

MICROFILM DIVIDER

OMB/RECORDS MANAGEMENT DIVISION
SFN 2053 (2/85) 5M



ROLL NUMBER

DESCRIPTION

1013

2005 HOUSE APPROPRIATIONS

HB 1013

General Discussion

Page 2

January 6, 2005

House Appropriations Full Committee

Rep. Ken Svedjan, Chairman thanked Ms Sharp for her presentation and noted that OMB's budget will be reviewed by the new Government Performance Committee and will be the jump start for this committee.

Dr. Wayne G. Sanstead of the Department of Public Instruction gave introductory information regarding the department (handout #3-3 (attached). (Meter #24.3)

Ms Bonnie Miller reviewed the distributed spreadsheet that listed the requested information concerning the variances between the 2003-05 budget and the requests for 2005-07. (handout #3-5, attached). Ms Miller explained an adjustment of \$105,000 due to a "carry over" in grant funds from the state. The major variance noted was a shortfall in federal spending authority. Ms Miller continued by discussing the goals and objections of the department in the next biennium and reviewed the performance measurements that were already in place.

Mr. Rocklyn Cofer from the School for the Deaf reviewed the variances and goals and objectives for the school as described in handout #3-6 (attached). (meter Tape #1, Side B, #1) All variance numbers listed on page 2 of handout should be listed as negative numbers, meaning they were moneys not spent. Mr. Cofer explained that the school was not eligible for E-Rate funds since the school is considered a state agency as well as a school. This concern that will be dealt with in more detail during the subcommittee hearings.

Ms Carmen Grove Suminski from the School for the Blind reviewed the variances within the school's proposed budget and explained their goals and objectives as doing more with less. (meter # Tape #1, Side B, #17.0) Need for center-based services is increasing. Ms Suminski described their "carry over" authority within the general funds and their special funds. They are

General Discussion

Page 3

January 6, 2005

House Appropriations Full Committee

becoming too dependent on their special funds and are requesting that more appropriations be made to the general fund so they do not use all of their special funds.

Ms Doris Ott from the State Library distributed handout #3-7 (attached) (meter Tape #1, Side B, #25.5) and discussed their need for additional funds in the next biennium in order to add to the online library resources, provide state aid to public libraries regarding materials and technology, and to increase employee salaries.

*D PE
END*
Mr. Dale Frink for the State Water Commission distributed handout #3-8 (attached) and discussed the goals and objectives of the Commission. (meter Tape #1, Side B, #29.6)

Variations between 2003-05 and 2005-07 were detailed on page 2 of handout. Discussion ensued regarding the issue on bonding authority within state agencies and information regarding who has the authority to bond and what other agencies also have issued bonds that are still outstanding was requested of the Legislative Council. Also requested was information regarding the history of how the Legislature was involved in deciding what projects were contracted in these instances. Specific dollar information regarding the Water Commission will come to the subcommittee hearing regarding HB1153.

Ms Brenda Weisz spoke on behalf of Human Services. (meter Tape #2, Side A, #14) (meter Tape #2, Side A, #13) Ms Weisz distributed written testimony from Ms Carol Olson, Director of Human Services (handout #3-9a) and asked that all representatives please read this on their own as she reviewed handout #3-9 (attached) discussing variances and goals and objectives. Ms Weisz noted that most of the variances come from 3 emergency actions approved in March of 2004 for \$18.3 million. These changes concern Food Stamps, Child Welfare, and LIHEAP (Fuel Assistance) and are specified on page 2 of handout. Ms Weisz gave further explanations of Basic

2005 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. HB1013

House Appropriations Committee
Education and Environment Division

Check here for Conference Committee

Hearing Date January 10, 2005

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

Committee Clerk Signature

Minutes: **Chairman Martinson** opened the hearing on HB1013.

Vision Services/School for the Blind - Carmen Grove Suminski, Superintendent of the NDVS/SB spoke in favor of HB1013. NDVS/SB mission statement: To function as a statewide comprehensive resource and to work cooperatively with related agencies in providing a full range of services to all persons who are blind or visually impaired. She stated that they have responded to statewide needs and have not been apprehensive of making changes. She presented data to illustrate a significant increase in the number of persons receiving services, and yet with less appropriated general fund dollars. (See attachment A1013). **Tami Purcell, Business Manager of NDVS/SB** provided fiscal data. "It is imperative that the committee understand how stretched the NDVS/SB resources currently are. We are under-funded." NDVS/SB lost General Funds during the 2001 Legislative Assembly in the amount of \$150,017. For 2003-05, NDVS/SB, no longer receives funding from the IPAT Project. (Federal funds). The two primary sources of Special

Fund revenue are rental income and land department income.. **Tami Purcell** explained the optional request justification (see attachment A1013). They include utilities, salaries, repairs, travel, air conditioning south wing, equipment, education wing addition. She highlighted a request for temporary salaries (\$22,000) for house parents. **Carmen Grove Suminski** explained the education wing addition, showing the committee an architect's drawing of the proposed addition. She discussed "The Store" Fund. This revolving account was established by legislation in 1999. The mission of this store is to provide the consumers of North Dakota, who are blind or visually impaired faster and easier access to items they may require for independent living.

Carmen Grove Suminski presented a budget summary. NDVS/SB requested seven optional packages with the 2005-07 budget request. The Governor's Office included all but \$22,000 of temporary salaries for house parents, and an education wing addition, \$1,107,887. Trend is that need for services will continue to increase. Population of the state is aging; thus adult vision needs will continue to increase. In order to maintain our current leveling of programming, it is imperative that the Executive Recommendation remain and that the additional temporary salaries of \$22,000 be included in the 2005-07 budget.

Rep. Aarsvold: What alternatives do you have in place if the \$22,000 for house parents is not make available?

Carmen Grove Suminski: NDVS/SB would not be able to operate at the current level and would have to decrease center based programs. Major schedule changes would have to be implemented.

Rep. Wald: Can you give me a breakdown of rental income revenue and land development revenue? How much is from each source?

Carmen Grove Suminski: Land development income varies from bienumin to bienumum.

Tami Purcell: Rental land to UND and Grand Forks Public schools - \$355,000. Transfer from land department \$242,000.

Rep. Wald: Looking at optional request, excluding Education wing addition for \$1.1 million, all are funded with a yes except salaries and where you show partial and my calculation show that is a difference of \$3,750 less than you requested. Am I right?

Tami Purcell: In the Governor's budget were salaries increases 4+3 and health insurance and that makes up that difference.

Rep. Wald: That's in there.

OMB: Of that optional request of \$82,000 we funded the Braille instructor \$58,000 and when you add on to that the 4+3 and the healthy insurance increase it comes out to the \$60,218 that Tami refers to.

Carmen Grove Suminski present several personal testimonies from clients of NDVS/SB, past and present supporting HB1013.

School for the Deaf - Eric Lysne, business manager School for the Deaf: (See attachment B1013) The school is an education facility established for the education of children with severe to profound hearing loss who are residents of North Dakota. One ut-of-state student are accepted on a tuition basis. School for the Deaf is seeking to expand its mission to include services to the adult population, depending on HB1013. With the declining population in the school, a Blue Ribbon task force formed in 2003 recommended to expand the adult programs, expand outreach services with more programing, lease of used space, for example we did extensive remodeling this summer and now the Headstart program rents the space. Majority of our space is now

occupied. For 2005-07 the school presented a 100% general fund budget request. (See attachment B1013). In addition the school presented an optional adjustment request to complete a facility improvement project.

State Library - Doris Ott, State Librarian of North Dakota: (See attached written testimony C1013) I'm here today in support of HB1013, the 2005-2007 appropriation for the North Dakota State Library. Services in State Library budget: leadership and library development - our partnership with Online Dakota Information Network (ODIN), Central Dakota Cooperating Libraries (CDCL) and the North Central Library Authority has resulted in adding thirty-five libraries to the statewide online library catalog; reference and interlibrary loan services; training and technical assistance; services to state agencies; disability services; Library Vision 2010 grants; state aide to public libraries; online magazines, newspapers, and reference services; staff - with currently no graduate library programs in North Dakota we are forced to recruit out-of-state, a costly process. When we are successful in our recruiting efforts, they usually stay two to three years and then move to higher salaries in other states. North Dakota state employees have not had a raise in two years. We need to adequately compensate the employees we already have instead of constantly recruiting and training new ones.

Chairman Martinson: When purchasing and financing from the Gale Group and ProQuest, do they pay you? How does that work?

Doris Ott: At the present time we have a ratio, a formula set up for all libraries in the state. The academic libraries are paying 60%, the public libraries are paying 20% and school libraries are paying 20%. The ODIN office is acting as the fiscal agent and the state library is working closely

with the ODIN office to do the billing, keeping track of who had paid, etc. Does that answer your question?

Chairman Martinson: Yes, it does. Another question. Do you have to have a code word to access the site?

Doris Ott: Yes, you have to have the bar code number to access the online resources. Resources can't always be opened to the world because they cost money. By authenticating our users to the vendors, we can say only North Dakotans will be using these resources.

Chairman Martinson: Does the State Library have access codes? This is a great program, I would like the access codes to share with my colleagues. Please pay attention to the Internet because there is a vast difference between just going on Google versus going to the sites that are here.

Doris Ott: I'd be glad to supply you with a state library card, which is all you need to access them.

Rep. Wald: Do you have a spreadsheet for your budget?

Doris Ott: That is reflected on the cover sheet we handed out last week. What we are asking for is a base budget of \$4,657,025, \$200,000 online, \$55,693 additional for state aide to public libraries.

Chairman Martinson: Last year you had a demonstration using a Google search and a search through the Gale Group or ProQuest? Could we do that again to show my colleagues the difference between a Google search versus a search on the Gale Group or ProQuest?

Doris Ott: Yes

Chairman Martinson: We can talk about this later. We probably won't pass on this bill now.

State Grants to External Organizations & Associations - Bonnie Miller, Fiscal Director for

DPI: (See attachment G1013) On handout, starting with row 12, the department has eight entities that are funded with state money. They are Governor's School, LEAD Consortium, Teacher Center Network, FINDET, North Dakota Museum Funds, North Dakota Museum of Art, Northern Plains Writing Project, Red River Writing Project and National Board Certification. Those funds are appropriated to the department and flows through the departments budget. We will address six of these later because their funding in our optional package. I want to refer you now to Teacher Center Network. Funding is in place, no additional funds requested. FINDET funding is in place, no additional funds requested.

Special Education - Bob Rutten, Director of Special Education at DPI, spoke about history of special education in the state of North Dakota. Before there was a federal law to provide education for special needs children there were limited options. In the 1970s enacted the National Special Education Law to ensure that all children with disabilities would receive a free and appropriate education. Today North Dakota serves the highest number of children with disabilities in the mainstream classrooms in the nation. Now we must ensure that these children are not only in the classroom but also have access to the same curriculum so that they can become full members of our society. In the last 20 years the overall enrollment in North Dakota schools had declined 34% but the number of children receive special services has increased 24% in that same time period. That is why we are requesting an increase in the state funding for special education. Currently funding for special education in comes from federal, state and local funding. Federal funding has increased but state funding has remained flat. Local sources are the greatest

source of funding for special education. The budget proposed by the DPI is an attempt to help the local school districts by increasing the amount of funding for special education.

Rep. Wald: Can you give us a breakdown of the federal, state and local funds for special ed?

Bob Rutten: Currently 18.5% to 19% of funding of special education. 25% of that the state sees, locally has seen the highest.

Rep. Wald: How much is federal? What can we count on for the next biennium?

Bob Rutten: \$22,000,000.

Rep. Gulleason: Is there still a shortage of instructors in special ed and also is there some type of incentive program such as tuition relief?

Bob Rutten: Yes, the DPI does administer a traineeship program whereby we offer scholarships up to \$1500 per individual to go back to school to become a special education teacher. Federal funds are used for that.

Rep. Aarsvold: Increase in share of population that requires special needs. How do you account for that - more aggressive diagnosis, some social problems impacting those numbers?

Bob Rutten: We are conducting a study with North Dakota Center for People With Disabilities to try and answer those questions. One factor could be the high survival rate of premature infants. Over 50% of these children require some sort of special needs in school. Conjecture about other causes. Speech pathology, children with health issues, children with learning disabilities, and emotional disturbance - the fastest growing, and a large number of children with autism are some areas are on the rise in our state.

OMB: Just a note about the funding. The \$52,000,000 line item in their bill is all general funds.

The \$22,000,000 in federal funds is part of their other grant funds. Just what to make that clear to the committee.

Optional Adjustments - Bonnie Miller: Page three of the handout (See attachment G1013).

Line item number three is the LEAD Center. Governor does support the increase of \$21,500 mostly due to increase cost of training teachers. North Dakota Museum of Art asks for an increase of \$125,000 to be used for an outreach program. That was granted in the Governor's recommendation Governor's School, Northern Plains Writing Project and Education Standards and Practices Board all requested increases which were included in the Governor's recommendation. Lengthy narratives are provided in handout for each optional adjustment.

Doug Johnson, North Dakota Council of Educational Leaders: Any question about the LEAD Center?

Chairman Martinson: We will have a subcommittee on this bill so probably not into it enough yet to ask questions.

Bonnie Miller: Janet Welk is here from the Education Standards and Practices Board to talk about the additional \$10,000 request.

Janet Welk explained additional funds request. (See attachment G1013).

Standards-Based Assessments - Gary Gallagher, Director of Standards and Achievements within the DPI here to explain State Assessment Program's additional request for funds. (See attachment H1013).

ORS Conversion - Doug McCrory, MIS Director with the DPI (See attachment I1013). Here to talk about the ORS adjustment, online reporting system used to collect data from the public

schools. We are looking to convert and enhance the current system VB6 to a .net. because Visual Basic 6.0 will no longer be supported starting March 2008.

Joint Powers Agreements - Tom Decker, with DPI: There is a bill going through to rework the mechanism and operations of Joint Powers Agreements which we initiated last time that contains an appropriation of \$3,000,000. We see that at the present time as the minimum amount of funding to carry forth the goals of Joint Powers Organizations. Not sure how that fits with the \$2,000,000 line here.

Chairman Martinson: I, too, am a little confused with that. You have \$2,000,000 in your budget?

Tom Decker: \$3,000,000. \$2,000,000 in the Governor's budget.

Chairman Martinson: Where's the other bill? Who put that in?

Tom Decker: It doesn't have a number yet.

Went over spreadsheet and maps in attached handout. Discussed benefits to Joint Powers Agreement. Eight large school districts in North Dakota have over one half of the school population, 198 districts have the other half. All school districts are declining - the eight large school districts as a slow rate with the other 198 at a significantly faster rate. The disparity between the eight large districts and the 198 smaller districts organizational capability is growing. Districts can't afford individually these higher levels of specialty so they need to work collaboratively to share the costs. Joint Powers Organizations meet these needs. This is a grassroots development that school districts started on their own.

Chairman Martinson: What do you use the money for? How do you help the JPAs? Why do you need more money is schools are going to get together to coordinate and share their resources?

Tom Decker: Some of the money, maybe the majority of the money needed to support these collective efforts of school districts to help themselves will come from the local school districts fund. We at the state level have an interest in supporting this as a solution to the disparity we face. Significant differential from one place to another as to what students have access to and what they can be offered. These collective efforts are staffed by volunteers need to have a permanent staffing to begin systematically organize the deliver of services all districts need.

Chairman Martinson: Do you have a breakdown of the \$2,000,000?

Tom Decker: \$3,000,000 actually. We want to provide incentive dollars for staffing - about \$125,000 per JAP staffing and we are anticipating 2 more. About ¼ million dollars per biennium.

Chairman Martinson: When we get into subcommittee we will want specifics.

Rep. Wald: Roughrider was the first one in the state?

Tom Decker: No, Minot was. It is a very small area. Roughrider is the first one of the scale we think they should be.

Rep. Wald: Did they get any start up money out west?

Tom Decker: Last time Senate appropriations of \$250,000 that provide \$50,000 per eligible unit. Dickinson did get or in the process of getting that \$50,000. Was on reimbursement last time.

Rep. Wald: They went ahead and started on the basis that they needed to share resources rather than seed money coming from the state. I don't think that was their motivation.

Bonnie Miller: I can. Some of it is in the handout (Attachment G1013), right after the spreadsheet.

Chairman Martinson: We will move this to a subcommittee. Thank you for going through a lot of material quickly and concisely. Hearing closed.

2005 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. HB1013

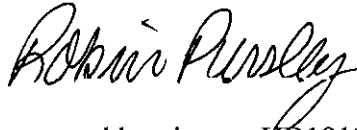
House Appropriations Committee
Education and Environment Division

Check here for Conference Committee

Hearing Date February 10, 2005

Tape Number	Side A	Side B	Meter #
1	X		0-2.2
2	X		0-.5

Committee Clerk Signature



Minutes: Chairman Martinson opened hearing on HB1013. I've handout a sheet on the reduction to the Governor's budget (See attached A1013) on HB1013. Any discussion?

Rep. Wald I move that we amend HB1013 per your handout.

Vice Chairman Brusegaard Second.

Rep. Aarsvold I do have reservations about what I perceive to be pretty severe cuts to foundation aid. I think we all realize that will have to be made up locally. That is my primary concern. The \$7,400,000 is a pretty significant reduction.

Vice Chairman Brusegaard I'm definitely not going to call Rep. Aarsvold wrong on that one. The other reductions are all in an attempt to maximize dollars in foundation aid. It still is in an increase of \$15,000,000 for foundation aid over the last biennium. That's why the other cuts were made - to reduce the impact on foundation aid.

Roll call vote on amendments. VOTE: 5 YES and 1 NO with 0 absent. Amendment passed.

Page 2
Education and Environment Division
Bill/Resolution Number HB1013
Hearing Date February 10, 2005

Vice Chairman Brusegaard I move Do Pass As Amended on HB1013.

Rep. Rennerfeldt Second.

VOTE: 6 YES and 0 NO with 0 absent. DO PASS AS AMENDED. Vice Chairman Brusegaard will carry to full committee.

Chairman Martinson closed hearing on HB1013.

Chairman Martinson reconvened hearing on HB1013.

Vice Chairman Brusegaard I move to reconsider our actions by which we put a Do Pass recommendation on HB1013.

Rep. Rennerfeldt Second.

VOICE VOTE motion to reconsider the DO PASS recommendation passed.

Vice Chairman Brusegaard I move we reconsider our actions by which we amended HB1013.

Rep. Gulleson Second

VOICE VOTE motion to reconsider our actions by which we amended HB1013 passed.

Meeting adjourned.

2005 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. HB1013

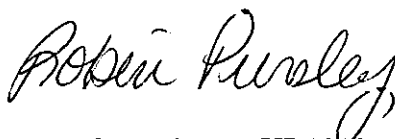
House Appropriations Committee
Education and Environment Division

Check here for Conference Committee

Hearing Date February ¹⁵~~14~~, 2005

Tape Number	Side A	Side B	Meter #
1	X		0-9.6

Committee Clerk Signature



Minutes: Chairman Martinson opened meeting on HB1013. Handed out a sheet with some proposed reductions in the DPI budget. Please add one additional to this. Deduct \$1.3 million from the transportation line. The balance of what's left after the deduction of the \$1.3 million, split that and send half of that to foundation aid and keep the other in transportation. The transportation money, about \$34 million, deduct \$1.3 million from that. Then the balance that is left, half stays in transportation and half of it goes to foundation aid.

Rep. Aarsvold Why the double transaction - out of transportation and back into transportation?

Is there some language that discusses that?

Chairman Martinson Reduce the transportation payments by \$1.3 million. Put half of what's left into foundation aid.

Rep. Aarsvold \$17 million addition to foundation aid?

Chairman Martinson That's right.

Rep. Wald I move all the amendments.

Rep. Rennerfeldt Second.

Rep. Aarsvold I'll have a tough time supporting this for obvious reasons. It's going to be very difficult for my rural schools to operate transportation systems when you start cutting \$17 million. As a consequence I can not vote for the amendments.

VOTE ON AMENDMENTS: 3 YES and 2 NO with 1 absent DO PASS AMENDMENTS.

Roxanne Just to clarify amendments for HB1013. In addition to what is listed here, \$275,000 in regards to English language learners. Should we include that?

Chairman Martinson We should talk about that and have a motion. I had talked to them about that in appropriations this morning when we killed the other bill, to amend this bill to put \$275,000 in for English language testing.

Rep. Wald Move to further amend the bill to include the English language learners, \$275,000.

Rep. Rennerfeldt Second.

Voice Vote on amendment passed.

Roxanne The next item on my sheet is the \$148,800 for the Division of Independent Study for the North Dakota Studies text book.

Chairman Martinson I thought we already do that.

Roxanne I think we reconsidered that.

Chairman Martinson We have already done that?

Rep. Aarsvold I believe we reconsidered that and took off all the amendments. That is my recollection of the proceedings. If necessary I move that \$148,800 be added in for the North Dakota Studies project.

Rep. Rennerfeldt Second.

Voice Vote on amendment passed.

Roxanne I just have two more items. School for the Deaf. At one time in committee we had discussed removing some funding for their new outreach efforts. I'm not sure of the status of that bill in House Human Services.

Chairman Martinson I thought we did that already.

Roxanne We did but since we reconsidered our actions maybe we should a move to include that line.

Chairman Martinson I thought we did all this.

Robin (Clerk) Well, we did but we came back and reconsidered everything.

Chairman Martinson Not that, the only thing we did the other day, we reconsidered the money, I believe.

Roxanne If you feel comfortable, I'll include it in the amendments. The amendment will also include the compensation adjustment.

Chairman Martinson We will have Robin check the record to be sure but the only thing I believe we did when we reconsidered was to take the cuts off.

Roxanne I guess I have one more. This morning you had mentioned to me...

Chairman Martinson I had some members ask me to remove the part of the core that requires the superintendent to have a teaching certificate. Right now the Century Code requires the Superintendent of Public Instruction have a teaching certificate.

Rep. Wald I move to eliminate the requirement that the Super indent of Public Instruction have a teaching certificate.

Rep. Rennerfeldt Second.

Voice Vote on amendment passed. It was a 3 yes and 2 no vote with Rep. Aarsvold and Rep. Gulleson voting no and Rep. Wald, Rep. Rennerfeldt and Chairman Martinson voting yes.

Rep. Wald I would like to entertain a motion to remove one position - assistant superintendent. It's been open awhile.

Rep. Rennerfeldt Second

Rep. Rennerfeldt Mr. Chairman, we've had positions open far longer than July and I think it is only appropriate that every agency head have the opportunity to appoint an assistant. I think the Attorney General has made that clear on a couple of occasions that that was permissible and a desirable administrative structure. I hope that we defeat the amendment.

Voice vote on amendment did not pass. It was a 2 yes and 3 no with Rep. Wald and Rep. Rennerfeldt voting yes and Chairman Martinson, Rep. Aarsvold and Rep. Gulleson voting no.

Chairman Martinson Roxanne, can we just adopt amendments for HB1154 now or do we need to have another meeting?

Roxanne I think we should have another meeting..

Rep. Wald Motion do pass as amended.

Rep. Rennerfeldt Second.

Rep. Aarsvold I certainly agree with many of the amendments proposed but the transportation issues is really burdensome to me. I will have trouble supporting that. For that reason I'll be voting no.

Page 5

Education and Environment Division

Bill/Resolution Number HB1013

Hearing Date February 15, 2005

Chairman Martinson That is a legitimate concern. You will have an opportunity to ask for certain reports as it comes to committee. You can divide the amendments as it comes to the committee or the floor.

VOTE: 3 YES and 2 NO with 1 absent. Vice Chairman Brusegaard will carry to the full committee.

2005 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. HB1013
Department of Public Instruction

House Appropriations Full Committee

Conference Committee

Hearing Date February 15, 2005

Tape Number

3

Side A

Side B

X

Meter #

#10.9 - #30.0

Committee Clerk Signature

Chris Alexander

Minutes:

Rep. Ken Svedjan, Chairman opened the discussion on HB1013.

Rep. Tom Brusegaard explained that this bill has an amendment #0109. The purpose of amendment is to reduce the general fund in excess of \$6.3 million by reducing each line item but not too excessively. We tried saving as much money in the DPI budget as we could while putting as much money into foundation aid as we could so that the money went to the students instead of programs that have built up over the years that are not equalized in funding. We took \$2.5 million out of supplemental payments because we felt it was not necessary to increase this because there are ways to address equity that didn't require supplemental payments to account for the lowering of the deduct. We deleted the \$500,000 for the re-organizational bonuses and \$2 million for JPA incentives. Grants for \$1.3 million decrease in the transportation line item. The total increase in foundation aid is \$16 million over the Governor's recommended budget. The

intent is take away money that is not equalized and put it into the foundation aid payments so the money appropriated goes to the students in the classroom.

Rep. Tom Brusegaard moved to adopt amendment #0109 to HB1013.

Rep. Bob Martinson seconded

Rep. Mike Timm, Vice Chairman asked if we are increasing over the Governor's budget by \$16.7 million.

Rep. Tom Brusegaard answered this was correct in per student payments, but that the overall budget is shrinking .\$.6.2 million general fund moneys

Rep. Ken Svedjan, Chairman commented that there was nothing mentioned about independent study, state library, school for the deaf, etc.

Rep. Bob Martinson explained that the library was not changed beyond the salary adjustments. The school for the deaf had money for a program for outreach to people over the age of 21 that was deleted, we added about \$148,000 to continuing education to allow them to publish a new text book for 8th graders who are using a 22 year old civics textbook. (meter Tape #3, side B, #16.6)

Rep. David Monson asked about section 12 on amendment.

Rep. Bob Martinson answered that this eliminated the teacher's certification requirement for the position of superintendent of public instruction.

Rep. Joe Kroeber asked what the requirements for that position would be.

Rep. Tom Brusegaard answered that they have to be elected.

Rep. Al Carlson asked for clarification of the JPA moneys because this amendment takes the money out while Rep Kelsch's bill had the money back in.

Rep. Tom Brusegaard answered that the JPA money in Rep Kelsch's bill came from the contingency dollars.

Rep. Ole Aarsvold commented that the transportation issue was a real concern for him since the rural schools most in need of transportation are the schools that will be reduced most dramatically. Also, the amendment that removes the teacher's certification from the superintendent position is a concern. It is not clear to me whether this requirement is statutory or constitutional, but the students ought to have the kind of professional leadership that they deserve.

Rep. Tom Brusegaard answered that the transportation issue is a huge challenge and that it is not going to go away for students who are spread out in rural areas. There are other alternatives such as private transportation to certain drop off points or parents driving their kids to school. This conversation will need to continue.

Rep. Jeff Delzer asked if the under the School for the Deaf the authority to do outreach was removed or just the money

Rep. Bob Martinson answered that authority for this was taken out in a Human Services bill so we removed the money.

Rep. Jeff Delzer asked about the land rental money and vacant FTE positions money that was to be used for this program of outreach. (meter Tape #3, side B, #23.5)

Rep. Bob Martinson explained that the committee removed the total dollars identified by DPI for outreach.

Rep. David Monson asked there was discussion about school boards negotiating with parents to do transportation since the moneys were reduced. The school districts need flexibility in this

because the way it stands now is that the parents need to drive the kids to school, but if the student drives themselves, then the parents do not get paid.

Rep. Tom Brusegaard answered no, but that suggestions would be considered on any issue regarding alternatives for transportation.

Rep. David Monson commented that it might be more easily accepted to take out the money if we then also negotiated with the families for alternative solutions.

Rep. Joe Kroeber asked about the total increase to the general funds

Rep. Tom Brusegaard answered that the total increase was around \$23 million

Rep. Ken Svedjan, Chairman called for a voice vote to adopt amendment #0109 to HB1013.

Motion carried

Rep. Tom Brusegaard moved a Do Pass As Amended motion to HB1013.

Rep. Bob Martinson seconded

Rep. Larry Bellew asked about the reasoning behind the increase to the superintendent of public instruction's salary by 15% on page 8 of the original bill

Ms Roxanne Woeste from legislative counsel answered that the amendment changes the statutory salary. As originally introduced, the bill increased the salary by the 4% and 4%. The amendment changes it to the 3% and 4%.

Rep. Ole Aarsvold commented that in the last session we looked at the salaries of all state elected officials and set a schedule to bring them up to the agreed upon levels. This salary is a consequence to this schedule.

Page 5
House Appropriations Committee
Bill/Resolution Number HB1013
Hearing Date February 15, 2005

Rep. Ken Svedjan, Chairman called for a roll call vote on the Do Pass As Amended motion for HB1013. Motion carried with a vote of 15 yeas, 8 nays and 0 absences. Rep Brusegaard will carry the bill to the house floor.

Rep. Ken Svedjan, Chairman closed the discussion on HB1013.

Date: 2.10.05
Roll Call Vote #:

2005 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. HB 1013

House Appropriations Education and Environment

Check here for Conference Committee

Legislative Council Amendment Number

Action Taken Do Pass As Amended

Motion Made By Rep. Brusegaard Seconded By Rep. Rennerfeldt

Representatives	Yes	No	Representatives	Yes	No
Chairman Martinson	X		Rep. Aarsvold	X	
Vice Chairman Brusegaard	X		Rep. Gullison	X	
Rep. Rennerfeldt	X				
Rep. Wald	X				

Total 6 (Yes) 6 No 0

Absent 0

Floor Assignment Brusegaard

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

*this vote was reconsidered later in meeting!

Date: February 10, 2005

Roll Call Vote #:

**2005 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. HB1013**

House Appropriations Education and Environment

Check here for Conference Committee

Legislative Council Amendment Number

Action Taken DO PASS on amendments

Motion Made By Vice Chairman Brusegaard Seconded By

Representatives	Yes	No	Representatives	Yes	No
Chairman Martinson	X		Rep. Aarsvold	X	
Vice Chairman Brusegaard	X		Rep. Gulleason		X
Rep. Rennerfeldt	X				
Rep. Wald	X				

Total 6 (Yes) 5 No 1

Absent 0

Floor Assignment

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

See attached handout A1013 for amendments

LATER RECONVENED AND VOTED TO RECONSIDER AMENDMENTS.

Date: February 10, 2005
Roll Call Vote #:

**2005 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. HB1013**

House Appropriations Education and Environment

Check here for Conference Committee

Legislative Council Amendment Number

Action Taken **DO PASS AS AMENDED**

Motion Made By **Vice Chairman Brusegaard** Seconded By **Rep. Rennerfeldt**

Representatives	Yes	No	Representatives	Yes	No
Chairman Martinson	X		Rep. Aarsvold	X	
Vice Chairman Brusegaard	X		Rep. Gulleson	X	
Rep. Rennerfeldt	X				
Rep. Wald	X				

Total 6 (Yes) 6 No 0

Absent 0

Floor Assignment **Vice Chairman Brusegaard**

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

**LATER RECONVENED AND VOTED TO RECONSIDER DO PASS AS AMENDED ON
HB1013**

**2005 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. HB1013**

House Appropriations Education and Environment

Check here for Conference Committee

HB1013

Legislative Council Amendment Number

Action Taken DO PASS AS AMENDED

Motion Made By Rep. Wald

Seconded By Rep. Rennerfeldt

Representatives	Yes	No	Representatives	Yes	No
Chairman Martinson	X		Rep. Aarsvold		X
Vice Chairman Brusegaard		Absent	Rep. Gulleeson		X
Rep. Rennerfeldt	X				
Rep. Wald	X				

Total 6 (Yes) 3

No 2

Absent 1

Floor Assignment Vice Chairman Brusegaard

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

February 15, 2005

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1013

Page 1, line 3, after the first semicolon insert "to provide an appropriation to the division of independent study;"

Page 1, line 4, replace "section" with "sections 15.1-02-01 and" and after the second "the" insert "qualifications and the"

Page 3, line 6, replace "780,156" with "742,596"

Page 3, line 7, replace "1,834,485" with "2,109,485"

Page 3, line 9, replace "22,773,769" with "21,473,769"

Page 3, remove line 12

Page 3, line 14, replace "25,610,339" with "25,403,839"

Page 3, after line 14, insert:

"Reorganization bonuses (500,000)"

Page 3, remove line 16

Page 3, line 18, replace "59,237,803" with "52,968,743"

Page 3, line 19, replace "29,817,869" with "29,792,978"

Page 3, line 20, replace "29,419,934" with "23,175,765"

Page 3, line 23, replace "147,358" with "138,550"

Page 3, line 26, replace "503,176" with "494,368"

Page 3, line 27, replace "28,596" with "27,568"

Page 3, line 28, replace "474,580" with "466,800"

Page 4, line 1, replace "296,666" with "84,501"

Page 4, line 2, replace "326,990" with "275,105"

Page 4, line 4, replace "870,428" with "606,378"

Page 4, line 5, replace "455,117" with "330,918"

Page 4, line 6, replace "415,311" with "275,460"

Page 4, line 9, replace "133,962" with "128,781"

Page 4, line 12, replace "91,822" with "86,641"
Page 4, line 13, replace "(321,848)" with "(323,317)"
Page 4, line 14, replace "413,670" with "409,958"
Page 4, line 15, replace "30,723,495" with "24,327,983"
Page 4, line 16, replace "29,979,734" with "29,828,147"
Page 4, line 17, replace "60,703,229" with "54,156,130"
Page 4, line 27, replace "10,057,842" with "10,020,282"
Page 4, line 28, replace "14,892,308" with "15,167,308"
Page 4, line 29, replace "512,153,759" with "510,853,759"

Page 5, line 1, replace "7,500,000" with "5,000,000"
Page 5, line 3, replace "207,865,583" with "207,659,083"
Page 5, remove lines 4 and 5
Page 5, line 7, replace "930,021,612" with "923,752,552"
Page 5, line 8, replace "295,876,672" with "295,851,781"
Page 5, line 9, replace "634,144,940" with "627,900,771"
Page 5, line 12, replace "2,225,929" with "2,217,121"
Page 5, line 15, replace "5,160,201" with "5,151,393"
Page 5, line 16, replace "1,658,575" with "1,657,547"
Page 5, line 17, replace "3,501,626" with "3,493,846"
Page 5, line 20, replace "5,106,474" with "4,894,309"
Page 5, line 21, replace "1,429,150" with "1,377,265"
Page 5, line 23, replace "6,815,119" with "6,551,069"
Page 5, line 24, replace "1,326,566" with "1,202,367"
Page 5, line 25, replace "5,488,553" with "5,348,702"
Page 5, line 28, replace "2,674,254" with "2,669,073"
Page 5, line 31, replace "3,349,030" with "3,343,849"

Page 6, line 1, replace "845,535" with "844,066"
Page 6, line 2, replace "2,503,495" with "2,499,783"

Page 6, after line 2, insert:

"SECTION 4. APPROPRIATION. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$148,800, or so much of the sum as may be necessary, to the division of independent study for the purpose of developing, publishing, and distributing a North Dakota studies textbook and workbook for both grades four and eight, for the biennium beginning July 1, 2005, and ending June 30, 2007."

Page 6, line 3, replace "645,638,614" with "639,391,902"

Page 6, line 4, replace "299,707,348" with "299,555,761"

Page 6, line 5, replace "945,345,962" with "938,947,663"

Page 7, after line 28, insert:

"SECTION 12. AMENDMENT. Section 15.1-02-01 of the North Dakota Century Code is amended and reenacted as follows:

15.1-02-01. Superintendent of public instruction - Qualifications. The qualified electors of this state shall elect a superintendent of public instruction at the appropriate general election. The superintendent must be at least twenty-five years of age on the day of the election; and have the qualifications of an elector for that office; and hold a valid North Dakota professional teaching license on the day of the election and at all times during the superintendent's term of office."

Page 8, line 2, replace "eighty" with "seventy-nine", replace "five" with "seven", and replace "thirty-one" with "fifty-seven"

Page 8, line 3, replace "may not exceed eighty-three" with "eighty-two" and replace "seven" with "nine"

Page 8, line 4, replace "fifty-two" with "forty-seven"

Re-number 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	\$930,021,612	(\$6,269,060)	\$924,752,552
Less estimated income	295,876,672	(24,891)	295,851,781
General fund	\$634,144,940	(\$6,244,169)	\$627,900,771
Division of Independent Study			
Total all funds	\$0	\$148,800	\$148,800
Less estimated income			
General fund	\$0	\$148,800	\$148,800
State Library			
Total all funds	\$5,160,201	(\$8,808)	\$5,151,393
Less estimated income	1,658,575	(1,028)	1,657,547
General fund	\$3,501,626	(\$7,780)	\$3,493,846
School for the Deaf			
Total all funds	\$6,815,119	(\$264,050)	\$6,551,069
Less estimated income	1,326,566	(124,199)	1,202,367
General fund	\$5,488,553	(\$139,851)	\$5,348,702

North Dakota Vision Services -
School for the Blind

Total all funds	\$3,349,030	(\$5,181)	\$3,343,849
Less estimated income	845,535	(1,469)	844,066
General fund	\$2,503,495	(\$3,712)	\$2,499,783

Bill Total

Total all funds	\$945,345,962	(\$6,398,299)	\$938,947,663
Less estimated income	299,707,348	(151,587)	299,555,761
General fund	\$645,638,614	(\$6,246,712)	\$639,391,902

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

	EXECUTIVE BUDGET	HOUSE CHANGES	HOUSE VERSION
Salaries and wages	\$10,057,842	(\$37,560)	\$10,020,282
Operating expenses	14,892,308	275,000	15,167,308
Grants - State school aid	512,153,759	(1,300,000)	510,853,759
Grants - Tuition apportionment	71,600,000		71,600,000
Grants - Special education	52,500,000		52,500,000
Grants - Revenue supplement	7,500,000	(2,500,000)	5,000,000
Grants - Teacher compensation	50,912,120		50,912,120
Grants - Other grants	207,865,583	(206,500)	207,659,083
Reorganization bonuses	500,000	(500,000)	
JPA incentives	2,000,000	(2,000,000)	
National board certification	40,000		40,000
Total all funds	\$930,021,612	(\$6,269,060)	\$923,752,552
Less estimated income	295,876,672	(24,891)	295,851,781
General fund	\$634,144,940	(\$6,244,169)	\$627,900,771
FTE	92.75	0.00	92.75

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

	REDUCES COMPENSATION PACKAGE TO 3/4	PROVIDES FUNDING FOR ENGLISH LANGUAGE PROFICIENCY STANDARDS AND ASSESSMENTS 1	FROM DECREASES FUNDING FOR TRANSPORTATION AID 2	REALLOCATES FUNDING FROM TRANSPORTATION AID TO PER STUDENT PAYMENTS 3	REMOVES THE FUNDING FOR REVENUE SUPPLEMENTAL PAYMENTS 4	INCREASE IN FUNDING FOR THE NORTH DAKOTA LEAD CENTER 5
Salaries and wages	(\$37,560)					
Operating expenses		\$275,000				
Grants - State school aid			(\$1,300,000)			
Grants - Tuition apportionment						
Grants - Special education						
Grants - Revenue supplement					(\$2,500,000)	
Grants - Teacher compensation						
Grants - Other grants						(\$21,500)
Reorganization bonuses						
JPA incentives						
National board certification						
Total all funds	(\$37,560)	\$275,000	(\$1,300,000)	\$0	(\$2,500,000)	(\$21,500)
Less estimated income	(24,891)					
General fund	(\$12,669)	\$275,000	(\$1,300,000)	\$0	(\$2,500,000)	(\$21,500)
FTE	0.00	0.00	0.00	0.00	0.00	0.00
	REMOVES THE INCREASE IN FUNDING FOR THE NORTH DAKOTA MUSEUM OF ART 6	DECREASES FUNDING FOR THE NORTH DAKOTA GOVERNOR'S SCHOOL 7	REMOVES THE INCREASE IN FUNDING FOR THE NATIONAL WRITING PROJECTS 8	REMOVES FUNDING FOR REORGANIZATION BONUS PAYMENTS 9	REMOVES FUNDING FOR JPA INCENTIVES 10	TOTAL HOUSE CHANGES
Salaries and wages						(\$37,560)
Operating expenses						275,000
Grants - State school aid						(1,300,000)
Grants - Tuition apportionment						
Grants - Special education						
Grants - Revenue supplement						(2,500,000)
Grants - Teacher compensation						
Grants - Other grants	(\$125,000)	(\$20,000)	(\$40,000)			(206,500)
Reorganization bonuses				(\$500,000)		(500,000)
JPA incentives					(\$2,000,000)	(2,000,000)
National board certification						
Total all funds	(\$125,000)	(\$20,000)	(\$40,000)	(\$500,000)	(\$2,000,000)	(\$6,269,060)
Less estimated income						(24,891)
General fund	(\$125,000)	(\$20,000)	(\$40,000)	(\$500,000)	(\$2,000,000)	(\$6,244,169)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

- 1 This amendment provides funding of \$275,000 from the general fund to develop standards for English language proficiency and to implement assessments that are aligned to the standards.
- 2 This amendment reduces funding for transportation aid payments by \$1.3 million from the general fund, from \$34.8 million to \$33.5 million.
- 3 This amendment reallocates half of the funding proposed for transportation aid of \$16,750,000 from transportation aid to funding for per student payments. The following is a summary of the proposed changes:

	2003-05 APPROPRIATION	2005-07 EXECUTIVE BUDGET	2005-07 HOUSE VERSION	INCREASE (DECREASE) COMPARED TO 2003-05 APPROPRIATION	INCREASE (DECREASE) COMPARED TO 2005-07 EXECUTIVE BUDGET
Per student payments	\$453,929,990	\$476,703,759	\$493,453,759	\$39,523,769	\$16,750,000
Limited English proficient student payments	650,000	650,000	650,000		
Transportation	<u>34,800,000</u>	<u>34,800,000</u>	<u>16,750,000</u>	<u>(18,050,000)</u>	<u>(18,050,000)</u>
Total	\$489,379,990	\$512,153,759	\$510,853,759	\$21,473,769	(\$1,300,000)

- 4 This amendment reduces funding for revenue supplemental payments by \$2,500,000 from the general fund, from \$7,500,000 to \$5,000,000, the same level of funding provided in the 2003-05 biennium.
- 5 This amendment removes the increase in funding of \$21,500 from the general fund provided in the executive budget recommendation for the North Dakota LEAD Center.
- 6 This amendment removes the increase in funding of \$125,000 from the general fund provided in the executive budget recommendation for the North Dakota Museum of Art's educational outreach initiative.
- 7 This amendment reduces funding for the North Dakota Governor's School by \$20,000 from the general fund, from \$270,000 to \$250,000. The funding level of \$250,000 represents an increase of \$25,000 from the 2003-05 legislative appropriation of \$225,000.
- 8 This amendment reduces the increase in funding of \$40,000 from the general fund provided in the executive budget recommendation for the national writing projects.
- 9 This amendment removes the funding provided in the executive budget recommendation of \$500,000 from the general fund for reorganization bonus payments.
- 10 This amendment removes the funding provided in the executive budget recommendation of \$2,000,000 from the general fund for JPA incentives.

This amendment also amends North Dakota Century Code Section 15.1-02-01 to remove the requirement that the Superintendent of Public Instruction hold a valid North Dakota professional teaching license.

House Bill No. 1013 - Division of Independent Study - House Action

	EXECUTIVE BUDGET	HOUSE CHANGES	HOUSE VERSION
North Dakota studies textbook proposal		\$148,800	\$148,800
Total all funds	\$0	\$148,800	\$148,800
Less estimated income			
General fund	\$0	\$148,800	\$148,800
FTE	0.00	0.00	0.00

Dept. 202 - Division of Independent Study - Detail of House Changes

	ADDS FUNDING FOR A NORTH DAKOTA STUDIES TEXTBOOK PROPOSAL ¹	TOTAL HOUSE CHANGES
North Dakota studies textbook proposal	\$148,800	\$148,800
Total all funds	\$148,800	\$148,800
Less estimated income		
General fund	\$148,800	\$148,800
FTE	0.00	0.00

¹ This amendment provides a \$148,800 general fund appropriation to the Division of Independent Study for the purpose of developing, publishing, and distributing a North Dakota studies textbook and workbook for grades 4 and 8.

House Bill No. 1013 - State Library - House Action

	EXECUTIVE BUDGET	HOUSE CHANGES	HOUSE VERSION
Salaries and wages	\$2,225,929	(\$8,808)	\$2,217,121
Operating expenses	1,381,772		1,381,772
Grants	<u>1,552,500</u>		<u>1,552,500</u>
Total all funds	\$5,160,201	(\$8,808)	\$5,151,393
Less estimated income	<u>1,658,575</u>	<u>(1,028)</u>	<u>1,657,547</u>
General fund	\$3,501,626	(\$7,780)	\$3,493,846
FTE	28.75	0.00	28.75

Dept. 250 - State Library - Detail of House Changes

	REDUCES COMPENSATION PACKAGE TO 3/4	TOTAL HOUSE CHANGES
Salaries and wages	(\$8,808)	(\$8,808)
Operating expenses		
Grants		
Total all funds	(\$8,808)	(\$8,808)
Less estimated income	<u>(1,028)</u>	<u>(1,028)</u>
General fund	(\$7,780)	(\$7,780)
FTE	0.00	0.00

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

	EXECUTIVE BUDGET	HOUSE CHANGES	HOUSE VERSION
Salaries and wages	\$5,106,474	(\$212,165)	\$4,894,309
Operating expenses	1,429,150	(51,885)	1,377,265
Capital assets	<u>279,495</u>		<u>279,495</u>
Total all funds	\$6,815,119	(\$264,050)	\$6,551,069
Less estimated income	<u>1,326,566</u>	<u>(124,199)</u>	<u>1,202,367</u>
General fund	\$5,488,553	(\$139,851)	\$5,348,702
FTE	49.94	(2.00)	47.94

Dept. 252 - School for the Deaf - Detail of House Changes

	REDUCES COMPENSATION PACKAGE TO 3/4	REMOVES FUNDING RELATING TO NEW OUTREACH EFFORTS 1	TOTAL HOUSE CHANGES
Salaries and wages	(\$11,989)	(\$200,176)	(\$212,165)
Operating expenses		(51,885)	(51,885)
Capital assets			
Total all funds	(\$11,989)	(\$252,061)	(\$264,050)
Less estimated income	<u>(772)</u>	<u>(123,427)</u>	<u>(124,199)</u>
General fund	(\$11,217)	(\$128,634)	(\$139,851)
FTE	0.00	(2.00)	(2.00)

¹ This amendment removes funding totaling \$252,061 relating to the school's new outreach efforts to individuals who are over 21 years of age, including funding of \$200,176, of which \$76,749 is from the general fund and \$123,427 is from special funds for 2 FTE positions and \$51,885 for operating expenses.

House Bill No. 1013 - North Dakota Vision Services - School for the Blind - House Action

	EXECUTIVE BUDGET	HOUSE CHANGES	HOUSE VERSION
Salaries and wages	\$2,674,254	(\$5,181)	\$2,669,073
Operating expenses	607,306		607,306
Capital assets	<u>67,470</u>		<u>67,470</u>
Total all funds	\$3,349,030	(\$5,181)	\$3,343,849
Less estimated income	<u>845,535</u>	<u>(1,469)</u>	<u>844,066</u>
General fund	\$2,503,495	(\$3,712)	\$2,499,783

FTE

26.95

0.00

26.95

Dept. 253 - North Dakota Vision Services - School for the Blind - Detail of House Changes

	REDUCES COMPENSATION PACKAGE TO 3/4	TOTAL HOUSE CHANGES
Salaries and wages	(\$5,181)	(\$5,181)
Operating expenses		
Capital assets		
Total all funds	(\$5,181)	(\$5,181)
Less estimated income	<u>(1,469)</u>	<u>(1,469)</u>
General fund	(\$3,712)	(\$3,712)
FTE	0.00	0.00

Date: 2-15-05
Roll Call Vote #:

2005 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. HB1013

House Appropriations Education and Environment

Check here for Conference Committee

Legislative Council Amendment Number

Action Taken *DO PASS on Amendment*

Motion Made By *FW* Seconded By *ER*

Representatives	Yes	No	Representatives	Yes	No
Chairman Martinson	<input checked="" type="checkbox"/>		Rep. Aarsvold	<input checked="" type="checkbox"/>	
Vice Chairman Brusegaard	<i>absent</i>		Rep. Gulleason	<input checked="" type="checkbox"/>	
Rep. Rennerfeldt	<input checked="" type="checkbox"/>				
Rep. Wald	<input checked="" type="checkbox"/>				

Total *6* (Yes) *3* No *2*

Absent *1*

Floor Assignment

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

yes

Date: 2.15.05
Roll Call Vote #:

2005 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. HB1013

House Appropriations Education and Environment

Check here for Conference Committee

Legislative Council Amendment Number

Action Taken Do Pass as amended

Motion Made By FW Seconded By ER

Representatives	Yes	No	Representatives	Yes	No
Chairman Martinson	<input checked="" type="checkbox"/>		Rep. Aarsvold	<input checked="" type="checkbox"/>	
Vice Chairman Brusegaard	<input checked="" type="checkbox"/>	absent	Rep. Gulleason	<input checked="" type="checkbox"/>	
Rep. Rennerfeldt	<input checked="" type="checkbox"/>				
Rep. Wald	<input checked="" type="checkbox"/>				

Total 6 (Yes) 3 No 9

Absent 1

Floor Assignment Brusegaard

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

Date: February 15, 2005
Roll Call Vote #: 01

2005 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. HB1013

House Appropriations - Full Committee

Check here for Conference Committee

Legislative Council Amendment Number **58036.0109**

Action Taken **DO PASS AS AMENDED**

Motion Made By **Rep Brusegaard** Seconded By **Rep Martinson**

Representatives	Yes	No	Representatives	Yes	No
Rep. Ken Svedjan, Chairman	X		Rep. Bob Skarphol	X	
Rep. Mike Timm, Vice Chairman	X		Rep. David Monson	X	
Rep. Bob Martinson	X		Rep. Eliot Glassheim		X
Rep. Tom Brusegaard	X		Rep. Jeff Delzer	X	
Rep. Earl Rennerfeldt	X		Rep. Chet Pollert	X	
Rep. Francis J. Wald	X		Rep. Larry Bellew		X
Rep. Ole Aarsvold		X	Rep. Alon C. Wieland	X	
Rep. Pam Gulleson		X	Rep. James Kerzman		X
Rep. Ron Carlisle	X		Rep. Ralph Metcalf		X
Rep. Keith Kempenich	X				
Rep. Blair Thoreson	X				
Rep. Joe Kroeber		X			
Rep. Clark Williams		X			
Rep. Al Carlson	X				

Total Yes **15** No **8**

Absent **0**

Floor Assignment **Rep Brusegaard**

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

REPORT OF STANDING COMMITTEE

HB 1013: Appropriations Committee (Rep. Svedjan, Chairman) recommends AMENDMENTS AS FOLLOWS and when so amended, recommends DO PASS (15 YEAS, 8 NAYS, 0 ABSENT AND NOT VOTING). HB 1013 was placed on the Sixth order on the calendar.

Page 1, line 3, after the first semicolon insert "to provide an appropriation to the division of independent study;"

Page 1, line 4, replace "section" with "sections 15.1-02-01 and" and after the second "the" insert "qualifications and the"

Page 3, line 6, replace "780,156" with "742,596"

Page 3, line 7, replace "1,834,485" with "2,109,485"

Page 3, line 9, replace "22,773,769" with "21,473,769"

Page 3, remove line 12

Page 3, line 14, replace "25,610,339" with "25,403,839"

Page 3, after line 14, insert:
"Reorganization bonuses (500,000)"

Page 3, remove line 16

Page 3, line 18, replace "59,237,803" with "52,968,743"

Page 3, line 19, replace "29,817,869" with "29,792,978"

Page 3, line 20, replace "29,419,934" with "23,175,765"

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Page 4, line 17, replace "60,703,229" with "54,156,130"
Page 4, line 27, replace "10,057,842" with "10,020,282"
Page 4, line 28, replace "14,892,308" with "15,167,308"
Page 4, line 29, replace "512,153,759" with "510,853,759"
Page 5, line 1, replace "7,500,000" with "5,000,000"
Page 5, line 3, replace "207,865,583" with "207,659,083"
Page 5, remove lines 4 and 5
Page 5, line 7, replace "930,021,612" with "923,752,552"
Page 5, line 8, replace "295,876,672" with "295,851,781"
Page 5, line 9, replace "634,144,940" with "627,900,771"
Page 5, line 12, replace "2,225,929" with "2,217,121"
Page 5, line 15, replace "5,160,201" with "5,151,393"
Page 5, line 16, replace "1,658,575" with "1,657,547"
Page 5, line 17, replace "3,501,626" with "3,493,846"
Page 5, line 20, replace "5,106,474" with "4,894,309"
Page 5, line 21, replace "1,429,150" with "1,377,265"
Page 5, line 23, replace "6,815,119" with "6,551,069"
Page 5, line 24, replace "1,326,566" with "1,202,367"
Page 5, line 25, replace "5,488,553" with "5,348,702"
Page 5, line 28, replace "2,674,254" with "2,669,073"
Page 5, line 31, replace "3,349,030" with "3,343,849"
Page 6, line 1, replace "845,535" with "844,066"
Page 6, line 2, replace "2,503,495" with "2,499,783"
Page 6, after line 2, insert:

"SECTION 4. APPROPRIATION. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$148,800, or so much of the sum as may be necessary, to the division of independent study for

the purpose of developing, publishing, and distributing a North Dakota studies textbook and workbook for both grades four and eight, for the biennium beginning July 1, 2005, and ending June 30, 2007."

Page 6, line 3, replace "645,638,614" with "639,391,902"

Page 6, line 4, replace "299,707,348" with "299,555,761"

Page 6, line 5, replace "945,345,962" with "938,947,663"

Page 7, after line 28, insert:

"SECTION 13. AMENDMENT. Section 15.1-02-01 of the North Dakota Century Code is amended and reenacted as follows:

15.1-02-01. Superintendent of public instruction - Qualifications. The qualified electors of this state shall elect a superintendent of public instruction at the appropriate general election. The superintendent must be at least twenty-five years of age on the day of the election; and have the qualifications of an elector for that office; and hold a valid North Dakota professional teaching license on the day of the election and at all times during the superintendent's term of office."

Page 8, line 2, replace "eighty" with "seventy-nine", replace "five" with "seven", and replace "thirty-one" with "fifty-seven"

Page 8, line 3, replace "may not exceed eighty-three" with "eighty-two", remove the overstrike over "nine", and remove "seven"

Page 8, line 4, replace "fifty-two" with "forty-seven"

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	\$930,021,612	(\$6,269,060)	\$924,752,552
Less estimated income	295,876,672	(24,891)	295,851,781
General fund	\$634,144,940	(\$6,244,169)	\$627,900,771
Division of Independent Study			
Total all funds	\$0	\$148,800	\$148,800
Less estimated income			
General fund	\$0	\$148,800	\$148,800
State Library			
Total all funds	\$5,160,201	(\$8,808)	\$5,151,393
Less estimated income	1,658,575	(1,028)	1,657,547
General fund	\$3,501,626	(\$7,780)	\$3,493,846
School for the Deaf			
Total all funds	\$6,815,119	(\$264,050)	\$6,551,069
Less estimated income	1,326,566	(124,199)	1,202,367
General fund	\$5,488,553	(\$139,851)	\$5,348,702
North Dakota Vision Services - School for the Blind			
Total all funds	\$3,349,030	(\$5,181)	\$3,343,849
Less estimated income	845,535	(1,469)	844,066
General fund	\$2,503,495	(\$3,712)	\$2,499,783
Bill Total			
Total all funds	\$945,345,962	(\$6,398,299)	\$938,947,663

Less estimated income	299,707,348	(151,587)	299,555,761
General fund	\$645,638,614	(\$6,246,712)	\$639,391,902

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

	EXECUTIVE BUDGET	HOUSE CHANGES	HOUSE VERSION
Salaries and wages	\$10,057,842	(\$37,560)	\$10,020,282
Operating expenses	14,892,308	275,000	15,167,308
Grants - State school aid	512,153,759	(1,300,000)	510,853,759
Grants - Tuition apportionment	71,600,000		71,600,000
Grants - Special education	52,500,000		52,500,000
Grants - Revenue supplement	7,500,000	(2,500,000)	5,000,000
Grants - Teacher compensation	50,912,120		50,912,120
Grants - Other grants	207,865,583	(206,500)	207,659,083
Reorganization bonuses	500,000	(500,000)	
JPA incentives	2,000,000	(2,000,000)	
National board certification	40,000		40,000
Total all funds	\$930,021,612	(\$6,269,060)	\$923,752,552
Less estimated income	<u>295,876,672</u>	<u>(24,891)</u>	<u>295,851,781</u>
General fund	\$634,144,940	(\$6,244,169)	\$627,900,771
FTE	92.75	0.00	92.75

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

	REDUCES COMPENSATION PACKAGE TO 3/4	PROVIDES FUNDING FOR ENGLISH LANGUAGE PROFICIENCY STANDARDS AND ASSESSMENTS ¹	FROM DECREASES FUNDING FOR TRANSPORTATION AID ²	REALLOCATES FUNDING FROM TRANSPORTATION AID TO PER STUDENT PAYMENTS ³	REMOVES THE FUNDING FOR REVENUE SUPPLEMENTAL PAYMENTS ⁴	INCREASE IN FUNDING FOR THE NORTH DAKOTA LEAD CENTER ⁵
Salaries and wages	(\$37,560)					
Operating expenses		\$275,000				
Grants - State school aid			(\$1,300,000)			
Grants - Tuition apportionment						
Grants - Special education						
Grants - Revenue supplement					(\$2,500,000)	
Grants - Teacher compensation						
Grants - Other grants						(\$21,500)
Reorganization bonuses						
JPA incentives						
National board certification						
Total all funds	(\$37,560)	\$275,000	(\$1,300,000)	\$0	(\$2,500,000)	(\$21,500)
Less estimated income	<u>(24,891)</u>					
General fund	(\$12,669)	\$275,000	(\$1,300,000)	\$0	(\$2,500,000)	(\$21,500)
FTE	0.00	0.00	0.00	0.00	0.00	0.00
	REMOVES THE INCREASE IN FUNDING FOR THE NORTH DAKOTA MUSEUM OF ART ⁶	DECREASES FUNDING FOR THE NORTH DAKOTA GOVERNOR'S SCHOOL ⁷	REMOVES THE INCREASE IN FUNDING FOR THE NATIONAL WRITING PROJECTS ⁸	REMOVES FUNDING FOR REORGANIZATION BONUS PAYMENTS ⁹	REMOVES FUNDING FOR JPA INCENTIVES ¹⁰	TOTAL HOUSE CHANGES
Salaries and wages						(\$37,560)
Operating expenses						275,000
Grants - State school aid						(1,300,000)
Grants - Tuition apportionment						
Grants - Special education						
Grants - Revenue supplement						(2,500,000)
Grants - Teacher compensation						
Grants - Other grants	(\$125,000)	(\$20,000)	(\$40,000)			(206,500)
Reorganization bonuses				(\$500,000)		(500,000)
JPA incentives					(\$2,000,000)	(2,000,000)
National board certification						
Total all funds	(\$125,000)	(\$20,000)	(\$40,000)	(\$500,000)	(\$2,000,000)	(\$6,269,060)
Less estimated income						<u>(24,891)</u>

REPORT OF STANDING COMMITTEE (410)
February 16, 2005 3:31 p.m.

Module No: HR-31-3203
Carrier: Brusegaard
Insert LC: 58036.0110 Title: .0200

General fund	(\$125,000)	(\$20,000)	(\$40,000)	(\$500,000)	(\$2,000,000)	(\$6,244,169)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

- 1 This amendment provides funding of \$275,000 from the general fund to develop standards for English language proficiency and to implement assessments that are aligned to the standards.
- 2 This amendment reduces funding for transportation aid payments by \$1.3 million from the general fund, from \$34.8 million to \$33.5 million.
- 3 This amendment reallocates half of the funding proposed for transportation aid of \$16,750,000 from transportation aid to funding for per student payments. The following is a summary of the proposed changes:

	2003-05 APPROPRIATION	2005-07 EXECUTIVE BUDGET	2005-07 HOUSE VERSION	INCREASE (DECREASE) COMPARED TO 2003-05 APPROPRIATION	INCREASE (DECREASE) COMPARED TO 2005-07 EXECUTIVE BUDGET
Per student payments	\$453,929,990	\$476,703,759	\$493,453,759	\$39,523,769	\$16,750,000
Limited English proficient student payments	650,000	650,000	650,000		
Transportation	<u>34,800,000</u>	<u>34,800,000</u>	<u>16,750,000</u>	<u>(18,050,000)</u>	<u>(18,050,000)</u>
Total	\$489,379,990	\$512,153,759	\$510,853,759	\$21,473,769	(\$1,300,000)

- 4 This amendment reduces funding for revenue supplemental payments by \$2,500,000 from the general fund, from \$7,500,000 to \$5,000,000, the same level of funding provided in the 2003-05 biennium.
- 5 This amendment removes the increase in funding of \$21,500 from the general fund provided in the executive budget recommendation for the North Dakota LEAD Center.
- 6 This amendment removes the increase in funding of \$125,000 from the general fund provided in the executive budget recommendation for the North Dakota Museum of Art's educational outreach initiative.
- 7 This amendment reduces funding for the North Dakota Governor's School by \$20,000 from the general fund, from \$270,000 to \$250,000. The funding level of \$250,000 represents an increase of \$25,000 from the 2003-05 legislative appropriation of \$225,000.
- 8 This amendment reduces the increase in funding of \$40,000 from the general fund provided in the executive budget recommendation for the national writing projects.
- 9 This amendment removes the funding provided in the executive budget recommendation of \$500,000 from the general fund for reorganization bonus payments.
- 10 This amendment removes the funding provided in the executive budget recommendation of \$2,000,000 from the general fund for JPA incentives.

This amendment also amends North Dakota Century Code Section 15.1-02-01 to remove the requirement that the Superintendent of Public Instruction hold a valid North Dakota professional teaching license.

House Bill No. 1013 - Division of Independent Study - House Action

	EXECUTIVE BUDGET	HOUSE CHANGES	HOUSE VERSION
North Dakota studies textbook proposal		\$148,800	\$148,800
Total all funds	\$0	\$148,800	\$148,800
Less estimated income			
General fund	\$0	\$148,800	\$148,800
FTE	0.00	0.00	0.00

Dept. 202 - Division of Independent Study - Detail of House Changes

	ADDS FUNDING FOR A NORTH DAKOTA STUDIES TEXTBOOK PROPOSAL ¹	TOTAL HOUSE CHANGES
North Dakota studies textbook proposal	\$148,800	\$148,800
Total all funds	\$148,800	\$148,800
Less estimated income		
General fund	\$148,800	\$148,800
FTE	0.00	0.00

¹ This amendment provides a \$148,800 general fund appropriation to the Division of Independent Study for the purpose of developing, publishing, and distributing a North Dakota studies textbook and workbook for grades 4 and 8.

House Bill No. 1013 - State Library - House Action

	EXECUTIVE BUDGET	HOUSE CHANGES	HOUSE VERSION
Salaries and wages	\$2,225,929	(\$8,808)	\$2,217,121
Operating expenses	1,381,772		1,381,772
Grants	<u>1,552,500</u>		<u>1,552,500</u>
Total all funds	\$5,160,201	(\$8,808)	\$5,151,393
Less estimated income	<u>1,658,575</u>	<u>(1,028)</u>	<u>1,657,547</u>
General fund	\$3,501,626	(\$7,780)	\$3,493,846
FTE	28.75	0.00	28.75

Dept. 250 - State Library - Detail of House Changes

	REDUCES COMPENSATION PACKAGE TO 3/4	TOTAL HOUSE CHANGES
Salaries and wages	(\$8,808)	(\$8,808)
Operating expenses		
Grants		
Total all funds	(\$8,808)	(\$8,808)
Less estimated income	<u>(1,028)</u>	<u>(1,028)</u>
General fund	(\$7,780)	(\$7,780)
FTE	0.00	0.00

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

	EXECUTIVE BUDGET	HOUSE CHANGES	HOUSE VERSION
Salaries and wages	\$5,106,474	(\$212,165)	\$4,894,309
Operating expenses	1,429,150	(51,885)	1,377,265
Capital assets	<u>279,495</u>		<u>279,495</u>
Total all funds	\$6,815,119	(\$264,050)	\$6,551,069
Less estimated income	<u>1,326,566</u>	<u>(124,199)</u>	<u>1,202,367</u>
General fund	\$5,488,553	(\$139,851)	\$5,348,702
FTE	49.94	(2.00)	47.94

Dept. 252 - School for the Deaf - Detail of House Changes

REMOVES
FUNDING

	REDUCES COMPENSATION PACKAGE TO 3/4	RELATING TO NEW OUTREACH EFFORTS ¹	TOTAL HOUSE CHANGES
Salaries and wages	(\$11,989)	(\$200,176)	(\$212,165)
Operating expenses		(51,885)	(51,885)
Capital assets			
Total all funds	(\$11,989)	(\$252,061)	(\$264,050)
Less estimated income	<u>(772)</u>	<u>(123,427)</u>	<u>(124,199)</u>
General fund	(\$11,217)	(\$128,634)	(\$139,851)
FTE	0.00	(2.00)	(2.00)

¹ This amendment removes funding totaling \$252,061 relating to the school's new outreach efforts to individuals who are over 21 years of age, including funding of \$200,176, of which \$76,749 is from the general fund and \$123,427 is from special funds for 2 FTE positions and \$51,885 for operating expenses.

House Bill No. 1013 - North Dakota Vision Services - School for the Blind - House Action

	EXECUTIVE BUDGET	HOUSE CHANGES	HOUSE VERSION
Salaries and wages	\$2,674,254	(\$5,181)	\$2,669,073
Operating expenses	607,306		607,306
Capital assets	<u>67,470</u>		<u>67,470</u>
Total all funds	\$3,349,030	(\$5,181)	\$3,343,849
Less estimated income	<u>845,535</u>	<u>(1,469)</u>	<u>844,066</u>
General fund	\$2,503,495	(\$3,712)	\$2,499,783
FTE	26.95	0.00	26.95

Dept. 253 - North Dakota Vision Services - School for the Blind - Detail of House Changes

	REDUCES COMPENSATION PACKAGE TO 3/4	TOTAL HOUSE CHANGES
Salaries and wages	(\$5,181)	(\$5,181)
Operating expenses		
Capital assets		
Total all funds	(\$5,181)	(\$5,181)
Less estimated income	<u>(1,469)</u>	<u>(1,469)</u>
General fund	(\$3,712)	(\$3,712)
FTE	0.00	0.00

2005 SENATE APPROPRIATIONS

HB 1013

2005 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. 1013

Senate Appropriations Committee

Conference Committee

Hearing Date March 29, 2005

Tape Number	Side A	Side B	Meter #
1	a	b	5,313 - 661

Committee Clerk Signature



Minutes:

Chairman Holmberg opened the discussion on HB 1013 with the distribution of amendments.

Senator Kringstad moved approval of the amendment. **Senator Bowman** seconded.

Senator Holmberg indicated the amendments include the standard reduction in health insurance, reduce funding for salary and wages, reduction in funding for operating expenses but the money for that is plowed back into the budget, Money from the Tuition apportionment and Grants for teacher compensation and put into state school aid plus and additional \$5 million in that column.

The next items were in the Governor's budget, but removed by the house which included \$20,000 for the Lead Center, restored an increase in funding for rural outreach for ND Museum of Art, restored funding for the Governor's School, restored the increase in funding for the national writing projects, and added funds for adult education. The overall change was slightly under \$5 million. The State Library change was the health insurance reduction. The school for the Deaf change was health insurance reduction and an amendment was added to study

Page 2

Senate Appropriations Committee

Bill/Resolution Number 1013

Hearing Date March 29, 2005

coordination of services across the state. The amendment adds \$15 million dollars of spending authority to the Department to the current biennium and adds the emergency clause to that section because estimates were done so far ahead of the needs. The other change was the qualifications of the superintendents was changed back. The term civic education was added to the new publication of the North Dakota text book.

Senator Mathern asked about money appropriated for English learners and an additional \$275,000. The response was it was in the bill and the \$275,000 was put back in the budget.

A voice vote was taken on the amendment. The motion carried.

Senator Tallackson moved a DO PASS AS AMENDED, Senator Andrist seconded. A roll call vote was taken resulting in 14 yes, 1 no, and 0 absent. The motion carried and Senator Holmberg will carry the bill.

Chairman Holmberg closed the discussion on HB 1013.

2005 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. **HB 1013**

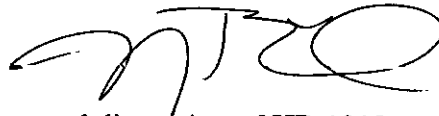
Senate Appropriations Committee

Conference Committee

Hearing Date **03/03/05**

Tape Number	Side A	Side B	Meter #
1	x	x	all
2	x		0-580

Committee Clerk Signature



Minutes: **Chairman Holmberg** opened discussion of HB 1013.

Dr. Wayne G. Sanstead, State Superintendent, Department of Public Instruction, appeared in support of HB 1013. Dr. Sanstad provided the committee with a brief overview of the agencies budget request, written testimony was provided see appendix I. Dr. Sanstad stated that it is very important that the state provides funding for special education services for students with disabilities by 20.2%. He then went on to make introductions for the following testifiers from the Department of Public Instruction. Statements of clarification were made regarding section 13 of the bill, and why the stein was added by the House.

Joe Wesbey Executive Director of NDEA, appeared in support for the removal of Section 13.

Sen. Grindberg: Does a Super Intended need licenser to be a Superintendant?

