Services Division, which includes the following programs: Special Education; Compensatory Education; School Health Programs; Native American & Bilingual Education; Adult Education and Literacy; and the Early Childhood Tracking System. Personnel coordinate and supervise programs that target services to support the unique educational needs of this diverse population.
General Management 7.25 GF 5.5 F	12.75 General Management personnel are responsible for management of general administrative and fiscal functions, including the preparation and submission of the biennial budget, department payroll, internal accounting, preparation of financial statements and various fiscal reports, maintenance of the department budget, grant and contract files, process and issuance of all payments, receipt of all revenue, coordination of school districts and other sub-recipient audits; personnel administration, and internal operational functions, including: printing, mail distribution, telephone coverage, purchase of office supplies, and business communications. The Superintendent and an administrative assistant are included in the General Management Budget, as are constitutional boards and functions and the administration of the ND Schools for the Deaf and Blind, and the State Library.
Division of Independent Study 6.05 GF 1.15 F 30.50 Other	37.7 employees of the Division of Independent Study operate the 6th largest public high school distance education program in the U.S. The Division serves students from 50 states and 43 foreign countries. Required and elective courses are offered to supplement grades 5 through 12 curricula and to provide an alternate method of earning a high school diploma. Curriculum materials and library resources are available to teachers, administrators and parents. The Division is North Central Association accredited. 21.0 DIS staff are certified teachers who provide 171 one-semester courses in grades 5-12. During the 99-00 school year, the Division had 9,592 course enrollments.

DPI STAFFING

The following depicts the major responsibilities assigned to personnel for the administration of Department of Public Instruction programs and services and the associated full time staff equivalencies (FTEs) assigned to carry out departmental functions. Currently, 39.17 FTEs fulfill state mandates and administer state general fund dollars amounting to $547,124,309.

There are 92.78 positions responsible for the administration of federal (62.28) and other (30.50) funded programs totaling $206,905,642 dollars. The federal government does not allow states to use federal dollars to fund state mandates, or to administer state rules and regulations. Federal grants are dedicated to specific needs and restrict the ways in which funds may be spent. In some instances, the federal government requires that states show a good faith effort by requiring matching funds.

Personnel also administer and/or sponsor a number of supplemental programs that provide for educator awards, teacher fellowships, student scholarships and academic competitions that would not otherwise be available to students and teachers in North Dakota. Should the legislature cut positions from the Department of Public Instruction, current program activities and specific functions will have to be eliminated or statutes revised.

STATE STATUTORY & CONSTITUTIONAL AUTHORITY

Administration of the Division of Independent Study, the Schools for the Deaf and Blind and the State Library. In July of 1989, authority for the Division of Independent Study was transferred to the superintendent. Effective January of 1991, authority for the supervision of the state Schools for the Deaf and Blind and the State Library was transferred to the Office of the Superintendent.

Adult Education: The superintendent is responsible for coordinating all adult basic education programs, including the administration of state and federal funding of 21 adult learning centers.

Approval and Accreditation: Schools are required to meet 4 statutes: teacher certification NDCC 15-36-11; subjects offered in accordance with NDCC 15-38-07; Assurance of a 180 day term consisting of 5 ½ hour school days, 6 hours for secondary and 173 contact days NDCC 15.1-06-04; compliance with state and municipal health, fire and safety codes.

Annexation and Reorganization: The superintendent directs school district annexation, reorganization and dissolution, and NDCC 15.1-06-13 provides administrative support to the State Board of Public School Education

Biennial Report: The superintendent must prepare a biennial report that shows the number of districts, students, attendance records and studies offered. The report also illustrates the financial condition of the schools, receipts and expenditures.

Board of Higher Education Nominating Committee: The Superintendent chairs the Board of Higher Education Nominating Committee. This committee provides nominees to the governor for selection as members of the Board of Higher Education.

Boards and Commissions: The superintendent serves as a member and as Executive Director and Secretary of the State Board of Public School Education, as a member of the State Board for Vocational/Technical Education, the Board of University and School Lands, the Teachers' Fund for Retirement and the Children's Services Coordinating Committee. The education fact-finding commission is funded in the Superintendent's budget to assist school boards and its teachers negotiate terms and conditions of employment should an impasse occur.

Child Nutrition and Food Distribution: The superintendent, through a partnership of federal, state and local agencies, delivers benefits to nearly one in three North Dakotans in schools, childcare centers, homes, institutions and low income food assistance settings. In addition, the department enters into agreements for the warehousing and transportation of commodity foods donated by the USDA to create an efficient and cost effective, statewide commodity warehousing and distribution system.

Educational Telecommunication Council: The superintendent or his designee is a member of the ETC, which is responsible for planning and implementing statewide educational telecommunications systems. The agency also provides administrative support to the ETC.

Federal Agreements: The superintendent enters into agreements with agencies of the federal government for or on behalf of the public school districts of North Dakota and adopts necessary rules of administration to ensure proper and efficient operation of such agreements and to comply with the conditions necessary for the state to receive full benefits of federal programs.

Home Education: The superintendent ensures that the requirements of NDCC 15-34.1-06 are met as they relate to services provided by resident school districts and the awarding of a high school diploma to home schooled students.

School Buildings: The superintendent approves school plans for construction, purchase, repair, improvement or renovation of any school building with an estimated cost of $25,000 or more.

School Accounting: The superintendent is required by law to implement a uniform system of accounting, budgeting and reporting for all school districts. All districts are required to submit reports as required by the superintendent.

School District Aid: The superintendent certifies to the ND Office of Management and Budget a list of all districts and the amounts due each school district and each school district is paid within the limits of legislative appropriation.

Special Education: The superintendent establishes general state policy and coordinates all available resources to ensure cooperative special education services throughout the state.

State Tuition Fund: The state superintendent apportions such funds, as required by law, among the state's school districts in proportion to the number of children of school age in each district.

Textbooks: Any firm, person or corporation, before offering for selection any school textbook, is required to file the book with the superintendent with a price list and a surety bond of not less than $2000.

Transportation Aid: The Superintendent assures certification of school buses and drivers prior to making payment of transportation funds.

Tuition Agreements: The superintendent enters into reciprocal master agreements with appropriate agencies of bordering states to provide for payment on a per pupil basis for students attending schools in bordering states NDCC 15-40.2-10.

Rulemaking: The superintendent will adopt rules as prescribed by North Dakota law to implement statutory changes relating to provisions or statutes administered or enforced by the department NDCC 28-32-03.1.

Standardized Reporting Forms: The superintendent shall develop standardized reporting forms in both hard copy and electronic format, prescribing the manner in which school district personnel must account for and report all required data.

Electronic Access: The department shall provide school districts with electronic access to all publications and other documents produced for distribution to schools, and to the extent possible, electronically prepare and transfer all reports and information required by the Department of Public Instruction.

MAJOR ACTIVITIES AND SERVICES

Technical Assistance: Interpret/disseminate state and federal guidelines, laws and regulations; provide teacher, business manager, food nutritionist, safety and technology inservice training; conduct workshops and conferences dedicated to administrative leadership; assist schools in the development and delivery of hardware and software for on-line data collection and reporting; assist schools to plan for emergencies, make schools safe, and license bus drivers; provide schools with alternatives and options to deal with declining enrollment.

Teaching and Learning: Support Adult Education Centers through the state; administer GED Testing at selected sites throughout the state; develop curriculum and on-line coursework; provide Independent Study Correspondence and Distance Education for high school students; offer supplemental programs for student scholarships and educational enhancement.

Resource Development: Create program manuals, guides, and directories; develop statewide educational frameworks, standards and assessments; propose legislation based on assessment of educational needs; write supplemental grants to enhance state funding and broaden student opportunities.

Professional Development: Support Teacher Center Network; sponsor the Leadership in Education Administration Development (LEAD) Program; offer a number of grant programs designed to further teacher training opportunities in the areas of Special Education, Math and Science; offer supplemental programs to reward and recognize teachers and award-winning schools.

Health and Nutrition: Administer and fund health education programs, including AIDS education, risk prevention and development of safe school policies and procedures; Safe and Drug Free Schools Programming and funding; school lunch, day care and summer feeding programs.

Collaboration: Advocate for educational programs and interagency coordination; provide research and conduct assessments pertaining to statewide needs; promote parental and community involvement in educational planning.

Administration: Insure accountability in the management of $700 million budget; monitor programs and funds to insure compliance with laws and grants; budget and allocate funds in accordance with legislative intent; prepare and disseminate reports required by state and federal law; account for student achievement through statewide testing; credential, approve and accredit schools and educators, in accordance with state law; propose legislation and adopt rules as required by law.

DEPARTMENT OF PUBLIC INSTRUCTION
Federal Grant Information
2001-2003 Executive Recommendation

Catalog #	Title	U.S. Dept.	Grants	Admin
10.553	School Breakfast	Agriculture	3,600,000	
10.555	National School Lunch Program	Agriculture	22,350,000	
10.556	Special Milk Program for Children	Agriculture	169,000	
10.558	Child & Adult Care Food Program	Agriculture	18,859,221	80,779
10.559	Summer Food Service for Children	Agriculture	720,090	41,910
10.560	State Administrative Expense for Child Nutrition	Agriculture		1,111,500
10.567	Food Distribution Program on Indian Reservations	Agriculture	1,090,600	554,305
10.568	Temporary Emergency Food Assistance	Agriculture	95,000	140,000
84.002	Adult Basic Education	Education	2,649,223	262,011
84.010	Title I - Compensatory Education	Education	39,064,251	1,293,086
84.011	Migrant Education,	Education	614,020	104,498
84.013	Title I Program for Neglected & Delinquent Children	Education	70,171	2,217
84.025	Services for Children with Deaf - Blindness	Education	174,614	
84.027	Special Education - IDEA, Part B & State Improvement Grant	Education	22,777,829	2,330,277
84.162	Emergency Immigrant Education	Education	200,000	
84.173	Special Education - IDEA - Preschool Program	Education	1,546,386	334,507
84.181	Special Ed, IDEA, Part H-Program for Infants & Families with Disabilities	Education		625,882
84.185	Byrd Scholarship Program	Education	205,000	
84.184	Title IV Drug Free Schools & Communities Act	Education	3,162,077	266,615
84.194	Bilingual Education	Education		235,513
84.196	Education of Homeless Children & Youth	Education	113,600	86,400

Catalog #	Title	U.S. Dept.	Grants	Admin
84.213	Title I, IASA 1994, Even Start	Education	1,325,250	69,750
84.279	English & Math Assessment	Education		347,154
84.216	Title I, IASA 1994, Capital Expenses	Education	50,468	
84.276	Goals 2000 - State & LEA Systemic Improvement	Education	3,484,847	391,512
84.281	Title II Eisenhower Professional Development	Education	2,543,386	120,224
84.298	Title VI - Innovation in Education	Education	3,134,177	510,190
84.318	Title III Technology Literacy	Education	4,037,500	145,067
84.332	Part E - Federal Supplemental Education Opportunity Grants	Education	1,076,736	
99.003	Nat Coop Educational Statistics (NCES)	Education		49,452
93.938	Aids Educational Curriculum	Center for Disease	80,000	837,363
84.340	National Class Size Reduction	Education	12,188,086	
93.576	Refugee Entrant Assistance	HHS	540,000	
84.338	Reading Excellence	Education		3,775,000
84.926	Art in Education	Education		692,900
84.215	Christa McCauliffe, Science Assessment & Partnerships in Character Education	Education	567,495	1,829,982
99.002	Miscellaneous Indirect Costs	Ed. & Ag.		1,303,720
		Total	**$146,527,146**	**$17,618,052**

CATALOG #	TITLE	US DEPT
10.550	Food Distribution – Food Donation Program	Agriculture

Food is available for distribution to qualifying outlets such as food banks, schools, child and adult care centers, etc. USDA provides funding to DPI for storage and delivery of food products valued at approximately, $6,000,000 per year. No cash grants are made to participating outlets.

10.553	School Breakfast	Agriculture

Funds are available to reimburse participating public and nonprofit private schools of high school grade or under for breakfast. The rates of reimbursement are adjusted on an annual basis. All participating schools must agree to supply free and reduced price meals to eligible students.

10.555	National School Lunch Program	Agriculture

Funds are available to reimburse participating, public and nonprofit private schools, of high school age or under, including residential child care institutions, for lunches. Schools may be reimbursed for meal supplements served to children enrolled in after school hour care programs.

10.556	Special Milk Program for Children	Agriculture

The objective is to encourage the consumption of milk by children. Any public and nonprofit private school or child care institution of high school grade or under, including public and private nonprofit nursery schools, child-care centers, settlement houses, summer camps and similar nonprofit institutions, may participate.

10.558	Child & Adult Care Food Program	Agriculture

Funds are available to eligible institutions to reimburse their costs in providing meals and snacks to children and adults participating in nonresidential day care. Generally the program is limited to children 12 years old and younger in child care institutions. However, adult day care centers functionally impaired adults 18 years and older, and adults 60 years old or older, who are not serving residents of an institution, are eligible.

10.559	Summer Food Service for Children	Agriculture

Funds are available to eligible institutions to provide free meals to low-income children during the summer months and at other approved times, when area schools are closed for vacation. The program is for children 18 years and under, and children 18 years and under who participate in State approved programs for persons with disabilities.

CATALOG #	TITLE	US DEPT
10.564	Nutrition Education and Training	Agriculture

Provides for the nutritional training of education and food service personnel, the food service management training of school food service personnel, and the conduct of nutrition education activities.

10.567	Food Distribution Program on Indian Reservations	Agriculture

Food distribution for Indian households living in a designated area near an Indian reservation. The area must be certified by local authorities as having inadequate income and resources. Administrative funds support warehousing transportation and other administrative costs at the tribal and state level.

10.568	Emergency Food Assistance Program	Agriculture

Funds are made available for the processing, storage and distribution cost incurred for providing food assistance to needy persons.

84.002	Adult Basic Education	Education

Funds are used to improve educational opportunities for out-of-school adults who are 16 years old and older or who are beyond the age of compulsory school attendance and who lack sufficient mastery of basic educational skills to enable them to function effectively in society and who have not graduated from secondary school. Special emphasis is given to programs of instruction in computational skills and in speaking, reading or writing English. Of the monies received 5% is awarded to DPI and 95% is distributed to Adult Learning Centers. Method for allocation of funds is based on a competitive application process.

CATALOG #	TITLE	US DEPT
84.010	Title I Compensatory Education	Education

Title I of the Elementary and Secondary Education Act provides financial assistance to state and local educational agencies to meet the needs of the educationally deprived, at-risk children. The goal of Title I is to provide instructional services and activities to meet the needs of disadvantaged children identified as failing or most at risk of failing the state's challenging performance standards. This includes programs for Migrant Education, Education of Homeless Children, Neglected & Delinquent Program, and the Even Start Intergenerational Literacy Program. States are allowed to withhold 1% or a flat amount for states declared a small state minimum for administrative purposes. The remaining amount is distributed to local school districts. . Method for allocation of funds is based on free and reduced meals, foster count and census data.

84.011	Title I Migrant Education	Education

Funds are used to support educational programs that address the needs of migratory children, ages 0 through 21. Of the monies received 19% is awarded to DPI and 81% is distributed to school districts. Method for allocation of funds is based on enrollment.

84.013	Title I Program for Neglected & Delinquent Children & Youth	Education

Funds are used to meet the special educational needs of children in institutions or community day school programs for neglected or delinquent children and youth in adult correctional institutions. Services must be used to supplement those normally provided with state funds. Of the monies received 2.19% is awarded to DPI and 97.81% is distributed to school districts. Method for allocation of funds is calculated by Department of Education based on adjusted enrollment.

84.025	Services for Children with Deaf-Blindness	Education

Funds are used to provide technical assistance and support to parents, families and service providers of children with deaf-blindness

84.027	Special Education Act (IDEA), Part B	Education

Funds are used by state and local educational agencies to help provide the special education and related services needed to make a free appropriate public education available to all eligible children with one or more of thirteen specified disabilities. An amount equal to 86.4% of the total grant amount is distributed to school districts. Allocations are made to special education units based on the number of children with disabilities aged 3 years through 21 years.

CATALOG #	TITLE	US DEPT
84.029	Part D of IDEA State Program Improvement Grants For Children with Disabilities	Education

The grant is to assist state educational agencies and their partners in reforming and improving their systems for providing educational, early intervention and transitional services; including their systems for professional development, technical assistance, and dissemination of knowledge about best practices, to improve results for children with disabilities.

84.162	Emergency Immigrant Education	Education

Provides assistance to states for educational services and costs for immigrant children enrolled in elementary and secondary public and nonpublic schools whose enrollment is at least 500 or three percent of the total enrollment. Also provides inservice training for personnel instruction immigrant children.

84.173	Special Education IDEA Preschool Program	Education

Funds are used by state and local educational agencies to help provide special education and related services to children with disabilities aged 3 years through 5 years a free appropriate public education. Allocations are made to special education units based on the amount received for fiscal yeai 1997 plus 85% of the remaining amount based on the relative number of children enrolled in the schools and within the special education unit. Remaining 15% is allocated on the number of children in the unit eligible for free and reduced meals.

84.181	IDEA – Part C Grants for Infants and Toddlers with Disabilities	Education

Funds are used by states to assist in maintaining and implementing a statewide, comprehensive, coordinated, multidisciplinary, interagency system to provide early intervention services for infants and toddlers with disabilities and their families.

84.185	Byrd Scholarship Program	Education

Provides scholarships to outstanding high school seniors that show promise of continued academic achievement in an effort to recognize and promote student excellent and achievement. Annual scholarships of $1,500 are awarded to support a maximum of four years of study at an eligible institution of higher education.

CATALOG #	TITLE	US DEPT
84.186	Title IV Drug Free Schools and Communities Act	Education

Funds are made available to establish, operate, and improve local programs of school drug and violence prevention, early intervention, rehabilitation referral and education in elementary and secondary schools. The funds support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco, and drugs; involve parents and are coordinated with related federal, state, and community efforts and resources. Of the monies received 5% is used at the state level for technical assistance, 4% is awarded to DPI for administration, and 91% is distributed to school districts. Method for allocation of funds is based on school enrollment.

84.196	Title I Education for Homeless Children and Youth	Education

The grant funds for this program are used to ensure that all homeless children and youth in the state have equal access to the same free, appropriate public education provided to other children and youth. The state educational agency provides services and subgrants to local educational agencies to ensure the removal or revision of policies, which prove to be barriers to the enrollment, attendance, and success of homeless children and youth in schools. Of the monies received 10% is awarded to DPI for administrative purposes, 40% is awarded to local shelters and agencies serving homeless children and 50% is distributed to school districts. Method for allocation of funds is based on a competitive application process.

84.213	Title I, IASA Even Start	Education

Funds are used to provide family-centered education projects. Even Start provides integrated programming in early childhood education, adult basic education, parenting education, and Parent and Child Time Together (PACT). This program help parents become partners in the education of their children, helps children reach their full potential as learners and helps provide literacy training for parents. Of the monies received 5% is awarded to DPI and 95% is distributed to school districts. Method for allocation of funds is based on a competitive application process.

84.216	Title I, ISSA 1994 Capital Expenses	Education

Assist local educational agencies pay for the additional capital costs incurred since July 1, 1985, associated with providing equitable Title I services to eligible private school children and to increase the number or percentage of private school children being served. Funds are used for such costs as the purchase, lease and renovation of real and personal property, insurance, maintenance costs, transportation and comparable goods and services. Of the monies received 100% is distributed to school districts. Method for allocation of funds is based on a competitive application process.

CATALOG #	TITLE	US DEPT
84.276	Goals 2000 State and LEA Systemic Improvement	Education

Grants are provided to state education agencies (SEA's) on a formula basis to support the development and implementation of comprehensive reform plans at the state, local and school levels to improve the teaching and learning of all children. At least 90% of the grant must be used to make subgrants to local education agencies for the implementation of state and local improvement plans, to improve educator preservice programs, and for professional development activities. Remaining funds are to be used for state activities designed to implement state improvement plans. Of the monies received 10% is awarded to DPI and 90% is distributed to school districts. Method for allocation of funds is based on a competitive application process.

84.281	Title II Eisenhower, Mathematics and Science	Education

Funds are made available to school districts and state agencies for higher education to support professional development activities to improve teaching and student learning in core academic subjects. Activities should provide sustained and intensive high-quality professional development that can help students achieve to high academic standards. Of the monies received 5% is for statewide projects, 5% is awarded to DPI for administration, and 90% is distributed to school districts. Method for allocation of funds is based on school enrollment and free and reduced meals.

84.298	Title VI School Improvement	Education

Funds are made available to assist local educational reform efforts that are consistent with and support statewide reform efforts under Goals 2000; to support state and local efforts to accomplish the national education goals; to implement promising educational reform programs; to provide a continuing source of innovation and educational improvement, including support for library services and instructional and media materials; and to meet the special educational needs of at-risk and high cost students.. Of the monies received 11-1/4% is for statewide education reform activities, 3-3/4% is awarded to DPI for administration, and 85% is distributed to school districts. Method for allocation of funds is based on school enrollment and free and reduced meals.

84.318	Title III Technology Literacy Challenge Fund	Education

Grants are provided to school districts to speed the implementation of the integration of technology with school curricula and to make all students literate in reading, math science and other core academic skills. Of the monies received 5% is awarded to DPI and 95% is distributed to school districts. Method for allocation of funds is based on a competitive application process.

CATALOG #	TITLE	US DEPT
84.332	Comprehensive School Reform Demonstration Program (Title 1-Part E)	Education

Funds are awarded to states based upon the completion of an extensive application process and rigorous peer review. An amount equal to 5% of the total award may be retained at the state level and the remaining 95% is allocated to schools based on a competitive application process. The program provides incentives to schools to develop or adopt comprehensive improvements based on research and effective practices. The funds are targeted to schools that need to substantially improve student achievement, particularly Title I schools.

93.938	School Health Programs	Center for Disease

To support the development and implementation of school health programs, to prevent serious health problems for youth, parents, preserve education and communities. Of the monies received, approximately 13% is distributed to Teacher Centers for providing statewide training programs. The method for allocation of funds is based on a competitive application process.

93.596	Child Care Before/After School Programs	Health & Human Service

Annual funds of $31,000 are allocated to school districts for developing before-and-after school programs. The funds are targeted to assist low-income families.

84.340A	Class Size Reduction	Education

Funds are distributed to state education agencies based on a formula using the greater of the state's share of ESEA Title I or Title II funds. Schools will use the funds to carry out effective approaches to reducing class sizes, particularly, in the early elementary grades. Schools can use their funds to recruit, hire, and train teachers; and test new teachers for academic content knowledge and to provide professional development activities to teachers. The federal funds must "supplement" expenditures that would have been made in the absence of the program.

84.215	Partnerships in Character Education

The purpose of the Fund for the Improvement of Education (FIE) is to support nationally significant programs to improve the quality of education, assist all students to meet challenging State content standards, and contribute to the achievement of the National Education Goals. This grant supports pilot projects that design and implement character education programs as a way to address the broader FIE objectives. Under this program, State educational agencies provide technical and professional assistance to local educational agencies in the development and implementation of curriculum materials, teacher training, and other activities related to character education.

CATALOG #	TITLE	US DEPT
93.576	Refugee Children School Impact Grant	Health & Human Services

Provides funds to school districts that are impacted by refugee students. These funds may be used to assist refugee students in achieving academic success and English language proficiency through participation in after school tutoring and extracurricular activities. This program provides grants to local education agencies that experience large increases in their student population due to immigration and refugee resettlement.

84.338	Reading Excellence	Education

The Reading Excellence Act amends Title II of the Elementary and Secondary Education Act of 1965 by adding a reading component. The reading Excellence Act will enable State educational agencies to fund local reading improvement activities and tutorial assistance activities. The four primary activities to be supported are: (1) professional development; (2) tutoring; (3) family literacy; and (4) transition programs for kindergarten students. The Reading Excellence Act places an emphasis on the importance of scientifically based reading research, including findings related to phonemic awareness, systematic phonics, fluency, reading comprehension, and motivation. States must have a reading and literacy partnership to be eligible for a grant.

84.926	Art in Education	Education

This grant focuses on media literacy projects that include opportunities for youth to engage in non-violent, innovative arts programming. These projects will support model partnerships between schools and arts-based organizations to demonstrate new methods of improving the interpretive and creative skills of young people in dealing with the media arts. Young people will learn how to interpret the messages they receive on a daily basis through the media, and also how to engage in the creative process in developing better alternatives to media programming that include violent content.

84.215	Science Assessment	Education

The objective of the Fund for the Improvement of Education (FIE) is to conduct significant programs to improve the qualify of education, assist all students to meet challenging State content standards, and contribute to the achievement of the National Education Goals. This award focuses on science assessment development projects.

Supplemental Requests for Assessments

Greg Gallagher,
Education Improvement Team Leader

The Department of Public Instruction has submitted three separate supplemental budget requests to support norm-referenced and standards-based assessments.

I. *Norm-referenced, Standardized Achievement Assessments.*

Historically the State has funded norm-referenced, standardized achievement assessments as a means of monitoring school improvement efforts within districts. During the 1999-2001 biennium, $403,850 has been allocated to conduct general, norm-referenced assessments for students in grades 4, 6, 8, and 10 within limited core content areas. The State has contracted with CTB/McGraw-Hill to administer the CTBS/*Terra Nova*, an off-the-shelf assessment tool. The *Terra Nova* offers test items set by the company for general assessment purposes, which accounts for its low cost. The *Terra Nova* reports all student achievement in terms of group norms; the *Terra Nova* does not report student achievement in terms of state developed standards.

An advisory committee of education representatives from across the state has recommended that the State change the administration of the *Terra Nova* to grades 3, 7, and 11 to complement the required Title I standards-based assessments in grades 4, 8, and 12. This will afford districts additional information regarding student achievement upon which to base their school improvement efforts.

To maintain a comparable level of norm-referenced, standardized achievement testing at grades 3, 7, and 11 with supporting reports to students, parents, districts and the State, an additional $50,000 is requested.

II. *Title I Reading and Mathematics Assessments.*

A priority supplemental budget request, totaling $836,000, would fund the statewide administration of the State's standards-based assessments in reading and mathematics at grades 4, 8, and 12. These assessments would supply data to local schools on student achievement in relation to the State's reading and mathematics content standards and offer a basis for determining school program improvements. These assessments are required within Title I of the Elementary and Secondary Education Act (ESEA) as a condition for the State to receive its Title I allocation.

Pursuant to ESEA Section 1111, states are required to set state content standards in reading and mathematics and to assess student academic performance in terms of these standards. The State's traditional tool, the CTBS/*Terra Nova*, is a national, norm-

referenced tool that does not measure student progress against the State's content standards and, therefore, does not meet Title I requirements. To achieve the federal requirements, the State must provide an assessment tool that is fully aligned to the state's standards in reading and mathematics and that meets all validity and accountability standards acceptable to the U.S. Department of Education.

This supplemental request would fund the administration of standards-based assessments in reading and mathematics for all students in grades 4, 8, and 12. Furthermore, this request will fund the detailed reporting of student achievement to students, parents, schools, districts, and the state. These reports would meet all federal reporting requirements and supply districts with critical information to be used for their school improvement efforts.

III. *Writing Assessment*

A secondary supplemental budget request, totaling $412,000, would fund the statewide administration of the State's standards-based assessments in writing at grades 4, 8, and 12. These writing assessments are not required under Title I; however, they would complement the reading and mathematics assessments. These tests would supply data to local schools on student achievement in relationship to the State's writing content standards and offer a basis for determining school program improvements. The writing tests have been designed by State teachers to be valid and reliable tools to assess student performance in terms of the State's writing standards. Specially trained North Dakota teachers would score these writing standards. Student achievement results would be reported to students, parents, schools, districts, and the State.

Summary

The Department of Public Instruction submits these assessment proposals to advance the State's efforts in measuring true student performance statewide. One of North Dakota's long-standing accreditation principles states that meaningful school improvement must be based on credible data. If schools are to improve, then schools must enhance their curriculum and instruction based on data that is predicated on accepted standards.

Historically, the State has minimally funded assessment activities. Within a biennial budget approximating $753 million, the State allocates approximately .07% (much less than 1%) of the budget to conduct statewide assessments. Any meaningful improvements begin with meaningful data. Similarly, any efforts to establish meaningful accountability within the State stands on a foundation of relevant data. To upgrade our current assessment efforts will require increased funding. The Department respectfully submits these budget requests for your favorable consideration.

DIVISION OF INDEPENDENT STUDY

Neil D. Howe, State Director

The **Division of Independent Study** (NDIS) is a unit of the North Dakota Department of Public Instruction.

The mission of the Division of Independent Study is to provide personalized distance learning services and educational resources to the citizens of North Dakota. The Division exists to:

- Provide a complete middle and high school supervised distance education curricula free of time and place constraints;
- Offer quality distance education courses in print and online formats;
- Provide equitable educational opportunities for all students, including the opportunity to earn a high school diploma in an alternative setting;
- Provide an online core curricula on the Internet which encompasses all the courses required for high school graduation;
- Expand distance education course offerings to the K – 4 grade levels;
- Develop courses based on content standards;
- Expand the Division's share of the K – 12 distance education global market;
- Provide curriculum assistance to schools;
- Improve communication and cooperative efforts with other state agencies to better utilize resources and prevent duplication of services.

Independent Study Center

The Division of Independent Study was established in 1935 by the North Dakota Legislative Assembly to provide distance education courses for students in grades K – 12 and adults. The Division is regionally accredited through the North Central Association of Colleges and Schools (NCA) and is an institutional member of the *Community of Practice* division of the University Continuing Education Association (UCEA). NDIS is the sixth largest of the 20 UCEA member high schools.

The Division recognizes and respects the legislative intent for the Division to increase nonresident tuition. Since July 1, 1997, fees per one-half credit course have increased by $40 for residents and by $42 for non-residents. These amounts mark the highest increases in fees in Division history. During this period, tuition has increased from $40 to $63 for residents and from $50 to $75 for nonresidents. Handling fees have increased from $10 to $21; the study guide fee has increased from $25 to $31.

The 1998-99 UCEA "*Independent Study Program Profiles*" indicates that only two other member institutions providing high school courses charge higher tuition fees—the University of Nebraska-Lincoln and Griggs University. Although enrollments for this year are projected to remain stable, they would certainly decline if another dramatic fee increase were required next biennium. The necessity to significantly raise fees during the last three years has been due, in large part, to the reduction in general fund appropriations to the Division over the last several biennia. Since the 1991-93 biennium, the Division has experienced a 16% reduction in general fund monies.

The proposed 2001-03 budget is based on 78% special funds collected from fees. Further fee increases beyond inflationary costs may seriously jeopardize the Division's ability to collect these special funds. To remain competitive in the distance education marketplace, it will be necessary for the Division to maintain its current general fund amount so that fee increases are minimal.

Independent Study Center Services

Elementary, Middle, and High School Distance Education Courses

The Division offers 139 one-semester high school, 30 one-semester middle school, and 4 one-year Grade 5 distance education courses. Enrollments have increased from 3,556 in 1987-88 to 9,592 in 1999-2000. (See Chart A.) During this same period, the number of students has increased from 2,919 to 6,092. (See Chart B.) The number of lessons evaluated by instructors has increased from 45,484 in 1987-88 to 117,008 in 1999-2000. (See Chart C.) During 1999-2000, Division instructors had an average workload of 795 active student enrollments.

During 1999-2000, students were enrolled from all 50 states, Washington, D.C., Puerto Rico, and 43 foreign countries. Students from 179 of North Dakota's 209 public, private, and BIA high schools were enrolled. In 2000, 119 students graduated from the Division, and 17 attended the commencement ceremony on June 10.

Revenue has increased from $429,184 in 1987-88 to $1,930,850 in 1999-2000. (See Chart D.)

The Division offers its courses to students via two delivery systems:

- The traditional print-based distance education course whereby the student completes written work and mails, faxes, or e-mails it to the Independent Study Center for evaluation by Division instructors. The work is then mailed, faxed, or e-mailed back to the student. The student has a local supervisor who administers and mails all test work to the Division.

- Online courses available over the Internet allow students to complete their work from a personal computer. Presently fifty-six one-semester courses are available. Online course enrollments increased from two in 1995-96 to 838 during the 1999-

2000 school year. Enrollments between 1998-99 and 1999-2000, alone, rose from 432 to 838—a 94% increase. The Division's Internet address is: www.dls.dpi.state.nd.us

During the biennium, the Division has been involved in two new distance education initiatives:

- The Division, in cooperation with North Dakota State University's Department of Continuing Education, offers students the opportunity to earn dual credit in four online university courses: Math 101 - Intermediate Algebra; Engineering 196 - A Social History of Western Technology; Computer 146 - Business Uses of Computers; and Computer 147 - Microcomputer Packages.

- The Division, in cooperation with the Fargo Public Schools, is in the process of writing, developing, and designing ten (10) online distance education courses. The courses include two semesters each of American Government, Chemistry, Geometry, First Year Spanish, and Second Year Spanish.

Purchase of Materials-Only and WWW Site Licenses

Public, private, and home schools may purchase curriculum supplies listed in the Division's Course Catalog. In addition, schools may purchase site licenses to the online courses. Keys to study guides, unit tests, and final examinations may also be purchased by schools. These materials-only sales have increased from 7,322 items valued at $304,058 during 1997-98 to 12,282 items valued at $512,088 during the 1999-2000 school year. (See Chart E.)

Partnerships in Character Education Grants to Schools

The Partnerships in ***Character Education Pilot Projects Grant*** from the U.S. Department of Education is administered through the Department of Public Instruction's Division of Independent Study. Thirty percent of the grant goes to the state department to coordinate activities between the partner schools, develop a clearinghouse, disseminate information, bring in additional partners, and carry out activities necessary for reports. All of these duties are required by the grant guidelines. The grant stipulates that of this money for the state level, only 10% be spent for actual administration.

A portion of this money is used to pay a part-time project director, clearinghouse director, and a secretary. In year one of the grant, this personnel was considered 50% for the grant. In year two, this decreased to 40%, and by years three and four it will decrease to 35%.

North Dakota currently has thirteen partner schools involved in the grant efforts. They are as follows:

Anamoose	Bottineau	Grand Forks
Belcourt	Carrington	Minot
Beulah	Dakota Prairie	Sargent Central
Bismarck	Fargo	Valley City
		Yellowstone Trail Consortium

These schools use 70% of the grant money for local work. Each has established a local coalition to advise them. Then, in turn, each partner sends two representatives to the Coalition for Character Education of North Dakota (CCEND) to advise state efforts. The project director coordinates these meetings.

The 2001-2003 Budget Request

The Division's 2001-2003 budget request is for $5,357,204. This amount includes a $55,000 capital improvement request to repair/resurface the roof of the Division's original 1962 structure with a vapor barrier/membrane roofing system.

In addition, the Division has the following requests:

$150,000 is requested for online course development.

- This would include the writing and web development of 10 one-semester online courses during the biennium in order to provide convenient and inexpensive online access to courses for students and schools throughout North Dakota. The Division is in a unique position to provide students and schools of North Dakota with basic and elective curricular offerings in an online delivery format.

$130,000 is requested for development of print and online distance education courses for Grades 1 – 4.

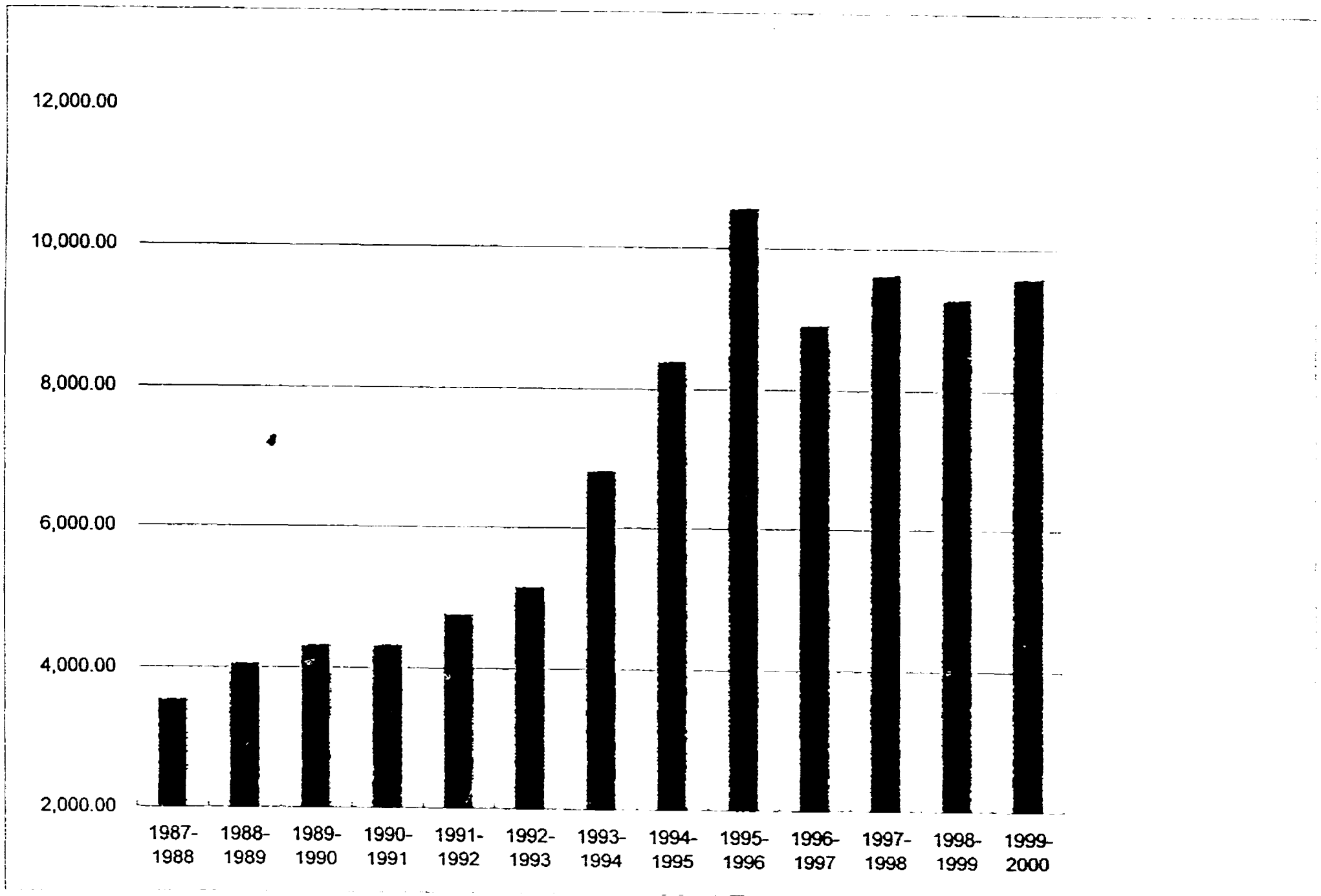
- The Division does not have the resources to develop these courses. With declining student numbers and the growing number of home educated students, quality, accredited, distance education courses are of growing importance. The Division provides state-approved, regionally accredited courses and teaching services to schools and home-educated students. The Division offers a quality curricula as an alternative to religious, proprietary, and often unaccredited distance education courses. The development and offering of Grades 1 – 4 would complement the current program for Grades 5 – 12.

$13,000 is requested for janitorial services.

- Thordarson Hall houses 41 Division employees and four DPI outreach staff. As a result, the building requires more daily upkeep than what can be accomplished by the current contracted service provider. In addition, the Division building is now nearly 40 years old and requires more attention, more minor repairs, and more daily maintenance than in the past.

Division of Independent Study
1987-2000

CHART A
COURSE ENROLLMENTS



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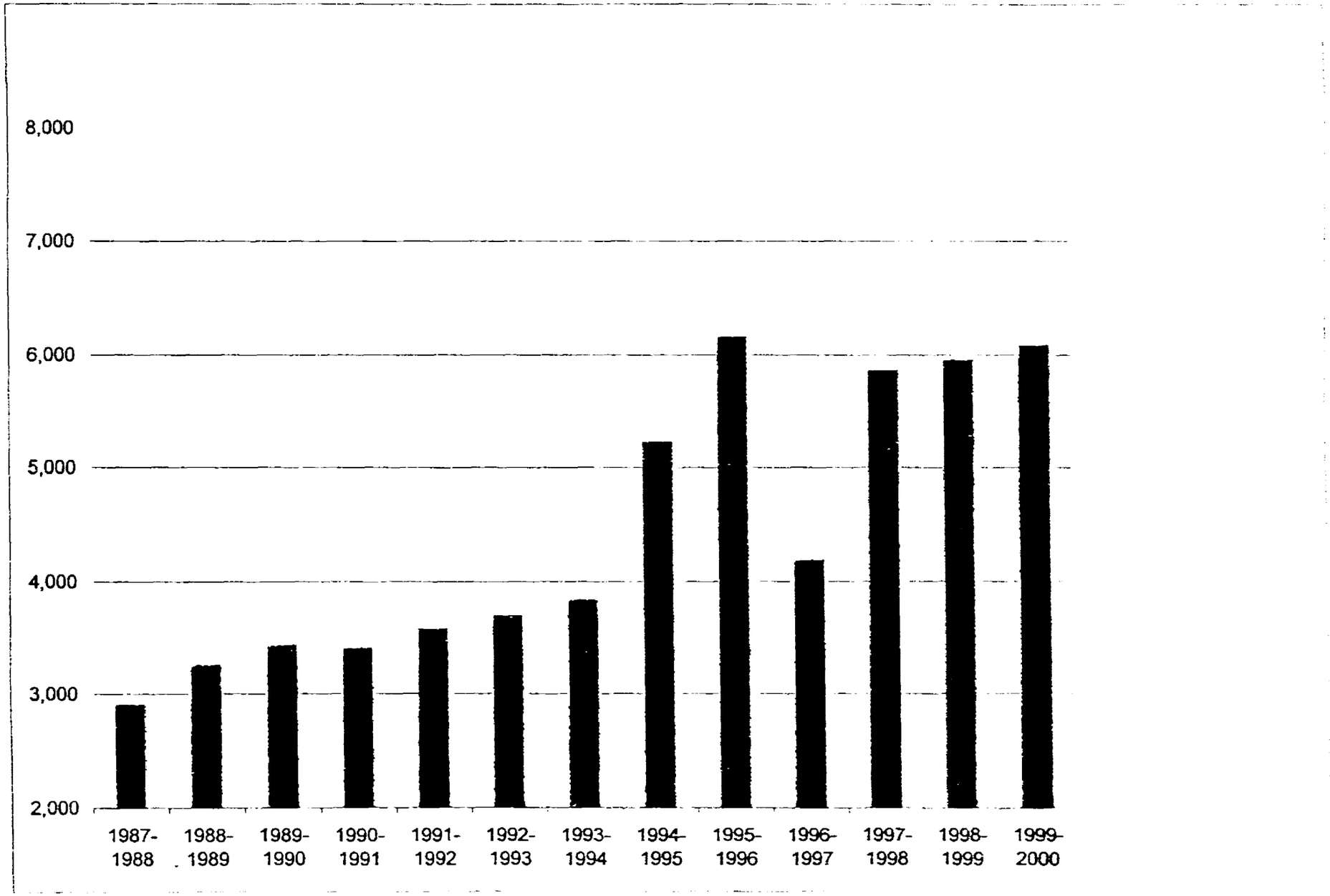
STUDENT ENROLLMENTS



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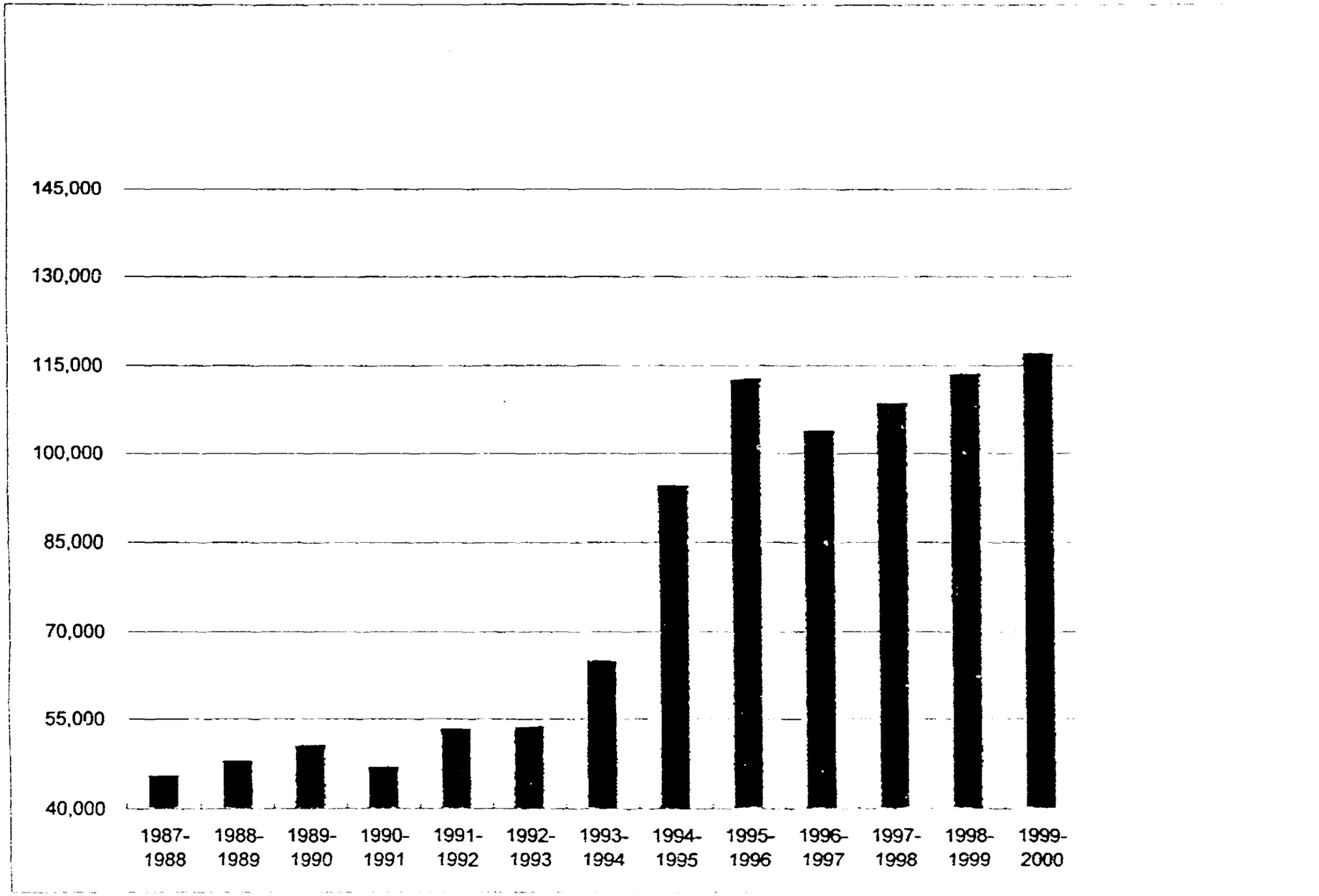
LESSON COUNTS



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1987-2000

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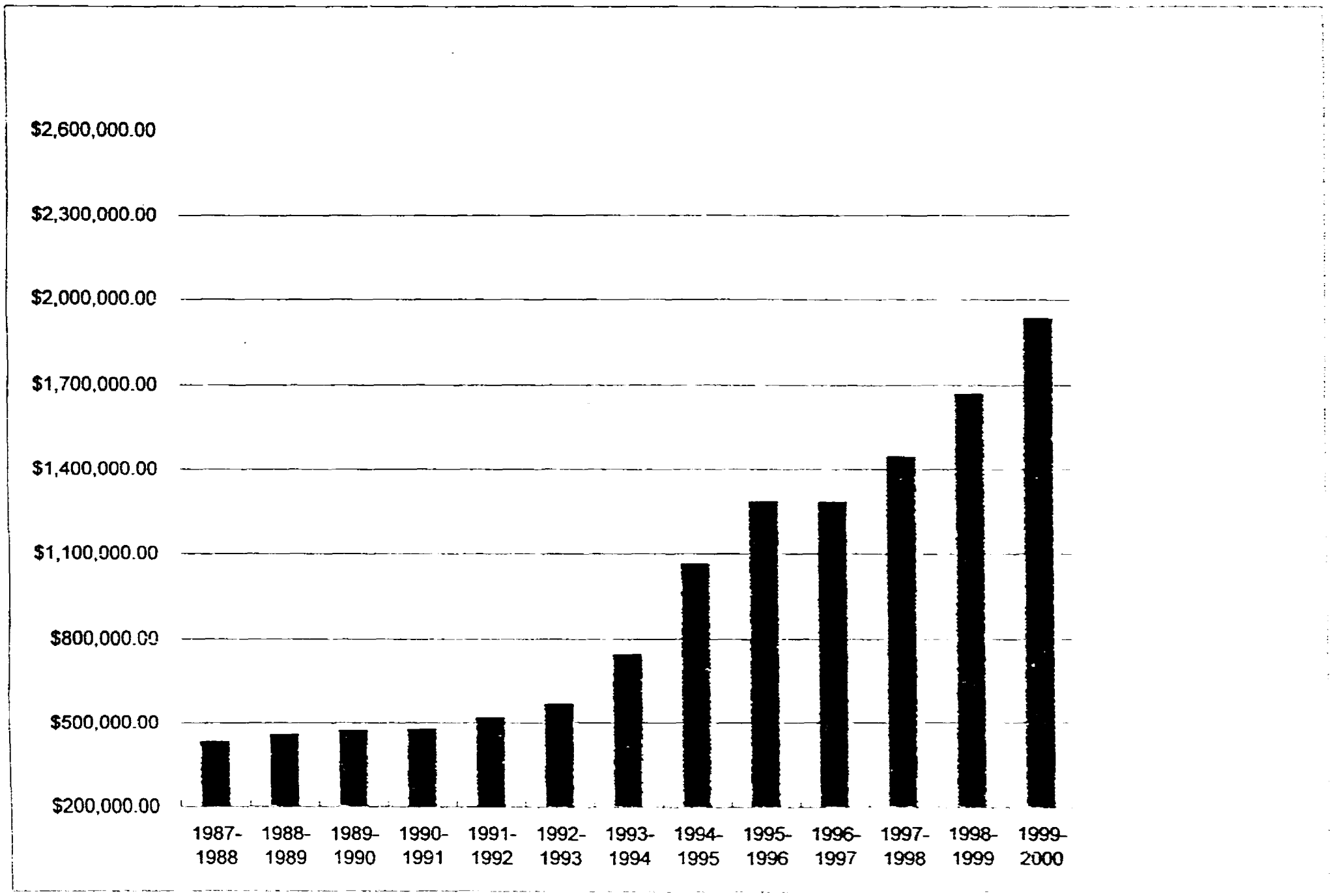
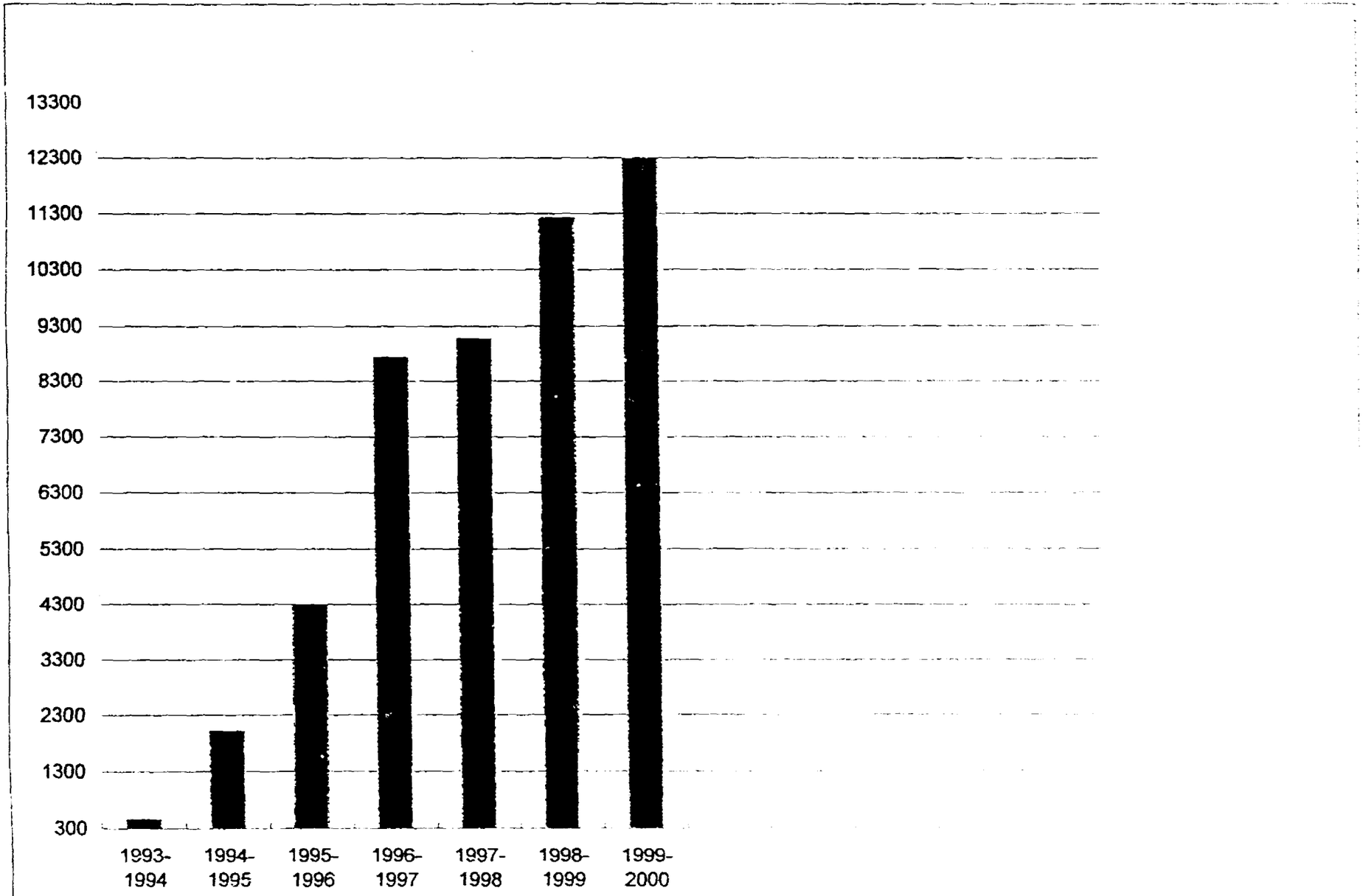
COLLECTIONS



Div[redacted]of Independent Study
1993-2000

C[redacted]T E
MATERIALS-ONLY SALES



State School Aid

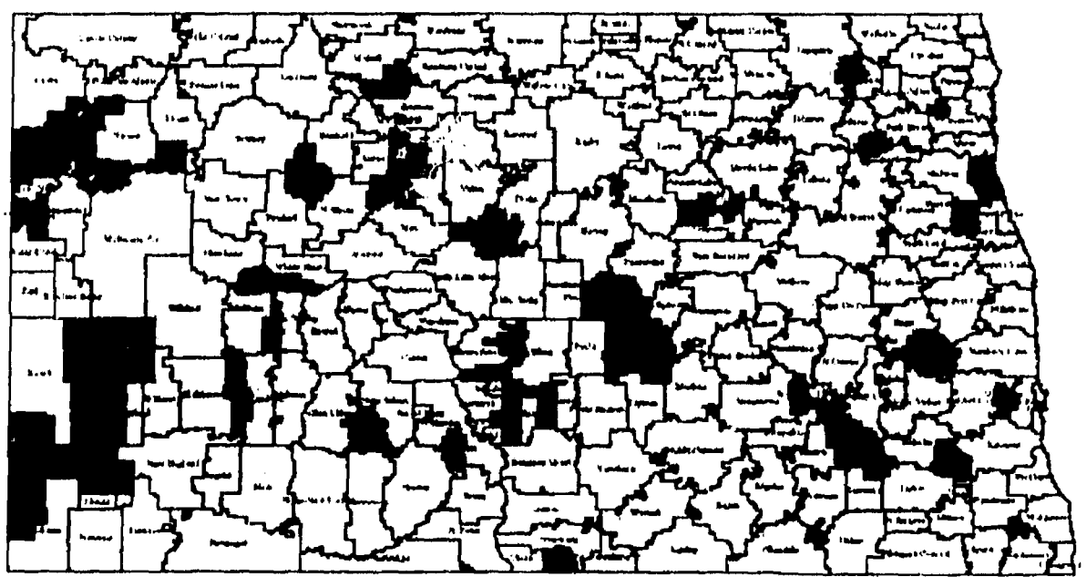
The purpose of the foundation aid system is to provide a level of financial support for elementary and secondary education programs from state funds based on the educational cost per student. The educational cost per student is defined at NDCC 15-40.1. The state average cost was $4,555 in 1998-99. It includes regular programs, special education programs, vocational programs, federal programs and undistributed district-wide expenses. Expenditures not included are extracurricular activities, transportation, capital costs, debt service, tuition and assessments and food services.

Educational support per student is established by the legislature. The base payment amount is set at $2,145 for 1999-2000 and $2,230 for 2000-2001.

Beginning 2000-01, there are 230 public school districts in North Dakota. In 1985, there were 311 public school districts. The following table lists school districts by type. A high school district offers grades K-12. Elementary districts may offer grades through eight. One room rural districts have only one or two teachers for grades through eight. The three nonoperating districts are the air force bases at Minot and Grand Forks and the Butte district.

High School Districts	176
Elementary Districts	41
One Room Rural Districts	10
Nonoperating districts	3
Total North Dakota School Districts	230

North Dakota School Districts



High School
Elementary
Rural
Non-Operating

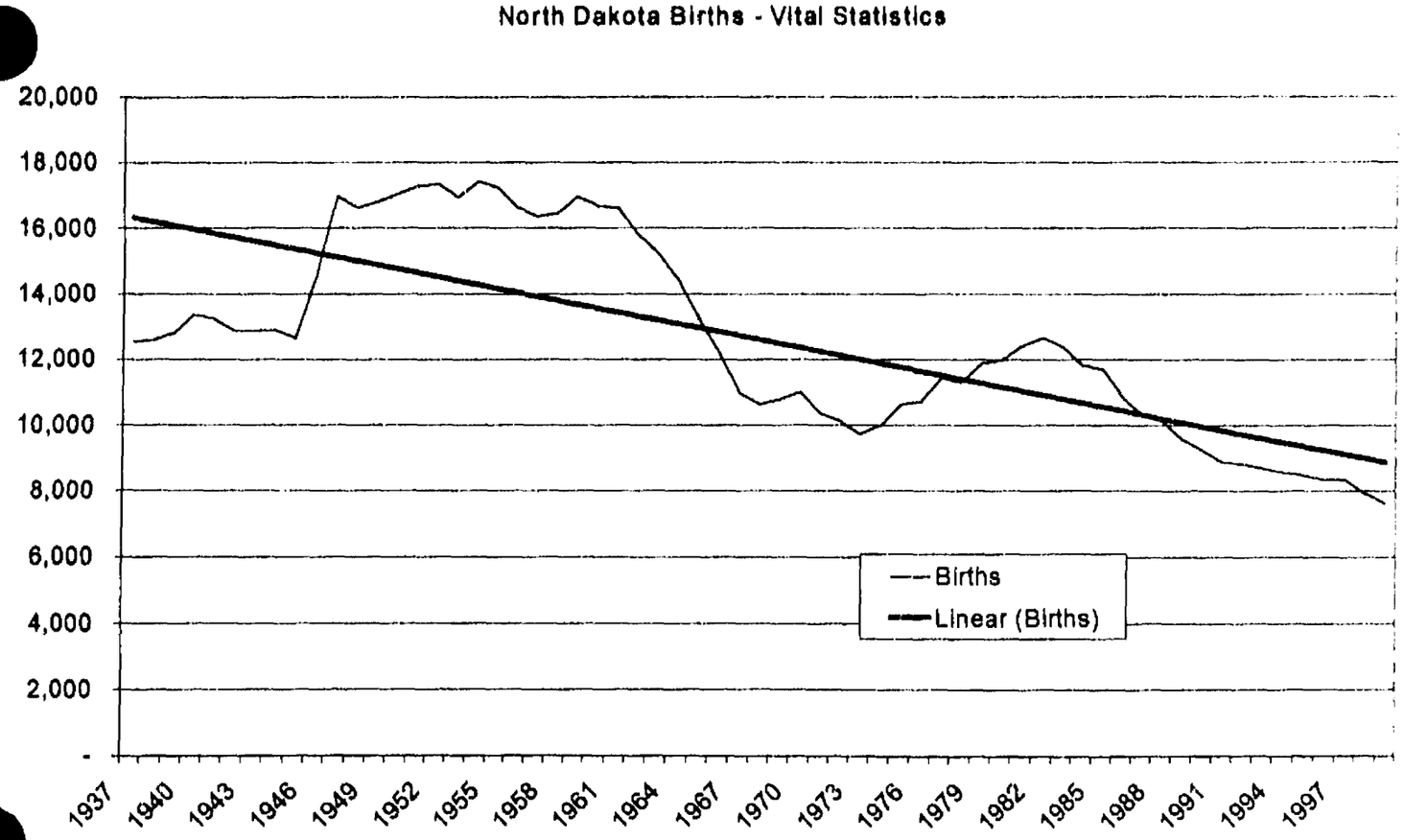
as of July 1, 2000

The State of North Dakota
Department of Public Instruction
Office of School District Finance and Organization
Dr. Wayne G. Sanstead, State Superintendent
Bismarck, North Dakota 58505-0440

Striking demographic changes we are facing are:

- A declining birth rate
- An aging population
- Rapid rural to urban migration
- Out-migration of the state's youth
- Overall reduction in the number of school districts
- An increase in the number and percentage of students served by the 15 largest districts and a decrease in the number and percentage of students served in the remaining school districts
- Projections that K-12 enrollment in and graduates from public high schools will substantially decline over the next fifteen years

Public enrollment remained relatively stable from 1985-86 through 1995-96. However, beginning in 1995-96, a dramatic decline in school age children is occurring. North Dakota had 118,565 public schools in fall of 1995. In the fall of 2000, the K-12 count was 108,094, a loss of over 10,000 students in just six years. These declines will continue. Birth rates have dropped steadily since 1982 and the outmigration from our rural areas continues. At present birth rates, today's public school population of 108,094 public K-12 students will decrease to 100,000 in the year 2005.



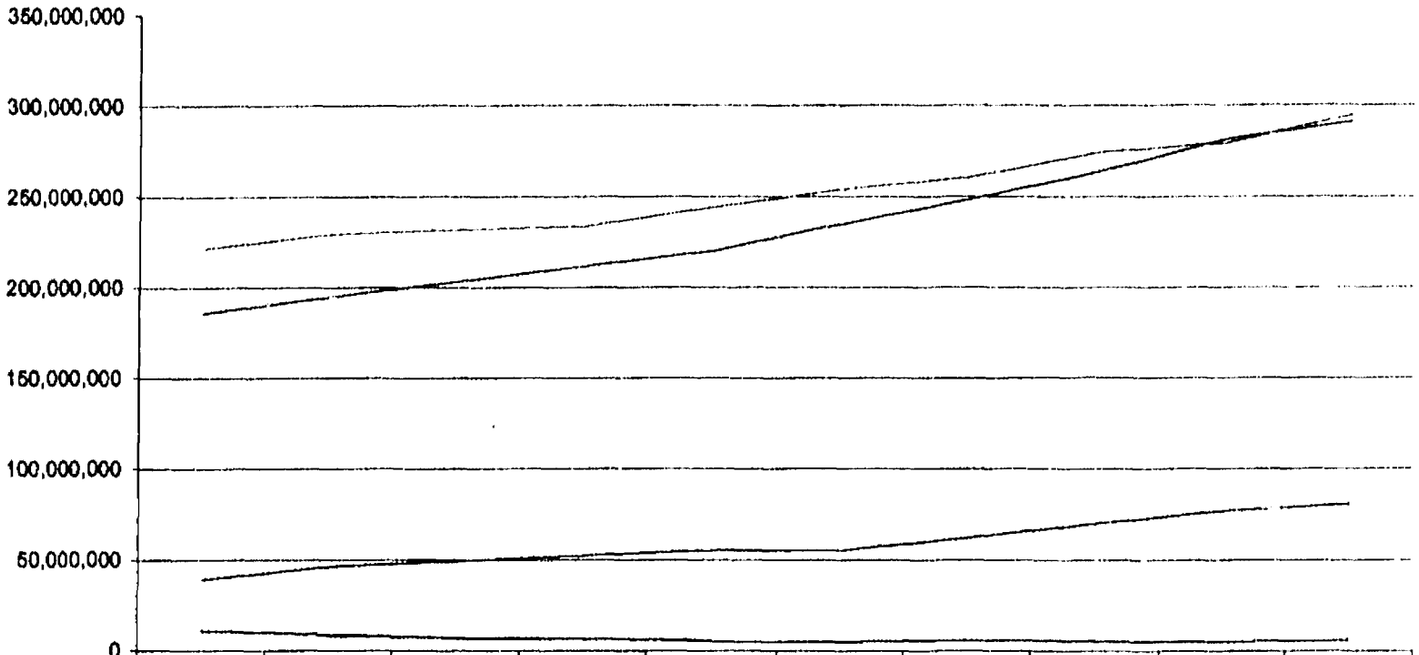
School District Funding

School districts fund their programs and services through local, county, state, and federal sources. In 1985, local sources provided approximately 35% of the total funding available for schools. In 2000 the local contribution rose to approximately 43%. As the graphic below illustrates, funding for K-12 education has become increasingly reliant on local sources (property tax).

Local revenue is raised primarily from levies on property. Since property values vary greatly across districts, the state versus local share debate becomes an increasingly important equity concern for financing the uniform system of free public schools throughout the state.

Disparities in current revenue per student are the result of variations in school district wealth. The range of funding per student, after eliminating both the high and low extemes is $3,883 to $6,266, over $2,000 per student (based on 1998-99 financial data).

Public School General Fund Revenue History



	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Local	185,846,623	194,957,616	203,447,039	212,006,654	219,938,170	235,159,404	248,438,314	263,560,983	281,643,836	290,852,105
County	8,568,695	7,587,322	7,680,984	6,623,551	6,688,209	6,980,973	8,072,343	7,204,005	6,823,010	8,385,634
State	221,422,380	229,440,280	231,819,414	233,948,663	244,200,928	254,466,423	260,649,726	274,547,973	279,576,308	294,723,948
Federal	39,213,596	46,444,566	49,365,613	52,355,399	55,086,311	55,086,440	62,039,032	69,815,960	76,637,955	80,210,981
Other	10,863,711	8,696,944	7,260,388	6,588,862	5,161,923	4,893,470	6,095,749	5,312,187	5,009,687	5,530,335

The table below was compiled from Department of Public Instruction enrollment, census, average daily membership, taxable valuation, mill levies, revenue and expenditure data. It provides state level information for the past five years with 1985 presented as a base year.

School Finance Facts at a Glance						
Data	*FY 95*	*FY 96*	*FY 97*	*FY 98*	*FY 99*	*FY 00*
K Enrollment	10,081	8,304	8,177	7,917	*7,559*	*7,144*
1-6 Enrollment	55,256	52,580	51,241	49,957	*48,919*	*47,099*
7-8 Enrollment	17,760	19,255	18,740	18,318	*17,852*	*17,099*
9-12 Enrollment	34,868	37,677	37,946	37,737	*37,575*	*36,563*
Total K-12 Enrollment	117,965	117,816	116,103	113,929	*111,705*	*108,094*
6-17 Census	121,398	120,965	121,708	121,708	*115,300*	*115,300*
PK-12 Avg Daily Membership	118,090	120,638	119,895	117,996	*115,987*	*113,541*
Taxable Valuation	980,108,754	1,107,165,252	1,148,999,564	1,189,838,388	*1,232,806,111*	
Taxable Valuation Per Pupil	8,073	9,163	9,441	9,776	*10,692*	
General Fund Levy	83	187	188	189	*190*	
Total Levy	134	206	214	216	*218*	
Gen Fund Local Revenue	131,844,516	235,169,404	248,438,314	263,560,983	*281,643,843*	*290,852,105*
Gen Fund County Revenue	10,276,620	6,980,973	8,072,343	7,204,005	*6,823,011*	*8,385,634*
Gen Fund State Revenue	207,103,794	254,466,423	260,649,726	274,547,973	*279,576,301*	*294,723,948*
Gen Fund Federal Revenue	27,326,467	55,086,440	62,039,032	69,815,960	*76,637,963*	*80,210,981*
Gen Fund Other Revenue	2,499,510	4,893,470	6,095,749	5,312,167	*5,009,692*	*5,530,335*
Gen Fund Total Revenue	379,050,907	556,596,710	585,295,164	620,441,088	*649,690,810*	*679,703,003*
Instructional Expenditures	336,698,340	464,283,897	485,726,641	505,245,174	*528,309,327*	*559,241,723*
Gen Fund Expenditures	381,676,223	550,448,197	579,434,909	604,707,812	*636,149,085*	*666,363,372*
Gen Fund End Balance	108,921,076	103,533,592	109,064,624	124,391,331	*137,876,842*	*149,322,288*
Cost of Ed Per Pupil (all districts)	2,736	3,852	4,051	4,282	*4,555*	*4,925*

1 Source: NDDPI Finance Facts. Fiscal year relates to financial data. Enrollment and tax levy data are one year ahead.

Basic Foundation Aid Formula

The basic foundation aid formula consists of a base pupil rate, an adjustment for cost differences based on grade levels and district size (calculated as weighted pupil units), and a deduction for minimum local effort based on district taxable valuation.

Basic Foundation Aid Formula

Part One: *Calculating gross entitlement*

	Student membership	
x	Weighting factor	
=	Weighted pupil units (WPU)	adjusts for cost differences
x	Base pupil payment	
=	Gross entitlement	

Part Two: *Deductions from foundation aid entitlements*

-	Mill deduct	adjusts for local resources
-	Other deductions	
=	Net entitlement	

Calculating weighted pupil units

The first part of the formula is concerned with the calculation of weighted pupil units. The objective is to provide additional funding to school districts based on need. This need is currently determined by district size and class category.

Weighted pupil units are calculated on prior year average daily membership (ADM) and the current year fall enrollment. The higher weighted units are used as the basis for foundation aid payments. The following describes some of the common terms and conditions associated with calculating weighted pupil units.

Average daily membership

Average daily membership (ADM) is education language for full time equivalent. ADM is based on a 180 day year. As an example, if a student was a member of a district for 90 days, ADM would be 90/180 or .50. ADM includes approved holidays, NDEA days, parent teacher days and absent days and cannot exceed 1.00 ADM for an individual student (180/180 days). ADM is collected on the year end student membership reports due August 1 of each year.

Fall enrollment

Enrollment data is reported to the Department on the fall enrollment (MISO) reports in September of each year. School districts are to report the actual number of students that enrolled in their school district at the beginning of the school year. The one exception is special education students placed in other school districts. In this case the resident school district reports the student as if they were actually enrolled in their school district.

School weighting factors

Weighting factors are set at a percentage of the difference between an established statutory factor and the five-year average cost factor. The five year average cost factor is the ratio of the average cost for each category divided by the statewide average cost of education for all the categories.

Districts are divided into the following categories for purposes of applying weighting factors to enrollment and average daily membership. The table below shows the eleven categories of weighting factors in effect for the 1999-2001 biennium.

Category	Statutory Factors	1999-00 75 % Factors	2000-01 75% Factors	2000-01 5 Yr Avg. Factors
Preschool	1.0100	1.2377	1.2145	1.2827
Kindergarten	.5000	0.5761	0.5799	0.6065
One-room rural (Grades 1-8)	1.2800	1.3107	1.2997	1.3062
Grades 1-6 (Less than 100)	1.0900	1.2071	1.2138	1.2550
Grades 1-6 (100-999)	.9050	0.9510	0.9519	0.9675
Grades 1-6 (1000 or more)	.9500	0.9828	0.9898	1.0031
Grades 7-8	1.0100	0.9790	0.9785	0.9680
Grades 9-12 (less than 75)	1.6250	1.4795	1.4779	1.4289
Grades 9-12 (75-149)	1.3350	1.1921	1.1888	1.1400
Grades 9-12 (150-549)	1.2450	1.0705	1.0482	0.9843
Grades 9-12 (550 or more)	1.1400	1.0480	1.0479	1.0172

The factors are adjusted to 75% of the difference between the statutory factor and the most recent five year average.

Program guarantees

The funding formula allows for certain enhancements or payment guarantees. These guarantees are:

- Weighting factor categories
- Changing enrollment
- Small but necessary schools
- Cooperating or reorganized districts
- North Dakota students attending out of state

Weighting factor categories

There are three categories of elementary schools (grades one through six) and four categories of high schools (grades nine through twelve). A separate weighting factor is calculated for each of the categories. The law provides that a school district must receive at least as much in total payments for as it would have received had it had the highest number of students in the next lowest category.

For example, if a school district had average daily membership of 78 high school students, it would qualify for the second weighting factor for high school districts (75-149). The 1999-2000 factor for this category is 1.1921. 78 students x 1.1921 = 92.98 weighted pupil units. If the district had only 74 students (the highest number of students in the next lowest category), weighted pupil units would be 74 students x 1.4795 = 109.48. Therefore this district would be paid based on 109.48 weighted pupil units.

In this case the school district is paid for 74 students at the next lower category, not the 78 students they actually had because it results in a higher payment. These student's are termed "off formula" and is an important reconciling item in the Department's budgeting process.

Changing enrollment
School districts are paid on the higher of their fall enrollment (wpu) or the previous year average daily membership (wpu), whichever is greater.

However in the subsequent year, the payment made is adjusted to actual average daily membership for that year, unless the previous year average daily membership is higher. This payment arrangement is designed to give districts one year to adjust to declining enrollments. It also provides money to districts with increasing enrollments (when fall enrollment is higher than the previous year average daily membership) at the time they are actually serving those students. A district's foundation aid payment basis is always at least the prior year's ADM.

Cooperating or reorganized school districts
Larger school districts, due to larger average class sizes, operate at a lower per pupil cost than smaller districts. This is reflected in the weighting factors assigned to elementary and high school districts based on district size.

In order to not discourage districts from entering into cooperative agreements for the provision of educational services or from reorganizing with other districts, the foundation aid system guarantees that pupil payments will be at least as much as they would have been had they not cooperated or reorganized. This guarantee is for a four year period for cooperating districts and six years for reorganized districts.

Small but necessary schools
In recognition of the higher cost of operating schools in isolated areas, eligible school districts receive an adjustment to their weighting factors.

Any school district with elementary enrollment of under 50 students with 15% or more of its enrollment living in an area identified as 15 or more radius miles from the next nearest elementary school are allowed an increase of 20% in their weighting factor for the first 15 students. Payment is guaranteed for 15 students.

The school district with a high school enrollment of under 35 students with 15% or more of its enrollment living in an area identified as 20 or more radius miles from the next nearest high school are allowed an increase of 20% in there weighting factor for the first 20 students. Payment is guaranteed for 20 students.

ND students attending out-of-state schools
Foundation aid payment for students attending school in bordering states is made to the North Dakota school district they live in. The school district pays tuition to the educating school district under a reciprocal agreement in place with our bordering states, if one exists. If a reciprocol agreement does not exist, the district will negotiate the tuition amount.

The weighting factors for students attending school out of state are increased 20 percent. The per pupil payment for these students is made directly to the resident school district.

Deductions from foundation aid entitlements

In a given year, foundation aid payments have the following items may be deducted from the gross entitlement (WPU x Base Payment).

- Mill levy deduct
- Excess fund balance
- Non-accreditation
- School approval
- Prior year payment adjustment

Mill levy deduct - local property tax equalization

The most significant deduction is the mill levy deduct. The concept of the mill deduct is to equalize a portion of the revenue generated by local property taxes, that is effectively treat the revenue as a state source. This is accomplished by increasing the base payment rate to distribute the amount generated by the mill deduct

The mill deduct is computed by taking a district's taxable valuation times a statutory mill rate. The mill deduct adjusts the amount of foundation aid paid to a district by an amount the district can raise through property tax. At the present time, the mill deduct (32 mills) is set at about 17 percent of the statewide average general fund levy (190 mills in 1998-99).

In districts with a relatively high taxable valuation per pupil, a larger amount of aid is subtracted from the district's gross entitlement. Conversely, a district with a lower taxable valuation per pupil will receive a relatively higher payment.

The table shows the funding sources for two districts educating the same number of students but having different taxable valuations. District A receives less state aid than District B but can make up the difference with a lower mill rate.

	District A	District B
Enrollment	250	250
Taxable Valuation	3,500,000	2,500,000
Taxable Valuation Per Pupil	14,000	10,000
Base Payment	2,000	2,000
Mill Deduct	32	32
Gross Entitlement	500,000	500,000
Mill Deduct Amount	112,000	80,000
Net Foundation Aid	388,000	420,000
Local Revenue	612,000	580,000
District Budget	1,000,000	1,000,000
Local Levy	175	232

Excess fund balance

This deduct limits state aid to wealthy districts that maintain large ending fund balances. The amount that the unobligated general fund balance of a school district on the preceding June 30th is in excess of 75 percent of the actual expenditures, plus an additional $20,000 must be subtracted from the total of tuition apportionment, foundation aid, special education aid, and transportation aid for which a school district is eligible.

Non-accreditation

School districts operating high schools that are not accredited are supported at the base payment amounts in the year they become unaccredited, but the weighting factors may not be applied. For the second year the high school remains unaccredited, the amount of aid the school district receives is reduced an additional $200 per student. A reduction of an additional $200 per student is made for each additional year the school remains unaccredited. If the school becomes accredited, the school is entitled to payments for the entire school year in which the school becomes accredited.

Foundation aid payments to school districts operating elementary schools that are not accredited are reduced $200 per student times the number of students in the school each year that the elementary school is unaccredited. As with the high schools, the school is entitled to payments for the entire school year in which the school becomes accredited.

School approval

School districts operating high schools that do not meet minimum curriculum requirements or teacher qualifications are entitled to receive only a $220 base payment per student. In order to receive payments, a school district must submit a Certificate of Compliance meeting the following standards:

- Minimum curriculum.
- Teacher certification.
- School calendar (180 day year).
- Compliance with health, fire and safety codes.

Prior year payment adjustments

While school districts are paid in the current year based on the higher of the previous year average daily membership or current fall enrollment, an adjustment is made in the following year to the higher of actual average daily membership for the year or the previous year average daily membership, whichever is greater. Districts paid on enrollment last year are always subject to adjustment. Districts paid on ADM last year are adjusted only if actual ADM for the payment year was higher.

Transportation Aid

Transportation aid is used to compensate school districts for school bus transportation. Districts may provide schoolbus transportation in contract schoolbuses or in district-owned and operated schoolbuses. The following is the authorized transportation aid payment schedule.

Small vehicles (Rural)	.25 per mile
Large Vehicles (Rural)	.67 per mile
Pupil Per Day (Rural)	.40 per student
In-city miles	.25 per mile
In-city rides	.20 per ride
Family transportation	.40 per mile (one way, for each mile over two miles)

Transportation payments are capped at 90 percent of the current transportation operating cost plus the eight-year average cost of transportation equipment. Translated, districts are reimbursed on mileage and ridership, but the reimbursement cannot exceed 90 percent of their actual cost of transportation.

Transportation payment to school districts are made at the same time as the foundation aid payment. The payment is based on the prior school year transportation reports.

Other foundation aid payments

The foundation aid appropriation is also used to pay for state responsible and excess cost students, for eligible summer school programs and for district supervised home schooled students. The 1997 Legislature also provided a payment for students with limited English proficiency.

Summer School Payment

Approved summer school programs are eligible for foundation aid. In the past this has been for only high school programs, but the 1999 Legislative Assembly opened it up to remedial elementary programs.

The proportionate payment made during the biennium for approved summer programs may not exceed one and one-half percent of the total amount appropriated by the Legislative Assembly for foundation aid and transportation aid during the biennium. In addition, 75 percent may be used for high school programs, 25 percent may be used for remedial elementary programs.

Payments are also made for migrant summer school and extended year special education programs approved by the Department.

State responsible and excess cost students

A number of students are placed under NDCC 15-40.2 for purposes other than education. These students are typically placed in foster care homes or residential child care facilities by other government agencies such as the Division of Juvenile Services or County Social Services. The resident school district is liable for education and related costs for these students, however this liability is limited to the state average cost per day. The remainder of the cost is paid from funds appropriated for foundation aid.

In cases where there are no legal parents or both parents have left the state, the entire amount is paid from foundation aid funds.

Home-Based Instruction Supervised by District
District supervised home schooled students receive state aid at one half the base pupil payment rate. Weighting factors are applied based on district size the same as regular per pupil payments.

Out of district special education students
Students with disabilities who are receiving special education services must be deemed to be regularly enrolled in the school district of residence and must be included in the determination of payments from the state foundation aid program whether or not the students regularly attend school in the school or school district receiving the payments.

Limited English Proficiency
Students assessed eligible through a standardized test must be reported to the Department by October 1 of the school year. Districts can receive up to $400 for each student. The payment is made in May.

Tuition Apportionment
Tuition apportionment money comes from the income generated from the investment of proceeds from the sale of school lands and from a portion of fines and penalties. The Land Department manages these funds for the state. The Land Department transfers income to a special fund for distribution.

Tuition apportionment payments are made out in September, November, January, March and May. It is paid based on a census of all children ages 6-17 year living in the school district. It includes both public and private students. The census is taken by the school districts, certified by the county superintendent, and reported to the Department of Public Instruction.

The census is adjusted for open enrolled students. For each open enrolled student at September 15th, one is added to the admitting district and one is subtracted from the resident district.

Supplemental Equity Payment

High school districts whose taxable valuation per student and cost of education per student are both below the statewide average are entitled to receive a supplemental payment. The sum of $3,100,000 was appropriated for supplemental payments for the 1999-01 biennium.

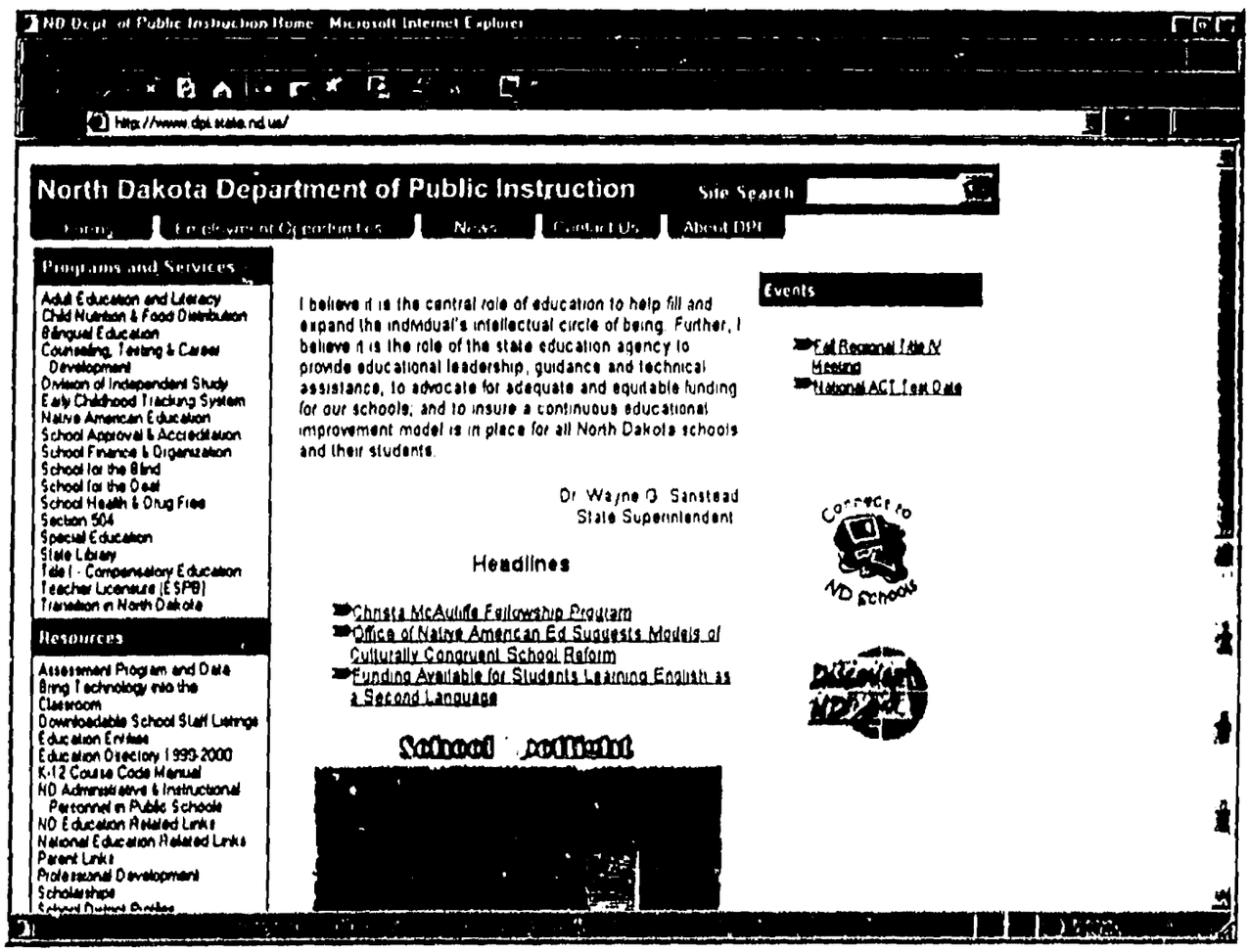
The formula for calculating the average valuation of property per student is as follows:
<u>To be eligible, both of the following conditions are met:</u>
v The high school district's educational cost per student is less than the statewide average.
v The most recent net assessed and equalized property valuation/ADM in grades 1-12 are less than the statewide average.

<u>Supplemental payment calculation:</u>

v Multiply the difference in taxable valuation times by ADM times the number of mills levied in excess of 150 (not to exceed 210) times 30 percent.

Web Resources:

The DPI WEB site provides a conveinient place to access information and publications related to North Dakota schools, as well links to other education information sites nationally. The educational directory, school district profiles and school finance facts publications are among the most popular and can be located in the resources section. The site address is www.dpi.state.nd.us.



Comparison of School Funding Proposals

	Current Funding System	DPI Proposal	Executive Recommendation
Weighting Factors (Foundation Aid)	Statutory factors adjusted by 75% toward the 5-year average for 1999-00 and 75% for 2000-01.	Statutory factors adjusted by 85% toward the 5-year average for 2001-02 and 100% for 2002-03.	Statutory factors adjusted by 85% toward the 5-year average for 2001-02 and 100% for 2002-03.
Weighting Categories (Foundation Aid)	11 categories; Pre-kindergarten, Kindergarten, Rural (Grades 1-8) 3 categories for grades 1-6, Grade 7-8, and 4 categories for grades 9-12		
Method of equalization	Mill deduct set at 32 mills for 1997-98 and 1998-99.		
How computed	Multiply the taxable valuation times the mill deduct. Subtracted from the total of foundation aid, transportation, tuition apportionment and special education ADM payments.		
Amount of proposed additional equalization	$3.1 million	$3.6 million	$3.45 million
In lieu dollars	No deduct for in lieu funds received by the district.		
Per Pupil Payment	Pupil payments of $2,145 for 1999-00 and $2,230 for 2000-01.	Pupil payments of $2,364 for 2001-02 and $2,506 for 2002-03 (based on original wpu estimate - 226,866).	Pupil payments of $2,323 for 2001-02 and $2,420 for 2002-03. (based on revised wpu estimate in Nov - 223,253).
Transportation	Payments based on $.40 per pupil transported and $.67 per mile for vehicles of capacity 10 or more. Payments based on $.25 per mile for vehicles capacity less than 10. Payments based on $.40 per one-way mile for family transportation. Payments of $.20 per in-city ride.		
Tuition Apportionment	Distributed on the basis of the school census for students age 6 - 17. $53,528,217	Distributed on the basis of Average Daily Membership $61,346,025	Continue to distribute on the census basis. Includes distribution of all interest earned on tobacco settlement proceeds $67,239,025
Foundation Aid Appropriation	$479,006,259 $443,006,259 for foundation aid $36,000,000 for transportation	$508,546,137 $471,946,137 for foundation aid $36,600,000 for transportation	$485,542,761 $449,542,761 for foundation aid $36,000,000 for transportation

Comparison of School Funding Proposals

	Current Funding System	DPI Proposal	Executive Recommendation
ADM adjustment	District paid on the greater of ADM or enrollment weighted pupil units (wpu)		
Isolation Factor	Small, necessary elementary schools that have fewer than 50 students and 15% of the students served live 15 miles or more from another school. Increases payment by 20% for first 15 students. Small, necessary high schools are similar, except have 35 or fewer students, the mileage factor is 20 and payment is made for the first 20 students.		
Approved Reorganized/Cooperating Districts	Districts reorganized or in an approved cooperative will not receive less in per student payments under the formula than they would have had they not changed organizational status for a specified number of years. Applies to high school students only if reorganized before August 1, 1997. Applies to all students if reorganized after July 31, 1997.		
Approved alternative high school programs	Approved alternative high school programs are treated as separate high schools for purposes of applying the weighting factors.		
Approved high school summer school programs	Funding limited to 1.5% of the foundation aid and transportation appropriation.		
Other extended school year programs	Proportionate foundation aid payment for children of migratory workers and special education students beyond the regular school year.		
ND students attending bordering states	Increase weighting factors 20%. Payment goes to the resident district.		
Home-based instruction	District supervised home schooled students are paid on wpu at 50% of the base pupil payment.		
Students also enrolled in nonpublic schools	Allows proportionate payments to each public school district educating students from nonpublic schools.		

Special Education Services for Students with Disabilities
Bob Rutten, Special Education

Most of us know or have known persons with disabilities. The office of Special Education within the Department of Public Instruction is charged with ensuring that students ages three through 21 who have disabilities receive an appropriate education. Special education and related services are the system of supports that make it possible for students with disabilities to participate and progress in the local school districts and special schools of our state. In years gone by, many of these students were excluded not only from schools but also from the general life of our communities. In a November 29, 2000 news release from the United States Department of Education it was noted that "Some states actually had laws that specifically excluded certain children. Today we are bridging these gaps and students with disabilities are not only attending classes alongside their nondisabled peers, they are graduating with regular diplomas and moving on to higher education and the world of work." A basic premise for providing special education services is that if students with disabilities learn job skills within the K-12 school system, they are more likely to become self-sufficient and will require fewer services from other agencies as adults.

Nationally the number of children who receive special education services continues to rise at about three percent a year with the greatest growth occurring among preschool children. In the 1998-99 school year, 6.1 million students had disabilities and required the support services of special education. In that same year in North Dakota, 13-181 students received special education services. Of our state's total school population, this number represents 10.8 percent. Special education services are not limited to those students who attend public schools but are also available to those enrolled in private schools as well as those who are involved in home education.

In North Dakota, approximately 75percent of the children receiving special education services have relatively mild learning problems resulting from speech-language impairments or learning disabilities. Most of the children with these disabilities are able to attend general education classes with supportive services from special education personnel. The remaining 25percent of students with disabilities have widely varied needs resulting from mental retardation, visual impairment, deafness, emotional disturbance, orthopedic impairment, autism, certain health impairments, or traumatic brain injury.
The administrative structure that currently exists for supplying special education services includes 31 special education units. Twenty-four of these are multidistrict cooperatives, and seven are single district units.

Expenditures for special education services in North Dakota amounted to 11.5 percent of the total education expenditures during the 1998-99 school year. During that school year the state of North Dakota supplied 43 percent of the resources for general education in the state. Local school districts supplied 45 percent. Unfortunately the state only supplied 28.1percent of the revenue for special education and local districts were asked to supply 62.3 percent of these costs. In order to lessen this gap, the Department of Public Instruction has formulated a plan to move the state percentage of reimbursement for special education costs from the present 28 percent of total expenditures to 43 percent by school year 2006-2007. The request for $59, 650,000 in general funds will bring the state percentage to approximately 33 percent for the next biennium. During the next two legislative sessions the Department intends to ask the legislature to increase the state percentage of reimbursement for special education by increments of one-third towards alignment with state funding for general education at 43 percent.

North Dakota Special Education Data

1998-99

1998-99 Enrollment and Cost Data and Sources of Funds for Special Education
November 2000

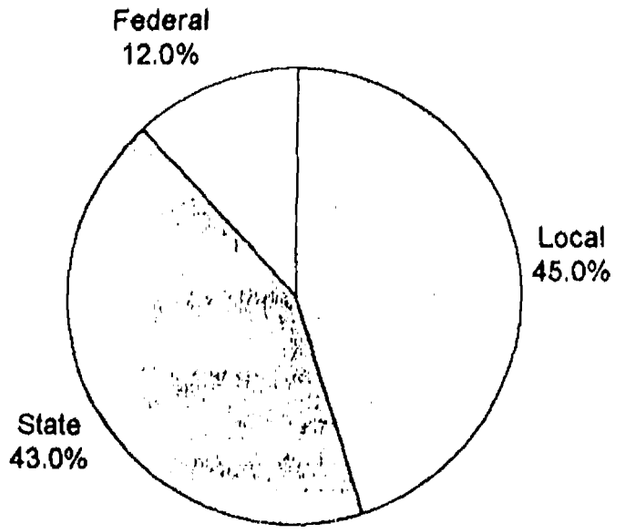
Enrollment and Cost Data

Total public, nonpublic and state school enrollment (public: 114,597, nonpublic and state: 7901) *Excludes Grant BIA*	122,498
Number of students in special education services	13,181
Percentage of all students in special education services per total school population	10.8%
Total school district fund group 1 expenditures for education	$636,149,078
Total school district expenditures for special education	$ 73,376,128
Percentage of total expenditures attributed to special education	11.5%

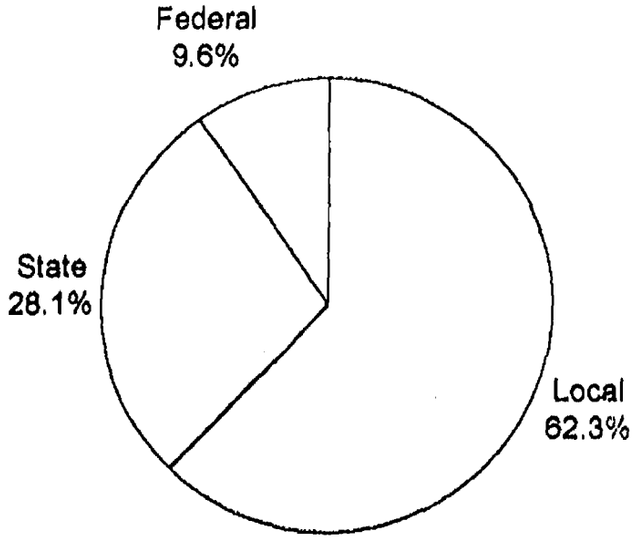
Sources of Funds for Special Education

$45,716,675 (Local)	62.30%
$20,623,626 (State)	28.11%
$ 7,035,827 (Federal)	9.59%

Revenue Sources for General Education 1998-99



Revenue Sources for Special Education 1998-99



Special Education Unit	1998-99 Percentage of State Support
Bismarck	23.7%
Buffalo Valley	27.0%
Burleigh County	18.2%
Dickey-LaMoure	24.4%
Dickinson	26.3%
Divide County	37.9%
East Central	42.4%
Emmons County	29.2%
Fargo	23.5%
Fort Totten	25.4%
Grand Forks	22.7%
G/S/T	30.7%
Lake Region	29.1%
Lonetree	31.7%
Morton/Sioux	26.4%
Northern Plains	28.5%
Oliver/Mercer	22.0%
Peace Garden	32.0%
Pembina County	20.9%
Rural Cass	34.9%
Sheyenne Valley	26.2%
Souris Valley	27.5%
South Central Prairie	39.6%
South Valley	26.0%
Southwest	45.7%
Turtle Mountain	7.7%
Upper Valley	22.7%
Wahpeton	28.1%
West Fargo	30.7%
West River	26.6%
Wilmac	23.3%

Special Education State Funding 2001 - 2003

	Executive Budget	*DPI Request*
Total Request	$51,260,000	$60,050,000
Less Gifted/Talented	400,000	400,000
Less Student Contracts	12,665,000	12,000,000
Remaining Amount	$38,195,000	$47,650,000

	Executive Budget		*DPI Request*	
	2001 - 2002	2002 - 2003	2001 - 2002	2002 - 2003
Est. Annual Amounts	$19,097,500	$19,097,500	$23,825,000	$23,825,000
Estimated ADM	$104,656	$102,261	$104,656	$102,261
Per ADM Amount	$182	$187	$227	$233

	99-00 ADM	Est 00 - 01	Est 01 - 02
99-00 Regular Year ADM	$106,926		
99-00 Special Ed ADM	491		
Est. Total	$107,417	$104,656	$102,261

EXPLANATION OF
SPECIAL EDUCATION PAYMENT PRINTOUT
December 8, 2000

The attached printouts for each year of the 2001-2003 biennium contain estimated payments for Special Education based on estimated average daily membership. Funds used are those from the executive budget recommendation of $51,260,000 less $400,000 for gifted/talented programs and $12,665,000 for student contracts compared with the DPI request of $60,050,000 less $400,000 for gifted/talented programs (LOS) and $12,000,000 for students contracts.

A description of the columns on the reports is as follows:

CODIST	County and system number for the school district or special education unit
NAME	Name of the school district
PERCENT	The percent of the payment that goes to the school district and unit
ADM_TOT	Estimated average daily membership (ADM) for grades PK-12
ADM_PMTG	These are the estimated payments based on the executive budget. The estimated payment for 2001-2002 is based on $182 per full-time equivalent ADM and the payment for 2002-2003 is based on $187.
ADM_PMTD	These are the estimated payments based on the DPI request. The estimated payment for 2001-2002 is based on $227 per full-time equivalent ADM and the payment for 2002-2003 is based on $233.

Estimated

Special Education

Entitlement

2002-2003

2002-2003 ESTIMATED SE ENTITLEMENT
COMPARING EXECUTIVE BUDGET WITH DPI REQUEST
EXECUTIVE BUDGET: 187
DPI REQUEST: 233

UNIT_NO=2727

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
1	2002	VALLEY CITY 2	1.00	1,185.64	221,714.53	276,253.93
2	2013	ORISKA 13	1.00	54.27	10,148.13	12,644.46
3	2065	N CENTRAL 65	1.00	185.82	34,748.05	43,295.70
4	9004	MAPLE VALLEY 4	1.00	256.21	47,911.94	59,697.77
5	9080	PAGE 80	1.00	138.07	25,818.33	32,169.37
6	11041	OAKES 41	1.00	509.32	95,243.17	118,671.98
7	46010	HOPE 10	1.00	149.09	27,879.31	34,737.32
8	2727	SHEYENNE VALLEY	0.00	0.00	0.00	0.00
UNIT_NO				2,478.41	463,463.46	577,470.53

UNIT_NO=3736

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
9	3030	FT TOTTEN 30	1.00	165.95	31,032.23	38,665.83
10	3736	FORT TOTTEN	0.00	0.00	0.00	0.00
UNIT_NO				165.95	31,032.23	38,665.83

UNIT_NO=5726

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
11	5001	BOTTINEAU 1	1.00	737.65	137,941.22	171,873.28
12	5013	WILLOW CITY 13	1.00	89.74	16,781.74	20,909.87
13	5017	WESTHOPE 17	1.00	156.31	29,229.54	36,419.76
14	5054	NEWBURG UNITED 54	1.00	82.07	15,347.78	19,123.17
15	25029	UPHAM 29	1.00	58.24	10,890.94	13,569.99
16	35001	WOLFORD 1	1.00	59.42	11,111.82	13,845.21
17	38002	SHERWOOD 2	1.00	126.92	23,734.20	29,572.56
18	38009	MOHALL 9	1.00	273.60	51,162.84	63,748.35
19	40001	DUNSEITH 1	1.00	473.50	88,543.66	110,324.46
20	40003	ST JOHN 3	1.00	253.79	47,459.49	59,134.81
21	40004	MT PLEASANT 4	1.00	355.51	66,480.33	82,833.79
22	40029	ROLETTE 29	1.00	197.89	37,004.97	46,107.80
23	5726	PEACE GARDEN	0.00	0.00	0.00	0.00
UNIT_NO				2,804.64	535,688.53	667,462.19

UNIT_NO=8702

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
24	8002	REGAN 2	0.00	13.81	0.00	0.00
25	8025	NAUGHTON 25	0.00	2.86	0.00	0.00
26	8028	WING 28	0.00	65.39	0.00	0.00
27	8029	BALDWIN 29	0.00	13.34	0.00	0.00
28	8033	MENOKEN 33	0.00	32.39	0.00	0.00
29	8034	MCKENZIE 34	0.00	5.72	0.00	0.00
30	8035	STERLING 35	0.00	28.67	0.00	0.00
31	8036	DRISCOLL 36	0.00	22.27	0.00	0.00
32	8039	APPLE CREEK 39	0.00	44.67	0.00	0.00
33	8045	MANNING 45	0.00	11.38	0.00	0.00
34	30004	LITTLE HEART 4	0.00	27.31	0.00	0.00
35	8702	BURLEIGH COUNTY	1.00	0.00	50,079.80	62,598.89
UNIT_NO				267.81	50,079.80	62,598.89

UNIT_NO=8711

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
36	8001	BISMARCK 1	1.00	9,755.12	1,820,992.65	2,276,815.98

2002-2003 ESTIMATED SE ENTITLEMENT
COMPARING EXECUTIVE BUDGET WITH DPI REQUEST
EXECUTIVE BUDGET: 187
DPI REQUEST: 233

UNIT_NO=8711 (continued)

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
37	8711	BISMARCK	0.00	0.00	0.00	0.00
UNIT_NO				9,733.12	1,820,092.65	2,267,815.98

UNIT_NO=9717

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
38	9002	KINDRED 2	0.00	657.13	0.00	0.00
39	9007	MAPLETON 7	0.00	90.80	0.00	0.00
40	9017	CENTRAL CASS 17	0.00	754.05	0.00	0.00
41	9097	NORTHERN CASS 97	0.00	424.97	0.00	0.00
42	9717	RURAL CASS	1.00	0.00	360,339.77	448,979.49
UNIT_NO				1,926.95	360,339.77	448,979.49

UNIT_NO=9730

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
43	9001	FARGO 1	1.00	10,602.58	1,982,681.88	2,470,488.42
44	9730	FARGO	0.00	0.00	0.00	0.00
UNIT_NO				10,602.58	1,982,681.88	2,470,488.42

UNIT_NO=9734

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
45	9006	WEST FARGO 6	1.00	4,516.84	844,649.92	1,052,424.77
46	9734	WEST FARGO	0.00	0.00	0.00	0.00
UNIT_NO				4,516.84	844,649.92	1,052,424.77

UNIT_NO=12738

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
47	12001	DIVIDE COUNTY 1	1.00	329.66	61,645.85	76,818.88
48	12738	DIVIDE COUNTY	0.00	0.00	0.00	0.00
UNIT_NO				329.66	61,645.85	76,818.88

UNIT_NO=14712

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
49	3016	OBERON 16	1.00	45.15	8,443.42	10,520.41
50	14001	NEW ROCKFORD 1	1.00	362.28	67,746.85	84,411.85
51	14012	SHEYENNE 12	1.00	158.76	29,687.34	36,990.11
52	16010	CARRINGTON 10	1.00	676.41	126,489.16	157,[illegible].15
53	47019	KENSAL 19	1.00	81.04	15,155.49	18,[illegible].47
54	14712	EAST CENTRAL	0.00	0.00	0.00	0.00
UNIT_NO				1,323.65	247,522.17	308,409.99

UNIT_NO=15722

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
55	15006	HAZELTON MOFFIT B	1.00	165.84	31,012.64	38,641.41

2002-2003 ESTIMATED SE ENTITLEMENT
COMPARING EXECUTIVE BUDGET WITH DPI REQUEST
EXECUTIVE BUDGET: 187
DPI REQUEST: 233

UNIT_NO=15722 (continued)

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
56	15010	BAKKER 10	1.00	20.20	3,778.16	4,707.55
57	15012	UNION 12	1.00	14.76	2,761.03	3,440.22
58	15015	STRASBURG 15	1.00	218.38	40,836.57	50,881.93
59	15036	LINTON 36	1.00	338.56	63,311.38	78,885.30
60	15722	EMMONS COUNTY	0.00	0.00	0.00	0.00
UNIT_NO				757.75	141,699.78	176,556.41

UNIT_NO=18733

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
61	18001	GRAND FORKS 1	1.00	7,757.13	1,450,582.69	1,807,410.52
62	18061	THOMPSON 61	1.00	485.32	90,754.27	113,078.85
63	18733	GRAND FORKS	0.00	0.00	0.00	0.00
UNIT_NO				8,242.44	1,541,336.96	1,920,489.37

UNIT_NO=21709

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
64	19018	ROOSEVELT 18	0.00	137.10	0.00	0.00
65	19049	ELGIN-NEW LEIPZIG	0.00	248.93	0.00	0.00
66	21006	MOTT 6	0.00	232.70	0.00	0.00
67	30039	FLASHER 39	0.00	242.77	0.00	0.00
68	21709	SOUTHWEST	1.00	0.00	161,101.83	200,731.16
UNIT_NO				861.51	161,101.83	200,731.16

UNIT_NO=23724

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
69	2052	LITCHVILLE 52	0.00	85.58	0.00	0.00
70	11040	ELLENDALE 40	0.00	368.02	0.00	0.00
71	23003	EDGELEY 3	0.00	253.16	0.00	0.00
72	23007	KULM 7	0.00	151.44	0.00	0.00
73	23008	LAMOURE 8	0.00	371.71	0.00	0.00
74	23009	MARION 9	0.00	107.90	0.00	0.00
75	23011	VERONA 11	0.00	72.28	0.00	0.00
76	23724	DICKEY-LAMOURE	1.00	0.00	263,685.79	328,549.68
UNIT_NO				1,410.08	263,685.79	328,549.68

UNIT_NO=24718

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
77	22011	PETTIBONE 11	0.00	27.72	0.00	0.00
78	22014	ROBINSON 14	0.00	11.12	0.00	0.00
79	22020	TUTTLE 20	0.00	77.82	0.00	0.00
80	22026	STEELE 26	0.00	225.69	0.00	0.00
81	22028	TAPPEN 28	0.00	114.75	0.00	0.00
82	24002	NAPOLEON 2	0.00	245.01	0.00	0.00
83	24056	GACKLE STREETER 5	0.00	177.15	0.00	0.00
84	26004	ZEELAND 4	0.00	54.13	0.00	0.00
85	26009	ASHLEY 9	0.00	200.55	0.00	0.00
86	26019	WISHEK 19	0.00	252.11	0.00	0.00
87	24718	S CENTRAL PRAIRIE	1.00	0.00	259,187.98	322,945.45
UNIT_NO				1,386.03	259,187.98	322,945.45

2002-2003 ESTIMATED SE ENTITLEMENT
COMPARING EXECUTIVE BUDGET WITH DPI REQUEST
EXECUTIVE BUDGET: 187
DPI REQUEST: 233

UNIT_NO=29715

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
88	13008	DODGE 8	0.00	59.63	0.00	0.00
89	29003	HAZEN 3	0.00	802.51	0.00	0.00
90	29020	GOLDEN VALLEY 20	0.00	58.51	0.00	0.00
91	29022	STANTON 22	0.00	90.93	0.00	0.00
92	29027	BEULAH 27	0.00	959.14	0.00	0.00
93	33018	CENTER 18	0.00	295.26	0.00	0.00
94	29715	OLIVER-MERCER	1.00	0.00	423,738.43	527,973.55
UNIT_NO				2,265.98	423,738.43	527,973.55

UNIT_NO=30725

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
95	30001	MANDAN 1	1.00	3,296.06	616,364.14	767,983.12
96	30007	NEW SALEM 7	1.00	364.24	68,112.82	84,866.84
97	30008	SIMS 8	1.00	30.83	5,766.11	7,184.51
98	30013	HEBRON 13	1.00	183.71	34,354.38	42,805.19
99	30017	SWEET BRIAR 1	1.00	10.80	2,020.01	2,516.91
100	30048	GLEN ULLIN 48	1.00	230.09	43,027.58	53,611.91
101	43003	SOLEN 3	1.00	194.86	36,438.51	45,402.00
102	43004	FT YATES 4	1.00	189.96	35,522.92	44,261.18
103	43008	SELFRIDGE 8	1.00	107.16	20,039.76	24,969.32
104	30725	MORTON-SIOUX	0.00	0.00	0.00	0.00
UNIT_NO				4,607.73	861,645.43	1,073,600.98

UNIT_NO=31706

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
105	7014	BOWBELLS 14	1.00	113.52	21,227.89	26,449.73
106	7027	POWERS LAKE 27	1.00	115.64	21,625.12	26,944.67
107	7036	BURKE CENTRAL 36	1.00	116.79	21,838.88	27,211.81
108	31002	STANLEY 2	1.00	394.67	73,803.31	91,958.13
109	31706	NORTHERN PLAINS	0.00	0.00	0.00	0.00
UNIT_NO				740.62	138,495.20	172,563.54

UNIT_NO=34707

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
110	34001	PEMBINA 1	0.00	158.66	0.00	0.00
111	34006	CAVALIER 6	0.00	574.35	0.00	0.00
112	34012	VALLEY 12	0.00	148.97	0.00	0.00
113	34019	DRAYTON 19	0.00	207.24	0.00	0.00
114	34027	WALHALLA 27	0.00	293.81	0.00	0.00
115	34043	ST THOMAS 43	0.00	122.98	0.00	0.00
116	34055	NECHE 55	0.00	113.44	0.00	0.00
117	34707	PEMBINA	1.00	0.00	302,707.21	377,169.94
UNIT_NO				1,618.76	302,707.21	377,169.94

UNIT_NO=36714

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
118	3005	MINNEWAUKAN 5	0.00	120.10	0.00	0.00
119	3006	LEEDS 6	0.00	201.22	0.00	0.00
120	3029	WARWICK 29	0.00	210.04	0.00	0.00
121	10001	OSNABROCK 1	0.00	23.57	0.00	0.00
122	10014	BORDER CENTRAL 14	0.00	29.53	0.00	0.00
123	10019	MUNICH 19	0.00	146.70	0.00	0.00

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UNIT_NO=36714 (continued)

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
124	10023	LANGDON 23	0.00	550.95	0.00	0.00
125	10030	MILTON 30	0.00	30.19	0.00	0.00
126	32001	DAKOTA PRAIRIE 1	0.00	384.56	0.00	0.00
127	32066	LAKOTA 66	0.00	270.06	0.00	0.00
128	36001	DEVILS LAKE 1	0.00	1,870.59	0.00	0.00
129	36002	EDMORE 2	0.00	122.82	0.00	0.00
130	36044	STARKWEATHER 44	0.00	123.36	0.00	0.00
131	48002	BISBEE-EGELAND 2	0.00	112.06	0.00	0.00
132	48008	SOUTHERN 8	0.00	275.99	0.00	0.00
133	48028	N CENTRAL 28	0.00	85.10	0.00	0.00
134	36714	LAKE REGION	1.00	0.00	852,127.87	1,001,742.21
UNIT_NO				4,556.83	852,127.87	1,001,742.21

UNIT_NO=39728

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
135	37002	SHELDON 2	0.00	52.64	0.00	0.00
136	37006	FT RANSOM 6	0.00	26.42	0.00	0.00
137	37010	SALUND 10	0.00	6.34	0.00	0.00
138	37019	LISBON 19	0.00	641.03	0.00	0.00
139	37022	ENDERLIN 22	0.00	336.34	0.00	0.00
140	39005	MANTADOR 5	0.00	21.91	0.00	0.00
141	39008	HANKINSON 8	0.00	317.76	0.00	0.00
142	39018	FAIRMOUNT 18	0.00	136.62	0.00	0.00
143	39028	LIDGERWOOD 28	0.00	244.73	0.00	0.00
144	39042	WYNDMERE 42	0.00	304.64	0.00	0.00
145	39044	RICHLAND 44	0.00	298.60	0.00	0.00
146	41002	MILNOR 2	0.00	298.69	0.00	0.00
147	41003	N SARGENT 3	0.00	180.13	0.00	0.00
148	41006	SARGENT CENTRAL 6	0.00	313.10	0.00	0.00
149	39728	SOUTH VALLEY	1.00	0.00	592,970.17	738,834.49
UNIT_NO				3,170.96	592,970.17	738,834.49

UNIT_NO=39737

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
150	39037	WAHPETON 37	1.00	1,462.85	273,552.48	340,843.46
151	39737	WAHPETON	0.00	0.00	0.00	0.00
UNIT_NO				1,462.85	273,552.48	340,843.46

UNIT_NO=40719

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
152	40007	BELCOURT 7	1.00	1,666.50	311,635.14	388,294.05
153	40719	TURTLE MOUNTAIN	0.00	0.00	0.00	0.00
UNIT_NO				1,666.50	311,635.14	388,294.05

UNIT_NO=45701

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
154	1013	HETTINGER 13	1.00	421.27	78,776.73	98,154.96
155	4001	BILLINGS CO 1	1.00	83.89	15,688.01	19,547.10
156	6001	BOWMAN 1	1.00	425.64	79,594.35	99,173.71
157	6017	RHAME 17	1.00	105.56	19,740.50	24,596.45
158	6033	SCRANTON 33	1.00	168.92	31,588.00	39,358.31

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UNIT_NO=45701 (continued)

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
159	13016	KILLDEER 16	1.00	349.67	65,388.39	81,473.24
160	13019	HALLIDAY 19	1.00	93.01	17,392.73	21,671.15
161	13037	TWIN BUTTES 37	1.00	53.29	9,964.66	12,415.86
162	17003	BEACH 3	1.00	330.30	61,766.98	76,961.00
163	17006	LONE TREE 6	1.00	49.21	9,202.26	11,465.91
164	21009	NEW ENGLAND 9	1.00	225.23	42,117.33	52,477.75
165	21014	REGENT 14	1.00	100.71	18,832.03	23,464.50
166	44012	MARMARTH 12	1.00	17.20	3,217.05	4,008.41
167	44014	SHEETS 14	1.00	4.76	890.66	1,109.75
168	44032	CENTRAL ELEMENTAR	1.00	5.24	979.72	1,220.72
169	45003	TAYLOR 3	1.00	130.23	24,352.31	30,342.72
170	45004	RICHARDTON 4	1.00	183.58	34,329.44	42,774.11
171	45009	SOUTH HEART 9	1.00	260.40	48,695.72	60,674.34
172	45013	BELFIELD 13	1.00	291.20	54,454.79	67,849.97
173	45701	WEST RIVER	0.00	0.00	0.00	0.00
UNIT_NO				3,299.31	616,971.57	768,739.96

UNIT_NO=45735

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
174	45001	DICKINSON 1	1.00	2,736.42	511,710.29	637,585.55
175	45735	DICKINSON	0.00	0.00	0.00	0.00
UNIT_NO				2,736.42	511,710.29	637,585.55

UNIT_NO=47721

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
176	2082	WIMBLEDON COURTEN	1.00	182.43	34,113.90	42,505.56
177	47001	JAMESTOWN 1	1.00	2,525.78	472,320.15	588,505.85
178	47003	MEDINA 3	1.00	165.32	30,914.66	38,519.34
179	47010	PINGREE 10	1.00	129.28	24,175.96	30,122.99
180	47014	MONTPELIER 14	1.00	121.39	22,699.26	28,283.03
181	47026	SPIRITWOOD 26	1.00	13.05	2,440.40	3,040.71
182	47721	BUFFALO VALLEY	0.00	0.00	0.00	0.00
UNIT_NO				3,137.24	586,664.33	730,977.48

UNIT_NO=49723

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
183	18129	NORTHWOOD 129	0.00	329.29	0.00	0.00
184	20007	NIDKOTA 7	0.00	209.82	0.00	0.00
185	20018	GRIGGS COUNTY CEN	0.00	347.48	0.00	0.00
186	46019	FINLEY SHARON 19	0.00	170.64	0.00	0.00
187	49003	CENTRAL VALLEY 3	0.00	291.49	0.00	0.00
188	49007	HATTON 7	0.00	259.72	0.00	0.00
189	49009	HILLSBORO 9	0.00	461.70	0.00	0.00
190	49014	MAY-PORT CG 14	0.00	632.81	0.00	0.00
191	49723	GRIGGS-STEELE-TRA	1.00	0.00	505,452.54	629,788.46
UNIT_NO				2,702.95	505,452.54	629,788.46

UNIT_NO=50729

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
192	18044	LARIMORE 44	0.00	556.91	0.00	0.00
193	18125	MANVEL 125	0.00	193.93	0.00	0.00

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UNIT_NO=50729 (continued)

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
194	18127	EMERADO 127	0.00	133.79	0.00	0.00
195	18128	MIDWAY 128	0.00	292.73	0.00	0.00
196	50003	GRAFTON 3	0.00	951.62	0.00	0.00
197	50020	MINTO 20	0.00	245.88	0.00	0.00
198	50039	LANKIN 39	0.00	69.15	0.00	0.00
199	50051	NASH 51	0.00	24.20	0.00	0.00
200	50078	PARK RIVER 78	0.00	425.77	0.00	0.00
201	50079	FORDVILLE 79	0.00	78.84	0.00	0.00
202	50106	EDINBURG 106	0.00	149.44	0.00	0.00
203	50128	ADAMS 128	0.00	106.67	0.00	0.00
204	50729	UPPER VALLEY	1.00	0.00	603,809.45	752,340.12
UNIT_NO				3,228.93	603,809.45	752,340.12

UNIT_NO=51708

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
205	5035	LANSFORD 35	1.00	41.12	7,689.92	9,56..56
206	25001	VELVA 1	1.00	433.91	81,140.53	101,100.23
207	25004	NEWPORT 4	1.00	192.57	36,011.00	44,869.32
208	25025	GRANVILLE 25	1.00	136.23	25,474.34	31,741.08
209	28001	MONTEFIORE 1	1.00	250.76	46,891..5	58,426.00
210	28004	WASHBURN 4	1.00	414.12	77,440.75	96,490.34
211	28008	UNDERWOOD 8	1.00	279.39	52,245.87	65,097.80
212	28050	MAX 50	1.00	155.86	29,145.82	36,315.38
213	28051	GARRISON 51	1.00	375.55	70,228.21	87,503.60
214	28062	BUTTE 62	1.00	0.00	0.00	0.00
215	28085	WHITE SHIELD 85	1.00	122.19	22,848.89	28,469.47
216	31001	NEW TOWN 1	1.00	700.50	130,994.10	163,217.25
217	31003	PARSHALL 3	1.00	273.62	51,166.40	63,752.78
218	31137	PLAZA 137	1.00	57.67	10,784.06	13,436.82
219	38026	GLENBURN 26	1.00	296.33	55,413.04	69,044.06
220	51001	MINOT 1	1.00	6,802.31	1,272,031.13	1,584,937.19
221	51004	NEDROSE 4	1.00	230.03	43,015.12	53,596.37
222	51007	UNITED 7	1.00	637.73	119,255.26	148,598.77
223	51010	BELL 10	1.00	122.26	22,863.14	28,487.22
224	51016	SAWYER 16	1.00	148.87	27,838.34	34,686.27
225	51019	EUREKA 19	1.00	11.30	2,112.64	2,632.32
226	51028	KENMARE 28	1.00	350.97	65,630.65	81,775.09
227	51041	SURREY 41	1.00	438.24	81,951.03	102,110.10
228	51054	BERTHOLD 54	1.00	198.49	37,117.19	46,247.62
229	51070	S PRAIRIE 70	1.00	116.85	21,851.35	27,226.55
230	51158	N SHORE 158	1.00	98.35	18,392.04	22,915.29
231	51708	SOURIS VALLEY	0.00	0.00	0.00	0.00
UNIT_NO				12,885.20	2,409,532.27	3,002,251.40

