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Deanna Walsh  
Operator's Signature

10/21/03  
Date

2003 SENATE APPROPRIATIONS

SB 2233

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Deanna O'Neil 10/21/03  
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2003 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2233

Senate Appropriations Committee

Conference Committee

Hearing Date January 30, 2003

Tape Number	Side A	Side B	Meter #
#1	x		2,100 - 3071

Committee Clerk Signature *Jan Hendrickson*

Minutes:

Senator Holmberg, chair, opened the hearing on SB 2233 (#2227).

Senator Holmberg stated that this bill will also go into the DPI subcommittee.

Senator Duaine Espegard, District 43 (which represents the SW portion of Grand Forks), who introduced SB 2233. (No written testimony) This bill is for rural school outreach initiative with the ND museum of art.

The director of the museum was unable to attend today, because she had just arrived back home from Japan late last night. She sent testimony which is attached, Exhibit #1. Senator Espegard briefly explained the program. He stated that the purpose of the Rural School initiative was to create a pilot project for a new educational outreach initiative that will encourage and empower rural school children and their teachers to actively participate in learning through the arts. The first year, there would be 8 schools within 100 miles of the museum that would be involved. The teachers would be earning college credit as well. This first year would be centered around the

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*Deanna Waller*  
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Senate Appropriations Committee  
Bill/Resolution Number SB 2233  
Hearing Date January 30, 2003

Grand Forks area, but it would expand out over the following year with 12 more schools, traveling exhibitions on art and other things.

The North Dakota Museum of Art is grappling with its mandate as the official state art museum to serve a vast, sparsely-settled geographic area with few resources. The plan for the rural school initiative came about in direct response to feedback from educators and families working in rural areas.

A budget for the plan is also attached to the written testimony (Exhibit #1)

Senator Holmberg explained that the subcommittee might have some questions and they would do a conference call with the Director of the Museum.

Questions:(#2645)

Senator Andrist: Are there any FTEs involved in the \$200,000. Answer: Senator Espgaard stated that the budget indicates that there is a quarter time person for the 12 months for the 2 year time. There are a number of people involved in it and those are probably on board now, and they would be used in the program. There doesn't appear to be any new FTEs. Senator Holmberg explained that these types of pilot programs, etc., that when the institution is not a state institution, the money is then given to the Department and then the money goes to that particular entity. Senator Thane (#2788) He wanted to know what would be considered a rural school as far as population is concerned? Senator Espgaard: This program is designed for the NE part of the state and rural school would be defined as any school within 100 miles of Grand Forks, and then the 2nd year the program would be taken to Minot, Bismarek and Fargo and with similar descriptions there. Senator Krauter: (#2877) In the second year, does that mean that only schools that are within 100 miles of those cities? Senator Espgaard stated that the first year was

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Senate Appropriations Committee

Bill/Resolution Number SB 2233

Hearing Date January 30, 2003

for ease of travel. In the second year, they can go farther. Senator Andrist: (#2935): Is there any contribution by the participating schools or are all of the costs being paid by the state? Senator Espegard: The budget is something over \$300,000, and the rest comes from the in-kind from the museum.

Senator Holmberg recognized the students from UND in the audience.

With no further questions, the hearing on SB 2233 was closed by Senator Holmberg, chair.

(#3071)

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2003 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2233 vote

Senate Appropriations Committee

Conference Committee

Hearing Date *Click here to type Hearing Date*

Tape Number	Side A	Side B	Meter #
3	X		2660 -2836

Committee Clerk Signature *Sandra Davison*

Minutes: Chairman Holmberg opened the hearing to vote on SB 2233. (Meter 2672) Chairman Holmberg noted that he talked to the sponsor of the bill, and suggested that it was a good idea and maybe it would fit in the priorities when we look at the problems of art education in rural areas but I suggested and he agreed to kill the bill. And the subcommittee working on the DPI budget would determine whether or not they would put that in or not, rather than having a separate bill. (Meter 2733) Senator Robinson made a motion of a DO NOT PASS with Senator Thane seconded. (Meter 2770) A roll call vote was taken with 10 yeas, 1 nay, 3 absent. Senator Robinson to carry the bill to the floor.

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*Deanna Wallis*  
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*10/21/03*  
Date

2233

Date:  
Roll Call Vote #:

2003 SENATE STANDING COMMITTEE ROLL CALL VOTES  
BILL/RESOLUTION NO.

Senate Appropriations Committee

Check here for Conference Committee

Legislative Council Amendment Number \_\_\_\_\_

Action Taken Do Not Pass

Motion Made By Robinson Seconded By Thane

Senators	Yes	No	Senators	Yes	No
Senator Holmberg, Chairman	✓				
Senator Bowman, Vice Chair					
Senator Grindberg, Vice Chair	✓				
Senator Andrist	✓				
Senator Christmann					
Senator Kilzer	✓				
Senator Krauter	✓				
Senator Kringstad	✓				
Senator Lindaas	✓				
Senator Mathern					
Senator Robinson	✓				
Senator Schobinger	✓				
Senator Tallackson		✓			
Senator Thane	✓				

Total (Yes) 10 No 1

Absent 3

Floor Assignment Robinson

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

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10/21/03  
Date

REPORT OF STANDING COMMITTEE (410)  
February 12, 2003 5:09 p.m.