Mr. Wesbey: Yes.

Dr. Sanstead: ND requires the highest teacher licenser for uniform chiefs. For appointed cheifs tht language has been taken out.

Beverly Nealson, School Board Association, appeared in support of removing section 13 of HB 1013, stating that they prefer to have both an administrative background and education background requirement.

Dr. Gaylan Becker, High School councilor , appeared in support of removing section 13 of HB 1013. Dr. Becker recommended that requirement be "highly qualified." Written testimony was provided, see appendix II.

Sen. Robinson: Salary must equal requirements of the position, correct.

Dr. Becker: I agree, that it should be..

Mary Wahl, ND Council of School Administrators appeared in support of removing section 13 for the bill, stating that they should require administrative experience as well as teacher licenser

Doris Ott, State Librarian appeared in support of HB 1013. Ms. Ott supplied the committee with written testimony, see appendix III. Ms. Ott spoke of their budget, she mentioned do to low salary they are experiencing a high turnover rate in their employees.

Kellie Steffan and Larissa Heil , appeared in support of HB 1013. Written testimony was provided, which was read verbatim, see appendix IV.

Marliene Anderson President ND library Association appeared in support of HB 1013. Written testimony was provided, see appendix V. Ms. Anderson read testimony verbatim.

Sen. Mathern: Are there areas of meeting long range goals, were we are lacking in funding, which would hinder those goals.

Ms. Anderson: The funding for salaries.

Bonnie Miller, Fiscal Director Department of public Instruction appeared in support of HB 1013. Ms. Miller made introductions for the following speakers.

• **Rocklyn G. Cofer, Superintendent, ND School For the Deaf** appeared in support of HB 1013.

Written testimony was provided, see appendix VI. Mr. Cofer's testimony included a report of outcomes/ recommendations. In this report he mentioned, expansion of out reach services, legislation to expand into adult services, reduction of staff through attrition and retirement incentives/ buyouts, consolidation of dorm spaces, consolidation of classroom spaces, leas of unused space, development of a fee schedule for facilities used, development of partnerships and collaborations with local agencies to share costs/ staff, development of an energy management plan , and the budget request for the school.

Sen Robinson: Why do you offer early retirements of qualified staff?

Mr. Cofer: We do have a difficult time getting qualified staff, we need to offer incentives, I believe it is fair to our staff.

Greg Gallager appeared in support of HB 1013. Mr. Gallager provided the committee with written testimony, which was attached to appendix II. Mr. Gallager spoke of priority number one, the \$600,000 mentioned on page 15 of his testimony.

Doug McCorry, Department of Public Instruction, appeared in support of HB 1013. Mr. McCorry spoke of priority number two, on page 15 of appendix II.

Carmen Grove Suminsku appeared in support of HB 1013. Written testimony, which was read verbatim was provided see appendix VII.

Tami Purcell appeared in support of HB 1013. Ms. Purcell spoke of page 5, of appendix VII and page 6 of Appendix VII.

Sen. Trainer, District 15, appeared in support of ND school for the deaf, in HB 1013. No questions were asked of Sen. Trainer.

Doug Johnson, ND LEAD Consortium appeared in support of HB 1013. Written testimony, which was read verbatim was provided see appendix VIII.

Lonnie Haas, Director of ND Governor's School appeared in support of HB 1013. Written testimony was provided, see appendix IX. Mr. Haas spoke regarding the appropriation for the Arts and Theater portion of the school.

Brainne Huber, Junior, Wishek High School appeared in support of HB 1013, the Arts and Theater portion of the school. Written testimony was provided see appendix X. Ms. Huber read excerpts of her testimony to the committee.

Sen Andrist: Mr. Haas, is there an participation cost?

Mr. Haas: Only cost is the transportation cost to get to the school, every thing else is supported by the program.

Dr. Robert Kibler, Northern Plains Writing Project appeared in support of HB 1013. Dr. Kibler, spoke of the governor's budget makes up have of the funds that are needed.

Janet Placek Welk, Executive Director (ESPB) appeared in support of HB 1013. Ms. Welk supplied the committee with written testimony, see appendix XI. Ms. Welk asked for \$50,000 to be able to cover additional assessment fees, fees for processing, the fees of retakes candidate, and the stipend for those teachers that will complete the process successfully.

Sen. Bowman: What does the teacher do after they are certified?

Ms. Welk: Because of the process they go through, they are a different teacher.

Sen. Bowman: Is this because a lack of the right curriculum in college?

Page 5

Senate Appropriations Committee

Bill/Resolution Number HB 1013

Hearing Date 03/03/05

Ms. Welk: When they graduate, they are minimally qualified.

Michele Vannote, Principle, Fargo, ND appeared in support of HB 1013. Ms. Vannote provided the committee with written testimony and it was signed by numerous educators, see appendix XII Ms. Vannote stated that it is important to maintain line item of \$250,000, because the House killed HB 1373. Ms. Vannote also stated that they have not received adequate funding since 1973.

Sen. Mathern: How many languages are represented in the 700 refugees you mentioned in your testimony?

Ms. Vannote: About 27.

Chairman Holmberg noted that the House also added money for a new text book on ND History in the bill. No further questions were asked of Ms. Vannote.

Chairman Holmberg closed meeting on HB 1013.

Date *3/29/05*
Roll Call Vote #: *1*

2005 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. SB *1013*

Senate **SENATE APPROPRIATIONS**

Committee

Check here for Conference Committee

Legislative Council Amendment Number

Action Taken

DP amend

Motion Made By

Fall

Seconded By

Andrist

Senators	Yes	No	Senators	Yes	No
CHAIRMAN HOLMBERG	/		SENATOR KRAUTER	/	
VICE CHAIRMAN BOWMAN	/		SENATOR LINDAAS	/	
VICE CHAIRMAN GRINDBERG	/		SENATOR MATHERN		/
SENATOR ANDRIST	/		SENATOR ROBINSON	/	
SENATOR CHRISTMANN	/		SEN. TALLACKSON	/	
SENATOR FISCHER	/				
SENATOR KILZER	/				
SENATOR KRINGSTAD	/				
SENATOR SCHOBINGER	/				
SENATOR THANE	/				

Total (Yes) *14* No *1*

Absent

Floor Assignment

Holmberg

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

REPORT OF STANDING COMMITTEE

HB 1013, as engrossed: Appropriations Committee (Sen. Holmberg, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (14 YEAS, 1 NAY, 0 ABSENT AND NOT VOTING). Engrossed HB 1013 was placed on the Sixth order on the calendar.

Page 1, line 4, replace the first "and" with "to provide for a legislative council study;" and replace "sections" with "section"

Page 1, line 5, remove "15.1-02-01 and" and remove "the qualifications and"

Page 1, line 6, after "instruction" insert "; and to declare an emergency"

Page 3, line 8, replace "742,596" with "696,239"

Page 3, line 9, replace "2,109,485" with "1,834,485"

Page 3, line 11, replace "21,473,769" with "63,227,405"

Page 3, line 12, replace "2,104,629" with "(19,375,371)"

Page 3, line 14, replace "(941,880)" with "(16,215,516)"

Page 3, line 15; replace "25,403,839" with "25,693,839"

Page 3, line 19, replace "52,968,743" with "57,937,386"

Page 3, line 20, replace "29,792,978" with "29,784,889"

Page 3, line 21, replace "23,175,765" with "28,152,497"

Page 3, line 24, replace "138,550" with "135,555"

Page 3, line 27, replace "494,368" with "491,373"

Page 3, line 28, replace "27,568" with "27,194"

Page 3, line 29, replace "466,800" with "464,179"

Page 4, line 1, replace "84,501" with "77,887"

Page 4, line 4, replace "606,378" with "599,764"

Page 4, line 5, replace "330,918" with "330,793"

Page 4, line 6, replace "275,460" with "268,971"

Page 4, line 9, replace "128,781" with "145,411"

Page 4, line 12, replace "86,641" with "103,271"

Page 4, line 13, replace "(323,317)" with "(323,935)"

Page 4, line 14, replace "409,958" with "427,206"

Page 4, line 15, replace "24,327,983" with "29,312,853"

Page 4, line 16, replace "29,828,147" with "29,818,941"
Page 4, line 17, replace "54,156,130" with "59,131,794"
Page 4, line 27, replace "10,020,282" with "9,973,925"
Page 4, line 28, replace "15,167,308" with "14,892,308"
Page 4, line 29, replace "510,853,759" with "552,607,395"
Page 4, line 30, replace "71,600,000" with "50,120,000"
Page 5, line 2, replace "50,912,120" with "35,638,484"
Page 5, line 3, replace "207,659,083" with "207,949,083"
Page 5, line 5, replace "923,752,552" with "928,721,195"
Page 5, line 6, replace "295,851,781" with "295,843,692"
Page 5, line 7, replace "627,900,771" with "632,877,503"
Page 5, line 10, replace "2,217,121" with "2,214,126"
Page 5, line 13, replace "5,151,393" with "5,148,398"
Page 5, line 14, replace "1,657,547" with "1,657,173"
Page 5, line 15, replace "3,493,846" with "3,491,225"
Page 5, line 18, replace "4,894,309" with "4,887,695"
Page 5, line 21, replace "6,551,069" with "6,544,455"
Page 5, line 22, replace "1,202,367" with "1,202,242"
Page 5, line 23, replace "5,348,702" with "5,342,213"
Page 5, line 26, replace "2,669,073" with "2,685,703"
Page 5, line 29, replace "3,343,849" with "3,360,479"
Page 5, line 30, replace "844,066" with "843,448"
Page 5, line 31, replace "2,499,783" with "2,517,031"
Page 6, line 4, after "workbook" insert "including civic education"
Page 6, line 6, replace "639,391,902" with "644,376,772"
Page 6, line 7, replace "299,555,761" with "299,546,555"
Page 6, line 8, replace "938,947,663" with "943,923,327"
Page 6, after line 8, insert:

"SECTION 5. APPROPRIATION. There is appropriated from special funds derived from federal funds and other income the sum of \$15,000,000, or so much of the sum as may be necessary, to the superintendent of public instruction for the purpose of providing grants for the period beginning with the effective date of this Act and ending June 30, 2005."

Page 8, replace lines 3 through 10 with:

"SECTION 14. LEGISLATIVE COUNCIL STUDY - SCHOOL FOR THE DEAF AND VISION SERVICES - SCHOOL FOR THE BLIND. The legislative council shall consider studying, during the 2005-06 interim, the potential for cooperative field service delivery between vision services - school for the blind and the school for the deaf. The legislative council shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixtieth legislative assembly."

Page 8, after line 17, insert:

"SECTION 16. EMERGENCY. Section 5 of this Act is declared to be an emergency measure."

Re-number 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	\$930,021,612	\$923,752,552	\$4,968,643	\$928,721,195
Less estimated income	295,876,672	295,851,781	(8,089)	295,843,692
General fund	\$634,144,940	\$627,900,771	\$4,976,732	\$632,877,503
Division of Independent Study				
Total all funds	\$0	\$148,800	\$0	\$148,800
Less estimated income				
General fund	\$0	\$148,800	\$0	\$148,800
State Library				
Total all funds	\$5,160,201	\$5,151,393	(\$2,995)	\$5,148,398
Less estimated income	1,658,575	1,657,547	(374)	1,657,173
General fund	\$3,501,626	\$3,493,846	(\$2,621)	\$3,491,225
School for the Deaf				
Total all funds	\$6,815,119	\$6,551,069	(\$6,614)	\$6,544,455
Less estimated income	1,326,566	1,202,367	(125)	1,202,242
General fund	\$5,488,553	\$5,348,702	(\$6,489)	\$5,342,213
North Dakota Vision Services - School for the Blind				
Total all funds	\$3,349,030	\$3,343,849	\$16,630	\$3,360,479
Less estimated income	845,535	844,056	(618)	843,448
General fund	\$2,503,495	\$2,499,783	\$17,248	\$2,517,031
Bill Total				
Total all funds	\$945,345,962	\$938,947,663	\$4,975,664	\$943,923,327
Less estimated income	299,707,348	299,555,761	(9,206)	299,546,555
General fund	\$645,638,614	\$639,391,902	\$4,984,870	\$644,376,772

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

	EXECUTIVE BUDGET	HOUSE VERSION	SENATE CHANGES	SENATE VERSION
Salaries and wages	\$10,057,842	\$10,020,282	(\$46,357)	\$9,973,925

REPORT OF STANDING COMMITTEE (410)
March 31, 2005 8:10 a.m.

Module No: SR-59-6735
Carrier: Holmberg
Insert LC: 58036.0204 Title: .0300

Operating expenses	14,892,308	15,167,308	(275,000)	14,892,308
Grants - State school aid	512,153,759	510,853,759	41,753,636	552,607,395
Grants - Tuition apportionment	71,600,000	71,600,000	(21,480,000)	50,120,000
Grants - Special education	52,500,000	52,500,000		52,500,000
Grants - Revenue supplement	7,500,000	5,000,000		5,000,000
Grants - Teacher compensation	50,912,120	50,912,120	(15,273,636)	35,638,484
Grants - Other grants	207,865,583	207,659,083	290,000	207,949,083
Reorganization bonuses	500,000			
JPA incentives	2,000,000			
National board certification	<u>40,000</u>	<u>40,000</u>		<u>40,000</u>
Total all funds	\$930,021,612	\$923,752,552	\$4,968,643	\$928,721,195
Less estimated income	<u>295,876,672</u>	<u>295,851,781</u>	<u>(8,089)</u>	<u>295,843,692</u>
General fund	\$634,144,940	\$627,900,771	\$4,976,732	\$632,877,503
FTE	92.75	92.75	0.00	92.75

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

	REDUCES RECOMMENDED FUNDING FOR HEALTH INSURANCE	REDUCES FUNDING FOR SALARIES AND WAGES	REDUCES FUNDING FOR OPERATING EXPENSES 1	REALLOCATES AND INCREASES FUNDING FOR STATE SCHOOL AID 2	RESTORES FUNDING FOR THE NORTH DAKOTA LEAD CENTER 3	RESTORES THE INCREASE IN FUNDING FOR THE NORTH DAKOTA MUSEUM OF ART 4
Salaries and wages	(\$11,357)	(\$35,000)				
Operating expenses			(\$275,000)			
Grants - State school aid				\$41,753,636		
Grants - Tuition apportionment				(21,480,000)		
Grants - Special education						
Grants - Revenue supplement						
Grants - Teacher compensation				(15,273,636)		
Grants - Other grants					\$20,000	\$125,000
Reorganization bonuses						
JPA incentives						
National board certification						
Total all funds	(\$11,357)	(\$35,000)	(\$275,000)	\$5,000,000	\$20,000	\$125,000
Less estimated income	<u>(8,089)</u>					
General fund	(\$3,268)	(\$35,000)	(\$275,000)	\$5,000,000	\$20,000	\$125,000
FTE	0.00	0.00	0.00	0.00	0.00	0.00
	RESTORES FUNDING FOR THE NORTH DAKOTA GOVERNOR'S SCHOOL 5	RESTORES THE INCREASE IN FUNDING FOR THE NATIONAL WRITING PROJECTS 6		INCREASES FUNDING FOR ADULT EDUCATION 7	TOTAL SENATE CHANGES	
Salaries and wages					(\$46,357)	
Operating expenses					(275,000)	
Grants - State school aid					41,753,636	
Grants - Tuition apportionment					(21,480,000)	
Grants - Special education						
Grants - Revenue supplement						
Grants - Teacher compensation					(15,273,636)	
Grants - Other grants	\$20,000	\$40,000	\$85,000		290,000	
Reorganization bonuses						
JPA incentives						
National board certification						
Total all funds	\$20,000	\$40,000	\$85,000		\$4,968,643	
Less estimated income					<u>(8,089)</u>	
General fund	\$20,000	\$40,000	\$85,000		\$4,976,732	
FTE	0.00	0.00	0.00		0.00	

1 This amendment reduces funding for operating expenses by \$275,000 from the general fund.

2 This amendment reallocates funding from tuition apportionment payments (\$21,480,000) and teacher compensation payments (\$15,273,636) to state school aid payments and increases funding from the general fund for state school aid payments. The following is a summary of the changes:

	2005-07 EXECUTIVE BUDGET	2005-07 HOUSE VERSION	2005-07 SENATE VERSION
State school aid			
Per student payments	\$476,703,759	\$493,453,759	\$518,457,395
Limited English proficient student payments	850,000	650,000	650,000
Transportation aid payments	34,800,000	16,750,000	33,500,000
Total state school aid	\$512,153,759	\$510,853,759	\$552,607,395
Tuition apportionment	\$71,600,000	\$71,600,000	\$50,120,000
Teacher compensation payments	50,912,120	50,912,120	35,638,484
Total	\$634,665,879	\$633,365,879	\$638,365,879

- 3 This amendment restores funding of \$20,000 from the general fund for the North Dakota LEAD Center. The House removed the increase in funding of \$21,500 from the general fund provided in the executive budget recommendation for the center.
- 4 This amendment restores funding of \$125,000 from the general fund for the North Dakota Museum of Art educational outreach initiative. The House removed the increase in funding provided in the executive budget recommendation for the initiative.
- 5 This amendment restores funding of \$20,000 from the general fund for the North Dakota Governor's School. The House decreased funding for the Governor's School by \$20,000, from \$270,000 to \$250,000.
- 6 This amendment restores the funding of \$40,000 from the general fund for the national writing projects. The House removed the increase in funding provided in the executive budget recommendation.
- 7 This amendment increases funding for adult education by \$85,000, from \$920,000 to \$1,005,000.

This amendment also:

- Adds a section appropriating \$15 million of special funds to the department for providing grants to school districts during the 2003-05 biennium.
- Removes Section 13 of the engrossed bill amending North Dakota Century Code Section 15.1-02-01 relating to the qualification of the Superintendent of Public Instruction.

House Bill No. 1013 - State Library - Senate Action

	EXECUTIVE BUDGET	HOUSE VERSION	SENATE CHANGES	SENATE VERSION
Salaries and wages	\$2,225,929	\$2,217,121	(\$2,995)	\$2,214,126
Operating expenses	1,381,772	1,381,772		1,381,772
Grants	<u>1,552,500</u>	<u>1,552,500</u>		<u>1,552,500</u>
Total all funds	\$5,160,201	\$5,151,393	(\$2,995)	\$5,148,398
Less estimated income	<u>1,658,575</u>	<u>1,657,547</u>	(374)	<u>1,657,173</u>
General fund	\$3,501,626	\$3,493,846	(\$2,621)	\$3,491,225
FTE	28.75	28.75	0.00	28.75

Dept. 250 - State Library - Detail of Senate Changes

	REDUCES RECOMMENDED FUNDING FOR HEALTH INSURANCE	TOTAL SENATE CHANGES
Salaries and wages	(\$2,995)	(\$2,995)
Operating expenses		
Grants		
Total all funds	(\$2,995)	(\$2,995)
Less estimated income	<u>(374)</u>	<u>(374)</u>

REPORT OF STANDING COMMITTEE (410)
March 31, 2005 8:10 a.m.

Module No: SR-59-6735
Carrier: Holmberg
Insert LC: 58036.0204 Title: .0300

General fund	(\$2,621)	(\$2,621)
FTE	0.00	0.00

House Bill No. 1013 - School for the Deaf - Senate Action

	EXECUTIVE BUDGET	HOUSE VERSION	SENATE CHANGES	SENATE VERSION
Salaries and wages	\$5,106,474	\$4,894,309	(\$6,614)	\$4,887,695
Operating expenses	1,429,150	1,377,265		1,377,265
Capital assets	<u>279,495</u>	<u>279,495</u>		<u>279,495</u>
Total all funds	\$6,815,119	\$6,551,069	(\$6,614)	\$6,544,455
Less estimated income	<u>1,326,566</u>	<u>1,202,367</u>	<u>(125)</u>	<u>1,202,242</u>
General fund	\$5,488,553	\$5,348,702	(\$6,489)	\$5,342,213
FTE	49.94	47.94	0.00	47.94

Dept. 252 - School for the Deaf - Detail of Senate Changes

	REDUCES RECOMMENDED FUNDING FOR HEALTH INSURANCE	TOTAL SENATE CHANGES
Salaries and wages	(\$6,614)	(\$6,614)
Operating expenses		
Capital assets		
Total all funds	(\$6,614)	(\$6,614)
Less estimated income	<u>(125)</u>	<u>(125)</u>
General fund	(\$6,489)	(\$6,489)
FTE	0.00	0.00

House Bill No. 1013 - North Dakota Vision Services - School for the Blind - Senate Action

	EXECUTIVE BUDGET	HOUSE VERSION	SENATE CHANGES	SENATE VERSION
Salaries and wages	\$2,674,254	\$2,669,073	\$16,630	\$2,685,703
Operating expenses	607,306	607,306		607,306
Capital assets	<u>67,470</u>	<u>67,470</u>		<u>67,470</u>
Total all funds	\$3,349,030	\$3,343,849	\$16,630	\$3,360,479
Less estimated income	<u>845,535</u>	<u>844,066</u>	<u>(618)</u>	<u>843,448</u>
General fund	\$2,503,495	\$2,499,783	\$17,248	\$2,517,031
FTE	26.95	26.95	0.00	26.95

Dept. 253 - North Dakota Vision Services - School for the Blind - Detail of Senate Changes

	REDUCES RECOMMENDED FUNDING FOR HEALTH INSURANCE	INCREASES FUNDING FOR TEMPORARY SALARIES	TOTAL SENATE CHANGES
Salaries and wages	(\$3,370)	\$20,000	\$16,630
Operating expenses			
Capital assets			
Total all funds	(\$3,370)	\$20,000	\$16,630

REPORT OF STANDING COMMITTEE (410)
March 31, 2005 8:10 a.m.

Module No: SR-59-6735
Carrier: Holmberg
Insert LC: 58036.0204 Title: .0300

Less estimated income	<u>(618)</u>	_____	<u>(618)</u>
General fund	(\$2,752)	\$20,000	\$17,248
FTE	0.00	0.00	0.00

House Bill No. 1013 - Other Changes - Senate Action

This amendment also adds a section providing for a Legislative Council study of the potential for cooperative field service delivery between North Dakota Vision Services - School for the Blind and the School for the Deaf.

2005 HOUSE APPROPRIATIONS

CONFERENCE COMMITTEE

HB 1013

2005 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. HB1013

House Appropriations Committee
Education and Environment Division

Check here for Conference Committee

Hearing Date April 14, 2005

Tape Number	Side A	Side B	Meter #
1	X		0-9.5

Committee Clerk Signature

Robin Pursley

Minutes: Chairman Brusegaard opened hearing on HB1013. Roll call was taken with all members present - Chairman Brusegaard, Rep. Martinson, Rep. Aarsvold, Sen. Holmberg, Sen. Kringstad and Sen. Robinson.

Sen. Holmberg If you would like I could walk through what we did in the Senate. There were not many changes. There was \$5 million added in and that was added in not through the discussions of this committee but actually in working with the education committee in 1154. These are the amendments starting on page 3 (See attached amendment 58036.0204). The department came to us and told us they are kind of in a quandary. They are going to be receiving up to \$15 million of additional money from federal sources this biennium for Title I, Title II and they don't have the spending authority. The question before us was do we give them that flexibility in this budget or do we make them go to the Emergency Commission in the Budget

Section because a bunch of money is coming, maybe not \$15 million. This money all goes out to schools.

Chairman Brusegaard This \$15 million additional federal dollars, that's in addition to what they received in '03-'05?

Sen. Holmberg Right.

Chairman Brusegaard Is this some we just missed in the House or didn't we hear them? Did they learn of this after the House dealt with it?

Sen. Holmberg My understanding was they learned of it after the House dealt with it. The next one, also on page three, is the Legislative Council study. Discussions about the role of the School of the Blind and School for the Deaf and the kind of outreach services that they have been looking at and looking forward to doing. We wanted to make sure that they were in conjunction with the School for the Blind and Vision Services because they already have a pretty extensive outreach program around the state. Section 5, that appropriation authority, is an emergency and we put the emergency clause in there. On page four we did the following: reduced the funding for health insurance by \$3,000 general fund, the standard deduction; reduced funding for salaries and wages - this was not with approval of the department, they did not like this; reduced funding for operating expenses \$275,000 that comes out of the \$15 million line item; reallocate and increase funding for state school aid - those numbers are the numbers we plugged in after our education committee was done with the education bill; restorations from the Governor's executive budget - the Governor recommended \$22,500 for the Lead Center we rounded to \$20,000, restored the funding for the ND Museum of Art that was in the Governor's budget for \$125,000, restored funding for the ND Governor's School of \$20,000 that was in the budget, restored funding for

the National Writing Project which was in the budget. The next column is a financial item that was not in the Governor's budget that we have received information about the problems of adult education in various sites across the nation. That funding had not been increased for a number of years and the fear that the federal government might withdraw some of their support, so we put the money, \$5,000, into that. One other hooker in the bill. The text book as of today is in this bill and the IT budget. The It folks have all signed off so we should be able to remove that \$148,000 from here. Their preference was in IT because that is their home now as far as their budget is concerned. We left it in, that was something you passed - we did not make a change on that line item. The State Library we did nothing. Let me back up, we did remove the section the House put in that dealt with the qualifications of the superintendent. You had passed the measure that the superintendent did not have to be a teacher and we removed that. The other item, the State Library, we make no changes except for the health. The School for the Deaf, we concluded the changes you had made and we made no additional changes. You had taken out a couple of FTEs, one federally funded. We did not restore them preferring the study to go forward. Under Vision Services we did add in \$20,000 for funding for temporary salaries for the house parents for the summer.

Chairman Brusegaard I did inform the School for the Deaf, the one position that was fully funded and has no state dollars involved, it is my intention, that position is restored. It makes no sense to tell hearing impaired folks that they can't use money from the federal government.

Sen. Holmberg I wonder if that motion wouldn't pass on a vote of six to one? We were not hung up on it, wanted to get the study in there.

Rep. Martinson Let's have Roxanne put that on the amendment list right now.

Chairman Brusegaard Sen. Robinson, would you just comment on the status of the text book in the ITD budget.

Sen. Robinson I think Sen. Holmberg described it correctly. It is in both this budget and ITD, 2021. We are working our way through 2021 and because the project will be coordinated through this division in an independent study and that budget is part of ITD. The committee felt it would be more appropriate to leave it there and remove the language from this particular proposal just for simplicity.

Sen. Holmberg That budget, ITD and 1154 are probably a couple of the ones that will be around for quite some time. This one, I'm guessing, will have to be one of the last one's because of some of the dollars here reflect what happens in 1154. I would have no trouble removing that but we would still have the bill in case something dramatic happens with the IT budget, then we can turn around and make sure it gets funded because there was no disagreement in the Senate about the text book.

Chairman Brusegaard All of you have been around long enough to understand the frustration of trying to come to a conclusion on a budget that funds a policy that is extensive and in progress until the last day. I'm not convinced that we have a lot more to talk about this morning until we get some things cleaned up in 1154. There is constant pressure from leadership to make sure conference committees meet. I will try and keep meeting scheduled where we met to a point to where we discuss something instead of just to keep leadership happy. But please keep in mind that does not always happen. Hearing on HB1013 adjourned.

2005 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. HB1013

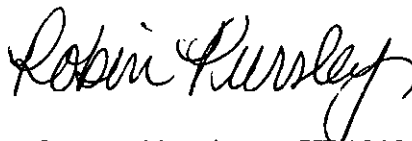
House Appropriations Committee
Education and Environment Division

Check here for Conference Committee

Hearing Date April 15, 2005

Tape Number	Side A	Side B	Meter #
1	X		0-4.5

Committee Clerk Signature



Minutes: Chairman Brusegaard opened hearing on HB1013. Roll call was taken with five members present and one member absent - Chairman Brusegaard, Rep. Martinson, Rep. Aarsvold, Sen. Kringstad and Sen. Robinson present and Sen. Holmberg absent.

Chairman Brusegaard In a flash of inspiration shooting basketballs yesterday, I decided to start every committee meeting with the Special Olympics oath, "Let me win but if I can not win let me be brave in the attempt." Apologize after saying yesterday I would not call you in for no particular reason, I proceed to do precisely that. We are waiting for 1154, they have 15 of the 32 sections of that funding bill agreed upon. I would imagine it will be Tuesday or Wednesday before they reach full conclusion on that bill. Not quite sure we can do anything until they are done.

Rep. Aarsvold I have some material I would like to distribute, if I might, for reflection over the weekend. (See attached handout #1-1013) It is a concern that has been expressed by a number of

folks in the Adult Ed community. As you are probably aware, there are some rather imposing restrictions on funding from the federal level and the Senate in their deliberations did add \$85,000. Nevertheless, I think if you would take a little time to review it this weekend, they would appreciate that, to make you aware of the problems they are facing. There are a number of programs that are in jeopardy if we don't do something significant.

Rep. Martinson I have a thought to give a little thought to this weekend. For the benefit of you senators, we did talked about this in our division, we talked about it in the Appropriations Committee and I've talked with this idea to both majority leaders but not minority leaders, all though Rep. Aarsvold is on our committee. That's the need, during this interim, to really set up at Blue Ribbon type panel, maybe an education roundtable, for K-12 so really start to get a handle on the population, school financing and all the other issues related to secondary and elementary education. To do this maybe in Legislative Council where we really have handle on it ourselves, to make sure we are getting a gathering source for all the information. We are going to do the Higher Ed study and it was my thought that if we had a person that was the executive officer or coordinator of both of those projects. We really need to look at K-12 education in the longer term rather than just the two year period we go through. Next week I am going to bring in a proposal that we do some shifting of personnel and put somebody in the Legislative Council and coordinate a K-12 roundtable type program.

Sen. Robinson Regarding adult ed., we talked about this extensively in our side and knew this was probably coming down the pipeline. I think it is time we address it and we can visit on your thought.

Chairman Martinson Most people agree that the Higher Ed Roundtable has been successful. I think that type of a program where you get superintendents together, where you get school board members, get some teachers together, you get some community leaders together. I don't think we can just keep going the same way and pretending that we don't have a problem with population and funding. We need to get a handle on it. Something to think about over the weekend.

Chairman Brusegaard Whether you like or dislike the effects of the Higher Education Roundtable, I think it changed the paradigm and the way we look at doing Higher Ed in the state. I think there definitely a need for that in K-12.

Sen. Kringstad I served on the Higher Education Roundtable, as well as Rep. Martinson, I have witnessed what it had done to the legislators on it. It was amazing how it gives them a better perspective of what's taking place. I think it is a really super idea to look at K-12.

Chairman Brusegaard adjourned hearing on HB1013.

2005 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. HB1013

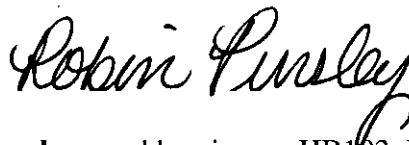
House Appropriations Committee
Education and Environment Division

Check here for Conference Committee

Hearing Date April 18, 2005

Tape Number	Side A	Side B	Meter #
1	X		0-9.5

Committee Clerk Signature



Minutes: Chairman Brusegaard opened hearing on HB103. Roll call was taken and all members were present - Chairman Brusegaard, Rep. Martinson, Rep. Aarsvold, Sen. Holmberg, Sen. Kringstad and Sen. Robinson.

Chairman Brusegaard I've distributed a memo from Bonnie Miller, Fiscal Director for DPI. They have concerns about a couple of sections of the bill. First three paragraphs detail concerns about transfer out of administrative General Fund funding by \$310,000. (See attached handout #1-1013) Second part deals with their authority to spend federal money in this current biennium. Also received some communication from the School of the Deaf. Lori, would you like to discuss that?

Lori Laschkewitsch (OMB) There was a full FTE and the funding removed from the School for the Deaf budget. However the position was a teaching position and was only a .75 FTE and so by taking a full FTE out of their budget, that actually took another .25 of another employee's FTE

out of the budget. They need restored to the budget .25 FTE however there is no funding associated with that because the funding was correct for that .75 FTE.

Chairman Brusegaard So they took out funding for .75 FTE but took out the whole FTE?

Lori Laschkewitsch (OMB) That's correct.

Sen. Holmberg Is that over and above or separate from that federal one?

Chairman Brusegaard That's correct. Sen. Holmberg, do you have any thoughts about the memo?

Sen. Holmberg Clearly Section five was a guess number when they came to us about the \$15 million. It was reasonable and the right thing to do to added it to the bill. I have no reason to believe it isn't the \$30 million. We might as well be a couple dollars above then actually, it only gives them authority to actually sent it out to the schools.

Rep. Aarsvold I had distributed information about Adult Education. It would appear that there will be a lose of about \$400,000 in federal funds. I would hope that the committee would entertain looking at that issue and adding some additional state dollars. The Senate added \$85,000 to state appropriation but will far be inadequate for meeting the needs we have out there at the moment.

Chairman Brusegaard What would be adequate?

Rep. Aarsvold \$400,000 would be the desired amount. Some sites will be closed if funding is not provided. Would like to hear other comments from the committee on what would be workable.

Chairman Brusegaard How many adult sites are there?

Mr. Massey About 42 sites.

Sen. Robinson About 2000 student in adult ed. Looking at a couple of hundred dollars per student. Great return on our investment.

Sen. Holmberg Great program, very important. The Senate put in \$85,000 in to the program which was a huge increase over what happened in the past. If we found another \$50,000 I would feel real comfortable and would do a lot of good for those folks.

Chairman Brusegaard Once again, can't do much until the education formula bill is done. Are there things we should be looking at and we are not?

Sen. Holmberg Two other issues. I got an e-mail having to do with the administration of the ESL program. That was an inquiry...it ran about \$43,000 or \$44,000. Another issue was an initiative, the House went forward with the new North Dakota textbook, and this has nothing to do with the textbook. One area of education that has fallen by the wayside and is extremely critical is civic education in elementary and high school. I would like us to look at, perhaps, an additional grant to the Division of Independent Study for them to put together a program to revitalize. There is federal money available and private sector very interested in civic education.

Chairman Brusegaard We will adjourn at this time. When we get together for next time we will try and nail down ESL. Maybe try and arrive at some number for adult learning and discuss a little further a civics initiative. Hearing on HB1013 closed.

2005 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. HB1013

House Appropriations Committee
Education and Environment Division

Check here for Conference Committee

Hearing Date April 19, 2005

Tape Number	Side A	Side B	Meter #
1	X		0-5.0

Committee Clerk Signature

Robin Rumley

Minutes: Chairman Brusegaard opened hearing on HB1013. Roll call was taken and all members were present - Chairman Brusegaard, Chairman Martinson, Rep. Aarsvold, Sen. Holmberg, Sen. Kringstad and Sen. Robinson.

Chairman Brusegaard Last time I asked Sen. Holmberg to bring some ESL figures.

Sen. Holmberg I did some research and visited with Rep. Martinson and Rep. Hawkins. Those items that I mentioned yesterday, I did have Roxanne put into amendment form. Should I hand them out or wait? The \$30 million, remember we put in \$15 million for spending authority for federal money and it really should be \$30 million. What we did here, was remove the \$140,000 line itemed for North Dakota text book because that's in SB2021 now. Provides funding authority vitalization of civic education initiative of \$50,000 and increased funding for Adult Education by \$50,000.

Sen. Robinson I just came from SB2021, ITD. We've been told in that committee there's been a decision that the text book will remain in HB1013. Now that message come to us yesterday and was reiterated again today.

Chairman Brusegaard Sen. Holmberg, in discussions we've had on the House side, people seem to think that we should fund the text book in DPI's budget.

Sen. Holmberg That is a very big change. Which means the people in 2021 want to spend \$148,000. They can reduce and we can spend? It's already in there.

Sen. Robinson Rep. Monson, yesterday indicated, that the thought was to keep it in this budget because it is a \$148,000 and it, at least from a perception stand point, appears that we are putting more money into K-12.

Sen. Holmberg That doesn't mean at the appropriate time we want to come back and look at increased funding for Adult Education and those things.

Chairman Brusegaard Did you have an appropriate number for Adult Education?

Sen. Holmberg It was just out of a hat.

Rep. Martinson Maybe it would make sense for IT to keep the book and we just use the other \$145,000 for the other things we are talking about. So we would still have this huge increase.

Sen. Holmberg It was never my intention as I looked at this \$148,000 with in this budget, that I was going to turn it over to Roxanne. Rep. Monson came to me and said we could take the money out of here earlier. Things change, we adapt.

Chairman Brusegaard If do need to use that \$148,000 for the book, then there is no doubt in my mind, that we should still feel free to do what we need to do for Adult Ed, civic study, etc. - within reason. Hearing adjourned on HB1013.

2005 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. HB1013

House Appropriations Committee
Education and Environment Division

Check here for Conference Committee

Hearing Date April 21, 2005

Tape Number

X 1

Side A

X

Side B

Meter #

8-23.2

Committee Clerk Signature

Robin Purvisley

Minutes: Chairman Brusegaard opened hearing on HB1013. Roll call was taken and all members were present - Chairman Brusegaard, Rep. Martinson, Rep. Gulleson, Sen. Andrist, Sen. Kringstad and Sen. Robinson.

Chairman Brusegaard Top sheet I handed out, with the numbers on it (#1-1013), is a breakdown of where State School Aid and other major grants fit in as things sit right now. Proposals are on right and last biennium appropriations on the left.

Sen. Robinson Handed out e-mail (#2-1013). Shared e-mail with Rep. Aarsvold this morning and **Rep. Gulleson** has brought on behalf of Rep. Aarsvold for the committees review. Concern voiced here from Superintendent Koppelman of funding for ORS Conversion. I know the challenges of making any additions or changes of any substance at this eleventh hour.

Sen. Holmberg Which line item was stripped and where exactly should I be looking?

Sen. Robinson Rep. Aarsvold was of the opinion that it was not funded in the Governor's budget.

Roxanne (LC) Not exactly sure what funding we are talking about.

Sen. Holmberg I don't remember that at all and I carried the bill.

Roxanne (LC) I think it was an optional package that was not funded by the governor's budget or the House or Senate version.

Chairman Brusegaard I've prepared a set of amendments .0207. If I get a motion I'd like to go through them.

Rep. Martinson I will make the appropriate motion.

Sen. Holmberg Second.

Chairman Brusegaard Explained amendment 0207.

Rep. Gulleson Is there, in another bill, a study regarding the No Child Left Behind and the state's cost incurred or anything like that?

Chairman Brusegaard Don't recall anything like that.

Sen. Holmberg Nothing that came through our committee.

Roxanne (LC) Nothing comes to mind.

Rep. Gulleson Maybe an additional sentence would be to look at those costs that have incurred at the State level due to the passage of No Child Left Behind.

Chairman Martinson With your permission, Mr. Chairman, I would include that in my motion.

Rep. Gulleson Second.

Sen. Holmberg It looks like a pretty huge study, that is an area that can be done by another education because in the past we've had more than one education or one judiciary.

Chairman Brusegaard I like that idea, putting that in there so they know it is a concern. Moving on, top of page four and five. We have restored \$20,000 to the Lead Center, \$25,000 for the Museum of Art, \$135,000 for Adult Education, which we talked about. Note that two of the projects the Senate restored that the House cut are not in there. They are Governor's School and the Writing Project - they would be left at current levels.

Sen. Holmberg Both were items that were in the Governor's Budget that we restored. We did not add any General Fund money to the grouping to accomplish that. I would be one to support addition of money to the Adult Education but I would not be party to taking it from these other two things.

Chairman Brusegaard Not a really big sticking point, the extra money for the Governor's School deals with a fine arts program. There are opportunities for students who excel in the fine arts are out there, North Dakota Honors Choir, International Music Camp. As we do things, like adding money for a civics program or adult education, it is always convenient when discussing things with my leadership to say we at least made an attempt to find programs out there that could perhaps help offset the increase in funding. One that I feel, although a good project, is a bit duplicative, in terms of opportunities like Honors Choir and Music Camp, I thought was a good place to start.

Sen. Robinson I concur with Sen. Holmberg remarks concerning those two reductions. We have some strong feels in the Senate on both of those areas. Had some very compelling testimony from a young woman on the value of this program.

Chairman Brusegaard Chair would entertain a motion to amend the amendment

Rep. Martinson I would include those two project would be include at the full level.

Sen. Holmberg I have been on many conference committees and this is the only one I would have voted for an increase.

Chairman Brusegaard On page six you will see the revitalizing civic education and I want to make sure the language for the text book is in. That covers the projects we talked about briefly and numbers. Important numbers, for me, generally stem out of total school aid. You'll note in '03-'05 increasing approximately \$27 million in total school aid, 6% increase. Total funds goes from \$666 million to \$698 million, an increase of \$32,496,000. Those numbers are reflected in the amendments before you.

Sen. Robinson Just to be clear, normally this bill would not be acted on until after 1154. You're suggesting even though 1154 has not concluded their work, that a decision made that we will fall within the figures that are represented on this spread sheet?

Chairman Brusegaard My intention is, I know these figures put me where I need to be with my leadership. My intention, if the committee passes these amendments, is to hold off signing the report until 1154 is taken care of. That will do two things, in we preclude us from having to meet again and it will give some direction to 1154.

Rep. Martinson Before, Rep. Aarsvold talked to me, I'm not sure of all the details, but he said Sen. Holmberg about Adult Education. Has his concern been taken care of?

Sen. Holmberg That is in here.

Roxanne (LC) I think his concerns have been addressed in here.

VOICE VOTE on adopting amendments carries.

Sen. Holmberg I move a Do Pass As Amended.

Rep. Martinson Second.

Page 5
Education and Environment Division
Bill/Resolution Number HB1013
Hearing Date April 21, 2005

VOTE 6 YES and 0 NO with 0 absent and not voting. DO PASS AS AMENDED.

Chairman Brusegaard will carry to the floor.

REPORT OF CONFERENCE COMMITTEE
(ACCEDE/RECEDE)

Bill Number HB1013 (, as (re)engrossed):

Date: 4.21.05

Your Conference Committee House Appropriations

For the Senate:

For the House:

YES / NO

YES / NO

<u>here</u>	Sen. Holmberg	<input checked="" type="checkbox"/>	Rep. Brusegaard	<input checked="" type="checkbox"/>	<u>here</u>
<u>here</u>	Sen. Kringstad	<input checked="" type="checkbox"/>	Rep. Martinson	<input checked="" type="checkbox"/>	<u>here</u>
<u>here</u>	Sen. Robinson	<input checked="" type="checkbox"/>	Rep. Gulleason	<input checked="" type="checkbox"/>	<u>here</u>

recommends that the (SENATE/HOUSE) (ACCEDE to) (RECEDE from)

the (Senate/House) amendments on (SJ/HJ) page(s) 1502 -- 1507

 , and place on the Seventh order.

adopt (further) amendments as follows, and place HB1013 on the Seventh order:

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

((Re)Engrossed) HB1013 was placed on the Seventh order of business on the calendar.

DATE: 4-21-05

CARRIER: Rep. Brusegaard

LC NO. 58036 of amendment .0208

LC NO. of engrossment

Emergency clause added or deleted
Statement of purpose of amendment

MOTION MADE BY: Sen. Holmberg

SECONDED BY: Rep. Martinson

VOTE COUNT 6 YES 0 NO 0 ABSENT

REPORT OF CONFERENCE COMMITTEE

HB 1013, as engrossed: Your conference committee (Sens. Holmberg, Kringstad, Robinson and Reps. Brusegaard, Martinson, Gulleon) recommends that the **SENATE RECEDE** from the Senate amendments on HJ pages 1502-1507, adopt amendments as follows, and place HB 1013 on the Seventh order:

That the Senate recede from its amendments as printed on pages 1502-1507 of the House Journal and pages 1192-1197 of the Senate Journal and that Engrossed House Bill No. 1013 be amended as follows:

Page 1, line 4, replace the first "and" with "to provide for a legislative council study; to provide a statement of legislative intent;" and replace "sections" with "section"

Page 1, line 5, remove "15.1-02-01 and" and remove "the qualifications and"

Page 1, line 6, after "instruction" insert "; and to declare an emergency"

Page 3, line 8, replace "742,596" with "696,239"

Page 3, line 9, replace "2,109,485" with "1,834,485"

Page 3, line 11, replace "21,473,769" with "27,473,769"

Page 3, line 15, replace "25,403,839" with "25,743,839"

Page 3, line 19, replace "52,968,743" with "58,927,386"

Page 3, line 20, replace "29,792,978" with "29,784,889"

Page 3, line 21, replace "23,175,765" with "29,202,497"

Page 3, line 24, replace "138,550" with "135,555"

Page 3, line 27, replace "494,368" with "491,373"

Page 3, line 28, replace "27,568" with "27,194"

Page 3, line 29, replace "466,800" with "464,179"

Page 4, line 1, replace "84,501" with "201,314"

Page 4, line 4, replace "606,378" with "723,191"

Page 4, line 5, replace "330,918" with "454,220"

Page 4, line 6, replace "275,460" with "268,971"

Page 4, line 9, replace "128,781" with "125,411"

Page 4, line 12, replace "86,641" with "83,271"

Page 4, line 13, replace "(323,317)" with "(323,935)"

Page 4, line 14, replace "409,958" with "407,206"

Page 4, line 15, replace "24,327,983" with "30,342,853"

Page 4, line 16, replace "29,828,147" with "29,942,368"
Page 4, line 17, replace "54,156,130" with "60,285,221"
Page 4, line 27, replace "10,020,282" with "9,973,925"
Page 4, line 28, replace "15,167,308" with "14,892,308"
Page 4, line 29, replace "510,853,759" with "516,853,759"
Page 5, line 3, replace "207,659,083" with "207,999,083"
Page 5, line 5, replace "923,752,552" with "929,771,195"
Page 5, line 6, replace "295,851,781" with "295,843,692"
Page 5, line 7, replace "627,900,771" with "633,927,503"
Page 5, line 10, replace "2,217,121" with "2,214,126"
Page 5, line 13, replace "5,151,393" with "5,148,398"
Page 5, line 14, replace "1,657,547" with "1,657,173"
Page 5, line 15, replace "3,493,846" with "3,491,225"
Page 5, line 18, replace "4,894,309" with "5,011,122"
Page 5, line 21, replace "6,551,069" with "6,667,882"
Page 5, line 22, replace "1,202,367" with "1,325,669"
Page 5, line 23, replace "5,348,702" with "5,342,213"
Page 5, line 26, replace "2,669,073" with "2,665,703"
Page 5, line 29, replace "3,343,849" with "3,340,479"
Page 5, line 30, replace "844,066" with "843,448"
Page 5, line 31, replace "2,499,783" with "2,497,031"
Page 6, line 4, after "workbook" insert "including civic education"
Page 6, after line 5, insert:

"SECTION 5. APPROPRIATION. There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$50,000, or so much of the sum as may be necessary, to the division of independent study for the purpose of revitalizing civic education, for the biennium beginning July 1, 2005, and ending June 30, 2007."

Page 6, line 6, replace "639,391,902" with "645,456,772"
Page 6, line 7, replace "299,555,761" with "299,669,982"
Page 6, line 8, replace "938,947,663" with "945,126,754"

Page 6, after line 8, insert:

"SECTION 6. APPROPRIATION. There is appropriated from special funds derived from federal funds and other income the sum of \$30,000,000, or so much of the sum as may be necessary, to the superintendent of public instruction for the purpose of providing grants for the period beginning with the effective date of this Act and ending June 30, 2005."

Page 8, replace lines 3 through 10 with:

"SECTION 15. LEGISLATIVE COUNCIL STUDY - SCHOOL FOR THE DEAF AND VISION SERVICES - SCHOOL FOR THE BLIND. The legislative council shall consider studying, during the 2005-06 interim, the potential for cooperative field service delivery between vision services - school for the blind and the school for the deaf. The legislative council shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixtieth legislative assembly.

SECTION 16. LEGISLATIVE COUNCIL STUDY - REPORT. The legislative council shall study, during the 2005-06 interim, the state's elementary and secondary education system, including key measurements of student progress, programs that address the state's competitiveness with other states, costs incurred by the state relating to implementing the No Child Left Behind Act, and the most effective means of using taxpayer dollars at the state and local levels to ensure the best possible education for the children of this state. The legislative council also shall evaluate effective programs; opportunities for achievement; and statutory, regulatory, and political barriers to success. The legislative council shall receive input from teachers; administrators; parents; students; local business and community leaders; representatives of higher education; and may use technology, curricular, and programmatic consultants, among others. The legislative council shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixtieth legislative assembly.

SECTION 17. LEGISLATIVE INTENT. It is the intent of the fifty-ninth legislative assembly that the department of public instruction not charge school districts for testing relating to the English language learner program."

Page 8, line 15, after "seventy five" insert "and"

Page 8, after line 17, insert:

"SECTION 19. EMERGENCY. Section 6 of this Act is declared to be an emergency measure."

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	\$930,021,612	\$923,752,552	\$6,018,643	\$929,771,195	\$928,721,195	\$1,050,000
Less estimated income	<u>295,876,672</u>	<u>295,851,781</u>	<u>(8,089)</u>	<u>295,843,692</u>	<u>295,843,692</u>	

REPORT OF CONFERENCE COMMITTEE (420)
April 22, 2005 9:49 a.m.

Module No: HR-75-8531

Insert LC: 58036.0208

General fund	\$634,144,940	\$627,900,771	\$6,026,732	\$633,927,503	\$632,877,503	\$1,050,000
Division of Independent Study						
Total all funds	\$0	\$148,800	\$50,000	\$198,800	\$148,800	\$50,000
Less estimated income						
General fund	\$0	\$148,800	\$50,000	\$198,800	\$148,800	\$50,000
State Library						
Total all funds	\$5,160,201	\$5,151,393	(\$2,995)	\$5,148,398	\$5,148,398	\$0
Less estimated income	1,326,575	1,657,547	(374)	1,657,173	1,657,173	
General fund	\$3,501,626	\$3,493,846	(\$2,621)	\$3,491,225	\$3,491,225	\$0
School for the Deaf						
Total all funds	\$6,815,119	\$6,551,069	\$116,813	\$6,667,882	\$6,544,455	\$123,427
Less estimated income	1,326,566	1,202,367	123,302	1,325,669	1,202,242	123,427
General fund	\$5,488,553	\$5,348,702	(\$6,489)	\$5,342,213	\$5,342,213	\$0
Vision Services - School for the Blind						
Total all funds	\$3,349,030	\$3,343,849	(\$3,370)	\$3,340,479	\$3,360,479	(\$20,000)
Less estimated income	845,535	844,066	(618)	843,448	843,448	
General fund	\$2,503,495	\$2,499,783	(\$2,752)	\$2,497,031	\$2,517,031	(\$20,000)
Bill Total						
Total all funds	\$945,345,962	\$938,947,663	\$6,179,091	\$945,126,754	\$943,923,327	\$1,203,427
Less estimated income	299,707,348	299,555,761	114,221	299,669,982	299,546,555	123,427
General fund	\$645,638,614	\$639,391,902	\$6,064,870	\$645,456,772	\$644,376,772	\$1,080,000

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	\$10,057,842	\$10,020,282	(\$46,357)	\$9,973,925	\$9,973,925	
Operating expenses	14,892,308	15,167,308	(275,000)	14,892,308	14,892,308	
Grants - State school aid	512,153,759	510,853,759	6,000,000	516,853,759	552,607,395	(\$35,753,636)
Grants - Tuition apportionment	71,600,000	71,600,000		71,600,000	50,120,000	21,480,000
Grants - Special education	52,500,000	52,500,000		52,500,000	52,500,000	
Grants - Revenue supplement	7,500,000	5,000,000		5,000,000	5,000,000	
Grants - Teacher compensation	50,912,120	50,912,120		50,912,120	35,636,484	15,273,636
Grants - Other grants	207,865,583	207,659,083	340,000	207,999,083	207,949,083	50,000
Reorganization bonuses	500,000					
JPA incentives	2,000,000					
National board certification	40,000	40,000		40,000	40,000	
Total all funds	\$930,021,612	\$923,752,552	\$6,018,643	\$929,771,195	\$928,721,195	\$1,050,000
Less estimated income	295,876,672	295,851,781	(8,089)	295,843,692	295,843,692	
General fund	\$634,144,940	\$627,900,771	\$6,026,732	\$633,927,503	\$632,877,503	\$1,050,000
FTE	92.75	92.75	0.00	92.75	92.75	0.00

Dept. 201 - Department of Public Instruction - Detail of Conference Committee Changes

	REDUCES RECOMMENDED FUNDING FOR HEALTH INSURANCE	REDUCES FUNDING FOR SALARIES AND WAGES 1	REDUCES FUNDING FOR OPERATING EXPENSES 2	INCREASES FUNDING FOR STATE SCHOOL AID 3	RESTORES FUNDING FOR THE NORTH DAKOTA LEAD CENTER 4	RESTORES THE INCREASE IN FUNDING FOR THE NORTH DAKOTA MUSEUM OF ART 5
Salaries and wages	(\$11,357)	(\$35,000)				
Operating expenses			(\$275,000)			
Grants - State school aid				\$6,000,000		
Grants - Tuition apportionment						
Grants - Special education						
Grants - Revenue supplement						
Grants - Teacher compensation						
Grants - Other grants					\$20,000	\$125,000
Reorganization bonuses						
JPA incentives						
National board certification						
Total all funds	(\$11,357)	(\$35,000)	(\$275,000)	\$6,000,000	\$20,000	\$125,000

REPORT OF CONFERENCE COMMITTEE (420)
April 22, 2005 9:49 a.m.

Module No: HR-75-8531

Insert LC: 58036.0208

Less estimated income	(8,089)					
General fund	(\$3,268)	(\$35,000)	(\$275,000)	\$6,000,000	\$20,000	\$125,000
FTE	0.00	0.00	0.00	0.00	0.00	0.00
	RESTORES FUNDING FOR THE NORTH DAKOTA GOVERNOR'S SCHOOL ⁶	RESTORES THE INCREASE IN FUNDING FOR THE NATIONAL WRITING PROJECTS ⁷	INCREASES FUNDING FOR ADULT EDUCATION ⁸	TOTAL CONFERENCE COMMITTEE CHANGES		
Salaries and wages						(\$46,357)
Operating expenses						(275,000)
Grants - State school aid						6,000,000
Grants - Tuition apportionment						
Grants - Special education						
Grants - Revenue supplement						
Grants - Teacher compensation						
Grants - Other grants	\$20,000	\$40,000	\$135,000			340,000
Reorganization bonuses						
JPA incentives						
National board certification						
Total all funds	\$20,000	\$40,000	\$135,000			\$6,018,643
Less estimated income						(8,089)
General fund	\$20,000	\$40,000	\$135,000			\$6,026,732
FTE	0.00	0.00	0.00			0.00

1 This amendment reduces funding for salaries and wages by \$35,000 from the general fund. This change was also made by the Senate.

2 This amendment reduces funding for operating expenses by \$275,000 from the general fund. This change was also made by the Senate.

3 This amendment increases funding for state school aid by \$6,000,000, from \$510,853,759 as provided for by the House to \$516,853,759. The Senate had reallocated funding from tuition apportionment payments (\$21,480,000) and teacher compensation payments (\$15,273,636) to state school aid payments and increased funding by \$5,000,000 from the general fund for state school aid payments. The following is a summary of the funding for state school aid for the 2005-07 biennium.

	EXECUTIVE BUDGET	HOUSE VERSION	SENATE VERSION	CONFERENCE COMMITTEE VERSION
State school aid				
Per student payments	\$476,703,759	\$493,453,759	\$518,457,395	\$482,703,759
Limited English proficient student payments	650,000	650,000	650,000	650,000
Transportation aid payments	34,800,000	16,750,000	33,500,000	33,500,000
Total state school aid	\$512,153,759	\$510,853,759	\$552,607,395	\$516,853,759
Tuition apportionment	71,600,000	71,600,000	50,120,000	71,600,000
Teacher compensation payments	50,912,120	50,912,120	35,638,484	50,912,120
Total	\$634,665,879	\$633,365,879	\$638,365,879	\$639,365,879

4 This amendment restores funding of \$20,000 from the general fund for the North Dakota LEAD Center. The House removed the increase in funding of \$21,500 from the general fund provided in the executive budget recommendation for the center, and the Senate had restored funding of \$20,000 from the general fund for the center.

5 This amendment restores funding of \$125,000 from the general fund for the North Dakota Museum of Art educational outreach initiative. The House removed the increase in funding provided in the executive budget recommendation for the initiative, and the Senate had restored funding of \$125,000 from the general fund for the initiative.

6 This amendment restores funding of \$20,000 from the general fund for the North Dakota Governor's School. The House decreased funding for the Governor's School by \$20,000, from \$270,000 to \$250,000, and the Senate had restored the funding for the school.

7 This amendment restores funding of \$40,000 from the general fund for the national writing projects. The House removed the increase in funding provided in the executive budget recommendation for the projects, and the Senate had restored the funding for the projects.

8 This amendment increases funding for adult education by \$135,000, from \$920,000 to \$1,055,000. The Senate had increased funding for adult education by \$85,000 from the general fund to \$1,005,000. The following is a summary of the funding from the general fund for adult education for the 2005-07 biennium.

Executive budget	\$920,000
House version	\$920,000
Senate version	\$1,005,000
Conference committee version	\$1,055,000

This amendment:

- Adds a section appropriating \$30 million of special funds to the department for providing grants to school districts during the 2003-05 biennium. The Senate had added a section appropriating \$15 million of special funds for providing grants to school districts during the 2003-05 biennium.
- Adds a section providing for a Legislative Council study of the state's elementary and secondary education system. This section was not added by the Senate.
- Adds a section of legislative intent providing that the department shall not charge school districts for testing relating to the English language learner program. This section was not added by the Senate.
- Removes Section 13 of the engrossed bill amending Section 15.1-02-01 relating to the qualification of the Superintendent of Public Instruction. This section was also removed by the Senate.

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
North Dakota studies textbook proposal		\$148,800		\$148,800	\$148,800	
Civic education			\$50,000	50,000		\$50,000
Total all funds	\$0	\$148,800	\$50,000	\$198,800	\$148,800	\$50,000
Less estimated income						
General fund	\$0	\$148,800	\$50,000	\$198,800	\$148,800	\$50,000
FTE	0.00	0.00	0.00	0.00	0.00	0.00

Dept. 202 - Division of Independent Study - Detail of Conference Committee Changes

	PROVIDES FUNDING FOR REVITALIZING CIVIC EDUCATION ¹	TOTAL CONFERENCE COMMITTEE CHANGES
North Dakota studies textbook proposal		
Civic education	\$50,000	\$50,000
Total all funds	\$50,000	\$50,000
Less estimated income		
General fund	\$50,000	\$50,000
FTE	0.00	0.00

¹ This amendment provides a \$50,000 general fund appropriation to the Division of Independent Study for revitalizing civic education. This funding was not provided by either the House or the Senate.

House Bill No. 1013 - State Library - Conference Committee Action

	EXECUTIVE BUDGET	HOUSE VERSION	CONFERENCE COMMITTEE CHANGES	CONFERENCE COMMITTEE VERSION	SENATE VERSION	COMPARISON TO SENATE
Salaries and wages	\$2,225,929	\$2,217,121	(\$2,995)	\$2,214,126	\$2,214,126	

REPORT OF CONFERENCE COMMITTEE (420)
April 22, 2005 9:49 a.m.

Module No: HR-75-8531

Insert LC: 58036.0208

Operating expenses	1,381,772	1,381,772		1,381,772	1,381,772	
Grants	<u>1,552,500</u>	<u>1,552,500</u>		<u>1,552,500</u>	<u>1,552,500</u>	
Total all funds	\$5,160,201	\$5,151,393	(\$2,995)	\$5,148,398	\$5,148,398	\$0
Less estimated income	<u>1,658,575</u>	<u>1,657,547</u>	<u>(374)</u>	<u>1,657,173</u>	<u>1,657,173</u>	
General fund	\$3,501,626	\$3,493,846	(\$2,621)	\$3,491,225	\$3,491,225	\$0
FTE	28.75	28.75	0.00	28.75	28.75	0.00

Dept. 250 - State Library - Detail of Conference Committee Changes

	REDUCES RECOMMENDED FUNDING FOR HEALTH INSURANCE	TOTAL CONFERENCE COMMITTEE CHANGES
Salaries and wages	(\$2,995)	(\$2,995)
Operating expenses		
Grants		
Total all funds	(\$2,995)	(\$2,995)
Less estimated income	<u>(374)</u>	<u>(374)</u>
General fund	(\$2,621)	(\$2,621)
FTE	0.00	0.00

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	\$5,106,474	\$4,894,309	\$116,813	\$5,011,122	\$4,887,695	\$123,427
Operating expenses	1,429,150	1,377,265		1,377,265	1,377,265	
Capital assets	<u>279,495</u>	<u>279,495</u>		<u>279,495</u>	<u>279,495</u>	
Total all funds	\$6,815,119	\$6,551,069	\$116,813	\$6,667,882	\$6,544,455	\$123,427
Less estimated income	<u>1,326,566</u>	<u>1,202,367</u>	<u>123,302</u>	<u>1,325,669</u>	<u>1,202,242</u>	<u>123,427</u>
General fund	\$5,488,553	\$5,348,702	(\$6,489)	\$5,342,213	\$5,342,213	\$0
FTE	49.94	47.94	1.25	49.19	47.94	1.25

Dept. 252 - School for the Deaf - Detail of Conference Committee Changes

	REDUCES RECOMMENDED FUNDING FOR HEALTH INSURANCE	RESTORES FUNDING FOR FTE POSITION ¹	RESTORES A PORTION OF AN FTE POSITION ²	TOTAL CONFERENCE COMMITTEE CHANGES
Salaries and wages	(\$6,614)	\$123,427		\$116,813
Operating expenses				
Capital assets				
Total all funds	(\$6,614)	\$123,427	\$0	\$116,813
Less estimated income	<u>(125)</u>	<u>123,427</u>		<u>123,302</u>
General fund	(\$6,489)	\$0	\$0	(\$6,489)
FTE	0.00	1.00	0.25	1.25

¹ This amendment restores funding of \$123,427 from special funds for 1 FTE position removed by the House. The Senate did not restore the funding for the position.

² This amendment restores .25 of an FTE position that was inadvertently removed in the House amendments.

House Bill No. 1013 - Vision Services - 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	\$2,674,254	\$2,669,073	(\$3,370)	\$2,665,703	\$2,685,703	(\$20,000)
Operating expenses	607,306	607,306		607,306	607,306	
Capital assets	<u>67,470</u>	<u>67,470</u>		<u>67,470</u>	<u>67,470</u>	
Total all funds	\$3,349,030	\$3,343,849	(\$3,370)	\$3,340,479	\$3,360,479	(\$20,000)
Less estimated income	<u>845,535</u>	<u>844,066</u>	(618)	<u>843,448</u>	<u>843,448</u>	
General fund	\$2,503,495	\$2,499,783	(\$2,752)	\$2,497,031	\$2,517,031	(\$20,000)
FTE	26.95	26.95	0.00	26.95	26.95	0.00

Dept. 253 - Vision Services - School for the Blind - Detail of Conference Committee Changes

	REDUCES RECOMMENDED FUNDING FOR HEALTH INSURANCE	TOTAL CONFERENCE COMMITTEE CHANGES
Salaries and wages	(\$3,370)	(\$3,370)
Operating expenses		
Capital assets		
Total all funds	(\$3,370)	(\$3,370)
Less estimated income	(618)	(618)
General fund	(\$2,752)	(\$2,752)
FTE	0.00	0.00

This amendment does not provide funding of \$20,000 from the general fund for temporary salaries and wages for Vision Services - School for the Blind as provided for by the Senate.

House Bill No. 1013 - Other Changes - Conference Committee Action

This amendment also adds a section providing for a Legislative Council study of the potential for cooperative field service delivery between Vision Services - School for the Blind and the School for the Deaf. This section was also added by the Senate.

Engrossed HB 1013 was placed on the Seventh order of business on the calendar.

2005 TESTIMONY

HB 1013

1013

DEPARTMENT (201) PUBLIC INSTRUCTION
Overview Presentation to the House Appropriations Committee
January 6, 2005

Handout 3-5
Bonnie Miller
Public Instruction

	1	2	3	4	5	
	2003-2005 LEGISLATIVE APPROPRIATION	2003-2005 ESTIMATED EXPENDITURES	2003-2005 EXPENDITURES TO APPROPRIATION VARIANCE	2005-2007 EXECUTIVE RECOMMENDATION	2005-2007 RECOMMENDATION TO 2003-2005 APPROPRIATION VARIANCE	
By Line Item:						
1 Salaries & Wages	\$9,277,686	\$9,179,714	(\$97,972)	\$10,057,842	\$780,156	a
2 Operating Expenses	\$13,057,823	\$13,057,823	\$0	\$14,892,308	\$1,834,485	b
3 Capital Assets	\$15,000	\$0	(\$15,000)	\$0	(\$15,000)	c
4 Grants - State School Aid	\$489,379,990	\$489,379,990	\$0	\$512,153,759	\$22,773,769	d
5 Grants - Tuition Apportionment	\$69,495,371	\$69,495,371	\$0	\$71,600,000	\$2,104,629	e
6 Grants - Special Education	\$49,898,695	\$49,898,695	\$0	\$52,500,000	\$2,601,305	f
7 Grants - Revenue Supplement	\$5,000,000	\$5,000,000	\$0	\$7,500,000	\$2,500,000	g
8 Grants - Other Grants	\$182,360,244	\$197,360,244	\$15,000,000	\$207,865,583	\$25,505,339	h
9 Grants - Teacher Compensation	\$51,854,000	\$51,854,000	\$0	\$50,912,120	(\$941,880)	i
10 Reorganization Bonuses	\$500,000	\$500,000	\$0	\$500,000	\$0	
11 JPA Incentives	\$0		\$0	\$2,000,000	\$2,000,000	j
12 Data Envelopment Analysis	\$50,000	\$50,000	\$0	\$0	(\$50,000)	k
13 National Board Certification	\$0	\$0	\$0	\$40,000	\$40,000	l
14 Total Line Items	\$870,888,809	\$885,775,837	\$14,887,028	\$930,021,612	\$59,132,803	
By Funding Source:						
15 General Fund			(\$22,809)			\$0
16 General Fund	\$604,830,006	\$604,807,197	(\$22,809)	\$634,144,940	\$29,314,934	
17 Federal Funds	\$194,449,408	\$209,359,242	\$14,909,834	\$222,161,411	\$27,712,003	
18 Special Funds	\$71,609,395	\$71,609,395	\$0	\$73,715,261	\$2,105,866	
19 Total Funding Sources	\$870,888,809	\$885,775,834	\$14,887,025	\$930,021,612	\$59,132,803	
20	93.25	92.75	-0.5	92.75	-0.5	a

DEPARTMENT (201) PUBLIC INSTRUCTION
Overview Presentation to the House Appropriations Committee
January 6, 2005

(1) Explanation of major funding and FTE variances (Column 3) between the 2003-05 Legislative Appropriation and the 2003-05 Estimated Expenditures:

- a Transferred a .50 FTE to ITD funded with general funds (\$20,534) and federal funds (\$20,534).
Salary and fringe benefit savings from vacant positions (general funds \$2,275; federal funds \$54,632)
- b Appropriation included federal spending authority for the purchase of two new servers. The transfer of the existing servers to ITD made the purchase unnecessary.
- c Additional federal spending authority is necessary in order to distribute the grant funds available to school districts under *No Child Left Behind*.

(2) Explanation of Major Funding and FTE Variances (Column 5) for the 2005-07 Executive Recommendation to 2003-05 Legislative Appropriation:

- a Funding for employee salary increases (general fund \$147,344; federal funds \$301,943; special funds \$369).
Increase in federal funds to support an alternate assessment program, a federal programs monitoring program, and to restore a federally funded technology position.
- b Increase in federal program administrative funds.
- c Appropriation included federal spending authority for the purchase of two new servers. The transfer of the existing servers to ITD made the purchase unnecessary.
- d Increased state funding for per student state aid.
- e Additional special funds available for tuition apportionment.
- f Additional state dollars to fund special education programs.
- g Additional state funds for supplemental payments to districts.
- h Additional federal spending authority is necessary in order to distribute the grant funds available to school districts under *No Child Left Behind*.
- i Decrease in teacher compensation reimbursement dollars to school districts due to fewer teachers.
- j General funds to be used for incentives to districts participating in Joint Powers Agreements.
- k Decrease in state funding due to completion of the Data Envelopment Analysis project.
- l General fund appropriation to the Education Standards and Practices Board .

(3) Summary of Major Goals and Objectives and Related Performance Measurement Data for the 2005-07 Biennium:

The Department of Public Instruction identified the following strategic plan goals for highest priority focus during the 2003-05 and 2005-07 Bienniums:

To revamp the state's educational foundation aid formula.

The department contracted with the firm Augenblich, Palaich and Associates to conduct a study of the adequacy of school funding in North Dakota. The firm, with broad stakeholder involvement, completed its study and presented the adequacy study and its implications for the redesign of a new educational foundation aid formula to the legislative Interim Education Committee in the spring of 2004.

To implement a system of performance-based accreditation.

The department maintained high involvement by stakeholders to further the development and refinement of a state-wide system of accountability to assist school districts in implementing a continuous improvement process and response to the federal No Child Left Behind statute.

DEPARTMENT (201) PUBLIC INSTRUCTION
Overview Presentation to the House Appropriations Committee
January 6, 2005

To establish/expand on-line services for data reporting.

The department completed on-line reports for pupil membership; transportation; consolidated applications; fall calendar; spring calendar; open enrollment application; school vehicle inventory; adequate yearly progress district review; assessment; fall enrollment; and professional development.