UNIT_NO=52705

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
232	3009	MADDOCK 9	0.76	219.92	31,255.11	38,943.53
233	25014	ANAMOOSE 14	0.76	93.92	13,348.44	16,632.01
234	25057	DRAKE 57	0.76	148.66	21,127.35	26,324.46
235	28072	TURTLE LAKE MERCE	0.76	192.40	27,343.99	34,070.32
236	35005	RUGBY 5	0.76	675.01	95,932.76	119,531.19
237	42016	GOODRICH 16	0.76	59.06	8,393.54	10,458.26
238	42019	MCCLUSKY 19	0.76	130.01	18,476.62	23,021.67
239	52023	BOWDON 23	0.76	84.76	12,046.08	15,009.29
240	52035	PLEASANT VALLEY 3	0.76	25.38	3,606.51	4,493.68
241	52038	HARVEY 38	0.76	539.84	76,722.38	95,595.26
242	52039	SYKES 39	0.76	78.42	11,144.46	13,885.87
243	52040	FESSENDEN 40	0.76	182.95	26,001.02	32,397.00
244	52705	LONE TREE	0.24	0.00	109,873.14	135,903.96

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UNIT_NO=52705 (continued)

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
UNIT_NO				2,430.33	454,471.40	566,266.50

UNIT_NO=53720

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
245	27001	MCKENZIE CO 1	0.00	621.13	0.00	0.00
246	27002	ALEXANDER 2	0.00	102.85	0.00	0.00
247	27014	YELLOWSTONE 14	0.00	97.52	0.00	0.00
248	27018	EARL 18	0.00	4.76	0.00	0.00
249	27019	BOWLINE BUTTE 19	0.00	1.33	0.00	0.00
250	27032	HORSE CREEK 32	0.00	14.29	0.00	0.00
251	27036	MANDAREE 36	0.00	210.66	0.00	0.00
252	53001	WILLISTON 1	0.00	2,333.24	0.00	0.00
253	53002	NESSON 2	0.00	186.83	0.00	0.00
254	53006	EIGHT MILE 6	0.00	195.54	0.00	0.00
255	53008	NEW 8	0.00	225.31	0.00	0.00
256	53015	TIOGA 15	0.00	322.67	0.00	0.00
257	53091	WILDROSE 91	0.00	60.81	0.00	0.00
258	53099	GRENORA 99	0.00	97.04	0.00	0.00
259	53720	WILMAC	1.00	0.00	836,637.58	1,042,441.48
UNIT_NO				4,474.00	836,637.58	1,042,441.48
				101,852.03	19,046,329.96	23,731,523.41

Estimated

Special Education

Entitlement

2001-2002

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UNIT_NO=2727

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
1	2002	VALLEY CITY 2	1.00	1,212.68	220,708.12	275,278.81
2	2013	ORISKA 13	1.00	55.51	10,102.07	12,599.83
3	2065	N CENTRAL 65	1.00	190.06	34,590.32	43,142.87
4	9004	MAPLE VALLEY 4	1.00	262.06	47,694.46	59,487.85
5	9080	PAGE 80	1.00	141.22	25,701.14	32,055.81
6	11041	OAKES 41	1.00	520.94	94,810.85	118,253.09
7	46010	HOPE 10	1.00	152.49	27,752.76	34,614.71
8	2727	SHEYENNE VALLEY	0.00	0.00	0.00	0.00
UNIT_NO				2,534.94	461,359.72	575,432.17

UNIT_NO=3736

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
9	3030	FT TOTTEN 30	1.00	169.73	30,891.37	38,529.35
10	3736	FORT TOTTEN	0.00	0.00	0.00	0.00
UNIT_NO				169.73	30,891.37	38,529.35

UNIT_NO=5726

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
11	5001	BOTTINEAU 1	1.00	754.48	137,315.07	171,[illegible].60
12	5013	WILLOW CITY 13	1.00	91.79	16,705.56	20,836.86
13	5017	WESTHOPE 17	1.00	159.87	29,096.87	36,291.15
14	5054	NEWBURG UNITED 54	1.00	83.95	15,278.12	19,055.67
15	25029	UPHAM 29	1.00	59.57	10,841.50	13,522.10
16	35001	WOLFORD 1	1.00	60.78	11,061.38	13,796.34
17	38002	SHERWOOD 2	1.00	129.82	23,626.46	29,468.17
18	38009	MOHALL 9	1.00	279.84	50,930.60	63,523.33
19	40001	DUNSEITH 1	1.00	484.30	88,141.74	109,935.03
20	40003	ST JOHN 3	1.00	259.58	47,244.06	58,925.28
21	40004	MT PLEASANT 4	1.00	363.62	66,178.57	82,541.40
22	40029	ROLETTE 29	1.00	202.40	36,837.00	45,945.85
23	5726	PEACE GARDEN	0.00	0.00	0.00	0.00
UNIT_NO				2,929.98	533,256.93	665,186.18

UNIT_NO=8702

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
24	8002	REGAN 2	0.00	14.13	0.00	0.00
25	8025	NAUGHTON 25	0.00	2.92	0.00	0.00
26	8028	WING 28	0.00	66.89	0.00	0.00
27	8029	BALDWIN 29	0.00	13.64	0.00	0.00
28	8033	MENOKEN 33	0.00	33.13	0.00	0.00
29	8034	MCKENZIE 34	0.00	5.85	0.00	0.00
30	8035	STERLING 35	0.00	29.33	0.00	0.00
31	8036	DRISCOLL 36	0.00	22.78	0.00	0.00
32	8039	APPLE CREEK 39	0.00	45.68	0.00	0.00
33	8045	MANNING 45	0.00	11.64	0.00	0.00
34	30004	LITTLE HEART 4	0.00	27.93	0.00	0.00
35	8702	BURLEIGH COUNTY	1.00	0.00	49,852.48	62,178.64
UNIT_NO				273.91	49,852.48	62,178.64

UNIT_NO=8711

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
36	8001	BISMARCK 1	1.00	9,955.11	1,811,830.90	2,259,811.07

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UNIT_NO=8711 (continued)

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
37	8711	BISMARCK	0.00	0.00	0.00	0.00
UNIT_NO				9,955.11	1,811,830.90	2,259,811.87

UNIT_NO=9717

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
38	9002	KINDRED 2	0.00	672.12	0.00	0.00
39	9007	MAPLETON 7	0.00	92.87	0.00	0.00
40	9017	CENTRAL CASS 17	0.00	771.25	0.00	0.00
41	9097	NORTHERN CASS 97	0.00	434.66	0.00	0.00
42	9717	RURAL CASS	1.00	0.00	358,704.11	447,394.69
UNIT_NO				1,970.90	358,704.11	447,394.69

UNIT_NO=9730

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
43	9001	FARGO 1	1.00	10,844.41	1,973,682.11	2,461,680.43
44	9730	FARGO	0.00	0.00	0.00	0.00
UNIT_NO				10,844.41	1,973,682.11	2,461,680.43

UNIT_NO=9734

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
45	9006	WEST FARGO 6	1.00	4,619.87	840,815.89	1,048,709.93
46	9734	WEST FARGO	0.00	0.00	0.00	0.00
UNIT_NO				4,619.87	840,815.89	1,048,709.93

UNIT_NO=12738

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
47	12001	DIVIDE COUNTY 1	1.00	337.18	61,366.03	76,538.95
48	12738	DIVIDE COUNTY	0.00	0.00	0.00	0.00
UNIT_NO				337.18	61,366.03	76,538.95

UNIT_NO=14712

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
49	3016	OBERON 16	1.00	46.18	8,405.09	10,483.27
50	14001	NEW ROCKFORD 1	1.00	370.55	67,439.33	84,113.89
51	14012	SHEYENNE 12	1.00	162.38	29,552.58	36,859.54
52	16010	CARRINGTON 10	1.00	691.84	125,915.01	157,047.84
53	47019	KENSAL 19	1.00	82.89	15,086.61	18,816.81
54	14712	EAST CENTRAL	0.00	0.00	0.00	0.00
UNIT_NO				1,353.84	246,398.62	307,321.35

UNIT_NO=15722

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
55	15006	HAZELTON MOFFIT B	1.00	169.63	30,871.86	38,505.02

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UNIT_NO=15722 (continued)

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
56	15010	BAKKER 10	1.00	20.66	3,761.01	4,690.93
57	15012	UNION 12	1.00	15.10	2,748.50	3,428.07
58	15015	STRASBURG 15	1.00	223.36	40,651.21	50,702.33
59	15036	LINTON 36	1.00	346.29	63,024.00	78,606.86
60	15722	EMMONS COUNTY	0.00	0.00	0.00	0.00
UNIT_NO				775.41	141,050.58	175,933.21

UNIT_NO=18733

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
61	18001	GRAND FORKS 1	1.00	7,934.06	1,443,998.22	1,801,030.75
62	18061	THOMPSON 61	1.00	496.39	90,342.32	112,679.70
63	18733	GRAND FORKS	0.00	0.00	0.00	0.00
UNIT_NO				8,430.44	1,534,340.54	1,913,710.45

UNIT_NO=21709

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
64	19018	ROOSEVELT 18	0.00	148.23	0.00	0.00
65	19049	ELGIN-NEW LEIPZIG	0.00	254.60	0.00	0.00
66	21006	MOTT 6	0.00	238.01	0.00	0.00
67	30039	FLASHER 39	0.00	248.31	0.00	0.00
68	21709	SOUTHWEST	1.00	0.00	160,370.56	200,022.62
UNIT_NO				881.16	160,370.56	200,022.62

UNIT_NO=23724

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
69	2052	LITCHVILLE 52	0.00	87.53	0.00	0.00
70	11040	ELLENDALE 40	0.00	376.41	0.00	0.00
71	23003	EDGELEY 3	0.00	258.93	0.00	0.00
72	23007	KULM 7	0.00	154.89	0.00	0.00
73	23008	LAMOURE 8	0.00	380.19	0.00	0.00
74	23009	MARION 9	0.00	110.36	0.00	0.00
75	23011	VERONA 11	0.00	73.93	0.00	0.00
76	23724	DICKEY-LAMOURE	1.00	0.00	262,488.87	327,389.97
UNIT_NO				1,442.25	262,488.87	327,389.97

UNIT_NO=24718

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
77	22011	PETTIBONE 11	0.00	28.35	0.00	0.00
78	22014	ROBINSON 14	0.00	11.37	0.00	0.00
79	22020	TUTTLE 20	0.00	79.59	0.00	0.00
80	22026	STEELE 26	0.00	230.84	0.00	0.00
81	22028	TAPPEN 28	0.00	117.36	0.00	0.00
82	24002	NAPOLEON 2	0.00	250.60	0.00	0.00
83	24056	GACKLE STREETER 5	0.00	181.19	0.00	0.00
84	26004	ZEELAND 4	0.00	55.36	0.00	0.00
85	26009	ASHLEY 9	0.00	205.12	0.00	0.00
86	26019	WISHEK 19	0.00	257.86	0.00	0.00
87	24718	S CENTRAL PRAIRIE	1.00	0.00	258,011.48	321,805.52
UNIT_NO				1,417.65	258,011.48	321,805.52

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UNIT_NO=29715

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
88	13008	DODGE 8	0.00	60.99	0.00	0.00
89	29003	HAZEN 3	0.00	820.82	0.00	0.00
90	29020	GOLDEN VALLEY 20	0.00	59.84	0.00	0.00
91	29022	STANTON 22	0.00	93.01	0.00	0.00
92	29027	BEULAH 27	0.00	981.01	0.00	0.00
93	33018	CENTER 18	0.00	301.99	0.00	0.00
94	29715	OLIVER-MERCER	1.00	0.00	421,815.00	526,109.92
UNIT_NO				2,317.66	421,815.00	526,109.92

UNIT_NO=30725

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
95	30001	MANDAN 1	1.00	3,371.24	613,566.34	765,272.30
96	30007	NEW SALEM 7	1.00	372.54	67,802.84	84,567.28
97	30008	SIMS 8	1.00	31.54	5,739.93	7,159.15
98	30013	HEBRON 13	1.00	187.90	34,198.44	42,654.09
99	30017	SWEET BRIAR 1	1.00	11.05	2,010.84	2,508.02
100	30048	GLEN ULLIN 48	1.00	235.34	42,832.27	53,422.67
101	43003	SOLEN 3	1.00	199.30	36,273.11	45,241.74
102	43004	FT YATES 4	1.00	194.29	35,361.67	44,104.94
103	43008	SELFRIDGE 8	1.00	109.61	19,948.79	24,881.19
104	30725	MORTON-SIOUX	0.00	0.00	0.00	0.00
UNIT_NO				4,712.83	857,734.23	1,069,811.38

UNIT_NO=31706

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
105	7014	BOWBELLS 14	1.00	116.11	21,131.53	26,356.36
106	7027	POWERS LAKE 27	1.00	118.28	21,526.96	26,849.56
107	7036	BURKE CENTRAL 36	1.00	119.45	21,739.75	27,114.96
108	31002	STANLEY 2	1.00	403.67	73,468.30	91,633.54
109	31706	NORTHERN PLAINS	0.00	0.00	0.00	0.00
UNIT_NO				757.51	137,866.54	171,954.42

UNIT_NO=34707

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
110	34001	PEMBINA 1	0.00	162.28	0.00	0.00
111	34006	CAVALIER 6	0.00	587.55	0.00	0.00
112	34012	VALLEY 12	0.00	152.37	0.00	0.00
113	34019	DRAYTON 19	0.00	211.97	0.00	0.00
114	34027	WALHALLA 27	0.00	299.69	0.00	0.00
115	34043	ST THOMAS 43	0.00	125.78	0.00	0.00
116	34055	NECHE 55	0.00	116.03	0.00	0.00
117	34707	PEMBINA	1.00	0.00	301,333.16	375,838.61
UNIT_NO				1,655.68	301,333.16	375,838.61

UNIT_NO=36714

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
118	3005	MINNEWAUKAN 5	0.00	122.84	0.00	0.00
119	3006	LEEDS 6	0.00	205.81	0.00	0.00
120	3029	WARWICK 29	0.00	214.83	0.00	0.00
121	10001	OSNABROCK 1	0.00	24.10	0.00	0.00
122	10014	BORDER CENTRAL 14	0.00	30.20	0.00	0.00
123	10019	MUNICH 19	0.00	150.04	0.00	0.00

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UNIT_NO=36714 (continued)

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
124	10023	LANGDON 23	0.00	563.52	0.00	0.00
125	10030	MILTON 30	0.00	30.88	0.00	0.00
126	32001	DAKOTA PRAIRIE 1	0.00	393.33	0.00	0.00
127	32066	LAKOTA 66	0.00	276.22	0.00	0.00
128	36001	DEVILS LAKE 1	0.00	1,913.25	0.00	0.00
129	36002	EDMORE 2	0.00	125.62	0.00	0.00
130	36044	STARKWEATHER 44	0.00	126.17	0.00	0.00
131	48002	BISBEE-EGELAND 2	0.00	114.62	0.00	0.00
132	48008	SOUTHERN 8	0.00	282.28	0.00	0.00
133	48028	N CENTRAL 28	0.00	87.04	0.00	0.00
134	36714	LAKE REGION	1.00	0.00	848,259.89	1,057,994.48
UNIT_NO				4,660.77	848,259.89	1,057,994.48

UNIT_NO=39728

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
135	37002	SHELDON 2	0.00	53.84	0.00	0.00
136	37006	FT RANSOM 6	0.00	27.03	0.00	0.00
137	37010	SALUND 10	0.00	6.49	0.00	0.00
138	37019	LISBON 19	0.00	655.66	0.00	0.00
139	37022	ENDERLIN 22	0.00	344.02	0.00	0.00
140	39005	MANTADOR 5	0.00	22.41	0.00	0.00
141	39008	HANKINSON 8	0.00	325.01	0.00	0.00
142	39018	FAIRMOUNT 18	0.00	139.73	0.00	0.00
143	39028	LIDGERWOOD 28	0.00	250.31	0.00	0.00
144	39042	WYNDMERE 42	0.00	311.59	0.00	0.00
145	39044	RICHLAND 44	0.00	305.41	0.00	0.00
146	41002	MILNOR 2	0.00	297.32	0.00	0.00
147	41003	N SARGENT 3	0.00	184.24	0.00	0.00
148	41006	SARGENT CENTRAL 6	0.00	320.24	0.00	0.00
149	39728	SOUTH VALLEY	1.00	0.00	590,278.56	736,226.56
UNIT_NO				3,243.29	590,278.56	736,226.56

UNIT_NO=39737

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
150	39037	WAHPETON 37	1.00	1,496.21	272,310.77	339,640.36
151	39737	WAHPETON	0.00	0.00	0.00	0.00
UNIT_NO				1,496.21	272,310.77	339,640.36

UNIT_NO=40719

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
152	40007	BELCOURT 7	1.00	1,704.51	310,220.57	386,923.46
153	40719	TURTLE MOUNTAIN	0.00	0.00	0.00	0.00
UNIT_NO				1,704.51	310,220.57	386,923.46

UNIT_NO=45701

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
154	1013	HETTINGER 13	1.00	430.87	78,419.15	97,808.50
155	4001	BILLINGS CO 1	1.00	85.81	15,616.80	19,478.10
156	6001	BOWMAN 1	1.00	435.35	79,233.06	98,823.65
157	6017	RHAME 17	1.00	107.97	19,650.89	24,509.63
158	6033	SCRANTON 33	1.00	172.77	31,444.62	39,219.38

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UNIT_NO=45701 (continued)

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
159	13016	KILLDEER 16	1.00	357.65	65,091.58	81,185.65
160	13019	HALLIDAY 19	1.00	95.13	17,313.78	21,594.66
161	13037	TWIN BUTTES 37	1.00	54.50	9,919.43	12,372.03
162	17003	BEACH 3	1.00	337.84	61,486.61	76,689.35
163	17006	LONE TREE 6	1.00	50.33	9,160.49	11,425.44
164	21009	NEW ENGLAND 9	1.00	230.36	41,926.16	52,292.51
165	21014	REGENT 14	1.00	103.00	18,746.55	23,381.68
166	44012	MARMARTH 12	1.00	17.60	3,202.45	3,994.26
167	44014	SHEETS 14	1.00	4.87	886.61	1,105.83
168	44032	CENTRAL ELEMENTAR	1.00	5.36	975.27	1,216.41
169	45003	TAYLOR 3	1.00	133.20	24,241.77	30,235.62
170	45004	RICHARDTON 4	1.00	187.77	34,173.61	42,623.13
171	45009	SOUTH HEART 9	1.00	266.34	48,474.68	60,460.18
172	45013	BELFIELD 13	1.00	297.84	54,207.52	67,610.48
173	45701	WEST RIVER	0.00	0.00	0.00	0.00
UNIT_NO				3,374.57	614,171.03	766,026.49

UNIT_NO=45735

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
174	45001	DICKINSON 1	1.00	2,798.83	509,387.54	635,335.01
175	45735	DICKINSON	0.00	0.00	0.00	0.00
UNIT_NO				2,798.83	509,387.54	635,335.01

UNIT_NO=47721

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
176	2082	WIMBLEDON COURTEN	1.00	186.59	33,959.05	42,355.52
177	47001	JAMESTOWN 1	1.00	2,583.39	470,176.19	586,428.55
178	47003	MEDINA 3	1.00	169.09	30,774.34	38,383.38
179	47010	PINGREE 10	1.00	132.23	24,066.22	30,016.66
180	47014	MONTPELIER 14	1.00	124.16	22,596.22	28,183.20
181	47026	SPIRITWOOD 26	1.00	13.35	2,429.32	3,029.98
182	47721	BUFFALO VALLEY	0.00	0.00	0.00	0.00
UNIT_NO				3,208.80	584,001.34	728,397.29

UNIT_NO=49723

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
183	18129	NORTHWOOD 129	0.00	336.80	0.00	0.00
184	20007	MIDKOTA 7	0.00	214.61	0.00	0.00
185	20018	GRIGGS COUNTY CEN	0.00	355.41	0.00	0.00
186	46019	FINLEY SHARON 19	0.00	174.54	0.00	0.00
187	49003	CENTRAL VALLEY 3	0.00	298.14	0.00	0.00
188	49007	HATTON 7	0.00	265.64	0.00	0.00
189	49009	HILLSBORO 9	0.00	472.23	0.00	0.00
190	49014	MAY-PORT CG 14	0.00	647.25	0.00	0.00
191	49723	GRIGGS-STEELE-TRA	1.00	0.00	503,158.20	627,565.44
UNIT_NO				2,764.61	503,158.20	627,565.44

UNIT_NO=50729

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
192	18044	LARIMORE 44	0.00	569.61	0.00	0.00
193	18125	MANVEL 125	0.00	198.36	0.00	0.00

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UNIT_NO=50729 (continued)

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
194	18127	EMERADO 127	0.00	136.84	0.00	0.00
195	18128	MIDWAY 128	0.00	299.40	0.00	0.00
196	50003	GRAFTON 3	0.00	973.33	0.00	0.00
197	50020	MINTO 20	0.00	251.49	0.00	0.00
198	50039	LANKIN 39	0.00	70.72	0.00	0.00
199	50051	NASH 51	0.00	24.75	0.00	0.00
200	50078	PARK RIVER 78	0.00	435.48	0.00	0.00
201	50079	FORDVILLE 79	0.00	80.64	0.00	0.00
202	50106	EDINBURG 106	0.00	152.85	0.00	0.00
203	50128	ADAMS 128	0.00	109.10	0.00	0.00
204	50729	UPPER VALLEY	1.00	0.00	601,068.64	749,684.52
UNIT_NO				3,302.57	601,068.64	749,684.52

UNIT_NO=51708

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
205	5035	LANSFORD 35	1.00	42.06	7,655.02	9,547.74
206	25001	VELVA 1	1.00	443.80	80,772.22	100,743.37
207	25004	NEWPORT 4	1.00	196.96	35,847.54	44,710.94
208	25025	GRANVILLE 25	1.00	139.33	25,358.91	31,628.96
209	28001	MONTEFIORE 1	1.00	256.47	46,678.40	58,219.76
210	28004	WASHBURN 4	1.00	423.57	77,089.23	96,149.75
211	28008	UNDERWOOD 8	1.00	285.76	52,008.72	64,868.02
212	28050	MAX 50	1.00	159.41	29,013.52	36,187.20
213	28051	GARRISON 51	1.00	384.12	69,909.44	87,194.73
214	28062	BUTTE 62	1.00	0.00	0.00	0.00
215	28085	WHITE SHIELD 85	1.00	124.97	22,745.17	28,368.98
216	31001	NEW TOWN 1	1.00	716.48	130,399.49	162,641.13
217	31003	PARSHALL 3	1.00	279.86	50,934.14	63,527.75
218	31137	PLAZA 137	1.00	58.98	10,735.11	13,389.40
219	38026	GLENBURN 26	1.00	303.09	55,161.51	68,800.35
220	51001	MINOT 1	1.00	6,957.46	1,266,257.14	1,579,342.70
221	51004	NEDROSE 4	1.00	235.27	42,819.86	53,407.19
222	51007	UNITED 7	1.00	652.27	118,713.93	148,066.28
223	51010	BELL 10	1.00	125.05	22,759.36	28,386.67
224	51016	SAWYER 16	1.00	152.26	27,711.98	34,563.84
225	51019	EUREKA 19	1.00	11.56	2,103.05	2,623.03
226	51028	KENMARE 28	1.00	358.97	65,332.74	81,486.44
227	51041	SURREY 41	1.00	448.24	81,579.04	101,749.68
228	51054	BERTHOLD 54	1.00	203.01	36,948.71	46,084.38
229	51070	S PRAIRIE 70	1.00	119.52	21,752.16	27,130.45
230	51158	N SHORE 158	1.00	100.60	18,308.56	22,835.40
231	51708	SOURIS VALLEY	0.00	0.00	0.00	0.00
UNIT_NO				13,179.09	2,398,594.95	2,991,654.14

UNIT_NO=52705

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
232	3009	MADDOCK 9	0.76	224.94	51,113.24	38,806.07
233	25014	ANAMOOSE 14	0.76	96.07	13,287.85	16,573.30
234	25057	DRAKE 57	0.76	152.05	21,031.45	26,231.54
235	28072	TURTLE LAKE MERCE	0.76	196.79	27,219.87	33,950.06
236	35005	RUGBY 5	0.76	690.41	95,497.30	119,109.27
237	42016	GOODRICH 16	0.76	60.41	8,355.44	10,421.35
238	42019	MCCLUSKY 19	0.76	132.97	18,392.75	22,940.41
239	52023	BOWDON 23	0.76	86.69	11,991.41	14,956.31
240	52035	PLEASANT VALLEY 3	0.76	25.96	3,590.14	4,477.82
241	52038	HARVEY 38	0.76	552.16	76,374.12	95,257.83
242	52039	SYKES 39	0.76	80.20	11,093.87	13,836.86
243	52040	FESSENDEN 40	0.76	187.12	25,883.00	32,282.64
244	52705	LONE TREE	0.24	0.00	108,578.03	135,424.25

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UNIT_NO=52705 (continued)

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
UNIT_NO				2,485.76	452,408.47	564,267.71

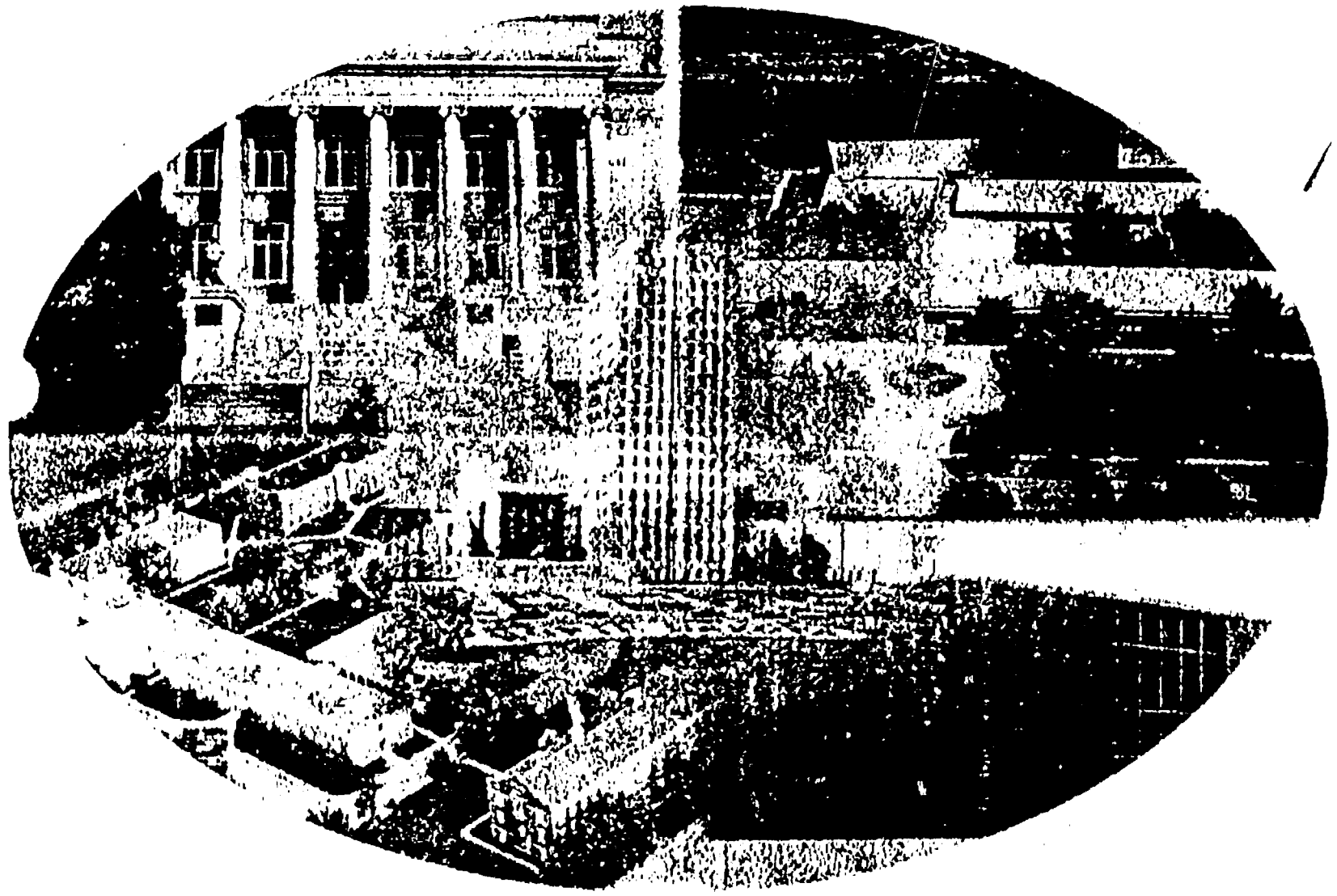
UNIT_NO=53720

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTG	ADM_PMTD
245	27001	MCKENZIE CO 1	0.00	635.29	0.00	0.00
246	27002	ALEXANDER 2	0.00	105.20	0.00	0.00
247	27014	YELLOWSTONE 14	0.00	99.75	0.00	0.00
248	27018	EARL 18	0.00	4.87	0.00	0.00
249	27019	BOWLINE BUTTE 19	0.00	1.36	0.00	0.00
250	27032	HORSE CREEK 32	0.00	14.61	0.00	0.00
251	27036	MANDAREE 36	0.00	215.47	0.00	0.00
252	53001	WILLISTON 1	0.00	2,386.46	0.00	0.00
253	53002	NESSON 2	0.00	191.09	0.00	0.00
254	53006	EIGHT MILE 6	0.00	200.00	0.00	0.00
255	53008	NEW 8	0.00	230.45	0.00	0.00
256	53015	TIOGA 15	0.00	330.03	0.00	0.00
257	53091	WILDROSE 91	0.00	62.20	0.00	0.00
258	53099	GRENORA 99	0.00	99.25	0.00	0.00
259	53720	WILMAC	1.00	0.00	832,839.92	1,038,761.88
UNIT_NO				4,576.04	832,839.92	1,038,761.88
				104,175.14	18,959,875.00	23,647,756.20

North Dakota Department of Public Instruction

Dr. Wayne G. Sanstead
State Superintendent

2-22



February 22, 2001

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

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION
ORGANIZATIONAL CHART
JANUARY 2001

STATE SUPERINTENDENT 2.0
DR. WAYNE G. SANSTEAD

Fiscal Management
Bonnie Miller 6.0

Accounting
Budget
Payroll
Grant & Contract Management
School Audits

Management Information Systems
Duane Schell 11.0

Data Collection & Analysis
Network Administration
Information Processing
Program Development
Systems Support

Human Resources
Irish Linnertz 4.75

Personnel
Office Services
Business Communications

Educational Improvement
Dr. Gary Gronberg
Bismarck 13.0

School Accreditation
Grades K-12

Guidance/Counseling & CTBS Testing

School Improvement
Greg Gallagher

Content Standards & Assessments
Goals 2000
Title VI-Innovative Education
Title II – Professional Development
Class-size Reduction

Independent Study
Neil Howe
Fargo 37.7

Distance Education
Text based Education
On-line Education

State Library
Joseph C. Linnertz
Acting Librarian
Bismarck 29.0

Information Services
Library Development
Talking Book
Grants Administration

Targeted Services
G. David Massey
Bismarck 34.75

Adult Basic Education
GED Preparation /Testing
Displaced Homemakers
Work Force Investment Act (WIA)

School Health
Linda Johnson

Health/AIDS Education
Title IV-Safe & Drug Free Schools

Compensatory Education
Laurie Matzke

Title I Targeted Assistance
Part A – Schoolwide
B – Even Start
C – Migrant Education
D – Neglected & Delinquent
E – Comprehensive School Reform
Education of Homeless Children

Special Education
Robert Rutten

Special Education (ages 3-21)
IDEA Compliance
Gifted Services

ND Early Childhood Tracking System
Dr David Larson

At-Risk Children Birth - 5 years

Native American & Bilingual Education
Cheryl Marion-Kulas

Title IX Native Education
Title VII Bilingual/Refugee/Limited English Proficiency

Vision Services – School for the Blind
Carmen Grove Suminski
Grand Forks 28.0

Outreach Services
Center Based Services
Resource Center

School for the Deaf
Rocklyn Cofer
Devils Lake 53.93

Academic Services
Residential Services
Outreach Services

School District Support Services & Ed. Technology
Joseph C. Linnertz
Bismarck 22.75

School Approval
Grades K-12

Non-Public Schools
Home Education

Foundation Aid
School Construction
Financial Reporting
School Bus Transportation
Title VIII – Impact Aid

School Finance & Organization
Tom Decker

School Nutrition Programs
Nutrition Ed & Training
Commodity Food Assistance
Summer Food
Child & Adult Care Food Program

Child Nutrition & Food Distribution
Kathy Graftgaard

Title III
Ed Tele Council
State & Federal Grants

Education Technology

State Aid To Schools

	Biennial Appropriation 1999-2001	Schafer Excecutive Budget	Hoeven Budget	House Version
Grants - foundation aid and transportation	479,006,259	485,542,761	457,666,148	461,035,668
Grants - teacher compensation payments			50,009,575	46,640,055
Total foundation aid and teacher compensation	**479,006,259**	**485,542,761**	**507,675,723**	**507,675,723**
Grants - special education aid	46,600,000	51,260,000	49,898,695	49,898,695
Grants - tuition apportionment	53,528,217	67,239,025	67,239,025	67,239,025
Grants - revenue supplement payments	3,100,000	3,450,000	3,450,000	3,450,000
Grants - ADM supplemental pmt (SB2162)	2,500,000			
Grants - declining enrollment supp pmt (SB2162)	1,000,000			
Total state aid to schools	**585,734,476**	**607,491,786**	**628,263,443**	**628,263,443**
First year:				
Per student payment amounts	2,145	2,323	2,240	2,255
Tuition apportionment payments	220	300	300	300
Teacher FTE payments	N/A	N/A	2,000	1,750
Second year:				
Per student payment amounts	2,230	2,420	2,250	2,278
Tuition apportionment payments	220	300	300	300
Teacher FTE payments	N/A	N/A	3,500	3,500
Qualifying teacher FTE Positions	N/A	N/A	9,093	8,884

State Aid To Schools

	Schafer Excecutive Budget	Hoeven Budget	House Version
Grants - foundation aid and transportation	485,542,761	457,666,148	461,035,668
Grants - teacher compensation payments		50,009,575	46,640,055
Total foundation aid and teacher compens	**485,542,761**	**507,675,723**	**507,675,723**
Grants - special education aid	51,260,000	49,898,695	49,898,695
Grants - tuition apportionment	67,239,025	67,239,025	67,239,025
Grants - revenue supplement payments	3,450,000	3,450,000	3,450,000
Total state aid to schools	**607,491,786**	**628,263,443**	**628,263,443**
First year:			
Per student payment amounts	2,323	2,240	2,255
Tuition apportionment payments	300	300	300
Teacher FTE payments	N/A	2,000	1,750
Second year:			
Per student payment amounts	2,420	2,250	2,278
Tuition apportionment payments	300	300	300
Teacher FTE payments	N/A	3,500	3,500
Qualifying teacher FTE Positions	N/A	9,093	8,884

DPI BACKGROUND MEMO ON HOUSE ACTIONS REGARDING HB 1013

FUNDING REQUEST NEEDED

$167,367 in additional general funds to secure the state's allocation of Title 1 funding. The Executive Recommendation is $1.2 million and was supported by the House. However, a total of $1.4 is necessary to retain Title 1 funding. The $167,367 was not included in DPI's original budget request as complete information was unavailable at the time of budget submission. (This amount is needed to fund HB 1293, passed by the House) **Refer to Attachment A.**

RESTORATION NEEDED

$100,000 of general fund salary dollars to support a professional position during the 2001-03 biennium General funds currently support 33.12 of 94.25 FTE's that are responsible to administer state general fund dollars amounting to $547,000,000. The loss of a general-funded position means the termination of a staff member that will further curtail services to schools, the legislature, parents and students. Current staffing levels already jeopardize the department's ability to carry out numerous state mandates and constitutional responsibilities. **Refer to Attachment B.**

One FTE was eliminated for the 2003-05 biennium because of anticipated services offered by the enlarged ITD agency. To our knowledge, ITD has not outlined or shared their intent to replace department, legislative, or school district data collection or accountability needs. We are unaware of any proposals to eliminate current DPI data management functions. **Refer to Attachment C.**

$60,000 to support the Governor School's business and entrepreneurial program that encourages sophmores and juniors who have demonstrated outstanding achievement in academics, extracurricular and personal activities to remain in this state. Programs support a collaborative relationship between the university system and high schools. Governors Schafer and Hoeven both approved the $60,000 requested in our optional adjustment budget proposal.

$15,000 transferred from School Improvement's operating budget to the LEAD Center to support Spelling Bee and Math Counts. These supplemental programs have been supported in the past through fund raising efforts and partnerships with non-government sponsors. DPI prefers that general fund dollars be used to fund existing programs that support all North Dakota students, rather than supporting supplemental programs for a limited number of students.

HOUSE ADDITIONS

An additional $50,000 was added to DPI's budget request by the House to collaborate with National Geographic to create an endowment fund. This money may provide additional matching funds from National Geographic this biennium.

HOUSE REMOVED/TRANSFERRED FROM DPI'S ORIGINAL REQUEST

$6,000,000 in general fund dollars for educational technology. Governor Hoeven's budget transferred $2.2 million to ITD. Concern that additional reductions to educational technology will occur based on ITD's need to recover administrative costs. How will school districts be charged? Restore $3.8 million in educational technology funding for ND school districts.

SB 2251 offered by the Information Technology Interim Committee proposes to transfer the Division of Independent Study to the newly formed ETC. Since DIS is primarily an educational institution, it should remain under the supervision of the state superintendent. (Reference SB 2251)

OTHER

$412,500 student database, one-half of DPI's original request, was included in Governor Schafer's budget. Governor Hoeven's budget transferred this amount to ITD. DPI's original budget request was intended to collaborate with higher education to build a comprehensive student database. DPI supported ITD's coordination of a comprehensive database, K-16.

Request removal of the language in Section 6 that states: "These grants must be administered under the direction of the educational telecommunications council." The language is in violation of Public Law 103-382 that states funds are to be administered by the state education agency for the purposes of grants to local education agencies.

Dr. Wayne Sanstead, State Superintendent 2-21-01

MEMO TO: Senator Gary Nelson
Senator Layton Freborg

FROM: Laurie Matzke, Director, Title I

RE: Information Regarding Title I

DATE: February 19, 2001

I am providing you with this updated information because several Department of Public Instruction staff members, including myself, have received inquiries from Senate members regarding the future status of the federal Title I program.

Beginning with the 2001-2002 school year, Title I law requires that states administer assessments that measure all students against state content standards in reading and mathematics. The current North Dakota CTBS testing does not meet the Title I requirements. The Department of Public Instruction must secure funding during the 2001 Legislative Session to administer standards-based assessments in order to remain in compliance with federal requirements and to retain its Title I funding. You may have received letters from Title I teachers, parents, administrators expressing their concern.

The appropriations request for Title I funding approximates $1.4 million and resides within HB 1013, the Department of Public Instructions' operating budget.
The Department has given testimony to the House regarding this issue. We look forward to presenting this testimony to the Senate after the cross over period.

There is additional information regarding this issue available on the Department Website at http://www.dpi.state.nd.us/title1/legislate.shtm. The Website includes information from the U.S. Department of Education regarding these requirements and other pertinent information.

If you need additional information or clarification regarding this issue, please do not hesitate to e-mail me at lmatzke@mail.dpi.state.nd.us or call me at (701) 328-2284 or Greg Gallagher at 328-1838.

CC: Senator Dave Nething

DPI GENERAL FUNDED POSTIONS
1999-01

BISMARCK OFFICE: 94.25 FTE authorized positions of which 33.12 are general funded.

4.85 FTE
Are responsible for information technology and data management services.

3.0 FTE
Supervise the distribution of state aid, provide technical assistance to school districts regarding annexation, reorganization and dissolution procedures, administer Impact Aid, dual credit and open enrollment programs, supervise the school bus transportation program, approve school construction and provide administrative support to the State Board for Public School Education.

1.7 FTE
Administer USDA child nutrition programs necessary to meet federal matching requirements.

8.05 FTE
Are responsible for administering statewide accreditation programs, approving schools for statutory compliance, issuing administrative credentials for administrators, counselors, library media and driver education personnel, and administering the standardized achievement testing program.

4.15 FTE
Are responsible for the overall administration of the department's school improvement efforts, coordination of educational conferences, and the development of curriculum standards and assessments.

4.12 FTE
Provide services to Native American learners, administer GED testing programs and sites, and administer adult education and special education programs.

7.25 FTE
Are responsible for fiscal, personnel, purchasing, mailing, printing and other internal departmental operations. This number includes the state superintendent and his appointed assistant.

DIVISION OF INDEPENDENT STUDY:

37.70 FTE authorized positions of which 6.05 are general funded.

ATTACHMENT C

DEPARTMENT OF PUBLIC INSTRUCTION
MANAGEMENT INFORMATION SYSTEMS PERSONNEL

11.0 FTEs

1.0 The department's **Information Systems Administrator** develops the IT budget; manages MIS staff; develops the department's IT plan; coordinates technology purchases; establishes IT policies and procedures; acts as liaison to ITD; plays a key role in application development; and network administration; coordinates collection of school district data with State Board for Vocational and Technical Education.

3.0 **Programmer Analysts** develop and maintain the department's custom software applications; support web-based reporting systems, dual credit programs, federal program allocations, USDA child nutrition programs, school improvement programs, adult education and various other software programs specific to the needs of the department. These positions create applications that streamline transactions and reports between DPI and local education agencies and coordinate programs developed and hosted by ITD that support DPI's approval and accreditation process and the foundation aid payment system.

2.0 **Data Processing Coordinators** maintain the department's local area network and 127 network devices (desktop computers, shared printers and servers) as well as the software deployed on them.

1.0 A **Training Officer** provides specialized training to department staff on software utilization; assists in the development and maintenance of the department's web site; provides advanced word processing and desktop publishing skills for department personnel; and assists staff in the development of workshop/conference materials centered on training teachers and administrative personnel in school districts.

1.0 An **Information Processing Specialist** is responsible for providing advanced word processing and desktop publishing skills to department staff; assists in the development and maintenance of the department's web site, used extensively to disseminate information to local education agencies and to the public; and provides user level software support to department users.

3.0 **Research Analyst/Technicians** provide a significant amount of data reporting and analysis for local education agencies, legislators, the general public and all department personnel; collect information from local education agencies required for the department to administer the foundation aid formula and the approval and accreditation processes; and complete the general reporting requirements for the US Department of Education. In the year 2000, these positions satisfied 2004 data requests coming from external customers.

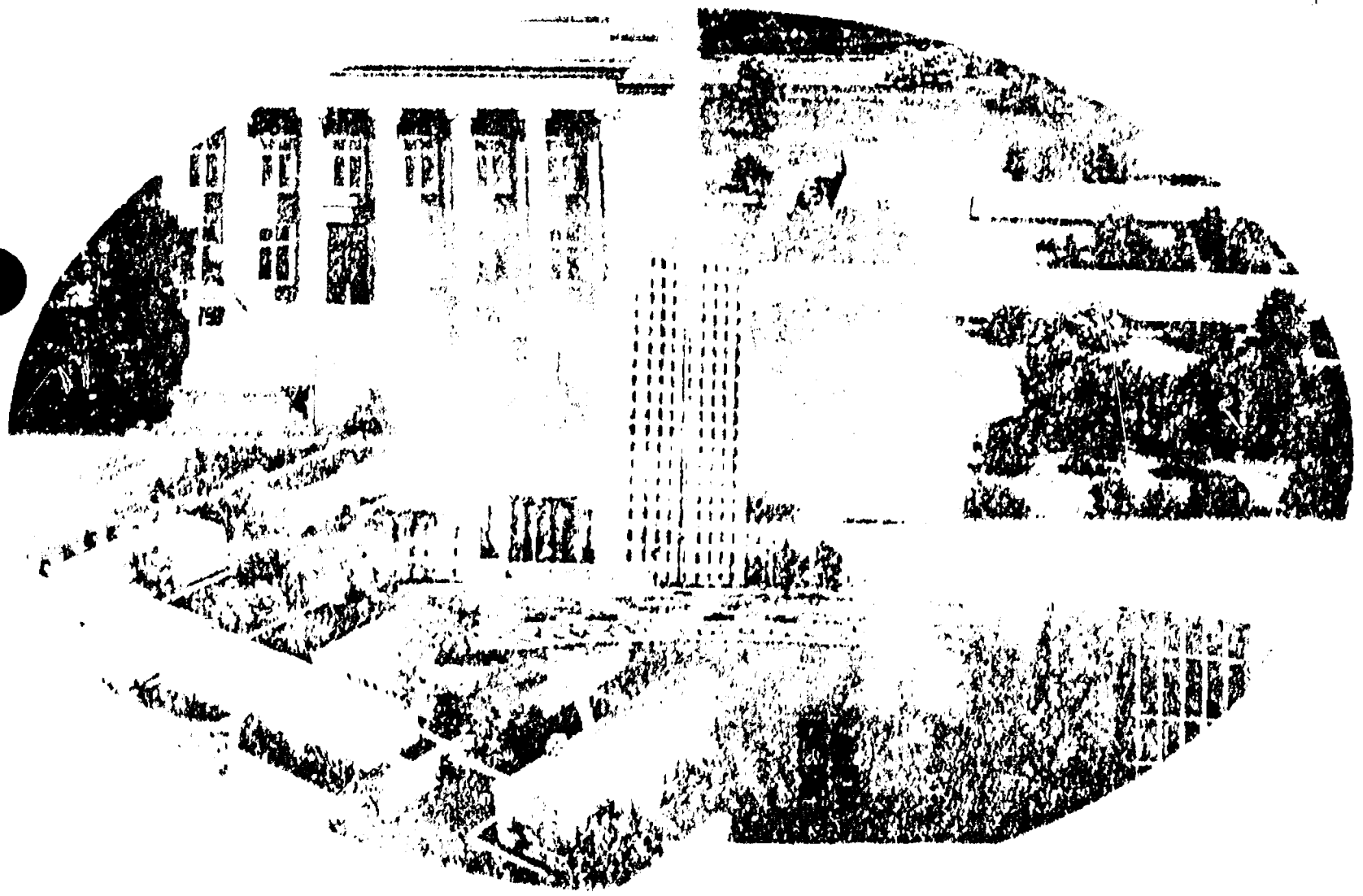
DEPARTMENT (201) PUBLIC INSTRUCTION (DPI)
EXECUTIVE RECOMMENDATION / HOUSE VERSION COMPARISON SUMMARY

	Biennium: 2001-2003 Bill #: HB 1013	1 2001-2003 EXECUTIVE RECOMMENDATION	2 2001-2003 HOUSE VERSION	3 2001-2003 BUDGET $ INCREASE / (DECREASE)	4 2001-2003 BUDGET % INCREASE / (DECREASE)
24	Tuition Apportionment	$67,239,025	$67,239,025	$0	0.0%
25	Displaced Homemakers	$240,000	$240,000	$0	0.0%
26	**Total**	**$67,479,025**	**$67,479,025**	**$0**	**0.0%**
	Funding Sources:				
27	General Fund	$543,456,070	$563,607,535	$20,151,465	3.7%
28	Federal Funds	$146,527,146	$146,527,146	$0	0.0%
29	Other Funds	$67,479,025	$67,479,025	$0	0.0%
	Special Line Items:				
30	Geographic Education	$50,000	$100,000	$50,000	100.0%
31	SENDIT	$0	$0	$0	0.0%
32	National Board Certification	$33,000	$20,000	($13,000)	-39.4%
33	**Total**	**$83,000**	**$120,000**	**$37,000**	**44.6%**
	Funding Sources:				
34	General Fund	$83,000	$120,000	$37,000	44.6%
35	Federal Funds	$0	$0	$0	0.0%
36	Other Funds	$0	$0	$0	0.0%

North Dakota Department of Public Instruction

Dr. Wayne G. Sanstead
State Superintendent

Testimony to the Senate Appropriations Committee



March 7, 2001

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

HB 1013

TESTIMONY ON HB 1013
SENATE APPROPRIATIONS COMMITTEE
March 7, 2001
Dr. Wayne G. Sanstead, State Superintendent
328-4570
Department of Public Instruction

Mr. Chairman and members of the Senate Appropriations Committee:

For the record, I am Dr. Wayne G. Sanstead, State Superintendent for the Department of Public Instruction. Thank you for this opportunity to present an overview of the Department of Public Instruction budget. A number of staff members are available here today to answer specific questions you may have regarding any of the program areas covered by this budget. Bonnie Miller, DPI fiscal director, who has labored long and hard on the comprehensive document before you will go through the budget request with you in a few minutes. But, before I turn the podium over to Bonnie I would like to highlight a few priorities that are very important for the coming biennium and also raise a few concerns about House Appropriation action.

As you know a top priority for the Dept. is to secure funding to comply with the federal Elementary and Secondary Education Act, Title I accountability requirement. This provision requires states to administer standards-based assessments in reading and mathematics. These assessments would supply data to local schools and the public on student achievement in relation to the state's standings in reading and mathematics standards. The assessments are required by Federal law as a condition for our state to continue to receive our Title I allocation amounting to some 43 million dollars. This funding currently provides educational services to 20,781 students and supports 629 school district personnel working in our schools.

So the most important item in our budget request to you is the need for an additional $167,367 in general funds to secure the state's allocation of Title I federal funding. The Executive Recommendation for statewide assessments was $1,289,643, which was supported by the House. However, we now know that a total of $1,457,010 is necessary to retain Title I funding. The $167,367 was not included in DPI's original budget request as complete testing

information costs were unavailable at the time of budget submission. The amount needed to fund HB 1013 is $142,367. Further, an additional $25,000 is needed to fund the reporting and school services provision found in HB 1293, for a total of $167,367.

I also want to use this opportunity to say just a word or two about the staff of the Department. They are assigned the task of not only distributing the funds that you appropriate but also they must see that laws that you pass to ensure educational quality are also carried out. Ensuring that state laws are in fact followed is not always popular but they exist for a very important government purpose: to continue to maintain an educational system that North Dakotan's can be proud of. I've always believed that you best judge a leader by the people they have around them. My point is that we have a professional and dedicated state DPI staff and appropriate operational funding is a vital component of a quality system of education so I urge you to fund the Dept. at the Governor's recommended level.

You will note that House Appropriations Committee financial action removes one more professional position from DPI for this biennium (thus $100,000 in general fund dollars) is removed from staffing as provided for in the Executive budget recommendations. The loss of this general funded position will mean that we must once again look for ways to reduce our state services to schools as current staffing levels are skeleton at best. Further, an additional FTE loss is mandated by the House Committee action to be eliminated for the 2003-2005 biennium attributed to anticipated services offered by the enlarged ITD agency. To our knowledge, ITD has not outlined or shared their intent to replace department, legislative, or school district data collection or accountability needs. We are unaware of any proposals to curtail current DPI data management functions and therefore, respectfully ask you to set aside section seven of HB 1013. I am providing a one page staffing analysis hand out covering departmental positions, in place, both state and federal, from 1993 to the present.

From a student perspective I must also advocate for the $60,000 removed by the House to support the Governor School's business and entrepreneurial program that encourages sophomores and juniors who have demonstrated outstanding achievement in academics, extracurricular and personal activities to remain in this state. Programs support a collaborative relationship between the university system and high schools. Governors

Schafer and Hoeven both approved the $60,000 requested in our optional adjustment budget proposal and I believe it should be restored.

The Division of Independent Study is an important educational institution in North Dakota. For a number of years the Division has been in the forefront nationally in developing curriculum for distance education. The Division is a fully accredited school and now has 59 of its 147 courses available online. Adequate development funds are needed for the Division to continue providing the latest and best in curricula to schools and students. Division Director Neil Howe will make further information available to you.

I don't need to tell you that declining enrollment will continue to be a prime issue for most of our schools. Between 1994 and this fall we lost 10,500 students. Projections thru the year 2006 suggest that we will loose a potential 12,500 additional students and this student loss is not just centered in our rural areas but extends as well to all but one of our city districts.

Now for the good news, last session the Legislature asked the Dept. to reduce costs such as postage and to continue development of district reporting forms and information on the World Wide Web. I am pleased to inform you that we have accomplished a noticeable and substantial increase in web usage and we have been able to reduce postage and printing costs in like measure. The MISO1, MISO2, which are major school district report forms are available on the web, as is our state Educational Directory and many other department documents and forms. We will have the MISO3 available online to school districts this fall. Thank you for the opportunity to address you today and as you have specific questions please feel free to ask staff members who are present.

I am pleased to turn the podium over to Bonnie Miller, Department fiscal director, who will provide you with a further overview perspective of the budget for the Dept. of Public Instruction.

DEPARTMENT (201) PUBLIC INSTRUCTION
GENERAL FUNDED POSITIONS

				**Present	Request	House Version
	93-95	95-97	97-99	99-01	01-03	01-03
*** General Fund**	**(47.65)**	**(42.00)**	**(41.17)**	**(39.17)**	**(39.17)**	**(38.17)**
Federal/Other	88.8	92.95	94.28	92.78	92.78	92.78
Total FTE	136.45	134.95	135.45	131.95	131.95	***130.95
	Reductions in General Fund FTE's					
	(1.5) Sch. Fin/Org.	(1.0) Assist. Dir. Secondary Ed.	(1.0) Deputy			(1.0) Position to be determined
	(3.0) Teacher Certification	83% General Funded	(1.0)Assist. Dir. Elem. Ed.			
	(1.0) Telecomm. Dir.					
	(.15) Secretary					
Total General Fund Reductions 9.65	5.65	1.0	2.0	0	0	1.0

*Includes general funded positions at both the Bismarck office and the Division of Independent Study

**There are 33.12 positions in the Bismarck office and 6.05 at the Division of Independent Study, totaling 39.17

***The House has proposed an additional 1.0 reduction for the 2003-05 biennium equaling 129.95 FTE

Biennium: 2001-2003

Department of Public Instruction
Federal Grants Administered
And Assigned FTE's*

Admin. Unit	Federal Grant Amount	Total $ Administered	Total FTE's
Child Nutrition & Food Distribution	7 USDA grants	$48,554,024.00	10.8
School Technology	(Title III)	$4,177,917.00	1.0
School Improvement			
Arts	$692,900.00		
Byrd Scholarship	$205,000.00		
Class Size Reduction	$12,188,086.00		
Eisenhower Math/Science Title II	$2,683,610.00		
Christa McAuliffe	$49,400.00		
Science Assessment	$1,708,500.00		
Goals 2000	$4,122,963.00		
Innovative Strategies Title VI	$3,591,759.00		
Reading Excellence	$3,775,000.00	$29,017,218.00	6.85
School App. & Accreditation Title VI	Testing	$52,608.00	.20
DIS – Ed. Improvement	$400,000.00	$400,000.00	1.15
Adult Education	$2,891,934.00	$2,891,934.00	1.28
Native American & Bilingual Education			
Bilingual Education	$227,473.00		
Immigrant Education	$200,000.00		
Refugee	$540,000.00	$967,473.00	1.60
Title I (Disadvantaged)	8 separate grants	$43,761,425.00	9.5
School Health			
CDC Aids grant	$917,363.00		
Title IV, Safe & Drug Free Schools	$3,428,692.00	$4,346,055.00	2.0
Special Education (Disabled)	4 separate grants	$27,645,187.00	16.25
TOTALS		$161,813,841.00	50.63
INDIRECT COST		$714,373.00	5.50
IT, INCLUDING INDIRECT		$1,321,169.00	6.15
GRAND TOTAL		$163,849,383.00	62.28

*Few staff are assigned to one program. Most share responsibilities for programs and activities within their assigned administrative unit.

In addition to the 50.63 FTE's, 11.65 positions provide internal support in the areas of fiscal, personnel, office services, information technology and data management. These positions are funded by federal indirect cost dollars.

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DEPARTMENT (201) PUBLIC INSTRUCTION (DPI)
EXECUTIVE RECOMMENDATION / HOUSE VERSION COMPARISON SUMMARY

		1	2	3	4
	Biennium: 2001-2003 Bill #: HB 1013	2001-2003 EXECUTIVE RECOMMENDATION	2001-2003 HOUSE VERSION	2001-2003 BUDGET $ INCREASE / (DECREASE)	2001-2003 BUDGET % INCREASE / (DECREASE)
1	**FTE Employees**	**131.95**	**130.95**	**(1)**	**(1)**
	Operations:				
2	Salaries & Wages	$12,273,865	$12,170,316	($103,549)	-0.8%
3	Operating Expenses	$17,431,193	$17,031,193	($400,000)	-2.3%
4	Equipment	$534,140	$534,140	$0	0.0%
5	Capital Improvements	$55,000	$55,000	$0	0.0%
6	**Total**	**$30,294,198**	**$29,790,649**	**($503,549)**	**-1.7%**
	Funding Sources:				
7	General Fund	$7,282,312	$6,751,863	($531,049)	-7.3%
8	Federal Funds	$17,618,052	$17,618,052	$0	0.0%
9	Other Funds	$5,393,234	$5,420,734	$27,500	0.5%
	Grants:				
	State				
10	Foundation Aid & Transportation	$485,542,761	$461,035,668	($24,507,093)	-5.0%
11	Teacher Compensation Payments	$0	$46,640,055	$46,640,055	0.0%
12	Revenue Supplement	$3,450,000	$3,450,000	$0	0.0%
13	Special Education	$51,260,000	$49,898,695	($1,361,305)	-2.7%
14	School Supplemental Payments	$0	$0	$0	0.0%
15	Educational Telecommunications Council	$0	$0	$0	0.0%
16	Quality Schools Commission	$575,192	$0	($575,192)	-100.0%
17	Governor's School	$205,000	$145,000	($60,000)	-29.3%
18	LEAD Consortium	$200,000	$215,000	$15,000	7.5%
19	Teacher Center Network	$210,000	$210,000	$0	0.0%
20	FINDET	$33,117	$33,117	$0	0.0%
21	Adult Education Matching Funds	$900,000	$900,000	$0	0.0%
22	School Lunch Matching Funds	$1,080,000	$1,080,000	$0	0.0%
	Total	**$543,456,070**	**$563,807,535**	**$20,151,465**	**3.7%**
23	**Federal**	**$146,527,146**	**$146,527,146**	**$0**	**0.0%**
	Other				

DEPARTMENT (201) PUBLIC INSTRUCTION (DPI)
EXECUTIVE RECOMMENDATION / HOUSE VERSION COMPARISON SUMMARY

	Biennium: 2001-2003 Bill #: HB 1013	1 2001-2003 EXECUTIVE RECOMMENDATION	2 2001-2003 HOUSE VERSION	3 2001-2003 BUDGET $ INCREASE / (DECREASE)	4 2001-2003 BUDGET % INCREASE / (DECREASE)
24	Tuition Apportionment	$67,239,025	$67,239,025	$0	0.0%
25	Displaced Homemakers	$240,000	$240,000	$0	0.0%
26	**Total**	**$67,479,025**	**$67,479,025**	**$0**	**0.0%**
	Funding Sources:				
27	General Fund	$543,456,070	$563,607,535	$20,151,465	3.7%
28	Federal Funds	$146,527,146	$146,527,146	$0	0.0%
29	Other Funds	$67,479,025	$67,479,025	$0	0.0%
	Special Line Items:				
30	Geographic Education	$50,000	$100,000	$50,000	100.0%
31	SENDIT	$0	$0	$0	0.0%
32	National Board Certification	$33,000	$20,000	($13,000)	-39.4%
33	**Total**	**$83,000**	**$120,000**	**$37,000**	**44.6%**
	Funding Sources:				
34	General Fund	$83,000	$120,000	$37,000	44.6%
35	Federal Funds	$0	$0	$0	0.0%
36	Other Funds	$0	$0	$0	0.0%
				$0	0.0%
37	**Total**	**$787,839,439**	**$807,524,355**	**$19,684,916**	**2.5%**
	Funding Sources:				
38	General Fund	$550,821,982	$570,479,398	$19,657,416	3.6%
39	Federal Funds	$164,145,198	$164,145,198	$0	0.0%
40	Other Funds	$72,872,259	$72,899,759	$27,500	0.0%
				$0	0.0%
41	**Total Funding Source**	**$787,839,439**	**$807,524,355**	**$19,684,916**	**2.5%**

DEPARTMENT (201) PUBLIC INSTRUCTION
EXECUTIVE RECOMMENDATION / HOUSE VERSION COMPARISON
GENERAL FUND

Biennium: 2001-2003
Bill #: HB 1013

	EXECUTIVE RECOMMENDATION 2001-03 BIENNIUM GENERAL FUND			HOUSE VERSION 2001-03 BIENNIUM GENERAL FUND	
General Fund	$550,821,984		General Fund	$570,479,400	
Less Foundation Aid	($485,542,761)		Less Foundation Aid	($461,035,668)	
Less Teacher Compensation	$0		Less Teacher Compensation	($46,640,055)	
Less Special Education	($51,260,000)		Less Special Education Grants	($49,898,695)	
General Fund	**$14,019,223**		**General Fund**	**$12,904,982**	
	Executive Recommendation	**% of General Fund**		**House Version**	**% of General Fund**
GRANTS			**GRANTS**		
Revenue Supplement	$3,450,000	24.61%	Revenue Supplement	$3,450,000	26.73%
School Supplemental Payments	$0	0.00%	School Supplemental Payments	$0	0.00%
Technology Grants	$0	0.00%	Technology Grants	$0	0.00%
Quality Schools Commission	$575,192	4.10%	Quality Schools Commission	$0	0.00%
Governor's School	$205,000	1.46%	Governor's School	$145,000	1.12%
LEAD Consortium	$200,000	1.43%	LEAD Consortium	$215,000	1.67%
Teacher Center Network	$210,000	1.50%	Teacher Center Network	$210,000	1.63%
FINDET	$33,117	0.24%	FINDET	$33,117	0.26%
Adult Education Matching Funds	$900,000	6.42%	Adult Education Matching Funds	$900,000	6.97%
School Lunch Matching Funds	$1,080,000	7.70%	School Lunch Matching Funds	$1,080,000	8.37%
Geographic Education	$50,000	0.36%	Geographic Education	$100,000	0.77%
SENDIT	$0	0.00%	SENDIT	$0	0.00%
National Teacher Certification	$33,000	0.24%	National Teacher Certification	$20,000	0.15%
Subtotal	$6,736,309	48.05%	Subtotal	$6,153,117	47.68%
OPERATIONS			**OPERATIONS**		
Salaries & Wages	$3,829,053	27.31%	Salaries & Wages	$3,725,504	28.87%
Operating	$3,312,999	23.63%	Operating	$2,885,499	22.36%
Equipment	$113,362	0.81%	Equipment	$113,362	0.88%
Capital Improvement	$27,500	0.20%	Capital Improvement	$27,500	0.21%
Subtotal	$7,282,914	51.95%	Subtotal	$6,751,865	52.32%
General Fund	**$14,019,223**	**100.00%**	**General Fund**	**$12,904,982**	**100.00%**

DEPARTMENT (201) PUBLIC INSTRUCTION
EXECUTIVE RECOMMENDATION / HOUSE VERSION COMPARISON
GENERAL, FEDERAL, & OTHER FUNDS

Biennium: 2001-2003
Bill #: HB 1013

		2001-03 BIENNIUM		2001-03 BIENNIUM	
		1	2	3	4
		Executive Recommendation	% of Total Executive Recommendation	House Version	% of Total House Version
1	**SALARIES & WAGES**	**$12,273,866**	**1.56%**	**$12,170,316**	**1.51%**
2	GENERAL FUND	$3,829,053		$3,725,504	
3	FEDERAL FUND	$5,857,030		$5,857,030	
4	OTHER FUND	$2,587,782		$2,587,782	
5	**OPERATING**	**$17,431,193**	**2.21%**	**$17,031,193**	**2.11%**
6	GENERAL FUND	$3,312,999		$2,885,499	
7	FEDERAL FUND	$11,530,242	$0	$11,530,242	
8	OTHER FUND	$2,587,952		$2,615,452	
9	**EQUIPMENT**	**$534,140**	**0.07%**	**$534,140**	**0.07%**
10	GENERAL FUND	$113,362		$113,362	
[illegible]	FEDERAL FUND	$230,778		$230,778	
[illegible]	OTHER FUND	$190,000		$190,000	
13	**CAPITAL IMPROVEMENTS**	**$55,000**	**0.00%**	**$55,000**	**0.01%**
14	GENERAL FUND	$27,500		$27,500	
15	FEDERAL FUND	$0		$0	
16	OTHER FUND	$27,500		$27,500	
17	**TOTAL OPERATIONS**	**$30,294,198**	**3.85%**	**$29,790,649**	**3.69%**
18	GENERAL FUND	$7,282,914		$6,751,865	
19	FEDERAL FUND	$17,618,050		$17,618,050	
20	OTHER FUND	$5,393,234		$5,420,734	
21	**GRANTS**	**$757,462,241**	**96.14%**	**$777,613,706**	**96.30%**
22	GENERAL FUND	$543,456,070		$563,607,535	
23	FEDERAL FUND	$146,527,146		$146,527,146	
24	OTHER FUND	$67,479,025		$67,479,025	
25	**SPECIAL LINE ITEMS**	**$83,000**	**0.01%**	**$120,000**	**0.01%**
26	GENERAL FUND	$83,000		$120,000	
27	FEDERAL FUND	$0		$0	
28	OTHER FUND	$0		$0	
29	**TOTAL RECOMMENDATION/ HOUSE VERSION**	**$787,839,439**	**100.00%**	**$807,524,355**	**100.00%**
[illegible]	GENERAL FUND	$550,821,984		$570,479,400	
[illegible]	FEDERAL FUND	$164,145,196		$164,145,196	
[illegible]	OTHER FUND	$72,872,259		$72,899,759	

DEPARTMENT (201) PUBLIC INSTRUCTION
STATE, FEDERAL & OTHER FUNDED GRANTS, SPECIAL LINE ITEMS & ADDITIONAL BUDGET REQUESTS

STATE, FEDERAL, AND OTHER FUNDED GRANTS

FOUNDATION AID, REVENUE SUPPLEMENT PAYMENTS & TUITION APPORTIONMENT GRANTS
See pages 40-54

SPECIAL EDUCATION GRANTS:
See pages 55-79

GOVERNOR'S SCHOOL:

Present Budget -	**$ 145,000**
Exec Recommendation	**$ 205,000**

The North Dakota Governor's School, specializing in science and mathematics education, began in 1990. In 1999, an important new program in business and entrepreneurship was added. To date, the new program has been supported by the Governor and by private and NDSU funds. The school is now called the North Dakota Governor's Schools in Business/Entrepreneurship, Mathematical Sciences and Laboratory Sciences.

The Schools are conducted annually on the campus of North Dakota State University (NDSU). Fifty-four highly capable and skilled North Dakota high school students were selected to participate in the 2000 summer program. These students participated in a variety of individualized and group projects that highlighted many of the most exciting areas of scientific research, mathematical thinking, and entrepreneurship.

The additional funds will support 36 to 40 new students in the business and entrepreneurship program for the 2001-03 biennium.

LEAD:

Present Budget	**$ 200,000**
Exec Recommendation	**$ 200,000**

The North Dakota LEAD (Leadership in Educational Administration) Consortium is a collaborative effort to improve schools through in-service and staff development training of school administrators and educational staff. One of the most consistent findings of educational research on successful schools is the positive effect of sound leadership on student achievement. The consortium board includes representation from the Department of Public Instruction, the State Board for Vocational Education, the universities, school administrator associations, and private sector.

TEACHER CENTER NETWORK:

Present Budget	**$ 210,000**
Exec Recommendation	**$ 210,000**

The ten North Dakota Teacher Centers are located in Bismarck/Mandan, Devils Lake, Dickinson, Fargo, Grand Forks, Mayville, Minot, Valley City, Wahpeton, and Williston. Each center has a full or part-time director who works with a local policy board in definition of programs.

Although each center is unique, a number of services are common to all centers: monthly newsletter to ND teachers; specialized teaching materials are available and distributed; teacher-requested workshops and programs are offered to professional communities; and collaborations are facilitated among teachers, teacher education students, teacher educators, parents, administrators, state education leaders, and educational service providers.

FOLLOW-UP INFORMATION ON NORTH DAKOTA EDUCATION & TRAINING (FINDET):	**Present Budget**	**$ 23,780**
	Exec Recommendation	**$ 33,117**

FINDET is an interagency cooperative effort to provide comprehensive follow-up on North Dakota education and training Programs by electronically linking the various databases of educational institutions and state agencies for the purpose of improving instruction and other programs. The system includes safeguards to protect the privacy and confidentiality of personal information. The follow-up is on programs, not individuals.

Cooperating agencies are: North Dakota University System, Department of Public Instruction, State Board for Vocational-Technical Education, Job Service North Dakota, Department of Economic Development and Finance, Department of Human Services.

Because the School-to-Work funds are being phased out, the amount for each of the participating agencies has increased.

ADULT EDUCATION:	**Present Budget**	**$ 900,000**
	Exec Recommendation	**$ 900,000**
	Additional Request	**$ 200,000**

The Adult Education and Literacy Program provides services to North Dakota citizens throughout the State by funding over 45 program sites. Each year over 3,000 individuals, 16 years of age on up, are served through Adult Education Programs.

North Dakota receives a little over one million federal dollars per year for Adult Education services. The Department of Public Instruction funds programs to provide basic skills upgrade and preparation for the GED exam.

This request for a modest increase of $200,000 in State funding is for grants to communities that offer adult education services. This increase will assure the State's 25% required match for federal funding. It will also allow the State to meet the maintenance of effort requirement in order to receive federal funds.

There has been no State funding increase for Adult Education Programs in the last three bienniums.

SCHOOL LUNCH MATCHING:	**Present Budget**	**$ 1,080,000**
	Exec Recommendation	**$ 1,080,000**

Federal regulations require that state agencies that administer the National School Lunch Program match Section 4 funding with state appropriated general funds. The United States Department of Agriculture determines the amount of annual matching funds through a calculation, which factors in per capita income. The matching amount has increased because North Dakota's economy is strong and per capita income is higher which results in a greater state-matching requirement. Failure to meet the required match of $1,080,000 will result in the loss of Federal Section 4 funds, which are estimated to be $4,800,000 for the 2001-2003 biennium. The total National School Lunch Program is expected to provide $22,000,000 to schools during the next biennium.

FEDERAL GRANTS:	**Present Budget**	**$ 135,290,636**
	Exec Recommendation	**$ 146,527,146**

Total federal funds to subrecipients were estimated at $ 146,527,146 for the 2001-2003 biennium. See Federal Grants information (see pages 19-20).

SPECIAL LINE ITEMS

GEOGRAPHIC EDUCATION	**Present Budget**	**$ 50,000**
	Exec Recommendation	**$ 50,000**

The North Dakota Geographic Alliance promotes geographic education in the state. The Alliance offers teacher-development programs that serve 1300 members and their students. Among these are annual summer Geography Institutes, the North Dakota Geography Bee, Seeds of Change workshops, summer field trips, and the promotion of standards for geographic education.

NATIONAL TEACHER CERTIFICATION

Present Budget	**$ 20,000**
Exec Recommendation	**$ 33,000**

This line item supports the National Teacher Certification Program. The funding pays one-half of the registration fees for North Dakota teachers working toward national certification. The additional funding will provide stipends to North Dakota teachers receiving national certification.

ADDITIONAL BUDGET REQUESTS

WRITING – STANDARDS-BASED ASSESSMENT

Present Budget	**$ -0-**
Exec Recommendation	**$ -0-**

See Supplemental Requests for Assessments (pages 29-30).

Additional Request	**$ 412,000**

DAT[illegible]VELOPMENT ANALYSIS PROJECT

Present Budget	**$ -0-**
Exec Recommendation	**$ -0-**
Additional Request	**$ 100,000**

School districts in North Dakota are facing a crisis driven by declining enrollments. Demographic studies clearly indicate that factors such as reduced birth rates and migration to the larger cities are producing these declines. This trend results in the need for large numbers of districts to enter into planning processes aimed at identifying promising solutions that will ensure a high quality education for the children they serve. Under the proposed project, computer software and analytical procedures would be developed to help local schools in establishing these solutions.

Since the 1997 legislative session, the SCHOOLMAPS software system for mapping of North Dakota school districts and associated reporting of their characteristics has been undergoing expansion to incorporate significant new capabilities. The new capabilities are focused on providing procedures for assessing efficiencies of operation that are achievable by school districts, particularly in transportation. Achievable efficiency in various school operations depends on many factors, but student enrollment level always plays a central role. In transportation, some of the other more important factors that drive efficiency include the geographical distribution of students within the district, locations and conditions of roads, location of school plants, and school district size and shape.

Under the proposed project, the following activities would be carried out:

1) Re-hosting of the Schoolmaps system to the World Wide Web, making it possible for school districts throughout the state to carry out analysis that support their own planning processes. This re-hosting would also make it much easier to widely disseminate and support the releasing of current versions of the Schoolmaps program.

2) Integrate the Schoolmaps system with the locational capabilities of the 911 emergency telephone systems, leading to the capability of knowing where students live geographically. This is helpful in the development of spatial analysis aimed at identifying promising areas in which districts could combine or expand, with resultant gains in efficiency and viability.

3) Integrate the Schoolmaps system with the statewide Geographical Information System (GIS) road network database under development by the State Department of Transportation. This is useful in analyses aimed at identifying possibilities for school district combinations, as well as determining areas of the state that are isolated in terms of access.

ONLINE COURSE DEVELOPMENT

Present Budget	**$ -0-**
Exec Recommendation	**$- 0-**
Additional Request	**$ 150,000**

See Division of Independent Study (pages 31-39).

GRADES 1-4 DISTANCE EDUCATION COURSES

Present Budget	**$ -0-**
Exec Recommendation	**$ -0-**
Additional Request	**$ 130,000**

See Division of Independent Study (pages 31-39).

STUDENT DATA BASE DEVELOPMENT

Present Budget	**$- 0-**
Exec Recommendation	**$412,500**
Additional Request	**$ 412,500**

DPI, in cooperation with the North Dakota University System and the North Dakota State Board for Vocational and Technical Education, is committed to the development and implementation of a comprehensive education data base system for grades K-16. The system would be designed to generate data from a database that included individual student information tied to a unique identification number for students from all school districts in the state.

The information on which to make data driven decisions regarding policy, organizational and funding issues is not available to the state nor to the vast majority of school districts in the current data systems.

The proposed comprehensive system would allow a jointly held student data warehouse to accumulate and aggregate student data for districts, agencies and the legislature under well defined protocols.

The budget request includes one FTE to assist with development and management of the system. The budget line includes contracted expertise for development of the data fields, acquisition of necessary related hardware and software, and training and technical assistance to schools for implementation.

JANITORIAL SERVICES

Present Budget	**$ -0-**
Exec Recommendation	**$ -0-**
Additional Request	**$ 13,000**

See Division of Independent Study (pages 31-39).

RED RIVER VALLEY WRITING PROJECT

Present Budget	**$ 10,000**
Exec Recommendation	**$ 10,000**
Additional Request	**$ 10,000**

The Red River Valley Writing Project (University of North Dakota) is a site of the National Writing Project (NWP), a professional development effort supported by federal funds and local matches.

The purpose of any NWP site is to improve the writing abilities of students in the region by helping teachers at all grade levels and in all subjects to improve their practice as teachers of writing. To that end, the local site hosts a summer institute in which area teachers come together on a college campus to help each other improve their practice through study and demonstrations. These teachers then become consultants who are able to work with other teachers in the region.

The additional funds will help in two areas: (1) hiring a part-time in-service coordinator to arrange more extensive school-year activities; and (2) developing a "sister site" in the Fargo area (perhaps by working through NDSU or the tri-college system in Fargo-Moorhead) to serve teachers in the southern part of the Red River Valley.

NORTHERN PLAINS WRITING PROJECT

Present Budget	**$ 28,000**
Exec Recommendation	**$ 28,000**
Additional Request	**$ 12,000**

The Northern Plains Writing Project (Minot State University) is also a site of the National Writing Project (NWP), a professional development effort supported by federal funds and local matches.

The additional funds will support in-service programs in specific school districts, and develop and maintain new leadership positions in the project. Teachers who step into the leadership positions will facilitate the in-service programs.

2001 CENTURY SCHOOL CODE

Present Budget	**$- 0-**
Exec Recommendation	**$- 0-**
Additional Request	**$ 48,000**

The 2001 edition of the North Dakota Century School Code - 2001 is the fifth in the series of decennial publications of school laws. This volume is a complete set of the North Dakota statutes which impact on schools and education. The number of requests that come to the Department concerning school laws emphasize the need for a ready reference on North Dakota school law.

Based upon current costs and the projected size of the next edition of the North Dakota Century School Code, LEXIS Publishing estimates the cost of 1,000 copies of the 2001 Edition at $48,000. This estimate is based on publishing a book in the same style and with the same features as the 1991 Edition. The estimate reflects increases in paper and labor costs over the ten years since a new edition was last produced.

SUPPLEMENTAL REQUESTS FOR ASSESSMENTS

READ & MATH-STANDARDS-BASED ASSESSMENT

Present Budget	**$ -0-**
Exec Recommendation	**$ 836,000**

The Department of Public Instruction recommends the approval of a supplemental initiative designed to implement reading and mathematics standards-based assessment for students in grades four, eight and 12. These proposed assessments would supply data to local schools on student achievement in relationship to the state's reading and mathematics content standards and offer a basis for determining school program improvements. This information is required within ESEA to secure the state's allocation of ESEA Title I funding.

According to Title I regulations, states are required to supply a method for schools to assess student progress against state standards in reading and mathematics. The state's traditional tool, the CTBS/Terra Nova, is a national, norm-referenced tool that does not measure student progress against the state's content standards. Through separate grant funding and aid of several hundred North Dakota teachers, the state has developed standard-based assessment in English language arts and mathematics to measure students' progress in their skills and knowledge of critical standards. This proposed supplemental initiative would fund the actual implementation of the assessments to 9,000 students per grade level (grades four and eight) and approximately 500 grades 12 Title I students.

The state is allocated approximately $40,000,000 for ESEA Title I for the 2001-2003 biennium. As a condition for receiving this allocation, the state must show evidence that it has implemented statewide assessments in reading and mathematics in terms of state standards. If the state were not able to evidence the implementation statewide of these assessments, it would be at risk of losing its Title I funding. This supplemental proposal is intended to secure the state's Title I funding, in addition to supplying the state's schools with invaluable information concerning their students' progress against the standards. The anticipated cost of implementing the reading assessment for the biennium is $412,000. The anticipated cost of implementing the mathematics assessment for the biennium is $424,000. The total cost of implementing both assessments during the 2001-2003 biennium is $836,000.

STATEWIDE TESTING PROGRAM

Present Budget	**$403,643**
Exec Recommendation	**$453,643**

Goal # 1 of Governor Schafer's "North Dakota Delivers" message states: "Make North Dakota a leader in student achievement and academic excellence." The success indicators listed for this goal are:
1. Percentage of fourth grade students reading at or above grade level.
2. Student scores and national ranking on standard assessment tests.

The current testing program includes norm-referenced standardized achievement tests and the companion group ability tests. These tests are the TerraNova, also known as the ComprehensiveTests of Basic Skills, fifth edition and the Test of Cognitive Skills, second edition.

In order to continue this testing program, an additional $50,000 in general funds is needed. The present budget includes $403,643 of general funds for testing costs. However, the projected cost for the 2001-03 biennium is $453,643 or an increase of $50,000.

WRITING – STANDARDS-BASED ASSESSMENT

Present Budget	**$ -0-**
Exec Recommendation	**$ -0-**
Additional Request	**$ 412,000**

The Department of Public Instruction recommends the approval of a supplemental initiative designed to implement writing standards-based assessments for students in grades four, eight and 12. These proposed assessments would supply data to local schools on student achievement in terms of the state's writing content standards and offer a basis of determining school program improvements. This information is not required within ESEA to secure the state's allocation of ESEA Title I funding; however, writing performance is identified as a critical skill area to monitor against state standards.

The state's traditional tool, the CTBS/Terra Nova, is a national, norm-referenced tool that does not measure student progress against the state's content standards. Through separate grant funding and aid of several hundred North Dakota teachers, the state has developed a standards-based assessment in writing to measure students' progress in their skills and knowledge of critical standards. This proposed supplemental initiative would fund the actual implementation of the assessments to 9,000 students per grade level (grades four, and eight) and approximately 500 grades 12 Title I students.

This supplemental proposal is intended to supply the state's schools with invaluable information concerning their students' progress against the writing standards. It is anticipated that the implementation of the state writing assessment would cost approximately $412,000 for the 2001-2003 biennium

DEPARTMENT OF PUBLIC INSTRUCTION
Federal Grant Information
2001-2003 Executive Recommendation

Catalog #	Title	U.S. Dept.	Grants	Admin	Local Cost-Sharing Reqd
10.553	School Breakfast	Agriculture	3,600,000		See Note 1
10.555	National School Lunch Program	Agriculture	22,350,000		See Note 1
10.556	Special Milk Program for Children	Agriculture	169,000		See Note 1
10.558	Child & Adult Care Food Program	Agriculture	18,859,221	80,779	See Note 1
10.559	Summer Food Service for Children	Agriculture	720,090	41,910	See Note 1
10.560	State Administrative Expense for Child Nutrition	Agriculture		1,111,500	No
10.567	Food Distribution Program on Indian Reservations	Agriculture	1,090,600	554,305	No
10.568	Temporary Emergency Food Assistance	Agriculture	95,000	140,000	No
84.002	Adult Basic Education	Education	2,649,223	262,011	No
84.010	Title I - Compensatory Education	Education	39,064,251	1,293,086	No
84.011	Migrant Education,	Education	614,020	104,498	No
84.013	Title I Program for Neglected & Delinquent Children	Education	70,171	2,217	No
84.025	Services for Children with Deaf - Blindness	Education	174,614		No
84.027	Special Education - IDEA, Part B	Education	22,777,829	2,330,277	62.3%
84.325	State Improvement Grant	Education			No
84.162	Emergency Immigrant Education	Education	200,000		No
84.173	Special Education - IDEA - Preschool Program	Education	1,546,386	334,507	No
84.181	Special Ed, IDEA., Part H-Program for Infants & Families with Disabilities	Education		625,882	No
84.185	Byrd Scholarship Program	Education	205,000		No
84.184	Title IV Drug Free Schools & Communities Act	Education	3,162,077	266,615	No

Catalog #	Title	U.S. Dept.	Grants	Admin	Local Cost-Sharing Reqd
84.194	Bilingual Education	Education		235,513	No
84.196	Education of Homeless Children & Youth	Education	113,600	86,400	No
84.213	Title I, IASA 1994, Even Start	Education	1,325,250	69,750	10% - 50% See Note 2
84.279	English & Math Assessment	Education		347,154	No
84.216	Title I, IASA 1994, Capital Expenses	Education	50,468		No
84.276	Goals 2000 - State & LEA Systemic Improvement	Education	3,484,847	391,512	No
84.281	Title II Eisenhower Professional Development	Education	2,543,386	120,224	33% See Note 3
84.298	Title VI - Innovation in Education	Education	3,134,177	510,190	No
84.318	Title III Technology Literacy	Education	4,037,500	145,067	No
84.332	Part E - Federal Supplemental Education Opportunity Grants	Education	1,076,736		No
99.003	Nat Coop Educational Statistics (NCES)	Education		49,452	No
93.938	Aids Educational Curriculum	Center for Disease	80,000	837,363	No
84.340	National Class Size Reduction	Education	12,188,086		No
93.576	Refugee Entrant Assistance	HHS	540,000		No
84.338	Reading Excellence	Education		3,775,000	No
84.926	Art in Education	Education		692,900	No
84.215	Christa McCauliffe, Science Assessment & Partnerships in Character Education	Education	567,495	1,829,982	No
99.002	Miscellaneous Indirect Costs	Ed. & Ag.		1,303,720	No
		Total	**$146,527,146**	**$17,618,052**	

Notes:

1 Although not specifically addressed, the U.S. Department of Agriculture regulations infer local payments (student payments) to assist in covering the cost of meals. The federal payment is not intended to cover the entire cost.

2 Even Start requires a local cost-sharing of 10% the first year, 20% in the second year, 30% in the third year, 40% in the fourth year, and 50% in any subsequent year. This requirement can be met with in-kind support and/or dollars from non-federal sources.

3 The local cost-sharing requirement can be met with in-kind support, dollars from other federal programs, and/or dollars from non-federal sources.

Special Education Services for Students with Disabilities

Bob Rutten, Special Education

Most of us know or have known persons with disabilities. The office of special education within the Department of Public Instruction is charged with ensuring that students ages 3 through 21 who have disabilities receive an appropriate education. Special education and related services are the system of supports that make it possible for students with disabilities to participate and progress in the local school districts and special schools of our state. In years gone by many of these students were excluded not only from schools but also from the general life of our communities. In a November 29, 2000 news release from the United States Department of Education it was noted that in the past "some states actually had laws that specifically excluded certain children. Today, we are bridging these gaps, and students with disabilities are not only attending classes alongside their nondisabled peers they are graduating with regular diplomas and moving on to higher education and the world of work." A basic premise for providing special education services is that if students with disabilities learn job skills within the K-12 school system, they are more likely to become self-sufficient and will require fewer services from other agencies as adults.

Nationally the number of children who receive special education services continues to rise at about three percent a year with the greatest growth occurring among preschool children. In the 1998-99 school year 6.1 million students had disabilities and required the supportive services of special education. In that same year in North Dakota, 13, 181

students received special education services. Of our state's total school population, this number represents 10.8%. During the 1999-2000 school year, 13,612 students received special education services. Of the total school population during 1999-2000, this number represents 11.3%. Special education services are not limited to those students who attend public schools but are also available to those enrolled in private schools as well as those who are involved in home education.

In North Dakota, approximately 80% of the children receiving special education services have relatively mild learning problems resulting from speech-language impairments or learning disabilities. Most of the children with these disabilities are able to attend general education classes with supportive services from special education personnel. The remaining 20% of students with disabilities have widely varied needs resulting from mental retardation, visual impairment, deafness, emotional disturbance, orthopedic impairment, autism, certain health impairments, or traumatic brain injury.

The administrative structure that currently exists for supplying special education services in our state includes thirty-one special education units. Twenty-seven of these are multidistrict cooperatives, and 4 are single district units.

Expenditures for special education services in North Dakota amounted to 11.5% of the total school district expenditures during the 1998-99 school year. During that school year the state of North Dakota supplied 43% of the resources for general education in our state. Local school districts supplied 45%. Unfortunately the state only supplied 28.1%

of the revenue for special education and local districts were asked to supply 62.3% (59.6% in 1999-2000) of these costs. The Department of Public Instruction has formulated a plan to move the state percentage of reimbursement for special education costs from the present 28% (29.5% in 1999-2000) of total expenditures to 43% by school year 2006-2007. The request for $59, 650,000 in general funds will bring the state percentage to approximately 33% for the next biennium. During the next two legislative sessions the Department intends to ask the legislature to increase the state percentage of reimbursement for special education by increments of one-third towards alignment with state funding for general education at 43%.

North Dakota Special Education Data

1999-00

1999-00 Enrollment and Cost Data and Sources of Funds for Special Education
December 2000

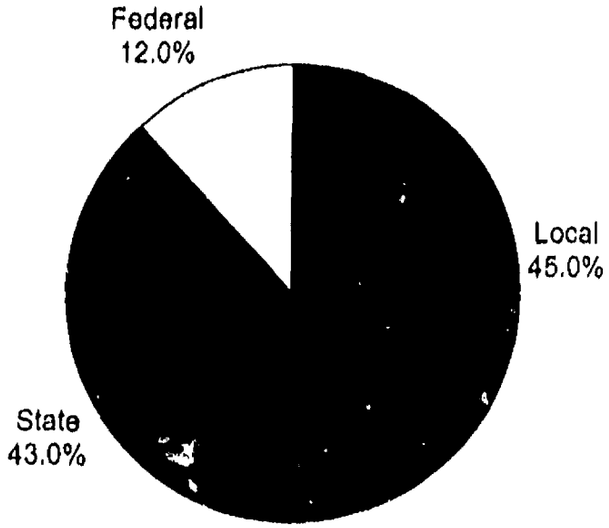
Enrollment and Cost Data

➡ Total public and nonpublic school enrollment (public: 112,349, nonpublic and state: 7680) *Excludes Grant/BIA*	120,029
➡ Number of students in special education services	13,612
➡ % of all students in special education services per total school population	11.3%
➡ Total school district fund group 1 expenditures for education	$666,363,372
➡ Total school district/unit expenditures for special education	$ 76,804,236
➡ % of total expenditures attributed to special education	11.5%

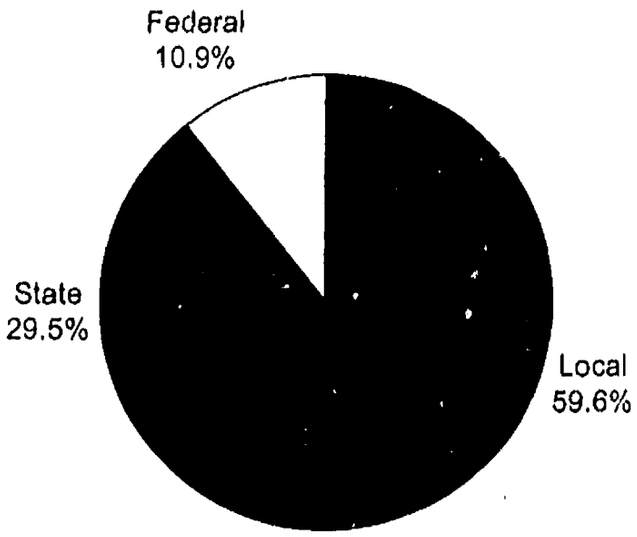
Sources of Funds for Special Education

$45,753,552 (Local)	59.57%
$22,648,382 (State)	29.49%
$ 8,402,302 (Federal)	10.94%

Revenue Sources for General Education 1999-00



Revenue Sources for Special Education 1999-00



Special Education Unit	1999-00 Percentage of State Support
Bismarck	23.9%
Buffalo Valley	28.4%
Burleigh County	13.8%
Dickey-LaMoure	33.5%
Dickinson	29.2%
Divide County	37.1%
East Central	45.5%
Emmons County	33.1%
Fargo	24.4%
Fort Totten	19.4%
Grand Forks	25.2%
G/S/T	25.8%
Lake Region	28.6%
Lonetree	34.7%
Morton/Sioux	26.7%
Northern Plains	29.3%
Oliver/Mercer	28.0%
Peace Garden	35.0%
Pembina County	22.0%
Rural Cass	34.1%
Sheyenne Valley	31.0%
Souris Valley	24.9%
South Central Prairie	39.1%
South Valley	28.7%
Southwest	35.8%
Turtle Mountain	12.0%
Upper Valley	23.3%
Wahpeton	30.6%
West Fargo	31.1%
West River	31.0%
Wilmac	23.7%

Special Education State Funding 2001 - 2003

	House Version	*Executive Budget Gov. Hoeven*	*DPI Request*
Total Request	49,898,695	49,898,695	60,050,000
Less Gifted/Talented	400,000	400,000	400,000
Less Student Contracts	12,665,000	12,665,000	12,000,000
Remaining Amount	36,833,695	36,833,695	47,650,000

	House Version		*Executive Budget Gov. Hoeven*		*DPI Request*	
	2001 - 2002	2002 - 2003	2001 - 2002	2002 - 2003	2001 - 2002	2002 - 2003
Est. Annual Amounts	18,416,847	18,416,848	18,416,847	18,416,848	23,825,000	23,825,000
Estimated ADM	104,656	102,261	104,656	102,261	104,656	102,261
Per ADM Amount	176	180	176	180	227	233

	99-00 ADM	Est 00 - 01	Est 01 - 02
99-00 Regular year ADM	106,926		
99-00 Special Ed ADM	491		
Est. Total	107,417	104,656	102,261

EXPLANATION OF
SPECIAL EDUCATION PAYMENT PRINTOUT
February 22, 2001

The attached printouts for each year of the 2001-2003 biennium contain estimated payments for special education based on estimated average daily membership. Funds used are those from the House version of $49,898,695 less $400,000 for Gifted/Talented Programs and $12,665,000 for student contracts compared with the executive budget recommendation (Gov. Hoeven) of $49,898,695 less $400,000 for Gifted/Talented Programs and $12,665,000 for student contracts compared with the DPI request of $60,050,000 less $400,000 for Gifted/Talented Programs (LOS) and $12,000,000 for students contracts.

A description of the columns on the reports is as follows:

CODIST	County and system number for the school district or special ed. unit
NAME	Name of the school district
PERCENT	The percent of the payment that goes to the school district and unit
ADM_TOT	Estimated average daily membership (ADM) for grades PK-12
ADM_PMTH	These are the estimated payments based on the House version. The estimated payment for 2001-2002 is based on $176 per full-time equivalent ADM and the payment for 2002-2003 is based on $180.
ADM_PMTE	These are the estimated payments based on the executive budget (Gov. Hoeven). The estimated payment for 2001-2002 is based on $176 per full-time equivalent ADM and the payment for 2002-2003 is based on $180.
ADM_PMTD	These are the estimated payments based on the DPI request. The estimated payment for 2001-2002 is based on $227 per full-time equivalent ADM and the payment for 2002-2003 is based on $233.

Estimated

Special Education

Entitlement

2001-2002

2001-2002 ESTIMATED SE ENTITLEMENT
COMPARING HOUSE VERSION, EXECUTIVE BUDGET & DPI REQUEST
HOUSE VERSION: 176
EXECUTIVE BUDGET(HOEVEN): 176
DPI REQUEST: 227

UNIT_NAM=BISMARCK

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
1	8001	BISMARCK 1	1.00	9,955.11	1,752,100.21	1,752,100.21	2,259,811.07
2	8711	BISMARCK	0.00	0.00	0.00	0.00	0.00
UNIT_NAM				9,955.11	1,752,100.21	1,752,100.21	2,259,811.07

UNIT_NAM=BUFFALO VALLEY

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
3	2002	WIMBLEDON COURTEN	1.00	186.59	32,839.52	32,839.52	42,355.52
4	47001	JAMESTOWN 1	1.00	2,583.39	454,675.88	454,675.88	586,428.55
5	47003	MEDINA 3	1.00	169.09	29,759.88	29,759.80	38,383.38
6	47010	PINGREE 10	1.00	132.23	23,272.83	23,272.83	30,016.66
7	47014	MONTPELIER 14	1.00	124.16	21,851.29	21,851.29	28,183.20
8	47026	SPIRITWOOD 26	1.00	13.35	2,349.23	2,349.23	3,029.98
9	47721	BUFFALO VALLEY	0.00	0.00	0.00	0.00	0.00
UNIT_NAM				3,208.80	564,748.55	564,748.55	728,397.29

UNIT_NAM=BURLEIGH COUNTY

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
10	8002	REGAN 2	0.00	14.13	0.00	0.00	0.00
11	8025	NAPOLEON 25	0.00	2.92	0.00	0.00	0.00
12	8028	WING 28	0.00	66.89	0.00	0.00	0.00
13	8029	BALDWIN 29	0.00	13.64	0.00	0.00	0.00
14	8033	MENOKEN 33	0.00	33.13	0.00	0.00	0.00
15	8034	MCKENZIE 34	0.00	5.85	0.00	0.00	0.00
16	8035	STERLING 35	0.00	29.33	0.00	0.00	0.00
17	8036	DRISCOLL 36	0.00	22.78	0.00	0.00	0.00
18	8039	APPLE CREEK 39	0.00	45.68	0.00	0.00	0.00
19	8045	MANNING 45	0.00	11.64	0.00	0.00	0.00
20	38004	LITTLE HEART 4	0.00	27.93	0.00	0.00	0.00
21	8702	BURLEIGH COUNTY	1.00	0.00	48,208.99	48,208.99	62,178.64
UNIT_NAM				273.91	48,208.99	48,208.99	62,178.64

UNIT_NAM=DICKEY-LAMOURE

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
22	2052	LITCHVILLE 52	0.00	87.53	0.00	0.00	0.00
23	11040	ELLENDALE 40	0.00	376.41	0.00	0.00	0.00
24	23003	EDGELEY 3	0.00	258.93	0.00	0.00	0.00
25	23007	KULM 7	0.00	154.89	0.00	0.00	0.00
26	23008	LAMOURE 8	0.00	380.19	0.00	0.00	0.00
27	23009	MARION 9	0.00	110.36	0.00	0.00	0.00
28	23011	VERONA 11	0.00	73.93	0.00	0.00	0.00
29	23724	DICKEY-LAMOURE	1.00	0.00	253,835.39	253,835.39	327,389.97
UNIT_NAM				1,442.25	253,835.39	253,835.39	327,389.97

UNIT_NAM=DICKINSON

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
30	45001	DICKINSON 1	1.00	2,798.83	492,594.54	492,594.54	635,335.81
31	45735	DICKINSON	0.00	0.00	0.00	0.00	0.00
UNIT_NAM				2,798.83	492,594.54	492,594.54	635,335.81

2001-2002 ESTIMATED SE ENTITLEMENT
COMPARING HOUSE VERSION, EXECUTIVE BUDGET & DPI REQUEST
HOUSE VERSION: 176
EXECUTIVE BUDGET(HOEVEN): 176
DPI REQUEST: 227

UNIT_NAM=DIVIDE COUNTY

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
32	12001	DIVIDE COUNTY 1	1.00	337.18	59,342.98	59,342.98	76,538.95
33	12738	DIVIDE COUNTY	0.00	0.00	0.00	0.00	0.00
UNIT_NAM				337.18	59,342.98	59,342.98	76,538.95

UNIT_NAM=EAST CENTRAL

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
34	3016	OBERON 16	1.00	46.18	8,128.00	8,128.00	10,483.27
35	14001	NEW ROCKFORD 1	1.00	370.55	65,216.06	65,216.06	84,113.89
36	14012	SHEYENNE 12	1.00	162.38	28,578.32	28,578.32	36,859.54
37	16010	CARRINGTON 10	1.00	691.84	121,763.96	121,763.96	157,047.84
38	47019	KENSAL 19	1.00	82.89	14,589.25	14,589.25	18,816.81
39	14712	EAST CENTRAL	0.00	0.00	0.00	0.00	0.00
UNIT_NAM				1,353.84	238,275.59	238,275.59	307,321.35

UNIT_NAM=EMMONS COUNTY

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
40	15006	HAZELTON MOFFIT 6	1.00	169.63	29,854.11	29,854.11	38,505.02
41	15010	BAKKER 10	1.00	20.66	3,637.02	3,637.02	4,690.93
42	15012	UNION 12	1.00	15.10	2,657.89	2,657.89	3,428.07
43	15015	STRASBURG 15	1.00	223.36	39,311.06	39,311.06	50,702.33
44	15036	LINTON 36	1.00	346.29	60,946.28	60,946.28	78,606.86
45	15722	EMMONS COUNTY	0.00	0.00	0.00	0.00	0.00
UNIT_NAM				775.04	136,406.36	136,406.36	175,933.21

UNIT_NAM=FARGO

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
46	9001	FARGO 1	1.00	10,844.41	1,908,615.66	1,908,615.66	2,461,680.43
47	9730	FARGO	0.00	0.00	0.00	0.00	0.00
UNIT_NAM				10,844.41	1,908,615.66	1,908,615.66	2,461,680.43

UNIT_NAM=FORT TOTTEN

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
48	3030	FT TOTTEN 30	1.00	169.73	29,872.97	29,872.97	38,529.35
49	3736	FORT TOTTEN	0.00	0.00	0.00	0.00	0.00
UNIT_NAM				169.73	29,872.97	29,872.97	38,529.35

UNIT_NAM=GRAND FORKS

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
50	18001	GRAND FORKS 1	1.00	7,934.06	1,396,393.88	1,396,393.88	1,801,030.75
51	18061	THOMPSON 61	1.00	496.39	87,364.00	87,364.00	112,679.70
52	18733	GRAND FORKS	0.00	0.00	0.00	0.00	0.00
UNIT_NAM				8,430.44	1,483,757.88	1,483,757.88	1,913,710.45

2001-2002 ESTIMATED SE ENTITLEMENT
COMPARING HOUSE VERSION, EXECUTIVE BUDGET & DPI REQUEST
HOUSE VERSION: 176
EXECUTIVE BUDGET(HOEVEN): 176
DPI REQUEST: 227

UNIT_NAM=GRIGGS-STEELE-TRAILL

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
53	18129	NORTHWOOD 129	0.00	336.80	0.00	0.00	0.00
54	28007	MIDKOTA 7	0.00	214.61	0.00	0.00	0.00
55	28018	GRIGGS COUNTY CEN	0.00	355.41	0.00	0.00	0.00
56	46019	FINLEY SHARON 19	0.00	174.54	0.00	0.00	0.00
57	49003	CENTRAL VALLEY 3	0.00	298.14	0.00	0.00	0.00
58	49007	HATTON 7	0.00	265.64	0.00	0.00	0.00
59	49009	HILLSBORO 9	0.00	472.23	0.00	0.00	0.00
60	49014	MAY-PORT CG 14	0.00	647.25	0.00	0.00	0.00
61	49723	GRIGGS-STEELE-TRA	1.00	0.00	486,570.56	486,570.56	627,565.44
UNIT_NAM				2,764.61	486,570.56	486,570.56	627,565.44

UNIT_NAM=LAKE REGION

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
62	3005	MINNEWAUKAN 5	0.00	122.94	0.00	0.00	0.00
63	3006	LEEDS 6	0.00	205.81	0.00	0.00	0.00
64	3029	WARWICK 29	0.00	214.83	0.00	0.00	0.00
65	10001	OSNABROCK 1	0.00	24.10	0.00	0.00	0.00
66	10014	BORDER CENTRAL 14	0.00	30.20	0.00	0.00	0.00
67	10019	MUNICH 19	0.00	150.04	0.00	0.00	0.00
68	10023	LANGDON 23	0.00	563.52	0.00	0.00	0.00
69	10038	MILTON 38	0.00	30.38	0.00	0.00	0.00
70	32001	DAKOTA PRAIRIE 1	0.00	393.33	0.00	0.00	0.00
71	32066	LAKOTA 46	0.00	276.22	0.00	0.00	0.00
72	36001	DEVILS LAKE 1	0.00	1,913.25	0.00	0.00	0.00
73	36002	EDMORE 2	0.00	125.62	0.00	0.00	0.00
74	36044	STARKWEATHER 44	0.00	126.17	0.00	0.00	0.00
75	48002	ASHBEE-EGELAND 2	0.00	114.62	0.00	0.00	0.00
76	48008	SOUTHERN 8	0.00	282.28	0.00	0.00	0.00
77	48028	N CENTRAL 28	0.00	87.04	0.00	0.00	0.00
78	36716	LAKE REGION	1.00	0.00	820,295.28	820,295.28	1,057,994.48
UNIT_NAM				4,660.77	820,295.28	820,295.28	1,057,994.48

UNIT_NAM=LONE TREE

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
79	3009	HADDOCK 9	0.76	224.94	30,087.53	30,087.53	38,806.87
80	25014	ANAMOOSE 14	0.76	96.07	12,849.79	12,849.79	16,573.30
81	25057	DRAKE 57	0.76	152.05	20,338.11	20,338.11	26,231.54
82	28072	TURTLE LAKE MERCE	0.76	196.79	26,322.51	26,322.51	33,950.06
83	35005	RUGBY 5	0.76	690.41	92,349.04	92,349.04	119,109.27
84	42016	GOODRICH 16	0.76	60.41	8,079.99	8,079.99	10,421.35
85	42019	MCCLUSKY 19	0.76	132.97	17,786.40	17,786.40	22,940.41
86	52023	BOWDON 23	0.76	86.69	11,596.08	11,596.08	14,956.31
87	52035	PLEASANT VALLEY 3	0.76	25.96	3,471.79	3,471.79	4,477.82
88	52038	HARVEY 38	0.76	552.16	73,856.29	73,856.29	95,257.83
89	52039	SYKES 39	0.76	80.20	10,728.14	10,728.14	13,836.86
90	52048	FESSENDEN 48	0.76	187.12	25,029.71	25,029.71	32,282.64
91	52705	LONE TREE	0.24	0.00	104,998.54	104,998.54	135,424.25
UNIT_NAM				2,485.76	437,698.92	437,493.92	564,267.71

UNIT_NAM=MORTON-SIOUX

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
92	30001	MANDAN 1	1.00	3,371.24	593,338.88	593,338.88	765,272.50
93	30007	NEW SALEM 7	1.00	372.54	65,567.58	65,567.58	84,567.28
94	30008	SIMS 8	1.00	31.54	5,550.78	5,550.78	7,159.15
95	30013	HEBRON 13	1.00	187.90	33,071.02	33,071.02	42,654.09

2001-2002 ESTIMATED SE ENTITLEMENT
COMPARING HOUSE VERSION, EXECUTIVE BUDGET & D[illegible]QUEST
HOUSE VERSION: 176
EXECUTIVE BUDGET(HOEVEN): 176
DPI REQUEST: 227

UNIT_NAM=MORTON-SIOUX (continued)

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
96	38017	SWEET BRIAR 1	1.00	11.05	1,944.55	1,944.55	2,588.02
97	38048	GLEN ULLIN 48	1.00	235.34	41,420.22	41,420.22	53,422.67
98	43003	SOLEN 3	1.00	199.30	35,077.29	35,077.29	45,241.74
99	43004	FT YATES 4	1.00	194.29	34,195.90	34,195.90	44,104.94
100	43008	SELFRIDGE 8	1.00	109.61	19,291.14	19,291.14	24,881.19
101	38725	MORTON-SIOUX	0.00	0.00	0.00	0.00	0.00
UNIT_NAM				4,712.83	829,457.28	829,457.28	1,069,811.38

UNIT_NAM=NORTHERN PLAINS

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
102	7014	BOWBELLS 14	1.00	116.11	20,434.89	20,434.89	26,356.36
103	7027	POWERS LAKE 27	1.00	118.28	20,817.28	20,817.28	26,849.56
104	7036	BURKE CENTRAL 36	1.00	119.45	21,023.06	21,023.06	27,124.96
105	31002	STANLEY 2	1.00	403.67	71,046.27	71,046.27	91,633.54
106	31786	NORTHERN PLAINS	0.00	0.00	0.00	0.00	0.00
UNIT_NAM				757.51	133,321.50	133,321.50	171,954.42

UNIT_NAM=OLIVER-MERCER

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
107	13008	DODGE 8	0.00	60.99	0.00	0.00	0.00
108	29003	HAZEN 3	0.00	820.82	0.00	0.00	0.00
109	29020	GOLDEN VALLEY 20	0.00	59.84	0.00	0.00	0.00
110	29022	STANTON 22	0.00	93.01	0.00	0.00	0.00
111	29027	BEULAH 27	0.00	981.01	0.00	0.00	0.00
112	33018	CENTER 18	0.00	301.99	0.00	0.00	0.00
113	29715	OLIVER-MERCER	1.00	0.00	407,909.01	407,909.01	526,109.92
UNIT_NAM				2,317.66	407,909.01	407,909.01	526,109.92

UNIT_NAM=PEACE GARDEN

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
114	5001	BOTTINEAU 1	1.00	754.48	132,788.20	132,788.20	171,266.60
115	5013	WILLOW CITY 13	1.00	91.79	16,154.83	16,154.83	20,836.06
116	5017	WESTHOPE 17	1.00	159.87	28,137.63	28,137.63	36,291.15
117	5054	NEWBURG UNITED 54	1.00	83.95	14,774.44	14,774.44	19,055.67
118	25029	UPHAM 29	1.00	59.57	10,484.09	10,484.09	13,522.10
119	35001	WOLFORD 1	1.00	60.78	10,696.72	10,696.72	13,796.34
120	38002	SHERWOOD 2	1.00	129.82	22,847.57	22,847.57	29,468.17
121	38009	MOHALL 9	1.00	279.84	49,251.57	49,251.57	63,523.33
122	40001	DUNSEITH 1	1.00	484.30	85,235.97	85,235.97	109,935.03
123	40003	ST JOHN 3	1.00	259.58	45,686.56	45,686.56	58,925.28
124	40004	MT PLEASANT 4	1.00	363.62	63,996.86	63,996.86	82,541.40
125	40029	ROLETTE 29	1.00	202.40	35,622.59	35,622.59	45,945.05
126	5726	PEACE GARDEN	0.00	0.00	0.00	0.00	0.00
UNIT_NAM				2,929.98	515,677.03	515,677.03	665,106.18

UNIT_NAM=PEMBINA

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
127	34001	PEMBINA 1	0.00	162.28	0.00	0.00	0.00
128	34006	CAVALIER 6	0.00	587.55	0.00	0.00	0.00
129	34012	VALLEY 12	0.00	152.37	0.00	0.00	0.00

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UNIT_NAM=PEMBINA (continued)

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
130	34019	DRAYTON 19	0.00	211.97	0.00	0.00	0.00
131	34027	WALHALLA 27	0.00	299.69	0.00	0.00	0.00
132	34043	ST THOMAS 43	0.00	125.78	0.00	0.00	0.00
133	34055	NECHE 55	0.00	116.03	0.00	0.00	0.00
134	34787	PEMBINA	1.00	0.00	291,399.10	291,399.10	375,838.61
UNIT_NAM				1,655.68	291,399.10	291,399.10	375,838.61

UNIT_NAM=RURAL CASS

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
135	9002	KINDRED 2	0.00	672.12	0.00	0.00	0.00
136	9007	HAPLETON 7	0.00	92.87	0.00	0.00	0.00
137	9017	CENTRAL CASS 17	0.00	771.25	0.00	0.00	0.00
138	9097	NORTHERN CASS 97	0.00	434.66	0.00	0.00	0.00
139	9717	RURAL CASS	1.00	0.00	346,878.70	346,878.70	447,394.69
UNIT_NAM				1,970.90	346,878.70	346,878.70	447,394.69

UNIT_NAM=S CENTRAL PRAIRIE

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
140	22011	PETTIBONE 11	0.00	28.35	0.00	0.00	0.00
141	22014	ROBINSON 14	0.00	11.37	0.00	0.00	0.00
142	22020	TUTTLE 20	0.00	79.59	0.00	0.00	0.00
143	22026	STEELE 26	0.00	230.84	0.00	0.00	0.00
144	22028	TAPPEN 28	0.00	117.36	0.00	0.00	0.00
145	24302	NAPOLEON 2	0.00	250.60	0.00	0.00	0.00
146	24056	GACKLE STREETER 5	0.00	181.19	0.00	0.00	0.00
147	26004	ZEELAND 4	0.00	55.36	0.00	0.00	0.00
148	26009	ASHLEY 9	0.00	205.12	0.00	0.00	0.00
149	26019	WISHEK 19	0.00	257.86	0.00	0.00	0.00
150	24718	S CENTRAL PRAIRIE	1.00	0.00	249,505.60	249,505.60	321,805.52
UNIT_NAM				1,417.65	249,505.60	249,505.60	321,805.52

UNIT_NAM=SHEYENNE VALLEY

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
151	2002	VALLEY CITY 2	1.00	1,212.68	213,432.03	213,432.03	275,278.81
152	2013	ORISKA 13	1.00	55.51	9,769.03	9,769.03	12,599.83
153	2065	N CENTRAL 65	1.00	190.86	33,449.98	33,449.98	43,142.87
154	9004	MAPLE VALLEY 4	1.00	262.06	46,122.11	46,122.11	59,487.05
155	9080	PAGE 80	1.00	141.22	24,853.85	24,853.85	32,055.61
156	11041	OAKES 41	1.00	520.94	91,685.22	91,685.22	118,253.09
157	46010	HOPE 10	1.00	152.49	26,837.83	26,837.83	34,614.71
158	2727	SHEYENNE VALLEY	0.00	0.00	0.00	0.00	0.00
UNIT_NAM				2,534.94	446,150.05	446,150.05	575,432.17

UNIT_NAM=SOURIS VALLEY

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
159	5035	LANSFORD 35	1.00	42.06	7,402.65	7,402.65	9,547.74
160	25001	VELVA 1	1.00	443.80	78,109.40	78,109.40	100,743.37
161	25004	NEWPORT 4	1.00	196.96	34,665.75	34,665.75	44,710.94
162	25025	GRANVILLE 25	1.00	139.33	24,522.90	24,522.90	31,628.96
163	28001	MONTEFIORE 1	1.00	256.47	45,139.55	45,139.55	58,219.76

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UNIT_NAM=SOURIS VALLEY (continued)

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
164	28004	WASHBURN 4	1.00	423.57	74,547.82	74,547.82	96,149.75
165	28008	UNDERWOOD 8	1.00	285.76	50,294.15	50,294.15	64,868.82
166	28050	MAX 50	1.00	159.41	28,057.03	28,057.03	36,187.28
167	28051	GARRISON 51	1.00	384.12	67,604.73	67,604.73	87,194.73
168	28062	BUTTE 62	1.00	0.00	0.00	0.00	0.00
169	28085	WHITE SHIELD 85	1.00	124.97	21,995.33	21,995.33	28,368.98
170	31001	NEW TOWN 1	1.00	716.48	126,100.61	126,100.61	162,641.13
171	31003	MARSHALL 3	1.00	279.86	49,255.00	49,255.00	63,527.75
172	31137	PLAZA 137	1.00	58.98	10,381.21	10,381.21	13,389.40
173	38026	GLENBURN 26	1.00	303.09	53,343.00	53,343.00	68,800.35
174	51001	MINOT 1	1.00	6,957.46	1,224,512.40	1,224,512.40	1,579,342.70
175	51004	MEDROSE 4	1.00	235.27	41,408.22	41,408.22	53,407.19
176	51007	UNITED 7	1.00	652.27	114,800.29	114,800.29	148,066.28
177	51010	BELL 10	1.00	125.05	22,009.05	22,009.05	28,386.67
178	51016	SAWYER 16	1.00	152.26	26,798.39	26,798.39	34,563.84
179	51019	EUREKA 19	1.00	11.56	2,033.71	2,033.71	2,623.03
180	51028	KENMARE 28	1.00	358.97	63,178.91	63,178.91	81,486.44
181	51041	SURREY 41	1.00	448.24	78,889.62	78,889.62	101,749.68
182	51054	BERTHOLD 54	1.00	203.01	35,730.62	35,730.62	46,084.38
183	51070	S PRAIRIE 70	1.00	119.52	21,035.06	21,035.06	27,130.45
184	51158	N SHORE 158	1.00	100.60	17,704.98	17,704.98	22,835.40
185	51708	SOURIS VALLEY	0.00	0.00	0.00	0.00	0.00
UNIT_NAM				13,179.09	2,319,520.38	2,319,520.38	2,991,654.14

UNIT_NAM=SOUTH VALLEY

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
186	37002	SHELDON 2	0.00	53.84	0.00	0.00	0.00
187	37006	FT RANSOM 6	0.00	27.03	0.00	0.00	0.00
188	37010	SALUND 10	0.00	6.49	0.00	0.00	0.00
189	37019	LISBON 19	0.00	655.66	0.00	0.00	0.00
190	37022	ENDERLIN 22	0.00	344.02	0.00	0.00	0.00
191	39005	MANTADOR 5	0.00	22.41	0.00	0.00	0.00
192	39008	HANKINSON 8	0.00	325.01	0.00	0.00	0.00
193	39018	FAIRMOUNT 18	0.00	139.73	0.00	0.00	0.00
194	39028	LIDGERWOOD 28	0.00	250.31	0.00	0.00	0.00
195	39042	WYNDMERE 42	0.00	311.59	0.00	0.00	0.00
196	39044	RICHLAND 44	0.00	305.41	0.00	0.00	0.00
197	41002	MILNOR 2	0.00	297.32	0.00	0.00	0.00
198	41003	N SARGENT 3	0.00	184.24	0.00	0.00	0.00
199	41006	SARGENT CENTRAL 6	0.00	320.24	0.00	0.00	0.00
200	39728	SOUTH VALLEY	1.00	0.00	570,818.83	570,818.83	736,226.56
UNIT_NAM				3,243.29	570,818.83	570,818.83	736,226.56

UNIT_NAM=SOUTHWEST

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
201	19018	ROOSEVELT 18	0.00	140.23	0.00	0.00	0.00
202	19049	ELGIN-NEW LEIPZIG	0.00	254.60	0.00	0.00	0.00
203	21006	MOTT 6	0.00	238.01	0.00	0.00	0.00
204	38039	FLASHER 39	0.00	248.31	0.00	0.00	0.00
205	21709	SOUTHWEST	1.00	0.00	155,083.62	155,083.62	200,022.62
UNIT_NAM				881.16	155,083.62	155,083.62	200,022.62

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UNIT_NAM=TURTLE MOUNTAIN

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
206	48007	BELCOURT 7	1.00	1,704.51	299,993.52	299,993.52	386,923.46
207	48719	TURTLE MOUNTAIN	0.00	0.00	0.00	0.00	0.00
UNIT_NAM				1,704.51	299,993.52	299,993.52	386,923.46

UNIT_NAM=UPPER VALLEY

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
208	18044	LARIMORE 44	0.00	569.61	0.00	0.00	0.00
209	18125	MANVEL 125	0.00	198.36	0.00	0.00	0.00
210	18127	EMERADO 127	0.00	136.84	0.00	0.00	0.00
211	18128	MIDWAY 128	0.00	299.40	0.00	0.00	0.00
212	50003	GRAFTON 3	0.00	973.33	0.00	0.00	0.00
213	50028	MINTO 28	0.00	251.49	0.00	0.00	0.00
214	50039	LANGIN 39	0.00	70.72	0.00	0.00	0.00
215	50051	NASH 51	0.00	24.75	0.00	0.00	0.00
216	50078	PARK RIVER 78	0.00	435.48	0.00	0.00	0.00
217	50079	FORDVILLE 79	0.00	80.64	0.00	0.00	0.00
218	50106	EDINBURG 106	0.00	152.85	0.00	0.00	0.00
219	50128	ADAMS 128	0.00	109.10	0.00	0.00	0.00
220	50729	UPPER VALLEY	1.00	0.00	581,253.19	581,253.19	749,684.52
UNIT_NAM				3,382.57	581,253.19	581,253.19	749,684.52