Module No: SR-27-2509  
Carrier: Robinson  
Insert LC: . Title: .

REPORT OF STANDING COMMITTEE  
SB 2233: Appropriations Committee (Sen. Holmberg, Chairman) recommends **DO NOT PASS** (10 YEAS, 1 NAY, 3 ABSENT AND NOT VOTING). SB 2233 was placed on the Eleventh order on the calendar.

(2) DESK, (3) COMM

Page No. 1

SR-27-2509

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2003 TESTIMONY

SB 2233

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10/21/03  
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Exhibit  
# 1  
SB 2233

**NORTH DAKOTA MUSEUM OF ART  
RURAL SCHOOL INITIATIVE**

*We, as inhabitants of the Northern Great Plains, struggle to ensure that the arts are nourished, and that they flourish, because we know that a vital cultural life is deeply essential to isolated people. We have concluded that to study the arts is to educate our minds, for through the arts we learn to make difficult decisions based upon abstract and ambiguous information. This is the ultimate goal of education. Furthermore, we have come to value the arts because they make our hearts wise - the highest of human goals. Therefore, in the most difficult of times, and in an environment that might be perceived as alien to the visual arts, we propose to build a world-class museum for the people of the Northern Plains.*

—from the Museum's Mandate

**Purpose of the Rural School Initiative:** The North Dakota Museum of Art proposes to create a pilot project for a new educational outreach initiative that will encourage and empower rural school children and their teachers to actively participate in learning through the arts. Specifically, the North Dakota Museum of Art proposes to engage eight rural schools in an on-going relationship with the Museum. Participating schools shall be located within a hundred mile radius of the Museum, the outside range that students could travel to and from the Museum within a school day while still allowing time for a meaningful visit. The eight elementary teachers who choose to participate in the program with their students will be offered college credit from the University of North Dakota Department of Continuing Education. Each teacher, with the support of their school administration, will commit to participating for a full school year.

**First Year Pilot Project:** The year-long program will begin with a one-day workshop for the teachers in the Museum prior to the beginning of the fall term. Two additional half-day workshops will be scheduled throughout the school year for these teachers. The teachers will meet with University faculty and Museum staff, collaboratively exploring ways museum exhibitions and visits can be integrated into their classroom teaching.

One class, grade level, or configuration of students decided upon by each school, will visit the Museum three times throughout the year. In addition, the Museum's Director of Education will visit each group of students in their home school at least once during the year. Furthermore, interactive sessions will take place through the school year via video-conferencing. These sessions could be used to prepare both teachers and students to visit museum exhibitions.

Finally, the whole school, plus the community at large, will be invited to the Museum for a Community Day celebration. For example, one specific day will be designated as Fort Totten Day at the North Dakota Museum of Art. This will happen at the end of the school season when students have become comfortable with the Museum. Special events will be planned for the day. For example, each student may learn about one work of art in the exhibition and become the docent who introduces that work of art to the visitors from their home community.

• **Year Two:** Following the first year of full operation, the Museum will expand the project to the four quadrants of North Dakota with twelve schools participating. One exhibition organized by Museum will travel to the major cities (i.e. Fargo, Bismarck, and Minot) and schools within driving distance of those cities will be invited to participate in pre- and post-educational activities surrounding their visit to the exhibition to interact with real works of art. The Museum will develop two new exhibitions in year two.

**Need being addressed:** The North Dakota Museum of Art is located in Grand Forks with a population of 50,000. An additional 100,000 people live within an 80-mile radius of the Museum. As with other rural

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communities, there are many challenges to overcome in terms of the arts. Inadequate funding for art education, few museums, as well as limited knowledge, expertise, or appreciation for the visual arts are the major challenges. This is compounded by the fact that the visual arts were the last of the art forms to be introduced on the Northern Plains. Both music and theater accompanied early settlers as they moved west. The visual arts, more dependent on materials and institutions, have only been introduced in a democratic way with the founding of the National Endowment for the Arts in the 1960s. Even today few elementary school children in this region spend time with trained art teachers.