To recruit and/or retain quality agency staff members.

The department examined comparable state and educational field salaries/benefits for hard to fill agency positions; restructured and redefined positions and functions to address evolving agency needs; employed a range of creative options to attract and/or maintain staff, including one-time bonuses; probationary increases; equity adjustments; workload adjustments; and market adjustments; adopted and implemented early departure policies and conducted exit interviews of departing staff members.

Additional information pertaining to progress towards goal accomplishment is provided in the 2005-07 budget document. The budget document also includes goals and performance measures for the individual units within the department.

TESTIMONY ON HB 1013
HOUSE APPROPRIATIONS COMMITTEE

January 6, 2005

by Dr. Wayne G. Sanstead, State Superintendent
(701) 328-4570

Department of Public Instruction

Mr. Chairman and members of the committee:

My name is Dr. Wayne G. Sanstead and I am the State Superintendent for the Department of Public Instruction. I am here to provide introductory information and an opening brief overview of our budget requests for the 2005-2007 biennium to the committee.

Bonnie Miller, DPI fiscal officer, has prepared a concise overview document for each of you. I want to commend Bonnie and all staff for the excellent job of preparing the budget for this session. Bonnie will follow this presentation by covering this overview for you. She will be followed by the School for the Deaf, Vision Services/School for the Blind, and the State Library. I assure you that additional appropriations program information will be presented when scheduled for a detailed hearing at a later date.

I believe it is important to state at the outset that this budget, as originally submitted to Governor Hoeven, proposed increasing the state funding for special education services for students with disabilities by \$10,101,305 or 20.2%. You'll note that the Executive Budget Recommendation increases state special education funding by only \$2,601,305 million, or an increase of 5.2%.

Much attention has been paid to the demographic challenges facing our state. As key policymakers, you are well-aware of the declining enrollment in the general education population in the public schools of North Dakota. However, this decrease in numbers is not the case for special education. The number of students who receive special education in the schools of our state continues to rise. This year over 14,000 North Dakota students are receiving special education and related services. That is why we are respectfully requesting your thoughtful consideration of the Department of Public Instruction's original budget proposal for an increase in state funding for student special education payments to our school districts from \$49,898,990 to \$60,000,000.

The department's budget also included \$12,000,000 for incentives to districts participating in Joint Powers Agreements (JPA) that increases educational opportunities for students. The Governor's budget proposes \$2,000,000. The JPA bill (which does not yet have a number) asks for

\$3,000,000. JPAs are the best vehicle available to assist all districts in achieving educational adequacy. Funds used for incentives would be distributed to participating districts for needed staffing and be provided on the basis of average daily membership services to students.

JPAs not only provide school districts with a blueprint for increasing efficiency and improving curriculum, but also help to reduce the pressure on local property taxes. Cooperation and sharing among school districts multiplies resources and provides more and better education experiences for our children. Additionally, JPAs are a grass-roots phenomena in North Dakota and fit in with North Dakota's history of local control. To help school districts further the effort, I request that you give careful thought to funding JPAs to the level of at least \$3,000,000 as proposed in the JPA legislation.

The department also requests a supplemental budget increase for the state assessment program of an additional \$600,000. This increased allocation would raise the State's funding level from the current \$1,217,928 to a new level of \$1,817,928. The department identified the need for this increased allocation within testimony and budget documentation during the 2003 legislative assembly. This increase is required for the State to maintain its share of the State Assessment Program, upon which all other federal title VI supplementary activities are linked.

In addition, the department requests a supplemental budget increase for the expansion of the State's academic assessment program beyond the current grades 3-8 and 11 to include grade 9.

Various public school educators have requested that the State expand its accountability model to include a cohort assessment method that will complement the current federal adequate yearly progress process. The addition of a grade 9 assessment will allow for a more reliable vertical scale scoring system, thereby improving the quality of tracking cohort groups of students throughout their tenure in North Dakota public schools. Based on cost estimates provided by the State's assessment contractor, the addition of a grade 9 assessment will total \$1,200,000 for the 2005-07 biennium.

Thank you for your time and attention to a most significant state budget at this early stage of committee deliberations. Bonnie Miller will now proceed with the general budget overview.

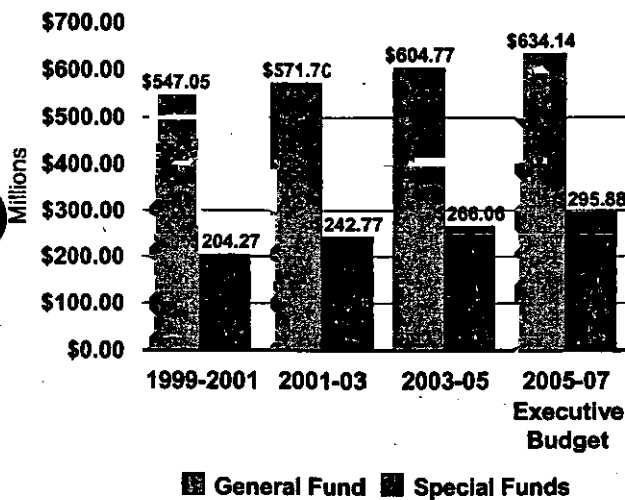
**Department 201 - Department of Public Instruction
 House Bill No. 1013**

	FTE Positions	General Fund	Other Funds	Total
2005-07 Executive Budget	92.75	\$634,144,940	\$295,876,672	\$930,021,612
2003-05 Legislative Appropriations	92.75 ¹	604,765,006	266,058,803	870,823,809 ²
Increase (Decrease)	0.00	\$29,379,934	\$29,817,869	\$59,197,803

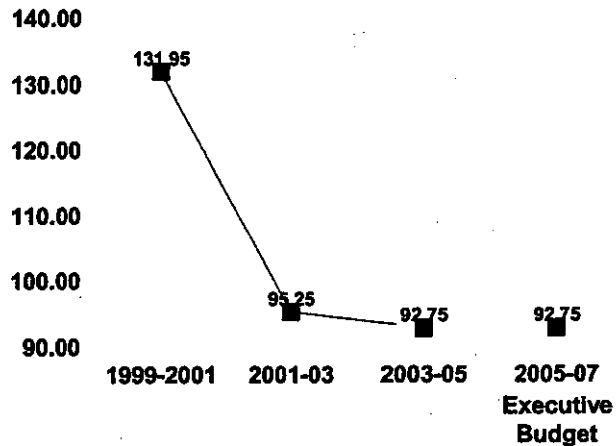
¹The number of FTE positions for the 2003-05 biennium has been adjusted to reflect the reduction and transfer of .5 of an FTE position relating to information technology services, including electronic mail, file and print server administration, data base administration, storage, application server, and hosting services from the Department of Public Instruction to the Information Technology Department as of November 1, 2003, provided for in Section 10 of House Bill No. 1505.

²The 2003-05 appropriation amounts include \$40,000 appropriated from the general fund to the Education Standards and Practices Board for the purpose of procuring federal matching grants to provide for the national certification of teachers. The 2003-05 appropriation amounts do not include \$105,000 of general fund carryover from the 2001-03 biennium.

Agency Funding



FTE Positions



Executive Budget Highlights

	General Fund	Other Funds	Total
Salaries and wages			
1. Includes funding to continue 2003-05 salary levels	(\$84,232)	\$260,581	\$176,349
2. Includes the statutory changes necessary to increase the Superintendent's salary as follows:			
Annual Salary Authorized by the 2003 Legislative Assembly July 2003-June 2005 - \$77,434			
Proposed Annual Salary Recommended in the 2005-07 Executive Budget			
July 2005-June 2006 - \$80,531			
July 2006-June 2007 - \$83,752			
Operating expenses			
3. Increases operating expenses for ConnectND charges		\$167,747	\$167,747
4. Decreases operating expenses to reflect savings associated with information technology functional consolidation required by House Bill No. 1505 (2003)		(\$38,562)	(\$38,562)

5. Removes funding provided in the 2003-05 biennium for the data envelopment analysis project	(\$50,000)		(\$50,000)
6. Adjusts the funding source for expansion of the summer school monitoring program	\$52,775	(\$52,725)	\$50
7. Increases funding for a special education information technology project		\$700,000	\$700,000
8. Increases funding for information technology data processing relating to child nutrition and food distribution		\$10,250	\$10,250
9. Increases funding for information technology software and supplies relating to education improvement information		\$995,000	\$995,000
Capital assets			
10. Removes funding provided in the 2003-05 biennium for capital assets		(\$15,000)	(\$15,000)
Grants			
11. Increases funding for state school aid , including payment for limited English proficient students and transportation aid, by \$22,773,769, from the 2003-05 legislative appropriation of \$489,379,990 to \$512,153,759	\$22,773,769		\$22,773,769
12. Decreases funding for teacher compensation payments by \$941,880, from the 2003-05 legislative appropriation of \$51,854,000 to \$50,912,120, to properly reflect the level of funding needed to fund the current teachers at the current level of compensation payments	(\$941,880)		(\$941,880)
13. Increases funding for special education grants by \$2,601,305, from the 2003-05 legislative appropriation of \$49,898,695 to \$52,500,000	\$2,601,305		\$2,601,305
14. Increases funding for revenue supplemental payments by \$2,500,000, from the 2003-05 legislative appropriation of \$5,000,000 to \$7,500,000	\$2,500,000		\$2,500,000
15. Increases funding for tuition apportionment payments by \$2,104,629, from \$69,495,371 to \$71,600,000		\$2,104,629	\$2,104,629
16. Includes funding of \$500,000 for reorganization bonus payments, the same level of funding provided for the 2003-05 biennium			
17. Provides funding of \$2 million for providing incentives to districts participating in joint powers agreements that increase educational opportunities for students	\$2,000,000		\$2,000,000
18. Increases funding for the North Dakota LEAD Center by \$21,500, from \$215,000 to \$236,500	\$21,500		\$21,500
19. Increases funding for the North Dakota Museum of Art by \$125,000, from \$125,000 to \$250,000, for the museum's educational outreach initiative	\$125,000		\$125,000
20. Increases funding for the North Dakota Governor's School by \$45,000, from \$225,000 to \$270,000, for creation of a school for the arts	\$45,000		\$45,000
21. Increases funding for the Red River Valley Writing Project by \$20,000, from \$20,000 to \$40,000	\$20,000		\$20,000
22. Increases funding for the Northern Plains Writing Project by \$20,000, from \$28,000 to \$48,000	\$20,000		\$20,000
23. Increases federal funding for other grants by \$25.3 million from \$179.2 million to \$204.5 million, including:			
Title I basic grants		\$9,834,306	\$9,834,306
School health programs		\$915,796	\$915,796
Title V innovative programs		\$1,757,228	\$1,757,228
School renovation, IDEA, and technology		(\$790,602)	(\$790,602)
Title II teacher and principal training and recruiting		\$3,820,642	\$3,820,642
Special education - IDEA Part B and state improvement		\$4,140,711	\$4,140,711
21st century community learning centers		\$4,565,313	\$4,565,313
Reading First		\$924,294	\$924,294
Other		\$106,151	\$106,151
Total		\$25,273,839	\$25,273,839

Major Related Legislation

House Bill No. 1013 - Distribution of special education aid - Section 6 of House Bill No. 1013 provides legislative intent that the special education appropriation be distributed as follows:

1. \$15,500,000 to reimburse school districts or special education units for excess costs incurred relating to contracts for students with disabilities (\$2,500,000 more than the amount appropriated for the 2003-05 biennium).
2. \$400,000 to reimburse school districts or special education units for gifted and talented programs (no change from the amount appropriated for the 2003-05 biennium).
3. \$36,600,000 to distribute on a per student basis pursuant to North Dakota Century Code (NDCC) Section 15.1-27-10 (\$101,305 more than the amount appropriated for the 2003-05 biennium).

House Bill No. 1013 - Payments for limited English proficient students - Section 7 of House Bill No. 1013 provides that \$650,000 of the amount appropriated for state school aid is for payments to school districts educating limited English proficient students as provided in NDCC Section 15.1-27-12.

House Bill No. 1032 - Supplemental payments - This bill removes unrestricted federal revenue from the supplemental payment formula.

House Bill No. 1033 - School district transportation payments - This bill requires that school district transportation payments be calculated using data envelopment analysis.

House Bill No. 1038 - Advisory commission on the No Child Left Behind Act - This bill creates a 13-member advisory commission on the No Child Left Behind Act and continues the interim No Child Left Behind Committee through the 2005-06 interim.

House Bill No. 1154 - Per student payments - This bill increases per student state school aid payments from \$2,623 in 2004-05 to \$2,726 in 2005-06 and \$2,826 in 2006-07.

House Bill No. 1154 - Weighting factors - The bill consolidates the school district size categories and increases the weighting factors so no factor is set below 1.0.

House Bill No. 1154 - Teacher compensation - This bill continues the current level of teacher compensation payments of \$1,000 for first-year teachers and \$3,000 for second-year teachers and provides that each school district shall use an amount equal to at least 70 percent of all new money received for per student payments and tuition apportionment for the purpose of increasing the compensation paid to teachers.

House Bill No. 1154 - Contingent state school aid distributions - This bill provides that any state school aid funds remaining unspent at the end of the 2003-05 biennium will be distributed as follows:

1. The first \$900,000 for the purpose of providing reorganization bonuses pursuant to NDCC Section 15.1-12-11.1 and reorganization bonus advanced payments pursuant to NDCC Section 15.1-12-11.2.
2. Any remaining amount as additional per student payments.

DEPARTMENT (201) PUBLIC INSTRUCTION
Overview Presentation to the House Appropriations Committee
January 10, 2005

	1	2	3	4	5
	2003-2005 LEGISLATIVE APPROPRIATION	2003-2005 ESTIMATED EXPENDITURES	2003-2005 EXPENDITURES TO APPROPRIATION VARIANCE	2005-2007 EXECUTIVE RECOMMENDATION	2005-2007 RECOMMENDATION TO 2003-2005 APPROPRIATION VARIANCE
1 FTE Employees	93.25	92.75	-0.5	92.75	-0.5
Operations:					
2 Salaries & Wages	\$9,277,686	\$9,277,686	\$0	\$10,057,842	\$780,156
3 Operating Expenses	\$13,057,823	\$13,057,823	\$0	\$14,892,308	\$1,834,485
4 Capital Assets	\$15,000	\$0	(\$15,000)	\$0	(\$15,000)
5 Total	\$22,350,509	\$22,335,509	(\$15,000)	\$24,950,150	\$2,599,641
Funding Sources:					
6 General Fund	\$5,166,205	\$5,166,205	\$0	\$5,471,443	\$305,238
7 Federal Funds	\$15,310,280	\$15,295,280	(\$15,000)	\$17,603,446	\$2,293,166
8 Other Funds	\$1,874,024	\$1,874,024	\$0	\$1,875,261	\$1,237
Grants:					
State					
9 Foundation Aid & Transportation	\$489,379,990	\$489,379,990	\$0	\$512,153,759	\$22,773,769
10 Revenue Supplement	\$5,000,000	\$5,000,000	\$0	\$7,500,000	\$2,500,000
11 Special Education	\$49,898,695	\$49,898,695	\$0	\$52,500,000	\$2,601,305
12 Governor's School	\$225,000	\$225,000	\$0	\$270,000	\$45,000
13 LEAD Consortium	\$215,000	\$215,000	\$0	\$236,500	\$21,500
14 Teacher Center Network	\$230,000	\$230,000	\$0	\$230,000	\$0
15 FINDET	\$33,117	\$33,117	\$0	\$33,117	\$0
16 Adult Education Matching Funds	\$920,000	\$920,000	\$0	\$920,000	\$0
17 School Lunch Matching Funds	\$1,080,000	\$1,080,000	\$0	\$1,080,000	\$0
18 North Dakota Museum of Art	\$125,000	\$125,000	\$0	\$250,000	\$125,000
19 Northern Plains Writing Project	\$28,000	\$28,000	\$0	\$48,000	\$20,000
20 Red River Writing Project	\$20,000	\$20,000	\$0	\$40,000	\$20,000
21 North Central Council of School Television	\$105,000	\$105,000	\$0	\$0	(\$105,000)
22 Total	\$547,259,802	\$547,259,802	\$0	\$575,221,376	\$27,961,574

DEPARTMENT (201) PUBLIC INSTRUCTION
Overview Presentation to the House Appropriations Committee
January 10, 2005

	1	2	3	4	5
	2003-2005 LEGISLATIVE APPROPRIATION	2003-2005 ESTIMATED EXPENDITURES	2003-2005 EXPENDITURES TO APPROPRIATION VARIANCE	2005-2007 EXECUTIVE RECOMMENDATION	2005-2007 RECOMMENDATION TO 2003-2005 APPROPRIATION VARIANCE
23 Federal	\$179,139,127	\$179,139,127	\$0	\$204,557,965	\$25,418,838
Other					
24 Tuition Apportionment	\$69,495,371	\$69,495,371	\$0	\$71,600,000	\$2,104,629
25 Displaced Homemakers	\$240,000	\$240,000	\$0	\$240,000	\$0
26 Total	\$69,735,371	\$69,735,371	\$0	\$71,840,000	\$2,104,629
Funding Sources:					\$0
27 General Fund	\$547,259,802	\$547,259,802	\$0	\$575,221,376	\$27,961,574
28 Federal Funds	\$179,139,127	\$179,139,127	\$0	\$204,557,965	\$25,418,838
29 Other Funds	\$69,735,371	\$69,735,371	\$0	\$71,840,000	\$2,104,629
Special Line Items:					
30 Teacher Compensation	\$51,854,000	\$51,854,000	\$0	\$50,912,120	(\$941,880)
31 JPA Incentives	\$0	\$0	\$0	\$2,000,000	\$2,000,000
32 Reorganization Bonuses	\$500,000	\$500,000	\$0	\$500,000	\$0
33 National Board Certification (ESPB)	\$0	\$0	\$0	\$40,000	\$40,000
34 Data Envelopment Analysis	\$50,000	\$50,000	\$0	\$0	(\$50,000)
35 Total	\$52,404,000	\$52,404,000	\$0	\$53,452,120	\$1,048,120
Funding Sources:					
36 General Fund	\$52,404,000	\$52,404,000	\$0	\$53,452,120	\$1,048,120
37 Federal Funds	\$0	\$0	\$0	\$0	\$0
38 Other Funds	\$0	\$0	\$0	\$0	\$0
39 Total	\$870,888,809	\$870,873,809	(\$15,000)	\$930,021,611	\$59,132,802

DEPARTMENT (201) PUBLIC INSTRUCTION
Overview Presentation to the House Appropriations Committee
January 10, 2005

	1	2	3	4	5
	2003-2005 LEGISLATIVE APPROPRIATION	2003-2005 ESTIMATED EXPENDITURES	2003-2005 EXPENDITURES TO APPROPRIATION VARIANCE	2005-2007 EXECUTIVE RECOMMENDATION	2005-2007 RECOMMENDATION TO 2003-2005 APPROPRIATION VARIANCE
					\$0
Funding Sources:					\$0
40 General Fund	\$604,830,006	\$604,830,006	\$0	\$634,144,940	\$29,314,934
41 Federal Funds	\$194,449,408	\$194,434,408	(\$15,000)	\$222,161,411	\$27,712,003
42 Other Funds	\$71,609,395	\$71,609,395	\$0	\$73,715,261	\$2,105,866
43 Total Funding Source	\$870,888,809	\$870,873,809	(\$15,000)	\$930,021,612	\$59,132,803

**Assessment and Accountability Budget, FY 2002-09
NCLBA Impact on Core Assessments (Math, Reading, Science, LEP)**

North Dakota Department of Public Instruction

Activity	Expenditures by Fiscal Year							
	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
NDSA Assessment	600,000	991,641	3,924,856	2,882,729	3,084,855	3,368,714	2,693,845	New Bid
NDSA Alternate Assessment	50,000	70,000	150,000	150,000	150,000	150,000	150,000	150,000
English Language Assessment	N/A	N/A	N/A	150,000	150,000	150,000	150,000	150,000
Assessment Development	N/A	N/A	1,470,000	1,730,000	230,000	540,000	940,000	New Bid
Assessment Accountability								
Salaries	25,000	100,000	130,000	220,000	220,000	230,000	230,000	230,000
Technical Advisors	40,000	40,000	40,000	50,000	50,000	50,000	50,000	50,000
Data Analysis	30,000	36,000	40,000	50,000	50,000	50,000	50,000	50,000
Standards Development								
Technical Assistance	35,000	50,000	50,000	50,000	0	0	50,000	50,000
Drafting Committees	35,000	100,000	100,000	50,000	0	0	35,000	125,000
Accountability Data Analysis								
ND Data Warehouse	915,000	1,088,000	650,000	500,000	500,000	500,000	500,000	500,000
EduTech Support Services	28,000	50,000	50,000	60,000	60,000	75,000	75,000	75,000
Total	1,758,000	2,525,641	6,604,856	5,892,729	4,494,855	5,113,714	4,923,845	New Bid
Cumulative Total	1,708,000	4,233,641	10,838,497	16,731,226	21,226,081	26,339,795	31,263,640	New Bid
Source								
State	600,000	600,000	600,000	900,000	900,000	1,200,000	1,200,000	1,200,000
Federal	3,450,000	3,470,000	3,650,000	3,650,000	3,650,000	3,750,000	3,750,000	3,750,000
Total Revenue	4,050,000	4,070,000	4,250,000	4,550,000	4,550,000	4,950,000	4,950,000	4,950,000
Cumulative Revenue	4,000,000	8,070,000	12,320,000	16,870,000	21,420,000	26,370,000	31,320,000	36,270,000

**DEPARTMENT (201) PUBLIC INSTRUCTION
OPTIONAL ADJUSTMENT SUMMARY**

1	2	3	4	5	6	7
PRIORITY	OPTIONAL ADJUSTMENT	FTE CHANGE	2003-2005 APPROPRIATION	2005-2007 REQUEST	2005-2007 INCREASE	2005-2007 RECOMMENDATION
1	State Assessment Program	0.00	\$1,217,928	\$3,017,928	\$1,800,000	\$1,217,928
2	ORS CONVERSION	0.00	\$0	\$175,000	\$175,000	\$0
3	North Dakota LEAD Center	0.00	\$215,000	\$236,500	\$21,500	\$236,500
4	North Dakota Museum of Art	0.00	\$125,000	\$250,000	\$125,000	\$250,000
5	Governor's School - Art Program	0.00	\$225,000	\$270,000	\$45,000	\$270,000
6	Northern Plains Writing Project	0.00	\$28,000	\$48,000	\$20,000	\$48,000
7	Education Standards and Practices Board	0.00	\$40,000	\$50,000	\$10,000	\$40,000
	TOTAL	0.00	\$1,850,928	\$4,047,428	\$2,196,500	\$2,062,428

**DEPARTMENT (201) PUBLIC INSTRUCTION
OPTIONAL REQUEST SUMMARY**

1	2	3	4	5	6	7	8
PRIORITY	OPTIONAL REQUEST	FTE CHANGE	2003-2005 LEGISLATIVE APPROPRIATION	2005-2007 OPTIONAL ADJUSTMENT	2005-2007 DEPARTMENT REQUEST	2005-2007 EXECUTIVE RECOMMENDATION	2005-2007 HOUSE AMENDMENTS
1	State Assessment Program Priority One - \$ 600,000 Priority Two - \$1,200,000	0.00	\$1,217,928	\$1,800,000	\$3,017,928	\$1,217,928	\$0
2	Enterprise Architecture (EA)	0.00	\$0	\$175,000	\$175,000	\$0	\$0
3	North Dakota LEAD Center	0.00	\$215,000	\$21,500	\$236,500	\$236,500	(\$21,500)
4	North Dakota Museum of Art	0.00	\$125,000	\$125,000	\$250,000	\$250,000	(\$125,000)
5	Governor's School - Art Program	0.00	\$225,000	\$45,000	\$270,000	\$270,000	(\$20,000) ¹
6	Northern Plains Writing Project	0.00	\$28,000	\$20,000	\$48,000	\$48,000	(\$20,000)
7	Education Standards and Practices Board	0.00	\$40,000	\$10,000	\$50,000	\$40,000	\$0
	SUBTOTAL	0.00	\$1,850,928	\$2,196,500	\$4,047,428	\$2,062,428	(\$186,500)
	Red River Valley Writing Project	0.00	\$20,000	\$0	\$20,000	\$40,000	(\$20,000)
	TOTAL		\$1,870,928	\$2,196,500	\$4,067,428	\$2,102,428	(\$206,500)

¹ The Governor's School submitted the \$45,000 cost for the proposed Art Program to the Department but did not identify that amount as an annual cost. Thus, the biennial cost was understated by \$45,000.

I

TESTIMONY ON HB 1013
SENATE APPROPRIATIONS COMMITTEE
March 3, 2005
by Dr. Wayne G. Sanstead, State Superintendent
(701) 328-4570
Department of Public Instruction

Mr. Chairman and members of the committee:

My name is Dr. Wayne G. Sanstead and I am the State Superintendent for the Department of Public Instruction. I am here to provide introductory information and a brief overview of our budget requests for the 2005-2007 biennium to the committee.

Bonnie Miller, DPI fiscal officer, has prepared a concise overview document for each of you. I want to commend Bonnie and all staff for the excellent job of preparing the budget for this session. Due to the number of individuals present today who wish to testify, Bonnie's request overview has been moved to the end of the agenda. If time permits, Bonnie will cover the administrative portion of our budget with you today. If not, she will review that portion of the request with the Senate subcommittee when scheduled for a hearing at a later date.

We will begin by having Bonnie introduce the optional items in the Department's budget. She will be followed by Greg Gallagher, Standards and Assessments Director and Doug McCrory, Management Information Systems Director who will address two of those optional items. Dr. Gary Gronberg, Assistant Superintendent will cover the special education budgetary request for your consideration. Tom Decker and Jerry Coleman will then briefly review Joint Powers Agreements and School State Aid, respectively. The budgets for the State Library, School for the Deaf, and the Division of Vision Services will follow the completion of the department's presentation.

Our presentation will conclude with testimony regarding funding for the ND Museum of Art, Governor's School, Northern Plains and Red River Valley Writing Projects, ND LEAD Consortium, and National Teacher Certification.

It is important to state at the outset that this budget, as submitted to Governor Hoeven, increased the state funding for special education services for

students with disabilities by \$10,101,305 or 20.2%. The Executive Budget Recommendation increases special education funding by \$2,601,305 million, or 5.2%.

Much attention has been paid to the demographic challenges facing our state. As key policymakers, you are well-aware of the declining enrollment in the general education population in the schools of North Dakota. However, this is not the case for special education. The number of students who receive special education in the schools of our state continues to rise. This year over 14,000 North Dakota students are receiving special education and related services. That is why we are respectfully requesting your thoughtful consideration of the Department of Public Instruction's proposal for an increase in state funding for special education from \$49,898,990 to \$60,000,000.

The Governor's budget proposes \$2,000,000 for Joint Powers Agreements (JPA). The JPA bill (Senate Bill 2168) asked for \$3,000,000. The House appropriations committee reduced that to \$2,000,000. JPAs are the best vehicle available to assist all districts in achieving educational adequacy. Funds provided for incentives would be distributed to participating districts for needed staffing and on the basis of average daily membership to provide services.

JPAs not only provide school districts with a blueprint for increasing efficiency and improving curriculum, but also help to reduce the pressure on local property taxes. Cooperation and sharing among school districts multiplies resources and provides more and better education experiences for our children. Additionally, JPAs are a grass-roots phenomena in North Dakota and fit in with North Dakota's history of local control. To help school districts further the effort, I request that you give careful thought to funding JPAs at least \$3,000,000.

The department also requests a supplemental budget increase for the state assessment program of an additional \$600,000. This increased allocation would raise the State's funding level from the current \$1,217,928 to a new level of \$1,817,928. The department identified the need for this increased allocation within testimony and budget documentation during the 2003 legislative assembly. This increase is required for the State to maintain its share of the State Assessment Program, upon which all other federal title VI supplementary activities are linked.

Thank you for your time and attention to a most significant state budget at this early stage of committee deliberations.

Web Resources:

The DPI WEB site provides a convenient 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.

The following links are also good sources of information regarding school finance.

National Center for Education Statistics (NCES) <http://nces.ed.gov/>

National Conference of State Legislatures (NCSL): Education Finance Database <http://nces.ed.gov/>

Making Money Matter: Financing America's Schools <http://books.nap.edu/books/0309065283/html/>

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Address <http://www.dpi.state.nd.us/> Go Links

North Dakota Department of Public Instruction

Site Search: Go

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Programs and Services

- Adult Education and Literacy
- Child Nutrition & Food Distribution
- Bilingual Education
- Counseling, Testing & Career Development
- Division of Independent Study
- Early Childhood Tracking System
- Native American Education
- School Approval & Accreditation
- School Finance & Organization
- School for the Blind
- School for the Deaf
- School Health & Drug Free
- Section 504
- Special Education
- State Library
- Title I - Compensatory Education
- Teacher Licensure (ESPB)
- Transition in North Dakota

I believe it is the central role of education to help fill and expand the individual's intellectual circle of being. Further, I believe it is the role of the state education agency to provide educational leadership, guidance and technical assistance; to advocate for adequate and equitable funding for our schools; and to insure a continuous educational improvement model is in place for all North Dakota schools and their students.

Dr. Wayne G. Sanstead
State Superintendent

Headlines

- Christa McAuliffe Fellowship Program
- Office of Native American Ed Suggests Models of Culturally Consequent School Reform
- Funding Available for Students Learning English as a Second Language

Events

- Fall Regional Title IV Meeting
- National ACT Test Date

Resources

- Assessment Program and Data
- Bring Technology into the Classroom
- Downloadable School Staff Listings
- Education Entities
- Education Directory 1999-2000
- K-12 Course Code Manual
- ND Administrative & Instructional Personnel in Public Schools
- ND Education Related Links
- National Education Related Links
- Parent Links
- Professional Development
- Scholarships
- School District Profiles

School Spotlight

Connect to ND Schools

Discover ND

Welcome to the ND Department of Public Instruction's Website

Internet

DEPARTMENT (201) PUBLIC INSTRUCTION
Overview Presentation to the Senate Appropriations Committee
March 3, 2005

	1	2	3	4	5	6	7
	2003-2005 LEGISLATIVE APPROPRIATION	2003-2005 ESTIMATED EXPENDITURES	2003-2005 EXPENDITURES TO APPROPRIATION VARIANCE	2005-2007 EXECUTIVE RECOMMENDATION	2005-2007 RECOMMENDATION TO 2003-2005 APPROPRIATION VARIANCE	2005-2007 HOUSE AMENDMENTS	2005-2007 RECOMMENDATION TO HOUSE AMENDMENTS VARIANCE
1 FTE Employees	93.25	92.75	-0.5	92.75	-0.5	0	92.75
Operations:							
2 Salaries & Wages	\$9,277,686	\$9,277,686	\$0	\$10,057,842	\$780,156	\$10,020,282	(\$37,560)
3 Operating Expenses	\$13,057,823	\$13,057,823	\$0	\$14,892,308	\$1,834,485	\$15,167,308	\$275,000
4 Capital Assets	\$15,000	\$0	(\$15,000)	\$0	(\$15,000)	\$0	\$0
5 Total	\$22,350,509	\$22,335,509	(\$15,000)	\$24,950,150	\$2,599,641	\$25,187,590	\$237,440
Funding Sources:							
6 General Fund	\$5,166,205	\$5,166,205	\$0	\$5,471,443	\$305,238	\$5,733,774	\$262,331
7 Federal Funds	\$15,310,280	\$15,295,280	(\$15,000)	\$17,603,446	\$2,293,166	\$17,578,555	(\$24,891)
8 Other Funds	\$1,874,024	\$1,874,024	\$0	\$1,875,261	\$1,237	\$1,875,261	\$0
Grants:							
State							
9 Foundation Aid & Transportation	\$489,379,990	\$489,379,990	\$0	\$512,153,759	\$22,773,769	\$510,853,759	(\$1,300,000)
10 Revenue Supplement	\$5,000,000	\$5,000,000	\$0	\$7,500,000	\$2,500,000	\$5,000,000	(\$2,500,000)
11 Special Education	\$49,898,695	\$49,898,695	\$0	\$52,500,000	\$2,601,305	\$52,500,000	\$0
12 Governor's School	\$225,000	\$225,000	\$0	\$270,000	\$45,000	\$250,000	(\$20,000)
13 LEAD Consortium	\$215,000	\$215,000	\$0	\$236,500	\$21,500	\$215,000	(\$21,500)
14 Teacher Center Network	\$230,000	\$230,000	\$0	\$230,000	\$0	\$230,000	\$0
15 FINDET	\$33,117	\$33,117	\$0	\$33,117	\$0	\$33,117	\$0
16 Adult Education Matching Funds	\$920,000	\$920,000	\$0	\$920,000	\$0	\$920,000	\$0
17 School Lunch Matching Funds	\$1,080,000	\$1,080,000	\$0	\$1,080,000	\$0	\$1,080,000	\$0
18 North Dakota Museum of Art	\$125,000	\$125,000	\$0	\$250,000	\$125,000	\$125,000	(\$125,000)
19 Northern Plains Writing Project	\$28,000	\$28,000	\$0	\$48,000	\$20,000	\$28,000	(\$20,000)
20 Red River Writing Project	\$20,000	\$20,000	\$0	\$40,000	\$20,000	\$20,000	(\$20,000)
21 North Central Council of School Television	\$105,000	\$105,000	\$0	\$0	(\$105,000)	\$0	\$0
22 Total	\$547,259,802	\$547,259,802	\$0	\$575,221,376	\$27,961,574	\$571,254,876	(\$4,006,500)
23 Federal	\$179,139,127	\$179,139,127	\$0	\$204,557,965	\$25,418,838	\$204,557,965	\$0

DEPARTMENT (201) PUBLIC INSTRUCTION
Overview Presentation to the Senate Appropriations Committee
March 3, 2005

	1	2	3	4	5	6	7
	2003-2005 LEGISLATIVE APPROPRIATION	2003-2005 ESTIMATED EXPENDITURES	2003-2005 EXPENDITURES TO APPROPRIATION VARIANCE	2005-2007 EXECUTIVE RECOMMENDATION	2005-2007 RECOMMENDATION TO 2003-2005 APPROPRIATION VARIANCE	2005-2007 HOUSE AMENDMENTS	2005-2007 RECOMMENDATION TO HOUSE AMENDMENTS VARIANCE
Other							
24 Tuition Apportionment	\$69,495,371	\$69,495,371	\$0	\$71,600,000	\$2,104,629	\$71,600,000	\$0
25 Displaced Homemakers	\$240,000	\$240,000	\$0	\$240,000	\$0	\$240,000	\$0
26 Total	\$69,735,371	\$69,735,371	\$0	\$71,840,000	\$2,104,629	\$71,840,000	\$0
Funding Sources:							
27 General Fund	\$547,259,802	\$547,259,802	\$0	\$575,221,376	\$27,961,574	\$575,014,876	(\$206,500)
28 Federal Funds	\$179,139,127	\$179,139,127	\$0	\$204,557,965	\$25,418,838	\$204,557,965	\$0
29 Other Funds	\$69,735,371	\$69,735,371	\$0	\$71,840,000	\$2,104,629	\$71,840,000	\$0
Special Line Items:							
30 Teacher Compensation	\$51,854,000	\$51,854,000	\$0	\$50,912,120	(\$941,880)	\$50,912,120	\$0
31 JPA Incentives	\$0	\$0	\$0	\$2,000,000	\$2,000,000	\$0	(\$2,000,000)
32 Reorganization Bonuses	\$500,000	\$500,000	\$0	\$500,000	\$0	\$0	(\$500,000)
33 National Board Certification (ESPB)	\$0	\$0	\$0	\$40,000	\$40,000	\$40,000	\$0
34 Data Envelopment Analysis	\$50,000	\$50,000	\$0	\$0	(\$50,000)	\$0	\$0
35 Total	\$52,404,000	\$52,404,000	\$0	\$53,452,120	\$1,048,120	\$50,952,120	(\$2,500,000)
Funding Sources:							
36 General Fund	\$52,404,000	\$52,404,000	\$0	\$53,452,120	\$1,048,120	\$50,952,120	(\$2,500,000)
37 Federal Funds	\$0	\$0	\$0	\$0	\$0	\$0	\$0
38 Other Funds	\$0	\$0	\$0	\$0	\$0	\$0	\$0
39 Total	\$870,888,809	\$870,873,809	(\$15,000)	\$930,021,611	\$59,132,802	\$50,952,120	(\$2,500,000)
Funding Sources:							
40 General Fund	\$604,830,006	\$604,830,006	\$0	\$634,144,940	\$29,314,934	\$627,900,771	(\$6,244,169)
41 Federal Funds	\$194,449,408	\$194,434,408	(\$15,000)	\$222,161,411	\$27,712,003	\$222,136,520	\$24,891
42 Other Funds	\$71,609,395	\$71,609,395	\$0	\$73,715,261	\$2,105,866	\$73,715,261	\$0
43 Total Funding Source	\$870,888,809	\$870,873,809	(\$15,000)	\$930,021,612	\$59,132,803	\$923,752,552	(\$6,219,278)

#1-1013

Memo

To: Conference Committee

From: Bonnie J. Miller, Fiscal Director

Bonnie J. Miller

Date: April 18, 2005

Re: House Bill No. 1013

The purpose of this memo is to provide the Conference Committee with additional clarification on two items. Specifically:

Operating Expenses

The Senate amendments reduced the Department's general fund administrative funding by \$310,000 (i.e., \$35,000 from the Salary line and \$275,000 from the Operating line). Subsequently, \$290,000 was transferred to Grants to provide additional funds for Adult Education and to restore funding for five flow-through entities.

This reduction, along with the 2003-2005 reduction, to the Department's general fund administrative funding makes it difficult to provide the necessary services to the field. The Department does have federal administrative funds. However, these funds are earmarked for specific purposes and are to be used to support, not supplant, state funded activities.

The Department's 2005-2007 budget request does include a substantial increase in federal administrative funding. This increase in funds is primarily from Title VI and represents the federal support for testing activities. In addition, Special Education is anticipating additional federal monies to be used to implement a state-wide Individual Education Plan (IEP).

House Bill No. 1013, Section 5

As introduced during the Department's budget presentation to the House Appropriations Committee, the federal Grants authority included in the current budget is not sufficient to pay the anticipated grants to the school districts. The Senate amendment includes \$15,000,000 in additional authority for this purpose. However, based on the recent projections of spending by the school districts, approximately \$30,000,000 is necessary for the purpose of providing grants for the period ending June 30, 2005. Please note that although the Department knows the total amount of grants provided to the school districts, it is extremely difficult to estimate how much will be spent given that federal funds can be carried over.

The Department's 2003-05 budget includes \$182,360,244 in Grant authority. Currently, only \$9,030,967 in authority remains to cover the remaining two weeks of April, May, and June spending by the School Districts.

Thank you for your time and attention to these most significant matters.

A1013

DPI & others

HB 1013 - GF Reductions

Decreases the Gov's recommendation by:

State School aid (Foundation aid) by \$7,400,000

Special Ed by \$1,000,000

Supplemental Payments by \$1,000,000

Reorganization Bonuses by \$500,000 (Eliminates this line item)

LEAD Center by \$21,500

Museum of Art by \$125,000

Governor's School by \$20,000

RRV Writing Project by \$20,000

Northern Plains by \$20,000

Total Reduction to Governors Budget ----- (\$10,106,500)

Division of Independent Study 148,800

School for the Deaf (128,634)

Total HB 1013 (10,086,334)

HB 1019 - State Historical Society + 465,000

HB 1020 - Parker & Rec (117,461)

250,000 Lead Garden
Elkhorn Ranch

160,000
Pt. Stenoise -
195,000
Lake Salt State
455,000
500,000 Tutu, Waiwai

AG

WSI - 0 -

11

Senate Appropriations Committee

HB 1013

By Dr. Gaylynn Becker

High School Counselor & District Assessment Coordinator

New Salem High School 843-7610

Hebron High School 878-4442

Residence 222-3222

March 3, 2005

Chairman Holmberg and Members of the Senate Appropriations Committee:

I am Dr. Gaylynn Becker High School Counselor and District Assessment Coordinator for New Salem and Hebron Public School Districts. I am here on my own personal time to testify against the amendment in House Bill 1013 that removes the requirement that the State Superintendent of Public Instruction be a licensed teacher in North Dakota.

I ask that you withdraw this amendment to House Bill 1013 that was passed in the House. Instead of reducing the standards for the State Superintendent of Public Instruction, I recommend that the requirement be increased to that of being a "Highly Qualified" licensed teacher as is required for all of our teachers in North Dakota.

Thank you.

Qual
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Sind



Information Technology Department

600 E Boulevard Ave., Dept 112 • Bismarck, ND 58505-0100 • (701) 328-3190

Memo

To: Doug McCrory: Department of Public Instruction; IT Director

From: Vern Welder, ITD, Director of Software Development

CC: Mike Ressler, Deputy CIO & Director of ITD

Date: 1/26/2005

Re: Visual Basic v6 upgrade to .Net architecture

The Information Technology Department supports the Department of Public Instruction's decision to upgrade applications developed in Microsoft Visual Basic version 6 to Microsoft's .Net architecture.

Microsoft will discontinue support for Visual Basic version 6 in 2008. Their long-term strategy is to support .Net architecture. .Net is a mature architecture that is backed by the North Dakota Enterprise Architecture process. It would be advantageous to do the upgrade in the near-term in order to keep the number of architectures supported by your staff to a minimum.

STRATEGIES

- ▶ To plan for the obsolescence of existing systems.
- ▶ To develop contingency plans for the effective continuation of services in the event of a disaster.



goal two



Maintain core business processes to reduce the risk of potential disruption to critical services

INITIATIVES

- ▶ Aging and Obsolete System Replacements — State agencies plan to replace the following systems: Integrated Tax System (ITS), Medicaid Management Information System (MMIS), Unemployment Insurance (UI), Women, Infants, and Children (WIC), Facility Maintenance, iTAG Institutional Offender Management System, Security Access, Roadway Information Management System (RIMS) Inventory Interface, Online Reporting System (ORS), Drivers License System and the North Dakota Legislative Council Systems.
- ▶ Mainframe Migration — ITD plans to migrate the applications from the IBM mainframe to a current technology platform, saving time and money in administration and licensing fees. Applications migrated will continue to provide service without the need for redevelopment.
- ▶ Upgrade Core Banking System — The Bank of North Dakota plans to upgrade its systems to provide improved services to its customers.
- ▶ Upgrade Pavement Management System — The DOT plans to replace the dTIMS 6.0 pavement analysis software with a package that incorporates maintenance activities.
- ▶ Develop a Second Data Center — ITD is planning a second data center to meet the availability needs of state government in the event of a major disaster at the Judicial Wing location.
- ▶ Establish a Hot Site for Disaster Recovery — Workforce Safety and Insurance plans to establish a hot site for disaster recovery and business continuity.
- ▶ Continuity of Government/Continuity of Operations (COG/COOP) — The COOP plans will be reviewed and adjusted as needed, until North Dakota has a workable recovery plan in place. These plans will need periodic review and updates to ensure they reflect the changing technology.
- ▶ Enterprise Architecture — Cross agency teams will continue to monitor technology changes and establish plans for a smooth transition into the future.



- MSDN Home
- Search for
- MSDN and KB
- Advanced Search
- Visual Basic Home
- Getting Started
- Product Information ▶
- How to Buy
- Registration
- Using Visual Basic .NET ▶
- Downloads ▶
- Support
- Community ▶
- Previous Versions ▶
- Products & Technologies

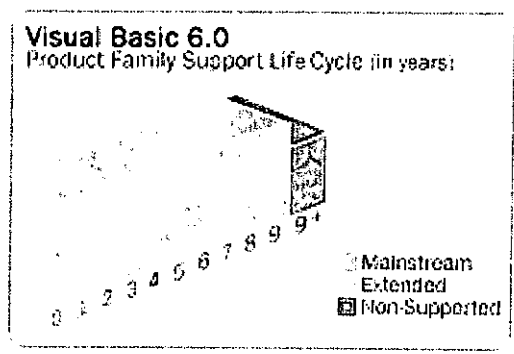
- Developer Centers | Library | Downloads | How to Buy | Subscribers | Worldwide



MSDN Home > Visual Basic > Product Family Life-Cycle Guidelines for Visual Basic 6.0

Product Family Life-Cycle Guidelines for Visual Basic 6.0

The Microsoft Visual Basic® 6.0 product family life-cycle guidelines provide advanced notification of planned changes regarding the availability of and support for the Visual Basic 6.0 family of products. This information will assist customers and partners with product planning and IT decisions.



The following support policy has been in effect since the release of Visual Studio .NET.

Product Life-Cycle Phases

Mainstream Phase

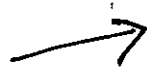
- Standard support offerings are available for Visual Basic 6.0, such as Premier Support, free professional telephone and online incident support per warranty, paid professional telephone and online incident support, free critical updates (also known as a "HotFix" or a "QFE"), and free online self-help tools. For details and pricing guidelines for paid professional support, please visit the Microsoft Product Support Services Web site.
- The Mainstream phase will be in effect for six years after the product's general availability date. Visual Basic 6.0 was generally available in January 1999. Mainstream support will end March 31, 2005.

Extended Phase

- Standard support offerings include Premier Support, paid telephone and online incident support, and free online self-help tools.
- Critical Updates will be available for a fee.
- Free telephone and online incident support will no longer be available.
- The Extended phase will be in effect from seven to nine years after the product's general availability date. Extended Phase support begins in April 2005 and ends March 2008.

Non-Supported Phase

- Support will no longer be offered for Visual Basic 6.0 after nine years of general product availability.
- Visual Basic 6.0 will no longer be supported starting March 2008.



[Top of Page](#)

#2-1013

Robinson, Larry J.

From: Dean A. Koppelman [dean.a.koppelman@sendit.nodak.edu]
Sent: Wednesday, April 20, 2005 10:46 AM
To: Robinson, Larry J.; Mueller, Phil; Metcalf, Ralph E.
Subject: Fw: Funding of ORS Conversion in HB1013

Good morning fellas:

I thought you would be interested in seeing this email from our special ed director, Jabs. With all of the reporting we have to do as schools and as much as we've tried to improve that reporting through the on-line system, it seems to make sense to provide funding that Carol is referring to.

Thanks for all of your help. Take care.

Dean Koppelman

----- Original Message -----

From: "Carol Jabs" <Carol.Jabs@sendit.nodak.edu>
To: <conklin@oakes.k12.nd.us>; <doug.jacobson@sendit.nodak.edu>;
<art.mitzel@sendit.nodak.edu>; <roger.mulvaney@sendit.nodak.edu>;
<dean.a.koppelman@sendit.nodak.edu>
Sent: Wednesday, April 20, 2005 7:54 AM
Subject: Funding of ORS Conversion in HB1013

> Good morning:

> I received a message from a fellow director related to ORS Conversion funding. The following information was obtained from him.

> Evidently, the money in DPI's budget to upgrade the ORS to .NET has been
> stripped from the appropriations. This was a line item 2 called
> "Enterprise Architecture, ORS Conversion" with a cost of \$175,000.

> There has been a statewide data collection advisory committee of the DPI
> that was formed when school districts expressed concerns regarding the
> "electronic" data collection efforts required by the legislature, the DPI
> and the Office of Career and Technical Education. This committee has
> worked for two years to make data collection efforts less painful for
> schools, but more valuable to those collecting the data. A significant
> piece of the long-term improvement to the collection process is the
> migration of the current system to a .NET architecture.

> A couple of reasons the funding is needed as noted by the committee
> include: 1)The MISO Division has learned that starting in 2008, the
> current software they are using will no longer be supported. They need
> the funding to begin the conversion process. 2)The MISO Division has
> implemented this Data Advisory Committee to provide feedback on
> implementing the Online Reporting System. They will also use the funding
> to respond to the needs and suggestions made by the field (example: they
> are working to streamline data entry so a piece of data only needs to be
> entered one time. Historically, data has had to be entered 2 times for
> Title 1, 3 times for Special Education, 1 for Migrant, 4 for teacher
> compensation, etc.).

> Senator Larry Robinson is on the conference committee assigned to this
> bill along with Sen. Ed. Krinstad, Sen. Ray Holmberg, Rep Tom Bruesgaard,
> Rep Bob Martinson and Rep. Ole Aarsvold.

Carol

> This message has been scanned for viruses and

Robinson, Larry J.

From: cjabs@daktel.com
Sent: Tuesday, April 19, 2005 4:43 PM
To: Robinson, Larry J.
Subject: Funding for ORS Conversion in HB 1013

Larry,
As I understand it, the DPI budget had requested \$175,000 to fund an upgrade to the ORS system. Currently school districts are limited by the current system. With the conversion, DPI would be able to address a number of needs presented by school districts. For example: The MISO Division has learned that starting in 2008, the current software they are using will no longer be supported. They need the funding to begin the conversion process. Funding is also needed to respond to the needs addressed by the statewide data collection advisory committee. For example:
They are working to streamline data entry so that a piece of data only needs to be entered one time. Historically, data has had to be entered two times for Title 1, 3 times for special education, 1 time for Migrant, and 4 for teacher compensation.

Please consider restoring the funding for the ORS Conversion.

Carol.

Aarsvold, Ole L.

From: Lemer, Mark [LEMER@west-fargo.k12.nd.us]
Sent: Thursday, April 14, 2005 10:07 AM
To: Aarsvold, Ole L.; Martinson, Bob W.; Brusegaard, Thomas T.; Holmberg, Ray E.; Kringstad, Ed A.; Robinson, Larry J.
Subject: Funding of ORS Conversion in HB 1013

Members of the Conference Committee on HB 1013:

I serve on a statewide data collection advisory committee of the Department of Public Instruction. This committee was formed after many school districts expressed concerns regarding the "electronic" data collection efforts required by the legislature, the Department of Public Instruction, and the Office of Career and Technical Education.

We have worked very diligently over the past 2 years to make data collection efforts less painful for schools, but more valuable to those collecting data. A significant piece of the long-term improvement to the collection process is the migration of the current system to a .NET architecture.

The DPI budget included a \$175,000 request to fund these efforts, and was referred to as the "Enterprise Architecture, ORS Conversion" in HB 1013.

As school districts, we are handicapped by the limitations of the current system. With the conversion to the .NET architecture, the Department of Public Instruction will be able to address a laundry list of needs that have been presented by school districts. The list gets longer each time we meet. Without the conversion, the difficulties that we are experiencing will continue.

I understand that the dollars available are limited. I only wanted to provide you with a bit of the background on this issue and let you know that it is an initiative that was proposed as a joint effort between school districts and the Department of Public Instruction.

Thank you for any consideration that you can give to funding the "Enterprise Architecture, ORS Conversion" line item in HB 1013.

Sincerely,

Mark Lemer
Business Manager
West Fargo Schools
T: 701-356-2002

Aarsvold, Ole L.

From: Dan Huffman [huffmda@fargo.k12.nd.us]
Sent: Thursday, April 21, 2005 2:19 PM
To: Aarsvold, Ole L.; Martinson, Bob W.; Brusegaard, Thomas T.; Holmberg, Ray E.; Kringstad, Ed A.; Robinson, Larry J.
Subject: Re: Funding of ORS Conversion in HB 1013

Members of the Conference Committee on HB 1013:

I am a member of a statewide data collection advisory committee for the Department of Public Instruction. This committee was formed at the request of school districts, after many districts expressed concerns regarding the "electronic" data collection efforts required by the legislature, the Department of Public Instruction, the Dept. of Education and the Office of Career and Technical Education.

We have met regularly over the past 2 years to make data collection efforts less painful for schools, but more valuable to those collecting data. A significant piece of the long-term improvement to the collection process is the migration of the current system to a .NET architecture.

The DPI budget included a \$175,000 request to fund these efforts, and was referred to as the "Enterprise Architecture, ORS Conversion" in HB 1013.

As school districts, we spent extra time working within the architecture of the current system and we are handicapped by the limitations of that current system. With the conversion to the .NET architecture, the Department of Public Instruction will be able to address a laundry list of needs that have been presented by school districts. The list gets longer each time we meet. Without the conversion, the difficulties that we are experiencing will continue.

I understand that the dollars available are limited. This is an initiative that was proposed as a joint effort between school districts and the Department of Public Instruction. It can make work for us, the end users, less time consuming and more meaningful.

Thank you for any consideration that you can give to funding the "Enterprise Architecture, ORS Conversion" line item in HB 1013.

Sincerely,

Dan Huffman
Asst. Supt
Fargo Schools



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

TO: House Appropriations Committee
Education & Environmental Division

FROM: Bonnie J. Miller, Fiscal Director

Bonnie J. Miller

DATE: January 12, 2005

Attached is the information requested by Representative Wald on January 11, 2005. Specifically:

- A Department of Public Instruction organization report including a description of each administrative unit, unit employees, job class, and grade.

If there are any questions, please contact me. My telephone number is 328-2346. I am pleased to be of assistance to the Committee.

DEPARTMENT ORGANIZATION

www.dpi.state.nd.us

STATE SUPERINTENDENT

Dr. Wayne G. Sanstead Grade 99
Executive Assistant: *Lynette Norbeck* Grade 99

The superintendent is responsible for the supervision of the operation of the Department of Public Instruction, including the ND School for the Deaf, ND Vision Services/School for the Blind, and the State Library. The department assists in various roles including, but not limited to: acts as a resource and provides technical assistance to all school districts and related education organizations in North Dakota, implements statutes, regulations, policies and procedures, implements the provision of NDCC related to public school finance and organization, and provides technical assistance and administrative support to the State Board for Public School Education.

MANAGEMENT COUNCIL

State Superintendent: *Dr. Wayne G. Sanstead*
Assistant Superintendent: *Dr. Gary Gronberg*
Assistant Superintendent: *G. David Massey*
Human Resource Director: *Irish Linnertz*
Fiscal Management Director: *Bonnie Miller*

The Management Council acts in a consultative capacity to the superintendent on issues of policy, procedure and operations, initiates strategic planning, insures consistency in the application of policy, including salary administration, and causes the creation of department work teams and/or committees to respond to department needs. The council is not involved in normal operating activities of individual units. The fiscal management director and the human resources director act in an advisory capacity to the Management Council.

DIVISIONS

Education Improvement

Assistant Superintendent – Dr. Gary Gronberg..... Grade 16

Programs and activities assigned to Dr. Gronberg include: Standards and Achievement, including the state testing program; Special Education; School Approval and Accreditation, including education credentials; and Title I (Improving the Academic Achievement of the Disadvantaged).

Education Support and Community Learning

Assistant Superintendent – G. David Massey Grade 16

Programs and activities assigned to Dave Massey include: Community Learning Programs; Adult Education and Literacy, including GED testing programs; Child Nutrition and Food Distribution; Coordinated School Health; and Management Information Systems.

ADMINISTRATIVE UNITS

Adult Education and Community Learning

This unit is responsible for the administration of Adult Education and Literacy; the Learn and Serve Grant; Title I Part B Even Start; and the 21st Century Community Learning Centers.

Program Administrator: *Dale Patrick*..... Grade 12
Administrative Assistant III: *Jolli Marcellais* Grade 8

Child Nutrition and Food Distribution

This unit administers USDA child nutrition programs, nutrition education and training programs, and commodity assistance for schools, institutions, and low-income individuals.

Director: *Linda Glaser*..... Grade 15
Assistant Director-Food Distribution: *John Dasovick*..... Grade 13
Assistant Director-Nutrition Education and Training: *Loris Freier* Grade 13
Child Nutrition Specialist (.75 FTE): *Deb Egeland*..... Grade 11
Child Nutrition Specialist (Mayville): *Stacie Morowski* Grade 11
Administrative Officer: *Marilyn Hoff*..... Grade 10
Program Administrator-Food Distribution: *Melissa Anderson*..... Grade 9
Administrative Assistant II-Nutrition Programs: *Carla Wardzinski* Grade 7
Administrative Assistant II-Food Distribution: *Lauri Nord* Grade 7

Coordinated School Health Programs

This unit administers the Title IV Safe and Drug Free Schools Program and coordinates health education, including AIDS prevention.

Director: <i>Valerie Fischer</i>	Grade 15
Program Administrator-Professional Development/Curriculum/Safe & Drug Free: <i>Drinda Olsen</i>	Grade 12
Program Administrator-Data Manager/HIV/AIDS Education: <i>Nicole Wright</i>	Grade 12
Program Administrator-Safe & Drug Free/Nutrition & Physical Activity: <i>Patrice S. Anderson</i>	Grade 13
Administrative Assistant III: <i>Deb Pilon</i>	Grade 8

Fiscal Management

This unit is responsible for the preparation and submission of the biennial budget, department payroll, and the internal accounting system. Responsibilities include the preparation of financial statements and various fiscal reports, maintenance of the department budget, purchasing, grant and contract files, process and issuance of all payments, receipt of all revenue, and coordination of school districts and other subrecipient audits. The director coordinates agency risk management activities.

Director: <i>Bonnie Miller</i>	Grade 15
Foundation Aid: <i>Addy Schmaltz</i>	Grade 10
Grant Administrator-Title Programs: <i>Beverly Fischer</i>	Grade 14
Grant Administrator-State and Federal Programs: <i>Laura Olson</i>	Grade 14
Grant Administrator-Child Nutrition & Food Distribution: <i>Stephanie Gullickson</i>	Grade 12
Purchasing/Office Services: <i>Candy Tollefson</i>	Grade 10
Grants/Contracts Officer I (.50 FTE): <i>Sebastian Lacher</i>	Grade 10
Account/Budget Specialist II: <i>Linda O'Shea</i>	Grade 10
Account/Budget Specialist I: <i>Lisa Lee</i>	Grade 8
Account Technician II: <i>Pamela Whiteley</i>	Grade 7
Administrative Assistant II: <i>Sacha Spinks</i>	Grade 7

Human Resources Management

This unit manages human resources for the department, supervises general operations, and provides editorial services for internal programs.

Director: <i>Irish Linnertz</i>	Grade 14
Business Communications Specialist (.75 FTE): <i>Kathy Dorgan</i>	Grade 10
Human Resource Technician II: <i>Linda Gibbins</i>	Grade 9
Receptionist (.75 FTE): <i>Angela Voegele</i>	Grade 5

Management Information Systems

This unit provides information technology and data management services to state and local agencies, school personnel, and legislators. This includes administration and support of the local area network, hardware and software, and remote connections with school systems and local agencies; training for users; and coordinates with the ND Information Technology Department. This unit also provides application development and consulting services.

Director: <i>Doug McCrory</i>	Grade 15
Assistant Director: <i>Dorice Miller</i>	Grade 14
Programmer Analyst: <i>Doris Tommeson</i>	Grade 13
Programmer Analyst: <i>Joleen Gross</i>	Grade 13
Data Processing Coordinator: <i>Judy Ortlip</i>	Grade 12
Education Information Process Analyst: <i>Dr. David Larson</i>	Grade 13
Training Officer: <i>Roxie Dietrich</i>	Grade 10
Computer & Network Specialist: <i>Robert LaFavor</i>	Grade 10
Research Analyst: <i>Stephen Hiebert</i>	Grade 12
Research Analyst: <i>Don Kaiser</i>	Grade 10
Research Technician: <i>Sherry Saylor</i>	Grade 7
Research Technician: <i>Brian Bucholz</i>	Grade 7
Web Development/Programmer: <i>Jamie Krous</i>	Grade 9

School Approval and Accreditation

This unit assists K-12 schools in providing quality education; administers the accreditation program; reviews public and nonpublic schools for statutory compliance, including school calendar, fire safety, and curriculum; administers summer school programs; provides technical assistance for dual credit, home education, and education improvement; administers the issuance of credentials for administrators, counselors, library media personnel, and driver education personnel; administers the Title II D School Technology Grants Program; and coordinates state and federal monitoring processes.

Director-Home Education/School Improvement/Dual Credit: <i>Anita Decker</i>	Grade 15
Assistant Director: <i>Tricia Lang</i>	Grade 13
Project Director-Ed Services Improvement Grant Monitor: <i>Christopher Wing</i>	Grade 13
Program Administrator-School Technology: <i>Christopher Kalash</i>	Grade 12
Administrative Assistant III-Secondary: <i>Mary Hayes</i>	Grade 8
Administrative Assistant III-Elementary: <i>Annette Miller</i>	Grade 8
Administrative Assistant III: <i>Patricia Mattern</i>	Grade 8
Administrative Assistant II: <i>Paula McKay</i>	Grade 7
Administrative Assistant II: <i>Cheryl Moch</i>	Grade 7

School Finance and Organization

This unit is responsible for several major areas of activity. In the area of school district finance, the unit supervises the distribution of state aid and assists with the implementation of the uniform accounting system. In the area of school organization, the unit provides technical assistance to schools and school districts regarding annexation, reorganization, and dissolution procedures; provides support and technical assistance for open enrollment; supervises the school bus transportation program; approves school construction and manages school construction loan programs. This unit provides administrative support to the State Board for Public School Education.

Director: <i>Thomas Decker</i>	Grade 15
Assistant Director-Finance: <i>Jerry Coleman</i>	Grade 14
Administrative Assistant III: <i>Alice Johnson</i>	Grade 8

Special Education

This unit prescribes state and federal rules and regulations for special education and assists school districts in the development and administration of special education programs.

Director: <i>Robert Ruten</i>	Grade 15
Assistant Director: <i>Jeanette Kolberg</i>	Grade 14
Special Education Coordinators:	
<i>Teresa Monicken</i>	Grade 13
<i>Dr. Guy McDonald</i>	Grade 14
<i>John Porter</i>	Grade 14
<i>Doreen Strode</i>	Grade 14
<i>Nancy Skorheim</i>	Grade 14
<i>Gerry Teevens</i>	Grade 14
Office Manager: <i>Michelle Souther</i>	Grade 7
Administrative Assistant I (.50 FTE): <i>Colleen Schneider</i>	Grade 6
Administrative Assistant I (.50 FTE): <i>Jean Foltz</i>	Grade 6
Office Assistant III: <i>Darla Van Vleet</i>	Grade 5

Standards and Achievement

This unit is responsible for the overall administration of the department's education improvement efforts; the development of state content standards and assessments; administration of bilingual and language acquisition programs; administration of the statewide standardized achievement test program and National Assessment of Educational Progress testing; offers statewide professional development opportunities (Title II); and Innovative Programs (Title V).

Director: <i>Greg Gallagher</i>	Grade 15
Assistant Director-State Testing: <i>Jean Newborg</i>	Grade 13
Assistant Director-Bilingual and Language Acquisition Programs: <i>Mari Rasmussen</i>	Grade 13
Program Administrator-Events Coordinator: <i>Patricia Laubach</i>	Grade 11
Program Administrator-Title II/Title V: <i>Paula Gabel</i>	Grade 10
Program Administrator-NAEP: <i>Pauline Bjornson</i>	Grade 12
Administrative Assistant II: <i>Beverly Schatz</i>	Grade 7
Administrative Assistant II: <i>Heidi Bergland</i>	Grade 7
Administrative Assistant II: <i>Charlotte Kaseman</i>	Grade 7

Title I

This unit provides financial assistance to state and local educational agencies to meet the needs of 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 and Education of Homeless Children. The Reading First and the Comprehensive School Reform Programs are also coordinated through this unit.