UNIT_NAM=WAHPETON

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
221	39037	WAHPETON 37	1.00	1,496.21	263,333.49	263,333.49	339,640.36
222	39737	WAHPETON	0.00	0.00	0.00	0.00	0.00
UNIT_NAM				1,496.21	263,333.49	263,333.49	339,640.36

UNIT_NAM=WEST FARGO

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
223	9006	WEST FARGO 6	1.00	4,619.87	813,096.69	813,096.69	1,048,789.93
224	9734	WEST FARGO	0.00	0.00	0.00	0.00	0.00
UNIT_NAM				4,619.87	813,096.69	813,096.69	1,048,789.93

UNIT_NAM=WEST RIVER

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
225	1013	HETTINGER 13	1.00	430.87	75,833.90	75,833.90	97,808.50
226	4001	BILLINGS CO 1	1.00	85.81	15,101.96	15,101.96	19,478.10
227	6001	BOWMAN 1	1.00	435.35	76,620.98	76,620.98	98,823.65
228	6017	RHAME 17	1.00	107.97	19,003.06	19,003.06	24,509.63
229	6033	SCRANTON 33	1.00	172.77	30,407.98	30,407.98	39,219.38
230	13016	KILLDEER 16	1.00	357.65	62,945.70	62,945.70	81,185.65
231	13019	HALLIDAY 19	1.00	95.13	16,742.99	16,742.99	21,594.66
232	13037	TWIN BUTTES 37	1.00	54.50	9,592.41	9,592.41	12,372.03
233	17003	BEACH 3	1.00	337.84	59,459.58	59,459.58	76,689.35
234	17006	LONE TREE 6	1.00	50.33	8,858.49	8,858.49	11,425.44
235	21009	NEW ENGLAND 9	1.00	230.36	40,543.97	40,543.97	52,292.51
236	21014	REGENT 14	1.00	103.00	18,128.53	18,128.53	23,381.68
237	44012	MARMARTH 12	1.00	17.60	3,096.87	3,096.87	3,994.26
238	44014	SHEETS 14	1.00	4.87	857.38	857.38	1,105.83
239	44032	CENTRAL ELEMENTAR	1.00	5.36	943.12	943.12	1,216.41
240	45003	TAYLOR 3	1.00	133.28	23,442.59	23,442.59	30,235.62

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UNIT_NAM=WEST RIVER (continued)

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
241	45004	RICHARDTON 4	1.00	187.77	33,047.01	33,047.01	42,623.13
242	45009	SOUTH HEART 9	1.00	266.34	46,876.61	46,876.61	60,460.18
243	45013	BELFIELD 13	1.00	297.84	52,420.46	52,420.46	67,610.48
244	45701	WEST RIVER	0.00	0.00	0.00	0.00	0.00
UNIT_NAM				3,374.57	593,923.59	593,923.59	766,626.49

UNIT_NAM=WILMAC

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
245	27001	MCKENZIE CO 1	0.00	635.29	0.00	0.00	0.00
246	27002	ALEXANDER 2	0.00	105.20	0.00	0.00	0.00
247	27014	YELLOWSTONE 14	0.00	99.75	0.00	0.00	0.00
248	27018	EARL 18	0.00	4.87	0.00	0.00	0.00
249	27019	BOWLINE BUTTE 19	0.00	1.36	0.00	0.00	0.00
250	27032	HORSE CREEK 32	0.00	14.61	0.00	0.00	0.00
251	27036	MANDAREE 36	0.00	215.47	0.00	0.00	0.00
252	53001	WILLISTON 1	0.00	2,386.46	0.00	0.00	0.00
253	53002	NESSON 2	0.00	191.09	0.00	0.00	0.00
254	53006	EIGHT MILE 6	0.00	208.00	0.00	0.00	0.00
255	53008	NEW 8	0.00	230.45	0.00	0.00	0.00
256	53015	TIOGA 15	0.00	330.83	0.00	0.00	0.00
257	53091	WILDROSE 91	0.00	62.20	0.00	0.00	0.00
258	53099	GRENORA 99	0.00	99.25	0.00	0.00	0.00
259	53720	WILMAC	1.00	0.00	805,383.66	805,383.66	1,038,761.88
UNIT_NAM				4,576.04	805,383.66	805,383.66	1,038,761.88
				104,175.14	18,334,824.12	18,334,824.12	23,647,756.28

Estimated

Special Education

Entitlement

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UNIT_NAM=BISMARCK

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
1	8001	BISMARCK 1	1.00	9,733.12	1,751,968.84	1,751,960.84	2,267,815.98
2	8711	BISMARCK	0.00	0.00	0.00	0.00	0.00
UNIT_NAM				9,733.12	1,751,968.84	1,751,968.84	2,267,815.98

UNIT_NAM=BUFFALO VALLEY

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
3	2082	WIMBLEDON COURTEN	1.00	182.43	32,836.91	32,836.91	42,505.56
4	47001	JAMESTOWN 1	1.00	2,525.78	454,639.71	454,639.71	588,505.85
5	47003	MEDINA 3	1.00	165.32	29,757.43	29,757.43	38,519.34
6	47010	PINGREE 10	1.00	129.28	23,270.98	23,270.98	30,122.99
7	47014	MONTPELIER 14	1.00	121.39	21,849.55	21,849.55	28,283.83
8	47026	SPIRITWOOD 26	1.00	13.05	2,349.05	2,349.05	3,040.71
9	47721	BUFFALO VALLEY	0.00	0.00	0.00	0.00	0.00
UNIT_NAM				3,137.24	564,703.63	564,703.63	730,977.48

UNIT_NAM=BURLEIGH COUNTY

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
10	8002	REGAN 2	0.00	13.81	0.00	0.00	0.00
11	8025	NAUGHTON 25	0.00	2.86	0.00	0.00	0.00
12	8028	WING 28	0.00	65.39	0.00	0.00	0.00
13	8029	BALDWIN 29	0.00	13.34	0.00	0.00	0.00
14	8033	MENOKEN 33	0.00	32.39	0.00	0.00	0.00
15	8034	MCKENZIE 34	0.00	5.72	0.00	0.00	0.00
16	8035	STERLING 35	0.00	28.67	0.00	0.00	0.00
17	8036	DRISCOLL 36	0.00	22.27	0.00	0.00	0.00
18	8039	APPLE CREEK 39	0.00	44.67	0.00	0.00	0.00
19	8045	MANNING 45	0.00	11.36	0.00	0.00	0.00
20	38004	LITTLE HEART 4	0.00	27.31	0.00	0.00	0.00
21	8702	BURLEIGH COUNTY	1.00	0.00	48,205.15	48,205.15	62,398.89
UNIT_NAM				267.81	48,205.15	48,205.15	62,398.89

UNIT_NAM=DICKEY-LAMOURE

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
22	2052	LITCHVILLE 52	0.00	85.58	0.00	0.00	0.00
23	11040	ELLENDALE 40	0.00	368.02	0.00	0.00	0.00
24	23003	EDGELEY 3	0.00	253.16	0.00	0.00	0.00
25	23007	KULM 7	0.00	151.44	0.00	0.00	0.00
26	23008	LAMOURE 8	0.00	371.71	0.00	0.00	0.00
27	23009	MARION 9	0.00	107.90	0.00	0.00	0.00
28	23011	VERONA 11	0.00	72.26	0.00	0.00	0.00
29	23724	DICKEY-LAMOURE	1.00	0.00	253,815.20	253,815.20	328,549.68
UNIT_NAM				1,410.08	253,815.20	253,815.20	328,549.68

UNIT_NAM=DICKINSON

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
30	45001	DICKINSON 1	1.00	2,736.42	492,555.36	492,555.36	637,585.55
31	45735	DICKINSON	0.00	0.00	0.00	0.00	0.00
UNIT_NAM				2,736.42	492,555.36	492,555.36	637,585.55

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UNIT_NAM=DIVIDE COUNTY

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
32	12001	DIVIDE COUNTY 1	1.00	329.66	59,338.26	59,338.26	76,810.08
33	12738	DIVIDE COUNTY	0.00	0.00	0.00	0.00	0.00
UNIT_NAM				329.66	59,338.26	59,338.26	76,810.08

UNIT_NAM=EAST CENTRAL

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
34	3016	OBERON 16	1.00	45.15	8,127.35	8,127.35	10,520.41
35	14001	NEW ROCKFORD 1	1.00	362.28	65,210.87	65,210.87	84,411.85
36	14012	SHEYENNE 12	1.00	158.76	28,576.05	28,576.05	36,998.11
37	16010	CARRINGTON 10	1.00	676.41	121,754.28	121,754.28	157,604.15
38	47019	KENSAL 19	1.00	81.04	14,586.09	14,586.09	18,883.47
39	14712	EAST CENTRAL	0.00	0.00	0.00	0.00	0.00
UNIT_NAM				1,323.65	238,256.64	238,256.64	308,409.99

UNIT_NAM=EMMONS COUNTY

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
40	15006	HAZELTON MOFFIT B	1.00	165.84	29,851.74	29,851.74	38,641.41
41	15010	BAKKER 10	1.00	20.20	3,636.73	3,636.73	4,707.55
42	15012	UNION 12	1.00	14.76	2,657.68	2,657.68	3,440.22
43	15015	STRASBURG 15	1.00	218.38	39,307.93	39,307.93	50,881.93
44	15036	LINTON 36	1.00	338.56	60,941.44	60,941.44	78,885.38
45	15722	EMMONS COUNTY	0.00	0.00	0.00	0.00	0.00
UNIT_NAM				757.75	136,395.52	136,395.52	176,556.41

UNIT_NAM=FARGO

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
46	9001	FARGO 1	1.00	10,602.58	1,908,463.84	1,908,463.84	2,470,400.42
47	9738	FARGO	0.00	0.00	0.00	0.00	0.00
UNIT_NAM				10,602.58	1,908,463.84	1,908,463.84	2,470,400.42

UNIT_NAM=FORT TOTTEN

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
48	3038	FT TOTTEN 38	1.00	165.95	29,870.60	29,870.60	38,665.83
49	3736	FORT TOTTEN	0.00	0.00	0.00	0.00	0.00
UNIT_NAM				165.95	29,870.60	29,870.60	38,665.83

UNIT_NAM=GRAND FORKS

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
50	18001	GRAND FORKS 1	1.00	7,757.13	1,396,282.81	1,396,282.81	1,807,410.52
51	18061	THOMPSON 61	1.00	485.32	87,357.05	87,357.05	113,078.85
52	18733	GRAND FORKS	0.00	0.00	0.00	0.00	0.00
UNIT_NAM				8,242.44	1,483,639.86	1,483,639.86	1,920,489.37

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UNIT_NAM=GRIGGS-STEELE-TRAILL

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
53	18129	NORTHWOOD 129	0.00	329.29	0.00	0.00	0.00
54	28007	MIDKOTA 7	0.00	209.82	0.00	0.00	0.00
55	28018	GRIGGS COUNTY CEN	0.00	347.48	0.00	0.00	0.00
56	46019	FINLEY SHARON 19	0.00	170.64	0.00	0.00	0.00
57	49003	CENTRAL VALLEY 3	0.00	291.49	0.00	0.00	0.00
58	49007	HATTON 7	0.00	259.72	0.00	0.00	0.00
59	49009	HILLSBORO 9	0.00	461.70	0.00	0.00	0.00
60	49014	MAY-PORT CG 14	0.00	632.81	0.00	0.00	0.00
61	49723	GRIGGS-STEELE-TRA	1.00	0.00	486,531.86	486,531.86	629,788.46
UNIT_NAM				2,702.95	486,531.86	486,531.86	629,788.46

UNIT_NAM=LAKE REGION

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
62	3005	MINNEWAUKAN 5	0.00	120.10	0.00	0.00	0.00
63	3006	LEEDS 6	0.00	201.22	0.00	0.00	0.00
64	3029	WARWICK 29	0.00	218.04	0.00	0.00	0.00
65	18001	OSNABROCK 1	0.00	23.57	0.00	0.00	0.00
66	18014	BORDER CENTRAL 14	0.00	29.53	0.00	0.00	0.00
67	18019	MUNICH 19	0.00	146.70	0.00	0.00	0.00
68	18023	LANGDON 23	0.00	550.95	0.00	0.00	0.00
69	18038	MILTON 38	0.00	38.19	0.00	0.00	0.00
70	32001	DAKOTA PRAIRIE 1	0.00	384.56	0.00	0.00	0.00
71	32066	LAKOTA 66	0.00	270.06	0.00	0.00	0.00
72	36001	DEVILS LAKE 1	0.00	1,870.59	0.00	0.00	0.00
73	36002	EDMORE 2	0.00	122.82	0.00	0.00	0.00
74	36044	STARKWEATHER 44	0.00	123.36	0.00	0.00	0.00
75	48002	BISBEE-EGELAND 2	0.00	112.06	0.00	0.00	0.00
76	48008	SOUTHERN 8	0.00	275.99	0.00	0.00	0.00
77	48028	N CENTRAL 28	0.00	85.10	0.00	0.00	0.00
78	36714	LAKE REGION	1.00	0.00	820,230.03	820,230.03	1,061,742.21
UNIT_NAM				4,556.83	820,230.03	820,230.03	1,061,742.21

UNIT_NAM=LONE TREE

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
79	3009	MADDOCK 9	0.76	219.92	30,085.13	30,085.13	38,943.53
80	25014	ANAMOOSE 14	0.76	93.92	12,848.76	12,848.76	16,632.01
81	25057	DRAKE 57	0.76	148.66	20,336.49	20,336.49	26,324.46
82	28072	TURTLE LAKE MERCE	0.76	192.40	26,320.42	26,320.42	34,078.32
83	35005	RUGBY 5	0.76	675.01	92,341.69	92,341.69	119,531.19
84	42016	GOODRICH 16	0.76	59.06	8,079.34	8,079.34	10,458.26
85	42019	MCCLUSKY 19	0.76	130.01	17,784.98	17,784.98	23,021.67
86	52023	BOWDON 23	0.76	84.76	11,595.16	11,595.16	15,009.29
87	52035	PLEASANT VALLEY 3	0.76	25.38	3,471.51	3,471.51	4,493.68
88	52038	HARVEY 38	0.76	539.84	73,850.42	73,850.42	95,595.26
89	52039	SYKES 39	0.76	78.42	10,727.28	10,727.28	13,885.87
90	52040	FESSENDEN 40	0.76	182.95	25,027.72	25,027.72	32,397.08
91	52705	LONE TREE	0.24	0.00	104,990.18	104,990.18	135,903.96
UNIT_NAM				2,430.33	437,459.08	437,459.08	566,266.50

UNIT_NAM=MORTON-SIOUX

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
92	38001	MANDAN 1	1.00	3,296.06	593,291.68	593,291.68	767,983.12
93	38007	NEW SALEM 7	1.00	364.24	65,562.37	65,562.37	84,866.84
94	38008	SIMS 8	1.00	30.83	5,550.26	5,550.26	7,184.51
95	38013	HEBRON 13	1.00	183.71	33,068.38	33,068.38	42,805.19

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UNIT_NAM=MORTON-SIOUX (continued)

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
96	38017	SWEET BRIAR 1	1.00	10.80	1,944.39	1,944.39	2,516.91
97	38048	GLEN ULLIN 48	1.00	230.09	41,416.93	41,416.93	53,611.91
98	43003	SOLEN 3	1.00	194.86	35,074.50	35,074.50	45,402.80
99	43004	FT YATES 4	1.00	189.96	34,193.18	34,193.18	44,261.18
100	43008	SELFRIDGE 8	1.00	107.16	19,289.61	19,289.61	24,969.32
101	38725	MORTON-SIOUX	0.00	0.00	0.00	0.00	0.00
UNIT_NAM				4,607.77	829,391.30	829,391.30	1,073,600.98

UNIT_NAM=NORTHERN PLAINS

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
102	7014	BOWBELLS 14	1.00	113.52	20,433.26	20,433.26	26,449.73
103	7027	POWERS LAKE 27	1.00	115.64	20,815.63	20,815.63	26,944.67
104	7036	BURKE CENTRAL 36	1.00	116.79	21,021.38	21,021.38	27,211.01
105	31002	STANLEY 2	1.00	394.67	71,040.62	71,040.62	91,958.13
106	31706	NORTHERN PLAINS	0.00	0.00	0.00	0.00	0.00
UNIT_NAM				740.62	133,310.89	133,310.89	172,563.54

UNIT_NAM=OLIVER-MERCER

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
107	13008	DODGE 8	0.00	59.63	0.00	0.00	0.00
108	29003	HAZEN 3	0.00	802.51	0.00	0.00	0.00
109	29020	GOLDEN VALLEY 20	0.00	58.51	0.00	0.00	0.00
110	29022	STANTON 22	0.00	90.93	0.00	0.00	0.00
111	29027	BEULAH 27	0.00	959.14	0.00	0.00	0.00
112	33018	CENTER 18	0.00	295.26	0.00	0.00	0.00
113	29715	OLIVER-MERCER	1.00	0.00	407,876.56	407,876.56	527,973.55
UNIT_NAM				2,265.98	407,876.56	407,876.56	527,973.55

UNIT_NAM=PEACE GARDEN

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
114	5001	BOTTINEAU 1	1.00	737.65	132,777.64	132,777.64	171,873.28
115	5013	WILLOW CITY 13	1.00	89.74	16,153.54	16,153.54	20,909.87
116	5017	WESTHOPE 17	1.00	156.31	28,135.39	28,135.39	36,419.70
117	5054	NEWBURG UNITED 54	1.00	82.07	14,773.27	14,773.27	19,123.17
118	25029	UPHAM 29	1.00	58.24	10,483.26	10,483.26	13,569.99
119	35001	WOLFORD 1	1.00	59.42	10,695.87	10,695.87	13,845.21
120	38002	SHERWOOD 2	1.00	126.92	22,845.75	22,845.75	29,572.56
121	38009	MOHALL 9	1.00	273.68	49,247.65	49,247.65	63,748.35
122	48001	DUNSEITH 1	1.00	473.50	85,229.19	85,229.19	110,324.46
123	48003	ST JOHN 3	1.00	253.79	45,682.93	45,682.93	59,134.81
124	48004	MT PLEASANT 4	1.00	355.51	63,991.77	63,991.77	82,833.79
125	48029	ROLETTE 29	1.00	197.89	35,619.76	35,619.76	46,107.88
126	5726	PEACE GARDEN	0.00	0.00	0.00	0.00	0.00
UNIT_NAM				2,864.64	515,636.02	515,636.02	667,462.19

UNIT_NAM=PEMBINA

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
127	34001	PEMBINA 1	0.00	158.66	0.00	0.00	0.00
128	34006	CAVALIER 6	0.00	574.45	0.00	0.00	0.00
129	34012	VALLEY 12	0.00	148.97	0.00	0.00	0.00

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UNIT_NAM=PEMBINA (continued)

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
130	34019	DRAYTON 19	0.00	207.24	0.00	0.00	0.00
131	34027	WALHALLA 27	0.00	293.01	0.00	0.00	0.00
132	34043	ST THOMAS 43	0.00	122.98	0.00	0.00	0.00
133	34055	NECHE 55	0.00	113.44	0.00	0.00	0.00
134	34707	PEMBINA	1.00	0.00	291,375.92	291,375.92	377,169.94
UNIT_NAM				1,618.76	291,375.92	291,375.92	377,169.94

UNIT_NAM=RURAL CASS

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
135	9002	KINDRED 2	0.00	657.13	0.00	0.00	0.00
136	9007	MAPLETON 7	0.00	90.80	0.00	0.00	0.00
137	9017	CENTRAL CASS 17	0.00	754.05	0.00	0.00	0.00
138	9097	NORTHERN CASS 97	0.00	424.97	0.00	0.00	0.00
139	9717	RURAL CASS	1.00	0.00	346,851.11	346,851.11	448,979.49
UNIT_NAM				1,926.95	346,851.11	346,851.11	448,979.49

UNIT_NAM=S CENTRAL PRAIRIE

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
140	22011	PETTIBONE 11	0.00	27.72	0.00	0.00	0.00
141	22014	ROBINSON 14	0.00	11.12	0.00	0.00	0.00
142	22020	TUTTLE 20	0.00	77.82	0.00	0.00	0.00
143	22026	STEELE 26	0.00	225.69	0.00	0.00	0.00
144	22028	TAPPEN 28	0.00	114.75	0.00	0.00	0.00
145	24002	NAPOLEON 2	0.00	245.01	0.00	0.00	0.00
146	24056	GACKLE STREETER 5	0.00	177.15	0.00	0.00	0.00
147	26004	ZEELAND 4	0.00	54.13	0.00	0.00	0.00
148	26009	ASHLEY 9	0.00	200.55	0.00	0.00	0.00
149	26019	WISHEK 19	0.00	252.11	0.00	0.00	0.00
150	24718	S CENTRAL PRAIRIE	1.00	0.00	249,485.76	249,485.76	322,945.45
UNIT_NAM				1,386.03	249,485.76	249,485.76	322,945.45

UNIT_NAM=SHEYENNE VALLEY

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
151	2002	VALLEY CITY 2	1.00	1,185.64	213,415.05	213,415.05	276,253.93
152	2013	ORISKA 13	1.00	54.27	9,768.26	9,768.26	12,644.46
153	2065	N CENTRAL 65	1.00	185.82	33,447.32	33,447.32	43,295.70
154	9004	MAPLE VALLEY 4	1.00	256.21	46,118.45	46,118.45	59,697.77
155	9080	PAGE 80	1.00	138.07	24,851.87	24,851.87	32,169.37
156	11041	OAKES 41	1.00	509.32	91,677.92	91,677.92	118,671.98
157	46010	HOPE 10	1.00	149.09	26,835.70	26,835.70	34,737.32
158	2727	SHEYENNE VALLEY	0.00	0.00	0.00	0.00	0.00
UNIT_NAM				2,478.41	446,114.57	446,114.57	577,470.53

UNIT_NAM=SOURIS VALLEY

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
159	5035	LANSFORD 35	1.00	41.12	7,402.86	7,402.86	9,581.56
160	25001	VELVA 1	1.00	433.91	78,103.18	78,103.18	101,100.23
161	25004	NEWPORT 4	1.00	192.57	34,662.99	34,662.99	44,869.32
162	25025	GRANVILLE 25	1.00	136.23	24,520.95	24,520.95	31,741.00
163	28001	MONTEFIORE 1	1.00	250.76	45,135.96	45,135.96	58,426.00

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UNIT_NAM=SOURIS VALLEY (continued)

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
164	28004	WASHBURN 4	1.00	414.12	74,541.89	74,541.89	96,498.34
165	28008	UNDERWOOD 8	1.00	279.39	50,290.14	50,290.14	65,097.8[illegible]
166	28050	MAX 50	1.00	155.86	28,054.80	28,054.80	36,315.[illegible]
167	28051	GARRISON 51	1.00	375.55	67,599.35	67,599.35	87,5[illegible].60
168	28062	BUTTE 62	1.00	0.00	0.00	0.00	0.00
169	28085	WHITE SHIELD 85	1.00	122.19	21,993.58	21,993.58	28,469.47
170	31001	NEW TOWN 1	1.00	700.50	126,090.58	126,0[illegible].58	163,217.25
171	31003	PARSHALL 3	1.00	273.62	49,251.88	49,2[illegible].88	63,752.78
172	31137	PLAZA 137	1.00	57.67	10,380.38	10,380.38	13,436.82
173	38026	GLENBURN 26	1.00	296.33	53,338.76	53,338.76	69,044.86
174	51001	MINOT 1	1.00	6,802.31	1,224,414.99	1,224,414.99	1,584,937.19
175	51004	MEDROSE 4	1.00	230.03	41,404.92	41,404.92	53,596.37
176	51007	UNITED 7	1.00	637.73	114,791.16	114,791.16	148,590.77
177	51010	BELL 10	1.00	122.26	22,007.30	22,007.30	28,487.22
178	51016	SAWYER 16	1.00	148.87	26,796.26	26,796.26	34,686.27
179	51019	EUREKA 19	1.00	11.30	2,033.55	2,033.55	2,632.32
180	51028	KENMARE 28	1.00	350.97	63,173.89	63,173.89	81,775.09
181	51041	SURREY 41	1.00	438.24	78,883.34	78,883.34	102,110.10
182	51054	BERTHOLD 54	1.00	198.49	35,727.78	35,727.78	46,247.62
183	51070	S PRAIRIE 70	1.00	116.85	21,033.39	21,033.39	27,226.55
184	51158	N SHORE 158	1.00	98.35	17,703.57	17,703.57	22,916.29
185	51708	SOURIS VALLEY	0.00	0.00	0.00	0.00	0.00
UNIT_NAM				12,885.20	2,319,335.85	2,319,335.85	3,002,251.48

UNIT_NAM=SOUTH VALLEY

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
186	37002	SHELDON 2	0.00	52.64	0.00	0.00	0.00
187	37006	FT RANSOM 6	0.00	26.42	0.00	0.00	0.00
188	37010	SALUND 10	0.00	6.34	0.00	0.00	0.00
189	37019	LISBON 19	0.00	641.03	0.00	0.00	0.00
190	37022	ENDERLIN 22	0.00	336.[illegible]	0.00	0.00	0.00
191	39005	MANTADOR 5	0.00	21.91	0.00	0.00	0.00
192	39008	HANKINSON 8	0.00	317.76	0.00	0.00	0.00
193	39018	FAIRMOUNT 18	0.00	136.62	0.00	0.00	0.00
194	39028	LIDGERWOOD 28	0.00	244.73	0.00	0.00	0.00
195	39042	WYNDMERE 42	0.00	304.64	0.00	0.00	0.00
196	39044	RICHLAND 44	0.00	298.68	0.00	0.00	0.00
197	41002	MILNOR 2	0.00	290.69	0.00	0.00	0.00
198	41003	N SARGENT 3	0.00	180.13	0.00	0.00	0.00
199	41006	SARGENT CENTRAL 6	0.00	313.10	0.00	0.00	0.00
200	39728	SOUTH VALLEY	1.00	0.00	570,773.42	570,773.42	738,834.49
UNIT_NAM				3,170.96	570,773.42	570,773.42	738,834.49

UNIT_NAM=SOUTHWEST

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
201	19018	ROOSEVELT 18	0.00	137.10	0.00	0.00	0.00
202	19049	ELGIN-NEW LEIPZIG	0.00	248.93	0.00	0.00	0.00
203	21006	MOTT 6	0.00	232.70	0.00	0.00	0.00
204	30039	FLASHER 39	0.00	242.77	0.00	0.00	0.00
205	21709	SOUTHWEST	1.00	0.00	155,071.28	155,071.28	200,731.16
UNIT_NAM				861.51	155,071.28	155,071.28	200,731.16

2002-2003 ESTIMATED SE ENTITL
COMPARING HOUSE VERSION, EXECUTIVE BUDGE I REQUEST
HOUSE VERSION:
EXECUTIVE BUDGET(HOEVEN): 188
DPI REQUEST: 233

UNIT_NAM=TURTLE MOUNTAIN

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
206	40007	BELCOURT 7	1.00	1,666.50	299,969.65	299,969.65	388,294.85
207	40719	TURTLE MOUNTAIN	0.00	0.00	0.00	0.00	0.00
UNIT_NAM				1,666.50	299,969.65	299,969.65	388,294.85

UNIT_NAM=UPPER VALLEY

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
208	18044	LARIMORE 44	0.00	556.91	0.00	0.00	0.00
209	18125	MANVEL 125	0.00	193.93	0.00	0.00	0.00
210	18127	EMERADO 127	0.00	133.79	0.00	0.00	0.00
211	18128	[illegible]IDWAY 128	0.00	292.75	0.00	0.00	0.00
212	50003	[illegible]RAFTON 3	0.00	951.62	0.00	0.00	0.00
213	50020	MINTO 20	0.00	245.88	0.00	0.00	0.00
214	50039	LANKIN 39	0.00	69.15	0.00	0.00	0.00
215	50051	NASH 51	0.00	24.20	0.00	0.00	0.00
216	50078	PARK RIVER 78	0.00	425.77	0.00	0.00	0.00
217	50079	FORDVILLE 79	0.00	78.84	0.00	0.00	0.00
218	50106	EDINBURG 106	0.00	149.44	0.00	0.00	0.00
219	50128	ADAMS 128	0.00	106.67	0.00	0.00	0.00
220	50729	UPPER VALLEY	1.00	0.00	581,206.96	581,206.96	752,340.12
UNIT_NAM				3,228.93	581,206.96	581,206.96	752,340.12

UNIT_NAM=WAHPETON

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
221	39037	WAHPETON 37	1.00	1,462.85	263,312.55	263,312.55	340,843.46
222	39737	WAHPETON	0.00	0.00	0.00	0.00	0.00
UNIT_NAM				1,462.85	263,312.55	263,312.55	340,843.46

UNIT_NAM=WEST FARGO

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
223	9006	WEST FARGO 6	1.00	4,516.84	813,032.01	813,032.01	1,052,424.77
224	9734	WEST FARGO	0.00	0.00	0.00	0.00	0.00
UNIT_NAM				4,516.84	813,032.01	813,032.01	1,052,424.77

UNIT_NAM=WEST RIVER

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
225	1013	HETTINGER 13	1.00	421.27	75,827.87	75,827.87	98,154.96
226	4001	BILLINGS CO 1	1.00	83.89	15,100.76	15,100.76	19,547.16
227	6001	BOWMAN 1	1.00	425.64	76,614.88	76,614.88	99,173.71
228	6017	RHAME 17	1.00	105.56	19,001.55	19,001.55	24,596.45
229	6033	SCRANTON 33	1.00	168.92	30,405.56	30,405.56	39,358.31
230	13016	KILLDEER 16	1.00	349.67	62,940.78	62,940.78	81,473.24
231	13019	HALLIDAY 19	1.00	93.31	16,741.66	16,741.66	21,671.15
232	13037	TWIN BUTTES 37	1.00	53.29	9,591.65	9,591.65	12,415.86
233	17003	BEACH 3	1.00	330.30	59,454.85	59,454.85	76,961.00
234	17006	LONE TREE 6	1.00	49.21	8,857.79	8,857.79	11,465.91
235	21009	NEW ENGLAND 9	1.00	225.23	40,540.75	40,540.75	52,477.75
236	21014	REGENT 14	1.00	100.71	18,127.09	18,127.09	23,464.50
237	44012	MARMARTH 12	1.00	17.20	3,096.62	3,096.62	4,008.41
238	44014	SHEETS 14	1.00	4.76	857.32	857.32	1,109.75
239	44032	CENTRAL ELEMENTAR	1.00	5.24	943.05	943.05	1,220.72
240	45003	TAYLOR 3	1.00	130.23	23,440.75	23,440.75	30,342.72

2002-2003 ESTIMATED SE ENTITLEMENT
COMPARING HOUSE VERSION, EXECUTIVE BUDGET & DPI REQUEST
HOUSE VERSION: 180
EXECUTIVE BUDGET(HOEVEN): 180
DPI REQUEST: 233

UNIT_NAM=WEST RIVER (continued)

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
241	45004	RICHARDTON 4	1.00	183.58	33,044.38	33,044.38	42,774.11
242	45009	SOUTH HEART 9	1.00	260.48	46,872.88	46,872.88	60,674.34
243	45013	BELFIELD 13	1.00	291.28	52,416.29	52,416.29	67,849.97
244	45701	WEST RIVER	0.00	0.00	0.00	0.00	0.00
UNIT_NAM				3,299.31	593,876.38	593,876.38	768,739.96

UNIT_NAM=WILMAC

OBS	CODIST	NAME	PERCENT	ADM_TOT	ADM_PMTH	ADM_PMTE	ADM_PMTD
245	27001	MCKENZIE CO 1	0.00	621.13	0.00	0.00	0.00
246	27002	ALEXANDER 2	0.00	102.85	0.00	0.00	0.00
247	27014	YELLOWSTONE 14	0.00	97.52	0.00	0.00	0.00
248	27018	EARL 18	0.00	4.76	0.00	0.00	0.00
249	27019	BOWLINE BUTTE 19	0.00	1.33	0.00	0.00	0.00
250	27032	HORSE CREEK 32	0.00	14.29	0.00	0.00	0.00
251	27036	MANDAREE 36	0.00	210.66	0.00	0.00	0.00
252	53001	WILLISTON 1	0.00	2,333.24	0.00	0.00	0.00
253	[illegible]402	NESSON 2	0.00	186.83	0.00	0.00	0.00
254	53006	EIGHT MILE 6	0.00	195.54	0.00	0.00	0.00
255	53008	NEW 8	0.00	225.31	0.00	0.00	0.00
256	53015	TIOGA 15	0.00	322.67	0.00	0.00	0.00
257	53091	WILDROSE 91	0.00	60.81	0.00	0.00	0.00
258	53099	GRENORA 99	0.00	97.04	0.00	0.00	0.00
259	53720	WILMAC	1.00	0.00	805,319.60	805,319.60	1,042,441.48
UNIT_NAM				4,474.00	805,319.60	805,319.60	1,042,441.48
				101,852.83	18,333,565.78	18,333,565.78	23,731,523.41

DEPARTMENT (201) PUBLIC INSTRUCTION (DPI)
BUDGET COMPARISON SUMMARY

		1	2	3	4	5
		1999-2001	2001-2003	2001-2003	2001-2003	2001-2003
	Biennium: 2001-2003 Bill #: HB 1013	DPI BUDGET	DPI REQUEST	SCHAFER RECOMMENDATION	HOEVEN RECOMMENDATION	HOUSE VERSION
1	**FTE Employees**	**131.95**	**131.95**	**131.95**	**131.95**	**130.95**
	Operations:					
2	Salaries & Wages	$11,483,456	$11,610,042	$12,273,865	$12,273,865	$12,170,316
3	Operating Expenses	$10,720,651	$16,208,532	$17,431,193	$17,043,193	$17,031,193
4	Equipment	$496,036	$534,140	$534,140	$534,140	$534,140
5	Capital Improvements	$0	$55,000	$55,000	$55,000	$55,000
6	**Total**	**$22,700,143**	**$28,407,714**	**$30,294,198**	**$29,909,198**	**$29,790,649**
	Funding Sources:					
7	General Fund	$5,792,601	$5,847,591	$7,282,912	$6,870,412	$6,751,863
8	Federal Funds	$11,869,902	$17,322,237	$17,618,052	$17,618,052	$17,618,052
9	Other Funds	$5,037,640	$5,237,876	$5,393,234	$5,420,734	$5,420,734
	Grants:					
	State					
10	Foundation Aid & Transportation	$479,006,259	$508,546,849	$485,542,761	$457,666,148	$461,035,668
11	Teacher Compensation Payments	$0	$0	$0	$50,009,575	$46,640,955
12	Revenue Supplement	$3,100,000	$6,600,000	$3,450,000	$3,450,000	$3,450,000
13	Special Education	$46,600,000	$60,050,000	$51,260,000	$49,898,695	$49,898,695
14	School Supplemental Payments	$3,500,000	$0	$0	$0	$0
15	Educational Telecommunications Council	$6,000,000	$6,000,000	$0	$0	$0
16	Quality Schools Commission	$0	$0	$575,192	$0	$0
17	Governor's School	$145,000	$145,000	$205,000	$205,000	$145,000
18	LEAD Consortium	$200,000	$200,000	$200,000	$200,000	$215,000
19	Teacher Center Network	$210,000	$210,000	$210,000	$210,000	$210,000
20	FINDET	$23,780	$23,780	$33,117	$33,117	$33,117
21	Adult Education Matching Funds	$900,000	$900,000	$900,000	$900,000	$900,000
22	School Lunch Matching Funds	$1,080,000	$1,080,000	$1,080,000	$1,080,000	$1,080,000
	Total	**$540,765,039**	**$583,755,629**	**$543,456,070**	**$583,652,535**	**$583,687,535**
23	**Federal**	**$135,290,636**	**$146,527,146**	**$146,527,146**	**$146,527,146**	**$146,527,146**
	Other					

DEPARTMENT (201) PUBLIC INSTRUCTION (DPI)
BUDGET COMPARISON SUMMARY

		1	2	3	4	5
		1999-2001	2001-2003	2001-2003	2001-2003	2001-2003
	Biennium: 2001-2003 Bill #: HB 1013	DPI BUDGET	DPI REQUEST	SCHAFER RECOMMENDATION	HOEVEN RECOMMENDATION	HOUSE VERSION
24	Tuition Apportionment	$53,528,217	$61,346,025	$67,239,025	$67,239,025	$67,239,025
25	Displaced Homemakers	$229,247	$240,000	$240,000	$240,000	$240,000
26	**Total**	**$53,757,464**	**$61,586,025**	**$67,479,025**	**$67,479,025**	**$67,479,025**
	Funding Sources:					
27	General Fund	$540,765,039	$583,755,629	$543,456,070	$563,652,535	$563,607,535
28	Federal Funds	$135,220,636	$146,527,146	$146,527,146	$146,527,146	$146,527,146
29	Other Funds	$53,757,464	$61,586,025	$67,479,025	$67,479,025	$67,479,025
	Special Line Items:					
30	Geographic Education	$50,000	$50,000	$50,000	$50,000	$100,000
31	SENDIT	$546,669	$546,669	$0	$0	$0
32	National Board Certification	$20,000	$20,000	$33,000	$33,000	$20,000
33	**Total**	**$616,669**	**$616,669**	**$83,000**	**$83,000**	**$120,000**
	Funding Sources:					
34	General Fund	$566,669	$566,669	$83,000	$83,000	$120,000
35	Federal Funds	$0	$0	$0	$0	$0
36	Other Funds	$50,000	$50,000	$0	$0	$0
37	**Total**	**$753,129,951**	**$820,893,183**	**$787,839,439**	**$807,650,904**	**$807,524,355**
	Funding Sources:					
38	General Fund	$547,124,309	$590,169,889	$550,821,982	$570,605,947	$570,479,398
39	Federal Funds	$147,160,538	$163,849,383	$164,145,198	$164,145,198	$164,145,198
40	Other Funds	$58,845,104	$66,873,901	$72,872,259	$72,899,759	$72,899,759
41	**Total Funding Source**	**$753,129,951**	**$820,893,173**	**$787,839,439**	**$807,650,904**	**$807,524,355**

DEPARTMENT (201) PUBLIC INSTRUCTION
HOUSE VERSION
AGENCY OPERATIONS

Biennium: 2001-2003
Bill #: HB 1013

		Department of Public Instruction		Division of Independent Study	
		Recommendation	% of Total	Recommendation	% of Total
1	**Salaries & Wages**	**$8,869,863**	**36.1%**	**$3,300,453**	**63.0%**
2	General Fund	$3,128,603		$596,901	
3	Federal Funds	$5,735,867		$121,163	
4	Special Funds	$5,393		$2,582,389	
5	**Operating Expenses**	**$15,335,480**	**62.5%**	**$1,695,713**	**32.4%**
6	General Fund	$2,741,984		$171,015	
7	Federal Funds	$11,525,527		$4,715	
8	Special Funds	$1,067,969		$1,519,983	
9	**Equipment**	**$344,140**	**1.4%**	**$190,000**	**3.6%**
10	General Fund	$113,362		$0	
11	Federal Funds	$230,778		$0	
12	Special Funds	$0		$190,000	
13	**Capital Improvements**	**$0**	**0.0%**	**$55,000**	**1.0%**
14	General Fund	$0		$27,500	
15	Federal Funds	$0		$0	
16	Special Funds	$0		$27,500	
17	**Total**	**$24,549,483**	**100.0%**	**$5,241,166**	**100.0%**
18	General Fund	$5,983,949	24.4%	$795,416	15.2%
19	Federal Funds	$17,492,172	71.3%	$125,878	2.4%
20	Special Funds	$1,073,362	4.4%	$4,319,872	82.4%

Afternoon Session

DEPARTMENT (201) PUBLIC INSTRUCTION
BUDGET COMPARISON SUMMARY

STATE GRANTS & SPECIAL LINE ITEMS
(Pass-Through Funds)

		1	2	3	4	5	6
		1999-2001	2001-2003	2001-2003	2001-2003	2001-2003	2001-2003
	Biennium: 2001-2003 Bill #: HB 1013	PRESENT BUDGET	BUDGET REQUEST	EXECUTIVE ** BUDGET RECOMMENDATION	BUDGET AMENDMENT REQUEST (By Line Item)	BUDGET AMENDMENT REQUEST (In Total)	BUDGET AMENDMENT % INCREASE / -DECREASE
	STATE GRANTS (Pass-Through Funds):						
1	Teacher Center Network	$210,000	$210,000	$210,000	$0	$210,000	0.0%
2	Northern Plains Writing Project	$28,000	$40,000	$28,000	$12,000	$40,000	42.9%
3	Red River Valley Writing Project	$10,000	$20,000	$10,000	$10,000	$20,000	100.0%
4	Leadership in Education Administration (LEAD)	$200,000	$200,000	$200,000	$0	$200,000	0.0%
5	Follow Up Information on North Dakota Education & Training (FINDET)	$23,780	$33,117	$33,117	$0	$33,117	0.0%
	SPECIAL LINE ITEMS (Pass-Through Funds):						
6	Geographic Education	$50,000	$50,000	$50,000	$0	$50,000	0.0%
7	Education Standards & Practices Board (ESPB)	$20,000	$20,000	$33,000	$0	$33,000	0.0%
8	**Total**	**$541,780**	**$573,117**	**$564,117**	**$22,000**	**$586,117**	**3.9%**
	Funding Sources:						
9	General Fund	$541,780	$573,117	$564,117	$22,000	$586,117	3.9%
10	Federal Funds	$0	$0	$0	$0	$0	0.0%
11	Other Funds	$0	$0	$0	$0	$0	0.0%
12	**Total Funding Source**	**$541,780**	**$573,117**	**$564,117**	**$22,000**	**$586,117**	**3.9%**

** Schafer & Hoeven

1/10/01 Prepared by Bonnie Miller, Fiscal Director
328-2346

from DPI Joe O. Ty, 82278

Rod Backman

DEPARTMENT OF EDUCATION
Funds for State Formula-Allocated and Selected Student Aid Programs for North Dakota

	2000 Appropriation	2001 Appropriation	Difference
Technology Literacy Challenge Fund	2,125,000	2,250,000	125,000
Goals 2000--State and Local Education Systemic Improvement	1,678,543	0	-1,678,543
ESEA Title I--Grants to Local Educational Agencies	19,820,741	20,964,834	1,144,093
ESEA Title I--Accountability Grants	343,793	569,199	225,406
ESEA Title I--Capital Expenses for Private School Children	25,234	12,617	-12,617
ESEA Title I--Even Start	697,500	1,172,500	475,000
ESEA Title I--Migrant	263,459	282,721	19,262
ESEA Title I--Neglected and Delinquent	43,619	47,773	4,154
ESEA Title I--Demonstrations of Comprehensive School Refor	416,500	500,473	83,973
Subtotal, Education for the Disadvantaged	21,610,846	23,550,117	1,939,271
Impact Aid--Basic Support Payments	17,834,121	22,952,133	5,118,012
Impact Aid--Payments for Children with Disabilities	1,085,362	959,603	-125,759
Subtotal, Impact Aid	18,919,483	23,911,736	4,992,253
Eisenhower Professional Development State Grants	1,656,518	2,169,810	513,292
Innovative Education Program Strategies State Grants	1,815,949	1,911,525	95,576
Class Size Reduction	6,094,043	7,605,780	1,511,737
School Renovation Grants	0	5,483,750	5,483,750
Safe and Drug-Free Schools and Communities--State Grants	2,142,933	2,142,933	0
Education for Homeless Children and Youth	100,000	100,000	0
Indian Education--Grants to Local Educational Agencies	1,004,970	1,502,194	497,224
Immigrant Education	101,630	101,630	0
Special Education--Grants to States	10,686,617	13,738,268	3,051,651
Special Education--Preschool Grants	839,536	839,536	0
Special Education--Grants for Infants and Families	1,836,562	1,878,520	41,958
Subtotal, Special Education	13,362,715	16,456,324	3,093,609
Vocational Rehabilitation State Grants	7,718,624	7,919,307	200,683
Client Assistance State Grants	111,025	118,241	7,216
Protection and Advocacy of Individual Rights	127,186	138,633	11,447
Supported Employment State Grants	300,000	300,000	0
Independent Living State Grants	297,581	297,581	0
Services for Older Blind Individuals	225,000	225,000	0
Protection and Advocacy for Assistive Technology	50,000	50,000	0
Subtotal, Rehabilitation Services and Disability Researc	8,829,416	9,048,762	219,346
Vocational Education State Grants	4,214,921	4,214,921	0
Vocational Education--Tech-Prep Education	370,742	370,742	0
Adult Education State Grants	1,110,596	1,204,609	94,013
English Literacy and Civics Education State Grants	0	60,000	60,000
State Grants for Incarcerated Youth Offenders	19,775	24,013	4,238
Subtotal, Vocational and Adult Education	5,716,034	5,874,285	158,251
Federal Pell Grants	27,100,000	31,300,000	4,200,000
Federal Supplemental Educational Opportunity Grants	2,698,705	3,002,907	304,202
Federal Work-Study	3,297,140	3,568,960	271,820
Federal Perkins Loans--Capital Contributions	451,746	451,746	0
Leveraging Educational Assistance Partnership	0	147,249	147,249
Byrd Honors Scholarships	100,500	93,000	-7,500
Fund for the Improvement of Education--Comprehensive School Reform	121,868	113,637	-8,231
Total	118,928,039	140,786,345	21,858,305

NOTE: Of the amount for School Renovation Grants in fiscal year 2001, 25% may be used for Part B of the Individuals with Disabilities Education Act (IDEA) and/or technology activities carried out in connection with school repair and renovation. At the national level, there is an additional $25 million, not allocated for State grants, to provide assistance in the financing of Charter School facilities.

Prepared by Budget Service on December 15, 2000

Prepared by the North Dakota Legislative Council staff for House Appropriations
January 17, 2001

Department 201 - Department of Public Instruction
House Bill No. 1013

	FTE Positions	General Fund	Other Funds	Total
2001-03 Schafer Executive Budget	131.95	$550,821,984	$237,017,455	$787,839,439
1999-2001 Legislative Appropriations	131.95	547,053,909	204,269,173	751,323,082[1]
Increase (Decrease)	0.00	$3,768,075	$32,748,282	$36,516,357
2001-03 Hoeven Executive Budget	131.95	$570,605,949	$237,044,955	$807,650,904
Hoeven Increase (Decrease) to Schafer	0.00	$19,783,965	$27,500	$19,811,465

[1] The 1999-2001 appropriation amounts include $191,664, of which $67,082 is from the general fund, for the agency's share of the $5.4 million funding pool appropriated to the Office of Management and Budget (OMB) for special market equity adjustments for classified employees and $7,902, of which $1,182 is from the general fund, for the agency's share of the $1.4 million funding pool appropriated to OMB for assisting agencies in providing $35 per month minimum salary increases in July 1999 and July 2000. The 1999-2001 appropriation amounts do not include additional other funds spending authority of $1,736,469 authorized by the Emergency Commission during the 1999-2001 biennium and general fund spending authority of $70,400 carried over from the 1997-99 biennium pursuant to Section 12 of 1999 Senate Bill No. 2013.

Major Schafer Recommendations Affecting Department of Public Instruction 2001-03 Budget

	General Fund	Other Funds	Total
Grants			
1. Increases by 1.4 percent, from $479,006,259 to $485,542,761, funding for foundation aid (including transportation aid and payments for limited English proficient students).	$6,536,502		$6,536,502
2. Increases by 25.6 percent, from $53,528,217 to $67,239,025, spending authority for tuition fund payments to schools to reflect the executive recommendation that the Board of University and School Lands distribute all income relating to tobacco settlement proceeds deposited in the common schools trust fund.		$13,710,808	$13,710,808
3. Increases by 11.3 percent, from $3.1 million to $3.45 million, funding for supplemental revenue payments to schools pursuant to North Dakota Century Code Section 15-40.1-07.8.	$350,000		$350,000
4. Increases by 10 percent, from $46.6 million to $51.26 million, funding for general fund special education grants.	$4,660,000		$4,660,000
5. Removes funding for supplemental payments to certain districts with declining enrollment and to all districts on the basis of average daily membership (ADM) (1999 Senate Bill No. 2162).	($3,500,000)		($3,500,000)
6. Removes funding for grants to the SENDIT computer network (a general fund appropriation of $1,973,669 is included in the recommended appropriation for the Information Technology Department).	($496,669)	($50,000)	($546,669)
7. Removes funding for general fund grants distributed by the Educational Telecommunications Council (a general fund appropriation of $3.5 million is included in the recommended appropriation for the Information Technology Department).	($6,000,000)		($6,000,000)
8. Provides funding for a grant to the quality schools fund, which is also appropriated in House Bill No. 1157 to the Quality Schools Commission for expenses of the commission in implementing a quality assessment process for North Dakota elementary and secondary schools.	$575,192		$575,192

9. Increases, from $145,000 to $205,000, funding for the Governor's school program.	$60,000		$60,000
10. Increases, from $20,000 to $33,000, funding for the teacher certification program.	$13,000		$13,000
Increases, from $23,780 to $33,117, funding for FINDET to replace federal school-to-work funds which were previously used to support the program but are no longer available.	$9,337		$9,337
12. Increases by 8.3 percent, from $135.3 million (adjusted appropriation amount) to $146.5 million, federal funding for grants to reflect changes in the following federal programs:			
School food services		($2,234,250)	($2,234,250)
Class-size reduction		941,892	941,892
Adult education		624,563	624,563
Aids prevention programs		260,500	260,500
Special education - Individuals With Disabilities Education Act (IDEA) Part B		6,280,852	6,280,852
Special education - IDEA Part D		(250,000)	(250,000)
Special education - Preschool programs		260,893	260,893
Special education - State improvement		600,000	600,000
Title I		5,137,671	5,137,671
Drug-free schools		(653,244)	(653,244)
Other		267,633	267,633
Total federal grants changes		$11,236,510	$11,236,510
Operating expenses			
13. Removes funding for dues to the Education Commission of the States.	($40,000)		($40,000)
14. Increases federal funds spending authority to reflect a federal grant anticipated to be available to fund information technology improvements relating to school nutrition programs.		$150,000	$150,000
Provides funding for the development of a student data base.	$412,500		$412,500
Provides funding to reflect an anticipated increase, from $403,643 to $453,643, in costs relating to the standardized achievement testing program.	$50,000		$50,000
17. Increases, from $1.3 million to $6.8 million, federal funds spending authority for operating expenses for the school improvement division to reflect federal grants anticipated to be available to contract with teachers for the development of curriculum and instructional strategies, to provide professional development for teachers, and for other school improvement activities.		$5,498,776	$5,498,776
18. Provides funding for the design and implementation of a standards-based assessment program for reading and mathematics for students in grades 4, 8, and 12, as required to allow the state to continue receiving federal Title I funding.	$836,000		$836,000
19. Decreases by 4.4 percent, from $1,773,201 to $1,695,713, funding for operating expenses of the Division of Independent Study.		($77,488)	($77,488)
Salaries and wages			
20. Provides funding for an equity salary increase of $522 per month for the Superintendent of Public Instruction effective January 1, 2002 (the amount included in the executive budget is $3,549 more than the required amount of $10,979).	$14,528		$14,528
21. Provides funding for salary equity adjustments, in addition to the executive budget compensation package, to increase salaries to new pay range minimums established by Central Personnel.	$405	$31,382	$31,787
er			
Increases by 7.7 percent, from $496,036 to $534,140, funding for equipment ($59,228 increase for the Division of Independent Study; $21,124 decrease for all other divisions).	($11,274)	$49,378	$38,104

23. Provides funding to resurface the roof of the Division of Independent Study building.	$27,500	$27,500	$55,000

Major Hoeven Recommendations Affecting Department of Public Instruction 2001-03 Budget Compared to the Bill as Introduced (Schafer Budget)

	General Fund	Other Funds	Total
1. Decreases foundation aid to provide funding for the proposed FTE payment program. (Compared to the Schafer executive budget, per student payments are decreased the first year of the biennium from $2,323 to $2,240 and the second year from $2,420 to $2,250.)	($27,876,613)		($27,876,613)
2. Decreases special education aid to provide funding for the proposed FTE payment program.	($1,361,305)		($1,361,305)
3. Removes funding for the Quality Schools Commission. (The appropriation is reduced to $505,192 and is transferred to the Governor's office. The Office of Management and Budget has indicated that the $70,000 reduction is for data gathering services and is included in the recommended appropriation for the Information Technology Department.)	($575,192)		($575,192)
4. Removes funding for the development of a student data base. (The Office of Management and Budget has indicated that the recommended appropriation for the Information Technology Department now includes funding for this project.)	($412,500)		($412,500)
5. Adds funding to restore operating expenses to the amount included in the agency's base budget request. (The funding was transferred from operating expenses to capital improvements in the Schafer recommendation.)		$27,500	$27,500
6. Adds funding for a proposed teacher compensation payment program, whereby school districts will receive payments of $2,000 and $3,500 the first and second years of the 2001-03 biennium, respectively, for each teacher and administrator in the school district.	$50,009,575		$50,009,575

Major Legislation Affecting the Department of Public Instruction

House Bill No. 1141 - Reorganization bonuses - This bill provides that school districts may receive an advance of $15,000 per district for the purpose of studying and planning for reorganization. If the districts reorganize the money advanced will be deducted from their reorganization bonus. If the districts do not reorganize, the money advanced does not have to be repaid. The bill also provides that reorganization bonuses for the 2001-03 biennium will be paid from moneys appropriated by the 2001 Legislative Assembly for foundation aid if money is available after all statutory obligations have been met. Reorganization bonus payments are limited to a total of $5 million for the biennium and no more than $500,000 per reorganized district.

House Bill No. 1145 - Weighting factors - This bill adjusts the weighting factors used to distribute foundation aid payments. The intent of the executive recommendation is to adjust weighting factors for the first year of the 2001-03 biennium by 85 percent of the difference between the statutory factor and the factor representing the five-year average cost of education, as determined by the Department of Public Instruction. Weighting factors for the second year of the biennium are intended to be the factor representing the five-year average cost of education. Current law provides that weighting factors are adjusted by 75 percent of the difference between the statutory factor and the five-year average cost of education.

House Bill No. 1146 - Per student payments - This bill increases per student foundation aid payments from $2,230 in 2000-01 to $2,323 in 2001-02 and to $2,420 in 2002-03.

House Bill No. 1157 - Quality Schools Commission - This bill establishes a Quality Schools Commission to implement and direct a quality assessment process for elementary and secondary schools in the state. The bill also creates a quality schools fund and appropriates to the commission $575,192 from the fund.

House Bill No. 1188 - Transportation - This bill increases payments for family transportation and provides that the department will not reimburse school districts for the transportation of a student whose one-way schoolbus route is in excess of one hour.

Senate Bill No. 2200 - Reorganization bonuses - This bill excludes $2 million from the amount to be distributed from unspent ndation aid at the end of the 1999-2001 biennium and provides a general fund appropriation of $3 million for the 2001-03 biennium reorganization bonus payments to qualifying school districts.

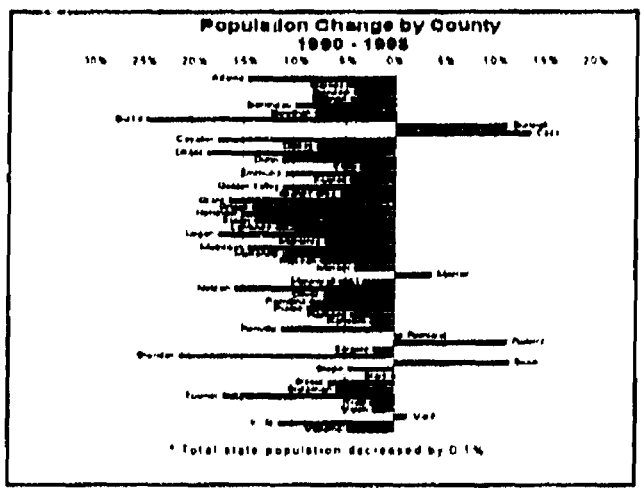
1-8-01
HB 1013

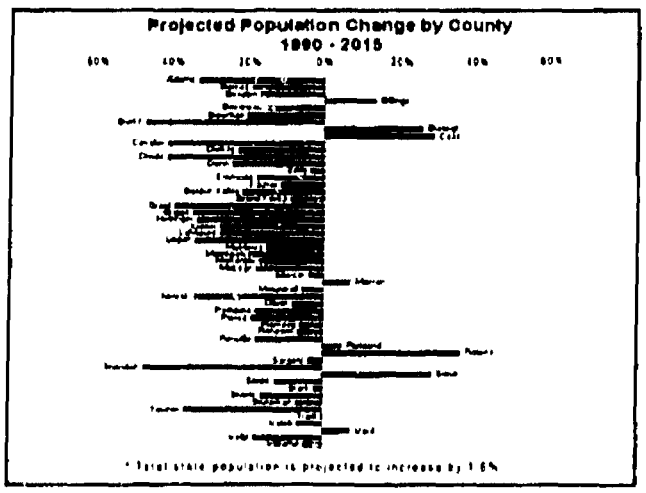
Presentation to the

House Appropriations Committee
ND Legislature

January 8, 2000

Presented by
Thomas G. Decker
Director
School Organization and Finance
Department of Public Instruction





School Organization Finance

Public School Enrollment
Actual - 1994-2001

Year	Enrollment	Change
1994	118,649	
1998	116,103	-2,546
1999	113,929	-2,174
2000	111,705	-2,224
2001	108,094	-3,611
	Total Decline	-10,555

Public School Enrollment
Projected - 2001-2006

Year	Projected Enrollment	Change
2001	108,094	
2002	106,063	-2,031
2003	103,433	-2,630
2004	100,580	-2,853
2005	97,754	-2,826
2006	95,229	-2,525
	Projected Decline	-12,865

Birth and School Enrollment

7,635 x 13 = 99,255 School age population
-7,023 Private/parochial enrollment
92,223
-1,200 Home educated students
91,023 Public school enrollment

IF:

- **BIRTHS REMAIN AT 7,635 PER YEAR**
- **OUTMIGRATION STOPS**

*Projected Enrollment by School Size Category

Category	2000	2005
K-8	2,853	2,989
HS<75	9,255	9,775
HS 75-149	18,104	16,171
HS 150-549	20,780	17,247
HS 550 +	60,713	54,893

*Based on 6 years cohort turn (by district, rolled up to county totals

Nonpublic Enrollment

Setting	96-97	97-98	98-99	99-00	00-01
BIA/Grant	1,562	1,616	1,635	1,694	1,801
Parochial/Private	7,908	7,760	7,571	7,278	7,023
State Institution	126	140	327	399	411
Home Education	840	964	1,038		

North Dakota School Districts

Type of District	1979-80	2000-01
Operating Districts	303	227
Non-operating Districts	34	3
One-room Rural	18	10
Graded Elementary	43	41
High School	242	176
Total Public School Districts	337	230

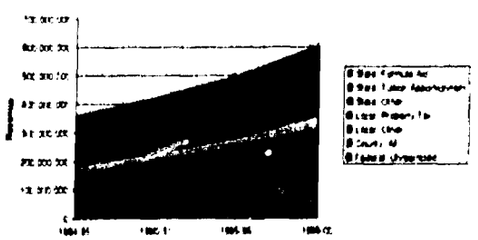
North Dakota School Districts 2000-2001

District Category	No. of Districts	Enroll. Category	Avg. Enroll. / District	% Total Enroll	% of Districts
Non-operating	3	0	0	0	1.3
K-8	51	2,695	53	2.5	22.1
HS < 75	70	8,854	126	8.2	30.4
HS 75-149	62	17,504	282	16.2	27.0
HS 150-549	32	19,709	616	18.2	13.9
HS 550+	12	59,332	4,944	54.9	5.2
TOTALS	230	108,094	468.4	100.0	99.9

Teacher/Administrator Retirements Next 10 Years

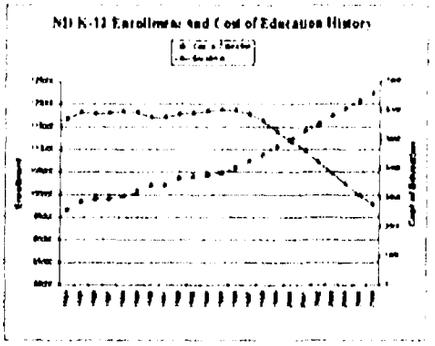
- Teachers: 3,400 in the next 10 years.
- Administrators: 91% of current administrators will retire in the next 10 years
- *Based on a ratio of 30% of actual retirements to eligible retirements, 3,916 active members are projected to retire in the next 10 years.

Sources of Current Revenue for North Dakota School Districts (Excludes Federal Restricted Revenue)



Projected Enrollments for Foundation Aid from 2001-2003 DPI Budget

	1998-99 Fall Enrollment Actual	1999-00 Fall Enrollment Actual	2000-01 Fall Enrollment Projection	2001-02 Fall Enrollment Projection	2002-03 Fall Enrollment Projection
Total Enrollment	114,657	112,369	109,918	107,730	105,820
Student Losses	2,294	2,288	2,451	2,188	1,910
Percentage Changes	1.96%	2.00%	2.18%	1.99%	1.77%



School Finance – Equity vs. Adequacy

- **Equity**: focuses on reducing disparities in funding that result from property taxes, Revenue seen as an input.
- **Adequacy**: focuses on the sufficiency of funding for desired educational outcomes. Revenue viewed as a key factor in achieving certain outcomes.
- Adequacy approach still assumes a relatively uniform distribution of available revenue.

Presentation to the

Senate Appropriations Committee

ND Legislature

March 7, 2001

Presented by

Thomas G. Decker

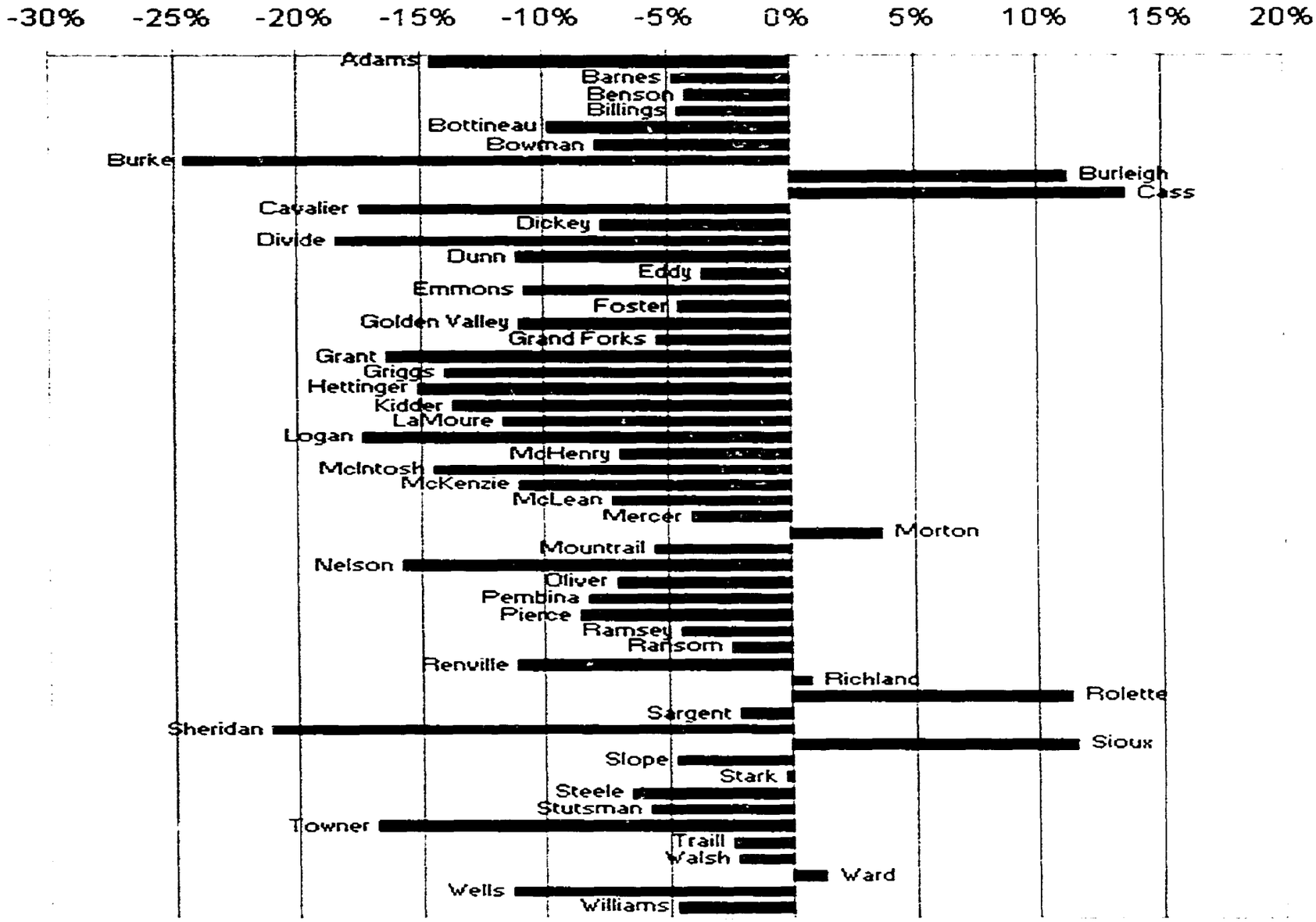
Director

School Organization and Finance

Department of Public Instruction

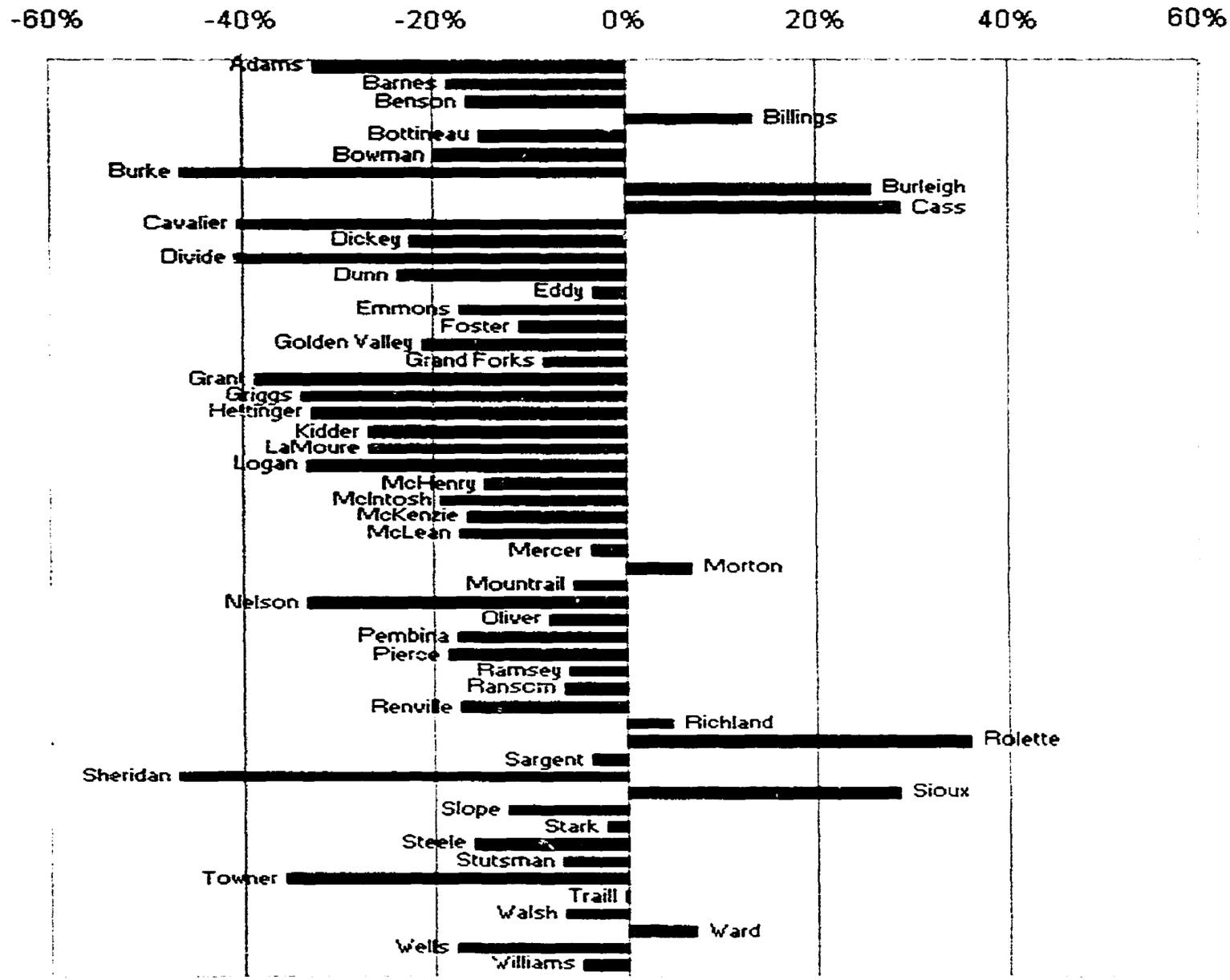
HB 1013
Tom Decker

Population Change by County
1990 - 1998



* Total state population decreased by 0.1%

Projected Population Change by County
1990 - 2015



* Total state population is projected to increase by 1.6%

Public School Enrollment
Actual - 1994-2001

Year	Enrollment	Change
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1998	116,103	-2,546
1999	113,929	-2,174
2000	111,705	-2,224
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2006	95,229	-2,525
	Projected Decline	-12,865

Birth and School Enrollment

7,635 x 13 =	99,255	School age population
	- 7,023	Private/parochial enrollment
	92,223	
	- 1,200	Home educated students
	91,023	Public school enrollment

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Parochial/Private	7,[illegible]3	7,760	7,571	7,278	7,299
State Institution	126	140	327	399	411
Home Education	840	964	1,038	1,237	1,304

North Dakota School Districts

Type of District	1979-80	2000-01
Operating Districts	303	227
Non-operating Districts	34	3
One-room Rural	18	10
Graded Elementary	43	41
High School	242	176
Total Public School Districts	337	230

North Dakota School Districts 2000-2001

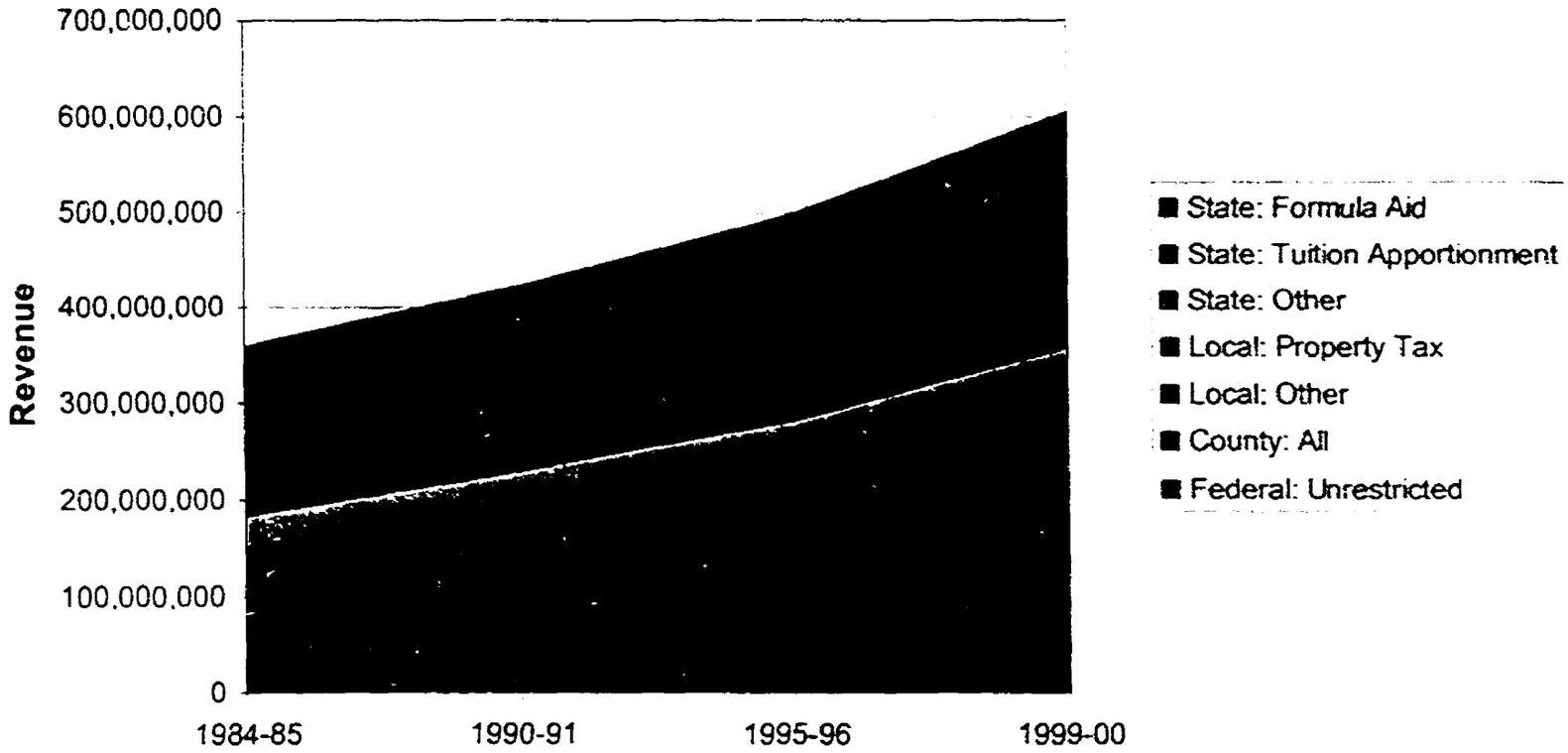
District Category	No./ Districts	Enroll/ Category	Avg. Enroll/ District	%/Total Enroll	%/Districts	% Total Taxable Valuation
Non-operating	3	0	0	0	1.3	.1
K-8	51	2,695	53	2.5	22.1	5.5
HS < 75	70	8,854	126	8.2	30.4	12.7
HS 75-149	62	17,504	282	16.2	27.0	19.3
HS 150-549	32	19,700	616	18.2	13.9	16.0
HS 550+	12	59,332	4,944	54.9	5.2	46.3
TOTALS	230	108,094	468.4	100.0	99.9	99.9

Teacher/Administrator Retirements Next 10 Years

- Teachers: 3,400 in the next 10 years.
- Administrators: 91% of current administrators will retire in the next 10 years.
- Other administrators: 57% other administrators will retire in the next 10 years.

*Based on a ratio of 30% of actual retirements to eligible retirements, 3,916 active members are projected to retire in the next 10 years.

Sources of Current Revenue for North Dakota School Districts (Excludes Federal Restricted Revenue)



Projected Enrollments for Foundation Aid from 2001-2003 DPI Budget

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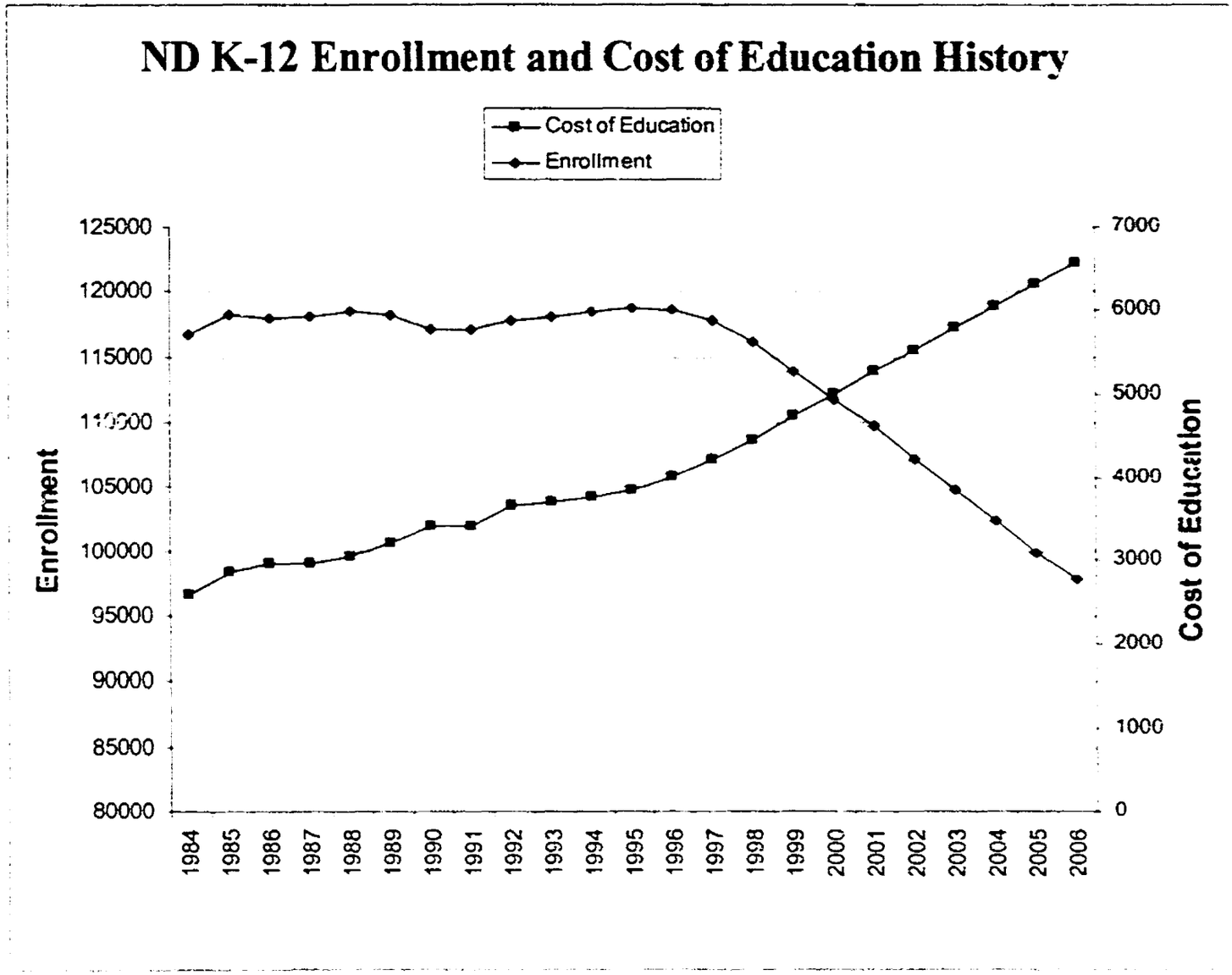
Total Enrollment	114,657	112,369	108,761	105,969	103,604
Student Losses	2,294	2,288	3,608	2,792	2,365
Percentage Changes	1.96%	2.00%	3.21%	2.57%	2.23%


ND K-12 Enrollment and Cost of Education History
Cost of Education
Enrollment
125000
120000
115000
110000
105000
100000
95000
90000
85000
80000
Enrollment
7000
6000
5000
4000
3000
2000
1000
0
Cost of Education
1984
1985
1986
1987
1988
1989
1990
1991
1992
1993
1994
1995
1996
1997
1998
1999
2000
2001
2002
2003
2004
2005
2006

School Finance – Equity vs. Adequacy

- **Equity**: focuses on reducing disparities in funding that result from property taxes; Revenue seen as an input.
- **Adequacy**: focuses on the sufficiency of funding for desired educational outcomes. Revenue viewed as a key factor in achieving certain outcomes.
- Adequacy approach still assumes a relatively uniform distribution of available revenue.

School Finance Facts at a Glance

Select	(All)

		FY									
DNAME	Data	1985	1990	1993	1994	1995	1996	1997	1998	1999	2000
Total PK-12 Avg Daily Membership		118.089	118.086	119.955	120.411	120.440	120.538	119.895	118.041	115.987	113.541
Total GF State Revenue		207,103,807	206,079,872	231,819,414	233,948,663	244,200,928	254,466,423	260,649,726	274,699,455	279,576,301	294,723,548
Total GF Total Revenue		379,050,929	435,395,827	499,573,438	511,523,129	531,075,541	556,586,710	585,295,164	622,207,364	649,690,810	679,703,003
Total GF EXPENDITURES		379,647,548	449,216,615	502,104,051	513,243,771	527,334,861	550,448,197	579,434,909	606,353,474	636,149,085	666,363,372
Total General Fund Ending Balance		108,921,087	94,066,388	96,779,493	94,034,098	97,611,970	103,533,592	109,064,624	124,511,361	137,876,842	149,322,288
Percent Ending Fund Balance to Expenditures		29%	21%	19%	18%	19%	19%	19%	21%	22%	22%

North Dakota Public High School Enrollments in 2000-2001

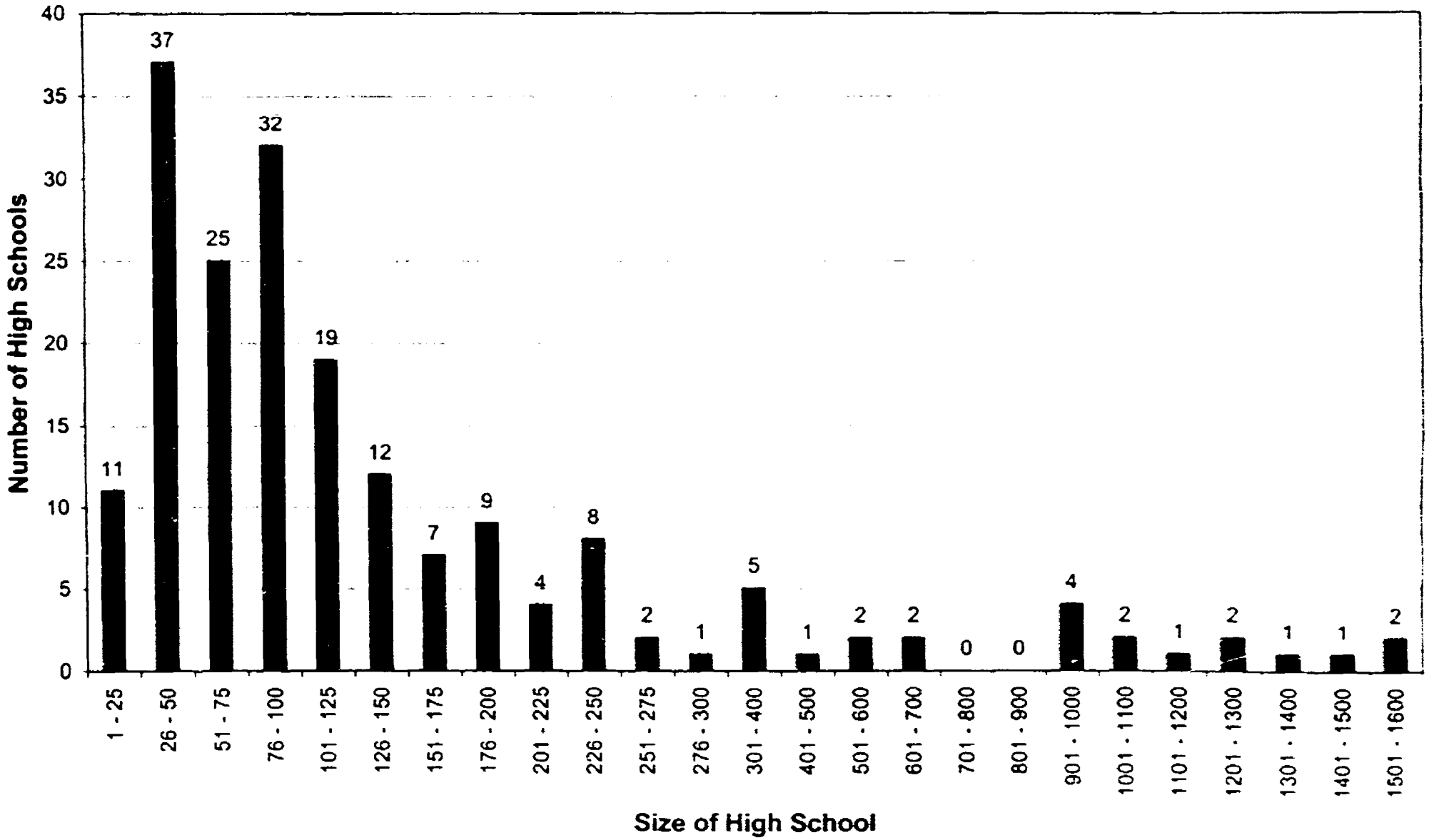
Enr=1-25	Enr=26-50	Enr=51-75	Enr=76-100	Enr=101-125	Enr=126-150	Enr=151-175	Enr=176-200	Enr=201-225	Enr=226-250
Adol/ChildCtr	Adams	Alexander	Central Valley	Belfield	Center	Bowman	Beach	Carrington	Bottineau Jr-Sr
Border Central	Anamoose	Ashley	Drayton	Cando	Community Alt	Dakota Prairie	Dunseith	Des Lacs-Burlng	Cavalier
Dnscoll	Bisbee-Egeland	Berthold	Edgeley	Divide County	Enderlin	Four Winds Comm	Harvey	Kindred	Central Cass
Enk Ramstad	Bowbells	Drake	Eight Mile	Ellendale	Garrison	Hettinger	New Town	Minot Souris Rvr	Langdon
Goodnch	Burke Central	Edinburg	Elgin	Fessenden	Glenburn	Hillsboro	Oakes		Lansmore
Milton-OsnaBrock	Edmore	Finley-Sharon	Flasher	Hankinson	Gnggs Co Central	Velva	Park River		Lisbon
Selfridge	Fairmount	Fordville	Gackle-Streeter	Hope Elem	Kenmare	Washburn	Stanley		May-Port CG
Sykes	Golden Valley	Ft Yates	Glen Ullin	Linton	Killdeer		Surrey		Watford City
Wildrose-Alamo	Granville	Hazelton-Mof-Brad	Hatton	Midway	LaMoure		Thompson		
Wolford	Grenora	Hebron	Lakota	Minor	New Salem				
Zeeland	Halliday	Kulm	Leeds	Mohall	Richardton-Taylor				
	Kensal	McClusky	Lidgerwood	Mt Pleasant Elem	Tioga				
	Max	Medina	Litchville-Marion	New Rockford					
	Minnewaukan	Mott	Maddock	Northwood					
	Montpelier	Powers Lake	Mandaree	Parshall					
	Munich	Rolette	Maple Valley	Sargent Central					
	Neche	Sawyer	Midkota	Underwood					
	Newburg-United	Sherwood	Minto	Walhalla					
	North Central	South Central Alt	Napoleon	Wyndmere					
	North Sargent	Turtle Lake-Mercer	New England						
	North Shore	Tuttle-Pettibone	North Central						
	Pembina	Valley	Ray						
	Pingree-Buchanan	Warwick	Richland Jr-Sr						
	Regent	Westhope	Scranton						
	Rhame	Wimbledon-Courtny	South Heart						
	Roosevelt		St John						
	Sheyenne		Steele-Dawson						
	Solen		Strasburg						
	St Thomas		Towner						
	Stanton		Wilton						
	Starkweather		Wishek						
	Tappen		Woodrow Wilson Alt						
	Upham								
	Verona								
	White Shield								
	Willow City								
	Wing								

Enr=251-275	Enr=276-300	Enr=301-400	Enr=401-500	Enr=501-600	Enr=601-700
Hughes Middle	Wachter Middle	Fargo B Franklin	Valley City	Fargo Discovery	Devils Lake
Rugby		Beulah		Wahpeton	Turtle Mt Comm
		Grafton			
		Hazen			
		Simle Middle			

Enr=701-800	Enr=801-900	Enr=901-1000	Enr=1001-1100	Enr=1101-1200	Enr=1201-1300
-	-	Dickinson	Minot Central	Mandan	Bismarck Century
		Fargo North	Minot Magic City		GF Central
		Jamestown			
		Williston			

Enr=1301-1400	Enr=1401-1500	Enr=1501-1600
GF Red River	Bismarck High	Fargo South
		West Fargo

North Dakota Public High Schools by Size (2000-2001)



Projected Enrollments for Foundation Aid from 2001-2003 DPI Budget

	1998-99 Fall Enrollment Actual	1999-00 Fall Enrollment Actual	2000-01 Fall Enrollment Projection	2001-02 Fall Enrollment Projection	2002-03 Fall Enrollment Projection
Total Enrollment	114,657	112,369	108,761	105,969	103,604
Student Losses	2,294	2,288	3,608	2,792	2,365
Percentage Changes	1.96%	2.00%	3.21%	2.57%	2.23%

School Finance Facts at a Glance

Total K-12 Enrollment	FY										2000-1999	2000-1999
CNAME	1989	1990	1993	1994	1995	1996	1997	1998	1999	2000	Change	Percent
Adams	635	582	550	545	526	526	510	494	474	406	-68	-14.3%
Barnes	2,181	2,124	2,120	2,165	2,121	2,070	2,031	1,946	1,883	1,788	-97	-5.2%
Benson	1,276	1,087	1,070	1,097	1,092	1,060	1,093	1,060	1,055	1,019	-36	-3.4%
Billings	97	141	138	126	117	112	106	107	93	79	-14	-15.1%
Bottineau	1,791	1,311	1,383	1,385	1,340	1,319	1,298	1,267	1,206	1,176	-30	-2.5%
Bowman	983	833	786	760	758	765	775	779	757	739	-18	-2.4%
Burke	738	601	539	511	487	447	422	399	375	356	-19	-5.1%
Burleigh	10,286	10,999	11,379	11,190	11,260	11,281	11,070	11,000	10,929	10,738	-191	-1.7%
Cass	15,066	16,984	17,938	18,183	18,376	18,627	18,928	19,139	19,076	18,920	-156	-0.8%
Cavalier	1,079	1,007	949	920	928	926	936	874	830	827	-3	-0.4%
Dickey	1,330	1,075	1,032	994	1,008	1,002	996	984	995	946	-50	-5.0%
Divide	511	439	464	457	458	447	408	391	363	332	-31	-8.5%
Dunn	779	671	697	676	655	653	618	609	603	557	-46	-7.6%
Eddy	565	584	586	589	608	589	593	577	572	518	-54	-9.4%
Emmons	1,040	859	828	814	804	814	810	823	801	784	-17	-2.1%
Foster	926	842	819	715	702	745	757	763	755	706	-49	-6.5%
Golden Valley	537	504	521	516	484	470	484	462	431	447	16	3.7%
Grand Forks	10,778	11,539	12,010	12,202	12,196	12,006	11,469	10,949	10,770	10,447	-323	-3.0%
Grant	708	577	533	508	472	455	450	434	419	389	-30	-7.2%
Griggs	613	566	631	728	694	672	670	630	611	565	-46	-7.5%
Hettinger	687	583	662	661	669	640	650	623	609	563	-46	-7.6%
Kidder	725	709	654	643	613	591	572	532	512	497	-15	-2.9%
LaMoure	1,258	1,224	1,177	1,191	1,179	1,144	1,104	1,047	1,032	1,005	-27	-2.6%
Logan	591	507	492	483	526	515	497	477	464	442	-22	-4.7%
McHenry	1,542	1,363	1,339	1,338	1,306	1,270	1,226	1,199	1,173	1,126	-47	-4.0%
McIntosh	753	713	679	664	672	635	594	568	550	532	-18	-3.3%
McKenzie	1,595	1,309	1,205	1,218	1,203	1,199	1,177	1,157	1,113	1,092	-21	-1.9%
McLean	2,683	2,395	2,425	2,425	2,350	2,318	2,245	2,137	2,023	1,816	-207	-10.2%
Mercer	2,455	2,246	2,363	2,348	2,277	2,298	2,261	2,131	2,082	1,993	-89	-4.3%
Morton	4,636	4,900	5,035	5,069	5,129	5,001	4,991	4,923	4,801	4,644	-157	-3.3%
Mountrail	1,699	1,690	1,669	1,708	1,689	1,655	1,660	1,601	1,576	1,522	-54	-3.4%
Nelson	983	931	915	876	869	813	775	745	710	694	-16	-2.3%
Oliver	472	462	434	408	412	392	364	334	320	282	-38	-11.9%
Pembina	2,069	2,099	2,036	1,995	2,038	1,996	1,915	1,887	1,805	1,747	-58	-3.2%
Pierce	990	883	884	868	864	835	840	813	811	731	-80	-9.9%
Ramsey	2,379	2,413	2,512	2,495	2,493	2,399	2,352	2,314	2,314	2,244	-70	-3.0%
Ransom	1,274	1,275	1,236	1,243	1,286	1,284	1,232	1,186	1,160	1,116	-44	-3.8%
Renville	807	807	784	803	773	769	743	766	734	719	-15	-2.0%
Richland	2,925	3,134	3,253	3,273	3,302	3,273	3,217	3,121	3,031	2,944	-87	-2.9%
Rolette	2,766	2,908	3,122	3,236	3,173	3,306	3,316	3 342	3,296	3,156	-140	-4.2%
Sargent	985	885	845	821	880	875	873	865	872	873	1	0.1%
Sheridan	322	260	271	268	239	249	234	221	205	197	-8	-3.9%
Sioux	494	481	511	565	602	563	541	547	480	461	-19	-4.0%
Slope	70	69	53	41	38	47	46	41	30	35	5	16.7%
Stark	4,368	4,157	4,145	4,090	4,053	4,085	4,032	4,027	3,946	3,804	-142	-3.6%
Steele	397	356	387	387	387	369	363	366	340	335	-5	-1.5%
Stutsman	3,932	3,752	3,670	3,654	3,528	3,484	3,467	3,394	3,314	3,232	-82	-2.5%
Towner	690	633	645	649	639	611	577	572	516	497	-19	-3.7%
Traill	1,806	1,846	1,817	1,843	1,848	1,847	1,814	1,814	1,777	1,721	-56	-3.2%
Walsh	2,562	2,436	2,437	2,542	2,498	2,487	2,448	2,396	2,318	2,168	-150	-6.5%
Ward	10,734	10,584	10,395	10,343	10,537	10,539	10,433	10,156	10,061	9,681	-380	-3.8%
Wells	1,236	1,048	1,060	1,081	1,090	1,086	1,065	1,033	991	925	-66	-6.7%
Williams	5,173	4,586	4,445	4,349	4,319	4,249	4,053	3,947	3,741	3,564	-177	-4.7%
Grand Total	117,995	116,951	118,512	118,649	118,565	117,816	116,103	113,929	111,705	108,094	-3,611	-3.2%

North Dakota

Department of Public Instruction
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(701) 328-2260 Fax - (701) 328-2461
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Dr. Wayne G. Sanstead
State Superintendent

To: Tom Decker, Director of School Finance and Organization

From: Steve Hiebert, Research Analyst, MIS

Re: ND Public School Enrollment Projections by County

Date: December 13, 2000

Introduction:

The Department of Public Instruction (DPI) has traditionally used the Cohort-Survival Method to perform enrollment projections. It is commonly used by a number of other states, and has generally given one-year projections for North Dakota within ± 1% for the total K-12 public school enrollment

The Cohort-Survival Method:

This method uses past trends to project the future. If in 1990 there were 20 2nd graders and in 1991 there were 19 3rd graders, then the survival rate is 95% from 2nd to 3rd grade. Accuracy in estimating the survival rate can be increased by averaging the survival rate over many years. Historically, the survival rate from 11th grade to 12th grade is lower than that from 2nd grade to 3rd grade due to dropouts. At DPI, six years of past data are used to project enrollments.

The Projections:

The projections estimate a 12.1% drop in K-6 public school enrollment between the years 2001 and 2006, and an 11.7% drop in 7-12 grade enrollments. During that time, only four counties are projected to have minor increases in enrollment. These projections show greater decreases than the projections from last year, due primarily to an increase in out-migration.

Conclusion:

Any projection model assumes that the thing being tracked follows trends. As long as the trends of out-migration continue at the same rate that they have for the last six years, North Dakota can expect a drop of about 2.5% in public school enrollment each year.

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North Dakota Public School District Enrollment Projections (K-12) by District

12/14/2000

		Actual			Projected								
ID	District	1985	1990	1999	2000	2001	2002	2003	2004	2005	2006	Chg99-01	Chg01-06
1013	Hettinger 13	491	512	472	453	406	404	391	369	351	331	-13.98%	-18.36%
2002	Valley City 2	1367	1404	1302	1285	1260	1208	1195	1150	1114	1084	-3.23%	-13.97%
2013	Oriska 13	145	116	105	95	61	76	94	112	126	145	-41.90%	137.44%
2052	Litchville 52	120	114	101	95	99	89	90	91	72	73	-1.98%	-26.46%
2065	N Central 65	260	265	216	204	190	177	163	150	141	139	-12.04%	-27.04%
2082	Wimbledon-Courtenay 82	200	217	222	204	176	175	176	174	168	167	-20.72%	-5.32%
3005	Minnewaukan 5	185	158	139	134	148	161	163	169	179	188	6.47%	27.08%
3006	Leeds 6	238	247	234	219	202	184	173	150	134	118	-13.68%	-41.45%
3009	Maddock 9	245	219	236	237	233	231	229	218	213	222	-1.27%	-4.88%
3016	Oberon 16	32	38	32	56	43	55	58	66	74	84	34.38%	95.78%
3029	Warwick 29	220	202	255	234	229	220	225	224	221	217	-10.20%	-5.20%
3030	Ft Totten 30	254	206	164	175	164	175	182	181	178	180	0.00%	10.04%
4001	Billings Co 1	102	140	107	93	79	95	84	75	76	70	-26.17%	-11.69%
5001	Bottineau 1	920	857	832	801	801	807	801	792	788	768	-3.73%	-4.15%
5013	Willow City 13	150	135	102	98	86	83	79	78	69	64	-15.69%	-25.37%
5017	Westhope 17	290	258	184	164	167	157	142	133	127	119	-9.24%	-28.44%
5035	Lansford 35	131	106	47	52	37	43	45	49	49	50	-21.28%	35.18%
5054	Newburg-United 54			102	91	85	81	80	81	79	78	-16.67%	-8.23%
6001	Bowman 1	621	529	473	466	445	449	445	422	419	394	-5.92%	-11.38%
6017	Rhame 17	135	129	125	110	96	94	87	83	84	77	-23.20%	-19.28%
6033	Scranton 33	221	181	181	181	198	191	191	190	191	195	9.39%	-1.69%
7014	Bowbells 14	191	163	119	122	114	121	116	114	116	117	-4.20%	2.38%
7027	Powers Lake 27	234	211	145	128	128	117	104	98	92	87	-11.72%	-32.03%
7036	Burke Central 36	157	179	135	125	114	107	99	97	91	82	-15.56%	-28.14%
8001	Bismarck 1	9391	10479	10697	10663	10476	10332	10209	10061	9957	9904	-2.07%	-5.46%
8002	Regan 2	20	16	20	14	15	17	19	20	20	20	-25.00%	32.31%
8025	Naughton 25	17	13	7	4	5	9	12	15	20	25	-28.57%	408.18%
8028	Wing 28	168	142	77	71	75	69	68	66	59	58	-2.60%	-22.35%
8029	Baldwin 29	30	29	13	14	14	19	20	21	22	24	7.69%	72.51%
8033	Menoken 33	44	24	39	34	34	37	32	27	24	23	-12.82%	-32.73%
8034	McKenzie 34	27	20	9	6	6	7	8	7	7	8	-33.33%	34.17%
8035	Sterling 35	35	35	41	34	37	38	37	38	35	32	-9.76%	-14.60%
8036	Driscoll 36	77	58	35	29	19	17	13	11	11	7	-45.71%	-61.76%

		Actual			Projected								
ID	District	1985	1990	1999	2000	2001	2002	2003	2004	2005	2006	Chg99-01	Chg01-06
8039	Apple Creek 39	25	28	46	48	45	44	50	55	61	61	-2 17%	35 09%
8045	Manning 45	10	14	16	12	12	12	13	13	14	16	-25 00%	31 88%
9001	Fargo 1	8559	9920	11763	11645	11382	11463	11388	11257	11059	10960	-3 24%	-3 71%
9002	Kindred 2	467	532	721	732	726	730	752	782	816	833	0 69%	14 76%
9004	Maple Valley 4	256	249	275	249	212	212	197	179	162	132	-22 91%	-37 65%
9006	West Fargo 6	3774	4147	4867	4914	5025	5057	5093	5164	5210	5321	3 25%	5 88%
9007	Mapleton 7	137	161	105	102	116	135	149	150	157	164	10 48%	41 37%
9017	Central Cass 17	656	618	804	818	826	852	897	924	961	997	2 74%	20 75%
9080	Page 80	153	156	156	154	148	165	179	200	226	215	-5 13%	45 02%
9097	Northern Cass 97			448	462	485	473	461	450	438	427	8 26%	-11 89%
10001	Osnabrock 1	71	57	23	25	19	22	23	20	15	14	-17 39%	-27 47%
10014	Border Central 14	140	90	44	31	32	28	25	23	20	17	-27 27%	-46 11%
10019	Munich 19	205	198	151	160	155	144	135	127	119	105	2 65%	-32 20%
10023	Langdon 23	654	660	624	583	589	569	545	495	437	389	-5 61%	-33 89%
10030	Milton 30	44	28	32	31	32	29	26	23	18	13	0 00%	-58 07%
11040	Ellendale 40	436	457	417	427	390	386	374	367	359	349	-6 47%	-10 45%
11041	Oakes 41	723	598	547	568	555	551	551	564	582	603	1 46%	8 58%
12001	Divide County 1	516	448	391	363	332	309	286	264	242	206	-15 09%	-37 97%
13008	Dodge 8	81	69	72	65	51	57	54	46	43	30	-29 17%	-40 51%
13016	Killdeer 16	496	417	381	376	364	347	340	334	337	324	-4 46%	-10 94%
13019	Halliday 19	193	149	105	104	93	88	82	85	79	72	-11 43%	-22 60%
13037	Twin Buttes 37	51	37	51	58	49	57	67	76	85	86	-3 92%	75 10%
14001	New Rockford 1	410	431	408	395	373	373	350	334	326	298	-8 58%	-20 05%
14012	Sheyenne 12	143	141	169	177	145	143	127	126	121	112	-14 20%	-22 93%
15006	Hazelton-Moffit-Braddock 6	179	151	179	177	161	169	176	179	178	181	-10 06%	12 50%
15010	Bakker 10	44	36	12	12	10	17	19	24	29	36	-16 67%	255 75%
15012	Union 12		9	5	5	5	4	4	5	6	7	0 00%	40 00%
15015	Strasburg 15	230	201	249	235	233	209	190	177	161	143	-6 43%	-38 52%
15036	Linton 36	506	410	378	372	375	398	394	402	405	415	-0 79%	10 66%
16010	Carrington 10	750	638	763	755	706	719	701	673	657	626	-7 47%	-11 27%
17003	Beach 3	458	447	412	377	392	378	361	352	338	330	-4 85%	-15 84%
17006	Lone Tree 6	81	67	50	54	55	63	67	75	80	85	10 00%	55 21%
18001	Grand Forks 1	8569	9084	8701	8559	8351	8027	7679	7289	6967	6664	-4 02%	-20 20%
18044	Larimore 44	666	672	593	613	583	575	540	507	456	414	-1 69%	-29 06%
18061	Thompson 61	419	480	555	527	518	500	483	456	420	381	-6 67%	-26 39%

		Actual			Projected							
ID	District	1985	1990	1999	2000	2001	2002	2003	2004	2005	2006	Chg99-01	Chg01-06
18125	Manvel 125	160	199	222	212	192	199	209	205	211	210	-13.51%	9.22%
18127	Emerado 127	160	133	146	151	116	118	122	126	129	129	-20.55%	11.56%
18128	Midway 128	319	362	360	349	328	326	319	316	312	308	-8.89%	-6.22%
18129	Northwood 129	397	435	372	359	359	343	347	330	322	309	-3.49%	-14.06%
19018	Roosevelt 18	240	193	151	151	141	147	134	126	125	120	-6.62%	-14.59%
19049	Elgin-New Leipzig 49			283	268	248	242	236	230	224	219	-12.37%	-11.89%
20007	Midkota 7			234	230	210	187	159	134	122	100	-10.26%	-52.23%
20018	Griggs County Central 18	377	374	396	381	355	345	329	321	312	295	-10.35%	-16.92%
21006	Mott 6	314	243	242	254	235	253	258	269	277	268	-2.89%	14.21%
21009	New England 9	249	225	273	246	230	214	195	189	179	160	-15.75%	-30.54%
21014	Regent 14	163	132	108	109	98	98	89	86	83	78	-9.26%	-20.89%
22011	Pettibone-Tuttle 11	66	69	41	33	24	28	26	18	16	12	-41.46%	-51.19%
22014	Robinson 14	83	78	13	12	14	17	17	15	14	13	7.69%	-4.09%
22020	Tuttle-Pettibone 20	130	138	85	83	75	68	60	56	46	41	-11.76%	-45.62%
22026	Steele-Dawson 26	284	292	266	252	263	261	254	253	256	255	-1.13%	-2.88%
22028	Tappen 28	143	132	127	132	121	116	111	109	108	98	-4.72%	-19.02%
23003	Edgeley 3	275	304	282	276	271	259	245	235	228	217	-3.90%	-19.84%
23007	Kulm 7	178	184	171	161	157	148	139	134	133	124	-8.19%	-21.14%
23008	LaMoure 8	424	417	381	408	396	387	378	371	365	374	3.94%	-5.59%
23009	Marion 9	184	158	127	113	109	98	87	77	63	51	-14.17%	-53.25%
23011	Verona 11	96	96	86	74	72	65	59	51	44	34	-16.28%	-52.18%
24002	Napoleon 2	417	354	268	267	266	262	254	244	236	222	-0.75%	-16.72%
24056	Gackle-Streeter 56			209	197	176	172	167	163	159	155	-15.79%	-11.89%
25001	Velva 1	437	390	483	470	467	463	456	452	454	443	-3.31%	-5.24%
25004	Newport 4	312	280	210	217	202	190	180	173	163	160	-3.81%	-20.72%
25014	Anamoose 14	173	136	107	102	96	89	82	74	61	52	-10.28%	-46.33%
25025	Granville 25	194	176	164	156	142	148	156	163	171	175	-13.41%	23.24%
25029	Upham 29	120	123	69	64	67	59	53	46	42	41	-2.90%	-38.66%
25057	Drake 57	186	154	166	164	152	145	131	109	92	85	-8.43%	-43.95%
26004	Zeeland 4	104	113	61	60	65	60	63	68	66	75	6.56%	15.85%
26009	Ashley 9	282	247	222	214	203	194	194	193	192	195	-8.56%	-4.05%
26019	Wishek 19	297	289	285	276	264	261	252	249	237	241	-7.37%	-8.58%
27001	McKenzie Co 1	1099	895	681	669	657	637	616	593	558	529	-3.52%	-19.45%
27002	Alexander 2	168	120	128	109	105	95	83	71	62	48	-17.97%	-54.39%
27014	Yellowstone 14	143	120	84	84	82	83	83	74	62	48	-2.38%	-41.46%

		Actual			Projected							
ID	District	1985	1990	1999	2000	2001	2002	2003	2004	2005	2006	Chg99-01	Chg01-06
27018	Earl 18	16	7	8	4	10	7	7	8	7	8	25.00%	-19.25%
27019	Bowline Butte 19	4	6	3	2	2	3	4	5	6	7	-33.33%	250.00%
27032	Horse Creek 32	5	4	7	7	4	7	9	11	11	13	-42.86%	215.47%
27036	Mandaree 36	182	184	246	238	232	229	225	216	196	190	-5.69%	-18.31%
28001	Montefiore 1	326	276	291	280	233	235	223	220	218	215	-19.93%	-7.76%
28004	Washburn 4	567	549	468	456	409	384	356	329	310	294	-12.61%	-28.14%
28008	Underwood 8	379	344	339	307	273	255	238	214	197	181	-19.47%	-33.74%
28050	Max 50	298	210	177	169	168	167	159	156	146	131	-5.08%	-22.08%
28051	Garrison 51	575	475	435	403	362	341	315	292	262	224	-16.78%	-38.11%
28072	Turtle Lake-Mercer 72	382	327	214	209	207	205	198	189	173	162	-3.27%	-21.71%
28085	White Shield 85			167	165	164	169	171	168	174	174	-1.80%	6.08%
29003	Hazen 3	961	953	892	876	808	789	743	707	673	619	-9.42%	-23.39%
29020	Golden Valley 20	107	52	76	64	71	66	74	76	81	88	-6.58%	23.85%
29022	Stanton 22	233	172	105	101	93	89	83	76	72	70	-11.43%	-25.24%
29027	Beulah 27	1067	940	1058	1041	1021	981	920	861	806	761	-3.50%	-25.51%
30001	Mandan 1	3220	3567	3682	3621	3495	3459	3390	3338	3286	3241	-5.08%	-7.26%
30004	Little Heart 4	38	10	33	30	28	32	31	30	30	29	-15.15%	3.46%
30007	New Salem 7	423	396	398	389	397	393	389	404	416	425	-0.25%	7.13%
30008	Sims 8	47	39	37	35	35	37	36	34	31	30	-5.41%	-15.09%
30013	Hebron 13	320	272	212	200	196	194	191	186	186	188	-7.55%	-3.85%
30017	Sweet Briar 17	11	12	15	12	7	8	8	7	6	5	-53.33%	-28.57%
30039	Flasher 39	293	281	290	263	251	231	216	193	170	146	-13.45%	-41.82%
30048	Glen Ullin 48	335	283	256	251	235	223	213	212	210	207	-8.20%	-12.12%
31001	New Town 1	628	642	758	765	745	757	757	731	712	694	-1.72%	-6.86%
31002	Stanley 2	641	576	449	429	425	400	366	344	315	300	-5.35%	-29.52%
31003	Parshall 3	364	379	327	314	328	321	323	323	318	312	0.31%	-4.87%
31137	Plaza 137	103	104	67	68	24	22	24	26	26	26	-64.18%	7.80%
32001	Dakota Prairie 1			455	418	399	339	296	269	222	186	-12.31%	-53.31%
32066	Lakota 66	282	298	290	292	295	294	301	294	281	272	1.72%	-7.93%
33018	Center 18	448	476	334	320	282	273	245	216	183	159	-15.57%	-43.58%
34001	Pembina 1	188	165	151	155	156	146	142	134	130	105	3.31%	-32.64%
34006	Cavalier 6	656	697	667	660	633	630	605	586	570	552	-5.10%	-12.87%
34012	Valley 12	214	213	174	163	164	166	162	161	157	154	-5.75%	-6.03%
34019	Drayton 19	306	296	252	237	248	247	240	233	232	226	-1.59%	-8.70%
34027	Walhalla 27	362	422	355	332	301	283	262	241	216	195	-15.21%	-35.16%

		Actual			Projected							
ID	District	1985	1990	1999	2000	2001	2002	2003	2004	2005	2006	Chg99-01	Chg01-06
34043	St Thomas 43	166	143	131	129	124	118	110	97	87	77	-5.34%	-37.57%
34055	Neche 55	160	193	137	129	121	109	99	87	77	68	-11.68%	-43.75%
35001	Wolford 1	93	84	56	68	66	76	80	85	92	104	17.86%	58.23%
35005	Rugby 5	848	799	757	743	665	640	607	585	566	545	-12.15%	-18.10%
36001	Devils Lake 1	1868	2027	2042	2038	2010	1972	1912	1882	1845	1831	-1.57%	-8.92%
36002	Edmore 2	208	192	139	136	113	107	98	90	84	79	-18.71%	-30.33%
36044	Starkweather 44	169	178	133	140	121	124	121	114	108	103	-9.02%	-15.16%
37002	Sheldon 2	103	99	56	57	44	44	39	32	26	21	-21.43%	-53.03%
37006	Ft Ransom 6	42	35	31	29	24	24	24	18	16	12	-22.58%	-49.65%
37010	Salund 10	3	7	7	7	6	8	9	10	10	9	-14.29%	53.36%
37019	Lisbon 19	734	728	700	694	690	671	669	665	656	654	-1.43%	-5.17%
37022	Enderlin 22	397	431	392	373	352	344	332	318	304	290	-10.20%	-17.56%
38002	Sherwood 2	122	156	143	130	130	127	126	129	133	141	-9.09%	8.32%
38009	Mohall 9	342	345	297	280	269	252	229	210	198	185	-9.43%	-31.19%
38026	Glenburn 26	300	308	326	324	320	317	321	316	311	310	-1.84%	-3.16%
39005	Mantador 5	29	45	23	24	22	23	23	22	17	17	-4.35%	-22.67%
39008	Hankinson 8	370	368	345	344	318	316	315	307	291	281	-7.83%	-11.76%
39018	Fairmount 18	144	161	144	147	134	129	122	114	115	113	-6.94%	-16.04%
39028	Lidgerwood 28	344	284	280	272	251	238	227	208	178	157	-10.36%	-37.61%
39037	Wahpeton 37	1448	1624	1650	1580	1586	1507	1459	1410	1349	1290	-3.88%	-18.65%
39042	Wyndmere 42	272	301	355	338	313	301	287	263	244	224	-11.83%	-28.45%
39044	Richland 44	277	286	324	326	320	325	320	305	294	283	-1.23%	-11.52%
40001	Dunseith 1	422	509	512	563	547	531	532	530	543	550	6.84%	0.59%
40003	St John 3	246	274	317	285	282	291	297	293	290	287	-11.04%	1.70%
40004	Mt Pleasant 4	410	391	398	382	349	325	318	303	290	267	-12.31%	-23.64%
40007	Belcourt 7	1349	1361	1897	1850	1762	1790	1787	1743	1681	1636	-7.12%	-7.14%
40029	Rolette 29	336	266	218	216	216	217	203	200	195	192	-0.92%	-11.07%
41002	Milnor 2	274	249	306	322	337	333	343	348	335	338	10.13%	0.21%
41003	N Sargent 3	269	231	200	203	187	206	223	237	246	266	-6.50%	42.22%
41006	Sargent Central 6	440	418	359	347	349	342	336	333	323	316	-2.79%	-9.52%
42016	Goodrich 16	115	94	71	65	62	63	62	60	57	56	-12.68%	-10.08%
42019	McClusky 19	219	171	150	140	135	123	114	100	89	72	-10.00%	-46.81%
43003	Solen 3	201	195	216	197	195	195	188	185	183	181	-9.72%	-7.22%
43004	Ft Yates 4	196	230	240	201	192	190	176	168	150	129	-20.00%	-32.63%
43008	Selfridge 8	80	113	91	82	74	75	71	71	70	67	-18.68%	-10.08%

		Actual			Projected							
ID	District	1985	1990	1999	2000	2001	2002	2003	2004	2005	2006	Chg99-01	Chg01-06
44012	Marmarth 12	37	28	23	18	15	15	18	18	23	26	-34 78%	71 85%
44014	Sheets 14	8	7	5	5	9	7	8	5	6	3	80 00%	-66 67%
44032	Central Elem 32	21	24	13	7	11	9	8	7	10	8	-15 38%	-27 73%
45001	Dickinson 1	3276	3174	3045	3012	2906	2878	2848	2786	2772	2771	-4 56%	-4 64%
45003	Taylor 3	144	146	153	149	129	119	106	98	90	81	-15 69%	-37 03%
45004	Richardton 4	167	125	183	193	187	188	178	175	160	166	2 19%	-11 29%
45009	S Heart 9	382	379	296	274	274	262	247	237	222	214	-7 43%	-22 02%
45013	Belfield 13	384	318	350	318	308	316	321	313	316	316	-12 00%	2 68%
46010	Hope 10	164	138	180	156	154	134	118	102	78	84	-14 44%	-45 73%
46019	Finley-Sharon 19	259	207	186	184	181	182	184	188	190	191	-2 69%	5 71%
47001	Jamestown 1	3167	3087	2797	2741	2671	2624	2614	2587	2585	2577	-4 50%	-3 53%
47003	Medina 3	211	162	199	192	170	171	172	163	151	140	-14 57%	-17 39%
47010	Pingree-Buchanan 10	61	139	136	141	163	163	158	154	152	147	19 85%	-9 96%
47014	Montpelier 14	137	143	152	140	121	113	110	105	99	83	-20 39%	-31 79%
47019	Kensal 19	108	98	98	87	93	86	83	80	77	70	-5 10%	-24 58%
47026	Spiritwood 26	23	27	12	13	14	17	17	16	16	15	16 67%	4 31%
48002	Bisbee-Egeland 2	89	71	130	125	111	103	96	87	80	67	-14 62%	-39 92%
48008	Southern 8	419	373	344	302	308	305	291	287	272	276	-10 47%	-10 43%
48028	N Central 28	147	124	98	89	78	71	69	65	62	61	-20 41%	-21 99%
49003	Central Valley 3	330	299	325	323	311	315	308	296	297	285	-4 31%	-8 23%
49007	Hatton 7	241	280	272	283	270	270	267	268	264	268	-0 74%	-0 78%
49009	Hillsboro 9	518	473	510	480	476	472	456	438	425	407	-6 67%	-14 55%
49014	May-Port CG 14			707	691	664	628	601	561	530	494	-6 08%	-25 65%
50003	Grafton 3	1220	1156	1138	1095	1010	986	933	877	832	776	-11 25%	-23 20%
50020	Minto 20	238	230	286	263	260	245	242	221	208	187	-9 09%	-28 06%
50039	Lankin 39	68	78	71	71	63	67	70	65	63	57	-11 27%	-9 40%
50051	Nash 51	27	33	28	29	27	33	40	40	45	49	-3 57%	80 69%
50078	Park River 78	520	517	484	485	454	443	418	403	387	373	-6 20%	-17 94%
50079	Fordville 79	119	82	94	86	97	93	91	92	99	103	3 19%	6 29%
50106	Edinburg 106	197	184	179	170	144	144	133	128	119	113	-19 55%	-21 77%
50128	Adams 128	147	133	116	119	113	114	118	127	130	142	-2 59%	25 51%
51001	Minot 1	7750	7730	7531	7493	7175	7014	6875	6645	6414	6226	-4 73%	-13 23%
51004	Nedrose 4	227	253	265	259	248	253	249	241	218	204	-6 42%	-17 87%
51007	United 7	632	657	702	680	673	667	658	651	630	609	-4 13%	-9 51%
51010	Bell 10	168	168	137	136	129	135	138	145	148	156	-5 84%	20 59%

		Actual			Projected								
ID	District	1985	1990	1999	2000	2001	2002	2003	2004	2005	2006	Chg99-01	Chg01-06
51016	Sawyer 16	268	213	182	169	165	160	155	150	143	138	-9.34%	-16.27%
51019	Eureka 19	27	17	12	9	16	22	23	26	29	28	33.33%	77.69%
51028	Kenmare 28	402	397	389	380	364	369	357	338	332	324	-6.43%	-10.96%
51041	Surrey 41	399	380	480	476	439	435	429	427	412	407	-8.54%	-7.36%
51054	Berthold 54	237	207	210	218	215	220	217	220	219	228	2.38%	6.27%
51070	S Prairie 70	121	107	137	133	136	146	150	165	170	184	-0.73%	35.09%
51158	N Shore 158	181	135	111	108	121	125	133	140	150	153	9.01%	26.83%
52023	Bowdon 23	128	109	101	91	75	61	43	38	32	28	-25.74%	-62.57%
52035	Pleasant Valley 35	16	23	30	27	25	25	19	17	15	13	-16.67%	-48.94%
52038	Harvey 38	751	665	604	590	556	549	519	489	464	431	-7.95%	-22.56%
52039	Sykes 39	103	85	89	85	72	78	79	74	70	65	-19.10%	-9.76%
52040	Fessenden 40	258	224	209	198	197	193	173	155	118	122	-5.74%	-38.32%
53001	Williston 1	3506	3104	2735	2597	2493	2411	2307	2226	2141	2064	-8.85%	-17.23%
53002	Nesson 2	209	264	230	208	198	183	176	171	167	170	-13.91%	-14.15%
53006	Eight Mile 6	304	238	191	191	201	194	188	179	171	172	5.24%	-14.68%
53008	New 8	282	257	247	247	224	222	215	203	195	181	-9.31%	-19.00%
53015	Tioga 15	565	513	379	346	311	296	263	237	220	206	-17.94%	-33.71%
53091	Wildrose-Alamo 91	56	53	68	65	62	59	54	50	46	39	-8.82%	-37.40%
53099	Grenora 99	148	140	97	87	75	58	48	42	34	29	-22.68%	-61.96%
	North Dakota *	118213	117016	113929	111705	108094	106063	103433	100580	97754	95229	-5.12%	-11.90%

Note: North Dakota Totals are calculated from county level projections rather than district level projections. Frequent mergers and dissolutions of districts makes projection difficult.