**The North Dakota Museum of Art is grappling with its mandate at the official state art museum to serve a vast, sparsely-settled geographic area with few resources.** The plan for a Rural School Initiative came about in direct response to feedback from educators and families working in rural areas. Funding for education in general, and specifically arts education, continues to diminish in North Dakota at an alarming rate. Ironically, at the same time there is an increased awareness of the impact the arts have on student success rates in schools. For example, current educational literature proves that students exposed to the arts score consistently higher in academic subjects than those students who do not study the arts. It is this realization that prompts the Museum to seek funding to develop this initiative. Furthermore, the Museum hosts dozens of school tours over the course of a year. Yet the Museum staff wonder if single visits to the museum are enough. Can a child learn to love the arts in a twenty minute tour? Rather, the Museum would like to experiment with developing on-going relationships between the Museum and its constituents—especially those who are still quite young.

**Program Components:** The program will operate throughout the school year.

- **Workshop Credit for Teachers.** Participating teachers will receive college credit for fifteen contact hours through the initiative. Program specialists will include artists, university professors from many fields, curators, and museum educators.
- **Classroom visit by Museum staff and educators.** Before students from rural schools visit the Museum, a museum educator will visit their classroom to introduce the Museum, its building, museum practices, the exhibitions, the artwork, and learn about the students. Hands-on activities and open-ended discussion will be incorporated into each visit.
- **Museum visits.** Three major exhibitions will be selected as appropriate for the program. Throughout the school year, teachers and their students will visit the Museum to see and discuss what they find at the Museum. Hands-on activities will be incorporated into the Museum visits to bring together classroom activities and artwork in the Museum. Whenever possible, the students will meet the artists who created the work on exhibition.
- **Program evaluation.** Student, teacher, parent evaluations will be distributed, collected, and reviewed by teachers and museum educators. Evaluation will take place on an on-going basis. There will be a year-end written assessment which will include modifications to the original plan if necessary.
- **Exhibition of artworks by students.** An exhibition of student artworks will be curated from all participating classes to show a cross section of the ideas and projects explored. Selected pieces only. This exhibition will be displayed in the Museum and in each participating community.
- **Long distance contact.** Between visits • by Museum staff and student visits to the Museum, teachers and students will have the opportunity to connect with the Museum via interactive video conferencing using the sophisticated communications systems available in North Dakota. Activities will be developed by classroom teachers and museum educators that encourage adventurous thinking about using real objects and exhibitions to learn. Specifically:

*During the last two years the state of North Dakota has installed high bandwidth network lines to all state and county organizations, universities and K12 schools. In addition, these groups have also installed video conferencing units that consist of high definition TVs and the computers to run them (among other technical things). This is new technology, increasing the capabilities of the old interactive television by leaps and bounds. It gives us the capability to bring many sites on to a conference or meeting, providing each site with the ability to communicate in a high quality*

audio/video medium.

So what are K12 schools doing with them? Well, the fall season has been busy. Schools across the state have formed consortiums within which they deliver and receive classes from any school in that consortium (they can also do the same with schools outside of their consortium). For the first week of classes (Aug 26 – 30, 2002), the network supported 288 events involving 862 sites. Of that, more than half (151 events and 460 sites) originated from fledgling K12 sites.

This is where you • (at the North Dakota Museum of Art) come in. Now is our time to consider bringing your experts/collections/etc to teachers using alternative methods of communication. . . .

—Linda Ehreth, Arts In Education, North Dakota Council on the Arts, October 2, 2002

**Program Advantages:**

- Participating teachers will receive a stipend to pay for student curriculum materials, and a substitute teacher will be paid for by the museum for each teacher attending the workshops.
- Participating students will see and talk about different kinds of art, experiment with different art materials and techniques, and meet artists and museum professionals.
- Participating communities will have the opportunity to be part of an innovative program that will hopefully broaden their knowledge and interest in the arts.
- Participating artists, professors, and college students will have an opportunity to share their expertise and gain valuable professional development.
- The North Dakota Museum of Art will fulfill its commitment to extend art experiences to rural communities.
- The Museum will have the opportunity to field-test an innovative education program that could be replicated by other art museums nationally and internationally.
- The Museum will also have the opportunity to explore ways of reaching out beyond the hundred-mile radius of this program given that it is the State Art Museum and the State of North Dakota over three-hundred miles across with no art museums in between.

**Program Partners:** The principle partners in this program will be the North Dakota Museum of Art staff, artists, University of North Dakota professors, elementary school teachers, and elementary age students. Secondary partners will be school administrators, parents and other community members, junior and senior high school art specialists, college students, North Dakota Museum of Art Trustees, and arts advocates. When the program expands throughout the State in the second year, the staff of the hosting galleries or museums will become important partners in the project.

**Project Time Line:**

Planning and Development — Year One

Research and develop project, build relationships, secure funding, write curriculum, web site development,

- Select eight schools in different communities.
- Identify a liaison person in each community.
- Liaison will seek teachers in community that are interested in Museum-School Classroom project.
- Begin to develop relationship through liaison, school principal, and interested teacher to build program for specific grade levels.
- Develop the exhibitions that will be core to the program, including arranging the statewide tour.
- Determine how the project will fit into mandated state and federal curriculum guidelines.