Director: <i>Laurie Matzke</i>	Grade 15
Assistant Director-School-wide: <i>Tanya Lunde-Neumiller</i>	Grade 13
Assistant Director-Reading First: <i>Gail Schauer</i>	Grade 13
Program Administrator-Migrant Education/Reading/Math Credential: <i>Sandy Peterson</i> ..	Grade 10
Program Administrator-Homeless: <i>Ann Ellefson</i>	Grade 12
Program Administrator-CSR: <i>Nita Wirtz</i>	Grade 12
Fiscal Officer: <i>Mary Neigum</i>	Grade 8
Administrative Assistant III: <i>Missy Schiller</i>	Grade 8
Administrative Assistant II: <i>Patty Carmichael</i>	Grade 7

Department of Public Instruction
EMPLOYEE PAYROLL PLAN

1/12/2005

FTE	Unit	Div	Name	Pos	Class	Gr	Cur Salary	Tmplncr	End Date	TotalSal	Annual Salary	Salary Range	DOH	Yrs
1.00	Administration	1	Sanstead, Wayne	1249	9001	99	\$6,452.83	\$0.00		\$6,452.83	\$77,433.96	\$0.00 \$0.00	1/2/1985	12
1.00	Administration	4	VACANT-Linnertz, J	1303	1619	16	\$6,022.00	\$0.00		\$6,022.00	\$72,264.00	\$3,947.00 \$6,579.00		0
1.00	Administration	1	Norbeck, Lynette	1290	9004	99	\$2,485.00	\$0.00		\$2,485.00	\$29,820.00	\$0.00 \$0.00	11/7/1988	16
1.00	Adult Ed & CL	2	Patrick, Dale	1296	1603	12	\$3,060.00	\$0.00		\$3,060.00	\$36,720.00	\$2,623.00 \$4,371.00	8/1/2002	2
1.00	Adult Ed & CL	2	Marcellais, Jolli	1307	0043	8	\$2,331.00	\$0.00		\$2,331.00	\$27,972.00	\$1,775.00 \$2,959.00	7/1/1984	21
1.00	Adult Ed & CL	2	Massey, Dave	1314	1619	16	\$6,359.00	\$0.00		\$6,359.00	\$76,308.00	\$3,947.00 \$6,579.00	8/20/1976	28
0.00	Board Member	0	Remington, Darrel	1349	9006	0	\$1,250.00	\$0.00		\$1,250.00	\$15,000.00	\$0.00 \$0.00	5/13/1993	0
0.00	Board Member	0	Lind, Jeff	1349	9006	0	\$1,250.00	\$0.00		\$1,250.00	\$15,000.00	\$0.00 \$0.00	10/1/2003	0
0.00	Board Member	0	Wilhelmi, LeRitta	1349	9006	0	\$1,250.00	\$0.00		\$1,250.00	\$15,000.00	\$0.00 \$0.00	5/13/1993	0
1.00	Child Nutrition	2	Glaser, Linda	1271	1615	15	\$3,566.00	\$0.00		\$3,566.00	\$42,792.00	\$3,566.00 \$5,944.00	1/1/1997	8
1.00	Child Nutrition	2	Freier, Loris	1265	1613	13	\$4,016.00	\$0.00		\$4,016.00	\$48,192.00	\$2,907.00 \$4,845.00	9/19/1978	26
1.00	Child Nutrition	2	Dasovick, John	1275	1612	13	\$3,988.00	\$0.00		\$3,988.00	\$47,856.00	\$2,907.00 \$4,845.00	11/1/1980	34
0.50	Child Nutrition	2	Morowski, Stacie	1319	1602	11	\$1,264.00	\$0.00		\$1,264.00	\$15,168.00	\$2,364.00 \$3,940.00	11/24/2003	1
1.00	Child Nutrition	2	VACANT-Jacobson, K	1281	1603	12	\$2,854.00	\$0.00		\$2,854.00	\$34,248.00	\$2,623.00 \$4,371.00		
0.25	Child Nutrition	2	Anderson, Pat	1340	1604	13	\$771.00	\$0.00		\$771.00	\$9,252.00	\$2,907.00 \$4,845.00	12/8/1997	7
0.75	Child Nutrition	2	Egeland, Deb	1279	1602	11	\$1,990.00	\$0.00		\$1,990.00	\$23,880.00	\$2,364.00 \$3,940.00	11/24/1997	7
1.00	Child Nutrition	2	Anderson, Melissa	1323	0951	9	\$2,151.00	\$0.00		\$2,151.00	\$25,812.00	\$1,956.00 \$3,260.00	5/14/2001	6
1.00	Child Nutrition	2	Hoff, Marilyn	1269	0912	10	\$2,345.00	\$0.00		\$2,345.00	\$28,140.00	\$2,131.00 \$3,551.00	9/14/1998	6

1.00	Child N	2	Nord, Lauri	1306	0042	7	\$1,839.00	0		\$1,839.00	\$22,068.00	\$1,614.00	\$2,690.00	1/2003	1
1.00	Child Nutrition	2	Wardzinski, Carla *	1270	0042	7	\$1,860.00	\$300.00	3/1/2005	\$2,160.00	\$22,320.00	\$1,614.00	\$2,690.00	10/6/1997	7
1.00	Child Nutrition	2	VACANT-Glaser, L	1267	1603	12	\$3,006.00				\$36,072.00	\$2,623.00	\$4,371.00		
0.00	Child Nutrition	2	TEMP-Schmitz, S	1346	9032	0	\$0.00	\$0.00		\$0.00	\$0.00	\$0.00	\$0.00	1/8/2005	0
0.50	Child Nutrition	2	Ortlip, Judy	1336	0153	12	\$1,566.00	\$0.00		\$1,566.00	\$18,792.00	\$2,623.00	\$4,371.00	7/14/1980	34
0.50	Coord Sch Health	2	Spinks, Sacha	1344	0042	7	\$897.50	\$0.00		\$897.50	\$10,770.00	\$1,614.00	\$2,690.00	12/30/2002	2
1.00	Coord Sch Health	2	Olsen, Drinda	1338	1603	12	\$2,955.00	\$0.00		\$2,955.00	\$35,460.00	\$2,623.00	\$4,371.00	3/20/2000	4
1.00	Coord Sch Health	2	Wright, Nicole	1337	1603	12	\$3,060.00	\$0.00		\$3,060.00	\$36,720.00	\$2,623.00	\$4,371.00	6/16/2003	2
1.00	Coord Sch Health	2	Pilon, Deborah	1311	0043	8	\$2,208.00	\$0.00		\$2,208.00	\$26,496.00	\$1,775.00	\$2,959.00	12/21/1992	12
0.75	Coord Sch Health	2	Anderson, Pat	1340	1604	13	\$2,313.00	\$0.00		\$2,313.00	\$27,756.00	\$2,907.00	\$4,845.00	12/8/1997	7
1.00	Coord Sch Health	2	Fischer, Valerie	1312	1605	15	\$4,138.00	\$0.00		\$4,138.00	\$49,656.00	\$3,566.00	\$5,944.00	5/9/1994	10
1.00	Fiscal	1	Whiteley, Pamela	1331	0212	7	\$1,719.00	\$0.00		\$1,719.00	\$20,628.00	\$1,614.00	\$2,690.00	12/6/2004	0
0.50	Fiscal	1	Spinks, Sacha	1344	0042	7	\$897.50	\$0.00		\$897.50	\$10,770.00	\$1,614.00	\$2,690.00	12/30/2002	2
0.50	Fiscal	1	Lacher, Sebastian	1333	0421	10	\$1,467.00	\$0.00		\$1,467.00	\$17,604.00	\$2,131.00	\$3,551.00	10/1/1965	39
1.00	Fiscal	1	Miller, Bonnie	1258	0225	15	\$4,731.00	\$0.00		\$4,731.00	\$56,772.00	\$3,566.00	\$5,944.00	9/1/1999	15
1.00	Fiscal	1	Lee, Lisa	1272	0221	8	\$1,970.00	\$0.00		\$1,970.00	\$23,640.00	\$1,775.00	\$2,959.00	6/4/2001	3
1.00	Fiscal	1	O'Shea, Linda	1257	0222	10	\$2,337.00	\$0.00		\$2,337.00	\$28,044.00	\$2,131.00	\$3,551.00	7/22/2002	2
1.00	Fiscal	1	Gullickson, Stephanie	1268	0223	12	\$2,814.00	\$0.00		\$2,814.00	\$33,768.00	\$2,623.00	\$4,371.00	7/9/1992	14
1.00	Fiscal	1	Tollefson, Candice	1278	0601	10	\$2,430.00	\$0.00		\$2,430.00	\$29,160.00	\$2,131.00	\$3,551.00	12/7/1992	12
0.50	Fiscal	1	VACANT-RIF'D- (Becher,	1283	0032	4	\$0.00	\$0.00		\$0.00	\$0.00	\$1,213.00	\$2,021.00		0

0.00	Fiscal	1	TEMP-Budget(Vacant)	1348	9036	99	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		0	
1.00	Fiscal	1	Fischer, Beverly	1317	1618	14	\$3,705.00	\$0.00	\$3,705.00	\$44,460.00	\$3,160.00	\$5,266.00	11/24/1997	14
1.00	Fiscal	1	Olson, Laura J.	1316	1618	14	\$3,318.00	\$0.00	\$3,318.00	\$39,816.00	\$3,160.00	\$5,266.00	7/14/2003	5
1.00	Fiscal	1	Schmaltz, Adeline	1263	0912	10	\$2,964.00	\$0.00	\$2,964.00	\$35,568.00	\$2,131.00	\$3,551.00	6/11/1973	30
1.00	Human Resources	1	Gibbins, Linda	1250	0802	9	\$2,052.00	\$0.00	\$2,052.00	\$24,624.00	\$1,956.00	\$3,260.00	7/22/2002	2
0.75	Human Resources	1	Voegele, Angela	1252	0033	5	\$1,170.00	\$0.00	\$1,170.00	\$14,040.00	\$1,334.00	\$2,224.00	11/8/2004	0
0.75	Human Resources	1	Dorgan, Kathy *	1264	0820	10	\$1,789.00	\$0.00	\$1,789.00	\$21,468.00	\$2,131.00	\$3,551.00	12/9/1996	8
1.00	Human Resources	1	Linnertz, Helen (Irish)	1310	0805	14	\$5,081.00	\$0.00	\$5,081.00	\$60,972.00	\$3,160.00	\$5,266.00	7/6/1981	23
1.00	MIS	2	Krous, Jamie	1292	0131	9	\$2,099.00	\$0.00	\$2,099.00	\$25,188.00	\$1,956.00	\$3,260.00	12/8/2003	1
1.00	MIS	2	Dietrich, Roxie	1293	0818	10	\$2,705.00	\$0.00	\$2,705.00	\$32,460.00	\$2,131.00	\$3,551.00	6/24/1991	13
1.00	MIS	2	Hiebert, Stephen	1332	0903	12	\$3,403.00	\$0.00	\$3,403.00	\$40,836.00	\$2,623.00	\$4,371.00	9/1/1998	6
1.00	MIS	2	Tonneson, Doris	1342	0143	13	\$3,771.00	\$0.00	\$3,771.00	\$45,252.00	\$2,907.00	\$4,845.00	11/1/1999	5
1.00	MIS	2	Miller, Dorice	1259	0144	14	\$4,152.00	\$0.00	\$4,152.00	\$49,824.00	\$3,160.00	\$5,266.00	5/5/1997	14
0.50	MIS	2	Ortlip, Judy	1336	0153	12	\$1,566.00	\$0.00	\$1,566.00	\$18,792.00	\$2,623.00	\$4,371.00	7/14/1980	34
1.00	MIS	2	McCrary, Doug	1262	0172	15	\$4,755.00	\$0.00	\$4,755.00	\$57,060.00	\$3,566.00	\$5,944.00	7/1/1993	12
1.00	MIS	2	Bucholz, Brian	1261	0900	7	\$2,056.00	\$0.00	\$2,056.00	\$24,672.00	\$1,614.00	\$2,690.00	9/21/1989	15
1.00	MIS	2	Sayler, Sherry	1260	0900	7	\$2,451.00	\$0.00	\$2,451.00	\$29,412.00	\$1,614.00	\$2,690.00	7/8/1974	30
1.00	MIS	1	Kaiser, Don	1280	0902	10	\$2,283.00	\$0.00	\$2,283.00	\$27,396.00	\$2,131.00	\$3,551.00	5/17/2004	3
1.00	MIS	2	Larson, Dave *	1329	0931	13	\$3,846.00	\$0.00	\$3,846.00	\$46,152.00	\$2,907.00	\$4,845.00	9/1/1997	9

1.00	MIS	2	LaFavor, Robert	1285	0173	10	\$2,283.00	\$0.00	\$2,283.00	\$27,396.00	\$2,131.00	\$3,551.00	1/2003	1
1.00	MIS	2	Gross, Joleen	1334	0143	13	\$3,100.00	\$0.00	\$3,100.00	\$37,200.00	\$2,907.00	\$4,845.00	9/24/2001	6
1.00	School A & A	3	Decker, Anita	1318	1605	15	\$4,404.00	\$0.00	\$4,404.00	\$52,848.00	\$3,566.00	\$5,944.00	8/21/2000	12
0.75	School A & A	3	Kalash, Christopher	1302	1603	12	\$2,128.00	\$0.00	\$2,128.00	\$25,536.00	\$2,623.00	\$4,371.00	3/8/2004	3
0.25	School A & A	3	Kaseman, Charlotte	1256	0042	7	\$543.50	\$0.00	\$543.50	\$6,522.00	\$1,614.00	\$2,690.00	2/1/1979	25
1.00	School A & A	3	Hayes, Mary	1304	0043	8	\$2,804.00	\$0.00	\$2,804.00	\$33,648.00	\$1,775.00	\$2,959.00	1/4/1970	39
1.00	School A & A	3	Wing, Christopher	1335	1604	13	\$3,113.00	\$0.00	\$3,113.00	\$37,356.00	\$2,907.00	\$4,845.00	10/20/2004	1
0.50	School A & A	3	Mattern, Patti	1308	0043	8	\$1,116.50	\$0.00	\$1,116.50	\$13,398.00	\$1,775.00	\$2,959.00	8/1/1988	16
1.00	School A & A	3	Moch, Cheryl *	1327	0042	7	\$2,147.00	\$0.00	\$2,147.00	\$25,764.00	\$1,614.00	\$2,690.00	4/9/1990	14
1.00	School A & A	3	Lang, Tricia R.	1326	1604	13	\$3,392.00	\$0.00	\$3,392.00	\$40,704.00	\$2,907.00	\$4,845.00	9/2/2003	1
1.00	School A & A	3	McKay, Paula	1294	0042	7	\$2,037.00	\$300.00	\$2,337.00	\$24,444.00	\$1,614.00	\$2,690.00	10/1/1992	20
1.00	School A & A	3	Miller, Annette *	1301	0043	8	\$2,464.00	\$300.00	\$2,764.00	\$29,568.00	\$1,775.00	\$2,959.00	2/15/1985	20
1.00	School Finance	1	Coleman, Jerry	1274	0224	14	\$3,860.00	\$0.00	\$3,860.00	\$46,320.00	\$3,160.00	\$5,266.00	9/18/1995	19
1.00	School Finance	1	Johnson, Alice	1251	0043	8	\$2,090.00	\$0.00	\$2,090.00	\$25,080.00	\$1,775.00	\$2,959.00	7/31/2003	1
1.00	School Finance	1	Decker, Tom	1328	1605	15	\$5,312.00	\$0.00	\$5,312.00	\$63,744.00	\$3,566.00	\$5,944.00	12/1/1989	15
0.50	Special Education	3	Schneider, Colleen	1322	0041	6	\$1,040.00	\$0.00	\$1,040.00	\$12,480.00	\$1,467.00	\$2,445.00	1/7/1991	16
0.00	Special Education	3	TEMP-Budget(Hoberg, M	1346	9032	99	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	6/10/1997	0
1.00	Special Education	3	Souther, Michelle *	1291	0042	7	\$2,331.00	\$0.00	\$2,331.00	\$27,972.00	\$1,614.00	\$2,690.00	7/8/1991	16
1.00	Special Education	3	Strode, Doreen *	1287	1607	14	\$3,740.00	\$0.00	\$3,740.00	\$44,880.00	\$3,160.00	\$5,266.00	7/15/2000	4
1.00	Special Education	3	Rutten, Robert	1286	1605	15	\$4,562.00	\$0.00	\$4,562.00	\$54,744.00	\$3,566.00	\$5,944.00	9/12/1994	10

1.00	Special Education	3	Skorheim, Nancy	1300	1607	14	\$4,187.00	\$0.00	\$4,187.00	\$50,244.00	\$3,160.00	\$5,266.00	1/1994	17
1.00	Special Education	3	Van Vleet, Darla	1313	0033	5	\$1,638.00	\$0.00	\$1,638.00	\$19,656.00	\$1,334.00	\$2,224.00	1/28/2003	1
1.00	Special Education	3	McDonald, D. Guy	1343	1607	14	\$3,645.00	\$0.00	\$3,645.00	\$43,740.00	\$3,160.00	\$5,266.00	9/3/2002	2
0.50	Special Education	3	Mattern, Patti	1308	0043	8	\$1,116.50	\$0.00	\$1,116.50	\$13,398.00	\$1,775.00	\$2,959.00	8/1/1988	16
1.00	Special Education	3	Monicken, Teresa	1341	1604	13	\$3,562.00	\$0.00	\$3,562.00	\$42,744.00	\$2,907.00	\$4,845.00	6/21/2004	0
1.00	Special Education	3	Kolberg, Jeanette	1321	1607	14	\$4,046.00	\$0.00	\$4,046.00	\$48,552.00	\$3,160.00	\$5,266.00	7/1/1997	7
1.00	Special Education	3	Teevens, Geraldine	1295	1607	14	\$3,645.00	\$0.00	\$3,645.00	\$43,740.00	\$3,160.00	\$5,266.00	8/1/2004	0
1.00	Special Education	3	Porter, John	1288	1607	14	\$3,827.00	\$0.00	\$3,827.00	\$45,924.00	\$3,160.00	\$5,266.00	6/22/2004	0
0.50	Special Education	3	Foltz, Jean	1322	0041	6	\$878.00	\$0.00	\$878.00	\$10,536.00	\$1,467.00	\$2,445.00	1/8/2001	4
0.25	Standards & Achiev	3	Kalash, Christopher	1302	1603	12	\$709.00	\$0.00	\$709.00	\$8,508.00	\$2,623.00	\$4,371.00	3/8/2004	3
1.00	Standards & Achiev	3	Laubach, Patricia	1266	1602	11	\$3,707.00	\$0.00	\$3,707.00	\$44,484.00	\$2,364.00	\$3,940.00	12/1/1981	23
1.00	Standards & Achiev	3	Newborg, Jean	1325	1604	13	\$3,943.00	\$0.00	\$3,943.00	\$47,316.00	\$2,907.00	\$4,845.00	7/1/1990	14
1.00	Standards & Achiev	3	Schatz, Beverly	1276	0042	7	\$2,150.00	\$0.00	\$2,150.00	\$25,800.00	\$1,614.00	\$2,690.00	1/3/1989	16
1.00	Standards & Achiev	3	Bergland, Heidi	1324	0042	7	\$1,846.00	\$0.00	\$1,846.00	\$22,152.00	\$1,614.00	\$2,690.00	3/9/1998	6
0.75	Standards & Achiev	3	Kaseman, Charlotte	1256	0042	7	\$1,630.50	\$0.00	\$1,630.50	\$19,566.00	\$1,614.00	\$2,690.00	2/1/1979	25
1.00	Standards & Achiev	3	Bjomson, Pauline	1330	1603	12	\$3,303.00	\$0.00	\$3,303.00	\$39,636.00	\$2,623.00	\$4,371.00	8/1/1997	8
1.00	Standards & Achiev	3	Gallagher, Greg	1282	1605	15	\$4,285.00	\$0.00	\$4,285.00	\$51,420.00	\$3,566.00	\$5,944.00	10/19/1989	15
1.00	Standards & Achiev	3	Gronberg, Gary	1289	1619	16	\$6,319.00	\$0.00	\$6,319.00	\$75,828.00	\$3,947.00	\$6,579.00	10/1/1978	26
1.00	Standards & Achiev	3	Ramussen, Mari	1253	1604	13	\$3,831.00	\$0.00	\$3,831.00	\$45,972.00	\$2,907.00	\$4,845.00	8/13/1990	14
1.00	Standards & Achiev	3	Gabel, Paula	1277	1601	10	\$2,598.00	\$0.00	\$2,598.00	\$31,176.00	\$2,131.00	\$3,551.00	6/1/1974	30

1.00	Standard	3	VACANT-Bjornson, P	1297	1603	12	\$0.00	\$0.00	\$0.00	\$2,623.00	\$4,371.00		0	
1.00	Title I	3	Neigum, Mary *	1284	0911	8	\$2,545.00	\$0.00	\$2,545.00	\$30,540.00	\$1,775.00	\$2,959.00	12/1/1975	29
1.00	Title I	3	Matzke, Laurie	1320	1605	15	\$4,455.00	\$0.00	\$4,455.00	\$53,460.00	\$3,566.00	\$5,944.00	9/8/1993	11
1.00	Title I	3	VACANT-Mousel, M	1309	0041	6	\$2,264.00	\$0.00	\$2,264.00	\$27,168.00	\$1,467.00	\$2,445.00		
1.00	Title I	3	Schauer, Gail	1255	1604	13	\$3,846.00	\$0.00	\$3,846.00	\$46,152.00	\$2,907.00	\$4,845.00	8/3/1998	6
1.00	Title I	3	Lunde-Neumiller, Tanya	1273	1604	13	\$3,473.00	\$0.00	\$3,473.00	\$41,676.00	\$2,907.00	\$4,845.00	3/2/1998	6
1.00	Title I	3	Peterson, Sandra	1315	1601	10	\$2,667.00	\$0.00	\$2,667.00	\$32,004.00	\$2,131.00	\$3,551.00	10/15/1987	17
1.00	Title I	3	Carmichael, Patty	1298	0042	7	\$2,001.00	\$0.00	\$2,001.00	\$24,012.00	\$1,614.00	\$2,690.00	5/2/1991	13
1.00	Title I	3	Schiller, Melissa	1299	0043	8	\$2,039.00	\$0.00	\$2,039.00	\$24,468.00	\$1,775.00	\$2,959.00	5/19/1997	7
1.00	Title I	3	Ellefson, Ann	1305	1603	12	\$3,060.00	\$0.00	\$3,060.00	\$36,720.00	\$2,623.00	\$4,371.00	7/22/2002	2
0.00	Title I	3	TEMP-Olson, Jan	1346	9032	99	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	12/6/2004	0
1.00	Title I	3	Wirtz, Nita	1254	1603	12	\$2,871.00	\$0.00	\$2,871.00	\$34,452.00	\$2,623.00	\$4,371.00	6/6/2000	5

92.75

93.25 - Authorized FTEs 7-1-03
(.50) - Transfer IT position 12-1-03
92.75 - Adjusted Authorization 12-1-03

Current FTEs
December 2004

Superintendent FTE 3.0	The Superintendent, an Assistant Superintendent for the General Management Division, and an administrative assistant are included in the FTE count. The Superintendent is responsible for constitutional boards and functions, and the administration of the ND School for the Deaf, ND Division of Vision Services, and the State Library.
Human Resources FTE 3.50	Unit personnel are responsible for personnel administration and internal operational functions, including: reception duties, internal mail distribution, and business communications.
Fiscal Management FTE 10.0	Unit 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; purchasing, 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. Grants Management positions, previously assigned to Special Ed, Child Nutrition, and Federal Title programs have been reorganized into the fiscal unit. The purchasing agent, previously assigned to office services in the HR unit, has been reassigned to the fiscal office.
School Finance and Organization FTE 3.0	Unit 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; provide technical support and assistance on open enrollment; supervise the school bus transportation program; approve school construction and manage school construction loan programs; provide administrative support to the State Board for Public School Education; and collect and report teacher compensation data. This unit now rolls into the General Management budget.
Title I FTE 10.0	This unit provides financial assistance to state and local educational agencies to meet the needs of 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.
Standards and Achievement FTE 10.75	Unit personnel are responsible for the overall administration of the department's school improvement efforts; administration of Title VI and Title II grants to local districts to improve student achievement and provide professional development opportunities to teachers; the development and design of statewide content standards and assessments; and the administration of "No Child Left Behind," new federal legislation. Language acquisition and programs for immigration are also administered through this unit. Staff members administer the statewide testing program and the new federal NAEP testing program.

<p>School Approval and Accreditation FTE 8.75</p>	<p>Unit 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; providing technical assistance to local education agencies regarding dual credit; and issuing credentials for administrators, counselors, library media, and driver education personnel. Education Technology positions supervise the granting of competitive federal funds to school districts. Federal Monitor coordinates state and federal monitoring of SEIP programs.</p>
<p>Special Education FTE 11.5</p>	<p>Special Education personnel members provide special education and related services needed to make a free, appropriate public education available to all eligible children with one or more of 13 specified disabilities.</p>
<p>Management Information Systems FTE 12.5</p>	<p>Unit personnel provides information technology and data management services to state and local agencies, school personnel, and legislators. This includes administration and support of the local area network, hardware and software, and remote connections with school systems and local agencies; training for users; and coordinates with the ND Information Technology Department. This unit also provides application development and consulting services. Staff also conducts research and provides data analysis services.</p>
<p>Adult Education and Community Learning FTE 3.0</p>	<p>Unit personnel support the activities of Adult Education and Literacy, Even Start, 21st Century Learning Centers, and the Learn and Serve Grants. These grants support nine Even Start programs, fourteen 21st Century Learning Center community programs, one new Learn and Serve program, twenty GED testing sites, and twenty-two adult learning centers.</p>
<p>Coordinated School Health FTE 5.35</p>	<p>Unit personnel members are responsible to help provide a safe and healthy learning environment for students and faculty.</p>
<p>Child Nutrition and Food Distribution FTE 11.40</p>	<p>Unit personnel are responsible for the administration of 8 USDA child nutrition programs, nutrition education and training programs, and commodity assistance for schools, institutions, and low-income individuals.</p>

**DEPARTMENT OF PUBLIC INSTRUCTION
FEDERAL GRANTS TO SCHOOLS AND OTHER ENTITIES
DESCRIPTION OF PROGRAMS**

<u>CATALOG #</u>	<u>TITLE</u>	<u>US DEPT</u>
<u>10.550</u>	Food Distribution – Food Donation Program	Agriculture

Food is available for distribution to qualifying agencies such as food banks, schools, child and adult care centers. 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.

<u>10.553</u>	School Breakfast	Agriculture
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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.

<u>10.555</u>	National School Lunch Program	Agriculture
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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.

<u>10.556</u>	Special Milk Program for Children	Agriculture
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The objective is to encourage the consumption of milk by children. Participation is limited to agencies that serve children who do not have access to breakfast and lunch in school, and to summer camps.

<u>10.558</u>	Child & Adult Care Food Program	Agriculture
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Funds are available to eligible institutions to reimburse 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.

<u>10.559</u>	Summer Food Service for Children	Agriculture
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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 #	<u>TITLE</u>	<u>US DEPT</u>
<u>10.565</u>	Commodity Supplemental Food Program	Agriculture

Food distribution for individuals and households that meet income-eligibility guidelines. This is a program that provides nutritious commodities to supplement other foods available to participants, primarily the elderly.

<u>10.567</u>	Food Distribution Program on Indian Reservations	Agriculture
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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.

<u>10.568</u>	Emergency Food Assistance <u>Program</u>	Agriculture
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Funds are made available for the processing, storage and distribution cost incurred for providing food assistance to needy persons.

10.574	Team Nutrition Program	<u>Education</u>
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Team Nutrition grants are to improve children's lifelong eating and physical activity habits. Team Nutrition funds provide training and technical assistance to child nutrition foodservice personnel, nutrition education and curriculum for schools and child care facilities, and build school and community environments that support healthy eating and physical activity.

<u>84.002</u>	Adult Basic Education	<u>Education</u>
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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 federal 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 Basic Grants
Disadvantaged Children
Meet High Standards****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. Four percent of the state allocation must be set aside for schools that are identified as needing program improvement, of which 95% is distributed to school districts, and 5% may be used for administration. Five percent of the difference between the 2004-2005 and 2003-2004 Title I allocations may be used for awards to schools and/or teachers. States are allowed to withhold 1% or a flat amount of \$400,000 for states declared a small state minimum for administrative purposes. The remaining amount is distributed to local school districts. The method for allocating funds to school districts is based on free and reduced meal counts, foster counts and census data.

Also, funds are distributed to local school districts for neglected and delinquent students. The method for allocating funds for neglected students is based on free meal counts and enrollment. The method for allocating funds for delinquent students is based on a competitive application process.

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 funds received, 71 percent is distributed to school districts, 20 percent is for service agreements to provide health services to migrant students, to participate in consortia that benefit the migrant students, and to pay for a migrant database to count the migrant students that is required by the U.S. Department of Education. Nine percent of the funds is for administration. The method for allocation of funds is a weighted formula based on number of migrant students, needs of migrant students, statutory priority for service, and availability of other funds.

84.013**Title I
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. Funds are distributed to state agencies serving neglected and delinquent students. The method for allocation of funds is calculated by the U.S. Department of Education based on adjusted enrollment.

CATALOG #	<u>TITLE</u>	<u>US DEPT</u>
<u>84.025</u>	Services for Children with Deaf-Blindness	<u>Education</u>

Funds are used to provide technical assistance and support to parents, families and service providers of children with deaf-blindness

<u>84.027</u>	Special Education Act (IDEA), Part B	<u>Education</u>
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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 in thirteen categories. In the most recent allocation an amount equal to 90.9% of the total grant amount was distributed to school districts based on the federal formula. Allocations are made to special education units based on 75% of the amount received for FFY 1999 plus 85% of the remaining amount available for distribution based on the relative number of children enrolled in elementary and secondary schools within the special education unit. Remaining 15% is allocated on the number of children in the unit eligible for free and reduced meals.

<u>84.173</u>	Special Education IDEA Preschool Program	<u>Education</u>
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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 75% of the amount received for fiscal year 1997 plus 85% of the remaining amount available for distribution based on the relative number of children enrolled in elementary and secondary schools within the special education unit. Remaining 15% is allocated on the number of children in the unit eligible for free and reduced meals.

<u>84.184</u>	Title IV Part A Community Service Grants	<u>Education</u>
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Provides funds to local entities to carry out programs under which students expelled or suspended from school are required to perform community service. The entire amount is used for service contracts to carry out the goals of this program.

CATALOG #	<u>TITLE</u>	<u>US DEPT</u>
<u>84.185</u>	Byrd Scholarship Program	<u>Education</u>

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 Part A
Safe and Drug-Free Schools
and Communities**

Education

Funds are made available to school districts to establish, operate, and improve local programs of school drug and violence prevention and early interventions 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 to foster a safe and drug-free learning environment that supports student academic achievement. Of the monies received 4% is used at the state level for technical assistance, 3% is awarded to DPI for administration and 93% is distributed to school districts. Method for allocation of funds is based on school enrollment and poverty levels as determined by Title I.

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 sub grants to local educational agencies to ensure the removal or revision of policies that prove to be barriers to the enrollment, attendance, and success of homeless children and youth in schools. Of the monies received, 50% is distributed to school districts, 33% is awarded to local shelters and agencies serving homeless children, and 17% is for administration. The method for allocation of funds is based on a competitive application process.

84.213

**Title I
Even Start**

Education

Funds are available 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 helps 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 94% is distributed to school districts, 3% is for technical assistance, and 3% is for administration. The method for allocation of funds is based on a competitive application process.

CATALOG #

TITLE

US DEPT

84.215

**Partnerships in Character
Education**

Education

The purpose of the Character Education grant from the Department of Education is to support, design and implement demonstration sites at selected LEA's. These sites share their projects with other interested LEA's at statewide conferences or by personal appointment. The State education agency provides technical and professional assistance to local educational agencies in program development, implementation of curriculum materials teacher training, and other activities related to character education.

CATALOG #

TITLE

US DEPT

84.287

Title IV
**21ST Century Community
Learning Centers**

Education

The 21st Century Community Learning Centers Program is to establish or expand community-learning centers that provide students with academic enrichment opportunities along with activities designed to complement the students' regular academic program. Community learning centers must also offer families of these students' literacy and related educational development. Centers provide a range of high-quality services to support student learning and development, including tutoring and mentoring, homework help, academic enrichment (such as hands-on science or technology programs), and community service opportunities, as well as music, arts, sports and cultural activities. Programs can be located in public elementary or secondary schools or other similarly accessible facilities. Centers must provide academic enrichment activities to students that attend high-poverty (at least 40% free or reduced lunch) or Title I school wide schools to help them meet state and local standards in core subjects especially reading, and mathematics. At the same time, centers help working parents by providing a safe environment for students when school is not in session.

84.298

Title V
Innovative Programs

Education

Funds are made available to assist local educational reform efforts that are consistent with and support statewide education reform efforts; to provide funding to implement promising educational reform programs and school improvement programs based on scientifically based research; to provide a continuing source of innovation and educational improvement, including support programs to provide library services and instructional and media materials; to meet the educational needs of all students, including at-risk youth; and to develop and implement education programs to improve school, student, and teacher performance, including advancement of hiring and retention incentives, support for professional development activities and reduction of class sizes. Of the monies received, 85% is distributed to school districts, 12.75% is for statewide education reform activities, and 2.25% is for administration. The method for allocation of funds is based on school enrollment, Title I low-income units, and geographic spar city.

CATALOG #	<u>TITLE</u>	<u>US DEPT</u>
<u>84.318</u>	<u>Title II D</u> Enhancing Education Through Technology	Education

Grants are provided to school districts to improve student academic achievement through the use of technology in elementary and secondary schools, to assist every student in becoming technologically literate by the end of 8th grade, and to encourage the effective integration of technology resources and systems with professional development and curriculum development to promote research-based instructional methods that can be widely replicated. Of the monies received 95% is distributed to school districts, 2% is for statewide technical assistance programs, and 3% is for administration. . Half of the amount available for school districts is distributed based on school enrollment and percentage of Title I allocations. The other half is distributed to school districts on a competitive application process.

<u>84.332</u>	<u>Title I</u> Comprehensive School Reform	<u>Education</u>
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Funds are awarded to school districts to provide financial incentives to develop comprehensive school reforms, based upon scientifically based research and effective practices that include an emphasis on basic academics and parental involvement so that all children can meet challenging State academic content and achievement standards. Districts must complete an extensive application process and rigorous peer review. Of the monies received, 95% is allocated to schools, and 5% is for administration. The method of allocation of funds is based on a competitive application process.

<u>84.358</u>	Title VI Part B Rural and Low-Income Schools	<u>Education</u>
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Funds are provided to eligible school districts to address the needs of rural, low-income schools for teacher recruitment and retention, teacher professional development, educational technology, parental involvement, or authorized activities under Title IV Part A, Title I Part A, or Title III. Of these monies, 95% is distributed to school districts, and 5% is for administration. The method of allocation is based on a competitive application process.

<u>84.365</u>	<u>Title III</u> English Language Acquisition	<u>Education</u>
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Funds are available to school districts to improve the education of limited English proficient (LEP) children and youth by helping them learn English and meeting challenging state academic content and academic achievement standards. No Child Left Behind combined Emergency Immigrant and Bilingual programs under Improving America Schools Act into one program.

CATALOG #**TITLE****US DEPT****84.367****Title II Part A
Teacher and Principal
Training and Recruiting****Education**

Funds are made available to school districts and state agencies for higher education to support class size reduction and professional development activities to increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools. Local educational agencies and schools are held accountable for improvements in student academic achievement. Activities should provide sustained and intensive high-quality professional development that can help students achieve to high academic standards. Of the monies received, 95% is distributed to school districts; and 2-1/2% is for higher education projects, 2-1/2% is for statewide projects, and 1% is for administration. The method for allocation of funds is based on the previous year's Title II Part A allocations and on school enrollment and Title I low-income units.

84.369**Title VI Part A
State Assessment Program****Education**

Funds are provided to the state to supplement the development and implementation of statewide assessments that advance the state's uniform accountability system as required under the NCLBA. Appropriate activities supported with Title VI funds include the development and implementation of the following: state content standards; state achievement standards; state assessment replacement test items; state assessment validity studies; the expansion of the state assessment into grades 3-8 and 12 in math and reading/English language arts; the roll out of new science assessments; accountability reporting at the district and state level; and the analysis of student achievement and well being data. The state is to maintain its current funding commitments for the state assessment and its supporting reports.

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 populations due to immigration and refugee resettlement.

93.938**Consolidated School Health Centers for Disease Control
Programs**

The purpose of the School Health programs agreement with the Centers for Disease Control is to support the development and implementation of school health programs to prevent serious health problems for youth. Of the monies received, approximately 13% is distributed to Teacher Centers for providing statewide training programs. In addition, contractors are hired on a competitive application process to fulfill other objectives of this award.

DEPARTMENT OF PUBLIC INSTRUCTION

Federal Grant Information ¹ 2005-2007 Executive Recommendation

Catalog #	Title	U.S. Dept.	Grants	Admin
10.553	School Breakfast	Agriculture	3,600,000	
10.555	National School Lunch Program	Agriculture	28,701,872	
10.556	Special Milk Program for Children	Agriculture	165,000	
10.558	Child & Adult Care Food Program	Agriculture	18,208,598	229,180
10.559	Summer Food Service for Children	Agriculture	1,335,000	55,000
10.560	State Administrative Expense for Child Nutrition	Agriculture		1,151,602
10.567	Food Distribution Program on Indian Reservations	Agriculture	1,179,457	604,305
10.568	Temporary Emergency Food Assistance	Agriculture	140,000	130,000
84.002	Adult Basic Education	Education	2,641,179	262,011
84.007	Title I, Part F Comprehensive School Reform	Education	1,384,304	72,858
84.010	Title I Basic Grants Improving the Academic Achievement of the Disadvantaged	Education	62,546,266	2,451,149
84.011	Title I Migrant Education	Education	480,280	142,000
84.013	Title I Neglected & Delinquent Children & Youth	Education	577,688	
84.025	Services for Children with Deaf - Blindness	Education	174,614	
84.027	Special Education - IDEA, Part B & State Improvement Grant	Education	32,387,677	2,353,506
84.173	Special Education IDEA - Preschool Program	Education	1,558,708	324,643
84.184	Safe & Drug Free Schools & Community Service Grants	Education	3,411,322 250,000	258,480
84.185	Byrd Scholarship Program	Education	205,000	

Catalog #	Title	U.S. Dept.	Grants	Admin
84.196	Title I Education for Homeless Children	Education	150,000	150,000
84.213	Title I Even Start	Education	2,119,700	135,300
84.287	Title IV 21 ST Century Community Learning Centers	Education	5,669,042	152,270
84.298	Title V Innovative Programs	Education	3,317,463	573,458
84.318	Title II D Enhancing Education Through Technology	Education	6,286,628	307,516
84.358	Title VI Part B Rural and Low-Income Schools	Education	167,576	8,548
84.365	Title III English Language Acquisition	Education	650,000	301,246
84.367	Title II Part A Teacher and Principal Training and Recruiting	Education	22,635,326	556,195
84.369	Title VI Part A State Assessment Program	Education		6,935,041
99.003	Nat Coop Educational Statistics (NCES)	Education		64,122
93.576	Refugee Children School Impact Grant	HHS	405,000	135,000
93.938	School Health Programs	Center for Disease	1,269,796	576,863
99.002	Miscellaneous Indirect Costs	Ed. & Ag.		2,090,011
		Total	\$201,617,496	\$20,020,304

¹ Estimated federal funding

State School Aid

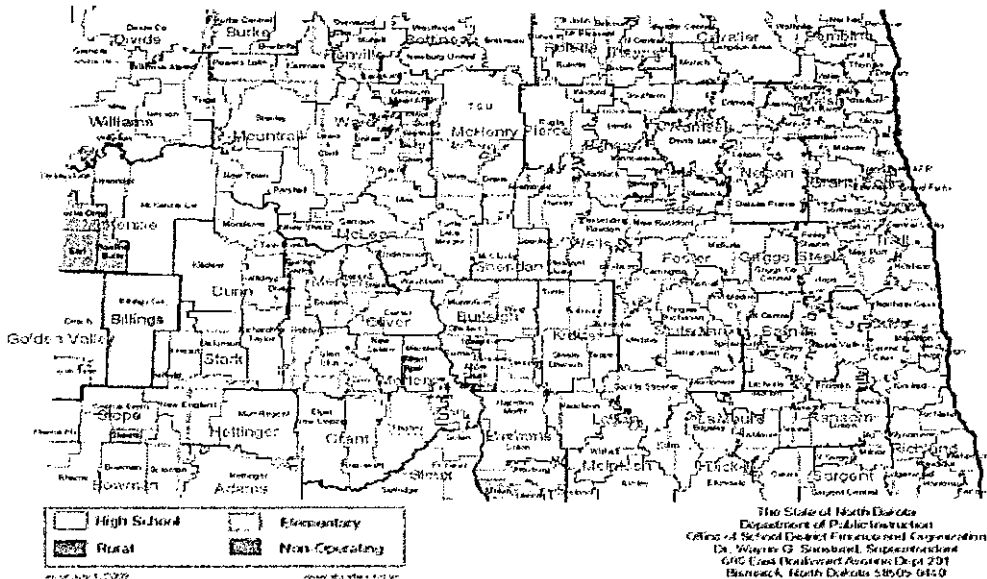
The purpose of the foundation aid system is to provide a level of financial support for elementary and secondary education programs from state funds based on the educational cost per student. The educational cost per student is defined at NDCC 15.1-27. The state average cost was \$6,384 in 2003-04. It 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 \$2,509 for 2003-2004 and \$2,623 for 2004-2005.

Beginning 2004-05, there are 210 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 nonoperating districts do not operate schools. They pay tuition to the districts these students are attending

High School Districts	164
Elementary Districts	35
One Room Rural Districts	7
Nonoperating districts	<u>4</u>
North Dakot School Districts	210

North Dakota School Districts (2003-2004)

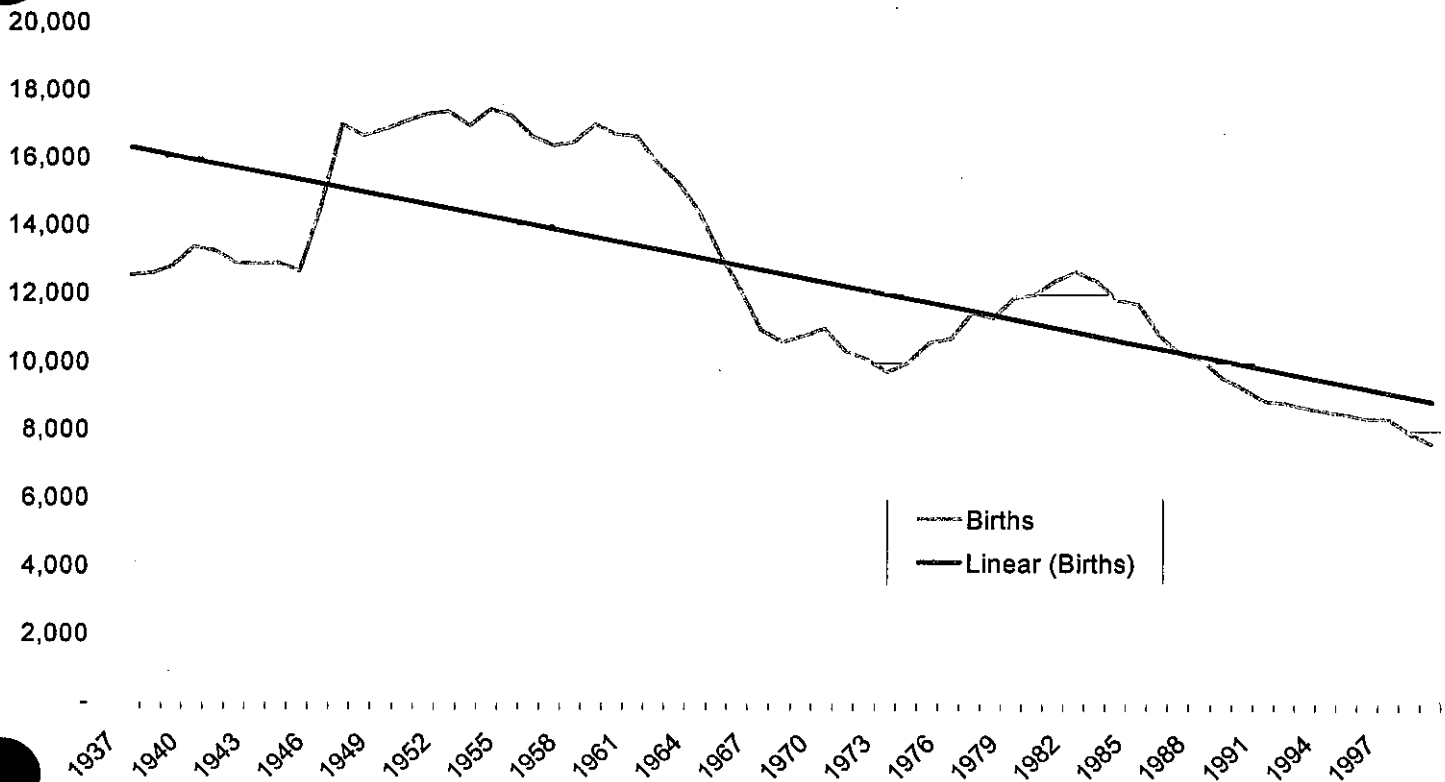


Striking demographic changes we are facing:

- 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 began to occur. In the fall of 1995 North Dakota had 118,565 public K-12 students. In the fall of 2004, the K-12 count was 99,421, a loss of almost 20,000 students (16%) in just ten 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 will fall below 95,000 by the 2008.

North Dakota Births - Vital Statistics



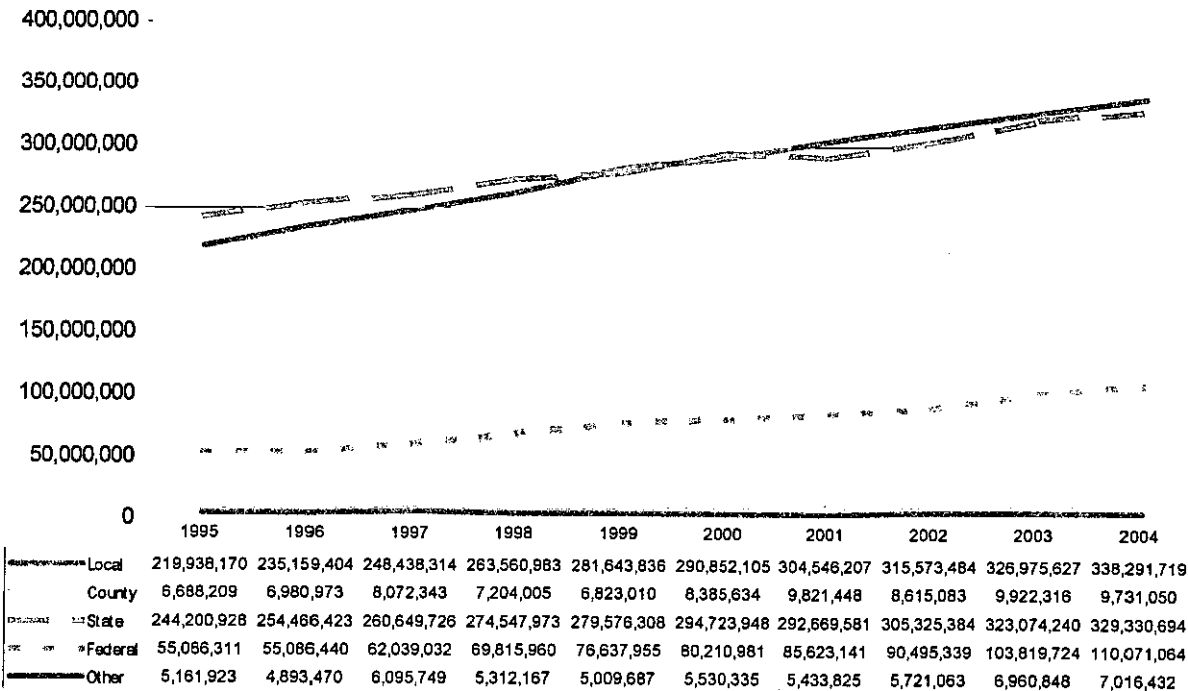
School District Funding

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 2004 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 a 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 extremes is \$5,143 to \$8,810, over \$3,600 per student (based on 2003-04 financial data).

Public School General Fund Revenue History



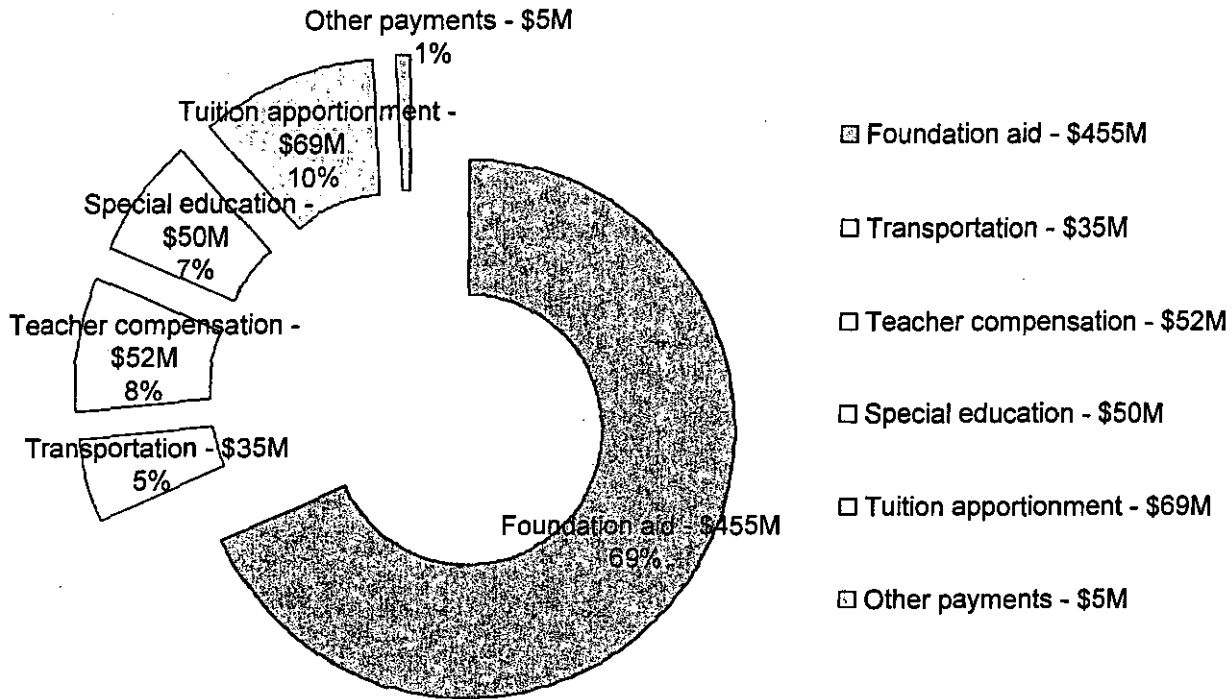
The table below was compiled from Department of Public Instruction enrollment, census, average daily membership, taxable valuation, mill levies, revenue and expenditure data.

School Finance Facts At A Glance

Data	FY 00	FY 01	FY 02	FY 03	FY 04
K Enrollment	7,144	7,057	7,012	6,890	6,663
1-6 Enrollment	47,099	45,760	44,714	43,874	43,271
7-8 Enrollment	17,099	16,881	16,514	16,287	16,148
9-12 Enrollment	36,563	35,519	34,773	34,086	33,339
Total K-12 Enrollment	108,094	105,217	103,013	101,137	99,421
6-17 Census	115,300	108,451	108,451	104,671	104,671
PK-12 Average Daily Membership	113,541	110,710	107,823	105,512	103,923
Taxable Valuation	1,297,625,450	1,363,908,126	1,421,821,998	1,468,087,318	1,532,751,262
Taxable Valuation Per Pupil	11,254	12,576	13,110	14,026	14,644
General Fund Levy	189	189	191	194	195
Total Levy	218	218	218	222	224
Gen Fund Local Revenue	290,852,105	304,546,207	315,573,484	326,795,627	338,291,719
Gen Fund County Revenue	8,385,634	9,821,449	8,615,083	9,922,316	9,731,050
Gen Fund State Revenue	294,723,948	292,669,581	305,325,384	323,074,240	329,330,694
Gen Fund Federal Revenue	80,210,981	85,623,141	90,495,339	103,819,724	110,071,064
Gen Fund Other Revenue	5,530,335	5,433,825	5,721,063	6,960,848	7,016,432
Gen Fund Total Revenue	679,703,003	697,709,141	725,730,352	770,572,755	794,440,959
Instructional Expenditures	559,241,723	583,393,794	598,408,518	639,391,896	663,407,740
Gen Fund Expenditures	666,363,372	702,468,197	716,300,973	765,136,183	790,333,132
Gen Fund End Balance	149,322,288	144,774,543	155,268,847	160,264,150	163,582,059
Cost of Ed Per Pupil (all districts)	4,925	5,270	5,550	6,060	6,384
District Count	231	223	222	217	210

Source: NDDPI Finance Facts. Fiscal year relates to financial data. Enrollment and tax levy data are one year ahead.

2003-05 State Aid To Schools - \$666



2003-2005 State Aid To Schools Appropriation

The 2003-2005 appropriation for state aid to schools was set at \$666 million. Sixty-nine percent of this amount is distributed through a formula equalized on cost and property valuation differences among districts.

Funding earmarked for transportation was block granted to school districts based on the funding they received the previous biennium. Teacher compensation is distributed based on fte teachers employed by the district. 75% of special education funding is distributed on average daily membership with the remainder set aside to reimburse districts for high cost students. Tuition apportionment is the interest and earnings from the Common Schools Trust Fund. These funds are distributed on a census of school age students residing in the district that is taken every odd-numbered year.

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 multiplying a cost based weighting factor based on 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 terminology 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 conferences 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 June 30th of each year.

Fall enrollment

Enrollment data is reported to the Department on the fall enrollment (MIS) 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 count date is September 10th.

School weighting factors

The weighting factors for North Dakota's foundation program are computed annually using the most recent five year educational expenditures and average daily membership data.

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 for the 2004-2005 school year.

Category	5 Year Avg. Cost of Education	Weighting Factor	Weighted Payment
Base	\$ 5,254.49	1.0000	\$ 2,623.00
Preschool	\$ 6,364.50	1.2112	\$ 3,176.98
Kindergarten	\$ 3,337.19	0.6351	\$ 1,665.87
One room rural (Grades 1-8)	\$ 7,403.86	1.4091	\$ 3,696.07
Grades 1-6 (less than 100)	\$ 6,890.76	1.3114	\$ 3,439.80
Grades 1-6 (less than 100)	\$ 4,944.47	0.9410	\$ 2,468.24
Grades 1-6 (less than 100)	\$ 5,381.38	1.0241	\$ 2,686.21
Grades 7-8	\$ 5,124.01	0.9752	\$ 2,557.95
Grades 9-12 (less than 75)	\$ 7,496.65	1.4267	\$ 3,742.23
Grades 9-12 (75-149)	\$ 5,770.96	1.0983	\$ 2,880.84
Grades 9-12 (150-549)	\$ 4,932.46	0.9387	\$ 2,462.21
Grades 9-12 (550 or more)	\$ 5,245.56	0.9983	\$ 2,618.54

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 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 2004-2005 factor for this category is 1.0983. $78 \text{ students} \times 1.0983 = 85.67$ 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 $74 \text{ students} \times 1.4267 = 105.58$. Therefore this district would be paid based on 105.58 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 students 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 their 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 weighting factors for students attending school out of state are increased 20%. 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 that 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 tax base equalization

In North Dakota's basic support program, there is a "deduct" of the revenue generated by a set number of mills times the taxable valuation of a given district. The number of mills was set by the legislature at 36 mills for 2004-05. The revenue generated by the deduct is used to increase the base per student foundation aid rate and is redistributed through the funding formula.

In districts with 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 levy.

	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 50% 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.

Minimum levy deduct

The 2003 Legislature passed legislation considering local general fund levy effort. Any amount levied below 140 general fund mills is deducted from state aid payments and is added to the amount available for distribution through the supplemental revenue formula.

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. For each successive year, the per student reduction is increased an additional \$200. If the school becomes accredited, the school is entitled to payments for the entire school year in which the school becomes accredited.

The deduction for school districts operating elementary schools that are not accredited begins the year after the school becomes unaccredited. State aid is reduced \$200 per student times the number of students in the school. For each successive year, the per student reduction is increased an additional \$200. As with the high schools, the school is entitled to payments for the entire school year in which the school becomes accredited.

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.

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.

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% may be used for high school programs, 25% 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 15-29 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

Home schooled students that are district supervised 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 December 1st of the school year. Districts receive a per student payment based on three assessment levels. The payment is made in May.

Transportation Aid

The reimbursement system based on mileage and students transported was repealed for the 2003-05 biennium. Transportation aid was block granted to schools based at the same amount each district received for the 2001-2003 biennium.

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.

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 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 in May of each odd-numbered year enumerating students under the age of eighteen as of August 31.

The census is adjusted for open enrolled students. For each open enrolled student at September 10th, one is added to the admitting district and one is subtracted from the resident district.

Special Education

State funds are provided in three different categories. Special education funding is distributed on an average daily membership basis (\$185 per ADM in 2004-05). These payments constitute approximately 75% of all special education funding provided by the state. A second category provides payments to school districts that incur excess costs for special education services. Districts are responsible for special education expenditures per student up to two and one-half times the state average of per-pupil expenditures. The state reimburses districts for 80% of the "excess costs." The third category relates to excess costs for students placed by state agencies or court order. In those instances, the district of residence is responsible for education and/or special education costs up to the state average of per-pupil expenditures and the state pays all education related costs beyond that amount.

Teacher Compensation Reimbursement

The teacher compensation reimbursement for maintaining the compensation level provided to teachers employed by the district during the 2002-03 school year was set at \$3,000 for full-time equivalent teachers employed by the district as of September 15th of each school. Teachers in their first year of teaching are reimbursed at \$1,000.

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 \$5,000,000 was appropriated for supplemental payments for the 2003-05 biennium.

April 2005

#113

STATE SCHOOL AID AND OTHER MAJOR GRANTS
COMPARISON OF 2005-07 SENATE VERSION TO 2005-07 HOUSE VERSION, 2005-07 EXECUTIVE BUDGET, AND 2003-05 APPROPRIATION

	2003-05 Appropriation	2005-07 Executive Budget	2005-07 House Version	2005-07 Senate Version	2005-07 Tentative Conference Committee Version (April 21, 2005)	2005-07 Conference Committee Version Increase (Decrease) Compared to 2003-05 Appropriation	2005-07 Conference Committee Version Increase (Decrease) Compared to 2005-07 Executive Budget
State school aid							
Per student payments	\$453,929,990	\$476,703,759	\$493,453,759	\$518,457,395 \1	\$482,703,759	\$28,773,769	\$6,000,000
Limited English proficient student payments	650,000	650,000	650,000	650,000	650,000		
Transportation payments	34,800,000	34,800,000	16,750,000	33,500,000	33,500,000	(1,300,000)	(1,300,000)
Total state school aid	\$489,379,990	\$512,153,759	\$510,853,759	\$552,607,395	\$516,853,759	\$27,473,769	\$4,700,000
Other grants - General fund							
Teacher compensation payments	\$51,854,000	\$50,912,120	\$50,912,120	\$35,638,484	\$50,912,120	(\$941,880)	
Special education	49,898,695	52,500,000	52,500,000	52,500,000	52,500,000	2,601,305	
Revenue supplemental payments	5,000,000	7,500,000	5,000,000	5,000,000	5,000,000		(2,500,000)
Reorganization bonuses	500,000	500,000		759,000 \2	759,000 \2	259,000	259,000
Joint powers agreement incentives		2,000,000		2,000,000 \2	1,000,000 \2	1,000,000	(1,000,000)
Total other grants - General fund	\$107,252,695	\$113,412,120	\$108,412,120	\$95,897,484	\$110,171,120	\$2,918,425	(\$3,241,000)
Other grants - Other funds							
Tuition apportionment	69,495,371	71,600,000	71,600,000	50,120,000	71,600,000	\$2,104,629	
Total state school aid and other grants - All funds	\$666,128,056	\$697,165,879	\$690,865,879	\$698,624,879	\$698,624,879	\$32,496,823	\$1,459,000
General fund	\$596,632,685	\$625,565,879	\$619,265,879	\$627,024,879	\$627,024,879	\$30,392,194	\$1,459,000
Other funds	69,495,371	71,600,000	71,600,000	71,600,000	71,600,000	2,104,629	
Total	\$666,128,056	\$697,165,879	\$690,865,879	\$698,624,879	\$698,624,879	\$32,496,823	\$1,459,000

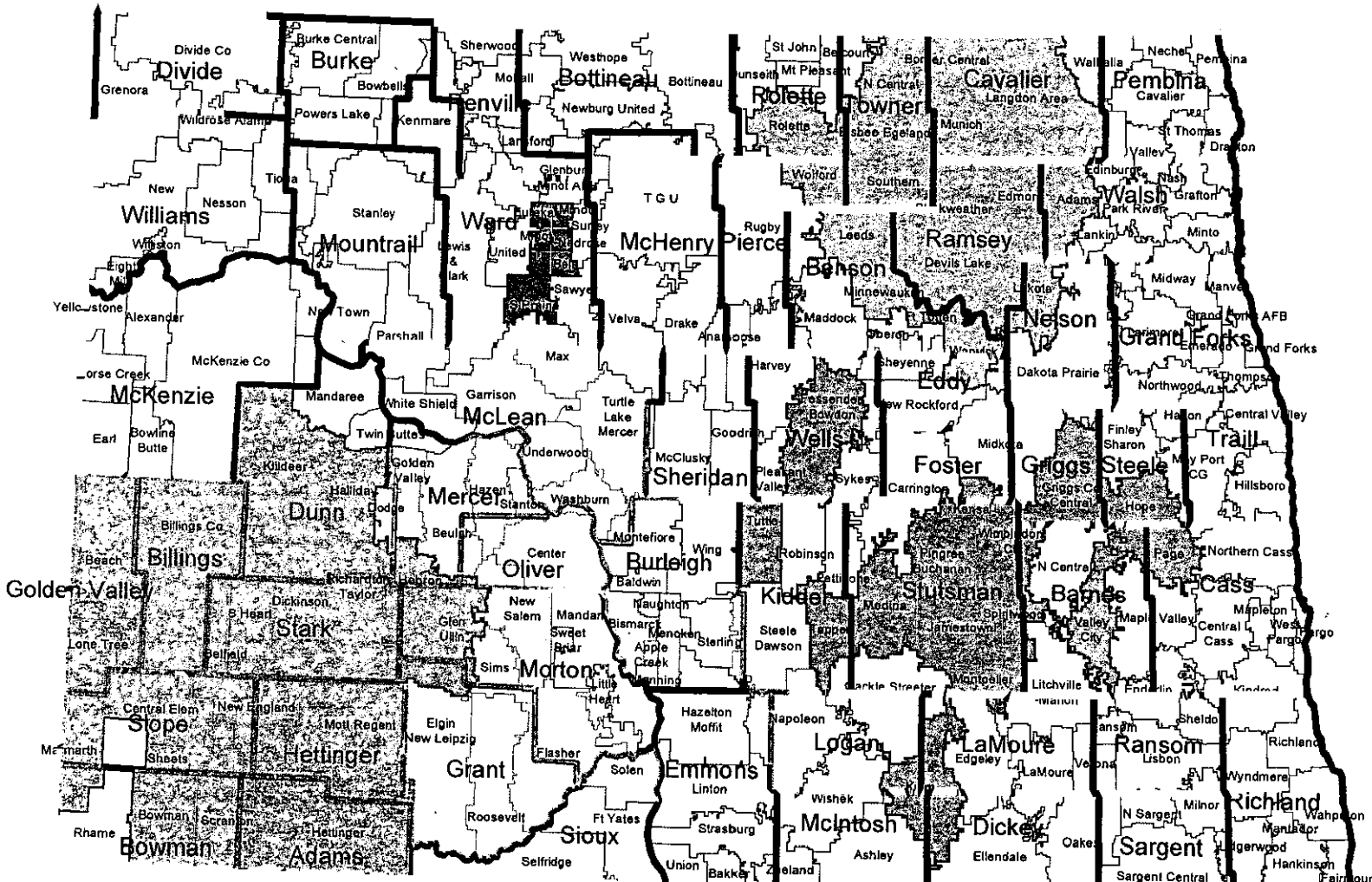
\1 This amount includes funding of \$496,977,395 from the general fund and \$21,480,000 of funding from the state tuition fund.






\2 This funding is appropriated in House Bill No. 1154.

ND Joint Powers Agreements (2003-2004)

as of July 01, 2004

01013



-  Roughrider Ed Services Program
-  Mid-Dakota Ed Council
-  Missouri River Ed Coop
-  Northeast Ed Services Coop
-  Southeast Ed Services Coop

as of July 1, 2003

www.dpi.state.nd.us

The State of North Dakota
 Department of Public Instruction
 Office of School District Finance and Organization
 Dr. Wayne G. Sanstead, Superintendent
 600 East Boulevard Avenue Dept 201
 Bismarck, North Dakota 58505-0440

JOINT POWERS AGREEMENTS

Updated 11/02/04

JPA	NUMBER OF DISTRICTS	ENROLLMENT	SQUARE MILES
South Central Education Coop. (SCEC)	16	5,701	5,296.6
Missouri River Ed. Coop. (MREC)	27	15,589	7,739.53
Northeast Ed. Services Coop. (NESC)	17	4,474	5,319.33
Roughrider Ed. Services Program (RESP)	19	6,592	9,780.93
Mid-Dakota Ed. Council (MDEC)	5	7,321	337.62
JPA Totals	84	39,677	28,474.01
State Totals	211	101,889	70,704
Percent of State Totals	39.81%	38.94%	40.27%

For additional information regarding JPAs see <http://www.dpi.state.nd.us/finance/jtpower.shtm>

JPA DIRECTORY INFORMATION

JPA Name: Northeast Education Service Cooperative (NESC)

Lead Administrator: Elroy Burkle
Title: Superintendent
School District: Border Central, Starkweather and Munich
Work Phone: 701-697-5111; 701-292-4381; 701-682-5321
E-mail address: Elroy.Burkle@sendit.nodak.edu

Executive Director: Denise Wolf
Title: Director Lake Area Career and Technical Center
School District: Devils Lake Public Schools
Work Phone: 701-662-7650
E-mail address: Denise.Wolf@sendit.nodak.edu

Governing Board/President: Robyn Jacobson
School District: Rock Lake (North Central)
Phone: 701-266-5209
E-mail address: Jacobson@utma.com

Current Programs:

Contact Person(s):

Technology Technical Asst Coord.	Doug Darling/Lake Region Allen Vetsch, LACTC
School Calendar	Steve Swiontek/Devils Lake
Staff and Curriculum Development/Train.	Joel Braathen, Leeds Myron Jury, Minnewauken
Library Acq & Specialist Svc.	Bradley Webster, Rolette Mark Lindahl, Cando
Staff Retention and Recruitment	Daren Christianson, Rock Lake Aryln Irion, Langdon
Grant Writing	Elroy Burkle, Starkweather Gailord Peltier, Four Winds
Textbook Acq. & Sharing	Keith Arneson, Adams/Edmore
Integration of other partnership	Denise Wolf, LACTC Myron Jury, Minnewauken
Transportation	Larry Zavada, Wolford Harold Berquist, Lakota Tom Nitschke, Bisbee-Egeland
Student Counseling	Denise Wolf, LACTC
Distance Learning, common class reg.	Brenda Mitzel, Wolford
Public Relations	Elroy Burkle, Starkweather, Munich and Border Central Bradley Webster, Rolette
Common Curriculum, Dual Credit, AP	Doug Darling/Lake Region

JPA Website:

<u>District Name</u>	<u>Enrollment</u>	<u>Sq. Miles</u>
Adams #128	95	172.04
Bisbee-Egeland #2	85	340.13
Border Central #14	28	290
Devils Lake #1	1,866	472.63
Edmore #2	93	395.25
Ft. Totten #30	212	34
Lakota #66	257	401.19
Langdon Area #23	496	805
Leeds #6	196	384.75
Minnewaukan #5	144	230
Munich #19	117	277.13
North Central #28	69	257.25
Rolette #29	185	280.77
Southern 8	259	275
Starkweather #44	100	278
Warwick #29	214	230.69
Wolford #1	58	195.5
TOTALS	4,474	5,319.33
17 Districts		

JPA DIRECTORY INFORMATION

JPA Name: Roughrider Education Services Program (RESP)

Lead Administrator: Dean Koppelman
Title: Superintendent
School District: Dickinson School District
Work Phone: 701-456-0002
E-mail address: dean.u.koppelman@sendit.nodak.edu

Governing Board/President: Dean Rummel
School District: Dickinson School District
Phone: 701-456-6440
E-mail address:

Current Programs: **Contact Person(s):**

Staff Development/training
 Student Services
 Grant writing
 Curriculum development/standards
 Substitute teacher pool system
 Equipment sharing
 Dual Credit
 Advance placement
 Strategic planning process
 Technology technical assistance
 School calendar
 Class schedule
 School improvement
 Policies, forms and procedures
 Athletics purchasing
 Shared staff services
 Voc-tech
 Staff time market exchange
 Federal Title program application,
 documentation & admin.
 Food service administration
 Alternative high school services
 Counseling services
 Transportation, including purchased svc.
 Financial responsibilities
 Distance learning
 Summer school
 Textbook acquisitions and sharing

JPA Website:

District Name	<u>Enrollment</u>	<u>Sq. Miles</u>
Beach	336	765
Bowman	427	462

Lone Tree	45	243
Marmarth	12	348
Billings Co.	76	1,152.00
Central Elem.	9	431
Sheets	7	72
South Heart	251	303.5
Belfield	233	144
New England	190	638.13
Scranton	163	488.81
Killdeer	403	856
Halliday	34	315
Dickinson	2,670	498.13
Richardton-Taylor	286	503.92
Hebron	168	394
Glen Ullin	212	425.75
Mott-Regent	288	880
Hettinger	355	860.94
TOTALS	19 Districts	6,165
		9780.93

JPA DIRECTORY INFORMATION

JPA Name: Mid-Dakota Education Council (MDEC)

Lead Administrator: Dave Looyesen
Title: Superintendent
School District: Minot Public School District
Work Phone: 701-857-4422
E-mail address: David.Looyesen@sendit.nodak.edu

Governing Board/President: Chuck Miller
School District: Nedrose School District
Phone:
E-mail address:

Current Programs:

Contact Person(s):

Shared school calendar
Shared staff services, including principal
Staff training - all
Communication mechanisms
Technology support services, inc. LAN
Grant writing
Transportation
Title I, II, IV and VI services
Daily school schedule
Joint curriculum and class development
Tuition funds administration
Extracurricular activities
Health insurance, incl dental coverage
Special education services
Library services
Counseling services
Payroll services
Student data services
Investment pooling services
Drug-free-school programs
Strategic planning
Student services
Elementary language programs
Summer school programs
Dual credit and advance placement prog.
Gifted and talented programs
Substitute teacher pool list and admin.

JPA Website:

<u>District Name</u>	<u>Enrollment</u>	<u>Sq. Miles</u>
Bell #10	151	42
Eureka #19	13	31

Minot #1		6,753	68.31
Nedrose #4		253	32.18
S. Prairie #70		151	164.25
TOTALS	5 Districts	7,321	337.62

JPA DIRECTORY INFORMATION

JPA Name: Missouri River Education Cooperative

Lead Administrator: Martin Schock
Title: Superintendent
School District: Elgin/New Leipzig
Work Phone: 701-584-2374
E-mail address: martin.schock@sendit.nodak.edu

Governing Board/President: Steven J. Resier
School District: Washburn
Phone: 701-462-3300
E-mail address: None available

Current Programs:	Contact Person(s):
Curriculum development, mapping, instruction & assessment	Wilfred Volesky, Chair
Summer School	
Staff Development	Wilfred Volesky, Chair
Technology	Bob Tollefson, Chair
Alternative School/Voc. Center	
Medical Insurance	John Jankowski
Group Purchasing	Karen Kautzman, Chair
Transportation	
Part-time staff	
Consolidated Applications	Royal Lyson, Chair
Media Center	
ESL	
Mentoring	
Title Programs	Royal Lyson, Chair
Counseling Services	
Librarian	
Nurses	
Social Workers	
Adult Learning Center	
Speech Pathology	
Finance	Nike Ness/Karen Kautzman

JPA Website: <http://www.agree.org>

District Name	<u>Enrollment</u>	<u>Sq. Miles</u>
Apple Creek	44	24
Beulah	862	427
Bismarck	10,370	198
Bismarck St. Mary's		
Bismarck State College		
Center	250	463
Dodge	36	104

Elgin/New Leipzig	242	692
Flasher	221	631.92
Garrison	351	393.35
Golden Valley	50	157
Hazen	735	302.86
Little Heart	25	85.06
Max	170	337.8
Montefiore (Wilton)	207	266.37
Napoleon	236	552.09
New Salem	373	415.69
Roosevelt	113	471.11
Solen/Cannonball	146	314.75
Stanton	47	76
Steele-Dawson	276	454.59
Sterling	38	181.5
Sims	34	188
Sweet Briar	10	38.5
Turtle-Lake-Mercer	191	522.25
Washburn	336	244.2
Underwood	226	199.39
TOTALS	27 Districts	15,589
		7,739.53

JPA DIRECTORY INFORMATION

JPA Name: South Central Education Cooperative

Lead Administrator: James J. Dunnigan
Title: Superintendent
School District: Medina School District
Work Phone: 701-486-3121
E-mail address: dunniganj@mail.medina.k12.nd.us

Governing Board/President: Dwight Hofmann
School District: Medina School District
Phone: 701-486-3276
E-mail address:

Current Programs:	Contact Person(s):
Staff Development	To Be Determined
Grant Development/Writing	TBD
Joint Purchasing	TBD
Curriculum Development/Mapping	TBD
Equipment/Textbook Sharing	TBD
Strategic Planning	TBD
Legislative Interaction	TBD
Dual Credit Courses	TBD

JPA Website:

District Name	<u>Enrollment</u>	<u>Sq. Miles</u>
Fessenden-Bowdon	225	561.69
Griggs Co Central	335	422.89
Hope	146	252.62
Jamestown	2,477	473.56
Kensal	61	169.5
Kulm	136	496.5
Medina	159	405.16
Montpelier	99	216.5
Page	126	212.75
Pingree-Buchanan	155	335

Spiritwood	7	75.25	
Tappen	105	265.75	
Tuttle Pettibone	49	257.94	
Valley City	1,205	357.94	
Wimbledon-Courtney	152	289.75	
TOTALS	15 Districts	5,437	4,792.80



The ND LEAD Center is requesting increased funding to offset costs of training provided for administrators and teachers in the area of Data Driven School Improvement, which addresses many of the challenges schools are facing to comply with No Child Left Behind.

In addition to the current biennial appropriation of \$215,000 of state general funds, an increase of \$21,500 in general fund support is hereby requested.

XI



Education Standards and Practices Board
2718 Gateway Avenue, Suite 303
Bismarck, ND 58503-0585
(701) 328-9641 Fax (701) 328-9647
<http://www.state.nd.us/esp>

Testimony of
Janet Placek Welk

HB 1013

Good morning, Mister Chairman, members of the Appropriations Committee. For the record, I am Janet Placek Welk, executive director of the Education Standards and Practices Board and wish to testify in favor of HB 1013, Section 2, line 18, National Board for Professional Teaching Standards.