School Finance Facts at a Glance

FY	2000

	Stype							
CNAME Data	Dissolved	HS < 75	HS 75-149	K-8	Non-operating	HS 150-549	HS 550+	Grand Total
Total K Enrollment	0	527	996	255	0	1,180	4,186	7,144
Total 1-6 Enrollment	0	3,634	7,046	2,030	0	8,175	26,403	47,288
Total 7-8 Enrollment	0	1,526	2,923	410	0	3,253	8,987	17,099
Total 9-12 Enrollment	0	3,167	6,539	0	0	7,101	19,756	36,563
Total Total K-12 Enrollment	0	8,854	17,504	2,695	0	19,709	59,332	108,094
Total 6-17 Census	0	9,300	17,523	4,458	2,882	19,808	61,329	115,300
Total PK-12 Avg Daily Membership	22	9,318	18,134	3,015	34	20,517	62,501	113,541
Total Taxable Valuation	0	165,081,544	250,966,253	71,132,268	1,596,240	207,870,903	600,978,242	1,297,625,450
Total Taxable Valuation Per Pupil		17,751	14,322	15,956	554	10,494	9,799	11,254
Total GF Levy		160	164	123	66	173	222	190
Total Total Levy		171	182	171	66	199	259	218
Total GF Local Revenue	195,430	30,405,932	46,855,716	13,050,168	274,897	41,374,175	158,695,787	290,852,105
Total GF County Revenue	83	975,928	1,850,383	827,521	10,523	3,396,153	1,325,042	8,385,633
Total GF State Revenue	49,461	29,424,099	49,676,405	8,228,041	822,456	53,303,983	153,219,502	294,723,948
Total GF Federal Revenue	14,807	8,282,276	10,620,933	3,613,731	17,605,033	11,053,586	29,020,616	80,210,981
Total GF Other Revenue	0	1,393,251	1,867,387	379,422	16,959	869,790	1,003,528	5,530,335
Total GF Total Revenue	259,781	70,481,486	110,870,824	26,098,882	18,729,867	109,997,687	343,264,475	679,703,003
Total GF Educational Expenditures	237,129	56,221,926	89,837,857	17,597,656	573,696	90,481,302	304,292,156	559,241,723
Total GF Expenditures	332,919	68,085,655	107,269,633	26,074,692	18,592,337	108,439,532	337,568,603	666,363,372
Total GF Ending Balance	94,683	23,686,460	27,368,896	13,303,840	530,843	25,529,791	58,807,774	149,322,288
Total Cost of Ed Per Pupil	11,029	6,034	4,954	5,836	16,859	4,410	4,869	4,925
Total District Count	1	70	62	51	3	32	12	231

North Dakota K-12 School Districts
Equity Indicators

Based on tables prepared by John Augenblick for the Equity Lawsuit
Updated by the Department of Public Instruction

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Table 3
Proportion of Total Revenue by Major Source for North Dakota School Districts

	1984-85	1990-91	1995-96	1997-98	1998-99	1999-00
1. State Support	57.7%	52.3%	50.9%	49.6%	48.4%	48.8%
Formula Aid	42.0%	39.9%	38.4%	37.1%	36.4%	36.0%
Tuition Apportionment	6.9%	5.5%	4.9%	4.6%	4.6%	4.6%
Other	8.8%	7.0%	7.6%	7.8%	7.4%	8.2%
2. Local Support	36.3%	44.2%	46.4%	47.7%	48.9%	48.2%
Property Tax	29.3%	35.5%	39.4%	39.0%	39.3%	39.2%
Other	7.0%	8.7%	7.0%	8.7%	9.6%	9.1%
3. County Support	2.9%	2.0%	1.4%	1.3%	1.2%	1.4%
4. Federal Support						
Unrestricted	3.0%	1.4%	1.3%	1.4%	1.5%	1.6%
Restricted						
5. Total Current Revenue						
6. Total Current Revenue Excluding Federal Restricted Revenue	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 4B
Change in Per Pupil Revenue of North Dakota Revenue Sources from 1984-85

	1984-85	1990-91	1995-96	1997-98	1998-99	1999-00
1. State Support	Base Year	7.0%	23.0%	32.8%	35.2%	42.6%
Formula Aid	Base Year	12.1%	27.6%	36.6%	39.7%	44.7%
Tuition Apportionment	Base Year	-6.3%	-1.7%	3.9%	7.2%	12.6%
Other	Base Year	-6.6%	20.7%	37.4%	35.9%	56.1%
2. Local Support	Base Year	43.7%	78.2%	103.0%	116.9%	124.0%
Property Tax	Base Year	43.0%	87.4%	105.7%	116.3%	125.5%
Other	Base Year	46.9%	39.5%	92.0%	119.8%	118.0%
3. County Support	Base Year	-16.6%	-31.9%	-29.8%	-33.5%	-18.2%
4. Federal Support	Base Year	17.2%	64.5%	93.9%	98.8%	129.2%
Unrestricted	Base Year	-43.9%	-39.4%	-30.1%	-21.5%	-10.4%
Restricted	Base Year	57.4%	133.1%	175.6%	178.2%	221.3%
5. Total Current Revenue	Base Year	19.9%	43.7%	60.0%	66.4%	75.6%
6. Total Current Revenue Excluding Federal Restricted Revenue	Base Year	18.1%	39.6%	54.6%	61.2%	68.8%

Table 7
Indicators of Variation in Per Pupil Current Revenue (Excluding Federal Restricted Revenue) for North Dakota School Districts

	1984-85	1990-91	1995-96	1997-98	1998-99	1999-00
All K-12 Districts						
1. 5th Percentile	2,324	2,786	3,279	3,764	3,883	4,621
2. 95th Percentile	4,024	4,798	5,365	6,085	6,266	7,160
3. 5th-95th Range	1,700	2,012	2,086	2,321	2,383	2,539
4. 5th-95th Ratio	1.73	1.72	1.64	1.62	1.61	1.55
K-12 Districts Excluding Those in Which Unrestricted Federal Revenue Exceeds $500 per ADM						
1. 5th Percentile	2,324	2,786	3,279	3,764	3,883	4,621
2. 95th Percentile	3,884	4,721	5,258	5,884	6,157	7,103
3. 5th-95th Range	1,560	1,935	1,979	2,120	2,274	2,482
4. 5th-95th Ratio	1.67	1.69	1.60	1.56	1.59	1.54
Elementary Distncts						
1. 5th Percentile	[illegible]7		3,004	4,473	4,614	4,765
2. 95th Percentile	894	1[illegible]	8,307	10,752	11,177	12,724
3. 5th-95th Range	121	9,003	5,303	6,279	6,563	7,959
4. 5th-95th Ratio	3.21	3.75	2.77	2.40	2.42	2.67

Table 9
Indicators of Variation in the Operating Levy in Mills
for North Dakota School Districts

	1984-85	1990-91	1995-96	1997-98	1998-99	1999-00
All K-12 Districts						
1. 5th Percentile	70.9	109.3	143.0	140.6	140.5	140.8
2. 95th Percentile	169.5	213.6	269.9	289.5	287.8	295.2
3. 5th-95th Range	98.6	104.3	126.9	148.9	147.3	154.4
4. 5th-95th Ratio	2.4	2.0	1.9	2.1	2.0	2.1
K-12 Districts Excluding Those in Which Unrestricted Federal Revenue Exceeds $500 per ADM						
1. 5th Percentile	71.7	109.3	142.4	140.6	140.5	141.1
2. 95th Percentile	169.5	213.6	269.9	289.5	287.8	295.2
3. 5th-95th Range	97.8	104.3	127.5	148.9	147.3	154.1
4. 5th-95th Ratio	2.4	2.0	1.9	2.1	2.0	2.1
Elementary Districts						
1. 5th Percentile	11.7	15.0	19.8	82.4	88.4	40.8
2. 95th Percentile	120.0	259.9	293.9	245.4	233.2	239.8
3. 5th-95th Range	108.3	244.9	274.1	163.0	144.8	199.0
4. 5th-95th Ratio	10.3	17.3	14.8	3.0	2.6	5.9

North Dakota

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Dr. Wayne G. Sanstead
State Superintendent

To: Tom Decker, Director
School Finance and Organization
From: Jerry Coleman, Assistant Director
School Finance and Organization
Date: 1/7/01
Re: District Level Projections for Foundation Aid

The attached printout is a simulation distributing per student aid to schools under the foundation aid formula. The simulation includes a comparison of payments for the current school year and the next two years of the biennium based on fall 2000 enrollment.

Calculations for the current and projected school year are based the fall enrollment used for foundation aid. The actual weighted pupil units (wpu) the district was paid on for the current year is listed for reference purposes. (NOTE: Actual wpu may include adjustments for prior year ADM if higher, small isolated schools, alternative high schools, reorganized districts, and ND students attending bordering states).

Payment Factors	2000-01	2001-02	2002-03
1. Per student payments	$ 2,230	$ 2,323	$ 2,420
2. Taxable valuation increase		3.6%	3.6%
3. Mill deduct	0.032	0.032	0.032
4. Weighting factor percent of five year average	75%	85%	100%
5. Funding Proposal: Executive Budget			$ 485,542,761

Projection assumptions:

1. Fall 2000 enrollments were used as the base year to project changes.
2. Projected enrollment change percentages were calculated for each county for each year of the 2001-03 biennium. The county percentages were then used to project enrollment changes to districts based on their county identification number.
3. Enrollment projections are based on the six year cohort survival projection routine.

Column description for Foundation Aid Per Student Payment Projection

DNAME	District name.
DTYPE	District type. 1 = high school, 2 = graded elementary, 3 = one room rural (grades K-8).
Actual Pay 00-01	The actual net entitlement for the district for the current school year. Reconciles to (lines 5a + 5b) - (lines 6a + 6b) on the PI3-940 Foundation Aid Payment report. It is included for reference purposes. It includes the wpu adjustments identified in the NOTE below that are not included in the projection.
Actual Pay wpu 00-01	The actual weighted pupil units (wpu) the district payments were based on for the current school year. It is included for reference purposes.

Repeat for each of the three years presented. xxxx represents the school year end.

Enr xxxx	Actual/projected school district enrollment. Actual enrollments are from line 10 of the PI3-940 Foundation Aid Payment report.
Enr wpu xxxx	Weighted pupil units calculated by applying the appropriate weighting factor for each district size/grade-level category based on enrollments. NOTE: The weighted unit calculations do not include adjustments for prior year ADM if higher, small isolated schools, alternative high schools, reorganized districts, or ND students attending bordering states. These are estimated at the state level.
Gross Pay xxxx	Weighted pupil units multiplied by the base per student rate.
Deduct xxxx	Taxable valuation times the mill deduct rate. This line also includes the excess fund balance deduct.
Net Pay xxxx	Projected school district payment after deducts. (*Gross Pay xxxx* minus *Deduct xxxx*).

Year 1 change	Computes the percentage change from the current payment year to the first year of the next biennium.
Year 2 change	Computes the percentage change from the first year of the next biennium to the second year of the next biennium.

Foundation Aid Per Student Payment Projection for 2001-03 Biennium Budget

Executive Budget			1. 2000-01 Actual Net Entitlement		2. 2000-01 Payment Year Based on 2000 Fall Enr.		$ 2,230 rate	0.032 mill deduct	3. 2001-2002 Projection Projected from 2000 Fall Enr.		$ 2,323 rate	0.032 mill deduct	4. 2002-2003 Projection Projected from 2000 Fall Enr.		$ 2,420 rate	0.032 mill deduct		
ID	ORGNME	DTYPE	Actual Pay 00-01	Actual Pay wpu 00-01	Enr 00-01	Enr wpu 00-01	Gross Pay 00-01	Deduct 00-01	Net Pay 00-01	Proj Enr 01-02	Proj wpu 01-02	Gross Pay 01-02	Deduct 01-02	Net Pay 01-02	Proj Enr 02-03	Proj wpu 02-03	Gross Pay 02-03	Deduct 02-03	Net Pay 02-03	Year 1 change	Year 2 change
1073	Hettinger 13	1	865,486	470	410	418	932,185	183,283	748,902	373	380	882,368	189,882	692,486	345	348	841,980	196,617	645,363	7.5%	6.7%
2702	Valley City 2	1	2,446,425	1,250	1,262	1,224	2,729,721	363,308	2,366,413	1,216	1,164	2,703,391	376,387	2,327,004	1,192	1,128	2,729,554	389,537	2,340,017	1.7%	0.6%
2013	Omnic 13	2	95,428	68	50	58	151,105	55,677	95,428	57	65	152,017	57,681	94,336	56	66	156,728	59,758	96,970	1.1%	4.9%
2052	Litchville 52	2	153,845	110	94	106	236,046	92,012	144,034	90	103	239,269	95,325	143,944	88	103	248,558	98,756	149,802	0.1%	4.1%
2065	N Central 65	1	391,477	235	190	223	497,062	132,907	364,155	181	219	507,994	137,492	370,302	180	215	519,951	142,649	377,312	1.7%	1.9%
2182	Wimbledon Courtenay 82	1	444,423	244	175	214	477,755	98,649	379,106	168	205	476,029	102,200	373,829	165	202	489,469	105,879	383,590	1.4%	2.6%
3005	Mannamusa 5	1	368,294	188	147	181	404,155	42,515	361,640	141	174	403,761	44,047	359,714	137	170	411,011	45,633	365,380	0.5%	1.6%
3006	Leeds 6	1	455,405	262	201	243	541,756	127,873	413,882	193	239	554,128	132,477	421,651	190	232	561,634	137,246	424,388	1.9%	0.6%
3009	Maddock 9	1	484,736	269	233	268	597,707	114,265	483,442	224	271	628,372	118,378	509,994	219	261	630,991	122,640	508,351	5.5%	0.3%
3016	Oberon 16	2	96,603	56	43	50	111,678	28,455	83,223	42	49	114,756	29,480	85,276	39	47	112,966	30,541	82,425	2.5%	3.3%
3029	Warwick 29	1	536,483	255	229	254	585,773	37,948	532,825	222	252	585,164	34,134	551,030	215	255	616,319	35,363	581,156	3.4%	5.5%
3030	Ft Totten 30	1	480,099	217	158	177	395,000	2,964	392,036	147	170	394,654	3,070	391,584	153	167	405,126	3,181	402,145	0.1%	2.7%
4081	Billings Co 1	2	-	101	79	88	196,418	2,964,312		76	86	199,337	3,091,788	-	72	83	200,884	3,223,051	-	#DIV/0!	#DIV/0!
5091	Bottineau 1	1	5,514,028	785	805	780	1,739,801	238,730	1,501,071	775	743	1,725,966	247,324	1,478,642	743	705	1,706,608	256,229	1,450,380	1.5%	1.9%
5013	Willow City 13	1	206,514	118	85	106	236,536	57,273	179,263	82	103	238,595	59,335	179,260	78	98	237,196	61,671	176,125	0.0%	1.7%
5017	Wyndmere 17	1	364,000	212	197	208	464,152	107,645	356,507	161	201	466,203	111,520	354,683	157	196	474,973	115,535	359,438	0.5%	1.3%
5035	Lansford 35	2	53,726	52	36	42	96,024	52,791	43,233	34	41	96,258	54,692	41,566	32	40	96,140	56,661	39,479	3.8%	4.6%
5054	Newburg United 54	1	129,917	111	85	105	233,615	116,654	116,961	82	101	235,436	120,854	114,582	80	99	239,580	125,294	114,286	2.0%	0.2%
5091	Bowman 1	1	880,794	454	444	444	990,009	131,715	858,293	433	428	994,778	136,457	858,321	426	428	1,035,933	141,370	894,463	0.0%	4.2%
5017	Rhame 17	1	263,540	146	94	119	264,277	53,108	209,973	92	116	269,654	55,583	204,071	89	111	268,596	57,944	200,652	1.5%	1.7%
5033	Scranton 33	1	402,256	227	183	227	505,251	102,985	402,266	179	222	514,637	105,693	407,944	173	217	529,092	110,534	414,558	1.4%	1.6%
5014	Bowbells 14	1	250,892	152	115	142	316,593	89,294	227,299	106	131	303,520	92,301	211,269	99	121	297,849	96,624	191,825	-7.1%	-9.2%
5027	Powers Lake 27	1	299,004	162	128	162	361,617	62,613	299,004	118	149	345,105	64,867	280,238	109	136	328,805	67,202	261,603	-6.3%	-6.6%
5036	Burke Central 36	1	240,864	155	114	144	322,101	104,206	217,896	103	130	302,826	107,957	194,869	97	121	293,057	111,444	182,113	-10.6%	-6.5%
9001	Minnewaukan 1	1	19,805,095	10,413	10,562	10,374	23,135,001	3,415,757	19,719,249	10,346	10,168	23,619,103	3,538,729	20,080,374	10,208	10,011	24,226,629	3,666,123	20,560,497	1.8%	2.4%
9002	Pergan 2	2	17,386	17	15	17	38,490	21,104	17,386	15	18	40,222	21,864	18,358	15	18	43,052	22,652	20,401	5.5%	8.2%
9025	Naughton 25	3	7,774	6	5	6	12,589	6,409	6,180	5	6	13,173	6,640	6,533	5	6	14,278	7,513	7,166	2.4%	6.3%
9028	Wing 28	1	160,004	97	78	91	201,702	55,838	151,864	73	92	212,647	57,988	154,293	71	89	214,843	59,930	154,535	1.9%	0.2%
9029	Bakken 29	2	467	17	14	17	37,375	36,908	467	14	17	39,677	39,237	1,440	14	17	42,132	39,643	2,489	208.1%	72.9%
9033	Mayville 33	2	59,478	39	34	39	87,327	29,412	58,915	34	40	92,134	29,835	62,299	33	39	94,508	30,434	64,074	5.8%	2.8%
9034	McHenry 34	1	1,106	8	6	7	15,788	14,682		6	7	16,676	15,218		6	7	17,812	16,411		#DIV/0!	#DIV/0!
9035	Sterling 35	2	58,009	43	37	40	89,423	31,481	57,942	37	41	94,709	32,885	61,824	35	40	97,328	34,075	63,253	6.7%	2.4%

Foundation Aid Per Student Payment Projection for 2001-03 Biennium Budget

Executive Budget			1. 2000-01 Actual Net Entitlement		2. 2000-01 Payment Year Based on 2000 Fall Enr.			$ 2,238 rate	0.832 mill deduct	3. 2001-2002 Projection Projected from 2000 Fall Enr.			$ 2,323 rate	0.832 mill deduct	4. 2002-2003 Projection Projected from 2000 Fall Enr.			$ 2,429 rate	0.832 mill deduct		
ID	DISTRICT	DTYPE	Actual Pay 00-01	Actual Pay wpu 00-01	Enr 00-01	Enr wpu 00-01	Gross Pay 00-01	Deduct 00-01	Net Pay 00-01	Proj Enr 01-02	Proj wpu 01-02	Gross Pay 01-02	Deduct 01-02	Net Pay 01-02	Proj Enr 02-03	Proj wpu 02-03	Gross Pay 02-03	Deduct 02-03	Net Pay 02-03	Year 1 change	Year 2 change
29036	Driscoll 36	1	40,006	29	19	24	53,208	24,488	28,720	19	24	55,171	25,369	29,802	19	24	57,288	25,782	30,806	3.8%	3.4%
29039	Apple Creek 39	2	93,744	59	45	50	110,497	36,756	73,741	44	49	114,617	38,079	76,538	44	50	121,992	39,450	82,542	3.8%	7.8%
29045	Manning 45	3	29,941	15	12	15	33,182	4,513	28,669	12	15	35,008	4,675	30,333	12	15	36,711	4,844	31,867	5.8%	5.1%
29001	Fargo 1	1	20,761,653	11,312	11,441	11,175	24,922,257	4,463,928	20,458,329	11,424	11,186	25,964,268	4,624,630	21,339,638	11,422	11,172	27,037,087	4,791,116	22,245,971	4.4%	4.1%
29002	Kindred 2	1	1,285,356	694	724	694	1,546,639	263,179	1,283,460	723	686	1,592,811	272,653	1,320,158	724	681	1,647,197	282,468	1,364,729	2.9%	3.4%
29004	Maple Valley 4	1	559,006	321	209	250	558,347	157,337	401,010	209	250	580,564	163,001	417,563	210	250	605,726	168,869	436,857	4.1%	4.6%
29006	West Fargo 6	1	9,390,889	4,983	5,065	4,956	11,051,077	1,721,781	9,329,296	5,058	4,959	11,519,757	1,783,765	9,735,992	5,059	4,954	11,989,721	1,847,980	10,141,741	4.4%	4.2%
29007	Mapleton 7	2	221,626	131	118	134	296,396	71,326	227,070	117	135	313,721	73,894	239,827	116	137	330,524	76,554	253,970	5.6%	5.9%
29017	Central Cass 17	1	1,497,644	807	842	807	1,798,740	301,096	1,497,644	841	797	1,851,942	311,936	1,540,006	841	791	1,915,236	323,165	1,592,071	2.8%	3.4%
29022	Page 22	2	279,578	168	148	161	358,785	95,709	263,075	148	163	378,695	99,154	279,541	147	154	397,170	102,726	294,446	6.3%	5.3%
29057	Northern Cass	1	887,261	523	487	483	1,076,934	278,092	798,842	487	480	1,114,645	288,103	826,542	487	478	1,157,220	298,475	858,745	3.5%	3.9%
29061	Oakbrook 1	2	27,948	29	19	22	50,019	36,142	13,877	18	22	50,270	37,443	12,827	16	20	47,384	38,791	8,593	7.6%	33.0%
29014	Border Central 14	1	4,342	43	32	40	88,821	92,284	-	31	39	89,552	95,606	-	30	37	88,911	99,048	-	#DIV/0!	#DIV/0!
29019	Munich 19	1	338,864	194	155	188	419,753	94,202	325,551	149	182	422,414	97,593	324,821	145	175	424,153	101,107	323,046	0.2%	0.5%
29023	Langdon 23	1	1,005,397	581	590	579	1,290,769	290,412	1,000,357	569	550	1,277,394	300,867	976,527	553	527	1,274,759	311,698	963,061	2.4%	1.4%
29030	Milton 30	1	63,529	43	32	43	95,444	31,815	63,629	31	41	95,584	32,960	62,724	32	41	99,123	34,145	64,977	1.4%	3.6%
29040	Ellendale 40	1	715,062	398	387	389	867,604	171,608	695,996	378	376	873,982	177,786	696,196	370	365	884,220	184,187	700,033	0.0%	0.6%
29041	Oakes 41	1	1,006,624	539	557	534	1,190,664	196,350	994,314	544	519	1,205,521	203,418	1,002,103	534	516	1,248,478	210,741	1,037,737	0.8%	3.5%
29001	Divide County 1	1	670,481	364	333	344	767,365	200,837	566,528	300	314	728,702	208,067	520,635	274	306	739,552	215,558	523,994	8.1%	0.6%
29008	Dodge 8	2	149,073	75	51	62	138,037	17,151	120,886	47	58	135,199	17,768	117,431	43	54	131,575	18,408	113,167	2.9%	3.6%
29016	Killdeer 16	1	662,409	387	364	374	835,068	200,579	634,489	338	345	801,574	207,800	593,774	316	331	801,649	215,281	586,368	6.4%	1.2%
29019	Halliday 19	1	270,162	172	92	115	255,580	52,478	203,102	87	109	252,789	54,367	198,422	82	102	247,203	56,324	190,879	2.3%	3.8%
29037	Twin Buttes 37	2	143,504	65	49	56	125,081	643	124,438	44	51	119,333	667	118,666	41	48	117,322	691	116,631	4.6%	1.7%
29091	New Rockford 1	1	759,366	400	377	381	848,560	133,415	715,145	367	367	853,679	138,218	715,461	348	345	835,662	143,193	692,469	0.0%	3.2%
29072	Sheyenne 12	1	423,666	211	144	178	396,137	45,882	350,255	141	175	405,364	47,534	357,830	131	161	390,757	49,245	341,512	2.2%	4.5%
29006	Hazelton-Moffit 8	1	393,637	220	161	204	454,875	97,431	357,444	155	196	454,843	100,938	353,905	149	188	455,613	104,572	351,041	1.0%	0.8%
29010	Baldwin 10	2	47,974	29	17	22	49,105	16,986	32,119	17	22	51,152	17,598	33,554	15	19	46,730	18,231	28,499	4.5%	15.1%
29012	Union 12	3	44,562	27	18	23	52,137	15,759	36,378	18	23	54,196	16,326	37,870	17	22	52,635	16,914	35,721	4.1%	5.7%
29015	Strasburg 15	1	525,253	272	233	255	591,485	81,218	510,267	225	261	607,302	84,142	523,160	217	256	619,544	87,171	532,373	2.5%	1.8%
29036	Linton 36	1	699,498	381	375	377	840,777	151,202	689,575	360	358	832,331	156,646	675,685	350	346	837,417	162,285	675,132	-2.0%	-0.1%
29010	Carrington 10	1	1,374,187	710	709	682	1,519,923	258,533	1,261,390	711	676	1,571,058	267,840	1,303,228	706	665	1,609,736	277,482	1,332,254	3.3%	2.2%
29091	Beach 1	1	725,996	378	374	378	843,797	117,801	725,996	368	367	840,229	121,523	718,706	365	352	852,760	126,898	725,862	1.0%	1.1%

Foundation Aid Per Student Payment Projection for 2001-03 Biennium Budget

Executive Budget			1. 2000-01 Actual Net Entitlement		2. 2000-01 Payment Year Based on 2000 Fall Enr.		$ 2,230 rate	0.832 mill deduct	3. 2001-2002 Projection Projected from 2000 Fall Enr.		$ 2,323 rate	0.832 mill deduct	4. 2002-2003 Projection Projected from 2000 Fall Enr.		$ 2,420 rate	0.832 mill deduct		
ID	DNAME	DTYPE	Actual Pay 00-01	Actual Pay wpu 00-01	Enr 00-01	Enr wpu 00-01	Gross Pay 00-01	Deduct 00-01	Net Pay 00-01	Proj Enr 01-02	Proj wpu 01-02	Gross Pay 01-02	Deduct 01-02	Net Pay 01-02	Proj Enr 02-03	Proj wpu 02-03	Gross Pay 02-03	Deduct 02-03	Net Pay 02-03	Year 1 change	Year 2 change
17006	Lone Tree 6	1	96,075	61	53	60	133,086	40,891	92,195	53	61	142,237	42,363	99,874	53	63	151,613	43,888	107,725	8.3%	7.9%
18001	Grand Forks 1	1	15,906,269	8,282	8,338	8,172	18,273,276	2,563,528	15,659,698	7,985	7,828	18,184,578	2,655,815	15,529,163	7,706	7,536	18,736,902	2,751,424	15,485,478	-0.8%	-0.3%
18044	Larimore 44	1	1,099,663	584	584	572	1,275,961	203,282	1,072,680	559	540	1,253,468	210,600	1,042,868	541	515	1,246,348	218,181	1,028,167	-2.8%	-1.4%
18061	Thompson 61	1	991,231	505	518	503	1,121,624	136,413	985,411	497	477	1,108,629	141,324	967,305	479	463	1,119,516	146,411	973,105	1.8%	0.6%
18125	Manvel 125	1	342,108	196	195	184	409,996	94,057	315,939	186	176	407,872	97,443	310,429	179	175	422,725	100,951	321,775	-1.7%	3.7%
18127	Emerado 127	1	298,973	159	116	127	284,080	54,616	229,464	111	123	285,985	56,582	229,403	107	120	291,441	58,619	232,822	0.0%	1.5%
18179	Midway 179	1	573,975	331	328	331	737,773	163,798	573,975	314	314	729,259	169,695	559,564	303	301	728,323	175,804	552,519	-2.5%	-1.3%
18197	Northwood 197	1	661,940	365	359	363	808,576	153,601	654,975	344	344	798,996	159,131	639,865	333	333	805,884	164,860	641,024	-2.3%	0.2%
18140	Grand Forks AFB 1	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	#DIV/0!	#DIV/0!
19018	Portsmouth 18	1	347,506	185	145	181	403,095	64,247	338,848	137	172	399,161	66,560	332,601	129	151	389,662	68,956	320,906	-1.8%	-3.5%
19040	Elgin New Leipzig 40	1	615,974	331	248	282	627,745	122,518	505,227	237	268	671,774	126,929	494,845	221	250	605,240	131,499	473,791	-2.1%	-4.3%
20007	Bidenta 7	1	415,441	259	210	237	529,602	162,396	367,207	198	231	537,705	168,243	369,462	191	229	553,577	174,299	379,278	0.6%	2.6%
20058	Grace County Central	1	696,937	388	355	360	803,536	167,261	636,275	339	340	789,053	173,263	615,770	326	322	778,030	179,521	598,509	-3.2%	-2.8%
21006	Mott 6	1	517,349	285	239	282	628,570	118,393	509,677	228	277	644,158	123,173	520,985	217	266	644,301	127,607	516,694	2.2%	0.8%
21009	New England 9	1	477,145	274	227	255	568,382	134,410	433,972	219	245	569,228	139,249	429,979	210	236	571,158	144,262	426,906	-0.9%	-0.7%
21014	Regent 14	1	234,218	134	98	122	272,439	65,160	207,279	95	119	276,089	67,506	208,583	91	112	271,814	69,936	201,878	0.6%	-3.2%
22011	Petterson-Tuttle	2		35	24	28	62,128	80,629	-	23	27	63,162	83,532		22	27	64,154	86,539	-	#DIV/0!	#DIV/0!
22014	Robinson 14	2	1,970	15	11	13	29,771	37,680	-	10	12	28,759	37,821		10	13	30,613	34,003	-	#DIV/0!	#DIV/0!
22020	Tuttle-Pettibone	1	203,337	108	75	102	228,241	37,481	190,760	73	98	228,444	38,830	189,614	68	90	217,637	40,228	177,209	-0.6%	-6.5%
22026	Steele-Dawson 26	1	545,558	289	253	289	644,247	98,689	545,558	253	288	667,979	102,241	565,738	241	281	678,834	105,922	572,912	3.7%	1.3%
22028	Tappen 28	1	294,887	157	120	141	314,876	44,346	270,530	115	135	315,324	45,947	269,382	111	132	318,917	47,596	271,021	-0.4%	0.6%
23003	Edgeley 3	1	525,198	303	275	299	666,213	150,362	515,851	265	293	679,894	155,275	523,619	255	284	699,356	161,383	537,973	1.5%	2.7%
23007	Kulm 7	1	338,817	207	155	195	435,995	122,458	313,537	153	187	435,823	129,867	306,556	148	181	432,879	131,434	306,175	1.3%	-0.8%
23008	LaMoure 8	1	774,892	410	398	403	897,642	133,940	763,702	383	391	888,642	138,762	750,180	372	385	892,645	143,757	748,691	-1.8%	-0.2%
23009	Marion 9	1	251,526	144	109	138	307,160	69,302	237,858	103	134	310,701	71,793	238,908	97	127	306,227	74,382	231,845	0.4%	3.0%
23011	Verona 11	1	163,566	98	72	91	203,331	54,834	148,497	69	87	201,892	56,868	145,024	66	83	200,376	58,853	141,523	-2.3%	-2.5%
24002	Napoleon 2	1	535,167	282	265	281	627,589	112,763	514,826	251	282	655,365	116,823	538,542	252	285	690,696	121,079	569,858	4.6%	5.8%
24056	Gackle 56	1	356,053	219	176	212	472,983	133,804	339,179	173	205	483,161	138,621	344,540	167	205	503,191	143,611	359,580	1.6%	4.4%
25001	Velva 1	1	867,950	456	470	460	1,026,179	153,975	872,204	451	444	1,032,527	155,518	877,009	433	428	1,035,228	165,261	869,967	0.1%	-0.3%
25004	Newport 4	1	858,620	247	205	241	537,586	86,703	450,884	197	235	545,560	89,824	455,736	190	229	554,112	93,057	461,075	1.1%	1.2%
25010	Anamoose 10	1	273,688	173	96	118	263,274	50,508	212,766	93	114	264,799	51,326	213,473	89	109	264,095	54,210	209,885	-0.1%	-1.2%
25025	Granville 25	1	184,584	121	145	178	396,494	61,075	335,419	138	169	392,935	61,273	329,662	133	164	396,291	65,551	330,651	1.7%	0.3%

Foundation Aid Per Student Payment Projection for 2001-03 Biennium Budget

Executive Budget			1. 2000-01 Actual Net Entitlement		2. 2000-01 Payment Year Based on 2000 Fall Enr			$ 2,239 rate	0.032 mill deduct	3. 2001-2002 Projection Projected from 2000 Fall Enr.			$ 2,323 rate	0.032 mill deduct	4. 2002-2003 Projection Projected from 2000 Fall Enr			$ 2,420 rate	0.032 mill deduct		
ID	DNAME	TYPE	Actual Pay 00-01	Actual Pay wpu 00-01	Enr 00-01	Enr wpu 00-01	Gross Pay 00-01	Deduct 00-01	Net Pay 00-01	Proj Enr 01-02	Proj wpu 01-02	Gross Pay 01-02	Deduct 01-02	Net Pay 01-02	Proj Enr 02-03	Proj wpu 02-03	Gross Pay 02-03	Deduct 02-03	Net Pay 02-03	Year 1 change	Year 2 change
[illegible]	[illegible]	1	135,674	85	[illegible]	[illegible]	180,519	52,184	127,335	[illegible]	[illegible]	181,496	55,098	126,398	[illegible]	[illegible]	179,733	57,082	122,651	0.7%	3.0%
[illegible]	[illegible]	1	358,847	198	[illegible]	[illegible]	432,263	83,501	348,762	[illegible]	[illegible]	428,547	86,507	342,040	[illegible]	[illegible]	430,929	89,621	341,308	1.9%	0.2%
[illegible]	[illegible]	1	107,128	82	[illegible]	[illegible]	[illegible]	74,752	99,210	[illegible]	[illegible]	175,387	77,443	97,944	[illegible]	[illegible]	116,466	80,231	96,235	1.1%	1.7%
[illegible]	[illegible]	1	460,821	255	[illegible]	[illegible]	557,143	108,833	448,310	[illegible]	[illegible]	561,585	112,751	448,834	[illegible]	[illegible]	577,412	116,810	460,602	0.1%	2.6%
[illegible]	[illegible]	1	537,350	294	[illegible]	[illegible]	639,163	117,869	521,294	[illegible]	[illegible]	664,543	122,112	542,431	[illegible]	[illegible]	665,282	126,508	538,774	4.1%	0.7%
[illegible]	[illegible]	1	1,189,762	657	[illegible]	[illegible]	1,425,104	274,992	1,150,112	[illegible]	[illegible]	1,409,620	284,651	1,124,729	[illegible]	[illegible]	1,419,862	298,147	1,121,715	2.2%	0.3%
[illegible]	[illegible]	1	230,279	138	[illegible]	[illegible]	298,151	78,220	219,931	[illegible]	[illegible]	296,322	81,036	215,286	[illegible]	[illegible]	305,259	83,953	221,306	2.1%	2.8%
[illegible]	Yellowstone #4	2	282,829	146	[illegible]	[illegible]	308,231	43,095	265,136	[illegible]	[illegible]	310,655	44,646	266,009	[illegible]	[illegible]	316,512	46,253	270,259	0.3%	1.6%
[illegible]	Earl #8	3		13	[illegible]	[illegible]	27,474	1,037,598		[illegible]	[illegible]	28,898	1,074,952		[illegible]	[illegible]	30,298	1,113,650		#DIV/0!	#DIV/0!
[illegible]	Roseglen Butte #9	3		4	[illegible]	[illegible]	9,611	76,504		[illegible]	[illegible]	9,826	79,258		[illegible]	[illegible]	10,430	82,111		#DIV/0!	#DIV/0!
[illegible]	Hettinger Upper #7	3		23	[illegible]	[illegible]	11,596	72,137		[illegible]	[illegible]	12,242	74,734		[illegible]	[illegible]	12,902	77,429		#DIV/0!	#DIV/0!
[illegible]	Washburn #4	1	614,317	277	[illegible]	[illegible]	608,589	2,290	606,299	[illegible]	[illegible]	629,394	2,372	627,022	[illegible]	[illegible]	637,549	2,458	635,091	3.4%	1.3%
[illegible]	Mandaree #1	1	565,498	295	[illegible]	[illegible]	595,544	21,527	574,017	[illegible]	[illegible]	597,034	74,102	522,932	[illegible]	[illegible]	607,259	76,770	530,489	0.2%	1.5%
[illegible]	Washburn #4	1	854,335	436	[illegible]	[illegible]	896,772	117,164	779,608	[illegible]	[illegible]	895,075	121,382	773,693	[illegible]	[illegible]	898,594	125,752	772,842	0.8%	0.1%
[illegible]	Underwood #5	1	607,862	328	[illegible]	[illegible]	710,969	124,158	586,811	[illegible]	[illegible]	715,925	128,629	587,297	[illegible]	[illegible]	719,546	133,258	582,288	0.1%	0.9%
[illegible]	Max #2	1	377,162	205	[illegible]	[illegible]	451,263	79,030	372,233	[illegible]	[illegible]	445,546	81,675	364,071	[illegible]	[illegible]	441,384	84,822	356,562	2.2%	2.1%
[illegible]	Garrison #51	1	756,815	415	[illegible]	[illegible]	842,511	169,523	673,302	[illegible]	[illegible]	823,387	175,676	647,711	[illegible]	[illegible]	821,198	182,000	639,198	3.8%	4.1%
[illegible]	Hurley #2	4	56,394	48				50,946					52,469					54,358		#DIV/0!	#DIV/0!
[illegible]	Turtle Lake Mer. #1	1	453,030	254	[illegible]	[illegible]	565,952	113,814	452,138	[illegible]	[illegible]	558,251	117,911	440,340	[illegible]	[illegible]	568,445	122,156	426,289	2.5%	3.3%
[illegible]	White Shield #3	1	434,107	198	[illegible]	[illegible]	438,106	6,808	431,298	[illegible]	[illegible]	431,054	7,054	424,000	[illegible]	[illegible]	428,316	7,307	421,009	1.7%	1.7%
[illegible]	Hazen 3	1	1,752,676	856	[illegible]	[illegible]	1,928,500	252,239	1,620,261	[illegible]	[illegible]	1,758,279	157,719	1,600,560	[illegible]	[illegible]	1,734,866	162,392	1,572,489	1.1%	1.8%
[illegible]	Golden Valley #8	1	175,647	93	[illegible]	[illegible]	208,194	32,446	175,748	[illegible]	[illegible]	207,158	33,614	173,574	[illegible]	[illegible]	201,489	34,825	166,664	1.1%	4.0%
[illegible]	Stanley #2	1	288,499	123	[illegible]	[illegible]	294,599	24,479	270,120	[illegible]	[illegible]	287,830	30,540	257,290	[illegible]	[illegible]	293,101	31,640	261,461	1.0%	0.8%
[illegible]	Kenmare #7	1	2,016,041	1,013	[illegible]	[illegible]	2,392,103	238,689	1,961,414	[illegible]	[illegible]	2,178,142	247,252	1,931,065	[illegible]	[illegible]	2,187,983	256,184	1,859,799	1.6%	2.1%
[illegible]	Mandan 1	1	6,589,072	3,525	[illegible]	[illegible]	7,684,362	1,011,187	6,643,122	[illegible]	[illegible]	7,807,510	1,047,590	6,759,920	[illegible]	[illegible]	7,863,677	1,085,303	6,778,374	1.8%	2.0%
[illegible]	Little Heart #4	2	49,508	13	[illegible]	[illegible]	72,519	24,027	48,091	[illegible]	[illegible]	73,430	24,892	48,538	[illegible]	[illegible]	73,658	25,288	48,370	0.9%	0.9%
[illegible]	New Salem 2	1	900,909	406	[illegible]	[illegible]	903,525	103,660	799,865	[illegible]	[illegible]	909,617	107,192	802,225	[illegible]	[illegible]	921,956	111,258	810,698	0.5%	1.0%
[illegible]	Cavalier #6	2	69,450	42	[illegible]	[illegible]	85,164	43,830	41,334	[illegible]	[illegible]	87,391	45,408	41,983	[illegible]	[illegible]	90,686	47,043	43,643	1.6%	3.7%
[illegible]	Hebron 13	1	446,193	246	[illegible]	[illegible]	543,979	103,324	440,655	[illegible]	[illegible]	549,204	107,043	442,161	[illegible]	[illegible]	560,483	110,892	449,590	0.8%	1.8%
[illegible]	Sweet Briar #3	1	24,511	15	[illegible]	[illegible]	29,293	8,248	21,045	[illegible]	[illegible]	21,418	8,545	12,873	[illegible]	[illegible]	23,409	8,852	14,557	6.9%	5.3%
[illegible]	Fischer #4	1	573,666	258	[illegible]	[illegible]	620,237	90,249	530,578	[illegible]	[illegible]	648,953	93,498	555,455	[illegible]	[illegible]	668,423	96,868	571,555	3.1%	2.9%
[illegible]	Glen Ullin #2	1	514,740	282	[illegible]	[illegible]	620,587	114,164	506,423	[illegible]	[illegible]	643,587	118,274	525,313	[illegible]	[illegible]	661,572	122,532	539,040	3.7%	2.6%

Foundation Aid Per Student Payment Projection for 2001-03 Biennium Budget

Executive Budget			1 2000-01 Actual Net Entitlement		2 2000-01 Payment Year Based on 2000 Fall Enr		$ 2,220 rate	0.032 mill deduct	3 2001-2002 Projection Projected from 2000 Fall Enr		$ 2,323 rate	0.032 mill deduct	4 2002-2003 Projection Projected from 2000 Fall Enr		$ 2,429 rate	0.032 mill deduct		
ID	DNAME	DTYPE	Actual Pay 00-01	Actual Pay wpu 00-01	Enr 00-01	Enr wpu 00-01	Gross Pay 00-01	Deduct 00-01	Net Pay 00-01	Proj Enr 01-02	Proj wpu 01-02	Gross Pay 01-02	Deduct 01-02	Net Pay 01-02	Proj Enr 02-03	Proj wpu 02-03	Gross Pay 02-03	Deduct 02-03	Net Pay 02-03	Year 1 change	Year 2 change
[illegible]	[illegible]	1	1,553,904	731	746	717	1,587,082	75,135	1,511,947	719	695	1,621,862	28,462	1,583,340	712	688	1,664,821	81,281	1,583,334	2.7%	2.4%
[illegible]	[illegible]	1	775,152	424	427	414	922,261	128,212	794,049	424	407	940,025	126,340	813,685	417	398	956,142	102,658	853,484	1.1%	1.3%
[illegible]	[illegible]	1	646,906	334	329	317	740,583	96,823	643,760	326	317	758,460	100,107	658,353	322	313	774,352	103,918	670,434	2.2%	1.9%
[illegible]	[illegible]	1	17,068	12	25	26	57,252	54,980	2,272	25	26	61,258	56,962	4,296	25	27	65,267	59,013	6,254	54.8%	45.6%
[illegible]	[illegible]	1	618,080	407	399	390	869,832	288,618	581,214	372	361	847,849	299,029	548,820	352	338	866,986	309,794	557,192	5.6%	1.5%
[illegible]	[illegible]	1	536,372	299	295	298	665,566	132,911	532,633	276	284	661,772	137,695	523,477	262	288	696,718	142,652	554,066	1.7%	5.8%
[illegible]	[illegible]	1	641,906	335	280	317	707,914	106,059	601,855	257	294	684,477	105,877	578,600	237	294	619,835	113,832	506,003	4.7%	11.8%
[illegible]	[illegible]	1	346,820	207	155	188	474,802	115,147	299,655	148	179	434,793	119,500	297,293	142	171	413,312	123,802	289,510	0.7%	2.6%
[illegible]	[illegible]		1,139,455	631	635	620	1,382,511	222,742	1,159,769	612	596	1,369,548	235,941	1,133,607	565	550	1,345,617	244,435	1,101,182	1.8%	2.9%
[illegible]	[illegible]	1	346,785	202	161	198	433,244	103,515	329,729	154	187	415,351	107,241	328,112	149	180	435,648	111,102	324,546	0.5%	1.1%
[illegible]	[illegible]	1	469,853	286	261	281	626,942	168,925	457,967	231	280	626,792	175,058	451,734	221	261	636,508	181,160	455,148	1.4%	0.8%
[illegible]	[illegible]	1	582,664	371	299	369	668,490	137,892	530,998	297	367	699,432	142,442	556,990	279	345	718,161	147,670	570,613	1.1%	2.4%
[illegible]	[illegible]	1	279,848	164	122	150	336,255	86,229	249,026	118	146	338,856	89,333	249,523	111	139	335,557	92,549	243,008	0.6%	2.6%
[illegible]	[illegible]	1	239,746	157	126	147	327,141	98,857	228,284	115	142	329,797	102,416	227,381	110	135	325,877	106,103	219,774	0.8%	2.9%
[illegible]	[illegible]	1	148,373	88	66	82	181,538	47,969	133,569	64	79	184,423	49,683	134,740	62	77	186,243	51,471	134,772	0.6%	0.0%
[illegible]	[illegible]	1	1,299,522	711	672	676	1,491,817	296,231	1,195,586	651	675	1,512,510	296,535	1,215,975	612	599	1,449,101	307,211	1,142,490	1.4%	1.8%
[illegible]	[illegible]	1	3,918,046	1,975	2,009	1,987	4,462,145	485,175	3,977,170	1,956	1,934	4,376,509	502,641	3,873,868	1,887	1,865	4,392,676	520,236	3,872,903	0.4%	0.1%
[illegible]	[illegible]	1	242,118	168	133	161	314,207	132,389	181,818	135	163	337,367	137,155	181,212	109	132	317,859	142,092	175,727	0.3%	3.0%
[illegible]	[illegible]	1	289,775	164	118	142	327,342	79,960	247,383	115	143	332,787	82,869	249,296	111	138	334,904	85,852	249,052	1.2%	0.5%
[illegible]	[illegible]	1	106,294	63	44	53	117,480	28,575	88,905	43	52	116,529	29,020	87,509	42	51	122,210	31,421	84,789	3.8%	3.9%
[illegible]	[illegible]	1	54,185	36	24	29	65,023	22,525	42,498	23	28	67,179	23,179	43,999	23	27	66,630	24,179	41,451	0.4%	8.1%
[illegible]	[illegible]	1	15,566	8	6	8	17,764	3,123	14,271	6	8	18,352	3,234	15,118	6	8	19,219	3,350	15,869	5.9%	4.9%
[illegible]	[illegible]	1	1,299,101	671	686	662	1,477,104	203,229	1,273,875	663	639	1,508,775	209,961	1,298,814	653	631	1,484,557	215,568	1,268,989	1.9%	2.3%
[illegible]	[illegible]	1	701,882	377	353	364	811,984	135,913	676,071	339	352	784,095	144,067	640,028	319	331	774,921	149,241	625,680	2.4%	3.8%
[illegible]	[illegible]	1	368,250	171	137	171	394,277	28,320	365,957	132	164	382,556	31,780	350,776	128	159	389,414	84,061	305,353	1.5%	0.1%
[illegible]	[illegible]	1	611,445	336	271	337	688,523	137,282	551,241	261	324	680,064	142,220	537,844	254	315	686,787	147,340	539,447	1.1%	0.3%
[illegible]	[illegible]	1	671,867	342	318	395	777,337	131,421	645,916	306	380	748,674	138,149	610,525	297	369	721,871	105,269	616,602	0.1%	1.1%
[illegible]	[illegible]	1	13,700	29	21	26	55,501	30,023	25,478	20	25	53,890	31,076	22,814	20	25	52,059	32,029	20,030	8.1%	0.7%
[illegible]	[illegible]	1	620,734	351	320	396	780,079	135,346	644,733	309	383	776,159	139,676	636,483	298	369	752,747	123,843	628,904	0.3%	4.1%
[illegible]	[illegible]	1	142,668	187	127	159	321,214	63,614	257,574	123	153	311,109	64,870	246,239	119	149	301,304	75,028	226,276	1.1%	1.1%
[illegible]	[illegible]	1	547,177	288	250	279	631,772	98,733	533,039	241	270	627,243	98,299	528,944	233	261	631,769	101,575	530,194	2.1%	1.1%
[illegible]	[illegible]	1	2,928,872	1,552	1,398	1,540	3,477,703	547,304	2,930,399	1,351	1,474	3,423,727	561,901	2,861,826	1,311	1,429	3,441,050	573,454	2,867,596	1.4%	0.2%

ND Department of Public Instruction

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Foundation Aid Per Student Payment Projection for 2001-03 Biennium Budget

Executive Budget			1 2000-01 Actual Net Entitlement		2 2000-01 Payment Year Based on 2000 Fall Enr			$ 2,230 rate	8.832 mill deduct	3 2001-2002 Projection Projected from 2000 Fall Enr			$ 2,323 rate	8.832 mill deduct	4 2002-2003 Projection Projected from 2000 Fall Enr			$ 2,420 rate	8.832 mill deduct		
ID	DNAME	D/TYPE	Actual Pay 00-01	Actual Pay wpu 00-01	Enr 00-01	Enr wpu 00-01	Gross Pay 00-01	Deduct 00-01	Net Pay 00-01	Proj Enr 01-02	Proj wpu 01-02	Gross Pay 01-02	Deduct 01-02	Net Pay 01-02	Proj Enr 02-03	Proj wpu 02-03	Gross Pay 02-03	Deduct 02-03	Net Pay 02-03	Year 1 change	Year 2 change
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

Foundation Aid Per Student Payment Projection for 2001-03 Biennium Budget

Executive Budget			1 2000-01 Actual Net Entitlement		2 2000-01 Payment Year Based on 2000 Fall Enr			$ 2,230 rate	0.032 mill deduct	3 2001-2002 Projection Projected from 2000 Fall Enr			$ 2,323 rate	0.032 mill deduct	4 2002-2003 Projection Projected from 2000 Fall Enr			$ 2,420 rate	0.032 mill deduct		
ID	DNAME	DRK	Actual Pay 00-01	Actual Pay wpu 00-01	Enr 00-01	Enr wpu 00-01	Gross Pay 00-01	Deduct 00-01	Net Pay 00-01	Proj Enr 01-02	Proj wpu 01-02	Gross Pay 01-02	Deduct 01-02	Net Pay 01-02	Proj Enr 02-03	Proj wpu 02-03	Gross Pay 02-03	Deduct 02-03	Net Pay 02-03	Year 1 change	Year 2 change
48004	Northern 8		608,749	326	317	326	726,088	117,339	608,749	301	315	732,279	121,563	610,716	287	303	727,816	120,919	606,897	0.3%	-0.6%
48029	New Town 3		188,295	115	78	95	232,450	67,862	164,588	76	93	226,523	70,305	146,218	73	88	232,218	72,836	159,382	-1.2%	4.4%
49001	Central Valley 1		572,648	330	321	322	728,987	163,677	565,310	313	325	732,349	169,569	562,780	307	307	743,424	175,671	567,753	0.4%	0.9%
49007	Hatton 3		532,516	285	270	276	635,257	103,748	531,509	263	276	640,660	107,483	533,177	257	275	665,819	111,352	554,467	4.2%	4.0%
49009	Hillsboro 9		888,127	496	497	497	1,072,875	225,363	847,512	484	494	1,126,011	233,476	844,535	474	494	1,198,892	241,882	857,010	0.4%	2.7%
49014	May Port CG 14	1	1,206,087	670	667	646	1,439,688	267,227	1,172,461	650	620	1,441,212	292,619	1,148,593	635	602	1,455,848	308,333	1,147,515	0.8%	0.3%
50002	Grafton 7	1	1,943,941	999	1,010	923	2,169,679	284,898	1,884,781	968	922	2,141,086	296,154	1,845,932	948	836	2,170,477	305,780	1,864,697	2.1%	1.7%
50020	Minto 20		533,853	278	260	228	629,230	108,622	520,608	250	228	645,283	112,532	532,751	240	229	675,567	116,583	558,984	4.1%	4.5%
50039	Larimore 39		169,485	88	61	76	220,528	27,041	193,487	59	73	169,238	28,014	141,704	57	72	174,434	29,023	145,411	1.7%	2.6%
50051	Nash 51		45,894	32	22	31	69,252	24,835	44,917	26	31	71,200	25,708	45,492	25	30	72,624	26,634	45,990	1.3%	1.1%
50078	Park River 78		838,519	448	454	441	982,533	163,251	824,282	436	419	974,011	169,128	804,883	419	431	994,137	175,217	819,016	2.4%	1.8%
50079	Fordville 79		198,291	113	96	111	252,226	54,432	198,294	94	110	254,833	56,392	198,441	91	104	250,561	58,422	192,139	0.1%	-3.2%
50108	Edinburg 108		389,925	199	183	179	398,925	52,925	346,000	138	131	357,721	54,837	342,890	133	124	366,251	56,804	339,447	0.9%	-1.0%
50128	Adams 128		266,545	145	136	143	318,845	58,374	264,471	112	136	319,900	56,311	263,589	108	132	319,206	58,359	261,347	0.3%	-0.8%
51001	Minot 1		14,217,185	7,265	7,258	7,095	15,822,982	1,971,526	13,851,463	7,095	6,942	16,126,034	2,042,501	14,083,533	6,951	6,796	16,430,687	2,116,031	14,314,656	1.7%	1.6%
51004	Northrop 4		618,185	235	242	221	451,804	130,356	321,448	237	212	563,139	134,329	388,786	232	208	578,137	138,445	400,282	1.9%	1.0%
51007	Drake 7		1,120,485	665	623	647	1,443,180	323,332	1,270,568	656	626	1,454,179	179,348	1,274,831	647	608	1,471,433	185,800	1,285,633	0.3%	0.8%
51010	Bell 10		267,238	145	130	143	318,756	56,803	261,953	127	142	329,640	58,848	270,792	124	141	345,601	60,967	284,924	3.4%	5.2%
51015	Towner 15		395,040	205	164	205	454,503	65,375	389,128	160	200	463,671	68,163	395,508	155	195	472,902	70,596	401,601	1.3%	1.5%
51019	Eureka 19		20,959	15	15	15	41,187	20,188	20,999	16	20	45,019	23,152	22,867	17	19	45,967	23,986	23,921	9.1%	4.1%
51029	Rawinson 29		621,485	388	365	327	829,939	181,647	648,293	356	363	841,458	193,540	648,918	340	351	851,486	205,688	645,798	0.5%	-0.4%
51041	Surrey 41		904,111	465	443	430	985,978	73,650	881,328	410	414	960,584	77,396	883,188	421	404	982,881	80,352	902,529	0.0%	2.2%
51054	Berthold 54		485,275	251	215	243	584,922	118,293	466,236	210	217	592,096	118,924	473,162	203	206	604,171	121,206	483,164	1.5%	1.7%
51070	Velva 70		250,111	150	131	150	328,670	78,523	250,199	134	151	353,503	77,204	276,303	130	143	363,833	79,983	283,848	5.8%	4.1%
51158	Kenmare 158		229,182	140	139	140	315,843	86,637	229,182	136	137	316,233	89,827	226,384	128	132	324,215	91,061	233,470	1.1%	1.8%
51160	Minot AFB 160																			#DIV/0!	#DIV/0!
52023	Bowdon 23		167,434	92	76	78	173,537	49,853	123,684	78	79	183,540	51,642	131,898	76	77	187,249	53,509	134,241	6.6%	5.8%
52035	Wishek 35		44,451	33	25	26	58,170	28,449	30,220	25	26	61,350	29,810	31,880	24	25	62,293	30,511	31,780	5.3%	0.4%
52038	Mandan 38	1	3,056,465	568	555	538	1,266,470	210,083	984,562	540	516	1,199,620	217,646	981,974	520	491	1,187,112	225,481	961,631	-0.2%	-2.0%
52039	Solen 39		126,624	102	72	84	192,538	50,497	142,041	69	83	192,855	52,314	140,541	67	81	196,181	54,108	142,185	1.1%	1.2%
52040	Fairmount 40		405,522	245	197	210	512,922	140,260	372,662	188	211	504,925	145,303	359,618	180	202	511,960	150,543	361,419	1.5%	1.1%
53001	Williston 1		4,969,525	2,453	2,403	2,414	5,474,477	464,539	4,918,938	2,168	2,291	5,325,812	486,857	4,839,015	2,229	2,348	5,701,685	504,181	4,689,106	1.9%	-3.1%

Foundation Aid Per Student Payment Projection for 2001-03 Biennium Budget

Executive Budget			1. 2000-01 Actual Net Entitlement		2. 2000-01 Payment Year Based on 2000 Fall Enr.			$ 2,730 rate	0.032 mill deduct	3. 2001-2002 Projection Projected from 2000 Fall Enr			$ 2,323 rate	0.032 mill deduct	4. 2002-2003 Projection Projected from 2000 Fall Enr			$ 2,420 rate	0.032 mill deduct		
ID	DNAME	DTYPE	Actual Pay 00-01	Actual Pay wpu 00-01	Enr 00-01	Enr wpu 00-01	Gross Pay 00-01	Deduct 00-01	Net Pay 00-01	Proj Enr 01-02	Proj wpu 01-02	Gross Pay 01-02	Deduct 01-02	Net Pay 01-02	Proj Enr 02-03	Proj wpu 02-03	Gross Pay 02-03	Deduct 02-03	Net Pay 02-03	Year 1 change	Year 2 change
5.3002	Ramsey 2	1	431,937	236	196	235	523,915	94,945	428,970	187	229	535,526	98,163	437,363	196	239	571,122	103,958	467,163	1.5%	1.5%
5.3006	Eight Mile 6	1	543,432	263	209	245	545,926	43,794	502,132	199	239	554,407	45,323	509,084	187	232	566,312	47,004	519,308	1.4%	1.0%
5.3008	Nine 8	2	320,080	237	243	230	512,387	207,872	304,515	232	229	519,386	210,756	308,630	220	209	505,123	221,139	283,984	1.3%	4.4%
5.3015	Fargo 15	1	627,874	357	311	336	748,455	168,303	580,152	295	328	751,491	174,561	576,930	277	306	679,435	176,438	503,277	3.5%	3.1%
5.3091	Wilkinson Alamo 91	1	143,404	91	82	76	168,499	58,880	109,619	59	77	166,291	60,999	105,292	58	66	158,532	61,195	95,412	3.5%	9.4%
5.3099	Gateway 99	1	216,065	145	92	114	254,800	107,926	146,874	87	108	249,569	111,851	137,718	83	102	246,753	115,890	130,863	6.1%	5.3%
	Statewide Total		212,949,442	113,298	108,780	110,379	246,144,552	43,909,924	206,593,891	103,989	107,443	249,599,325	45,490,682	208,616,549	101,503	104,928	253,925,566	47,178,346	211,489,983	1.0%	1.4%

FOUNDATION AID STATUS **NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION** **Jan-01**

FISCAL YEAR 1999-2000	A Biennial Appropriation 1999-2001	B Yearly Appropriation 1999-2000	C Actual Obligations to date 1999 2000	D Estimated Additional Obligations 1999-2000	E Estimated Total Obligations 1999-2000 (Col C + Col D)	F Variance Est to Actual 1999-2000 (Col B - Col E)	G Amount Available for 2000-2001 (Col A - Col E)
Pupil Payment	430,837,028 00	213,064,386 00	211,973,539 12	0 00	211,973,539 12	1,090,846 88	218,863,488 88
Transportation Payment	36,000,000 00	18,000,000 00	17,706,903 42	0 00	17,706,903 42	293,096 58	18,293,096 58
State Child Placement	1,332,500 00	650,000 00	1,090,121 24	0 00	1,090,121 24	(440,121 24)	242,378 76
Excess Cost Reimbursement	1,742,500 00	850,000 00	919,047 23	0 00	919,047 23	(69,047 23)	823,452 77
Summer School Payment	7,185,094 00	3,555,903 00	3,357,491 35	0 00	3,357,491 35	198,411 65	3,827,602 65
Migrant/ESY	743,633 00	364,593 00	286,464 75	0 00	286,464 75	78,128 25	457,168 25
Home Based Instruction	765,504 00	375,316 00	361,207 46	0 00	361,207 46	14,108 54	404,296 54
Limited English Proficiency	400,000 00	200,000 00	216,284 00	0 00	216,284 00	(16,284 00)	183,716 00
TOTAL	479,006,259 00	237,060,198 00	235,911,058 57	0 00	235,911,058 57	1,149,139 43	243,095,200 43
Special Ed ADM Payments	34,700,000 00	17,350,000 00	17,220,564 72	0 00	17,220,564 72	129,435 28	17,479,435 28
Revenue Supplement Payments	3,099,999 22	1,504,388 22	1,504,388 22	0 00	1,504,388 22	0 00	1,595,611 00
ADM Supplement Payments	2,500,000 00	1,750,000 00	1,750,000 00	0 00	1,750,000 00	0 00	750,000 00
Declining Enrollment Supp Paym	1,000,000 00	1,000,000 00	1,000,000 00	0 00	1,000,000 00	0 00	0 00
Total Supplemental Payments	6,599,999 22	4,254,388 22	4,254,388 22	0 00	4,254,388 22	0 00	2,345,611 00

FISCAL YEAR 2000-2001	H Amount Available for 2000-2001 (From Col G)	I Yearly Appropriation 2000-2001	J Actual Obligations to date 2000-2001	K Estimated Additional Obligations 2000-2001	L Estimated Total Obligations 2000-2001 (Col J + Col K)	M Variance Est to Actual 2000-2001 (Col I - Col L)	N Remaining Balance (Col H - Col L)
Pupil Payment	218,863,488 88	217,772,642 00	212,003,557 54	1,786,121 25	213,789,678 79	3,982,963 21	5,073,810 09
Transportation Payment	18,293,096 58	18,000,000 00	17,461,755 44	50,000 00	17,511,755 44	488,244 56	781,341 14
State Child Placement	242,378 76	682,500 00	148,036 98	1,051,096 38	1,199,133 36	(516,633 36)	(956,754 60)
Excess Cost Reimbursement	823,452 77	892,500 00	265,241 67	745,710 28	1,010,951 95	(118,451 95)	(187,499 18)
Summer School Payment	3,827,602 65	3,629,191 00	3,549,241 20	278,361 45	3,827,602 65	(198,411 65)	0 00
Migrant/ESY	457,168 25	379,040 00	216,577 60	0 00	216,577 60	162,462 40	240,590 65
Home Based Instruction	404,296 54	390,188 00	0 00	375,532 00	375,532 00	14,656 00	28,764 54
Limited English Proficiency	183,716 00	200,000 00	0 00	183,716 00	183,716 00	16,284 00	0 00
TOTAL	243,095,200 43	241,946,061 00	233,644,410 43	4,470,537 37	238,114,947 80	3,831,113 20	4,980,252 64
Special Ed ADM Payments	17,479,435 28	17,350,000 00	16,983,283 68	496,151 60	17,479,435 28	(129,435 28)	0 00
Revenue Supplement Payments	1,595,611 00	1,595,611 00	1,174,773 06	0 00	1,174,773 06	420,837 94	420,837 94
ADM Supplement Payments	750,000 00	750,000 00	727,076 84	22,923 16	750,000 00	0 00	0 00
Declining Enrollment Supp Paym	0 00	0 00	0 00	0 00	0 00	0 00	0 00

NOTES:

1. The statutory base payment for 1999-2000 is $2,145, and for 2000-2001 is $2,230
2. Weighted pupil units for 1999-2000 were 116,964 compared to the estimate of 117,426 used to establish the appropriation
3. Weighted pupil units for 2000-2001 are projected at 113,806 compared to the estimate of 115,670 used to establish the appropriation
4. The fall enrollment for 1999-2000 is 112,774
5. Estimated fall enrollment for 2000-2001 is 108,992
6. The special education payments for 1999-2000 were computed based upon $156 00 per ADM
7. The special education payments for 2000-20001 are estimated at $159 00 per ADM

Foundation Aid Per Pupil and Transportation Payments

1999 - 2001 Biennium

FOUNDATION AID PAYMENTS	1999-2000		2000-2001	
Base Payment	$2,145		$2,239	
	Weighting Factor	Weighted Payment	Weighting Factor	Weighted Payment
Preschool	1.2377	$2,654.87	1.2145	$2,708.34
Kindergarten	0.5761	$1,235.73	0.5799	$1,293.18
Oneroom rural (Grades 1-8)	1.3107	$2,811.45	1.2997	$2,898.33
Grades 1-6 (Less than 100)	1.2071	$2,589.23	1.2138	$2,706.77
Grades 1-6 (100-999)	0.9510	$2,039.90	0.9519	$2,122.74
Grades 1-6 (1000 or more)	0.9828	$2,108.11	0.9898	$2,207.25
Grades 7-8	0.9790	$2,099.96	0.9785	$2,182.06
Grades 9-12 (Less than 75)	1.4795	$3,173.53	1.4779	$3,295.72
Grades 9-12 (75-149)	1.1921	$2,557.05	1.1888	$2,651.02
Grades 9-12 (150-549)	1.0705	$2,296.22	1.0482	$2,337.49
Grades 9-12 (550 or more)	1.0480	$2,247.96	1.0479	$2,336.82

OTHER PAYMENT RATES	1999-2000	2000-01(Interim)
Summer School Programs - High School (wpu)	$1,330	$1,200
Summer School Programs - Remedial Elem (wpu)	$2,145	$2,000
Special Education (ADM)	$156	$159
Tuition Apportionment (6-17 census)	$247.50	$250
Home education (wpu)	$1,072.50	$1,115
Limited English Proficiency (student)	$400	$340
Local Share (mill deduct)	32 mills	32 mills

Note: 2000-01 (Interim) rates will be finalized at year end.

TRANSPORTATION AID PAYMENTS

	1999-2000	2000-2001
Small Vehicles (Rural)	$ 0.25 per mile	$ 0.25 per mile
Large Vehicles (Rural)	$ 0.67 per mile	$ 0.67 per mile
Pupil Per Day (Rural)	$ 0.40 per student	$ 0.40 per student
In-city Miles	$ 0.25 per mile	$ 0.25 per mile
Incity Rides	$ 0.20 per ride	$ 0.20 per ride
Family Transportation (one way per day)	$ 0.40 per mile	$ 0.40 per mile

Note: Transportation payments will be capped at 90% of the current transportation operating cost plus the eight year average of transportation equipment

FISCAL NOTE:

1. This bill sets the per student payment amount for foundation aid at $1,715 the first year and $1,775 the second year of the 2011-13 biennium and adds new section to chapter 15-40.1 relating to the reimbursement of school districts for increases in teacher compensation.

2. B Expenditures under this bill are projected at $517,675,713, $461,035,658 for foundation aid and $46,640,055 for teacher salary reimbursement.

NOTE: Section 3 of the bill limits the reimbursement provided to an amount arrived at by multiplying the number of full time equivalent teachers (FTE) times $1,715 the first year and $1,811 the second year. Section 2 defines a teacher as an individual who:
1. Is licensed to teach or approved to teach by the education standards and practices board; but
2. Excludes administrators, assistant or associate administrators, principals, assistant or associate principals, special education directors, vocational education directors, directors of multi-district special education units, vocational and technology centers, and athletic or activity directors.

FTE projection:
1. There were 8,883.81 FTE that fall under the definition of "Teacher" in Section 2 of the bill. MIS system as of January 15, 2011

2011-12	8,883.81 x $1,715	=$15,240,695
2012-13	8,883.81 x $1,811	=$16,083,373
Total	8,883.81 x $3,526	= 46,640,055

Foundation aid projections:	2011-12	2012-13	2013-14
1. Per student payments	$1,715	$1,775	$1,775
2. Taxable valuation increase			3.6%
3. Mill deduct	1,010	1,010	1,010
4. Weighting factor percent of five year average	75%	85%	110%
5. Percentage of appropriation paid each year		51.51%	48.51%
6. Foundation aid funding required = $461,035,658			

Reconciliation:	Foundation aid	FTE	Total
Schafer Executive Budget	485,540,943	0	485,540,943
Hoeven Executive Budget	457,666,148	59,109,575	517,675,723
Projection HB1344	461,035,668	46,640,055	517,675,723

3. C This results in a total increase to the Schafer executive budget of $32,132,780 decrease foundation aid $24,505,175 and create a new line item for teacher salary reimbursement of $46,640,055.

- Positive numbers favor all districts in formula.
- Negative numbers favor the FTE plan.

District Level Projection - Per Student Payments - Various Funding Proposals

	BASE RATES		Restated to Fall 2000 Enr	Schafer Exec Budget at 485.5 Million		End Aid @ $507.7 Million		HB 1344 2nd Engr $461 M					Two year H formula - H	Two year H formula - H
			$ 2,230	$ 2,328	$ 2,426	$ 2,464	$ 2,488	$ 2,255	$ 2,279		$ 1,750	$ 3,500		
ID	DNAME	OTYPE	2000-01	2001-02	2002-03	2001-02	2002-03	2001-02	2002-03	1999-00 FTE	2001-02	2002-03	FTE $	FTE %
1013	Hettinger 13	1	748,902	700,132	654,215	751,553	675,744	672,416	602,957	338	69,703	118,405		
2002	Valley City 2	1	2,366,413	2,321,561	2,334,546	2,479,163	2,404,288	2,276,613	2,158,499	740	129,500	259,006		
2013	Oriska 13	2	95,428	94,856	99,530	103,716	103,583	90,021	89,825	9.0	15,683	41,326		
2052	Litchville 52	2	141,335	136,288	143,833	152,078	150,108	130,854	128,894	10.9	19,075	38,150		
2055	N Central 55	1	364,160	358,727	365,316	388,337	378,596	342,767	333,698	15.0	31,570	63,139		
2062	Wimbledon-Courtenay 62	1	376,408	349,644	358,419	377,235	370,846	334,773	328,831	17.2	30,030	60,060		
3005	Minnewaukan 5	1	361,649	361,370	367,077	384,906	377,575	348,684	342,083	13.0	22,785	45,570		
3006	Leeds 6	1	413,883	426,795	429,707	459,066	444,647	409,384	395,548	18.2	31,868	63,735		
3009	Maddock 9	1	483,442	512,685	510,543	548,716	525,662	492,341	472,165	20.7	36,155	72,310		
3016	Oberon 16	2	83,223	85,989	83,161	92,678	86,086	87,383	76,291	6.9	11,811	23,625		
3029	Warwick 29	1	532,825	552,613	582,815	596,721	598,560	534,229	545,327	20.9	36,492	72,985		
3030	Ft Totten 30	1	392,036	392,359	402,911	415,354	413,258	379,365	378,277	21.9	38,290	76,580		
4001	Billings Co 1	2	-	-	-	-	-			14.0	24,500	49,000		
5001	Bottineau 1	1	1,501,071	1,487,253	1,459,331	1,587,882	1,502,936	1,433,014	1,355,521	60.1	105,105	210,210		
5013	Willow City 13	1	179,263	182,927	178,995	195,934	185,064	174,531	164,547	12.3	21,525	43,050		
5017	Westhope 17	1	356,507	360,547	365,523	387,727	377,708	345,898	336,681	18.6	32,463	64,925		
5035	Lansford 35	2	43,233	44,086	42,237	49,609	44,698	41,060	36,379	4.8	8,333	16,625		
5054	Newburg-United 54	1	116,961	105,751	105,242	119,473	111,362	98,354	90,673	12.8	22,435	44,870		
6001	Bowman 1	1	858,293	857,519	893,709	915,560	920,164	826,267	830,723	33.7	58,975	117,950		
6017	Rhame 17	1	200,973	203,562	199,996	219,222	206,856	195,030	183,665	12.7	22,225	44,450		
6033	Scranton 33	1	402,266	408,961	415,607	438,958	429,013	387,792	383,673	20.6	35,980	71,960		
7014	Bowbells 14	1	227,499	215,655	202,356	233,356	209,854	206,115	184,904	14.5	25,403	50,805		
7027	Powers Lake 27	1	299,004	283,876	265,339	303,992	273,717	273,033	245,124	16.0	28,158	56,315		
7036	Burke Central 36	1	217,895	200,003	187,429	217,655	194,979	193,489	169,643	15.1	29,645	59,290		
8001	Bismarck 1	1	19,721,951	20,074,746	20,557,284	21,452,019	21,136,357	19,332,363	19,083,389	722.7	1,267,758	2,527,516		
8002	Regan 2	2	17,386	19,437	21,007	21,811	22,107	18,757	18,385	1.3	1,125	2,250		
8025	Naughton 25	3	6,480	6,916	7,347	7,210	7,595	6,480	6,823	1.4	2,450	4,900		
8028	Wing 28	1	151,864	156,521	156,351	168,966	161,878	149,390	143,311	10.2	13,638	27,275		
8029	Baldwin 29	2	467	1,978	3,058	4,291	4,134	721	447	1.7	2,975	5,950		
8033	Menoken 33	2	58,015	62,643	63,841	68,025	66,257	59,743	55,088	3.9	8,925	17,850		
8034	McKenzie 34	3	-	-				-		0.9	1,575	3,150		

District Level Projection - Per Student Payments - Various Funding Proposals

	BASE RATES		Restated to Fall 2000 Enr	Schafer Exec Budget at 485.5 Million		End Aid @ $507.7 Million		HB 1344 2nd Engr $461 M						
			$ 2,230	$ 2,328	$ 2,426	$ 2,464	$ 2,488	$ 2,255	$ 2,279		$ 1,750	$ 3,500		
ID	DNAME	DTYPE	2000-01	2001-02	2002-03	2001-02	2002-03	2001-02	2002-03	1999-00 FTE	2001-02	2002-03	Two year H formula - H FTE $	Two year H formula - H FTE %
8035	Sterling 35	2	61,542	63,241	64,692	68,751	67,177	60,266	58,776	3.4	5,898	11,795	(797)	-0.6%
8036	Driscoll 36	1	28,720	30,630	31,669	33,847	33,128	28,897	28,197	7.0	12,250	24,500	(26,869)	-40.1%
8039	Apple Creek 39	2	73,741	75,010	81,005	81,689	84,121	71,410	73,586	3.3	5,775	11,550	3,489	2.1%
8045	Manning 45	3	28,669	30,158	31,669	32,199	32,606	29,058	29,437	0.9	1,575	3,150	1,585	2.4%
9001	Fargo 1	1	20,458,329	21,316,120	22,203,791	22,830,920	22,894,480	20,499,639	20,559,349	793.9	1,389,290	2,778,580	498,542	1.1%
9002	Kindred 2	1	1,280,762	1,311,841	1,356,157	1,404,529	1,398,169	1,261,587	1,256,184	46.4	81,235	162,470	40,913	1.5%
9004	Maple Valley 4	1	401,010	407,694	426,684	441,534	447,155	389,453	389,846	18.2	31,868	63,735	8,781	1.0%
9006	West Fargo 6	1	9,329,296	9,615,048	10,017,954	10,286,689	10,324,283	9,253,031	9,288,623	330.9	579,093	1,158,185	332,041	1.6%
9007	Mapleton 7	2	219,747	220,923	234,190	238,735	242,184	211,592	215,158	9.7	16,888	33,775	3,907	0.6%
9017	Central Cass 17	1	1,497,644	1,538,580	1,591,000	1,646,622	1,639,969	1,480,345	1,474,413	50.4	88,218	176,435	57,181	2.0%
9080	Page 80	2	263,076	277,664	292,532	299,737	302,676	265,766	268,280	13.0	22,750	45,500	17	0.0%
9097	Northern Cass	1	798,842	828,746	861,136	893,711	890,691	793,730	790,769	35.2	61,583	123,165	15,156	0.8%
10001	Osnabrock 1	2	13,877	14,517	10,213	17,447	11,523	12,937	7,432	3.2	5,653	11,305	(8,357)	-28.8%
10014	Border Central 14	1	-	-	-	2,205	-	-	-	7.5	13,125	26,250	(37,120)	-1685.8%
10019	Munich 19	1	325,551	329,659	328,100	354,280	338,974	316,389	302,305	14.4	25,113	50,225	(816)	-0.1%
10023	Langdon 23	1	1,000,357	983,863	977,028	1,064,362	1,009,691	949,279	899,476	44.0	76,983	153,965	(6,199)	-0.3%
10030	Milton 30	1	63,629	64,001	66,310	69,578	68,841	60,995	60,282	5.2	9,100	18,200	(10,158)	-7.3%
11040	Ellendale 40	1	695,996	695,607	699,423	746,540	722,002	668,154	645,664	31.5	55,055	110,110	(10,441)	-0.7%
11041	Oakes 41	1	994,314	998,118	1,033,744	1,068,389	1,055,635	960,241	937,815	33.5	58,625	117,250	40,092	1.9%
12001	Divide County 1	1	569,227	527,588	531,261	570,220	550,223	504,610	485,116	30.0	52,448	104,895	(72,676)	-2.5%
13008	Dodge 8	2	120,886	117,118	112,840	124,999	116,201	112,870	104,839	5.4	9,503	19,005	(5,017)	-2.1%
13016	Killdeer 16	1	634,489	586,532	578,840	633,251	599,113	561,350	530,095	31.1	54,373	108,745	(22,089)	-1.8%
13019	Halliday 19	1	203,102	195,181	187,515	209,916	193,829	187,239	172,482	11.3	19,758	39,515	(15,219)	-3.8%
13037	Twin Buttes 37	2	124,438	118,855	116,826	125,811	119,823	115,106	109,691	12.0	21,000	42,000	(42,163)	-17.2%
14001	New Rockford 1	1	715,145	710,961	697,778	760,740	709,131	684,130	636,918	28.4	49,718	99,435	(359)	-0.0%
14012	Sheyenne 12	1	350,255	359,701	343,429	383,330	353,410	346,966	319,666	13.1	22,855	45,710	1,563	0.2%
15006	Hazelton Moffit 6	1	357,444	356,338	353,578	382,850	365,164	342,047	325,822	18.0	31,411	62,825	(14,993)	-1.4%
15010	Bakker 10	2	32,119	33,698	28,686	36,627	29,880	32,092	25,844	2.0	3,500	7,000	(1,823)	-1.8%
15012	Union 12	3	36,378	38,062	35,895	41,222	37,239	36,359	32,695	1.0	1,663	3,325	4,421	5.5%
15015	Strasburg 15	1	530,267	524,410	533,667	559,810	549,491	505,330	495,952	18.1	32,041	64,085	(1,302)	-0.1%
15036	Linton 36	1	689,575	676,948	676,427	725,455	697,812	650,802	625,512	29.5	51,555	103,110	(7,253)	-0.5%

District Level Projection - Per Student Payments - Various Funding Proposals

	BASE RATES		Restated to Fall 2000 Enr	Schafer Exec Budget at 485.5 Million		End Aid @ $507.7 Million		HB 1344 2nd Engr $461 M						
			$ 2,230	$ 2,328	$ 2,426	$ 2,464	$ 2,488	$ 2,255	$ 2,279		$ 1,750	$ 3,500		
ID	DNAME	DTYPE	2000-01	2001-02	2002-03	2001-02	2002-03	2001-02	2002-03	1999-00 FTE	2001-02	2002-03	Two year H formula - H FTE $	Two year H formula - H FTE %
16010	Carrington 10	1	1,261,390	1,293,434	1,322,272	1,385,945	1,363,405	1,244,056	1,224,338	50.8	88,953	177,905	(3,199)	-0.5%
17003	Beach 3	1	725,996	719,739	727,791	768,710	749,565	693,344	675,949	36.0	63,000	126,000	(40,018)	-2.5%
17006	Lone Tree 6	2	92,195	101,299	109,202	109,590	113,074	96,830	99,983	5.5	9,625	19,250	(3,074)	-1.4%
18001	Grand Forks 1	1	15,662,418	15,501,120	15,458,037	16,561,677	15,924,141	14,929,478	14,348,303	688.2	1,204,350	2,408,700	(405,013)	-1.2%
18044	Larimore 44	1	1,064,563	1,043,384	1,028,479	1,115,958	1,060,091	1,004,261	953,217	42.3	74,050	148,120	(3,599)	-0.2%
18061	Thompson 61	1	985,411	968,574	974,404	1,033,184	1,002,993	933,749	906,338	33.7	58,905	117,810	19,375	1.0%
18125	Manvel 125	2	315,839	309,820	321,264	333,609	332,071	296,998	295,536	14.7	25,778	51,555	(4,187)	-0.6%
18127	Emerado 127	2	224,045	225,052	228,159	241,412	235,458	216,234	210,781	12.1	21,088	42,175	(13,408)	-2.8%
18128	Midway 128	1	573,975	560,639	553,626	593,137	572,225	537,732	509,346	25.1	43,873	87,745	(3,334)	-0.3%
18129	Northwood 129	1	654,975	640,534	641,708	687,096	662,287	615,436	592,712	27.5	48,125	96,250	(3,140)	-0.2%
18140	Grand Forks AFB 1	4	-	-	-	-	-	-	-		-	-		#DIV/0!
19018	Roosevelt 18	1	341,546	336,869	325,431	360,300	335,466	324,240	301,538	15.9	27,790	55,580	(13,382)	-1.9%
19049	Elgin-New Leipzig 49	1	505,227	497,212	476,272	533,448	491,730	477,682	439,467	27.1	47,338	94,675	(15,983)	-3.3%
20007	Midkota 7	1	367,207	369,673	379,426	401,015	393,563	352,770	345,768	21.0	36,750	73,500	(14,210)	-1.9%
20018	Griggs County Central	1	636,275	617,049	599,760	663,032	619,447	592,264	552,479	27.7	48,475	96,950	(7,489)	-0.6%
21005	Mott 5	1	509,677	525,058	520,998	567,628	537,467	504,809	481,788	18.5	32,550	65,100	15,948	1.4%
21009	New England 9	1	433,977	434,036	431,179	467,210	445,761	416,155	396,447	22.8	39,918	79,835	(19,378)	-2.1%
21014	Regent 14	1	207,279	210,176	203,527	226,269	210,470	201,552	186,992	12.0	20,965	41,930	(14,656)	-3.4%
22011	Pettibone-Tuttle	2	-	-	-	-	-	-	-	5.0	8,750	17,500	(25,250)	#DIV/0!
22014	Robinson 14	2	-	-	-	-	-	-	-	3.0	5,163	10,325	(15,488)	#DIV/0!
22020	Tuttle-Pettibone	1	190,760	190,755	178,323	204,076	183,875	183,578	165,193	7.6	13,230	26,460	(426)	-0.1%
22026	Steele-Dawson 26	1	545,558	566,090	573,275	605,027	590,513	545,103	531,993	24.7	43,225	86,450	(21,334)	-1.9%
22028	Tappen 28	1	270,530	268,453	270,076	286,837	278,215	258,546	250,699	14.3	25,025	50,050	(10,210)	-1.4%
23003	Edgeley 3	1	515,851	525,194	539,515	564,827	557,389	503,831	496,959	21.2	37,065	74,130	(1,231)	-0.9%
23007	Kulm 7	1	312,637	310,195	307,866	335,585	319,048	296,509	281,245	16.7	29,295	58,590	(11,936)	-1.7%
23008	LaMoure 8	1	763,702	749,213	747,649	801,032	779,445	721,282	693,377	27.6	69,370	96,740	(1,208)	-0.2%
23009	Marion 9	1	237,858	235,350	229,173	254,459	236,944	226,588	210,553	10.7	18,743	37,485	(7,216)	-0.4%
23011	Verona 11	1	148,497	146,643	143,117	158,412	148,235	140,300	130,932	8.4	14,613	29,225	(8,423)	-2.7%
24002	Napoleon 7	1	514,826	542,545	574,082	580,744	591,728	521,955	532,070	23.7	41,423	82,845	(5,511)	-0.5%
24056	Gackle 14	1	339,179	347,893	363,066	376,056	375,917	332,714	332,465	19.0	33,250	66,500	(12,450)	-1.7%
25001	Velva 1	1	872,704	875,586	872,650	935,777	899,095	843,143	809,686	34.7	60,725	121,450	(134)	0.0%

District Level Projection - Per Student Payments - Various Funding Proposals

	BASE RATES		Restated to Fall 2000 Enr $ 2,230	Schafer Exec Budget at 485 5 Million $ 2,328	$ 2,426	End Aid @ $507 7 Million $ 2,464	$ 2,488	HB 1344 2nd Engr $461 M $ 2,255	$ 2,279		$ 1,750	$ 3,500		
ID	DNAME	OTYPE	2000-01	2001-02	2002-03	2001-02	2002-03	2001-02	2002-03	1999-00 FTE	2001-02	2002-03	Two year H formula - H FTE $	Two year H formula - H FTE %
25004	Newport 4	1	450,884	437,725	442,455	469,541	458,617	420,576	408,739	19 4	33,898	67,795	(4,650)	0 5%
25014	Anamoose 14	1	212,766	211,972	209,373	227,413	216,121	203,650	193,307	12 3	21,455	42,910	(17,788)	4 0%
25025	Granville 25	1	327,302	325,871	326,454	348,304	336,353	313,780	302,885	16 9	29,575	59,150	(20,734)	3 0%
25029	Upham 29	1	127,335	117,826	113,748	128,405	118,338	112,123	102,818	9 5	16,660	33,320	(18,178)	7 4%
25057	Drake 57	1	348,762	339,629	338,134	364,009	349,139	325,565	311,932	18 2	31,903	63,805	(20,057)	2 8%
26004	Zeeland 4	1	99,210	95,531	93,720	105,755	98,227	90,021	82,989	9 7	16,993	33,985	(20,006)	9 8%
26009	Ashley 9	1	448,310	449,165	460,995	481,925	475,746	431,538	425,876	19 9	34,755	69,510	(4,008)	0 4%
26019	Wishek 19	1	521,294	545,415	541,576	584,166	558,568	524,528	501,119	21 1	36,925	73,850	6,312	0 6%
27001	McKenzie Co 1	1	1,150,112	1,118,093	1,114,733	1,200,175	1,150,925	1,073,711	1,028,565	49 4	86,363	172,725	(10,264)	0 4%
27002	Alexander 2	1	219,931	213,110	219,058	230,388	226,857	203,797	200,489	13 3	23,328	46,655	(17,024)	3 7%
27014	Yellowstone 14	2	255,136	266,378	270,689	284,485	278,773	256,618	251,440	9 0	15,803	31,605	7,793	1 4%
27018	Earl 18	3	-	-	-	-	-	-	-	1 2	2,100	4,200	(5,300)	#DIV/0!
27019	Bowline Butte 19	3	-	-	-	-	-	-	-	1 0	1,750	3,500	(5,250)	#DIV/0!
27032	Horse Creek 32	3	-	-	-	-	-	-	-	1 0	1,750	3,500	(5,250)	#DIV/0!
27036	Mandaree 36	1	606,299	628,525	636,615	665,212	652,898	608,750	597,846	35 4	61,915	123,830	(74,231)	5 6%
28001	Montefiore 1	1	524,017	524,828	532,971	559,628	548,494	506,071	496,014	22 7	39,690	79,380	(13,033)	1 2%
28004	Washburn 4	1	779,608	777,179	776,406	829,343	799,367	749,048	721,753	28 7	50,295	100,590	7,004	0 4%
28008	Underwood 8	1	586,811	591,481	586,844	633,300	605,166	568,940	543,221	26 0	45,518	91,035	(10,248)	0 6%
28050	Max 50	1	372,233	365,689	358,264	391,682	369,538	351,679	331,421	15 0	26,303	52,605	(788)	0 1%
28051	Garrison 51	1	673,302	651,119	624,756	699,134	645,282	625,239	575,986	28 1	49,245	98,490	(4,444)	0 3%
28062	Butte 62	4	-	-	-	-	-	-	-		-	-		#DIV/0!
28072	Turtle Lake Mercer	1	452,138	444,356	429,850	476,926	443,858	426,300	396,500	22 3	38,990	77,980	(29,434)	2 1%
28085	White Shield 85	1	431,298	426,572	421,602	451,813	432,542	412,067	395,556	25 6	44,800	89,600	(58,558)	4 0%
29003	Hazen 3	1	1,622,261	1,606,494	1,578,633	1,709,000	1,622,985	1,551,227	1,473,026	50 4	88,130	176,260	43,312	1 3%
29020	Golden Valley 20	1	175,948	171,815	164,859	183,691	170,005	165,306	152,605	6 3	11,095	22,190	2,201	0 8%
29022	Stanton 22	1	225,120	228,745	227,000	243,772	233,567	220,646	211,364	10 4	18,183	36,365	(9,219)	1 3%
29027	Beulah 27	1	1,963,414	1,897,887	1,855,317	2,024,853	1,910,125	1,829,453	1,724,827	51 6	101,783	215,565	57,361	1 5%
30001	Mandan 1	1	6,640,478	6,759,769	6,898,957	7,214,814	7,102,761	6,514,498	6,413,387	234 3	410,025	820,050	159,415	1 1%
30004	Little Heart 4	2	48,091	48,553	52,001	52,932	53,984	46,345	47,279	2 9	5,075	10,150	(1,934)	1 6%
30007	New Salem 7	1	797,862	802,086	812,589	855,095	836,183	773,514	756,413	29 7	51,935	103,870	5,536	0 3%
30008	Sims 8	2	41,334	41,697	45,361	46,791	47,729	38,952	39,725	5 2	9,170	18,340	(11,667)	12 3%

District Level Projection - Per Student Payments - Various Funding Proposals

	BASE RATES		Restated to Fall 2000 Enr	Schafer Exec Budget at 485 5 Million		End Aid @ $507 7 Million		HB 1344 2nd Engr $461 M					Two year H formula - H FTE $	Two year H formula - H FTE %
			$ 2,230	$ 2,328	$ 2,426	$ 2,464	$ 2,488	$ 2,255	$ 2,279		$ 1,750	$ 3,500		
ID	DNAME	DTYPE	2000-01	2001-02	2002-03	2001-02	2002-03	2001-02	2002-03	1999-00 FTE	2001-02	2002-03		
30013	Hebron 13	1	438,655	440,955	448,758	472,966	463,083	423,701	414,551	18 2	31,850	63,700	2 147	0 2%
30017	Sweet Briar 17	3	12,045	11,694	12,362	12,941	12,935	11,022	10,999	0 7	1,225	2,450	180	0 7%
30039	Flasher 39	1	537,518	558,643	575,029	596,470	592,105	536,255	534,374	21 4	37,433	74,865	3 649	0 3%
30048	Glen Ullin 48	1	506,423	525,342	540,182	562,859	557,109	505,120	499,882	19 3	33,810	67,620	13 536	1 2%
31001	New Town 1	1	1,511,267	1,549,737	1,590,111	1,644,281	1,632,635	1,498,778	1,488,867	65 9	115,238	230,475	(56 442)	-1 7%
31002	Stanley 2	1	752,049	766,361	778,219	823,161	802,641	738,824	720 074	32 1	56,123	112,245	(1 464)	-0 1%
31003	Parshall 3	1	643,762	661,575	673,967	705,790	693,747	637,743	626 875	26 2	45,850	91 700	(2 631)	0 2%
31137	Plaza 137	2	76	3 787	5,627	7 202	7,221	1,947	1 834	3 5	6,125	12 250	(7 230)	53 6%
32001	Dakota Prairie 1	1	581,174	562,413	571,250	611,822	593,388	535 781	518,542	34 4	60 113	120 225	123 451	2 4%
32066	Lakota 66	1	532,633	528,859	559,672	567,399	577,467	508,086	517 305	20 4	35,665	71 330	12 480	1 1%
33018	Center 18	1	601,855	575,544	597,817	615,376	573,644	554,074	470 135	24 6	42,998	85,995	(14 187)	1 2%
34001	Pembina 1	1	299,455	295,903	291,254	323,195	301,812	285,809	266,117	15 5	27 125	54 250	(5 294)	1 3%
34006	Cavalier 6	1	1,154,769	1,138,068	1,105,861	1,217,906	1,140,237	1,095,035	1,024 016	48 4	84,700	169,400	(35 006)	0 6%
34012	Valley 12	1	329,729	330,377	325,882	355,751	338,008	316 701	300 393	17 0	29,750	59 500	(17 588)	1 6%
34019	Drayton 19	1	457,967	460,116	463,849	496,650	480,106	440,424	425 142	22 9	40 058	80 115	(8 983)	-0 9%
34027	Walhalla 27	1	545,579	555,441	568,799	595,890	586,991	533,638	525 485	25 8	45 220	90 440	(11 940)	-1 0%
34043	St Thomas 43	1	242,607	245,476	239,701	265,911	248,124	236,000	219 645	13 1	22,995	45 990	(10 535)	2 1%
34055	Neche 55	1	228,284	226,774	220,208	245,939	228,532	216,445	200 330	15 2	26,600	53 200	(27 164)	4 7%
35001	Wolford 1	1	133,878	136,523	136,605	147,273	141,362	130,729	125 280	10 1	17,658	35 315	(29 347)	7 0%
35005	Rugby 5	1	1,177,586	1,169,360	1,150,617	1,254,399	1,187,669	1,123,524	1,062,402	53 9	94,238	188,475	(26 571)	1 1%
36001	Devils Lake 1	1	3,857,170	3,884,441	3,883,173	4,139,578	3,995,392	3,746,921	3,615 992	136 2	238,350	476,700	57 007	0 5%
36002	Edmore 2	1	181,818	183,329	177,952	201,885	185,070	173,327	158 523	15 4	26,915	53,830	(21 581)	6 4%
36044	Starkweather 44	1	247,353	251,543	250,309	270,961	258,862	241,075	229 944	10 3	18,078	36,155	4 573	0 9%
37002	Sheldon 2	2	78,575	84,031	87,288	90,893	90,409	80,322	79 867	4 1	7,053	14,175	(1 500)	0 7%
37006	Ft Ransom 6	2	38,195	39,025	42,175	42,519	43,851	37,088	38 184	3 0	5,250	10,500	(4 552)	5 3%
37010	Sanund 10	3	14,273	15,414	16,174	16,484	16,665	14,937	15 305	0 9	1,575	3,150	(1 418)	4 3%
37019	Lisbon 19	1	1,275,579	1,251,520	1,265,789	1,336,776	1,303,734	1,205,667	1,175 514	49 3	84,490	168,980	5 979	0 2%
37022	Enderlin 22	1	661,095	639,845	664,050	655,809	684,945	515,070	514 307	27 8	48,658	97,315	(48 531)	-3 3%
38002	Sherwood 2	1	306,957	300,003	302,896	327,349	312,837	287,959	279 224	16 3	28,543	57,085	(17 676)	2 8%
38009	Mohall 9	1	549,941	540,605	544,492	580,178	562,195	519,114	502 344	25 7	44,940	89,880	(15 005)	1 2%
38026	Glenburn 26	1	658,856	639,295	677,765	716,169	697,735	645,712	630 218	27 5	48,113	96,225	1 356	0 1%

District Level Projection - Per Student Payments - Various Funding Proposals

	BASE RATES		Restated to Fall 2000 Enr	Schafer Exec Budget at 485.5 Million		Fnd Aid @ $507.7 Million		HB 1344 2nd Engr $461 M					Two year H formula - H	Two year H formula - H
			$ 2,230	$ 2,328	$ 2,426	$ 2,464	$ 2,488	$ 2,255	$ 2,279		$ 1,750	$ 3,580		
ID	DNAME	DTYPE	2000-01	2001-02	2002-03	2001-02	2002-03	2001-02	2002-03	1999-00 FTE	2001-02	2002-03	FTE $	FTE %
39005	Mantador 5	2	27,881	27,260	26,979	30,849	28,576	25,325	23,177	3.2	5,513	11,025	(5,615)	-9.4%
39008	Hankinson 8	1	633,694	623,899	650,757	667,687	670,746	600,297	603,165	24.5	42,875	85,750	6,346	0.5%
39018	Fairmount 18	1	277,374	265,007	273,846	285,212	283,000	254,117	252,052	12.6	22,313	44,625	(4,895)	-0.9%
39028	Lidgerwood 28	1	521,220	533,592	541,955	570,564	558,462	513,664	502,656	19.9	34,895	69,790	6,021	0.7%
39037	Wahpeton 37	1	2,902,827	2,877,835	2,894,767	3,076,802	2,962,877	2,770,591	2,684,990	109.3	185,938	371,875	45,286	0.8%
39042	Wyndmere 42	1	558,172	535,693	556,634	576,367	575,140	513,759	512,574	21.6	37,800	75,600	11,764	1.3%
39044	Richland 44	1	574,691	571,385	577,403	612,985	595,916	548,962	533,325	23.8	41,563	83,125	1,927	0.2%
40001	Dunseith 1	1	1,488,934	1,509,335	1,534,953	1,599,704	1,575,242	1,460,627	1,439,028	46.0	80,500	161,000	33,791	1.1%
40003	St John 3	1	618,245	632,120	661,964	670,131	679,399	611,533	620,453	23.7	41,510	83,020	(7,086)	-0.5%
40004	Mt Pleasant 4	1	685,289	695,863	707,797	743,263	728,979	670,314	657,365	31.0	54,215	108,430	(18,062)	-1.2%
40007	Belcourt 7	1	3,788,882	3,868,549	3,952,699	4,094,131	4,053,694	3,746,960	3,712,244	202.3	354,078	708,155	(373,612)	-4.6%
40029	Rolette 29	1	511,189	524,506	537,026	550,097	552,960	505,370	499,044	20.6	35,960	71,960	633	0.1%
41002	Milnor 2	1	650,301	669,099	699,279	713,112	719,413	645,376	651,342	19.0	33,163	66,325	36,329	2.5%
41003	N Sargent 3	1	422,591	446,923	474,554	477,634	488,789	430,370	440,662	17.7	30,975	61,950	2,456	0.3%
41006	Sargent Central 6	1	605,215	620,602	650,858	667,528	672,361	595,309	599,662	26.3	45,990	91,980	6,948	0.5%
42016	Goodrich 16	1	118,149	114,973	113,538	124,625	117,777	109,771	103,445	10.3	17,938	35,875	(24,627)	-10.2%
42019	McClusky 19	1	301,446	290,479	288,861	311,678	298,176	279,053	266,583	13.5	24,115	48,230	(5,227)	-1.3%
43003	Solen 3	1	478,902	455,002	457,427	484,001	470,236	439,371	426,932	29.0	50,750	101,500	(64,317)	-6.7%
43004	Ft Yates 4	1	379,099	372,316	370,458	401,831	383,467	356,407	339,485	25.0	43,750	87,500	(41,644)	-5.3%
43008	Selfridge 8	1	243,698	236,926	241,268	253,126	248,515	228,194	224,014	14.0	24,500	49,000	(24,057)	-4.8%
44012	Marmarth 12	2	-	-	-	-	-	-	-	2.0	3,483	6,965	(10,448)	#DIV/0!
44014	Sheets 14	3	8,262	12,522	19,760	13,914	20,365	11,772	17,843	1.1	1,890	3,780	(805)	-2.3%
44032	Central Elem 32	2	-	-	-	-	-	-	-	1.5	2,660	5,320	(7,980)	#DIV/0!
45001	Dickinson 1	1	5,697,475	5,819,758	5,921,302	6,203,047	6,092,540	5,613,164	5,513,609	214.8	375,655	751,730	41,219	0.2%
45003	Taylor 3	2	247,877	264,251	282,564	282,218	290,944	254,567	262,611	11.8	20,663	41,325	(5,774)	-1.0%
45004	Richardton 4	1	398,120	393,420	386,434	420,849	398,347	376,635	356,075	16.2	28,298	56,595	(2,405)	-0.3%
45009	S Heart 9	1	584,275	607,919	632,330	647,625	650,421	585,517	589,256	21.3	37,258	74,515	10,491	0.8%
45013	Belfield 13	1	684,948	706,487	717,919	750,166	727,391	682,943	671,560	23.2	40,583	81,165	(1,319)	-0.1%
46010	Hope 10	1	304,426	318,206	305,670	342,699	316,177	305,904	280,654	15.8	27,650	55,300	(9,732)	-1.5%
45019	Finley-Sharon 19	1	367,321	376,701	377,787	405,940	390,741	360,941	346,943	18.5	32,340	64,680	(6,203)	-1.0%
47001	Jamestown 1	1	5,158,829	5,318,164	5,482,569	5,675,449	5,644,064	5,125,586	5,098,069	199.1	332,745	665,490	97,623	0.9%

District Level Projection - Per Student Payments - Various Funding Proposals

	BASE RATES		Restated to Fall 2000 Enr	Schafer Exec Budget at 485.5 Million		Fnd Aid @ $507.7 Million		HB 1344 2nd Engr $461 M					Two year H formula - H	Two year H formula - H
			$ 2,230	$ 2,328	$ 2,426	$ 2,464	$ 2,488	$ 2,255	$ 2,279		$ 1,759	$ 3,500		
ID	DNAME	DTYPE	2000-01	2001-02	2002-03	2001-02	2002-03	2001-02	2002-03	1999-00 FTE	2001-02	2002-03	FTE $	FTE %
47003	Medina 3	1	378,430	388,413	403,777	416,504	416,563	373,272	373,334	18.0	31,413	62,825	[illegible]	-0.9%
47010	Pingree-Buchanan	1	348,428	359,677	378,504	385,713	390,472	345,544	350,008	14.2	24,833	49,665	6,036	0.8%
47014	Montpelier 14	1	243,995	251,919	261,948	270,558	270,434	241,872	241,745	12.6	22,103	44,205	(8,934)	-1.7%
47019	Kensal 19	1	194,803	191,847	198,607	206,741	205,364	183,818	182,518	9.4	16,520	33,040	(3,791)	-0.9%
47026	Spiritwood 26	2	-	-	-	-	-	-	-	2.8	4,900	9,800	(14,700)	#DIV/0!
48002	Bisbee-Egeland	1	204,950	203,012	187,872	220,934	195,436	193,351	169,864	14.1	24,745	49,490	(21,089)	-5.1%
48008	Southern 8	1	608,749	612,826	603,807	655,522	622,396	589,812	559,548	24.8	43,313	86,625	(1,359)	-0.1%
48028	N Central 28	1	144,590	145,944	139,519	158,568	144,952	139,139	126,584	10.7	18,655	37,310	(19,168)	-6.0%
49003	Central Valley 3	1	565,310	561,465	566,438	604,175	585,437	538,444	521,203	19.3	33,688	67,375	29,993	2.4%
49007	Hatton 7	1	511,509	533,275	554,568	570,619	571,573	513,146	514,080	20.3	35,490	70,980	8,496	0.7%
49009	Hillsboro 9	1	847,512	829,335	851,319	892,159	879,636	795,473	783,899	30.9	54,058	108,115	30,297	1.7%
49014	May-Port CG 14	1	1,152,411	1,135,090	1,138,806	1,219,105	1,175,947	1,089,905	1,050,259	43.9	76,808	153,615	24,515	1.0%
50003	Grafton 3	1	1,884,781	1,854,759	1,823,807	1,979,553	1,877,965	1,787,494	1,694,664	61.3	107,240	214,480	53,449	1.4%
50020	Minto 20	1	511,608	533,968	560,287	571,582	577,542	513,694	519,206	18.9	32,988	65,975	17,263	1.5%
50039	Lankin 39	2	143,457	142,068	145,760	151,961	150,235	136,735	135,174	7.8	13,653	27,125	(10,402)	-3.4%
50051	Nash 51	2	44,917	45,785	46,275	49,936	48,130	43,548	41,859	3.0	5,250	10,500	(5,391)	-5.2%
50078	Park River 78	1	824,282	808,416	822,559	866,187	847,945	777,617	762,111	29.8	52,220	104,440	16,547	1.0%
50079	Fordville 79	1	198,294	198,914	192,632	213,768	199,032	190,908	177,394	7.5	13,125	26,250	6,123	1.2%
50106	Edinburg 106	1	343,301	341,581	337,962	364,608	348,009	329,170	314,041	15.3	26,828	53,655	(11,077)	-1.6%
50128	Adams 128	1	264,471	264,598	262,472	283,261	270,647	254,538	243,009	12.5	21,875	43,750	(9,264)	-1.7%
51001	Minot 1	1	13,856,880	14,126,921	14,361,818	15,067,625	14,781,864	13,619,878	13,361,745	561.5	982,608	1,965,215	(79,957)	-0.3%
51004	Nedrose 4	2	381,448	387,203	398,670	416,526	411,918	371,398	367,127	18.9	32,428	64,855	(7,352)	-0.9%
51007	United 7	1	1,270,568	1,277,595	1,288,530	1,362,351	1,326,171	1,231,911	1,199,056	51.1	89,373	178,745	(10,523)	-0.4%
51010	Bell 10	2	259,255	267,978	281,876	287,038	299,636	257,704	261,020	12.2	21,263	42,525	(4,835)	-0.8%
51016	Sawyer 16	1	390,728	397,262	405,231	424,287	415,486	382,695	374,529	15.9	27,738	55,475	(565)	-0.1%
51019	Eureka 19	2	20,959	22,732	21,759	25,415	22,932	21,286	18,969	2.0	3,430	6,860	(2,156)	-4.5%
51028	Kenmare 28	1	648,289	649,919	652,930	699,061	674,727	623,421	601,035	31.9	55,678	111,355	(15,871)	-1.3%
51041	Surrey 41	1	883,378	881,676	901,121	937,687	926,232	851,486	841,333	33.0	57,768	115,535	(2,202)	-0.1%
51054	Berthold 54	1	466,236	474,805	462,841	509,316	488,276	456,204	446,092	22.4	39,130	78,260	(12,044)	-1.2%
51070	S Prairie 70	2	256,500	264,925	276,270	285,245	285,540	253,973	254,200	11.4	19,950	39,900	2,452	0.5%
51158	N Shore 158	1	226,342	231,856	236,186	250,455	244,527	221,830	216,305	13.8	24,115	48,230	(15,521)	-3.1%

District Level Projection - Per Student Payments - Various Funding Proposals

			Restated to Fall 2000 Enr	Schafer Exec Budget at 485.5 Million		End Aid @ $507.7 Million		HB 1344 2nd Engr $461 M					Two year H formula - H FTE $	Two year H formula - H FTE %
	BASE RATES		$ 2,230	$ 2,328	$ 2,425	$ 2,464	$ 2,488	$ 2,255	$ 2,279		$ 1,750	$ 3,500		
ID	DNAME	DTYPE	2000-01	2001-02	2002-03	2001-02	2002-03	2001-02	2002-03	1999-00 FTE	2001-02	2002-03		
51160	Minot AFB 160	4	-	-	-	-	-	-	-		-	-	-	#DIV/0!
52023	Bowdon 23	2	123,687	132,535	124,876	143,234	129,415	129,769	114,067	8.0	14,000	28,000	(10,187)	-8.7%
52035	Pleasant Valley 3	2	30,270	31,877	31,751	35,454	33,352	29,949	27,972	3.1	5,338	10,675	(5,128)	-17.5%
52038	Harvey 38	1	586,542	972,952	952,846	1,042,851	983,180	935,245	880,625	45.9	80,238	160,475	(30,553)	-3.1%
52039	Sykes 39	1	142,041	141,179	142,861	152,420	147,876	135,121	130,919	10.0	17,448	34,895	(18,087)	-6.0%
52040	Fessenden 40	1	372,662	350,820	354,268	360,245	367,390	334,969	323,024	21.1	36,890	73,780	(21,019)	-2.8%
53001	Williston 1	1	4,934,934	4,853,081	4,703,571	5,164,523	4,836,226	4,585,752	4,387,730	161.9	282,273	566,545	76,452	0.5%
53002	Nesson 2	1	428,570	432,884	427,119	463,864	440,638	416,185	394,532	16.5	32,323	64,645	(3,583)	-0.4%
53005	Eight Mile 6	1	502,132	507,738	512,616	540,082	526,967	490,304	478,472	24.1	42,228	84,455	(28,419)	-2.7%
53008	New 8	2	304,515	292,611	279,635	322,359	292,539	276,576	248,911	22.0	38,500	77,000	(25,089)	-4.2%
53015	Tioga 15	1	530,152	577,173	559,266	620,967	575,160	553,567	514,282	27.8	48,685	97,370	(14,777)	-1.2%
53091	Wildrose-Alamo 91	1	109,619	107,922	97,603	117,643	101,654	102,682	87,959	9.0	15,750	31,500	(18,594)	-8.5%
53099	Grenora 99	1	146,824	141,260	133,867	155,818	140,157	133,413	118,890	13.2	23,170	46,340	(25,838)	-9.7%
	District Total		206,520,768	208,442,802	211,304,702	222,956,498	217,774,595	200,619,990	195,900,718	8,523.7	14,916,475	29,832,950	(537,040)	-0.1%

Voed and Special Education Units

2515	Valley City Area	5								11.0	19,258	38,535		
8500	Bismarck	5								12.0	21,000	42,000		
11542	Southeast Area	5								8.0	14,000	28,000		
36502	Lake Area	5								18.5	32,288	64,575		
39538	Richland County Area	5								11.8	20,668	41,335		
47528	James Valley Area	5								9.3	16,345	32,690		
50504	North Valley Area	5								9.0	15,750	31,500		
2727	SHEYENNE VALLEY	7								19.8	34,650	69,300		
5726	PEACE GARDEN	7								6.3	11,008	22,015		
8702	BURLEIGH COUNTY	7								3.0	5,250	10,500		
8711	BISMARCK	7								8.0	14,000	28,000		
9717	RURAL CASS	7								17.0	29,750	59,500		
14712	EAST CENTRAL	7								8.3	14,473	28,945		
15722	EMMONS COUNTY	7								0.5	875	1,750		
18733	GRAND FORKS	7								11.0	19,250	38,500		

District Level Projection - Per Student Payments - Various Funding Proposals

ID	DNAME	UTYPE	Restated to Fall 2000 Enr	Schafer Exec Budget at 485.5 Million		End Aid @ $507.7 Million		HB 1344 2nd Engr $461 M					Two year H formula - H FTE $	Two year H formula - H FTE %
	BASE RATES		$ 2,230	$ 2,328	$ 2,426	$ 2,464	$ 2,488	$ 2,255	$ 2,279		$ 1,750	$ 3,500		
			2000-01	2001-02	2002-03	2001-02	2002-03	2001-02	2002-03	1999-00 FTE	2001-02	2002-03		
21709	SOUTHWEST	7								-	-	-		
23724	DICKEY LAMOURE	7								12.5	22,050	44,100		
24718	SOUTH CENTRAL PRAIRI	7								-	-	-		
29715	OLIVER MERCER	7								21.1	36,925	73,850		
30725	MORTON-SIOUX	7								4.0	7,000	14,000		
34707	PEMBINA	7								-	-	-		
36714	LAKE REGION	7								28.2	49,350	98,700		
39728	SOUTH VALLEY	7								31.0	54,250	108,500		
45701	WEST RIVER	7								3.8	6,650	13,300		
47721	BUFFALO VALLEY	7								6.0	10,500	21,000		
49723	GST	7								20.6	35,963	71,925		
50729	UPPER VALLEY	7								31.8	55,650	111,300		
51708	SOURIS VALLEY	7								16.9	29,575	59,150		
52705	LONETREE	7								4.0	7,000	14,000		
53720	WILMAC	7								26.7	46,725	93,450		
	Unit Totals							-	-	360.1	630,210	1,260,420	(1,890,630)	
	Statewide Totals		206,520,768	208,442,802	211,304,702	222,958,498	217,774,595	200,619,990	195,900,718	8,883.8	15,546,665	31,093,370	(2,427,670)	-0.6%
	Other pupil payments		11,688,624	12,105,731	12,550,692	12,894,254	12,903,450	11,679,534	11,696,510				(2,427,670)	9.4%
	Transportation		17,511,755	18,000,000	18,000,000	18,000,000	18,000,000	18,000,000	18,000,000					0.0%
	Tuition Reimbursement		2,210,085	2,298,488	2,390,428	2,298,488	2,390,428	2,298,488	2,390,428					0.0%
	Limited English Proficient Studen		183,716	225,000	225,000	225,000	225,000	225,000	225,000					0.0%
	Adjustments for over/under paym		4,980,253	-	-	-	-	-	-					
	Total Foundation Aid and Transp		243,095,201	241,072,022	244,470,821	256,376,240	251,299,483	232,823,012	228,212,656	8,884	15,546,685	31,093,370		0.0%
	1999-00 Payment Yr		235,911,059											
	Total Foundation Aid and Transp		479,006,260		485,542,843		507,675,723		461,035,668			46,640,055		0.0%
							Hoeven proposal		457,665,148			50,009,575		
									3,369,520			(3,369,520)		

Historical Per Pupil Expenditure, Pupil Payment, Tuition Apportionment and Mill Deduct Data

School Year	Actual Per Pupil Expenditures	Statutory Per Pupil Payment	Actual Per Pupil Payment	Tuition Apportionment	Actual Per Pupil Payment and Tuition Apportionment	Local Share Mill Levy Deduct	Taxable Valuation	ADM	Mill Deduct/ ADM	Net Per Pupil and Tuition Apport. Pmt	Net Percent from Pupil and Tuition Apport.
1973-74	831	540	540	31	571	0.020	658,235,947	138,076	(92)	479	57.6%
1974-75	938	540	540	42	582	0.020	671,209,499	133,625	(99)	483	51.5%
1975-76	1,097	640	640	38	678	0.020	714,225,794	132,737	(101)	577	52.6%
1976-77	1,212	690	690	47	737	0.020	735,673,642	130,121	(110)	627	51.8%
1977-78	1,376	775	775	47	822	0.020	775,281,443	126,254	(117)	705	51.3%
1978-79	1,544	850	850	53	903	0.020	803,767,456	122,126	(127)	776	50.3%
1979-80	1,741	903	903	80	983	0.020	830,442,532	118,574	(136)	847	48.7%
1980-81	1,957	970	970	106	1,076	0.020	869,904,028	117,313	(142)	934	47.7%
1981-82	2,392	1,425	1,425	98	1,523	0.020	917,920,637	117,185	(148)	1,375	57.5%
1982-83	2,477	1,591	1,353	158	1,511	0.020	938,686,969	117,320	(156)	1,355	54.7%
1983-84	2,577	1,400	1,400	176	1,576	0.020	951,779,114	117,444	(160)	1,416	55.0%
1984-85	2,851	1,350	1,350	202	1,552	0.020	998,380,663	118,090	(161)	1,391	48.8%
1985-86	2,960	1,425	1,425	209	1,634	0.020	980,108,754	118,024	(169)	1,465	49.5%
1986-87	2,949	1,455	1,367	216	1,583	0.020	976,761,047	117,981	(166)	1,417	48.0%
1987-88	3,041	1,400	1,400	215	1,615	0.020	973,962,097	118,376	(165)	1,450	47.7%
1988-89	3,213	1,412	1,385	206	1,591	0.020	962,760,380	118,536	(164)	1,427	44.4%
1989-90	3,427	1,525	1,411	199	1,610	0.021	959,536,307	118,097	(171)	1,439	42.0%
1990-91	3,425	1,545	1,480	198	1,678	0.022	956,278,185	118,883	(178)	1,500	43.8%
1991-92	3,676	1,552	1,552	197	1,749	0.022	943,144,462	119,509	(176)	1,573	42.8%
1992-93	3,701	1,608	1,542	198	1,740	0.022	941,390,009	119,955	(173)	1,567	42.3%
1993-94	3,772	1,570	1,570	198	1,768	0.023	958,547,588	120,411	(180)	1,588	42.1%
1994-95	3,850	1,636	1,682	198	1,880	0.024	995,155,293	120,440	(191)	1,689	43.9%
1995-96	4,016	1,757	1,757	207	1,964	0.028	1,030,810,153	120,538	(231)	1,732	43.1%
1996-97	4,223	1,862	1,862	209	2,071	0.032	1,107,165,252	119,895	(275)	1,796	42.5%
1997-98	4,464	1,954	1,954	216	2,170	0.032	1,148,999,564	117,996	(300)	1,870	41.9%
1998-99	4,747	2,032	2,032	223	2,255	0.032	1,189,838,386	115,987	(317)	1,938	40.8%
1999-00	5,137	2,145	2,145	248	2,393	0.032	1,232,806,611	113,576	(335)	2,057	40.0%
2000-01		2,230				0.032	1,297,625,450				

The schedule shows the relationship of net state per pupil aid (base student payment plus tuition apportionment minus the mill deduct per student) to the total cost of education per pupil. It does not consider all state aid (e.g., transportation, summer school or special education).

Source: Summary of Facts; School Finance Facts, the North Dakota Century Code and Session Law.

Actual Per Pupil Expenditures - Includes regular, federal, special education, vocational education, administration and plant operation costs divided by total average daily membership (finance ADM - 120,538 for 1995-96). This is the standard educational cost per student calculation.

Statutory Per Pupil Payment - The per student payment rate specified in the North Dakota Century Code 15-40.1-06.

Actual Per Pupil Payment - The actual per student payment rate made for the school year (foundation aid is paid on weighted pupil units - 122,612 for 1995-96).

Tuition Apportionment - The payment rate used to distribute tuition apportionment funds (6-17 public and private school age census is the basis for the tuition apportionment distribution - 120,966 for 1995-96).

Actual Per Pupil Payment and Tuition Apportionment - Actual Per Pupil Payment plus Tuition Apportionment.

Local Share Mill Levy Deduct - The local mill levy deduct specified in the North Dakota Century Code 15-40.1-06.

Taxable Valuation - The taxable property valuation for the local school district. Taxable value listed is the taxable value used for the local property tax. Taxable value used for the foundation aid mill deduct is one year behind the taxable value for the local property tax.

ADM - Average Daily Membership includes ALL students educated in the district for regular, special education, district supervised home school education and summer school programs. This ADM is referred to as finance ADM.

Mill Deduct/ADM - Local share mill deduct multiplied by taxable valuation [for foundation aid] divided by ADM.

Net Per Pupil and Tuition Apport. Pmt - Actual Per Pupil Payment plus Tuition Apportionment minus Mill Deduct/ADM.

Net Percent from Pupil and Tuition - Net Per Pupil and Tuition Apportionment divided by Actual Per Pupil Expend.