Program Implementation — Year Two

- Coordinate program with principals and school teachers at eight selected schools.
- Teachers participate in scheduled teacher workshops
- One classroom visit by museum educator to participating schools

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- Three visits to Museum throughout school year for students with teacher
  - Develop interactive video conferencing programming to augment actual visits to the Museum.
  - Develop the exhibitions that will be core to the program in its third year.
  - Select four additional schools from outlying North Dakota to participate in expanded program.
- Develop exhibition state tour to service the participation of outlying schools.

**Similar projects** Museum has previously undertaken:

- In 1976 the North Dakota Museum of Art launched a Mobile Art Gallery that toured North Dakota from early spring to late fall. It spent four days in each community, devoting most days to school visits. Teachers in local schools worked closely with the two full-time Museum staff members travelling with the Mobile Gallery developing ways the schools could integrate the gallery visit into their curriculums. The mobile gallery toured for three years but finally was discontinued because of the difficulty finding on-going funding.
- The North Dakota Museum of Art is currently developing a pilot project for the North Dakota Arts Council that uses interactive video conferencing to prepare fourth and eighth grade students to visit an exhibition about the World War II Official Justice Department Internment Camp that was located in Bismarck, North Dakota. According to the Arts Council in their original invitation to the Museum to develop the pilot project:
- Following the 1997 Flood of the Red River which devastated the Museum's community, the staff began a Flood Mural Project to help children deal with the effect of the flood upon their lives. Soon after, mural projects sprang up in elementary schools all over the region. Various teachers came to the Museum staff asking for help developing their own projects, so the Museum held mural sessions for teachers. On-going mural activities throughout North Dakota schools are a legacy of this program.
- In the aftermath of the flood, the Museum hired a full-time educator to meet increased demand for children's programming and obtained funds to institutionalize the position for two years. Leveraging these experiences and lessons, the Museum currently offers a broad spectrum of community-based educational and outreach programs that are truly multi-disciplinary in their scope.
- The Museum sponsors a Children's Art Camp that enrolls twenty children a week for six weeks. Each week-long session includes a working artist, an art educator, and at least two assistants. Making art in the company of a professional artist is a huge draw and the camp sessions fill quickly.

**Overall Goals of Education Program:** The education department embraces the definition of museums outlined in Excellence and Equity, AAM publication 1992. Museums are institutions of public service and education, a term that includes exploration, study, observation, critical thinking, contemplation and dialogue Excellence (quality of all programs), and Equity (pertinent programs for diverse audiences) act as the cornerstones of the education department. Programs evolve in response to public needs and available resources. Primary goals for both in-house and outreach programs are:

- Establish and maintain broad public involvement with Museum.
- Develop and expand learning opportunities.
- Enrich knowledge and appreciation of the Museum's exhibitions and collection.
- Assure that interpretative materials include a variety of cultural and intellectual perspectives.

**BUDGET**  
**Rural School Initiative — TWO YEARS FUNDING**

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**Salaries and fringe**

Director of Education, full time, 28,000 per year x 2 56,000  
Administrative Assistant to Education Program  
1/2 time for 12 months — \$20,000 per year x 2 20,000  
Exhibition curator  
1/4 time for 12 months — \$80,000 year per year x 2 40,000  
Exhibition researcher  
1/4 time for 4 months — \$40,000 year per year x 2 6,600  
Exhibition coordinator  
1/2 time for 12 months — \$34,000 per year x 2 34,000  
Clerical  
1/4 time for 12 months — \$19,000 per year x 2 9,500  
Total salaries 166,100

Fringe Benefits, 21% of \$83,050 34,880

Total salaries and fringe 200,980

Mount and tour three major exhibitions  
Research and development materials 5,000  
Curatorial travel 8,000  
Crating, shipping for three exhibitions to Museum 8,000  
Shipping of exhibitions around North Dakota 1,000  
Installation of exhibitions 15,000  
Printing, catalogs, posters, guides 30,000  
Videos made for each exhibition 3,000  
Artists travel to give workshops 4,280  
Total exhibitions 74,280

**Costs for school participation**

Instate travel to visit schools 2,000  
Bussing of children to exhibitions  
4 trips x 12 schools, 200 miles at \$1 mile 9,600  
Lunches for children, 1,440 children x \$4 5,760  
Costs of substitute teachers  
36 days at \$80 per day 2,880  
Materials and supplies for teachers 6,000  
Cost of interactive video conferencing 4,000  
Communications including postage 1,500  
Clerical 3,000

Total school participation 34,740

Total Project Costs \$310,000

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