The Governor's budget includes \$40,000 for the biennium for national certification for teachers of North Dakota. The Board provides these dollars to match with federal dollars to pay for the assessment process of national board. The fees for the national board assessment have gone up effective January 1, 2005. The applicant will be charged a \$65.00 processing fee, retake candidates will be charged an additional \$15.00 processing fee, and the actual assessment cost has gone up to \$2500. This means less teachers in North Dakota will be able to apply for national certification.

HB 1076, Section 5 includes the policy language for national certification. The Education Standards and Practices Board has asked for authority to provide funding for two teachers each year to retake portions of the national certification they did not achieve the first time and also for funding for stipends for those teachers that have successfully completed the assessment process and have become nationally certified. The Board is

asking for a stipend of \$1500 a year for four years or \$6,000 per teacher. The Board believes national certification is a process that exemplifies the highest quality teaching ability of our teachers and would like to be able to provide this stipend for those teachers that achieve this high award.

We are asking for \$50,000 to be able to cover these additional assessment fees, fees for processing, the fees for retakes candidates, and the stipend for those teacher that will complete the process successfully. Thank you for your time and support of education. I would be happy to answer any questions at this time or at 328-9646.

In addition to the current biennial appropriation of \$40,000, the Education Standards and Practices Board (ESPB) requests an additional \$10,000 in state general funds to support the National Board Certification Program.

DPI Appropriation
Education Standards and Practices Board

	\$50,000	\$
Assessment fees (ND pays 1/2 of assessment fee \$2500 matched with federal dollars)		
34 applications at \$1250	\$42,500	
Stipend		
\$1500 X 6 applications	\$ 9,000	
Recertification		
\$350 X 2	\$ 700	
Total	\$52,200	

Special Education Services for Students with Disabilities
Bob Rutten, Director of Special Education

Before there was a federal law in America to ensure that children who had disabilities would receive an education, there were limited opportunities for them and their families. Public schools were generally not geared to educate students who had disabling conditions. There was no law requiring them to provide specialized education, and most schools excluded students who had cognitive, sensory, or physical disabilities. The State of North Dakota, like most other states, operated state residential schools for students who were deaf or blind. Many of these children had to leave their families just to get an education. There were also some private residential facilities where parents could send their children at considerable personal expense. However, for thousands of families in our state who had children with disabilities, public schools were not an option.

In the 1970's the Congress of the United States became increasingly concerned with the treatment of children with disabilities in our country. Congress enacted the first landmark legislation to assure that all children who had disabilities in America would receive a free and appropriate public education. In the thirty years since the inception of our national special education law, parents and special educators fought to open the classroom doors for students with disabilities. North Dakotans took this very seriously. Now the U.S. Department of Education's 24th Annual Report to Congress indicates that our state serves the highest percentage of students with disabilities in general education classrooms of all states in the country. This is an accomplishment for which the families, educators, legislators, and all citizens of North Dakota can be proud.

Rank for

Exit from School

Diploma: 5 of 52
Range: + 29% to - 34%

Drop-out : 6 of 52
Range: - 15% to + 41%

Diploma Gap: 21 of 51
Range: + 18% to - 48%

**North
Dakota**

Rank for

**Educational
Environments**

Regular Class (80%+):
1 of 52
Range: + 33% to - 42%

Separate Class (<40%):
1 of 52
Range: - 16% to + 22%

Separate Facility:
3 of 52
Range: - 3.0% to + 26.2%

Source: U.S. Department of Education, 24th Annual Report to Congress

The struggle for parents of students with disabilities and special education teachers and administrators now isn't so much about getting these students into the classroom. It's about assuring that they have access to the same curriculum and content standards as students who are nondisabled. Parents, special and general educators are working together to help students with disabilities become full members of our society. The expectation is not for these young people to remain dependent on others, but to become well-educated, independently employed, and to lead fulfilling lives in our communities.

Much attention has been paid to the demographic challenges facing our state. As key policymakers, you are well-aware of the declining enrollment in the general education population in the schools of North Dakota. However, that is not the case for special education. The number of students who receive special education in the schools of our state continues to rise. This year over 14,000 North Dakota students are receiving special education and related

services. That is why we are respectfully requesting your thoughtful consideration of the Department of Public Instruction's proposal for an increase in state funding for special education.

Currently the funding for special education comes from federal, state, and local sources. There has been a steady increase in federal funding for special education, and the newly reauthorized Individuals with Disabilities Education Act includes statutory language for full funding of the IDEA by fiscal year 2011. However, state funding has remained fairly flat over the last few years while we've experienced an increase in the number of students in special education and increased costs associated with their education. Local sources of funding remain by far the greatest source of funding for special education. Local school districts have experienced higher than anticipated costs for students with disabilities placed by agencies, boarding care costs, and extended school year services. The budget proposed by the Department of Public Instruction is an attempt to help local school districts by increasing the amount of state support for special education.

In the weeks ahead as you consider the needs of all the citizens of North Dakota, please keep in mind the great needs of students with disabilities, their families, and the schools of our state that serve this special population.

#1-1013

Aarsvold, Ole L.

From: Laurel Kaae [lkaae@hotmail.com]
Sent: Monday, March 07, 2005 12:43 AM
To: Aarsvold, Ole L.
Subject: ND Adult Education

Follow Up Flag: Follow up
Flag Status: Red



WIAAppropriati
isfightimpactst

Dear Representative Aarsvold,

It was very nice to meet you last Wednesday evening at the NCI supper. It is nice to put a face with the voice!!

Thank you for your interest in Adult Education. Adult Education is a necessary service for the adult residents of North Dakota. There are many adults who need literacy, basic skills, and GED preparation. There are also many who need to learn English as a second language and a lot of who need computer skills. Adult Education instructors do so very much with a modest amount to help serve our residents in academic need.

I am concerned with the President's FY 2006 budget. This proposal cuts adult education by 64%. There is also the WIA Plus Consolidation Block granting also. Neither of these would be beneficial to our state. Would you consider writing Senator Conrad, Senator Dorgan, and Representative Pomeroy and ask them to help restore the adult education budget and also ask them to oppose the WIA Plus Consolidation? This would certainly help our cause. I understand that all our letters are starting to make an impact, but we have a long way to go yet.

I believe I gave a copy of how this will affect North Dakota, but just in case I did not I will attach it to this email.

If I can be of any help to you please contact me.

I look forward to talking with you again.

Thank you,

Laurel Kaae
Williston, ND

President Bush's FY 2006 Budget and the Impact On Adult Education and Family Literacy in North Dakota

What are the proposed changes in the President's FY 2006 Budget for adult education and family literacy (Title II of the Workforce Investment Act)?

There are two proposed changes in the budget that President Bush just submitted to Congress that could dramatically affect adult education and family literacy programs in ND.

1. **Cut of nearly 64% in federal funding.** The budget is reduced from \$569 million to \$207 million for WIA Title II (adult education and family literacy).

2. **Potential consolidation with other funding streams into a block grant called the "WIA Plus Consolidated Grant Program."** The governor of each state will have the option of consolidating adult education and family literacy with other "job training" programs administered by the U.S. Departments of Education, Agriculture, and Labor into a single job training block grant. The specific programs that could be consolidated are:
 - Adult education and family literacy (U.S. Department of Education)
 - Vocational rehabilitation (U.S. Department of Education)
 - Veterans Employment (U.S. Department of Labor)
 - Food Stamps Employment and Training (U.S. Department of Agriculture)
 - Trade Adjustment Assistance Training (U.S. Department of Labor)

Participating states will "submit a single State Integration Plan and will report through a single system identified by the governor....Program-specific requirements will be minimized. However, drops in participant levels for targeted populations, such as individuals with disabilities, will not be allowed....States will develop strategies to meet increasingly rigorous performance standards each year, leading to a goal of 100 percent placement in employment of the workers trained each year with grant sources. As part of their State Integration Plan, states will be required to develop benchmarks to track annual yearly progress towards that goal."

What would be the impact of a 64% cut in funding?

Adult education programs in ND State annually serve over 2000 educationally disadvantaged out-of-school youth and adults, age 16 and over who are out-of-school and lack a high school diploma or the equivalent. These are who are seeking to improve their lives and meet their adult responsibilities as parents, workers, and citizens. Programs enable parents to learn English, read to their children, and support their children's success in school. They enable incarcerated youth and adults to transition into society and the workforce. Programs provide the literacy, English language proficiency, and/or high school equivalency diploma to obtain, retain, and advance in employment. The majority of students served are low income or working poor. Over 91% are of working age, under age 60.

Adult education and family literacy in ND State is an effective program. It has met or exceeded federal performance targets every year, since the accountability system was created.

A 64% cut would eliminate over 80% of the programs, affecting as many as 1500 students. This will occur at a time of overwhelming need: approximately 18-23% of North Dakotans do not have a high school diploma or the equivalent; the number of adults with limited English language proficiency is mushrooming; family literacy and health literacy programs are being developed to close the achievement gap for children in high need schools across the state. The immediate demand is great. Without advertising (only word of mouth), there are waiting lists of students who want services.

The federal adult education and family Literacy funds have already been cut over the past two years and the programs in our state have absorbed the cuts and continue providing the same level of services.

What is the impact of the possible consolidation?

The WIA Plus Consolidated Grant program would be equally devastating.

- The only guarantee would be that adults without a diploma or the equivalent are somehow served. There would be no requirement to provide literacy, English language instruction, or high school equivalency preparation.
- The sole focus would be job placement—not educational gain or learning English, placement in postsecondary education, increasing a parent's ability to help her child succeed in school, or attainment of a high school equivalency diploma.
- The rich variety of programs (family literacy, GED preparation, English language proficiency, citizenship, parent education) would be eliminated.
- The 100% job placement goal would be an overwhelming incentive to cream: to serve only those adults who are the most job ready, leaving the most disadvantaged behind.
- Since program administration would shift out of the State Department of Public Instruction Education, strong connections with state adult education dollars and education efforts to close the achievement gap would be lost.
- In ND, the Department of Public Instruction (NDDPI) is **not** governed or overseen by the Governor. NDDPI administers both the adult education and family literacy program and other family related programs, such as Even Start, 21st Century etc. In ND we elect the head of the agency. In this case Dr. Sanstead. The proposed WIA Plus Consolidation Grant conflicts with this governance structure, creating a separation of powers issue and difficult governance dilemmas for ND.

What is the solution?

1. Restore funding to \$529 million.

2. Oppose consolidation or at least modify the language so that:

“In a State in which the State constitution places policymaking authority that is independent of the authority of the Governor in an entity or official with respect to the funds for adult education and family literacy authorized under Title II of the Workforce Investment Act and vocational rehabilitation services offered under the Rehabilitation Act of 1973 (29U.S.C. 701 et seq.), the determination with respect to consolidation will be made by the chief officer of the entity with such authority in consultation with the Governor.”

STATE ENGLISH LANGUAGE LEARNER PROGRAM, STANDARDS AND ASSESSMENTS

Mari Rasmussen
328-2958

STATE ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

Current Status: \$275,000 for English Language Proficiency Standards and Assessments

The House of Representatives passed HB 1013 with amendments that include \$275,000 for English Language Proficiency Standards and Assessments. This funding was added to the amendment due to legislative response to requests by school district personnel to fund the new standards-based English language proficiency test that has been developed and must be implemented by 2006 in North Dakota schools. This large-scale assessment of students limited in English language proficiency (LEP) is a requirement of No Child Left Behind and will provide consistent data on the number of students who are LEP, the number who are making progress toward reaching English proficiency, and the number who have attained English language proficiency. It is appropriate for the state to fund this test since the state also funds the statewide academic achievement assessment program.

Funding for the new English language proficiency test was initially included in HB 1373, a bill that provided funding for the State English Language Learner Program along with funding to implement the new assessment. Though House Education unanimously recommended that the House pass the bill, House Appropriations recommended a "do not pass", adding the \$275,000 to HB 1015. More information on the North Dakota English Language Proficiency Assessment Project can be found on the DPI website at <http://dpi.state.nd.us/bilingul/project.shtm>.

STATE ENGLISH LANGUAGE LEARNER PROGRAM

Current Status of English Language Learner Program Funding:

- Appropriation in HB 1013: \$650,000
- Contingent Funding added to HB 1373: \$300,000
- HB 1373 requesting \$300,000 increase in service and \$40,000 for administration, advisory committee, and technical assistance did not pass.

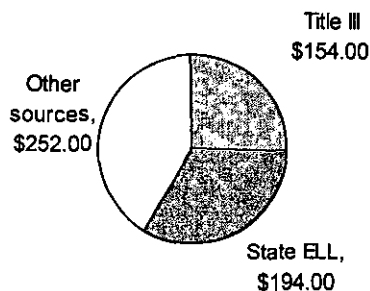
Need:

- **Move \$300,000 contingency funding to current biennium appropriation.**
- **Appropriate \$40,000 for administration, advisory committee, and technical assistance.**

HB 1013 includes \$650,000 for services for school districts with English Language Learners. An increase in this funding of \$300,000 would allow school districts to better serve this population of students. The current appropriation of \$650,000 has not been increased

since 2001. This program reimburses school districts on a pro-rated basis, according to student levels of proficiency. Currently, funding only covers an average of \$194 per student, which is approximately 35% of actual costs of services.

Average Additional Costs of Educating
Students with Limited English Proficiency
2004



English Language Learners in North Dakota are at great risk for failure. HB 1373 contained an increase of \$300,000 for these students. House Education Committee added \$300,000 in Engrossed House Bill 1154 (lines 26 – 28) for “Contingency Payments” for school districts with English

Language Learners, using moneys that remain at the end of the biennium. While this contingency funding will be welcomed, school districts cannot wait until the end of the biennium to provide necessary services for students. This \$300,000 needs to be moved into the current appropriation.

XII

**TESTIMONY ON HOUSE BILL 1013
SENATE APPROPRIATIONS COMMITTEE
MARCH 3, 2005**

**North Dakota State English Language Proficiency Assessment Advisory
Committee**

Chairman Holmberg and members of the committee:

As members of a state advisory committee for the North Dakota State English Language Proficiency Assessment Program we ask that you maintain the line item for \$275,000 for English Language Proficiency Standards and Assessments that was added to HB 1013 by House Appropriations Committee. This funding was added because HB 1373, which included funding for the test, was killed.

Implementing a statewide, standards-based English language proficiency assessment system is a requirement of No Child Left Behind. The development costs were supported through a federal grant. The grant is completed and now the burden is on us to support the costs of implementing this test.

This new assessment system represents a positive step for North Dakota in providing a rigorous, consistent tool, developed by North Dakota personnel, to show student growth and progress in attaining English language proficiency. Just as the state supports the costs of the statewide academic achievement assessment, it is important for the state to take on the responsibility of supporting costs for the statewide English language proficiency assessment.

We also ask that you consider increasing the current funding of \$650,000 in the budget for services for students limited in English language proficiency. HB 1373, which was killed, had included an increase of \$300,000 for this program. Schools have not seen an increase in funding since 2001. House Education had the foresight to provide \$300,000 in HB 1154 as contingency funding at the end of the biennium. Certainly those dollars, if they become available, will be used well. But, the possibility of funding at the end of the biennium does not change the fact that funding is needed at the present to meet current student needs for instruction.

Our students are the future of North Dakota. We ask you to maintain the necessary funding of \$275,000 for the English Language Proficiency Standards and Assessments and,

if possible, increase the funding for services for English Language Learners from \$650,000 to \$950,000 for the 2005-2007 biennium.

Thank you very much.

Name

City

Zelma Peltier	Belcourt, ND 58316
Frank Desjarlais	Belcourt, ND 58316
Jamie Moen	Larimore, ND 58251
Susan Koynta	Cavalier ND 58220
Aime Wadden	Grand Forks, ND 58202
Kusti Lucas	Oakes, ND 58474
Cathy J. Nelson	Fargo, ND 58104
Connie Sanders	Harwood, ND 58042
Ruby Fredericks	Twin Buttes, ND. 58636
Michelle Vannote	West Fargo, No. Dakota
Verlene Duross	Fargo, N. Dak. 58103
Aime Kizman	Harrison, ND 58540
Carrie Kasowski	Grand Forks N.D. 58201
Patrick Thompson	Ft. Totten, ND 58335
Melinda Yellow Bird	White Shield, ND 58775

North Dakota Studies Project

HB 1013 — Section 4 Appropriation

Prepared for Sen. Holmberg and Members of the Senate Appropriations Committee

March 3, 2005

The Division of Independent Study has long recognized the need to have one consolidated resource for the teaching of *North Dakota Studies* in the classrooms of the State. No comprehensive initiative to develop and publish a *North Dakota Studies* textbook has been undertaken since the publishing of Dr. Theodore Jelliff's *North Dakota: A Living Legacy* text in 1983. Even this outdated text is out-of-print and no longer available. Clearly, there is a need to have a concise and modern resource to tell the story of North Dakota's history, culture, and geography to the students of the State.

The Division of Independent Study proposes to develop, publish, and distribute a modern and up-to-date textbook and workbook on *North Dakota Studies*. The textbook and workbook would be developed to meet curriculum needs at both Grades 4 and 8. Up to five copies of the textbook would be available free of charge to all elementary and middle school/junior high schools in the State. Additional copies of the textbook and accompanying workbook would be available at cost from the Division of Independent Study for the life of the documents.

The Division further proposes to provide and maintain student/teacher online resources and online interactive teacher/learning activities to supplement and accompany the print materials for this project. Timeline for completion/delivery of all print and electronic resources for 4th Grade and 8th Grade *North Dakota Studies* is June 30, 2007.

According to the Department of Public Instruction, the 2004 fall enrollment for all public, nonpublic, and BIA students in Grade 4 is 7724. The 2004 fall enrollment for all public, nonpublic, and BIA students in Grade 8 is 8703. As a result, this textbook, workbook, and resources would be available to approximately 16,000 North Dakota students each year.

The *North Dakota Studies* textbooks/workbooks will be developed and aligned with North Dakota's content standards for social studies at both Grades 4 and 8. Both the textbook and the online resources will include a section on civics education.

Anticipated Project Expenditures ---

<i>Expenditure</i>	<i>Request</i>
Authors/Writers/Project Coordinator	\$63,800
Project Advisory Committee	\$20,000
Online Resources/Activities Development	\$20,000
Professional Development for Teachers, Summer 2007	\$5,000
Printing/Publishing/Distribution	\$40,000
Total	\$148,800

The House Appropriations Committee and full House have voted to fund this important project for the students and citizens of North Dakota. It is my sincere hope that Senate Appropriations, and the full Senate, will concur. If you have questions, please feel free to contact me.

Neil Howe, State Director
North Dakota Division of Independent Study
701-231-6007
Neil.Howe@sendit.nodak.edu

The Northern Plains Writing Project (NPWP) is a Program Site with a Vision

Since receiving renewed funding from both state and federal governments last year, NPWP has offered workshops and institutes that have been received by hundreds of teachers and students in North Dakota. Last year, we ran a Celebration of Language Arts Festival (COLA) at Minot State University, drawing nearly 150 students and teachers to participate in a day of language arts. Students played language games and wrote songs, poems, and stories. Teachers attended workshops in professional development, where they discussed theoretical works related to teaching and writing. Another COLA is being planned for next year. NPWP also attended the North Dakota Educators Association Annual Conference in Grand Forks, and both promoted the Invitational Summer Institute and offered a professional development workshop to scores of state teachers in attendance. Similarly, NPWP has organized its staff, generated newsletters, and both promoted and ran its first Pre-Summer Institute and 5-week Summer Institute in better than 4 years. This year's Institute ended with an In-Service provided by all of the newly graduated Teacher Consultants at the August North Dakota Council of Teachers of English, held in Bismarck, ND, where scores of teachers attended a dozen mini-teaching demonstrations based on the work of the Institute.

NPWP has also begun the process of re-connecting with the 11 Teacher Learning Centers located throughout the state, with the intention of offering workshops for state teachers through the Teacher Learning Centers. We also are developing a system of collaborations with district administrators to provide a variety of teacher in-service workshops throughout the state and throughout the year. To that end, we have developed a web-site that will soon have a growing data-base of all our Teacher Consultant workshops listed, so that those who need them can find them. We are also getting out into the state community in order to build our site and expand our services. We will attend the upcoming NDEA conference in Bismarck, offering a workshop and seminar to both university and K-12 teachers, in order to find out the ways in which our expectations of student writers and our methods of training them are both alike and different, with the intention of bridging the difference gap.

We will also offer a workshop for administrators attending the same conference, and have scheduled seminars for local teaching groups, such as the Northwest North Dakota Chapter of the *Phi Delta Kappa International* professional fraternity of educators, the American Teacher Educators (ATE) and the two regional chapters of *Delta Kappa Gamma*, professional organizations for public school teachers in the region. We also run the state-wide writing contest for the North Dakota State Fair, and are seeking a variety of funding alliances that will bring even more federal dollars for education into North Dakota. Back at Minot State University, plans are in the works for us to offer both a Summer Institute and an Advanced Institute next year. The Advanced Institute will help serve another state need by ensuring that more of our K-12 teachers have advanced degrees. As you know, this is a critical need area for North Dakota.

These things and more we intend to do, with the foundational goal of improving teaching and learning throughout the state—all of which cost money, and NPWP has not received a funding increase from the state in many, many years. \$28,000 every two years does not go as far as it used to do, yet we need a funding level that will allow us to expand, not just hold our own.

With the increase in National Writing Project responsibilities written into law through the "No Child Left Behind Act," there has come an increase in federal funding to state program sites such as NPWP. This year, for example, NPWP received \$30,000 in match for the \$14,000 in direct state support. Minot State University has, with great difficulty, helped make up the other \$16,000 in state support, through in-kind and tangible financial support, in order to make the 1 to 1 match required by NWP and the federal government. Yet next year, NPWP will be eligible for

\$43,000 in federal funds, so long as we can come up with matching state funds. MSU had an extraordinarily difficult time helping NPWP achieve the funding match of \$16,000, and only state support through DPI will allow NPWP to take advantage of these federal dollars to improve education throughout the state. Further, NPWP has been all but promised even more federal funding as soon as we successfully implement teaching and learning workshops and seminars on North Dakotas reservations—a challenge that we are already planning to meet. There are also approximately \$10,000 in additional federal funds for such programs as the "Rural Sites Network," and our "Celebration of Language Arts Festival," and we intend to seek those additional funds.

As is true for the entire NPWP effort, however, expanding our program offerings to the Reservations and building exciting opportunities for state teachers and students requires funding and personnel with a drive to make good things happen. We definitely have the personnel with the drive, and together we are expanding our presence throughout the state, but desperately need more funds for K-16 workshops and seminars, tuition for Teacher Consultants to attend the Summer Institute and to offer in-service workshops throughout the state, for mailings and newsletters and brochures that will help create a network of teachers in-the-know about workshops and events important to their professional development, for Celebration of Language Arts Festivals that energize teachers and students alike with a love of learning, for speakers, meetings, travel, and secretarial services to grow NPWP—and growing NPWP is important because we intend to make it possible for all North Dakota teachers to improve what they do in the classrooms and within their own professional communities in a dynamic way, a way that will make a significant difference in the kind of education every North Dakotan receives. To the degree that education is the engine of economic growth for both individuals and communities alike throughout North Dakota, the state needs to properly fund NPWP, because we are a high octane fuel for such an engine, and quite frankly, considering the federal match and the varied programs we offer and will offer, NPWP offers North Dakota a lot of economic, cultural, and intellectual bang for its legislative buck.

The truth is, we urgently need \$20,000 in increased state funding for the biennium, but if we can get just half of that in this next budget cycle, you will be able to see what important work we can accomplish with those funds, so that increasing the amount in a following biennium will be an easy decision for DPI, and for state legislators.

In addition to the current biennial appropriation of \$28,000 of state general funds, an increase of \$20,000 in general fund support for the Northern Plains Writing Project is hereby requested.

The National Writing Project in North Dakota

The National Writing Project (NWP), the nation's premier professional development program for teachers who want to improve the quality of student writing and learning, has two sites in North Dakota. The Northern Plains Writing Project is in Minot; the Red River Valley Writing Project is in Grand Forks.

How Much Federal Money Do Writing Project Sites Bring into North Dakota?

Each site receives base funding of \$43,000 in federal funds each year. These funds are used to support summer development programs for a core group of master teachers, who then conduct inservices for other North Dakota teachers during the school year. Each writing project site must match these federal funds and is eligible for numerous additional NWP grants beyond the \$43,000 per site annual allotment.

What Do Writing Project Sites Offer Teachers?

NWP sites provide high quality professional development for teachers through a "teachers teaching teachers" model. Programs include summer institutes, school-year inservices, and programs that develop teacher leadership, encouraging teachers to remain in the profession and to continually hone their skills.

Where are the Writing Project Teachers in North Dakota?

Since its beginnings in 1999, the Red River Valley Writing Project has provided professional development for teachers in Bismarck, Belcourt, Cavalier, Crystal, Devils Lake, Fargo, Grafton, Grand Forks, Hoople, Larimore, Manvel, Mayville, Northwood, Rollette, and Thompson. After twenty-five years of service, there are scores of Northern Plains Writing Project teacher-consultants all over the state.

How Do We Know Writing Project Programs Work for Students?

The success of NWP's "teachers teaching teachers" model has been verified by both Inverness Research, a private research firm, and the Academy of Educational Development (AED). A three-year AED study found that students taught by writing project teachers showed significant improvement in writing achievement over the course of the school year. In response to timed writing assessments, for example, 82 percent of third-graders and 85 percent of fourth-graders taught by writing project teachers reached adequate or strong achievement for effectiveness in persuasive writing.

How Do Writing Project Sites Use State Funding?

Both the Northern Plains and Red River Valley writing projects use state funding to expand their sites' capacity, offering additional summer institutes, inservice programs, and workshops.

How Do Writing Project Sites Support the Goals of No Child Left Behind?

The NWP plays an important role in helping schools meet the requirements of the No Child Left Behind Act. NWP is written into the legislation (Title II, Part C, Chapter C, Subpart 2) as a successful model of improving writing and learning in all grade levels, across all subjects. In addition, summer courses and other programs by writing project sites help teachers meet the new guidelines for "highly qualified" status.

How Is the National Writing Project Funded?

The National Writing Project is a grant program of the Office of Innovation and Improvement of the U.S. Department of Education. This office coordinates the provisions of No Child Left Behind that address public school choice and supplemental educational services. President Bush has requested a \$2.45 million increase in the NWP budget for fiscal year 2005, to a total of \$20.34 million.

THE NATIONAL WRITING PROJECT

MISSION

The mission of the National Writing Project (NWP) is to improve the teaching of writing and improve learning in the nation's schools. Through its professional development model, the NWP recognizes the primary importance of teacher knowledge, expertise, and leadership.

Every student deserves a highly skilled teacher of writing. To that end, each of the 185 NWP sites conducts an annual summer institute, attended by the most experienced teachers in the area. Together, these teachers prepare for leadership roles by demonstrating their most effective practices, studying research, and improving their knowledge of writing by writing themselves.

After the institute, writing project teachers conduct project-sponsored programs in their own schools and in neighboring schools and districts. They attend to two purposes: developing teacher knowledge and leadership in their home communities and putting this knowledge and leadership to work to improve student achievement.

RED RIVER VALLEY WRITING PROJECT

University of North Dakota, Grand Forks

The Red River Valley Writing Project (RRVWP) primarily serves eastern North Dakota and northwestern Minnesota.

Summer Institute

The Red River Valley Writing Project Summer Institute offers time to write—plus a stipend, books, materials, library privileges, and eligibility for four (4) graduate credits in English or Education. Participants are compensated for the cost of tuition.

Inservices

Teacher-consultants from the Red River Valley Writing Project offer program topics custom-designed to meet a school's needs. Inservices can take several formats including after-school workshops and 15-hour programs offering one (1) credit from the UND department of continuing education.

NORTHERN PLAINS WRITING PROJECT

Minot State University, Minot

The Northern Plains Writing Project (NPWP) primarily serves central and western North Dakota.

Summer Institute & Inservices

The Northern Plains Writing Project Summer Institute and Advanced Institute will be held July-August 2005 at Minot State University. Participants will receive free tuition for six (6) graduate credits.

NPWP also offers inservice workshops for schools and other educational groups.



CONTACT THE RRVWP

The Red River Valley Writing Project

(RRVWP) accepts applications to its summer institute December 1 – April 15. The RRVWP also conducts inservices for area schools.

Send applications and questions about the summer institute to:

Kim Donehower, Director

Red River Valley Writing Project

Box 7209

Grand Forks, ND 58202

Email: kim.donehower@und.nodak.edu

Phone: 701.777.4162

For information on inservices through the RRVWP contact:

Marci Glessner, Outreach Coordinator

Department of Teaching and Learning

University of North Dakota

Phone: 701.777.3186

Email: marci.glessner@und.nodak.edu

CONTACT THE NPWP

The Northern Plains Writing Project

(NPWP) invite applications to its summer institute. The NPWP also offers inservices to area schools. Send applications and questions about the summer institute or questions about inservices to:

Robert E. Kibler, Director

Northern Plains Writing Project

229 Hartnett Hall West

Minot State University

500 University Avenue West

Minot, North Dakota 58707

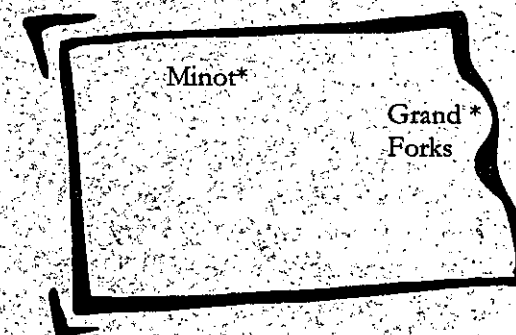
Phone: 701.858.3876

Email: robert.kibler@minotstateu.edu

THE NATIONAL WRITING PROJECT IN NORTH DAKOTA

Red River Valley Writing Project
University of North Dakota
Grand Forks

Northern Plains Writing Project
Minot State University
Minot, North Dakota



If you were to ask high school students living in the Fargo area if they had enough opportunities to pursue their interests in the performing arts, the answer would have to be "yes." Fargo schools have expansive theater and music programs. Study in acting, dance and voice is available in a variety of private studios and with faculty at three colleges. The local community theatre is thriving, offering classes and ongoing performance opportunities. Each summer, Fargo students can take intensive instruction and choose from several performance opportunities at Trollwood Performing Arts School (TPAS).

If, however, you were to ask the same question of students from a small North Dakota community or tribal reservation, the answer might be, "Some opportunities, yes. Enough opportunities? No." For while programs such as TPAS are open to all North Dakota students, few young people from outside the Fargo metropolitan area are able to attend because of the high tuition cost and a lack of housing facilities. And yet, the Fargo student and the rural student may have equal talent and the same drive to learn.

Creation of a Governor's School in the Performing Arts (GSPA) would address this inequity in opportunity. The North Dakota State University (NDSU) Department of Theatre Arts has created an intensive performing arts experience for talented North Dakota students, regardless of geographical situation or financial status. In the summer of 2003, a pilot four-week program, called the North Dakota Arts Academy, was held, and the first full-fledged six-week program was held in the summer of 2004.

The specifics of the proposed program are as follows: Up to twenty students—with interest in performance, theatrical design, and/or technical theatre—will be admitted to the program. The school will run for six weeks, concurrent with the mathematics, science and business school sessions of the Governor's School. The weekday schedule of activities for the first four weeks will be as follows:

- Students begin the morning by attending a session on personal development and social issues with the other Governor's School students.
- Performing arts students will then attend classes on dance and movement, dramatic literature, and theatre design and technology.
- During the afternoon, students will work with theatre faculty members preparing and rehearsing a theatrical production and building costumes, scenery, and properties for the production. This production will be toured back to their home communities and across the state during the final week of the Governor's School session.
- Following the evening meal on Monday, students will attend the evening session on ethics with the other Governor's School students.
- Following the evening meal on Tuesday and Thursday, students will attend the evening arts activities with the other Governor's School students.

During the fifth week, students will work intensively on completing their production. Touring will begin during the weekend between the fifth and sixth week of the school and culminate with performances at NDSU for the other Governor's School participants.

The total cost of the GSPA is expected to be about \$45,000 (based on a projected

enrollment of twenty students). Expenses include salaries (Life & Learning classes, residence counselors, theatre instruction), dormitory housing, printed materials (scripts, posters, production programs), supplies (instructional, production, and office), and tour transportation and lodging.

The GSPA is expected to have a positive influence on the youth of North Dakota in several ways. It will provide an opportunity to develop their artistic talents; strengthen their leadership, communication and collaborative skills; appreciate their own creativity; develop confidence and a positive self-image; and gain a greater appreciation of their world's diversity. Many young people interested in the arts have a hard time fitting in with their peers. One parent whose son attended an intensive performing arts summer program reported that it was such a positive experience because it helped her son see that there are other kids like him. This contact with kindred spirits is something students with high interest in the arts—especially youth from smaller communities—often say they miss in their home schools.

And how often does a teen from a small North Dakota town or a native American reservation bump into someone who's acted on Broadway or toured with a professional dance company? At the GSPA they would not only meet professional artists, they would study with them on a daily basis. These faculty contacts may prove invaluable in a student's life for networking, career advice and letters of recommendation.

Another benefit of the performing arts program is its ability to promote the entire Governor's School program. The GSPA students and the written material accompanying their performances are visible evidence of the Governor's School programs and their positive influence on the youth of the state.

State general funds, in the amount of \$45,000, are hereby requested for the proposed North Dakota Governor's School for the Arts.

March 2, 2005

To the Appropriations Committee Members:

The Performing Arts section is not only elemental but essential to the Governor's School experience. A crippling (and God forbid, terminating) cut in funding for this program would be something of an abomination in that it would limit the beneficial diversity in Governor's School participants, and it would steal the opportunity of a lifetime from North Dakota's performing youth.

One determining factor in my love for Governor's School was its wide variety of experiences. There is something for everyone, "something" being anything from a friend, an adventure, a challenge, or at least a constructive summer. By eliminating the beloved Performing Arts discipline, that characteristic diversity would be limited. I firmly believe that the key to success (in school, in a career, in life) is first the chance to experience many new things, then find your true "calling." The Performing Arts discipline is a much-needed breath of fresh air in the science- and math-congested atmosphere at Governor's School

The Performing Arts division is beneficial not only to the other Governor's School participants, but of course to North Dakota's young performers themselves. I have stood witness to the immense positive effects this fantastic program has on the aesthetic teenagers of our great state. Many Performing Arts participants have claimed this program to be literally life-changing, helping to guide these students to the assurance that performance is something to which they want to devote their lives. The world needs art and Governor's School does an extraordinary job in supplying and nurturing it.

Please consider my concerns. I understand as well as anyone the importance of the Performing Arts division in Governor's School, and I hope you've picked up some of that understanding. Thank you for your time.

Brianne Huber
Junior, Wishek High School
Governor's School of Math 2004

From : Annie Wohl <pink_flamingo_06@hotmail.com>
Sent : Tuesday, March 1, 2005 10:52 PM
To : chaser145@hotmail.com
Subject : Save the Arts!

The Performing Arts program was an important part of my Governor's School experience. The diversity of the young adults who participate in the different programs makes the whole experience more eye-opening and influential. By removing the Arts program, the overall experience would not be as life-changing. It is essential to keep the Performing Arts a part of Governor's School in order to give the attendees an experience they surely will never forget. Certainly, the experience would be a wonderful one, but it would not be as full of an experience without the diversity provided by having four disciplines. Giving a greater choice in disciplines provides an opportunity for more young adults to attend. In no other place beside the Governor's School Performing Arts could these people come together and experience what true theatre production is all about. By cutting the funding for the Arts program, this great opportunity would be lost. I hope that you will take time to consider what kind of impact cutting out the Performing Arts Program would have, not only on the young performers in the state, but on Governor's School as a whole.

Sincerely,
Annie Wohl

Attendee of Governor's School of Business 2004

From : Lance Winther <black_magic25@hotmail.com>
Sent : Wednesday, March 2, 2005 4:57 PM
To : chaser145@hotmail.com
Subject : Gov school arts for ever

To whom it may concern,

The idea of cutting the funding for the North Dakota State Governors School of Performing Arts is not acceptable, and should not even be an issue to go over. The Performing arts program is vital to the success of Governor's School. It not only brings in a whole new group of people who would never have gone otherwise, it also brings a greater feel and interest in the arts to North Dakota's youth. It also brings a greater joy to the other students at Governor's School because without the Arts people, who bring a completely different feel to Governor's School, it would be a very boring and un-exciting place to be. This would cause the alumni to tell their friends not to go, because it's not worth going to, which would cause fewer and fewer people to go. Without the added advertisement from the alumni to their friends there would not be enough people going. Then, the committee would have to close all of Gov. School, destroying a GREAT program that everyone should have the chance to experience.

I was a part of the 2004 performing arts program. While I was there I met some of the greatest people I have ever known. In the few weeks that we were together I became closer to them then to people I have known my whole life. I also found out what a great campus NDSU has and what a great staff they have. Because of this I have decided to pursue my college education at NDSU, and hope to become a counselor for the performing arts program in the future. I know many others feel this way, too.

Without the chance to go to Governor's School none of this could have happened. That is why I think that you should not consider cutting the arts program. It not only brings a greater program for people to enjoy, it also helps to show people what a great place NDSU is.

Thank you,

Lance Winther

2004 Arts Alumnus.

2 March 2004

To the Most Honorable Representatives of the North Dakota House Appropriations Committee:

My name is Chad Mathis and I am a high school senior from Watford City. I am a 2004 Governor's School of Math alumnus. First of all, I would like to express my regret that I am unable to attend the hearing today. I write to you because I would request that you consider to continue funding to the ND Governor's School of Performing Arts.

It is true that Performing Arts is the most recent discipline added to GS, and some may see it as the most expendable component, but I charge you to give it the support it requires to develop as much as its other three co-disciplines. The Arts have long been overlooked, and being a musician myself, I would like nothing better than to see North Dakota step up to the plate and encourage the creativity of its youth. I'm sure that some of your peers in the state legislature, or maybe even you yourselves are or have been involved in the Arts, and I ask you now to remember what you have gained from those experiences, and how they have enriched your lives.

There are those involved in the Arts, just as in Academics, that excel and are leaders in their schools and communities. Those students should not be denied the wonderful opportunities that Governor's School has to offer to them, both as artists and as people.

Thank you for your time and consideration.

Sincerely,
Chad E. Mathis

From : Connor Mills <millzy_5@hotmail.com>
Sent : Wednesday, March 2, 2005 10:58 PM
To : chaser145@hotmail.com
Subject : RE: stop what you're doing and support gov school!

Dear Mr. or Mrs. Representative,

My name is Connor Mills, and I am a Junior at DesLacs-Burlington High School. This past summer I had the opportunity to attend North Dakota Governor's School, more specifically as a science student. It has come to my attention that there is a motion being considered that will cut funds from the

arts program of Governor's School. I earnestly urge you to vote down this bill.

It's hard to fully explain what Governor's School can and has meant to me and to all those with whom I attended. Consider, for an example, the very fact that I even learned of this bill. As soon as it came to the attention of one of us, we all knew about it through e-mails and phone calls. That's how close we have all become, and that's how important this issue is to us. I strongly recommend that you take every possible measure to prevent this budget cut from happening. I can only say that if you had gone, you would know precisely what I am talking about.

Sincerely,
Connor Mills

The North Dakota Museum of Art is developing an educational outreach initiative to 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 organize and tour a series of exhibitions to the four quadrants of the State and then to engage rural schools in those four quadrants in an on-going relationship with the art in the exhibitions and the ideas that are integral to each show. The pilot exhibition, *Snow Country Prison: Interned in North Dakota*, opened in Bismarck at the United Tribes Technical College in October 2003 before moving to Grand Forks in February 2004, Moorhead in April, and Minot in August. The exhibition was used to teach the history of North Dakota and, given that the wall text in the exhibition contained haiku poems written by a Japanese internee while at Fort Lincoln, interactive television sessions were developed to teach haiku poetry. The interactive sessions either precede or follow actual visits to the exhibitions where the students are given guided tours by trained educators. Money for bussing from rural schools is provided by the project.

Once an exhibition is organized, the Museum's Education Director develops online teaching materials that meet the criteria for North Dakota curriculum standards. All of the exhibitions in the Rural School Initiative relate to North Dakota studies in some way and have strong humanities and social studies components. The teaching materials for each exhibition target specific grade levels. For example, *Snow Country Prison* was targeted to fourth and eighth graders in that North Dakota studies are included in their course load. After seeing the show, the students return to their classrooms to engage in further ancillary learning. Teachers at other grade levels are encouraged to examine the online teaching materials to determine if the program can also meet their curriculum needs. They are also encouraged to bring their students to the exhibitions and special tours are arranged for them.

Following the *Snow Country Prison* tour, the Museum is developing programs around the major Lewis and Clark mapping exhibition, organized by the Library of Congress with funding from the federal government, that will be at the Museum in Grand Forks in the winter of 2004-05. Activities are being developed around mapping, journal keeping, and the scientific cataloging of North Dakota. Given the importance of this rare exhibition, schools are being encouraged to make day trips to Grand Forks—it opened in Washington, DC and will only tour to Omaha, Grand Forks, and Seattle. Other exhibitions in the planning stages to tour to other parts of the State include the video installation *Plains of Sweat Regret* which will tour to two sites in Western North Dakota where much of the filming was done. This will be followed by an extensive tour of an exhibition about Shelterbelts and our human relationship to trees--especially in North Dakota with its original vast treeless plains.

Note: Because *Snow Country Prison* was the initial pilot exhibition, the educational

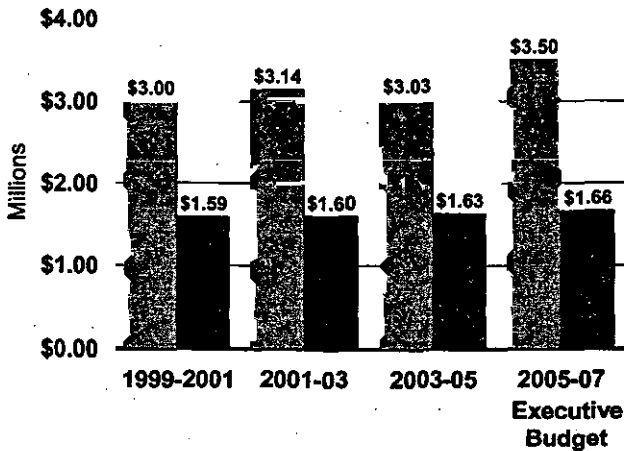
components are developing as the tour progresses.

In addition to the current biennial appropriation of \$125,000 of state general funds, an increase of \$125,000 in general fund support for the ND Museum of Art education outreach initiative is hereby requested.

**Department 250 - State Library
 House Bill No. 1013**

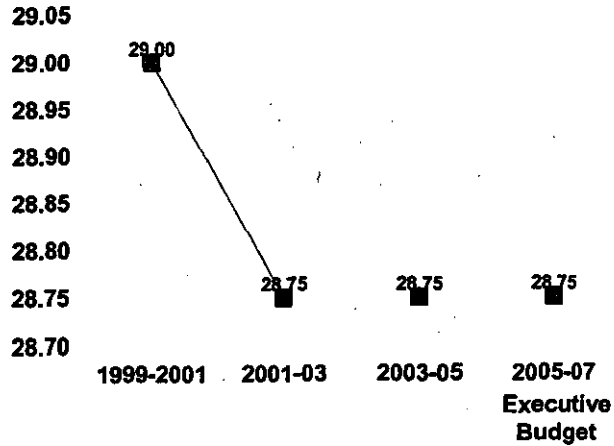
	FTE Positions	General Fund	Other Funds	Total
2005-07 Executive Budget	28.75	\$3,501,626	\$1,658,575	\$5,160,201
2003-05 Legislative Appropriations	28.75	3,027,046	1,629,979	4,657,025
Increase (Decrease)	0.00	\$474,580	\$28,596	\$503,176

Agency Funding



■ General Fund ■ Special Funds

FTE Positions



Executive Budget Highlights

	General Fund	Other Funds	Total
1. Increases operating expenses to provide funding for ConnectND charges	\$6,129	\$3,300	\$9,429
2. Decreases operating expenses to reflect savings associated with the information technology functional consolidation required by North Dakota Century Code Section 54-59-22	(\$9,304)		(\$9,304)
3. Decreases general fund spending authority and increases other funds spending authority for operating expenses	(\$8,387)	\$8,387	\$0
4. Provides funding for the purchase of statewide licenses for online resources	\$200,000		\$200,000
5. Increases funding for state aid to public libraries by \$155,693, from \$844,307 to \$1,000,000	\$155,693		\$155,693

Major Related Legislation

At this time, no major legislation has been introduced affecting this agency.

TESTIMONY ON HB 1013
HOUSE APPROPRIATIONS COMMITTEE

January 6, 2005

Doris Ott, State Librarian
North Dakota State Library
328-2492

Mister Chairman and Members of the Committee:

My name is Doris Ott and I am State Librarian of North Dakota. I am here today in support of HB 1013, the 2005-2007 appropriation for the North Dakota State Library.

Attached to your packets you will see today's testimony and the form you requested that agencies complete.

Inside your packets you will find additional testimony that expands on the testimony that I will be sharing with you today; information about the twenty-five year history of State Aid to Public Libraries; and a list of the 2003/2005 biennium's Library Vision 2010 (LV2010) grants awarded.

In the report you can see that we plan to utilize the 2003/2005 appropriation in full to deliver information and library services that were outlined in the last legislative session (and that are explained in the expanded testimony in your packets).

We appreciate and look forward to continued support from you for the base level, basic services that we currently provide to librarians and citizens across the state. All of our FTE positions are filled.

Beyond the current, base level services that the North Dakota State Library provides, we are requesting additional funding to support three important areas:

1. Online Library Resources \$200,000
2. State Aid to Public Libraries \$155,693
3. Employee salaries and benefits \$147,358

Online Library Resources. The North Dakota State Library is requesting \$200,000 in general fund money to support additional online resources for libraries and citizens throughout the state. As North Dakotans demand that more and more of their information be delivered online, we find that more online resources are needed. Last year North Dakotans performed 1,440,981 searches using the existing Online Library Resources. North Dakotans are using the Online Library Resources heavily and are clamoring for more. Additional online resources that are widely requested include health information, national issues in the form of opposing viewpoints (a great resource for students), test preparation aids (examples include GED, SAT, GRE, corrections officer exam), automotive information, and

genealogy information. The expanded testimony in your packets beginning on page 17 covers this area in more detail.

State Aid to Public Libraries. State Aid to Public Libraries is an excellent investment in local community services as well as in statewide services. The additional funding requested will be spent on materials that will serve local communities as well as citizens statewide through interlibrary loan; upgrading technology for local community libraries; and supporting additional service hours. Additional information is available addressing this area in your expanded testimony on page 13.

Employee salaries and benefits. We fully support the 4 percent raises for each year and funding of health insurance premiums. This will help support fair and equitable compensation and benefits to our staff, and it will assist us in recruiting and retaining excellent employees. Additional comments relating to this area are on page 11 in the expanded testimony.

I appreciate all of the support you have given to the libraries in the state. We look forward to meeting with the subcommittee to provide further information and to review the expanded testimony that has been provided in your packets.

I will be happy to answer any questions that you have.

AGENCY NAME - North Dakota State Library

Overview Presentation to the House Appropriations Committee

January 6, 2005

Funding

	2003-05 Legislative Appropriation	2003-05 Estimated Expenditures or Currently Filled FTE Positions	(1) Variance	2005-07 Executive Recommendation	(2) 2005-07 Recommendation Change (Variance) to 2003-05 Legislative Appropriations
Salaries and wages . . .	2,078,571	2,078,571	0	2,225,929	147,358
Operating expenses . . .	1,141,647	1,141,647	0	1,341,772	200,000
Equipment	40,000	40,000	0	40,000	0
Capital assets	0	0	0	0	0
Grants	1,396,807	1,396,807	0	1,552,500	155,693
Total	\$4,657,025	\$4,657,025	0	\$5,160,201	\$503,176
General fund	\$3,027,046	\$3,027,046	0	\$3,501,626	\$474,580
Federal funds	\$1,538,127	\$1,538,127	0	\$1,566,723	\$ 28,596
Special funds	\$ 91,852	\$ 91,852	0	\$ 91,852	0
Total	\$4,657,025	\$4,657,025	0	\$5,160,201	\$503,176
FTE	28.75	28.75	0	28.75	0

(1) Explanation of Major Funding and FTE Variances for the 2003-05 Legislative Appropriation to 2003-05 Current Estimates

	FTE	General Fund	Federal and Special Funds	Total
NONE				
2.				
3.				
4.				
5.				

(2) Explanation of Major Funding and FTE Changes (Variances) for the 2005-07 Recommendation to 2003-05 Legislative Appropriations

	FTE	General Fund	Federal and Special Funds	Total
1. Online Library Resources	0	\$200,000	0	\$200,000
2. State Aid to Public Libraries	0	\$155,693	0	\$155,693
3. Employee Compensation/Health Ins.	0	\$147,358	0	\$147,358
4.				
5.				

Summary of Major Goals and Objectives and Related Performance Measurement Data for the 2005-07 Biennium (to the extent available)

1. Provide leadership and library development to public, school, and special libraries statewide.
 2. Provide access to information for librarians and citizens throughout the state.
 3. Deliver training and technical assistance to librarians, board members, and citizens.
 4. Administer grants to public and school libraries, including state aid to public libraries, Library Vision 2010 (LV2010), and Library Services and Technology Act (LSTA).
 5. Deliver information and library services in a specialized format to patrons who are vision impaired or who cannot hold a book.
- (Please see attached sheet with related performance measurement data.)

RELATED PERFORMANCE MEASUREMENT DATA FOR GOALS 1-5

LEADERSHIP

- Conduct focus groups biannually to retool library services delivered at the local and statewide level.
- Partner with ODIN (Online Dakota Information Network) and attend ODIN quarterly advisory council meetings to represent 35 small public and school libraries who are participants through the State Library.
- Secure statewide library contracts annually to reduce operating costs and provide services that are more economically delivered at a statewide level.
- Conduct surveys annually and biannually to measure customer satisfaction.
- Provide testimony biannually to legislators.
- Produce and distribute 6 issues annually of agency newsletter, "Flickertale."

ACCESS

- Deliver interlibrary loan requests with a two-day turnaround time.
- Answer requests for information within two days.
- Catalog new materials within one week so they are available online to all citizens in the state.
- Inform citizens of access by presenting at 10 booths per year.
- Expand access to information by adding 8-10 library's collections per year to the statewide online library catalog.

TRAINING AND TECHNICAL ASSISTANCE

- Provide timely and updated training to librarians, students, and communities on the use of online library resources and the statewide online library catalog.
- Develop and deliver continuing education workshops annually to librarians and trustees.
- To annually provide training scholarships to Master of Library Science candidates.

GRANTS ADMINISTRATION

- Award grants annually on a competitive basis according to guidelines as outlined in LV2010 (Library Vision 2010), LSTA (Library Services and Technology Act), and by NDLCC (North Dakota Library Coordinating Council).
- Monitor grants quarterly for compliance and activity.
- Facilitate and administer Gates grants within the required time frame when they are available (2002, 2003, and 2004).

SPECIALIZED FORMAT

- Contract with Prairie Public Radio annually to provide DRIS (Dakota Radio Information Services) radio reading services daily.
- Deliver talking books with a one-day turnaround to patrons who are visually impaired or who cannot hold a book.
- Provide large print books within one day to patrons who cannot read regular print.

NORTH DAKOTA

PUBLIC LIBRARY ANNUAL REPORT OF STATISTICS

JANUARY 2003 through DECEMBER 2003

North Dakota State Library
604 E. Boulevard Avenue - Dept. 250
Bismarck, ND 58505-0800
<http://ndsl.lib.state.nd.us>

Population Served - 30,000 and Over

GROUP	LIBRARY NAME	INCOME				TOTAL	INCOME PER CAP.
		LOCAL	STATE	FEDERAL	OTHER		
	FARGO PUBLIC LIBRARY	1,686,095	57,875	-	72,462	1,816,432	20.05
	BISMARCK VETERANS MEMORIAL PUBLIC LIBRARY	1,252,426	45,388	21,936	97,739	1,417,489	20.42
	GRAND FORKS PUBLIC LIBRARY	797,796	45,039	-	309,673	1,152,508	17.43
	MINOT PUBLIC LIBRARY	742,668	86,927	22,365	53,160	905,120	24.75
	AVERAGE	1,119,746	58,807	-	133,259	1,322,887	20.66

city + county

Population Served - 7,500 to 29,999

GROUP	LIBRARY NAME	INCOME				TOTAL	INCOME PER CAP.
		LOCAL	STATE	FEDERAL	OTHER		
II	CARNEGIE REGIONAL LIBRARY	112,108	12,830	-	6,892	131,830	4.80
II	DICKINSON PUBLIC LIBRARY	290,288	37,461	-	65,601	393,350	16.72
II	WARD COUNTY PUBLIC LIBRARY	159,831	21,936	-	2,802	184,569	8.30
II	WILLISTON COMMUNITY LIBRARY	229,724	42,241	-	18,696	290,661	14.71
II	MCLEAN-MERCER REGIONAL LIBRARY	188,870	22,304	-	6,600	217,774	12.13
II	MANDAN PUBLIC LIBRARY	214,315	24,902	10,172	32,737	272,746	16.31
II	ALFRED DICKEY PUBLIC LIBRARY	354,230	9,540	-	14,056	377,826	24.33
II	WEST FARGO PUBLIC LIBRARY	192,606	7,953	-	18,235	218,794	14.64
II	LAKE REGION PUBLIC LIBRARY	73,108	6,400	798	228,611	308,917	25.60
II	VALLEY CITY BARNES COUNTY PUBLIC LIBRARY	100,224	8,961	-	12,819	122,004	10.36
II	MORTON COUNTY LIBRARY	97,885	20,388	9,374	4,537	122,810	13.65
II	LEACH PUBLIC LIBRARY	94,873	5,275	-	7,863	108,011	12.58
II	SOUTH CENTRAL AREA LIBRARY	48,858	7,209	-	2,712	58,779	7.14
II	AVERAGE	165,917	17,492	-	32,474	216,005	13.94

Population served - 2,000 to 7,499

GROUP	LIBRARY NAME	INCOME				TOTAL	INCOME PER CAP.
		LOCAL	STATE	FEDERAL	OTHER		
III	BOTTINEAU COUNTY LIBRARY	95,921	13,986	-	4,486	114,393	16.00
III	STUTSMAN COUNTY LIBRARY	103,647	10,952	-	7,557	122,156	19.14
III	MCKENZIE COUNTY PUBLIC LIBRARY	60,274	26,079	-	2,336	88,689	15.46
III	CAVALIER COUNTY LIBRARY	45,005	5,263	-	5,344	55,612	11.51
III	HEART OF AMERICA LIBRARY	83,691	5,565	-	16,669	105,925	22.66
III	SIOUX COUNTY LIBRARY	6,167	4,894	-	36	11,097	2.74
III	BEULAH PUBLIC LIBRARY	31,792	4,508	-	16,000	52,300	15.55
III	GRIGGS COUNTY LIBRARY	44,155	3,937	-	15,347	63,439	23.04
III	KIDDER COUNTY PUBLIC LIBRARY	50,318	-	-	-	50,318	18.27
III	ADAMS COUNTY LIBRARY	18,212	4,815	-	6,578	29,605	10.77
III	HAZEN PUBLIC LIBRARY	62,439	1,510	-	9,184	73,133	29.77
III	DIVIDE COUNTY PUBLIC LIBRARY	37,525	7,693	-	953	46,171	20.22
III	CARRINGTON CITY LIBRARY	22,423	1,207	-	2,097	25,727	11.34
III	LISBON PUBLIC LIBRARY	20,087	1,220	-	16,769	38,076	17.49
III	GOLDEN VALLEY COUNTY LIBRARY	21,444	4,468	-	1,000	26,912	12.77
III	AVERAGE	46,873	6,864	-	7,454	60,237	16.45

D1013

Good afternoon, Chairman Bob Martison and the appropriations committee. I am Kellie Steffan, and I am Larissa Heil. We are from Velva and we represent the North Dakota High Schools and the high school students. We are here to inform you about the wonderful advantages of using the North Dakota State Library databases which the state library is asking continuing funding for.

The North Dakota State Library website hosts online library resources. These databases are full of valuable reference materials. The materials include newspapers, magazines, encyclopedias, and books. They can be accessed quickly and easily. They are also accurate and up-to-date. This is a great asset for students in North Dakota. We can quickly view newspapers such as the New York Times, the Washington Post, and the Chicago Sun-Times. We can also view many informative resources such as Time Magazine and US News and World Report. These newspapers and magazines would otherwise be very difficult to find in small town North Dakota. Resources such as these serve as a great tool for students when writing reports for school. Within the Online Library Resources there are 19,000 magazines, 81,000 resources, 8000 e-books, and 550 newspapers.

The Online Library Resources are set up so they are very user friendly. Anyone from a young child in school to a senior citizen can understand how to use it. The first step to using the resources is to log on to the North Dakota State Library website:

<http://ndsl.lib.state.nd.us>. A bar code and password will be issued to you according to the library nearest you. These items must be entered into the username and password boxes.

After that, you are entered into the vast databases full of resources. The resource that is chosen depends on the topic that is being searched for. For example, sixth graders in our school were beginning to work on their science projects. They used the eLibray Elementary to search for various things. They typed in what they wanted and did a search. They brought up many valuable articles and even some great pictures. They could print it, send it to their email, or even recommend it to a friend. Another great resource is the Health and Wellness Resource Center. Using this resource you can find out information about the medical world by using the medical encyclopedia and the drug finder. Many adults find this very useful.

Much of the research done in schools today is done on the internet. By using the resources found on the North Dakota State Library website, much of the junk found on websites such as Google and Yahoo is filtered out. The library needs your funding for these resources. Libraries can play a very important part in the economic development of a community---persons looking to move to a new place would like to have the same level of library resources as where they are leaving. The Online Library Resources are a good example of what people expect to find in a community. Without your support, many libraries will not be able to have it because they cannot afford it. These resources are very expensive but are very important to all of the students at our state's libraries and schools. Small schools cannot afford these resources and will be forced to give them up if funding is not provided.

Please show your support for the education and needs of today's students. Libraries and students need efficient resources to do research. Some schools cannot afford these resources and are at risk of losing this important tool. Please show the students across the state that you believe in education and are willing to continue to fund this. Thank you, we appreciate it.



NORTH DAKOTA STATE LIBRARY

604 E. Boulevard Avenue - Dept. 250, Bismarck, North Dakota 58505-0800 - (701) 328-2492 - FAX: (701) 328-2040

DORIS OTT, STATE LIBRARIAN

TESTIMONY TO
HOUSE APPROPRIATIONS COMMITTEE
EDUCATION AND ENVIRONMENTAL
DIVISION

HOUSE BILL 1013

2005-2007 APPROPRIATION

NORTH DAKOTA STATE LIBRARY

JANUARY 10, 2005

C1013

*With the
exception of
these pages
some testimony
given to Sen. [unclear]*

Staff

Without qualified, trained, and dedicated staff, none of the before mentioned services would be possible. The number of librarians retiring or leaving the profession is exceeding the number of people graduating from programs of library and information studies. More than 83,000 librarians in the country are projected to retire between 1990 and 2010, with about half of the library workforce expected to retire every 20 years. The supply of new professionals is further reduced by generally low salaries of librarians, the fact that there are no graduate library programs available in North Dakota, and the fact that North Dakota state employees have received no salary increase over the past two years. Consequently, recruiting professional librarians is a difficult job for the State Library. Because of no graduate library and information programs in North Dakota, we are forced to recruit from out-of-state – a costly process. When we are successful in our recruiting efforts, many stay only two or three years and then move on to higher salaries in other states – training is also a costly process. The Harvard Business Review tells us that it costs the average business six to seven times more to acquire a new customer than it does to retain an existing one. In my opinion, the same principal applies to recruiting and training new employees versus retaining existing staff. I cannot emphasize enough

how important it is that we adequately compensate the employees we already have instead of constantly recruiting and training new ones.

State Aid to Public Libraries

Rural and small town libraries, those serving fewer than 25,000 people, make up 80 percent of all public library systems in the United States. In North Dakota, rural and small town libraries make up 96 percent of all public libraries. Public libraries in North Dakota provide an array of services similar to their larger counterparts, but they do so with fewer staff and often with modest budgets. In most cases, small libraries develop and maintain collections that include books, magazines, and audio/visual materials. They answer reference questions and/or help patrons find their own information, and they provide programming for their patrons--especially children. In more recent years, they offer their patrons access to computers and the Internet. Seventy-seven percent of North Dakota's public libraries offer Internet access to their community and to tourists. Public libraries provide North Dakotans with accurate and reliable information through the use of books, magazines, audio/video materials, and electronic library resources.

The public library is the place in all communities that is a primary resource for those seeking employment, considering a career change, and

seeking information. North Dakotans visited their public libraries over 2,100,000 times in 2003. Information literacy is critical to success in today's job market. Public libraries teach citizens how to critically evaluate information. Information smart citizens use the latest and best information to develop sound goals. They know when a book may be more helpful than a computer. They have learned from librarians how to find, evaluate, and use information in all forms. Information smart people know how to find quality information that will help them through family, medical, or job crises. According to one study, 70 percent of health and medical information found on the Internet is wrong or misleading. Today's librarians can help patrons find the best source of information, whether it's online or in a book or pamphlet. In order to assist patrons to find accurate and reliable information, public libraries must have the financial resources to either acquire or have access to the best sources of information.

Helping businesses is the library's role in community economic development. Economic development is the growth of business in a variety of ways. It can include activities to create wealth, generate rising real income, and increase employment. Without even realizing it, libraries have participated in these activities for decades with little fanfare. Economic development, like charity, begins at home. North Dakota communities are

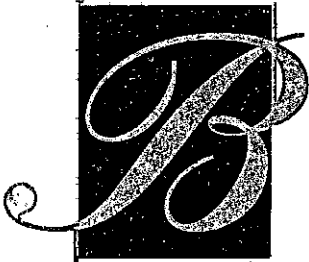
making efforts at economic development. In a knowledge-based economy, educated and skilled people provide the principle competitive edge. Those people are not simply reporting to work each day and doing what is laid out for them. Instead they are asking why, questioning procedures, and developing new methods. Change requires information that public libraries can supply, and having information available and getting it to those who need it are challenges librarians face. By strengthening our public libraries, North Dakota can be in a stronger position to attract and grow in offering the highest value location for businesses.

The public library is actually one of the few municipal centers that returns money to the local economy. It does this in several ways. The library is often one of the few employers that hires students. Secondly, the library provides an opportunity for citizens to learn how to better earn a living. Most owners of a small business have, at one time or another, used the library to learn about a product or service that they might be able to sell or offer. Business reference services in libraries provide a valuable resource to business people and other professionals. In recent years, as the office/home business has proliferated, the library has become a place where people who cannot afford to rent office space or set up a home office conduct their work. The library offers work space. It provides access to

office equipment, computers, photocopiers, and other resources. This is really nothing new. What is new is the number of people who view the library as their office. For a start-up, cash-strapped entrepreneur, the public library becomes the first step toward economic success.

Why should libraries get scarce tax dollars, when there are such needs for health care, criminal justice, jobs, police, and fire protection? Libraries are part of the solution to many of these problems. Libraries help children and adults become liberated, productive citizens. They provide after school and other programs for children, adult literacy classes, job information centers, books, magazines, online library resources, and the expertise to assist people of all ages who use these resources to lead productive, satisfying lives.

*We are requesting that you support Governor Hoeven's budget item that provides an increase of \$155,693 for state aid to public libraries. This will be the first increase in state aid to public libraries since the 1991/1993 biennium. These funds would strengthen North Dakota's public libraries as they work to strengthen North Dakota to compete in the expanding global market.



**BISMARCK
PUBLIC
LIBRARY**

515 North Fifth Street
Bismarck, North Dakota 58501-4081

January 10, 2005

To: HOUSE APPROPRIATIONS,
EDUCATION & ENVIRONMENTAL DIVISION

*IN SUPPORT OF HB 1013
STATE LIBRARY PORTION*

By: TOM JONES, DIRECTOR
BISMARCK PUBLIC LIBRARY
Ph: 222-6403 t.jones@mail.infolynx.org

Chairman Martinson,
Members of the Subcommittee:

p7, section 10

I speak in favor of funding State Aid for Public Libraries (NDCC54-24.2) (p5, line 14) and urge your support at the level included in the Governor's budget. This state aid formula was first instituted by the 1979 Legislature and then funded at 1 million dollars. We are very pleased to see it funded again at the 1 million dollar level.

Public Library state aid funding has been eroding in actual dollars since 1979. Inflation during this time has more than doubled. The cost of new books also has more than doubled, and the number being published has exploded. Then we talked of 40,000-50,000 titles/year; today, more than 150,000 are being published. And we have all the added needs (and expenses) for a variety of formats: regular print, large print, audio books, e-books, CDs, VHS, and DVDs, etc.

Public libraries ride the tide of local tax fortunes, as do schools and other community support services. Bismarck Public Library, for example, is supported about \$25/capita from all sources; Burleigh County services is about \$12/capita. **The national average for public libraries is now in excess of \$32 per capita. Therefore, STATE AID DOLLARS DO MAKE A REAL DIFFERENCE.**

Some other key points:

- **Only about 10% of printed information is available on the Internet;**
- **In order to share resources via interlibrary loan within state, at least one library in the state needs to purchase the material ; with more than 150,000 titles being published; Bismarck PL is able to acquire only around 11,000;**
- **Public libraries are very well used; last year our book circulation alone was up more than 3%. Internet, computer usage, up more than 20%.**
- **Public libraries offer access for persons without computers at home or office; we regularly serve tourists and visitors adding to the positive ND impression.**

THANK YOU FOR CONSIDERATION.

www.bismarcklibrary.org
Bismarck Veterans Memorial Public Library
Telephone: (701) 222-6410 • Fax: (701) 221-6854 • TDD: (701) 221-6848

TESTIMONY ON HB 1013
SENATE APPROPRIATIONS COMMITTEE

March 3, 2005

Doris Ott, State Librarian
North Dakota State Library
328-2492

Mister Chairman and Members of the Committee:

My name is Doris Ott and I am State Librarian of North Dakota. I am here today in support of HB 1013, the 2005-2007 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 currently serve 90 public libraries, 500 school libraries, state government, and North Dakota citizens. 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 2010 grant program; and includes funding for additional online resources and an 18 percent increase in State Aid to Public Libraries.

Today, I have three goals: (1) to impress upon you how important libraries are to the educational process and the economic development of

North Dakota communities; (2) to pique your interest in library issues; and (3) to inform you about the return you will receive on the dollars you invest in libraries.

Even at a time when books can be ordered online relatively cheaply, information can be accessed through the Internet, and many bookstores function as libraries with cafes, libraries maintain an important role in the citizen's daily life in their community.

Traditionally, library patrons have come to the library looking for knowledge (or at least information), and looking for guidance in their searches by librarians who knew the secrets of traditional knowledge organization. The World Wide Web has changed the way the library works. While print materials are still the core of most reading collections, print resources are quickly becoming less used for ready-reference work or scientific work.

What all of this means is that for many patrons, there is a perception that there is no longer any really compelling reason to visit the library in person, and that is a fundamental change that is affecting the traditional model of library service. None of this means that people don't need the library and that they don't use it – if you look at all modes of access, you'll find that library resources are getting more use than ever. A study

conducted by the Urban Libraries Council shows that 75.2 percent of Internet users also use the library, and 60.3 percent of library users also use the Internet. Browsing library stacks is still regarded as an important way to get information by three-fifths of college students. College students use hard copy and electronic sources in nearly equal proportions.

But gate count and physical circulation statistics are no longer the best ways to measure library use. The library's role as a building full of books and magazines, that patrons visit physically so they can fill their minds and index cards and tote bags, is being replaced by a new role: the library is now, and will increasingly be in the future, a portal that authenticated users pass through so they can get to information that is held and administered elsewhere. Their status as officially-recognized patrons of the library gives them access to more and higher-quality information than they could get otherwise. In the eyes of our patrons, one of the beautiful things about this new arrangement is that they don't necessarily have to be physically present in the library in order to get the information they need.

This adds the role of a broker to libraries as well as a physical distributor and central access point. Lots and lots of patrons now take advantage of remote access. This type of service is being delivered in most parts of the country.

There remains a profound gap between the knowledge and skills most students learn in school and the knowledge and skills they need in typical 21st century communities and workplaces. Successful businesses are looking for employees who can adapt to changing needs, juggle multiple responsibilities, and make decisions on their own. According to Federal Reserve Board Chairman Alan Greenspan, “Workers in many occupations are being asked to strengthen their cognitive skills; basic credentials, by themselves, are not enough to ensure success in the workplace. Workers must be equipped not simply with technical know-how but also with the ability to create, analyze, and transform information and to interact effectively with others. Moreover, that learning will increasingly be a “life-long activity.”

If North Dakota communities hope to produce globally competitive citizens and/or attract people and businesses to their cities, North Dakota needs to provide high quality library services so that the skills listed by Alan Greenspan can be attained.