Projected Supplemental Payments to High School Districts under 15-40.1-07.5

Districts with educational expenditures per student less than the state average ($4,555) are listed.
The column entitlement MAX_STAT is the projected entitlement under existing law.
Column descriptions are at the end of the report.

ID	DNAME	TYPE	TAXVAL	ADM112	GFLEVY	HSTUIT	HSTRAN	TOT_GEN	NET_ADDL	MAX_STAT	COEPP	TVALPADM
01003	Reeder 3	2	979,205	18.88	153.19	19.10	-	172.29		-	10,255.84	51 864 67
01013	Hettinger 13	1	5,414,262	470.06	159.40	8.32	-	167.72	1,506.88	[illegible]06	4,068.33	11,516.24
02002	Valley City 2	1	11,353,380	1,209.98	188.40	2.64	-	191.04	115,008.94	34,502.68	3,895.41	9,383.11
02013	Oriska 13	1	1,739,901	91.44	172.40	-	-	172.40		-	4,907.26	19,027.79
02052	Litchville 52	2	2,875,382	91.17	118.59	-	-	118.59		-	6,422.68	31,538.69
02065	N Central 65	1	4,153,354	202.80	163.78	-	-	163.78		-	4,901.57	20,480.05
02082	Wimbledon-Courtenay	1	3,082,775	201.55	171.92	-	-	171.92		-	4,666.68	15,295.34
03005	Minnewaukan 5	1	1,328,640	127.48	185.00	10.54	-	195.54		-	5,054.10	10,422.34
03006	Leeds 6	1	3,996,041	220.71	157.65	-	-	157.65		-	4,770.96	18,105.39
03009	Maddock 9	1	3,570,767	217.50	167.12	-	-	167.12		-	4,702.10	16,417.42
03016	Oberon 16	2	889,234	32.39	116.42	25.31	-	141.73		-	8,595.95	27,453.97
03029	Warwick 29	1	1,029,621	214.38	148.58	-	-	148.58		-	4,969.24	4,802.78
03030	Ft Totten 30	1	92,618	161.44	185.00	118.77	-	303.77		-	10,301.19	573.70
04001	Billings Co 1	2	4,349,341	95.14	-	40.60	-	40.60		-	11,873.26	45,715.17
05001	Bottineau 1	1	7,460,312	788.30	176.40	-	-	176.40	46,520.14	13,956.04	4,161.15	9,463.80
05013	Willow City 13	1	1,789,776	92.58	172.65	-	-	172.65		-	6,117.87	19,332.21
05017	Westhope 17	1	3,363,908	178.30	155.07	-	-	155.07		-	4,822.27	18,866.56
05035	Lansford 35	2	1,649,726	41.90	78.80	99.41	-	178.21		-	4,998.19	39,372.94
05054	Newburg-United 5	1	3,645,441	94.21	158.22	0.99	-	159.21		-	7,085.49	38,694.84
06001	Bowman 1	1	4,116,112	446.68	167.63	-	-	167.63		-	4,773.26	9,214.90
06017	Rhame 17	1	1,978,253	110.74	116.26	-	-	116.26		-	5,874.47	17,863.94
06033	Scranton 33	1	2,552,429	163.87	138.30	-	-	138.30		-	5,668.13	15,575.94
07014	Bowbells 14	1	2,784,174	103.94	[illegible]35	-	-	162.35		-	6,040.67	26,796.36
07027	Powers Lake 27	1	1,956,658	133.84	[illegible]00	-	-	165.00		-	5,544.10	14,619.38
07036	Burke Central 36	1	3,256,436	128.42	[illegible]61	-	-	156.61		-	6,196.47	25,357.70
08001	Bismarck 1	1	106,742,541	9,825.03	[illegible]	-	-	234.49	492,109.71	147,632.91	4,332.74	10,864.36
08002	Regan 2	2	659,504	16.49	[illegible]34	-	-	150.34		-	6,612.21	39,994.18
08025	Naughton 25	3	200,277	6.84	[illegible]76	-	-	174.76		-	5,841.34	29,280.26
08028	Wing 28	1	1,744,924	72.44	154.74	-	-	154.74		-	7,355.54	24,087.85
08029	Baldwin 29	2	503,063	13.56	177.71	45.72	-	223.43		-	5,476.69	37,099.04
08033	Menoken 33	2	887,870	39.00	154.17	28.16	-	182.33		-	4,586.34	22,765.90
08034	McKenzie 34	3	549,423	6.44	85.54	36.40	-	121.94		-	7,694.95	85,314.13
08035	Sterling 35	2	871,288	24.44	160.80	13.77	13.77	188.34		-	3,624.98	35,650.08
08036	Driscoll 36	1	765,236	29.55	192.39	-	-	192.39		-	7,179.40	25,896.31
08039	Apple Creek 39	2	1,148,622	46.15	100.48	125.85	-	226.33		-	4,468.78	24,889.58

ID	DNAME	TYPE	TAXVAL	ADM112	GFLEVY	HSTUIT	HSTRAN	TOT_GEN	NET_ADDL	MAX_STAT	COEPP	TVALPADM
08045	Manning 45	3	141,024	16.00	213.08	58.12	-	271.20		-	3,438.76	8,814.00
09001	Fargo 1	1	139,497,757	10,326.13	287.81	-	-	287.81		-	5,072.32	13,127.80
09002	Kindred 2	1	8,224,330	673.22	170.35	-	-	170.35		-	3,443.94	12,216.41
09004	Maple Valley 4	1	4,916,772	250.12	176.95	-	-	176.95		-	4,797.16	19,657.65
09006	West Fargo 6	1	53,805,645	4,456.38	185.00	5.22	-	190.22		-	4,088.36	12,073.55
09007	Mapleton 7	2	2,228,952	84.20	133.70	112.16	-	245.86		-	5,375.71	26,472.11
09017	Central Cass 17	1	9,409,252	727.50	157.58	-	-	157.58		-	3,567.99	12,933.58
09080	Page 80	1	2,990,897	157.14	170.52	-	-	170.52		-	5,393.72	19,033.33
09097	Northern Cass 97	1	8,690,378	411.94	163.64	-	-	163.64		-	5,102.16	21,096.22
10001	Osnabrock 1	2	1,129,439	21.41	177.74	-	-	177.74		-	10,568.62	52,752.87
10014	Border Central 1	1	2,883,871	41.00	153.44	-	-	153.44		-	11,171.00	70,338.32
10019	Munich 19	1	2,943,816	145.29	147.77	-	-	147.77		-	4,789.97	20,261.66
10023	Langdon 23	1	9,075,365	585.88	177.33	-	-	177.33		-	4,503.65	15,490.14
10030	Milton 30	1	994,204	31.40	179.94	-	-	179.94		-	8,534.05	31,662.55
11040	Ellendale 40	1	5,362,764	380.55	148.81	-	-	148.81		-	3,891.44	14,092.14
11041	Oakes 41	1	6,135,931	509.05	180.99	-	-	180.99		-	3,537.09	12,053.68
12001	Divide County 1	1	6,276,161	363.52	152.64	-	-	152.64		-	4,969.56	17,264.97
13008	Dodge 8	2	535,960	60.77	185.00	-	-	185.00		-	5,192.96	8,819.48
13016	Killdeer 16	1	6,268,099	349.66	147.57	-	-	147.57		-	4,568.68	17,926.27
13019	Halliday 19	1	1,639,929	98.75	164.65	-	-	164.65		-	5,812.21	16,606.88
13037	Twin Buttes	2	20,106	42.42	-	-	-	-		-	-	473.97
14001	New Rockford 1	1	4,169,209	376.56	191.96	-	-	191.96	9,911.94	2,973.58	3,889.74	11,071.93
14012	Sheyenne 12	1	1,433,823	154.70	163.90	-	-	163.90	5,226.89	1,568.07	4,164.76	9,268.41
15006	Hazelton-Moffit-Braddock	1	3,044,715	162.26	164.73	-	-	164.73		-	5,378.96	18,764.42
15010	Bakker 10	2	530,821	15.00	83.08	64.65	-	147.73		-	5,848.12	35,386.07
15012	Union 12	3	492,470	16.00	81.22	26.04	-	107.26		-	6,736.07	30,779.38
15015	Strasburg 15	1	2,538,057	239.42	143.81	-	-	143.81		-	3,870.85	10,600.86
15036	Linton 36	1	4,725,072	345.14	182.48	-	-	182.48		-	4,436.90	13,690.31
16010	Carrington 10	1	8,079,154	698.48	160.75	-	-	160.75	994.07	298.22	3,593.18	11,566.76
17003	Beach 3	1	3,665,645	355.42	185.00	-	-	185.00		-	5,507.53	10,313.56
17006	Lone Tree 6	2	1,277,835	41.00	117.39	47.74	-	165.13		-	4,590.75	31,166.71
18001	Grand Forks 1	1	80,110,238	7,968.78	200.97	-	-	200.97		-	4,770.50	10,053.01
18044	Larimore 44	1	6,352,547	546.47	181.08	-	-	181.08	1,264.65	379.40	3,929.25	11,624.69
18061	Thompson 61	1	4,262,899	522.36	170.07	-	-	170.07	37,094.71	11,128.41	3,475.70	8,160.86
18125	Manvel 125	2	2,939,294	192.72	96.67	89.77	11.66	198.10		-	3,031.97	15,251.63
18127	Emerado 127	2	1,706,758	125.27	146.85	73.18	8.78	228.81		-	4,367.67	13,624.63
18128	Midway 128	1	5,118,695	305.49	169.93	-	-	169.93		-	4,624.33	16,755.69
18129	Northwood 129	1	4,800,044	360.12	162.41	-	-	162.41		-	4,255.47	13,329.07
18140	Grand Forks AFB	4	-	-	-	-	-	-		-	-	#DIV/0!
19018	Roosevelt 18	1	2,007,729	139.92	185.00	5.68	-	190.68		-	4,603.85	14,349.12
19049	Elgin-New Leipzig	1	3,328,701	265.25	205.00	-	-	205.00		-	5,646.97	14,434.37

ID	DNAME	TYPE	TAXVAL	ADM112	GFLEVY	HSTUIT	HSTRAN	TOT_GEN	NET_ADDL	MAX_STAT	COEPP	TVALPADM
20007	Midkota 7	1	5,074,889	217.43	204.69	-	-	204.69		-	6,465.73	23,340.33
20018	Griggs County Ce	1	5,226,911	369.36	190.11	-	-	190.11		-	4,596.95	14,151.26
21006	Mott 6	1	3,715,400	224.06	139.15	-	-	139.15		-	4,643.54	16,580.69
21009	New England 9	1	4,200,309	256.16	145.94	-	-	145.94		-	4,999.66	16,397.21
21014	Regent 14	1	2,036,248	108.25	149.79	-	-	149.79		-	5,458.20	18,810.61
22011	Pettibone-Tuttle	2	971,100	38.52	174.76	-	-	174.76		-	6,236.55	25,210.28
22014	Robinson 14	2	990,014	10.00	195.00	15.81	-	210.81		-	17,030.46	99,001.40
22020	Tuttle-Pettibone	1	1,171,269	84.05	180.43	-	-	180.43		-	5,954.66	13,935.38
22026	Steele-Dawson 26	1	3,084,017	247.08	167.17	-	-	167.17		-	4,879.75	12,481.86
22028	Tappen 28	1	1,385,801	113.69	176.79	-	-	176.79		-	4,886.67	12,189.30
23003	Edgeley 3	1	4,698,814	266.83	155.36	-	-	155.36		-	4,584.99	17,609.77
23007	Kulm 7	1	3,826,826	161.13	157.87	-	-	157.87		-	5,624.43	23,749.93
23008	LaMoure 8	1	4,185,615	365.20	177.99	-	-	177.99	2,432.72	729.82	3,842.99	11,461.16
23009	Marion 9	1	2,165,697	127.50	149.05	-	-	149.05		-	5,089.23	16,985.86
23011	Verona 11	1	1,713,558	81.50	173.91	-	-	173.91		-	5,767.75	21,025.25
24002	Napoleon 2	1	3,523,849	252.29	167.43	-	-	167.43		-	4,544.80	13,967.45
24056	Gackle-Streeter	1	4,181,367	200.87	137.37	-	-	137.37		-	4,569.77	20,816.26
25011	Velva 1	1	4,811,718	447.64	140.28	-	-	140.28		-	3,481.00	10,749.08
25004	Newport 4	1	2,709,453	199.18	143.94	-	-	143.94		-	4,253.91	13,603.04
25014	Anamoose 14	1	1,578,373	99.52	157.80	-	-	157.80		-	5,939.50	15,859.86
25025	Granville 25	1	1,908,584	149.88	177.67	-	-	177.67		-	4,963.71	12,734.08
25029	Upham 29	1	1,661,988	66.53	152.83	-	-	152.83		-	8,019.93	24,981.03
25057	Drake 57	1	2,609,411	155.84	132.05	0.81	-	132.86		-	5,305.05	16,744.17
26004	Zeeland 4	1	2,335,999	59.12	120.94	-	-	120.94		-	7,257.96	39,512.64
26009	Ashley 9	1	3,401,025	207.03	167.03	2.04	-	169.07		-	4,375.80	16,427.69
26019	Wishek 19	1	3,683,402	269.57	171.90	-	-	171.90		-	4,505.16	13,663.99
27001	McKenzie Co 1	1	8,593,487	628.73	162.96	-	-	162.96		-	5,155.96	13,668.01
27002	Alexander 2	1	2,444,365	120.70	168.06	-	-	168.06		-	6,297.86	20,251.57
27014	Yellowstone 14	2	1,346,710	112.71	144.39	43.54	2.75	190.68		-	5,505.53	11,948.45
27018	Earl 18	3	495,316	8.00	-	-	-	-		-	8,511.43	61,914.50
27019	Bowline Butte 19	3	492,839	3.00	75.08	14.20	12.17	101.45		-	15,696.53	164,279.67
27032	Horse Creek 32	3	981,896	15.00	25.46	59.58	-	85.04		-	8,238.37	65,469.73
27036	Mandaree 36	1	71,556	224.81	97.83	-	-	97.83		-	13,704.82	318.30
28001	Montefiore 1	1	2,235,221	273.10	174.03	-	-	174.03	23,064.43	6,919.33	4,257.32	8,184.62
28004	Washburn 4	1	3,661,383	442.65	136.56	-	-	136.56		-	3,966.99	8,271.51
28008	Underwood 8	1	3,879,939	325.07	181.70	9.02	-	190.72		-	4,720.70	11,935.70
28050	Max 50	1	2,469,673	168.11	152.96	-	-	152.96		-	4,877.33	14,690.82
28051	Garrison 51	1	5,299,105	407.93	163.26	-	-	163.26		-	4,409.90	12,990.23
28062	Butte 62	1	1,582,685	45.48	129.53	-	-	129.53		-	8,832.45	34,799.56
28072	Turtle Lake-Mercer	1	3,556,687	204.57	106.17	-	-	106.17		-	4,955.34	17,386.16
28085	White Shield 85	1	212,764	134.66	185.00	-	-	185.00	47,592.52	14,307.79	4,264.90	1,580.01

ID	DNAME	TYPE	TAXVAL	ADM112	GFLEVY	HSTUIT	HSTRAN	TOT_GEN	NET_ADDL	MAX_STAT	COEPP	TVALPADM
29003	Hazen 3	1	4,757,460	852.20	180.91	-	-	180.91	161,120.17	48,336.05	3,663.64	5,582.56
29020	Golden Valley 20	1	1,013,948	71.89	147.94	-	-	147.94		-	4,936.02	14,104.16
29022	Stanton 22	1	921,218	99.75	224.43	-	-	224.43		-	5,281.15	9,235.27
29027	Beulah 27	1	7,459,039	1,005.45	181.66	-	-	181.66	136,260.49	40,878.15	3,943.07	7,418.61
30001	Mandan 1	1	31,599,596	3,412.88	171.80	-	-	171.80	181,555.03	54,466.51	3,849.35	9,259.92
30004	Little Heart 4	2	750,847	27.00	74.58	38.62	7.33	120.53		-	3,319.70	27,809.15
30007	New Salem 7	1	3,239,373	374.37	163.61	-	-	163.61	15,521.38	4,656.41	4,101.92	8,652.96
30008	Sims 8	2	1,369,701	31.00	107.70	53.73	16.79	178.22		-	6,581.78	44,183.90
30013	Hebron 13	1	3,228,865	201.28	154.85	-	-	154.85		-	5,381.67	16,041.56
30017	Sweet Briar 17	3	257,713	14.00	46.56	77.60	-	124.16		-	2,563.80	18,410.21
30039	Flasher 39	1	2,820,296	272.01	187.04	-	-	187.04	13,408.14	4,022.44	4,000.28	10,366.35
30048	Glen Ullin 48	1	3,567,640	230.41	156.19	-	-	156.19		-	4,824.21	15,483.98
31001	New Town 1	1	2,366,734	764.97	161.83	-	-	161.83		-	4,600.67	3,093.89
31002	Stanley 2	1	5,319,128	425.90	164.69	-	-	164.69		-	4,444.44	12,489.15
31003	Parshall 3	1	3,025,655	299.25	196.32	-	-	196.32		-	4,613.13	10,110.79
31137	Plaza 137	1	1,718,214	63.01	202.54	-	-	202.54		-	7,129.15	27,268.91
32001	Dakota Prairie 1	1	9,019,931	422.73	185.00	-	-	185.00		-	4,938.32	21,337.33
32066	Lakota 66	1	4,153,456	281.01	186.15	-	-	186.15		-	4,419.76	14,780.46
33018	Center 18	1	3,314,334	325.27	166.34	-	-	166.34		-	4,724.13	10,189.49
34001	Pembina 1	1	3,604,602	147.46	174.21	1.50	-	175.71		-	5,434.48	24,444.61
34006	Cavalier 6	1	7,116,936	595.31	185.00	-	-	185.00		-	4,807.04	11,955.01
34012	Valley 12	1	3,234,834	164.37	184.72	13.42	-	198.14		-	5,893.95	19,680.20
34019	Drayton 19	1	5,280,465	231.28	159.62	-	-	159.62		-	5,440.22	22,831.45
34027	Walhalla 27	1	4,296,637	330.33	199.26	-	-	199.26		-	4,732.71	13,007.11
34043	St Thomas 43	1	2,694,655	129.87	186.68	14.84	1.86	203.38		-	5,663.41	20,748.86
34055	Neche 55	1	3,089,277	125.84	178.04	0.97	-	179.01		-	6,478.03	24,549.25
35001	Wolford 1	1	1,498,636	54.43	177.09	-	-	177.09		-	6,003.15	27,533.27
35005	Rugby 5	1	8,944,720	715.74	182.23	4.47	1.12	187.82		-	4,099.99	12,497.16
36001	Devils Lake 1	1	15,161,716	1,874.42	188.26	-	-	188.26	258,920.95	77,676.29	4,055.64	8,086.75
36002	Edmore 2	1	4,137,149	133.49	139.47	-	-	139.47		-	6,355.84	30,992.20
36044	Starkweather 44	1	2,499,672	120.88	154.18	-	-	154.18		-	4,852.29	20,678.95
37002	Sheldon 2	2	1,089,540	52.09	202.92	30.29	-	233.21		-	4,612.25	20,916.49
37006	Ft Ransom 6	2	703,988	30.00	153.13	8.66	-	161.79		-	4,785.72	23,466.27
37010	Salund 10	3	97,545	6.00	143.99	61.71	-	205.70		-	4,302.59	16,257.50
37019	Lisbon 19	1	6,305,579	656.06	186.44	-	-	186.44	49,914.35	14,974.30	3,791.36	9,611.28
37022	Enderlin 22	1	4,345,334	363.13	185.00	-	-	185.00			3,987.18	11,966.33
38002	Sherwood 2	1	2,447,512	129.45	142.55	-	-	142.55		-	5,540.97	19,907.01
38009	Mohall 9	1	4,289,931	284.01	119.69	-	-	119.69		-	4,735.73	15,104.96
38026	Glenburn 26	1	3,166,899	311.79	109.26	-	-	109.26		-	4,073.23	10,457.75
39005	Mantador 5	2	941,288	21.00	144.83	59.49	-	204.32		-	7,031.39	44,803.24
39008	Hankinson 8	1	3,605,797	323.02	184.22	-	-	184.22	5,929.01	1,779.70	3,913.61	11,162.77

ID	DNAME	TYPE	TAXVAL	ADM112	GFLEVY	HSTUIT	HSTRAN	TOT_GEN	NET_ADDL	MAX_STAT	COEPP	TVALPADM
39018	Fairmount 18	1	2,184,498	132.86	184.28	-	-	184.28		-	4,491.38	16,442.10
39028	Lidgerwood 28	1	3,004,160	260.80	192.12	-	-	192.12	1,978.71	593.61	4,054.72	11,519.02
39037	Wahpeton 37	1	16,639,567	1,531.10	182.25	1.45	-	183.70	42,900.18	12,870.05	3,669.12	10,867.72
39042	Wyndmere 42	1	4,517,753	328.89	210.28	-	-	210.28		-	3,758.87	13,736.36
39044	Richland 44	1	4,379,262	305.88	185.00	-	-	185.00		-	4,099.72	14,316.93
40001	Dunseith 1	1	1,337,076	687.40	157.06	9.59	-	166.65		-	5,537.51	1,945.12
40003	St John 3	1	646,713	275.30	170.09	-	-	170.09	51,712.93	15,513.88	4,231.58	2,349.12
40004	Mt Pleasant 4	1	3,638,791	356.38	159.12	2.75	-	161.87	6,297.67	1,889.30	4,130.89	10,210.42
40007	Belcourt 7	1	296,858	1,716.93	-	-	-	-		-	6,325.38	172.90
40029	Rolette 29	1	2,608,211	211.25	172.54	-	-	172.54		-	4,777.81	12,346.56
41002	Milnor 2	1	2,369,030	274.09	170.13	-	-	170.13	16,660.66	5,058.20	3,707.79	8,643.26
41003	N Sargent 3	1	2,277,198	178.96	195.53	4.39	-	199.92		-	4,999.94	12,724.62
41006	Sargent Central	1	5,228,188	321.94	185.00	-	-	185.00		-	4,321.68	16,239.63
42016	Goodrich 16	1	1,568,568	65.47	181.06	2.20	-	183.26		-	7,164.01	23,958.56
42019	McClusky 19	1	2,264,328	143.48	177.49	-	-	177.49		-	5,925.00	15,781.49
43003	Solen 3	1	1,089,617	199.66	136.34	-	-	136.34		-	9,950.27	5,457.36
43004	Ft Yates 4	1	459,811	212.34	164.89	-	-	164.89		-	7,734.48	2,165.45
43008	Selfridge 8	1	1,299,573	115.38	186.05	-	-	186.05		-	5,971.23	11,263.42
44012	Marmarth 12	2	979,194	26.99	30.20	58.21	-	88.41		-	5,117.39	36,279.88
44014	Sheets 14	3	356,462	5.00	86.97	33.66	1.40	122.03		-	8,208.71	71,292.40
44032	Central Elem 32	2	1,284,159	11.28	26.48	43.22	10.12	79.82		-	7,093.08	113,843.88
45001	Dickinson 1	1	23,239,984	2,791.39	185.00		-	185.00	329,591.28	98,877.38	4,057.23	8,325.60
45003	Taylor 3	2	1,315,325	128.58	171.71	-	-	171.71		-	4,140.16	10,229.62
45004	Richardton 4	1	2,318,577	185.10	176.15	-	-	176.15		-	5,357.71	12,526.08
45009	S Heart 9	1	2,219,777	277.66	151.65	-	-	151.65	1,697.20	509.16	3,737.44	7,994.59
45013	Belfield 13	1	1,351,844	319.62	149.05	-	-	149.05		-	3,650.99	4,229.54
46010	Hope 10	2	3,098,029	154.94	178.50	-	-	178.50		-	5,080.65	19,995.02
46019	Finley-Sharon 19	1	3,832,959	173.37	185.00	-	-	185.00		-	5,407.23	22,108.55
47001	Jamestown 1	1	24,285,952	2,624.76	176.43	3.00	-	179.43	188,984.79	56,695.44	3,854.78	9,252.64
47003	Medina 3	1	2,797,273	178.80	157.30	-	-	157.30		-	4,962.08	15,644.70
47010	Pingree-Buchanan	1	2,649,824	125.00	165.66	-	-	165.66		-	5,163.00	21,198.59
47014	Montpelier 14	1	2,052,670	139.00	167.44	-	-	167.44		-	5,057.45	14,767.41
47019	Kensal 19	1	1,681,870	89.84	171.23	-	-	171.23		-	5,696.72	18,720.73
47026	Spiritwood 26	2	2,904,618	9.04	130.37	6.89	6.89	144.15		-	14,533.40	321,307.30
48002	Bisbee-Egeland 2	1	3,114,614	126.27	163.71	-	-	163.71		-	6,022.55	24,666.30
48008	Southern 8	1	3,666,834	322.29	162.27	3.27	-	165.54	1,611.25	483.37	3,719.92	11,377.44
48028	N Central 28	1	2,120,696	89.18	163.35	-	-	163.35		-	6,096.02	23,779.95
49003	Central Valley 3	1	5,114,893	303.06	171.07	-	-	171.07		-	4,198.59	16,877.49
49007	Hatton 7	1	3,242,121	260.89	172.73	-	-	172.73		-	4,484.30	12,427.16
49009	Hillsboro 9	1	7,042,606	488.69	158.73	-	-	158.73		-	4,085.32	14,411.19
49014	May-Port CG 14	1	8,977,395	673.11	185.00	-	-	185.00		-	4,108.16	13,337.19

ID	DNAME	TYPE	TAXVAL	ADM112	GFLEVY	HSTUIT	HSTRAN	TOT_GEN	NET_ADDL	MAX_STAT	COEPP	TVALPADM
50003	Grafton 3	1	8,903,053	1,019.97	212.11	4.13	4.69	220.93	181,783.75	54,535.12	3,806.57	8,728.74
50020	Minto 20	1	3,394,433	268.97	174.40	2.00	-	176.40		-	4,122.54	12,620.12
50039	Lankin 39	2	845,020	73.28	182.88	-	8.28	191.16		-	4,899.78	11,531.39
50051	Nash 51	2	775,470	22.05	167.64	33.53	-	201.17		-	5,937.55	35,168.71
50078	Park River 78	1	5,101,597	449.97	174.88	1.94	-	176.82	4,362.77	1,308.83	3,774.80	11,337.64
50079	Fordville 79	1	1,701,013	81.14	168.43	-	-	168.43		-	5,274.90	20,963.53
50106	Edinburg 106	1	1,653,914	166.82	199.31	-	-	199.31	14,661.49	4,404.45	4,030.90	9,914.36
50128	Adams 128	1	1,699,176	107.01	178.56	-	-	178.56		-	5,600.81	15,876.67
51001	Minot 1	1	61,610,191	6,867.95	168.02	8.68	-	176.70	500,331.18	150,099.35	4,383.30	8,970.68
51004	Negrose 4	2	3,448,625	241.64	110.19	103.23	-	213.42		-	3,332.74	14,271.75
51007	United 7	1	5,409,739	656.12	140.49	-	-	140.49		-	3,485.99	8,245.05
51010	Bell 10	2	1,775,101	122.35	110.60	116.42	2.79	229.81		-	4,052.51	14,508.39
51016	Sawyer 16	1	2,055,472	168.08	181.84	-	-	181.84		-	5,320.13	12,229.13
51019	Eureka 19	2	698,364	10.51	44.39	88.78	-	133.17		-	6,967.45	66,447.57
51028	Kenmare 28	1	5,988,790	361.14	185.00	-	-	185.00		-	4,956.23	16,583.01
51041	Surrey 41	1	2,334,273	449.27	173.37	-	-	173.37	68,282.58	20,484.77	3,027.86	5,195.70
51054	Berthold 54	1	3,587,234	193.27	141.05	-	-	141.05		-	5,148.45	18,560.74
51070	S Prairie 70	2	2,328,787	121.96	127.53	51.53	6.18	185.24		-	4,417.00	19,094.68
51158	N Shore 158	1	2,709,546	99.71	181.88	-	-	181.88		-	6,602.91	27,174.27
51160	Minot AFB 160	4	-	-	-	-	-	-		-	-	#DIV/0!
52023	Bowdon 23	2	1,557,878	92.64	178.80	-	-	178.80		-	4,136.85	16,816.47
52035	Pleasant Valley	2	888,929	27.18	186.59	-	-	186.59		-	4,886.19	32,705.26
52038	Harvey 38	1	6,565,081	561.67	169.62	-	-	169.62	117.36	35.21	4,459.27	11,688.50
52039	Sykes 39	1	1,578,017	78.28	180.52	-	-	180.52		-	5,740.64	20,158.62
52040	Fessenden 40	1	4,383,126	193.37	147.16	-	-	147.16		-	5,440.47	22,667.04
53001	Williston 1	1	14,685,588	2,536.36	233.45	-	-	233.45	999,259.34	299,777.80	3,945.53	5,790.03
53002	Nesson 2	1	2,967,035	216.83	183.76	-	-	183.76		-	4,895.86	13,683.59
53006	Eight Mile 6	1	1,368,565	169.28	181.21	-	-	181.21		-	9,803.29	8,084.62
53008	New 8	2	6,496,015	233.25	152.89	34.42	4.05	191.36		-	5,837.65	27,850.01
53015	Tioga 15	1	5,259,456	358.23	181.20	-	-	181.20		-	4,725.74	14,681.79
53091	Wildrose-Alamo 9	1	1,839,985	67.26	152.18	-	-	152.18		-	6,461.33	27,356.30
53099	Grenora 99	1	3,374,255	90.74	180.78	-	-	180.78		-	7,628.36	37,185.97
			1,232,806,611	105,775.71					3,915,910.27	1,174,773.06	4,554.89	11,599.15

ID	DNAME	TYPE	TAXVAL	ADM112	GFLEVY	HSTUIT	HSTRAN	TOT_GEN	NET_ADDL	MAX_STAT	COEPP	TVALPADM

Formula Factors...NDCC 15-40.1-07.5

TVALPP	11,699.15	= State average taxable valuation per ADM [Gr 1-12]
COEPP	4,554.89	= State average cost of education per student [finance facts]
MINLEVY	150	= Minimum levy required for eligibility
MAXLEVY	210	= Maximum levy
FUNDING	30%	= Statutory funding percentage

Table Headings

TVAL	= District taxable valuation
ADM112	= ADM grades 1-12 from PI3940 foundation aid
GFLEVY	= General fund levy
HSTUIT	= General fund high school tuition levy
HSTRAN	= General fund transportation levy
TOT_GEN	= GFLEVY + HSTUIT + HSTRAN levies
NET_ADDL	= [State TVALPP - District TVALPP] * ADM112 * [TOT_GEN(between 150 and 210)/1000]
MAX_STAT	= NET_ADDL * 30% funding factor
COEPP	= State average cost of education per student [finance facts]
TVALPADM	= TVAL / ADM112

Eligibilty test [must meet all three]:

Be a high school district levying over 150 mills;
Have taxable valuation per ADM [Gr 1-12] is less than the state average; and
Spend less than the state average on education per student.

The formula for calculating the average valuation of property per student is as follows:

Multiply the difference in taxable valuation per ADM [from the state average taxable valuation] times the ADM times the number of mills levied in excess of 150 (not to exceed 210).
Multiply the result by a 30% factor (limited to legislative appropriation).

Supplemental Revenue Payments History

ID	District	1997-98 Supp Pmt $	1998-99 Supp Pmt	1999-00 Supp Pmt	2000-01 Supp Pmt	2000-01 If Spent Out	Difference
1013	Hettinger 13				452.06	614.01	161.95
02002	Valley City 2	51,366.10	38,748.62	40,802.35	34,502.68	46,862.57	12,359.89
05001	Bottineau 1	5,065.79	5,634.03	11,999.20	13,956.04	18,955.51	4,999.47
08001	Bismarck 1	184,842.50	176,417.79	176,066.39	147,632.91	200,519.42	52,886.51
9006	West Fargo 6	11,297.59	-	-	-	-	-
14001	New Rockford 1			3,450.79	2,973.58	4,038.81	1,065.23
14012	Sheyenne 12	482.23	-	1,183.99	1,568.07	2,129.80	561.73
16010	Carrington 10				298.22	405.05	106.83
18001	Grand Forks 1	348,635.19	412,437.84	336,200.91	-	-	-
18044	Larimore 44	1,140.69	3,415.74	-	379.40	515.31	135.91
18061	Thompson 61	5,728.45	14,658.17	9,772.21	11,128.41	15,114.94	3,986.53
23008	LaMoure 8				729.82	991.26	261.44
25001	Velva 1	742.71	904.62	66.66	-	-	-
28001	Monteflore 1	448.32	2,110.68	2,965.55	6,919.33	9,398.04	2,478.71
28004	Washburn 4	6,366.35	134.58	-	-	-	-
28008	Underwood 8	2,917.11	1,931.18	-	-	-	-
28085	White Shield 85	-	4,579.10	14,308.86	14,307.76	19,433.22	5,125.46
29003	Hazen 3	73,111.40	65,042.59	65,403.94	48,336.05	65,651.46	17,315.41
29027	Beulah 27	34,301.14	44,362.86	44,272.62	40,878.15	55,521.92	14,643.77
30001	Mandan 1	43,867.72	40,701.18	42,948.46	54,466.51	73,978.03	19,511.52
30007	New Salem 7	566.63	1,038.17	3,615.44	4,656.41	6,324.48	1,668.07
30039	Flasher 39	236.88	2,479.97	3,568.04	4,022.44	5,463.40	1,440.96
31002	Stanley 2	485.31	-	-	-	-	-
31003	Parshall 3			5,800.15	-	-	-
33018	Center 18	1,238.06	868.34	-	-	-	-
36001	Devils Lake 1	73,954.34	64,952.01	68,553.78	77,676.29	105,502.24	27,825.95
37019	Lisbon 19	5,438.68	10,810.31	9,276.66	14,974.30	20,338.55	5,364.25
39008	Hankinson 8	3,152.09	1,417.62	2,305.45	1,778.70	2,415.89	637.19
39028	Lidgerwood 28				593.61	806.26	212.65
39037	Wahpeton 37	18,185.32	18,632.66	14,238.31	12,870.06	17,480.49	4,610.43
40003	St John 3	-	9,412.11	20,050.83	15,513.88	21,071.41	5,557.53
40004	Mt Pleasant 4	-	1,394.62	1,797.56	1,889.30	2,566.11	676.81
41002	Milnor 2	3,336.01	2,440.48	2,090.72	5,058.20	6,870.20	1,812.00
45001	Dickinson 1	119,029.02	98,479.54	99,640.51	98,877.38	134,298.21	35,420.83
45009	S Heart 9	8,892.36	6,172.36	2,566.68	509.16	691.56	182.40
45013	Belfield 13	7,596.93	2,778.07	6,028.58	-	-	-
47001	Jamestown 1	77,287.15	72,482.25	65,062.80	56,695.44	77,005.43	20,309.99
48008	Southern 8				483.37	656.53	173.16
50003	Grafton 3	38,860.65	46,728.34	46,372.49	54,535.12	74,071.23	19,536.11
50078	Park River 78	1,653.43	3,376.24	3,231.88	1,308.83	1,777.69	468.86
50106	Edinburg 106	1,001.76	-	2,406.24	4,404.45	5,982.25	1,577.80
51001	Minot 1	157,864.62	142,766.88	128,317.35	150,099.35	203,869.41	53,770.06
51016	Sawyer 16	-	375.84	421.16	-	-	-
51041	Surrey 41	-	5,426.31	18,386.39	20,484.77	27,823.03	7,338.26
52038	Harvey			390.70	35.21	47.82	12.61
53001	Williston 1	256,688.08	251,014.01	250,322.57	269,777.80	366,420.24	96,642.44
53002	Nesson 2	94.37	-	-	-	-	-
	Statewide	1,545,874.98	1,554,125.01	1,504,388.22	1,174,773.06	1,595,611.78	420,838.72

Fund Group 1 (General Fund) En[illegible] Fund Balance and Total Expenditures
Source: School District Financial Reports - 1999-2000 data not finalized

Codist	Dname	Type	1999-2000 9. ADM	1999-2000 6. Ending Fund Balance - Fund 1	1999-2000 7. Total Fund Group 1 Expend	1999-2000 Percent	1998-1999 6. Ending Fund Balance - Fund 1	1998-1999 7. Total Fund Group 1 Expend	1998-1999 Percent	Dollar change	Percent
37010	SALUND	3	7.16	4,145	62,910	7%	22,893	46,273	49%	(18,748)	-452%
27036	MANDAREE	1	225.94	261,918	3,844,206	7%	1,354,280	3,685,725	37%	(1,092,362)	-417%
28001	MONTEFIORE	1	270.77	21,138	1,469,497	1%	58,503	1,369,018	4%	(37,365)	-177%
3030	FT TOTTEN	1	179.56	216,322	2,399,765	9%	491,624	1,763,587	28%	(275,301)	-127%
13008	DODGE	2	65.10	78,089	420,908	19%	162,557	425,534	38%	(84,468)	-108%
1003	REEDER	dissol	21.50	94,683	332,919	28%	167,820	327,753	51%	(73,137)	-77%
8045	MANNING	3	13.41	16,747	113,293	15%	26,859	93,060	29%	(10,112)	-60%
25029	UPHAM	1	64.14	152,452	645,948	24%	224,186	628,504	36%	(71,734)	-47%
8002	REGAN	2	14.50	94,877	199,324	48%	129,456	163,380	79%	(34,579)	-36%
50078	PARK RIVER	1	460.97	715,593	2,601,594	28%	973,006	2,180,488	45%	(257,412)	-35%
52023	BOWDON	2	89.98	53,082	703,413	9%	66,709	673,272	10%	(13,627)	-26%
25057	DRAKE	1	159.70	240,824	1,139,097	21%	301,914	1,096,873	28%	(61,090)	-25%
11041	OAKES	1	580.48	98,107	2,790,441	4%	122,334	2,528,555	5%	(24,227)	-25%
19049	ELGIN-NEW LEIPZIG	1	273.56	317,516	2,048,856	15%	394,885	2,008,587	20%	(77,369)	-24%
38002	SHERWOOD	1	142.94	96,417	954,604	10%	119,015	931,671	13%	(22,598)	23%
41003	NORTH SARGENT	1	200.20	201,789	1,217,039	17%	248,339	1,123,351	22%	(46,549)	-23%
45004	RICHARDTON	1	193.72	232,304	1,274,014	18%	284,088	1,377,045	21%	(51,783)	-22%
8036	DRISCOLL	1	25.92	97,216	317,364	31%	118,675	294,385	40%	(21,459)	-22%
28004	WASHBURN	1	448.81	359,229	2,052,661	18%	432,628	1,980,474	22%	(73,398)	-20%
52038	HARVEY	1	586.86	573,962	3,207,397	18%	685,007	3,019,457	23%	(111,045)	-19%
8035	STERLING	2	35.11	46,183	326,048	14%	54,836	281,545	19%	(8,653)	-19%
20018	GRIGGS COUNTY CENTRAL	1	377.46	336,296	2,238,819	15%	398,084	2,195,194	18%	(61,789)	-18%
44014	SHEETS	3	5.00	11,661	63,845	18%	13,700	54,621	25%	(2,039)	-17%
4001	BILLINGS COUNTY	2	90.22	4,288,767	1,896,178	226%	5,022,483	1,927,970	261%	(733,716)	-17%
9097	NORTHERN CASS	1	466.83	580,630	2,773,387	21%	677,096	2,714,752	25%	(96,467)	-17%
5013	WILLOW CITY	1	96.71	226,078	734,768	31%	262,038	705,509	37%	(35,961)	-16%
50079	FORDVILLE	1	88.43	85,680	629,212	14%	98,976	600,093	16%	(13,297)	-16%
35005	RUGBY	1	723.61	1,075,327	4,210,533	26%	1,232,767	3,728,818	33%	(157,440)	-15%
38009	MOHALL	1	293.99	417,556	1,797,358	23%	477,792	1,650,535	29%	(60,236)	-14%
10001	OSNABROCK	2	26.74	83,722	302,561	28%	95,546	318,608	30%	(11,824)	-14%
28072	TURTLE LAKE-MERCER	1	217.30	537,163	1,411,541	38%	606,991	1,271,123	48%	(69,828)	-13%
18128	MIDWAY	1	317.49	182,066	1,897,852	10%	204,204	1,772,679	12%	(22,137)	-12%
8034	MCKENZIE	3	6.00	44,538	89,736	50%	49,718	96,363	52%	(5,180)	-12%
22028	TAPPEN	1	125.00	121,915	759,418	16%	135,897	693,596	20%	(13,982)	-11%
53008	NEW	2	241.04	783,582	2,235,109	35%	872,481	2,166,154	40%	(88,899)	-11%

Fund Group I (General Fund) En[illegible]und Balance and Total Expenditures
Source: School District Financial Reports - 1999-2000 data not finalized

Codist	Dname	Type	1999-2000 9. ADM	1999-2000 6. Ending Fund Balance - Fund I	1999-2000 7. Total Fund Group 1 Expend	1999-2000 Percent	1998-1999 6. Ending Fund Balance - Fund I	1998-1999 7. Total Fund Group 1 Expend	1998-1999 Percent	Dollar change	Percent
5035	LANSFORD	2	45.96	111,436	523,194	21%	123,710	463,744	27%	(12,273)	-11%
46010	HOPE	2	154.07	329,365	1,194,944	#DIV/0!	365,274	1,145,978	32%	(35,910)	-11%
23011	VERONA	1	76.87	73,929	602,396	12%	81,881	589,969	14%	(7,952)	-11%
51070	SOUTH PRAIRIE	2	131.18	177,453	941,300	19%	195,987	849,433	23%	(18,534)	-10%
8025	NAUGHTON	3	4.00	57,354	73,142	78%	62,776	82,024	77%	(5,422)	-9%
15015	STRASBURG	1	239.72	487,665	1,290,717	38%	526,220	1,111,296	47%	(38,555)	-8%
51010	BELL	2	136.33	119,688	871,562	14%	129,145	866,345	15%	(9,457)	-8%
49014	MAY-PORT CG	1	680.91	831,747	3,708,255	22%	891,845	3,461,976	26%	(60,098)	-7%
37022	ENDERLIN	1	372.12	452,352	2,051,926	21%	462,454	2,046,185	23%	(30,101)	-7%
13016	KILLDEER	1	386.61	663,762	2,337,946	28%	709,456	2,023,650	35%	(45,694)	-7%
29027	BEULAH	1	1,037.44	2,324,120	5,470,180	42%	2,471,477	5,041,536	49%	(147,357)	-6%
8033	MENOKEN	2	34.00	136,546	290,547	47%	145,167	244,157	59%	(8,621)	-6%
10014	BORDER CENTRAL	1	31.00	165,869	572,052	29%	174,930	550,797	32%	(9,062)	-5%
6017	RHAME	1	113.23	486,264	910,087	53%	507,685	900,492	56%	(21,621)	-4%
25014	ANAMOOSE	1	99.93	365,787	720,558	51%	381,771	718,652	53%	(15,984)	-4%
52040	FESSENDEN	1	198.24	239,071	1,657,621	15%	249,483	1,596,695	16%	(10,412)	-4%
42016	GOODRICH	1	65.00	131,365	581,791	23%	137,011	554,452	25%	(5,645)	-4%
34019	DRAYTON	1	226.16	383,852	1,660,720	23%	396,895	1,664,417	24%	(13,044)	-3%
31001	NEW TOWN	1	781.77	1,358,048	5,309,640	26%	1,403,978	4,290,997	33%	(45,930)	-3%
13019	HALLIDAY	1	103.13	409,482	792,075	52%	423,212	723,194	59%	(13,730)	-3%
36002	EDMORE	1	131.84	348,920	1,116,937	31%	360,408	1,082,505	33%	(11,488)	-3%
35001	WOLFORD	1	74.74	253,699	528,940	48%	260,522	476,085	55%	(6,822)	-3%
51019	EUREKA	2	11.86	60,858	135,445	45%	62,470	140,846	44%	(1,612)	-3%
18001	GRAND FORKS	1	8,877.04	13,886,530	52,025,588	27%	14,172,133	48,362,739	29%	(285,603)	-2%
34006	CAVALIER	1	660.42	561,057	3,732,834	15%	565,627	3,659,282	16%	(8,570)	-2%
30013	HEBRON	1	204.59	652,221	1,392,075	47%	661,753	1,336,097	50%	(9,532)	-1%
30048	GLEN ULLIN	1	250.88	951,468	1,633,755	58%	964,651	1,465,719	66%	(13,183)	-1%
28062	BUTTE	1	34.03	227,090	456,106	50%	229,141	496,250	46%	(2,052)	-1%
21006	MOTT	1	256.74	588,904	1,499,931	39%	591,832	1,399,737	42%	(2,928)	0%
49009	HILLSBORO	1	485.82	776,527	2,601,353	30%	778,287	2,658,841	29%	(1,760)	0%
40029	ROLETTE	1	224.91	434,828	1,371,947	32%	435,438	1,280,572	34%	(661)	0%
9017	CENTRAL CASS	1	840.87	1,061,073	3,689,568	29%	1,062,133	3,506,503	30%	(1,060)	0%
27018	EARL	3	4.00	1,089,475	63,536	1712%	1,089,488	77,292	1410%	(13)	0%
49007	HATTON	1	283.97	308,640	1,520,887	20%	306,207	1,405,613	22%	2,433	1%
45003	TAYLOR	2	146.63	69,328	700,848	10%	68,646	701,038	10%	682	1%

Fund Group I (General Fund) Ending Fund Balance and Total Expenditures

Source: School District Financial Reports - 1999-2000 data not finalized

Codist	Dname	Type	1999-2000 9. ADM	1999-2000 6. Ending Fund Balance - Fund I	1999-2000 7. Total Fund Group 1 Expend	1999-2000 Percent	1998-1999 6. Ending Fund Balance - Fund I	1998-1999 7. Total Fund Group 1 Expend	1998-1999 Percent	Dollar change	Percent
15012	UNION	3	5.00	87,481	130,230	67%	86,488	129,507	67%	993	1%
3016	OBERON	2	52.57	167,320	429,682	39%	165,147	340,183	49%	2,172	1%
23003	EDGELEY	1	276.76	474,942	1,553,156	31%	468,636	1,507,204	31%	6,306	1%
39044	RICHLAND	1	326.92	475,755	1,743,100	27%	469,111	1,630,398	29%	6,644	1%
47001	JAMESTOWN	1	2,846.54	3,960,122	13,236,412	30%	3,884,980	13,090,861	30%	75,142	2%
34001	PEMBINA	1	163.41	581,895	1,170,657	50%	570,411	1,032,662	55%	11,484	2%
21009	NEW ENGLAND	1	242.55	214,891	1,773,085	12%	210,359	1,660,953	13%	4,532	2%
15006	HAZELTON-MOFFIT-BRADDOCK	1	179.08	317,192	1,151,506	28%	310,433	1,146,842	27%	6,758	2%
22011	PETTIBONE-TUTTLE	2	31.64	317,411	330,476	96%	308,874	331,402	93%	8,537	3%
39028	LIDGERWOOD	1	262.59	447,321	1,485,831	30%	433,894	1,299,071	33%	13,427	3%
47003	MEDINA	1	184.86	403,469	1,234,556	33%	391,210	1,140,743	34%	12,259	3%
11040	ELLENDALE	1	400.86	433,673	1,997,840	22%	419,627	1,921,296	22%	14,046	3%
34027	WALHALLA	1	319.56	715,546	1,976,715	36%	691,500	1,937,422	36%	24,046	3%
26004	ZEELAND	1	58.82	346,805	499,998	69%	332,993	477,968	70%	13,812	4%
16010	CARRINGTON	1	731.79	844,552	3,562,885	24%	809,888	3,296,879	25%	34,663	4%
50128	ADAMS	1	121.56	297,154	785,721	38%	284,203	782,221	36%	12,952	4%
12001	DIVIDE COUNTY	1	362.33	440,091	2,266,428	19%	417,050	2,159,284	19%	23,041	5%
10019	MUNICH	1	159.98	410,391	1,039,812	39%	388,254	966,041	40%	22,136	5%
40007	BELCOURT	1	1,779.13	4,257,093	12,072,704	32%	4,013,042	12,722,587	32%	244,051	6%
8028	WING	1	71.32	284,090	682,923	42%	267,795	689,195	39%	16,294	6%
26009	ASHLEY	1	217.03	791,079	1,336,709	59%	744,646	1,225,697	61%	46,432	6%
53091	WILDROSE-ALAMO	1	64.84	315,300	611,418	52%	296,353	584,140	51%	18,946	6%
14001	NEW ROCKFORD	1	392.76	486,521	2,002,735	24%	456,720	1,993,854	23%	29,801	6%
34055	NECHE	1	122.57	224,896	1,025,305	22%	211,115	996,888	21%	13,781	6%
2052	LITCHVILLE	2	96.07	177,727	778,973	23%	166,683	800,203	21%	11,044	6%
3009	MADDOCK	1	252.13	444,414	1,597,638	28%	416,026	1,366,719	30%	28,388	6%
2082	WIMBLEDON-COURTENAY	1	196.64	450,184	1,275,598	35%	420,466	1,279,561	33%	29,718	7%
9007	MAPLETON	2	104.46	170,133	874,227	19%	158,747	861,907	18%	11,386	7%
18127	EMERADO	2	148.90	298,824	912,700	33%	278,716	819,449	34%	20,108	7%
28051	GARRISON	1	402.45	694,463	2,473,986	28%	647,235	2,319,228	28%	47,228	7%
27002	ALEXANDER	1	111.44	710,885	959,048	74%	662,110	957,134	69%	48,775	7%
30001	MANDAN	1	3,740.86	1,233,696	16,616,915	7%	1,148,765	16,003,076	7%	84,931	7%
51007	UNITED	1	688.32	394,579	2,884,173	14%	365,751	2,736,143	13%	28,828	7%
7036	BURKE CENTRAL	1	129.19	733,939	1,003,833	73%	678,981	960,753	71%	54,958	7%
53015	TIOGA	1	349.20	712,285	2,116,329	34%	658,058	2,076,093	32%	54,227	3%

Fund Group I (General Fund) End[illegible] Fund Balance and Total Expenditures
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Codist	Dname	Type	1999-2000 9. ADM	1999-2000 6. Ending Fund Balance - Fund I	1999-2000 7. Total Fund Group 1 Expend	1999-2000 Percent	1998-1999 6. Ending Fund Balance - Fund I	1998-1999 7. Total Fund Group 1 Expend	1998-1999 Percent	Dollar change	Percent
47019	KENSAL	1	86.24	230,813	665,142	35%	213,054	614,295	35%	17,760	8%
34043	ST THOMAS	1	132.88	166,725	946,756	18%	153,767	930,117	17%	12,958	8%
9002	KINDRED	1	718.69	615,695	3,433,259	18%	567,757	3,137,684	18%	47,938	8%
53002	NESSON	1	212.39	279,965	1,296,608	22%	258,053	1,295,974	20%	21,912	8%
51158	NORTH SHORE	1	106.74	441,879	898,112	49%	406,848	853,285	48%	35,031	8%
30004	LITTLE HEART	2	30.00	74,593	207,076	36%	68,485	172,494	40%	6,108	8%
9080	PAGE	1	154.15	261,587	1,006,426	26%	239,736	1,004,397	24%	21,851	8%
18125	MANVEL	2	241.52	278,158	1,378,912	20%	254,855	1,252,330	20%	23,303	8%
29020	GOLDEN VALLEY	1	62.47	371,434	515,350	72%	339,802	484,001	70%	31,632	9%
18044	LARIMORE	1	599.90	1,110,471	3,073,099	36%	1,013,201	2,852,257	36%	97,269	9%
22020	TUTTLE-PETTIBONE	1	81.69	290,547	611,959	47%	264,928	597,118	44%	25,619	9%
6033	SCRANTON	1	184.08	342,890	1,167,373	29%	312,493	1,109,806	28%	30,396	9%
30039	FLASHER	1	261.27	846,890	1,547,002	55%	770,846	1,576,837	49%	76,044	9%
29003	HAZEN	1	952.38	1,049,296	4,331,997	24%	954,877	4,337,691	22%	94,419	9%
50106	EDINBURG	1	165.70	213,294	909,451	23%	193,911	867,379	22%	19,382	9%
5001	BOTTINEAU	1	833.88	1,293,351	4,294,838	30%	1,174,838	4,048,989	29%	118,513	9%
51004	NEDROSE	2	252.48	349,190	1,607,477	22%	316,714	1,496,218	21%	32,475	9%
3006	LEEDS	1	223.32	442,955	1,422,030	31%	398,650	1,375,149	29%	44,305	10%
39005	MANTADOR	2	24.00	126,704	275,379	46%	114,019	253,861	45%	12,685	10%
53001	WILLISTON	1	2,631.77	1,483,507	12,929,294	11%	1,332,342	12,841,029	10%	151,165	10%
48002	BISBEE-EGELAND	1	123.17	365,998	1,052,253	35%	328,673	1,021,709	32%	37,324	10%
51016	SAWYER	1	162.63	512,437	1,075,154	48%	458,168	1,122,289	41%	54,268	11%
25001	VELVA	1	468.06	465,290	2,093,018	22%	415,572	1,972,949	21%	49,718	11%
8001	BISMARCK	1	11,129.95	7,813,154	57,638,041	14%	6,966,473	53,479,375	13%	846,680	11%
51041	SURREY	1	486.12	425,757	1,959,231	22%	379,002	1,712,363	22%	46,755	11%
50020	MINTO	1	264.45	346,616	1,361,000	25%	307,748	1,358,258	23%	38,867	11%
48008	SOUTHERN	1	303.20	426,509	1,475,012	29%	378,578	1,421,449	27%	47,931	11%
52039	SYKES	1	83.03	138,230	655,576	21%	122,687	584,232	21%	15,543	11%
27019	BOWLINE BUTTE	3	2.00	156,879	101,528	155%	139,130	102,913	135%	17,749	11%
32001	DAKOTA PRAIRIE	1	424.66	904,620	2,977,528	30%	800,482	3,083,474	26%	104,138	12%
31137	PLAZA	1	90.86	210,201	548,260	38%	185,612	566,395	33%	24,590	12%
53006	EIGHT MILE	1	206.55	917,918	1,754,044	81%	810,128	2,024,614	40%	107,790	12%
3029	WARWICK	1	229.38	769,471	1,771,811	43%	678,288	1,611,314	42%	91,183	12%
39037	WAHPETON	1	1,683.91	1,123,548	7,688,286	15%	990,210	7,379,695	13%	133,339	12%
10023	LANGDON	1	605.61	667,971	3,218,066	21%	588,169	3,313,895	18%	79,802	12%

Fund Group I (General Fund) En[illegible]Fund Balance and Total Expenditures
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Codist	Dname	Type	1999-2000 9. ADM	1999-2000 6. Ending Fund Balance - Fund I	1999-2000 7. Total Fund Group 1 Expend	1999-2000 Percent	1998-1999 6. Ending Fund Balance - Fund I	1998-1999 7. Total Fund Group 1 Expend	1998-1999 Percent	Dollar change	Percent
15036	LINTON	1	379.90	314,933	2,011,189	15%	276,478	1,984,084	14%	38,456	12%
38026	GLENBURN	1	321.06	265,758	1,663,900	16%	233,071	1,564,070	15%	32,687	12%
41002	MILNOR	1	317.79	300,288	1,315,259	23%	263,292	1,206,763	22%	36,996	12%
29022	STANTON	1	98.02	34,612	649,618	5%	30,213	649,864	5%	4,399	13%
46019	FINLEY-SHARON	1	188.03	538,353	1,279,627	42%	469,129	1,218,573	38%	69,224	13%
47010	PINGREE-BUCHANAN	1	139.57	419,100	974,693	43%	364,604	879,810	41%	54,496	13%
53099	GRENORA	1	86.71	333,381	1,046,099	32%	289,452	1,028,950	28%	43,929	13%
27032	HORSE CREEK	3	7.00	201,889	188,230	107%	174,364	201,188	87%	27,525	14%
45009	SOUTH HEART	1	277.06	568,128	1,399,504	41%	490,268	1,315,704	37%	77,860	14%
15010	BAKKER	2	11.52	30,480	161,049	19%	26,281	151,735	17%	4,199	14%
39008	HANKINSON	1	339.39	401,496	1,680,944	24%	345,911	1,692,317	20%	55,585	14%
20007	MIDKOTA	1	224.29	492,323	1,797,622	27%	421,847	1,870,120	23%	70,476	14%
24002	NAPOLEON	1	265.71	548,360	1,588,536	35%	469,184	1,619,401	29%	79,176	14%
8039	APPLE CREEK	2	49.39	61,185	406,367	15%	52,153	367,572	14%	9,032	15%
9004	MAPLE VALLEY	1	240.19	335,358	1,573,507	21%	284,556	1,547,582	18%	50,802	15%
51001	MINOT	1	7,627.63	13,136,915	41,580,628	32%	11,107,878	36,961,905	30%	2,029,038	15%
5017	WESTHOPE	1	169.47	346,374	1,152,236	30%	292,361	1,089,324	27%	54,012	16%
31002	STANLEY	1	431.81	391,044	2,467,068	16%	329,973	2,275,412	15%	61,070	16%
36001	DEVILS LAKE	1	2,072.23	1,671,337	10,149,016	16%	1,409,294	9,419,343	15%	262,043	16%
41006	SARGENT CENTRAL	1	343.60	556,993	1,989,726	28%	468,204	1,931,673	24%	88,789	16%
37006	FT RANSOM	2	28.50	83,452	244,839	34%	69,967	245,350	29%	13,485	16%
5054	NEWBURG UNITED	1	87.99	287,205	927,151	31%	240,595	902,975	27%	46,610	16%
2013	ORISKA	1	86.90	317,150	626,526	51%	265,116	643,096	41%	52,034	16%
1013	HETTINGER	1	451.80	512,955	2,534,760	20%	428,668	2,521,510	17%	84,287	16%
27001	MCKENZIE COUNTY	1	664.41	1,728,906	4,117,179	42%	1,437,028	4,329,812	33%	291,879	17%
9006	WEST FARGO	1	4,987.73	1,320,138	24,232,914	5%	1,096,752	22,194,475	5%	223,386	17%
44032	CENTRAL ELEMENTARY	2	7.00	126,467	168,082	75%	104,540	170,886	61%	21,927	17%
51028	KENMARE	1	378.53	506,782	2,275,974	22%	418,737	2,287,567	18%	88,045	17%
23007	KULM	1	165.06	449,186	1,096,068	41%	370,720	1,124,405	33%	78,466	17%
33018	CENTER	1	346.34	349,240	1,885,152	19%	287,971	1,885,417	15%	61,269	18%
2065	NORTH CENTRAL	1	200.13	539,859	1,362,394	40%	442,889	1,409,588	31%	96,970	18%
18129	NORTHWOOD	1	355.24	486,552	1,881,563	26%	398,799	1,867,845	21%	87,753	18%
52035	PLEASANT VALLEY	2	26.64	183,599	264,294	69%	149,905	237,392	63%	33,694	18%
49003	CENTRAL VALLEY	1	309.10	652,218	1,727,358	38%	530,939	1,618,865	33%	121,279	19%
27014	YELLOWSTONE	2	82.71	279,227	741,947	38%	226,756	743,396	31%	52,471	19%

Fund Group I (General Fund) End[illegible]und Balance and Total Expenditures
Source: School District Financial Reports - 1999-2000 data not finalized

Codist	Dname	Type	1999-2000 9. ADM	1999-2000 6. Ending Fund Balance - Fund I	1999-2000 7. Total Fund Group 1 Expend	1999-2000 Percent	1998-1999 6. Ending Fund Balance - Fund I	1998-1999 7. Total Fund Group 1 Expend	1998-1999 Percent	Dollar change	Percent
6001	BOWMAN	1	467.7[illegible]	943,934	2,461,286	38%	766,120	2,593,191	30%	177,815	19%
9001	FARGO	1	12,091.66	7,201,072	74,354,502	10%	5,805,459	68,480,857	8%	1,395,613	19%
44012	MARMARTH	2	15.31	235,427	184,696	127%	189,793	204,654	93%	45,634	19%
37002	SHELDON	2	58.76	295,994	438,286	68%	237,489	427,287	56%	58,505	20%
43008	SELFRIDGE	1	89.26	405,105	910,901	44%	324,353	894,960	36%	80,752	20%
43004	FT YATES	1	196.79	2,045,522	2,539,921	81%	1,635,899	2,177,339	75%	409,623	20%
47026	SPIRITWOOD	2	13.89	485,857	322,567	151%	387,114	309,084	125%	98,743	20%
17006	LONE TREE	2	55.17	236,015	407,838	58%	185,327	368,198	50%	50,688	21%
51054	BERTHOLD	1	218.71	308,881	1,215,317	25%	242,276	1,180,578	21%	66,605	22%
2002	VALLEY CITY	1	1,324.99	669,332	6,247,537	11%	522,088	6,027,130	9%	147,244	22%
10030	MILTON	1	31.75	42,758	338,931	13%	33,310	337,155	10%	9,447	22%
30007	NEW SALEM	1	395.50	457,620	1,989,394	23%	355,324	1,934,726	18%	102,296	22%
8029	BALDWIN	2	14.00	145,603	139,724	104%	112,911	128,341	88%	32,693	22%
18061	THOMPSON	1	531.29	465,749	2,179,197	21%	357,678	2,145,907	17%	108,071	23%
43003	SOLEN	1	229.68	5[illegible]1 026	2,325,902	25%	453,230	2,618,592	17%	137,796	23%
28050	MAX	1	165.61	439,658	955,827	46%	335,445	1,055,640	32%	104,214	24%
24056	GACKLE-STREETER	1	194.84	685,645	1,234,121	56%	519,020	1,113,961	47%	166,625	24%
45001	DICKINSON	1	3,032.53	1,720,662	15,044,307	11%	1,299,443	14,184,220	9%	421,219	24%
45013	BELFIELD	1	320.79	447,063	1,442,553	31%	331,758	1,375,053	24%	115,305	26%
14012	SHEYENNE	1	174.03	138,269	933,901	15%	102,463	868,130	12%	35,806	26%
26019	WISHEK	1	275.16	375,763	1,510,848	25%	274,060	1,476,586	19%	101,703	27%
30017	SWEET BRIAR	3	12.00	56,001	60,046	93%	40,555	57,123	71%	15,446	28%
32066	LAKOTA	1	296.97	306,547	1,567,735	20%	221,159	1,649,831	13%	85,388	28%
7027	POWERS LAKE	1	125.15	219,919	925,467	24%	156,486	932,625	17%	63,433	29%
42019	MCCLUSKY	1	140.70	448,765	871,465	51%	314,251	1,058,684	30%	134,514	30%
48028	NORTH CENTRAL	1	91.59	249,816	766,931	33%	174,380	738,855	24%	75,436	30%
36044	STARKWEATHER	1	132.60	271,285	835,895	32%	186,869	848,949	22%	84,416	31%
28008	UNDERWOOD	1	306.88	500,921	1,736,760	29%	342,901	1,829,973	19%	158,020	32%
3005	MINNEWAUKAN	1	133.58	154,891	872,995	18%	103,961	788,651	13%	50,930	33%
40001	DUNSEITH	1	517.46	1,993,049	3,723,410	54%	1,323,161	3,764,433	35%	669,888	34%
31003	PARSHALL	1	298.92	296,982	1,691,451	18%	194,541	1,685,875	12%	102,441	34%
39018	FAIRMOUNT	1	150.99	101,319	915,147	11%	66,229	891,441	7%	35,090	35%
37019	LISBON	1	691.74	98,127	3,123,212	3%	63,602	3,154,137	2%	34,525	35%
23009	MARION	1	117.11	117,948	750,783	16%	76,361	785,213	10%	41,587	35%
22014	ROBINSON	2	13.17	213,788	273,197	78%	137,817	325,159	42%	75,972	36%

Fund Group I (General Fund) Ending Fund Balance and Total Expenditures
Source: School District Financial Reports - 1999-2000 data not finalized

Codist	Dname	Type	1999-2000 9. ADM	1999-2000 6. Ending Fund Balance - Fund I	1999-2000 7. Total Fund Group 1 Expend	1999-2000 Percent	1998-1999 6. Ending Fund Balance - Fund I	1998-1999 7. Total Fund Group 1 Expend	1998-1999 Percent	Dollar change	Percent
19018	ROOSEVELT	1	148.74	259,612	1,006,558	26%	163,413	984,990	17%	96,199	37%
25004	NEWPORT	1	206.31	388,295	1,089,826	36%	244,044	1,046,237	23%	144,251	37%
7014	BOWBELLS	1	122.14	239,109	836,524	29%	148,627	814,461	18%	90,483	38%
50051	NASH	2	26.74	90,689	216,365	42%	55,408	216,596	26%	35,281	39%
17003	BEACH	1	370.33	990,844	2,458,077	40%	596,226	2,720,315	22%	394,618	40%
25025	GRANVILLE	1	149.66	21,083	976,425	2%	12,589	985,608	1%	8,494	40%
23008	LAMOURE	1	406.75	281,770	1,847,518	15%	161,165	1,878,329	9%	120,605	43%
51160	MINOT AFB	4	-	303,754	8,481,948	4%	164,172	12,530,090	1%	139,581	46%
39042	WYNDMERE	1	332.65	450,085	1,664,754	27%	236,076	1,653,954	14%	214,009	48%
22026	STEELE-DAWSON	1	246.42	428,599	1,466,491	29%	223,695	1,444,725	15%	204,903	48%
40003	ST JOHN	1	277.90	892,169	1,605,420	56%	453,361	1,523,325	30%	438,808	49%
50003	GRAFTON	1	1,088.28	13,157	5,525,489	0%	6,398	5,503,346	0%	6,759	51%
28085	WHITE SHIELD	1	161.07	72,057	967,346	7%	34,452	914,657	4%	37,605	52%
30008	SIMS	2	33.87	21,639	407,107	5%	9,837	414,611	2%	11,801	55%
34012	VALLEY	1	160.80	138,214	1,210,317	11%	56,389	1,247,655	5%	81,824	59%
50039	LANKIN	2	72.59	29,586	443,755	7%	11,344	440,115	3%	18,243	62%
13037	TWIN BUTTES	2	58.22	206,055	1,783,430	12%	76,028	1,668,941	5%	130,027	63%
47014	MONTPELIER	1	137.81	90,596	882,340	10%	13,196	968,117	1%	77,400	85%
40004	MT PLEASANT	1	384.49	131,955	1,816,937	7%	1,603	1,817,694	0%	130,351	99%
21014	REGENT	1	105.72	1,457	895,628	0%	(28,974)	736,972	-4%	30,431	2088%
18140	GRAND FORKS AFB	4	-	-	9,654,283	0%	-	10,737,722	0%	-	
Statewide			113,540.67	149,322,288	666,363,372	22%	137,952,872	637,818,019	22%	11,369,416	8%

School District Fund Group 1 (General Fund) History

District Revenues	99-00	98-99	97-98	96-97	95-96	94-95	93-94	92-93	91-92
Local									
Taxes	243,888,516	233,690,003	221,807,709	210,777,146	201,682,039	188,566,032	179,882,024	171,737,708	159,612,519
Tuition	27,258,588	30,475,624	24,631,553	21,508,969	17,773,337	17,182,774	20,051,240	18,515,707	18,279,968
Transportation	429,456	411,951	427,678	456,990	486,937	580,745	550,605	434,787	467,161
In Lieu of Taxes	549,398	462,999	234,802	196,251	166,541	160,764	758 327	624,218	475,428
Other Revenue	18,726,147	16,603,259	16,459,244	15,498,952	15,050,550	13,447,858	10,760 475	12,.34,620	16,122,540
Local Sources	**290,852,105**	**281,643,836**	**263,560,986**	**248,438,308**	**235,159,404**	**219,938,173**	**212,002,871**	**203,447,040**	**194,957,616**
Equalization Fund									
Oil and Gas	4,475,065	3,259,531	3,872,371	4,738,118	3,683,778	3,235,386	3,110,406	4,229,101	4,311,993
Coal Production	2,343,356	2,310,065	2,342,558	2,175,890	2,211,655	2,397,871	2,305,681	2,290,084	2,150,738
Coal Conversion	911,961	899,680	856,302	934,519	954,447	925,022	1,066,524	938,838	947,769
Other Revenue	655,251	353,733	132,771	223,815	131,090	129,930	139,729	222,963	176,822
County Sources	**8,385,633**	**6,823,010**	**7,204,002**	**8,072,342**	**6,980,970**	**6,688,209**	**6,622,340**	**7,680,986**	**7,587,322**
Tuition Apportionment	28,455,709	27,111,027	26,276,358	25,251,229	24,939,366	23,993,469	23,924,122	24,104,901	23,943,813
Pupil Aid	217,102,488	212,339,651	207,649,213	199,060,203	193,587,576	187,179,150	174,750,823	173,461,388	171,122,576
Transportation	17,381,171	17,442,180	17,583,138	17,810,492	17,498,529	17,196,155	16,764,542	17,167,452	17,551,020
Vocational Education	3,552,751	2,899,874	3,082,664	2,899,179	2,998,886	2,683,676	3,063,660	2,958,352	3,857,098
Special Education	17,195,295	15,890,572	14,925,800	14,463,423	14,163,769	11,650,902	12,824,969	11,616,200	9,379,075
Other Revenue	11,036,534	3,893,003	5,030,797	1,165,199	1,278,290	1,497,576	2,622,407	2,511,127	3,586,698
State Sources	**294,723,948**	**279,576,307**	**274,547,970**	**260,649,725**	**254,466,416**	**244,200,928**	**233,950,523**	**231,819,420**	**229,440,280**
Federal Sources	**80,210,981**	**76,637,955**	**69,815,959**	**62,039,027**	**55,086,439**	**55,086,317**	**52,357,425**	**49,365,609**	**46,444,566**
Other Sources	**5,530,335**	**5,009,687**	**5,312,168**	**6,095,749**	**4,893,470**	**5,161,922**	**6,616,431**	**7,260,388**	**8,896,944**
Total District Revenue	**679,703,002**	**649,690,795**	**620,441,085**	**585,295,151**	**556,586,699**	**531,075,549**	**511,549,589**	**499,573,443**	**487,326,728**
Percent to Total									
Local Sources	42.8%	43.4%	42.5%	42.4%	42.3%	41.4%	41.4%	40.7%	40.0%
County Sources	1.2%	1.1%	1.2%	1.4%	1.3%	1.3%	1.3%	1.5%	1.6%
State Sources	43.4%	43.0%	44.3%	44.5%	45.7%	46.0%	45.7%	46.4%	47.1%
Federal Sources	11.8%	11.8%	11.3%	10.6%	9.9%	10.4%	10.2%	9.9%	9.5%
Other Sources	0.8%	0.8%	0.9%	1.0%	0.9%	1.0%	1.3%	1.5%	1.8%
Total Sources	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

School District Fund Group (General Fund) History

District Revenues	90-91	89-90	88-89	87-88	86-87	85-86	84-85	83-84	82-83	81-82
Local										
Taxes	153,679,424	143,707,590	134,120,179	127,061,456	122,897,695	114,421,933	107,650,034	98,751,497	93,518,338	63,541,544
Tuition	13,444,040	8,678,572	7,455,010	6,947,020	7,630,347	7 370,904	6,491,652	5,442,731	2,921,713	1,062,609
Transportation	469,448	383,995	392,928	439,114	296,300	324,954	360,059	352,223	363,929	326,366
In Lieu of Taxes	1,049,406	1,041,978	904,430	1,033,852	763,655	670,190	534,501	443,888	547,815	2,926,684
Other Revenue	17,204,305	17,475,325	16,170,394	15,080,623	14,134,729	15,826,926	16,608,270	15,029,831	8,609,677	14,700,603
Local Sources	**185,846,623**	**171,287,460**	**159,042,941**	**150,562,065**	**145,722,726**	**138,614,907**	**131,844,516**	**120,020,170**	**105,961,472**	**82,557,806**
Equalization Fund					98,562	242,946	270,669	417,398	812,272	2,142,551
Oil and Gas	5,500,042	4,529,328	3,922,830	4,682,218	4,064,658	6,322,081	7,531,943	7,849,949	6,529,949	7,870,221
Coal Production	2,033,685	2,151,984	2,150,740	1,734,763	1 454,957	1,434,013	1,221,362	1,001,474		
Coal Conversion	919,479	913,195	854,063	1,221,914	979,926	773,930	813,924	612,198		
Other Revenue	115,488	143,649	921,676	1,159,458	1,762,302	283,192	439,122	751,147	2,412,594	2,646,585
County Sources	**8,568,694**	**7,738,156**	**7,849,309**	**8,798,353**	**8,360,405**	**9,056,162**	**10,276,620**	**10,632,166**	**9,754,815**	**12,659,356**
Tuition Apportionment	23,774,275	23,720,585	24,894,911	26,008,805	26,464,096	25,515,645	24,755,015	21,313,173	19,545,953	13,046,663
Pupil Aid	168,166,653	153,790,961	151,758,116	155,058,786	150,053,462	156,823,987	150,095,679	156,694,400	170,809,751	183,075,020
Transportation	17,169,062	16,245,543	18,089,258	18,431,620	18,360,512	19,557,474	19,270,588	18,518,752		
Vocational Education	3,231,729	3,784,788	3,501,311	3,668,472	3,583,577	3,954,829	3,727,772	3,440,159	3,655,722	3,861,928
Special Education	7,407,192	7,110,820	6,547,580	6,825,636	5,592,629	7,034,850	7,717,732	5,781,174	6,523,541	6,317,540
Other Revenue	1,673,469	1,427,176	1,167,766	1,786,136	1,797,622	1,464,019	1,537,008	1,102,451	1,140,325	1,181,506
State Sources	**221,422,380**	**206,079,873**	**205,958,942**	**211,779,455**	**205,851,898**	**214,370,804**	**207,103,794**	**206,850,109**	**201,675,292**	**207,482,658**
Federal Sources	**39,213,596**	**35,743,082**	**31,947,298**	**28,539,800**	**29,275,528**	**27,489,413**	**27,326,467**	**25,645,977**	**23,552,555**	**23,411,706**
Other Sources	**10,863,711**	**14,547,245**	**7,517,379**	**5,032,476**	**3,888,006**	**3,711,378**	**2,499,510**	**1,911,478**	**8,270,924**	**28,705,098**
Total District Revenue	**465,915,004**	**435,395,816**	**412,315,869**	**404,712,149**	**393,098,563**	**393,242,664**	**379,050,907**	**365,059,900**	**349,215,059**	**354,816,624**
Percent to Total										
Local Sources	39.9%	39.3%	38.6%	37.2%	37.1%	35.2%	34.8%	32.9%	30.3%	23 3%
County Sources	1.8%	1.8%	1.9%	2.2%	2.1%	2.3%	2.7%	2 9%	2 8%	3.6%
State Sources	47.5%	47.3%	50.0%	52.3%	52.4%	54 5%	54.6%	56.7%	57.8%	56.5%
Federal Sources	8.4%	8.2%	7.7%	7.1%	7.4%	7.0%	7.2%	7.0%	6 7%	6 6%
Other Sources	2.3%	3.3%	1.8%	1.2%	1.0%	0.9%	0.7%	0.5%	2.4%	8.1%
Total Sources	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

PUBLIC SCHOOL DISTRICTS
Summary of Facts

Type of School Districts (Fall of 2000)

High School Districts	176
Graded Elementary Districts	41
One-Room Rural Districts	10
Districts not operating school	3
Total Number of School Districts	230

Type of School Plants in Session (Fall of 2000)

Elementary Schools	187
Middle Level/Junior High Schools	25
Senior High Schools	33
Elem/Sec Combination	153
One Teacher Schools	14

Types of Units and Centers in Session (Fall of 2000)

Multidistrict Sp. Ed. Units	31
Vocational Centers	7

Enrollment by Type of Schools (Fall of 2000)

Kindergarten	7,144
One-Room Rural Schools	53
Elementary Schools	64,334
Secondary Schools	36,563
Total Enrollment K-12	108,094

Graduates

High Schools	9,058

Census - Enumeration

Age	1997	1999
Birth to 5	45,234	44,033
6-17	121,708	115,300
Total	166,942	161,332

Full Time Administrative and Instructional Personnel

	No. of Positions	Average Salary
Administrators	173	54,736
Sec. Teachers	2,768	29,463
Elem. Teachers	4,892	30,082
One-Room Rural	14	20,118
Other Instr. Staff	776	30,154
Total	8,623	31,501

Cost of Education and Average Cost Per Pupil in ADM

	Cost of Education	Cost Per Pupil
Presch. Sp. Ed.	5,752,555	6,732.31
Kindergarten	23,987,622	3,142.16
Elementary 1-6	255,719,886	5,231.11
Elementary 7-8	89,331,055	5,045.13
Elementary 1-8	345,050,941	5,181.66
Elementary K-8	369,038,563	4,971.90
Secondary 9-12	208,416,851	5,418.87
All Pupils	583,207,969	5,136.56

Cost of education figures include per pupil cost expenditures from the public school district, special education units and vocational education centers. Based on average daily membership.

Average Daily Membership	113,540.67
State average capital outlay for tuition purposes	307.73

Transportation

Number of Pupils Transported	46,114
Cost of Transportation	29,515,603
Average Transportation Cost Per Pupil	640.06
Average Transportation Cost Per Mile	1.26
Total Annual Mileage	

Taxable Valuation		
	1998-99	1,189,838,388
	1999-00	1,233,806,612
	2000-01	1,297,625,450

Valuation of Buildings and Equipment	1,363,825,522

As of June 30, 2000

FUND GROUP 1

REVENUES

Local Sources - 42.79%	
Taxes	243,888,516
Tuition	27,258,588
Transportation	429,456
In Lieu of Taxes	549,398
Other Revenue	18,726,147
Total	290,852,105
County Sources - 1.23%	
Oil and Gas	4,475,065
Coal Production	2,343,356
Coal Conversion	911,961
Other Revenue	655,251
Total	8,385,633
State Sources - 43.36%	
Tuition Apportionment	28,455,709
Pupil Aid	217,102,488
Transportation	17,381,171
Vocational Education	3,552,751
Special Education	17,195,295
Other Revenue	11,036,534
Total	294,723,948
Federal Sources - 11.80%	80,210,981
other	
~~Local Sources~~ - 0.81%	5,530,336

EXPENDITURES

Regular Instructional Programs	
Kindergarten	10,632,603
Elementary	155,400,026
7th and 8th Grade	53,264,891
Secondary (9-12)	109,709,103
Total	329,006,623
Federal Programs	
Title I	20,493,387
Innovative Education	3,296,646
Bilingual	1,483,025
Gifted/Talented	-
Title II	1,437,190
Nutrition Ed. & Training Program	29,131
Indian Education	798,775
Other Federal	3,266,626
Drug Free	1,367,781
Headstart/Early Childhood	-
Total	32,172,561
Undistributed	
Improvement of Instruction	3,595,496
Instructional Media	12,282,511
Other Support Staff Service	2,046,948
School Board	9,256,222
Exec. Administration	16,111,586
Special Area Admin.	2,207,676
Support Service Business	9,272,761
Operation and Maintenance	58,300,061
Central Support	3,242,349
Other Support	1,132,483
Total	117,448,093

Other Programs/Services	
Student Transportation	26,733,941
Facility/Construction	3,256,396
Services Provided by Another LEA	3,273,873
Extracurricular Activities	12,725,289
Extracurricular Transportation	1,801,060
Adult Education	1,630,040
Community Services	2,886,243
Food Services	2,450,240
Other Enterprise Service	521,783
Total	55,278,865
Tuition/Assessments	
Preschool Special Ed. Tuition	72,484
Kindergarten Tuition	441,561
Elementary (1-6) Tuition	13,998,611
7th & 8th Grade Tuition	1,629,012
Secondary (9-12) Tuition	6,377,763
Special Education Tuition	14,894,847
Vocational Education Tuition	1,726,084
Special Education Transportation	64,986
Vocational Education Transportation	13,152
Total	39,218,500
Other Uses	
Debt Service	2,296,891
Transfers	7,165,148
Other	64,123
Total	9,526,162
Special Programs	
Special Education	56,964,267
Vocational Education	26,748,301

Recap - Fund Group 1

Beginning Balance	135,982,657
Revenue	679,703,003
Expenditures	666,363,372
Ending Balance	149,322,288

Cooperative Programs

Special Education - Multidistrict	
Beginning Balance	3,566,127
Revenue	26,633,812
Expenditures	26,279,368
Ending Balance	3,922,571
Vocational Education - Multidistrict Centers	
Beginning Balance	796,673
Revenue	5,149,051
Expenditures	5,071,719
Ending Balance	874,005

Indebtedness

Bonds	125,938,614
Cert. Of Indebtedness	11,811,479
Construction Fund	34,228,801
Total Indebtedness	171,978,894

FUND GROUP 1 - SPECIAL EDUCATION EXPENDITURES

	District	Cooperative Multidistrict	Total
Preschool Special Education	4,000,945	950,687	4,951,632
Educable Mentally Handicapped	8,286,631	1,371,859	9,658,490
Trainable Mentally Handicapped	2,556,840	326,010	2,882,850
Hearing Impaired	905,135	285,894	1,191,029
Deaf	-	2,889	2,889
Visually Impaired	467,389	130,858	598,247
Speech Impaired	7,614,981	2,033,176	9,648,157
Physically Impaired	282,563	5,950	288,513
Autism	159,660	71,474	231,134
Traumatic Brain Injury	35,334	560	35,894
Other Health Impaired	214,204	27,602	241,806
Emotionally Disturbed	5,267,137	575,243	5,842,380
Learning Disabled	12,922,693	4,208,574	17,131,267
Multiple Handicapped	756,973	450,218	1,207,191
Gifted and Talented	1,654,780	79,198	1,733,978
Undistributed			
Social Work	570,077	639,995	1,210,072
Counseling Services	193,124	28,470	221,594
Adaptive Physical Education	55,658	40,718	96,376
Psychological Service/Testing	1,319,082	941,832	2,260,914
Audiology	75,789	58,673	134,462
Speech Pathology	101,196	609,486	710,682
Medical Service Diagnosis and Evaluation	29,532	39,043	68,575
Occupational Therapy	1,063,290	719,567	1,782,857
Physical Therapy	530,524	343,972	874,496
Other Student Support Service	1,561,756	842,253	2,404,009
Support Service Instructional Staff	2,409,871	758,526	3,168,397
Governance Board	3,265	283,894	287,159
Special Area Admin. Service	1,230,064	2,296,726	3,526,790
Support Service - Business	30,632	406,557	437,189
Operation & Maintenance of Plant	5,057	89,585	94,642
Support Service - Central	1,661	353,718	355,379
Other Support Services	71,358	318,869	390,227
Student Transportation Service	2,046,868	538,027	2,584,895
Boarding Care Service	540,198	9,866	550,064
Services Provided for Another LEA	-	872,341	872,341
Facility Acquisition/Construction	-	15,096	15,096
Special Education Tuition	-	5,551,962	5,551,962
Total Expenditures	56,964,267	26,279,368	83,243,635

FUND GROUP 1 - VOCATIONAL EDUCATION EXPENDITURES

	District	Cooperative Multidistrict	Total
Agriculture	3,584,396	267,309	3,851,705
Distributive Education	680,510	153,350	833,860
Health Occupations	618,454	129,156	747,610
Home Economics & Consumer Homemaking	5,243,940	93,948	5,337,888
Industrial Arts	4,221,292	47,956	4,269,248
Office Occupations	4,199,694	254,254	4,453,948
Trades and Industrial Occupation	2,506,534	749,182	3,255,716
Vocational Guidance	1,418,804	434,757	1,853,561
Diversified Coop Programs	148,733	133,398	282,131
JTPA (Classroom)	51,181	5,351	56,532
Special Projects	966,388	1,130,782	2,097,170
Vocational Special Needs	1,193,253	37,329	1,230,582
Undistributed			
Improvement of Instruction	423,470	35,749	459,219
Governance Board	-	319,958	319,958
Special Area Administration	695,038	274,901	969,939
Support Service - Business	-	65,218	65,218
Operations/Maintenance	204,327	503,077	707,404
Student Transportation Service	193,270	3,497	196,767
Other Support Service	81,232	38,494	119,726
Adult Education	317,785	365,892	683,677
Payments to Member District	-	28,161	28,161
Construction Services	-	-	-
Total Expenditures	26,748,301	5,071,719	31,820,020

FUND GROUPS 2-7

Fund Group 2 - Special Reserve	
Beginning Balance	8,955,313
Revenue	
Special Reserve Levy	513,030
Other Tax Revenue	12
Lieu of Taxes	-
Interest on Investments	392,544
Interfund Transfers	255,423
Loan Repayments	-
Total	1,161,009
Expenditures	
Transfer to Other Funds	1,191,349
Ending Balance	8,924,973

Fund Group 3 - Capital Projects	
Beginning Balance	39,375,273
Revenue	
Building Fund	12,213,546
P.L. 81-815 Construction Aid	280,096
Special Assessments	1,464,194
Other Tax Revenue	229,208
Other Local Revenue	1,542,364
In Lieu of Taxes	1,499,597
Interest on Investments	1,185,379
Sale of Bonds	8,764,831
Interfund Transfers	2,584,540
School Construction Loans	1,860,000
Grants	165,488
Other	19,816,840
Total	51,606,083
Expenditures	
Fac. Acquisition/Construction	51,840,009
School Construction Repayments	2,472,812
Transfer to Other Funds	4,846,544
Total	59,159,365
Ending Balance	31,821,991

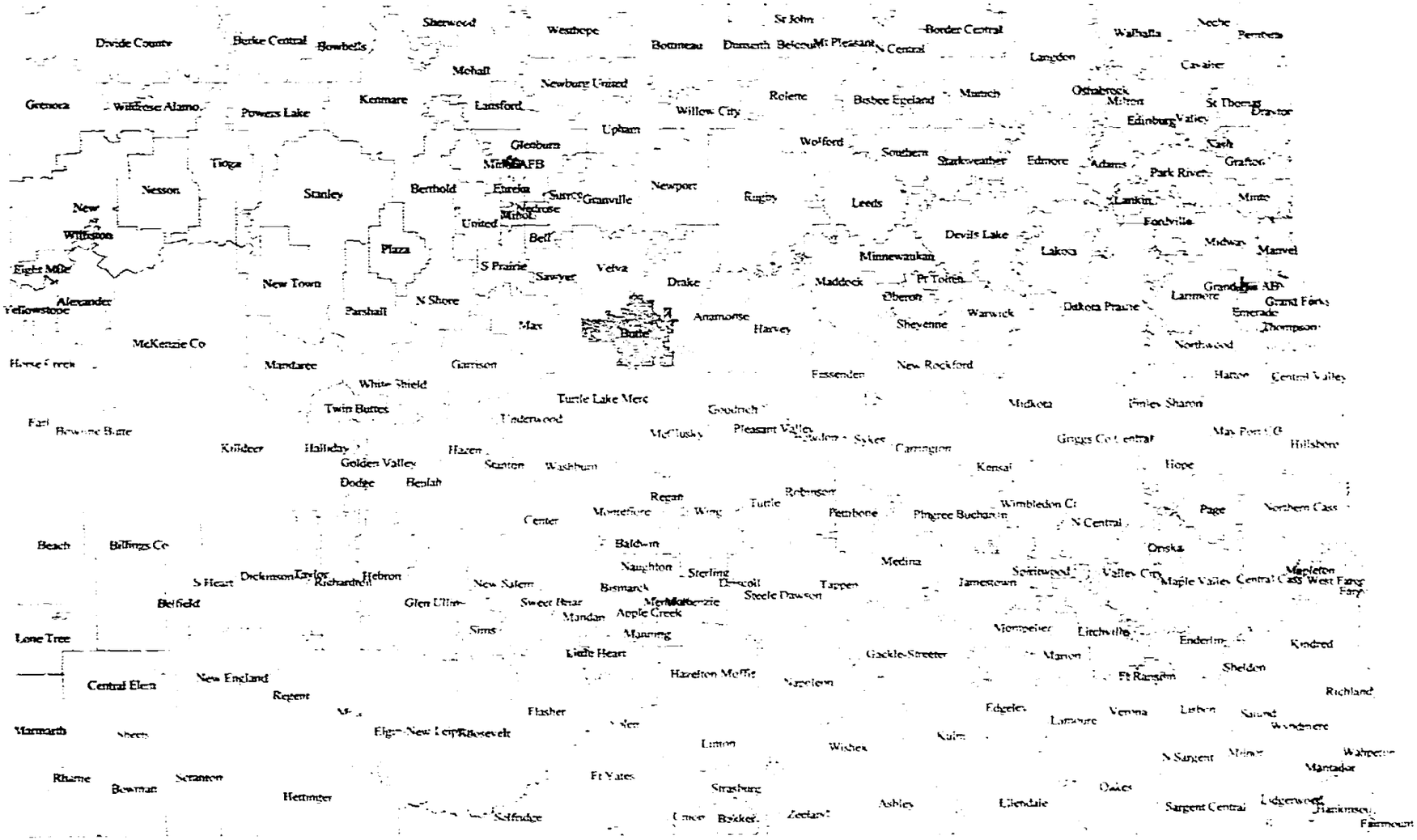
Fund Group 4	
Beginning Balance	13,650,531
Revenue	
Sinking and Interest	13,776,658
Asbestos Bonding	640,274
Bond Judgment	-
Other Tax Revenue	299,842
Other Local Revenue	4,152
Interest on Investments	583,758
Interfund Transfers	3,355,338
Proceeds of Refunding Bonds	23,294
Total	18,683,316
Expenditures	
Debt Service	17,805,803
Transfer to Other Funds	649,683
Bond Refunding Transactions	-
Total	18,455,486
Ending Balance	13,878,361

Fund Group 5 - Food Service	
Beginning Balance	4,525,414
Revenue	
Interest on Investments	180,800
Receipts - Local	16,893,527
Receipts - State	859,351
Receipts - Federal	9,981,571
Other Local Revenue	586,671
Interfund Transfers	585,697
Total	29,087,617
Expenditures	
Food Service	28,355,851
Transfer to Other Funds	524,250
Total	28,880,101
Ending Balance	4,732,930

Fund Group 6 - Student Activities	
Beginning Balance	7,089,093
Revenue	
Interest on Investments	200,696
Student Activity	18,739,117
Other Local Revenue	4,099,973
Interfund Transfers	1,490,163
Total	24,529,949
Expenditures	
Student Transportation Service	1,685,814
Student Activities	21,995,426
Transfer to Other Funds	472,854
Total	24,154,094
Ending Balance	7,464,948

Fund Group 7 - Trust and Agency	
Beginning Balance	5,104,870
Revenue	
Interest on Investments	238,789
Other Local Revenue	4,957,725
State Sources	822,663
Federal Sources	4,676,032
Interfund Transfers	67,872
Total	10,763,081
Expenditures	
Consortium Instructional	1,446,640
Consortium Support Service	478,448
Trust and Agency	9,001,875
Transfer to Other Funds	214,700
Total	11,141,663
Ending Balance	4,726,288

North Dakota School Districts



High School

Elementary

Rural

Non-Operating

as of July 1, 2000

The State of North Dakota

Department of Public Instruction

Office of School District Finance and Organization

Dr. Wayne G. Sanstead, State Superintendent

Bismarck, North Dakota 58505-0440

Created by Kendall F. Negard & Michael H. Haugrud, Department of Computer Science and Operations Research, North Dakota State University, Fargo, ND

Licensed Staff Excluded and Included by HB 1344
NDDPI 02/21/2001

Exclusions

Pos	Position	Public	Voc Ed	Spec Ed	Total
4	Assistant Director	4		2	6
5	Assistant Principal	50.9			50.9
25	County Superintendent	0.82			0.82
29.1	Director (Voc Ed or Special Ed)	10.7	5.99	19.63	36.32
29.2	Director (Other)	39.06		1	40.06
53	Principal	348.59			348.59
66	Assistant, Administrative Assistant, or Deputy Superintendent	12.14			12.14
67	Superintendent of Schools	136.57			136.57
	Totals	602.78	5.99	22.63	631.4

Inclusions

Pos		Public	Voc Ed	Spec Ed	Total
22	Coordinator, Program Coordinator	96.06	3.91	24.86	124.83
37	Guidance Counselor, School Counselor	235.11	11.5		246.61
38	Counselor Designate, Guidance Counselor Designate	21.06	1		22.06
40	Instructional Programmer	2.75			2.75
41	Library Media Specialist	188.74			188.74
56	Pupil Personnel	3.43			3.43
59	School Psychologist	32.09	0.38	15	47.47
62	Speech/Language Pathologist	159.53		57	216.53
68	Supervisor	11.71		0.4	12.11
70	Teacher, Special Education Teacher	7761.42	62.82	180.25	7994.49
72	Tutor in Training	21.8		3	24.8
	Totals	8523.7	79.61	280.51	8883.82

	Public	Voc Ed	Spec Ed	Total
Grand Totals	9126.48	85.6	303.14	9515.22

Salaries

Special Education Finance for North Dakota Schools

North Dakota
Department of Public Instruction
December, 2000

Under IDEA regulation §300.600, all state education agencies have general supervision responsibilities for special education:

- Oversight for all educational programs for children and youth with disabilities
- Procedures for ensuring appropriate use of funds
- State complaint procedures
- IDEA state advisory committee

Facts About Special Education: 1998-99

- 13,181 students in special education
- 10.8% of students in ND schools
- 11.5% of total expenditures are attributed to special education

Special Edu. Finance

Facts About Special Education: 1999-00

- 13,612 students in special education
- 11.3% of students in ND schools
- 11.5% of total expenditures are attributed to special education
- The number of students with disabilities increased over 3% from 1998-99.

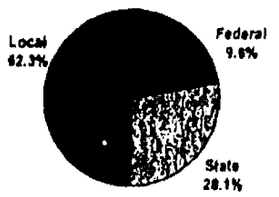
Who receives special education services in ND?

Children and youth (ages 3-21) who have one or more of the following disabilities:

Autism	Non-Categorical Delay (ages 3-5 only)
Deaf	Orthopedic Impairment
Deaf/Blind	Other Health Impairment
Emotional Disturbance	Specific Learning Disability
Hearing Impairment	Speech Impairment
Mental Retardation	Traumatic Brain Injury
Visual Impairment	

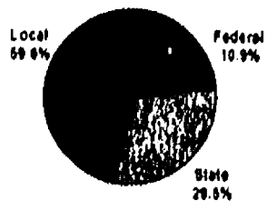
Sources of Funding for Special Education 1998-99

- Federal - 9.6%
- State - 28.1%
- Local - 62.3%



Sources of Funding for Special Education 1999-00

- Federal - 10.9%
- State - 29.5%
- Local - 59.6%



State Funding for Special Education

- *Is a Two-Part System*
- Average Daily Membership (ADM) Block Grant
- Funding for Extraordinary Costs

ADM Block Grant

Purpose: To provide supplemental support to school districts for the excess costs of educating students with disabilities

Proportion of the Total State Special Education Funding: For 1998-99 School Year, the ADM Block Grant was 75% of the total state support available

ADM Block Grant

Options for Distribution of the ADM Block Grant Funding:

- Local special education unit boards have the option of deciding how they would like to receive the block grant funding
- Choices are
  - 100% to school districts
  - 100% to the special education unit
  - a combination (e.g., 70 - 30 split)

ADM Block Grant

1998-99 Distribution:

- [illegible] of the 31 special education units funds were distributed to special education units
- 18 cases, the funds were distributed to school districts
- 1 case, the fund distribution was split between the special education unit and the local districts.

Extraordinary Cost Funding

- *Purpose:* To provide supplemental support to school districts for very high cost cases -- individual students requiring high intensity services. This is also called the ***Student Contract System.***

Example of a child who has moderate to severe disabilities:

Cerebral Palsy (Orthopedic Impairment)



- ←Physical Therapy
- ←Speech/Language Therapy
- ←Assistive Technology
- ←Occupational Therapy
- ←Individual Paraeducator

Extraordinary Cost Funding

- is an insurance-like system
- districts apply for reimbursement when costs of educating students with moderate to severe disabilities go beyond a specific amount (like a deductible in insurance)
- the threshold amount is 2.5 times the average cost of educating a student. Effective with the 1999-2000 year, districts are responsible for an additional 20% of remaining cost over the 2.5 times.

Extraordinary Cost Funding

- There are five categories:
  - Within District of Residence
  - School-Placed within Unit, Out-of-District
  - School Placed In-State, Out-of-Unit
  - School Placed in Private Facility or Out-of-State
  - Agency-Placed

Extraordinary Cost Funding

- The % of the total extraordinary cost funds for each of the five categories in 1998-99:
  - Within District of Residence **(20%)**
  - School-Placed within Unit, Out-of-District **(3%)**
  - School Placed In-State, Out-of-Unit **(2%)**
  - School Placed in Private Facility or Out-of-State **(18%)**
  - Agency-Placed **(57%)**

Extraordinary Cost Funding

- The % of the total extraordinary cost funds for each of the five categories in 1999-00:
  - Within District of Residence **(23%)**
  - School-Placed within Unit, Out-of-District **(3%)**
  - School Placed In-State, Out-of-Unit **(1%)**
  - School Placed in Private Facility or Out-of-State **(8%)**
  - Agency-Placed **(65%)**

Extraordinary Cost Funding

- *Proportion of the State Special Education Funding System:* Student Contracts for Extraordinary Costs and Boarding Care made up 25% of the State Special Education Funding in 1998-99

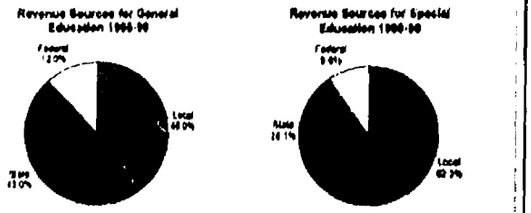
Special Education Proposals for Current Legislative Session

- **ADM Allocation**

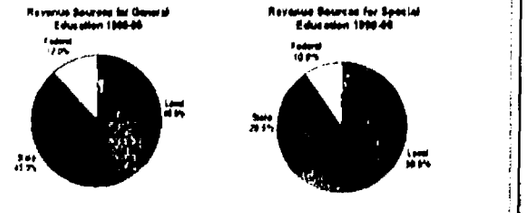
  Propose that the gap between state funding for general education and special education (43% vs. 28%*) be closed by 1/3 during next biennium

*Based on 1998-99 data

Sources of Funding for General and Special Education



Sources of Funding for General and Special Education



Special Education Expenditure Project (SEEP)

- Expenditures associated with the provision of special education services
- Extent to which expenditures vary according to the type of student, placement, school, district, or state.
- Variations across school, districts, and states in the rates and patterns of identification of special education students
- The effect of the following issues on the way funds are allocated:
  - addressing the needs of special education students in the least restrictive setting
  - blending of funds from different revenue sources
  - increasing services to preschool students." *Special Education Expenditure Project*

Special Education Expenditure Project (SEEP)

- Two North Dakota school districts participated in this study.
- ND was given option to expand study to include other ND districts, but DPI considered costs prohibitive.
- When data from the study is made available, if the study is relevant to ND, then DPI would proceed with conducting a ND SEEP study.
- The same questions and study instruments would be used in ND that were used for the national SEEP study.

State Improvement Grant US Dept. of Ed, OSEP

- **ND Awarded State Improvement Grant**: A five-year grant awarded effective July 1, 2000, $500,000 for each of five years. Goals of the project are:
  - North Dakota will have the necessary personnel to ensure effective services for children and youth with disabilities.

    Preservice and professional development systems will build capacity of general education, special education, educational administration, and related services personnel and families to ensure quality education for all students in the least restrictive.

    Youth with disabilities will attain positive post-school results through consistent statewide transition planning and implementation.

Testimony on HB 1013

House Appropriation Committee

By

G. David Massey, Division Manager, Targeted Services
(701) 328-2393
E-Mail: dmassey@mail.dpi.state.nd.us
North Dakota Department of Public Instruction, Bismarck

Madam Chairperson and Members of the House Appropriations Committee:

My name is David Massey, I am the Director of the Adult Education and Literacy Programs and Division Manager for the Targeted Services Division. I am here to speak in favor of House Bill 1013. I will specifically discuss the area of Adult Education.

In North Dakota Adult Basic Education as it was known then, began in 1966 as an evening program, with a small federal grant to North Dakota. Five (5) evening program sites began. The programs enrolled approximately 25 to 30 students statewide to prepare them to read and write or prepare them for taking their GED.

Since its inception, the Adult Education Programs have grown to over 42 sites with service to over 2,600 students each year at a yearly cost of $450,000/year to the State. Over half the programs are now full-time and the other half still serves on a part-time basis. On the average 1,000 to 1,200 students receive their GED or upgrade their basic skills through the Adult Learning Center programs. The average stay for most students is approximately 2-6 months.

In addition to the GED completors the Adult Learning Centers serve over 300 to 400 students who cannot read or write or generally function at less than a 4th grade level. The Centers also provide services to those adults who wish to upgrade their skills in math, reading, writing, computers, and other key skill areas. These individuals are generally unemployed or underemployed and wish to gain employment or upgrade their skills if they are underemployed.

There are several reasons for requesting additional funds for these services:

A) Adult Learning Centers provide a service that no other entity provides at this time.
B) The services are available year-round in many locations.
C) It is cost effective (less than $400/student).
D) These programs provide immediate opportunities for most citizens to enter the job market, enter a college or training program.
E) There has been no State increase of funds for Adult Education for the last six years.
F) The federal grants to the State have increased considerably over the last 4 years. The States are required to match federal funds from non-federal sources and also keep maintenance of effort.
G) No more Job Training Partnership Funds. With the creation of the new Workforce Development Act the State lost over $110,000/year from JTPA. That money was made available to the Centers for instructional purposes.

The final point that I wish to make is that 100% of these funds will be made available to local communities for instructional services.

Testimony of Janet Welk

On

House Bill 1013 (NBPTS)

Good afternoon, Madam Chairman, and members of the Education and Environment Committee. I am Janet Welk, executive director of the Education Standards and Practices Board and will testify on the National Board for Professional Teaching Standards (NBPTS) appropriation in HB 1013, Section 4, page 3, lines 15-20.

Last session, through the DPI budget in SB 2013, the Education Standards and Practices Board received $20,000 for NBPTS certification to pay one-half of the assessment fee of $2,000 for 10 educators in North Dakota for each year of the biennium. Of the appropriation, we were able to fund six applicants each of the two years, with two applicants withdrawing in 2000. Below is the breakdown of the $20,000 funding.

NATIONAL BOARD CERTIFICATION
1999-2001

APPROPRIATION/DPI			$20,000
1999-2000 APPLICANTS			
Jennifer Montgomery	$1,000		
Myron Masset	$1,000		
Marianna Malm	$1,000		
Lee, Delyte	$1,000		
Ruby Lawler	$1,000		
Michael Bisenius	$1,000		
Total		$6,000	
Balance			$14,000
Withdrew:			
Marianna Malm		$ 675	
Michael Bisenius		$ 675	

Refund from NBPTS to ESPB			$ 1,350
Balance			$15,350
2000-2001 APPLICANTS			
Jan Reisenauer	$1,300		
Donna Nestoss	$1,300		
Linda Maize	$1,300		
Mae Lindenberg	$1,300		
Robert Kraft	$1,300		
David Bartz	$1,300		
Total		$7,800	
Balance			7,550

There were three teachers to complete the entire process in 1999-2000 using the State appropriation and all three were certified. There are Jennifer Montgomery, Bismarck; Myron Masset, Ellendale, and Ruby Lawler, St. John. It is the Board's understanding the fourth teacher has to finish component. North Dakota has seven nationally certified teachers. The percentage of North Dakota educator's funded with state appropriation who have been nationally certified is higher than the national average. At the national level, only 50% of the educators actually receive certification. School year 2000-2001, North Dakota has six educators completing the process for national certification.

The Education Standards and Practices Board again asks for your support of ten educators each year for the next biennium. But there are some changes from last biennium. These changes are: (1) the cost of the assessment fee for national certification rose from $2000 per applicant to $2300 last summer and (2) we are unsure if there will be a federal match for one-half of the assessment fee. At the present time, the federal funding appropriation bill does not outline any match dollars for NBPTS. Dr. Gary

Gronberg with the DPI has been watching for this funding and may be able to speak to the matter. Because of the above circumstances, the Education Standards and Practices Board is asking for the full assessment fee for ten educators for each year of the biennium for a total appropriation of $46,000.

The ESPB also respectfully requests an additional $1,000 one-time stipend for each applicant who has achieved national certification or $20,000 for the biennium. This stipend would be contingent upon the educator continuing to sign a contract in North Dakota. In October, *Education Week* reported a study which found that the day-to-day performance of nationally certified teachers is superior to that of colleagues without the credential. This study gives the absolute highest confidence to parents, elected officials and policymakers that national-board-certified teachers are providing students with a high-quality learning experience, and the ESPB would like to continue this quality for all North Dakota students and also believes this one-time stipend is the incentive needed.

The Board has one final request of you for our educators in North Dakota. On page 2 of my testimony, there is a balance of $7,550 which was not spent during this biennium. The application deadline was December 31, 2000, so these dollars will not be spent on the assessment fees. The Board respectfully requests $7,000 dollars this biennium to pay a one-time stipend for the seven educators in North Dakota who have achieved National Certification. The seven educators who would receive the $1,000 one-time stipend are:

Jennifer Montgomery, Bismarck, ND
Myron Masset, Ellendale, ND
Ruby Lawler, St. John, ND
Ellen Knutson, Bismarck, ND
Amy Benz, Beulah, ND
Kim McVicar, Grand Forks, ND

Jill Grzadiewski, Grand Forks, ND

The total appropriation requested for National Board Certification is $ 73,000.

Thank you for the consideration given to this appropriation request and I would be happy to answer any questions at this time.

NBPTS

EDUCATION WEEK

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Bush, Gore Tap Advisers' K-12 Savvy

Lesser-Known Experts Flesh Out Proposals

By Joetta L. Sack
Washington

When George W. Bush called Sandy Kress to arrange a meeting about Texas education policy in 1993, the Dallas school board vice president was a bit surprised.

After all, Mr. Kress was a former chairman of the Dallas County Democratic Party, and Mr. Bush, then a businessman, was contemplating a run for governor as a Republican.

But Mr. Bush was interested in Mr.

CAMPAIGN 2000

[illegible]work on a task force that had stud[illegible] accountability, and, during their [illegible]ent afternoon-long meeting, Mr. [illegible] asked substantive, detailed questions.

"He grilled me—it was like 100 questions," Mr. Kress recalled. Although he still did not sign on to Mr. Bush's 1994 campaign, the two kept working on education issues after the new governor took office.

Now, like his counterparts in the campaign of Vice President Al Gore, Mr. Kress is one of a handful of behind-the-

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Bob Riha Jr./SonoHeart/AP Photo

HAVE A HEART: Dr. Doo-Soo Jeon, left, examines a student's heart at Fountain Valley High School in Orange County, Calif. The school hopes to prevent another tragedy like the one that struck last year, when a Fountain Valley student died of heart failure during football practice. See Story, Page 12.

Certification Found Valid For Teachers

NBPTS Tests Make Right Call, Study Says

By Julie Blair
Washington

Teachers certified by the National Board for Professional Teaching Standards are better teachers on a variety of measures than those who tried to meet the standards but fell short, a study released last week concludes.

The study, which examined 13 aspects of teaching practice, provides the first research evidence that the day-to-day performance of nationally certified teachers is superior to that of colleagues without the credential, board officials said.

"It gives us—parents, elected officials, and policymakers—the absolute highest confidence that national-board-certified teachers are providing students with a high-quality learning experience," Betty Castor, the president of the private, nonprofit organization, said in releasing the report.

To date, 30 states and nearly 200 school districts have spent millions of dollars to create incentives for teachers to attempt such certification and rewards for those who achieve it. But policymakers have lacked evidence that the yearlong assessment process accu-

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WHAT WORKS?: What teachers do in classrooms matters, report stresses.
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New Test Probes Superintendents' Leadership Skills

By Alan Richard

The first national licensing examination for superintendents made its debut last week, sending a message that instructional leadership is the backbone of the job.

The School Superintendent Assessment was administered Oct. 21 to about 100 graduate students in Missouri, where people who want credentials to be local superintendents must pass the test.

Creators and supporters of the test said [illegible] an emerging consensus that [illegible]tors must focus on student [illegible] rather than simply management issues.

"The belief is that we're going to hold [illegible] accountable for what they learn, and teachers accountable for what they teach," said Neil Shipman, a consultant and former education professor who coordinated the writing of the exam, "so then we also need to be looking at school lead-

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On the Internet: www.rdweek.org

Plans for 'Universal' Preschool Gain Ground in New York State

By Linda Jacobson

With the idea of universal preschool slowly gaining more attention in the United States, one state has shown in a relatively short amount of time how to bring the public school system and providers of early-childhood education together to give more 4-year-olds educational opportunities.

In just three years, New York has built a voluntary prekindergarten program that is expected to serve more than 52,000 children in 162 school districts this year. And leaders there seem to have gathered enough political support to keep the future of the program secure.

"We are beyond excited about the way this has played out across the state," said Cynthia E. Gallagher, who heads the state education department's coordination [illegible]

Unlike Georgia's pre-K program, which is supported by a state lottery, financing for New York's program is handled as a regular part of the annual budget process.

Funding for the program this year stands at $225 million; it is expected to reach a peak of $500 million next year and remain at that level, as the legislation was written.

What Is Universal?

Part of a 1997 education bill that also included full-day kindergarten and class-size reductions, the pre-K initiative in New York state was intended to give 4-year-olds universal access to preschool by the 2001-02 school year.

But the term "universal" preschool means different things to different people.

In New York, it means that any school [illegible]

National Certification Found Valid Measure Of Skilled Teaching

Continued from Page 1

rately judges teachers.

The study compared the work of 31 teachers who were awarded national certification between 1993 and 1999 with that of 34 educators who had attempted but failed to achieve it. Examined were 13 areas of teaching expertise, including teachers' effects on student academic achievement.

"The differences we observed were pervasive, compelling, and consistent," said Lloyd Bond, a researcher at the University of North Carolina at Greensboro who co-directed the study, released Oct. 18.

Board-certified teachers scored higher, in fact, in 11 of the 13 areas, which included the ability to think critically about their students and convey knowledge to them, solve problems and improvise, and articulate high standards and teach lessons that reflect them. The indicators were drawn from research on effective teaching practices.

The $500,000 report was underwritten by the U.S. Department of Education's office of educational research and improvement and by the national board. The board was created in 1987 to establish voluntary, rigorous standards for teachers in more than 30 certificate fields.

The research findings come as the number of nationally certified teachers is growing rapidly, largely because of the financial incentives provided by states and districts. Many states or districts pay the $2,300 fee for teachers to undergo the process, for example.



Betty Castor, right, the president of the National Board for Professional Teaching Standards, discusses the study's results as Ann E. Harman, the director of research and information, looks on.

So far, 4,804 teachers have been certified. Another 9,353 are awaiting word next month on whether they achieved certification. And board officials project that nearly 15,000 teachers will undergo the assessment process this school year.

"The number-one question policymakers asked was, 'Does this matter for kids?'" said Eric Hirsch, a senior policy specialist for the Denver-based National Conference of State Legislatures. "This is beginning evidence that it does."

All of the 65 teachers in the study were assessed by researchers who had no knowledge of their certification status. Each instructor was observed teaching for at least 75 hours, and was interviewed after each observed class. The teachers

ETS Study Links Effective Teaching Methods to Test-Score Gains

By Julie Blair

Students whose teachers undertake further study and who use certain instructional strategies score higher on tests than students who don't have the benefit of such teacher practices, a study released last week concludes.

"The report aims to answer the question of whether effective teachers do things differently. The answer is a resounding yes," said Harold H. Wenglinsky, the report's author and an associate research scientist at the Educational Testing Service.

But policymakers have largely ignored classroom factors, he says, in favor of focusing on such considerations as teacher recruitment and pay.

"In sum, this study shows not only that teachers matter most, but how they most matter," he writes. "What really matters is not where teachers come from, but what they do in the classroom."

The report, released last week by the Princeton, N.J.-based test-maker, linked teachers' classroom practices, professional-development experiences, and educational backgrounds to the performance of 8th graders on the mathematics and sciences portions of the 1996 National Assessment of Educational Progress.

Mr. Wenglinsky said the study illuminates the paths educators should follow to help their pupils make gains in learning.

Students who performed ahead of their peers were taught by educators who integrated hands-on learning, critical thinking, and frequent teacher-developed assessments into their lessons, he found.

However, he said in an interview, "the kinds of [teaching practices] that do seem to be effective seem to be precisely those that are being discouraged, or at least not pursued in most classrooms in the country."

Hands-On Learning

The study, "How Teaching Matters: Bringing the Classroom Back Into Discussions of Teacher Quality," looked at nearly 15,000 NAEP scores. Using the questionnaires filled out by student test-takers and their teachers and principals, the researcher was able to investigate if what teachers did in their classrooms had an impact on NAEP scores.

Students whose math teachers had employed hands-on learning tested 72 percent ahead of their peers on the assessment, which is given to a sampling of students nationwide. Those whose teachers stressed critical-thinking skills posted scores 39 percent higher.

In science, 8th graders who had completed hands-on learning tasks scored ahead of their other peers by 40 percent.

For both subjects, students whose teachers used frequent in-class tests scored higher than those who used portfolios and projects. But Mr. Wenglinsky said portfolio assessments should not be eliminated, because such methods help track the progress of the entire class.

Unfortunately, the report says, too few teachers use the practices that were associated with higher scores.

Math teachers commonly assign rote work and real-world story problems, it says, but largely ignore writing about math—an important high-order thinking skill. And only a handful of math educators use models or blocks to help students conceptualize problems, it says.

Misguided Classes?

Science teachers engage students more often in hands-on learning experiences and assign more writing than math instructors do, yet only 59 percent complete a science demonstration each week, Mr. Wenglinsky found.

Time that teachers spent outside the classroom had, in some cases, more impact on students than classroom instruction did, the report says.

Students taught by math teachers who had learned to work with students who came from different cultures, had limited proficiency in English, or had special needs tested more than one full grade level above their peers.

Those teachers likely enjoyed success because they had learned how to individualize their instruction, Mr. Wenglinsky said.

Having such teachers did not improve achievement on science tests, however.

But science instructors who had

Teacher Quality and Student Test Scores

This chart shows how various indicators of teacher quality were related to 8th grade students' performance on the mathematics and science portions of the 1996 National Assessment of Educational Progress. The percentages indicate how far ahead or behind their grade-level peers the students scored.

Aspect of Teacher Quality	Difference in Scores
MATH	
Major/minor in math/math education	39%
Professional development in working with different student populations	107%
Professional development in higher-order thinking skills	40%
Hands-on learning	72%
Higher-order thinking skills	39%
Using portfolios and projects instead of tests	-40%
SCIENCE	
Major/minor in science/science education	38%
Professional development in laboratory skills	44%
Professional development in classroom management	-37%
Hands-on learning	40%
Giving frequent tests	92%

SOURCE: "How Teaching Matters: Bringing the Classroom Back Into Discussions of Teacher Quality," Educational Testing Service

were required to submit two weeks' worth of lesson plans containing at least five lessons.

The teachers involved in the study lived in Delaware, the District of Columbia, North Carolina, Ohio, and Virginia and were certified or seeking certification in the area of early adolescence/English language arts or middle school/generalist.

Student Work Examined

All of the teachers had similar educational backgrounds and experience in the classroom, but board-certified instructors did better on 11 of the 13 areas of teaching expertise.

Teachers' effect on student achievement was measured by looking at students' work. Four students were randomly selected from each teacher's class and required to submit samples of their work for evaluation. In addition, three randomly chosen students were interviewed following a lesson observed by researchers.

Compared with their colleagues who sought but did not receive national certification, the certified teachers proved to have a deeper understanding of why students succeeded or failed, a better ability to improvise when needed, and more passion about their teaching, the study found.

They were judged better able to convey knowledge to students, solve problems, articulate high standards and design lessons that reflect them, and critique their own instructional practices. They were also deemed more enthusiastic about their work.

In addition to their superior performance in those areas, board-certified teachers did a better job in understanding verbal and nonverbal responses of children and in offering feedback. But the differences between the groups of teachers in the latter two areas were not statistically significant.

Both board-certified teachers and those who fell short of certification knew their stuff, the study found. Most were classroom veterans, with between 14 and 16 years of experience and master's or bachelor's degrees. Given their willingness to undertake the complicated and time-consuming process of seeking certification, they also were judged to be highly motivated.

Michael J. Podgursky, the chairman of the economics department at the University of Missouri-Columbia and a frequent critic of the teaching standards board, said the study offers only unconvincing evidence that certified teachers help students learn more.

"You need to link board certification to direct measures of student achievement, like gains made in the National Assessment of Educational Progress and state assessments," Mr. Podgursky argued.

National board officials contend that the student work samples examined for the study provided valid evidence of teachers' effectiveness. But they acknowledged that the study did not provide a comprehensive look at the connections between student achievement and board certification.

More research on the subject will be done on the future, said Ann E. Harmon, the director of research and information for the national board, which is based in Arlington, Va.

"This study provides initial, very solid evidence that the national board is, in fact, certifying teachers who are more expert in their teaching practice," she said, "and who produce students who demonstrate deeper learning."

FOLLOW-UP: "The Certification System of the National Board for Professional Teaching Standards: A Construct and Consequential Validity Study" is available from the national board for $15 by calling (703) 465-2700, or can be found online at www.nbpts.org.

learned laboratory skills appeared able to raise student achievement significantly. Their students scored 44 percent higher than others in the same grade.

Despite those findings, a majority of math and science teachers take professional-development classes on cooperative and interdisciplinary instruction, according to the report—methods that it says had little impact on student achievement.

Teachers' educational backgrounds also appear crucial, the study found. Students whose teachers had college majors or minors in either math or science scored 30 percent higher than those whose teachers lacked such preparation.

That finding made sense to James W. Fraser, the dean of the school of education at Northeastern University in Boston.

"If you are going to engage students in active learning, higher-order thinking, and hands-on experiments, all sorts of questions will be generated, and the teacher needs to be ready," he said. "You need to know your stuff."

The report makes one strong recommendation: Improve teaching through high-quality professional development.

"The first step for policymakers," it argues, "is to stop scratching the surface of teaching and learning through superficial policies that manipulate teacher inputs, and instead roll up their sleeves and dig into the nature of teaching and learning by influencing what occurs in the classroom."

FOLLOW-UP: "How Teaching Matters: Bringing the Classroom Back Into Discussions of Teacher Quality" is available from the ERS for $10.50 by calling (800) 734-5694, or online at www.ets.org/research/pic.

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HB 1013

Fifty-seventh
Legislative Assembly
Of North Dakota

Testimony of Janet Welk
On
House Bill 1013 (NBPTS)
March 7, 2001

Good afternoon, Mr. Chairman, and members of the Senate Education Committee. I am Janet Welk, executive director of the Education Standards and Practices Board and will testify on the National Board for Professional Teaching Standards (NBPTS) appropriation in Engrossed HB 1013, Section 4 and 5, page 3, lines 18-29.