Librarians have always been known for their ability to help patrons locate obscure facts, gather relevant articles, or just find another book you’ll enjoy. Given the enormity and disorganization of the World Wide Web and the low quality of so much that it offers, librarians have tended to see that

part of their jobs as becoming increasingly, not decreasingly, important.

Even a casual observer of the world today realizes that human knowledge is increasing at an explosive rate. It is believed that human knowledge is now doubling every two to four years. As this knowledge is published or distributed on computer networks, additional pressure is placed on North Dakota libraries to either purchase it or provide their communities with expanded access and delivery services. Yet the cost of purchasing or providing information is rising at rates far in excess of the rate of inflation.

Services In State Library Budget

We are asking that you continue to support the base budget of the North Dakota State Library. Let me highlight some of the services included in the base budget.

Leadership and Library Development

The State Library's Vision Statement "Leading the way in information opportunities," and the first of our four goals "Serve as a leader in the library and information field," help define our role in providing leadership and information opportunities in North Dakota. We partner with many library and information organizations to extend, improve, and develop information opportunities to citizens and librarians throughout the state. Our partnership with the Online Dakota Information Network (ODIN), the

Central Dakota Cooperating Libraries (CDCL), and the North Central Library Authority has resulted in adding thirty-five libraries to the statewide online library catalog, many using the funds provided by Library Vision 2010. We have developed strong agreements with academic, school, public, and special libraries to loan materials to any citizen who asks for information. We work closely with the North Dakota Library Coordinating Council (NDLCC) in developing quality grant opportunities for school and public libraries.

We cooperate with the North Dakota Library Association (NDLA) in providing continuing education opportunities to librarians. We have regional and national partnerships with the American Library Association (ALA) and the Mountain Plains Library Association (MPLA) to develop continuing educational opportunities for librarians. We partner with the ND Information Technology Department (ITD) to provide public libraries access to the Internet through the North Dakota Statewide Technology Access for Government and Education network (STAGEnet), and with filtering software.

We provide workshops and continuing education opportunities for librarians, trustees, teachers, and educators in online access, planning, marketing, and library skills. These are delivered in multiple locations

throughout the state. Our professional library staff provides technical assistance to librarians in all areas of librarianship, including becoming automated, reference, cataloging, marketing, funding, personnel, and information technology.

Reference and Interlibrary Loan Services

Coordinating the sharing of books and other library material is an important and well-used service of the State Library. The provision of library material has been and continues to be a vital service in resource-poor libraries and towns. In addition to providing material, the State Library's critical role is to ensure that materials, whether located in the state or out-of-state, are accessible to every North Dakotan. Technology assists in this process. The development of services, including the addition of records to the statewide catalog, the availability of online resources such as full-text magazines, newspapers, and reference sources, and connectivity of service via the Internet, is making it more feasible and economical for libraries to request directly from the library that owns the material or from online resources. In working with the library community to deliver Library Vision 2010 services, direct borrowing continues to be facilitated by the State Library and contributing libraries.

A North Dakota teacher said it well, "It gives us as teachers any material we need through the State Library." The interlibrary loan services of the State Library provide all teachers, as well as all North Dakota citizens, with access to virtually "any material they need." Items not owned by the State Library are borrowed from other North Dakota libraries or from out-of-state libraries.

The North Dakota State Library processed 39,000 reference and interlibrary loan requests last year.

Training 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. Providing library education and training opportunities remain a high priority. We currently have ten professional librarians that assist in local training. Training sessions are delivered by the staff of the North Dakota State Library to staff and students at North Dakota schools, North Dakota librarians, and North Dakota state employees.

I'd like to share with you a quote from a school that was a recipient of the State Library's training program. "Our students have been able to do

much of their research at home using the online access to materials from other libraries and the Online Library Resources. I know that they, in turn, have taught their parents how to use the system to find information they may want.”

Services to State Agencies

The publications of state agencies are an important source of information that 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. Since many state documents are now being published only in electronic form, the State Library is retrieving, storing, and cataloging the electronic documents. The catalog record of each document contains a link that enables citizens to view the entire document. The State Library has also worked with state agencies, such as the Water Commission and the Prevention Resource Center, to have their internal collections cataloged and maintained by the State Library to provide accessibility of their information and materials to all North Dakota citizens.

Disability Services

Senior citizens are an important and fast growing segment of the state's population and the trend continues. The Disability Services Program provides talking books to over 2,000 vision or learning impaired residents and circulates over 68,000 talking books a year. The Dakota Radio Information Service, serving 475 people, provides local news, senior center activities, and lunch menus, as well as obituaries and grocery ads, which are broadcast daily and allow citizens with disabilities 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 over five thousand hours of service per year. Plans include increasing outreach activities to further develop an awareness of and participation in this service.

Library Vision 2010 Grants

How should North Dakota libraries look by the year 2010? That is a question librarians asked themselves as they updated Library Vision 2004. The top priority of Library Vision 2010 continues to be to connect public, school, academic, and special libraries to the state's library catalog. This project provides an automated catalog, circulation, and interlibrary loan capability to participating libraries. The statewide catalog is available to all

North Dakota citizens seven days a week and twenty-four hours per day. The plan is working and it has had a positive impact on library services and citizen's lives. Library Vision 2010 has also provided state funds to school and public libraries for Internet access grants. Library Vision 2010 is being used to add the records of individual libraries to the statewide library catalog. This means thousands of additional informational items have been made available to every citizen, either from a library or through their computer. Attachment A lists the grant awards that have been made utilizing Library Vision 2010 funds.

I'd like to share a quote with you from a school-public library that became part of the statewide library catalog in 2000. "Our community is so small, that many people who would go to the library already did. Where I think we have increased traffic is from people going through town. We are situated right on the Canadian border. Between people going through the border and increased traffic due to Homeland Security, we have many people using our library who wouldn't have used it before; mainly because we are technologically up-to-date. Based on a count kept by the city library, use has increased about 25 percent and use during the school day by students has increased about 150 percent simply because they can use the technology to search for materials."

Staff

Without qualified, trained, and dedicated staff, none of the before mentioned services would be possible. The number of librarians retiring or leaving the profession is exceeding the number of people graduating from programs of library and information studies. More than 83,000 librarians in the country are projected to retire between 1990 and 2010, with about half of the library workforce expected to retire every 20 years. The supply of new professionals is further reduced by generally low salaries of librarians, the fact that there are no graduate library programs available in North Dakota, and the fact that North Dakota state employees have received no salary increase over the past two years. Consequently, recruiting professional librarians is a difficult job for the State Library. When we are successful in our recruiting efforts, many stay only two or three years and then move on to higher salaries in other states – training is also a costly process.

The Harvard Business Review tells us that it costs the average business six to seven times more to acquire a new customer than it does to retain an existing one. In my opinion, the same principle applies to recruiting and training new employees versus retaining existing staff.

Stephen R. Covey in *The 7 Habits of Highly Effective People* says, “The Seven Habits are habits of *effectiveness*. Because they are based on

principles, they bring the maximum long-term beneficial results possible.” He uses Aesop’s fable “The Goose and the Golden Egg” as an example. “The Goose and the Golden Egg” is about a poor farmer who finds that his goose is laying golden eggs. Every morning the farmer gathers one golden egg from the goose and gradually becomes fabulously wealthy. As he grows rich, however, he grows impatient. In an attempt to get all the golden eggs in the goose at once, he cuts off its head and reaches inside, only to find nothing. Like the farmer we often emphasize short-term results (golden eggs) at the expense of long-term prosperity (the goose). If you forget to feed the golden goose, it stops producing golden eggs.

I cannot emphasize enough how important it is that we adequately compensate the employees we already have. If North Dakota plans to produce golden eggs, the goose needs to be fed.

State Aid to Public Libraries

Rural and small town libraries, those serving fewer than 25,000 people, make up 80 percent of all public library systems in the United States. In North Dakota, rural and small town libraries make up 96 percent of all public libraries. Public libraries in North Dakota provide an array of services similar to their larger counterparts, but they do so with fewer staff and often with modest budgets. In most cases, small libraries develop and

maintain collections that include books, magazines, and audio/visual materials. They answer reference questions and/or help patrons find their own information, and they provide programming for their patrons--especially children. In more recent years, they offer their patrons access to computers and the Internet. Seventy-seven percent of North Dakota's public libraries offer Internet access to their community and to tourists. Public libraries provide North Dakotans with accurate and reliable information through the use of books, magazines, audio/video materials, and electronic library resources.

Seattle's "Starbucks on every corner" idea is successful because neighbors want a place to meet. Likewise, public libraries provide persons in the community with a place to gather and visit with their neighbors. The public library is the place in all communities that is a primary resource for those seeking employment, considering a career change, and seeking information. North Dakotans visited their public libraries over 2,100,000 times in 2003. Information literacy is critical to success in today's job market. Public libraries teach citizens how to critically evaluate information. Information smart citizens use the latest and best information to develop sound goals. They know when a book may be more helpful than a computer. They have learned from librarians how to find, evaluate, and

use information in all forms. Information smart people know how to find quality information that will help them through family, medical, or job crises. According to one study, 70 percent of health and medical information found on the Internet is wrong or misleading. Today's librarians can help patrons find the best source of information, whether it's online or in a book or pamphlet. In order to assist patrons with finding accurate and reliable information, public libraries must have the financial resources to either acquire or have access to the best sources of information.

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are part of the solution to many of these problems. Libraries help children and adults become liberated, productive citizens. They provide after school and other programs for children, adult literacy classes, job information centers, books, magazines, online library resources, and the expertise to assist people of all ages who use these resources to lead productive, satisfying lives.

We are requesting that you support Governor Hoeven's budget item that provides an increase of \$155,693 for state aid to public libraries. This will be the first increase in state aid to public libraries since the 1991/1993 biennium. These funds would strengthen North Dakota's public libraries as they work to strengthen North Dakota to compete in the expanding global market.

The public library has been called "one of the seven sustainable wonders of the world." The written wisdom of the world is at the fingertips for anyone with a library card. (See Attachment B.)

Online Magazines, Newspapers, and Reference Services

For democracy to flourish, citizens need free and open access to information. In today's digital age, this includes access to information online. In the early days of the Internet, new technologies promised exactly that – abundant open access to an infinite array of resources. However,

much online content is now restricted – treated as private rather than common property.

The problem, as many librarians have found, is that patrons will often happily settle for mediocre or marginally relevant information if it can be found in a quick and intuitive way (and without asking a librarian) rather than to go to the effort that may be required to sift high-quality information from the chaff. The answer to this problem is probably not to be found in educating patrons. Instead, what librarians are really doing is putting our expertise to work making it so that our patrons can find high-quality information without having to ask for help.

The North Dakota State Library is requesting \$200,000 general fund money to support additional online resources for libraries and citizens throughout the state. As North Dakotans demand that more and more of their information be delivered online, we find that more Online Library Resources are needed. Presently, participating North Dakota libraries are purchasing and financing three online packages – Gale Group (resources for children), EBSCO (magazines, journals, and reference sources), and ProQuest (newspapers). Through these three packages, librarians, students, and individual citizens have direct, online access via the Internet to thousands of magazines, newspapers, and reference sources. Last year

North Dakotans performed 1,440,981 searches using the existing Online Library Resources. North Dakotans are using the Online Library Resources heavily and are clamoring for more; especially for resources that cover specific subjects such as health, testing, literature, etc.

Why do we need Online Library Resources?

1. There is a connection between what education is trying to do and what libraries are doing. The North Dakota Online Library Resources contract includes providing these resources to schools. According to a survey commissioned by the Ohio Educational Library Media Association, 99.4 percent of students in grades 3 to 12 believe school libraries and their services help them become better learners; 88.5 percent said the school library helps them get better grades on projects and assignments; 74.7 percent said it helps them with homework; and 92.4 percent said computers in the media center help improve their overall academic work. Our schools could not begin to individually purchase the resources that are available to them by participating in the joint purchasing venture used to purchase the Online Library Resources.

2. These online resources are indexed so desired information can be located in a matter of minutes. Locating the information on the Internet is more time consuming because you need to search individual Web sites. The

online resources save time, are accurate, and can be accessed twenty-four hours per day, seven days a week from any computer with Internet access.

3. North Dakota has invested heavily in its technology infrastructure. Online Library Resources provide the “content” for our technology infrastructure.

4. Accuracy of information is vital and is guaranteed because editors check information for accuracy.

5. There is a great economy of scale if the Online Library Resources are purchased via a statewide contract. Consequently, we are requesting \$200,000 to purchase additional online resources that will be delivered to every North Dakota citizen that wishes to use them. The Online Library Resources are used by citizens, students, faculty, and librarians. By using state dollars, it “levels the playing field” – it is a step toward diminishing the digital divide.

Librarians want patrons to use our services, to drive us crazy with questions, to access our Online Library Resources and check out our materials, and keep us busy from morning to night, and even better, to be able to keep accessing and using our services after we have locked up the building and gone home.

We ask that you support the \$200,000 in the State Library optional budget that would pay for the additional Online Library Resources.

I want to emphasize the need to appropriate new money for the online resources (\$200,000) and additional State Aid to Public Libraries (\$155,693). Taking dollars from existing library services and grants would weaken or destroy them. It might also jeopardize the cooperation that allowed library services to develop so well in the last several years.

Appreciation for Support

Through the budget process, we have the opportunity to think about how we do our work and how we deliver services to the citizens of our state. The goal is more than determining the right amount to spend, it is ensuring that money is spent on the right priorities and that we are achieving desired outcomes. We evaluate what is being spent, measure the results of that spending, and establish clear statewide priorities for allocating taxpayer dollars. We could ratchet down all spending, but that would only weaken programs, lowering services and performance everywhere.

As you deliberate, know that in order to keep a strong educational system or be able to attract economic development to our communities, we need a strong library infrastructure to add content to our technology infrastructure.

We live in an information-based economy. Libraries are the information providers. If we are to have globally competitive citizens, libraries need to be funded in such a way that they can keep pace with inflation and new technologies. It is the connection of people to knowledge that keeps us all going, despite economic ups and downs.

Thank you for the support you have given to the State Library in the past and for your consideration today. I would be pleased to answer any questions.

Library Vision 2010 Grants Awarded
Biennium 2003-2005

Technology

Beulah Public School Libraries \$4,800
Public access computers

Casselton Public Library \$1,126
Public access computers

Clara Lincoln Phelan Memorial Library \$5,000
Add a computer and upgrade a computer

Divide County Public Library \$1,647
Two new computers and a printer for public access

Dunseith High School \$2,000
Upgrade five computers for public access

Hettinger Public School Library \$5,000
Seven new computers for public access

Leeds Public School District \$5,000
Public access computers

Milnor Public School \$4,302
Public access computers

Walhalla Public School \$4,825
Public access computers

Participate in the Statewide Online Library Catalog

Beulah Public School Libraries \$27,702

Cavalier Public School Library \$33,445

Rugby - Heart of America Library \$24,655

Larimore Public School Library \$13,469

Minot Public Schools – 7 Elementary Libraries \$94,250

Underwood Public Library \$7,522

SiteSearch Connection \$2,757

Total for 2003-2005 Biennium \$237,500

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	27,693	43,667	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	15,199	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	14,647
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	5,098	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-Jamestown	18,559	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	898	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	66	108	176	163	239	151	147	411	406	396	2,263
LEONARD CITY	62	86	169	105	102	64	62	132	0	0	782
LIDGERWOOD CITY	1,000	522	762	706	685	658	638	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	1,636	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
MINNEWAKAN 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	33,401	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	482	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	1,116	1,085	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
WHPETON 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	906	1,664	1,537	1,494	1,436	1,393	1,284	1,271	1,239	14,393
MCKENZIE COUNTY-Watford City	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
TIOGA 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 - 1999

	FY 1990	FY 1991	FY 1992	FY 1993	FY 1994	FY 1995	FY 1996	FY 1997	FY 1998	FY 1999	10 YR TOTAL
ASHLEY CITY								229	241	243	713
GOLDEN VALLEY COUNTY-Beach	5,715	5,622	4,775	5,370	4,895	4,794	4,798	4,687	4,934	4,983	50,573
BEULAH CITY	2,868	2,819	1,789	1,677	1,529	1,497	1,499	1,464	1,926	2,335	19,401
BISMARCK CITY	36,440	35,847	39,314	36,850	33,591	32,895	32,925	32,166	33,857	34,196	348,081
BURLEIGH COUNTY-Bismarck	9,421	13,902	15,165	14,214	12,958	12,689	12,701	12,408	13,060	13,191	129,709
BOTTINEAU COUNTY-Bottineau	11,249	11,066	10,905	10,222	9,318	9,125	9,133	8,923	9,392	9,486	98,818
BOWMAN CITY	1,058	1,040	1,158	1,085	989	969	1,164	947	1,197	1,007	10,614
CANDO CITY											-
CARRINGTON CITY	1,688	1,858	1,508	1,413	1,546	1,514	1,263	1,234	1,299	1,312	14,432
CARSON CITY					87	56	86	125	132	177	663
CASSELTON CITY	1,272	1,043	1,065	998	910	891	892	871	917	741	9,600
CAVALIER CITY	768	756	802	752	686	671	672	657	691	698	7,153
COOPERSTOWN CITY	835	986	996	778	851	833	834	815	857	722	8,507
GRIGGS COUNTY-Cooperstown	3,042	2,992	2,983	2,796	2,549	3,744	3,747	3,661	3,853	3,892	33,259
DIVIDE COUNTY-Crosby	6,379	6,275	6,252	7,032	6,410	6,277	6,283	6,138	6,460	6,525	64,032
DEVILS LAKE CITY	4,750	4,873	5,176	4,852	4,423	4,331	4,335	4,235	4,458	4,502	45,735
RAMSEY COUNTY-Devils Lake									3,722	3,759	7,481
DICKINSON CITY	14,822	14,581	12,848	12,043	10,978	10,751	10,760	10,512	11,064	11,175	119,535
STARK COUNTY-Dickinson		7,744	3,564	6,681	6,090	5,964	5,969	5,832	6,138	6,200	54,182
BILLINGS COUNTY-Dickinson	4,403	5,197	4,568	5,138	4,684	4,587	4,591	4,485	4,721	4,768	47,142
DRAKE CITY					82	81	81	79	83	84	489
EDGELEY CITY	430	423	362	339	464	303	303	296	312	315	3,546
LAMOURE COUNTY-Edgeley	4,654	4,579	4,415	4,138	5,030	4,926	4,930	4,816	3,802	3,840	45,130
LOGAN COUNTY-Edgeley	4,339	5,336	5,223	4,895	4,462	4,370	4,374	4,273	4,498	4,543	46,312
ELLEDALE CITY	1,256	1,235	957	1,121	1,022	1,001	1,002	979	1,236	1,248	11,057
ENDERLIN CITY	582	716	652	746	680	666	667	640	674	680	6,703
FARGO CITY	46,958	46,194	59,152	55,445	50,546	49,491	49,540	48,398	50,940	51,452	508,116
FLASHER CITY	0	258	211	237	216	212	212	207	218	220	1,991
FORMAN CITY			468	438	400	391	392	383	403	407	3,282
SIOUX COUNTY-Fort Yates	1,920	1,926	3,531	4,626	6,326	6,195	5,167	5,048	5,310	5,367	45,416
GACKLE CITY	316	311	300	281	256	251	301	294	309	312	2,932
GARRISON CITY		690	611	763	696	511	682	666	526	531	5,676
GLEN ULLIN CITY					211	136	136	137	140	142	902
GOODRICH CITY	179	141	102	0	109	128	128	104	132	133	1,156
GRAFTON CITY	3,029	2,979	2,575	2,414	2,891	2,831	2,833	2,768	2,913	2,942	28,176
WALSH COUNTY-Grafton	5,880	5,785	8,210	7,696	7,015	6,870	6,876	6,717	6,981	5,374	67,363
PEMBINA COUNTY-Grafton	4,090	4,023	3,953	3,705	3,378	3,308	3,311	3,234	3,377	3,411	35,789
NELSON COUNTY-Grafton	2,606	2,564	2,497	2,357	2,148	2,104	2,106	2,057	2,185	2,187	22,791
GRAND FORKS CITY	33,521	32,976	39,449	36,976	33,707	33,008	33,038	34,059	33,973	34,314	345,020
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	195,871
HANKINSON CITY	739	727	691	647	590	578	463	565	595	480	6,075
HARVEY CITY	1,290	1,269	1,204	1,129	1,286	1,260	1,261	1,232	1,037	1,047	12,015
HATTON CITY											-
HAZEN CITY	2,567	2,526	2,249	2,108	1,922	1,882	1,884	1,840	1,937	1,956	20,871
HEBRON CITY	413	542	473	443	505	593	594	580	610	616	5,370
ADAMS COUNTY-Hettinger	6,533	6,427	6,480	6,074	5,537	5,422	4,523	5,302	5,581	5,637	57,515
JAMESTOWN CITY	12,469	12,267	12,428	11,649	10,619	10,399	10,409	10,189	10,703	10,810	111,922
STUTSMAN COUNTY-Jamestown	12,251	12,052	11,966	11,216	10,224	10,012	0	9,790	10,376	12,576	100,464
KILLDEER CITY	403	496	480	540	492	482	483	393	496	501	4,767
LAKOTA CITY	615	605	598	560	511	600	600	586	617	623	5,916
LAMOURE CITY	550	541	516	484	441	432	541	422	444	449	4,820
LANGDON CITY	394	388	0	0	-	-	-	-	-	-	782
CAVALIER COUNTY-Langdon	4,925	6,460	5,437	6,795	6,194	4,549	6,071	4,448	4,682	4,729	54,291
LARIMORE CITY	0	766	779	730	666	652	652	637	671	678	6,230
LEEDS CITY	346	341	288	270	308	302	302	295	310	314	3,076

NORTH DAKOTA STATE LIBRARY: HISTORY OF STATE AID TO PUBLIC LIBRARIES IN NORTH DAKOTA 1990 - 1999

	FY 1990	FY 1991	FY 1992	FY 1993	FY 1994	FY 1995	FY 1996	FY 1997	FY 1998	FY 1999	10 YR TOTAL
LEONARD CITY	111	145	165	116	106	104	0	67	107	108	1,028
LIDGERWOOD CITY	620	610	532	598	545	534	534	522	549	555	5,599
LINTON CITY	996	980	1,125	1,055	962	942	943	921	969	979	9,872
LISBON CITY	1,749	1,720	1,738	1,629	1,485	1,454	1,455	1,422	1,247	1,259	15,158
MADDOCK CITY								243	256	259	758
MANDAN CITY	11,882	11,689	12,114	11,355	10,351	10,136	10,145	9,911	10,432	10,537	108,552
MORTON COUNTY-Mandan	9,837	9,677	9,643	9,039	8,240	8,069	8,076	7,890	8,305	8,388	87,164
MAX CITY	121	159	160	150	137	134	134	131	138	139	1,403
MAYVILLE CITY	1,727	1,899	1,670	1,565	1,427	1,397	1,398	1,366	1,438	1,452	15,139
MILNOR CITY	457	450	520	406	444	0	435	425	447	452	4,036
MINNEWAUKAN CITY	294	289	267	300	274	268	268	262	278	278	2,776
MINOT CITY	25,156	24,747	27,571	25,843	23,558	23,070	23,091	22,558	23,744	23,982	243,320
WARD COUNTY-Minot	17,521	17,236	17,966	20,189	14,723	14,418	21,647	17,623	18,549	18,735	178,807
MOUNTRAIL COUNTY-Minot	7,883	7,755	8,575	8,038	7,327	7,175	7,182	8,770	9,231	7,459	79,395
KENMARE CITY	558	731	646	757	690	676	676	661	695	562	6,652
MOHALL CITY	535	791	743	697	635	622	623	608	640	646	6,540
MOTT CITY	1,007	990	814	763	695	681	681	666	700	707	7,705
NEW ENGLAND CITY	421	518	353	331	377	369	369	361	380	384	3,862
NEW ROCKFORD CITY	914	900	853	800	729	893	893	873	919	928	8,702
NEW TOWN CITY	682	671	739	692	631	618	619	604	636	482	6,374
NORTHWOOD CITY	0	0		0	175	0	0	-	-		175
OAKS CITY	1,078	1,061	944	885	807	988	791	773	813	822	8,962
PARK RIVER CITY	1,177	1,158	1,147	1,075	980	960	961	939	988	998	10,383
PARSHALL CITY	676	665	627	706	643	630	525	513	648	655	6,288
PEMBINA CITY	0	0	113	320	292	286	286	279	294	297	2,167
MCLEAN COUNTY-Riverdale	10,868	10,691	16,587	15,548	14,173	13,879	13,892	13,571	14,089	12,666	135,963
MERCER COUNTY-Riverdale	9,775	9,616	11,987	11,235	10,242	10,030	10,039	9,807	10,536	10,645	103,912
ROLETTE CITY											-
ROLLA CITY	785	772	856	802	623	610	611	597	628	635	6,919
RUGBY CITY	1,703	2,094	1,935	1,813	1,653	1,619	1,620	1,583	1,666	1,683	17,369
PIERCE COUNTY-Rugby	6,144	6,044	5,853	5,486	5,001	4,898	4,902	4,789	4,200	4,242	51,560
STANLEY CITY	833	1,024	912	855	779	763	764	746	785	793	8,254
STANTON CITY					176	173	173	169	237	239	1,167
KIDDER COUNTY-Steale	6,781	6,670	6,733	6,311	5,753	5,633	5,639	5,509	6,033	7,312	62,374
TURTLE LAKE CITY	614	604	544	510	465	455	455	445	470	473	5,035
UNDERWOOD CITY	848	834	649	608	555	543	544	531	559	565	6,236
VALLEY CITY CITY	3,970	4,882	4,764	4,466	4,071	3,987	3,990	3,898	4,103	4,144	42,275
BARNES COUNTY-Valley City	6,935	6,822	6,799	6,373	5,809	5,689	5,694	5,563	5,931	5,990	61,605
VELVA CITY	281	277	258	241	440	431	431	421	444	448	3,672
WAHPETON CITY	6,312	6,210	5,821	5,456	4,973	4,870	5,089	4,971	5,233	5,285	54,220
WALHALLA CITY	365	359	301	282	514	504	504	492	518	523	4,363
WASHBURN CITY								656	690	697	2,043
WATFORD CITY	1,217	1,197	949	1,335	1,217	-	-	-	-	-	5,915
MCKENZIE COUNTY-Watford City	7,157	9,387	7,293	9,114	8,308	11,163	11,173	10,916	14,172	11,928	100,611
WEST FARGO CITY	5,638	5,780	8,173	7,660	6,983	6,838	6,844	6,687	7,038	7,109	68,750
WILLISTON CITY	12,992	12,781	10,481	9,824	8,955	8,770	8,778	8,575	9,026	9,116	99,298
WILLIAMS COUNTY-Williston	11,568	11,380	11,683	13,141	11,979	11,731	11,742	11,471	12,928	13,058	120,680
TIOGA CITY-Williston	1,019	1,003	1,020	956	872	854	854	835	878	887	9,179
WEST PLAINS-Williston											-
WISHEK CITY									671	678	1,348
TOTAL	457,859	476,651	500,669	491,331	450,603	442,397	440,000	440,000	467,760	467,761	4,634,829

ND STATE LIBRARY
STATE AID TO PUBLIC LIBRARIES IN NORTH DAKOTA 2000 - 2004

	FY 2000	FY 2001	FY2002	FY2003	FY2004
ASHLEY CITY	356	349	379	376	361
GOLDEN VALLEY COUNTY-Beach	4,852	4,766	4,508	4,468	4297
BEULAH CITY	2,274	2,233	2,031	2,014	1937
BISMARCK CITY	33,297	32,702	35,791	35,475	34119
BURLEIGH COUNTY-Bismarck	12,844	12,615	14,185	14,060	11269
BOTTINEAU COUNTY-Bottineau	9,236	9,071	6,674	6,616	9544
BOWBELLS CITY	-	-	859	130	NOT ELG
BOWMAN CITY	981	963	-	852	819
MARGARET FRAASE - Buffalo				89	86
CANDO CITY	529	519	288	429	412
CARRINGTON CITY	1,277	1,254	1,218	1,207	1393
CARSON CITY	129	-	Closed	-	-
CASSELTON CITY	722	709	797	790	760
CAVALIER CITY	680	667	495	491	472
COOPERSTOWN CITY	843	828	679	673	647
GRIGGS COUNTY-Cooperstown	3,790	3,722	3,385	3,355	3226
DIVIDE COUNTY-Crosby	6,354	6,240	5,661	5,611	5397
DEVILS LAKE CITY	4,384	4,306	3,103	3,076	2958
RAMSEY COUNTY-Devils Lake	3,660	3,595	3,472	3,442	3310
DICKINSON CITY	10,882	10,687	10,319	10,228	9837
STARK COUNTY-Dickinson	6,037	5,929	5,709	5,658	5442
BILLINGS COUNTY-Dickinson	4,643	4,560	4,285	4,247	4085
DRAKE CITY	83	80	105	103	99
EDGELEY CITY	230	301	274	271	261
LAMOURE COUNTY-Edgeley	3,739	3,672	3,345	3,316	3189
LOGAN COUNTY-Edgeley	4,423	4,344	3,928	3,893	3744
ELLENDALE CITY	1,013	995	837	830	798
ENDERLIN CITY	662	651	611	605	582
FARGO CITY	50,100	49,239	58,392	57,875	55665
FLASHER CITY	215	175	153	182	175
FORMAN CITY	396	324	272	323	259
SIOUX COUNTY-Fort Yates	5,226	5,132	5,134	5,089	4894
GACKLE CITY	304	299	290	214	209
GARRISON CITY	517	508	566	561	540
GLEN ULLIN CITY	209	205	186	121	117
GOODRICH CITY	130	127	105	104	100
GRAFTON CITY	2,865	2,814	1,940	1,923	1850
WALSH COUNTY-Grafton	-	3,426	4,625	4,585	4409
PEMBINA COUNTY-Grafton	3,321	3,262	3,026	3,000	2885
NELSON COUNTY-Grafton	2,129	2,091	1,881	1,865	1793
GRAND FORKS CITY	33,412	32,815	31,788	31,508	30303
GRAND FORKS COUNTY-Grand Forks	19,231	18,887	15,454	15,318	14732
HANKINSON CITY	585	575	568	563	542
HARVEY CITY	1,020	1,002	855	1,059	1018
HATTON CITY	180	177	152	151	DIDNT APPLY
HAZEN CITY	1,905	1,871	1,584	1,570	1510
HEBRON CITY	600	590	518	428	494
ADAMS COUNTY-Hettinger	5,489	5,391	4,858	4,815	3860
JAMESTOWN CITY	10,526	10,338	10,007	9,919	9540
STUTSMAN COUNTY-Jamestown	10,205	10,023	9,574	11,388	10952
KILLDEER CITY	488	479	460	456	438
KINDRED CITY					189
LAKOTA CITY	607	596	504	499	480
LAMOURE CITY	437	429	406	402	387
LANGDON CITY	-	-	-	-	-
CAVALIER COUNTY-Langdon	4,605	4,523	3,993	5,277	5075
LARIMORE CITY	660	648	616	610	587

ND STATE LIBRARY
STATE AID TO PUBLIC LIBRARIES IN NORTH DAKOTA 2000 - 2004

LEEDS CITY	306	300	199	247	190
LEONARD CITY	105	137	110	109	DIDNT
LIDGERWOOD CITY	540	531	397	499	APPLY
LINTON CITY	953	936	852	844	480
LISBON CITY	1,226	1,446	1,231	1,220	812
MADDOCK CITY	252	247	214	212	1174
MANDAN CITY	10,260	10,077	10,775	10,680	204
MORTON COUNTY-Mandan	8,167	8,022	7,814	9,681	10272
MAX CITY	136	133	119	118	9311
MAYVILLE CITY	1,414	1,389	1,259	1,248	114
MILNOR CITY	440	432	305	303	1200
MINNEWAUKAN CITY	226	266	205	170	364
MINOT CITY	23,352	22,935	23,568	23,360	195
WARD COUNTY-Minot	18,243	17,917	17,427	13,819	22467
MOUNTRAIL COUNTY-Minot	-	7,133	6,757	6,697	16613
KENMARE CITY-Minot	547	537	464	460	6441
MOHALL CITY	630	618	523	519	443
MOTT CITY	689	677	521	516	499
NEW ENGLAND CITY	374	367	238	296	496
NEW ROCKFORD CITY	904	887	786	779	284
NEW TOWN CITY	626	614	587	582	749
NORTHWOOD CITY	-	-	309	306	560
OAKS CITY	800	786	850	843	393
PARK RIVER CITY	1,166	-	825	817	811
PARSHALL CITY	638	626	632	627	NOT ELG
PEMBINA CITY	289	284	276	273	603
MCLEAN COUNTY-Riverdale	12,333	12,112	13,371	13,253	263
MERCER COUNTY-Riverdale	10,365	10,180	9,132	9,052	12746
ROLETTE CITY	141	138	116	115	8706
ROLLA CITY	618	607	609	603	110
RUGBY CITY	1,639	1,609	1,894	1,878	580
PIERCE COUNTY-Rugby	4,131	4,869	4,464	3,687	1806
STANLEY CITY	772	759	687	681	4255
STANTON CITY	233	229	148	147	655
KIDDER COUNTY-Steele	7,120	6,992	6,415	NOT ELIGIBLE	141
TURTLE LAKE CITY	461	452	374	371	NOT ELG
UNDERWOOD CITY	550	540	436	432	356
VALLEY CITY	4,035	3,963	3,666	3,634	416
BARNES COUNTY-Valley City	5,833	5,728	5,375	5,327	3495
VELVA CITY	436	321	338	447	5124
WAHPETON CITY	5,146	5,054	5,534	5,485	430
WALHALLA CITY	510	375	341	563	5275
WASHBURN CITY	509	667	597	592	650
WATFORD CITY	-	-	-	-	569
MCKENZIE COUNTY-Watford City	13,938	11,408	12,872	12,759	-
WEST FARGO CITY	6,922	6,798	8,024	7,953	12271
WILLISTON CITY	8,877	8,718	8,463	7,993	7649
WILLIAMS COUNTY-Williston	12,714	12,487	12,122	11,537	7687
TIAOGA CITY-Williston	864	848	824	719	11096
WEST PLAINS-Williston	-	-	-	-	691
WISHEK CITY	660	518	482	478	-

TOTAL	444,372	444,373	444,372	435,041	422,153
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**FROM: Lila Pedersen
Chair, North Dakota Library Coordinating Council
Director, UND Library of the Health Sciences**

**HB1013 - Testimony before the North Dakota Senate
March 3, 2005**

I would like to concentrate my comments on advocating for full funding of \$200,000 for online resources, as proposed in Governor's Hoeven's supplemental budget.

As chair of the North Dakota Library Coordinating Council, I have witnessed the satisfaction of librarians across the state as their library users have benefited from the shared online catalog, the grants under the Library Vision 2010 program that have enabled them to upgrade technology, and the electronic resources that have been in place for the past several years.

The offering of full-text materials in electronic format to users of school, public and academic libraries across North Dakota at this time is minimal. States such as Ohio and Minnesota have for several years funded electronic indexes, magazines and books for their residents.

From the point of view of education and the future of North Dakota, investing in online resources will ensure that students grow up having access to high-quality information, well beyond what can be found in a search on Google. Students entering our colleges also will have developed the skills to search out this information. And as adults, they will be well-informed citizens.

The paramount benefit to funding by the state of online magazines, indexes, books, and reference books, is that EVERYONE will have equal access. Children and adults in small towns and rural areas, which cannot support a full range of expensive library resources, either in print or electronic format, will not be excluded from access to high-quality information. They will have the same opportunity to obtain reliable and in-depth information as those people in the larger metropolitan areas.

I urge you to help the citizens of North Dakota be informed citizens of the twenty-first century.

Testimony of Charles Pace Relating to State Aid to Libraries

Honorable Members of the Committee and Ladies and Gentleman,

Thank you for giving me this opportunity to speak to you regarding the importance of state aid to libraries. I know you have many issues before you so I will strive to be brief. My purpose today is to support the Governor's proposed budget which includes an increase of \$155,693 in direct state assistance to libraries. As I'm sure you know many of the smaller libraries across the state receive a significant portion of their total funding in this way and even for those who don't every increase in funding is a boon which allows us to more effectively serve the citizens of North Dakota.

The greatest asset of any state or community is its people. The additional funding being proposed by the Governor will allow us to put more than 7700 books in the hands of children and adults across the state. A well read, well-educated populace is essential to the maintenance of our way of life and our democratic system of government. Increased state aid funds will help strengthen early childhood education and literacy programs throughout North Dakota.

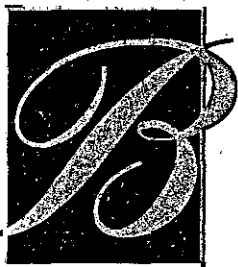
Most of us would agree that public libraries are of great benefit to our communities and enhance and strengthen our quality of life. However, there is another way of looking at the issue of library funding and that is in terms of its economic development impact. In my own experience I have seen numerous instances of individuals using the public library to help develop a business plan and launch their own company. I have also seen many people use both print and online resources to help them in their job search. I can think of at least three occasions upon which we had regular patrons who came into the library to conduct a job search. After a while they quit coming in so often and we then found out it was because they had found full-time employment using the resources of the public library.

A study conducted a few years ago by Glen Holt (former director of the St. Louis Public Library) indicated that on average for every dollar of public funds invested in the library eleven dollars in both direct and indirect benefits are returned to the community. Investment in libraries pays off; it pays off in a better educated citizenry, in the incubation of small business, in helping people find jobs, and in a better quality of life. In some cases it pays

off in direct investment as well. Recently, Kansas City Missouri opened a new main library downtown. Even before this building opened to the public it had already generated more than \$18 million in adjacent residential and retail development.

Therefore I urge the Honorable members of this committee to support the budget increase in state aid requested by Governor Hoeven. Thank you again for your time and I wish you all a very smooth-running and productive legislative session.

Charles Pace
Director
Fargo Public Library



**BISMARCK
PUBLIC
LIBRARY**

515 North Fifth Street
Bismarck, North Dakota 58501-4081

March 3, 2005

To: SENATE APPROPRIATIONS COMMITTEE

***IN SUPPORT OF HB 1013
STATE LIBRARY PORTION***

By: TOM JONES, DIRECTOR
BISMARCK PUBLIC LIBRARY
Ph: 222-6403 t.jones@mail.infolynx.org

Chairman Holmberg,
Members of the Committee:

p7, section 11

I speak in favor of funding State Aid for Public Libraries (NDCC54-24.2) (p5, line 12) and urge your support at the level included in the Governor's budget. This state aid formula was first instituted by the 1979 Legislature and then funded at 1 million dollars. We are very pleased to see it funded again at the 1 million dollar level.

Public Library state aid funding has been eroding in actual dollars since 1979. Inflation during this time has more than doubled. The cost of new books also has more than doubled, and the number being published has exploded. Then we talked of 40,000-50,000 titles/year; today, more than 150,000 are being published. And we have all the added needs (and expenses) for a variety of formats: regular print, large print, audio books, e-books, CDs, VHS, and DVDs, etc.

Public libraries ride the tide of local tax fortunes, as do schools and other community support services. Bismarck Public Library, for example, is supported about \$25/capita from all sources; Burleigh County provides about \$12/capita. **The national average for public libraries is now in excess of \$32 per capita. Therefore, STATE AID DOLLARS DO MAKE A REAL DIFFERENCE.**

Some other key points:

- **Only about 10% of printed information is available on the Internet;**
- **In order to share resources via interlibrary loan within state, at least one library in the state needs to purchase the material ; with more than 150,000 titles being published; Bismarck PL is able to acquire only around 14,000 (all of our State Aid dollars assist with purchase of new materials);**
- **Public libraries are very well used; last year our book circulation alone was up more than 10%. Internet, computer usage, up more than 15%.**
- **Public libraries offer access for persons without computers at home or office; we regularly serve tourists and visitors adding to the positive ND impression.**

THANK YOU FOR CONSIDERATION.

www.bismarcklibrary.org
Bismarck Veterans Memorial Public Library
Telephone: (701) 222-6410 • Fax: (701) 221-6854 • TDD: (701) 221-6848

V

TO: Senate Appropriations Committee
FROM: Marlene Anderson
AFFILIATION: North Dakota Library Association (NDLA)
BILL & POSITION: **HB 1013 - In Favor**
DATE: March 3, 2005

Marlene Anderson

Mr. Chairman and Members of the Committee:

My name is Marlene Anderson. I am President of the North Dakota Library Association (NDLA) and a practicing librarian.

This is my written testimony in favor of HB 1013, a bill for an act to provide an appropriation to defray expenses of the Department of Public Instruction, the School for the Deaf, North Dakota Vision Services – School for the Blind, and the State Library.

My particular interest is in supporting the services and programs offered by the North Dakota State Library.

As outlined in its goals and vision and mission statements, the State Library takes a lead role in providing services in our mostly rural state:

- **Vision Statement:** Leading the way in information opportunities
- **Mission Statement:** Provide access to information for North Dakota
- **Goals:**
 - Serve as a leader in the library and information field
 - Develop access to information
 - Promote and advocate library awareness
 - Provide library and information services statewide

The State Library is an essential link in meeting the information needs of *all* citizens of North Dakota. Citizens living in towns and counties that lack public libraries are especially reliant on the State Library. Among the many services it provides are:

- **Document delivery and reference services** to put information into the hands of users whether or not their home library owns or subscribes to particular resources. Some 39,000 interlibrary loan and reference requests are handled by the State Library each year. Requests come from people from all walks of life, e.g., elementary, secondary, and college students working on their educational programs; individuals needing information about health concerns; business owners and entrepreneurs seeking information to develop sound business plans, devise marketing strategies, etc.; and farmers and ranchers who need information on things like pest control, specialty crops, and animal health.

- **State Document Depository Program** to preserve and retain documents published by North Dakota state agencies.
- **State Aid to Public Libraries** to help local libraries offer resources and services (e.g., Internet access) to their citizens. 82% of the 90 public libraries in North Dakota offer Internet access to the general public.
- **Online Library Resources** to provide access (usually full-text) to thousands of magazines, newspapers, and reference materials. Although these materials are online, they should not be confused with free Internet resources. Publishers do not give this kind of information away so libraries subscribe to databases on behalf of their users. In 2003, North Dakota citizens used these online resources to perform 1,770,735 searches for information.
- **Disability Services** to provide information to citizens with disabilities. 67,134 Talking Books were sent to print-impaired North Dakotans in 2003.
- **Statewide Cataloging Services** to help smaller school and public libraries add their holdings to ODIN (Online Dakota Information Network)
- **MINITEX** contract to purchase access to items owned by Minnesota and South Dakota libraries, provide staff training, and provide group purchasing services.

I believe that one of the reasons our state and nation are strong and enjoy a high standard of living is because we recognize that an educated, literate society is essential in a free society. Libraries play a key role in creating and maintaining an educated, literate populace by providing information and services to all citizens.

Your vote in support of HB1013 to fully fund the North Dakota State Library's budget request is needed to enable the State Library to fulfill its vision, mission, and goals.

Library Vision Library Vision 2010



North Dakota Library Coordinating Council

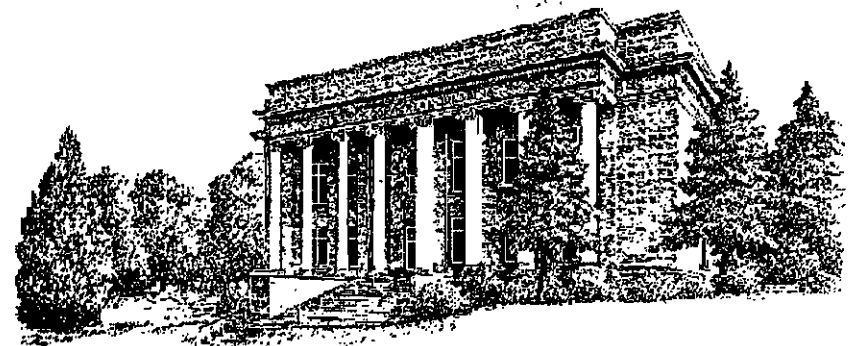
*Through the statewide community of libraries
all citizens of North Dakota will have convenient
and timely access to information for education,
work, and recreation.*

Doris Ott, State Librarian
North Dakota State Library
604 East Boulevard Avenue - Dept. 250
Bismarck ND 58505-0800

A division of the Department of
Public Instruction,
Dr. Wayne Sanstead, Superintendent

The North Dakota State Library does not discriminate on the basis of race, color, national origin, sex, age, or disability in employment or the provision of services.

February 2005



**Adopted November 15, 2002
Printed February 2005**

North Dakota Library Coordinating Council Members Contributing to Library Vision 2010

Quincee Baker - disabled, economically disadvantaged, minority
populations

Phyllis Bratton - private higher education institution libraries

Thomas Bremer - public higher education institution libraries (Chair)

Michelle "Mickey" Butz - school libraries

Jerry Kaup - public libraries (Vice Chair)

Phyllis Kuno - private higher education institution libraries

Ilene Larson - citizen-at-large

LaDean Moen - Past President North Dakota Library Association

Doris Ott - State Librarian

Dennis Page - public libraries

Lila Pedersen - special libraries

Kaaren Pupino - President North Dakota Library Association

Iris Swedlund - school libraries

Cheryl Tollefson - public libraries

Rita Traynor - citizen-at-large

Introduction

In October of 1995, in consultation with the State Library staff and the officers of North Dakota Library Association, Eric Sakariassen, Chair of the ND Governor's Advisory Council on Libraries, formed a Library Study Steering Committee to discuss concerns and issues within the state's library community. The goal was to present a clear picture of where North Dakota library services stood at that time and how they might look in the future. From the beginning, committee participants took it upon themselves to go beyond these initial directives and defined a set of priorities in a planning document for statewide library services entitled *Library Vision 2004*. The committee met six times, sponsored four statewide open forums, two in Bismarck, one each in Minot and Carrington, and created as many as five working subcommittees in preparing recommendations. The resulting *Library Vision 2004* document became a recognized and accepted framework for local, regional, and statewide library planning efforts.

Library Vision 2004 stated objectives and recommendations to meet those objectives, for six interdependent priorities necessary in providing what was identified as essential library services in North Dakota in the year 2004 and beyond. The plan was designed to fit an eight-year time frame, spreading implementation across four legislative bienniums. *Library Vision 2004* recommendations improved North Dakota libraries and enhanced citizen access to information services in support of education, economic vitality, and life-long learning. The purpose of *Library Vision 2004* was to provide people with improved access to information in a welcoming environment where they could obtain the guidance of trained librarians. The proposal addressed problems which were serious and growing: the knowledge explosion, the increasing costs of information, declining financial resources for libraries, providing all citizens with

access to networked information, advancing North Dakota's competitiveness in the global society, and preparing North Dakota for its future.

In tackling the difficult business of planning for the implementation of a statewide comprehensive database, recommendations were divided into three contributing elements. Each of these elements was necessary to building a complete library computer information network and each was dependent upon the others in making the plan function.

First, and by far the most expensive element, was Internet connectivity. Connectivity served as the foundation for accessing the statewide comprehensive database and allowed for access to the whole extent of information and services available on the Internet. The plan built on the North Dakota Information Network infrastructure already in place by connecting public and school libraries to the system. This effort was well under way with the receipt of the Educational Telecommunications Council (ETC) grant for a network assessment and planning project.

The second element in the plan was to connect existing databases through telecommunications software and hardware that would allow concurrent searching of multiple databases but would appear to the user as if all records accessed resided locally.

The third element in the plan was to create or convert and load electronic records into existing library online catalogs. This was perhaps the second most costly part of implementing the statewide comprehensive database and also one whose cost was difficult to estimate until the total number of library holdings was known.

Early in the committee discussions, the need to create a struc-

ture for the governance and administration of the shared responsibilities and efforts outside current structures operating in the state was identified. It was recognized that, in state-wide coordination of a comprehensive database, Internet connectivity, statewide interlibrary loan, and document delivery, among other things, a way was needed to ensure participation without interfering in local governance of libraries. The consensus reached in how to achieve this goal took the form of a North Dakota Library Coordinating Council. The committee worked hard to avoid a top-down governance structure and opted instead for one with a participatory representation.

The North Dakota Library Coordinating Council (NDLCC) was established July 1, 1997 (NDCC 54-24.4-01).

The factors that affect library services in North Dakota are in a state of constant change and although *Library Vision 2004* has served its purpose well, NDLCC felt it was time to once again visit the topic and determine what revisions needed to be made to keep the document a viable and useful tool for the library community of North Dakota.

NDLCC held a meeting in Carrington, ND, on March 7, 2002. At that meeting, NDLCC decided to continue a process of examination and revision that actually had been happening since *Library Vision 2004* first came into existence, and to create a new document to be called *Library Vision 2010*.

North Dakota's library community was invited to participate in "think tanks" held in Minot and Valley City. Approximately fifty people attended each session and both sessions demonstrated how interested and concerned the library community is about the future of the state's libraries and librarians. Using creative ideas generated from these sessions and from the documents referenced at the end of this introduction, NDLCC created a rough draft of *Library*

Vision 2010.

This draft was widely distributed to the library community. NDLCC sought additional feedback via e-mail, the 2002 NDLA meeting in Fargo, and an additional meeting in Dickinson. NDLCC considered, evaluated, and incorporated this feedback into the final document.

The North Dakota Library Coordinating Council accepted and adopted *Library Vision 2010* on November 15, 2002.

References

The following documents were used to develop *Library Vision 2010*:

Library Vision 2004

North Dakota Century Code

North Dakota Library Coordinating Council Minutes

Think Tank Session I, April 26, 2002; Minot

Think Tank Session II, May 3, 2002; Valley City

Priority #1

Create a statewide community of libraries working together to provide quality library services in North Dakota.

Libraries must rely on cooperation and networking of all material, staff, and electronic resources to meet the information needs of North Dakota citizens. Twenty-first century libraries working together will enable North Dakotans to face the growing challenges of global interdependence and global competition; the ever-increasing information explosion; the continuing evolution in technology; and the increased need for lifelong learning, job retraining, and recreation.

Objectives:

Develop a comprehensive statewide online library catalog.

Promote statewide resource sharing.

Develop a statewide collection development policy.

Promote networking among all types of libraries.

Provide training to library staff and citizens in using information resources.

Provide shared electronic resources accessible to all citizens in all locations.

Promote the preservation of materials created by North Dakotans and about North Dakota.

Recommendations:

1. Provide direct access to a comprehensive statewide online library catalog of standardized bibliographic records from all North Dakota libraries. A comprehensive statewide online library catalog is a single database or group of databases configured so that all North Dakota citizens can access the holdings of the state's libraries with one seamless, unmediated search.
2. Maintain and enhance the hardware and software allowing concurrent searching of multiple online library catalogs.
3. Develop partnerships to realize economies of scale.
4. Support protocols for connectivity, communication, bibliographic format (MARC 21), document delivery, interlibrary loan equity, and Internet access.
5. Build on existing structures and networks to achieve *Library Vision 2010*.
6. Create and maintain an accessible North Dakota digital archive of historical and government documents, photographs, maps, newspapers, etc.
7. Foster collection development activities.
8. Promote training and education for library personnel and library users.

Priority #2

Strengthen the North Dakota State Library in its role of coordinating and enriching library service in the state.

The State Library proactively extends library services to meet the goals of Library Vision 2010 and makes all information resources accessible to North Dakota residents.

Objectives:

Assess the needs of constituents and adapt services and training to meet those needs.

Lead in encouraging and assisting the development of library cooperative ventures (consortia, regional associations, partnerships, etc.) for resource sharing, upgrading of library services, and fiscal efficiency.

Lead in the establishment of basic levels of North Dakota library service and develop standards and guidelines defining the libraries' and citizens' basic obligations.

Foster communication and cooperation among all types of libraries in North Dakota.

Recommendations:

1. Coordinate and lead library advocacy efforts within the state.
2. Facilitate the development of library services.
3. Strengthen the State Library's role in training and educating library personnel and libraries' governing entities statewide.
4. Assist local libraries in determining priorities for collection development and encourage collection specialization to reduce unnecessary duplication.
5. Request state funding for retrospective conversion of library bibliographic records for the statewide online library catalog.
6. Establish requirements for city, county, and school district support for participation in the statewide system.
7. Develop and implement a long-range strategic State Library plan based on constituent needs assessment.
8. Coordinate resource sharing.
9. Create and enhance web and other resources available specifically for ND libraries.
10. Secure optimum funding to support State Library programs.

Priority #3

Support and strengthen library cooperative ventures (consortia, regional associations, partnerships, etc.) in their role of extending and improving library service in the state.

Library cooperative ventures will facilitate resource sharing, promote educational opportunities, and work together to achieve networking on a local, regional, and statewide level to meet the goals of Library Vision 2010.

Objectives:

Assess the needs of member libraries and patrons and adapt services and training to meet those needs.

Facilitate communication among libraries statewide.

Ensure member libraries' participation in collection development, resource sharing, information technology, and the statewide online library catalog.

Recommendations:

1. Participate in the statewide interlibrary loan and document delivery system.
2. Assist the State Library in implementing statewide networking and the development of the statewide online library catalog.
3. Provide, in cooperation with the State Library, training and education to member libraries.
4. Encourage cooperative purchasing and collection development.
5. Secure funding to support library cooperative ventures in meeting the goals of *Library Vision 2010*.
6. Ensure libraries retain local control on all policies and practices, such as setting their own circulation loan periods, collection development decisions, and interlibrary loan policies.

Priority #4

Assure equitable access to information resources and library services to individuals throughout the state.

Access to information and library services is of paramount importance to the individual and to society for survival in an information age.

Objectives:

Provide library and information access and services for all citizens regardless of age, economic status, location, literacy level, ethnicity, or disability.

Collaborate with local literacy educators and volunteer providers to develop and deliver services.

Recommendations:

1. Maintain and enhance responsible Internet access to all libraries.
2. Provide ongoing training in Internet and other searching procedures to assure information competency and literacy.
3. Promote library collections and services available to special populations.
4. Encourage libraries to provide space for literacy tutoring and collections for adult readers and English as a second language.
5. Promote library-sponsored family literacy programs.

Priority #5

Promote the services of libraries and librarians.

Inform citizens of the important role that libraries and librarians play in the world of changing information needs. Funding programs and services for the common good must become a priority to maintain an informed citizenry.

Objectives:

Involve the people and governing bodies of North Dakota in advocating for the priorities, objectives, and recommendations outlined in *Library Vision 2010*.

Create public awareness of the changing role of libraries and librarians in the information age.

Emphasize the role of libraries as an integral part of the economic development of a viable community.

Highlight the necessity of libraries for learning and recreation for all ages.

Secure continuation funding from the state necessary to achieve *Library Vision 2010* priorities.

Recommendations:

1. Establish local public awareness campaigns to promote North Dakota libraries.
2. Promote competitive library staff salaries.
3. Promote the use of current standards and technologies.
4. Promote libraries, librarians, and library services and their important role in economic development.
5. Communicate the needs of libraries to governing bodies.
6. Seek full funding for the existing state aid formula to public libraries.
7. Provide necessary funding for *Library Vision 2010*.
8. Promote librarianship as a career.

Priority #6

Coordinate statewide library services.

The North Dakota Library Coordinating Council was established by the 1997 ND Legislature (NDCC 54-24.3-03 and NDCC 54-24.4) and represents all types of libraries and all areas of the state.

Objective:

The North Dakota Library Coordinating Council assists in planning, coordinating, evaluating, promoting, and implementing local, regional, and statewide library services (NDCC 54-24.4-05).

Recommendations:

1. Assure representation from all regions of the state: public, academic, school, special libraries, State Library, and citizens-at-large.
2. Provide a mechanism for presenting a unified voice for state funding.
3. Provide a forum to enable the library community to plan for new issues affecting library and information services as they emerge.
4. Direct the distribution of funding for coordinated statewide library services administered by the State Library in accordance with legislative intents and the priorities of *Library Vision 2010*.
5. Facilitate the implementation of the statewide online library catalog.

North Dakota Library Coordinating Council Members

Quincee Baker (2001-present) - disabled, economically disadvantaged, minority populations

Mary Bianco (1997-2000) - disabled, economically disadvantaged, minority populations

Phyllis Bratton (1997-2002) - private higher education institution libraries

Thomas Bremer (1998-present) - public higher education institution libraries (Chair)

Michelle "Mickey" Butz (2000-2002) - school libraries

Sally Dockter (2000-2001) - President North Dakota Library Association

Celeste Ertelt (1997-2000) - special libraries

Mike Jaugstetter (1997-2000) - State Librarian

Marilyn Johnson (1999-2000) - President North Dakota Library Association

Jerry Kaup (1997-2002) - public libraries

Phyllis Kuno (2002-present) - private higher education institution libraries

Barbara Knight (1998-1999) - President North Dakota Library Association

Ellen Kotrba (1997-1998) - President North Dakota Library Association

**North Dakota Library Coordinating Council
Members (cont.)**

Notes

Ilene Larson (2002-present) - citizen-at-large

Joe Linnertz (2000-2001) - Acting State Librarian

La Dean Moen (1997-2000) - school libraries

La Dean Moen (2001-2002) - President North Dakota Library
Association

Doris Ott (2001-present) - State Librarian

Dennis Page (1997-present) - public libraries

Lila Pedersen (2000-present) - special libraries

Kaaren Pupino (2002-present) - President North Dakota Library
Association

Bernnett Reinke (1997-1998) - public higher education
institution libraries

Iris Swedlund (2002-present) - school libraries

Cheryl Tollefson- (2002-present) - public libraries

Rita Traynor (1997-present) - citizen-at-large

Vision

Leading the way
in information opportunities

Mission

Provide access to information
for North Dakota

Goals

Serve as a leader in the
library and information field

Develop access to information

Promote and advocate
library awareness

Provide library and information
services statewide

North Dakota State Library

Established 1890

North Dakota State Library
604 E Boulevard Ave
Bismarck ND 58505-0800

Administration..... (701) 328-2492
Information Requests..... (701) 328-4622
Toll-Free..... 1-800-472-2104
Disability Services..... (701) 328-1408
Toll-Free..... 1-800-843-9948
TDD (local)..... (701) 328-4923
TDD (Toll-Free)..... 1-800-892-8622
Fax..... (701) 328-2040
NDSL Web Page ... <http://ndsl.lib.state.nd.us>

Open Monday-Friday
8:00 a.m. - 5:00 p.m.

Tours are available upon request

Doris Ott
State Librarian

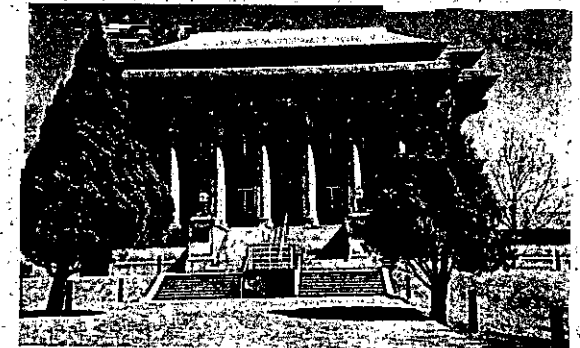
A division of the North Dakota
Department of Public Instruction
Wayne G. Sanstead, Superintendent

The North Dakota State Library does not discriminate on the basis of
race, color, national origin, sex, age, or disability in employment or
the provision of services.

January 2003

North Dakota State Library

Long Range Plan 2003-2008



Goal: Serve as a leader in the library and information field

- Provide professional opportunities
- Create professional development for librarians and staff
- Provide consultation and technical assistance to all libraries
- Secure and administer supplemental, public, and private funds
- Secure and administer funding to improve library services in North Dakota
- Promote the library and information profession
- Promote librarianship as a career
- Provide leadership to library-related groups
- Plan, organize, and coordinate opportunities for library improvements
- Facilitate partnerships among libraries
- Create opportunities for improved library and information services

Goal: Develop access to information

- Facilitate growth of the statewide catalog
- Collect state documents in all formats and maintain a state document depository program
- Develop partnerships that reduce costs

Goal: Promote and advocate library awareness

- Provide information on legislative issues
- Disseminate legislative information that affects libraries
- Promote and develop partnerships between libraries
- Develop partnerships with other entities
- Focus on a variety of ways to publicize North Dakota State Library services
- Advocate the North Dakota State Library's mission to state government, citizens, and libraries
- Assist other libraries with promotional activities

Goal: Provide library and information services statewide

- Provide and distribute materials and information to all citizens and libraries of North Dakota
- Provide training opportunities
- Provide access to online electronic resources
- Provide and enhance electronic resources
- Collect and maintain a diverse collection
- Coordinate statewide resource sharing functions for all types of libraries

Performance Measures

To inform citizens of library services by sponsoring booths annually at various conferences, preparing timely press releases and public service announcements.

To provide testimony to legislative committees as appropriate.

To secure statewide library contracts at a reduced cost by creating partnerships with other states.

To offer annual training sessions for librarians and citizens on the use of LaND online resources (including evaluation of the training).

To offer continuing education workshops each year for library trustees and librarians.

To annually award Library Vision 2010 and LSTA grant funds according to federal guidelines, North Dakota legislative intent, and guidelines set by the North Dakota Library Coordinating Council.

To monitor grants quarterly to assure compliance.

To award annual scholarships to Master of Library Science candidates.

To sponsor biennial focus groups to gather information from librarians, trustees, and citizens of North Dakota.

To conduct a customer satisfaction survey each year to measure impact on community activities and economic development of programs that are awarded grants.

To be responsive to patron needs by having two phones in the agency staffed continually between 8:00 a.m. and 5:00 p.m. Monday through Friday, and returning telephone calls within one working day.

To process patron interlibrary loan and reference requests within two working days of receipt with a fill rate of at least ninety percent.

To provide accurate answers to all reference questions within two working days of receipt.

To mail all outgoing items on the same day that they arrive in the mailroom.

To complete cataloging of new items within one week of receipt by creating accurate cataloging records according to national standards.

To retrieve, catalog, maintain, and provide access to all available documents published by North Dakota state agencies.

To administer Library Vision 2010 grant funds with the purpose of expanding the online statewide library catalog.

To conduct surveys each year to measure customer satisfaction regarding State Library services.

To provide a radio reading service daily to visually impaired citizens.

Who can use the services at the North Dakota State Library?

Any citizen of North Dakota may use the library services if they have a State Library card or a card from another ODIN library.

How do I get a State Library card?

Call to request an application at 1-800-472-2104.

Access the online application form on the State Library home page at

<http://ndsl.lib.state.nd.us> or stop by the library in person.

How much will the services cost me?

There is no charge for most of the services provided by the State Library. You may incur small return postage charges on materials if you are unable to return them to the library in person.

How do I access State Library services?

If you have an Internet connection, you are able to access the State Library home page which includes the State Library online catalog, magazines, newspapers, and reference books.

<http://ndsl.lib.state.nd.us>

1-800-472-2104 or (701) 328-4622

Visit us:

604 E Boulevard Ave
Liberty Memorial Building
Capitol Grounds
Bismarck ND

North Dakota State Library

- Administration (701) 328-2492
- Information Requests (701) 328-4622
- Toll-Free 1-800-472-2104
- Disability Services (701) 328-1408
- Toll-Free 1-800-843-9948
- DRIS (701) 328-4189
- TDD (local) (701) 328-4923
- TDD (Toll-Free) 1-800-892-8622
- Fax (701) 328-2040
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Tours are available upon request

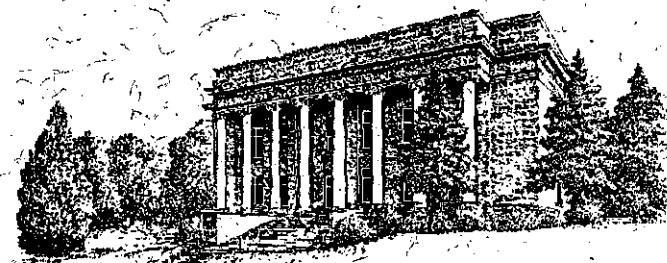
Doris Ott
State Librarian

A division of the North Dakota
Department of Public Instruction
Wayne G. Sanstead, Superintendent

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September 2002

North Dakota State Library



**Your Gateway
to Information**

**604 East Boulevard Ave.
Dept. 250
Bismarck, ND 58505-0800**

North Dakota State Library

provides access to information to all North Dakota citizens.



North Dakota State Librarian
Doris Ott

*"This is an exciting time to be a librarian!
We can reach people, places, and information
easier than ever before. Our goal is to save the
reader time by bringing our services to your
home or office via the Internet."*

**~Libraries~
your key to the world**

Did You Know?

- The State Library provides services to patrons in all 53 counties in North Dakota.
- The State Library catalogs 7,000 titles per month for North Dakota libraries that are being added to the statewide online catalog.
- Over 2000 patrons use the Talking Book and Dakota Radio Information Service.
- The library has 263,461 items in its collection.
- The library fills 200 interlibrary loan requests per day.
- The library staff provides training to 1000 librarians and citizens each year.
- The State Library awards \$225,000 in grant money annually to school and public libraries to enhance library resources.
- The library has 62,786 state documents in its collection.
- The Talking Book Service mails out 300 talking books per day.
- Volunteers donate 550 hours per month to library services.

What can I get from the State Library?

- ◀ Information
- ◀ Reference Services
- ◀ Interlibrary Loan Services
- ◀ Training
- ◀ Talking Book Service
- ◀ Radio Reading Service
- ◀ Leadership
- ◀ Library Advocacy
- ◀ Online Resources
- ◀ Grants
- ◀ Cataloging Services
- ◀ Library Development
- ◀ Government Information
- ◀ Technical Assistance

What are Online Library Resources?

They are citations, abstracts, and full-text articles for thousands of magazines, newspapers, and reference resources.

They include photos, graphs, and maps which are accessible 24 hours a day, 7 days a week via the Internet. Librarians, citizens, and students can download entire articles from any computer with Internet access.

Who can access the online resources?

Library card holders from any participating library can access these materials.

How do I access the online resources?

You can access the online resources through your participating library's home page, or through the North Dakota State Library home page at <http://ndsl.lib.state.nd.us>. Click on "LaND" (Online Library Resources).

For details on accessing and using the databases, see the Searching Guide for North Dakota Library Resources: LaND at <http://ndsl.lib.state.nd.us/Publications/LandMan.pdf>.

Can I print a copy of an online article?

Yes. The online resources provide a printer-friendly version of an online article.

Is there a fee for using the online resources?

No. The online resources are free to all North Dakota citizens, thanks to funding from participating North Dakota libraries.

North Dakota State Library

Established 1890

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Open Monday-Friday
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Training is available upon request



604 E. Boulevard Ave.
Dept. 250
Bismarck, ND 58505-0800

Doris Ott
State Librarian

A division of the North Dakota
Department of Public Instruction
Wayne G. Sanstead, Superintendent

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August 2004



*A World
of
Information
Right Here...*

*in
North
Dakota*



Online Library Resources

Kids InfoBits

- Designed for grades K-5
- Includes current events, arts, sciences, sports, history, and more
- More than 100 full-text magazines and over 2,500 searchable images



Junior Edition

- Resource for grades 5-9
- Thousands of newspaper articles and over 140 full-text popular magazines

Junior Reference Collection

- Targeted toward grades 5-9
- More than 7,000 articles from reference sources
- Includes images, maps, flags, and seals

Discovering Collection

- Great for grades 5-12
- Covers literature, history, biography, science, and social studies
- Contains 81,000 reference resources

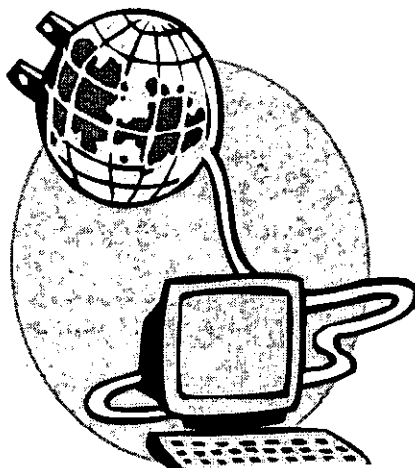
Student Edition

- Research tool for grades 9-12
- Variety of topics from more than 400 full-text titles
- Includes articles, images, maps, and reference books



ProQuest Newspapers

- Appeals to the general public, librarians, and professionals
- Up-to-date articles from around the globe including back issues of prestigious newspapers
- More than 550 regional, national, and international newspapers



Tutorials available at:

<http://ndsl.lib.state.nd.us/Training/Tutorials.html>
or to schedule training call 1-800-472-2104
or (701) 328-4622

The online library resources were used 1,770,735 times over the past year, thanks to funding from participating North Dakota libraries.

Academic Search Premier

- Ideal for college students
- Spans virtually every area of scholarly study
- More than 8,000 journals—4,600 are full-text



MasterFILE Premier

- Designed for the general public
- Updated daily with information on health, business, education, reference, and more
- Over 2,000 full-text general periodicals
- Includes over 86,000 biographies and 350 reference books

Business Source Premier

- Created for business people
- World's largest full-text business database
- More than 8,500 full-text business journals and other sources for businesses and schools

Regional Business News

- Updated daily for business people
- Incorporates over 60 business journals, newspapers, and newswires
- Covers metropolitan and rural areas in the U.S.

Professional Collection Online

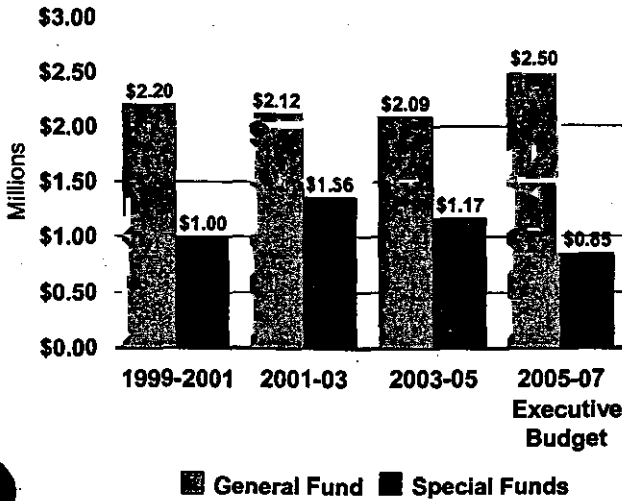
- Wide variety of topics for educators, administrators, and librarians
- More than 300 full-text online journals



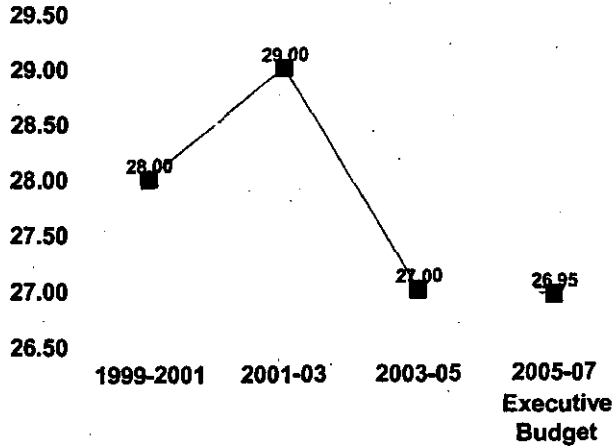
Department 253 - North Dakota Vision Services - School for the Blind
House Bill No. 1013

	FTE Positions	General Fund	Other Funds	Total
2005-07 Executive Budget	26.95	\$2,503,495	\$845,535	\$3,349,030
2003-05 Legislative Appropriations	27.00	2,089,825	1,167,383	3,257,208
Increase (Decrease)	(0.05)	\$413,670	(\$321,848)	\$91,822

Agency Funding



FTE Positions



Executive Budget Highlights

	General Fund	Other Funds	Total
1. Deletes .05 FTE position not requested by the agency			\$0
2. Provides funding to fund the agency's teachers according to the 2005-07 salary schedule	\$131,541		\$131,541
3. Provides additional salaries and wages funding for a .45 FTE braille instructor position	\$59,710		\$59,710
4. Increases operating expenses to provide funding for ConnectND charges	\$5,553	\$3,123	\$8,676
5. Reduces funding for operating expenses	\$129,349	(\$229,402)	(\$100,053)
6. Removes capital assets funding provided in the 2003-05 biennium		(\$18,233)	(\$18,233)
7. Provides capital assets funding for the 2005-07 biennium, including \$15,090 to replace carpet and roof cooling unit, \$42,380 to replace air-conditioning for the second floor of the south wing unit, and \$10,000 to purchase a refreshable braille display	\$42,380	\$25,090	\$67,470

Major Related Legislation

At this time, no major legislation has been introduced affecting this agency.





**Overview Presentation
to the House Appropriations Committee
January 6, 2005**

**By
Carmen Grove Suminski, Superintendent
North Dakota Vision Services/School for the Blind**

Mission:

To function as a statewide comprehensive resource and to work cooperatively with related agencies in providing a full range of services to all persons who are blind or visually impaired, including those with multiple disabilities.

- Agency has undergone significant transition and has responded to statewide needs
- Agency remained in compliance with their mission transitioning from a small number of residential and days students to a huge statewide delivery system that is recognized nationally
- Agency referred to as a "school with no walls"
- Number of persons served continues to increase
- Every service provided whether is at center based or at the local community is supporting to the student and/or adult making a difference in their lives
- Agency not a traditional residential school for the blind (1994) or a total outreach program, but rather a **combination model**
- Agency continually assesses what we are doing, how we can do it more efficiently and cost effectively through a comprehensive Strategic Plan
- Agency recognizes "The National Agenda for the Education of Children and Youths with Visual Impairments, Including Those with Multiple Disabilities" as published by the American Foundation for the Blind

- Agency is **doing more with less**

General Funds	<u>1991-03</u>	<u>2003-2005</u>
	\$2,272,358	\$2,089,825

FTE's	35	27
-------	----	----

- Agency is **serving more persons**

1993-94	12 students in day programming
1994-95	5 students in day programming
2001-03	403 clients served in combination programming

1993-95	24 adults served
2001-03	174 adults served

2000-01	8 weeks of center based programming
2004-05	18 weeks of center based programming

ND VISION SERVICE/SCHOOL FOR THE BLIND
Overview Presentation to the House Appropriations Committee
January 6, 2005

	1	2	3	4	5
	2003-2005 LEGISLATIVE APPROPRIATION	2003-2005 ESTIMATED EXPENDITURES	2003-2005 EXPENDITURES TO APPROPRIATION VARIANCE	2005-2007 EXECUTIVE RECOMMENDATION	2005-2007 RECOMMENDATION TO 2003-2005 APPROPRIATION VARIANCE
By Line Item:					
1 Salaries & Wages	\$2,540,292	\$2,491,874	(\$48,418)	\$2,674,254	\$133,962
2 Operating Expenses	\$698,683	\$621,533	(\$77,150)	\$607,306	(\$91,377)
3 Capital Assets	\$18,233	\$18,233	\$0	\$67,470	\$49,237
3 Total Line Items	\$3,257,208	\$3,131,640	(\$125,568)	\$3,349,030	\$91,822
By Funding Source:					
5 General Fund	\$2,089,825	\$2,089,825	\$0	\$2,503,495	\$413,670
6 Federal Funds	\$0	\$0	\$0	\$0	\$0
7 Special Funds	\$1,167,383	\$1,041,815	(\$125,568)	\$845,535	(\$321,848)
8 Total Funding Sources	\$3,257,208	\$3,131,640	(\$125,568)	\$3,349,030	\$91,822
9 Total FTE	27	27	0	27	0

(1) **Explanation of Major Funding and FTE Variances (Column 3) for the 2003-05 Legislative Appropriation to 2003-05 Estimated Expenditures:**
 Operating savings due to retirement and staff changes.
 Operating variance due to extra dollars budgeted for possible energy grant for 2003-05. An amount of \$14,426 has been awarded.
 As Center Base instruction has increased and Outreach Regional Offices have been established, travel cost have decreased.

(2) **Explanation of Maj. Funding and FTE Variances (Column 5) for the 2005-07 Executive Recommendation to 2003-05 Legislative Appropriation:**
 Salary change includes classified and teacher salary increases pursuant to the composite salary schedule developed by HRMS.
 Operating line savings result from not budgeting for energy repairs, reduced IT Plan expenditures, educational supplies and reduced travel costs.
 Capital Assets include a Refreshable Braille Display, carpet replacement, cooling unit for the roof, and air conditioning for the south wing of the building.

 During the 2001 Legislative Assembly, NDVS/SB General Funds were decreased by \$150,017.
 At this time there was a surplus in Special Fund Carryover.
 The two primary sources of Special Funds revenue are rental income and land department revenue (\$661,000 per biennium).
 The surplus in Special Fund Carryover is projected to be depleted by the end of 2007 thus resulting in the large variance in General Fund and Special Funds.

(3) **Summary of Major Goals and Objectives and Related Performance Measurement Data for the 2005-07 Biennium:**
 Program Objective: To provide services to people who are blind or visually impaired of all ages (birth to death).
 The focus is to enable the individual to become independent in all aspects of his/her life.

Highly accountable agency through the following means:
 Organizational Study completed by Dr. Roger Wornor on June 30, 2004
 Program evaluation surveys distributed during April and October with results tabulated and evaluated by the Evaluation and Vision Strategic Teams.
 Full five-year NAC (National Accreditation Council for Agencies Serving the Blind and Visually Impaired) Accreditation Status for Programs and Services extends to June 30, 2007.
 Currently developing additional Performance Measurements as it relates to our Strategic Planning Process
 Strategic Teams include: Vocational/Technology, Evaluation, Visions, and Public Relations).

(A) 1013

North Dakota Vision Services/ School for the Blind

Braille text: School for the Blind, North Dakota Vision Services

701-795-2700 or 1-800-421-1181

Serving the Visually Impaired since 1908

Testimony to the House Appropriations Committee

Education and Environmental Division

by

Carmen Grove Suminski
and
Tami Purcell

January 10, 2005

*with
acceptor
of
page
of
same
testimony
given to
Senate*



Class of 1935
State School for the Blind, Bathgate



Center Based Programming
2004

NDVS/SB is a Division of the



Department of Public Instruction



National Accreditation Council

NDVS/SB 2005-07 BUDGET REQUEST WITH HISTORICAL DATA

Line Item:	Expenditures 1999-2001	Expenditures 2001-2003	Appropriation 2003-2005	Budget Request 2005-07	Optional Request 2005-07	Gov's Exec Budget 2005-07	Var. from Gov's and Requested 2005-07
Salary	\$ 2,162,718.00	\$ 2,489,390.00	\$ 2,540,292.00	\$ 2,512,893.00	\$ 82,218.00	\$ 2,674,254.00	\$ 79,143.00
Operating	\$ 708,283.00	\$ 556,153.00	\$ 698,683.00	\$ 509,759.00	\$ 97,547.00	\$ 607,306.00	\$ -
Capital Assets	\$ 49,999.00	\$ 37,050.00	\$ 18,233.00	\$ 15,090.00	\$ 1,160,267.00	\$ 67,470.00	\$ (1,107,887.00)
Total	\$ 2,921,000.00	\$ 3,082,593.00	\$ 3,257,208.00	\$ 3,037,742.00	\$ 1,340,032.00	\$ 3,349,030.00	\$ (1,028,744.00)
Funding Sources:							
General	\$ 2,190,817.00	\$ 2,101,390.00	\$ 2,089,825.00	\$ 2,226,919.00	\$ 1,330,032.00	\$ 2,503,495.00	\$ (1,053,456.00)
Federal	\$ 50,526.00	\$ 32,040.00					
Special	\$ 679,657.00	\$ 949,163.00	\$ 1,167,383.00	\$ 810,823.00	\$ 10,000.00	\$ 845,535.00	\$ 24,712.00
Total	\$ 2,921,000.00	\$ 3,082,593.00	\$ 3,257,208.00	\$ 3,037,742.00	\$ 1,340,032.00	\$ 3,349,030.00	\$ (1,028,744.00)
FTE	28	29	27	27	27	27	27

NDVS/SB lost General Funds during the 2001 Legislative Assembly in the amount of \$150,017. The Budget was submitted with a request for two additional FTE's without additional funding. Budget Change #13 removed the FTE request and also removed general funding for NDVS/SB.

For 2003-05, NDVS/SB, no longer receives funding from the IPAT Project (Federal funds).

The two primary sources of Special Fund revenue are rental income and land department income.

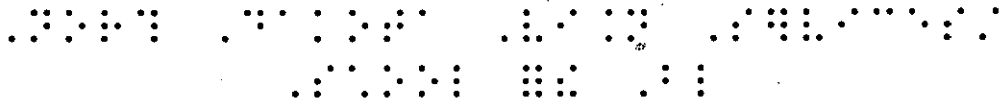
It is projected that NDVS/SB will generate \$660,823 for Special Funds during 2005-07.

The two last biennia NDVS/SB has been dependent on the carryover balance for Special Funds.

Estimated 07/01/2005 Carryover of \$150,000 plus \$660,823 Special Fund Income plus Exec. Adjustment \$34,712 = \$845,535.

VII

North Dakota Vision Services/ School for the Blind



701-795-2700 or 1-800-421-1181

Serving the Visually Impaired since 1908

Testimony to the Senate Appropriations Committee

by
Carmen Grove Suminski
and
Tami Purcell

March 3, 2005



Class of 1935
State School for the Blind, Bathgate



Center Based Programming
2004

NDVS/SB is a Division of the



Department of Public Instruction



National Accreditation Council

North Dakota Vision Services/School for the Blind History

- 1908 - School for the Blind established in Bathgate (25 students enrolled)
- 1961 - School for the Blind relocated to Grand Forks (Peak enrollment of 54 students; average enrollment of 32 students)
- 1991 - Transfer of management responsibilities from the Director of Institutions to the State Superintendent of Public Instruction
- 1994 - Residential program was discontinued via legislative intent
- 1995 - Day classroom program was discontinued
- 1996 - Major renovation completed converting the former residence into instructional centers and offices
- 1997 - Legislation enabling a revolving account for The Store
- 1998 - Major renovation completed converting the former pool building into 2 suites, 2 apartments, commons, and offices
- 1999 - Braille Access Center began
- 2001 - Legislation to officially change the name to North Dakota Vision Services/School for the Blind and to clarify language to serve persons of all ages

Senator Ray Holmberg and Members of the Senate Appropriations Committee:

My name is Carmen Grove Suminski. I am the current superintendent of the ND Vision Services/School for the Blind (NDVS/SB). Tami Purcell, Business Manager of NDVS/SB, and I will provide testimony relative to House Bill #1013.

Mission of NDVS/SB: To function as a statewide comprehensive resource and to work cooperatively with related agencies in providing a full range of services to all persons who are blind or visually impaired.

The above mission truly exemplifies what we do and is the basis of the services that we do provide. The historical page illustrates the significant transition that this agency has experienced from a traditional residential school, to an outreach program, and now to a **combination program**. We are truly "a school with no walls." We have responded to statewide needs and have not been apprehensive of making changes. The data presented will illustrate a significant increase in the number of persons receiving, and yet with less appropriated general fund dollars.

Highly accountable agency through several means including:

- Organizational Study by Dr. Roger Worner, dated June 30, 2004
- Advisory Team comprised of consumers, parents, and related entities (i.e., local education agencies, vocational rehabilitation, UND) since 1994
- Program evaluation survey distributed during April and October and then evaluated by the Strategic Team
- Full five-year accreditation through the National Accreditation Council for Agencies Serving the Blind and Visually Impaired
- Currently developing performance measurements as it relates to our Strategic Planning Process (Strategic Teams include Vocational/Technology, Evaluation, Visions, and Public Relations)

I am proud of the facility and staff expertise that exists in ND. We are a resource for the needs of persons who are blind or visually impaired and make a difference in the lives of each person we serve whether at center base or in their local communities. Parents, teachers, para-educators, counselors and all those who work with the visually impaired utilize our school as a training center. We are a demonstration site for the most current adaptive technology and aids.

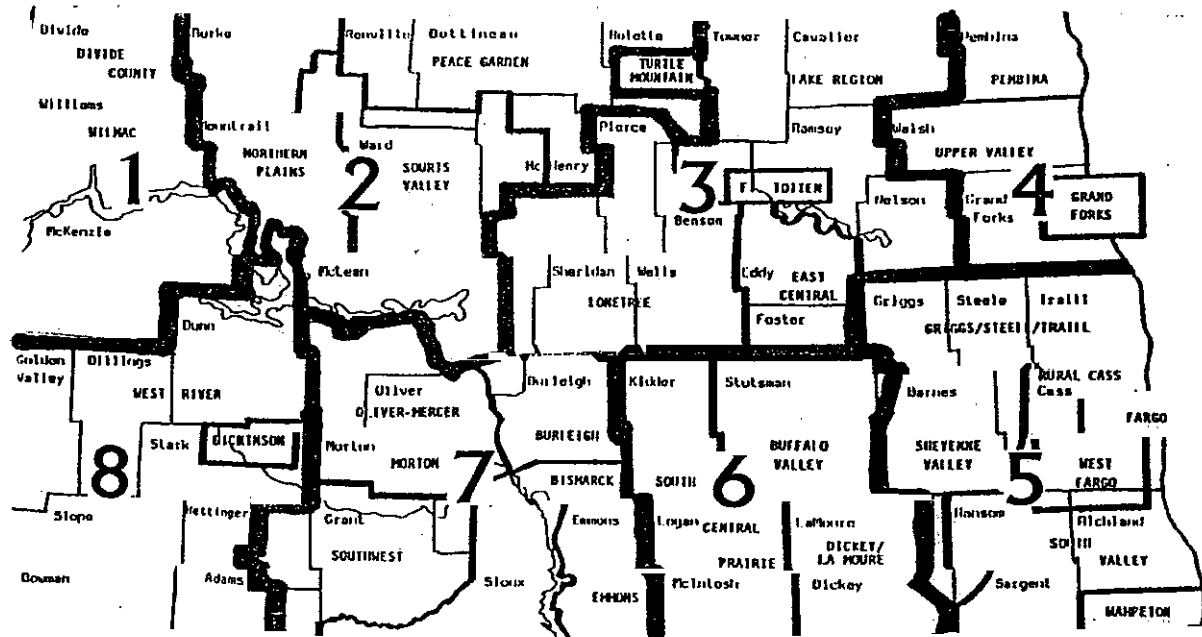
Tami Purcell will be providing fiscal data. It is imperative that you are aware how stretched our resources currently are. We are **under-funded**, and statewide needs of people who are blind or visually impaired continue to increase. A person who is blind or visually impaired needs to have the opportunity to learn the alternative skills (i.e., braille, orientation and mobility, daily living skills, vocational/career, adaptive technology, recreation/leisure) to ensure that they will be able to **succeed**.

Client Services Data

Services Provided	1999-2001 Biennium	2001-2003 Biennium	7/1/03 - 12/31/04 Biennium-to-date
Clients Served (Unduplicated):			
Infants/Students	260	403	289
Adults	<u>82</u>	<u>174</u>	<u>160</u>
Total	342	577	449
Vision Resource Center:			
Items Circulated	13,333	*26,867	22,397
Talking Book Machines (quarterly)	2,203	2,056	1,987
"Reaching Out" Newsletter (circulated quarterly)	1,300	1,300	1,450
APH Federal Registry	255	260	263
Store Sales	833	448	306
Braille Access Center (pages)	27,700	23,150	17,785
Short-term Center Based Programs (Attendees):			
Specific Skills	33	71	31
Compensatory Skills	10	36	45
Adult Week	0	24	15
Evaluations, Consultations and Instructions (Duplicated):			
Consultations	2,595	3,171	1,528
Evaluations	462	442	226
Instruction	4,533	4,529	3196
Summer Camps	53	60	29
In-Service Training	141	221	397

*Variance in number (Visions Resource Center Items Circulated) reflects a change in data compilation.

**ND Vision Services/School for the Blind
 Clients Served (Unduplicated)
 July 1, 2003, to December 31, 2004**



Region 1

Infants/Students – 18
 Adults – 6
 Total: 24

Region 2

Infants/Students – 26
 Adults – 21
 Total: 47

Region 3

Infants/Students – 52
 Adults – 13
 Total: 65

Region 4

Infants/Students – 30
 Adults – 44
 Total: 74

Region 5

Infants/Students – 55
 Adults – 24
 Total: 79

Region 6

Infants/Students – 26
 Adults – 8
 Total: 34

Region 7

Infants/Students – 54
 Adults – 17
 Total: 71

Region 8

Infants/Students – 19
 Adults – 15
 Total: 34

Relocated/Out of State

Infants/Students – 9
 Adults – 12
 Total: 21

**Total Infants/Students Served: 289
 Total Adults Served: 160
 Total Persons Served: 449**

NDVS/SB 2005-07 BUDGET REQUEST WITH HISTORICAL DATA

Line Item:	1	2	3	4	5	6	7
	Expenditures 1999-2001	Expenditures 2001-2003	Appropriation 2003-2005	Budget Request 2005-07 Plus Optionals	Gov's Exec Budget 2005-07	Summary of House Action	Var. from Requested (6 - 4)
Salary	\$ 2,162,718.00	\$ 2,489,390.00	\$ 2,540,292.00	\$ 2,595,111.00	\$ 2,674,254.00	\$ 2,669,073.00	\$ 73,962.00
Operating	\$ 708,283.00	\$ 556,153.00	\$ 698,683.00	\$ 607,306.00	\$ 607,306.00	\$ 607,306.00	\$ -
Capital Assets	\$ 49,999.00	\$ 37,050.00	\$ 18,233.00	\$ 1,175,357.00	\$ 67,470.00	\$ 67,470.00	\$ (1,107,887.00)
Total	\$ 2,921,000.00	\$ 3,082,593.00	\$ 3,257,208.00	\$ 4,377,774.00	\$ 3,349,030.00	\$ 3,343,849.00	\$ (1,033,925.00)
Funding Sources:							
General	\$ 2,190,817.00	\$ 2,101,390.00	\$ 2,089,825.00	\$ 3,556,951.00	\$ 2,503,495.00	\$ 2,499,783.00	\$ (1,057,168.00)
Federal	\$ 50,526.00	\$ 32,040.00					
Special	\$ 679,657.00	\$ 949,163.00	\$ 1,167,383.00	\$ 820,823.00	\$ 845,535.00	\$ 844,066.00	\$ 23,243.00
Total	\$ 2,921,000.00	\$ 3,082,593.00	\$ 3,257,208.00	\$ 4,377,774.00	\$ 3,349,030.00	\$ 3,343,849.00	\$ (1,033,925.00)
FTE	28	29	27	27	27	27	27

NDVS/SB lost General Funds during the 2001 Legislative Assembly in the amount of \$150,017. The Budget was submitted with a request for two additional FTE's without additional funding. Budget Change #13 removed the FTE request and also removed general funding for NDVS/SB.

For 2003-05, NDVS/SB, no longer receives funding from the IPAT Project (Federal funds).

The Base Budget request includes:	Salaries	2,512,893.00	General	2,226,919.00
	Operating	509,759.00	Federal	
	Capital Assets	15,090.00	Special	810,823.00
	Total	3,037,742.00	Total	3,037,742.00

The two primary sources of Special Fund revenue are rental income and land department income.

It is projected that NDVS/SB will generate \$660,823 for Special Funds during 2005-07.

The two last biennia NDVS/SB has been dependent on the carryover balance for Special Funds.

Estimated 07/01/2005 Carryover of \$150,000 plus \$660,823 Special Fund Income plus Exec. + House Adjustment \$23,243 = \$844,066.

NDVS/SB 2005-07 Optional Request Justification

Request	Amount	Need	Funding Source	Included in Governor's/House Budget
1 Utilities - Operating	\$ 37,547	Very High	General	Yes
2 Salaries	\$ 82,218	Very High	General	Partial
3 Repairs - Operating	\$ 30,000	Very High	General	Yes
4 Travel - Operating	\$ 30,000	High	General	Yes
5 Air Condition S Wing	\$ 42,380	High	General	Yes
6 Education Wing Addition Equip Refresh Braille	\$ 1,107,887	Medium	General	No
7 Display	\$ 10,000	High	Special	Yes
Total	\$ 1,340,032			

Utilities: General Funds have been cut in last two biennia. Utilities are supplied by UND at cost except for water and natural gas. The requested optional package will ensure that NDSV/SB will be able to cover expenses for 2005-07.

Salaries: This request includes temporary salaries (\$22,000) for houseparents. The houseparents supervise children during non instructional hours for approximately 16 weeks of center based programming. The additional \$60,218 is for funding for a Braille instructor at 50% time. There currently are two instructors that work less than full-time. The request does not include an additional FTE. The additional funding for the Braille instructor will meet the needs of center based instruction.

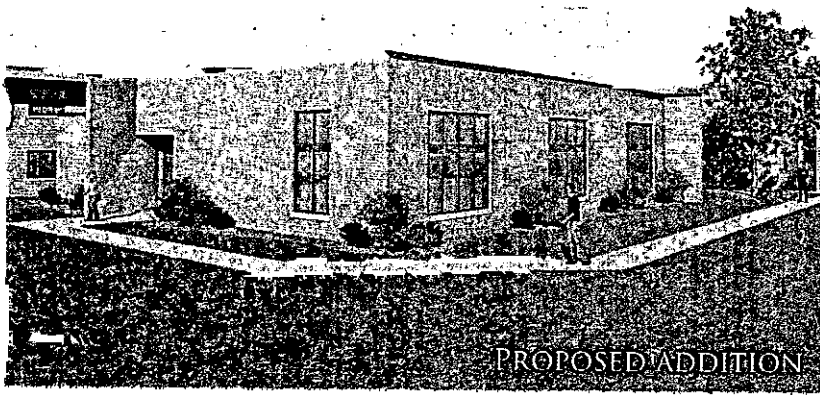
Repairs: The building is over 40 years old, and it is important that each biennium repairs are made to the building. NDVS has a long range building plan that is updated twice a year. The request includes repairs that have been identified in the long range plan: roof repairs, painting of classrooms, gymnasium, and outside soffits, replacing light fixtures in the West Wing, sidewalk repairs, window replacement and plumbing repairs.

Travel: This expense covers two very important areas: Travel expenses for teachers to travel for instruction to local schools and communities and travel costs for teachers for professional development. It is important that NDVS/SB be the leader in the state for vision services.

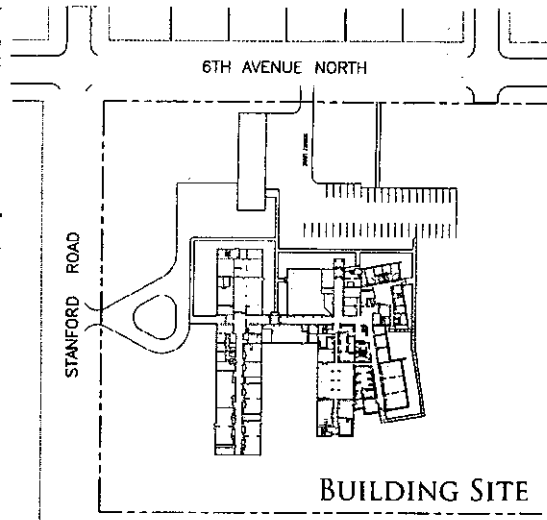
Air Conditioning South Wing: This has been requested previously. This area is used year round for offices. There is a potential fire hazard, as the current portable units are using 110-volt outlets and also results in a safety issue for staff to be installing and removing on an annual basis.

Equipment – Refreshable Braille Display: Plans are to replace one display each biennium as the current displays were purchased in 1994-95.

Education Wing Addition: New addition and remodeling. This would result in a new entrance structure, additional instructional and office space, and a center for trainings. See handout.

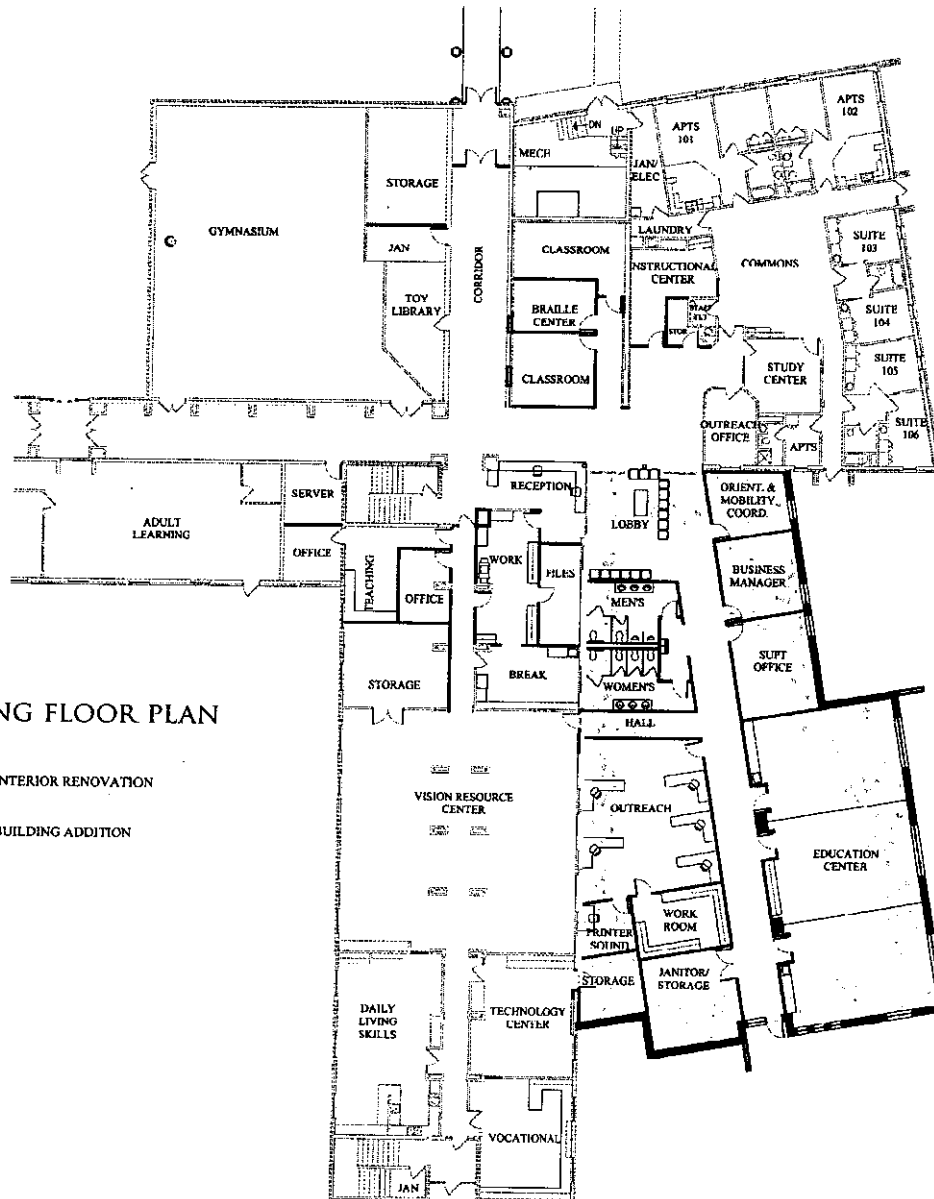


PROPOSED ADDITION



BUILDING SITE

NORTH DAKOTA SCHOOL FOR THE BLIND PROPOSED ADDITION AND REMODEL



BUILDING FLOOR PLAN

- INTERIOR RENOVATION
- BUILDING ADDITION

Version **2005-B-01-00253** Number **1**
 Description **"The Store" Fund**
 Statutory authority **25-06-10**
 Special fund number and name **271** **Vision Aids & Appliance Fund**

	Actual 1999-2001	Actual 2001-03	2003-05 As Of 3/31/04	Estimated 2003-05	Estimated 2005-07
Beginning balance	13	2,114	3,365	3,365	5,277
Revenues	16,515	11,178	2,787	7,532	9,000
Total available	16,528	13,292	6,152	10,897	14,277
Expenditures	14,414	9,927	2,079	5,620	7,200
Ending balance	2,114	3,365	4,073	5,277	7,077

Use the narrative button to explain the justification for continuing the statutory authority for this continuing appropriation.

A revolving account for "The Store" was established via legislation in 1999. The mission of this store is to provide the consumers of North Dakota, who are blind or visually impaired, faster and easier access to items that they may require for independent living. Items are shipped to the consumer, or they can be purchased at the school. These adaptive vision specific items include writing supplies, magnifiers, protective eye wear, clocks, calendars, kitchen devices, sewing aids, and games.



BUDGET SUMMARY

NDVS/SB requested seven Optional Packages with the 2005-07 budget request. The Governor's House Budget included all but \$22,000 of Temporary Salaries for house parents, and an education wing addition, \$1,107,887.

A. Need for services has increased, and NDVS/SB is doing more with less

- Operating with less general fund dollars than 10 years ago

1991-03	\$2,272,358
2003-05	\$2,089,825
- Operating with 8 less FTE's than 10 years ago

1991-03	35
2003-05	27
- Doing more service with less funding

1993-94	12 students in day programming (5 residential)
1994-95	5 students in day programming (0 residential)
2001-03	403 clients served in combination programming
1993-95	24 Adults
2001-03	174 Adults

B. It is critical to maintain the current level of service

As stated on page 65 of Dr. Worner's Organizational Status Study, June 30, 2003, "It is the project consultant's assessment, however, that the North Dakota Vision Services/School for the Blind's growth in clientele (both individuals and organizations requiring services) will outstrip the capabilities of the staff to continue to provide quality programs and services and, likely will result in greater staff turnover and emerging morale issues in the future. If this scenario were to unfold, the State of North Dakota – through under-funding and under-staff the organization – will have weakened a superlative organization of its own making. That would be tragic."

C. Trend is that need for services will continue to increase

Ages 0 to 3: 43 served in 2003-04
 Ages 4 to 6: 104 served in 2003-04
 Center based programming: (Currently 18 weeks)
 96 attendees in 1999-01
 191 attendees in 2001-03

Population of the state is aging; thus, adult vision needs will continue to increase.

In order to maintain our current level of programming, it is imperative that the Governor's House Budget Recommendation remain and that the additional temporary salaries of \$22,000 be included in the 2005-2007 budget.

To whom it may concern,

Hello my name is Matt Philipenko I was recently diagnosed with a rare eye disease called Stargardts. It has taken me for a whirl in my life that has woken me up from my sleep that I had been in for so long. After I was diagnosed with the disease I did not know what to do, I was upset and grieving over it at first. Then recently I went up to Vocational Rehab in Minot ND. The service was great. They let me know what my options were, I then made the choice to come to the NDVS/SB. I was uneasy at first with the staff but that was because I was scared that they did not know what I was going through. Then the first day was over I was at ease I met the staff and came to the conclusion that they were normal and very nice, some of them were visually impaired.

The things I was introduced to at the School for the Blind were incredible. They made my life so much easier. I now can go about my life as if I didn't have a vision problem. I now feel that I am just as capable of doing things that normal 20\20 vision people do in there daily, work, and home environment.

In my conclusion I would like to say that my time at the NDVS\SB has been the best experience that I have ever received from any state agency. If I were to refer anyone to the School. I would not blink an eye. Thank you all for the most wonderful time that I have received anywhere. May God's love warm all your hearts and bless your lives for the great job you all do in every aspect if this School.

Sincerely, Matt Philipenko

3/25/01

The services I have received from North Dakota Vision Services/School for the Blind have been very helpful in my life. I have been visually impaired from birth, and people from Vision Services have been available at every stage of my development. I worked with a teacher of the visually impaired through my education, and this was a great help.

Attending Specific Skills and summer programming at Vision Services was also very beneficial in my development. As I grew up, it was very beneficial for me to associate with other peers who were visually impaired to share common problems and concerns. This is one important benefit of center-based programming at Vision Services. I learned so much both from my peers and the staff at Vision Services.

The staff has also been very helpful over the years. Being able to learn skills from people who are trained in the field is very beneficial as they are aware of the best practices and teaching techniques. As I have grown older and become more independent, it has been a comfort to know that the staff are just a phone call or e-mail away.

I urge you to support the continued good work that North Dakota Vision Services/School for the Blind is doing. The work they do makes a difference in the lives of all students who are visually impaired or blind in North Dakota.

Alexis Read

January 7, 2005

Dear Senator Holmberg and Members of the Senate Appropriations Committee:

Thank you legislators for your interest and continued support of the programs and services that are provided to children and adults through North Dakota Vision Services/School for the Blind. The opportunity to be present when your Committee conducts its tour of the facilities at Vision Services/School for the Blind on Thursday would be welcomed but schedule and distance are barriers that cannot be overcome.

I speak not only for myself but also as President of the North Dakota Association of the Blind. My advocacy for the needs of people who experience blindness has been nurtured and developed through my involvement with the Association which is the largest and the oldest state organization of and for the Blind in North Dakota.

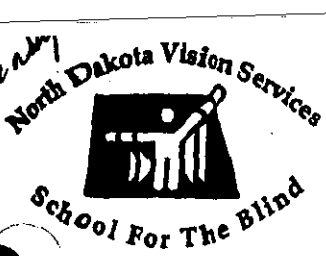
We recognize and appreciate that the legislative interim affords your Committee an opportunity to gather information that the Legislature can use during its upcoming session. We wish to make it abundantly clear to you that it is our experience that the resources spent to support the programs and services of the School are worth every dollar that the state invests in this educational program. Please know too that the consumers of the services are appreciative and grateful for the services that the School is able to offer.

We know it takes significant levels of resources to hire and retain the staff that are so vital to maintain excellent programs of service. Good programs also require that there be a significant investment of capital for equipment. Equipment, such as computers, are outmoded rather quickly given the pace of present day technological advances. Given these realities, the message I'd most like to convey to you is that we simply cannot expect to maintain excellence of educational services for blind children and adults if the budget that is allocated to North Dakota Vision Services/School for the Blind is decreased during each legislative session.

Life skills such as mobility training with the use of the white cane, learning Braille and learning to use a computer without the advantage of sight are absolutely vital to those who must cope with blindness today. It is most notable too that the blindness skills training available at the School isn't duplicated elsewhere in the state or in this region.

I look forward to visiting with any member of the Committee or other member of the Legislature about my advocacy for the services offered at Vision Services/School for the Blind.

Sincerely, Allan Peterson
7009 Horseshoe Bend, Fargo, ND 58104



From Parent

rec'd 11-17-04

North Dakota Vision Services/School for the Blind
500 Stanford Road, Grand Forks, ND 58203-2799
701-795-2700 or 1-800-421-1181

Recently, Sally Kaufman received services from North Dakota Vision Services/School for the Blind (NDVS/SB). We are committed to providing the best possible services. To assist us in this process, please complete this survey and return it in the enclosed self-addressed envelope. Your responses will be reviewed and used to better meet statewide vision needs. Your allocation of time is truly appreciated. Thank you!

Carmen Grove Suminski
Superintendent, NDVS/SB

Date 10-29-04

Type of Service: Braille Camp

Date(s) Service: 6-14-04

Very Good Good Fair Poor N/A

- 1. Overall quality of service you received
2. Timeliness of service provided
3. Knowledge of staff
4. Courtesy and respect shown to you
5. Usefulness of information received (reports, etc)
6. Usefulness of materials and equipment provided
7. Coordination with schools/agencies
8. Cooperation with family members
9. Overall Satisfaction

Would you recommend NDVS/SB services to others? yes!

(over)

What additional services would be helpful? *I honestly can't think of any at this time, and when I have in the past, NDSB staff have come through with those services.*

Do you have any recommendations or additional comments/suggestions:

Please allow our family to write letters of support if that is ever needed in order to maintain or build the current programs.

How did you hear about us? *When we enrolled our newly adopted daughter in preschool in 1998, her teacher contacted NDSB and services were made known to us before we even asked!*

If you would like more information, please contact Barb Brubakken at 800 - 421-1181 or 701-795-2721.

(OPTIONAL)

Name: *Betty Jean Kauffman*

Phone number: *701-852-4957*

Please return to: Deb Johnsen
ND Vision Services/School for the Blind
500 Stanford Road
Grand Forks, ND 58203-2799
Or email at: Deb.Johnsen@sendit.nodak.edu

Thank you for your time and input!

A division of



NORTH DAKOTA VISION SERVICES/SCHOOL FOR THE BLIND

ORGANIZATIONAL STATUS STUDY

**Prepared for
Carmen Grove Suminski
Superintendent
North Dakota Vision Services/School for the Blind
and
Dr. Wayne G. Sanstead
State Superintendent
North Dakota Department of Public Instruction**

**By
Dr. Roger B. Worner
Project Consultant
Roger Worner Associates, Inc.
Sartell, Minnesota**

June, 2003

TABLE OF CONTENTS

<u>Section</u>	<u>Page</u>
Chapter I: Design of the Study	1
1.0 Purpose of the Study	1
1.1 Need for the Study	2
1.2 Methodology	4
1.3 Geographic Setting	6
1.4 Questions of the Study	9
1.5 Assumptions	10
1.6 Role of Independent Third Party Neutral	12
1.7 Organization of the Study	13
Chapter II: Findings	15
2.0 Introduction	15
2.1 Historical References	15
2.2 Enrollment/Clients	17
2.3 Finances	22
2.4 Organizational Configuration	30
2.5 Staffing	35
2.6 Programs and Services	39
2.7 Facilities	45
2.8 Collaboration/Cooperation	47
2.9 Marketing	48
2.10 Strategic Planning	49
2.11 Accreditation	50
2.12 Internal Organizational Ratings	51
Chapter III: Conclusions, Alternatives, and Recommendations	54
3.0 Introduction	54

3.1 Conclusions	55
3.2 Alternatives	65
3.3 Recommendations	65

CHAPTER III

CONCLUSIONS, ALTERNATIVES, AND RECOMMENDATIONS

3.0 Introduction

The **Organizational Status Study** was conducted to establish a 2002-03 status profile of the North Dakota Vision Services/School for the Blind organization which could be used as a basis for further strategic planning, organizational self-improvement, and longitudinal organizational self-evaluation.

The strategic goal for conducting the **Organizational Status Study** was to provide external third-party neutral assistance to the leadership of the North Dakota Vision Services/School for the Blind in order to enhance organizational effectiveness, efficiency, and cost/effectiveness in the delivery of programs and services to the State's blind and visually impaired pre-school, school-aged, and adult populations.

The 2002-03 study was conducted to gather data, provide for its analysis, draw conclusions, identify alternatives (very limited), and tender recommendations to the State Superintendent of the North Dakota Department of Public Instruction and the Superintendent of the North Dakota Vision Services/School for the Blind. The questions specified below provided direction to the Project Consultant during the conduct of the study and were intended to be addressed by the study:

- ◆ What is the current status of the North Dakota Vision Services/School for the Blind's enrollment/clients, finances, programs and services, staffing, facilities, and other organizational characteristics?
- ◆ What are the Project Consultant's conclusions about the current status of the North Dakota Vision Services/School for the Blind?
- ◆ What are the Project Consultant's alternatives to increase the North Dakota Vision Services/School for the Blind's effectiveness, efficiency, and cost/effectiveness in the future?
- ◆ What recommendations does the Project Consultant tender to the Superintendent of the North Dakota Vision Services/School for the Blind and the State Superintendent of the North Dakota Department of Public Instruction as preferred, cost/effective, qualitative directions for the organization to pursue to maintain or enhance the delivery of quality programs and services for the pre-school, school-aged, and adult populations served by the North Dakota Vision Services/School for the Blind?

3.1 Conclusions

The Project Consultant derived the following conclusions through the conduct of the **Organizational Status Study**:

- ◆ The organization's unduplicated clients in the 0-21 age category increased from 211 to 286 clients, a gain of +75 clients or +35.5%, between 1999-00 and 2002-03.
- ◆ The organization's unduplicated adult clients increased from 92 (1999-00) to 120 clients (2002-03), a net gain of +28 clients or +30.4%.
- ◆ The organization's unduplicated clients served between 1999-00 and 2002-03 increased from 303 to 388 clients, a net gain of +85 clients or +28.1%.
- ◆ From 1991-92 through 2002-03, the organization realized a 13-fold increase in unduplicated clients served in the 0-21 age category, an 8-fold increase in adult clients served, and a 12-fold increase in the total number of clients served.
- ◆ The number of pre-school, school-aged, and adult clients served (unduplicated) by the organization during the 1999-00/2002-03 span staggeringly exceeded the number of clients served during the 1991-92/1994-95 time span.
- ◆ The North Dakota State Legislature's intent to expand the number of blind and vision impaired North Dakotans served by the organization's staff, programs, and services through altering the organization's delivery model

has been clearly fulfilled.

- ◆ The organization's total clients served (duplicated) increased from 837 in 1995-96 to 6,688 in 2002-03, a net gain of +5,851 clients served (duplicated) or +699%.
- ◆ The organization's consultations (duplicated) increased from 386 in 1995-96 to 2,391 in 2002-03, a net gain of +2,005 or +519.4%.
- ◆ The organization's evaluations (duplicated) increased from 190 in 1995-96 to 396 in 2002-03, a net gain of +206 evaluations or +108.4%.
- ◆ The organization's instructions (duplicated) increased from 261 in 1995-96 to 3,901 in 2002-03, a net gain of +3,640 instructions or +1,394.6%.
- ◆ The growth in the number of clients served by the organization – both unduplicated and duplicated counts – is truly remarkable and worthy of the highest level of commendation.
- ◆ Over the five biennia or ten fiscal years from 1991-93 through 2001-03, the organization's total expenditures increased by +\$428,789 or +14.1%.
- ◆ The organization's average annual increase in expenditures amounted to a diminutive 1.41%/year between 1991-93 and 2001-03.

- ◆ The average annual increase in organizational expenditure over the ten year span of time from 1991-93 (base) through 2001-03 is particularly significant when considered in light of the dramatic increase in the number of clients served during the same span of time.
- ◆ The organization has demonstrated prudent and accountable fiscal management over the five biennia from 1991-93 through 2001-03.
- ◆ Despite less than inflationary increases in the organization's expenditure budget, programs and services have been maintained (in fact, increased), and clients served has substantially (and continuously) grown to record levels.
- ◆ In 1991-93, the organization expended \$1,942,944 for salaries/wages/benefits. By 2001-03, salaries/wages/benefits amounted to \$2,712,426, a ten year increase of +\$769,482 or +39.6%.
- ◆ The organization's salaries/wages/benefits increased by an average annual rate of 3.96%/year, a figure that was within reasonable cost parameters during the period of nearly historic growth in the nation's economy.
- ◆ The organization has demonstrated prudence in accountability in maintaining salary/wage/benefit cost containment over the five biennia

from 1991-93 (base biennia) through 2001-03.

- ◆ The leadership of the organization is commended for its prudent fiscal management.
- ◆ The organization's General Fund revenue/appropriations declined from \$2,272,358 in the 1991-93 biennium to \$2,102,259 in the 2001-03 biennium, a decrease of -\$170,099 or -7.5%.
- ◆ The organization's General Fund revenue appropriation from the State of North Dakota during the 2003-05 biennium will further decline by -\$12,434 or -.6% from the 2001-03 General Fund revenue appropriation figure.
- ◆ The organization's General Fund revenue appropriation from the State of North Dakota has decreased in four successive biennia or eight successive years.
- ◆ The organization operates under the jurisdiction, direction, control, and management of the North Dakota Department of Public Instruction and its State Superintendent.
- ◆ The organization's hierarchical structure is comparatively flat.
- ◆ The organization's structure is well defined and understandable,

enhancing the flow of internal communication.

- ◆ The organization's Outreach Division is the largest programmatic and personnel component, allocating 16 full-time staff members to instruction, assessment, assessment/evaluation, consultation, in-service training/staff development, technical assistance, instructional technology, vocational preparedness, orientation and mobility, and related functions.
- ◆ The organization's Vision Resource Center is the second largest division with five employees.
- ◆ The organization's Superintendent has a reasonable "span of control" (number of individuals supervised).
- ◆ The organization's staff members have excellent grasps of their own job responsibilities and, as well, the job responsibilities of others.
- ◆ There is substantial evidence that the organization's staff members are highly goal-oriented, self-starting, and responsible to expectations placed on them by the Superintendent and division heads.
- ◆ The organizational configuration/structure functions successfully with high levels of productivity and accountability.
- ◆ The organization employed 30 staff members or 28.3 full-time equivalent

members during the 2002-03 organizational year.

- ◆ The largest cadre of organizational staff members is found in the teaching ranks with 12 employees or 11.8 full-time equivalent staff members employed.
- ◆ The organization's staff has sufficiently diversified background, experience, training, and expertise to deliver the array of programs and services necessary to fulfill its statutory mandates and furnish assistance to service-providing organizations and families that is unduplicated by other organizations and, indeed, would be unavailable if the organization were not to exist.
- ◆ The organization's staff decreased from 35.0 full-time equivalents in 1992-93 to 28.3 full-time equivalents in 2002-03, a decline of -6.7 staff members or a -19.1%.
- ◆ The organization has experienced substantial personnel reductions between 1992-93 and 2002-03. The staff losses have occurred despite the fact that the organization's clientele and the breadth and scope of organizational programs and services have dramatically increased over the same span of time.
- ◆ It is predicted by the Project Consultant that the breadth, scope, and

geographic span of the organization's programs, services, and clientele will outstrip the staff allocation and budgetary resources necessary for the organization to furnish qualitative services in the future.

- ◆ The organization provides a comprehensive array of programs and services.
- ◆ Center-based instructional programs and services include Compensatory Skills, Specific Skills, Summer Adventure, and Life Experiences Advance People (LEAP) Program.
- ◆ The organization operates the comprehensive Vision Resource Center, an all-purpose, multi-functional resource asset that serves the organization's professional staff, field-based outreach staff, public school district and non-public school staffs, special education cooperative staff, families, collaborative service-providing organizations, and blind and vision impaired clients/students.
- ◆ The organization operates a comprehensive Technology Center to provide assistance and information to those who are visually impaired and who wish to use technology to meet their needs at school, work, or home.
- ◆ The organization's mission, focuses, programs, and services do not

duplicate those of other organizations in the State of North Dakota and are not matched in kind or quality by any other State agency, organization, or entity, either private or public.

- ◆ The organization's facility is comprised of 44,946 square feet of teaching/learning, support, office, residence, and rental/lease spaces.
- ◆ The organization's facility was constructed in 1959 and received subsequent additions in 1975 and 1977.
- ◆ The organization leases/rents building space to the Grand Forks School District, University of North Dakota, and the North Dakota University System, Higher Education Computer Network, Student Information System. Substantial revenue is generated by the organization through rental of its excess teaching/learning, support, and office spaces to the aforementioned entities.
- ◆ The organization's lease/rental rate is \$8.50/square foot, effective July 1, 2003.
- ◆ The organization is a highly collaborative educational organization.
- ◆ The organization extensively markets its programs and services to North Dakota organizations which provide service to blind and vision-impaired students/clients throughout the State of North Dakota.

- ◆ The organization has developed (and maintains) a comprehensive strategic plan, including objectives and strategies.
- ◆ The organization has instituted continuous self-improvement processes and in April, 2002 underwent an extensive (and successful) accreditation process.
- ◆ The organization's staff rates the North Dakota Vision Services/School for the Blind as a highly effective and qualitative organization.
- ◆ The State Superintendent of the North Dakota Department of Public Instruction and his executive level administrative staff are highly supportive of the Superintendent of the North Dakota Vision Services/School for the Blind, her staff, and the organization's programs and services. The State Superintendent and his executive level staff meet with the Superintendent of the North Dakota Vision Services/School for the Blind on a quarterly basis, formally, and on numerous other occasions, informally, to discuss organizational progress, new organizational initiatives, organizational improvement efforts, legislative initiatives, and other matters of mutual interest to the Department and School.

3.2 Alternatives

The North Dakota Vision Services/School for the Blind is an effective, efficient, and cost/effective organization. Its conversion from a center-based to an outreach-based/center-based (combination) model in the mid-1990's was a brilliant decision, largely responsible for increasing the school's cost/effectiveness and its staggering increase in clients (unduplicated or duplicated) served. The organization is **perfectly suited to its current market niche.**

It is the Project Consultant's assessment, however, that the North Dakota Vision Services/School for the Blind's growth in clientele (both individuals and organizations requiring services) will outstrip the capabilities of the staff to continue to provide quality programs and services and, likely, will result in greater staff turnover and emerging morale issues in the future. If this scenario were to unfold, the State of North Dakota – through under-funding and under-staffing the organization – will have weakened a superlative organization of its own making. That would be tragic.

3.3 Recommendations

The Project Consultant tenders the following recommendations to the State Superintendent of the North Dakota Department of Public Instruction and the Superintendent of the North Dakota Vision Services/School for the Blind:

- ◆ That increased funding be sought from the State of North Dakota Legislature to expand staffing, programs, and services to serve an increasing number of blind and visually impaired clients and related service-providing organizations.
- ◆ That the organization allocate additional time and resources for the entire staff (center-based and outreach-based) to engage in strategic and curricular planning.
- ◆ That the organization expand its marketing endeavors to increase general awareness of the quality programs and services delivered by the North Dakota Vision Services/School for the Blind.
- ◆ That the organization increase its exploration, adoption, and generalized usage of technology as a vehicle for enhancing learning and improving the quality of life of the blind and visually impaired.
- ◆ That the organization expand the breadth and scope of its efforts to further refine evaluations of its programs and services and, hence, increase organizational quality.

It is with pride and total commitment that NDVS/SB continue to provide leadership and an array of high specialized vision services. We have strengthened what we do best and will continually identify innovative and progressive ways to ensure that the persons who are blind or visually impaired residing in the state of North Dakota receive appropriate services based on their individualized needs.

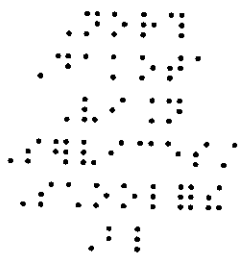
*Carmen Grove Suminski
Superintendent*

NDVS/SB is a
Division of The Department of
Public Instruction
Dr. Wayne Sanstead,
State Superintendent

**Serving the
Visually Impaired
Since 1908**

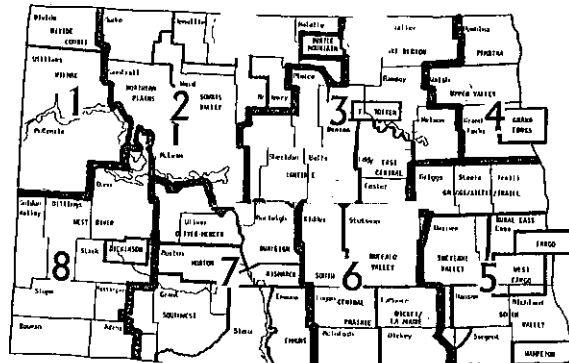


North Dakota Vision Services/ School for the Blind



500 Stanford Road
Grand Forks, ND 58203
701-795-2700
1-800-421-1181
www.ndvisionservices.com

Serving Visually Impaired Persons throughout
the state of North Dakota



REGION 1 & 2
Dianne Giessinger, Coordinator
Minot State University
500 University Ave. West
PO Box 202
Minot, ND 58707
701-858-4473

REGION 3
Linda Kraft, Coordinator
300 2nd Ave. NE Suite #208
Jamestown, ND 58401
701-253-3012

REGION 4
Katrina Wendel, Coordinator
500 Stanford Road
Grand Forks, ND 58203
701-795-2716

REGION 5
Marie Topp, Coordinator
SE Human Service Center
2624 9th Ave. SW Rm 232
Fargo, ND 58104
-298-4428

REGION 6
Lanna Slaby, Coordinator
300 2nd Ave. NE Suite #208
Jamestown, ND 58401
701-253-3012

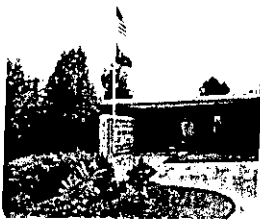
REGION 7 & 8
Mary Verinde, Coordinator
418 E. Broadway Ave. Suite #228
Bismarck, ND 58501
701-328-3986

History



North Dakota's first School for the Blind was constructed in Bathgate for \$24,197. In 1959 a bill was passed to relocate the school to Grand Forks, and the new education building and residence hall were opened in 1961.

In 1995, renovation was completed consisting of outreach and administrative offices and centers in the



vision specific areas including daily living skills, technology, vision resource, vocational, and music. In 1998, additional renovation was done which includes two apartments, two suites, conference room,

commons area, two offices, and instructional center.



Our Mission

To function as a statewide comprehensive resource center and to work cooperatively with related agencies in providing a full range of services to all persons who are blind or visually impaired, including those with multiple disabilities.

Our Services

North Dakota Vision Services/School for the Blind (NDVS/SB) provides regionalized outreach services and center based programming to persons of all ages; infants and their families, students and adults. Also available is information about services and products that can help in maintaining independence.



Eligibility: Any individual with an impairment in vision, which even with correction, affects the individual's functional ability.

How to Access Services:

Contact the Regional Coordinator in your area or call NDVS/SB at 1-800-421-1181.

Evaluations, Consultations, and Instruction:

- Adaptive Technology
- Braille and Braille Music
- Daily Living Skills
- Functional Vision Evaluations
- Low Vision/Adaptive Techniques/Aids
- Orientation and Mobility
- Recreation/Leisure
- Vocational/Career Education

Housing is available for students and adults while participating in programming.



Vision specific and technology equipment are available on loan to persons who are blind or visually impaired, families, local school districts, private schools, vocational rehabilitation, and related entities.

Vision Resource Center

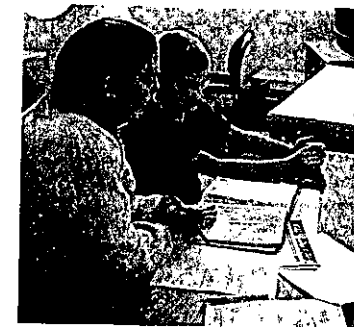
- Consumer and Professional Library
- American Printing House Quota Aids and Materials
- Talking Book Machine Lending Agency
- Descriptive Videos
- Toy/Adaptive Equipment Lending Library
- Access to Information
- The Store (adaptive aids for sale)
- Braille Access Center

Programs

- Specific Skills
- Compensatory Skills
- LEAP
- Summer Adventure
- Independent Living
- Adult Weeks

Speakers Bureau

Inservice Training



HB
1013

**Testimony for House Appropriations Committee Budget Hearing for H.B. 1013
January 6, 2005**

Representative Ken Svedjan, Chairman and Members of the Committee

Mr. Chairman,

As a preface to the budget information, I want to talk briefly about a major undertaking by the North Dakota School for the Deaf this past year which helped to set the foundations for this budget request.

A Blue Ribbon Task Force was appointed by Dr. Wayne Sanstead in the fall of 2003 to look at the recommendations put forward in a report by Dr. Roger Worner, "North Dakota School For The Deaf Organizational Status Follow-Up Study" commissioned by Dr. Sanstead. This Task Force sent the final report to Dr. Sanstead in July, 2004.

Summary of Report Outcomes/Recommendations

- Expansion of Outreach Services
- Legislation to Expand Into Adult Services
- Consolidation of Dorm Spaces
- Consolidation of Classroom Spaces
- Lease of Unused Space
- Development of a Fee Schedule for Facilities Use
- Reduction of Staff through Reclassification, Retirement, and or Attrition
- Development of an Energy Management Plan
- Development of Partnerships and Collaborations with Local Agencies to Share Costs/Staff

Budget Summary

The budget reflects the following:

Increases


- Salary and Wage- Salary increase and increased benefit costs for teachers and classified staff.
- Operating Expenses- Inflation and higher energy costs and loss of E-rate
- Capital Assets- Energy Contracting Plan

Decreases

- Federal Funds- Loss of grant dollars for the funding cycle for Deafblind Project and fewer dollars from Child Food and Nutrition due to fewer students.

Thank you for the past legislative support for NDSD and with your continued support NDSD will serve the citizens of North Dakota with high quality programs and services.

The North Dakota School for the Deaf is submitting the following budget summary page.


Rocklyn Cofer, Superintendent



SCHOOL FOR THE DEAF
AGENCY 252

January 6, 2005

	2003-05 Legislative Appropriation	2003-05 Estimated Expenditures or Currently Filled FTE Positions	(1) Variance	2005-07 Executive Recommendation	(2) 2005-07 Recommendation Change (Variance) to 2003-05 Legislative Appropriations
Salaries & wages	4,769,808	4,701,989	(67,819)	5,106,474	336,666
Operating expenses	1,102,160	1,102,160	0	1,429,150	326,990
Capital assets	72,723	59,809	12,914	279,495	206,772
Total	5,944,691	5,863,958	80,733	6,815,119	870,428
General fund	5,073,242	4,996,975	76,267	5,488,553	415,311
Federal funds	366,130	361,664	4,466	274,087	-92,043
Special funds	505,319	505,319	0	1,052,479	547,160
Total	5,944,691	5,863,958	80,733	6,815,119	870,428
FTE	51.85	46.19	5.66	49.94	-1.91

- lease +
Reimburse
ments
200,000
- Carry Forward
Balance

ND School for the Deaf

(1) Explanation of Major Funding and FTE Variances for the 2003-05 Legislative Appropriation to 2003-05 Current Estimates

	General Funds	Federal Funds	<u>Total</u>
1. Salaries - Savings due to vacant positions and turnover	\$63,353	\$4,466	\$67,819
2. Capital Assets - Parking lot expansion cost less than Anticipated	12,914	0	12,914
3. FTE - Less than estimated due to vacancies and unfunding of 1.91 FTE Psychologist (.83) Admin. Assistant (.83) Reduction of Custodian by (.25)			

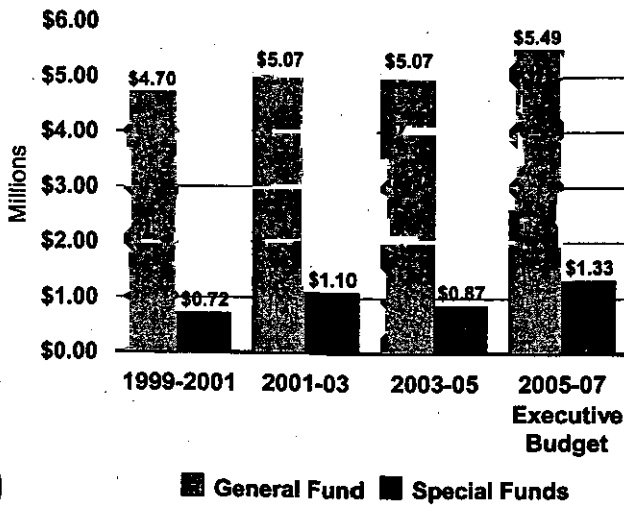
(2) Explanation of Major Funding and FTE Changes (Variances) for the 2005-07 Recommendation to 2003-05 Appropriations

1. Salaries – Increase due to additional funding for teacher salary increases pursuant to the composite schedule for state teachers developed by Human Resource Management Services and for classified employees. Increase was offset somewhat due to unfunding of 1.91 FTE in 2005-07.
2. Operating Expenses – increase due to: 1) additional expenses from lease to Head Start. Special fund revenues increase due to lease of building and reimbursement of food, phones, and internet connections. 2) Contracting psychological services due to unfunding of Psychology position. 3) Loss of E-rate funding to cover internet connections.
3. Capital Assets – increase due to special fund authority to complete facility energy improvement project.

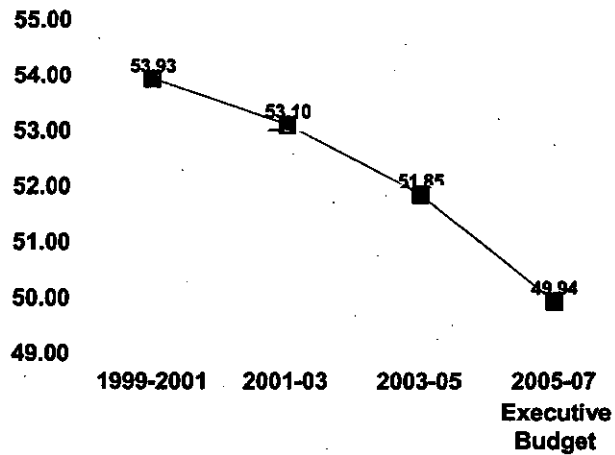
**Department 252 - School for the Deaf
 House Bill No. 1013**

	FTE Positions	General Fund	Other Funds	Total
2005-07 Executive Budget	49.94	\$5,488,553	\$1,326,566	\$6,815,119
2003-05 Legislative Appropriations	51.85	5,073,242	871,449	5,944,691
Increase (Decrease)	(1.91)	\$415,311	\$455,117	\$870,428

Agency Funding



FTE Positions



Executive Budget Highlights

	General Fund	Other Funds	Total
1. Deletes 1.91 FTE positions not requested by the agency	(\$147,690)		(\$147,690)
2. Provides funding to fund the agency's teachers according to the 2005-07 salary schedule	\$149,975		\$149,975
3. Increases funding for operating expenses for ConnectND charges (\$16,612) and the loss of e-rate funding (\$38,280)	\$52,400	\$2,492	\$54,892
4. Adjusts funding for operating expenses as follows: Information technology - Data processing - (\$19,023) Travel - \$97,802 Information technology - Software and supplies - \$32,648 Professional services - \$47,789 Food and clothing - \$54,642 Information technology equipment under \$5,000 - \$52,034 Other - \$6,206	\$57,746	\$214,352	\$272,098
5. Removes one-time funding provided in the 2003-05 biennium for extraordinary repairs	(\$72,723)		(\$72,723)
6. Provides capital assets funding of \$279,495 for the 2005-07 biennium, including \$36,645 for pool building roof repair, \$10,000 for repair of roads and parking lots, and \$232,850 for implementing facility enhancement measures	\$46,645	\$232,850	\$279,495

Major Related Legislation

At this time, no major legislation has been introduced affecting this agency.

SCHOOL FOR THE DEAF
AGENCY 252

January 10, 2005

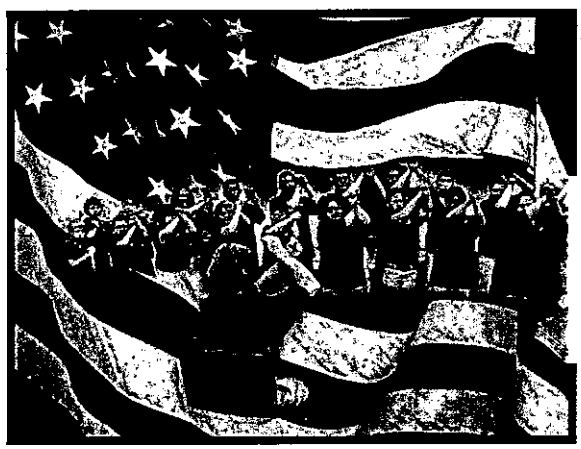
	2003-05 * Adjusted Legislative Appropriation	2003-05 Estimated Expenditures or Currently Filled FTE Positions	(1) Variance	2005-07 Executive Recommendation	(2) 2005-07 Recommendation Change (Variance) to 2003-05 Legislative Appropriations
Salaries & wages	4,769,808	4,701,989	67,819	5,106,474	336,666
Operating expenses	1,102,160	1,102,160	0	1,429,150	326,990
Capital assets	72,723	59,809	12,914	279,495	206,772
Total	5,944,691	5,863,958	80,733	6,815,119	870,428
General fund	5,073,242	4,996,975	76,267	5,488,553	415,311
Federal funds	366,130	361,664	4,466	274,087	-92,043
Special funds	505,319	505,319	0	1,052,479	547,160
Total	5,944,691	5,863,958	80,733	6,815,119	870,428
FTE	51.85	46.19	5.66	49.94	-1.91

* A line item transfer of \$40,000 was made from Salaries & Wages to Capital Assets for expansion of the parking lot.

North Dakota School for the Deaf



Rocklyn G. Cofer, Superintendent



*Some given
to the
House*

Senate Appropriations Committee

Ray Holmberg, Chairman

2005-07 Budget Hearing – HB 1013

March 3, 2005



“Looking back with pride, looking forward with confidence.”

Serving deaf and hard of hearing children of North Dakota since 1890.

Senate Appropriations Committee - H.B. 1013 Budget Hearing

Senator Holmberg and Members of the Senate Appropriations Committee:

My name is Rocklyn Cofer. I am the Superintendent of the ND School for the Deaf (NDSB). I am here today to provide testimony relative to House Bill #1013.

I want to begin today by talking about a recent study that was done regarding NDSB. Dr. Wayne G. Sanstead, State Superintendent of the ND Department of Public Instruction, commissioned the formation of a *Blue Ribbon Task Force* to study the status of NDSB and tender advisory recommendations to the State Superintendent for further consideration.

The purpose was to “achieve consensus from the deaf community, Devils Lake community, and the NDSB staff on how to provide legislatively or constitutionally mandated services in a cost effective manner. Also to identify expanded services and propose legislation.”

Given our changing demographics and cost/effectiveness, the primary need for and value of the Blue Ribbon Task Force was to explore alternatives, options, and opportunities in order to **(a) expand the breadth and scope of services to North Dakota’s deaf and hard of hearing population and (b) in so doing, increase our cost/effectiveness. Both approaches are focused on maintaining our long-term viability** and providing increasingly higher quality and expanded programs and services to a broader audience of deaf and hard of hearing pre-school, school-aged, and adult populations.

The Blue Ribbon Task Force study was intended to involve a broad base of stakeholder organizations that are affiliated with and committed to serving North Dakota’s deaf and hard of hearing population. Please see page 3 of participating members.

The final report was issued in late July last summer and consisted of the following—

Summary of Report Outcomes/Recommendations:

- Expansion of Outreach Services
- Legislation to Expand Into Adult Services
- Reduction of Staff through Attrition and Retirement Incentives/Buyouts
- Consolidation of Dorm Spaces
- Consolidation of Classroom Spaces
- Lease of Unused Space
- Development of a Fee Schedule for Facilities Use
- Development of Partnerships and Collaborations with Local Agencies to Share Costs/Staff
- Development of an Energy Management Plan

A financial spreadsheet on page 4 provides information on our budget. In reference to the budget dollars as passed by the House, I'm requesting the following:

I'm requesting that you restore the \$123,427 federal fund authority for the Deafblind Services Project Coordinator which is 100% Federal Funds and unrelated to the Adult Services.

I'm also requesting that you restore \$76,749 general fund authority for the faculty position which we are targeting to use for the Adult Services position.

Thank you for the past legislative support of NDSD and with your continued support NDSD will serve the citizens of North Dakota with high quality programs and services.

Thank you.