Last session, through the DPI budget in SB 2013, the Education Standards and Practices Board received $20,000 for NBPTS certification to pay one-half of the assessment fee of $2,000 for 10 educators in North Dakota for each year of the biennium. Of the appropriation, we were able to fund six applicants each of the two years, with two applicants withdrawing in 2000. Below is the breakdown of the $20,000 funding.

NATIONAL BOARD CERTIFICATION
1999-2001

APPROPRIATION/DPI		$20,000
1999-2000 APPLICANTS		
Jennifer Montgomery	$1,000	
Myron Masset	$1,000	
Marianna Malm	$1,000	
Lee, Delyte	$1,000	
Ruby Lawler	$1,000	
Michael Bisenius	$1,000	
Total		$6,000

Balance			$14,000
Withdrew:			
Marianna Malm		$ 675	
Michael Bisenius		$ 675	
Refund from NBPTS to ESPB			$ 1,350
Balance			$15,350
2000-2001 APPLICANTS			
Jan Reisenauer	$1,300		
Donna Nestoss	$1,300		
Linda Maize	$1,300		
Mae Lindenberg	$1,300		
Robert Kraft	$1,300		
David Bartz	$1,300		
Total		$7,800	
Balance			7,550

There were three teachers to complete the entire process in 1999-2000 using the State appropriation and all three were certified. There are Jennifer Montgomery, Bismarck; Myron Masset, Ellendale, and Ruby Lawler, St. John. It is the Board's understanding the fourth teacher has to finish one component.

North Dakota has seven nationally certified teachers. The percentage of North Dakota educator's funded with state appropriation who have been nationally certified is higher than the national average. At the national level, only 50% of the educators actually receive certification. During the school year 2000-2001, North Dakota has six educators completing the process for national certification.

The Education Standards and Practices Board again asks for your support of ten educators each year for the next biennium. But there are some changes from last biennium. These changes are: (1) the cost of the assessment fee for national certification

rose from $2000 per applicant to $2300 last summer and (2) we are unsure if there will be a federal match for one-half of the assessment fee for the second year of the biennum of school year 2002-2003. At the present time, the federal funding appropriation bill does not outline any match dollars for NBPTS for 2002-2003. Because of the above circumstances, the Education Standards and Practices Board is asking for one/half the assessment fee for ten educators for 2001-2002 or $ 11,500 and the full assessment fee for the second year of the biennium or $23,000 for a total of $34,500. It is very likely the assessment fee for school year 2002-2003 will also receive a federal match at 50% but we have not been notified at this point.

The ESPB also respectfully requests an additional $1,000 one-time stipend for each applicant who has achieved national certification or $20,000 for the biennium. This stipend would be contingent upon the educator continuing to sign a contract in North Dakota. In October, *Education Week* reported a study which found that the day-to-day performance of nationally certified teachers is superior to that of colleagues without the credential. This study gives the absolute highest confidence to parents, elected officials and policymakers that national-board-certified teachers are providing students with a high-quality learning experience, and the ESPB would like to continue this quality for all North Dakota students and also believes this one-time stipend is the incentive needed.

The Board has one final request of you for our educators in North Dakota. On page 2 of my testimony, there is a balance of $7,550 which was not spent during this biennium. The application deadline was December 31, 2000, so these dollars will not be spent on the assessment fees. The Board respectfully requests $7,000 dollars this biennium to pay a one-time stipend for the seven educators in North Dakota who have

achieved National Certification. The seven educators who would receive the $1,000 one-time stipend are:

Jennifer Montgomery, Bismarck, ND
Myron Masset, Ellendale, ND
Ruby Lawler, St. John, ND
Ellen Knutson, Bismarck, ND
Amy Benz, Beulah, ND
Kim McVicar, Grand Forks, ND
Jill Grzadiewski, Grand Forks, ND

This $7,000 request has been added to the Engrossed HB 1013 under Section 5 by the House.

The total appropriation requested for National Board Certification is $ 61,500.

2001-2001	Assessment fee (1/2) for ten applicants at $1150 or	$11,500
2002-2003	Assessment fee (full) for ten applicants at $2300 or	$23,000
	$1,000 stipend for 20 applicants for the biennium	$20,000
1999-2001	Carryover dollars for seven applicants who have achieved NBPTS	$ 7,000

Thank you for the consideration given to this appropriation request and I would be happy to answer any questions at this time.

Madam Chair Wentz and Members of the Committee,

I am Deb Sisco, Director of the Minot Area Teacher Center and chair of the North Dakota Teacher Center Network. I appreciate the opportunity to speak on behalf of the ND Teacher Centers.

The Teacher Center is the Education Connection. There are 10 Teacher Centers strategically located across the state of North Dakota. At a Teacher Center, teachers can find anything from a piece of paper to a $17,000 portable planetarium system. We serve as a clearinghouse for resources and professional development for all school districts in North Dakota and work with 57 constituents. Constituents are any agencies or others we collaborate with to provide communication, training, resources, and more.

We have also developed several working partnerships with programs such as School to Work by facilitating grant money for training, externships and job shadowing. We work with School Health to offer teachers HIV/AIDS prevention training and provide various materials for use in the classroom. ND Game and Fish supplies each Center with a Wild Box and a Whale for use in the classroom and training for teachers when requested. We also work closely with the ND Historical Society, the ND Geographic Alliance, NDEA and ESPB to provide professional development opportunities to improve teaching. In addition we advertise and facilitate classes for the ND University System, ND Forest Service, Water Commission and others. We have just signed an agreement with the World Com Foundation to bring in other activities dealing with technology. The first will be Marco Polo, which helps teachers and students use the Internet. The list could go on and on. The support letters in the portfolio speak for themselves. They are only a small sampling.

You can find additional information in the portfolio we've provided, including:

North Dakota Teacher Center Network History
NDTCN listing of Centers
The Teacher Center Network Advisory Board

NDTCN Membership
NDTCN Goals and Mission Statement
NDTCN Governance Document
Annual Report
NDTCN Brochure
NDTCN Web Page
Letters of Support

I ask that you continue to support the Teacher Center Network and, with increased funding, we can assure you we will continue to use that funding to benefit education in North Dakota. We have received funding from the School-to-Work (STW) grant the last three years. These funds are now discontinued. This grant has allowed Centers to offer teachers a variety of training so the teachers feel more comfortable incorporating life-after-education into classroom study.

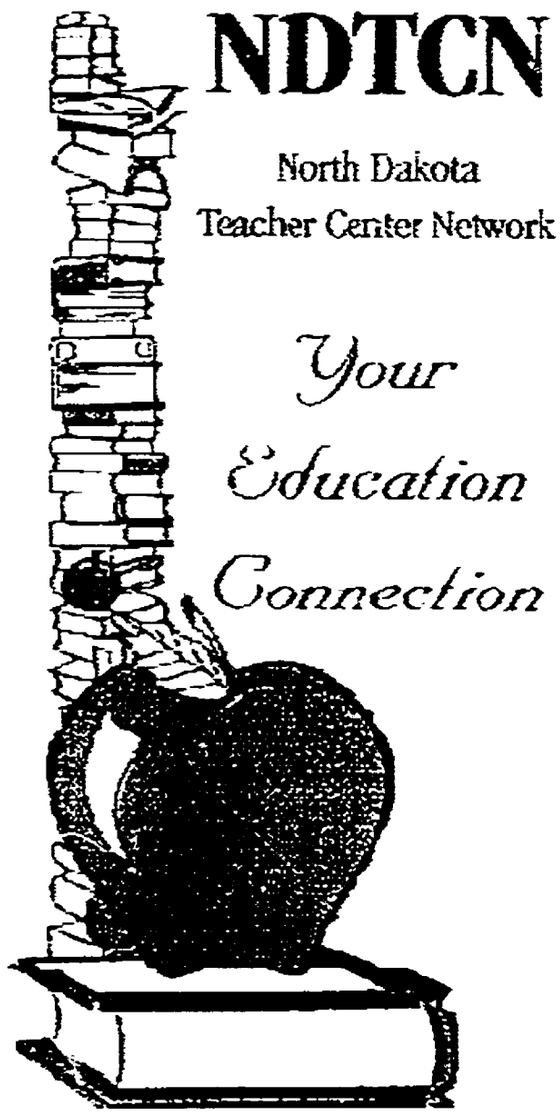
During the 1999-2000 school year, the Network annual report listed receipt of $104,266.70, which is 19% of the total funds we use to benefit education in the state. We report that we serve 10,033 members, which means about $10.00 per year per member spending of state money to provide these services. We provide members with information and training, supply them with materials not otherwise available for their classrooms, and offer them opportunities to grow through visits to other classrooms and much more for the whole year.

The NDTCN will have displays set up in the Memorial Hall here at the State Capitol on March 12. We invite you to stop by and see firsthand how we help education come alive for students; crawl inside a whale, view the stars in the STARLAB, compare five pounds of fat to five pounds of muscle, and much more.

Through our resources and professional development services we help teachers stay on top of their profession so they can provide the best education to tomorrow's leaders.

http://www.nodak.edu/tcn/

"The mission of the North Dakota Teacher Center Network is to assist practicing teachers, education students, and other educational personnel in professional knowledge and skill development to improve the learning of students."



Welcome! The North Dakota Teacher Center Network
... is an education link between educators, schools, higher education, state and national educational support agencies, and the community which enhances quality of teaching and learning throughout North Dakota.
... exists to serve the teachers, administrators, and students of our state by seeking better ways to meet their educational needs. Utilizing all educational modes and reaching all corners of North Dakota, it enables educators to grow. It is an action/reaction effort designed to provide a place, a vision, and an outreach which improves education.

Select a link to learn more:

Regional Teacher Center Sites

Directors' Listserv

Services

Biennial Goals

Quicklinks

We look forward to working with you and to helping you meet your needs through new and expanded offerings. We want to be a dynamic part of your classroom instruction and staff development programs, as well as a continuing support to your teachers and your schools.

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Webmaster: Lyn Willoughby, lwilloug@sendit.nodak.edu
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North Dakota Teacher Center Network - background

In the mid-1970's, federal funds were available for teacher centers. Vito Perrone, then dean of the Center for Teaching and Learning at UND, secured a grant from the Bush Foundation to organize teacher centers in North Dakota. In 1977, the Mayville, Grand Forks, Devils Lake, and Minot centers opened, and a network staff began to work. In 1979, a Small School Center sponsored by the Upper Midwest Small School Consortium opened at UND. In 1980 centers were opened at Bismarck, Fargo, Dickinson, and Valley City. Each teacher center was governed by a local policy board with a majority of teachers. Each board committed itself to provide space for the center, to purchase a collection of materials from a budget to be increased by $1000 each year, and to support a full-time director.

Excitement about the work of the teacher centers enabled the sponsors to secure legislative support when the Bush funding ended in 1985. The following year, the Small School Center was dissolved, and centers opened at Wahpeton and Williston. In 1987, teacher funding was moved to the Department of Public Instruction budget.

A period of growth for teacher centers began with state funding. Service regions were defined, and centers expanded service to districts and schools in their regions. By 1989, virtually every school district and educator in North Dakota was served by a teacher center, and some were served by two or even three centers for different purposes. The Network was recognized as an exemplary program by the National Council for the States on Inservice Education. The award was presented with the tribute that what most impressed the judges about the North Dakota Teacher Center Network was our ability to do so much with so little.

Affiliation with the Department of Public Instruction offered new program opportunities. With the support of DPI liaison, Chuck DeRemer, Teacher Centers became the major vehicle for delivery of National Diffusion Network programs, bringing North Dakota national recognition for growth in participation in NDN. Similarly, many teacher centers took a lead role in coordinating district Dwight D. Eisenhower projects, bringing teachers inservice opportunities in the teaching of science and mathematics. The teacher centers became involved in delivery of workshops offered through the North Dakota BRIDGES Project and through the HIV/AIDS Prevention and school health programs of the state grant from the Center for Disease Control. Each of these compensated teacher centers for services provide at little or no cost to teachers.

Teacher center membership and funding peaked in 1992-93. That year the income of the ten centers was almost $400,000, $100,000 from the state appropriation. Almost 200

school districts were dues-paying members of one or more teacher centers. By 1993, the strain of steady growth without adequate expansion in resources began to show. Some Teacher Center boards appointed directors whose other duties or lack of experience in the field prevented them from providing educational leadership. In some centers, basic services declined and even disappeared for periods of time. New directors struggled to learn their roles. All directors struggled with declining budgets. Dissolution of the National Diffusion Network and changes in leadership of other DPI added to the fund-raising burden. In response to this situation, the Teacher Center network adopted some minimal guidelines for receipt of state funds.

By 1997, the financial situation of the teacher centers had not improved. the amount of the state appropriation was $100,000 per year, the same as it had been in 1985. In the meantime, expectations for the professional development of teachers had increased dramatically. The concept of individually-initiated inservice which had informed the teacher center movement had been replaced by a more complicated concept of professional development planned from a combination of school, district, and individual teacher goals and needs. Teacher Center Network leaders secured a grant from the bush Foundations to explore alternative models for the teacher centers. This grant resulted in the Teacher Center Network setting some goals and developing a mission statement to support teachers and students. During the 1999 Legislative year, an increase of $5000 per year was awarded to the Network funding, the first since its inception.

Expectations for the professional development of teachers has increased dramatically. The concept of individually-initiated inservice which had informed the teacher center movement has been replaced by a more complicated concept of professional development planned from a combination of school, district and individual teacher goals and needs. Each center houses a resource library of materials available for check-out to classroom teachers and undergraduates. Each center designs the materials around the needs of their area. All Centers publish a newsletter to keep teachers aware of upcoming graduate credit, workshops, speakers, new materials, accreditation updates, conferences and so forth. Each center is staffed by a director and governed by a local policy board made up of teachers, administrators, and community members. Some things have changed over the years, but one thing has stayed the same: Each center strives to serve the teachers and students of education in the best way it can.

The Teacher Centers are:

Your Education Connection

ND Teacher Center's Membership
2000-2001

Name of Building	Town	Member	Geog. Reg.	TLC
Almont Elementary	Almont	√	7	BI
Ashley Public School	Ashley		7	BI
Baldwin Elementary School	Baldwin	√	7	BI
Beulah Public School	Beulah	√	7	BI
Prairie Winds Christian Academy	Beulah		7	BI
Apple Creek elementary School	Bismarck	√	7	BI
Bismarck Public Schools	Bismarck	√	7	BI
Bismarck Special Ed Unit	Bismarck		7	BI
Bismarck Vocational Center	Bismarck		7	BI
Brentwood SDA Elementary School	Bismarck		7	BI
Burleigh Co Special Ed Unit	Bismarck		7	BI
Catholic of Holy Spirit Elem. School	Bismarck		7	BI
Children's Choice elementary School	Bismarck		7	BI
Dakota Adventist Academy	Bismarck		7	BI
Manning School	Bismarck	√	7	BI
Martin Luther Elementary School	Bismarck	√	7	BI
Naughton School	Bismarck	√	7	BI
Shiloh Christian School	Bismarck	√	7	BI
St. Annes Elementary School	Bismarck		7	BI
St. Mary's Elementary School	Bismarck	√	7	BI
Theo Jamerson Elementary School	Bismarck		7	BI
Cannon Ball Elementary School	Cannon Ball		7	BI
Roosevelt Public School	Carson		7	BI
Center Public School	Center		7	BI
Driscoll Public School	Driscoll	√	7	BI
Elgin Public School	Elgin		7	BI
Flasher Public School	Flasher	√	7	BI
Ft Yates Public School	Ft. Yates		7	BI
St. Bernards Mission School	Ft. Yates		7	BI
Standing Rock Community School	Ft. Yates		7	BI
Glen Ullin Public	Glen Ullin	√	7	BI
Goodrich Public School	Goodrich		7	BI
Twin Buttes Elementary School	Halliday	√	7	BI
Bakker Elementary School	Hauge		7	BI
Hazelton-Mof-Brad Schools	Hazelton	√	7	BI
Hazen Public School	Hazen		7	BI
Oliver-Mercer Spec Ed unit	Hazen		7	BI
Hurdsfield Elementary School	Hurdsfield		7	BI
Emmons Co Spec Ed Unit	Linton		7	BI
Linton Public School	Linton		7	BI
Christ the King Elementary	Mandan		7	BI
Immanuel Christian School	Mandan	√	7	BI

BI-Bismarck/Mandan; DI-Dickinson; DL-Devils Lake; FA-Fargo/W Fargo; GF-Grand Forks; MA-Mayville; MI-Minot; VC-Valley City; WA-Wahpeton; WI-Williston;

ND Teacher Center's Membership
2000-2001

Name of Building	Town	Member	Geog. Reg.	TLC
Mandan Public School	Mandan	√	7	BI
Mor' ·-Sioux Spec Ed Unit	Mandan		7	BI
NL uth Correctional Center	Mandan	√	7	BI
Sweet Briar School	Mandan		7	BI
McClusky Public Schools	McClusky		7	BI
McKenzie Elementary School	McKenzie	√	7	BI
Menoken Elementary School	Menoken	√	7	BI
Napoleon Public School	Napoleon	√	7	BI
So Central Prairie Special Ed	Napoleon		7	BI
New Leipzig Elementary School	New Leipzig		7	BI
New Salem Public School	New Salem	√	7	BI
Pettibone-Tuttle Elementary School	Pettibone	√	7	BI
Union School	Pollock		7	BI
Regan Elementary School	Regan	√	7	BI
Robinson Public School	Robinson		7	BI
Selfridge Public School	Selfridge		7	BI
Solen High School	Solen		7	BI
Little Heart Elementary School	St. Anthony		7	BI
Steele-Dawson Public School	Steele	√	7	BI
Sterling Elementary School	Sterling	√	7	BI
Strasburg Public School	Strasburg	√	7	BI
Tappen Public School	Tappen		7	BI
Tuttle-Pettibone High School	Tuttle	√	7	BI
Washburn Public School	Washburn		7	BI
Wilton Public School	Wilton		7	BI
Wing Public School	Wing	√	7	BI
Wishek Public School	Wishek	√	7	BI
Zap Elementary School	Zap		7	BI
Zeeland Public School	Zeeland		7	BI
Amidon Elementary	Amidon	√	8	DI
Beach Public Schools	Beach	Partial	8	DI
Belfield Public School	Belfield	Partial	8	DI
Fryburg Elementary School	Belfield		8	DI
St. Bernards Elementary	Belfield		8	DI
Bowman Public School	Bowman		8	DI
Cottage School	Bowman		8	DI
Dickinson Adult Learning Center	Dickinson	Partial	8	DI
Dickinson Public School	Dickinson		8	DI
Dickinson Special Ed Unit	Dickinson		8	DI
Dickinson Trinity High School	Dickinson	Partial	8	DI
Early Childhood Center	Dickinson	Partial	8	DI
Heart River Elementary School	Dickinson	√	8	DI

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ND Teacher Center's Membership
2000-2001

Name of Building	Town	Member	Geog. Reg.	TLC
Hope Christian Academy	Dickinson	√	8	DI
Jefferson Elementary School	Dickinson	Partial	8	DI
Lincoln Elementary School	Dickinson	Partial	8	DI
P S Berg Elementary School	Dickinson	√	8	DI
Roosevelt Elementary School	Dickinson	Partial	8	DI
St. Joseph Elementary School	Dickinson	√	8	DI
St. Patricks Elementary School	Dickinson	√	8	DI
St. Wenceslaus Elementar School	Dickinson	√	8	DI
West River Special Ed Unit	Dickinson		8	DI
Dodge Elementary School	Dodge		8	DI
Prairie Elementary School	Fairfield	√	8	DI
Guardian Angels Academy	Gladstone		8	DI
Golden Valley High School	Golden Valley		8	DI
Golva Elementary School	Golva	√	8	DI
Grassy Butte Elementary School	Grassy Butte		8	DI
Halliday Public School	Halliday	Partial	8	DI
Hazen Public School	Hazen		8	DI
Hebron Public School	Hebron	Partial	8	DI
Hettinger Public School	Hettinger	√	8	DI
Killdeer Public School	Killdeer		8	DI
Mandaree Public School	Mandaree	Partial	1	DI
Marmarth Elementary School	Marmarth		8	DI
DeMores Elementary School	Medora	√	8	DI
Mott Public School	Mott	Partial	8	DI
St. Vincent Elementary School	Mott		8	DI
SW Special Ed Unit	Mott		8	DI
New England Public School	New England	√	8	DI
St. Marys Elementary	New England		8	DI
Reeder Elementary School	Reeder		8	DI
Regent Public School	Regent	Partial	8	DI
Rhame Public School	Rhame	√	8	DI
Richardton-Taylor Public School	Richardton	√	8	DI
St. Mary's Elementary School	Richardton		8	DI
Scranton Public School	Scranton	√	8	DI
South Heart Public School	South Heart	Partial	8	DI
Taylor Elementary School	Taylor		8	DI
Faith Alternative School		Partial	8	DI
Miles City Public School		Partial	8	DI
Redeemer Lutheran Preschool		Partial	8	DI
Twin Buttes School		Partial	8	DI
Bisbee-Egeland High School	Bisbee	√	3	DL
Border Central Public School	Calvin		3	DL

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ND Teacher Center's Membership
2000-2001

Name of Building	Town	Member	Geog. Reg.	TLC
Cando Public School	Cando	√	3	DL
Carrington Elementary School	Carrington	√	3	DL
Devils Lake Public School	Devils Lake	√	3	DL
Lake Area Voc Tech Center	Devils Lake	√	3	DL
Lake Region Christian Academy	Devils Lake		3	DL
Lake Region Special Ed. Unit	Devils Lake	√	3	DL
School for the Deaf	Devils Lake		3	DL
St. Joseph Elementary School	Devils Lake		3	DL
Dunseith Day Elementary School	Dunseith		3	DL
Dunseith Public Schools	Dunseith		3	DL
Edmore Public School	Edmore		3	DL
Wells County Public School	Fessenden		3	DL
Fort Totten Public Schools	Fort Totten		3	DL
Midkota High School	Glenfield		3	DL
Harvey Public Schools	Harvey		3	DL
Lonetree Special Ed Unit	Harvey		3	DL
Valley High School	Hoople		3	DL
Lakota Public School	Lakota		3	DL
Langdon Public Schools	Langdon		3	DL
St. Alphonsus Elementary School	Langdon		3	DL
Leeds Public School	Leeds	√	3	DL
Maddock Public Schools	Maddock		3	DL
Minnewaukan Public School	Minnewaukan	√	3	DL
Munich Public School	Munich	√	3	DL
East Central Special Ed Unit	New Rockford		3	DL
New Rockford Public School	New Rockford		3	DL
Oberon Elementary School	Oberon	√	3	DL
North Central Public School	Rock Lake	√	3	DL
Rolette Public school	Rolette	√	3	DL
Mt. Pleasant Public School	Rolla		3	DL
Rugby Public Schools	Rugby		3	DL
Sheyenne Public School	Sheyenne		3	DL
St. John public School	St. John		3	DL
Starkweather Public School	Starkweather	√	3	DL
Sykes Public School	Sykeston		3	DL
Walhalla Public School	Wahalla		3	DL
Warwick Public School	Warwick	√	3	DL
Dakota Prairie Schools			3	DL
Central Cass Public School	Casselton	√	5	FA
Fargo Public Schools	Fargo	√	5	FA
Grace Lutheran Elementary School	Fargo	√	5	FA
Holy Spirit Elementary School	Fargo	√	5	FA

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ND Teacher Center's Membership
2000-2001

Name of Building	Town	Member	Geog. Reg.	TLC
Central Valley Public School	Buxton	√	5	MA
Griggs Co. Central	Cooperstown/Hannafe	√	5	MA
Emerado Public School	Emerado	√	5	MA
Finley-Sharon Public School	Finley	√	5	MA
Hatton Public School	Hatton	√	5	MA
Hillsboro Public School	Hillsboro	√	5	MA
Northern Cass Public School	Hunter	√	5	MA
Larimore Public School	Larimore	√	5	MA
May-Port CG Public School	Mayville	√	5	MA
Northwood Public School	Northwood	√	5	MA
Thompson Public School	Thompson	√	5	MA
Anamoose Public School	Anamooso		2	MI
Ojibwa Indian School	Belcourt		2	MI
Turtle Mountain Community School Dist	Belcourt		2	MI
Turtle Mountain Spec Ed Unit	Belcourt		2	MI
Berthold Public School	Berthold	√	2	MI
Bottineau Public School	Bottineau		2	MI
Peace Garden Spec Ed Unit	Bottineau		2	MI
Bowbells Public School	Bowbells	1 Ind	2	MI
United 7	Burlington-DesLacs	√	2	MI
Drake Public	Drake	√	3	MI
Garrison Public School	Garrison		2	MI
Glenburn Public School	Glenburn	√	2	MI
Lynch Immanuel Elementary School	Glenburn		2	MI
Granville Public School	Granville	√	2	MI
Kenmare Public Schools	Kenmare	√	2	MI
Lansford Elementary	Lansford		2	MI
North Shore High School	Makoti	√	2	MI
Max Public School	Max	1 Ind	2	MI
Bible Baptist Academy	Minot		2	MI
Burdick Job Corps	Minot	√	2	MI
Eureka Elementary School	Minot	√	2	MI
Minot Catholic Schools	Minot	√	2	MI
Minot Public Schools	Minot	√	2	MI
Nedrose Elementary School	Minot	√	2	MI
Our Redeemers Christian School	Minot	√	2	MI
Souris Valley Special Services	Minot	√	2	MI
South Prairie Elementary School	Minot	√	2	MI
The Dakota Center School	Minot		2	MI
Mohall Public School	Mohall	√	2	MI
New Town Public Schools	New Town	2 Ind	2	MI
Newburg United 54	Newburg		2	MI

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ND Teacher Center's Membership
2000-2001

Name of Building	Town	Member	Geog. Reg.	TLC
Nativity Elementary School	Fargo	√	5	FA
Oak Grove Lutheran High School	Fargo	1 Ind	5	FA
Shanley High School	Fargo	√	5	FA
Sullivan Middle School	Fargo	√	5	FA
Northern Cass Public Schools	Hunter	√	5	FA
Kindred Public School	Kindred	√	5	FA
Mapleton Elementary School	Mapleton	√	5	FA
West Fargo Public Schools	West Fargo	√	5	FA
Adams Public School	Adams	√	4	GF
Cavalier Public School	Cavalier		4	GF
Pembina Spec Ed Unit	Cavalier		4	GF
Valley Elementary School	Crystal		4	GF
Drayton Public School	Drayton		4	GF
Edinburg Public School	Edinburg	√	4	GF
Emerado Public School	Emerado	√	4	GF
Woo Wisdom Academy	Emerado		4	GF
Fordville-Lankin Consolidated Dist	Fordville	√	4	GF
Grafton Public Schools	Grafton	√	4	GF
Thomas More Academy	Grafton		4	GF
Upper Valley Special Ed Unit	Grafton		4	GF
Grand Forks Christian School	Grand Forks		4	GF
Grand Forks Public Schools	Grand Forks	√	4	GF
Holy Family Catholic School	Grand Forks	√	4	GF
ND School for the Blind	Grand Forks	√	4	GF
St Michael's Catholic School	Grand Forks	√	4	GF
St. Marys Catholic School	Grand Forks	√	4	GF
Victory Christian Academy	Grand Forks		4	GF
Valley High School	Hoople		4	GF
Midway Public School	Inkster	√	4	GF
Larimore Public Schools	Larimore	√	4	GF
New Testament Baptist School	Larimore		4	GF
Manvel Public School	Manvel	√	4	GF
Minto Public School	Minto	√	4	GF
Nash Elementary School	Nash		4	GF
Neche Public School	Neche		4	GF
Northwood Public School	Northwood	√	4	GF
Park River Public School	Park River	√	4	GF
Pembina Public School	Pembina		4	GF
St Thomas Public School	Saint Thomas		4	GF
Thompson Public School	Thompson	√	4	GF
Walhalla Public School	Walhalla	√	4	GF
Midkota Public School	Binford	√	5	MA

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ND Teacher Center's Membership
2000-2001

Name of Building	Town	Member	Geog. Reg.	TLC
Parshall Public Schools	Parshall		2	MI
Plaza Public School	Plaza	4 Ind	2	MI
White Shield Public School	Roseglen		2	MI
North Shore Elementary School	Ryder	√	2	MI
Sawyer Public School	Sawyer	√	2	MI
Sherwood Public School	Sherwood		2	MI
Norther Plains Spec Ed Unit	Stanley		2	MI
Stanton Public School	Stanton		2	MI
Surrey Public School	Surrey	√	2	MI
Towner Public School	Towner	√	2	MI
Turtle Lake Public School	Turtle Lake		2	MI
Underwood Public School	Underwood	√	2	MI
Upham Public School	Upham		2	MI
Velva Public School	Velva	√	2	MI
Westhope Public School	Westhope		2	MI
Willow City Public School	Willow City	Elem Only	2	MI
Wolford Public School	Wolford		2	MI
Griggs Co Public Schools	Cooperstown	√	6	VC
Edgeley Public Schools	Edgeley	√	6	VC
Ellendale Public Schools	Ellendale	√	6	VC
Enderlin Public School	Enderlin		6	VC
Sargent Central Public School	Forman		6	VC
Fort Ransom Public School	Fort Ranson	√	5	VC
Gackle-Streeter Public School	Gackle	√	6	VC
North Sargent Public School	Gwinner	√	6	VC
Adol & Child Treatment Center	Jamestown	√	6	VC
Anne Carlson Center	Jamestown		6	VC
Buffalo Valley Special Ed Unit	Jamestown	√	6	VC
Hillcrest SDA School	Jamestown		6	VC
James Valley Area Voc Tech	Jamestown	√	6	VC
Jamestown Public Schools	Jamestown	√	6	VC
Our Saviors Lutheran Elementary School	Jamestown		6	VC
St. Johns Academy	Jamestown	√	6	VC
VesslAmor Elementary School	Jamestown		6	VC
Kensal Public School	Kensal		6	VC
Kulm Public Schools	Kulm	√	6	VC
Dickey-LaMoure Spec Ed unit	LaMoure		6	VC
LaMoure Public School	LaMoure	√	6	VC
Lisbon Public School	Lisbon		5	VC
Litchville-Marion Elementary School	Litchville	√	6	VC
Litchville-Marion High School	Marion	√	6	VC
Medina Public School	Medina	√	6	VC

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ND Teacher Center's Membership
2000-2001

Name of Building	Town	Member	Geog. Reg.	TLC
Minor Public School	Milnor	√	5	VC
Montpelier Public School	Montpelier	√	6	VC
Oakes Public School	Oakes	√	6	VC
SE Area VoTech Center	Oakes		6	VC
Oriska Public School	Oriska	√	6	VC
Page Public School	Page	√	5	VC
Pingree-Buchanan Public School	Pingree	√	6	VC
North central Public School	Rogers	√	6	VC
Sheldon Elementary School	Sheldon	√	5	VC
Spiritwood Elementary School	Spiritwood	√	6	VC
Maple Valley Public School	Tower City	√	5	VC
Sheyenne Valley Spec! Ed Unit	Valley City	√	6	VC
St Catherine Elementary School	Valley City	√	6	VC
Valley City Area Voc Tech	Valley City	√	6	VC
Valley City Public Schools	Valley City	√	6	VC
Verona Public School	Verona	√	6	VC
Wimbledon-Courtenay Public School	Wimbledon	√	6	VC
Hope Public Schools	Hope	√	5	VC/MA
Fairmount Public Schools	Fairmount	√	5	WA
Hankinson Public Schools	Hankinson	√	5	WA
South Valley Special Ed Unit	Hankinson	√	5	WA
Lingerwood Public School	Lidgerwood	√	5	WA
Mantador Elementary School	Mantador	√	5	WA
Richards SDA Elementary School	Wahpeton		5	WA
Richland Co Area VoTech	Wahpeton	√	5	WA
St. Johns Elementary School	Wahpeton	√	5	WA
Wahpeton Indian School	Wahpeton		5	WA
Wahpeton Public School	Wahpeton	√	5	WA
Wyndmere Public School	Wyndmere	√	5	WA
Alexander Public School	Alexander	√	1	WI
Bowbells Public Schools	Bowbells	√	2	WI
Horse Creek School	Cartwright		1	WI
Divide Co Spec Ed Unit	Crosby		1	WI
Divide Co. Elementary & High School	Crosby	√	1	WI
East Fairview Elementary School	Fairview	√	1	WI
Grassy Butte Elementary School	Grassy Butte		1	WI
Grenora Public School	Grenora	√	1	WI
Burke Central Public School	Lignite	√	1	WI
Powers Lake Elem & High School	Powers Lake	√	1	WI
Ray Public School	Ray	√	1	WI
Stanley Public Schools	Stanley	√	2	WI
Hillcrest Elem. &Tioga High School	Tioga	√	1	WI

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ND Teacher Center's Membership
2000-2001

Name of Building	Town	Member	Geog. Reg.	TLC
Eigh Mile Public School	Tr-nton	√	1	WI
Johnson Corners Christian School	Watford City	√	1	WI
Watford City School System	Watford City	√	1	WI
Wildrose-Alamo Public School	Wildrose	√	1	WI
New School District 8	Williston	√	1	WI
St Josophs Elementary School	Williston	√	1	WI
Trinity Christian School	Williston		1	WI
Upper MO Assoc Retarded Child	Williston		1	WI
Williston Public Schools	Williston	√	1	WI
Wilmac Spec Ed Unit	Williston	√	1	WI

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SERVICES PROVIDED BY TEACHER LEARNING CENTER

1107 AIRPORT RD.
Bismarck, ND 58501
221-3420
e-mail: vern_cermak@educ8.org

* **Laminating of Materials** -- Width 25 inch ($.25 per foot)

***Allison Die Cut Machine**

Letters of the Alphabet
Numbers
65 patterns
(Work area for teachers to do laminating and die cut)

* **Check-out service for**
  * STARLAB
  * Inflatable Whales
  * Game & Fish Wild Boxes
  * Project Wet Ground Water Trunks
  *Electrostatic Generator
  *350 Videos
  * Over 1300 Activity books
  * 100 CD and 3.25 disks
  * curriculum materials
  * Bulletin Board Materials
  *Math and Science hands-on materials
  *Posters and Charts

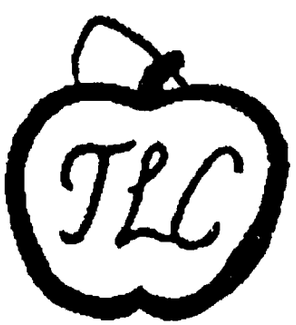


Workshops

* Assist in Scheduling Workshops
* Organize workshop details
* Complete registration
* Submit credit approval to Universities

Write Grants and Maintain Funds

*HIV/ADS
*Teacher Visitation Program
*Title II(Burleigh County Consortium)
*School-to-Work Funds



STARLABS at Centers Available to Local Schools

Bismarck, Dickinson, Minot, and Valley City Teacher Centers offer portable planetariums to locals schools to enhance their reading and science curriculum.

The STARLABS can be checked out by schools for students, parents, and interested community members to explore. Each STARLAB can house a class of approximately 24 elementary students.

The Centers maintain the upkeep and repair of the STARLAB as well as ordering new materials or replacement materials.



ND Teacher Center Network
2000-2001

Bismarck/Mandan TLC
Vern Cermak W: 221-3420
1107 Airport Road Fax: 221-3454
Bismarck, ND 58504
vern_cermak@educ8.org

Devils Lake Area Teacher Center
Darren Sheldon W: 662-7670
406 4th Ave Fax: 662-7677
Devils Lake, ND 58301
dsheldon@sendit.nodak.edu

DPI Liason
Clarence Bina W: 328-2098
600 E. Boulevard Ave Dep 201 Fax: 328-4770
Bismarck, ND 58505-0440
cbina@mail.dpi.state.nd.us

Fargo/W Fargo Area Teacher Center
Ione Swenson W: 446-5475
% Washington El 1725 N Broadway Fax: 446-5476
Fargo, ND 58102
swensoi@fargo.k12.nd.us

Grand Forks Area Teacher Center
Lyn Willoughby W: 777-4394
PO Box 7189 Fax: 777-4393
Grand Forks, ND 58202-7189
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Mayville Are Teacher Center
Ann Sorteberg W: 786-4796
330 3rd St. NE Fax: 786-4890
Mayville, ND 58257
ann#U#sorteberg@mail.masu.nodak.edu

Minot Area TLC
Deb Sisco W: 857-4488
1609 4th Ave NW Fax: 875-4489
Minot, ND 58703
sisco@sendit.nodak.edu

Valley City Area Teacher Center
Pat Beil W: 845-7221
101 College St. Fax: 845-7437
Valley City, ND 58072
pbeil@sendit.nodak.edu

Wahpeton Area Teacher Center
Nadine Torgerson W: 671-2242
NDSCS 800 N. 6th St. Fax: 671-2145
Wahpeton, ND 58076
ntorgers@sendit.nodak.edu

West River Teacher Center
Marty Odermann-Gardner W: 483-2139
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Dickinson, ND 58601-2904
marty_odermann_gardner@dsu.nodak.edu

Williston Area TLC
Vance Olson W: 774-4270
Box 1326 Williston State College Fax: 774-4275
Williston, ND 58802
volson@sendit.nodak.edu

Network Treasurer
Teresa Loftesnes W: 858-3862
MSU 500 University Ave W Fax: 858-4343
Minot, ND 58703

Rev. 8/24/00

ND Teacher Center Advisory Board

Name	Organization
Clarence A. Bina	ND Department of Public Instruction
Deb Jensen	ESPB
Doug LaPlante	Dickinson State University
Larry Klundt, Executive Director	ND Council of Ed. Leaders
Linda Edwards	NDEA
Linda Johnson	DPI
Ole Arsvold	Legislator
Ray Holmberg	Legislature
Teresa Loftesnes	Continuing Education
Glenda Fauske	Constituent

North Dakota Teacher Center Network Goals

Teacher Centers will:

1. Deliver professional development based on research and best practices.

2. Expand the offering of peer coaching and mentor training programs.

3. Encourage joint projects and exchange of services between K-12 schools, state agencies, and institutions of high education for professional development of preservice and inservice teachers.

Mission Statement:

The mission of the North Dakota Teacher Center Network is to assist practicing teachers, education students, and other educational personnel in professional knowledge and skill development to improve the learning of students.

ND Teacher Center Network Governance Document: Minimum Standards for Funding of a Teacher Center

To receive North Dakota Teacher Center Network funds, a Teacher Center will demonstrate on an annual basis the following:

1. An up-to-date governance document which provides for:
    a. A mission focused on inservice education or professional development of teachers.
    b. A policy board composition which is representative of the service area and includes a majority of teachers.
    c. Designation of a director who is or has been a teacher and is hired for a minimum of twenty hours per week during the school term.
    d. Personnel policies which include provision for employment and annual evaluation of the director.

2. An annual statement of goals for the Teacher Center formulated by the policy board- this could be reflected by minutes from meetings outlining goals and projects.

3. That the policy board meetings held regularly a minimum of three times a year.

4. Participation in activities of the Center by teachers distributed within the designated service area or evidence of regular invitations to participate.

5. Distribution of at least six newsletters per year to the service area and other Teacher Centers, DPI and entities that the Center deems necessary.

6. Active participation in activities formally approved by the Teacher Center Network.

7. Develop and maintain for check-out a collection of materials developed according to the Teacher Center and Network goals.

8. Development and coordination of programs for teacher inservices or professional development consistent with the goals of the Teacher Center as determined by the local policy board.

9. Facilitation of linkages with teachers by other agencies (such as Game & Fish, The ND Heritage Center, NASA,etc,) as appropriate to Teacher Center goals.

10. Participation in programs of the Department of Public Instruction related to Teacher Center goals.

11. Commitment to the site is demonstrated by substantial contribution of funds or in-kind resources from local school districts, universities and/or other constituents.

12.Submission of an annual report by September 1 of each year.

13. The annual report will be presented at the October meeting of the Teacher Center Network. A subsequent finalized draft will be reviewed by the Advisory Committee. Teacher Centers found in noncompliance with the Network minimum standards will be dealt with by the Advisory Committee.

CONTACT DEPARTMENT OF PUBLIC INSTRUCTION TO OBTAIN A COPY

OR ONE OF THE TEACHER LEARNING CENTERS

NORTH DAKOTA TEACHER CENTER NETWORK

Annual Report
1999-2000

By

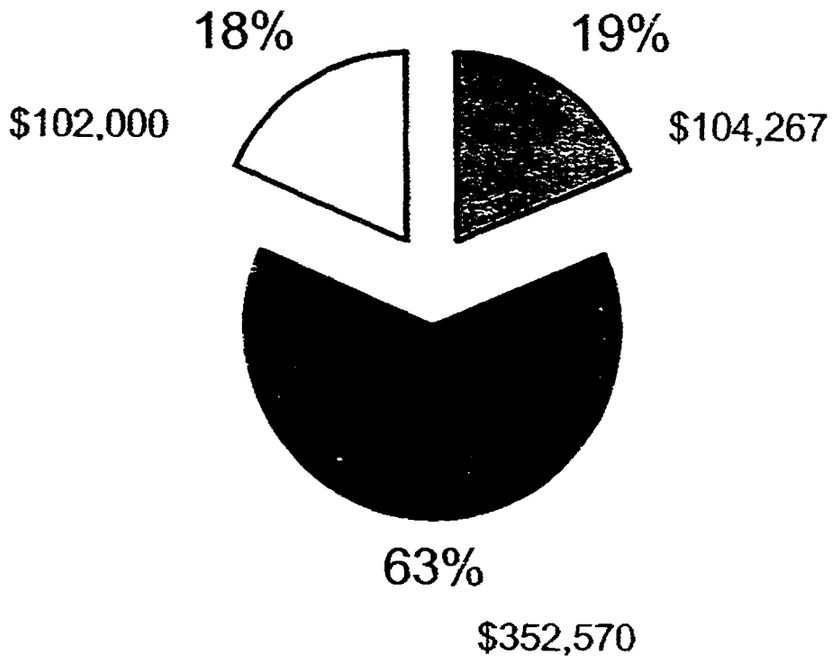
August Ritter

Submitted to

North Dakota Teacher Center Network
Executive Committee
and
Teacher Center Directors

October 2000

Teacher Center Network Income School Year 1999-2000



- State Funding
- Grant and Program Funding
- Inkind Contributions

Total Income FY 00: $558,837

Education Standards and Practices Board
600 E. Boulevard Ave., Dept. 202
Bismarck, ND 58505-0080
(701) 328-2264 Fax (701) 328-2815
www.state.nd.us/espb

January 5, 2001

57th Legislative Assembly
House Appropriations Committee,
(EE) Education and Environment

Rep. Wentz, Members of the Committee,

This letter is being sent in support of the North Dakota Teacher Center Network (NDTCN) appropriation included in HB1013. The NDTCN is funded through the Other Grants section of the Department of Public Instruction budget. This appropriation line item, while it is a very small portion of what North Dakota spends in support of education, enables a tremendous amount of assistance to teachers and students in our state.

The ten regionally located Centers provide resources and professional development opportunities directly where they are needed in a very cost-effective manner. The state appropriation gives basic operating cost support enabling the Centers to generate a great deal more service through use of federal and private grant funds. The Centers also enable schools to pool resources from grants such as Title II for math and science education, Teaching with Technology, or School-to-Work and make those dollars reach more teachers and have more impact on students. Schools and individual teachers evidence broad-based support for the Centers by paying membership fees to further assist in delivery of information and services.

My position at the Education Standards and Practices Board involves working with the ND colleges of teacher education and ongoing professional development for educators. We have found the NDTCN, working cooperatively with our ND colleges and universities, to be an ideal outreach delivery system for professional development and reeducation opportunities for teachers seeking to renew ND licensure or reeducate to teach in additional areas. This is especially important as North Dakota seeks to retain its high quality teaching force and fill teaching positions.

The NDTCN is currently finishing facilitation of some major grants, such as the School-to-Work initiative, so any additional support the State can give them at this time will be of great help to sustaining this network and the valuable services they provide. We hope the 57th Legislative Assembly will look favorably on their efforts and lend their support.

Sincerely,

Deb Jensen,
Assistant Director

The Education Standards and Practices Board does not advocate, permit, nor practice discrimination on the basis of sex, race, color, national origin, religion, age or disability as required by various state and federal laws.

SAWYER SCHOOL DISTRICT NO. 16

101 - 2nd Street West
P.O. Box 167
SAWYER, NORTH DAKOTA 58781
Telephone 701-624-5167
Fax 701-624-5482

ROBERT W. BRIGGS, Superintendent

ROBERT L. HAENSEL, Secondary Principal

SANDRA McQUEEN, Elementary Principal

January 5, 2001

Deb Sisco, TLC Coordinator
1609 4th Ave NW
Minot ND 58703

Dear Deb,

We at Sawyer Public School very much appreciate the services that are provided by the Teacher Learning Center. You coordinate many classes to provide excellent professional development opportunities through the area. The reasonably priced registration fees enable teachers to attend classes they might not other wise be able to afford. The bottom line is students benefit!!

Sincerely,

Sandra McQueen

Sandra McQueen
Elementary Principal
Sawyer Public School

North Dakota

Department of Public Instruction
600 E Boulevard Ave., Dept. 201, Bismarck, ND 58505-0440
(701) 328-2260 Fax - (701) 328-2461
http://www.dpi.state.nd.us

Dr. Wayne G. Sanstead
State Superintendent

January 4, 2001

Dear Sir or Madam:

This is a letter of information about the Teacher Center Network in North Dakota and the School Health Unit's experiences with the network. As a client of the Teacher Center Network since 1991, the School Health Unit of the Department of Public Instruction has used the Network to deliver HIV/AIDS Education Teacher Training to local districts. The Centers have received contracts for administering this training, managed training teams in their regional areas, and advertised for these trainings. Together the Centers educate just under 1000 school staff yearly in the area of HIV/AIDS education under these contracts. The Centers are the delivery vehicle to the districts and without this vehicle, this education project would not be possible.

The Centers have evolved the HID/AIDS Education program from totally a teacher inservice program to one that is equally preservice and inservice education. Last year 453 education majors at North Dakota Universities participated in this training. This assures these future teachers of meeting the requirements of North Dakota Century Code 23-07-16.1 and Century Code Rules 33-06-056.01 concerning education about significant contagious diseases.

The Teacher Centers Network definitely fulfills the roles of the School Health Unit's delivery system to the local level. Besides the training, the Centers store materials and provide library services and information about our programs. We have also used them to secure locations and administer other regional meetings as needed. They fill a very definite role in the total scheme for reaching local schools with professional development.

I would be pleased to answer any questions you might have about the Teacher Centers. My phone number is 328-4138 and email is ljohnson@mail.dpi.state.nd.us.

Sincerely,

Linda L. Johnson

Linda L. Johnson, Director
School Health Programs

From: "SUE EMERY" <emerys@fargo.k12.nd.us>
Date: Wed, 03 Jan 2001 15:13:36 -0600
To: sisco@sendit.sendit.nodak.edu
Subject: thank-you

To ND Legislators:

I just wanted to say thank you for the funding for making it possible for me to attend the Six Traits Writing workshop in Minneapolis this Fall. I really learned a lot of things that I am currently using in my classroom. I feel that my students and I benefitted from this workshop. The workshop motivated me to teach the various traits of writing. I am glad that the Fargo teachers are able to attend professional leave workshops. Thank you for making it possible.

Sincerely,

Sue Emery

North Dakota State Occupational Information Coordinating Committee
(North Dakota SOICC)
1720 Burnt Boat Drive, Suite 102; PO Box 5507, Bismarck ND 58506-5507
701-328-9733; Fax 701-328-9731; e-mail marrs@sendit.nodak.edu

Member Agencies

North Dakota Department of Economic Development and Finance

Job Service North Dakota

North Dakota Department of Labor

State of North Dakota Department of Public Instruction

North Dakota State Board for Vocational and Technical Education

North Dakota Office for Vocational Rehabilitation

North Dakota University System

North Dakota Workforce Development Council

January 8, 2001

North Dakota Legislators:

Over the past three years, the North Dakota Career Resource Network (formerly known as the North Dakota SOICC) has worked closely with the North Dakota Teacher Center Network to deliver products and services to teachers across the state. Their linkages with teachers and administrators have proven extremely valuable, as it's very difficult to effectively reach educational professionals to let them know of products they can use within their curriculum in the area of career planning and development.

An example is a series of career planning curriculum products called the Real Game Series, whereby students learn to budget, create communities, and become involved in the many other aspects of the real world. Since this curriculum is very comprehensive, teachers need to attend an instructional session before using it in their classroom. So we approached the Teacher Center Network and they were quick to respond and become involved. As a consequence of their efforts, over 1,000 teachers are using these curriculum materials across the state.

The Teacher Center Network has also been a very valuable asset to the School-to-Work efforts in North Dakota. They have served as leaders at both the state level and in the regions they serve.

Reaching teachers is obviously the key to reaching students, but when disseminating curriculum materials from the state level and preparing teachers to use those materials, it becomes an overwhelming task. Thanks to the Teacher Center Network, this challenge becomes almost nonexistent, as they are in touch with the educational professionals in their regions and therefore have done an outstanding job in assisting those of us at the state level to reach those professionals.

If you would like to visit with me further about the Teacher Center Network, or have questions, please contact me at 328-9734.

Sincerely,

Dan R. Marrs

Dan R. Marrs

Post-it® Fax Note 7671	Date 1-9-01	# of pages ▶ 1
To Vern Cermak	From Dan R Marrs	
Co./Dept. Bis Teacher Ctr.	Co. NDCRN	
Phone #	Phone # 701-328-9733	
Fax # 701-221-3450	Fax # 701-328-9731	

3526 Jericho Rd
Bismarck, ND 58503
Jan. 8, 2001

Dear Members of the North Dakota Legislature,

My name is Mary Cay Senger. I have been in the teaching profession for over 30 years and served as both teacher and Principal for the Baldwin, ND Elementary School for 3 years. I am writing to ask your continued financial support of the Teacher Learning Center programs in our State.

The Teacher Learning Center in Bismarck has been a wonderful resource to me personally, as well as to the schools in which I have taught. I have been able to check out a wide variety of curriculum support books, filmstrips, videos, cassettes, bulletin board patterns, games, textbooks and more to enhance and enrich my lessons with the students. The Center will provide teachers with specific materials related to a teaching unit. Materials can be mailed to a teacher when distance is a factor. The Starlab, which is a large inflated laboratory for students, teachers and parents, is a resource available from the Center to use in order to view the night sky in a variety of ways, learn about the constellations and the stories from other cultures connected to these constellations.

The Teacher Learning Center in Bismarck publishes a monthly newsletter which is sent to every school on the center's membership list. These newsletters provide educators with listings of workshops, graduate classes and educational materials and opportunities that might be of value from the Internet that is currently being offered in North Dakota. The Center also coordinates classes held locally by North Dakota Universities. Many teachers receive graduate credits through these classes.

Teacher visitation is another way the Centers benefit teachers. A teacher can spend a day in another teacher's classroom, observing new teaching techniques and styles. The Center has been able to pay for the cost of a substitute teacher. This is a great opportunity for professional development and a great way to continue life-long learning.

The Teacher Learning Centers depend upon the money budgeted by the North Dakota State Legislature to continue the programs that support teachers and students in a wide variety of educational experiences. I ask you to seriously consider the importance of these Centers and the necessity of valuable monetary support.

Sincerely,

Mary Cay Senger

Mary Cay Senger

UNIVERSITY OF MARY
Division of Education

7500 University Drive
Bismarck, ND 58504-9652
(701) 255-7500

January 9, 2001

North Dakota State Legislator

Re: Teacher Center Network Funding

I would like to express my support for the Teacher Center Network in North Dakota. As a teacher educator at the University of Mary I feel this is a valuable resources to future and present teachers in the State. The various teacher centers across the State provide materials, resources, and services that many teachers would not otherwise have available.

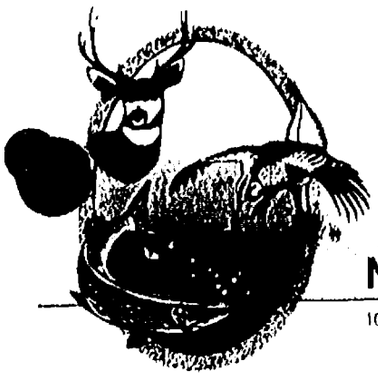
The centers provided materials and resources benefit not only teachers but also children in our state. Our teacher education students at the University of Mary also benefit during their field experiences and student teaching as well as after they graduate and take jobs teaching in North Dakota.

I would like to encourage your continued support and funding of the Teacher Learning Centers throughout the State. Thank you for the many hours you devote to the people of our State and my God bless the legislature during this session as many critical issues are dealt with.

Sincerely,

David M. Martin

Dr. David M. Martin
Associate Professor
Early Childhood Education
University of Mary
7500 University Drive
Bismarck, ND 58504



"VARIETY IN HUNTING AND FISHING"

NORTH DAKOTA GAME AND FISH DEPARTMENT

100 NORTH BISMARCK EXPRESSWAY BISMARCK, NORTH DAKOTA 58501-5095 PHONE 701-328-6300 FAX 701-328-6352

January 8, 2001

Dear North Dakota Legislator,

The ten Teacher Centers have been a big help to us at the North Dakota Game and Fish Department over the last 15 years with our education programs. Each one has set up workshops for teachers in their areas. They also check out a 50 foot plastic whale along with WILD boxes and Aquatic boxes to teachers.

Without this help we couldn't conduct workshops for 400 teachers and handle the many requests for the educational boxes and whale. We urge you to continue funding for them in the next biennium.

Best wishes,

Dave

Dave Jensen
Project WILD/Aquatic Education Coordinator

The West River Teacher's Center has been very beneficial to me as a teacher. In my situation, I needed, in a short period of time, several classes to update my teaching certificate. The Teacher's Center offered many classes, from which I was able to choose from, that helped me meet the requirements. Having the center in Dickinson also enabled me to take classes I needed without having to travel great distances or to spend money on lodging.

Also, the center provides many resources for teachers to use in the classroom, including information on new, innovative teaching methods and up and coming "hot topics' in the teaching profession, helping us to stay current on issues which demand our attention.

Joy Bloom
Hope Christian Academy

UNIVERSITY OF UND NORTH DAKOTA

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
P.O. BOX 7189
GRAND FORKS, NORTH DAKOTA 58202-7189
(701) 777-2674
FAX (701) 777-4393

January 7, 2001

To: Members of the North Dakota Legislative Assembly
From: Dan Rice, Dean, College of Education and Human Development
Re: Continued Funding for North Dakota Teacher Centers

As a member of the Advisory Board for the Grand Forks Area Teacher Center, I want to urge continued funding for the North Dakota Network of Teacher Centers. I know that our Teacher Center here in Grand Forks provides a valuable service to teachers, not only here in Grand Forks proper, but in this corner of the state. The Center is stocked with many valuable resources that are of great value to teachers, many that are not owned by the local school districts.

The Center here in Grand Forks has been an active facilitator of important professional development activities for teachers. One of the most impressive is the Teacher As Scholar project that organizes short-term seminars taught by UND faculty for area teachers. The response to these seminars has been overwhelming. The seminars focus on very specific topics that deepen and enrich the knowledge of the teachers. The topics range across the disciplines from science, to history, to literature and are being taught by some of our most gifted faculty members.

This is just one example of what the Teacher Centers are able to do for North Dakota's teachers. As we face a growing teacher shortage, not only in North Dakota but nation-wide, it will be even more critical that we have such experiences available to our teachers to keep them excited about their work. When our teacher's salaries are among the lowest in the nation, everything we can do to make their working conditions better will be essential.

Therefore, I urge your support for continuation of funding for the Teacher Center Network at present levels. It is an investment worth every cent and, in fact, if they were not present, we would have to spend a great deal more to replace the valuable services they provide, especially to our smaller schools.

Dickinson Public Schools
"Empowering Students To Succeed"
Dean U. Koppelman, Supt.

Berg Elementary
www.dickinson.k12.nd.us./Berg

Becky Meduna
Principal

307 3rd Avenue West
Dickinson ND 58601
(701) 456-0010
FAX: (701) 456-0039
meduna@sendit.nodak.edu

January 8, 2001

Legislature Appropriations Committee
State Capitol Building
600 East Boulevard Avenue
Bismarck, North Dakota 58505

Committee Members:

I want to take this opportunity to express my support for the West River Teacher Center and the other teacher centers in the state of North Dakota. The Teacher Center Network provides professional development activities to teachers, education students, and other educational personnel. The continuation of these activities will further enhance the quality of teaching and learning in North Dakota by assisting educators in professional knowledge and skill development to improve the learning of their students.

The Teacher Center maintains a library which provides working space, resource materials, and equipment for teachers, administrators, and pre-service teachers to use to create educational materials and teaching aids. It publishes and distributes approximately eight newsletters per year that contain professional articles and listings of programs, graduate courses, and activities.

The availability of these services has helped us, as individuals and as a staff at P.S. Berg Elementary, to address the needs of our students with more confidence and assurance. In collaboration with the center, we are able to promote a more productive learning environment for our children.

I ask you to continue your support of the North Dakota Teacher Center Network. I am certain that it helps address the needs of our educators, students, and community. Thank you.

Sincerely,

Becky Meduna

Becky Meduna
Principal
Dickinson Public Schools

West River Special Services

2893 3rd Ave. West - Suite 102
P.O. Box 1575
Dickinson, North Dakota 58602-1575
Telephone: (701) 483-1257 Fax: (701) 483-1258
E-mail: wriver@goesp.com

Gary Quintus
Chairman of the Board

Merlin Dahl
Vice Chairman of the Board

Terry J. Tucker, Director of Special Services
Dorothy H. Martinson, Assistant Director

Loren Mathson
Executive Board Member

Melissa Will
Administrative Assistant

January 9, 2001

Legislative Appropriation Committee

RE: West River Teacher Center

Dear Committee Members:

On behalf of the West River Special Services Unit, I am submitting this letter of support for the West River Teacher Center budget request. The services provided through the Teacher Center in Southwestern North Dakota have been invaluable. Rural school districts in the area need the support that the Teacher Center continues to provide through making resources available and strengthening professional development in alliance with the North Dakota University system.

The Teacher Center has been a great asset to individual school districts as well as a support system to my office. We utilize their facility and services to assist in the provision of training and inservices for parents and professionals within the region.

My office, in conjunction with it's member school districts, support the intent of the Teacher Center through other activities including regional professional development days and technical supports to meet the needs of individuals and school districts. Feel free to contact my office if any individual committee member or the committee, itself, would like to discuss the importance and value of the West River Teacher Center in Southwestern North Dakota.

Sincerely,

Terry J. Tucker
Director

Reasons We Love the TLC

Sueva Zeitz	It offers super classes at reasonable prices
Linda Erickson	A convenient location.
G. Buckholz	It brings things to the schools
D. Rasmuson	Good info. on up + coming stuff.
Jennifer Johnson	It offers the Young Authors Conference for children.
Deb Schultz	TLC provides an excellent network between teachers schools, and university activities + coursework.
	857-4489
Pam Mastad	It is an excellent resource.

e: Mon, 8 Jan 2001 14:33:27
Date: Mon, 8 Jan 2001 14:33:27 -0600
To: sisco@sendit.sendit.nodak.edu
Subject: classes

[redacted]ar Deb,
Our building is most appreciative of the affordable classes that are offered through the TLC. We do make use of them to continue our professional growth.
Leann Hall, Berthold Building Rep.

TO WHOM IT MAY CONCERN:

The Valley City Teacher Center plays a vital role in assisting we teachers to carry out our roles in educating our students. The resources of the Teacher Center that are available to us are outstanding!!

Because of the Teacher Center we are able to have the planetarium in our school for the students to learn about this interesting area of science. Also, we get resources from them to help in planning science experiments for our annual science fair. This give the students many ideas and option.

It is because of the Teacher Center that our school has been fortunate enough to be a part of professional development of staff. One great example is the train the trainer program in the area of technology. Without this, teachers would not be able to share their expertise with their students. Because of our training, students are using computers to enhance their learning.

The Teacher Center provides us with resource materials all year long by sending us boxes with materials for use with our students. This helps enhance student learning.

The Valley City Area Teacher Center Newsletter can only be described as superior quality. This keeps teachers up to date with courses that are being offered to improve

teaching skills with our students. It informs teachers of new resources available. It informs us of classes offered to teachers to help the learning of our students.

THE TEACHER CENTER MAKES A DIFFERENCE IN THE LIVES OF OUR STUDENTS!!!

Charlotte Enger

Charlotte Enger
Teacher Center Contact Person
Montpelier Public School
Montpelier, North Dakota

Dear Legislature:

I am in support of funding for Teacher Centers. They are an important asset to me as a teacher.

I receive Newsletters from three different teacher Centers: Mayville Valley City, and Devils Lake (which I joined as an individual member.) I look forward to getting the Newsletters each month. They keep me informed of upcoming classes and workshops available in my area. The teacher Centers are usually able to offer classes at reasonable rates, which is a priority to me on a teacher's salary.

The teacher Centers have made it possible for me to visit other schools.

I have collected alot of valuable information and ideas over the years from the resources made available to me through the teacher Center. If I need material on a certain subject, they find it and get it out to me. This is great for us because we could not afford to buy all of the materials and manipulatives

that we use in teaching our lessons.

Please continue to provide the needed funding for our Teacher Centers !!!

Thanks

Barb Patterson

Driggs County Central -

Homeland

Maple Valley Public School District # 4

207 Broadway - P.O. Box 168
Tower City, N.D. 58071-0168

Tower City - 749-2570
Fax- 749-2313

Buffalo- 633-5183
Fax - 633-5183

Ron Stahlecker, Superintendent
Stacy Richman, Board President
Linda Milbrandt, Business Manager

Gary Milbrandt, 7-12 Principal
Pat Johnson, K-6 Principal

January 8, 2001

Dear Legislators:

I'm writing this letter in support of full funding for our Teacher Centers throughout the state. The Teacher Centers are a valuable resource for many educators. They provide us with numerous professional development opportunities that benefit all educators across the state. These continuing education classes are extremely important because they relate to the present needs of the teachers. The classes are affordable and placed throughout the state to keep travel cost at a minimum.

Other benefits the Teacher Center provides are providing many resource materials for the classes educators teach. These materials range from a book to a whole educational program. By sharing these resources educators can provide their students with a variety of learning materials. Many dollars are saved by sharing these resources and not being purchased by each individual school district.

It is important that we do not lose the Teacher Centers. If the state does not support the centers the burden will probably go back on the local district, which it cannot afford. This type of program should be funded by the state because it benefits all school districts and all the children of North Dakota.

Thank you for your time and consideration on this important issue

Sincerely,

Ron Stahlecker

Ron Stahlecker, Supt.
Maple Valley Public School

Jamestown Public Schools

DR. DAVID LOOYSEN, SUPERINTENDENT
120 Second Street Southeast
Jamestown, North Dakota 58401
(701) 252-0559
Fax (701) 251-2011

LARRY URGSTAD
SENIOR HIGH PRINCIPAL

WILLIAM NOLD
ASSISTANT SENIOR HIGH PRINCIPAL

GEORGE HELMSTETLER
DIRECTOR OF ATHLETICS AND ACTIVITIES

January 8, 2001

Pat Bell, Director
Valley City Area Teacher Center
101 College St.
Valley City, ND 58072

Dear Pat:

I am writing to ask that you share my letter with members of the 2001 Legislative Session.

I am asking for continued support of the VC Area Teacher Center due to the fact that it has been a valuable resource for teachers in our school district. The leadership provided to our teachers (myself included) via practical and relevant in-services and workshops has been a great service. Obviously, when teachers are provided with additional tools our students are the ones who benefit.

The Career Explorer workshop held in our building last year is an example of how our students benefit. Several of our teachers were involved in this workshop. They were able to share the web site with their students and all were able to incorporate the use of this site in their classrooms. This is just one example of a practical tool that benefits our students.

Teachers are always looking for ways to improve the product we offer our students. It is my feeling that the Valley City Area Teacher Center, under Pat Bell's leadership is an invaluable resource. Please do what you can to assure that the Center continues to help teachers help kids.

Thanks for your consideration. Feel free to contact me if I can provide further insight.

Sincerely,

Bill Nold

Bill Nold, Assistant Principal
Jamestown High School

The mission of the Jamestown Public Schools is to provide educational opportunities which encourage students to work toward their potential.
The Jamestown Public School District does not discriminate on the basis of race, color, national origin, age, sex, or handicap in its employment policies/practices.

Gussner Elementary School

1509 Fourth Street Northeast

Jamestown, North Dakota 58402-0269

701-252-3846

Connie Smith, Principal

cosmith@sendit.nodak.edu

1/08/01

Dear North Dakota Legislators,

I am writing this letter to recommend that the Legislature continue to support and finance our state teacher learning centers.

The teacher learning center networks have always exemplified the word "professional" in their actions with students, staff and community. They have developed many useful materials over the years for classroom use and have always willingly shared class offerings and materials, continually looking to increase teacher usage of the center.

Currently, I serve as an elementary principal and Mrs. Beil's work has been a positive support for those of us using the Valley City based Center. Her dedication to seeing that information is kept current and complete, has been of great benefit to our staff as they seek information on classes and materials related to units of study.

Please consider continuing to support and finance our state teacher learning center networks. They will continue to be used to enhance the curriculum and help to make learning fun and worthwhile for the students of North Dakota.

Respectfully submitted,

Connie Smith

Connie Smith, Principal

Gussner Elementary Staff and Students

Why the Anne Carlsen Center for Children uses the Valley City Teacher Center.

We have used and will continue to use many of the resources the Teacher Center has to offer.

We especially enjoy the planetarium and the whale!!
The planetarium is unique because it enhances the lives of our special needs students. Most are unable to be outside for any length of time due to medical reasons. Many who can go outside may be unable to view the night sky due to visual impairments. Therefore, by using the portable planetarium and the many cylinders, they are able to see the sky up close. It seems as if they can reach out and touch the stars!!

We have also used the whale and wild boxes. Two years in a row we used a whale and our students had a "whale" of a time. We even had library story time in the whale.

As a Media Specialist, I enjoy having a center so close that we can access all of the valuable resources. This really has to receive continued support.

Without the Teacher Centers, many small schools in North Dakota would have very limited resources and not be able to offer interesting educational enhancements for their students.

Submitted by:

Ann Perry
Media Specialist
Anne Carlsen Center for Children
Jamestown, North Dakota

January 8, 2001

Pat Beil
Teacher Center
101 College Street
Valley City, ND 58072

Dear Ms. Beil,

I can't stress enough how beneficial the Teacher Center has been for our school. Verona Public School is small and our budget is very limited. Out staff uses many of your available resources in our classroom and all of them have attended several classes, trainings, workshop, and inservices you've offered.

On a more personal note. I have really implemented the information/resources from the School to Work Program, HIV Training, and the Career Explorer classes you've offered. I also am using many resources from the Life Skills and the ND Roughrider Health Conference you helped promote.

Your newsletter keeps us well informed on new resources, trainings, and educational websites. It also helps us keep up with current issues. And **the best part is that we can pass this information on to our students.**

Thank you, Pat and the Teacher Center, for enhancing our educational process. We appreciate and very much need you!

Sincerely,

Linda Holm-Peterson

Linda Holm-Peterson
FACS/Health Teacher
Verona Public School

Oriska Public School

502 2nd Avenue
P.O. Box 337
Oriska, North Dakota 58063

Telephone (701) 845-2846
Fax (701) 845-5830

January 8, 2001

To: ND Legislators

From: ND Teacher Center Network Funding

My name is Terry Buringrud and I am the Elementary principal in the Oriska Public School system. I am writing this in behalf of our Teacher Center in the Barnes County area and for all across the state.

With people showing more concern for quality education it is our responsibility as educators and elected officials to show our support by allowing progress to be made in the schools. One way to do so is attract teachers, which the current governor and I hope legislation are trying to do with salary increases. Another way is to fund Teacher Center units across the state.

The Teacher Centers play a vital role in a teachers preparation to teach. Not only do they offer material and resources, but they coordinate workshops and other educational seminars for the teachers to participate in and to expand their knowledge.

Without Teacher Centers a lot of the coordination for workshops and seminars would fall back on the schools, of which schools are already burdened with the daily task of keeping the school operating.

Therefore, without a Teachers Center a piece of the educational puzzle will be missing. So please continue to appropriately fund the centers.

Sincerely,

Terry Buringrud

Terry Buringrud

Oriska Public School

502 2nd Avenue
P.O. Box 337
Oriska, North Dakota 58063

Telephone (701) 845-2846
Fax (701) 845-5830

January 8, 2001

To. ND Legislators

From. ND Teacher Center Funding

The Oriska School District which is a very small rural school in Barnes County has had a very unique relationship with the Valley City area Teachers Center, for the Teachers Center has provided our school district with professional development for our entire staff. This in service would not be available to our school district in any other way due to financial constraints.

We feel the Teachers Centers are delivering educational services in a very effective, efficient and professional manner tailored to meet the needs of the individual school districts they serve. You will soon be discussing the funding mechanism that will be used to provide appropriations for the Teachers Centers of North Dakota we strongly recommend that you continue to support and fund the Teachers Centers of North Dakota.

Thank you for your time and concern.

Sincerely,

Roger Mulvaney, Superintendent
Oriska School

AM- 9-01 FRI 8:21 AM

Box G
Kulm, ND 58456
January 8, 2001

North Dakota Legislators
Bismarck , ND

Re: North Dakota Teacher Center Network

Dear Legislators:

Please continue to fund the NDTCN. This valuable service is used by our school to further enhance our lessons and to offer materials and resources that would be otherwise unavailable to my colleagues and me. Like many small schools, our budget limitations cause us to utilize our texts and supplies in a frugal manner. We teachers buy additional supplies and resource books at our own expense to better teach our students However, the NDTCN allows us access of myriad up to date materials, books, videos, experiments, and units that neither our school or the staff would be able to purchase, since it would not be "cost effective."

The Valley City Teacher Center that serves us in Kulm provides a monthly "surprise box" of teachers' resource books. The ideas and run-off pages are excellent Each month many of our staff peruse the books and busily run off various pages from them for use in the curriculum, either to extend or to reteach lessons.

My science units have benefited from the availability of the videos, filmstrips, and books that the Center quickly mails upon request We are to teach to the different modalities of learning. Thus, having the tools to teach to each student allows each one to learn to the best of his/her ability in the fashion best suited to each

The monthly newsletter provides information about classes and the locations of them For maintaining our credentials, all staff benefits from this information The Center does an excellent job of providing classes that are requested, as well Since the information is distributed to a large audience, the classes can usually be held since the numbers needed for minimum enrollment are met

Our school has sent staff to the training sessions, and then used the inflatable whale and the planetarium. The students eagerly embraced the information given and readily comprehended when using such realistic material. Each class in the school was given the opportunity to listen to the presentations and ask questions Long after the units were mailed back, the students were still commenting about these "large" teaching tools Seeing the inflated whale fill the gym floor certainly made an impression!

Legislators, I am asking on behalf of our school and fellow teachers to continue to fund the NDTCN. What price can be put on a child's learning? Having the resources to teach makes all the difference to each one.

Sincerely,

Mrs. Pat Rutschke

Pat Rutschke
Kulm Public School

Barbara Bjorum
VCHS Instructor
Valley City High School
460 North Central Ave.
Valley City, ND 58072

Jan. 8, 2001

Dear ND Legislators,

It is with pleasure that I write on behalf of the Valley City Area Teacher Center. This letter pales in comparison to all that this center has done for our school system and others in our surrounding area.

Many teachers use the resources available through the teacher center to make their units the best they can be for the students they teach. Students get updated materials and hands on activities that they wouldn't have access to if we relied only on our individual school funding. With the sharing of materials, we can better serve the students of North Dakota. I have learned of many great projects and teaching ideas through sharing ideas with those who have used the teacher center.

With a director, such as Pat who knows the material so well, many hours of searching and reviewing are eliminated. Many teachers would use what they already have due to the lack of time - time that Pat saves us when we make a call and ask what is available for a certain unit or topic and she has materials and ideas right away.

I teach an HIV/AIDS class for college students pursuing education majors and in each class we talk about the Teacher Center. Almost every college student knows where the center is and has used it. I think they will continue to use it in their future teaching careers. Without the center, these workshops would be almost impossible to run. It would slow down HIV/AIDS education in our state and that would be a dreadful mistake!

With education in a financial crunch, I find it hard to believe that supporting the Teacher Centers - which houses resources that can be shared - would even be questioned. Our best teachers are those who care enough to share ideas, enthusiasm, concerns and materials. From my experience, the Valley City Area Teacher Center promotes all of these.

I appreciate all that Pat and the Teacher Center has provided. Our students are better educated because of the center. Teachers are better informed as to classes and workshops that are available, grants that are available and materials that are there for their use. I hope you continue to support the Teacher Centers. They are a vital part of our educational system.

Thank you for your time. If you have any questions please contact me.

Sincerely,

Barb Bjorum

Barb Bjorum

Valley City Area Vocational Technical Center

801 VALLEY AVENUE SOUTHEAST
POST OFFICE BOX 30
VALLEY CITY, NORTH DAKOTA 58072-0030
PHONE (701) 845-0256
FAX (701) 845-0003

Jeff Bopp
Director
Email jebopp@sendit.nodak.edu

Teresa Garnahy
Business Manager
Email tgarnahy@sendit.nodak.edu

January 8, 2001

Dear Legislator:

I am writing this letter in support of funding for the Teacher Centers. I wish to express the importance of the Teacher Centers to the teaching staff and students in our particular region.

The Teacher Center has provided us with many additional resources and teacher contacts as a part of our Greater Barnes County Consortium School-to-Work program. The local Teacher Center provides an avenue to all area teachers that we would not otherwise have. We have worked very closely with the Teacher Center on a number of teacher in-service projects. The Center has an excellent rapport with teachers in the area and as such is a very valuable resource for the Vocational Center.

The Teacher Center in our area is looked on as an integral part of our school systems. All schools have greatly benefited from their efforts. The Center is actively involved with teacher in-services, professional development activities, curriculum materials, job awareness material, local survey and marketing information. The Teacher Center is an excellent example of how collaborative ventures can and do work.

In closing, I urge your continued financial support of the Teacher Centers efforts.

Respectfully,

Jeff Bopp
Director
Valley City Area Vocational Technology Center

VALLEY CITY AREA VO-TECH CENTER
Adult Learning Center

We educate and employ without regard to race, color, religion, national origin, sex age, or handicapping condition.

VALLEY CITY AREA VC VO-TECH CENTER

January 8, 2001

To: ND Legislators

Re: ND Teacher Center Network Funding

This letter is being sent to let you know that I support the funding for the Teacher Center Network around the state. I believe they provide a valuable service to the educational system and the centers need to be funded at or above the same level as previously.

Throughout the years we have found the Teacher Center to be a valuable resource for our school. The staff and students at Verona Public School have benefited from the classes, workshops, information and materials that you are able to provide to the area schools.

Verona Public is a small school and budgeting is very tight. We rely on the Teacher Center for many of our resources that are used in the classroom. The staff at Verona utilizes the Teacher Center for resources or materials that are not available locally for a subject or theme they are teaching. Although the materials come to the school through the request of the teachers, the students of our schools are the major benefactors of the Teacher Center.

Each year we use the Starlab Planetarium for students K-12. Our students enjoy and look forward to the week we schedule the lab.

The staff has attended many of your classes, workshops, or inservices. Because of these educational opportunities they are able to keep abreast with current issues.

The Newsletter keeps us informed on new resources, web sites, classes, workshops, and a wealth of other information about local happenings.

Funding must be set up in such a manner as to assure the continuation of the teacher Center Network.

Sincerely,
Janet Hajek

Janet Hajek

Elementary Principal
Verona Public School



January 8, 2001

North Dakota Legislators
Bismarck, ND

RE: North Dakota Teacher Center Network Funding

The Valley City Area Teacher's Center has been important to my students in several different ways this past year.

My students in the Secondary Science Methods class utilized the K – 12 textbooks and materials in the Center to become familiar with the high school curriculum in their field of study, and to find activities for their future classes.

Teachers from Beach to Fargo have taken Portable Planetarium classes, and the Astronomy of Lewis and Clark class, which have been organized, advertised, and taught through the Teacher's Center for North Dakota State University.

Our Teacher's Center has also sponsored classes given by visiting groups, such as the NASA workshop that helped teachers become familiar with free materials distributed by NASA.

The Teacher Center is important to teachers in our area, to students at VCSU and NDSU, and to the community at large.

I support continued funding for the Valley City Area Teacher's Center.

Sincerely

Eileen M. Starr

Eileen M. Starr, Ph.D.
Associate Professor of Science
Valley City State University

101 College Street SW
Valley City, ND 58072
(701) 845-7452
FAX: (701) 845-7245
E-Mail: Alice_Beauchamp@mail.vcsu.nodak.edu
www.vcsu.nodak.edu

MHS

Milnor High School
Greg Jenkins
Principal
PO Box 169 ~ Milnor, ND 58060
Phone 427-5237 ~ Fax 427-5403 ~ Email gjenkins@sendit.nodak.edu

January 8, 2001

North Dakota Legislators
State Capitol
Bismarck, ND

Dear Legislators:

I am writing this letter in support of the continued funding of the Valley City Teacher Center. Having been associated with the Center for the past 12 years, I have had many occasions to use the services provided by the Teacher Center and feel the services provided are very valuable to a wide range of educators in North Dakota.

I have two distinct roles during my association with the Teacher Center, one as a science teacher, and one as a school administrator. As a science teacher, I have had the opportunity to be involved in several projects that I wouldn't have had the opportunity to experience with out the help of the Teacher Center. Many classes and teaching tools such as lab safety, the portable planetarium, aids workshops and many more have been made available to me when without the Teacher Center I and my students would have been deprived of the learned information.

As an administrator in the rural North Dakota setting, it is workshops like the ones described above in all content areas that as a school we would not be able to provide, but through the Teacher Center, allows my staff the opportunity to grow professionally. The support and information provided by the Teacher center is greatly used and appreciated in many communities.

Thank you for allowing me to express my view on this issue. The continued support and funding of the Valley City Teacher Center is vital for the continued development of teachers and students in rural North Dakota.

Sincerely

Greg Jenkins
Principal
Milnor High School



Fort Ransom School District No.6
135 Mill Road
Fort Ransom, North Dakota 58033-4011

701-973-2591
FAX 701-973-2491

Pat Beil, Director
Valley City Area Teacher Center
101 College Street
Valley City, ND 58072

We are writing this letter to let you know how much we appreciate your services. We have a very small country school. We aren't always able to order text books or current teaching ideas because of our tight budget. You have everything we need! If any of us order supplies for a new unit or theme, you have the order to us in a week! It is just great having you so close to help us out here in Fort Ransom.

I hope you can continue your wonderful service to us teachers. We are always looking for different ideas and skills.

Keep up the good work!

Sincerely,
Ginger, Kathy & Marilyn
The Staff of the Fort Ransom School
Ginger Louden
Kathy Kwapinski
Marilyn Sorby

Valley City, ND 58072
January 9, 2001

To whom it may concern:

I am writing to express support for the Teacher Centers of North Dakota. Continued appropriations for their operating expenses would be an investment in quality education for our state.

While working in the Valley City school system, I found the Valley City Area Teacher Center to be a source of valuable supplemental materials and audio-visuals. These items were current, attractive, and "hands-on" in nature. Many times classroom lessons could be easily modified for special needs students because of the teaching/learning materials found at the Teacher Center.

In Valley City area teachers, student teachers, and college students all enjoy the well-rounded inventory of the Teacher Center. They are motivated and inspired by the opportunity to use quality instructional items in their lessons.

Only those who visit and use our teacher centers on a regular basis can express how truly important they are to the educational needs of our state. Please keep them open and running.

Sincerely,

Noreen Smestad

Noreen Smestad
4311 Co. Rd 21
Valley City, ND
58072

From: lbunn@sendit.nodak.edu (Lynette Bunn)
To: rbeil@sendit.sendit.nodak.edu
Date: Mon, Jan 8, 2001, 4:38 PM
Subject: Teacher Center Funding

Dear Legislators,

There are so many reasons to continue to support the Teacher Centers in North Dakota. The Teacher Center provides inservices and classes with credit so teachers don't have to travel so far to pick up the necessary knowledge or skills needed in providing quality education for all students. Also, the Teacher Center provides resources that many local school districts could not afford like the Ellison Machine. The Teacher Center makes available resources to teachers in rural areas such as quality literature, videos, and support materials that are used in the classroom that rural libraries may not have access to. Please continue to support the Teacher Center Network in North Dakota.

Sincerely,
Lynette Bunn

Lynette Bunn
North Sargent
lbunn@sendit.nodak.edu
701-678-2492

North Central of Barnes School
10860 20 1/2 St. SE
Rogers, ND 58479

To: ND Legislators

Re: North Dakota Teacher Center Network Funding

I am writing on behalf of North Central Education Association in regard to the Valley City Area Teacher Center. We are a small school which benefits greatly from the Teacher Center. We are able to access materials and resources which enhance our curriculum that would not be available in our school. Also the Teacher Center coordinates many useful workshops and graduated credit classes which enable our teachers to continue their education. By doing this they enhance the quality of education for our students.

With Valley City Area Teacher Center being at VCSU we are able to use those resources and also future teachers are able to see the many benefits that a Teacher Center can be for them when they are out in the teaching field.

We feel that our Teacher Center is a vital part of our teaching at North Central.

Thank you for your consideration,
North Central Education Association
Diane Kracht

January 9, 2001

Dear North Dakota Legislators:

I am in support of funding for the Teacher Centers. They are very important to teachers across North Dakota.

The teachers in our school receive newsletters every month. In the newsletters there is important important information about upcoming college classes or workshops that we can take so we are able to keep up our certification. This is very important information for teachers to be kept aware of.

I have used materials from the Teacher Center in Valley City many times. The Teacher Center sends us the resource materials to look at to get ideas for our classrooms and to supplement my classroom subjects. I have used these materials also:

Miras
Geoboards
Solar System Models
Washington Rock and Mineral Collection

I have made use of the teacher visitation program. I went to another school to visit to get ideas for my own classroom.

Please do not take this valuable resource away from our North Dakota teachers. Continue to provide funding for the Teacher Centers.

Sincerely,

Toni Anderson

Griggs County Elem.
Hannaford, North Dakota

Fax # 701-857-4405
Deb Sisco From Mavis Coen

To Whom It May Concern:

I would strongly encourage the legislature to appropriate sufficient funding for the N.D. Teacher Center Network. This Network provides a valuable service to schools in N.D. The mission statement indicates the purpose NDTCN is to assist practicing teachers, education students, and other educational personnel in the professional knowledge and skill development to improve the learning of students.

This mission is carried out very effectively throughout the state. Schools K-12 and Institutions of Higher Learning are working together to provide the best education possible to students in the great state of N.D.

Mavis Coen
Washington Elementary, Valley City

What would I miss if there was no Teacher Center?

Print and sign your name.
Include your school district.

RESPONSE:

I would miss the materials that come monthly, the ellison machine, and the Traveling planetarium - Also information about professional development.

Charlene Knutson

Charlene Knutson
Milnor

RESPONSE:

The Teacher Center - initiates, directs, and conducts many excellent staff development activities — such as the "Professional Development Guidelines - Effective Practices". Without them these activities would not take place.

Larry Gegelman, Supt
Larry Gegelman
Central Cass

Response:
COORDINATION OF
MATERIALS to use +
educational WORKshops

K. DONNA JAMES
Donna James

Tracy Heinze
North Central School

What would I miss if there was no Teacher Center?

Wahpeton Teacher Center

Elaine M. Arntson
Elaine M. Arntson
Fairmount School Dist
Fairmount, ND 58035

I would miss:
1. Checkout of supplies
2. Classes set up by center
3. Meeting Teachers
4. Central place for resources.

I would miss having Pat find materials for me that I need at school that I can not find in my 2 elem. school Libraries.

Judi Hillier
Valley City Public Schools

Resources Available via Center that we don't have in our school/can't afford

Ralph Dykness
St Catherine - V.C.

The Professionalley Dekelopment Training Workshops made available to us.

Karen Monson St. Kates V.C.

The center works directly with schools
They know the various professional development processes of each school. They offer help and instruction with this process.
The center provides various workshops for teacher improvement + videos, newsletter to update on educational programs for our students, give dates on workshops thru the Ltr.
The center is an "array" of education for the "entire" school!

what would I miss if there was no Teacher Center?

Print and sign your name.
Include your school district.

RESPONSE:

The teacher center is a wealth of Resource for me. I use the Ground Water Trunk, Skylab Planetarium, Math manipulatives, the Whale & Wildlife trunks.

When planning units they help me enhance the materials I have to build the curriculum in the certain area of interest I teach.

It's helpful in seeing what other teachers are doing thru the teacher exchange program.

It has helped me to plan useful professional development in my area of teaching.

It would be a real ~~trag~~ tragedy to not have the teacher center. It is a viable part of Education in N. D.

Vikki Coombs

VIKKI COOMBS

Griggs Co. Central

What would I miss if there was no Teacher Center?

Print and sign your name.
Include your school district.

RESPONSE:

Our school is small and cannot afford the resources provided by the teacher center. I have borrowed many books both for my classroom atmosphere, student reference and teacher reference. I've gotten great help in finding books, tapes and other resources for my special units (The desert, airplane pilots, magnets, apples, Johnny appleseed.) It's like having a professional library at my command.

Our school also uses the Planetarium. The cost is too much for a small school to purchase.

The classes that are sponsored are helpful. The newsletter each month really helps keep me up to date on classes and supplies that are available.

Sue Valenta
Sue Valenta
Montpelier, ND

Our teacher Center serves as a coordinator of inservices and facilitator of information. Materials are also useful to many teachers. Duplications or omission of inservices may occur.

S. Delaney, Jamestown

What would I miss if there was no Teacher Center?

Print and sign your name.
Include your school district.

RESPONSE:

We would miss the newsletter and packets of activities for different grade levels. Since our school is 25 miles from the Bis-Mdn TLC, we often cannot get to it before it closes for the day. So being mailed pertinent information is very helpful + we look forward to it each month.

Elizabeth C. Schneider
Elizabeth C. Schneider
Sterling School District #35
P.O. Box 68
Sterling, ND 58572

RESPONSE:

I would miss the notification of classes and workshops that are available to us in the local area. Often this is the best compilation and is valuable to proffesional growth.

Brenda Angier
Brenda Angier Sargent Central - Forman

Response:

Information sent on available classes for continuing ed and ideas + supplies for classes in my school.

Jean Peterson
Jean Peterson, Kindred

What would I miss if there was no Teacher Center?

Print and **sign** your name.
Include your school district.

Iruska Public School

RESPONSE:

- Schedule of Workshops + available classes for professional development.

- Materials available
- Actual workshops that ~~is~~ are sponsored.

The readily available books (teacher, student) that are requested by our staff.

Workshops & Classes
Newsletter

Pat Johnson
Maple Valley - Fingal

Resources available to small schools that wouldn't have the opportunities ~~through~~ without the resource center. Teacher library is excellent. Information received through the newsletters is invaluable. The planetarium is also a wonderful opportunity for our students. Many, many other things too numerous to mention.

Pamela Brown
Pamela Brown, Montpelier

Messages
From Hankinson
students after
using portable
planetarium.

ZachF

Dear Legislators,

I loved the planetarium because I learned a lot. I hope you can support the teachers center funding. Because I like to have fun at school.

Dear Legislators;

I enjoyed the plaetarium and learnin about the stars. I all so liked learning about the people in the stars. Please don't cut funding.

Nick Helgeson

Dear Legislators

Pleas donot tack down the teachers centers becaus the planetarium was fun. I liked it becaus of the stars and infermashon.

from: Britney Sturgess

Dear Legislators,
The Planetarium was great. I liked it very much. Please do not cut the funding of the teacher's center. I thought it was like being in a tent.

From: Whitney
Mettinwald

Dear Legislators,

I really enjoyed the Planetarium. I Learned alot from it. I really liked having it here. Don't cut the funding. Please suport teachers Center.

Jenner Witt

Dear Legislators,
I really enjoyed the planetarium I thought it was a great experience for the children who went into it. Please do not cut the funding of the Techers Center I thought it was great

From:
Whitney
Kruse

Enjoy the Day



Relax and enjoy this educational workshop in Dickinson State University's newly renovated and expanded Student Center. Take this opportunity to make use of this new state-of-the-art facility.

COST:
$10 per educator
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For more information or to register, call:

Dickinson State University's
Office of Extended Campus at
483-2166, 483-2129, or
1-800-279-HAWK, ext 2166

Dickinson STATE UNIVERSITY
Office of Extended Campus
Dickinson, ND 58601-4896

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Permit #4
DICKINSON, ND
58601

Opening the Mind:

Brain Based Research

January 15, 2001

Location:
Dickinson State University Student Center

Dickinson State University's
First Annual Winter
In-service for Educators

Offered by:
Dickinson State University's
Department of Teacher Education
West River Teachers Center

Dickinson STATE UNIVERSITY

The Presenters

Dr. Ed Portham



Dr. Ed Portham is a professional educator who has created programs, curriculums, courses of study and schools for urban, suburban and rural education. He has served as a consultant to three state departments of education and a governor's task force on learning. Ed is a consultant/trainer for the North Dakota LEAD Center and the National Outdoor Leadership School (NOLS). He has also been an adjunct professor for the University of Wyoming, University of North Dakota and the University of St. Thomas. Ed's educational degrees include a B.A. from Hamline University, a M.A. from the University of St. Thomas, and a Doctorate from the University of Northern Colorado. Ed currently owns and operates Designs for Learning.

Terry Fleck



Terry A. Fleck is a native of North Dakota who has spent twenty-four years in the radio and television industry. Until recently, he was the General Sales Manager and partner with Pro Radio Group and the General Sales Manager for Cumulus Broadcasting. Terry has just retired from broadcasting to pursue a public speaking and consulting career. He has been conducting seminars and training sessions with Bismarck State College for over seven years. Terry is a Rotarian and a Toastmaster.

Penny Andrist and Gail Benson

Penny Andrist and Gail Benson have been team teaching for 15 years as teachers and now as professional motivational speakers and entertainers. They are currently on the continuing education staff at the University of North Dakota and have trained thousands of parents, students, and teachers. They are popular presenters among educators because of their real-life experience and practical approach to learning. Known for their genuine warmth, humor and spontaneity, Penny and Gail bring a contagious energy to every workshop.

Betty Neigum

Betty Neigum is a teacher of 22 years, an administrative assistant for three years and Director of Partners in Parenting for five years. She has had the honor of being selected as the 1991 Christa McAuliffe Fellow, tied for 1990 ND Teacher of the Year and was chosen by Learning Magazine '90 as one of the top 100 teachers of that year.

Valerie Fischer

Valerie Fischer is a Regional Coordinator for the Department of Public Instruction, Office of Special Education. Valerie is responsible for transition and secondary education, the ND residential and correctional facilities, complaint management (mediation, complaints and due process), Section 504, Traineeships, Building Level Support Teams (BLST), the Special Learner Collection and the State Improvement Grant (SIG). She is a certified rehabilitation counselor, a licensed professional counselor and a Fellow in American Board of Vocational Experts.

Break out Sessions

Session I (Choose one)

Ed Portham - Strategies for the Classroom: Teaching Brain Based
- A brief overview of the brain and how it learns.
- Implications of this research for the classroom.
- A new look at how the brain receives and processes communication
- Implications of this research for the classroom.
- Brain research involving "learning time" in a lesson.
- Strategies for restructuring lessons and the learning day.

Gail Benson and Penny Andrist – Overview of Multiple Intelligence
- Explain the theory of multiple intelligences as developed by Gardner and the value of its application in every classroom.
- Identify cognitive dimensions of each intelligence.
- Identify behavioral characteristics of each working intelligence.

Betty Neigum – Attachment Disorders and Strategies for Teachers
- More and more children are failing to develop secure attachments to their primary caregivers. These children are left without the most important foundation for healthy development. They are flooding our child welfare system with an overwhelming array of problems – emotional, behavioral, social, cognitive, developmental, physical and moral – and growing up to perpetuate the cycle with their own children.
- This session explores the causes and symptoms as well as some ideas to help the school/family: taking care of yourself, creating and maintaining heart to heart connections, avoiding the wrong battles and winning the war against rage, processing feelings, teaching the child how to think and do for himself.

Valerie Fischer – 504 and its implication in your classroom:
- What is Section 504?
- How does Section 504 define "appropriate education"?
- How does Section 504 define disability?
- Differences between Section 504 and Special Education.
- What does making accommodations mean?
- What is a school district's responsibility under Section 504?

Breakout Session II (Choose one)

Ed Portham – Strategies for the Classroom II: Teaching Brain Based
- A brief history of the brain and assumptions on learning.
- Recent brain research, particularly involving retention.
- Implications of this research in the classroom.
- The brain and how it transfers learning.
- Implications of this research and theory in the classroom.
- Creating a brain-compatible learning environment.
- Suggestions for "Peak Performance" during test-taking.

Gail Benson and Penny Andrist – Multiple Intelligence: Strategies for the Classroom
- Describe appropriate teaching strategies/models for each intelligence.
- Apply Multiple Intelligence in classroom settings, i.e. instructional, behavioral, attitudinal.

Betty Neigum – Ghosts from the Nursery
- This presentation is a call to alarm. It presents data to document what we have long observed that experiences in infancy which result in the child's inability to regulate strong emotions are too often the overlooked source of violence in children and adults. Story after story point to the importance of intrauterine conditions and early experiences, which can lead to future violent behavior.

Valerie Fischer – Transition Support as a Special Ed Student Exits High School
- The North Dakota Transition IEP
- Agency collaboration and responsibilities.
- Transfer of rights.
- Evaluating transition – student outcomes.

Schedule

8:30 a.m. – 9:00 a.m.
Registration

9:00 a.m. – 10:30 a.m.
Keynote Presentation – Ballroom
Ed Portham
Brain Based Research

Morning Sessions:

10:45 a.m. – 12:15 p.m.
Breakout Session I
(Choose one)
- Ed Portham – Ballroom
- Gail Benson and Penny Andrist – Room 31
- Betty Neigum – Lounge
- Valerie Fischer – Room 18

12:30 p.m. – 1:30 p.m.
Lunch featuring Terry Fleck.
The Attitude Doctor – The Attitude Virus
Ballroom

Afternoon Sessions:

1:45 p.m. – 3:15 p.m.
Breakout Session 2
(Choose one)
- Ed Portham – Ballroom
- Gail Benson and Penny Andrist – Room 31
- Betty Neigum – Lounge
- Valerie Fischer – Room 18
- Facilitated Discussions – Applying what we have heard to our own situations

3:20 p.m. – End of day

CONTACT DSU FOR COPY

West River Teacher Center

Department of Teacher Education



Resource Catalog

Dickinson
STATE UNIVERSITY

HB 1013 TESTIMONY

by: Dr. Richard Ott, North Dakota Council of Educational Leaders

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I would like to make just a few remarks to refresh your memory about the North Dakota LEAD Center and what it does to advance elementary and secondary education in the state. LEAD's mission is to develop excellent leaders for North Dakota's elementary and secondary schools. Over the past ten years the Center has sought to accomplish that mission by offering high quality leadership and professional development training to school leaders across the state, by working closely with the universities to help prepare new school administrators, and by maintaining a resource library of educational video and audio materials that are loaned to individuals or schools. During the past year approximately 900 people participated in one or more of LEAD's programs, which included topics such as Instructional Leadership, Translating Brain Research into Effective Instructional Practices, Peer Coaching, Communications, Time Management, Change and Conflict Management, Strategic Planning, and Executive Leadership Training such as "The Seven Habits of Highly Effective People" and "Principle Centered Leadership."

In the past several years, the Center has devoted considerable energies to what has been called the "Future Leaders Project." This project involves working closely with the universities to identify and develop the best candidates for future school leadership

positions and at the same time to screen or counsel out the less promising or poor candidates.

In recent years the Center also has increased efforts to promote school and business partnerships in the area of leadership development. For example, during the past year LEAD conducted several courses for local Chambers of Commerce in the area of Time Management, The Seven Habits of Highly Effective People, and Principle Centered Leadership.

Looking to the future, leadership development projects currently in the planning and development stages are Instructional Leadership for Standards, Curriculum Leadership, and Leadership for Consolidation/Reorganization.

The current biennial appropriation for LEAD is $200,000. We appreciate the support from the Legislature in the past and hope that it will continue at a level that is at least the same. The ND LEAD Center remains committed to doing its best to provide needed leadership and professional growth opportunities for school leaders in the state.

1-8-01
HB 1013

TESTIMONY ON HB 1013
HOUSE APPROPRIATIONS COMMITTEE
January 8, 2001

By Greg Gallagher, Education Improvement Team Leader
Department of Public Instruction
328-1838

In August 2000, the Department of Public Instruction submitted its proposed FY 2001-2003 budget with a combined request for $1,701,643 to cover the administration of state-sponsored assessments. Listed below is a breakdown of the Department's assessment request compared with the Executive recommendation.

Activity	DPI Proposal	Executive Recommendation	Difference
CTBS/*Terra Nova*	$ 453,643	$ 453,643	- 0 -
Title I Reading & Mathematics	$ 836,000	$ 836,000	- 0 -
Supplemental Writing	$ 412,000	$ 0	- $412,000
Total	$ 1,701.643	$ 1,289,643	- $412,000

Central to the Department's budget request was a supplemental budget request to cover the cost of complying with the federal Elementary and Secondary Education Act (ESEA), Title I accountability provision that requires states to administer standards-based assessments in reading and mathematics. These assessments would supply data to local schools on student achievement in relationship to the state's reading and mathematics content standards and offer a basis for determining school program improvements. These assessments are required within ESEA, Title I as a condition for the state to receive its Title I allocation. The Title I allocation for North Dakota over the next biennium will approximate $43 million.

Pursuant to ESEA Section 1111, states are required to set state content standards in reading and mathematics and to assess student academic performance in terms of these standards. The state's traditional tool, the CTBS/*Terra Nova*, is a national, norm-referenced tool that does not measure student progress against the state's content standards and, therefore, does not meet federal Title I requirements. To achieve the

federal requirements, the state must provide an assessment tool that is fully aligned to the state's standards in reading and mathematics and that meets all validity and accountability standards acceptable to the U.S. Department of Education.

When ESEA was reauthorized in 1994, states were given five years to establish content standards in at least reading and mathematics and to develop assessments that were aligned to those content standards. North Dakota established its English language arts and mathematics content standards and aligned assessments within the established time frames. North Dakota achieved these benchmarks with federal Goals 2000, Title VI, and special competitive grants.

According to ESEA, by the 2000-2001 school year states were to fully implement statewide, standards-based assessments in at least reading and mathematics. North Dakota sought and received a waiver that granted the state an incremental implementation schedule during the fifth year and allowed the state to use certain federal funds to support the effort. This waiver was a one-time, non-renewable privilege.

Within ESEA Section 1111, each state must submit its Title I assessment plan and assessment tools for review by a panel of peer reviewers to check for overall technical quality assurances, system capacity, and accountability measures. In July 2000, North Dakota submitted its assessment plan and supporting materials to the U.S. Department of Education for the peer review process. In January 2001, the U.S. Department of Education reported its findings on the North Dakota assessment plan. The U.S. Department of Education commended the state for developing an innovative standards-based assessment system based on authentic skills measures. However, the U.S. Department of Education stated that the North Dakota system was neither fully developed or documented according to their preferred methodology, nor assured of annual implementation; therefore, the system did not meet the requirements set forth within ESEA Section 1111. North Dakota would need to address these requirements in order to remain eligible to receive Title I funds.

The U.S. Department of Education in its January 2000 assessment plan review report has identified two critical areas of concern:

1. *Sustaining a statewide standards-based assessment system.* Because North Dakota had not yet obligated state funding for its Title I assessments, there was no

established precedent or evidence of state financial commitment regarding the assessments. As such, the state must evidence financial commitment to Title I assessments by appropriating sufficient funds to establish and sustain the assessments annually. North Dakota is currently assessing students for Title I purposes using federal funding under a waiver that will expire in July 2001. The U.S. Department of Education will seek verification in May 2001, that the state legislature did indeed appropriate funds to administer the Title I assessments from 2001-2003. If the state cannot produce evidence that it has appropriated funding for Title I assessment by May 2001, the U.S. Department of Education will declare the state out-of-compliance and begin a sanctioning process that includes withholding the state's Title I funding.

2. *Technical Quality Assurances.* The U.S. Department of Education commended the state for its innovative approach to assessing; however, it raised issue whether the state's model was the most appropriate for large-scale Title I testing purposes, as it is conducted in other states. The U.S. Department of Education would require the state to submit additional documentation on validity and reliability measures; however, these measures are better suited for states using traditional assessment strategies than they are for our current assessment methodology. This issue of appropriate methodology underscores a fundamental difference that exists between the state and the U.S. Department of Education regarding critical issues of fact and appropriate approaches to assessment. This type of discussion involves technical distinctions regarding definitions of standards, validity and reliability for respective tools. As such, this discussion will require an extended period of time to resolve. Unresolved methodology issues could place the state's Title I assessment plan in a non-compliance status. Although the Department of Public Instruction stands by and is committed to the validity and quality of its performance assessments, it is more appropriate to resolve these matters independently of our efforts to administer approved Title I assessments.

Given the findings of the U.S. Department of Education report on the North Dakota assessment plan, the Department of Public Instruction requests a revision to its FY 2001-2003 budget request to assure the state's proper standing as approved and in full compliance with the law.

The Department's original proposal for Title I reading and mathematics assessments totaled $836,000. This proposal was based on the administration of the state's own standards-based assessments within all Title I impacted schools. The U.S. Department of Education is requiring assessments of all students within grades 4, 8, and 12, that align with our state content standards. The U.S. Department of Education is also effectively moving the state's methodology along more traditional assessment methodology. Because the Title I requirement currently is the most important initiative and because the adoption of standards-based assessments is the only solution to that requirement, the Department of Public Instruction proposes to combine all assessment funding requests into one initiative: Title I standards-based assessments in reading and mathematics.

To accommodate the U.S. Department of Education's request for a more established methodology, the Department of Public Instruction has requested and received from CTB/McGraw-Hill, our current assessment vendor, two optional assessment packages and their estimated costs.

Option Package 1: CTB/McGraw-Hill estimates a cost approximating $1.536 million to cover all expenses for developing, aligning, and administering the standards-based assessments at grades 4, 8, and 12; additionally, this proposal would allow for basic skills assessments at grade 6, an identified aid to district's efforts to measure overall student performance. To cover this cost, the Department of Public Instruction proposes to combine the Executive recommendation for the CTBS/*Terra Nova* and the state reading and mathematics assessments, totaling $1,289,643, into one initiative: Title I standards-based, reading and mathematics assessments. In order to fully fund Title I assessments in reading and mathematics within Option 1, the Department of Public Instruction proposes a supplemental request above the Executive recommendation of $246,917.

Option Package 2: CTB/McGraw-Hill estimates a cost approximating $1.432 million to cover all expenses for developing, aligning, and administering the standards-based assessments at grades 4, 8, and 12; this option would exclude any basic skills assessment at grade 6 as outlined in Option 1. To cover this cost, the Department of Public Instruction proposes to combine the Executive recommendation for the CTBS/*Terra Nova* and the state reading and mathematics assessments, totaling

$1,289,643, into one initiative: Title I standards-based, reading and mathematics assessments. In order to fully fund Title I assessments in reading and mathematics within Option 2, the Department of Public Instruction proposes a supplemental request above the Executive recommendation of $142,367.

The Department of Public Instruction respectfully recommends adoption of Option 1 as the best overall assessment package to meet all Title I requirements and to offer additional assessment of basic skills at grade 6.

Activity	August, 2000 DPI Proposal	Executive Recommendation	Revised Option 1: Standards-based Grades 4, 8, 12; and basic skills grade 6	Revised Option 2: Standards-based Grades 4, 8, 12 (Basic skills, grade 6 excluded)
CTBS/*Terra Nova*	$ 453,653	$ 453,643	- 0 -	- 0 -
Title I Reading & Mathematics	$ 836,000	$ 836,000	$1,536,560	$1,432,010
Total	$ 1,289,643	$ 1,289,643	$1,536,560	$1,432,010
Difference from Executive Recommendation	- 0 -	----	+ $246,917	+ $142,367

This proposal will combine all previous assessment activities and the Title I reading and mathematics assessments into one single assessment. This assessment will align with the state standards in reading and mathematics and comply fully with all Title I requirements. This assessment will supply schools and the public with critical information regarding student performance against the standards. The Department of Public Instruction will resubmit this new state assessment plan for review and approval to the U.S. Department of Education, as required by law.

The U.S. Department of Education has verbally reported that our revised plan would meet the intent of the law. Furthermore, the Department reported that if North Dakota could submit evidence of state funding for the assessment plan, then the state would be allowed to resubmit its assessment plan, with the understanding that the revised assessment system would be implemented in the 2001-2002 school year.

The Department of Public Instruction respectfully submits this supplemental budget request for your favorable consideration.

North Dakota

Department of Public Instruction
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(701) 328-2260 Fax - (701) 328-2461
http://www.dpi.state.nd.us

Dr. Wayne G. Sanstead
State Superintendent

TO: House Appropriations Committee

FROM: Greg Gallagher, Education Improvement Team Leader
Department of Public Instruction, 328-1838

SUBJECT: Per test cost to administer the CTBS/*Terra Nova*

DATE: January 9, 2001

During the Department of Public Instruction's testimony regarding assessments on January 8, a question was raised regarding the per test cost of administering the CTBS/*Terra Nova*. The *Terra Nova* is administered to all students in grades 4, 6, 8, and 10 each year.

I contacted Gaylynn Becker, coordinator of the CTBS testing within the state. Gaylynn reported that it costs approximately $5.50 per test to administer the CTBS/*Terra Nova* each year.

If there are any additional questions that arise from this report, please do not hesitate to contact me. I am pleased to be of assistance to the Committee.

Standards-based Assessments
CTB Optional Packages

April 24, 2001

Option A: ***Minimum Title I Requirement***

- *CTBS/Terra Nova, Second Edition*
- *CTBS Supplement, Standards-aligned, full coverage*
- *Reading and Mathematics, Grades 4, 8, 12*
- *State standards alignment process*

CTBS Year One:	$679,609	
CTBS Year Two:	$333,319	
Standards alignment process	$200,000	
Total:		$1,212,928

Option B: ***Preferred Curriculum Coverage***

- *CTBS/Terra Nova, Second Edition*
- *CTBS Supplement, standards-aligned, full coverage*
- *Reading and Mathematics, Grades 4, 8, 12*
- *Science and Social Studies Basic, Grades 4, 8, 12, two year*
- *State standards alignment process*

CTBS Year One	$762,109	
CTBS Year Two	$436,678	
Standards alignment process	$200,000	
Total		$1,398,787

Budget Comparisons

Recommendations	Total	Difference from Executive	Difference from House	Difference from Senate
Executive	$ 1,289,643	---	$0	-$76,715
House	$ 1,289,643	$ 0	---	+$76,715
Senate	$ 1,212,928	- $76,715	- $76,715	---
Option B Alternative	$ 1,398,787	+ $109,144	+109,144	+$185,859

TESTIMONY ON HB 1013
HOUSE APPROPRIATIONS COMMITTEE
Education and Environment Division
January 10, 2001
Department of Public Instruction

Madam Chairman and members of the committee:

My name is Bob Rutten and I am the Director of Special Education for the Department of Public Instruction. I can be reached at 701-328-2277. On behalf of the DPI, I am here to speak in support of the North Dakota Governor's School line item in HB 1013.

The Governor's School is an intensive six-week residential program in business/entrepreneurship, science, and mathematics for North Dakota students who will be entering their junior or senior year of high school. The Governor's School takes place every June and July on the campus of North Dakota State University in Fargo. Twenty students are selected for each of the three areas of business/entrepreneurship, mathematics, and science.

Established in 1990, the Governor's School was made possible when the Department of Public Instruction submitted a competitive grant to the U.S. Department of Education to develop a comprehensive system of services for students considered to be gifted and talented. A Jacob Javits grant was awarded to North Dakota and federal funds were made available to establish the Governor's School in Science and Mathematics. The Governor's School in Business was established in 1999.

In each of the three components of the Governor's School enriching learning activities are presented by NDSU faculty members. The Science students receive an orientation to specific laboratory techniques and work on a research

project culminating in an oral presentation. The focus of the Mathematics students is computer science, mathematics theory, data analysis and technology related to mathematics. In the new Business/Entrepreneurship program the students study general business topics such as economic trends, management techniques, technology in business, and the psychology of the work force. For these students approximately one-half of each day is spent in a Fargo area business.

In addition to these separate activities of the three programs, all students participate in a class on personal and social development issues, enjoy fine arts opportunities, practice team-building, discuss ethics, experience fields trips, and become involved in community service projects.

All costs of instruction, room and board are provided without charge to the students.

The school is presently supported by $145,000 of general funds, per biennium. The Department of Public Instruction proposes to increase the current budget by $60,000, for total state support of $205,000. The additional funds will support 36 to 40 new students in the Business/Entrepreneurship program for the 2001-2003 biennium.

H 13 1013
Senate

North Dakota's leaders in government, education and community affairs recognize the vital role that business and entrepreneurship play in meeting the many challenges of our rural, sparsely populated state. Support, through funding and education, is increasingly available to our citizens, encouraging them to create, maintain, and expand businesses that will allow North Dakotans, particularly our youth, to remain in this state.

It is essential that North Dakota support a continuum of opportunities for our students that will meet their levels of interest and ability. This ranges from those students who are just beginning to explore their career interests to other self-directed students who have high ability and are passionate about pursuing their special interests.

Two opportunities available to North Dakota high school students are Governor's School in Business/Entrepreneurship, and Business Challenge. Both provide excellent information and activities related to business and entrepreneurship. However, *because they fall at different points on the continuum of services, they are complementary rather than competitive opportunities.* This relationship has been recognized by the Business Challenge Advisory Committee, which concluded that Business Challenge and Governor's School are *not* in competition; each targets a different group of students and the time commitment is quite different, with Governor's School providing a significantly more comprehensive program.

Governor's School in Business/Entrepreneurship and Business Challenge differ in the following ways:

- Business Challenge is one week in length. In contrast, Governor's School is six weeks.
- Business Challenge is open to any sophomore, junior or senior who wishes to attend. There is no selection procedure. In contrast, Governor's School is intended for highly able sophomores and juniors who have demonstrated through outstanding achievement in academics, extracurricular and personal activities, and, related, the need for sustained and personalized attention to develop leadership qualities. A selection committee composed of university faculty and high school teachers reviews applications.
- Business Challenge focuses on business. In contrast, Governor's School is comprehensive, addressing additional areas important to responsible business leaders and entrepreneurs, including:
  - participation in community service and appreciation for diversity.
  - study of ethics.
  - personal and social development, and choice of career appropriate to the individual
  - establishment of a network of colleagues. The maintenance of class web sites, frequent reunions, and formal organization of an alumni association verify the close relationship and common aim of Governor's School scholars.
  - participation in and appreciation of fine arts.
  - intensive (1/2 of each day) on-site interaction with business leaders and employees to learn first-hand how and why businesses make their decisions, as well as many aspects of daily operation.
- Governor's School expects to positively impact the curriculum of North Dakota's high schools. There is evidence that this is occurring for math and science as instructors expect and support higher performance of their students to increase the probability that their students will be accepted into this prestigious accelerated program. A similar outcome is anticipated for Governor's School in Business/Entrepreneurship.
- Governor's School promotes a collaborative relationship between the university and high schools as university faculty continue to serve as resources to Governor's School scholars following Governor's School.

In summary, North Dakota actively promotes economic development, encouraging the successful establishment and operation of businesses that will allow its citizens, particularly young people, to remain in the state. Legislative support of Governor's School in Business/Entrepreneurship reinforces and strengthens the state's commitment to this goal by cultivating those students who demonstrate high ability, aptitude and interest—the leaders who are North Dakota's future.

FINDET

The Search for Answers

FINDET

The Search for Answers

- Where are our graduates / program completers?
- How many have stayed in North Dakota?
- How many are employed?
- How much do they earn?
- Are their occupations related to the training they received?
- How many are re-enrolled in education or job training programs?

What is FINDET?

Follow-up Information on North Dakota Education and Training (FINDET) is an education and job training program assessment and planning tool. It was established cooperatively by the leaders of agencies responsible for the administration of North Dakota's education, job training, workforce development, and economic development programs and operates within the office of the State Occupational Information Coordinating Committee (SOICC). FINDET's primary purpose is to serve participating agencies and institutions by providing them with reliable placement outcome information for use in evaluating and improving education and job training programs.

Background

Prior to FINDET, agencies required or wanting to conduct follow-up information on program graduates had to rely on traditional methods. Typically this involved conducting costly surveys of graduates and/or employers, which often produce limited and questionable data due to poor response rates and inaccurately reported information. Additionally, without interagency cooperation, agencies were duplicating efforts and costs. The result was an overall system of fragmented, incompatible, and costly data that was limited in its usefulness.

Recognizing these problems and the limitations they placed on efforts to accurately evaluate programs, and under increasing demand for accountability in education and job training, the leadership of agencies involved in education and job training assembled a task force to explore possible solutions. It quickly became obvious to the task force members that automated data linking was the solution because nearly all of the information necessary for follow-up evaluation exists within the individual databases of various agencies. FINDET is the mechanism put in place to pull the pieces together.

Simply put, FINDET provides more complete and reliable information more efficiently and cost effectively than traditional follow-up methods. The information is more complete and reliable since it is obtained from agency program records rather than self-reported survey data. The process is more efficient and cost effective because information is linked electronically, eliminating the time, costs, and potential errors associated with collecting, coding, and entering data manually. Also, since FINDET serves all participating agencies, there is no duplication of effort or costs.

Benefits

Reports generated by FINDET provide:

- Information for agencies to respond to questions of accountability.
- Information for program personnel to evaluate the success of programs and plan improvement strategies.
- Information on actual employment outcomes that students and their parents can use in making education and career planning decisions.
- Information important to economic development initiatives on the relationship between education and job training and businesses and labor markets.

Data and Procedures

FINDET receives information on groups of education and job training program graduates from participating agencies and institutions, electronically links these data to databases containing placement outcome information, and reports aggregate results back to the appropriate entities. The information FINDET receives on program graduates and from the outcome databases is limited to that which has been determined by participating program personnel to be necessary for thorough follow-up assessment. Generally, it is information necessary to answer the following core set of questions:

Of a particular group of graduates/completers:

- How many are employed?
- Of the employed, how many are employed in the industry or occupation for which they trained/educated?
- What is their average and range of earnings?
- How many are re-enrolled in education, job-training, or other programs?
- How many have stayed in North Dakota over time?

The placement databases to which FINDET currently links are:

- North Dakota Unemployment Insurance wage records to obtain information on North Dakota employment.
- Federal employment databases of the Department of Defense, the Office of Personnel Management, the United States Postal Service.
- Employment and enrollment records of other states with whom FINDET has entered into a data-sharing agreement.
- North Dakota University System enrollment records to obtain information on North Dakota higher education enrollment.
- Other cooperating agency databases.

These links do not encompass all possible placement outcomes for program graduates. Additional potential links are being explored. All data links are performed to acquire information on specific

groups of program graduates as necessary to generate annual or ad hoc reports and are not accumulated into a central database.

Protecting Information

Throughout its planning, implementation, and now in practice, everyone involved with FINDET has shared a strong commitment to protecting the confidentiality of all individually identifiable information. The *Interagency Cooperative Agreement* that created FINDET states that "FINDET will be designed to... preclude the publication of individually identifiable data on individuals or their employing entities" and to "maintain security measures that exceed the requirements of participating agencies." Additionally, prior to any exchange of data between FINDET and another entity, both parties sign a contractual *Data Sharing Agreement*, in which the uses of and procedures for protecting the information are clearly defined.

Individuals are never distinguishable in any FINDET report. Individual-level data are never reported, nor are any aggregate results based on fewer than five persons, other than in broad demographical categories. Individuals are not tracked within or across systems over time. Proposed longitudinal studies conducted by FINDET will consist only of aggregate comparisons at more than one point in time. Individuals will not be identifiable from one point in time to the next.

Security is ensured by limiting access to all individually identifiable information used by FINDET to the FINDET Research Analyst, the SOICC Program Administrator, and the SOICC Administrative Secretary. These personnel also sign a "Personnel Agreement to Protect the Confidentiality of Individually Identifiable Information Used in the FINDET System", which explicitly states the responsibilities necessitated by the nature of this information. To prevent unauthorized access, all individually identifiable information is maintained in a single inner office that remains locked at all times when SOICC and FINDET staff are not present, all media containing individually identifiable information are stored in a secure location within the FINDET office, and the FINDET computer is password protected. Additionally, the FINDET computer is a 'stand-alone' machine, and is not networked to any other computers.