Rocklyn G. Cofer, Superintendent

North Dakota School for the Deaf Blue Ribbon Panel Appointees (2003)

Senator Jack Traynor, District 15

Representative Gene Nicholas, District 15

Representative Dennis Johnson, District 15

Dr. Wayne Sanstead, State Superintendent of Public Instruction

Dr. Richard Kunkel, President, N.D. Board of Higher Education

Dr. Sharon Etemad, President, Lake Region State College

Mayor Fred Bott, Devils Lake City Commission

Joe Belford, Ramsey County Commission

Steve Swiontek, Superintendent, Devils Lake Public Schools

Connie Hovendick, Director, Lake Region Special Education Unit

Nancy Skorheim, Regional Coordinator, D.P.I. Special Education and Liaison for N.D. School for the Deaf

Denise Wolf, Director, Lake Area Career and Technology Center

Nancy Lundon, Regional Director for Vocational Rehabilitation

Mark Hill, State Director for the N.D. Communications Services for the Deaf, Member of the Board of Directors for the N.D. Association for the Deaf

Terry Wallace, Director, Devils Lake Park Board

Greg Otis, Executive Director of Devils Lake Area Chamber of Commerce

Julius Saylor, NDSB Parent, President of Devils Lake Outdoor Club for the Deaf, Board of Directors for the N.D. Friends of Deaf Children Foundation

Carmen Suminski, Superintendent, N.D. School for the Blind/Vision Services

Rocky Cofer, Superintendent, N.D. School for the Deaf

Eric Lysne, Business Manager, N.D. School for the Deaf

Carol Lybeck, Coordinator, Outreach/ Parent Infant Program, N.D. School for the Deaf

Dwight Keck, Director of Facilities, N.D. School for the Deaf

Barb Duncan, Coordinator of Administrative Services, N.D. School for the Deaf

Scott Craven, Director of Student Life, N.D. School for the Deaf

Chuck Hawkins, Director of Food Service/ Housekeeping, N.D. School for the Deaf

Lilia Bakken, Coordinator of Communications Services and N.C.A. Steering Committee Co-Chair, N.D. School for the Deaf

Darlene Schoenfish, Director of Health Services, N.D. School for the Deaf

Kerry Olson-Rysavy, Technology Coordinator, N.D. School for the Deaf

Colleen Sanford, Coordinator, N.D. Deafblind Services Project

Mary Rutten, Instructor and N.C.A. Co-Chair, N.D. School for the Deaf

Diane Rice, Instructor and Counselor, N.D. School for the Deaf

Duane Knutson, NDSB Parent, Board Member at Large for the N.D. Ass'n. for the Deaf, and NDSB Staff

Eileen Gray, Coordinator, Sign Language Interpreter Program at Lake Region State College

SCHOOL FOR THE DEAF

	<u>EXPENDITURES 1999-2001</u>	<u>EXPENDITURES 2001-2003</u>	<u>ORIGINAL APPROPRIATION BI 2003-2005</u>	<u>GOV EXEC. BUDGET 2005-07</u>	<u>HOUSE CHANGES</u>	<u>2005-07 BUDGET AS PASSED BY THE HOUSE</u>	<u>REQUESTED AMENDMENTS</u>
Salaries & Wages	\$4,258,412	\$4,585,615	\$4,809,808	\$5,106,474	(\$212,165)	\$4,894,309	\$200,176 1) & 2)
Operating	1,021,139	1,056,463	1,102,160	1,429,150	(51,885)	1,377,265	0
Equip	79,118	60,091					
Capital Assets	62,761	67,000	32,723	279,495		279,495	0
TOTAL	\$5,421,430	\$5,769,169	\$5,944,691	<u>\$6,815,119</u>	<u>(\$264,050)</u>	<u>\$6,551,069</u>	<u>\$200,176</u>
General Funds	\$4,697,192	\$5,001,131	\$5,073,242	\$5,488,553	(\$139,851)	\$5,348,702	\$76,749
Federal Funds	253,845	269,035	366,130	274,087	(123,427)	150,660	123,427
Special Funds	470,393	499,003	505,319	1,052,479	(772)	1,051,707	0
TOTAL	\$5,421,430	\$5,769,169	\$5,944,691	<u>\$6,815,119</u>	<u>(\$264,050)</u>	<u>\$6,551,069</u>	<u>\$200,176</u>
FTE	53.93	53.10	51.85	49.94	(2.00)	47.94	2.00

1) Requesting restoration of \$123,427 federal fund authority for Deafblind Services Project Coordinator
Pos #1549 Asst Dir P/S Educ Prgms 1.00 FTE (100% Federal Funds).

2) Requesting restoration of \$76,749 general fund authority for outreach position for expanded adult services.

Outreach Department and Parent-Infant Program Services Data

July 1, 2004 to
February 28, 2005

Services Provided

Individuals Served:

Infants and Toddlers	16
PIP Contacts (audiology appt., transitions, home visits, etc.)	175
Students	19

Indirect Services:

Consultations (phone, email, etc.)	127
Connections newsletter	450

Direct Services:

Audiological	45
Evaluations	3
Instruction	37
Summer Camps	(31 in June 2004)
In-Service Training	14 with 273 people
Presentations	17 with 288 people
Classes (# offered)	392
(# attending)	38 people

Parent-Infant Program/Outreach Department

Department	Service Provided	For Whom	How Often?	Starting Date	Ending Date	City (Service provided to)	Region	# Served
Technology	Video Conference Session	Agency - NDSB Vision Services	Single (one time)	9/30/2003	9/30/2003	Multiple Locations	3	4
Technology	Video Conference Session	Agency - Child & Family Services	Single (one time)	10/3/2003	10/3/2003	Multiple Locations	3	12
Technology	Video Conference Session	Agency - Dept of Human Services	Single (one time)	10/29/1933	10/20/2003	Multiple Locations	3	5
Technology	Video Conference Session	Agency - Dept of Human Services	Single (one time)	12/5/2003	12/4/2003	Multiple Locations	3	5
Technology	Video Conference Session	Agency - NDSB Vision Services	Single (one time)	1/13/2004	1/13/2004	Multiple Locations	3	3
Technology	Video Conference Session	Agency - Dept of Commerce	Single (one time)	1/26/2004	1/26/2004	Multiple Locations	3	2
Technology	Video Conference Session	Agency - Ramsey Co Extension	Single (one time)	1/30/2004	1/30/2004	Multiple Locations	3	1
Technology	ASL II Class via Video Conference	Students - College	Daily	1/13/2004	5/13/2004	Williston	2	8
Technology	ASL I Class via Video Conference	Students - High School	Daily	1/27/1944	5/14/2004	New Rockford	3	3
Technology	ASL I Class via Video Conference	Students - College	Daily	8/26/2003	12/18/2003	Williston	2	3
Technology	Educ Class via Video Conference	Adults	Weekly	1/19/2004	5/3/2004	Fargo	5	6
Technology	Educ Class via Video Conference	Adults	Weekly	1/14/2004	5/5/2004	Grand Forks	4	6
Technology	Educ Class via Video Conference	Adults	Weekly	1/15/2004	5/20/2004	Fargo	5	5
Technology	Video Conference Session	Organization - EduTech	Single (one time)	2/5/2004	2/5/2004	Multiple Locations	3	8
Technology	Video Conference Session	Individual	Single (one time)	2/10/2004	2/10/2004	Leeds	3	9
Technology	Video Conference Session	Individual	Single (one time)	2/24/2004	2/24/2004	Drake	4	6
Technology	Video Conference Session	Agency - NDSB Advisory Bd	Single (one time)	4/6/2004	4/6/2004	Multiple Locations	3	3
Technology	ASL Class via Video Conference	Students - College	Daily	6/1/2004	7/1/2004	Devils Lake	3	4
Technology	ASL Class via Video Conference	Students - College	Daily	7/6/2004	8/6/2004	Multiple Locations	3	5
Technology	Conference Room	Agency - P&A	Single (one time)	7/23/2004	7/23/2004	Devils Lake	3	4
Technology	Video Conference Session	Public School Staff	Single (one time)	8/3/2004	8/3/2004	Devils Lake	3	2
Technology	Psy Class via Video Conference	Students - College	Weekly	8/23/2004	12/17/2004	Devils Lake	3	16
Technology	Webinar Session	School Staff	Single (one time)	8/18/2004	8/18/2004	Devils Lake	3	9
Technology	Educ Class via Video Conference	Adults	Weekly	8/24/2004	12/7/2004	Devils Lake	3	2
Technology	Educ Class via Video Conference	Adults	Weekly	8/25/2004	10/13/2004	Devils Lake	3	5
Technology	Educ Class via Video Conference	Adults	Weekly	10/20/2004	12/15/2004	Devils Lake	3	3
Technology	Educ Class via Video Conference	Adults	Weekly	8/26/2004	9/30/2004	Devils Lake	3	3
Technology	ASL II English Class	Students - College	Weekly	8/25/2004	12/7/2004	Devils Lake	3	9
Technology	Video Conference Session	Family	Single (one time)	9/3/2004	9/3/2004	Fargo	5	8
Technology	Video Conference Session	Organization - NDATL	Single (one time)	9/2/2004	9/2/2004	Multiple Locations	3	4
Technology	Video Conference Session	Organization - ND Tech Prep	Single (one time)	9/7/2004	9/7/2004	Devils Lake	3	1
Technology	Video Conference Session	Public School Staff	Single (one time)	9/24/2004	9/24/2004	Glenburn	7	1
Technology	Video Conference Session	Agency - NDSB Vision Services	Single (one time)	9/29/2004	9/29/2004	Grand Forks	4	3
Technology	Language & Auditory Trng	Students - Elementary	Weekly	10/7/2004	10/28/2004	Cavalier	4	1
Technology	Webinar Session	School Staff	Single (one time)	9/9/2004	9/9/2004	Devils Lake	3	2
Technology	WebEx	School Staff	Single (one time)	10/12/2004	10/12/2004	Devils Lake	3	1
Technology	EduTech Training	Agency - NDSD	Single (one time)	11/16/2004	11/16/2004	Devils Lake	3	2
Technology	EduTech Training	Agency - NDSD	Single (one time)	11/30/2004	11/30/2004	Devils Lake	3	2
Technology	Video Conference Session	Agency - HSC	Single (one time)	12/14/2004	12/14/2004	Devils Lake	3	1
Technology	Video Conference Session	Organization - EduTech	Single (one time)	12/16/2004	12/16/2004	Devils Lake	3	5
Technology	Conference Room	Organization - LR Skating Club	Single (one time)	10/11/2004	10/11/2004	Devils Lake	3	15
Technology	Conference Room	Agency - Headstart	Monthly	10/25/2004	12/13/2004	Devils Lake	3	20
Technology	ASL I Class via Video Conference	Students - HS/College	Daily	8/24/2004	12/17/2004	Multiple Locations	3	24

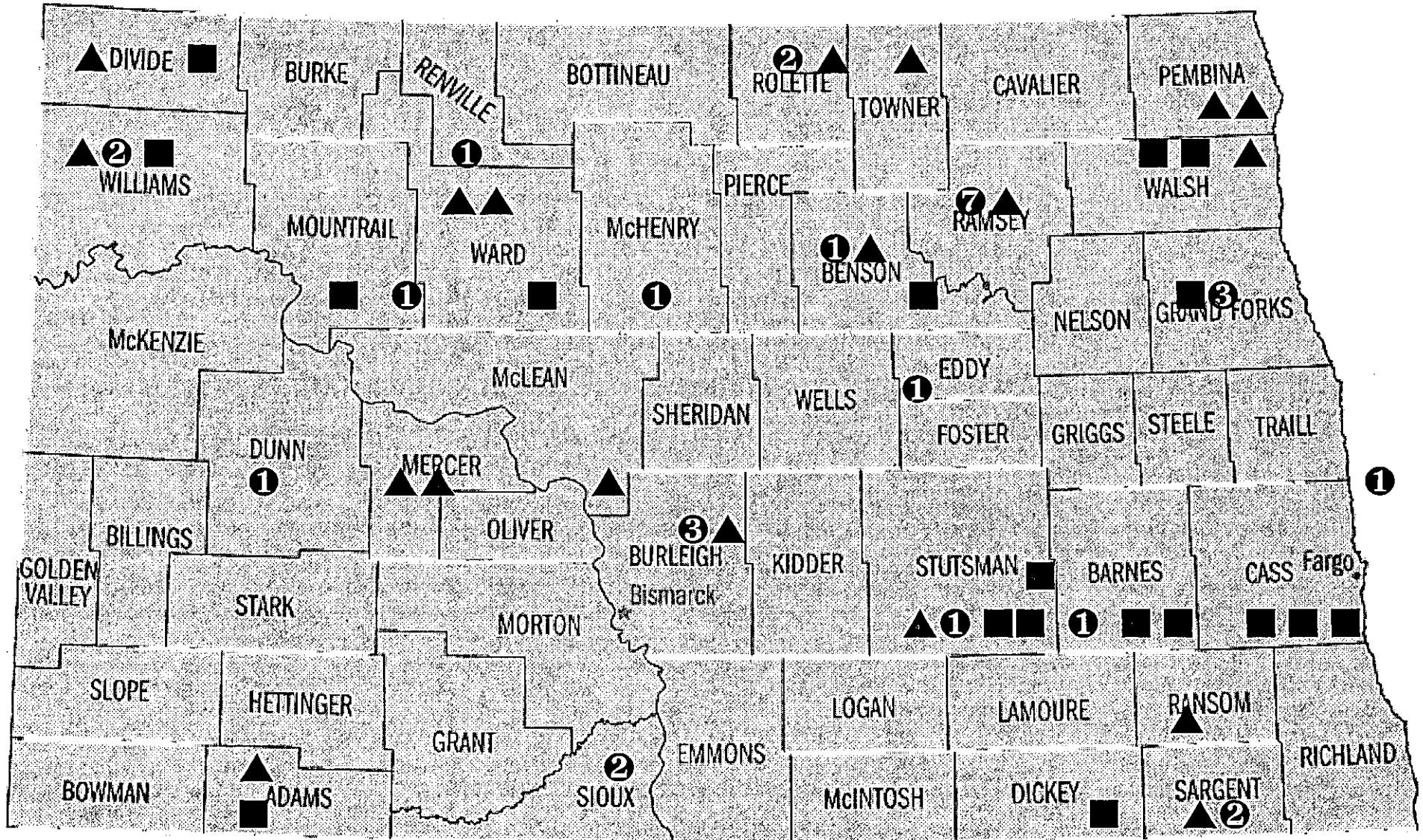
Department	Service Provided	For Whom	How Often?	Starting Date	Ending Date	City (Service provided to)	Region	# Served
Technology	ASL I Class via Video Conference	Students - HS/College	Daily	8/24/2004	12/17/2004	Devils Lake	3	15
Technology	ASL I Class via Video Conference	Students - HS/College	Daily	8/24/2004	12/17/2004	Multiple Locations	3	17
Technology	ASL I Class via Video Conference	Students - College	Daily	8/24/2004	12/17/2004	Multiple Locations	3	10
Technology	Basic Sign via Video Conference	Individuals	Weekly	9/7/2004	12/13/2004	Multiple Locations	3	50
Technology	Video Conference Session - Orientation	Students - College	Single (one time)	1/11/2005	1/11/2005	Bismarck	7	16
Technology	Video Conference Session	Students - High School	Single (one time)	2/2/2005	2/2/2005	New Rockford	3	8
Technology	Video Conference Session	Organization - NDATL	Single (one time)	2/10/2005	2/10/2005	Multiple Locations	3	4
Technology	Video Conference Session - Class	Agency - State Bar Assn	Single (one time)	1/18/2005	2/18/2005	Multiple Locations	3	8
Technology	Business Class via Video Conference	Students - College	Weekly	1/12/2005	5/13/2005	Mayville	6	21
Technology	Nursing Class via Video Conference	Adults	Weekly	1/11/2005	5/12/2005	Multiple Locations	2	8
Technology	Nursing Class via Video Conference	Students - College	Single (one time)	1/26/2005	1/26/2005	Williston	1	16
Technology	ASL II Class via Video Conference	Students - HS/College	Daily	1/11/2005	5/26/2005	Multiple Locations	3	15
Technology	ASL II via Video Conference	Students - HS/College	Daily	1/11/2005	5/26/2005	Multiple Locations	3	21
Technology	ASL II via Video Conference	Students - HS/College	Daily	1/11/2005	5/26/2005	Multiple Locations	3	7
Technology	Basic ASL via Video Conference	Students - HS/College	Weekly	1/11/2005	4/19/2005	Multiple Locations	3	60
Technology	Nursing Class via Video Conference	Students - College	Single (one time)	2/2/2005	2/2/2005	Williston	1	16
Technology	ASL 202 via Video Conference	Students - College	Weekly	1/11/2005	5/12/2005	Williston	1	12
Technology	Nutrition & Health Class via Video Co	Individual	Weekly	1/10/2005	5/2/2005	Multiple Locations	3	1
Technology	Educ Class via Video Conference	Adults	Weekly	3/23/2005	5/4/2005	Multiple Locations	3	5
Technology	Educ Class via Video Conference	Adults	Weekly	1/12/2005	3/9/2005	Multiple Locations	3	50

Department	Service Provided	For Whom	How Often?	Starting Date	Ending Date	City (Service provided to)	Region	# Served
Communications	ASL I class	Students - HS/College	Semester	1/27/2004	5/13/2004	New Rockford	3	3
Communications	ASL II	Students - HS/College	Semester	1/13/2004	5/13/2004	Devils Lake	3	48
Communications	ASL I	Students - High School	Semester	1/13/2004	5/26/2004	Devils Lake	3	15
Communications	Basic Sign Class	Students - various ages	Weekly	1/13/2004	3/16/2004	Devils Lake	3	25
Communications	Interpret CPR	Agency	Single	2/23/2004	2/23/2004	Devils Lake	3	7
Communications	Defensive Driving Interpreter	Agency	Single	2/7/2004	2/7/2004	Devils Lake	3	4
Communications	Interpreter	Agency (4-H)	Single	3/5/2004	3/5/2004	Valley City	6	3
Communications	Interpreter (Drug Use)	Agency	Single	3/17/2004	3/17/2004	Devils Lake	3	9
Communications	ITP Outreach	Organization	Single	3/22/2004	3/22/2004	Devils Lake	3	4
Communications	Interpret Staff Training	Agency	Single	3/25/2004	3/25/2004	Devils Lake	3	3
Communications	Advertising/promoting Family Weekend	Organization	Weekly	2/1/2004	3/26/2004	Multiple Locations	3	35
Communications	Interpret Headstart	Agency	Monthly	1/1/2004	5/1/2004	Devils Lake	3	3
Communications	Interpret Football Banquet	Agency	Single	3/30/2004	3/30/2004	Devils Lake	3	4
Communications	Interpret Career/Tech Advisory Board	Agency	Single	4/6/2004	4/6/2004	Devils Lake	3	8
Communications	Interpret Federal Review Committee/Headstart	Agency	Single	4/7/2004	4/7/2004	Devils Lake	3	6
∞ Communications	Interpret & Committee Member Friend's Foundation	Organization	Single	4/16/2004	4/16/2004	Devils Lake	3	6
Communications	Interpret IEP	Agency	Single	5/4/2004	5/4/2004	New Rockford	3	8
Communications	Interpret Ramsey Housing Authority	Agency	Single	5/7/2004	5/7/2004	Devils Lake	3	3
Communications	Interpret CMS Awards	Agency	Single	5/17/2004		Devils Lake	3	5
Communications	Interpret Field Trip Winnepeg CMS	Agency	Single	5/18/2004		Devils Lake	3	3
Communications	Interpret ES	Individual	Single	5/28/2004		Fargo	5	4
Communications	ASL I (Summer, 2004, 1st Semester)	Students - College	Daily	6/1/2004	7/1/2004	Multiple Locations	1	9
Communications	ASL II (Summer, 2004, 2nd Semester)	Students - College	Daily	7/6/2004	8/5/2004	Multiple Locations	1	9
Communications	Interpret Food Prep	Agency	Daily	6/1/2004	7/1/2004	Devils Lake	3	3
Communications	Interpreter - Driver's Ed	Agency	Daily	6/1/2004	6/14/2004	Devils Lake	3	3
Communications	Basic Sign Class - DD Staff	Agency	Weekly	6/8/2004	8/10/2004	Devils Lake	3	15
Communications	Interpreter - Human Service Center	Agency	Single	6/23/2004		Devils Lake	3	5
Communications	Interpreter - 4th Corp	Agency	Single	6/25/2004		Devils Lake	3	8
Communications	Interpreter - 4th Corp	Agency	Single	7/1/2004		Devils Lake	3	8
Communications	Interpreter - Counseling	Agency	Single	7/8/2004		Devils Lake	3	3
Communications	Interpreter - Job Interview	Business/Workplace	Single	7/12/2004		Devils Lake	3	2

Department	Service Provided	For Whom	How Often?	Starting Date	Ending Date	City (Service provided to)	Region	# Served
Communications	Interpreter	Organization	Weekly	7/19/2004	11/29/2004	Devils Lake	3	9
Communications	ASL I	Students - HS/College	Daily	8/23/2004	5/27/2004	Devils Lake	3	64
Communications	Basic Sign Class	Students - various ages	Weekly	9/7/2004	12/7/2004	Multiple Locations	0	40
Communications	Interpreter & Member, Friends Foundation	Organization	Single	9/9/2004		Devils Lake	3	6
Communications	Interpreter - Ramsey Housing	Agency	Single	9/20/2004		Devils Lake	3	2
Communications	Interpreter - Field Trip to Sully's Hill	Students - Elementary	Single	9/23/2004		Devils Lake	3	6
Communications	Speaker - Career Days	Agency	Single	9/29/2004		Devils Lake	3	30
Communications	Interpreter - 4th Corp	Agency	Single	9/27/2004		Devils Lake	3	6
Communications	Guest Speaker - Kiwanis	Organization	Single	10/19/2004		Devils Lake	3	15
Communications	Interpreter - Program at LRSC	Students - Middle School	Single	10/28/2004		Devils Lake	3	15
Communications	Interpreter - Coach BB Clinic	Agency	Single	10/28/2004		Devils Lake	3	3
Communications	Guest Speaker - MSU Students	Agency	Single	10/29/2004		Devils Lake	3	3
Communications	Interpreter - PT Conference	Agency	Single	11/2/2004		Devils Lake	3	5
Communications	Interpreter - IEP Minnie H	Agency	Single	11/3/2004		Devils Lake	3	5
Communications	Advisory Board Member - LRSC ITP	Agency	Single	11/10/2004		Devils Lake	3	8
Communications	Interpret - Headstart Staff meeting	Agency	Single	11/11/2004		Devils Lake	3	4
Communications	Interpret - PT meeting, Minnie H	Agency	Single	12/13/2004		Devils Lake	3	2
Communications	Guest Speaker - LR Corp. Nurses	Agency	Single	11/4/2004		Devils Lake	3	12
Communications	Copy/mail sign video	Agency	Single	12/27/2004		Minot		6
Communications	Mail video sign lessons	Family	Single	1/4/2005		Grand Forks		3
Communications	Interpreter - funeral	Family	Single	1/5/2005		Jamestown		2
Communications	Interpreter - Social Security	Agency	Single	1/5/2005		Devils Lake	3	2
Communications	Interpret - BB practice/games/DLHS	Students - High School	Daily	11/22/2004	3/12/2005	Devils Lake	3	12
Communications	Referral to Rolewitz sign class	Individual	Single	1/3/2005		Fargo		1
Communications	Basic American Sign Language - Spring 2005	Students - various ages	Semester	1/11/2005	4/19/2005	Multiple Locations	0	57
Communications	Interpreter Referral	Business/Workplace	Single	1/12/2005		Devils Lake	0	2
Communications	Mail Harris Catalog to former parent/student	Family	Single	1/31/2005		Cole Harbor	0	2
Communications	ASL II (Spring 2005 Semester)	Students - various ages	Semester	1/11/2005	5/26/2005	Multiple Locations	3	54
Communications	ASL I (Spring 2005 Semester)	Students - High School	Semester	1/11/2005	5/26/2005	Devils Lake	3	6
Communications	BB Game (Sophomore Team)	Students - High School	Single	2/18/2005	2/18/2005	Valley City	0	15
Communications	Interpreter (Human Service Center)	Student - Middle School	Weekly	2/1/2005	5/24/2005	Devils Lake	3	2

Department	Service Provided	For Whom	How Often?	Starting Date	Ending Date	City (Service provided to)	Region	# Served
Communications	Interpreter - LR Special Ed	Family	Single	2/24/2005	2/24/2005	Devils Lake	3	8
Communications	Interpreter - Defensive Driving Course	Organization	Single	2/25/2005	2/25/2005	Devils Lake	4	0
Communications	Interpreter - Lake Region Special Ed	Family	Single	2/15/2005	2/25/2005	Devils Lake	3	3
Communications	Consult - Lake Region State College	Agency	Single	2/14/2005	2/14/2005	Devils Lake	3	4
Communications	Meth Presentation by Minot presenters	Students - High School	Single	2/16/2005	2/16/2005	Devils Lake	3	12
Communications	Interpret - PT Conference	Family	Single	2/10/2005	2/10/2005	Devils Lake	3	4
Communications	Interpret - PT Conference	Family	Single	2/10/2005	2/10/2005	Devils Lake	3	3
Communications	Interpret - BB game @ Dak.Prairie (9th grade)	School	Single	2/3/2005	2/3/2005	Devils Lake	3	15
Communications	Interpret - ND Closeup Convention	Organization	Single	2/14/2005	2/15/2005	Bismarck	0	3
Communications	Interpret - Parent's Night NDSB BB team	School	Single	2/8/2005	2/8/2005	Devils Lake	3	12
Communications	Interpret - USDA Conference Call	Agency	Single	2/10/2005	2/10/2005	Devils Lake	3	3
Communications	Interpret - bb practice/games	DLHS	bb season	11/25/2004	2/26/2005	Devils Lake	3	15

North Dakota School for the Deaf Geographical Distribution of Students/Families July 1, 2004



- NDSd (30 Students)
- Parent-Infant Program/Outreach (18 Families)
- ▲ PIP/Outreach Assessments/Consults/Inservices

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 communication skills, educational, vocational, and personal/social development.
- develop individual abilities toward self-sufficiency in society.
- provide services and training to parents of deaf and deafblind children so they can be informed, active participants in their children's educational process.
- provide an outreach program which assists local educational agencies with assessments, evaluations, consultations, and resources.
- serve as a state-wide resource center on deafness and deafblindness 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.
- provide unduplicated services to adults who are deaf or hard of hearing through the NDSD Outreach Program such as consultations, evaluations, information, training, and educational services in the areas of auditory training, technology, assistive technology, life skills, recreation and so forth.

PROGRAM

The North Dakota School for the Deaf (NDSD) was established in 1890 by the North Dakota Constitution and is located in Devils Lake. NDSD is under the direction, control, and management of the Department of Public Instruction. The school is an educational facility established for the education of children with severe to profound hearing loss who are residents of North Dakota. Out-of-state students are accepted on a tuition basis.

NORTH DAKOTA SCHOOL FOR THE DEAF (PROGRAM – continued)

The North Dakota School for the Deaf is seeking to expand its mission to include the adult deaf population of the state through outreach programming which may be both direct and indirect services. This legislation has been introduced for consideration by the 59th Legislative Assembly.

The North Dakota School for the Deaf uses specialized curriculum and teaching methods and a highly trained educational staff to deliver information directly to students using signed and oral communication as per the specific language needs of the child. The school provides comprehensive educational programming that covers a broad range of disciplines including traditional academics, vocational education, special studies, physical education, and art. Further educational and social opportunities for students are presented through the residential, extra-curricular, and recreational programs. Students also are able to learn about and experience Deaf Culture through activities with their deaf peers and with deaf adults in the community. The major emphasis in all programming at NDSD is the focus on receptive and expressive language acquisition with a hands-on/experiential approach to learning. NDSD is fully accredited with the North Dakota Department of Public Instruction, North Central Accreditation Commission on Accreditation and School Improvement, and the Conference of Educational Administrators Serving the Deaf.

The residential program at the North Dakota School for the Deaf provides services that enable students who are deaf and hard of hearing to develop essential skills that will allow them to be productive citizens of our communities. We provide an environment where students can develop intellectually as well as emotionally and socially.

Students learn and benefit from the trained staff, role models, and peers that are deaf in an environment that provides communication among individuals working at or attending our school. In this way, the NDSD residential learning environment enhances the students' incidental learning, cultural learning, and communication skills. The students' social needs are met and NDSD minimizes their feelings of isolation.

A vital part of meeting the needs of our students in developing language and social skills is the opportunity to be involved in activities within the local community. Students are mainstreamed when appropriate with their hearing peers in classes offered at the Devils Lake Public Schools and Lake Area Career and Technology Center. Hearing students from the public schools are able to attend select classes at NDSD in a reverse mainstream program. American Sign Language classes are currently being offered throughout the day. Other opportunities open to NDSD students in the community include church activities, Scouting, 4H, Devils Lake Park Board recreation, dance, skating, and so forth.

Holistic care--assessment, planning, implementation, and evaluation--is provided to all students through the nursing process. Services provided include assessment and treatment of injuries and acute illnesses, health promotion and disease prevention, emergency care, and control of communicable diseases.

NORTH DAKOTA SCHOOL FOR THE DEAF (PROGRAM – continued)

NDSD supports a Parent-Infant Program for hearing impaired children from birth to three years of age. Through this program, children and their families from throughout North Dakota receive specialized instruction in the home that facilitates communication and language development, child development, auditory training, emotional support, and assistance in identifying resources in their area. Identification of hearing loss as close to birth as possible is a major goal of the program. To that end, NDSD does provide Otoacoustic Emissions (OAE) screening on campus for children ages 0-3.

As an outreach/resource center for both deaf and deafblind, NDSD provides assessment, evaluation, and consultation services to local agencies. It also provides information, technical assistance, and referrals to many other state agencies, the medical and/or health agencies/professionals, and other groups. NDSD provides a variety of workshops and classes dealing with issues appropriate to the education of deaf and hard of hearing students.

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 language rich environment and acquire the necessary skills to integrate into society as productive citizens.

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 life-long endeavor in an ever changing world.

The primary emphasis of each child's program is the development of functional language that includes both expressive and receptive skills, speech, speech reading, manual communication (sign language and fingerspelling), 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 program, progress towards maximizing each child's potential will be made in:

- the development of communication skills for interacting with both hearing and deaf members of society.
- the development of skills in identifying problems, thinking effectively about them, and acting constructively in developing solutions.

NORTH DAKOTA SCHOOL FOR THE DEAF (PHILOSOPHY – continued)

- the development of positive attitudes about self and his/her deafness and their role in their families and society.
- the 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 extra-curricular activities.
- learning self-control in concert with society's standards and development of lasting values of self-esteem, honesty, truthfulness, and respect for authority.
- the exploration of prevocational, vocational, and post secondary educational alternatives.

TRENDS IN EDUCATION OF THE DEAF

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 and as part of Individuals with Disabilities Education Act (IDEA), deaf students should be placed according to individual factors and not the least restrictive environment (LRE) meaning closest to home. Emphasis also will be placed on the certification of specialized staff, programming, and communication. Consequently, the superintendent predicts that during the 2005-2007 biennium NDS should have about 32 students on campus and 15 in the parent-infant program.

Another trend NDS is seeing involves a changing student population. A significant number of the students attending NDS have more than just concerns about hearing to deal with. Fifty-three percent of our current student population has learning disabilities and secondary handicapping conditions that compound the academic challenges facing these students in their school programming. The staff has to move beyond traditional methods to find the best way to help these students learn. This again takes additional time and training.

A 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. NDS will continue to work toward this goal.

NORTH DAKOTA SCHOOL FOR THE DEAF MAJOR ACCOMPLISHMENTS & CHANGES DURING THE LAST TWO YEARS

Salary Administration Plans – A comprehensive salary administration plan for classified staff continues to be updated and utilized when the legislature provides funding.

The NDSB teachers participate in the Combined Schools Advisory Council (CSAC). This past year, CSAC asked Human Resources Management Services to conduct a teacher salary survey of schools in North Dakota to provide information for a new Composite Salary Schedule for teachers. NDSB, as a member of CSAC, used this new salary schedule as a guide in developing the teacher salaries for the biennium.

Strategic Plan - NDSB's strategic plan as developed and implemented by its staff and administration is the foundation for budget and program decisions.

This past year, as a recommendation in a study of NDSB by Dr. Roger Worner, a Blue Ribbon Task Force was appointed by Dr. Wayne Sanstead. This Task Force worked with NDSB staff in developing pro-active strategies to deal with the declining student enrollment. Strategies recommended by the Task Force for NDSB to include in its plan were to be more collaborative with other agencies, move into adult services through the legislative process, make better use of unused space, and reduce expenditures and staff where possible.

Educational Programming – NDSB's educational and dorm staff continued to refine the Reading, Writing, Daily Living, and Community Skills curriculum and the comprehensive Language Curriculum for preschool through 12th grade. NDSB developed and implemented a Career Development Curriculum. NDSB is in compliance with IDEA regulations.

Communications Department – Advancements in technology have enhanced educational opportunities for students in ND. As a member of a consortium of technology-ready high schools, the North Dakota School for the Deaf has implemented interactive teleconference network (IVN) courses in order to provide unique educational opportunities for students in the state. NDSB provides IVN outreach courses in American Sign Language I and II via teleconference instruction. During 2004-2005, twenty-five students from the following schools enrolled in IVN ASL classes at NDSB: Medina, McClusky, Rugby, Tappen, Fessenden-Bowden, Williston and Adams-Edmore. The teleconference technology has also provided the opportunity for families of students attending NDSB to learn sign language as well. The first evening IVN class in Basic American Sign Language was provided during the fall semester of 2004 with linked sites to Garrison High School, Hillsboro High School and Valley City State University. Families and friends of students attending NDSB were able to learn to communicate using sign language. More than forty students were enrolled in these classes. The IVN classes have been successful thus far and NDSB plans to expand IVN course offerings next school year (2005-2006).

NORTH DAKOTA SCHOOL FOR THE DEAF
(MAJOR ACCOMPLISHMENTS & CHANGES DURING THE LAST TWO YEARS –
continued)

Each student mainstreamed into a public school class requires a sign language interpreter in order to access the information being presented by the teacher. The Communications Department provides interpreter services for students who have enrolled in educational programs at Devils Lake High School, Lake Area Career and Technical Center, and Central Middle School. If, in order to succeed, the deaf students also require the use of additional support services such as note-taking and/or tutoring services then arrangements for those services are made through the Communications Department.

For students who are deaf, mainstreaming into the public school environment is easier if they are able to communicate with public school students who are able to use sign language. In an effort to alleviate the communication barriers, NDSD provides a 'reverse mainstream' opportunity in which hearing students from local public schools may choose to enroll in American Sign Language (ASL) as an elective course. The ASL classes have been well attended by students from the public schools! During the 2003-2004 school term, there were more than fifty students enrolled in ASL classes at NDSD. During 2004-2005, the number of students enrolled in ASL classes increased to sixty-five.

Many educational films being used in public school classrooms are not closed-captioned (scripted) for deaf students. When films are used in a classroom without captions, deaf students need to rely on an interpreter to sign what's being said or be given a copy of the script to pre-read. The Communications Department has obtained captioning equipment and software that encodes captions onto un-captioned films. With financial grant awards, several staff members from the Communications Department have been trained to use the software and have been transcribing and captioning educational films for deaf and hard-of-hearing students enrolled in the states public schools. To date, more than 100 educational videotapes have been captioned for schools/educators in North Dakota.

All students, including those who are deaf or hard of hearing, have rights to educational and extra-curricular opportunities provided by public schools. However, in order for deaf students to understand what is taking place, they must be provided with sign language interpreters who have the skill necessary to provide the information. A shortage of skilled, certified interpreters exists in North Dakota. In an effort to alleviate the interpreter shortage, staff members from the North Dakota School for the Deaf and Lake Region State College are co-sponsoring an educational program called the American Sign Language and Interpreter Studies (ASL&IS) program. The ASL&IS program is designed for college students who are interested in a career as sign language interpreters and who have a desire to work with individuals who are deaf. NDSD provides classroom and extra-curricular practicum sites and supervision for the student/intern interpreters.

NORTH DAKOTA SCHOOL FOR THE DEAF
(MAJOR ACCOMPLISHMENTS & CHANGES DURING THE LAST TWO YEARS –
continued)

Resident Living – Residential staff continued to develop the behavior learning and levels of responsibility program, dormitory shop project, and backpack reading program. A Community Integration Vocational Development Program was implemented for NDSD students 14 years and older. This program gave the student trainees functional training to develop on-the-job skills, the opportunity to deal with people outside the home and school environment, and the self-confidence and experience to pursue gainful employment after leaving NDSD. The students did their training with local businesses.

Dormitory staff participated in the sign language evaluation and improvement program. They also provided language development, independent living skills, and leisure activities for dorm students.

Health Services – Holistic care was provided to students. NDSD continued to provide services/programs regarding Universal Precautions/Bloodborne Pathogens, CPR, First Aid, dental care, visual care, prevention of communicable diseases, and so forth. Grants were written in which \$1,200 was obtained to promote healthy nutrition and an Automated External Defibrillator was obtained for emergency care within the school.

Outreach/Parent-Infant Program – Regional Outreach/PIP staff are located in Fargo, Minot, Bismarck, and Devils Lake, allowing NDSD to better provide effective and consistent support statewide. The outreach staff provided educational and support services to special education units, local school districts, Head Start Programs, daycare programs, Early Intervention Programs, Vocational Rehab, Senior Centers, and other agencies serving deaf and hard of hearing students.

The outreach staff provided direct services, on-site and via video conferencing; professional development opportunities; E.A.C.H. classes; sign language classes, consultations; IEP involvement; workshops; inservices; demonstrations; and modeling in the areas of impact of hearing loss, deafness, language development, communication, speech/speech reading, classroom amplification, classroom strategies and management, and appropriate teaching materials. Consultations and support were provided to professionals, parents, and other interested individuals for effective educational programming, accommodations, modifications, special services, and information needed to address the specialized needs. Comprehensive assessment services—speech, language, educational, audiological, social/emotional, and so forth—also were provided to students with hearing loss and deafblindness.

NORTH DAKOTA SCHOOL FOR THE DEAF
(MAJOR ACCOMPLISHMENTS & CHANGES DURING THE LAST TWO YEARS –
continued)

The NDSO Outreach Department worked with Minot State University to provide teaching staff for their Deaf Education Program. The Parent-Infant Program provided services to eighteen families of deaf/hard of hearing children. The NDSO Connections, an informational paper, was published. Information pamphlets, videotapes, books, assistive devices information, and teaching materials were made available upon request. A staff person in each office was available to answer questions or make referrals. Summer camps were planned. The camps were made available to and utilized by students from across the state. NDSO received regular requests for audiological services via OAE hearing screenings for infants, hard to screen individuals, as well as the hearing evaluations of school age students during the assessment process.

Deafblind Services Project – This federally funded project provides technical assistance and support to families, teachers, and other service providers of infants, toddlers, and youth who are deafblind or at risk for deafblindness in the state of North Dakota. Technical assistance has been in the form of information, identification, training and workshops, consultation services, development of new service delivery procedures and strategies, and the building of partnerships between the various agencies serving individuals who are deafblind.

The project also has a resource lending library that has informational material, resource books, curricula, modules, video-tapes, journals, and other educational material.

The project served up to 43 students this past biennium.

Technology – The North Dakota School for the Deaf continues to integrate and improve technology throughout the entire campus including the educational, residential and business areas. NDSO, as a state agency, submitted its IT Plan to the state and, as a K-12 school, submitted a plan to the Educational Technology Council (ETC). These plans are reviewed and updated as goals are reached and needs are identified. Recent accomplishments include: (1) Installation and implementation of a Captioning Center providing the service of captioning VHS videos for schools, families, and so forth, working with the deaf and hard of hearing. (2) In collaboration with the Information Technology Department (ITD) staff, updated and met compliancy web accessibility issues on its web site. (3) Installation and implementation of a second IVN room due to an increase of IVN requests for classes/meetings and in collaboration of services with Lake Region State College. (4) Completion of network and phone connection wiring as a result of major renovation projects around campus. (5) Upgraded all workstations on the LAN to Windows 2000 Professional and/or Windows XP.

**NORTH DAKOTA SCHOOL FOR THE DEAF
(MAJOR ACCOMPLISHMENTS & CHANGES DURING THE LAST TWO YEARS –
continued)**

Risk Management Program – NDSD recently submitted the Continuity of Operations Plan to the Division of Emergency Management. The purpose of the plan is to establish a business continuity/disaster recovery plan if an event would impact its ability to function. The school's Risk Management Workers Compensation Program continues to be followed and includes training of new staff and annual retraining of incumbent staff. NDSD also participates in the Risk Management Fund Program. This qualifies the school for premium reductions.

Physical Plant –Six big, unsafe cottonwood trees were removed from the playground area. More than 100 trees were planted on the campus grounds, and the exterior of the apartment house was painted. The audit of campus buildings was completed for the energy conservation plan. The Facility Use Committee was assembled to plan for future use of the buildings and grounds.

NDSD planned and implemented remodeling to move the educational classrooms from the Spear (school) Building to the west end of the top floor and main floor of the Smith (administration) Building. Head Start and the Early Explorers Programs are leasing the Spear Building except for two rooms in the basement level that are reserved for closed captioning use. The south parking lot was expanded to accommodate more than 30 additional vehicles. A security camera digital recorder was purchased and installed. A new swimming pool cover was purchased.

NDSD continues to lease unused office space to Protection & Advocacy and is leasing the superintendent's residence and two apartments in the apartment building to staff members. NDSD also rents 900 square feet of space in the vocational building to Lake Region School of Martial Arts.

MAJOR PROBLEMS FACING THE SCHOOL

Recruitment of qualified staff such as teachers, interpreters, dorm counselors, nurses, and so forth, continues to be one of the greatest challenges due to the special communications requirements needed to work with deaf children. Once hired, the challenges involve planning and the provision of the ongoing professional development and training needed to bring new staff up to speed on, and veteran staff abreast of, issues and methods which are critical to the education of deaf students locally, at the state level, and very importantly, on a national level. This requires staff involvement on a regular basis on local, state, regional, and national level conferences and training opportunities.

NORTH DAKOTA SCHOOL FOR THE DEAF
(MAJOR PROBLEMS FACING THE SCHOOL – continued)

Salaries for staff with special certification/expertise/skills working with the hearing impaired, fluent sign language skills, knowledge of deaf culture, and so forth, is barely minimal and not competitive enough to draw people with these skills to Devils Lake, North Dakota, and keep them here. NDSB recruits 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 informed of starting salary. Devils Lake does not offer many, if any, post graduate classes for professionals to continue their education or to maintain licensure. Consequently, people may need to commute to Grand Forks, Fargo, or Minot for these opportunities or look out-of-state.

Professional Development continues to be an issue for NDSB. The development of staff expertise necessary for the growth and maintenance of the specialized skills to work with deaf children is a must. This expertise includes upgrading sign skills and understanding deaf culture, development of educational and professional skills in the methodology and techniques for delivery of curricular material to deaf children, to develop skills in the use of technology for the delivery of curricular material to deaf children, and also to develop skills in the use of technology for the delivery of student and staff information. NDSB is optimistic that with the development of a system of video conferencing in North Dakota this will be a way to receive and deliver classes to our staff.

Families' needs – Added to the considerable stresses that 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 – NDSB has a technology plan that 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 are 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. Video conferencing and video relay are now significant technologies that enable deaf individuals to communicate in sign language through the internet.

Outreach – Responding to NDSB's expanded resource center responsibilities requires additional outreach services such as evaluations, consultations, inservice training, and interpreting related training, evaluation, and referral. Adequate response requires input

**NORTH DAKOTA SCHOOL FOR THE DEAF
(MAJOR PROBLEMS FACING THE SCHOOL – continued)**

and involvement of many NDSB professionals who provide direct services to NDSB students all day, every day during the school term. Addition of adult services will require the NDSB outreach staff and others to get training in services to adult populations.

STATUS OF CURRENT APPROPRIATION

An adjustment to the 2003-05 appropriation was a line item transfer of \$40,000 from Salaries & Wages to the Capital Assets line for expansion of the parking lot.

The 2003-05 appropriation appears adequate. Expenditures to date are within budget estimates. A deficiency is not anticipated.

Salaries & Wages represent 80% of the current appropriation and the school's most important resource—its specialized staff. Developing and retaining its professional staff is a top priority at NDSB.

The school appreciates the additional funding to place teachers on the 2003-05 composite salary schedule developed by the Human Resource Management Services and continued funding for temporary help.

A teacher and a cook position were unfunded in this biennium.

The school has experienced several extended vacancies during the biennium (special needs and art teachers). A national shortage of professionals with specialized training to serve deaf students exists and recruitment to North Dakota remains difficult. Other current vacancies include: dorm counselor, houseparent, deafblind project coordinator, custodian, administrative assistant, and psychologist.

As outreach/adult services evolve, a determination will be made on the status of vacant positions relevant to personnel needs.

Operating Expenses represent 18.5% of the current appropriation. Major costs are the Weekend Transportation Program (motor pool mileage, air charter, miscellaneous travel), utilities, food, data processing and telecommunications.

Capital Assets represent 1.2% of the current appropriation. Current project is scheduled for completion by the end of the biennium.

**NORTH DAKOTA SCHOOL FOR THE DEAF
(STATUS OF THE CURRENT APPROPRIATION – continued)**

2005-2007 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 114 years of providing quality educational services to deaf students.

For 2005-07 the school presented a 100% general fund budget request in accordance with executive guidelines. In addition, the school presented an optional adjustment request to complete a facility improvement project.

The budget request was for \$6,358,907—a 7.0% increase from the current appropriation. The special funds appropriation request increased due to the associated costs involved with the rental of a building to Head Start.

Salaries & Wages – The 2.4% increase reflects an additional appropriation for teacher salary increases pursuant to the composite schedule for state teachers developed by Human Resource Management Services. This was offset somewhat by the elimination of a psychologist and administrative assistant positions. A custodian position was also reduced by .25 FTE.

Operating Expenses – The 29.7% increase reflects the increased IT and food expenditures due to a lease to Head Start. These increased costs will be offset by the increase in special funds revenue. This also reflects increased costs for professional services due to contracting of psychology services as a result of eliminating that position.

Capital Assets – A 35.9% decrease from the current appropriation. The request is for replacement of the pool building roof and road repairs.

2005-07 OPTIONAL ADJUSTMENTS

Capital Assets - \$232,850 requested for campus-wide facility energy improvement measures.

2005-07 EXECUTIVE RECOMMENDATION

The school appreciates the funding of \$149,975 to place contracted staff on the proper step and lane of the 2005-07 composite salary schedule as developed by Human Resources Management Services and the compensation package.

The school also appreciates the special fund authority of \$232,850 for energy facility improvement projects.

“Hearing loss is the least of his worries” and other misconceptions about the role of hearing in children with multiple disabilities.

By: Holly Pedersen, M.S. CED, North Dakota School for the Deaf Parent-Infant & Outreach Programs (2004)

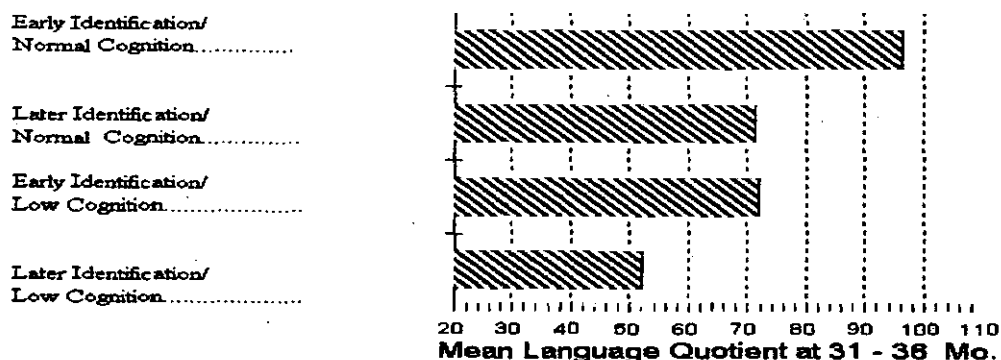
With help from Brady Ness, Au.D./CCC-A, MedCenter One Audiologist

Hearing loss has often been called the “hidden disability” because it may not be as observable as other disabilities. But, the impact of hearing loss, no matter how mild, cannot be underestimated for any child. Sometimes, when children are born with multiple disabilities, it is logical for hearing to “be put on the back burner” while other, more urgent issues are addressed. Unfortunately, all too often this “hidden” disability remains on the back of the stove for a variety of reasons. This article serves to help clarify some common misconceptions related to hearing loss in children who have multiple disabilities with the ultimate goal being to assist these children in using all learning avenues to the maximum extent possible.

“The question of hearing loss can wait until other issues have been resolved”

Certainly, many children born with multiple disabilities have urgent and complex medical needs, which require immediate attention. Informed decisions made by the child’s family and Physician on these matters must be respected.

The efficacy of early identification of hearing loss in all children must also be understood. With the advent of Universal Newborn Hearing Screening, much research has been conducted about whether or not early identification and intervention for children with hearing loss makes a difference. The work of Dr. Christine Yoshinaga-Itano, University of Colorado at Boulder, and others has found that identification and intervention for hearing loss before 6 months of age has significant benefits to language development. This research has received much attention and has led to this timeline being the standard of care. While it has not received as much publicity, Yoshinaga-Itano’s research also suggests that this early identification benefit extends to children with additional disabilities. Consider the following:



Mean total language quotient scores at 31 to 36 months by age of identification of hearing loss and cognition.

(Yoshinaga-Itano, Sedley, Coulter & Mehl, 1998)

Clearly, all children deserve the opportunity to make the best use possible of their hearing.

“A functional hearing evaluation is the same as an Audiological evaluation”

It is widely accepted that a functional hearing evaluation is considered best practice for children who have (or may have) deafblindness (and) multiple disabilities. However, just what constitutes a functional hearing evaluation is not as easily agreed upon. In general, a functional hearing evaluation involves gathering observational information about how a child uses her hearing in her environment: Does the child show an awareness of sounds? What types of sounds does the child most often respond to? How does the child respond? How do different sounds and different situations affect the child's response? Can the child recognize different sounds? Does he locate certain sounds in his environment? etc. Functional hearing evaluation protocols range from simple to sophisticated depending on the capabilities of the child. This type of information can be extremely helpful in planning communication/educational programming; however, it should not stand alone as an assessment of hearing.

The necessity of regular involvement, input and evaluation(s) from an Audiologist must not be overlooked. It is possible for children with multiple disabilities to have “normal” hearing on Audiological measures and yet, functionally, not respond to sound normally. It is also possible for a child to demonstrate responses to a variety of sounds in his environment and still have a significant hearing loss. In either case, knowing if the peripheral system is normal must be determined as soon as possible. If the Audiologist identifies a conductive hearing loss, sometimes this type of hearing loss can be medically or surgically corrected. If a sensorineural hearing loss is present, the Audiologist may recommend amplification and/or other assistive listening technology that can significantly improve the child's potential for using his/her residual hearing. The functional hearing evaluation of a child after the fitting and consistent use of amplification can look very different than before.

“Children who have multiple disabilities are too difficult to test – most often, conclusive results cannot be obtained”

An Audiologist has several types of procedures at his/her disposal to assess the hearing capabilities of an individual of any age. The type(s) of measures used can depend upon various factors such as time, age, visual acuity, motor skills and cognitive ability. Audiological evaluations can include both objective tests (the test is not dependent on the child to indicate his/her response) and subjective tests (the child's behaviors under controlled conditions are observed as a measure of hearing). A brief and simplified overview of some common Audiological procedures includes:

Tympanometry is not a test of hearing, but of middle ear function. It can help identify the presence of an ear infection or anatomical problems. This involves a small probe inserted in the child's ear while the device measures such things as eardrum mobility, ear canal volume and pressure.

OAE (otoacoustic emissions) is an objective measure that helps determine hearing acuity. It is most often used to screen the hearing of newborns, but can be used for any age. This procedure is based on the fact that a healthy cochlea emits an “echo” in response to hearing a sound. During an OAE, a small probe is inserted in the child's ear and a computer records the presence or absence of this echo. An OAE does not hurt the child,

in fact it is best if the child is sleeping, still and quiet. Under such conditions, an OAE can take as little as 5 minutes to complete.

ABR (auditory brainstem response) is also an objective measure that can help assess a child's peripheral hearing system by recording brainwaves during the presentation of sounds. This test is not painful to the child – small electrodes are pasted to the child's head, a probe is inserted in the ear and the computer records the child's brainwaves as sounds are introduced. A child must be still and quiet for an ABR to be completed. Since ABR takes longer (1-2 hours) to complete than an OAE, a child may not stay asleep for the entire procedure. Sometimes, the child's Physician may recommend sedation; however, this may be an area of caution for many children with significant health concerns.

Behavioral Testing consists of several techniques that examine the child's responses to sounds under controlled conditions in a sound booth. The Audiologist may be able to gather reliable auditory responses by observing the child's behavior in this situation.

Clearly, the team (including the Audiologist) must work together to consider the unique characteristics of each child to determine what combination of procedures is most appropriate. Assessing the hearing of children with multiple disabilities certainly presents challenges and often requires more than one attempt. But, with continued teamwork it can be done. Any information that helps the team better understand a child's hearing can be important in planning appropriate and effective intervention. In many cases it is appropriate for the Audiologist to be a permanent team member to monitor a child's hearing (hearing loss can fluctuate or progress), their amplification and to provide input to the team regarding these issues.

“If it appears that a child with multiple disabilities is not likely to develop spoken language to express herself, or use it as her primary mode of receiving information, the role of hearing is not relevant”

There are several reasons to include auditory training (teaching the child to make the best possible use of her hearing) as part of a program for children even when the goal is not spoken language. Often, even small amounts of useable hearing can supplement alternate communication modes in the following ways:

Attachment/Bonding

“Relationships are the basis of all communication” is a theme in early intervention. Many parents of children who have multiple disabilities indicate concerns related to bonding with their baby: “Does my baby even know who I am?” commented one mother. Amplification use and auditory training can help some children learn to recognize the voices of their family members and even show preference for Mom's or Dad's voice over others'. These early responses are powerful factors for the family and can lay the foundation for future positive interactions.

Increased awareness of their environment

For children with limited sensory input (and) multiple disabilities, the world can be a scary place. Feeling secure enough to explore one's environment, being aware of objects and people and their proximity, and knowing what's happening now and what will happen next are all issues on which successful interactions depend. For some children,

learning how to perceive and recognize sounds and voices in their environment can assist with comfort and result in improved attention and communicative interactions.

Safety

Learning to recognize sounds in one's environment is an important part of orientation and mobility. Even gross discriminations of environmental sounds such as traffic, smoke alarms, or animals can assist with personal safety and locomotion.

Pleasure

Experiencing sound for pleasure is an activity many of us enjoy. This can be especially true for children who may have limited sensory input. An activity involving sound does not always have to be a means to an end; it can be an end in itself!

All children have unique strengths and needs and all children deserve the chance to explore all potential avenues to learning. We never know unless we try!...
If you have questions related to hearing loss in your child/student, please contact the NDSO Outreach Specialist in your region listed below. Our Audiologist provides free hearing screenings for children up to age 3. We can help with Audiological referrals and provide support and information to families and service providers regarding strategies for helping your child/student learn to use his residual hearing.

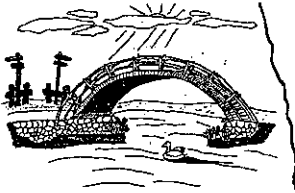
Holly Pedersen, Minot
858-3357 v/tty
pedersen@minotstateu.edu

Carol Lybeck (Coordinator), Devils Lake
662-9000
carol.lybeck@sendit.nodak.edu

Linda Ehlers, Fargo
239-7116
Linda.A.Ehlers@sendit.nodak.edu

Tami Iszler, Bismarck
328-3987
Tami.Iszler@sendit.nodak.edu

NORTH DAKOTA SCHOOL FOR THE DEAF



North Dakota School for the Deaf
Class of 1988

NORTH DAKOTA SCHOOL FOR THE DEAF

Resources on Hearing Loss

North Dakota School for the Deaf is a resource on hearing loss

As a state agency and as a center of expertise on deafness, the North Dakota School for the Deaf has a responsibility to serve all citizens of the state of North Dakota. North Dakota School for the Deaf serves in its traditional role of service provider to deaf and hard of hearing students plus as a resource center on deafness.

North Dakota School for the Deaf offers printed and professional resources in a variety of areas related to deafness. Resources include:

Material Resources:

- Brochures
- Professional library
- Video tapes
- Depository of Captioned Videos for the Deaf
- National publications
- Vertical file on various issues related to hearing loss
- Curriculums
- Captioning Program



Parent Services:

- Regional parent contacts
- Family Learning Vacation
- Parent-Infant Program

Public Information:

- Speakers bureau
- Tours of NDSD
- In-services
- Deaf Awareness Program



Summer Camp Programs:

- 7 to 12 years old
- 13 to 18 years old

Sign Language/Interpreting:

- Interpreter referral
- Regional sign language classes
- Materials: printed and video
- Workshops for interpreters



Consultation/Assessments:

- Audiology
- Psychology
- Speech and Language
- Sign Language
- Classroom/Teacher modification
- Developing an appropriate IEP/IFSP

Alerting and Communication Devices:

- Devices for demonstrative purposes
- Materials on companies and products
- General information brochures



Adult Education Programs:

- Workshops
- Printed materials and classes for late-deafened adults
- Information on state and national services for adults with hearing loss

Contact the regional outreach office near you for more information:

North Dakota School for the Deaf

Northeast: (Coordinator)
1401 College Drive
Devils Lake, North Dakota 58301
(701) 662-9011

Southeast:
1621 South University Dr. #210
Fargo, North Dakota 58103
(701) 239-7116

Southwest:
418 East Broadway, Suite 228
Bismarck, North Dakota 58501
(701) 328-3987


Northwest
Memorial Hall
500 University Avenue West
Minot, North Dakota 58707
(701) 858-3357

Summer Camp 2004

**“Explore in
2004”**



The North Dakota School for the Deaf sponsors two week-long summer camps in June for children who are deaf or hard of hearing from across the state. The first camp is geared for children and their siblings ages 7—12 years old. The second camp is for campers age 13-18 years old. This year, the first camp stayed at Lake Metigoshe Retreat Center and ventured across the Canadian border for a day to visit the International Peace Gardens and Spruce Woods Provincial Park. The older camp was based at Cooperstown Bible Camp and they had the opportunity to try their skills at high ropes.



WHERE IS THE
DEAFBLIND PROJECT?

*The NDDSP is housed at the
North Dakota School for the
Deaf in Devils Lake.*

*You may reach the Project
Mail, phone, FAX, email,
or on the website. Please
contact us for more inform-
ation or to be added to our
mailing list.*

Contact Information:


Rocklyn Cofer, State Dir.
1401 College Drive
Devils Lake, ND 58301

701-662-9000
877-630-6214
701-662-9009 (FAX)

Email:
rocklyn.cofer@sendit.nodak.edu

Website:
www.state.nd.us/deafblind


ND Department of Public Instruction
Dr. Wayne G. Sanstead, Superintendent
North Dakota Deafblind Services Project
1401 College Drive
Devils Lake, ND 58301



NORTH
DAKOTA
DEAFBLIND
SERVICES
PROJECT

Overview

Serving infants, children, and
young adults who are deafblind



*This project is supported by the U.S.
Department of Education, Office of
Special Education Programs (OSEP).
Opinions expressed herein are those of the
authors and do not necessarily represent
the position of the U.S. Dept. of
Education.*

IDEAs
that **Work**
Office of Special
Education Programs

What is NDDSP?

The North Dakota Deafblind Services Project (NDDSP) is a federally funded free resource designed to enhance the provision of services for children and young adults, birth through age 21, who are deafblind. The Mission of the NDDSP is to improve the education and services for children with deafblindness and their families in North Dakota.

What is Deafblindness?

Deafblindness is the combination of a hearing and vision loss. The loss may range from a mild impairment to profound deafness and low vision to total blindness. Deafblindness is also known as dual sensory impairment.

Who Qualifies for Services?

- ☺ Individuals who have a mild to severe hearing and vision impairment that require adaptations or modifications
- ☺ Individuals who have a diagnosis which places them at risk for developing a hearing and vision impairment
- ☺ Individuals with multiple disabilities who may demonstrate inconsistent responses during evaluations or in the natural environment
- ☺ Individuals who have been diagnosed as deaf and blind (deafblindness does not need to be the primary disability)

Who Benefits from Services?

- ☺ Individuals who have a hearing and vision loss
- ☺ Parents and family members
- ☺ Educational personnel
- ☺ Personnel from state and community agencies
- ☺ Other care providers

What Can The Project Do For You?

The NDDSP provides technical assistance and training to families and service providers. Members of the Statewide Technical Assistance Team provide the technical assistance. Each region of the state has identified team members.

The NDDSP equips families, local educators and other professionals with the knowledge and skills needed to improve child outcomes through offering:

- ☺ On-site observations
- ☺ Program consultations
- ☺ Workshops/conferences
- ☺ In-services
- ☺ Resource library materials
- ☺ Assistance in identification
- ☺ Newsletter and project mailings
- ☺ Community resource referrals
- ☺ Deafblind registry data
- ☺ Links to other families

To make a referral or for more information please contact the Outreach Specialist in your area:

Carol Lybeck
1401 College Drive
Devils Lake, ND 58301-1596
Phone 701-662-9000

Holly Pedersen
Memorial Hall, Room 142
500 University Ave. W.
Minot, ND 58707
Phone 701-858-3357

Tami Iszler
418 East Broadway, Suite 228
Bismarck, ND 58501
Phone 701-328-3987

Linda Ehlers
1621 S. University Dr., Suite 210
Fargo, ND 58103
Phone: 701-239-7116

Comprehensive Assessment Services for Children with Hearing Loss



“One of the most crucial elements in the design and selection of a program or placement for a student who is deaf or hard of hearing is a complete and accurate assessment”

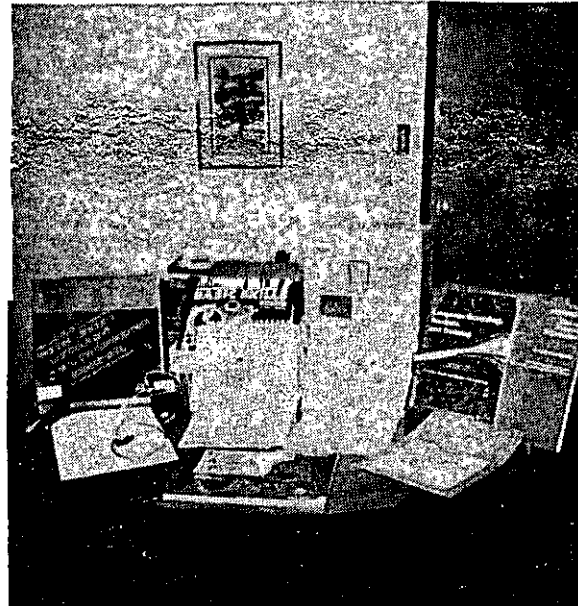
*-NASDSE Education Service
Guidelines*

The Outreach Department of the North Dakota School for the Deaf provides comprehensive assessment services for children with hearing losses. This assessment assists school teams. As part of this process, assistance in using assessment information to make educational decisions for children who are deaf or hard of hearing also is available.

Why Should You Call Us?

"The law requires that individuals involved in testing be trained in or have certification in the area of hearing impairment...."

- the child's home school team would like assistance in evaluating the total impact of the child's hearing loss and/or how to plan for future programming needs.
- the child is in need of a thorough evaluation of language skills including oral, written and signed communication, speech and use of residual hearing and how these impact academic functioning.
- people working with the child are in need of additional strategies or ideas



What Specialists Are Available?

- Child's home school team
- Audiologist
- Early Childhood Teacher of the Deaf/Hard of Hearing
- School Age Teacher of the Deaf/Hard of Hearing
- School Psychologist
- Interpreter Services
- Input from Individuals Who are Deaf/Hard of Hearing

*Additional specialties may be consulted to meet the needs of each individual child.

What Are The Steps In An Assessment?

- 1) Information gathering/pre-assessment meeting
- 2) Assessment
- 3) Information sharing/results meeting
- 4) IEP

Who Can Receive An Evaluation?

Any child between the ages of birth through 21 with a diagnosed hearing loss and a need for more specific educationally based information can receive an evaluation. Anyone can request assistance by contacting the one of the Outreach Specialists listed on the back.

What Is The Cost?

The Outreach Department provides comprehensive assessment assistance at NO COST to families or agencies. Referral sources are responsible to arrange transportation, lodging and/or meals as necessary.

Please direct referrals and questions to the Parent-Infant Program Specialist in your area:

(Coordinator)

1401 College Drive
Devils Lake, ND 58301-1596
Phone 701-662-9000

Minot

Memorial Hall, Room 388
500 University Avenue West
Minot, ND 58707
Phone 701-858-3357

Bismarck

418 East Broadway, Suite 228
Bismarck, ND 58501
Phone 701-328-3987

Fargo

1621 S. University Dr., Suite 210
Fargo, ND 58103
Phone: 701-239-7116

The North Dakota School for the Deaf does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in its programs, activities, or employment.

This program operates in cooperation with the Infant Development Programs of North Dakota

"The outreach program through NDSD is wonderful because the team member works right in the child's home where they are most comfortable. This makes the child a lot more willing to learn as well as giving the parents plenty of opportunity to participate and learn as well."

Kim Miller, Fargo, ND

The Parent/Infant Program has been a very valuable program for our family. It has provided us with countless resources on hearing impairment, put us in contact with other parents of hearing impaired children, provided valuable one on one training, and given us hope, support and encouragement in our struggle to deal with the issues and concerns that come with raising children who are hearing impaired. Our boys have gotten a great start thanks to the Parent/Infant Program."

Dorothy Pribula, Milnor, ND

Sponsored by

Outreach Services

North Dakota School for the Deaf
Serving all of North Dakota

A Division of the Department
of Public Instruction

Parent-Infant Program



A Statewide Home Visitation
Program for Deaf and
Hard of Hearing Children
(Birth to Three Years Old)
and Their Families

Program Description

The North Dakota Parent-Infant Program for deaf and hard of hearing children from birth to three years old and their families is a home-based program. It is family centered and is individualized to the family's needs and the child's learning style.

Through home visits, information is shared with the family on topics such as how to encourage communication, language, and listening skills through naturally occurring home activities. Frequency of home visits is determined on an individual basis.

Initial confirmation of hearing loss is made by an audiologist. Both formal and informal assessments are done at regular intervals. An Individual Family Service Plan is designed with the parents and other involved professionals to assist in meeting the needs of the child and the family. Parents are crucial members of the professional team.

Additional Services

- Parent groups
- Resource Library
- Family Learning

Referrals

Referrals can be made by family members, audiologists, physicians, school districts, speech and language centers, or other agencies.



Use this checklist to observe your child's responses to sounds:

Birth to 3 months: your child is startled by loud sounds and is soothed by your voice.

Birth to 6 months: your child turns his/her eyes and head to see where a sound is coming from, responds to your voice and enjoys noise-making toys.

6 to 10 months: your child responds to his/her name, the ring of a telephone, and understands simple words such as "no" and "bye-bye".

10 to 15 months: your child can point to or look at familiar people or objects when asked to do so, and can imitate simple words and sounds.

15 to 18 months: your child understands and follows simple directions and first words are emerging.

By the age of two: your child will be using ten or more words and his/her vocabulary will increase considerably into phrases and simple sentences by the age of three.

Requirements

- Suspected hearing loss
- Birth to three years of age
- Residency in the State of North Dakota

Admission will be determined on the basis of evaluations conducted by a certified audiologist, Parent-Infant Program staff, and other professionals as deemed necessary.

Program Goals

- Identification of deaf and hard of hearing children as close to birth as possible.
- Provision of emotional support to the family in order to encourage a positive attitude toward developing their child's individual potential.
- Provision to the family, through home visits, a curriculum that facilitates communication and language development, child development, auditory training and ideas for learning activities/games, etc.
- Encouragement of parent advocacy.
- Assistance in identifying other resources in the home and state communities.

CHOOSE YOUR
FUTURE

North Dakota School for
the Deaf with the coopera-
tion of local participating
business are helping stu-
dents gain training and ex-
perience in the workplace
to enhance the students
opportunities for future
employment.



COMMUNITY
INTEGRATION /
VOCATIONAL
DEVELOPMENT PROGRAM



*Community Integration/Vocational
Development Program*

DEPARTMENT OF PUBLIC INSTRUCTION
DR. WAYNE G. SANSTEAD, SUPERINTENDENT

NORTH DAKOTA SCHOOL FOR THE DEAF
1400 COLLEGE DRIVE
DEVILS LAKE, ND 58301

PHONE: 701-662-9000
Fax: 701-662-9009
Web Page: www.discovernd.com/nds

NORTH DAKOTA SCHOOL FOR THE DEAF

701-662-9000

COMMUNITY INTEGRATION
VOCATIONAL
DEVELOPMENT PROGRAM

The primary goal of the Community Integration/Vocational Development Program is to assist individuals in gaining the skills and experience needed to obtain a paid position in the workforce. This individualized program focuses on working with the person's interests and abilities and matching them with an employment opportunity.

North Dakota School for the Deaf provides vocational experience and training to students 14 years of age and older. Nine week programs with participating businesses in the community allow students to understand and experience the work environment and acquire job skills for the future.

BENEFITS TO STUDENTS:

- Training to develop job skills
- Experience environments outside school and home
- Gain experience to pursue employment after graduation
- Assessments to show progress
- Builds confidence and self-esteem
- Work Training Certificate



BENEFITS TO EMPLOYERS

- Community Service
- Job Coach/Trainer supervises student
- No wages incurred by student or Job Coach
- Student not entitled to job after training
- Regular employees not displaced