FINDET Confidentiality Legislation

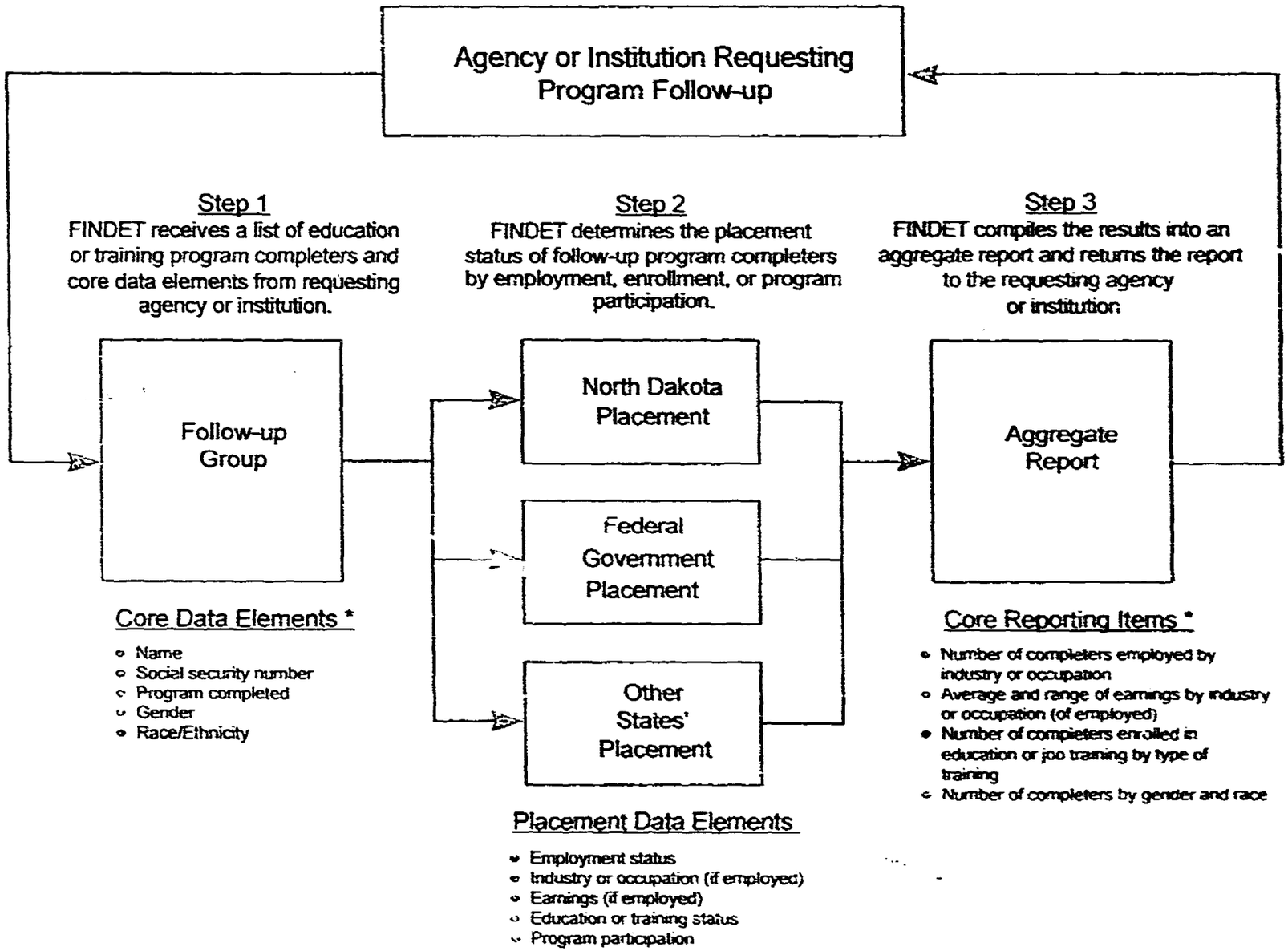
Sections 5 and 7 of SB2017 (Job Service North Dakota Appropriations) as passed by the North Dakota Senate on April 9, 1997 and the North Dakota House on April 10, 1997, relating to FINDET:

Section 5. A new section to Chapter 44-04 of the North Dakota Century Code is created and enacted as follows:

Certain records of the occupational information coordinating committee – Exempt. Records provided to the North Dakota occupational information coordinating committee by any person for use in the follow-up information on North Dakota education and training system for research or statistical purposes may only be used to prepare aggregate data compilations that do not identify any individual and may not be disclosed to the public by the occupational information coordinating committee. A request for disclosure of the records under Section 44-04-18 or section 6 of Article XI of the Constitution of North Dakota must be directed to the person or entity that has provided the records to the occupational information coordinating committee.

Section 7. EMERGENCY. Section 5 of this Act is declared to be an emergency measure.

FINDET
Steps in Education and Training Program Follow-up



* "Core Data Elements" and "Core Reporting Items" vary slightly depending upon the follow-up needs of particular agency or program , and placement elements available

01/25/00

Follow-up Information on North Dakota Education and Training (FINDET)

Purpose

FINDET is an interagency cooperative effort to provide placement information on North Dakota education and training programs. Its purpose is to improve instructional and program planning and to avoid unnecessary duplication of resources among agencies.

Facts

- **FINDET** is a follow-up system for education and job training programs.
- **FINDET** originated in 1993 through the cooperative efforts of several North Dakota state agencies involved in education and job training.
- **FINDET** reports are based on the employment or education status of specific groups of education or training program completers.
- **FINDET** receives only a small number of very specific data elements as specified by the agencies and placement sources. These data elements are limited to those which have been determined by agency and program personnel to be critical to program evaluation and planning.
- **FINDET** reports only aggregate, summary information on groups of completers.
- **FINDET** returns an aggregate report to the requesting agency upon completion of each follow-up request.
- **FINDET** staff are bound by the same legal and ethical obligations to protect individually identifiable information as all other state employees with access to program data. They are further bound by contractual *Interagency Data Sharing Agreements*, which limit the use of data in the FINDET system to the production of aggregate reports.

- → **FINDET** is not a tracking sytem on individuals.
- → **FINDET** is not a Federal requirement or initiative, nor is it a result of any interstate, regional, or national data collection system.
- → **FINDET** does not collect information on all North Dakota citizens, nor does it create "a file" on individuals.
- → **FINDET** does not have access to the program files or databases of any state agency or placement source, nor does it receive the elementary or secondary school records of students or any personal background information on individuals or their families.
- → **FINDET** never reports any information from which individuals can be identified.
- → **FINDET** does not retain data from cooperating agencies beyond the point where the data is no longer needed for analysis or reporting.
- → **FINDET** can not disclose any information on any individual.

Benefits

- **FINDET** provides the information necessary for agency and program personnel to monitor and plan improvements to education and job training programs.
- **FINDET** provides the information necessary for agency and program personnel to respond to the increasing demand for accountability in education and job training.
- **FINDET** provides information on actual employment results that can be used by students and their parents to make more informed educational and career planning choices.
- **FINDET** assists economic development efforts by providing information on the connection between education and job training programs and the business community and labor markets.
- **FINDET** provides program follow-up much more reliably and cost effectively than traditional follow-up methods without duplication of effort or costs among agencies.

Revised 12/15/99

Table 9

North Dakota University System
Status of Academic Year 1997 Graduates
One Year After Graduation by Age Group

Age Group	Graduates	Total Retained in North Dakota 1/		Employed in North Dakota Only 2/		Re-enrolled in NDUS Only 3/		Both Employed in ND and Re-enrolled in NDUS	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Under 20	260	190	73.1%	130	50.0%	26	10.0%	34	13.1%
20-29	5,399	2,435	45.1%	1,888	35.0%	269	5.0%	278	5.1%
30-39	806	414	51.4%	352	43.7%	31	3.9%	31	3.8%
40-49	425	259	60.9%	224	52.7%	15	3.5%	20	4.7%
50 & Over	82	56	68.3%	54	65.9%	0	0.0%	2	2.4%
Age Unknown	9	5	55.6%	5	55.6%	0	0.0%	0	0.0%
Total	6,981 4/	3,359	48.1%	2,653	38.0%	341	4.9%	365	5.2%

1/ Does not account for graduates who are in North Dakota but unemployed, employed in jobs not covered by unemployment insurance, or attending private school.
2/ Total graduates employed in ND = "Employed in ND Only" + "Both Employed in ND and Re-enrolled in NDUS."
3/ Total graduates re-enrolled in NDUS = "Re-enrolled in NDUS Only" + "Both Employed in ND and Re-enrolled in NDUS."
4/ Excludes 127 graduates for whom invalid social security numbers were reported.

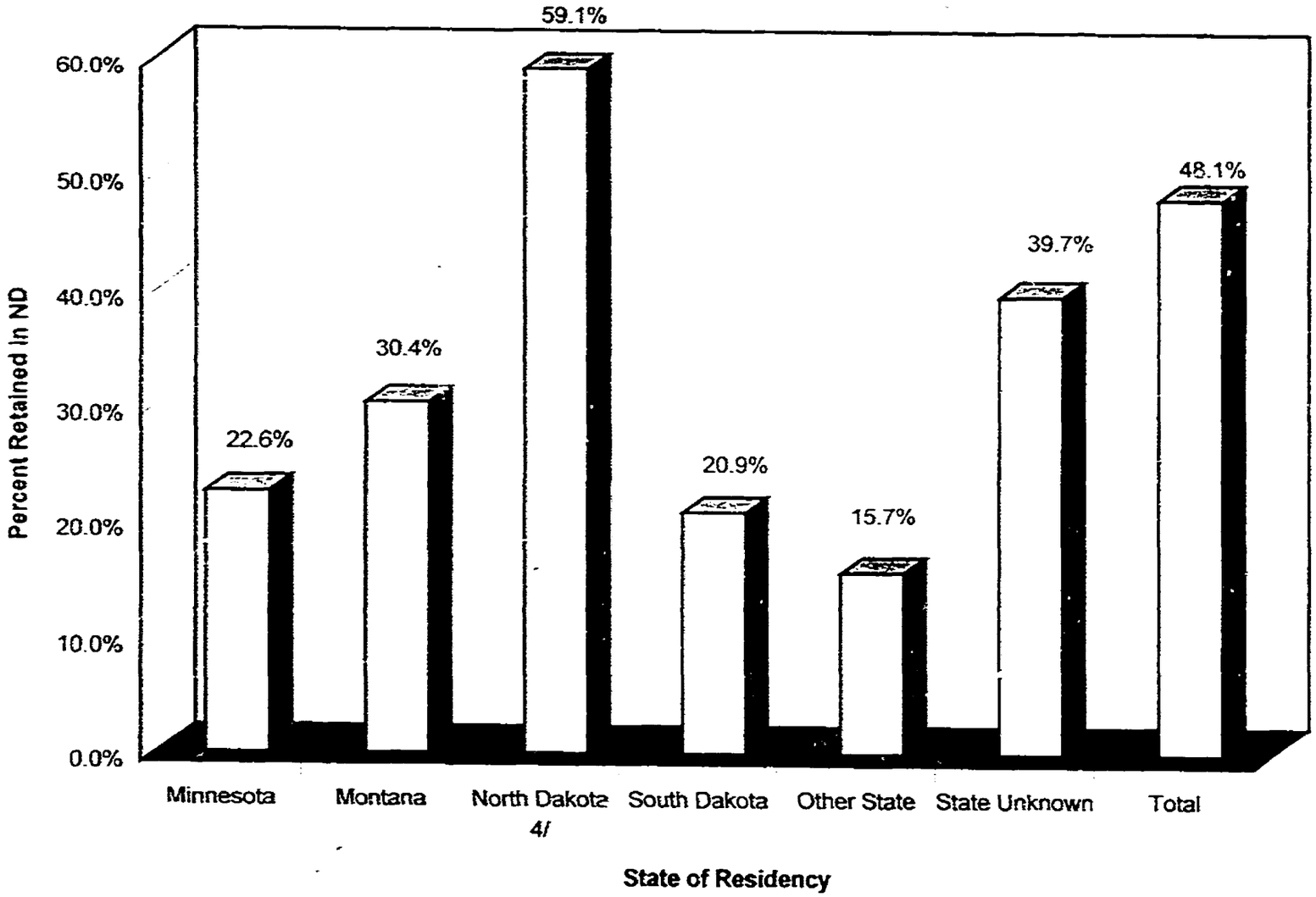
Table 10

North Dakota University System
Status of Academic Year 1997 Graduates
One Year After Graduation by State of Residency

State of Residency	Graduates	Total Retained in North Dakota 1/		Employed in North Dakota Only 2/		Re-enrolled in NDUS Only 3/		Both Employed in ND and Re-enrolled in NDUS	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Minnesota	1,113	252	22.6%	171	15.4%	45	4.0%	36	3.2%
Montana	191	58	30.4%	42	22.0%	7	3.7%	9	4.7%
North Dakota 4/	4,813	2,846	59.1%	2,303	47.9%	235	4.9%	308	6.4%
South Dakota	91	19	20.9%	17	18.7%	2	2.2%	0	0.0%
Other State	511	80	15.7%	28	5.5%	47	9.2%	5	1.0%
State Unknown	262	104	39.7%	92	35.1%	5	1.9%	7	2.7%
Total	6,981 5/	3,359	48.1%	2,653	38.0%	341	4.9%	365	5.2%

1/ Does not account for graduates who are in North Dakota but unemployed, employed in jobs not covered by unemployment insurance, or attending private school.
2/ Total graduates employed in ND = "Employed in ND Only" + "Both Employed in ND and Re-enrolled in NDUS."
3/ Total graduates re-enrolled in NDUS = "Re-enrolled in NDUS Only" + "Both Employed in ND and Re-enrolled in NDUS."
4/ Includes military personnel stationed in North Dakota.
5/ Excludes 127 graduates for whom invalid social security numbers were reported.

North Dakota University System
Percent of Academic Year 1997 Graduates Retained in North Dakota *
One Year After Graduation by State of Residency



* Retained in ND = graduates employed in jobs covered by unemployment insurance and/or re-enrolled in the NDUS.

CONTACT FINDET STAFF FOR COPY

FINDET

(Follow-up Information on North Dakota Education and Training)

Status Report
For the period of
July 1, 1994 through June 30, 2000

Prepared by:
Dan Marrs, Program Administrator
North Dakota SOICC
Tom Morth, Research Analyst
FINDET

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HISTORY AND SUCCESSES OF NORTH DAKOTA GEOGRAPHIC ALLIANCE

I come before this committee to talk about a program that has had a tremendous impact on the teachers and students in North Dakota. That program is the North Dakota Geographic Alliance (NDGA).

Let me begin by explaining how the Alliance came into being: In 1987 a Gallup Poll revealed that young American adults had a serious lack of geographic knowledge. According to that survey, 20% of all Americans between the ages of 18 and 24 could not identify the United States on a world map outline. It was found that American school children ranked last of all industrial countries in terms of geographic knowledge. This was deemed very critical because in today's international, interdependent world, it is essential that our young people have a well-founded geographic education.

This situation prompted the National Geographic Society to offer states an incentive of up to $50,000 per year if the states could come up with an acceptable plan of geographic education enhancement and a dollar-for-dollar match. When National Geographic accepted our plan in 1990, we were able to officially become a partner in 1991 when the North Dakota legislature, that year, authorized an expenditure of $25,000 per year for geographic education.

In 1995, NDGA took a big step forward when the Midcontinent Institute at Minot State University, under the direction of Dr. Eric Clausen, agreed to provide a permanent home for the Alliance. They not only donated a facility but also provided staff with which to conduct the business of a dynamic alliance.

North Dakota has been involved in this project for ten years. What has this money enabled us to do this past decade? (Details of these are located in the annual report which are included before you)

Train North Dakota teachers to become the teaching experts in geographic education.

It has long been a practice in this state to hire "experts" outside of North Dakota when putting on workshops. NDGA believes that we have the best teachers in the nation and they should be the ones conducting workshops for other North Dakota teachers. The teachers that are trained are called

"teacher consultants" (TCs). They receive training in many aspects of geography education and they are the ones who conduct nearly all or our workshops.

Conduct annual summer geography institutes.
Every year we have conducted at least one intensive two-week summer institute to help K-12 teachers become more aware of the content and methods of teaching geography. The sites for these institutes rotate and involve the cooperation of our TCs and college faculty in planning and conducting the institutes.

Develop and conduct a number of unique in-service workshops and develop and implement new geography curricula.
Geography TCs have created and conducted a number of in-service workshops that are helpful for teachers interested in certain aspects of geography. Many of these involve working with other disciplines, agencies, and private organizations. These include "Seeds of Change", "Watts of Wind" and methods courses for new teachers. Many of the new programs developed requires new curricula. Some of these have received national recognition.

Provide a solid model for other North Dakota alliances.
Other disciplines have looked for a successful model that they can emulate in creating a new alliance. The North Dakota Geographic Alliance is the one that many of them use. Environmental Education, the Math-Science Alliance, and Character Education have all examined NDGA before fully implementing their own alliances.

Enhance geography awareness in North Dakota.
Each year in late November, NDGA has conducted Geography Awareness Week. This has been successful in enhancing the importance of geography education in the schools and among the general public.

Increase cooperation between teachers, schools, and colleges in the sharing of methods, ideas and curricula in geography education.
The Alliance consists of teachers at the K-12 level and university faculty. It allows the members to share ideas at all levels and to coordinate what is taught. This helps teachers to build on what students have already learned and avoids duplication at various levels.

Become a national leader in on-line geography education.
North Dakota became the first state in the nation to develop and on-line, advanced placement course in geography for high school students. This was done at the Division of Independent Study in Fargo through funding from NDGA. Minot State, UND, and Mayville State have also developed on-line courses for teachers in geography education.

Coordinate geographic activities with other states and Canada.
For the past three years the North Dakota Alliance has conducted exchanges with teachers from Virginia to share ideas and methods for geography education. We have also conducted workshops with Canada for this purpose.

Assist other social studies disciplines in getting programs and projects enacted.
In 1993 NDGA provided a sizable portion of the money needed to print the "North Star Dakotan", the curricula material used in almost all of the junior high schools in the state to teach North Dakota studies. NDGA has provided the bulk of speakers and finances for all of the social studies conferences in North Dakota in the past ten years. Last year it became a major sponsor of History Day in North Dakota and teamed with Environmental Education professionals in producing a "Companion Document" for the standards and benchmarks in Science, Social Studies, Mathematics and Language Arts.

Write Social Studies Standards, Benchmarks and Performance Levels.
In 1999 the NDGA was a primary sponsor and the driving force in preparing a guide to assist state teachers and administrators in improving social studies education in the state. Thirty-three of the top social studies teachers at all levels (K-12 and college) were brought together to compose this document.

We believe that we have accomplished a great deal in geography education in North Dakota during the past decade. We have a structure that is currently strong, but is also steadily improving. However, in many ways we have only just begun. There is much more to be accomplished. To continue on this ambitious journey we need your assistance now more than ever. Especially since the National Geographic Society has given us a new map by which to proceed.

Mr. Clausen

North Dakota Geographic Alliance Resources and Endowment Fund Options

The previous North Dakota Geographic Alliance funding procedure provided $50,000 core income per year ($25,000 from DPI matched by $25,000 from National Geographic Society). This funding formula worked well. Last year, for example, Alliance programs attracted $50,000 additional from the National Geographic Society and more than $50,000 additional from other sources.

Since the DPI budget request was prepared the National Geographic Society (NGS) has informed all Geographic Alliances that matching fund program grants will be replaced by yet to be defined project grant competitions. NGS is also offering each state matching grants of up to $500,000 to establish State Geography Education Funds, income from which can be earmarked for Geographic Alliance programs. The initial contribution needed to receive endowment fund matching dollars is $250,000. Subsequent contributions can be smaller. State Geography Education Funds are managed by NGS. Attached is the NGS Endowment Fund program description and a copy of the agreement recently establishing the Michigan Geography Education Fund.

Existing Funds available to establish a ND Geographic Education Fund - $150,000

$100,000 - Challenge grant made by a private gift being held by the Minot State University Development Foundation.

$25,000 - The Alliance has put a temporary hold on spending its 2000-2001 DPI grant

$25,000 - The Alliance has put a temporary hold on spending $25,000 of the National Geographic Society funds in its 2000-2001 budget

Scenario 1: Legislature approves $50,000 Geography Education grant in DPI budget request.
The Alliance will raise what it can, borrow remaining needed funds, and establish a $500,000 North Dakota Geography Education Fund next July (2001). This will provide core income of approximately $15,000 per year until loans are repaid and approximately $25,000 per year thereafter. The Alliance will have to significantly scale back programs. The Alliance will need to ask future legislatures for additional Endowment contributions.

Scenario 2: Legislature approves $100,000 DPI grant for ND Geography Education Fund.
The Alliance will establish a $500,000 Geography Education Endowment Fund next July (2001). This will provide core income of approximately $25,000 per year (half present core income). The Alliance will have to scale back programs, although not as severely as in scenario 1. The Alliance will need to ask future legislatures for additional Endowment contributions.

Scenario 3: Legislature approves $350,000 DPI grant for ND Geography Education Fund.
The Alliance will establish a $1,000,000 ND Geography Education Fund next July (2001). This will provide core income of approximately $50,000 per year (same core income as now). The Alliance will not need to ask future legislatures for additional Endowment contributions.

Scenario 4: The North Dakota Geographic Alliance is unable to meet the $250,000 threshold
The Alliance will lose the $100,000 challenge grant being held by the Minot State University Development Foundation. The $50,000 temporarily being held in the Alliance's 2000-2001 budget may have to be spent or may be lost. The Alliance will use whatever it can raise to establish a local Endowment without benefit of NGS matching. The Alliance will drastically scale back programs.

NATIONAL GEOGRAPHIC SOCIETY
EDUCATION FOUNDATION

STATE GEOGRAPHY EDUCATION FUNDS

THE NEED FOR GEOGRAPHY

The decline in geographic literacy among Americans has been widely recognized and has led to disturbing results. Americans recognize the social and economic value of geographic knowledge. According to a 1988 Gallup study, "9 in 10 American adults think it is important to know something about geography in order to be considered a well-rounded person," and "7 in 10 believe it absolutely necessary to be able to read a map." Yet in 1988 America was dangerously close to geographic illiteracy. The same survey revealed that "1 in 7 could not identify the U.S. from a world map" and "1 in 4 could not identify the Pacific Ocean."

THE NATIONAL GEOGRAPHIC SOCIETY'S RESPONSE

Alarmed that U.S. students were steadily losing ground in geographic knowledge, the National Geographic Society became convinced that such ignorance was undermining our nation's social, political and environmental leadership potential. As a result, the Society began its second century by making a focused commitment to geography education. At the heart of the effort is a state-by-state network of "geographic alliances" – partnerships between K-12 teachers and universities to provide in-service training in geographic content and teaching skills for practicing teachers. The network is funded by the Society's Education Foundation. Individual alliances support local efforts to restore geography to the curriculum, train teachers, prepare teaching materials, and raise public awareness of the importance of geographic education. Most important, the alliances help ensure that the next generation of students will graduate with the geographic skills and knowledge that will guarantee their readiness to meet the economic, environmental and civic challenges of the 21st Century.

THE NATIONAL RESPONSE

The National Geographic Society's work in schools has been reflected in both the national and local landscapes. In 1990, the President and the governors included geography in the National Education Goals among the five "core" subjects. States, too, have worked to ensure that geographic literacy is at the forefront of their own educational reform agendas.

WHY A STATE ENDOWMENT?

Efforts by government and by the Society must be complemented at the local level if the progress is to continue. Support will be necessary to build on and institutionalize the work of the Society in the individual states. Therefore, in addition to the nationwide support it provides annually through its Education Foundation, the Society has pledged to help establish $1 million endowments for geography education in every state in the U.S. and in Puerto Rico, D.C., and Canada. To date, individual "Geography Education Funds," as they are called, have been created in Connecticut, Colorado, Florida, Indiana, Iowa, Kansas, Michigan, Minnesota, Mississippi, Nebraska, Oklahoma, Tennessee, Virginia, Wyoming, and the District of Columbia. Building a statewide endowment is a powerful way to establish a permanent, self-sustaining source of support for teacher training and educational improvement. A state fund will support programs that encourage and improve the teaching of geography in that state and increase and disseminate geographic knowledge more broadly throughout the state.

Recycled-content paper

CREATING A STATE ENDOWMENT

The National Geographic Society will match *dollar-for-dollar* -- up to $500,000 -- all local contributions in a state for the express purpose of establishing a total endowment of $1 million for geography education. The earnings of each new endowment may be used only to support geography education in that state. The National Geographic Society Education Foundation invests the funds and covers all administrative costs ensuring that the maximum amount is available for geography education in the state.

All income from an endowment is earmarked for support of educational programs exclusively in the state for which it was created. To ensure local accountability, grants are recommended by a local advisory committee for approval by the Board of Trustees of the National Geographic Society Education Foundation. Once established, an endowment provides an ongoing and growing revenue source for geography education.

Income from a state fund will benefit a broad array of programs, including professional development institutes for teachers and administrators, curriculum materials, exhibitions, and resource collections. To the extent possible, a fund will work through the state's geographic alliance.

KEY FEATURES

State geography funds are distinguished by a number of features:

New Funds for Education — The value of local contributions will be matched dollar-for-dollar by the National Geographic Society, thereby doubling the philanthropic capital available for geography education in each state.

Permanent Benefits — A state fund will be established in perpetuity so that future generations will benefit from today's investment.

Local Accountability — State Geographic Alliances, which will carry out the programmatic activities, are housed in state universities, governed by local teachers and administrators, and work with local schools.

Growth — The corpus of the fund will be invested and any income beyond the annual payout rate will be returned to the fund for use in subsequent years.

Professional Portfolio Management — The National Geographic Society's investment record is sound and highly competitive -- the average annual rate of return since the Foundation's inception is 14.2%.

No Fees — The Society will pay all administrative costs of operating a state fund.

FOR MORE INFORMATION

For additional information about the National Geographic Society Education Foundation and the challenge grant to create a geography education fund in your state, please contact Lanny Proffer, Executive Director, National Geographic Society Education Foundation at (202) 828-6689.

NATIONAL GEOGRAPHIC SOCIETY
EDUCATION FOUNDATION

February 16, 2000

TO: File

FROM: Christopher Shearer
Program Officer

RE: **Michigan Geography Education Fund**

The Geography Education Fund for Michigan was established through a total of $500,000 in legislatively designated grants from the State of Michigan. The National Geographic Society matched this total, raising the corpus of the Fund to an initial $1,000,000.

The state's contributions were made across two fiscal years.

In October 1998, state funds totaling $250,000 were awarded to the Society through the Michigan Geographic Alliance and designated to "to encourage and support geography education in Michigan." The grant was authorized under the Michigan Department of Education's FY 1998-99 Budget Act, P.A. 322. The Society matched the grant dollar-for-dollar to create a total fund of $500,000 in 1998.

In August 1999, a second payment of state funds totaling $250,000 were awarded to the Society through the Michigan Geographic alliance and designated for "the encouragement and support of geography education in Michigan." The grant was authorized under the State of Michigan FY 1999 Supplemental Appropriation Bill, P.A. 137. The Society matched this second payment dollar-for-dollar to create a total fund corpus of $1,000,000 in 1999.

Initial payment of interest in the amount of 5.25% of the fund's 1999 year-end balance will be made to the Michigan Geographic Alliance for programs to be conducted between September 1, 2000—August 31, 2001.

A copy of the Memorandum of Agreement creating the Fund is attached

Recycled-content paper

MEMORANDUM OF AGREEMENT CREATING THE MICHIGAN GEOGRAPHY EDUCATION FUND

The Michigan Department of Education (MDE) and the National Geographic Society Education Foundation (the Foundation), a not-for-profit, tax exempt organization established to support the educational goals of the National Geographic Society, hereby agree to establish The Michigan Geography Education Fund as a restricted permanent endowment fund of the Foundation

Name and Purpose

The Fund will forever be known as "The Connie Binsfeld Geography Education Fund" (the Fund). Its purpose shall be to encourage and support geography education in Michigan.

Funding and Administration

The Fund shall be established with a grant to the Foundation of $250,000 by the MDE. The National Geographic Society shall match the MDE contribution by means of a grant of an equivalent amount to the Foundation from the National Geographic Society Challenge Fund. This total of $500,000, together with such other amounts as may be contributed by other entities, will constitute the initial corpus of the Fund. The Foundation may invest the Fund as part of the Foundation's Consolidated Fund in accordance with Foundation investment policies and procedures. The Fund will remain open for additional gifts to principal in the future.

The income earned by the MDE contribution and the matching Foundation grant shall be used in whole or in part to make grants and to support programs to improve geography education conducted by the Michigan Geographic Alliance. The amount of income to be applied for this purpose shall be established annually by the Board of the Foundation. Income not expended for these purposes shall be re-invested in the principal of the Fund according to investment policies The Foundation may adopt in order to protect the value of the principal, or shall be carried over for expenditure in subsequent years. The number and amount of the grants made or other program expenditures will be determined by the Foundation in light of income available from the Fund and program needs.

Recipients of grants generated by the income from this contribution will be selected by the Foundation according to criteria established by the Foundation. The Foundation agrees to establish or recognize a Michigan advisory body committed to the cause of improved geography education which will include a representative of the Michigan Department of Education. To accomplish these purposes, the advisory body shall review the planned projects and budget of the Michigan Geographic Alliance at least once yearly before submission to the Foundation. The advisory body shall make grant recommendations to the Foundation. Final decisions about expenditures from the Fund shall be the responsibility of the Board of the Foundation.

Income at the rate established by the Board of the Foundation shall be made available for expenditure twelve (12) months after the establishment of the Fund.

Criteria for Expenditure

It is the intention of the Foundation, acting upon the recommendations of the advisory body, to use the income from this contribution and the Foundation's matching grant to support projects that are consistent with enhancing the teaching of geography in Michigan and are of the highest caliber and merit. Income from this contribution to the Fund and the Foundation's matching grant will be used to support the efforts of the Michigan Geographic Alliance to encourage, increase and improve the teaching of geography in Michigan, especially by providing outreach to and products for elementary and secondary teachers, and to increase and disseminate geographic knowledge more broadly throughout Michigan. In the event the Michigan Geographic Alliance should become inactive, the Foundation may award grants to other organizations committed to improving geographic education in Michigan.

Recognition and Reporting

The Foundation agrees to submit to the MDE annually an audited financial statement of the Foundation by an independent auditor together with a report listing the names of grant recipients and the amount and purpose of awards and other expenditures made from the Fund. The Foundation will include the fund's asset, income and expenditures in its audited financial statement and its IRS Form 990.

Return of Grant Funds

The MDE's grant to the Foundation is restricted for the purposes described herein. In the event the Foundation materially breaches this Agreement by (1) failing to apply the income of the Fund for the specified purposes, or (2) failing to appropriately consider the recommendations of the advisory body as provided herein, and fails to correct such breach after 60 days written notice by the MDE, the MDE shall have the right to receive a return of grant funds in an amount equal to the MDE's original grant amount and any accumulated and unexpended income thereon.

In the event that the IRS Tax Exempt status of the National Geographic Society Education Foundation should change, the MDE shall be informed in a timely fashion. In such an event, and upon receipt of a written request from the MDE, the Fund shall be dissolved and the appropriate pro rata share of the principal and accumulated income shall be returned to the MDE.

Approved:

For the National Geographic Society Education Foundation:

Gilbert M. Grosvenor, Chairman

For the Michigan Department of Education:

Arthur E. Ellis, Superintendent

How has the ND Geographic Alliance affected me and my students?

1. The training I have received has brought me to a higher level of understanding of the world around me. Because my standards and values are directly reflected in my classroom, my students and through their eyes, more clearly see where in the world they are and why.

2. I have been given the opportunity to interact with various ND agencies, leaders of the National Geographic Society and NASA.

3. My association with the Alliance has been a rich experience, broadened my horizons, given me self-confidence and leadership skills to give workshops and presentations, both locally and on the national level.

4. My rich experience with the ND Geographic Alliance has made it very clear that geography education weaves a red thread through all of the curriculum.

5. My students and I have received many classroom resources, including maps, globes, atlases and lesson plans.

6. I have learned skills to actively engage my students in becoming culturally aware and to be involoved in their community.

7. Field trips have taken on a new meaning. After participating in adult field trips through Alliance activities, I can walk my students through the history and geography of ND in a more significant way.

Marilyn Weiser
Grade 4
Jefferson School (857-4600)
Minot
Home Phone (838-6835)

North Dakota Geographical Alliance 1999-2000 Annual Report Narrative

EXECUTIVE SUMMARY

The North Dakota Geographic Alliance (NDGA) is a network of 1373 teachers and others who are interested in promoting geography education in the state of North Dakota. This report summarizes activities during the 1999-2000 budget year. Some activity budgets differ from those listed in the 1999-2000 Program Plan due to matching fund considerations. NDGA adopted a new constitution in 1998 and held its third annual NDGA governance meeting May 31-June 1, 2000, in Devils Lake. The annual NDGA Field Trip traveled via Amtrak from Minot to Chicago to attend the NCGE Conference and participants wrote route guides for future Amtrak passengers. NDGA also sent a representative to the NGS Conservation/Geography Awareness Week Workshop in Shepherdstown, West Virginia.

Major curriculum and assessment projects included the following. NDGA began a two-year project with the North Dakota Department of Public Instruction to prepare North Dakota social studies curriculum standards benchmark performance levels. NDGA assisted a consortium of north central North Dakota school districts in developing district standards for social studies disciplines. Another multi-year project with support from the North Dakota Council for Conservation and Environmental Education and the North Dakota Forest Service is developing an environmental education companion document for the new North Dakota science and social studies standards and benchmark. NDGA partnered with the North Dakota History Day organization in an effort to strengthen the North Dakota History Day project. The Alliance also received an NGSEF Incentive Grant and stimulated the development of 1.) a North Dakota Division of Independent Study on-line AP Human Geography Course for High School Students, 2.) a Minot State University on-line Human Geography Course for In-service K-8 Teachers and 3.) a Mayville State University on-line Human Geography Course for Pre-service K-12 Teachers.

Major professional development programs included the following. NDGA partnered with the Minot State University International Business Department to offer an advanced institute related to the economic geography of ND and Canada. Seeds of Change workshops, originally developed in cooperation with the Agriculture in Classroom Project, were held in Bismarck and Williston. NDGA co-sponsored an environmental education workshop in Fargo in cooperation with North Dakota State University. NDGA offered workshops in Grand Forks in conjunction with the ESRI Community Atlas program. Further, NDGA sponsored a North Dakota teacher on the Virginia Geographic Alliance Summer Amtrak Institute and hosted the Virginia Geographic Alliance Amtrak Institute for three days in North Dakota. Combined the 1999-2000 North Dakota Geographic Alliance programs involved 229 teachers (not including the Virginia tour group, with some North Dakota teachers participating in more than one activity). As of August 31, 2000, NDGA has trained 217 teacher consultants. Since 1995 NDGA has provided geography-related professional development programs for more than 1,000 North Dakota teachers.

In the outreach area NDGA sponsored Geography Awareness Week activities, displays, and exhibits across the state and distributed 121,000 maps and geography-related items, including NDGA-written route guides, to travelers passing through the Minot Amtrak depot. The Alliance also assisted with the North Dakota State Geography Bee. The Alliance newsletter, the *Dakota Alliance*, was published five times during the year. While not administered by NDGA, Alliance teacher consultants hosted a Seeds of Change "museum' visited by thousands of North Dakota State Fair visitors. Also, outside the NDGA structure Alliance teacher consultants are known to have offered workshops for at least 100 additional teachers.

MANAGEMENT NARRATIVE: Administrative Operations and Expenses:

Governance: The NDGA constitution divides the state into four regions—northeast, northwest, southeast and southwest. NDGA programs rotate as defined by the constitution. Each region has a regional steering committee and is entitled to one voting position on the NDGA Administrative Board. The Administrative Board reviews all program plans and budgets. Administrative Board members are Janet Asheim (Westhope), Virginia George (Bismarck), Patty Gulsvig (Fargo-Moorhead), Deborah Starkey-Medlar (Dickinson), and Douglas Munski (Grand Forks). *Ex officio* nonvoting Administrative Board members are Co-coordinators Eric Clausen (Minot) and Curt Eriksmoen (Fargo) and newsletter editor, Paul Meartz (Mayville). Total governance activities cost during the 1999-00 budget year was $989.93.

Co-Coordinators: Eric Clausen and Curt Eriksmoen served as NDGA Co-Coordinators. Clausen and Eriksmoen were each paid $3,000 directly by the National Geographic Society Education Foundation.

Released Time: Eric Clausen served as part-time Alliance Administrative Director. The Alliance paid him $9,372.85 including fringe benefits for this work (plus $539.94 charged to the 1999 Eisenhower grant and $669.44 charged to the 2000 Eisenhower grant – total salary paid from all sources was $10,582.23).

Administrative Assistance: Toni Schwartz served as Alliance secretary. NDGA is responsible for her salary and benefits. Minot State University provided additional work-study student time without charge. Total 1999-0 non-project-related salary and fringe benefits were $10,799.94. She also received $483.72 from the 1999 Eisenhower Grant Project, $265.49 from the Seeds of Change Program, $2,140.67 from the 2000 Eisenhower Grant Project, $910.25 from the History Day Project, $1,020.11 from the Economic Geography Advanced Institute, and $2,693.73 from the Amtrak depot project. NDGA received $60 credit for her work with the Geography Bee. Total salary and fringe benefits were $18,253.91.

Office: The Alliance Office continues to have exclusive occupancy of the Midcontinent Institute Building at Minot State University. NDGA is billed for postage and telephone expenses. NDGA is responsible for maintenance of office equipment it uses, including the high-speed copier used for newsletter publication. Office expenses also include office supplies and related expenses not charged to specific activities. Total 1999-00 office expenses were $4,869.77

Alliance Meetings: The NDGA Annual Meeting is described as a professional development activity. Other meeting expenses relate to governance meetings, including conference calls (included in governance costs). Total meeting expenses were $4,328.23.

FINANCIAL NARRATIVE

Carryover from previous year: The Alliance had $45,134.01 carried over from 1998-9.

1999-00 Income: Sources of 1999-00 income were:
The National Geographic Society basic grant—$50,000
The North Dakota Department of Public Instruction (Note 1)—$25,000
Dwight D. Eisenhower Professional Development Program and Goals 2000 grant award (Note 2)—$40,361
Minot State University International Business Department (Note 3) - $10,000
ND Forest Service (Note 4) - $5,000
Ft. Lincoln History Club (Note 5) - $3,000
North Dakota State University (Note 6) - $10,000
Environmental Systems Research Institute, Inc. (Note 7) - $2,400
Other income - (Note 8) - $12,507.29

Total of 1999-00 budget year income $158,268.29

1. The Department of Public Instruction basic grant was restricted to teacher education activities for North Dakota teachers as designated in the budget and program plan.
2. The professional development grant is restricted to designated expenses specified in the State Social Studies Benchmark Performance Levels Writing Project.
3. Matching funds for designated expenses for the MSU International Business/Economic Geography of Canada Program.
4. Matching funds for designated expenses for the Investigating and Evaluating Environmental Issues and Actions Program.
5. Matching funds for designated expenses for the ND History Day Project.
6. Matching funds for designated expenses for the Integrated Companion Document Writing Team Program.
7. Grant funds received for the development of the ND portion of the US Community Atlas Project.
8. Other income included $4,550 designated for the Amtrak depot project, $780 from sale of Seeds of Change books, $994.80 related to the Chicago Field Trip, $3,215 workshop participant fees, $50 NDEA Booth refund, $60 Geography Bee office salary, $121.24 related to the Minot Annual Meeting, $274.75 from sale of TC Tool Kits in stock, and $11.50 from sale of ND state map.

Balance in Alliance accounts: The attached letter from Jonelle Watson, Minot State University Grants and Contracts Officer, lists balances in each Alliance account as of August 31, 2000. These carryover funds are all required for bills carried over from 1999-00 budget year and on-going project obligations continuing beyond the 1999-00 budget year.
These accounts and balances are as follows:
4066 - National Geographic Education Foundation grant account ($3,543.13)
4090 - Private gifts account ($1,582.29)
4064 - NGSEF Incentive Grant account ($78.71)
4098 - Seeds of Change book sales income account ($1,342.57)
4097 - Seeds of Change Workshop account ($1,141.15)
4091 - 2000-01 Eisenhower Professional Development Program grant account ($13,619.24)
4081 - ND Forest Service account ($8.75)
4085 - ND Department of Public Instruction grant account ($372.37)
4092 - Goals 2000 grant account (-$2.41)

Total carryover funds on August 31, 2000 $21,685.80

Office of Administration & Finance

September 11, 2000

The National Geographic Society Education Foundation
1145 17th St NW
Washington, DC 20036-4688

To Whom It May Concern:

Minot State University's fiscal year begins July 1 and ends June 30. During the fiscal year we account for revenue and expenses on a cash basis. August revenue and expenses received and expensed in September are not included in the available budget balance. The following budget balances are as of August 31, 2000. If you have any questions please call me at (701)858-3368.

Fund Name	Fund Number	Budget Balance
FY '99 Geographic Alliance	4064	$ 78.71
Nat'l Geographic	4066	3,543.13
FY '00 ND Forest Service	4081	8.75
FY '00 State Geograhpic	4085	372.37
Nat'l Geographic Private Match	4090	1,582.29
FY '01 IKE 00/10	4091	13,619.24
FY '00 DPI Geographic	4092	(2.41)
Seeds of Change FY '00	4097	1,141.15
1st Year DOA-Geographic Alliance	4098	1,342.57

Sincerely,

Jonelle Watson

Jonelle Watson
Grants & Accounting Analyst

PROGRAM AREAS, MEASURES OF SUCCESS AND EXPENSES

Curriculum:

Integrating and Assessing Geography, Science and Mathematics Classroom Activities Project: This project began during the 1998-9 budget year and was completed in 1999. Project activities were supported in part by a Title II Eisenhower Professional Development grant award (included in carryover funds). Activities during the 1999-2000 program year included holding a public Symposium during which the twenty-one (21) Integrating and Assessing Geography, Science and Mathematics Activities Program participants discussed their individual classroom projects. Symposium papers were printed in a Symposium Proceedings volume. The total spent during 1999-2000 budget year was $9,988.21.

Companion Document Writing Team: NDGA partnered with the North Dakota Council for Conservation and Environmental Education and the North Dakota Forest Service to develop a Companion Document to the North Dakota State Content Standards and Benchmarks in Science, Social Studies, Mathematics and Language Arts. The Companion Document will contain interdisciplinary unit plans to help students achieve state standards in the four core subject areas of math, language arts, science and social studies. Twelve (12) teachers, including NDGA teacher consultants, are actively involved in this on-going project. The total cost of the project during 1999-2000 budget year was $9,851.35.

North Dakota Division of Independent Study on-line Advanced Placement Human Geography Course: A National Geographic Society Education Foundation incentive grant enabled NDGA to support development of an on-line Advanced Placement Human Geography course at the North Dakota Division of Independent Study. NDGA teacher consultants John Skaare and Kathy Pell, with assistance from NDGA member Douglas Munski and Co-Coordinator Curt Eriksmoen, prepared this course. The course is was completed on schedule and currently has students enrolled. Direct cost to NDGA was $21,000.

Minot State University on-line Human Geography Course for Teachers: A National Geographic Society Education Foundation incentive grant enabled NDGA to support development of an on-line "Human Geography Course for Teachers" at Minot State University. NDGA member Patricia Swanson, with assistance from NDGA members, prepared this course. The course was completed on schedule and currently has students enrolled. Direct cost to NDGA during the 1999-2000 budget year was $4,907.21.

Mayville State University on-line Human Geography Course for Pre-service Teachers: A National Geographic Society Education Foundation incentive grant enabled the North Dakota Geography Alliance to support development of an on-line "Human Geography Course for Pre-Service Teachers" at Mayville State University. NDGA member Paul Meartz, with assistance from NDGA members, prepared this course. The course was completed on schedule and currently has students enrolled. Direct cost to NDGA during the 1999-2000 budget year was $1,997.72.

Training:

Economic Geography Advanced Institute Project: The Alliance partnered with the Minot State University International Business Department in holding a graduate course in the Fall of 1999 and again in the Spring of 2000 to train NDGA teacher consultants to design and offer an Economic Geography advanced institute. Eleven (11) teachers participated in these training courses. Teacher consultants then designed an advanced institute to study the economic geography of North Dakota and adjacent Canadian businesses. Twenty-nine (29) teachers participated in the summer advanced institute program. Program co-coordinators were Alliance teacher consultants Jeff Beck, Ragene Sovak and Janice Melland. The total cost of the entire advanced institute project was $22,945.26 (including participant fees).

Annual Meeting and Leadership Conference: Responsibility for hosting the 2000 annual meeting rotates from region to region. During the 1999-2000 budget year the Northeast Region was the Annual Meeting host. The two-day annual leadership meeting was held in Devils Lake. Program Coordinator was Alliance teacher-consultant Debbie Dawley. Twenty-six (26) Alliance governance members attended the Devils Lake Annual Meeting. Total cost of the Annual Meeting was $4,328.33.

From the Windy Prairie to the Windy City Field Trip: The Southwest Region was responsible for organizing and operating the year 2000 Alliance summer geography field. Alliance teacher-consultant Maxine Trotter coordinated the trip. Ten (10) teacher-participants took the trip which traveled via Amtrak from Minot, North Dakota, to Chicago, Illinois, to attend the 2000 NCGE Conference. En route trip participants gathered route guide information for inclusion in future NDGA route guides to be distributed to Amtrak passenger (nine teachers earned academic credit). Total field trip cost was $8,073.20.

Seeds of Change Workshops: Two 2-day Seeds of Change summer workshops were held in 2000. Alliance teacher consultants Geraldeen Rude, Bonny Berryman and Dina Laskowski taught the workshops. Nineteen (19) teacher-participants were trained in Bismarck, and eleven (11) teachers were trained in Williston. NDGA member Sarah Nordby raised $2450 for this project. The cost of the Seeds of Change workshops was $4,397.49.

Virginia Geographic Alliance Institute Tour: The 2000 Virginia Geographic Alliance Summer Institute consisted of an Amtrak tour of the United States with stops at various points including North Dakota. The North Dakota Geographic Alliance served as host when the Virginia teacher-participants visited North Dakota. The Virginia Alliance reimbursed the North Dakota Alliance for expenses incurred. Alliance TC Joan Petrick attended the complete Virginia Tour and hosted the area events. Costs were $2,081.25 ($776.26 reimbursed by the Virginia Geographic Alliance and $1,305 paid by the NDGA Amtrak project).

ESRI (Environmental Systems Research Institute, Inc.: The Alliance received a $2,400 grant from ESRI to conduct "US Community Atlas Project" workshops. Thirteen (13) teachers participated in the four classes that were held in March, April, May and October. NDGA teacher consultant Roger Palmer was the instructor of the classes that were held at Red River High School, Grand Forks. The total expenses for the project were $1,094.04 (balance is to be disbursed on October 31, 2000).

Investigating and Evaluating Environmental Issues and Actions Workshop: The Investigating and Evaluating Environmental Issues and Actions Workshop was held at North Dakota State University in Fargo, North Dakota. Nineteen (19) teachers participated in this professional development activity. NDGA teacher consultants Erik Pauly and Julie Costello worked with North Dakota State University Education faculty member Ted May to develop this program. The total cost of the project was $12,793.05.

Outreach:

1999 Geography Awareness Week: Alliance teacher consultants Robert Klemisch and Sharleen Stigen coordinated the 1999 Geography Awareness Week Program. A separate Geography Awareness Week report was prepared. Total 1999 Geography Awareness Week expenses charged to the 1999-2000 budget were $2,432.11.

2000 Geography Awareness Week: The 2000 Geography Awareness Week is being coordinated by Alliance TC Julie Costello. She attended the National Geographic Society Education Office Conservation/Geography Awareness Week Workshop in Shepherdstown, West Virginia. Total expenses paid by NDGA during the 1999-2000 budget year for the 2000 GAW program were $ 1,541.58.

Dakota Alliance, North Dakota Geographic Alliance Newsletter: Five issues of Volume X of the *Dakota Alliance* were published during the 1999-2000 budget year. Paul Meartz, Geography Professor at Mayville State University, served as editor. Dr. Meartz prepared copy. The Alliance Office handled printing and mailing. All issues were mailed to all 1373 persons on the Alliance mailing list. Total 1999-00 cost of the *Dakota Alliance* was $3,383.58 (not including secretarial costs, but including a $1000 editor's stipend).

Amtrak Geography Outreach Depot Project: The Alliance received several gifts totaling $4,550 for an outreach project at the Minot Amtrak depot. The display racks are stocked with free regional state maps and geographic literature. The project began in late February of 1999. Through August 31, 2000 more than 121,000 free maps and other geographic items had been distributed. The project also provided small grants to stimulate writing projects aimed at generating North Dakota Alliance-produced geographic literature. Project expenses for distribution of maps and geography materials at the Minot Amtrak depot were $3,215.94 (primarily for secretarial time). Also related to the Amtrak project and paid for with contributions received for the Amtrak project were: 1.) $375 mini-grant awarded to the Stanley Public Schools, 2.) $2590 spent for train tickets for the Chicago field trip, and 3.) $1,305 spent to enable a North Dakota teacher to participate on the Virginia Geographic Alliance Amtrak Tour Institute. Total spent for the Amtrak project during 1999-2000 budget year (including carryover funds) was $7,485.94.

North Dakota History Day Program: The Alliance received $3000 in matching funds for the statewide History Day project. Last year approximately 160 North Dakota middle school and high school students entered the Regional competitions, with 90 competing at the State level. Twenty-five (25) students went to Washington, DC to compete at the National level. The Alliance office provided logistics support and bookkeeping for this program. Total expenses for the program was $6,033.83.

Assessment:

North Dakota Social Studies Benchmarks Performance Levels Writing Project: The Alliance is leading a North Dakota Social Studies Standards Benchmark Performance Level Writing Team for the North Dakota Department of Public Instruction. Partial funding for this two-year project was received from a Title II Eisenhower Professional Development grant award with additional funds received from a North Dakota Goals 2000 grant award. Thirty-three (33) North Dakota teachers are participating in this multi-year project. Total funds spent during 1999-2000 budget year were $28,970.33.

Miscellaneous and previous year expenses paid during 1999-00 budget year:

1999-00 budget year activity bills paid during the 1999-2000 budget year and miscellaneous expenses not otherwise described, include $375 awarded as a mini-grant related to the Stanley Public Schools, $169.63 related to the 1999 Watts of Wind program, and $105 related to the 1999 Jamestown SGI. (Total $649.63).

PROGRAM BUDGET REPORT
(September 1, 1999 - August 31, 2000)

BUDGET ITEM	NGSEF	NON-NGSEF	IN-KIND	TOTAL
Operating Budget:				
Coordinator Honoraria	6,000.00			6,000.00
Release Time	9,372.85			9,372.85
Administrative Assistance	10,799.94			10,799.94
Steering Committee Meetings	989.93			989.93
Alliance Meetings	1,137.29	3,190.94		4,328.23
Office Costs:	4,334.80	534.97	*20,000.00**	4,869.77
Travel (In Items by Project)				
Other	649.63			649.63
Assessment (In Curriculum)	2,333.55	26,636.78		28,970.33
Curriculum	30,661.14	17,083.35		47,744.49
Outreach	10,088.70	6,518.34		16,607.04
Professional Development	3,978.18	47,406.11		51,384.29
TOTAL	$80,346.01	$101,370.49		$181,716.50

**Not Included in Balance Totals*

Amount Received from NGSEF:	50,000.00	
Amount Received from Non-NGSEF:	108,268.29	
In-Kind Contributions: (not included in balance)	*20,000.00**	Office space, Work study students, etc.
Roll-over Funds Used this year:	45,134.01	
Total Program Budget:	181,716.50	
Year End Surplus:	21,685.80	

NORTH DAKOTA GEOGRAPHIC ALLIANCE 1999-2000 BEST PROGRAM

In one page, please describe the activity and accomplishments of one of your best initiatives this year, addressing project development, implementation, costs, and lessons learned. A compendium of best programs will be shared with the alliance network.

The North Dakota Geographic Alliance considers all of its 1999-2000 program year programs to be best programs: These include:

The Integrating and Assessing Geography, Science and Mathematics Classroom Project
The Environment Education Companion Document (to North Dakota State Content Standards) Project.
The On Line Advanced Placement Human Geography Course Project
The On Line Human Geography Course for K-8 Teachers Project
The on Line Human Geography Course for Pre-Service 9-12 Teachers Project
The Economic Geography Advanced Institute Project
The Alliance Annual Meeting
The From the Windy Prairie to the Windy City Field Trip
The Seeds of Change Workshop Project
Hosting the Virginia Geographic Alliance Summer Institute Tour
The ESRI Community Atlas Project
The Investigating and Evaluating Environmental Issues and Actions Project
The 1999 and the 2000 Geography Awareness Week Projects
The Dakota Alliance, the North Dakota Geographic Alliance Newsletter
The North Dakota History Day Outreach Project
The Minot Amtrak Depot Geography Outreach Project
The North Dakota Social Studies Benchmarks Performance Levels Writing Project

The North Dakota Geographic Alliance did precisely what the National Geographic Education Foundation asked us to do. We leveraged available NGSEF grant funds to develop a diverse set of seventeen (17) significant programs. Each program was intended for a different audience. Each audience was or will be impacted in a different way. For example, the professional development workshops and institute provided training for 181 teachers. The on line courses are only just beginning to reach their intended audiences. Approximately 70 teacher consultants were active in Alliance governance and or in planning and offering the diverse Alliance programs. The North Dakota Social Studies Benchmarks Performance Levels Project is preparing performance level recommendations that will impact all North Dakota K-12 students. The Environmental Education Companion Document is intended to reach hundreds of North Dakota teachers. The North Dakota History project directly impacted 160 students and indirectly impacted many hundreds of parents, relatives, teachers and friends. The Minot Amtrak Depot project provided maps and geographic interpretative materials to literally tens of thousands of travelers passing through North Dakota. The From the Windy Prairie to the Windy City Field Trip not only enabled ten (10) teacher consultants to attend the NCGE Conference, but also enabled the Alliance to gather valuable information for future Minot Amtrak Depot Project publications (that will reach many tens of thousands of future travelers). We think everything the North Dakota Geographic Alliance did during the 1999-2000 program year was our best program.

A Unique North Dakota Geographic Alliance Outreach Program

The North Dakota Geographic Alliance's Minot Amtrak Depot Project is a unique experiment and is described here. The idea for the project developed several years ago when NDGA Co-Coordinator, Eric Clausen, was riding an Amtrak train west of Williston, North Dakota. The train was following the Missouri River (and the route of Lewis and Clark). Clausen overheard a conversation between a passenger and an Amtrak employee. The passenger had a map in her hands was asking the Amtrak employee the name of the large river outside her window. The Amtrak employee did not have the slightest clue as to the name of the river and both were trying to locate where the train was on the map. The map did not cover the state where the train was traveling, but the Amtrak employee and the elderly woman passenger were totally unaware of that minor problem.

Realizing that Amtrak trains traveling through North Dakota offer a golden opportunity to educate hundreds of thousands of people each year about geography, Clausen offered to personally provide financing if the North Dakota Geographic Alliance would develop an experimental geography outreach project to reach the Amtrak passengers. To date the North Dakota Geographic Alliance Minot Amtrak Depot Project has been paid for entirely by funds Clausen has contributed. All maps and other geographic information materials, not written and printed by the Alliance, are obtained free of charge from various state transportation and tourism agencies and other organizations (e.g. National Park Service).

Minot is a service stop for Amtrak's Empire Builder. Each train stops for 20 minutes or more to take on water and fuel and to be inspected and for minor repairs as needed. Twice each day approximately 300-400 passengers step off their train briefly into the relatively modest Minot Amtrak Depot. Before the Alliance project began these passengers encountered four barren walls and a small display rack with Amtrak schedules.

The Alliance purchased five display racks to distribute free maps and other types of geographic literature and also put up a North Dakota map and photos on the walls. The Alliance provides maps and geographic literature from all states along the Empire Builder route and other sources thought to be of interest to the passengers. Last spring the Alliance wrote and started putting out Alliance-written route guides for the route west of Minot (traveled during daylight hours). These "homemade" route guides almost instantly became, along with state maps, the fastest moving items. The Alliance has rewritten and expanded its "homemade" geography route guides and has gathered material for more.

The project is an experiment to see what happens. The Alliance is monitoring what Amtrak passengers pick up. Since beginning the project in the spring of 1999 the Alliance has given out more than 135,000 maps and other publications. The maps and the Alliance-written route guides are without question the most popular items. Beautifully printed glossy color brochures describing regional tourist attractions sit almost untouched while adjacent state maps and Alliance-written route guides disappear on a regular basis. If the opportunity arises the Alliance may further develop this project and related publications. Attached is a set of the North Dakota Alliance-written guides as presently being tested.

TB 2013
Supt. Sanstead
in Closing

STUDENT COMPETITIONS
(Spelling Bee and Math Counts)

DPI staff, for many years, contributed their time and energy to insure North Dakota students were afforded opportunities to compete in the national Spelling Bee and Math Counts competitions. Staff assumed these non-funded, non-mandated responsibilities in addition to their regular work assignments. They devoted countless hours of their own time and the department provided limited in-kind services to insure program continuation.

The loss of two dedicated individuals, coupled with the reduction of two general-funded positions this biennium, inhibited our ability to administer these supplemental programs. As a department, we worked diligently to find new program sponsors because I continue to support the involvement of 106 students from our state to participate in each of these competitions. Unlike agency staff supported with federal dollars, these sponsors have the ability to actively raise funds without creating an audit inquiry. It appears, however, that the new sponsors will be funded out of state dollars removed from DPI's operating budget, essentially creating new program obligations not previously funded with general fund dollars.

The House has moved $15,000 to the LEAD Consortium to administer the Spelling Bee and the Math Counts competitions, yet it is the ND Council of Education Leaders hiring staff and administering the programs. I believe this is an unprecedented departure from previously accepted funding mechanisms.

The $15,000 removed from DPI's operating budget is required to support statewide educational activities. Non-governmental agencies have other means to continue to support supplemental activities. The following figures represent the total costs and funding for program administration, including in-kind services provided by DPI, and other funds raised to support the Spelling Bee and Math Counts competitions. A full analysis is available upon request.

PROGRAM	TOTAL COST	REGISTRATION FEES	CONTRIBUTIONS	DPI COST IN-Kind Mailing, Supplies, Printing, Staff
Math Counts	$8,175	$2,184	$3,410	$2,581
Spelling Bee	8,453	4,285	1,603	2,565
	16,628	6,469	5,013	5,146

NWP

National Writing Project
Fact Sheet

The National Writing Project:

- Funds ~~181~~ 164 writing project sites in 47 states, Washington, DC, and Puerto Rico
- Generates $6.93 for every federal dollar
- Serves participants at an average cost in federal dollars of $0.80 per contact hour
- Served 181,402 teachers and administrators in 1997–98
- Served over 2 million teachers and administrators from 1973 to 1998

What is it? The National Writing Project is a nationwide program that works to:

- improve student writing abilities by improving the teaching and learning of writing in the nation's schools
- provide professional development programs for classroom teachers
- expand the professional roles of teachers

What does it do? The National Writing Project operates on a teachers-teaching teachers model. Successful writing teachers attend invitational Summer Institutes at their local universities. During the school year these teachers provide workshops for other teachers in the schools.

Why is it needed? Literacy is at the foundation of school and workplace success, of citizenship in a democracy, and of learning in all disciplines. In addition, modern technology has increased the need for students to write and think clearly and coherently. The National Writing Project focuses on the teaching of writing for practicing teachers while providing a model for ongoing professional development that builds independent local programs.

5511 TOLMAN HALL, UNIVERSITY OF CALIFORNIA, BERKELEY, CA 94720-1670
PHONE: (510) 642-0963 FAX: (510) 642-4545
E-MAIL: nwp@socrates.berkeley.edu URL: http://nwp.berkeley.edu/

Northern Plains Writing Project Fact Sheet

History

Representatives of public schools, teacher centers, DPI, colleges, and universities founded the Northern Plains Writing Project (NPWP) in fall, 1978. Since 1979, NPWP has regularly sponsored programs on teaching language arts in communities across North Dakota.

Programs

About 200 teachers have taken NPWP Summer Institutes on Teaching Reading and Writing. Each five-week Institute is worth nine graduate semester hours. Approximately 2,500 teachers have attended inservices led by Institute "graduates."

Over 2,500 teachers have taken one- to four-day NPWP workshops.

About 18,000 students and about 6,000 adults have contributed manuscripts to NPWP programs including the ND Language Arts Festivals and the ND State Fair Writing Contest.

NPWP was the main sponsor for the Y2K Regional Conference on Literacy Education in Fargo in August, 2000. Twelve other professional organizations, arts councils, and humanities councils co-sponsored the conference.

Key Figures for September, 1999-August, 2000

Programs.....38*

Educators Who Participated in Programs.....325*

Total Contact Hours for All Programs.....10,500*

Total State Funding.....$14,000*

Total Federal Funding.....$25,000*

Estimated Other Funding (In-Kind, Grants, Fees, Other Sources).....$60,000

*Source: Inverness Research Associates, *Preliminary Key Figures for NPWP*

How does it work?

The National Writing Project's 26 years of success is due to a handful of simple but crucial principles:

- excellent professional development is an ongoing process
- universities and schools accomplish more in partnership
- teachers are key to educational reform
- teachers are the best teachers of other teachers
- effective literacy programs are inclusive—reaching all teachers in order to reach all students
- writing deserves constant attention from kindergarten through university
- exemplary teachers of writing are themselves writers

Evaluation and Recognition

The Carnegie Corporation of New York evaluated the National Writing Project as the best large-scale effort to improve composition instruction now in operation in this country, and certainly the best on which substantial data are available.

The National Endowment for the Humanities stated that the National Writing Project has been by far the most effective and cost-effective project in the history of the Endowment's support for elementary and secondary education programs.

The National Council of Teachers of English honored the National Writing Project as an exemplary national resource.

The Council for Basic Education stated that the National Writing Project is perhaps the most successful and certainly the most far-reaching of all the recent initiatives to improve the condition of writing. The National Writing Project is successful because it is helping teachers become competent writers themselves, and so, to be better teachers of writing.

Impact on Other Fields

The National Writing Project's teachers-teaching-teachers model has become the model for similar programs in other subject matter fields: science, mathematics, history, literature, foreign languages, and the performing arts.

Federal Support

The National Writing Project was first authorized for federal funding in 1990 with strong bipartisan support. The 1998–99 appropriation was $5 million.

5511 TOLMAN HALL, UNIVERSITY OF CALIFORNIA, BERKELEY, CA 94720-1670
PHONE: (510) 642-0963 FAX: (510) 642-4545
E-MAIL: nwp@socrates.berkeley.edu URL: http://nwp.berkeley.edu/

RED RIVER VALLEY WRITING PROJECT

WHAT IT IS: A site of the National Writing Project, a federally funded professional development effort aimed at improving the teaching of writing in all subjects, on every grade level.

HOW IT WORKS: Each year the writing project site holds a summer institute--in our case, a four week experience on the UND campus--to which we invite 15 to 20 area teachers. They write together and demonstrate for each other their best practice in the teaching of writing. These teachers become "teacher consultants" who can then help other teachers in the schools.

RRVWP SO FAR: We are in our infancy, having hosted only two summer institutes, with a total of 28 teachers now available as consultants to work with other teachers. The list of teachers is on the back of this flyer.

WHAT WE ARE PREPARED TO DO: We can help you form study groups in which teachers read something about the teaching of writing and discuss it. (For example, we can provide money to buy books and provide a discussion leader.) We can help you start a writing group in which teachers do some writing and respond to each other's work. We can offer demonstrations of teaching practice and conduct discussions afterward. We can consult with groups of teachers as they engage in curriculum development related to the teaching of writing. And we can join with school districts in offsetting the cost of professional activities related to the teaching of writing.

WHO PAYS FOR SERVICES: School districts should pay something for the services of teacher consultants and the materials needed for professional development. However, we have funds available for activities during the academic year and would be happy to work with individual schools, as well school districts, to create professional development opportunities for their teachers.

CONTACT: Dan Sheridan at 777-4162 (Daniel_Sheridan@und.nodak.edu)

Jan Jelliff, Outreach Coordinator, at 772-1495 (jjelliff@gtherald.infi.net)

Nancy Devine at Central High School

Judy Sheridan at EGF Senior High

Or contact any of the teachers listed on this flyer.

NWP Book Order Form

(See book descriptions on reverse.)

Qty	Title	List Price	Assoc Price	Total
	Teachers' Voices	12.50	10.00	
	I Can Write What's on My Mind	10.50	8.40	
	Writing Your Heritage	8.00	6.40	
	Cityscapes	12.50	10.00	
	Writer's Workout Book	13.00	10.40	
			Subtotal	
			CA residents add 8.25% Sales Tax	
			U.S. & Canada Shipping & Handling ($1.00 for first book, $.50 each additional)	
			Associate Donation ($20/yr. or $50/3 yrs.)	
			TOTAL	

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Occupation: _____

Writing project site affiliation, if any: _____

Make check payable to NWP and mail to: **National Writing Project, 5511 Tolman Hall, University of California, Berkeley, CA 94720-1670.** If you have questions or would like more information, phone (510) 642-0963 or fax (510) 642-4545.

Please charge my Visa __ MC __ Card # _____

Exp. Date: _____ Signature: _____

Visit the National Writing Project web site at:
www.gse.berkeley.edu/research/nwp/nwp.html



Support for the National Writing Project is provided by government, foundations, corporations, universities and K-12 schools



Writing

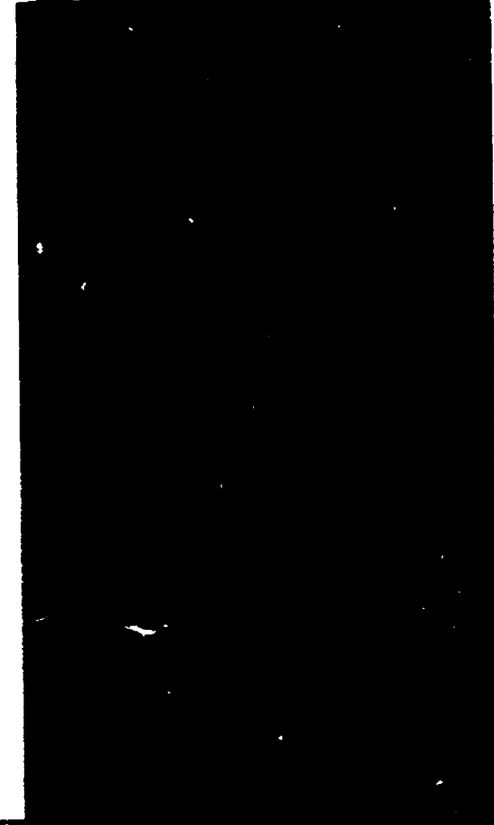
The National Writing Project is a federally funded, nationwide network that works to improve student writing and learning by improving the teaching of writing in the nation's schools.

More than 100,000 teachers across the country participate in National Writing Project programs every year.

Local writing project sites bring teachers together in the summer, on weekends and at the end of the school day to learn from other successful teachers how to improve their own teaching of writing.

Back in their own schools and communities, writing project teachers conduct writing programs for teachers, school administrators, students and parents.





NWP

For just $20 a year or $50 for three years, receive:

- Four issues of *The Quarterly*
- Three issues of *The Voice*
- A 20% discount on books



The Quarterly
Teachers and researchers write about classroom issues in education



The Voice
Learn about writing project teachers, programs, and opportunities in the NWP network

For more information, contact:

National Writing Project
5511 Tolman Hall
University of California
Berkeley, CA 94720-1670
Phone: (510) 642-0963
Fax: (510) 642-4545
E-mail: nwp@socrates.berkeley.edu
www-gse.berkeley.edu/research/nwp/nwp.html

NWP Books

Teachers' Voices
Portfolios in the Classroom
Mary Ann Smith, Miriam Ylvisaker, Editors
The ground-breaking work on portfolios that features the stories of 13 teachers of different grade levels and disciplines



I Can Write What's on My Mind
Theresa Finds Her Voice
by Sherry Seale Swain
A classroom journal of day-to-day life in this outstanding 1st grade teacher's classroom where students work together to transform themselves into readers & writers.



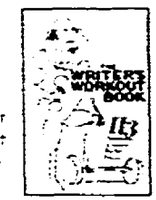
Writing Your Heritage
A Sequence of Thinking, Reading & Writing Assignments
by Deborah Dixon
A college teacher's students discover more about themselves by exploring and writing about their cultural & ethnic backgrounds.



Cityscapes
Eight Views from the Urban Classroom
Members of the NWP Urban Sites Network
Eight talented teachers examine their work in urban schools. An honest, inspiring, practical guide for urban educators.



The Writer's Workout Book
113 Stretches Toward Better Prose
by Art Peterson
An accomplished teacher shares over 100 mini-lessons that push students to powerful prose.



Please see book order form on reverse.

CALL FOR ACTION

American education is at a critical crossroad. Pressure for accountability and reform is intense. Rather than responding by trying to re-create classrooms of the past or by simply intensifying current practices, teachers, administrators, students, parents, and politicians must remain focused on what we have discovered about learning in the best classrooms.

We reiterate, classrooms where language is used for learning are fundamentally different classrooms. They are places where students talk, read, and write frequently, places where they learn better and their learning lasts longer.

To improve schools for all learners, we need to have a different destination in mind and we need to walk a different path. How students learn cannot be separated from what they learn.

Students are most likely to become engaged, independent, critical thinkers when their learning is viewed as an opportunity for significant investigation, individual application, and personal reflection. Now is the time for action.

Single copies of this statement are available free upon request, and may be copied without permission from NCTE. Multiple copies are available at a bulk rate of U.S. $7 per 100, prepaid only. Stock #04061. Send request to NCTE Order Department, 1111 W. Kenyon Road, Urbana, IL 61801-1096.

FOR MORE INFORMATION ON LEARNING THROUGH LANGUAGE

Atwell, Nancie (Ed.). *Coming to Know.* Portsmouth, NH: Heinemann Educational Books, 1988.

Barr, Mary, et al. *What's Going On? Language-Learning Episodes in English and American Classrooms, 4–13.* Portsmouth, NH: Heinemann Educational Books, 1982.

Britton, James. *Language and Learning.* Coral Gables, FL: University of Miami Press, 1970.

Clark, Robert. "Team Projects in Technology and Society," in *Programs That Work.* T. Fulwiler and A. Young (Eds.). Portsmouth, NH: Heinemann Educational Books, 1990.

Driscoll, Marc, and Jere Confrey (Eds.). *Teaching Mathematics: Strategies That Work.* Portsmouth, NH: Heinemann Educational Books, 1988.

Fulwiler, Toby (Ed.). *The Journal Book.* Portsmouth, NH: Heinemann Educational Books, 1987.

Griffen, C.W. (Ed.). *Teaching Writing in All Disciplines.* San Francisco: Jossey-Bass, 1982.

Hynds, Susan, and Donald L. Rubin. *Perspectives on Talk and Learning.* Urbana, IL: National Council of Teachers of English, 1990.

Lester, Nancy, and Cynthia Onore. *Learning Changes: One School District Meets Language Across the Curriculum.* Portsmouth, NH: Heinemann Educational Books, 1990.

Mayher, John S., Nancy Lester, and Gordon Pradl. *Learning to Write Writing to Learn.* Portsmouth, NH: Boynton Cook, 1983.

Mayher, John S. *Uncommon Sense: Theoretical Practice in Language Education.* Portsmouth, NH: Boynton Cook, 1990.

Moffett, James, and Betty Jane Wagner. *Student-Centered Language Arts,* Fourth Edition. Portsmouth, NH: Heinemann Educational Books, 1992.

Osbourne, Roger, and Peter Freyberg. *Learning in Science.* Portsmouth, NH: Heinemann Educational Books, 1985.

Self, Judy (Ed.). *Plain Talk about Learning and Writing Across the Curriculum.* Radford, VA: Virginia Department of Education, 1987.

Thaiss, Christopher. *Language Across the Curriculum in the Elementary Grades.* Urbana, IL: National Council of Teachers of English, 1986.

National Council of Teachers of English
1111 W. Kenyon Road, Urbana, IL 61801-1096

LEARNING THROUGH LANGUAGE

A Call for Action in All Disciplines

Prepared by
Language and Learning Across the Curriculum Committee

NATIONAL COUNCIL OF TEACHERS OF ENGLISH

Endorsed by the International Reading Association

National Council of Teachers of Mathematics

LANGUAGE AND LEARNING

Classrooms where language is used for learning are fundamentally different from classrooms you may be familiar with. For many years, teachers and researchers have known that students learn better and that their learning lasts longer in language-intensive classrooms.

No matter what the subject, the people who read it, write it, and talk it are the ones who learn it best.

To give students a better learning environment, dramatic changes are needed in how language is used to learn and in what classrooms look and sound like.

WHAT LANGUAGE-INTENSIVE CLASSROOMS LOOK LIKE

Students learning new concepts and processes try to teach them to others, write a letter or journal entry explaining them, or make a list of what they do and do not understand.

Students work together on a unit of study, talk with their peers, listen for areas of agreement and mutual understanding, negotiate joint goals and plans, read resource materials, prepare written notes for personal use and for sharing with others, jointly draft a group paper, and prepare oral presentations to share their learning with their class or other audiences.

Students sit in circles or other clusters, sometimes with their teacher as one member of the group. The students set questions to guide future discussion and study. Questions for investigation are as likely to be asked by the students as by the teacher.

Students play an active role in choosing topics for study. Students may be reading different materials and pursuing their own questions and topics. They will also decide how to share what they are learning with their peers.

Students maintain learning logs, ongoing journals in which they record frequent observations about their learning. In secondary schools, these observations may focus on learning of a particular subject area. Periodically, students use these logs to look back at their learning over time, to discover what helped and hindered, and to develop more effective learning strategies and goals for the future.

Students develop portfolios of their work, including essays, notes, completed homework, projects, drawings, lab reports, field notes, word problems, research data, proofs, graphs, tests, or selections from their learning logs. Periodically, students review and update the contents of their portfolios, and write about how these materials show what they have learned and what they want to pursue in the future.

WHAT SHOULD BE DONE

- **Teachers need to reassess their teaching and re-examine their students' learning.** If students are not working and learning, investigate and try out ways to structure more active, language-centered teaching and learning.

- **Teachers can examine language uses in their classrooms.** Who is talking? Who is asking the questions? How many modes of language (talking, listening, writing, reading) are students actively using? What activities and assignments can be introduced to increase the range and extent of student language?

- **Teachers can restructure their teaching and their classrooms,** sharing some of the control over the course of study with students, and can learn alongside their students.

- **Teachers should ground their thinking and teaching** in current language research and theory.

- **Administrators need to support innovative teachers** through professional development opportunities and evaluation criteria which recognize and celebrate innovation.

- **Parents should expect to see different classrooms** from those they remember. They will see classrooms where talk prevails, students often work in groups, and students actively participate in many projects.

- **Parents can evaluate an assignment** for the degree to which it genuinely engages interest, guides students through the learning process, incorporates feedback from teachers and peers, and requires many different ways of using language.

- **Students can join in exploring new ways of learning** with their teachers and share their enthusiasm for active exploration, talking, writing, and reading with others in their school community.

Prepared by the North Dakota Legislative Council staff for House Appropriations - Education and Environment Division
January 15, 2001

Department 252 - School for the Deaf
House Bill No. 1013

	FTE Positions	General Fund	Other Funds	Total
2001-03 Schafer Executive Budget	53.10	$4,980,301	$1,095,624	$6,075,925
1999-2001 Legislative Appropriations	53.93	4,701,654	721,856	5,423,510[1]
Increase (Decrease)	(0.83)	$278,647	$373,768	$652,415

2001-03 Hoeven Executive Budget	53.10	$4,980,301	$1,095,624	$6,075,925
Hoeven Increase (Decrease) to Schafer	0.00	$0	$0	$0

[1]The 1999-2001 appropriation amounts include $18,931, of which $17,978 is from the general fund, for the agency's share of the $5.4 million funding pool appropriated to the Office of Management and Budget (OMB) for special market equity adjustments for classified employees and $2,040 from the general fund for the agency's share of the $1.4 million funding pool appropriated to OMB for assisting agencies in providing $35 per month minimum salary increases in July 1999 and July 2000. The 1999-2001 appropriation amounts do not include additional other funds spending authority of $125,006 authorized by the Emergency Commission during the 1999-2001 biennium and additional general fund spending authority of $36,519 carried over from the 1997-99 biennium for capital projects.

Major Schafer Recommendations Affecting School for the Deaf 2001-03 Budget

	General Fund	Other Funds	Total
1. Provides funding for salary adjustments, in addition to the executive budget compensation package, to increase salaries to new pay range minimums established by Central Personnel.	$8,182		$8,182
2. Provides funding for salary adjustments, in addition to the executive budget compensation package, to increase teacher salaries pursuant to the salary schedule prepared by Central Personnel.	$22,143	$100,000	$122,143
3. Deletes .83 FTE education programs coordinator.	($58,423)		($58,423)
4. Increases funding for operating expenses from $1,086,884 to $1,156,267 to reflect various changes, including:		$69,383	$69,383
a. Increase for information technology - Data processing - $27,270 b. Increase for travel, including weekend transportation for students - $50,434 c. Increase for utilities - $17,905 d. Decrease for operating expenses for the deaf/blind project requested as optional adjustment but not funded - $40,000 e. Increase for audiology services being budgeted as contracting expenses rather than as salaries and wages - $31,585			
5. Decreases general fund spending authority and increases other funds spending authority for operating expenses.	($69,170)	$69,170	
6. Reduces funding for equipment from $79,404 to $60,190.	($8,634)	($10,580)	($19,214)
7. Provides funding for extraordinary repairs of $45,410.	$9,083		$9,083

Major Hoeven Recommendations Affecting School for the Deaf 2001-03 Budget Compared to the Bill as Introduced (Schafer Budget)

The Hoeven budget recommendation does not change the Schafer executive budget recommendation for this agency.

Major Legislation Affecting the School for the Deaf

As of the date of this report, no major legislation has been introduced which affects this agency.

HOUSE APPROPRIATIONS COMMITTEE

EDUCATION AND ENVIRONMENT DIVISION

Janet Wentz, Chairman

2001-2003 BUDGET HEARING

NORTH DAKOTA SCHOOL FOR THE DEAF

HB 1013 Agency 252

JANUARY 11, 2001

Rocklyn G. Cofer, Supt.

NORTH DAKOTA SCHOOL FOR THE DEAF

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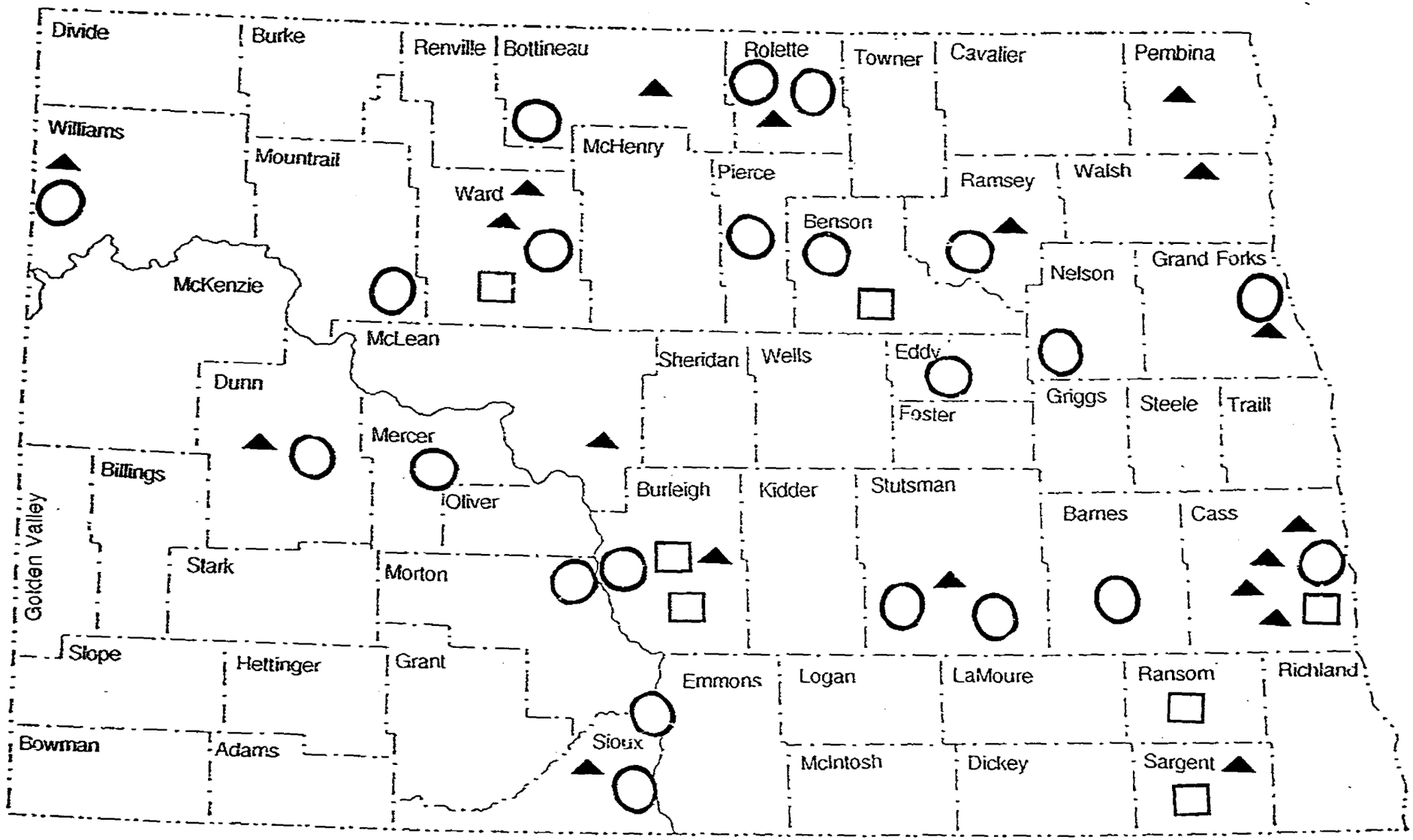
North Dakota School for the Deaf
Geographical Distribution of Students/Families
January 1, 2001



○ NDSD (35 Students)
□ Parent-Infant Program/Outreach (15 Families)
▲ PIP/Outreach Assessments/Consults/Inservices

NORTH DAKOTA SCHOOL FOR THE DEAF

PROGRAM

The North Dakota School for the Deaf, established in 1890 by the North Dakota Constitution and located in Devils Lake, is under the direction, control, and management of the Department of Public Instruction. The school is an educational institution for the education of children with severe to profound hearing loss that are not able to be served in their local neighborhood schools. To be eligible for enrollment, children must be between the ages of 0 and 21 and must be residents of North Dakota. Out-of-state students are accepted on a tuition basis.

The North Dakota School for the Deaf is a school using specialized curriculum and methods of instruction for hearing impaired youth taught by teachers certified in deaf education fluent in sign language. The school provides a comprehensive academic program covering a broad range of disciplines including traditional academic offerings, vocational education, special studies, physical education, and art. Further educational and social opportunities are presented through residential, athletic, and recreation programs. A major emphasis throughout all programs is development of language, receptive and expressive skills. NDSD is fully accredited by the Department of Public Instruction, North Central Accreditation, and the Conference of Educational Administrators Serving the Deaf. Through programming provided by the North Dakota School for the Deaf, hearing impaired students in North Dakota have the opportunity to grow intellectually, socially, and emotionally in a 24 hour per day language rich environment so they will have the necessary skills to integrate into society as productive citizens.

In addition to their classes at NDSD students have the opportunity to participate, as per their Individual Education Plan(IEP), In mainstream programs with their hearing peers for part of the day in Devils Lake Public Schools including academic and vocational classes. Hearing students from the Devils Lake Public Schools also attend selected classes at NDSD in a reverse mainstream program. American Sign Language classes for Devils Lake High School students are offered at the NDSD campus. In addition, children from NDSD participate regularly in community activities and in co-op athletic programs with the public schools.

NORTH DAKOTA SCHOOL FOR THE DEAF

(PROGRAM, continued)

NDSD provides residential/dorm services from Sunday night through Friday morning during the school year. Students live in 2 dorm areas and some of the older students have opportunities for Independent Living experience in apartments on campus. Day students also have opportunities to participate in dorm activities after school and in the evenings. Students are transported home weekends and for school vacations.

NDSD Health Services, staffed by professional health providers, offers holistic care. This department offers health promotion and disease prevention through assessment, planning, implementation, and evaluation.

As an outreach/resource center, NDSD provides assessment, evaluation, and consultation services to parents, local education agencies, and other agencies requesting support. NDSD also provides information, technical assistance, and referrals to many other local and state agencies including the medical/health professions and/or any groups interested in learning about the implications of hearing loss. NDSD also supports a home-based Parent Infant Program for hearing impaired children from birth to age three. Through this program, children and their families throughout North Dakota are receiving specialized instruction and support directly related to the child's hearing loss.

NDSD, through it's Outreach Services, provides summer programming to hearing impaired children from throughout the State of North Dakota. During these summer camps, children are given the opportunity to develop self-esteem, self-help, and socialization skills as well as have fun. Siblings of the hearing impaired children may also attend these camps.

In October of 1999, the North Dakota Deafblind Services Project became part of NDSD. This federally funded program provides information and technical assistance to service providers for deafblind individuals, ages 0-21, living in North Dakota, and their parents and families.

NORTH DAKOTA SCHOOL FOR THE DEAF

PHILOSOPHY

Through a caring, nurturing 24-hour residential and academic program, NDSD provides educational and social opportunities which advance all students to their fullest potential, emphasizes positive values and good health, and encourages all students to view learning as a lifelong endeavor in an ever changing world.

The primary emphasis of each child's program is the development of functional language which includes both expressive and receptive skills, speech, speech reading, manual communication (sign language and finger spelling), reading, writing, and auditory processing. Each child's program stresses development of positive social and emotional attitudes, achievement in academic areas, vocational exploration, and development of life long independent living skills.

Through the cooperative efforts of the academic and residential living programs, progress towards maximizing each child's potential will be made in:

- development of communication skills for interacting with both hearing and deaf members of society.
- development of skills in identifying problems, thinking effectively about them and acting constructively in developing solutions.
- development of positive attitudes about self and their deafness and their role in their families and society.
- productive use of leisure time such as the acquisition of a broad range of interests, appreciation of recreational reading, hobbies, games, physical skills, fine arts, and extracurricular activities.
- learning self-control in concert with society's standards and development of lasting values of self-esteem, honesty, truthfulness, and respect for authority.
- exploration of pre-vocational, vocational, and post secondary educational alternatives.

NORTH DAKOTA SCHOOL FOR THE DEAF

MISSION STATEMENT

Through residential and day programming, the North Dakota School for the Deaf will provide optimum educational, social/emotional, and cultural experiences for deaf and hard of hearing children ages 0-21 and will serve as a resource center for outreach services for all North Dakota citizens.

MAJOR GOALS

Within the scope of local, state, and federal laws and regulations:

- provide hearing impaired children of North Dakota with comprehensive services designed to promote educational, vocational, and personal/social development.
- develop individual abilities toward self-sufficiency in society.
- provide services and training to parents of deaf children so they can be informed, active participants in their children's educational process.
- provide an outreach program which assists local education agencies with assessment, evaluation, consultation, and resources.
- serve as a state-wide resource center providing information, material, assistance, and referrals to many state agencies, health/medical organizations, parents, families, and a variety of other interested individuals and/or groups.

NORTH DAKOTA SCHOOL FOR THE DEAF

MAJOR PROBLEMS FACING THE SCHOOL

Recruitment of qualified staff, teachers, interpreters, dorm counselors, nurses, etc., remains one of the greatest challenges. Once hired, the challenge involves planning and providing adequate professional development to bring new staff up to speed and to keep all staff abreast of issues and methods which are critical locally, at the state level and, very importantly, at the national level. This requires regular national level training for the majority of the educational staff.

Salaries for staff with special certification/expertise/skills working with the hearing impaired, fluent sign language skills, knowledge of Deaf culture, etc., is barely minimal and not competitive enough to draw people with these skills to Devils Lake, North Dakota and keep them here. We recruit on a nationwide basis given no special or very limited numbers of professionals with specialized training in North Dakota. The recruitment process is difficult and often potential candidates look elsewhere when they find out about the pay/salary. Devils Lake does not offer many, if any post graduate classes for professionals to continue their education or to maintain licensure. Consequently, people must commute to Grand Forks, Fargo, or Minot for these opportunities or look out-of-state. For deaf individuals, there is limited deaf culture and deaf club activities in Devils Lake due to the small number of deaf people in the area and diversity of ages.

Professional development is and will continue to be paramount for the necessary growth and maintenance of specialized skills of the staff at NDSD. This includes the need for upgrading skills in areas of technology, educational/professional expertise, and sign language skills.

NORTH DAKOTA SCHOOL FOR THE DEAF

(MAJOR PROBLEMS FACING THE SCHOOL, continued)

Families' Needs - Added to the considerable stresses which today's families experience, parents and families of deaf children face the formidable challenge of accepting, adapting to, and dealing with their child's deafness. Assisting them early in this process and consistently being there through their child's development and all of the related and complicated social and educational issues, is critical. This requires a strong outreach/parent-infant component and adequate linkage with community and state service agencies.

Technology - NDSD has a technology plan which will help address many of the historical disadvantages created for the deaf people by the widespread use of the telephone and to overcome the curriculum and professional development limitations created by a low enrollment. Additional hardware, software, and technical assistance to discover and to employ existing technology for students and staff is important. The advent of Internet communication has enabled the deaf to open doors of communication not available before. The development of skills in the area of computer/technology is a high priority for the staff and students.

Outreach - Responding to NDSD's expanded resource center responsibilities requires additional outreach services such as evaluations, consultation, inservice training, and interpreting-related training, evaluation, and referral. Adequate response requires input and involvement of many NDSD professionals who provide direct services to NDSD students all day, every day during the school term.

NORTH DAKOTA SCHOOL FOR THE DEAF

TRENDS

The National Association of the Deaf, the Conference of Educational Administrators Serving the Deaf, and the National Association of State Directors of Special Education are working on plans whereby each state will develop a comprehensive plan of action for services to deaf students. Based on the Commission on Education for the Deaf report, deaf students should be placed according to individual factors and not the least restrictive environment (LRE) meaning closest to home. Emphasis will also be placed on certification of specialized staff, programming, and communication. Consequently, the superintendent predicts that during the 2001-2003 biennium NDSD should have about 45 students on campus and 15 in outreach programs.

Another trend we are seeing at NDSD involves a changing student population. A significant number of the students attending NDSD have more than just concerns about hearing to deal with. Fifty-one percent of our current student population have learning disabilities and secondary handicapping conditions that compound the academic challenges facing these students in their school programming. The staff is having to move beyond traditional methods to find the best way to help these students learn. This again takes additional time and training.

Another significant trend in the education of deaf children is the incorporation of a Bilingual-Bicultural (Bi-Bi) philosophy of language, communication, and culture. This philosophy places emphasis on using American Sign Language (ASL) along with other sign systems for communication starting at a very young age. This would involve requiring all staff to improve their ASL skills along with additional training in deaf culture. Bi-Bi involves setting up sign language competencies for each job and developing an individual evaluation and training program to improve sign skills for each staff member. NDSD will continue to work toward this goal.

NORTH DAKOTA SCHOOL FOR THE DEAF

MAJOR ACCOMPLISHMENTS & CHANGES AT NDSD DURING THE LAST TWO YEARS

Salary Administration Plans - A comprehensive salary administration plan for classified staff continues to be updated and utilized by the business administration staff.

The teachers were removed from classified status by the state and are participating in the Combined Schools Advisory Council (CSAC) which includes teachers and administrators from NDSD, School for the Blind and Youth Correctional Center. This past year, CSAC asked Central Personnel to conduct a teacher salary survey of schools in North Dakota and western Minnesota to provide information for a new Target Salary Schedule for teachers. NDSD, as a member of CSAC, used this new salary schedule as a guide in developing the teacher salaries for the biennium. CSAC functions as an advisory group to the Superintendent of the Department of Public Instruction and the Director of Juvenile Services.

Strategic Plan - NDSD's strategic plan as developed and implemented by staff and administration is the foundation for budget and program decisions. NDSD has been working with a consultant on strategic planning and NDSD's plan was reviewed and revised in May, 2000.

Educational Programming - NDSD's curriculum committees have completed updating the curriculum in the areas of social studies, science, and life skills. A comprehensive Language Curriculum for pre-school through 12th grade was developed and integrated into classroom and dormitory programs. A consultant recently worked with NDSD staff to update and enhance this curriculum. A computer generated IEP has been developed and updated and continues to be a valuable tool in the development of student programming. NDSD is in compliance with IDEA regulations .

NORTH DAKOTA SCHOOL FOR THE DEAF

(MAJOR ACCOMPLISHMENTS & CHANGES AT NDSD DURING THE LAST TWO YEARS, continued)

Interpreter Program - NDSD is participating in an Interpreter Training Program being sponsored by DPI - Front Range Community College in Colorado and Lake Region State College. This project is to train educational interpreters in the area of child language and development and is for Interpreters currently working in school systems. NDSD has two interpreters in this training program who will graduate this summer.

NDSD is working in partnership with Lake Region State College on starting a Sign Language and Interpreting Studies program in Devils Lake. We are excited to be a partner in this new program that will benefit the hearing impaired population. This program begins this spring semester. Interest in this program seems to be very high and should be a wonderful vocational opportunity for many North Dakotans.

Outreach/PIP Program - Regional Outreach/PIP staff are currently in Fargo, Minot, Bismarck, and Devils Lake. This allows NDSD to provide better coverage statewide. The Outreach/PIP staff have expanded services to include assessments for Hearing Impaired students throughout the state. Assessment by qualified staff is essential to the overall appropriateness of programming for Hearing Impaired students. There have been expanded professional development options for those working with deaf/hard of hearing students. Also NDSD has been providing hearing screening for infants and other hard to screen individuals with it's Otoacoustic Emissions unit. About 165 individuals have been scheduled for this screening procedure to date. The North Dakota Deafblind Services Project is also providing information and technical assistance to professionals and families working with deafblind children as an outreach service of NDSD. There are 51 deafblind students on last year's deafblind project census.

NORTH DAKOTA SCHOOL FOR THE DEAF

(MAJOR ACCOMPLISHMENTS & CHANGES AT NDSD DURING THE LAST TWO YEARS, continued)

Technology - A crucial, comprehensive 5-year information technology plan has been developed by the staff and administration to address immediate and future educational technology needs of the students and staff. This plan is regularly reviewed and updated as priorities change and as equipment is added. Significant accomplishments to date are as follows: all classrooms and dorm areas wired for network connectivity, a computer in every classroom, upgraded server and back-up system, remodeled computer lab, added an LCD projector, scanner, and printers in the lab. In addition, the network backbone wiring, hubs and routers are in the process of being updated to handle the additional requirements of highspeed hardware needed to run the state accounting system and other new software programs. Technology training for students and staff continues, computers upgraded in the business area, computer lab, dorms and some classrooms. NDSD participates in the local GOALS 2000 Project for technology training with other Devils Lake area schools. The NDSD teachers participated in the Teaching With Technology initiative this year.

Professional Development- NDSD continues to provide excellent training opportunities for staff development. Training for staff in their various areas of responsibility is made available as needed/recommended. Training in areas of risk management, general safety, technology, and sign language proficiency is provided for all staff each year.

Risk Management Programs - The school's written Risk Management Program with the Workers Compensation Bureau, continues to be followed and includes training of new staff and annual retraining of incumbent staff. In the 2000-01 fiscal year the school added substance abuse training and will qualify for an 8% premium reduction.

NORTH DAKOTA SCHOOL FOR THE DEAF

(MAJOR ACCOMPLISHMENTS & CHANGES AT NDSD DURING THE LAST TWO YEARS, continued)

The school is complying with the OMB Risk Management Program also. All insurance coverage has been reviewed through OMB, formats for agreements for use of facilities have been reviewed and revised, contracts are being reviewed and approved by an assistant attorney general. Steps are being taken to identify and minimize other risks through training including sexual harassment, CPR and therapeutic intervention.

Physical Plant - Replaced tubes in the Kewaunee boiler, asbestos was removed from storage tank and associated piping next to powerhouse boiler, energy management system was updated to a Y2K-compliant Windows-based system. A video security system was installed in main buildings on campus, road repairs were completed and six parking spaces were added and paved on the west side of the school building. Roof repairs were completed on administration building (business office wing). A central air system was installed and carpeting replaced in student dorm. The pool chlorination system was changed from gas to granular powder to improve safety.

Other Accomplishments - The school began participating in the Afterschool Snack Program during the 1999-00 school year.

NDSD continues to lease unused space to a private school and began leasing office space to another state agency.

NORTH DAKOTA SCHOOL FOR THE DEAF

STATUS OF THE CURRENT APPROPRIATION

Adjustments to the 1999-01 appropriation include 1) carry forward of $36,519 in Capital Improvements for asbestos abatement, boiler repair project and updating the energy management system 2) Emergency Commission increased spending authority of $125,006 to accept federal funds for the ND Deafblind Services Project.

The 1999-01 appropriation appears adequate. A deficiency is not anticipated.

Salaries & Wages represent 77.8% of the current appropriation and the school's most important resource--its specialized staff.

Staff members have received the increases authorized by the 1999 Legislative Assembly providing an average of 3% with a minimum of $35 per month and the balance used for equity for each year of the biennium.

The equity dollars were distributed in accordance with legislative intent through a salary administration plan developed and approved by the staff, the administration, and the Department of Public Instruction. The staff appreciated the improvement in the inequities. The administration hopes that similar discretionary dollars will be included in future appropriations.

The school has experienced several extended vacancies during the biennium (math/computer science teacher, special needs teacher, and audiologist). A national shortage of professionals with specialized training to serve deaf students exists and recruitment to North Dakota remains difficult with the salaries available.

FOR NORTH DAKOTA SCHOOL THE DEAF

(STATUS OF THE CURRENT APPROPRIATION, continued)

Operating Expenses represent 19.5% of the current appropriation. Major costs are for the Weekend Transportation Program (motor pool mileage, air charter, misc. travel), Utilities, Educational Supplies, Food, Bldg. & Grounds Mtce. Supplies, Misc. Supplies and Repairs.

Equipment funding represents 1.4% of the current appropriation. Equipment in the school's technology plan is a major portion of the current equipment appropriation.

Capital Improvements funding including the carry forward from the 97-99 appropriation represents 1.3% of the current appropriation. Current projects are scheduled for completion by the end of the biennium.

NORTH DAKOTA SCHOOL FOR THE DEAF

2001-2003 BASE BUDGET REQUEST

The School for the Deaf, its staff, students and parents are grateful to the Governor, legislators and taxpayers of North Dakota for their unfailing support received during its more than 110 years of providing quality educational services to deaf students.

For 2001-03 the school presented a 100% general fund budget request in accordance with executive guidelines. In addition the school presented an optional adjustments request needed to maintain and improve its educational services.

The budget request was for $5,655,301--a 1.3% increase from the current appropriation. The following comments relate to the base request.

Salaries & Wages - The 1.3% increase reflects movement of contracted staff to the updated CSAC salary schedule.

Operating Expenses - The 8.2% increase reflects anticipated increases in travel (mostly for weekend transportation and Outreach/PIP services), Deafblind project, utilities, and data processing.

Equipment - 49.4% decrease-equipment needs are requested in the base budget for Auxiliary Services, Education and the Outreach/PIP programs. Additional equipment needs in accordance with our IT Plan are requested in the optional adjustments.

Capital Improvements - The capital improvement request is a 48.2% decrease from the 99-01 appropriation.

NORTH DAKOTA SCHOOL FOR THE DEAF

2001-2003 OPTIONAL ADJUSTMENTS - TOTAL $336,291

Salaries & Wages - $163,411 requested for the following, including fringe benefits:

1) To place contracted staff on the proper step and lane of the 2001-03 composite salary schedule as developed by the Central Personnel Division.

Executive Recommendation included $163,411 for contracted staff

Operating Expenses - $53,780 requested to provide additional funding needed for the following:

1) $13,780 - To update current wiring to improve network allowing for more efficient expansion of the computer network and preventing loss of signal strength between buildings. *The school has identified internal savings and will complete this project during the current biennium.*

2) $40,000 - To replace loss of IDEA Part-B supplemental funds for the Deafblind Services project

Equipment - $32,000 requested to provide funding for equipment needed for the following:

1) Provides funds to replace sixteen computers and monitors (8 per year) according to NDSD's IT Plan

Executive Recommendation included $20,000 for computer replacements

Capital Improvements - $87,100 requested to fund the following Extraordinary Repairs:

1) $8,600 - Provides funds for door control access for additional security measures and provide more protection for students and state property

Executive Recommendation included $7,683 for door control access

2) $38,500 - Provides for removal of asbestos from breeching, steam pipes, miscellaneous pipes and fittings to make the powerplant asbestos free. Cost of repairs will be lower when not having to follow asbestos (AHERA) regulations.

3) $40,000 - Provides additional parking for expanded use of campus facilities.

NORTH DAKOTA SCHOOL FOR THE DEAF

2001-2003 EXECUTIVE RECOMMENDATION

The school is pleased that the executive recommendation allows 105.1% of the present general fund appropriation.

It appreciates the general salary increases and the funding of $163,411 to place contracted staff on the proper step and lane of the 2001-03 composite salary schedule as developed by the Central Personnel Division.

The school also appreciates the funding of $7,683 for door control access and $20,000 for computer equipment to address technology needs per the IT Plan.

NORTH DAKOTA SCHOOL FOR THE DEAF

CURRENT APPROPRIATION & 2001-03 BUDGET REQUEST ANALYSIS

	1999-01 ADJUSTED APPROP	2001-03 BASE REQUEST	2001-03 OPTIONAL ADJUSTMENTS	2001-03 TOTAL REQUEST	2001-03 EXEC RECOMMEND
MAJOR PROGRAM					
AUXILIARY SVCS	$1,234,776	$1,232,549	$100,880	$1,333,429	$1,285,613
ADMINISTRATION	692,482	701,328	0	701,328	727,963
RESIDENT LIVING	726,395	742,110	0	742,110	789,479
EDUCATION	2,183,133	2,261,924	154,132	2,416,056	2,509,365
OUTREACH SVCS	748,249	717,390	81,279	798,669	763,505
TOTAL	$5,585,035	$5,655,301	$336,291	$5,991,592	$6,075,925
LINE ITEM					
S&W	$4,345,901	$4,401,117	$163,411	$4,564,528	$4,814,058
OPR. EXP.	1,086,884	1,176,267	53,780	$1,230,047	1,156,267
EQUIP.	79,404	40,190	32,000	$72,190	60,190
CAP. IMPRV.	72,846	37,727	87,100	$124,827	45,410
TOTAL	$5,585,035	$5,655,301	$336,291	$5,991,592	$6,075,925
FUNDING					
GEN. FUNDS	$4,738,173	$4,665,319	$336,291	$5,001,610	$4,980,301
FED. FUNDS	$367,975	324,320	0	$324,320	329,962
SPEC. FUNDS	$478,887	665,662	0	$665,662	765,662
TOTAL	$5,585,035	$5,655,301	$336,291	$5,991,592	$6,075,925

SENATE APPROPRIATIONS COMMITTEE

David E. Nething, Chairman

2001-03 BUDGET HEARING

NORTH DAKOTA SCHOOL FOR THE DEAF

HB 1013 Agency 252

MARCH 7, 2001

This is the same testimony given on HB 1013 to the House, except for page 17

Rocklyn G. Cofer, Supt.

HB 1013

NORTH DAKOTA SCHOOL FOR THE DEAF

2001-2003 HB1013 AS PASSED BY THE HOUSE

The school appreciates the general salary increases and the funding of $163,411 to place contracted staff on the proper step and lane of the 2001-03 composite salary schedule as developed by the Central Personnel Division.

Also, for the additional funding of $20,000 for computer equipment to address technology needs per the IT Plan and $7,683 to add door control access.

North Dakota School for the Deaf

1401 College Drive
Devils Lake, ND 58301-1596
(701) 662-9000 VTDD Fax (701) 662-9009
Rocklyn J. Cofer, Superintendent

North Dakota
Department of Public Instruction

TO: Chairman Nething
Senate Appropriations Committee

FROM: Rocklyn Cofer, Superintendent RJC
North Dakota School for the Deaf

RE: Enrollment Information as Requested (3/7/01 Hearing)

DATE: 3/13/01

NORTH DAKOTA SCHOOL FOR THE DEAF
SCHOOL (NDSD) AND PARENT INFANT PROGRAM (P.I.P.)
ENROLLMENTS
1994- PRESENT

	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02
NDSD Ages 3-21	49	46	47	49	45	42	35	33*
P.I.P. Ages 0-3	10	10	11	20	11	14	10	12*

* Estimated

Additional Information- During the 1999-2000 year we lost 3 students through graduation and 3 underclassmen students left when their families moved out of state. We also had one of our elementary students return to the home school district.

Post-it® Fax Note 7671	Date 3/13/01	# of pages ▶ 1
To Sen. Nething	From R. Cofer	
Co./Dept. Sen. Appr. Comm.	Co. NDSD	
Phone # 701-328-2916	Phone # 701-662-9000	
Fax # 701-328-1997	Fax # 701-662-9009	

Mr Cafer.

P.J. is enrolled at R.I.T. in Rochester, New York, and she is a full time student. Enclosed you will find her grade report.

According to what our letter says that is all the information that is needed to qualify for the Christine B. Smith Scholarship Fund.

I do want you to know that P.J. is doing very well in school. She made the adjustment very well, much better than me.

I also want to thank everyone at NDSD for giving my daughter the ability to do this. I cannot imagine what would have become of her if she had gone to school somewhere else. NDSD gave her all the attention she needed. and I honestly feel that you people are responsible for where she is now.

I will be forever grateful to the people at NDSD.

When I got P.J.'s grade report I honestly didn't know what to expect. I thought she would be doing B+C's. because R.I.T. is the real world. meaning they have large classes. and probably not one on one attention. But mostly because she's on her own. and not in a "family" type atmosphere.

So when I opened it and saw 4 A's and a B I was overwhelmed. in shock. and so very proud.

Once again I have to thank NPSD for giving her the chance she deserves.

Thank-you from the bottom of my heart.

Kathy Nahe.

HB 1013

JANUARY 11, 2001

LINDA EHLERS
2501 VILLA DRIVE
FARGO, ND 58103

DEAR LINDA

YOU HAVE MEANT SO VERY MUCH TO ME AND AMANDA FOR ALL THAT YOU HAVE DONE FOR BOTH OF US.

YOU HAVE BEEN A GREAT RIGHT HAND PERSON IN THE SUPPORT AND ADVICE THAT YOU HAVE SHOWN ME IN THE LAST FIVE YEARS.

I THINK OF GOING OUT TO THE SCHOOL FOR THE DEAF WITH US AND THAT WAS SUCH A WONDERFUL THING FOR AMANDA TO HAVE TAKEN PART IN EVALUATIONS AND CAMP.

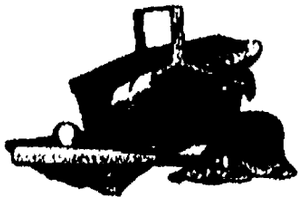
YOU ARE GREAT IN YOUR JOB AND WE FEEL YOUR JOB IS VERY MUCH NEEDED AND I WOULD FEEL LOST WITHOUT YOU.

YOUR FRIENDS,
Amanda Bohm
Michelle Bohm
AMANDA BOHM AND
MICHELLE BOHM

CONTACT STATE LIBRARY OR SCHOOL FOR THE DEAF
FOR COPY

North Dakota BANNER






Fall 2000

The North Dakota School for the Deaf is a division of
The Department of Public Instruction,
Dr. Wayne G. Sanstead, State Superintendent

Prepared by the North Dakota Legislative Council staff for House Appropriations - Education and Environment Division
January 16, 2001

Department 253 - School for the Blind
House Bill No. 1013

	FTE Positions	General Fund	Other Funds	Total
2001-03 Schafer Executive Budget	28.00	$2,048,791	$1,283,501	$3,332,292
1999-2001 Legislative Appropriations	28.00	2,196,188	1,002,892	3,199,080[1]
Increase (Decrease)	0.00	($147,397)	$280,609	$133,212

2001-03 Hoeven Executive Budget	28.00	$2,048,791	$1,283,501	$3,332,292
Hoeven Increase (Decrease) to Schafer	0.00	$0	$0	$0

[1]The 1999-2001 appropriation amounts include $6,245, of which $5,930 is from the general fund, for the agency's share of the $5.4 million funding pool appropriated to the Office of Management and Budget (OMB) for special market equity adjustments for classified employees and $1,030 from the general fund for the agency's share of the $1.4 million funding pool appropriated to OMB for assisting agencies in providing $35 per month minimum salary increases in July 1999 and July 2000.

Major Schafer Recommendations Affecting School for the Blind 2001-03 Budget

	General Fund	Other Funds	Total
1. Provides funding for salary adjustments, in addition to the executive budget compensation package, to increase salaries to new pay range minimums established by Central Personnel.	$2,621	$462	$3,083
2. Provides funding for salary equity adjustments, in addition to the executive budget compensation package, to increase teacher salaries pursuant to the salary schedule prepared by Central Personnel.	$112,810		$112,810
3. Decreases operating expenses from $678,059 to $652,238 to reflect various changes, including:	($25,821)		($25,821)
a. Increase for information technology - Data processing - $19,814 b. Increase for information technology - Telephone - $9,299 c. Increase for building rent - $15,022 d. Decrease for repairs - $12,060 e. Decrease for professional supplies - $22,960 f. Decrease for miscellaneous supplies - $18,663			
4. Decreases general fund spending authority and increases other funds spending authority for operating expenses.	($260,979)	$260,979	$0
5. Decreases funding for equipment from $70,500 to $60,000.		($10,500)	($10,500)
6. Provides funding for extraordinary repairs of $25,416.		($26,374)	($26,374)

Major Hoeven Recommendations Affecting School for the Blind 2001-03 Budget Compared to the Bill as Introduced (Schafer Budget)

The Hoeven budget recommendation does not change the Schafer executive budget recommendation for this agency.

Major Legislation Affecting the School for the Blind

House Bill No. 1038 - This bill changes the name of the North Dakota School for the Blind to North Dakota Vision Services - School for the Blind and expands the responsibilities of the agency to provide that it is a statewide service, resource, and referral center for all residents of the state who are blind or visually impaired.

TESTIMONY ON HOUSE BILL 1013
HOUSE APPROPRIATIONS COMMITTEE
EDUCATION AND ENVIRONMENT DIVISION
January 11, 2001
By Carmen Grove Suminski, Superintendent
North Dakota Vision Services/School for the Blind
(701) 795-2703

Chairman Wentz and Members of the Committee: My name is Carmen Grove Suminski, and I am the Superintendent of the North Dakota Vision Services/School for the Blind.

Introduction

North Dakota Vision Services/School for the Blind (NDVS/SB) has significantly expanded its outreach services and functions as a statewide, comprehensive resource center. The NDVS/SB works cooperatively and maintains a leadership role with related agencies in providing a full range of services to all persons who are blind or visually impaired, including those with multiple disabilities.

Historical Overview

1908 School for the Blind established in Bathgate, ND
(25 students enrolled)
1961 School for the Blind relocated to Grand Forks, ND
(Peak enrollment of 54 students;
Average enrollment of 32 students)
1994 Residential program eliminated
1995 Day program discontinued
1996 Major renovation completed converting residence into
instructional centers and offices
1997 Major renovation of former pool building into two suites,
two apartments, commons, and offices

We have undergone major transition – we are truly a regional system providing statewide outreach services; yet have housing for short-term placements for school age children and adults receiving services plus persons participating in inservice training. The NDVS/SB is not only a building located in Grand Forks but rather a **service** and **resource.** Our campus is statewide.

Services Provided

Our foremost mission is to offer the core curriculum ensuring that vision specific skills are provided. These skills are extremely specialized and include braille, braille music, technology, orientation and mobility, daily living skills, vocational/careers, and recreation leisure. The attached Outreach Manual is a description of services provided.

Vision Resource Center

Talking Book Machine Lending Agency
(2,320 patrons)
American Printing House Federal Quota Funds and Materials
(261 registrants)
Consumer and Professional Library
Descriptive videos
Large print and braille textbooks depository
Toy/Adaptive Equipment Lending Library
(1,911 total circulation – October 1 to December 31, 2000)
Reaching Out Newsletter (Mailing list of 1,350)

The Store (adaptive aids for sale)
(950 orders July 1, 1997 to date)

Braille Access Center
(21,200 pages from July, 1999, to December 2000)
(Reports, agendas and schedules, meeting minutes, journal articles, professional books, cookbooks, menus, membership lists, assessment materials, children's books, training materials, brochures, newsletters, correspondence, contracts, legislation, instructional manuals, textbook materials, catalogs)

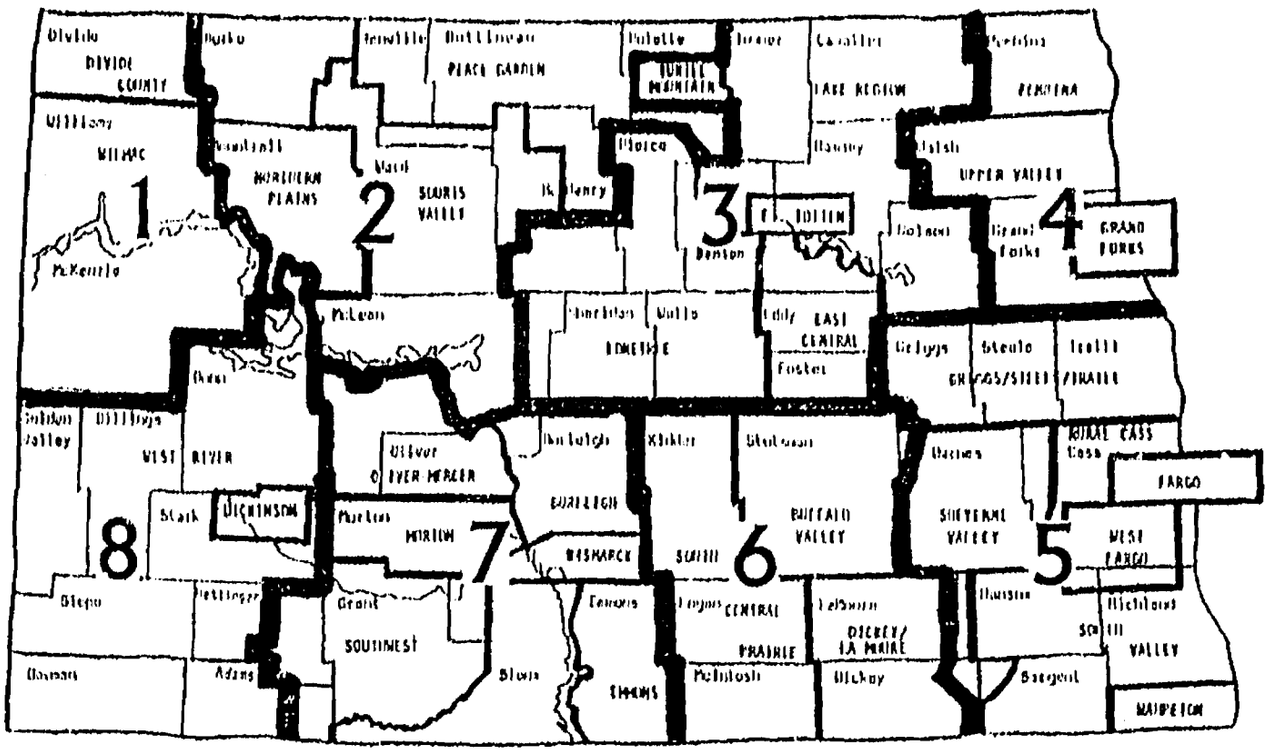
Evaluations, Consultations, and Instructions

Braille
Daily Living Skills
Functional Vision
Music
Orientation and Mobility
Recreation/Leisure
Technology
Vocational/Careers

Family Support
Summer Adventure
Specific Skills
Compensatory Skills
Post Secondary
LEAP
Speakers Bureau
Inservice Training

The attached graph illustrates a duplicated count of vision specific consultations, evaluations, and instructions that have been provided for the last three years.

The map below illustrates the eight regions served by NDVS/SB. Regional offices are located in Minot, Devils Lake, Fargo, Jamestown, and Bismarck with the center base in Grand Forks. Coordinators of each region function as a lead person in communication with local personnel, students and clients, and families in that specific geographic area. All staff travel statewide based on their expertise in the vision specific areas.



Certified specialists provide specialized services to people who are blind or visually impaired. Without appropriate education and training many persons may become isolated and dependent. Children and adults must have the opportunity to achieve and maintain literacy -- that is, the ability to read and write braille; to use a cane or guide dog, to use computers with speech synthesizers, or braille or large print displays; to care for their personal needs, and to maintain productive employment.

As stated by Paul W. Schroeder, with the American Foundation for the Blind, "In short, specialized services are the key to dignity, productivity, and independence for people who are blind or visually impaired. More and more Americans are experiencing vision loss, which increases sharply with age. And, because of medical advances, children born prematurely or with multiple disabilities are now surviving and a high proportion of these children are blind or visually impaired. There are already ten million Americans who

have problems seeing, and this number is growing at an alarming rate - among older people it is expected to more than double by the year 2030."

1999-2001 Accomplishments

- Enhancement of inservice training (125 participants)
- Increased number of persons served in vision specific areas
- Additional outreach offices in Jamestown and Devils Lake
- Three staff persons obtained certification in Low Vision
- Braille support groups were established in Grand Forks, Minot, and Fargo
- Completion of the Distance Education Program for Orientation and Mobility Certification (11 persons)
- Staff Training to maintain vision specific expertise
- Ongoing collaboration with the University of North Dakota Vision Training Program
- Ongoing implementation of a Strategic Plan

General Projections

The Strategic Plan focuses on our mission and the most critical current needs. The five major objectives of our Strategic Plan are the following:

- Technology
  - Define, refine, and implement technology systems
  - Offer inservice training throughout the state
  - Maintain current specialized equipment
  - Increase awareness of available technology
  - Two additional FTEs to be based in Western North Dakota
- Public Awareness
  - To enable citizens of ND to be aware of the available resources
  - Maintain relationships with vision related state and national organizations
- Programming
  - To enable each person to acquire the most appropriate vision specific services at the most appropriate time
  - Refine structure of outreach delivery model
- Evaluation
  - To develop program evaluation forms
  - Collect and tabulate data
  - Utilize the information to refine the programs/services
- Jobs/Work Skills
  - Explore job trends, placement strategies, and best practices

Technology is essential to all the citizens of our state. Nearly all jobs as well as the tasks of daily life require technology. Additionally, few of us realize that 85% of what we learn comes to us via our vision. Consequently, persons who are blind or visually impaired have a great need for support and training in assistive technology. This may require installation of specialized technologies such as speech, braille output, and large print displays. Such installation and training is extremely specialized and is not a service available through any other means.

Not only is the appropriate equipment necessary but also the training and ongoing support to use the equipment appropriately. Additional staff is required to meet this need enabling the person who is blind or visually impaired to have the same opportunities that you and I have. Training is also required for parents and for personnel within the school districts, vocational rehabilitation and other entities. New techniques and equipment are being developed on an ongoing basis, and it is imperative that all people in North Dakota have equal access. Ideally, these positions would be based in western North Dakota to improve accessibility and reduce "windshield time."

With the innovations of technology and related training we have the potential to impact the 70 percent unemployment rate among people with vision loss. This involves not only the high tech devices but also the low tech. A person may use the computer with speech and screen magnification to prepare a written document but may need a magnifier by the reading chair or the V-Max for watching the basketball game.

I quote from a publication by the National Association of State Directors of Special Education entitled, "Blind and Visually Impaired Students, Educational Service Guidelines."

> **Educators must ensure the availability and use of assistive technology for students who are blind or visually impaired.**
>
> Assistive technology, including high and low technology devices, allows students with visual impairment access to the world of information with the same results as their sighted peers. Technology skills provide students with increased control over their school, home, or work environment. Assistive technology can enlarge print, enable computers to "talk," allow children who are blind to take notes and obtain information through electronic equipment and software that translate print to Braille or speech. Assistive technology also enables children with multiple disabilities to communicate their feelings, desires, and choice. Assistive technology also provides the mechanism for literacy.

For students with visual impairments, literacy through technology at school, home, and work means freedom of choice and independence.

Local Education Agencies (LEA's) and specialized schools for the blind must ensure that all students share in access to the "information superhighway" so that computer-based communication promotes equal opportunity in the classroom. The following principles can be applied in expanding access through technology:

1) LEA's and schools for the blind must ensure appropriate evaluation of student technology needs by persons knowledgeable about assistive technology and visual impairment.

2) LEA's and schools for the blind must ensure that the IEP states the student's need for assistive technology and provides for resources to place the technology at the start of the school year.

3) LEA's and schools for the blind must ensure that assistive technology includes both a student's own individual assistive technology needs (e.g. electronic note takers, cassette recorders, talking calculators, braille writers, communication boards and switches) as well the complete range of assistive technology services, and devices used by sighted peers (e.g. multimedia products, Internet, computer networks, laboratory facilities, or World Wide Web).

4) LEA's and schools for the blind and visually impaired must invest in training of staff and students on the operation and maintenance of the technology.

5) On the basis of need, LEA's and schools for the blind must allow students to take home equipment that will enable them to complete schoolwork assignments.

In summary, the above mentioned is verification of the need for the two technology positions.

2001-2003 Budget Request

NDVS/SB has submitted a total budget of $3,348,747. We did not submit any optional adjustment packages. A summary of the budget follows.

MAJOR PROGRAMS	EXPENDITURES 1997-99 BIENNIUM	1999-2001 APPROPRIATION	2001-2003 BUDGET REQUEST	2001-2003 EXECUTIVE RECOMMEND.
Salaries and Wages	1,919,327.00	2,398,731.00	2,601,093.00	2,584,638.00
Operating Expenses	602,285.00	678,059.00	662,238.00	662,238.00
Equipment	51,487.00	70,600.00	60,000.00	60,000.00
Capital Improvements	471,700.00	51,790.00	25,416.00	25,416.00
Total	3,044,799.00	3,199,080.00	3,348,747.00	3,332,292.00

Salaries and Wages

NDVS/SB budget request for salaries reflects an increase of 8.4%. This increase includes a request for two additional technology positions. This would change the FTEs from 28 to 30.

The Executive recommendation has denied the request for the additional two FTEs, and I request that you as a committee seriously consider approving these positions as initially requested.

The salary increases are calculated in a two-part process at NDVS/SB. The initial step deals with non-classified teacher salaries, which comply with a teacher salary schedule that was developed by Central Personnel for the Combined Schools Advisory Committee (comprised of NDVS/SB, North Dakota School for the Deaf, Youth Correctional Center - the agencies that employ non-classified teachers). The second part deals with classified employees. A salary pay plan that is based on years of service and the employee's classification level is prepared in compliance with the legislative appropriation.

There currently is one teacher position that became vacant in December 2000, that is currently advertised. A national shortage of professionals with specialized training to serve visually impaired students exists and recruitment to North Dakota remains difficult.

Operating Expenses

NDVS/SB is requesting $662,238, which is $15,821 (2%) less than the current biennium. Major operating costs include building maintenance and utilities, motor pool mileage, educational supplies and materials, and IT-Data processing and telephone costs. The Executive Budget showed a decrease of $10,000. We request that this be reinstated as originally requested.

Equipment
NDVS/SB is requesting $60,000 for equipment, which is a decrease of $10,500 (14.8%). The majority of the $60,000 is for technology that relates to the Technology Plan and vision related technology equipment.

Capital Improvement
NDVS/SB is requesting $25,416 in capital improvement dollars for the 2001-03 biennium. This is $26,374 (50%) less than the current appropriation. The project descriptions are as follows:

$13,216 – to re-roof the garage
$12,200 – to expand the parking lot

Special Revenue
NDVS/SB anticipates generating $1,101,670 during the 2001-03 biennium. The main Sources for revenue are as follows:

Rental Income
The rental income is projected to be $313,220. The NDSB is planning to rent to the same entities as in the current biennium -- the Grand Forks Public Schools, HECN, Child Care Resource & Referral and the University of North Dakota.

Land Department Income
The income from the Land Department is projected to be $302,000. This revenue amount is based on the current biennium projection.

Adult/Client Service
It is anticipated that adult/client fees will generate $48,000. It is difficult to project this number as the majority of these fees are based on referrals from the office of Vocational Rehabilitation.

Sales of Products/Fees for Services
It is anticipated that $6,000 will be generated in miscellaneous fees. The majority of the fees will come from brailling services.

Donations
No major donations are anticipated.

Federal Fund Revenue
The Federal fund income for the 2001-03 biennium is projected to be $50,889. The source of federal funding is Human Services – IPAT.

Conclusion

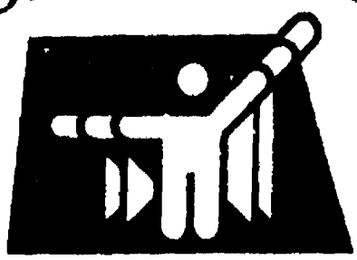
I encourage you to review these materials, and please call me with any questions. I also invite you to visit our center at any time. I am extremely proud of the staff and facility of North Dakota Vision Services/School for the Blind and the expertise that our team does offer in the vision specific areas. We are committed to working as a team with parents and family members, local education agencies, vocational rehabilitation, and related entities to provide the people of North Dakota the best services possible and to making a difference in the life of each person that we serve.

Thank you for the honor of speaking before you today and for the privilege of being the superintendent of this most vital agency.

Carmen Grove Suminski
Superintendent

HB 1013

North Dakota Vision Services



School For The Blind

Testimony to the Senate Appropriations Committee

March 7, 2001

This is the same testimony as to the House on 1-11-01 Pgs 1-6

North Dakota Vision Services/School for the Blind

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Serving the Visually Impaired since 1908

National Accreditation Council

2001-2003 Budget Request

NDVS/SB has submitted a total budget of $3,348,747. This request includes the addition of two FTEs for technology positions in western North Dakota. We did not submit any optional adjustment packages. A summary of the budget follows.

MAJOR PROGRAMS	EXPENDITURES 1997-99 BIENNIUM	1999-2001 APPROPRIATION	2001-2003 BUDGET REQUEST	2001-2003 EXECUTIVE RECOMMENDATION	2001-2003 HOUSE ACTION
Salaries and Wages	1,919,327.00	2,398,731.00	2,601,093.00	2,594,638.00	2,668,958.00
Operating Expenses	602,285.00	678,059.00	662,238.00	662,238.00	652,238.00
Equipment	51,487.00	70,500.00	60,000.00	60,000.00	60,000.00
Capital Improvements	471,700.00	51,790.00	25,416.00	25,416.00	25,416.00
Total	3,044,799.00	3,199,080.00	3,348,747.00	3,332,292.00	3,406,612.00

The above chart reflects actions taken by the Executive Recommendation. The changes are the result of denying two FTE requests for the technology positions and operating expenses associated with the positions.

The House action reflects the addition for one of the FTEs with funding sources from special funds to be determined by our agency.

Salaries and Wages

NDVS/SB budget request for salaries reflects an increase of 8.4%. This increase includes a request for two additional technology positions. This would change the FTEs from 28 to 30.

As stated above, the House action includes one additional FTE. The recommendations includes salary increases for 2001 and 2002, and salary dollars to cover the additional FTE. The additional FTE salary dollars are from Special Fund sources.

The salary increases are calculated in a two-part process at NDVS/SB. The initial step deals with non-classified teacher salaries, which comply with a teacher salary schedule that was developed by Central Personnel for the Combined Schools Advisory Committee (comprised of NDVS/SB, North Dakota School for the Deaf, Youth Correctional Center -the agencies that employ non-classified teachers).

The second part deals with classified employees. A salary pay plan that is based on years of service and the employee's classification level is prepared in compliance with the legislative appropriation.

As of March 15, there will be one vacant position at NDVS/SB. This position is currently being advertised as the Director of the Vision Resource Center (library) and is based in Grand Forks.

Operating Expenses

NDVS/SB is requesting $662,238, which is $15,821 (2%) less than the current biennium. Major operating costs include building maintenance and utilities, motor pool mileage, educational supplies and materials, and IT-Data processing and telephone costs.

The Executive Budget showed a decrease of $10,000. This amount was projected for operating for the two additional FTEs being requested. We request that $5,000 be reinstated for the operating for the one FTE as recommended by the House or $10,000 be reinstated for a second FTE as originally requested.

Equipment

NDVS/SB is requesting $60,000 for equipment, which is a decrease of $10,500 (14.8%). The majority of the $60,000 is for technology that relates to the Technology Plan and vision related technology equipment.

Capital Improvement

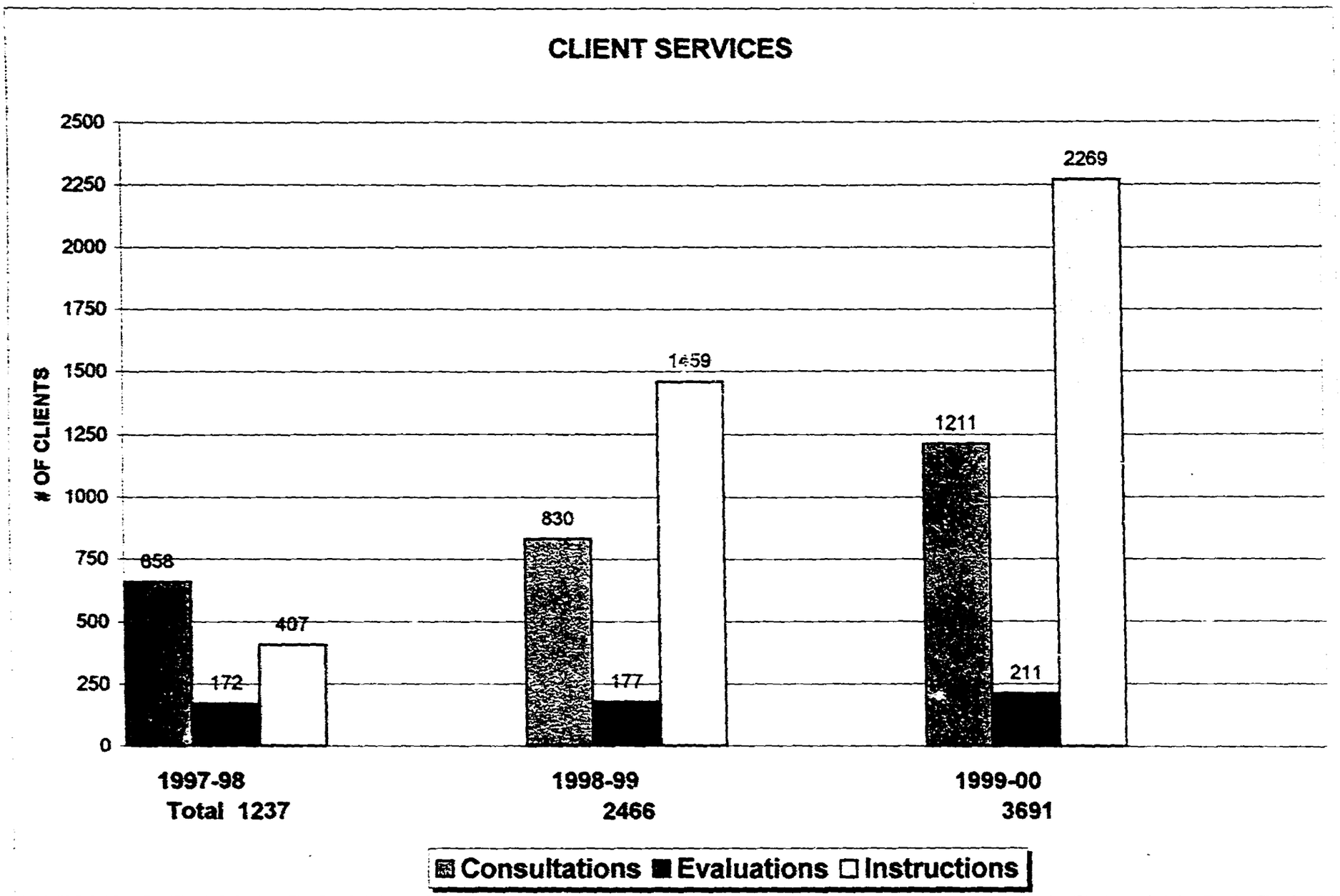
NDVS/SB is requesting $25,416 in capital improvement dollars for the 2001-03 biennium. This is $26,374 (50%) less than the current appropriation. The project descriptions are as follows:

$13,216 – to re-roof the garage
$12,200 – to expand the parking lot

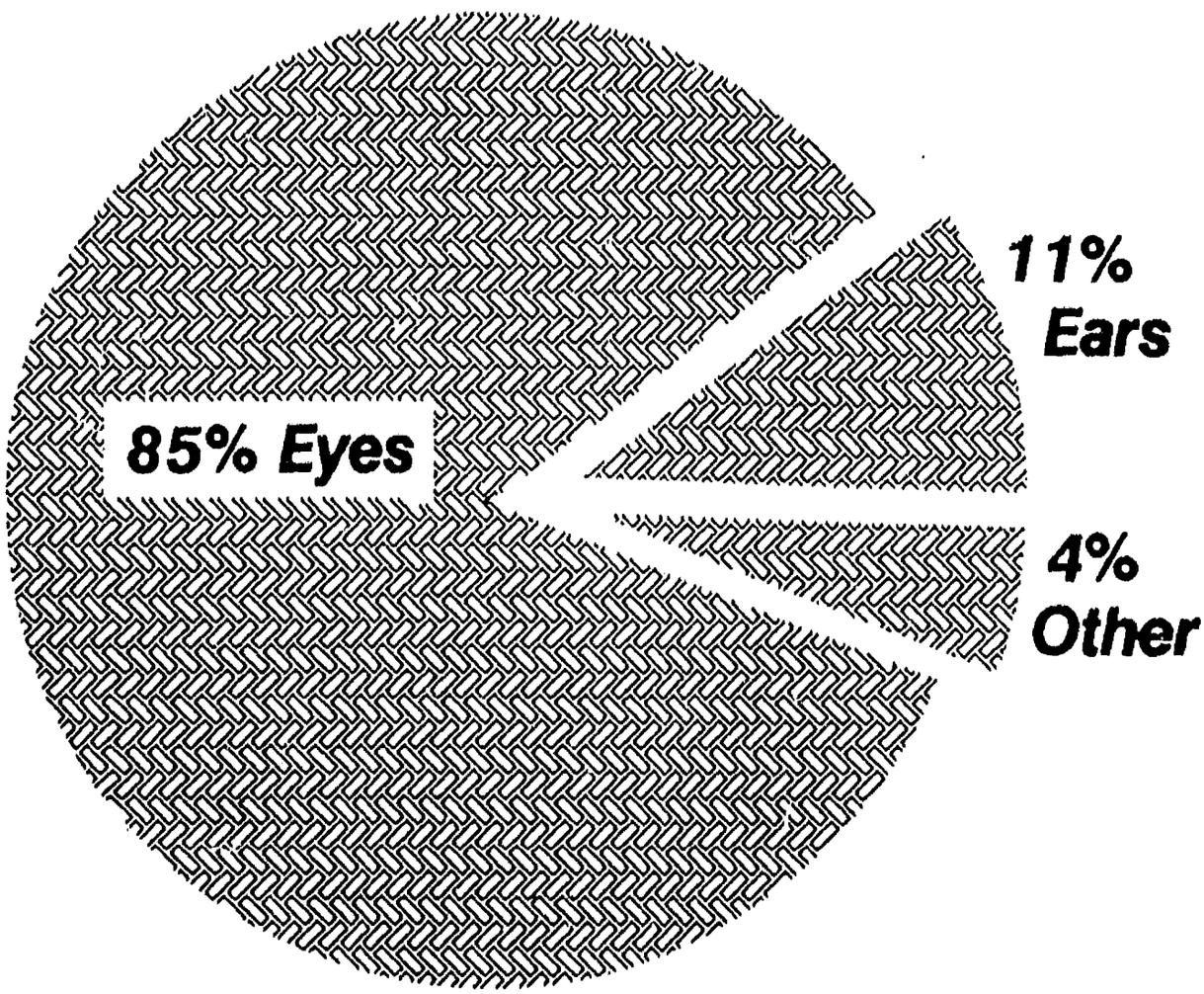
Special Revenue

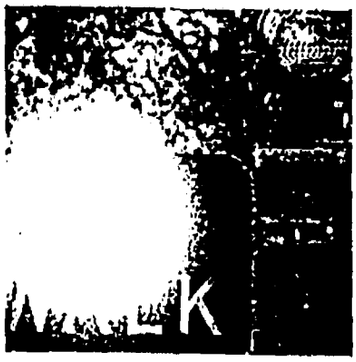
NDVS/SB anticipates generating $1,101,670 (includes $431,084 Special Fund carryover) during the 2001-03 biennium. The main sources for revenue are as follows:

NORTH DAKOTA VISION S VICES/SCHOOL FOR THE BLIND



How We Learn





Specialized services teach people with macular degeneration the proper techniques that will enable them to cross this busy intersection while safely avoiding that five-ton cement truck that is quickly approaching.

Eliminating specialized services—a dangerous and costly idea. Specialized services are the key to dignity, productivity, and independence for people who are blind or visually impaired. In an age of cost cutting and budget slashing, blind and visually impaired people are increasingly concerned that the services that best serve their needs will be eliminated, and that the only option will be large all-purpose disability and health service organizations—where some blind people have already fallen through the cracks.

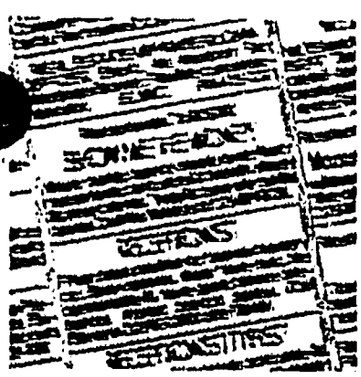
It's very likely that in your lifetime, you or someone you love will become blind or severely visually impaired. *The loss of specialized services isn't just someone else's problem—we may all feel the effects at some point in our lives.* Because we're living longer than ever before, more and more Americans are experiencing vision loss, which increases sharply with age. And, because of medical advances, children born prematurely or with multiple disabilities are now surviving, and a high proportion of these children are blind or visually impaired.

There are already ten million Americans who have problems seeing, and this number is growing at an alarming rate—among older people it is expected to more than double by the year 2030. And yet, even with a population this large and skyrocketing, America remains a "seeing" society, with few allowances made for the unique needs of people who cannot see or cannot see well. Myths and stereotypes abound when people think about blindness. Blindness is one of the most feared and misunderstood disabilities, distorting both public opinion and the attitudes of professionals who lack specific knowledge about visual impairment.

What does it mean to be blind?

If you're like most people, you can't imagine how you would function in daily life if you lost your sight. For one thing, you'd learn very quickly that most information is perceived visually. Imagine all the things you're used to doing every day—preparing for work in the morning, reading the newspaper, or riding the train or bus—then imagine doing them without being able to see. Or imagine being a parent of a child who is blind—how would you teach your child the skills he or she would need to grow to be a productive adult?

People who are blind or visually impaired have learned effective solutions to the challenges brought about by vision loss; however, these solutions are not immediately obvious. Although it may be possible to think of some ways to compensate for vision loss, this is not the same as knowing about the specific skills that millions of successful blind people use every day, such as using a long white cane correctly to walk down the street and avoid oncoming traffic, or reading and writing braille to communicate. These skills can best be taught by specialists—professionals who can teach people to adapt to the challenges posed by blindness or visual impairment.



To people who are visually impaired, this is how the "Help Wanted" section appears. With specialized services, they will learn to use magnification devices, like closed-circuit televisions, to see that the job listed here in column three is perfect for them.

Specialized services are a proven and cost-effective solution to the challenges of blindness and visual impairment.

If you needed major surgery, would you want it performed by a general practitioner, or by a qualified surgeon specially trained in the procedure? You would choose the expert for your care. Blind people have the same right to receive the services they need from qualified specialists.

Specialized services—which enable blind people to receive an effective education and learn the skills that are needed to participate in family and community life—are the alternative to becoming dependent on family and friends or costly government support. Without specialized services, blind people risk what we all fear most: loss of independence and dignity. Society loses, too—we all lose productive, tax-paying workers or active retirees who contribute to family and community.



When you're blind, this is how your medicine looks. Through specialized services, you would learn how to use braille to label the bottles, which would prevent you from taking the white pill when you should be taking the green one.

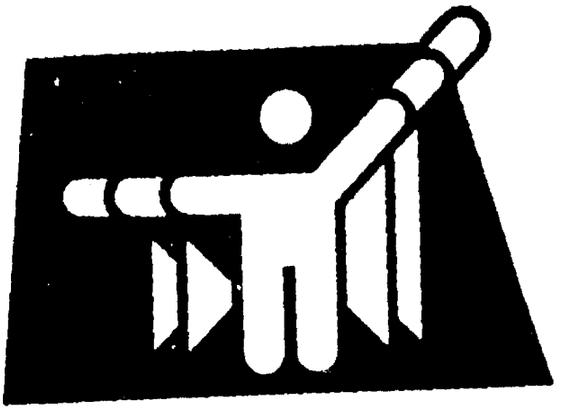
Eliminating specialized services will not mean real savings. It will cost society more in the long run. For example, if you lost your sight, you might find that a general rehabilitation agency can offer you a tape recorder and someone to read your mail for you. However, specialized services would teach you the skills you would need to use "talking" computers and read and write braille. Not only would you keep your privacy, but society will not have to keep paying someone to do for you what you can now do for yourself.

For the 200 people who lose their vision every day in the United States, specialized services are the key to regaining independence.

Remember, blindness can affect every one of us. If you were the parent of a blind child, or the child of an older parent who is losing sight through age-related eye disease, you would want your loved one to lead a life of independence, productivity and dignity. Specialized services are an important step toward that life.

Support Specialized Services

CONTACT SCHOOL FOR THE BLIND FOR COPY



OUTREACH MANUAL

North Dakota Vision Services / School for the Blind
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Grand Forks, ND 58203-2799
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CONTACT SCHOOL FOR THE BLIND FOR COPY

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North Dakota Department of Public Instruction

North Dakota Vision Services School For The Blind

Newsletter #49
DECEMBER 2000

North Dakota School for the Blind

600 Stanford Road • Grand Forks, ND 58203-2799 • Phone (701) 795-2700 • FAX (701) 795-2727 • TOLL-FREE (800) 421-1181

Donna Iszler Receives International Award

Donna Iszler has been named the recipient of the 2000 Alfred Allen Award. This presentation was made to her on July 16, 2000, at the General Meeting of the AER International Conference held at the Adam's Mark Hotel, Denver, Colorado. Presenting the award to Donna was Dr. Michael Bina, Superintendent of the Indiana School for the Blind. Carmen Grove Suminski, Superintendent of North Dakota Vision Services/ School for the Blind, escorted her to the podium.



Mike Bina & Donna Iszler

AER is the Association for Education and Rehabilitation of the Blind and Visually Impaired and is an international membership organization whose mission is to develop and promote professional excellence through support of those who provide services to people with visual impairments.

The Alfred Allen Award was established to honor professionals who have spent their career in direct service to people with visual impairments. Through the extent and quality of the services that they have provided these professionals exemplify the character, dedication, insight and sharing epitomizing the spirit of and commitment of direct service to people with visual impairments.

Donna has provided direct services to persons who are blind and visually impaired from 1956 to the present – a total of 44 years. Her teaching career began in 1956 at the South Dakota School for the Blind in Gary, SD, where she taught music for one year. In 1957, she began teaching music at the North Dakota School for the Blind in Bathgate. The school moved to Grand Forks in 1961, at which time Donna relocated to Grand Forks, and continues to teach there. Her areas of instruction include music, braille, and braille music.

During her career she has taught piano, instrumental and voice lessons. She established "The Pop Singers" group in the 1980's that performed statewide and at the Helen Keller Congress in Boston. She also challenges students with multiple disabilities to vocalize and experience music. As an outreach teacher, she currently provides center-based instruction to students and adults plus travels statewide providing group and individualized instruction.

She is a strong advocate for braille literacy having attended several braille literacy conferences and provided numerous inservice trainings relative to braille literacy. She has organized several Adult Braille Sup-

(Continued on page 2)

Prepared by the North Dakota Legislative Council staff for House Appropriations - Education and Environment Division
January 15, 2001

Department 250 - State Library
House Bill No. 1013

	FTE Positions	General Fund	Other Funds	Total
2001-03 Schafer Executive Budget	28.75	$3,114,656	$1,598,857	$4,713,513
1999-2001 Legislative Appropriations	29.00	3,002,427	1,593,833	4,596,260[1]
Increase (Decrease)	(0.25)	$112,229	$5,024	$117,253

2001-03 Hoeven Executive Budget	28.75	$3,114,656	$1,598,857	$4,713,513
Hoeven Increase (Decrease) to Schafer	0.00	$0	$0	$0

[1]The 1999-2001 appropriation amounts include $35,506 from the general fund for the agency's share of the $5.4 million funding pool appropriated to the Office of Management and Budget (OMB) for special market equity adjustments for classified employees and $4,024, of which $4,010 is from the general fund, for the agency's share of the $1.4 million funding pool appropriated to OMB for assisting agencies in providing $35 per month minimum salary increases in July 1999 and July 2000.

Major Schafer Recommendations Affecting State Library 2001-03 Budget

	General Fund	Other Funds	Total
1. Provides funding for salary adjustments, in addition to the executive budget compensation package, to increase salaries to new pay range minimums established by Central Personnel.	$3,411	$5,024	$8,435
2. Deletes .25 FTE assistant director position to reflect the position currently being filled as a .75 FTE.	($11,365)		($11,365)
3. Increases operating expenses from $1,109,782 to $1,135,660 to reflect increases in costs for resource sharing activities.	$25,878		$25,878
4. Increases general fund spending authority and decreases other funds spending authority for operating expenses.	$56,711	($56,711)	$0
5. Provides general fund grants of $1,138,745 (no change from the amount appropriated for the 1999-2001 biennium) for the following:			
State aid to public libraries	$888,745	$0	$0
Library Vision 2004 grants	250,000	$0	$0
Total recommended general fund grants	$1,138,745	$0	$0

Major Hoeven Recommendations Affecting State Library 2001-03 Budget Compared to the Bill as Introduced (Schafer Budget)

The Hoeven budget recommendation does not change the Schafer executive budget recommendation for this agency.

Major Legislation Affecting the State Library

As of the date of this report, no major legislation has been introduced which affects this agency.

ADMINISTRATIVE TEAM
Wade Faul
SUPERINTENDENT

Kirk Ham
SECONDARY PRINCIPAL

Bruce Sedler
ELEMENTARY PRINCIPAL

BUSINESS MANAGER
Tamara Cushman

Griggs County Central

PUBLIC SCHOOL DISTRICT #18
1207 FOSTER AVE NE - PO BOX 487
COOPERSTOWN, NORTH DAKOTA 58425-0487
TELEPHONE (701) 797-3114 HIGH SCHOOL
TELEPHONE (701) 797-2427 GRADE SCHOOL
FAX (701) 797-3130
PO BOX 98 - HANNAFORD ND 58448-0098
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December 21, 2000

Dear Stella and Marie,

The administration, staff, and students of Griggs County Central High School would like to thank you for the workshops you presented to us on Internet and ODIN. We are already seeing students using the search engines to research (they caught on to more than you thought). Your workshop on ODIN opened their eyes to the many sources available to them even in our small community. They are enjoying having their own library cards enabling them to be independent to search both at home and at school.

Thanks to the State Library for funding this valuable service and to each of you for providing our school with two very informative days. It was much appreciated.

Merry Christmas to both of you and a Happy New Year.

Sincerely,

Wade Faul

Lois Johnson, Librarian

Griggs County Central School

Griggs County Central Public School District #18 does not discriminate on the basis of race, color, National origin, sex or handicap in its Educational Programs/activities and Employment Policies/Practices.

UNITED TRIBES TECHNICAL COLLEGE
3315 UNIVERSITY DRIVE
BISMARCK, NORTH DAKOTA 58504 • PHONE 701-255-3285

My name is Charlene Weis and I am the librarian of United Tribes Technical College here in Bismarck. My testimony is to support the State Library's budget as it is being presented with two additional requests. An additional $~~368~~,000 for the online periodical database and an additional million dollars for state aid to public libraries.

The libraries of North Dakota banded together for the past year to subscribe to the online database. This allows access to 15 million current magazines and newspapers. This trial has been found to be most successful but it has been at the expense of purchasing other library material. This is a statewide service that can be used by anyone. It can be accessed at a library, at schools, at home or at your workplace. There are indexes for health, business and education. It is user friendly and the information is accurate and trustworthy. The people of this state deserve your consideration of this additional appropriation.

As you all know the cost of everything increases constantly. We in the library world are trying to provide as much as possible to our users. Library users need up-to-date material. They need up-to-date technology to access the Internet. They need qualified staff to help them find the information they need. The one million dollars that you could add to state aid to public libraries could do this for the citizens of North Dakota.

Thank you for your consideration.

Charlene Weis
UTTC Librarian
NDLA Legislative Chair

NDLA

P.O. Box 1595
Bismarck, ND 58502-1595

House of Representatives Appropriations Committee
Members: Janet Wentz, James Boehm, Ole Aarsvold, Pam Gulleson, Bob Martinson, David Monson, Francis Wald

As President of the North Dakota Library Association, as president of a small school board, as a reference librarian who has helped thousands of students find information to complete their studies and direct their lives, as a citizen from a small town needing information, and as a parent hoping that raising 3 children in a remote state like North Dakota won't limit their opportunities in life, I strongly encourage this Committee to support the following issues:

1. The preservation of the State Library's base budget as specified in Governor Hoeven's budget and Governor Schafer's budget before him.

2. I also encourage this Committee to include additional state funding of $363,000, to allow statewide 24 hour a day access from any home, office, school or library to national databases containing 15 million current full-text magazine and newspaper resources.

3. I am also requesting that the Committee revisit the State Aid to Public Libraries Formula – established in 1979 as the standard funding formula. Using today's standards, the updated formula should fund public libraries at $1.88 million. Governor Hoeven's budget currently has State Aid funded at $888,745. Full funding would require an additional 1 million dollars. These dollars go directly to local public libraries for staffing, materials, and technology. Local libraries (public and school) also struggle under the constraints of existing property tax bases, along with schools and other governmental functions. How can a small public library that feels fortunate to be able to afford a telephone and keep the place open 10 hours a week expect to provide a decent level of service to its clientele?

Who will benefit from these requests? The business owner who wants to find new ways to remain profitable, the entrepreneur who wants to know if his ideas for a new business will be successful in a remote state like North Dakota, the grandmother who was just diagnosed with congestive heart failure and wants to know as much as she can about the disease, the farmer who wants to know who is behind the poor market prices he receives and what he can do to survive, the elementary student who needs information for a science project, the high school student who needs information on where or whether to go to college, the college student who needs information on what career opportunities are the most promising to him, the divorced single mother who needs to know what legal options are available to her and her children.

All North Dakotans want and need information. Without it we are destined to a future with limited possibilities. The State's 625 public, academic, school and special libraries are the vehicles necessary in providing access to information. That's what we do. Funding statewide access to databases, preserving an adequate budget for the State Library and increasing funding for State aid to all public libraries is a way to insure North Dakota and its citizens are able to compete in the global marketplace.

On behalf of the North Dakota Library Association, which represents all of the state's libraries, I encourage you to review each request as an investment in our future. I hope this Committee keeps in mind the important role our libraries play in encouraging both traditional and technological literacy and information dissemination which is critical to the future of our State's economy and the education of its citizenry.

Thank You

Sally Dockter

Sally Dockter
President, North Dakota Library Association

Asst. Head of Reference & Research Services
Chester Fritz Library
University of North Dakota
Grand Forks, ND 58202

President, Board of Education
Manvel Public School
Manvel, ND 58256

"In North Dakota, we often times wear many hats and sometimes we wear them all at once to keep out the cold."
Anonymous

BISMARCK PUBLIC LIBRARY
515 North Fifth Street
Bismarck, North Dakota 58501-4081

January 10, 2001

To: HOUSE APPROPRIATIONS SUBCOMMITTEE

Re: HOUSE BILL NO. 1013

By: TOM JONES, LIBRARY DIRECTOR
BISMARCK PUBLIC LIBRARY

SPEAKING IN FAVOR OF THIS BILL

Section 1, Appropriation. Page 2, Line 9 Grants

This line includes $888,745 of general fund money to be granted to 90 legally established public libraries based on the formula of $1 per capita for city libraries and $1 per capita and $5 per square mile for county libraries. The formula was funded at the 47% level in the current biennium. [*This formula was established in 1979 and funded at 1 million dollars. NDCC 54-24.2-01 to 06*]

The ND Library Association has asked for full-funding (i.e. 100%) of this statutory formula.

Currently (at the 47% funding level of the formula) Bismarck Public Library, which serves Bismarck and Burleigh County, receives annually $46,000. Mandan Public Library receives $10,000 and Morton County receives $8,200 . Full funding of the formula would more than double these amounts which are used for:

New print books & cassette books (books on tape)
Videotapes
CDs (music and books)
Computer equipment
Online information resources such as
Electric Library and other needed tools

STATE AID TO PUBLIC LIBRARIES IS CRUCIAL BECAUSE THE OVERALL AVERAGE PER CAPITA SUPPORT IS BELOW THE NATIONAL AVERAGE, REPORTED BY *LIBRARY JOURNAL* AS $28.04 IN FISCAL YEAR 2000.

From *NORTH DAKOTA LIBRARY STATISTICS* (Sept 2000) the classes:

I (Fargo, Grand Forks, Minot, Bismarck, Grafton)	= $15.12/capita
II (Dickinson, West Fargo, Bottineau etc.)	= $11.77/capita
III(Rugby, Mayville, Lisbon, Harvey, etc.)	= $12.67/capita
IV (Casselton, Garrison, Oakes, Rolla)	= $ 7.35/capita
V (Edgeley, Pembina, Enderlin, Max etc.)	= $ 7.88/capita

Population Served - 25,000 and Over

CLASS	LIBRARY NAME	INCOME LOCAL	STATE	FEDERAL	OTHER	TOTAL	INCOME PER CAP.
I	FARGO PUBLIC LIBRARY	1,285,747	51,454	-	55,000	1,392,201	16.05
I	GRAND FORKS PUBLIC LIBRARY	705,434	52,643	-	166,702	924,779	13.08
I	BISMARCK VETERANS MEMORIAL PUBLIC LIBRARY	1,053,330	46,141	-	111,039	1,210,510	20.13
I	MINOT PUBLIC LIBRARY	613,827	63,997	10,633	60,611	749,068	21.68
I	CARNEGIE REGIONAL LIBRARY	104,824	13,914	-	8,893	127,631	4.64
I	AVERAGE	752,632	45,630	-	80,449	880,838	15.12

Population Served - 7,500 to 24,999

CLASS	LIBRARY NAME	INCOME LOCAL	STATE	FEDERAL	OTHER	TOTAL	INCOME PER CAP.
II	DICKINSON PUBLIC LIBRARY	284,133	37,609	3,352	256,923	582,017	24.31
II	WARD COUNTY PUBLIC LIBRARY	110,922	22,850	-	7,968	141,740	6.07
II	WILLISTON COMMUNITY LIBRARY	226,274	22,822	-	54,366	303,462	14.34
II	McLEAN/MERCER REGIONAL LIBRARY	100,749	23,311	-	5,564	129,624	6.40
II	ALFRED DICKEY PUBLIC LIBRARY	293,569	10,526	-	11,852	315,947	20.29
II	MANDAN PUBLIC LIBRARY	159,803	10,537	-	18,080	188,420	12.41
II	VALLEY CITY/BARNES COUNTY PUBLIC LIBRARY	91,929	10,134	-	53,383	155,446	12.48
II	CARNEGIE PUBLIC LIBRARY	69,530	8,143	-	48,050	125,723	10.16
II	WEST FARGO PUBLIC LIBRARY	140,943	7,109	-	10,688	158,740	12.92
II	LEACH PUBLIC LIBRARY	59,694	5,146	-	18,488	83,328	9.12
II	MORTON COUNTY LIBRARY	52,436	14,637	-	7,505	74,578	8.29
II	SOUTH CENTRAL AREA LIBRARY	49,880	8,383	-	2,364	60,627	7.37
II	BOTTINEAU COUNTY LIBRARY	56,565	9,236	-	4,904	70,705	8.83
II	AVERAGE	130,494	14,649	-	38,472	183,874	11.77

Population served - 2,000 to 7,499

CLASS	LIBRARY NAME	INCOME LOCAL	INCOME STATE	INCOME FEDERAL	INCOME OTHER	INCOME TOTAL	INCOME PER CAP.
III	STUTSMAN COUNTY LIBRARY	77,565	14,595	-	11,285	103,445	15.51
III	MCKENZIE COUNTY PUBLIC LIBRARY	59,158	29,263	-	3,432	91,853	14.39
III	CAVALIER COUNTY LIBRARY	27,047	4,729	-	1,796	33,572	5.54
III	HEART OF AMERICA LIBRARY	62,553	5,925	-	13,573	82,051	16.24
III	SIOUX COUNTY LIBRARY	6,232	5,226	-	148	11,606	3.09
III	BEULAH PUBLIC LIBRARY	25,600	2,400	-	12,000	40,000	11.89
III	KIDDER COUNTY LIBRARY	34,089	6,033	-	-	40,122	12.06
III	GRIGGS COUNTY LIBRARY	38,005	4,633	-	12,229	54,867	16.61
III	ADAMS COUNTY LIBRARY	17,994	6,194	-	12,210	36,398	11.48
III	DIVIDE COUNTY PUBLIC LIBRARY	31,792	9,603	-	1,713	43,108	14.87
III	HAZEN PUBLIC LIBRARY	13,158	5,779	8,553	16,552	44,042	15.63
III	CARRINGTON CITY LIBRARY	16,057	1,312	-	248	17,617	7.77
III	HARVEY PUBLIC LIBRARY	10,175	1,020	-	27,597	38,792	17.14
III	LISBON PUBLIC LIBRARY	17,184	3,370	-	11,564	32,118	14.73
III	GOLDEN VALLEY COUNTY LIBRARY	18,736	4,852	-	701	24,289	11.52
III	MAYVILLE PUBLIC LIBRARY	25,129	1,414	-	3,217	29,760	14.23
III	AVERAGE	30,030	6,647	-	8,551	45,228	12.67

Population Served - 1,000 to 1,999

CLASS	LIBRARY NAME	INCOME LOCAL	STATE	FEDERAL	OTHER	TOTAL	INCOME PER CAP.
IV	ELLENDALE PUBLIC LIBRARY	7,098	1,013	-	2,850	10,961	6.10
IV	OAKES SCHOOL & PUBLIC LIBRARY	7,525	800	-	478	8,803	4.96
IV	LAMOURE SCHOOL & PUBLIC LIBRARY	3,728	449	-	1,069	5,246	2.96
IV	CLARA LINCOLN PHELAN MEMORIAL LIBRARY	9,473	981	-	1,173	11,627	6.72
IV	PARK RIVER PUBLIC LIBRARY	5,194	4,139	-	3,332	12,665	7.34
IV	CASSELTON PUBLIC LIBRARY	12,861	722	-	128	13,711	8.31
IV	NEW ROCKFORD PUBLIC LIBRARY	7,059	904	-	5,301	13,264	8.27
IV	CANDO COMMUNITY LIBRARY	3,705	529	-	12,414	16,648	10.64
IV	GARRISON PUBLIC LIBRARY	4,029	6,906	2,631	8,721	22,287	14.57
IV	CAVALIER PUBLIC LIBRARY	7,249	680	-	4,223	12,152	8.06
IV	WASHBURN PUBLIC LIBRARY	5,480	697	-	6,060	12,237	8.13
IV	EDNA RALSTON PUBLIC LIBRARY	5,365	717	-	283	6,365	4.35
IV	HARRY L. PETRIE PUBLIC LIBRARY	10,699	953	-	3,343	14,995	10.63
IV	NEW TOWN PUBLIC LIBRARY	3,253	626	-	63	3,942	2.83
IV	ROLLA PUBLIC LIBRARY	7,192	618	-	4,803	12,613	9.20
IV	LINSON MEMORIAL LIBRARY	5,847	1,824	-	36	7,707	5.62
IV	WISHEK PUBLIC LIBRARY	3,502	660	-	107	4,269	3.65
IV	ASHLEY PUBLIC LIBRARY	2,852	356	-	300	3,508	3.05
IV	WALHALLA PUBLIC LIBRARY	5,003	510	-	10,931	16,444	14.53
IV	HANKINSON PUBLIC LIBRARY	6,132	480	-	8,831	15,443	14.88
IV	MOTT PUBLIC LIBRARY	6,031	689	-	433	7,153	7.02
IV	AVERAGE	6,156	1,203	-	3,404	10,547	7.35

Population Served - 1 to 999

CLASS	LIBRARY NAME	INCOME LOCAL	STATE	FEDERAL	OTHER	TOTAL	INCOME PER CAP.
V	ENDERLIN MUNICIPAL LIBRARY	9,688	662	-	2,226	12,576	12.83
V	UNDERWOOD PUBLIC LIBRARY	3,931	628	-	4,775	9,334	9.56
V	VELVA SCHOOL & PUBLIC LIBRARY	3,510	436	-	50	3,996	4.13
V	PARSHALL PUBLIC LIBRARY	3,463	638	-	-	4,101	4.35
V	MOHALL PUBLIC LIBRARY	8,578	630	-	859	10,067	10.81
V	GLEN ULLIN PUBLIC LIBRARY	1,000	-	-	911	1,911	2.06
V	HEBRON PUBLIC LIBRARY	4,196	600	-	1,162	5,958	6.62
V	LAKOTA CITY LIBRARY	5,810	623	-	3,858	10,291	11.51
V	HATTON SCHOOL & PUBLIC LIBRARY	1,800	180	-	-	1,980	2.48
V	LIDGERWOOD CITY LIBRARY	4,044	540	-	1,075	5,659	7.08
V	KILLDEER PUBLIC LIBRARY	4,814	488	-	-	5,302	7.07
V	TURTLE LAKE PUBLIC LIBRARY	3,927	461	-	10,480	14,868	21.74
V	EDGELEY PUBLIC LIBRARY	2,578	315	-	7,100	9,993	14.70
V	NEW ENGLAND PUBLIC LIBRARY	2,174	384	-	2,657	5,215	7.87
V	SATRE MEMORIAL LIBRARY	2,784	711	-	5,270	8,765	13.46
V	PEMBINA PUBLIC LIBRARY	3,179	409	-	-	3,588	5.59
V	FORMAN PUBLIC LIBRARY	3,546	407	-	1,841	5,794	9.89
V	MADDOCK COMMUNITY LIBRARY	1,533	252	-	-	1,785	3.19
V	LEEDS PUBLIC LIBRARY	1,837	306	-	168	2,311	4.26
V	STANTON PUBLIC LIBRARY	1,200	233	-	1,383	2,816	5.42
V	BOWBELLS PUBLIC LIBRARY	1,600	-	-	500	2,100	4.22
V	GACKLE PUBLIC LIBRARY	1,498	312	-	238	2,048	4.55
V	MINNEWAUKAN PUBLIC LIBRARY	1,220	226	-	5,790	7,236	18.09
V	DRAKE PUBLIC LIBRARY	512	83	-	208	803	2.22
V	FLASHER PUBLIC LIBRARY	1,161	215	-	385	1,761	5.56
V	WATTS FREE LIBRARY	696	105	-	-	801	2.58
V	MAX COMMUNITY LIBRARY	1,042	139	-	3,063	4,244	14.79
V	GOODRICH PUBLIC LIBRARY	625	130	-	-	755	3.93
V	AVERAGE	2,927	389	-	2,571	5,216	7.88

LEACH PUBLIC LIBRARY
417 2ND AVE N
WAHPETON ND 58075
(701) 642-5732 leachplib@702com.net

Good Morning, my name is Bonnie MacIver and I am the Director of the Leach Public Library in Wahpeton. I am sorry I cannot be there in person to testify, but I do feel that I want to let you know how important LIBRARY VISION 2004 has been to our library.

Leach Library, with about 32,000 volumes, is a city library. Our service area is the city of Wahpeton, however we do service Richland County residents for no charge. In order for us to service the whole county efficiently, it was imperative that we update our services.

The most effective way to update was to become a fully automated library. But doing so, was going to cost a substantial amount of money. (Approximately $45,000) By having Library Vision 2004 available us, we were able to apply for funding to help with this project. What we wanted to do was become part of Odin and also be able to offer the public free access to the interenet.

We applied for funds the Spring of 1999 and were fortunate to be granted one/half of the monies needed. Just as a note, the year we applied for the grant, there were over $300,000 in requests for the $125,000 granted. If more funding would have been available, we would possibly not have had to find other means to finance this project. However we were fortunate to do so. That alone tells you that there is a need for this type of funding.

Our project is nearly completed and we are pleased to say that we are pleased with the outcome. We now have 3 computers available to patrons to search Odin as well as the internet. Also having our records on Odin has also been a plus for our patrons. Through Odin, patrons can search online in the library or in their home, for materials from our library as well as libraries throughout the state of ND and beyond. We have had patrons come in with printouts of items, so we know that they are using this service. Also we feel we can be of help for the State Library in furnishing needed materials for interlibrary loan. This helps take the burden off of the larger libraries.

In closing, I want to thank you legislators for funding the LIBRARY VISION 2004 and ask you to please consider funding this project in the future.

Thank you.
Bonnie R. MacIver
Leach Library Director

TESTIMONY ON HB 1013
SENATE APPROPRIATIONS COMMITTEE
March 7, 2001
Cynthia C. Larson, Assistant State Librarian
North Dakota State Library
328-2492

Mister Chairman and Members of the Committee:

My name is Cindy Larson and I am the Assistant State Librarian of North Dakota. I am here today in support of HB 1013, the 2001-2003 appropriation for the North Dakota State Library. The North Dakota State Library is a service agency for citizens and all types of libraries. Our product is access to information. We provide information access to the citizens of North Dakota, to the library community, to state government and state employees. We are an advisor to libraries and local government, a facilitator and coordinator for statewide services and new ideas, and a catalyst for the use of new technology in the delivery of information. The proposed executive budget recommendation maintains State Library services including funds to continue the Library Vision 2004 grant program in partnership with the Coordinating Council.

The following outlines our services in the base budget.

Interlibrary Loan

Coordinating the sharing of books and other library materials is an important and well used service of the State Library. From the box of books delivered to the local train station in the early years to the out-of-state book that comes in the mail today, the provision of the actual book has been a vital service in resource-poor libraries and towns. As our world changes the State Library, along with the entire library community, is committed to incorporating these changes to improve services to citizens of North Dakota.

In addition to providing material, the State Library's critical role is to ensure that all materials, wherever located in the state, are accessible to every North Dakotan. Technology assists in this process. The development of services including the addition of records to the statewide database, the availability of full-text magazine and newspaper databases, and connectivity of service via the Internet is making it more feasible and economical for libraries to request directly from the holding library or the online information service. In working with the library community to deliver LV 2004 services, direct borrowing continues to be facilitated by the State Library and contributing libraries.

Reference and Technical Assistance

Technology is a valuable tool; knowledge of its uses is imperative for the delivery of current and accurate information. The State Library has developed its staffing to reflect its commitment to provide excellent reference service and training opportunities to the librarians and citizens of the state. Each staff person is a representative of the State Library as well as an employee in a particular division. Our professional librarians work in multiple areas. Staff catalog materials, provide reference services, plan and deliver training programs, and provide technical assistance in the field to train local staffs, governmental officials and boards. Education and training opportunities remain a high priority. We currently have eight professionals assigned to assist in local training. Each of these staff persons are familiar with the entire program of service at the State Library, and they provide comprehensive technical assistance to librarians, state employees, and citizens statewide.

Services to State Agencies

The publications of state agencies are an important source of information and document the history of state government and the state as a whole. The State Library's State Document Depository Program ensures that publications intended for the citizens of the state are collected and cataloged and that catalog is made accessible on the Internet. The State Library has also worked with state agencies as diverse as the Water Commission and the Prevention Resource Center to have their internal collections cataloged and maintained by the State Library to ensure the accessibility of their information and materials.

Services for the Disabled

Senior citizens are an important and fast growing segment of the state's population and the trend continues. The Services for the Disabled program provides talking books to 2,500 vision or learning impaired residents and circulates over 65,000 volumes a year. The Dakota Radio Information Service, serving 600 people, provides local news, senior center activities, and lunch menus as well as obituaries and grocery adds which are broadcast daily and allow disabled citizens to remain attached to normal life. These services provide an invaluable service to the vision impaired by acting as their lifeline to the community. This program is run with the assistance of volunteers providing thousands of hours of service per year. Plans include more outreach to develop an awareness of and participation in this service.

Library Vision 2004

There are many aspects to Library Vision 2004, North Dakota's plan for a coordinated statewide system of information and resource sharing. The following highlights

demonstrate that the plan is working and that it has had a positive impact on library services and citizen's lives. LV 2004 provided state funds for twenty-five Internet access grants. Examples of how these grants have had an effect on people's lives include:

*A woman in western North Dakota has no phone. Through the Internet access at the county library, she communicates by e-mail with her out-of-state children.

*A businessman reads a newsletter over e-mail each week at the same county library enabling him to get up-to-date information for his business.

*A high school senior, with the assistance of the librarian, finds the college code necessary to complete an application for financial aid.

*A high school finds a site that helps them design a new gymnasium floor.

*And, in more that one community, high school students are working with senior citizens on their Internet skills - in one case to produce family histories.

Library Vision 2004 is being used to add the records of seventeen individual libraries to the accessible databases of existing statewide networks. This means an additional 300,000 items have been made available to every citizen either through a library or through their home computer. Attachment B lists the grant awards that have been made utilizing Library Vision 2004 funds.

Advocacy

Maintaining a strong corps of library advocates is an important part of State Library leadership and requires coordination and communication. To help establish this human network, the State Library utilized a grant from the Libraries for the Future Foundation of New York to conduct Library Advocacy training in four North Dakota communities: Ellendale, Hillsboro, Rugby, and Dickinson. In each community, public meetings were held and experienced library advocates from across the nation helped local

libraries and their patrons determine their future needs and discussed how to gain support for meeting these needs. The Foundation continues to provide a nationwide network of advocates and a toll-free number for assistance to these community leaders.

Statistics

Statistics are necessary to help document accountability and plan for the future. The State Library provides a statewide license of software through which public libraries compare their program activities with similar libraries in the state and nationwide. The program instantly produces any format of graphs and tables. The public library directors produce easily comprehensible presentations for patrons and funding bodies. Academic libraries may compare their services and funding to their peers and use this information for further development.

Services Requiring New General Fund Money

Full-text Database

The North Dakota State Library is requesting $363,000 in additional general funds to support full-text database services for libraries and citizens throughout the state. Libraries, students, and individual citizens through these services, will have direct, online access via the Internet to thousands of magazines subscriptions, and newspapers which will allow them to fill many of their information needs efficiently and cost effectively. Libraries statewide have coordinated and agreed upon a full-text database service through the Gale group, and on online newspaper services through Bell and Howell, that will allow all North Dakota citizens online, Internet access to business, education, and technical information that may be printed at their location. Purchased individually, these magazines and subscriptions are cost prohibitive. Purchased collectively, electronically,

they provide North Dakotans with tremendous information resources that are available instantly, conveniently, and geographically statewide.

State Aid to Public Libraries

The North Dakota State Library is requesting an additional general fund amount of $1,000,000 for State Aid to Public Libraries for full funding of the formula in the NDCC. Full funding would assist public libraries in purchasing materials that would be made available statewide through the state interlibrary loan system. It would also assist public libraries in expanding hours of service and supporting staffing. Public library funding, which is based on mill levies, has been eroding since the 1980's due to decreases in property value. Full funding of the state aid formula would assist public libraries in developing their collections, upgrading their technology, and enhancing their services to the public.

Appreciation for Support

The State Library has helped facilitate the library community's progress and asks for your support to continue to do so. The scope and progress of Library Vision 2004 has made North Dakota a leader not only in library and information services but in collaboration among various types of agencies and libraries. Please support us in continuing to develop a first rate information network through funding our basic budget and providing new money for online information databases and full funding of the state aid formula. The library network supports - in every corner of the state - the quality of rural life, economic development, cooperation and educational opportunities which maintains a nationally recognized superior workforce.

Thank you for your consideration today. I would be pleased to answer any questions.

Attachment A

Full Text Databases

Citizens of North Dakota now have access to new information resources at their fingertips. The articles of hundreds of magazines, newspapers, and journals are now accessible 24 hours a day via the Internet. This venture allows librarians, patrons, and students to download entire articles from any computer with Internet access.

This is a statewide project and is funded through July 2001. Representatives from many libraries and cooperatives agreed to support this pilot project by providing funding for this statewide service. The North Dakota State Library is seeking legislative funding for continued access to these resources in the next biennial budget.

Libraries can obtain a direct connection to this service by registering at the following URL: http://balder.odin.und.nodak.edu/register. The databases can be accessed through the State Library's home page at http://ndsl.lib.state.nd.us as well as the homepage of all participating libraries by using your barcode and password.

This project consists of three different entities:

1. The Gale Group Databases

- General Reference Center Gold: A general interest/business database to search magazines, newspapers, and reference books for information on business, industry, current events, the arts, science, and entertainment.

- Expanded Academic ASAP: Access to scholarly journals, magazines, and newspapers with full-text and images for arts, humanities, social sciences, science, and technology.

- General Business File: Can research all business and management topics. It includes directory listings for over 150,000 companies as well as investment analysts' reports on major companies and industries.

- Health Reference and Center Academic: Use this database to find articles on fitness, pregnancy, medicine, nutrition, diseases, public health, occupational health and safety, alcohol and drug abuse, HMO's, and prescription drugs.

- Computer Database: Find computer-related product introductions, news, and reviews in areas such as hardware, software, electronics, engineering, communication, and the application of technology.

- InfoTrac Student Edition: (Formerly SuperTOM) Designed for schools to search magazines, newspapers, and reference books for information on current events, the arts, science, popular culture, and health.

(Continued on page 2)

- InfoTrac Junior Edition: (Formerly SuperTOM Junior) Designed for schools to search magazines, newspapers, and reference books for information on current events, the arts, science, popular culture, and health.

- InfoTrac Kids Edition (K-6): (Formerly PrimaryTOM) Designed for schools to search magazines, newspapers, and reference books for information on current events, the arts, science, popular culture, and health.

- Junior Reference Center: Includes: nearly 12,000 documents, 8,500 photographs and illustrations, 50 video and audio clips, and 3 complete Merriam-Webster's dictionaries (Collegiate, Biographical, and Geographical), the Junior Reference Collection is a complete reference source. It is a comprehensive, cross-curricular research tool. The JRC's search paths are distinguished by subject area including: people, places, subjects, authors, books, timeline, and results are categorized by document type.

- Contemporary Authors: Provides complete biographical information and references on approximately 100,000 U.S. and international authors.

- DISCovering Most-Studied Authors: Provides comprehensive bio-bibliographical and critical information on 380 of the most-studied authors in the North American curricula. Representing a wide variety of nations, cultures, time periods, and genres. The database includes entries on authors such as Hemmingway, Shakespeare, and Maya Angelou.

2. Bell & Howell Information and Learning Databases

- Full-text articles of five major national newspapers including *The Los Angeles Times, The New York Times, The Wall Street Journal, The Washington Post,* and *The Minneapolis Star Tribune.* Access to these publications is available within a day or two of the original publication date.

3. Electronic Books (eBooks)

- Electronic versions of printed books. They have the same information and are enriched with photos and illustrations. They can be viewed online from any computer connected to the Internet. With netLibrary's technology, you cannot only search titles, authors, and keywords, but the entire text of any eBook. This allows you to pinpoint the exact information you need twenty-four hours a day. You can view eBooks for 15 minutes for quick reference, or borrow them and read them at your leisure. These online databases can be accessed through the State Library's home page at http://ndsl.lib.state.nd.us as well as the homepage of all participating libraries. The user will have exclusive access to the item for forty-eight hours and not have to worry about returning them because they automatically return themselves.

Attachment B

Library Vision 2004
Biennium 1997 - 1999

Grants awarded by the North Dakota State Library and the North Dakota Library Coordinating Council

Internet and Database Connectivity Grants

Beulah Public Library	2,000
Carrington Elementary School Library	5,000
Ellendale Public Library	1,175
Enderlin Public Schools Library	1,750
Glenburn School Library	5,000
Golden Valley County Library, Beach	1,240
Goodrich Public School Library	4,000
Harvey Public Library	1,900
Hazelton-Moffit Braddock High School Library	5,000
Heart of America Public Library, Rugby	1,800
Hettinger Public School Library	950
Linton Public School Library	5,000
Maddock Community Library	1,100
Max Public School Library	3,500
New Dimensions Information Authority, Williston	3,750
New Salem Public School Library	1,890
Rolla Public Library	1,200
Rugby School Library	5,000
Stanley Community Public School Library	1,500
St. Anthony Middle School Library, Fargo	1,600
Tioga High School Library	3,900
Turtle Lake Public Library	1,065
Underwood Public Library	1,200
Valerie Merrick Memorial Library, Fort Totten	5,000
Washburn Public Library	1,000
OCLC Site Search Data Base Connectivity (Z39.50 software)	58,480
TOTAL	125,000

Attachment B

Library Vision 2004
Biennium 1999 - 2001

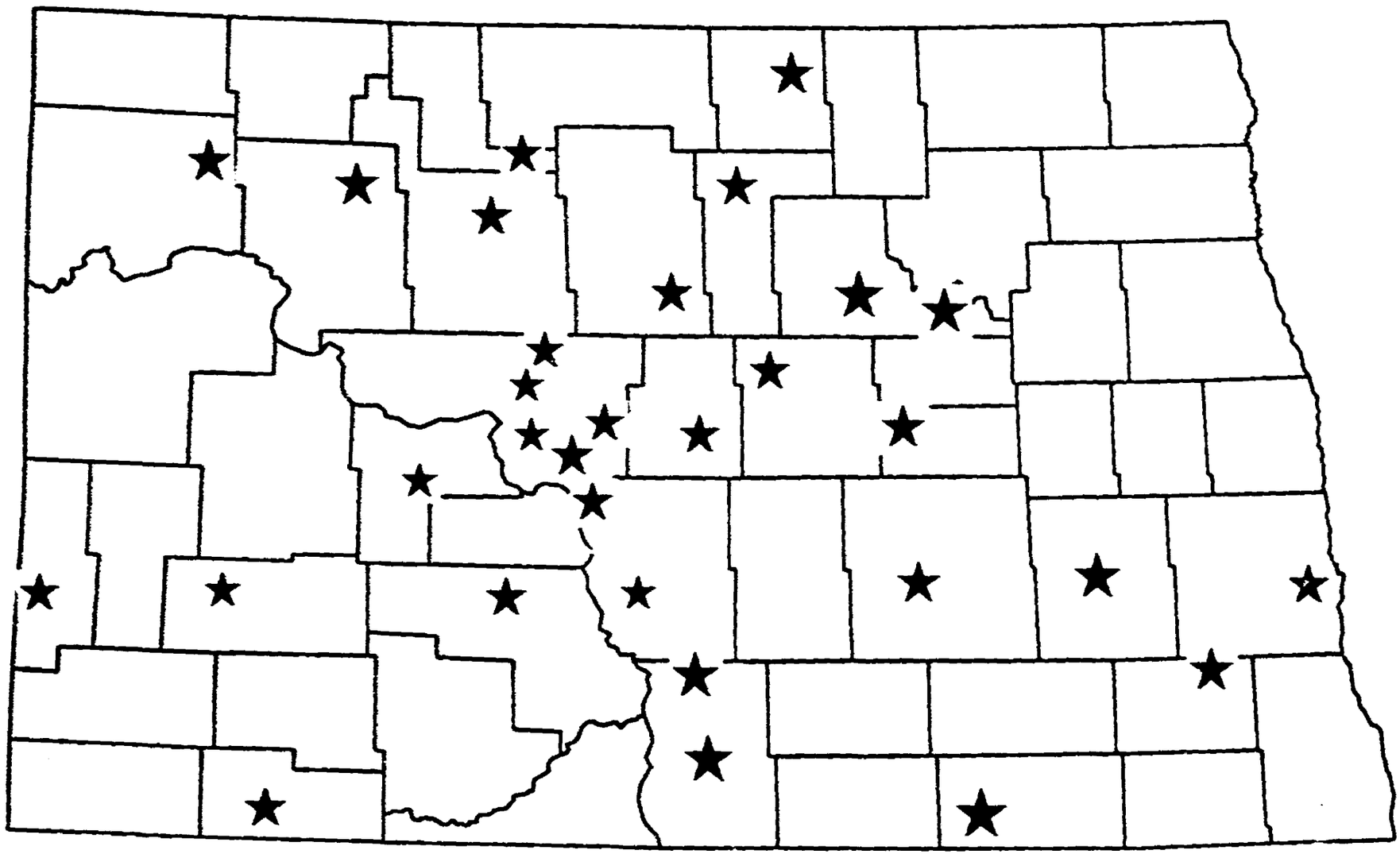
Grants awarded by the North Dakota State Library and the North Dakota Library Coordinating Council

Grants to Add Library Records to an Existing North Dakota Library Database

Adams County Public Library, Hettinger	7,666
Alfred Dickey Public Library, Jamestown	27,640
Ariel Network-Jamestown College	5,000
Beulah Public Library	14,850
Bismarck School Media Library	2,100
Des Lacs/Burlington School Library	34,528
Drake Pubic School Library	19,370
Finley/Sharon School Libraries	11,514
Garrison Public Library	6,375
Maple Valley/Oriska School Libraries	8,092
McLean/Mercer Regional Library, Riverdale	25,700
ND Historical Society Library, Bismarck	22,300
ND Historical Society Library, Bismarck	18,740
New Dimensions Information Authority, Williston	4,240
Stutsman County Public Library, Jamestown	15,700
Trinity Bible College Library, Ellendale	18,735
Valley City State University Library	7,450
TOTAL	250,000

Attachment B

North Dakota
Library Vision 2004 Grants



Attachment C

NORTH DAKOTA STATE LIBRARY: HISTORY OF STATE AID TO PUBLIC LIBRARIES IN NORTH DAKOTA 1980 - 1989

	FY 1980	FY 1981	FY 1982	FY 1983	FY 1984	FY 1985	FY 1986	FY 1987	FY 1988	FY 1989	10 YR TOTAL
ASHLEY CITY											0
GOLDEN VALLEY COUNTY-Bea	3,841	2,006	4,395	5,411	5,260	6,554	6,131	6,785	6,714	6,542	53,639
BEULAH CITY									840	1,082	1,922
BISMARCK CITY	69,794	27,883	43,967	48,387	47,043	45,241	46,549	43,261	42,818	41,718	456,171
BURLEIGH COUNTY-Bismarck		11,102	14,333	13,382	13,008	12,510	12,130	11,185	11,070	10,786	109,506
BOTTINEAU COUNTY-Bottineau	15,198	7,970	12,550	12,783	15,531	14,936	14,482	13,355	10,574	10,302	127,682
BOWMAN CITY	1,544	1,038	1,626	1,502	1,460	1,755	1,701	1,569	1,242	1,210	14,547
CARRINGTON CITY	1,978	1,366	2,074	1,916	1,862	1,790	1,736	1,600	1,584	1,544	17,450
CARSON CITY											0
CASSELTON CITY	2,228	776	1,304	1,205	1,171	1,126	1,091	1,007	996	1,213	12,117
CAVALIER CITY					571	510	989	913	903	880	4,766
COOPERSTOWN CITY		969	1,027	1,186	921	1,108	1,075	991	981	956	9,214
GRIGGS COUNTY-Cooperstown	6,543	2,449	3,508	3,240	4,199	4,038	3,915	3,611	3,573	3,482	38,558
DIVIDE COUNTY-Crosby	11,064	5,781	7,848	7,249	7,046	6,775	6,572	6,058	7,495	7,303	73,191
DEVILS LAKE CITY	7,354	3,843	5,844	5,398	5,247	6,307	4,879	4,512	5,581	5,438	54,403
RAMSEY COUNTY-Devils Lake											0
DICKINSON CITY	15,620	6,528	12,506	14,040	13,647	16,404	15,906	14,668	11,614	11,315	132,248
STARK COUNTY-Dickinson											0
BILLINGS COUNTY-Dickinson										5,041	5,041
DRAKE CITY											0
EDGELEY CITY	888	189	0	0	535	571	555	511	505	493	4,247
LAMOURE COUNTY-Edgeley		5,014	7,158	8,815	8,568	8,239	7,989	7,367	5,469	5,328	63,947
LOGAN COUNTY-Edgeley	18,848	4,833	6,673	6,164	5,991	5,762	5,586	5,151	5,058	4,968	69,074
ELLENDALE CITY	1,340	937	1,545	1,426	1,387	1,333	1,616	1,491	1,475	1,437	13,987
ENDERLIN CITY	1,624	572	824	1,013	1,004	1,159	1,124	1,037	1,026	1,000	10,383
FARGO CITY	69,769	36,452	60,181	55,583	54,028	51,958	50,014	46,456	55,158	44,799	524,398
FLASHER CITY			321	447	434	416	404	311	307	300	2,940
FORMAN CITY											0
SIOUX COUNTY-Fort Yates	7,741	3,522	4,452	5,275	7,192	4,605	5,258	3,416	3,861	3,762	49,084
GACKLE CITY	235	123	179	166	401	309	407	300	297	390	2,807
GARRISON CITY											0
GLEN ULLIN CITY											0
GOODRICH CITY				262	254	237	230	212	168	164	1,527
GRAFTON CITY	33,755	3,058	4,157	3,839	3,732	3,588	3,899	3,595	3,558	3,467	66,648
WALSH COUNTY-Grafton		3,933	5,758	5,318	5,169	4,971	4,996	4,608	4,560	4,443	43,756
PEMBINA COUNTY-Grafton		3,911	5,699	3,474	3,727	4,920	5,266	4,855	4,805	4,682	41,339
NELSON COUNTY-Grafton		2,868	4,008	3,702	3,598	3,460	3,356	3,094	3,062	2,984	30,132
GRAND FORKS CITY	63,114	33,364	51,553	47,574	46,282	44,509	42,172	39,796	39,388	38,377	446,129
GRAND FORKS COUNTY-Grand		7,828	16,309	15,231	20,446	19,662	19,008	17,580	17,400	16,953	150,417
HANKINSON CITY	1,125	588	770	840	1,021	981	761	702	868	846	8,502
HARVEY CITY	3,542	1,541	2,807	2,750	2,673	2,141	2,077	1,915	1,516	1,477	22,439
HAZEN CITY	176	172	464	1,715	1,976	2,272	2,204	2,540	2,514	2,939	16,972
HEBRON CITY	125	44	157	180	171	94	91	84	0	158	1,104
ADAMS COUNTY-Hettinger	8,777	4,586	8,372	6,186	7,516	7,228	7,008	6,463	6,396	6,232	68,764
JAMESTOWN CITY	15,385	8,038	12,785	11,808	17,216	16,556	16,054	14,804	14,652	14,275	141,573
STUTSMAN COUNTY-Jamestow	16,559	10,204	15,073	13,921	13,532	16,267	15,773	11,635	11,516	14,026	138,506
KILLDEER CITY		321	620	574	557	535	519	479	474	462	4,541
LAKOTA CITY	1,111	657	756	700	678	815	790	729	867	704	7,807
LAMOURE CITY	476	248	635	587	569	547	708	653	646	630	5,699
LANGDON CITY	1,807	862	605	560	543	522	507	467	462	450	6,785
CAVALIER COUNTY-Langdon		4,842	8,489	7,841	7,624	7,398	7,786	6,909	5,787	5,639	62,315
LARIMORE CITY	1,034	758	896	1,105	1,343	1,033	1,002	924	914	891	9,902

NORTH DAKOTA STATE LIBRARY: HISTORY OF STATE AID TO PUBLIC LIBRARIES IN NORTH DAKOTA 1980 - 1989

	FY 1980	FY 1981	FY 1982	FY 1983	FY 1984	FY 1985	FY 1986	FY 1987	FY 1988	FY 1989	10 YR TOTAL
LEEDS CITY	86	109	176	163	239	151	147	411	406	396	2,283
LEONARD CITY	62	86	169	105	102	64	62	132	0	0	782
LIDGERWOOD CITY	1,000	522	762	706	685	658	636	588	583	710	6,852
LINTON CITY	1,580	829	1,532	1,415	1,376	1,322	1,026	946	1,170	1,140	12,336
LISBON CITY	3,135	1,638	1,793	1,655	2,012	1,935	1,876	2,076	1,712	1,668	19,500
MADDOCK CITY											0
MANDAN CITY	17,501	7,425	12,182	11,252	10,937	15,777	15,297	14,106	13,962	13,603	132,042
MORTON COUNTY-Mandan	19,185	10,023	15,128	13,970	13,581	13,060	12,664	11,678	11,558	11,261	132,108
MAX CITY									142	139	281
MAYVILLE CITY	2,554	1,139	1,499	1,836	2,449	2,293	2,223	2,050	2,029	1,977	19,849
MILNOR CITY		133	442	780	631	508	588	543	537	523	4,685
MINNEWAUKAN CITY	208	196	362	335	325	312	303	349	345	337	3,072
MINOT CITY	41,029	21,437	38,688	35,732	34,731	33,491	32,020	29,865	29,559	28,800	325,262
WARD COUNTY-Minot	17,743	12,173	13,713	18,605	18,915	19,187	21,780	20,801	20,587	20,064	183,568
MOUNTRAIL COUNTY-Minot	SEE-W.P.	7,629	8,436	11,198	10,885	10,467	10,149	9,359	9,263	9,025	86,411
KENMARE CITY			1,072	529	513	493	478	662	655	638	5,040
MOHALL CITY	997	538	824	953	740	711	862	636	629	613	7,503
MOTT CITY	1,368	714	1,033	956	927	891	1,081	797	986	961	9,714
NEW ENGLAND CITY	405	175	258	300	436	280	272	250	247	241	2,864
NEW ROCKFORD CITY	492	189	296	165	316	303	295	1,086	1,074	1,047	5,263
NEW TOWN CITY	1,019	563	684	905	759	838	878	810	801	780	8,037
NORTHWOOD CITY	212	0	0	0	0	0	0	0	0	0	212
OAKS CITY	2,017	1,054	1,659	1,532	1,489	1,431	1,388	1,280	1,267	1,234	14,351
PARK RIVER CITY	1,612	1,063	1,448	1,337	1,300	1,250	1,212	1,118	1,383	1,347	13,070
PARSHALL CITY	925	814	611	857	757	897	874	803	635	619	7,792
PEMBINA CITY	53	98	116	160	157	150	146	204	202	197	1,483
MCLEAN COUNTY-Riverdale	24,858	9,160	16,714	15,437	15,005	14,430	13,993	12,903	12,770	12,442	147,712
MERCER COUNTY-Riverdale	6,745	7,049	8,592	10,581	10,285	12,363	15,732	11,604	11,485	11,190	105,626
ROLLA CITY	1,887	0	906	1,110	1,065	1,303	1,011	932	1,384	899	10,523
RUGBY CITY	4,312	2,057	2,619	2,418	2,351	2,261	2,192	2,022	2,001	1,950	24,183
PIERCE COUNTY-Rugby	7,370	4,506	6,299	5,818	7,068	6,797	6,591	6,078	7,219	7,034	64,780
STANLEY CITY	1,407	768	1,254	1,183	1,150	1,105	1,072	989	978	953	10,859
STANTON CITY											0
KIDDER COUNTY-Steele	11,152	5,827	8,344	7,705	7,489	7,202	6,984	6,440	6,373	6,210	73,726
TURTLE LAKE CITY				192	498	678	658	607	721	703	4,057
UNDERWOOD CITY	568	601	617	966	937	901	874	806	797	971	8,038
VALLEY CITY	14,402	4,097	6,105	5,639	5,481	5,270	5,110	4,713	4,664	4,544	60,025
BARNES COUNTY-Valley City	7,111	7,429	10,665	9,850	9,575	9,207	8,928	8,233	8,148	7,939	87,085
VELVA CITY		208	266	264	256	246	361	333	254	322	2,510
WAHPETON CITY	8,257	3,469	8,186	8,217	7,988	7,681	7,448	7,494	7,417	7,226	73,383
WALHALLA CITY	736	378	842	520	504	484	470	434	429	418	5,215
WASHBURN CITY											0
WATFORD CITY	2,169	905	1,664	1,537	1,494	1,436	1,393	1,284	1,271	1,239	14,393
MCKENZIE COUNTY-Watford CI	SEE-W.P.	4,499	7,633	13,554	0	6,258	9,214	8,496	11,212	10,925	71,791
WEST FARGO CITY	8,448	4,413	7,931	7,325	7,120	6,847	7,258	6,693	6,624	6,454	69,113
WILLISTON CITY	14,714	7,688	13,091	15,379	14,949	14,376	13,940	12,854	12,722	14,873	134,586
WILLIAMS COUNTY-Williston	SEE-W.P.	8,712	12,605	13,138	15,963	12,281	14,884	13,726	10,868	13,244	115,421
TIAOGA CITY-Williston		353	854	1,160	1,407	1,353	1,312	1,210	1,197	1,996	10,842
WEST PLAINS-Williston	38,453										38,453
TOTAL	648,348	351,652	550,000	550,000	550,000	550,000	550,000	506,000	507,000	499,940	5,262,940

NORTH DAKOTA STATE LIBRARY: HISTORY OF STATE AID TO PUBLIC LIBRARIES IN NORTH DAKOTA 1990 - 2001

	FY 1990	FY 1991	FY 1992	FY 1993	FY 1994	FY 1995	FY 1996	FY 1997	FY 1998	FY 1999	FY 2000	FY 2001	90-01 TOTAL	80-89 TOTAL	22 YR TOTAL
ASHLEY CITY								229	241	243	356	349	1,418	0	1,418
GOLDEN VALLEY COUNTY-Beach	5,715	5,822	4,775	5,370	4,895	4,794	4,798	4,687	4,934	4,983	4,862	4,786	80,192	53,639	113,831
BERLAH CITY	2,886	2,819	1,789	1,677	1,529	1,497	1,499	1,464	1,926	2,335	2,274	2,233	23,908	1,922	25,830
BISMARCK CITY	36,440	35,847	39,314	36,850	33,591	32,895	32,925	32,166	33,857	34,196	33,287	32,702	414,080	456,171	870,251
BURLEIGH COUNTY-Bismarck	9,421	13,902	15,185	14,214	12,958	12,689	12,701	12,408	13,060	13,191	12,844	12,615	155,188	109,506	264,674
BOTTINEAU COUNTY-Bottineau	11,249	11,066	10,905	10,222	9,318	9,125	9,133	8,923	9,392	9,486	9,236	9,071	117,126	127,882	244,988
BOWMAN CITY	1,058	1,040	1,158	1,085	989	969	1,164	947	1,197	1,007	961	983	12,558	16,647	27,205
CANDO CITY											529	519	1,048	0	1,048
CARRINGTON CITY	1,886	1,858	1,508	1,413	1,546	1,514	1,283	1,234	1,299	1,312	1,277	1,254	16,983	17,450	34,413
CARSON CITY					87	56	86	125	132	177	129	-	792	0	792
CASSELTON CITY	1,272	1,043	1,065	998	910	891	892	871	917	741	722	708	11,031	12,117	23,148
CAVALIER CITY	768	756	802	752	686	671	672	657	691	698	680	667	8,500	4,786	13,286
COOPERSTOWN CITY	835	986	996	778	851	833	834	815	857	722	843	828	10,178	8,214	18,392
GRIGGS COUNTY-Cooperstown	3,042	2,992	2,983	2,796	2,549	3,744	3,747	3,661	3,853	3,892	3,790	3,722	40,771	38,558	79,329
DIVIDE COUNTY-Crosby	6,379	6,275	6,252	7,032	6,410	6,277	6,283	6,138	6,460	6,525	6,354	6,240	76,626	73,191	149,817
DEVILS LAKE CITY	4,750	4,673	5,176	4,852	4,423	4,331	4,335	4,235	4,458	4,502	4,384	4,306	54,425	54,403	108,828
RAMSEY COUNTY-Devils Lake									3,722	3,759	3,660	3,595	14,736	0	14,736
DICKINSON CITY	14,822	14,581	12,848	12,043	10,978	10,751	10,760	10,512	11,064	11,175	10,882	10,687	141,104	132,248	273,352
STARK COUNTY-Dickinson		7,744	3,564	6,681	6,090	5,964	5,969	5,832	6,138	6,200	6,037	5,929	66,148	0	66,148
BILLINGS COUNTY-Dickinson	4,403	5,197	4,568	5,138	4,684	4,587	4,591	4,485	4,721	4,768	4,643	4,560	56,345	5,041	61,386
DRAKE CITY					82	81	81	79	83	84	83	80	652	0	652
EDGELEY CITY	430	423	382	339	464	303	303	296	312	315	230	301	4,077	4,247	8,324
LAMOURE COUNTY-Edgeley	4,854	4,579	4,415	4,138	5,030	4,926	4,930	4,816	3,802	3,840	3,739	3,672	52,542	63,947	116,489
LOGAN COUNTY-Edgeley	4,339	5,336	5,223	4,895	4,462	4,370	4,374	4,273	4,498	4,543	4,423	4,344	55,080	69,074	124,154
ELLENDALE CITY	1,256	1,235	957	1,121	1,022	1,001	1,002	979	1,236	1,248	1,013	985	13,065	13,987	27,052
ENDERLIN CITY	582	716	652	748	680	666	667	640	674	680	662	651	8,016	10,383	18,399
FARGO CITY	48,958	46,194	59,152	55,445	50,546	49,491	49,540	48,398	50,940	51,452	50,100	49,239	607,454	524,398	1,131,852
FLASHER CITY	0	258	211	237	216	212	212	207	218	220	215	175	2,380	2,940	5,320
FORMAN CITY			468	438	400	391	392	383	403	407	396	324	4,002	0	4,002
SIOUX COUNTY-Fort Yates	1,920	1,926	3,531	4,626	6,326	6,195	5,167	5,048	5,310	5,367	5,226	5,132	55,774	49,064	104,838
GACKLE CITY	316	311	300	281	256	251	301	294	309	312	304	299	3,535	2,807	6,342
GARRISON CITY		690	611	763	696	511	682	666	526	531	517	508	6,701	0	6,701
GLEN ULLIN CITY					211	136	136	137	140	142	209	205	1,316	0	1,316
GOODRICH CITY	179	141	102	0	109	128	128	104	132	133	130	127	1,413	1,527	2,940
GRAFTON CITY	3,029	2,979	2,575	2,414	2,891	2,831	2,833	2,768	2,913	2,942	2,885	2,814	33,855	66,648	100,503
WALSH COUNTY-Grafton	5,860	5,785	8,210	7,696	7,015	6,870	6,876	6,717	6,981	5,374	-	3,426	70,789	43,756	114,545
PEMBINA COUNTY-Grafton	4,090	4,023	3,953	3,705	3,378	3,308	3,311	3,234	3,377	3,411	3,321	3,262	42,372	41,339	83,711
NELSON COUNTY-Grafton	2,606	2,564	2,497	2,357	2,148	2,104	2,106	2,057	2,165	2,187	2,129	2,091	27,011	30,132	57,143
GRAND FORKS CITY	33,521	32,976	39,449	36,976	33,707	33,008	33,038	34,059	33,973	34,314	33,412	32,815	411,247	446,129	857,376
GRAND FORKS COUNTY-Grand Forks	18,511	21,859	18,921	21,283	19,401	18,999	19,016	18,577	19,554	19,750	19,231	18,887	233,989	150,417	384,406
HANKINSON CITY	739	727	691	647	590	578	463	565	595	480	585	575	7,235	8,502	15,737
HARVEY CITY	1,290	1,269	1,204	1,125	1,286	1,260	1,261	1,232	1,037	1,047	1,020	1,002	14,037	22,439	36,476
HATTON CITY											180	177	357	0	357
HAZEN CITY	2,567	2,526	2,249	2,108	1,922	1,882	1,884	1,840	1,937	1,956	1,905	1,871	24,647	16,972	41,619
HEBRON CITY	413	542	473	443	505	593	594	580	610	616	600	590	6,560	1,104	7,664
ADAMS COUNTY-Hettinger	6,533	6,427	6,480	6,074	5,537	5,422	4,523	5,302	5,581	5,637	5,488	5,391	68,395	68,764	137,159
JAMESTOWN CITY	12,489	12,267	12,428	11,649	10,619	10,399	10,409	10,169	10,703	10,810	10,526	10,338	132,786	141,573	274,359
STUTSMAN COUNTY-Jamestown	12,251	12,052	11,966	11,216	10,224	10,012	0	9,790	10,376	12,576	10,205	10,023	120,692	138,506	259,198
KILLDEER CITY	403	496	480	540	492	482	483	393	496	501	488	479	5,734	4,541	10,275
LAKOTA CITY	615	505	598	560	511	600	600	586	617	623	607	596	7,119	7,807	14,926
LAMOURE CITY	550	541	516	484	441	432	541	422	444	449	437	429	5,687	5,699	11,386
LANGDON CITY	394	388	0	0	—	—					-	-	782	6,785	7,567
CAVALIER COUNTY-Langdon	4,925	6,460	5,437	6,795	6,194	4,549	6,071	4,448	4,682	4,729	4,605	4,523	63,418	62,315	126,733
LARIMORE CITY	0	766	779	730	666	652	652	637	671	678	660	648	7,538	9,902	17,440

NORTH DAKOTA STATE LIBRARY: HISTORY OF STATE AID TO PUBLIC LIBRARIES IN NORTH DAKOTA 1980 - 2001

	FY 1980	FY 1981	FY 1982	FY 1983	FY 1984	FY 1985	FY 1986	FY 1987	FY 1988	FY 1989	FY 2000	FY 2001	90-01 TOTAL	80-89 TOTAL	22 YR TOTAL
LEEDS CITY	346	341	288	270	308	302	302	295	310	314	306	300	3,682	2,263	5,945
LEONARD CITY	111	145	165	116	108	104	0	67	107	108	105	137	1,270	782	2,052
LIDGERWOOD CITY	620	610	532	598	545	534	534	522	549	555	540	531	6,870	6,862	13,732
LINTON CITY	986	980	1,125	1,055	962	942	943	921	969	979	953	836	11,781	12,336	24,097
LISBON CITY	1,749	1,720	1,738	1,629	1,485	1,454	1,455	1,422	1,247	1,259	1,226	1,446	17,831	19,500	37,331
MADDOCK CITY								243	258	259	252	247	1,257	0	1,257
MANDAN CITY	11,882	11,689	12,114	11,355	10,351	10,136	10,145	9,911	10,432	10,537	10,280	10,077	128,909	132,042	260,951
MORTON COUNTY-Mandan	9,837	9,677	9,643	9,039	8,240	8,069	8,076	7,890	8,305	8,388	8,167	8,022	103,353	132,108	235,461
MAX CITY	121	158	160	150	137	134	134	131	138	139	136	133	1,672	281	1,953
MAYVILLE CITY	1,727	1,699	1,670	1,585	1,427	1,397	1,398	1,366	1,438	1,452	1,414	1,389	17,943	19,849	37,792
MILNOR CITY	457	450	520	406	444	0	435	425	447	452	440	432	4,909	4,685	9,594
MINNEWAUKAN CITY	294	289	287	300	274	268	268	262	276	278	226	266	3,268	3,072	6,340
MINOT CITY	25,156	24,747	27,571	25,843	23,558	23,070	23,091	22,558	23,744	23,982	23,352	22,935	289,607	325,262	614,869
WARD COUNTY-Minot	17,521	17,236	17,988	20,189	14,723	14,413	21,647	17,623	18,549	18,735	18,243	17,917	214,767	183,568	398,335
MOUNTRAIL COUNTY-Minot	7,883	7,755	8,575	8,038	7,327	7,175	7,182	8,770	9,231	7,459	-	7,133	86,528	86,411	172,939
KENMARE CITY	558	731	846	757	890	676	676	861	695	562	547	537	7,736	5,040	12,776
MOHALL CITY	535	791	743	687	635	622	623	608	640	646	630	618	7,788	7,503	15,291
MOTT CITY	1,097	990	814	763	695	681	681	666	700	707	689	677	9,071	9,714	18,785
NEW ENGLAND CITY	421	518	353	331	377	369	369	361	380	384	374	367	4,803	2,664	7,467
NEW ROCKFORD CITY	914	900	853	800	729	893	893	873	919	928	904	887	10,492	5,263	15,755
NEW TOWN CITY	682	671	739	692	631	618	619	604	636	482	626	614	7,813	8,037	15,850
NORTHWOOD CITY	0	0		0	175	0	0	-	-		-	-	175	212	387
OAKS CITY	1,078	1,061	944	885	807	988	791	773	813	822	800	786	10,548	14,351	24,899
PARK RIVER CITY	1,177	1,158	1,147	1,075	980	960	961	939	988	998	1,166	-	11,549	13,070	24,619
PARSHALL CITY	676	685	627	706	643	630	525	513	648	655	638	626	7,552	7,792	15,344
PEMBINA CITY	0	0	113	320	292	286	286	279	294	297	288	284	2,741	1,483	4,224
MCLEAN COUNTY-Riverdale	10,868	10,691	16,587	15,548	14,173	13,879	13,892	13,571	14,089	12,666	12,333	12,112	160,408	147,712	308,120
MERCER COUNTY-Riverdale	9,775	9,616	11,987	11,235	10,242	10,030	11,039	9,807	10,536	10,645	10,365	10,180	124,457	105,626	230,083
ROLETTE CITY											141	138	279	0	279
ROLLA CITY	785	772	856	802	623	610	611	597	628	635	618	607	8,144	10,523	18,667
RUGBY CITY	1,703	2,094	1,935	1,813	1,653	1,619	1,620	1,583	1,666	1,683	1,639	1,609	20,817	24,183	44,800
PIERCE COUNTY-Rugby	6,144	6,044	5,853	5,486	5,001	4,898	4,902	4,789	4,200	4,242	4,131	4,069	60,560	64,780	126,340
STANLEY CITY	833	1,024	912	855	779	783	764	746	785	793	772	759	9,796	10,859	20,645
STANTON CITY					176	173	173	169	237	239	233	229	1,629	0	1,629
KIDDER COUNTY-Steele	6,781	6,670	6,733	6,311	5,753	5,833	5,839	5,509	6,033	7,312	7,120	6,992	76,485	73,726	150,211
TURTLE LAKE CITY	614	604	544	510	465	455	455	445	470	473	461	452	5,948	4,057	10,005
UNDERWOOD CITY	848	834	849	808	555	543	544	531	559	565	550	540	7,326	8,038	15,364
VALLEY CITY CITY	3,970	4,882	4,764	4,466	4,071	3,987	3,990	3,898	4,103	4,144	4,035	3,943	50,273	60,025	110,298
BARNES COUNTY-Valley City	6,935	6,822	6,799	6,373	5,809	5,689	5,694	5,563	5,931	5,990	5,833	5,728	73,165	87,085	160,250
VELVA CITY	281	277	258	241	440	431	431	421	444	448	436	321	4,429	2,510	6,939
WAHPETON CITY	8,312	8,210	5,821	5,456	4,973	4,870	5,089	4,971	5,233	5,285	5,146	5,054	64,420	73,383	137,803
WALHALLA CITY	365	359	301	282	514	504	504	492	518	523	510	375	5,247	5,215	10,462
WASHBURN CITY								656	690	697	508	667	3,219	0	3,219
WATFORD CITY	1,217	1,197	949	1,335	1,217	–	–	-			-	-	5,915	14,393	20,308
MCKENZIE COUNTY-Watford City	7,157	9,387	7,293	9,114	8,308	11,163	11,173	10,916	14,172	11,928	13,938	11,406	125,957	71,791	197,748
WEST FARGO CITY	5,638	5,780	8,173	7,660	6,983	6,838	6,844	6,687	7,038	7,109	6,922	6,798	82,469	69,113	151,582
WILLISTON CITY	12,992	12,781	10,481	9,824	8,955	8,770	8,778	8,575	9,026	9,116	8,877	8,718	118,893	132,586	251,479
WILLIAMS COUNTY-Williston	11,568	11,380	11,683	13,141	11,979	11,731	11,742	11,471	12,928	13,058	12,714	12,487	145,882	115,421	261,303
TIAOGA CITY-Williston	1,019	1,003	1,020	956	872	854	854	835	878	887	864	848	10,891	10,842	21,733
WEST PLAINS-Williston								-			-	-	-	38,453	38,453
WISHEK CITY									871	878	860	518	2,526	0	2,526
TOTAL	457,859	476,651	500,669	491,331	450,603	442,397	440,000	440,000	467,760	467,761	444,372	444,373	5,523,572	5,282,940	10,806,512

HB 1013

BISMARCK PUBLIC LIBRARY
515 North Fifth Street
Bismarck, North Dakota 58501-4081

March 7, 2001

To: SENATE APPROPRIATIONS COMMITTEE

Re: HOUSE BILL NO. 1013

By: TOM JONES, LIBRARY DIRECTOR
BISMARCK PUBLIC LIBRARY

SPEAKING IN FAVOR OF THIS BILL

Section 1. Appropriation. Page 2, Line 12 Grants

This line includes $888,745 of general fund money to be granted to 90 legally established public libraries based on the formula of $1 per capita for city libraries and $1 per capita and $5 per square mile for county libraries. The formula was funded at the 47% level in the current biennium. [*This formula was established in 1979 and funded at 1 million dollars. NDCC 54-24.2-01 to 06*]

The ND Library Association has asked for full-funding (i.e. 100%) of this statutory formula= AN ADDITIONAL ONE MILLION DOLLARS.

Currently (at the 47% funding level of the formula) Bismarck Public Library, which serves Bismarck and Burleigh County, receives annually $46,000. Mandan Public Library receives $10,000 and Morton County receives $8,200 . Full funding of the formula would more than double these amounts which are used for:

New print books & cassette books (books on tape)
Videotapes
CDs (music and books)
Computer equipment
Online information resources & databases

STATE AID TO PUBLIC LIBRARIES IS CRUCIAL BECAUSE THE OVERALL AVERAGE PER CAPITA SUPPORT IS BELOW THE NATIONAL AVERAGE, REPORTED BY *LIBRARY JOURNAL* AS $28.04 IN FISCAL YEAR 2000.

From *NORTH DAKOTA LIBRARY STATISTICS* (Sept 2000, the classes:

I	(Fargo, Grand Forks, Minot, Bismarck, Grafton)	= $15.12/capita
II	(Dickinson, West Fargo, Bottineau etc.)	= $11.77/capita
III	(Rugby, Mayville, Lisbon, Harvey, etc.)	= $12.67/capita
IV	(Casselton, Garrison, Oakes, Rolla)	= $ 7.35/capita
V	(Edgeley, Pembina, Enderlin, Max etc.)	= $ 7.88/capita

HB 1013

UNITED TRIBES TECHNICAL COLLEGE
3315 UNIVERSITY DRIVE
BISMARCK, NORTH DAKOTA 58504 • PHONE 701-255-3285

Testimony supporting HB 1013

Senate Appropriations Committee
Dave Nething, Chairman

Good Morning Mr. Chairman and members of the Senate Appropriations Committee

My name is Charlene Weis and I am the librarian of United Tribes Technical College here in Bismarck. My testimony is to support the State Library's budget as it is being presented with two additional requests. An additional $363,000 for the online periodical database and an additional million dollars for state aid to public libraries.

The libraries of North Dakota banded together for the past year to subscribe to the online database. This allows access to 15 million current magazines and newspapers. This trial has been found to be most successful but it has been at the expense of purchasing other library material. This is a statewide service that can be used by anyone. It can be accessed at a library, at schools, at home or at your workplace. There are indexes for health, business and education. It is user friendly and the information is accurate and trustworthy. The people of this state deserve your consideration of the additional appropriation of $363,000.

As you all know the cost of everything increases constantly. We in the library world are trying to provide as much as possible to our users. Library users need up-to-date material. They need up-to-date technology to access the Internet. They need qualified staff to help them find the information they need. The one million dollars that you could add to state aid to public libraries could do this for the citizens of North Dakota.

I would urge you to pass HB 1013 with the additional $1,363,000.

DPI - Division of Independent Study

House Appropriations Committee
Education and Environment Division
January 11, 2001

My name is Neil Howe. I am the Director of the Division of Independent Study.

The Division of Independent Study is a division of the Department of Public Instruction. It was established in 1935 by the Legislative Assembly to provide educational equity for North Dakota students. The Division has met this purpose by educating over 231,000 students and graduating 2125 students. The 2000 graduating class was 119 students.

The Division is accredited through the Department of Public Instruction and is regionally accredited through the North Central Association of Colleges and Schools. It is the sixth largest of the twenty University Continuing Education Association (UCEA) member distance education high schools.

The mission of the Division of Independent Study is to provide personalized distance learning services and educational resources. The Division's goals are:

- To offer quality distance education courses in print-based and online formats.
- To provide an online core curriculum on the WWW which includes all the courses required for the Division's high school diploma.
- To expand course offerings to K—4 grade levels.

The Division offers its courses to students in two formats:

- The traditional print-based correspondence course whereby the student completes written work and mails, faxes, or e-mails the work to the Division for evaluation by Division instructors. The work is then mailed, faxed, or e-mailed back to the student. The student has a local supervisor who administers and mails all test work to the Division. Nearly all of the Division's 173 courses are available in print-based format.
- Online courses available over the WWW allow students to complete their work from personal computers. Presently, 56 one-semester courses are available in this format.

Enrollments

The Division offers 173 one-semester grades 5—12 distance education courses. During the 1999-2000 school year, the Division received 9592 course enrollments from 6092 students in 50 states and 43 foreign countries. Students were enrolled from all but 30 North Dakota high schools. The two charts that follow show the number of students and course enrollments the Division has received since 1991-1992. Although North Dakota's K—12 student population has declined during this period, resident student and course enrollment numbers have remained relatively stable and represent a greater percentage of the total number of the school population.

TABLE 1
Number of Registered Students:
July 1, 1991 — June 30, 2000

Fiscal Year	Resident	Nonresident	Total
1991—92	1287	2302	3589
1992—93	1196	2513	3709
1993—94	1052	2798	3850
1994—95	1290	3947	5237
1995—96	1233	4941	6174
1996—97	1219	3781	5000
1997—98	1341	4509	5850
1998—99	1312	4251	5563
1999—00	1335	4757	6092

TABLE 2
Number of Course Enrollments:
July 1, 1991—June 30, 2000

Fiscal Year	Resident	Nonresident	Total
1991—92	1895	2873	4768
1992—93	1598	3598	5196
1993—94	1570	5272	6842
1994—95	1742	6653	8395
1995—96	1739	8850	10,589
1996—97	2115	6675	8790
1997—98	1891	7747	9638
1998—99	1801	7492	9293
1999—00	1679	7913	9592

The question of serving nonresident students was discussed during the Division's overview last Monday. Approximately 22% of the Division's student enrollment is from North Dakota. The actual percentage of ND course enrollments, however, is less than this since nonresidents enroll in more courses than residents.

In analyzing the expenditures and revenues for 1999-2001, it is clear that collections from nonresidents support the broad core and elective curriculum offered by the Division.

If the Division depended solely on resident fee collections, maintained a skeletal staff to meet state accreditation status, and performed minimal functions, the following expenditures/revenues would result during the current biennium:

Salary and Wages	$1,303,021	
Operating Expenses	$ 197,169	
Equipment	$ 17,000	
TOTAL EXPENDITURES		**$1,517,090**
General Fund Monies	$ 695,000	
Collections from ND Only	$ 508,669	
TOTAL REVENUE		**$1,203,669**

This would result in a $313,421 deficit. It is clear that the large amount of special funds collected from nonresidents has allowed the Division to build and modernize a program that would not have been possible without those collections. Without fees collected from nonresidents, the Division could not offer the 173 courses currently available and could not deliver its print-based courses in an online format. North Dakota students have been the direct beneficiaries of the additional services and course offerings made available because of the dramatic increase in the Division's special funds.

Stated differently, without the support of revenue collected from nonresidents, the Division would not be able to offer the following:

- Physics to the five students in Powers Lake,
- First-year Spanish to the three students at Dakota Prairie High School,
- Online Computer Applications to a class of 24 at Minor High School,
- Alternative P.E. courses to more than 36 Turtle Mountain Community High School students,
- Music Theory and Accounting to seven students in Belfield,
- Consumer Math to the five students at Gackle High School, or
- Online courses to students at Souris River Alternative School in Minot.

These, and many more current school year examples, would not be available if the Division existed on funds collected solely from resident students.

Beginning with the 2001-03 biennium, I should note that only 6.05 FTE positions of the Division's 37.7 FTE positions would be funded with general fund monies. Special collections from fees will fund 30.50 FTE positions and these collections are collected primarily from nonresidents.

Over the last several biennia, special funds collected primarily from nonresident fees have allowed the Division these opportunities:

- To become completely computerized,
- To employ a computer analyst and web designer for online course development,
- To design a database unique to a distance education program, and
- To design, develop, and offer 56 online courses.

All of these advances, improvements, and offerings to the Division's program have directly benefited the North Dakota student.

Sale of Materials-Only and WWW Site Licenses

Public, private, and home schools may purchase curriculum materials listed in the Division's Course Catalog. In addition, schools may purchase site licenses to our online courses. Keys to these materials are also sold to these schools. These Materials-Only sales have increased from 7322 items valued at $304,058 during 1997-98 to 12,282 items valued at $512,088 during the 1999-2000 school year.

2001-2003 Budget Recommendation

The Governor's budget recommendation for the Division is $5,241,166. Table 3 outlines the budget descriptions and corresponding requested amounts.

TABLE 3
2001-2003 Budget

Salaries and Wages		$3,300,453
General Fund	$ 596,901	
Federal Fund	$ 121,163	
Other Funds	$2,582,389	
Operating Expenses		$1,695,713
General Fund	$ 171,015	
Federal Fund	$ 4,715	
Other Funds	$1,519,983	
Capital Improvement		$55,000
General Fund	$ 27,500	
Federal Fund	$ 0	
Other Funds	$ 27,500	
Equipment		$190,000
General Fund	$ 0	
Federal Fund	$ 0	
Other Funds	$ 190,000	
Total Administration		$5,241,166
General Fund	$ 795,416	
Federal Fund	$ 125,878	
Other Funds	$4,319,872	
TOTAL UNIT BUDGET		**$5,241,166**

The Division does not operate at a profit and has historically had no carry-over money at the end of a biennium. As a result, the Division is dependent on general fund monies to pay most salary, operating, and equipment expenditures for at least the first several months of a new biennium.

Over the last four biennia, the state has gradually decreased general fund appropriations to the Division and increased the burden of collecting special funds from the Division's customer base. I am concerned that another reduction in general fund appropriations would jeopardize that customer base and the associated revenues. I feel strongly that if the Division is asked to significantly raise fees in order to meet another increase in special funds, this will result in fewer resident and nonresident enrollments, and this will undoubtedly be counterproductive.

I would urge that the general fund appropriation to the Division stabilize as requested in the executive recommendation which has been adjusted for anticipated increases in salary and health care benefits. Under that situation, the Division will be required only to raise its fees in accordance with inflationary costs, and this will help to maintain the customer base at its present level.

Future Role for NDIS

As indicated in Table 2 of this testimony, the Division has maintained a relatively stable number of North Dakota students since 1991. During the same period, the total number of ND students has decreased indicating a greater percentage actually using the services of the Division. Even as these North Dakota resident numbers have remained constant, the level of General Fund appropriation provided to the Division has gradually decreased. Table 4 indicates General Fund appropriations to the Division since the 1991-93 biennium.

TABLE 4
Division General Fund Appropriations

1991-1993 Biennium	$807,000
1993-1995 Biennium	$767,000
1995-1997 Biennium	$785,000
1997-1999 Biennium	$634,000
1999-2001 Biennium	$695,000

During this same ten-year period, the level of service provided by the Division has greatly increased. Since 1991, the Division has enhanced its delivery, services, and curriculum in the following ways:

- **added 30, one-semester middle school courses for Grades 6-8,**
- **added 4, full-year courses for Grade 5,**
- **added technology staff for computerization and web development,**
- **computerized the entire Division operation,**
- **created an internal database for enrollment, grade book, and inventory records,**
- **converted 56, one-semester print-based courses to online delivery,**
- **and provided for fax and e-mail delivery services.**

The revenue generated from nonresident fee collections and sale of Materials-Only has, in large part, allowed the Division to make these significant advancements to

modernize and provide additional services to all of its students—including North Dakotans. Without these revenues, it would not have been possible to provide the majority of these additional services and enhancements.

Authorized FTE, Personnel, and Related Responsibilities

The Division currently has a total of 37.7 FTE positions, and the Legislative Assembly has capped FTE positions at 38.7.

As of January 1, 2001, the Division has the following personnel: a state director, one business manager, and one administrative assistant. The instructional staff included a .50 FTE elementary principal/teacher, a secondary principal, one academic advisor, and 16.90 licensed teachers. In addition to the instructional staff there are 15.30 FTE support personnel including 2.50 FTE technology staff, 1.00 FTE front office manager, 1.00 FTE registrar, 1.00 FTE bookstore manager, 2.30 FTE desktop publishers, 4.50 FTE office assistants/clerks, 1.00 FTE offset printer/duplicating operator, 1.00 FTE shipping clerk, and 1.00 FTE for the Learning Resource Center.

Division Facilities

The Division operates from a 10,120 sq. ft. building located at 1510 12th Avenue North in Fargo. It is situated in the SW portion of the North Dakota State University campus in what is commonly known as "T" lot. The main structure was constructed with legislatively appropriated funds in 1962 at the urging of the Division's founder, Dr. T.W. Thordarson. This primary

structure was approximately 8800 square feet. In 1976 the Legislative Assembly approved the construction of a 1320 sq. ft. addition to house the State Film Library. Thus, the total office space available to the Division is 10,120 square feet. Prior to 1962, the Division occupied the fourth floor of Minard Hall on the NDSU campus.

In addition to the 40 individuals who comprise the 37.7 FTE positions at the Division, Thordarson Hall is the home to five outreach employees of the Department of Public Instruction: two special education employees, two Early Childhood Tracking employees, and one employee of the School for the Deaf.

Thordarson Hall is a state building, and the Division has no rental expenses. All utilities (heat, air conditioning, lights, water, sewer) are provided by North Dakota State University as the Division's structure is actually located on University property. The Division pays for its telephone system and Internet service—but at greatly reduced charges since they are part of the NDSU system.

Since the Division's physical structure is nearly 40 years old, the Division has requested a capital improvement in the amount of $55,000 to repair the roof of the original 1962 structure.

The Division leases four photocopy machines (including two large copiers) used for duplicating the 20,000 study guides and other publications produced annually. More than six million copies were duplicated on the two large photocopy machines during fiscal 1999-2000. In addition, the Division

leases several Pitney-Bowes machines necessary for the large volume of mailing services provided.

The Division contracts for janitorial services on a monthly basis since no FTE position is available for this activity. This has caused some problems since the amount currently allotted for this does not provide the level of service needed for a building that houses more than 45 employees.

Conclusion

North Dakota citizens and its representative legislature can be justifiably proud of the distance education program built and maintained at the Division.

In the larger picture of state government and relative to our own budget, the Division's general fund request is rather modest. The Division has been frugal with appropriated funds; it has been entrepreneurial in generating income for the state; it provides employment for its valued citizens; and it provides a sixty-five-year-old service that other states are now only beginning to appreciate and envy.

The emerging potential for distance education is created, in part, by factors like home education, choices in education, and the Internet—and this movement is only in its infancy. I encourage an active discussion on how the Division can better serve the citizens of the state. And since the Division has a long, reputable history of delivering distance education, it is crucial

that the school be encouraged, promoted, and supported based on that reputation, the service it provides, and the great potential it holds for education in North Dakota.

The value of distance education and the services provided by the Division is further evident as expressed by the bill proposed by I.T.D. as well as the interest shown by NDSU in the program.

I do not believe North Dakota, with a declining population and a relatively flat economy, should discourage an entrepreneurial institution that employs citizens, generates income, and provides a needed service to its citizens. That seems to be a contradiction to the daily efforts we make in our business communities, the schools, and the economic environment we hope to have for our state.

The Division provides a valuable and needed service to the students of North Dakota and has been successful in strengthening its base and creating a positive image for our state by promoting a valuable North Dakota-made product—education. We have been entrepreneurial, we have sought other sources of revenue, and we have decreased our dependence on state revenues.

I want to thank the Committee for the patience and attention you have given to me today and last Monday.

HB 1013

DPI - Division of Independent Study

Senate Appropriations Committee
March 7, 2001

Senator Nething and members of the Committee: My name is Neil Howe and I am the Director of the Division of Independent Study.

Sixty-six years ago next Wednesday—March 14, 1935—the Legislative Assembly enacted legislation creating the Division of Independent Study in order to provide distance education to the high school community. Over the years, the Division has met and expanded this role to include grades 5-8, educated over 231,000 students, and since 1944 has graduated 2125 students. The 2000 graduating class was 119 students.

Today, the Division of Independent Study is a unit of the Department of Public Instruction. The Division is also accredited through the Department of Public Instruction and is regionally accredited through the North Central Association of Colleges and Schools. It is the sixth largest of the twenty University Continuing Education Association (UCEA) member distance education high schools.

The mission of the Division of Independent Study is to provide personalized distance learning services and educational resources. The Division's goals are:

- To offer quality distance education courses in print-based and online formats.
- To provide an online core curriculum on the WWW which includes all the courses required for the Division's high school diploma.
- To expand course offerings to K—4 grade levels.

The Division offers its courses to students in two formats:

- The traditional print-based correspondence course whereby the student completes written work and mails, faxes, or e-mails the work to the Division for evaluation by Division instructors. The work is then mailed, faxed, or e-mailed back to the student. The student has a local supervisor who administers and mails all test work to the Division. Nearly all of the Division's 173 courses are available in print-based format.
- Online courses available over the WWW allow students to complete their work from personal computers. Presently, 56 one-semester courses are available in this format.
-

Enrollments

The Division offers 173 one-semester distance education courses for grades 5—12. During the 1999-2000 school year, the Division received 9592 course enrollments from 6092 students in 50 states, Washington, D.C., Puerto Rico, and 43 foreign countries. Students were enrolled from all but 30 North Dakota high schools. Although North Dakota's K—12 student population has declined during this period, resident student and course enrollment numbers have remained relatively stable and represent a greater percentage of the total number of the school population.

2001-2003 Budget Recommendation

The Governor's budget recommendation for the Division is $5,241,166. Table 1 outlines the budget descriptions and corresponding requested amounts.

TABLE 1
2001-2003 Budget

Salaries and Wages		$3,300,453
General Fund	$ 596,901	
Federal Fund	$ 121,163	
Other Funds	$2,582,389	
Operating Expenses		$1,695,713
General Fund	$ 171,015	
Federal Fund	$ 4,715	
Other Funds	$1,519,983	
Capital Improvement		$55,000
General Fund	$ 27,500	
Federal Fund	$ 0	
Other Funds	$ 27,500	
Equipment		$190,000
General Fund	$ 0	
Federal Fund	$ 0	
Other Funds	$ 190,000	
Total Administration		$5,241,166
General Fund	$ 795,416	
Federal Fund	$ 125,878	
Other Funds	$4,319,872	
TOTAL UNIT BUDGET		**$5,241,166**

The Division does not operate at a profit and has historically had no carry-over money at the end of a biennium. As a result, the Division is dependent on general fund monies to pay most salary, operating, and equipment expenditures for at least the first several months of a new biennium.

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asked to significantly raise fees in order to meet another increase in special funds, this will result in fewer resident and nonresident enrollments, and this will undoubtedly be counterproductive.

I would urge that the General Fund appropriation to the Division stabilize as requested in the executive recommendation that has been adjusted for anticipated increases in salary and health care benefits. Under that situation, the Division will be required only to raise its fees in accordance with inflationary costs, and this will help to maintain the customer base at its present level.

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The Division contracts for janitorial services on a monthly basis since no FTE position is available for this activity. This has caused some problems since the amount currently allotted for this does not adequately provide the level of service needed for a building that houses more than 45 employees. As an optional package, I have requested an additional $13,000 for janitorial services for the Division.

Senate Bill 2251

Senate Bill 2251 has passed the Senate on a 46-2-1 vote. This bill not only creates a re-configured Educational Technology Council, it transfers the administration and supervision of the Division of Independent Study from the DPI to the Council.

In the event this bill passes in the House of Representatives and is eventually enacted, I would urge you to also consider my optional package amendment request of $150,000 to develop more online courses. If the intent of the Senate and entire Legislative Assembly is to accelerate and advance the Division's ability to deliver K-12 distance education, this only seems to be a reasonable and logical request.

Conclusion

North Dakota citizens and its representative legislature can be justifiably proud of the distance education program built and maintained at the Division.

In the larger picture of state government and relative to our own budget, the Division's general fund request is rather modest. The Division has been frugal with appropriated funds; it has been entrepreneurial in generating income for the state; it provides employment for its valued citizens; and it provides a 66 year-old service that other states are now only beginning to appreciate and envy.

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The Division provides a valuable and needed service to the students of North Dakota and has been successful in strengthening its base and creating a positive image for our state by promoting a valuable North Dakota-made product—education. We have been entrepreneurial, we have sought other sources of revenue, and we have decreased our dependence on state revenues. I am encouraged with the House action on our budget proposal and seek this Committee's continued commitment to the Division program.

North Dakota Division of
Independent Study Questionnaire
High School / Middle School / Elementary School

To help us better serve the needs of students, please respond to the following questions. Return the questionnaire with your enrollment form. Thank you for your cooperation!

1. How did you find out about the North Dakota Division of Independent Study?

   ____ parent ____counselor ____home school group ____other
   ____supervisor ____friend ____school administrator

2. Why are you taking this independent study course?

   ____ The course is not offered in the local school.
   ____ To repeat a course failed in the local school.
   ____ Because of a scheduling conflict in the local school.
   ____ Home schooled.
   ____ It is part of the diploma requirements to graduate from NDIS.
   ____ Self-enrichment.

3. What other independent study courses would you like to see offered?

4. The Division offers many courses via the Internet. What courses would you like to see offered by this delivery method?

5. We appreciate constructive criticism, suggestions, and compliments. Please write any comments you wish to share with our staff.

May we use your name and quote in a future NDIS newsletter or catalog?

____ yes ____ no

Signature_____ Date _____

North Dakota Division of Independent Study
Questionnaire Survey Results

Why are you taking this independent study course?

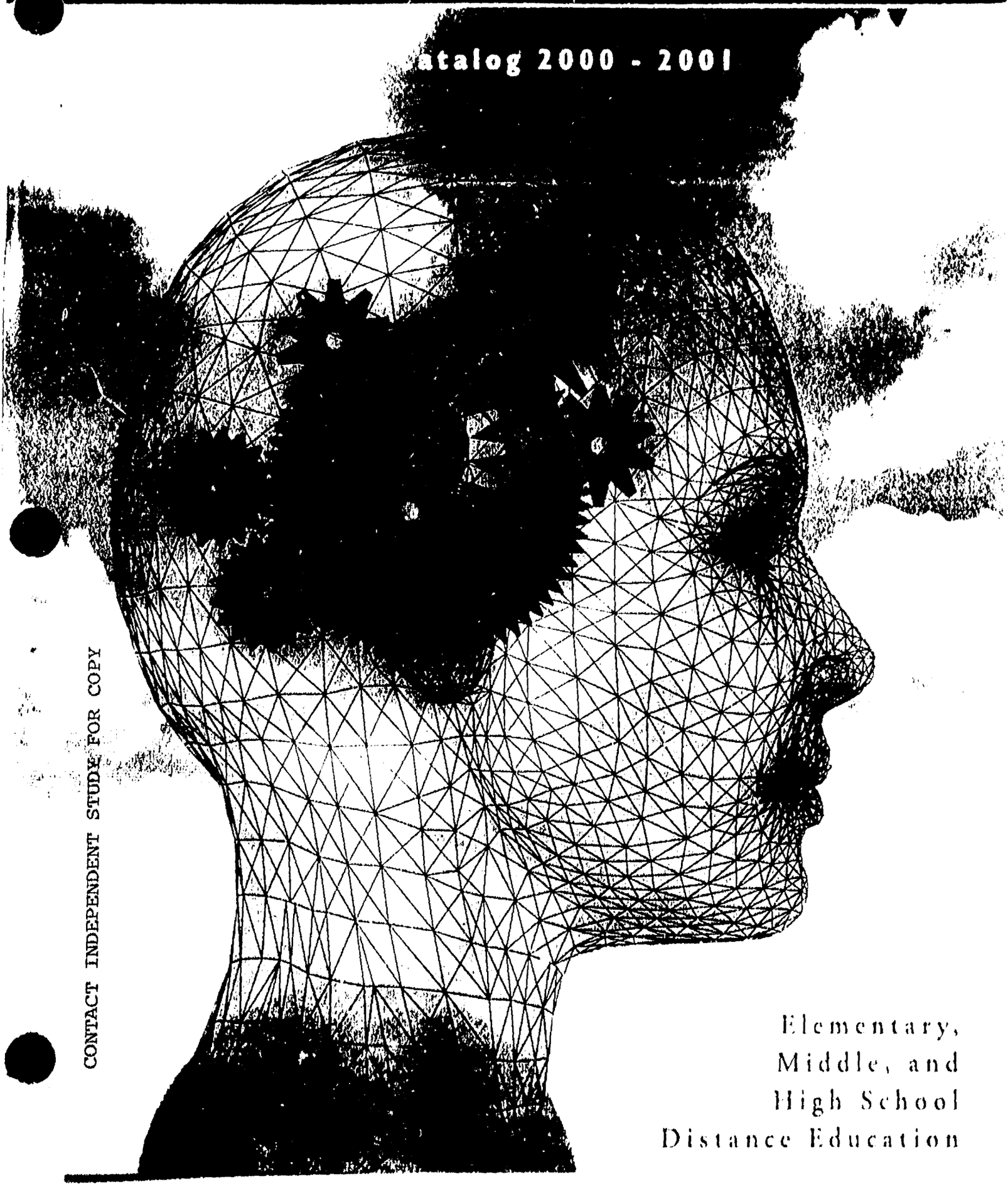
- The course is not offered in the local school. **11%**
- To repeat a course failed in the local school. **24%**
- Because of a scheduling conflict in the local school. **26%**
- Home schooled **22%**
- It is part of the diploma requirements to graduate from NDIS. **5%**
- Self-enrichment. **12%**

(There were 246 questionnaires used in this survey.)

NORTH DAKOTA

DIVISION OF INDEPENDENT STUDY

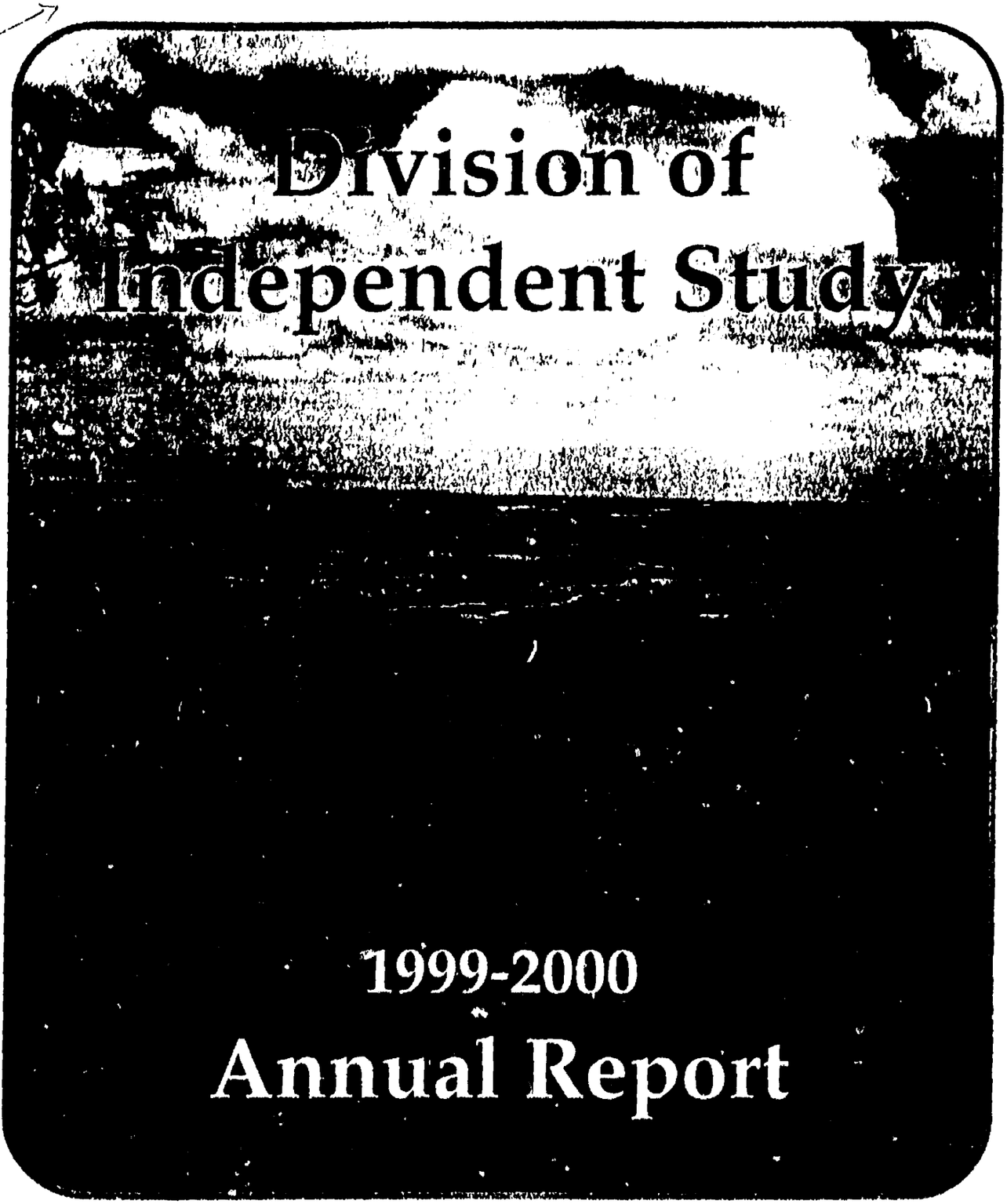
atalog 2000 - 2001



CONTACT INDEPENDENT STUDY FOR COPY

Elementary,
Middle, and
High School
Distance Education

CONTACT INDEPENDENT STUDY OR STATE LIBRARY FOR A COPY



ND DIVISION OF INDEPENDENT STUDY
Neil D. Howe, State Director
DEPARTMENT OF PUBLIC INSTRUCTION
Dr. Wayne G. Sanstead, Superintendent
Fargo, North Dakota 58105-5036

Fifty-seventh
Legislative Assembly
of North Dakota

HOUSE BILL NO. 1014

Introduced by

Appropriations Committee

(At the request of the Governor)

A BILL for an Act to provide an appropriation for defraying the expenses of the committee on protection and advocacy.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. APPROPRIATION. The funds provided in this section, or so much of the funds as may be necessary, are appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, and from special funds derived from federal funds, to the committee on protection and advocacy for the purpose of defraying the expenses of protection and advocacy services, for the biennium beginning July 1, 2001, and ending June 30, 2003, as follows:

Total all funds	$2,574,768
Less estimated income	1,693,022
Total general fund appropriation	$881,746

RETAKE

DATRUE

2705 Twin City Dr
Mandan, ND 58554
701-663-8930